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THE EFFECT OF USING CONTEXT CLUES TECHNIQUE ON STUDENTS' READING COMPREHENSION OF THE TENTH GRADE AT ISLAMIC SENIOR HIGH SCHOOL DAARUN NAHDHAH THAWALIB BANGKINANG

BY

NURUL SAFIKA

SIN. 11810420749

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU PEKANBARU

1445/2024

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BY

NURUL SAFIKA

SIN. 11810420749

Thesis
Submitted in Partial Fulfillment of the Requirements
For the Award of Bachelor Degree in English Education
(S.Pd)

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU PEKANBARU

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STATEMENT OF AUTHENTICITY

I Hereby,

Name	: Nurul Safika
SIN	: 11810420749
Phone Number	: 083896817504
Email	: nurulsafika050520@gmail.com
Department	: English Education
Faculty	: Education and Teacher Training
University	: State Islamic University Of Sultan Syarif Kasim Riau

Certify that this *skripsi* entitled "**THE EFFECT OF USING CONTEXT CLUES TECHNIQUE ON STUDENTS' READING COMPREHENSION OF THE TENTH GRADE AT ISLAMIC SENIOR HIGH SCHOOL DAARUN NAHDHAH THAWALIB BANGKINANG**" is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this *skripsi*. Others' opinion findings include in this skripsi are quoted in accordance with ethical standards.

Pekanbaru, January 27th,2024

Nurul Safika
11810420749

Sultan Syarif Kasim Riau

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SUPERVISOR APPROVAL

The thesis entitled *The Effect of Using Context Clues Technique on Students' Reading Comprehension of The Tenth Grade at Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang* was written by Nurul Safika, SIN. 11810420749. It had been accepted and approved to be examined on the final examination of an Undergraduate degree at the Faculty of Education and Teacher Training of the State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Jumadil Akhir 9th, 1445 H
December 22nd, 2023 M

Approved by,

Head of Department of English Education	Supervisor
Dr. Faurina Anastasya, S.S., M.Hum	Riri Fauzana, S.Pd., M.Sc
NIP. 198106112008012017	NIP. 198407172023212043

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EXAMINER APPROVAL

The thesis entitled "*The Effect of Using Context Clues Technique on Students' Reading Comprehension of The Tenth Grade at Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang*" that is written by the final examination committee of the Undergraduate Degree at Faculty of Education an Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Rajab 7th,1445 H/ January 19th, 2024 M. It is submitted as one of the requirements for Bachelor Degree (S.Pd) at Department of English Education

Pekanbaru, Rajab 7th , 1445 H
January 19th, 2024 M

Examination Committee

Examiner I

Dr. Nur Aisyah Zulkifli, M.Pd
NIP. 198506192009122008

Examiner II

Kurnia Budiyanti, M.Pd
NIK. 130117076

Examiner III

Abdul Hadi, MA. Ph.D
NIP. 197301182000[illegible]

Examiner IV

Dedy Wahyudi, M.Pd
NIP. 19801210 2023211011

Dean
Faculty of Education and Teacher Trainir

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

sim Riau

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Finally, the researcher realize that this thesis is still far from perfection. Therefore, constructive comments, critiques, and suggestions are appreciated very much.

Pekanbaru, February 2024

The Researcher

Nurul Safika

11810420749

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ABSTRACT

Nurul Safika (2023): The Effect of Using Context Clues Technique on Students' Reading Comprehension of The Tenth Grade at Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang

The objective of this research is to know the effect of using Context Clues Technique on students' reading comprehension of narrative text in the tenth grade at Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang. This research was quasi-experiment. The population of the research was the tenth-grade students of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang. The classes chosen as the sample were IV A, the experimental class, and IV C, the control class, each of which included 34 students. The researcher employed a pre-test and a post-test to collect data on the student's reading comprehension of narrative text in this research. In addition, there was a large effect of using the Context Clues technique on students` reading comprehension of the narrative text of the tenth-grade students at Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang, the result of Eta Squared was 0,70

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ABSTRAK

Nurul Safika (2023): Pengaruh Penggunaan Teknik Context Clues pada Pemahaman Membaca Siswa Kelas Sepuluh di Madrasah Aaliyah Islam Daarun Nahdhah Thawalib Bangkinang

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan Teknik Petunjuk Konteks terhadap pemahaman membaca teks narasi siswa di kelas sepuluh di Madrasah Ibtidaiyah Daarun Nahdhah Thawalib Bangkinang. Penelitian ini merupakan penelitian eksperimen semu. Populasi penelitian ini adalah siswa kelas X Madrasah Ibtidaiyah Daarun Nahdhah Thawalib Bangkinang. Kelas yang dipilih sebagai sampel adalah IV A, kelas eksperimen, dan IV C, kelas kontrol, yang masing-masing berjumlah 34 siswa. Peneliti menggunakan pre-test dan post-test untuk mengumpulkan data mengenai pemahaman membaca teks narasi siswa dalam penelitian ini. Selain itu, terdapat pengaruh yang besar penggunaan teknik Context Clues terhadap pemahaman membaca siswa pada teks narasi siswa kelas X di SMA Islam Daarun Nahdhah Thawalib Bangkinang, hasil Eta Squared adalah 0,70.

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ملخص

نور سافيكا، (2023): تأثير استخدام تقنية القرائن السياقية على فهم القراءة لطلاب الصف العاشر في مدرسة دار النهضة طوالب الثانوية الإسلامية بنجكينانج

يهدف هذا البحث إلى معرفة تأثير استخدام تقنية القرائن السياقية على فهم القراءة للنص السردي لدى طلاب الصف العاشر في مدرسة دار النهضة طوالب الثانوية الإسلامية بنجكينانج. وهذا البحث هو بحث شبه تجريبي المجتمع من طلاب الصف العاشر في مدرسة دار النهضة طوالب الثانوية الإسلامية بنجكينانج. الصفوف التي تم اختيارها كالعينة هي الصف 4 أ كصف تجريبي، والصف 4 ج كصف ضابط، ويضم كل منهما 34 طالبًا. استخدمت الباحثة الاختبار القبلي والاختبار البعدي لجمع البيانات المتعلقة بفهم القراءة لدى الطلاب للنص السردي في هذا البحث. وبغض النظر عن ذلك، فإن هناك تأثيرًا كبيرًا لاستخدام تقنية القرائن السياقية على فهم القراءة لدى الطلاب في النص السردي لطلاب الصف العاشر في مدرسة دار النهضة طوالب الثانوية الإسلامية بنجكينانج، ونتيجة مربع إيتا.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

People can get a lot of knowledge, information, pleasure, and problem-solving skills via reading. Reading is the most commonly used skill among students studying English all around the world. Reading is one of the most significant components of learning English because it not only expands students' vocabulary but also their understanding. Reading is also one of the most significant activities for kids who otherwise would not be able to obtain knowledge.

According George and Loretta (2008), People can extend their perspectives in a global society via reading, and eventually construct a self-fulfilling, engaging, and worthwhile life. Above all, effective reading is the most critical path to effective learning in all content areas and associated fields. Students can gather information from a variety of sources by reading.

Furthermore, reading is a necessary skill that should be followed up with comprehension. Reading comprehension is defined as the ability to analyze text, understand its meaning, and integrate it with previous knowledge. According to Apriliyanti, Tarigan, and Pangaribuan (2018), reading comprehension is an active process in which the reader is required to participate. It can also be taught as a strategic procedure. Words are associated with their meaning in the reader's memory as understanding takes place, and phrases and sentences are processed as clearly as possible to ensure that the meanings gained from one word, phrase, or sentence are not forgotten before the next is processed. Knowing the meaning of

words, the ability to understand the meaning of a word from discourse context, the ability to draw inferences from a passage about its contents, the ability to identify the main thought of a passage, the ability to answer questions answered in a passage, and the ability to recognize literary devices or propositional structures are all essential skills for effective reading comprehension. Narrative, recount, report, descriptive, explanation, analytical exposition, hortatory exposition, procedure, discussion, news item, and so on are all examples of reading texts. Furthermore, comprehension of the meaning of short functional texts and essays such as descriptive, recount, and narrative text is a standard ability of pupils in the tenth grade.

Based on the researcher's preliminary study at Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang on February 8th, 2023 by interviewing the English teacher and 60 tenth-grade students who agreed to be interviewed, the researcher concludes that many of student's difficulty in understanding the meaning of words particularly in learning to read texts, among others were (1) Students lacked motivation in studying reading. (2) Most of them had a lack of vocabulary. (3) The students could not find the main idea of the paragraphs. (4) The students were unable to find general and specific information from the text. (5) Lastly, students did not understand the reading passage/text. As a result of which they are unable to comprehend the meaning and gather information from the texts they read.

The researcher believes that the inaccuracy of the learning techniques utilized when learning English is to blame for the current problems. In order to encourage student interest in learning and provide actual experiences, learning techniques that involve students directly in learning are required. Students will easily grasp the

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curriculum and be excited about participating in learning activities if they are given real-life experiences. To improve reading comprehension, a variety of techniques and approaches can be used. Among these one of them is Context Clues Technique.

Context clues are information in the textual content, which can be used to help deduce the means of an unknown vocabulary phrase within the textual content. According to Apriliyanti, Tarigan, and Pangaribuan (2018), teachers can emphasize specific indications that students should look for in text to assist students acquire the capacity to use context to uncover the meaning of unknown words. Context clues can be simple and point the reader to the word's definition. The standard philosophy regarding prioritizing context clues in any strategy for identifying semantically unfamiliar words is clearly stated by Nist (1985) “Try context first, structure second, say third, and, if all else fails, then, and only then, look up the dictionary”. The context clues can assist pupils in determining the meaning of a word. According to Bush (1998), contextual clues are a useful way to introduce unfamiliar words and ought to be used in the classroom. he also adds that sometimes all that is needed to help pupils understand a word and improve their comprehension of a text is to just provide them with the definition. Context clues are words, pictures, graphs, tables, and side notes, all of which are probably covered within the text. moreover, it can additionally be used to overcome the students' issues discover the main idea, get the specific information, make inferences, reference, and identify the vocabularies from the text given by using the teacher.

Based on the previous research by Wulandari (2017), The Use of Context Clues in Improving Students' Reading Ability. the researcher concluded that the students' reading ability was improved from pre-test and progress test from cycle to cycle. In

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the first cycle, the mean score of the students' reading ability was 77.6. Then, in the second cycle, it improved to 88.8. Another research conducted by Maysarah and Rahmah (2013), Improving Students' Comprehension in Reading Report Text by Using Context Clues Technique. The research results showed that using the Context Clues Technique could improve students' comprehension in reading report text. The mean score of the first meeting test in the first cycle was 60.87, the mean score of the third meeting test in the first cycle was 74.35, and the mean score of the third meeting test in the second cycle was 94.35.

In summary, this research is crucial because previous studies have indicated that students facing reading comprehension issues, such as difficulty understanding the meaning of words, can improve their reading comprehension. Students' challenges in reading comprehension can be addressed through the Context Clues Technique. This technique has proven to play a significant role in enhancing students' skills, particularly in reading comprehension. Researchers are interested in research because this technique has benefits, such as the potential contribution to current knowledge, which will provide more insight into the usefulness of the Context Clue Technique as an appropriate solution for students who struggle with reading and interpreting written material.

B. Identification of the Problem

The identification of the research stems from an exploration of the factors hindering the success of students' reading comprehension. These factors encompass students' challenges in comprehending topics effectively, difficulties in discerning main ideas within texts, struggles in locating

supporting details, and ultimately, a notable lack of motivation among students in the study of reading.

C. Limitation of the Problem

Based on the identification of the problems above, the writer needs to limit the problems of the research to focus on the topic. Therefore, the author only focuses on the effect of using context clues on students' reading comprehension in narrative text.

D. Formulation of the Problem

Based on the limitation of the problem above, the formulation of the problem in this research can be formulated as:

a. How is the students' reading comprehension taught by using Context Clues Technique at the Tenth grade of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang?

b. How is the students' reading comprehension taught without using Context Clues Technique at the Tenth Grade of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang?

c. Is there any significant difference between the students' reading comprehension taught using Context Clues Technique and without using Context Clues Technique at the Tenth Grade of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang?

d. How big is the effect of using the context clues techniqueat the Tenth Grade of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang

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E. Objective of the research

Based on the formulation of the problem above, this research is necessary to carry out in order to achieve the objectives of the research as follows:

a. To describe the students' reading comprehension taught by using Context Clues Technique at the Tenth grade of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang.

b. To describe the students' reading comprehension taught without using Context Clues Technique at the Tenth grade of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang.

c. To examine whether there is a significant difference in students' reading comprehension taught using Context Clues Technique and taught without using Context Clues Technique at the Tenth-grade students of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang.

d. To determine and measure the effect of the Context Clues Technique on the reading comprehension at the Tenth-grade students of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang.

F. Significances of the Research

Theoretically this research holds significant importance for the Context Clues Technique in students' reading comprehension. The research contributes to our understanding of the effect of the Context Clues Technique within the context of reading instruction. The findings enrich existing theories and provide

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a more robust conceptual foundation regarding the implementation of this technique in enhancing students' reading comprehension. From the point of view of practicality, the research findings on English language teaching and learning are anticipated to provide valuable insights and information to the writer, who is a researcher conducting and expanding knowledge in this sector within education. Furthermore, these research findings are intended to benefit students and teachers at Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang, particularly concerning students' reading skills.

G. Definition of the Terms

In order to explain and avoid misunderstanding and misinterpretation about the meaning of the terms used in this research, the researcher provides the following definitions:

1. Reading Comprehension

According Ramadhani, and Harputra (2016), a person with strong comprehension abilities is referred to as an active reader since they are able to interact with words by fully comprehending their meaning and the concept behind them.

2. Narrative Text

According to Wardiman *et al.* (2008:133), the purpose of narrative is to amuse, entertain, and deal with a real or imagined experience in various ways.

3. Context Clues

According to Apriliyanti, Tarigan, and Pangaribuan (2018), teachers can emphasize specific indications that students should look for in text to assist students acquire the capacity to use context to uncover the meaning of unknown words.

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CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Framework

1. Context Clues

Sometimes while reading, you come across an unfamiliar word. Use the text's clues to determine the meaning. The words and sentences around the unknown word can provide clues. These are known as context clues. They are sometimes found near the new word, or you must look in the paragraph preceding or following the term.

One of the many techniques teachers frequently employ to help students become better readers is the context clues. According to Roell (2020), context clues are only suggestions or extra details the author includes to aid in understanding the meaning of a specific word or phrase. Keep an eye out for these hints whenever a new term appears in the passage; they may appear in the same phrase as the vocabulary word. Additionally, context clues might help students who are having trouble deducing meaning from unfamiliar terms or figuring out the primary topic of a book. The students can fill in the blanks in incredibly useful ways.

According to Zuhra and Ningsih (2019) “context clues are a technique to find the meaning of a difficult word in the text by looking around. The clues can be found before or after the word stated”. When reading, you may come through an unfamiliar word. To figure out what the meaning is, you utilize the text's clues as a guide. The clues can be found in the words and

sentences around the unfamiliar word. Context clues are a type of hint. They are sometimes close to the new word, or you'll have to look in the paragraph before or after the word to find them. To put it another way, Context Clues is a technique for revealing the meaning of a difficult term by employing contextual clues such as words before or after the problematic words, the passage's title, or a picture.

