



**THE EFFECT OF *SURVEY, QUESTION, READ, RECITE, REVIEW*
REFLECT (SQ4R) METHOD ON STUDENTS' READING
COMPREHENSION OF NARRATIVE TEXT AT THE TENTH GRADE
OF MAN 2 MODEL MEDAN IN 2020/2021 ACADEMIC YEAR**

A THESIS

Submitted to the Faculty of Tarbiyah Science and Teacher Training State Islamic
University of North Sumatra(UINSU) Medan as Partial Fulfillment of the
Requirements for the Degree of *Sarjana Pendidikan (S-1)*

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MEDAN**

2021



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SURAT PENGESAHAN

Skripsi yang berjudul “The Effect Of *Survey, Question, Read, Recite, Review Reflect (SqAr)* Method on Students’ Reading Comprehension of Narrative Text at The Tenth Grade of Man 2 Model Medan in 2020/2021 Academic Year” oleh Murdani, yang telah dimunaqasyahkan dalam Sidang Munaqasyah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara pada tanggal :

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Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul di atas adalah asli dan buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

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Yang Membuat Pernyataan



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ABSTRACT

Murdani. Registration Number: 0304162130 The Effect of SQ4R (Survey, Question, Read, Recite, Review, and Reflect) Method on Students' Reading Comprehension of Narrative Text at the Tenth Grade of MAN 2 MODEL MEDAN in Academic Year 2020/2021 a Thesis, English Education Program, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, 2021.

The appropriate teaching method for reading comprehension in high school is necessary nowadays to make the student understand a text effectively, One of the most used in teaching reading that belief as one of appropriate methods is SQ4R method. The objective of this study was to find out whether or not there was a significant effect of using SQ4R method on students' reading comprehension of narrative text at the tenth grade of Senior High School. Quantitative research with quasi-experimental design was used in this study with 211 students as the population. By using lottery technique, two classes were chosen as the sample. 36 students from X-IPS 2 as control class and 35 students from X-IA 2 as experimental class. In collecting the data, a reading test in form of multiple choice and essay was used in this study and was distributed into pre-test and post-test. Then, the dependent t-test was used to analyze the collected data. The results show that the t_{observed} (t_o) in experimental class is higher than t_{table} (t_t) in the significant level of 0,05 ($t_{\text{observed}} = 3,138 > t_{\text{table}} = 1,995$) at the degree of freedom (df) = 69. Therefore, the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. Therefore, it can be concluded that SQ4R method gives significant effect on students' reading comprehension at the tenth grade students of senior high school.

Keywords: Reading Comprehension, Senior High School, SQ4R Method

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This thesis titled “**The Effect of SQ4R (Survey, Question, Read, Recite, Review, and Reflect) Method on Students’ Reading Comprehension of Narrative Text at the Tenth Grade of MAN 2 MODEL MEDAN in Academic Year 2020/2021**” is written as a partial fulfillment of the requirements for the Degree of *Sarjana Pendidikan* (S.1 Program) to the Faculty of Tarbiyah Science and Teacher Training State Islamic University of North Sumatra (UIN – SU) Medan.

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TABLE OF CONTENT

ABSTRACT	i
ACKNOWLEDGMENT	ii
TABLE OF CONTENT	iv
LIST OF APPENDIX	vi
LIST OF TABLES	vi
LIST OF FIGURE	vii
CHAPTER I INTRODUCTION	8
A. Background of Study	8
B. Identification of Problem	11
C. Formulation of Problem	12
D. The Objective of Study	12
E. Significance of Study	12
CHAPTER II LITERATURE REVIEW	14
A. Theoretical Framework	14
A.1 Reading as Language Skill	14
A.2 Reading Comprehension in Language Learning	16
A.3 Teaching Reading Comprehension in Indonesia EFL Context	18
A.4 Genre in EFL Reading.....	Error! Bookmark not defined.
A.5 Narrative Text.....	23
A.6 Strategies in Teaching Reading Comprehension.....	31
A.7 SQ4R Method.....	32
B. Related Studies	38
C. Conceptual Framework	40
D. Hypothesis	41
CHAPTER III RESEARCH METHODOLOGY	43
A. Research Location and Time	43
B. Research Design	43
C. Operational Definition	44

D.	Population and Sample	45
D.1	Population.....	45
D.2	Sample and Sampling	46
E.	Instrument of Data Collection	47
F.	Validity and Reliability	48
G.	Technique of Collecting Data	49
G.1	Pre-Test.....	49
G.2	Treatment	49
G.3	Post - Test	52
H.	Technique of Analyzing Data	52
H.1	Preliminary Analysis.....	53
H.2	Dependent T-Test	55
H.3	Independent T-test/Hypothesis test	55
CHAPTER IV RESEARCH FINDING AND DISCUSSION.....		57
A.	Data Description	57
A.1	Pre-test Score.....	57
A.2	The Post-Test Score.....	58
A.3	The Gained Score	59
B.	Data Analysis	61
B.1	Preliminary Analysis	62
B.2	Dependent T-Test	65
B.3	Independent Hypothesis Test	65
C.	Discussion	66
CHAPTER V CONCLUSION AND SUGGESTION.....		69
A.	Conclusion	69
B.	Suggestion.....	69
REFERENCES		71

LIST OF APPENDIX

Appendix I Lesson Plan Experimental Class	70
Appendix II Lesson Plan Control Class	88
Appendix III Pre Test - Post Test and Answer Key.....	106
Appendix IV Reading Test	117
Appendix V Students Initial Name	122
Appendix VI Students Table Score.....	124
Appendix VII Normality Test Table	127
Appendix VIII T – Table.....	129
Appendix IX Table of F-Test.....	130
Appendix X Students Result of Test.....	131
Appendix XI Documentation	138
Appendix XII Reasearch Permission Later	145

LIST OF TABLES

TABLE 2. 1.....	22
TABLE 3. 1.....	37
TABLE 3. 2.....	39
TABLE 3. 3.....	40
TABLE 3. 4.....	41
TABLE 3. 5.....	44
TABLE 3. 6.....	46
TABLE 3. 7.....	46
TABLE 4.1.....	55
TABLE 4.2.....	55
TABLE 4.3.....	57
TABLE 4.4.....	58

LIST OF FIGURE

4.1	Students' Score Pre - Test of Experimental and Control Class	52
4.2	Students' Score Post - Test of Experimental and Control Class.....	53
4.3	Students' Gained Score t of Experimental and Control Class	54
4.4	Mean Score of Experimental and Control Class	56

CHAPTER I

INTRODUCTION

This chapter discusses the conditions, the logical explanation, the definition of the research problems, the formulation of the problems, the purpose, and the importance of the research paper in theory and practice.

A. Background of Study

Globalization has made English the the human race on the whole widely spoken language for business, civilization, books, as well as tech industry around the world.¹ However, learning a new language has always been problematic, especially when performed outside of the country where the native around.² In particular, English education becomes a means to accelerate national development Because of this, English becomes a bridge to other cultures and a language of global exchange.³ This made the terms “English as a lingua franca” emerged that used English use to communicate in between speakers with different first languages.⁴As a consequence, it makes English learning is important to support the student for globalization, especially in education and technology people so they can compete or cooperate globally. Furthermore, the Indonesian government recognizes the importance of English, as evidenced by the fact that English is one

¹ Rahmah Fithriani, (2018). “Discrimination behind Nest and Nnest Dichotomy in ELTPofesionalism” in *The 1st Annual International Conference on Language and literature*, KnE Social Sciences, pages 747~71. DOI 10.18502/kss.v3i4.1982.

² Asrida Hafni & Rahmah Fithriani. (2021). “Integrating Wikiin Hybrid EFL Writing Class: Exploring IndonesianStudents’ Perceptions of Its Benefits and Challenges”. *Journal of Community Service and Research*. 5(1) 27-41, p. 29

³ Bok-Myung Chang. (2011). “The Roles of English Language Education in Asian Context.” *Journal of Pan -Pacific Association of Applied Linguistics*, 15. 191-206.

⁴ David Crystal, (2003). *English as a Global Language (Second Edition)*. Cambridge:Cambridge University Press. p.1

of the primary subjects taught to high school and college students.⁵ However, Since English is typically only studied in Indonesia as a foreign language, most instruction and study of the language takes place within a classroom setting.⁶ Therefore, the subject of learning English in Indonesia is regulated by the government as a curriculum.

According to the curriculum, students are expected to achieve proficiency in the following four areas of language use: listening, speaking, reading, and writing. Grab noted that the strategic process reads a strategic process that includes many skills and processes in the reader's call to predict textual information, understanding, monitoring and understanding of the reader's goals.⁷ Moreover, Yazar states that learning a foreign language completely should be started by developing the reading ability.⁸ Furthermore, based on the curriculum of K-13 the understanding the meaning of a text in a simple interpersonal and transactional written text or paragraph are the objective of teaching reading comprehension in senior high school students.⁹

Therefore, students have to master some genres of text at this level, such as procedure, narrative, report, recount, and descriptive text. Moreover, based on the Curriculum of K-13 the tenth-grade students have to master some genres of text namely descriptive, recount, and narrative.¹⁰ This type of text is chosen in this research because it is used as a genre for teaching reading, so students are

⁵ Abdillah, Abdillah. (2009) Teaching English Emphasis from Reading To Speaking. *Journal Pakem*, 2(2), p. 28

⁶ Urip Sulistiyo. (2016). English Language Teaching and EFL Teacher Competence in Indonesia. Jambi: University of Jambi. *ISELT- 4*. p. 396

⁷ William Grabe. (2009). *Reading in a Second Language: Moving from Theory to Practice*. Cambridge: Cambridge University Press. p.15

⁸ Ulvican Yazar (2013). *Teaching Reading to EFL Students to Make Them Better Readers*, 3(3) 36-48 p. 36

⁹ Kemendikbud. (2017), *Silabus Mata Pelajaran Bahasa Inggris*, Jakarta Indeks

¹⁰ Ibid

interested and easier to read, as the story tells us about a fascinating story that students will enjoy reading. According to Hardy, a narrative text is a story that consists of a series of events connected and intended to entertain the reader. Narrative text can be primarily for the pleasure of readers and to arouse the interest of the reader.¹¹ Moreover, students are also expected to be able to understand a narrative text by identifying textual meaning, social function, text structure and linguistic features of a narrative text. They were also expected to be able to answer questions related to the text and read the text with good pronunciation.¹²

However, many students still can't achieve the standard competence of the curriculum because they have some problem in understanding the narrative text. This case is supported by Sarah, Santihastuti and Wahjuningsih in Abdillah¹³, some of their reading problems, especially in the narrative text, as a student, uses inappropriate strategies, lack of background knowledge, difficult reading and lack of knowledge of language.¹⁴ . Moreover, Putri in her study, the study showed that students have difficulty defining real information, finding the basic idea, identifying the general structure and determining language features.¹⁵

However, providing learners with a genuine strategy in which to practice the material is also difficult to be done.¹⁶ Based on these -top issues, it is clear that many problems in the text of the students' story and they need to solve these

¹¹ Judy Hardy and Damien Klarwein. (1990) *Written Genres in the Secondary School*. (Cairns: Cairns Education Centre). p. 16.

¹² Kemendikbud, Loc.Cit

¹³ Abdillah (2009) *Teaching English emphasis from reading to speaking*. Jurnal Pakem, 2 (2). pp. 28-40. ISSN 2085-496X

¹⁴ Gita Rosita Sari & Asih Santihastuti & Eka Wahjuningsih. (2020). Students' Perception on Reading Comprehension Problems in Narrative Text. *LLT Journal* .23(2) 342-353. p.350

¹⁵ Urly Adlyani Putri. (2018). *The Students' Difficulties in Reading Comprehension of Narrative Text at Tenth Grade of State Senior High School Pekanbaru*. Thesis. State Islamic University Sultan Syarif Kasim of Riau.

¹⁶ Astrida Hafni & Rahmah Fithriani, Loc.cit

problems. There are many strategies to engage and improve student progress in reading comprehension. One of them is the SQ4R method. So, using the SQ4R method, you will find out whether students' understanding of a narrative text is important or not.

This method consists of some steps to be conducted, are first, survey second step is question, the third step is read, and then recite, followed by review and finally the last step reflect.¹⁷ It is a methodical and effective method to help the student get the information they need, to help students comprehending and studying a text.¹⁸ Fitriani found that the SQ4R method is effective in teaching reading and it helps students discover important fact ideas that are contained in textbooks.¹⁹ So, use SQ4R to determine if students' narrative reading comprehension is significant, the research entitled *“The Effect of Survey, Question, Read, Recite, Reflect, Review (SQ4R) Method on The Students’ Reading Comprehension of Narrative Text at The Tenth Grade of MAN 2 MODEL MEDAN in 2020/2021 Academic Year”* was conducted.

B. Identification of Problem

The problem identification is a synopsis of the issue that students face when attempting to learn how to read narrative text with comprehension. From the above context, it can write up the problem as follows:

1. Students often faced the problems of determining the main idea, the general structure and characteristics of the language.

¹⁷ Murat Basar & Mehmet Gurbuz. (2017). Effect of the SQ4R Technique on the Reading Comprehension of Elementary School 4th Grade Elementary School Students. *International Journal of Instruction*. 10(2) 131-144.

¹⁸ Judy S Richardson & Raymond F. Morgan, & Charlene E. Fleener (2009). *Reading to learn in the content areas*. Belmont, CA:Wadsworth Publishing Company.

¹⁹ Melynda Nur Fitriani. (2016). *The Effect of Using SQ4R on Reading Comprehension of The Eleventh Grade Students of SMK N 3 Jember*. Thesis. University of Muhammadiyah Jember.

2. Students lacked motivation in learning
3. Students lacked basic knowledge from the text
4. Students encountered difficulties while reading.

C. Formulation of Problem

The formulation of the problem is the research question, which becomes the research objective. According to the study, many factors can affect students' reading ability. Therefore, the problems can be formulated as the following research question: "Does the SQ4R Method have any significant effect on students' narrative text reading comprehension?"

D. The Objective of Study

The problems described in the previous paragraphs served as the inspiration for this research goal, which can be concluded as: "To find out whether or not there is significant impact of students' reading comprehension in narrative text by using SQ4R Method."

E. Significance of Study

This study would give useful information and benefits in two aspects the theoretical significance of the research that is anticipated to contribute to the theory of reading comprehension instruction and the practical aspect which is the sign that expected to give a contribution as an alternative approach to teaching students how to comprehend what they read. The theoretical significance and practical significance are described as follow:

1. Theoretical Significance

Theoretically, research findings can enhance the theory of teaching and reading comprehension also enriching facts on the impact of the SQ4R method on students' reading comprehension.

2. Practical Significance

- a. From the students' point of view, it is expected that this research will be useful for the reading comprehension of the 10th grade students and especially will help the students to perform better in the narrative text.
- b. For English teachers, this study is expected to make a significant contribution to the development of alternative teaching methods and strategies. In addition, SQ4R is useful for enriching students' comprehension and teacher can use this strategy in his teaching process
- c. For future researchers, c. This research can provide useful information and references for future researchers who wish to perform similar research.

CHAPTER II LITERATURE REVIEW

This chapter will discuss the literature related to reading comprehension, SQ4R strategy, narrative text, related studies, conceptual framework and research hypothesis of the research.

A. Theoretical Framework

This study uses certain terms that require theoretical explanation. A theoretical framework is needed to clarify the origins of some of the theories used in this study. This chapter will discuss reading comprehension theory, narrative text, and the SQ4R method.

A.1 Reading as Language Skill

When learning English, reading is one of the most important language skills required for information acquisition. Grabe said that "Reading comprehension encompasses many of the skills and processes used in reading to predict textual information, check comprehension, correct comprehension errors, and aid the reader's efforts to align comprehension results with the reader's goals requires."²⁰ The nature of reading is the interpretation of how to get the point that writer conveys by reading to get comprehension, learning and to expand readers' knowledge about the universe man lives in.²¹

Furthermore, Tarigan says that reading is the process of getting the author's message through words that the reader can see and understand. In short, reading is the process of extracting information from a written text

²⁰ Grabe, Loc.Cit

²¹ Sholihatul Hamidah Daulay, Emeliya Sukma Dara Damanik, Rora Rizky Wandini, Eka Sagita. (2020) Activating Schemata Helps Students in Reading Comprehension. *Jurnal Pendidikan dan Pengajaran*. 7(2). 146-158 P. 148

and using it to find, understand and interpret words.²²

Nurhadi also says that learning is a process that involves physical and mental activity. The physical act of reading is the movement of the reader's eyes along the written lines in the text being read. Reading involves mental activity that maximizes acquired understanding. It not only moves our eye from left to right, but also leads away from it. Understanding each word is a function of thinking.²³

Moreover, there are discussions about recitation in the Holy Qur'an, one of which is Al - Alaq 1-5 which is the first revelation that came to Prophet Muhammad (peace be upon him). It is as follows:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ يَكُنْ مِنْ سَلَمَاتٍ ﴿٣﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٤﴾ أَلَمْ يَكُنْ مِنْ سَلَمَاتٍ ﴿٥﴾ أَلَمْ يَكُنْ مِنْ سَلَمَاتٍ ﴿٦﴾ أَلَمْ يَكُنْ مِنْ سَلَمَاتٍ ﴿٧﴾ أَلَمْ يَكُنْ مِنْ سَلَمَاتٍ ﴿٨﴾ أَلَمْ يَكُنْ مِنْ سَلَمَاتٍ ﴿٩﴾ أَلَمْ يَكُنْ مِنْ سَلَمَاتٍ ﴿١٠﴾

Meaning: "Read in the name of the Creator (of everything). He created man from a clot (a little thick blood). Read! Your Lord is Most Generous. One who thought with a pen (write). He thought of things that man did not know" (QS: Al - Alaq 1-5).²⁴

According to Ibnu Katsir, these revelations told us that the knowledge is given from Allah, and He also honored the one who applied his/her knowledge for the good of society. This revelation is also said that knowledge can be spoken and written.²⁵ Indeed, we should consider that

²² Henry Guntur Tarigan. (2008). *Membaca Sebagai suatu Keterampilan Berbahasa*. Bandung: Angkasa. p. 7

²³ Nurhadi. (2008). *Membaca Cepat dan Efektif*. Bandung. Sinar Baru Algesindo, p.29

²⁴ Tim Penerjemah Al-Qur'an Terjemah Indonesia Inggris. (2008). *Al-Qur'an Terjemahan Indonesia Inggris*. (Solo; Al-Qur'an Qamari), p.1304.

²⁵ Al- Iman Abdul Fida Isma'il Ibnu Katsir ad- Dimasyqi. (2002). *Terjemahan*

reading as a language skill has an essential significance in learning a foreign language. We should consider that reading as a language skill is not only for a written text, but a skill that use to understand the language of nature and environment which is necessary for society.

According to the above definition, reading is an activity that requires the ability to understand knowledge or information in written, visual or graphic form, and a combination that engages a person physically and mentally. Reading becomes important for language skills for the foreign language learner because it has significant benefit as one of receptive skill to gain information, knowledge, and pleasure.

A.2 Reading Comprehension in Language Learning

In reading a text, to get the right information from a text, the reader needs to understand it. Tompkins contends that phonology, syntax, semantics, and pragmatics are the four language skills that reading comprehension depends on.²⁶ Furthermore, Miller argues that comprehension involves creating meaning from printed material. It is an interactive process that requires the use of prior knowledge of printed materials. The developmental nature of comprehension is enhanced when children communicate with others about aspects of what they have read after they have finished reading.²⁷ Furthermore, Soedarso state that comprehension is the ability to know: the main idea, important detail, and the entire characterization to comprehend the text. The person who reads

Tafsir Ibnu Katsir Juz 30. Bandung; Sinar baru al-Gensido. p: 503

²⁶ G.E Tompkins. (2011). *Literacy in the early grades: A successful start for prek-4 readers(3rd edition)*. Boston: Pearson. p.37

²⁷ Wilma Hiler. (2000). *Strategies for developing emergent literacy*, 1st ed, Boston: McGraw-Hill, p.183

must master the vocabulary and basic structure in writing (Sentence, Paragraph, and Grammar).²⁸ That can be concluded, comprehension is the skill to know the messages from printed information using the prior knowledge of the reader to understand the main idea and important detail of the text. According to Goodman in Otto, reading comprehension is the synergy between thought and language in a reading process where reading produces information that can only be transferred by a language.²⁹ Tarigan states that reading comprehension is the most difficult skills as it needs understanding and extensive knowledge to find out the information correctly from the text.³⁰ Along with Tarigan, according to Somadyo reading comprehension is the process by which readers derive meaning through active knowledge and experience related to the content of the text..³¹ Reading Comprehension has some points that are considered basic to make this activity occur. According to Somadyo, there are three main points in reading comprehension they are. First is the knowledge and experience of the reader. Secondly, the relationship of knowledge and experience with the texts that the reader reads and the actual continuation of the process of acquiring meaning in the reader's opinion³²

From the theories over the top, reading comprehension is reading an activity that requires a person who reads attention and background knowledge of the reader to get the message that is not directly written in the

²⁸ Soedarso.(2005). *Speed Reading: Sistem Membaca Cepat dan Efektif*. Jakarta:PT Gramedia Pustaka Utama. p.58

²⁹ Otto Wayne. (1979). *How to Teach Reading*. Philippines: Addison-Wesley Publishing Company Inc. p.70.

³⁰ Tarigan, Op.cit, p. 58

³¹ Samsu Somadyo. (2011). *Strategi dan Teknik Pembelajaran Membaca*. Yogyakarta: Graha Ilmu. p.10

³² Ibid.

text.

A.2.1 Level of Reading Comprehension

Furthermore, reading comprehension also has some conditions to occur. Smith of Westwood says reading comprehension should be a four-step process.³³ These levels are:

1. Direct Comprehension: Reading means directly understanding, memorizing or remembering information from a written text.
2. Inferential comprehension: finding information not directly acknowledged in the text, using the reader's knowledge and perception to infer the message from the text.
3. Critical or Value Comprehension: Reading is comparing the information in the text with the reader's own comprehension and values.
4. Assess Conception: Reading is about eliciting an emotional or other value-based reaction to a piece of writing.

This research focused on inferential comprehension. Because based on the syllabus, students should obtain the social meaning, construction of the text, and linguistic features from a narrative. Also, the text doesn't always tell you everything you need to know about the story and what it means.

A.3 Teaching Reading Comprehension in Indonesia EFL Context

According to Stauffer in Kasim comprehension is the necessity to

³³ Peter Westwood. (2001) *Reading and Learning Difficulties: Approaches to Teaching and Assessment*. ACER Press. p. 21

comprehend text by stating what has been read. Thus, few would argue as understanding English texts is one of the most important skills for EFL students. However, a lot of EFL students are still struggling to get past their reading comprehension issues.³⁴

Actually, there are many challenges associated with EFL instruction and student success. Relates to both teacher and learners this problem is relatively affected by teaching methods. This makes teachers should always develop their strategy because every student has their style of learning and teacher should aware of this thing, especially for the English teachers. Also, Moorman & Ram in Alyousef states although there are masses of research that has been conducted there are many theories about how to teach reading, but none of them adequately describe and explain how people learn to read real-world text.³⁵

Also, according to Hedge in Alyousef, the reading components of an English class are important in the EFL context because they include a set of learning objectives for; the ability to read a variety of texts in English; the construction of a knowledge of the language that will facilitate the ability to read; the construction of a schematic knowledge; and the ability to adapt the reading style according to the reading objective.) skimming or scanning) , then, to develop an awareness of the text's structure and, finally, to take a critical stance on the texts' content.³⁶

³⁴ Usman Kasim & Siti Raisha. (2017). EFL Students Reading Comprehension Problems: Linguistics and Non-Linguistics Complexities. *English Education Journal*, 8(3) 308-321. P, 309

³⁵ Hesham Suleiman Alyousef. (2005). Teaching Reading Comprehension to ESL/EFL learners. *Reading Matrix. An international Online Journal*. 5(1) 63-73, p.70

³⁶ *Ibid*

The reading components of an English class that include a set of learning objectives for; the ability to read a variety of texts in English, the second is the development of a knowledge of the language that will facilitate the ability to read, the third is the development of a schematic knowledge, and finally the ability to adapt the reading style according to the reading objective highlight the importance of reading instruction in the EFL context. (skimming or scanning) , then, involves becoming textually literate, which means becoming critical of both the form and content of written texts.³⁷ A student must also demonstrate competency, which is the foundation of knowledge, skills, and attitudes, in order to show mastery of established competency standards. As a result, tenth-grade students are expected to understand the meaning of any type of text, such as procedure, narrative, report, recount, and descriptive text, as part of their standard and basic English competence.

