

**THE INFLUENCE OF USING WATTPAD APPLICATION ON
STUDENTS' READING COMPREHENSION IN NARRATIVE
TEXT AT SMK NEGERI 2 PEKANBARU**

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BY

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**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

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STUDENTS' READING COMPREHENSION IN NARRATIVE
TEXT AT SMK NEGERI 2 PEKANBARU**



By

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Thesis

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
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Pekanbaru, November 20th, 2023



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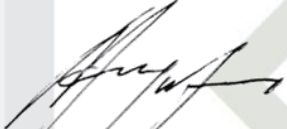
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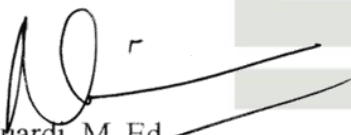
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ABSTRACT

Tazkiatul Ulya (2023) : The Influence of Using Wattpad Application on Students' Reading Comprehension in Narrative Text at SMK Negeri 2 Pekanbaru

This research was conducted based on the problems in English learning especially in learning reading comprehension in narrative text. The objectives of this research were to find out there was any significant influence of using wattpad application on students' reading comprehension in narrative text at SMK Negeri 2 Pekanbaru. The design of this research was Quasy-Experimental research. The population of this research were 216 students. The research took the sample by using cluster random sampling. The experimental class was X teknik elektronika 2 consisted of 36 students and the control class was X teknik elektronika 1 consisted of 36 students. The researcher used independent sample T-test in order to analyzed the data by using SPSS. From analysis of the data the researcher found that there was a significant influence of using wattpad application on students reading comprehension in narrative text at SMK Negeri 2 Pekanbaru. In conclusion, alternative hypothesis (H_a) was accepted and null hypothesis (H_0) rejected.

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ABSTRAK

Tazkiatul Ulya (2023) : Pengaruh Penggunaan Aplikasi Wattpad terhadap Pemahaman Membaca Siswa dalam Teks Naratif di SMK Negeri 2 Pekanbaru

Penelitian ini dilakukan berdasarkan permasalahan dalam pembelajaran bahasa Inggris khususnya dalam pembelajaran pemahaman membaca teks naratif. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan aplikasi wattpad terhadap pemahaman membaca siswa dalam teks naratif di SMK Negeri 2 Pekanbaru. Desain penelitian ini adalah penelitian Quasy-Experimental. Populasi penelitian ini adalah 216 siswa. Penelitian ini mengambil sampel dengan menggunakan cluster random sampling. Kelas eksperimen adalah kelas X teknik elektronika 2 yang terdiri dari 36 siswa dan kelas kontrol adalah kelas X teknik elektronika 1 yang terdiri dari 36 siswa. Peneliti menggunakan independent sample T-test untuk menganalisis data dengan menggunakan SPSS. Dari analisis data peneliti menemukan bahwa ada pengaruh yang signifikan dari penggunaan aplikasi wattpad terhadap pemahaman membaca siswa dalam teks naratif di SMK Negeri 2 Pekanbaru. Kesimpulannya, hipotesis alternatif (H_a) diterima dan hipotesis nol (H_0) ditolak.

ملخص

تزكية العليا، (٢٠٢٣): تأثير استخدام تطبيق الواتباد على فهم القراءة للطلاب في النص السردي بالمدرسة الثانوية المهينة الحكومية ٢ بكنبارو

تم إجراء هذا البحث على أساس المشكلات في تعليم اللغة الإنجليزية، وخاصة في تعليم القراءة والفهم للنصوص السردية. الهدف من هذا البحث هو معرفة ما إذا كان هناك تأثير كبير من استخدام تطبيق الواتباد على فهم القراءة للطلاب في النص السردي بالمدرسة الثانوية المهينة الحكومية ٢ بكنبارو. وتصميم هذا البحث هو بحث شبه تجزيي. ومجتمع هذا البحث ٢١٦ طالبا. أخذ هذا البحث عينات باستخدام العينة العشوائية العنقودية. الفصل التجريبي هو الفصل العاشر لهندسة الالكترونيات ٢ والذي يتكون من ٣٦ طالبا، والفصل الضابط هو الفصل العاشر لهندسة الالكترونيات ١ والذي يتكون من ٣٦ طالبا. استخدمت الباحثة اختبارات للعينة المستقلة لتحليل البيانات باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية. من تحليل البيانات، وجدت الباحثة أن هناك تأثيراً كبيراً من استخدام تطبيق الواتباد على فهم القراءة للطلاب في النص السردي بالمدرسة الثانوية المهينة الحكومية ٢ بكنبارو. وفي الختام تم قبول الفرضية البديلة ورفض الفرضية الصفرية.

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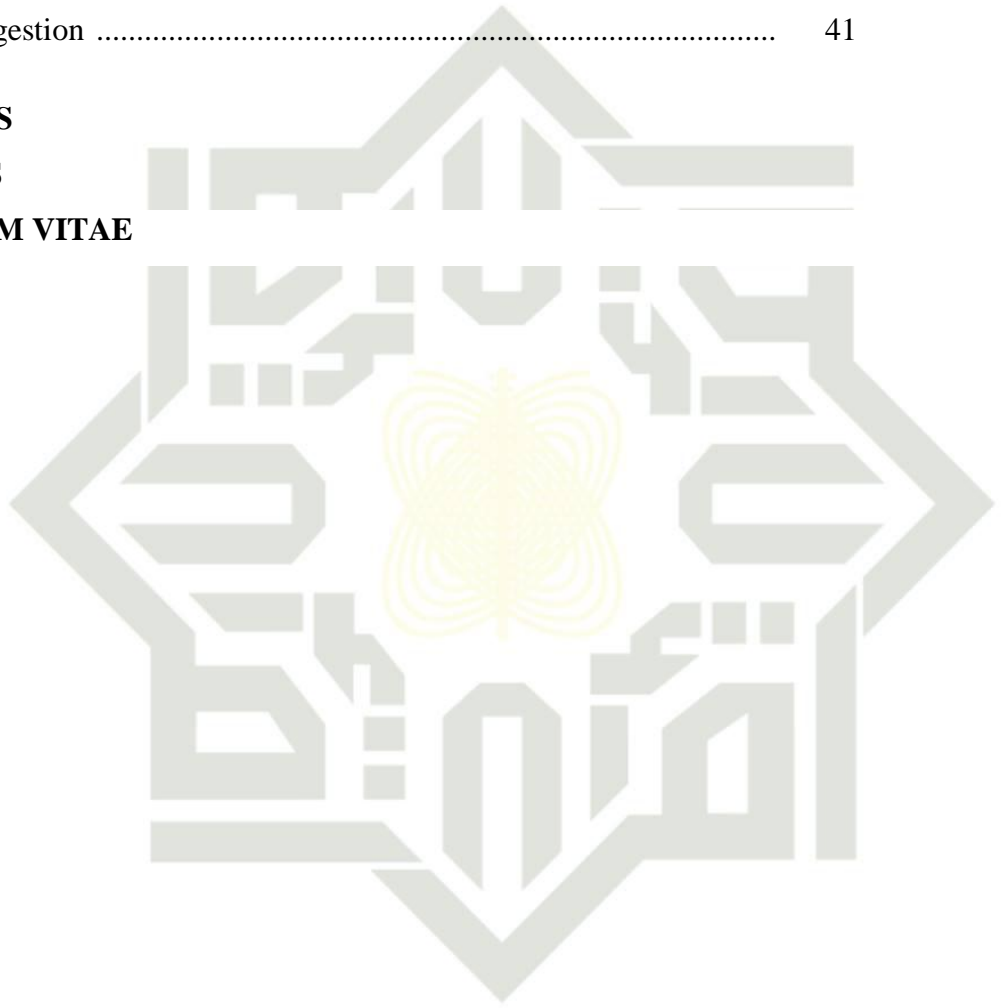
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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading as an interactive process in which the reader constructs a meaningful representation of a text using effective reading strategies, Pourhosein (2016). Reading is an interrelated process with thinking and with other communication skills listening, speaking, and writing. Reading is the process of reconstructing from a printed pattern the ideas and information intended by the author. According to Brown (2001) in Surahmawati (2016).

Reading, the mother of all learning skills, is a basic learning tool and one of the most important skills in everyday life (Fry, 1997, p.9). In fact, almost all children start school hoping that they will learn to read, and one of the most important things a child should do is read

Reading comprehension is one type of reading that has a higher level than other types of reading. This is because, in reading comprehension, a person not only knows the information read, but is also required to understand the content of the information read. Thus, reading comprehension needs to be applied in everyday life, including in teaching and learning activities at school (Yaumi, 2018).

In today's era, teachers are required not to stutter in technology, meaning that teachers must be able to carry out classroom learning by utilizing existing technology. Short story reading skills can be done by utilizing applications that can be accessed via gadgets, computers, laptops, and so on.



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The application is called Wattpad. Wattpad is an application that contains a collection of articles, short stories, novels, poems, and the like.

Wattpad is chosen as a learning medium because besides being able to be used for learning in the classroom, this application can also be used as entertainment for students so that learning in the classroom is not monotonous and not boring. This can give a distinct impression for students because students get learning and entertainment simultaneously in the classroom, making it easier for students to understand learning. In addition, students are also familiar with this application, so the use of this learning media is quite easy to apply.

According to Mawardi (2018), wattpad is a website that allows users to read and exchange literary works such as short stories, novels, and poems. This means that Wattpad can become a platform for users to read stories or share their literary works with the whole world. Wattpad has many genres that we can choose according to our preferences. Wattpad application It is an application that allows the readers to read some stories for free, and it also allows the readers to communicate and interact with each other and give suggestions for the author in the comment column. One of the advantages of this application in the learning process is that teachers can create their own stories based on the material that they want to teach.

SMK Negeri 2 Pekanbaru is one of SMK Negeri in Pekanbaru city.

This school provides English as a compulsory subject for the students such as listening, speaking, writing, and reading. The students of the school learn



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English one meeting a week for 45 minutes. SMK Negeri 2 is one of the schools that applies 2013 curriculum as a guideline in teaching and learning process. According to curriculum 2013 (K13), the purpose of learning English is to develop the potential of the students to have communication competence in the interpersonal, transactional, and functional text by using English spoken and written.

Based on the researcher's interview with the English teachers at SMK Negeri 2 Pekanbaru, minimum completeness criteria (KKM) in grade X is 70. The researchers found that grade X students still experienced problems in reading English, especially in reading narrative text. Their reading comprehension does not match the expectations of the curriculum, which is the expectation of the curriculum are students' are able to comprehend generic structure and language feature sufficiently. This problem is caused by several aspects such as the students find it difficult in finding the main ideas of the text, some of them also get confused in identifying the supporting details of the text, and some others get difficulties in getting information from text. Students need to master the elements of reading comprehension such as finding the topic, the main idea, the supporting detail as well as information from the texts, especially in narrative text. Therefore, the researcher wants to use watsapp application in reading comprehension in narrative text.

The reason that underlies the writer decision to review the title of the research regarding the influence of using watsapp application on student's reading comprehensioan in narrative texts is that Based on the researcher



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 observations when the teachers teach the students' in the learning process at the the reading comprehension the researcher found that students are not able to identify the main idea , students have difficulty in interpreting the contents, students find it difficult to express goals and messages, and students are less interested in narrative texts in the form of text books.

Based on the previous description it is known that the understanding of students of SMK Negeri 2 class X still not optimal. And the results of observations made on students of SMK Negeri 2 Pekanbaru, it is known that so far teachers are still using conventional models in learning to read narrative texts. The teacher only explains the concept of reading and gives assignments to students to complete a reading. The teacher missed an important process in the application of learning methods, namely providing motivation to students through creative and innovative media. As a result, students do not get quality development in practicing reading comprehension of narrative texts.

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 Based on the explanation above, the researcher considers that this research needs to be investigated as the problems previously explained. The researcher also wants to develop the study about the influence of using watsapp application on students' reading comprehension in narrarive text from the previous researches such as Siti Yunita Ramadhani (2022), Nikmatul Khasanah (2020), Ega Safitri (2021). related to students' reading comprehension in narrative text, it was found that one of the difficulties was that students were unable to identify the main idea in the narrative text. however, other facts were also found that it was not only because students were unable to identify the main idea in the narrative text. this caused a gap.

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therefore, this study aims to fill the gap by finding the effect of using the Wattpad application on students' reading comprehension.

Based on the previous description, the writer is interested in conducting research with the title: **THE INFLUENCE OF USING WATTPAD APPLICATION ON STUDENT'S READING COMPREHENSION OF NARRATIVE TEXTS AT SMK NEGERI 2 PEKANBARU.**

B. Problem of the Research**1. Identification of Problems**

Based on the explanation of the previous phenomena, there are several identification problems in this study:

- a. Students are not able to identify the main idea in narrative text.
- b. Students have difficulty in interpreting the contents of narrative texts
- c. Students find it difficult to express goals and messages in narrative texts
- d. Students are less interested in narrative texts in the form of text books

2. Limitation of the study

This study is limited the research on the influence of using wattpad application on students' reading comprehension in narrative texts at SMK Negeri 2 Pekanbaru.

3. Formulation of the problem

Based on the identification of problems and limitations of previous research, the problem formulated Is there any significant influence of using wattpad application on student's reading comprehension in narrative texts at SMK Negeri 2 Pekanbaru.



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C. The Objective and Significance of the Research

1. Objective

The objectives of the research is to know is there any significant influence using watsapp application on student's reading comprehension in narrative texts at SMK Negeri 2 Pekanbaru.

2. Significance of the research

a. Theoretical

The results of this study are expected to be able to find out about the influence of using watsapp application on students' reading comprehension in narrative texts at SMKN 2 Pekanbaru.

b. Practical

- 1) it can provide new experiences regarding the application of innovative learning approaches and also as an alternative to overcome learning problems that may arise during teaching later.
- 2) as an alternative to solving learning problems by applying a contextual approach in learning to increase motivation, not only values but also skills.

D. Definition of the Terms

Here are some important terms in the research variables studied:

1. Watsapp Application

Watsapp is a blogging site and application that provides facilities for users to read and write. Watsapp is like a blog where everyone must be registered and have an account to be able to access this service. In addition, Watsapp also functions as a discussion forum that becomes a

forum for readers to discuss the writings they like (Nadya. 2017, p. 201).

Wattpad is also a site or digital book where there are novels and short stories written by amateur and professional writers. Its model not only works for amateur writers, but for established writers as well (Allen Lau, 2006).

Reading comprehension

It is a language skill that aims to understand the ideas, ideas, and feelings in the text. When reading a person will experience a thought process to understand his ideas and ideas broadly (divergent thinking) (Sudarsana, 2014, p.11).

3. Narrative text

Narative text is also called story text, Anderson and Anderson (1997, p.8) say that a narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener.

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CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Reading Comprehension

a. Definition of Reading Comprehension

The RAND Reading Study Group at Caldwell explains its opinion on reading comprehension, namely “reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and engagement with written language (JoAnne, 2008, p.3). The meaning of this opinion is that reading comprehension is a process of simultaneously exploring and constructing meaning through interaction and engagement with written language. Then, Dalman (2017, P.78) explains that reading comprehension is a reading skill that has the highest order, reading comprehension is cognitive reading (reading for understand). Reading comprehension, the reader is required to be able to understand the contents of the reading.

Tarigan (2008, p.78) suggests that reading comprehension is a type of reading that aims to understand literary standards or norms; critical reviewers; written plays; and fictional patterns. Thus, it can be concluded that reading comprehension is one type of reading that has a higher level than other types of reading. This is because, in reading comprehension, a person not only knows the information read, but is also required to understand the content of the information read.

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b. Components of Reading Comprehension

According to Mahfood (2007), there are five aspects of reading comprehension which the students should comprehend a text well, such as identifying main idea, finding the factual information, finding the meaning of vocabulary, identifying reference and making inference. These aspects are regards as difficulties that the students encounter in comprehending the text :

1) Identifying Main Idea

The main idea it is referred to important information that tells more about the overall idea of a paragraph or section of a text.

2) Finding the Factual Information

Finding the Factual Information it requires the reader to develop the topic sentence by giving a definition, example, fact comparison, analogy, cause, effect, etc.

