AN ANALYSIS OF REFERENCE IN THE ROAD NOT TAKEN POEM by ROBERT FROST AND ITS APPLICATION IN LANGUAGE TEACHING

A THESIS

Submitted in Partial Fulfillment of the Requirements to Acquire Sarjana Pendidikan Degree in English Education Program of Teacher Training and Education Faculty Muhammadiyah University of Purworejo

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TEACHER TRAINING AND EDUCATION FACULTY
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Statement that this thesis is absolutely done by own work and the content is not written by someone else as the requirement in accomplishing the study in this university or other expert and few part which the researcher draws as the reference according to the written rules and written ethics of the thesis. If that this Skripsi incorrect, this entirely become my responsibility.

Purworejo , August 2014

The Researcher

Nuryatini
To know about the meaning of a poem we should read the poem. But to know about the meaning of our life we should read and do more to be success.

A poem can make our life be large and reference can make our life be mean.

(Purinanti)
DEDICATION

This thesis is dedicated to:
1. Alloh SWT, because of Alloh gives me miracle and wonderful time.

2. My beloved mother and father, thanks for love, the holy praying, support, suggest, and the greatest care.

3. My beloved brother, thanks for love, holy praying and because of you, I want do this.

4. My lovely someone, thanks for when you give me support, suggest, helping, pray, anything, and you are my power.

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The Researcher

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ABSTRACT


Key words: Analysis, Reference, Robert Frost, The Road Not Taken, Poem, Application, Language Teaching

This research focuses on reference strategy found in The Road Not Taken poem using Cruse’s theory. This research states the objectives of the study as follows; discover the Reference strategies in the poem The Road Not Taken and the way to apply the reference in Robert Frost’s Poem in Language Teaching.

This research is conducted using descriptive qualitative method. The data source of this research is The Road Not Taken poem and it is validated through its direct utterance. The data are the utterances of the meaning in The Road Not Taken poem that contain the reference strategy. After obtaining the data, the researcher classifies them into different strategies of reference. The next are analyzing them and making general conclusion based on the theory.

The result of the study shows that there are three kinds of reference strategy used in The Road Not Taken poem. It is find 22 or 62% data of definite reference and 2 or 5% data of indefinite reference and 11 or 32% data of generic reference. And the application reference uses the road not taken poems apply in senior high school grade two in the second point. Student observing, questioning, explore, associate, and written use reference to give advice, offer and response. The researcher hopes that this thesis can give inspiration to teach language teaching especially about reference.
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CHAPTER 1

INTRODUCTION

This chapter consists of seven issues, such as background of the study, Identification of the problem, statement of the problem, the objective of the study, The Limitation of the study and The Significant of the study.

A. The Background of study

Poem is a medium not only to express the feeling of the poets. Poetry is one of literary in language. We know that poetry is one of interesting literary that can entertain and educate the reader. Word on poetry can help the reader to practice reading and speaking. A word of poetry always has many meaning to describe and to explain for the reader. The point of poetry is if we can get meaning on poetry and understand about it but also to make us enter into these feelings about the things, persons, situations or ideas in the poem. Poetry is able to give entertainment, satisfaction, pleasure and enjoyment to the reader. This is because there is great difference between language in a poem and our daily language, in that poetic language is stylized with aesthetic or artistic effect.

Language is an important part of communication and an important thing in our life. We can communicate with other people through language. Communication has purposes to send a message to other human. Some people
using language to express their emotion and feeling. Languages make a relationship of one people to other people. We have mouth to speak but if we don’t know about how to use language, it will make misunderstanding with other people. So language is very influence in this life and in this world. Language is needed to make people easily understood what the purpose they make a conversation. However, sometimes people are unsuccessful to express their feelings, needs and intentions. Furthermore language also has an important role in literally. Basically, there are three kinds of literaries such as poem, novel and drama. In this research the writer tries to explore the Robert frost poem.

Reference is one of part in pragmatic which talking about expression and pronoun. The category of personal includes three classes of personal pronouns, possessive determiners, and possessive pronouns. There is no general name for this category in traditional grammar, because the members of it belong to different classes with diverse structural roles; but in fact they represent a single system. The significance of the person system is that it is the means of referring to relevant persons and objects, making use of a small set of options centering on the particular nature of their relevance to the speech situation.

The principal distinction is that between the persons defined by their roles in the communication process, on the one hand, and all other entities on the other. Many expression can we used to give a meaning in sentences or a poem. One expression can give many meaning in any poem. When we are
study about poem we will try to deliver message of a poem. we can using sound, expression and action. Get a meaning or delivery message in poem is not easy to understand. Many students cannot understand when he is earring a poem. Just earring without see can make misunderstand to get meaning of a poem.

B. The Identification of the problem

This research takes Robert Frost’s poem *The Road Not Taken* as the object. From the verse of poem, the researcher wants to try analyzing the reference strategies. The researcher focuses on reference in that poem. Reference is very important to daily life. Reference has an important function in a sentence, not only in spoken language but also in written language as well. And to applied reference in Language Teaching.

C. The Statement of the problem

The research states the problem of this study as follows:

1. What is the reference used in *The Rood Not Taken* poem by Robert frost?
2. How is the application of reference in *The Rood Not Taken* poem by Robert frost in ELT?
D. The objective of the study

Based on the statement of the problem, the researcher states the objectives of the study as follows:

1. To get the reference of poem used in Robert Frost poem *The Rood Not Taken*.
2. To apply the reference in Robert Frost poem *The Rood Not Taken* in ELT.

E. The Limitation of the study

Considering the wide range of the problems, the limited time, fund, capability and knowledge, the researcher will only touch with the analysis of reference in poem of Robert Frost poem *The Rood Not Taken*.

F. The Significance of the study

The researcher hopes that the findings of this research can give some advantages to the following sides.

1. English teacher

   This study is expected to help finding a pragmatic reference of English poem in reading subject.

2. Student

   By understanding reference used in poem, the student can early to express a poem or a written in speaking subject
3. Reader

By understanding reference used in a poem, the poem reader can early to get meaning of the poem more.

4. Other research

It can be used as reference by other researchers who want to make a research to the study of English or similar study.
CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, researcher presents several theories that are closely related to study. There are previous study, pragmatic, reference, poetry, Robert frost and the road not taken poetry.

A. Previous Study

The researcher gives previous study about similar thesis. There is one example of it. The thesis entitled “Personal Reference Using in a Prose Entitled “Calon Arang” by Ida Bagus Cahya Ambara Jaya from universities of Udayana in Bali. The statement of his research is what types of personal references are found in Heraty’s Calon Arang prose? The object of the research above is to find out the types of personal reference in Heraty’s Calon Arang prose by applying the theories which have been learned. The methods of his thesis are using method of The data was analyzed qualitatively and descriptively based on Halliday’s concept of cohesiveness of the text and The analysis was start by finding out the types of reference used in a prose, and then followed by analyzing how they are presented in the prose. The result of his analyze is the writer find three types of reference in the data is; those are the personal reference, demonstrative reference and comparative reference. The kinds of personal reference that occur in this prose are: I, her, his, it, you, we, one and their.
From the previous study above, the researcher concludes that there are some similarities and differences between his thesis and this thesis. The similarities between his thesis and this thesis are same used qualitative research and analyze the Reference. The different of his research with this research is the research above using reference to analysis poem and his research using reference to analysis prose. The analysis of Bagus is using personal reference and this analysis using reference general. Method of this research is using research design, data and data source, data collecting technique and data analyzing technique but his analysis is using qualitatively and descriptively based on Halliday’s concept of *cohesiveness* of the text.

There is the two example of previous study. The thesis entitled *Metaphorical meaning in “the road not taken”* By Robert frost by I Wayan Dhody Bayu Sutra from universities of Udayana in Bali. The statement of his analysis are what metaphorical meanings are found in Robert Frost’s *The Road Not Taken*? And what is the meaning of the metaphorical words of the poem? The object of analysis above are To identify and describe the metaphorical meanings which are found in Robert Frost’s poems, to analyse the meaning of metaphorical word used in the poem, and the last is an academic aim that is to apply the theory of literature studied in the English Department and to give contribution to this department, so this article writing can be used as reference for the student who takes the same topics. The methods of the research above are using analysis correlates to the problems that were formulated. The method for analysing the data was descriptive. The data were collected from the data
source and through the data collection, The result of the analysis above they weigh their options and try to predict what the outcome of a decision might be. Unfortunately, they cannot predict the future. They look down one path as far as they can "to where it bends in the undergrowth". Or as far as they can predict however there will always be Variables preventing us from seeing too far into the future.

From the previous study above, the researcher concludes that there are some similarities and differences between his thesis and this thesis. The similarities between his thesis and this thesis are same used qualitative research and using Robert frost poem to analyze. His research and this research using same object that from Robert Frost _The Road Not Taken_. The different of this analysis and his analysis are this analysis using reference to analysis poem and his analysis using metaphoric to analysis poem. The method in this research using research design, data and data source, data collecting technique and data analyzing technique but his analysis using analysing the data was descriptive. The data were collected from the data source and through the data collection.

