



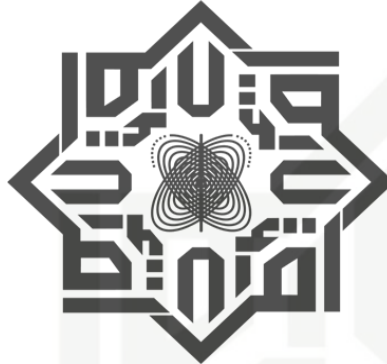
**THE CORRELATION BETWEEN STUDENTS' MASTERY OF
SENTENCE CONNECTORS AND THEIR READING
COMPREHENSION ON NARRATIVE TEXT OF THE TENTH GRADE
AT MAN 1 BENGKALIS**



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State Islamic University of Sultan Syarif Kasim Riau



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Thesis

Submitted in Partial Fulfillment of the Requirements for

Undergraduate Degree in English Education

(S.Pd.)



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The thesis entitled *The Correlation Between Students' Mastery of Sentence Connectors and Their Reading Comprehension on Narrative Text of the Tenth Grade at MAN 1 Bengkalis*, is written by DINA AZKIYA. SIN : 11513203406, it is accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree the Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau.

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ABSTRAK

Hubungan antara Penguasaan Kata Hubung Siswa dengan Pemahaman Bacaan Siswa dalam Teks Naratif pada Kelas Sepuluh di MAN 1 Bengkalis

Penelitian ini bertujuan untuk menemukan hubungan antara penguasaan kata hubung dan pemahaman bacaan siswa dalam teks naratif pada siswa kelas sepuluh di MAN 1 Bengkalis. Tujuan khusus penelitian ini adalah untuk menemukan apakah terdapat hubungan yang signifikan antara penguasaan kata hubung dengan pemahaman bacaan siswa dalam teks naratif atau tidak. Penelitian ini dilaksanakan di MAN 1 Bengkalis dari tanggal 18 sampai dengan 21 Juni 2020. Populasi dari penelitian ini adalah 240 siswa dan dengan sampelnya berjumlah 48 siswa. Dari kelas X IPA 1 sampai X IPA 6 dan X IPS 1 sampai X IPS 2. Untuk teknik pengambilan sampel, peneliti menggunakan teknik sampling acak.

Dalam pengumpulan data, peneliti menggunakan tes tertulis dengan menggunakan pilihan ganda untuk kedua variable X dan Y. Tes dibagikan setelah peneliti melaksanakan uji coba untuk menentukan validitas dan reliabilitas pertanyaan-pertanyaan dari variable X dan Y. Untuk variable X terdiri dari 24 butir soal, dan untuk variable Y terdiri dari 28 butir soal. Dalam menganalisa data, peneliti menggunakan nilai minimal kelulusan dari mata pelajaran Bahasa Inggris di MAN 1 Bengkalis yang telah digunakan oleh guru Bahasa Inggris. Untuk mengetahui hubungan antara kedua variable, peneliti menggunakan rumus *Pearson Product-Moment Correlation* yang dianalisa dengan menggunakan aplikasi SPSS Versi 21.0.

Penemuan dari analisis data dengan menggunakan rumus *Pearson Product-Moment Correlation*, hasil menunjukkan bahwa r_{observed} sebesar 0.732 dengan 5% tingkat signifikan, nilai dari r_{table} sebesar 0.2845. Dan juga nilai signifikan lebih rendah dari α dimana $0.000 < 0.05$, dari pernyataan tersebut peneliti menyimpulkan bahwa H_0 ditolak dan H_a diterima. Dalam hal ini berarti terdapat hubungan yang signifikan antara penguasaan kata hubung siswa dengan kemampuan pemahaman bacaan siswa dalam teks naratif.

Kata Kunci : Hubungan, Kata Hubung, Bacaan, Teks Naratif



ABSTRACT

DINA AZKIYA, (2020):

The Correlation Between Students' Mastery of Sentence Connectors and Their Reading Comprehension on Narrative Text of the Tenth Grade at MAN 1 Bengkalis

This research aimed to find the correlation between students' mastery of sentence connectors and their reading comprehension on narrative text of the tenth grade at MAN 1 Bengkalis. The specific object of this research was to find out whether there is a significant correlation between students' mastery of sentence connectors and their reading comprehension on narrative text or not. This study was conducted at MAN 1 Bengkalis from 18 to 21 June 2020. The population in this study were 240 students and the sample were 48 students. From X IPA 1 to X IPA 6 and X IPS 1 to X IPS 2. For the technique of taking sample, researcher used simple random sampling technique.

In collecting the data, the researcher used written test by using multiple choice for both variables X and Y. The test given after researcher conducting try out to determine the validity and reliability of questions from variable X and Y. For variable X it consisted of 24 items, and for variable Y it consisted of 28 items. In analyzing the data, the researcher used passing minimum score of English subject from MAN 1 Bengkalis that was used by the English Teacher. To determine the relationship between two variables the researcher used the Pearson Product-Moment Correlation formula and analyzed using SPSS version 21.0.

The findings from the data analysis with the Pearson Product-Moment Correlation formula, it shown that r_{observed} is 0.732 with 5% of significance degree, the score of r_{table} is 0.2845. Also, Significant value is lower than α which $0.000 < 0.05$, from this the researcher can conclude that H_0 is rejected and H_a is accepted. In this case there was a significant correlation between students' mastery of sentence connectors (X) and their reading comprehension on narrative text (Y) at MAN 1 Bengkalis.

Keywords : *Correlation, Sentence Connectors, Reading, Narrative Text*

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ملخص

دينا أركيباء، (٢٠٢٠): علاقة بين إتقان حرف العطف لدى التلاميذ وفهم قراءتهم في نص الرواية في الفصل العاشر بالمدرسة الثانوية الإسلامية الحكومية ١ بعكليس

يهدف هذا البحث إلى معرفة علاقة بين إتقان حرف العطف لدى التلاميذ وفهم قراءتهم في نص الرواية في الفصل العاشر بالمدرسة الثانوية الإسلامية الحكومية ١ بعكليس. والهدف الخاص من هذا البحث معرفة علاقة هامة بين إتقان حرف العطف وفهم قراءتهم في نص الرواية. تم إجراء هذا البحث في المدرسة الثانوية الإسلامية الحكومية ١ بعكليس من ١٨ إلى ٢١ يونيو ٢٠٢٠. واجتمع ٢٤٠ تلميذا والعينة عددها ٤٨ تلميذا، من الفصل ١٠ لقسم العلوم الطبيعية ١ إلى ٦ و الفصل ١٠ لقسم العلوم الاجتماعية ١ إلى ٢. ولتقنية أخذ العينة، استخدمت الباحثة تقنية أخذ العينة العشوائية.

وفي جمع البيانات، استخدمت الباحثة اختبارًا كميًا باستخدام خيارات متعددة لكل المتغيرين أي متغير مستقل ومتغير غير مستقل. تم توزيع الاختبار بعد ما قامت الباحثة بتجربة لتحديد صحة وموثوقية أسئلة متغير مستقل ومتغير غير مستقل. والمتغير المستقل يتكون من ٢٤ سؤالاً، والمتغير غير المستقل يتكون من ٢٨ سؤالاً. في تحليل البيانات، استخدمت الباحثة الحد الأدنى من درجة التخرج لمادة اللغة الإنجليزية في المدرسة الثانوية الإسلامية الحكومية ١ بعكليس الذي استخدمه مدرس اللغة الإنجليزية. ولمعرفة العلاقة بين المتغيرين، استخدمت الباحثة صيغة ارتباط لحظة المنتج لبيرسون التي تم تحليلها باستخدام تطبيق برنامج الحزمة الإحصائية للعلوم الاجتماعية لإصدار ٢٠١٠.

والنتائج من تحليل البيانات باستخدام صيغة ارتباط لحظة المنتج لبيرسون، أوضحت النتائج أن r لاحظت كان ٠,٧٣٢، بمستوى أهمية ٥٪، وقيمة r جدول هي ٠,٥٠٥. وقيمة الأهمية أقل من α حيث $٠,٥٠٥ > ٠,٠٥$ ، ومن هذا البيان، استنتج أن الفرضية البديلة مردودة والفرضية البديلة مقبولة. ففي هذه الحالة، يعني أن هناك علاقة بين إتقان حرف العطف لدى التلاميذ وفهم قراءتهم في نص الرواية.



الكلمات الأساسية : العلاقة، حرف العطف، القراءة، نص الرواية



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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an international language that should be mastered by people in this world. In Indonesia, English is being learned by students from Junior High School, Senior High School up to University. In learning English there are four skills that must be achieved by all of English learners, they are speaking, listening, writing and reading. From these skills they are divided into two parts: Producing skill and Receiving skill. Producing skill include speaking and writing, Receiving skill include listening and reading. One of Receiving skills is reading.

In teaching and learning process, reading is one of the subjects to get information and knowledge about everything readers need from written form. (Fiprinita, 2013). Reading can help students to increase their vocabulary and make students have experiences in order to find out new idea easily by understanding the information they have gotten from book, newspaper, internet, or other sources. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning (Nunan, 2003). Besides, Joseph (1997) also stated, reading is a visual process vision, is symbolic process of seeing an item/symbol and translating it into an idea/image. In addition, Celce (2001) stated that reading is the ability to receive some

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information, to get pleasure, to get main idea, and sometimes expected to synthesize information from multiple texts of from a longer chapter or book.

The main purpose of reading is to get knowledge about an important information. According to Fiprinita (2013) she stated that the purpose of reading is to connect the ideas on the page to what you already know. From this statements, the writer can conclude that the purpose of reading is to get informations by connecting what has been read and what will be read. Before going to know more about reading, Nunan (2003) has stated on his book about the goal of reading is comprehension. Reading deals with comprehension, reading and comprehension cannot be separated. For students, they should have reading comprehension in order to understand about what they have read and what will be read by them.

Reading deals with paragraph, a paragraph is a unit of information in writing that a central idea. Students will be able to determine and understand a paragraph if they know the essential parts of paragraph. In reading, students need to know about how to relate and connect one sentence into another sentence, it is called as sentence connectors.

Sentence connectors or it is also called by linking words and phrases. According to Swales and Feak (2004) sentence connectors refer to the expressions which is used to connect clauses within sentences. Writer should state clear sentence connectors to connect the idea in the written text, to build the relationship between an idea to another idea in a text, writer must use sentence connectors to make reader easy to understand about a text.

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MAN 1 Bengkalis is one of Islamic Senior High School that is located in Bengkalis Regency, Riau, Indonesia. The school was established since 1992. MAN 1 Bengkalis is one of formal institutions in Bengkalis that has been applying 2013 Curriculum since 2015 as the guidance in teaching and learning process. As a formal educational institution, the school provides English as a compulsory subject that must be learned by all of students in the school. There are four skills that are being taught by teachers such as speaking, writing, listening and reading. Although all of those skills are very important, but reading skill is emphasized one to be learned. In the school narrative text has been taught starting from text structures, purposes, and language features. One of important parts in language feature of narrative include sentence connectors that are grouped into seven parts : Listing, Summative, Appositional, Resultive, Inferential, Contrastive, Transitional.

After conducting an interview with the English teacher and did direct observations at 12th of March 2020, the teacher said that in science class for about 40% students could pass the test and 60% students could not pass the test, besides for social class 20% students could pass the test and 80% students could not pass the test, and also the researcher found that some of the students still had problems in comprehending reading text especially for narrative and she also stated that students of the tenth grade at MAN 1 Bengkalis have not yet been able to achieve the minimum learning achievement. It means they have difficulties in learning narrative texts. The difficulties are related to the following symptoms:



1. It is difficult for some of students to identify sentence connectors in reading narrative texts.
2. Some of the students less to understand how to use sentence connectors in reading narrative texts.
3. Some of the students still get low scores on tests of reading comprehension on narrative texts.

Besides those problems above, the researcher tries to find out preliminary research in order to make this research stronger. According to Creswell (2012) a research based research problem is the “problem” will be based on a need for further research because a gap exists or need to extend the research into other areas. It might also be based on conflicting evidence in the literature. Based on the statements above, the researcher has found some preliminary research which stated that there is a significant correlation between students’ mastery of sentence connectors and students’ reading comprehension. The same research was conducted by Seyed Ali Rezvani Kalajahi (2012), Yassir Nasanius (2013), Maria Luisa Carrio-Pastor (2013), Kingsley Bolton (2002). Those researches are discussing about sentence connectors but they use those sentence connectors in the different types. This research will take the sentence connectors based on the journal of Maria Luisa Carrio-Pastor which is adopted from Quirk book. The sentence connectors include : Listing, Summative, Appositional, Resultive, Inferential, Contrastive, Transitional.

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Based on the explanations and the problems above, the researcher conducts a research entitled **“The Correlation Between Students’ Mastery of Sentence Connectors and Their Reading Comprehension on Narrative Text of the Tenth Grade at MAN 1 Bengkalis”**

Hak Cipta Dilindungi Undang-Undang

B. Problems

1. Identification of the Problem

Based on the background of the problem mentioned above, the problem could be identified as follow:

- a. Why do some of the students still have difficulties in understanding generic structures of narrative texts if they are able to determine sentence connectors?
- b. Why are some of the students still confused in recognizing the events on narrative texts if they are able to identify kinds of sentence connectors?
- c. Why do some of the students still make mistakes in making inferences regarding events, outcome and moral lessons in narrative text if they are able to use sentence connectors in reading narrative texts?
- d. What are the aspects that make the students get low scores on tests of reading comprehension on narrative texts?

2. Limitation of the Problem

According to the identification above, there are still many problems for students in order to comprehend about sentence connectors. In the part of Limitation of the Problem, the researcher tries to limit and focus on the problems of this research on the students' ability in using sentence connectors in reading comprehension on narrative texts of the tenth grade at MAN 1 Bengkalis.

3. Formulation of the Problem

Referring to the limitation of the problem above, the problem can be formulated as follow:

- a. How is students' sentence connectors mastery of the tenth grade at MAN 1 Bengkalis?
- b. How is students' reading comprehension on narrative texts of the tenth grade at MAN 1 Bengkalis?
- c. Is there any significant correlation between students' sentence connectors mastery and their reading comprehension on narrative texts of the tenth grade at MAN 1 Bengkalis?



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C. The Objectives and Significance of the Research

1. Objectives

- a. To find out how the students' sentence connectors mastery.
- b. To find out how the students' reading comprehension on narrative texts.
- c. To find out whether there is a significant correlation between students' sentence connectors mastery and their reading comprehension on narrative texts or not.

2. Significance

- a. Hopefully, this research will benefit the writer as a novice researcher, especially in learning how to conduct a research.
- b. These research findings are also hoped to be useful and valuable, especially for students and teachers of English at MAN 1 Bengkalis to be consideration for their future teaching learning English process.
- c. Besides, the writer can get a lot of information to increase knowledge, especially about sentence connectors in reading narrative texts.

D. The Reason for Choosing the Title

There are some reasons why the writer was interested in carrying out this research based on several reasons:

1. The title of this research is relevant with the writer's status as a student at English Education department of State Islamic University Sultan Syarif Kasim of Riau.



2. The problem of the research is interesting to be investigated in conducting teaching and learning process.
3. The location of this research facilitates the writer for conducting the research.

E. Definiton of the Term

1. Correlation

According to Creswell (2012) correlation is a statistical test to determine the tendency or pattern for two (or more) variable or two sets of data to vary consistently.

2. Sentence Connectors

Sentence connectors, also called linking words and phrases (Swales and Feak, 2004) refer to the expressions used to connect clauses within sentences. In simple word it can be concluded that sentence connectors is a word which functions is to connect a word to another word in order to make reader understand about the information of the text.

3. Reading

According to the Stroller (2002) reading is the ability to understand meaning from the written page and understand the information correctly.

Besides Smith (2004) defines reading is a process of setting up new knowledge in the mind. It requires the reader's attention to get the new knowledge.

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4. Narrative

Narrative is a story. Mostly narrative are imaginary stories but sometimes narrative can be factual too. According to Anderson (1997) states that narrative is narrative is a piece text which tells story and in doing so, entertains the audience. In addition Abbott (2002) defines narrative as “the representation of an event or a series of events, consisting of story and narrative discourse, story is an event or sequence of event (the action), and narrative discourse is those events as represente.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Reading Comprehension

Reading is one of necessary skills in English, because it supports students to be a good reader. Reading becomes an essential skill that students need to ensure in mastering English. According to Bennette (2001) reading is a visual process vision, is symbolic process of seeing an item or symbol and translating it into an idea or image. In addition Celce (2001) stated that reading is the ability to receive some information, to get pleasure, to get main idea, and sometimes we are expected to synthesize information from multiple texts or from a longer chapter or book, etc.

According to Nunan (2003) the goal of reading is comprehension. As Richards and Renandya (2002) state that “Reading comprehension is the primary purpose for reading”. According to Jannete and Klingner (2007) reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text as well as variables related to the text itself. On the others hand, according to Beck & McKeown, (1998) stated fundamental skills such as phonics and fluency are important building blocks of reading, reading comprehension is the “*sine qua non of reading*”. It means the comprehension should be a characteristic of reading, in small way it can be concluded that reading must have reading comprehension on it.