Hence, the core of competence is that students should be able to understand the meaning of the text and how it works in their environment.³⁸

In general, Indonesian schools at all levels have centered their EFL reading instruction on intensive reading. comprehensive reading emphasizes the achievement of the primary objective of reading, which involves studying for intellectual growth in the student's fields of study or mastery of that field. Alternatively, extensive reading offers some benefits to students as well, but students didn't notice this type of reading, except for the university students. Barriers to the implementation of integrated reading

³⁷ Wina Sanjaya. (2008). Kurikulum dan Pembelajaran. Bandung: PT Remaja Rosdakraya, p. 170.

³⁸ Kemendikbud. (2017), *Silabus Mata Pelajaran Bahasa Inggris*, Jakarta Indeks

include a lack of reading materials and a lack of better teaching aids, such as self-access centers.³⁹

There is no shadow of a doubt that the government of Indonesia is exerting significant effort to raise the overall caliber of English teachers. The qualifications of English teachers have been strengthened through university admissions for higher qualifications and many local educational events across the country. However, the result of the final exam in English was low. That is why it needs the attention of the government and the English teacher.

Furthermore, English comprehension problems are a common problem for students at all educational levels. As indicated in many research findings, very few Indonesian students were able to read English texts. Students in Indonesia need assistance with reading comprehension because reading is essential for improving performance in numerous learning domains.⁴⁰

Moreover, most of the time, the teacher didn't give the students chances to practice English by using their first language. (L1) both the instructor and the students throughout all of the English classes.⁴¹ This condition requires the teacher to develop a better teaching method to provide adequate opportunities for the student to practice English to respond or correspondence not just in classroom but also in the environment.

³⁹ Cahyono, Op. cit p, 46

⁴⁰ Arifuddin Hamra & Eny Syatriana. (2010). Developing a model of Teaching Reading Comprehension For EFL Students. *TEFLIN Journal*. 21(1), 27-40. p. 28

⁴¹ Muhammad Rochman. (2018). The Importance of Teaching Reading Improving Students' Reading Comprehension in EFL Context Emphasized on Reading Fluency and Accuracy. *Journal of English Language and Pedagogy*. 1(1) 6-14 p. 6

A.4 Genre in English as a Foreign Language Reading

According to Lee, a genre is a classification that is determined by external factors like the target audience, the intended purpose, and the type of activity.⁴² Genre is a term that is commonly used as the term of specification, identification, and category in music, literature, film, and other forms of media. Brown says "genre has shown how text is constructed and identified text types' characteristics." It means that each genre serves a specific purpose and has distinct characteristics.⁴³ Moreover, Butt et al. also say that a genre is a text that has a purpose, structure elements that are required, and structure elements that are not required..⁴⁴ It is clear from the definition above that genre is a term used to classify or categorize a creation in accordance with its traits and intended audience.

Undoubtedly, the genre is important in reading skills because it will affect the students' comprehension in reading skill because provide the feature of a text to help the students identify a text. As Alderson said that knowing organized text is as same as knowing how the information is signaled and how changes of substances could be checked and it encourage the reader.⁴⁵ High school texts vary in generic structure and linguistic features. Anderson divides genres into two categories: fictional and

⁴² David Y.W.Lee. (2001) Genre, Registers, Text Types, Domains and Styles: Clarifying the Concepts and Navigating a path through the BNC Jungle. *Language Learning & Technology* 5(3) 37-72

⁴³ H.D Brown. (2000), *Teaching by principles: An Interactive Approach to Language Pedagogy*. San Fransisco: Longman. P. 99

⁴⁴ David et al Butt. (1996) *Using Functional Grammar: An Explorer's Guide Sydney*. National Centre for English Language Teaching and Research: Macquarie University. 16-17.

⁴⁵ J. Charles Alderson. (2000). *Assessing Reading*. Cambridge: Cambridge University Press. P, 39-40

nonfictional. History, poetry, and drama comprise literature.⁴⁶ Therefore, in Indonesia as EFL context based on the syllabus, there are some text types (genre) in the curriculum 2013 those are narrative, report, procedural, persuasive, etc. Besides the type of text above, the text is also divided into Interpersonal Text, Transactional Text, and Functional Text.⁴⁷ According to the curriculum, the text genres used in grade tenth of senior high school are descriptive text, recount text, and narrative text. Therefore, to take part in finding the appropriate method of teaching reading this research was conducted by used one genre of text that was narrative text.

A.5 Narrative Text

As one of genres in written text, narrative text is commonly used in reading instruction at high school. The definition, general organization, and linguistic characteristics of narrative text are presented in the explanation that follows.

A.5.1 Definition of Narrative Text

As a series of events or actions or conditions sequentially from the beginning until the end of a story narrative shows a relationship one with another.⁴⁸ Moreover, according to Anderson, a narrative is a piece of writing that tells a story for the purpose of entertaining or educating the reader or listener. i.e. a text with a narrative element is

⁴⁶ Mark Anderson and Kathy Anderson. (2003). *Text Types in English 3*. (South Yarra: Macmillan Education, p.3

⁴⁷ Mulyani.(2018). Analisis Teks Kompetensi Dasar pada Silabus Bahasa Inggris SMA/MA/SMK/MAK Kemendikbud 2017: *Jurnal Dimensi Pendidikan dan Pembelajaran*. Universitas Muhammadiyah Ponorogo. 6(2) 53-59

⁴⁸ H.S. Widjono. (2007). *Bahasa Indonesia Mata Kuliah Pengembangan Kepribadian di Perguruan Tinggi(Rev)*.Jakarta. Grasindo, p.175

a storyteller's tool to tell a story.⁴⁹

Along with the explanation above A narrative text is a story with a plot consisting of a series of events, each of which is developed further through the course of the story for the purpose of entertaining the reader, as defined by Hardy. People who read narrative text may do so primarily for pleasure and to pique the reader's interest. When they read a story, they may feel the same way or find themselves in the same situation as the characters. People who enjoy reading narrative text because they enjoy read any kinds of stories.

This is aligning with the statement "some purposes of narrative text are to explain and account for the relationship between people and their world and also to entertain the reader".⁵⁰

Based on the above theory, we can say that narrative texts are either works of fiction or nonfiction that tell a story and have a series of events to teach or entertain the reader.

A.5.2 Kinds of Narrative Text

Similar to other texts in English narrative text also have some kinds to classify the text. It is necessary because there are many kinds of narrative depend on the purpose of the writer and audience. Below writer will discuss some form of narrative text which commonly used in high school. According to Joyce and Feez, there are two form of narrative text namely fiction and non-fiction

⁴⁹ Anderson, Op. Cit p. 8

⁵⁰ Judy Hardy and Damien Klarwein. Loc. Cit p. 16

narrative text⁵¹.

1) Fiction

The narrative text sometimes called fiction if the narrative is untrue and does not happen in the real world. Fiction is divided into fable, legend, myths, and fairy tales:

a) Fable

A moral lesson is often conveyed through the telling of a story known as a fable. Fables frequently involve animal characters who act and communicate in human-like ways. The narrative text uses the following fables as examples: The Smartest Mouse Deer, The Chronicle of Hawk, Hen, and Rooster, and The Fastest Turtle.

b) Legend

A legend is a story about human or natural phenomena that are perceived as part of the story by both the narrator and the listener. Captions are often used by adults to help them think about cross-cultural issues today. In many cases, a legend can be described as a brief, conventional, and historical narrative that is interpreted in an extremely chatty manner. Some instances of legend in fiction are: The Story of Toba Lake, The Legend of Roro Jongrang, The Legend of Tangkuban Perahu.

⁵¹ Joyce, H & Feez S. (2000). *Writing skills: Narrative and non-fiction text types*, Sydney: Phoenix Education Pty Ltd, P. 57

c) Myths

Myths are stories that have provided a fictitious explanation of natural phenomena. They said to the myths that generally explain the phenomenon and their secrets from one generation to another. Myth can also transmit cultural, religious or spiritual beliefs and traditions.

d) Fairy tales

Fairy tales were is a narrative that may be likable for adults and children. Fairy tales typically are the story of folkloric that told a special character as fairies, goblins, elves, troll, dwarves, and giants. Examples of the fairy tale are Aladdin, Little Red Riding Hood, and Sleeping Beauty.

2) Nonfiction

The story or event that truly happen and occur is nonfiction. It can be said that nonfiction usually talks about the researcher's experience or another person which is talked about in writing. Nonfiction is often in biography, history, and newspaper writing

Among the kinds of narrative texts mentioned earlier, a legend was the main focus of this research. Furthermore, legend also part of the learning instruction base on the syllabus in the 2013 curriculum.

A.5.3 The Generic Structure of Narrative Text

The generic structure is how the text is arranged to become a

complete text. According to Anderson, the general structure of narrative text consists of five components; they are orientation, complications, sequence of events, resolution, and coda. Following is an explanation of the narrative text's organization:⁵²

- 1) Orientation: This part will introduce the most important characters and maybe some secondary characters. It also gave when the story happens, and where it's happened to the reader.
- 2) Complication: This part will lead the reader to the beginning of the problem or some interest that will take place. This part will involve the main characters and will often serve them in achieving their goal.
- 3) Sequence of event/climax: This is the point in the narrative where the events leading up to the climax are described. It consists of their feelings as well as the reaction they had. It's up to the author to decide whether to tell the story in flashback or in chronological order. In this chapter, the reader is presented with the point of view of the narrator.
- 4) Resolution: This portion of the problem can be resolved, whether to the benefit or detriment of the situation, but it is rarely left in its entirety unresolved. (even if it might happen at some point in the story (, so we're left wondering, "How did the story end?"
- 5) Re- orientation/Coda: This is an elective finishing part, it

⁵² Anderson, Op. Cit p.8

can be written or not. This part usually ends the story or describes the characters' future, such as "and they lived happily ever after."

A.5.4 Language Feature of Narrative Text

The language feature identifies the characters, setting, and time so that the reader can comprehend the plot. According to Anderson, some linguistic features of narrative text include:⁵³

- 1) Noun which refers to the characters, animal, things, and place in the story.
- 2) Verbs refer to the actions of the characters that occur in the story.
- 3) The past and past continuous tenses were used to talk about things that had already happened in the past.
- 4) Adjectives that describe the characters and setting.
- 5) Indicative of place and time adverbs and adverbs.
- 6) Time words that connect the event to say when the story takes place.

From the explanation above, it appears that there are some structures in narrative text that the reader should pay attention to. However, the structure is not always written in order from the orientation to resolution, it also can start with the complication or the resolution of the story. Below the researcher will give an example.

The Golden Cucumber

Orientation

Long ago, there were many farmers. In a forest village. They had a happy ever after.

⁵³ *Ibid*

Complication

Sadly, no descendants had come in decades. They prayed to God for a child every day. Once, a giant passed by their residence. He took a bath. Then the giants gave them a magical seed of cucumbers. "This seed grows seeds and daughters." "Thank you, Giant." said the two "But there is one condition. You must give it to me on my 17th birthday," said the Giant. The couple wanted a child enough to agree without a second thought.

So the couple planted cucumber seeds. Every day they cared for the growing plants. A few months later, the seed became a gold cucumber. It increased every day. Harvest when it fully grown. After carefully slicing the cucumber, they discovered a lovely infant inside. They were thrilled. The locals refer to it as Little Timun Mas, which also goes by the name "Golden Cucumber."

Sequences of event

Timun Mas grew into a lovely young lady as the years passed. His parents were proud of him. But their joy turned to dread on her 17th birthday. The giant returned to demand a guarantee. Timun Mas had to be removed from them. The farmer tried to remain calm. "Just a moment please. Timun Mas playing in the back "My wife is calling," he said. So the farmer came to see his daughter. - Oh, my only child, grab this – Timun Mas handed the mask a small backpack. "It will be very helpful. Hurry now! Run as far as you can," he ordered. So Timun Mas ran away. The couple felt deeply saddened by the separation. But they refuse to listen to the giant. The giant, on the other hand, grew impatient because he waited too long. Somehow he realizes that the couple lied to him. So he destroyed the farm and fled to Timun mas. Timun Mas saw the giant approaching. Then Timun Mas took out a simple bag of salt from his backpack.

He threw salt behind him. Suddenly, a huge sea appeared between them. The giant had to swim to reach them

Resolution

Timun Mas always ran, but now the giant took him. Then he took something cold and threw it at the giant. The seed immediately grew into a tree and caught the giant. The tree spreads knife-sharp thorns. The eldest son screams very much. With this opportunity, Timun Mas escaped again. But the giant was very strong. Again he almost conquered Timun Mas. Thus Timun Mas received his third order, cucumber seeds. When the seeds were thrown, they suddenly turned into a field of cucumbers. The giant was tired and hungry, so he ate fresh cucumbers. He overeats and falls asleep soon after.

Re-Orientation

Timun Mas is soft. Then it is protected. Then he returned to his parents' house. Naturally, her parents were overjoyed that their screaming daughter was safe. "God, I'm sorry for my daughter." he shouted happily. From now on, Timun mas lived happily with her parents without fear.⁵⁴

⁵⁴ Lenny, M. (2008). *Kumpulan Cerita Rakyat Nusantara*. Bandung : Azka Press, p. 1

From legend above there are some linguistic features that readers should be noted, they are :

- a) Past tense and past continuous tense : “They lived happily. ”, “they prayed to God for a child” “He heard what they were praying”.
- b) The use of tense may change within dialogue: “Plant this seed, then you’ll get a daughter,”
- c) The use of noun that refers to person, animal, thing, and place: “there was a *farmer couple*”, “Every day they prayed to *God* for a *child*”.
- d) The use of adjective that describing the characters (noun) : “The cucumber was getting *heavier* and *bigger* each day.”, “When it was *ripe*.”, “they found a *beautiful* baby”.
- e) Adverb and adverbial phrases to show location and time of events:” They lived *happily*”, *Unfortunately*, “...so *carefully*”
- f) Words that link an event to a time tell when the story takes place.: Long time ago, “*Then* the couple planted...”

A.6 Strategies in Teaching Reading Comprehension

Teaching strategy is a plan for achieving educational goals through a series of activities. A strategy is a plan.) set of things to do) that includes the application of the method as well as the utilization of a variety of educational tools or strengths designed to accomplish specific objectives.⁵⁵ J.R. David defines strategy as the pursuit of goal attainment. . A plan, method, or collection of activities created with the intention of achieving a specific educational objective can be interpreted as strategic education in the real world.⁵⁶ Moreover, Brown state that the primary function of teaching strategies is to facilitate the implementation of a variety of teaching methods and techniques.⁵⁷

⁵⁵ Directorate of Education Personnel. (2008). *Learning and Education Strategies*, Jakarta: Dipdiknas, p.4

⁵⁶ Wina Sanjaya. (2011). *Learning Strategy: Oriented Education Process Standard*, Jakarta: Kencana Prenada Media, p. 126

⁵⁷ Muslaini. (2017) Strategies For teaching reading comprehension. *English Education*

Based on the definitions above, the learning strategy is a plan with a series of activities. (Both methods, resource use) to achieve specific educational objectives.

In teaching reading, teachers may use a lot of strategies. To effectively implement a teaching technique, teachers must understand the principle and assumptions of such teaching strategies. High school reading education essentially aims to prepare the student to read the English text and to understand written texts both in functional short form and as a simple essay in any textual genre also able to access knowledge.⁵⁸

Based on the explanation provided above, the writer can conclude that the teacher plays an important role in the education of students. The teacher should use material- and learning-appropriate strategies. The effective learning materials are more than just one more knowledgeable person passing on their knowledge to another.⁵⁹ Allington, with Slavin, also notes that resourceful teachers seek to improve outcomes independent of teaching materials, instructional approaches, and reading programs.⁶⁰

In order to develop the teaching reading comprehension strategies the writer proposes one of strategy that called SQ4R (Survey, Question, Read, Recite, Review, Reflect) this strategy is one of method in teaching reading which uses several steps to understand a text.

A.7 SQ4R Method

While teaching English teachers usually may found problems with

Journal, 8(1), 67-78

⁵⁸ *Ibid*

⁵⁹ Muslaini. (2017) Strategies For Teaching Reading Comprehension. *English Education Journal*, 8(1), 67-78

⁶⁰ *Ibid*

their students. These make teachers should find a new strategy to solve the problem. Furthermore, there a lot of methods s that teachers can use in teaching reading. One of them is SQ4R (Survey, Question, Read, Recite, Review, and Reflect). Below the writer will explain the definition, procedure, advantages, and disadvantages of the SQ4R Method.

A.7.1 Definition of SQ4R Method

SQ4R is one of the methods in teaching reading which uses several steps to understand the text. This is an old method called SQ3R (Survey, Question, Read, Recite, and Review) found by Robinson in 1941. Then SQ3R becomes SQ4R then distinguish this method from others by adding a step called Reflect at the last step of the method.⁶¹ According to Coon and Mitterer in Zakiya, The reflective process can improve student comprehension by allowing them to connect what they have read with information they already know well.⁶² Moreover, SQ4R is a useful technique for fully extracting the information from a text. This will helps students construct a good mood of the subject, in which you can put the truth right. Using SQ4R will significantly improve the quality of study time.⁶³

A.7.2 Procedure of Applying SQ4R Method in Teaching Reading

Comprehension

As SQ4R is an active – reading method, so it engages

⁶¹ Murat Basar & Mehmet Gurbuz, Op.Cit. p.133

⁶² Qiqi Zakiya. (2018). *The Effective of Using SQ4R on Students' Reading Comprehension Ability o Tenth Grade in SMKN 1 Bandung*. Thesis. State Islamic Institute (IAIN) of Tulungagung.

⁶³ Melynda Nur Fitriani, Op.Cit, p.3

students directly in the entire process.. The teacher's role has important aspects to help students gain information, gain a better understanding or improve students' skills.

Richardson & Morgan has arranged the procedure of SQ4R. There are six steps; Survey, Question, Read, Recite, Reflect, and Review. The writer develops the procedure to adjust with the narrative text. The procedure will explain as follows:⁶⁴

1) Survey

The students are the ones conducting the survey with regard to the text. They gain the ability to predict the primary idea of the text, as well as its complexity and knowledge of the text, through the utilization of surveying. The student will investigate the text heading, author, and publication date. The following step requires the students to read the introductory and concluding sentences of each paragraph. To get a general understanding of the text is the goal of this step. In addition, students will skim in this step. Students need to quickly scan the headings, the subheadings, and the summaries, as well as examine any words that are bolded or italicized, as well as any images or other representations.⁶⁵

2) Question

In this step, students have to come up with questions

⁶⁴ Judy S. Richardson Op.cit, p. 282

⁶⁵ Dennis Coon & John O Mitterer. (2010). *Introduction to Psychology: Gateways to Mind and Behavior: Study Guide (Twelfth Edition)*. Wadsworth, Cengage Learning, p. 2

they can answer about the text that they reading. Students can write what, why, who, when, and where questions from the heading, subheading, or title, as well as the main idea that they get from what they have previously surveyed.⁶⁰ Moreover, Brown states self-questioning should be engaged by the students in this step. The questions help students understand the text before they finish reading it. Students create some questions in this stage, for which they will later research the answers.⁶⁶

3) Read

In this step, students read the text while keeping the questions in mind in order to find the answers to the questions.⁶⁷ Moreover, if they read the text attentively, the students will be able to correctly respond to the questions. asked verbally or orally, or they can underline the passages that contain the answer during the reading phase.⁶⁸

4) Recite

At this stage, students test their understanding by answering questions in their own words. In the step of recite, students can summarize the text in a brief note if it is needed. This stage is also known as the revision stage where students can refresh their memory, look back and

⁶⁶ Brown, R.L. (1992). Developing reading competence in university ESL classes. *Annual International Conference of the Institute of Language in Education*. p.11

⁶⁷ Coon & Mitterer, Loc. Cit,

⁶⁸ Basar & Gurbuz, Loc. Cit

read the text again if they cannot find the answer.⁶⁹

According to Brown, students at this step can summarize the information after reading using a self-check method.⁷⁰

5) Review

Carter in Basar & Gurbuz stated, the reader falls into a process of repetition and recitation to learn. Students refer to their notes or read the text again, but students are better off using their notes instead of the text to refresh their memory. Moreover, Epcacan in Basar and Gurbuz said that after all the previous steps, The student returns once more to the text that serves as a review of the material after finishing all of the steps that came before it, answers questions that they do not understand, do not remember and find it difficult to answer.⁷¹

6) Reflect

According to Carter in Basar & Gurbuz, he recommends that students reflect on and evaluate the information they receive while reading and make connections to the reader's existing knowledge. In this stage, the student summarizes the text and provides written or oral responses to the queries posed after the reading. They are not permitted to consult the textbook in any way while responding to the questions. They can make a

⁶⁹ Coon & Mitterer. Op. Cit, p.3

⁷⁰ Brown, Loc. cit

⁷¹ *Ibid*

connection between their notes and their lives to help them remember the answer they came up with in the previous steps.⁷²

To summarize, based on the theory above the purpose of the SQ4R method is to make the students independently involved in the reading process. Moreover, this strategy makes the student active in reading and exercises students by memorizing concentration, and critical thinking by self-tested.

Furthermore, in order to adjust the learning process of reading comprehension in the narrative text, the procedure of the SQ4R method above has been adapted to the syllabus of tenth-grade students.

A.7.3 The Advantages and Disadvantages of SQ4R Strategy

The SQ4R method has been used for decades by researchers and teachers as one of the methods for teaching English with different problems and different levels of students. Indeed, there are a number of advantages also weakness of using this method. The advantages and disadvantages of the SQ4R method will be explained below:

a. The Advantages of SQ4R Strategies

According to Robinson in Yuliana, there are some advantages in applying the SQ4R method. First of all, its help the student distinguish between the main idea and underside detail in the text. Next, the purpose of this method is to make the student active in reading and exercise students by memorizing,

⁷² Başar & Gürbüz, Loc. Cit

concentration, and critical thinking by self-tested. Moreover, the method spends less time memorizing and helps to focus on looking the new ideas.⁷³

b. The Disadvantages of SQ4R Strategies

The disadvantage of this method, according to Brown, is the third stage in which students answer questions while reading. In this step, the student should answer the questions they've been given in their own words, not by copying the answers from the text. This reduces students' comprehension of the text and limits their ability to think creatively. Another issue is that it takes some time to demonstrate the method to the students at the beginning because there are six steps that need to be broken down for them and demonstrated by the instructor before the students are able to apply the strategy on their own.⁷⁴

B. Related Studies

Before conducting the study, there are some previous studies that related to this study. These previous studies also discuss similar variables with this study. First of all, Murat Basar and Mehmet Gurbuz have published a study with the title "Effect of the SQ4R Technique on the Reading Comprehension of Elementary School 4th Grade Elementary School Students." Students' reading comprehension skills in fourth grade were tested to see if the SQ4R Method was effective. In the second semester of the 2013-2014 academic year, 57 students representing two

⁷³ Titi Fatimah Yuliani. (2012) *An Effort to Improve Students Reading Comprehension Through SQ4R Technique (a Classroom Action Research at First Grade of of Junior High School in SMP Negeri Ajibarang in Academic year 2011/2012)*.Thesis.University of Muhammdiyah Purwokerto.