Wulandari (2017) stated, for example, claims Context Clues are vital to include in the exam because they will help pupils improve their reading skills. Because students do not have a dictionary with them throughout the exam, there are likely to be many words in the reading text that they do not understand and cannot check. If they come across a word they don't recognize, they won't be able to spend much time figuring out what it means because they only have so much time to read. As a result, a context clue is required. In word recognition, context clues refer to determining the meaning of a word based on clues in the surrounding context.

Based on previous statements, context clues are a way for locating the meaning of a difficult term in a text by looking at. The hints can be located either before or after the specified term. Context clues are hints contained inside a sentence, paragraph, or passage that might help a reader figure out what new or unfamiliar words imply. Because a dictionary is not always available when a reader encounters an unknown word, learning the meaning of a word through its use in a phrase or paragraph is the most practical way to increase vocabulary.

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Uzer (2019) highlights several advantages associated with context clues, which are as follows. Firstly, context clues aid readers in expanding their vocabulary by facilitating the understanding of unfamiliar words through the words they already know. Secondly, the precision of deducing unknown terms relies heavily on the attentiveness with which information is read, including factors like punctuation and keywords. Thirdly, context clues, embedded within sentences, paragraphs, or passages, serve as cues that assist readers in deciphering the implications of new or unfamiliar words. Given that a dictionary may not always be readily available, acquiring the meaning of a word through its contextual usage becomes the most practical approach to vocabulary enhancement. Additionally, the awareness that words can have multiple meanings underscores the importance of paying attention to the context in which a term is employed to accurately determine its intended definition for a given situation. Lastly, depending on the context, defining the meaning of a polysemous word can be particularly useful.

This skill promotes self-awareness by allowing students to define unfamiliar words on their own. The devices listed below are used by authors to include context hints into their writing. The goal isn't for students to memorize every form of context clues. It's more that students learn that authors provide suggestions in a variety of ways to assist learners in determining what words mean, so they are aware of these tactics. Although the following list appears to be simple, nice, and tidy, students should read the text in which unexpected words appear. This helps readers in deducing

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a word's meaning and appreciating the complete paragraph in which the word appears, allowing them to comprehend the text's content.

Sometimes writer uses some of clues to lead the reader to understand their passages. Context clues, according to Troyka & Thweatt (2009), fall into four groups: Restatement Context Clues: To find a restatement context clue, search for a concept that appears in the same or a related sentence but is expressed in a different word. Definition Context Clues: These indicate that the word is defined explicitly in the same sentence. Formal definitions are clear-cut and simple to recognize. Contrast Context Clues: When the word "opposite" or another sort of contrast is mentioned nearby, you can use this clue to determine the meaning of an unknown word. Context Clue Examples When an obscure word is followed by an example that clarifies its meaning, we are examining an example hint.

According to Stahl (1986) there are six types of context clues. Those are:

1) Definition/explanation

The new term may be formally defined, or an adequate explanation may be provided inside the sentence or the following sentence. Definition clues include "that is," commas, dashes, and parenthesis.

Example: the explorers landed in **alien** environment, a place both foreign and strange to their beloved homeland.

The definition is set off by a comma following the phrase in which the word appears. Alien means strange or foreign.

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2) Synonym

Unknown words may be understood by the reader if they match ideas presented in nearby familiar words. Synonyms are words that share the same meaning. Other words are used in the sentences with similar meaning.

Example:

a) the **slender** woman was so thin her clothes were too big on her.
b) The mountain pass was a tortuous road, winding and twisting like a snake around the trees of the mountainside.

"Tortuous" means "winding and twisting."

3) Example

When a reader encounters a new word, they may find a nearby example that clarifies its meaning. Words like "including," "such as," and "for example" provide example clues.

Example: The bird's appetite is **voracious**. In one day, he ate enough worms to equal three times his body weight.

The example illustration that the bird ate an extraordinary amount, therefore voracious means greedy.

4) Comparison

Comparison clues show that two or more things are alike.

Words like similar, as well as, both and likewise show that comparison is possible.

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Example: The smell of the flower was as **compelling** as a magnet's pull on a paper clip.

Since a magnet will pull a paper clip to it, the comparison suggests that the smell of the flower had an attraction. Comparing means attracting.

5) Antonym/contrast

Antonyms are words with opposing meanings. An opposite meaning context clue contrasts the meaning of an unfamiliar word with a familiar term. Words like "although," "however," and "but" may indicate contrast.

Example: In America, she is an **eminent** scientist even though she is virtually unknown in England. It means well known or famous.

6) Inference

Word meanings are not directly described, but need to be inferred from the context. The reader may be able to deduce the meaning based on relevant clues

Example: Walt's **pugnacious** behavior made his opponent back down.

2. Reading Comprehension

Reading plays an important role in the teaching and learning process. Reading is one of the language skills the students should learn. This skill is very important in English that gives many benefits to them. Mauliza, Samad, and Erdiana (2019), the ability to read printed words is one of four

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key language skills. Through reading the text, the learners are involved in bringing the information, understanding, emotion, experience, and culture.

According to Patel and Jain (2008), reading is more than just a source of information and entertainment. Not only as a joyful activity but also as a technique of consolidating and expanding one's linguistic expertise. Reading is needed to gain knowledge and understanding of foreign cultures. and of course, reading is an important activity to expand knowledge related to a language.

Reading is one of the language skills, that need to be mastered well by way of students. Reading is an important aspect that influences one's interest in communication. People consider reading an important activity so people beings usually say that reading is the way to open the world. Reading is an interesting activity because by way of reading people can get some information widely without going away. Reading is an important thing for achievement in and out of school and is important to teaching within the content areas and for non-public enjoyment, interests, and social interaction. Reading is also defined as the process of understanding what means from a bit of text. In short, reading is a way to achieve meaning from the writer to the reader for you to get new information. Reading involves the interaction between the reader and the passage. The cause of reading is to get new information, increase new information, and entertain the readers.

According to Uzer (2019), reading is a process in which a reader obtains information as well as comprehends the meaning of the text. Reading is a

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set of skills that allows a reader to read independently, with comprehension, fluency, and mental interaction with the content. Reading is an important activity in mastering a language process. Through reading, we will achieve a number of meaningful information on many things. However, the purpose of teaching reading in a foreign language class or program is to help the students be able to understand, retrieve, and recover significant information that may be used later for various purposes. It is able to be a source of information and pleasurable activity, and also a way of consolidating and increasing one's knowledge.

Primarily based on the explanations above, the researcher concludes that reading is an activity to gain that means or to catch the information from the written text. In a reading activity, a reader brings her or his background understanding, making predictions of the writer's thoughts to get the meaning of the text, and drawing the means of symbols by means of interacting with the text in isolated activity. Therefore, reading is one of the most important skills that should be mastered by students to be able to get new information and grasp the meaning of the written text.

When someone reads a text, he or she expects to be able to make sense of it. This is called comprehension. Reading and comprehension are inextricably linked since the goal or outcome of reading are to comprehend what has been read. It's useless to read without comprehending what have read. Word recognition and comprehension are two intertwined processes in reading. The process of recognizing how written symbols correspond to

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one's spoken language is referred to as word recognition. Comprehension, on the other hand, is the process of making sense of words, sentences, and related text. Ramadhani, Harputra (2016) state that, when reading, students must be able to comprehend all of the text's contents as well as its information. When someone reads something, the reader actively participates in deciphering the writer's intended meaning by anticipating, assessing, and selecting important facts. A reader can draw meaning from a text by connecting the words he or she reads to his or her background or past information, such as linguistic expertise and experience. Reading is not an easy task. When someone reads a text, they decode the words in order to understand the meanings. Of course, a reader must have reading skills or practice in order to improve comprehension.

According to Harahap (2018), reading comprehension is the ability to comprehend and integrate the meaning with what the reader already knows. Knowing the meaning of words is one of the most important abilities for effective reading comprehension. The level of understanding of a text/message is referred to as reading comprehension. This comprehension is based on the interplay between the written words and their knowledge outside of the text/message. the researcher concludes that comprehension is a process in which readers engage in activities in order to comprehend the content they are reading.

There are three steps to understanding what have read. There are mentioning, practicing, and assessing to consider. Mentioning refers to a

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person's capacity to express their desire to employ a particular talent. The capacity to practice a skill through workbooks or skill sheets is referred to as practicing. Then there is assessing, which refers to the ability to determine whether or not talent was used well.

According to the above statements, reading comprehension is the process of generating meaning from text. The ultimate purpose of all reading education is to assist a reader in comprehending text.

In accordance with Patel and Jain's (2008) insights, the reading process unfolds in three distinctive stages. Firstly, the Recognition stage involves students becoming acquainted with the graphic representation of phonemes, such as recognizing spoken words in written form. The level of complexity in this stage is influenced by disparities between the student's native language and English, as well as the divergent spelling rules inherent in each language. Moving forward, the Structuring stage follows, where learners grasp the syntactic relationships of items and comprehend the structural meaning of syntactical units. Lastly, the Interpretation stage represents the most advanced phase of the reading process. Within this context, students gain an understanding of the meaning behind words, phrases, or sentences. This stage goes beyond mere comprehension, extending to recognizing the nuanced use of language for serious and jocular expressions, as well as discerning the distinction between factual declarations and opinion statements. It is at this juncture that individuals transition towards reading for knowledge or sheer enjoyment.

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Students need to comprehend how to apply various skills in enhancing their reading comprehension. Firstly, understanding the topic of the text is crucial, as it represents broad information that encompasses the content of entire paragraphs within a text document. Moving on, recognizing the main idea is equally important, as it provides a comprehensive sense of the paragraphs. The main idea serves as a crucial element in displaying the text's information or message, and it can be found either in the first or last sentence. Additionally, students should be adept at identifying supporting details, which are facts and ideas that validate or elucidate the main idea or a paragraph. It is essential to note that not every detail holds equal significance, even though each contributes to the overall main concept. Another key skill involves finding the author's idea, wherein students must consider their own level of knowledge and pay attention to the text's structure. Furthermore, mastering word reference is essential, where nouns are replaced by possessive pronouns or adjectives. Pronouns and adjectives like he, she, it, they, them, and his, her, their are commonly used, and the word reference is typically found in phrases or sentences following the referred noun. Lastly, the skill of inference is vital in reading comprehension. Inference involves drawing conclusions based on implied rather than explicitly stated information in a sentence or passage. This skill requires readers to make logical connections and assumptions based on contextual clues, enhancing their understanding of the sentence or text. Here is an example of an English word reference:

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a) Andi is my English teacher. He is cheerful person and his height is very tall. He has an expensive motorcycle and it was bought by him last year. Its color is red.

b) Leaves are found on all shed trees, but they diverge greatly in size and shape.

In the first example, the words underlined (he, it, and its) are Andi's reference words. In the second sentence, the word reference is they which refers to the word 'leaves'.

Determining word reference in questions and English text involves a systematic approach. First, it is advisable to read the questions attentively, focusing on the Word Reference (pronoun) mentioned in the lines queried. Next, directly navigate to the line specified in the question and locate the word reference (pronoun) within that particular line in the text. When concentrating on the sentence structure, pay attention solely to one line before the queried line, disregarding the sentences before or after it. Additionally, observe whether the pronoun in the question pertains to a singular or plural noun. If it relates to a singular noun, identify the singular noun preceding the pronoun; conversely, if it pertains to a plural noun, locate the plural noun accordingly. Employ the strategy of elimination by excluding incorrect choices, for instance, discarding choices with pronouns referring to the wrong noun number. This step reduces the number of answer choices, facilitating a more streamlined search for the correct response. Ultimately, the decision on what noun accurately substitutes the position of

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the pronoun is crucial for a precise and comprehensive understanding of the text.

According to Santosa (2017), stated Teachers, in this case English teachers, should not just focus on addressing grammar (language rules) in the teaching and learning process, but vocabulary should be the center of learning in English. The more students gain a large vocabulary, the easier it is for them to understand what they read. So, adding vocabulary is very important to improve their reading ability. without increasing vocabulary, they will not understand what they read. Moreover. it's not easy to teach reading comprehension. According to Wulandari (2017), the purpose of reading comprehension instruction is to improve students' capacity to extract the meaning from the data. When teaching reading comprehension, teachers are attempting to implant something in the students' minds that will allow them to absorb the material. When teaching reading, the teacher or lecturer should encourage pupils to build their own reading skills. An independent reader must be able to overcome the challenge of reading a text that they have never seen before. Reading teachers or lecturers must make it possible for students to do so. The role of the instructor in reading is to develop the students' capacity to read rather than to maintain the students' ability to read.

According to Bamberg (1975), the purpose of reading instruction is to enable students to make full use of their reading abilities. In other words, it will have the greatest impact on his well-being and will lead to self-realization, effective use of reading as a tool of learning and investigation,

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relaxation and escape, and a constant broadening of students' reading interests. Encouragement of a reading attitude that will lead to a lifelong interest in reading of various types and for various purposes.

There are several kinds of texts in English. First, Recount text. A writing that narrates a succession of past occurrences and retells something that happened in the past. A recount text can be about a fantastic or terrifying experience, a biography, holiday events, or historical events.

Descriptive Text. A descriptive text is one that goes into great detail on a certain person, place, or thing. A descriptive text is one that describes a specific person, item, location, or condition.

Report Text. Report text is a type of text that contains general descriptions written based on scientific facts. Teachers often use this text as school assignments for their students.

News item text. News item text is a text that focuses on providing information to readers about an important event. This form of text can be found on various English-language online media portals.

Explanatory text. Explanatory text is a text that provides an explanation to the reader about the process of natural phenomena that occur. Readers will find cause-and-effect relationships of the natural phenomena described.

Review text. Review text is a type of text that is used to assess something addressed to readers and related parties.

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Analytical exposition text. Analytical exposition text is suitable to be chosen to cover a significant event or case to the reader. The structure of this text consists of a thesis (introduction), arguments (arguments), and repetition (conclusion).

Hortatory Exposition Text. Hortatory exposition text is a text that is similar to Analytical Exposition Text, but is more persuasive. This type of text is used to explain something whether it is permissible or not to be done.

Procedure text. Procedure text is a text that contains instructions on how to do something. This text can help the reader to complete an activity that requires specific instructions.

And last, narrative text. Narrative text is a type of text that contains fairy tales, folklore, or legends with a series of interrelated events. Generally, the structure in this text consists of 4 parts, namely Orientation (introduction), Complication (conflict), Resolution (problem-solving), and Reorientation (conclusion).

Then, the researcher focused on narrative texts because based on interviews that had been conducted with tenth-grade students there were still students who did not understand narrative texts, and narrative texts are included in the tenth-grade syllabus.

3. Narrative Text

A narrative text is a type of text that describes events that occurred in the past. According to Syafi'I, Anshari, and Kasdi (2019) states "narration is storytelling. whether it tells a true story or fiction, a narrative essay gives

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an account of one or more experiences. narrative text tells a story to make a point or explain an idea or even". While according to Lubis (2016) states A narrative text is a story that tells about something intriguing and is intended to entertain and amuse the readers. example When giving someone a joke, use narrative to inform them about something interesting that happened to you at work or at school. Problematic events that lead to a crisis or turning point of some kind are dealt with in the narrative, which then finds a conclusion.

According to the definition above, a narrative story is a story that tells about something interesting with the intent to amuse, entertain, or inform the audience. When you tell a friend about something interesting that happened to you at work or school, or when you tell someone a joke, you use narrative.

A tale is told through narration. The story must tell a solid story with good content in order to appear fascinating. The reader must make the listener feel as though he can imagine what you are telling in as much detail as possible when telling the narrative text.

