AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING WORD MAPS STRATEGY

ON THE STUDENTS` READING COMPREHENSION ABILITY

OF THE EIGHTH GRADE STUDENTS OF MTs MAARIF 04 RUMBIA

IN THE ACADEMIC YEAR OF 2022/2023

BY:

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ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H / 2023 M

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Presented as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H/ 2023 M

APPROVAL PAGE

Title : THE INFLUENCE OF USING WORD MAPS STRATEGY ON STUDENT` READING COMPREHENSION ABILITY OF THE EIGHT GRADE STUDENTS OF MTs MAARIF 04 RUMBIA IN THE ACADEMIC YEAR OF 2022/2023

Name : Siti Aminatur Ro`azah

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Study Program : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty and Teacher Training of State Islamic Institute (IAIN) of Metro.

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Metro, 8 Juni 2023
Sponsor

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NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the munaqosyah**
             of Siti Aminatur Ro`azah

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Siti Aminatur Ro`azah
Student Number : 1901052030
Study Program   : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : THE INFLUENCE OF USING WORD MAPS STRATEGY ON STUDENT` READING COMPREHENSION ABILITY OF THE EIGHT GRADE STUDENTS OF MTs MAARIF 04 RUMBIA IN THE ACADEMIC YEAR OF 2022/2023.

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Metro, 8 أمني 2023
Sponsor

Head of English Education Study
Program

Andianto, M.Pd.
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NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Persetujuan Munaqosyah**

Kepada Yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : Siti Aminatur Ro`azah
NPM   : 1901052030
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : THE INFLUENCE OF USING WORD MAPS STRATEGY ON STUDENT` READING COMPREHENSION ABILITY OF THE EIGHT GRADE STUDENTS OF MTs MAARIF 04 RUMBIA IN THE ACADEMIC YEAR OF 2022/2023

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Metro, 8 Juni 2023
Pembimbing

Mengetahui,
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RATIFICATION PAGE

No. β-3460/In·28·1/D/PP·00·9/06/2023

An Undergraduate thesis entitled: "THE INFLUENCE OF USING WORD MAPS STRATEGY ON THE STUDENTS' READING COMPREHENSION ABILITY OF THE EIGHTH GRADE STUDENTS OF MTs MAARIF 04 RUMBIA IN THE ACADEMIC YEAR OF 2022/2023", written by Siti Aminatur Roazah, student number 1901052030, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, June, 15th 2023 at 08.00 – 10.00 a.m.

BOARD OF EXAMINERS:

Chairperson : Dr. Umi Yawisah, M.Hum   (......................................)

Examiner I : Dr. Aria Septi Anggaira, M.Pd   (......................................)

Examiner II : Rika Dartiara, M.Pd   (......................................)

Secretary : Linda Septiyana, M.Pd   (......................................)

The Dean of Tarbiyah and Teaching Training Faculty,

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NIP. 19620612 198903 1 006

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THE INFLUENCE OF USING WORD MAPS STRATEGY

ON THE STUDENTS` READING COMPREHENSION ABILITY OF THE

EIGHTH GRADE STUDENT OF MTs MAARIF 04 RUMBIA IN THE

ACADEMIC YEAR OF 2022/2023

ABSTRACT

By:

SITI AMINATUR RO'AZAH

The objective of this research was to find out whether positive and siginificant influence of using Word Maps strategy on students' reading comprehension ability of the eighth grade of MTs Maarif 04 Rumbia. Reading is an activity that requires concentration and attention. The more people read the more knowladge they gain. Brain capacity will increase along with the intensity of reading. When people read, they come up with new ideas. There are many new things that people find in reading. By raeding a lot, reader can add useful knowladge. Ord Maps is one of strategy that can be use in teaching reading comprehension.

This research was quantitative research. The population of this research was the eight grade students. The sample were 47 students established through the cluster random sampling technique. The researcher used test and documentation as the data collecting method. In order to analyze the data, the researcher used Independent sample t-test by using SPSS.

In this research, the result of normality test was: post-test experimental Sig. = 0.555, post-test control Sig. = 0.034. Then the result of homogeneity test was Sig. = 0.678. The result of t-test that has been calculated using Independent sample t-test formula which is significant level (2-tailed) was 0.000 which is less than the alpha 0.05. Based on these condition Ho is rejected, it means that there was a positive and significant influence of using Word Maps on the students' Reading Comprehension ability of the eighth grade of MTs Maarif 04 Rumbia.

Keyword:*Word Maps, Reading Comprehension Ability*.

PENGARUH PENGGUNAAN STRATEGI WORD MAPS TERHADAP PEMAHAMAN KEMAMPUAN MEMBACA SISWA KELAS VIII MTs MAARIF 04 RUMBIA TAHUN PELAJARAN 2022/2023

ABSTRAK

Oleh:

SITI AMINATUR RO'AZAH

Tujuan penelitian ini adalah untuk mengetahui apakah Word Maps berpengaruh terhadap kemampuan membaca Bahasa inggris siswa kelas VIII MTs Maarif 04 Rumbia. Pengucapan adalah cabang dari keterampilan berbicara. Membaca merupakan kegiatan yang membutuhkan konsentrasi dan perhatian. Semakin banyak orang membaca semakin banyak pengetahuan yang mereka peroleh. Kapasitas otak akan meningkat seiring dengan intensitas membaca. Ketika orang membaca, mereka muncul dengan ide-ide baru. Ada banyak hal baru yang ditemukan orang dalam membaca. Dengan banyak membaca, pembaca dapat menambah ilmu yang bermanfaat. Word Maps adalah salah satu strategi yang dapat digunakan dalam pengajaran membaca.