⁷⁴ Brown, Op.cit, p.12

different branches of Ataturk Elementary School were sampled and divided into experimental and control groups. Basar and Gurbuz used an experimental research design in this study, which included both a pre-test and a post-test. The data were analyzed using the t-test and Kruskal-Wallis tests, both of which require the use of independent samples. Reading comprehension skills are significantly better for students who used the SQ4R technique.

Following that, Qiqi Zakiya conducted a study titled "The Effectiveness of Using SQ4R on Students' Reading Comprehension Ability of Tenth Grade in SMKN 1 Bandung." In the tenth grade at Vocation School 1 Bandung, the purpose of the research was to determine whether or not there was a statistically significant difference in the test scores of students who had been taught using the SQ4R method as opposed to students who had not been taught using the SQ4R method. The study's sample was made up of X-TKRO 1, which has 35 students, and X-TKRO 3, which has 34 students. So, this study used a quasi-experimental method called Non-Randomized Control Group, which included a pre-test and a post-test. The study found that there was a statistically significant difference in test scores between students taught using SQ4R and those who were not. The SQ4R method can thus be used as an alternative method for reading comprehension.

Last, Melynda Nur Fitriani researched; "The Effect of Using SQ4R on Reading Comprehension of The Eleventh Grade Students of SMKN 3 Jember in the Academic Year 2015/2016." The goal of this study is to determine whether or not the SQ4R technique has a significant impact on the reading comprehension of SMK N 3 Jember students in the eleventh grade. In this study, cluster random sampling by lottery was used. The sample included 22 students from XI T Busana 1, who served as the experimental group, and 20 students from XI T Busana 2,

who served as the control group. In addition, this study employs experimental research with a design that uses non-equivalent groups for the pre-test and post-test phases. In this data analysis, we employ the t-test. Based on the data collected, the t-test values of 2.772 and 2.798 were found to be significant ($p < 0.008$). SPSS uses a 0.95 confidence interval and a 0.05 significance level. The probabilities value of the students' reading comprehension appeared to be less than the 0.05 level of significance. The SQ4R method had a significant impact on the reading comprehension of eleventh-grade students at SMKN 3 Jember during the 2015/2016 academic year.

C. Conceptual Framework

Reading comprehension is the process of understanding a text.. As a receptive skill reading is important in our lives, because reading helps someone develop their mind and imagination, it helps someone to discover new things. It improves someone's communication (vocabulary and spelling) both written and spoken. According to the newly revised curriculum for senior high schools in Indonesia, tenth grade EFL students are expected to have mastered the ability to analyze narrative texts for their social function, text structure, and language features. This is the objective of teaching reading to EFL students in Indonesia.

One of the text types used to teach reading to EFL students is the narrative text. The purpose of the narrative text is to provide the reader with a pleasant experience by relating a story with a series of events that occur in chronological order. People who read narrative text may do so for fun and enjoyment. It shows they like to read any kind of story for fun because it can help them deal with similar feelings or put them in similar situations.

However, the fact that many students still can't achieve the standard

competence of the curriculum because they have some problem in understanding the narrative text. Some research backs this up, showing that students have problems like bad reading skills and habits that make them dependent on their teachers and unable to understand the text on their own. Another problem is student lack of motivation, inappropriate teaching methods, a lack of background knowledge, difficulties with the reading process, and a limited command of the language.

Based on the problems listed above, it is clear that there are numerous issues in students' English learning that require a solution. Reading comprehension can be improved in many ways. One of them is SQ4R method. One effective method for teaching reading is the SQ4R method. The method consists of some steps to be conducted namely Survey, Question, Read, Recite, Review and Reflect. It is an organized and effective method to assist the student get information that they need, to help students comprehending and studying the text. This method has proved effective in teaching reading by research. Students can benefit greatly from using this strategy to learn significant facts and ideas that are presented in their textbooks. The researcher believes that using the SQ4R will improve students' narrative reading comprehension. As a result, the writer aimed to implement the SQ4R strategy to determine its efficacy in enhancing students' comprehension of narrative text.

D. Hypothesis

Based on the above studies, the following hypothesis was made for this study:

1. Null Hypothesis (H_0): Using SQ4R Method on tenth graders' reading comprehension of narrative text in MAN 2 MODEL MEDAN, Medan,

has no significant effect.

2. Alternative Hypothesis (H_1): Students in the tenth grade at MAN 2 MODEL MEDAN in Medan benefit significantly from using the SQ4R Method to improve their reading comprehension of narrative texts.

CHAPTER III

RESEARCH METHODOLOGY

This chapter contains the setting of the study, research design, research objective, data collection instrument, data collection technique and data analysis technique.

A. Research Location and Time

This study was conducted in the 2020/2021 academic year at MAN 2 MODEL Medan. The school has two locations. The first place is on Jl. William Iskandar are number 7A and the second place on Jl. Melati Raya No. 34 Helvetia. The second school was used for this research.. This educational institution was chosen due to the availability of similar training at the school. In addition, the location was available financially and time-wise. The study was conducted from February 2021 to March 2021.

B. Research Design

This study is an experiment with a quantitative research method. According to Creswell, quantitative research is a research approach useful for describing trends and explaining relationships between variables in the literature. Researchers use statistics to come up with short questions, find or make tools to collect data to answer the questions, and look at the numbers from the tools. Using predictions and prior research, the researcher interprets the data based on the results of these analyses. It is continuously being enhanced. The researcher ensures objectivity.⁷⁵

Furthermore, Creswell stated that an experimental design is a traditional approach to conducting quantitative research. Research testing is done so that the researcher can

⁷⁵ Jhon W. Creswell, (2012), *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 4th edition. USA: Pearson Educational., P.13

determine the treatment's efficacy and the relationship between the treatment and its results. In this study, it was used after a semi -test exam and the pre -paced test. The design was chosen because it was related to this study, which must be found in the SQ4R method in the understanding. In this study, the sample population was separated into experimental and control groups. These two groups take a pre-test before learning and teaching narrative text comprehension. Treatment was provided to the experimental group using the SQ4R approach, while the control group was provided with treatment in the usual fashion. Both experimental and control groups were given a post-test to determine the effect of SQ4R on students' reading comprehension after the treatment period. The following is Creswell's description of the design of a quasi-experiment:⁷⁶

TABLE 3. 1
Quasi-Experimental Design : Pre-test and Post-test Design

Group	Pre-test	Treatment	Post – Test
Experimental	□	□	□
Control	□	X	□

Source: Jhon W. Creswell. *Educational Research*,. 4th edition.

Where: A = Experimental Group
 B = Control Group
 O₁ = Pre-test
 O₂ = Post-test
 X = Treatment

C. Operational Definition

1. Reading Comprehension is a the process of reading comprehension involves the reader actively acquiring meaning from the text through prior knowledge and experience.

2. A narrative text is a story that consists of a series of events over times that are linked to each other and are intended to entertain the reader. People may read

⁷⁶ Creswell, Loc.Cit

narrative text mainly for pleasure and interest

3. The SQ4R Method is one way to teach reading that works well. Survey, Question, Read, Recite, Review, and Reflect are the steps.

D. Population and Sample

D.1 Population

According to Creswell, a population can be defined as a group of individuals who share similar characteristics.⁷⁷ The researcher needs to establish criteria to decide which items are included in the data and which are not before they can identify the population that will be the focus of their study.⁷⁸ A population is a group of individuals chosen to represent a community based on specific criteria by a researcher.

Based on the 2013 curriculum, the population was selected so that only 10th graders studied narrative texts. The population of the municipality was 211 students who studied in 6 classes. The following table displays the number of students in each classroom.

TABLE 3. 2
The Population of Student

No	Population Classes	Number of students
1	X – IPA 11	36
2	X – IPA 12	34
3	X – IPA 13	35
4	X – IPS 2	36
5	X – IPS 3	35
6	X – IA -2	35
TOTAL		211

⁷⁷ Jhon W. Cresswell, Op.Cit. p, 142

⁷⁸ Syauckani, (2008). *Metode Penelitian Pendidikan*. Medan : (Penerbit Perdana Mulya Sarana),

D.2 Sample and Sampling

Sample is a part of the target population that the researcher wants to study in order to make generalizations about the target population.⁷⁹ Regarding the number of participants, there are few experts' statements. Creswell says a correlation study must have at least 30 participants to establish the relationship.⁸⁰

In determining the sample, the researchers used probability or nonprobability sampling. Probability sampling with cluster random sampling has been applied in this research. The method of sampling was chosen because the population was made up of groups of people. the researcher chose the participant as the sample so that the participant has the same probability of the population. In this matter, the members of the society were separated into two distinct groups, which then served as the research sample. The samples were randomly selected by lottery. This was done by recording all class on a piece of paper in a box. Then shook the box and took out two pieces of paper. The result of a sample of two classes IPS-2 with 36 students and IA-2 with 35 students, so the total sample is 71 students. A similar method was used to select the classes used by the experimental class and the control class. As a result, IA-2 became the experimental class where the SQ4R approach was utilized and IPS-2 became the control class where the traditional approach was utilized.

TABLE 3. 3
Sample of Research

No	Population Classes	Number of students
1	X – IA 2	35
2	X – IPS 2	36
TOTAL		71

⁷⁹ Creswell, Op.cit, p.142

⁸⁰ Creswell, Loc. cit, p.146

E. Instrument of Data Collection

A tool used to measure, observe, or collect quantitative data is called an instrument. Before conducting a study, researchers create or develop a specific question and answer.⁸¹ The common tools used as instruments in quantitative research are tests and questionnaires. A test was utilized by the researcher as a means of data collection throughout the course of this investigation. Arikunto defines a test as a tool or method used to determine or measure a student's performance using a set of methods and rules. The purpose of this test was to determine whether or not the SQ4R method had a significant effect on the students' reading comprehension.

In addition, when conducting quantitative research, the test is easy to use and provides reliable results because it uses statistics to analyze the data. Both the experimental and control groups are tested twice: once before and once after. A reading comprehension exam was used in this research. This test read an English textbook. *INTERLANGUAGE English textbook source: ENGLISH FOR HIGH SCHOOL STUDENTS English X*⁸² was the other textbook used in this study so the students never saw the questions. This is a fabulous text test that contains 25 multiple-choice questions and 15 text-based questions. The test was completed in 90 minutes.

The test measured by used a scale from 0 to 100. The formula that must be used to arrive at the correct answer according to the rule is as follows:

⁸¹ Creswell, Loc. Cit, p.14

⁸² Joko Priyana, & Mumpuni A. P. (2008). *INTERLANGUAGE: English for senior high school students X*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

Where :

$$S = \frac{R}{N} \times 100$$

S = The score of student test

R = the correct answer

N = the amount of question

The criteria of the result of test was used the criteria proposed by Ida Isnawati.⁸³

TABLE 3. 4
Evaluation Criteria

Qualification	Score
Excellent	90 – 100
Very Nice	80 – 89
Nice	70 – 79
Enough	50 – 69
Poor	≤49

F. Validity and Reliability

Instrument validity is perhaps the most important aspect of any assessment program in academic research. Method validity is a way to figure out how well a test measures the degree to which it refers. Research Design No matter how good the statistical analysis is, if researchers do not measure what they intend to measure, the results are meaningless.⁸⁴ Validity of a test refers to both what the test claims to measure as well as how accurately it claims to measure it. The validity of an indicator tells us whether or not it accurately represents the target construct.⁸⁵ Meanwhile, the consistency of measurements is referred to as reliability.. Constant readings acquire from the device indicate reliability. The reliability of the result of

⁸³ Ida Isnawati.(2014). English Instructional Evaluation. STAIN Tulungagung.

⁸⁴ Daniel Muijs. (2004) Doing Quantitative Research in Education with SPSS. SagePublication Inc, p. 67

⁸⁵ W, L. Neuman. (2000). *Social Research Methods: Qualitative & Quantitative Approach*. Massachusetts: Allyn& Bacon. p. 138

the assessment of language skills refers to the accuracy of the assessment of language skills, which indicates the actual level of proficiency of the examinees.⁸⁶

Validity and reliability were measured in this study because the test was taken from 10th grade high school English textbooks as the source of the test, which was valid because according to what Toha said, the examination of this book presently possesses both validity and reliability. This was due to the fact that it was as controlled as possible, and it eliminated the need to measure the object.⁸⁷

G. Technique of Collecting Data

There are pretest, treatment, and posttest methods for data collection. The stages of each process are as follows :

G.1 Pre-Test

Creswell defines a pretest as a measure of a trait or characteristic that a researcher assesses in experimental participants before they receive treatment.⁸⁸ Before implementing this method, students are pre-tested to determine how well they have mastered the comprehension of the narrative text they have read. Both experimental and control classes faced a reading comprehension test. Typically, the purpose of a grammar-based test is to identify the main idea, vocabulary, social function, and correct sentence arrangement. From the results of the pre-test, we can see that many of the students did even worse. The average numbers for the control group and the experimental group were a little different.

G.2 Treatment

In this case, treatment followed an earlier evaluation (pre-test). The SQ4R method

⁸⁶ Muhammad Adnan Latief. (2001). Reliability Of Language Skills Assessment Results. *Jurnal Ilmu Pendidikan*. 8(3) 214-224, p. 217

⁸⁷ Chotib Thoha, (1990), "*Teknik Pengukuran dan Evaluasi Pengajaran*", Jakarta: PT. RajaGrafindo Persada, p. 22.

⁸⁸ Creswell, *Op. cit*, p. 297

was used to train the experimental group, while the conventional method was used to train the control group. The experimental and control groups, however, were both exposed to the same substance. The educational process of both groups took place as follows:

TABLE 3. 5
Treatment to Control Class and Experimental Class

Meeting	Control Class (Conventional Method)	Experimental Class (SQ4R Method)
I	<p>Learning material: Definition, social function, general structure, and linguistic features of narrative text.</p> <p>Learning method:</p> <ul style="list-style-type: none"> - The teacher describe the narrative text used the Contextual Teaching Learning method. - The teacher gave a text and requested students to identify the structure of the narrative text contained in the text. 	<p>Learning material: Definition, social function, general structure, and linguistic features of the narrative text.</p> <p>Learning method:</p> <ul style="list-style-type: none"> - Teacher explained the narrative text used the SQ4R method. - The teacher guided them to examine chapter 12 of the textbook using the SQ4R method to figure out the general structure and linguistic features of narrative text

<p>II</p>	<p>Learning material: Issumboshi Learning method: - The teacher explained the narrative text using Contextual Teaching Learning method - The teacher gave a text entitled Issumboshi to students and requested them to determine the structure of narrative text within the text.</p>	<p>Learning material: Issumboshi Learning method: - The teacher explained how to use the SQ4R method in narrative text. - The teacher asked students to read a text entitled Issumboshi in the textbook and to analyze and write down the structure of the text. - Students answered the question based on the story.</p>
<p>III</p>	<p>Learning material: Malin Kundang. Learning method: - The teacher explained the learning material using Contextual Teaching Learning method - The teacher gave the students a text called "Malin Kundang" and asked them to understand the structure of the narrative text in The text of the training method:- The teacher explained how to use the SQ4R method in a narrative text.</p>	<p>Learning material: Malin Kundang. Learning method: - The teacher asked the students to read a text called "Malin Kundang". in the textbook and asked them to analyze and write the structure of this text. - - The students answered the questions based on the story..</p>

IV	<p>Learning material: The Legend of Princess Roro Jongrang</p> <p>Learning method:</p> <ul style="list-style-type: none"> - The teacher explained the learning material using Contextual Teaching Learning method. - The teacher gave a story entitled “The Legend of Princess Roro Jongrang” to students and inquired them to identify the structure of narrative text contained in the text. 	<p>Learning material: The Legend of Princess Roro Jongrang.</p> <p>Learning method:</p> <ul style="list-style-type: none"> - The teacher explained how to use the SQ4R method in narrative text. - The teacher asked students to read a text entitled “The Legend of Princess Roro Jongrang” in the textbook and inquired them to determine and write the structure of that text. - Students answered the question based on the story.
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G.3 Post - Test

Participants in an experiment are evaluated on some trait or characteristic using a post-test after receiving a treatment.⁸⁹ After the treatment, a post-test is performed. The posttest items were the same as for the pretest. The post-test's goal was to determine whether the students' scores before and after the treatment differed. The results of the test show that the mean scores before and after the test are significantly different.

H. Technique of Analyzing Data

After data collection, the next step in research is data analysis. The first step is to manage the correct and incorrect responses from the students from the previous test and after the installed test in the table below, (for the full data of students score can be seen in appendix vi).

⁸⁹ *Ibid*

TABLE 3. 6
Score of Experimental Group

NO	NAME	Score	
		Pre – Test	Post – Test
1	AJ	47.5	60
2	AYP	75	75
3	AFP	60	86

TABLE 3. 7
Score of Control Group

No	Name	Score	
		Pre – Test	Post – Test
1	ABM	45	60
2	ARH	40	47.5
3	ANA	30	62.5

Furthermore, the scores were analyzed by using Descriptive Statistics to obtain the Mean, Median, and Mode of each test session.

Once the descriptive statistic calculation was done, the next step for the data analysis employs inferential statistics, which could be divided into three phases, namely preliminary analysis, t-test, and hypothesis test.

H.1 Preliminary Analysis

Preliminary analysis is the earliest step in determining the quality of the data before conducting a t-test and independent hypothesis testing. In this section there were two tests for data analysis i.e. normality test and homogeneity test.

H.1.1 Normality test

If the data set is normally distributed, The normality test determines if the data in a set is distributed normally or not.⁹⁰ The test for normality is performed to determine the

⁹⁰ Rusydi Ananda & Muhammad Fadhli, (2018), “*Statistik Pendidikan*

normality of the data of the experimental and control groups. The test was performed using the Lilliefors test. The Lilliefors test is used to analyze the frequency distribution of samples by comparing them to the normal distribution of a data set or to the distribution of single-frequency data.⁹¹ The Lilliefors test was used because this test is easy to apply and calculate and can be used even with a small sample size.⁹² Normality data was accepted by using Lilliefors test with the following criteria:⁹³

- a. H_0 : the data is normally distributed.
 H_a : the data is not normal distributed.
- b. If $C_{\text{ount}} < L_{\text{table}}$ was obtained from the critical value test, the Lilliefors with the real level = 0.05, hence the distribution is normal.
- c. If significance > 0, 05, H_0 is accepted.
 If significance < 0,05, H_0 is rejected.

H.1.2 Homogeneity Test

Homogeneity test is a test to provide information that the research data of each group of data come from populations that do not vary much in diversity. This test is performed as one of the requirements of a parametric statistical test, one of which is the F-test.⁹⁴ In this study, Fisher's test was used for testing. The F-test compared the largest and smallest data variances. The variance of each group is compared by dividing the largest variance by the smallest variance in the data.⁹⁵

To test whether or not the homogenous both of variants samples, it

(*Teori dan Praktik dalam Pendidikan*)", Medan: CV Widya Puspita, p.158

⁹¹ *Ibid*, $F = \frac{s_1^2}{s_2^2}$

⁹² Manirrahman. (2011). *Dasar-dasar Metode Statistika Untuk Penelitian*. Bandung: Pustaka Setia, p.261

⁹³ Ce Gunawan, (2019), *Mahir menguasai SPSS: Mudah mengolah data dengan IBM SPSS statistic*, Yogyakarta: Deepublish, p. 68.

⁹⁴ Fajri Ismail, (2018), *Statistika: Untuk penelitian pendidikan dan ilmu-ilmusosial*, Jakarta: Prenadamedia, p. 201.

⁹⁵ Ananda, Op.Cit p.176

was tested by used this formula:

Where :

S_1^2 = the biggest variants

S_2^2 = the smallest variants

The criteria of the homogeneity test can describe as below:

- a. If $F_{value} < F_{table}$, H_0 is accepted
- b. If $F_{value} > F_{table}$, H_0 is rejected

H.2 Dependent T-Test

A dependent t-test is a type of test used to compare the average of two groups. The t-test researcher shows that the difference between the two methods greater than what is expected to be accidentally (i.e. statistically significant).⁹⁶ The test was calculated by using Paired Sample t-test formula as follow:

$$t = \frac{\tilde{x}^1 - \tilde{x}^2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left(\frac{s_1}{\sqrt{n_1}}\right) \left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

Where: \tilde{x}^1 = Mean Experimental Class

\tilde{x}^2 = Mean Control Class

s^2 = Varians Experimental Class

s^2_1 = Varians Control Class

S_1 = Standard Deviation in Experimental Class

S_2 = Standard Deviation in Control Class

n_1 = Sample in Experimental Class

n_2 = Sample in Control Class

H.3 Independent T-test/Hypothesis test

Independent T-test/Hypothesis test is hypothesis is a process for deciding innovations by comparing the attention of a model with a population value. Creating a statistical hypothesis as follows:

⁹⁶ Sugiyono, (2012). *Memahami Penelitian Kualitatif*. ALFABETA. p,272-274

a. $H_0: t \text{ value} < t \text{ table}$

b. $H_a: t \text{ value} > t \text{ table}$

The hypotheses of the research are:

$t_o > t_t$: The alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. There is a significant difference in the understanding of the students who are taught through the SQ4R method. That is, the SQ4R method is an effective technique in teaching reading comprehension.

$t_o < t_t$: The alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted. This means that there is no significant difference in the understanding of students who study using the SQ4R method. This means that the SQ4R method is not an effective method for teaching reading comprehension.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the results of the study in descriptive statistics, the result of the t-test including the hypothesis test, and the discussion of the study.

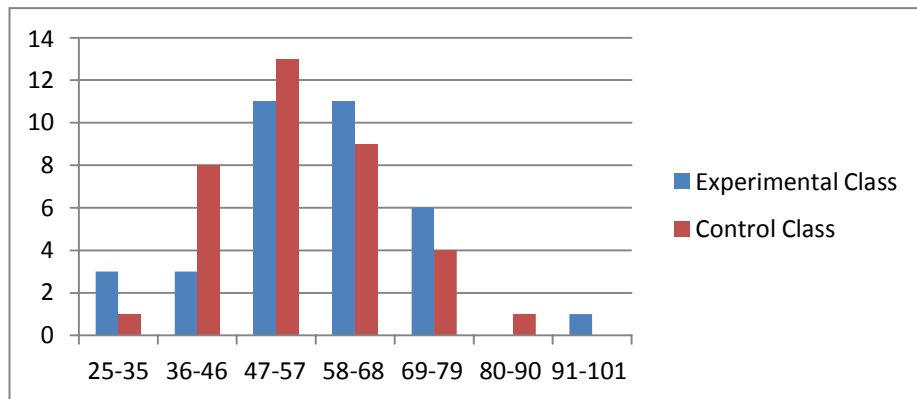
A. Data Description

After conducting the research, the researcher discovered two types of data. The classes were of the experimental variety. (X - IA 2 (and the commanding class (X - IPS 2) data. The pre- and post-tests provided the data. Prior to administering the treatment, the pre-test was administered during the first class session. It took place on March 12 and 15, 2021. The post-test was given at the last class meeting after the treatment. The post-test was carried out on April 2 and April 5, 2021 respectively.

A.1 Pre-test Score

The following figure 1.1 shows the pre-test score in experimental and controlled class of the tenth year of MAN 2 MODEL MEDAN of the academic year 2020/2021 which took place on 12 and 15 March 2021. Before beginning the treatment, the students were given the pre-test to determine how well they had mastered reading comprehension of the narrative text. There were 37 students in the test group and 35 in the control group.