Folktales, legends, fables, fairy tales, myths, and horror stories were all examples of narrative literature. Narrative text is found in stories and has a three-part structure that includes a beginning, middle, and end.

The purpose of the narrative text is to entertain or to amuse the readers or readers or listeners about the story.

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According to Lubis (2016), the generic structure of a narrative text is comprised of distinct stages. Firstly, the Orientation or exposition stage serves to introduce the primary and potentially minor characters to the readers. This section often provides an indication of the setting and timeframe in which the story unfolds. Following this, the Complication or rising action stage intensifies as a series of events unfold, each contributing to a forthcoming complication or issue. The element of unpredictability adds excitement, with major protagonists becoming entangled in difficulties that temporarily hinder their progress towards the story's goal. The Sequence of events or climax stage delves into how the characters respond to the predicament, delving into their emotions and actions. Narration may follow a chronological order or incorporate flashbacks, and the narrator's perspective is presented to the audience. Subsequently, the Resolution or falling action stage addresses the implication of the issue, whether for better or worse. Although rarely left entirely unresolved, some narrative styles may deliberately leave room for speculation about the story's conclusion. Finally, the Reorientation stage, while optional, provides a sense of closure to the events narrated.

Narrative texts commonly incorporate specific language features to enhance the storytelling experience. Firstly, adjectives play a crucial role in building detailed noun groups that vividly describe the characters, animals, or objects within the story. For instance, phrases like "a nice, diligent, and kind-hearted man" contribute to a more nuanced portrayal. Additionally, the use of time connectives and conjunctions is prevalent, helping to sequence

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events chronologically. Words like "however," "although," "later," and "then" guide the reader through the unfolding story. Furthermore, adverbs and adverbial phrases are employed to locate specific events in time, establishing an atmospheric context. Examples like "once upon a time" and "long time ago" transport readers into different temporal realms. Finally, past tenses are a common linguistic element, providing a structured narrative framework. Sentences like "Aji Saka went to the kingdom" and "measured the size of the turban" employ past tenses to convey a sense of historical progression within the storytelling. Overall, these language features collectively contribute to the rich and engaging nature of narrative texts.

B. Relevant Research

There are several studies that are considered relevant to this study, the first research by Wulandari (2017), The Use of Context Clues in Improving Students' Reading Ability. This research was classroom action research which was set out in two cycles. This research was conducted in the third semester students of Agriculture Technology Department, Polytechnic of Tonggak Equator. Based on the finding and the result, the researcher concluded that the students' reading ability was improved from pre-test and progress test from cycle to cycle. In the first cycle, the mean score of the students' reading ability was 77.6. Then, in the second cycle, it improved become 88.8.

The second research by Maysarah and Rahmah (2013), Improving Students' Comprehension in Reading Report Text by Using Context Clues Technique. This study was conducted by using classroom action research. The subject of the

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research was class IX – 1 in SMPN 1 Binjai which consisted of 23 students. The research result showed that using Context Clues Technique could improve students' comprehension in reading report text. Based on multiple choice test results, students' scores kept improving in every test. The mean score of the first meeting test in first cycle was 60.87, the mean score of the third meeting test in first cycle was 74.35, and the mean score of the third meeting test in second cycle was 94.35.

The third research by Zuhra and Ningsih (2020), The Use of Context Clues Strategy to Improve the Students' Reading Comprehension Skills. Based on the result of this research, the researcher concluded that there is a significant difference between the students' score in comprehending reading in pre-test and post-test. It can be seen from the result of pre-test and post-test. The average score of the students' post-test is higher at 77 than the average score of the students' pre-test is 33. It can be concluded the use of Context Clues Strategy improved the students' reading comprehension skills.

The fourth research is conducted by Oclarit, and Casinillo (2021), Strengthening the Reading Comprehension of Students Using a Context Clue. This study was conducted in 8 elementary schools where the respondents are bona fide Grade 4 learners of San Ricardo District. The study investigated the effectiveness of context clues as aid for reading comprehension through enhancing student's vocabulary which utilizes the revised Philippine Informal Reading Inventory (Phil-IRI). The researcher concluded that the use of context clues increases the reading comprehension of the students. Pre-test to post-test result shows to have a significant improvement to students' reading ability. Thus, context clues have exhibit positive impact to reading comprehension of grade 4 students.

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The fifth research byHarahap, The Effect of Context Clues Mastery on Students' Reading Comprehension of Procedure Text (A Study at the Eleventh Grade Students of SMA Negeri 5 Padangsidimpuan). Based on this study it can be concluded that there is a significant effect of context clues mastery on students' reading comprehension of procedure text at the eleventh-grade students of SMA Negeri 5 Padangsidimpuan. After collecting the data, the mean of application description of context clues mastery is 3.60. It is categorized "Very Good". The students' reading comprehension of procedure text before using context clues mastery is 73.23. It is categorized "Good". The student's reading comprehension of procedure text after using context clues mastery is 85.81. It is categorized "Very Good". The calculation of t_{test} formula is 7.82, and t_{table} is 2.04.

Based on the relevant research presented above, it is clear that there are certain differences between past studies in terms of research sites, research subjects, and research restrictions. And from the prior studies, which investigated gaps owing to context, content, and technique. Two of these were earlier studies that used classroom action research (CAR) as a research design, process text, and reports, but none of them included narrative text as part of the test. So, the researcher chose this topic because it will be different from other studies. The purpose of this study is to determine The Effect of Using Context Clues Technique on Students' Reading Comprehension in Narrative Text at the Tenth Grade of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang.

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C. Operational Concept

The operational concept is a term used to explain the theoretical framework in order to avoid misinterpretation and misunderstanding of the study. This research is designed to be experimental research. An experiment entails changing the value of one variable, referred to as the independent variable "X Variable," and evaluating the effect on another variable, referred to as the dependent variable "Y Variable."

There are two variables used in the research, there are variable X and Variable Y. Context Clue Technique is an independent variable known as variable X and students' reading comprehension is dependent variable known as variable Y. The indicators are as follows:

1. Variable X: The use of Context Clue Technique

   The indicator of variable X as the procedure of teaching reading by using Context Clues Technique according to Apriliyanti, Tarigan, and Pangaribuan (2018) as follows:

   a. List 8-12 words on the board. Next to the word, in parentheses, write the page number, paragraph number, column number, or any other designation that will help students find the word in context.

   b. When class begins, instruct students to copy words from the board with parenthetical information.

   c. Assign students to groups of four. Make sure they move their desks together and are facing each other.

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d. Explain the following rules: Each group must determine the meaning of each word based on how it is used in context. The parenthetical information helps students locate the word. Students may not use any source other than the page numbers in parentheses and their teammates.

e. As students eagerly define words, make a grid on the board: words listed on the side, team names listed across the top.

f. Begin the contests when sufficient time has passed.

g. Ask group 1 for their definition 1 of a word. Write it in the corresponding grid space.

2. Variable Y: Students' Reading Comprehension in narrative text

The indicator of variable Y based on syllabus at Tenth grade of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang:

a. The students are able to identify the topic of narrative text.

b. The students are able to identify the word references of narrative text.

c. The students are able to identify the social function of narrative text.

d. The students are able to identify the generic structure of narrative text.

e. The students are able to identify the inference of narrative text.

D. Assumptions and hypothesis

1. Assumptions

In this research, the researcher assumes that there is significant different of using Context Clues technique on students' reading comprehension in narrative text.

2. Hypothesis

H_a: There is a significant different of using Context Clues Technique on students' reading comprehension in Narrative text of the tenth grade at Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang.

H_o: There is no significant different of using Context Clues Technique on students' reading comprehension in Narrative text of the tenth grade at Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang.

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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was an experimental research approach to conduct quantitative research. According to Cresswell (2012), quantitative approaches include the processes of collecting, analyzing, interpreting, and writing the findings of the study. Furthermore, according to Gay (2012), quantitative research is the gathering and analysis of numerical data in order to characterize, explain, forecast, or control events of interest. The purpose of quantitative research is to develop and use mathematical models, theories, and/or hypotheses related to natural phenomena. The measurement process is a crucial part of quantitative research. This provides an overview or answers to the fundamental relationship of the quantitative relationship (Hardani, *et.al*, 2020).

This type of research is quasi-experimental using pre-test and post-test non-equivalent control group. Quasi experimental research is the stuff of field experimentation (Cohen, *et.al*, 2007). According to Creswell (2012), quasi-experiments are instances in which the researcher assigns participants to groups, but not at random, because the experiment cannot intentionally establish groups.

Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang students were given a pre-test at the beginning to determine their ability to comprehend the narrative content. After that, they had treatment in the middle. They were given a post-test at the end. A pretest and posttest were administered to both the

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experimental and control groups in this study. This study tries to determine the usefulness given by the variable X to Y.

In brief, the design can be seen in the following table:

Table III. 1
Table of Research Design

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

(Hardani, *et.al*, 2020)

Where:

X1 : Pre-test in experimental group

X2 : Pre-test in control group

Y1 : Post-test in experimental group

Y2 : Pre-test in control group

T : Treatment

According to the description above, the treatment was only given to the experimental group. The experimental group was treated by using the Context Clues Technique, meanwhile, the control group was not taught any treatments.

B. Time and Location of the Research

This research was conducted by the researcher in Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang, which is located Jl. LetkolSyarifuddinSyarif, Bangkinang. This research was conducted from July to Sepetember 2023.

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C. Subject and Object of the Research

The subject of this research is tenth-grade students of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang. The object of this research is The Effect of Using Context Clues Technique on students' reading comprehension.

D. Population and Sample of the Research

1. Population

According to Cresswell (2012:142), the target population or sample frame is a group of people or an organization with a shared distinguishing trait to whom the researcher can apply the research's findings. According to Ary (2010:148), population refers to the members of any well-defined class of people, events, or objects. The target of the population in this research is the tenth-grade students of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang. The number of the tenth grade students of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang is 188 students with 6 classes.

2. Sample

The researcher decided to use a cluster random sampling strategy to select the sample of this study because the population was larger. According to Sugiyono (2014), cluster random is used to determine the sample if the object to be studied or the data source is very large, for example, the population of a country, province, or district. In this research, the researcher took the classes by using a lottery. The researcher made the paper rolls and then selected them randomly. IV A is the experimental class, while IV C is the control class.

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E. Technique of the Collecting Data

To collect data for this study, the researcher employed tests (pre-test and post-test). Students were required to answer questions based on the text provided in this test. A test, according to Brown (2007), is a way of assessing a person's skill, knowledge, or performance in a specific topic. A multiple-choice test is used to assess students' reading comprehension of narrative text. There are a total of 20 questions on the test. Each multiple-choice item had four possible answers (a,b,c, and d). The test was administered twice: the first was a pre-test conducted before treatment, and the second was a post-test administered after treatment. The following table presents the blueprint of multiple-choice items that was being used in collecting the data, the data was described for each indicator.

Table III. 2
Blue Print of Reading Test

NO	INDICATORS	QUESTION NUMBER	
		NUMBER OF ITEM	TOTAL ITEM
1.	Identifying the topic of narrative text.	1, 6, 11, 16	4
2.	Identifying the word references of narrative text.	2, 7, 12, 17	4
3.	Identifying the social function of narrative text.	3, 8, 13, 18	4
4.	Identifying the generic structure of narrative text.	4, 9, 14, 19	4
5.	Identifying to identify the inference of narrative text.	5, 10, 15, 20	4

In this research, the test was divided into two ways; pre-test which was given before the treatment, and post-test which was given after doing treatment.

1. Procedures of Collecting Data for Experimental Class

   a. Pre-test

   The pre-test is carried out to determine the student's reading ability with their score. A multiple-choice test measures students' comprehension of a narrative text. The test has 20 questions, with four possible answers for each multiple-choice item (a, b, c, and d).

   b. Treatment

   The treatment is conducted teaching learning activity the students in experimental class by using Context Clues Technique.

   c. Post-test

   Post-test done once. After giving the treatment, the post-test was administered and analyzed as final data for this research.

2. Procedures of Collecting Data for Control Class

   a. Pre-test

   The control class was given pre-test to know their reading ability. The test was the same as experimental class.

   b. No treatment

   c. Post-test

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Post-test in control group was also done once, and the result was analyzed and used as final data for this research.

After the students did the test, then the researcher took the total scorefrom the result of the reading comprehension test. According to Arikunto(2013: 281), the classification of the student's score can be seen below:

Table III. 3
Classification of Students' Score

	Categories
81-100	Very Good
66-80	Good
56-65	Enough
41-55	Less
15-40	Fail

(Arikunto, 2013)

F. Validity and Reliability of the Test

1. Validity of the Test

Validity refers to how appropriate, meaningful, and valuable the conclusions drawn from the assessment's results are in connection to the assessment's purpose (Brown, 2003, p.3). Brown (2003, p.22) adds that the test's validity is the most difficult criterion. The amount to which conclusions drawn from the results of judgments are suitable, meaningful, and useful in terms of the assessment's aims is likely the most essential concept. This indicates that in order to judge a student's abilities, validity is required.

Validity is determined by how well it measures only what it is designed to assess. To put it another way, a validity test is used to decide whether or not a

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test should be used. The researcher in this study employed content validity to determine if the test was valid or not. Before giving the test, the researcher offered the students practice tests to see how difficult or easy the items were. According to Kimberlin and Winterstein (2008), content validity is a sort of validity that considers how well questions were produced to operationalize a construct and if they give a sufficient and representative sample of all items that could measure the construct of interest. Because there is no statistical technique to establish if a measure adequately covers a topic area or adequately represents a concept, content validity is typically determined by expert judgment. The test was be given based on the information that the pupils had learned. The test's content is based on a textbook or other resource utilized by Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang's tenth grade students.

To determine the validity of the test in this study, the researcher used the SPSS 25 version. The default value for validity is r item>r table. Based on the results of the trials, it was concluded that all of the items were correct. The outcome of the trial is as follows:

Table III. 4
Item Validity of Tryout

Item Number	r-item	r-table	Result
1.	0.55	0.44	Valid
2.	0.62	0.44	Valid
3.	0.58	0.44	Valid
4.	0.65	0.44	Valid
5.	0.64	0.44	Valid
6.	0.48	0.44	Valid
7.	0.67	0.44	Valid
8.	0.63	0.44	Valid
9.	0.80	0.44	Valid

10.	0.50	0.44	Valid
11.	0.54	0.44	Valid
12.	0.74	0.44	Valid
13.	0.48	0.44	Valid
14.	0.63	0.44	Valid
15.	0.48	0.44	Valid
16.	0.91	0.44	Valid
17.	0.79	0.44	Valid
18.	0.50	0.44	Valid
19.	0.67	0.44	Valid
20.	0.54	0.44	Valid

2. Reliability of the Test

According to Brown (2003, p.19), reliability has to do with measurement precision. Reliability is also very important. When the measurement was repeated on different days, with different instruments, and by different people, the results were consistently identical. Consistency was a phrase used to describe the trait of reliability. In summary, the test was reliable if the examinee's results were consistent over multiple measurements.

In this study, the researcher was use Test-Retest reliability to determine the consistency of reading comprehension in narrative literature. According to Kimberlin and Winterstein (2008), the test-retest reliability of a test is determined, by administering it to the same participants at two different times and determining the correlation or intensity of the association between the two sets of results. The same process can be used to calibrate a medical measurement instrument, such as a scale. When tests are administered regularly, the second administration's timing is critical. The time between administrations should ideally be long enough that the second administration's results are unaffected by the first.

