

**THE USE OF STORY GRAMMAR STRATEGY ON STUDENTS'
READING COMPREHENSION IN NARRATIVE TEXT
OF THE TENTH GRADE STUDENTS AT
SMAN 12 PEKANBARU**



UIN SUSKA RIAU

BY:

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UIN SUSKA RIAU

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1443 H/ 2022 M**

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A Skripsi

Submitted as Partial Fulfillment of the Requirements
for Bachelor Degree of English Education
(S.Pd.)

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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I hereby certify that this *skripsi* entitled “The Use of Story Grammar Strategy on Students’ Reading Comprehension in Narrative Text of the Tenth Grade Students at SMAN 12 Pekanbaru” is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this *skripsi*. Others’ opinion finding include in this *skripsi* are quoted in accordance with ethical standards.

Pekanbaru, 21 Juli, 2021



Mona Annisa

SIN. 11810421267

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ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the most gracious and the most merciful, praise belongs to Allah the Almighty, the Lord of Universe. Through his guidance and blessing, the researcher has completed an important academic requirement for the award of Bachelor Degree in English Education at the Faculty of Education and Teacher Training, State Islamic University (UIN) Sultan Syarif Kasim Riau. Then, the researcher says peace be upon to prophet *Muhammad Sallallahu 'Alaihi Wasallam*, and also his family, companions and adherence.

In conducting the research and finishing this paper, the researcher got suggestion, encouragements, motivation, and support from many sides. Big thanks especially for my beloved parents, Ali Arman and Dewi Murni; who always give the researcher uncountable love, care, advices, and support. Never ending thank you for praying all days and all nights also both material and spiritual to accomplish this thesis. No words can describe how much I love you, hopefully Allah blesses them until Jannah, Aamiin.

Therefore, in this chance, the researcher also thanks:

1. Prof. Dr. Hairunas, M. Ag. The rector of State Islamic University of Sultan Syarif Kasim Riau. Prof. Dr. Hj. Helmiati, M. Ag., as vice of rector 1, Dr. H. Mas'ud Zein, M.Pd., as the vice rector II, Prof. Edi Marwan, S.Pt., Ph.D., as the vice rector III, and all staffs. Thanks for the kindness and encouragement.

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2. Dr. H. Kadar, M. Ag., the dean of Education and Teacher Training Faculty, State Islamic University of Sultan Syarif Kasim Riau. Dr. H. Zarkasih, M.Ag., as vice dean 1, Dr. Zubaidah Amir, MZ, M.Pd., as vice dean II, Dr. Amirah Diniaty, M.Pd., Kons., as vice dean III and all staffs. Thanks for the kindness and encouragement.
3. Dr. Faurina Anastasia, SS., M.Hum., the chairperson of English Education Department, Faculty of Education and Teacher Training UIn Suska Riau. Thank you very much for your guidance and kindness.
4. Dr. Nur Aisyah Zulfikfli, M.Pd., the secretary of English Education Department, Faculty of Education and Teacher Training UIn Suska Riau. Thank you very much for your guidance and kindness.
5. Dr. Riza Amelia, M.Pd., the researchers' supervisor who has been patient in providing a lot of knowledge, support, guidance, and motivation to the researcher from the beginning of writing the thesis until its completion. Thank you so much, ma'am.
6. Nurdiana, M.Pd., the researcher's academic supervisors. Thank you very much for your guidance and kindness ma'am.
7. All lecturers of English Education Department of State Islamic University of Sultan Syarif Kasim Riau, who have given knowledge and information of this project paper, and thanks for their contributions, and support during the courses.
8. Ermita, S.Pd., M.M., the headmaster of Senior High School where the researcher does the research and Miss Tiffany Desi Herawati, S.Pd., who

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have given the researcher the kindness as long as the researcher took the data.

9. All my beloved brothers, Ramadhan AlFadri, Resky Arrahman Putra, Ranji Gumilang, and Robi Habibi, who always besides me, be a good listener and always support me anytime. I do love you all.
10. Some special words of gratitude to my friends who always been a major source to support when things a bit discourage, Ridhayatul Hasanah, Mila Aisyah Zikra, Lini Febrianti, Desta Lusi Mayritan, Erfiani, Hafifah Dwi Lestari, Dinda Aprilia Alamanda, Wahyuni Kencana Wati, and Sophi Azhari. Thank you so much for being a good friend for the researcher, spending many times and activities in this life with you all are amazing moment and sweet memories. Thank you for every moment that we do together.
11. The researcher classmates, PBI 6E since 2018, hope all of you will never forget each wonderful memory we have made. Thank you for this past four year all.
12. And all of the people who cannot the researcher mention one by one, who have the role in finishing this thesis. Thank you so much.
13. Last but not least, I want to thank me for believing in me, for doing all this hard work, for having no days off, for never quitting, I want to thank me for just being me at all times. I am so proud of me!

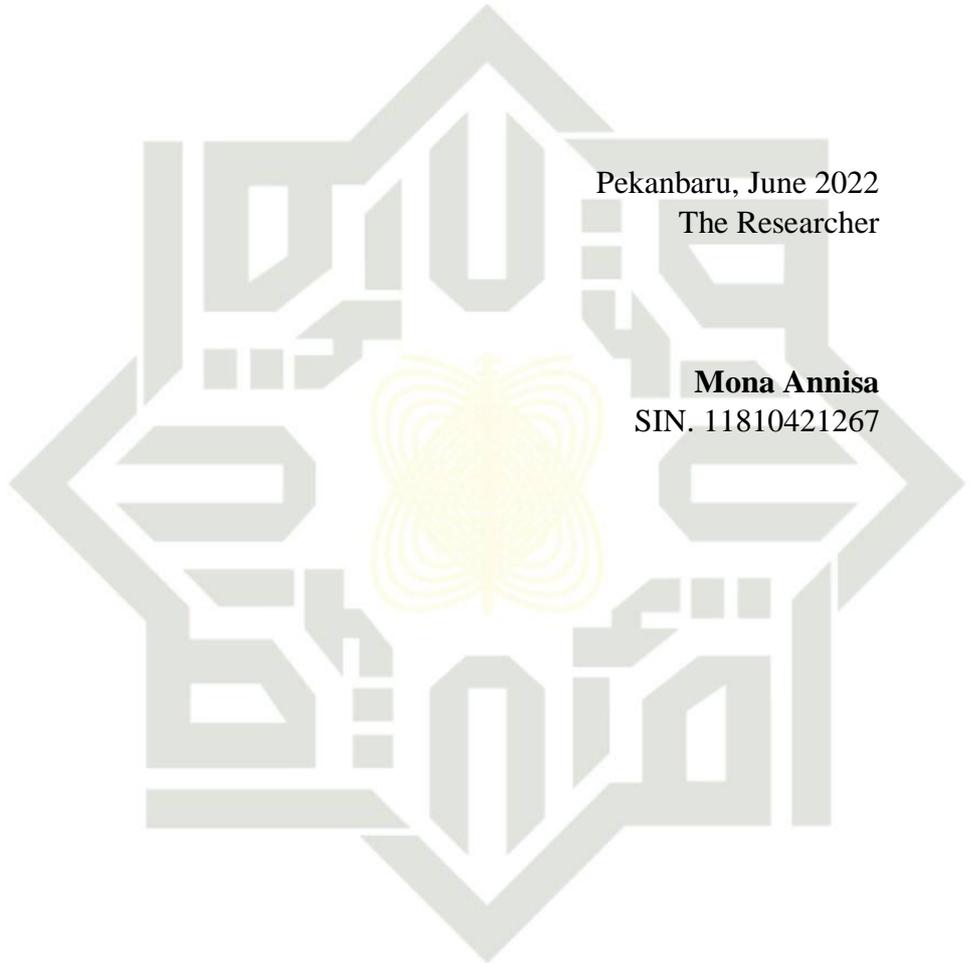
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Nothing is perfect but Allah SWT and neither in this work. This paper is not perfect scientific writing yet. Therefore, comments, critics, and suggestion for the improvement of this thesis will be highly appreciated. Hopefully this thesis gives some contributions for the improvements of the English teaching and learning for the readers.

Pekanbaru, June 2022
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ABSTRACT

Mona Annisa (2022): The Use of Story Grammar Strategy on Students' Reading Comprehension in Narrative Text of the Tenth Grade Students at SMAN 12 Pekanbaru

This research aimed to know whether there is a significant difference between students who are taught by using story grammar strategy and students who are taught without using grammar strategy in reading narrative text. The research was quantitative research which used a quasi-experimental design. This research was held from March to May 2022 at SMAN 12 Pekanbaru. In this research, the writer used experimental and control classes as the sample of the research by using cluster technique sampling in which the total sample was 70 students chosen from 2 classes. The instrument of this research is a test. The data of this research were collected by two kinds of tests, pre-test and post-test. In analyzing the data, the writer used the independent sample t-test formula calculated by using SPSS 26 program. The results of this research showed that the student's reading comprehension in experimental class was in a very good category and control class was in a good category. Based on the analysis of the t-test formula, the sig. value is 0.000 where this value was lower than 0.05 (sig. value = $0.000 < 0.05$). It means that H_0 was rejected and H_a was accepted. Therefore, it can be concluded that there is a significant difference in using the Story Grammar Strategy on Students' Reading Comprehension in Narrative Text of the Tenth Grade Students at SMAN 12 Pekanbaru.

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ABSTRAK

Mona Annisa (2022): Penggunaan Strategi Tata Bahasa Cerita pada Pemahaman Bacaan Siswa dalam Teks Naratif pada Siswa Kelas Sepuluh di Sekolah Menengah Atas Negeri

Penelitian ini bertujuan untuk mengetahui apakah terdapat perbedaan yang signifikan antara siswa yang diajar dengan menggunakan strategi tata Bahasa cerita dengan siswa yang diajarkan tanpa menggunakan strategi tata bahasa cerita saat membaca teks naratif. Penelitian ini merupakan penelitian kuantitatif yang menggunakan desain kuasi-eksperimental. Penelitian ini dilaksanakan pada bulan Maret hingga Mei 2022 di SMAN 12 Pekanbaru. Dalam penelitian ini, penulis menggunakan kelas eksperimen dan kontrol sebagai sampel penelitian yang dipilih dengan menggunakan teknik cluster sampling dimana total sampelnya adalah 70 siswa yang dipilih dari 2 kelas. Instrumen penelitian ini adalah tes. Data penelitian ini dikumpulkan oleh dua jenis tes, pre-tes dan post-tes. Dalam menganalisis data, penulis menggunakan rumus uji-t sampel independen yang dihitung dengan menggunakan program SPSS 26. Hasil penelitian ini menunjukkan bahwa pemahaman bacaan siswa pada kelas eksperimen berada dalam kategori yang sangat baik dan kelas kontrol berada dalam kategori yang baik. Berdasarkan analisis rumus uji-t, nilai sig. adalah 0,000 di mana nilai ini lebih rendah dari 0,05 (nilai sig. = 0,000 < 0,05). Ini berarti H_0 ditolak dan H_a diterima. Oleh karena itu, dapat disimpulkan bahwa terdapat perbedaan yang signifikan dalam Penggunaan Strategi Tata Bahasa Cerita pada Pemahaman Membaca Siswa dalam Teks Naratif pada Siswa Kelas Sepuluh di SMAN 12 Pekanbaru.

ملخص

مونا النساء، (٢٠٢٢): استخدام استراتيجية قواعد القصة لفهم النص الوصفي لدى تلاميذ الفصل العاشر في المدرسة الثانوية الحكومية

بكنبارو

هذا البحث يهدف إلى معرفة ما إذا كان هناك فرق هام بين التلاميذ الذين تم تعليمهم باستخدام استراتيجية قواعد القصة والتلاميذ الذين لا يتم تعليمهم باستخدام استراتيجية قواعد القصة عند قراءة النص الوصفي. وهذا البحث هو بحث كمي باستخدام تصميم شبه التجريبي. وتم إجراؤه من شهر مارس إلى مايو ٢٠٢٢ في المدرسة الثانوية الحكومية ١٢ بكنبارو. وفي هذا البحث، استخدمت الباحثة تلاميذ الفصل التجريبي والضبطي كعينات البحث حيث تم تعيينهم بتقنية أخذ العينات العنقودية وعددهم ٧٠ تلميذا من الفصلين. وأداة البحث المستخدم فيه اختبار. والبيانات تم جمعها من الاختبار القبلي والبعدي. وتحليل البيانات، استخدمت الباحثة صيغة اختبار t للعينات المستقلة التي تم حسابه ببرنامج الحزمة الإحصائية للعلوم الاجتماعية ٢٦. ونتيجة البحث دلت على أن فهم قراءة النص الوصفي لدى تلاميذ الفصل التجريبي يكون في مستوى جيد جدا، وفهم قراءة النص الوصفي لدى تلاميذ الفصل الضبطي يكون في مستوى جيد. وبناء على تحليل صيغة اختبار t عرف بأن قيمة سيج $0,000$ وهي أصغر من $0,05$ (قيمة سيج $0,000 > 0,05$). وذلك بمعنى أن الفرضية المبدئية مردودة والفرضية البديلة مقبولة. ولذلك، استنتج بأن هناك فرقا هاما في استخدام استراتيجية قواعد القصة لفهم قراءة النص الوصفي لدى تلاميذ الفصل العاشر في المدرسة الثانوية الحكومية ١٢ بكنبارو.