Figure 4. 1 Students' Pre-test Score in Experimental and Controlled Class

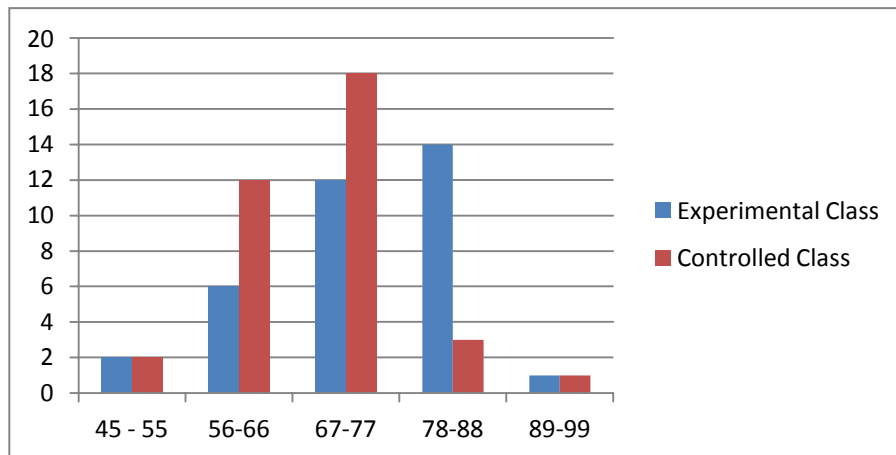


On the basis of Figure 4.1 above, we can see that the 25-35 score is the lowest score of the pre-test of the control class with 1 student and test class with 3 students. In addition, the highest score for the controlled class can be seen in the number of 80 to 90 points that there is a student in the controlled class. The last one, in the score of scope 91-101, may be seen that there is a student in the test class who has reached the scoring which is the greatest number of points for the experimental class. (Complete evaluation data before the test in the experimental and controlled class can be seen in appendix VI.) In addition, the data show that both the experimental class and the control class have scores that are almost the same. This means that their average level of understanding was the same before the treatment.

A.2 The Post-Test Score

Figure 4.2 Under the post-test score of experimental and controlled class indicates in the tenth degree of Man 2 Model Medan in the 2020/2021 academic year which was performed on 2 and 5 April 2021. The purpose of the post-test is to determine the change in student performance between before and after treatment. There were 35 students participating in the test from the experimental class, and there were 36 students participating from the controlled class.

Figure 4. 2 Students' Post-Test Score in Experimental and Controlled Class



On the basis of Figure 4.2, it is possible to see that two students obtained a score ranging from 45 to 55 for both the experimental and check classes, in addition to the lowest score on the post test. Moreover, in the score of 89 to 99, both experimental and controlled classes have a student with the highest test score. (See Appendix VI for complete data on pre-test scores in experimental and controlled classes). Moreover In addition to this, the findings indicate that the scores of the controlled group and the experimental group are very different from one another, which means that they have different average levels of reading comprehension.

A.3 The Gained Score

The objective of the score is to determine the efficacy of a research method's application. Thus, the goal of the achieved score is linked to the goal of this research, such as determining the significant effect of using the SQ4R method in teaching reading. Therefore, in order to obtain the data, the scores that were obtained are based on the reduction in number that occurred between the pre-test and the post-test. The obtained score is depicted in the graph below:

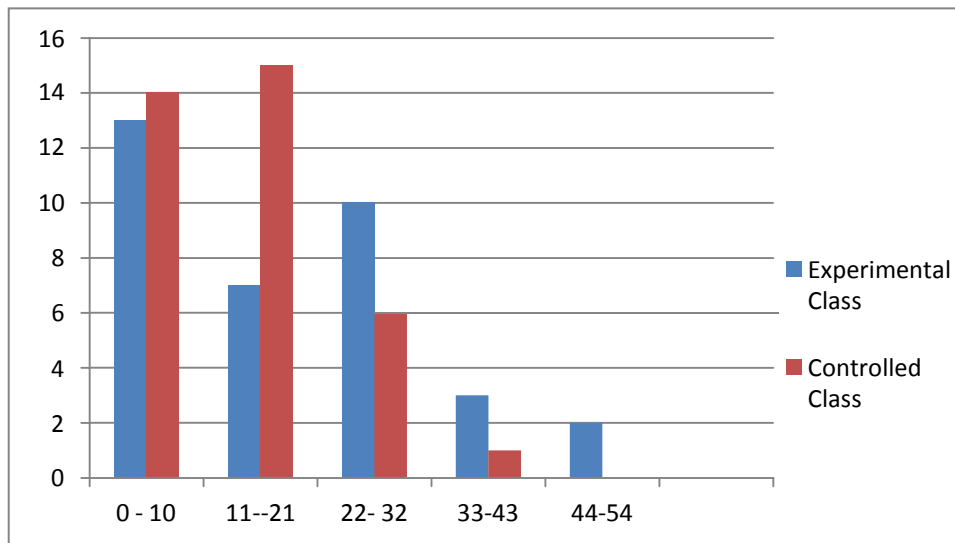


Figure 4.3 The students gained score

Based on the preceding data, it can be demonstrated that the lowest range for both the control group and the experimental group falls within the same range. However, the highest possible range values for each of the classes are distinct from one another. The control class scores 33-43. In the experimental class, the highest range of scores obtained is 44-54.

Based on the aforementioned data, it is clear that the test class's journals have improved. Students in the test class outperformed those in the control class in terms of test scores. The conclusion may be drawn that the SQ4R method has a substantial impact on the educational activity.

**TABLE 4.1
Descriptive Statistic of Students Pre-Test**

Pre - Test Exp. Class		Pre - Test Control Class	
Mean	56.78571429	Mean	54.97222222
Standard Error	2.48645792	Standard Error	1.904145899
Median	57.5	Median	55
Mode	50	Mode	55
Standard Deviation	14.71008343	Standard Deviation	11.42487539
Sample Variance	216.3865546	Sample Variance	130.5277778
Minimum	25	Minimum	30
Maximum	92.5	Maximum	80

TABLE 4.2
Descriptive Statistic of Students Post-Test

Post - Test Exp. Class		Post - Test Control Class	
Mean	74.17142857	Mean	68.15277778
Standard Error	1.672182549	Standard Error	1.458937894
Median	75	Median	68.75
Mode	75	Mode	60
Standard Deviation	9.892765373	Standard Deviation	8.753627366
Sample Variance	97.86680672	Sample Variance	76.62599206
Minimum	50	Minimum	45
Maximum	92.5	Maximum	90

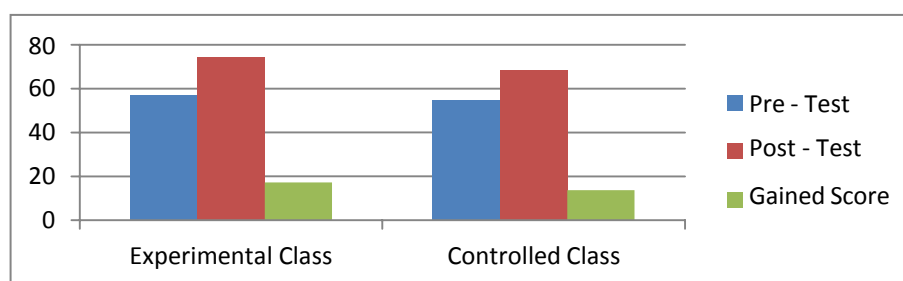


Figure 4.4 Mean score of pre-test and post-test in control and experimental class

Additionally, an improvement between the control and test classes can be seen in the table and the diagram above. It is constructed using data collected both before and after classes have begun. In the control group, the average pre-test score is 54, while in the experimental group it is 57. The mean score on the post-test for the control group is 68, whereas the mean score for the experimental group is 74. The resulting score for the control group is 13, while the experimental group received a score of 17. In addition, the table reveals that the median pre-test score for the control group is 55, whereas it is 57.5 for the experimental group. The average score on the post-test for the control group is 68.75, while the average score for the experimental group is 75. As a result, the mode of the pre-test in the control group is 55, while it is 50 in the experimental group. When it comes to the post-test, the mode score for the control group is 75, but for the experimental group, it's only 60.

B. Data Analysis

In addition, with the intention of learn about the significant outcome of using the SQ4R method in teaching reading, a partial data analysis must be performed. Data from students before and after testing were analyzed in several stages. First, the data needs prior analysis. The primary analysis included two sets of data. Test for normality and test for homogeneity. The next step is a t-test. Finally, the last step is hypothesis testing.

B.1 Preliminary Analysis

The first step is to do a preliminary analysis to see if the data can be used for a t-test and to test the independent hypothesis. The normality test and the homogeneity test are both included.

B.1.1 Normality Test

The initial stage of analysis is considered to be one of the prerequisites for the preliminary analysis. The normality test was computed using the Liliefors statistical model to obtain the data. The typical pre-test results are shown in the table below.

Table 4.3
Normality of Pre-Test

	Liliefors Test ($\alpha=0,05$)		Result
	Lo	Lt	
Control Class	0,1101	0,1454	Normal
Experimental Class	0,0707	0,1478	Normal

Based on the table above, the observed Liliefors (Lo) in the control class is 0.1101 while the observed Liliefors (Lo) in the experimental class is 0.0707 (Appendix VI). As a result, Liliefors Pre -test (Lo) (Lt) table with 35 tests in the test class and 36 models at α at 055. Liliferors - coefficient in the control and test class must be small or equal. The

Liliefors test, as evidenced by the data of the control and experimental groups, (The) the Liliefors table is smaller ($Lo < Lt$) . This indicates that both the experimental and control classes' pretest data are normal. As a result, it can be said that the pre-test results for the control class and experimental class are both **normal**.

Table 4.4
Normality of Post-Test

	Liliefors Test ($\alpha=0,05$)		Result
	Lo	Lt	
Control Class	0,1044	0,1454	Normal
Experimental Class	0,0959	0,1478	Normal

Liliefors observation based on post-test table normality (Lo) The result in the control group hovers around 0.01044, while Liliefors's investigation (Lo) is 0.0959 in the experimental class (Appendix vii). The Liliefors table result (Lt) with 35 samples in the experimental class and 36 samples in the controlled class was found to be 0.1454 for the controlled class and 0.1436 for the experimental class at the α level of 0.05 (see Appendix vii). In the control and experimental classes, the Liliefors observation (Lo) coefficient should be lower than or equal to the Liliefors table. (Lt) . As can be seen, the experimental and control classes' data are less extensive than what is shown in the Liliefors table. ($Lo < Lt$) . The pre-test data is normal in the control class, so the post-test data is **normal** in both classes.

In all the normality test results above, only one of the pretest data in the control class is non-normal, while the rest are normally distributed. The next step in determining the need for initial screening is a form test.

B.1.2 Homogeneity Test

This study used a one-way test using Fisher's test. The statistical formula of the univariate test was used from the pre-test and post-test of the control and variance of the experimental class (Appendix VI).

The result of homogeneity test in pre-test can be seen as follows:

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

$$F = \frac{216,3866}{130,528} = 1,6578$$

From the above calculation, F count (Fo) is 1,657. The α level in Ftable is 0.05, and 1,762 degrees of freedom. Fcount has a lower coefficient than Ftable. (Fo = 1,657 < Ft = 1,762). The results of the post-test show the variant data are **homogenous** in the control and experimental classes.

Next is the result of homogeneity test in post-test can be seen as follows:

$$F = \frac{97,8668}{76,626} = 1,277$$

From the calculation above, the coefficient of Fcount (Fo) is 1,277. The value of Ftable at the level of α in 0,05 and degree of freedom two data is 1,762. It As a consequence, Fcount's coefficient is less than that of Ftable (Fo = 1,277 < Ft = 1,762). The post-test variance data from the control group and the experimental group are **homogenous** with one another.

As a result, all pre- and post-test data of these two classes are similar based on the high homogeneity test. T-test requirements are fully met. The next step is a t-test.

B.2 Dependent T-Test

In this study, a t-test is carried out after ensuring normality and homogeneity. Using a t-test, we find that the SQ4R approach has a statistically significant impact on student achievement in reading. The results of the t-test are listed down below:

$$t = \frac{\bar{x}^1 - \bar{x}^2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left(\frac{s_1}{\sqrt{n_1}}\right) \left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

$$t = \frac{74.1714 - 68.1527}{\sqrt{\frac{97,8668}{35} + \frac{76,626}{36} - 2.02553 \left(\frac{9.89277}{\sqrt{35}}\right) \left(\frac{8,75363}{\sqrt{36}}\right)}}$$

$$t = \frac{74.1714 - 68.1527}{\sqrt{(2,79619) + 2,1285 - 0.51059(1,67218)(1,45894)}}$$

$$t = \frac{6.01865}{\sqrt{4,92469 - 1,24564}}$$

$$t = \frac{6.01865}{1,91809}$$

$$t = 3,13784$$

From the calculation, the t-test result is 3,138. In this hypothesis test, the degree of independence of the table t is 69 (df = n1 + n2 - 2) and shows that the critical value is calculated at the significance level of 0.05 is 1,995. It can be concluded that the observed t is bigger than the t in the table ($t_{\text{observation}} = 3,138 > t_{\text{table}} = 1,995$).

B.3 Independent Hypothesis Test

To determine the importance of the research, hypothesis testing was used according to the criteria of statistical hypotheses, which are as follows:

- a. Ho (Null Hypothesis) $V1 < V2$ in significant degree of 0,05 = There is no significant effect of using SQ4R method on students' reading comprehension in narrative text.
- b. Ha (Alternative Hypothesis) $V1 > V2$ in significant degree of 0,05 = There is significant effect of using SQ4R method on students' reading

comprehension in narrative text.

The calculations above show that the t-test is greater than the t-table. ($t_{\text{observations}} = 3,138 > t_{\text{table}} = 1,995$). The result of this study shows that H_a is accepted and H_o is rejected. Using the SQ4R method significantly affects students' comprehension of the narrative text they read. The test is greater than the t of the table (observation = 3.138 > table = 1.995). As a result, the result of this study shows that the SQ4R method (Question, Question, Read, Review, Review, and Reflect) has a significant effect on students' understanding of narrative text in the tenth grade of high school.

This study's results show that H_a is accepted while H_o is not. SQ4R improves students' narrative text comprehension. The examination exceeds the t of the table. (3.138 for observation versus 1.995 for the table) . Therefore, this study's findings demonstrate that the SQ4R technique) Ask, Ask, Read, Evaluate, Evaluate, and Reflect (has a significant impact on the way in which high school students in the tenth grade comprehend narrative text.

C. Discussion

Based on the t-test results, it is demonstrated that using the SQ4R method has an effect on students' reading comprehension in reading narrative text at the Tenth Grade of MAN 2 Model Medan in Academic Year 2020/2021. It is evident from the results of the students' scores that the experimental class is performing better than the control class. Furthermore, the findings of this study support some theories and related studies. According to Bazar and Gurbuz, the SQ4R method aimed to develop students' cognitive abilities through reading comprehension, concentration, and practice in order to improve students' ability to guess and think critically.⁹⁷ You can use this technique by yourself or with your group. The method is time-consuming at

⁹⁷ Murat Basar & Mehmet Gurbuz, Op.Cit. p.133

first, but will only take a few minutes if students make it a habit.

Based on the results of the above t-test, it's clear that using the SQ4R method affects how well students in the tenth grade at MAN 2 Medan Model School understand narrative texts in the academic year 2020/21. It can be seen that the experimental class students scored higher than the control class students. In addition, the results of this study also support some related theories and studies. The SQ4R method, according to Bazar and Korbus, aims to develop students' cognitive skills through reading, full concentration and improving students' ability to reason and think critically. This method is suitable for individual or class use. Also, although this method takes a lot of time at first, if students already have reading habits, this method only takes a few minutes. The independent t-test result that Melinda obtained from her research demonstrates that the value obtained from the t-test is 2.772 and 2.798 with a critical value of 0.008. This result was also achieved by Melinda during the course of her research. Since the significance level is 0.05 and the confidence interval in SPSS is 0.95, this indicates that the SQ4R method has a significant effect on the reading performance of students in the 11th grade at SMKN 3 Jember. Together with Melinda, Qiqi Zakiya found that the SQ4R method as a treatment increased the average score among both class from 60.86 and 56.62 in the pre-test to 74.86 and 64.41 in the post-test. Similarly, this research has shown that SQ4R has a major impact on understanding the reading of students in the tenth grade man 2 Medan model, which is seen from the T -test result, which indicates that the T -test is higher than The table T ($T_{observed} = 3.138 > t_{table} = 1.995$). From the above studies, if compared to the final score of the T -Test and the Z test with the variety equal to the assumption and significant level of 0,05, it is visible that the impact of the SQ4R method by Zakia has a score of greater than Melynda and Murdani, the result can be seen as follows:

Melynda	Murdani	Zakiya
2,772	3,138	3,4375

To be concluded, the result of this study proves that there is a major effect of the SQ4R method (Survey, Questioning, Reading, Recitation, Review, Reflection) in understanding students of the narrative text in the tenth high school.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions regarding the results of applying the SQ4R technique to students' reading comprehension.

A. Conclusion

Based on the results and discussion studies, it can be concluded that the SQ4R method (Question, Question, Read, Repeat, Repeat, and Reflect) has a significant effect on the comprehension of the narrative text by the 10th grade students of the MAN model 2. For the year school year 2020/2021.

As calculated by the t-test that the experimental class scored higher than the control group, it can be seen that there is a significant difference in the post-test between the students trained with SQ4R and the students who did not train with SQ4R. That is, the SQ4R method can be used as an alternative to reading comprehension education.

B. Suggestion

Following the research, there are recommendations for teachers and other researchers as follow:

1. Students

Students should have great interest and enthusiasm for reading. The SQ4R method makes it easier to understand the text and find the main idea of the text. This method may take a while at first, but only takes a few minutes once you get used to it.

2. English teachers

English teachers should consider effective and creative teaching methods that are appropriate for the student's environment and learning materials. There are

many teaching methods that can be used effectively when teaching reading effectively. One of them is SQ4R. In addition, the researcher suggests that the English teachers try to find the right method in their classroom

3. Future Researchers

For other researchers who are interested in the same field, you can test the SQ4R method through other learning topics that understand the effects of SQ4R method by understanding the learning of SQ4R method.

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APPENDIX I

LESSON PLAN (EXPERIMENT CLASS)

Subject : English
Class/Semester : X – IA 2
Material : Narrative Text
Time Allocation : 2 x 40 minutes

A. Core Competence (KI)

K 1 : Respecting and appreciating religion they believe.

K 2 : Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association an existence.

K 3 : Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.

K 4 : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view/theory.

A. Basic Competence and Indicators

Basic Competence	Indicators
3. 8 Distinguishing social functions, text structure, and linguistic elements of several oral and written; narrative texts by giving and requesting information related to folk legends, simply, in accordance with the context of their use,	<ul style="list-style-type: none">• Identifying sentences that contain parts of the legend in question.• Identify similarities and differences in social• Understanding the structure of narrative texts in giving and asking for information

functions, text structure and linguistic elements of narrative texts.	<p>related to folk legends.</p> <ul style="list-style-type: none"> • Understanding the linguistics elements of narrative texts in giving and asking for information related to folk legends.
4. 8 Capturing contextual meaning related to social function, text structure, and linguistic elements of simple narrative, oral and written texts related to folk legends	<ul style="list-style-type: none"> • Read legends with correct intonation, speech and emphasis by correcting each other.

A. Learning Objectives

After following the learning process, students are expected to be able to:

1. Identifying sentences that contain parts of the legend in question.
2. Identify similarities and differences in social function, text structure and linguistics elements of narrative texts
3. Understanding the structure of narrative texts is giving and asking for information related to folk legends.
4. Understanding the linguistics elements of narrative texts in giving and asking for information relates to folk legends.
5. Read legends with correct intonation, speech and emphasis by correcting each other.

B. Learning Materials

1) Social Function

Get entertainment, entertain, teach moral values, and set an example.

2) Text Structure

a. General Structure :

- Orientation
- Complication
- Resolution

- Re-Orientation

b. Linguistics Elements:

- Sentences in simple past tense, past continuous tense and other that are relevant.

- Using adjective (beautiful poor, wicked, young, etc).

- Using time connectives: one day, once upon a time, since, etc.

- Using action verbs, verbal, and mental process

- Using direct and indirect speech.

- Speech, word stress, intonation, spelling, punctuation, and handwriting.

c. Topic

Legend stories that can foster the behavior contained in KI.

C. Learning Method

- SQ4R Method : (Survey, Question, Read, Recite, Review, Reflect)

D. Learning Source

a. Media: English Textbook, Worksheet, Ms. Power Point, Ms. Word.

b. Tools/Materials: Whiteboard, Markers.

E. Learning Steps

1. First Meeting

Steps	Activities
Introduction (15')	<ol style="list-style-type: none">1. Teacher greet the students2. Teacher lead the students to pray before learningactivities3. Teacher check the attendance of students4. Teacher motivates the student to make sure theyread for the learning.5. Teacher explains the narrative text definition, elements, and generic structure.6. Teacher explains SQ4R method briefly.

The Main Activity (60')	SQ4R Method :
	Survey (15') 1. Teacher guides the students to skim the chapter 12 of the textbook and try to pay attention to the headings in the textbook related the narrative text. 2. Teacher asks student to prepare a notebook for write the heading and sub-heading or any information that they thing important
	Question (5') 1. Teacher asks the students to make question from the heading and sub heading of the textbook in students' notebook. 2. Teacher gives the student opportunity to ask anything that makes them confuse to get more comprehension.
	Read (20') 1. Teacher asks the student to read the narrative textrelated definition, purpose, the generic structure in the textbook.
	Recite (10') 1. Teacher asks the students to answer the questions that students have made using their memory andtheir own language.
	Review (10') 1. Students check their answer. 2. Students reread the note and the textbook andcorrect the answer.
Closing Activity (5')	Reflect 1. Teacher and students do reflection and concluding. the learning also review the learning material 2. Teacher reminds the student about the nextlesson. 3. Teacher and students pray to close the learning activities

2. Second Meeting

Steps	Activities
Introduction (15')	<ol style="list-style-type: none"> 1. Teacher greet the students 2. Teacher lead the students to pray before learning activities 3. Teacher check the attendance of students 4. Teacher motivates the student to make sure they read for the learning. 5. Teacher explains language feature and moral value of the narrative text. 6. Teacher explains SQ4R method briefly.
The Main Activity (60 Minute)	<p>SQ4R Method :</p> <p>Survey (15')</p> <ol style="list-style-type: none"> 1. Teacher asks student to attention to the story of “Issumboshi” in the text. 2. Teacher guides the students to skim the text. 3. Teacher asks student to write the title, main idea, or conclusion of the text.
	<p>Question (5')</p> <ol style="list-style-type: none"> 1. Teacher asks the students to make question from title, main idea and the conclusion of the text in students’ notebook. 2. Teacher gives the student opportunity to ask

	<p>anything that makes them confuse to get more comprehension.</p>
	<p>Read (20')</p> <p>1. Teacher asks the student to read the "Issumboshi" story carefully.</p>
	<p>Recite (10')</p> <p>1. Teacher asks the students to answer the questions from the textbook and the question that students have made using their memory and their own language.</p> <p>2. Teacher ask student to summarize the information the question</p>
	<p>Review (10')</p> <p>1. Students check their answer.</p> <p>2. Students reread the note and the textbook once more and correct the answer.</p>
Closing Activity (5')	<p>Reflect</p> <p>1. Teacher and students do reflection and concluding the learning also review the learning material</p> <p>2. Teacher reminds the student about the next lesson.</p> <p>3. Teacher and students pray to close the learning activities.</p>

F. Assessment

No	Indicator of Competence Achievement
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1	3.8 Distinguishing social functions, text structure, and linguistic elements of several oral and written; narrative texts by giving and requesting information related to folk legends, simply, in accordance with the context of their use, functions, text structure and linguistic elements of narrative texts.
2	4.8 Capturing contextual meaning related to social function, text structure, and linguistic elements of simple narrative, oral and written texts related to folk legends

1. Knowledge

- a. Assessment Technique : Reading test
- b. Forms of Instrument : Essay
- c. Assessment Instrument : Identify the generic structures and language feature of the text.

2. Skill

- a. Assessment Techniques : Reading Test
- b. Forms of Assessment : Multiple Choice
- c. Assessment Instrument : SQ4R guide and Worksheet.