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According to Cohen (2007), the guidelines for reliability is as follows:

Table III. 5
Category of Reliability

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

(Cohen, 2007)

In this research, the researcher used the software SPSS 23 version to calculate the reliability of the test. The result of calculation reliability can be seen in the table below:

Table III. 6
Reliability

Cronbach's Alpha	N of Items
0.933	20

3. Technique of the Data Analysis

The researcher was using the SPSS 25.0 version to statistically analyze the data for the research. The data is analyzed using an independent sample t-test to determine whether the research result is statistically significant. The effect magnitude of the phenomena was discovered after the researcher discovered the difference. At Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang, the level of effect of using Context Clues on reading comprehension was calculated using the eta squared formula:

Eta Square: $\frac{t^2}{t^2 + (N1+N2-2)}$

Where:

t : Obtained

N1 : The number of experimental class

N2 : The number of control class

According to Pallant (2005), the guidelines of interpretation for this value are:

0-0.1 = Small effect

0.06 = Moderate effect

0.14= Large effect

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was done to investigate the significant difference in students' reading comprehension of narrative texts without and by using Context Clues technique and also to investigate the effect of using Context Clues Technique on students' reading comprehension of narrative texts in the tenth-grade students of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang. Based on the data presentation and data analysis in the previous chapter, finally, the researcher provided the conclusions as follows:

1. The students' reading comprehension of narrative text taught without using the Context Clues technique of the tenth-grade students at Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang was categorized as "**Fail**" categorized.
2. The students' reading comprehension of narrative text taught by using the Context Clues technique of the tenth-grade students at Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang was categorized as "**Good**" categorized.
3. There was a significant difference on students' reading comprehension between narrative texts taught without and by using the context clues technique to the tenth-grade students at Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang.

4. The was a **Large Effect** of using context clues technique on students' reading comprehension in narrative text of the tenth grade students at Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang.

In conclusion, teaching reading by using Context Clues technique at the tenth-grade of the tenth-grade students at Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang was better than students were taught without using Context Clues Technique.

B. Suggestion

Based on the results of the research, the researcher would like to provide the following suggestions to teachers, students, and other researchers:

1. The suggestion for the teachers
   a. Teachers are encouraged to use this technique in the teaching and learning process, particularly when teaching reading.
   b. Teachers raise students understanding of the relevance of reading skills in their future careers.
   c. Teachers ought to improve their techniques with engaging and representative media.
   d. Teachers should provide a creative and pleasant learning environment for students during the teaching and learning process, as this is a crucial factor in ensuring the success of the subject given.

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2. The suggestion for the students

   a. Students should be more motivated in English, particularly in reading.

   b. Students should be enthusiastic about learning English, particularly reading.

   c. The students have such an opportunity to practice their English.

3. The suggestion for the other researchers

   a. The researchers are supposed to create an innovative technique, method, or approach to help students learn English, particularly reading, more easily and enjoyably.

   b. The researchers are always monitoring the evolution of schooling.

   c. The researchers are compelled to respond as educational transformational leaders.

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Appendix 1

Syllabus

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Dilindungi Undang-Undang
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SILABUS

Satuan Pendidikan : MA PP Daarun Nahdhah
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / 1-2 (Ganjil & Genap)
Tahun Pelajaran : 2023/2024

Kompetensi Inti

KI-1 dan KI-2 : **Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, ped bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkung sekitar, bangsa, negara, dan kawasan regional.

KI-3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan keja mata.

KI-4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah k ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan	**Fungsi Sosial** Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru **Struktur Teks**	• Mengidentifikasi ungakapan-ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga	• Religius • Mandiri • Gotong royong • Kejujuran	- Menyimak dan menirukanbeberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan	12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris	• Lisan • Tertulis • Penugasan • Unjukkerja

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)	• Memulai • Menanggapi (diharapkan/di luar dugaan) **Unsur Kebahasaan** • Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan • Verba: *be*, *have*, *go*, *work*, *live* (dalam *simple present tense*) • Subjek Pronoun: *I*, *You*, *We*, *They*, *He*, *She*, *It* • Kata ganti possessive *my*, *your*, *his*, dsb. • Kata tanya *Who*? *Which*? *How*? Dst. • Nomina singular dan plural dengan atau tanpa *a*, *the*, *this*, *those*, *my*, *their*, dsb.	• Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga • Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga	• Kerja keras • Percaya diri • Kerja sama	tekanan kata yang benar - Mengidentifikasi ungakapan-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		Kelas X, Penerbit Erlangga Th. M. Sudarwti ,Eudia Grace, 2016 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Portofolio
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		• Menyusun kalimat meminta infromasi terkait jati diri dan keluarga teman • Menanggapi permintaan informasi terkait jati diri dan keluarganya					

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yang benar dan sesuai konteks	• 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						
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 (extended), serta menanggapinya, sesuai dengan konteks penggunaannya	**Fungsi Sosial** Menjaga hubungan interpersonal dengan guru, teman dan orang lain. **Struktur Teks** • Memulai • Menanggapi (diharapkan/di luar dugaan) **Unsur Kebahasaan** • Ungkapan memberikan ucapan selamat dan memuji bersayap	• Mengidentifikasi ungakapan-ungkapan memberikan ucapan selamat dan memuji bersayap (extended) • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberikan ucapan selamat dan memuji bersayap (extended) • Memahami unsur kebahasaan dari	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (*extended*) 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	8 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Penerbit Erlangga Th. M. Sudarwti ,Eudia Grace, 2016	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	(*extended*), dan menanggapinya • Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan	ungkapan memberikan ucapan selamat dan memuji bersayap (extended)		persamaan dan perbedaannya - 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		❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	
4. 2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	**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	• Menyusun kalimat memberikan ucapan selamat dan memuji bersayap (extended) • Menanggapi ucapan selamat dan memuji bersayap (extended) yang diajukan kepadanya					
3. 3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan	**Fungsi Sosial** Menyatakan rencana, menyarankan, dsb. **Struktur Teks** • Memulai	• Mengidentifikasi ungakapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan	• Religius • Mandiri • Gotong royong • Kejujuran	- Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan	8 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

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Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be going to, would like to)	• Menanggapi (diharapkan atau di luar dugaan) **Unsur Kebahasaan** • Ungkapan pernyataan niat yang sesuai, dengan modal*be going to, would like to* • Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, 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 niatyang dapat menumbuhkan perilaku yang termuat di KI	• Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan • Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan	• Kerja keras • Percaya diri • Kerja sama	tampilan visual(gambar, video) - Mengidentifikasidengan 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.		Kelas X, Penerbit Erlangga Th. M. Sudarwti ,Eudia Grace, 2016 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	
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		• Menyusun kalimat pernyataan niat melakukan suatu tindakan/kegiatan • Menanggapi pernyataan niat melakukan suatu tindakan/kegiatan yang ditujukan kepadanya.					

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sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks							
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	**Fungsi Sosial** Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. **Struktur Teks** Dapat mencakup • Identifikasi (nama keseluruhan dan bagian) • Sifat (ukuran, warna, jumlah, bentuk, dsb.) • Fungsi, manfaat, tindakan, kebiasaan **Unsur kebahasaan** • Kosa kata dan istilah terkait dengan tempat wisata dan bangunan	• Mengidentifikasi ungakapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal • Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenaldengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati danbertanya jawab tentang contoh menganalisisdeskripsi dengan alat seperti tabel, *mind map*, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mencermati cara mempresentasikan	14 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Penerbit Erlangga Th. M. Sudarwti ,Eudia Grace, 2016 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

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	bersejarah terkenal	bangunan bersejarah terkenal		hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarahsetempat. - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.			
4.4 Teks deskriptif 4.4. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal 4.4. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal,	• Adverbia terkait sifat seperti *quite*, *very*, *extremely*, *dst.* • Kalimat dekalraif dan interogatif dalam tense yang benar • Nomina singular dan plural secara tepat, dengan atau tanpa *a*, *the*, *this*, *those*, *my*, *their*, dsb. • 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	• Menyusun kalimat meminta infromasi terkait tempat wisata dan bangunan bersejarah terkenal • Menjawab pertanyaan tentang tempat wisata dan bangunan bersejarah terkenal yang diajukan kepadanya • 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					

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Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks							
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya	**Fungsi Sosial** Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah **Struktur Teks** • Istilah khusus terkait dengan jenis pemberitahuannya • Informasi khas yang relevan • Gambar, hiasan, komposisi warna **Unsur Kebahasaan** • Ungkapan dan kosa kata yang lazim digunakan dalam	• Mengidentifikasi istilah khusus terkait dengan jenis pemberitahuannya • Mengidentifikasi ungkapan dan kosa kata yang lazim digunakan dalam *announcement* (pemberitahuan) • Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya • Menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (*announcement*) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya - Mencermati danbertanya jawab tentang contoh menganalisisdeskripsi dengan alat seperti tabel dan kemudian	10 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Penerbit Erlangga Th. M. Sudarwti ,Eudia Grace, 2016 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

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Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	announcement (pemberitahuan) • Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb. • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan **Topik** Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI **Multimedia** *Layout* dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik.	untuk menganalisis beberapa teks pemberitahuan lain • Membuat teks pemberitahuan (*announcement*) untuk kelas atau teman		menerapkannya untuk menganalisis beberapa teks pemberitahuan lain - Membuat teks pemberitahuan (*announcement*) untuk kelas atau teman - Melakukan refleksi tentang proses dan hasil belajar.		didik dan guru	
4.5 Teks pemberitahuan (announcement) 4.5. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement) 4.5. Menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur							

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Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
kebahasaan, secara benar dan sesuai konteks							
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)	**Fungsi Sosial** Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb. **Struktur Teks** • Memulai • Menanggapi (diharapkan/di luar dugaan) **Unsur Kebahasaan** • Kalimat deklaratif dan interogative dalam *simple past tense, present perfect tense*. • Adverbial dengan *since, ago, now*; klause dan adveribial penunjuk waktu	• Mengidentifikasi ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- 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 kemudianbertanya 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	8 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Penerbit Erlangga Th. M. Sudarwti ,Eudia Grace, 2016 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	• Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb. • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan **Topik** Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkanperilaku yang termuat di KI	dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya • Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya		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 - Melakukan refleksi tentang proses dan hasil belajar			
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		• Menyusun kalimat meminta infromasi keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya • Menanggapi permintaan					

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Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya yang diajukan kepadanya					
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	• Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan • Struktur Teks Dapat mencakup: - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur Kebahasaan - Kalimat deklaratif dan interogatif dalam simple past, past continuous,	• Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks recount • Memahami struktur teks recount dalam memberi dan meminta informasi terkait peristiwa bersejarah • Memahami unsur kebahasaan dari teks recount dalam memberi dan meminta informasi terkait peristiwa bersejarah	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- 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	8 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Penerbit Erlangga Th. M. Sudarwti ,Eudia Grace, 2016 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

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pentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjau
memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
4.7 Teks recount – peristiwa bersejarah 4.7. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah 4.7. Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar	present perfect, dan lainnya yang diperlukan - Adverbia penghubung waktu: *first, then, after that, before, when, at last, finally*, dsb. - Adverbia dan frasa preposisional penujuk waktu - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI	• Membuat uraian tentang peristiwa bersejarah di Indonesia • Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya		- 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.		didik dan guru	

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Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
dan sesuai konteks							
3.8 Membedakan 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	• Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan • Struktur Teks Dapat mencakup: - Orientasi - Komplikasi - Resolusi - Orientasi ulang • Unsur Kebahasaan - Kalimat-kalimat dalams*imple past tense, past continuous*, dan lainnya yang relevan - Kosa kata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penujuk waktu - Ucapan, tekanan kata, intonasi,	• Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan • Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif • Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat • Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya - 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	8 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Penerbit Erlangga Th. M. Sudarwti ,Eudia Grace, 2016 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
4.8 Menangkap makna secara kontekstual terkait fungsi sosial,		• Membacakan legenda dengan intonasi, ucapan dan					

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	ejaan, tanda baca, dan tulisan tangan • Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI	tekanan kata yang benar, dengan saling mengoreksi		memuat bagian-bagian legenda yang ditanyakan - Melakukan refleksi tentang proses dan hasil belajar.			
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan - Kosa kata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan	• Mengidentifikasi fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK • Mengidentifikasi unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama	- Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Mengambil teladan dari pesan-pesan dalam lagu - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya	4 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Penerbit Erlangga Th. M. Sudarwti ,Eudia Grace, 2016 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio
4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK		• Menirukan lirik lagu secara lisan • Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja					

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Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	perilaku yang termuat di KI	SMA/MA/SMK/MAK				didik dan guru	

Bangkinang, November 2023

Mengetahui,
Peneliti,

(**NURUL SAFIKA**)
NIM. ……

Guru Mata Pelajaran

(**FERA LISA, S.Pd**)
NIP. ……

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Appendix 2

Lesson Plan

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	**: MA PP Daarun Nahdhah**	**Kelas/Semester**	**: X / 2 (Genap)**
Mata Pelajaran	**: Bahasa Inggris**	**Alokasi Waktu**	**: 80 Menit**
Materi Pokok	**: Teks Naratif; Informasi Terkait Legenda Rakyat**		

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan
- Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
- Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

B. MODEL PEMBELAJARAN

- Pendekatan : Scientific Approach
- Metode : Discovery Learning dan Project Based Learning
- Teknik : Context Clues Technique

Media, Alat/Bahan & Sumber Belajar		
❖ Media	:	Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	:	Spidol, papan tulis, Laptop & infocus
❖ Sumber Belajar	:	Buku Bahasa Inggris Siswa Kelas X, Penerbit Erlangga, Th. M. Sudarwti, Eudia Grace, 2016, Internet

C. KEGIATAN PEMBELAJARAN

Pertemuan Ke-1	
Pendahuluan (10 Menit)	
1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Kalimat-Kalimat Yang Memuat Bagian-Bagian Legenda Dari Sebuah Cerita.***	
4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (60 Menit)	**KEGIATAN LITERASI**
	• Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi ***Kalimat-Kalimat Yang Memuat Bagian-Bagian Legenda Dari Sebuah Cerita.***
	CRITICAL THINKING (BERPIKIR KRITIK)
	• Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat

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3. Penggunaan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Pertemuan Ke-1
Pendahuluan (10 Menit)
hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi ***Kalimat-Kalimat Yang Memuat Bagian-Bagian Legenda Dari Sebuah Cerita***.
COLLABORATION (KERJASAMA)
• Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai ***Kalimat-Kalimat Yang Memuat Bagian-Bagian Legenda Dari Sebuah Cerita.***
COMMUNICATION (BERKOMUNIKASI)
• Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
CREATIVITY (KREATIVITAS)
• Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait ***Kalimat-Kalimat Yang Memuat Bagian-Bagian Legenda Dari Sebuah Cerita***. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Penutup (10 Menit)
1. Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2. Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

D. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan:** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan menggunakan teknik Context Clues Technique.
- **Penilaian Keterampilan:** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio.

Bangkinang, September 2023

Mengetahui,
The Teacher of English

(FERA LISA, S. Pd)

Researcher

(NURUL SAFIKA)

State Islamic University of Sultan Syarif Kasim Riau
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	**: MA PP Daarun Nahdhah**	**Kelas/Semester**	**: X / 2 (Genap)**
Mata Pelajaran	**: Bahasa Inggris**	**Alokasi Waktu**	**: 80 Menit**
Materi Pokok	**: Teks Naratif; Informasi Terkait Legenda Rakyat**		

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan
- Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
- Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi.

