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THE CORRELATION BETWEEN STUDENTS' READING ATTITUDE IN THEIR FIRST LANGUAGE (L1) AND THEIR READING COMPREHENSION OF NARRATIVE TEXTS AT MAN 3 PEKANBARU



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1447 H / 2025 M



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THEIR READING COMPREHENSION OF
NARRATIVE TEXTS AT
MAN 3 PEKANBARU**



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Thesis

Submitted as partial fulfillment part of the Requirements
for Bachelor's Degree of English Education
(S.Pd.)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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STATEMENT OF AUTHENTICITY

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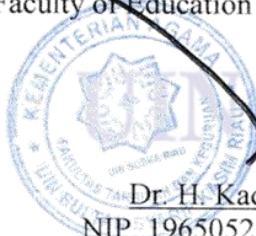
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Pekanbaru,

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ABSTRACT

Hesrian Tera (2025): The Correlation between Students' Reading Attitude in their First Language (L1) and their Reading Comprehension of Narrative Texts at MAN 3 Pekanbaru

The purpose of this research is to find out whether there is a significant correlation between students' reading attitude in their first language (L1) and their reading comprehension of narrative texts at MAN 3 Pekanbaru. This research used a quantitative method with a correlational design. The sample consisted of 35 tenth-grade students from class X.6, selected through purposive sampling technique. The data were collected through a reading attitude questionnaire and a reading comprehension test. The analysis was conducted using Pearson Product Moment correlation in the SPSS version 20.0 program. The results showed that the null hypothesis (H_0) was accepted, and the alternative hypothesis (H_a) was rejected. It can be concluded that there is no significant correlation between students' reading attitude in their first language (L1) and their reading comprehension of narrative texts at MAN 3 Pekanbaru.



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ABSTRAK

Hesrian Tera (2025): Hubungan antara Sikap Membaca Siswa dalam Bahasa Pertama (L1) dan Pemahaman Membaca Teks Naratif di MAN 3 Pekanbaru

Penelitian ini bertujuan untuk mengetahui apakah terdapat hubungan yang signifikan antara sikap membaca siswa dalam bahasa pertama (L1) dengan kemampuan memahami teks naratif berbahasa Inggris di MAN 3 Pekanbaru. Penelitian ini menggunakan metode kuantitatif dengan desain korelasional. Sampel dalam penelitian ini adalah siswa kelas X.6 yang berjumlah 35 orang dan dipilih melalui teknik purposive sampling. Data dikumpulkan melalui angket untuk mengukur sikap membaca dalam L1 dan tes untuk mengukur pemahaman membaca teks naratif. Analisis data dilakukan dengan menggunakan uji korelasi Pearson Product Moment melalui program SPSS versi 20.0. Hasil penelitian menunjukkan bahwa hipotesis nol (H_0) diterima dan hipotesis alternatif (H_a) ditolak. Dengan demikian, dapat disimpulkan bahwa tidak terdapat hubungan yang signifikan antara sikap membaca siswa dalam bahasa pertama (L1) dengan pemahaman mereka terhadap teks naratif berbahasa Inggris di MAN 3 Pekanbaru.

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ملخص

هيسريان تيرا، (٢٠٢٥): مساهمة موقف القراءة لدى التلاميذ بلغتهم الأولى في فهمهم لقراءة النصوص السردية في المدرسة الثانوية الإسلامية الحكومية ٣ بكنبارو

هدف هذا البحث هو معرفة ما إذا كانت هناك مساهمة كبيرة بين موقف القراءة باللغة الأولى وفهم التلاميذ لقراءة النصوص السردية في المدرسة الثانوية الإسلامية الحكومية ٣ بكنبارو. هذا البحث هو بحث كمي مع تصميم ارتباطي ويستخدم تحليل الانحدار الخطي البسيط. والعينة المستخدمة في هذا البحث تلاميذ الصف العاشر-٦ ويبلغ عددهم 35 تلميذاً، تم اختيارهم باستخدام تقنية العينة الهادفة. وتم جمع البيانات باستخدام استبيان لقياس موقف القراءة باللغة الأولى، واختبار لقياس فهم قراءة النصوص السردية. تم تحليل البيانات باستخدام تحليل الانحدار الخطي البسيط بمساعدة برنامج الحزمة الإحصائية للعلوم الاجتماعية الإصدار 20.0. أظهرت نتائج البحث أنه تم قبول الفرضية المبدئية ورفض الفرضية البديلة. ويمكن الاستنتاج أنه لا توجد مساهمة كبيرة بين موقف القراءة باللغة الأولى وفهم قراءة النصوص السردية لدى التلاميذ في المدرسة الثانوية الإسلامية الحكومية ٣ بكنبارو.

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UIN SUSKA RIAU

A. Background of the Problem

Reading is one of the four skills that students must master. In learning a new language, reading is regarded a crucial element of the learning process (Akabuike & Asika, 2012; Floris & Divina, 2009; Tien, 2015). It is because reading is a process of getting a lot of information from printed letter words and an interaction between the text and the reader. Students can learn and receive a lot of knowledge from reading. According to Nunan (2003), reading is the process of interpreting meaning by integrating the text's information with the reader's existing knowledge and understanding. Therefore, reading comprehension skills are important in helping the reader explore the deeper meaning of the text.

Reading comprehension is an ability in reading that helps readers find new meaning from the text, apart from the meaning that is directly conveyed. According to Woolley (2011), reading comprehension is the process of extracting meaning from reading passages. During the comprehension process, the reader builds an understanding of meaning to pick out the pieces of information obtained from a text. Reading comprehension can help students improve their English skills and increase their knowledge from the information they get from the text (Habok & Magyar, 2019).

According to the Merdeka Curriculum, reading comprehension of texts is a fundamental skill of learning outcomes. This curriculum emphasizes text as

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the topic of the English subject (Rahmawati, et al., 2024). According to Martin & Rose (2012), for high school level, there are several types of texts used in reading, such as recount, procedure, narrative, exposition, explanation, report, and descriptive text. A good understanding of various texts can help students hone their critical thinking skills, as well as apply the knowledge gained in everyday life. Therefore, students must be able to understand the content well from the texts they read.

An important thing that relates to students' comprehension ability in reading is reading attitude (Chotitham & Wongwanich, 2013). Reading attitude refers to the way individuals respond to reading materials. It reflects their attraction or avoidance towards reading. Alexander & Filler (1976) in Akbari et al. (2017), state that reading attitude is a set of feelings associated with reading that influence learners to approach or avoid reading situations.

A positive reading attitude can help students understand reading in English more effectively (Martinez et al., 2008). With a positive attitude towards reading, it means that students are interested in continuing to read because they consider reading to be a fun activity. In addition, students become fond of reading so that students can understand the meaning of the reading text in question. In contrast to students who like to read, students who have negative attitudes towards reading tend to choose to avoid reading activities (Purwaningsih et al., 2022). Students who have a negative attitude in reading do not concentrate on their reading activities because these students do not like reading.

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MAN 3 Pekanbaru is a public high school located in Pekanbaru city, Riau Province. It is one of the public high schools known for its dedication in providing quality education as well as creating a comfortable and supportive learning atmosphere. In recent years, MAN 3 Pekanbaru has implemented Merdeka Curriculum, a more flexible and student-centered learning approach. This curriculum emphasizes the development of creativity, critical thinking and problem-solving skills. In English language learning, it aims to help students communicate effectively in oral and written forms and become independent, critical and global-minded learners. To achieve these goals, the school requires students to have a good ability in reading comprehension, especially in English learning, so that they can absorb information effectively and improve language skills.

Although MAN 3 Pekanbaru has implemented various strategies to improve students' reading comprehension skills, there were still some obstacles, especially in understanding narrative text. Based on an interview with one of the English teachers at MAN 3 Pekanbaru, most of students have been able to understand the generic structure of narrative texts, such as orientation, complication, resolution, and coda. However, they still faced difficulties in understanding language features, such as the use of tenses, verbs, and detailed descriptions. Vocabulary mastery is also a major challenge, with students often not knowing the meaning of words in the context of the text they are reading.

In addition, students are also unable to fulfill other important components of reading comprehension, such as finding the main idea, factual

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information, identifying references, and drawing inferences from the narrative text they read. There are some students who have a positive attitude towards reading activities, such as being actively involved in reading, but still have difficulty in understanding the content of the reading. Conversely, there are also students who tend not to be interested in reading, but are still able to answer questions based on the text they read.

Based on the explanation above reading attitudes is essential in learning foreign or second language. For this reason, researchers are interested in conducting this research to overcome students' reading comprehension at MAN 3 Pekanbaru. There have been many research studies on reading attitudes. However, there is still lack of researcher focus on L1 reading attitudes and reading comprehension of narrative text. Previous studies focus on Attitude Toward Reading (Akbari, et al., 2017; Baş, 2012) reading attitudes and reading comprehension (Shabrina Ikhsanin Nisak, 2023; Purwaningsih, et al., 2022; Rafi, et al., 2021; Septianingsi & Atmanegara, 2021) L1 reading attitudes and L2 reading comprehension (Sarab & Rad, 2022).

In the previous studies, there was one researcher who examined the effect of L1 reading attitudes on L2 reading comprehension. This research comes from abroad where English is the second language and examines at the high school. Based on these studies, the researcher found several research gaps, where research on the L1 reading attitudes on L2 reading comprehension has never been conducted in Indonesia, especially reading comprehension of narrative text at the Islamic senior high school. This study will explore the

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correlation between students' reading attitude in first language and reading comprehension of narrative text at the Islamic senior high school.

Therefore, this study aims to investigate the correlation between students' reading attitude in their first language and reading comprehension of English narrative texts. The findings were expected to provide insights for more effective teaching strategies and improve students' learning outcomes at MAN 3 Pekanbaru.

B. Identification of the Problem

In line with the background of the research problem, the researcher identified several issues related to students' reading comprehension of narrative texts. First, students had difficulty in understanding language features in narrative texts, such as tenses, verbs, and detailed descriptions. Second, they faced challenges in mastering vocabulary, particularly in understanding the meaning of words in context. Third, students were not able to identify the main components of reading comprehension, including main ideas, factual information, references, and inferences in narrative texts.

Additionally, some students demonstrated a positive attitude toward reading activities but still struggled to comprehend the content of the texts they read. On the other hand, there were also students who showed less interest in reading but were able to answer questions based on the texts they had read.

C. Limitation of the Problem

After describing the identification of problem above, the researcher needs to limit and focus the research problem on students' L1 reading attitudes

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and their reading comprehension of narrative text at MAN 3 Pekanbaru. The reason for choosing MAN 3 Pekanbaru students is rooted in the importance of understanding how their L1 reading attitudes affect reading comprehension, providing valuable insights for educators and curriculum developers in improving language learning strategies in specific academic contexts. In addition, the researcher also needs to limit and focus on the correlation between students' reading attitude in first language (L1) and reading comprehension of narrative texts.

D. Formulation of the Problem

Based on limitation of the problem above, the researcher formulated questions in the following, such as:

1. How is the reading comprehension of narrative text at MAN 3 Pekanbaru?
2. How are students' reading attitude in first language (L1) at MAN 3 Pekanbaru?
3. Is there a significant correlation between students' reading attitude in first language (L1) and reading comprehension of narrative text at MAN 3 Pekanbaru?

E. Purpose of the Research

1. To describe the reading comprehension of narrative text at MAN 3 Pekanbaru.
2. To describe students' reading attitude in first language (L1) at MAN 3 Pekanbaru.

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3. To test or examine whether there is a significant correlation between students' reading attitude in first language (L1) and reading comprehension of narrative text at MAN 3 Pekanbaru.

F. Significance of the Research

Theoretically, this research is important in examining correlation between students' reading attitude in first language (L1) and reading comprehension of narrative texts in the context of English as a Foreign Language (EFL). This study investigates the relationship between students' reading attitudes in L1 and their reading comprehension of English narrative texts. The focus of this research lies on the possible role of both positive and negative attitudes formed through L1 reading experiences on the reading comprehension process, as well as how factors such as language transfer, cultural background and cognitive processes may influence the skill.

Practically, this study is expected to provide input in designing more effective reading teaching strategies, taking into account the role of reading attitudes in the first language (L1) as one of the factors that can influence reading comprehension in English. The findings from this study have the potential to serve as a basis for educators and policy makers in developing more contextualized learning approaches, as well as helping to improve the quality of English language learning, particularly in understanding narrative texts. Thus, this research is expected to contribute to the improvement of students' reading competence and the overall quality of education.

G. Definition of the Term

1. Reading Attitudes in L1

Reading attitude in the first language (L1) refers to students' emotional and evaluative dispositions toward reading activities conducted in their native language, which in this case is Bahasa Indonesia. In this research, reading attitude in L1 is beliefs, feelings, and preferences toward reading in Bahasa Indonesia, which may influence their reading comprehension of English narrative texts at MAN 3 Pekanbaru.

2. Reading Comprehension

Reading comprehension is defined as the process of extracting and constructing meaning while interacting and engaging with written language. In this research, reading comprehension is the process by which students at MAN 3 Pekanbaru understand and interpret English narrative texts, focusing on the key components of reading comprehension.

3. Narrative Text

A narrative text is a story created in a constructive structure that describes a sequence of fictional or non-fictional event. In this research, narrative text is a type of text studied in English classes at MAN 3 Pekanbaru, which is used to improve students' reading comprehension ability.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Reading Comprehension

Reading is one of the skills that students must master. Reading helps individuals have access to all available information. In order to obtain information, students must be able to read materials well and efficiently. In addition, reading is also a necessary ability for language competence because it allows students to share and expand their knowledge. Reading is very important in learning English, because it is a key skill in English that needs to be mastered at every level of education, including high school. According to Finocchiaro & Bonomo (1973), reading involves extracting meaning from printed or written item. Reading is an activity in which we see and understand written words.

In addition, Nuttal (2000) defines reading as the interaction of the writer's and reader's minds. It is the process by which the reader attempts to extract the message or intended meaning from the writer. In this process, the reader attempts to create the meanings intended by the writer so that the reader can understand the message and the writer's meaning sense. Brown (2000), describes reading as a process of negotiating meaning. The reader brings to the text a set of schemata for interpreting it, and it accepts the outcome of that encounter.

Although many people think of reading as a simple and passive process where we read word by word and understand the meaning one by one,

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reading is actually a very complicated process that requires a lot of active involvement from the reader. Reading involves comprehending the meaning of printed words or symbols (Patel & Jain, 2008). According to Nunan (2003), reading involves readers smoothly integrating information from a text with their own prior knowledge to construct understanding. Meaning does not lie with the reader or the text. The reader's background knowledge interacts with the text to produce meaning. Readers typically use their background knowledge, vocabulary, grammar expertise, textual experience and other skills to understand written content.

Based on the statement above, it can be concluded that reading is a complex and interactive process in which the reader not only comprehends the written words, but also extracts meaning by integrating information from the text with pre-existing knowledge. Reading is a very important skill for students to master, as it enables them to access and understand information, share and expand knowledge, and develop language competence.

In reading comprehension, students not only read the material but also understand its context and purpose. Therefore, reading comprehension is very important for students to constantly update and improve their abilities. Reading comprehension of a text is very important for readers because comprehension shows that the reader has been able to understand the message or all the information that the author wants to convey. This is as stated by Grellet (1986), that "Reading involves understanding written language. The most basic operation of the reading process is sense-making,

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which involves extracting and generating ideas, information, and mental imagery from print. Making sense is commonly referred to as comprehending”.

From the quote above, it can be explained that understanding reading text is making meaning from a piece of writing, picking and creating ideas, information, and mental impressions from the writing. In addition, Harris & Hodges (1995) in Brassell & Rasinski (2008), state that reading comprehension involves constructing meaning from text using past knowledge and experience. The presumption is that meaning resides in the interpreter's intentional problem-solving and thinking processes, which are influenced by their prior knowledge and experience. This definition also suggests that reading comprehension requires the reader to use their existing knowledge on the topic and the text itself to create meaning.

