

**THE EFFECTS OF PRE-QUESTIONING
ON STUDENTS' ABILITY IN READING COMPREHENSION**



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**THE EFFECTS OF PRE-QUESTIONING ON STUDENTS' ABILITY IN READING
COMPREHENSION**

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READING COMPREHENSION**

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Makassar, 24 Mei 2012

The writer

TABLE OF CONTENTS

LEGITIMACY	i
AGREEMENT	ii
APPROVAL	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	vi
ABSTRACT	ix
CHAPTER II INTRODUCTION	1
A. Background	1
B. Scope of Problems.....	2
C. Research Questions	2
D. Objective of Problems	3
E. Significance of Problems	3
CHAPTER II LITERATURE REVIEW	4
A. Review of Literature.....	4
1. Definition of Reading.....	4
a. Types of Reading Test.....	5
2. Reading Comprehension	6
a. Kinds of Question in Reading Comprehension.....	6
b. Some Factors that Influence Students' Reading Comprehension Achievement.....	6
1) Internal Factor	7
a) Motivation	7
b) Interest.....	8
2) The External Factor	8
a) Reading material	8
b) Teacher of Reading	9

3. Questioning Strategies.....	9
4. Schema Theory Background and Knowledge in Reading	10
5. Theory of Pre-Questioning.....	11
a. Kinds of Pre-Questioning.....	11
1) Pre-Questioning before Reading to Confirm Expectation	11
2) Pre-Questioning before Reading to Extract Specific Information	12
3) Pre-Questioning before Reading for General Information.....	12
4) Pre-Questioning before Reading for Detailed Comprehension	12
6. Text Types	12
a. Descriptive Text Types.....	12
b. Narrative Text Types	13
c. Expository Text Types.....	13
d. Argumentative Text Types	13
B. Previous Study.....	14
C. Theoretical Framework	15
D. Hypothesis of Research.....	16
CHAPTER III METHODOLOGY.....	18
A. Research Design.....	18
B. Instrument.....	19
C. Population and Sample.....	22
D. Method of Collecting Data.....	23
E. Method of Processing Data	24
CHAPTER IV PRESENTATION DATA AND ANALYSIS.....	27
A. The Analysis of Test	28
1. The Analysis of Pre-Test and Post-Test	28
a. Pre-Questioning Effects on Narrative Text Type	29
b. Pre-Questioning Effects on Expository Text Type.....	31
c. Pre-Questioning Effects on Descriptive Text Type.....	32
d. Pre-Questioning Effects on Argumentative Text Type	34
e. Pre-Questioning Effects on All Text Types.....	35

2.The Analysis of Questionnaire.....	37
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CHAPTER V CONCLUSIONS AND SUGGESTIONS..... 44

A. Conclusions.....	44
B. Suggestions.....	45

LIST OF APPENDICES..... 47

REFERENCESS..... 90

ABSTRACT

Rahayu Indah Sari. *The Effects of Pre-questioning on Students' Ability in Reading Comprehension.* (Supervised by: Husain Hasyim and Hamsinah Yasin)

This study aims to investigate the effects of Pre-questioning to improve the ability of students Batch 2011 of English Department Hasanuddin University in reading comprehension. There are 15 students Batch 2011 of English Department Hasanuddin University as the sample in this study.

The writer applied experimental method in this study. The students applied pre-questioning in different types of texts after being given a pre-test and then they were given a post-test. The forms of questions were in multiple choice and essay; multiple choice used for reading comprehension tests and essay used for pre-questioning tests. The data were processed and analyzed according to these steps: taking the data, editing, scoring, tabulating, charting, and taking the conclusion based on the statistical result.

The result of this study showed that the pre-questioning has a significant effects for students' achievement in reading comprehension particularly with narrative text. It could be seen from the mean score of the students. The mean score of the students in pre-test was 58 which were classified as 'poor' and the mean score of the students in post-test was 88 that were classified as 'excellent'. In expository text, the mean score of the students in pre-test was 52 and the mean score of the students in post-test was 54,6 were classified as 'poor'. In descriptive text the mean score of the students in pre-test was 57.3 were classified as 'poor' and the mean score of the students in post-test was 60 were classified as 'fair'. In argumentative text the mean score of the students in pre-test was 53.3 and the mean score of the students in post-test was 52 were classified as 'poor'. It can be concluded that after the students were taught by using pre-questioning can improve students' ability in reading narrative text. Then, in descriptive and expository text pre-questioning have little effects. But in argumentative text pre-questioning has no significant effect.

Key word: reading comprehension, students, Pre-questioning, post-test

ABSTRAK

Rahayu Indah Sari. *Pengaruh Pre-questioning terhadap Kemampuan Mahasiswa dalam Memahami Bacaan.* (Dibimbing oleh: Husain Hasyim dan Hamsinah Yasin)

Penelitian ini dilakukan untuk menjelaskan pengaruh dari pre-questioning dalam peningkatan pemahaman membaca mahasiswa Angkatan 2011 jurusan Sastra Inggris Universitas Hasanuddin. Terdapat 15 mahasiswa Angkatan 2011 jurusan Sastra Inggris Universitas Hasanuddin sebagai sample dalam penelitian ini.

Penulis menggunakan metode eksperimen dalam penelitian ini. Mahasiswa diajarkan menggunakan pre-questioning setelah diberikan pre-test dan kemudian diberikan post-test. Bentuk dari pertanyaan terdiri dari pilihan ganda dan essay, pilihan ganda digunakan sebagai tes pemahaman membaca dan essay untuk tes pre-questioning. Data yang diperoleh diproses dan dianalisis berdasarkan tahapan-tahapan berikut: mengambil data, mengedit data, menilai data, mentabulasi, menggambarkan grafik, dan mengambil kesimpulan berdasarkan analisis statistik.

Hasil analisis menunjukkan bahwa pre-questioning memiliki pengaruh yang signifikan terhadap peningkatan pemahaman membaca mahasiswa pada teks naratif. Hal ini dapat dilihat dari nilai rata-rata mahasiswa. Nilai rata-rata mahasiswa pada pre-test 58 dalam klasifikasi 'poor' sedangkan nilai rata-rata mahasiswa pada post-test hanya 88 dalam klasifikasi 'excellent'. Dalam ekspositori teks nilai rata-rata mahasiswa pada pre-test 52 dalam klasifikasi 'poor' sedangkan nilai rata-rata mahasiswa pada post-test 54.6 dalam klasifikasi 'poor'. Dalam deskriptif teks nilai rata-rata mahasiswa pada pre-test 57.3 dalam klasifikasi 'poor' sedangkan nilai rata-rata mahasiswa pada post-test 60 dalam klasifikasi 'fair'. Dalam argumentative teks nilai rata-rata mahasiswa pada pre-test 53.3 dan nilai rata-rata mahasiswa pada post-test 52 dalam klasifikasi 'poor'. Hal ini menunjukkan bahwa setelah mahasiswa diajarkan menggunakan pre-questioning dapat meningkatkan kemampuan mereka untuk memahami bacaan dalam bentuk teks naratif. Kemudian dalam deskriptif dan ekspositori teks pre-questioning memberikan sedikit peningkatan. Tetapi dalam argumentative teks pre-questioning mempunyai pengaruh yang signifikan.

CHAPTER I

INTRODUCTION

A. Background

Nowadays, the uses of foreign languages are usual. There have been many people who use foreign languages in daily life. Maximum support is the use of English in the daily life of our society.

English as an International language is compulsory to learn. Because it is used by the world community. For example, if students do not understand English, it would be difficult to communicate with people from other countries. In the process of learning English language there are four skills that must be developed, such as: reading, listening, speaking and writing. These four skills have relationship among themselves. One of them is reading. Reading is a skill that is important and should be studied by every student.

Reading skills can provide a great influence for students' education. Reading is the simplest way to learn and very useful for them. Because each person can improve their knowledge about variety things by reading, like a proverb "reading is a window to the world". It means that we can improve our knowledge about many things in this world by reading.

From the explanation above, the writer chooses to analyze the effects of pre-questioning to improve students reading comprehension because it is needed by the students to further their education.

B. Scope of Problems

This study show the effects of pre-questioning on students' ability in reading comprehension. There are the differences of students' ability in answering questions from narrative text, expository text, descriptive text, and argumentative text after they applied to comprehend the text using pre-questioning and the factors that influence the students' ability in reading comprehension after applying pre-questioning activities. It is conducted only for 15 students in A class Batch 2011 of English Department Hasanuddin University. The result of this study can only be generalized or applied to the target population, specifically to the 30 students in A class Batch 2011 of English Department Hasanuddin University.

C. Research Questions

Thus, the problems that need research to improve reading comprehension for students are:

1. What are the effects of pre-questioning on reading comprehension in different text types for English Department Students of Hasanuddin University?
2. What are the factors that influence the students' ability in reading comprehension after applying pre-questioning activities?

D. Objectives of Problems

1. This study aims to find out the effects of pre-questioning in different text types on students reading comprehension.
2. This study aims to find out the factors that influence the students' ability in reading comprehension after applying pre-questioning activities.

E. Significance of Problems

1. This study gives a description about the effects of treatment with pre-questioning on the students' ability in reading comprehension.
2. This study gives a description about the effects of different text types to the students' ability in answering questions before applying pre-questioning and after applying pre-questioning.
3. This study gives a reference to the development of teaching learning process especially in reading, that pre-questioning can make the students' reading comprehension will be better.
4. This study gives a contribution to the students on how to improve their skill in comprehending about the reading text.

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

1. Definition of Reading

According to Hans-Werner (2006), reading is an intensive process in which the eye quickly moves to assimilate text. It is necessary to understand visual perception and eye movement in order to understand the reading process.

Reading is typically an individual activity, although on occasion a person will read out loud for the benefit of other listeners. Reading aloud for one's own use for better comprehension is a form of intrapersonal communication.

Reading is very important activity for student in their learning process. Learning to read by the students in pre-school is using familiar letters until students are able to read every words, clauses, and sentences fluently and clearly. The Students need a proper understanding of reading comprehension. Therefore, they can get the message from reading correctly.

Nunan (1989:17) in his book also said that "Reading is a process of decoding written symbols, working from smaller units (individual letters) to large ones (words, clauses and sentences)". Reading to young children is a recommended way to instill language and expression, and to promote comprehension of text.

a) Types of reading test

Types of reading test are divided into 5 types, there are:

- 1) **Sight word reading:** reading words of increasing difficulty until they become unable to read or understand the words presented to them. Difficulty is manipulated by using words that have more letters or syllables, are less common and have more complicated spelling-sound relationships.
- 2) **Non-word reading:** reading lists of pronounceable nonsense words out loud. The difficulty is increased by using longer words, and also by using words with more complex spelling or sound sequences.
- 3) **Reading comprehension:** a passage is presented to the reader, in which they must read either silently or out loud. Then a series of questions are presented that test the reader's comprehension of this passage.
- 4) **Reading fluency:** the rate with which individuals can name words.
- 5) **Reading accuracy:** the ability to correctly name a word on a page.

Some tests incorporate several of the components above at once. Reading comprehension is different from the other type of reading test because reading comprehension uses to know students' comprehension about the text not students' knowledge about the number of words in the text. (Wikipedia, 2012)

2. Reading Comprehension

Reading comprehension is defined as the level of understanding of a book. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text. (Keith; 2001)

a. Kind of Questions in Reading Comprehension

According to Loughed and TOEFL Information Bulletin in Djiwandono (2002:97), The questions in reading comprehension tests are about:

- 1) Main idea
- 2) Supporting details
- 3) Inferring meaning
- 4) Passage structure
- 5) Author's aim
- 6) Knowledge about certain vocabulary
- 7) Defining vocabulary based on the context

b. Some Factors that Influence Students' Reading Comprehension Achievement

There are two factors that influence the students' reading comprehension achievements and they are related to each others, they are: the internal factor and the external factor.

1) **The Internal Factor**

The internal factor means the factor which comes from the reader himself (Kahayanto, 2005:13) or usually known as personal factor, because the factor has existed inside the reader. This factor deals with self-motivation and interest.

a) Motivation

Motivation plays an important role in comprehending the text. The students will be motivated to read when they felt that they need something from the text. Brown (2001:75) divided the motivation theory into two kinds, they are: intrinsic and extrinsic motivation.

Edward Deci in Brown (2001:76) defined intrinsic motivation, as follow:

"Intrinsically motivated activities are ones from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. It is aimed at bringing about curtaining internally rewarding consequences, namely, feelings of competence and self-determination."

On the other one, extrinsic motivation was defined by him as extrinsically motivated behaviors carried out in anticipation of a reward from outside and beyond the self. Such as; money, prizes, grades, and even certain of positive feedback.

b) Interest

Interest is being one of the important factors in order to increase the students' comprehension achievement in reading. If someone has been interested in reading, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement.

In line with the explanation of motivation and interest above, in this study the writer is interested in using pre-questioning to build up the students' motivation and interest, and also want to see the effects of using pre-questioning in relationship to the students' achievement in reading comprehension because it is impossible for the students to understand the text if he or she has no interest and motivation to read. So, it can be concluded that the good interest and motivation result the good achievement of the students.

2) The External Factor

The external factor has a close relationship to reading material and teacher of reading. They related to one another.

a) Reading Material

The students' achievement in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if

the text given is not at the right level of the difficulty of the readers or the students.

b) Teacher of Reading

The teacher of reading should be careful in choosing the text and giving the tasks because they are related to the students' reading comprehension achievements.

3. Questioning Strategies

The most important key to create an interactive learning is the initiation of interaction from the teacher by using question, Brown (2001:169). Appropriate questioning can fulfill a number of different functions, such as:

- a. Teacher questions give students the opportunity to produce language comfortably without having to risk initiating language themselves. It is very scary for the students to have to initiate conversation or topics for discussion.
- b. Teacher questions can serve to initiate a chain reaction of students' interaction among themselves.
- c. Teacher questions giving immediate feedback about students' comprehension.
- d. Teacher questions provide students with opportunities to find out what they think. As they are nudged into responding to questions about, say,

a reading, they can discover what their own opinions and reactions are.

This self-discovery can be especially useful for a pre-reading activity.

4. Schema Theory Background and Knowledge in Reading

Schema Theory is the source of some questions like: How do readers construct meaning? How do they decide what to hold on to, and having made that decision, how do they infer a writer's message? The reader brings information, knowledge, emotion, experience, and culture – that is, schemata (plural) – to the printed word, Brown (2001: 299).

Besides that, this idea also supports by Clarke and Silberstein in Brown (2001) capture the definition of schema theory as follows:

“Research has shown that reading is only incidentally visual. More information is contributed by the reader than by the print on the page. That is, readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their memories.....Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world”.

There are two categories of schemata, as follows:

- a. *Content Schemata* includes what we know about people, the world, culture, and the universe.
- b. *Formal Schemata* consists of our knowledge about discourse structure.

In line with the explanation above, the writer concludes that the use of pre-questioning is to build readers' content schemata which are related to the background of knowledge.

5. Theory of Pre-questioning

Brown's (2001) defined pre-questioning implicitly as some questions which are provided before the students read the whole text, in order to build the students interest and motivation, also their cognitive factors and pre-questioning is very useful to activate the schemata, and thus the students can predict what will be faced by them in the reading text.

a. Kinds of Pre-questioning

According to Harmer (1985:153), there are some kinds of pre-questioning, they are: Pre-questioning before reading to confirm expectations, pre-questioning before reading to extract specific information, pre-questioning before reading for general comprehension, and pre-questioning before reading for detail comprehension. The explanations are as following:

1) Pre-questioning before reading to confirm expectations

The use of pre-questioning as a tool for placing great emphasis on the lead-in stage (where students are encouraged to become interested in the subject matter of the text) encourages students to predict the content of the text, and gives them an interesting and motivating purpose for reading.

2) Pre-questioning before reading to extract specific information

Pre-questioning was used as a tool to force the students to extract specific information from the text. They are going to answer before reading the text. If they do this it will be possible for them to read in the required way, they should see the text only to extract the information the questions demand.

3) Pre-questioning before reading for general comprehension

In this case pre-questioning was used to build up the students' priority knowledge.

4) Pre-questioning before reading for detailed comprehension

This kind of pre-questioning intends to give the students some detailed information that should be found by them in the whole of the text.

6. Text Types

According to Rotter's (1978), Textual types refer to the following four basic aspects of writing: descriptive, narrative, expository, and argumentative.

a. Descriptive text type

Description is a style of writing which can be useful for a variety of purposes:

- 1) to engage a reader's attention
- 2) to create characters
- 3) to set a mood or create an atmosphere

4) to bring writing to life.

b. Narrative text type

Narration is the telling of a story; the succession of events is given in chronological order. The basic purpose of narrative is to entertain, to gain and to hold a readers' interest. However narratives can also be written to teach or inform, to change attitudes / social opinions. Example: soap operas and television dramas that are used to raise topical issues.

c. Expository text type

It aims to give explanation, the cognitive analysis and subsequent syntheses of complex facts. Example: An essay on "Rhetoric: What is it and why do we study it?"

d. Argumentative text type

Based on the evaluation and the subsequent subjective judgement in answer to a problem argumentative text refers to the reasons advanced for or against a matter.

B. Previous Study

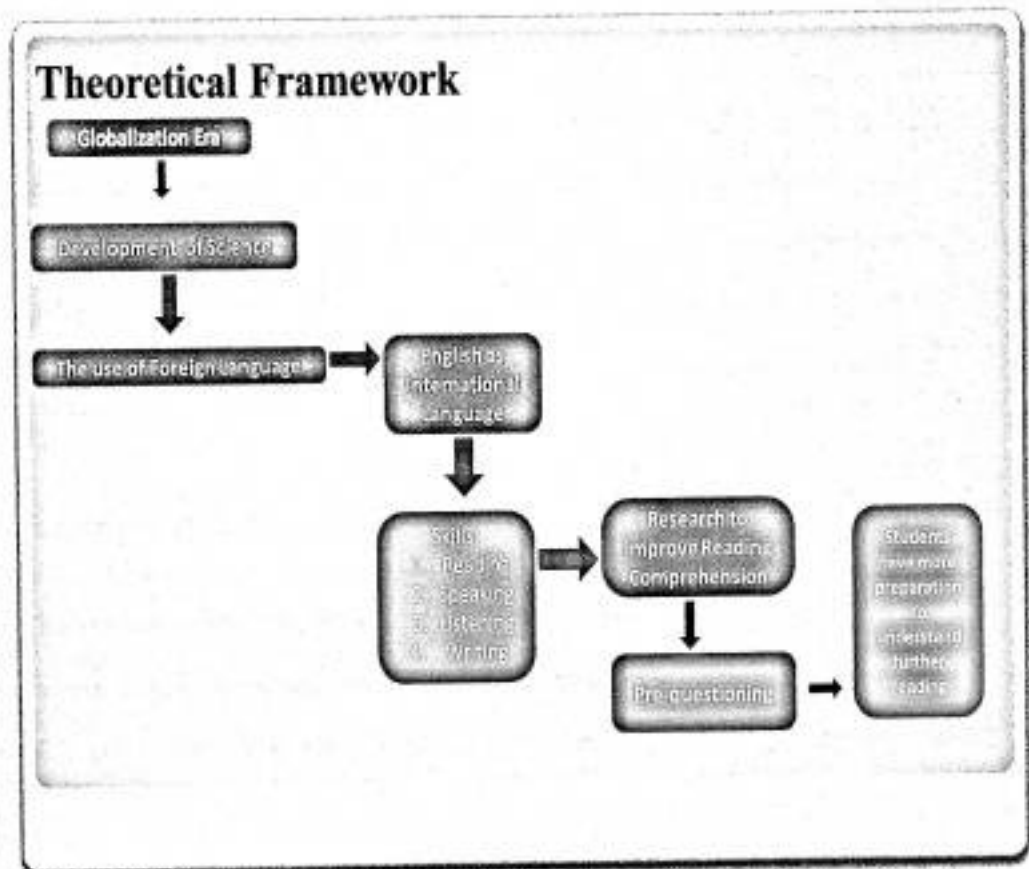
In the level of S1, So far there has been one study about pre-questioning on the students' reading comprehension.

Mahdalena, 2007 with her thesis titled *"Effects of Pre-questioning on the reading comprehension achievement of the second grade students at SMAN-2 Jekan Raya*

in academic year 2006/2007". She focuses her study to investigate the effects of Pre-questioning and students gender on the Reading Comprehension Achievement of the Second Grade Students at SMAN-2 Jekan Raya Palangkaraya.

The result of this study shows that pre-questioning has a significant effect on the students' reading comprehension achievement, the students' gender has no a significant effect on the students' reading comprehension achievement, and there is no interaction effect between pre-questioning and students' gender.

C. Theoretical Framework



In this globalization era the development of science and technology prompts students to study harder in the use of a foreign language. Furthermore the use of English language as international language. There are four skills in English which should be mastered, they are: reading, *speaking*, listening and writing and it cannot be

denied that reading is one of the most important. According to Harmer in *The Practice of English Language Testing* (1985:153).

Reading is important in the academic life. In connection with it, the writer conduct research to improve reading comprehension of students in the classroom with pre-questioning before reading the text because pre-questioning expected to give knowledge of schemata what they will read so that students have more preparation to understand further reading. The most important key to create an interactive learning is the initiation of interaction from the teacher by using question, Brown (2001:169).

D. Hypothesis of the Research

The writer chooses reading comprehension because the other types of test are commonly used to know the knowledge of the reader about the words in the text. Reading comprehension is the only one of them that has purpose to understand the text.