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In addition Linse (2005) state that reading comprehension is a process of negotiating understanding between the writer and reader. It means, the reader can feel what the writers think when reading.

According to Mikulecky and Jeffries (1996) there are some important part of reading comprehension skills, they are :

a. Scanning

Scanning is very high-speed, in this case readers do not read every word on the text, it will help them learn to skip unimportant word to get information by reading quickly.

b. Previewing and Predicting

Previewing means when a reader gather information about a book by examining its cover. Besides, the aim of previewing is predicting about how to make some “educated guesses” which contain in a book.

c. Vocabulary Knowledge

Readers should know the meaning about the text, it means they must have vocabulary knowledge well, but if readers do not read as effectively they can deal with unknown words by guessing their meaning.

d. Topics

Readers need to begin reading activity by looking for the topic, it helps them to connect what have already read and already know.



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e. Topics of Paragraph

Each of paragraph has different topic, it means it has any specific information related to the main topic. Every paragraph has the same topic but with specific information.

f. Main Idea

The main idea of a paragraph is about the author's idea about the topic.

g. Skimming

Skimming is to get the general sense of a passage or a book. To skim readers should read only the words that will help them to get the sense of the text.

h. Making inferences

An inference is looking for clues and try to guess what the passage is about.

i. Summarizing

Summarizing is an activity to conclude, retell the important parts of a passage in a much shorter form.

According to King and Stanley in Amelia and Nurdiana (2017) state that reading comprehension has five components which appropriate to the senior high school curriculum, they are :

a. Finding main idea

It is refers to important information that tells more about the overall idea of a paragraph or section of a text.



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b. Finding the factual information

It requires the reader to develop the topic sentence by giving a definition, example, fact comparison, analogy, cause, effect, and etc.

c. Finding the meaning of vocabulary

The reader can develop his or her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word.

d. Identifying references

In English, as in other language, it would be clumsy and boring to have and repeat the same word or phrase every time you used it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it than repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as; it, she, he, they, this, etc.

e. Identifying inference

Inference is a skill where the reader has to be able to read between line. King and Stanley divided into two main attentions, draw logical inference and make accurate prediction.



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2. The Nature of Reading Comprehension on Narrative Text

A narrative is a kind of text which both combine between written and spoken form which describes a sequence of real or unreal events. This statement also supported by Gamble and Yates (2002) they stated that narrative text relates a sequences of event. According to Syafii (2016) narration is a storytelling, whether it tells a true story or fiction. In addition according to Mislaini (2015) stated that narrative text is the text that tells something imaginative or something that is just a fantasy and the goal is only to entertain the reader. Furthermore According to Kane (2002), narrative text as a meaningful series and events written in words. It can be imanginary story or based on a real incident. Moreover, the story of animals (fable), the story of citizen (folktale), and legend can be found in narrative text (Mukatro, 2007).

According to Thomas (2011) the purpose of narrative text is to entertain, to tell a story, or to provide an aesthetic literacy experience. It can be concluded that the aims purpose of narrative is to entertain the reader or listener about a story. Not only to entertain, but also narrative include moral value, motivation or message for those who read the text. The kinds of narrative text according to Neo (2005) includes : Humor, Mystery, Romance, Fantasy, Crime, Science Fiction, Real Life Fiction, Diary Novels, Theoretical Fiction, Adventure. Besides, a narrative text consists of generic structure, the generic structure of narrative according to Mislaini are as follow :

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a. Orientation

In an orientation of narrative text, reader can find orientation on first paragraph of narrative text. The orientation explain about : what is the story about, who are the actors in the story (participants), where is the story take place, when is the story happen (time setting).

b. Complication of Problem

The complication becomes the core of a narrative text, it tells about what is the matter from the text or it explain the problem.

c. Resolution

In narrative text the problem that appear on complication will be solved on resolution part. This part can be closed with a happy ending or not slightly ended tragically, the sad (sad ending).

d. Re-Orientation (Just for Optional).

In addition according to Anderson (1997), the language features usually be found in narrative text they are :

- a. Specific characters
- b. Time words that connect to tell when they occur
- c. Verbs to show the action that occur in the story
- d. Descriptive words to portray the character and setting

In short, the narrative text is focusing on specific participants which the goal is to entertain the reader with conflict inside the story.



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3. The Implementation of Narrative Text in 2013 Curriculum

Curriculum is a group of subject and activities that are being used in academic educational level. Dubin and Olshtain (1986) define a curriculum as “a broad description of general goals by indicating an overall educational cultural philosophy which applies across subjects”. In addition according to Wikipedia a curriculum is broadly defined as the totality of students experiences that occur on the educational process, the curriculum often refers specifically to a planned sequence of instruction, or to a view of the students’ experience in terms of the educator’s or school’s instructional goals.

The existence of 2013 Curriculum as a main tool to achieve the objectives of national education. In Indonesia the implementation of 2013 Curriculum has been used in most of schools. 2013 Curriculum is a curriculum which prioritizes understanding skill and character education. Students need to understand about learning material, active in discussing and presenting learning material. In curriculum 2013 the subject divided into compulsory subjects and optional subjects. In this part writer only focus on one of compulsory subject that is English.

In curriculum 2013, the implementation of it can be seen from the assumption about functional language, include the genre concept, such as : texts as a tool of communicating and thinking, and texts has meaning and objectives to operate a social function. It means texts must be learned as a tool to operate social function contextually related to students in interacting



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to their environment by using oral or written interaction. Based on those assumption, basic competence divide English texts become three parts : interpersonal, transactional, functional.

One of texts related to this research is narrative text. Narrative text includes in functional text with its function is to carry out certain tasks or jobs. The implementation of narrative text according to the conflict between the characters or the environment. From that the structures of narrative text are : orientation, complication and resolution. Each text structures have linguistic devices that are used to express the desire thoughts and integratedly oriented towards achieving the overall social objectives of the text. For the reason, the implementation of narrative text in Curriculum 2013 is related to the structure of thinking which is the social purpose of the text, so the social purpose of narrative text is to amuse or to entertain the reader with the story.

a. Reading Assessment of Narrative Text

From the existence of students' understanding about the sentence connectors will help them to increase and comprehend the material about narrative texts easily. In order that students can communicate by using English on narrative text, they have to understand and comprehend both of generic structure and language feature of the narrative texts. How students achieve the goal of narrative texts, the competences are described as follows:

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Table II.1

Score Qualification for Reading Comprehension on Narrative Text

No	Score	Qualification	Category	Description of Competences
1	80-100	A	Excellent	Students are able to understand about the generic structure and language feature of narrative text very well.
2	66-79	B	Good	Students are able to understand about the generic structure and language feature of narrative text well.
3	56-65	C	Fair	Students have enough to understand about the generic structure and language feature of narrative text.
4	46-55	D	Bad	Students have limited to understand about the generic structure and language feature of narrative text.
5	0-45	E	Failed	Students are not able to understand about the generic structure and language feature of narrative very well.

(Sudijono, 2011)

Based on the table above, it states that students need to achieve minimum learning achievement of MAN 1 Bengkalis is 75 in which students are able to understand about the generic structure and language feature of narrative texts well.

4. The Nature of Sentence Connectors

In a story, writer should think many things that will be included in a story to make it more interesting and to be read. Writer should consider some aspects to make a good story such as choosing the correct words, the correct grammar, the correct sentence structure, the correct placement of punctuation, and the correct connectors to connect among sentences. Besides, the one important thing that should be recognize is the using of sentence connectors (Nasanius, 2013).



Sentence connectors also is very important in context of mastering text, the importance of sentence connectors can be seen in textbook of English especially in part of learning text. Sentence connectors become crucial part, because it helps students to follow the contain of text easily. That is, writers should attempt to maintain the flow by establishing a clear connection of their ideas in the text they write. To establish clear relationships between ideas in a text, the chief means that academic writers use are sentence connectors. (Nasanius, 2013).

Sentence connectors are words and expressions that link clauses and sentences together. According to Swales and Feak (2004) sentence connectors, also called linking words and phrases and adressed words and phrases. Gillet, Hammond, and Martala (2009) state sentence connectors refer to the expressions used to connect clauses within sentences. In addition according to Hewings (2005) argued that some wors and phrases (sentence connectors) are used to connect one sentence with a previous sentence or sentences.

Mastering sentence connectors become one of important parts for students in learning English, it is very useful to increase the ability of reading comprehension, with it students also can master English easily. Mastery according to Oxford Dictionary means that comprehensive knowledge or skill in a particular subject or activity. From this statement it is clear and can be concluded that mastering sentence connectors is the students know everthing which is included in sentence connectors such as;

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types, functions, meaning, placement in a sentence or paragraph, and also students are be able to use sentence connectors based on their knowledge of it to comprehend the text.

The importance of sentence connectors also can be seen from the inclusion on textbook on academic writing (normally in grammar text book). Swales and Feak (2004) argued that writers of academic texts should pay attention to what they refer to as “flow moving from one statement in a text to the next” to help their readers follow their texts easily. From this, writers must try to maintain the rule by establishing a clear connection of their ideas in the text they write, its function is to establish clear relationships between ideas in a text, that is why academic writers use sentence connectors to complete their writing.

Talking about kinds of sentence connectors in writing, there are many sentence connectors used by the authors in their writing. According to Quirk (1985) the categories of sentence connectors are :

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Table II.2

Categories of Sentence Connectors

Categories of Connectors	Connectors
Listing	First, second, firstly, secondly, finally, further, furthermore, in addition, moreover, lastly, last but not least, to begin with, in the first place, in the second place, similarly, for one thing, for another, above all, for a start, in the same way, likewise.
Summative	To sum up, to conclude, in summary, in sum, in short, in brief, in conclusion, overall, all in all, altogether, then.
Appositional	That is, that is to say, in other words, for instance, for example, namely, e.g (eg), i.e (ie).
Resultive	Consequently, hence, therefore, thus, as a result, as a consequence, in consequence, so.
Inferential	Therefore, in that case, otherwise, in other words, if so.
Constrative	However, although, (even) though, on the other hand, instead, after all, on the contrary, in contrast, besides, nevertheless, anyway.
Transitional	Meanwhile, eventually, subsequently, originally, in the meantime, by the way, incidentally.

From the statements and the examples above, those are very crucial things for students in mastering a text especially English text, it can be also as guider for students to connect among sentences, by using them the students will not have difficulties in understanding the text. In curriculum 2013 sentence connectors can be found in every text in English subject for Senior High School, especially for grade X. Based on the syllabus of curriculum 2013, the sentence connectors can be found in learning material about texts such as : descriptive text, recount text, and narrative text. For this research the writer only focus on sentence connectors in the narrative



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text which is learned by the students grade X in second semester. The sentence connectors can be learned in narrative text, it can be found in address features. A research from Nasanius (2013) state that the sentence connectors in academic Indonesian are as common as those in academic English, so that the sentence connectors are very important to complete texts to be a better and also they can make readers more understand and reader can read texts well.

B. Relevant Research

According to Syafi'I (2011), relevant research is required to observe some previous researchers conducted by other researcher in which they are relevant to our research it self. It means relevant research is research which has been conducted before the writer of this research conduct the research. Thus, the writer take some provious researches as relevant research from previous researchers to complete this research, they are :

The first, a research from Maria Luisa Carrio-Pastor (2013) about a: A Contrasive tudy of the Variation of Sentence Connectors in Academic English. This research focuses on the variation of sentence connectors in academic English, in this research the researcher focuses on the projection of an academic identity and compare the use of sentence connectors in academic writing to identify whether the use of English as second language causes the categories or the individual connectors to vary. This journal uses the sentence connectors based on Quirk (1985) which includes : Listing, Summative, Appositional, Resultive, Inferential, Contrastive, Transitional.

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The second is a research from Yassir Nasanius (2013) a lecturer from Atma Jaya Catholic University of Indonesia. This research discuss whether the using of sentence connectors in academic Indonesian are as commom as those in academic English. As the result of the research, the using of sentence connectors in academic Indonesian are as common as those academic English. In the fact, the writers of academic Indonesian use senteence connectors more frequently than academic English.

The third is a research from Bolton, Nelson, Hung (2003) “A Corpus-based Study of Connectors in Student Writing” this research presents the clearly result that the connectors is not confined to non native speaker, but it is a prominent features of students’ writing generally. The result of this research indicates that Hong Kong students most frequently marked with the sentence connectors items such as : so, and, also, thus, and but. On the other hand British students marked with items : however, so, therefore, thus, and furthermore.

The fourth a research from Aidinlou (2011) from Islamic Azad University, Iran. He conducted a research under the title The Impact of Local and Global Conjunction on ESL Reading Comprehension: A Systemic Perspective. The result showed that ESL learners comprehend the reading text with the ideas explicitly linked to one another implicitly without the aid of the conjunction, local or global. The results of a study by Innajih (2006) who studied the impact of conjunction on the reading comprehension on 100 Lybian EFL learners, the group which treated by the knowledge of conjunction

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outperformed the non-treated group, suggesting that the explicitness of the conjunction improves reading comprehension.

The fifth is the research from Loman & Mayer (1983) in Vasiljevic (2013) they reported that text signal words encouraged students to use meaningful reading strategies as opposed to rote reading. Conjunction serve as text structure markers, directing the readers' attention and help them to organize conceptual idea into a coherent whole. Knowledge of logical connectives was also found to facilitate comprehension of the texts, this is because without the sufficient content schemata, readers tend to resort to the surface aspects of the texts and linguistic devices to help them to make inferences about the relationship between proposition in the text (Goldman & Murray, 1922).

In conclusion, based on those relevant researches above were related to this research, the relevant researches discuss about sentence connectors that will be conducted by the researcher, the difference between this research is researcher focuses on the correlation between sentence connectors mastery on narrative text.

C. Operational Concept

This research consists of two variables; those are independent variable (X) and dependent variable (Y). Variable X refers to the Students' Mastery of Sentence Connectors, and variable Y refers to students' reading comprehension.



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1. The Indicators of Variable X (Students' Mastery of Sentence Connectors)

According to Quirk (1985) :

- a. The students are able to determine sentence connectors in the form of listing.
- b. The students are able to determine sentence connectors in the form of summative.
- c. The students are able to determine sentence connectors in the form of oppositional.
- d. The students are able to determine sentence connectors in the form of resultive.
- e. The students are able to determine sentence connectors in the form of inferential.
- f. The students are able to determine sentence connectors in the form of constrative.
- g. The students are able to determine sentence connectors in the form of transitional.

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2. The Indicators of Variable Y (Students' Reading Comprehension on Narrative Text)

In the same way, based on the theory of reading comprehension and narrative text, the researcher combine the indicators of reading comprehension with generic structure of narrative text, here are the indicators of reading comprehension on narrative text (variable Y) can be seen below:

- a. Students are able to find main idea.
- b. Students are able to find factual information.
- c. Students are able to find the meaning of vocabulary context.
- d. Students are able to identify references.
- e. Students are able to identify inferences.

D. The Assumption and Hypothesis of the Research

1. The Assumption

- a. Every student has different ability in understanding about sentence connectors.
- b. There are many factors of causing different understanding about sentence connectors and narrative text in reading skill.
- c. If the students are better in mastering sentence connectors, they will be better on comprehending narrative text.

2. The Hypothesis

a. The Null Hypothesis (H_0)

There is no significant correlation between students' mastery of sentence connectors and their reading comprehension on narrative text of the tenth grade at MAN 1 Bengkalis.

b. The Alternative Hypothesis (H_a)

There is significant correlation between students' mastery of sentence connectors and their reading comprehension on narrative text of the tenth grade at MAN 1 Bengkalis.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is a correlational research. According to Creswell (2012) is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. In addition according to Airasian and Gay (2000) correlational research involves collecting data in order to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. furthermore Best and Khan (2006) stated that Correlation is the relationship between two or more paired variables or two or more sets of data.

To conclude in correlational research design, it provides researcher an opportunity to predict score and explain the relationship among variables. This research investigates whether there is correlation between students sentence connectors' mastery and their reading comprehension on narrative text and how strong the relationship is with two variables include variable "X" and variable "Y". First it is called as "X" variable (independent variable) is students' mastery of sentence connectors, and the second it is called as "Y" variable (dependent variable) is students' reading comprehension.

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B. Time and Location of the Research

This research was conducted at MAN 1 Bengkalis located in the Bengkalis district, Bengkalis regency, conducted in June 2020.

C. The Subject and the Object of the Research

The subject of this research was the tenth grade students of MAN 1 Bengkalis registered in academic year 2019/2020, and the object of this research is students’ mastery of sentence connectors and their reading comprehension on narrative text.

D. Population and the Sample of the Research

1. The Population

The population of this research is the tenth grade students of MAN 1 Bengkalis. It consists of eight classes, those are; 6 classes of Science and 2 classes of Social. The total number of the Tenth grade students of MAN 1 Bengkalis is 240 students. The following table describes the total population of the research:

Table III.1

The Total Population of the Tenth Grade Students of MAN 1 Bengkalis 2018/2019

No	Class	Total of Students
1	X IPA 1	30
2	X IPA 2	30
3	X IPA 3	31
4	X IPA 4	30
5	X IPA 5	31
6	X IPA 6	31
7	X IPS 1	29
8	X IPS 2	28
Total	8 Classes	240

Based on the table above, it can be seen that the total of the tenth grade students of MAN 1 Bengkalis is 240 students.