B. Pragmatics

1. Definition of pragmatics

   Pragmatics is concerned with the use of these tools in meaningful communication. Pragmatics is about the interaction of semantic knowledge with our knowledge of the world, taking into account contexts of use (Girffith, 2006:1).
The pragmatic turn in linguistic can thus described as a shift from the paradigm of theoretical grammar to the paradigm of the language user. The latter nation is of particular important for defining pragmatics, since it brings a number of observations to the same practical denominator, as we will see in the following (Mey, 2002:4).

Pragmatic is study of the ability of Language users to pair sentences with the contexts in which they would be appropriate. Such a definition shorted have a nice ring to it, from the point of view of those who wish to place pragmatics on a par with other aspects of linguistic inquiry (Levinson, 2008:24).

Understanding an utterance involve a great deal more than knowing the meaning of the words uttered and the grammatical relation between them. Above all, understanding an utterance involves the making of inferences that will connect what is said to what is mutually assumed or what has been said before (Levinson, 2008:21).

According to Mey (1993:42), hence, pragmatic is the study of the condition of human language uses are determined by the context society. Then, one of the tasks of pragmatic is to explain how the same content is differently in different context such as cultural, religion and professional.

Pragmatic is the study of the relationship between linguistic forms and the users of those forms. The advantage of studying language via pragmatic is that one can talk about people’s intended meanings, their assumptions, their purpose or goals, and the kinds of actions that they are
performing when they speak. The big disadvantage is that all these very human concepts are extremely difficult to analyze in a consistent and objective way. Two friends having a conversation may imply some things and infer some others without providing any clear linguistic evidence that we can point to as the explicit source of the meaning of what was communicated. Thus, pragmatics is appealing because it’s about how people make sense of each other linguistically, but it can be a frustrating area of study because it requires us to make sense of people and what they have in mind (Yule, 1996:3-4).

As a result, the various explanations about the term of pragmatics above show us that pragmatics is the study of the relationships between linguistic forms and the users of those forms. Then definitions that have been offered do not delimit pragmatics either clearly and neatly, or to everybody’s stratification. Many authors confine themselves to a strictly linguistically oriented definition alternatively; they resort to a definition that, while incorporating as much societal context as possible, necessarily remains vague as regards the relation between pragmatics and the other areas of linguistics. In this three-part distinction, only pragmatics allows humans into the analysis. Therefore, it is suitable with writer’s aim to analyze the play by using reference.
C. Reference

Reference is a context-dependent aspect of utterance-meaning; it is a relation that holds between speakers and what they are talking about on particular occasions. The reference of an expression, then, without regard to its context of utterance (Lyons, 1996:294).

By mean of reference, a speaker indicates which things in the world are being talked about. The idea of reference is relatively solid and easy to understand (Hurford, 2007:25).

The fundamental question Strawson raised is whether what we are calling “reference” is a matter of (linguistic) meaning. Both Frege and Russell expounded what we can call a “semantic” theory of reference, in the sense that a semantics characterizes the meanings of words and phrases of a language in a general sense. Any further meaning that results from producing and understanding the actual utterance of a sentence, which are types of human actions, is not characterizable within the semantics as there is no reference there to speakers and hearers, only words, phrases, syntactic categories, etc.

Reference as an act in which a speaker, or writer, uses linguistic forms to enable a listener or reader, to identify something. Reference, then, is clearly tied to the speaker’s goals and the speaker’s beliefs in the use of language (Yule, 1996:3-4).

Reference is demanded of language by the logicians. In the same spirit, some of the latter in all sincerity proposed that we should abolish words with unclear reference such as I or u, because there is no way checking whether
they correspond to something out there as their reference is always shifting (Mey, 1993:90).

Reference is thought as an act in which a speaker, or writer, uses linguistic forms to enable a listener, or reader, to identify something. There are various types and modes of reference. We shall concentrate on three: definite reference, indefinite reference, and generic reference (Cruse, 2000:306).

Reference is concerned with designating entities in the world by linguistic means. In which case we should specify that reference is to do with things in the experienced world, not in the objective world. Of course, we assume there is some connection between these two worlds, but the relation between referrers and the objective world is indirect. (Cruse, 2000:306).

1. **Definite reference**

There is no doubt that it is definite reference which is the most crucial for the functioning of language. We shall henceforward concentrate on definite reference, which is arguably the prototypical type of reference (Cruse, 2000:306). To open the discussion of definite reference, consider the two sentences below:

\[ \text{The man gave it to her} \]

\[ \text{A man gave it to her.} \]
(a) The intended referential target is necessarily a particular entity who can in principle be uniquely identified by the speaker.

This means that the speaker should be able, on demand, to give information that for them distinguishes the (man) in question from all other men. The speaker may not be able to name the man, or even give any descriptive information: for instance, what makes the man unique may be only that he occasioned an auditory experience on the part of the speaker at a particular time and place.

(b) The speaker intends that the referential target should come to be uniquely identified for the hearer, too.

This is, in fact, the main point of the act of reference. Once again, the information which enables the hearer to uniquely identify the intended referent may be minimal

(c) The act of reference brings with it to the hearer an implicit assurance that

They have enough information to uniquely identify the referent, taking into account the semantic content of the referring expression and information available from context, whether situational linguistic, or mental.
(d) Normal input and output conditions hold

This just means that, for instance, speaker and hearer speak the same language, the utterance is both audible and comprehensible to the hearer, and so on.

(e) The act of reference is embedded in a more inclusive speech act.

(f) The speaker intends that the hearer should recognize his intention to refer by virtue of his having produced the utterance in question.

(g) Prototypically, the part of the utterance, the production of which is intended to signal the intention to refer, should have a form which conventionally performs this function.

In general, the identification of the referents of definite referring expressions is necessary so that the hearer can reconstruct the proposition(s) being expressed by the speaker, as these specify the arguments of such propositions.

a. Referring Expressions

Referring expressions is any expression used in an utterance to refer to something or someone; i.e. used with a particular a referent in mind. (hurford, 2007 :34).

Those linguistic form are referring expressions, which can divined be: proper nouns for example; Shakespeare; Cathy Revuel o; Hawaii;
nouns phrases which are: Definite for example; *he author*; *the singer*; *the island*; Indefinite for example; *a man*; *a woman*; *a beautiful place*; and Pronouns for example; *he*; *her*; *it*; *them*.

The name *Fred* in an utterance such as *Fred hit me*, where the speaker has a particular person in mind when he says *Fred*, is a referring expression. *Fred* in *there’s no Fred at this address* is not a referring expression, because in this case a speaker would not have particular in mind uttering the world.

*John*

*My uncle*

*And*

*The girl sitting on the wall by the bus stoop*

The same expression can be a referring expression or not, depending on the context. This is true of indefinite noun phrases.

*When speaker says, “A man was in here looking for you last night”*

*is a man being used to refer to a particular man?*

In this above examples the linguistic context often gave a vital clue as to whether the indefinite noun phrase was a referring expression or not. But it does not always given a clear indication.
A Norwegian, used in “Nancy married a Norwegian”

A Norwegian, used in “Nancy wants to marry a Norwegian”

All of the ambiguities in the above examples could in fact be resolved by the use of the word certain immediately following the indefinite article a, as, in, for example: “Nancy wants to marry a certain Norwegian” or “John is looking for a certain car”. All of the above examples involve indefinite noun phrases. It is clear that, which allude to what is in the mind of the speaker on a particular occasion of utterance, indefinite noun phrases can be referring expressions.

The definite noun phrases of various kinds, proper names, personal pronoun and longer descriptive expressions can all be used as referring expressions. Indeed, definite noun phrases such as these most frequently are used as referring expressions. But, even with definite noun phrases, there are examples in which they are not referring expressions.

He in “if anyone ever marries Nancy, he’s in for a bad time”

It in “every man who owns a donkey beats it”

Such examples show that the notion referring expression is not always easy to apply. Part of the difficulty encountered in the last two examples stems from the fact that it is not clear what we mean when we
say that a speaker must have a particular individual in mind in order to refer. But not that in the case of definite noun phrases also, the question of whether they are used as referring expression is very much dependent on the content and circumstances of use.

The choice of one type referring expression rather than another seems to be based, to a large extent, on what the speaker assumes the listener already know, in shared visual contexts, those pronouns that function as deictic expressions may be sufficient for successful reference, but where identification seems more difficult, more elaborate noun phrases may be used.

There are five definite referring expressions in English. The following types of expression are definite referring expressions in English are:


2) Personal pronouns: I, you, he, she, it, us, they;

3) Proper names: John, Mary, Paris, Gone with the Wind, Middlemarch, Notre Dame, Parsifal, Guernica;

4) Certain locative adverbs: here, there, yonder;

5) Certain temporal adverbs: now, then, yesterday, next Xmas,

Definiteness can also be argued to be present in some unexpected places. Consider the difference between the following two sentences:
Mary's watching.

Mary's reading.