B. MODEL PEMBELAJARAN

- Pendekatan : Scientific Approach
- Metode : Discovery Learning dan Project Based Learning
- Teknik : Context Clues Technique

Media/Alat Bahan & Sumber Belajar		
❖ Media	:	Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	:	Spidol, papan tulis, Laptop & infocus
❖ Sumber Belajar	:	Buku Bahasa Inggris Siswa Kelas X, Penerbit Erlangga, Th. M. Sudarwti, Eudia Grace, 2016, Internet

C. KEGIATAN PEMBELAJARAN

	Pertemuan Ke-2
	Pendahuluan (10 Menit)
	1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
	2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
	3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Persamaan Dan Perbedaan Fungsi Sosial, Struktur Teks Dan Unsur Kebahasaan Teks Naratif.***
	4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,
Kegiatan Inti (60 Menit)	**KEGIATAN LITERASI**
	• Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi ***Persamaan Dan Perbedaan Fungsi Sosial, Struktur Teks Dan Unsur Kebahasaan Teks Naratif.***
	CRITICAL THINKING (BERPIKIR KRITIK)

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Pertemuan Ke-2
Pendahuluan (10 Menit)
• Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi ***Persamaan Dan Perbedaan Fungsi Sosial, Struktur Teks Dan Unsur Kebahasaan Teks Naratif***.
COLLABORATION (KERJASAMA)
• Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai ***Persamaan Dan Perbedaan Fungsi Sosial, Struktur Teks Dan Unsur Kebahasaan Teks Naratif.***
COMMUNICATION (BERKOMUNIKASI)
• Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
CREATIVITY (KREATIVITAS)
• Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait ***Persamaan Dan Perbedaan Fungsi Sosial, Struktur Teks Dan Unsur Kebahasaan Teks Naratif***. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Penutup (10 Menit)
1. Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2. Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

D. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan:** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan menggunakan teknik Context Clues Technique.
- **Penilaian Keterampilan:** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Bangkinang, September 2023

Mengetahui,
The Teacher of English

(FERA LISA, S. Pd)

Researcher

(NURUL SAFIKA)

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	**: MA PP Daarun Nahdhah**	**Kelas/Semester**	**: X / 2 (Genap)**
Mata Pelajaran	**: Bahasa Inggris**	**Alokasi Waktu**	**: 80 Menit**
Materi Pokok	**: Teks Naratif; Informasi Terkait Legenda Rakyat**		

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan
- Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
- Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi.

B. MODEL PEMBELAJARAN

- Pendekatan : Scientific Approach
- Metode : Discovery Learning dan Project Based Learning
- Teknik : Context Clues Technique

Media/Alat Bahan & Sumber Belajar		
❖ Media	:	Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	:	Spidol, papan tulis, Laptop & infocus
❖ Sumber Belajar	:	Buku Bahasa Inggris Siswa Kelas X, Penerbit Erlangga, Th. M. Sudarwti, Eudia Grace, 2016, Internet

C. KEGIATAN PEMBELAJARAN

Pertemuan Ke-3	
Pendahuluan (10 Menit)	
1.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2.	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Struktur Teks Naratif Dalam Memberi Dan Meminta Informasi Terkait Legenda Rakyat.***
4.	Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

Kegiatan Inti (60 Menit)	**KEGIATAN LITERASI**
	• Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi

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Pertemuan Ke-3
Pendahuluan (10 Menit)
Struktur Teks Naratif Dalam Memberi Dan Meminta Informasi Terkait Legenda Rakyat.
CRITICAL THINKING (BERPIKIR KRITIK)
• Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi ***Struktur Teks Naratif Dalam Memberi Dan Meminta Informasi Terkait Legenda Rakyat***.
COLLABORATION (KERJASAMA)
• Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai ***Struktur Teks Naratif Dalam Memberi Dan Meminta Informasi Terkait Legenda Rakyat.***
COMMUNICATION (BERKOMUNIKASI)
• Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
CREATIVITY (KREATIVITAS)
• Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait ***Struktur Teks Naratif Dalam Memberi Dan Meminta Informasi Terkait Legenda Rakyat***. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Penutup (10 Menit)
1. Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2. Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

D. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan:** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan menggunakan teknik Context Clues Technique.
- **Penilaian Keterampilan:** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio.

Bangkinang, September 2023

Mengetahui,
The Teacher of English

(FERA LISA, S. Pd)

Researcher

(NURUL SAFIKA)

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	**: MA PP Daarun Nahdhah**	**Kelas/Semester**	**: X / 2 (Genap)**
Mata Pelajaran	**: Bahasa Inggris**	**Alokasi Waktu**	**: 80 Menit**
Materi Pokok	**: Teks Naratif; Informasi Terkait Legenda Rakyat**		

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan
- Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
- Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi.

B. MODEL PEMBELAJARAN

- Pendekatan : Scientific Approach
- Metode : Discovery Learning dan Project Based Learning
- Teknik : Context Clues Technique

Media/Alat Bahan & Sumber Belajar		
❖ Media	:	Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	:	Spidol, papan tulis, Laptop & infocus
❖ Sumber Belajar	:	Buku Bahasa Inggris Siswa Kelas X, Penerbit Erlangga, Th. M. Sudarwti, Eudia Grace, 2016, Internet

C. KEGIATAN PEMBELAJARAN

Pertemuan Ke-4	
Pendahuluan (10 Menit)	
1.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2.	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Unsur Kebahasaan Dari Teks Naratif Dalam Memberi Dan Meminta Informasi Terkait Legenda Rakyat.***
4.	Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,
Kegiatan Inti (60 Menit)	**KEGIATAN LITERASI**
	• Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi ***Unsur Kebahasaan Dari Teks Naratif Dalam Memberi Dan Meminta Informasi Terkait Legenda Rakyat.***

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Pertemuan Ke-4

Pendahuluan (10 Menit)

CRITICAL THINKING (BERPIKIR KRITIK)

- Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi ***Unsur Kebahasaan Dari Teks Naratif Dalam Memberi Dan Meminta Informasi Terkait Legenda Rakyat.***

COLLABORATION (KERJASAMA)

- Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai ***Unsur Kebahasaan Dari Teks Naratif Dalam Memberi Dan Meminta Informasi Terkait Legenda Rakyat.***

COMMUNICATION (BERKOMUNIKASI)

- Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan

CREATIVITY (KREATIVITAS)

- Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait ***Unsur Kebahasaan Dari Teks Naratif Dalam Memberi Dan Meminta Informasi Terkait Legenda Rakyat***. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

Penutup (10 Menit)

1. Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2. Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

D. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan:** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan menggunakan teknik Context Clues Technique.
- **Penilaian Keterampilan:** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio.

Bangkinang, September 2023

Mengetahui,
The Teacher of English

(FERA LISA, S. Pd)

Researcher

(NURUL SAFIKA)

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	**: MA PP Daarun Nahdhah**	**Kelas/Semester**	**: X / 2 (Genap)**
Mata Pelajaran	**: Bahasa Inggris**	**Alokasi Waktu**	**: 80 Menit**
Materi Pokok	**: Teks Naratif; Informasi Terkait Legenda Rakyat**		

E. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan
- Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
- Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi.

F. MODEL PEMBELAJARAN

- Pendekatan : Scientific Approach
- Metode : Discovery Learning dan Project Based Learning
- Teknik : Context Clues Technique

Media/Alat Bahan & Sumber Belajar		
❖ Media	:	Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	:	Spidol, papan tulis, Laptop & infocus
❖ Sumber Belajar	:	Buku Bahasa Inggris Siswa Kelas X, Penerbit Erlangga, Th. M. Sudarwti, Eudia Grace, 2016, Internet

G. KEGIATAN PEMBELAJARAN

Pertemuan Ke-5	
Pendahuluan (10 Menit)	
1.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2.	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Teks naratif "Snow White".***
4.	Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,
Kegiatan Inti (60 Menit)	**KEGIATAN LITERASI** • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi ***Teks naratif "Snow White".***
	CRITICAL THINKING (BERPIKIR KRITIK)

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Pertemuan Ke-5
Pendahuluan (10 Menit)
• Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi ***Teks naratif "Snow White".***
COLLABORATION (KERJASAMA)
• Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai ***Teks naratif "Snow White".***
COMMUNICATION (BERKOMUNIKASI)
• Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
CREATIVITY (KREATIVITAS)
• Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait ***Teks naratif "Snow White"***. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Penutup (10 Menit)
1. Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2. Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

H. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan:** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan menggunakan teknik Context Clues Technique.
- **Penilaian Keterampilan:** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio.

Bangkinang, September 2023

Mengetahui,
The Teacher of English

(FERA LISA, S. Pd)

Researcher

(NURUL SAFIKA)

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	**: MA PP Daarun Nahdhah**	**Kelas/Semester**	**: X / 2 (Genap)**
Mata Pelajaran	**: Bahasa Inggris**	**Alokasi Waktu**	**: 80 Menit**
Materi Pokok	**: Teks Naratif; Informasi Terkait Legenda Rakyat**		

I. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan
- Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
- Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
- Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi.

J. MODEL PEMBELAJARAN

- Pendekatan : Scientific Approach
- Metode : Discovery Learning dan Project Based Learning
- Teknik : Context Clues Technique

Media/Alat Bahan & Sumber Belajar		
❖ Media	:	Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	:	Spidol, papan tulis, Laptop & infocus
❖ Sumber Belajar	:	Buku Bahasa Inggris Siswa Kelas X, Penerbit Erlangga, Th. M. Sudarwti, Eudia Grace, 2016, Internet

K. KEGIATAN PEMBELAJARAN

Pertemuan Ke-6	
Pendahuluan (10 Menit)	
1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Teks naratif "The Origin of SuraBaya".***	
4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (60 Menit)	**KEGIATAN LITERASI**
	• Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi ***Teks naratif "The Origin of SuraBaya".***
	CRITICAL THINKING (BERPIKIR KRITIK)

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Pertemuan Ke-6
Pendahuluan (10 Menit)
• Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi ***Teks naratif "The Origin of SuraBaya".***
COLLABORATION (KERJASAMA)
• Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai ***Teks naratif "The Origin of SuraBaya".***
COMMUNICATION (BERKOMUNIKASI)
• Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
CREATIVITY (KREATIVITAS)
• Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait ***Teks naratif "The Origin of SuraBaya"***. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Penutup (10 Menit)
1. Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2. Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

L. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan:** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan menggunakan teknik Context Clues Technique.
- **Penilaian Keterampilan:** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio.

Bangkinang, September 2023

Mengetahui,
The Teacher of English

Researcher

(FERA LISA, S. Pd)

(NURUL SAFIKA)

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Appendix 3

Instrument of the Research

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RESEARCH INSTRUMENTS

Reading Comprehension Test

PRE TEST

Respondent : The Tenth-Grade Students of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang

Time : 2 JPL

Name :

Directions :

- ✓ **Write down your name and class in the answer sheet**
- ✓ **Give the cross sign (X) for the answer that you choose**
- ✓ **This test consists of 20 questions (20 multiple-choice)**
- ✓ **Read the text correctly before answering the questions.**

Read the text to answer questions 1 - 5!

Snow White

Once upon a time, there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died. One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs one of the dwarfs asked, “What is your name?” Snow White answered “My name is Snow White.” The dwarf said, “if you wish, you may live here with us” Snow White said, “Oh, could I? Thank you.” Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

1. What is the main topic of the story "Snow White"?
   a) Snow White's bravery in running away from home.
   b) Snow White's desire to live with the seven dwarfs.
   c) Snow White's adventure in the woods.
   d) Snow White's happy life with the seven dwarfs.

2. In the first paragraph, the word "they" refers to whom?
   a) Snow White and the seven dwarfs.

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b) Snow White's parents.
c) Snow White's aunt and uncle.
d) People in America.

3. What is the social function of the story "Snow White"?
   a) To entertain readers with Snow White's adventure.
   b) To teach values of bravery and resilience.
   c) To provide an example of complex family relationships.
   d) To encourage readers to pursue their dreams.

4. Identify the parts of the generic structure present in the story "Snow White".
   a) Orientation, complication, resolution.
   b) Character introduction, conflict, resolution.
   c) Background, action, conclusion.
   d) Introduction, problem, story ending.

5. What inference can be drawn about Snow White's life before living with the seven dwarfs?
   a) She always lived happily with her aunt and uncle.
   b) She felt lonely after losing her parents.
   c) She frequently visited America with her aunt and uncle.
   d) She disliked living in the castle.

Read the text to answer questions 6-10!

The Legend of Surabaya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in the sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again.

They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

6. In the sentence "He bit very hard until Sura finally gave up," what does the word "He" refers to?
   a) Sura
   b) Baya

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c) The sea
d) The river

7. What is the social function of the “Sura and Baya” story?
   a) To entertain readers with a tale of two animals.
   b) To teach a moral lesson about sharing and cooperation.
   c) To provide information about different sea creatures.
   d) To promote environmental awareness.

8. What is the main topic of the story "Sura and Baya"?
   a) The fight between Sura and Baya.
   b) The friendship between Sura and Baya.
   c) The search for food in the sea.
   d) The different habitats of Sura and Baya.

9. Identify the part of the generic structure that represents the conflict or problem in the story.
   a) Orientation
   b) Complication
   c) Resolution
   d) Conclusion

10. What can be inferred about the behavior of Sura and Baya
    a) They are always friendly and cooperative.
    b) They enjoy fighting and causing harm to each other.
    c) They are territorial and protective of their food sources.
    d) They have a strong bond of friendship despite their fights.?

Read the text to answer questions 11-15!

The Legend of Salatiga

Many years ago, there was a very honest sunan. He taught people about the meaning of life and about religion, he is known as Sunan Kalijaga. He traveled to spread his precious lesson.

One day, Sunan Kalijaga arrived at a village. Sunan went to the village chief's house. Then Sunan Kalijaga asked for a job without telling his real name. The wife of the chief said he could help cut the grass. Sunan Kalijaga started working by cutting grass to feed the chief's horses.

Soon, the chief of the village realized that his employee was Sunan Kalijaga. The chief was extremely surprised. Then he decided to follow the lesson of Sunan Kalijaga.

To follow the lesson of Sunan Kalijaga, the chief had to leave everything behind. But the wife didn't agree so she brought her jewelry in bamboo.

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When the three of them were taking a rest in a village, a robber approached and took everything from the wife of the chief. Sunan said that this village would be full of people and really busy.

Then Sunan named the place Salatiga which means three wrong people. The three wrong people were the chief, his wife, and also the robber who loves collecting things.

And now, this village is known as Salatiga.

11. What is the social function of the story "The Legend of Salatiga"?
    a) To entertain readers with a mythical tale.
    b) To teach a moral lesson about honesty and humility.
    c) To provide historical information about Sunan Kalijaga.
    d) To promote the tourism of Salatiga village.

12. In the sentence "Then Sunan named the place Salatiga which means three wrong people," what does the word "which" refer to?
    a) The village chief's house.
    b) The lesson of Sunan Kalijaga.
    c) The rest the three of them were taking.
    d) The name of the place, Salatiga.

13. In which paragraph does the story introduce the complication or conflict?
    a) Paragraph 1: "Many years ago there was a very honest sunan."
    b) Paragraph 2: "One day, Sunan Kalijaga arrived at a village."
    c) Paragraph 3: "Sunan Kalijaga started working by cutting grass."
    d) Paragraph 4: "To follow the lesson of Sunan Kalijaga, the chief had to leave everything behind."

14. What is the main topic of "The Legend of Salatiga"?
    a) The life of Sunan Kalijaga.
    b) The lesson taught by Sunan Kalijaga.
    c) The transformation of a village chief.
    d) The origin and meaning of the name Salatiga.

