THE EFFECT OF STORY GRAMMAR STRATEGY TOWARD STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT

(A Quasi-Experimental Research at Tenth grade of SMAN 6 Kepahiang)

THESIS

This research submitted to fulfill the requirements for 'Sarjana' degree in English Tadris Study Program

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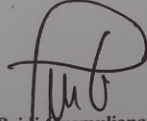   Curup

Assalamu'alaikum wr.wb

     Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi saudari **Mohamad Soleh (19551068)** mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul : **"The Effect of Story Grammar Strategy Toward Student's Reading Comprehension"** sudah dapat diajukan dalam siding munqasyah Institut Agama Islam Negeri (IAIN) Curup.

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Wassalamu'alaikum wr.wb.

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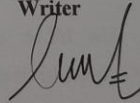
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PREFACE

Firstly, praise is due to Allah SWT the most merciful and the most beneficent for blessing and mercy who give to the researcher to finish the thesis successfully. Secondly, peace and salutation always be given to our prophet Muhammad SAW who has been a good example for every Muslim in this world. This thesis entitled **"The Effect of Story Grammar Strategy Toward Student's Reading Comprehension".**

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

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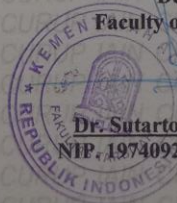
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    The researcher finished this thesis entitled "The Effect of using Story Grammar Strategy toward Students' Reading Comprehension of Narrative Text". This thesis is obtainable in partial fulfillment of the requirement for degree S1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participants. In this chance, the writer would like to express the deepest appreciation to:

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Finally. The writer 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 use full contribution especially for readers specially for students and lectures in English Study Program.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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MOTTO

"Manusia asalnya dari tanah, makan hasil tanah, berdiri di atas tanah, akan kembali ketanah. Kenapa masih bersifat langit"

(B. Yeats)

"It's not about how many times you fall, but how many times you get back up".

"Tidak ada sesuatu yang mustahil untuk dicapai.

Tidak ada sesuatu yang mustahil diselesaikan. Karena sesungguhnya allah bebas melaksanakan kehendak-nya, dia telah menjadikan untuk setiap sesuatu menurut takarannya"

(QS. At Thalaq : 3)

DEDICATION

Unable to say anything, Allah is the only reason why I can finish this thesis. Thank you so much for allowing me to complete this thesis as quickly as I hoped. There is no miracle expect by Allah SWT. In the name of Allah and his messenger Muhammad SAW, I dedicate this thesis to:

- ➢ My parents, who I consider to be my two world angels, are greatly appreciated. **Mr. Mohamad Aris,** my hero, who always encouragement me to be a strong woman. And my Wonder Lady **Mrs. Sumarwati**, who constantly inspires me to be a strong, admirable women. The best parents in the world are you.
- ➢ Dr. Paidi Gusmuliana, M.Pd, as my advisor in writing this thesis, who has provided time, correction, advice and support as well as motivation in completing this thesis with good result.
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- My best partner and lover since 2019 till now, Winda Damayanti, Thank you for being part of my life journey. Contributed a lot in writing this thesis, both energy, time and materials for me. It has become a home, a companion in all things, accompanying, supporting or comforting in sadness, giving the spirit to never give up. May Allah always give us blessings in everything we go through.

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- Thank you KKN team and PPL team of 2019.

- My almamater IAIN Curup.

- All the people around me that I cannot mention one by one.

ABSTRACT

Mohamad Soleh	**:**	**The Effect of Story Grammar Strategy Toward Students' Reading Comprehension of Narrative Text (A Quasi-Experimental Study at the Ten Grade of SMAN 6 Kepahiang)**
Advisor	**:**	**Dr. Paidi Gusmuliana, M. Pd**
Co-Advisor	**:**	**Sarwo Edy, M. Pd**

Story grammar strategy is a framework to assist the students in analyzing the main characters, setting, problems, events, solution, and assist the students to outline a story. This study aimed to investigate the effectiveness of utilizing the story grammar strategy in enhancing students' reading comprehension of narrative text. The objective of this research to know whether there is a significant difference between students who are taught by using story grammar strategy and students who are taught without using grammar strategy in reading narrative text. This research used quasi experimental design (non-equivalent). Sample of the research were 72 students in grade ten. 36 students in class X1 were sampled as experimental class and 36 students in class X2 were sampled as control class. The data collecting is used Reading Test. Data analysis is using Statistic namely SPSS v22. The pre-test is given to both group before given the treatment. Then after giving the treatment for six materials the post-test administered for both groups. The mean score of post-test result in experimental group is 84.94 and the mean score in control group is 73.47. The result showed that there is an increase for the score significantly. It means the null hypothesis is rejected and the alternative hypothesis is accepted. The findings of this study suggest that story grammar strategy to enhances students' reading comprehension and there is significant difference between students who taught by using story grammar strategy of narrative text and those who are not. The conclusion of this research is the using of story grammar strategy to enhances students' reading comprehension of narrative text.

Keyword : Story Grammar Strategy, Narrative Text, Reading Comprehension

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CHAPTER I

INTRODUCTION

In this chapter gives the background of the research, research questions, Hypothesis of the research, objectives of the research, scopes of the research, and the definition of terms.

A. Background of The Research

The purpose of teaching English language at school is to develop the students' language skills. There are four major skills that should be mastered by students in learning English, namely: listening, speaking, reading, and writing skills. One of the skills that cannot be neglected is reading skill because the success of their study depends on the greater part of their ability to read. In relation to this, Krashen concluded that reading is the only way we become good readers, acquire an adequate vocabulary and advanced grammatical competence.[1] By reading, the students are able to access much information which might have otherwise been unavailable, especially English texts book. Therefore, reading skill should been paid more attention to achieve the level.

Dallman also mentions that reading is an academic activity which more than knowing what each alphabet stands for; reading involves more than word recognition; that comprehension is an essential of reading, without

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[1] Krashen, S. 2004. The *Power of Reading: Insights from the research (2nd edition)*. Portsmouth, NH: Heinemann.

comprehension no reading takes place.[2] This statement shows that comprehension is stressed in mastering reading skill. It seems that to get information from the text is the main aim of reading activity.

Students from elementary school to university level considered that reading is a skill that has to be done well. They have to read their compulsory books or other sources related to their learning material. According to Kustaryo in his study, it is certainly not easy to present the English reading for Indonesian students whose language system is different.[3] In the other words, reading is a complex process which involves not only read the text but also the reader's experience to comprehend it.

According to Mahmoud, having good reading proficiency means that the reader has abilities to understand written statements or any type of written texts accurately and efficiently.[4] Naturally, reading skill is very complex as it involves: (1) determining main idea i.e. how to determine important information of a paragraph, (2) identifying specific information i.e. how to identify particular piece of information in the text, such as place, time and characters, (3) reference i.e. how to interpret and determine one linguistic expression to another, (4) making inference i.e. how to guess something from the information which we have read or known, and (5) vocabulary i.e. how to determine the meaning of vocabulary items from context. In the guidelines of school-based curriculum, it is stated that one of the objectives of teaching and

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[2] Dallman, R. L. 1982. *Teaching of Reading*. Washington: CBS College Publishing.
[3] Kustaryo, Sukirah. 1988. Reading *Technique for College Students*. Jakarta: P21 PTK.
[4] Mahmoud, A. & Nazal, A. 2010. The Effect of Using Story Grammars on the Students' Achievement. *Journal of Al-Quds Open University for Research and Studies,* 21(1), 27-57.

learning process in reading skill for Senior High School is that the students are able to construct meaning from the text. As it is stated in school-based curriculum of Senior High School for the ten grade, one types of text that the students should achieve is narrative text. Narrative text is story with complication or problematic events and it tries to find the resolutions to solve the problem. However, the ability of Senior High School students in comprehending a narrative text still far from the objectives stated in the curriculum, since student's reading strategy is still insufficient yet.

Moreover, one of the factors that can cause students' problem in reading comprehension is the strategy that the teacher used in teaching reading. Based on observation, it was indicated that most teachers did not know a certain strategy in reading in order to make students comprehend the materials well. Unclear explanation and monotonous strategy used by the teacher discourage students to comprehend reading. This case creates a crucial issue in teaching reading activity that need to be solved which is the students just read the text but they do not know the information asked by teacher. Moreover, basically reading is an active thinking activity of. With the conventional strategy that the teacher used, They had problem comprehending and getting the main idea of the text. Student may also have known how to pronounce the word, but it occurred without understanding the mean. Consequently, the students' score of reading comprehension were low. This problem was also identified by Muhas in her research at SMP Negeri 8 Metro,

that during the learning process, the students feel bored and stressed and they did not enjoy the reading process.[5]

Facing the problem above, the teacher has the responsibility to find the alternative way for solving the problems. The teacher should apply a strategy that can be used to make the students can understand and concentrate in reading. Especially in narrative reading text for senior high school, the students can follow what teacher want and mean if the strategies that used is reliable to them. Therefore, this research tries to apply an appropriate strategy to develop students' reading comprehension better that is through story grammar which is considered as one way of reading comprehension strategies toward narrative text.

In this case, the researcher offered story grammar strategy to improve students' reading comprehension. Story grammar strategy is a framework to assist the students in analyzing the main characters, setting, problems, events, solution, and assist students to outline a story.[6] This strategy is expected to motivate in lesson and comprehend in reading. In addition, effective learning activities arise when students participate in knowledge discussion to gain learning purposes story grammar strategy is used to comprehend a narrative story.[7] Furthermore, Schmitt and O'Brien stated that story grammar strategy is

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[5] M. MUHAS (2012). The implementation of reciprocal teaching technique reading comprehension at the second grade of SmpN Metro

[6] Dimino, J., Gersten, R.., Carnine, D., & Blake, G. 1990. Story Grammar: An Approach for Promoting at-risk Secondary Students' Comprehension of Literature. *The Elementary School Journal*, 91(1), 19-32.

[7] Schmitt, M.C, & O' Brien, D.G. 1986. Story Grammars: Some Cautions about The Translation of research into Practice. *Reading Research and Instruction*, 26, 1-8.

a reading comprehension strategy in improving the students' interactions to find out the important information of the story by using an organizational framework.[8] Additionally, there are some researchers that have proven that story grammar strategy is effective strategy to improve students' reading comprehension. Mundari on her research stated that story grammar strategy can increase students' reading comprehension achievement of narrative text.[9] In line with this, Sartika also stated that story grammar strategy was very helpful for the students in term of enhancing their reading comprehension.[10] Therefore, the researcher chose this strategy to improve students' reading comprehension in the context of barrative text. The researcher also wanted to prove that those statements is true which stated that story grammar strategy is a suitable strategy to teach narrative text.

Practically, the students are guided to find out the important information by using organizational framework of story grammar. They can use the framework as a foundation to answer the questions related to the story. Thus, it is confident enough that this strategy will effectively work to solve the problem. This strategy has proven effective to improve the students reading comprehension. It is an effective strategy to build students' cognitive ability at independent learning in reading comprehension. It can be clearly seen now

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[8] Schmitt, M.C, & O' Brien, D.G. Ibid.,
[9] Mundari, W. T. 2013. The effectiveness of story grammar strategy in improving students' reading comprehension of narrative text at Sman 1 Natar. Bandar Lampung: University of Lampung
[10] Sartika, Ika. 2014. The use of story grammar strategy in teaching reading narrative text. Bandung: UPI Bandung.

that story grammar strategy can be an appropriate strategy to improve students' reading comprehension achievement.

Therefore, based on the explanation above, the researcher conduted an experimental research to prove the theory which stated that story grammar steategy is an effevtive strategy to teach reading comprehension. This research conducted at SMAN 6 Kepahiang. The researcher chose this school because this school has not used this strategy while they are teaching reading, especially for teaching narrative text. This research was conduted to see how far this strategy affected the students' reading comprehension, especially in narrative text.

Therefore, to answer the curiosness, the researcher conduted a research to prove that story grammar strategy is suitable strategy to improve students' reading comprehension. So that, the researcher conducted the research with the title "**The Effect of Story Grammar Strategy Toward Students' Reading Comprehension of Narrative Texts at first grades in SMAN 6 Kepahiang**".

B. Research Questions

Based on the foregoing, the researchers formulated the research problem as follows:

1. How is the student's reading comprehension achievement of narrative text before and after taught without using story grammar strategy?

2. How is the student's reading comprehension achievement of narrative text before and after taught using story grammar strategy?

3. Is there significant effect of student's reading comprehension achievement of narrative text by using story grammar strategy?

C. Objective of The Research

This study has the following objectives based on the problem statement:

1. To find out how do the student's reading comprehension achievement of narrative text before and after taught without using story grammar strategy.

2. To find out how do the student's reading comprehension achievement of narrative text before and after taught using story grammar strategy.

3. To find out whether is there any significant between control class and experiment class after implemented story grammar strategy on Reading comprehension of narrative text.

D. Delimitation of the Research

This research was conducted at SMAN 6 Kepahiang. The subject of the research was Ten grades students in academic year 2023/2024 in the even semester. Particularly, narrative text is chosen as the material of this research related to the curriculum of the second semester for third grade of Junior High

School. The basic competence in the curriculum stated that the students need to understand the meaning of functional texts ad short simple essays in form of narrative text related to the daily life context to access the knowledge. Hence, this research focused on the use of story grammar strategy in improving students' reading comprehension achievement. The aspects of reading comprehension in macro skills assessed covers finding specific information, finding reference, finding inference meaning, and understanding vocabulary.

E. Hypothesis of the research

Based on the literature reviews and the conceptual framework above, the researcher states the hypothesis oh this research as follows:

1. H0 (Null hypothesis is): The use of story grammar strategy cannot develop students' reading comprehension of narrative text
2. H1 (alternative hypothesis): The use of story grammar strategy can develop students' reading comprehension of narrative text

F. Significant of the Research

There are three significances explained as follow:

1. Teachers

Teachers now have a large range of strategy to teach reading comprehension in this modern era, especially to the use of story grammar

to teach reading comprehension, and there is a good chance of improving students' reading comprehension.

2. Students

Because of the research's subject, it may be a new experience in speaking class and an attempt to improve their reading comprehension.

3. Other researchers

If other researchers are able to investigate the same situation, this research can be used as a reference.

G. Operational Definition

In this research, there are several definitions of terms that should be considered in order to avoid ambiguity.

1. Reading is the ability to understand and comprehend the written texts, or read the texts to get information and to able answer the question from the content of texts. Reading Comprehension is a process of interaction between the reader with the text and the reader to relate the idea from the text to prior experiences and their knowledge in order to determine main idea, find specific information, make inference, determine reference, and understand vocabulary.[11]

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[11] Lines, Caroline T.(2005). *Practical English Language Teaching Young Learner*. New York: McGraw-Hill Companies.

2. Story grammar strategy is one of reading skill strategies of a graphic organizer to comprehend narrative texts. According to Dimino[12], story grammar strategy is a draft to assist the students in analyzing the main characters, setting, problems, events, solution, and assist students as they read the text. Story grammar allows students to comprehend the story more accessible. Besides, story grammar can be used as a foundation to answer the question related to the story.

3. Narrative Text is a text based on the plot, with the plot consisting of events, person, and conflict. Events tell about what happens in the story; person tells about the character that is involved in the story; and conflict tells about the problem that needs to be resolved. Achievement is the result which is in form of score that students achieved after they were taught by story grammar strategy. Improvement is the increasing score which is taken from the comparison of pre-test score and post-test score as the result of the implementation of story grammar strategy.[13]

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[12] Dimino, J., Gersten, R., Carnine, D., & Blake, G. (1990). *Story grammar: An approach for promoting at-risk secondary students' comprehension of literature*. The elementary school

[13] Dalgleish, T., Mathews, A., & Wood, J. (1999). Inhibition processes in cognition and emotion: A special case. In T.

H. Organization of the Research

This research report is organized by the writer in such as way that it is easily understood. The following table summarizes the topics covered in this study.

Chapter I includes the study's background, research question, objectives of the research, delimitation of the research, hypothesis, significant of the research, definition of key terms, and organization of the research. Chapter II contains theoretical background, previous research. Chapter III includes research design, population and sample, data collection technique, instrument, and data analysis technique. Chapter IV contains the finding and discussion of the research. Chapter V contains the conclusion and suggestion of the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher focuses on theories that give a brief explanation of the review of related literature to support this study. The researcher also describes previous studies related to this study.

A. Reading

1. Reading Comprehension

Reading is a method of interpreting or comprehending something through writing. Reading is not than just understanding the words or grammar or translating; it is also a thinking process. According to Grabe & Stroller, reading is the ability to draw meaning from printed page and interpret the information appropriately.[14] Linse defines reading as a set of skills that involves making sense and deriving meaning from the printed word.[15]

Definition of reading also stated by Spratt et al they define reading as a process of responding to making sense of a text being read and connecting it with readers' prior knowledge.[16] In making sense, the readers would be able to connect the new knowledge obtained from the text with the known knowledge they know already. By relating to

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[14] Grabe, W., & Stoller, F. L. (2011). *Teaching and researching reading*. New York: Pearson Education.

[15] Linse, Caroline T. (2005). Practical English Language Teaching Young Learner. New York: McGraw-Hill Companies.

[16] Spratt, Mary, Alan Pulverness & Melanie Williams. (2005). *The Teaching Knowledge Test Course*. New York: Cambridge University Press.

readers' prior knowledge will make readers memorize the new knowledge longer. Furthermore, Nunan states reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It is also an interactive process between what a reader already knows about given topic or subject, and what the writer writes.[17] Based on the definition above, we can conclude that reading is a process of interaction between the reader's mind and the text that can be considered as an active process because it involves the reader's prior knowledge. The reader can use their own knowledge to comprehend the text, to guess about the material that they will read, and ability to understand the author' message influenced by their background knowledge.