Indicator	Assessment Technique	Form of Assessment	Instrument
Identifying text that contain of function, generic structure, and linguistic features of narrative texts.	Reading Test	Essay	Worksheet
Identifying the main idea, meaning, and the vocabulary of the text.	Reading Test	Multiple Choice	Worksheet

Rubric $\frac{\text{Score}}{\text{Highest Score}} \times 100 = \text{Final Score}$

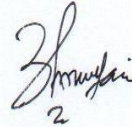
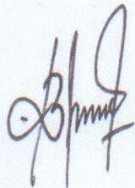
No	Worksheet	Criteria	Score	Question quantity	Maximal Score
1	Worksheet 1	Correct Answer	10	10	100
		Wrong Answer	0		
2	Worksheet 2	Correct Answer	20	5	100
		Wrong Answer	0		
3	Worksheet ...	Correct Answer	20	5	100
		Wrong Answer	0		

DEKRIPTOR	NILAI
Well – structured and reach the meaning	90
Not well – structured but reach the meaning	70
Well – structured but not reach the meaning	60
Not well – structured and not reach the meaning	50
Score	

Medan, February 2021

Agreed
English Teacher

Researcher



Bulgansyah Ritonga. S.Pd

Murdani

Headmaster of MAN 2 MODEL MEDAN



LESSON PLAN
EXPERIMENTAL CLASS

School : MAN 2 MODEL MEDAN
Subject : English
Class/Semester : X – IA 2
Material : Narrative Text
Time Allocation : 2 x 40 minutes

1. Core Competence (KI)

- K 1** : Respecting and appreciating religion they believe.
- K 2** : Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association an existence.
- K 3** : Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.
- K 4** : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view/theory.

a. Basic Competence and Indicators

Basic Competence	Indicators
<p>3. 8 Distinguishing social functions, text structure, and linguistic elements of several oral and written; narrative texts by giving and requesting information related to folk legends, simply, in accordance with the context of their use, functions, text structure and linguistic elements of narrative texts.</p>	<ul style="list-style-type: none"> • Identifying sentences that contain parts of the legend in question. • Identify similarities and differences in social • Understanding the structure of narrative texts in giving and asking for information related to folk legends. • Understanding the linguistics elements of narrative texts in giving and asking for information related to folk legends.
<p>4. 8 Capturing contextual meaning related to social function, text structure, and linguistic elements of simple narrative, oral and written texts related to folk legends</p>	<ul style="list-style-type: none"> • Read legends with correct intonation, speech and emphasis by correcting each other.

a. Learning Objectives

After following the learning process, students are expected to be able to:

1. Identifying sentences that contain parts of the legend in question.
2. Identify similarities and differences in social function, text structure and linguistics elements of narrative texts
3. Understanding the structure of narrative texts is giving and asking for information related to folk legends.
4. Understanding the linguistics elements of narrative texts in giving and asking for information relates to folk legends.

5. Read legends with correct intonation, speech and emphasis by correcting each other.

b. Learning Materials

1) Social Function

Get entertainment, entertain, teach moral values, and set an example.

2) Text Structure

1. General Structure :

- Orientation
- Complication
- Resolution
- Re-Orientation

2. Linguistics Elements:

- Sentences in simple past tense, past continuous tense and other that are relevant.
- Using adjective (beautiful poor, wicked, young, etc).
- Using time connectives: one day, once upon a time, since, etc.
- Using action verbs, verbal, and mental process
- Using direct and indirect speech.
- Speech, word stress, intonation, spelling, punctuation, and handwriting.

3. Topic

- Legend stories that can foster the behavior contained in KI.

c. Learning Method

1SQ4R Method : Survey, Question, Read, Recite, Review, Reflect

d. Learning Sources

1. Media: Worksheet, Ms. Power Point, Ms. Word.
2. Tools/Materials: Whiteboard, Markers.

e. Learning Resources

- Book,
- English Dictionary
- Teacher's Attitude

f. Learning Steps
1. Third Meeting

Steps	Activities
Introduction (15')	<ol style="list-style-type: none"> 1. Teacher greet the students 2. Teacher lead the students to pray before learning activities 3. Teacher check the attendance of students 4. Teacher motivates the student to make sure they read for the learning. 5. Teacher explains the narrative text definition, elements, and generic structure. 6. Teacher explains SQ4R method briefly.
The Main Activity (60')	<p>SQ4R Method :</p> <p>Survey (15')</p> <ol style="list-style-type: none"> 1. Teacher asks student to attention to the story of “Malin Kundang” in the textbook. 2. Teacher guides the students to skim the text. 3. Teacher asks student to write the title, main idea, or conclusion of the text.
	<p>Question (5')</p> <ol style="list-style-type: none"> 1. Teacher asks the students to make question from title, main idea and the conclusion of the text in students' notebook. 2. Teacher gives the student opportunity to ask anything that makes them confuse to get more comprehension.
	<p>Read (20')</p> <ol style="list-style-type: none"> 1. Teacher asks the student to read the “Malin Kundang” .story carefully.

	<p>Recite (10')</p> <ol style="list-style-type: none"> 1. Teacher asks the students to answer the questions from the textbook and the question that students have made using their memory and their own language. 2. Teacher ask student to summarize the information the question
	<p>Review (10')</p> <ol style="list-style-type: none"> 1. Students check their answer. 2. Students reread the note and the textbook once more and correct the answer.
<p>Closing Activity (5')</p>	<p>Reflect</p> <ol style="list-style-type: none"> 1. Teacher and students do reflection and concluding the learning also review the learning material 2. Teacher reminds the student about the next lesson. 3. Teacher and students pray to close the learning activities.

2. Fourth Meeting

Steps	Activities
<p>Introduction (15')</p>	<ol style="list-style-type: none"> 1. Teacher greet the students 2. Teacher lead the students to pray before learning activities 3. Teacher check the attendance of students 4. Teacher motivates the student to make sure they read for the learning. 5. Teacher explains language feature and moral value of the narrative text. 6. Teacher explains SQ4R method briefly.

<p>The Main Activity (60 Minute)</p>	<p>SQ4R Method :</p> <p>Survey (15')</p> <p>4. Teacher asks student to attention to the story of “The Legend of Princess Roro Jongrang. ” in the textbook.</p> <p>5. Teacher guides the students to skim the text.</p> <p>6. Teacher asks student to write the title, main idea, or conclusion of the text.</p>
	<p>Question (5')</p> <p>3. Teacher asks the students to make question from title, main idea and the conclusion of the text in students’ notebook.</p> <p>4. Teacher gives the student opportunity to ask anything that makes them confuse to get more comprehension.</p>
	<p>Read (20')</p> <p>2. Teacher asks the student to read the “The Legend of Princess Roro Jongrang” story carefully.</p>
	<p>Recite (10')</p> <p>3. Teacher asks the students to answer the questions from the textbook and the question that students have made using their memory and their own language.</p> <p>4. Teacher ask student to summarize the information the question</p>
	<p>Review (10')</p> <p>3. Students check their answer.</p> <p>4. Students reread the note and the textbook once more and correct the answer.</p>

Closing Activity (5')	<p>Reflect</p> <p>4. Teacher and students do reflection and concluding the learning also review the learning material</p> <p>5. Teacher reminds the student about the next lesson.</p> <p>6. Teacher and students pray to close the learning activities.</p>
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I. Assessment

No	Indicator of Competence Achievement
1	3.8 Distinguishing social functions, text structure, and linguistic elements of several oral and written; narrative texts by giving and requesting information related to folk legends, simply, in accordance with the context of their use, functions, text structure and linguistic elements of narrative texts.
2	4.9 Capturing contextual meaning related to social function, text structure, and linguistic elements of simple narrative, oral and written texts related to folk legends

1. Knowledge

- a. Assessment Technique : Reading test
- b. Forms of Instrument : Essay
- c. Assessment Instrument : Identify the generic structures and language feature of the text.

2. Skill

- d. Assessment Techniques : Reading Test
- e. Forms of Assessment : Multiple Choice
- f. Assessment Instrument : SQ4R guide and Worksheet.

Indicator	Assessment Technique	Form of Assessment	Instrument
Identifying text that contain of function, generic structure, and linguistic features of narrative texts.	Reading Test	Essay	Worksheet
Identifying the main idea, meaning, and the vocabulary of the text.	Reading Test	Multiple Choice	Worksheet

$$\text{Rubric} \quad \frac{\text{Score}}{\text{Highest Score}} \times 100 = \text{Final Score}$$

Worksheet Score

No	Worksheet	Criteria	Score	Question quantity	Maximal Score
1	Worksheet 1	Correct Answer	10	10	100
		Wrong Answer	0		
2	Worksheet 2	Correct Answer	20	5	100
		Wrong Answer	0		
3	Worksheet ...	Correct Answer	20	5	100
		Wrong Answer	0		

DEKRIPTOR	NILAI
Well – structured and reach the meaning	90
Not well – structured but reach the meaning	70
Well – structured but not reach the meaning	60
Not well – structured and not reach the meaning	50
Score	

Medan, February 2021

Agreed
English Teacher

Researcher



Bulgansyah Ritonga. S.Pd



Murdani

Headmaster of MAN 2 MODEL MEDAN



KEMENTERIAN AGAMA
KOTA MEDAN
REPUBLIK INDONESIA
Bulgansyah
0306 199403 1 002

APPENDIX II

LESSON PLAN (CONTROLLED CLASS)

Subject	: English
Class/Semester	: X – IPS 2
Material	: Narrative Text
Time Allocation	: 2 x 40 minutes

a. Core Competence (KI)

K 1 : Respecting and appreciating religion they believe.

K 2 : Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association an existence

K 3 : Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.

K 4 : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view/theory.

b. Basic Competence and Indicators

Basic Competence	Indicators
3. 8 Distinguishing social functions, text structure, and linguistic elements of several oral and written; narrative texts by giving and requesting information related to folk legends, simply, in accordance with the context of their use, functions, text structure and linguistic elements of narrative	<ul style="list-style-type: none">• Identifying sentences that contain parts of the legend in question.• Identify similarities and differences in social• Understanding the structure of narrative texts in giving and asking for information related to folk legends.

texts.	<ul style="list-style-type: none"> Understanding the linguistics elements of narrative texts in giving and asking for information related to folk legends.
4. 8 Capturing contextual meaning related to social function, text structure, and linguistic elements of simple narrative, oral and written texts related to folk legends	<ul style="list-style-type: none"> Read legends with correct intonation, speech and emphasis by correcting each other.

c. Learning Objectives

After following the learning process, students are expected to be able to:

1. Identifying sentences that contain parts of the legend in question.
2. Identify similarities and differences in social function, text structure and linguistics elements of narrative texts
3. Understanding the structure of narrative texts is giving and asking for information related to folk legends.
4. Understanding the linguistics elements of narrative texts in giving and asking for information relates to folk legends.
5. Read legends with correct intonation, speech and emphasis by correcting each other.

d. Learning Materials

a. Social Function

Get entertainment, entertain, and teach moral values, sets an example.

b. Text Structure

1) General Structure :

- a) Orientation
- b) Complication
- c) Resolution
- d) Re-Orientation

- ii. Linguistics Elements:
 - Sentences in simple past tense, past continuous tense and other that are relevant.
 - a) Using adjective (beautiful poor, wicked, young, etc).
 - b) Using time connectives: one day, once upon a time, since, etc.
 - c) Using action verbs, verbal, and mental process
 - d) Using direct and indirect speech.
 - e) Speech, word stress, intonation, spelling, punctuation, and handwriting.
- iii. Topic
 - Legend stories that can foster the behavior contained in KI.

e. Learning Method

- Scientific Approach: (Observe, Asking, Collecting Information, Associate, and Communicate)
- Discovery Learning: Stimulation, Identification of Problem, Collecting Data, Processing Data, Verification, Conclusion)

f. Learning Sources

- a. Media : Worksheet, Ms. Power Point, Ms. Word.
- b. Tools/Materials: Whiteboard, Markers.

g. Learning Steps

1. First Meeting

Steps	Activities
Introduction (10')	1. Teacher greet the students 2. Teacher lead the students to pray before learning activities 3. Teacher check the attendance of students 4. Teacher motivates the student to make sure they read for the learning.
The Main Activity (65')	Discovery Learning Observe (15') a. Teacher asks the student to open the chapter 12 in

Stimulation	<p>the text about narrative text.</p> <p>b. Teacher telling a story and asks student to pay attention to any information about the story.</p>
Identification of Problem	<p>Asking (5')</p> <ol style="list-style-type: none"> 1. Teacher asks students how far they know about the narrative text. 2. Teacher gives the student opportunity to ask anything about the narrative text.
Collecting Data	<p>Collecting Information (20')</p> <ol style="list-style-type: none"> 1. Teacher explains the definition, social function, and the generic structure of the narrative text 2. Teacher explains narrative types legend 3. Teacher asks the students to mention any legend that they already know.
Associate	<p>Processing Data (20')</p> <ol style="list-style-type: none"> 1. Teacher asks the students to make group discussion consist of four students. 2. Teacher asks the students to find any legend story. 3. The group will retell the story in front of the class <p>Verification (5')</p> <ol style="list-style-type: none"> 1. Teacher and students together correct the pronunciation and vocabulary of the group who retell the story.
Communicate	<p>Conclusion (5')</p> <ol style="list-style-type: none"> I. Teacher asks one of the students to present the conclusion about what they have learned about the narrative text.
Closing Activity (5')	<ol style="list-style-type: none"> 1. Teacher and students do reflection and concluding the learning also review the learning material

	<ol style="list-style-type: none"> 2. Teacher asks the students to complete homework to find a story related to narrative that have a moral value. 3. Teacher reminds the student about the next lesson. 4. Teacher and students pray to close the learning activities.
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2. Second Meeting

Steps	Activities
Introduction (10')	<ol style="list-style-type: none"> 1. Teacher greet the students 2. Teacher lead the students to pray before learning activities 3. Teacher check the attendance of students 4. Teacher motivates the student to make sure they read for the learning.
The Main Activity (65') Stimulation	Discovery Learning Observe (15') <ol style="list-style-type: none"> a. Teacher asks the student to open the chapter 12 in the text about narrative text. b. Teacher explains about the linguistic features and moral value of narrative text. Briefly.
Identification of Problem	Asking (5') <ol style="list-style-type: none"> 1. Teacher asks students how far they know about the linguistic features narrative text. 2. Teacher gives the student opportunity to ask anything about the narrative text.
Collecting Data	Collecting Information (20') <ol style="list-style-type: none"> 1. Teacher explains the linguistic features and moral value of the narrative text in detail. 2. Teacher ask student to read the story 'Isuumboshi' in the textbook

Associate	<p>Processing Data (20')</p> <ol style="list-style-type: none"> 1. Teacher asks the students to make group discussion consist of four students.. 2. The group will retell the “Imsuboshi” story in front of the class. <p>Verification (5')</p> <ol style="list-style-type: none"> 3. Teacher and students together correct the pronunciation and vocabulary of the group who retell the story.
Communicate	<p>Conclusion (5')</p> <p>Teacher asks one of the students to present the conclusion about what they have learned about the narrative text.</p>
Closing Activity (5')	<ol style="list-style-type: none"> 1. Teacher and students do reflection and concluding the learning also review the learning material 2. Teacher asks the students to complete homework to find a story related to narrative that have a moral value. 3. Teacher reminds the student about the next lesson. 4. Teacher and students pray to close the learning activities.

H. Assessment

No	Indicator of Competence Achievement
1	3.8 Distinguishing social functions, text structure, and linguistic elements of several oral and written; narrative texts by giving and requesting information related to folk legends, simply, in accordance with the context of their use, functions, text structure and linguistic elements of narrative texts.

2	4.8 Capturing contextual meaning related to social function, text structure, and linguistic elements of simple narrative, oral and written texts related to folk legends
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1. Knowledge

- a. Assessment Technique : Reading test
- b. Forms of Instrument : Essay
- c. Assessment Instrument : Identify the generic structures and language feature of the text.

2. Skill

- a. Assessment Techniques : Reading Test
- b. Forms of Assessment : Multiple Choice
- c. Assessment Instrument : SQ4R guide and Worksheet.

Indicator	Assessment Technique	Form of Assessment	Instrument
Identifying text that contain of function, generic structure, and linguistic features of narrative texts.	Reading Test	Essay	Worksheet
Identifying the main idea, meaning, and the vocabulary of the text.	Reading Test	Multiple Choice	Worksheet

1. Rubric $\frac{\text{Score}}{\text{Highest Score}} \times 100 = \text{Final Score}$

No	Worksheet	Criteria	Score	Question quantity	Maximal Score
1	Worksheet 1	Correct Answer	10	10	100
		Wrong Answer	0		
2	Worksheet 2	Correct Answer	20	5	100
		Wrong Answer	0		
3	Worksheet ...	Correct Answer	20	5	100
		Wrong Answer	0		

DEKRIPTOR	NILAI
Well – structured and reach the meaning	90
Not well – structured but reach the meaning	70
Well – structured but not reach the meaning	60
Not well – structured and not reach the meaning	50
Score	

Agreed
English Teacher



Bulgansyah Ritonga. S.Pd

Researcher



Murdani

Headmaster of MAN 2 MODEL MEDAN



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NIP. 19620306 199403 1 002

LESSON PLAN
(CONTROLLED CLASS)

School : MAN 2 MODEL MEDAN
 Subject : English
 Class/Semester : X – IPS 2
 Material : Narrative Text
 Time Allocation : 2 x 40 minutes

A. Core Competence (KI)

K 1 : Respecting and appreciating religion they believe.

K 2 : Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association an existence

K 3 : Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.

K 4 : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view/theory.

B. Basic Competence and Indicators

Basic Competence	Indicators
3. 8 Distinguishing social functions, text structure, and linguistic elements of several oral and written; narrative texts by giving and requesting information related to folk	<ul style="list-style-type: none"> • Identifying sentences that contain parts of the legend in question. • Identify similarities and differences in social • Understanding the structure

legends, simply, in accordance with the context of their use, functions, text structure and linguistic elements of narrative texts.	<p>of narrative texts in giving and asking for information related to folk legends.</p> <ul style="list-style-type: none"> • Understanding the linguistics elements of narrative texts in giving and asking for information related to folk legends.
4. 8 Capturing contextual meaning related to social function, text structure, and linguistic elements of simple narrative, oral and written texts related to folk legends	<ul style="list-style-type: none"> • Read legends with correct intonation, speech and emphasis by correcting each other.

C. Learning Objectives

After following the learning process, students are expected to be able to:

1. Identifying sentences that contain parts of the legend in question.
2. Identify similarities and differences in social function, text structure and linguistics elements of narrative texts
3. Understanding the structure of narrative texts is giving and asking for information related to folk legends.
4. Understanding the linguistics elements of narrative texts in giving and asking for information relates to folk legends.
5. Read legends with correct intonation, speech and emphasis by correcting each other.

D. Learning Materials

a. Social Function

Get entertainment, entertain, teach moral values, and set an example.

b. Text Structure

1) General Structure :

- Orientation
- Complication

- Resolution
- Re-Orientation

c. Linguistics Elements:

- Sentences in simple past tense, past continuous tense and other that are relevant.
- Using adjective (beautiful poor, wicked, young, etc).
- Using time connectives: one day, once upon a time, since, etc.
- Using action verbs, verbal, and mental process
- Using direct and indirect speech.
- Speech, word stress, intonation, spelling, punctuation, and handwriting.

d. Topic

Legend stories that can foster the behavior contained in KI.

E. Learning Method

- Scientific Approach: (Observe, Asking, Collecting Information, Associate, and Communicate)
- Discovery Learning: Stimulation, Identification of Problem, Collecting Data, Processing Data, Verification, Conclusion)

F. Learning Sources

- 1) Media : Worksheet, Ms. Power Point, Ms. Word.
- 2) Tools/Materials: Whiteboard, Markers.

G. Learning Step

1) Third Meeting

Steps	Activities
Introduction (10')	<ol style="list-style-type: none"> 1. Teacher greet the students 2. Teacher lead the students to pray before learning activities 3. Teacher check the attendance of students 4. Teacher motivates the student to make sure they read for the learning.

<p>The Main Activity (65')</p> <p>Stimulation</p>	<p>Discovery Learning</p> <p>Observe (15')</p> <ol style="list-style-type: none"> 1. Teacher asks the student to open the chapter 13 in the text about narrative text. 2. Teacher telling a story and asks student to pay attention to any information about the story.
<p>Identification of Problem</p>	<p>Asking (5')</p> <ol style="list-style-type: none"> 1. Teacher asks students how far they know about the narrative text. 2. Teacher gives the student opportunity to ask anything about the narrative text.
<p>Collecting Data</p>	<p>Collecting Information (20')</p> <ol style="list-style-type: none"> 1. Teacher explains the definition, social function, and the generic structure of the narrative text 2. Teacher explains narrative types legend 3. Teacher asks the students to mention any legend that they already know.
<p>Associate</p>	<p>Processing Data (20')</p> <ol style="list-style-type: none"> 1. Teacher asks the students to make group discussion consist of four students. 2. Teacher asks the students to find any legend story. 3. The group will retell the story in front of the class <p>Verification (5')</p> <ol style="list-style-type: none"> 1. Teacher and students together correct the pronunciation and vocabulary of the group who retell the story.

Communicate	Conclusion (5') 1. Teacher asks one of the students to present the conclusion about what they have learned about the narrative text.
Closing Activity (5')	1. Teacher and students do reflection and concluding the learning also review the learning material 2. Teacher asks the students to complete homework to find a story related to narrative that have a moral value. 3. Teacher reminds the student about the next lesson. 4. Teacher and students pray to close the learning activities.

2. Fourth Meeting

Steps	Activities
Introduction (10')	1. Teacher greet the students 2. Teacher lead the students to pray before learning activities 3. Teacher check the attendance of students 4. Teacher motivates the student to make sure they read for the learning.
The Main Activity (65') Stimulation	Discovery Learning Observe (15') 1. Teacher asks the student to open the chapter 13 in the text about narrative text. 2. Teacher explains about the linguistic features and moral value of narrative text briefly.

Identification of Problem	Asking (5') <ol style="list-style-type: none"> 1. Teacher asks students how far they know about the linguistic features narrative text. 2. Teacher gives the student opportunity to ask anything about the narrative text.
Collecting Data	Collecting Information (20') <ol style="list-style-type: none"> 1. Teacher explains the linguistic features and moralvalue of the narrative text in detail. 2. Teacher ask student to read the story ‘Malin Kundang’ in the textbook
Associate	Processing Data (20') <ol style="list-style-type: none"> 1. Teacher asks the students to make group discussion consist of four students.. 2. The group will retell the “Malin Kundang” story in front of the class. Verification (5') <ol style="list-style-type: none"> 1. Teacher and students together correct the pronunciation and vocabulary of the group who retell the story.
Communicate	Conclusion (5') <ol style="list-style-type: none"> 1. Teacher asks one of the students to present the conclusion about what they have learned about the narrative text.
Closing Activity (5')	<ol style="list-style-type: none"> 1. Teacher and students do reflection and concluding the learning also review the learning material <ol style="list-style-type: none"> 2. Teacher asks the students to complete homework to find a story related to narrative that have a moral value. 3. Teacher reminds the student about the next lesson. 4. Teacher and students pray to close the learning activities.

H. Assessment

No	Indicator of Competence Achievement
1	3.8 Distinguishing social functions, text structure, and linguistic elements of several oral and written; narrative texts by giving and requesting information related to folk legends, simply, in accordance with the context of their use, functions, text structure and linguistic elements of narrative texts.
2	4.10 Capturing contextual meaning related to social function, text structure, and linguistic elements of simple narrative, oral and written texts related to folk legends

H.1 Knowledge

- a. Assessment Technique : Reading test
- b. Forms of Instrument : Essay
- c. Assessment Instrument : Identify the generic structures and language feature of the text.

H.2 Skill

- a. Assessment Techniques : Reading Test
- b. Forms of Assessment : Multiple Choice
- c. Assessment Instrument : SQ4R guide and Worksheet.