15. What can be inferred about the significance of the name Salatiga?
    a) The name represents the transformation of the village chief.
    b) The name reflects the lesson taught by Sunan Kalijaga.
    c) The name symbolizes the presence of three important individuals.
    d) The name indicates the rich history and culture of the village.

Read the text to answer questions 16-20!

The Legend of Toba Lake

In the past, there lived a young orphan farm in the northern part of the island of Sumatra. Syahdan, the young man made his life from farming and fishing. One day while he was fishing he got a fish which was so beautiful in golden brown.While he was holding it, the fish turned into a beautiful princess. The princess was a woman who was condemned for violating the prohibitions and it

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would turn into a kind of creature who first touched it. Because at that time the human touched it, then it turned into a princess.

Fascinated by her beauty, the young man asked her to be his wife. The application was accepted on condition that the young man was not allowed to tell the origin of the princess who came originally from fish. The young man agreed to this requirement. Having got married for a year, the couple got a boy but he had a bad habit that he never felt satisfied while he was eating. He ate all the food.

One day the boy ate all the food that should be given to his father. The young man then so angrily said: "basically you are the offspring of fish!" That statement by itself unlocked the secrets of his wife and broke his promise.

Shortly afterwards, his wife and son magically disappeared. Suddenly in the land of their former footsteps went out the springs which were very heavy. The water flew from these springs continuously and the longer it happened the larger it would be. Finally, these springs became a vast lake. The lake is now called Toba Lake.

16. In the sentence "The application was accepted on condition that the young man was not allowed to tell the origin of the princess," what does the word "origin" refer to?
    a) The princess's beauty.
    b) The young man's fishing spot.
    c) The fish that turned into a princess.
    d) The young man's farm and fishing life.

17. What is the main topic of "The Legend of Toba Lake"?
    a) The life of an orphan farm boy in Sumatra.
    b) The transformation of a fish into a princess.
    c) The creation of Toba Lake from a magical event.
    d) The forbidden secret of the fish princess.

18. What is the social function of the story "The Legend of Toba Lake"?
    a) To entertain readers with a mythical tale.
    b) To teach a moral lesson about honesty and trust.
    c) To provide historical information about Sumatra.
    d) To showcase the beauty of Toba Lake.

19. Identify the part of the generic structure that represents the climax of the story.
    a) Orientation
    b) Complication
    c) Resolution
    d) Conclusion

20. What can be inferred about the consequences of breaking a promise in the legend?
    a) The lake was created as a punishment.
    b) The princess and her son disappeared forever.

c) The young man regretted his angry words.
d) The villagers learned to value their natural resources.

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Appendix 4

The Result of Pre-test and Post-test

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B = 9
S = 11

RESEARCH INSTRUMENTS

Reading Comprehension Test

PRE-TEST

Respondent : **The Tenth-Grade Students of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang**

Time : **2 JPL**

Name : Syahda Putri Fatiha (9 A AG 1)

Directions :

- ✓ **Write down your name and class in the answer sheet**
- ✓ **Give the cross sign (X) for the answer that you choose**
- ✓ **This test consists of 20 questions (20 multiple-choice)**
- ✓ **Read the text correctly before answering the questions.**

Read the text to answer questions 1 - 5!

Snow White

Once upon a time, there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died. One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White." The dwarf said, "if you wish, you may live here with us" Snow White said, "Oh, could I? Thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

1. What is the main topic of the story "Snow White"?
   X a) Snow White's bravery in running away from home.
   b) Snow White's desire to live with the seven dwarfs.
   c) Snow White's adventure in the woods.
   d) Snow White's happy life with the seven dwarfs.

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2. In the first paragraph, the word "they" refers to whom?
   a) Snow White and the seven dwarfs.
   b) Snow White's parents.
   c) Snow White's aunt and uncle.
   d) People in America.

3. What is the social function of the story "Snow White"?
   a) To entertain readers with Snow White's adventure.
   b) To teach values of bravery and resilience.
   c) To provide an example of complex family relationships.
   d) To encourage readers to pursue their dreams.

4. Identify the parts of the generic structure present in the story "Snow White".
   a) Orientation, complication, resolution.
   b) Character introduction, conflict, resolution.
   c) Background, action, conclusion.
   d) Introduction, problem, story ending.

5. What inference can be drawn about Snow White's life before living with the seven dwarfs?
   a) She always lived happily with her aunt and uncle.
   b) She felt lonely after losing her parents.
   c) She frequently visited America with her aunt and uncle.
   d) She disliked living in the castle.

Read the text to answer questions 6-10!

The Legend of Surabaya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in the sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again.

They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

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

6. In the sentence "He bit very hard until Sura finally gave up," what does the word "He" refers to?
   a) Sura
   b) Baya
   c) The sea
   d) The river

7. What is the social function of the "Sura and Baya" story?
   a) To entertain readers with a tale of two animals.
   b) To teach a moral lesson about sharing and cooperation.
   c) To provide information about different sea creatures.
   d) To promote environmental awareness.

8. What is the main topic of the story "Sura and Baya"?
   a) The fight between Sura and Baya.
   b) The friendship between Sura and Baya.
   c) The search for food in the sea.
   d) The different habitats of Sura and Baya.

9. Identify the part of the generic structure that represents the conflict or problem in the story.
   a) Orientation
   b) Complication
   c) Resolution
   d) Conclusion

10. What can be inferred about the behavior of Sura and Baya
    a) They are always friendly and cooperative.
    b) They enjoy fighting and causing harm to each other.
    c) They are territorial and protective of their food sources.
    d) They have a strong bond of friendship despite their fights.?

Read the text to answer questions 11-15!

The Legend of Salatiga

Many years ago, there was a very honest sunan. He taught people about the meaning of life and about religion, he is known as Sunan Kalijaga. He traveled to spread his precious lesson.

One day, Sunan Kalijaga arrived at a village. Sunan went to the village chief's house. Then Sunan Kalijaga asked for a job without telling his real name. The wife of the chief said he could help cut the grass. Sunan Kalijaga started working by cutting grass to feed the chief's horses.

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Soon, the chief of the village realized that his employee was Sunan Kalijaga. The chief was extremely surprised. Then he decided to follow the lesson of Sunan Kalijaga.

To follow the lesson of Sunan Kalijaga, the chief had to leave everything behind. But the wife didn't agree so she brought her jewelry in bamboo.

When the three of them were taking a rest in a village, a robber approached and took everything from the wife of the chief. Sunan said that this village would be full of people and really busy.

Then Sunan named the place Salatiga which means three wrong people. The three wrong people were the chief, his wife, and also the robber who loves collecting things.

And now, this village is known as Salatiga.

11. What is the social function of the story "The Legend of Salatiga"?
    a) To entertain readers with a mythical tale.
    b) To teach a moral lesson about honesty and humility.
    c) To provide historical information about Sunan Kalijaga.
    d) To promote the tourism of Salatiga village.

12. In the sentence "Then Sunan named the place Salatiga which means three wrong people," what does the word "which" refer to?
    a) The village chief's house.
    b) The lesson of Sunan Kalijaga.
    c) The rest the three of them were taking.
    d) The name of the place, Salatiga.

13. In which paragraph does the story introduce the complication or conflict?
    a) Paragraph 1: "Many years ago there was a very honest sunan."
    b) Paragraph 2: "One day, Sunan Kalijaga arrived at a village."
    c) Paragraph 3: "Sunan Kalijaga started working by cutting grass."
    d) Paragraph 4: "To follow the lesson of Sunan Kalijaga, the chief had to leave everything behind."

14. What is the main topic of "The Legend of Salatiga"?
    a) The life of Sunan Kalijaga.
    b) The lesson taught by Sunan Kalijaga.
    c) The transformation of a village chief.
    d) The origin and meaning of the name Salatiga.

15. What can be inferred about the significance of the name Salatiga?
    a) The name represents the transformation of the village chief.
    b) The name reflects the lesson taught by Sunan Kalijaga.

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c) The name symbolizes the presence of three important individuals.
d) The name indicates the rich history and culture of the village.

Read the text to answer questions 16-20!

The Legend of Toba Lake

In the past, there lived a young orphan farm in the northern part of the island of Sumatra. Syahdan, the young man made his life from farming and fishing. One day while he was fishing he got a fish which was so beautiful in golden brown.While he was holding it, the fish turned into a beautiful princess. The princess was a woman who was condemned for violating the prohibitions and it would turn into a kind of creature who first touched it. Because at that time the human touched it, then it turned into a princess.

Fascinated by her beauty, the young man asked her to be his wife. The application was accepted on condition that the young man was not allowed to tell the origin of the princess who came originally from fish. The young man agreed to this requirement. Having got married for a year, the couple got a boy but he had a bad habit that he never felt satisfied while he was eating. He ate all the food.

One day the boy ate all the food that should be given to his father. The young man then so angrily said: "basically you are the offspring of fish!" That statement by itself unlocked the secrets of his wife and broke his promise.

Shortly afterwards, his wife and son magically disappeared. Suddenly in the land of their former footsteps went out the springs which were very heavy. The water flew from these springs continuously and the longer it happened the larger it would be. Finally, these springs became a vast lake. The lake is now called Toba Lake.

16. In the sentence "The application was accepted on condition that the young man was not allowed to tell the origin of the princess," what does the word "origin" refer to?
a) The princess's beauty.
b) The young man's fishing spot.
✓ c) The fish that turned into a princess.
d) The young man's farm and fishing life.

17. What is the main topic of "The Legend of Toba Lake"?
a) The life of an orphan farm boy in Sumatra.
b) The transformation of a fish into a princess.
✓ c) The creation of Toba Lake from a magical event.
d) The forbidden secret of the fish princess.

18. What is the social function of the story "The Legend of Toba Lake"?
a) To entertain readers with a mythical tale.
b) To teach a moral lesson about honesty and trust.

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c) To provide historical information about Sumatra.
d) To showcase the beauty of Toba Lake.

19. Identify the part of the generic structure that represents the climax of the story.
a) Orientation
b) Complication
c) Resolution
d) Conclusion

20. What can be inferred about the consequences of breaking a promise in the legend?
a) The lake was created as a punishment.
b) The princess and her son disappeared forever.
c) The young man regretted his angry words.
d) The villagers learned to value their natural resources.

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B = 19
S = 1

95

RESEARCH INSTRUMENTS

Reading Comprehension Test

POST TEST

Respondent : **The Tenth-Grade Students of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang**

Time : **2 JPL**

Name : Syahda Putri fatiha X A agama1

Directions :

- ✓ **Write down your name and class in the answer sheet**
- ✓ **Give the cross sign (X) for the answer that you choose**
- ✓ **This test consists of 20 questions (20 multiple-choice)**
- ✓ **Read the text correctly before answering the questions.**

Read the text to answer questions 1 - 5!

Snow White

Once upon a time, there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died. One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White." The dwarf said, "if you wish, you may live here with us" Snow White said, "Oh, could I? Thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

1. What is the main topic of the story "Snow White"?
   a) Snow White's bravery in running away from home.
   b) Snow White's desire to live with the seven dwarfs.
   ✓ c) Snow White's adventure in the woods.
   d) Snow White's happy life with the seven dwarfs.

2. In the first paragraph, the word "they" refers to whom?
   a) Snow White and the seven dwarfs.
   b) Snow White's parents.
   ✓ c) Snow White's aunt and uncle.
   d) People in America.

3. What is the social function of the story "Snow White"?

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a) To entertain readers with Snow White's adventure.
b) To teach values of bravery and resilience.
c) To provide an example of complex family relationships.
d) To encourage readers to pursue their dreams.

4. Identify the parts of the generic structure present in the story "Snow White".
a) Orientation, complication, resolution.
b) Character introduction, conflict, resolution.
c) Background, action, conclusion.
d) Introduction, problem, story ending.

5. What inference can be drawn about Snow White's life before living with the seven dwarfs?
a) She always lived happily with her aunt and uncle.
b) She felt lonely after losing her parents.
c) She frequently visited America with her aunt and uncle.
d) She disliked living in the castle.

Read the text to answer questions 6-10!

The Legend of Surabaya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in the sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again.

They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

6. In the sentence "He bit very hard until Sura finally gave up," what does the word "He" refers to?
a) Sura
b) Baya
c) The sea
d) The river

7. What is the social function of the "Sura and Baya" story?
a) To entertain readers with a tale of two animals.
b) To teach a moral lesson about sharing and cooperation.
c) To provide information about different sea creatures.
d) To promote environmental awareness.

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12. In the sentence "Then Sunan named the place Salatiga which means three wrong people," what does the word "which" refer to?
    a) The village chief's house.
    b) The lesson of Sunan Kalijaga.
    c) The rest the three of them were taking.
    d) The name of the place, Salatiga.

13. In which paragraph does the story introduce the complication or conflict?
    a) Paragraph 1: "Many years ago there was a very honest sunan."
    b) Paragraph 2: "One day, Sunan Kalijaga arrived at a village."
    c) Paragraph 3: "Sunan Kalijaga started working by cutting grass."
    d) Paragraph 4: "To follow the lesson of Sunan Kalijaga, the chief had to leave everything behind."

14. What is the main topic of "The Legend of Salatiga"?
    a) The life of Sunan Kalijaga.
    b) The lesson taught by Sunan Kalijaga.
    c) The transformation of a village chief.
    d) The origin and meaning of the name Salatiga.

15. What can be inferred about the significance of the name Salatiga?
    a) The name represents the transformation of the village chief.
    b) The name reflects the lesson taught by Sunan Kalijaga.
    c) The name symbolizes the presence of three important individuals.
    d) The name indicates the rich history and culture of the village.

Read the text to answer questions 16-20!

The Legend of Toba Lake

In the past, there lived a young orphan farm in the northern part of the island of Sumatra. Syahdan, the young man made his life from farming and fishing. One day while he was fishing he got a fish which was so beautiful in golden brown. While he was holding it, the fish turned into a beautiful princess. The princess was a woman who was condemned for violating the prohibitions and it would turn into a kind of creature who first touched it. Because at that time the human touched it, then it turned into a princess.

Fascinated by her beauty, the young man asked her to be his wife. The application was accepted on condition that the young man was not allowed to tell the origin of the princess who came originally from fish. The young man agreed to this requirement. Having got married for a year, the couple got a boy but he had a bad habit that he never felt satisfied while he was eating. He ate all the food.

One day the boy ate all the food that should be given to his father. The young man then so angrily said: "basically you are the offspring of fish!" That statement by itself unlocked the secrets of his wife and broke his promise.

Shortly afterwards, his wife and son magically disappeared. Suddenly in the land of their former footsteps went out the springs which were very heavy. The water flew from these springs continuously and the longer it happened the larger it would be. Finally, these springs became a vast lake. The lake is now called Toba Lake.

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16. In the sentence "The application was accepted on condition that the young man was not allowed to tell the origin of the princess," what does the word "origin" refer to?
    a) The princess's beauty.
    b) The young man's fishing spot.
    c) The fish that turned into a princess.
    d) The young man's farm and fishing life.

17. What is the main topic of "The Legend of Toba Lake"?
    a) The life of an orphan farm boy in Sumatra.
    b) The transformation of a fish into a princess.
    c) The creation of Toba Lake from a magical event.
    d) The forbidden secret of the fish princess.

18. What is the social function of the story "The Legend of Toba Lake"?
    a) To entertain readers with a mythical tale.
    b) To teach a moral lesson about honesty and trust.
    c) To provide historical information about Sumatra.
    d) To showcase the beauty of Toba Lake.