The idea is that students will develop stronger reading comprehension skills if the teacher gives them explicit mental tools for unpacking text (Pressley, 2006)the writer chooses Pre- questioning as the tools to comprehension the text and the writer chooses reading comprehension as the purposes of the research because "Reading for comprehension is the essence of the daily reading of most people." (Wikipedia, February 2012).

The writer expects after doing this study the students will have a better comprehension to reading text in the classroom activity. It will affect students' academic abilities and judgment due to the success of their study depends on the greater part of their ability to read.

CHAPTER III

METHODOLOGY

A. Research Design

The writer analyzed the data by using experimental method. The writer used statistical analysis that described research variable into tables and mean score for each group. The writer got the data by giving test to the samples to describe the problem. The writer analyzed the data using object of students from English department who took reading as one subject in their study. The writer then did the research that was categorized as a Pre-test and post-test control group design with one kind of treatment. According to Sugiyono (2006:83) it is also called "One-Group Pretest-Posttest Design". The Schema as listed below:

$$O_1 \quad x \quad O_2$$

In this research:

O1: Pre test in the initial condition.

X : Pre-questioning, as the treatment given to sample.

O2: Posttest, a test given after treatment.

The writer got the data from test and treatment to describe the problem. The writer used Experimental class. This idea was also supported by Marzuki (1999), he states as follows:

"Penelitian yang dilakukan secara sengaja oleh peneliti dengan cara memberikan treatment/perlakuan tertentu terhadap subjek penelitian guna membangkitkan sesuatu kejadian/keadaan yang akan diteliti bagaimana akibatnya.

Penelitian ini merupakan penelitian kausal (sebab akibat) yang pembuktiannya diperoleh melalui komparasi/perbandingan antara kondisi subjek sebelum perlakuan dengan sesudah diberi perlakuan."

B.Instrument

The writer uses the test as an instrument to collect the data. Before the writer gave the students questions about pre-questioning she gave a pre-test to know the initial condition of the samples. The post-test was given after the students apply pre-questioning to answer the test on the treatment.

Table 1 Content Specification of Number of Item in The Different Text Types of Pre-test and Post-test

No	Content of the tests	Number of test item
1.	Narrative text type	5 items (1,2,3,4,5)
2.	Expository text type	5 items (6,7,8,9,10)
3.	Descriptive text type	5 items (11,12,13,14,15)
4.	Argumentative text type	5 items (16,17,18,19,20)
	Total	20 items

The tests were in the form of essay and multiple-choice. The multiple-choice was used for reading comprehension tests and essay was used for the Pre-questioning tests. The total numbers of test items as treatment were 40 test items with 12 pre-questioning items and for the last treatment 20 test items with 8 pre-questioning. Below are the descriptions of content specification of the test:

Table 2 Content Specification of Number of Item in The Different Text Types

No	Content of the tests	Number of test item
1.	Descriptive text type (I)	10 items
2.	Argumentative text type (II)	10 items
3.	Expository text type (III)	10 items
4.	Narrative text type (IV)	10 items
	Total	40 items

Table 3 Content Specification of Number of Item in The All Text Types as Last

Treatment

No	Content of the tests	Number of test item
1.	Narrative text type	5 items (1,2,3,4,5)
2.	Expository text type	5 items (6,7,8,9,10)

3.	Descriptive text type	5 items (11,12,13,14,15)
4.	Argumentative text type	5 items (16,17,18,19,20)

Table 4 Content Specification of Pre-questioning for Treatment

No.	Content of the tests	Number of test item	Number of item
1.	Pre-questioning before reading for general comprehension	6 items	I (2,3), II (1) III(2), IV(1,3)
2.	Pre-questioning before reading to confirm expectations	5 items	I(1), II(2) III(3), IV(2,4)
3.	Pre-questioning before reading for general comprehension and Pre-questioning before reading to confirm expectations	1 item	III (1)
	Total	12 items	12 items

Table 5 Content Specification of Pre-questioning for Last-treatment

No.	Content of the tests	Number of test item	Number of item
1.	Pre-questioning before reading for general comprehension	3	I(2) II(2) IV(2)
2.	Pre-questioning before reading to confirm expectations	4	I(1) II(1) III(1) IV(1)
3.	Pre-questioning before reading for general comprehension and Pre-questioning before reading to confirm expectations	1	III(2)
	Total	8 items	8 items

C. Population and Sample

1. Population

The population of this research was 30 students in A class Batch 2011 of English Department Hasanuddin University who took Reading Comprehension as their subject in their study because this study concerns to improve their ability in reading comprehension.

2. Sample

In taking the sample, the writer used the cluster sampling technique. According to Toendan (2006:93), the cluster sampling is used when it is more feasible or convenient to select groups of individual then it is to select individuals than it is to select individuals from a defined population.

Based on the theory of Toendan above, it is clear that the result of this study can be interpreted or generalized to the target population, as long there are some similarities and homogeneities on the sample and target population.

The sample of this research were 15 students from A classBatch 2011 of English Department Hasanuddin University.

D.Method of Collecting Data

In collecting data, the writer gave test to the samples. The procedure of collecting datachronologically is presented as follows:

1.Pre-test

Before doing the treatment, pre-test did for experimental class in the first meeting. The pre-test did in order to know the prior knowledge of the students. The students asked to answer 20 questions as pre-test.

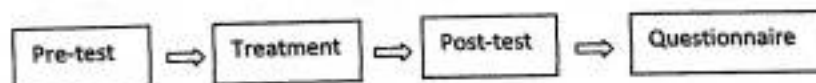
2.Treatment

The treatment was done for 5 meetings. In the second meeting till the sixth meeting, every meeting the writer gave 10 questions in different text types with pre-questioning in the class and 20 questions in four different text types with 2 pre-questioning in every text.

3.Post-Test

After doing a treatment, in the seventh meeting the writer gave the students post-test. The students asked to answer 20 questions as post-test. This material was different from the pre-test material. It was used to know whether or not there was the change of score after being given the treatment.

4.Questionnaire



E.Method Processing Data

The writer used test to collect the data. After collecting the data, there were process with the following procedures:

1. Editing

Found out the data of English Department Hasanuddin University Students.

2. Coding

Each answer sheet was coded by giving code such as S1,S2,S3,S4,...and so on in order to keep the students privacy.

3. Checking the students' answers and give scores.

In this step, the writer gave the score for the students' work based on the correct answer that the students make by using the following formula:

$$SCORE = \frac{\text{Number of correct answer}}{\text{Number of items tested}} \times 100$$

(Depdikbud, 1989:7)

Then, the writer classified the students' score into five levels by using following criteria:

- 80 – 100 is classified as excellent
- 70 – 79 is classified as good
- 60 – 69 is classified as fair
- 50 – 59 is classified as poor
- 0 – 49 is classified as very poor (Syah,2008)

4. Tabulating

After scoring the students' works, the data was classified on the table.

5. The writer calculated the mean score from result of test to know the difference between pre-test and post-test. The formula is as follows:

$$X = \frac{1}{n} \sum X$$

\bar{X} = mean

$\sum X$ = the sum of the students

n = number of students (Sudjana, 2006)

7. Charting

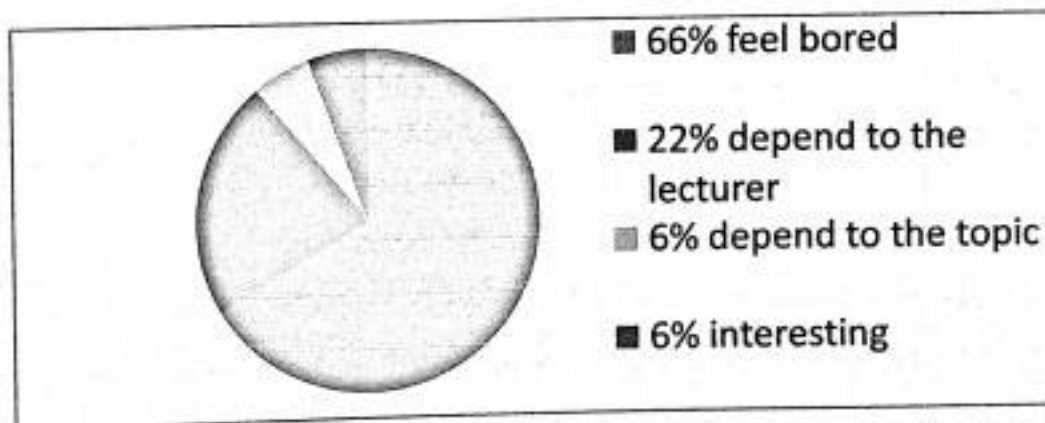
In this part, the writer made a chart to show that there was an increasing in pre-test before the students apply pre-questioning and post test after students applying pre-questioning.

8. Taking the conclusion based on the result of statistical analysis.

CHAPTER IV

PRESENTATION OF DATA AND ANALYSIS

In this chapter, the writer gives description of the data obtained. We can see from the interview result by the writer takes 18 students of English department Hasanuddin University randomly who have studied reading as their subject. Twelve of them feel bored with the way of the lecturer to teach in the class, 4 of them think that is depend to the lecturer, one of them thinks that is dependson the topic from the text, and only one of them feels that her class was interested.



From the problem identified above, the writer focuses on the study in English department students who took reading as their subject are particular to assess the results from the effects of pre-questioning on students reading comprehension

because reading has 4 SKS in first semester and 2 SKS in second semester. So that reading is an important subject of English Department.

The writer shows the level of students' reading comprehension achievements in both the pre-test and the post-test of the class. The data are collected by giving test and questionnaire. The test consists of 20 items of multiple choices from different text types to measure the students' comprehension in reading and the questionnaire consist of 10 items of multiple choices to identify the factors that influence the levels of students' ability in the reading comprehension. The tests are taken from *TOEFL Reading Comprehension test* and some are customized by the writer.

A. The Analysis of Test

Explanation in this part intends to answer the research questions of number 1 and 2 of this research (see page 2).

1. The Analysis of Pre-test and Post-test

The students are given a pre-test and a post-test. The pre-test is used to know their initial condition. The pre-test is given before the students answer the test from different types of text with pre-questioning. Then, The post-test is given after they apply pre-questioning. The post test is used to measure the students' ability after applying the Pre-questioning before doing the test from different

types of test. The questions in the pre-test are different from the post test. The students' answers are presented in the following table.

a. Pre-Questioning effects on Narrative Text Type

Table 2.1: The score of students in pre-test and post test of Narrative Text

Students	Pre-test		Post-test	
	Score	Classification	Score	Classification
S11	100	Excellent	100	Excellent
S2	80	Excellent	100	Excellent
S5	80	Excellent	100	Excellent
S3	60	Fair	100	Excellent
S8	60	Fair	100	Excellent
S14	60	Fair	100	Excellent
S12	50	Poor	100	Excellent
S1	60	Fair	80	Excellent
S13	60	Fair	80	Excellent
S15	60	Fair	80	Excellent
S4	40	Very Poor	80	Excellent
S6	40	Very Poor	80	Excellent
S7	40	Very Poor	80	Excellent
S9	20	Very Poor	80	Excellent
S10	60	Fair	60	Fair
Mean	58	Poor	88	Excellent

From the table above, the writer sees that the mean score of the students when they have done post-test after applying pre-questioning are higher than the mean score of the students before they have done pre-test before applying pre-questioning.

Because the mean score of the students in post-test are 88 which can be classified as 'excellent' and the mean score of the students in pre-test are 58 that can be classified as 'poor'. Then, 13 students get better score in post-test and 2 students get same score. But one of them get maximal score, S11 get 100 which can be classified as 'excellent'. It means that she always do best to do her test whether in pre-test and post-test and another student, S10 get score 60 which can be classify as fair. The writer assumed that S10 has problem with her psychological condition to do the post-test. From this explanation the writer see that 86.6% students get better score and 13.4% students get same score. So the writer concludes that pre-questioning has significant effects to improve students' ability in reading narrative text comprehension.

b. Pre-questioning effects on Expository Text Type

Table 2.2: The score of students in pre-test and post test from Expository Text

Students	Pre-test		Post-test	
	Score	Classification	Score	Classification
S8	60	Fair	100	Excellent
S5	80	Excellent	80	Excellent
S15	60	Fair	80	Excellent
S13	80	Excellent	60	Fair
S6	60	Fair	60	Fair
S11	60	Fair	60	Fair
S2	40	Very Poor	60	Fair
S4	40	Very Poor	60	Fair
S14	40	Very Poor	60	Fair
S3	60	Fair	40	Very poor
S1	40	Very Poor	40	Very Poor
S7	40	Very Poor	40	Very Poor
S12	40	Very Poor	40	Very Poor
S9	40	Very poor	20	Very Poor
S10	40	Very Poor	20	Very Poor
Mean	52	Poor	54,6	Poor

From the table above, the writer sees that the mean score of the students when they have done post-test after applying pre-questioning are higher than that mean score of the students before they have done pre-test before applying pre-questioning. Because the mean score of the students in post-test are 54,6 and the mean score of the students in pre-test are 52 although it has same classification that is classified as poor. Then, 5 students get better score in post-test, 6 students get same score, and 4 of them

get fewer score in post-test. It means 33% students get better score in post-test, 40% students get same score and just 26% students get fewer score. Then, the writer concludes that Pre-questioning has little effects to improve students' ability in reading expository text comprehension.

c. Pre-questioning effects on Descriptive Text Type

Table 2.3: The score of students in pre-test and post test from Descriptive Text

Students	Pre-test		Post-test	
	Score	Classification	Score	Classification
S1	60	Fair	100	Excellent
S13	60	Fair	100	Excellent
S5	80	Excellent	80	Excellent
S15	80	Excellent	80	Excellent
S11	60	Fair	80	Excellent
S6	80	Excellent	60	Fair
S7	40	Very Poor	60	Fair
S10	20	Very Poor	60	Fair
S8	0	Very Poor	60	Fair
S2	80	Excellent	40	Very Poor
S14	80	Excellent	40	Very Poor
S3	60	Fair	40	Very poor
S9	60	Fair	40	Very Poor
S4	40	Very Poor	40	Very poor
S12	60	Very Poor	20	Very Poor
Mean	57.3	Poor	60	Fair

From the table above, the writer knows that the mean score of the students when they have done post-test after applying pre-questioning is higher than the mean

score of the students when they have done pre-test before applying pre-questioning. Because the mean score of the students in post-test are 60 which can be classified as 'fair' and the mean score of the students in pre-test are 57.3 that can be classified as 'poor'. Then, 6 students get better score in post-test, 3 students get same score, and 6 of them get fewer score in post-test. It means 40% students get better score in post-test, 20% students get same score and 40% students get fewer score. Then, the writer concludes that Pre-questioning has little effects to improve students' ability in reading descriptive text comprehension.

skor	jumlah
70	12
60	12
50	12
40	12
30	12
20	12
10	12
0	12
10	12
20	12
30	12
40	12
50	12
60	12
70	12
80	12
90	12
100	12
Jumlah	144

d. Pre-questioning effects on Argumentative Text Type

Table 2.4: The score of students in pre-test and post test from Argumentative Text

Students	Pre-test		Post-test	
	Score	Classification	Score	Classification
S11	100	Excellent	80	Excellent
S10	60	Fair	80	Excellent
S2	80	Excellent	60	Fair
S5	60	Fair	60	Fair
S15	60	Fair	60	Fair
S4	40	Very Poor	60	Fair
S6	40	Very Poor	60	Fair
S8	0	Very Poor	60	Fair
S13	80	Excellent	40	Very Poor
S3	60	Fair	40	Very Poor
S7	60	Fair	40	Very Poor
S12	40	Very Poor	40	Very Poor
S14	40	Very Poor	40	Very Poor
S9	20	Very Poor	40	Very Poor
S1	60	Fair	20	Very Poor
Mean	53.3	Poor	52	Poor

From the table above, the writer sees that the mean score of the students when they have done pre-test before applying pre-questioning are higher than the mean score of the students when they have done post-test after applying pre-questioning. Because the mean score of the students in post-test are 52 which are classified as poor and the mean score of the students in pre-test are 53.3 that are classified as poor. 5 students get better score in post-test, 4 students get same score, and 6 of them get

fewer score in post-test. It means 33.3% students get better score in post-test, 26.7% students get same score and 40% students get fewer score. So the writer concludes that Pre-questioning has no significant effects to improve students' ability in reading descriptive text comprehension.

e. Pre-questioning effects on All Text Type

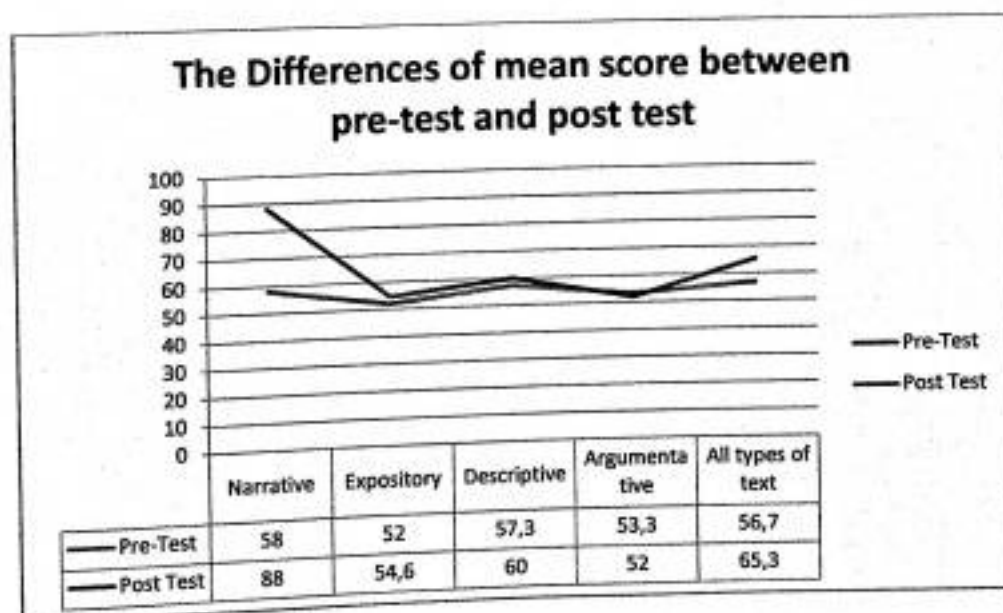
Table 2.5: The score of students in pre-test and post test from All Text

Students	Pre-test		Post-test	
	Score	Classification	Score	Classification
S11	80	Excellent	80	Excellent
S5	75	Good	80	Excellent
S10	45	Very Poor	80	Excellent
S8	30	Very Poor	80	Excellent
S15	65	Fair	75	Good
S13	70	Good	70	Good
S2	70	Good	65	Good
S6	60	Fair	65	Fair
S1	55	Poor	60	Fair
S14	55	Poor	60	Fair
S4	50	Poor	60	Fair
S3	60	Fair	55	Poor
S7	45	Very Poor	55	Poor
S12	55	Poor	50	Poor
S9	35	Very Poor	45	Very Poor
Mean	56.7	Poor	65.3	Fair

In this part the writer explains about the result of all types text test, from the table above, the writer see that the mean score of the students when they have done

post-test after applying pre-questioning are higher than the mean score of the students after they have done pre-test before applying pre-questioning. Because the mean score of the students in post-test are 65.3 which is classified as 'fair' and the mean score of the students in pre-test are 56.7 that is classified as 'poor'. 10 students get better score, 2 students get same score, and 3 students get fewer score. It means that 66.7% students' ability in reading comprehension has been improved after applying pre-questioning, 13,3% students' get same score, and 20% students get less score. Then, the writer concludes that pre-questioning has good effects to improve students' ability in reading comprehension.

Chart 1 The differences of mean score between pre-test and post-test



From the chart above, the writer concludes that pre-questioning has significant effects to improve students' ability in reading comprehension narrative text. Because the students' score in narrative text highly increasing, it is also influence the effects of pre-questioning in all types of text. Because pre-questioning has good effects in all types of text. Although in descriptive text and expository text pre-questioning just have little effect to improve students' ability in reading comprehension. But inargumentative text pre-questioning has no significant effect.