Reading comprehension is defined as the process of extracting and constructing meaning while interacting and engaging with written language (Snow, 2002). According to Harris & Graham (2007) in Nurdiana & Amelia (2017), reading comprehension is a multifaceted, highly complex process that involves numerous interactions between readers and what they bring to the text (previous knowledge and strategy use), as well as variables related to the text itself (interest in text, understanding of text types). It means that comprehension is a process that requires prior knowledge and interaction between readers and text in.

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Similarly, King & Stanley (1989) in (Nurdiana & Amelia, 2017) define reading comprehension as having five components in reading text. They are, finding main idea, finding factual information, finding the meaning of vocabulary, identifying references, and making inferences.

Finding the main idea means discovering what the author wants to convey about the topic under discussion. The main idea highlights a particular aspect of the subject or provides specific comments about it. Usually, the main idea expresses a complete idea and shows the writer's logic, the purpose of writing, as well as the main points he or she wants to convey to the reader. Then, finding factual information requires students to mark certain detailed information, readers must know factual information and be able to locate detailed information such as people, places, events, and times. In finding the meaning of vocabulary, students can guess the meaning of unfamiliar words by relating them to words around them or words that appear around them. In identifying references, students can recognize reference words such as she, he, it, they, her, him, and others, which helps them understand the reading better. In making inferences, students are expected to make accurate predictions. Predictions can be made by correctly interpreting the indicators given by the author.

From the explanation above, it can be concluded that reading comprehension is inseparable from thinking activities, meaning that the reader of the text does not only see the reading through written symbols but also involves the thought process of the message conveyed by the author in

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the reading text. This involves the process of finding the main idea, finding factual information, finding the meaning of vocabulary in context, identifying references, and making inferences. Researcher will use these five aspects of reading comprehension as indicators to assess students' reading comprehension in this study.

Reading Comprehension of Narrative Text

In the Merdeka Curriculum, narrative is one of the text types taught in senior high schools. Narrative texts strive to entertain and amuse readers through their imaginative nature. According to Anderson & Anderson (2003), narrative text is a type of English text intended to entertain readers or listeners. Abbott (2002) states that narrative is described as a representation of one or a series of events, which includes stories and narrative discourse. Stories refer to actual events or actions that occur, while narrative discourse is the way in which these events are presented. Furthermore, Purba (2018) explained that narrative text is a story written in a constructive structure that describes a sequence of fictional or non-fictional events.

Narratives can be both fiction and non-fiction, including fairy tales, mysteries, fables, romances, adventure stories, myths and legends. Narrative fiction describes stories that take place in the world of imagination. Meanwhile, narrative non-fiction refers to a true story or a story about someone that really happened, in which a series of events are brought to life. Based on this statement, narrative non-fiction reflects the thoughts and

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feelings of its author. Basically, the author is responsible for the accuracy of his or her statements.

The purpose of narrative text is to entertain the reader. Grabe & Stoller (2011), state that narrative aims to entertain readers while conveying moral messages. In addition, the social function of narrative text is to inform and entertain readers by telling or retelling historical events. Therefore, the purpose of narrative texts is mostly to inform, and often includes large sections that organize the events in the story chronologically (Harida, 2017).

According to Gerot & Wignell (1994); Knapp & Watkins (2005); Magfiroh et al. (2021), the generic structure of narrative texts is orientation, complication, and resolution. Orientation involves setting the scene, introducing people, and establishing the time and location. Complication, which initiates a series of events that affects what happens in the plot. Resolution, in which the characters eventually solve the difficulty. Coda is an optional structure in a narrative.

In addition, narrative texts have several key language features. First, narrative texts usually involve specific participants, which means the characters or people in the story are clearly identified. Second, the text is usually written in the past tense, as it describes events or actions that have already happened. In addition, narrative texts often use adjectives and adverbs to provide detailed descriptions of people, places and actions, thus helping readers visualize the story. Lastly, the use of time conjunctions such

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as “last week” or “then” helps organize the sequence of events, guiding the reader through the timeline of the narrative.

Based on the explanation above, in reading comprehension of narrative text, students must know and understand the purpose, structure, and language features of narrative text.

2. Students' Reading Attitudes in First Language (L1)

Reading attitude plays important role for readers that can direct them to have enjoyable or unpleasing reading practice and affects the final result in text being read. According Guthrie & Wigfield (1999), the concept of reading attitude refers to beliefs and aims related to reading. Reading attitude can be defined as “a state of mind accompanied by feelings and emotions that make reading more or less likely” (Smith, 1990). Alexander & Filler (1976) in Pramita & Anam (2019), also stated that reading attitude is a system of feelings related to reading that causes learners to approach or avoid reading situations. Reading attitudes can become actions, and people may choose not to read because they dislike it, or they may read more frequently because they enjoy it. Therefore, success or failure in reading is influenced by reading attitudes.

Attitudes toward reading are also emotional responses, and are the main reason why most readers read books, and probably also the main reason why most non-readers do not read (Mathewson, 1994). Students' attitudes towards reading are largely influenced by their psychological and emotional state (McKenna, 2001). Students' positive or negative reading

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attitudes are frequently linked to the situations they face in school and their immediate surroundings, and they have a direct impact on their academic success. For instance, Children that are strongly motivated to study and seek information, have more positive reading attitudes and perform better in reading (Ökcu & Akgul, 2021).

Based on the statement above, the researcher concluded that reading attitude is a natural emotional system that determines whether a person is interested in reading and approaches, avoids, or avoids the reading activity. Therefore, reading attitudes have an influence on a person's success or failure in reading, especially for learners.

Specifically, reading attitude in the first language (L1) deserves attention, as it forms the foundation of early reading experiences. Based on general definitions of reading attitude, it can be understood that first language (L1) reading attitude includes one's feelings, beliefs and tendencies related to reading in their first language. According to Day & Bamford (1998) in Uslu (2020), one of the important factors influencing learners' attitudes towards reading in a second or foreign language is their attitudes towards reading in the L1. Attitudes towards reading in L1 can be transferred to the reading process in English as a Foreign Language (EFL). For this reason, having a positive attitude towards reading and building good reading habits in the L1 is fundamental to acquiring reading habits in the target language.

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According to Lee & Schallert in Septianingsi & Atmanegara (2021), there are five components of reading attitudes. The first is cognitive attitudes, which pertain to the intellectual, practical, and linguistic values of reading. The second is conative attitude, which refers to readers' actual behaviors related to reading. The third component, negative affect, deals with general negative feelings toward reading. The fourth component, anxiety, is associated with the feelings of worry or nervousness that arise when facing reading tasks. The final component is self-assessment, which reflects students' perceptions of their own reading competence.

On the other hand, according to Reeves (2002) in (Yamashita, 2007), there are three components of reading attitudes. The first component is cognitive, which is represented by personal and evaluative beliefs, typically focusing on beliefs concerning the utility of the reading act in relation to one's goals. The second component is affective, which refers to the feelings or emotions that individuals have toward the object of the attitude, such as reading itself. Lastly, the third component is co-native, which relates to action readiness and behavioral intentions regarding the attitude object, although these actions may not always be expressed in observable behavior.

However, following the approach used in Yamashita's (2007) research, this research only focuses on two components: cognitive and affective. The conative component was not included as it is difficult to measure in the context of this study. This is due to differences in students' reading habits



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outside the classroom as well as other factors that influence their actual actions in reading, making it difficult to assess their readiness to act on reading attitudes in a standardized manner. For the purpose of this study, the researcher chose this theory as an indicator to measure reading attitude.

Implementing Reading Attitudes in the Classroom

Reading attitudes can be shaped and developed through various classroom practices, which will also affect students' reading comprehension. In the context of language learning, a positive reading attitude is essential to increase students' engagement in understanding the texts they read. Teachers play a crucial role in facilitating students' reading experience, both in terms of motivation and selection of reading materials that are relevant and in line with students' interests. Gambrell (2011) states that students are more motivated to read when given a choice of texts that match their interests and needs. When students are given the freedom to choose texts, they will be more engaged and have a deeper understanding of the material they read. One way to achieve this is by providing reading materials that are relevant to students' interests and ability levels.

Teachers have an important role in shaping students' positive attitude towards reading through classroom learning activities. One way to do this is by providing different types of reading that are not only appropriate to the curriculum, but also interest students, such as narrative texts that are relevant to their lives. By providing an enjoyable reading experience, students can associate reading activities with positive things, which in turn

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increases their motivation and comprehension of the text. Seitz (2010) assert that students' attitude towards reading is a central factor that influences their reading performance. Therefore, teachers' efforts in shaping positive reading attitudes greatly contribute to improving students' reading comprehension, including in the context of narrative texts.

The implementation of reading attitude in the classroom also involves the role of modeling from the teacher herself. When teachers show enthusiasm for reading, students will be more encouraged to imitate this positive attitude, which in turn can improve their ability to understand the narrative texts they read. In addition, teachers realize that students need to continue reading independently to maintain and improve their reading comprehension skills (Bullock, 2012). This positive attitude and support from teachers can have a direct impact on the quality of students' understanding of the texts they read.

Thus, the steps to build a positive attitude towards reading in the classroom include the creation of a supportive environment for literacy, the selection of appropriate and interesting reading materials, and the active role of the teacher in showing a positive attitude towards reading activities. All of these are interconnected to create a classroom that encourages the development of positive attitudes towards reading, which in turn will contribute to improving students' reading comprehension skills, especially in narrative texts.

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3. Reading Attitude in First Language (L1) and Reading Comprehension of Narrative Text

Several theories have explored the relationship between reading attitudes and reading comprehension, suggesting that positive reading attitudes can improve comprehension skills. Although much of this research has focused on reading in a second or foreign language, the principles are also highly relevant in the context of first language (L1) reading attitudes, which the basis for reading and comprehension habits in a variety of languages, including students' first language.

According to Yamashita (2004), L1 reading attitudes significantly influenced L2 reading attitudes. This suggests that attitudes developed toward reading in students' first language can play a significant role in shaping their reading attitudes in a second or foreign language, which can ultimately affect their overall reading comprehension.

Sarab & Rad (2022) further emphasized the importance of L1 reading attitudes, and found that these attitudes had a positive impact on reading comprehension. Their study showed that positive L1 reading attitudes can improve reading strategies, which ultimately improve reading comprehension, especially when applied to reading in second language.

This theoretical foundation supports the investigation of whether students' L1 reading attitudes correlate with reading comprehension of narrative texts in English.

B. Relevant Research

To support this research, there are several relevant studies conducted by another researcher shown below.

First, Sarab & Rad (2022), The Effect of Reading Strategies and L1 Reading Attitudes on L2 Reading Comprehension: Investigating the Intermediary Role of L2 Reading Attitudes. The present study investigated whether and how the selected cognitive and affective predictors namely, reading strategies, L1 reading attitudes, and L2 reading attitudes contributed to L2 reading comprehension. Data were collected by completing a questionnaire and taking a reading comprehension test. The study revealed L1 reading attitude, reading strategies, and L2 reading attitude were all positively and significantly correlated with L2 reading comprehension. The results show that L1 reading attitudes and reading strategies both have positive correlations with L2 reading attitudes, and that L2 reading attitudes mediate the influence of L1 reading attitudes and reading strategies on L2 reading comprehension.

Next, research by Nisak (2023), about The Correlation Between Students' Reading Attitude and Their Reading Comprehension. The purpose of this study was to see if reading comprehension and reading attitudes are correlated. The study involved the participation of 48 eighth grade junior high school students. An attitude towards reading questionnaire and the TOEFL Junior test were distributed. The results showed that the students' reading attitudes were quite good and their reading comprehension was mostly at B1 level. Pearson Correlation analysis showed a weak correlation between the

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students' attitudes and reading comprehension. The students believed that reading could have a positive impact on them, but they did not particularly enjoy reading.

In line with that, Septianingsi & Atmanegara (2021) conducted research about The Influence of English Reading Attitude on Students' Reading Comprehension. This study intended to look for the influence of English reading attitude along with its aspects on students' reading comprehension. It also attempted to figure out which aspect of reading attitude contributed to reading comprehension. The data collection techniques used were reading attitude questionnaires and reading comprehension tests. After analyzing the data using correlation and regression analysis, it was found that there was a significant correlation between reading attitude and reading comprehension. Though the correlation was in low category, reading attitude gave contribution to reading comprehension.

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Then, Purwaningsih et al. (2022) conducted a study about The Relationship Between Reading Attitude and Reading Comprehension of Vocational Students. The purpose of this study is to determine whether there is a significant relationship between students' reading attitude and reading comprehension of eleventh grade students of SMKS Hidayatullah Batam in the 2020/2021 academic year. Students who have low reading attitudes have low reading comprehension. The research data were taken from the reading attitude scale to obtain data on students' reading attitudes and the TOEIC reading test to obtain data on students' reading comprehension. The results stated that there

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was no significant relationship between students' reading attitudes and reading comprehension of eleventh grade students of SMKS Hidayatullah Batam in the 2020/2021 school year.

Furthermore, Rafi et al. (2021) researched about the relationship between students' reading attitude with the result of reading comprehension. This study focuses on reading comprehension and students' attitudes towards reading in English. This study aims to find out if there is a significant relationship between students' attitudes and reading comprehension outcomes. Data was collected by distributing questionnaires and reading comprehension tests for STKIP PGRI Jombang students in the English Education Study Program. Pearson Product Moment Correlation Coefficient was used to determine whether there is a significant relationship between students' attitudes and reading comprehension outcomes. The results showed that students' reading attitudes were positively related to their reading comprehension.

Based on the previous studies mentioned above, there are few studies that discuss the effect of reading attitudes on reading comprehension. Among them, there is only one study that discusses L1 reading attitudes and L2 reading comprehension. This research comes from an overseas context and the research was conducted on secondary school students. Moreover, in their investigation of the influence of reading attitudes on reading comprehension, there are gaps caused by context, content and methodology.

Previous research has only focused on secondary school students abroad, no research has specifically addressed first language (L1) reading

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attitudes and second language (L2) reading comprehension in a broader educational context in Indonesia, such as at the senior high school level. In addition, no one has discussed first language reading attitudes on English reading comprehension especially in reading narrative texts.

Thus, since there is still limited research on the correlation between reading attitudes in L1 and reading comprehension of narrative texts in Indonesia, especially at the Islamic senior high school level. This is an opening for researcher to dig deeper into the correlation between reading attitudes in L1 and reading comprehension of narrative texts.

Therefore, it is clear that no research has been conducted the correlation between students' reading attitude in L1 and reading comprehension of narrative text at MAN 3 Pekanbaru.

C. Operational Concept

There are two variables used in this research. They are reading attitudes in L1 as independent variable (variable X) and reading comprehension as dependent variable (variable Y). Thus, the writer determines some indicators of both variables as follows:

According to Yamashita (2007), the indicators for variable X or reading attitudes in L1 are as follows:

1. Cognitive: students' beliefs and evaluations about reading.
2. Affective: students' feelings and emotional responses towards reading.

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According King & Stanley (1989), the indicators for variable Y or reading comprehension of narrative text are as follows:

1. Main idea: students are able to identify the main idea.
2. Factual information: students are able to find factual information.
3. Vocabulary in context: students are able to understand the meaning of vocabulary in context.
4. Reference: students are able to identify references.
5. Inference: students are able to make inferences from the text they read.

D. Assumption and Hypothesis of the Research**1. Assumption**

In this study, the researcher assumes that the reading attitude in first language learners (L1) has a correlation with the reading comprehension of narrative texts.

2. Hypothesis

- a. H₀: there is no significant correlation between students' reading attitudes in first language (L1) and reading comprehension of narrative texts.
- b. H_a: there is significant correlation between students' reading attitudes in first language (L1) and reading comprehension of narrative texts.

A. Design of the Research

In this research, the researcher used quantitative research. In quantitative research, the researcher chose a study based on trends in the field or the need to explain why something happened (Creswell, 2012). However, quantitative research involves more than just numerical data. At the beginning of the investigation, quantitative researchers develop hypotheses to consider and determine the research methods to be used. This prevents environmental factors from influencing data collection and ensures a sufficient sample size for statistically meaningful results.