19. Identify the part of the generic structure that represents the climax of the story.
    a) Orientation
    b) Complication
    c) Resolution
    d) Conclusion

20. What can be inferred about the consequences of breaking a promise in the legend?
    a) The lake was created as a punishment.
    b) The princess and her son disappeared forever.
    c) The young man regretted his angry words.
    d) The villagers learned to value their natural resources.

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Kesan Belajar Bersama Ms. Nurul Safika:

I feel so happy and very exited, because ms.nurul soooooooo good, beauty, smard, cute, andd banyak banyak lagi lah ms. we are very happy. ♡

We ♡ you mss

Pesan untuk Ms. Nurul Safika:

I want ms.nurul always happy everyday ♡

Stay Figthing ♡

figthing for skripsinya msss. we know you can for the skripsi. ♡

makasih umi nasihatnya untuk syahda msss. I love you ♡

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

Reading Comprehension Test

PRE-TEST

Respondent : **The Tenth-Grade Students of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang**

Time : **2 JPL**

Name : DZIKRA AMIDYA PUTRI (4C IPA 1)

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Directions :

- ✓ **Write down your name and class in the answer sheet**
- ✓ **Give the cross sign (X) for the answer that you choose**
- ✓ **This test consists of 20 questions (20 multiple-choice)**
- ✓ **Read the text correctly before answering the questions.**

Read the text to answer questions 1 - 5!

Snow White

Once upon a time, there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died. One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White." The dwarf said, "if you wish, you may live here with us" Snow White said, "Oh, could I? Thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

1. What is the main topic of the story "Snow White"?
   a) Snow White's bravery in running away from home.
   b) Snow White's desire to live with the seven dwarfs.
   c) Snow White's adventure in the woods.
   d) Snow White's happy life with the seven dwarfs.

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2. In the first paragraph, the word "they" refers to whom?
   a) Snow White and the seven dwarfs.
   b) Snow White's parents.
   c) Snow White's aunt and uncle.
   d) People in America.

3. What is the social function of the story "Snow White"?
   a) To entertain readers with Snow White's adventure.
   b) To teach values of bravery and resilience.
   c) To provide an example of complex family relationships.
   d) To encourage readers to pursue their dreams.

4. Identify the parts of the generic structure present in the story "Snow White".
   a) Orientation, complication, resolution.
   b) Character introduction, conflict, resolution.
   c) Background, action, conclusion.
   d) Introduction, problem, story ending.

5. What inference can be drawn about Snow White's life before living with the seven dwarfs?
   a) She always lived happily with her aunt and uncle.
   b) She felt lonely after losing her parents.
   c) She frequently visited America with her aunt and uncle.
   d) She disliked living in the castle.

Read the text to answer questions 6-10!

The Legend of Surabaya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in the sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again.

They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

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6. In the sentence "He bit very hard until Sura finally gave up," what does the word "He" refers to?
   a) Sura
   b) Baya
   c) The sea
   d) The river

7. What is the social function of the "Sura and Baya" story?
   a) To entertain readers with a tale of two animals.
   b) To teach a moral lesson about sharing and cooperation.
   c) To provide information about different sea creatures.
   d) To promote environmental awareness.

8. What is the main topic of the story "Sura and Baya"?
   a) The fight between Sura and Baya.
   b) The friendship between Sura and Baya.
   c) The search for food in the sea.
   d) The different habitats of Sura and Baya.

9. Identify the part of the generic structure that represents the conflict or problem in the story.
   a) Orientation
   b) Complication
   c) Resolution
   d) Conclusion

10. What can be inferred about the behavior of Sura and Baya
    a) They are always friendly and cooperative.
    b) They enjoy fighting and causing harm to each other.
    c) They are territorial and protective of their food sources.
    d) They have a strong bond of friendship despite their fights.?

Read the text to answer questions 11-15!

The Legend of Salatiga

Many years ago, there was a very honest sunan. He taught people about the meaning of life and about religion, he is known as Sunan Kalijaga. He traveled to spread his precious lesson.

One day, Sunan Kalijaga arrived at a village. Sunan went to the village chief's house. Then Sunan Kalijaga asked for a job without telling his real name. The wife of the chief said he could help cut the grass. Sunan Kalijaga started working by cutting grass to feed the chief's horses.

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Soon, the chief of the village realized that his employee was Sunan Kalijaga. The chief was extremely surprised. Then he decided to follow the lesson of Sunan Kalijaga.

To follow the lesson of Sunan Kalijaga, the chief had to leave everything behind. But the wife didn't agree so she brought her jewelry in bamboo.

When the three of them were taking a rest in a village, a robber approached and took everything from the wife of the chief. Sunan said that this village would be full of people and really busy.

Then Sunan named the place Salatiga which means three wrong people. The three wrong people were the chief, his wife, and also the robber who loves collecting things.

And now, this village is known as Salatiga.

11. What is the social function of the story "The Legend of Salatiga"?
a) To entertain readers with a mythical tale.
b) To teach a moral lesson about honesty and humility.
c) To provide historical information about Sunan Kalijaga.
d) To promote the tourism of Salatiga village.

12. In the sentence "Then Sunan named the place Salatiga which means three wrong people," what does the word "which" refer to?
a) The village chief's house.
b) The lesson of Sunan Kalijaga.
c) The rest the three of them were taking.
d) The name of the place, Salatiga.

13. In which paragraph does the story introduce the complication or conflict?
a) Paragraph 1: "Many years ago there was a very honest sunan."
b) Paragraph 2: "One day, Sunan Kalijaga arrived at a village."
c) Paragraph 3: "Sunan Kalijaga started working by cutting grass."
d) Paragraph 4: "To follow the lesson of Sunan Kalijaga, the chief had to leave everything behind."

14. What is the main topic of "The Legend of Salatiga"?
a) The life of Sunan Kalijaga.
b) The lesson taught by Sunan Kalijaga.
c) The transformation of a village chief.
d) The origin and meaning of the name Salatiga.

15. What can be inferred about the significance of the name Salatiga?
a) The name represents the transformation of the village chief.
b) The name reflects the lesson taught by Sunan Kalijaga.

c) The name symbolizes the presence of three important individuals.
d) The name indicates the rich history and culture of the village.

Read the text to answer questions 16-20!

The Legend of Toba Lake

In the past, there lived a young orphan farm in the northern part of the island of Sumatra. Syahdan, the young man made his life from farming and fishing. One day while he was fishing he got a fish which was so beautiful in golden brown.While he was holding it, the fish turned into a beautiful princess. The princess was a woman who was condemned for violating the prohibitions and it would turn into a kind of creature who first touched it. Because at that time the human touched it, then it turned into a princess.

Fascinated by her beauty, the young man asked her to be his wife. The application was accepted on condition that the young man was not allowed to tell the origin of the princess who came originally from fish. The young man agreed to this requirement. Having got married for a year, the couple got a boy but he had a bad habit that he never felt satisfied while he was eating. He ate all the food.

One day the boy ate all the food that should be given to his father. The young man then so angrily said: "basically you are the offspring of fish!" That statement by itself unlocked the secrets of his wife and broke his promise.

Shortly afterwards, his wife and son magically disappeared. Suddenly in the land of their former footsteps went out the springs which were very heavy. The water flew from these springs continuously and the longer it happened the larger it would be. Finally, these springs became a vast lake. The lake is now called Toba Lake.

16. In the sentence "The application was accepted on condition that the young man was not allowed to tell the origin of the princess," what does the word "origin" refer to?
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b) The young man's fishing spot.
c) The fish that turned into a princess.
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17. What is the main topic of "The Legend of Toba Lake"?
a) The life of an orphan farm boy in Sumatra.
b) The transformation of a fish into a princess.
c) The creation of Toba Lake from a magical event.
d) The forbidden secret of the fish princess.

18. What is the social function of the story "The Legend of Toba Lake"?
a) To entertain readers with a mythical tale.
b) To teach a moral lesson about honesty and trust.

c) To provide historical information about Sumatra.
d) To showcase the beauty of Toba Lake.

19. Identify the part of the generic structure that represents the climax of the story.
a) Orientation
b) Complication
c) Resolution
d) Conclusion

20. What can be inferred about the consequences of breaking a promise in the legend?
a) The lake was created as a punishment.
b) The princess and her son disappeared forever.
c) The young man regretted his angry words.
d) The villagers learned to value their natural resources.

B = 8
S = 12

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RESEARCH INSTRUMENTS

Reading Comprehension Test

POST TEST

Respondent : **The Tenth-Grade Students of Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang**

Time : **2 JPL**

Name : DZIKRA AMIDYA PUTRI

Directions :

- ✓ **Write down your name and class in the answer sheet**
- ✓ **Give the cross sign (X) for the answer that you choose**
- ✓ **This test consists of 20 questions (20 multiple-choice)**
- ✓ **Read the text correctly before answering the questions.**

Read the text to answer questions 1 - 5!

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Once upon a time, there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died. One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out out no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White." The dwarf said, "if you wish, you may live here with us" Snow White said, "Oh, could I? Thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

1. What is the main topic of the story "Snow White"?
   a) Snow White's bravery in running away from home.
   b) Snow White's desire to live with the seven dwarfs.
   c) Snow White's adventure in the woods.
   d) Snow White's happy life with the seven dwarfs.

2. In the first paragraph, the word "they" refers to whom?
   a) Snow White and the seven dwarfs.
   b) Snow White's parents.
   c) Snow White's aunt and uncle.
   People in America.

3. What is the social function of the story "Snow White"?

a) To entertain readers with Snow White's adventure.
b) To teach values of bravery and resilience.
c) To provide an example of complex family relationships.
d) To encourage readers to pursue their dreams.

4. Identify the parts of the generic structure present in the story "Snow White".
a) Orientation, complication, resolution.
b) Character introduction, conflict, resolution.
c) Background, action, conclusion.
d) Introduction, problem, story ending.

5. What inference can be drawn about Snow White's life before living with the seven dwarfs?
a) She always lived happily with her aunt and uncle.
b) She felt lonely after losing her parents.
c) She frequently visited America with her aunt and uncle.
d) She disliked living in the castle.

Read the text to answer questions 6-10!

The Legend of Surabaya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in the sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again.

They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

6. In the sentence "He bit very hard until Sura finally gave up," what does the word "He" refers to?
a) Sura
b) Baya
c) The sea
d) The river

7. What is the social function of the "Sura and Baya" story?
a) To entertain readers with a tale of two animals.
b) To teach a moral lesson about sharing and cooperation.
c) To provide information about different sea creatures.
d) To promote environmental awareness.

8. What is the main topic of the story "Sura and Baya"?
   a) The fight between Sura and Baya.
   b) The friendship between Sura and Baya.
   c) The search for food in the sea.
   d) The different habitats of Sura and Baya.

9. Identify the part of the generic structure that represents the conflict or problem in the story.
   a) Orientation
   b) Complication
   c) Resolution
   d) Conclusion

10. What can be inferred about the behavior of Sura and Baya
   a) They are always friendly and cooperative.
   b) They enjoy fighting and causing harm to each other.
   c) They are territorial and protective of their food sources.
   d) They have a strong bond of friendship despite their fights.?

Read the text to answer questions 11-15!

The Legend of Salatiga

Many years ago, there was a very honest sunan. He taught people about the meaning of life and about religion, he is known as Sunan Kalijaga. He traveled to spread his precious lesson.

One day, Sunan Kalijaga arrived at a village. Sunan went to the village chief's house. Then Sunan Kalijaga asked for a job without telling his real name. The wife of the chief said he could help cut the grass. Sunan Kalijaga started working by cutting grass to feed the chief's horses.

Soon, the chief of the village realized that his employee was Sunan Kalijaga. The chief was extremely surprised. Then he decided to follow the lesson of Sunan Kalijaga.

To follow the lesson of Sunan Kalijaga, the chief had to leave everything behind. But the wife didn't agree so she brought her jewelry in bamboo.

When the three of them were taking a rest in a village, a robber approached and took everything from the wife of the chief. Sunan said that this village would be full of people and really busy.

Then Sunan named the place Salatiga which means three wrong people. The three wrong people were the chief, his wife, and also the robber who loves collecting things.

And now, this village is known as Salatiga.

11. What is the social function of the story "The Legend of Salatiga"?
   a) To entertain readers with a mythical tale.
   b) To teach a moral lesson about honesty and humility.
   c) To provide historical information about Sunan Kalijaga.
   d) To promote the tourism of Salatiga village.

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12. In the sentence "Then Sunan named the place Salatiga which means three wrong people," what does the word "which" refer to?
    a) The village chief's house.
    b) The lesson of Sunan Kalijaga.
    c) The rest the three of them were taking.
    d) The name of the place, Salatiga.

13. In which paragraph does the story introduce the complication or conflict?
    a) Paragraph 1: "Many years ago there was a very honest sunan."
    b) Paragraph 2: "One day, Sunan Kalijaga arrived at a village."
    c) Paragraph 3: "Sunan Kalijaga started working by cutting grass."
    d) Paragraph 4: "To follow the lesson of Sunan Kalijaga, the chief had to leave everything behind."

14. What is the main topic of "The Legend of Salatiga"?
    a) The life of Sunan Kalijaga.
    b) The lesson taught by Sunan Kalijaga.
    c) The transformation of a village chief.
    d) The origin and meaning of the name Salatiga.

15. What can be inferred about the significance of the name Salatiga?
    a) The name represents the transformation of the village chief.
    b) The name reflects the lesson taught by Sunan Kalijaga.
    c) The name symbolizes the presence of three important individuals.
    d) The name indicates the rich history and culture of the village.

Read the text to answer questions 16-20!

The Legend of Toba Lake

In the past, there lived a young orphan farm in the northern part of the island of Sumatra. Syahdan, the young man made his life from farming and fishing. One day while he was fishing he got a fish which was so beautiful in golden brown.While he was holding it, the fish turned into a beautiful princess. The princess was a woman who was condemned for violating the prohibitions and it would turn into a kind of creature who first touched it. Because at that time the human touched it, then it turned into a princess.

Fascinated by her beauty, the young man asked her to be his wife. The application was accepted on condition that the young man was not allowed to tell the origin of the princess who came originally from fish. The young man agreed to this requirement. Having got married for a year, the couple got a boy but he had a bad habit that he never felt satisfied while he was eating. He ate all the food.

One day the boy ate all the food that should be given to his father. The young man then so angrily said: "basically you are the offspring of fish!" That statement by itself unlocked the secrets of his wife and broke his promise.

Shortly afterwards, his wife and son magically disappeared. Suddenly in the land of their former footsteps went out the springs which were very heavy. The water flew from these springs continuously and the longer it happened the larger it would be. Finally, these springs became a vast lake. The lake is now called Toba Lake.

16. In the sentence "The application was accepted on condition that the young man was not allowed to tell the origin of the princess," what does the word "origin" refer to?
    a) The princess's beauty.
    b) The young man's fishing spot.
    c) The fish that turned into a princess.
    d) The young man's farm and fishing life.

17. What is the main topic of "The Legend of Toba Lake"?
    a) The life of an orphan farm boy in Sumatra.
    b) The transformation of a fish into a princess.
    c) The creation of Toba Lake from a magical event.
    d) The forbidden secret of the fish princess.

18. What is the social function of the story "The Legend of Toba Lake"?
    a) To entertain readers with a mythical tale.
    b) To teach a moral lesson about honesty and trust.
    c) To provide historical information about Sumatra.
    d) To showcase the beauty of Toba Lake.

19. Identify the part of the generic structure that represents the climax of the story.
    a) Orientation
    b) Complication
    c) Resolution
    d) Conclusion

20. What can be inferred about the consequences of breaking a promise in the legend?
    a) The lake was created as a punishment.
    b) The princess and her son disappeared forever.
    c) The young man regretted his angry words.
    d) The villagers learned to value their natural resources.

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Kesan Belajar Bersama Ms. Nurul Safika:

Sangat menyenangkan, kalau ada kata-kata tidak dimengerti pasti akan dibantu.

Pesan untuk Ms. Nurul Safika:

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Recommendation letters

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Nomor : Un.04/F.II.3/PP.00.9/2057/2023 Pekanbaru, 06 Februari 2023
Sifat : Biasa
Lamp. : -
Hal : ***Mohon Izin Melakukan PraRiset***

Kepada
Yth. Kepala Sekolah
MA Pondok Pesantren Daarun Nahdhah Thawalib Bangkinang
di
Tempat

Assalamu'alaikum warhmatullahi wabarakatuh

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

Nama	: Nurul Safika
NIM	: 11810420749
Semester/Tahun	: X (Sepuluh)/ 2023
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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مؤسسة حاج محمد نور محي الدين
معهد دار النهضة طوالب باتجكيناتج
PONDOK PESANTREN DAARUN NAHDHAH THAWALIB BANGKINANG
Tahun Berdiri 1367 H / 1948 M - NSPP : 131214010002
Website : ponpesdaarunnahdhah.sch.id e-mail : ppdntbdaarun@yahoo.co.id
Alamat : Jln. Letkol Syarifuddin Syarif Km. 1 Gg. Pesantren Telp/Fax. (0762) 322382 Kecamatan Bangkinang Kabupaten Kampar Propinsi Riau

بسم الله الرحمن الرحيم

SURAT KETERANGAN

Nomor : 068 / E / SK / PPDN-TB / 20231

Yang bertanda tangan di bawah ini :

Nama	:	**Drs. H. RUSYDI NUR**
Jabatan	:	Pimpinan Pondok Pesantren
Pondok Pesantren	:	Daarun Nahdhah Thawalib Bangkinang
Alamat	:	Jl. Letkol Syarifuddin Syarif KM. 1 Desa Muara Uwai Kec. Bangkinang Kab. Kampar Prop. Riau

dengan ini menerangkan bahwa :

Nama	:	**Nurul Safika**
NIM	:	11810420749
Universitas	:	UIN Suska Riau
Program Studi	:	S1
Alamat	:	Pekanbaru
Judul	:	**THE USE OF CONTEXT CLUES TECHNIQUE ON STUDENTS' READING COMPREHENSION OF THE TENTH GRADE AT ISLAMIC SENIOR HIGH SCHOOL DAARUN NAHDHAH THAWALIB BANGKINANG**

Kami izinkan untuk melakukan penelitian di Pondok Pesantren Daarun Nahdhah Thawalib Bangkinang dengan ketentuan :

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PADA TANGGAL : 09 Februari 2023
PIMPINAN,

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Sifat : Biasa
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Hal : ***Pembimbing Skripsi***

Kepada
Yth. Riri Fauzana, S.Pd., M.Sc

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
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PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa : Nurul Safika
Nomor Induk Mahasiswa : 11810420749
Hari/Tanggal Ujian : Selasa, 09 Mei 2023
Judul Proposal Ujian : The Use Of Context Clues Technique on Students' Reading Comprehension of The Tenth Grade at Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Rizky Gushendra, M.Ed	PENGUJI I		
2.	Robi Kurniawan, M.A	PENGUJI II		

Mengetahui
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Wakil Dekan I

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

Pekanbaru, Selasa, 16 Mei 2023
Peserta Ujian Proposal

Nurul Safika
NIM. 11810420749

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LAMPIRAN BERITA ACARA
UJIAN PROPOSAL

Nama : Nurul Safika
Nomor Induk Mahasiswa : 11810420749
Hari/ Tanggal : Selasa, 09 Mei 2023
Judul Proposal Penelitian : The use of Context Clues Technique on Students' Reading Comprehension of the tenth Grade at Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang

NO	URAIAN PERBAIKAN
	- Show theoritical gaps - revise the grammar of the writing - Add the background about relevant research - Add theories about context clues.

Pekanbaru, 09 Mei 2023

Penguji I

Rizky Gushendra, M.Ed

Penguji II

Robi Kurniawan, M.A

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

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Jl. H. R. Soebrantas 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

Nomor : Un.04/F.II/PP.00.9/10735/2023 Pekanbaru,10 Juli 2023 M
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : ***Mohon Izin Melakukan Riset***

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

Assalamu'alaikum warahmatullahi wabarakatuh

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

Nama	: **Nurul Safika**
NIM	: 11810420749
Semester/Tahun	: XI (Sebelas)/ 2023
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Use Of Context Clues Technique On Students' Reading Comprehension Of The Tenth Grade At Islamic Senior High School Daarun Nahdhah Thawalib Bangkinang
Lokasi Penelitian : MA PonPes Daarun Nahdhah Thawalib Bangkinang
Waktu Penelitian : 3 Bulan (10 Juli 2023 s.d 10 Oktober 2023)

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

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
Dekan,

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

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suatu masalah.
if Kasim Riau

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Nomor : Un.04/F.II/PP.00.9/10735/2023 Pekanbaru,10 Juli 2023 M
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : ***Mohon Izin Melakukan Riset***

Kepada
Yth. Kepala Kantor
Kementrian Agama Bangkinang
Di Bangkinang

Assalamu'alaikum warahmatullahi wabarakatuh

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

Nama	: **Nurul Safika**
NIM	: 11810420749
Semester/Tahun	: XI (Sebelas)/ 2023
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

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

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
Dekan

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

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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/DPMPTSP/NON IZIN-RISET/57916

TENTANG

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

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/10735/2023 Tanggal 10 Juli 2023**, dengan ini memberikan rekomendasi kepada:

1. Nama	:	**NURUL SAFIKA**
2. NIM / KTP	:	118104207490
3. Program Studi	:	PENDIDIKAN BAHASA INGGRIS
4. Jenjang	:	S1
5. Alamat	:	PEKANBARU
6. Judul Penelitian	:	**THE USE OF CONTEXT CLUES TECHNIQUE ON STUDENTS' READING COMPREHENSION OF THE TENTH GRADE AT ISLAMIC SENIOR HIGH SCHOOL DAARUN NAHDHAH THAWALIB BANGKINANG**
7. Lokasi Penelitian	:	MADRASAH ALIYAH DAARUN NAHDHAH THAWALIB BANGKINANG

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 : 12 Juli 2023

Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU

Tembusan :
Disampaikan Kepada Yth :
1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Kampar
   Up. Kepala Kantor Kesatuan Bangsa dan Politik di Bangkinang
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

UIN SUSKA RIAU

PEMERINTAH KABUPATEN KAMPAR
BADAN KESATUAN BANGSA DAN POLITIK
JALAN H. R SOEBRANTAS NOMOR..... TELP. (0762) 20146
BANGKINANG Kode Pos : 28412

REKOMENDASI
Nomor : 071/BKBP/2023/446

Tentang

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

Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Kampar setelah membaca surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Nomor : 503/DPMPTS/NON IZIN-RISET/57916 Tanggal 12 Juli 2023, dengan ini memberi Rekomendasi/Izin Penelitian kepada :

1.	Nama	:	**NURUL SAFIKA**
2.	NIM	:	118104207490
3.	Universitas	:	UIN SUSKA RIAU
4.	Program Studi	:	PENDIDIKAN BAHASA INGGRIS
5.	Jenjang	:	S1
6.	Alamat	:	PEKANBARU
7.	Judul Penelitian	:	**THE USE OF CONTEXT CLUES TECHNIQUE ON STUDENTS' READING COMPREHENSION OF THE TENTH GRADE AT ISLAMIC SENIOR HIGH SCHOOL DAARUN NAHDHAH THAWALIB BANGKINANG**
8.	Lokasi	:	MANDRASAH ALIYAH DAARUN NAHDHAH THAWALIB BANGKINANG

Dengan ketentuan sebagai berikut :

1 Tidak melakukan Penelitian yang menyimpang dari ketentuan dalam proposal yang telah ditetapkan atau yang tidak ada hubungannya dengan kegiatan riset/pra riset dan pengumpulan data ini.
2 Pelaksanaan kegiatan penelitian/pengumpulan data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dikeluarkan.

Demikian rekomendasi ini diberikan, agar digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Riset ini dan terima kasih.

Dikeluarkan di Bangkinang
pada tanggal 18 Juli 2023

a.n. **KEPALA BADAN KESBANGPOL KAB. KAMPAR**
Kepala Bidang idiologi, wawasan kebangsaan
dan karakter Bangsa

ONNITA, SE
Pembina (IV/a)
NIP. 19661009 198803 2 003

Rekomendasi ini disampaikan Kepada Yth;
1. Kepala Sekolah Madrasah Aliyah Daarun Nahdhan Thawalib Bangkinang.
2. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru.
3. Yang Bersangkutan.

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يباس حج محمد نور محي الدين

MADRASAH ALIYAH
PONDOK PESANTREN DAARUN NAHDHAH THAWALIB BANGKINANG

NPSN : 10498759 NSM : 131214010002 NSS : 312140651001
Website : ponpesdaarunnahdhah.sch.id e-mail : ppdntbdaarun@yahoo.co.id

Alamat : Jln. Letkol Syarifuddin Syarif Km. 1 Gg. Pesantren Telp/Fax. (0762) 322382 Kecamatan Bangkinang Kabupaten Kampar Propinsi Riau

SURAT KETERANGAN

Nomor : 288 / E / SK / MA.PPDN-TB / VII / 2023

Yang bertanda tangan di bawah ini :

Nama	:	**Dr. NELLY YUSRA M.Ag**
Jabatan	:	Kepala Madrasah
Pondok Pesantren	:	MAS PP Daarun Nahdhah Thawalib Bangkinang
Alamat	:	Jl. Letkol Syarifuddin Syarif KM. 1 Desa Muara Uwai Kec. Bangkinang Kab. Kampar Prop. Riau

dengan ini menerangkan bahwa :

Nama	:	**Nurul Safika**
NIM	:	11810420749
Universitas	:	UIN Suska Riau
Program Studi	:	S1
Alamat	:	Pekanbaru
Judul	:	**THE USE OF CONTEXT CLUES TEHNIQUE ON STUDENTS' READING COMPREHENSION OF THE TENTH GRADE AT ISLAMIC SENIOR HIGH SCHOOL DAARUN NAHDHAH THAWALIB BANGKINANG**

Kami izinkan untuk melakukan penelitian di Pondok Pesantren Daarun Nahdhah Thawalib Bangkinang dengan ketentuan :

1. Tidak melakukan penelitian yang menyimpang dari ketentuan dalam proposal yang telah ditetapkan atau yang tidak ada hubungan nya dengan kegiatan riset/prariset dalam pengumpulan data ini.
2. Pelaksanaan kegiatan penelitian/pengumpulan data ini berlangsung selama 3 Bulan terhitung mulai tanggal 10 Juli 2023 sampai 10 Oktober 2023 keluarkan.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

DI KELUARKAN DI : BANGKINANG
PADA TANGGAL : 27 Juli 2023
PIMPINAN,

MADRASAH ALIYAH PP. DAARUN NAHDHAH THAWALIB BANGKINANG
YAYASAN HAJI MUHAMMAD YURMAH TUDDIN

Dr. NELLY YUSRA M.Ag

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PONDOK PESANTREN DAARUN NAHDHAH
THAWALIB BANGKINANG

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Website : ponpesdaarunnahdhah.sch.id e-mail : ppdntbdaarun@yahoo.co.id

Alamat : Jln. Letkol Syarifuddin Syarif Km. 1 Gg. Pesantren Telp/Fax. (0762) 322382 Kecamatan Bangkinang Kabupaten Kampar Propinsi Riau

SURAT KETERANGAN

Nomor : 369 / E / SK / MA.PPDN-TB / IX / 2023

Yang bertanda tangan di bawah ini :

Nama	:	**Dr. NELLY YUSRA M.Ag**
Jabatan	:	Kepala Madrasah
Pondok Pesantren	:	MAS PP Daarun Nahdhah Thawalib Bangkinang
Alamat	:	Jl. Letkol Syarifuddin Syarif KM. 1 Desa Muara Uwai Kec. Bangkinang Kab. Kampar Prop. Riau

Dengan ini menerangkan bahwa mahasiswa dibawah ini :

Nama	:	**Nurul Safika**
NIM	:	11810420749
Universitas	:	UIN Suska Riau
Program Studi	:	S1
Alamat	:	Pekanbaru
Judul	:	**THE USE OF CONTEXT CLUES TEHNIQUE ON STUDENTS' READING COMPREHENSION OF THE TENTH GRADE AT ISLAMIC SENIOR HIGH SCHOOL DAARUN NAHDHAH THAWALIB BANGKINANG**

Telah melaksanakan riset/penelitian di MAS PP DAARUN NAHDHAH THAWALIB BANGKINANG dari tanggal 10 Juli – 16 September 2023. Demikianlah kami sampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

DI KELUARKAN DI : BANGKINANG
PADA TANGGAL : 16 September 2023
PIMPINAN

MADRASAH ALIYAH PP. DAARUN NAHDHAH THAWALIB BANGKINANG

Dr. NELLY YUSRA M.Ag

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KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing :
   a. Seminar usul Penelitian :
   b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Riri Fauzana, S.Pd., M.Sc
   a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : Nurul Safika
4. Nomor Induk Mahasiswa : 11810420749
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
	8/7 2022	chapter I, II, III		
	23/2 2023	focus on problems & indicators		
	9/3 2023	Indicators		
	29/3 2023	Acc proposal		
	25/5 2023	Acc Instrument		
	15/11 2023	check chapter 4 & 5		
	22/11/2023	check all chapters		

Pekanbaru, 29 Maret 2023
Pembimbing,

RIRI FAUZANA, S.Pd, M.Sc
NIP. 130117075

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FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
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amat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

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SKRIPSI MAHASISWA

1. Jenis yang dibimbing :
   a. Seminar usul Penelitian :
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2. Nama Pembimbing : Riri Fauzana, S.Pd., M.Sc
   a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : Nurul Safika
4. Nomor Induk Mahasiswa : 11810420749
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
	13 /12/ 2023	Approved to munaqasah		

Pekanbaru, 13 Desember 2023
Pembimbing,

RIRI FAUZANA, MSC
NIP. 19840717 2023 212043

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CURRICULUM VITAE

Nurul Safika, was born on May 05th, 2000 in Bangkinang. She is the first daughter from Alm. Muhammad Nizar and Jusmaniar. She lives at Dusun Uwai, Bangkinang, Kampar, Riau.

The researcher had finished her study at SDN 003 Muara Uwai (2006-2012), and she continued her study at Mts. Daarun Nahdhah Thawalib Bangkinang (2012-2015), then she continued her study at MA. Daarun Nahdhah Thawalib Bangkinang (2015-2018), then she continued her study At Islamic University Sultan Syarif Kasim of Riau at English Education Department, Faculty of Education and Teacher Training (2018). She was enrolled in the KuliahKerjaNyata (KKN) program at Sipungguk, Salo, Kampar in July 2021. Then, in October 2021, she began her Pre-Service Teacher Practice (PPL) program at MAN 4 Kampar. Finally, she passed her undergraduate program's thesis test titled “THE EFFECT OF USING CONTEXT CLUES TECHNIQUE ON STUDENTS’ READING COMPREHENSION OF THE TENTH GRADE AT ISLAMIC SENIOR HIGH SCHOOL DAARUN NAHDHAH THAWALIB BANGKINANG”

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.