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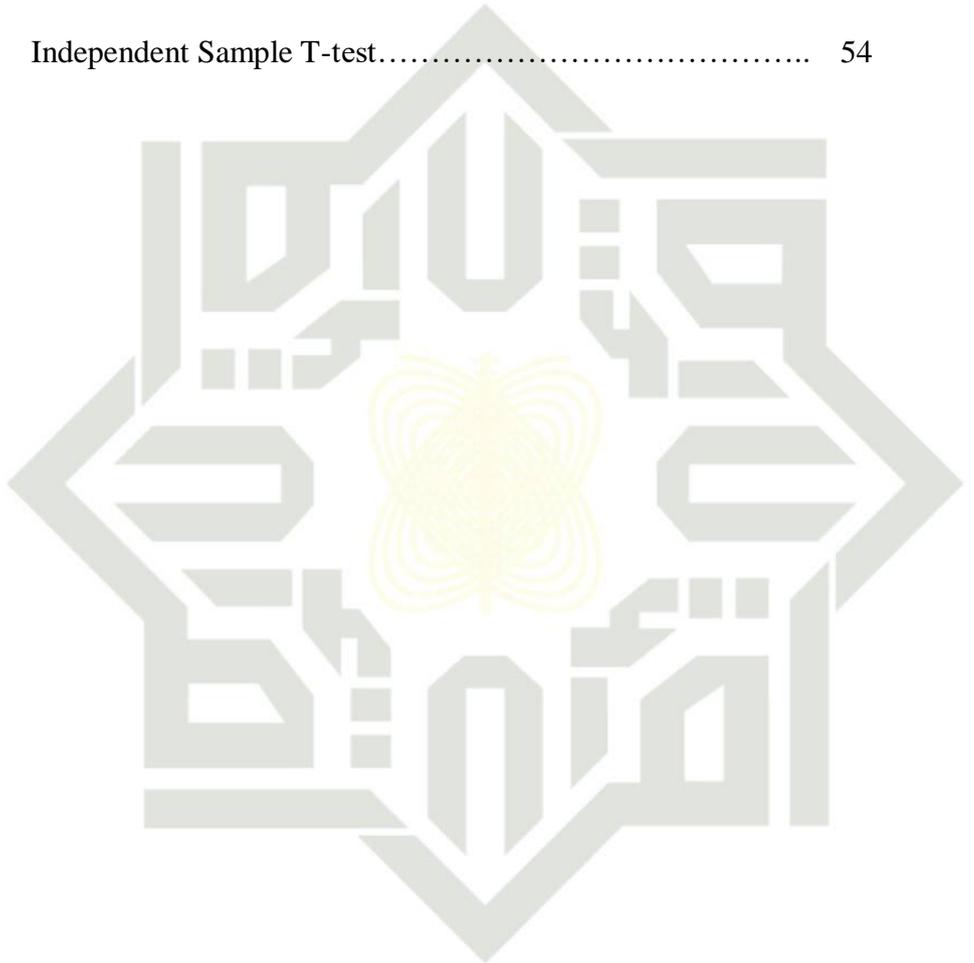
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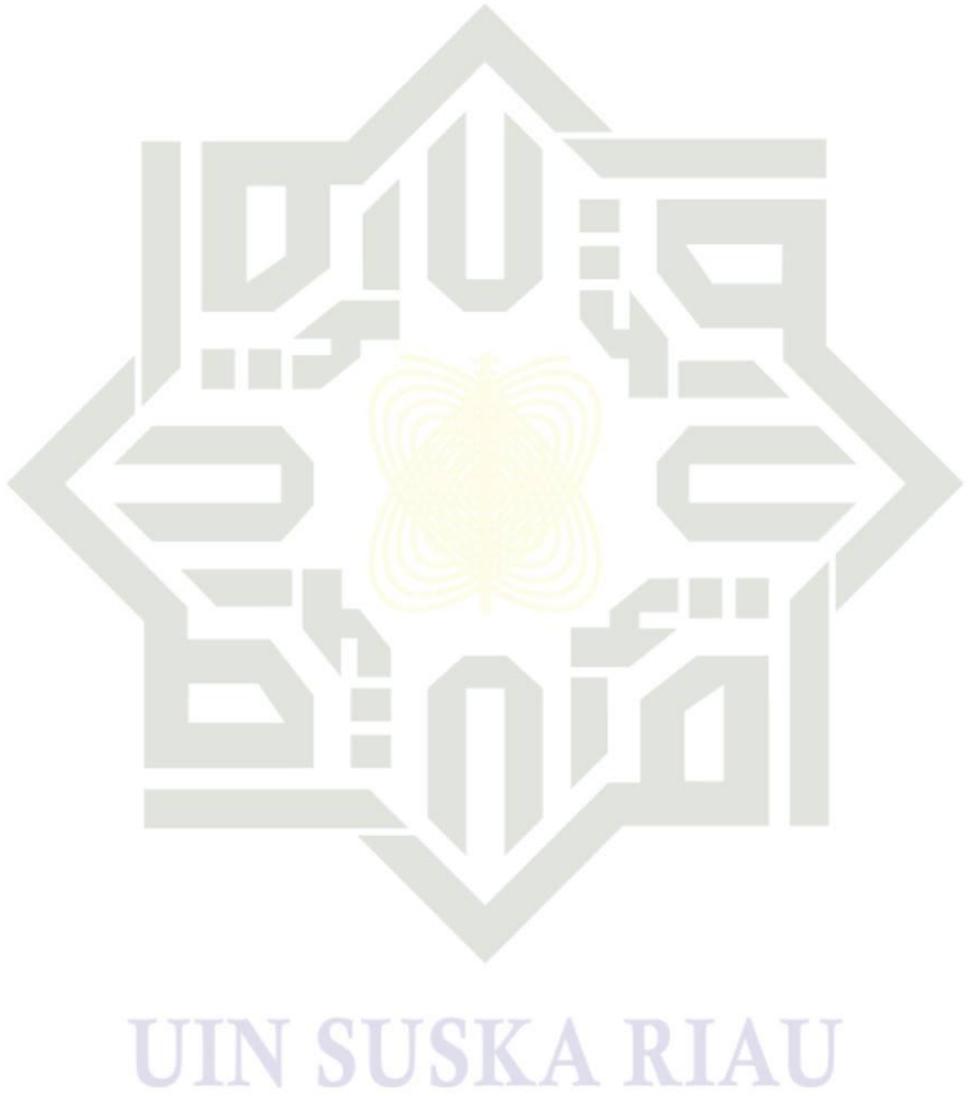
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CHAPTER 1 INTRODUCTION

Background of the Problem

Reading is one of the language skills that are important for students to master besides speaking, listening, and writing, which has an important contribution to the success of learning a language. Nuttal (1996) defines reading as an activity that is essentially concerned with the transfer of meaning from mind to mind, a message from a writer to a reader. Reading needs comprehension to understand the context and to get the new information from the text.

Tankersley (2005), defines reading comprehension as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or the purpose of reading.” Snow (2010) defines reading comprehension as a process of extracting the meaning of the written text. Reading comprehension is the ability to understand the text. It helps the students to construct a worldview and discipline-specific literacy practice, and develop their knowledge, skills, and memory to prepare them for the real-life challenges in society.

In fact, some of the students still have difficulty in comprehending a text. Anderson (1985) points out some difficulties faced by the students in reading comprehension: First, they difficult to understand the context and get

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the information of the text so the students fail to understand what the text tells about. Second, most of the students could translate the individual words without knowing what message the author wants to convey in a text. Third, the students have low motivation in reading English text. Those cases were quite problematic and should be solved because it can arise further difficulties to understand any other text. Furthermore, they cannot pass the minimum passing grade determined by the school.

The researcher found similar difficulties faced by the tenth graders at SMAN 12 Pekanbaru. This school uses Curriculum 2013. According to Curriculum 2013 reading is one of the productive skills that must be learned by the students as a foreign language. Based on the curriculum, the basic goal of reading instructions for senior high school students are: (1) Improving students' language development; (2) giving students personal knowledge of the functions of prints; helping them to learn about books, understanding the written text and the importance of reading.

Based on the researcher's preliminary research by interviewing an English teacher in this school on March 2022, reading has been taught separately for the purpose that the students could have full concentration in reading comprehension. Based on the Curriculum 2013, ideally, the students at this Senior High School should be able to have good achievement in reading skill in English. In short, they should have no problem with their achievement in reading English text. However, what was found was contrary to the reality in the classroom. As many as twenty students out of thirty-five students had

difficulties in understanding the reading text and still makes mistakes while working on reading question. They were not able to determine the topic and main idea. While most of them always taught that the main idea would always be in the first sentence of paragraph, but it did not always occur. Then they were also not able to identify the supporting details, and do not be able to identify the meaning of vocabulary from the text, including synonym and antonym of the words.

Furthermore, by reflecting on teaching at this school, the researcher discovered some causes of students' reading comprehension difficulties. First, the teacher usually teach the students to comprehend the text monotonously. Second, the teacher does not guide them how to find vocabulary meaning contextually. Third, the teacher does not affiliate students with certain strategies in finding the meaning of vocabulary to comprehend the text easily such as on how to find the topic of a text, purpose of the text, and main ideas of paragraph. Fourth, the teacher focuses more on products than process of comprehending the texts in the forms of pre and post reading activities in order to have a goal of reading. As a result, there are many mistakes in students' reading comprehension that potentially they failed to obtained the minimum score of English (KKM > 75) in SMAN 12 Pekanbaru.

Another factor that the researcher found related to the strategies commonly used in classes is the teacher only used two kinds of strategies in the classroom namely grammar-translation and discussion. In the previous strategies, the teacher usually asked the students to read texts and to find out the

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meaning of the difficult of words in text and translate them. In addition, these strategies spent much time because when the students got the difficult words in the text, they saw the dictionary. Then the students should answer the comprehension questions which are provided with texts.

Therefore, the students became bored and lazy. The majority of them stated that reading is a tedious activity. According to Hamra and Syatriana (2010), the focus of teaching and learning should be on improving students' reading comprehension in order to improve human quality. Students in this school are too lazy to pay attention in class because they taught English texts is complicated to understand and it is boring activity as long as in their mind English is a hard subject. That is why they feel bored when the teacher asks them to read a reading text.

Due to the problem above, the role of the teacher is very important. As facilitators, the teacher should find out an alternative way to minimize the students reading difficulties and to maximize their reading comprehension. One of the strategy that can be used is Story Grammar Strategy. According to Dimino, et.al (1990), this strategy is used to help the students in analyzing the main characters, settings, problems, events, and assist them to outline the story. So, this strategy is expected useful to develop students' reading comprehension in narrative text. The procedure of teaching reading comprehension by using this strategy as follows: first, teacher shares a narrative text, students read the text, shows them the format of story grammar, and explain how to use this strategy. The teacher asks students to pair in group and asks them to read a

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narrative text and asks them to construct their own story grammar. Then, the students answer some questions related to the text by using the information in their story grammar. In the last step, the teacher evaluates students' success by assessing an increase in achievement.

Regarding the explanation and problems above, the researcher is interest to conduct a research entitled *“The Use of Story Grammar Strategy on Students' Reading Comprehension in Narrative Text of the Tenth Grade Students at SMAN 12 Pekanbaru.”*

B. Problem

1. Identification of the Problem

In line with the background of the problem, the researcher identifies some problems as follows:

- a. Some of the students were difficult to identify the main idea and the specific information in narrative text
- b. Some of the students were difficult to analyze the supporting details and the meaning of vocabulary, including synonym and antonym.
- c. Some of the students have lack of vocabulary in reading narrative text

2. Limitation of the Problem

Based on the identification of the problem above, the researcher limited the study to the significant differences of using Story Grammar Strategy on students' reading comprehension in narrative text for tenth grade students at SMAN 12 Pekanbaru.

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3. Formulation of the Problem

Based on the limitation of the problem, the researcher would like to formulate the problems of the study in the following questions:

- 1) How is the students' reading comprehension of narrative text taught by using story grammar strategy?
- 2) How is the students' reading comprehension of narrative text taught without using story grammar strategy?
- 3) Is there any significant difference between the tenth-grade students' reading comprehension of Narrative Text taught by using and taught without using story grammar strategy?

C. Objective and significance of the Research

1. Objective of the Research

Referring to the formulation problem above, the objectives of this research are:

- a. To find out the students' reading comprehension of narrative text taught by using story grammar strategy.
- b. To find out the students' reading comprehension of narrative text taught without using story grammar strategy.
- c. To find out whether there is any significant difference of the tenth grade students' reading comprehension in Narrative Text taught by using story grammar strategy and taught without using story grammar strategy.

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2. The Significance of the Research

The results from this research is expected to be used theoretically and practically. Theoretically, first, it is expected that the findings of this study can support and complement previous theories related to students reading comprehension through story grammar strategy. Second, this study can be used as a reference for the next researcher that wants to research students reading comprehension through story grammar strategy in other areas or scopes.

Practically, the finding of the research is expected as an alternative strategy for teachers in teaching narrative text in senior high school and also for the students to improve their reading comprehension.

D. Definition of Key Terms

1. Reading Comprehension

Reading comprehension is the ability to process a text, comprehend its meaning, and integrate it with what the reader already knows. Duke (2003) states reading comprehension is a process in which readers make meaning by interacting with the text using a combination of prior knowledge and experience, information in the text, and reader perspectives on the text. In this research, reading comprehension refers to the student's understanding of the narrative text which will be measured by the researcher at SMAN 12 Pekanbaru.

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2. Narrative text

Narrative text is an imaginative story that has a purpose to entertain the reader and attract them by representing some events that has a problem. According to Syafii (2014), a narrative text is a text telling the readers about true or fiction story and has a purpose to entertain the reader. He also mentioned that narrative text tells a story to make a point or to explain an idea or event. In this research, the narrative text, notably folklore and fabel that will be used in giving tasks to the students.

3. Story Grammar Strategy

Story Grammar Strategy is a reading comprehension strategy that help the students to find the important information of the story by using organizational framework. Dimino, et. al (1990) defines story grammar strategy as a framework that assists students in analyzing the main characters, setting, problems, events, and solutions, as well as assisting students in outlining a story. In this research, the story grammar strategy means a strategy which will be used by the researcher to improve the students' reading comprehension on narrative text.

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CHAPTER II

REVIEW OF RELATED LITERATURE

Theoretical Framework

1. Reading

a. Reading Comprehension

Reading is a method of interpreting or comprehending something through writing. Reading is not than just understanding the words or grammar or translating; it is also a thinking process. According to Grabe & Stroller (2011), reading is the ability to draw meaning from printed page and interpret the information appropriately. Linse (2005) defines reading as a set of skills that involves making sense and deriving meaning from the printed word.

Another definition of reading also stated by Spratt et al (2005) they defines reading as a process of responding to making sense of a text being read and connecting it with readers' prior knowledge. In making sense, the readers would be able to connect the new knowledge obtained from the text with the known knowledge they know already. By relating to readers' prior knowledge will make readers memorize the new knowledge longer. Furthermore, Nunan (2003) states reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It is also an

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interactive process between what a reader already knows about given topic or subject, and what the writer writes.

Based on the definition above, we can conclude that reading is a process of interaction between the reader's mind and the text that can be considered as an active process because it involves the reader's prior knowledge. The reader can use their own knowledge to comprehend the text, to guess about the material that they will read, and ability to understand the author' message influenced by their background knowledge.

In addition, the readers need comprehension in order to comprehend the context and gain new information from the text. According to Duke (2003), comprehension is a process in which readers make meaning by interacting with the text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text. Grace, et. al (2007) said that comprehension is one of the important reading skills adolescent students need to process.

Sweet & Snow (2003) states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Klingner, Vaughn, and Broadman (2007) defines reading comprehension as a multi-component, highly complex process that involves many interactions between the reader and what they bring to the text

(previous knowledge, strategy used) as well as variables related to the text itself (interest in the text, understanding of the text types).

In addition, Linse (2005) stated that reading comprehension refers to reading for meaning, understanding, and entertainment that involves higher-order thinking skills and is much more complex than merely decoding a specific word. Brassell (2008) defines reading comprehension as the ability of the way to demonstrate knowledge or understanding of the information from written text. Comprehension occurs when a reader is able to act, respond, or transform the information from the text.

King & Stanley (2004) in Maizarah & Purwanti (2020) defines five aspects or components of processing reading comprehension that may assist students in easily comprehending the text, which are: finding the factual information, the main idea, the meaning of vocabulary, identifying the reference, and making inference. First, finding the factual information. Factual information requires readers to scan specific detail. The factual information questions are generally prepared for students and those which appear with WH-questions word. There are many types or questions: reason, purpose, comparison etc. in which the answer can be found in the text. Second, finding the main idea. Recognizing the main idea of the paragraph is critical because it not only helps the reader in understand the paragraph on the first reading, but it also helps them to remember the content later.

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Third, finding the meaning of vocabulary. Vocabulary is more than just a list of words in the target language. The right and appropriate use of a word is included in vocabulary. It means that the greater the vocabulary, the less chance of misunderstanding. Readers can improve their reading comprehension by understanding the meaning of the vocabulary. Fourth, recognizing references. Recognizing reference words and being able to identify the word to which they refer will aid the reader's comprehension of the reading passage. Many rules for the sentence may be learned by English students. Reference words are typically short and are pronouns, such as it, she, he, they, this, and so on. The last, making inference. Making inference is a skill in which readers must be able to read between the lines. King and Stanley (2004) divide their attention into two main areas: drawing logical inferences and making accurate predictions.

Based on the explanations provided above, it can be conclude reading comprehension is a process of interacting between the text and the readers' prior knowledge. It is also a communication process that involves reconstructing an author's message using prior knowledge, particularly language knowledge, and it also necessitates higher-order thinking skills in reading. The reader should be master the five components of reading comprehension; main idea, factual information, the meaning of vocabulary, identifying the reference, and making inference, to assist them comprehending the text carefully.

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b. Reading Comprehension of Narrative Text

Reading comprehension is the process of simultaneously extracting and constructing meaning from the written text. According to Snow (2002) there are three elements that entails reading comprehension, which are; (a) the reader who is doing the comprehension, (b) the text is to be comprehend, and (c) the activity in which comprehension is a part.

Comprehension is an activity in which readers make meaning by interacting with the text through the combination of prior knowledge related to the text. Therefore, reading comprehension means understanding what the reader has been read. It is an active process that depend not only on comprehension skill, but also in readers' experience and background knowledge.

According to Snow (2002), a good reader can be engaged in many different types of text. Narrative text is one of the types of paragraph in reading that should be mastered by the students especially for tenth grade students of Senior High School. Anderson (1985) defines narrative text as a text that has a purpose to entertain the reader or listener. Narrative text is a meaningful sequence of events told in words (Kane, 2002). Some kinds of narrative text are folklore, fantasy novel, legend, myth, fable, short story, etc.

In curriculum 2013, a narrative text is defined as a text whose purpose is to amuse, entertain, and deal with actual or diverse

experiences in various ways. A narrative text deals with a problematic event that leads to a crisis or turning point of some kind, and then find a resolution. Typically, the events described in narrative text are written in a chronological order. Novels, for example, depict numerous episodes of action, whereas short story may only contain a few, or even one episode. Nonetheless, both depict a causal chain of events: each event in the story leads to another as the protagonist, or main character, attempts to achieve a goal or solve a problem.

Reading comprehension is resulted when the reader knows which skills and strategic are appropriate for the type of text and understand how to apply them to accomplish the reading comprehension. Narrative one of the types of paragraph in reading that should be mastered by the student.