There are several features which these two sentences have in common. Neither verb makes sense without there being something which plays the role of direct object, or patient of the action: one can't read or watch, without reading or watching something. Furthermore, in neither case is the patient of the action explicitly mentioned. However, there is a crucial difference between them, and that is, that the hearer is required to recover a specific direct object for watch, but not for read. We shall borrow Matthews's term and say that there is a latent direct object in Mary's watching.

The types of 'help' that speakers give to hearers can be roughly grouped under three headings: describing e.g. human, male, book, etc., pointing e.g. that book is relatively distant from speaker, and naming. These are not, of course, mutually exclusive; a given expression may incorporate more than one of these. We shall now examine separately and in greater detail, three central types of definite expression: noun phrases with the definite article, proper names, and deictic expressions.
b. Definite descriptions

It has been sometimes claimed that the way definite descriptions work is to provide sufficient information to distinguish the referent from all other possible referents, that is, to render it unique. This is not of course ruled out: if someone refers to the boil on my nose, and there is clearly only one boil on the speaker's nose, then that illustrious object has been distinguished from all other objects in the universe (Cruse, 2000: 314).

A: Have you seen Pride and Prejudice?
B: No, but I've read the book.

The emphasized noun phrase refers successfully, but the only descriptive information offered is that the referent belongs to the class of books, and there are millions of these in existence.

A: (in restaurant) I didn't want custard on my pie.
B: You should have told the waitress.

In none of these cases is enough information given overtly within the definite noun phrase to uniquely distinguish the intended referent, yet they all refer successfully.
A: (at breakfast in hotel on holiday in Durham) What shall we do today?

B: I think we should go and see the cathedral.

The process goes something like this. The hearer makes an ordered search through possible domains, roughly in the order: (i) immediately preceding discourse, (ii) immediate situation, (iii) broader situation, (iv) memory/general knowledge. We need to assume that these are in decreasing order of accessibility. So, if a qualifying referent is found in the first domain, then that is taken as the intended referent. If there is no qualifying referent in the first domain, the hearer then searches the next most accessible domain, and so on, until he finds a suitable potential referent.

c. **Proper names**

Proper names, too, have given rise to a great deal of discussion, especially within the philosophy of language. There are two diametrically opposed extreme positions with regard to proper names. One of these says that proper names have no meaning whatsoever: this is usually expressed by saying that they have extension, but no intension. That is to say, they are unlike, for instance, *the dog*, which can be used to refer to canines in the extralinguistic world by virtue of the intension, that is, the semantic content, *of dog.*
The opposite view of proper names from the above is that proper names function as abbreviated descriptions, that is, they stand for the sum of the properties that distinguish the bearer from all other referents, or, to put it another way, they get their meaning by association, not with generic concepts, in the way that common nouns like *dog* do, but with individual concepts. In reference to the present writer, we would also say *It's Alan* entails *It's a man*, because of the relation between the individual concept ALAN CRUSE and the generic concept MAN.

Again, this is unlike descriptions. Searle puts this forward as another functional virtue that proper names possess: their flexibility. It is useful to have ways of referring that are not tied to particular constant conceptual properties. It enables us to refer successfully to entities about which we know very little. A similar functional virtue attaches to natural-kind terms. It might be proposed that these are particularly adapted to entities whose essences are mysterious.

In conclusion, we need to think a little more about the conceptual preferences of certain proper names. None of these seems to be an appropriate model, because each of them can be accounted for by reference to the concept denoted by the word. The properties of proper names we are referring to persist across all the homonymous manifestations of the terms, and thus cannot be explained by reference to the associated concepts. Of course, the same problem would arise here as with common nouns and word-specific properties, namely, the
nature of the connection between word and property, bearing in mind
that word-specific properties are in the last analysis also conceptual, or
at least mediated by the conceptual system (Cruse, 2000: 315).

2. Indefinite reference

The essence of indefinite reference is that the identity of the
referent is not germane to the message: that is, nothing hinges on the
individual features of the referent, only the class features indicated are
presented as relevant (Cruse, 2000: 308).

(1) A: How did he get the door to open?
   B: He said a word.

(2) A: Why was Mary angry?
   B: Because John bought a book.

The specific readings of a word in (1) and a book in (2) are very close to "a
certain word" and "a certain book", respectively. This reading shares with
the meaning of a corresponding definite expression that the identity of the
referent is relevant to the situation described; what distinguishes these
readings from definites is that the speaker does not signal to the hearer that
the identification of the referent is essential to the message being conveyed
If a word is ambiguous, with a certain word as one of its readings, the
following ought to be normal:
A: Do you have to say a word?

B: No, any word will do.

Clearly, this is not normal, and this is evidence for the lack of distinctness of the specific reading. At least one analysis of indefinites (Hawkins 1978) claims that the use of an indefinite implies that reference is being made to one item out of a set of similar items. Suppose A says, / can't see to read in my bedroom and B replies, Take a lamp from the dining-room. This seems to implicate that there is more than one lamp in the dining-room, otherwise B would have said, Take the lamp from the dining-room. However, this is not quite true: the facts are more complex. Suppose B does not know how many lamps there are in the dining-room. In that case, B will still say, Take a lamp.... That is to say, the true implicature of a lamp, out of context, is that a plurality of lamps is not excluded. A will take an implicature that there is more than one lamp only if they know that B knows how many lamps there are. The claim Hawkins should have made, therefore, is that the use of an indefinite implicates that reference is not knowingly being made to an item uniquely defined by the linguistic expression used. If the referent is known by the speaker to be Reference and deixis 311 thus uniquely defined, but the particular identity is not specially relevant, then some other construction must be used, for instance, There's a lamp in the dining-room you could use.
3. **Generic reference**

A reading which is irrelevant to our current concerns, but all three have readings which involve what is called generic reference, that is, reference to a class of referents (Cruse, 2000:311). Now consider the following sentences:

*The tiger is a friendly beast.*

*A tiger is a friendly beast.*

*Tigers are friendly beasts.*

All of the above predicate friendliness as a general characteristic of the members of the class of tigers. None of them is inconsistent with minor exceptions, but all of them are inconsistent with the existence of a significant subclass of unfriendly tigers:

*The tiger, with few exceptions, is a friendly beast.*

*The tiger is a friendly beast, although there are many that are not friendly.*

*A tiger is a friendly beast, although there is the occasional exception.*

*The tiger is a friendly beast, although many of them aren't.*

*Tigers, with few exceptions, are friendly beasts.*
Tigers are friendly beasts, although many of them aren't. None of the above is synonymous with All tigers are friendly beasts or Every tiger is a friendly beast:

All tigers are friendly beasts, although there are a few exceptions.

There are two sorts of proposition involving generic reference as argument: either something is predicated of the whole class referred to, or something is predicated of each member of the class. These two readings available under the heading of generic reference are known as the collective reading and the distributed reading, respectively.

D. Poem

Poetry as an art may out date literary itself. Some of writers believe that poem has its original of song. According to Robert frost "a poem begins with a lump in the throat, a home-sickness or a love-sickness. It is a reaching-out toward expression; an effort to find fulfillment. A complete poem is one where the emotion has found its thought and the thought has found the words." (http://www.qcc.mass.edu/booth/102/poetry/poetry.html).

The elements of poetry are language, form, tone, and theme. Elements of language have four parts such as, diction: connotation and denotation, figurative language, imagery, musical devices. Elements of form have two parts such as rhythm and meter. Diction is word choice that both conveys and emphasizes the meaning or theme of a poem through distinctions
in sound, look, rhythm, syllable, letters, and definition. Figurative language is
word to express meaning beyond the literal meaning of the words themselves.
Imagery is the author’s attempt to create a mental picture in the mind of the
reader. Meter is measure or structuring of rhythm in a poem. Rhythm is the
juxtaposition of stressed and unstressed beats in a poem.

The kinds of poetry are narrative poems; lyric, Ode and elegy;
descriptive poems; argumentative poems. Narrative poem have a rising action
in which a conflict develops, a climax in which the conflict takes a return, and
a falling action in which the conflict reaches a conclusion. The term lyric now
used for any short poem with a single speaker, not necessarily the poet himself,
who expresses personal thought, and feelings rather than public events. The
ode and the elegy are two varieties of lyric. They are usually longer than lyrics
and have more complex patterns of thought and feeling. Descriptive poems in
such poems the poet presents as accurately as possible the impressions received
through the senses. The argumentative poem is a poet which present about a
proposition and then gives reasons to defend it.

According to above explanation, poetry is a written which has
emotional, feel, and heart. Poetry has many parts which make a rule and an
aptitude in poem. Written a poem is not easy. Writer want for a good sense and
a good feel to make one poem. Writer needed a good think to choice word and
to sheaf one word be a poem.
E. Robert Frost

Robert Frost was born in San Francisco, California, and he was an American poet. She is a popular writer in there. He graduated from Lawrence High School in 1892. By the 1940s, Frost was undisputedly the grand master of American poetry. In 1943, he won his fourth and final Pulitzer Prize for the collection, A Witness Tree. Awards, honorary degrees, and teaching appointments at the country's finest universities were heaped upon him.