2. Sample of the Research

According to Arikunto (2010), if the amount of the population is less than 100 persons it is better to take all of the population, but if the amount of the population is more than 100 persons it is better to take 10-15%, 25%, or more. Based on the data above, the researcher takes sample 20% from the population, it means the total sample is 48 students of grade X at MAN 1 Bengkalis.

From the Arikunto's statement, the writer of this research uses simple random sampling. According to Cohen (2007) In simple random sampling, each member of the population under study has an equal chance of being selected, it means the researcher can choose every student randomly to be sampled, and every student of the tenth grade at MAN 1 Bengkalis can be choosen randomly as sample.

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Table III.2
Total Sample of the tenth grade students of MAN 1 Bengkalis

No	Class	Total of Students
1	X IPA 1	6
2	X IPA 2	6
3	X IPA 3	6
4	X IPA 4	6
5	X IPA 5	6
6	X IPA 6	6
7	X IPS 1	6
8	X IPS 2	6
Total	8 Classes	48

E. Technique of Collecting Data

The technique of collecting data on this research by using test to find out the result. There are two tests are given, the first test is to find out the data of sentence connectors mastery, and the second test is to find out the data of reading comprehension on narrative text. In this part, writer uses multiple choice test. According to Heaton stated that multiple choices test offers a useful way of testing reading comprehension. In this test, the researcher made 24 questions to test students' sentence connectors mastery (variable X) and 27 questions to test reading comprehension on narrative text (variable Y). The researcher provides 5 options of answer include : A, B, C, D, E. Students must choose which answer is correct.

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Table III.3

The Blue Print of Sentence Connectors Mastery Test

No	Indicators	Number of Items
1	Recognizing sentence connectors in the part of listing	5, 9, 22
2	Recognizing sentence connectors in the part of summative	1, 10, 18, 23
3	Recognizing sentence connectors in the part of appositional	2, 6, 11, 14
4	Recognizing sentence connectors in the part of result	3, 12, 15, 19
5	Recognizing sentence connectors in the part of inferential	16, 20, 24
6	Recognizing sentence connectors in the part of constrative	7, 13, 21,
7	Recognizing sentence connectors in the part of transitional	4, 8, 17,
Total		24

Table III. 4

The Blue Print of Reading Comprehension on Narrative Text Test

No	Indicators	Number of Item
1	Students are able to identify main idea.	1, 4, 9, 12, 19, 24
2	Students are able to find factual information.	2, 5, 8, 13, 20, 25
3	Students are able to find the meaning of vocabulary context.	6, 14, 17, 21, 26
4	Students are able to identify reference.	7, 10, 15, 22, 27
5	Students are able to identify inference.	3, 11, 16, 18, 23, 28
Total		28



F. Validity and Reliability

1. Validity

In the field of education validity is one of the important key to effective research. According to Verma and Mallick (1999), validity refers to the degree to which a test, tool or technique measures what it is supposed to measure.

a. Validity of Students' Sentence Connectors Mastery

To analyze the variable of variable X, the researcher used SPSS 21.0 program version. The standart level pearson product moment is 0.3120 ($df = N-2 = 38$). Best on the result of validity instrument 40 items, it showed that 24 items were valid and 16 items were invalid. It can be concluded that 24 items were used to measure students' mastery of sentence connectors in order to complete this research. The following is the result of the instrument validity.

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Table III. 5

The Validity of Students' Mastery of Sentence Connectors Test

Item No	R Observed	R Table	Status
Item 1	0.294	0.3120	Invalid
Item 2	0.363	0.3120	Valid
Item 3	0.359	0.3120	Valid
Item 4	0.332	0.3120	Valid
Item 5	0.103	0.3120	Invalid
Item 6	0.125	0.3120	Invalid
Item 7	0.492	0.3120	Valid
Item 8	0.391	0.3120	Valid
Item 9	0.251	0.3120	Invalid
Item 10	0.574	0.3120	Valid
Item 11	0.175	0.3120	Invalid
Item 12	0.148	0.3120	Invalid
Item 13	0.328	0.3120	Valid
Item 14	0.407	0.3120	Valid
Item 15	0.496	0.3120	Valid
Item 16	0.349	0.3120	Valid
Item 17	0.367	0.3120	Valid
Item 18	0.341	0.3120	Valid
Item 19	0.121	0.3120	Invalid
Item 20	0.611	0.3120	Valid
Item 21	0.031	0.3120	Invalid
Item 22	0.090	0.3120	Invalid
Item 23	0.071	0.3120	Invalid
Item 24	0.337	0.3120	Valid
Item 25	0.324	0.3120	Valid
Item 26	0.470	0.3120	Valid
Item 27	0.281	0.3120	Invalid
Item 28	0.355	0.3120	Valid
Item 29	0.109	0.3120	Invalid
Item 30	0.333	0.3120	Valid
Item 31	0.028	0.3120	Invalid
Item 32	0.424	0.3120	Valid
Item 33	0.372	0.3120	Valid
Item 34	0.333	0.3120	Valid
Item 35	0.184	0.3120	Invalid
Item 36	0.546	0.3120	Valid
Item 37	0.390	0.3120	Valid
Item 38	0.075	0.3120	Invalid
Item 39	0.258	0.3120	Invalid
Item 40	0.466	0.3120	Valid

b. Validity of Reading Comprehension on Narrative Text

To analyze the variable of variable Y, the researcher used SPSS 21.0 program version. The standart level pearson product moment is 0.3120 ($df = N-2 = 38$). Best on the result of validity instrument 40 items, it showed that 28 items were valid and 12 items were invalid. It can be concluded that 28 items were used to measure students' reading comprehension on narrative texts in order to complete this research. The following is the result of the instrument validity.

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Table III. 6

The Validity of Students' Mastery of Reading Comprehension

Item No	R Observed	R Table	Status
Item 1	0.472	0.3120	Valid
Item 2	0.370	0.3120	Valid
Item 3	0.274	0.3120	Invalid
Item 4	0.040	0.3120	Invalid
Item 5	0.365	0.3120	Valid
Item 6	0.357	0.3120	Valid
Item 7	0.490	0.3120	Valid
Item 8	0.416	0.3120	Valid
Item 9	0.366	0.3120	Valid
Item 10	0.250	0.3120	Invalid
Item 11	0.309	0.3120	Invalid
Item 12	0.457	0.3120	Valid
Item 13	0.193	0.3120	Invalid
Item 14	0.178	0.3120	Invalid
Item 15	0.005	0.3120	Invalid
Item 16	0.467	0.3120	Valid
Item 17	0.284	0.3120	Invalid
Item 18	0.149	0.3120	Invalid
Item 19	0.360	0.3120	Valid
Item 20	0.333	0.3120	Valid
Item 21	0.531	0.3120	Valid
Item 22	0.646	0.3120	Valid
Item 23	0.431	0.3120	Valid
Item 24	0.360	0.3120	Valid
Item 25	0.346	0.3120	Valid
Item 26	0.-104	0.3120	Invalid
Item 27	0.250	0.3120	Invalid
Item 28	0.316	0.3120	Valid
Item 29	0.161	0.3120	Invalid
Item 30	0.425	0.3120	Valid
Item 31	0.422	0.3120	Valid
Item 32	0.336	0.3120	Valid
Item 33	0.328	0.3120	Valid
Item 34	0.320	0.3120	Valid
Item 35	0.316	0.3120	Valid
Item 36	0.490	0.3120	Valid
Item 37	0.352	0.3120	Valid
Item 38	0.361	0.3120	Valid
Item 39	0.569	0.3120	Valid
Item 40	0.564	0.3120	Valid

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2. Reliability

Downing (2004) states the term of reliability is a major source of validity evidence for assessment. Reliability refers to the extent to which a test or technique functions consistently and accurately by yielding the same result. Brown (2003) argued a reliable test is consistent and dependable, the issues of reliability in a test may best be addressed by considering a number of factors that may be contribute to the unreliability of a test.

Table III.7
The Level of Acceptable Reliability

No	Reliability	Validity
1	>0.90	Very high
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/Minimally
5	<0.60	Unacceptably low

(Cohen, Manion, & Morison, 2007)

a. Students' Mastery of Sentence Connectors

In this research, the researcher used test re-tests reliability which means the test is conducted by testing the instrument several times. The researcher used SPSS 21.0 program to find out whether the test was reliable or not.

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Table III. 8
The Reliability Statistics of Students' Mastery of Sentence
Connectors
Reliability Statistics

Cronbach's Alpha	N of Items
.746	40

Based on the table above, it can be seen that the score of Cronbach's Alpha is 0.746, the score is higher than the minimal score of Cronbach's Alpha which is 0.60. From this statement it can be concluded that the test is reliable with the level is reliable.

b. Reading Comprehension on Narrative Text
Table III.9
The Reliability Statistics of Reading Comprehension on
Narrative Text

Cronbach's Alpha	N of Items
.807	40

According to the data of Cronbach's Alpha above, it can be seen the result of it is 0.807 and it is higher than the minimal score of Cronbach's Alpha which is 0.60. It means the test is reliable with the level is High.



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G. Technique of Analysis Data

After collecting the data, in order to analyze whether there is correlation between students' mastery of sentence connectors and students' reading comprehension on narrative text, the researcher uses two techniques of analyzing the data, such as :

1. To analyze students' reading comprehension on narrative text the researcher uses KKM for English subject that is used by the English teacher at the tenth grade at MAN 1 Bengkalis. The standart score of English lesson at MAN 1 Bengkalis is 75. It means for those who get score < 75 they did not pass the standart, besides, if they get > 75 they passed the standart for English subject.

To count minimum score of reading comprehension on narrative text, the researcher uses formula as follow :

$$P = \frac{F}{N} \times 100$$

Where :

P : Number of percentage

F : Frequency

N : Number of Sample

The score classification for students according to Sudijono (2011) as strated below :

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Table III. 10

The score classification for students

No	Students' Score	Mark	Interpretation
1	80-100	A	Excellent
2	66-79	B	Good
3	56-65	C	Fair
4	46-55	D	Bad
5	0-45	E	Failed

(Sudijono, 2011)

2. In order to find out the correlation between students' mastery of sentence connectors and their reading comprehension on narrative text, the researcher used a statistical method by using an application named SPSS (Statistical Package for the Social Sciences or Statistical Product and Service Solution) with 21.0 version. The researcher used Pearson product moment correlation coefficient (r) by obtaining the degree of freedom ($df = N - nr$, ($N =$ number of sample, $nr =$ number of variable)). The hypotheses are :

$$H_a: r_0 > r_{table}$$

$$H_o: r_0 < r_{table}$$

According to the formula above, H_a is accepted if $r_0 > r_{table}$ it means there is significant correlation between students' mastery of sentence connectors and their reading comprehension on narrative text. In contrast, H_o is rejected if $H_o: r_0 < r_{table}$, it means there is no significant correlation between students' mastery of sentence connectors and their reading comprehension on narrative text. Then to see the strength of correlation it is based on the table of coefficient correlation :

Table III. 11

The Interpretation of Coefficient Correlation

Coefficient Interval	Interpretation
0.80 – 1000	Very Strong
0.60 – 0.799	Strong
0.40 – 0.599	Average
0.20 – 0.399	Weak
0.00 – 0.199	Very Weak

(Riduwan, 2010)

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CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

The objectives of this research is to find out whether there is a significance correlation between students' mastery of sentence connectors and their reading comprehension on narrative text at MAN 1 Bengkalis. The researcher can conclude about important things from what have been discussed from previous chapter.

According to the data that the researcher has gotten, the analysis of Pearson Product – Moment Correlation formula by using SPSS 21.0 version, it showed that r obtained (r_o) was 0.732 thus, the researcher conclude that H_0 was rejected and H_a was accepted. It means that there is a significant correlation between between students' mastery of sentence connectors and their reading comprehension on narrative text at MAN 1 Bengkalis.

From 100% of percentage, the result of R determinant score was 53.58%. from it means the percentage students were influenced by their mastery of sentence connectors in reading narrative text, and 46.42% (100% - 53%) was influenced by other factors

B. Suggestion

1. For the Teacher

- a. Teacher must make reading as new activities for the students in order to understanding many aspects of reading especially for sentence connectors.



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- b. Teacher improve students' mastery of sentence connectors to make students have good quality in reading.
2. For the Students
 - a. By mastering sentence connectors, students are able to improve their reading comprehension especially in narrative text.
 - b. Students should know more about sentence connectors, because, the more students understand about it, the more they can improve their reading comprehension on narrative text will be.
3. For the Future Readers
 - a. It is important to understand more about the theories and technique in collecting the data about the correlation between students' mastery of sentence connectors and their reading comprehension on narrative text.
 - b. The future researcher are expected to conduct the research about the correlation between students' mastery of sentence connectors and their reading comprehension on narrative text by preparing well preparation such as new instrument in order to find out the correlation between students' mastery of sentence connectors and their reading comprehension on narrative text from another sample in another location.

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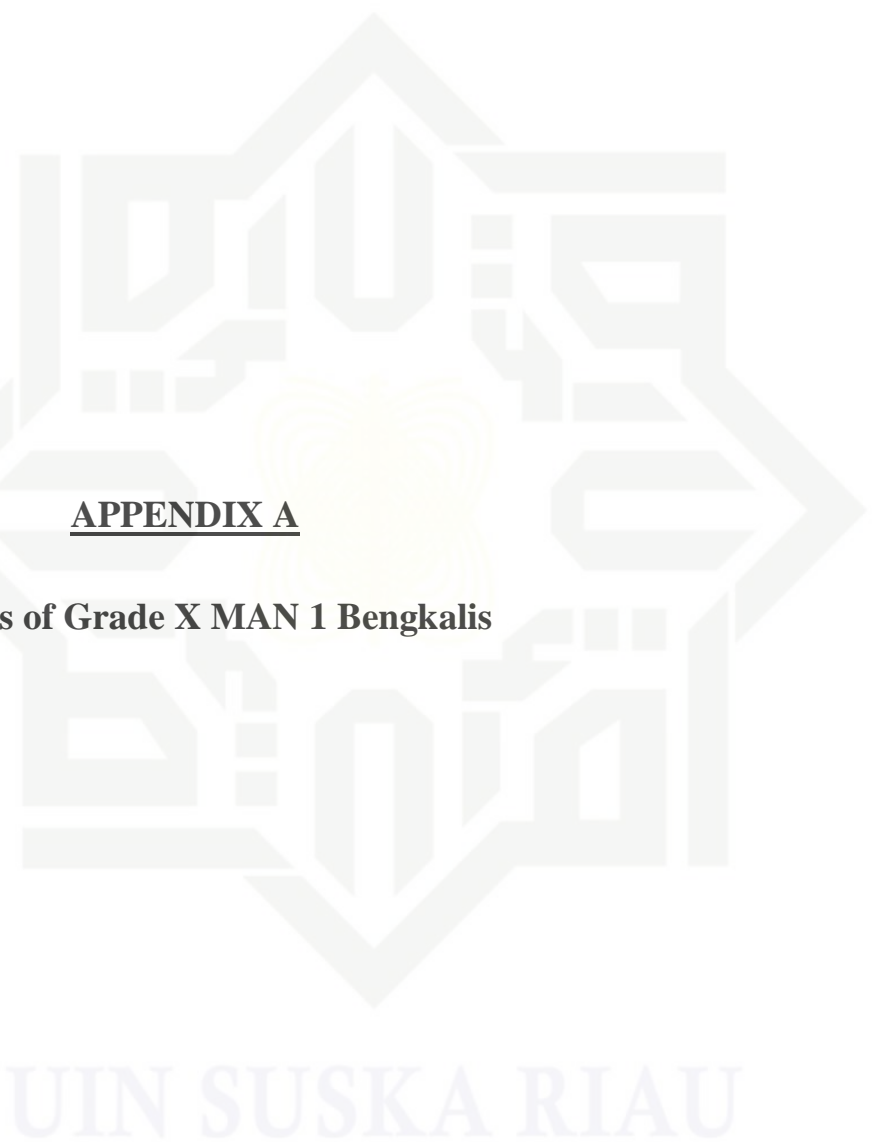
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APPENDIX A

Syllabus of Grade X MAN 1 Bengkalis

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EDISI REVISI**

SILABUS PEMBELAJARAN

MATA PELAJARAN :
BAHASA INGGRIS (WAJIB)
TAHUN PELAJARAN 2017/2018

Satuan Pendidikan : MAN BENGKALIS
Kelas / Semester : X (Satu) / 1 (satu)
Nama Guru : ARDESIA PUTRI UTAMI, S.Pd
NIP/NIK : 19801210200901 2 009