3) Finding the Meaning of Vocabulary

The readers can develop their guessing ability to the word which is not familiar with them by relating the close meaning of an unfamiliar word to the text and topic.

4) Identifying Reference

Identifying reference it helps students to understand the text by identifying the word.

5) Making Inference

Making inference the students have to guess or predict something unknown based on available facts and information.



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c. Factor of Reading Comprehension

According to Harris and Smith (1986, p.48), that there are five factors of reading comprehension. There are : Background experience, Language abilities, Thinking abilities, Affection.

1) Background experience

In reading activity by having background experience the pupil will be easy to comprehend the reading text.

2) Language abilities

In the process of reading comprehension, language ability is important. One that must have basic knowledge of the English language such as : syntax, semantic, etc. in order to read a reading text.

3) Thinking abilities

Thinking is a basic component of comprehension, when we read a book, we have to see relationship to make comparison, follow sequences of events, and engage in many number of similar mental operations, so it should hardly seem necessary to persuade you that reading involves thinking.

4) Affection

Affective factors are important to comprehend educators increasingly recognizing that the students interest, motivations, attitudes, beliefs, and feeling are important factors that cannot be taken for granted or ignored in educational process.



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5) Reading purpose

The purpose of reading is important. The purposes may help some students focus on a key issue and a result for better understanding and important aspect of the story.

2. Wattpad Application

a. Definition of Wattpad Application

Blod quoted by Tirocchi di Carlos explains his opinion on Wattpad, namely "Wattpad is a platform for aspiring and experienced writers, enabling them to publish their work, get feedback and connect with other writers and readers". The meaning of this opinion is that Wattpad is a platform for aspiring and experienced writers, enabling them to publish their work, get feedback, and connect with other writers and readers Carlos (2018, p.93).

Syahrani and Mahadian (2017, p.201) stated that Wattpad is a blogging site and application that provides facilities for its users to write and read. In line with that, Putri (2019, p.60) explained that Wattpad is an online site intended for users who like to write, whether it's writing articles, short stories, serial stories, or poetry.

Mawardi further explained that Wattpad is an online site that provides special features for account owners to upload their work regularly. Because it is uploaded regularly, the literary works found on Wattpad are serial works. Thus, Wattpad is a social media that can be accessed both online and offline that contains various types of literary

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works with various types of different genres Arif (2018, p.78).

Based on the explanation above, it can be concluded that Wattpad is an application that can be accessed through gadgets, laptops, computers, and so on, which contains various kinds of stories and types.

b. Procedure of Wattpad Application

There are several steps in using the wattpad application, according to Rizamufariza (2019) :

1) Creating user account

You can log in the Wattpad application by using your email or social media accounts such as Facebook or Instagram. if you use email you need to create username and password.

2) Verifying the user account

After you signing up for wattpad application, you will receive verification email. This will verify your account.

3) Updating user profile

After creating an account you will be asked to fill out some basic information for your profile. If you linked your facebook or instagram, then your profile will automatically fill your picture. Upload a picture if you want to if you did not link a social network.

4) Browsing the story

The top menu bar has discover (find stories, and you can research specifically), create (write and share stories) and



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community (clubs, award, writing, contest, writers, and etc). along with these a button with your profile picture and your username. Once that is clicked, it will have a drop down with profile, inbox (a messaging system, like texting), notifications (updates stories you read, comments on your profile and works, followers and following, etc), works (your stories, shared, unshared, library (stories you read), invite friends, language, help, settings (username, password, email, profile picture, background picture) and finally, log out.

5) Navigate through the mobile app

Once you login to watsapp, it will instantly take you to library, showing all of the stories you are reading. If you tap the small “w” in the top left corner, it has a drop down menu. In this is your name and profile picture (leading you to your profile), a bell icon (for notification), a letter icon (for inbox), library (where you should be), discover, reading list (you can create these, it is basically like making miniature, organized libraries). News feed (like community), create , invite friends and settings.

6) Findings stories to read

Go into discover, which the eye looking icon. Then go into search (the magnifying glass icon). Write in the name of a story, or any keywords, example romance, action, fiction, horror, etc. discovering stories on watsapp relies on tags and keywords.

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7) Looking at the story's detail

Once you find a title or book cover that looks interesting to you, read a blurb to see if it is completed or on going, and how many chapters or parts there are.

8) Claiming a title

If you have decided you want to read it, then click on the orange button that say "Read", or click on the other orange button next to it with a plus sign on it (+). Once you have clicked red, it will give you options to either add the title to your library or a reading list. Click on one, and the story will be added.

9) Using the library

If you have added it to library, then you go to your library, which is the one the with the icon of a stack of three books. You will see the story cover when you go into it. Click on the cover, and it will take you straight to the first part.

This Wattpad application you can download on Android (PlayStore) or you can also open this application on the web.

c. The advantages and disadvantages of wattpad application

There are several advantages of the Wattpadapplication :

- 1) Wattpad is an application that can be accessed for free.
- 2) Wattpad connects with the world's most popular novelist.
- 3) Wattpad provides more languages sure 56 languages.
- 4) Wattpad provides a font size control feature.

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There are several disadvantages of the wattpad application:

- 1) There are many advertisements when changing pages of reading.
- 2) The application can not function if you do not have internet quota (except for reading that have been saved in the reading list).

3. Narrative Text

a. Definition of Narrative Text

The term 'text' relates to many things related to language, through various media, creating understanding in someone who understands language, classification is distinguished based on the function of language in a context, language is the main thing or source in language formation. meaning or understanding, text is a process of forming meaning or understanding in a context (Halliday, 2014, p.3).

Narrative text is a text that is read and liked by many people because of its easy to understand language and interesting story. Narrative text aims to entertain people about events, legends, fiction or imaginative stories. It is also intended to incorporate moral values into the story. narrative text is being the most powerful tool to grab the students attention in the teaching and learning process Nathanson (2006, p. 2).

Narrative text is an essay that presents a series of events and is arranged chronologically according to the order of time. It could really happen, but it could also just be a fantasy. Generally, essays or narrative texts are made with the aim of entertaining readers with an

aesthetic experience through stories and stories, both fiction and non-fiction. Examples of narrative texts are short stories, novels, and inspirational stories.

Based on Rodearta (2018), Narrative text is a kind of text that tells events in the past. It content problematic, experience and resolution that give moral lesson to the readers. Narrative have character and plot with a sequence of event. Sorenson (2010) state that in narrative text, there are several characteristics of narration such as: tell a story, have a theme rather than a topic sentence, written in the first person, tend to be factual, include description, include dialogue, rely on sensory details for impact, and follow a chronological organization.

b. The Generic Structure of Narrative Text

Every type of text has its own structure, including narrative text. by studying the structure of the text can help students understand a text. According to Irwan (2013), narrative texts consist : orientation, complication, resolution, re-orientation or coda.

1) Orientation

Orientation is the initial stage in a story. In this part, author is introducing about what is the story about, who are the participants. Its mean who is actor or actress who plays in this story, and setting means where and when the story occur.

2) Complication

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Complication is the part where a problem occurs in a story caused by several things, which usually involves the main character in the story. There is any some part in complication, are : exposition, rising action, climax, falling action.

3) Resolution

Resolution is the last part of the story, where in this section contains solutions to problem that occur in the story, will the problem be solved properly or not, will happy ending or sad ending.

4) Re-orientation or coda

Re-orientation is the closing part in this story, where in this section contains moral lesson and messages that the author wants to convey to the reader. Those elements must exist in narrative texts. It gives more explanation in order to make the story clear and understandable. But sometimes the student's find more than one complication and resolution.

c. The Purpose of Narrative Text

Narrative text is one of the texts that often read by many people because the stories presented are easily understood and usually entertained. People enjoy reading narrative texts because they interested with the story. According to Otong (2007), Narrative is a type of text that tells story legend and contain resolution to amuse and

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entertain readers. For example, if the narrative text is in the genre of legend, the reader can gain knowledge about the history of the place. Barbara (2008, p.185) state that there are several purpose of narrative text such as to express feeling, to entertain the reader, to persuade, to inform, to give knowledge, to relate experience, and to teach. While, According to Mark Anderson (2002, p. 2) state that the purpose of narrative is to present a view of the world that entertains or informs the reader or listener. Similarly, the basic purpose of narrative is to entertain, to amuse and to hold readers' interest. Therefore, narrative is a kind of text which make the reader enjoy and interest with the story and to teach or inform the reader or listener. To sum it up, the purpose of narrative text is to entertain, give moral value, express feeling, and get knowledge or information.

B. Relevant Research

Relevant research was conducted with a view to avoiding duplication in the design of the researchers findings. besides, to show the authenticity of the researcher that the topic studied by other researchers is not in the same context. in addition, by looking at privious research, it is very helpful for research in selecting and determining the appropriate research design because researchers get an overview and comparison of the designs that have been implemented.

The first previous study is the research that has been conducted by Siti YunitaRamadhantiet,al (2022) entitled “ The Influence of Using Wattpad



Application Toward Students' Reading Comprehension in Narrative Text “.

This research was categorized into quantitative research. This research focused to know The Influence of Using Wattpad Application Toward Students' Reading Comprehension in Narrative Text. The result of the research is the use of Wattpad application has a significant effect on improving students' reading skills in narrative text. This is indicated by the t-test value higher than the t-table value ($9.185 > 2.00$) at a significance level of 0.05 and a degree of freedom of 58. This means that the alternative hypothesis is accepted and the null hypothesis is rejected. From findings it can be concluded that there is a significant effect of using the Wattpad application on students' reading comprehension on narrative text in class X MAN 2 Tangerang Regency.

The second research entitled “ The Effect of Wattpad Application Toward Student's Reading Comprehension on Narrative Text of Tenth Grade at SMA Negeri 1 Rangsang”. This research is conducted by NikmatulKhasanah (2020). This research was categorized into quantitative research. This research focused to know is there any significant effect of using wattpad application in reading narrative text in tenth grade at SMA Negeri 1 Rangsang. The result of this research the researcher found that after calculating the data, it is found that there is any significant difference between students' achievement in reading comprehension before and after using wattpad application. So, it can be concluded that there is any positive

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significant effect by using watsapp application toward students' reading comprehension.

The third entitled “ The influence of Watsapp Application on Students' Reading Comprehension at Tenth Grade of SMA Aisyiyah 1 Palembang”.

This research is conducted by Ega Safitri (2021). This research was categorized into quantitative research. This research focused to know is there any significant influence of students' reading comprehension achievement after using watsapp application for their reading comprehension. The result showed, that was found the t-obtained was -11,365. While ttable 1,693. Since the value of t-obtained was higher than t-table, so that Ho (null hypothesis) was rejected, and Ha (alternative hypothesis) was accepted. It could be conclude that there was Influence of Watsapp Application to Improve Students' Reading Comprehension at Tenth Grade of SMA Aisyiyah 1 Palembang.

In line with the explanation above, the similarities with this research is both used watsapp application. The difference between this research and the previous study is the research design and the subject of the research.

C. Operational Concept

In the initial conditions, there were some students who had difficulty learning reading comprehension. They have to read over and over again to be able to answer questions about the reading material they have read. This is probably because teachers are less innovative in packaging learning, teachers still use conventional methods by telling students to read silently and teachers just observing, so students are less motivated and less interested in learning to

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read. As a result, students' reading comprehension skills are still low.

Therefore, innovation is needed in learning to read comprehension according to digital developments. One of the innovations that can be done is to use the Wattpad application as a medium to read students' understanding of narrative texts.

The Wattpad application is a medium that students can use to read or upload literary works in the form of novels, short stories, poems, and drama scripts. Wattpad media is a learning media that can be accessed through gadgets.

To avoid misunderstandings, it is necessary to clarify the variables used in analyzing the data. In this study there are two variables, namely variable X and variable Y. variable X (Using Wattpad application) and variable Y (students' reading comprehension).

1. The indicator of variable X, Riza Mufariza (2019)
 - a. The teacher asks students to create a user account
 - b. The teacher asks students to verify the user account
 - c. The teacher asks the students to update the user profile
 - d. The teacher asks the students to browsing the story that has been determined
 - e. Teacher tells how to navigate through the mobile app
 - f. The students' finding story's to read that has been determined
 - g. The teacher ask students' looking and read at the story's details.
 - h. The teacher asks students to claim the title of the story to be read

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- i. The teacher tells the students to use the library so that the stories they read are not lost, then the teacher asks the students to answer the questions given.
2. The indicator of variable Y, According to Mahfood (2007) in Zulyanis (2021):
 - a. Student's are able to detect the main idea.
 - b. Students are able to make inferences from text.
 - c. Students are able to find the detail and factual information from the text.
 - d. Students are able to identify the reference word of text.
 - e. Students are able to identify the meaning vocabulary.
 - f. Students' are able to identify the general structure of the text.

D. Research Hypothesis

Based on the theoretical study and framework described above, the hypotheses proposed in this study are: The use of the Wattpad application can improve students' reading comprehension in narrative texts at SMK Negeri 2 Pekanbaru.

1. Ho (null hypothesis) There is no significant influence of using wattpad application on students reading comprehension of narrative text.
2. Ha (alternative hypothesis) There is a significant influence of using wattpad application on students reading comprehension of narrative text.

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CHAPTER III

METHODS OF THE RESEARCH

A. Design of the Research

In this study, researcher use quantitative research methods. Sugiyono (2018, p.13) quantitative research method is a research method based on positivistic (concrete data), research data in the form of numbers that be measured using statistics as a calculation test tool, related to the problem being studied to produce a conclusion. This research was experimental research. According to Creswell (2012, p. 295) an experimental research is a testing the independent variable (X) to determine whether it influences e dependent variable (Y). The type of this research used in this study was a quasi – experimental research.

This study was discuss the influence of using wattpad application on student’s reading comprehension in narrative text at SMK Negeri 2 Pekanbaru. This study had two variables, namely the variable x as the variable that affects and the variable y as the variable that is affected. In this study, the variable x is the influence of using wattpad application, the variable y is students’ reading comprehension. In this study a comparison between before and after wattpad application be seen in the learning process.

Table III.1
Quasi Experimental Research Design

Class	Pre – Test	Treatment	Post - Test
Experiment	TI	X	T2
Control	TI	-	T2

B. Place and Time of Research

This research was conducted at SMK Negeri 2 Pekanbaru which is located at Jl. Pattimura No.14, Cinta Raja, Kec. Sailing, Pekanbaru City. The research was conducted two months, starting from January 2023 to March 2023. In this research focus on class X.

C. Research Subjects and Objects

The subjects in this study is all students of class X SMK Negeri 2 Pekanbaru. The object of this research is a narrative text that has been read by students on the Wattpad application.

D. Population and Research Sample

1. Population

According to Sugiyono (2016, p.117), that the population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to study and then draw conclusions. The population in this study are students of class X SMK Negeri 2 Pekanbaru, the total numbers are 216 students'.

Table III.2
Population of the tenth grade student's SMK Negeri 2 pekanbaru

No	Class	number of student's
1	X Teknik Otomotif (Tkr 1)	36
2	X Teknik Otomotif (Tkr 2)	36
3	X Teknik Elektronika (Tei 1)	36
4	X Teknik Elektronika (Tei 2)	36
5	X Teknik Jaringan Komputer Dan Telekomunikasi 1	36
6	X Teknik Jaringan Komputer Dan Telekomunikasi 2	36

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2. Sample

Based on the number of populations and samples that have been determined, the sampling technique that the author uses is cluster random sampling. According to Sugiyono (2014, p.65) in Lestari (2020) "regional sampling techniques are used to determine the sample when the object to be studied or the data source is very broad". The characteristics of this study are homogeneous (the same), so sampling uses the Cluster Random Sampling technique. This technique is used by determining a wider area to the smallest area.

The technique used is Cluster Random Sampling, then the random technique used is by drawing the names of 6 classes that have been written on paper, rolled up and put into a container, the method is done by shaking the five classes.