Penelitian ini adalah penelitian kuantitatif. Populasi penelitian ini adalah siswa kelas VIII. Sampel berjumlah 47 siswa ditetapkan melalui teknik cluster random sampling. Peneliti menggunakan tes dan dokumentasi sebagai metode pengumpulan data. Untuk menganalisis data, penulis menggunakan Independent sample t-test dengan menggunakan SPSS.

Dalam penelitian ini, hasil uji normalitas adalah: post-test experimental Sig. = 0,555, post-test control Sig. = 0,034. Kemudian hasil uji homogenitasnya adalah Sig. = 0,678. Hasil uji-t yang telah dihitung menggunakan rumus Independent sample t-test yang merupakan level signifikan (2-tailed) adalah 0,000 lebih kecil dari alpha 0,05. Berdasarkan kondisi ini maka Ho ditolak, artinya ada pengaruh positif dan signifikan penggunaan Word Maps terhadap kemampuan membaca bahasa inggris siswa kelas VIII MTs Maarif 04 Rumbia.

Kata kunci: Word Maps, membaca..

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned :

Name   : SITI AMINATUR RO'AZAH

St. Number   : 1901052030

Department   : English Education

Faculty   : Tarbiyah and Teacher Training

States that this undergraduate thesis is originally the result of the researcher's research, in exception of the certain parts which are excerpted from the bobliographies mentioned.

Metro, 23 May 2023

The Researcher

SITI AMINATUR RO'AZAH
St. Number 1901052030

LEMBAR ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini :

Nama	: SITI AMINATUR RO'AZAH
NPM	: 1901052030
Jurusan	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

    Menyatakan bahwa skripsi ini secara kesuluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka..

Metro, 23 Mei 2023

Peneliti

SITI AMINATUR RO'AZAH
NPM 1901052030

MOTTO

...رَبِّ اشْرَحْ لِي صَدْرِي. وَيَسِّرْ لِي اَمْرِي.
وَاحْلُلْ عُقْدَةً مِنْ لِسَانِي. يَفْقَهُوا قَوْلِي

"Oh Allah expand my chest, and make my matters easy for me, take the notch out

of my tongue so they could understand my speech"

(At-Thoha:25-28)

You never know what life is gonna throw at you.

But you do know that you have two choices: run from it or run at it

(Max)

DEDICATION PAGE

This undergraduate thesis is specially dedicated to:

My beloved parents, Mr. Almi and Mrs. Nurul Saadah who always pray and support in their endless love.

My beloved sisters and brothers, Nur Indah Tiara, Hanifah Wardatul Ummah and Maulana Malik Khadafi.

My beloved friends, Fahri Ramadhan, Candra, Nurulita and inatarisa that always support me.

My beloved Almamater of State Institute for Islamic Studies of Metro.

ACKNOWLEDGEMENT

First of all, thanks to Allah SWT the Most Gracious and the Most Merciful because of His wonderful blessings, the researcher could finish this undergraduate thesis. Those blessings and gifts were the only reason the researcher not giving up today. Then, peace and salutation always be upon to our beloved prophet Muhammad SAW, the one who has taught us how to life in a harmony, may peace always be upon Him. "The Influence of Using Word Maps Strategy On Students` Reading Comprehension Ability of the Eighth Grade Students of MTs Maarif 04 Rumbia in the Academic Year of 2022/2023" is the title of this undergraduate thesis. This research would not be accomplished without any motivation, help and support from a lot of people.

The second, on this nice occasion, the researcher would like to profound honor, she would like to gratitude for:

1. Prof. Dr.Hj. Siti Nurjanah, M.Ag., as the chancellor of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd., as the Dean of the Tarbiyah and Teacher Training Faculty State Islamic Institute (IAIN) of Metro.
3. Mr. Andianto, M.Pd., as the Head of English Department and also the first advisor who has motivated the researcher to finish this research as soon as possible, and spent the available time to guide and give a good suggestion for the researcher.

4. Dr. Umi Yawisah, M.Hum., as the advisor, for the invaluable criticism, correction, suggestion and time in order to finish this undergraduate thesis.

5. All my lecturer, who has given me knowledge and information.

6. MTs Maarif 04 Rumbia, that given me opportunity to conduct this research.

Finally, in this research, the researcher realized this undergraduate thesis was not perfect. The reseacher would like to apologize from the deep of her heart if there were so many mistakes. Then, the researcher expected the reader to give some suggestion also criticisms for the perfecr research.

Metro, 03 January 2023

The writer,

Siti Aminatur Ro`azah

NPM.1901052030

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CHAPTER I

INTRODUCTION

A. **Background of Study**

Reading comprehension is the process of creating meaning through the coordination of various complex processes, such as reading words, knowledge of the world and word meanings, and fluency. Fluency (reading words quickly and accurately), decoding, and vocabulary are common problems for students with learning disabilities. Reading comprehension will be impaired if there are difficulties in any of these three areas. One of the causes of this disorder is that the reader has only short-term cognitive capacity or enough thinking to complete the task. If too much effort is spent on decoding, less capacity is available to concentrate on understanding. to emphasize comprehension.[1]

Reading comprehension is more than the reader's response to the text. Reading comprehension is a very complex process that includes the interaction between readers and what they bring to the text, as well as variables related to the text, such as interest and type of text. Reading comprehension strategies have proven to be successful in increasing students' understanding of texts.[2]