The researcher used a correlational research design. A correlational design is a research tool to describe the relationship between two measured variables. According to Gay et al. (2012), correlational research collects data to measure the relationship between two or more variables, with the degree of relationship represented by a correlation coefficient, which indicates the strength and direction of the relationship between variables.

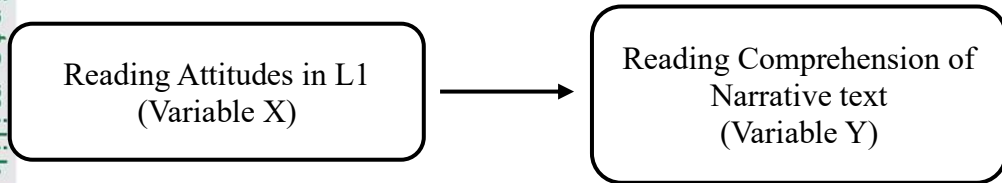
Based on the explanation above, it can be concluded that this research used a quantitative approach with a correlational research design. The researcher chose correlation because this study examined the significant correlation between students' reading attitudes in L1 with reading comprehension of narrative text. In this study, there are two variables that become the focus of the research. First, variable (X), which refers to the

CHAPTER III

RESEARCH METHOD

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students' reading attitude in L1. Second, variable (Y), which refers to the reading comprehension of narrative text. The variables can be seen below:



B. Location and Time

This research was conducted at MAN 3 Pekanbaru which is located at Jalan HR Soebrantas, Simpang Baru, Tampan District, Pekanbaru City, Riau Province, Indonesia. This research was conducted on February 2025.

C. Subject and Object of the Research

The subjects of this research were the tenth-grade students of MAN 3 Pekanbaru. The object of this research was students' reading attitude in L1 and their reading comprehension of narrative text.

D. Population and Sample of the Research

1. Population

A population is a collection of people who have common characteristics (Creswell, 2012). Population is a combination of all elements in the form of events, things or people that have similar characteristics that are the center of attention of a researcher because it is seen as a research universe (Paramita et al., 2021). The population of this study were tenth-grade students of MAN 3 Pekanbaru which consisted of 9 classes. The total population of tenth-grade is 316.

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Table III. 1
Total population of tenth-grade students of MAN 3 Pekanbaru

No	Class	Population
1.	X 1	35
2.	X 2	36
3.	X 3	35
4.	X 4	35
5.	X 5	37
6.	X 6	35
7.	X 7	35
8.	X 8	32
9.	X 9	36
Total		316

2. Sample

A sample is a subset of the target population that a researcher selects for study in order to make generalizations about the entire population (Creswell, 2012). According to Creswell (2012), correlation research requires at least 30 participants due to the large population.

The sampling method in this study was purposive sampling, which is a type of non-probability sampling. According to Sugiyono (2016), purposive sampling is a technique of determining samples with certain considerations. Moreover, Arikunto (2010), says that when a researcher has certain considerations while taking a sample, they will use purposive sampling as a sampling technique. In this study, the researcher took one class, namely class X 6 to be sampled.

Based on the interview with the English teacher at MAN 3 Pekanbaru, class X 6 is an international class that was specifically selected because it meets the criteria relevant to the research objectives. In addition, the students in this class had a higher level of English proficiency compared

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to the other classes. The number of students in class X 6 was 35 students, so the total sample taken in this study was 35 students.

Table III. 2
Sample of the Research

No	Class	Students
1.	X 6	35
	Total	35

E. Techniques of Data Collection

Data collection as a key stage in research can affect the quality of achieving results by reducing the possibility of errors that may occur during the research project (Taherdoost, 2021). In this study, the researcher used two types of instruments to collect data. These instruments are:

1. Questionnaire

A questionnaire is a survey tool utilized in research design, where study participants fill out the form and return it to the researcher (Creswell, 2012). In this study, a questionnaire was used to investigate the correlation between students' reading attitudes in first language to their reading comprehension.

The questionnaire was adapted from an instrument developed by Yamashita (2007) which was originally designed for the context of reading in their first language, Japanese. The questionnaire consists of 22 statements reflecting various indicators of reading attitudes. It focused on gathering respondents' opinions through Likert-scale-based options. The researcher chose to use a Likert scale with a range of 1-5, which offers respondents

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choices ranging from 'strongly disagree' to 'strongly agree,' to measure the correlation between reading attitude in L1 and reading comprehension of narrative text. Each item in the questionnaire was given a numerical score, with 1 for “strongly disagree”, 2 for “disagree”, 3 for “neutral”, 4 for “agree”, and 5 for “strongly agree”, based on the responses given by the students.

Table III. 3
Likert Scale Score

Option	Represent	Score
1	Strongly Agree	5
2	Agree	4
3	Neutral	3
4	Disagree	2
5	Strongly Disagree	1

Table III. 4
Blue print of L1 Reading Attitudes

No	Indicators	Sub indicators	Item number
1.	Cognitive	The students' perception about reading and beliefs about the value and benefits of reading.	1, 2, 4, 6, 7, 8, 11, 12, 14, 15, 19, 22
2.	Affective	The students' feelings about reading, whether positive or negative, and their emotional responses to reading.	3, 5, 9, 10, 13, 16, 17, 18, 20, 21
Total			22

2. Test

To evaluate the reading comprehension of narrative texts of MAN 3 Pekanbaru students, the researcher conducted a test designed to assess their reading comprehension ability. Assessment of reading comprehension of

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narrative text using a test format with multiple choice questions. The researcher composes the test and distributes it into test items containing five components: (1) finding the main idea; (2) finding factual information; (3) finding the meaning of the vocabulary; (4) identifying references; and (5) making inferences.

Table III. 5
Blue Print of Reading Comprehension of Narrative Text

No	Indicators	Sub indicators	Item Number
1.	Main idea	The students are able to find main idea in the narrative text.	1, 8, 15, 19
2.	Factual Information	The students are able to recognize and highlight important details related to factual information in the narrative text.	2, 6, 11, 17
3.	Vocabulary	The students are able to understand the vocabulary in context of the reading from the narrative text.	3, 7, 13, 16
4.	Reference	The students are able to find the reference or source of source of the pronouns that appear in the narrative text.	4, 9, 12, 18
5.	Inference	The students are able to make inferences based on information obtained from the narrative text read previously.	5, 10, 14, 20
Total			20

3. Validity

Validity refers to the extent to which a measuring instrument actually measures what it is supposed to measure. Validity also indicates how well the measuring instrument functions in accordance with the research objectives (Anastasi & Urbina, 1997 in Surucu & Maslakci, 2020). The purpose of the validity test is to evaluate the accuracy of the tool used to collect data.

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L1 reading attitude (X) will be correlated with narrative text reading comprehension (Y) as the dependent variable. Siregar (2013) defines validity as a measure that shows that the measuring instrument can make measurements in accordance with what will be measured. Therefore, it can be concluded that the validity test on the instrument is used to measure the accuracy of the instrument used in the study.

1) Validity of the L1 reading attitude questionnaire

Researcher conducted a validity test using SPSS 20.0 and the result are as follows:

Table III. 6
Validity of L1 reading attitude questionnaire

No. Item	r _{Obtained}	r _{Table}	Sig. (<0.05)	Status
Item 1	0.466	0.344	0.005	Valid
Item 2	0.537	0.344	0.001	Valid
Item 3	0.428	0.344	0.010	Valid
Item 4	0.451	0.344	0.006	Valid
Item 5	0.614	0.344	0.000	Valid
Item 6	0.403	0.344	0.016	Valid
Item 7	0.494	0.344	0.003	Valid
Item 8	0.558	0.344	0.000	Valid
Item 9	0.407	0.344	0.015	Valid
Item 10	0.469	0.344	0.004	Valid
Item 11	0.511	0.344	0.002	Valid
Item 12	0.474	0.344	0.004	Valid
Item 13	0.412	0.344	0.014	Valid
Item 14	0.372	0.344	0.028	Valid
Item 15	0.571	0.344	0.000	Valid
Item 16	0.473	0.344	0.004	Valid
Item 17	0.366	0.344	0.030	Valid
Item 18	0.411	0.344	0.014	Valid
Item 19	0.496	0.344	0.002	Valid
Item 20	0.419	0.344	0.012	Valid
Item 21	0.369	0.344	0.029	Valid
Item 22	0.436	0.344	0.009	Valid

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Based on the validity test results with a significance level of 5%, the number of samples $(n-2) = 33$. Based on the df (degree of freedom) and r table criteria, the r table value is 0.344. An instrument item is declared valid if the calculated r obtain is greater than r table ($r_o > r_t$). Conversely, if r obtain is smaller than r table ($r_o < r_t$), then the instrument item is invalid and not used in the research.

The results of the validity test analysis show that all items in the questionnaire meet the validity criteria and are suitable for use as research instruments.

2) Validity of the reading comprehension test of narrative text

The researcher conducted a validity test using SPSS 20.0 and the result are as follows:

Table III. 7
Validity of the reading comprehension test of narrative text

Questions	r _{Obtain}	r _{Table}	Sig. (<0.05)	Description
Q1	0.345	0.344	0.042	Valid
Q2	0.386	0.344	0.022	Valid
Q3	0.374	0.344	0.027	Valid
Q4	0.395	0.344	0.019	Valid
Q5	0.353	0.344	0.037	Valid
Q6	0.371	0.344	0.028	Valid
Q7	0.355	0.344	0.037	Valid
Q8	0.346	0.344	0.043	Valid
Q9	0.360	0.344	0.034	Valid
Q10	0.357	0.344	0.035	Valid
Q11	0.353	0.344	0.037	Valid
Q12	0.419	0.344	0.012	Valid
Q13	0.403	0.344	0.016	Valid
Q14	0.427	0.344	0.010	Valid
Q15	0.395	0.344	0.019	Valid
Q16	0.364	0.344	0.031	Valid
Q17	0.435	0.344	0.009	Valid
Q18	0.371	0.344	0.028	Valid
Q19	0.404	0.344	0.016	Valid
Q20	0.355	0.344	0.037	Valid

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The results of the validity test analysis show that all test questions meet the validity criteria and are suitable for use as research instruments.

4. Reliability

Reliability refers to the stability and consistency of the measuring instrument used over time (Surucu & Maslakci, 2020). The reliability of a test refers to the level of stability, consistency, predictability, and accuracy. Suryabrata (2004) states that reliability shows the extent to which the measurement results with a tool can be trusted.

Measurements that have high reliability are measurements that can produce reliable data. If a measuring device is used twice to measure the same symptoms and the measurement results obtained are relatively consistent, then the measuring device is reliable. In other terms, reliability refers to the capacity of a measuring instrument to give the same results in different periods. The reliability level of the instrument is represented by Alpha Cronbach. According to Pallant (2001), Alpha Cronbach's value greater than 0.6 indicates strong reliability and an appropriate index.

Table III. 8
Acceptable Level of Reliability

No	Cronbach's Alpha	Reliability Level
1	0.91-1.00	Excellent
2	0.81-0.90	Good
3	0.71-0.80	Good and Acceptable
4	0.61-0.70	Acceptable
5	0.01-0.60	Non acceptable

(Konting et al., 2009)

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1) Reliability of the L1 reading attitude questionnaire

In this study, the researcher used SPSS version 20.0 to analyze the data in the reliability test of the first language reading attitude questionnaire. The reliability test was conducted to determine the extent to which the research instrument produces consistent and reliable data. The results of the reliability test of the reading attitude questionnaire in the first language are as follows:

Table III. 9

Reliability of Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.722	23

Based on the table above, it can be seen the value of Cronbach's Alpha based on standardized items is 0.722. The value is higher than the standard Cronbach's Alpha which is 0.60. Therefore, it can be concluded the questionnaire is reliable.

2) Reliability of the reading comprehension test of narrative text

Similar to the first language reading attitude questionnaire, the researcher also used SPSS version 20.0 to analyze the data in the reliability test of the narrative text reading comprehension test. This reliability test aims to measure the extent to which the research instrument can produce consistent and reliable data. The results of the

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reliability test of the narrative text reading comprehension test questions are presented below:

Table III. 10
Reliability of Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.695	21

Based on the table above, it can be seen the value of Cronbach's Alpha based on standardized items is 0.695. The value is higher than the standard Cronbach's Alpha which is 0.60. Therefore, it can be concluded the test is reliable.

F. Technique of Data Analysis

Analyzing data is the process of examining the information obtained from the study findings. In this study, the researcher used the following formulas:

1. Descriptive Statistics

Data from the first language reading attitude (L1) questionnaires were analyzed using SPSS program. Responses from each student to the items in the questionnaire were aggregated to obtain a cumulative score. The score was then calculated as an average score and presented in the form of a frequency percentage. To facilitate data interpretation, the average score of reading attitudes in L1 is then categorized based on score ranges adapted from the Likert scale according to Sugiyono (2019). The classification

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consists of five categories, namely: very high, high, medium, low, and very low.

Table III. 11
Categorization of Reading Attitude in L1

No	Range	Category
1	4.20 – 5.00	Very High
2	3.40 – 4.19	High
3	2.60 – 3.39	Moderate
4	1.80 – 2.59	Low
5	1.00 – 1.79	Very Low

(Sugiyono, 2019)

After analyzing the results of the questionnaire, the researcher used the percentage formula to determine the proportion of students answering the test. This calculation refers to the percentage formula proposed by Hartono (2004), which is as follows:

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

Description:

P=Number of Percentage

F=Frequency

N=Number of Sampel

(Hartono, 2004)

To find out the average score of students in answering the test will use the formula:

$$M = \frac{fx}{N}$$

Description:

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M =Mean (average score)

f_x =Total score

N =Number of Sample

(Hartono, 2004)

To determine a student's reading comprehension level, test result scores are classified into several assessment categories. Details of its classification are presented in the following table:

Table III. 12
Classification of students' scores

No	Range	Category
1	80 – 100	Excellent
2	70 – 79	Good
3	60 – 69	Fair
4	50 – 59	Less
5	0 – 49	Very Less

(Arikunto, 2016)

2. Normality Test

The normality test is used to determine whether the data obtained is normally distributed or not. According to Zahriyah et al., (2021), the normality test is intended to test whether the standardized residual values in the regression model are normally distributed or not. The residual value is said to be normally distributed if the standardized residual value is mostly close to its average value. The researcher conducted a normality test by using the Shapiro-Wilk test with the help of the SPSS computer program. This test was chosen because the sample consisted of fewer than 50 participants. The rule used in the normality test is if $p > 0.05$ the distribution

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is declared normal and vice versa if $p < 0.05$ the distribution is declared abnormal.

3. Test of Research Hypothesis

To examine the relationship between students' reading attitudes in L1 and their reading comprehension of narrative texts, the researcher used the Pearson Product Moment Correlation in SPSS 20.0. This method was chosen because it measures the strength and direction of the linear relationship between two continuous (parametric) variables (Chee, 2013).

According to Sugiyono (2017), the correlation coefficient (r) ranges from -1 to 1. The value of $r = 1$ indicates a perfect positive correlation, $r = -1$ indicates a perfect negative correlation, and $r = 0$ means there is no correlation. The results of the analysis are interpreted based on the correlation coefficient value and the level of significance (p -value), where $p < 0.05$ is considered statistically significant. The interpretation of the correlation coefficient is presented in the following table:

Table III. 13
Correlation Coefficient

Coefficient Interval	Degree of Correlation
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Moderate
0,60 – 0,799	Strong
0,80 – 1,000	Very Strong

Sugiyono (2017)

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of data analysis and discussion referring to the research focus on the contribution of reading attitudes in the first language (L1) to students' reading comprehension of narrative text, it can be concluded that:

1. The reading attitude in the first language (L1) of 10th grade students of MAN 3 Pekanbaru falls into the High category, with a mean score of 3.41. This finding shows that most students have a positive attitude towards reading activities in their first language.
2. The students' English narrative text reading comprehension ability was in the Good category, with a mean score of 73. This finding shows that although students have a high L1 reading attitude, it is not fully followed by good reading ability in English as a foreign language.
3. Based on the results of the Pearson Product Moment correlation analysis, it shows that there is no significant correlation between students' L1 reading attitudes and reading comprehension of English narrative texts. The correlation coefficient ($r = 0.061$) falls into the very low category, and the significance value ($p = 0.726$) is more than 0.05. This indicated that students' attitudes towards reading in their first language did not significantly affect their

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English reading comprehension. Thus, H_0 is accepted and H_a is rejected, which means that there is no significant correlation between students' reading attitudes in first language (L1) and their reading comprehension of narrative texts.