1. The Analysis of Questionnaire

No.	Indicator	Classification	Total	
			Respondent	Percentage
1	The ability of reading and comprehending English text is the important language skill	a.Strongly Agree	6	40%
		b. Agree	9	60%
		c. Disagree	0	0
		d. Strongly Disagree	0	0
			15	100%
2	The students' purpose in reading English text is to comprehend the contents of the reading text and get information	a. Strongly Agree	6	40%
		b. Agree	9	60%
		c. Disagree	0	0
		d. Strongly Disagree	0	0
			15	100%
3	English text are very difficult to be understood	a. Strongly Agree	0	0
		b. Agree	3	20%
		c. Disagree	8	53.34%
		d. Strongly Disagree	4	26.66%
			15	100%

4	The ability of students in comprehending English text book is determined by a teaching technique that is used.	a.Strongly Agree	3	20%
		b.Agree	10	66.67%
		c.Disagree	2	13.33%
		d.Strongly Disagree	0	0
			15	100%
5	Pre-questioning is an affective technique in improving the students' comprehension in reading English text.	a.Strongly Agree	1	6.67%
		b.Agree	8	53.33%
		c.Disagree	6	40%
		d.Strongly Disagree	0	0
			30	100%
6	Pre-questioning can motivate students in comprehending English text.	a.Strongly Agree	1	6.67%
		b.Agree	9	69%
		c.Disagree	5	33.33%
		d.Strongly Disagree	0	0
			15	100%
7	The atmosphere of classroom influences our comprehension in reading English text.	a.Strongly Agree	7	46.67%
		b.Agree	7	46.66%
		c.Disagree	1	6.67%
		d.Strongly Disagree	0	0
			15	100%
8	Pre-questioning can improve the ability of the students in reading English text	a.Strongly Agree	5	33.34%
		b.Agree	7	46.66%
		c.Disagree	3	20%
		d.Strongly Disagree	0	0
			15	100%
9	Pre-questioning is better to used for support teaching technique that is used in reading class	a.Strongly Agree	4	26.67%
		b.Agree	7	46.67%
		c.Disagree	4	26.66%
		d.Strongly Disagree	0	0
			30	100%
10	Teaching method of teacher influence the	a.Strongly Agree	4	26.66%
		b.Agree	11	73.34%

ability of students in reading comprehension.	c.Disagree	0	0
	d.Strongly Disagree	0	0
		15	100%

The table above can be presented as follows:

1. The students' answers on the first question show that 40% students answer *strongly agree*, nine students answer *agree* with the percentage 60%.
2. The students' answers on the second question show that 40% students answer *strongly agree* and 60% students' answer *agree*.
3. The answers of students on third question show that from 15 students, 3 students (20%) students answer *agree*, 8 students (53.34%) students answer *disagree* and 4 students (26.66%) students answer *strongly disagree*.
4. The students' answers on the fourth question show that 3 students (20%) students answer *strongly agree*, 10 students (66.67%) students answer *agrees*, and only 2 students answer *disagree* (13.33%).
5. The student' answers on the fifth question show that 1 student (6.67%) students answer "*strongly agree*", 8 students (53.33%) students answer *agree*, and 6 students (40%) students answer *disagree*.
6. The student' answers on the sixth question show that 1 student (6.67%) students answer *strongly agree*, 9 students (69%) students answer *agree*, and 5 students (33.33%) answer *disagrees*.

7. The answers of students on seventh question show that from 15 students, 7 students (46.67%) students answer *strongly agree*, 7 students (46.66%) students answer *agree* and 1 student (6.67%) students answer *disagree*.
8. The students' answers on the eight question show that 5 students (33.34%) students answer *strongly agree*, 7 students (46.66%) of students answer *agree*, and 3 students (20%) students that answer *disagree*.
9. The answers of students on ninth question show that from 15 students, 4 students (26.67%) students answer *strongly agree*, 7 students (46.67%) students answer *agree*, and 4 students (26.66%) students answer *disagree*.
10. The students' answers on the tenth question show that 4 students (26.66%) students answer *strongly agree*, 11 students (73.34%) students answers *agree*, and none of the student answer *disagree* or *strongly disagree*.

Based on the presentation above, it can be concluded that most students agree that the ability of reading English text book is an important skill. Based on the students' opinion, it can be concluded that almost students agree that pre-questioning can improve students' ability in reading comprehension.

Based on the description and presentation about analysis of questionnaire, the factor that influence the ability of students in reading The English text book are as follow:

a. The difficulty of The English text Book

The answers of the students relating to this factors show that almost students answer disagree and *strongly disagree*. It means that most of the students think that English text is not difficult to be understood. So the writer concludes this factor is not significantly influence on the students' ability in reading the English text book.

b. Technique

The answers of the students relating to this factor show that most student answers agree and strongly agree, only two students answer disagree. It means that this factor significantly influence on the students ability in reading the English text book. Pre-questioning is a technique that used in this research and almost students agree that:

1. Pre-questioning is an affective technique in improving the students' comprehension in reading English text.
2. Pre-questioning can motivate students in comprehending English text.
3. Pre-questioning can improve the ability of the students in reading English text.
4. Pre-questioning is better to used for support teaching technique that is used in reading class.

c. Atmosphere

The answers of the students relating to this factor show that almost student answers agree and strongly agree, only one student who answer disagree. It means that the atmosphere gives contribution in improving the students' ability in reading the English text book.

d. Method

The students' answers relating to this factor show that almost students answer agree and the other student answer strongly agree. It means that this factor significantly influence on the students' ability in reading English text book.

The explanation shows that the factors that influence the students' ability in reading the English text book are method, atmosphere and technique.

Pre-questioning significantly improve the students' ability of the students' in reading English text in the way that it helps the students to prepare themselves before reading the text. This preparation is important because it enables the student to predict an anticipate the information that they will read and to makes students know about the formal schemata and keyword in the text. At the same time, directly or indirectly, they also prepare the vocabulary and their own background knowledge to help them in reading process. All these will definitely help them to build understanding and comprehension to the context of the text.

In some reading theories, this pre-questioning technique is one technique that commonly included in previewing and predicting reading strategies.

Based on the data and literature review, there is also interesting thought that the writer think is relevant to the phenomena of a different result of students' achievement for different text types. According to the writer, in text students perform significantly higher in coping with narrative text because narrative text is more interesting and relatively easier to understand. Meanwhile the text types such as argumentative, expository, and descriptive are more academic and have more unfamiliar vocabulary.

Therefore the writer think that giving pre-questioning for different text types need to be design more specific to the content of the text and the predicted unfamiliar words need to be expose earlier by providing glossary.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer concludes the result of the analysis and gives some suggestions that can be useful for the further thesis.

A. Conclusion

1. The students' ability in reading comprehension of English text book before using pre-questioning is still poor, but after using pre-questioning their classification improved to be fair. There is difference between the result from post-test and pre-test, because the students' post-test score is higher than students' pre-test score in narrative text. It means that pre-questioning has significant effects to improve students' ability in reading narrative text. Then in expository and descriptive text the score of the students' post test is not really high from pre-test, it means that pre-questioning has little effects to improve students reading comprehension on expository and descriptive text. But in argumentative text the result from the development score of students' post-test is less than pre-test. It means that pre-questioning has no significant effects to improve students' ability in reading argumentative text.

2. The factors that influence the students' ability in reading the English text book are method, atmosphere and technique. There are other variables that can influence the result of this study. They are as follow:

- a. Students' prior knowledge
- b. Learning style of the students
- c. Education background of the teacher
- d. Social economic factors of the students

B.Suggestion

1. In teaching reading comprehension of English narrative text books, the writer suggests the English teachers to use pre-questioning, because pre-questioning is one of the effective way to improve the students' ability in reading narrative text comprehension. The result of this research may be used as a reference for the next research to expose the importance of mastering reading comprehension of English text books by using pre-questioning technique.
2. In comprehending English text books the writer suggests the students to control some factors affecting. By controlling the factors, they can increase their reading comprehension. Then, the teacher should build a favorable atmosphere at times of teaching-learning process conducted, because a conducive condition in teaching would become one access to carry the success of material to be taught.

APPENDICES

APPENDIX I

Pre-test

QUESTIONS 1 THROUGH 3 ARE BASED ON THE FOLLOWING TEXT.

A shepherd boy was looking after his sheep on a hill. He felt bored being alone on a hill. Then, he thought of a way to make some fun. While the villagers were busy working, they heard a boy shouting, "Help! Help! Help! A wolf is attacking my sheep!" That sounds from the shepherd boy. He is in trouble. Let's go and help him," said the villagers and rushed towards the hill. They were very surprised when they did not see any wolves on the hill. "Where's the wolf?" they asked. The boy fell back and started laughing. The villagers realized that the boy had played a trick. They were angry and went back to the work.

The next day, the villagers heard the shepherd boy shouting for the help again. They rushed towards the hill, and again the boy laughed at them.

On the third day, a wolf really came and attacked the sheep. "Help! Help! A wolf is attacking my sheep!" shouted the boy at the top of his voice. But nobody bothered him this time. The villagers thought that the boy was trying to fool them again. The boy watched sadly as the wolf killed all his sheep.

1. What is the title for the text?
 - A. The shepherd boy who cried "wolf"
 - B. The Villagers with their tricks
 - C. The wolf attacked the sheep
 - D. The Boy Fooled the Villagers.
2. What is the main idea of the first paragraph?
 - A. The wolf attacked the sheep.
 - B. The villagers saved the boy.

- C. The boy fooled the villagers.
 - D. The boy killed the sheep.
3. What can we learn from the story?
- A. Learning how to behave should be done in the early age.
 - B. Helping people may cause a great lost.
 - C. Lying to others gives a bad effect.
 - D. Shouting in the field is not polite.

QUESTIONS 4 and 5 ARE BASED ON THE FOLLOWING TEXT.

Cinderella

Once upon a time there was a girl called Cinderella. She lived with her stepsisters. They were busy. She had to do all the housework.

Oneday, an invitation to the ball came to the family. Her stepsisters would not let her go. Cinderella was sad. The stepsisters went to the ball without her. Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince. the pince fell in love with her and then he married her. They lived happily ever after.

4. Why was cinderella sad oneday? Because
- A. Her stepsisters would not let her to dance.
 - B. The stepsisters went to the ball with her.
 - C. She could not go to the ball.
 - D. Her stepsisters would not let her go to the ball.
5. Who help Cinderella to get to the ball?
- A. The prince
 - B. The fairy godmother
 - C. Her stepsister
 - D. Her mother

- C. The boy fooled the villagers.
 - D. The boy killed the sheep.
3. What can we learn from the story?
- A. Learning how to behave should be done in the early age.
 - B. Helping people may cause a great lost.
 - C. Lying to others gives a bad effect.
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 - B. The stepsisters went to the ball with her.
 - C. She could not go to the ball.
 - D. Her stepsisters would not let her go to the ball.
5. Who help Cinderella to get to the ball?
- A. The prince
 - B. The fairy godmother
 - C. Her stepsister
 - D. Her mother

QUESTIONS 6 THROUGH 10 ARE BASED ON THE FOLLOWING TEXT.

Animals that produce large amounts of offspring depend upon the sheer size of the litter for the perpetuation of their species. The young mature very quickly and are not educated, as the parents are usually involved with obtaining their own food and with reproduction. Should some of the offspring become endangered, the parent will not interfere, because it is not expected that all the young survive, which is the reason for a large litter. One animal that produces large litters is the hamster. A female hamster is able to bear young when she is six weeks to two months old. The gestation period is about 16 days. Although an average litter size is from five to ten, hamsters commonly have as few as three or as many as a dozen offspring at a time. Mothers will sometimes eat their own young, particularly when the number of offspring is large. Females may produce litters up to an age of about 15 months at monthly intervals. The blind, hairless young begin to grow fur in two to three days. Their eyes open after about two weeks. After ten days they begin eating solid food, though the mother will continue to nurse them for about two more weeks. In captivity, a typical hamster may live for two to three years.

6. The gestation period for hamsters is about

- A. nine months.
- B. one month.
- C. 16 days.
- D. six weeks.

7. Female hamsters will sometimes eat their young for what reason?

- A. Hunger
- B. Because of a large number of offspring
- C. Deformed babies
- D. The young mature too quickly

8. Female hamsters may reproduce as young as

- A. six weeks old.
- B. six months old.
- C. 15 months old.
- D. two weeks old.

9. "Perpetuation" in line 2 means

- A. extinction.
- B. annihilation.
- C. variation.
- D. continuation.

10. What is the BEST title for this passage ?

- A. "Endangered Animal Litters"
- B. "Reasons for Large Litters"
- C. "Parents of Large Litters"
- D. "Educating Litters"

QUESTIONS 11 THROUGH 15 ARE BASED ON THE FOLLOWING TEXT.

Juan Ponce de Leon was the first Spaniard to touch the shores of the present United States. As Columbus had not remotely realized the extent of his momentous discovery, so de Leon never dreamed that his "island" of Florida was a peninsular extension of the vast North American continent. After coming to the New World with Columbus in 1493, he had led the occupation of Puerto Rico in 1508 and governed it from 1509 to 1512. In 1509, de Leon started a colony at Caparra, later abandoned in favor of San Juan. He was one of the first adelantados—men who "advanced" the Spanish Empire by conquest, subjugation of the Indians, and establishment of a semi-military government. In Puerto Rico he heard a legend about an island called Bimini, where there was said to be a spring that restored youth to all who bathed in it. It is said he was seeking this spring when he discovered Florida. He sailed from Puerto Rico in March 1513. On Easter Sunday he sighted the coast. A few days later he landed on Florida's east coast, near what is now St. Augustine. He named the place La

Florida after the Spanish term for Easter Sunday—Pascua florida, or "flowery feast." He then sailed around the peninsula and up the west coast. He returned to Florida in 1521.

11. In what year did de Leon discover Florida?

- a. 1508
- b. 1513
- c. 1521
- d. 1492

12. What was the title of the first colony started by Ponce de Leon in Puerto Rico?

- A. San Juan
- B. La Florida
- C. Caparra
- D. St. Augustine

13. What was the name of the legendary island where the fabled Fountain of Youth was said to be?

- A. Cuba
- B. Bimini
- C. Atlantis
- D. Bermuda

14. Which of the following is implied by the passage?

- A. Ponce de Leon was the true discoverer of the North American continent.
- B. Ponce de Leon rejected the philosophy of the adelantados.
- C. Ponce de Leon may have discovered Florida "by accident."
- D. Ponce de Leon's greatest contribution was his discovery of the Fountain of Youth.

15. According to the passage, which of the following was NOT a means of advancement of the Spanish Empire in the New World?

- A. Conquest
- B. Subjugation of Indians
- C. Establishment of semi-military governments
- D. Treaties and negotiation

QUESTIONS 16 THROUGH 20 ARE BASED ON THE FOLLOWING TEXT.

A recent investigation by scientists at the U.S. Geological Survey shows that strange animal behavior might help predict future earthquakes. Investigators found such occurrences in a ten-kilometer radius of the epicenter of a fairly recent quake. Some birds screeched and flew about wildly; dogs yelped and ran around uncontrollably. Scientists believe the animals can perceive these environmental changes as early as several days before the mishap. In 1976 after observing animal behavior, the Chinese were able to predict a devastating quake. Although hundreds of thousands of people were killed, the government was able to evacuate millions of other people and thus keep the death toll at a lower level.

16. What prediction may be made by observing animal behavior?

- A. an impending earthquake
- B. the number of people who will die
- C. the ten-kilometer radius of the epicenter
- D. environmental changes

17. Why can animals perceive these changes when humans cannot?

- A. Animals are smarter than humans
- B. Animals have certain instincts that humans don't possess.
- C. By running around the house, they can feel the vibrations.
- D. Humans don't know where to look.

18. Which of the following is not true?

- A. Some animals may be able to sense an approaching earthquake.
- B. By observing animal behavior scientists perhaps can predict earthquakes.
- C. The Chinese have successfully predicted an earthquake and saved many lives.
- D. All birds and dogs in a ten-kilometer radius of the epicenter went wild before the quake.

19. In this passage, the word 'evacuate' most nearly means

- A. remove
- B. exile
- C. destroy
- D. emaciate

20. If scientists can accurately predict earthquakes, there will be

- A. fewer animals going crazy
- B. a lower death rate
- C. fewer people evacuated
- D. fewer environmental changes

APPENDIX 2

I. Treatment with Pre-questioning for test using descriptive text

1. Menurut anda siapa ilmuwan paling hebat dan paling cerdas di dunia ini?
Sebutkan alasan anda memilihnya!
2. Apa yang anda ketahui tentang Einstein?
3. Sebutkan teori apa saja yang telah dikemukakan oleh Einstein!

APPENDIX 3

Test using Descriptive text

QUESTIONS 1 THROUGH 10 ARE BASED ON THE FOLLOWING TEXT.

Any list of the greatest thinkers in history contains the name of the brilliant physicist Albert Einstein. His theories of relativity led to entirely new ways of thinking about time, space, matter, energy, and gravity. Einstein's work led to such scientific advances as the control of atomic energy, even television as a practical application of Einstein's work. In 1902 Einstein became an examiner in the Swiss patent office at Bern. In 1905, at age 26, he published the first of five major research papers. The first one provided a theory explaining Brownian movement, the zig-zag motion of microscopic particles in suspension. The second paper laid the foundation for the photon, or quantum, theory of light. In it he proposed that light is composed of separate packets of energy, called quanta or photons, that have some of the properties of particles and some of the properties of waves. A third paper contained the "special theory of relativity" which showed that time and motion are relative to the observer, if the speed of light is constant and the natural laws are the same everywhere in the universe. The fourth paper was a mathematical addition to the special theory of relativity. Here Einstein presented his famous formula, $E = mc^2$, known as the energy-mass equivalence. In 1916, Einstein published his general theory of relativity. In it he proposed that gravity is not a force, but a curve in the space-time continuum, created by the presence of mass.

Einstein spoke out frequently against nationalism, the exalting of one nation above all others. He opposed war and violence and supported Zionism, the movement to establish a Jewish homeland in Palestine. When the Nazis came to power in 1933, they denounced his ideas. He then moved to the United States. In 1939 Einstein learned that two German chemists had split the uranium atom. Einstein wrote to President Franklin D. Roosevelt warning him that this scientific knowledge could lead to Germany developing an atomic bomb. He suggested the United States begin its own atomic bomb research.

1. Einstein's primary work was in the area of
 - (A) chemistry.
 - (B) biology.
 - (C) physics.

- (D) engineering.
2. Which of the following inventions is mentioned in the passage as a practical application of Einstein's discoveries?
 - (A) Radio
 - (B) Automobiles
 - (C) Computers
 - (D) Television
 3. According to the passage, Einstein supported all of the following except
 - (A) the establishment of a Jewish homeland in Palestine.
 - (B) nationalism.
 - (C) atomic bomb research in the United States.
 - (D) the defeat of the Nazis.
 4. In which country was Einstein born?
 - (A) Switzerland
 - (B) United States
 - (C) Germany
 - (D) Israel
 5. What is "Brownian movement"?
 - (A) The zig-zag motion of microscopic particles in suspension
 - (B) The emission of electrons from solids when struck by light
 - (C) The motion of photons in light
 - (D) The basis of the theory of relativity
 6. Einstein was a citizen of all of the following countries EXCEPT
 - (A) Belgium.
 - (B) Germany.
 - (C) United States.
 - (D) Switzerland.
 7. It is clear from the tone of the passage that the author feels
 - (A) Einstein's work in physics was somewhat tarnished by his conservative political views.
 - (B) Albert Einstein was one of the most brilliant thinkers in history.
 - (C) Einstein's work in physics, though theoretically impressive, led to few practical applications.
 - (D) Einstein's theories have been consistently proven incorrect.
 8. According to Einstein's special theory of relativity,
 - (A) all properties of matter and energy can be explained in a single mathematical formula.
 - (B) light is composed of separate packets of energy.
 - (C) time and motion are relative to the observer.
 - (D) some solids emit electrons when struck by light.

9. In line 18, the word "exalting" most nearly means

- (A) elevation.
- (B) criticism.
- (C) support.
- (D) elimination.

10. According to Einstein, light is composed of separate packets of energy called

- (A) electrons.
- (B) photoelectrons.
- (C) quanta.
- (D) gamma rays.

APPENDIX 4

II. Treatment with Pre-questioning for test using argumentative Text

1. Apakah yang anda ketahui tentang Bumi? Menurut anda berapa perkiraan usia bumi?
2. Dari seluruh planet yang ada di dunia ini, planet apa yang paling anda sukai?

APPENDIX 5

Test using argumentative text

QUESTIONS 1 THROUGH 10 ARE BASED ON THE FOLLOWING TEXT.

We believe the Earth is about 4.6 billion years old. At present we are forced to look to other bodies in the solar system for hints as to what the early history of the Earth was like. Studies of our moon, Mercury, Mars, and the large satellites of Jupiter and Saturn have provided ample evidence that all these large celestial bodies were bombarded by smaller objects in a wide variety of sizes shortly after the larger bodies had formed. This same bombardment must have affected Earth as well. The lunar record indicates that the rate of impacts decreased to its present low level about 4 billion years ago. On Earth, subsequent erosion and crustal motions have obliterated the craters that must have formed during this epoch. Scientists estimate the Earth's age by measuring the ratios of various radioactive elements in rocks. The oldest Earth rocks tested thus far are about 3 1/3 billion years old. But no one knows whether these are the oldest rocks on Earth. Tests on rocks from the moon and on meteorites show that these are about 4.6 billion years old. Scientists believe that this is the true age of the solar system and probably the true age of the Earth.

1. In line 8, the word "obliterated" means
 - (A) created.
 - (B) destroyed.
 - (C) changed.
 - (D) eroded.
2. According to this passage, how do scientists estimate the age of the Earth?
 - (A) By measuring the ratios of radioactive elements in rocks
 - (B) By examining fossils
 - (C) By studying sunspots
 - (D) By examining volcanic activity
3. Scientists estimate the age of the Earth as
 - (A) 3 1/3 billion years old.
 - (B) 4 billion years old.
 - (C) 4.6 billion years old.
 - (D) 6 billion years old.

4. Which of the following processes led to the obliteration of the craters formed by the bombardment of the Earth by celestial bodies?
- (A) Volcanic activity
 - (B) Solar radiation
 - (C) Gravity
 - (D) Crustal motions
5. According to the passage, why are scientists forced to look at other bodies in the solar system to determine the early history of the Earth?
- (A) Human alteration of the Earth
 - (B) Erosion and crustal motions
 - (C) Solar flares
 - (D) Deforestation
6. What is the BEST title for this passage?
- (A) "Determining the Age of the Earth"
 - (B) "Determining the Age of the Solar System"
 - (C) "Erosion and Crustal Motion of Earth"
 - (D) "Radioactive Elements in Rocks"
7. Which of the following bodies was NOT studied to give evidence that the Earth was bombarded in its early history?
- (A) Mars
 - (B) Mercury
 - (C) Jupiter
 - (D) Earth's moon
8. Bombardment of the Earth at one time by various sized bodies is
- (A) inferred from what happened on other planetary bodies.
 - (B) documented fact.
 - (C) proven by the lunar record.
 - (D) indicated by erosion.
9. The level of impacts of the bombardments of Earth have
- (A) decreased to below normal.
 - (B) increased to a current high.
 - (C) increased after a periodic low.
 - (D) decreased to a current low.
10. In line 6, the word "bombardment" means
- (A) an avoidance.
 - (B) an assault.
 - (C) an effect.
 - (D) a cause.