Frost grew up in the city and published his first poem in his high school’s magazine. He returned home to teach and to work at various jobs including delivering newspapers and factory labor. But he did not enjoy these jobs at all, feeling his true calling as a poet. Adult years in 1894 he sold his first poem, “My Butterfly: An Elegy” (published in the November 8, 1894 edition of the New York independent) for fifteen dollars. Robert returns to New Hampshire in 1915, he sent Thomas an advance copy of “The Road Not Taken”. On 29 January 1963, Robert Frost died of complications from prostate surgery. He was 88 years old. He was buried in Bennington, Vermont, under a self-written epitaph that summed up his complicated relationship with life: "I had a lover's quarrel with the world (http://en.eikipedia.org/wiki/Robert_Frost)."
F. The Rood Not Taken

*The Road Not Taken*, by Robert Frost was first published in 1916, and was included in a collection titled “Mountain Interval”. When Frost spent the years 1912 to 1915 in England, where among his acquaintances was the writer Edward Thomas. Thomas and Frost became close friends and took many walks together. After frost had return to New Hampshire in 1915, he sent Thomas an advanced copy of *The Road Not Taken*. The poem was intended by frost as a gentle mocking of decision, particularly the decision that Thomas had shown on their many walks together. However, frost later expressed charging that most audiences took the poem seriously than he had intended; in particular, Thomas tool it seriously and personally, and it provided the last straw in Thomas decision to enlist in World War I.

Robert frost on his own poetry: “one stanza of the road not taken’ was written while I was sitting on a sofa in the middle of England: was found three or four years later, and I could not bear not to finish it. I was not thinking about myself there, but about a friend who had gone off to war, a person who, whichever road he went, would be sorry he did not go to the other. He was hard on himself that.

*The Rood Not Taken* is a narrative and autobiographical poem consisting of four stanza of limbic tetrameter and is one of frost’s most popular works. This poem symbolizes that life always give two choices. The poem, besides being among the best known, is also one of the most misunderstand.
According to above story the road not taken is one of best poem from Robert. He makes that poem with heart. The road not taken tells about war, friend and life. Robert tells about his friend in a ward and he feel worry about it (http://en.wikipedia.org/wiki/The-Road-Not-Taken).

**G. The application of reference in poem in language teaching**

The application of reference in language is very important. Study about reference will makes easy to understand about meaning in language. Researcher is using reference to know about pronoun, expression and meaning in text. Researcher is applying reference to teach language teaching in senior high school. Researcher is choosing senior high school to apply teaching reference because the students in senior high school have more interesting to read a novel, a book, a magazine act. That makes student’s needed knowledge about reference. Using reference knowledge student can be easier to understand the meaning of text.

Language teaching especially in reference subject can apply to teach in senior high school. Teaching reference is very important in senior high school. Using reference student can know about pronoun of noun. A teacher can use any text to teach reference in senior high school. Using any text student can usually to analysis reference in a text. If the student felling very difficult to analysis of reference in a text teacher can give explanation about reference and give some practice. The teacher can use some steps to teach reference in senior high school. In the first meet teacher can give easy text to analysis of reference
in the text. The second meet teacher can give medium text to analysis of reference in the text. And the last step teacher can give difficult text to analysis of reference in the text. Using that method the teacher can analysis knowledge of the student about reference. If the students have some trouble to analysis the teacher can give explanation and practice again.

Reference is connected with pronoun in sentence. Personal pronoun will be connected with a person or thing. Reference always replace to the noun. Using reference student will be known about personal pronoun of table, door, or home. Teachers will not using one personal pronoun in his entire writer to expressing a word. He wills any personal pronoun to make a written. To replace john we can use he, him, or his. We can use him to replace a man in subject place, him to subject a man object place and his to replace a man in possessive object.
CHAPTER III
RESEARCH METHOD

This chapter consists of research design, data and data resource, data collecting technique, data analyzing technique, and data coding technique. By this method, the writer gains and selects the information concerning with the theory of her research. In this case, the writer reads some books and literatures to complete the writing.

A. Research Design

Research design is the technique used by researcher to answer their curiosity into the problem of the research. The research, this study uses a qualitative research. It is called a descriptive because the research merely collected the data, made analysis and made conclusion (Maleong, 2001:6)

Since the research is qualitative, the process of the research is circular, having completed the next stage, it could come back to the first stage to change some aspects or make some remedy.

According to Sugiyono (2009 : 13), the characteristic of qualitative research as follow:

a. Qualitative research has the natural setting as a direct source and data. The researcher is the key of instrument.
b. Qualitative research is descriptive. The data is collected in the form or words rather than numbers.

c. Qualitative research is concerned with process rather than simply with outcomes or products.

d. Qualitative research tends to analyze their data inductively.

e. “Meaning” is an essential to the qualitative approach.

B. Data and data source

Arikunto (2010:118) states that data is all facts and numbers which can become material to arrange information. The data are chosen based on how its significance in influencing the story. Therefore, other data that do not give the direct contribution to the story are reduced.

Data source (arikunto, 2010:129) is subject in where the data can be obtained. From this research, the data is the utterances Written by the characters containing the reference strategies that are definite reference, indefinite reference, generic reference, and generic reference. Those utterances can be found in data source *the road not taken* poem by Robert Frost that is published in 1916 years.

C. Data collecting technique

Data collecting technique is the way which is used by researcher to get the data and source to implement the research. Sugiyono (2011:225) states that there are four technique in collecting the data; observation, interview,
documentation, triangulation. The technique of collecting data has aim to find out the information about the researcher subject. In this researcher it has aim to seek the data from the data from the transcript and to quote some utterance and information which are relevant to the topic.

In this study, the researcher uses document technique to collect the data. The data used in this researcher is the text of *The Road Not Taken* poem. There are five steps to use collecting technique:

1. Finding the poem of the road not taken poem by Robert Frost.
2. Reading the data of the road not taken poem by Robert Frost
3. Printing out the data to analysis
4. Underline the utterances that contain the types of reference strategy.
5. Selecting and marking the underlined utterance.

**D. Data analyzing technique**

According to arikunto (2010:278), there are three steps in data analyzing technique; they are preparation, tabulation, and data application based on the research approach.

In this study, the researcher uses some activities to analyzing the data:

1. Reading the text of *The Road Not Taken* of Robert Frost poem
2. Classifying the data that include the types of reference strategy
3. Finding out the kind of reference strategies that mostly used in the poem
4. Drawing the conclusion
This chapter represents analysis of the data based on Cruse’s theory. Besides, the analysis is used to discuss the answer to the research question.

A. Research Finding

According to the previous chapter, the researcher aims to find out the reference which be used in a poem. The researcher found 32 data of the reference strategy in the road not taken poem by Robert Frost. The summary of the reference strategy used by the writer is shown in the table below.

<table>
<thead>
<tr>
<th>No</th>
<th>Reference Strategy</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Definite Reference</td>
<td>22</td>
<td>63%</td>
</tr>
<tr>
<td>2.</td>
<td>Indefinite Reference</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>3.</td>
<td>Generic Reference</td>
<td>11</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on the table above, the reference in the road not taken poem is dominated by the definite reference relation. It definite reference 22 times or 63%. The poem refer the definite reference by giving the meaning that is still of the pronoun.
The second is the indefinite reference. It indefinite reference 2 times or 5%. The poem refers the indefinite reference by giving the meaning that did not remain.

The third is the generic reference. It reference 11 times or 32%. The poem refers the generic reference by giving the classification of the reference in that poem

B. The reference used in Robert Frost poem The Road Not Taken

There are various types and mode of reference. We shall concentrate on three: definite reference, indefinite reference, and generic reference. In this chapter researcher would analyzing of poem use three types.

1. Definite reference

Reference is a context-dependent aspect of utterance-meaning; it is a relation that holds between speakers and what they are talking about on particular occasions. The reference of an expression, then, without regard to its context of utterance (Lyons, 1996:294).

Definite reference is necessary so that the hearer construct the propositions being expressed by the speaker, as these specify the arguments of such propositions. Definite reference divined be three types, follow:

a. Definite referring expression

Referring expression is any expression used in an utterance to refer to something or someone. Referring expression is the thing
pocked out by the use of that expression on a particular occasion of utterance (Hurford, 2007, 35).

The following types of expression are definite referring expressions in English: Noun phrase with definite determiners, Personal pronoun, proper names, certain locative adverbs, certain temporal adverbs (cruse, 2000:313).