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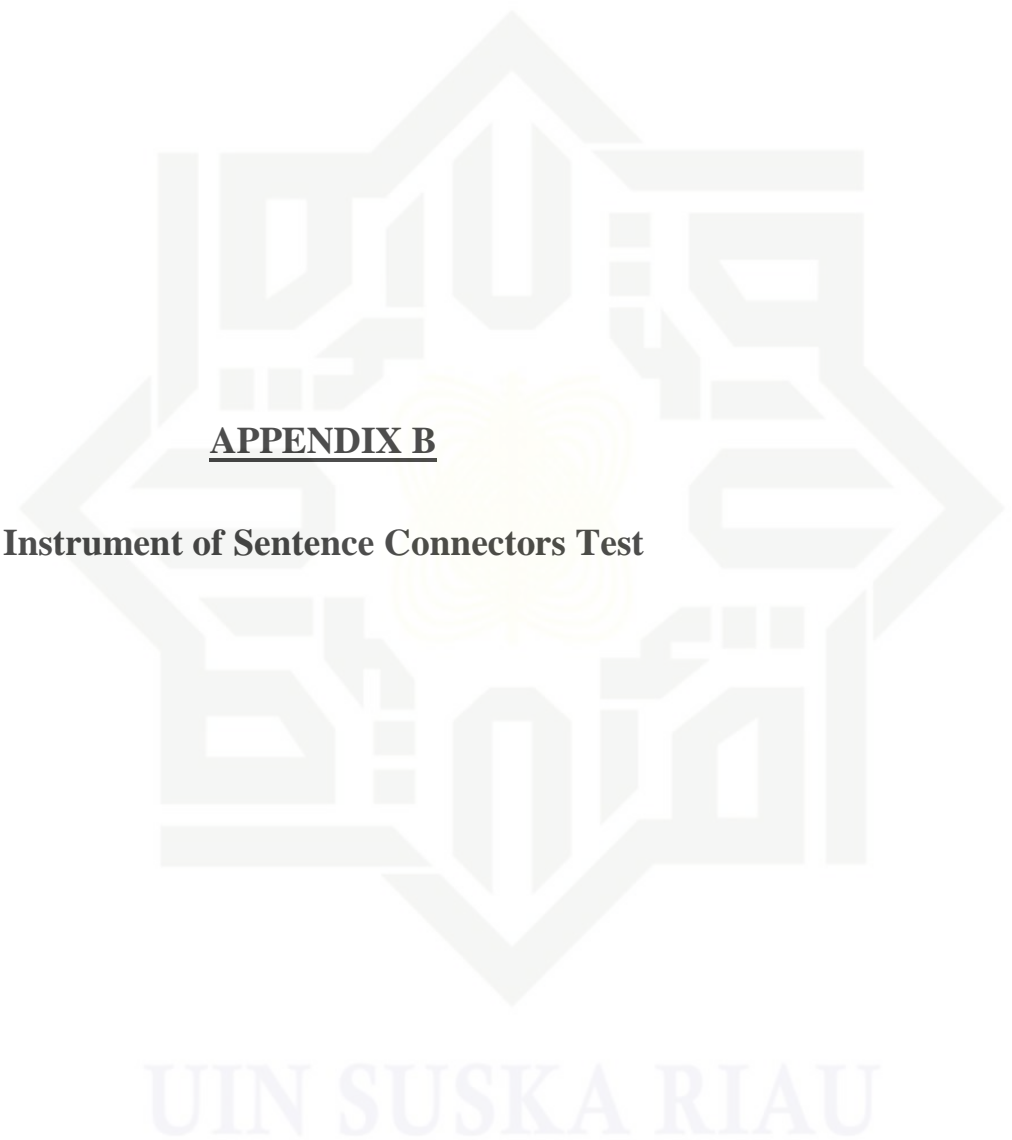
Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Pemilaian
<p>teks <i>recount</i> dan tulis terkait peristiwa bersejarah</p> <p>4.7.2 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa bersejarah yang dapat menimbulkan peristiwa laku yang termuat di KI 		<p>tentang peristiwa bersejarah lainnya</p> <ul style="list-style-type: none"> - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempatkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar. 			
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan</p>	<ul style="list-style-type: none"> • Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan • Struktur Teks 	<p>3.8.1 Mengidentifikasi teks dan unsur kebahasaan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p> <p>3.8.2 Menyetakan struktur teks dan unsur kebahasaan teks naratif lisan dan tulis dengan</p>	<ul style="list-style-type: none"> - Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya - Didiktekan guru menuliskan legenda tersebut dalam buku 			



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Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Pemilaian
<p>memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaan ya</p> <p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif lisan dan tulis sederhana terkait legenda rakyat</p>	<p>Dapat mencakup:</p> <ul style="list-style-type: none"> - Orientasi - Komplikasi - Resolusi - Orientasi ulang <ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat-kalimat dalam <i>simple past tense, past continuous</i>, dan lainnya yang relevan - Kosakata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penunjuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <ul style="list-style-type: none"> - Cerita legenda yang dapat menimbulkan perilaku yang termuat di KI 	<p>3.8.3</p> <p>3.8.3.1 dan 3.8.3.2</p> <p>4.8.1</p> <p>4.8.2</p> <p>4.8.3</p>	<p>3.8.3.1 dan 3.8.3.2</p> <p>4.8.1</p> <p>4.8.2</p> <p>4.8.3</p>	<p>3.8.3</p> <p>3.8.3.1 dan 3.8.3.2</p> <p>4.8.1</p> <p>4.8.2</p> <p>4.8.3</p>	<p>3.8.3</p> <p>3.8.3.1 dan 3.8.3.2</p> <p>4.8.1</p> <p>4.8.2</p> <p>4.8.3</p>	<p>3.8.3</p> <p>3.8.3.1 dan 3.8.3.2</p> <p>4.8.1</p> <p>4.8.2</p> <p>4.8.3</p>
<p>3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait</p>	<ul style="list-style-type: none"> • Fungsi sosial • Mengembangkan nilai-nilai kehidupan dan karakter yang 	<p>3.9.1</p> <p>3.9.2</p>	<p>3.9.1</p> <p>3.9.2</p>	<p>3.9.1</p> <p>3.9.2</p>	<p>3.9.1</p> <p>3.9.2</p>	<p>3.9.1</p> <p>3.9.2</p>



APPENDIX B

Instrument of Sentence Connectors Test

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TEST OF SENTENCE CONNECTORS

Name :

Classs :

Instructions :

1. This test is used for scientific research.
2. Read the texts and the questions carefully.
3. Choose the correct answer (a, b, c, d or e).
4. Write your answer on provided answer sheet!

1. To sum up, to conclude, in summary, is the part of?

- a. Summative
- b. Listing
- c. Appositional
- d. Result
- e. Transitional

2. "Once upon a time there lived a poor boy ... Sade."

- a. Name
- b. Calls
- c. His
- d. Namely
- e. Were

3. "As a result, users may use manual transfer methods through PC."

The underlined words is a part of?

- a. Transitional
- b. Summative
- c. Resultive

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- d. Constrative
 - e. Inferential
4. “Meanwhile, eventually, subsequently, originally” are the part of?
- a. Transition
 - b. Summative
 - c. Inferential
 - d. Listing
 - e. Resultive

Paragraph 1 (number 5)

(5 ...) Mr Haktak got an idea, then he fell into that pot and soon there were two Mr. Haktak. Two new Haktaks became husband and wife.

5. What is the suitable word to fill number 5?
 - a. After all
 - b. Eventually
 - c. To conclude
 - d. Finally
 - e. In other words
6. *When I go camping, I bring lots of things, ... a fishing rod, matches, and a sleeping bag.*
 - a. Thus
 - b. However
 - c. Although
 - d. For example
 - e. If so

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Paragraph 2 (7-8)

Language means communication, most of people in this world know about English, Arabic, Mandarin. Therefore if someone want to reach for a global goal, she or he has to master international language. (7...), English is the most global and the most used in this world to communicate internationally. Everybody recognizes English as international language, besides the usage of English also to open the door of scientific and technical knowledge. (8...) , for those who master in English are more favourable than those who don't.

7. What is the suitable word to fill number 7?
 - a. Of course
 - b. Most of
 - c. However
 - d. Even
 - e. How
8. What is the suitable word to fill number 8?
 - a. So
 - b. Eventually
 - c. For example
 - d. First
 - e. Second
9. They will lose the game in the same way we overcame them three days ago.

Which one is part of listing from the sentence above?



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- a. In the same way
- b. In the wrong way
- c. In the lost way
- d. In the false way
- e. In the same street

10. To sum up, it is not necessary for the pupils to bring their mobile phone to school.

The underlined words refers to the part of?

- a. Sequence
- b. Summative
- c. Sentence
- d. Signal
- e. Supporting

11. There are many kinds people in this world, e.g. good person, bad person

The function of word “e.g” to signal?

- a. Appositional
- b. Summative
- c. Time
- d. Location
- e. Place

12. The word “*as a consequence, and in consequence*” are part of?

- a. Inferential
- b. Summative
- c. Transition
- d. Preposition
- e. Resultive

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13. *I wass invited to attend a technology seminar at Pangeran Hotel. Nevertheless, I was nervous to attend alone. The underlined word refers to?*
- a. Resultive
 - b. Inferential
 - c. Constrative
 - d. Transitional
 - e. *Listing*
14. The animal is devided into 3 groups, ... carnivore, herbivore and omnivore.
- a. I,e
 - b. Ei
 - c. I.e
 - d. E.i
 - e. Ex

Paragraph 3 (15-16)

Some international games can help children learn English in a fun way, children can develop their cooperative and leadership skills. In other words, people believe that the video game can actually sharpen human's brain and help beneficial skills. Conversely, some other people believe that video games make children lazy. As a consequence most of children prefer playing video games to studying, this activity will make children lazy to do another activity. After all parents should be careful in selecting appropriate games for their children, parents should also watch over their children to play the games.

15. What word that includes in part of Resultive according to the paragraph?



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- a. Some
 - b. Can
 - c. In
 - d. As a consequence
 - e. Will
16. What word that includes in part of Inferential according to the paragraph?
- a. To
 - b. For
 - c. In other words
 - d. Actually
 - e. That
17. It was ... released from the aquarium in Monaco, it was bred to be cold tolerant to have in peoples aquaria.
- a. Actually
 - b. Therefore
 - c. Incidentally.
 - d. After all
 - e. After that
18. Let me begin by first of all giving a very, in brief history of time. The underlined word includes in the part of?
- a. Resultive
 - b. Consequence
 - c. Summative
 - d. Transitional
 - e. Appositional
19. Which of these sentence connectors are included in Resultive?



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- a. Meanwhile, eventually, subsequently, originally.
 - b. Hence, thus, as a result, as a consequence, in consequence, so.
 - c. On the other hand, instead, after all, on the contrary.
 - d. That is, that is to say, in other words, for instance, for example, namely.
 - e. First, second, firstly, secondly, finally, further.
20. Which of these sentence connectors are included in Inferential?
- a. First, second, firstly, secondly, finally, further.
 - b. That is, that is to say, in other words, for instance, for example, namely.
 - c. Therefore, in that case, otherwise, in other words, if so.
 - d. To sum up, to conclude, in summary, in sum, in short,
 - e. However, although, (even) though, on the other hand, instead.
21. Which of these sentence connectors are included in Constrative?
- a. As a result, as a consequence, in consequence, so.
 - b. Similarly, for one thing, for another, above all, for a start, in the same way
 - c. To sum up, to conclude, in summary, in sum, in short.
 - d. However, although, (even) though, on the other hand, instead, after all.
 - e. Meanwhile, eventually, subsequently, originally, in the meantime, by the way, incidentally.
22. Which of these sentence connectors are included in Listing?
- a. First, second, finally, further, in addition, moreover, above all, for a start.
 - b. Meanwhile, eventually, subsequently, originally, in the meantime.
 - c. That is, that is to say, in other words, for instance, for example, namely.
 - d. In contrast, besides, nevertheless, anyway.
 - e. In the meantime, by the way, incidentally.
23. Which of these sentence connectors are included in Summative?
- a. However, although, (even) though, on the other hand, instead, after all.

Hak Cipta Dilindungi Undang-Undang

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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- b. That is, that is to say, in other words, for instance, for example, namely.
 - c. To sum up, to conclude, in summary, in sum, in short, in brief, in conclusion.
 - d. For instance, for example, namely, e.g (eg), i.e.
 - e. In contrast, besides, nevertheless, anyway.
24. ... boiling water canning is for canning things that are already pretty acidic.
- a. In these
 - b. In that case
 - c. In case
 - d. Then
 - e. First

Hak Cipta Dilindungi Undang-Undang

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APPENDIX C

Students' Answer Sheet of Sentence Connectors Test



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

TEST OF SENTENCE CONNECTORS

Name : MARIA ULFAH

Class : X IPA 1

Instructions :

1. This test is used for scientific research.
2. Read the texts and the questions carefully.
3. Choose the correct answer (a, b, c, d or e).
4. Write your answer on provided answer sheet!

1. To sum up, to conclude, in summary, is the part of?

- Summative
- b. Listing
- c. Appositional
- d. Result
- e. Transitional

2. "Once upon a time there lived a poor boy ... Sade."

- a. Name
- b. Calls
- c. His
- Namely
- e. Were

3. "As a result, users may use manual transfer methods through PC."

The underlined words is a part of?

- a. Transitional
- b. Summative
- Resultive
- d. Constrative
- e. Inferential

4. "Meanwhile, eventually,subsequently, originally" are the part of?

- Transition
- b. Summative
- c. Inferential
- d. Listing
- e. Resultive

Paragraph 1 (number 5)

(5 ...) Mr Haktak got an idea, then he fell into that pot and soon there were two Mr. Haktak. Two new Haktaks became husband and wife.

5. What is the suitable word to fill number 5?

- a. After all
- Eventually
- c. To conclude
- d. Finally
- e. In other words



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

6. When I go camping, I bring lots of things, ... a fishing rod, matches, and a sleeping bag.
- a. Thus
 - b. However
 - c. Although
 - d. For example
 - e. If so

Paragraph 2 (number 7-8)

Language means communication, most of people in this world know about English. Arabic, Mandarin. Therefore if someone want to reach for a global goal, she or he has to master international language. (7...), English is the most global and the most used in this world to communicate internationally. Everybody recognizes English as international language, besides the usage of English also to open the door of scientific and technical knowledge. (8...), for those who master in English are more favourable than those who don't.

7. What is the suitable word to fill number 7?
- a. Of course
 - b. Most of

- c. However
- d. Even
- e. How

8. What is the suitable word to fill number 8?
- a. So
 - b. Eventually
 - c. For example
 - d. First
 - e. Second

9. They will lose the game in the same way we overcame them three days ago.

Which one is part of listing from the sentence above?

- a. In the same way
- b. In the wrong way
- c. In the lost way
- d. In the false way
- e. In the same street

10. To sum up, it is not necessary for the pupils to bring their mobile phone to school.

Hak Cipta Dilindungi Undang-Undang

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The underlined words refers to the part of?

- a. Sequence
- b. Summative
- c. Sentence
- d. Signal
- e. Supporting

11. There are many kinds people in this world, e.g. good person, bad person
The function of word "e.g" to signal?

- a. Appositional
- b. Summative
- c. Time
- d. Location
- e. Place

12. The word "*as a consequence, and in consequence*" are part of?

- a. Inferential
- b. Summative
- c. Transition
- d. Preposition
- e. Resultive

13. I was invited to attend a technology seminar at Pangeran Hotel. Nevertheless, I was nervous to attend alone.

The underlined word refers to?

- a. Resultive
- b. Inferential
- c. Constrative
- d. Transitional
- e. Listing

14. The animal is divided into 3 groups.
... carnivore, herbivore and omnivore.

- a. I.e
- b. Ei
- c. I.e
- d. E.i
- e. Ex

Paragraph 3 (number 15-16)

Some international games can help children learn English in a fun way, children can develop their cooperative and leadership skills. In other words, people believe that the video game can actually sharpen human's brain and help beneficial skills. Conversely, some other people believe that video games make children lazy. As a consequence most of children prefer playing video games to studying, this activity will make children lazy to do another activity. After all parents should be careful in selecting appropriate games for their children,



Hak Cipta Diindungi Undang-Undang

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parents should also watch over their children to play the games.

15. What word that includes in part of Resultive according to the paragraph?

- a. Some
- b. Can
- c. In
- d. As a consequence
- e. Will

16. What word that includes in part of Inferential according to the paragraph?

- a. To
- b. For
- c. In other words
- d. Actually
- e. That

17. It was ... released from the aquarium in Monaco, it was bred to be cold tolerant to have in peoples aquaria.

- a. Actually
- b. Therefore
- c. Incidentally.
- d. After all
- e. After that

18. Let me begin by first of all giving a very, in brief history of time.

The underlined word includes in the part of?

- a. Resultive
- b. Consequence
- c. Summative
- d. Transitional
- e. Appositional

19. Which of these sentence connectors are included in Resultive?

- a. Meanwhile, eventually, subsequently, originally.
- b. Hence, thus, as a result, as a consequence, in consequence, so.
- c. On the other hand, instead, after all, on the contrary.
- d. That is, that is to say, in other words, for instance, for example, namely.
- e. First, second, firstly, secondly, finally, further.

20. Which of these sentence connectors are included in Inferential?

- a. First, second, firstly, secondly, finally, further.
- b. That is, that is to say, in other words, for instance, for example, namely.



Hak Cipta Dilindungi Undang-Undang

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TEST OF SENTENCE CONNECTORS

Name : Alrahzumi

Class : X Ipa⁴

Instructions :

1. This test is used for scientific research.
2. Read the texts and the questions carefully.
3. Choose the correct answer (a, b, c, d or e).
4. Write your answer on provided answer sheet!