Indicator	Assessment Technique	Form of Assessment	Instrument
Identifying text that contain of function, generic structure, and linguistic features of narrative texts.	Reading Test	Essay	Worksheet

Identifying the main idea, meaning, and the vocabulary of the text.	Reading Test	Multiple Choice	Worksheet
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$$\text{Rubric} \quad \frac{\text{Score}}{\text{Highest Score}} \times 100 = \text{Final Score}$$

No	Worksheet	Criteria	Score	Question quantity	Maximal Score
1	Worksheet 1	Correct Answer	10	10	100
		Wrong Answer	0		
2	Worksheet 2	Correct Answer	20	5	100
		Wrong Answer	0		
3	Worksheet ...	Correct Answer	20	5	100
		Wrong Answer	0		

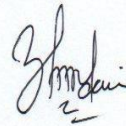
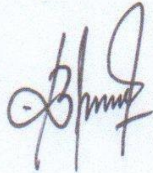
DEKRIPTOR	NILAI
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Not well – structured but reach the meaning	70
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Score	

Medan,

February 2021

Agreed
English Teacher

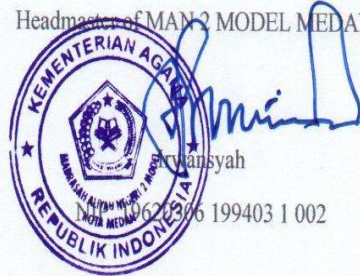
Researcher



Bulgansyah Ritonga. S.Pd

Murdani

Headmaster of MAN 3 MODEL MEDAN



Bulgansyah

02061994031002

APPENDIX III
PRE-TEST AND POST-TEST

NAME :

CLASS :

Choose the right answer by crossing a, b, c or d.

Pari Temples

Long time ago, an aged man lived in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a nice-looking daughter named Dewi Walangangin who was looking for a partner. He begged days and nights for a partner of her daughter.

One day a youthful man came to Kiai Gede. The man's name was Jaka Pandelengan. Jaka Pandelengan wanted to be Kiai Gede Penanggungan's successor. He agreed to have Jaka as his successor with a condition that Jaka have to marry his only daughter. Soon, Jaka Pandelengan and Dewi Walangangin got married. Kiai Gede Penanggungan pass down many things to Jaka Pandelengan.

After several years, now it was time for the lover to live independently from their father. They would move to another village. Some seeds of Pari or paddy was given by Kiai Gede to the couple. He request the couple to set out the seeds. He also remind the couple to be humble and helpful when they were rich. He wanted them to help poor people. The couple started a new life. They planted the seeds. Shortly, a lot of rice grew from the seeds. Now the couple became very rich. The needy neighbours approach to ask for some pari seeds but the couple rejected to help them.

Kiai Gede heard about the couple's bad behavior. Soon

he visited the couple. The couple was working when he met them in the field. He talked to the couple. He reminded the couple not to be arrogant, but both of them ignored him. They said nothing to him. Kiai Gede got very angry. Then, he said, “You two are like temples”. You did not obey what I said.” After he said those words, an unimagined phenomenon happened. Slowly, Jaka and Dewi turned into temples. The temple stood among the Pari, because of that people then named them as Pari Temples.

1. The text tells us about. . .

a. Arrogant couple	c. magic pari seeds
b. Temple	d. rebellious daughter

2. Who had supernatural power?

a. Kiai Gede	c. Bah Marijan
b. Ki Joko Bodo	d. Sangkuriang

3. Where did the story take place?

a. in Sinabung Mountain Mountain	c. in Penanggungan
b. in Pari Temple	d. in West Sumatra

4. What did Kiai Gede Penanggungan pray for?

a. He prayed for her daughter to be rich
b. He prayed for to have a wife
c. e prayed for her daughter’s health
d. He prayed for her daughter to have a husband

5. Who was Kiai Gede Penanggungan’s student?

a. Dewi Walangin	c. her neighbour
b. Jaka Pandelengan	d. her daughter

6. What did Kiai Gede give to the couple?
- a. Pari Temples c. much money
b. His whole wealth d. some seeds of pari or paddy
7. Jaka Pandelengan and his wife became rich because. . .
- a. they helped the poor people c. they had a great power
b. they planted pari seeds d. they built a temple
8. "... an unimagined thing happened". The underlined word means....
- a. untouchable c. common
b. unbelievable d. usual
9. The right statement based on the text is. . .
- a. Jaka had to marry Dewi before he became Kiai Gede's student
b. Jaka and Dewi often gave their neighbours a lot of rice
c. Kiai Gede gave Jaka and Dewi a paddy field when they got married
d. The neighbours asked some rice from the couple
10. "You did not listen to me.". The word *you* refer to. . .
- a. Jaka Pandelengan c. Jaka and Dewi
b. Dewi Walangangin d. Kiai Gede
11. Jaka and Dwi turned into temples. The underline word means. . .
- a. became c. moved to
b. altered d. replaced
12. The moral message from the story is. . .
- a. we should live separately from our parents
b. we have to listen our parents' advice
c. we have to prepare a good paddy field
d. we should refuse other people's help
13. Along time ago, there lived an old man in the Penanggungan Mountain.
The underlined word belongs to adverb of. . .
- c. time c. place
d. addition d. manner
14. What is the main idea of last paragraph?
- a. Jaka Pandelengan and Dwi Walangangin soon got married
b. Kiai Gede got very angry and turned Jaka and Dwi into temples

- c. The couple became arrogant people when they were rich
- d. Kiai Gede Penanggungan taught Jaka many things

15. The complication of the text
is in paragraph. . .

- a 1 and 2
- b 2 and 3
- c. 2,3 and 4
- d. 3 and 4

Read this text carefully to answer the following question.

The White Butterfly

Long time ago, an elderly man called Takahama lived in a little hut behind the graveyard of the Temple of Sozanji. He was affectionate and most of his neighbors him, though most of them considered him as an impassioned person. That was because he was long-lived but he did not want to someone to live with. He did not have the want for insinuate relationship with ladies.

One summer day Takahama became terribly ill, so ill, in fact, that he sent for his sister-in-law and her son. They both came and did all they might to bring comfort during his last hours. At the time, they bed down Takahama, suddenly, both sister-in-law and her son notice an overgrown white butterfly flew into the room and landed on the old man's pillow. Using a fan the kids tried to drive it away; but it came back three times, as if it was refuse to leave Takahama.

Finally, his nephew able to drive it away into outside the graveyard, where it remain over a woman's tomb, and then mysteriously vanished.

The young man surveying the graveyard and he found the name "Akiko" written upon a tomb, together with a writem illustration of how Akiko died when she was eighteen years old. Eventhough the tomb was covered with greenery and must have been constructed fifty years ago, it was surrounded with flowers, and that the little water tank had been recently filled.

Takahama had passed away when the young man returned to the house he found that, and described what he had seen in the graveyard his mom.

"Akiko?" murmured his mother. "Your uncle was has a commitment to Akiko in their young age. Shortly, before their wedding day Akiko died. When Akiko pass away your uncle decided never to marry, and to stay ever near her grave. Since that day he has remained faithful to his promise and kept in his heart all the sweet memories of his one and only love. Every day Takahama visited the

graveyard. Not a single day left, Takahama always visited to Akiko tomb and wish for her peace in the afterlife, make sure the tomb stay clean and surrounded by flower. In last time of Takahama breath, and he could no longer perform his favorite tasks, She came for him. His sweet and loving soul turn into that beautiful White Butterfly”

Question: Answer the question based on the text above.

16. The text tells you about ...
- an old man with his faith
 - an old man with his neighbors
 - a mad old man
 - a crazy old man
 - dying old man
17. How was Takahama’s character?
- He was a humorous person.
 - He was an indolent person.
 - He was a pathetic person.
 - He was a sociable person.
 - He was a hilarious person.
18. Who was Akiko?
- She was Takahama’s fiancée.
 - She was Takahama’s niece.
 - She was Takahama’s sister I law.
 - She was Takahama’s sister.
 - She was Takahama’s mother.
19. Which statement is not true according to the text?
- Takahama went every day to Akiko’s grave and prayed for her happiness.
 - Takahama lived near Akiko’s grave.
 - Takahama resolved not to marry after Akiko’s death.
 - Takahama became very ill on summer day.
 - Takahama chased the white butterfly out into the garden.
20. The word “It” Paragraph 3, Sentence 2) refers to...
- the garden
 - the cemetery
 - the tomb

- d. the white butterfly
 - e. the gate
21. Which of the following words is the antonym of 'resolved'?
- a. undecided
 - b. resolute
 - c. unyielding
 - d. determined
 - e. unbendable
22. Which of the following words is the synonym of 'betrothed'?
- a. alienated
 - b. divided
 - c. separated
 - d. estranged
 - e. engaged

Read this text carefully to answer the following question.

The Four Brothers and the Lost Camel

There are four brothers, who were all have outstanding skill at tracking,. One day they met an Arab who asked them of his missing camel.

They questioning the Arab whether it had lost its tail and needed to get it in case it had been bearing a sack of grain on one side and a jar of honey on the opposite.

It surprise him that all the questions about his camel leads to his camel. Then, this made the Arab confident that they were the thieves of his camel. So he brought them before a judge.

But the reason was simple.

The oldest brother began, " The grass on one side of the trail was only grazed by the camel , so it must be blind within the other eye. one among its hoof prints was less marked than the others, which means it must be lame in one foot."

"As on behalf of me ," said the second brother, "I saw that its dropping not being spread around, but it was in one heap. so i assumed that the camel must be missing its tail."

The third brother explained, "On other side, on the trail there are some wheat grains had fallen and it was carried by the ants away. On the opposite side of the trail , the flies were sucking at the drops of honey."

There upon the judge liberated the four brothers, and took them into his possess administration.

23. One of the brothers thought that the camel was lame because of....

- a. the grass on one side of the path
- b. the hoof prints of the camel
- c. the ants and flies
- d. the camel's eye

24. The second brother observed that the camel....

- a. was lame
- b. had no tail
- c. had no eyes
- d. brought wheat grains

25. Which of the following saying related to the text?

- a. Seeing is believing.
- b. Think before saying something.
- c. Don't accuse someone without evidence.
- d. Don't judge someone because of his appearance

Complete the following story with the word in the box. Make any form changes if necessary. Look at the example.

give	hear	propose
come	forgive	learn
grow	find	die
have	want	

Calon Arang

Calon Arang was a single-parent of Girah who gave birth to a daughter in the woods. Her child 26)... up to be the well-known beauty Ratna Menggali. Calon Arang 27)... her daughter to wed a prince from Airlangga's royal residences. However, no prince 28) ... along. Annoyed by this, Calon Arang 29) ... the art of black enchantment and spelling it against the kingdom, causing many innocent to die.

When Emperor of Airlangga 30) ... of the scourge in Girah, he consulted his high cleric, Mpu Bharadah. The cleric then sent his child to 31) ... Ratna Menggali. Calon Arang was satisfied, the curse finished, and the couple wed.

On a *lontar* (palm leaf book) Calon Arang engraved her black magic secret. One day, her son-in-law 32)... it and gave it to his father. When Calon Arang realize that Mpu Bharadah had learned her privileged insights, she was furious and announced war upon him. The priest 33)... no choice but thought and, in a deadly struggle, destroyed the widow by casting a spell. Before she 34)..., Calon Arang asked forgiveness. Mpu Bharadah 35)... her and guided Calon Arang the way to heaven.

Read the text and answer the question based on the following text.

The Snow Bride

Many years ago, when great forests still covered the hills of Japan, a samurai named Hikaru lost his way during a sudden winter storm. Snow pellets sharp as spears pierced his compass and drove him blindly into the deep woods.

Cold pursued him, and he had no weapon to fight this undetectable enemy. Finally his horse burst into a clearing. The wind shaken the tree limbs, but not a single snow drop around. A wooden house hunched down beside a tremendous camphor tree. The snow was a smooth white carpet. This silent hut was seemed peaceful enough, but there is somebody watching, waiting in silence that Hikaru can senses.

A door opened. A white-haired woman studied him. Holding out her sleeve, "Welcome, my lord. Welcome and feel no fear." ask the woman.

Hikaru smiled. He had killed fear long ago. However, his horse ran off from the tiny hut. The samurai grabbed the reins and drove it forward until the horse smoothly moved forward. He found a shed built on the side of the hut, protected by the hut on one side b and by the tree on the other. When his mouth

discovered some hay, its starvation drove out all the fear. He left it calmly grazing and went to find his hostess.

The hut was essentially outfitted though firelight made a golden sparkle off the dishes and glasses she set before him. Where this lady had found such luxuries, he wondered as she served him in silence.

After he had eaten, he fixed his eyes on her. “Who are you?”

She kept her gaze modestly lowered. “I am called Yuki, my lord. This hut is my home.” Yuki coasted around the room in a smooth whisper. Gradually he became aware of how quiet the woods had ended up. “Are you not lonely here?”

Her lip was quirked in a shadow of a smile. “You are here, my lord. As long as you are satisfied with me, how could I be lonely?”

Time passed, but it was always winter. Hikaru forgot everything but the lovely woman who expected his needs. Instantly, when he thought, “I need – “ Yuki was there, offering nourishment to fill his stomach or song to soothe his soul. Yet men are never content. For a samurai, even an peaceful paradise can become a distressing prison.

One day, Hikaru woke with anger. Nothing Yuki said or did to please him.

Dashing dishes off the table, the little crashes reverberated how he’d annihilated his enemies within the past. The memory in inflamed his temper. Enough of this quiet and inaction! He could find that in death.

“My master, let me know how I have disappointed you. I – ”

“You, woman!” he snapped. “A prisoner, you’ve remained me in this place way too long!”

He rushed to exit way and throw it open. A cold breeze brushed his cheek. Yuki grasped his sleeve. “My lord! Do not leave!”

“Enough!” The samurai jerked from her grip. His heart was boiled of Rage as he backhanded her. “Out of my way, woman!”

“As you wish.” The stamp of his hand appeared a dull bruise on her pale skin. “I will not bother you anymore.” Yuki stepped aside with head bowed. The door swung shut between them.

A low moan shuddered amongst the trees. His helm flung by the wind from his head and his cloak off his shoulders. Cold stabbed his body, just underneath his heart.

“Yuki?” Blinded, Hikaru slipped backwards, but tree skin scratched his hands. Where was the hut? It was cold, so cold.

Spring came late that year. Birdsong invited the sun’s return. The golden fingers of the goddess Amateratsu stroke the pale face of the sleeping man. But he never wakened. As she proceeded her travel over the sky, cherry trees covered the luxurious shape with modest pink-edged petals, a living blanket of snow.

Questions

36. What happened to Hikaru after she met Yuki?
37. What made Hikaru want to leave Yuki’s hut?
38. What happened to Yuki when she tried to restrain Hikaru’s anger?
39. What happened after Yuki stepped aside?
40. Do you think this story has a happy ending or sad ending? Why?

KEY ANSWER

I. Multiple Choice.

1. A	6. D	11. A	16. A	21. A
2. A	7. B	12. B	17. D	22. E
3. C	8. B	13. A	18. A	23. B
4. D	9. A	14. B	19. E	24. B
5. B	10. C	15. C	20. C	25. C

II. Word Matching

1. Grew	6. Propose
2. Wanted	7. Found
3. Came	8. Had
4. Learned	9. Died
5. Heard	10. Forgave

III. Essay

1. He did not feel fear again
2. The reason why Hikaru want to leave Yuki's hut because he feel like prisoner
3. When she tried to restrain Hikaru's anger, the samurai jerked from her grip
4. After Yuki stepped aside the door swung shut between them
5. I think this story is sad ending. It is because all the characters were dead and didn't found happiness.

APPENDIX IV
READING TEST

ISSUMBOSHI

Once upon a time there was an old couple who didn't have a toddler. They lived during a really small house near the village forest. "Please grant a child to us," they begged God every day.

In a period of time, in the family Shinto sanctuary, they listened an charm cry, "Yaa! Waa!"

They looked and saw a crying baby who looked almost like slightly finger. "This child must be a answer of our pray from God. Thank to God!"

"Let's call him child 'Issumboshi'," they said.

They take care of Issumboshi patiently, but he never getting grew up.

"Hey, Issumboshi, you can be eaten by an animal?" Issumboshi was always being bullied by the kids of the village and sometimes went home feeling unhappy.

His grandmother always encourage him by make a few big rice balls and. "Eat tons, and obtain older quickly," Grandmother said.

One day, Issumboshi stated that he will move to the capital to study and become an honest person. Then he will come back. Grandfather and Grandmother were worried about him, but Issumboshi's mind wouldn't be changed. directly they began to rearrange for his trip.

Issumboshi cover a needle sword in a straw case, placed on a cup for a sedge hat, and commenced out with a chopstick staff, in happiness.

"I'm going now," Issumboshi said.

"Is he safe? With such alittle body?" both of the grandparent asked as they saw him leave.

Issumboshi went on the trip with a huge wish during alittle body.

... ..

Finally, Issumboshi arrived to the most important city and save his boat under the bridge.

Then he rushed to climb up the railing and witnessed the town.

"It must have a fine palace in this city. I shall ask them directly." At long last Issumboshi got hold of at the palace.

"Pardon me, but i might wish to serve the Princess ." The lord came to the door, "What? Who's there?" "Here i'm, at your feet."

"Oh. How small! Why do i want to satisfy me?" "Please let me be your retainer."

"I dont think your tiny body can do something in here."

“I’ll remain in your pocket and protect you from all threat.” Suddenly, when Issumboshi said so, a bee came buzzing by. “Yhaa!” Issumboshi yelled, stabbing the bee.

“Bravo! I employ you. it'd be good if you became the Princess’s man.”

“Oh! What a cute fellow he is!” said the Princess, placing Issumboshi on her palm.

“I will defend you upon my life,” said Issumboshi.

The Princess satisfied with Issumboshi, and she taught him reading, writing, and many things. Further, Issumboshi practiced fencing very hard so on be strong.

One day the Princess went bent worship at the Kiyomizu Temple. Suddenly there was a robust wind, and a few of demons appeared. The leader of the demons tried to grab the Princess. “Help me!” she screamed. Issumboshi tried to support her, but the demon caught him and tossed him into his mouth. Issumboshi, who was gulped, attack and jabbed the demon’s stomach. The demon rolled over and discharge Issumboshi.

Issumboshi chased the demon and stabbed his eyes. The remaining demons were frightened. They ran away ina hurry, but one demon, who was left behind, shaken while holding the magic hammer.

“Do you'd like me to stab your eyes, too?” Issumboshi asked.

“Please, don’t. this may be the magic hammer which may grant you a wish. I provides it to you, so please spare me.” And saying this, he ran off during a exceedingly hurry.

“Thank you, Issumboshi. you've guarded my life,” the Princess said.

“Princess, I wish you to wave this magic hammer and make a wish that I could become big,” said Issumboshi. The Princess waved it and wished, “May Issumboshi become big!” And then, suddenly, her eyes amazed, Issumboshi start to grow. He grew into a pleseant young man. They went back to the palace, and also the Princess asked the King to let her marry Issumboshi.

The Princess and Issumboshi then got married, which they invited Grandfather and Grandmother to live with them within the palace. They lived happily ever after.

THE LEGEND OF MALIN KUNDANG

Long time ago, in a little town close the beach in West Sumatra lived a widow and her son named Malin Kundang. Malin Kundang and his mother had to measure hard because his father had gave up the ghost when he was a baby. Malin Kundang was a healthy, diligent, and powerful boy. He usually visited sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish within the town.

One day, when he was cruising, Malin saw a merchant’s ship being struck by a group of pirates. Together with all his courage , Malin Kundang helped the merchant fight

the pirates. To thank him, the merchant asked Malin Kundang to cruise in his ship. Malin Kundang agreed with the hope to urge a far better life. He left his mother alone. Many years later, Malin Kundang became wealthy. He had an enormous ship and tons of crews who worked loading trading goods. He was also married to a gorgeous woman. When he was sailing on his trading journey, his ship landed on a coast near a little village. The local people recognized that it had been Malin Kundang, a boy from the world. The news ran quickly around the town; "Malin Kundang has become wealthy and now he's arrived here".

An old woman, who was Malin Kundang's mother, ran to the beach to satisfy the new rich merchant. She wanted to hug him to release her sadness of being lonely after an extended time. Malin Kundang who was chatting with his good-looking wife and his ship workers denied that the lady was his mother when his mother came near him. She had pleaded Malin Kundang to seem at her and admit that she was her mother. But he kept refusing to try to do it and yelling at her. Eventually, Malin Kundang said to her "Would you stop it, old lady! I even have never had a mother such as you, a unclean and ugly woman!" without hesitate, he requested his workers to go far away the old lady who was in full of sadness and outrage in that time. Eventually, feeling angered, she cursed Malin Kundang that if he didn't apologize to her he would become a stone. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came within the quiet sea, wrecking his huge ship. He was thrown bent a little island. It had been really too late for him to avoid his curse; he had become a stone.

THE LEGEND OF PRINCESS LORO JONGGRANG

Once upon a time in Java Island, especially in Prambanan, there have been two Hindu kingdoms, they were Pengging and Kraton Boko. Led by a wise king named Prabu Damar Moyo, Pengging Kingdom was a prosperous and wealthy kingdom. The king also had a son named Raden Bandung Bondowoso.

Kraton Boko was a neighborhood of Pengging Kingdom jurisdiction led by a cruel king that wasn't a person but an enormous who was a person eater, named Prabu Boko. However, Prabu Boko had a really beautiful daughter named Princess Loro Jonggrang. Prabu Boko also had a minister named Patih Gupolo that was an enormous as well. Prabu Boko want to revolt and had control over Pengging Kingdom. Therefore, along side Patih Boko, they gathered the facility by training men to become soldiers and picked up

goods from civil people as provisions.

After having enough preparation, Prabu Boko and every one soldiers visited Pengging Kingdom to revolt. Then the war between Pengging and Boko Soldier happened in Pengging kingdom. tons of soldiers died from each side. The poverty-stricken and suffered from starvation people of Pengging

Knowing that his people were suffering and there have been many soldiers died, Prabu Damar Moyo sent his son, Raden Bandung Bondowoso to possess a battle with Prabu Boko. The battle was inflamed between Raden Bandung Bondowoso and Prabu Boko. due to the facility of Raden Bandung Bondowoso, Prabu Boko are often defeated, then he died. When Patih Gupalo found out that his king died, he ran far away from the battle. Raden Bandung Bondowoso chased him to Kraton Boko.

After he arrived in Kraton Boko, Patih Gupalo detailed of the king's death in the battle to Princess Loro Jonggrang, that he was killed by someone named Raden Bandung Bondowoso a Pengging knight. Then the princess cried, she was very sad due to the death of her father.

Raden Bandung Bondowoso finally arrived Kraton Boko. It surprised him to saw that Princess Loro Jonggrang was very beautiful, so he proposed her to become his wife. In that moment, Princess Loro Jonggrang didn't want to marry because she knew that Raden Bandung Bondowoso murdered her father. To refuse his proposal, Princess Loro Jonggrang had a technique . She had two requests that ought to be fulfilled by Raden Bandung Bondowoso in order that she would comply with marry him. First, she asked him to form Jalatunda well. Then, she asked him to form 1000 temples in one night.

Raden Bandung Bondowoso accepted the requests. Immediately he began to make Jalatunda well and asked Princess Loro Jonggrang to ascertain it. Then, Princess Loro Jonggrang asked Raden Bandung Bondowoso to travel into the well, and then she ordered Patih Gupolo to compile the well with stone. Both Princess Loro Jonggrang and Patih Gupolo thought that Raden Bandung Bondowoso already died within the well. However, Raden Bandung Bondowoso was still alive. He concentrated and soon he could get out from the well safely.