1) Noun phrase with definite determiners

   a) To where it bent in the undergrowth (line 5)

   The noun phrase with definite determiners in line 5 is in the undergrowth. The undergrowth is reference to where. The meaning of this the writer just choice one road and he walk the road following his feeling. He walks alone with his choice and his feeling to better fair. The undergrowth explains about a course to go a road. A road is desolate and never people came there. And another meaning the undergrowth explains about a course to make a choice in this life. A choice is people scare to choice it. But the writer has choice and walks it. The undergrowth replace to the place. It can make the undergrowth replace to where.
b) Then took the other, as just as fair, (line 6)

The noun phrase with definite determiners in line 6 is the other. The other is reference to one travel. The meaning of this line is a decision to choice something which can make more sense a fair. It has mean that the writer should be choice other road to get a fair. One travel is the other choice of the writer. He choice to be one traveler because he cannot choice two roads diverged. That mean is the writer has two choices in his life but he cannot choice of both. So that he is choosing other choice of two choices in his life. It can make the other reference to one traveler.

c) And having perhaps the better claim (line 7)

The noun phrase with definite determiners in line 7 is the better. The better is reference to the other. The meaning of this line is an expectation of the writer after he was choosing the other choice. He hopes that to be one traveler is better choice. The other choice of two roads diverged is be one traveler and be one traveler maybe can make be better claim. It can make the better reference to the other.
d) *Had worn them really about the same* (line10)

The noun phrase with definite determiners in line 10 is *the same*. *The same* is reference to them. The meaning of this line is the roads are looking really the same and the writer cannot differentiate of them. Two choices sometimes looking same but the real is very different of seen. He should choice one of both. One of both can make him happy and can make him misery. Two roads are looking same to make confusion and doubt. The same of the line is them and them has meaning two roads. It that make in this line *the same* replace to them.

e) *Oh, I kept the first for another day!* (line13)

The noun phrase with definite determiners in line 13 is *the first*. *The first* is reference to *no step*. In this line the writer explain that he has do first step to his life. He will keep his choice and he will tell with other people in another day about his choice. The first is replaced to no step because never other step before the writer does it. He has done something which never other people do at the past. Some of people rare to choice its step or road but he has do it and he has choice it. So this is the first step and the first choice of the writer.
The first in this line mean that other person has not choosing the road and has not choosing the choice.

f) And that has made all the difference (line20)

The noun phrase with definite determiners in line 20 is all the difference. The difference is replace to the one less traveled. The meaning of this line is decision to choice one of the entire choice definite make a difference in our life. In this poem the writer make a difference with choosing a big choice. He choice walks in the quite road. Never people choice to walk in the road. But the writer has choice to walk in the road. When he looks back and says that it has made all the difference, he is not saying good or bad, this choice, like many others, made a big difference in his life one day.

According to this analysis in this poem used noun phrase with definite determiners. The analysis is explained that the road not taken poem has 6 noun phrases with definite determiners. Researcher find noun phrases with definite determiners like the other, the different and the passing. Using noun phrase with definite determiners researcher can get the meaning of line by line. The noun phrases with determiners definite used in this poem is the.
2) Personal pronoun

a) *And sorry I could not travel both* (line 2)

The personal pronoun in line 2 is *I*. *I* replace to writer of *The Road Not Taken* poem or Robert Frost. The meaning of this line is the writer cannot follow of two roads. it symbolizes a person's life and two roads diverged in a yellow wood means the decision to two diverging roads. He cannot follow two roads and cannot choice of two choices. He is apologize cannot choice of both. In this poem Robert used *I* to be a personal pronoun. Robert used first personal pronoun to explain the writer. *I* in this poem have meaning singular.

b) *And I be one traveler, long I stood* (line 3)

The personal pronoun in line 3 is *I*. *I* replace to writer of *The Road Not Taken* poem or Robert Frost. The meaning of this line is because he cannot choice of two roads so he has choice another choice. Another choice to be one traveled is the better choice. He standing in there to make a big choice be one traveled. This poem Robert used *I* to be a personal pronoun. Robert used first personal pronoun to explain the writer. *I* in this poem have meaning singular.
c) *And looked down one as far as I could* (line 4)

The personal pronoun in line 4 is *I*. *I* replace to writer of *The Road Not Taken* poem or Robert Frost. The meaning of this line is the writer try to look as far as he could. Look in this line has mean walk. The writer tries to walk as far as he could. As far as he is could to see the road and to walk the road. This poem Robert used *I* to be a personal pronoun. Robert used first personal pronoun to explain the writer. *I* in this poem have meaning singular.

d) *To where it bent in the undergrowth* (line 5)

The personal pronoun in line 5 is *it*. The reference of *it* in line 5 is one traveler. The meaning of this line 5 is the writer following a one traveler and the writer will find a bent road in the undergrowth. He just walks following road and he doesn’t know what the purpose of the road. He just following road without he know about direction. It in this line reference to one traveler because the writer has choice be one traveler and following the road to get a something. Without the writer know direction and the situation in there. He just used him feeling to find a better life.
e)  *Because it was grassy and wanted wear* (line 8)

The personal pronoun in line 8 is *it*. The reference of *it* in line 8 is the other. The meaning of this line is the writer's hope his choice is better choice to his life. Be one traveler and he choose another road is big decision. Because the writer he does not know what he will get in there. He will get the better claim or bad claim. Not one people will choice the road is scare or never to walks in there. So *it* in this line replace to the other.

f)  *Had worn them really about the same* (10)

The personal pronoun in line 10 is *them*. The reference of *them* in line 10 is two roads. The meaning of this line is two roads very looking same and clear. In this line the researcher find them reference to two roads and *them* has mean plural. *It* always replaces to plural a something. Something in this line is two roads. Two roads have mean two choices to the writer. That two choices the writer can choice one of both or find another choice to walk. It’s looking same he doesn’t know what is the different of that roads. If he choice one of both he will get luck but he will get unlucky. Robert frost doesn’t choice one of both and choice another choice. The researcher can
find them replace two roads because two roads are plural and two roads have meant two choices.

g)  *And both that morning equally lay* (11)

The personal pronoun in line 11 is *both*. *Both* in this line replace to two roads. Which is looks same in that morning is two roads. *Both* is this line explain two noun and plural. Because both are replace to plural noun so that both replace to two roads.

h)  *I doubted if I should ever come back* (line15)

The personal pronoun in line 15 is *I*. *I* replace to writer of *The Road Not Taken* poem or Robert Frost. The meaning of this line is he feels doubted if he never comes back after he makes a decision. Decision to be one traveled and choice one of two roads. He evaluates both of the roads and chooses the road less travelled realizing that he would probably never come back. In this poem Robert used *I* to be a personal pronoun. Robert used first personal pronoun to explain the writer. *I* in this poem have meaning singular.
i) *I shall be telling this with a sigh* (line 16)

The personal pronoun in line 16 is *I*. *I* replace to writer of *The Road Not Taken* poem or Robert Frost. The meaning of this line is the writer should tell about his choice with a sigh. Tell about his choice and his road to other people. In this poem Robert used *I* to be a personal pronoun. the traveller knows that he will tell the odd story with a sign of choice that made all the differences. The poem describes the difficult choices people stand for when traveling the road of life. Robert used first personal pronoun to explain the writer. *I* in this poem have meaning singular.

j) *Two roads diverged in a wood, and I* (line 18)

The personal pronoun in line 18 is *I*. *I* replace to writer of *The Road Not Taken* poem or Robert Frost. The meaning of this line is a place which has two roads diverged and make the writer confuse to choice it. Two roads in a wood are two choices in a life. Make one choice will influence in all aspect and our life. in this poem Robert used *I* to be a personal pronoun. Robert used first personal pronoun to explain the writer. *I* in this poem have meaning singular.
k)  *I took the one less traveled by,* (line19)

The personal pronoun in line 19 is *I*. *I* replace to writer of *The Road Not Taken* poem or Robert Frost. The meaning of this line is the writer has taken a choice to be one traveled. One road is the one less traveled. He has taken to make a choice with one less traveled. In this poem Robert used *I* to be a personal pronoun. Robert used first personal pronoun to explain the writer. *I* in this poem have meaning singular.

According to this analysis in this poem used personal pronoun. The analysis is explained that *the road not taken poem* has 11 personal pronouns. Researcher fined noun phrases with definite determiners like *I, It, them*. *I* refer to the traveler, *it* refers to the place, *them* refer to the two roads. Using personal pronoun researcher can get the meaning of line by line. Personal pronoun used in this poem is *I, it, them.*

3) Proper names

Proper names, too, have given rise to a great deal of discussion, especially within the philosophy of language. There are two diametrically opposed extreme positions with regard to proper names. the same problem would arise here as with common nouns and word-specific properties, namely, the nature of the connection
between word and property, bearing in mind that word-specific properties are in the last analysis also conceptual, or at least mediated by the conceptual system. Referring by means of a proper name is much more economical than referring by means of description. The researcher is not finding proper names in the road not taken poem. Because in this poem is not using proper name. (Cruse, 2000:315-316).

4) Certain locative adverbs

a) *Though as for that the passing There* (line9)

The personal pronoun in line 9 is *there*. The reference of it in line 9 is the passing. The meaning of line 9 is anything will be happen in the road the writer should be though it. The road has choice by the writer maybe good choice or bad choice but anything of the result of the choice he should be though the road. The function of there in line 9 is give clear explanation about which road to the writer passing. The road should be the passing of the writer is in there. It mean that in there make be clear this line which the road choice.
What ages age ages "Hence" (line17)

The locative adverb in line 17 is hence. The reference of hence in line 17 is ages. The meaning of this line is the writer will be telling about his adventure every time. He experience when he was walking in the road choice. years and years from now I will look back on this choice and sigh Hence in one of adverb and hence give explanation to the ages. From this statement researcher decide if hence reference to the ages.