1. To sum up, to conclude, in summary, is the part of?
 - Summative
 - b. Listing
 - c. Appositional
 - d. Result
 - e. Transitional

2. "Once upon a time there lived a poor boy ... Sade."
 - a. Name
 - b. Calls
 - c. His
 - Namely
 - e. Were

3. "As a result, users may use manual transfer methods through PC."

The underlined words is a part of?

- a. Transitional
- b. Summative
- Resultive
- d. Constrative
- e. Inferential

4. "Meanwhile, eventually,subsequently, originally" are the part of?

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- b. Summative
- c. Inferential
- d. Listing
- e. Resultive

Paragraph 1 (number 5)

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5. What is the suitable word to fill number 5?
 - a. After all
 - b. Eventually
 - c. To conclude
 - Finally
 - e. In other words



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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

6. When I go camping, I bring lots of things, ... a fishing rod, matches, and a sleeping bag.

- a. Thus
- b. However
- c. Although
- d. For example
- e. If so

Paragraph 2 (number 7-8)

Language means communication, most of people in this world know about English, Arabic, Mandarin. Therefore if someone want to reach for a global goal, she or he has to master international language.(7...), English is the most global and the most used in this world to communicate internationally. Everybody recognizes English as international language, besides the usage of English also to open the door of scientific and technical knowledge. (8...),for those who master in English are more favourable than those who don't.

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- a. Of course
 - b. Most of

- c. However
- d. Even
- e. How

8. What is the suitable word to fill number 8?

- a. So
- b. Eventually
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- d. First
- e. Second

9. They will lose the game in the same way we overcame them three days ago.

Which one is part of listing from the sentence above?

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- c. In the lost way
- d. In the false way
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10. To sum up, it is not necessary for the pupils to bring their mobile phone to school.

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The underlined words refers to the part of?

- a. Sequence
- b. Summative
- c. Sentence
- d. Signal
- e. Supporting

11. There are many kinds people in this world, e.g. good person, bad person
The function of word "e.g" to signal?

- a. Appositional
- b. Summative
- c. Time
- d. Location
- e. Place

12. The word "*as a consequence, and in consequence*" are part of?

- a. Inferential
- b. Summative
- c. Transition
- d. Preposition
- e. Resultive

13. I was invited to attend a technology seminar at Pangeran Hotel. Nevertheless, I was nervous to attend alone.

The underlined word refers to?

- a. Resultive
- b. Inferential
- c. Constrative
- d. Transitional
- e. Listing

14. The animal is devided into 3 groups, ... carnivore, herbivore and omnivore.

- a. I,e
- b. Ei
- c. I,e
- d. E,i
- e. Ex

Paragraph 3 (number 15-16)

Some international games can help children learn English in a fun way, children can develop their cooperative and leadership skills. In other words, people believe that the video game can actually sharpen human's brain and help beneficial skills. Conversely, some other people believe that video games make children lazy. As a consequence most of children prefer playing video games to studying, this activity will make children lazy to do another activity. After all parents should be careful in selecting appropriate games for their children,



Hak Cipta Dilindungi Undang-Undang

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

parents should also watch over their children to play the games.

15. What word that includes in part of Resultive according to the paragraph?

- a. Some
- b. Can
- c. In
- d. As a consequence
- e. Will

16. What word that includes in part of Inferential according to the paragraph?

- a. To
- b. For
- c. In other words
- d. Actually
- e. That

17. It was ... released from the aquarium in Monaco, it was bred to be cold tolerant to have in peoples aquaria.

- a. Actually
- b. Therefore
- c. Incidentally.
- d. After all
- e. After that

18. Let me begin by first of all giving a very, in brief history of time.

The underlined word includes in the part of?

- a. Resultive
- b. Consequence
- c. Summative
- d. Transitional
- e. Appositional

19. Which of these sentence connectors are included in Resultive?

- a. Meanwhile, eventually, subsequently, originally.
- b. Hence, thus, as a result, as a consequence, in consequence, so.
- c. On the other hand, instead, after all, on the contrary.
- d. That is, that is to say, in other words, for instance, for example, namely.
- e. First, second, firstly, secondly, finally, further.

20. Which of these sentence connectors are included in Inferential?

- a. First, second, firstly, secondly, finally, further.
- b. That is, that is to say, in other words, for instance, for example, namely.



Hak Cipta Dilindungi Undang-Undang

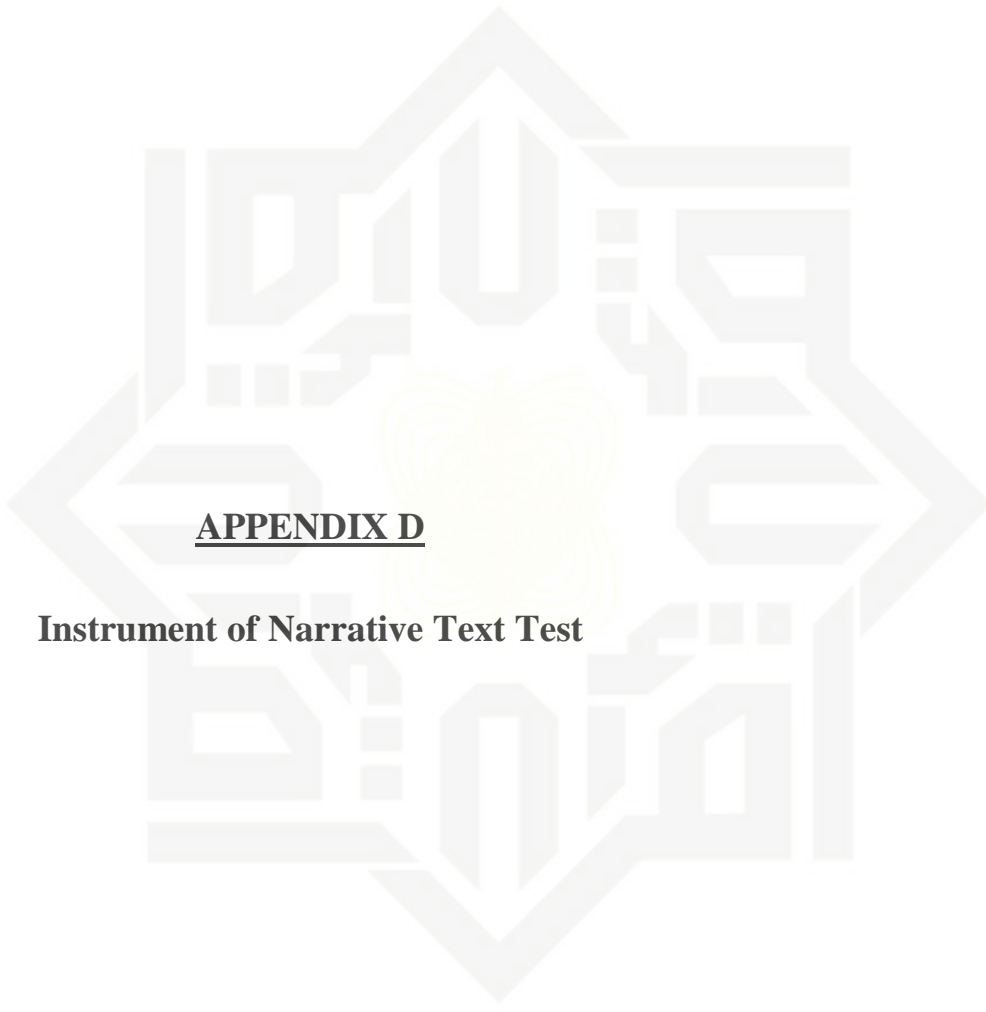
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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- c. Therefore, in that case, otherwise, in other words, if so.
- d. To sum up, to conclude, in summary, in sum, in short.
- e. However, although, (even) though, on the other hand, instead.
21. Which of these sentence connectors are included in Contrastive?
- a. As a result, as a consequence, in consequence, so.
 - b. Similarly, for one thing, for another, above all, for a start, in the same way
 - c. To sum up, to conclude, in summary, in sum, in short.
 - d. However, although, (even) though, on the other hand, instead, after all.
 - e. Meanwhile, eventually, subsequently, originally, in the meantime, by the way, incidentally.
22. Which of these sentence connectors are included in Listing?
- a. First, second, finally, further, in addition, moreover, above all, for a start.
 - b. Meanwhile, eventually, subsequently, originally, in the meantime.
 - c. That is, that is to say, in other words, for instance, for example, namely.
 - d. In contrast, besides, nevertheless, anyway.
 - e. In the meantime, by the way, incidentally.
23. Which of these sentence connectors are included in Summative?
- a. However, although, (even) though, on the other hand, instead, after all.
 - b. That is, that is to say, in other words, for instance, for example, namely.
 - c. To sum up, to conclude, in summary, in sum, in short, in brief, in conclusion.
 - d. For instance, for example, namely, e.g (eg), i.e.
 - e. In contrast, besides, nevertheless, anyway.
24. ... boiling water canning is for canning things that are already pretty acidic.
- a. In these
 - b. In that case
 - c. In case
 - d. Then
 - e. First

Hak Cipta Dilindungi Undang-Undang

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- Therefore, in that case, otherwise, in other words, if so.
- d. To sum up, to conclude, in summary, in sum, in short,
- e. However, although, (even) though, on the other hand, instead.
21. Which of these sentence connectors are included in Constrative?
- a. As a result, as a consequence, in consequence, so.
- b. Similarly, for one thing, for another, above all, for a start, in the same way
- c. To sum up, to conclude, in summary, in sum, in short.
- However, although, (even) though, on the other hand, instead, after all.
- e. Meanwhile, eventually, subsequently, originally, in the meantime, by the way, incidentally.
22. Which of these sentence connectors are included in Listing?
- First, second, finally, further, in addition, moreover, above all, for a start.
- b. Meanwhile, eventually, subsequently, originally, in the meantime.
- c. That is, that is to say, in other words, for instance, for example, namely.
- d. In contrast, besides, nevertheless, anyway.
- e. In the meantime, by the way, incidentally.
23. Which of these sentence connectors are included in Summative?
- a. However, although, (even) though, on the other hand, instead, after all.
- b. That is, that is to say, in other words, for instance, for example, namely.
- To sum up, to conclude, in summary, in sum, in short, in brief, in conclusion.
- d. For instance, for example, namely, e.g (eg), i.e.
- e. In contrast, besides, nevertheless, anyway.
24. ... boiling water canning is for canning things that are already pretty acidic.
- a. In these
- In that case
- c. In case
- d. Then
- e. First



APPENDIX D
Instrument of Narrative Text Test

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU



TEST OF NARRATIVE TEXTS

Name :

Classs :

Instructions :

5. This test is used for scientific research.
6. Read the texts and the questions carefully.
7. Choose the correct answer (a, b, c, d or e).
8. Write your answer on provided answer sheet!

Text 1 (number 1-3)

The Legend of Malin Kundang

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed and left his mother alone.

Many years later, Malin Kundang became wealthy. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang.

Malin Kundang's mother ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. After that he ordered his crews to set sail to leave the old woman who was then full of sadness and

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Hak Cipta Dilindungi Undang-Undang

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anger. Finally, she cursed Malin Kundang and he was thrown out to a small island and turned into a stone.

1. What is the main idea of paragraph 3?
 - a. Malin Kundang became wealthy.
 - b. He is sailing on his journey.
 - c. The local people recognized that it was Malin.
 - d. Malin doesn't know about his mother at all.
 - e. Malin will back to his home town.
2. What did Malin's mother do after getting angry?
 - a. She was gone with full of sadness and anger.
 - b. She cursed Malin Kundang into a stone.
 - c. She hug him release her sadness.
 - d. His mother ran to the beach to meet new rich merchant.
 - e. His mother didn't do anything.
3. What is the moral value of the story above?
 - a. Don't leave your mother alone.
 - b. Please earn much money.
 - c. Malin Kundang helped the merchant defeat the pirates.
 - d. Malin's mother cursed him into a stone.
 - e. Please respect your parents and don't be rebellious child.

Text 2 (number 4-7)

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.



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Incidentally, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend."

4. What is the main idea of paragraph 1?
 - a. There was two close friends in the jungle.
 - b. They got a dangerous things.
 - c. They saw a large bear.
 - d. They promised always be together in any case.
 - e. They walking at the forest everyday.
5. What is the fact that we can get from the story above?
 - a. A friend knew that his friend is a fake friend.
 - b. They have good friend relationship.
 - c. They were killed by the bear.
 - d. The bear don't want to kill them because they were nice.
 - e. There is no fake friend from the story.
6. What is the synonym of *fake*?
 - a. True
 - b. Faux
 - c. Original
 - d. Right
 - e. Mistake



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7. “Suddenly, they saw a large bear getting closer toward them”

The underlined word refers to?

- a. The big bear
- b. A friend
- c. Close friends
- d. Bear and friend
- e. Bear’s friend

Text 3 (number 8)

Badang and the Singapore Stone

According to local Malay folklore, Badang began as a poor fisherman who plied his trade at mouth of the Singapore River. One day he caught a genie in his fishing net, and in return of his release, the genie granted Badang’s wish to be the strongest man alive.

Impressed with Badang’s enormous strength, the Rajah of Singapura appointed him as the imperial warrior. Soon, other kingdoms heard of Badang’s fame and sent their warriors to challenge him. The king of India, in particular, sent his kingdom’s strongest man Wadi Bijaya to Singapura for a duel. In the last contest, Badang beat Wadi Bijaya by lifting a huge rock and throwing it towards the Singapore River.

Ancient inscriptions were added to the rock, probably to commemorate Badang’s achievements but centuries later in 1843, the British colonial government blasted it to pieces. Known as the Singapore Stone, only a fragment remains, and is now kept in the Singapore History Museum.



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8. What did the Rajah do after looking Badang's strength?
 - a. He killed Badang.
 - b. He gave Badang much money.
 - c. Badang will be rich.
 - d. Rajah appointed him as warrior.
 - e. Rajah gave Badang a Lamborghini car.

Text 4 (number 9-11)

Little Rabbit

Once upon a time there were four little rabbits. Namely Flopsy, Mopsy, Cotton-tail and Peter. One morning they were allowed to play outside. But, their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there.

Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. In contrast, Peter was a naughty rabbit. Peter went down the lane to pick blackberries.. Then, he ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. Consequently, he lost a pair of shoes and a jacket while he was running.

Peter never stopped running or looked behind him till he got home. During the evening, he was sick because he was so tired. Lastly, he had to drink some medicine while three of his brother had bread, milk and blackberries for supper.

9. What is the main idea of paragraph 1?
 - a. There were four little naughty rabbits.
 - b. Their mother reminded to not play at McGregor's garden.
 - c. Little rabbit went to McGregor's garden.
 - d. They were getting many fruits there.
 - e. They didn't want to hear their mother.



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10. “Then, he ate some lettuces, French beans, and radishes.” (Paragraph 2)
The underlined word refers to?
 - a. Peter
 - b. Flopy
 - c. Mopsy
 - d. Cotton-tail
 - e. Mother
11. What did happen to Peter after running to his home?
 - a. He was happy
 - b. He was tired
 - c. He was sick
 - d. He was good
 - e. He was bad

Text 5 (12-16)

Once upon a time, there were a king and his queen who lived in the Kingdom of Belinyu. They didn't have any child. Until one night, the queen had a dream of a turtle. It said that the queen would have a baby, and she had to give a Komala necklace to her baby. The queen woke up and she was holding a Komala necklace in her hand. She told her dream to the king, and he was very happy.

In short, the queen's dream became reality. She delivered a beautiful baby girl. The king named her, Komala. She grew up as a pretty girl. However, she had a bad attitude because her parents always spoiled her too much.

One day, Komala heard her parents were talking about the turtle in her mother's dream. She thought that the turtle was very interesting animal, so she wanted it as her pet. She insisted to find it, and the king allowed her to look for the animal.

Accompanied with the king's guards, Komala searched the turtle, and finally, she found it in a beach. She shouted to it, “Penyu busuk, wait for me,”



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in several times, but the turtle kept swimming. Komala ran after it into the sea, she tried to catch it. Until then she finally drowned and disappeared, and all of her guards could not save her. Now, people call the beach, Penyusuk.

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12. What is the main idea of the last paragraph?
 - a. The king permitted Komala to find the turtle.
 - b. The celebration of Komala's birthday.
 - c. Komala drowned into the sea.
 - d. The turtle disappeared.
 - e. She could find the turtle.
13. What did happen to queen in the night?
 - a. She didn't get any child.
 - b. The queen had dream of turtle and have a baby.
 - c. The queen has kind baby.
 - d. King and queen have beautiful baby at that time.
 - e. Queen's dreams didn't come true.
14. "Until then she finally drowned and disappeared" (paragraph 4)
The antonym of underlined word is..
 - a. Vanished
 - b. Appeared
 - c. Disappointed
 - d. Appointed
 - e. Lost
15. "It said that the queen would have a baby" (paragraph 1)
The underlined word refers to?

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- a. Komala
- b. King
- c. Queen
- d. Turtle
- e. Baby

16. Komala had a bad attitude because ...

- a. She was a princess.
- b. Her father was a king.
- c. She was a beautiful girl.
- d. Her parents spoiled her very much.
- e. Because she was rich girl.

Text 6 (17-18)

A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead



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chickens on the floor. The parrot was screaming at the fourth chicken, “Say Catano, or I’ll kill you!”