In addition, the readers need comprehension in order to comprehend the context and gain new information from the text. According to Duke, comprehension is a process in which readers make meaning by interacting with the text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text.[18] Grace, et. al said that

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[17] Nunan, David. (2003). *Practical English Language Teaching*. New York: McGraw-Hill.

[18] Duke, N. (2003). *Comprehension instruction for informational text*. Presentation at the annual meeting of the Michigan Reading Association, Grand Rapids, MI.

comprehension is one of the important reading skills adolescent students need to process.[19]

Sweet & Snow states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.[20] Klingner, Vaughn, and Broadman defines reading comprehension as a multi-component, highly complex process that involves many interactions between the reader and what they bring to the text (previous knowledge, strategy used) as well as variables related to the text itself (interest in the text, understanding of the text types).[21]

In addition, Linse stated that reading comprehension refers to reading for meaning, understanding, and entertainment that involves higher-order thinking skills and is much more complex than merely decoding a specific word.[22] Brassell defines reading comprehension as the ability of the way to demonstrate knowledge or understanding of the information from written text. Comprehension occurs when a reader is able to act, respond, or transform the information from the text.

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[19] Grace, Eudia & Sudarwati, M. (2007) *Look Ahead 2: An English Course.* Jakarta: Penerbit Erlangga.

[20] Sweet, A. P., & Snow, C. E. (Eds.). (2003). *Rethinking reading comprehension.* Guilford Press.

[21] Klingner, K., Janette, Vaughn, & Boardman. (2007). *Teaching Reading Comprehension to the Students with Learning Difficulties.* New York: The Guilford Press.

[22] Linse, Caroline T. (2005). *Practical English Language Teaching Young Learner.* New York: McGraw-Hill Companies.

2. Component of Reading Comprehension

King & Stanley defines five aspects or components of processing reading comprehension that may assist students in easily comprehending the text, which are: finding the factual information, the main idea, the meaning of vocabulary, identifying the reference, and making inference.[23]

a. finding the factual information.

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

b. Finding the main idea.

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

c. Finding the meaning of vocabulary.

Vocabulary is more than just a list of words in the target language. The right and appropriate use of a word is included in vocabulary. It means that the greater the vocabulary, the less

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[23] King. C, and Stanley, N. (2004). *Insight and Strategies for Teaching Reading*. Sidney: Harcourt Brace Jovanovich Group.

chance of misunderstanding. Readers can improve their reading comprehension by understanding the meaning of the vocabulary.

d. Recognizing references.

Recognizing reference words and being able to identify the word to which they refer will aid the reader's comprehension of the reading passage. Many rules for the sentence may be learned by English students. Reference words are typically short and are pronouns, such as it, she, he, they, this, and so on.

e. Making inference.

Making inference is a skill in which readers must be able to read between the lines. King and Stanley divide their attention into two main areas: drawing logical inferences and making accurate predictions.

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

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

3. Reading Comprehension of Narrative Text

Reading comprehension is the process of simultaneously extracting and constructing meaning from the written text. According to Snow there are three elements that entails reading comprehension, which are; (a) the reader who is doing the comprehension, (b) the text is to be comprehend, and (c) the activity in which comprehension is a part.[24]

According to Snow, a good reader can be engaged in many different types of text.[25] Narrative text is one of the types of paragraph in reading that should be mastered by the students especially for tenth grade students of Senior High School. Anderson defines narrative text as a text that has a purpose to entertain the reader or listener.[26] Narrative

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[24] Snow, Catherine. (2002). *Reading for Understanding: Toward a Research and Development Program in Reading Comprehension.*

[25] Snow, Catherine. (2002). *Reading for Understanding: Toward a Research and Development Program in Reading Comprehension.*

[26] Anderson, et al. (1985). *Becoming a nation of readers: The Report of the Commission on Reading.* Washington D.C.: The National Institute of Education.

text is a meaningful sequence of events told in words.[27] Some kinds of narrative text are folklore, fantasy novel, legend, myth, fable, short story, etc.

In curriculum 2013, a narrative text is defined as a text whose purpose is to amuse, entertain, and deal with actual or diverse experiences in various ways. A narrative text deals with a problematic event that leads to a crisis or turning point of some kind, and then find a resolution. Typically, the events described in narrative text are written in a chronological order. Novels, for example, depict numerous episodes of action, whereas short story may only contain a few, or even one episode. Nonetheless, both depict a causal chain of events: each event in the story leads to another as the protagonist, or main character, attempts to achieve a goal or solve a problem. Reading comprehension is resulted when the reader knows which skills and strategic are appropriate for the type of text and understand how to apply them to accomplish the reading comprehension. Narrative one of the types of paragraph in reading that should be mastered by the student.

According to Dalgleish, there are typically four stages of a narrative[28] :

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[27] Kane, Thomas S. (2000). *The Oxford Essential Guide for Writing*. New York: The Berkley Publishing Group.
[28] Dalgleish, T., Mathews, A., & Wood, J. (1999). Inhibition processes in cognition and emotion: A special case. In T.

a. Orientation: is about where the writer sets the scene for the story, inform the reading about the time, place, and the main character of the story.

b. Complication: this is the part which makes the story interesting, as the complicating event is unexpected.

c. Resolution: this is where the problem or the complication is solved by the characters.

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

Table 2.1. Example of Narrative Text

(Orientation)
ln a village, a father lived with his three sons. People said that the first two sons were very clever but the third lad was a simple and fool. One day, the father wanted to test all his three sons. He wanted to see who was the smartest son.
(Complication)
Then, he built a hut at the edge of his pasture. He said to his sons, "l am giving you this small house to one of you. It will belong to the one who can fill it completely. Not even a corner is to be left empty." Then, the oldest son tried the quiz. He bought a horse and brought it into the hut. However, the horse only filled one corner of the house. Then, the second son tried to fill the hut with a load of hay, but the hay only filled a half of the hut.
(Resolution)
He thought a lot to find what to do. "Now I know the answer," he said. Then, he bought a candle and rushed to the hut. Then, he put the candle in the middle of the

hut and lit it. What happened? The hut was full with light, every corner, nook and cranny.
(Coda)
Now, the father knew that the youngest son, whom everyone thought was a fool, was the smartest. He, then, gave the hut to him.

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

In addition, there are some language features of narrative text. According to Anderson, the language features usually found in a narrative text are specific characters such as The King, The Lion, time words to tell when they occur such as once upon a time, verbs to show the action, and the descriptive words to portray the characters and settings.[29] Besides that, the reader usually found direct and indirect sentences in narrative text and the writer commonly uses past tense; simple past tense, past-continuous, and past perfect tense. From the explanation above, it can be concluded that in comprehending narrative text, reader should know the components of narrative text. The components include the purpose, the characters, the events, the kinds, language features, and the generic structure of narrative text.

4. Assessment of Reading Comprehension of Narrative Text

According to Brown, he defines that assessment is an ongoing process that encompasses a much wider domain.[30] The assessment itself is a process to know students' ability by using a test, interviews,

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[29] Anderson, et al. (1985). *Becoming a nation of readers: The Report of the Commission on Reading.* Washington D.C.: The National Institute of Education.

[30] Brown, H Douglas. (2004). *Language Assessment: Principle and Classroom Practice.* New York: San Francisco State University.

observation, questionnaires, etc. In giving suitable assessment in measuring students' reading comprehension, the researcher should consider several types in reading, as stated by Brown some types of reading, as follows:

a. Perceptive: involve attending to the components of larger stretches of discourse, such as letters, word, punctuation, and other graphic symbols.

b. Selective: This type is concerned with recognizing lexical, grammatical, or discourse features of language within a very short span of language.

c. Interactive: Among the interactive reading types are language stretches of several paragraphs to one page or more. Reading is a process of negotiating meaning in this type: the reader brings to the text a set of schemata for understanding it, and intake is the result of that interaction.

d. Extensive: this category includes texts with more than a few pages, such as professional articles, essays, technical reports, short stories, and books.[31]

According to Brown explained several kinds of test that appropriate for assessing students.[32] The kind of test for this type of

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[31] Brown, H Douglas. (2004). *Language Assessment: Principle and Classroom Practice*. New York: San Francisco State University.
[32] Brown, H Douglas. (2004). *Language Assessment: Principle and Classroom Practice*. New York: San Francisco State University.

reading are cloze test, impromptu reading plus comprehension questions, short answer task, editing task, scanning, ordering task, and information transfer. Thus, in this research, the researcher chooses impromptu reading plus comprehension questions. This type of test hopefully can measure students' reading comprehension in narrative text by giving short text of narrative and comprehension questions, and the type of questions are multiple choice. This types of instrument is choose because it is practically, easy to administer, and can be quickly.

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

a. Main idea (topic)

b. Expression/idioms/phrases in context

c. Inference

d. Grammatical features

e. Detail (scanning for a specifically stated detail)

f. Excluding facts not written (unstated details)

g. Supporting ideas

h. Vocabulary in context.[33]

In line with idea above, based on the curriculum 2013, the way to assess reading narrative text followed five components; finding factual information, finding main ideas, finding the meaning of

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[33] Brown, H Douglas. (2004). *Language Assessment: Principle and Classroom Practice*. New York: San Francisco State University.

vocabulary in context, identifying the references, and making inference. Into two attentions, draw logical conclusion (inference) and make accurate predictions.[34]

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

a) Multiple-Choice.

The most popular method of assessing reading comprehension is a multiple-choice format. A multiple choice item consists of a problem and a list of suggestion answer. This types of test usually used for reasons practically because this format is easy to administer and can be scored quickly.

b) True-false.

True false format is another language test format used in educational assessment. The true-false item is most commonly used to assess an examinee's ability to identify the correctness of statements of fact, definitions of terms, statements of principles, and the ability to distinguish fact from opinion. True-false tests consist of a series of opinion statements to which the examinee must respond true or false. There is no objective basis for determining whether an opinion statement is true or false. When a

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[34] King. C, and Stanley, N. (2004). *Insight and Strategies for Teaching Reading*. Sidney: Harcourt Brace Jovanovich Group.

student is the respondent, he or she usually guesses what the teacher thinks and marks the answers accordingly. This is, of course, undesirable from all perspectives, including testing, teaching, and learning.[35]

B. Story Grammar Strategy

1. Definition of Story Grammar Strategy

Story grammar strategy is one of reading skill strategies of a graphic organizer to comprehend narrative texts. According to Dimino[36], story grammar strategy is a draft to assist the students in analyzing the main characters, setting, problems, events, solution, and assist students as they read the text. Story grammar allows students to comprehend the story more accessible. Besides, story grammar can be used as a foundation to answer the question related to the story.

There are six steps to applying story grammar strategy. According and activate background knowledge, discuss the strategy, model the strategy, memorize the strategy, support the strategy, and independent performance. The teacher can develop the teaching-learning activities and media based on his/her creativity.

So, the strategy will give motivation to the students to learn reading text better. The teacher can start to develop and encourage

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[35] Brown, H Douglas. (2004). *Language Assessment: Principle and Classroom Practice*. New York: San Francisco State University.
[36] Dimino, J., Gersten, R., Carnine, D., & Blake, G. (1990). *Story grammar: An approach for promoting at-risk secondary students' comprehension of literature*. The elementary school

background knowledge of the students by showing a picture related to the story and asking question related the topic. The teacher indicates the format of story grammar on a whiteboard, explain the using of story grammar to the students, explains how this strategy can help them their reading skill and model how to apply this strategy. The teacher asks the students to read a narrative text, the story depends on the students' level. After reading the story, the teacher asks the students to develop their story grammar.

The students apply this strategy based on the organization of story grammar, and the teacher should guide the students. For example, by using picture or guided question to support this strategy. Besides, the students could be divided into some groups to discuss the information of the text and after that compare with other groups. The teacher controls the discussion and explains more about the narrative text, generic structure and feature language. Then, the students answer the question related to the story using the information in story grammar. Last, the teacher evaluates the student's success through assessing increase in achievement.

2. Teaching Reading Comprehension by Using Story Grammar Strategy

By employing story grammar strategy, the students are helped to read the text meaningfully. Story grammar allows the students to comprehend the story easier. The story grammar strategy is a reading comprehension strategy in improving the students' interactions to find out the important information of the story by using an organizational framework.[37] By using story grammar strategy, the important information can be comprehended. The elements of story grammar include information about the main and supporting characters and the theme of the story.[38] By knowing those elements, the readers are able to comprehend the text well. The other advantage of story grammar is helping students understand the structure of a literary text. At an early elementary level, a story grammar may include such as the characters, setting, and a beginning, middle, and end.

This strategy is not only can improve reading comprehension, but also can enhance students' vocabulary, writing, and imagination. Then, it can motivate students to be proud with their work. It is

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[37] Schmitt and O'Brien. *"Story Grammars: Some Cautions about the Translation of Research into Practice."*
[38] Ibid

appropriate to be used for students who work individually, pair, group or the whole class discussion.[39]

For the practice of teaching reading, the writer assumes that the teachers need to define the classroom activities into three steps. Reading instructors should employ to help students improve reading abilities by having three steps of activities that are pre-reading, whilst-reading and post-reading.[40]

a. In the pre-reading, the teacher can start to develop and activate background knowledge of the students by showing a picture related the story and asking some questions related the topic. In the beginning of reading, the teacher reminds the students on what they know about a topic and supplies them with new information. It can increase students' vocabulary that students will meet in the story they read. The purpose of pre-reading stage is to build the students' knowledge of the text and to motivate the students to read. It is needed to focus the students' attention. To focus the students' attention, can be done by using a picture, asking some questions and analyzing word association. Then, the teacher could motivate the students by providing interesting texts. In addition, the

[39] Y. Alberti, *"Improving Students' Reading Comprehension on Narrative Texts by Using Story Grammar Strategy at Grade VIIID of SMPN 1* Pondok Kelapa Bengkulu Tengah."
[40] M. Richek, J. Caldwell, J. Jennings, and J. Lerner. *Reading Problems: Assessment and Teaching Strategies* (Boston: Allyn & Bacon, 1996)

teachers also explain the narrative text dealing with the generic structure, language features, etc. Then, the teacher divides the students into some groups.

b. In whilst reading stage, after defining the groups, the teacher may distribute the text and give them the outline of story grammar. The teacher can ask students some questions such as who were the main characters in the story?" "where did the story take place?" "what will happen next", etc. Then, the teacher explains the using of story grammar strategy to the students, explains how this strategy can help them in their reading comprehension. Next, the students read the text and try to understand both literal and implied meaning of the text. This activity can include identifying the main idea, finding details message in a text, following a sequence, inferring from the text, recognizing the writer's purpose and attitude, recognizing discourse features. The students' identification is absolutely related to the story grammar given by the teacher. Then, the teacher's role is to help both individual learners with their particular difficulties and the whole group.

c. In post-reading, after students read narrative texts, instructors can integrate listening, speaking, and writing with the reading of narrative texts. Integrating these skills with the reading of texts give students the opportunity to interpret text

through individual cultural perspectives and compare these perspectives with those of their classmates and the authors. Activities after reading can take a variety of forms such as questioning, discussion, writing, drama, and artistic and nonverbal activities. The purpose of post reading is intended to review the content of the text. The activities of this stage, for example the teacher asks some questions for evaluation, ask the students to retell the essence of the text. The teachers control the discussion and explain more about narrative text, generic structure and feature language. Then, the students answer the questions related the story using the information in story grammar. Last, the teacher evaluates the student's success through assessing increases in achievement.

Table 2.2

The Structure of Guiding Questions and Discussing of Story Grammar Strategy

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

Table 2.3
The Format of Story Grammar Strategy

The title of the story: The Magic Box

Characters	Settings
Farmer and his wife	His field and home

Theme

The magic box

Problem

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

Action

The old man did not say anything, but he continued working until he fell inside the box and died. At once, the money disappeared and the box began to fill up with dead grandfathers.

Resolution

The farmer had to pull them out and bury them. To do this, he had 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.

Direct instruction story grammar helps students to learn and to recognize the elements of narrative text and use this element to improve their comprehension of the story. A strategy may involve dividing the story into meaningful episodes and developing comprehension questions they will ask in guide silent reading and discussion. Such a question will cause students to focus on relevant elements in the story.

Research has shown that asking questions that focus on the storyline leads to improved student comprehension of the story. Teacher asks students to read, at home, the part that forms an episode and provides them with a guiding question that brings out the elements of the

story grammar. In the classroom, the students are asked to read silently the part of the episode which draws their attention to the story grammar.

3. The benefit of using Story Grammar Strategy

According to Lasmiatun stated[41], some advantages of using story grammar strategy;

a. Bring joy to read. Not all reading activities exhaust our brains and necessitate constant concentration. Reading can bring joy because when students read, they gain ideas and open their minds to do anything that makes them happy. For example, when students read a humorous and amusing story, they will smile and laugh.

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

c. Strengthens a reader's relationship to the narrative text. Reading can build the relationship between the reader and the

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[41] Lasmiatun, S. (2016). *The implementation of story grammar strategy in teaching narrative texts for VIII Grade students at MTs Al Ma'arif Tulungagung.*

text, when the students read in narrative text they will know more what the element, step, content and all of about narrative text. So, the students that read will be have strengthens relationship to the narrative text.

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

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

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

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

h. Sharpen the ability to write. Reading, in addition to providing insight and knowledge, can help to hone writing skills. In addition to the insights the readers gain from writing more extensive material, they can also learn the writing styles of another person by having them read it. Reading can provide them with a plethora of writing ideas. When students know the translation, they can improve their understanding from

the first level. The second level is when they can correlate

with other texts, and the higher level is when they understand

the text and connect the implicit and explicit meaning from

what they read. Students who can connect the text that they

read with the other events will have an easier time writing.

i. And the last, support the ability to speak in public. Reading is

an activity that broadens one's horizons and increases one's

knowledge of the world. Reading, in addition to providing

information about current events, can improve one's mindset,

creativity, and verbal skills by expanding one's vocabulary

and verbal skills. Increased mindset, creativity, and verbal

skills will be extremely beneficial in improving one's ability

to speak in public.[42]

From explanation above we can conclude that using story

grammar strategy bring so many advantages for learners in

comprehending the reading text. So this strategy is very suitable for use

by the teacher to improve students' reading comprehension skills,

especially on narrative text.