5) Certain temporal adverbs

Then took the other, as just as fair, (line6)

The certain temporal adverb in line 6 is then. The reference of then is took the other. The meaning of this line is the after the writer choice the road he hope if it is the best choice. He hopes if it can make a fair of two roads or of the choice. Then in this line has mean of the future. The future of his choice about he has take other choice and he follows the road. In the future he hopes it can more fair than other choice. Then in this line give explanation to the reader if this line talking about the future of his choice.
b. Definite description

Definite description is which refer to some definite entity and indent it, in part, by means of the descriptive content of the expression. A definite description fails to express any proposition at all (Cruse, 2000:315).

a) *And both that morning equally lay (line11)*

The definite description in line 11 is *that morning*. The reference of that morning is both. That morning in this line describe about the activity of the both in this morning. In the real meaning both has mean that two road. That morning has described about sense in two roads looking same and never people can handle. The meaning of this line is that morning the writer saw that the two road looking equally laying. Which looks equally lay in that morning is both. That means is both replace to two roads so that which looks equally lay in that morning is two roads.

b) *I took the one less traveled by, (line19)*

The definite description in line 19 is *the one less*. The reference of the one less is two roads. The meaning of this line the writer has took his choice in the one less traveled. The one less
described about the other choice of two roads. One less traveled of two roads has he choice. He has choice one road which never people know. He has choice Original road, quite road and different road but he belief that is one of difference of this life. And he has walking the road and the other choice and he will tell with other people about the road. A traveller comes to a fork in the road and needs to decide which way to go to continue his journey. About the explanation the writer make a choice that the one less reference to two roads.

According to this analysis in this poem used definite describe. The analysis is explained that *the road not taken poem* has 2 definite describe. Researcher find definite describe is that morning and the one less. Using definite describe researcher can get the meaning of line by line. The definite describe used in this poem is the. That’s all analysis researcher can make conclusion that this poem using definite reference in the line. In some line researcher can find any definite reference to explain the meaning this poem.

2. **Indefinite reference**

indefinite reference is that the identity of the referent is not germane to the message: that is, nothing hinges on the individual features of the referent, only the class features indicated are presented as relevant. Notice that this has nothing to do with whether or not either speaker or
The definite description in line 1 is *a yellow wood*. The reference of a yellow wood is two roads. The meaning of this line is the writer have two choice in a place which many a yellow wood. A yellow wood describe for two roads. It is describing a place which two roads diverged in a yellow wood. Two choices are two roads he fell confuse which any he want to choice and to walk. But he cannot choice two choices of two roads.

b) *Two roads diverged in a wood, and I* (line 18)

The definite description in line 18 is *a wood*. The reference of a wood is two roads. The meaning of this line is the writer is two roads diverged to choice be in a wood. He has in a place with a wood and he has two choices which he will choice. A wood give explain about two roads is make two side and make two choice. Two road is make the writer be confuse be in a wood.
3. **Generic reference**

A reading which is irrelevant to our current concerns, but all three have readings which involve what is called generic reference, that is, reference to a class of referents. (Cruse, 2000:311).

\[a\] **Two roads diverged in a yellow wood** (line1)

The generic reference in line 1 is two roads and a yellow wood. Two roads in this line has mean plural noun. A yellow wood in this line has mean singular noun. The generic reference in this line is indefinite article and number plural. In two roads is two in this line replace to a something which more be one. Article a in a yellow wood in this line mean that one yellow wood of any yellow wood which has to choice.

\[b\] **Two roads diverged in a wood, and I** (line18)

The generic reference in line 1 is two roads and a wood. Two roads in this line has mean plural noun. A wood in this line has mean singular noun. The generic reference in this line is indefinite article and number plural. In two roads is two in this line replace to a something which more be one. Article a in a wood in this line mean that one wood of any yellow wood which has to choice.
c) *To where it bent in the undergrowth* (line 5)

The generic reference in line 5 is *it* and the undergrowth. The generic reference in this line is definite article. In this line is using definite determiner and personal pronoun reference. The underground is definite determiner and it is definite personal pronoun reference.

d) *Then took the other, as just as fair* (line 6)

The generic reference in line 6 is *then* and the other. The generic reference in this line is definite article. This line is using definite determiners and certain temporal adverbs. The other is definite determiners and then is definite certain temporal adverb reference.

e) *And having perhaps the better claim* (line 7)

The generic reference in line 7 is the better claim. The generic reference in this line is definite article and using definite determiner reference. The better claim is definite determiners. The better refer to the noun. In this poem the better refer to the other road.
f) *And both that morning equally lay* (line 11)

The generic reference in line 11 is *that morning*. The generic reference in this line is definite article and using definite determiner. *That morning* is definite determiners. *That morning* refer to the both. It describe of activity both in the morning. The activity of both is equally lay.


g) *Though as for that the passing there* (line 9)

The generic reference in line (9) is *the passing there*. The generic reference in this line is definite article and using definite determiner reference. *The passing* is refer to the there. *The passing* refer to the there. It describe that a passing is there.


h) *Had worn them really about the same* (line 10)

The generic reference in line 10 is *them* and the same. The generic reference in this line is definite article. This line is using definite personal pronoun and determiners reference. *Them* is definite personal pronoun and the same is definite determiners reference.
Oh, I kept the first for another day! (13)

The generic reference in line 13 is the first. The generic reference in this line is definite article and using definite determiner.

I took the one less travelled by (19)

The generic reference in line 19 is the one less. The generic reference in this line is definite article and using definite determiner. The one less is definite determiners. The one less refer to the road. A road has choice of traveler.

And that has made all the difference (20)

The generic reference in line 10 is the difference. The generic reference in this line is definite article and using definite determiner. The difference is definite determiners. The difference refers to a decision to choice one road. The choice of traveler makes a difference to his life.
C. The application of the road not taken poem by Robert frost in language teaching

The application of the road not taken poem by Robert frost in language teaching applies in senior high school in second level. It applies in School Senior High School, Grade/Semester: XI/ Odd Semester and Allocation Time is 2 X 45. The main competent in teaching this subject are: experience and practiced religion destined; Experience and practiced on honest, discipline, responsibility, care (Cooperation, co-operation, tolerant, peaceful, polite, responsive and pro-active and shown as part of the solution to problems effectively interact with the social and natural environments and in placing themselves in a reflection nation in the association world; Understand, to adopt, analyzing factual scholarship, conceptual, their curiosity procedural based on about science, technology, art, culture and humanities expectation with humanity, nationality, state, and civilization related to cause the phenomenon and genesis, and apply the knowledge procedure in the field study that specific in accordance with his talent and their interest to solve the problem; Prepare, understand in the domain, and Generosity concrete and the domain abstract related to the development of that he learned in school independently, and to be able to use methods to rule scholarly.

To teach pronoun in the school researcher used the basic competence. The basic competences of this subject are: 3.9. Social function, Analyzed the structure of the text, and the elements language in teksrecount simple about the experience/events/events, in accordance with the context
usage; 4.13. 'Recount' texts Catch meaning to the orally and in writing simple;  
4.14. 'Recount' texts To draw up orally and in writing simple about the 
experience/activities/events/events, based social function, the structure of the 
text, and the elements language, and in accordance with the context

The indicator of this subject is Responding pronoun in a poem. And 
Finding pronoun and refer in a poem. The objectiveness of this subject is 
students can identify the pronoun in a poem; students can identify the meaning 
in a poem; and students can deliver the content of pronoun and meaning in a 
poem.

The learning method used of the researcher is Three – phase 
technique. Three –phase technique are question and answer, lecture and role 
play. The technique used to teach pronoun in senior high school. With any 
technique researcher hope the student can more understand about pronoun.

Learning Step of teach pronoun in senior high school used poem to be 
object. The first is opening to make be better situation. The steps to open of teach 
pronoun in senior high school are: Greeting and prayer together; Checking 
student attendance; Social chat: say hello, state, daily activities related to the topic 
today; Provide motivation to learn. An explanation of the competencies, topics and 
learning objectives to be achieved will be discussed.

The second steps are main activity. The steps of main activity to teach 
pronoun in senior high school are: the first is observing have three step, the steps 
are, Students read a poem to give advice and offer and response with (word and 
meaning) is appropriate, as well as being pronoun, students try to get the meaning
and finding the pronoun of the poem, Students learn to take replace to explain the pronoun. The second is questioning with leading questions of the teacher, the students questioned, the meaning of poem, the pronoun of the poem, the replace of the poem. The fourth is explore, the steps of explore are Students independently seek additional knowledge about the pronoun analysis in a poem, students practice to make a poem, students practice to find replace of the pronoun in the text. The fifth is Associate, the associate steps are: Students analyze the meaning and pronoun to classify based on usage, In guided group work, student advising and compare the one poem and other other poem and associate with a variety of pronoun that may be used, in the context of its use, Students gain feedback from teachers and friends about what he said in any group work, Students compare how to take turns and respond to that obtained from other source. The sixth is communicating, the communicating are; Students play the role of giving advice and offer as well as the response, Students use phrases give advice and offer reasonable in the context of communication inside and outside the classroom, in the form of a poem and appropriate to the context, Students create a poem.