17. “You are a stupid bird! Why can’t you say the word? Say Catano, or I will kill you!” (paragraph 2)

The underlined word has closest meaning with?

- a. Brainy
- b. Smart
- c. Clever
- d. Apt
- e. Unsmart

18. Which statement is false according to the text?

- a. Catano was the name of the city where the parrot came from.
- b. The man didn’t get angry at the parrot.
- c. **The parrot could say Catano.**
- d. The man killed the parrot.
- e. The man and the parrot are best friend.

Text 7 (19-23)

A poor boy sold goods from door to door to pay his school fee. One day he had only a little money left and he was very hungry. He decided to ask for some food at the next house he visited. However he was so nervous when a lovely young woman opened the door. He only asked for a glass of water. The woman thought that the boy was hungry so she gave him a large glass of milk. He drank it slowly, and then asked. “How much do owe you?”. “You don’t owe me anything,” she replied, “Mother has taught us never to accept pay for a kindness.” He said, “Then u thank you from my heart.” As the poor boy left that house, he felt stronger. His faith in God was getting stronger too. He had been ready to stop his study but now he got a spirit to continue it until he became a doctor.



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Some years later that young woman became critically ill. She was sent to the big city to cure her disease. The poor boy was the doctor. When he knew the name of the town she came from, he went to meet her. He recognized her at once. He tried hard to save the woman's life. From then on he gave special attention to the sick woman.

Finally after a long struggle, the woman could be cured. The poor boy paid all the bill. He wrote "Paid in full with one glass of milk" under the bill. When the woman opened the bill, tears of joy flooded her eyes as her happy heart prayed," thank you God, that your love has spread abroad through human hearts and hands.

19. What is the main idea of paragraph 2?

- a. The poor boy asked the woman for food.
- b. The woman came to the town where the boy lived.
- c. The poor boy cured the woman and repaid her kindness.
- d. The woman gave a large glass of milk to the poor boy.
- e. The poor man didn't want to help the woman.

20. Why did the poor boy ask ask for some food at the next house?

- a. He was very tired at that time.
- b. He had only a little money left and he was very hungry.
- c. The boy didn't have any meal for lunch.
- d. Because the boy was very poor.
- e. The boy wanted to ask a glass of milk.

21. "She was sent to the big city to cure her disease" (paragraph 2)

The underline word is closest in meaning to ...

- a. Weakness
- b. Wellness
- c. Health



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- d. Strong
 - e. Illness
22. "He wrote "Paid in full with one glass of milk" under the bill."
The underlined word refers to?
- a. The old woman
 - b. The poor boy
 - c. The bill
 - d. The god
 - e. The man
23. What can we learn after reading the story above?
- a. Kindness won't be forgotten.
 - b. Poverty is the source of misery.
 - c. Help is needed to be successful.
 - d. Health is important in life.
 - e. Don't be stingy to other people.

Text 8 (24-28)

The Legend of Surabaya

Once upon a time , there were two animals , Sura and Baya name . Sura is the name of the shark and Baya the crocodile . They lived in the deep sea .

After Sura and Baya were looking for some food . Suddenly, Baya see a nice goat . " Yummy is good , this is the most delicious lunch , " said Baya . ' No way ! This is my lunch . You are greedy " Sura said . Later they fought for goats . After several hours of fighting, they were very tired . Feels tired of fighting , they live in different places . Sura Baya live in the water and stay in the country.

Border is the beach , so they do not will fight again . Someday , Sura went to the ground and look for some food in the river . he was very hungry and there was not much food in the sea . Baya was very angry when he knew that

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Sura broke a promise . they fight again . They both punching and kicking . tail Sura Baya fight . Baya did the same thing to Sura .

He bite very hard until Sura finally gave up and returned to the sea .

Baya was happy . Named of they final city is Surabaya

24. What is the main idea of the last paragraph?

- a. They bite each other.
- b. Sura was crying.
- c. Their border is the beach.
- d. Baya was very happy.
- e. Their Final City named Surabaya.

25. What is the true fact from the story above?

- a. Sura and Baya were forgiving each other.
- b. They stopped to fight each other.
- c. Baya bite Sura very hard until gave up.
- d. Sura and Baya were sharing the goat each other.
- e. They were very happy to be friend.

26. “They both punching and kicking tail” (paragraph 3)

The underline word is closet in meaning to ...

- a. Brawl
- b. Hit
- c. Cut
- d. Kick
- e. Stay

27. “He bite very hard until Sura finally gave up and returned to the sea”

(paragraph 4)

The underlined word refers to?

- a. Baya
- b. Sura

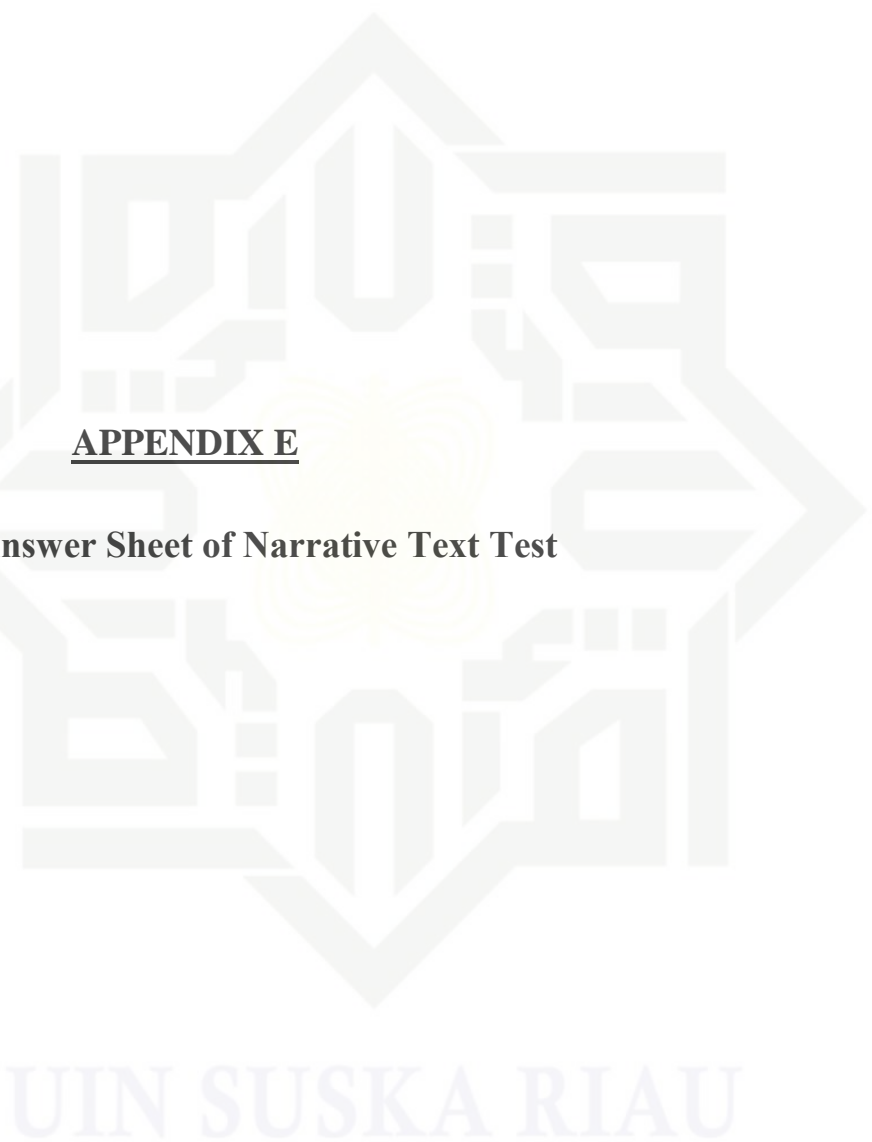
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- c. Surabaya
- d. Goat
- e. River

28. Why did Sura went to the ground at that time?

- a. Because Sura wanted to visit Baya.
- b. Because he stayed at the ground.
- c. Because Sura was very full.
- d. Because Sura was very hungry.
- e. Because he wanted to give a gift for Baya.



APPENDIX E

Students' Answer Sheet of Narrative Text Test

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TEST OF NARRATIVE TEXTS

Name : MARIA ULFAH

Class : X IPA 1

Instructions :

1. This test is used for scientific research.
2. Read the texts and the questions carefully.
3. Choose the correct answer (a, b, c, d or e).
4. Write your answer on provided answer sheet!

Text 1 (number 1-3)

The Legend of MalinKundang

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, MalinKundang. MalinKundang and his mother had to live hard because his father had passed away when he was a baby.

One day, when MalinKundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, MalinKundang helped the merchant defeat the pirates. To thank him, the merchant allowed MalinKundang to sail with him. MalinKundang agreed and left his mother alone.

Many years later, MalinKundang became wealthy. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was MalinKundang.

MalinKundang's mother ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, MalinKundang who was with his beautiful wife and his ship crews denied that she was his mother. After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, she cursed MalinKundang and he was thrown out to a small island and turned into a stone.

1. What is the main idea of paragraph 3?
 - a. Malin Kundang became wealthy.
 - b. He is sailing on his journey.
 - c. The local people recognized that it was Malin.
 - d. Malin doesn't know about his mother at all.
 - e. Malin will back to his home town.



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2. What did Malin's mother do after getting angry?
 - a. She was gone with full of sadness and anger.
 - b. She cursed MalinKundang into a stone.
 - c. She hug him release her sadness.
 - d. His mother ran to the beach to meet new rich merchant.
 - e. His mother didn't do anything.
3. What is the moral value of the story above?
 - a. Don't leave your mother alone.
 - b. Please earn much money.
 - c. Malin Kundang helped the merchant defeat the pirates.
 - d. Malin's mother cursed him into a stone.
 - e. Please respect your parents and don't be rebellious child.

Text 2 (number 4-7)

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Incidentally, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend."

4. What is the main idea of paragraph 1?
 - a. There was two close friends in the jungle.
 - b. They got a dangerous things.
 - c. They saw a large bear.
 - d. They promised always be together in any case.
 - e. They walking at the forest everyday.



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5. What is the fact that we can get from the story above?
 - A friend knew that his friend is a fake friend.
 - b. They have good friend relationship.
 - c. They were killed by the bear.
 - d. The bear don't want to kill them because they were nice.
 - e. There is no fake friend from the story.
6. What is the synonym of *fake*?
 - a. True
 - Faux
 - c. Original
 - d. Right
 - e. Mistake
7. "Suddenly, they saw a large bear getting closer toward them"
The underlined word refers to?
 - a. The big bear
 - b. A friend
 - Close friends
 - d. Bear and friend
 - e. Bear's friend

Text 3 (number 8)

Badang and the Singapore Stone

According to local Malay folklore, Badang began as a poor fisherman who

plied his trade at mouth of the Singapore River. One day he caught a genie in his fishing net, and in return of his release, the genie granted Badang's wish to be the strongest man alive.

Impressed with Badang's enormous strength, the Rajah of Singapura appointed him as the imperial warrior. Soon, other kingdoms heard of Badang's fame and sent their warriors to challenge him. The king of India, in particular, sent his kingdom's strongest man WadiBijaya to Singapura for a duel. In the last contest, Badang beat WadiBijaya by lifting a huge rock and throwing it towards the Singapore River.

Ancient inscriptions were added to the rock, probably to commemorate Badang's achievements but centuries later in 1843, the British colonial government blasted it to pieces. Known as the Singapore Stone, only a fragment remains, and is now kept in the Singapore History Museum.



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8. What did the Rajah do after looking Badang's strength?
 - a. He killed Badang.
 - b. He gave Badang much money.
 - c. Badang will be rich.
 - d. Rajah appointed him as warrior.
 - e. Rajah gave Badang a Lamborghini car.

Text 4 (number 9-11)

Little Rabbit

Once upon a time there were four little rabbits. Namely Flopsy, Mopsy, Cotton-tail and Peter. One morning they were allowed to play outside. But, their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there.

Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. In contrast, Peter was a naughty rabbit. went down the lane to pick blackberries.. Then, he ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. Consequently, he lost a pair of shoes and a jacket while he was running.

Peter never stopped running or looked behind him till he got home.

During the evening, he was sick because he was so tired. Lastly, he had to drink some medicine while three of his brother had bread, milk and blackberries for supper.

9. What is the main idea of paragraph 1?
 - a. There were four little naughty rabbits.
 - b. Their mother reminded to not play at McGregor's garden.
 - c. Little rabbit went to McGregor's garden.
 - d. They were getting many fruits there.
 - e. They didn't want to hear their mother.
10. "Then, he ate some lettuces, French beans, and radishes." (Paragraph 2)
The underlined word refers to?
 - a. Peter
 - b. Flopsy
 - c. Mopsy
 - d. Cotton-tail
 - e. Mother
11. What did happen to Peter after running to his home?
 - a. He was happy
 - b. He was tired



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- c. He was sick
- d. He was good
- e. He was bad

Text 5 (12-16)

Once upon a time, there were a king and his queen who lived in the Kingdom of Belinyu. They didn't have any child. Until one night, the queen had a dream of a turtle. It said that the queen would have a baby, and she had to give a Komala necklace to her baby. The queen woke up and she was holding a Komala necklace in her hand. She told her dream to the king, and he was very happy.

In short, the queen's dream became reality. She delivered a beautiful baby girl. The king named her, Komala. She grew up as a pretty girl. However, she had a bad attitude because her parents always spoiled her too much.

One day, Komala heard her parents were talking about the turtle in her mother's dream. She thought that the turtle was very interesting animal, so she wanted it as her pet. She insisted to find it, and the king allowed her to look for the animal.

Accompanied with the king's guards, Komala searched the turtle, and finally, she found it in a beach. She shouted to it, "Penyubusuk, wait for me," in several times,

but the turtle kept swimming. Komala ran after it into the sea, she tried to catch it. Until then she finally drowned and disappeared, and all of her guards could not save her. Now, people call the beach, Penyusuk.

12. What is the main idea of the last paragraph?

- a. The king permitted Komala to find the turtle.
- b. The celebration of Komala's birthday.
- c. Komala drowned into the sea.
- d. The turtle disappeared.
- e. She could find the turtle.

13. What did happen to queen in the night?

- a. She didn't get any child.
- b. The queen had dream of turtle and have a baby.
- c. The queen has kind baby.
- d. King and queen have beautiful baby at that time.
- e. Queen's dreams didn't come true.

14. "Until then she finally drowned and disappeared" (paragraph 4)
The antonym of underlined word is..



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- a. Vanished
- b. Appeared
- c. Disappointed
- d. Appointed
- e. Lost

15. "It said that the queen would have a baby" (paragraph 1)

The underlined word refers to?

- a. Komala
- b. King
- c. Queen
- d. Turtle
- e. Baby

16. Komala had a bad attitude because

...

- a. She was a princess.
- b. Her father was a king.
- c. She was a beautiful girl.
- d. Her parents spoiled her very much.
- e. Because she was rich girl.

Text 6 (17-18)

A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

17. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" (paragraph 2)

The underlined word has closest meaning with?





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- a. Brainy
- b. Smart
- c. Clever
- d. Apt
- e. Unsmart

18. Which statement is false according to the text?

- a. Catano was the name of the city where the parrot came from.
- b. The man didn't get angry at the parrot.
- c. The parrot could say Catano.
- d. The man killed the parrot.
- e. The man and the parrot are best friend.

Text 7 (19-23)

A poor boy sold goods from door to door to pay his school fee. One day he had only a little money left and he was very hungry. He decided to ask for some food at the next house he visited. However he was so nervous when a lovely young woman opened the door. He only asked for a glass of water. The woman thought that the boy was hungry so she gave him a large glass of milk. He drank it slowly, and then asked, "How much do owe you?". "You don't owe me anything," she replied, "Mother has taught us never to accept pay for a

kindness." He said, "Then u thank you from my heart." As the poor boy left that house, he felt stronger. His faith in God was getting stronger too. He had been ready to stop his study but now he got a spirit to continue it until he became a doctor.

Some years later that young woman became critically ill. She was sent to the big city to cure her disease. The poor boy was the doctor. When he knew the name of the town she came from, he went to meet her. He recognized her at once. He tried hard to save the woman's life. From then on he gave special attention to the sick woman.

Finally after a long struggle, the woman could be cured. The poor boy paid all the bill. He wrote "Paid in full with one glass of milk" under the bill. When the woman opened the bill, tears of joy flooded her eyes as her happy heart prayed, "thank you God, that your love has spread abroad through human hearts and hands.

19. What is the main idea of paragraph 2?

- a. The poor boy asked the woman for food.
- b. The woman came to the town where the boy lived.
- c. The poor boy cured the woman and repaid her kindness.



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- d. The woman gave a large glass of milk to the poor boy.
 e. The poor man didn't want to help the woman.

20. Why did the poor boy ask for some food at the next house?
 a. He was very tired at that time.
~~X~~ b. He had only a little money left and he was very hungry.
 c. The boy didn't have any meal for lunch.
 d. Because the boy was very poor.
 e. The boy wanted to ask a glass of milk.