C. Narrative Text

[42] Lasmiatun, S. (2016). *The implementation of story grammar strategy in teaching narrative texts for VIII Grade students at MTs Al Ma'arif Tulungagung.*

1. Definition of Narrative Text

Anderson, M state[43] that narrative text is a text tells a story and, in doing so, entertains the audience. The communicative purposes of narrative, other an issue, teach them a lesson, or excite their emotions.

2. Generic Structure of Narrative Text

The generic structures of narrative text are orientation, complication, the sequence of events, resolution, and coda. A more detailed generic structure of narrative text has been proposed by Anderson, who argues that a narrative text includes:

a. Orientation: the setting of the scene, where and when the story happened, introduce the participants of the story, and what is involved in the story.

b. Complication: telling the beginning of the problem, this leads to the crisis of the main participants.

c. Sequence of events: telling how the characters react to the complication. It includes their feelings and what they do.

d. Resolution: the problem (the crisis) resolved, either in a happy or sad ending.

e. Coda: a closing remark to the story and it is optional. It has consisted of a moral lesson. Advice, or teaching from the writers.

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[43] Anderson, et al. (1985). *Becoming a nation of readers: The Report of the Commission on Reading.* Washington D.C.: The National Institute of Education.

3. **Language Feature of Narrative Text**

According to Anderson[44], the language features of narrative text are:

a. Nouns that identify the specific characters and places in the story.

b. Adjectives that provide accurate descriptions of the characters and settings.

c. Verbs that show the actions that occur in the story. Time words that connect events to tell when they occur, the use of simple past tense and past continuous tense.

4. **Purpose of Narrative Text**

The purpose of narrative text is to presents a view of the world entertains or informs the reader or listener. Then, the other purpose of narrative text is to express the feelings and relate the experience, to inform the reader and to persuade the reader. It can be said that the reader as if involved within story to get the pleasure.

D. **Previous Research**

There were several studies that have been done by researcher on the use of story grammar strategy in reading comprehension. The first research

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[44] Anderson, et al. (1985). *Becoming a nation of readers: The Report of the Commission on Reading.* Washington D.C.: The National Institute of Education.

was conducted by Mona Annisa (2022) by the title "The use of story grammar strategy in teaching Reading Comprehension at the tenth grade students at SMAN 12 Pekanbaru". This research aimed to described how to apply this strategy and the advantages of using story grammar strategy in teaching reading comprehension to eighth grade students of SMAN 12 Pekanbaru. This research used quantitative research.

The result of this research showed the story grammar strategy was useful for students to enhance their reading comprehension. The researcher also point out some advantages of using this strategy, which are: 1) bring joy to reading 2) Enhances the meaning with mental imagery 3) Strengthens student's relationship to the narrative text 4) Stimulates students' imaginative thinking 5) Allow them to create their mental images from word to text 6) Train their ability to think 7) Improve their reading comprehension 8) Add the insight and knowledge 9) Sharpen students' ability to write 10) Support their speaking ability 11) Improve students concentration.

The second research, entitled "The effectiveness of story grammar strategi at second graders' reading skill of smpn 3 Narmada in academic year 2018/2019" was conducted by Marselina (2019). The background of this research was to discover The effectiveness of story grammar strategi at second graders' reading skill. This research used a mixed method through convenient design and quasi-experiment. In this research, they used only one class of thirty-five on eight grade students as the sample of the

research. The result of the research showed that the mean score before implementing story grammar is 45.71 and after implementing story grammar is 47.64. The researcher found there was an improvement in students' reading comprehension after implementing the story grammar strategy.

The third, Nashrin Khaki (2020) entitled "improving reading comprehension in a foreign language: strategic reader". This study was designed by utilizing quasi-experimental research. The result of this study showed that it is crucial for English teachers to enhance their students' reading comprehension skill by implementing a proper strategy. The distinction between this research and the previous study above is the subject of the research, and the research methodology used in iit is also the instrument of the research. The similarities of this research are focusing to resolve the problem on the students' reading comprehension skill.

Based on some previous research above, this research has the same focus on using story grammar strategy to improve students' reading comprehension through narrative text. The difference is this research focused to find out there were statistically significant differences in students' reading comprehension through narrative text after being taught by story grammar strategy at SMAN 6 Kepahiang which has not been given in some previous research above. For the research design, the researcher used a quasi experimental design which used two classes, experimental class and control class.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research was a quantitative research. According to Creswell quantitative research is to employ strategies of inquiry such as experimental and collect data on predetermined instruments that yield statistical data.[45] Quantitative research could be used in response to relational questions of variables within the research. Apuke described quantitative research as an explanation of an issue or phenomenon through gathering data in numerical form.[46] Therefore, quantitative research was essentially about collecting numerical data to explain a particular phenomenon.

Meanwhile, the design of this research was quasi-experimental research. According to Cohen, et al, an experiment entails changing the value of one variable, known as the independent variable, and observing the effect of that change on another variable, known as the dependent variable.[47] In addition, Gay defines experimental method as a method of research that can truly test a hypothesis concerning with cause and effect relationship in the

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[45] Creswell, John. W. (2008). Educational Research: planning, conducting and evaluating quantitative and qualitative research. New Jersey: Pearson Education.

[46] Apuke, O. D. (2017). Quantitative research methods: A synopsis approach. *Kuwait Chapter of Arabian Journal of Business and Management Review*, *33*(5471), 1-8.

[47] Cohen, L., Lawrence, M., & Keith, M. (2007). *Research methods in education*. New York: Routledge.

experimental research.[48] Based on the definition above, a quasi-experiment was an appropriate method for this research in order to find out the significant effect of using the Story Grammar Strategy on students' reading comprehension in reading narrative text at SMAN 6 Kepahiang.

There was two variables used in this research; the independent variable (X) and the dependent variable (Y). In this research, the independent variable (X) was used by Story Grammar Strategy and the dependent variable (Y) was students' reading comprehension of narrative text. In conducting this research, two classes of tenth-grade students in this school was recruited. The researcher assigned the experimental and control classes, administered a pretest and posttest for both groups, conducted experimental treatment activities for the experimental class only, and then administered a post-test for assessing the differences between both classes. As mentioned by Creswell[49]:

Table 3.1. The Research Design

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

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

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[48] Gay, L. R. & Airasian, P. (2003). *Educational research: Competencies for analysis and application*. New Jersey: Merril.
[49] Creswell, John. W. (2008). Educational Research: planning, conducting and evaluating quantitative and qualitative research. New Jersey: Pearson Education.

B. Population and Sample of the Research

1. Population of the Research

The population of this research wasthe tenth grade students SMAN 6 Kepahiang in the academic year 2022/2023. The total number of the students was 180 students, divided into five classes in tenth grade. The population of the research can be seen on the table below:

Table 3.2. The Number of Population[50]

NO	CLASS	M	F	TOTAL
1	X1	14	22	36
2	X2	14	22	36
3	X3	14	22	36
4	X4	14	22	36
5	X5	14	22	36
SUM UP OF POPULATION				180

2. Sample of the Research

To take the whole population as the research sample beyond the researcher's ability. In this research, the researcher used Total Sampling. Total sampling is a number of populations, less than 100 whole populations have sample all research.[51] Since students in ten grade only consist of 72 students. The researcher was used an intact group sample. An intact group sample is variable research by dividing two groups, namely the experimental group and control group. There are five class of ten grade in Senior High School 6 of Kepahiang. The students' homogenous abilities across five classes, as established by the approach describe in the

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[50]The data given by English teacher of SMAN 6 Kepahiang
[51] Sugiyono, *Metode penelitian pendidikan: (pendekatan kuantitatif dan R&D*) Alfaberta, (2013)

homogeneity aspect of main criterion that researchers utilized to choose a sample. Because the class of X1 and X2 had mean values that the are the most homogenous based on the average value of the students result on the researcher students' reading comprehension exam. Two classes then classify into experimental group and control group by using normality and homogeneity test. So, the research selected the experimental group is X1, and control group is X2.

Table 3.3. Total Sample of the Research

Class	Male	Female	Total
X1	14	22	36
X2	14	22	36
Total Sample			72

a. Normality Test

Normality test that are used for assessing the assumption that a sample was drawn from a normally distributed population and compares their powers. The test of normality in this study was measured by using SPSS v.22 for windows program. It is used to know whether both variables X (independent variable) and Y (dependent variable) are normally distributed. The score in the test of normality must be higher than 0.05 to obtain the normal data.

Table 3.4. Test of Normality
Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	KELAS	Statistic	df	Sig.	Statistic	Df	Sig.
HASIL	Class x1	.147	36	.049	.929	36	.023
	Class x2	.158	36	.024	.876	36	.001

a. Lilliefors Significance Correction

In the table above that the data is normal, in class X1 significancy normality is 0.049 and class X2 0.024.

b. Homogeneity Test

Homogeneity test is "selecting percipient who is very similar in experience, perspective of outlook this procedure, homogenous sample and make a data collection and analysis simpler.[52] The homogeneity test was used to choose the classes. The researcher found the score from English teacher that last exam English. The table below shows the result of the homogeneity test in determining a homogenous class.

Table 3.5. Test of Homogeneity
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
HASIL	Based on Mean	18.102	1	70	.640
	Based on Median	10.399	1	70	.917
	Based on Median and with adjusted df	10.399	1	53.112	.917
	Based on trimmed mean	16.866	1	70	.660

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[52] Gay, L. R. & Airasian, P. (2003). *Educational research: Competencies for analysis and application*. New Jersey: Merril.

Table 3.6
ANOVA

HASIL

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	70.014	1	70.014	1.492	.936
Within Groups	3283.861	70	46.912		
Total	3353.875	71			

Based on the table above these are scores those students get from the result of the sample homogeneity tests. This result were be obtained by class X1 which got a mean score 70, while class X2 got a mean score 70. The test is homogent, the homogeneity test if significancy > 0.05 distribution of data is homogent. In this research significancy data is 0.936 so it is homogent.

Based on the result of the average score obtained by the classes the researcher found that two score same. So that the two classes can be used as a research class. For this reason, researcher choose both classes to be the research sample class X1 is an experiment class while class X2 is the control class.

C. Procedure of the Research

On the framework below you can see how the research is conduct in both the experimental and control class.

Table 3.7. Procedure of the Research

```
        ┌─────────────────────────────────────┐
        │   Procedure of collecting the data  │
        └─────────────────────────────────────┘
           ↙                           ↘
┌──────────────────┐          ┌──────────────────┐
│ Controlled group │          │ Experiment group │
└──────────────────┘          └──────────────────┘
         ↓                             ↓
   ┌───────────┐                ┌───────────┐
   │ Pre-test  │                │ Pre-test  │
   └───────────┘                └───────────┘
         ↓                             ↓
   ┌───────────┐                ┌───────────┐
   │ Treatment │                │ Treatment │
   │(Conventional│              │  (Story   │
   │ Technique)│                │  Grammar  │
   └───────────┘                │ Strategy) │
         ↓                       └───────────┘
   ┌───────────┐                      ↓
   │ Post-test │                ┌───────────┐
   └───────────┘                │ Post-test │
         │                      └───────────┘
         │      ┌──────────────┐      │
         └─────→│Score Pre-test│←─────┘
                │ and Post-test│
                └──────────────┘
```
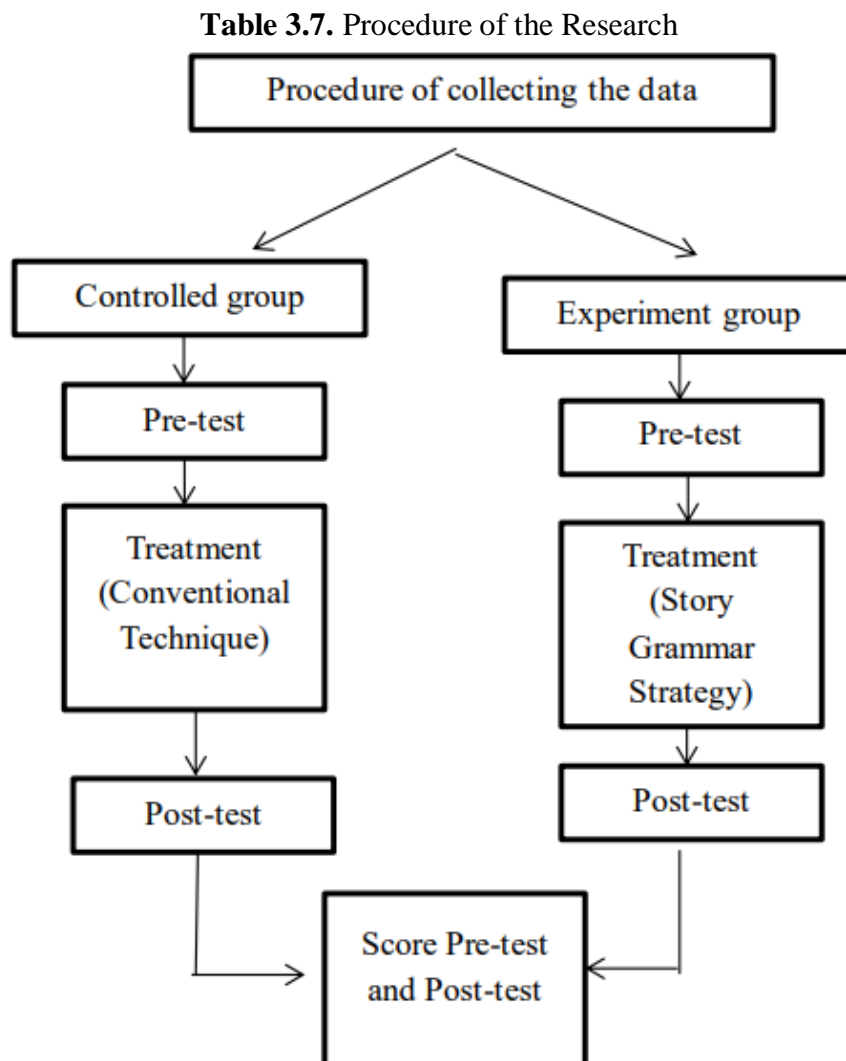
The diagram above shows how this research is carry out, including the procedures taken by researcher to arrive at the final result. The processes in

this research procedures, which included steps for both the experimental and

control groups, can be seen the table below:

Table 3.8. Procedure of the Research

No	Control Class (Conventional Teaching)	Experimental Class (SGS)
1	Basic activity 1. The teacher express his greetings to the students 2. The teacher check the students attendant list 3. The teacher conducted brainstorming	Basic activity 1. The researcher open the class by greeting and praying to start learning, the checks the presence of students as a disciplinary attitude. 2. The researcher conduct brainstorming to test whether students are ready to follow learning process. 3. The researcher describes the information contained on it and extensive reading strategy based on students need.
2	While activities 1. The teacher give a topic to students 2. The teacher give an explanation about the topic 3. The teacher gives a text in printed format 4. The teacher does reading skill on students to read narrative text 5. Students are assigned to read the narrative texts in LKS/Modules 6. Students' analysis narrative text given by the teacher to determine the social function, text structure, and analysis element of the text. 7. Students doing the task or lesson with a partner	While activities 1. The students will discuss about text that they read and the text can be utilized as follow-up activities in extensive reading. 2. The students analyze narrative text based on story grammar strategy given by the teacher to determine the social function, text structure, and analyze the element of the text. 3. Students doing the task or lesson with a partner or a small group to complete an exercise of narrative text by using story grammar strategy.

	or a small group to complete an exercise of narrative text.	

3	Closing activity
	   1. Students demonstrate their lesson or task by explaining about was has been read, and to make connection between the text ideas and their own knowledge, interest, or perspective
	   2. The teacher given the brief explanation about what the students going to learn next week
		Closing activity
		   1. Students demonstrste their lesson or task by explaining about was has been read, and to make connection between the text ideas and their own knowledge, interest, or perpective
		   2. Researcher gives the assignment to student to read rest of narrative texts based on story grammar strategy at home for learning next weeks and fulfill the logbook.

Those are the procedures of this research that has purpose to seek the differences between experimental and control group. In experimental group consist 6 meeting with 4 meeting for pre-test and post-test. The researcher used narrative text based on story grammar strategy as learning material in experimental group, where students are asked by the researcher to read provided narrative text based on story grammar strategy as much as possible at home then bring their note about what students have read and discuss it among students in the classroom to see their understanding. In control group the researcher conducted two meeting accept pretest and posttest. The material in control group was using narrative texts based on the modules used in Senior High School 6 Kepahiang with same technique as experimental group which is extensive reading.

D. Data Collecting Technique

1. Test

In this research, the researcher used a set of tests to collect the data. According to Brown test is a method to measure a person's ability, knowledge, or perform the language.[53] To collect the data from the participant, the researcher used a multiple-choice test.

a. Pre-test

The pre-test was used to collect the data about students' reading comprehension of narrative text before being taught by using story grammar strategy. It was administered to both experimental and control classes. In this test, consisted with 20 multiple choice questions which involved narrative text with story grammar strategy as the material of the text. All the items of the question that being examined consider with the blueprint that have explained above.

b. Post-test

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

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[53] Brown, H Douglas. (2004). *Language Assessment: Principle and Classroom Practice*. New York: San Francisco State University.

used multiple choice test based on the indicators of reading comprehension.

In post-test, after developing study treatment, the researcher used one meeting that was held outside of the scheduled period for data collection. The time allocated for conducting the post-test to both groups was up to 45 minutes, with 20 multiple choice questions. Finally, the researcher was able to identify both groups' pre-test and post-test scores as well as the difference between them. After collecting the data, the researcher determined if narrative text based on story grammar strategy has a major impact on students reading comprehension through extensive reading or had no effect on students reading comprehension.