B. Suggestion

Based on the conclusions of this study, the following suggestions are provided:

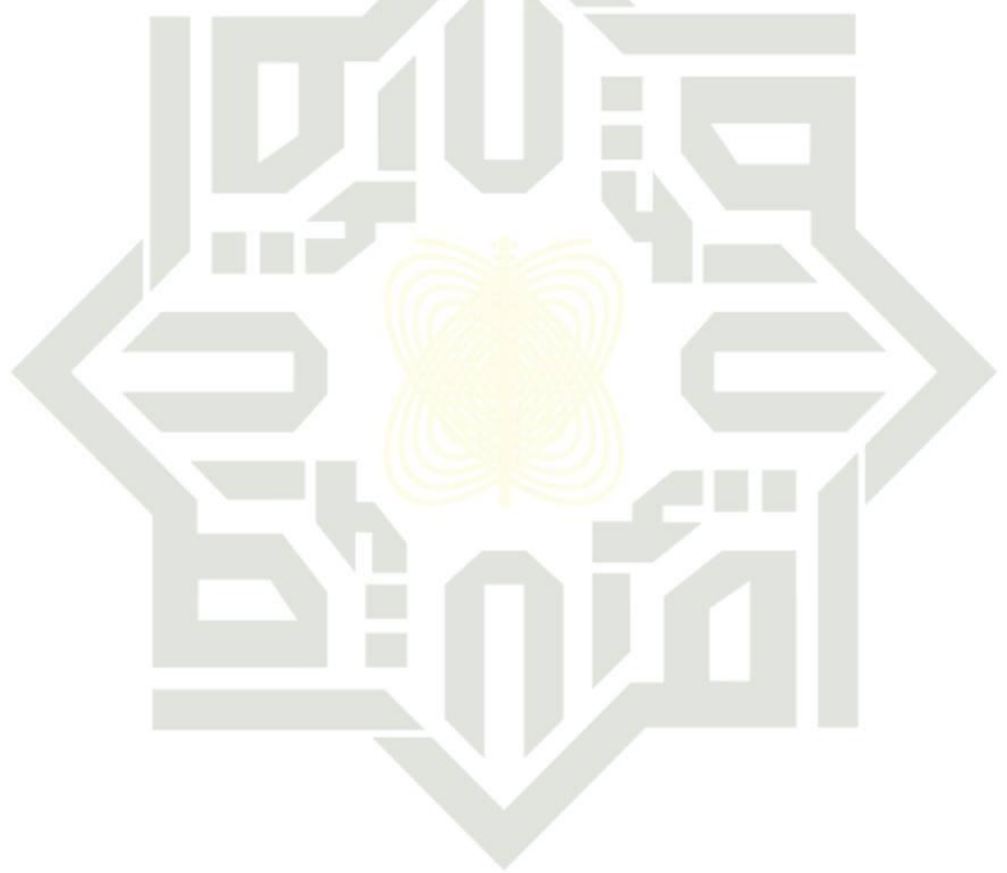
First, teachers are expected to continue to encourage students to build positive attitudes towards reading activities, even though the results of this study show that reading attitudes in L1 do not correlate significantly to English reading comprehension. Teachers can create a pleasant reading atmosphere in the classroom by giving special time for independent reading, providing interesting reading recommendations, or discussing the content of reading with students. By creating a positive reading experience, teachers can foster students' interest and motivation to read consistently.

Seconds, students are advised to continue practicing reading regularly and maintain a positive attitude towards reading. Although reading attitude alone may not directly affect reading comprehension, it is still important in supporting the reading comprehension process. Students can develop their reading comprehension by actively engaging in the reading process, such as taking notes, summarizing the content of the text, and discussing what they have read with friends or teachers.

Lastly, future researchers are advised to explore other variables that may have a greater influence on reading comprehension, such as reading frequency, reading strategies, or vocabulary acquisition. In addition, the use of different research methods, such as mixed methods or qualitative approaches, can provide a more comprehensive picture of the factors that influence students' reading comprehension ability.

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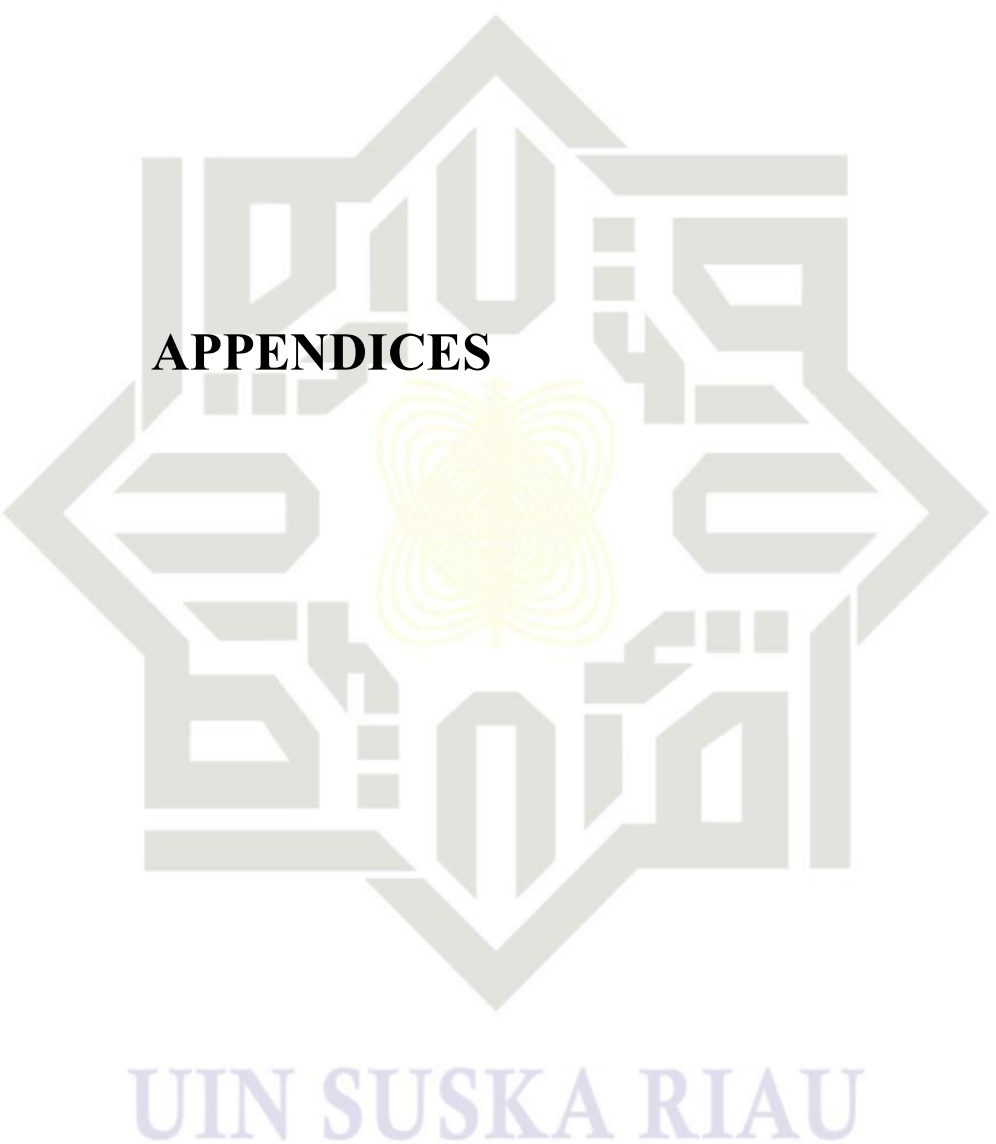
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UIN SUSKA RIAU



APPENDICES

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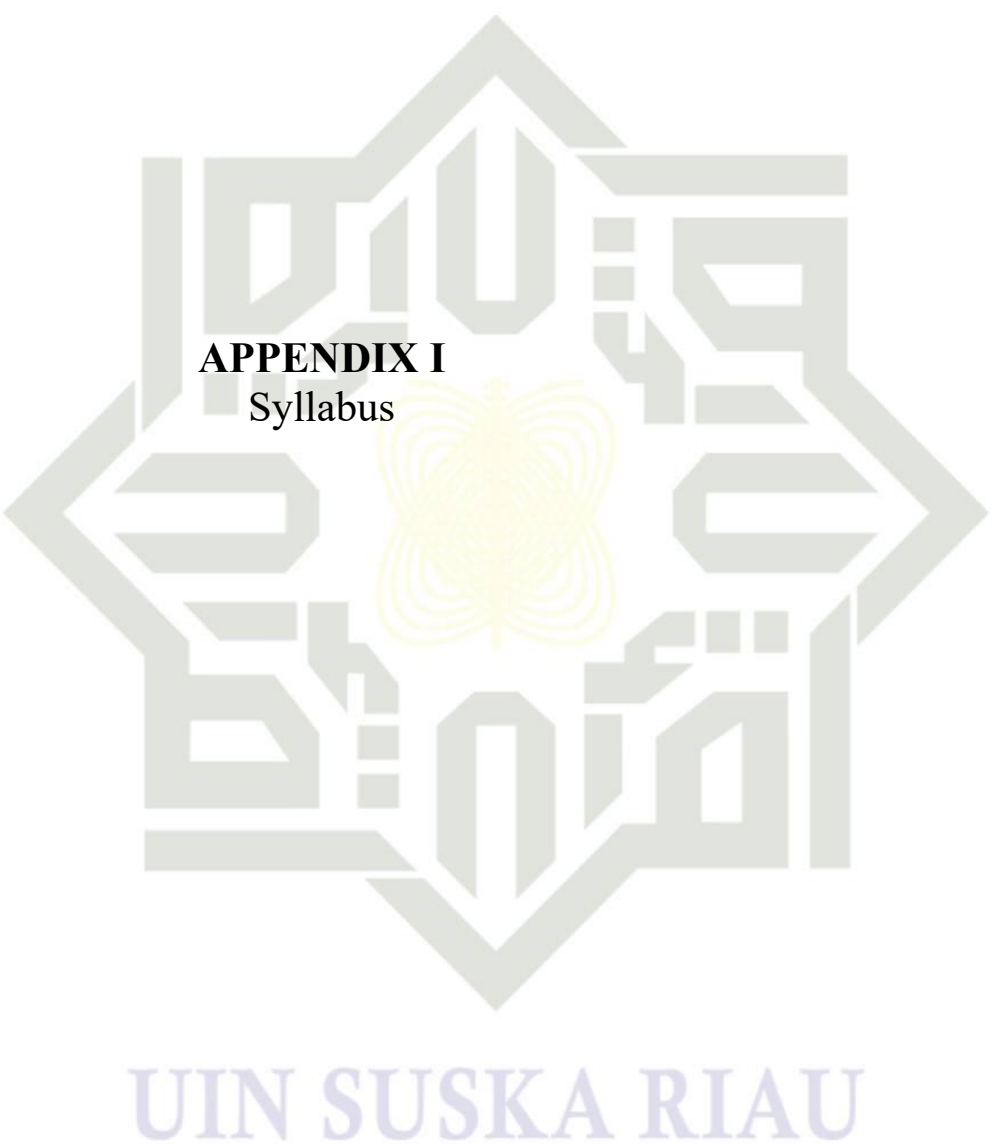
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APPENDIX I

Syllabus

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No	Alur dan Tujuan Pembelajaran		Alokasi Waktu	Juli					Agustus					September					Oktober					November					Desember				
				1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5			
LANGUAGE, LENS OF UNDERSTANDING																																	
1	Memproduksi teks Narrative lisan dan teks tulis multimoda tentang famous people sesuai dengan konteks dan tujuan yang hendak di capai.	Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks Narrative lisan yang disajikan dalam bentuk multimoda dengan topik famous people.	2																														
		Mengidentifikasi karakteristik, rangkaian penyusunan, dan pengembangan gagasan secara sederhana dari teks Narrative lisan dalam bentuk multimoda tentang famous people.	2																														
		Mengidentifikasi makna tersurat dari teks Narrative ragam tulis dalam bentuk multimoda tentang famous	2																														
		Menguraikan gagasan dan pendapat disertai dengan alasan sederhana terhadap Narrative tentang famous people.	2																														
		Mendemostrasikan komunikasi efektif dalam penyampaian gagasan dan pendapat secara sederhana tentang famous people.	2																														
		Merancang teks Narrative melalui menulis dengan topik famous people dengan memperhatikan konteks dan tujuan penulisan.	2																														
		Memproduksi teks Narrative tulis dengan topik famous people yang sesuai dengan konteks dan tujuan penulisan dan mempresentasikannya.	1																														
UNLOCK THE IDEAS TO ARTS																																	
2	Memproduksi teks Descriptive lisan dan teks tulis multimoda tentang Iconic Buildings sesuai dengan konteks dan tujuan yang hendak di capai .	Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks Descriptive lisan yang disajikan dalam bentuk multimoda dengan topik Iconic Buildings.	2																														

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H. MARZUKI, M.Ag
NIP. 197004161998031007

Devy Trianisa Marita, S.Pd



APPENDIX II

Research Instruments

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1. E1 Reading Attitude Questionnaire

RESEARCH INSTRUMENTS

KUESIONER SIKAP MEMBACA BAHASA PERTAMA

Nama :

Kelas :

Tanggal :

Petunjuk Pengisian Kuesioner:

1. Kuesioner ini digunakan untuk mengumpulkan data dalam rangka penelitian.
2. Kuesioner ini bertujuan untuk mengetahui sikap siswa terhadap membaca dalam Bahasa Indonesia sebagai bahasa pertama.
3. Berilah tanda *checklist* (✓) pada salah satu jawaban yang paling sesuai dengan pendapat Anda. Terdapat lima pilihan jawaban yang dapat dipilih:
 - Sangat Tidak Setuju (STS) = 1
 - Tidak Setuju (TS) = 2
 - Netral (N) = 3
 - Setuju (S) = 4
 - Sangat Setuju (SS) = 5
4. Periksa kembali untuk memastikan semua pernyataan telah terisi.
5. Terima kasih atas partisipasi anda dalam penelitian ini. Jawaban Anda sangat berarti bagi kelancaran penelitian ini.

“SELAMAT MENGERJAKAN”

NO	PERNYATAAN	STS	TS	N	S	SS
1.	Saya menjadi lebih berwawasan jika saya membaca dalam Bahasa Indonesia.					
2.	Saya bisa mendapatkan berbagai jenis informasi jika saya membaca dalam Bahasa Indonesia.					
3.	Saya merasa membaca dalam bahasa Indonesia itu merepotkan.					
4.	Membaca dalam Bahasa Indonesia berguna untuk karier masa depan saya.					
5.	Saya merasa cemas ketika menemukan kata yang tidak saya mengerti.					
6.	Saya dapat memperkaya kosakata jika saya membaca dalam Bahasa Indonesia.					

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7.	Membaca dalam Bahasa Indonesia berguna untuk mendapatkan nilai bagus dikelas.					
8.	Saya dapat memperoleh pengetahuan luas jika saya membaca dalam Bahasa Indonesia.					
9.	Saya merasa santai jika saya membaca dalam Bahasa Indonesia.					
10.	Saya terkadang merasa cemas karena mungkin tidak memahami isi bacaan meskipun sudah membacanya.					
11.	Saya dapat mengembangkan kemampuan membaca saya jika saya membaca dalam Bahasa Indonesia.					
12.	Membaca dalam Bahasa Indonesia membantu saya dalam menyelesaikan tugas dikelas.					
13.	Saya merasa bosan saat membaca dalam bahasa Indonesia.					
14.	Saya dapat belajar pola pikir yang berbeda ketika saya membaca dalam Bahasa Indonesia.					
15.	Saya dapat meningkatkan kepekaan saya terhadap Bahasa Indonesia jika saya membaca dalam Bahasa Indonesia.					
16.	Saya merasa lelah ketika membaca dalam Bahasa Indonesia.					
17.	Saya merasa cemas jika saya tidak yakin sudah memahami isi bacaan.					
18.	Saya merasa lebih santai dan segar ketika saya membaca dalam Bahasa Indonesia.					
19.	Membaca dalam Bahasa Indonesia berguna untuk mendapatkan pekerjaan.					
20.	Saya tidak masalah jika saya tidak memahami isi bacaan sepenuhnya.					
21.	Menurut saya membaca dalam Bahasa Indonesia itu menyenangkan.					
22.	Saya memahami nilai-nilai yang berbeda ketika saya membaca dalam bahasa indonesia.					

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(English Version)

FIRST LANGUAGE READING ATTITUDE QUESTIONNAIRE

Name :

Class :

Date :

Instructions for filling out the questionnaire:

1. This questionnaire is used to collect data for research purposes.
2. This questionnaire aims to find out students' attitudes towards reading in Indonesian as a first language.
3. Please put a check mark (✓) on one of the answers that best suits your opinion. There are five answer options to choose from:
 - Strongly Disagree (SD) = 1
 - Disagree (D) = 2
 - Neutral (N) = 3
 - Agree (A) = 4
 - Strongly Agree (SA) = 5
4. Please review to make sure all items are answered.
5. Thank you for your participation in this research. our responses are highly valuable for the success of this study.

NO	STATEMENTS	SD	D	N	A	SA
1.	I become more knowledgeable when I read in Indonesian.					
2.	I can obtain various types of information when I read in Indonesian.					
3.	I find reading in Indonesian troublesome.					
4.	Reading in Indonesian is useful for my future career.					
5.	I feel anxious when I come across words I don't understand.					
6.	I can enrich my vocabulary when I read in Indonesian.					
7.	Reading in Indonesian is useful for getting good grades in class.					
8.	I can gain broad knowledge when I read in Indonesian.					

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9.	I feel relaxed when I read in Indonesian.					
10.	I sometimes feel anxious because I might not understand the content even after reading it.					
11.	I can develop my reading skills when I read in Indonesian.					
12.	Reading in Indonesian helps me complete my assignments in class.					
13.	I feel bored when reading in Indonesian.					
14.	I can learn different ways of thinking when I read in Indonesian.					
15.	I can improve my sensitivity to the Indonesian language when I read in Indonesian.					
16.	I feel tired when I read in Indonesian.					
17.	I feel anxious when I'm unsure whether I've understood the reading.					
18.	I feel more relaxed and refreshed when I read in Indonesian.					
19.	Reading in Indonesian is useful for getting a job.					
20.	I don't mind if I don't fully understand the content of a reading.					
21.	I think reading in Indonesian is enjoyable.					
22.	I understand different values when I read in Indonesian.					



2. Narrative text reading comprehension test

RESEARCH INSTRUMENTS

READING COMPREHENSION TEST (NARRATIVE TEXT)

Name :

Class :

Date :

Instructions:

1. Read the text carefully before answering the questions.
2. Choose the most appropriate answer for each question by marking an (X).
3. Work independently and do not use a dictionary or other aids.
4. Double check your answers before submitting the test.

The following text is for questions 1-5

Once upon a time there was a dear little girl who was loved by everyone who looked at her, but most of all by her grandmother, and there was nothing that she would not have given to the child. Once she gave her a little cap of red velvet, which suited her so well that she would never wear anything else. So, she was always called Little Red Riding Hood.

One day her mother said to her, "Come, Little Red Riding Hood, here is a piece of cake and a bottle of wine. Take them to your grandmother, she is ill and weak, and they will do her good. Set out before it gets hot, and when you are going, walk nicely and quietly and do not run off the path, or you may fall and break the bottle, and then your grandmother will get nothing. And when you go into her room, don't forget to say, good-morning, and don't peep into every corner before you do it."

"I will take great care", said Little Red Riding Hood to her mother, and gave her hand on it.

The grandmother lived out in the wood, half a league from the village, and just as Little Red Riding Hood entered the wood, a wolf met her. Little Red Riding Hood did not know what a wicked creature he was, and was not at all afraid of him.

"Good-day, Little Red Riding Hood," said he.

"Thank you kindly, wolf."

"Whether away so early, Little Red Riding Hood?"

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"To my grandmother's."

"What have you got in your apron?"

"Cake and wine. Yesterday was baking-day, so poor sick grandmother is to have something good, to make her stronger."

"Where does your grandmother live, Little Red Riding Hood?"

"A good quarter of a league farther on in the wood. Her house stands under the three large oak-trees, the nut-trees are just below. You surely must know it," replied Little Red Riding Hood.

The wolf thought to himself, "What a tender young creature. What a nice plump mouthful, she will be better to eat than the old woman. I must act craftily, so as to catch both." So, he walked for a short time by the side of Little Red Riding Hood, and then he said, "see Little Red Riding Hood, how pretty the flowers are about here. Why do you not look round. I believe, too, that you do not hear how sweetly the little birds are singing. You walk gravely along as if you were going to school, while everything else out here in the wood is merry."

Little Red Riding Hood raised her eyes, and when she saw the sunbeams dancing here and there through the trees, and pretty flowers growing everywhere, she thought, suppose I take grandmother a fresh nosegay. That would please her too. It is so early in the day that I shall still get there in good time. And so she ran from the path into the wood to look for flowers. And whenever she had picked one, she fancied that she saw a still prettier one farther on, and ran after it, and so got deeper and deeper into the wood.

Meanwhile the wolf ran straight to the grandmother's house and knocked at the door.

"Who is there?"

"Little Red Riding Hood," replied the wolf. "She is bringing cake and wine. Open the door."

"Lift the latch," called out the grandmother, "I am too weak, and cannot get up."

The wolf lifted the latch, the door sprang open, and without saying a word he went straight to the grandmother's bed, and devoured her. Then he put on her clothes, dressed himself in her cap, laid himself in bed and drew the curtains. Little Red Riding Hood, however, had been running about picking flowers, and when she had gathered so many that she could carry no more, she remembered her grandmother, and set out on the way to her.

She was surprised to find the cottage-door standing open, and when she went into the room, she had such a strange feeling that she said to herself, oh dear,



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how uneasy I feel to-day, and at other times I like being with grandmother so much. She called out, "Good morning," but received no answer. So, she went to the bed and drew back the curtains. There lay her grandmother with her cap pulled far over her face, and looking very strange. "Oh, grandmother," she said, "what big ears you have."

"The better to hear you with, my child," was the reply.

"But, grandmother, what big eyes you have," she said.

"The better to see you with, my dear."

"But, grandmother, what large hands you have."

"The better to hug you with."

"Oh, but, grandmother, what a terrible big mouth you have."

"The better to eat you with."

And no sooner had the wolf said this than he leapt out of bed and swallowed Little Red Riding Hood. When the wolf had satisfied his appetite, he lay down again in bed, fell asleep, and began to snore very loudly. The hunter was just passing by the house, and thought to himself, how the old woman is snoring. I must see if she wants anything.

So he went into the room, and when he came to the bed, he saw the wolf lying in it. "Do I find you here, you old sinner," he said. "I have been looking for you for a long time." Then, just as he was about to shoot, it occurred to him that the wolf might have devoured the old woman, and that she might still be saved, so he did not shoot, but took the scissors, and began to cut open the sleeping wolf's belly.

When he had made two cuts, he saw Little Red Riding Hood shining, and then he made two more cuts, and the little girl jumped out, crying, "Ah, how frightened I was. How dark it is inside the wolf."

And after that, the old woman also came out alive, but could hardly breathe. But Little Red Riding Hood quickly took away the large stones with which they had filled the wolf's belly, and when she woke up, she wanted to run away, but the stones were so heavy that she fainted at once, and fell down dead. Then all three were happy. The hunter took off the wolf's skin and took it home. The old woman ate the cake and drank the wine that Little Red Riding Hood had brought her, and she was cured.

Source: <https://americanliterature.com/childrens-stories/little-red-riding-hood>

1. What is the main point of the story...
 - A. Little Red Riding Hood's love for her grandmother.



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- B. The wolf's cunning plan to eat Little Red Riding Hood and her grandmother.
- C. The hunter's heroic rescue of Little Red Riding Hood and her grandmother.
- D. The importance of staying on the path in the forest.
- E. The consequences of trusting strangers too easily.
2. How did the hunter know that the wolf had eaten the Little Red Riding Hood and her grandmother...
 - A. He heard the loud snoring of the wolf.
 - B. He saw that the wolf was wearing his grandmother's clothes.
 - C. He found the Little Red Riding Hood's basket in the wolf's bed.
 - D. He saw the wolf's big mouth.
 - E. He saw that the wolf was having trouble moving because of its full stomach.
3. What does the word "gravely" mean in the sentence "You walk gravely along as if you were going to school"...
 - A. In a cheerful and happy way
 - B. In a confused and lost way
 - C. In a serious and earnest way
 - D. In a clumsy and awkward way
 - E. In an angry and impatient way
4. What does "her" refer to in the sentence "...without saying a word he went straight to the grandmother's bed, and devoured her"...
 - A. Little Red Riding Hood
 - B. The grandmother
 - C. The wolf
 - D. The hunter
 - E. The mother of Little Red Riding Hood
5. Why did the wolf disguise himself as Little Red Riding Hood's grandmother?
 - A. To help grandmother recover from her illness.
 - B. To protect her from other dangers in the forest.
 - C. To test whether she would recognize him.
 - D. To trick Little Red Riding Hood.
 - E. Taking over his grandmother's house as his own.

The following text is for questions 6-10

Once upon a time there lived a poor widow and her son, Jack. One day, Jack's mother told him to sell their only cow. Jack went to the market and on the way, he met a man who wanted to buy his cow. Jack asked, "What will you give me in exchange for my cow?" The man replied, "I'll give you five magic beans!" Jack took the magic beans and gave the cow to the man. But when he got home, Jack's



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mother was very angry. She said, "You idiot! He took your cow and gave you some beans!" She threw the beans out the window. Jack was very sad and went to bed without eating dinner.

The next morning, when Jack woke up in the morning and looked out the window, he saw that a big beanstalk had grown from his beans! He climbed the beanstalk and reached a kingdom in the sky. There lived a giant and his wife. Jack went into the house and found the giant's wife in the kitchen. Jack said, "Can you give me something to eat? I'm so hungry!" The kind wife gave him bread and milk.

While he was eating, the giant came home. The giant was very big and looked very scary. Jack was scared and went to hide inside. The giant shouted, "Fee-fi-fo-fum, I smell the blood of an Englishman. Whether he is alive, or dead, I will grind his bones to make my bread!" The wife said, "There is no boy here!" So, the giant ate his food and then went to his room. He took out his sack of gold coins, counted them and put them aside. Then he went to bed. At night, Jack sneaked out of his hiding place, took one sack of gold coins and climbed the beanstalk. At home, he gave the coins to his mother. His mother was very happy and they lived well for some time.

Climbed the beanstalk and went to the giant's house again. Once again, Jack asked the giant's wife for food, but while he was eating, the giant came back. Jack jumped in fright and went and hid under the bed. The giant shouted, "Fee-fi-fo-fum, I smell the blood of an Englishman. Whether he is alive, or dead, I will grind his bones to make my bread!" The wife said, "There is no boy here!" The giant ate his food and went to his room. There, he brought out a hen. He shouted, "Lay an egg!" and the hen laid a golden egg. When the giant fell asleep, Jack took the hen and climbed the beanstalk. Jack's mother was very pleased with him.

After a few days, Jack once again climbed the beanstalk and went to the giant's palace. For the third time, Jack met the giant's wife and asked for food. Once again, the giant's wife gave him bread and milk. But while Jack was eating, the giant came home. "Fee-fi-fo-fum, I smell the blood of an Englishman. Whether he is alive or dead, I will grind his bones to make my bread!" shouted the giant. "Don't be ridiculous! There is no boy here!" said his wife. The giant had a magic harp that could play beautiful songs. While the giant was sleeping, Jack took the harp and was about to leave. Suddenly, the magic harp shouted, "Help, sir! A boy has stolen me!" The giant woke up and saw Jack carrying the harp. Angry, he chased after Jack. But Jack was too fast for him. He ran down the beanstalk and reached his house. The giant followed him. Jack immediately ran into his house and took an axe. He started to chop down the beanstalk. The giant fell and died. Jack and his mother were now very rich and they lived happily ever after.

Source: <https://americanliterature.com/childrens-stories/jack-and-the-beanstalk>



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6. What did Jack steal from the giant's house first...
 - A. A magic chicken
 - B. A golden harp
 - C. A sack of gold coins
 - D. A beanstalk
 - E. A magical seed
7. What does the word “sneak” mean in the sentence “Jack sneaked out of his hiding place”...
 - A. Walked confidently
 - B. Hide under the table
 - C. Running as fast as possible
 - D. Moving silently
 - E. Jumping over obstacles
8. What is the main idea of the story?
 - A. Stealing from others is always justified if you are poor.
 - B. Courage and intelligence can bring success.
 - C. Giants are dangerous creatures that should be avoided.
 - D. Magic beans can solve any problem in life.
 - E. Climbing high places always yields rewards.
9. “She threw the beans out the window”. “She” in the sentence refers to...
 - A. The giant
 - B. Giant’s wife
 - C. Jack’s mother
 - D. Jack
 - E. Bean seller
10. Why did Jack climb the beanstalk despite knowing about the dangerous giant...
 - A. He was determined to improve his life and that of his mother.
 - B. He believed that the giant was friendly and would give him gold.
 - C. He was curious to see if the magic beans would grow bigger.
 - D. He had no choice but to climb up after his mother threw away the beans.
 - E. He wanted to prove his bravery to his neighbors.

The following text is for questions 11-15

Once upon a time there was a Little Old Woman who lived in a Shoe. This Shoe stood near a large forest, and was so large that it served as a home for the Old Woman and all her children, who were so numerous that she did not know what to do with them. But the Little Old Woman loved her children very much, and they thought only of how best to please her. Strong-arm, the eldest, cut down trees for firewood. Peter made baskets of wicker. Mark was the head gardener. Lizzie milked the cows, and Jenny taught the younger children to read.



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The Little Old Woman did not always live in a Shoe. She and her family once lived in a fine house covered with ivy, and her husband was a woodcutter, like Strong-arm. But in a large castle beyond the forest there lived a fierce giant, who one day came and destroyed their house with his club; after which he carried off the poor woodcutter to his castle beyond the forest. When the Little Old Woman returned home, her house was in ruins and her husband was nowhere to be seen.

Night fell, and as their father did not return, the Old Woman and her family went in search of him. When they came to the part of the forest where the Giant had met their father, they saw a large shoe. They cried and called for their father for a long time, but there was no answer. The Old Granny thought it would be better for them to take shelter in the shoe until they could build a new house. So, Peter and Strong-arm made a roof for the shoe, and made a door, and turned it into a dwelling. There they all lived happily for many years, but Little Granny never forgot her husband and his sad fate. Strong-arm, seeing how much his mother was grieved by this, proposed to the eleven brothers that they should go with him and free their father from the Giant. Their mother knew the Giant's strength, and would not hear of the attempt, for she was afraid that they would be killed. But Strong-arm was not afraid. He bought a dozen sharp swords, and Peter made many strong shields and helmets, and crossbows and arrows with iron heads. They were now ready; Strong-arm gave the order to advance, and they set off into the forest. The next day they saw the Giant's Castle. Strong-arm, leaving his brothers in the forest nearby, stepped boldly to the entrance, and seized the knocker. The door was opened by a cute little boy with a big head, who kept grinning and laughing.

Strong-arm then walked boldly across the courtyard, and soon met a servant, who took off his hat and asked him what he wanted. Strong-arm said that he had come to free his father, who was held captive by the Giant; to this the little man said that he felt sorry for him, for the part of the castle where his father was held was guarded by a great dragon. Strong-arm, undaunted, soon found the monster, who was fast asleep, so he finished him off by thrusting his sword through his heart; then he sprang up, screaming loudly, and pretended to spring forward and seize Strong-arm; but the good sword had done its work, and the monster fell upon the ground, dead.

Now the Giant, who had drunk much wine, was fast asleep in a remote part of the palace. Strong-Arm had just finished off the Dragon, and the cute little boy who had opened the door got up. He led Strong-Arm into another part of the yard, where he saw his poor father, who immediately sprang up and embraced him. Then Strong-Arm called his brothers, and when they had embraced their father, they immediately broke his chains and set him free.

Now we must return to the Little Old Woman. After her children had finished, she fell into a deep sorrow. While she was in this state, an old witch came to her and said that she would help her, for she hated the Giant and wanted to kill



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him. The Old Witch then took the little Old Woman on her broomstick and they flew through the air, straight to the Giant's palace.

The old witch had great power, and at once made the Giant suffer from calluses and sore feet. When he awoke from his sleep, he felt such pain that he could not bear it any longer, so he thought of looking for his lost shoe, like the other shoes he had in his palace, comfortable and large for his feet. When he came to the dwelling of the Old Woman and her children, he saw his old shoe, and with a laugh that shook the trees, he put his foot into it, and through the roof that Strong-arm and Peer had made. The children, in great terror, ran into the shoe, and with fear and trembling, they ran through the doors and through the cracks that the Giant had made for his calluses.

By this time the witch and the Little Old Woman, and Strong-arm, his eleven brothers and his father, had arrived at the place. Strong-arm and his brothers shot their arrows at him until he fell down wounded, when Strong-arm came up to him and cut off his head. Then the father and the Little Old Woman and all their children built a new house, and lived happily ever after.

Source: <https://americanliterature.com/childrens-stories/the-little-old-woman-who-lived-in-a-shoe>

11. When does the main conflict in this story occur...
 - A. The shoe magically became big enough for them to live in.
 - B. The children left the shoe house to explore the forest.
 - C. A kind stranger offered to help the old woman.
 - D. The Little Old Woman struggles to care for her many children.
 - E. The children refused to obey their mother and caused chaos.
12. Who is meant by "their" in the sentence "When they came to the part of the forest where the Giant had met their father, they saw a large shoe"...
 - A. The Little Old Woman
 - B. The giant and his army
 - C. The villagers in the city
 - D. The wanderers who got lost in the forest
 - E. The Little Old Woman's Children
13. What does the word "grieved" mean in the sentence "Strong-arm, seeing how much his mother was grieved, decided to act"...
 - A. Excited
 - B. Very sad
 - C. Confused
 - D. Nervous
 - E. Frustrated
14. What does Strong-arm's decision to save his father show about his character...
 - A. He is brave and determined.



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- B. He is smart and caring.
- C. He is fair and wise.
- D. He is firm and handsome.
- E. He is strong and diligent.

15. What is the main message of The Little Old Woman Who Lived in a Shoe?
 - A. Children should leave home when they grow up.
 - B. Living in an unusual place can be an exciting adventure
 - C. Taking care of the family is a big responsibility.
 - D. Large families will always struggle for food and shelter.
 - E. Parents should discipline their children strictly.

The following text is for questions 16-20

This story begins with children playing in the Giant's garden every afternoon after school. The garden was beautiful, spacious, with soft grass, and fruit trees. The trees produced delicious fruits and birds chirped melodiously perched on them.

One day after seven years, the Giant returned. He lived with his friend, the Cornish Giant. The children were afraid to see him. He saw the children playing and said that he would not allow anyone to play there because it was his own garden. He built a wall around it and also put up a notice board. The notice board contained a warning.

**TRESPASSERS
WILL BE
PROSECUTED!**

He was a very selfish Giant.

The children became sad because they had no other place to play. They would walk around the high garden wall and remember the beautiful garden inside them.

Spring came, flowers bloomed and little birds flew everywhere. However, it was winter in the giant's garden, and snow and frost fell. Because the children were not there, the birds did not sing. One day, a flower bloomed from the grass, but after seeing the notice board, the flower went back to sleep. Then, the North Wind and hail came. Because of the giant's selfishness, the golden fruits of autumn did not come to his garden either.

Then one morning, the giant heard beautiful and melodious music. It was the sound of a linnet singing outside his window. The hail and the North Wind stopped and he could feel spring. He saw the children enter his garden through a small hole. The children sat on the branches of the trees and the trees bloomed. He



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also saw the birds flying and heard their chirping. The flowers had also grown. However, to his surprise, in one corner it was still winter. He saw a little boy standing there and he could not reach the branches of the tree. The tree lowered its branches but he still could not restore them.

Seeing this, his heart melted. He realized that he was very selfish. He decided to put the little boy on the tree, tear down the walls, and let the children play there forever. But when the children saw him, they ran away and the garden became winter again. However, the little boy did not run away because he was crying. The giant put him on the tree and the tree immediately bloomed. He kissed the giant.

The other children realized that the giant was not evil and returned. Spring returned to them. The giant used to play with the children every afternoon, but the little boy was nowhere to be seen. As time went by, he became very weak. One winter morning, he saw a beautiful tree with white flowers in its corner. The branches of the tree were golden and the little boy was standing under it.

The boy was injured which made the giant very angry. He told the boy that he would kill the person who had hurt him. The boy told him that these were the wounds of love. The boy smiled and asked the giant to come to his garden. Later, the children found the giant dead under a tree covered with white flowers.

Source: <https://americanliterature.com/author/oscar-wilde/short-story/the-selfish-giant>

16. What does the word “melodious” mean in the sentence “The giant heard beautiful, melodious music”?
 - A. Calm and Harmonious
 - B. Loud and High
 - C. Fast and Rhythmic
 - D. Deep and Slow
 - E. Smooth and Sad
17. What happened when the children stopped playing in Giant's park?
 - A. The giant invites them back.
 - B. The park remains in perpetual winter.
 - C. The giant sold his land.
 - D. The birds and flowers continued to grow.
 - E. The sun shines even brighter.
18. “Then one morning, the giant heard beautiful and melodious music. It was the sound of a linnet singing outside”. What does “it” refer to...
 - A. Melodious music
 - B. The morning atmosphere
 - C. The sound of the linnet bird singing
 - D. Children playing in the park



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E. Rustling leaves in the wind

19. What is the main idea of the story The Selfish Giant?

- A. A beautiful garden is only for those who take care of it.
- B. Giants are selfish by nature and should live alone.
- C. True happiness comes from kindness and sharing with others.
- D. The changing of the seasons symbolizes the power of giants.
- E. Children should always ask permission before entering other people's land.

20. What can we conclude about the Giant's transformation throughout the story?

- A. He becomes weaker and relied on the children to take care of him.
- B. He remained selfish but let the children play out of boredom.
- C. He regretted letting the children back into the garden.
- D. He realized that happiness comes from being generous and kind.
- E. He learned that he was right to keep the garden to himself.

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APPENDIX III

Recapitulation of Students' Scores for Validity and Reliability Testing

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Responden	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	P21	P22	Total
R1	5	5	4	5	4	3	5	5	4	4	4	4	4	4	4	2	4	4	5	1	4	4	88
R2	5	5	4	4	4	5	5	5	5	4	5	5	4	5	5	1	5	5	4	1	5	5	96
R3	4	4	3	3	3	4	4	4	3	3	3	4	3	4	3	2	4	3	4	2	4	4	75
R4	5	5	4	5	4	5	5	5	4	4	5	5	4	4	4	2	3	4	4	3	3	3	90
R5	5	5	4	5	4	5	5	5	4	4	5	4	4	5	5	1	5	5	5	3	5	5	98
R6	1	5	4	3	4	4	5	3	5	4	5	4	4	5	4	2	3	4	4	5	5	5	88
R7	5	5	2	4	4	4	4	5	5	1	3	5	3	4	4	3	4	4	5	4	4	5	87
R8	5	5	1	5	2	5	5	5	5	1	5	5	1	4	5	1	5	5	5	1	5	1	82
R9	5	5	1	4	3	5	5	4	3	3	3	4	1	4	3	2	1	5	3	1	3	4	72
R10	5	5	1	5	4	5	5	5	5	4	5	5	1	5	5	1	1	1	5	1	4	5	83
R11	5	4	1	5	4	3	4	4	4	4	5	4	1	4	4	2	3	4	4	2	4	4	79
R12	5	5	4	5	4	5	5	5	3	4	5	5	1	5	5	5	1	5	5	1	4	5	92
R13	4	5	3	4	4	3	4	5	5	4	4	4	3	4	3	3	3	3	4	3	4	4	83
R14	5	5	1	5	5	5	5	5	5	4	5	5	5	4	5	5	5	5	5	5	5	5	104
R15	5	5	1	2	5	3	5	5	5	4	5	5	1	4	5	1	5	5	1	1	5	3	81
R16	4	4	2	4	3	4	4	4	4	4	4	4	3	4	4	2	3	3	4	4	5	4	81
R17	5	5	5	5	1	1	5	5	5	3	5	5	1	1	5	1	1	5	5	1	5	5	80
R18	4	4	1	4	3	4	5	4	4	3	4	4	1	4	4	1	3	4	4	1	4	4	74
R19	1	5	1	5	3	5	5	1	3	3	5	5	5	5	1	1	5	1	5	1	5	1	72
R20	3	5	1	5	4	5	5	5	3	4	4	3	1	4	5	1	3	5	5	1	5	1	78
R21	5	5	3	4	4	5	5	5	1	4	3	4	5	4	5	5	4	3	5	5	3	4	91
R22	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	110

3	5	5	3	4	3	4	4	4	4	3	3	4	3	3	3	2	2	3	4	3	3	4	76
4	5	5	1	4	4	5	4	4	5	4	5	5	1	3	5	1	4	5	4	1	5	2	82
5	5	3	2	4	3	5	4	3	2	3	4	3	3	3	3	2	4	3	3	3	4	4	73
6	5	5	3	4	4	5	4	4	4	4	5	4	1	4	4	4	1	4	4	1	5	3	82
7	4	4	3	3	3	3	3	3	3	3	4	3	3	3	4	2	3	4	4	4	3	3	72
8	5	3	1	5	4	5	5	5	5	4	5	5	2	4	4	3	1	3	5	5	5	3	87
9	4	4	1	4	4	4	5	4	4	4	4	4	2	4	4	2	3	4	4	3	4	4	80
10	5	4	1	4	4	4	5	4	4	4	5	5	1	4	4	1	4	4	5	3	5	4	84
11	3	3	2	3	3	4	4	3	3	3	3	4	3	4	3	3	2	3	3	3	3	3	68
12	5	5	1	4	4	4	5	4	4	4	4	4	2	4	4	2	4	5	5	3	5	4	86
13	5	5	1	4	4	5	5	5	5	4	5	5	1	4	5	1	5	5	5	2	5	5	91
14	4	5	1	3	3	4	4	5	5	3	4	4	1	4	4	1	3	5	4	2	5	4	78
15	1	2	1	3	3	2	4	4	3	3	3	4	2	4	4	1	3	3	3	1	4	4	62

- Hak cipta ini dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t

Reading Comprehension of Narrative Text

Responden	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Total	Score
1. Diarahkan untuk mengungkap kegunaan dan manfaat dari informasi yang disajikan dalam bentuk apapun	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	45
2. Diarahkan untuk mengungkap kegunaan dan manfaat dari informasi yang disajikan dalam bentuk apapun	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	75
3. Diarahkan untuk mengungkap kegunaan dan manfaat dari informasi yang disajikan dalam bentuk apapun	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	45
4. Diarahkan untuk mengungkap kegunaan dan manfaat dari informasi yang disajikan dalam bentuk apapun	1	1	0	1	0	1	0	1	0	1	1	0	1	0	0	1	1	1	1	1	14	70
5. Diarahkan untuk mengungkap kegunaan dan manfaat dari informasi yang disajikan dalam bentuk apapun	1	1	0	0	1	0	0	0	0	0	1	0	0	1	1	1	1	1	1	1	13	65
6. Diarahkan untuk mengungkap kegunaan dan manfaat dari informasi yang disajikan dalam bentuk apapun	0	0	1	0	1	1	1	1	0	0	0	0	0	0	1	0	0	1	0	1	7	35
7. Diarahkan untuk mengungkap kegunaan dan manfaat dari informasi yang disajikan dalam bentuk apapun	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	1	0	0	1	1	11	55
8. Diarahkan untuk mengungkap kegunaan dan manfaat dari informasi yang disajikan dalam bentuk apapun	0	1	1	1	1	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	15	75
9. Diarahkan untuk mengungkap kegunaan dan manfaat dari informasi yang disajikan dalam bentuk apapun	1	1	0	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	16	80
10. Diarahkan untuk mengungkap kegunaan dan manfaat dari informasi yang disajikan dalam bentuk apapun	0	0	0	0	0	1	1	0	0	1	0	0	1	1	0	0	0	1	1	1	8	40
11. Diarahkan untuk mengungkap kegunaan dan manfaat dari informasi yang disajikan dalam bentuk apapun	1	0	1	0	1	1	1	1	1	0	0	1	0	1	1	0	1	1	1	1	15	75
12. Diarahkan untuk mengungkap kegunaan dan manfaat dari informasi yang disajikan dalam bentuk apapun	1	0	1	0	0	1	0	0	0	0	1	0	0	1	0	1	0	1	0	0	7	35
13. Diarahkan untuk mengungkap kegunaan dan manfaat dari informasi yang disajikan dalam bentuk apapun	0	0	0	1	1	1	1	1	0	0	0	0	0	0	0	1	0	0	0	1	7	35
14. Diarahkan untuk mengungkap kegunaan dan manfaat dari informasi yang disajikan dalam bentuk apapun	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	16	80
15. Diarahkan untuk mengungkap kegunaan dan manfaat dari informasi yang disajikan dalam bentuk apapun	0	1	1	1	0	1	1	0	0	1	0	0	0	0	1	0	0	1	0	0	8	40
16. Diarahkan untuk mengungkap kegunaan dan manfaat dari informasi yang disajikan dalam bentuk apapun	1	0	0	1	0	1	1	1	1	0	0	1	0	0	0	0	0	0	1	0	8	40
17. Diarahkan untuk mengungkap kegunaan dan manfaat dari informasi yang disajikan dalam bentuk apapun	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	16	80
18. Diarahkan untuk mengungkap kegunaan dan manfaat dari informasi yang disajikan dalam bentuk apapun	1	1	0	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	15	75
19. Diarahkan untuk mengungkap kegunaan dan manfaat dari informasi yang disajikan dalam bentuk apapun	1	1	0	1	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	9	45
20. Diarahkan untuk mengungkap kegunaan dan manfaat dari informasi yang disajikan dalam bentuk apapun	1	0	0	1	1	1	1	1	0	1	1	1	0	0	0	0	0	0	0	1	10	50
21. Diarahkan untuk mengungkap kegunaan dan manfaat dari informasi yang disajikan dalam bentuk apapun	0	0	0	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	13	65
22. Diarahkan untuk mengungkap kegunaan dan manfaat dari informasi yang disajikan dalam bentuk apapun	1	0	1	0	0	1	0	0	0	1	0	1	1	1	1	0	1	0	0	0	9	45

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UIN Suska Riau

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0	0	1	1	1	1	1	0	1	1	0	0	0	1	0	1	0	0	0	10	50
0	0	0	0	0	0	1	0	0	1	1	1	0	1	1	1	0	0	1	8	40
0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	17	85
1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	17	85
0	0	1	0	0	0	0	0	0	0	1	1	1	1	1	1	0	1	1	9	45
0	1	0	0	0	0	0	0	1	0	0	0	1	1	1	1	0	0	1	8	40
1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	18	90
1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	16	80
0	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	14	70
0	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	0	0	1	14	70
1	0	0	0	0	0	0	1	0	1	0	1	0	1	0	1	0	1	1	8	40
0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	17	85
0	0	0	0	0	1	1	1	0	0	0	1	0	1	1	1	0	1	0	9	45

- Hak Cipta Dilindungi
1. Dilarang meng
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan
- b. Pengutipan tidak merujuk kepada lembaga yang wajar UIN Suska Riau.
2. Dilarang mengutipkan dalam bentuk apa pun



APPENDIX IV

Recapitulation of Students' Scores

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State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU

1. Hak Cipta
a. P
b. P
2. Dila



1. Reading Attitude Scores

L1 Reading Attitude (X)																								
Responden	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	P21	P22	Total	Average Score
1. Tidak setuju	3	4	3	4	5	4	4	4	3	4	4	4	2	3	3	1	4	2	3	1	3	3	71	3.23
2. Tidak setuju	3	2	2	3	3	3	4	3	3	3	4	4	3	1	1	2	5	4	3	2	4	4	69	3.14
3. Tidak setuju	5	3	3	4	2	4	4	3	2	5	4	4	3	4	2	3	4	2	3	3	2	3	72	3.27
4. Tidak setuju	4	1	1	5	5	3	3	4	4	4	3	5	2	3	3	2	4	4	5	2	4	3	78	3.55
5. Tidak setuju	5	1	1	4	4	4	3	4	4	4	4	3	3	4	4	2	4	4	3	1	4	4	77	3.5
6. Tidak setuju	4	4	2	3	3	5	4	3	4	3	4	4	3	3	3	2	5	4	3	3	4	3	76	3.45
7. Tidak setuju	5	1	1	3	3	4	4	4	4	4	3	3	2	3	3	2	3	3	2	2	4	4	71	3.23
8. Tidak setuju	3	2	2	4	5	5	3	4	4	5	4	4	5	5	4	2	3	4	3	2	4	4	83	3.77
9. Tidak setuju	4	4	2	3	4	4	3	4	5	4	5	4	3	4	4	3	5	4	3	2	4	4	82	3.73
10. Tidak setuju	4	1	1	3	4	4	3	4	4	4	4	4	2	3	4	2	4	4	3	4	4	4	78	3.55
11. Tidak setuju	4	2	2	3	4	4	3	3	4	4	4	4	3	4	4	2	2	4	4	2	3	3	73	3.32
12. Tidak setuju	3	3	2	4	4	4	4	3	4	4	4	4	3	3	3	3	4	4	5	2	3	3	76	3.45
13. Tidak setuju	3	4	1	4	5	4	4	4	4	3	4	4	2	3	3	2	5	4	5	3	4	3	78	3.55
14. Tidak setuju	4	4	2	3	3	5	3	3	4	3	4	4	3	3	3	2	5	4	3	3	4	3	75	3.41
15. Tidak setuju	3	3	2	3	3	3	3	3	3	3	3	3	2	3	3	2	2	3	2	2	3	3	60	2.73
16. Tidak setuju	4	4	2	4	4	5	5	5	5	4	5	5	2	4	4	2	4	4	4	2	4	5	87	3.95
17. Tidak setuju	4	3	2	3	4	4	3	4	4	3	4	3	2	2	3	2	4	3	3	2	4	4	70	3.18
18. Tidak setuju	4	4	3	4	2	4	4	3	4	3	4	4	3	3	4	3	3	4	4	2	4	4	77	3.5
19. Tidak setuju	3	4	3	5	4	3	5	5	3	4	5	4	2	3	3	3	2	5	5	1	4	4	80	3.64
20. Tidak setuju	4	4	2	5	5	3	3	4	5	5	4	4	2	3	3	2	4	5	4	2	5	4	82	3.73
21. Tidak setuju	5	5	2	4	2	4	4	4	4	1	4	5	1	4	4	1	2	4	4	1	5	4	74	3.36

1. Diarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dianggap sah jika dalam bentuk apapun t

3	4	3	3	4	4	4	4	4	4	3	3	3	4	4	4	4	2	3	3	76	3.45
3	4	1	4	4	3	5	2	2	3	3	4	4	3	1	3	3	3	4	3	68	3.09
1	3	4	4	4	4	5	1	3	5	3	3	3	3	2	3	4	1	3	4	72	3.27
2	4	3	4	4	4	4	3	4	4	2	3	4	2	4	4	4	3	4	3	76	3.45
2	4	3	4	4	4	4	4	4	5	5	3	5	5	1	3	5	5	2	5	86	3.91
2	3	2	3	3	3	3	2	3	3	3	3	3	3	2	2	3	3	3	3	63	2.86
2	5	4	5	5	5	5	3	5	5	2	3	3	3	3	5	5	3	5	5	91	4.14
1	3	1	3	4	4	5	1	3	5	3	3	3	3	2	3	4	1	3	4	68	3.09
1	5	1	5	5	5	4	1	5	5	2	5	5	1	5	3	5	3	5	5	86	3.91
2	4	3	4	3	4	4	3	4	4	4	3	4	3	3	3	3	3	3	3	74	3.36
1	4	4	4	2	4	4	4	3	3	3	3	4	4	4	3	3	1	3	3	70	3.18
2	3	2	3	2	3	4	2	3	3	4	3	3	2	2	4	2	4	3	3	66	3
1	4	4	3	4	4	5	4	4	4	3	4	4	4	2	4	4	2	4	4	79	3.59
2	3	2	3	2	3	4	2	3	4	4	3	3	1	2	3	2	3	3	4	64	2.91

2. Dila
Hak Ci
1. Dila
a. P
b. P

2. Reading Comprehension of Narrative Text Scores

Reading Comprehension of Narrative Text (Y)																							
Responden	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Correct Answer	Skor	
Responden 1 Responden 2 Responden 3 Responden 4 Responden 5 Responden 6 Responden 7 Responden 8 Responden 9 Responden 10 Responden 11 Responden 12 Responden 13 Responden 14 Responden 15 Responden 16 Responden 17 Responden 18 Responden 19 Responden 20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100	
	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	95	
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	19	95	
	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	95	
	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	18	90	
	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	18	90	
	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	18	90	
	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	17	85	
	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	17	85	
	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	17	85	
	1	0	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	16	80
	1	0	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	16	80
	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	0	16	80	
	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	16	80	
	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	16	80	
	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	0	1	15	75	
	1	1	1	0	1	0	1	0	1	1	1	1	1	0	1	1	1	0	1	1	15	75	
	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	0	15	75
	1	1	1	1	1	1	0	1	0	1	0	0	1	1	1	1	0	1	0	1	0	13	65
	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	0	0	0	13	65

<p>1. Dilarang mengutip sebagian atau seluruh karya tulis atau hasil penelitian, atau karya lain yang sudah dipublikasikan, penulisan karya ilmiah, penyusunan laporan, penelitian yang wajar UIN Suska Riau.</p> <p>2. Dilarang mengumpulkan</p>	1	1	0	1	1	1	1	0	1	0	0	1	0	1	1	0	0	1	1	13	65
	1	1	0	1	1	1	1	0	1	0	0	1	0	1	1	0	0	1	1	13	65
	1	1	0	1	1	1	1	0	1	0	0	1	0	1	1	0	0	1	1	13	65
	1	1	0	1	1	1	1	0	1	0	0	1	0	1	1	0	0	1	1	13	65
	0	1	1	0	1	0	1	0	1	1	1	1	1	1	1	0	0	0	0	12	60
	0	1	0	1	0	1	1	1	1	1	0	1	1	0	1	0	1	0	0	12	60
	1	1	0	1	1	1	1	0	1	0	0	1	0	1	1	0	0	1	0	12	60
	R29	1	1	1	1	0	1	1	0	0	1	0	1	1	0	1	0	0	1	12	60
	R30	0	1	1	0	0	0	1	0	1	0	0	1	1	0	1	0	1	1	11	55
	R31	0	1	0	1	0	1	1	0	1	0	1	0	1	1	1	0	0	0	11	55
<p>seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: ingan, penelitian, penulisan karya ilmiah, penyusunan laporan, penelitian yang wajar UIN Suska Riau.</p> <p>perbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t</p>	0	1	0	1	1	0	1	0	1	0	0	1	0	1	1	0	0	0	1	10	50
	1	1	0	1	0	1	1	0	1	0	1	1	0	1	1	0	0	0	0	10	50
	1	1	0	1	1	1	1	0	1	0	0	1	1	1	0	0	0	0	0	10	50
	1	1	0	1	0	1	1	1	1	1	0	0	0	0	0	1	0	0	0	9	45

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APPENDIX V

Thesis Guidance Activity

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State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU



Hak Cipta Dilindungi Undang-Undang

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LEMBAR DISPOSISI INDEKS BERKAS KODE :002	
HAL : Pengajuan Pembimbing TANGGAL : 25 Januari 2024 ASAL : Hesrian Tera / 12110425005	
TANGGAL PENYELESAIAN: SIFAT:	
- INFORMASI The Influence of Learnes' First Language Reading Attitudes on EFL Reading Comprehension at English Education Department of UIN Suska Riau <i>Dosen Pembimbing =</i> <i>Melvic Ibrahim, M.Pd</i> <i>Kajur PBI</i> 	DITERUSKAN KEPADA: 1. Kajur PBI 2. 3. 4.
*) 1. Kepada bawahan "Instruksi" atau "Informasi" 2. Kepada atasan "Informasi" coret "Instruksi"	

U



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 Fax. (0761) 561647 Web: www.fk.uinsuska.ac.id E-mail: effak_uinsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/5592/2024 Pekanbaru, 05 Maret 2024

Sifat : Biasa
 Lamp. : -
 Hal : *Pembimbing Skripsi*

Kepada
 Yth. Nelvia Ibrahim, S.Pd.I

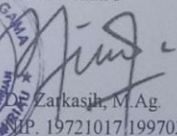
Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
 Pekanbaru


Assalamu'alaikum warhamatullahi wabarakatuh

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

Nama : HESRIAN TERA
 NIM : 12110425005
 Jurusan : Pendidikan Bahasa Inggris
 Judul : THE INFLUENCE OF LEARNERS' FIRST LANGUAGE READING ATTITUDES ON EFL READING COMPREHENSION AT ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA RIAU
 Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

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

Wassalam
 an. Dekan
 Wakil Dekan I

 Dr. Zarkasih, M.Ag.
 NIP. 197210171997031004




Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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Nomor : Un.04/F.II.4/PP.00.9/22563/2024 Pekanbaru, 18 Oktober 2024
 Sifat : Biasa
 Lamp. : -
 Hal : **Pembimbing Skripsi (Perpanjangan)**


Kepada
 Yth.
 1. Nelvia Ibrahim, S.Pd.I
 Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
 Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh
 Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : Hesrian Tera
 Nim : 12110425005
 Jurusan : Pendidikan Bahasa Inggris
 Judul : The Relationship Between Learners' First Language Reading Attitude And Reading Comprehension Of English Narrative Text At Man 3 Pekanbaru
 Waktu : 3 Bulan Terhitung Dari Tanggal Keluarnya Surat Bimbingan Ini

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

Wassalam
 an, Dekan
 Wakil Dekan I

 Dr. Zarkasih, M.Ag.
 N.P. 19721017 199703 1 004



Tembusan :
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KEGIATAN BIMBINGAN MAHASISWA SKRIPSI MAHASISWA

1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Nelvia Ibrahim, M.Pd.
a. Nomor Induk Pegawai (NIP) : 198011012007102004
3. Nama Mahasiswa : Hecrian Tera
4. Nomor Induk Mahasiswa : 12110425005
5. Kegiatan : Bimbingan Proposal

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	20 Juni 2024	Bab I (Background)		
2.	26 Juni 2024	Bab I dan Bab II		
3.	04 Oktober 2024	Bab II (Theoretical framework)		
4.	18 Okt 2024	Bab II dan Bab III		
5.	26 Okt 2024	Bab III (Instruments)		
6.	31 Okt 2024	Bab III (Teknik data analisis)		
7.	01 Nov 2024	Acc for join seminar proposal		

Pekanbaru, 01 November 2024
Pembimbing,

NELVIA IBRAHIM, Spd.I, M.Pd
NIP. 198011012007102004

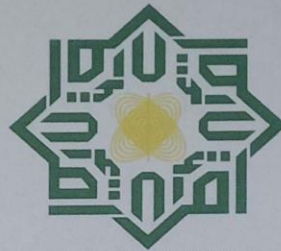
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**THE CORRELATION BETWEEN LEARNERS' FIRST LANGUAGE
READING ATTITUDE AND READING COMPREHENSION
OF ENGLISH NARRATIVE TEXT AT MAN 3**

PEKANBARU

A PROPOSAL



UIN SUSKA RIAU

BY

HESRIAN TERA

SIN. 12110425005

Supervisor:

Nelvia Ibrahim, M.Pd.

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

PEKANBARU


1446 H/2024 M

*Acc for doc
seminar 11/11-24, Fri
Dela
(Nelvia Ibrahim, Spd.I, M.Pd.)*



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LAMPIRAN BERITA ACARA
UJIAN PROPOSAL

Nama: Hestian Tera
 Nomor Induk Mahasiswa: 12110425005
 Hari/ Tanggal: Senin 12s November 2024
 Judul Proposal Penelitian: The Correlation betwich Learner's First Language Reading Attitude and Reading Comprehension of English Narrative Text at MIAM 3 Pekanbaru

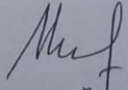
NO	URAIAN PERBAIKAN
1.	change the research design!
2.	Revise the background of the research!
3.	Add subheading of Teaching Reading Comprehension
4.	Revise the grammatical mistakes!
5.	Revise the operational concept!
6.	Revise your writing on the references!

Penguji I


Dr. Nur Aisyah Zulkifli, M.pd

Pekanbaru, 25 November 2024

Penguji II


Mainar Fith, M.pd

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



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PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa : Hesrian Tera
Nomor Induk Mahasiswa : 12110425005
Hari/Tanggal Ujian : Senin / 25 November 2024
Judul Proposal Ujian : The contribution of learners' first language reading attitude to reading comprehension of narrative text at MAN 3 Pekanbaru
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Nur Aisyah Zulkifli, M.Pd	PENGUJI I		
2.	Mainar Fitri, M. Pd	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I

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

Pekanbaru, 25 Desember 2024
Peserta Ujian Proposal

Hesrian Tera
NIM. 12110425005



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1. Jenis yang dibimbing : Skripsi
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Nelvia Ibrahim M. Pd.
 - a. Nomor Induk Pegawai (NIP) : 198011012007102004
3. Nama Mahasiswa : Hesrian Tera
4. Nomor Induk Mahasiswa : 12110425005
5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	21-01-2025	Bimbingan instrument reading attitude (Kuesioner) dan instrument reading comprehension (Tes)		
2.	10-02-2025	Acc instrument reading attitude dan reading comprehension		
3.	17-04-2025	Bimbingan chapter III (teknik data analisis)		
4.	24-04-2025	Bimbingan Chapter IV		
5.	30-04-2025	Review chapter IV, & V		
6.	06-05-2025	Bimbingan Chapter II (Teori)		
7.	20-05-2025	Acc for join mraabahan		

Pekanbaru, 20 Mei 2025
Pembimbing,

Nelvia Ibrahim M. Pd
NIP. 198011012007102004

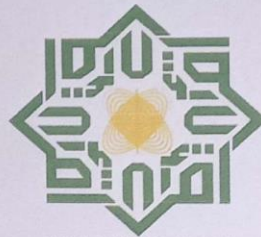


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**THE CONTRIBUTION OF STUDENTS' FIRST LANGUAGE
READING ATTITUDE TOWARD THEIR READING
COMPREHENSION OF NARRATIVE TEXT AT**

MAN 3 PEKANBARU



UIN SUSKA RIAU

BY

HESRIAN TERA

SIN. 12110425005

Supervisor:

Nelvia Ibrahim, M.Pd.