APPENDIX 6

III. Treatment with Pre-questioning for test using expository Text:

1. Apakah yang anda ketahui tentang Alkohol?
2. Menurut anda apakah alcohol berbahaya bagi wanita yang sedang hamil?
Sebutkan alasan anda!
3. Apakah anda pernah mengkonsumsi alcohol? Jika iya, ceritakan pengalaman anda!

APPENDIX 7

Test using expository text

QUESTIONS 1 THROUGH 10 ARE BASED ON THE FOLLOWING TEXT.

One of the most dangerous drugs for pregnant women to consume is alcohol. Because alcohol is delivered quickly into the blood and passes quickly into the tissues and membranes, the human fetus is particularly vulnerable to its effects. The reality is that the negative effects on a fetus are so pronounced that babies born after exposure to alcohol are said to be suffering from fetal alcohol syndrome. As a pregnant woman drinks alcohol, the alcohol is passed into her bloodstream almost simultaneously. Moreover, because the bloodstream of the fetus is inextricably tied to that of the mother, the alcohol passes directly into the bloodstream of the fetus as well. And, what is more, the concentration of alcohol in the fetus is exactly the same as in the mother.

For the mother, this concentration is not a problem because her liver can remove one ounce of alcohol from her system per hour. However, the fetus's liver is not completely developed (how developed it is depends on its stage of development). The rate at which it is able to eliminate the alcohol from the blood of the fetus is much slower. Eventually, the alcohol will be returned to the mother's system by passing across the placenta, but this process is slow. By the time this takes place, major neurological damage may have already occurred.

Research has shown that as little as one drink of alcohol can produce significant, irreversible damage to the fetus. Babies born after exposure to alcohol generally exhibit facial distortion, inability to concentrate, and difficulty in remembering. Simply speaking, it is imperative that pregnant women avoid alcohol.

1. What is the main topic of this reading?

- (A) Women and drugs
- (B) The dangers of pregnancy
- (C) The fetus and alcohol body
- (D) Drinking and the human body

2. In line 3 the word "its" refers to

- (A) the fetus
- (B) the blood
- (C) the tissue
- (D) the alcohol

3. In line 4, the word "pronounced" most closely means

- (A) evident
- (B) spoken
- (C) described
- (D) unfortunate

4. How much time can it be inferred that it takes alcohol to enter a woman's bloodstream after she takes a drink?

- (A) about one hour
- (B) a few seconds
- (C) several minutes
- (D) at least 24 hours

5. In line 7 the word "inextricably" most nearly means

- (A) unexplainedly
- (B) formerly
- (C) forcefully
- (D) inseparably

6. According to the passage, how does the concentration of alcohol in a fetus compare to that in the mother?

- (A) The concentration is more.
- (B) The concentration is less.
- (C) The concentration is equivalent. measured.
- (D) The concentration cannot be measured.

7. It can be inferred that the development of a fetal liver depends on

- (A) how many months pregnant the mother is
- (B) how much alcohol the mother has consumed
- (C) how large the fetus is
- (D) how well the mother has taken care of the fetus

8. According to the passage, how is alcohol finally returned to the mother's system?

- (A) it is carried through the bloodstream
- (B) it is transferred across the placenta
- (C) it is expelled by the fetus's liver
- (D) it is not completely returned

9. Which one of the following was NOT mentioned as a sign of fetal alcohol syndrome?

- (A) disfigurement of the face
- (B) concentration difficulties
- (C) increased aggression
- (D) memory problems

10. At what place in the passage does the author discuss the quantity of alcohol necessary to produce negative results?

- (A) Lines 2-3
- (C) Lines 18-19

- (B) Lines 10-11
- (D) Lines 20-21

APPENDIX 8

IV. Treatment with Pre-questioning for test using narrative Text

1. Apakah anda pernah membaca dongeng Kancil? (Jika pernah, tuliskan inti cerita yang telah anda baca.)
2. Menurut anda, hewan apa yang paling cerdas di dunia ini? Sebutkan alasan Anda?
3. Apakah anda pernah membaca cerita tentang raja yang jahat? Jika pernah, tuliskan inti cerita yang telah anda baca.)
4. Menurut anda, bagaimana cara terbaik untuk memberikan pelajaran kepada raja yang jahat agar bisa berubah menjadi raja yang baik hati?

APPENDIX 9

Test using narrative text

QUESTIONS 1 THROUGH 5 ARE BASED ON THE FOLLOWING TEXT

One day while a mousedeer was walking in the forest, he saw a big black snake sleeping under the tree. When he saw the snake, the mousedeer was frightened. When he wanted to run away from the snake, he suddenly fell on top of a tiger which was sleeping not far from the snake. The tiger woke up and took of the mousedeer. He told the mousedeer that he was going to eat him for lunch. "Please don't eat me now," said the mousedeer. "I have something important to do."

"Look," said the mousedeer. "That is the king's belt. He asked me to stay here and watch it while he was away in the forest." The tiger looked at the snake and said, "That is a beautiful belt. I need a belt like that. Can I wear it?" He asked the mousedeer.

"Oh all right," said the mousedeer. So he picked up the snake and winded it around the tiger. Then the snake woke up and saw the tiger. The snake twisted itself tighter until the tiger couldn't breathe. The tiger asked the mousedeer to help him. But the mousedeer turned and ran away into the forest.

1. Where was the tiger sleeping?
 - a. In the middle of the forest.
 - b. Next to the mousedeer's house.
 - c. Next the black snake sleeping under the tree.
 - d. Far away from the place where the mousedeer fell.
2. Why did the mousedeer trick the tiger by saying that the snake was a king's belt?
 - a. The mousedeer liked to trick other animals.
 - b. The mousedeer was a clever animal.
 - c. The tiger wanted to eat him.
 - d. The tiger wanted to wear it.
3. After reading this story, we can learn that ...
 - a. We have to behave like the mousedeer.
 - b. We have to find a way to save ourselves from danger.
 - c. Sleeping black snake was a dangerous animal.

- d. We have to be careful with the mousedeeers.
4. What is the communicative purpose of this text?
- To inform the readers about activities happened in the past.
 - To describe something in general.
 - To give information about the mousedeer.
 - To entertain the readers.

QUESTIONS 5 THROUGH 6 ARE BASED ON THE FOLLOWING TEXT.

The Tyrant Who Became a Just Ruler

In the Olden times there was a king who was so cruel and unjust toward his subjects that he was always called The Tyrant. He was so heartless that his people used to pray night and day that they might have a new king.

One day, much to their surprise, he called his people together and said to them, "My dear subjects, the Tyranny of my days are over. Henceforth, you shall live in peace and Happiness, for I have Decided to try my rule henceforth justly and well."

The King kept his words so well that soon he was known throughout the land as the Just King. By and by one of his favorites came to him said, "Your Majesty, I Beg you to tell me how it was that you had this change of heart towards your people."

And the King replied, "As I was galloping through my forests one afternoon, I caught sight of a hound chasing a fox. The fox escaped into his hole, but not until he had been bitten by the dog so badly that he would be lame for life. The Hounds, returning home, met a man who threw a stone at him, which broke his leg. And the horse, starting to run, fell into a hole and broke his leg. Here I came to my senses, and resolved to change my rule. "For surely, I said to myself, he who does evil will sooner or later be overtaken by evil."

5. Which of the statements is TRUE?

- The king was chased by a fox.
- The king's behavior never changed.
- The man was thrown with a stone by a hound.
- The king's subjects hated him when he was a Tyrant.

6. Paragraph two tells us that the King

- a. never ended the day of his Tyranny
- b. Decided to rule his subjects unjustly
- c. warned his subjects to obey his rules
- d. changed his behavior and became a just ruler

7. The communicative purpose of this text is ..

- a. to criticize a work of art
- b. to share an account of unusual or amusing incidents with others
- c. to describe a particular person
- d. to entertain and deal with actual or vicarious experience

8. The organization of the text above is

- a. Goal, Materials, Steps
- b. Newsworthy events, Event Background, Sources
- c. Orientation, Crisis, Reaction, Coda, Reflection
- d. Orientation, Evaluation, Complication, Resolution, Reorientation

9. To show the real words of the speakers, the writer uses

- a. passive voice
- b. direct speech
- c. reported speech
- d. simple past tense

10. I caught sight of a hound chasing a fox. The last paragraph. The word hound is a kind of

- a. horse
- b. a dog
- c. a lion
- d. a cat

APPENDIX 10

The Last Treatment

Pre questioning 1

1. Apakah anda pernah mendapatkan akibat yang buruk karena sering berbohong?
2. Pernahkah anda membaca cerita tentang cinderella? Jika ya, ceritakan kembali inti cerita yang anda ingat!

QUESTIONS 1 THROUGH 3 ARE BASED ON THE FOLLOWING TEXT.

A shepherd boy was looking after his sheep on a hill. He felt bored being alone on a hill. Then, he thought of a way to make some fun. While the villagers were busy working, they heard a boy shouting, "Help! Help! Help! A wolf is attacking my sheep!" "That sounds from the shepherd boy. He is in trouble. Let's go and help him," said the villagers and rushed towards the hill. They were very surprised when they did not see any wolves on the hill. "Where's the wolf?" they asked. The boy fell back and started laughing. The villagers realized that the boy had played a trick. They were angry and went back to the work.

The next day, the villagers heard the shepherd boy shouting for the help again. They rushed towards the hill, and again the boy laughed at them.

On the third day, a wolf really came and attacked the sheep. "Help! Help! A wolf is attacking my sheep!" shouted the boy at the top of his voice. But nobody bothered him this time. The villagers thought that the boy was trying to fool them again. The boy watched sadly as the wolf killed all his sheep.

1. What is the title for the text?
 - a. The shepherd boy who cried "wolf"
 - b. The Villagers with their tricks
 - c. The wolf attacked the sheep
 - d. The Boy Fooled the Villagers.
2. What is the main idea of the first paragraph?
 - a. The wolf attacked the sheep.
 - b. The villagers saved the boy.
 - c. The boy fooled the villagers.
 - d. The boy killed the sheep.

3. What can we learn from the story?
- Learning how to behave should be done in the early age.
 - Helping people may cause a great lost.
 - Lying to others gives a bad effect.
 - Shouting in the field is not polite.

QUESTIONS 4 and 5 ARE BASED ON THE FOLLOWING TEXT.

Cinderella

Once upon a time there was a girl called Cinderella. She lived with her stepsisters. They were busy. She had to do all the housework.

Oneday, an invitation to the ball came to the family. Her stepsisters would not let her go. Cinderella was sad. The stepsisters went to the ball without her. Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince. the pince fell in love with her and then he married her. They lived happily ever after.

4. Why was cinderella sad oneday? Because
- Her stepsisters would not let her to dance.
 - The stepsisters went to the ball with her.
 - She could not go to the ball.
 - Her stepsisters would not let her go to the ball.
5. Who help Cinderella to get to the ball?
- The prince
 - The fairy godmother
 - Her stepsister
 - Her mother

Pre-questioning II

1. Apakah anda pernah memelihara Hamster?
2. Apakah anda tahu bahwa Hamster adalah hewan yang menghasilkan banyak keturunan?

QUESTIONS 6 THROUGH 10 ARE BASED ON THE FOLLOWING TEXT.

Animals that produce large amounts of offspring depend upon the sheer size of the litter for the perpetuation of their species. The young mature very quickly and are not educated, as the parents are usually involved with obtaining their own food and with reproduction. Should some of the offspring become endangered, the parent will not interfere, because it is not expected that all the young survive, which is the reason for a large litter. One animal that produces large litters is the hamster. A female hamster is able to bear young when she is six weeks to two months old. The gestation period is about 16 days. Although an average litter size is from five to ten, hamsters commonly have as few as three or as many as a dozen offspring at a time. Mothers will sometimes eat their own young, particularly when the number of offspring is large. Females may produce litters up to an age of about 15 months at monthly intervals. The blind, hairless young begin to grow fur in two to three days. Their eyes open after about two weeks. After ten days they begin eating solid food, though the mother will continue to nurse them for about two more weeks. In captivity, a typical hamster may live for two to three years.

6. The gestation period for hamsters is about
- nine months.
 - one month.
 - 16 days.
 - six weeks.
7. Female hamsters will sometimes eat their young for what reason?
- Hunger
 - Because of a large number of offspring
 - Deformed babies
 - The young mature too quickly

8. Female hamsters may reproduce as young as

- a. six weeks old.
- b. six months old.
- c. 15 months old.
- d. two weeks old.

9. "Perpetuation" in line 2 means

- a. extinction.
- b. annihilation.
- c. variation.
- d. continuation.

10. What is the BEST title for this passage ?

- a. "Endangered Animal Litters"
- b. "Reasons for Large Litters"
- c. "Parents of Large Litters"
- d. "Educating Litters"

Pre-questioning III

1. Siapakah penemu berkebangsaan spanyol yang anda ketahui?
2. Apakah anda mengetahui tentang Juan Ponce de Leon?

QUESTIONS 11 THROUGH 15 ARE BASED ON THE FOLLOWING TEXT.

Juan Ponce de Leon was the first Spaniard to touch the shores of the present United States. As Columbus had not remotely realized the extent of his momentous discovery, so de Leon never dreamed that his "island" of Florida was a peninsular extension of the vast North American continent. After coming to the New World with Columbus in 1493, he had led the occupation of Puerto Rico in 1508 and governed it from 1509 to 1512. In 1509, de Leon started a colony at Caparra, later abandoned in favor of San Juan. He was one of the first adelantados—men who "advanced" the Spanish Empire by conquest, subjugation of the Indians, and establishment of a semi-military government. In Puerto Rico he heard a legend about an island called Bimini, where there was said to be a spring that restored youth to all who bathed in it. It is said he was seeking this spring when he discovered Florida. He sailed from Puerto Rico in March 1513. On Easter Sunday he sighted the coast. A few days later he landed on Florida's east coast, near what is now St. Augustine. He named the place La Florida after the Spanish term for Easter Sunday—Pascua florida, or "flowery feast." He then sailed around the peninsula and up the west coast. He returned to Florida in 1521.

11. In what year did de Leon discover Florida?

- a. 1508
- b. 1513
- c. 1521
- d. 1492

12. What was the title of the first colony started by Ponce de Leon in Puerto Rico?

- a. San Juan
- b. La Florida
- c. Caparra
- d. St. Augustine

13. What was the name of the legendary island where the fabled Fountain of Youth was said to be?

- a. Cuba
- b. Bimini
- c. Atlantis
- d. Bermuda

14. Which of the following is implied by the passage?

- a. Ponce de Leon was the true discoverer of the North American continent.
- b. Ponce de Leon rejected the philosophy of the adelantados.
- c. Ponce de Leon may have discovered Florida "by accident."
- d. Ponce de Leon's greatest contribution was his discovery of the Fountain of Youth.

15. According to the passage, which of the following was NOT a means of advancement of the Spanish Empire in the New World?

- a. Conquest
- b. Subjugation of Indians
- c. Establishment of semi-military governments
- d. Treaties and negotiation

Pre-questioning IV

1. Menurut anda, apa saja yang menjadi tanda sebelum datangnya bencana gempa bumi?
2. Apakah anda setuju jika ada ilmuwan yang percaya bahwa tingkah laku hewan yang aneh mungkin membantu memprediksi gempa bumi?

QUESTIONS 16 THROUGH 20 ARE BASED ON THE FOLLOWING TEXT.

A recent investigation by scientists at the U.S. Geological Survey shows that strange animal behavior might help predict future earthquakes. Investigators found such occurrences in a ten-kilometer radius of the epicenter of a fairly recent quake. Some birds screeched and flew about wildly; dogs yelped and ran around uncontrollably. Scientists believe the animals can perceive these environmental changes as early as several days before the mishap. In 1976 after observing animal behavior, the Chinese were able to predict a devastating quake. Although hundreds of thousands of people were killed, the government was able to evacuate millions of other people and thus keep the death toll at a lower level.

16. What prediction may be made by observing animal behavior?

- a. an impending earthquake
- b. the number of people who will die
- c. the ten-kilometer radius of the epicenter
- d. environmental changes

17. Why can animals perceive these changes when humans cannot?

- a. Animals are smarter than humans
- b. Animals have certain instincts that humans don't possess.
- c. By running around the house, they can feel the vibrations.
- d. Humans don't know where to look.

18. Which of the following is not true?

- a. Some animals may be able to sense an approaching earthquake.
- b. By observing animal behavior scientists perhaps can predict earthquakes.
- c. The Chinese have successfully predicted an earthquake and saved many lives.
- d. All birds and dogs in a ten-kilometer radius of the epicenter went wild before the quake.

19. In this passage, the word 'evacuate' most nearly means

- a. remove
- b. exile
- c. destroy
- d. emaciate

20. If scientists can accurately predict earthquakes, there will be

- a. fewer animals going crazy
- b. a lower death rate
- c. fewer people evacuated
- d. fewer environmental changes

APPENDIX 11

Post-test

QUESTIONS 1 THROUGH 5 ARE BASED ON THE FOLLOWING TEXT

Leonardo da Vinci was born on April 15, 1452 in Vinci, Italy. He was the illegitimate son of Ser Piero, a Florentine notary and landlord, but lived on the estate and was treated as a legitimate son.

In 1483, Leonardo da Vinci drew the first model of a helicopter. It did not look very much like our modern day "copter," but the idea of what it could do was about the same.

Leonardo was an artist and sculptor. He was very interested in motion and movement and tried to show it in his art. In order to show movement, he found it helpful to study the way things moved. One subject he liked to study was birds and how they flew. He spent many hours watching the birds and examining the structure of their wings. He noticed how they cupped air with their wings and how the feathers helped hold the air. Through these studies, Leonardo began to understand how birds were able to fly.

1. The word *it* in paragraph two refers to:
 - a. Leonardo da Vinci
 - b. The first model helicopter
 - c. 1483
 - d. motion and movement

2. The word *illegitimate* in paragraph one is closest in meaning to:
 - a. against the law or illegal
 - b. not in correct usage
 - c. incorrectly deduced; illogical
 - d. born out of wedlock

3. The word *they* in the third paragraph refers to:
 - a. the feathers
 - b. the birds
 - c. the studies
 - d. the wings

4. In what year was the first helicopter flown

- a. 1483
- b. 1452
- c. 1519
- d. 1936

5. What two things did birds have that Leonardo da Vinci noticed helped them to fly?

- a. wings and beaks
- b. feathers and talons
- c. wings and feathers
- d. cups and feathers

QUESTIONS 6 THROUGH 10 ARE BASED ON THE FOLLOWING TEXT

Having no language, infants cannot be told what they need to learn. Yet by the age of three they will have mastered the basic structure of their native language and will be well on their way to communicative competence. Acquiring their language is a most impressive intellectual feat. Students of how children learn language generally agree that the most remarkable aspect of this feat is the rapid acquisition of grammar. Nevertheless, the ability of children to conform to grammatical rules is only slightly more wonderful than their ability to learn words very quickly. It has been reckoned that the average high school graduate in the United States has a reading vocabulary of 80,000 words, which includes idiomatic expressions and proper names of people and places. This vocabulary must have been learned over a period of 16 years. From the figures, it can be calculated that the average child learns at a rate of about 13 new words per day. Clearly a learning process of great complexity goes on at a rapid rate in children

6. What is the main subject of the passage.

- (A) Language acquisition in children
- (B) Teaching languages to children
- (C) How to memorize words
- (D) Communicating with infants

7. The word "feat" in line 5 is closest in meaning to which of the following?

- (A) Experiment
- (B) Idea
- (C) Activity
- (D) Accomplishment

8. The word "reckoned" in line 7 is closest in meaning to which of the following?

- (A) Suspected (B) Estimated (C) Proved (D) Said

9. In line 8, the word "which" refers to

- (A) their ability (B) reading vocabulary
(C) idiomatic expression (D) learning process

10. According to the passage, what is impressive about the way children learn vocabulary.

- (A) They learn words before they learn grammar
(B) They learn even very long words.
(C) They learn words very quickly.
(D) They learn the most words in high school.

QUESTIONS 11 THROUGH 15 ARE BASED ON THE FOLLOWING TEXT

Central Park, emerging from a period of abuse and neglect, remains one of the most popular attractions in New York City, with half a million out-of-towners among the more than 3 million people who visit the park yearly. About 15 million individual visits are made each year.

Summer is the season for softball, concerts, and Shakespeare; fall is stunning; winter is wonderful for sledding, skating, and skiing; and springtime is the loveliest of all. It was all planned that way.

About 130 years ago Frederic Law Olmsted and his collaborator Calvert Vaux submitted their landscaping plan for a rectangular parcel two miles north of the town's center. What exists today is essentially Olmsted and Vaux's plan, with more trees, buildings, and asphalt. Landscape architects still speak reverently of Olmsted's genius and foresight, and the sensitive visitor can see the effects he sought.