Raden Bandung Bondowoso was annoyed with the Princess. However, due to her beauty, he soon forgot about his anger. then, Princess Loro Jonggrang required Raden Bandung Bondowoso her second request which was to built 1000 temples in one night. Therefore Raden Bandung Bondowoso commanded genies to form the temples immediately. However, Princess Loro Jonggrang intended to sabotage his effort to form the

temples. She ordered the women to pound and burn stubbles, in order that the sky looked bright as if the morning had come. That made the cocks crow loudly.

The genies stopped making temples because they heard the cocks crowing, people pounding rice, and notice the sunlight from the east. Genies reported to Raden Bandung Bondowoso that they might not continue building the temples because the morning had come. Raden Bandung Bondowoso got the sensation that the morning had not come yet. He asked Princess Loro Jonggrang to count the quantity of the temples. The entire was only 999 temples, so there was still 1 temple left. Hence, Princess Loro Jonggrang denied to marry Raden Bandung Bondowoso. Feeling deceived, Raden Bandung Bondowoso was very angry and cursed her, “Loro Jonggrang, there's just one temple left, allow you to be the one to form it complete”. It had been a miracle that suddenly Princess Loro Jonggrang transformed to a stone statue.

Nowadays, the stone statue of Princess Loro Jonggrang can be seen in Candi Prambanan and Raden Bandung Bondowoso cursed the women around Prambanan area to get older virgins because they helped Princess Loro Jonggrang. supported what's believed by old people, the couple who are dating in Prambanan temple will hack.

APPENDIX V

INITIAL NAME OF STUDENTS

1. Initial Name of Students in Control Class

NO	Name
1	ABM
2	ARH
3	ANA
4	ADA
5	DK
6	DP
7	DM
8	DNF
9	FAS
10	FRS
11	HRH
12	IS
13	IN
14	JFJ
15	MAS
16	MAM
17	MDK
18	MD
19	MDL
20	MFP
21	MFS
22	MZN
23	NSR
24	NFI
25	NSH
26	RRH
27	RR
28	RAS
29	RT
30	SR
31	SA
32	SJ
33	SA
34	SH
35	TA
36	TP

2. Initial Name Of Students in Experimental Class

NO	NAME
1	AJ
2	AYP
3	AFP
4	AN
5	DAD
6	EM
7	FH
8	FR
9	HS
10	HZA
11	HS
12	IMA
13	IM
14	IR
15	KUM
16	MSA
17	MJL
18	MJ
19	MF
20	MFA
21	MH
22	MIB
23	MK
24	ML
25	NFR
26	NS
27	RUM
28	RA
29	RAP
30	RRA
31	RLD
32	SAN
33	SNA
34	SRM
35	WH

APPENDIX VI
TABLE OF SCORES

a. The Table of Scores in Controlled Class

No	Name	Score	
		Pre – Test	Post – Test
1	ABM	45	60
2	ARH	40	47.5
3	ANA	30	62.5
4	ADA	40	70
5	DK	40	65
6	DP	40	45
7	DM	45	60
8	DNF	42.5	67.5
9	FAS	47.5	65
10	FRS	55	70
s11	HRH	65	65
12	IS	55	62.5
13	IN	60	60
14	JFJ	67.5	70
15	MAS	70	72.5
16	MAM	55	67.5
17	MDK	50	70
18	MD	55	75
19	MDL	50	70
20	MFP	50	76
21	MFS	51.5	75
22	MZN	75	77.5
23	NSR	62.5	80
24	NFI	52.5	60
25	NSH	57.5	60
26	RRH	55	65
27	RR	60	80
28	RAS	72.5	75
29	RT	72.5	75
30	SR	50	67.5
31	SA	60	72.5
32	SJ	80	90
33	SA	65	67.5
34	SH	55	72.5
35	TA	45	60
36	TP	62.5	75
Σ		1979	2453.5
Mean		54.97222	68.15278
Deviation Standard		11.42487539	8.753627366
Variiant		130.5277778	76.62599206

b. The Table of Score in Experimental Class

NO	NAME	Score	
		Pre – Test	Post – Test
1	AJ	47.5	60
2	AYP	75	75
3	AFP	60	86
4	AN	67.5	67.5
5	DAD	50	75
6	EM	55	60
7	FH	75	82.5
8	FR	52.5	75
9	HS	77.5	80
10	HZA	50	82
11	HS	50	55
12	IMA	52.5	70
13	IM	50	75
14	IR	77.5	80
15	KUM	65	77.5
16	MSA	40	72.5
17	MJL	27.5	60
18	MJ	47.5	72.5
19	MF	50	85
20	MFA	25	75
21	MH	45	75
22	MIB	40	88
23	MK	67.5	80
24	ML	60	82.5
25	NFR	62.5	82.5
26	NS	57.5	77.5
27	RUM	72.5	80
28	RA	62.5	72.5
29	RAP	30	50
30	RRA	55	85
31	RLD	70	75
32	SAN	92.5	92.5
33	SNA	60	60
34	SRM	57.5	65
35	WH	60	65
Σ		1987.5	2596
Mean		56.78571429	74.17142857
Deviation Standard		14.71008343	9.892765373
Variant		216.3865546	97.86680672

c. The Table of Gained Score in Control and Experimental Class

No.	Students	Score	
		Control Class	Experimental Class
1.	S1	15	12.5
2.	S2	7.5	0
3.	S3	32.5	26
4.	S4	30	0
5.	S5	25	25
6.	S6	5	5
7.	S7	15	7.5
8.	S8	25	22.5
9.	S9	17.5	2.5
10.	S10	15	32
11.	S11	0	5
12.	S12	7.5	17.5
13.	S13	0	25
14.	S14	2.5	2.5
15.	S15	2.5	12.5
16.	S16	12.5	32.5
17.	S17	20	32.5
18.	S18	20	25
19.	S19	20	35
20.	S20	26	50
21.	S21	23.5	30
22.	S22	2.5	48
23.	S23	17.5	12.5
24.	S24	7.5	22.5
25.	S25	2.5	20
26.	S26	10	20
27.	S27	20	7.5
28.	S28	2.5	10
29.	S29	2.5	20
30.	S30	17.5	30
31.	S31	12.5	5
32.	S32	10	0
		2.5	0
33	S33	17.5	7.5
34	S34	15	5
35	S35	12.5	12.5
36	S36	15	0
	Σ	608.5	459.5
	Mean	17.38571	12.76389

APPENDIX VII
NORMALITY TEST TABLE

i. Normality Testing of Pre – Test in Control Class

Xi	fi	fkum	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
30	1	1	-2.1858	0.0144	0.0278	0.0134
40	4	5	-1.3105	0.095	0.1389	0.0439
42.5	1	6	-1.0917	0.1375	0.1667	0.0292
45	3	9	-0.8729	0.1914	0.25	0.0586
47.5	1	10	-0.654	0.2565	0.2778	0.0212
50	4	14	-0.4352	0.3317	0.3889	0.0572
51.5	1	15	-0.3039	0.3806	0.4167	0.0361
52.5	1	16	-0.2164	0.4143	0.4444	0.0301
55	6	22	0.00243	0.501	0.6111	0.1101
57.5	1	23	0.22125	0.5876	0.6389	0.0513
60	3	26	0.44007	0.6701	0.7222	0.0522
62.5	2	28	0.65889	0.745	0.7778	0.0328
65	2	30	0.87771	0.81	0.8333	0.0234
67.5	1	31	1.09654	0.8636	0.8611	0.0025
70	1	32	1.31536	0.9058	0.8889	0.0169
72.5	2	34	1.53418	0.9375	0.9444	0.0069
75	1	35	1.753	0.9602	0.9722	0.012
80	1	36	2.19064	0.9858	1	0.0142

ii. Normality Testing of Pre – Test in Experimental Class

Xi	Fi	Fkum	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
25	1	1	-2.16081	0.015355	0.02857	0.013216
27.5	1	2	-1.99086	0.023248	0.05714	0.033895
30	1	3	-1.82091	0.03431	0.08571	0.051404
40	2	5	-1.1411	0.126914	0.14286	0.015944
45	1	6	-0.8012	0.211508	0.17143	0.040079
47.5	2	8	-0.63125	0.263939	0.22857	0.035368
50	5	13	-0.4613	0.322293	0.37143	0.049136
52.5	2	15	-0.29135	0.385394	0.42857	0.043178
55	2	17	-0.12139	0.45169	0.48571	0.034025
57.5	2	19	0.048558	0.519364	0.54286	0.023493
60	4	23	0.218509	0.586484	0.65714	0.070659
62.5	2	25	0.38846	0.651162	0.71429	0.063123
65	1	26	0.558412	0.711718	0.74286	0.031139
67.5	2	28	0.728363	0.766804	0.8	0.033196
70	1	29	0.898315	0.815491	0.82857	0.01308
72.5	1	30	1.068266	0.8573	0.85714	0.000157
75	2	32	1.238218	0.892182	0.91429	0.022103
77.5	2	34	1.408169	0.92046	0.97143	0.050969
92.5	1	35	2.427878	0.992406	1	0.007594

d. Normality Testing of Post – Test in Control Class

Xi	fi	fkum	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
45	1	1	-2.64904	0.00404	0.02778	0.02374
47.5	1	2	-2.36266	0.00907	0.05556	0.04648
60	6	8	-0.93074	0.17599	0.22222	0.04623
62.5	2	10	-0.64436	0.25967	0.27778	0.01811
65	4	14	-0.35798	0.36018	0.38889	0.02871
67.5	4	18	-0.0716	0.47146	0.5	0.02854
70	5	23	0.21479	0.58503	0.63889	0.05386
72.5	3	26	0.50117	0.69187	0.72222	0.03035
75	6	32	0.78755	0.78452	0.88889	0.10437
77.5	1	33	1.07394	0.85857	0.91667	0.05809
80	2	35	1.36032	0.91314	0.97222	0.05909
90	1	36	2.50585	0.99389	1	0.00611

e. Normality Testing of Post – Test in Experimental Class

Xi	Fi	fkum	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
50	1	1	-2.45086	0.007126	0.028571	0.021446
55	1	2	-1.94328	0.025991	0.057143	0.031152
60	4	6	-1.43571	0.075542	0.171429	0.095886
65	2	8	-0.92814	0.176669	0.228571	0.051903
67.5	1	9	-0.67435	0.250045	0.257143	0.007098
70	1	10	-0.42056	0.337038	0.285714	0.051323
72.5	3	13	-0.16677	0.433774	0.371429	0.062345
75	7	20	0.087013	0.534669	0.571429	0.036759
77.5	2	22	0.3408	0.633373	0.628571	0.004801
80	4	26	0.594587	0.72394	0.742857	0.018917
82.5	4	30	0.848374	0.801885	0.857143	0.055258
85	3	33	1.102161	0.864804	0.942857	0.078053
87.5	1	34	1.355948	0.912442	0.971429	0.058986
92.5	1	35	1.863522	0.968806	1	0.031194

**APPENDIX VIII
T- TABLE**

df \	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01689	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01600	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01511	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01437	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01367	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01300	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01237	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01177	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.01119	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.01063	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.01009	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00956	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00905	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67358	2.00855	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00806	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00758	2.39480	2.66651	3.24228
57	0.67882	1.29658	1.67203	2.00711	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00665	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00620	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00576	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	2.00533	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	2.00491	2.38801	2.65748	3.22698
63	0.67840	1.29513	1.66940	2.00450	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	2.00410	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	2.00371	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	2.00333	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	2.00295	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	2.00258	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	2.00222	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	2.00187	2.38081	2.64790	3.21079

APPENDIX IX

TABLE OF F-TEST

F-Test Two-Sample of Pre-Test		
	<i>Variable 1</i>	<i>Variable 2</i>
Mean	56.78571429	54.97222
Variance	216.3865546	130.5278
Observations	35	36
Df	34	35
F	1.657781649	
P(F<=f) one-tail	0.07086529	
F Critical one-tail	1.762233109	

F-Test Two-Sample of Post - Test		
	<i>Variable 1</i>	<i>Variable 2</i>
Mean	74.17142857	68.15278
Variance	97.86680672	76.62599
Observations	35	36
df	34	35
F	1.27720117	
P(F<=f) one-tail	0.237463207	
F Critical one-tail	1.762233109	

APPENDIX X

STUDENT RESULT OF TEST


i. Students Result of Pre - Test

RETROSPECTIVE TRAVEL

No.: AHMAD JIBRIL (X1A-2) Date: 15-3-2021

47.5

- 1 a. arrogant couple ✓
- 2 a. hair gel ✓
- 3 b. in Pari temple
- 4 d. He prayed for her daughter to have a husband ✓
- 5 b. Jaka Rendang ✓
- 6 d. some seeds of Pari of Betty ✓
- 7 b. they planted Pari seeds ✓
- 8 b. unbelievable ✓
- 9 c. hair gel gave Jaka and Dewi a pretty field when they got married
- 10 c. Jaka and Dewi ✓
- 11 a. became
- 12 b. we have to listen our parents advice ✓
- 13 a. time ✓
- 14 b. hair gel for very angry and burned Jaka and Dewi the temple ✓
- 15 d. 3 and 4
- 16 c. a mad old man
- 17 d. He was a sociable person ✓
- 18 b. ~~She~~ was Takahara's niece
- 19 c. Takahara resolved to marry a Etna (Jihos' death)
- 20 a. the gender
- 21 a. understood ✓
- 22 c. engaged ✓
- 23 d. the camel's eye
- 24 b. had no tail ✓
- 25 A. Seeing is believing
- 26 go over
- 27 want
- 28 learn



RETROSPECTIVE TRAVEL

No.: Date:

- 29 have
- 30 come
- 31 hear
- 32 give
- 33 propose
- 34 die
- 35 forgive
- 36 ~~He~~ Hikaru pulled the reins and drove it forward until the horse reluctantly moved forward ✓
- 37 The hut was simply
- 38 The memory for in front his tent
- 39 the door swung shut between them ✓
- 40 sad ending, because hikaru and yumi are split up. ✓

Name : Shifa Alya Nafisa
Class : X IA-2
Subject : English

Choose the right answer by crossing a, b, c, or d.

Pari Temples.

92.5

- 1) b. Temple ✓
- 2) a. Kiai Gede ✓
- 3) c. in Penanggungan ✓
- 4) d. He prayed for her daughter to have a husband ✓
- 5) b. Jaka Pandelengan ✓
- 6) d. some seeds of pari or paddy ✓
- 7) b. they planted pari seeds ✓
- 8) b. unbelievable ✓
- 9) a. Jaka had to marry Dewi before he became Kiai Gede's student ✓
- 10) c. Jaka and Dewi ✓
- 11) a. became ✓
- 12) b. we have to listen our parent's advice ✓
- 13) a. time ✓
- 14) b. Kiai Gede got very angry and turned Jaka and Dewi into temples ✓
- 15) d. 3 dan 4 ✓

Read this text carefully to answer the following question.

The White Butterfly

Question : Answer the question based on the text above.

- 16) a. an old man with his faith ✓
- 17) d. He was a sociable person ✓
- 18) a. she was Takahama's fiancée ✓
- 19) e. Takahama chased the white butterfly out into the garden ✓

Shifa Alya Nafisa

X IA-2

- 20) d. the white butterfly ✓
- 21) a. undecided ✓
- 22) e. engaged ✓

Read this text carefully to answer the following question.
The Four Brothers and the Last Camel

- 23) b. the hoof prints of the camel ✓
- 24) b. had no tail ✓
- 25) c. Don't accuse someone without evidence ✓

Complete the following story with the word in the box.
Make any form changes if necessary. Look at the example.

Calon Arang

- 26) Grew (grow) ✓
- 27) Wanted (want) ✓
- 28) Came (come) ✓
- 29) Learned (learn) ✓
- 30) Heard (hear) ✓
- 31) Prepare ✓
- 32) Found (find) ✓
- 33) Had (have) ✓
- 34) Died (die) ✓
- 35) Forgave (forgive) ✓

Read text and answer the question based on the following text.

The Snow Bride
Questions

- 36) He did not feel fear again. Hikaru smiled, he had killed fear long ago. (in a blizzard) ✓

Shifa Alya Nafisa

X IA-2

No. _____

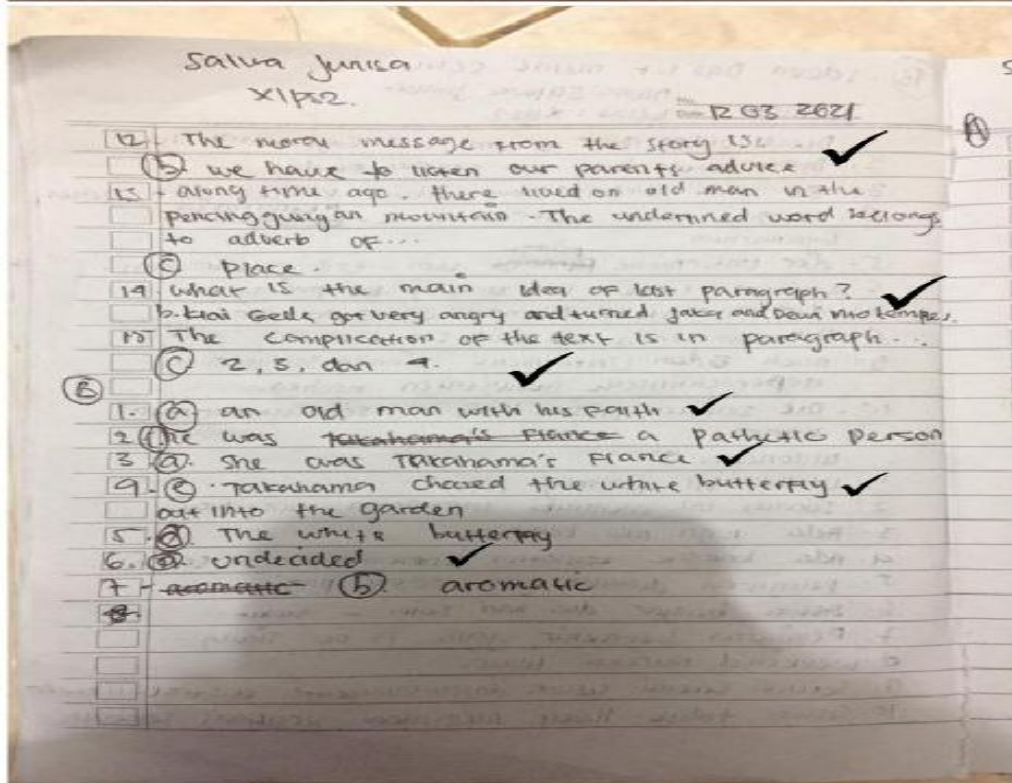
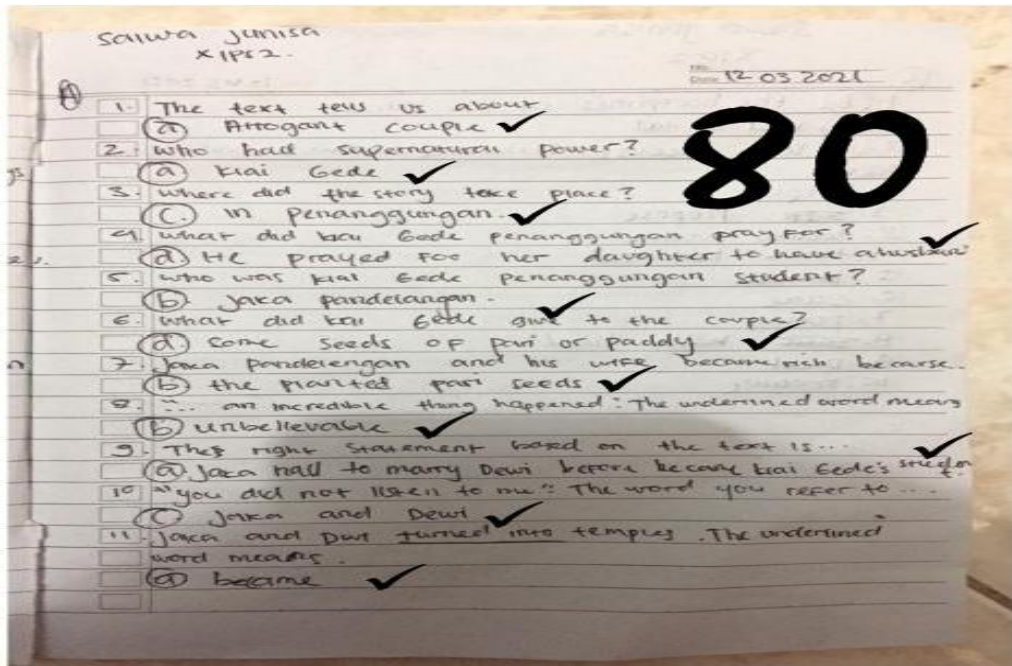
Date _____

(37) The reason that made Hikaru want to leave Yuki's hut is because he feel like prisoner. That is, because Hikaru is a man who is never satisfied and he is a warrior, a world heaven can become like a prison for bad people. Hikaru felt like a prisoner and wanted to leave Yuki's hut. ✓

(38) When she tried to restrain Hikaru's anger, the samurai jerked from her grip. Rage boiled in his heart as he backhanded her. ✓

(39) After Yuki stepped aside, the door swung between them. ✓

(40) I think this story is sad ending. It is because all of the participants was dead and didn't found happiness each other. ✓



Rayhan romero

No. _____
Date: _____

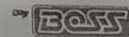
60

- 1 a. Arrogant couple ✓
- 2 a. kiai gede ✓
- 3 c. in Penanggungan ✓
- 4 d. he prayed for her daughter to have a husband ✓
- 5 b. Jaka Pandelengan ✓
- 6 d. some seeds of pari or paddy ✓
- 7 b. they planted pari seeds ✓
- 8 b. unbelievable ✓
- 9 ~~c. kiai gede gave Jaka and Dewi a paddy~~
- 9 d. The neighbors asked some rice from the couple
- 10 c. Jaka and Dewi ✓
- 11 a. became ✓
- 12 b. we have to listen our parents advice ✓
- 13 c. time ✓
- 14 c. The couple became arrogant people when they were rich
- 15 d. 3 and 4

- 1 d. an old man with his ~~part~~ neighbors
- 2 d. he was a sociable person ✓
- 3 d. She was Takahama's sister
- 4 d. Takahama became very ill on summer day
- 5 d. the white butterfly
- 6 a. undecided ✓
- 7 e. engaged ✓

- 1 B. the hoof prints of the camel ✓
- 2 B. had he tail ✓
- 3 C. Don't accuse someone without evidence. ✓