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

PEKANBARU

1446 H/2024 M

*Acc for join Munasasah
29/05-25, Tues
Dikr.
Nelvia Ibrahim, Spd. L, H. A
(Advisor)*



APPENDIX VI

Research Letters

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State Islamic University of Sultan Syarif Kasim Riau

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UIN SUSKA RIAU

Nomor : Un.04/F.II.3/PP.00.9/9931/2024
Sifat : Biasa
Lamp. : -
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 06 Juni 2024

Kepada
Yth. Kepala Sekolah
MAN 3 Pekanbaru
di
Tempat

Assalamu'alaikum warhamatullahi wabarakatuh
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Hesrian Tera
NIM : 12110425005
Semester/Tahun : VI (Enam)/ 2024
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.

Wassalam
at- Dekan
Wakil Dekan III
Amirah Diniaty
Di, Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001




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KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU
MADRASAH ALIYAH NEGERI 3 KOTA PEKANBARU
AKREDITASI : A
 (NSM : 13.1.1.14.71.0003 NPSN.69995182)
 Jl. HR. Soebrantas KM 14,5 Kecamatan Tuah Madani – Pekanbaru
 Website: <http://www.man3pekanbaru.sch.id> E-mail : man3qemilang@gmail.com



Nomor	: 431/Ma.04.3/TL.00/07/2024	23 Juli 2024
Sifat	: Biasa	
Lampiran	: -	
Perihal	: Balasan Pra Riset	

Yth;
 Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau
 di
 Pekanbaru



Assalamualaikum'alaikum warohmatullahi wabarakatuh

Berdasarkan Surat Dekan Fakultas Tarbiyah dan Keguruan No :
 Un.04/F.II.3/PP.00.9/9931/2024 tanggal 06 Juli 2024 perihal permohonan izin Pra
 Riset atas nama:

Nama	: Hesrian Tera
NIM	: 12110425005
Semester/Tahun	: VI (Enam)/ 2024
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

Dengan ini disampaikan bahwa nama yang tersebut diatas disetujui untuk
 melakukan Pra Riset di MAN 3 Kota Pekanbaru.

Demikian surat ini disampaikan untuk dapat diketahui dan dipergunakan
 sebagaimana mestinya.


 Kepala.

 Marzuki

Tembusan:

1. Yth. Kakan. Kemenang Kota Pekanbaru di Pekanbaru;
2. Yang bersangkutan.



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 FAKULTAS TARBIYAH DAN KEGURUAN
 كلية التربية والتعاليم
 FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrantas No.155 Km 18 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561647
 Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: ftk_uinsuska@yahoo.co.id

Nomor : B-735/Un.04/F.II/PP.00.9/01/2025 Pekanbaru, 15 Januari 2025 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 : Hesrian Tera
 NIM : 12110425005
 Semester/Tahun : VII (Tujuh)/ 2025
 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 Contribution Of Students' First Language Reading Attitude Toward Their Reading Comprehension Of Narrative Text At MAN 3 Pekanbaru
 Lokasi Penelitian : MAN 3 Pekanbaru
 Waktu Penelitian : 3 Bulan (15 Januari 2025 s.d 15 April 2025)

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

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam
 a.n. Rektor
 Dekan

 Dr. H. Kadar, M.Ag. f
 NIDN 9650521 199402 1 001

Tembusan :
 Rektor UIN Suska Riau



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PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
 Email : dpmtsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/71578
 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 : B-735/Un.04/F.II/PP.00.9/01/2025** Tanggal 15 Januari 2025, dengan ini memberikan rekomendasi kepada:

- | | |
|----------------------|---|
| 1. Nama | : HESRIAN TERA |
| 2. NIM / KTP | : 121104250050 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : THE CONTRIBUTION OF STUDENTS' FIRST LANGUAGE READING ATTITUDE TOWARD THEIR READING COMPREHENSION OF NARRATIVE TEXT AT MAN 3 PEKANBARU |
| 7. Lokasi Penelitian | : MAN 3 PEKANBARU |

Dengan ketentuan sebagai berikut:

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

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 16 Januari 2025



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. Walikota Pekanbaru
 Up. Kaban Kesbangpol dan Linmas di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



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


PEMERINTAH KOTA PEKANBARU
BADAN KESATUAN BANGSA DAN POLITIK
 GEDUNG LIMAS KAJANG LANTAI III KOMP. PERKANTORAN PEMKO. PEKANBARU
 JL. ABDUL RAHMAN HAMID KOTA PEKANBARU
 



SURAT KETERANGAN PENELITIAN
 Nomor : BL.04.00/Kesbangpol/158/2025

a. Dasar :

1. Undang-Undang Republik Indonesia Nomor 14 Tahun 2008 Tentang Keterbukaan Informasi Publik.
2. Undang-Undang Republik Indonesia Nomor 25 Tahun 2009 Tentang Pelayanan Publik.
3. Peraturan Pemerintah Republik Indonesia Nomor 18 Tahun 2016 Tentang Perangkat Daerah.
4. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 Tentang Penerbitan Surat Keterangan Penelitian.
5. Peraturan Daerah Kota Pekanbaru Nomor 9 Tahun 2016 Tentang Pembentukan dan Susunan Perangkat Daerah Kota Pekanbaru.

b. Menimbang :

Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, nomor 503/DPMTSP/NON IZIN-RISET/71578 tanggal 16 Januari 2025, perihal pelaksanaan kegiatan Penelitian Riset/Pra Riset dan pengumpulan data untuk bahan Skripsi.

MEMBERITAHUKAN BAHWA :

1. Nama : HESRIAN TERA
2. NIM : 121104250050
3. Fakultas : TARBIYAH DAN KEGURUAN UIN SUSKA RIAU
4. Jurusan : PENDIDIKAN BAHASA INGGRIS
5. Jenjang : S1
6. Alamat : DESA KOTABARU RETEH KEC. KERITANG-INDRAGIRI HILIR
7. Judul Penelitian : THE CONTRIBUTION OF STUDENTS' FIRST LANGUAGE READING ATTITUDE TOWARDS THEIR READING COMPREHENSION OF NARRATIVE TEXT AT MAN 3 PEKANBARU
8. Lokasi Penelitian : KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU

Untuk Melakukan Penelitian, dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan Riset/Pra Riset/ Penelitian dan pengumpulan data ini.
2. Pelaksanaan kegiatan Riset ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal Surat Keterangan Penelitian ini diterbitkan.
3. Berpakaian sopan, mematuhi etika Kantor/Lokasi Penelitian, bersedia meninggalkan photo copy Kartu Tanda Pengenal.
4. Melaporkan hasil Penelitian kepada Walikota Pekanbaru c.q Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru, paling lambat 1 (satu) minggu setelah selesai.

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Pekanbaru, 17 Januari 2025

Pit. KEPALA BADAN KESATUAN BANGSA
DAN POLITIK KOTA PEKANBARU


HADI SANJOYO, AP, M.Si
 PEMBINA TINGKAT I
 NIP. 19740410 199311 1 001

Tembusan


Yth :

1. Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau di Pekanbaru.
2. Yang Bersangkutan.



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KEMENTERIAN AGAMA - REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU
 Jalan. Arifin Achmad Simpang Rambutan Nomor. 01 Pekanbaru
 Telp. 0761 66513, 66504 FAX. 66513
 Email : tu.pekanbaru@yahoo.co.id

Nomor : B-186 /Kk.04.5/TL.00/1/2025
 Sifat : Biasa
 Lampiran : -
 Perihal : **Mohon Izin Melakukan Riset**

Pekanbaru, 20 Januari 2025

Yth KEPALA MAN 3 PEKANBARU

Dengan Hormat,

Memperhatikan maksud surat Fakultas Tarbiyah dan keguruan UIN Suska Riau Nomor : B-736/Un.04/F.II/PP.00.9/01/2025 tanggal 15 Januari 2025, dan Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru, No: BL.04.00/Kesbangpol/158/2025, Tanggal 17 Januari 2025 M, Perihal seperti pokok surat akan datang menghadap Saudara:

Nama : HESRIAN TERA
NIM : 12110425005
Fakultas : TARBIYAH DAN KEGURUAN UIN SUSKA RIAU
Jurusan : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : DESA KOTA BARU RETEH KEC.KERITANG-INDRAGIRI HILIR


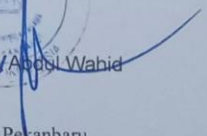
Bermaksud melakukan riset di MAN 3 Pekanbaru yang Saudara pimpin selama 3 bulan (15 Januari 2025 – 15 April 2025) guna mendapatkan dan mengumpulkan data yang diperlukan dalam rencana penelitian dengan judul:

“THE CONTRIBUTION OF STUDENTS’ FIRST LANGUAGE READING ATTITUDE TOWARDS THEIR READING COMPREHENSION OF NARRATIVE TEXT AT MAN 3 PEKANBARU “

Untuk maksud tersebut kiranya Saudara dapat memberikan bantuan/informasi yang diperlukan sepanjang yang bersangkutan dapat mematuhi ketentuan/peraturan yang berlaku semata-mata untuk kepentingan ilmiah.

Demikian surat izin riset/penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya, atas bantuan dan kerjasama yang baik kami ucapkan terima kasih.

a.n. Kepala
 Ka. Sub Bag Tata Usaha


Tembusan:

1. Ka. Kanwil Kementerian Agama Provinsi Riau
2. Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau Pekanbaru
3. Yang Bersangkutan




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KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU
MADRASAH ALIYAH NEGERI 3 KOTA PEKANBARU
AKREDITASI : A
 (NSM : 13.1.1.14.71.0003 NPSN.69995182)
 Jl. HR. Soebrantas KM 14,5 Kecamatan Tuah Madani – Pekanbaru
 Website: <http://www.man3pekanbaru.sch.id> E-mail : man3gemilang@gmail.com



Nomor	: B-241/Ma.04.3/TL.00/03/2025	Pekanbaru, 18 Maret 2025
Sifat	: Biasa	
Lampiran	: -	
Perihal	: Selesai Melakukan Riset	

Yth;
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau
 di
 Pekanbaru

Assalamualaikum'alaikum warohmatullahi wabarakatuh

Berdasarkan Surat Kepala Kantor Agama Kota Pekanbaru No: B-186/Kk.04.5/TL.00/1/2025 tanggal 20 Januari 2025 dan Surat Fakultas Tarbiyah dan Keguruan UIN Suska Riau No: B-736/Un.04/F.II/PP.00.9/01/2024 tanggal 15 Januari 2025 serta Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru No: BL.04.00/Kesbangpol/158/2025 tanggal 17 Januari 2025 perihal permohonan Riset Tesis/Disertasi atas nama :


Nama	: Hesrian Tera
Nim	: 12110425005
Fakultas	: Tarbiyah Dan Keguruan Uin Suska Riau
Jurusan	: Pendidikan Bahasa Inggris
Jenjang	: S1
Alamat	: Desa Kota Baru ReteH Kec. Keritang-Indragiri Hilir

Dengan ini disampaikan bahwa nama yang tersebut diatas adalah benar telah melakukan Riset di MAN 3 Kota Pekanbaru dengan judul :


"The Contribution Of Students' First Language Reading Attitude Towards Their Reading Comprehension Of Narrative Text At MAN 3 Pekanbaru"

Diharapkan kepada saudara/i mohon melaporkan hasil penelitian nya untuk menambah koleksi referensi perpustakaan MAN 3 Kota Pekanbaru.
 Demikian surat ini disampaikan untuk dapat diketahui dan dipergunakan sebagaimana mestinya.

Kepala,

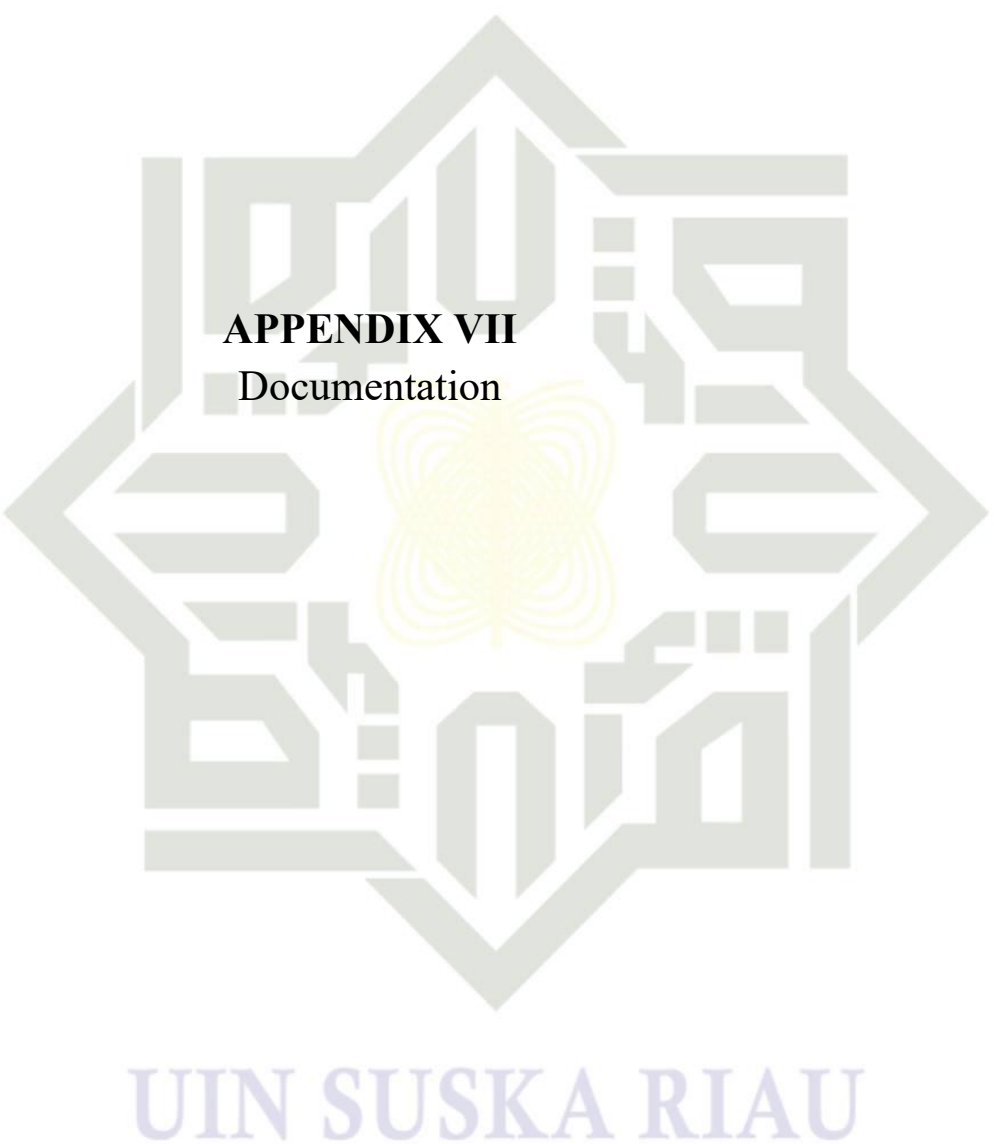


Query Novikawati



Tembusan :

1. Ka. Kanwil Kementerian Agama Provinsi Riau di Pekanbaru;
2. Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau Pekanbaru.
3. Yang bersangkutan.



APPENDIX VII

Documentation

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

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UIN SUSKA RIAU



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



Hesrian Tera is the youngest child of Mr. Hairul and Mrs. Ainun. She was born in Kotabaru Reteh, Mei 28th, 2003. She graduated from SDN 001 Kotabaru Reteh in 2015, continued her education at SMPN 3 Keritang and graduated in 2018, and completed her senior high school education at MAN 2 Pekanbaru in 2021.

In 2021, she was accepted to be a student at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. On July until September 2024, she was doing KKN (Kuliah Kerja Nyata) Program at Koto Tuo Barat Village in XIII Koto Kampar District, Kampar. Then, on September until November 2024, she was doing Pre-Service Teacher Practice (PPL) program at SMP IT Al-Fityah Pekanbaru. To fulfill requirements for undergraduate Degree in English Education, she conducted the research on February 2025 by thesis entitled “The Correlation between Students' Reading Attitude in their First Language (L1) and their Reading Comprehension of Narrative Texts at MAN 3 Pekanbaru”.

UIN SUSKA RIAU