11. With what subject is the passage mainly concerned?

- (A) The lives of Olmsted and Vaux
- (B) New York City's tourist industry
- (C) Examples of nineteenth-century art in New York City
- (D) The development of Central Park

12. According to the passage, which is the prettiest time of year in Central Park?

- (A) Winter
- (B) Spring
- (C) Summer
- (D) Fall

13. It can be inferred that the rectangular parcel mentioned in line 9 is

- (A) the site of Central Park
- (B) a gift presented to New York
- (C) a skyscraper in New York
- (D) the proposed design beside Central Park

14. According to the passage, before Olmsted and Vaux began their work, the area now occupied by Central Park was

- (A) a romantic place
- (B) an infertile, marshy space
- (C) a green and hilly park
- (D) a baseball field

15. It can be inferred from the passage that today's landscape architects praise Olmsted for his

- (A) enthusiasm for sport
- (B) skill at designing factories
- (C) concern for New York's homeless people
- (D) foresight in anticipating New York's urbanization

QUESTIONS 16 THROUGH 20 ARE BASED ON THE FOLLOWING TEXT

The Moon has been worshipped by primitive peoples and has inspired humans to create everything from lunar calendars to love sonnets, but what do we really know about it? The most accepted theory about the origin of the Moon is older than earth. The Moon was formed of the debris from a massive collision

with the young Earth about 4.6 billion years ago. A huge body, perhaps the size of Mars, struck the Earth, throwing out an immense amount of debris that (5) coalesced and cooled in orbit around the Earth.

The development of Earth is inextricably linked to the moon; the Moon's gravitational influence upon the Earth is the primary cause of ocean tides. The Moon has no atmosphere. Therefore, a man weighing 82 kilograms on Earth would only weigh 14 kilograms on the Moon. Without an atmosphere, the Moon has nothing to protect it from meteorite impacts, and thus the surface of the Moon is covered with impact craters, both large and small.

16. What is the passage primarily about?
- (A) the Moon's effect upon the Earth
 - (B) the origin of the Moon
 - (C) what we know about the Moon and its differences to Earth
 - (D) a comparison of the Moon and the Earth
17. The word "massive" in line 4 is closest in meaning to
- (A) unavoidable
 - (B) dense
 - (C) huge
 - (D) impressive
18. The word "debris" in line 5 is closest in meaning to
- (A) rubbish
 - (B) satellites
 - (C) moons
 - (D) earth
19. According to the passage, the Moon is
- (A) older than the Earth
 - (B) protected by a dense atmosphere
 - (C) composed of a few active volcanoes
 - (D) the primary cause of Earth's ocean tides
20. A person on the Moon would weigh less than on the Earth because
- (A) of the composition of lunar soil
 - (B) the surface gravity of the Moon is less
 - (C) the Moon has no atmosphere
 - (D) the Moon has no active tectonic or volcanic activity

APPENDIX 12

Answer Key:

Pre-test

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

Treatment:

Test using descriptive text

1.C 2.D 3.B 4.C 5.A 6.A 7.B 8.C 9.A 10.C

Test using argumentative text

1.B 2.A 3.C 4.D 5.B 6.A 7.C 8.A 9.D 10.B

Test using expository text

1.C 2.D 3.A 4.B 5.D 6.C 7.A 8.B 9.C 10.C

Test using narrative text

1.A 2.C 3.C 4.D 5.B 6.D 7.D 8.D 9.B 10.B

The Last Treatment

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

Post-test

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

APPENDIX 13

Questionnaires

1. The ability of reading and comprehending English text is the important language skill
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
2. The students' purpose in reading English text is to comprehend the contents of the reading text and get information
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
3. English text are very difficult to be understood
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
4. The ability of students in comprehending English text book is determined by a teaching technique that is used.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
5. Pre-questioning is an effective technique in improving the students' comprehension in reading English text.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree

- d. Strongly Disagree
6. Pre-questioning activities can motivate students in comprehending English text.
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
7. The atmosphere of classroom influence comprehension in reading English text.
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
8. Pre-questioning can improve the ability of the students in reading English text
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
9. Pre-questioning is better to used for support teaching technique that is used in reading class
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
10. Teaching method of teacher influence the ability of students in reading comprehension.
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree

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FACULTY OF CULTURAL SCIENCES

**NATURALISM VALUES
IN SELECTED STEPHEN CRANE'S POEMS**



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**THE DEDICATION OF THIS THESIS IS SPLIT FOUR
WAYS**

FOR MY FATHER, thank u for your guidance

FOR MY MOTHER, thank u for the prays

FOR MY BROTHER, thank u for your laugh

&

**FOR EVERYONE WHO HAS SUPPORTED &
SHARED SMILE WITH ME...**

**Let GOD will meet all your needs
according to HIS glorious riches**

SOLA GRACIA...

SKRIPSI

**NATURALISM VALUES
IN SELECTED STEPHEN CRANE'S POEMS**

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Sesuai surat tugas Dekan Fakultas Ilmu Budaya Universitas Hasanuddin Nomor: 1364/H4.11.1.1/PP.31/2009, tanggal 16 Maret 2009, dengan ini kami menyatakan menerima dan menyetujui skripsi ini untuk diteruskan kepada panitia ujian skripsi.

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Pada hari ini, Jumat, 24 Juli 2009, panitia ujian skripsi menerima dengan baik skripsi yang berjudul:

NATURALISM VALUES
IN SELECTED STEPHEN CRANE'S POEMS

Yang diajukan dalam rangka memenuhi salah satu syarat ujian akhir guna memperoleh gelar sarjana pada Fakultas Ilmu Budaya, Jurusan Sastra Inggris, Universitas Hasanuddin.

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Penguji II

Konsultan I

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At the end, the writer considerably realizes that this thesis is not perfect yet, thus any criticism and suggestion is accepted by the writer for the improving of this thesis. Hopefully, this thesis will be some useful for the readers.

Emmanuel, God with us forever.

Makassar, July 2009

Anugrahnto S.

ABSTRACT

Anugrahnto S., 2009. *Naturalism Values in selected Stephen Crane's Poems.* (supervised by Mustafa Makkah and R.S.M. Assagaf).

The study elaborates naturalism values reflected in poems of Stephen Crane, one of the most influential naturalist writers. The objective of this study is to find the kinds of naturalism value intended by Crane in his works and to reveal the meaning of the values in the poems.

Three poems are selected for the study: **War is Kind**, **A little ink more or less!**, and **The successful man has thrust himself**. Structuralism Genetic Approach has been applied in the analysis of the poems. It is the study of autonomous work and historical background and condition on which setting the works were produced. Firstly, the writer pays attention to the intensive reading of poems to find out any significant matters related to the study. After that, the writer began to analyze the kinds of naturalism resided by studying poetical devices of the poems, and continued by elaborating of naturalism values which might be embedded in each selected poem.

The study results in some important points regarding to the naturalism values: the principle of determinism, the belief of fate, the admitting of God's inexistence and the description of human decadence towards its environment.



ABSTRAK

Anugrahnto S., 2009. Nilai-Nilai Naturalisme dalam Puisi-Puisi Pilihan Stephen Crane (dibimbing oleh Mustafa Makkah dan R.S.M. Assagaf).

Studi ini mengelaborasi nilai-nilai naturalisme yang terdapat dalam puisi-
puisi Stephen Crane, salah satu penulis naturalisme paling berpengaruh.
Maksud dari studi ini adalah untuk mencari tahu jenis-jenis dari naturalisme
yang dimaksudkan oleh Crane dalam karyanya dan untuk mengungkapkan
makna dari nilai-nilai tersebut dalam puisi-
puisi tersebut.

Tiga puisi dipilih untuk studi ini: **War is Kind, A little ink more or less!**,
dan **The successful man has thrust himself**. Pendekatan Strukturalisme
Genetik digunakan dalam proses analisis puisi-
puisi ini. Ini merupakan studi
tentang otonomi karya sastra dan latar belakang sejarah dan kondisi yang
melatarbelakangi karya tersebut dihasilkan. Pertama-tama, penulis menaruh
perhatian pada membaca puisi secara intensif untuk menemukan berbagai
macam hal-hal signifikan berhubungan dengan studi. Setelah itu, penulis
mulai menganalisis jenis-jenis naturalisme yang terdapat dengan mempelajari
perangkat-perangkat poetik dari puisi-
puisi tersebut, dan berlanjut dengan
elaborasi nilai-nilai naturalisme yang mungkin melekat pada setiap puisi
pilihan.

Studi ini menghasilkan beberapa poin-poin penting berkenaan dengan
nilai-nilai naturalisme, yaitu prinsip determinisme, kepercayaan akan nasib,
pengakuan akan ketiadaan Tuhan dan penggambaran akan kemerosotan
sifat manusia dalam lingkungannya.

CONTENTS

HALAMAN JUDUL	i
HALAMAN PERSEMBAHAN.....	ii
HALAMAN PENGESAHAN	iii
LEMBAR PENGESAHAN	iv
LEMBAR PENGESAHAN TIM PENGUJI.....	v
ACKNOWLEDGEMENT.....	vi
ABSTRACT.....	ix
ABSTRAK.....	x
CONTENTS.....	xi
CHAPTER ONE INTRODUCTION	1
1.1. Background.....	1
1.2. Identification of the Problem.....	3
1.3. Scope of the Problem.....	4
1.4. Statement of the Problem	4
1.5. Objective of Writing.....	4
1.6. Significance of the Study.....	5
1.7. Sequences of Chapters.....	5
CHAPTER TWO LITERARY REVIEW.....	7
2.1. The Previous Study.....	7
2.2. Definition of Poetry.....	7
2.3. The Approach	
2.3.1. The Structuralism Approach.....	10
2.3.2. The Structuralism Genetic Approach.....	11
2.4. The Naturalism.....	16
2.5. An Overview of Stephen Crane Biography	
2.5.1. Life.....	20
2.5.2. Works.....	21
CHAPTER THREE METHODOLOGY	22
3.1. Method of Collecting Data.....	23

	3.2. Method of Analyzing Data	24
	3.3. Procedures of Writing.....	24
CHAPTER FOUR	PRESENTATION & ANALYSIS OF DATA.....	26
	4.1. War is Kind	
	4.1.1. Dead for the War Glorious in 'War is Kind'	26
	4.1.2. The Reflection of Naturalism Values	41
	4.2. A little ink more or less!	
	4.2.1. Disbelief in God in 'A little ink more or less!'	44
	4.2.2. The Reflection of Naturalism Values	54
	4.3. The successful man has thrust himself	
	4.3.1. A Greed Personality in 'The successful man has thrust himself'	56
	4.3.2. The Reflection of Naturalism Values	63
CHAPTER FIVE	CONCLUSION & ASSISTANCE	65
	5.1. Conclusion.....	65
	5.2. Assistance	66
BIBLIOGRAPHY	67

CHAPTER ONE

INTRODUCTION

1.1. Background

Human being is one of the parts of the nature beside animals and plants. It cannot be avoided that living creatures' life and behavior are wholly controlled by the nature where they lived. Yet, the nature may influence that living creature to create something useful for their life; in here, human being as the only creature which is created differently by the giving of wisdom from God to act morally better.

Nevertheless, sometime human being is acting themselves unmorally because of the force of nature which obliged them to stay alive, by doing anything to keep them survive facing that circumstance, known as 'Natural Selection' from Charles Darwin, as figuring out on his introducing of a universal struggling for existence;

"A struggle for existence inevitably follows from the high rate at which all organic beings tend to increase. Every being, which during its natural lifetime....must suffer destruction. Hence, as more individuals are produced than can possibly survive, there must in every case be a struggle for existence."

(Ruse, 1982:31)

Each being, especially human being has been occurred in the great and complex battle of life (Darwin, 1958:87) that forces them survives beneath the law's control called 'The Natural Selection';

"How will the struggle for existence....act in regard to variation?"

(Ruse, 1982:32)

The result of the struggle is concluded by Darwin into Natural Selection, as mentioned below;


"We may feel sure that any variation in the least degree injurious would be rigidly destroyed. This preservation of favorable individual differences and variations, and the destruction of those which are injurious, I have called Natural Selection."

(Darwin, 1958:88)

From the statements which are mentioned above, the literature is trying to present and show its existence in that such condition by the producing of the literary works which is reflecting that such circumstances as the man's part, particularly which is regarding to the author life condition. This viewing called 'Naturalism'.

In this thesis, the writer is going to elaborate the naturalism values which reside in one of the great American naturalistic writers, named Stephen Crane, thus the writer giving title to his thesis, *Naturalism Values in selected Stephen Crane's Poems*. Stephen Crane, indeed, was trying to describe the world around him in his works, particularly poems which is describing the impact of the Civil War in America to his life. Stephen Crane works commonly talk about the bleakly realistic of life, in other works deal with the helpless of the man, the incredulity of God's existence, and the man's self-confidence to govern and dominate life around him, and all of characteristics which are mentioned above depicted the naturalism aspects, thus made Stephen Crane is known better as one of the American naturalistic writers.

The writer chooses three (3) of his great and well-hidden meaning poems which is capturing and representing of naturalism characteristics as the theme, there



are *War is Kind*, *A little ink more or less!* and *The successful man has thrust himself*, which three of them are taken from the poem collection of Stephen Crane.

Poetry believed as one of the high communication form where the untold intention is hidden by the author in his/her well-worth arraying words. By poetry, a person conveys to feel the rhyme which probably felt by other people, and here the writer is put the likeness as the other might be felt. Another reason, the writer tends to elaborate poetry. It is because from the writer's observing, commonly the students preferring to study other works, such as novel and drama, and seems rarely the students want to pick poetry as the object of their study, particularly the naturalistic works. The writer personally put interested on the naturalistic works since that works are thought as the dumped works. However, it ought to respect as the produce of the author's struggle of life.

1.2. Identification of the Problem

The writer found some interesting matters in Stephen Crane's poems, there are:

- a. Stephen Crane selected poems are considered as the reflection, or the representation of the real world where he is dwelled.
- b. Stephen Crane selected poems are produced based on the influences that affecting his personal and social-life backgrounds.
- c. Naturalism values which reside in Stephen Crane selected poems.
- d. The symbol and other physical structure of poems which perform the naturalism in the selected poem.

1.3. Scope of the Problem

A literary work is a complexity of product due to there are many things which can be explored or interpreted differently, but that is seemly difficult to be accomplished in the same time. Because of that, the writer limits the study of Stephen Crane poems by choosing:

- War is Kind
- A little ink more or less!
- The successful man has thrust himself

1.4. Statement of the Problem

Stephen Crane's poems will be discussed into two research questions, which each answer of the questions are united below the topic of this study, they are:

- a. What kinds of naturalism are expressed in the selected poem in supporting of the message?
- b. How are the naturalism values embedded in the selected poems and what are their effects on the significance of the poems?

1.5. Objective of Writing

Objectively, the study of naturalism values in selected Stephen Crane poems are intend to:

- a. Present the kinds of naturalism which is expressed in the selected poems in order to support the message of poems.
- b. Express the reflection of naturalism values and their effects on the significance of the poems.

1.6. Significance of the Study

Through the study of Stephen Crane's poems:

- a. The writer hopes to gain more of the Stephen Crane works and sees how they influencing people that will read his works later.
- b. This study is expected by the writer to be of some useful for the following study which is connecting or relating to the Stephen Crane works, particularly the study of naturalistic works.

1.7. Sequences of Chapters

The presenting of this thesis consists of five chapters that are arranged as follows:

- a. Chapter I consists of background, identification of problem, scope of the problem, formulation of the problem, objective of the writing, significance of the study, and sequences of chapters.
- b. Chapter II gives the literature review of this study that consists of the previous study of naturalistic work, a brief definition of poetry, the approaching that is applied in the study, and the overview of the naturalism theory and author's biography and works.
- c. Chapter III provides the methodology of this study that contains of the method of collecting and analyzing of data, also provide the procedures of writing this thesis.
- c. Chapter IV presents the analysis of data, in here the poems. It is the analysis of the kinds of naturalism which is expressed in Stephen Crane's poems and the reflection its values in the poems.

- d. Chapter V concludes the whole significant points regarded to naturalism values into a concluding part of the study and offers assistance that will be of some help for the next study.

CHAPTER TWO

LITERARY REVIEW

2.1. The Previous Study

The study of naturalism is rarely to be carried out as study of literature field. As far, there is only one person who conducted the study of naturalism, he is Kuriah Chandra (2000) in his thesis entitled "*Naturalism in Theodore Dreiser's Sister Carrie*", which was analyze the influence of environment to the developing of characterization of the main character in the novel. It is the study of naturalism which is taken from the novel material and, in fact, there is none who ever do the study of naturalism by taking it from other material, particularly poem, and here the writer is trying to conduct the naturalism study as the previous writer did with another object of study, there is the poem.

2.2. Definition of Poetry

Poetry or the resulting work of it, so-called poem, if compared with other literary works is the older form of literary works. This literary form can be traced from some older literature works; both Ramayana and Mahabrata are examples of the literature works in form of poetry. Subagio Sastrowardoyo (via Pradopo, 1994:64-65) convinced that poetry is the older form, even the true form of the literature's declaration;

"Menurut sejarahnya, pernyataan sastra pada semua bangsa dimulai dengan puisi, bahkan...satu-satunya pernyataan sastra yang dipandang kesusastraan ialah puisi.

Di dalam puisi terhimpun dan mengental segala unsur yang menentukan hakikat kesusastraan."

The poetry word comes from the Greek word '*poiesis*', means 'making', and known as one of the literary art where the language is used for the aesthetic aspect and the adding of the reminiscent quality to emerge its meaning.

The prominent main aspect in poetry is the diction. The author used the selected words not only to show the beautiful sound that produced by the poetry, but it is also to show the primary meaning of the poem itself. Most of the poems are disobeying the grammar (structure) rules; it is well-known as '*Poetic Function*' which developed by Roman Jakobson. The composing of poem deliberately disobeying the grammar rule due to reason of poem's aesthetical, as Jakobson stated;

"Poetry is an utterance oriented toward the mode of expression"


(Fananie, 2000:41)

Here, it can be stated that '*poetic function*' exists not only as the manifest of stylistic (style) aspect of language which called *ornatus* (the ornaments), but more than that the poem is should be able to touch the emotion, leave impression, give satisfaction and ensure the reader of the intention or might be the lesson of that poem. Robert Frost, even, states poetry as a *rhythmical composition of words which expressing an attitude designed to surprise and delight, and to arouse an emotional response (of the reader)* (Kennedy, 1986:ix).

Goring in Lamorahan (2006) mentioned some steps that have to be taken by the readers in order to analyze poems, there are:

- In the first place, the readers should heed to the title because sometimes the title tells about the whole content of the poem.
- The second, the readers should pay attention to appearances of the poem, whether it is the stanzas or lines due to the way of a poet arranged his poem might be created certain perspective, even possibly affecting the readers' way of understanding the poem.
- The third, it should look at the figure or speaker as medium through which the poet express his ideas. It is lead to the personality's revealing of the figure in order to state certain interests occurred in the poem.
- The fourth, the readers should find out to whom the poet is dedicated his poem.
- Next, the readers of the poem must be understood the theme of it because it is considers as the very important thing in covering of whole ideas of the poem.
- Also, the readers should notice to the poetical structures, such as diction, figurative language and other devices because those things are detachable parts in forming the poem.
- The last, cultural and historical context are inseparable parts in the author's life in creating of his work. The knowing of the readers to it will be some useful matter in understanding of entire poem.

Poetry, indeed, offers some advantages over other literary works (Kirkpatrick & Goodfellow, 1965:8), there are:

- 
- o The existence of poetry offers a suggestion rather than description; if it has such high quality words, it will be gained a deeper awareness and understanding than receive from prose or drama.
 - o Poetry, also, lends such fresh ideas to ordinary life; it is because poetry is freely interpreted by any people, and each people have a different idea which is worthy to be offered and considered by others.

2.3. The Theory

The literary works, especially poem will be understood very well if they are elaborated to find out its meaning. In doing so, it requires the approaching as the device of elaborating that literary work. The appropriate approach for this condition is the structuralism genetic. Nevertheless, it would be better to recognize the structuralism approach as the origin idea of the structuralism genetic.

2.3.1. The Structuralism Approach

The structuralism in etymology comes from the Latin word *structura*, means form or building, and is presented by Aristotle in his work, *Poetica*. It is stated, the main concept of the structuralism are *wholeness, unity, complexity, and coherence* (Fananie, 2000:114); it means that the literary works are autonomous work which exist independently and ignore other elements which probably support in producing a literary work. This approach is developed by the Russian Formalism and the American New Criticism and well-known as *the autonomous structuralism* or *the pure structuralism* (Pradopo via Jabrohim, 2003:60), or in other terms *the A-Historic structuralism* (Faruk, *ibid.*).

The development of the autonomous structuralism cannot escape from the incisive strictures which following it, because of the principle of this approach which disobey the involving of the social aspect in literary work were not acceptance by the structuralism genetics' fellows.

Juhl becomes the first person who against for this concept of autonomous structuralism (ibid.). He states that the interpretation of literary work which not including the socio-culture aspect of the author would not said as the pure literary work's interpretation because of the objectivity of interpretation is worried intervening by the reader interpretation. Due to the weaknesses which follow the autonomous structuralism's development, the critics were trying to combine the approaches, structuralism and the sociology literature, thus the structuralism genetic approach comes out as the answer on struggling to find the appropriate approach of analyzing the literary work.

2.3.2. The Structuralism Genetic Approach

The structuralism genetic approach is introduced and developed by the French literary expert, Lucien Goldmann which is presented in his book *"The Hidden God: a Study of Tragic Vision in the Pensees of Pascal and the Tragedies of Racine"* in the 1956 (Ratna, 2007:121). But, previously the person named Hippolyte Taine (1766-1817), a French critic and historian, is believed as the founder of this approach (Fananie, 2000:116).