[1] Janette K. Klingner, Sharon Vaughn and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (London : THE GUILFORD PRESS, 2007),p.2
[2] JoAnne Schudt Caldwell, *Comprehension Assessment*, (London : THE GUILFORD PRESS, 2008)p.204

Teaching English includes four language skills, listening, speaking, reading and writing. In addition, reading is also a respective language skill, namely the process carried out by the reader to obtain important information or messages that the writer wants to convey through words or written language. Reading is the process of understanding the relevant content or ideas in a text. This is one of the important methods to improve students' ability to learn English. In order for the reader to understand the meaning intended by the author, reading primarily means finding out thoroughly

However reading is not an easy language skill to master. There are many causes of reading problems, including linguistic and non-linguistic factors. Reading problems in english are caused by linguistic factors, difficultly in identifying main ideas and supporting ideas, difficultly understanding the context of the text, cannot understand the sentence structure, minimum knowledge of vocabulary so that readers cannot understand the text well. The inability of the reader to determine the main idea and supporting ideas, will make it difficult for reader to grasp the important message of reading. The inability to understand the context of the text that is readcauses misunderstanding in determining meaning and conclusions. Difficulties in reading English text are also caused by non-linguistic factors, including the use of teaching materials that are less attractive. The us of unattractive learnng media quickly causes student to become bored and concentrate on what they are learning. The use of

appropiate teaching strategies will result in the reading not being able to understand the content of the reading. Low reading motivation results in readers not being enthusiastic about reading and reading interest not becoming intesnse habit.

The problems related to reading above were also found at the eighth grade students of MTs Maarif 04 Rumbia. The reading problems was found after conducting a pra survey on August 8, 2022. Which is presented in the following table:

The result of pra survey

Table 1.1: Classification of students' reading comprehension ability at

MTs Maarif 04 Rumbia

NO	MMC	NUMBER	PRECENTAGE	CRITERIA
1	≥ 75	12	37,5%	COMPLETE
2	<75	20	62,5%	INCOMPLETE

The number of students at MTs Maarif 04 Rumbia is 32. The English minimum KKM is 75, from the survey results above, we can see that most of the students did not reach the KKM. This is because 20 students (62,5%) have low level of English proficiency, while only 12 students (37,5%) can achieve the KKM in English. It can be seen that the 8th grade students of MTs Maarif 04 Rumbia have limited reading comprehension ability. The problem faced by the 8th grade students of MTs Maarif 04 Rumbia is that they can be fully understood from the

whole reading material because of their limited English vocabulary. The problem of reading comprehension of students in grade VIII of MTs Maarif 04 Rumbia is also caused by difficultly in identifying main ideas and supporting ideas, difficultly understanding the context of the text, cannot understand the sentence structure, minimum knowledge of vocabulary so that readers cannot understand the text well.

. The problem of reading comprehension for the grade VIII of MTs Maarif 04 Rumbia is caused by the inability to determine the main ideas and supporting ideas in the text.

Regarding reading grade 8 MTs Maarif 04 Rumbia, we need to make efforts to improve students' reading comprehension. Improving reading comprehension in class VIII MTs Maarif 04 Rumbia can be achieved by applying the right teaching strategies. One of them is the word maps strategy, an appropriate teaching strategy to improve reading comprehension. This strategy helps students understand the concepts and content of the reading.

Based on the explanation above, this research have conducted quantitative research to influence student learning levels in class VIII of MTs Maarif 04 Rumbia. Researcher used the word maps strategy in this study. By using the word maps strategy, it is hoped that it can influence the reading comprehension of of the 8th graders. Therefore, the title of this research is the Influence of using word maps Strategy on the students`

Reading Comprehension ability of Class VIII Students of MTs Maarif 04 Rumbia 2022/2023.

B. Problem Identification

Based on the description of the background study researcher have identified several research problems, among others, as follows:

1. Difficultly in identifying main ideas and supporting ideas
2. Difficultly understanding the context of the text
3. Cannot understand the sentence structure
4. Minimum knowledge of vocabulary so that readers cannot understand the text well.

C. Problem Limitation

Some of the problems above are limited by researcher, namely low reading comprehension, the student difficultly understanding the context of the text. Therefore, the reasearcher conducted reasearch on the eight grade student of MTs Maarif 04 Rumbia using a quantitative method entitiled reasearch.

D. Problem Formulation

The researcher has formulated the research as follows :

"Is there any positive and siginificant influence of using Word Maps Strategy on the Students` Reading Comprehension Ability of the Eighth Grader Students of MTs Maarif 04 Rumbia in the Academic Year of 2022/2023?

E. Objective and Benefit of the Study

1. Objective of the study

Based on the formulation problem above, this study aims at to know weither there is no positive and siginificant Influence of using Word Maps Strategy on the Student Reading Comprehension Ability of the Eighth Grade of MTs Maarif 04 Rumbia in the Academic Year of 2022/2023

2. Benefits of study

This research expected to be beneficial not only for students but also for teachers and schools :

a. For the Students

The use of Word Maps strategy is expected to influence on student reading comprehension ability. Additionally, using the Word Maps strategy helps students understand the content of the text, expand their vocabulary, know word formation, and determine the main idea of the text.

b. For the Teachers

Using the Frayer model strategy, students are encouraged to facilitate their reading comprehension. Helping students identify key ideas, expand their vocabulary, and help them find meaning in texts can be very effective for teachers. This strategy also helps teachers by creating a tedious learning process.

c. For Other Researchers

This study is intended to be a reference for future researchers to influence reading comprehension using the Word Maps strategy. This study will serve as a guide for future researchers on the application of the Word Maps strategy in teaching reading comprehension.