The last steps to teach pronoun in senior high school is closing. The closing of teach pronouns in senior high school are: Students and teachers conclude the learning, Students reflect on the activities that have been carried out, Provide an opportunity for students to find difficulties meaning, Conducting follow-up activities in the form of individual task, Teacher informs plan learning activities to the next meeting, Teacher closes the activity with saying good bye.
The researcher is choice pronoun to be a subject in lesson plan because pronoun is part of reference. The reference does not teach in senior high school. In senior high just study about pronoun so the researcher choice pronoun to be a lesson plan.

To teach pronoun in senior high school the researcher use the road not taken poem by Robert frost. The researcher is sing poem to teach pronoun and to improve writing skill in senior high school. Using poem student can be enjoying to study about pronoun. Student can finding refer of the pronoun in the road not taken poem by Robert frost. The researcher teach pronoun in high school to make student know about meaning in a poem and can make a poem use good pronoun.

According to describe above the researcher is using the road not taken poem to teach pronoun in senior high school. The researcher is using poem to teach pronoun in writing skill. The researcher uses any steps to teach and improve writing skill of student.
CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the discussion is divided into two sections. They are conclusion and suggestion. It is about the conclusion and suggestion based on the result of this research.

A. Conclusion

Based on the data analysis, the research comes to the conclusion. The conclusion is arranged in order to describe the types of reference in Robert fort’s poem *the road not taken*. And the application of reference utterances used in *the road not taken* for the first senior high school students.

The researcher used 3 types of reference utterances devised by *the road not taken* poem Robert frost and the researcher apply the types of reference utterances in language teaching to teaching writing:

1. The findings indicate that all line’s poem proposed the types of reference were used in *the road not taken* poem by Robert frost. All of the types of reference utterances are found at *the road not taken* poem by Robert fort’s. There are three types applied at *the road not taken* poem by Robert frost: definite reference, indefinite reference, and generic reference. The result of the analysis is find 22 or 63% data of definite reference and 2 or 5% data of indefinite reference and 11 or 32% data of generic reference.
2. The application types of reference utterances that used in *the road not taken* poem by Robert frost is can be used in the writing teaching learning process that can improve in the written knowledge of student, it is used by the teacher to their student. The analysis types of reference utterances in the Robert frost poem can be give several benefits to the students and teacher in writing teaching learning, such as interesting the student to learn, increase understanding of a topic, add interesting to a subject, understanding the student about utterances, and increasing the students and teacher writing. Poem can make easy and make interesting teacher to teach about pronoun in senior high school. Poem can make easy and make interesting student to understand about pronoun in senior high school too.

**B. Suggestion**

Based from result which is done by the researcher, the researcher thinks that improvement writing especially about reference is necessarily important. The researcher would like to give some suggestion to teachers, students, and other researchers. They are presented as follows;

1. Teacher

The teacher is suggested to use *the road not taken* poem by Robert frost as a media in teaching learning process at school. There are many advantages can be taken by used the types of reference utterances in the
poem. Beside that the students also can enjoy and easy to understand about types of reference utterances in the textbook; they also will be increase their writing.

2. The Students

The students should try to study about reference and poem. After they try to study about reference they should be reading a poem. By reading the poem, they can used to find and understand about reference in a poem. Using poem student can be more essays to understand the subject.

3. Other Researcher

The researcher suggests that the next researcher will conduct similar study and improve writing in another of poem. The next researcher can use the other theory of reference utterances or combine it with the other theory to get completeness and the better result in the research.
BIBLIOGRAPHY


http://en.wikipedia.org/wiki/The-Road-Not-Taken. Accessed on 24\textsuperscript{th} May 2014 at 9.54pm.

http://www.qcc.mass.edu/booth/102/poetry/poetry.html. Accessed on 28\textsuperscript{th} May 2014 at 8.54pm.
SILABUS SMA

Mata Pelajaran : BAHASA INGGRIS-WAJIB
Klas : XI
Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan
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<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
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</thead>
</table>
| 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar | Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya | Mengamati | KRITERIA PENILAIAN: | 2 x 2jp | - CD/ Audio/ VCD  
- Koran/ majalah berbahasa Inggris  
- Sumber dari internet:  
  - www.dailyenglish.com  
  - http:// americanenglish.state.gov/files/ae/resourse_files  
<p>| | Fungsi Sosial | Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. | Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya | | |
| | | Menjaga hubungan interpersonal dengan guru, teman, dan orang lain | Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya | | |
| | | Terbiasa menggunakan ungkapan memberi saran dan tawaran dan meresponsnya | Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi | | |
| | Ungkapan | Siswa belajar mengambil giliran dalam melakukan tindak komunikasi | Kesesuaian format penulisan/ penyampaian | | |
| | Saran dan tawaran: | Mempertanyakan (questioning) | Unjuk kerja | | |
| | Why don't you... | Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: | Bermain peran (role play) dalam bentuk interaksi yang berisi pemyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya | | |
| | What about ...? | - Fungsi sosial | | | |
| | You should ... | - Ungkapan yang digunakan untuk memberi saran dan tawaran | | | |
| | | - Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya | | | |
| | | Mengeksplorasi | | | |
| | | Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan dan tawaran dan meresponsnya | | | |
| | | Siswa berlatih menggunakan ungkapan | | | |</p>
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<th>Kompetensi Dasar</th>
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<tr>
<td>dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</td>
<td>You can ....</td>
<td>Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi</td>
<td>Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responsnya</td>
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<td></td>
<td>Do you need ....?</td>
<td>Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokannya berdasarkan penggunaan.</td>
<td>Pengamatan (observations):</td>
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<td>Unsur kebahasaan</td>
<td>Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokannya berdasarkan penggunaan.</td>
<td>• Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responsnya ketika muncul kesempatan.</td>
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<td></td>
<td>(1) Ucapan, tekanan kata, intonasi, (2) Rujukan kata</td>
<td>Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responsnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya.</td>
<td>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</td>
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<td></td>
<td>Topik Keteladanan tentang perilaku peduli, kerjasama, dan proaktif</td>
<td>Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</td>
<td>Kesantunan dan kepedulian dalam melaksanakan komunikasi</td>
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<td>Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain</td>
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</table>

**Mengkomunikasikan**

- Siswa bermain peran memberi saran dan tawaran serta responsnya
- Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas, dalam bentuk

**Pengamatan (observations):**

- Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responsnya ketika muncul kesempatan.
- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.
- Kesantunan dan kepedulian dalam melaksanakan komunikasi

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<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
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</tbody>
</table>
| 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International | Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya | percakapan/simulasi dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks. | KRITERIA PENILAIAN: | 2 x 2 JP | - CD/ Audio/ VCD  
- Koran/ majalah berbahasa Inggris  
- Sumber dari internet:  
  - [www.dailyenglish.com](http://www.dailyenglish.com)  
  - [americanenglish.state.gov/files/aeressource_files](http://americanenglish.state.gov/files/aeressource_files)  
  - [learningenglish.britishcouncil.org](http://learningenglish.britishcouncil.org) |
| | Fungsi Sosial | Siswa membuat ‘learning journal’ | | | |
| | Menjaga hubungan interpersonal dengan guru, teman, dan orang lain | Ungkapan | | | |
| | | | Tingkat ketercapaian fungsi sosial ungkapan menyatakan pendapat dan pikiran serta responnya | | |
| | | | Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan pendapat dan pikiran | | |
| | | | Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi | | |
| | Mempertanyakan (questioning) | Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain | Kesesuaian format | | |

2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional
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<td>dengan guru dan teman.</td>
<td>menyatakan pendapat/pikiran</td>
<td>perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</td>
<td>penulisan/ penyampaian</td>
<td>unci.org/en/</td>
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<tr>
<td>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.</td>
<td>I think ... I suppose... In my opinion ...</td>
<td>Unsur Kebahasaan Ucapan, tekanan kata, intonasi</td>
<td>CARA PENILAIAN: Unjuk kerja</td>
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<tr>
<td>4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.</td>
<td>mengeksplorasi Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur.</td>
<td>Mengasosiasikan Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</td>
<td>Mengkomunikasikan Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (learning journal).</td>
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<td>• Bermain peran (role play) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan pendapat dan pikiran.</td>
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<td>• Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responsnya</td>
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<td>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</td>
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<td>Kesantunan dan kepedulian dalam melaksanakan komunikasi</td>
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<td>Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</td>
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<td>Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</td>
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### 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International

**Mengamati**

- Siswa mendengarkan/menonton interaksi ungkapan harapan dan doa.
- Siswa mengikuti interaksi harapan dan doa.
- Siswa menirukan model interaksi harapan dan doa.
- Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi harapan dan doa. (fungsi sosial, struktur teks, dan unsur kebahasaan).