The literature genetic means the origin of the literature works. It cannot be avoided that the author was the member of one of the society. The historical background, the ages, or the sociology conditions are affecting in the process of

producing the literary work. The existence of the author in certain society members is probably given influencing for them in producing their work. The characteristic of rule which commonly occurred in the society is normative, which means the member of the society have no choice but to obey the rule, such as values, views and attitudes, and these factors are, at least, determined the authors to produce certain kind of work. In other words, the literary works that his/her produced was the activity's result within universe and human being (Fananie, 2000:118), and the literary works are cannot bound by time and space that is made them historical.

Goldmann formulates the basic method of his theory, they are:

a. Unity

The unity here means that all human activities are based on the effort of giving response on the particular occasion to create balancing between the society and life surrounding them (Goldmann via Fananie, 2000:120). Thus human being is trying to adapt with nature and the other aspect of life and creating the mutual relation between one another or called as dialectic relationship (ibid.).

b. Complexity

In producing of literature work, the author must be through certain steps in order of completing his/her work. The social condition is one of the aspect that underlying and affecting the mind of the author in producing the work (Goldmann via Fananie, 2000:121). As previous stated, the author as the member of society was blended themselves in it as the process of adaptation to the nature. In that blending process, the author felt certain complex situation which cause them feel

depressed, but the verbal expression is thought useless and would not result any advantages, thus the author expressed all tastes that his/her felt in the written form, so that it can be said the literary work produced based on the mind and heart's struggling because of nature's condition which force them.

In analyzing poetry, people cannot to obey the genetic aspect which is taking role as the extending meaning of poetry (Djojuroto, 2005:38). In other word, the characteristics of poetry are determined by the genetic aspect.

The genetic in poetry consists of two main structures (Djojuroto, 2005:39):

- Physical structure, which is build the poem from inside, consists of;

- Diction

Diction (choice of words) in poetry becomes the most important part which the author should notice to produce the poem since the exactly of diction will create such hypnotic circumstances to the reader (Eneste via Djojuroto, 2005:16). It can be said that the diction is the foundation to build a strong and impact of poetry.

- Figurative Language

Figurative language are divided into two main parts, there are:

- a. Analogy, which is illustrate things or condition by using the idiomatic language which cannot directly interpreted by only one time reading.
- b. Imagery, describing the situation in the poem by using the five sensor of human being had. By using imagery, it is expected the reader will feel the same feeling that perhaps the author felt at that time.

- Rhyme

The rhyme role is important since the putting of rhyme guideline will help the reader of the poem to understand the sense of it.

- Internal structure, which asks the reader to feel the same experience as the author might be felt at that time, consists of:

- Theme

Theme is the main idea of the poem. Sub theme, however, sometimes confusing the reader to determine whether the poem has theme or sub theme. Nevertheless, theme is more extensive and broad (Djojuroto, 2005:24) and commonly describe about the reality of life.

- Tone

Tone of the poem should be related to the theme, due to the relationship of both of them indicate the author's attitude towards the object of the poem. By knowing the tone of the poem, the author feeling might be felt by the reader well.

- Feeling

Through the poem, the feeling of happiness, sad, joy, grief, love, hate, or other feelings that sensed by the poet is conveyed. Those feelings are fully expressed without considering whether they would receive an incisive criticism upon their work since they self-expressing are more important than the criticism. It is a failure for the reader if they cannot feel the sense of the poem. Consequently, their interpretation to the poem probably will not objective as the real intention of the poet.

- **Message**

The main intention of the poem is to convey the message which is hidden in the diction and other figurative language symbols. The message of the poem should offering such advantage to the reader, thus they will gain certain values from it. Moreover, the interpretation of one reader would be different from another reader. It is commonly since the interpretation depends to the feeling of each reader. The poet creates their poem by using their sharpness feeling and strong intuition to feel the secret of life vividly and mystery which is occurred and remained in it. Thus, the poem with inexplicitly meaning is should be uncovered by the reader (Djojuroto, 2005:27).

It can be stated that the Structuralism Genetic Approach will very helpful to elaborate the literature works. Due to it is not only putting attention to the intrinsic elements of the literature works, but more of it, the researcher shall heed to the extrinsic elements that support to construct the literature works because the structuralism genetic put attention on the origin of literary work, and aware that the literature works can be produced by the combination of creativity and the imaginative process.

2.4. The Naturalism

The naturalism is a kind of literary movement which arise in the Europe and the United States in the last half of the 19th century until the early years of the 20th. The Naturalism appears altogether with the Realism; the philosophic views of both of them, however, are different one to another.

The naturalism view comes out based on the condition which is placing human being as the object of the nature and this living creature is live with their efforts against that nature forcing. When talking about naturalism, our minds will directly thought on the things related to the nature as a part of the life and world. At this rate, naturalism is used to identify the literary movements in Europe and the United States in the last half of the 19th century and the early years of the 20th century (Encyclopedia Americana, 2004). Realism, or the realist tends to figure the universe with the touchable things, an affair with the outwardly causes follow it, and a deeply obligation feeling to describe all of them exactly, completely, and the most important of that, objectively. Naturalism, on the other side, or the naturalist is considered that actions and lives of the people are heredity, environment, and natural laws' intention. Naturalism assumes that life is the scientific attempting which lead to the determinism thought. This thought is also lead the naturalistic writer to emphasize their writing to the man's accidental which is shown the individual weakness that seen as the helpless product of heredity and environment and wholly rule of the nature that fate them as the poor creature of nature (Britannica Micropædia, 2003:559).

The development of Naturalism view is began by the French writer, Emile Zola in his work entitled *"The Experimental Novel (Le roman experimental, 1880)"*. The developing of naturalistic writing assumed is grown out as the impact of dissatisfaction and losing of many precious things after the Civil War in America (1861-1864). Before the naturalism become popular, the literature in America is mostly influenced by the Romanticism that occurred before the Civil War and shortly

after it. Romantic works present life as people wanted it to be. For instance, the story of a hero which is facing dangerous and odd thing in the fighting, at the end of story that hero should win and achieve what he really wants to be. In addition, another story that described the girl that dream a charming man come to her life, at the end she gains the man of what in her dream. In other word, all things shall be going well and have a way to work out the entire problems. The influencing of the Victorianism of England also contributes to the developing of literature in America at that time. The Victorianism works concerned the modest of life. For instance, the style that occurred in the society, moral that play role in determining the people attitude, and certain proper law that conduct for the high society and class.


The things are drastically changed since the Civil War happened in America at the mid of the nineteenth century. The Civil War left the soldiers speechless due to the shellacking in the battlefield. The movements that occurred at the time are quietly different if it is contrasted with the dramatic scenery of war. People realized that the good and strong person do not always win at the end, even the magnificent and popular person in the society cannot escape the natural force.

Other opinion said that probably God does not hear and answer the prayer and wish which people offered to Him. Consequently, the pessimistic covers the belief of people of trusting God; also they doubting their existence later in the universe, whether they still exist or sooner will be extinct. These opinions are mature the generation mind to create particular view that can present the description of condition which occurs at that time.

The naturalism describes the condition that allowing the attempting of studying to the human being. Human being which is placed at the top of the food chain is believed as the result of the man's successfully to adapt to its environment. Supposing they cannot adapt to the environment, slowly they would extinct from the population. As Emile Zola's phrase 'human beast' mentioned, the man is strived to adapt quickly to the environment since they are not completely adapt, nature would squeeze them until they are squash away. There are only two choices for them to keep alive, either they are 'kill or be killed' or 'hunt or be hunted'. Balzac, the French writer in his work *Comedie Humaine* (1842), even, indicated that as animals, human being are produced by their environment, means that the man's life is determined by their environment, and they have the characteristic of individualism to keep them survive in the universe.

The naturalism transplanting to the literary in the United States happens in the last decade of the nineteenth century, which most inspired by the England cultural roots, social traditions, and habits (the Victorianism movement) (Horton and Edwards, 1974:258-259), and these are some people who well-known as the naturalist writer with their works:

- o Frank Norris (1870-1902) with some of his works was *McTeague* (1899), *Vandover and the Brute* (1914), *Blix* (1899), *The Octopus* (1901), and *The Pit* (1903).
- o Jack London (1876-1916) with two of his works was *The Sea Wolf* (1904) and *The Call of the Wild* (1903).

- 
- o Theodore Dreiser (1871-1945) that was admitted as the powerful naturalistic writer with some of his interested work such as *Sister Carrie* (1899), *Jennie Gerhardt* (1911), and the Cowperwood trilogy (*The Financier* (1912), *The Titan* (1914) and *The Stoic* (1947)).

In brief, the characteristics of naturalism in the literary can be said as:

- ✓ A trial to the objectivity.
- ✓ Determinism.
- ✓ An independently principle of life.
- ✓ Discouragement in facing of obstacle/problem.
- ✓ A tough person will be surviving in facing of natural forces.

2.5. An Overview of Stephen Crane Biography

Stephen Crane broke the Americans thought to the modesty of life and religious view which is influenced by his life experience.

2.5.1. Life

Stephen Crane was born in Newark, New Jersey on 1 November 1871. His father, Jonathan Crane was a Methodist minister who died in 1880, leaving Stephen, the youngest of 14 children to be took care by his mother who worked as the religious paper articles' writer. The hard of life that he saw is irrelevant to the religion life which taught by his parents. He delighted to the forbidden things that his parents told to all of his children, particularly baseball, then he became as the rebellion of his family heritage (Anderson, 1965:216).

He prefers to spend his more time on baseball and social activities than he studies when he spent, at least two years of his studied at Lafayette College and Syracuse University. Due to his preferring to the social matters, he left his school. Being as a reporter on the newspaper is his first step in stepping further of his literary career until he met with Hamlin Garland and William Dean Howells, both of them befriend with him and helped him in produce his work. His first work was *Maggie: A Girl of the Streets* in 1893. His work, *The Red Badge of Courage* made him known as the war writer, added with his desires and interests of seeing directly the psychology effect of war and the death, made him sent to Greece and then Cuba as a war correspondent (Britannica Micropædia, 2003:711). The Greco-Turkish war in 1897 was his first experience in the battlefield. Despite he was rejected in the American navy, he joined to Cuba as the war correspondent. His toils in Cuba made his health further damage, and then he returned to England and decided went to Germany in order to improve his health. However, he did not make it, because soon after he reached Germany, he was died on 5 June 1900 in Badenweiler, Baden, Germany.

2.5.2. Works

Stephen Crane is best known as one of the naturalistic writer. Here are his works entire his life:

- o His first novel, *Maggie: A Girl of the Streets* which published in 1893. This novel depicts an innocent and abused slum's girl descendant which fell into prostitution and finally her suicide herself. When this novel was printed, none of book publisher wants to bought and sell it.

- o *The Red Badge of Courage* which published in 1895 was previously successful serialized in the newspaper before made into novel book. This work describes the thought and deed of a young soldier which join the war. The novel discovers the effect of the war by the raw recruiting. Through this novel, Crane combined his feeling joined in war and when he imagined was playing football.
- o The book collection of poems, *The Black Riders* in 1895 and *War is Kind* in 1899.
- o Short stories, such as *The Monster* (1899), *Whilomville Stories* (1900), *George's Mother* (1896), *The Blue Hotel* and *The Bride Comes to Yellow Sky* which narrate his early trip to the southwest and Mexico, *The Little Regiment* (1896), *Wounds in the Rain* (1900) and *The Open Boat* (1898) that based on his shipwrecked experience at sea for 27 hours, in a small boat with other three men.

CHAPTER THREE

METHODOLOGY

Commonly, people are confusing by the using of term methodology and method. The methodology and the method seems similar one to another, nevertheless the intention of both of them is quietly different (Ratna, 2007:34-35).

- Method is origin comes from Latin word, *methodos*, while the root word of that are *meta* means aim to something, through in, go along, after and *hodos* means way, manner, direction. In other words, method is consider as ways and strategies to understand the reality that happen, and the systematically steps to solve the difficulty of series of problem. Here, the method is intended to make the problem become looks simple that it would be easier to be solved and understood.
- Methodology etymologically comes from words *methodos* and *logos* which means the knowledge of method or the philosophy. The principle of methodology is to explain the intellectual procedure of analyzing the scientific study. The procedure unrealized happen since the researcher putting on the interested of certain object, then continue by the composing of proposal of the study, determining the concept and the model of study, identifying of problem and hypothesis, having the test of the theory, analyzing the data/material, and the last concluding the study.

It is clear that the methodology implies the method; on the contrary methodology cannot be said neither as the collection of method nor the description of method.

3.1. Method of Collecting Data

In order to produce this thesis, the writer has collected the data/material that will be used for the composing of this thesis. The process of collecting the material that will be used for the composing of this thesis has through, at least two steps, there are finding all materials which are thought is having similarities with the title of this study, but the step is quietly not finished, the writer did selecting to all material until the writer decided to pick of them which are thought, at least contain aspects which is related to the title of this study.

- a. The primary data/material is the selected Stephen Crane poems which are taken from the collection book of 'Stephen Crane Prose and Poetry' and the rest from other book. It is based on the writer's library exploration of the previous study of naturalism, and from that exploration the writer decided to pick three of Stephen Crane poems who none of students have never been elaborated.
- b. The secondary material or well-known as the reference is mostly taking from books; some of them are from internet browsing and any sources reading which is still relevant to the discussing of the topic.

3.2. Method of Analyzing Data

The difference of term approaching and method are sometimes confused in order of determining it. Approaching comes from the Latin word *appropio* means the path and the way (Ratna, 2007:41) in order to settle of something problem because

of the approaching is enabled to operate various kinds of theory and method, and here the writer has decided the structuralism genetic approach is the appropriate approaching to be applied in the elaborating of the selected poems.

The writer has decided yet to select three (3) poems of Stephen Crane as the selected poems that are going to be discussed in this thesis, and with the applying of structuralism genetic approach, it is enable to look to the intrinsic and extrinsic elements which constructs of each poem, thus the topic of the study will be clearly explained.

3.3. Procedures of Writing

This thesis is composed by following these procedures:

- a. At the first place, the writer put attention to the poems that would be elaborated within the extensive reading. To understand and to capture the intention of each selected poem, the writer needs several times to read of each of them.
- b. In addition, during the reading step, the writer is not forgetting to take necessaries note for the information which have found and identified from the reading activity or maybe any necessary information.
- c. Thirdly, the writer makes a scope of the problem which have been found and identified. This is needed to make the analysis of the poems would be specifically and directly.
- d. After that, the writer determines the approaching that will be used for the analyzing, in this case the writer using the structuralism genetic approach for elaborating the selected poems.

- e. Furthermore, the writer, in the elaborating process, trying to gain more of relevantly articles and information of the topic that will be discussed from any sources of reading material.
- f. Next, the writer is analyze of the primary material/data by the using of the determine approaching.
- g. Finally, the writer makes a conclusion of the studying and elaborating, and presenting the result of it into the form of thesis.



CHAPTER FOUR

PRESENTATION & ANALYSIS OF DATA

After introducing the background and presenting of the theory that appropriate to be applied in this study at previous chapters, this chapter presents the description of each of the selected poems based on the lines of the stanzas. It linguistically shows the meaning and significance of each stanza and brings out their messages, and at the end, it will be show the reflection of naturalism values which embedded in the selected poems.

4.1. War is Kind

4.1.1. Dead for the War Glorious in "*War is Kind*"

Do not weep, maiden, for war is kind
Because your lover threw wild hands toward the sky
And the affrighted steed ran on alone,
Do not weep.
War is kind.

Hoarse, booming drums of the regiment
Little souls who thirst for fight,
These men were born to drill and die
The unexplained glory flies above them
Great is the battle-god, great, and his kingdom—
A field where a thousand corpses lie.

Do not weep, babe, for war is kind.
Because your father tumbled in the yellow trenches,

**Raged at his breast, gulped and died,
Do not weep.
War is kind.**

**Swift, blazing flag of the regiment
Eagle with crest of red and gold,
These men were born to drill and die
Point for them the virtue of slaughter
Make plain to them the excellence of killing
And a field where a thousand corpses lie.**

**Mother whose heart hung humble as a button
On the bright splendid shroud of your son,
Do not weep.
War is kind.**

At glance, this poem asks the readers to put their likeness to war. Every person in this world, indeed, does not want to involve in or create war in this life; it would be better to live in peace among people than involve in conflict. Stephen Crane, however, seems asking the reader to be in favor of war, even he asks not to cry, because the war is a kind thing. Even, some of the lines repeatedly put in the last part of the stanza in order to dramatize of what war really is, such as the following lines:

Do not weep.

War is kind.

which is put at the end of the first, third, and fifth stanzas,

These men were born to drill and die

at the third line of second and fourth stanzas, and

A field where a thousand corpses lie.

at the last line of second and fourth stanzas. If noticed, this line is ungrammatical since this line or sentence is missed of verb after noun in 'a field' and 'corpses', and conjunction 'of' between 'thousand' and 'corpses'.

War, in any country and any time, suddenly must be involved the aspects in people's life, even for the most beloved person in the life. This poem clearly talk about war that is shown by the dictions which is related to war, such as *steed, regiment, fight, battle, trenches, flag, and crest*, and dictions which is related to the condition which occurred during war, as in words *affrighted, die, corpses, tumble, rage, slaughter, killing, and shroud*.

The first stanza shows one direct impact of war on the most important person in a girl's life, there is her boyfriend. Stephen Crane wrote;

Do not weep, maiden, for war is kind.

Because your lover threw wild hands toward the sky

The writer assumes that her boyfriend joined in the war regiment since American men are obliged to follow the military in order to prove their pride of being men, and this circumstance has been held along the history of America.

The boyfriend of this maiden probably is proud of joining the army in order to defend his country at the battlefield. His girlfriend also put the same pride due to her boyfriend that would defend the name of the country or institution at the battlefield. Nevertheless, the pride of both of them must be densely keep in each of their heart since the man cannot finish his duty at the battlefield because of he is 'threw wild

hands toward the sky'. Here, Crane uses the figurative language to describe the situation at the battlefield by the viewing of the maiden who left by her lover, there is metaphor. 'Threw wild hands toward the sky' probably are having two possibilities interpretations; first, the man is surrender because of he and his army where he joined is defeated at the battlefield, then all of them cannot do anything more and decided to surrender to their enemy of war. Another possibility, the man is shot and killed at the battlefield, his hand position is seem like he wants to surrender, but in fact he got shot and probably the rifle in his hand is threw away, and he unconsciously 'threw' his 'wild hands toward the sky' as the sign of himself is surrender in the battlefield and to God, because he would sooner die.

The writer assumes the second possibility is appropriate, because the next line is clearly mentioned of that frighten situation;

And the affrighted steed ran on alone

After the man who rode the steed got shot and killed, suddenly his horse was run alone due at the frighten of hearing the gun shoot's voice that directed to its rider then it left its rider who fell down at the ground.

At the end of this stanza, Crane seems to suggest to the maiden to not weep and felt deepening sad due to her loses of her lovely boyfriend since he said that war is a kind thing which should exists between two lovers' life and love.

The second stanza begins with a describing of the army who went into the battlefield;

***Hoarse, booming drums of the regiment
Little souls who thirst for fight,
These men were born to drill and die***

Crane describes the departure of the army which mentioned in this poem as the regiment, is in their full spirit of war. They are 'hoarse' (shouting as loud as they can) as the sign of bravery to follow the combat at the battlefield. They also described was strike the drum (commonly in the front line of the army, there are some people whose duties are striking the drum) in order to set up the army's spirit before the war is started. 'Hoarse and booming drums' referred to the readiness of all members of the regiment to fight at the battlefield. The writer assumes that the members of the regiment mostly are still younger, which is mentioned as the 'little souls'. As the writer knowledge, men in America are allowed to join in the army when they have reached seventeenth years old, that is Crane described at the poem as the 'little souls who thirst for fight'. Here, again Crane is using the figurative language to describe the spirit of the youth in joining the war, there is personification. Crane said that 'little souls who thirst...'. 'Little souls' as mentioned before is tend refers to the youth who joined the regiment to combat at the battlefield; they are still younger, they are still have enough power for fighting, they are energetic thus it would not too worried about their food supplies, and other positive things that make them more values than the old one.

It cannot be denied that in depth of the youth's soul there must be lied certain youth spirit, or well-known as the desire of the youth. That is described by Crane as '...thirst for fight'. They souls are fully thirsty of war because they think that joined the war increase their self-pride and would make proud, both themselves and their family. Their passion of joining war is defeated their fear of death because they think

that this is the only way for them to fulfill their self-desire, even though they realized that it would be risking their life.

The joining of the youth in the regiment, for Crane, seems being as the destiny of that youth to die at the certain condition, as Crane said that '*these men were born to drill and die*'. Surely, each person will die at the end of their age, but no one can be determined by what way they would die or end their age in this world; this is God's authority to determine it, nor the man and other aspect in this world can determine it. Crane, however, mentioned that 'these men' is destined born just 'to drill and die'; the writer assumes that this part is one of the naturalism principle that Crane is trying to tell to the reader that the man's destiny is already determined by the nature, and none of these men cannot avoiding of this destiny as the part of their life.

Due to the death of the regiment's members, they cannot feel the feeling of victory and pride, as mentioned in the next line;

The unexplained glory flies above them

Unfortunately, they are defeated in the battlefield and they cannot bring home and celebrate their victory because death seems asking them to finish their life in the battlefield. All the glories that they brought into the war should vanish with death to defend their country or institution. Crane said it as '*the unexplained glory...*'. It is true that all left for them after they are defeated is mere 'unexplained glory', unexplained for the reasons of why are they must be defeated, why are they cannot fulfill their pride of being the defender of their country or institution, and perhaps other questions that cannot clearly explained due to this defeating.