According to Dalglesih (1999), there are typically three stages of a narrative (with the fourth step being optional):

- a. Orientation: is about where the writer sets the scene for the story, inform the reading about the time, place, and the main character of the story.
- b. Complication: this is the part which makes the story interesting, as the complicating event is unexpected.
- c. Resolution: this is where the problem or the complication is solved by the characters.

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- d. Re-orientation/coda: the reader is made aware of how the characters have changed and what they have learned from dealing with the complication and its resolution. It may be written in text of a moral value of the story.

Table II.1

Example of Narrative Text

(Orientation)

In a village, a father lived with his three sons. People said that the first two sons were very clever but the third lad was a simple and fool. One day, the father wanted to test all his three sons. He wanted to see who was the smartest son.

(Complication)

Then, he built a hut at the edge of his pasture. He said to his sons, "I am giving you this small house to one of you. It will belong to the one who can fill it completely. Not even a corner is to be left empty." Then, the oldest son tried the quiz. He bought a horse and brought it into the hut. However, the horse only filled one corner of the house. Then, the second son tried to fill the hut with a load of hay, but the hay only filled a half of the hut.

(Resolution)

He thought a lot to find what to do. "Now I know the answer," he said. Then, he bought a candle and rushed to the hut. Then, he put the candle in the middle of the hut and lit it. What happened? The hut was full with light, every corner, nook and cranny.

(Coda)

Now, the father knew that the youngest son, whom everyone thought was a fool, was the smartest. He, then, gave the hut to him.

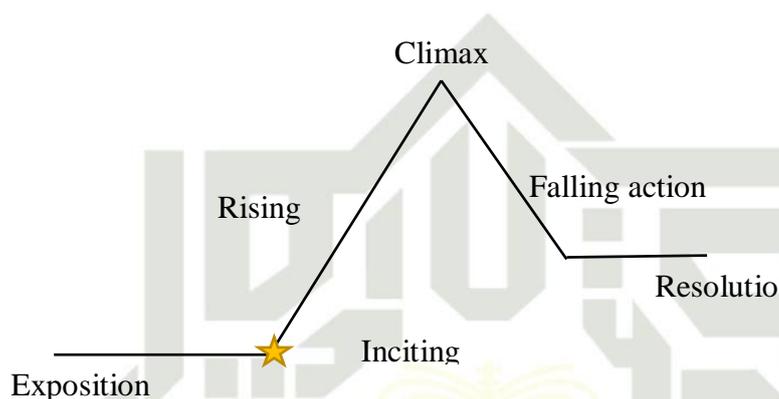
The story adopted from Mandiri: English on target for SMA Grade X

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According to Neo (2005), a narrative has a structure, a shape, or a pattern. It can be represented graphically in this triangle.

Figure II.1
Freytag Triangle



The picture is known as Freytag triangle. The Freytag triangle is intended to function as a kind of blueprint or map that can be used to guide us systematically in writing narrative text. The Freytag triangle is made up of the following elements; (a) the composition, which establishes the characters and the situation. (b) rising action, refers to a series of complications that lead to the climax. (c) the climax is the critical moment when the problems/conflict demand something to be done. (d) falling action is the result of a series of event that will wrap up the story and bring it to the ending. (e) the resolution consists of the result or outcome, or the ending (Neo, 2005).

On the other hand, the important part of narrative text is generic structure. Anderson & Anderson (2003) point out five steps or generic

structure for constructing a narrative text: first is Orientation. It is about the opening paragraph where the characters are introduced in the story, where the story takes place, and when the story or the action is happening. Second, Complication. complication is about the problems that the participants have. It is pushed along by a series of events during which we usually expect some sort of complication or problem to arise. The complication will affect what events will happen next in the story. Third, A sequence of events. Event is how the character reacts to the complication. Fourth, Resolution. A resolution is about how the problem is solved by the characters in the story. It includes the character's feelings and what they do. The last is Coda. It provides a comment or moral value based on what has been learned from the story, but it is an optional step.

In addition, there are some language features of narrative text. According to Anderson (1985), the language features usually found in a narrative text are specific characters such as The King, The Lion, time words to tell when they occur such as once upon a time, verbs to show the action, and the descriptive words to portray the characters and settings. Besides that, the reader usually found direct and indirect sentences in narrative text and the writer commonly uses past tense; simple past tense, past-continuous, and past perfect tense.

From the explanation above, it can be concluded that in comprehending narrative text, reader should know the components of

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narrative text. The components include the purpose, the characters, the events, the kinds, language features, and the generic structure of narrative text.

c. Assessment of Reading Comprehension of Narrative Text

According to Brown (2004) he defines that assessment is an ongoing process that encompasses a much wider domain. The assessment itself is a process to know students' ability by using a test, interviews, observation, questionnaires, etc. In giving suitable assessment in measuring students' reading comprehension, the researcher should consider several types in reading, as stated by Brown (2004) some types of reading, as follows:

- a. Perceptive: involve attending to the components of larger stretches of discourse, such as letters, word, punctuation, and other graphic symbols.
- b. Selective: This type is concerned with recognizing lexical, grammatical, or discourse features of language within a very short span of language.
- c. Interactive: Among the interactive reading types are language stretches of several paragraphs to one page or more. Reading is a process of negotiating meaning in this type: the reader brings to the text a set of schemata for understanding it, and intake is the result of that interaction.

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- d. Extensive: this category includes texts with more than a few pages, such as professional articles, essays, technical reports, short stories, and books.

Based on the types of reading above, the researcher categories the students in this school is in interactive type of reading. According to Brown (2004) explained several kinds of test that appropriate for assessing students. The kind of test for this type of reading are cloze test, impromptu reading plus comprehension questions, short answer task, editing task, scanning, ordering task, and information transfer. Thus, in this research, the researcher chooses impromptu reading plus comprehension questions. This type of test hopefully can measure students' reading comprehension in narrative text by giving short text of narrative and comprehension questions, and the type of questions are multiple choice. This types of instrument is choose because it is practically, easy to administer, and can be quickly.

Brown (2004) point out some features of impromptu reading plus comprehension questions test as follows:

- a. Main idea (topic)
- b. Expression/idioms/phrases in context
- c. Inference
- d. Grammatical features
- e. Detail (scanning for a specifically stated detail)
- f. Excluding facts not written (unstated details)

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- g. Supporting ideas
- h. Vocabulary in context

In line with idea above, based on the curriculum 2013, the way to assess reading narrative text followed five components; finding factual information, finding main ideas, finding the meaning of vocabulary in context, identifying the references, and making inference.

This is in line with King & Stanley (2002) there are five components in reading comprehension that may assist students in comprehend the reading text. They are:

1. Finding the factual information

Factual information requires readers to scan specific detail.

The factual information questions are generally prepared for students and those which appear with WH-questions word. There are many types or questions: reason, purpose, comparison etc. in which the answer can be found in the text

2. Finding the main idea

Recognizing the main idea of the paragraph is critical because it not only helps the reader in understand the paragraph on the first reading, but it also helps them to remember the content later. The main idea of paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also the

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relative significance as expressed by the author, in other words, some of the ideas are super ordinates while another is subordinate.

3. Finding the meaning of vocabulary

By relating the close meaning of unfamiliar words to the text and the topic of the text that is read, the reader can improve his or her guessing ability to the word that is unfamiliar to him or her. When it has it, the words have nearly equivalent meanings or nearly the same meaning as another word.

4. Identifying the reference

Recognizing reference words and identifying the word to which they refer will aid the reader's comprehension of the reading passage. Reference words are typically short and pronoun-heavy, such as it, she, he, they, this, and so on.

5. Making inference

The readers must be able to draw conclusion based on the information contained in the reading text. King and Stanley (2004) divided into two attentions, draw logical conclusion (inference) and make accurate predictions.

Another way to assess reading comprehension by Brown (2004), they are:

1) Multiple-Choice.

The most popular method of assessing reading comprehension is a multiple-choice format. A multiple choice item

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consists of a problem and a list of suggestion answer. This types of test usually used for reasons practically because this format is easy to administer and can be scored quickly.

2) True-false.

True false format is another language test format used in educational assessment. The true-false item is most commonly used to assess an examinee's ability to identify the correctness of statements of fact, definitions of terms, statements of principles, and the ability to distinguish fact from opinion. True-false tests consist of a series of opinion statements to which the examinee must respond true or false. There is no objective basis for determining whether an opinion statement is true or false. When a student is the respondent, he or she usually guesses what the teacher thinks and marks the answers accordingly. This is, of course, undesirable from all perspectives, including testing, teaching, and learning.

2. Story Grammar Strategy**a. The Nature of Story Grammar Strategy**

Story Grammar Strategy is one of reading comprehension strategy to comprehend narrative text. As stated by Dimino, et. al (1990), story grammar strategy is a framework to help the students in analyzing the main characters, setting, problems, events, solution, and assist students to outline a story. He stated by using this strategy, the

important information of the story can be comprehended. This strategy involves articulation of the character's problem, and an analysis of the chain of events that lead to resolution. It also involves analysis of how characters react to the events in the story.

Story Grammar Strategy is a guide to assist the students as they read the text and allows them to comprehend the story easier. According to Schmitt (1986) define Story Grammar Strategy is a reading comprehension strategy in improving the students' interactions to find out the important information of the story by using an organizational framework. Additionally, Story Grammar can be used as a foundation to answer the questions related to the story (Dimino et. al, 1990).

Then, Mahmoud (2017) explained some benefits of the Story Grammar Strategy. First, it can be used at all levels of education. Second, this strategy can not only improve students' reading comprehension. But it can also enhance students' vocabulary, writing, and imagination. It also can motivate students to be proud of their work. This strategy is appropriate to be used for students who work individually, in pair, group or the whole class discussion. The Story Grammar Strategy is very helpful because the information in the framework is based on the assignment.

From the definitions above, we can conclude that story grammar strategy is a reading comprehension strategy to help the students analyze the characters, events, setting, problems in a narrative text by

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using an organizational framework. By using this strategy, the students will be able to find the specific information from the written text and also help the students to enhance their reading comprehension skill.

b. Teaching Reading Comprehension by Using Story Grammar Strategy

Teaching is an activity in which the teacher guides and facilitates learning, provides opportunities for learners to learn, and establishes the framework for teaching activities (Brown, 2004). Guidance is provided by leading students through activities in the pursuit of knowledge. The teacher can assist students in gaining knowledge by providing resources such as tasks. By assigning these tasks, the teacher is allowing the students to study independently. To ensure that the teaching and learning process runs smoothly, the teacher must create a conducive learning environment for the students. In order to create a good environment, the teacher must consider the classroom method or technique that is used, as this can have an impact on how teacher manage the class.

There are several strategies that teacher can use to assist students reading comprehension such as mind mapping, affinity strategy, story grammar strategy and so on. One of the strategy that teacher can be used while teaching reading comprehension on narrative text is Story Grammar Strategy. A Story Grammar Strategy is a reading comprehension strategy in improving the students' interactions to find out the important information of the story by using an organizational

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framework (Schmitt, 1986). This strategy will help the teacher and give motivation to the students to read a text better.

Short (1984) defines six steps for applying Story Grammar Strategy, which are: developing an active background knowledge, discussing the strategy, modeling the strategy, memorizing the strategy, supporting the strategy, and independent performance. This strategy will help the teacher and give motivation to the students to read a text better.

The Story Grammar Strategy is implemented in the following procedures (Short, 1984):

- 1) The teacher could develop students' background knowledge by showing a picture related to the story and asking some questions related to the topic. The teacher shows the format and the guiding questions and discussion of the story grammar strategy on a whiteboard or maybe by using power point, then explains how this story grammar strategy can help them in their reading comprehension of reading narrative text and model how to apply this strategy.

Table II.2

The Structure of Guiding Questions and Discussing of Story Grammar Strategy

Setting	Where did the story happen?
	When did the story happen?
Characters	Who was the story about?
	Who were the people in the story?
	Who was the most important person in the story?

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Problem	Did the people have a problem? What was the big that the story was about?
Action	What did the people do to solve the problem? What were the important things that happened in the story?
Resolution	How did the people solve the problem? How did the story end?
Theme	What lesson could we learn from the story?

Table II.3
The Format of Story Grammar Strategy

The title of the story:

Characters	Settings

Theme

Problem

Action

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Resolution

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- 2) The teacher asks the students to read a narrative story, and then asks them to construct their own Story Grammar. By teacher guidance, the students are able to apply this strategy based on the organization of Story Grammar, for example by using pictures or guided questions to support this strategy.
- 3) Besides, the teacher instructs the students to work in groups to discuss the information about the text and after that compare their work with other groups.
- 4) The teacher controls the discussion and explains more about the narrative text, the generic structure, and the language features.
- 5) Then, the students answer the questions related to the story using the information in Story Grammar.
- 6) In the last step, the teacher evaluates students' success by assessing an increase in achievement.

Direct instruction story grammar helps students to learn and to recognize the elements of narrative text and use this element to improve their comprehension of the story. A strategy may involve dividing the story into meaningful episodes and developing comprehension questions they will ask in guide silent reading and discussion. Such a question will cause students to focus on relevant elements in the story. Research has shown that asking questions that focus on the storyline leads to improved student comprehension of the story. Teacher asks students to read, at home, the part that forms an episode and provides

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them with a guiding question that brings out the elements of the story grammar. In the classroom, the students are asked to read silently the part of the episode which draws their attention to the story grammar.

c. The benefit of using Story Grammar Strategy

According to Lasmiatun (2016) she explained some advantages of using story grammar strategy, first, bring joy to read. Not all reading activities exhaust our brains and necessitate constant concentration. Reading can bring joy because when students read, they gain ideas and open their minds to do anything that makes them happy. For example, when students read a humorous and amusing story, they will smile and laugh.

Second, enhance the meaning with mental imagery. When students enjoy reading, they will produce a large portion of the stimulus in their imagination. Their brain will automatically save much of the information from what they read, and the students will enhance the meaning from what they read in every sentence. Because they have discussed the material, the students will be pleased when they are required to read in the classroom, even if it is in a crowded environment.

Third, strengthens a reader's relationship to the narrative text. Reading can build the relationship between the reader and the text, when the students read in narrative text they will know more what the element, step, content and all of about narrative text. So, the students that read will be have strengthens relationship to the narrative text.

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Fourth, stimulate the imaginative thinking. Reading activity is similar to transcriptions in that when students read a story, the reader will consider what the story is about. The goal of this teaching in reading is for students to understand the overall meaning of a reading selection, but not all of them can understand with what they read. When the readers want to know what happens next in this story, they think and then stimulate the imaginative thinking in the student's brain. It encourages students' imaginative thinking to work and grow.

Fifth, allow readers to form mental images from the words in the text. A good reader is one who understands why they are reading. The readers should understand what they read in order to answer the question, comprehend the meaning, or analyze the content. When they understand the purpose of their reading activity, they can form mental images from the words in the text, determine the meaning, and draw conclusions from the text that they read. The teacher used a presentation to the students to make the classroom more effective.

Sixth, to train the ability of thinking. The brain is like a sword; the more we use it, the sharper it becomes. If the opposite is not sharpened, it will also be blunt. The brain will become stronger as a result of this. According to experts, the benefit of reading a book can have a positive effect on our brains. Reading can help students develop a habit of thinking, improve your cognitive skills, and expand your vocabulary.

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Eleventh, improving comprehension. A concrete example of this benefit, which is felt by both students and teachers. Whereas reading can improve comprehension and memory, what was previously unclear becomes clearer after the reading. The logic is simple: if the student or students do not read, they will not understand the subject matter. Eighth, Add insight and knowledge. We will be more confident in looking at the world if we have a lot of insight and knowledge. This is the knowledge that students gain from reading the text.

Then, sharpen the ability to write. Reading, in addition to providing insight and knowledge, can help to hone writing skills. In addition to the insights the readers gain from writing more extensive material, they can also learn the writing styles of another person by having them read it. Reading can provide them with a plethora of writing ideas. When students know the translation, they can improve their understanding from the first level. The second level is when they can correlate with other texts, and the higher level is when they understand the text and connect the implicit and explicit meaning from what they read. Students who can connect the text that they read with the other events will have an easier time writing.

And the last, support the ability to speak in public. Reading is an activity that broadens one's horizons and increases one's knowledge of the world. Reading, in addition to providing information about current events, can improve one's mindset, creativity, and verbal skills by

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expanding one's vocabulary and verbal skills. Increased mindset, creativity, and verbal skills will be extremely beneficial in improving one's ability to speak in public.