21. "She was sent to the big city to cure her disease" (paragraph 2)
 The underline word is closest in meaning to ...
~~X~~ a. Weakness
 b. Wellness
 c. Health
 d. Strong
 e. Illness

22. "He wrote "Paid in full with one glass of milk" under the bill."
 The underlined word refers to?
 a. The old woman
~~X~~ b. The poor boy

- c. The bill
 d. The god
 e. The man

23. What can we learn after reading the story above?
 a. Kindness won't be forgotten.
~~X~~ b. Poverty is the source of misery.
~~X~~ c. Help is needed to be successful.
 d. Health is important in life.
 e. Don't be stingy to other people.

Text 8 (24-28)

The Legend of Surabaya

Once upon a time , there were two animals , Sura and Baya name . Sura is the name of the shark and Baya the crocodile . They lived in the deep sea .

After Sura and Baya were looking for some food . Suddenly, Baya see a nice goat . " Yummy is good , this is the most delicious lunch , " said Baya . ' No way ! This is my lunch . You are greedy " Sura said . .Later they fought for goats . After several hours of fighting, they were very tired . Feels tired of fighting , they live in different places . SuraBaya live in the water and stay in the country.

Border is the beach , so they do not will fight again . Someday ,Sura went to the ground and look for some food in the river .



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he was very hungry and there was not much food in the sea . Baya was very angry when he knew that Sura broke a promise .they fight again . They both punching and kicking .tailSura Baya fight . Baya did the same thing to Sura .

He bite very hard until Sura finally gave up and returned to the sea .Baya was happy . Named of they final city is Surabaya

24. What is the main idea of the last paragraph?

- a. They bite each other.
- b. Sura was crying.
- c. Their border is the beach.
- d. Baya was very happy.
- e. Their Final City named Surabaya.

25. What is the true fact from the story above?

- a. Sura and Baya were forgiving each other.
- b. They stopped to fight each other.
- c. Baya bite Sura very hard until gave up.
- d. Sura and Baya were sharing the goat each other.
- e. They were very happy to be friend.

26. "They both punching and kickingtail" (paragraph 3)

The underline word is closet in meaning to ...

- a. Brawl
- b. Hit
- c. Cut
- d. Kick
- e. Stay

27. "He bite very hard until Sura finally gave up and returned to the sea"

(paragraph 4)

The underlined word refers to?

- a. Baya
- b. Sura
- c. Surabaya
- d. Goat
- e. River

28. Why did Sura went to the ground at that time?

- a. Because Sura wanted to visit Baya.
- b. Because he stayed at the ground.
- c. Because Sura was very full.
- d. Because Sura was very hungry.
- e. Because he wanted to give a gift for Baya.



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TEST OF NARRATIVE TEXTS

Name : Almahzumi

Class : X IPA 4

Instructions :

1. This test is used for scientific research.
2. Read the texts and the questions carefully.
3. Choose the correct answer (a, b, c, d or e).
4. Write your answer on provided answer sheet!

Text 1 (number 1-3)

The Legend of MalinKundang

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, MalinKundang. MalinKundang and his mother had to live hard because his father had passed away when he was a baby.

One day, when MalinKundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, MalinKundang helped the merchant defeat the pirates. To thank him, the merchant allowed MalinKundang to sail with him. MalinKundang agreed and left his mother alone.

Many years later, MalinKundang became wealthy. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was MalinKundang.

MalinKundang's mother ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, MalinKundang who was with his beautiful wife and his ship crews denied that she was his mother. After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, she cursed MalinKundang and he was thrown out to a small island and turned into a stone.

1. What is the main idea of paragraph 3?
- a. Malin Kundang became wealthy.
- b. He is sailing on his journey.
- c. The local people recognized that it was Malin.
- d. Malin doesn't know about his mother at all.
- e. Malin will back to his home town.



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2. What did Malin's mother do after getting angry?
 - a. She was gone with full of sadness and anger.
 - b. She cursed MalinKundang into a stone.
 - c. She hug him release her sadness.
 - d. His mother ran to the beach to meet new rich merchant.
 - e. His mother didn't do anything.
3. What is the moral value of the story above?
 - a. Don't leave your mother alone.
 - b. Please earn much money.
 - c. Malin Kundang helped the merchant defeat the pirates.
 - d. Malin's mother cursed him into a stone.
 - e. Please respect your parents and don't be rebellious child.

Text 2 (number 4-7)

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Incidentally, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend."

4. What is the main idea of paragraph 1?
 - a. There was two close friends in the jungle.
 - b. They got a dangerous things.
 - c. They saw a large bear.
 - d. They promised always be together in any case.
 - e. They walking at the forest everyday.



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5. What is the fact that we can get from the story above?
 - A friend knew that his friend is a fake friend.
 - b. They have good friend relationship.
 - c. They were killed by the bear.
 - d. The bear don't want to kill them because they were nice.
 - e. There is no fake friend from the story.
6. What is the synonym of *fake*?
 - a. True
 - Faux
 - c. Original
 - d. Right
 - e. Mistake
7. "Suddenly, they saw a large bear getting closer toward them"
The underlined word refers to?
 - a. The big bear
 - b. A friend
 - Close friends
 - d. Bear and friend
 - e. Bear's friend

Text 3 (number 8)

Badang and the Singapore Stone

According to local Malay folklore, Badang began as a poor fisherman who

plied his trade at mouth of the Singapore River. One day he caught a genie in his fishing net, and in return of his release, the genie granted Badang's wish to be the strongest man alive.

Impressed with Badang's enormous strength, the Rajah of Singapura appointed him as the imperial warrior. Soon, other kingdoms heard of Badang's fame and sent their warriors to challenge him. The king of India, in particular, sent his kingdom's strongest man WadiBijaya to Singapura for a duel. In the last contest, Badang beat WadiBijaya by lifting a huge rock and throwing it towards the Singapore River.

Ancient inscriptions were added to the rock, probably to commemorate Badang's achievements but centuries later in 1843, the British colonial government blasted it to pieces. Known as the Singapore Stone, only a fragment remains, and is now kept in the Singapore History Museum.

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8. What did the Rajah do after looking Badang's strength?
 - a. He killed Badang.
 - b. He gave Badang much money.
 - c. Badang will be rich.
 - d. Rajah appointed him as warrior.
 - e. Rajah gave Badang a Lamborghini car.

Text 4 (number 9-11)

Little Rabbit

Once upon a time there were four little rabbits. Namely Flopsy, Mopsy, Cotton-tail and Peter. One morning they were allowed to play outside. But, their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there.

Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. In contrast, Peter was a naughty rabbit. went down the lane to pick blackberries.. Then, he ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. Consequently, he lost a pair of shoes and a jacket while he was running.

Peter never stopped running or looked behind him till he got home.

During the evening, he was sick because he was so tired. Lastly, he had to drink some medicine while three of his brother had bread, milk and blackberries for supper.

9. What is the main idea of paragraph 1?

- a. There were four little naughty rabbits.
- b. Their mother reminded to not play at McGregor's garden.
- c. Little rabbit went to McGregor's garden.
- d. They were getting many fruits there.
- e. They didn't want to hear their mother.

10. "Then, he ate some lettuces, French beans, and radishes." (Paragraph 2)
The underlined word refers to?

- a. Peter
- b. Flopsy
- c. Mopsy
- d. Cotton-tail
- e. Mother

11. What did happen to Peter after running to his home?

- a. He was happy
- b. He was tired



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- c. He was sick
- d. He was good
- e. He was bad

Text 5 (12-16)

Once upon a time, there were a king and his queen who lived in the Kingdom of Belinyu. They didn't have any child. Until one night, the queen had a dream of a turtle. It said that the queen would have a baby, and she had to give a Komala necklace to her baby. The queen woke up and she was holding a Komala necklace in her hand. She told her dream to the king, and he was very happy.

In short, the queen's dream became reality. She delivered a beautiful baby girl. The king named her, Komala. She grew up as a pretty girl. However, she had a bad attitude because her parents always spoiled her too much.

One day, Komala heard her parents were talking about the turtle in her mother's dream. She thought that the turtle was very interesting animal, so she wanted it as her pet. She insisted to find it, and the king allowed her to look for the animal.

Accompanied with the king's guards, Komala searched the turtle, and finally, she found it in a beach. She shouted to it, "Penyusuk, wait for me," in several times,

but the turtle kept swimming. Komala ran after it into the sea, she tried to catch it. Until then she finally drowned and disappeared, and all of her guards could not save her. Now, people call the beach, Penyusuk.

12. What is the main idea of the last paragraph?
 - a. The king permitted Komala to find the turtle.
 - b. The celebration of Komala's birthday.
 - c. Komala drowned into the sea.
 - d. The turtle disappeared.
 - e. She could find the turtle.
13. What did happen to queen in the night?
 - a. She didn't get any child.
 - b. The queen had dream of turtle and have a baby.
 - c. The queen has kind baby.
 - d. King and queen have beautiful baby at that time.
 - e. Queen's dreams didn't come true.
14. "Until then she finally drowned and disappeared" (paragraph 4)
The antonym of underlined word is..



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- a. Vanished
- b. Appeared
- c. Disappointed
- d. Appointed
- e. Lost

15. "It said that the queen would have a baby" (paragraph 1)

The underlined word refers to?

- a. Komala
- b. King
- c. Queen
- d. Turtle
- e. Baby

16. Komala had a bad attitude because

...

- a. She was a princess.
- b. Her father was a king.
- c. She was a beautiful girl.
- d. Her parents spoiled her very much.
- e. Because she was rich girl.

Text 6 (17-18)

A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

17. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" (paragraph 2)

The underlined word has closest meaning with?



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- a. Brainy
- b. Smart
- c. Clever
- d. Apt
- e. Unsmart

18. Which statement is false according to the text?

- a. Catano was the name of the city where the parrot came from.
- b. The man didn't get angry at the parrot.
- c. The parrot could say Catano.
- d. The man killed the parrot.
- e. The man and the parrot are best friend.

Text 7 (19-23)

A poor boy sold goods from door to door to pay his school fee. One day he had only a little money left and he was very hungry. He decided to ask for some food at the next house he visited. However he was so nervous when a lovely young woman opened the door. He only asked for a glass of water. The woman thought that the boy was hungry so she gave him a large glass of milk. He drank it slowly, and then asked. "How much do owe you?". "You don't owe me anything," she replied, "Mother has taught us never to accept pay for a

kindness." He said, "Then u thank you from my heart." As the poor boy left that house, he felt stronger. His faith in God was getting stronger too. He had been ready to stop his study but now he got a spirit to continue it until he became a doctor.

Some years later that young woman became critically ill. She was sent to the big city to cure her disease. The poor boy was the doctor. When he knew the name of the town she came from, he went to meet her. He recognized her at once. He tried hard to save the woman's life. From then on he gave special attention to the sick woman.

Finally after a long struggle, the woman could be cured. The poor boy paid all the bill. He wrote "Paid in full with one glass of milk" under the bill. When the woman opened the bill, tears of joy flooded her eyes as her happy heart prayed, "thank you God, that your love has spread abroad through human hearts and hands.

19. What is the main idea of paragraph 2?

- a. The poor boy asked the woman for food.
- b. The woman came to the town where the boy lived.
- c. The poor boy cured the woman and repaid her kindness.



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- d. The woman gave a large glass of milk to the poor boy.
- e. The poor man didn't want to help the woman.

20. Why did the poor boy ask ask for some food at the next house?
- a. He was very tired at that time.
 - b. He had only a little money left and he was very hungry.
 - c. The boy didn't have any meal for lunch.
 - d. Because the boy was very poor.
 - e. The boy wanted to ask a glass of milk.

21. "She was sent to the big city to cure her disease" (paragraph 2)
The underline word is closest in meaning to ...
- a. Weakness
 - b. Wellness
 - c. Health
 - d. Strong
 - e. Illness

22. "He wrote "Paid in full with one glass of milk" under the bill."
The underlined word refers to?
- a. The old woman
 - b. The poor boy

- c. The bill
- d. The god
- e. The man

23. What can we learn after reading the story above?
- a. Kindness won't be forgotten.
 - b. Poverty is the source of misery.
 - c. Help is needed to be successful.
 - d. Health is important in life.
 - e. Don't be stingy to other people.

Text 8 (24-28)

The Legend of Surabaya

Once upon a time , there were two animals , Sura and Baya name . Sura is the name of the shark and Baya the crocodile . They lived in the deep sea .

After Sura and Baya were looking for some food . Suddenly, Baya see a nice goat . " Yummy is good , this is the most delicious lunch , " said Baya . ' No way ! This is my lunch . You are greedy " Sura said . Later they fought for goats . After several hours of fighting, they were very tired . Feels tired of fighting , they live in different places . SuraBaya live in the water and stay in the country.

Border is the beach , so they do not will fight again . Someday ,Sura went to the ground and look for some food in the river .



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he was very hungry and there was not much food in the sea . Baya was very angry when he knew that Sura broke a promise .they fight again . They both punching and kicking .tailSura Baya fight . Baya did the same thing to Sura .

He bite very hard until Sura finally gave up and returned to the sea .Baya was happy . Named of they final city is Surabaya

24. What is the main idea of the last paragraph?

- a. They bite each other.
- b. Sura was crying.
- c. Their border is the beach.
- d. Baya was very happy.
- e. Their Final City named Surabaya.

25. What is the true fact from the story above?

- a. Sura and Baya were forgiving each other.
- b. They stopped to fight each other.
- c. Baya bite Sura very hard until gave up.
- d. Sura and Baya were sharing the goat each other.
- e. They were very happy to be friend.

26. "They both punching and kickingtail" (paragraph 3)

The underline word is closet in meaning to ...

- a. Brawl
- b. Hit
- c. Cut
- d. Kick
- e. Stay

27. "He bite very hard until Sura finally gave up and returned to the sea"

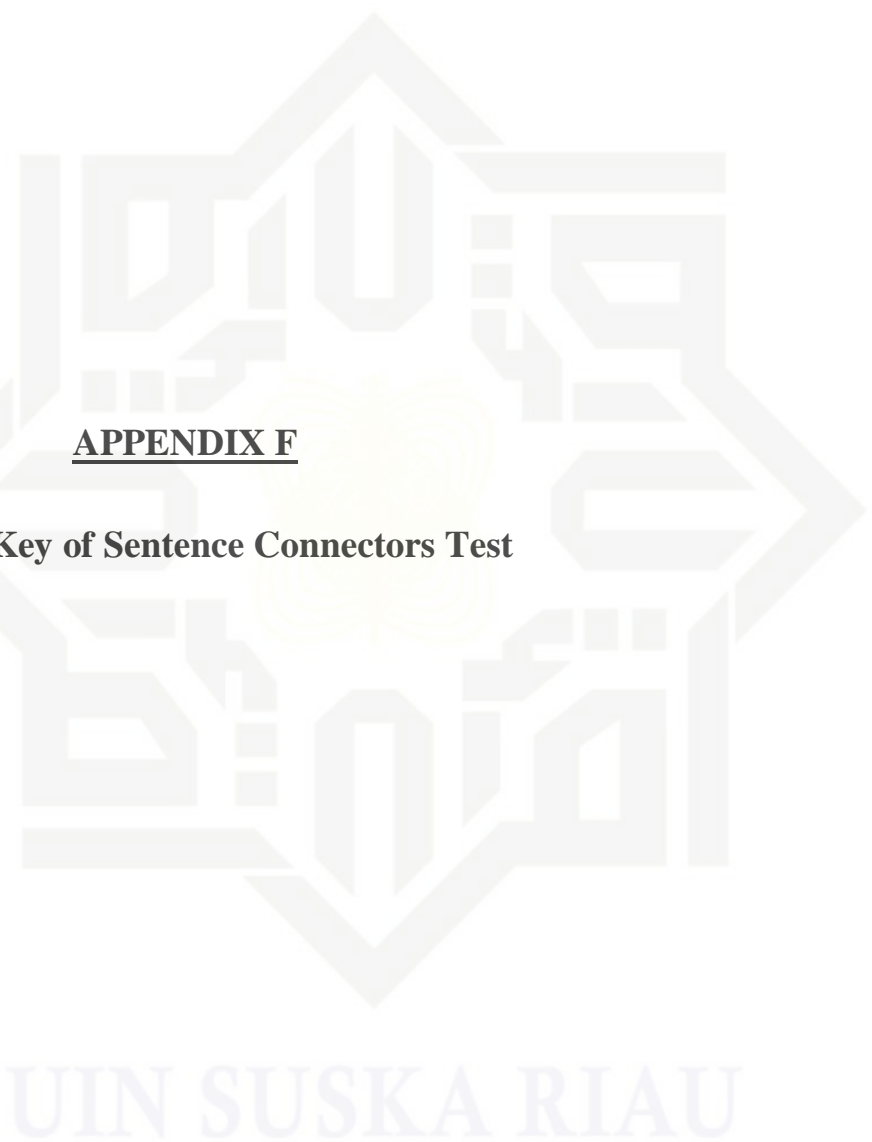
(paragraph 4)

The underlined word refers to?

- a. Baya
- b. Sura
- c. Surabaya
- d. Goat
- e. River

28. Why did Sura went to the ground at that time?

- a. Because Sura wanted to visit Baya.
- b. Because he stayed at the ground.
- c. Because Sura was very full.
- d. Because Sura was very hungry.
- e. Because he wanted to give a gift for Baya.