F. Prior of Research.

There are several previous studies that have something to do with this research. The first preliminary research was conducted by Tri Muryati and Abdul Halim in their journal entitled "The Effect of Word Mapping Strategy on Student` Vocabulary Mastery". The research sample from previous research was Student at SMK PGRI BanyuPutih. The research method used in the first previous research was quantitative. The previous first research and this research have similarities and differences with this research. The similarities between the first preliminary research and this research include the same language skills and teaching strategies. The teaching strategy is Word Maps while the research method is quantitative. The difference between the first previous research and this research is the research sample. The first research sample was Student at SMK PGRI BanyuPutih while the research sample was 8th grade students of MTs Maarif 04 Rumbia.[3]

In addition, the second previous research was also carried out by Satuna Indah Wardani in her thesis entitled "Improving Student`

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[3] Tri Muryati and Abdul Halim, The Effect of Word Mapping Strategy on Student` Vocabulary Mastery, (Banyuwangi : Language and Art Faculty PGRI University of Banyuwangi).

Vocabulary Mastery using Word Mapping Strategy". The similarities between the two previous studies and this research are teaching strategies. The second teaching strategy previously was word mapping. The difference between the two previous studies and this research is the method used, namely classrom action reasearch and the strategy used previously to improve students' reading comprehension while the strategy used in this study is to determine whether the strategy has an effect on students' reading comprehension.[4]

In addition, the third research was previously conducted by Nurul Qisti in her journal entitled "The Effect of Word Maps Strategy Using Instagram to develop Student` Vocabulary". The similarities between the three previous studies and this research are teaching strategies. The teaching strategy of the three previous studies is word maps. The difference between the three previous studies and this research is the skills used. previous studies focused on strategies to improve vocabulary skills; whereas in this study the strategy used to influence reading comprehension, apart from that the Y variable from the previous research and this research is different.[5]

Based on all the explanations above, the researcher will focus on the research " the influence of using Word Maps Strategy on the Students`

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[4] Satuna Indah Wardani, Improving Student` Vocabulary Mastery using Word Mapping Strategy, (Pamekasan : STAIN Pemekasan, 2015)

[5] Nurul Qisti, *The Effect of Word Maps Strategy Using Instagram to develop Student` Vocabulary*, (Gresik : Universitas Muhamadiyah gresik, 2020)

Reading Comprehension Ability of the Eighth Graders of Students MTs

Maarif 04 Rumbia in the Academic Year of 2022/2023".

CHAPTER II

THEORETICAL REVIEW

A. Concept of Reading

1. Definition of Reading

According to Andrew P. Johnson, reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place. It means that reading applies a text to get a meaning from the text. So that the reader can understand the contents of the text.[1]

Moreover, Robert J. Marzano says that reading is one of the most sophisticated ways to create virtual experiences.[2] When we read about a camping trip, instead of experiencing it ourselves, our sensory memories are filled with images made up of the words on the page. Reading can be a powerful way to create virtual experiences. While this experience can be just as powerful as practical experience, it is enough to add significantly to your background knowledge. Reading is natural as recognizing and intrepreting facial express.[3]

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[1] Andrew P. Johnson, *Teaching Reading and Writing*, (USA,2008), p.3
[2] Robert J. Marzano, *Building Background Knowladge for Academic Achivement*, (USA):ASDC, 2004), P.36
[3] Frank Smith, *Understanding Reading A Psycholinguistic Analysis of Reading and Learning to Read Sixth Edition*, (London:ELA, 2004), p.11

Reading helps students become better writers. Through reading, students come into contact with grammar rules. Students develop a sense of language and grammatical structures and expand their reading comprehension[4]. This means that reading is an important thing that students must master when learning English. Reading is an active process of cognition and understanding. Reading is an important activity in life that allows us to update our knowledge. Reading comprehension is an important tool for academic success.[5] Reading is the foundation of any language and is important to master, especially when learning English. Reading is also a very useful process of getting important information and messages from reading. Readers also need to understand the news or information they are reading.

Based on some of the definitions above, researchers can conclude that reading comprehension is the foundation of language and that it is important for students to master it, especially when learning English. is also a very useful process for getting information and important news from reading. Readers also need to understand the messages and information they read.

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[4] Ibid. p.3
[5] M.F. Patel, Praveen M.Jain, *English Language Teaching (Methods, Tools, Techniques)*, (Sunrise Publishers Distributors, 2008), p.113

2. Definition of Reading Comprehension Ability

Reading and comprehension are two things that are interconnected they are interrelated and cannot be separated. Comprehension refers to the ability to go beyond words, to understand ideas and the relationships between ideas conveyed in a text.[6]

Comprehension is influenced by various internal factors, including perceptions, beliefs, motivations, and problem-solving strategies. In other words, comprehension is a complex process governed by cognitive, emotional, perceptual, and social experience.[7]

Furthermore, Douglas Brown stated that in teaching reading the teacher must know the specifications of reading comprehension ability. According to him, the specification in reading comprehension:[8]

a. Main idea (topic).

b. Phrases in content.

c. Inference (implied detail).

d. Grammatical feature.

e. Detail (scanning for a specifically stated detail).

f. Excluding fact not written (unstated details).

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[6] Linda J Dorn and Carla Soffos, *"Teaching Deep Comprehension: A Reading Workshop Approach"*, (Stenhouse Publisher; 2005), p.16
[7] Ibid.P 17
[8] H. Douglas Brown, *Language Assesment: Princples and Classroom Practices*, (San Fransisco: Longman, 2003), p.206

g. Supporting idea.

h. Reading comprehension Content.