From explanation above we can conclude that using story grammar strategy bring so many advantages for learners in comprehending the reading text. So this strategy is very suitable for use by the teacher to improve students' reading comprehension skills, especially on narrative text.

B. Relevant Research

There were several studies that have been done by researcher on the use of story grammar strategy in reading comprehension. The first research was conducted by Sri Lasmiatun (2016) by the title "The implementation of Story Grammar Strategy in Teaching Narrative Reading Comprehension for VIII Grade at MTs Al Ma'arif Tulungagung". This research aimed to described how to apply this strategy and the advantages of using story grammar strategy in teaching narrative reading comprehension to eighth grade students of MTs AL MA'ARIF Tulungagung. This research used qualitative research.

The result of this research showed the story grammar strategy was useful for students to improve their reading comprehension. The researcher also point out some advantages of using this strategy, which are: 1) bring joy to reading 2) Enhances the meaning with mental imagery 3) Strengthens student's relationship to the narrative text 4) Stimulates students' imaginative thinking 5) Allow them to create their mental images from word to text 6) Train their ability

to think 7) Improve their reading comprehension 8) Add the insight and knowledge 9) Sharpen students' ability to write 10) Support their speaking ability 11) Improve students concentration.

The second research, entitled "A Story Grammar Teaching Approach for Building Up Students' Reading Comprehension on Narrative Text" was conducted by Meida Elvira Nafillah (2017). The background of this research was to discover the significant influence of story grammar strategy in building up students' reading comprehension and to find out the factors of story grammar strategy succession.

This research used a mixed method through convenient design and quasi-experiment. In this research, they used only one class of thirty-five on eight grade students as the sample of the research. The result of the research showed that the mean score before implementing story grammar is 45.71 and after implementing story grammar is 47.64. The researcher found there was an improvement in students' reading comprehension after implementing the story grammar strategy.

The third, Gusmantira (2017) from Muhammadiyah University of Palembang, conducted research entitled "Using Story Grammar Strategy in Teaching Reading Comprehension of Narrative Text to the Eighth Grade Students of SMP Negeri 7 Palembang." The objective of the research was to find out whether or not this teaching reading comprehension by using this strategy. This research used a pre-experimental method, with the population being the eighth grade of students of SMP Negeri 7 Palembang. Based on this

research, it was found that the story grammar strategy was effective for developing students' reading comprehension.

Based on some previous research above, this research has the same focus on using story grammar strategy to improve students' reading comprehension through narrative text. The difference is this research focused to find out there were statistically significant differences in students' reading comprehension through narrative text after being taught by story grammar strategy at SMAN 12 Pekanbaru which has not been given in some previous research above. For the research design, the researcher used a quasi-experimental design which used two classes, experimental class and control class.

C. Operational Concept

The operational concept is the concept used to clarify the theories and variables used in the research in order to avoid misunderstanding and misinterpreting. This study was experimental research that focused on students' reading comprehension of narrative text who are taught by using Story Grammar Strategy and the students who are taught without using Story Grammar Strategy at SMAN 12 Pekanbaru. There were two variables in this research, the independent variable (variable X) was the use of story grammar strategy and the dependent variable (Variable Y) was students' reading comprehension of narrative text.

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Based on the statement above, the indicator of each variable in this research can be seen as follows:

Table II.4
Operational Concept

VARIABLE	INDICATORS
1. The implementation of Story Grammar Strategy. (Short, 1984)	The teacher and students do the steps of Story Grammar Strategy: a. The teacher showed some pictures related to the narrative text. b. The teacher asked the students to answer some questions related to the text. c. The teacher showed the format of the story grammar strategy by using power point, then explained how this strategy can help them in reading comprehension of narrative text. d. The teacher models how to apply the story grammar strategy. e. Then, the teacher asked the students to read a narrative text. f. The teacher asked the students to construct their own story grammar based on the text.
2. The students' Reading Comprehension King and Stanley (2004) & Curriculum 2013	The students were able to identify: a. The ability to identify the factual information from the text b. The ability to identify the main idea of the text c. The ability to identify meaning of vocabulary d. The ability to identify references e. The ability to making inferences

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D Assumption and Hypotheses
1. Assumption

In this research, the researcher assumed that the students who are taught by using Story Grammar Strategy will achieve better reading comprehension than those who are not taught by using Story Grammar Strategy. The better Story Grammar Strategy is applied, the better students' reading comprehension will become.

2. Hypotheses

Based on the assumption above, hypotheses for this research can be formulated as follows:

a. The Null Hypotheses (Ho)

There is no significant difference in students' reading comprehension in narrative text between those who are taught by using Story Grammar Strategy and those who are taught without using Story Grammar Strategy of tenth-grade students at SMAN 12 Pekanbaru.

b. The Alternative Hypotheses (Ha)

There is a significant difference in students' reading comprehension in narrative text between those who are taught by using Story Grammar Strategy and those who are taught without using Story Grammar Strategy of tenth-grade students at SMAN 12 Pekanbaru.

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CHAPTER III RESEARCH METHOD

A Research Design

This research was a quantitative research. According to Creswell (2008) quantitative research is to employ strategies of inquiry such as experimental and collect data on predetermined instruments that yield statistical data. Quantitative research could be used in response to relational questions of variables within the research. Apuke (2017) described quantitative research as an explanation of an issue or phenomenon through gathering data in numerical form. Therefore, quantitative research was essentially about collecting numerical data to explain a particular phenomenon.

Meanwhile, the design of this research was quasi-experimental research. According to Cohen, et al (2007), an experiment entails changing the value of one variable, known as the independent variable, and observing the effect of that change on another variable, known as the dependent variable. In addition, Gay (2003) defines experimental method as a method of research that can truly test a hypothesis concerning with cause and effect relationship in the experimental research. Based on the definition above, a quasi-experiment was an appropriate method for this research in order to find out the significant effect of using the Story Grammar Strategy on students' reading comprehension in reading narrative text at SMAN 12 Pekanbaru.

There were two variables used in this research; the independent variable (X) and the dependent variable (Y). In this research, the independent variable

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(X) was used by Story Grammar Strategy and the dependent variable (Y) was students' reading comprehension of narrative text. In conducting this research, two classes of tenth-grade students in this school were recruited. The researcher assigned the experimental and control classes, administered a pretest and posttest for both groups, conducted experimental treatment activities for the experimental class only, and then administered a post-test for assessing the differences between both classes. As mentioned by Creswell (2008):

Table III.1
The Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	X1	T	Y1
Control	X2	-	Y2

Where:

- X1 = Pre-test in experimental group
 X2 = Pre-test in control group
 Y1 = Post-test in experimental group
 Y2 = Post-test in control group
 T = Treatment

Time and Location of the Research

This research conducted at State Senior High School 12 Pekanbaru. It is located at Jl. Garuda Sakti KM 3, Kec. Tampan, Kota Pekanbaru. The research was conducted on March to Mei 2022.

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C Subject and Object of the Research

The subject of this research was the tenth grade students of SMAN 12 Pekanbaru. Meanwhile, the object of the research was the use of story grammar strategy on students' reading comprehension of narrative text.

D Population and Sample of the Research

1. Population of the Research

The population of this research was the tenth grade students SMAN 12 Pekanbaru in the academic year 2021/2022. The total number of the students were 430 students, divided into twelve classes. The population of the research can be seen on the table below:

Table III.2
The total population of the tenth grade students

NO	Classes	Total
1	X MIPA 1	36
2	X MIPA 2	36
3	X MIPA 3	36
4	X MIPA 4	36
5	X MIPA 5	36
6	X MIPA 6	36
7	X IPS 1	35
8	X IPS 2	36
9	X IPS 3	35
10	X IPS 4	36
11	X IPS 5	35
12	X IPS 6	35
	Total	428

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2. Sample of the Research

To take the whole population as the research sample beyond the researcher's ability. In this research, the researcher took two classes as the sample by using cluster random sampling. According to Gay & Airasian (2003), cluster sampling selects based on the group, not individuals. The researcher took it by using cluster random sampling because all classes were at the same level, which means there was no cleverest class of favorite class at SMAN 12 Pekanbaru. Therefore, the researcher selected two groups of students to be a sample in this research by rolling up the paper that contained classes' names and choosing two classes randomly. So, the researcher chose X IPS 1 as an experimental class and X IPS 5 as a control class. The sample was 70 students.

Table III.3
The Sample of the Research

No.	Class	Class	Students
1.	Experimental Class	X IPS 1	35
2.	Control Class	X IPS 5	35
	Total		70

The Technique of Collecting Data

1. Test

In this research, the researcher used a set of tests to collect the data. According to Brown (2004) test is a method to measure a person's ability, knowledge, or perform the language. To collect the data from the

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participant, the researcher used a multiple-choice test. In this case, the students were able to respond to twenty questions based on four narrative texts.

1) Pre-test

The pre-test was used to collect the data about students' reading comprehension of narrative text before being taught by using story grammar strategy. It was administered to both experimental and control classes. In this test, the researcher was used multiple choice type based on the indicators of reading comprehension.

2) Post-test

The post-test was used to collect the data about students' reading comprehension of narrative text after being taught by using story grammar strategy. It was given to both classes, experimental and control class. In this test, the researcher was used multiple choice test based on the indicators of reading comprehension.

Furthermore, in asking questions, the researcher adopted the indicators from King & Stanley (2004) in Ningsih (2019) based on the component of Reading Comprehension and the generic structure of narrative text based on English subject syllabus in 2013 curriculum. The indicators of blue print of the reading comprehension test can be seen as follows:

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Table III.4
The Blue Print of Reading Comprehension Test

No.	Indicators of Item	Number of item	Items Number
	The students' ability to find out the main idea of narrative text	4 items	1,6,11,16
	The students' ability to find out the factual information in narrative text	4 items	2,7,13,17
	The students' ability to find out the meaning of vocabulary in narrative text	4 items	3,8,15,20
4.	The students' ability to identify the reference in narrative text	4 items	4,9,12,18
5.	The students' ability to make inference from narrative text	4 items	5,10,14,19

After administering the test, the researcher took the total score from the result of the reading comprehension test. According to Arikunto (2008) the classification of the students' score can be seen bellows:

Table III.5
The Classification of Students' Score

Score	Categories
80-100	Very Good
66-79	Good
56-65	Sufficient
40-55	Poor
30-39	Fail

(Arikunto, 2008)

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2. Validity of the Test

Before carrying out the test, it is necessary to know the validity of the instruments. A valid test should be appropriate, meaningful, and useful in terms of the purpose of the assessment. According to Creswell (2012) validity is the individual's score from an instrument that make sense, meaningful, enable to researcher to draw conclusion from the sample.

To analyze the validity of the reading comprehension test, the researcher conducted a try out 25 items by handing them to 34 students who were not included in the research sample. The researcher used SPSS 26.0 program to analyze the data. The researcher compared r value to r table at significant level of 5% is 0,349 ($df = N-2=30$). The r value of each item should be higher than the r table to be considered as a valid question. If the r value on the analysis of less than r table, it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected.

The result of data analysis showed that there were 20 questions accepted or valid and the rest were rejected or invalid. The invalid items were statement number 2, 3, 11, 18, 22. These items were rejected because the scores were under 0,349. So, the researcher removed the invalid items from the instruments that would be used. Thus, the researcher only took 20 valid items to be tested as instrument of the research.

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Table III.6
Validity of Reading Comprehension Test

Item No.	R value	R table	Status
Question 1	0,683**	0,349	Valid
Question 2	0,252	0,349	Invalid
Question 3	-0,211	0,349	Invalid
Question 4	0,419*	0,349	Valid
Question 5	0,432*	0,349	Valid
Question 6	0,443**	0,349	Valid
Question 7	0,392*	0,349	Valid
Question 8	0,367*	0,349	Valid
Question 9	0,366*	0,349	Valid
Question 10	0,326*	0,349	Valid
Question 11	-0,257	0,349	Invalid
Question 12	0,675**	0,349	Valid
Question 13	0,642**	0,349	Valid
Question 14	0,453**	0,349	Valid
Question 15	0,145	0,349	Valid
Question 16	0,469**	0,349	Valid
Question 17	0,392*	0,349	Valid
Question 18	0,223	0,349	Invalid
Question 19	0,345*	0,349	Valid
Question 20	0,568**	0,349	Valid
Question 21	0,524**	0,349	Valid
Question 22	0,701**	0,349	Invalid
Question 23	0,379*	0,349	Valid
Question 24	0,589**	0,349	Valid
Question 25	0,732**	0,349	Valid

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3. Reliability of the Test

A test must be reliable as a measuring instrument. According to Gay (2003), reliability is the degree to which a test consistently measures whatever it is measuring. It was reflected in the obtaining how far the test was able to measure the same object on different occasion indicating a similar result.

According to Cohen et.al, (2007) the guidelines of reliability is as follows:

Table III.7
The Category of Reliability

No.	Reliability	Category
1.	>0.90	Very highly reliable
2.	0.80-0.90	Highly reliable
3.	0.70-0.79	Reliable
4.	0.60-0.69	Minimally reliable
5.	<0.60	Unacceptably low reliable

To obtain the reliability of the reading comprehension test, the researcher used SPSS 26.0 program to find out whether the test was reliable or not.

Table III.8
Reliability Statistic of Reading Comprehension Test

Cronbach's Alpha	N of Items
.731	25

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From the table above, it can be seen that the value of Cronbach's Alfa was 0,731. The value was higher than the standard Cronbach's Alfa which was 0.60. therefore, it can be concluded the test was reliable and the categorized into reliable level.

The technique of Data Analysis

In order to find out whether there was a significant difference between students who are taught by using story grammar strategy and who are taught without using story grammar strategy to improve student's reading comprehension, the data will be analyzed statistically. In analyzing the data, the researcher used a statistical method that was the independent sample t-test formula by using SPSS 26.0 version.

The significant value was employed to see whether there is or not a significant difference among the mean scores in both experimental and control classes. The statistical hypothesis is as follows:

$$H_0 = \text{sig. (2 tailed)} > 0.05 \text{ or } t\text{-obtain} < t\text{-table}$$

$$H_a = \text{sig. (2 tailed)} < 0.05 \text{ or } t\text{-obtain} > t\text{-table}$$

- a. H_0 was accepted if $t\text{-obtain} < t\text{-table}$ or there was no significant difference between students who taught with story grammar strategy and without story grammar strategy.
- b. H_a was accepted if $t\text{-obtain} > t\text{-table}$ or there was a significant difference between students who taught with story grammar strategy and without story grammar strategy.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was done to find out the significant difference between students who are taught by using story grammar strategy and without using story grammar strategy at Senior High School in Pekanbaru. So, the researcher concluded this research as follows:

1. The students' reading comprehension in narrative text who were taught by using Story Grammar Strategy at SMAN 12 Pekanbaru was categorized into **"Very Good"** Level, where the mean score was 84.29.
2. The students' reading comprehension who were taught without using Story Grammar Strategy at SMAN 12 Pekanbaru was categorized into **"Good"** level, where the mean score was 70.14.
3. There is a significant difference between students who are taught by using Story Grammar Strategy and who are taught without using story grammar strategy on students' reading comprehension of narrative text at SMAN 12 Pekanbaru.

B. Suggestion

From the conclusion above, Story Grammar Strategy can give significant influence on students' reading comprehension of narrative text. Thus, the researcher would like to give some suggestions:

1. Teacher should construct enjoyable and creative learning method to develop students' reading comprehension especially in narrative text. One of the method that teacher can used to improve students' reading comprehension of narrative text is Story Grammar Strategy. This strategy can help students to analyze the main idea, character, settings, problems, events, and solutions and assisting them to outline the story.
2. It is expected that the next researcher will examine deeper about reading comprehension especially in narrative text. Not only this text, but also for another text that exist in school subjects. The next researchers are expected to scrutinized with a broader, fuller scope, as well as more references. Then, the writer also expected this research could provide valuable and significant references for the next researchers.

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APPENDICES

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APPENDIX 1

THE SYLLABUS

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<p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>Menganalisis fungsi sosial struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>13. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</p> <p>Hak Cipta Ditindungi Undang-Undang</p> <p>1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:</p> <p>a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, p</p> <p>b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</p> <p>2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa</p>	<p>menghargai budaya lain.</p> <p><i>Struktur</i></p> <p>a. Pengenalan tokoh dan setting</p> <p>b. Komplikasi terhadap tokoh utama</p> <p>c. Solusi dan akhir cerita</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait karakter, watak, dan setting dalam legenda</p> <p>(2) Modal auxiliary verbs.</p> <p>(1) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(6) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku dan nilai</p>	<ul style="list-style-type: none"> Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca beberapa text legenda dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa melengkapi rumpang dari beberapa teks legenda sederhana Siswa secara berkelompok menuliskan /menyalin teks naratif dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut 	<p>tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi Ketepatan dan kesesuaian 		<p><u>berbahasa Inggris</u></p> <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/americanenglish/resourcefiles http://learnenglish.britishcouncil.org/en/
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<p>nilai luhur dan budaya.</p>	<ul style="list-style-type: none"> • Siswa membacakan teks naratif kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks legenda. • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat klipng teks legenda dengan menyalin dan beberapa sumber. • Siswa membuat ‘learning journal’ 	<p>menggunakan strategi dalam membaca</p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif • Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
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APPENDIX 2

LESSON PLAN

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 : Bahasa Inggris
 : Teks Naratif
 : Reading
 : Scientific Approach
 : X/2
 : 2 x 30 menit (Pertemuan ke- 1)

A. Tujuan Pembelajaran

Peserta didik terampil menerapkan fungsi social, structure teks, unsur kebahasaan teks naratif sederhana, serta dapat menangkap makna teks naratif dalam bentuk lisan dan tulisan, sesuai dengan konteks penggunaannya.

B. Kegiatan Pembelajaran

1. Membaca dan mengamati sebuah teks tentang *naratif sederhana berbentuk legenda rakyat* serta menjawab pertanyaan-pertanyaan berdasarkan teks yang terdapat pada slide power point.
2. Menganalisis generic structure yang terdapat dalam sebuah teks naratif.
3. Menganalisis *pattern/* unsur kebahasaan teks narrative sederhana (*simple past tense, adverb of time, time conjunction, direct speech* yang terdapat pada tabel.

C. Penilaian/ Assesmen

No.	Pengetahuan	Keterampilan	Sikap
1.	Memahami fungsi social, struktur teks dan unsur kebahasaan teks naratif sederhana serta dapat membedakan unsur kebahasaan teks naratif; <i>simple past tense</i> sesuai konteks penggunaannya.	Kemampuan menjelaskan, merespon dan bertanya.	Menghadiri pembelajaran tepat waktu



<p>2.</p> <p>Hak Cipta Diindungi Undang-Undang</p> <p>Hak Cipta milik UIN Suska Riau</p>	<p>Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks naratif sederhana pada sebuah teks/ dialog, sesuai konteks penggunaannya, bekerja sama dalam kelompok dengan sikap peduli dan kerja sama yang baik.</p>	<p>Role play/ monologue mempraktikkan isi/dialog sebuah teks naratif</p>	<p>Berpartisipasi aktif dalam kegiatan pembelajaran</p> <p>Mengumpulkan tugas tepat waktu</p>
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 : Teks Naratif
 : Reading
 : Scientific Approach
 : X/2
 : 2 x 30 menit (Pertemuan ke- 2)

A. Tujuan Pembelajaran

Peserta didik terampil menerapkan fungsi social, structure teks, unsur kebahasaan teks naratif sederhana, serta dapat menangkap makna teks naratif dalam bentuk lisan dan tulisan, sesuai dengan konteks penggunaannya.

B. Kegiatan Pembelajaran

1. Menonton sebuah video animasi tentang “Tangkuban Perahu” dan menuliskan kembali isi cerita tersebut dalam bentuk tulisan, sesuai dengan unsur kebahasaan dan generic structure teks naratif.
2. Mempresentasikan hasil ringkasan tentang teks naratif “Tangkuban Perahu” didepan kelas
3. Menganalisis generic structure dari teks naratif yang telah ditulis siswa

C. Penilaian/ Assesmen

No.	Pengetahuan	Keterampilan	Sikap
1.	Memahami fungsi social, struktur teks dan unsur kebahasaan teks naratif sederhana serta dapat membedakan unsur kebahasaan teks naratif; <i>simple past tense</i> sesuai konteks penggunaannya.	Kemampuan menjelaskan, merespon dan bertanya.	Menghadiri pembelajaran tepat waktu
2.	Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks naratif sederhana pada sebuah teks/ dialog, sesuai konteks	Role play/ monologue	Berpartisipasi aktif dalam

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penggunaannya, bekerja sama dalam kelompok dengan sikap peduli dan kerja sama yang baik.	mempraktikkan isi/dialog sebuah teks naratif	kegiatan pembelajaran
		Mengumpulkan tugas tepat waktu

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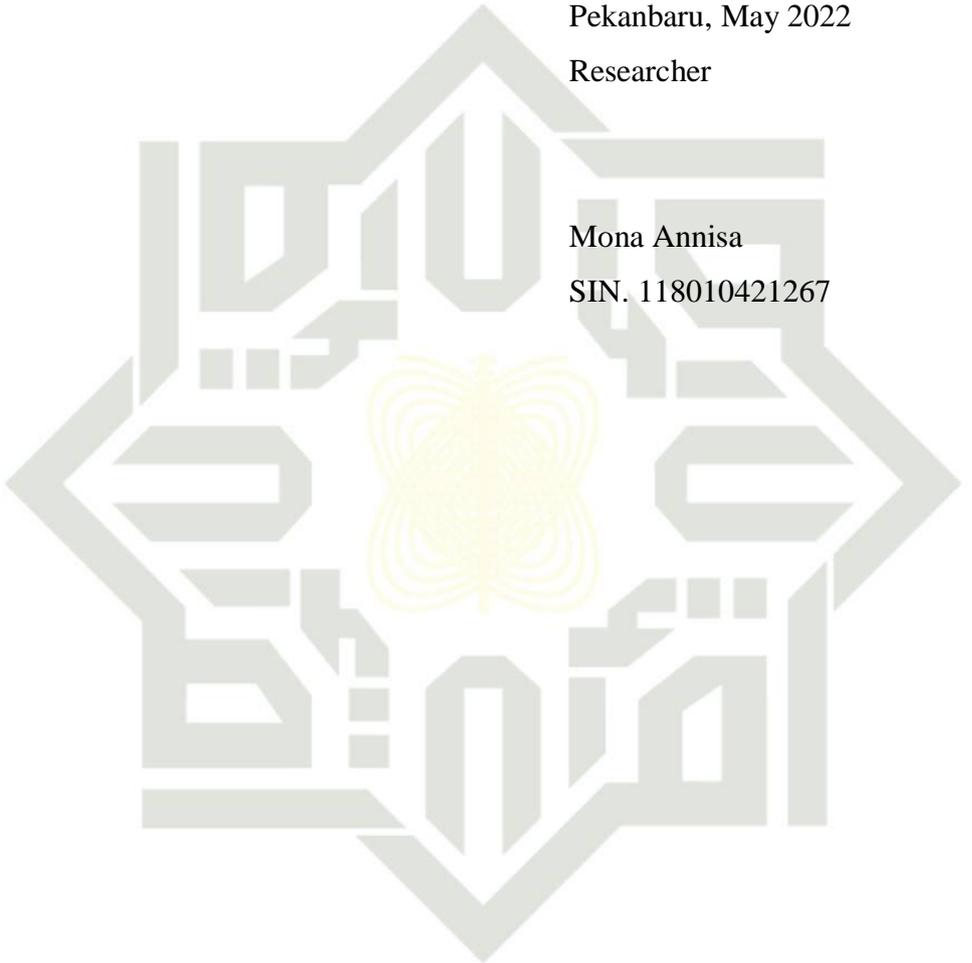
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 : 2 x 30 menit (Pertemuan ke- 3)

A. Tujuan Pembelajaran

Peserta didik terampil menerapkan fungsi social, structure teks, unsur kebahasaan teks naratif sederhana, serta dapat menangkap makna teks naratif dalam bentuk lisan dan tulisan, sesuai dengan konteks penggunaannya.

B. Kegiatan Pembelajaran

1. Peserta didik dibagi secara berkelompok yang terdiri dari empat orang, kemudian masing-masing kelompok diberikan beberapa gambar yang bertema tentang salah satu cerita legenda di Indonesia.
2. Peserta didik berdiskusi dan menganalisis tentang gambar yang telah diberikan. Kemudian, menjawab beberapa soal yang terdapat pada LKPD yang berkaitan dengan gambar yang telah didiskusikan.
3. Guru menampilkan Story Grammar Map pada PPT dan menjelaskan kepada siswa kegunaan dan langkah-langkah dari metode ini, diikuti diskusi oleh guru dan siswa.
4. Peserta didik menulis kembali berdasarkan pemahaman mereka tentang apa gambar tersebut, menggunakan story grammar map dan perwakilan kelompok akan mempresentasikannya didepan kelas.

C. Penilaian/ Assesmen

No.	Pengetahuan	Keterampilan	Sikap
1.	Memahami fungsi social, struktur teks dan unsur kebahasaan teks naratif sederhana serta dapat membedakan unsur kebahasaan teks	Kemampuan menjelaskan,	Menghadiri pembelajaran tepat waktu



<p>Hak Cipta Diindungi Undang-Undang</p>	<p>naratif; <i>simple past tense</i> sesuai konteks penggunaannya.</p>	<p>merespon dan bertanya.</p>	
	<p>Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks naratif sederhana pada sebuah teks/ dialog, sesuai konteks penggunaannya, bekerja sama dalam kelompok dengan sikap peduli dan kerja sama yang baik.</p>	<p>Role play/ monologue mempraktikkan isi/dialog sebuah teks naratif</p>	<p>Berpartisipasi aktif dalam kegiatan pembelajaran</p>
			<p>Mengumpulkan tugas tepat waktu</p>

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State Islamic University of Sultan Syarif Kasim Riau

Pekanbaru, May 2022

Researcher

Mona Annisa

SIN. 118010421267

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

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: SMA Negeri 12 Pekanbaru
 : Bahasa Inggris
 : Teks Naratif
 : Reading
 : Scientific Approach
 : X/2
 : 2 x 30 menit (Pertemuan ke- 4)

A. Tujuan Pembelajaran

Peserta didik terampil menerapkan fungsi social, structure teks, unsur kebahasaan teks naratif sederhana, serta dapat menangkap makna teks naratif dalam bentuk lisan dan tulisan, sesuai dengan konteks penggunaannya.

B. Kegiatan Pembelajaran

1. Siswa diberikan sebuah LKPD yang berisi table tentang Story Grammar Map dan menganalisis sebuah teks naratif sesuai dengan metode Story Grammar.
2. Siswa dibagi secara berkelompok, yang terdiri dari empat orang, kemudian melakukan sebuah permainan *whispering challenge* tentang unsur kebahasaan teks naratif; *time conjunctions, adverb of time, and direct speech*.

C. Penilaian/ Assesmen

No.	Pengetahuan	Keterampilan	Sikap
1.	Memahami fungsi social, struktur teks dan unsur kebahasaan teks naratif sederhana serta dapat membedakan unsur kebahasaan teks naratif; <i>simple past tense</i> sesuai konteks penggunaannya.	Kemampuan menjelaskan, merespon dan bertanya.	Menghadiri pembelajaran tepat waktu
2.	Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks naratif sederhana pada sebuah teks/ dialog, sesuai konteks penggunaannya, bekerja sama dalam	Role play/ monologue	Berpartisipasi aktif dalam kegiatan pembelajaran

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kelompok dengan sikap peduli dan kerja sama yang baik.	mempraktikkan isi/dialog sebuah teks naratif	
		Mengumpulkan tugas tepat waktu

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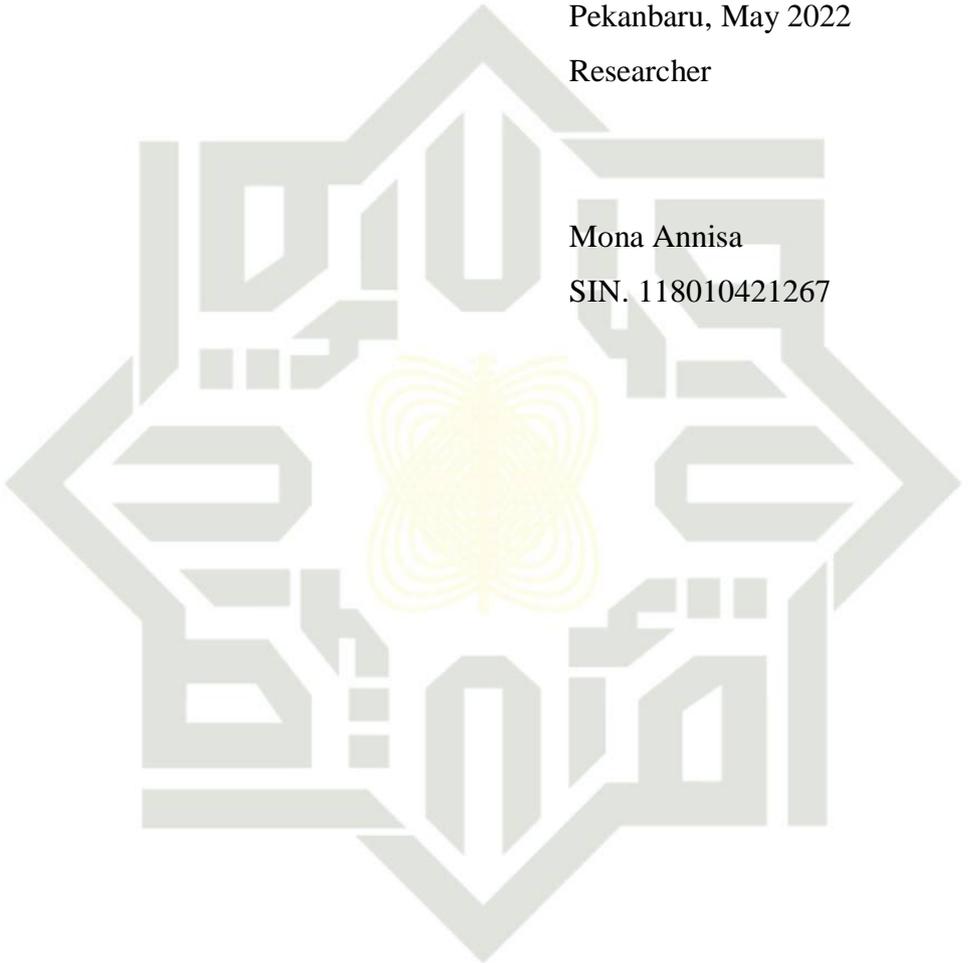
State Islamic University of Sultan Syarif Kasim Riau

Pekanbaru, May 2022

Researcher

Mona Annisa

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APPENDIX 3

Instrument of the Research

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READING TEST (NARRATIVE TEXT)

TRY OUT

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- Terima kasih atas partisipasi anda dalam mengikuti tes

Instruksi:

- Tes terdiri dari 25 pertanyaan pilihan ganda
- Baca bagian dengan hati-hati dan pilih jawaban terbaik
- Anda memiliki 45 menit untuk menjawab pertanyaan-pertanyaan berikut

The following text is for questions number 1-5

Read the passage carefully and choose the best answer

A long time ago, there live a powerful king in China. He was successful in bringing greatness to his kingdom. He made a lot of military conquests. Then his success made him worried about his life. he realized that one day he would get older and finally die. So he wanted eternal life. he gave orders to all of his people to help him live forever. Those who disobeyed the order would be punished severely. This made everybody in the kingdom afraid of him.

The king had a military advisor, name Xu Fu. Xu Fu was very concerned about the situation. He wanted to find a way to save the people. One day, Xu Fu came to the palace. He told the king that there was special grass that could make the King life eternally. The grass could be found on an island for to the east. Xu Fu offered to find the grass himself in condition that the king gave him 3,000 girls, and 3,000 boys to go with him and enough food for 3 years. The emperor granted the request immediately and let Xu Fu go to east. The king gave him two big ships.

Two months later, Xu Fu and the 6,000 children departed to the east. The King prepared a big party on their departure day. Soon, the king stopped being cruel to innocent citizens. He had already dreamt about living eternally. Day by day, he was waiting for Xu Fu's return.

After five years of hoping for Xu Fu's return, the king felt sick and died. Xu Fu and the 6,000 children never return to China. They landed on a big island and stayed there. When they grew up, they married each other and they became a big nation. The nation now is known as Japan.

1. What was Xu Fu requested to the Emperor?
 - a. He wanted to find the magical grass
 - b. He wanted to save the people
 - c. He wanted to bring 3,000 boys and 3,000 girls
 - d. He wanted to return 6,000 young boys and girls



2. What happened to the emperor after 5 years?

- a. He waiting for Xu Fu
- b. He died
- c. He was murdered
- d. He punished Xu Fu

From the second paragraph we know that...

- a. The military advisor, Xu Fu is very clever
- b. Xu Fu instigate 3,000 people to go away from the Kingdom
- c. King offered to Xu Fu to be a King
- d. The King want eternal life.

“The emperor granted the request immediately...” (Paragraph 2)

What does the underline word mean?

- a. Gave
- b. Refused
- c. Offered
- d. Agreed

5. What can we infer about the Emperor?

- a. A king who is wise and loves his people
- b. A king that wants his people to live eternally
- c. A selfish and self-serving king
- d. A wise commoner

The following text is for questions number 6-10

Read the passage carefully and choose the best answer

A farmer once lived in a village. Day by day, he worked very hard, hoping for a great harvest. After many years, he got tired of farm work. Then, he began to dream of an easier job. One day he left his village to find an easier job.

First, he met a man playing his violin. He was a musician. The farmer began to think that being a musician was easier than doing farm work. He bought a violin and he started learning to play the violin. He practiced it all day long. After some time, he was desperate. Even though he had tried hard to play the violin, he failed to make sweet music. He hurt his finger instead. He taught being a musician was hard work and began to seek an easier job.

Then, he met a woman who was making cheese. He kept his eyes on what the woman did. He taught it was an easy job. So, he asked the woman if he could work with her to make cheese. After an hour working, he began to get hot and tire. He stopped to rest. But, the woman said, “Don’t take a rest now. You will spoil the cheese. You can rest when the work is over.” Then, the farmer thought it was very hard work, even harder than farm work.

He, then, tried to find another job. He saw a man taking honey out of a beehive. The farmer like eating honey. He taught it was an easy job. So he asked to work for the man. The man agreed and the farmer started working with him. While the farmer tried to take honey out of the beehive, the bees attacked him and stung him on his face. He dropped the honey and ran away. The beekeeper laughed,” Hahaha, it was part of the job.”

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The farmer began to think. He said to himself, “every kind of work has some bad things about it. Working on my farm isn’t too bad after all.” Soon the farmer was back on his farm. He worked harder than before and he sang as he worked.

How many jobs did he try after leaving his farming job?

- a. Three
- b. Four
- c. Five
- d. Six

What is the story about?

- a. A lazy farmer
- b. A farmer who had a many talents
- c. A farmer who was trying hard to get rich
- d. A farmer who was not satisfied with his job

8. What is the main idea of the third paragraph?

- a. Making cheese was easy
- b. The farmer tried to make cheese
- c. The woman taught him to work hard
- d. The farmer was happy to be a cheese marker

9. Why did the farmer NOT want to be a bee-keeper?

- a. It was a hard job
- b. What the bee-keeper did was boring
- c. He didn’t want to be attacked by bees
- d. Being a bee-keeper is like being a farmer

10. “He saw a man taking honey out of a beehive.” (Paragraph 3).

The underlined word refers to...

- a. The farmer
- b. The woman
- c. The bee-keeper
- d. The beehive

The following text is for questions number 11-15

Read the passage carefully and choose the best answer

Once upon a time, there was a beautiful flower in the deep jungle. Every morning, it bloomed in glory and opened during daytime. So people called it Morning Glory. It was like a little trumpet.

Every day a yellow bird came near the Morning Glory. The Morning Glory always proudly asked the bird to stand still and enjoy their beauty. But, the bird refused because she had to find food for his son. She said, “My son is always waiting for me. He is the nest at the peak of a tree and his wing is broken. So I have to find food for him and tell him about the world. I fly all over the world so I can tell him.”

Every day, she told his son everything she saw while she was flying. The bird also told the Morning Glory that her son was happy to see the Morning Glory, her son would have been very happy.

The Morning Glory listened to the bird’s story attentively. Then, the flower wanted to make the baby bird happy. The Morning Glory wanted to appear to the baby bird so that

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he could see the flower by himself. The Morning Glory had never moved before, but now she pulled herself along the ground, a little, then more, and then a little more. At least, the Morning Glory came to the tree and climbed to the top and found the nest. The baby bird ate it and was very happy to see its beauty. From that day, the Morning Glory has climbed.

12. What does the story mainly talk about?
 - a. The legend, why Morning Glory grew up along the tree.
 - b. The legend how a baby bird knew about the world
 - c. The legend, how the baby bird got its food
 - d. The legend, how beautiful Morning Glory
13. How did the baby know about the Morning Glory?
 - a. The bird carried the flower to the nest
 - b. The Morning Glory was carried by the wind
 - c. He saw her from his nest
 - d. The bird told his baby about it
13. "...so I can tell him." (paragraph 2)
The does "him" refers to?
 - A. The Morning Glory
 - B. The bird
 - C. The baby bird
 - D. The parent bird
14. "The Morning Glory listened to the bird's story attentively." (paragraph 4).
The synonym of the underline word is...
 - a. Disregard
 - b. Apathetic
 - c. Lovely
 - d. Considerate
15. According to the story, how did the baby bird see the Morning Glory?
 - a. The bird brought the Morning Glory to his baby
 - b. The baby bird flew down to the ground and saw it
 - c. The Morning Glory moved from her place and climbed the tree to see the baby
 - d. The bird invited the Morning Glory to its nest.

The following text is for questions number 16-20

Read the passage carefully and choose the best answer

Once upon a time, the legend was come from the England, it told about a king. He was a man who used to follow the battle. In England, many men followed the battles to fight their land with the enemy. As a common soldier, someone had to use the sword and axes, he had to wear the clothes from the steel which could save his body. He was called a knight. But when Arthur led the palace, he never used sword and axes. So the royal vizier, Merlin gave him a secret.

Although he did not have a sword and axes, he has a friend who could make or do magic things. Merlin told him to take the magic sword, but he had to follow Merlin. King Arthur obeyed him, he had to pass the valley and many mountains in his long journey.

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Hal-Cita Diilidungi Undang-Undang

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Finally, they got a lake, Merlin asked to stop there. He asked the King to get down to the lake.

Suddenly, he saw stranger things from the lake. It was a sword which had a beautiful lady who he did not know. She appeared from the lake. She told that she was a lady from the lake and ask him to take the magic sword. King Arthur took it from her arm after that the arm sank beneath into the water. It was why the king Arthur had a magic sword.

16. What is true about the first paragraph?
- a. King Arthur, who love to use the sword and axes
 - b. Arthur and the witch, Merlin
 - c. Arthur, King of England, a man who used to follow the battle.
 - d. King Arthur, is a wise man from England
17. Who is Merlin?
- a. A royal vizier
 - b. A king
 - c. A queen
 - d. A knight
18. What did the King do when he arrived in front of the lake?
- a. He took a magic sword
 - b. He asked Merlin to dive into the lake
 - c. He got down to the lake
 - d. He found a beautiful girl in the lake
19. “Although he did not have a sword and axes...” (Paragraph 2).
The underline word refers to...
- a. Merlin
 - b. A girl
 - c. A King
 - d. A knight
20. From the last paragraph, we know that...
- a. King Arthur get a magic sword from a beautiful lady from the lake
 - b. King Arthur fight with a lady to get a magic sword
 - c. King Arthur get a magic sword by himself
 - d. King Arthur didn't want a magic sword

The following text is for questions number 21-25

Read the passage carefully and choose the best answer

There once lived a poor woodcutter and his wife who had two children named Hansel and Gretel. The woodcutter's wife was evil. She wanted to leave their children in the middle of the forest because they could not feed and take care of them. Hansel and Gretel knew about their parent's plan, so they came up with a plan of dropping pebbles along the way their father took them. All they had to do then was to follow the line of the pebbles back home. Their parent was surprised to see them back and decided to take them again with a different route next day.

This time, Hansel and Gretel could not find any pebbles. Luckily, Hansel had some breadcrumbs in his pocket and dropped them along the way. But, the birds ate up all the crumbs and now they were completely lost. They kept walking and went deeper into the forest. After walking for hours, they saw a hut that was made out of chocolate, cookies, and

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candies. “Look, Hansel! It’s a chocolate door!” shouted Gretel. Then they both hungrily ate

Suddenly, a wicked witch who owned the hut came and caught them. She locked up Hansel in a cage and planned to make a soup out of him. Then she asked Gretel to help her eat a large pot of water. But just as witch bent to check the water’s temperature, Gretel pushed her from behind and the witch fell into the boiling water. She howled in pain and died. Gretel immediately freed Hansel and they both filled their pockets with the witch’s jewels. At last, Hansel and Gretel managed to find their way back home and gave the jewels to their parents. Their parents were so sorry and welcomed them back with tears of joy. The family was never poor and hungry again.

1. From the first paragraph we know that...
 - a. Hansel and Gretel is very clever children
 - b. Hansel and Gretel’s parents love them so much
 - c. Hansel and Gretel is naughty children
 - d. Hansel and Gretel want to leave their parents to live in chocolate’s hut
22. What was Hansel and Gretel do after they realize that their lost?
 - a. They dropping pebbles along the way their father took them
 - b. They dropping breadcrumbs along the way
 - c. They kept walking and went deeper into the forest
 - d. They came back to their home
23. “She locked up Hansel in a cage and planned to make a soup out of him.” (paragraph 3). The underline word refers to...
 - a. Hansel
 - b. Gretel
 - c. Hansel and Gretel’s mom
 - d. A wicked witch
24. “Their parents were so sorry and welcomed them back with tears of joy.” (Paragraph 4) The synonym of the underlined word is...
 - a. Greeting
 - b. Rejected
 - c. Denial
 - d. Refused
25. What can we infer about Hansel and Gretel?
 - a. Hansel and Gretel is a child of a witch
 - b. Hansel and Gretel are the clever children who loves his parents
 - c. Hansel and Gretel are naughty children
 - d. Hansel and Gretel are King and Knight

GOOD LUCK! 😊😊

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READING TEST (NARRATIVE TEXT)

PRE TEST

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Instruksi:
 Tes terdiri dari 25 pertanyaan pilihan ganda
 Baca bagian dengan hati-hati dan pilih jawaban terbaik
 Anda memiliki 45 menit untuk menjawab pertanyaan-pertanyaan berikut

The following text is for questions number 1-5

Read the passage carefully and choose the best answer

Once upon a time, there was a beautiful flower in the deep jungle. Every morning, it bloomed in glory and opened during daytime. So people called it Morning Glory. It was like a little trumpet.

Every day a yellow bird came near the Morning Glory. The Morning Glory always proudly asked the bird to stand still and enjoy their beauty. But, the bird refused because she had to find food for his son. She said, "My son is always waiting for me. He is the nest at the peak of a tree and his wing is broken. So I have to find food for him and tell him about the world. I fly all over the world so I can tell him."

Every day, she told his son everything she saw while she was flying. The bird also told the Morning Glory that her son was happy to see the Morning Glory, her son would have been very happy.

The Morning Glory listened to the bird's story attentively. Then, the flower wanted to make the baby bird happy. The Morning Glory wanted to appear to the baby bird so that he could see the flower by himself. The Morning Glory had never moved before, but now she pulled herself along the ground, a little, then more, and then a little more. At last, the Morning Glory came to the tree and climbed to the top and found the nest. The baby bird saw it and was very happy to see its beauty. From that day, the Morning Glory has climbed.

1. What does the story mainly talk about?
 - a. The legend, why Morning Glory grew up along the tree.
 - b. The legend how a baby bird knew about the world
 - c. The legend, how the baby bird got its food
 - d. The legend, how beautiful Morning Glory
2. How did the baby know about the Morning Glory?
 - a. The bird carried the flower to the nest
 - b. The Morning Glory was carried by the wind
 - c. He saw her from his nest
 - d. The bird told his baby about it



3. "...so I can tell him." (paragraph 2)

The does "him" refers to?

- A. The Morning Glory
- B. The bird
- C. The baby bird
- D. The parent bird

"The Morning Glory listened to the bird's story attentively." (paragraph 4).

The synonym of the underline word is...

- a. Disregard
- b. Apathetic
- c. Lovely
- d. Considerate

According to the story, how did the baby bird see the Morning Glory?

- a. The bird brought the Morning Glory to his baby
- b. The baby bird flew down to the ground and saw it
- c. The Morning Glory moved from her place and climbed the tree to see the baby
- d. The bird invited the Morning Glory to its nest.

The following text is for questions number 6-9

Read the passage carefully and choose the best answer

Once upon a time, the legend was come from the England, it told about a king. He was a man who used to follow the battle. In England, many men followed the battles to fight their land with the enemy. As a common soldier, someone had to use the sword and axes, he had to wear the clothes from the steel which could save his body. He was called a knight. But when Arthur led the palace, he never used sword and axes. So the royal vizier, Merlin gave him a secret.

Although he did not have a sword and axes, he has a friend who could make or do magic things. Merlin told him to take the magic sword, but he had to follow Merlin. King Arthur obeyed him, he had to pass the valley and many mountains in his long journey. Finally, they got a lake, Merlin asked to stop there. He asked the King to get down to the lake.

Suddenly, he saw stranger things from the lake. It was a sword which had a beautiful lady who he did not know. She appeared from the lake. She told that she was a lady from this lake and ask him to take the magic sword. King Arthur took it from her arm after that the arm sank beneath into the water. It was why the king Arthur had a magic sword.

6. What is true about the first paragraph?

- a. King Arthur, who love to use the sword and axes
- b. Arthur and the witch, Merlin
- c. Arthur, King of England, a man who used to follow the battle.
- d. King Arthur, is a wise man from England

7. What did the King do when he arrived in front of the lake?

- a. He took a magic sword
- b. He asked Merlin to dive into the lake

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c. He got down to the lake

d. He found a beautiful girl in the lake

“Although he did not have a sword and axes...” (Paragraph 2).

The underline word refers to...

- a. Merlin
- b. A girl

- c. A King
- d. A knight

From the last paragraph, we know that...

- a. King Arthur get a magic sword from a beautiful lady from the lake
- b. King Arthur fight with a lady to get a magic sword
- c. King Arthur get a magic sword by himself
- d. King Arthur didn't want a magic sword

The following text is for questions number 10-13

Read the passage carefully and choose the best answer

There once lived a poor woodcutter and his wife who had two children named Hansel and Gretel. The woodcutter's wife was evil. She wanted to leave their children in the middle of the forest because they could not feed and take care of them. Hansel and Gretel knew about their parent's plan, so they came up with a plan of dropping pebbles along the way their father took them. All they had to do then was to follow the line of the pebbles back home. Their parent was surprised to see them back and decided to take them again with a different route next day.

This time, Hansel and Gretel could not find any pebbles. Luckily, Hansel had some breadcrumbs in his pocket and dropped them along the way. But, the birds ate up all the crumbs and now they were completely lost. They kept walking and went deeper into the forest. After walking for hours, they saw a hut that was made out of chocolate, cookies, and candies. "Look, Hansel! It's a chocolate door!" shouted Gretel. Then they both hungrily ate

Suddenly, a wicked witch who owned the hut came and caught them. She locked up Hansel in a cage and planned to make a soup out of him. Then she asked Gretel to help her heat a large pot of water. But just as witch bent to check the water's temperature, Gretel push her from behind and the witch fell into the boiling water. She howled in pain and died. Gretel immediately freed Hansel and they both filled their pockets with the witch's jewels.

At last, Hansel and Gretel managed to find their way back home and gave the jewels to their parents. Their parents were so sorry and welcomed them back with tears of joy. The family was never poor and hungry again.

10. What was Hansel and Gretel do after they realize that their lost?

- a. They dropping pebbles along the way their father took them
- b. They dropping breadcrumbs along the way

- c. They kept walking and went deeper into the forest
- d. They came back to their home



11. “She locked up Hansel in a cage and planned to make a soup out of him.” (paragraph

3) The underline word refers to...

- a. Hansel
- b. Gretel
- c. Hansel and Gretel’s mom
- d. A wicked witch

12. “Their parents were so sorry and welcomed them back with tears of joy.” (Paragraph

4) The synonym of the underlined word is...

- a. Greeting
- b. Rejected
- c. Denial
- d. Refused

13. What can we infer about Hansel and Gretel?

- a. Hansel and Gretel is a child of a witch
- b. Hansel and Gretel are the clever children who loves his parents
- c. Hansel and Gretel are naughty children
- d. Hansel and Gretel are King and Knight

The following text is for questions number 6-10

Read the passage carefully and choose the best answer

A farmer once lived in a village. Day by day, he worked very hard, hoping for a great harvest. After many years, he got tired of farm work. Then, he began to dream of an easier job. One day he left his village to find an easier job.

First, he met a man playing his violin. He was a musician. The farmer began to think that being a musician was easier than doing farm work. He bought a violin and he started learning to play the violin. He practiced it all day long. After some time, he was desperate. Even though he had tried hard to play the violin, he failed to make sweet music. He hurt his finger instead. He taught being a musician was hard work and began to seek an easier job.

Then, he met a woman who was making cheese. He kept his eyes on what the woman did. He taught it was an easy job. So, he asked the woman if he could work with her to make cheese. After an hour working, he began to get hot and tire. He stopped to rest. But, the woman said, “Don’t take a rest now. You will spoil the cheese. You can rest when the work is over.” Then, the farmer thought it was very hard work, even harder than farm work.

He, then, tried to find another job. He saw a man taking honey out of a beehive. The farmer like eating honey. He taught it was an easy job. So he asked to work for the man. The man agreed and the farmer started working with him. While the farmer tried to take honey out of the beehive, the bees attacked him and stung him on his face. He dropped the honey and ran away. The beekeeper laughed,” Hahaha, it was part of the job.”

The farmer began to think. He said to himself, “every kind of work has some bad things about it. Working on my farm isn’t too bad after all.” Soon the farmer was back on his farm. He worked harder than before and he sang as he worked.

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14. What is the main idea of the third paragraph?

- a. Making cheese was easy
 - b. The farmer tried to make cheese
 - c. The woman taught him to work hard
 - d. The farmer was happy to be a cheese marker
15. Why did the farmer NOT want to be a bee-keeper?
- a. It was a hard job
 - b. What the bee-keeper did was boring
 - c. He didn't want to be attacked by bees
 - d. Being a bee-keeper is like being a farmer

16. "He saw a man taking honey out of a beehive." (Paragraph 3).

- The underlined word refers to...
- a. The farmer
 - b. The woman
 - c. The bee-keeper
 - d. The beehive

The following text is for questions number 1-5

Read the passage carefully and choose the best answer

A long time ago, there live a powerful king in China. He was successful in bringing greatness to his kingdom. He made a lot of military conquests. Then his success made him worried about his life. he realized that one day he would get older and finally die. So he wanted eternal life. he gave orders to all of his people to help him live forever. Those who disobeyed the order would be punished severely. This made everybody in the kingdom afraid of him.

The king had a military advisor, name Xu Fu. Xu Fu was very concerned about the situation. He wanted to find a way to save the people. One day, Xu Fu came to the palace. He told the king that there was special grass that could make the King life eternally. The grass could be found on an island for to the east. Xu Fu offered to find the grass himself in condition that the king gave him 3,000 girls, and 3,000 boys to go with him and enough food for 3 years. The emperor granted the request immediately and let Xu Fu go to east. The king gave him two big ships.

Two months later, Xu Fu and the 6,000 children departed to the east. The King prepared a big party on their departure day. Soon, the king stopped being cruel to innocent citizens. He had already dreamt about living eternally. Day by day, he was waiting for Xu Fu's return.

After five years of hoping for Xu Fu's return, the king felt sick and died. Xu Fu and the 6,000 children never return to China. They landed on a big island and stayed there. When they grew up, they married each other and they became a big nation. The nation now is known as Japan.

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17. What was Xu Fu requested to the Emperor?

- a. He wanted to find the magical grass
- b. He wanted to save the people
- c. He wanted to bring 3,000 boys and 3,000 girls
- d. He wanted to return 6,000 young boys and girls

18. From the second paragraph we know that...

- a. The military advisor, Xu Fu is very clever
- b. Xu Fu instigate 3,000 people to go away from the Kingdom
- c. King offered to Xu Fu to be a King
- d. The King want eternal life.

19. "The emperor granted the request immediately..." (Paragraph 2)

What does the underline word mean?

- a. Gave
- b. Refused
- c. Offered
- d. Agreed

20. What can we infer about the Emperor?

- a. A king who is wise and loves his people
- b. A king that wants his people to live eternally
- c. A selfish and self-serving king
- d. A wise commoner

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READING TEST (NARRATIVE TEXT)

POST TEST

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- Terima kasih atas partisipasi anda dalam mengikuti tes

Instruksi:

- Tes terdiri dari 25 pertanyaan pilihan ganda
- Baca bagian dengan hati-hati dan pilih jawaban terbaik
- Anda memiliki 45 menit untuk menjawab pertanyaan-pertanyaan berikut

The following text is for questions number 1-5

Read the passage carefully and choose the best answer

Long time ago, there live a powerful king in China. He was successful in bringing greatness to his kingdom. He made a lot of military conquests. Then his success made him worried about his life. he realized that one day he would get older and finally die. So he wanted eternal life. he gave orders to all of his people to help him live forever. Those who disobeyed the order would be punished severely. This made everybody in the kingdom afraid of him.

The king had a military advisor, name Xu Fu. Xu Fu was very concerned about the situation. He wanted to find a way to save the people. One day, Xu Fu came to the palace. He told the king that there was special grass that could make the King life eternally. The grass could be found on an island for to the east. Xu Fu offered to find the grass himself in condition that the king gave him 3,000 girls, and 3,000 boys to go with him and enough food for 3 years. The emperor granted the request immediately and let Xu Fu go to east. The king gave him two big ships.

Two months later, Xu Fu and the 6,000 children departed to the east. The King prepared a big party on their departure day. Soon, the king stopped being cruel to innocent citizens. He had already dreamt about living eternally. Day by day, he was waiting for Xu Fu's return.

After five years of hoping for Xu Fu's return, the king felt sick and died. Xu Fu and the 6,000 children never return to China. They landed on a big island and stayed there. When they grew up, they married each other and they became a big nation. The nation now is known as Japan.

1. What was Xu Fu requested to the Emperor?
 - a. He wanted to find the magical grass
 - b. He wanted to save the people
 - c. He wanted to bring 3,000 boys and 3,000 girls
 - d. He wanted to return 6,000 young boys and girls



2. From the second paragraph we know that...

- a. The military advisor, Xu Fu is very clever
- b. Xu Fu instigate 3,000 people to go away from the Kingdom
- c. King offered to Xu Fu to be a King
- d. The King want eternal life.

“The emperor granted the request immediately...” (Paragraph 2)

What does the underline word mean?

- a. Gave
- b. Refused
- c. Offered
- d. Agreed

What can we infer about the Emperor?

- a. A king who is wise and loves his people
- b. A king that wants his people to live eternally
- c. A selfish and self-serving king
- d. A wise commoner

The following text is for questions number 6-10

Read the passage carefully and choose the best answer

A farmer once lived in a village. Day by day, he worked very hard, hoping for a great harvest. After many years, he got tired of farm work. Then, he began to dream of an easier job. One day he left his village to find an easier job.

First, he met a man playing his violin. He was a musician. The farmer began to think that being a musician was easier than doing farm work. He bought a violin and he started learning to play the violin. He practiced it all day long. After some time, he was desperate. Even though he had tried hard to play the violin, he failed to make sweet music. He hurt his finger instead. He taught being a musician was hard work and began to seek an easier job.

Then, he met a woman who was making cheese. He kept his eyes on what the woman did. He taught it was an easy job. So, he asked the woman if he could work with her to make cheese. After an hour working, he began to get hot and tire. He stopped to rest. But, the woman said, “Don’t take a rest now. You will spoil the cheese. You can rest when the work is over.” Then, the farmer thought it was very hard work, even harder than farm work.

He, then, tried to find another job. He saw a man taking honey out of a beehive. The farmer like eating honey. He taught it was an easy job. So he asked to work for the man. The man agreed and the farmer started working with him. While the farmer tried to take honey out of the beehive, the bees attacked him and stung him on his face. He dropped the honey and ran away. The beekeeper laughed,” Hahaha, it was part of the job.”

The farmer began to think. He said to himself, “every kind of work has some bad things about it. Working on my farm isn’t too bad after all.” Soon the farmer was back on his farm. He worked harder than before and he sang as he worked.

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What is the main idea of the third paragraph?

- a. Making cheese was easy
- b. The farmer tried to make cheese
- c. The woman taught him to work hard
- d. The farmer was happy to be a cheese maker

Why did the farmer NOT want to be a bee-keeper?

- a. It was a hard job
- b. What the bee-keeper did was boring
- c. He didn't want to be attacked by bees
- d. Being a bee-keeper is like being a farmer

7. "He saw a man taking honey out of a beehive." (Paragraph 3).

The underlined word refers to...

- a. The farmer
- b. The woman
- c. The bee-keeper
- d. The beehive

The following text is for questions number 11-15

Read the passage carefully and choose the best answer

Once upon a time, there was a beautiful flower in the deep jungle. Every morning, it bloomed in glory and opened during daytime. So people called it Morning Glory. It was like a little trumpet.

Every day a yellow bird came near the Morning Glory. The Morning Glory always proudly asked the bird to stand still and enjoy their beauty. But, the bird refused because she had to find food for his son. She said, "My son is always waiting for me. He is the nest at the peak of a tree and his wing is broken. So I have to find food for him and tell him about the world. I fly all over the world so I can tell him."

Every day, she told his son everything she saw while she was flying. The bird also told the Morning Glory that her son was happy to see the Morning Glory, her son would have been very happy.

The Morning Glory listened to the bird's story attentively. Then, the flower wanted to make the baby bird happy. The Morning Glory wanted to appear to the baby bird so that he could see the flower by himself. The Morning Glory had never moved before, but now she pulled herself along the ground, a little, then more, and then a little more. At least, the Morning Glory came to the tree and climbed to the top and found the nest. The baby bird saw it and was very happy to see its beauty. From that day, the Morning Glory has climbed.

- 8. What does the story mainly talk about?
 - a. The legend, why Morning Glory grew up along the tree.
 - b. The legend how a baby bird knew about the world
 - c. The legend, how the baby bird got its food
 - d. The legend, how beautiful Morning Glory



9. How did the baby know about the Morning Glory?

- a. The bird carried the flower to the nest
- b. The Morning Glory was carried by the win
- c. He saw her from his nest
- d. The bird told his baby about it

10. “...so I can tell him.” (paragraph 2)
The does “him” refers to?

- A. The Morning Glory
- B. The bird
- C. The baby bird
- D. The parent bird

11. “The Morning Glory listened to the bird’s story attentively.” (paragraph 4).
The synonym of the underline word is...

- a. Disregard
- b. Apathetic
- c. Lovely
- d. Considerate

12. According to the story, how did the baby bird see the Morning Glory?

- a. The bird brought the Morning Glory to his baby
- b. The baby bird flew down to the ground and saw it
- c. The Morning Glory moved from her place and climbed the tree to see the baby
- d. The bird invited the Morning Glory to its nest.

The following text is for questions number 16-20

Read the passage carefully and choose the best answer

Once upon a time, the legend was come from the England, it told about a king. He was a man who used to follow the battle. In England, many men followed the battles to fight their land with the enemy. As a common soldier, someone had to use the sword and axes, he had to wear the clothes from the steel which could save his body. He was called a knight. But when Arthur led the palace, he never used sword and axes. So the royal vizier, Merlin gave him a secret.

Although he did not have a sword and axes, he has a friend who could make or do magic things. Merlin told him to take the magic sword, but he had to follow Merlin. King Arthur obeyed him, he had to pass the valley and many mountains in his long journey. Finally, they got a lake, Merlin asked to stop there. He asked the King to get down to the lake.

Suddenly, he saw stranger things from the lake. It was a sword which had a beautiful lady who he did not know. She appeared from the lake. She told that she was a lady from this lake and ask him to take the magic sword. King Arthur took it from her arm after that the arm sank beneath into the water. It was why the king Arthur had a magic sword.

13. What is true about the first paragraph?

- a. King Arthur, who love to use the sword and axes
- b. Arthur and the witch, Merlin

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- c. Arthur, King of England, a man who used to follow the battle.
- d. King Arthur, is a wise man from England
15. What did the King do when he arrived in front of the lake?
 - a. He took a magic sword
 - b. He asked Merlin to dive into the lake
 - c. He got down to the lake
 - d. He found a beautiful girl in the lake
16. “Although he did not have a sword and axes...” (Paragraph 2). The underline word refers to...
 - a. Merlin
 - b. A girl
 - c. A King
 - d. A knight
16. From the last paragraph, we know that...
 - a. King Arthur get a magic sword from a beautiful lady from the lake
 - b. King Arthur fight with a lady to get a magic sword
 - c. King Arthur get a magic sword by himself
 - d. King Arthur didn't want a magic sword

The following text is for questions number 21-25

Read the passage carefully and choose the best answer

There once lived a poor woodcutter and his wife who had two children named Hansel and Gretel. The woodcutter's wife was evil. She wanted to leave their children in the middle of the forest because they could not feed and take care of them. Hansel and Gretel knew about their parent's plan, so they came up with a plan of dropping pebbles along the way their father took them. All they had to do then was to follow the line of the pebbles back home. Their parent was surprised to see them back and decided to take them again with a different route next day.

This time, Hansel and Gretel could not find any pebbles. Luckily, Hansel had some breadcrumbs in his pocket and dropped them along the way. But, the birds ate up all the crumbs and now they were completely lost. They kept walking and went deeper into the forest. After walking for hours, they saw a hut that was made out of chocolate, cookies, and candies. "Look, Hansel! It's a chocolate door!" shouted Gretel. Then they both hungrily ate it.

Suddenly, a wicked witch who owned the hut came and caught them. She locked up Hansel in a cage and planned to make a soup out of him. Then she asked Gretel to help her to heat a large pot of water. But just as witch bent to check the water's temperature, Gretel push her from behind and the witch fell into the boiling water. She howled in pain and died. Gretel immediately freed Hansel and they both filled their pockets with the witch's jewels.

At last, Hansel and Gretel managed to find their way back home and gave the jewels to their parents. Their parents were so sorry and welcomed them back with tears of joy. The family was never poor and hungry again.