Their glory are left and '*...flies above them*'; their glory flies with the wind and left them none but suffer and despair of the shellacking of war. Again, Crane explicitly wants to show the reader that despair as one of the naturalism principle would always chase people wherever and whoever they are, in anytime and any place as long as the man lived in this world through any way that people cannot be understood and avoided of it.

The war is left nothing for soldiers but suffering and death. Nevertheless, the government who sent them into the war was not too affected to the shellacking of war. Probably they are losses in the number of armies who killed in war, but they are not suffer and dead as had happened to soldiers of war; that is explicit mentioned in the line;

Great is the battle-god, great, and his kingdom—

In this line, Crane supposes the government as god and war that happened is the government mine. It is mentioned that '*great is the battle-god*'; it is definitely that war is a battle arena which impacts are so greatly for everyone whether they are involved directly in it or not. The government or '*god*' who propose the war motion is described as the great governance, even said that '*his kingdom*' also great. Here, Crane intends to show that people who can govern others can be assumed is succeed fulfilling the rule of natural law. By their greatness, they have power and authority to govern ordinary people who do not have such circumstances as they have. That people do not have any choice but to obey the rules that have had determined by the government; the intention of this is that great power and authority that the great person/people have will determine the continuously of things which

exists under them, and coincidentally this circumstance can be categorized as the naturalism principle.

The second stanza is closed by the line;

A field where a thousand corpses lie.

Grammatically, this sentence of the line does not fulfill the rule of grammar due to the lack of verb and conjunction as mentioned above. Uniquely, this phrase is repeated until two times, at the second and fourth stanza. Crane describes the battlefield is a place where a thousand of corpses are lies, and he assumes the field is specialized, particularly for them whom joined armies, as the place where they will end their life at different circumstances; their body would not be noticed by another, even their family would not recognize them due to the possibility condition that might be happened to corpses who is being killed along the war, some of them probably would not recognize because they are burned, another their bodies parts probably separated from their main body, or probably they do not recognize anymore because there is nothing left from them but their skulls, and other frightening possibilities that does not mentioned here. Explicitly, the naturalism principle lies in this sentence, that certain circumstance is determined by the nature for the man. The man is ought to follow the path that the nature has determined it as long as he lives in this world; there is no option or dealing to avoid the determine path but to obey it until the end of the man's time, and this the nature forces.

In this third stanza, again Crane shows one direct impact of war to the beloved person in life, father as the member and the head of the family;

***Do not weep, babe, for war is kind.
Because your father tumbled in the yellow trenches,***

The father figures that mentioned here has already had a baby; probably his/her age is categorized as the infant, means the baby's age is ranged between zeros to one year old. It is common happened in the country which is in the war condition; in the name of defend the country, the father is willing to leave his family, even his baby to join with the army to go to the battlefield. Perhaps, this is the hard decision that the father should decided, but there is no choice; this action must be took for the country's sake.

Crane suggests for 'babe' not to weep that his/her father is gone to war which, for Crane, is a kind thing that should passed in this life at the time. It is looks cruel for the family, particularly for the baby not to let them cried while their beloved husband and father went to the battlefield and risking his life for the dangerous thing. The next line shows the father is '*...tumbled in the yellow trenches*'. The father is tumble down to the yellow trenches, probably he got shot; here Crane used certain symbol in 'yellow' word to refer to something unexplained by words. The description of something by using certain word, in this poem related to certain color, intends to describe certain thing that directly referred to condition which occurred at the time. The writer assumes 'yellow' here referred to something unpleasant for people, there are feces. The writer strongly assumes the trench where the father is tumbled in it is a place where feces are scattered anywhere. The writer assumes that soldiers who followed war do not have any places to thrown away their feces but the trench; soldiers do not have enough time to find a proper place for do it, so they decided the trench as proper place for it, then it is described as '*yellow trenches*' in the poem.

That is happened to the father; he is tumble to yellow trenches after he got shot as mentioned in the next line;

Raged at his breast, gulped and died

Surely, the father is mad because he got shot and after it he fell into yellow trenches. When he lies in yellow trenches, his mad is being rage until, as mentioned in the poem, it reached his breast. As ordinary people, it is common to mad until being rage when people are in the unpleasant condition, particularly in war. The writer can feel the same feeling as the father felt in the battlefield when after he got shot, bleed, and fell into smell yellow trenches; the question followed, what kind of people who do not feel angry when he is in the position of being a soldier in a war, after he got shot and wound, none of his family member who noticed of his suffering. It must be none of people want in the same circumstance as happened to the father; the writer's opinion, if it is necessary, does not want joined in war, because the writer thinks, being the head of family means a lot of things, such as he can protects his family from all dangerous things and he can defend the name of his family from all the disturbance possibilities, as soldier did in the battlefield, but in other way.

In the raging, and of course suffering, his breath is gulped due to his injurious condition. His wounds made him loss of blood, and this condition made his body weaker due to his losses of much blood. Probably, the father in injurious condition, and in the last time of life, remember his baby and started to cry because he thinks may be he would never meet his beloved kid and wife anymore; his crying is more louder than before, even he shouts to regret his condition at that time. After, though, his power became more weaker, he feels his breath is almost over; by calming his



condition after he had angered, finally he is end his life and died at yellow trenches in the battlefield, where he tumbled in it.

Surely, his wife and kid are left by deepening sad. Her feeling is shocked because the person whom really she loved is died with no one would noticed and took care of his body; her heart is fragile to accept this reality, but she might be tried to realize this condition and agree of this condition that all of it happened as the nature's will, and none of people cannot avoid of it. Crane suggests to the wife and kid not to cry due to war made them grief, but agree for war is a kind thing that people shall meet of it without nobody can reject because it is concerned as natural forces, and natural forces is reflect to the principle of naturalism.

The fourth stanza began with the describing of the departure of the regiment to the battlefield. It is mentioned;

Swift, blazing flag of the regiment

They are full of desire in joining the regiment to fight at the battlefield. It is mentioned that they move swifter (quicker) to the battlefield. By their desire of war, they are expect to get win at the end of war and their desire will result something proud for themselves and the regiment where they are joined in it. Even, it is said that their moving are blaze as the sign of their readiness of fighting in war. With their blazing, they are bringing altogether the flag of the country that they are defend. They are think that by doing of this their spirit will be more blazer in facing of combat that already seen in the front of their eyes; by arise their spirit, they are expect to achieve victory for the sake of the country, and they struggle expected will result the pride, both themselves and their country/institution.

Eagle with crest of red and gold,

These men were born to drill and die

With their braveness, they go to the battlefield by using their proud uniform with emblem of 'eagle with crest of red and gold' is pinned in each of their uniform. Eagle, for the American, is symbolizes the powerfulness and strengthen in facing any obstacle in front of it. Again, Crane plays diction in his poem by using color words; in here he chooses red and gold to describe certain meaning. The writer's acknowledge that red symbolizes "brave", like the color of fire which flaming, red is meant people will do everything, even it would risking their life, in order to defend of what they thought is right and correct.

Gold itself symbolizes "fame". Someone who gained gold will be known well as the famous person for all of his life. He would be famous since he became as the rich person and would be recognized as the stronger and powerful person that must be respected by other people and none can be compared of his fame. By using these principles, soldiers who went to the battlefield are motivated to achieve victory then those principles will be proven correctly and it is not only left and forgotten as the words.

The emblem that pinned in their uniform is signed as the guide for them to complete the war and going home by bringing victory, pride, and fame for the people of their country. Their marches, however, seem destined not to bring all of their wishes that they are expected, but they escorted to their path of death, that mentioned in '*these men were born to drill and die*'. Their powerful and fame are useless where they are destined 'born to drill' a grave for each of themselves at the battlefield and die there. As explained in the previous stanza explanation, this line is

referred to the naturalism which clearly shown and explained in the fourth stanza, that nature seem asked to soldiers to join in the regiment and should be dead pitifully in their combat of defending the country.

Apparently, their destiny to dead at the battlefield is seemed already arranged well by nature, as stated on the line;

***Point for them the virtue of slaughter
Make plain to them the excellence of killing
And a field where a thousand corpses lie.***

Nature seems made a scheme or model for the path of their death. It is pointed for them (soldiers) that through the virtue way they are considered to dead, and that it is the slaughter. The slaughter here is not concerned to certain way that through of it the life of creature is ended roughly, such as the slaughter of animal before they are consumed, but it tends to the way which through of it, certain population are swept away from their environment. War is really shown the proof of ravage among mankind since the war will be wiped out all men who joined in it without noticing his name, his position in the institution, his power in governing, and other aspects which praised the pride of the self; all of it means nothing when people is in the battlefield, what people should noticed and concerned is how to find another way to run away from the determined path of the nature, in other words is how people can do cheat with nature which considered is more super than a man.

The plan of nature is seems perfect when it prepare a '*plain*' for them as the place of killing. '*Plain*' here is referring to the battlefield, a place where they are combat for certain sake. War is not only killing hundreds of people, even it is consuming thousands of people life in a time of war. For real, war also shown the

perfect way of killing that people's live, even Crane said it as the 'excellence' way, the way that probably had considering well by nature before it attempted for men who went to war, and nature thought that it is work-well and left unforgettable impression for them whom directly connecting with it. It is devastate almost all aspect of people life, such as life, love, hope, etc. which all of it will be left as memories for them whom left by soldiers who died in war. The last line of this fourth stanza is giving clearly emphasis that the plain that is made for them, altogether will be '*a field where a thousand corpses lie*'. Soldiers are prepared a place for them to die in there, there is war. As explained before, the fame and power that they brought to the battlefield means nothing for nature which considered as the most powerful thing in the universe and nothing can compared of its greatness. As long as people still being as the part of nature, they do not have options but to obey all rules that nature has been determining for all of their life, and nature seemed 'kindly' to prepare a war as the of people shall obey its rule upon them.

This poem ended with another devastating impact of war to people, in here the mother whom left by her son due to join in the regiment;

***Mother whose heart hung humble as a button
On the bright splendid shroud of your son***

By looking to these lines, the writer assumes that these line are seem as the interaction of two mothers who share the same feeling due to their son who sent to war and died in there. The first figure of mother is mentioned in the first line, '*...whose heart hung humble as a button*'. This mother is realized that it is hopeless to see her son will be back again for her. Her heart is she '*hung humble*' as the sign of her fully acceptance to the condition in where she faced at that time. Even, it is

mentioned that her heart is seemed 'as a *button*'. The tiny size of button is symbolizing the impossibility of something to be solved or get the best result of it. The first mother is defenseless in facing of the fate that lying in front of her. Then, she came close to the second figure of mother who described in the second line, '*on the bright splendid shroud of your son*'. The first mother commented to the second mother that she was '*bright*' and '*splendid*' to '*shroud*' of her son. The first mother wants to give encouragement to the second mother to be stronger in facing of this fate. Even, the writer assumes, the first mother is asked the second mother not to weep because her (the second mother) is more lucky than the first mother, due to loss of her (the first mother) son and his body never found yet. Thus, it can be concluded both of mother is endure their heart in facing of this temptation that nature determined it for them.

The last line concludes all of sadness, losses, and other grieves feelings which caused by war by two contrast sentences;

Do not weep.

War is kind.

Crane, in this poem, seems act as the messenger of the nature for them whom suffer and grief due to war. For the girl who is left by her boyfriend, Crane recommends her to not though and cried for him longer because his death is nature's will and she just accepted it as the part of her life; for the wife and kid who is left by their husband and father, Crane suggests them to willing their beloved figure of the family to be taken from them because the nature is ask him due to determinism of nature; and for mother whose son dead and yet have never found,

Crane advises that her loss of son is a fate that she should receive and remained for the rest of her life.

4.1.2. The Reflection of Naturalism Values

'War is kind' is strongly assumes that it is written based on the Crane experience in following some wars which occurred at that time, such as Greco-Turkish war in 1897 and Spanish-American war in 1898. Casualties must be occurred in every war; people seemed cannot avoid it, even for the beloved person in someone's life should follow the natural law. This intention is wanted to show in this poem, where in it there are three figures, which each of them are dead in certain ways that seemly had orchestrated for them.

The first figure, there is the boyfriend of a maiden. He went to war, probably with his desire of defending his country due to the man who reached seventeenth years old should follow the military to prove their existence of being a man. The performing of naturalism values which reflected in this first figure can be seen through phrase '*threw wild hands toward the sky*'. This phrase shown that the lover (boyfriend of a maiden) is '*threw wild hands*'; he seemed raised his hand as a sign of his surrender toward enemies who surrounded him and armies where he joined in it. Another, he '*threw wild hands toward the sky*' is assumed that he was dead, it was because of he got shot where he was combated with enemies, and shortly after all, his horse left him suffered in the ground. The naturalism values which performed in this figure, particularly in the first stanza that is pride of someone who would not worthy where he was in the battlefield and then dead, due to nature is not

considered of someone's pride since nature just asked him to fulfill its law, there is the disobeying of pride toward the natural law.

The second stanza clearly shown the performing of naturalism values, as in the line, '*these men were born to drill and die*'. This line suggest that, apparently men were born to be fated dead in the end, and it depends on the nature's intention upon them, whether they were died in his old age or in young age; nature is determined it and men do not have any option but following the plan of nature has constructed for them. Another performing of naturalism values can be seen in the line, '*a field where a thousand of corpses lie*'. These two lines are repeated two times in the poem and it makes the writer strongly assumes that these two lines are included as performing of naturalism values in the poem. '*A field where a thousand of corpses lie*' means that nature has prepared certain way of people who would fulfill its law, there is war. Here, nature seemed so kind to prepare for men whom should obliged its rule, a field where they would be lying around upon it; a field where nature had set up for them to end their lives through brutal way which nature had determined to be experienced by them. For men who died in it, it means they would not feel suffered anymore; however, for them who survive; this experience would become such traumatic for their soul and remained for the rest of their lives.

The second figure as the reflection of performing naturalism values in the poem is the father. The father was so proud of joining the army and went to the battlefield. Nevertheless, his pride of being soldier and defending of his country brought him to his death. Even though he looked anger to nature, which described in the poem as '*raged at his breast*', he could not reject the nature's law which rule upon him and

force him to have no choice but to die in a suffering way and there is no one who would notice of his suffering and take care of his body when he died later. His kid and wife whom he left, which expected to be stay beside him when he was dying is only his thought, and then he ended his life in such a tragic way without none of his relatives took care his body.

The performing of naturalism values also resides in the fourth stanza, particularly which is shown in the lines;

Point for them the virtue of slaughter

Make plain to them the excellence of killing

The performing of naturalism values clearly shown by diction of these lines, such as 'point' and 'make', two words which refers to the result of work or idea, and here nature is assumed had conducted such a science attempting, and men were the object of this attempting; the trial is that people who brought into war would be pointed to be slaughter and they were killed by the excellence way of nature had set for them.

The last figure as reflecting of naturalism in the poem is the mother. There are two mothers in the poem; the first mother is a figure whose son died in the battlefield, but she was luckier than the second mother since the first mother is having a chance of seeing her son's body before he would be buried, while the second mother whose son also died in the battlefield cannot see her son's body because of his body is never found. With her endure feeling, she supported of her friend whom loses of her son but luckier than her, that all of this happened as the nature's will and considered as path of life that should be through.

4.2. A little ink more or less!

4.2.1. Disbelief in God in 'A little ink more or less!'

**A little ink more or less!
It surely can't matter?
Even the sky and opulent sea,
The plains and the hills, aloof,
Hear the uproar of all these books.
But it is only a little ink more or less.**

What?

**You define me God with these trinkets?
Can my misery meal on an ordered walking
Of surpliced numbskulls?
And a fanfare of lights?
Or even upon the measured pulpiting
Of the familiar false or true?
Is this God?
Where, then, is hell?
Show me some bastard mushroom
Sprung from a pollution of blood.
It is better.
Where is God?**

The poem above is assumed as Crane's expression of disappointment to the family religion's life which is irrelevant to the hard life he felt in his daily life. Crane expresses his doubt in God by writing several poems which describes the humiliation for the powerful of God. For instance, his famous poem;

**Well, then, I hate thee, unrighteous picture;
Wicked image, I hate thee;**

**So, strike with Thy vengeance
The heads of those little men
Who come blindly
It will be a brave thing.**

(The Black Riders, XII)

Crane's expression of hating God is clearly shown in the poem. He thinks God is a rude figure; God who knew abroad as the God of Compassion, apparently changed into God of Wrath (Horton, 1974:261). The same sense at that poem above, Crane depicts in the poem '*A little ink more or less!*', that is doubting to the Bible's preaching.

The dictions, such as 'surplice' and 'pulpit' are directly referred to the Christianity liturgy. Another phrase and word are explicitly referred the similar circumstance. For instance, the phrase '*little ink*' at the beginning of the poem refers to the words of God which is written in the Bible that wrote in a small size of letters. All of words and messages of God which is written is collected into one book, which each of them has different name as the title upon each book; and all title of books are gathered, as mentioned 'these books' in the poem, where all of books are collected into one big and complete book which is well-known from age to age under the name 'Holy Bible'.

Crane questioned his belief to the words of God;

***A little ink more or less!
It surely can't matter?***

Crane seems does not want to notice of how values the words of God meant for other people. '*More or less!*' described his ignorance to the words of God; he does not want to care of what the God's words says about the righteousness and prefers

to follow his own word's heart. Crane's background seems stronger support the idea of this poem, such as mentioned in the second line with questioning 'it surely can't matter?'. Crane seems asked to himself due to this question; Is it allowed to disobey the words of God? Is there any punishment if people disobeyed the God's words?. These questions and others which probably could be asked by this statement, is answered by Crane with his decision of unbelief to God and said that it would not being a matter in his life.

He even compares his unbelief similarly by the elements of nature is felt;

***Even the sky and the opulent sea,
The plains and the hills, aloof,
Hear the uproar of all these books.***

Even though this poem is generally talked about Crane disbelief to God, but the influence of Bible still remains in the diction of this poem. People knows well that all of the elements are created by God in the Day of the Creation, but these elements, the writer assumes, each of them are mentioned in the Bible must be have a meaning which related to the God's words.

The 'sky' is positioned upon all the living creations. It is signed that upon all living creations, God is covered all His creations with sky and kindness of avoiding them from the directive radiation of the sun, which created as the sources of energy for the creations who lived in the universe. It is also believed that beyond the sky there is a place where God rules all of His creation, there is heaven. When people prayed, they believe their prayer will be climb up into the sky and heard by God who dwell and rule at that place.

In the sky are also placed lights ornaments, such as the sun, moon, and stars which expense to separate the day from the night and to serve as signs to mark seasons and days and years.

The 'sea' is positioned below the sky, where human being and most of living creatures lived. The sea locked many unrevealed secrets; it is symbolizing God who keeps many secrets and mysteries since the beginning of the age and human is trying to reveal those secrets and mysteries by their knowledge, and this attempting caused such doubtful among human which placed them into disbelief of God which can be categorized as naturalism followers. Above all, the sea means certain message for the God's followers. They believed when they are sinned and they are forgiven, their sin will not remain anymore because God has thrown away their sin to the bottom of the sea.

The '*plain*' is a place where almost all living creature live and grow up. When God created the first human, He prefers not to place the human in the water, but in the plain which is known as Eden. In the '*plain*', human being as the knowledgeable creature is place, in order to rule other God's creation by working it and taking care of it.

The '*hill*' is the higher place which stands between the sky and the sea. Where people stand in the top of the hill, they can see sceneries that probably never realized before. Through stand in the hill, people also would feel certain solemnity because they seem feeling close to their Creator and realized themselves are exist because they are created and not because they are the descendent of the ape as Darwin stated in his theory of evolution. Hill, cans also being as the proper place

when a disaster, such as flood is hit. People could use the 'hill' as the place of refuge from the terrifying of flood which absolutely brings disastrous impact for lives. In here, the 'hill' can be associated as the safer place which exist in the earth, and probably could be the alternative place to live where disasters are come to hit.

Contrastively, Crane used these four parts of the earth to support his idea of disbelief of God. He mentioned in the poem, '*even the sky and opulent sea, the plains and the hills*'; by the using of diction 'opulent' in 'opulent sea', Crane seems admitted his believe on the powerful of God who created the sea, where in the sea existed many sources and occurred many secrets of God, however, at the same time he uses this idea of supporting his disbelief of God.

'*The plains and the hills*' where exist 'aloof' are 'invited' by Crane altogether with the sky and the sea to commit disbelief of God. Crane knows that these earth parts has already knew the truth of the existence of God, as mentioned in the line '*hear the uproar of all these books*'; they already knew all the truth which mentioned in the Bible, which in the poem referred to diction '*these books*', the stories of the greatness of God among people from age to age, which referred to diction '*uproar*'. Nevertheless, Crane denied all the truth which is mentioned in the Bible, and said it as '*but it is only a little ink more or less*'; he is still keep his principle not to belief to the existence of God, the miracle that God has done among people, and His absolutely rules that should be obeyed; Crane underestimates the existence of God which is clearly shown by his diction '*only*' in the line of the poem, and directly it is referred to the principle of naturalism.

Crane doubts of God more clearly shown with the questions in the line;

What?

You define me God with these trinkets?

The underestimate of Crane to God display when he stated 'you define me God with these trinkets?'. Crane compared God with trinket, a small piece of jewels which have little value or seemed worthless; by this Crane implicitly underestimate the existence of God and doubted His powerfulness to rule and manage well His creation. Even, Crane seems challenge the existence of God, who in his mind has already he set to be claimed that God is the God of Wrath, by written in the poem;

Can my misery meal on an ordered walking

Of surpliced numbskulls?

And a fanfare of lights?

The writer assumes the lines above are written based on the Crane's real life which full of misery that his view are quietly different with the church doctrines where he had been taught by his parents since he was child. Crane seems anger to God because God's law is limited his moving and action to prefer his likeness on something; he thinks his serves to God is result nothing but the misery.