**Mempertanyakan (questioning)**

Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan harapan dan doa dalam bahasa Inggris, perbedaan ungkapan harapan dan doa dalam bahasa Inggris.

**KRITERIA PENILAIAN:**

- Tingkat ketercapaian fungsi sosial ungkapan menyatakan harapan dan doa.
- Tingkat kelebihan dan keruntutan struktur teks ungkapan menyatakan harapan dan doa bersayap.
- Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi.
- Kesesuaian format penulisan/ penyampaian.

2 x 2 JP

**Sumber Belajar:**

- CD/ Audio/ VCD
- Koran/ majalah berbahasa Inggris
- Sumber dari internet:
  - [www.dailyenglish.com](http://www.dailyenglish.com)
  - [http://americanenglish.state.gov/files/ae/resource_files](http://americanenglish.state.gov/files/ae/resource_files)
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<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| dan unsur kebahasaan pada unggkapan harapan dan doa bersayap (extended), sesuai dengan konteks penggunaannya | **Unsur kebahasaan:** Ucapan, tekanan kata, intonasi | dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan unggkapan lain, dsb. | **CARA PENILAIAN:**  
**Unjuk kerja**  
- Bermain peran (role play) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang unggkapan menyatakan harapan dan doa bersayap  
- Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyatakan harapan dan doa serta responnya.  
**Pengamatan (observations):**  
- Upaya menggunakan bahasa Inggris untuk menyatakan harapan dan doa ketika muncul kesempatan.  
- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.  
- Kesantunan dan | | |
| 4.3 Menyusun teks lisan dan tulis untuk menyatakan dan merespon unggkapan harapan dan doa, bersayap (extended) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks | | | | | |

**Unsur kebahasaan:**  
- Ucapan, tekanan kata, intonasi  
- Kemungkinan menggunakan unggkapan lain, dsb.

**Mengeksplorasi**  
Siswa menyatakan harapan dan doa dengan bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur.

**Mengasosiasi**  
- Siswa membandingkan unggkapan harapan dan doa yang telah dipelajari dengan yang ada di berbagai sumber lain.  
- Siswa membandingkan antara unggkapan dalam bahasa Inggris dan dalam bahasa siswa.

**Mengkomunikasikan**  
- Siswa menyatakan harapan dan doa dalam bahasa Inggris, di dalam dan di luar kelas.  
- Siswa menuliskan permasalahan penggunaan unggkapan harapan dan doa dalam bahasa Inggris dalam jurnal belajar (learning journal).
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>kepedulian dalam melaksanakan komunikasi</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plan

School : Senior High School
Subject : English
Grade/Semester : XI/ Odd Semester
Allocation Time : 2 X 45'

A. Main Competence

1. Experience and practiced religion destined

2. Experience and practiced on honest, discipline, responsibility, care (Cooperation, cooperation, tolerant, peaceful, polite, responsive and pro-active and shown as part of the solution to problems effectively interact with the social and natural environments and in placing themselves in a reflection nation in the association world

3. Understand, to adopt, analyzing factual scholarship, conceptual, their curiosity procedural based on about science, technology, art, culture and humanities expectation with humanity, nationality, state, and civilization related to cause the phenomenon and genesis, and apply the knowledge procedure in the field study that specific in accordance with his talent and their interest to solve the problem.

4. Prepare, understand in the domain, and Generosity concrete and the domain abstract related to the development of that he learned in school independently, and to be able to use methods to rule scholarly
B. Basic Competences

3.9. Social function, Analyzed the structure of the text, and the elements language in

teksrecount simple about the experience/events/events, in accordance with the
context usage.

4.13. 'Recount' texts Catch meaning to the orally and in writing simple.

4.14. 'Recount' texts To draw up orally and in writing simple about the experience/
activities/events/events, based social function, the structure of the text, and the
elements language, and in accordance with the context

C. Indicators

1. Responding pronoun in a poem.

2. Finding pronoun and refer in a poem.

D. Objectives

1. Students can identify the pronoun in a poem.

2. Students can identify the meaning in a poem.

3. Students can deliver the content of pronoun and meaning in a poem.
E. Learning Materials

Pronoun

- Personal pronoun (kata ganti)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Object</th>
<th>Possessive Adjective</th>
<th>Possessive</th>
<th>Reflexive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Me</td>
<td>My</td>
<td>Mine</td>
<td>Myself</td>
</tr>
<tr>
<td>You</td>
<td>You</td>
<td>Your</td>
<td>Yours</td>
<td>Yourself</td>
</tr>
<tr>
<td>They</td>
<td>Them</td>
<td>Their</td>
<td>Thers</td>
<td>Theirself</td>
</tr>
<tr>
<td>We</td>
<td>Us</td>
<td>Our</td>
<td>ours</td>
<td>Ourselves</td>
</tr>
<tr>
<td>She</td>
<td>Her</td>
<td>Her</td>
<td>hers</td>
<td>Herself</td>
</tr>
<tr>
<td>He</td>
<td>Him</td>
<td>His</td>
<td>His</td>
<td>Himself</td>
</tr>
<tr>
<td>It</td>
<td>It</td>
<td>Its</td>
<td>Its</td>
<td>Itself</td>
</tr>
</tbody>
</table>

- The example of used
  a. Subject (S) in front verb (verb)
     She goes to campus
     \[ S \quad V \]
     I see you cry at home.
     \[ S \quad V \]

  b. Object (O) in after (Verb) or in front
     He gives me a shoe today.
     \[ V \quad O \]
     They love you but you don’t know.
     \[ V \quad O \]

  c. Possessive adjective (PA) there is in front noun (possessive)
     This is not your business
     \[ PA \quad N \]
     They are our students
d. Possessive (P) (possessive doesn’t follow by noun)
The motorcycle is **hers**

These pens are **mine**

---

e. Reflexive (R) (...self that meant herself)
I care with **myself**.

They just understand **themselves**.

---

**F. Learning Method**

1. Three – phase technique
   a. Question and answer
   b. Lecture
   c. Role play

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**G. Learning Step**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description Activity</th>
<th>Allocation Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>1. Greeting and prayer together</td>
<td>10’</td>
</tr>
<tr>
<td></td>
<td>2. Checking student attendance</td>
<td></td>
</tr>
</tbody>
</table>
3. Social chat: say hello, state, daily activities related to the topic today.

4. Provide motivation to learn.

5. An explanation of the competencies, topics and learning objectives to be achieved will be discussed.

1. Observing
   a. Students read a poem to give advice and offer and response with (word and meaning) is appropriate, as well as being pronoun.
   b. Students try to get the meaning and finding the pronoun of the poem.
   c. Students learn to take replace to explain the pronoun.

2. Questioning
   1. With leading questions of the teacher, the students questioned:
      - The meaning of poem
      - The pronoun of the poem
      - The replace of the poem.

3. Explore
   a. Students independently seek additional knowledge about the pronoun analysis in a
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>poem.</td>
</tr>
<tr>
<td></td>
<td>b. Students practice to make a poem.</td>
</tr>
<tr>
<td></td>
<td>c. Students practice to find replace of the pronoun in the text.</td>
</tr>
<tr>
<td>4.</td>
<td>Associate</td>
</tr>
<tr>
<td></td>
<td>a. Students analyze the meaning and pronoun to classify based on usage.</td>
</tr>
<tr>
<td></td>
<td>b. In guided group work, student advising and compare the one poem and other other poem and associate with a variety of pronoun that may be used, in the context of its use.</td>
</tr>
<tr>
<td></td>
<td>c. Students gain feedback (feedback) from teachers and friends about what he said in any group work.</td>
</tr>
<tr>
<td></td>
<td>d. Students compare how to take turns and respond to that obtained from other sources</td>
</tr>
<tr>
<td>5.</td>
<td>Communicating</td>
</tr>
<tr>
<td></td>
<td>a. Students play the role of giving advice and offer as well as the response</td>
</tr>
<tr>
<td></td>
<td>b. Students use phrases give advice and offer reasonable in the context of communication inside and outside the classroom, in the form of a poem and appropriate to the context.</td>
</tr>
<tr>
<td>Closing</td>
<td>1. Students and teachers conclude the learning.</td>
</tr>
<tr>
<td></td>
<td>2. Students reflect on the activities that have been carried out.</td>
</tr>
<tr>
<td></td>
<td>3. Provide an opportunity for students to find difficulties meaning.</td>
</tr>
<tr>
<td></td>
<td>4. Conducting follow-up activities in the form of individual task.</td>
</tr>
<tr>
<td></td>
<td>5. Teacher informs plan learning activities to the next meeting.</td>
</tr>
<tr>
<td></td>
<td>6. Teacher closes the activity with saying good bye.</td>
</tr>
</tbody>
</table>
THE ROAD NOT TAKEN

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim
Because it was grassy and wanted wear,
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I,
I took the one less traveled by,
And that has made all the difference.

By : Robert Frost