E. Instrument of the Research

In this study, the research used a reading test to find out data on the reading comprehension of ten grade students at SMAN 6 Kepahiang. The researcher prepared test for the control group and the experimental group, and both received and worked on the test items at the same level. The type of test used was an oral interview to assess their reading comprehension, the researcher used a reading test. Since the test is instrument, here are several steps in making the test.

1. **Writing the Blueprint**

   First steps of creating a test, the researcher confirmed the syllabus and curriculum that is used by teacher in teaching reading. To ensure there is connecting between test and the material given by the teacher during teaching reading. Therefore, for create a blueprint researcher identify the basic competence of first grade stuents at SMAN 6 Kepahiang in learning narrative text and classify with the rubric of level for developing reading test based on Brown.[54]

Table 3.9. The Blue Print of Reading Comprehension Test

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

2. **Writing the test**

   Writing the blueprint, the researcher wrote the test items. The instrument of this research was story grammar strategy test which consisting of 20 (twenty) questions. With the normal score if the students got right answer per-items the students will get 5 score. It

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[54] Brown, H Douglas. (2004). *Language Assessment: Principle and Classroom Practice*. New York: San Francisco State University.

means that if the students answer with 20 questions with right answer it will take 100 score. The test divided into multiple-choice test. Before the test was used for gathering the data was be tested.

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

Table 3.10. The Classification of Students' Score

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

(Arikunto, 2008)[55]

3. Expert Validation

After writing the blueprint, the writer checked the construction of the test to the professional judgment. The researcher seeks the support of an expert to validate the result. A professional validation is a subject matter expert in reading. The researcher submitted the reading test for expert validation in order to receive criticisms and feedback. The validator is the lecture at English Study Program. Based the comment and suggestions, the researcher revised the test.

a. Revision

The goal of the revision is to determine whether a test exists and which point need to be modified. The researcher

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[55] Arikunto, Suharsimi. (2008). *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi

redesigned the test in accordance with expert guidance. The very first review from validator is material, which includes the consistency between the contention and indications specified in theory. The second factor is correctness of the grammatical components implemented in the instrument.

F. Validity and Reliability of the Research

1. Validity of the Test

Before carrying out the test, it is necessary to know the validity of the instruments. A valid test should be appropriate, meaningful, and useful in terms of the purpose of the assessment. According to Creswell validity is the individual's score from an instrument that make sense, meaningful, enable to researcher to draw conclusion from the sample.[56]

To analyze the validity of the reading comprehension test, the researcher was conduct a try out 20 items by handing them to several students who will be not included in the research sample. The researcher used SPSS v22 windows program to analyze the data. The researcher compared r value to r table at significant level of 5% is 0,379 (df= N-2=30). The r value of each item should be higher than the r table to be considered as a valid question. If the r value on the analysis of less than r

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[56] Creswell, John. W. (2008). *Educational Research: planning, conducting and evaluating quantitative and qualitative research*. New Jersey: Pearson Education.

table, it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected.

2. Reliability of the Test

A test must be reliable as a measuring instrument. According to Gay, reliability is the degree to which a test consistently measures whatever it is measuring.[57] It was reflected in the obtaining how far the test was able to measure the same object on different occasion indicating a similar result.

Table 3.11. The Result of Reliability Test

Reliability Statistics

Cronbach's Alpha[a]	N of Items
.977	20

In inputting the data, f the value is greater than 0.60, then statements item can be relied on. Meanwhile, if the value is less than 0.60, that the statements items cannot be relied upon. Based on the reliability test in the table above, it shows that the value is 0.977. Its means that is greater than 0.60. So it can be concluded that the test data is reliable.[58]

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

Table 3.12. The Category of Reliability[59]

[57] Gay, L. R. & Airasian, P. (2003). *Educational research: Competencies for analysis and application*. New Jersey: Merril.

[58] Dewi, S.K., & Sudaryanto, A. (2020). *Validitas dan Reliabilitas Kusioner Pengetahuan.*

[59] Cohen, L., Lawrence, M., & Keith, M. (2007). *Research methods in education*. New York: Routledge.

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

To obtain the reliability of the reading comprehension test, the researcher used SPSS 22.0 program to find out whether the test was reliable or not.

G. Data Analysis Technique

In order to find out whether there was a significant difference between students who are taught by using story grammar strategy and who are taught without using story grammar strategy to improve student's reading comprehension, the data will be analyzed statistically. In analyzing the data, the researcher used a statistical method that was the independent sample t-test formula by using SPSS 22.0 version.

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

Ho = sig. (2 tailed) > 0.05 or t-obtain < t-table

Ha = sig. (2 tailed) < 0.05 or t-obtain > t-table

a. Ho was accepted if t-obtain < t-table or there was no significant difference between students who taught with story grammar strategy and without story grammar strategy.

b. Ha was accepted if t-obtain > t-table or there was a significant difference between students who taught with story grammar strategy and without story grammar strategy.

After the test are administered to students in the pre-test and post-test, the students' pre-test and post-test scores will be tested. The test was focused on the normality and homogeneity of students' pre-test and post-test scores. If the students' pre-test and post-test scores are normally distributed and homogenous, the researcher can produce with the paired sample t-test and independent sample t-test. Following are the steps to analyze the data.

1. Normality Test

The researcher used normality test to check whether the post-test score of experimental group and control group are normally distributed or not. The test of normally in this study will be measure by using IBM SPSS v22 for windows program. It is used to know whether both variable X (independent variable) and Y (dependent variable) are normally distributed. The score in the test of normality must be higher than 0.05 to obtain the normal data.

2. Mean score

To acquire, the mean score of pre-test and post-test control group, the researcher used the formula below:

$$M_y = \frac{\sum Y}{N}$$

Where:

M$_y$: Mean score of control group

$\sum Y$: The sum of students' scores in control group

N   : The amount of students at control group

The researcher calculated the mean score of both the pre-test and post-test outcomes in the experimental group using the method describe below:

$$M_y = \frac{\sum x}{N}$$

Where:

M$_y$: Mean score of control group

$\sum X$: The sum of students' scores in experimental group

N   : The amount of students at experimental group

3. Standard Deviation

In order to determine the standard deviation of scores, the researcher applied the formula below:

$$SDy = \sqrt{\frac{\sum Y^2 - \frac{(\sum \bar{Y})^2}{N}}{N-1}}$$

Where:

SDy   : Standard deviation of control group

Y   : Score of control group

$\bar{Y}$: Mean score of control group

N : The number of students at control group

Additionally, to obtain the score standard deviation when doing the research at the experimental group, the researcher used the formula below:

$$\text{SDx} = \sqrt{\frac{\sum X^2 - \frac{(\sum \bar{X})^2}{N}}{N-1}}$$

Where:

SDx : Standard deviation of experimental group
X : Score of experimental groups
$\bar{X}$: Mean score of experimental groups
N : The number of students at experimental group

4. Homogeneity Test

   The researcher previously tested the hypothesis using the statistical formula shown below:

$$t = \frac{M_{x} - M_{y}}{\sqrt{\frac{Sx^2}{N_x} + \frac{Sy^2}{N_y}}}$$

Where:

t : test
M_x : Mean score of the post-test at experimental group
M_y : Mean score of the post-test at control grou
S_X : Standard deviation of post-test result at experimental group
S_y : Standard deviation of post-test result at control group
N_X : The number of students at experimental group
N_y : The number of students at control group

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Student's Reading Comprehension in Control Group (Using Conventional Teaching)

a. The Result of Pre-test in Control Class

Before teaching students about narrative texts in the control class, the researcher conducted a pre-test to check their reading skills. The researcher presented 20 questions to students, with each correct answer counting 5 points; so, if all 20 questions are answered correctly, the students will receive 100 points. The pre-test score shown in the table, where students' names are represented by their attendance list.

Table 4.1. The Score of Student's Pre-test in Control Class

No	Name of Students	Y	Y^2
1	Students 1	56	3136
2	Students 2	53	2809
3	Students 3	58	3364
4	Students 4	58	3364
5	Students 5	56	3136
6	Students 6	59	3481
7	Students 7	64	4096
8	Students 8	60	3600
9	Students 9	55	3025
10	Students 10	56	3136
11	Students 11	58	3364
12	Students 12	67	4489
13	Students 13	56	3136
14	Students 14	55	3025

15	Students 15	64	4096
16	Students 16	55	3025
17	Students 17	50	2500
18	Students 18	60	3600
19	Students 19	56	3136
20	Students 20	54	2916
21	Students 21	62	3844
22	Students 22	62	3844
23	Students 23	61	3721
24	Students 24	56	3136
25	Students 25	67	4489
26	Students 26	65	4225
27	Students 27	75	5625
28	Students 28	75	5625
29	Students 29	77	5929
30	Students 30	76	5776
31	Students 31	56	3136
32	Students 32	70	4900
33	Students 33	76	5776
34	Students 34	78	6084
35	Students 35	78	6084
36	Students 36	77	5929
	SUM	2261	144557
	Average	62.81	-
	Min	50	-
	Max	78	-

The table above showed the data of students' pre-test result, it includes Y as the total score of student's correct answer and Y^2 as the square of students total score. Next, the data will be analyzed by calculated the mean score and standard deviation in order to have a comparison toward student's reading comprehension after teaching narrative text in control group has finished. The result of calculation showed below:

1) Mean score

$$M_y = \frac{\sum Y}{N}$$
$$M_y = \frac{2261}{36}$$
$$M_y = 62.80$$

2) Standard deviation

$$SDy = \sqrt{\frac{\sum Y^2 - \frac{(\sum \bar{Y})^2}{N}}{N-1}}$$

$$SDy = \sqrt{\frac{144557 - \frac{(2261)^2}{36}}{36-1}}$$

$$SDy = \sqrt{\frac{144557 - \frac{5112121}{36}}{35}}$$

$$SDy = \sqrt{\frac{144557 - 142003}{35}}$$

$$SDy = \sqrt{\frac{2554}{35}}$$

$$SDy = \sqrt{72.9}$$

$$SDy = 8.53$$

Based on the data presented above, the calculation of 36 students' pre-test scores in the control group demonstrated that they have a mean score of 62.80 and a standard deviation of 8.53.

b. The Result of Post-test in Control Class

In facilitating to understand the condition of student's reading comprehension after the conventional teaching was implemented, researcher gave a post-test to 30 students in control class or X2. The researcher gave 20 questions to students that has same indicators as pre-test but has different order of question in post-test. The post-test has same calculation with pre-test whereas one correct answer would

be multiplied with 5 points; therefore, students get 100 points, if answer all the question correctly. The spreadsheet below shows the result of the post-test in control class.

Table 4.2. The Score of Student's Post-test in Control Class

No	Name of Students	Y	Y^2
1	Students 1	73	5329
2	Students 2	73	5329
3	Students 3	80	6400
4	Students 4	70	4900
5	Students 5	71	5041
6	Students 6	73	5329
7	Students 7	72	5184
8	Students 8	73	5329
9	Students 9	72	5184
10	Students 10	72	5184
11	Students 11	75	5625
12	Students 12	73	5329
13	Students 13	74	5476
14	Students 14	73	5329
15	Students 15	74	5476
16	Students 16	72	5184
17	Students 17	71	5041
18	Students 18	71	5041
19	Students 19	74	5476
20	Students 20	74	5476
21	Students 21	74	5476
22	Students 22	73	5329
23	Students 23	72	5184
24	Students 24	73	5329
25	Students 25	73	5329
26	Students 26	73	5329
27	Students 27	73	5329
28	Students 28	74	5476
29	Students 29	74	5476
30	Students 30	73	5329
31	Students 31	75	5625
32	Students 32	75	5625
33	Students 33	76	5776
34	Students 34	76	5776
35	Students 35	76	5776

36	Students 36	75	5625
	SUM	2645	194451
	Average	73.47	-
	Min	70	-
	Max	80	-

The table above showed the data of student's post-test result, it includes Y as the total score of student's correct answer and Y^2 as the square of student's total score. Next, the data will be analyzed by calculated the mean score and standard deviation in order to have student's reading comprehension score previously. The result of calculation showed below:

1) Mean score

$$M_y = \frac{\Sigma Y}{N}$$

$$M_y = \frac{2645}{36}$$

$$M_y = 73.47$$

2) Standard deviation

$$SDy = \sqrt{\frac{\Sigma Y^2 - \frac{(\Sigma \bar{Y})^2}{N}}{N-1}}$$

$$SDy = \sqrt{\frac{194451 - \frac{(2645)^2}{36}}{36-1}}$$

$$SDy = \sqrt{\frac{194451 - \frac{6996025}{36}}{35}}$$

$$SDy = \sqrt{\frac{194451 - 194334}{35}}$$

$$\text{SDy} = \sqrt{\frac{117}{35}}$$

$$\text{SDy} = \sqrt{3.34}$$

$$\text{SDy} = 1.82$$

Based on the data presented above, the calculation of 36 students' pre-test scores in the control group demonstrated that they have a mean score of 73.47 and a standard deviation of 1,82.

c. **The Analysis of Pre-test and Post-test in Control Class**

It also has the essential function of encountering five aspects score when establishing the result of pre-test and post-test in the control class. The goal of this analysis is to determine the reading comprehension of students in the control class after two meetings of learning activity. In other word, this analysis will answer the first research question of this research. They included the highest, lowest, total, mean, and standard deviation. In accordance with the data displayed on table 4.1 and 4.2 the five aspects can be seen on the table 4.3 below:

Table 4.3. Five Aspects Score

Group	Highest Score		Lowest Score		Total Score		Mean Score		Standard Deviation	
Control Class	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
	78	80	53	71	2261	2645	62.80	73.47	8.53	1.82

According to the table above, the maximum score obtained by one student in the control class of 36 student's was 78, and the lowest score obtained by one student was 53. Meanwhile, in the post-test one student achieved the highest score of 80, while three students achieved the lowest score of 71. Before calculating the mean score, the researcher analyzes the total score of 36 students, which was 2261 in the pre-test and 2645 in the post-test. Based on the total score, there was found the mean score which achieves 62.80 in pre-test and 73.47 in post-test. The researcher then calculated the standard deviation of the pre-test and post-test result. The pre-test standard deviation is 8.53, while the post-test standard deviation is 1.82.

2. **Student's Reading Comprehension in Experimental Group (Using Narrative Text Based on Story Grammar Strategy)**

a. **The Result of Pre-test in Experimental Class**

In this research, narrative text based on story grammar strategy was applied in the experimental class. The researcher presented 20 questions to students, with each correct answer counting 5 points; so, if all 20 questions are answered correctly, the students will receive 100 points. The pre-test score shown in the table, where students' names are represented by their attendance list.

Table 4.4. The Score of Student's Pre-test in Experimental Class

No	Name of Students	X	X^2
1	Students 1	64	4096
2	Students 2	64	4096
3	Students 3	63	3969
4	Students 4	63	3969
5	Students 5	60	3600
6	Students 6	60	3600
7	Students 7	55	3025
8	Students 8	56	3136
9	Students 9	56	3136
10	Students 10	62	3844
11	Students 11	70	4900
12	Students 12	65	4225
13	Students 13	67	4489
14	Students 14	69	4761
15	Students 15	65	4225
16	Students 16	67	4489
17	Students 17	69	4761
18	Students 18	65	4225
19	Students 19	60	3600
20	Students 20	65	4225
21	Students 21	60	3600
22	Students 22	65	4225
23	Students 23	70	4900
24	Students 24	68	4624
25	Students 25	60	3600
26	Students 26	66	4356
27	Students 27	68	4624
28	Students 28	50	2500
29	Students 29	64	4096
30	Students 30	67	4489
31	Students 31	71	5041
32	Students 32	75	5625
33	Students 33	75	5625
34	Students 34	70	4900
35	Students 35	65	4225
36	Students 36	70	4900
	SUM	2329	151701
	Average	64.69	-
	Min	50	-
	Max	70	-

The table above showed the data of students' pre-test result, it includes X as the total score of student's correct answer and X^2 as the square of students' total score. Next, the data will be analyzed by calculated the mean score and standard deviation in order to have a comparison toward student's reading comprehension after teaching narrative text in experimental group has finished. The result of calculation showed below:

1) Mean score

$$M_X = \frac{\sum X}{N}$$

$$M_X = \frac{2329}{36}$$

$$M_X = 64.69$$

2) Standard deviation

$$SDx = \sqrt{\frac{\sum X^2 - \frac{(\sum \bar{X})^2}{N}}{N-1}}$$

$$SDx = \sqrt{\frac{151701 - \frac{(2329)^2}{36}}{36-1}}$$

$$SDx = \sqrt{\frac{151701 - \frac{5424241}{36}}{35}}$$

$$SDx = \sqrt{\frac{151701 - 150673}{35}}$$

$$SDx = \sqrt{\frac{1028}{35}}$$

$$SDx = \sqrt{29.37}$$

$$SDx = 5.41$$

Based on the data presented above, the calculation of 36 students' pre-test scores in the experimental group demonstrated that they have a mean score of 64.69 and a standard deviation of 5.41.

b. The Result of Post-test in Experimental Class

In facilitating to understand the condition of student's reading comprehension after narrative text based on story grammar strategy was implemented, researcher gave a post-test to 36 students in experimental class or X1. The researcher gave 20 questions to students that has same indicators as pre-test but has different order of question in post-test. The post-test has same calculation with pre-test whereas one correct answer would be multiplied with 5 points; therefore, students get 100 points, if answer all the question correctly. The spreadsheet below shows the result of the post-test in experimental class.

Table 4.5
The Score of Student's Post-test in Experimental Class

No	Name of Students	X	X^2
1	Students 1	80	6400
2	Students 2	80	6400
3	Students 3	82	6724
4	Students 4	81	6561
5	Students 5	80	6400
6	Students 6	80	6400
7	Students 7	80	6400
8	Students 8	80	6400

9	Students 9	82	6724
10	Students 10	80	6400
11	Students 11	81	6561
12	Students 12	82	6724
13	Students 13	82	6724
14	Students 14	88	7744
15	Students 15	82	6724
16	Students 16	82	6724
17	Students 17	82	6724
18	Students 18	81	6561
19	Students 19	85	7225
20	Students 20	82	6724
21	Students 21	81	6561
22	Students 22	85	7225
23	Students 23	85	7225
24	Students 24	90	8100
25	Students 25	90	8100
26	Students 26	86	7396
27	Students 27	88	7744
28	Students 28	95	9025
29	Students 29	95	9025
30	Students 30	88	7744
31	Students 31	90	8100
32	Students 32	92	8464
33	Students 33	90	8100
34	Students 34	87	7569
35	Students 35	89	7921
36	Students 36	95	9025
SUM		3058	260568
Average		84.94	-
Min		80	-
Max		95	-

The table above showed the data of students post-test result, it includes X as the total score of student's correct answer and X^2 as the square of students total score. Next, the data will be analyzed by calculated the mean score and standard deviation in order to have a comparison toward student's reading comprehension after teaching

narrative text in experimental group has finished. The result of calculation showed below:

1) Mean score

$$M_X = \frac{\sum X}{N}$$

$$M_X = \frac{3058}{36}$$

$$M_X = 84.94$$

2) Standard deviation

$$SDx = \sqrt{\frac{\sum X^2 - \frac{(\sum \bar{X})^2}{N}}{N-1}}$$

$$SDx = \sqrt{\frac{260568 - \frac{(3058)^2}{36}}{36-1}}$$

$$SDx = \sqrt{\frac{260568 - \frac{9351364}{36}}{35}}$$

$$SDx = \sqrt{\frac{260568 - 259760}{35}}$$

$$SDx = \sqrt{\frac{808}{35}}$$

$$SDx = \sqrt{23.08}$$

$$SDx = 4.80$$

Based on the data presented above, the calculation of 36 students' post-test scores in the experimental group demonstrated

that they have a mean score of 84.94 and a standard deviation of 4.80.

c. The Analysis of Pre-test and Post-test in Experimental Class

It has an essential purpose of facing five aspects score when producing the result of pre-test and post-test in the experimental class. This analysis has purpose to seek student's reading comprehension in experimental class after 8 meeting of treatments. In other word, this analysis will provide an answer to the second research question of this research. They included the highest, lowest, total, mean, and standard deviation scores. It accordance with the data displayed on table 4.4 and 4.5 the five aspects can be seen on the table 4.6 below:

Table 4.6. Five Aspects Score

Group	Highest Score		Lowest Score		Total Score		Mean Score		Standard Deviation	
Experi mental Class	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
	75	95	50	80	2329	3058	64.69	84.94	5.41	4.80

Based on the table above, the maximum score obtained by one student in the experimental class of 36 student's was 75, and the lowest score obtained by one student was 50. Meanwhile, in the post-test three students achieved the highest score of 95, while seven students achieved the lowest score of 80. Before getting the mean

score, the researcher analyzes the total score of 36 students, which was 2329 in the pre-test and 3058 in the post-test. Based on the total score, there was found the mean score which achieves 64.69 in pre-test and 84.94 in post-test. The researcher then calculated the standard deviation of the pre-test and post-test result. The pre-test standard deviation is 5.41, while the post-test standard deviation is 4.80.

3. **The Effect of Narrative Text Based on Story Grammar Strategy on Student's Comprehension**

The effect here was identify based on the analysis of comparison between the data gotten by control and experimental class. In addition, this analysis has purpose to seek the differences between student's reading comprehension in control and experimental class after 6 meeting of treatments. In other word, this analysis will answer the third research question of this research. The researcher used four factors as the guidelines in comparing the data of both groups to clarify the comparison of the data possessed by those groups. The four criteria were mean score, standard deviation, and the point of student's competence based on the curriculum in SMAN 6 Kepahiang. To have clearer comparison, the researcher presents the table below:

Table 4.7. The Comparative Result Between Control and Experimental Group

Group	Mean Score		Standard Deviation		Students who Get the Score >75		Students who Get the Score <75	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test

Control	62.80	73.47	8.53	1.82	8	8	28	28
Experiment	64.69	84.94	5.41	4.80	2	36	34	-

According to the scores provided in the table above, the mean pre-test score in the control class was 62.80, while the mean post-test score was 73.47. In terms of standard deviation, the pre-test result has a standard deviation of 8.53, whereas the post-test result has a standard deviation of 1.82. Furthermore, in the pre-test there are 8 students got the score >75, and 28 students got the score <75. Meanwhile, in post-test there are 8 students got score >75, and 28 students got score <75.

In the experimental group, the mean score of pre-test was 64.69, and the mean score of post-test was 84.94. In terms of standard deviation, the pre-test result has a standard deviation of 5.41, whereas the post-test result has a standard deviation of 4.80. Furthermore, in pre-test only 2 students got score >75, and 34 students got score <75. Meanwhile, in post-test 36 students got score >75, and there is no student got score <75.

Analyzing the information contained in table 4.7 reveals that the experimental class earned greater scores over the control group. It can be viewed from the comparison of mean scores from both of groups. To have clearer information it can be viewed on the table below:

Table 4.8. The Range of Increasing Score Between Control and Experimental Group

Group	Mean Score		The Range of Increasing Score in Pre-test and Post-test
	Pre-test	Post-test	
Control	62.80	73.47	10.69
Experimental	64.69	84.94	20.02

According to the table above, the range of increasing score on control class from pre-test to post-test was 10.69 points, with the mean score in pre-test being 62.80 and the mean score of post-tests being 73.47. Meanwhile, in the experimental class, the range of increasing score from pre-test to post-test was 20.02 points, with the mean score in pre-test being 64.69 and the post-test mean score of 84.94.

Based on range of increasing score in pre-test and post-test, it showed that treatment in experimental class has been obviously successful. The researcher creates the table below to obtain additional information about the data from both groups:

Table 4.9
The Score of Pre-test and Post-test in Control and Experimental Group

No	Subject	Control Group		Experimental Group	
		Pre-test	Post-test	Pre-test	Post-test
1	Students 1	56	73	64	80
2	Students 2	53	73	64	80
3	Students 3	58	80	63	82
4	Students 4	58	70	63	81
5	Students 5	56	71	60	80
6	Students 6	59	73	60	80
7	Students 7	64	72	55	80
8	Students 8	60	73	56	80
9	Students 9	55	72	56	82
10	Students 10	56	72	62	80
11	Students 11	58	75	70	81
12	Students 12	67	73	65	82

13	Students 13	56	74	67	82
14	Students 14	55	73	69	88
15	Students 15	64	74	65	82
16	Students 16	55	72	67	82
17	Students 17	50	71	69	82
18	Students 18	60	71	65	81
19	Students 19	56	74	60	85
20	Students 20	54	74	65	82
21	Students 21	62	74	60	81
22	Students 22	62	73	65	85
23	Students 23	61	72	70	85
24	Students 24	56	73	68	90
25	Students 25	67	73	60	90
26	Students 26	65	73	66	86
27	Students 27	75	73	68	88
28	Students 28	75	74	50	95
29	Students 29	77	74	64	95
30	Students 30	76	73	67	88
31	Students 31	56	75	71	90
32	Students 32	70	75	75	92
33	Students 33	76	76	75	90
34	Students 34	78	76	70	87
35	Students 35	78	76	65	89
36	Students 36	77	75	70	95
	Total	**2261**	**2645**	**2329**	**3058**
	Mean Score	**62.81**	**73.47**	**64.69**	**84.94**
	Min	**50**	**70**	**50**	**80**
	Max	**78**	**80**	**70**	**95**

4. Normality Test

A normality testing represents one of the parameters for doing a t-test. It is a goal was to determine the probability that the data froom two classes was regulary distributed. The normality test was performed using Kolmogrov-Smirnov and Shapiro-Walk. To evaluate the data, the SPSS v22 for windows program is used. The result can be seen as follows:

Table 4.10. The Result of Normality Test

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Reading Comprehension	Pre-test Control (Conventional)	.158	36	.082	.876	36	.398
	Post-test Control (Conventional)	.185	36	.060	.904	36	.141
	Pre-test Experiment (SSG)	.180	36	.200	.943	36	.645
	Post-test Experiment (SSG)	.258	36	.528	.864	36	.405

a.   Lilliefors Significance Correction
*.   This is a lower bound of the true significance

From the table above, the result showed that all of the test from both classes have Sig (pvalue) $\geq \alpha$ = 0.05. The score of p can be checked through the Sig. in table of Kolmograv-Smirnov coloums. Therefore, Ho of normality test is accepted or the data obtained in this research was considered normally distributed because both classes significances are above 0.05.

5. Hypothesis Test

The t-test formula was used by the researcher to examine the hypothesis. The goal of the t-test is to determine whether the "t" obtained represents a significant difference between the mean scores of the control and experimental classes. Actually, based on the researcher's study of the data collected by both groups, the researcher has dared to claim that narrative text based on story grammar strategy has an effect on student's reading comprehension. Somehow, the calculation was constantly required since it can more reliably determine whether the hypothesis alternative can

be accepted or not. The t-formula is used to calculate the results for each group, as shown in the illustration below:

Table 4.11. The Result of Post-test in Control and Experimental Class

No	Subject	Control Group		Experimental Group	
		Y	Y^2	X	X^2
1	Student 1	73	5329	80	6400
2	Student 2	73	5329	80	6400
3	Student 3	80	6400	82	6724
4	Student 4	70	4900	81	6561
5	Student 5	71	5041	80	6400
6	Student 6	73	5329	80	6400
7	Student 7	72	5184	80	6400
8	Student 8	73	5329	80	6400
9	Student 9	72	5184	82	6724
10	Student 10	72	5184	80	6400
11	Student 11	75	5625	81	6561
12	Student 12	73	5329	82	6724
13	Student 13	74	5476	82	6724
14	Student 14	73	5329	88	7744
15	Student 15	74	5476	82	6724
16	Student 16	72	5184	82	6724
17	Student 17	71	5041	82	6724
18	Student 18	71	5041	81	6561
19	Student 19	74	5476	85	7225
20	Student 20	74	5476	82	6724
21	Student 21	74	5476	81	6561
22	Student 22	73	5329	85	7225
23	Student 23	72	5184	85	7225
24	Student 24	73	5329	90	8100
25	Student 25	73	5329	90	8100
26	Student 26	73	5329	86	7396
27	Student 27	73	5329	88	7744
28	Student 28	74	5476	95	9025
29	Student 29	74	5476	95	9025
30	Student 30	73	5329	88	7744
31	Student 31	75	5625	90	8100
32	Student 32	75	5625	92	8464
33	Student 33	76	5776	90	8100
34	Student 34	76	5776	87	7569
35	Student 35	76	5776	89	7921
36	Student 36	75	5625	95	9025
	Total	**2645**	**194451**	**3058**	**260568**

	Mean Score	73.47	-	84.94	-

a. **Standard Deviation of Post-test Result in Experimental Group**

N_1 = 36

$\sum X$ = 3058

$\sum X^2$ = 260568

M_1 = 84.94

S_1 = ……?

$$S_1 = \sqrt{\frac{\sum x^2 - \frac{(\sum \bar{X})^2}{N}}{N-1}}$$

$$S_1 = \sqrt{\frac{260568 - \frac{(3058)^2}{36}}{36-1}}$$

$$S_1 = \sqrt{\frac{260568 - \frac{9351364}{36}}{36-1}}$$

$$S_1 = \sqrt{\frac{260568 - 259760}{35}}$$

$$S_1 = \sqrt{\frac{808}{35}}$$

$$S_1 = \sqrt{23.08}$$

$$S_1 = 4.80$$

b. **Standard Deviation of Post-test in Control Group**

N_1 = 36

$\sum Y$ = 2645

$$\sum Y^2 \qquad = 194451$$

$$M_2 \qquad =73.47$$

$$S_2 \qquad = \ldots\ldots?$$

$$S_2 = \sqrt{\dfrac{\sum y^2 - \dfrac{(\sum \bar{y})^2}{N}}{N-1}}$$

$$S_2 = \sqrt{\dfrac{194451 - \dfrac{(2645)^2}{36}}{36-1}}$$

$$S_2 = \sqrt{\dfrac{194451 - \dfrac{6996025}{36}}{36-1}}$$

$$S_2 = \sqrt{\dfrac{194451 - 194334}{35}}$$

$$S_2 = \sqrt{\dfrac{117}{35}}$$

$$S_2 = \sqrt{3.34}$$

$$S_2 = 1.82$$

c. **The "t" Calculation**

$$M_1 = 84.94$$

$$M_2 = 73.47$$

$$S_1 = 4.80$$

$$S_2 = 1.82$$

$$N_1 = 36$$

$$N_2 = 36$$

$$t \qquad = \ldots\ldots?$$

$$t = \dfrac{M_1 - M_2}{\sqrt{\dfrac{S_1^2}{N_1} + \dfrac{S_2^2}{N_2}}}$$

$$t = \frac{84.94 - 73.47}{\sqrt{\frac{(4.80)^2}{36} + \frac{(1.82)^2}{36}}}$$

$$t = \frac{11.47}{\sqrt{0.64 + 0.092}}$$

$$t = \frac{11.47}{\sqrt{0.732}}$$

$$t = \frac{11.47}{0.85}$$

$$t = 13.50$$

$T_{test} = 13.50$

$Df = N_1 + N_2 - 2$

$\quad = 36 + 36 - 2$

$\quad = 70$

$T_{table} = 1.67$

Ttest	=13.50	Ttest > Ttable	H1 Accepted
Ttable	**=1.67**	**13.50 > 1.67**	**Ho Rejected**

Based on the result above, there is a significant different between the students who were taught by using narrative text based on story grammar strategy and those who were taught by narrative text based on text books. It can be viewed from the post-test result. The mean score in experimental class was 84.94 and the mean score in control class was 73.47. Moreover, from the result of t-test calculation was obtained 13.50 while t-table 1.67. It proved that t-test obtained was high than t-table was 1.67. Yet, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. Finally, it can be conclude that narrative text based on story grammar strategy is effective on student's reading comprehension.

B. DISCUSSION

1. How Students' Reading Comprehension Achievement of Narrative text Before and After using Story Grammar Strategy in Control Class

From the previous chapter it has been explain about the result of pre-test and post-test in control class. Based on the result of five aspect score comparison between those tests, it shows that conventional teaching in control class make an improvement in five aspects of score. First, students hire 10.69 points improvement of mean score from pre-test to post-test. Second, students in control class get the lowest score in 64 points while in highest score students in control class is 80. And the last based on the calculation of the standard deviation students in control class also has the improvement in the range variation of post-test score whereas the standard deviation decreased compare with pre-test.

Unfortunately, students in control class seem still difficult in encounter the narrative text. Researcher assume this problem happened because they have no background knowledge about the text, it also affected their enthusiast in teaching and learning process. This fact supported by Marselina, she state hat students who read a passage without prior knowledge not able to understand it since they not familiar with it subject.[60]

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[60] Marselina, *The effectiveness of stor grammar strategy enhance reading skill. (Journal, 2019)*

In the research findings, researcher conclude that in control class where the narrative text based on text books was implemented students could hire better score in post-test than pre-test. But, the weakness is students still lack of enthusiast in learning narrative text because they not familiar with the topic presented in the text.

2. How Students' Reading Comprehension Achievement of Narrative text Before and After taught using Story Grammar Strategy in Experimental Class

In experimental class, researcher found that there is so much improvement on student's reading comprehension. Because based on the result of five aspect score comparison between pre-test and post-test from students who were taught by using narrative text based on story grammar strategy, it showed that they have an improvement in all aspects. First, students hire 20.02 points improvement of mean score from pre-test to post-test. Second, in highest and lowest score aspect students has the increasing points where the highest score become 95 and the lowest score become 70.and the last, based on the calculation of the standard deviation students in experimental class also has the improvement in the range variation of post-test score whereas the standard deviation decreased 5.41 points compare with pre-test.

Furthermore, students in experimental class also look more enthusiast in learning narrative text because they are allowed to select the

story based on their interest. Besides, students also become active participants while discussion session because they could catch the points delivered on the text. One of the relevant studies related to the discussion of the results of this research is similar to Mona Anisa, that student's allow them to create their mental images from word to text, train their ability to think, improve their reading comprehension, and they have the connection through the reading passage in the stated idea, inferences or conclusion, and emotional reaction.[61]

It means, narrative text based on story grammar strategy that implemented in experimental class obviously effective on student's reading comprehension. Because, not only can raise their score in reading test, narrative text based on story grammar strategy also could affect student's enthusiast in learning activity.

3. **Significant Effect of Narrative Text Based on Story Grammar Strategy on Student's Reading Comprehension in Control and Experimental Class.**

In accordance with the result of comparison from both of experimental and control class group, it was revealed that there was a significant effect of narrative text based on story grammar strategy on student's reading comprehension particulary in experimental class. It was demonstrated by the calculation results for the experimental group, which

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[61] Mona Annisa, *"The Use of Story Grammar Strategy in Teaching Reading Comprehension". (Journal, 2022)*

revealed that the participants had more points than the control group, which had been taught using conventional methods. The next paragraphs were explained by the researcher in order to explain the overall data findings.

According to the data outline, the tables showed the pre-test and post-test of students reading comprehension. The pre-test was used to assess learners abilities before to providing treatments. The pre-test result demonstrated that the experimental student's groups mean score is greater than the control class. The mean score of experimental class is 64.69 while the mean score of control class is 62.80. After that, the treatment of narrative text based on story grammar strategy was given to the experimental class for about six meetings while the control class just use narrative text based on their text books with conventional teaching technique. Then, the post-test was used to assess student's reading abilities from each class. The result of the post-test showed that the experimental class's mean score was higher than the control class. The mean score of experimental class is 84.94 while the mean score of control class is 73.47. It confirms that narrative text based on story grammar strategy was effective on student's reading comprehension.

Moreover, the writer conducted the statistical hypothesis analyze by using t-test formula to strengthen the previous sentence. The t-test shows that T_{test} score of post-tests is 13.50 which is higher than T_{table} (1.67). It signifies that there is a difference of statistical significant

between the experimental class and the control class in the post-test because the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. It also confirms that there is a significant effect or narrative text based on story grammar strategy on student's reading comprehension.

From the research findings, researcher also found the improvement of student's enthusiast for learning reading comprehension. Background knowledge that students had toward the story help them to encounter the text better than before. This reality supported by Mona Annisa, that students allow them to create their mental images from word to text, train their ability to think, improve their reading comprehension, and they have the connection through the reading passage in the stated idea, inferences or conclusion, and emotional reaction. Moreover, using narrative text based on story grammar strategy in classroom can lead the student's to have an improvement in reading comprehension.[62]

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[62] Mona Annisa, *"The Use of Story Grammar Strategy in Teaching Reading Comprehension". (Journal, 2022)*

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. In this research class x2 as a control class that used the conventional teaching. The treatment in this class is with using LKS/Modules when learning process and practice in the material. The result of the post-test shows that 73.47 and pre-test is 62.80. Even though the control class also had treatment, it was clear that the control did not have a significant effect. The scores from the pre-test to post-test did have a significant increase.

2. In this research class x1 as an experimental class that used the story grammar strategy to learning reading comprehension as a treatment. From the research result obtain by the researcher trough data analysis, it shows that using SGS has an enhances on students reading comprehension. It can be proved by the result of post-test 84.94 mean score of experimental class higher than 64.69 mean score of control class. Beside that, there was an increase from the pre-test to the post-test score in the experimental class after being giving treatment.

3. There is a significant difference between students who learn reading comprehension using modules/LKS and learning reading comprehension using story grammar strategy. This can be seen the results of the pre-test and post-test in both groups. The average pre-test

score the experimental class was 64.69 with a minimum score 50 and a maximum score of 75. The average post-test score the experimental class was 84.94 with a minimum score 80 and a maximum score of 95. Meanwhile, the average pre-test score of control class was 62.80 with a minimum score is 50 and maximum score of 78. The average post-test score for the control class was 73.47 with a minimum score is 70 and a maximum score of 80. From the data previously explained, it can be seen that the scores of students in the experimental class were higher than students in the control class.

It can be concluded that using Story Grammar Strategy in learning is effectively to enhance students reading comprehension of narrative text at SMAN 6 Kepahiang.

B. Suggestion

After conducting comprehensive research to determine the influence of narrative text based on story grammar strategy, the researcher makes some recommendations for people who are likely to be involved in this research.

1. For the teacher, Teachers should explore narrative texts based on story grammar strategy as alternative media that can be utilized to support students' reading activities. This would make it easier for teachers to help students to develop as active readers while also assisting students in understanding the reading content provided by the teacher.

2. For the students, as one technique to develop reading skills, students could attempt learning using narrative texts based on story grammar strategy. Because learning with story grammar strategy narrative material may be the best option for their reading practice. Besides from offering a variety of elements, narrative literature also offers a wealth of resources and may make students' reading activities more fun.

3. The researcher wishes to perform future research in the same topic. The researcher thinks that this study can be developed to address more complex problems or that it might serve as a resource to support future research.

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APPENDIX

Nomor : **448** Tahun 2024

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	:	a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
		b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	:	1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
		2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
		3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
		4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
		5.	Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
		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 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tantang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	:	1.	Permohonan Saudara Mohamad Soleh tanggal 29 Mei 2024 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi
		2.	Berita Acara Seminar Proposal Pada Hari Rabu, 06 Maret 2024

M E M U T U S K A N :

Menetapkan

Pertama	:	1.	**Dr. Paidi Gusmuliana, M.Pd**	**19840917 201501 1 004**
		2.	**Sarwo Edy, M.Pd**	**19810607 202321 1 011**

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

N A M A	:	**Mohamad Soleh**
N I M	:	**19551068**
JUDUL SKRIPSI	:	**The Use of Story Grammar Strategy in Improving Students Reading Comprehension of Narrative Text**

Kedua	:	Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berla ku ;

Ditetapkan di Curup
Pada tanggal 30 Mei 2024
Dekan,

Sutarto

Nomor	: 671 /In.34/FT/PP.00.9/06/2024	13 Juni 2024
Lampiran	: Proposal dan Instrumen	
Hal	: Permohonan Izin Penelitian	

Kepada Yth. **Kepala Dinas Penanaman Modal dan**

Pelayanan Terpadu Satu Pintu (PTSP)

Kab. Kepahiang

Assalamualaikum Wr, Wb

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

Nama	: Mohamad Soleh
NIM	: 19551068
Fakultas/Prodi	: Tarbiyah / TBI
Judul Skripsi	: The use of Story Grammar Strategy in Improving Students' Reading Comprehension of Narrative Text at Tent Grade in SMAN 6 Kepahiang (a Quas-Experimental Research)
Waktu Penelitian	: 13 Juni sd 13 September 2024
Lokasi Penelitian	: SMAN 6 Kepahiang

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan

Dr. Saoki Ansnon, S.Pd.I., Hum
NIP. 1981029 200604

Tembusan : disampaikan Yth ;
1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip

IZIN PENELITIAN

Nomor : 500.16.7/090/I-Pen/DPMPTSP/VI/2024

DASAR :

1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
2. Peraturan Bupati Kabupaten Kepahiang Nomor 1 Tahun 2020 tentang Perubahan Ketiga Atas Peraturan Bupati Kepahiang Nomor 25 Tahun 2016 tentang Struktur Organisasi Perangkat Daerah Kabupaten Kepahiang (Berita Daerah Kabupaten Kepahiang Tahun 2020 Nomor 1);
3. Peraturan Bupati Kepahiang Nomor 12 Tahun 2022 tentang Pendelegasian Wewenang Penyelenggaraan Pelayanan Perizinan Berusaha Berbasis Risiko dan Nonperizinan kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Kepahiang ;
4. Surat dari Wakil Dekan 1 Fakultas Tarbiyah Institut Agama Islam Negeri Curup Nomor : 671/In.34/FT/PP.00.9/06/2024 Tanggal 13 Juni 2024 Hal Permohonan Izin Penelitian.

DENGAN INI DIBERIKAN IZIN PENELITIAN KEPADA :

Nama	:	MOHAMMAD SOLEH
NPM	:	19551068
Pekerjaan	:	Mahasiswa
Lokasi Penelitian	:	SMAN 06 Kepahiang
Waktu Penelitian	:	13 Juni 2024 s.d 13 September 2024
Tujuan	:	Melakukan Penelitian
Judul Proposal	:	The Use of Story Grammer Strategy in Improving Students Reading Comprehension of Narrative Text (A Quasi-Experimental Research at Tenth grade of SMAN 06 Kepahiang)
Penanggung Jawab	:	Wakil Dekan I Fakultas Tarbiyah Institut Agama Islam Negeri Curup
Catatan	:	1. Agar menyampaikan Surat Izin ini kepada Camat setempat pada saat melaksanakan penelitian.
		2. Harus mentaati semua ketentuan Perundang-undangan yang berlaku.
		3. Setelah selesai melaksanakan kegiatan berdasarkan Surat Izin ini agar melaporkan hasilnya secara tertulis kepada Bupati Kepahiang cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Kepahiang.
		4. Izin Penelitian ini akan dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat izin ini tidak mentaati/mengindahkan ketentuan-ketentuan seperti tersebut diatas.

Dikeluarkan di : Kepahiang
Pada Tanggal : 26 Juni 2024

Ditandatangani secara elektronik oleh :
KEPALA DINAS,
ELVA MARDIANA, S.IP., M.Si.
Pembina Utama Muda, IV/c
NIP. 19690526 199003 2 005

Tembusan disampaikan Kepada yth:

1. Bupati Kepahiang (sebagai laporan)
2. Kepala Badan Kesbangpol Kabupaten Kepahiang
3. Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Kepahiang
4. Camat Wilayah Tempat Penelitian

SURAT KETERANGAN SELESAI PENELITIAN
Nomor : 421.3.07/lo7/SMAN6/KPH/VII.2024

Yang bertanda tangan di bawah ini :

Nama	: Renni Yourneli. A, S.Pd., M.Pd	
NIP	: 197007231997022001	
Pangkat/Gol	: Pembina Tk.I / IV.b	
Jabatan	: Kepala Sekolah	
Unit Kerja	: SMAN 6 Kepahiang	

Menerangkan bahwa:

Nama	: Mohammad Soleh
NPM	: 19551068
Program Studi	: Bahasa Inggris (S1)
Fakultas	: Tarbiyah

Adalah benar mahasiswa tersebut diatas telah menyelesaikan penelitian untuk penyusunan Skripsi dengan judul Skripsi : **"The use of Story Grammar Strategy in Improving Students' Reading Comprehension of Narrative Text at Tent Grade in SMAN 6 Kepahiang (a Quas-Experimental Research)"**

Tempat Penelitian	: SMA Negeri 6 Kepahiang
Subjek Penelitian	: Siswa Kelas X
Lama Penelitian	: 13 Juni s.d. 13 September 2024

Demikian surat keterangan ini dibuat dengan sebenarnya, dan dipergunakan sebagaimana mestinya.

Kepahiang, 17 Juli 2024
Kepala SMA Negeri 6 Kepahiang

Renni Yourneli. A, S.Pd., M.Pd
NIP. 197007231997022001

DEPAN

KARTU BIMBINGAN SKRIPSI

NAMA	:	Mohamad Saeh
NIM	:	19551068
PROGRAM STUDI	:	Tadris Bahasa Inggris
FAKULTAS	:	Tarbiyah
DOSEN PEMBIMBING I	:	Dr. Paidi Gusmuliana, M.Pd
DOSEN PEMBIMBING II	:	Sarwo Edy, M.Pd
JUDUL SKRIPSI	:	The Use of Story grammar Strategy in improving students' reading comprehension of narrative text
MULAI BIMBINGAN	:	6 April 2024
AKHIR BIMBINGAN	:	

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING I
1.	8, Januari 202	Bimbingan Judul Proposal Skripsi	
2.	10/01/2024	Bimbingan BAB I	
3.	12/01/2024	Revisi Bab I	
4.	16/01/2024	Bimbingan Bab II dan III	
5.	19/01/2024	Revisi Bab II dan III	
6.	8/03/2024	Acc instrument & Penelitian	
7.	5/06/2024	Bimbingan Bab IV	
8.	7/06/2024	Revisi Bab IV	
9.	11/06/2024	Bimbingan Bab IV	
10.	13/06/2024	Revisi Bab IV	
11.	8/07/2024	Bimbingan BAB IV & V	
12.	17/07/2024	Acc sidang munaqosyah	
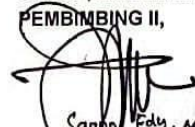
KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

CURUP, ...July........2024

PEMBIMBING I,

Dr. Paidi Gusmuliana, M.Pd
NIP. 19840817 201503 1 004

PEMBIMBING II,

Sarwo Edy, M.Pd
NIP. 19910607 202321 1 011

- Lembar **Depan** Kartu Biimbingan Pembimbing I
- Lembar **Belakang** Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II

BELAKANG

KARTU BIMBINGAN SKRIPSI

NAMA	:	Mohamad soleh
NIM	:	19571068
PROGRAM STUDI	:	Tadris Bahasa Inggris
FAKULTAS	:	Tarbiyah
PEMBIMBING I	:	Dr. Paidi Gusmuliana, M.Pd
PEMBIMBING II	:	Sarwo Edy, M.Pd
JUDUL SKRIPSI	:	The use of Story grammar Strategy in improving Students' reading comprehensin in narrative text
MULAI BIMBINGAN0	:	
AKHIR BIMBINGAN	:	

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING II
1.	17/01/2024	Bimbingan Judul Proposal skripsi	
2.	22/01/2024	Bimbingan Bab I	
3.	24/01/2024	Revisi Bab I	
4.	2?/01/2024	Bimbingan Bab II dan III	
5.	6/02/2024	Revisi Bab II dan III	
6.	10/03/2024	Acc instrument dan Penelitian	
7.	20/08/2024	Bimbingan Bab IV	
8.	24/06/2024	Revisi Bab IV	
9.	27/06/2024	Bimbingan Bab IV	
10.	18/07/2024	Revisi Bab IV	
11.	19/07/2024	Bimbingan Bab IV & V	
12.		Acc sidang munaqosyah	

KAMI BERPENDAPAT BAHWA SKRIPSI INI
SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN
CURUP

CURUP, ...July..........2024

PEMBIMBING I,

Dr. Paidi Gusmuliana, M.Pd
NIP. 198408?? 201503 1 004

PEMBIMBING II,

Sarwo Edy, M.Pd
NIP. 19810607 201321 1 011

Instruksi:

1. Tes terdiri dari 20 pertanyaan pilihan ganda

2. Baca bagian dengan hati-hati dan pilih jawaban terbaik

3. Anda memiliki 45 menit untuk menjawab pertanyaan-pertanyaan berikut

The following text is for questions number 1-4

Read the passage carefully and choose the best answer

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

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

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

After five years of hoping for Xu Fu's return, the king felt sick and died. Xu Fu and the 6,000 children never return to China. They landed on a big island

and stayed there. When they grew up, they married each other and they became a big nation. The nation now is known as Japan.

1. What did Xu Fu request from the Emperor?

    a)   He wanted to find the magical grass

    b)   He wanted to save the people

    c)   He wanted to bring 3,000 boys and 3,000 girls

    d)   He wanted to return 6,000 young boys and girls 2. From the second paragraph we know that…

a) The military advisor, Xu Fu is very clever

b) Xu Fu investigated 3,000 people going away from the Kingdom

c) King offered to Xu Fu to be a King

d) The King wanted eternal life.

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

What does the underlined word mean?

a) Gave

b) Refused

c) Offered

d) Agreed

4. What can we infer about the Emperor?

a) A king who is wise and loves his people

b) A king that wants his people to live eternally

c) A selfish and self-serving king

d) A wise commoner

The following text is for questions number 5-10

Read the passage carefully and choose the best answer

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

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

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

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

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

5. What is the main idea of the second paragraph?

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

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

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

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

The underlined word refers to…

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

The following text is for questions number 8-12

Read the passage carefully and choose the best answer

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

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

can tell him."

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

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

8. What does the story mainly talk about?

a)   The legend, of why Morning Glory grew up along the tree.

b)   The legend of how a baby bird knew about the world

c)   The legend of how the baby bird got its food

d)   The legend of how beautiful Morning Glory

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

a)   The bird carried the flower to the nest

b)   The Morning Glory was carried by the win

c)   He saw her from his nest

d)   The bird told his baby about it 10. "…so I can tell him." (paragraph 2)

What does "him" refer to?

a) The Morning Glory

b) The bird

c) The baby bird

d) The parent bird

11. "The Morning Glory listened to the bird's story <u>attentively</u>." (paragraph 4).

The synonym of the underlined word is…

a) Disregard

b) Apathetic

c) Lovely

d) Considerate

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

a) The bird brought the Morning Glory to his baby

b) The baby bird flew down to the ground and saw it

c) The Morning Glory moved from her place and climbed the tree to see the baby

d) The bird invited the Morning Glory to its nest.

Read the passage carefully and choose the best answer

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

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

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

13. What is true about the first paragraph?
    a) King Arthur, who love to use the sword and axes
    b) Arthur and the witch, Merlin
    c) Arthur, King of England, was a man who used to follow the battle.
    d) King Arthur, is a wise man from England

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

    a) He took a magic sword
    b) He asked Merlin to dive into the lake
    c) He got down to the lake
    d) He found a beautiful girl in the lake

15. "Although <u>he</u> did not have a sword and axes…" (Paragraph 2).

The underlined word refers to…

    a) Merlin

b) A girl
c) A King
d) A knight
e)

16. From the last paragraph, we know that…

a) King Arthur got a magic sword from a beautiful lady from the lake
b) King Arthur fought with a lady to get a magic sword
c) King Arthur got a magic sword by himself
d) King Arthur didn't want a magic sword

The following text is for questions number 17-20

Read the passage carefully and choose the best answer

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

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

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

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

17. What did Hansel and Gretel do after they realize that they lost?

   a) They dropped pebbles along the way their father took them
   b) They dropped breadcrumbs along the way
   c) They kept walking and went deeper into the forest
   d) They came back to their home

18. "She locked up Hansel in a cage and planned to make a soup out of him."(paragraph 3).

The underlined word refers to…

   a) Hansel
   b) Gretel
   c) Hansel and Gretel's mom
   d) A wicked witch

19. "Their parents were so sorry and welcomed them back with tears of joy." (Paragraph 4).

The synonym of the underlined word is…

   a) Greeting
   b) Rejected
   c) Denial
   d) Refused

20. What can we infer about Hansel and Gretel?

   a) Hansel and Gretel are children of a witch
   b) Hansel and Gretel are clever children who love their parents
   c) Hansel and Gretel are naughty children
   d) Hansel and Gretel are King and Knight

   KEY ANSWER POST TEST
   1. C   11. D
   2. A   12. C
   3. D   13. C

4. C   14. C
5. B   15. C
6. C   16. A
7. C   17. C
8. A   18. D
9. D   19. A
10. C 20. B

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. In addition, please pay attention to your spelling.

➢ The blue color words or statements mean the validator's additional point for your instrument.
➢ The red color means something that you need to revise or delete.

Please pay attention to the alignment between the indicator items and the item number below;

Kepahiang, July 2023

Validator

Nastiti Handayani, M.Pd

APPENDIX 6

STATISTIC DATA ANALYSIS

The score of student's pre-test and post-test in control class and experimental class.

No	Subject	Control Group		Experimental Group	
		Pre-test	Post-test	Pre-test	Post-test
1	Students 1	56	73	64	80
2	Students 2	53	73	64	80
3	Students 3	58	80	63	82
4	Students 4	58	70	63	81
5	Students 5	56	71	60	80
6	Students 6	59	73	60	80
7	Students 7	64	72	55	80
8	Students 8	60	73	56	80
9	Students 9	55	72	56	82
10	Students 10	56	72	62	80
11	Students 11	58	75	70	81
12	Students 12	67	73	65	82
13	Students 13	56	74	67	82
14	Students 14	55	73	69	88
15	Students 15	64	74	65	82
16	Students 16	55	72	67	82
17	Students 17	50	71	69	82
18	Students 18	60	71	65	81

19	Students 19	56	74	60	85
20	Students 20	54	74	65	82
21	Students 21	62	74	60	81
22	Students 22	62	73	65	85
23	Students 23	61	72	70	85
24	Students 24	56	73	68	90
25	Students 25	67	73	60	90
26	Students 26	65	73	66	86
27	Students 27	75	73	68	88
28	Students 28	75	74	50	95
29	Students 29	77	74	64	95
30	Students 30	76	73	67	88
31	Students 31	56	75	71	90
32	Students 32	70	75	75	92
33	Students 33	76	76	75	90
34	Students 34	78	76	70	87
35	Students 35	78	76	65	89
36	Students 36	77	75	70	95
	Total	**2261**	**2645**	**2329**	**3058**
	Mean Score	**62.81**	**73.47**	**64.69**	**84.94**
	Min	**50**	**78**	**50**	**80**
	Max	**78**	**80**	**70**	**95**

APPENDIX 7

HASIL PENGHITUNGAN DATA ANALYSIS

name of students	soal 1	soal 2	soal 3	soal 4	soal 5	soal 6	soal 7	soal 8	soal 9	soal 10	soal 11	soal 12	soal 13	soal 14	soal 15	soal 16	soal 17	soal 18	soal 19	soal 20	Scoret otal
students 1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	16
students 2	0	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	16
students 3	1	1	1	0	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	16
students 4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	16
students 5	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	0	1	1	1	1	16
students 6	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	0	16
students 7	1	0	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	16
students 8	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	0	1	16
students 9	0	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	16
students 10	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	0	16
students 11	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	16
students 12	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	1	1	1	1	1	16
students 13	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	16
students 14	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	18
students 15	1	1	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	16
students 16	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	0	1	1	1	1	16
students 17	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	0	16
students 18	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	16
students 19	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	17
students 20	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	16
students 21	0	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	16

students 22	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	17
students 23	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	17
students 24	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	18
students 25	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	18
students 26	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	17
students 27	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	18
students 28	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
students 29	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
students 30	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18
students 31	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	18
students 32	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	18
students 33	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	18
students 34	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	17
students 35	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	18
students 36	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19

Correlations

		stude nts	soa l1	soa l2	soa l3	soa l4	soa l5	soa l6	soa l7	soa l8	soa l9	soal 10	soal 11	soal 12	soal 13	soal 14	soal 15	soal 16	soal 17	soal 18	soal 19	soal 20	scoret otal
studen ts	Pearso n Correlat ion	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]
	Sig. (2-tailed)		.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
soal1	Pearso n Correlat ion	.[a]	1	-.07 3	-.05 1	-.13 5	.08 1	.48 6[**]	.17 0	-.17 4	-.12 1	-.148	-.148	.058	.135	.058	.135	-.107	-.121	-.091	-.073	-.135	.256
	Sig. (2-tailed)	.		.67 2	.76 8	.43 3	.64 0	.00 3	.32 3	.31 0	.48 2	.389	.389	.737	.433	.737	.433	.536	.482	.598	.672	.433	.132
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
soal2	Pearso n Correlat ion	.[a]	-.07 3	1	-.04 1	.21 7	-.13 0	-.15 0	-.09 7	-.14 0	-.09 7	.494 [**]	-.119	.140	.217	.140	-.108	-.086	-.097	-.073	-.059	-.108	.206

	Sig. (2-tailed)	.	.672		.812	.204	.451	.381	.572	.415	.572	.002	.489	.415	.204	.415	.529	.619	.572	.672	.733	.529	.229
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
soal3	Pearson Correlation	.a	.051	.041	1	.378*	-.090	.105	.068	.098	.068	-.083	-.083	.293	-.076	-.098	-.076	-.060	-.068	-.051	.697**	.378*	.143
	Sig. (2-tailed)	.	.768	.812		.023	.600	.543	.694	.571	.694	.630	.630	.083	.661	.571	.661	.729	.694	.768	.000	.023	.404
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
soal4	Pearson Correlation	.a	-.135	.217	.378*	1	-.239	-.277	.467**	.086	-.180	.157	-.031	.086	.200	-.086	-.200	.158	-.180	-.135	.217	.000	.237
	Sig. (2-tailed)	.	.433	.204	.023		.160	.101	.004	.618	.295	.361	.856	.618	.242	.618	.242	.357	.295	.433	.204	1.000	.164
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
soal5	Pearson Correlation	.a	.081	-.130	-.090	-.239	1	-.033	-.215	.000	-.215	-.263	.244	-.154	-.239	-.309	-.060	.024	-.215	.081	-.130	-.060	-.248
	Sig. (2-tailed)	.	.640	.451	.600	.160		.848	.209	1.000	.209	.122	.152	.369	.160	.067	.729	.891	.209	.640	.451	.729	.145
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36

soal6	Pearson Correlation	.a	.486**	-.150	-.105	-.277	-.033	1	-.070	-.358*	.289	-.148	-.305	-.215	.055	.215	-.111	-.219	-.070	-.187	-.150	-.111	-.066
	Sig. (2-tailed)	.	.003	.381	.543	.101	.848		.686	.032	.087	.389	.071	.208	.748	.208	.519	.199	.686	.275	.381	.519	.703
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
soal7	Pearson Correlation	.a	.170	-.097	-.068	.467**	-.215	-.070	1	.139	-.161	-.197	.209	.139	.036	-.046	-.180	.114	-.161	-.121	-.097	-.180	.264
	Sig. (2-tailed)	.	.323	.572	.694	.004	.209	.686		.418	.347	.249	.222	.418	.835	.788	.295	.509	.347	.482	.572	.295	.120
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
soal8	Pearson Correlation	.a	-.174	-.140	-.098	.086	.000	-.358*	.139	1	-.046	-.122	-.284	-.185	-.086	-.333*	.086	.000	.325	.058	.140	-.086	.000
	Sig. (2-tailed)	.	.310	.415	.571	.618	1.000	.032	.418		.788	.480	.094	.280	.618	.047	.618	1.000	.053	.737	.415	.618	1.000
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36

soal9	Pearson Correlation	.a	-.121	-.097	-.068	-.180	-.215	.289	-.161	-.046	1	-.197	.006	-.232	.251	.325	-.180	-.142	.303	-.121	.253	.036	.264
	Sig. (2-tailed)	.	.482	.572	.694	.295	.209	.087	.347	.788		.249	.974	.174	.139	.053	.295	.409	.072	.482	.136	.835	.120
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
soal10	Pearson Correlation	.a	-.148	.494**	-.083	.157	-.263	-.148	-.197	-.122	-.197	1	-.241	.041	-.031	.203	.157	.050	-.197	-.148	-.119	-.220	.015
	Sig. (2-tailed)	.	.389	.002	.630	.361	.122	.389	.249	.480	.249		.156	.814	.856	.236	.361	.774	.249	.389	.489	.198	.931
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
soal11	Pearson Correlation	.a	-.148	-.119	-.083	-.031	.244	-.305	.209	-.284	.006	-.241	1	.203	-.031	.122	-.031	.496**	-.197	.106	-.119	.157	.283
	Sig. (2-tailed)	.	.389	.489	.630	.856	.152	.071	.222	.094	.974	.156		.236	.856	.480	.856	.002	.249	.539	.489	.361	.095
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36

soal12	Pearson Correlation	.a	.058	.140	.293	.086	-.154	-.215	.139	-.185	-.232	.041	.203	1	-.258	-.037	-.258	.204	-.046	-.174	.140	.086	.184
	Sig. (2-tailed)	.	.737	.415	.083	.618	.369	.208	.418	.280	.174	.814	.236		.128	.830	.128	.232	.788	.310	.415	.618	.284
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
soal13	Pearson Correlation	.a	.135	.217	-.076	.200	-.239	.055	.036	-.086	.251	-.031	-.031	-.258	1	.258	.000	-.158	-.180	-.135	-.108	-.200	.237
	Sig. (2-tailed)	.	.433	.204	.661	.242	.160	.748	.835	.618	.139	.856	.856	.128		.128	1.000	.357	.295	.433	.529	.242	.164
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
soal14	Pearson Correlation	.a	.058	.140	-.098	-.086	-.309	.215	-.046	-.333*	.325	.203	-.122	-.037	.258	1	-.258	.204	.232	.174	.140	.258	.061
	Sig. (2-tailed)	.	.737	.415	.571	.618	.067	.208	.788	.047	.053	.236	.480	.830	.128		.128	.232	.174	.310	.415	.128	.723
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36

soal15	Pearson Correlation	.a	.135	-.108	-.076	-.200	-.060	-.111	-.180	.086	-.180	.157	-.031	-.258	.000	-.258	1	.316	.036	.135	-.108	.000	.095
	Sig. (2-tailed)	.	.433	.529	.661	.242	.729	.519	.295	.618	.295	.361	.856	.128	1.000	.128		.060	.835	.433	.529	1.000	.582
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
soal16	Pearson Correlation	.a	-.107	-.086	-.060	-.158	.024	-.219	.114	.000	-.142	.050	.496**	.204	-.158	-.204	.316	1	-.142	-.107	-.086	.079	.300
	Sig. (2-tailed)	.	.536	.619	.729	.357	.891	.199	.509	1.000	.409	.774	.002	.232	.357	.232	.060		.409	.536	.619	.647	.076
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
soal17	Pearson Correlation	.a	-.121	-.097	-.068	-.180	.215	-.070	.161	.325	.303	-.197	-.197	-.046	-.180	-.232	.036	-.142	1	.460**	.253	.467**	.264
	Sig. (2-tailed)	.	.482	.572	.694	.295	.209	.686	.347	.053	.072	.249	.249	.788	.295	.174	.835	.409		.005	.136	.004	.120
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36

soal18	Pearson Correlation	.a	-.091	-.073	-.051	-.135	.081	-.187	-.121	.058	-.121	-.148	.106	-.174	-.135	-.174	.135	-.107	.460**	1	-.073	.674**	.256
	Sig. (2-tailed)	.	.598	.672	.768	.433	.640	.275	.482	.737	.482	.389	.539	.310	.433	.310	.433	.536	.005		.672	.000	.132
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
soal19	Pearson Correlation	.a	-.073	-.059	.697**	.217	-.130	-.150	-.097	.140	.253	-.119	-.119	.140	-.108	.140	-.108	.086	.253	-.073	1	.217	.206
	Sig. (2-tailed)	.	.672	.733	.000	.204	.451	.381	.572	.415	.136	.489	.489	.415	.529	.415	.529	.619	.136	.672		.204	.229
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
soal20	Pearson Correlation	.a	-.135	-.108	.378*	.000	-.060	-.111	-.180	-.086	.036	-.220	.157	.086	-.200	-.258	.000	.079	.467**	.674**	.217	1	.379*
	Sig. (2-tailed)	.	.433	.529	.023	1.000	.729	.519	.295	.618	.835	.198	.361	.618	.242	.128	1.000	.647	.004	.000	.204		.023
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36

scoretotal	Pearson Correlation	.a	.256	.206	.143	.237	-.248	-.066	.264	.000	.264	.015	.283	.184	.237	.061	.095	.300	.264	.256	.206	.379*	1
	Sig. (2-tailed)	.	.132	.229	.404	.164	.145	.703	.120	1.000	.120	.931	.095	.284	.164	.723	.582	.076	.120	.132	.229	.023	
	N	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

a. Cannot be computed because at least one of the variables is constant.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

MODUL AJAR KURIKULUM MERDEKA

TAHUN 2023/2024 KELAS X SEMESTER II

MODUL AJAR 1 CONTROL CLASS

Nama penyusun	MOHAMAD SOLEH
Isntitusi	SMAN 6 KEPAHIANG
Tahun Pembuatan	2024
Mapel	Bahasa Inggris
Jenjang	SMA/MA
Kelas	X (sepuluh) Reguler
Alokasi waktu	2 PERTEMUAN 1 x pertemuan 90 menit
Tahapan	Fase E
Domain konten	1. Menyimak dan berbicara (Listening and Speaking) 2. Membaca dan memirsa (Reading and viewing) 3. Menulis dan mempresentasikan (Writing and Presenting)
Tujuan pembelajaran	10. 1 Peserta didik dapat mengidentifikasi konteks, tujuan, gagasn utama, dan informasi terperinci dari *teks Narrative* 10. 2 Peserta didik dapat menjelaskan sturuktur dan unsur kebahasaan dari *teks Narrative*. 10.3 Peserta didik dapat menganalisis informasi tersurat dan tersirat dari *teks Narrative*. 10.4 Peserta didik dapat menguraikan ide pokok dan dan rangkain penyusun (struktur) dari *teks Narrative* 10.5 Peserta didik dapat mengemukakan gagasan dan pendapat di berbagai diskusi dan presentasi terkait *teks Narrative*. 10.6 Peserta didik dapat menggunakan kosakata dan tata bahasa sederhana yang tepat saat berbicara dan menulis. 10.7 Peserta didik dapat merancang *teks Narrative,* dengan memperhatikan tanda baca dan tata bahasa yang benar. 10.8 Peserta didik dapat menyusun dan menyajikan *teks Narrative* secara lisan maupun tertulis dalam berbagai model
Konten Utama	**Narrative text**

Pertanyaan inti	What is Narrative Text What is Function of Narrative text What is stucture of Narrative Text
Persyaratan Pengetahuan/ dan keterampilan	• Siswa mampu dan merespon berbagai macam teks secara mandiri • Siswa mampu menunjukkan keterampilan merespon teks yang makin kompleks • Siswa mampu menulis melalui aktivitas yang di pandu dan menyampaikan ide kompleks dan menggunakan berbagai kosa kata dan kata kerja dalam tukisannya.
Target profil pelajar Pancasila	Siswa yang beriman, bertkawa kepada Tuhan YME , Mandiri, dan Berfikir Kritis dan Kreatif.
Target siswa	Siswa reguler /Tipikal
Jumlah siswa	Maksimum 36 siswa
Ketersediaan materi	Pengayaan lebih lanjut : YA Alternatif penjelasan Tambahan : YA
Model pembelajaran	Blanded Learning
Asessment	Individu, berpasangan kelompok Jenis asessment: Tertulis, untuk kerja
Materi Ajar, Alat dan Bahan Ajar.	**A. Materi (Narrative Text)** Teks tertulis berbentuk Narrative text • Fungsi sosial: Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi antar guru, kepala sekolah, dan staf administrasi • Struktur Teks : Ungkapan yang lazim digunakan dalam teks Narrative di media masa maupun internet, secara urut dan runtut. • Unsur kebahasaan: Kosa kata, tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan dan tanja baca yang tepat degan pengucapan yag lancar dan penulisan dengan dengan tulisan tangan atau cetak yang jelas dan rapi.

	• Multimedia : layout, dekorasi, yang membuat teks/gambar lebih menarik. **B. MEDIA PEMBELAJARAN:** Gambar, buku, Lks **C. METODE:** Menyimak, diskusi kelompok, studi pustaka, penugasan individu/ kelompok **D. SUMBER** • Buku Lks Kurikulum Merdeka Bahasa Inggris kelas X SMA/MA semester 2. • Suara guru • Internet • Majalah/koran bahasa Inggris
CHAPTER KE 1 FRACTURED STORIES (NARRATIVE TEXT)	1. Kelas : X regular 2. Waktu : 90 menit 3. Tujuan Pembelajaran 10. 1 Peserta didik dapat mengidentifikasi konteks, tujuan, gagasn utama, dan informasi terperinci dari *teks narrative.* 10. 2 Peserta didik dapat menjelaskan sturuktur dan unsur kebahasaan dari *teks narrative.* 10.3 Peserta didik dapat menganalisis informasi tersurat dan tersirat dari *teks narrative.* 10.4 Peserta didik dapat menguraikan ide pokok dan dan rangkain penyusun (struktur) dari *teks narrative.* 10.5 Peserta didik dapat mengemukakan gagasan dan pendapat di berbagai diskusi dan presentasi terkait *teks narrative.* 10.6 Peserta didik dapat menggunakan kosakata dan tata bahasa sederhana yang tepat saat berbicara dan menulis. 10.7 Peserta didik dapat merancang *teks narrative* dengan memperhatikan tanda baca dan tata bahasa yang benar.

	10. 8 Peserta didik dapat menyusun dan menyajikan *teks narrative* secara lisan maupun tertulis dalam berbagai mode.
KEGIATAN AWAL (15 MENIT)	• Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, dan menyiapkan buku pembelajaran. • Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai Personal Narrative text dalam kehidupan sehari-hari, misal nya meraka di minta untuk meceritkan cerita masa lalu mereka yang menyenangkan. • Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyiapkan cakupan materi dan pembelajaran Uraian kegiatan.
KEGIATAN INTI (65 MENIT)	• Menjelaskan apa itu Narrative text terlebih dahulu • Menjelaskan apa itu Fractured stories atau narrative text • Fungsi dari Fractured stories atau narrative text • Menjelaskan struktur dari Fractured stories atau narrative text • Dan memberikan pertanyaan seputar Narrative text atau fractured stories kepada peserta didik • Dan menugaskan peserta didik untuk menjawab pertanyaan yang ada di buku Lks Kurikulum Merdeka semseter 2
KEGIATAN AKHIR 20 MENIT	• Memberikan umpan balik terhadap proses pembelajaran: well, class, you have done a very good job to day. Most of you are active, i hope

	next time, all of you involve in the intercation. How do you fell during the lesson? Is there anyone want to say something? • Menyimpulkan yang telah di pelajari hari ini.
PENILAIAIN	• Jawaban singkat • Pensekoran instrument dilakukan dengan memberikan skor 5 untuk setiap benar dan 0 untuk jawaban salah. • Uraian singkat/objektif • Pensekoran instrument dilakukan dengan memberikan skor 5 untuk setiap benar dan 0 untuk jawaban salah.
BAHAN AJAR	Buku LKS kurikulum Merdeka Kelas X Semester 2
REFLEKSI UNTUK GURU	• Keberhasilan apa saja yang sudah dicapai di tujuan pembelajran ini? • Apa yang harus menjadi perhatian khusus dalam pelaksanaan tujuan pembelajaran? • Apa yang harus di perbaiki bila siswa tidak paham penjelasan saya? • Siswa mana yang perlu membutuhkan perhatian Khusus
REFLEKSI UNTUK SISWA	• Apakah materi yang di sampaikan cukup jelas? • Saya kurang paham materi yang di sampaikan apakah guru yang menyampaikan terlalu cepat atau saya yang lamban dalam memahami?

MODUL AJAR 2 EXPERIMENTAL CLASS

Nama penyusun	MOHAMAD SOLEH
Isntitusi	SMAN 6 Kepahiang
Tahun Pembuatan	2023/2024
Mapel	Bahasa Inggris
Jenjang	SMA/MA
Kelas	X (sepuluh) regular
Alokasi waktu	2 PERTEMUAN 1 x pertemuan 90 menit
Tahapan	Fase E
Domain konten	1. Menyimak dan berbicara (Listening and Speaking) 2. Membaca dan memirsa (Reading and viewing) 3. Menulis dan mempresentasikan (Writing and Presenting)
Tujuan pembelajaran	10. 1 Peserta didik dapat mengidentifikasi konteks, tujuan, gagasn utama, dan informasi terperinci dari *teks Narrative* 10. 2 Peserta didik dapat menjelaskan sturuktur dan unsur kebahasaan dari *teks Narrative*. 10.3 Peserta didik dapat menganalisis informasi tersurat dan tersirat dari *teks Narrative*. 10.4 Peserta didik dapat menguraikan ide pokok dan dan rangkain penyusun (struktur) dari *teks Narrative* 10.5 Peserta didik dapat mengemukakan gagasan dan pendapat di berbagai diskusi dan presentasi terkait *teks Narrative*. 10.6 Peserta didik dapat menggunakan kosakata dan tata bahasa sederhana yang tepat saat berbicara dan menulis.

	10.7 Peserta didik dapat merancang *teks Narrative,* dengan memperhatikan tanda baca dan tata bahasa yang benar. 10. 8 Peserta didik dapat menyusun dan menyajikan *teks Narrative* secara lisan maupun tertulis dalam berbagai model
Konten Utama	**Narrative text**
Pertanyaan inti	• What is the Narrative text ? • What is Function of Narrative text • What is stucture of Narrative Text
Persyaratan Pengetahuan/ dan keterampilan	• Siswa mampu dan merespon berbagai macam teks secara mandiri • Siswa mampu menunjukkan keterampilan merespon teks yang makin kompleks • Siswa mampu menulis melalui aktivitas yang di pandu dan menyampaikan ide kompleks dan menggunakan berbagai kosa kata dan kata kerja dalam tukisannya.
Target profil pelajar Pancasila	Siswa yang beriman, bertkawa kepada Tuhan YME , Mandiri, dan Berfikir Kritis dan Kreatif.
Target siswa	Siswa reguler /Tipikal
Jumlah siswa	Maksimum 36 siswa
Ketersediaan materi	• Pengayaan lebih lanjut : YA • Alternatif penjelasan Tambahan : YA
Model pembelajaran	Blanded Learning
Asessment	Individu, berpasangan kelompok Jenis asessment: Tertulis, untuk kerja

Materi Ajar, Alat dan Bahan Ajar.	**A. Materi (Narrative Text)**
	- Teks tertulis berbentuk Narrative text
	- Fungsi sosial: Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi antar guru, kepala sekolah, dan staf administrasi
	- Struktur Teks : Ungkapan yang lazim digunakan dalam teks Narrative di media masa maupun internet, secara urut dan runtut.
	- Unsur kebahasaan: Kosa kata, tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan dan tanja baca yang tepat degan pengucapan yag lancar dan penulisan dengan dengan tulisan tangan atau cetak yang jelas dan rapi.
	- Multimedia : layout, dekorasi, yang membuat teks/gambar lebih menarik.
	B. MEDIA PEMBELAJARAN:
	- Gambar, buku, Lks
	- Internet
	C. METODE:
	- Menyimak, diskusi kelompok, studi pustaka, penugasan individu/ kelompok

	D. SUMBER • Buku Lks Kurikulum Merdeka Bahasa Inggris kelas X SMA/MA semester 2. • Suara guru • Internet • Majalah/koran bahasa Inggris
CHAPTER KE 1 FRACTURED STORIES (NARRATIVE TEXT)	1. Kelas : X regular 2. Waktu : 90 menit 3. Tujuan Pembelajaran 10. 1 Peserta didik dapat mengidentifikasi konteks, tujuan, gagasn utama, dan informasi terperinci dari *teks narrative.* 10. 2 Peserta didik dapat menjelaskan sturuktur dan unsur kebahasaan dari *teks narrative.* 10.3 Peserta didik dapat menganalisis informasi tersurat dan tersirat dari *teks narrative.* 10.4 Peserta didik dapat menguraikan ide pokok dan dan rangkain penyusun (struktur) dari *teks narrative.* 10.5 Peserta didik dapat mengemukakan gagasan dan pendapat di berbagai diskusi dan presentasi terkait *teks narrative.* 10.6 Peserta didik dapat menggunakan kosakata dan tata bahasa sederhana yang tepat saat berbicara dan menulis. 10.7 Peserta didik dapat merancang *teks narrative* dengan memperhatikan tanda baca dan tata bahasa yang benar. 10. 8 Peserta didik dapat menyusun dan menyajikan *teks dan narrative* secara lisan maupun tertulis dalam berbagai mode.
KEGIATAN AWAL (15 MENIT)	• Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, dan menyiapkan buku pembelajaran.

	- Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai Personal Descriptive text dalam kehidupan sehari-hari, misal nya meraka di minta untuk meceritkan pengalaman masa lalu mereka yang menyenangkan - Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyiapkan cakupan materi dan pembelajaran uraiankegiatan.
KEGIATAN INTI (65 MENIT)	- Menjelaskan apa itu Narrative text terlebih dahulu - Menjelaskan apa itu Fractured stories atau narrative text - Fungsi dari Fractured stories atau narrative text - Menjelaskan struktur dari Fractured stories atau narrative text - Dan memberikan pertanyaan seputar Narrative text atau fractured stories kepada peserta didik - Dan menugaskan peserta didik untuk menjawab pertanyaan yang ada di buku Lks Kurikulum Merdeka semseter 2
KEGIATAN AKHIR 20 MENIT	Memberikan umpan balik terhadap proses pembelajaran: well, class, you have done a very good job to day. Most of you are active, i hope next time, all of you involve in the intercation.

	How do you fell during the lesson? Is there anyone want to say something? • Menyimpulkan yang telah di pelajari hari ini.
PENILAIAIN	• Jawaban singkat • Pensekoran instrument dilakukan dengan memberikan skor 2 untuk setiap benar dan 0 untuk jawaban salah. • Uraian singkat/objektif • Pensekoran instrument dilakukan dengan memberikan skor 2 untuk setiap benar dan 0 untuk jawaban salah.
BAHAN AJAR	Buku LKS kurikulum Merdeka Kelas X Semester 2
REFLEKSI UNTUK GURU	• Keberhasilan apa saja yang sudah dicapai di tujuan pembelajran ini? • Apa yang harus menjadi perhatian khusus dalam pelaksanaan tujuan pembelajaran? • Apa yang harus di perbaiki bila siswa tidak paham penjelasan saya? • Siswa mana yang perlu membutuhkan perhatian Khusus
REFLEKSI UNTUK SISWA	• Apakah materi yang di sampaikan cukup jelas? • Saya kurang paham materi yang di sampaikan apakah guru yang menyampaikan terlalu cepat atau saya yang lamban dalam memahami?

APPENDIX 9

SYLABUS

Capaian Pembelajaran

Mata Pelajaran : Bahasa Inggris
Fase : E
Kelas : X

Pada akhir fase E, peserta didik menggunakan teks lisan, tulisan, dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, *recount, report*, dan teks autentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/ perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.

Elemen	Capaian Pembelajaran
Menyimak – Berbicara	Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya, dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespons pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen nonverbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks. *By the end of phase E, students use English to communicate with teachers, peers, and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use nonverbal elements such as gestures, speed, and pitch to be understood in some contexts.*
Membaca – Memirsa	Pada akhir fase E, peserta didik membaca dan merespons berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, *recount*, dan *report*. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal, atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu, atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks. *By the end of phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount, and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal, or interactive texts. They are developing understanding of main ideas, issues, or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.*

Elemen	Capaian Pembelajaran
Menulis – Mempresentasikan	Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan nonfiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas, dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital. *By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review, and redraft a range of text types with some evidence of self-correction strategies, including punctuation and capitalization. They express ideas and use common/daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.*

Alur Tujuan Pembelajaran

Mata Pelajaran : Bahasa Inggris
Fase : E
Kelas : X

Capaian Pembelajaran

Elemen: Menyimak – Berbicara

Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya, dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespons pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen nonverbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

By the end of phase E, students use English to communicate with teachers, peers, and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use nonverbal elements such as gestures, speed, and pitch to be understood in some contexts.

Elemen: Membaca – Memirsa

Pada akhir fase E, peserta didik membaca dan merespons berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal, atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu, atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

By the end of phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount, and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal, or interactive texts. They are developing understanding of main ideas, issues, or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.

Elemen: Menulis – Mempresentasikan

Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan nonfiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas, dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review, and redraft a range of text types with some evidence of self-correction strategies, including punctuation and capitalization. They express ideas and use common/daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.

Semester 1

Tujuan Pembelajaran	Kata/Frasa Kunci, Topik/Konten Inti, dan Penjelasan Singkat	Profil Pelajar Pancasila	Perkiraan Jam	Glosarium
10.1 Peserta didik dapat mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks *descriptive* tentang atlet terkenal. 10.2 Peserta didik dapat menyampaikan gagasan dan pendapat dalam diskusi dan presentasi tentang atlet terkenal. 10.3 Peserta didik dapat menulis teks *descriptive* tentang atlet terkenal dan mempresentasikannya.	**Kata/frasa kunci:** *Athlete* *Appearance* *Identification* *Trait* **Topik/konten inti:** *Famous Athletes* (teks *descriptive* tentang atlet terkenal) **Penjelasan singkat:** Fokus pembelajaran adalah: • Mengidentifikasi isi teks *descriptive*. • Mendeskripsikan atlet terkenal secara lisan. • Menulis teks *descriptive* tentang atlet terkenal.	• Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia • Berkebinekaan global • Bernalar kritis • Mandiri	6 JP	• Appearance: the way that someone or something looks. • Trait: a distinguishing quality of characteristic, typically one belonging to a person.
10.4 Peserta didik dapat mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks *recount* tentang acara olahraga. 10.5 Peserta didik dapat menyampaikan gagasan dan pendapat dalam diskusi dan presentasi tentang acara olahraga. 10.6 Peserta didik dapat menulis teks *recount* tentang acara olahraga dan mempresentasikannya.	**Kata/frasa kunci:** *Chronological* *Events* *Experience* *Orientation* *Sequence* *Reorientation* **Topik/konten inti:** *Watching Sports Events* (teks *recount* tentang acara olahraga) **Penjelasan singkat:** Fokus pembelajaran adalah: • Mengidentifikasi teks *personal recounts*. • Menyampaikan teks *personal recount* tentang acara olahraga. • Menulis teks *personal recount* tentang acara olahraga.	• Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia • Berkebinekaan global • Bernalar kritis • Mandiri	8 JP	• Chronological: (of a record of events) starting with the earliest and following the order in which they occurred). • Experience: practical contact with and observation of facts or events.

Tujuan Pembelajaran	Kata/Frasa Kunci, Topik/Konten Inti, dan Penjelasan Singkat	Profil Pelajar Pancasila	Perkiraan Jam	Glosarium
10.7 Peserta didik dapat mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks *procedure* tentang gaya hidup sehat. 10.8 Peserta didik dapat menyampaikan gagasan dan pendapat dalam diskusi dan presentasi tentang olahraga dan kesehatan. 10.9 Peserta didik dapat menulis teks *procedure* tentang gaya hidup sehat dan mempresentasikannya.	**Kata/frasa kunci:** *Directions* *Manual* *Method* *Procedure* *Steps* *Tips* **Topik/konten inti:** *Healthy Lifestyles* (teks *procedure* tentang gaya hidup sehat) **Penjelasan singkat:** Fokus pembelajaran adalah: • Mengidentifikasi teks *procedure* tentang gaya hidup sehat. • Mempraktikkan *procedure* lisan tentang *tips* gaya hidup sehat. • Menulis teks *procedure* tentang gaya hidup sehat.	• Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia • Berkebinekaan global • Bernalar kritis • Kreatif • Mandiri	6 JP	• Goal: an aim or desired result. • Tips: a useful piece of information or advice, especially something secret or not generally known.
10.10 Peserta didik dapat mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks *procedure* tentang makanan sehat. 10.11 Peserta didik dapat menyampaikan gagasan dan pendapat dalam diskusi dan presentasi tentang makanan sehat. 10.12 Peserta didik dapat menulis teks *procedure* tentang makanan sehat dan mempresentasikannya.	**Kata/frasa kunci:** *Ingredients* *Nutrition* *Portion* *Recipe* **Topik/konten inti:** *Consuming Healthy Foods* (teks *procedure* tentang makanan sehat) **Penjelasan singkat:** Fokus pembelajaran adalah: • Mengidentifikasi teks *procedure* tentang makanan sehat. • Mempraktikkan *procedure* lisan tentang *healthy eating*. • Menulis teks *procedure* tentang makanan sehat.	• Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia • Berkebinekaan global • Bernalar kritis • Bergotong royong • Kreatif • Mandiri	8 JP	• Ingredients: any of the foods or substances that are combined to make a particular dish. • Nutrition: the substances that you take into your body as food and the way that they influence your health.

APPENDIX 11

DOCUMENTATION

NAME: Infan Lestari
CLASS: X1

Instruksi:

1. Tes terdiri dari 20 pertanyaan pilihan ganda
2. Baca bagian dengan hati-hati dan pilih jawaban terbaik
3. Anda memiliki 45 menit untuk menjawab pertanyaan-pertanyaan berikut

The following text is for questions number 1-4

Read the passage carefully and choose the best answer

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

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

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

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

1. What did Xu Fu request from the Emperor?

   a) He wanted to find the magical grass
   b) He wanted to save the people
   c) He wanted to bring 3,000 boys and 3,000 girls
   d) He wanted to return 6,000 young boys and girls 2. From the second paragraph we know that…

3. The military advisor, Xu Fu is very clever

NAME: Amira anggraini
CLASS: X1

Instruksi:

1. Tes terdiri dari 20 pertanyaan pilihan ganda
2. Baca bagian dengan hati-hati dan pilih jawaban terbaik
3. Anda memiliki 45 menit untuk menjawab pertanyaan-pertanyaan berikut

The following text is for questions number 1-4

Read the passage carefully and choose the best answer

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

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

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

NAME: M. ANDREYAN
CLASS: XI

Instruksi:

1. Tes terdiri dari 20 pertanyaan pilihan ganda
2. Baca bagian dengan hati-hati dan pilih jawaban terbaik
3. Anda memiliki 45 menit untuk menjawab pertanyaan-pertanyaan berikut

The following text is for questions number 1-4

Read the passage carefully and choose the best answer

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

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

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

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

1. What did Xu Fu request from the Emperor?

   a) He wanted to find the magical grass
   b) He wanted to save the people
   c) He wanted to bring 3,000 boys and 3,000 girls
   d) He wanted to return 6,000 young boys and girls 2. From the second paragraph we know that…

3. The military advisor, Xu Fu is very clever

NAME: Dafa Aprianiah
CLASS: X1

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2. Baca bagian dengan hati-hati dan pilih jawaban terbaik
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Paper 1

NAME: Peni Sintia

CLASS: X1

Instruksi:

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Paper 2

NAME: Haizar Rani

CLASS: X1

Instruksi:

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Paper 3

NAME: NOVA ELIZA

CLASS: X1

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Paper 4

NAME: Anjelina

CLASS: X1

Instruksi:

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APPENDIX 12

BIOGRAPHY

Mohamad Soleh was born on Lubuk Linggau Auugusts 31th 1999. He is the second brother of Mr. Mohamad Aris and Mrs. Sumarwati. He completed his study in elementary school SDN 09 Curup and graduate in 2010. Then He continued his study to Junior High School at SMP N 11 curup south and graduate in 2013, After that, He continued his study to Senior High School at SMAN 5 Rejang Lebong and majored in science and graduate in 2017. He continued his studuy at State Islamic Institute of Curup (IAIN Curup) through the UMPTKIN route and majored in English Tadris Study Program at the Faculty of Education. With the intention, persistence to continue learning and trying, he has successfully completed the work on this final thesis and graduate in 2024 with a bachelor of education degree. Hopefully by writing this thesis assignment can make a positive contribution to the world of education.