APPENDIX F

Answer Key of Sentence Connectors Test

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

23	C
24	B

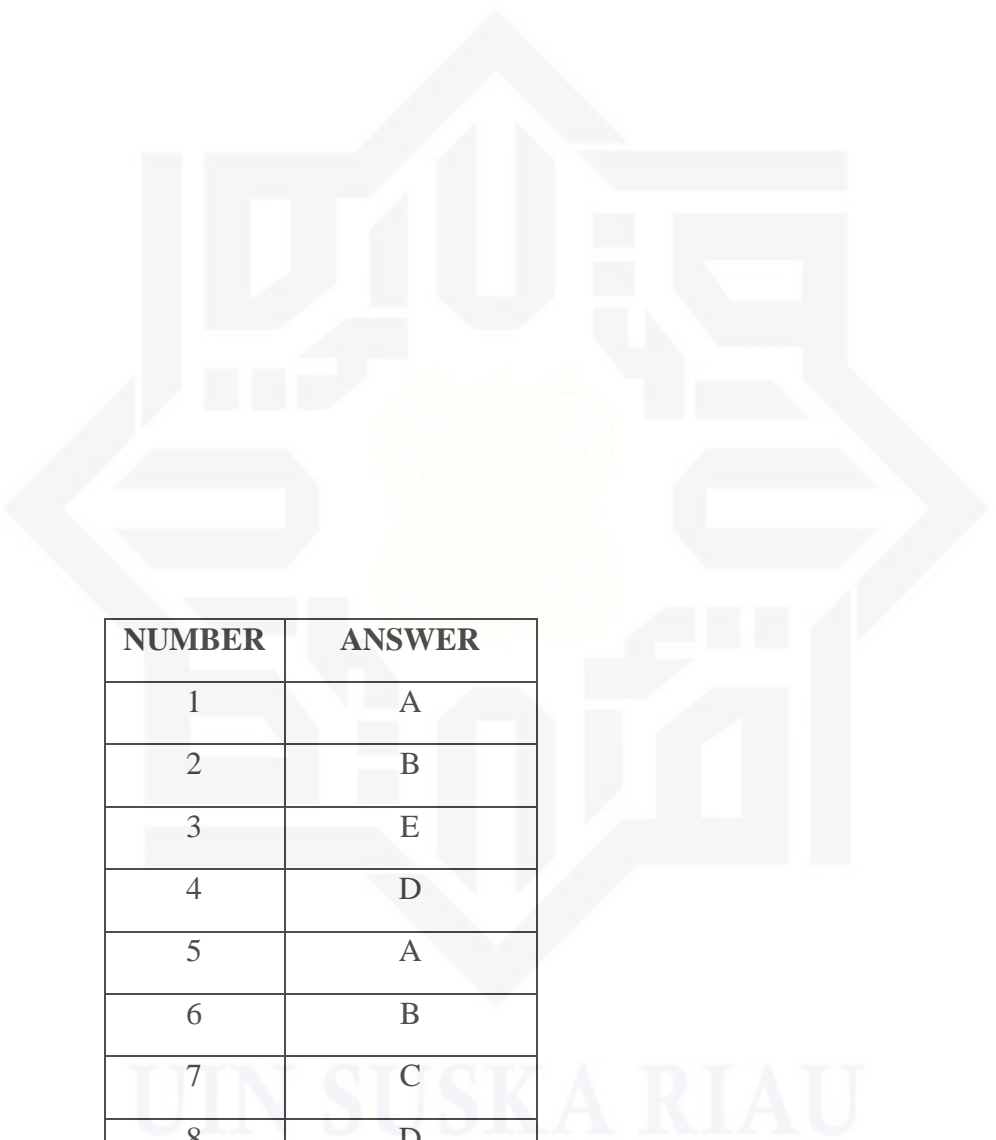


APPENDIX G

Answer Key of Narrative Text Test

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2	B
3	E
4	D
5	A
6	B
7	C
8	D
9	B
10	A
11	C

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12	C
13	B
14	B
15	D
16	D
17	E
18	C
19	C
20	B
21	E
22	B
23	A
24	E
25	C
26	B
27	A
28	D

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APPENDIX H
The Thesis Guidance Activities

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FACULTY OF EDUCATION AND TEACHER TRAINING
 Alamat : J. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

- 1. Jenis yang dibimbing : Bimbingan skripsi
 - a. Seminar usul Penelitian : -
 - b. Penulisan Laporan Penelitian :
- 2. Nama Pembimbing : Drs. H. Katayo Hasibuan, M.Ed
 - a. Nomor Induk Pegawai (NIP) : 196510281997031001
- 3. Nama Mahasiswa : Dina Azkiya
- 4. Nomor Induk Mahasiswa : 11513203406
- 5. Kegiatan : -

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	11 Desember 2019	Revise and discuss after Proposal Seminar		
2	04 Februari 2020	Revise chapter 11		
3	20 Februari 2020	Acc Instrument		
4	14 Juni 2020	Acc for test validity		
5	17 Juni 2020	Acc for carrying out the research and collecting data		
6	4 Juli 2020	Revise the thesis Writing from chapter 1 to Bibliography		
7	11 Juli 2020	Acc to Sit in the Final Exam		

Pekanbaru, 20
 Pembimbing,

 NIP 196510281997031001

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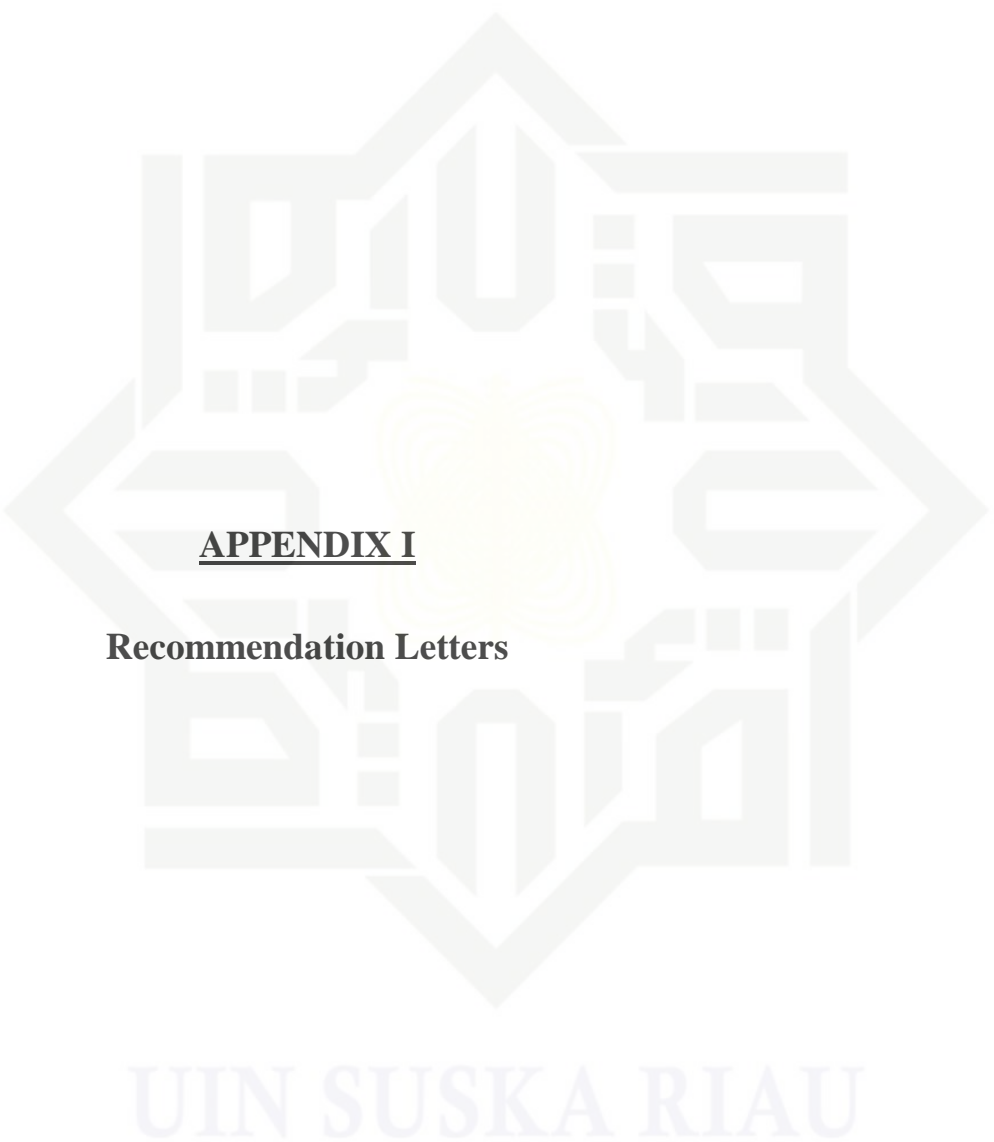
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 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Rizky Gushendra, S.Pd., M.Ed
 - a. Nomor Induk Pegawai (NIP) : 198208282008011008
3. Nama Mahasiswa : Dina Azkiya
4. Nomor Induk Mahasiswa : 11513203406
5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	14 th of July 2020	Revise chapter 1, make new sub unit about reading assessment and revise chapter 4		
2.	20 th of July 2020	Revise test normality and use non parametric test		
3.	23 rd of July 2020	Revise the writing of thesis and revise the table		

Pekanbaru, 23rd of July 2020
Pembimbing,

Rizky Gushendra, S.Pd., M.Ed
 NIP. 198208282008011008



APPENDIX I

Recommendation Letters

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 Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
 Email : dpmptap@riau.go.id

REKOMENDASI

Nomor : 503/DPMPSTP/NON IZIN-RISET/26600
 TENTANG

**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**



182010

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan RISET dari : **DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN SUSKA RIAU, Nomor : Un.04/F.II/PP.00.9/14964/2019 Tanggal 11 Oktober 2019**, dengan ini memberikan rekomendasi kepada:

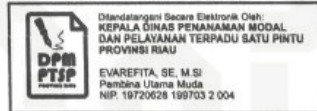
- | | |
|----------------------|--|
| 1. Nama | : DINA AZKIYA |
| 2. NIM / KTP | : 11513203406 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : THE CORRELATION BETWEEN STUDENTS' MASTERY OF SENTENCE CONNECTORS AND THEIR READING COMPREHENSION ON NARRATIVE TEXT OF THE TENTH GRADE AT MAN 1 BENGKALIS |
| 7. Lokasi Penelitian | : MAN 1 BENGKALIS |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 15 Oktober 2019



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Bengkalis
 Up. Kepala Dinas Penanaman Modal dan Pelayanan Satu Pintu di Bengkalis
3. DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN SUSKA RIAU di Pekanbaru
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 Telepon. 0766 - 23615, 0766 - 7018510 Fax. 0766 - 23615 E-mail :Website : www.bengkalis.go.id

Bengkalis, 11 Oktober 2019

Nomor : 061/DPMPSP-JUI/X/2019/ 560
 Lampiran : -
 Hal : Rekomendasi

Kepada :
 Yth. Kepala Kantor Kementerian Agama
 Bengkalis
 di-
 Bengkalis

Kepala Dinas Penanaman Modal dan Pelayanan Satu Pintu Kabupaten Bengkalis, memperhatikan Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMTSP/NON IZIN-RISET/26680 tanggal 15 Oktober 2019 tentang Pelaksanaan Kegiatan Pra Riset dan Pengumpulan Data untuk Bahan Skripsi, dengan ini memberikan rekomendasi kepada :

Nama : DINA AZKIYA
 NIM : 11513203406
 Program Studi : Pendidikan Bahasa Inggris
 Universitas : UIN Suska Riau
 Jenjang : S1
 Alamat : Jl. HR. Soebrantas Pekanbaru

Bermaksud mengadakan riset / pra riset dalam rangka penulisan skripsi :

1. Judul :
 "The Correlation Between Students & Rsquo Mastery of Sentence Connectors and Their Reading Comprehension on Narrative Text of The Tenth Grade at MAN 1 Bengkalis".
2. Lokasi Penelitian :
 MAN 1 Bengkalis
3. Penelitian ini berlangsung selama 6 (Enam) bulan terhitung sejak tanggal rekomendasi ini dibuat.

Sehubungan hal tersebut untuk proses selanjutnya kami serahkan kepada Saudara, mengingat pada prinsipnya kami tidak keberatan terhadap penelitian yang bersangkutan sepanjang dipenuhinya ketentuan dan persyaratan yang berlaku.

Demikian disampaikan, untuk dapat dimaklumi dan dipergunakan sebagaimana mestinya.

KEPALA DINAS PENANAMAN MODAL
 DAN PELAYANAN SATU PINTU
 KABUPATEN BENGKALIS



BASUKI RAKHMAD, AP. M.Si
 PEMBINA TK. I
 NIP. 19750619 199503 1 003

TEMBUSAN : disampaikan kepada :

1. Yth. Kepala DPMTSP Provinsi Riau di Pekanbaru;
2. Yth. Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Bengkalis;
3. Yth. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru;
4. Yang Bersangkutan.



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**KEMENTERIAN AGAMA
MADRASAH ALIYAH NEGERI BENGKALIS
AKREDITASI A**

Alamat Jl. Pembangunan 1 Kelapapati Bengkalis 28751 No. Telp. (0766)21517 Fax. (0766)21517
Web. www.manbks.blogspot.com e-mail : manbengkalis@yahoo.com

SURAT IZIN

Nomor : B - 574/Ma.04.13/PP.006/07/2019

Menindaklanjuti surat masuk dari Kantor Kementerian Agama Kabupaten Bengkalis, Tanggal 18 Oktober 2019 No. B-4043/Kk.04.3/01/TL.00/10/2019 Prihal Rekomendasi. Kepala Madrasah Aliyah Negeri (MAN) 1 Bengkalis dengan ini memberikan izin riset/prariset kepada :

Nama	:	DINA AZKIYA
NIM	:	11513203406
Program studi	:	Pendidikan Bahasa Inggris
Universitas	:	UIN SUSKA RIAU
Jenjang	:	S.1
Alamat	:	Jln. HR. Soebrantas Panam

Untuk melakukan Riset/Pra riset dalam rangka penyelesaian penulisan skripsi dengan judul "*The Correlation Between Student & Rsqou of Sentence Connectors and Their Reaing Comprehension on Narrative Text of The Tenth Grade at MA 1 Bengkalis*".

Demikian surat izin ini di berikan untuk dapat dipergunakan seperlunya.

Bengkalis, 22 Oktober 2019

P/c. Kepala
Waka Kurikulum



HENNIROSIFASARI



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KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BENGKALIS

Jalan Kelapapati Darat No. Kecamatan Bengkalis
 Email :

Bengkalis, 18 Oktober 2019

Nomor : B- 4043/Kk.04.3/01/TL.00/10/2019
 Lamp : -
 Prihal : Rekomendasi

Kepada yth.
 Kepala MAN 1 Bengkalis
 Kee. Bengkalis
 Di,-
 Bengkalis

Dengan hormat,

Memperhatikan surat dari Kepala Dinas Penanaman Modal dan Pelayanan Satu Pintu Kabupaten Bengkalis Nomor : 061/DPMPSP-JU/X/2019/580 tanggal 17 Oktober 2019 perihal sebagaimana tersebut pada pokok surat, dengan indisampaikan kepada Saudara bahwa:

Nama : **DINA AZKIYA**
 NIM : 11513203406
 Program Studi : Pendidikan Bahasa Inggris
 Universitas : UIN SUSKA RIAU
 Jenjang : S.1
 Alamat : Jl. HR.Soebrantas Panam

Yang bersangkutan bermaksud mengadakan Riset/Pra riset dalam rangka penulisan Skripsi dengan judul : *"The Correlation Between Students & Rsqou Mastery of Sentence Connectors and Their Reading Comprehension on Narrative Text of The Tenth Grade at MAN 1 Bengkalis"*.

Pada prinsipnya kami tidak keberatan, sepanjang yang bersangkutan memenuhi ketentuan dan persyaratan yang berlaku. Untuk proses selanjutnya kami serahkan kepada Saudara.

Atas bantuan dan kerja sama Saudara kami ucapkan terima kasih.

An. Kepala
 Kepala Sub. Bagian Tata Usaha

H. Carles

Tembusan Yth. :

1. Bupati Bengkalis
2. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau
3. Kepala Dinas Penanaman Modal dan Pelayanan Satu Pintu
4. Kepala Kantor Kementerian Agama Bengkalis
5. Yang bersangkutan

UIN SUSKA RIAU



Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim

CURRICULUM VITAE

PERSONAL INFORMATION

Name : Dina Azkiya
 Sex : Female
 Date of Birth : January, 12th 1998
 Address : Bengkalis, Riau
 Nationality : Indonesia
 Religion : Islam
 Mobile Phone : +6282170001049
 Email : dinaazky@gmail.com

ACADEMIC INFORMATION

2015-2020 : Department of English Education at State Islamic University of Sultan Syarif Kasim. Pekanbaru, Riau.
 2012-2015 : MAN 1 Bengkalis
 2009-2012 : MTsN 1 Bengkalis
 2003-2009 : SDN 27 Bengkalis
 2002-2003 : TK Pertiwi

PROFESSIONAL EXPERIENCE

2010-2011 : Treasure of OSIS MTsN 1 Bengkalis
 2012-2013 : Member of OSIS MAN 1 Bengkalis
 2012-2015 : Member of PIKR Oskapera MAN 1 Bengkalis

UIN SUSKA RIAU

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