Based on the definition above, reading comprehension ability is the activity of reading texts, building meaning and obtaining information through interaction and involvement when humans read texts.

3. Strategies of Reading Comprehension Abilty

There are several strategies in reading comprehension ability that can be used to help readers understand the text. The strategy can be explained as follows:

a. Skimming

Skimming means read at glance the entire text (eg essays, articles or chapters). Skimming offers readers the advantage of being able to predict the purpose of a section, the main theme or message, and perhaps some of the ideas they will develop or support. This gives them a head start when they start reading with more concentration.[9]

b. Scanning

Scanning is a quick search for specific sections or information in text. Scanning exercises might ask students to look up names or dates, find definitions of key terms, or list various supporting

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[9] H. Douglas Brown,*Teaching by principles: an interactive approach to language pedagogy*,(New York:Longman, 2001),P 306.

information. The purpose of scanning is to extract certain information without reading the entire text. Academic English scanning is essential. In technical or general English, scanning is important for genres like schedules, manuals, forms, etc.

c. Analyzing reading comprehension

One way that students can make successful guesses when they don't recognize a word right away is to analyze it based on what they know about the word. Here are some teachniques useful :

1) Looking for prefixes (co-,inter-,etc) that may give clues.

2) Looking for suffixes (-tion,-ally,etc) that may indicate what part of speech it is.

3) Looking for roots that are familliar (e.g., intervening may be a word a student doesn't know, but recognizing that root ven comes from latin "to come" would yield the meaning " to come in between").

4) Looking for grammatical contexts that may signal information.

5) Looking at the simantic context (topic) for clues.

4. Models of Reading

In the reading comprehension, there are three important models which should be paid more attention such as:

a. The bottom-up Model

Bottom-up model is which the reader starts with printed words, recognizes graphic stimuli, translates them into sound, recognizes words, and translates meaning.

b. Top-down Model

Top-down model emphasizes the importance of these schemata, and the reader's contribution, over the income text. Top-down model intends the students to build the meaning through their previous knowledge and assumption.

c. Interactive Model

The interactive model is a combination of top-down and top-down models and emphasizes the interaction between the reader and the text.

5. **The Measurement of Reading Comprehension Ability**

Rubric to asses reading comprehension is as follows:[10]

Table 2.1

The Measurement of Reading Comprehension Ability

No.	Criteria	Score
1.	Excellent : Students can Identifying the type of the text, the title of the text,	90-100

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[10] H Doughlas Brown in Student` Attitude On Reading Classroom (Jurnal Ilmiah Wahana Pendidikan) Vol. 6 No. 4, Desember 2020. P.852.

	purpose of the text, generic structure of the text, language features of the text, main idea each paragraph text narative.	
2.	Good : Students can Identifying the type of the text, the title of the text, purpose of the text, generic structure of the text, language features of the text, main idea each paragraph text narative	70-89
3.	Average : Students can Identifying the type of the text, the title of the text, purpose of the text, generic structure of the text, language features of the text, main idea each paragraph text narative	50-69
4.	Poor : Students can Identifying the type of the text, the title of the text, purpose of the text, generic structure of the text, language features of the text, main idea each paragraph text narative	30-49

In assessing students' reading comprehension, the first correct answer was multiplied by 4. Then to find out the level of students' reading comprehension the researcher used the Measurement by H Doughlas Brown.

B. The Concept of Narrative Text

1. The Definition of Narrative

According to Thomas S. Kane, a narrative has the meaning of a series of events told in words. It's sequential in that events are ordered, not just random. Sequence always involves arrangements in time (and usually other arrangements as well). Then, narrative has a meaning that conveys such an evaluation. In addition, it means that the narrative is not random, but there is a sequence in the story.[11]

Narrative permeates our lives, it is the way humans make sense of their experience; narrative text can be a work of fiction or non-fiction; later, nonfiction narrative texts include informational stories, biographies and autobiographies, diaries and letters. Which narrative fiction is built from a number of elements: narrative, narrative structure, setting, characters, themes, and language.[12]

Based on the quotation above, it can be concluded that narration serves to entertain the reader and tell the events and experiences experienced by the author or the story itself. Narrative texts can be works of fiction or non-fiction.

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[11] Thomas S. Kane, The Oxford Essential Guide to Writing, (New York: Oxford University Press, 2000), p. 366

[12] Nikki Gamble, et all, Exploring Children's Literature Teaching the Language and Reading of Fiction, (London: Paul Chapman Publishing, 2002), p. 27.

2. **The Types of Narrative Text**

There are different types of narrative texts, mainly written or spoken ones. However, most narratives generally fall into the following two categories:

1) Traditional Narrative: consists of fairy tales and folklore,

legends and myths, parables, fables, and moral stories.

2) Modern Narrative: consists of science fiction, adventure, mystery, heroes and villains, cartoons, horror series and realistic stories.[13]

3. **The Structure of Narrative Text**

The narrative text structure consists of orientation, complication, resolution, reorientation, and coda. Blake explains the structure of narrative text in detail as follows:

a.   Orientation: This is the first step in the development of the text. Here, the writer sets the scene and informs the reader about the time, place and main character.

b.   Complication: This is the second step of the narrative, where the story is interrupted by several factors, usually by a main character and one or more minor characters.

c.   Resolution: This is the third step of the narrative. This is where the problem or problems are solved, as suggested.

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[13] Blake Education, Targetig Text Lower Primary: Narrative, Poetry, Description, Response, (Singapore: Giant Press, 1999), p. 4

d. Reorientation/Coda: This is the final step and is a choice of story structure. It can be written as a moral story.[14]

C. Word Maps Strategy

1. Definition of Strategy

A strategy is an approach or a way about a series of actions that the teachers can use to choose the right way to convey the contents of learning to the students. By using the strategy the learning that will be conveyed will run smoothly and get effective result. According to several authors, strategies are needed in effective learning in language teaching because they can involve the students in the learning process in the classroom and can also develope the skills possessed by students. By using a strategy the learning process as expected, the results obtained will be better than not using a learning strategy.[15]

In the process of learning English, learning strategies can influence to get good results. Learning strategies can be applied in the classroom and the teacher can convey learning using appropriate strategies and make the students learning interest higher than before

2. Definition of Word Mapping Strategy

Word mapping strategy is one way to teach reading comprehension because can involve the students to think critically about the words.[16]

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[14] Ibid., p. 4.

[15] Haidir & Salim, *Strategi Pembelajaran*, (Medan : Perdana Publishing, 2012), P.102

[16] Graves, M in Word Mapping in student` Vocabulary Mastery (Journal of English Language Teaching) Vol 7 No. 1, June 2020, p.38.

This strategy can help the students to develop a general concept words. This strategy focuses on three question likes "what is it?", "what is it like?", and "what are some examples?", from these questions has a meaning separately to make the students aware of the types of information that can form a definition of something and how to arrange the information.

The strategy used in the learning process has the following meanings are methods, approaches, selection of media sources used in learning, a grouping of audiences or students' and measuring success.[17] Besides that, strategy of learning process is the ways used to be able to achieve or improve the quality of learning determined.[18] This strategy supports the students to be able to actively explore the relationship of words, directing the students to understand the deeper meaning of words by developing knowledge of concepts related to the words. Then, this strategy can also be adjusted to the class level of the students reading comprehension instruction. For example, to develop words through synonyms, antonyms, and definition. Besides that, it can also ask the students to find between example and non examples of words.

Using word mapping strategy can organize the students' in providing information related to word concepts by making the

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[17] Ibid. Haidir & Salim. P.54.

[18] Sudjana, H, *Metode dan Teknik Pembelajaran Partisipatif*, (Bandung : Falah Production, 2005) P.37.

students' focus on relevant words. Besides that, the students can distinguish between essential and nonessential words or between easy and difficult words.

Word mapping strategy is a strategy that will help the students think of a term from a word. To understand this strategy, the students must be able to make an understanding of words according to their own words. This word mapping strategy is a strategy that helps students word create schemes that will create new words written from their original words.

Using the word mapping strategy, the students can make a word definition and how to use words correctly according to different contexts and situations in a sentence. In English, some words have have different meanings so this strategy can help the students to make new words that are appropriate to the origin of the words.

3. **Procedure of Word Maps Strategy**

There are five steps of using word mapping in the classroom, they are:

a. The teacher gives the instruction to the students to put a key reading comprehension in the center box. The first step, the teacher asked the students to make five boxes. One box in the corner of another four boxes, then the students to write a key of reading comprehension that going to define in the center box.

b. The teacher asks the students to list essential main idean and supporting idea in the upper right-hand box. The students wrote and list the main idean and supporting idea in the upper right-hand box.

c. The teacher asks the students to write purpose of the text in the upper left-hand box. The teacher tells the students to write the purpose based on narrative text.

d. The teacher tells the students to write generaric structure the lower left-hand box.

4. **Advantage and Disadvantage of Word Maps Strategy**

According to Graves, there are the advantages and disadvantages using word mapping strategy are :[19]

a. The advantages of Word Maps strategy for students in learning process, as follows:

1) May be used a small group, large group, or individually.

2) Can be created easily and spontaneously based on the context and situation.

3) Make the students be an actived learner.

4) The students be more fun and interesting when the learning process using a word mapping strategy.

5) This strategy easier if using in the classroom.

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[19] Grave, M.F, *The Vocabulary book : Learning and Instruction*, (New York : Teachers College Press, 2006), P.96.

6) To increase the students' reading comprehension.

7) The students have a good mindset about the words.

b. Disadvantage of Word Maps Strategy

Word Maps Strategy has its disavantage some students missing the vocabularies because they do not focus just some active students who can focus on its strategy.

D. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables in this research. They are the independent variable (X) and the dependent variable (Y). The independent variable (X) is the Word Maps strategy and the dependent variable (Y) is reading comprehension.

Reading comprehension is important for basic language skills because it can easily gain a lot of information by reading. But in practice it is not easy to understand the text. All language learners consciously or unconsciously adopt language learning strategies when they begin to process new information and carry out language tasks.

Reading comprehension requires special learning strategies. Learning strategies that shape certain attitudes, behaviors, tactics, or techniques facilitate language learners' learning of the target language.

Based on the description above, the researcher hypothesizes that when teachers apply the Word Maps strategy in teaching reading comprehension, it will be easier for students to fully participate in the

lesson. If the Word Maps strategy is applied correctly, students'
reading skills will increase, but conversely if the Word Maps strategy
is not implemented correctly, students' reading skills will decrease.