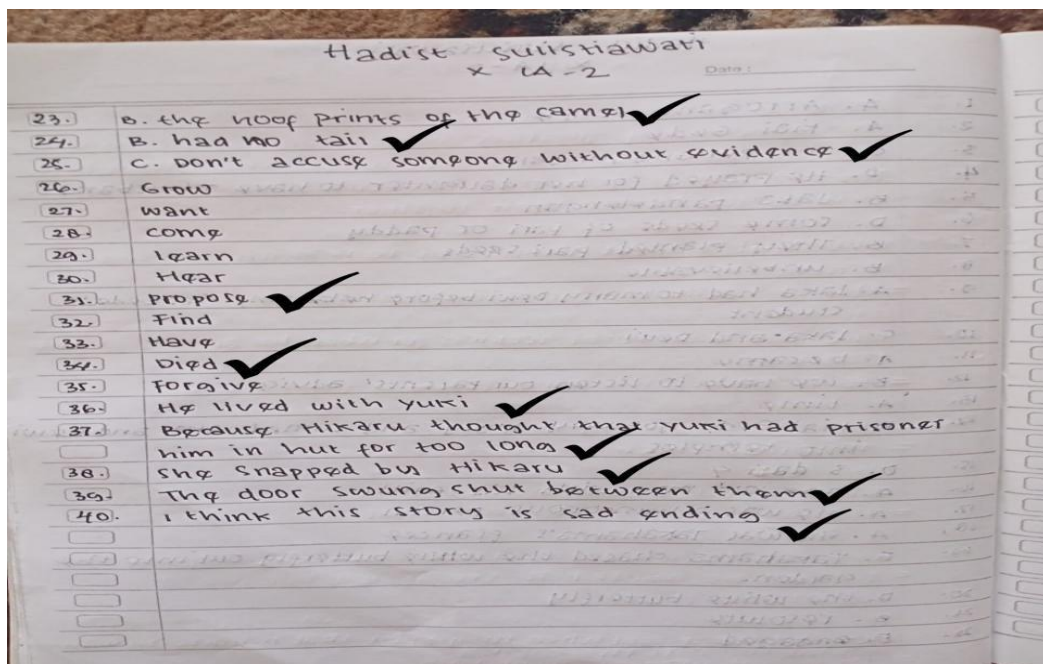
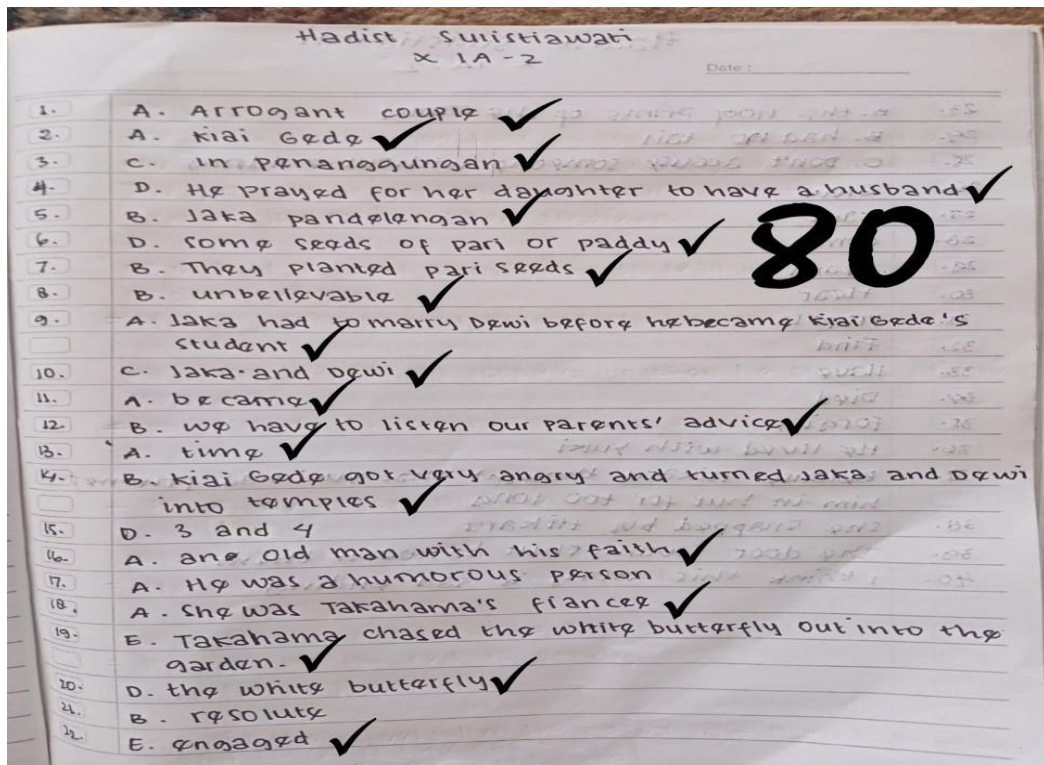
To be a winner, all you need is to give all you have

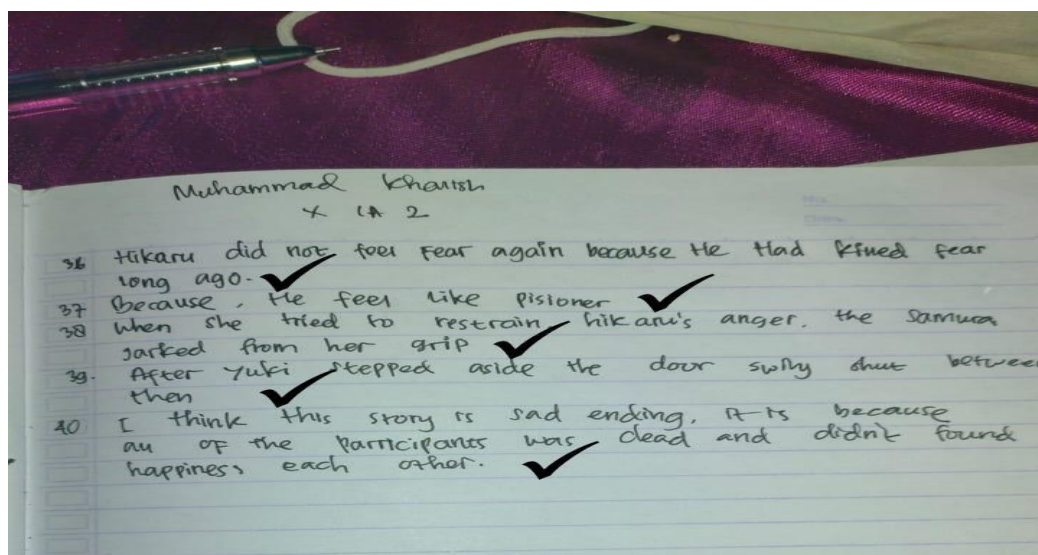
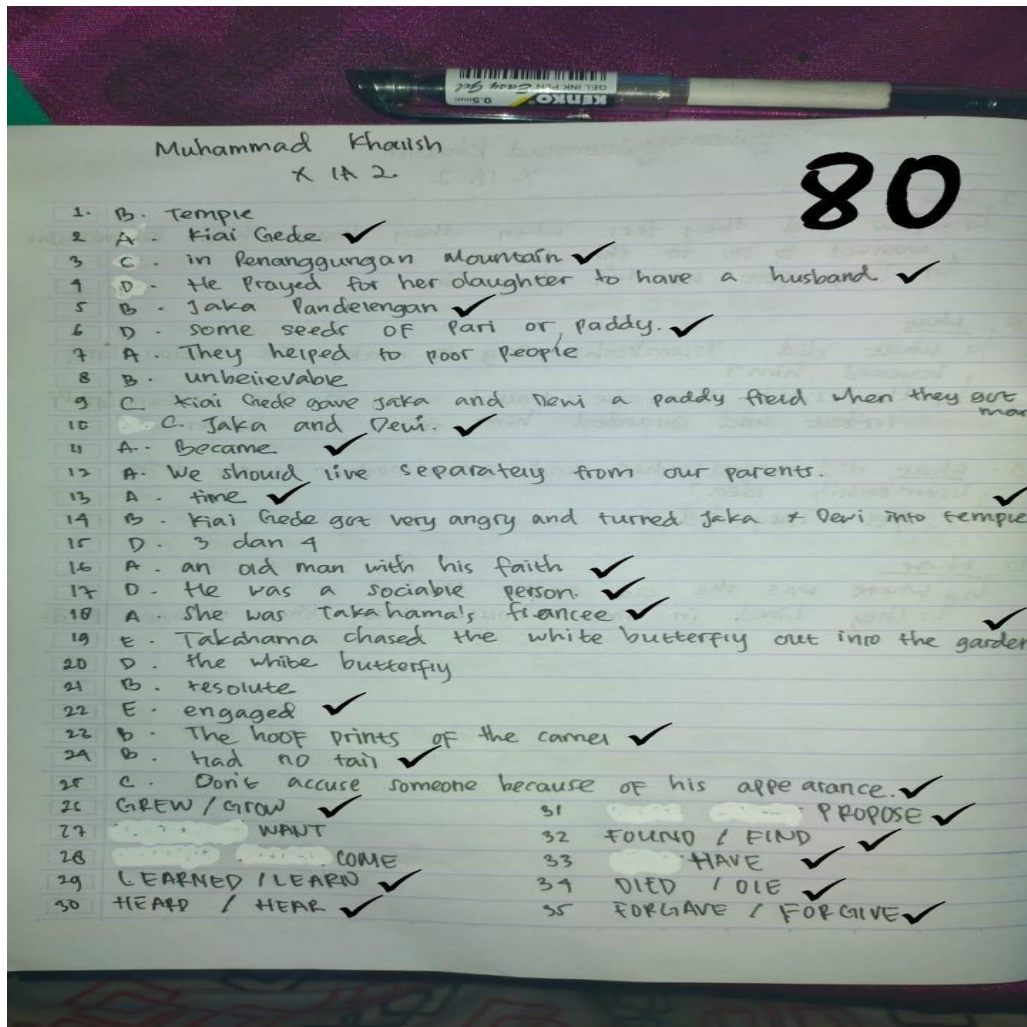


Date: _____

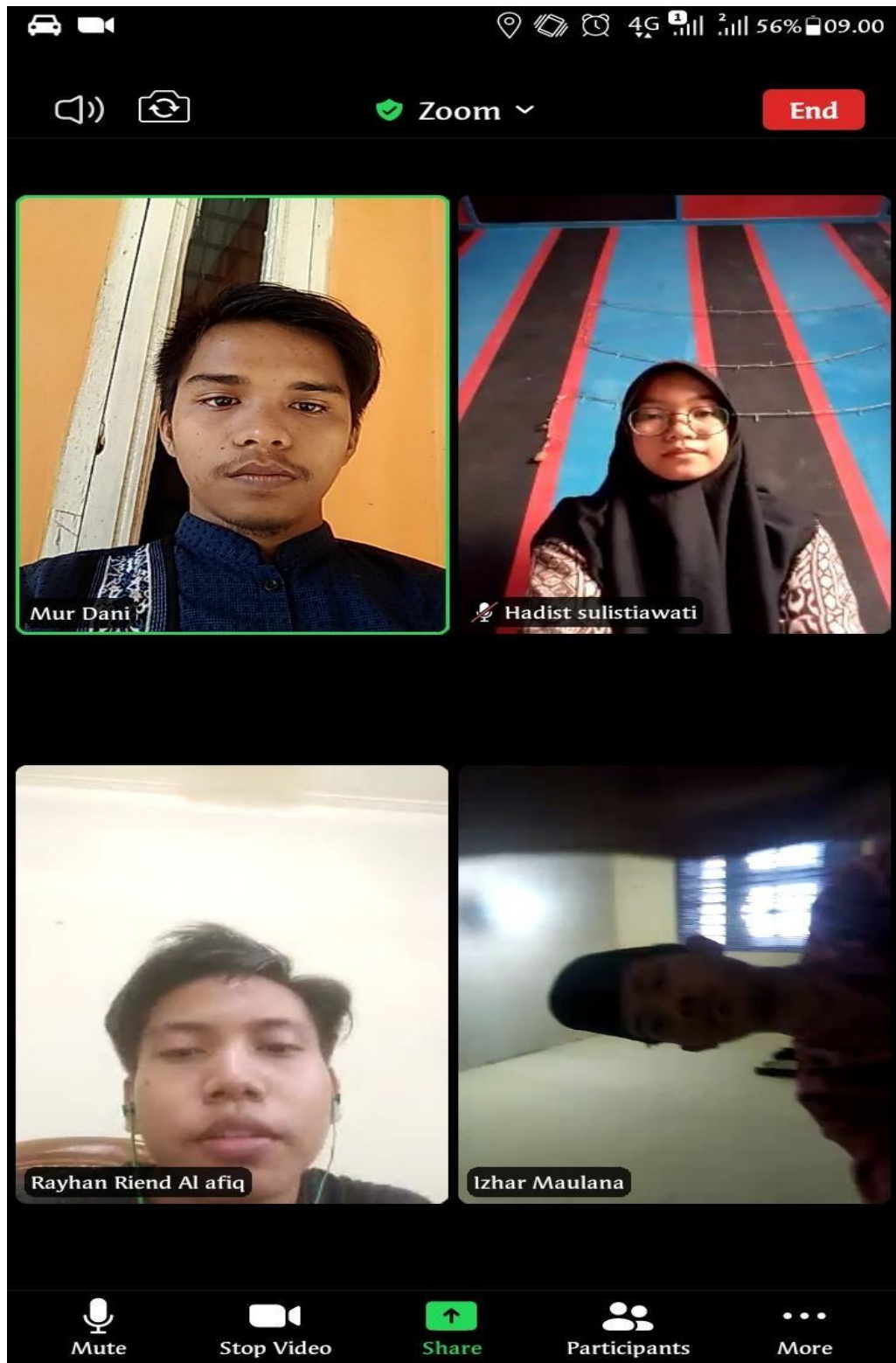
- 1 He didn't feel fear again ✓
- 2 The reason why Hikaru wanna leave Yuki's hut is because he feel like prisoner ✓
- 3 what ~~happene~~ when she tried to restrain Hikaru's anger the samurai jerked from her grip ✓
- 4 After Yuki stepped aside the door swung shut between them ✓
- 5 I think this story may be sad ending ✓

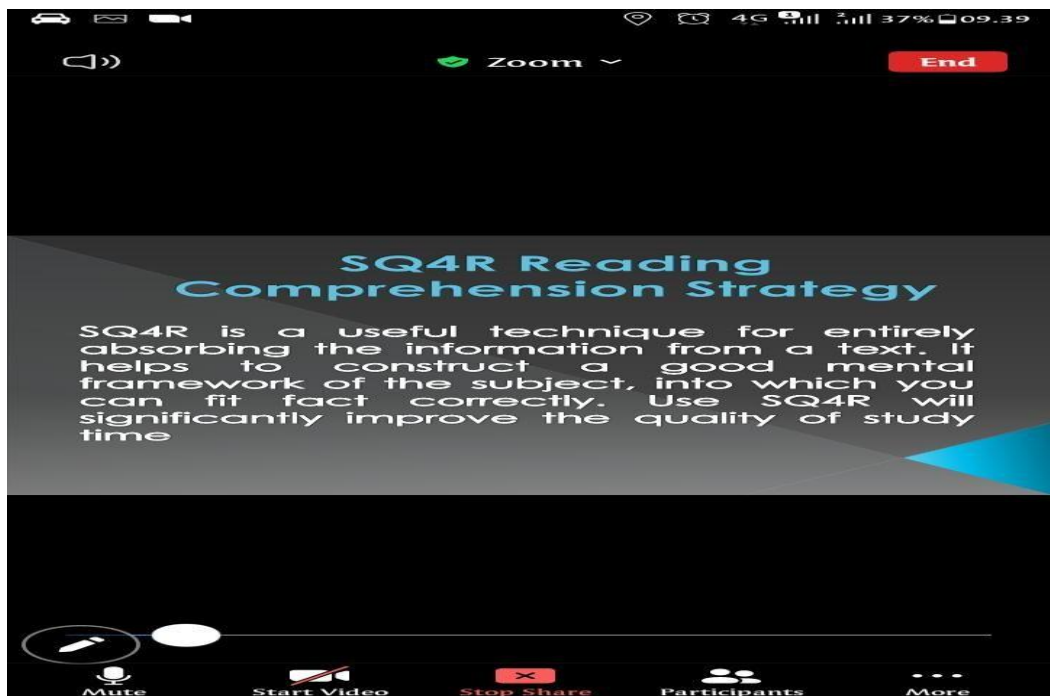
1. Students Result of Post – Test

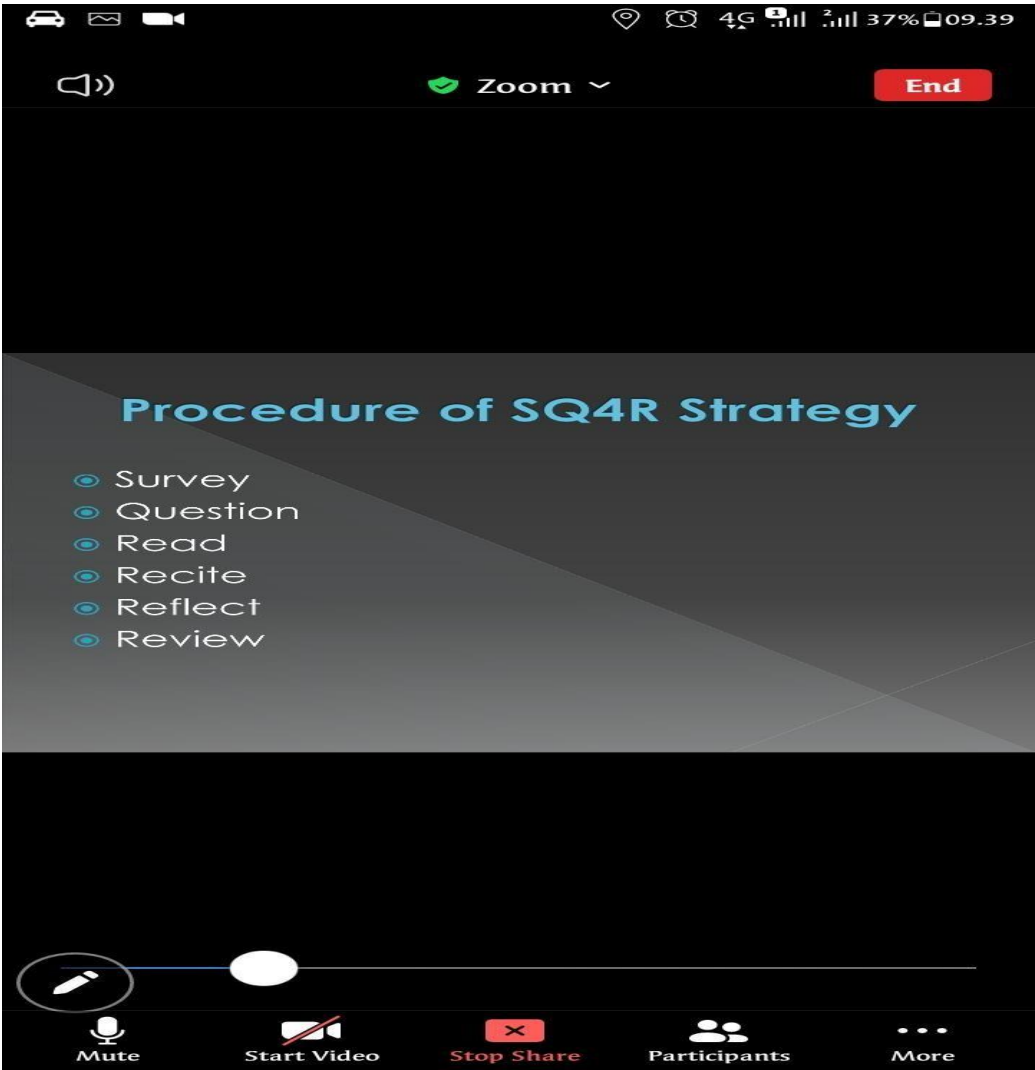




APPENDIX XI
DOCUMENTATION

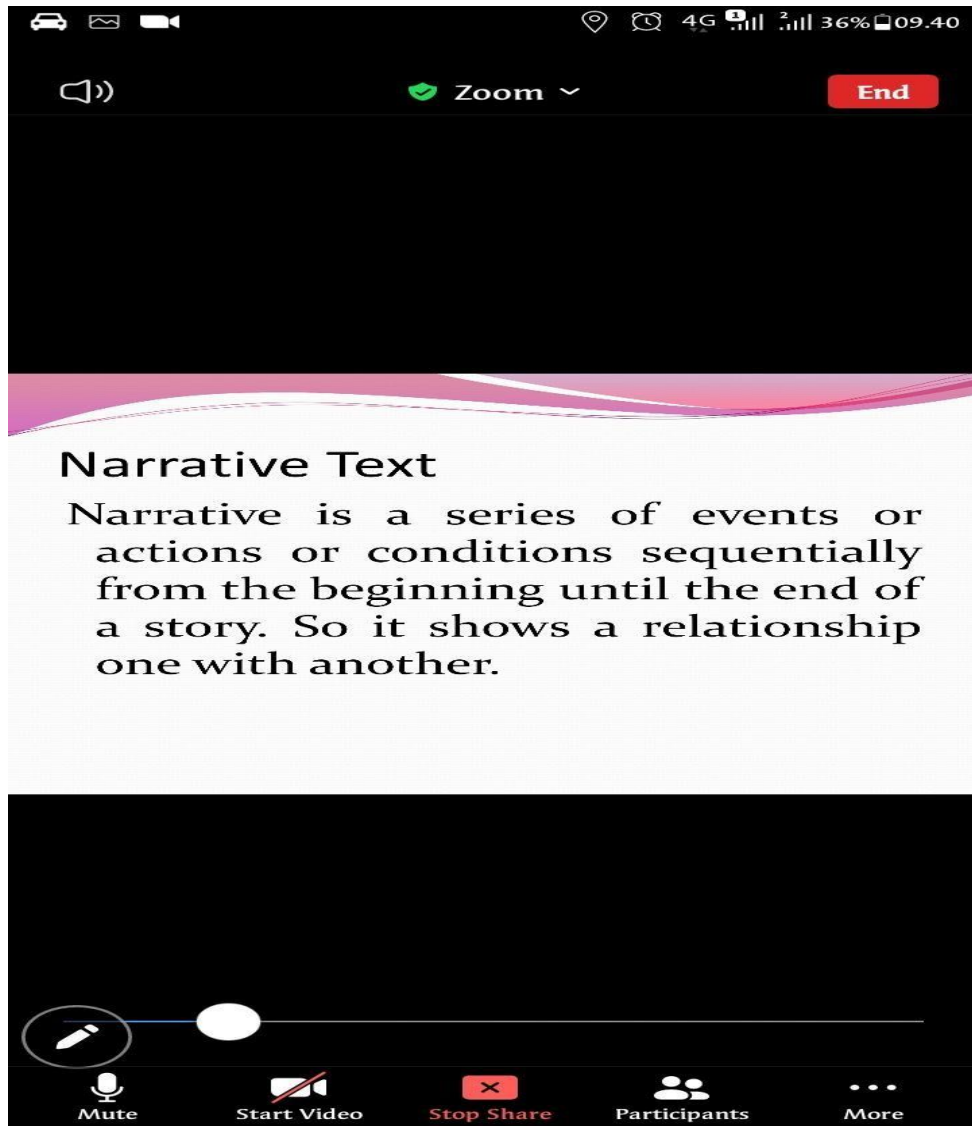












The image is a screenshot of a Zoom mobile application interface. At the top, there is a status bar with icons for car, mail, and video call, along with location, alarm, 4G signal, and battery level (36%) at 09:40. Below the status bar, the Zoom app header shows a speaker icon, the word "Zoom" with a dropdown arrow, and a red "End" button. The main content area is a white slide with a pink wavy border at the top. The slide title is "Language Features". Below the title, there are three bullet points: "• Noun that refers to the characters, animal, things, and place in the story.", "• Verbs refer to the actions of the characters that occur in the story.", and "• Simple past tense and past continuous tense." At the bottom of the screen, there is a black navigation bar with a volume slider and five icons: "Mute" (microphone), "Start Video" (video camera), "Stop Share" (red square with white X), "Participants" (group of people), and "More" (three dots).

Language Features

- Noun that refers to the characters, animal, things, and place in the story.
- Verbs refer to the actions of the characters that occur in the story.
- Simple past tense and past continuous tense.

APPENDIX XII

RESEARCH PERMISSION LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-1158/ITK/ITK.V.3/PP.00.9/01/2021

05 Februari 2021

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala MAN 2 MODEL MEDAN

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: Murdani
NIM	: 0304162130
Tempat/Tanggal Lahir	: Padang, 19 Januari 1999
Program Studi	: Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Jl. Pungguk no.29 B Kelurahan SEI SIKAMBING Kecamatan MEDAN SUNGGAL

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MAN 2 MODEL MEDAN, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

THE EFFECT OF SURVEY, QUESTION, READ, RECITE, REVIEW REFLECT (SQAR) METHOD ON THE STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT THE TENTH GRADE OF SENIOR HIGH SCHOOL IN 2020/2021 ACADEMIC YEAR

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 05 Februari 2021
a.n. DEKAN
Ketua Program Studi Pendidikan
Bahasa Inggris



Digitally Signed

Yani Lubis, M.Hum
NIP. 197006062000031006

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat