

**THE IMPLEMENTATION OF GRADED READERS ON
TEACHING READING COMPREHENSION**

THESIS

This thesis is submitted to fulfill the requirement for ‘Sarjana’ degree in English
language education



BY:

AZLINA FITRIA

NIM.18551013

ENGLISH TADRIS STUDY PROGRAM

FACULTY OF TARBIYAH

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Yth. Bapak Dekan Tarbiyah IAIN Curup

Di

Curup

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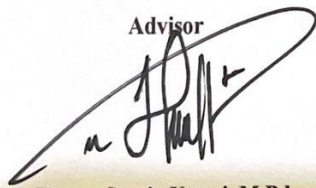
Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi atas nama **Azlina Fitria (18551013)** mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul **"The Implementation of Graded Readers on Teaching Reading Comprehension"**, sudah dapat diajukan dalam sidang munaqasah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.

Wassalamu'alaikum, Wr.Wb

Curup, August 2022

Advisor



Henny Septia Utami, M.Pd
NIDN. 20160998903

Co-Advisor



Dr. Prihantoro, SS., M.Pd
NIP. 1997508202008011004

THE STATEMENT OF OWNERSHIP

The writer who sign below:

Name : AZLINA FITRIA

NIM : 18551013

Fakultas : Tarbiyah

Prodi : TBI (Tadris Bahasa Inggris)

State that the thesis is entitled "**The Implementation of Graded Readers on Teaching Reading Comprehension**". This statement is made truly, if in the next day there any mistake the writer ready to accept the punishment or other criticism from IAIN suitable with its regulation.

Curup, August 2022

Writer


Azlina Fitria
NIM, 18551013



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No. 01 Kotak Pos 108 Telp.(0732) 21010-21759 Fax
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

APPROVAL

No : 74 /In.34/1/FT/PP.00.9/01/2023

Name : Azlina Fitria
NIM : 18551013
Department : English Tadris Study Program
Title : The Implementation of Graded Readers on Teaching
Reading Comprehension

Has been examined by examining board of the English *Tadris* Study Program of Institut
Agama Islam Negeri (IAIN) Curup, on :

Day/Date : Monday, December 05th 2022
Time : 09.30 a.m- 11.00 a.m
At : Munaqasah Room 1 IAIN Curup

Has been received to fulfill a partical requirement for the degree of strata I in English Tadris
Study Program of Tarbiyah Faculty of IAIN Curup.

Examiners,

Head

Henny Septia Utami, M. Pd
NIDN. 20160998903

Secretary

Dr. Prihantoro, SS, M.Pd
NIP. 19750820200801 1 004

Examiner I

Jumatul Hidayah, M. Pd
NIP. 19780224 200212 2 002

Examiner II

Dr Eka Apriani, M. Pd
NIP. 19900403 201503 2 005

Dekan

Dr. H. Hamengkubuwono, M.Pd
NIP. 19650826 199903 1 001

PREFACE

All praises to Allah SWT that the writer had finally finished writing her thesis entitled **“The Implementation of Graded Readers on Teaching Reading Comprehension”**.

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realize that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, August 2022

Writer



Azina Fitria
NIM. 18551013

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Finally, the researcher believes that this thesis is still far from being perfect. So, the constructive suggestion for the improvement of it still need for better. Hopefully, the result of this research can give a useful contribution to the development of English Study Program of IAIN Curup. For acknowledgment above, and those are not mentioned, may Allah SWT gives them the best rewards.

Curup, August 2022

Writer


Azlina Fitria
NIM 18551013

MOTTO AND DEDICATION

“Sometimes life doesn't give you what you want, not because you don't deserve it, but because you deserve more”.

“Always be yourself no matter what they say and never be anyone else even they look better than you”.

-Azlina Fitria-

This thesis dedicates to:

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- ❖ *Last but not least, I want to thank me, I want to thank me for believing in me, I want to thank me for doing all this hard work, I want to thank me for having no days off, I want to thank me for never quitting, I want to thank me for always being a giver and trying to give more, I want to thank me for just being me at all times.*

ABSTARCT

Azlina Fitria : **“The Implementation of Graded Readers on Teaching Reading Comprehension”**
Advisor : Henny Septia Utami, M.Pd
Co-Advisor : Dr. Prihantoro, S.S, M.Pd

This research was aimed to know there is a significant on teaching reading comprehension by using graded readers. The researcher formulated the problem into one research questions which was answered by using quantitative descriptive method. This research had two variables, graded readers as an independent variable and students' reading comprehension as a dependent variable. The design of this research is quantitative descriptive research. The population is the second grade at junior high school of SMPN 10 Rejang Lebong which is divided into 3 classes, the researchers only took one class as samples, which were taken were grades VIII A. In collecting the data, the researcher used observation checklist of implementation graded readers and reading test which is pre-test and post-test. The test used is a reading comprehension test in the form of multiple choices with a total of 30 questions. The result of this research shows that the implementation of graded readers improved the students reading comprehension as shown from the students' score; the mean score of pre-test was 63.48 and the post-test 74.48. Based on the observation of implementation result That is, during the learning process most students commented or asked questions about the text, actively paid attention to the teacher's explanations and instructions, actively paid attention to the opinions of their friends and actively discussing with teachers and friends. And based on the score of students' from 63.48 increase to 74.48. So the students' has significant increase during the implementation using graded readers in teaching and learning process.

Keywords: Graded Readers, Reading Comprehension, Junior High School

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CHAPTER I

INTRODUCTION

This chapter described the reasons for conducting the research and it deals with several points: introduction that concerns with background of the research, question of the problems, objectives of the research, significances of the research, delimitation of the research, and operational definition.

A. Background of the Study

English is used as an international language by the majority of countries of the world. As an international language, English has a very important role in the development of education, communication, commerce, diplomacy, social, and scientific research. In education field, English prompted become an important subject learnt by the student throughout the world.

In learning English, there are four skills that must be mastered. They are listening, speaking, reading, and writing. The four skills mentioned above are divided into receptive and productive skills. Speaking and writing are productive skills, while listening and reading are receptive skills. Comprehending English is a difficult thing for students if they do not have basic knowledge, especially in comprehending reading text.

In Indonesia, English as a foreign language was formally taught in school from elementary school until university. Most of students in Indonesia have difficulties in comprehending English text since they were

in junior high schools, since reading can affect a student's performance in gaining knowledge, they should be able to comprehend and understand the content when they are reading. There some factors affecting the students' reading comprehension. According to Ruston, those factors can be categorized into two major factors; from the students are related to the teaching technique, material and media while the students factors are related to vocabulary, interest and reading strategy.¹

Based on pre-observations by the researcher in some school at Rejang Lebong regency, at SMPN 10 Rejang Lebong the researcher found that the media used by the teacher in the teaching and learning process were still unable to improve students' reading comprehension. This can be seen from the condition of the class when the teacher gives the text. Some students look very confused with the text given, and they also find it difficult to understand the text given, as a result, students' scores in reading comprehension are not as good as expected by the teacher. Based on interviews with English teachers there, many students have difficulty understanding the texts they read. In addition, based on the experience of the teacher, many students cannot answer questions in the form of text correctly.² Most of the students scored were very low.

Generally, SMPN 10 Students have trouble understanding English content because most of it contains foreign words when they read it for the

¹ Ruston. 2006. Kontribusi strategi membaca dan penguasaan kosakata terhadap kemampuan memahami alinea bahasa inggris kelas II SMP Negeri ranah batahan kabupaten pasaman barat. Tesis padang:pps universitas negeri padang.

² Maryenti, English teacher at SMPN 10 Rejang Lebong. *Interview*. On dec 18th 2021

first time. Additionally, SMPN 10 pupils lack conceptual understanding with reference to reading activities for the majority of English-language literature. Consequently, the outcome of the teaching and learning process is not satisfactory. In addition, the English subject at SMPN 10 Rejang Lebong is not easy to teach reading comprehension. Seriousness is needed, not only for students to learn but also for teachers to teach.

Reading is the capacity to comprehend what is read and decipher the text's meaning. Reading is a set of abilities that involves comprehending and making sense of the written word.³ Learning to identify the written symbols that constitute language and being able to respond both logically and emotionally when questioned about the text they read are the two main goals of reading for beginners.

Everyone needs to read to keep up with fresh information in the ever changing tech era. Reading opens up new worlds and opportunities for both kids and adults. It enables us to gain new knowledge, enjoy literature, and engage in routine activities that are a part of everyday life, like reading newspapers, process listings, instruction manuals, and maps. Young defines reading comprehension as the capacity to comprehend and interpret textual material.⁴ The primary goal of reading is comprehension, but there are other goals as well, including enjoyment and knowledge acquisition. The capacity to comprehend what readers read is known as

³ Caroline T. Linse, 2006. *Practical English Language Teaching : Young Learners*. New York: Mc Graw-Hill Companies, Inc, P. 69.

⁴ Young Nancy, 2010 . *Unlock Your Child's Learning Potential K-6 London: A Humanics*

reading comprehension. The readers can learn and learn about everything by reading texts.

An individual must possess fundamental intellectual skills, background knowledge, and reading experience relevant to the topic of reading in order to successfully complete the reading process. According to Mackay, the understanding text is required in order to take into account the readers' prior information, experience, intellectual prowess, and interest. Reading the book is a prerequisite for understanding it, after which we would incorporate the reader's prior knowledge and experience. When teaching and learning English, reading is a crucial ability. Students who read can get knowledge and information from the texts they have read.

In reference to the class observation, the students need to use a reading media to improve their reading comprehension. Media must provide guidance to students to understanding the text. A graded reader is one of the media that can solve the students' problems in learning reading comprehension. Graded readers are books designed or adapted expressly for second language or foreign language and provide comprehensive reading strategies for teaching English as a second or foreign language. According to according to Karen, are books created especially for readers who are learning a second language.⁵

⁵ Karen Nation, Paul; Wang Ming-tzu, 'Graded Readers and Vocabulary' (University of Hawaii National Foreign Language Resource Center; Center for Language and Technology, 1999), p. 356.

The reading material used in the extensive reading program can be graded readers. Graded readers are fiction and non-fiction books specifically written for English learners as a foreign or second language. According to Macmillan Education, graded readers are short books and audiobooks that cover both fiction and non-fiction genres and are created at different reading levels. As a result, students will find the books quick and simple to read.⁶ From the definition above it can be concluded that Graded reader is a book that created for learners to learn foreign language and second language.

They are grouped into language difficulty levels (e.g. Stages 1-6, stage 1 being the lowest level) through grammar features, vocabulary, information content, and cultural background. Graded readers are essentially simplified material.⁷ They can be simplified and adapted from the original language of the first language, or they can be the original text written for second language learners. This simplified material can be determined by the language used, more general vocabulary, simplified phrases and sentence patterns, and the use of illustrations. To make graded readers that are easy for students to understand, vocabulary and grammar are simplified. Rob Waring and S. Takahashi contend that Graded Readers

⁶ Macmillan Education. (2014). *Using graded readers in the classroom*. Retrieved from <http://bit.ly/1k2sa4d>

⁷ M. Pourbahram, R. & Hajizadeh, 'Language Teaching and Educational Research', *Language Teaching and Educational Research*, 1.1 (2018), 1–12.

are made simple to read by streamlining the vocabulary and grammar so that the student may quickly comprehend the plot.⁸

Grader readers one of the media to solve students' problem in learning reading comprehension that can improve the students' reading comprehension. According to Nation and Marilynn W., graded readers are books designed to improve learners' reading skill.⁹ And also involve learners reading many short stories to improve their reading skills and the ease of their overall language skills. According to Waring graded readers are actually 'step books' where hopefully the involved individual can step up to more challenging titles and expand their knowledge of vocabulary while at the same time enhancing their reading speed.¹⁰ And Waring stated that, the Students will be better able to read intensively and comprehend words more quickly with the aid of extensive and graded reading.¹¹ Beginners learn to read Graded Readers effortlessly and with good understanding by starting with the easiest ones. They advance to the following level of difficulty when they are prepared.

Based on the background above, Graded readers can be applied at the upper elementary students for improving their comprehension. In this case, the researcher selected the junior high school at SMPN 10 Rejang

⁸ Rob Waring and Sachiko Takahashi, 'The Oxford University Press Guide to the 'why and 'how' of Using Graded Readers', *Tokyo: Oxford University*, 2000.

⁹ Marilyn Wodinsky and Paul Nation, 'Learning from Graded Readers', *Reading in a Foreign Language*, 1988, 155–61.

¹⁰ '薬学・科学で用いられる英単語の 接尾語に関する基本的理解の試み Matsuyama University Studies in Language and Literature Vol. No. March'.

¹¹ Rob Waring. Graded and Extensive Reading-Questions And Answers, Accessed from https://jalt-publications.org/old_tlt/files/97/may/waring.html, 23 February 2022.

Lebong. According to the information of the English teacher there, the students' reading comprehension skill was poor. All of the students could read but only few of students could comprehend or could understand what they had read especially English text. The students also got difficulties in answering questions related to English text that was given to them. Referring explanation in advance, the researcher was interested in conducting a research under the title: *“the implementation of graded readers on teaching reading comprehension”*

B. Research Question

Researchers formulated research problem into the following question “How is the implementation of graded readers on teaching reading comprehension?”

C. Objective of the Research

The objective of this research is the implementation of graded readers on teaching reading comprehension for the eighth grade students' of SMPN 10 Rejang Lebong

D. Delimitation of the Research

After looking up the entire problem stated before, the problem found in SMPN 10 Rejang Lebong are quite complex. It is impossible for the researcher to deal with all problems. Based on that, this research focuses on implementation of graded readers on teaching reading comprehension.

E. Operational Definition

The explanation of definition is given in order that the title is easy to understand, operational definition are clarified as follows:

1. Graded readers

A book produced for English language learners, according to Hill Graded Readers, has a limited vocabulary and syntax, with the former determined by frequency and usability and the latter by simplicity.¹² From the explanation the vocabulary and grammar in graded readers have been streamlined to make it easier for pupils to grasp the texts they read.

2. Reading comprehension

Reading comprehension, as understood by Grellet, entails comprehending a written material and efficiently obtaining the necessary information from it.¹³ So, reading comprehension is an understanding the written text and getting the necessary information from the text read.

F. Significant of the Research

There are three significances of this research such as the following;

1. The English teacher

To give and show English teachers can use graded readers as an alternative in teaching reading. And also the teacher can know all the

¹² David R. Hill, 'Graded Readers in English', *ELT Journal*, 62.2 (2008), 184–204 <<https://doi.org/10.1093/elt/ccn006>>.

¹³ Grellet, Françoise. 1981. *Developing Reading Skill*. Cambridge University Press

needs of students well, so that the teacher can provide the right treatment for each student.

2. The students'

From this research, the researcher also expects to the students. To help those easier in comprehending English reading and students will read good English compositions with confidence by using graded readers.

3. The readers

It could be used to bring positive impacts for the readers to improve their reading comprehension with easy ways.

4. The researcher

The result of this research is expected to the researcher can give new knowledge that can be used in teaching reading, and using graded readers will help the researcher in teaching in the future time.

G. Thesis organization

To make the organization of this thesis more systematic, the researcher organizes the thesis into the following parts:

The first chapter I, chapter i is introduction, in this chapter the researcher explain specially about the background, the research questions, the limitation of the research, objective of the research, significance of the research, operation definition and research organization.

Chapter II, this chapter is review of related literature that involved definition of reading, reading comprehension, graded readers and previous related study.

Chapter III presents method used in this research. It is included kind of research, subject of the research, techniques of data collecting, and technique of data analysis.

Chapter IV, this chapter shows the result of the result including, finding and discussion

Chapter V, this chapter is final result of the research. It is conclusion and suggestions.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter deals with the review of the literature related to the present study. In conducting this research, the researcher use some related theories as to the reference which can aid in analyzing data. In this chapter will conduct related theories and related findings.

A. Related Theories

1. The Definition of Reading Comprehension

Reading is one of important skills in English that to be learned by the student. Through reading, we can get many information and knowledge from many kinds of book. There are some expert-based definitions of reading. Longman defines reading as the capacity to comprehend what has been read. There are eight reading skills, including identifying definitions and examples, Lists, headings, and subheadings. Signal words, the main idea in paragraphs and brief choices, outline and summary skills, as well as a comprehension of graphs and tables, are all examples of good writing. The reader should be able to identify them in this knowledge.¹⁴ Alderson continues by defining reading as a pleasurable, intense, solitary activity that can bring about a great deal of pleasure and allow one to lose them completely in it.¹⁵ It implies that reading is a leisure activity that everyone may engage in and benefit from by learning new information.

¹⁴ Jhon logman. *Reading and study skill*. Newyork : Me Graw-Hill Company, 2002, p.359

¹⁵ Alderson. *Teaching English As Second Language*. Cambigde University, 2000, p.28

Understanding entails comprehension. It is the capacity to understand something's meaning. The initial aim of reading is reading comprehension. Duke and someone, however, claimed that reading comprehension. Without comprehension, reading about something is just simple word barking—using the word correctly but not knowing what it means.¹⁶

Reading comprehension, in Rayner's definition, is the extent to which a text is understood.¹⁷ This comprehension results from the interaction between the written words and how they cause knowledge to be activated outside of the text or message. Before, during, and after a person reads a particular piece of literature, reading comprehension is a conversational, active, and engaging activity. One of the foundational components of reading proficiency is reading comprehension. A person participates in a wide range of complicated cognitive processes when reading a book.

Based on explanation above, it can be concluded that reading comprehension is an interactive and purposeful activity done by the readers to grasp the written messages or text. The readers try to get information from the text. To grasp the information, the readers need the background knowledge related to what is read, experience, and emotion in constructing the meaning of the text. Their comprehension

¹⁶ Duke and Pearson. 2001. *How Can I Help Children Improve Their Comprehension?* Ann Arbor. Michigan: Center for the Improvement of Early Reading Achievement. P. 423

¹⁷ Keith Rayner, Barbara. R. Forman, Charles A. Perfetti, David Pesetsky, And Mark S. Seindenberd. *How Psychological Science Inform The Teaching Of Reading*. (Psychological Science In The Public Interest, 2003). P. 31

can be used not only to find information of what they read but also to apply the information for their lives.

The purpose of reading is obtaining comprehension. Whereas, comprehension is the power to understand something and to improve one's understanding. In addition, exercise aims at improving or testing one understanding of a language (written or printed).¹⁸ One of the most effective ways for high school students to expand their comprehension and vocabulary skills is to read widely in nonfiction, essay and memories in particular.

The best way to help students improve their reading comprehension is to provide them the tools to read more effectively, which will enable them to: (a) Establish a reading objective as part of your overall goal, (b) The question must be posed by the student before, during, and after reading, (c) It must be demonstrated through the telling of a tale that they have understood the objective of what they have read by sketching a map, chart, or diagram, (d) To identify the topic sentences, the teacher writes a brief paragraph or short tale, (e) Teacher monitors and summarize when what students have read is good.

¹⁸ A.S. Homby. 1995. *Oxford Advance Learner's Dictionary*. Oxford University Press. P. 235

a. Good and poor comprehension

(1) Good comprehension

Pronunciation skills may be necessary for reading comprehension. The word can be accurately mastered with good comprehension. Regardless of how many words or vocabularies a student knows, competent readers constantly focus on the material that is pertinent to their goals by reading in the greatest unit possible for the task.

(2) Poor comprehension

Word identification is more of an issue for the weak comprehensions. They did not do much task organization at a higher level while they read the material word by word. The kids can comprehend the information after reading it. Poor reading comprehension can make it more difficult to understand unfamiliar words and pupils frequently make mistakes when reading aloud. If they are unable to understand the task, they find it difficult to fix their reading task errors.

2. Teaching Reading Comprehension

The teaching reading is process of making the students able to read both in pronouncing and comprehending. As a result, when teaching reading, the instructor should be able to create the pupil's capable readers who pronounce words correctly and who understand

the content of what they read. It indicates that they are unable to understand what they have read.

Moats assert that teaching reading is a task best left to a professional. Contrary to common belief, reading is not a natural or simple skill to pick up. According to this notion, mastering the language of reading is a difficult linguistic feat. This statement implies that in order to accommodate student variability, the instructor must advise students explicitly, methodically, and directly on how to discern words in print while keeping in mind the learning, enjoyment, and comprehension goals of reading.

3. Factors Affecting Reading Comprehension

Snow states that text, readers and activities affect reading comprehension. Text affects reading comprehension in terms of how the text is constructed by writer.¹⁹ Readers influence their reading comprehension through information they have in their background knowledge. Every reader have different interpretations of meaning depending on them knowledge background. Reading activities will affect reading understanding in how it leads the reader to construct meaning. It involves reading and reading goals technique.

According to Klingner, Vaughn and Broadman, there are several factors from the basic skills of the reader that cause difficulty understanding reading. That factor is the word reading, fluency,

¹⁹ Snow, C., Chair. 2002. Reading for Understanding (Towards an R&D Program in Reading Comprehension). Santa Monica: RAND.

vocabulary mastery, and knowledge of the world.²⁰ When readers have difficulty in decoding or reading the words, they feel difficult to understand the meaning of the text. If they read slowly and inaccurate, it is also distractions for them to read understand. Knowledge of words in various contexts and background knowledge of the topics covered also influences reading understand. Although, readers have high eloquence, it will happen difficult to understand the text without sufficient knowledge about words in context.

Brown stated that reading comprehension is affected by schema and background knowledge.²¹ Both schema and background knowledge belong to the readers in which they involve the life experience about the world. They include knowledge of the world, culture, subject-matter and linguistic knowledge.²² Every reader has different schema and background knowledge. Therefore, the interpretation of the text will vary among the readers.

In brief, there are some factors affecting reading comprehension. Those factors are the word knowledge, the world knowledge, and the readers' ability. Those aspects are varied among the readers so every reader has various stages of comprehension.

²⁰ Klingner, Janette K., Sharon Vaughn, and Alison Broadman. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guidford Press.

²¹ Brown, H. Douglas. 2001. *Teaching by Principles an Interactive Approach to Language Pedagogy (2nd Ed.)*. New York: Addison Wesley Longman, Inc.

²² Pang, Elizabeth. S, et al. 2003. *Teaching Reading*. Geneva: International Bureau of Education

4. Strategies in Teaching Reading Comprehension

According to Shang Reading comprehension is a state which is achieved through integration and application of many strategies and skills.²³ Bouchard state makes groups of learning strategies into three categories; those strategies are cognitive, metacognitive, and socio-affective strategies.²⁴ The cognitive process is a strategy in which the readers manipulate the text to achieve comprehension. Bouchard adds that the manipulation can be in the form of mentally learning process and also physically learning process. According to Chamot and Kupper in zhang, the metacognitive strategy is a strategy in which the readers think about their learning process, plan their learning, monitor the task and evaluate the state of achievement. Bouchard adds the characteristics of metacognitive strategy. The activity of thinking about their learning process is characterized by a process of choosing the way of thinking and including the problem-solving strategy according to the situation. The activity of planning the learning process is characterized by determining the purpose of reading the text. Besides that, monitoring the learning task can be characterized through checking comprehension through self-questioning and evaluating the achievement is through self-correction if the comprehension fails. Bouchard defines socio-affective strategies as strategies in which the

²³ Shang, Hui-Fang. 2010. *Reading Strategy Use, Self-Efficacy and EFL ReadingComprehension*. Busan: Asian EFL Journal Press.

²⁴ Bouchard, Margaret. 2005. *Comprehension Strategies for English LanguageLearners*. New York: Scolastic Inc.

readers need another parties to support them in comprehending the text. The examples of these strategies are cooperative learning and clarification through asking questions.

In short, reading comprehension can be achieved with the support of reading strategies used. The strategies can be divided into three major groups based on its model of thinking. Those groups are cognitive, metacognitive and socio-affecting strategies.

5. Skills in Reading Comprehension

According to Beatrice and Linda, Certain reading comprehension competencies should be achieved by students.²⁵

a. Scanning

Scanning is a very fast reading, when the learners scan, skip over many word. And look for some information. It is especially important for improving students' reading. The students often do not need to read every word. If student learn to scan, the students can learn to read and understand faster.

b. Previewing and predicting

Previewing is an activity when students look at the kind and size of the envelope. The students look at the writing and the return address. The students at the date in the post mark. If it is from another country, and look at the stamp then when students make guesses it is call predicting.

²⁵ Beatrice S Mikulecky And Linda Jeffries. *Reading Power (2 Nd Ed)*. New York: Addison-Wesley Longman, 1998. P. 300

Both of them help student read faster and understand better, because the students already thinking about what will read. The students should always preview and predict before read.

6. Definition of Graded Readers

Graded readers are books including fiction and nonfiction. Graded readers' language is edited to correspond to the language proficiency of the learners reading the books. According to Macmillan Education, graded readers are short books and audiobooks that cover both fiction and non-fiction genres and are created at different reading levels. As a result, students will find the books quick and simple to read.²⁶ L-Lin stated this book is designed for EFL/ESL students with simplified sentence structures and controlled vocabulary frequency.²⁷ Hill described graded readers as books that are specially tailored for English learners with the use of limited lexis and syntax.²⁸ Moreover, it is argued that graded readers create an environment where students' progress to reading simplified materials. As known, beginners lack interest in reading simplified materials because it is difficult. So, in order for learners to progress to read simplified materials, students should be exposed to books that are of increasing level of difficulty.

²⁶ Macmillan Education. (2014). *Using graded readers in the classroom*. Retrieved from <http://bit.ly/1k2sa4d>

²⁷ Lu-Fang Lin, 'Senior High School Students' Reading Comprehension of Graded Readers', *Journal of Language Teaching and Research*, 1.1 (2010), 20–28
<<https://doi.org/10.4304/jltr.1.1.20-28>>.

²⁸ Hill (2008). Graded readers in English *ELT Journal*, 62 (2), 184-204.

Hence, graded readers are written at different difficulty levels by varying the use of language.

In short, Graded readers are books that created for learners to learn foreign language with simple grammar, vocabulary, and also have a different level for each reader.

Books in a variety of categories called graded readers are written especially for those learning foreign languages. Books designed expressly for language learners are known as graded readers, and they too use carefully regulated word choice and grammar. Graded readers, according to Karen, are books created especially for readers who are learning a second language.²⁹ A book produced for English language learners, according to Hill Graded Readers, has a limited vocabulary and syntax, with the former determined by frequency and usability and the latter by simplicity.³⁰ From the description, it is clear that graded readers are books that are written with vocabulary and grammar spelled out simply so that children can grasp the text they read.

According to Malone, the readings should be grouped according to different levels, starting at the lowest level and working up. Malone also emphasizes how each level of the text is best designed for a variety of uses and purposes, such as level 1 being used for people or students learning to read in a new language, level 2 being

²⁹ Nation, Paul; Wang Ming-tzu.

³⁰ Hill.

used for people who want to read fluently, level 3 being used for people who want to learn more about the language they have learned, and level 4 being used for people who have become readers and lifelong learners. Another time, each text is similar in terms of content, length, topic, image, format, and language while taking the reader's background or reading proficiency into account.³¹ From that definition it can be concluded that graded readers are written with a certain grammatical complexity and with a vocabulary that is limited by the frequency of the number of main words, it means the Starter level books have a very limited vocabulary of highly frequent words and phrases and the simplest grammar. They complement and recycle much of the language students would meet in their 'Starter' level textbook. Elementary level books have slightly more difficult vocabulary and grammar, a more complex plot and fewer illustrations, and match the language taught in elementary level textbooks. The Intermediate level books are more difficult - and so on up to the Advanced levels. In this way, graded readers help students to 'step-up' their learning by building on previously learnt knowledge and skills.

7. Type of Graded Readers

According to Macmillan Education, graded readers are short books and audiobooks that cover both fiction and non-fiction genres and are created at different reading levels. Different types of graded

³¹ Susan Malone, 'Resource for Developing Graded Reading Materials for Mother Tongue-Based Education Programs', 2013, 1–21.

readers exist, Some of them are abridgements or adaptations of classic works of literature like Dracula, The Pearl, Little Women, Pride and Prejudice, and so on. In adaptations, the plot is altered and made simpler for a different audience. Others are referred to as originals, which are mainly made-up stories. Another type of graded reader has a factual foundation and is more or less a report. These could be biographies, environmental reports, festival reports, reports on nations or businesses, reports on historical occasions, etc., like those in the Fact Files Series from Oxford University Press.

8. The Rules and the Characteristics Graded Readers

It is clear from a graded reader's goal, characteristics, structure, content, visuals, and duration that each text has unique qualities. For instance, the lowest level typically has the shortest length, the simplest language or vocabulary, and also completes the broadest picture. As a result, the author adheres to a number of guidelines, which Malone also mentions, in order to develop a graded readership. These guidelines of the rules and the characteristics are as follows:

a. The Rules

- 1) Write concise, simple stories. Short, well-written, and simple-to-read stories help a reader succeed in their early reading endeavors and inspire them to continue reading for both educational and recreational purposes.

- 2) Speak in common language. Natural language usage is generally advised to prevent new readers from having a meaningful reading experience because they might not be able to read rapidly.
- 3) Talk about topics that the reader will find familiar and fascinating. New readers can use their own knowledge and experience to aid in their comprehension of the written text when the reading material is on a topic they are familiar with.
- 4) Focus on subjects that can be described in writing. Images are another tool that novice readers employ to comprehend textual material. Write about a task that can be easily illustrated in an image as it can be challenging to create an image that represents an emotion, concept, or voice.
- 5) Create a fictional character who embodies the readers of the novel. Write explicitly for someone you know who you believe to be representative of a bigger audience of readers. That will increase the likelihood that the tale will be appealing to the wider group as a whole.
- 6) The author can write in a different style for readers with more experience. Please use more evocative language in this situation. Then give the readers fresh concepts and facts they'll find interesting.³²

³² Malone, S. (2013). *Resource for developing graded reading materials for mother*

b. The Characteristics

- 1) Graded reading uses specially prepared materials while extensive reading can, But need not do so.
- 2) Extensive reading requires fluent reading while graded materials can be used for intensive or extensive reading.
- 3) Reading sees pleasure as a goal leading to increase motivation.
- 4) Graded reading has specific purposes: for readers to read enough material at one level to develop sufficient fluency and other forms of linguistic knowledge to enable them to move to higher level. The ultimate goal of graded reading is to do so much of it that the learner can deal with native level text fluently.

One crucial element is that teachers must consider the students' reading levels while utilizing graded readings. The primary activity in creating graded reading materials, or, to put it another way, the fundamental criterion for choosing the level at which a text will be introduced and concluded, is the determination of the students' reading proficiency. Teachers have used readability formulae to match books to kids for more than 50 years.

Readability formulae analyze texts using objective measurements to determine whether texts will be easy for different

readers to understand.³³ So, after taking into account the students' reading level from the standardized test, the readability of the texts is computed, and then the texts can be rated in a way that is closely related to the students' level.

9. The Role of Graded Readers in ELT

In recent years, finding relevant and efficient instructional resources has taken up a significant amount of teachers' mental space. Learning a second language becomes challenging when the wrong teaching resources are used. It goes without saying that graded readers can have a variety of learning objectives in ELT, such as improving their reading ability and fluency, consolidating previously learned vocabulary and grammar, acquiring new vocabulary and grammar, and simply enjoying reading more.³⁴ In addition, a student with low competence would begin reading this book at the lowest level of the scheme, and once they were comfortable reading at that level, they could go to the book at the next level.

A graded reading program comprises of many readers at each level of the program and a progression of vocabulary and grammar skills. In the meantime, Wan-a-investigation rom's revealed clear evidence of the use of graded readers.³⁵ The goal of the study was to

³³ Renaissance Learning. (2012). Guided independent reading. Wisconsin Rapids, WI: Author. Available online from <http://doc.renlearn.com/KMNet/R005577721AC3667.pdf>

³⁴ Nation, P., & Ming-tzu, K. W. (1999). Graded readers and vocabulary. *Reading in a Foreign Language*, 12(2), 355-379.

³⁵ Wan-a-rom, U. (2012). The effects of control for ability level on EFL reading of graded readers. *English Language Teaching*. 5(1), 49-60.

evaluate how English as a second language (EFL) learners responded to graded readers in terms of reading technique utilization, comprehension, speed, attitude, and motivation. Eighty Thai high school students who had been classified as graded readers based on the results of a vocabulary size test for graded readers took part in a six-week intense reading assignment. Through observations, semi-structured interviews, book journals, and post-reading questionnaires, it was discovered that the use of graded readers fostered the development of understanding, attitude, and motivation.

10. Procedure

First, the teacher chooses material that is suitable for the reader. The teacher then asks the class to quickly scan the cover and catalog for information. Make a hunch on what they will read using the information. Students can select engaging reading material in this way.

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Here are the strategies that teachers use:

Step 1 : Effective tutoring: To grab students' attention and encourage them to read pertinent reading material, the teacher employs visuals, songs, and videos that are related to the text.

Step 2 : Group discussion: Following an overview of the reading material, students will discuss pertinent material and a few

³⁶ Yiyang Zou and Shaoyun Long, 'Effects of Graded Reading on Middle School Students' Reading Comprehension', *English Language and Literature Studies*, 9.3 (2019), 39 <<https://doi.org/10.5539/ells.v9n3p39>>.

questions that relate to real-world situations. The teacher will participate in both discussions.

Step 3 : Ask pertinent questions: The teacher will pose questions about the text as the students are reading, such as: describe it, make a list, how you feel, express your viewpoint, and discuss personal experiences.

Step 4 : The teacher will invite the students to read the second half when they have finished the first topic. Reading difficulties in the second half of the text will be substantially decreased and the reading pace will increase since the background knowledge of the text is comparable to that of the previous section. The same kind of text was then recommended to students. Students read more quickly and are less likely to become irritated because there are fewer reading difficulties. For students, it's crucial to be able to accumulate a large vocabulary related to a single subject.

Step 5: After-class reading: Students are required to read another article and take reading notes after class. There is no restriction on material. Students are free to write on anything they choose, including their favorite parts, articles about the main ideas, etc. The teacher also checks the reading logs of each student on occasion to make sure they have finished their assigned readings and invites them to share with other pupils.

Step 6: Evaluation: There is not a reading test administered during the experiment, but students should assess their own reading performance based on their actual reading time and circumstances.

Every week, students are required to complete an evaluation form so that the teacher can assess each student's reading level in accordance with the form.

B. Review of related finding

There are some researchers that deal with graded reader and reading comprehension. In line with this research, there are some previous studies which are related to this investigation and discussed in this paper. A quantitative research conducted by Surmanov, S. (2020) entitled 'The Effect of Graded Readers on Reading Comprehension Skill of Law Students'. He tried to find out whether there is an effect using graded readers on reading comprehension. He also tried to find the methodology for development reading literacy among law students.

Additionally, Ruhil Amal a et al. (2019) conducted a quantitative study named "Extensive Reading Project Using Graded Readers in a University Classroom." They discover a statistically significant difference between the experimental group's pre-test reading proficiency score (PPT E) and the control group's pre-test reading proficiency score (PPT B) in this study. The significant difference between the experimental group's post-test reading proficiency score (PPT E) and the control group's post-

test reading proficiency score (PPT B). The statistically significant difference between the Extensive Reading Test Version 1 (ERT V1) scores of the experimental group and those of the control group. Finally, he attempted to determine the significance of the difference between the scores on the Extensive Reading Test Version 2 (ERT V2) for the experimental group and the scores on the ERT V2 for the control group.

Moreover, qualitative research from Pawinda Tiffany P (2016), entitled 'Vocabulary Profile of Graded Readers Used in the Faculty of Language and Literature, Satya Wacana Christian University'. He looked up the vocabulary profile of the graded readers used by the Satya Wacana Christian University's faculty of language and literature. This study intends to learn more about the vocabulary profiles of graded readers at Christian universities.

All of the researches is related each other, especially with graded readers. However, this research is different from all of the researches above since this research focused on the implementation of using graded readers in teaching and learning reading comprehension, and also this research was conducted in junior high school.

CHAPTER III

RESEARCH METODHOLOGY

This research explores about research methodology. It provides the design of this research. It would clarify kind of research, the subject of the research, technique of data collection, research instrument, and technique of data analysis.

A. Kind of the Research

According to Suharsimi in Lilis said that descriptive research is designed to obtain the status of the latest phenomena and directly leads to determining the nature of the situation as it existed at the time of the research. The researcher concludes that descriptive research is designed to provide information and a clear picture of social situations with the aim of descriptive research. In this case the purpose of the descriptive research is to collect and collect basic data descriptively or the intention is to create an overview of the problems of teaching and learning English.

In this study, researchers used descriptive research. In descriptive research a researcher explores, and describes, with the aim of explaining and predicting phenomena based on data obtained in the field. Descriptive research only tries to describe clearly and sequentially the research questions that have been determined before the researcher goes into the field.

B. Setting of the Research

This research was conducted in SMP N 10 Rejang Lebong in the academic year of 2021/2022 from July to August 2022. There are 15 classes in SMP N 10 Rejang Lebong and each grade consists of eight classes. Each

class has their own facilities such as a board, 25 tables, 25 chairs, a projector, and two speakers. In addition, the school provides some facilities to support the learning and teaching process such as a biology laboratory, one computer laboratories, and a library. The school is on the process of completing the facilities.

C. Population and Sample

The population is all of the research on the subject. The population was all the 8th grade students at SMPN 10 Rejang Lebong. The researcher selects the population based on several reasons. it's because the researcher found that so many students in the second grade SMPN 10 Rejang Lebong still has difficulties in understanding English texts, low student participation, very few student vocabulary. Finally, many students do not pass the KKM. Based on these reasons, the researcher chose class VIII SMPN 10 Rejang Lebong as the population of this study.

While the sample is part of the population, selected to participate in this research. The sample of this research is one class for the second year; the number of samples is 25 students, and 1 English teacher. Where students as respondents and 1 English teacher as the main informant.

D. Research Instrument

The instrument that used in this research was observation and reading test. There are:

1. Observation

The observation was to check the procedure of the implemented by the researcher. The observer put a tick on the items which had been done by the researcher. The observer also might give comments about the teaching learning process or suggestions for improving the implementation on the next meeting.

2. Reading Comprehension Test

The instrument was used to know the progress of the students' reading comprehension during the action. The tests consisted of 30 items of multiple choices. The tests' results were in the form of scores. These scores were the measuring rod of the improvements of the students' reading comprehension.

E. Technique of Data Collection

The data collected were in the form of qualitative and quantitative data. The qualitative data were related to the description of the process during the action, interview transcript and observation checklist. The quantitative data were related to the students' reading comprehension scores. These data were collected from some techniques used. Those techniques used are described as follows:

1. Observation Checklist

Observation check list used to know the students' activeness in the teaching and learning process. The observation checklist would be used as guide information in the teaching and learning process when

the action was conducted. It contained some aspects with several indicators of each aspect. Those aspects were related to how the teacher taught reading, students' behavior and the learning materials.

Table 1.1
Observation checklist

No	Learning process	Students' response			
		Bad	Sufficient	good	Excellent
1	The students respond the greeting from the teacher.				
2	The students listen to the material explain by the teacher.				
3	The students answer the question about narrative text.				
4	The students listens the purpose of the learning by the teacher.				
5	Students' accept narrative text from the teacher.				
6	The students read the narrative text were given				
7	The students ask the teacher about vocabulary that they do not understand in that text.				
8	The students explain what they understand from the narrative text.				
9	The students mention the main idea of the text.				
10	The students answer the question in worksheet.				
11	The students summarize what they understand from the text.				
12	The students mention unfamiliar words that they get.				
13	The students together with the teacher make a summary of the material that has been studied.				
14	The students respond the closed learning process.				

2. Reading Comprehension Test

Reading comprehension tests were conducted to gain the information about how successful the implementation of graded readers on teaching and learning process to improve the students' reading comprehension. It consisted of two tests which were administered before and after the implementation. The one namely the pre-test was conducted before the implementation. The other one namely the post-test was conducted after the implementation.

F. Technique of Data Analysis

The main focus of this research is data analysis because this is necessary to solve all research problems. Using graded readers in the phase, the researchers also examined whether the students' reading comprehension had improved as a result of the treatment. To determine whether the use of graded readers has a significant effect on students' reading comprehension, for the analyzing the result from observation, the researcher was made a summary of the result, after all the result from observation is done, the researcher was making a discussion that related to the theory. And data from pre-test and post-test were analyzed using the SPSS application. The following categories could be used to reading test scores;

Table 2.1
The students' reading score

The score of reading comprehension level	category
80-100	Very good
66-79	good
56-65	enough
40-55	less
0-39	fail

Source by: Nurgiyantoro, 2010

G. Teaching And Learning Activities

In line with the type of the research, the researcher implemented the steps proposed by Yiyang Zou and Shaoyun Long. Those steps are described as follows;

1. Pre activities

Pre activities, the teacher offer the student a greeting. The teacher check students` attendance list. The teachers presented and discuss the graded readers. the teacher chooses text that is suitable for the reader. The teacher then asks the class to quickly scan the information on the book's cover.

2. While activities

While activities, the teacher asks the students to read the text through graded readers. The teacher asks to the students to identify the text. And then, the teacher can work together with students to look for vocabulary that is not known and discussed in class. students` should think about the purpose of they have already read. The teacher asks

each student to work together and write the meaning of the text they read. Students then conclude from the meaning of the text they have read. And then, the teacher will pose the question about the text as the students' are reading.

3. Post activities

Post activities, The teacher gives the task of reading short stories that they like and writing with the aim that students can articulate and develop their thoughts further through class discussions. Last, the teacher motivates students to read short stories (graded readers) at home, and students will present in the classroom about the books they have already read.

CHAPTER IV

FINDING AND DISCUSSIONS

This chapter deals with finding and discussion of implementation graded readers on teaching reading comprehension at SMPN 10 Rejang Lebong.

A. Finding

1. The implementation of graded readers on teaching reading comprehension?

In doing the implementation of graded readers on teaching reading comprehension, there were eighth meetings of the observation conducted by the researcher;

- a. The first meeting of observation

The first meeting was conducted on July 19th 2022, start from 09.30 am-11.30 am. At the first meeting the researcher only gave a test, the test given was a pre-test in the form of multiple choice with a total of 30 questions, aiming to find out students' score before implementing graded readers on teaching and learning process.

- b. The second meeting of observation

The second meeting was conducted on July 25th 2022 from 07.30am-09.00am. In this meeting was focus on generating main ideas and finding detail information of narrative text. This meeting was applied graded readers entitle sleeping beauty, graded readers level 1 (for young readers).

The teacher starts the lesson by greeting followed by checking attendance, students must answer in English "yes I am here mam", and then the teacher gives material and asks students' opinions about the material through the cover of the book. After that the teacher will ask students to read the text, after reading the students are asked to identify the text.

Sometimes the teacher gives games on the sidelines of class so that students don't get bored easily. After that students look for vocabulary that they do not know through the dictionary or ask the teacher. After getting the vocabulary they will write down the meaning of the book based on their opinion. After that the teacher will again ask about the text they have read. The end of the lesson the teacher will give them the task of writing stories they like and will be discussed in the next class. The teacher also provides motivation related to today's learning, before leaving the class the teacher also gives a game in the form of a quiz. Where, if students can answer students will get prizes, this is done by the teacher to give appreciation to students to be even more enthusiastic.

c. The third meeting of observation

This meeting was conducted on July 26th 2022 from 11.15 am-12.45 am. In this meeting, the teacher still using graded readers entitle sleeping beauty. As usual, the teacher will start the lesson by greeting followed by checking attendance, students must answer

in English "yes I am here mam", the teacher will repeat again about the material they have discussed at the previous meeting, and ask students one by one this is done to determine students' understanding of the previous material. After that the teacher asked students to collect the assignments given at the previous meeting. At the end of learning the teacher will give students motivation.

d. The fourth meeting of observation

This meeting was conducted on august 1st 2022 from 07.30 am-09.00 am. In this meeting the teacher using graded readers entitle town mouse and country mouse, graded readers level 1 (for young readers). As usual, the teacher will start the lesson by greeting followed by checking attendance, students must answer in English "yes I am here mam", Before discussing today's material the teacher gives a quiz first, students who can answer will get prizes, the teacher starts learning as usual by explaining the material and asking students' opinions on the material. At the end of learning the teacher also always provides motivation to students.

e. The fifth meeting of observation

This meeting was conducted on august 2nd 2022 from 10.10 am- 11.45 am. This meeting was same with fourth meeting still using graded readers entitle town mouse and country mouse. As usual, the teacher will start the lesson by greeting followed by checking attendance, students must answer in English "yes I am

here mam", before discussing today's material the teacher gives a quiz first, students who can answer will get prizes, the teacher starts learning as usual by explaining the material and asking students' opinions on the material. After that the teacher also asked what the main idea of the book was in between lessons the teacher also always gave games so that students would not get bored and could return to focus. At the end of the lesson the teacher gives assignments, namely doing exercises at the end of the book and the teacher also always gives motivation to students

f. The sixth meeting of observation

This meeting was conducted on august 6th 2022 from 07.30 am-09.00 am. In this meeting the teacher used graded readers entitle the three Billy goats gruff, graded readers level 1 (for young readers). The teacher starts the lesson by greeting followed by checking attendance, students must answer in English "yes I am here mam", and then the teacher gives material and asks students' opinions about the material through the cover of the book. After that the teacher will ask students to read the text, after reading the students are asked to identify the text. Sometimes the teacher gives games on the sidelines of class so that students don't get bored easily. After that students look for vocabulary that they do not know through the dictionary or ask the teacher. After getting the vocabulary they will write down the meaning of the book based on

their opinion. After that the teacher will again ask about the text they have read. The end of the lesson the teacher will give them the task of writing stories they like and will be discussed in the next class. The teacher also provides motivation related to today's learning, before leaving the class the teacher also gives a game in the form of a quiz. Where, if students can answer students will get prizes, this is done by the teacher to give appreciation to students to be even more enthusiastic.

g. The seventh meeting of observation

This meeting was conducted on august 8th 2022 from 11.10 am-12.45am. This meeting was same with sixth meeting still using graded readers entitle the three Billy goats gruff. As usual, the teacher will start the lesson by greeting followed by checking attendance, students must answer in English "yes I am here mam", the teacher will repeat again about the material they have discussed at the previous meeting, and ask students one by one this is done to determine students' understanding of the previous material. After that the teacher asked students to collect the assignments given at the previous meeting. At the end of learning the teacher will give students motivation.

h. The eighth meeting of obervation

This meeting was conducted on august 9th 2022, start from 09.30 am-11.30 am. At the last meeting the researcher only gave a

test, the test given was a post-test in the form of multiple choice with a total of 30 questions, aiming to find out student scores after implementing graded readers.

2. Students' Score of Reading Test

a. Pre-test

To find out the score of students' reading comprehension in junior high school at the eighth grade, the researcher have distributed tests to all respondents, pre-test is kind of the test that the researcher used in this research, to know the students' reading comprehension in the 8A class before using graded readers. Based on the test, below are the results of pre-test:

Table 3.1
The Score of Pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	25	54	70	63.48	4.492
Valid N (listwise)	25				

Based on the data shown on the table above, the calculations of the scores of 25 students' in post-test, show that they had an average score of 63.48, a standard deviation of 4.492, a top score of 70, and a lowest score of 54. Based on these results, that can be seen the students' score before being implementing only reached an average 63.48.

b. Post-test

The results of a post-test administered to 25 students in the experimental class or VIII A were used to determine the condition of the students' reading comprehension after therapy utilizing graded readers to teach narrative text was implemented. The table below provides information on the post-test results.

Table 4.1
The score of students' post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
post-test	25	60	83	74.48	5.889
Valid N (listwise)	25				

Based on the data shown on the table above, the result of calculating of 25 students' scores in pre-test, we can see the highest score is 83 and the lowest is 60. The mean score is 74.48 and for standard deviation are 5.889. Based on the table 2.1 it show the average 66-79 that categorized "good" and based on KKM (70) from the school, which an average of 74.48 the students' score has exceeded the KKM.

In short, based on the observation of implementation and the students' score of reading test using graded readers in teaching and learning process, it was indicated that, there was a significant improvement of the students' achievement in reading

comprehension. That can be seen the students' score has increase from 63.48 to 74.48

B. Discussion

This research was focus on improving the students' reading comprehension by using the graded readers. In this research graded readers was implemented in VIIIA class. To prove it, the researcher used reading test which consisted of 30 questions multiple choices as the instrument.

In this research, it found that there a significant improvement of the students' reading comprehension after the implemented graded readers in teaching and learning process. It is indicated by the result of observation in implementation of graded readers and the reading test. Based on the observation result That is, during the learning process most students commented or asked questions about the text, actively paid attention to the teacher's explanations and instructions, actively paid attention to the opinions of their friends and actively discussing with teachers and friends. The group discussion also helped the students' in comprehend the texts, through the group discussion; the students' could discuss their understanding to the other members to get the true understanding.

In the terms of quantitative data, the result of the students score indicates the improvement of the students' reading comprehension. The scores were gained from the pre-test and post-test. The mean scores increased from 63.48 in pre-test to 74.48 in the post-test. It showed that

the implementation of graded readers in learning and teaching was successful to improve students' reading comprehension in the process of teaching reading.

Considering the computation result above, it was clear that graded readers contributed to their reading comprehension enhancement. It can be used for elementary, middle, and high school students across many different content areas. Graded Readers had also given positive effect to students'. This research is to improve student ability to comprehend various text especially narrative texts. Based on the research, the researcher tries to find a way how the student can learn English as a foreign language easily and one way to make the English is an easy lesson for the student is using Graded Readers which come from real life situation. It has many varieties that can attract student's interest and help bring the contract to life. Malone states that, Graded Readers is a set of reading texts which written in various levels of reading. Levels in Graded Reading Material were carefully graded from starter to upper intermediate to help the students choose the right material for their ability.³⁷ This is also supported by the Nation, P., who claims that graded readers have several goals in ELT, include "to improve reading skills and fluency".³⁸ Graded readers meet the needs of today's language learners which effectively maximizing the reading opportunities in an enjoyable, relaxing

³⁷ Malone, S. (2013). *Resource for developing graded reading materials for mother tongue-based education*. Retrieved from <http://bit.ly/1PQGVM3>

³⁸ Nation, P., & Ming-tzu, K. W. (1999). Graded readers and vocabulary. *Reading in a Foreign Language*, 12(2), 355-379.

and accessible way. Furthermore, some studies also show that graded reading material plays important role in gaining skill and fluency in reading, establishing previously learned vocabulary and grammar, learning new vocabulary and grammar, and gaining pleasure from reading. Additionally, since graded reading materials are also completed by comprehension questions, so it also can be used as a tool in determining students' reading comprehension. According to harry graded readers are actually 'step books' where hopefully the involved individual can step up to more challenging titles and expand their knowledge of vocabulary while at the same time enhancing their reading speed.³⁹ And waring stated that, the Students will be better able to read intensely and comprehend words more quickly with the aid of extensive and graded reading.⁴⁰ Based on the discussion above, it is can be conclude that, the graded readers could improve the students' reading comprehension in teaching and learning process.

³⁹ '薬学・科学で用いられる英単語の 接尾語に関する基本的理解の試み Matsuyama University Studies in Language and Literature Vol. No. March'.

⁴⁰ Rob Waring. Graded and Extensive Reading-Questions And Answers, Accessed from https://jalt-publications.org/old_tlt/files/97/may/waring.html, 23 February 2022.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presented the conclusion as well as few suggestions of this study, Suggestion and conclusion was taken based on the finding of this research.

A. Conclusion

Based on the result of the previous chapter, the researcher draws the conclusion that utilizing graded readers to teach reading comprehension of narrative texts has a more substantial impact on students' scores than using alternative teaching methods, based on statistical analysis of the research findings. It inferred teaching reading through graded readers can improve the students' reading comprehension. This can be proven through the data on the reading test results, namely the mean score from pre-test 63.48 and the post-test 74.48 and the results of observations in carrying out graded readers in the teaching and learning process. So that it shows a significant increase in teaching reading through graded readers.

B. Suggestions

After concluding the result, the researcher would like to give some suggestions related to this research. The suggestions are as follows:

1. Teacher

The teachers should do something to improve students' reading comprehension and they can use shared reading skills as an alternative

way to teach reading skills. For improvement, reading is an ability and used as an appropriate medium in teaching is needed.

2. Students

Students should be more active and communicative in every given activity. So that communicative abilities can be built in them. And also Students should bring their dictionaries to help them in learning activities.

3. Further Research

This study only focuses on reading comprehension using graded readers. Therefore, other researchers may investigate other strategies and methods to improve students' motivation in learning English.

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Judul : **The Effect of Graded Readers on Students' Reading Comprehension**
Penulis : **Azlina Fitria**
NIM : **18551013**

Dengan tingkat kesamaan sebesar 26%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

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Nomor : 289 Tahun 2022

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3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
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6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 20 April 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** 1. Surat Rekomendasi dari Tadris Bahasa Inggris Nomor. /FT.2/PP.00.9/TBI/2022
2. Berita Acara Seminar Proposal Hari, Senin , 18 April 2022

MEMUTUSKAN :

Menetapkan

- Pertama** : 1. **Henny Septia Utami, M.Pd** **20160998903**
2. **Prihantoro, SS M.Pd** **197508202008011004**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

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N I M : **18551013**

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Dekan,

(Signature)
Isnaldi Nurmal

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Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 699 /In.34/FT/PP.00.9/07/2022
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

4 Juli 2022

Kepada Yth. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu (PTSP)
Kabupaten Rejang Lebong

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Azlina Fitria
NIM : 18551013
Fakultas/Prodi : Tarbiyah / Tadris Bahasa Inggris
Judul Skripsi : The Effect of Graded Readers on Students' Reading Comprehension
Waktu Penelitian : 4 Juli s.d 4 Oktober 2022
Tempat Penelitian : SMP N 10 Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

Dekan ,


HAMENKUBUWONO
NIP. 196508261999031001

Tembusan :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK



PEMERINTAH KABUPATEN REJANG LEBONG
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DAN PELAYANAN TERPADU SATU PINTU**
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SURAT IZIN

Nomor : 503/295 /IP/DPMTSP/VI/2022

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KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG**

- Dasar :
1. Keputusan Bupati Rejang Lebong Nomor 180.86.I Tahun 2020 Tentang Pelimpahan Kewenangan Penandatanganan Dan Pengelolaan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
 2. Surat dari Dekan Fakultas Tarbiyah IAIN Curup Nomor : 679/In.34/FT/PP.00.9/07/2022 tanggal 04 Juli 2022 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL : Azlina Fitria/ Rantau Gedang, 10 Januari 2001
NIM : 18551013
Pekerjaan : Mahasiswa
Program Studi / Fakultas : Tadris Bahasa Inggris / Tarbiyah
Judul Proposal Penelitian : The Effect Of Graded Readers On Students' Reading Comprehension
Lokasi Penelitian : SMP Negeri 10 Rejang Lebong
Waktu Penelitian : 18 Juli 2022 s/d 04 Oktober 2022
Penanggung Jawab : Dekan Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :

- a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
Pada Tanggal : 18 Juli 2022

Kepala Dinas Penanaman Modal dan Pelayanan
Terpadu Satu Pintu
Kabupaten Rejang Lebong



Dr. AFNISARDI, MM
Pemimpin Muda
NIP. 19630405 199203 1 015

Tembusan :

1. Kepala Badan Kesbangpol Kab. RL
2. Dekan Fakultas Tarbiyah IAIN Curup
3. Kepala SMP Negeri 10 Rejang Lebong
4. Yang Bersangkutan
5. Arsip



PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 10 REJANG LEBONG

Alamat : Jln. Pembangunan Kelurahan Tempel Rejo Kecamatan Curup Selatan 39124
Email-smp10rejanglebong@gmail.com

SURAT KETERANGAN

Nomor : 421.3/ 030 /PL/SMPN 10/ RL/2022

Yang bertanda tangan dibawah ini :

Nama : NETI HERAWATI, S. Pd.MM

NIP : 19720514199702 2 001

Pangkat/Golongan : Pembina /IVa

Jabatan : Kepala Sekolah

Unit Organisasi : SMP Negeri 10 Rejang Lebong

Menerangkan bahwa :

Nama : AZLINA FITRIA

NIM : 18551013

Jurusan/Prodi : Tarbiyah, Tadris Bahasa Inggris

Judul : **The effect of graded readers on students' reading comprehension (a quasi
experiemental study at SMPN 10 Rejang Lebong)**

Telah selesai melaksanakan penelitian di SMP Negeri 10 Rejang Lebong pada tanggal 19 Juli – 09
Agustus 2022.

Demikian surat keterangan ini dibuat dengan sebenarnya dan dapat dipergunakan sebagaimana
mestinya

Rejang Lebong, Agustus 2022
Kepala Sekolah

NETI HERAWATI, S. Pd.MM
Pembina IV/a
NIP. 19720514199702 2 001



BLUEPRINT OF READING TEST

Skill: Reading

Kompetensi dasar (KD)	Indicator	Indicator soal	Jenis/tipe soal	Nomor soal
<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif lisan dan tulis yang sesuai dengan konteks penggunaannya.</p> <p>4.6 Menyusun teks naratif lisan dan tulis sangat pendek dan sederhana yang memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>1. memahami fungsi social struktur teks naratif melalui latihan membaca sebuah kalimat dalam bentuk paragraph naratif deskriptif.</p> <p>2. menganalisis contoh naratif teks yang baik, dengan unsur kebahasaan secara benar dan sesuai dengan konteks..</p>	<p>Merespon teks berbentuk narrative dengan cara:</p> <ol style="list-style-type: none"> Mengidentifikasi makna gagasan (ideasional) dalam teks. <ul style="list-style-type: none"> Gagasan utama Gagasan pendukung Informasi faktual Informasi spesifik Mengidentifikasi makna tersirat dalam teks. Menentukan isi pesan teks. Menentukan jenis teks. Menentukan persamaan kata sesuai konteks. Menemukan kata rujukan. Menentukan topik cerita. Menentukan tujuan penulisan teks 	<p>pilihan ganda/multiple choice</p>	<p>1-30</p>

TEXT 1

Read following the text to answer questions 1 to 7

The Ant and Dove

One hot day, an ant was searching for some water. After walking around for some time, he came to a spring. To reach the spring, he had to climb up a blade of grass. While making his way up, he slipped and fell into the water.

He could have drowned if a dove up a nearby tree had not seen him. Seeing that the Ant was in trouble, the Dove quickly plucked off a leaf and dropped it into the water near the struggling Ant. The Ant moved towards the leaf and climbed up there. Soon it carried him safely to dry ground.

Just at that time, a hunter nearby was throwing out his net towards the Dove, hoping to trap it. Guessing what he was about to do, the Ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The Dove was quick to fly away to safety.

Source:

http://www.kidsworldfun.com/shortstories_theantandthedove.php#sthash.7JsG79Ta.dpuf

1. What does the story tell us about?
 - a. Ant trapped Dove in a spring
 - b. Dove killed Ant when she fell into the water
 - c. Ant and Dove helped each other
 - d. Ant helped a hunter to trap Dove
2. According to the text, which the statement is **NOT** discussed in the story?
 - a. The Ant came to a spring to drink there
 - b. The Dove is the Ant's old friend
 - c. The Hunter could not trap the Dove successfully
 - d. The Dove could release himself from the hunter because he was helped by the Ant
3. What is **the orientation part** of the story above?
 - a. A Hunter tried to trap the Dove by using his net
 - b. The Ant was thirsty, and then he decided to come to a spring

- c. The Ant slipped and fell into the water
 - d. The Dove carried the Ant safely to dry ground
4. What was the Ant's purpose ~~of in biting~~ biting the hunter's heel?
 - a. To get water
 - b. To release the Dove from the hunter's trap
 - c. To kill him
 - d. To hurt him
 5. What did the Ant do when he knew that the hunter would trap the Dove?
 - a. The Ant threw out a net towards the Dove
 - b. The Ant helped the hunter to catch the Dove
 - c. The Ant quickly plucked off a leaf and dropped it into the water
 - d. The Ant quickly bit the hunter's the heel
 6. Why did the Ant help the Dove when he was trapped by the hunter?
 - a. Because the Dove already had helped the Ant in the spring
 - b. Because the Dove wanted to kill the Ant
 - c. Because the Ant was asked the hunter to help him
 - d. Because the Dove was the Ant's friend
 7. "... he slipped and fell into the water." The underlined word is a past tense verb of.....
 - a. Fall
 - b. Feel
 - c. Fill
 - d. Full

TEXT 2

Read following the text to answer questions 8 to 16

Once upon a time, there was a poor farmer who lived with his wife. One day, he dug up his field and found a big box. He took it home with him and showed it to his wife. His wife cleaned the box and kept it in their house.

One sunny morning his wife dropped an apple into it. Suddenly the box began fill up with apples. No matter how many the apples were taken out, more apples took their place. So the farmer and his wife ~~decide~~ decided to sell the apples, and in short time they were able to live quite comfortably.

One day, the farmer dropped a gold coin into the box. At once, apples disappeared, and the box began to fill itself with coins. Every day, the farmer and his wife collected hundreds of gold coins from the box. Soon they became very rich.

Having heard that his son had gone rich, the farmer's grandfather visited the couple. He was not very strong and he could not go out to work anymore. So the farmer asked the old man to help him take the money out of the box. When his grandfather told his son that he was tired and wanted to have **affest a rest**, the farmer shouted at him, "why are you so lazy? Why can't you work harder?"

The old man didn't say anything, and continued to work until he fell into the box and suddenly died. At once, the money disappeared and the box began to fill up with dead grandfathers.

The farmer had to pull them out and bury them. To do this, he had to spend all the money he had collected. When he had used up all the money, the box broke and the farmer was just as poor as he was before.

Source:

<http://lenyerlinda.blogspot.com/2013/09/soal-narrative-pilihan-ganda-2.html>

8. What is the suitable **title** of the text?
 - a. The magic candle
 - b. The poor farmer
 - c. The magic box
 - d. The old man and the magic box
9. Where did the farmer find the magic box?
 - a. In his house
 - b. In his field
 - c. In his grandfather's house
 - d. In his neighbor's house
10. "**At once**, the money disappeared and the box began...(paragraph 5, line 2). The underlined word has a similar meaning to...
 - a. Come
 - b. Arrive
 - c. Missing
 - d. Visit
11. What is **the complication part** of the story?
 - a. The box could double everything that the farmer filled
 - b. His grandfather came to the farmer's house
 - c. The farmer's wife cleaned the box carefully
 - d. The farmer was rich

12. "He was not very strong, and he could not go out to work anymore." (paragraph 4, line 2). The underlined word refers to.....
- The farmer
 - The farmer's grandfather
 - The farmer's father
 - The wife's grandfather
13. These following statements based on the text are true, **EXCEPT**...
- The farmer's grandfather was dead ~~in~~ at the end of the story
 - The farmer was bankrupt and poor again
 - The farmer found a magic box when he dug his field
 - The farmer's family lived happily ever after
14. What is the main idea of paragraph 5?
- The grandfather was strong to do everything that his son asked
 - The farmer became rich
 - The grandfather ~~was~~ died in the box
 - The farmer gave his grandfather some golden coins
15. What did the farmer ask when his grandfather visited his house?
- He asked his grandfather to sell his apples
 - He asked his grandfather to sleep in the box
 - He asked his grandfather to drop ~~the~~ golden coin into the box
 - ???
16. What can we learn from the text?
- Being honest is not always wise
 - All that glitters is not good
 - We must respect our parents
 - Being a miser is sometimes important

TEXT 3

Read following the text to answer questions 17 to 30

Lion and Mouse

Once when a Lion was asleep, a little Mouse began running up and down upon him. This soon wakened the Lion, who placed his huge paw upon him and opened his big jaws to swallow him.

"Pardon, O King!" cried the little Mouse, "Forgive me this time. I shall never repeat it and I shall never forget your kindness. And who knows, but I may be able to

do you a good turn one of these days?"

The Lion was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let him go.

Sometime later a few hunters captured the King and tied him to a tree while they went in search of a wagon to carry him on.

Just then the little Mouse happened to pass by, and seeing the sad plight in which the Lion was, ran up to him and soon gnawed away the ropes that bound the King of the Beasts. "Was I not right?" said the little Mouse, very happy to help the Lion.

Source:

http://www.kidsworldfun.com/shortstories_lionandmouse.php#sthash.hxDEJX7r.dpuf

17. What is the main topic of the text?
 - a. Lion and Mouse
 - b. A few hunters
 - c. Mouse and a hunter
 - d. Lion and a king
18. What is the type of the text?
 - a. Myth
 - b. Fable
 - c. Legend
 - d. Folklore
19. "..... while they went in search of a wagon to carry him on. The underlined word refers to.....
 - a. The lions
 - b. The little mouse
 - c. A few hunters
 - d. The kings
20. Why did the little mouse help the lion?
 - a. Because the lion was a wild animal
 - b. Because the little mouse was asked by the hunter
 - c. Because the lion was his best friend
 - d. Because the lion did not kill him
21. What did the little mouse do to help the lion?
 - a. He placed his huge paw upon him and opened his big jaws
 - b. He bit the hunter
 - c. He asked the hunter to let him go
 - d. He ran up to him and soon gnawed away the ropes that bound the King of the Beasts

22. What is the ~~resolution~~ **resolution** part of the text?
- a. The Lion could release himself from the hunters safely
 - b. The Little mouse could not help the Lion
 - c. The hunters could capture the Lion successfully
 - d. The Lion hated Little mouse so much
23. What is the purpose of the text?
- a. To inform the reader
 - b. To tell something
 - c. To entertain the reader
 - d. To describe something

TEXT 4

Read following the text to answer questions 24 to 30

The Hawk and Hen

Long time ago, a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen, "will you marry me?" You know what? The hen loved the brave, strong hawk in return and wished to marry him. But she said, "I cannot fly as high as you can. If you give me time, I may learn to fly as high as you. Then we can fly together."

The hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have promised to marry me," said the hawk. It so happened that the hen already promised to marry a rooster. So, when the rooster saw the ring, he became angry. "Throw that ring away at once!" shouted the rooster. The hen was so frightened at the rooster's anger that she threw away the ring immediately.

When a hawk came a few months later, the hen told him the truth. The hawk was so furious that he cursed the hen. "~~When~~ didn't you tell me earlier?. Now, you will always be ~~starehing~~ scratching the earth, and I'll ~~be~~-always be flying above to catch your children." Said the hawk.

Source:????

24. What did the story tell us about?

- a. The hawk fell in love with the hen
 - b. The hawk wanted to marry the hen
 - c. The hawk cursed the hen because the hen broke her promise
 - d. The hawk gave the ring to a rooster
25. Why couldn't the hen say "YES" right away?
- a. She didn't love the hawk
 - b. She had no ring to exchange
 - c. It would make the rooster angry
 - d. She could not fly as high as the hawk
26. Which of these following statements is **INCORRECT** based on the text?
- a. The hawk did not marry the hen ~~in~~ at the end of the story
 - b. The hen did not keep her promise
 - c. The rooster threw the hen's ring
 - d. The hawk taught the hen to fly high as himself
27. Why did the hen break her promise?
- a. Because she didn't love the hawk
 - b. Because the rooster would curse the hen
 - c. Because the hen loved the rooster rather than the hawk
 - d. Because she had already promised to get ~~marriage-with~~ married to the rooster
28. The hawk was so furious..... " (paragraph 3). The underlined word has similar Meaning to....
- a. Contented
 - b. Disappointed
 - c. Pleasant
 - d. Extremely angry
29. What did the rooster do when he saw the hen was using the hawk's ring?
- a. He asked the hen to leave him alone
 - b. He asked the hen to leave the hawk
 - c. He asked the hen to marry ~~with~~ the hawk
 - d. He asked the hen to throw the ring away
30. What can we learn from the story?
- a. Take care of our children
 - b. Keep our promise

- c. Listen to other
- d. Marry soon

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. The **blue** colour phrases are added or revised to be coherent with the indicators stated in the blueprint of the instrument.

Please add the answer in the multiple-choice (Text 2, number 15, part **d**) and find the source of Text 4 you will use for the reading test.

July 2022

Validator



Nastiti Handayani, M.Pd

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan pendidikan : SMP N 10 Rejang Lebong

Mata pelajaran : Bahasa Inggris

Kelas/semester : VIII/1

Materi pokok : Narrative text

Alokasi waktu : 8x2 Jp (45x2 menit)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, toleran), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang pengetahuan, teknologi dan seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 3.6 menerapkan fungsi social, struktur text, dan unsur kebahasaan text naratif lisan dan tulis yang sesuai dengan konteks penggunaanya.
- 4.6 Menyusun teks naratif lisan dan tulis sangat pendek dan sederhana yang memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

1. Menjelaskan pengertian teks naratif dengan benar.
2. Menyebutkan beberapa macam jenis teks naratif dengan tepat.
3. Menyebutkan beberapa tujuan dari penulisan teks naratif dengan tepat.

4. Menyebutkan beberapa struktur skematik teks naratif dengan benar.
5. Menjelaskan dan mengidentifikasi setiap struktur skematik teks naratif dengan tepat.
6. Menyebutkan beberapa ciri kebahasaan yang terdapat pada teks naratif dengan tepat.
7. Menentukan *main idea* dan *supporting details* yang terdapat pada teks naratif.
8. Menangkap makna dari teks naratif baik yang tersirat maupun tersurat.
9. Mengambil nilai moral yang terkandung dalam teks naratif.

D. Tujuan pembelajaran

Siswa terampil memahami, menyatakan, dan menanyakan teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, untuk melaksanakan komunikasi transaksional dan fungsional dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerjasama, dan cinta damai.

E. Materi pembelajaran

Fungsi social

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

Struktur teks

1. Memperkenalkan tokoh, tempat, waktu terjadinya cerita (orientasi)
2. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita
3. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)
4. Memaparkan akhir cerita, dimana krisis berakhir (resolusi) dengan bahagia atau sedih
5. Memberikan alasan atau komentar umum (reorientasi)

Unsur kebahasaan

1. Simple past tense, simple past continuous tense
2. Kosakata: nama peran/hewan, tempat, waktu dan situasi yang terkait dengan

tokoh

3. Adverb of time: first, next, after that, before, finally, etc
4. Prepositional phrase: a long time ago, one day, in the morning, the next day, last
5. Ucapan, tekanan kata, intonasi
6. Ejaan dan tanda baca
7. Tulisan tangan

Topic

Narrative text towards graded readers (Aladdin books)

F. Metode pembelajaran

Scientific approach dengan method discovery learning

G. Media dan sumber pembelajaran

- Grades readers level 1 (sleeping beauty) for young readers
- Internet

H. Langkah-langkah pembelajaran

PERTEMUAN 2 DAN 3

a. Pre-reading activities

- The teacher extends a greeting to the student.
- The teacher check students` attendance list.
- The teacher asks the students to read the text through graded readers.
- The teacher asks to the students to identify the text.
- the teacher can work together with students to look for vocabulary that is not known and discussed in class.

b. While activities

- The teachers presented and discuss the graded readers.
- the teacher chooses text that is suitable for the reader. Then, the teacher invites students to skim the information from the cover of the text. Use the

information to guess what they will read. In this way, students can choose interesting reading content.

- The students` should think about the purpose of they have already read.
- The teacher asks each student to work together and write the meaning of the text they read.
- Students then conclude from the meaning of the text they have read.
- The teacher motivates students to read short stories (graded readers) at home, and students will present in the classroom about the books they have already read.

I. Post reading activities

The teacher gives the task of reading short stories that they like and writing with the aim that students can articulate and develop their thoughts further through class discussions.

PERTEMUAN 4 Dan 5

GRADED READER LEVEL 1(TOWN MOUSE AND COUNTRY MOUSE) FOR YOUNG READERS

a. Pre-reading activities

- The teacher extends a greeting to the student.
- The teacher check students` attendance list.
- The teacher asks the students to read the text through graded readers.
- The teacher asks to the students to identify the text.
- the teacher can work together with students to look for vocabulary that is not known and discussed in class.

b. While activities

- The teachers presented and discuss the graded readers.
- the teacher chooses text that is suitable for the reader. Then, the teacher invites students to skim the information from the cover of the text. Use the information to guess what they will read. In this way, students can choose interesting reading content.
- The students` should think about the purpose of they have already read.
- The teacher asks each student to work together and write the meaning of the text they read.
- Students then conclude from the meaning of the text they have read.
- The teacher motivates students to read short stories (graded readers) at home, and students will present in the classroom about the books they have already read.

c. Post reading activities

The teacher gives the task of reading short stories that they like and writing with the aim that students can articulate and develop their thoughts further through class discussions.

PERTEMUAN 6 DAN 7

THREE BILLY GOATS GRUFF LEVEL 1 (FOR YOUNG READERS)

a. Pre-reading activities

- The teacher extends a greeting to the student.
- The teacher check students` attendance list.
- The teacher asks the students to read the text through graded readers.
- The teacher asks to the students to identify the text.

- the teacher can work together with students to look for vocabulary that is not known and discussed in class.

b. While activities

- The teachers presented and discuss the graded readers.
- the teacher chooses text that is suitable for the reader. Then, the teacher invites students to skim the information from the cover of the text. Use the information to guess what they will read. In this way, students can choose interesting reading content.
- The students` should think about the purpose of they have already read.
- The teacher asks each student to work together and write the meaning of the text they read.
- Students then conclude from the meaning of the text they have read.
- The teacher motivates students to read short stories (graded readers) at home, and students will present in the classroom about the books they have already read.

c. Post reading activities

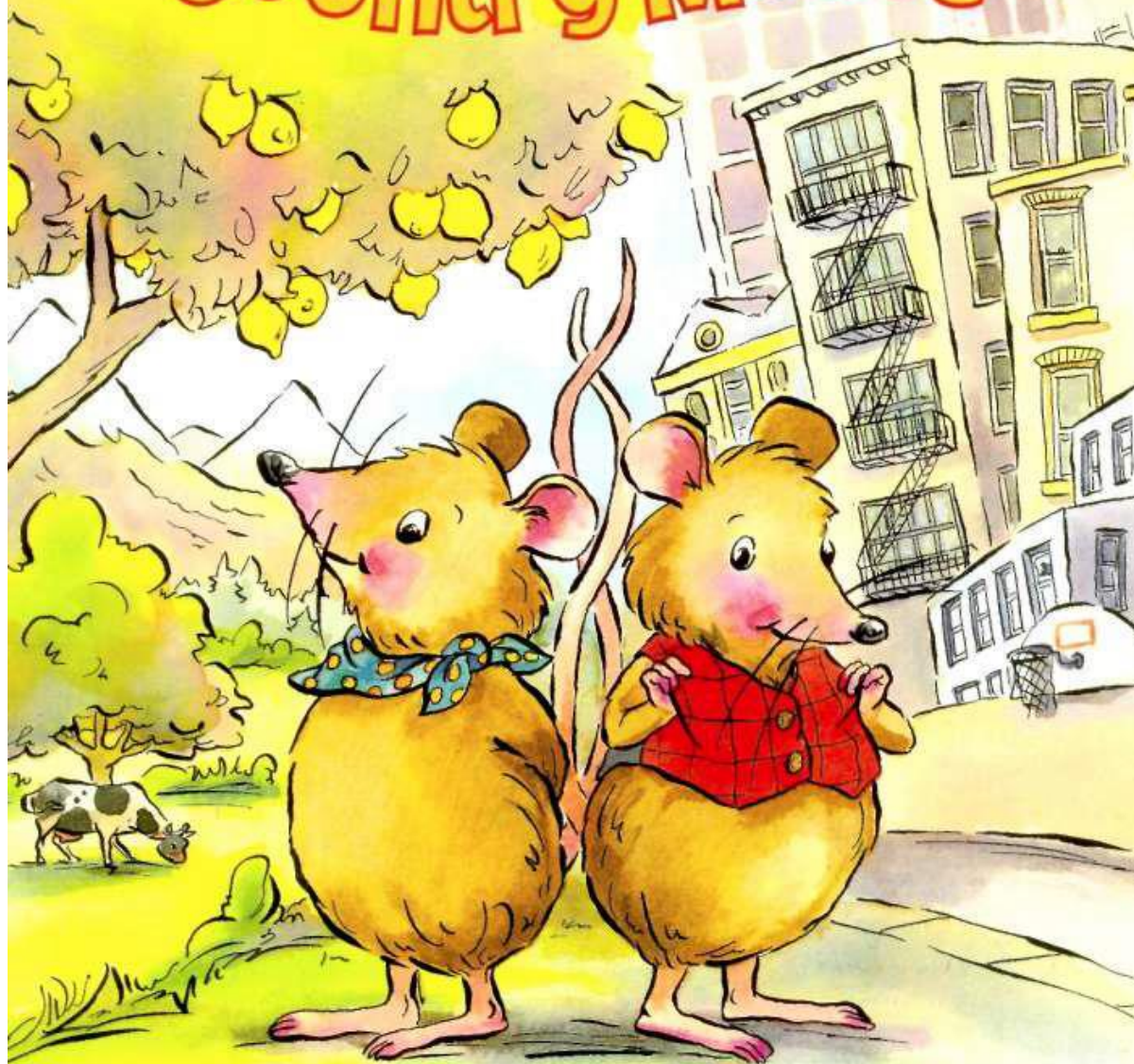
The teacher gives the task of reading short stories that they like and writing with the aim that students can articulate and develop their thoughts further through class discussions.

Rejang Lebong, july
2022

Researcher,

Azlina Fitria
NIM. 18551013

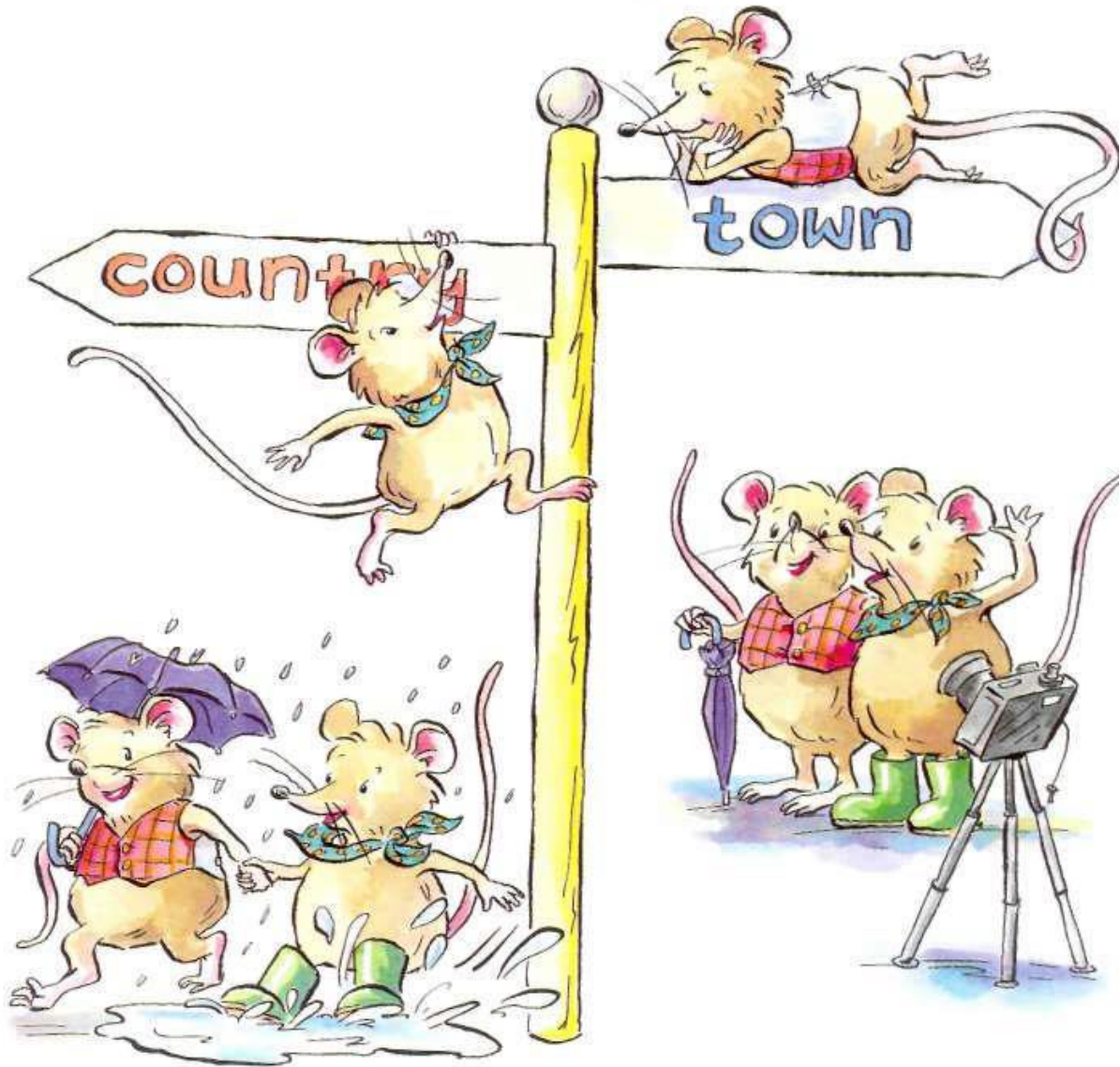
TOWN MOUSE *and* Country Mouse



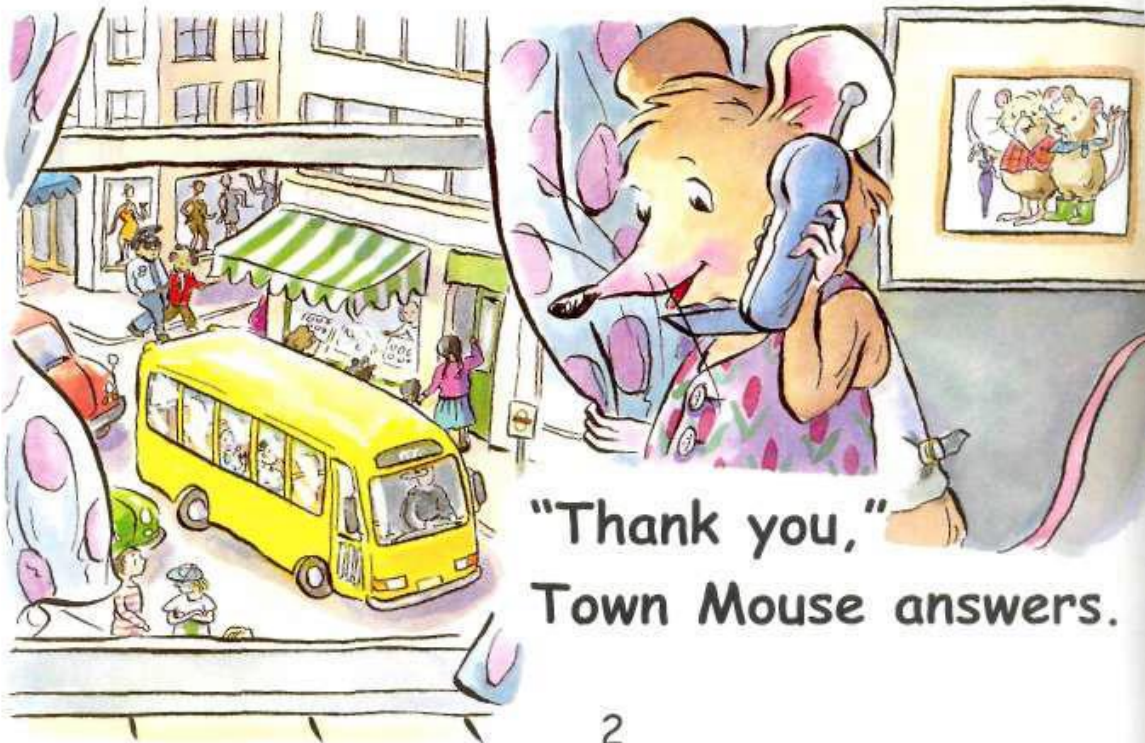
PENGUIN YOUNG READERS

Here are Town Mouse
and Country Mouse.

The two mice are good friends.



"Please come to
the country for lunch."



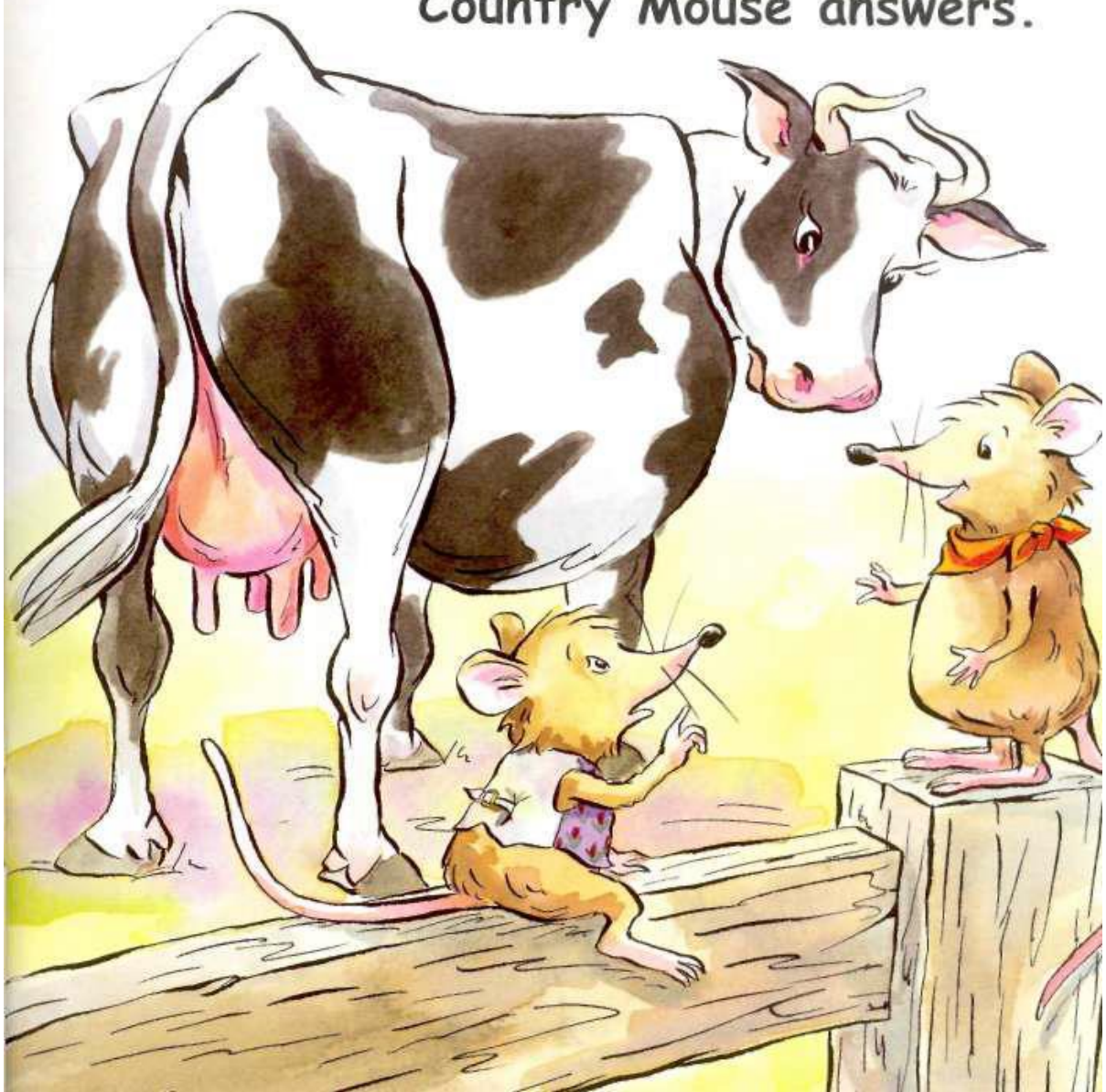
"Thank you,"
Town Mouse answers.

"What's this?"

Town Mouse asks.

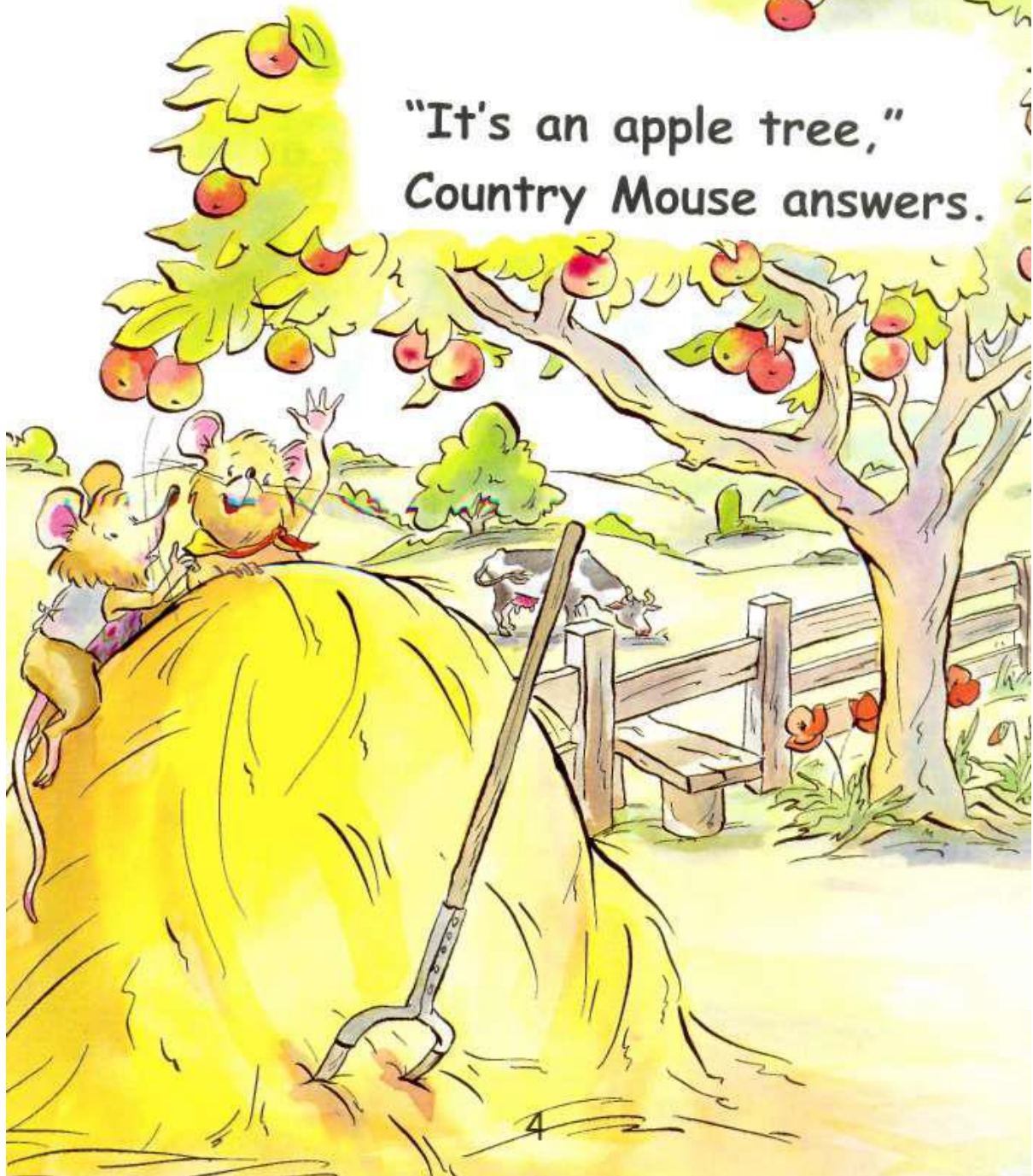
"It's a cow,"

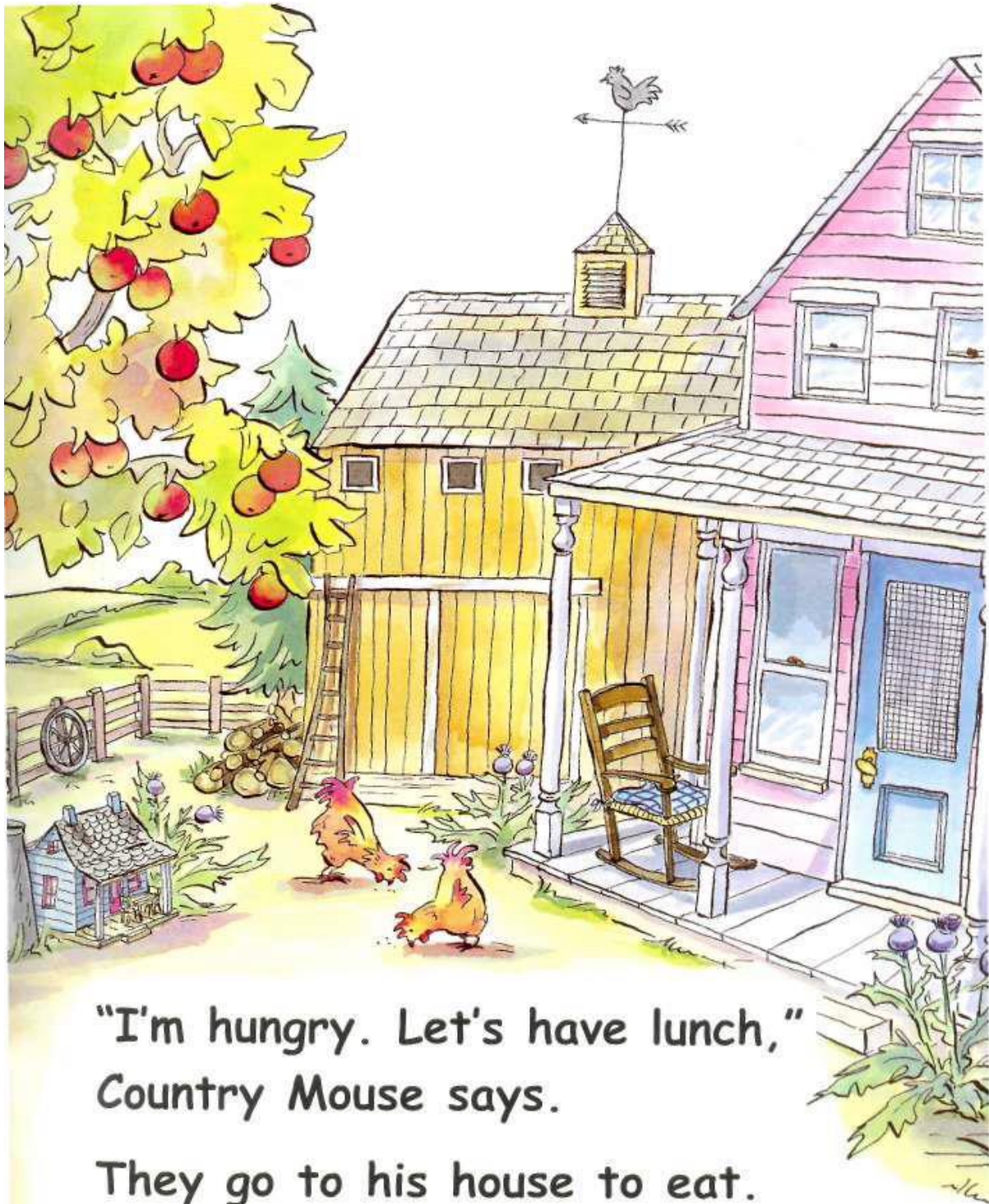
Country Mouse answers.



"What's this?"
Town Mouse asks.

"It's an apple tree,"
Country Mouse answers.



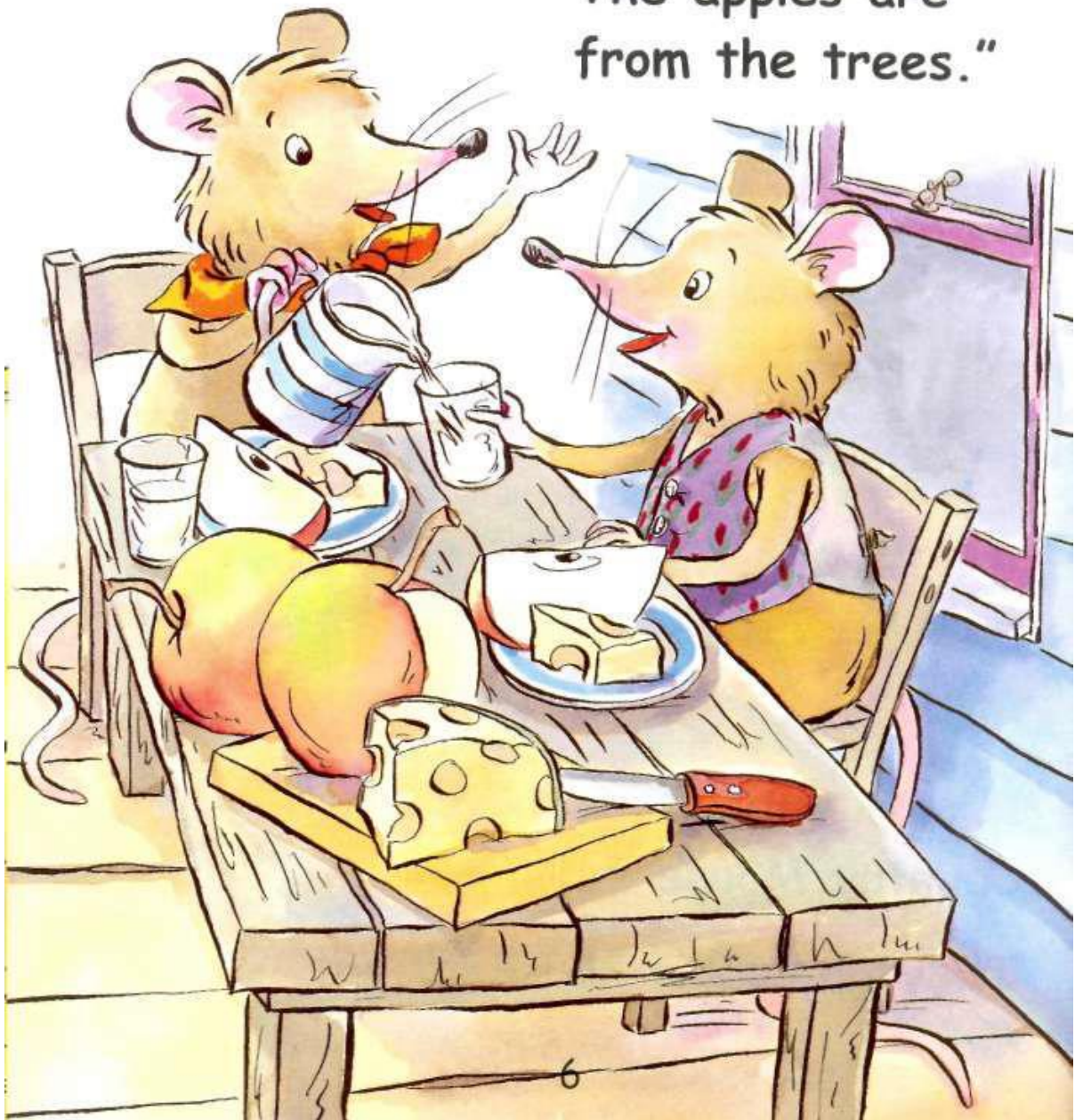


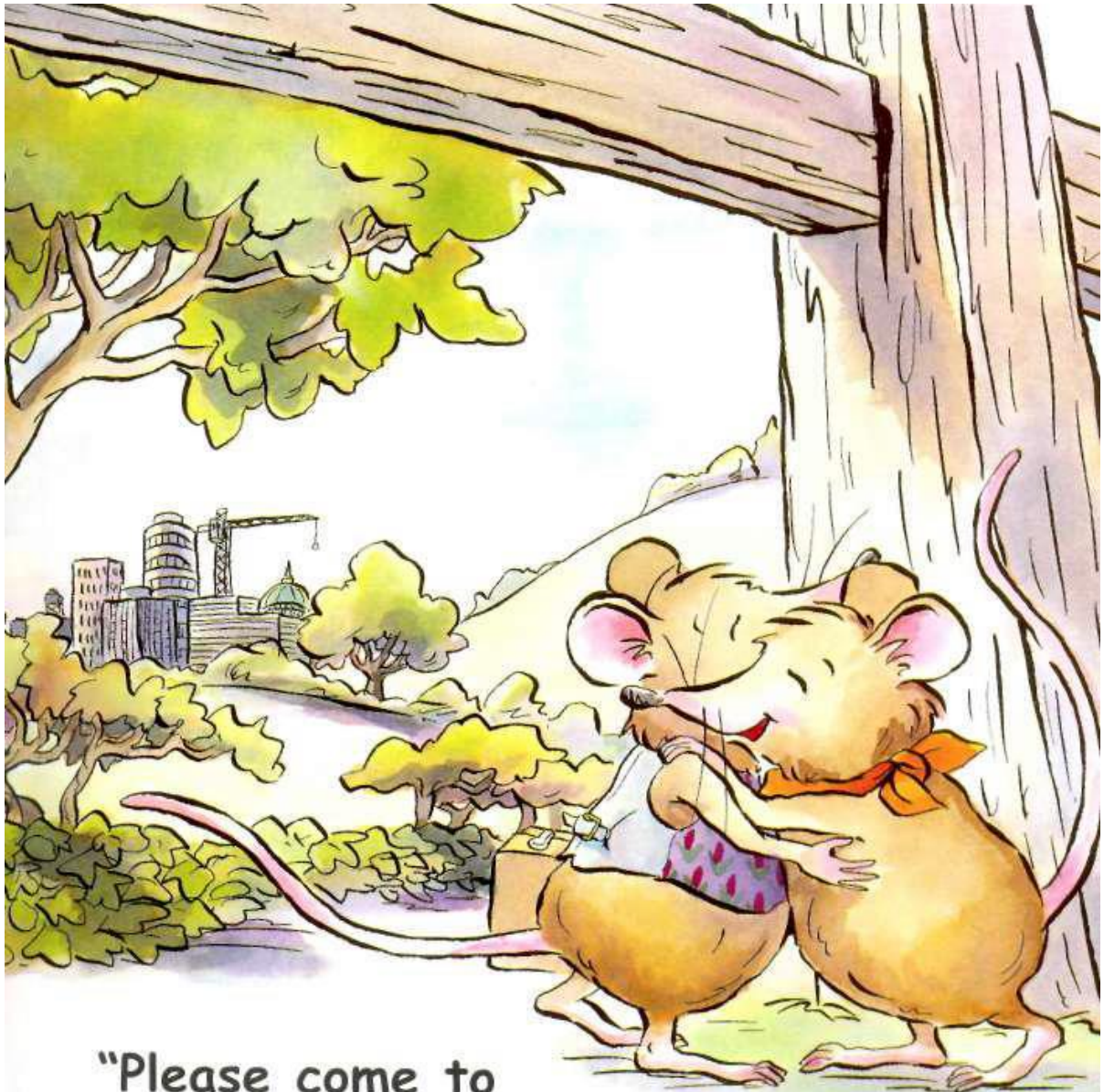
"I'm hungry. Let's have lunch,"
Country Mouse says.

They go to his house to eat.

"The milk and cheese
are from the cow.

The apples are
from the trees."

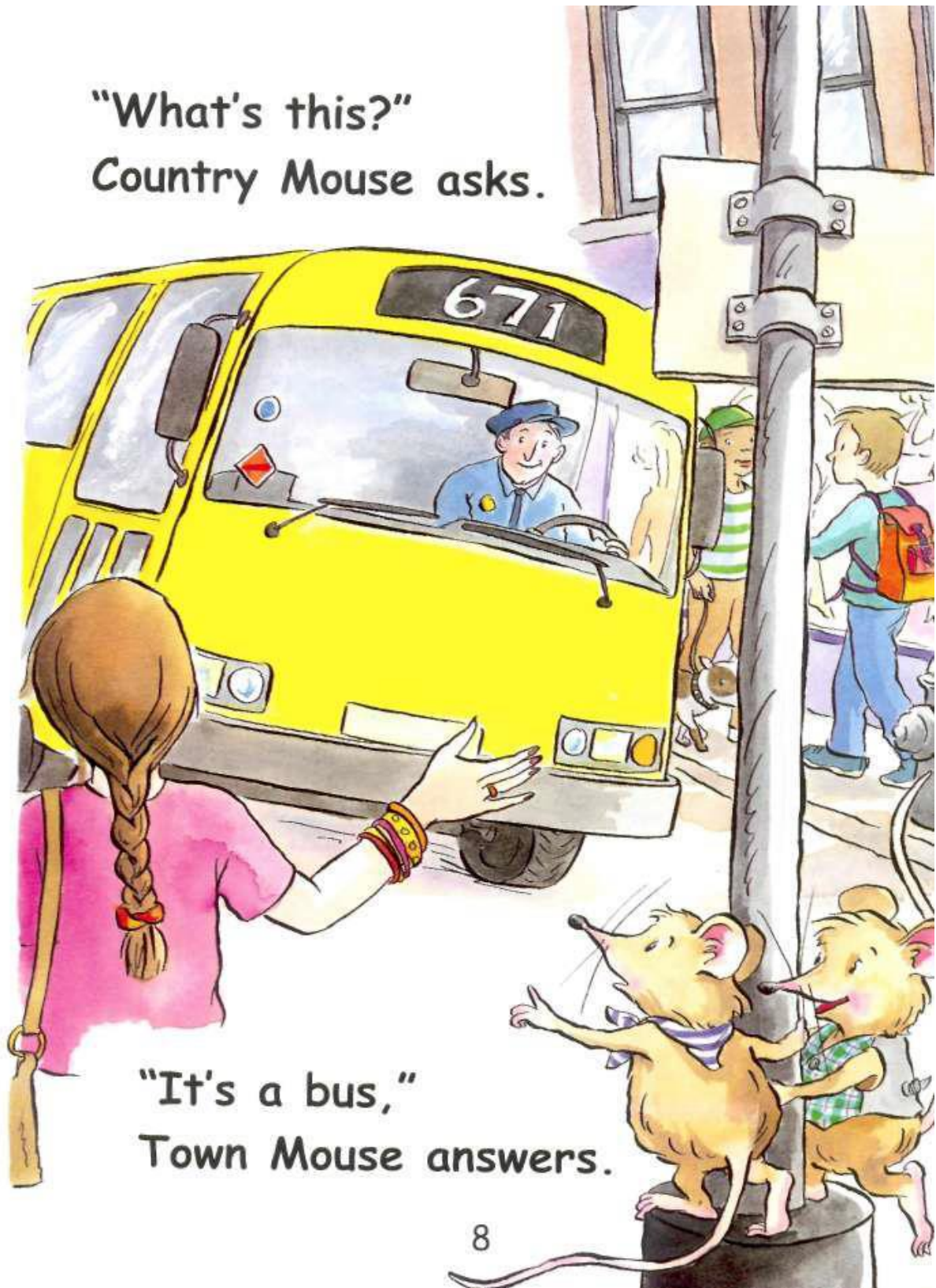




"Please come to
the town for lunch."

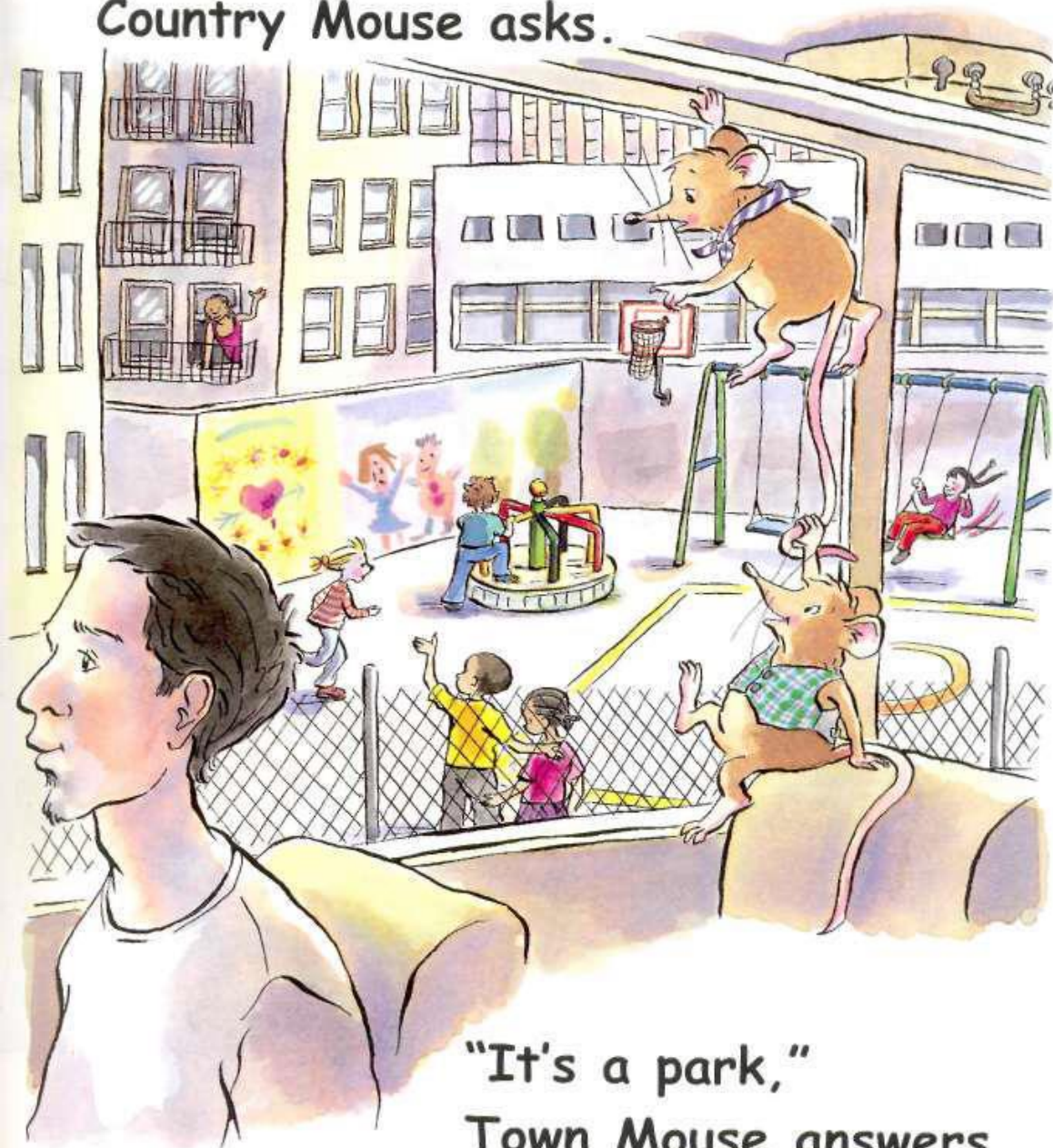
"Thank you,"
Country Mouse answers.

"What's this?"
Country Mouse asks.

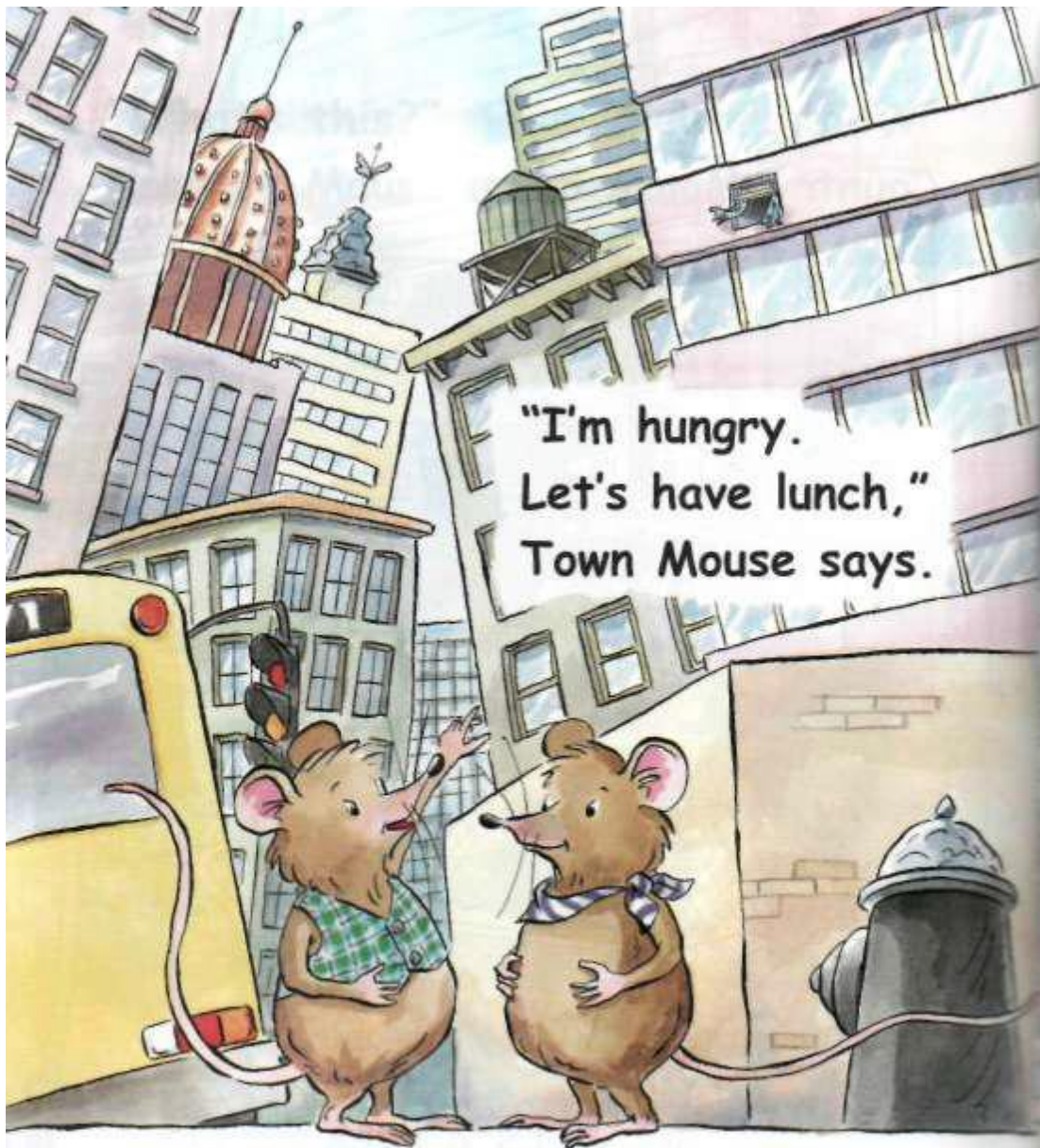


"It's a bus,"
Town Mouse answers.

"What's this?"
Country Mouse asks.



"It's a park,"
Town Mouse answers.



"I'm hungry.
Let's have lunch,"
Town Mouse says.

They go to his apartment to eat.

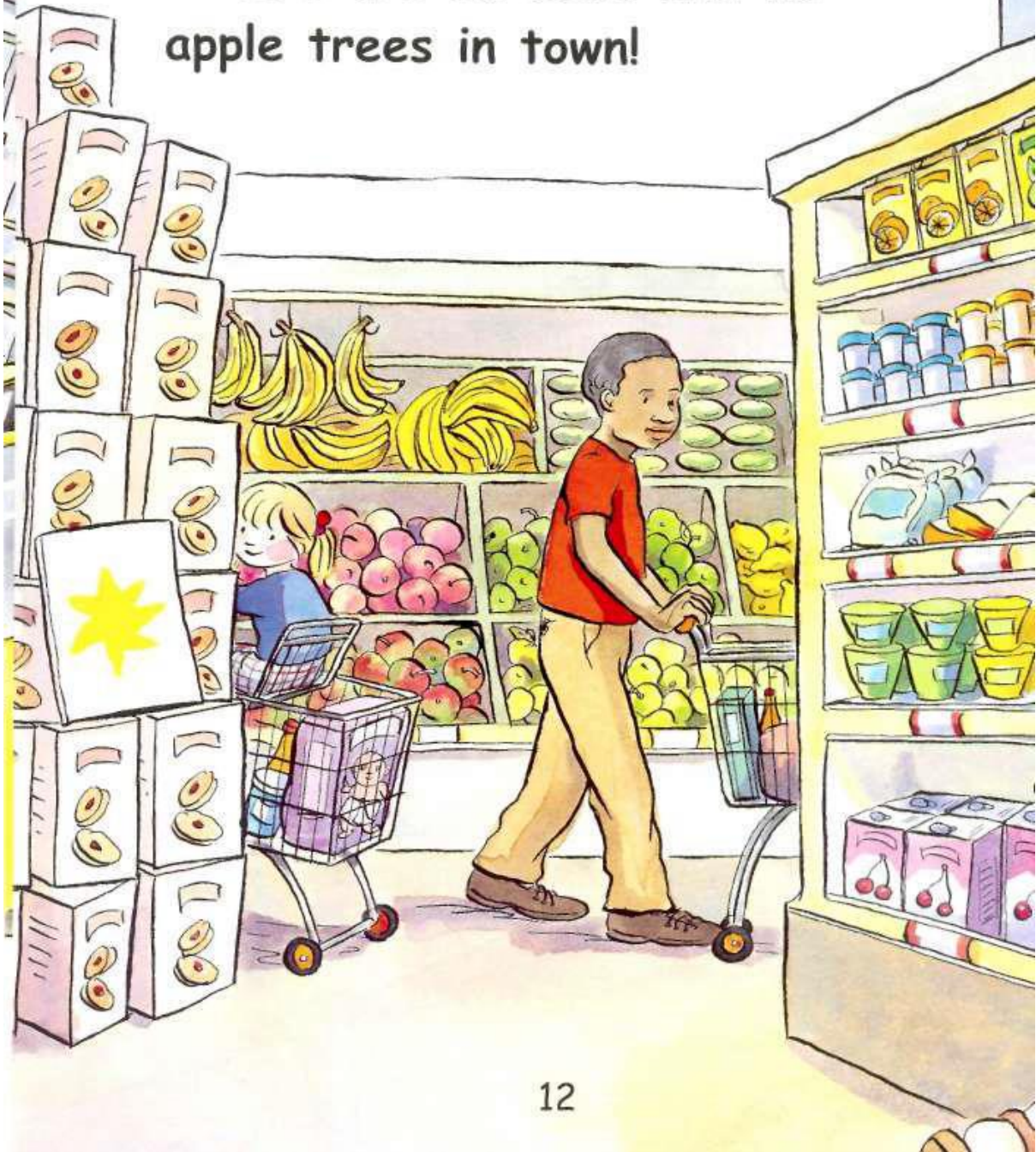
"Are the milk and cheese
from the cow?"

Are the apples
from the trees?"



"No," Town Mouse answers.

"There are no cows and no
apple trees in town!"





I take the bus to the food store.

They have apples, cheese, and
milk there!"

Town Mouse likes the town.
Country Mouse likes the country.



But they are good friends.

Activities

Before You Read

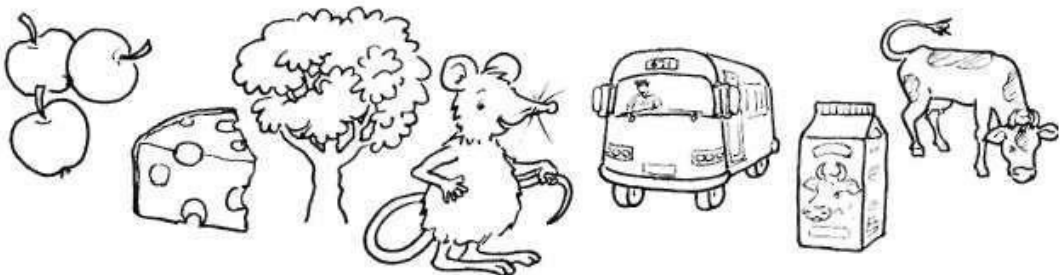
1. Look at the front of the book.

Point to Town Mouse. What do you think he likes to eat? Point to Country Mouse. What do you think he likes to eat?

2. Look at page 6. How many apples are there?
3. Find Country Mouse's house. Find Town Mouse's apartment.

After You Read

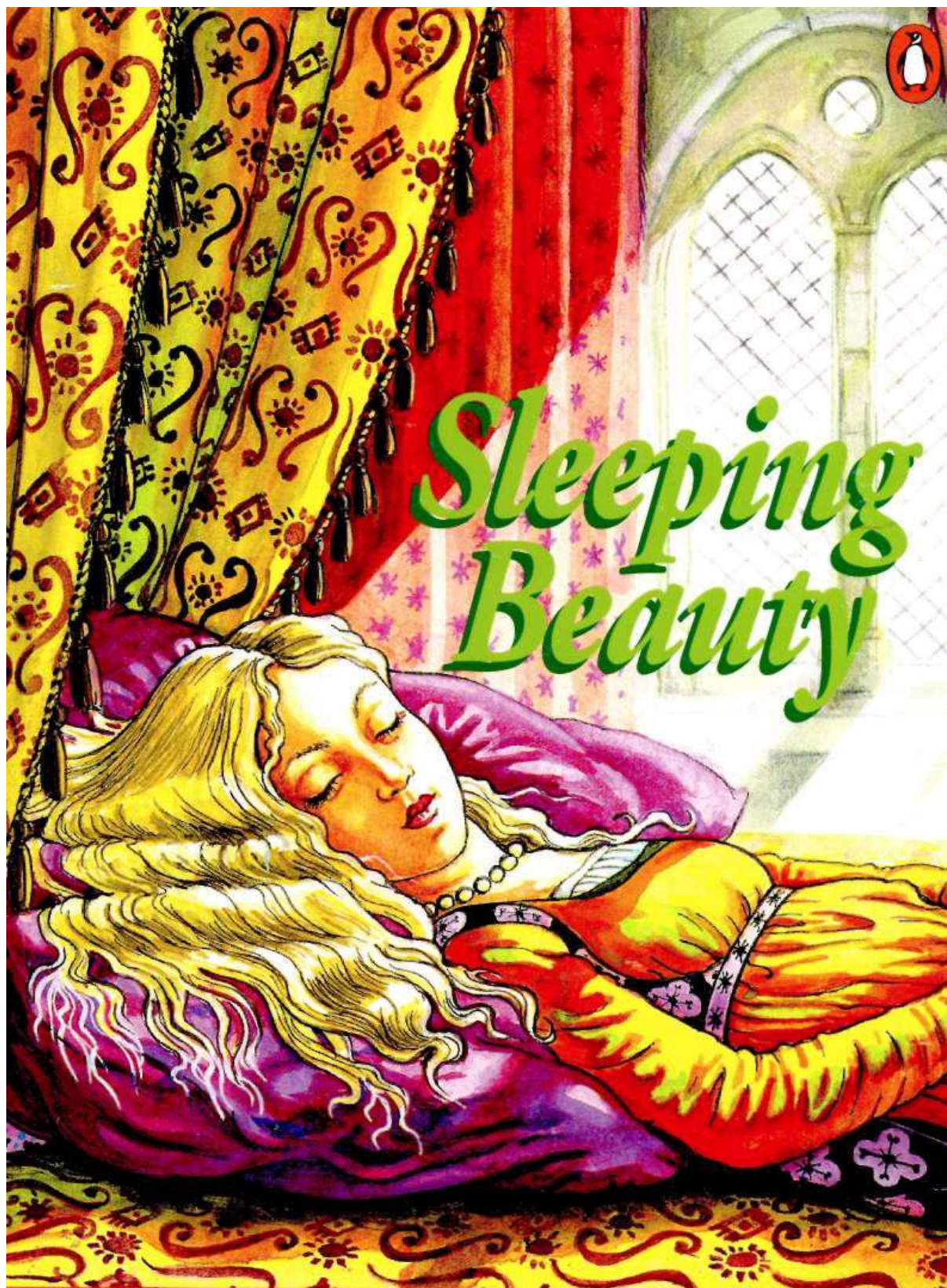
4. Match the words with the pictures.
milk, cheese, apples, tree, bus, mouse, cow



5. Put in the missing word.
One mouse, two - - - -.



Sleeping Beauty



PENGUIN YOUNG READERS

Look at the baby princess.





She is a beautiful baby.



The good fairies give presents.



Oh no, the bad fairy!

She gives a bad present.



She hurts the young princess.

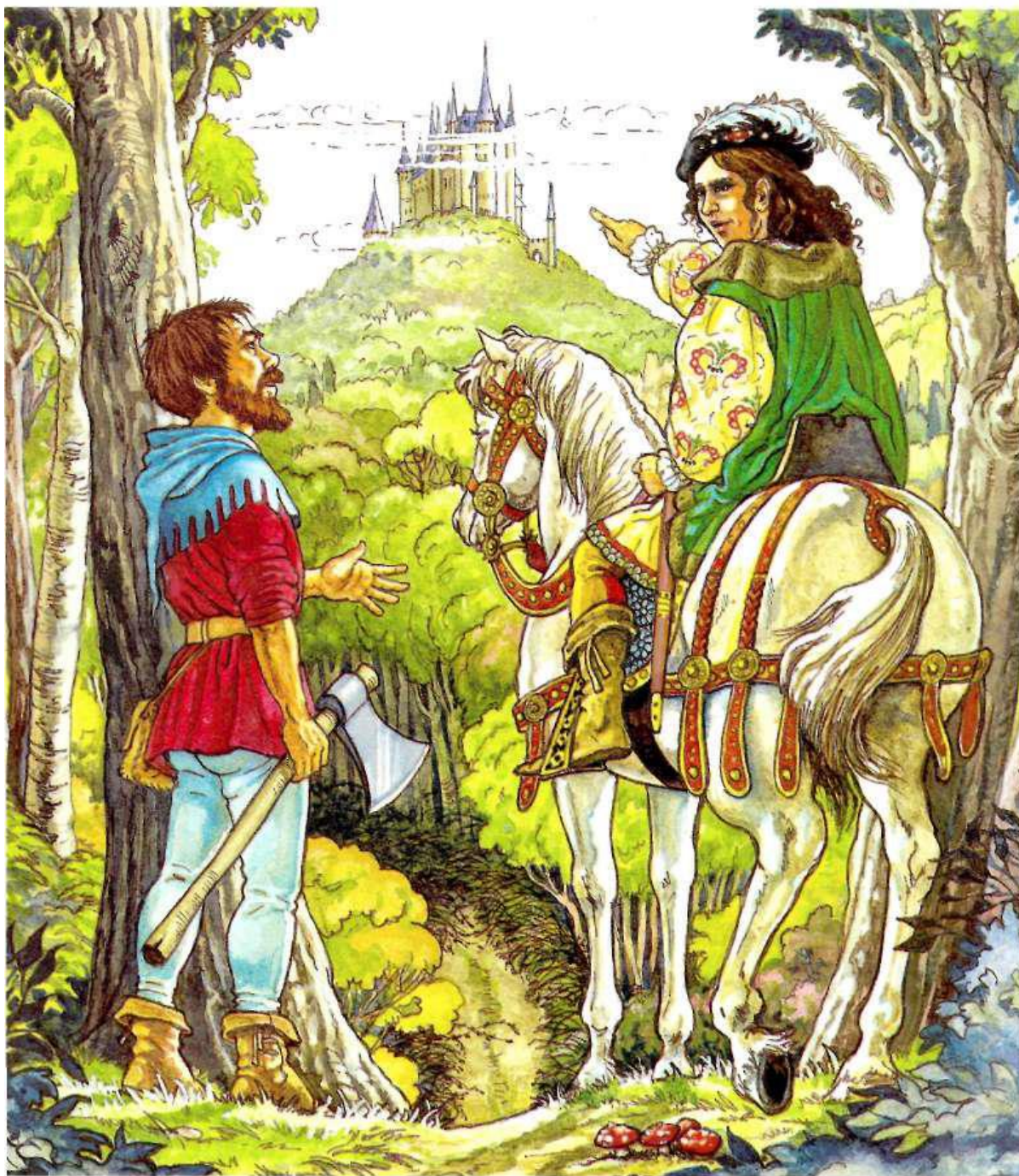




It puts her to sleep.

The princess sleeps and sleeps.





"Who lives in that castle?"

Everyone is standing and sleeping.





"She's beautiful!"
He touches her...

...and she wakes up!





Everyone wakes up. "Hello!"
"Hello!"

Everyone smiles. They are happy.



Activities

Before you read

Look at the book and find a picture of ...

1. a baby
2. a horse
3. a princess
4. a fairy
5. a castle

After you read

Match

The princess is sleeping.



The princess is happy.



The king is sad.



The fairy is bad.



Activities

Before you read

Look at the book and find a picture of ...

1. a baby
2. a horse
3. a princess
4. a fairy
5. a castle

After you read

Match

The princess is sleeping.



The princess is happy.



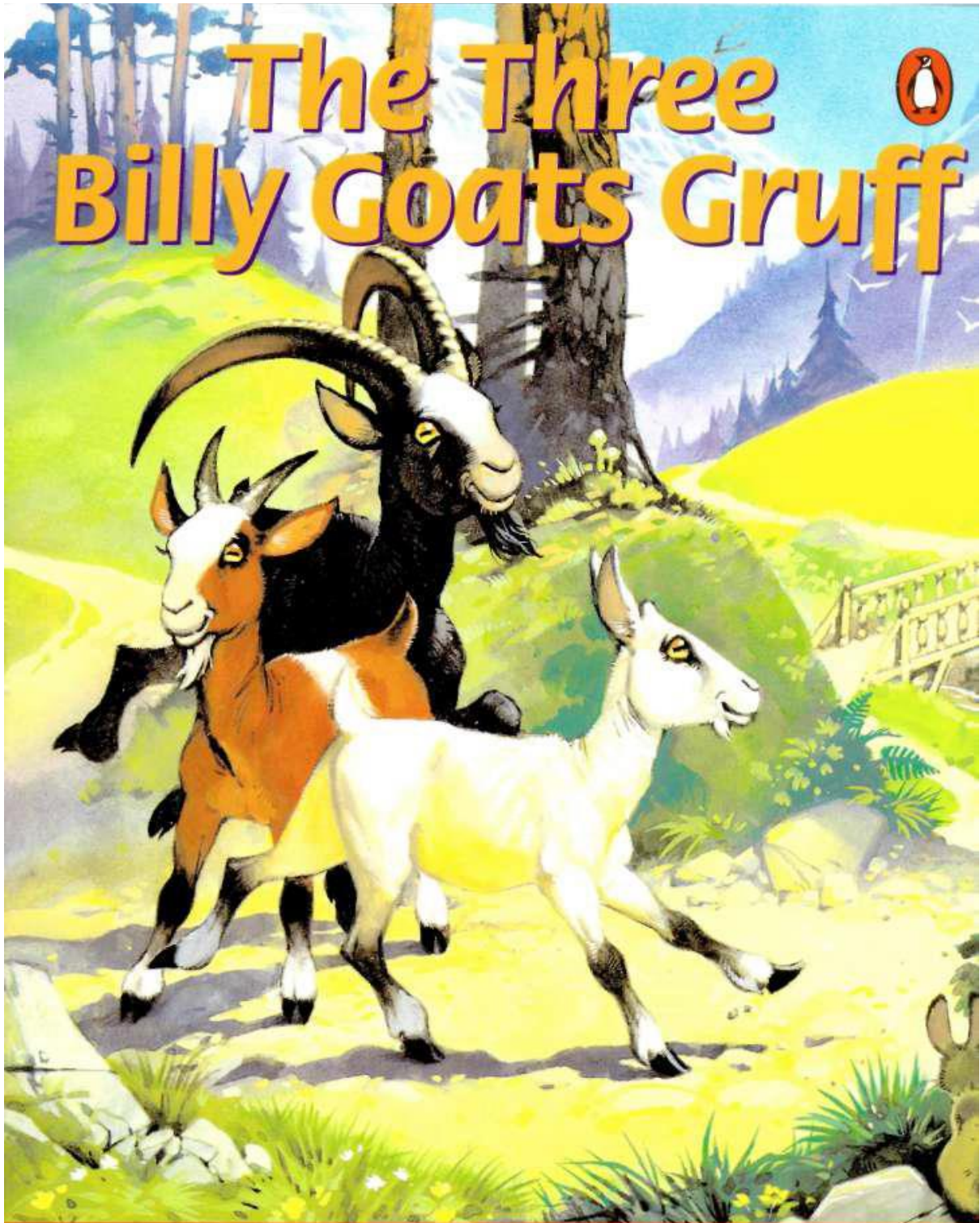
The king is sad.



The fairy is bad.



The Three Billy Goats Gruff

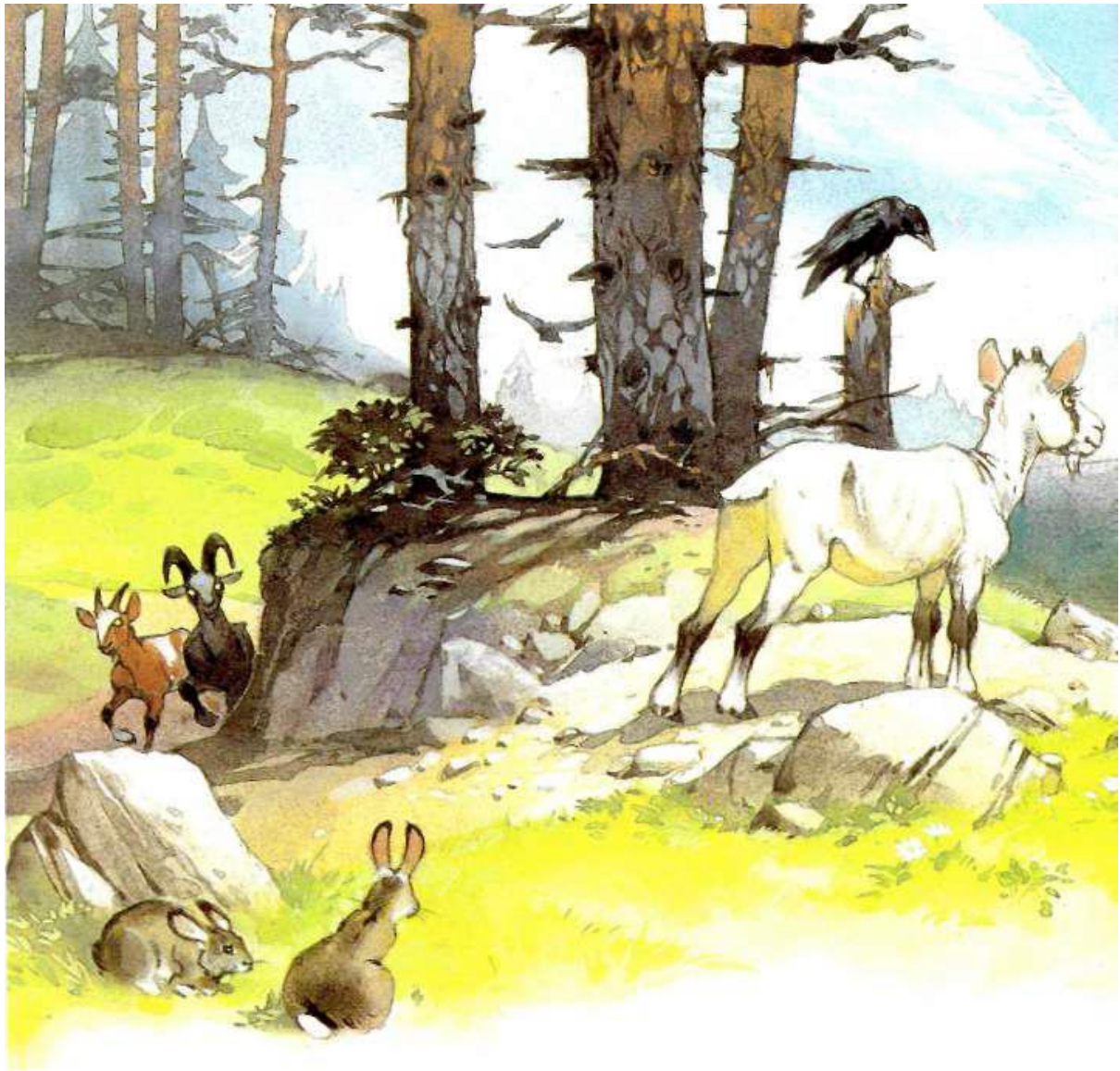


PENGUIN YOUNG READERS

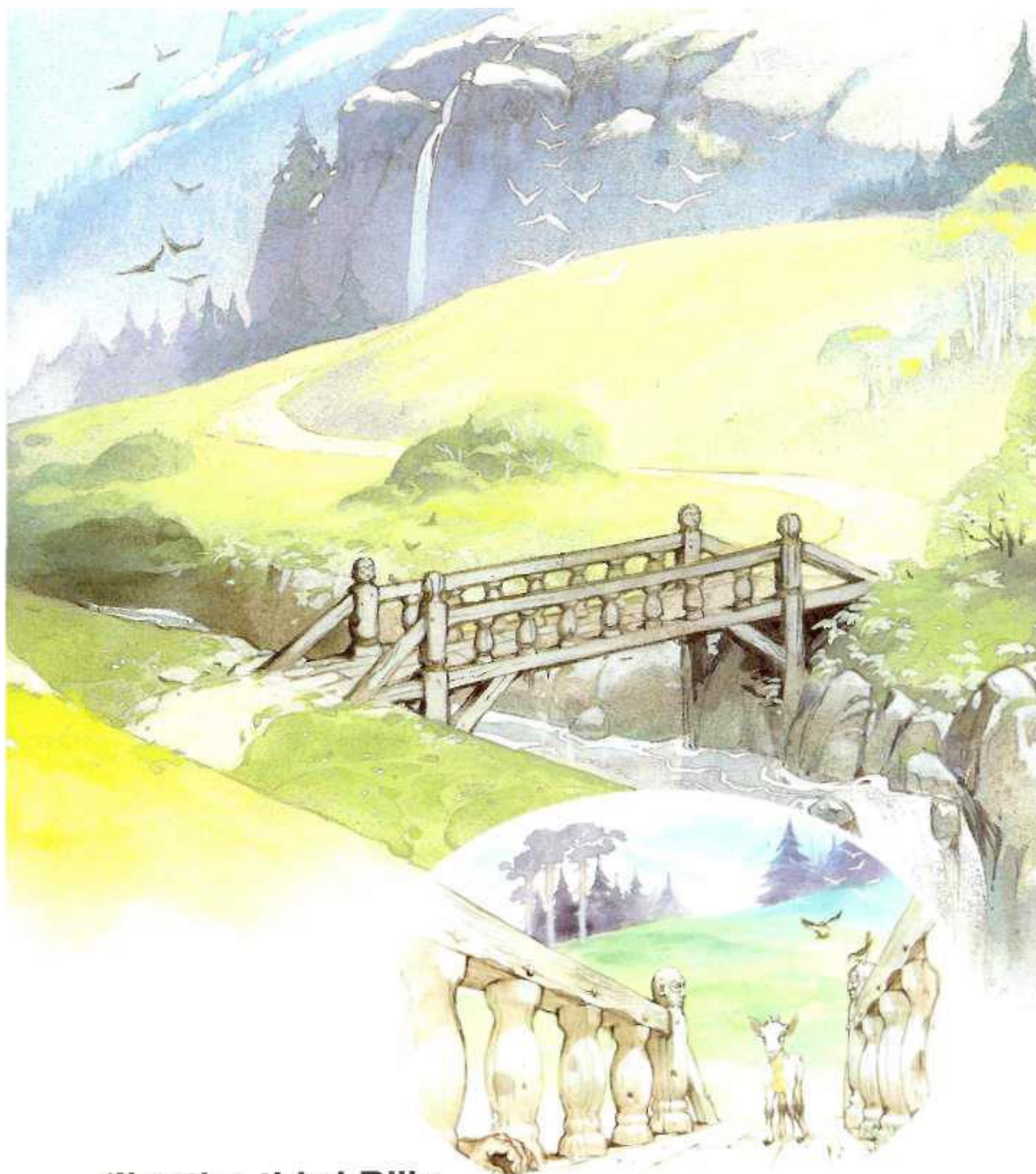
It is Spring.

**Daddy Billy Goat,
Brother Billy Goat and
Baby Billy Goat are
hungry.**





**Baby Billy Goat sees some tall, green grass.
'Let's eat it now,' he says.**



'I'm the third Billy Goat. I can see the green grass,' Baby Billy Goat says.

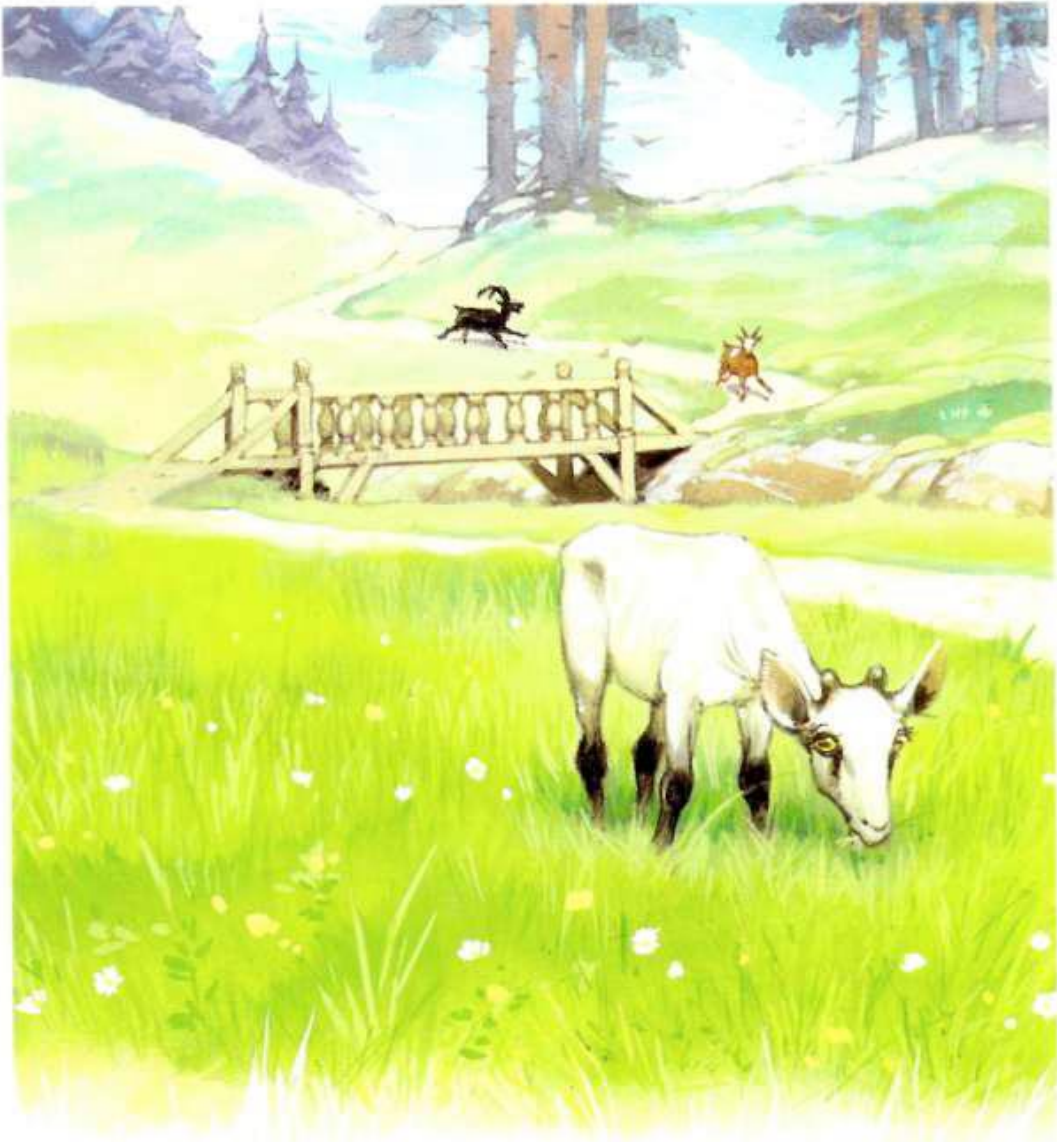
**'Oh, who are you?' Baby Billy Goat says.
'I'm the troll and I'm hungry.'**



'I like eating goats.'

**'You're b...b...b...big. I'm small.
Please, don't eat me, I'm a baby.'**





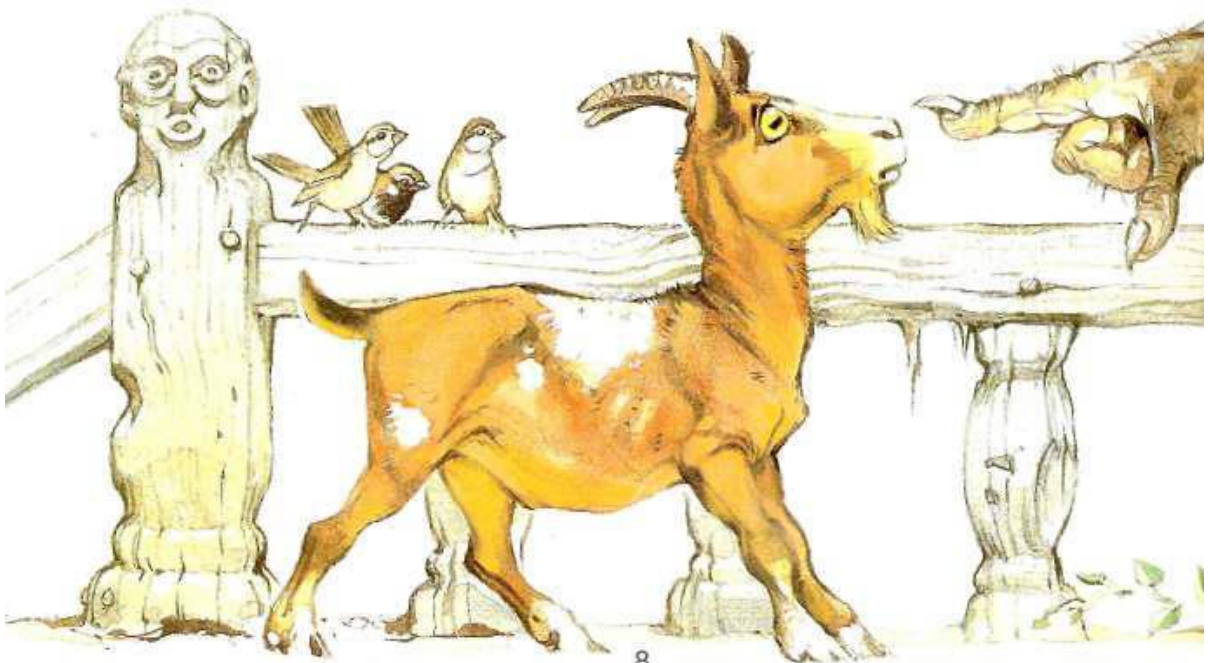
**'Go on,' the troll says,
'I like big goats.'**

**'Mmmmm, grass,'
Baby Billy Goat says.**

**'I'm the second Billy Goat.
I can see the green grass,'
Brother Billy Goat says.**



**'Oh, who are you?'
Brother Billy Goat says.
'You're b...b...b...big.
I'm small.'**



**'I'm the troll and I'm hungry.
I like goats for lunch.'**

'Please don't eat me, I'm thin.'



**'Go on,' the troll says.
'I like fat goats.'**

**'I'm happy!' says
Brother Billy Goat.**



**'I'm the first Billy Goat.
I can see the green grass,'
Daddy Billy Goat says.**



**'Grass?' said the troll.
'Grrrrrr, I like big, fat goats.
You're fat and I'm hungry.'**





**'And I'm strong,'
Daddy Billy Goat
says.
He throws the
troll into the
water.**



**Daddy Billy Goat
Brother Billy Goat and
Baby Billy Goat
Eat...and eat...the grass!**



Sleeping Beauty

Pada suatu hari terakhir Bayi kecil yang Cantik.
dia putri yang sangat Cantik dan baik.
dan dia bertemu Free yang baik dan Free itu memberi hadiah.
dan ternyata Free itu Jahat.

Free itu memberi hadiah yang sangat buruk.

dan dia menyakiti Putri kecil yang Cantik itu.

lalu Free itu membuat Putri tertidur.

Putri itu tertidur dan tertidur.

dan ada seseorang menanyakan siapa yang tinggal di istana.

Semua orang menjaga jaraknya dan tertidur.

dia Putri yang cantik ucap sang Pangeran.

dan Putri cantik itu akhirnya terbangun.

Semua orang terbangun.

Semua orang terbangun dan bahagia



Sleeping Beauty

1. Pada hari itu terdapat bayi Princess di Istana, semua orang menyambutnya dengan baik
2. Bayi perempuan yang cantik yang diberikan nama Elena
3. Elena yang besar berada dalam istana sangar hingga dia mencapai Princess tua
4. 15 besar tahun kemudian seorang Penyihir Darang yang Memakai Baju Gasa yang Magis akan
5. Penyihir itu memberikan hallo yang buruk
6. dan Mengucap hal yang buruk
7. Princess itu tertidur dan dia akan Pusing ke tempat tidur
8. Princess tertidur dan tertidur Pula
9. Rongron Bertanya Elena Apa yang Serius Drama Istana
10. Rongron Masuk ke dalam istana dan Menari dan dan Menari dengan Princess
11. Rongron Bertanya apa yang Cerita
12. dan Princess dan Rongron dan Rongron yang Sangar Iman

Where there is a will, there is a way

FOOL'S WHEN THEY STOP ASKING QUESTIONS

FOOL'S WHEN THEY STOP ASKING QUESTIONS

13. Princess also Mengkambiri kedua orang tuanya dan berkata "Halo"

14. dia juga mengatakan Mimikri Princess. Mereka sama sangat jembata

Nona Kambas

Gate Maharani

dua Detakita

Yeni disyah

Bandah Quira

Fatari Abri Gijanya

Sepia Ramadani

Sleeping beauty

Vocabulary.

Sleep: tidur

beauty: Cantik.

Look: Lihat

She: Perempuan <she>

bad: buruk

Castle: Istana

They: Mereka

Baby: bayi

Princess: Putri

Smiles: Senyum

A Champion is someone who gets up even when they can't



To be a winner, all you need is to give all you have



2. Tolong datang ke kota Tikus untuk makan siang
Ternyata kosh "kita tikus mendauk"
3. apa ini?
itu adalah sapi.
4. apa ini?
itu adalah apple.
5. Sapa lahir. apa kita makan siang
ayo makan ke rumah tikus.
6. ~~apa~~ susu dan keju dari sapi.
~~apa~~ apple dari kebun.
7. Tolong datang lagi untuk makan siang.
Ternyata kosh "tikus mendauk"
8. apa itu?
ini itu adalah bus.



10. Sapa lahir. ayo kita makan siang.
"Tikus Tiun Mendauk"
ayo makan di apartemen.
11. ~~apa~~ susu dan apakah susu dan keju itu dari sapi?
apakah kosh apple itu dari pohon
12. No "Tikus itu mendauk"
Tidak ada sapi dan pohon apple di kota
13. Sapa ~~apa~~ kosh naik bus untuk ke toko.
untuk membeli apple, keju, dan susu.
Tikus Tiun Mendauk kota.
Tikus cowok Mendauk negara.
14. apakah adalah teman yg baik



Billy Goats Gruff

1. Pada musim Semi Ayah Billy Kambing, Saudara Billy Kambing dan Bayi Billy Kambing laper
2. Bayi Billy Melihat Rumputan hijau tinggi Bayi Billy berkata "Ayo makan itu"
3. Saya Kambing Billy ketiga Saya bisa melihat rumput ~~hijau~~ hijau bayi Billy Kambing berkata
4. Oh, siapa kamu Kambing Billy berkata "Aku the troll dan aku laper"
5. Saya Sutra makan ~~banyak~~ Kambing, ~~Atau~~ Tolong Aku ~~akan~~ masih kecil biang jangan makan aku
6. Ayo troll biang aku Sutra Kambing besar ~~Mmmmmmm~~ Kambing Billy biang sambil makan hap rumput
7. Saya Kom Billy ke dan Saya bisa melihat rumput hijau Saudara Kambing Billy berkata
8. Wah kamu siapa? Saudara Kambing biang kamu besar atau kecil
9. Saya troll dan saya laper Saya Sutra Kambing untuk makan siang

BOSS

Saya Kambing

10. Ayo troll biang aku Sutra Kambing gemuk aku senang kata ~~Saudara~~ Saudara Billy Kambing
11. Saya Kambing Billy Permana Saya bisa melihat rumput hijau ayah Billy Kambing Betate
12. rumput 7 kata troll itu green aku Sutra Kambing gemuk besar kamu green dan aku laper
13. dan aku kuat ayah Billy Kambing biang di mariefan troll kostum air
14. Ayah Billy Kambing Saudara Billy Kambing dan bayi Billy Kambing Matandan mata rumput
15. xoxo kate
16. the : itu green : hijau
17. three : tiga
18. goats : Kambing
19. dady : ayah
20. Brother : Saudara
21. BABY : Bayi
22. gross : cunput

BOSS

33

PRE-TEST

Name : Arya Zena

Class : VIII A

Date : 19 Juli 2022

B : 10
S : 20

TEXT 1

Read following the text to answer questions 1 to 7

The Ant and Dove

One hot day, an ant was searching for some water. After walking around for some time, he came to a spring. To reach the spring, he had to climb up a blade of grass. While making his way up, he slipped and fell into the water.

He could have drowned if a dove up a nearby tree had not seen him. Seeing that the ant was in trouble, the dove quickly plucked off a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon it carried him safely to dry ground.

Just at that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove was quick to fly away to safety.

http://www.kidsworldfun.com/shortstories_theantandthedove.php#sthash.7JsG79Ta.dpuf

1. What does the story tell about?
 - ☒ a. Ant trapped dove in a spring
 - ☐ b. Dove killed Ant when she fell into the water
 - ☒ c. Ant and dove helped each other
 - ☐ d. Ant helped a hunter trap dove
2. According to the text, which the statement is **NOT** discussed in the story?
 - ☐ a. The Ant came to a spring to drink there
 - ☒ b. The Dove is the Ant's old friend
 - ☐ c. The Hunter could not trap the Dove successfully
 - ☐ d. The Dove could release himself from the hunter because he was helped by the Ant

3. What is **the orientation part** of the story above?
- a. A Hunter tried to trap the Dove by using his net
 - b. The Ant was thirty, and then he decided to come to a spring
 - ☒ c. The Ant slipped and fell into the water
 - d. The Dove carried the ant safely to dry ground
4. What was the ant's purpose in biting the hunter's heel?
- ☒ a. To get water
 - b. To release the dove from the hunter's trap
 - c. To kill him
 - d. To hurt him
5. What did the ant do when he knew that the hunter would trap the dove?
- a. The ant threw out a net towards the dove
 - ☒ b. The ant helped the hunter to catch the dove
 - c. The ant quickly plucked off a leaf and dropped it into the water
 - d. The ant quickly bit the hunter's the heel
6. Why did the ant help the dove when he was trapped by the hunter?
- ☒ a. Because the dove already had helped the ant in the spring
 - b. Because the dove wanted to kill the ant
 - c. Because the ant was asked the hunter to help him
 - d. Because the dove was the ant's friend
7. "... he slipped and fell into the water". The underlined word is a past tense verb of.....
- a. Fall
 - ☒ b. Feel
 - c. Fill
 - d. Full

TEXT 2

Read following the text to answer questions 8 to 16

Once upon a time, there was a poor farmer who lived with his wife. One day, he dug up his field and found a big box. He took it home with him and showed it to his wife. His wife cleaned the box and kept it in their house.

One sunny morning his wife dropped an apple into it. Suddenly the box began fill up with apples. No matter how many the apples were taken out, more apples took their place. So the farmer and his wife decided to sell the apples and in short time they were able to live quite comfortably.

One day, the farmer dropped a gold coin into the box. At once, apples

disappeared and the box began to fill itself with coins. Every day, the farmer and his wife collected hundreds of gold coins from the box. Soon they became very rich.

Having heard that his son had gone rich, the farmer's grandfather visited the couple. He was not very strong and he could not go out to work anymore. So the farmer asked the old man to help him take the money out of the box. When his grandfather told his son that he was tired and wanted to have a rest, the farmer shouted at him, "why are you so lazy? Why can't you work harder?"

The old man didn't say anything, and continued to work until he fell into the box and suddenly died. At once, the money disappeared and the box began to fill up with dead grandfathers.

The farmer had to pull them out and bury them. To do this, he had to spend all the money he had collected. When he had used up all the money, the box broke and the farmer was just as poor as he was before.

<http://lenyerlinda.blogspot.com/2013/09/soal-narrative-pilihan-ganda-2.html>

8. What is the suitable title of the text?

- ☐ a. The magic candle
- ☒ b. The poor farmer
- ☐ c. The magic box
- ☐ d. The old man and the magic box

9. Where did the farmer find the magic box?

- ☒ a. In his house
- ☐ b. In his field
- ☐ c. In his grandfather's house
- ☐ d. In his neighbor's house

10. "At once, the money disappeared and the box began...(paragraph 5 line 2).

The underlined word has similar meaning to...

- ☒ a. Come
- ☐ b. Arrive
- ☐ c. Missing
- ☐ d. Visit

11. What is the **complication part** of the story?

- ☒ a. The box could double everything that the farmer filled
- ☐ b. His grandfather came to the farmer's house
- ☐ c. The farmer's wife cleaned the box carefully
- ☐ d. The farmer was rich

12. "He was not very strong and he could not go out to work anymore." (paragraph 4, line 2). The underlined word refers to.....
- a. The farmer
 - ☒ b. The farmer's grandfather
 - c. The farmer's father
 - d. The wife's grandfather
13. These following statements based on the text are true, EXCEPT...
- ☒ a. The farmer's grandfather was dead at the end of the story
 - b. The farmer was bankrupt and poor again
 - c. The farmer found a magic box when he dug his field
 - d. The farmer's family lived happily ever after
14. What is the main idea of paragraph 5?
- ☒ a. The grandfather was strong to do everything that his son asked
 - b. The farmer became rich
 - ☒ c. The grandfather died in the box
 - d. The farmer gave his grandfather some golden coins
15. What did the farmer ask when his grandfather visited his house?
- a. He asked his grandfather to sell his apples
 - ☒ b. He asked his grandfather to sleep in the box
 - c. He asked his grandfather to drop golden coin into the box
 - ☒ d. He asked his grandfather to take the money out of the box
16. What can we learn from the text?
- a. Being honest is not always wise
 - b. All that glitters is not good
 - c. We must respect our parents
 - ☒ d. Being a miser is sometimes important

EXT 3

Read following the text to answer questions 17 to 30

Lion and Mouse

Once when a Lion was asleep, a little Mouse began running up and down upon

1. This soon wakened the Lion, who placed his huge paw upon him and opened his jaws to swallow him.

"Pardon, O King!" cried the little Mouse, "Forgive me this time. I shall never eat it and I shall never forget your kindness. And who knows, but I may be able to

do you a good turn one of these days?"

The Lion was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let him go.

Sometime later a few hunters captured the King and tied him to a tree while they went in search of a wagon to carry him on.

Just then the little Mouse happened to pass by, and seeing the sad plight in which the Lion was, ran up to him and soon gnawed away the ropes that bound the King of the Beasts. "Was I not right?" said the little Mouse, very happy to help the Lion.

http://www.kidsworldfun.com/shortstories_lionandmouse.php#sthash.hxDEJX7r.dpuf

dpuf

17. What is the main topic of the text?

- ☒ a. Lion and Mouse
- ☐ b. A few hunters
- ☐ c. Mouse and a hunter
- ☐ d. Lion and a king

18. What is the type of the text?

- ☐ a. Myth
- ☒ b. Fable
- ☐ c. Legend
- ☐ d. Folklore

19. "..... while they went in search of a wagon to carry him on. The underlined word refers to.....

- ☒ a. The lions
- ☐ b. The little mouse
- ☐ c. A few hunters
- ☐ d. The kings

20. Why did the little mouse help the lion?

- ☒ a. Because the lion was a wild animal
- ☐ b. Because the little mouse was asked by the hunter
- ☐ c. Because the lion was his best friend
- ☐ d. Because the lion did not kill him

21. What did the little mouse do to help the lion?

- ☒ a. He placed his huge paw upon him and opened his big jaws
- ☐ b. He bit the hunter
- ☐ c. He asked the hunter to let him go
- ☐ d. He ran up to him and soon gnawed away the ropes that bound the King of the Beasts

22. What is the **resolution part** of the text?

- ☐ a. The Lion could release himself from the hunters safely

- b. The Little mouse could not help the Lion
- c. The hunters could capture the Lion successfully
- ☒ d. The Lion hated Little mouse so much

23. What is the purpose of the text?

- ☒ a. To inform the reader
- b. To tell something
- c. To entertain the reader
- ☒ d. To describe something

TEXT 4

Read following the text to answer questions 24 to 30

The Hawk and Hen

Long time ago, a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen, "will you marry me?" You know what? The hen loved the brave, strong hawk in return and wished to marry him. But she said, "I cannot fly as high as you can. If you give me time, I may learn to fly as high as you. The we can fly together."

The hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have promised to marry me," said the hawk. It so happened that the hen already promised to marry a rooster. So, when the rooster saw the ring, he became angry. "Throw that ring away at once!" shouted the rooster. The hen was so frightened at the rooster's anger that she threw away the ring immediately.

When a hawk came a few months later, the hen told him the truth. The hawk was so furious that he cursed the hen. "Didn't you tell me earlier? Now, you will always be scratching the earth, and I'll always be flying above to catch your children." Said the hawk.

<https://kidsstory.org/the-hawk-and-the-hen//>

24. What did the story tell about?

- a. The hawk fell in love with the hen
- ☒ b. The hawk wanted to marry the hen
- c. The hawk cursed the hen because the hen broke her promise
- d. The hawk gave the ring to a rooster

25. Why couldn't the hen say "YES" right away?

- a. She didn't love the hawk
- b. She had no ring to exchange
- ☒ c. It would make the rooster angry
- d. She could not fly as high as the hawk

26. Which of these following statements is **INCORRECT** based on the text?

- a. The hawk did not marry the hen at the end of the story
- b. The hen did not keep her promise
- c. The rooster threw the hen's ring
- ☒ d. The hawk taught the hen to fly high as himself

27. Why did the hen break her promise?

- a. Because she didn't love the hawk
- b. Because the rooster would curse the hen
- ☒ c. Because the hen loved the rooster rather than the hawk
- d. Because she had already promised to get married to the rooster

28. The hawk was so furious..... "(paragraph 3). The underlined word has similar Meaning to....

- a. Contented
- b. Disappointed
- ☒ c. Pleasant
- d. Extremely angry

29. What did the rooster do when he saw the hen was using the hawk's ring?

- a. He asked the hen to leave him alone
- ☒ b. He asked the hen to leave the hawk
- c. He asked the hen to marry the hawk
- d. He asked the hen to throw the ring away

30. What can we learn from the story?

- a. Take care of our children
- b. Keep our promise
- c. Listen to other
- ☒ d. Marry soon

Name : Cristian Fajar
Class : VII A
Date : 09 - 08 - 2022

POST-TEST

B. 10
S. 12
(60)

TEXT 1

Read following the text to answer questions 1 to 7

The Ant and Dove

One hot day, an ant was searching for some water. After walking around for some time, he came to a spring. To reach the spring, he had to climb up a blade of grass. While making his way up, he slipped and fell into the water.

He could have drowned if a dove up a nearby tree had not seen him. Seeing that the ant was in trouble, the dove quickly plucked off a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon it carried him safely to dry ground.

Just at that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove was quick to fly away to safety.

http://www.kidsworldfun.com/shortstories_theantandthedove.php#sthash.7JsG79Ta.dpuf

1. What does the story tell about?

- a. Ant trapped dove in a spring
- b. Dove killed Ant when she fell into the water
- ☒ c. Ant and dove helped each other
- d. Ant helped a hunter trap dove

2. According to the text, which the statement is **NOT discussed** in the story?

- a. The Ant came to a spring to drink there
- b. The Dove is the Ant's old friend
- ☒ c. The Hunter could not trap the Dove successfully
- d. The Dove could release himself from the hunter because he was helped by the Ant

3. What is **the orientation part** of the story above?
- a. A Hunter tried to trap the Dove by using his net
 - b. The Ant was thirsty, and then he decided to come to a spring
 - ☒ c. The Ant slipped and fell into the water
 - d. The Dove carried the ant safely to dry ground
4. What was the ant's purpose in biting the hunter's heel?
- a. To get water
 - b. To release the dove from the hunter's trap
 - c. To kill him
 - d. To hurt him
5. What did the ant do when he knew that the hunter would trap the dove?
- a. The ant threw out a net towards the dove
 - ☒ b. The ant helped the hunter to catch the dove
 - c. The ant quickly plucked off a leaf and dropped it into the water
 - d. The ant quickly bit the hunter's the heel
6. Why did the ant help the dove when he was trapped by the hunter?
- a. Because the dove already had helped the ant in the spring
 - b. Because the dove wanted to kill the ant
 - ☒ c. Because the ant was asked the hunter to help him
 - d. Because the dove was the ant's friend
7. "... he slipped and fell into the water". The underlined word is a past tense verb of.....
- a. Fall
 - ☒ b. Feel
 - c. Fill
 - d. Full

TEXT 2

Read following the text to answer questions 8 to 16

Once upon a time, there was a poor farmer who lived with his wife. One day, he dug up his field and found a big box. He took it home with him and showed it to his wife. His wife cleaned the box and kept it in their house.

One sunny morning his wife dropped an apple into it. Suddenly the box began fill up with apples. No matter how many the apples were taken out, more apples took their place. So the farmer and his wife decided to sell the apples and in short time they were able to live quite comfortably.

One day, the farmer dropped a gold coin into the box. At once, apples

disappeared and the box began to fill itself with coins. Every day, the farmer and his wife collected hundreds of gold coins from the box. Soon they became very rich.

Having heard that his son had gone rich, the farmer's grandfather visited the couple. He was not very strong and he could not go out to work anymore. So the farmer asked the old man to help him take the money out of the box. When his grandfather told his son that he was tired and wanted to have a rest, the farmer shouted at him, "why are you so lazy? Why can't you work harder?"

The old man didn't say anything, and continued to work until he fell into the box and suddenly died. At once, the money disappeared and the box began to fill up with dead grandfathers.

The farmer had to pull them out and bury them. To do this, he had to spend all the money he had collected. When he had used up all the money, the box broke and the farmer was just as poor as he was before.

<http://lenyerlinda.blogspot.com/2013/09/soal-narrative-pilihan-ganda-2.html>

8. What is the suitable title of the text?

- ☒ a. The magic candle
- b. The poor farmer
- ☒ c. The magic box
- d. The old man and the magic box

9. Where did the farmer find the magic box?

- a. In his house
- b. ☒ In his field
- c. In his grandfather's house
- d. In his neighbor's house

10. "At once, the money disappeared and the box began...(paragraph 5 line 2).

The underlined word has similar meaning to...

- a. Come
- b. Arrive
- c. ☒ Missing
- d. Visit

11. What is the **complication part** of the story?

- a. The box could double everything that the farmer filled
- b. His grandfather came to the farmer's house
- c. The farmer's wife cleaned the box carefully
- ☒ d. The farmer was rich

12. "He was not very strong and he could not go out to work anymore." (paragraph 4, line 2). The underlined word refers to.....

- ☒ a. The farmer
- ☒ b. The farmer's grandfather
- c. The farmer's father
- d. The wife's grandfather

13. These following statements based on the text are true, **EXCEPT**...

- a. The farmer's grandfather was dead at the end of the story
- ☒ b. The farmer was bankrupt and poor again
- c. The farmer found a magic box when he dug his field
- d. The farmer's family lived happily ever after

14. What is the main idea of paragraph 5?

- a. The grandfather was strong to do everything that his son asked
- b. The farmer became rich
- ☒ c. The grandfather died in the box
- d. The farmer gave his grandfather some golden coins

15. What did the farmer ask when his grandfather visited his house?

- a. He asked his grandfather to sell his apples
- b. He asked his grandfather to sleep in the box
- c. He asked his grandfather to drop golden coin into the box

☒ d. He asked his grandfather to take the money out of the box

16. What can we learn from the text?

- a. Being honest is not always wise
- ☒ b. We must respect our parents
- c. All that glitters is not good
- d. Being a miser is sometimes important

TEXT 3

Read following the text to answer questions 17 to 30

Lion and Mouse

Once when a Lion was asleep, a little Mouse began running up and down upon him. This soon wakened the Lion, who placed his huge paw upon him and opened his big jaws to swallow him.

"Pardon, O King!" cried the little Mouse, "Forgive me this time. I shall never repeat it and I shall never forget your kindness. And who knows, but I may be able to

do you a good turn one of these days?"

The Lion was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let him go.

Sometime later a few hunters captured the King and tied him to a tree while they went in search of a wagon to carry him on.

Just then the little Mouse happened to pass by, and seeing the sad plight in which the Lion was, ran up to him and soon gnawed away the ropes that bound the King of the Beasts. "Was I not right?" said the little Mouse, very happy to help the Lion.

http://www.kidsworldfun.com/shortstories_lionandmouse.php#sthash.hxDEJX7r.

dpuf

7. What is the main topic of the text?

- ☒ a. Lion and Mouse
- ☐ b. A few hunters
- ☐ c. Mouse and a hunter
- ☐ d. Lion and a king

8. What is the type of the text?

- ☐ a. Myth
- ☒ b. Fable
- ☐ c. Legend
- ☐ d. Folklore

9. "..... while they went in search of a wagon to carry him on. The underlined word refers to.....

- ☐ a. The lions
- ☐ b. The little mouse
- ☒ c. A few hunters
- ☐ d. The kings

10. Why did the little mouse help the lion?

- ☐ a. Because the lion was a wild animal
- ☐ b. Because the little mouse was asked by the hunter
- ☐ c. Because the lion was his best friend
- ☒ d. Because the lion did not kill him

11. What did the little mouse do to help the lion?

- ☐ a. He placed his huge paw upon him and opened his big jaws
- ☒ b. He bit the hunter
- ☐ c. He asked the hunter to let him go
- ☒ d. He ran up to him and soon gnawed away the ropes that bound the King of the Beasts

12. What is the resolution part of the text?

- ☐ a. The Lion could release himself from the hunters safely

- ~~b.~~ The Little mouse could not help the Lion
- c. The hunters could capture the Lion successfully
- d. The Lion hated Little mouse so much

23. What is the purpose of the text?

- a. To inform the reader
- b. To tell something
- ~~c.~~ To entertain the reader
- d. To describe something

TEXT 4

Read following the text to answer questions 24 to 30

The Hawk and Hen

Long time ago, a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen, "will you marry me?" You know what? The hen loved the brave, strong hawk in return and wished to marry him. But she said, "I cannot fly as high as you can. If you give me time, I may learn to fly as high as you. The we can fly together."

The hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have promised to marry me," said the hawk. It so happened that the hen already promised to marry a rooster. So, when the rooster saw the ring, he became angry. "Throw that ring away at once!" shouted the rooster. The hen was so frightened at the rooster's anger that she threw away the ring immediately.













When a hawk came a few months later, the hen told him the truth. The hawk was so furious that he cursed the hen. "Didn't you tell me earlier? Now, you will always be scratching the earth, and I'll always be flying above to catch your children." Said the hawk.




<https://kidsstory.org/the-hawk-and-the-hen//>

24. What did the story tell about?

- a. The hawk fell in love with the hen
- b. The hawk wanted to marry the hen
- c. The hawk cursed the hen because the hen broke her promise
- ~~d.~~ The hawk gave the ring to a rooster

25. Why couldn't the hen say "YES" right away?
- ☒ a. She didn't love the hawk
 - b. She had no ring to exchange
 - ☒ c. It would make the rooster angry
 - d. She could not fly as high as the hawk
26. Which of these following statements is **INCORRECT** based on the text?
- a. The hawk did not marry the hen at the end of the story
 - ☒ b. The hen did not keep her promise
 - c. The rooster threw the hen's ring
 - d. The hawk taught the hen to fly high as himself
27. Why did the hen break her promise?
- a. Because she didn't love the hawk
 - b. Because the rooster would curse the hen
 - ☒ c. Because the hen loved the rooster rather than the hawk
 - d. Because she had already promised to get married to the rooster
28. The hawk was so furious..... "(paragraph 3). The underlined word has similar Meaning to....
- a. Contented
 - b. Disappointed
 - c. Pleasant
 - ☒ d. Extremely angry
29. What did the rooster do when he saw the hen was using the hawk's ring?
- ☒ a. He asked the hen to leave him alone
 - b. He asked the hen to leave the hawk
 - c. He asked the hen to marry the hawk
 - d. He asked the hen to throw the ring away
30. What can we learn from the story?
- a. Take care of our children
 - ☒ b. Keep our promise
 - c. Listen to other
 - d. Marry soon

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	11/02/2022	background, fenomena, dan teori		
2	09/03/2022	chapter 2 penambahan teori		
3	14/03/2022	Acc bab 1-3		
4	08/07/2022	Acc penelitian		
5	15/08/2022	Perbaiki chapter IV & V		
6	16/08/2022	Acc sidang Menagasa		
7				
8				

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	20/12/2021	Fenomena, Subject,		
2	05/01/2022	Fenomena, background, & Teori di Perbaiki		
3				
4				
5				
6				
7				
8				

DOCUMENTATION







BIOGRAPHY



Azlina Fitria was born on January 10th 2001 in rantau gedang, Jambi. Her nick Name is azlin or lina. She grows up in moelims family and her small family consists of her parents, her brothers and herself. Her fathers' name is Azwar Anas and Her mothers' name is Nurhalimah. She went to elementary school and studied from class one until six in SDN 36 Rantau gedang. Then continued higher grade in SMPS Nidaul Qur'an Sarolangun. She passed the junior high school and continued her study in MAN 2 Sarolangun, Jambi. Next she continued her study in IAIN Curup. She took English Tadris Study Program of the Tarbiyah Faculty because she wants to be a good English teacher for her students later.