2. **Paradigm**

Paradigm is the correlation pattern at the variables which
will be researched. Furthermore, based on theoritical framework
above, the writer described the paradigm as follows:

Figure 2.1

The Influence of Using Word Maps Strategy on the Students` Reading

Comprehesnsion Ability
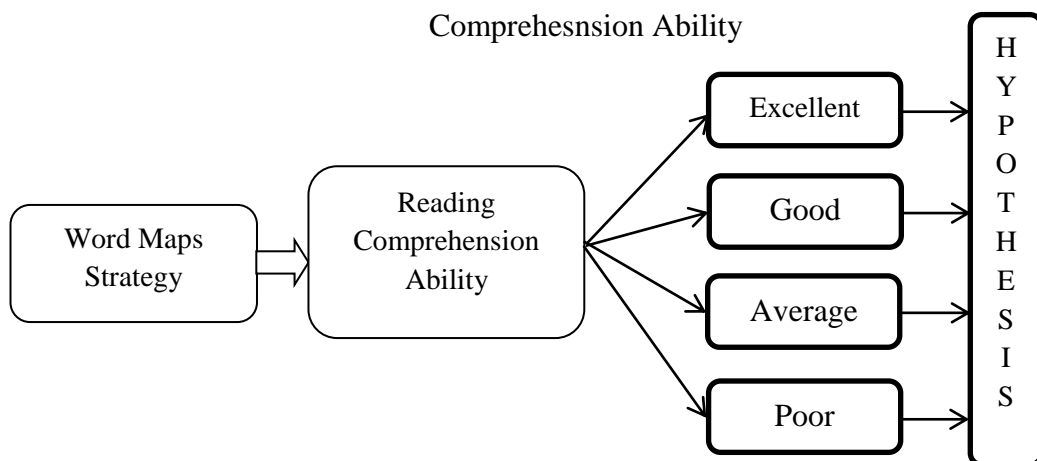
Reffering at the table above, we can see that the Word
Maps strategy is high and students' reading comprehension is very
good. Therefore, it can be seen that the use of the Word Maps
strategy has a positive and significant influence on students'
reading comprehension. Conversely, if the Word Maps strategy is
low and students' reading comprehension is low, the use of the

Word Maps strategy does not have a positive and significant influence on students' reading comprehension.

E. Hypothesis

1. Hypothesis Formulation

A research hypothesis is a hypothesis that developed from observations, related literature, and/or theories explained in research. The research hypothesis states the relationship expected to be found as a result of the research.[20]

Based on assumption above, hypothesis for this research can be formulated as follows:

a. Alternative Hypothesis (Ha)

There is a positive and significant influence of using Word Maps Strategy on students` reading comprehension at the eight graders of MTs Maaif 04 Rumbia.

b. Null Hypothesis (Ho)

There is no a positive and significant influence of using Word Maps Strategy on students` reading comprehension at the eight graders of MTs Maarif 04 Rumbia.

2. Statistical Hypothesis

Regarding the statistical hypothesis concept, Yogesh explained that "The hypothesis can be stated in the null form, namely a statement that there is no relationship or difference between variables. This form of

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[20] Donal Ary et al., *Introduction to research in Education*, (USA: Wadsworth Cenggage Learning, 2010), 8th Edition, p. 91

the null hypothesis is a statistical hypothesis that can be tested within the framework of probability theory, it is also a type of undirected hypothesis"[21] that is considered as an assumption of population parameters.

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[21] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Ltd., Publishers, 2006), p.61

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Two generally accepted categories of research are quantitative and qualitative research. The purpose of both quantitative and qualitative research is to gain a more comprehensive understanding of how the world works. Both research categories make heavy use of visual tools. Quantitative research is research that explains phenomena by collecting numerical data that are analyzed using mathematically sound methods (especially statistics).[1]

Daniel actually determined that there are two types of quantitative research designs, experimental and non-experimental. A design of experiment is defined as a test under controlled conditions conducted to demonstrate a known truth or to test the validity of a hypothesis.[2]

In this research, researcher performed an experimental design that used two classes. That is, class 8A was used as an untreated control class and class 8B was used as an experimental class treated using Word Maps strategies.

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[1]Daniel Muijs, *Doing Quantitative Research in Education*, (London: Sage Publication, New Delhi: Thousand Oaks, 2004), p.1.

[2] *Ibid*., P. 13

First, both groups doing a pretest before receiving treatment. Second, the experimental class (8A) was treated with word maps strategies and the control class (8B) was untreated. Third, both groups doing a post-test using the same apparatus in the pre-test. Finally, we were able to determine the influence of using Word Maps strategies on student reading comprehension.

Here is the description of the sequence:

Table 3.1

The True Experiment Design

Group	1. Pre-test	2. Treatment	3. Post-test
Experimental group	X	X	X
Control group	X		X

After the post-test, statistical analyzes will be performed to see if the treatment affected the experimental group.[3]

B. Population, Sample and Sampling Technique

1. Population

A population is a group of individuals with characteristics that distinguish them from other groups.[4] Population means the entire

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[3] *Ibid,* P. 18

[4] John W. Creswell, "*Educational ResearchPlanning, Conducting and Evaluating Quantitave and Quaitative Research",* (United States of America:Pearson, 2012), Fourth Edition, P 381.

observed mass, which is the core group from which to sample. This means that only the population is assumed in this study.

The population of this study consists all of students 8th graders from MTs Maarif 04 Rumbia. There are 2 classes of 47 students.

2. **Sample**

A sample is "the part of the population that is researched.[5] A sample is the part of the population that can be used as a data source and can represent the whole population. Using random selection, it was decided to serve class 8B as the experimental class and class 8A as the control class. I chose 8B.