17. What was Hansel and Gretel do after they realize that their lost?
- They dropping pebbles along the way their father took them
 - They dropping breadcrumbs along the way
 - They kept walking and went deeper into the forest
 - They came back to their home
18. “She locked up Hansel in a cage and planned to make a soup out of him.” (paragraph 3)
The underline word refers to...
- Hansel
 - Gretel
 - Hansel and Gretel’s mom
 - A wicked witch
19. “Their parents were so sorry and welcomed them back with tears of joy.” (Paragraph 4)
The synonym of the underlined word is...
- Greeting
 - Rejected
 - Denial
 - Refused
20. What can we infer about Hansel and Gretel?
- Hansel and Gretel is a child of a witch
 - Hansel and Gretel are the clever children who loves his parents
 - Hansel and Gretel are naughty children
 - Hansel and Gretel are King and Knight
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KEY ANSWER TRY OUT

- | | |
|-------|-------|
| 11. A | 21. A |
| 12. D | 22. C |
| 13. C | 23. D |
| 14. D | 24. A |
| 15. C | 25. B |
| 16. C | |
| 17. A | |
| 18. C | |
| 19. C | |
| 20. A | |

KEY ANSWER PRE-TEST

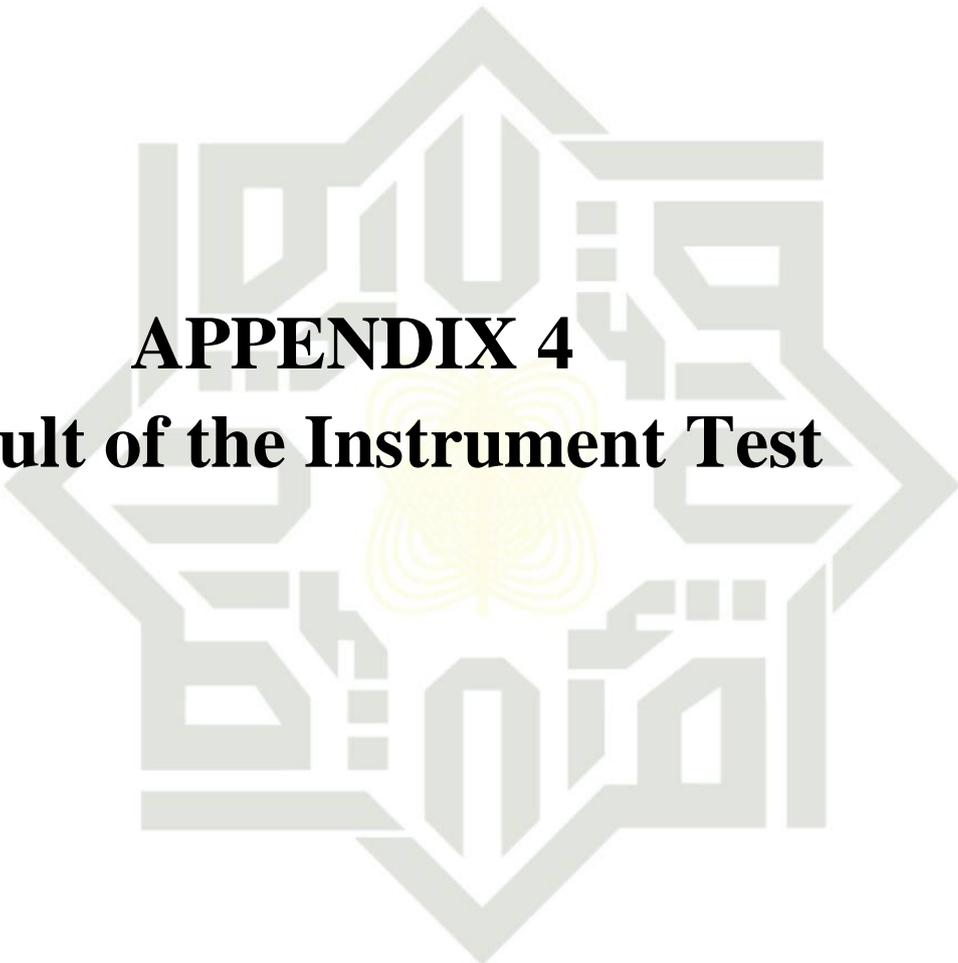
- | |
|-------|
| 11. D |
| 12. A |
| 13. B |
| 14. B |
| 15. C |
| 16. C |
| 17. C |
| 18. A |
| 19. D |
| 20. C |

KEY ANSWER POST TEST

- | |
|-------|
| 11. D |
| 12. C |
| 13. C |
| 14. C |
| 15. C |
| 16. A |
| 17. C |
| 18. D |
| 19. A |
| 20. B |

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.



APPENDIX 4

Result of the Instrument Test

UIN SUSKA RIAU

The Students' Score of Experimental and Control Classes

NO	STUDENTS	EXPERIMENTAL CLASS		CONTROL CLASS	
		Pre=test	Post=test	Pre=test	Post=test
1.	STUDENT 1	70	70	75	75
2.	STUDENT 2	70	80	60	65
3.	STUDENT 3	55	75	65	60
4	STUDENT 4	65	80	50	50
5	STUDENT 5	80	85	80	75
6	STUDENT 6	65	85	70	70
7	STUDENT 7	75	95	70	65
8	STUDENT 8	75	85	75	70
9	STUDENT 9	75	85	55	60
10	STUDENT 10	75	95	50	55
11	STUDENT 11	75	80	75	75
12	STUDENT 12	75	95	70	75
13	STUDENT 13	75	80	80	75
14	STUDENT 14	60	80	60	65
15	STUDENT 15	65	80	70	75
16	STUDENT 16	80	85	65	70
17	STUDENT 17	65	80	85	80
18	STUDENT 18	70	80	80	80
19	STUDENT 19	75	90	75	70
20	STUDENT 20	75	95	60	65
21	STUDENT 21	60	75	45	50
22	STUDENT 22	75	95	65	65
23	STUDENT 23	75	85	70	65
24	STUDENT 24	65	80	65	70
25	STUDENT 25	50	75	80	80
26	STUDENT 26	65	95	75	75
27	STUDENT 27	75	80	80	80
28	STUDENT 28	45	75	85	90
29	STUDENT 29	75	80	55	60
30	STUDENT 30	85	90	85	85
31	STUDENT 31	75	80	80	80
32	STUDENT 32	75	95	70	70
33	STUDENT 33	65	80	55	60
34	STUDENT 34	60	80	75	80
35	STUDENT 35	70	90	65	70
	TOTAL	2185	2605	2155	2175

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APPENDIX 5

Research Letters

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State Islamic University of Sultan Syarif Kasim Riau

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Fax. (0761) 561647 Web.www.ftk.uinsueka.ac.id, E-mail: eftak_uinsueka@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/12636/2021

Pekanbaru, 16 September 2021

Sifat : Biasa

Lamp. : -

Hal : *Pembimbing Skripsi*

Kepada
Yth. Riza Amelia, SS, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu 'alaikum warrahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : MONA ANNISA
NIM : 11810421267
Jurusan : Pendidikan Bahasa Inggris
Judul : The Use of Story Grammar Strategy to Improve the Tenth Grades'
Reading Comprehension on Narrative Text at SMAN 12 Pekanbaru
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam
an. Dekan
Wakil Dekan I



Zarkasih, M. Ag.

IP. 19721017199703 1 004

Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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Nomor : Un.04/F.II.4/PP.00.9/5751/2022
 Sifat : Biasa
 Lamp. : -
 Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 20 April 2022

Kepada
 Yth. Riza Amelia, SS, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
 Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : MONA ANNISA
 NIM 11810421267
 Jurusan : Pendidikan Bahasa Inggris
 Judul : The Use of Story Grammar Strategy on Students' Reading Comprehension
 in Narrative Text at SMAN 12 PEKANBARU
 Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an Dekan
 Wakil Dekan I



Arkasih, M.Ag.
 P. 19721017 199703 1 004

Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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Nomor : Un.04/F.II.4/PP.00.9/4095/2022
Sifat : Biasa
Lamp. : -
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 18 Maret 2022

Kepada
Yth. Kepala Sekolah
SMAN 12 Pekanbaru
di
Tempat

Assalamu'alaikum warahmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : MONA ANNISA
NIM : 11810421267
Semester/Tahun : VIII (Delapan)/ 2022
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Dekan
Wakil Dekan III

Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001



**LAMPIRAN BERITA ACARA
 UJIAN PROPOSAL**

Nama : MONA ANNISA
 Nomor Induk Mahasiswa : 11010421267
 Hari/ Tanggal : SENIN / 14 MARET 2022
 Judul Proposal Penelitian : USING STORY GRAMMAR STRATEGY TO IMPROVE THE TENTH GRADERS' READING COMPREHENSION ON NARRATIVE TEXT AT SMAN 1 PEKANBARU

NO	URAIAN PERBAIKAN
1.	Significance of the research should be descriptive Paragraph
2.	Explain your research design why and how
3.	Revise your systematic writing in chapter I
4.	Revise your background of problem
5.	Revise choose of words
6.	Explain based on the variable in chapter 2

Penguji I

DR. NUR AISYAH ZULKIFLI, M.Pd

Pekanbaru, 14 MARET 2022
 Penguji II

NEWCA IBRAHIM, Spd, M.Pd

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing



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FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : Mona Annisa
Nomor Induk Mahasiswa : 11810421267
Hari/Tanggal Ujian : Senin, 14 Maret 2021
Judul Proposal Ujian : The Use of Story Grammar Strategy on Students' Reading Comprehension in Narrative Text at Senior High School Pekanbaru
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang Dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Nur Aisyah Zulkifli, M.Pd	PENGUJI I		
2.	Melvia Ibrahim, S.Pd.I, M.Pd	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I



Dr. Zulkasih, M.Ag
NIP. 19721017 199703 1 004

Pekanbaru, 22 April 2022
Peserta Ujian Proposal

Mona Annisa
NIM. 11810421267



UIN SUSKA RIAU

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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/5841/2022
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : *Mohon Izin Melakukan Riset*

Pekanbaru, 25 April 2022 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : MONA ANNISA
NIM : 11810421267
Semester/Tahun : VIII (Delapan)/ 2022
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Use of Story Grammar Startegy on Students' Reading Comprehension in Narrative Text at Senior High School in Pekanbaru
Lokasi Penelitian : SMAN 12 Pekanbaru
Waktu Penelitian : 3 Bulan (25 April 2022 s.d 25 Juli 2022)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Dr. H. Kadar, M.Ag.
NIP.19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 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 : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPPTSP/NON IZIN-RISET/47422
 TENTANG



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

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekap Fakultas Tarbiyah dan Keguruan UIN SUSKA RIAU, Nomor : Un.04/F.II/PP.00.9/5841/2022 Tanggal 9 Mei 2022, dengan ini memberikan rekomendasi kepada:

- | | | |
|----------------------|---|--|
| 1. Nama | : | MONA ANNISA |
| 2. NIM / KTP | : | 118104212670 |
| 3. Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : | S1 |
| 5. Alamat | : | PEKANBARU |
| 6. Judul Penelitian | : | THE USE OF STORY GRAMMAR STRATEGY ON STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT SENIOR HIGH SCHOOL PEKANBARU |
| 7. Lokasi Penelitian | : | SMAN 12 PEKANBARU |

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 : 9 Mei 2022



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekap Fakultas Tarbiyah dan Keguruan UIN SUSKA RIAU di Pekanbaru
4. Yang Bersangkutan



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru, 11 MAY 2022

6989

Nomor : 800/Disdik/1.3/2022/
Sifat : Biasa
Lampiran :
Hal : Izin Riset / Penelitian

Kepada
Yth. Kepala SMA Negeri 12 Pekanbaru

di-
Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISET/47422 Tanggal 9 Mei 2022 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : **MONA ANNISA**
NIM/KTP : 118104212670
Program Studi : **PENDIDIKAN BAHASA INGGRIS**
Jenjang : **S1**
Alamat : **PEKANBARU**
Judul Penelitian : **THE USE OF STORY GRAMMAR STRATEGY ON STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT SENIOR HIGH SCHOOL PEKANBARU**

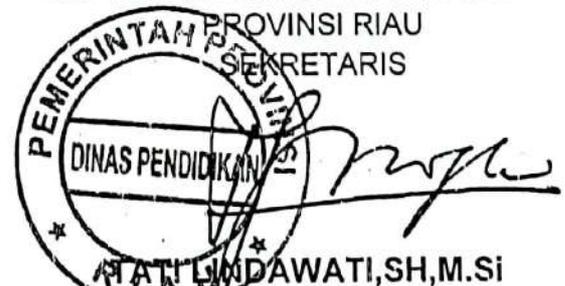
Lokasi Penelitian : **SMA NEGERI 12 PEKANBARU**

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS



ATI LINDAWATI, SH, M.Si

Pembina Tingkat I (IV/b)

NIP. 19660717 198603 2 002

Tembusan:



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 12 PEKANBARU
SEKOLAH RUJUKAN NASIONAL

Alamat : Jl.Garuda Sakti Km. 3 Kel. Bina Widya, Kec.Bina Widya Kode Pos : 28293
Email : smanduabelas.pekanbaru@gmail.com Telp : (0761) 7875113
NSS : 301096008042 NIS : 300420 NPSN : 10404011

Akreditasi : A

SURAT KETERANGAN RISET

Nomor : 070 / SMAN.12 / VI / 2022 / 0815

Berdasarkan Surat Dinas Pendidikan Provinsi Riau Nomor : 800/Disdik/1.3/2022/6989
Tanggal 11 Mei 2022 Tentang Izin Riset / Penelitian. Yang bertanda tangan di bawah ini,
Kepala SMA Negeri 12 Pekanbaru, dengan ini menerangkan :

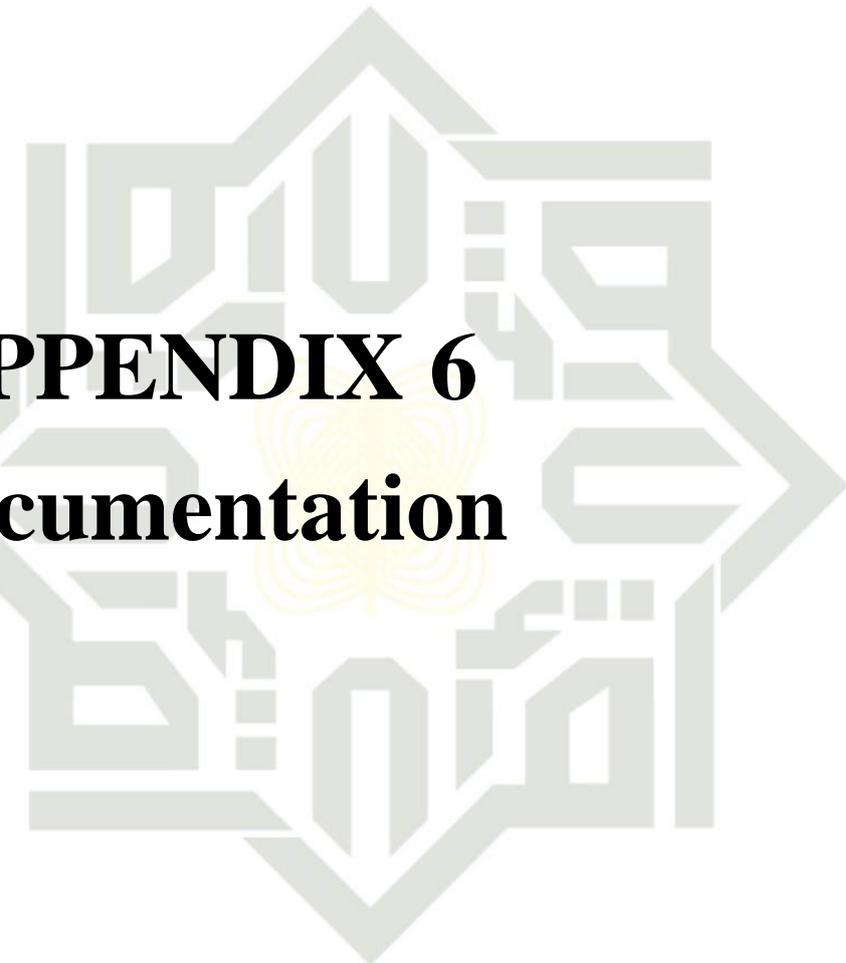
Nama : MONA ANNISA
NIM : 11810421267
Program Studi : S1 / Pendidikan Bahasa Inggris
Mahasiswa : UTN SUSKA RIAU

Benar telah melaksanakan riset / penelitian di SMA Negeri 12 Pekanbaru, yang
dilaksanakan pada tanggal 11 s/d 20 Mei 2022, data atau hasil dari penelitian tersebut akan
dipergunakan untuk bahan pembuatan skripsi yang berjudul :

**“THE USE OF STORY GRAMMAR STRATEGY ON STUDENT’ READING
COMPREHENSION OF NARRATIVE TEXT OF THE TENTH GRADE STUDENTS
AT A PUBLIC SENIOR HIGH SCHOOL“**

Demikianlah surat keterangan ini kami berikan untuk dapat dipergunakan seperlunya.





APPENDIX 6

Documentation

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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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.



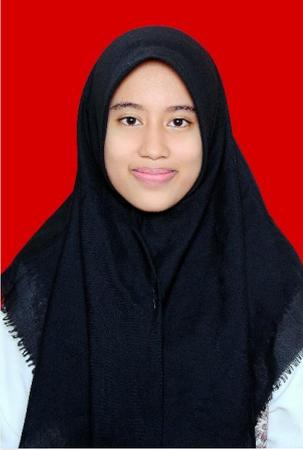


Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - 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.



- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - 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.



CURRICULUM VITAE

Mona Annisa was born in Pekanbaru, December 27th, 1999. She is the oldest daughter of Mr. Ali Arman and Mrs. Dewi Murni. In 2012, she has finished her study at SDN 136 Pekanbaru and continued to Junior High School 23 Pekanbaru. In 2018, she finished her study at Senior High School 12 Pekanbaru, and at the same year, she was accepted to become one of the students in Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. In 2021, she did KKN program in Jalan Kutilang Sakti kecamatan Tampan. Then, she did teaching practice (PPL) program at Senior High School 1 Pekanbaru on October-December 2021. To fulfill one of the requirements for bachelor degree in Department of English Education, she conducted the research on May-June 2022 Senior High School 12 Pekanbaru, by the thesis entitled “The Use of Story Grammar Strategy on Students’ Reading Comprehension in Narrative Text of the Tenth Grade Students at SMAN 12 Pekanbaru”.

UIN SUSKA RIAU

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - 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.