Table III.3
Sample of the Research

Group	Students	
Control	X Teknik elektronika 1	36
Experiment	X Teknik elektronika 2	36
Total		72

E. Data Collection Techniques and Instruments

The techniques of data collection used in this research is :

1. Test

Test is an instrument or tool to collect data about the ability of research subjects by means of measurement, for example to measure the ability of research subjects in mastering certain subjects. The writer used this technique to measure the students' reading comprehension. The test

used is multiple choice, a total of 30 questions, the indicators of reading comprehension assessment used by the researcher indicators by Mahfood (2007) in Zulyanis (2021). the blue print of the test can be seen :

Table III.4
Blue Print Indicator of Students' Reading Comprehension

No	Indicator of Reading Comprehension	Number of Item	Number of Question
1	Main idea	5	3, 15, 20, 28, 35
2	Factual Information	4	8, 23, 24, 34
3	Identify the reference	5	1, 5, 18, 25, 26
4	Making Inference	5	4, 14, 16, 21, 33
5	Finding the meaning vocabulary	6	9, 12, 13, 29, 30,32
6	Generic structure	5	2, 10, 19, 22, 27
	Total	30	30

F. Data Validity and Reliability

1. Validity

According tp Lodico, Spaulding, and Voegtle (2006, p. 87) validity focus on ensuring that what the instrument measurement in Educational Research and Assesment “claims” to measure is truly what it is measuring”. It means validity indicates the accuracy of the instruments. There are several kinds of validity and in this research the researcher used content validity. The test on this researchwas based on the material that they learned. The researcher used SPSS to find out the validity of the test.

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Table III.5
Validity of students' reading comprehension

Variable	No Item	r count	r table	Result
	Q.1	0.477	0.329	Valid
	Q.2	0.363	0.329	Valid
	Q.3	0.379	0.329	Valid
	Q.4	0.448	0.329	Valid
	Q.5	0.380	0.329	Valid
	Q.6	0.040	0.329	Invalid
	Q.7	0.099	0.329	Invalid
	Q.8	0.419	0.329	Valid
	Q.9	0.527	0.329	Valid
	Q.10	0.530	0.329	Valid
	Q.11	0.031	0.329	Invalid
	Q.12	0.450	0.329	Valid
	Q.13	0.388	0.329	Valid
	Q.14	0.405	0.329	Valid
	Q.15	0.613	0.329	Valid
	Q.16	0.489	0.329	Valid
	Q.17	0.108	0.329	Invalid
	Q.18	0.360	0.329	Valid
	Q.19	0.354	0.329	Valid
	Q.20	0.430	0.329	Valid
	Q.21	0.339	0.329	Valid
	Q.22	0.370	0.329	Valid
	Q.23	0.396	0.329	Valid
	Q.24	0.332	0.329	Valid
	Q.25	0.370	0.329	Valid
	Q.26	0.378	0.329	Valid
	Q.27	0.405	0.329	Valid
	Q.28	0.353	0.329	Valid
	Q.29	0.391	0.329	Valid
	Q.30	0.486	0.329	Valid
	Q.31	0.125	0.329	Invalid
	Q.32	0.409	0.329	Valid
	Q.33	0.370	0.329	Valid
	Q.34	0.478	0.329	Valid
Students' Reading Comprehension	Q.35	0.341	0.329	Valid

Based on the table III.5 there are 5 invalid items of 35 items. Thus the researcher only took 30 valid items as the instrument of this research.

2. Reliability

According to Gay, Mills, and Arisan (2012), reliability is the degree to which a test consistently measures whatever it is measuring. To determine

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the reliability, the researcher used SPSS program to find out whether the test was reliable or not.

Table III.6
Case Processing Summary

		N	%
Cases	Valid	36	100.0
	Excluded ^a	0	0.0
	Total	36	100.0

a. Listwise deletion based on all variables in the procedure.

Table III.7
Reliability Statistics

Cronbach's Alpha	N of Items
0.840	30

Based on the table III.7, the Cronbach's alpha value is 0.840. These results explain that all instrument items are declared reliable and the level is high because they have a Cronbach's alpha value > 0.6 . ($0,840 > 0,6$)

G. Data Analysis Technique

This research used a quasi-experimental data analysis. The quasi experimental data of this research is numeric data and was be formulated by using statistical method. In the experimental design, the date analyses was experimental two group, used pre-test and post-test. The data of this research was analyzed by using independent sample t-test using SPSS. The researcher compared the results of mean score from pre-test and post- test to the scale of rating score from adopted by Arikunto (2013). The category of students ,, scores are as follow:

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Table III.8
The Classification Categories of Students' Score

Range	Category
81-100	Very Good
61-80	Good
41-60	Enough
21-40	Less
0-20	very less

Source: (Arikunto,2013, p. 281)

1. Normality Test

Knowing the data which was obtained from the students' scores had normal distribution or not can be measured by using the Shapiro-Wilk test or SPSS program. In this research, the normality test has been done by using SPSS. In using the Shapiro-Wilk.

Table III.9
Tests of Normality

	Class	Shapiro-Wilk		
		Statistic	df	Sig.
students' reading comprehension	Experiment	0.953	36	0.133
	Control	0.949	36	0.097
a. Lilliefors Significance Correction				

Based on the results of the normality test with the Shapiro-wilk test above, the significance value for the experimental class data is 0.133, and the significance value for the control class data is 0.097. Thus it is concluded that both groups of data are normally distributed because they have a significance value > 0.05 .

2. Homogeneity Test

A homogeneity test was used to know whether the data that got from the students' scores were homogeneous or not. The researcher used SPSS to analyze it. The result of the test of homogeneity can be interpreted

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as follows :

- a. If (sig) > 0,05 = the data homogeneity
- b. If (sig) <0,05 = the data is not homogeneity

Table III.10
Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
students' reading comprehension	Based on Mean	0.633	1	70	0.429
	Based on Median	0.697	1	70	0.407
	Based on Median and with adjusted df	0.697	1	69.889	0.407
	Based on trimmed mean	0.610	1	70	0.437

Source: Data Olahan SPSS 25, 2023

Based on the table III.10, the value of $F_0=0.633$ and $sig.=0.429$ are obtained. The F_t value for $df_1=1$ and $df_2=70$ is 3.978. This result explains that the two data groups have the same variance value or homogeneous. This is indicated by the value of $F_0 < F_t$ ($0.633 < 3.978$) and $sig > 0.05$ ($0.429 > 0.05$).

3. T-test

The data of this research was analyzed by using Independent Sample t-test . According to Cohen, Manion, and Morrison (2007) t-test is used to find the significant differences between two group by using parametric data.. After collecting the data, the researcher used SPSS to analysed data by using Independent Sample t-test the to get the reading comprehension test scores in the pre-test and post-test. The hypothesis is formulated as follows:

Ho : $t_0 < t_t$

Ha : $t_0 > t_t$

The statistical hypothesis are :

- a. Alternative hypothesis (H_a) = If the value asymp. Sig (2-tailed) $< 0,05$, H_a is rejected, H_0 is accepted. So, there is a significant influence by using watsapp application on students' reading comprehension innarrative text at SMK Negeri 2 Pekanbaru.
- b. The null hypothesis (H_0) = If the value of asymp. Sig (2-tailed) $> 0,05$, H_0 is accepted, H_0 is rejected, so, there is no significant influence by using watsapp application on students' reading comprehension in narrative text at SMK Negeri 2 Pekanbaru.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to find out the significant influence of students' reading comprehension in narrative text taught by using wappad application and students' reading comprehension in narrative text taught without by using wappad application at SMK Negeri 2 Pekanbaru.

Thus, the researcher concludes this research as follow:

1. The students' reading comprehension in narrative text taught by using wappad application are categorized into very good. It can be seen from the mean score of student's reading comprehension in narrative text after being taught by using wappad application between experimental class and control class.
2. The students' reading comprehension in narrative text taught without using wappad application are categorized into good. It can be seen from the mean score of students' reading comprehension in narrative text taught without by using wappad application.
3. The result of data analysis by using t-test show that the value of sig (2-tailed) is less than 0,05. It means that alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. It means that there is a significant influence of using wappad application on students' reading comprehension in narrative text at SMK Negeri 2 Pekanbaru.



B. Suggestion

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1. For teacher
 - a. The Wattpad app should continue to be used by teachers as an alternate form of media since it will benefit students' reading comprehension. The students reading comprehension improved when the teacher utilized the Wattpad program.
 - b. Since there are so many media platforms available to get students interested in learning to read, the teacher should show creativity when instructing the class, especially when teaching English reading.
2. For students'

the students' can use wattpad to getting more knowledge to increase their understanding to comprehend the text
3. For other researchers

The researcher expects that the result of this research can be used by other researchers for further research on different topic and methodology.

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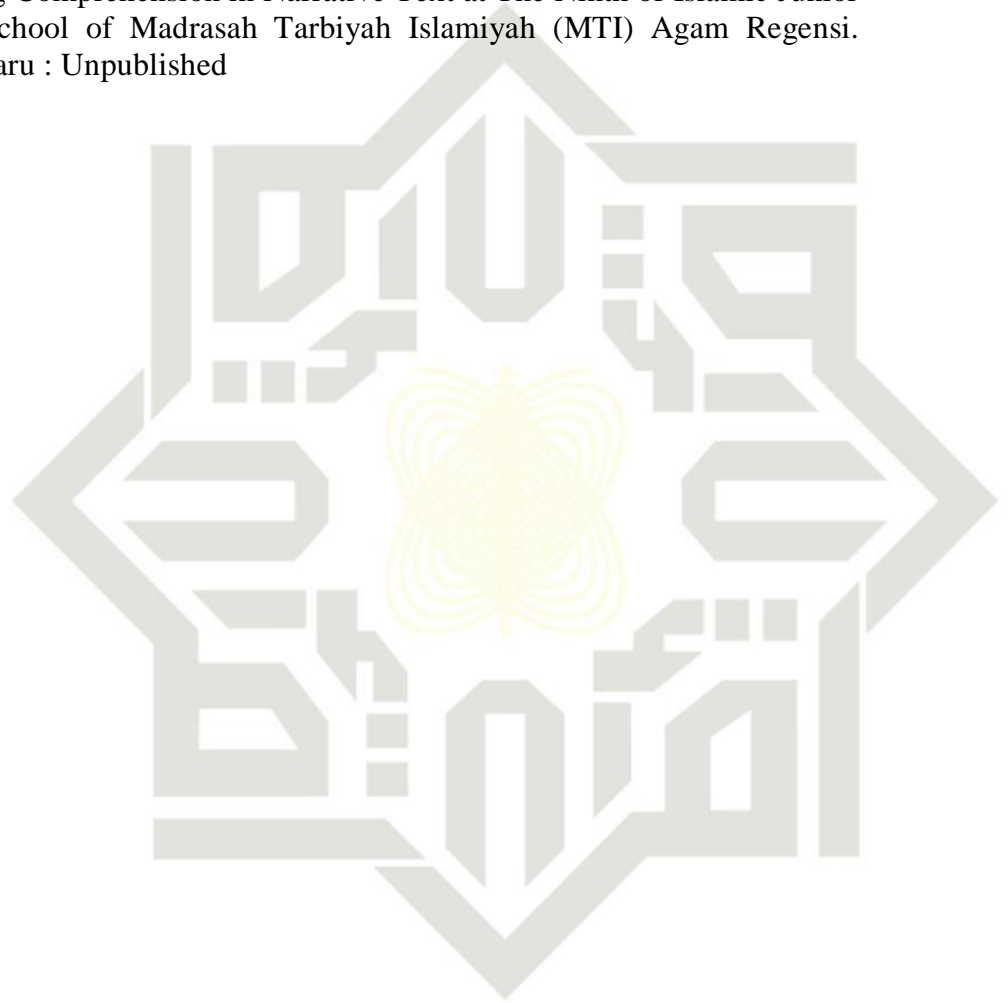


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APPENDIX 1

Research Instrument

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This instrument is used for research only
 Your answers will not affect your score in English subject. Instr

Write down your name and your class

Read each question carefully

Choose the correct answer with the option a, b, c, and d.

Thank you

Name: Class:



UIN SUSKA RIAU



Read the text and answer the questions 1 to 5

Snow White

Once upon a time, there was a beautiful girl in a palace, she lived with her uncle and her aunt. After her parents passed away. She lived unhappy the actually, her uncle and her aunty all was made her upset. All the palace event were guided by them.

One day, when snow white wanted to go to the bedroom, she passed the dinning room. She saw her uncle and aunty in the dinning room, they told that snow white would be moved out from America. Snow white was so shocked and she felt the flowers pot down. They looked at her and they brought her to the storeroom.

Snow white was so sad, and she tried to run away from the palace. It was success, she could run away by the window. She ran as fast as she could, she entered the forest. She walked and ran alone in the dark forest. She met the wild animal and she hide. After along time, she felt to tired and sleepy, she met a small cottage and she decided to enter. She laid her body in the floor.

Seven dwarfs were so shocked after knowing there was a girl who was laying on the floor, they looked her because their body was so different. Snow white opened her eyes and she met them. She told about her life and they took her as their eldest sister. They lived happily ever after.

Why did snow white run away to the woods?

- a. Her parents passed away
- b. Her uncle was angry with her
- c. Snow white was happy to run away
- d. Her uncle and aunt would go to America

Paragraph 1 of the text is called the?

- a. Complication
- b. Resolution
- c. Introduction
- d. Orientation

What is the story about?

- a. A Snow white and seven dwarfs
- b. A Snow white and forest
- c. A Snow white
- d. A Snow white, seven dwarfs and forest

4. It was success, she could run away by the window. The word "it" paragraph 3 line 1 refer to?

- a. The forest
- b. The Snow white
- c. These seven dwarfs
- d. Puerto Rico

5. The next morning she ran away into the woods. The underlined word can be replaced by?

- a. The mountain
- b. The beach
- c. The city
- d. The forest
- e. The river

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of Rapunzel. Eventually they both met again. They hugged and cried with joy until Rapunzel's tears fell to the eye of prince. Then the prince got his sight back. Afterwards the prince brought Rapunzel to his kingdom and they lived happily ever after.

The purpose of the text above is to ?

- a. Inform Readers
- b. Describe Readers
- c. Report Readers
- d. Entertain Readers

Which one of the following statements are true according to the text?

- a. The Rapunzel got his sight back
- b. The prince don't climb to the top of the tower
- c. Rapunzel's hair which was never cut became very long
- d. My pregnant wife was happy

What does the word "Her" in paragraph 1 refer to?

- a. The wife
- b. The husband
- c. The prince
- d. The Rapunzel

How was Rapunzel's life after being brought to the kingdom by the prince?

- a. Sad
- b. Disappointed
- c. Angry
- d. Happy

Read the text and answer the questions 10 to 14

Cinderella

In a village there lived a happy family consisting of father, mother and a child named Cinderella. But one day something sad happened to the family, where Cinderella's mother died, and finally her father remarried to a widow who already had two daughters. Cinderella's father works outside the village and always leaves Cinderella with her stepmother and stepbrother.

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One day the court officials reported that the palace prince was doing a contest looking for the princess, so all the girls in the village were invited to come to the palace. Hearing that, Cinderella's stepmother was busy decorating herself with fancy dresses and jewelry to go to the event.

Cinderella is sad because she can't come along, and also she doesn't have proper clothes. But when her stepmother found out Cinderella's sadness is known to the fairy mother, finally the fairy mother bewitched Cinderella's tattered clothes into a beautiful dress. And also the mice became mice guards while the pumpkin in Cinderella's kitchen turned into a chariot. But the fairy advised that the magic power would disappear at exactly 12 o'clock at night.

Arriving at the palace all the girls looked at Cinderella's envy because they were beautiful and graceful, the prince invited Cinderella to dance. Until Cinderella forgot that it was almost 12:00, finally the palace clock chimed and Cinderella was shocked and ran from before the prince, but the glass shoes were released one. And right, all returned to the beginning, except for the glass shoes that the prince and Cinderella still held.

Finally the prince is looking for the girl who dances with him, and searches for every house that has a daughter, until he comes to Cinderella's house, even though her stepmother tells Cinderella to hide but the prince finds out. Finally Cinderella marries the prince and lives in the palace.

1. From the text, we know that?

- a. They treated him nicely
- b. Her stepmother treated her bad
- c. They treated him like a child
- d. They treated him very carefully

2. What did the fairy mother do to Cinderella?

- a. They scolded their son
- b. They let their son eat at the table
- c. She swung her wand towards Cinderella and turned her into a beautiful lady with a nice gown full of glitter, and also made her smell nice just like jasmine and olive oil
- d. They didn't say anything

3. What does the word "they" in paragraph 5 refer to?

- a. The Prince
- b. The Fairy Mother
- c. The Fairy Mother
- d. The Prince

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promise to spend time with this Frog, as he claims?”, “Sort of,” said the Princess. After a pause, she added, “Oh very well, come on in.” Conversation turned to a topic of concern in the kingdom. None of the royal advisers knew what to do. “Father, if I may,” said the Princess. “Perhaps we could—”, “Stop!” said the King, cutting her off. “I have enough advisors, believe me.” “If I may,” said the Frog, and it was the first time he had spoken at the table. “There’s more to my happiness than my fine crown and royal dresses.”

The Princess stared at the Frog. How could this little frog – more than anyone else – understand such a thing? After dinner, the Frog bowed to the Princess. He said, “You have done what you said you would do. I suppose it’s time now for me to go.” “No wait!” said the Princess, “it’s not that late. How about a walk in the garden?” The Frog was delighted. The two of them walked in the royal garden, the Frog hopping along the stone wall so he and the Princess were at the same level and could talk easily. They laughed about many things. Later, when the sun set, they admired the deep rosy reds it cast in the sky. The Princess said, “You know, being with you tonight was a lot more fun than I thought.” “I had a very good time, too,” said the Frog. “Who knew?” said the Princess with a laugh. She leaned over and kissed the Frog lightly on his cheek.

At once, there was a puff of clouds and smoke. The small green frog had changed into a young prince! The Princess jumped back in surprise, and who could blame her? The Prince quickly told her not to worry, that all was well. Years before, an evil witch had put a spell on him that he must stay a frog until he was kissed by a princess.

The witch had laughed an evil laugh, saying, “Like THAT will ever happen!” But it didn’t. Now the Prince and Princess could get to know each other better. Years later, after they were remarried, they had a beautiful setting made for the ball and placed it on their royal dining table. And when the sun light shone in through the palace windows, the ball sparkled for all to see.

15. What is the story about?
 - a. They felt very happy
 - b. The Princess and The Frog
 - c. They had been treated well by their stepmother
 - d. They wanted to leak home
16. Who are the characters in the text?
 - a. Princess, frog
 - b. Princess
 - c. Frog
 - d. Frog and Prince

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d. Happiness of ali baba

As soon as the “thieves” disappeared ali baba jumped down from the tree. The word “thieves” paragraph 3 line 1 refers to ?

- a. Obviously
- b. Jump
- c. Stealer
- d. Trust

read the text to answer the questions 24 to 27

One bright, sunny morning a tortoise-we shall call him Mr tortoise was taking a walk when suddenly he met a hare. Now he did not like this hare at all, for he was very sarcastic, and always laughed at the tortoise. Nevertheless, the tortoise smiled and greeted him, “ good morning, Mr hare. How are you? “ the hare did not answer, but as soon as he saw the tortoise, he began to laugh very loudly.

“oh, oh. I can’t help laughing at you, mr tortoise!”

“why, what’s so funny?”

“you, you are so slow, Mr tortoise.”

“me, slow? Who says I’m slow?” asked the tortoise.

“I do” answered the hare. “whit those funny legs of yours you certainly can’t run, you can only walk.” But there’s nothing the matter with my legs.”

“well, I don’t know wheter one can call them legs or not. They’re so short and look so funny. I don’t understand how you can get about at all!”

“I’m just taking a walk.”

“oh? You certainly can’t walk very far, though can you?”

Hearing this the tortoise became angrier still, but he pretended to be calm.

“look,” he said, “why don’t you stop teasing me and making fun of me? I’m sure I can run as fast as you can.”

At this the hare laughed so loudly that he was unable to answer the tortoise immediately.

“you? As fast as me? Poor Mr tortoise, don’t you know that I’m the fastest creature in the forest?”

“we shall see,” said the tortoise. “I have a good plan. Do you see that tree over there on the top of the hill?”

“yes, I do.” Now, let’s have a race and see wich of us can reach that tree first. It’s a very long way off, but it will prove which of us can run the faster.”

The hare stopped laughing and asked, “are you serious, Mr tortoise?” “of course I am,” answered the tortoise. “let’s begin the race rightaway!”

One, two, three! The tortoise and the hare were off. Of course the tortoise was quickly left far behind by the hare.

When the hare had run for about half an hour he thought, “I think I will just lie down here to rest a while. I’ve made myself tired running so fast. Anyway, it will take a very long for the tortoise to get here. I can’t even see him. When he comes, I will jump up and run away from him again. What a fool mr tortoise is to have a race with me, the fastest creature on legs!

So the hare lay down to rest, and soon was fast a sleep. He slept for hours and hours! And he did not hear the tortoise passing quietly.

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It was already late in the afternoon when the hare woke up. "goodness!" he cried out."its nearly dark! Where's Mrtortoise?" He looked up towards the hill and saw the tortoise, very far aff and verysmall! "Mrtortoise can be only a few metres from the tree by now! I must hurry!" And the hare started to run just as fast as he could go. He run and run with all his might to get to the tree first. Ten minutes more! Three minutes more...two minutes more...one minutes more...thirty seconds...ten second...three...two...one! At the moment the tortoise reached the tree! And so he was the first to arrive at the tree! The hare was late...only one second! Ashamed, tired and very exhausted because of running so very fast, the hare rolled over on the ground and died!

22. The purpose of the text above is to ?

- a. Inform readers
- b. Describe readers
- c. Report readers
- d. Entertain readers

23. What does the word " he slept for hours and hours" ?

- a. Tortoise
- b. Fried
- c. Tree
- d. hare

24. Which one the following statements are true according to the text ?

- a. The proud of hare
- b. The hare be a winner
- c. The tortoise be a loser
- d. The tortoise first arrive at the tree

25. "When he comes, I will jump up and run away from him again". The word "him" refers to?

- a. Hare
- b. Free
- c. Tortoise
- d. Run
- e. Climb

26. Which of the following word is the antonym of "laughed" in paragraph 4 (line 9) ?

- a. Angry
- b. Exhausted
- c. Cry
- d. Happy

read the text to answer the questions 28 to 32

There once were two best friend named Damon and Phintias. They lived in Syracuse, sicily in the 4th century BC. They were philosophers of Pythagorean school.

One day Phintias was sentenced to death by Dionysius the younger, the ruler of the city, for plotting against his rule. Phintias then begged for permission to go home to finish his

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private affairs before he executed. Dionysius of course refused his request. Phintias felt very and hopeless. But then, Damon came to Dionysius and begged to grant Phintias's request. Damon loyally offered to replace Phintias's while he is gone. He is willing to take Phintias's place in prison. Dionysius then agreed and granted their request.

Phintias was very happy and thankful for his friend's sacrifice. He promised Damon that he returned as soon as possible. He started home as fast as he can.

Days gone by and Damon waited very patiently in jail. But until the day before his execution day Phintias had not returned. And on his execution day Phintias still had not returned. Damon knew that he had to take Phintias's place and get executed if Phintias didn't show up.

It turned out that Phintias had tried to keep his promise to his best friend, but he cannot. He got delayed on his way back. Phintias's heart beat fast. He felt very uneasy. He feared that he would be too late, and Damon, his faithful friend will get executed because of him.

Dionysius told Damon that it's the execution day and since Phintias had not returned he had to take his place. Incredibly, just as Damon was about to die in his place, Phintias arrived. He shouted to stop the execution. He felt so relief that his friend is still alive. He apologized to Damon for his delay. Damon said that it's alright and he told Phintias that he trusted him.

Dionysius was so impressed by this example of loyalty that he pardoned Phintias and asked to share their friendship.

27. From the text, we know that ?

- Damon and Phintias is bestfriend
- Phintias was executed
- Phintias had not returned
- Damon loyally offered to replace Phintias's while he is gone

28. What did the Damon do to Phintias ?

- Damon to stop the execution
- Not come to the execution
- Damon impressed
- The place is incredibility

29. What does the word "they" in paragraph one

- Damon
- Phintias
- Damon and Phintias
- Damon and the execution

30. Which of the following words is the synonym of "lay down"

- Stand up
- Sit down
- Rest
- Speak

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Read the text before you answer the question

Long time ago, a young man lived in a valley in North Sumatera. He was poor and lived with nobody. Every day, he went to the river and caught some fish to eat.

One day, he went fishing after working in the fields. But not like the other days, he got nothing even after waiting for hours. When he decided to go home, he felt the rod jolted. That's fish! He pulled the rod out and he was jolly to see a small goldfish. Imagining that he would eat a goldfish, he went home excitedly.

At home, the young man put the small fish on the table. He prepared some firewood to cook. When everything was ready, he went back to the kitchen. But he saw nothing on the table! The fish disappeared! Instead, he saw a beautiful woman.

After having a short conversation, the young man asked to marry her. She accepted only in one condition, the man should never mention where she came from. The man agreed and they got married. They had a handsome yet naughty boy named Samosir.

One day, Samosir made his father angry. The man shouted loudly and said the prohibited words. He said that Samosir was son of fish. Suddenly, rain fell for weeks and turned the valley into a lake.

Questions

31 . From the text above we know that

- a. Samosir is not son of fish
- b. The man is rich
- c. The goldfish turns into a beautiful woman
- d. The beautiful woman is not married to the man

32. "the fish disappeared!" the word "disappeared" means?

- a. Gone
- b. Come
- c. Play
- d. Cried

33. What is the moral lesson of the story?

- a. Don't go fishing

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b. We have to keep our promise

c. Don't eat fish

d. We must not marry a goldfish

34. The word "he" in the sentence "At home, he put the small fish on the table" refers to....

a. Samosir

b. Goldfish

c. Beautiful woman

d. Young man

35. What is the main idea of paragraph 2?

a. The man caught a gold fish

b. Fishing is the man's hobby

c. The man married the goldfish

d. They have a handsome boy

menyebutkan sumber:

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NARRATIVE TEXT

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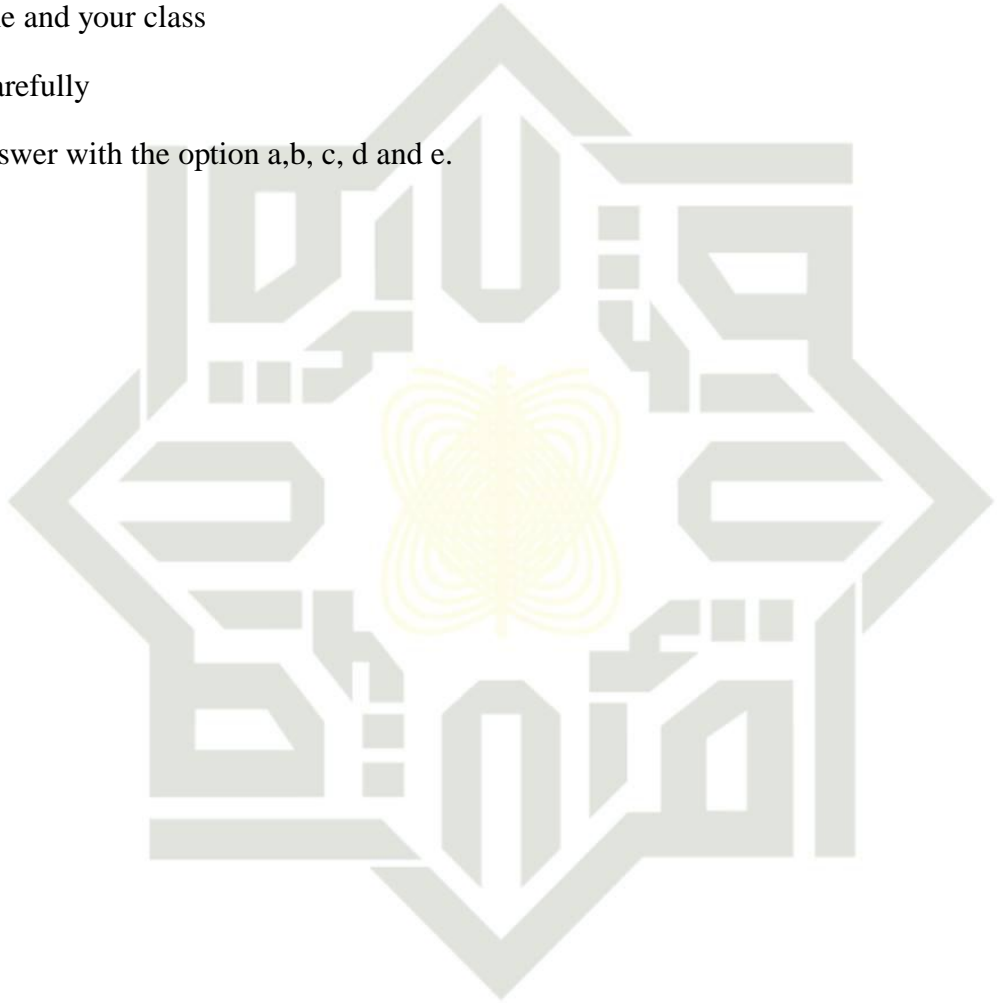
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 Your answers will not affect your score in English subject
 Write down your name and your class
 Read each question carefully
 Choose the correct answer with the option a,b, c, d and e.



UIN SUSKA RIAU



Read the text and answer the questions 1 to 5

Snow White

Once upon a time, there was a beautiful girl in a palace, she lived with her uncle and her aunty after her parents passed away. She lived unhappy the actually, her uncle and her aunty always made her upset. All the palace event were guided by them.

One day, when snow white wanted to go to the bedroom , she passed the dinning room. She saw her uncle and aunty in the dinning room, they told that snow white would be moved out from the palace. Snow white was so shocked and she felt the flowers pot down. They looked at her and they brought her to the store room.

Snow white was so sad, and she tried to run away from the palace. It was success , she could run away by the window. She ran as fast as she could, she entered the forest. She walked and ran alone in the dark forest. She met the wild animal and she hide. After a long time, she felt to tired and sleepy, she met a small cottage and she decided to enter. She laid her body in the floor.

Seven dwarfs were so shocked after knowing there was a girl who was laying on the floor, they looked her because their body was so different. Snow white opened her eyes and she met them. She told about her live and they took her as their eldest sister. They lived happy ever after.

Why did snow white run away to the woods?

- a. Her parents passed away
- b. Her uncle was angry with her
- c. Snow white was happy to run away
- d. Her uncle and aunt would go to America

Paragraph 1 of the text is called the?

- a. Complication
- b. Resolution
- c. Introduction
- d. Orientation

What is the story about?

- a. A Snow white and seven dwarfs
- b. A Snow white and forest
- c. A Snow white
- d. A Snow white, seven dwarfs and forest

4. It was success, she could run away by the window. The word "it" paragraph 3 line 1 refers to?

- a. The forest
- b. The Snow white
- c. The seven dwarfs
- d. Puerto Rico

5. The next morning she ran away into the woods. The underlined word can be replaced by?

- a. The mountain
- b. The beach
- c. The city
- d. The forest

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of Rapunzel. Eventually they both met again. They hugged and cried with joy until Rapunzel's tears fell to the eye of prince. Then the prince got his sight back. After wards the prince brought Rapunzel to his kingdom and they lived happily ever after.

6. What does the word "Her" in paragraph 1 refer to?

- a. The wife
- b. The husband
- c. The prince
- d. The Rapunzel

7. How was Rapunzel's life after being brought to the kingdom by the prince?

- a. Sad
- b. Disappointed
- c. Angry
- d. Happy

Read the text and answer the questions 10 to 14

Cinderella

In a village there lived a happy family consisting of father, mother and a child named Cinderella. But one day something sad happened to the family, where Cinderella's mother died, and finally her father remarried to a widow who already had two daughters. Cinderella's father works outside the village and always leaves Cinderella with her stepmother and stepsister. One day the court officials reported that the palace prince was doing a contest looking for the empress so all the girls in the village were invited to come to the palace. Hearing that, Cinderella's stepsister was busy decorating herself with fancy dresses and jewelry to go to the event.

Cinderella is sad because she can't come along, and also she doesn't have proper clothes. But it turns out Cinderella's sadness is known to the fairy mother, finally the fairy mother bewitched Cinderella's tattered clothes into a beautiful dress. And also the mice became bodyguards while the pumpkin in Cinderella's kitchen turned into a chariot. But the fairy advised that the magic power would disappear at exactly 12 o'clock at night.

Arriving at the palace all the girls looked at Cinderella's envy because they were beautiful and graceful, the prince invited Cinderella to dance. Until Cinderella forgot that it was almost 12.00, finally the palace clock chimed and Cinderella was shocked and ran from before the prince, but the glass shoes were released one. And right, all returned to the beginning, except for the glass shoes that the prince and Cinderella still held.

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Finally the prince is looking for the girl who dances with him, and searches for every house that has a daughter, until he comes to Cinderella's house, even though her stepmother tells Cinderella to hide but the prince finds out. Finally Cinderella marries the prince and lives in the palace.

8. From the text, we know that?

- a. They treated him nicely
- b. Her stepmother treated her bad
- c. They treated him like child
- d. They treated him very carefully

9. What does the word "they" in paragraph 5 refer to?

- a. The Prince
- b. The Cinderella
- c. The fairy mother
- d. The prince and fairy mother

10. Which of the following words is the synonym of "works" in paragraph 2?

- a. Less
- b. Correct
- c. Many
- d. Jobs

11. What is the passage we learn of this story?

- a. Cinderella should not be disrespectful to their parents.
- b. Eldeny people should accept any physical challenges.
- c. Cinderella is very good to her stepmother even after mistreatment
- d. People should treat others as they would like to be treated.

Read the text and answers the question 15 to18

The Princess and the frog

Once upon a time there was a Princess. Many a suitor came to the palace to win her hand in marriage, but it seemed to the Princess that each one of them looked at her without really seeing her at all. "They act like there's nothing more to a princess than her fine crown and royal dresses," she said to herself with a frown. One afternoon after one of these visits, the Princess thought, "Sometimes I wish I were little again." She found her favorite ball from childhood, the one that sparkled when she threw it up high to the sun. She took the ball to the palace yard and threw it higher and higher.

One time she threw it extra high and when she ran to catch the ball, she tripped on a tree stump. The ball fell and plopped right down into the royal well! She raced over to fetch her ball before it dropped too far, but by the time she got there she could no longer see it in the water. "Oh no!" she moaned, "This is terrible!" Just then a small green frog poked its

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head above the water. "Maybe I can help you," said the Frog. "Yes," said the Princess.

"Please get my ball!", "No problem," said the Frog. "But first there's something I must ask of you.", "What do you mean?" said the Princess. "It's for you to spend time with me today,

"said the Frog. "I'm not sure I know what that means," said the Princess.

"Just spend time with me today," repeated the Frog. "I'm on it," said the Frog. He dived deep into the well. A few moments later, up he came with the ball held high in one hand.

"Thank you," said the Princess, taking it from him. She turned to go. "Wait a minute!" said

the Frog. "You promised to spend time with me today!", "I already did," she said with a shrug.

And the Princess walked back to the palace. That night at dinner with her family and

the royal advisers, there was a knock on the door. The servant opened the door and saw no

one there. The Frog, standing down low, cleared his throat.

"The Princess promised to spend time with me today," said the Frog in as loud a

voice as he could. "So here I am." "Daughter!" said the King from the far end of the table.

"Did you promise to spend time with this Frog, as he claims?", "Sort of," said the Princess.

After a pause, she added, "Oh very well, come on in." Conversation turned to a topic of

concern in the kingdom. None of the royal advisers knew what to do. "Father, if I may,

"said the Princess. "Perhaps we could—" "Stop!" said the King, cutting her off. "I have

enough advisors, be live me.", "If I may," said the Frog, and it was the first time he had

spoken at the table. "There's more to a princess than her fine crown and royal dresses."

The Princess stared at the Frog. How could this little frog – more than anyone else –

understand such a thing? After dinner, the Frog bowed to the Princess. He said, "You have

done what you said you would do. I suppose it's time now for me to go." "No wait!" said the

Princess, "it's not that late. How about a walk in the garden?" The Frog was delighted. The

two of them walked in the royal garden, the Frog hopping along the stone wall so he and the

Princess were at the same level and could talk easily. They laughed about many things.

Later, when the sun set, they admired the deep rosy reds it cast in the sky. The Princess said,

"You know, being with you tonight was a lot more fun than I thought." "I had a very good

time, too," said the Frog. "Who knew?" said the Princess with a laugh. She leaned over and

kissed the Frog lightly on his cheek.

At once, there was a puff of clouds and smoke. The small green frog had changed

into a young prince! The Princess jumped back in surprise, and who could blame her? The

Prince quickly told her not to worry, that all was well. Years before, an evil witch had put a

spell on him that he must stay a frog until he was kissed by a princess.

The witch had laughed an evil laugh, saying, "Like THAT will ever happen!" But it

did! Now the Prince and Princess could get to know each other better. Years later, after they

were married, they had a beautiful setting made for the ball and placed it on their royal

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dining table. And when the sunlights hone in through the palace windows, the ball sparkled for all to see.

1. What is the story about?
- They felt very happy
 - The Princess and The Frog
 - They had been treated well their stepmother
 - They wanted to leak home
1. Who are the characters in the text?
- Princess, frog
 - Princess
 - Frog
 - Frog and Prince

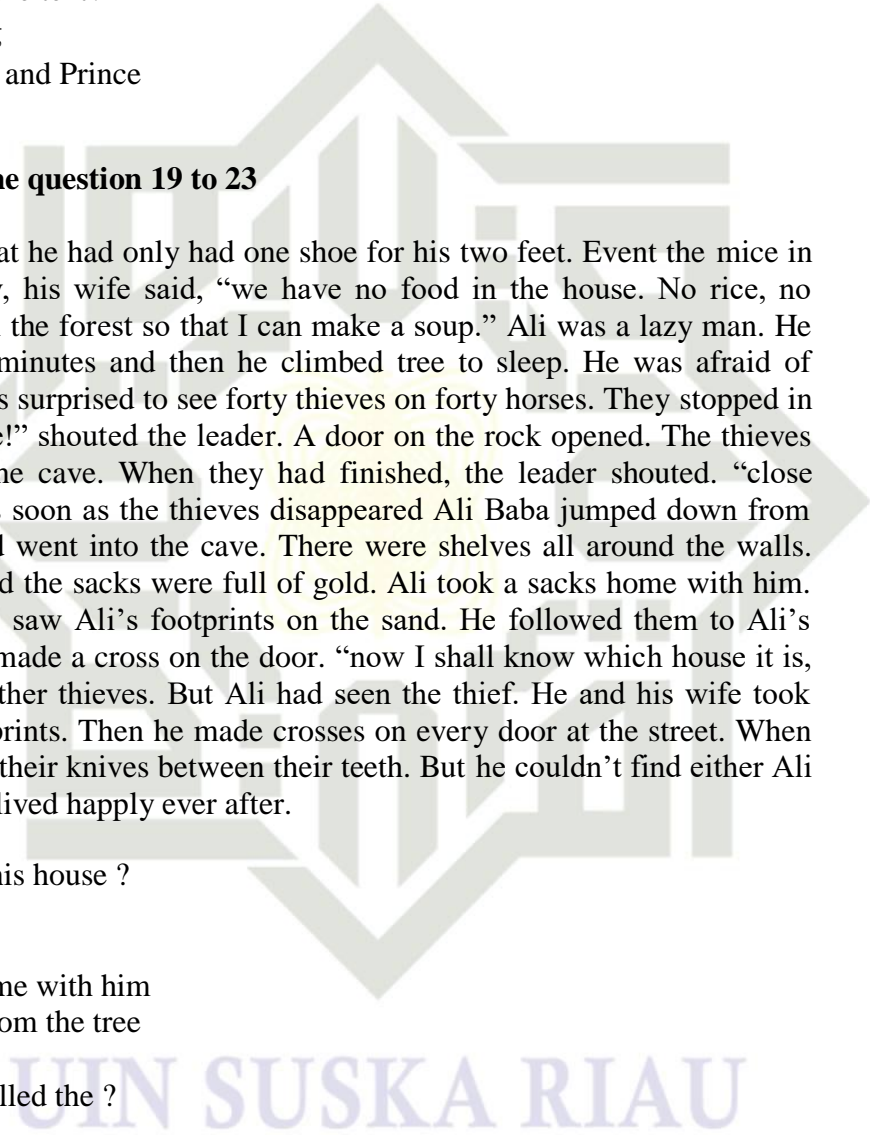
Read the text and answers the question 19 to 23

Ali Baba was such a poor man that he had only had one shoe for his two feet. Event the mice in his house were hungry. One day, his wife said, “we have no food in the house. No rice, no potatoes. Go and collect leaves in the forest so that I can make a soup.” Ali was a lazy man. He looked for leaves for about ten minutes and then he climbed tree to sleep. He was afraid of the leaves. When he woke up, he was surprised to see forty thieves on forty horses. They stopped in front of a big rock. “close sesame!” shouted the leader. A door on the rock opened. The thieves carried sacks full of gold into the cave. When they had finished, the leader shouted. “close sesame!” and the door closed. As soon as the thieves disappeared Ali Baba jumped down from the tree, said, “open sesame” and went into the cave. There were shelves all around the walls. The selves were full of sacks. And the sacks were full of gold. Ali took a sacks home with him. Unfortunately, one of the thieves saw Ali’s footprints on the sand. He followed them to Ali’s home. He took out his knife and made a cross on the door. “now I shall know which house it is,” he said. Herode off to get the other thieves. But Ali had seen the thief. He and his wife took brooms and swept away the footprints. Then he made crosses on every door at the street. When the forty thieves arrived they had their knives between their teeth. But he couldn’t find either Ali or the gold. And Ali and his wife lived happily ever after.

14. Why ali baba so hungry in his house ?
- Because he is a poor man
 - Because he is a rich man
 - Because he took a sacks home with him
 - Because he jumped down from the tree
15. Paragraph 1 of the text is called the ?
- Complication
 - Resolution
 - Introduction
 - Orientation

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6. What is the story about ?
 - a. Ali baba and the forty thieves
 - b. Ali baba a poor man
 - c. Ali baba and her leader
 - d. Happiness of ali baba

As soon as the “thieves” disappeared ali baba jumped down from the tree. The word “thieves” paragraph 3 line 1 refers to ?

- a. obviously
- b. Jump
- c. Stealer
- d. Trust

read the text to answer the questions 24 to 27

One bright, sunny morning a tortoise-we shall call him Mr.tortoise was taking a walk when suddenly he met a hare. Now he did not like this hare at all, for he was very sarcastic, and always laughed at the tortoise. Nevertheless, the tortoise smiled and greeted him, “ good morning, Mr.hare. How are you?” “ the hare did not answer, but as soon as he saw the tortoise, he began to laugh very loudly.

“oh, oh. I can’t help laughing at you, mr.tortoise!”

“why, what’s so funny?”

“you, you are so slow, Mr tortoise.”

“me? slow? Who says I’m slow?” asked the tortoise.

“I do” answered the hare. “whit those funny legs of yours you certainly can’t run, you can only walk.” But there’s nothing the matter with my legs.”

“well, I don’t know wheter one can call them legs or not. They’re so short and look so funny. I don’t understand how you can get about at all!”

“I’m just taking a walk.”

“oh? You certainly can’t walk very far, though can you?”

Hearing this the tortoise became angrier still, but he pretended to be calm.

“look” he said, “why don’t you stop teasing me and making fun of me? I’m sure I can run as fast as you can.”

At that the hare laughed so loudly that he was unable to answer the tortoise immediately.

“you? As fast as me? Poor Mr tortoise, don’t you know that I’m the fastest creature in the forest?”

“we shall see,” said the tortoise. “I have a good plan. Do you see that tree over there on the top of the hill?”

“yes, I do.” Now, let’s have a race and see which of us can reach that tree first. It’s a very long way off, but it will prove which of us can run the faster.”

The hare stopped laughing and asked, “are you serious, Mr tortoise?”, “of course I am,” answered the tortoise. “let’s begin the race right away!”

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One, two, three! The tortoise and the hare were off. Of course the tortoise was quickly left far behind by the hare.

When the hare had run for about half an hour he thought, "I think I will just lie down here to rest a while. I've made myself tired running so fast. Anyway, it will take a very long for the tortoise to get here. I can't even see him. When he comes, I will jump up and run away from him again. What a fool mr tortoise is to have a race with me, the fastest creature on legs!"

So the hare lay down to rest, and soon was fast a sleep. He slept for hours and hours! And he did not hear the tortoise passing quietly.

It was already late in the afternoon when the hare woke up.

"goodness!" he cried out. "its nearly dark! Where's Mr.tortoise?"

He looked up towards the hill and saw the tortoise, very far and very small!

"Mr.tortoise can be only a few metres from the tree by now! I must hurry!"

And the hare started to run just as fast as he could go. He run and run with all his might to get to the tree first. Ten minutes more! Three minutes more...two minutes more...one minutes more...thirty seconds...ten second...three...two...one! At the moment the tortoise reached the tree! And so he was the first to arrive at the tree! The hare was late...only one second! Ashamed, tired and very exhausted because of running so very fast, the hare rolled over on the ground and died!

18. The purpose of the text above is to ?

- Inform readers
- Describe readers
- Report readers
- Entertain readers

19. What does the word " he slept for hours and hours" ?

- Tortoise
- Fried
- Tree
- hare

20. Which one the following statements are true according to the text ?

- The proud of hare
- The hare be a winner
- The tortoise be a loser
- The tortoise first arrive at the tree

21. "When he comes, I will jump up and run away from him again". The word "him" refers to?

- Hare
- Tree
- Tortoise
- Run
- Climb

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22. Which of the following word is the antonym of “laughed” in paragraph 4 (line 9) ?

- a. Angry
- b. Exhausted
- c. Cry
- d. Happy

read the text to answer the questions 28 to 32

There once were two best friend named Damon and Phintia’s. They lived in Syracuse, Sicily in the 4th century BC. They were philosophers of Pythagorean school.

One day Phintia’s was sentenced to death by Dionysius the younger, the ruler of the city, for plotting against his rule. Phintia’s then begged for permission to go home to finish his private affairs before his executed. Dinyisious of course refused his request. Phintia’s felt very and hopeless. But then, damon came to dinysius and begged to grant phintia’s request. Damon loyally offered to replace phintia’s while he is gone. He is willing to take phintia’s place in prison. Dionysius then agreed and granted their request.

Phintia’s was very happy and thankful for his friend’s sacrifice. He promised damon that he returned as soon as possible. He started home as fast as he can.

Days gone by and damon waited vey patiently in jail. But until the day before his execution day phintia’s had not returned. And on his execution day phintia’s still had not returned. Damon knew that he had to take phintia’s place and get executed if phintia’s didn’t show up.

It turned out that phintia’s had tried to keep his promise to his best friend, but he cannot. He got delayed on his way back. Phintia’s heart beat fast. He felt very uneasy. He feared that he would be too late, and damon, his faithful friend will get executed because of him.

Dionysius told damon that it’s the execution day and since phintia’s had not returned he had to take his place.incredibly, just as damon was about to die in his place, phintia’s arrived. He shouted to stop the execution. He felt so relief that his friend is still alive. He apologized to damon for his delay. Damon said that it’s alright and he told phintia’s that he trusted him.

Dionysius was so impressed by this example of loyalty that he pardoned phintia’s and asked to share their friendship.

23. From the text, we know that ?

- a. Damon and phintias is bestfriend
- b. Phintiad was executed
- c. Phintia’s had not returned
- d. Damon loyally offered to replace phintia’s while he is gone

24. What did the damon do to phintia ?

- a. Damon to stop the execuaction
- b. Not come to the execution
- c. Damon impressed
- d. The place is incredibility

25. What does the word “they” in paragraph one

- a. Damon

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- b. Phintia
- c. Damon and phintia
- d. Damon and the execution

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2. Which of the following words is the synonym of “lay down”
 - a. Stand up
 - b. Sit down
 - c. Rest
 - d. Speak

Read the text before you answer the question

Long time ago, a young man lived in a valley in North Sumatera. He was poor and lived with nobody. Every day, he went to the river and caught some fish to eat.

One day, he went fishing after working in the fields. But not like the other days, he got nothing even after waiting for hours. When he decided to go home, he felt the rod jolted. That’s fish! He pulled the rod out and he was jolly to see a small goldfish. Imagining that he would eat a goldfish, he went home excitedly.

At home, the young man put the small fish on the table. He prepared some firewood to cook. When everything was ready, he went back to the kitchen. But he saw nothing on the table! The fish disappeared! Instead, he saw a beautiful woman.

After having a short conversation, the young man asked to marry her. She accepted only in one condition, the man should never mention where she came from. The man agreed and they got married. They had a handsome yet naughty boy named Samosir.

One day, Samosir made his father angry. The man shouted loudly and said the prohibited words. He said that Samosir was son of fish. Suddenly, rain fell for weeks and turned the valley into a lake.

Questions

27. “the fish disappeared!” the word “disappeared” means?

- a. Gone
- b. Come
- c. Play
- d. Cried

28. What is the moral lesson of the story?

- a. Don’t go fishing
- b. We have to keep our promise

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c. Don't eat fish

d. We must not marry a goldfish

29. The word "he" in the sentence "At home, he put the small fish on the table" refers to....

a. Samosir

b. Goldfish

c. Beautiful woman

d. Young man

30. What is the main idea of paragraph 2?

a. The man caught a gold fish

b. Fishing is the man's hobby

c. The man married the goldfish

d. They have a handsome boy

n dan menyebutkan sumber:



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APPENDIX 2

Students' Response of the Test

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Read the text and answer the questions 1 to 5

Snow White

Once upon a time, there was a beautiful girl in a palace, she lived with her uncle and her aunty after her parents passed away. She lived unhappy the actually, her uncle and her aunty always made her upset. All the palace event were guided by them.

Someday, when snow white wanted to go to the bedroom , she passed the dinning room. She saw her uncle and aunty in the dinning room, they told that snow white would be moved out from America. Snow white was so shocked and she felt the flowers pot down. They looked at her and they brought her to the store room.

Snow white was so sad, and she tried to run away from the palace. It was success , she could run away by the window. She ran as fast as she could, she entered the forest. She walked and ran alone in the dark forest. She met the wild animal and she hide. After a long time, she felt to tired and sleepy, she met a small cottage and she decided to enter. She laid her body in the floor.

Seven dwarfs were so shocked after knowing there was a girl who was laying on the floor, they looked her because their body was so different. Snow white opened her eyes and she met them. She told about her live and they took her as their eldest sister. They lived happy ever after.

1. Why did snow white run away to the woods?

- a. Her parents passed away
 b. Her uncle was angry with her
 c. Snow white was happy to run away
 d. Her uncle and aunt would go to America

2. Paragraph 1 of the text is called the?

- a. Complication
 b. Resolution
 c. Introduction
 d. Orientation

3. What is the story about?

- a. A Snow white and seven dwarfs
 b. A Snow white and forest
 c. A Snow white
 d. A Snow white, seven dwarfs and forest

4. It was success, she could run away by the window. The word "it" paragraph 3 line 1 refers to?

- a. The forest
 b. The Snow white
 c. The seven dwarfs
 d. Puerto Rico

5. The next morning she ran away into the woods. The underlined word can be replaced by?

- a. The mountain
 b. The beach
 c. The city
 d. The forest



- d. Penguasaan hanya untuk kepentingan penunjang, pemenuhan, pemeliharaan, penyusunan laporan atau tinjauan suatu masalah.
 b. Penguasaan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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of Rapunzel. Eventually they both met again. They hugged and cried with joy until Rapunzel's tears fell to the eye of prince. Then the prince got his sight back. After wards the prince brought Rapunzel to his kingdom and they lived happily ever after.

6. What does the word "Her" in paragraph 1 refer to?

- a. The wife c. The prince
 b. The husband d. The Rapunzel

7. How was Rapunzel's life after being brought to the kingdom by the prince?

- a. Sad c. Angry
 b. Disappointed d. Happy

**Read the text and answer the questions 10
to 14**

Cinderella

In a village there lived a happy family consisting of father, mother and a child named Cinderella. But one day something sad happened to the family, where Cinderella's mother died, and finally her father remarried to a widow who already had two daughters. Cinderella's father works outside the village and always leaves Cinderella with her stepmother and stepsister. One day the court officials reported that the palace prince was doing a contest looking for the empress so all the girls in the village were invited to come to the palace. Hearing that, Cinderella's stepsister was busy decorating herself with fancy dresses and jewelry to go to the event.

Cinderella is sad because she can't come along, and also she doesn't have proper clothes. But it turns out Cinderella's sadness is known to the fairy mother, finally the fairy mother bewitched Cinderella's tattered clothes into a beautiful dress. And also the mice became bodyguards while the pumpkin in Cinderella's kitchen turned into a chariot. But the fairy advised that the magic power would disappear at exactly 12 o'clock at night.

Arriving at the palace all the girls looked at Cinderella's envy because they were beautiful and graceful, the prince invited Cinderella to dance. Until Cinderella forgot that it was almost 12.00, finally the palace clock chimed and Cinderella was shocked and ran from before the prince, but the glass shoes were released one. And right, all returned to the beginning, except for the glass shoes that the prince and Cinderella still held.



Read the text to answer the questions 6 to 9

Rapunzel

Long time ago there lived a married couple. They were very lonely because they did not have children who accompanied them. Every day the couple prayed to god to be given a child. Until one day his wife was pregnant. Her husband was very happy and the days they turned into happiness. One day his wife fell ill. She suffered a strange illness. So many times, her husband treated her but she was still sick. The husband also confused his wife was getting worse. Even she did not want to eat and drink. "You have to eat a lot so that our children healthy!" said her husband. "I can not eat any food" replied his wife.

The husband thought that deep in the forest there was a magical flower that can cure all diseases guarded by a witch. Because of his love for his wife, he went to the forest. After arriving in the woods, he crept to take the flowers. When she was picking the flowers that were in the midst of garden, the witch knew. She was furious and wanted to kill him. "Please do not kill me. My pregnant wife was sick. If I did not give this magical flower she and my baby will die" the husband said. Finally the witch let him go, but with one condition when the baby was born, he had to give the baby. Without thinking, her husband agreed.

When he got home, he gave the magic flower to his wife. Then his wife's illness miraculously disappeared and she born a beautiful baby. When the baby was born, the witch came. She robbed the baby and took him away. They could not do anything about it.

The witch was holding their baby at a very high tower with no doors. The tower only has a window in it. Witch was raising the child in the tower and named her Rapunzel. Rapunzel grew into a beautiful girl. Her hair which was never cut became very long. The witch was always coming to the tower to bring food. She always called him from below, "Rapunzel let your hair down". She used her hair as a rope to climb the tall tower.

Rapunzel stayed on top of the tower alone even she never saw human except that witch. She had a very beautiful voice so that her days were spent to sing. One day, a handsome prince passed the tower. He heard Rapunzel singing so beautifully. He fell in love with her voice. The prince came to the tower every day to hear Rapunzel sing. One day, the prince saw a witch climbed the tower using Rapunzel hair.

The next day, the prince tried to climb the tower. She called Rapunzel. "Rapunzel let down your hair" he said. The prince climbed to the top of the tower. Having reached the top, Rapunzel surprised that the one who came is not witch but others. They both met each other until they become lovers. The prince told everything to Rapunzel and invited Rapunzel to escape. However, when they wanted to escape, the wicked witch came and pushed the prince off the tower so that he was blind.

The witch was very angry. She cut Rapunzel's hair and discarded her into the far away desert. The prince who was blind looked for Rapunzel for years. He walked alone and finally reached the desert. One day, he heard a voice he knew singing. The prince realized that it was the voice

- d. Penguasaan hanya untuk keperluan penunjang, penunjang, penunjang karya ilmiah, penyusunan laporan, penunjang karya atau tinjauan suatu mass
- b. Penguasaan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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head above the water. "Maybe I can help you," said the Frog. "Yes," said the Princess. "Please get my ball!", "No problem," said the Frog. "But first there's something I must ask of you.", "What do you mean?" said the Princess. "It's for you to spend time with me today," said the Frog. "I'm not sure I know what that means," said the Princess. "Just spend time with me today," repeated the Frog. "I'm on it," said the Frog. He dived deep into the well. A few moments later, up he came with the ball held high in one hand. "Thank you," said the Princess, taking it from him. She turned to go. "Wait a minute!" said the Frog. "You promised to spend time with me today!", "I already did," she said with a shrug. And the Princess walked back to the palace. That night at dinner with her family and the royal advisers, there was a knock on the door. The servant opened the door and saw no one there. The Frog, standing down low, cleared his throat.

"The Princess promised to spend time with me today," said the Frog in as loud a voice as he could. "So here I am." "Daughter!" said the King from the far end of the table. "Did you promise to spend time with this Frog, as he claims?", "Sort of," said the Princess. After a pause, she added, "Oh very well, come on in." Conversation turned to a topic of concern in the kingdom. None of the royal advisers knew what to do. "Father, if I may," said the Princess. "Perhaps we could—", "Stop!" said the King, cutting her off. "I have enough advisers, be live me.", "If I may," said the Frog, and it was the first time he had spoken at the table. "There's more to a princess than her fine crown and royal dresses."

The Princess stared at the Frog. How could this little frog – more than anyone else – understand such a thing? After dinner, the Frog bowed to the Princess. He said, "You have done what you said you would do. I suppose it's time now for me to go." "No wait!" said the Princess, "it's not that late. How about a walk in the garden?" The Frog was delighted. The two of them walked in the royal garden, the Frog hopping along the stone wall so he and the Princess were at the same level and could talk easily. They laughed about many things. Later, when the sun set, they admired the deep rosy reds it cast in the sky. The Princess said, "You know, being with you tonight was a lot more fun than I thought." "I had a very good time, too," said the Frog. "Who knew?" said the Princess with a laugh. She leaned over and kissed the Frog lightly on his cheek.

At once, there was a puff of clouds and smoke. The small green frog had changed into a young prince! The Princess jumped back in surprise, and who could blame her? The Prince quickly told her not to worry, that all was well. Years before, an evil witch had put a spell on him that he must stay a frog until he was kissed by a princess.

The witch had laughed an evil laugh, saying, "Like THAT will ever happen!" But it did! Now the Prince and Princess could get to know each other better. Years later, after they were married, they had a beautiful setting made for the ball and placed it on their royal



- d. Penguasaan hanya untuk keperluan penunjang, penunjang, penunjang karya ilmiah, penyusunan laporan, penunjang atau tinjauan suatu masalah.
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dining table. And when the sunlights hone in through the palace windows, the ball sparkled for all to see.

12. What is the story about?

- a. They felt very happy
- b. The Princess and The Frog
- c. They had been treated well their stepmother
- d. They wanted to leak home

13. Who are the characters in the text?

- a. Princess, frog
- b. Princess
- c. Frog
- d. Frog and Prince

Read the text and answers the question 19 to 23

Ali Baba was such a poor man that he had only had one shoe for his two feet. Event the mice in his house were hungry. One day, his wife said, "we have no food in the house. No rice, no potatoes. Go and collect leaves in the forest so that I can make a soup." Ali was a lazy man. He looked for leaves for about ten minutes and then he climbed tree to sleep. He was afraid of wolves. When he woke up, he was surprised to see forty thieves on forty horses. They stopped in front of a big rock. "close sesame!" shouted the leader. A door on the rock opened. The thieves carried sacks full of gold into the cave. When they had finished, the leader shouted. "close sesame!" and the door closed. As soon as the thieves disappeared Ali Baba jumped down from the tree, said, "open sesame" and went into the cave. There were shelves all around the walls. The selves were full of sacks. And the sacks were full of gold. Ali took a sacks home with him. Unfortunately, one of the thieves saw Ali's footprints on the sand. He followed them to Ali's home. He took out his knife and made a cross on the door. "now I shall know which house it is," he said. Herode off to get the other thieves. But Ali had seen the thief. He and his wife took brooms and swept away the footprints. Then he made crosses on every door at the street. When the forty thieves arrived they had their knives between their teeth. But he couldn't find either Ali or the gold. And Ali and his wife lived happily ever after.

14. Why ali baba so hungry in his house ?

- a. Because he is a poor man
- b. Because he is a rich man
- c. Because he took a sacks home with him
- d. Because he jumped down from the tree

15. Paragraph 1 of the text is called the ?

- a. Complication
- b. Resolution
- c. Introduction
- d. Orientation



- d. Penguasaan hanya untuk keperluan penulisan, penemuan, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass media.
- b. Penguasaan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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16. What is the story about ?
 a. Ali baba and the forty thieves
 b. Ali baba a poor man
 c. Ali baba and her leader
 d. Happiness of ali baba

17. As soon as the "thieves" disappeared ali baba jumped down from the tree. The word "thieves" paragraph 3 line 1 refers to ?
 a. obviously
 b. Jump
 c. Stealer
 d. Trust

read the text to answer the questions 24 to 27

One bright, sunny morning a tortoise—we shall call him Mr.tortoise was taking a walk when suddenly he met a hare. Now he did not like this hare at all, for he was very sarcastic, and always laughed at the hare. Nevertheless, the tortoise smiled and greeted him, " good morning, Mr.hare. How are you? " the hare did not answer, but as soon as he saw the tortoise, he began to laugh very loudly.

"oh, oh. I can't help laughing at you, mr.tortoise!"

"why, what's so funny?"

"you, you are so slow, Mr tortoise."

"me? slow? Who says I'm slow?" asked the tortoise.

"I do" answered the hare. "whit those funny legs of yours you certainly can't run, you can only walk." But there's nothing the matter with my legs."

"well, I don't know wheter one can call them legs or not. They're so short and look so funny. I don't understand how you can get about at all!"

"I'm just taking a walk."

"oh? You certainly can't walk very far, though can you?"

Hearing this the tortoise became angrier still, but he pretended to be calm.

"look," he said, "why don't you stop teasing me and making fun of me? I'm sure I can run as fast as you can."

At this the hare laughed so loudly that he was unable to answer the tortoise immediately.

"you? As fast as me? Poor Mr tortoise, don't you know that I'm the fastest creature in the forest?"

"we shall see," said the tortoise. "I have a good plan. Do you see that tree over there on the top of the hill?"

"yes, I do." Now, let's have a race and see which of us can reach that tree first. It's a very long way off, but it will prove which of us can run the faster."

The hare stopped laughing and asked, "are you serious, Mr tortoise?", "of course I am," answered the tortoise. "let's begin the race right away!"



d. Penguasaan hanya untuk kepentingan penunjang, pemenuhan, perwujudan karya ilmiah, penyusunan laporan, penulisan buku atau tinjauan suatu masalah.
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Finally the prince is looking for the girl who dances with him, and searches for every house that has a daughter, until he comes to Cinderella's house, even though her stepmother tells Cinderella to hide but the prince finds out. Finally Cinderella marries the prince and lives in the palace.

8. From the text, we know that?

- a. They treated him nicely
- b. Her stepmother treated her bad
- c. They treated him like child
- d. They treated him very carefully

9. What does the word "they" in paragraph 5 refer to?

- a. The Prince
- b. The Cinderella
- c. The fairy mother
- d. The prince and fairy mother

10. Which of the following words is the synonym of "works" in paragraph 2?

- a. Less
- b. Correct
- c. Many
- d. Jobs

11. What is the passage we learn of this story?

- a. Cinderella should not be disrespectful to their parents.
- b. Eldenly people should accept any physical challenges.
- c. Cinderella is very good to her stepmother even after mistreatment
- d. People should treat others as they would like to be treated.

Read the text and answers the question 15 to 18

The Princess and the frog

Once upon a time there was a Princess. Many a suitor came to the palace to win her hand in marriage, but it seemed to the Princess that each one of them looked at her without really seeing her at all. "They act like there's nothing more to a princess than her fine crown and royal dresses," she said to herself with a frown. One afternoon after one of these visits, the Princess thought, "Sometimes I wish I were little again." She found her favorite ball from childhood, the one that sparkled when she threw it up high to the sun. She took the ball to the palace yard and threw it higher and higher.

One time she threw it extra high and when she ran to catch the ball, she tripped on a tree stump. The ball fell and plopped right down into the royal well! She raced over to fetch her ball before it dropped too far, but by the time she got there she could no longer see it in the water. "Oh no!" she moaned, "This is terrible!" Just then a small green frog poked its



- d. Penguatipan naraya unuk keperuntungan penunukan, penenuan, penuisan karya minai, penyusunan laporan, penuisan kruk atau tinjauan suatu mass
- b. Penguatipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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22. Which of the following word is the antonym of "laughed" in paragraph 4 (line 9) ?

- a. Angry
- b. Exhausted
- c. Cry
- d. Happy

read the text to answer the questions 28 to 32

There once were two best friend named Damon and Phintia's. They lived in Syracuse, sicily in the 4th century BC. They were philosophers of Pythagorean school.

One day Phintia's was sentenced to death by Dionysius the younger, the ruler of the city, for plotting against his rule. Phintia's then begged for permission to go home to finish his private affairs before his executed. Dinysius of course refused his request. Phintia's felt very and hopeless. But then, damon came to dinysius and begged to grant phintia's request. Damon loyally offered to replace phintia's while he is gone. He is willing to take phintia's place in prison. Dionysius then agreed and granted their request.

Phintia's was very happy and thankful for his friend's sacrifice. He promised damon that he returned as soon as possible. He started home as fast as he can.

Days gone by and damon waited vey patiently in jail. But until the day before his execution day phintia's had not returned. And on his execution day phintia's still had not returned. Damon knew that he had to take phintia's place and get executed if phintia's didn't show up.

It turned out that phintia's had tried to keep his promise to his best friend, but he cannot. He got delayed on his way back. Phintia's heart beat fast. He felt very uneasy. He feared that he would be too late, and damon, his faithful friend will get executed because of him.

Dionysius told damon that it's the execution day and since phintia's had not returned he had to take his place. incredibly, just as damon was about to die in his place, phintia's arrived. He shouted to stop the execution. He felt so relief that his friend is still alive. He apologized to damon for his delay. Damon said that it's alright and he told phintia's that he trusted him.

Dionysius was so impressed by this example of loyalty that he pardoned phintia's and asked to share their friendship.

23. From the text, we know that ?

- a. Damon and phintias is bestfriend
- b. Phintiad was executed
- c. Phintia's had not returned
- d. Damon loyally offered to replace phintia's while he is gone

24. What did the damon do to phintia ?

- a. Damon to stop the execution
- b. Not come to the execution
- c. Damon impressed
- d. The place is incredibility

25. What does the word "they" in paragraph one

- a. Damon



- d. Penguasaan hanya untuk kepentingan penunjang, pemenuh, perwujudan karya ilmiah, penyusunan laporan, penulisan atau tinjauan suatu mass
- b. Penguasaan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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- b. Phintia
c. Damon and phintia
d. Damon and the execution

26. Which of the following words is the synonym of "lay down"

- a. Stand up
b. Sit down
 c. Rest
d. Speak

Read the text before you answer the question

Long time ago, a young man lived in a valley in North Sumatera. He was poor and lived with nobody. Every day, he went to the river and caught some fish to eat.

One day, he went fishing after working in the fields. But not like the other days, he got nothing even after waiting for hours. When he decided to go home, he felt the rod jolted. That's fish! He pulled the rod out and he was jolly to see a small goldfish. Imagining that he would eat a goldfish, he went home excitedly.

At home, the young man put the small fish on the table. He prepared some firewood to cook. When everything was ready, he went back to the kitchen. But he saw nothing on the table! The fish disappeared! Instead, he saw a beautiful woman.

After having a short conversation, the young man asked to marry her. She accepted only in one condition, the man should never mention where she came from. The man agreed and they got married. They had a handsome yet naughty boy named Samosir.

One day, Samosir made his father angry. The man shouted loudly and said the prohibited words. He said that Samosir was son of fish. Suddenly, rain fell for weeks and turned the valley into a lake.

Questions

27. "the fish disappeared!" the word "disappeared" means?

- a. Gone
b. Come
c. Play
d. Cried

28. What is the moral lesson of the story?

- a. Don't go fishing
 b. We have to keep our promise



d. Pengujiannya hanya untuk keperluan penunjang, penemuan, penulisan karya ilmiah, penyusunan laporan, penulisan naskah atau tinjauan suatu mass
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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One, two, three! The tortoise and the hare were off. Of course the tortoise was quickly left far behind by the hare.

When the hare had run for about half an hour he thought, "I think I will just lie down here to rest a while. I've made myself tired running so fast. Anyway, it will take a very long for the tortoise to get here. I can't even see him. When he comes, I will jump up and run away from him again. What a fool mr tortoise is to have a race with me, the fastest creature on legs!"

So the hare lay down to rest, and soon was fast a sleep. He slept for hours and hours! And he did not hear the tortoise passing quietly.

It was already late in the afternoon when the hare woke up.

"goodness!" he cried out. "its nearly dark! Where's Mr.tortoise?"

He looked up towards the hill and saw the tortoise, very far and very small!

"Mr.tortoise can be only a few metres from the tree by now! I must hurry!"

And the hare started to run just as fast as he could go. He run and run with all his might to get to the tree first. Ten minutes more! Three minutes more...two minutes more...one minutes more...thirty seconds...ten second...three...two...one! At the moment the tortoise reached the tree! And so he was the first to arrive at the tree! The hare was late...only one second! Ashamed, tired and very exhausted because of running so very fast, the hare rolled over on the ground and died!

18. The purpose of the text above is to ?

- a. Inform readers
- b. Describe readers
- c. Report readers
- d. Entertain readers

19. What does the word " he slept for hours and hours" ?

- a. Tortoise
- b. Fried
- c. Tree
- d. hare

20. Which one the following statements are true according to the text ?

- a. The proud of hare
- b. The hare be a winner
- c. The tortoise be a loser
- d. The tortoise first arrive at the tree

21. "When he comes, I will jump up and run away from him again". The word "him" refers to?

- a. Hare
- b. Tree
- c. Tortoise
- d. Run
- e. Climb



- d. Penguasaan hanya untuk keperluan penulisan, penemuan, penulisan karya ilmiah, penyusunan laporan, penulisan buku atau tinjauan suatu masalah.
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c. Don't eat fish

d. We must not marry a goldfish

29. The word "he" in the sentence "At home, he put the small fish on the table" refers to..

a. Samosir

b. Goldfish

c. Beautiful woman

d. Young man

30. What is the main idea of paragraph 2?

a. The man caught a gold fish

b. Fishing is the man's hobby

c. The man married the goldfish

d. They have a handsome boy

APPENDIX 3

Answer Keys

UIN SUSKA RIAU

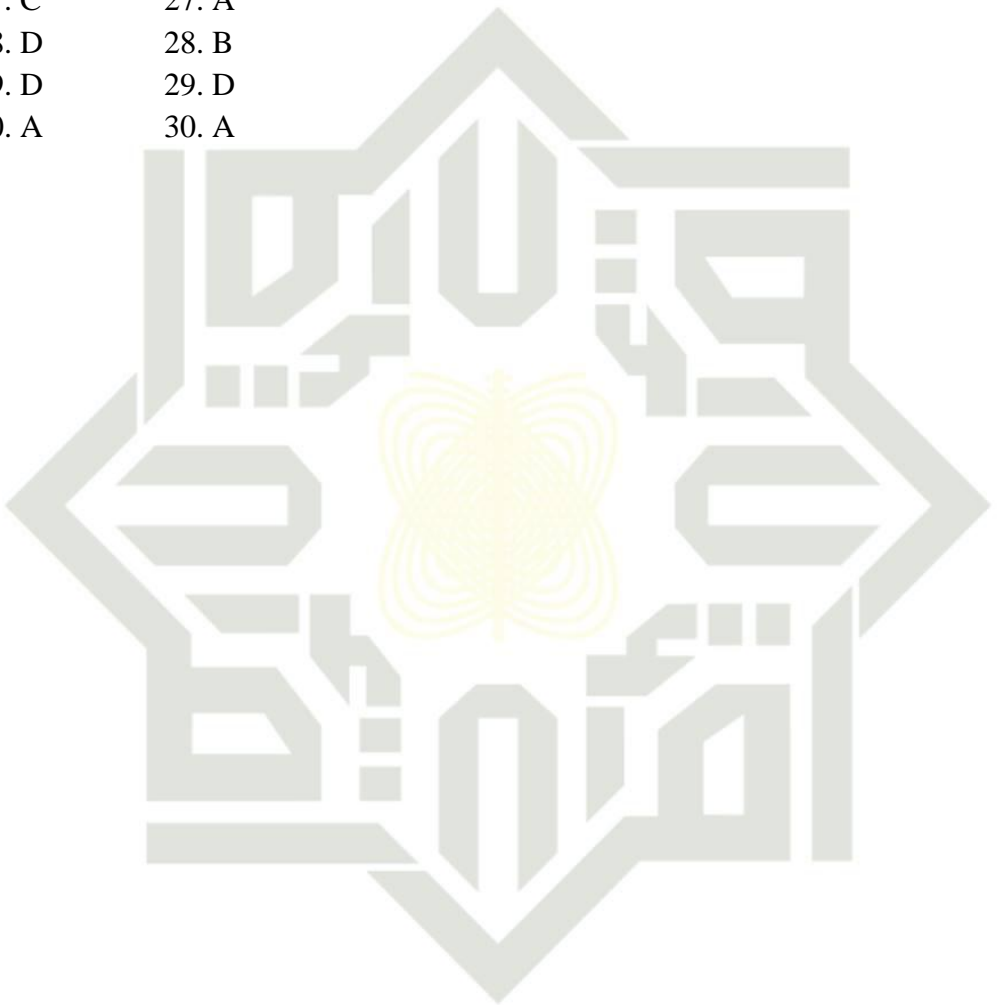
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Answer keys

- | | |
|-------|-------|
| 11. C | 21. C |
| 12. B | 22. C |
| 13. A | 23. A |
| 14. A | 24. A |
| 15. D | 25. C |
| 16. A | 26. C |
| 17. C | 27. A |
| 18. D | 28. B |
| 19. D | 29. D |
| 20. A | 30. A |



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APPENDIX 4

SYLLABUS

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KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

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

KI-4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)	<ul style="list-style-type: none"> • Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan - Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>) - Subjek Pronoun: <i>I, You, We, They, He, She, It</i> - Kata ganti possessive <i>my, your, his</i>, dsb. 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal. - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya
4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		

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



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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	<ul style="list-style-type: none"> - Kata tanya <i>Who? Which? How?</i> Dst. - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI 	
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapi, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar - Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya
<p>4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar



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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)</p> <p>4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menyatakan rencana, menyarankan, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan atau di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to, would like to</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual (gambar, video) - Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya - Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan - Bermain game terkait dengan niat mengatasi masalah - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar.
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.4 Teks deskriptif</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan</p>	<ul style="list-style-type: none"> • Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain



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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti <i>quite, very, extremely, dst.</i> - Kalimat deklaratif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat. - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
<p>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah • Struktur Teks <ul style="list-style-type: none"> - Istilah khusus terkait dengan jenis pemberituannya - Informasi khas yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dan kosakata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan) 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (<i>announcement</i>) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya
<p>4.5 Teks pemberitahuan (<i>announcement</i>)</p> <p>4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (<i>announcement</i>)</p> <p>4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), lisan</p>	<ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dan kosakata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan) 	<ul style="list-style-type: none"> - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain - Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman - Melakukan refleksi tentang proses dan hasil belajar.



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none"> - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia <i>Layout</i> dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik. 	
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interrogative dalam <i>simple past tense, present perfect tense</i>. - Adverbial dengan <i>since, ago, now</i>; klausa dan adverbial penunjuk waktu - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, tindakan, kejadian, peristiwa 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut - Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait. - Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung - Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut
4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan	<ul style="list-style-type: none"> • Topik Kegiatan, tindakan, kejadian, peristiwa 	



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	yang dapat menumbuhkan perilaku yang termuat di KI	- Melakukan refleksi tentang proses dan hasil belajar
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya 4.7 Teks recount – peristiwa bersejarah 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah 4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none"> • Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbia penghubung waktu: <i>first, then, after that, before, when, at last, finally</i>, dsb. - Adverbia dan frasa preposisional penunjuk waktu - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks - Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa	<ul style="list-style-type: none"> • Fungsi Sosial 	- Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab



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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p> <p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</p>	<p>Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan</p> <ul style="list-style-type: none"> • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - Orientasi - Komplikasi - Resolusi - Orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat-kalimat dalam <i>simple past tense</i>, <i>past continuous</i>, dan lainnya yang relevan - Kosakata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penunjuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI 	<p>tentang isinya</p> <ul style="list-style-type: none"> - Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada - Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan - Melakukan refleksi tentang proses dan hasil belajar.
<p>3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif 	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda
<p>4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, 	<ul style="list-style-type: none"> - Mengambil teladan dari pesan-pesan dalam lagu - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI	

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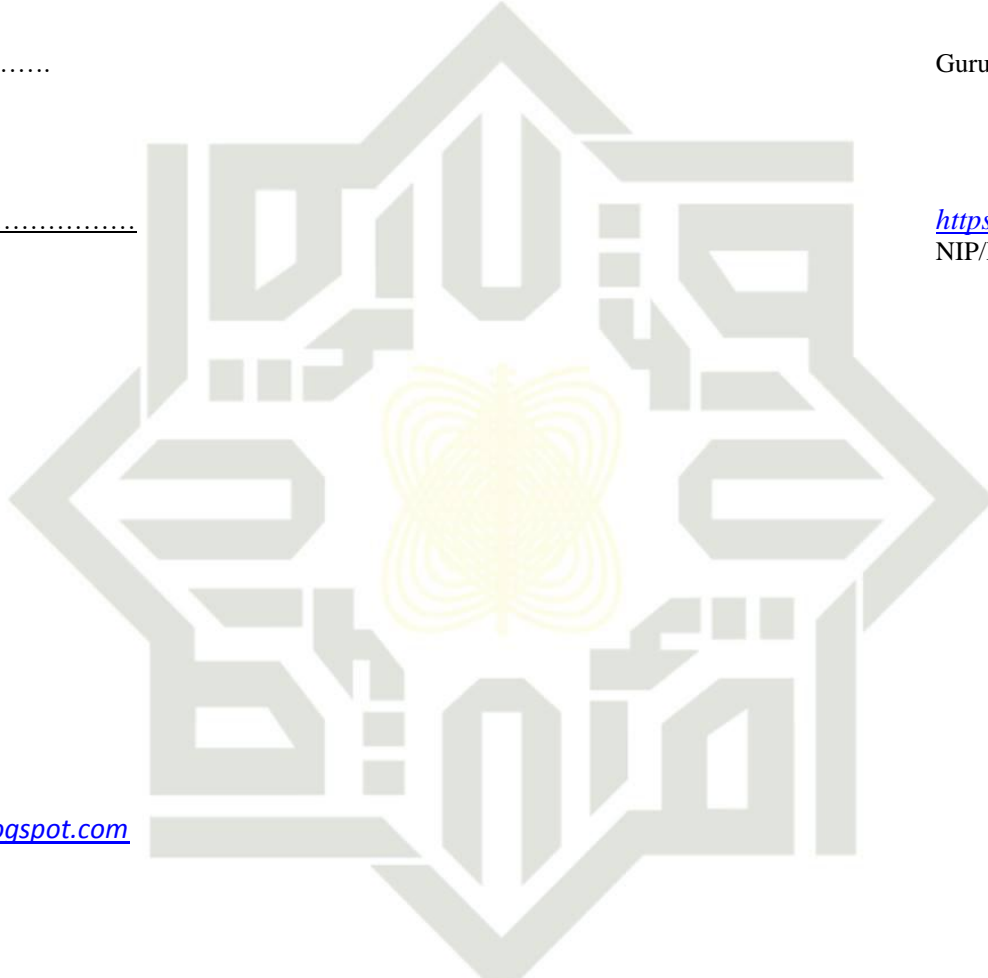
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APPENDIX 5

Lesson Plan

UIN SUSKA RIAU

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMK Negeri 2 Pekanbaru
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / Genap
Materi : Teks Naratif
Alokasi Waktu : 3 x 45 Menit

A. Kompetensi Inti

KI3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.

KI4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

B. Kompetensi Dasar

KD 3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.

KD 4.8 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

3.8.1 Mengidentifikasi struktur teks dan unsur kebahasaan pada teks narrative lisan dan tulisan.

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- 3.8.2 Menjelaskan fungsi sosial pada teks narrative lisan dan tulisan.
- 4.8.1 Menceritakan teks narrative.
- 4.8.2 Menulis teks narrative pendek disertai dengan ilustrasi gambar.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- 1. Mengidentifikasi struktur teks dan unsur kebahasaan pada teks narrativelisan dan tulisan dengan tepat.
- 2. Menjelaskan fungsi sosial pada teks narrative lisan dan tulisan dengan tepat.
- 3. Menceritakan teks narrative dengan tepat.
- 4. Menulis teks narrative pendek disertai dengan ilustrasi gambar dengan tepat.

E. Materi Pembelajaran

- 1. Strukturteks:
 - a. Pengenalan tokoh dan setting
 - b. Komplikasi terhadap tokoh utama
 - c. Solusi
 - d. Akhir cerita
- 2. UnsurKebahasaan:
 - a. Kata-kata terkait karakter, watak, dan setting dalam cerita.
 - b. Ejaan tulisan tangan ataupun cetakan dengan jelas dan rapi.
 - c. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
 - d. Menggunakan bentuk waktu lampau (past) baik dalam bentuk *simple*, *past perfect*, *past continuous*, *past perfect continuous* atau *past future continuous*
- 3. Fungsi Sosial:
 - Meneladani nilai-nilai moral isi cerita, cinta tanah air, menghargai budaya lain.

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<p>Mengeksplorasi</p>	<ul style="list-style-type: none"> • Guru memberikan teks <i>narrative</i> baru dalam bentuk tulisan pada siswa • Siswa membaca teks <i>narrative</i> dalam bentuk tulisan secara bergantian tanpa diperintah oleh guru • Siswa diminta untuk menganalisis struktur teks, unsur kebahasaan fungsi sosial dan mengerjakan beberapa soal dari teks <i>narrative</i> dalam bentuk tulisan • Guru meminta siswa untuk menyampaikan hasil pekerjaannya dengan cara mengoreksi bersama
<p>Mengasosiasi</p>	<ul style="list-style-type: none"> • Siswa membuat sebuah grup dengan cara berpasangan • Siswa diminta untuk berdiskusi berdasarkan materi yang telah diberikan oleh guru • Guru memberikan teks <i>narrative</i> baru dalam bentuk lisan • Siswa diminta untuk menganalisis struktur teks, unsur kebahasaan, fungsi sosial dan mengerjakan beberapa soal dari teks <i>narrative</i> dalam bentuk lisan • Guru meminta siswa untuk mengumpulkan hasil pekerjaannya
<p>Mengkomunikasikan</p>	<ul style="list-style-type: none"> • Guru membagi siswa dalam 4 kelompok • Guru memberi beberapa judul teks <i>narratives</i> pada masing masing kelompok • Setiap kelompok diminta untuk membuat

<p>© Hak cipta milik UIN Suska Riau</p>		<p>sebuah ilustrasi gambar (dalam bentuk poster dan dilengkapi dengan adanya struktur teks, unsur kebahasaan dan fungsi sosial) dari teks narrative pendek berdasarkan dengan judul yang diberikan oleh guru untuk dijadikan pekerjaan rumah</p>
<p>Kegiatan Penutup</p>		<ul style="list-style-type: none"> • Guru dan siswa menyimpulkan materi yang telah dibahas • Guru bertanya pada siswa tentang kesulitan yang dialami siswa pada materi yang telah diajarkan • Guru dan siswa <i>meriview</i> materi yang telah diajarkan beserta soal-soalnya • Guru member tugas kepada siswa tentang materi yang sudah diajarkan (membuat ilustrasi gambar) • Guru menyampaikan materi baru untuk pertemuan berikutnya • Guru mengakhiri mata pelajaran

H. Media / Alat dan Sumber Pembelajaran

1. Media/Alat
 - a. Papan Tulis
 - b. Spidol
 - c. Laptop
 - d. Picture
 - e. Handphone
2. Sumber Pembelajaran
 - a. Wattpad application
 - b. Buku mata pelajaran

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I. Evaluasi

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1. Beberapa teknik dari evaluasi:
 - Pengetahuan : Pilihan Ganda
 - Keterampilan : Tes Tulis
 - a. Tes Tulis (Pilihan Ganda)
 - b. Scoring System
 - 1) Scoring System dari kompetensi menulis
 - a) Masing masing jawaban benar mendapatkan skor = 10
 - b) Total minimal skor = 1 x 10 = 100
 - c) Maksimal skor = 10 x 10 = 100
 - d) $Scoring\ system = \frac{correct\ answer}{maximum\ score} \times 100 = \frac{100}{100} \times 100 = 100$

Mengetahui
Kepala Sekolah

H. Peri Daswandi, M.Pd
NIP. 196601101991031004

Pekanbaru, 16 januari 2023
Guru Mata Pelajaran

Epi Marlianti, M.Pd

State Islamic University of Sultan Syarif Kasim Riau

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APPENDIX 6

Recommendation Letters

UIN SUSKA RIAU



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 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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FACULTY OF EDUCATION AND TEACHER TRAINING
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Nomor: Un.04/F.II.4/PP.00.9/16562/2022
 Sifat : Biasa
 Lamp. : -
 Hal : **Pembimbing Skripsi**

Pekanbaru, 19 September 2022

Kepada
 Yth. Drs. Samsi Hasan, M.H.Sc.

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 : TAZKIATUL ULYA
 NIM : 11810423213
 Jurusan : Pendidikan Bahasa Inggris
 Judul : The use of wattpad applications to improve students reading comprehension in narrative text at SMKN 2 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 diaturkan terimakasih.

Wassalam
 an. Dekan
 Wakil Dekan I



[Signature]
 Dr. Zarkasih, M.Ag.
 NIP. 19721017199703 1 004

Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



PEMERINTAH PROVINSI RIAU

DINAS PENDIDIKAN

JL. CUT NYAK DIEN NO. 3 TELP. 076122552 / 076121553
PEKANBARU

Pekanbaru, 10 FEB 2023

Kepada
Yth. Kepala SMKN 2 PEKANBARU

di-
Tempat

Nomor : 800/Disdik/1.3/2023/ 2926
Sifat : Biasa
Lampiran :
Hal : Izin Riset / Penelitian

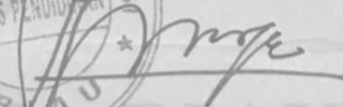
Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISSET/53505 Tanggal 3 Februari 2023 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : TAZKIATUL ULYA
NIM/KTP : 118104232130
Program Studi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : PEKANBARU
Judul Penelitian : THE INFLUENCE OF USING WATTPAD APPLICATION ON STUDENTS READING COMPREHENSION IN NARRATIVE TEXT AT SMK NEGERI 2 PEKANBARU
Lokasi Penelitian : SMK NEGERI 2 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. KERALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS

TATI LINDAWATI, SH, M.Si
Pembina Tingkat I (IV/b)
NIP. 19660717 198603 2 002

Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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Namet 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 : Tazkiatul Ulya
 Nomor Induk Mahasiswa : 11810423213
 Hari/Tanggal Ujian : Senin, 19 Desember 2022
 Judul Proposal Ujian : The Influence Of Using Wattpad Application On Student's Reading Comprehension Of Narrative Texts At Smk Negeri 2 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.	Nuardi, M. Ed.	PENGUJI I		
2.	Mainar Fitri, M. Pd	PENGUJI II		

Mengetahui
 a.n. Dekan
 Wakil Dekan I



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

Pekanbaru, 10 Januari 2023
 Peserta Ujian Proposal

Tazkiatul Ulya
 NIM. 11810423213

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

REKOMENDASI

Nomor : 503/DPMPPTSP/NON IZIN-RISET/53505
 TENTANG



1.04.02.01

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

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/1989/2023 Tanggal 3 Februari 2023**, dengan ini memberikan rekomendasi kepada:

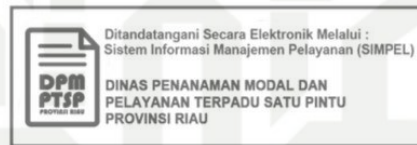
- 1. Nama : **TAZKIATUL ULYA**
- 2. NIM / KTP : **118104232130**
- 3. Program Studi : **PENDIDIKAN BAHASA INGGRIS**
- 4. Jenjang : **S1**
- 5. Alamat : **PEKANBARU**
- 6. Judul Penelitian : **THE INFLENCE OF USING WATTPAD APPLICATION ON STUDENTS READING COMPREHENSION IN NARRATIVE TEXT AT SMK NEGERI 2 PEKANBARU**
- 7. Lokasi Penelitian : **SMK NEGERI 2 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 : 6 Februari 2023



Tembusan :

Disampaikan Kepada Yth :

- 1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
- 2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
- 3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
- 4. Yang bersangkutan

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**"THE INFLUENCE OF USING WATTPAD APPLICATION ON STUDENT'S
READING COMPREHENSION IN NARRATIVE TEXTS AT SMK NEGERI 2
PEKANBARU "**

A PROPOSAL



*All to attend
for proposal seminar
21/2022*

BY

TAZKIATUL ULYA
SIN.11810423213

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

UIN SUSKA RIAU



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

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Jl. H. R. Soebrandt No. 155 Km. 18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
 Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail. eftak_uinsuska@yahoo.co.id

Jn.04/F.II.4/PP.00.9/15114/2022

Pekanbaru, 09 September 2022

Biasa

Mohon Izin Melakukan PraRiset

Kepada Yth. Kepala Sekolah
 SMKN 2 Pekanbaru
 di Tempat

Assalamu 'alaikum warhamatullahi wabarakatuh

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

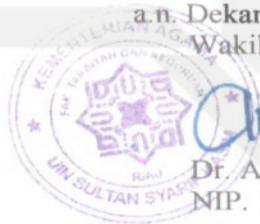
Nama	: TAZKIATUL ULYA
NIM	: 11810423213
Semester/Tahun	: IX (Sembilan)/ 2022
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

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.

a.n. Dekan
Wakil Dekan III



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

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**PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SEKOLAH MENENGAH KEJURUAN
(SMK) NEGERI 2 PEKANBARU**

Alamat : Jalan Pattimura No. 14 Pekanbaru Telepon / Faximile : 0761 - 571240 / 0761-23326
Website : <http://www.smkn2pekanbaru.sch.id> Email : smkn2.pku@gmail.com
NSS : 321096005001, NIS : 320010 NPSN : 10403926



AKREDITASI A

Nomor : 029/420/SMKN.02/TU.01/2023
Lamp : -
Hal : *Izin Melakukan PraRiset*

Kepada Yth
Dekan Fakultas Tarbiyah
UTN Suska Riau
Di -
Tempat

Dengan hormat,

Sehubungan dengan surat dari Universitas Islam Negeri Sultan Syarif Kasim Riau Fakultas Tarbiyah Dan Keguruan nomor : Un.04/F.II.4/PP.00.9/15114/2022 tanggal 09 September 2022, perihal Permohonan Izin Melakukan PraRiset, kami informasikan bahwa mahasiswa/i yang bernama **Tazkiatul Ulya (NIM. 11810423213)** dapat melakukan PraRiset pada SMK Negeri 2 Pekanbaru sesuai dengan jadwal yang ditetapkan.

Demikian surat ini di sampaikan untuk dapat dipergunakan, terima kasih.

Pekanbaru, 09 Januari 2023
Kepala Sekolah,

H. Peridawandi, M. Pd
NIP. 19660110 199103 1 004



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J. H. R. Sumbantan No. 105 Km. 18 Tanjung Pekanbaru Riau 28293 PD. BOX 1004 Telp. (0781) 861647
Fax (0781) 861647 Web: www.uin-suska.ac.id E-mail: info@uin-suska.ac.id

Nomor : Un.04/F.II.4/PP.00.9/18153/2023
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 20 September 2023

Kepada
Yth. Roswati, S.Pd.I., 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 : TAZKIATUL ULYA
NIM : 11810423213
Jurusan : Pendidikan Bahasa Inggris
Judul : The Influence of Using Wattpad Application on Students' Reading Comprehension in Narrative Text at SMK Negeri 2 Pekanbaru.
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

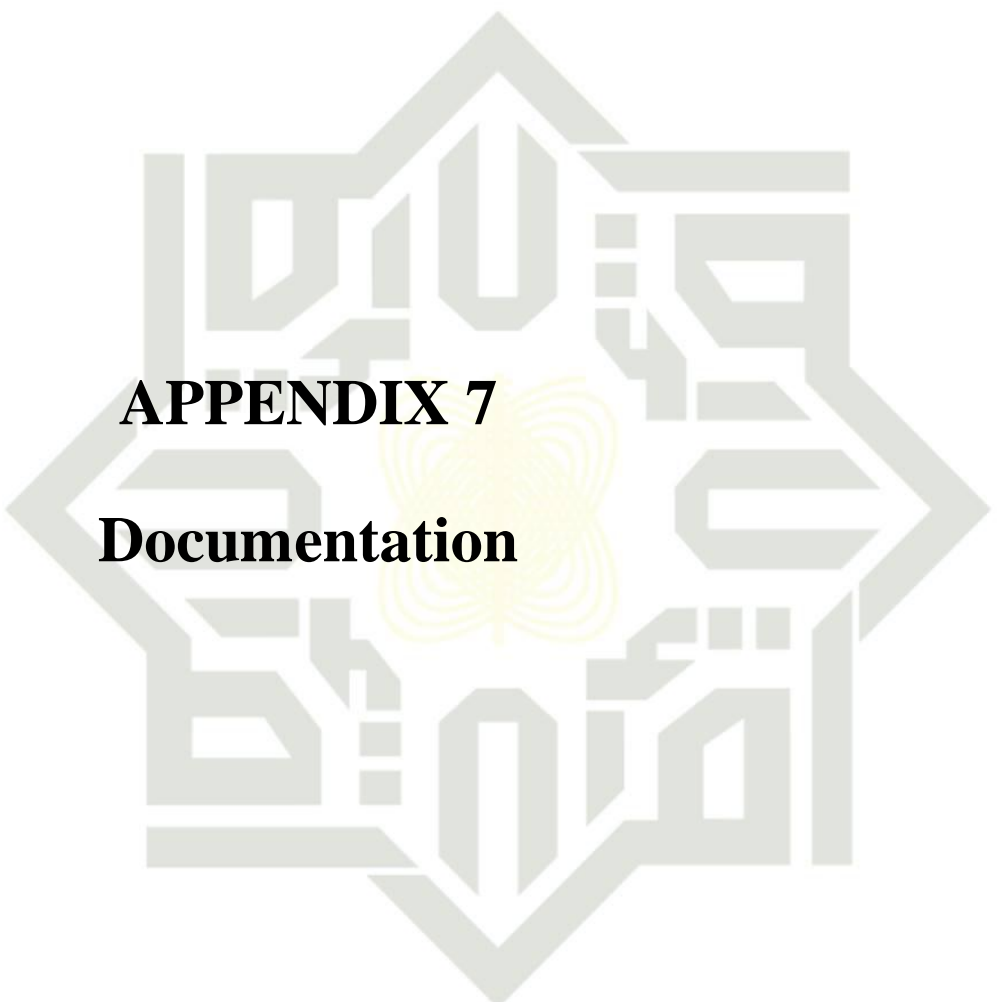
Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

Dekan
Wakil Dekan I
Dr. Zarkasik, M.Ag.
IP. 19721017 199703 1 004

Pembusuan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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APPENDIX 7

Documentation

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CURRICULUM VITAE

Tazkiatul Ulya is the first daughter of Mr. Zelafri and Mrs. Zarnis. She was born in pekanbaru, November 25th, 1999. In 2012, she was graduated from SD Negeri 181 Pekanbaru. She also finished her study at MTS Al-munawwarah in 2015 and MA Al-munawwarah in 2018.

She was accepted as a student at the English Education Department, Faculty of Education and Teacher Training, UIN Suska Riau in 2018. She began participating in the KKN (Kuliah Kerja Nyata) program at Tanjung pauh Village in July 2021. Then, from October to December 2021, she took part in the Pre-Service Teacher Practice (PPL) program at SMK Negeri 2 Pekanbaru. Finally, she passed her thesis defense, which was named "The Influence Of Using Wattpad Application On Students' Reading Comprehension At SMK Negeri 2 Pekanbaru."

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