He mocked the preacher that preached every Sunday or any worship meeting in the church, and he referred it to the phrase '*surpliced numbskull*' in the poem. The preacher who preached in the worship meeting commonly said that God is the merciful; He is believed offers redeemed for anyone who really needs it, certain doctrine said that God is the answer of the problem; where the man is in his problem, he just came to God and believed with all of his heart, God will give the way out of it and it is being as the strengthen of life. However, the preaching of reverend or preacher did not suit with the reality with Crane faced in his life, which is he mocked

by saying it as the '*surpliced numbskull*', the person who uses surplice in his occupying, that is preacher; However, Crane sees it as the '*numbskull*' person, because their preaching seemed does not suit with the reality of life, and they just preached for something useless or looks stupid, in here for Crane who saw and felt it directly in his life.

Crane's mocking to the church and the doctrine also explicitly shown when he mentioned in the poem '*a fanfare of lights*'. 'Fanfare of light' here is not talk about a fanfare which happened in the party or any crowded and noisy circumstances, but it refers to the circumstance which happened when a worship meeting is held in the church. Everyone who follows this meeting certainly is going to feel joy and happy; the description of joyous and happiness is symbolized by Crane with '*fanfare of lights*' in the poem. Crane thinks his misery would not over when he joined in the 'fanfare of lights' in the church. He felt, his misery would still exist; even when he joined in the worship meeting. All of this, for him, is useless, as referred to the phrase '*...meal on an ordered walking*'. 'Meal' here does not refer to the kind of food, but it is more tend to the problem, in which the author is facing it. The uselessness of believing in God as mentioned in the previous lines is more supported by the next line which mentioned;

***Or even the measure of pulpiting
Of the familiar false and true?***

By ignoring whether the lines above are followed the grammar rules or not, the lines above want to support the previous idea of where Crane mocking the preacher and the church doctrine. In support of his idea, Crane uses diction '*pulpit*' in this line. 'Pulpit' is a raised platform in a church and usually surrounded by a barrier, from



which a priest or preacher or reverend speak. It is clear that the preaching from the priest in the pulpit every meeting would not being as a measure of people faithfulness to God, as Crane did. Also, the faithfulness of family to serve God is commented Crane would not enough to measure whether something is false or true; probably from the religious perspective, a certain thing, such as happened with Crane where he was ban to follow his pleasure, there was baseball of which will be judged is false and did not follows the rule of God; instead Crane thinks that thing is true because his heart and desire said it so.

Due to God whom Crane seen as a figure who had many rules that all of it should be obeyed, Crane asked to himself;

Is this God?

Where, then, is hell?

By seeing the hard condition that he faced and the irrelevance of religious doctrine to the real condition, Crane is more doubt to the existence of God as a merciful and good figure for the human being who believed in Him; his doubt is shown where he asked '*is this God?*'. His question wants to find a truth, is God that he known better, since he grown up in the family with the strong religious doctrine, is the figure that full of compassion and love and care to His creation's problem? Or God had already did not care to the problem of His creation and forgot them? Or another possibility is that God made all rules that should be obeyed, after obeying it God would be happy then he forgets to His promise to take care of His creation and help them through their entire problem? By the assumption of, Crane seems disappointed and asked God to show him a hell, '*where, then, is hell?*'. Crane thinks, it would not necessary for people to live if they should face problem in their life, while

God is believed the sources of the answer who cannot help them through their problem, even for some cases, it seems like God does not involved to solve the problem and let people who is in that problem should face it by themselves. The writer strongly assumes that such condition push Crane to ask '*where, then, is hell?*'. His feeling of disappointing is express in this line, and continuously in the next line;

***Show me some bastard mushroom
Sprung from a pollution of blood.
It is better.***

Crane's disappointing clearly expressed in this line by the using of taboo or rough word in the poem, there is '*bastard*'. These two lines explicitly contains certain meaning; it can be traced from the line '*sprung from a pollution of blood*'. The specific clue to find what it is hidden in these two lines is in the phrase '*a pollution of blood*'. '*A pollution of blood*' here should be refers to certain bad circumstance which bet the life of someone in it. The writer assumes, this circumstance is still related to the war, there is Civil War age where Crane lived between it and seen the rudeness which happened during the war. '*Some bastard mushroom*' is assumed to be related to people who suddenly survive and live after war. Crane said them as '*bastard mushroom*' because they already shown their whole effort in struggle the impact of war, and they appear as the winner. The winner, because they are succeed for being a conqueror of nature by their self's effort and not by God. Crane believed they succeed to govern the nature not to demolish them; it is not because God involved in it by saving them from the brutality of war, but it is because, it can be said, they played cheat with death and destiny, and won it at the end of war. They, who survived from war, is referred Crane as '*some bastard mushroom*' that '*sprung from*

a pollution of blood'; they are luckier person who can showing the powerful strength which come from their self to overcome the nature forces and the reality shown that they succeed to govern nature not to consume them in the war. 'It is better', that is Crane preferable to see people who survive from war because he believed that they can overcome it due to their strength and not from God, who he thinks God who he knew is a figure who act like a dictator and never shown His compassion to His people.

The last line seems summon all the lines with one simple question, '*where is God?*'. By saying this, Crane disbelief to God is proven, and he commits to disobey His rule and indirectly intends to leave God and His truth, to prefer his own way with his understanding, not by God's wisdom.

4.2.2. The Reflection of Naturalism Values

This poem is commonly talked about the disbelief of God. Through some dictions which related to it, such as 'more or less' and 'only', Crane doubted the existence of God compared with his hard life. One of the naturalism principles is disbelief of God, and in this poem Crane clearly depicts that such circumstance. He is mocking the teaching of Christianity doctrine, which the main source of all doctrines is the Bible, where in the poem mentioned as 'books'.

In the beginning of this poem, Bible also referred to a phrase '*a little ink*', which is meant the word of God is written by people of God, well-known and believed by people from age to age as the authentic truth which directly commanded by God and should be obeyed to gain the bless of God in daily life.

Crane admitted the truth of what Bible says about God and all of His miracles and works He has done, including His work of creating the world and contents in it. Deliberately, Crane in this poem are invoked four of the earth parts to convince his admitting of the existence of God, there are the sky, the opulent sea, the plains, and lastly is the hills; all of them had heard the uproar emerged by stories of miracle and work of God upon His people, thus Crane mentioned that they (the four of the earth parts) had heard '*the uproar of all these books*', which took part in lives of people age to age. Nevertheless, Crane underestimated the proof of God's miracle in this poem and saying that '*it is only a little ink more or less*'.

Crane's meant that it (Bible) is just a kind of common writing that reports certain affair of the God's greatness in guide of His people through obstacles. For instance, the story of Israelites who escaped from Egypt's colonization through the sea, and God helped them to cross the sea, such a miracle work which is impossible to be seen in this age, and that thing is Crane doubted in this poem that the miracle of God is not occurred anymore in this age and he was convinced with his hard life, that in his life's experience, he felt never touched by the power of God to solve his problems as stated in the Bible. From this, Crane declares the Bible, included its contents which tell about the greatness of God is just a book which full of God works' tale, and Crane thinks it is similar with other books, that is written in the poem '*but it is only a little ink more or less*'.

Crane's doubt of God still remained in the next line of this poem. The greatness of God is compared by Crane with trinket, an unworthy jewel. This is because he thinks that God does not have enough power to help him to face his hard life, as he

said in the line '*can my misery meal on an ordered walking*'; could be his misery is solved by Christianity doctrine of God is surely help His people who is in the problem? By this line, Crane stated of his disbelief of God by mocking the priest or reverend who preached about God and His truth at the worship meeting in the church. He said that the priest or reverend who preached is a '*surpliced numbskull*', a person who used surplice and preached about God's truth, but for Crane he was just nothing but a stupid person who preached a figure, there is God, whom shall be believe but never be seen and His way sometimes does not match with heart's request. Crane's mocking did not stop, because it is continued with his mocking to the meeting of worship which is mentioned in the poem as '*a fanfare of lights*'. In every worship meeting, people is singing songs, and that is Crane referred to '*fanfare of lights*', that is the praise and worship which is offered to God is something useless for Crane because doing such things would not directly solving of problem, even sometimes God let His people to experience of the problem, and Crane did not like this circumstances happen to his life. The preaching from the pulpit every week or every meeting, according Crane, would not being as measure for him to believe anymore to God, even the teaching of doctrine which come from family, and here Crane came from the family which holds tight of their religious doctrines since Crane's father was Methodist's minister and his mother who worked as the article writers for religious papers.

Crane's rebellion of religious dogma is shown in the last lines of the poem where he asked '*is this God?*', and '*where, then, is hell?*'. Crane is more doubt of his religion, and then he asked that it would be better to show him people who also did

not believe to God but they could do everything with their own power in lines 'show me some bastard mushroom, sprung from a pollution of blood'. The poem ended with Crane's crucial question of God, 'where is God?', seems clearly shown that performing of naturalism values in the poem is the disbelief of the existence of God.

4.3. The successful man has thrust himself

4.3.1. A Greed Personality in 'The successful man has thrust himself'

The successful man has thrust himself
Through the water of years,
Reeking wet with mistakes,
Bloody mistakes,
Slimed with victories over the lesser
A figure thankful on the shore of money.
Then, with bone of fools
He buys silken banners
Limned with his triumphant face;
With the skins of wise men
He buys the trivial bows of all.
Flesh painted with marrow
Contributes a coverlet
A coverlet for his contented slumber.
In guiltless ignorance, in ignorant guilt
He delivers his secrets to the riven multitude.
"Thus I defended: Thus I wrought."
Complacent, smiling,
He stands heavily on the dead.
Erect on a pillar of skulls
He declaims his trampling of babes;
Smirking, fat, dripping,
He makes speech in guiltless ignorance,

Innocence.

Through this poem, Crane invites the reader to find out the naturalism aspect which come from each person self. The poem is opened with contrast line, '**the successful man has thrust himself**'. How can is a successful man has slowly stabbed himself? In what way he intend to kill himself slowly? The questions which appear are trying to answer through following lines;

**Through the water of years,
Reeking wet with mistakes,
Bloody mistakes**

The successful man absolutely has through many obstacles in his life, which is defined as '*through the water of years*' in the poem. The water, such as in the sea or river obviously would not appear in the surface as the calm flow of water; sometimes it is appear with their ripple of water, even with the big wave as seen in the sea. The year is suppose as the water flow where in it there must be some ripple or big wave hit it, means people in his year's live would not always in good condition or free of problem, but he must be through the problem because he lived under the nature law, where it is forced him to live hard and difficult. Nevertheless, the successful man lived under his guiltiness, as shown in lines '**reeking wet with mistakes**'; Crane mentioned that the successful man lived in his reeking. 'Reek' here does not mean a strong unpleasant smell which comes from the person's body; it refers to the personal foul's attitude to the other, probably his guiltiness has made others loss in every aspect of life, that is mentioned by Crane as '*reeking wet*'. He is full of wrongness, but he did not want to change his attitude but live in it.

Apparently, his guiltiness harmed other people's life, as mentioned as '*bloody mistakes*' in the poem. The successful man is probably used certain harsh way in order to gain his will without care and notice of other people's life; he would do anything to achieve his desire, and all of this is because of nature forces him to do such wrong deed. The guiltiness of the successful man is not over yet, because he celebrates his victory upon the mistakes, as mentioned in the line;

Slimed with victories over the lesser

A figure thankful on the shore of money.

By noticing the line above, there must be another mistake in grammar rule; there is no link word between noun and adjective in the word 'figure' and 'thankful'. The successful man really enjoys live under other people's misery, and Crane shown it by the word '*slime*'; seems like someone who fell into mud and his body is slimed of dirty mud, that is the successful man did, he is slimed with his dirtiness deed '*over the lesser*', the people who do not have any power or authority to against the powerful and authorize person. Even, the successful man is described as the bad guy when his yielding, where perhaps he got it from the lesser people, he used it for his own sake, as mentioned in the line '*a figure thankful on the shore of money*'. In this line, Crane is use diction '*shore*'; '*shore*' in here does not related to the shore of the beach as commonly knows, but it is explained that apparently the successful man is living upon the affliction of others, and that is Crane mentioned in the poem as '*shore of money*', a chance for the successful man to gain much money through the weakness of lesser people upon his powerfulness, and he is thankful for the money he gained through his wrong attitude. Then, with the money he has gained, he buy anything for himself, as mentioned;

Then, with the bones of fools

He buys silken banners

Limned with his triumphant face

'Bones of fools' here refers to the lesser people where the successful man gained much money; 'bones of fools' was thought as fool people that easily to be fooled around by the smarter and powerful person. As a story that is narrated, the successful man used his illegitimate money that he has gained from lesser people to buy 'silken banners'. 'Silken banners' here is referring to the wealth; by his money that he has, the successful man is trying to make himself rich by buying and collecting the expensive goods, which all of it just for showing to his relatives that he is a wealth person and shall be respected. With his wealthiness, he wants to raise his status and wants to be famed among the society by creates his own image, that is described in the line '*limned with his triumphant face*'; he wants to represent his self image, even though it was wrong, through his triumphant attitude. By doing so, he is expected that other highly regarded person would acknowledge him as one of their members. His pride of having much money continues when he is succeeded to assure the wise men with his money;

With the skins of wise men

He buys the trivial bows of all.

In order to assure the wise men, the writer assumes the successful man is act as the wise man thus he will get trusted from other wise men. After he achieved the trusting from other wise men, with his money in his hand, he also buys '*the trivial bows of all*'; '*the trivial bows*' here refers to the law. The writer strongly assumes the successful man is the one of the official in one institution; the money that he had collected may be come from any illegitimate sources, and with his illegitimate money,

he intends to add his money account through buy the law and with it he can be able to forces the lesser people, that is '*trivial bows of all*', because the lesser would not do anything due to their limitation and weakness in facing of the successful man.

With his authorization, he will be able to force the lesser people, even until they were suffered, as mentioned;

Flesh painted with marrow

Contributes a coverlet

A coverlet for his contented slumber.

His powerfulness he used for his own sake and he did not care whether his actions would made others suffered until their '*flesh painted with marrow*'; until people whom he forced is loss of their flesh and left with none but their marrow. After doing so, the successful man will be feel satisfy and he can 'contributes' to his 'coverlet', '*a coverlet for his contented slumber*'. It means after he doing his forces to the lesser people, the successful man then would feel satisfy of himself, and his feeling of satisfying he expressed with the '*contented slumber*', sleep without noticing and caring of condition around him and ignoring it such it is never happened or existed. It is assumed day after day he lived in his guiltiness circumstance, as mentioned;

In guiltless ignorance, in ignorant guilt

He delivers his secrets to riven multitude.

"Thus I defended: Thus I wrought."

He pretends to admit his guiltiness, even he said himself is in '*guiltless ignorance*'; he thinks that he was not guilty, even does not know that he was guilty and he thinks himself is still pure without mistake. He does not realize that the guilty he has done made himself embarrassed due to his attitude; that is in '*ignorant guilt*' he lived and made such embarrassment to himself. In that circumstance, apparently

he was seem forced by certain condition to step by step admitting his bad attitude. *'He delivers his secrets to the riven multitude'*; the successful man is admitting that he was guilt to the lesser people with *'riven'* it to the *'multitude'*. Multitude is a large number of people or something, and for this poem, *'multitude'* is agreed with the lesser people whom he has forced by the successful man in gaining his desires. By saying *'thus I defended: thus I wrought'*, he admitted that he have been guilty for many people's life by defending himself from the nature forces with using the weakness of lesser people and working upon them to gain his desires of famous and wealthy. Seemly, however, the successful man was not regret his behavior which suffered lesser people's life, even his feeling of satisfy dominated himself, he thinks that all he deeds is properly to be done in order to make himself survive in facing of natural forces, that is mentioned in the line, *'complacent, smiling'*. He is pleased to do anything that he would stay alive and being able to fulfill his passion of life. In doing so, absolutely he would feel happy in conduct of his passion, which referred to diction *'smiling'* in the poem.

He probably did not realize that he is approaching to his death, as mentioned in the line;

He stands heavily on the dead

Erect on a pillar of skulls

The successful man still lived in his guiltiness without noticing his life will be end sooner; in the poem, it is mentioned that he stand heavily on the dead. The writer assumes he was in bad condition, probably he was in illness, and his life would not longer anymore, as referred in *'...stands heavily on the dead'*. He is still in his bad attitude to be forced lesser people and did not realize that suddenly he prepared his

death by erecting a pillar which is intended as a pillar for his fame, however he did not realize that a pillar he is erected for his death, in other words he is unrealized prepared a grave stone for himself, that is mentioned as 'erect on a pillar of skulls'; 'skulls' here refer to the death.

Nevertheless, his behavior does not change at all; he is still preferable to force lesser people, as mentioned;

He declaims his trampling of babes;

Smirking, fat, dripping,

He makes speech in guiltless ignorance

The successful man declaims that he was success to force lesser people; his authority upon lesser people are getting worse, seems like he was trample upon them and being satisfy of doing such thing. He was smirk to watch them in misery, looks fat due to satiation of money he was gained, and being dripping because of his wealth made him feel he was the stronger person since he could be able to fulfill his desires. His denying is expressed by making such speech of confirmation that he was not guilty and all things, particularly money that he gained, was come from his effort and not from others through unbecoming ways.

Crane ended his poem with one simple word, 'innocence', as he did in the previous selected poems. The successful man acted as if he was not guilty forcing lesser people by all of his performing, even said himself as the innocence people who does not want to know and care the condition of people around him but to make himself keep alive in facing of natural forces, although he should take any wrong actions for his surviving in the nature.

4.3.2. The Reflection of Naturalism Values

This poem is talking about the greed of the successful man in gaining of his wealth. The poem is mentioned that he did many unpleasant things upon the lesser people in order to achieve his passion for being fame and rich; it is shown through dictions, such as *'reeking'*, *'slimed'* and phrase *'thankful on the shore of money'*. The successful man conducts many ways of gaining his desire, and the result of it, he was become rich. It seems that none of people would dare to against him in doing of his mistakably deed that represent in the phrase *'wise men'*; he acted as the wise man so that his colleagues would not see him as the guilty person.

The successful man continued to live under his guiltiness along his life of the years, as represented in the lines *'through the water of the years'*, by living with his big fault in lines *'reeking wet with mistakes, bloody mistakes'* and forced the lesser people to bow down on his order then he would be able to collect the richness from the lesser, as mentioned in lines *'slimed with victories over the lesser'*.

Apparently, this circumstance is also happened in the present age, as in Indonesia, where the most phenomenons which occurred in Indonesia at the present day is the corruption case. People who did this deed mostly come from high social class, and in this poem are referred to the figure of the successful man.

However, he did not realize that the nature's law is still occurred upon people as long as they lived under the sky and still being of nature's part; that is happened to the successful man in the poem, he did not realize that he erected *'a pillar of skulls'*, in other word, he built for himself a grave stone to sign of his death.

Even though he was at the end of his life, he was still forced of lesser people and acted as innocence person who did not know about others condition of life, and it depends on them; however, at the end he must be dead because nature has determined him although he said himself as the stronger person, but he could not win in facing of nature's will.

In general, this poem reflects the condition of man at that time that imagined as the blind machine; he acts according to his will without involving God, which cannot be controlled and preferable towards to the shoddy attitude. Possibly, this poem is created based on the condition which occurred at that time, when Americans was exposed by the American Dream's syndrome. American Dream appears as the impact of Industrial Revolution in the society lives; it forces any of Americans to be more competitive without any limit allowances, thus they can reach success in their life. Nevertheless, the competition brought them to the depression and alienation of life due to American Dream; the worst, even, people would do anything in order to be rich even it should sacrifice others, as depicts in the poem in the figure of the successful man.



CHAPTER FIVE

CONCLUSION & ASSISTANCE

This chapter is provided for the conclusion of the previous analysis of each poem and a little assistance for the next study.

5.1. Conclusion

The first poem, *War is Kind* depicts the condition of people when he is facing the battlefield. It is believed that war, in this poem, was being the way of nature to rule upon human's life. Three figures are used by Crane in the poem to describe such naturalism values; there are the boyfriend, the father and the son, which three of them were dead in the battlefield. Naturalism values which reflect in this poem are:

- ✓ Nature acts as the absolute determiner upon human's life; human is living in accordance of the natural laws.
- ✓ Human being is chanced to live according to his will; however, their efforts will be determined by fate.

The second poem, *A little ink more or less!* presents Crane's act to God based on his arduous daily life's experience by scorning aspects of Christianity doctrines and liturgies conducted by people of God. The reflection of naturalism value in this poem is the incredulity of God's almightiness by putting trust in each self; indirectly naturalists, as Crane did, declare their self as the atheism and believed there is no God in human's life but nature acts as god for them.

The third poem, *The successful man has thrust himself* portrays a greed successful man in gaining of richness, is seemly received a sentence for his deed. The domination of man upon other men is priceless as long as he lived under the natural laws, because the consequence is occurred for bad and wicked person. The naturalism value that depicts in this poem is the description of human as an uncontrollable machine towards the environment; they are not moving forward but impelling back due to their excessive desire of wealth.

5.2. Assistance

The writer considerably realize this study's results of naturalism, especially Stephen Crane's works is not perfect yet due at less of availability on references. For the next study, the writer put hopes on the libraries, both Centre Library and Faculty Library, to display more reading material that support the study of literature works, particularly related to the study of certain matter, such as naturalism matter or other matters, thus the number of English Department student who chooses Literary will be increase in the future.

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