Based on the definition of the survey method above, quantitative survey was used in this survey. Experimental studies used in this study. And the total number of students is:

Table 3.2

The Total Students used in Sample

NO.	Class	Gender		Total
		Male	Female	
1	8B (Experimental Class)	17	8	25
2	8A (Control Class)	16	6	22

[5] L.R. Gay, *Educational Research-Competenccies for Analysis and Application,* (New York: Mc millan publishing company,1990), Second Edition, p. 102

The experimental class as the class that uses the word maps strategy in reading comprehension and the control class as the class that does not use the word maps strategy in reading comprehension, all these measures are to know if the Word Maps strategy influences reading comprehension. Students have reading comprehension.

3. **Sampling Technique**

Sampling refers to the process of selecting people to participate in a research study. In this research, researchers specifically analyze statistics using simple random samples. Random sampling is the process of selecting a sample in a way that all individuals in a defined population are equally likely and independent to be selected for the sample.

Based on the statement above, because the total of subjects less than 100 people, the research sample consisted of 47 students in class VIII. Therefore, all populations are sampled. It can be said that this is a population research.

C. **The Operational Definition of Variable**

Quantitative research uses operational definitions to determine how variables are measured in research. Using operational definitions allows the researcher to pursue investigations that would otherwise not be possible. There are two types of variables:

1. **Independent Variable**

   Independent variables are things that researcher believe can relate to or influence the dependent variable[6]. We can conclude that the independent variables are the main variables that are selected, manipulated, and measured by the author.

   The independent variable in this study is the Word Maps strategy (X). The Word Maps is a strategy aimed at increasing the understanding of the concept of a text

   There are several indicators that show students' ability to achieve the goals of this strategy, as follows:

   a. Use this strategy easily of learning process is the ways used to be able to achieve or improve the quality of learning determined..

   b. Directing the students to understand the deeper meaning of words by developing knowledge of concepts related to the word

   c. Students can determine what the concept in at text.

2. **Dependent Variable**

   The dependent variable is the main variable that is measured or observed to determine how and whether it is affected by the presence of the independent variable[7]. The dependent variable in this study is the variable that is observed and measured to determine the effect of the independent variables. The dependent

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[6] Graeme Keith Porte, *Appraising Research in Second Language Learning (A oractical approach to critical analysis of quantitative research,* (Amsterdam: John Benjamin Publishing Company, 2002), P 23

[7] Ibid. P 23

variable of this study is reading comprehension, which can be defined as students' ability to identify text such as topics, definitions, examples and non-examples of something discussed in the text. To measure reading comprehension, the researcher conducted a test in the form of student statements.

The indicators of dependent variable (Y) are:

    a. Students can Identifyingmain idea and supporting idea,

    b. Students can find detailed information (accurate information)

    c. Students can find interpret words, phrases or sentences in the text

D. Data Collection Technique

The researcher used some technique to obtain the accurate data at MTs Maarif 04 Rumbia. In collecting the data, the writer used the technique such as:

1. Test

According to Donal Ary, a test is a series of stimuli given to someone to evoke a response based on a numerical score[8]. The test is a method used to measure a person's ability or knowledge in a particular field.

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[8] Donal Ary, et al., *Introduction to Research in Education*, (USA: Wadsworth Cenggage Learning, 2010), Eight Editio, P. 67

a. Pre-test

The pretest was given at the first meeting before being given treatment to determine students' ability to conduct action research.

b. Post-test

The post-test was carried out in the last session after the treatment was finished to find out whether the treatment affected student learning outcomes.

Therefore, researcher use tests to obtain information about students' reading comprehension. The reading comprehension test consist 25 question. This test was given to eighth graders students by MTs Maaif 04 Rumbia.

2. **Documentation**

Arikunto explained that documentation is a way of finding information about things or variables in the form of notes, settlements, books, newspapers, magazines, writings, minutes of meetings, agendas, and others.[9]

The writer uses documentation from competent English teacher to collect data and obtain detailed information about the eighth graders students' understanding of English at MTs Maarif 04 Rumbia.

E. **Research Instrument**

The research instrument in this research is the tests which will be describe as follow:

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[9] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 274

1. **Instrument Blueprint**

   Research instrument which was used in this research are:

   a. The instrument used to measure students' reading comprehension in this study is designed and adapted to predetermined indicators. In addition, the research instrument used in this research is students analyze a text in task students determine the main idea and supporting idea. Correct answers is given a score of 4 and wrong answers is score 0 from 25 question.

Table 3.3 The Instrument Blueprint

	Competency Standard	Material	Indicators	Item Numbers	Total Items
P R E T E S T	Understanding short functional text and can identifying narrative text.	Reading Narrative Text	Determine the type of the text	1	1
			Determine the title of the text	6	1
			Identifying the purpose of the text	2	1
			Identifying the generic structure of the text	7, 12, 18, 21	4
			Identifying the language features of the text	17	1
			Identifying the main idea each paragraph	11, 24	2
			Identifying the character of the story	19, 22	2
			Find the word meaning in the text	5, 10, 13, 14	4
			Deduce the moral value of the text	4, 9,15	3
			Determine the explicit information in the text	16, 23	2
			Determine the	3, 8, 20, 25	4

		implicit information in the text		
		Total		**25**
T R E A T M E N T	Understanding short functional text and can identifying narrative text.	Reading Narrative Text	Use this strategy easily of learning process is the ways used to be able to achieve or improve the quality of learning determined..	Word maps	5
			Directing the students to understand the deeper meaning of words by		
			developing knowledge of concepts related to the word Students can determine whatthe concept in at text		
P O S T T E S T	**Competency Standard**	**Material**	**Indicators**	**Item Numbers**	**Total Items**
	Understanding short functional text and can identifying narrative text.	Reading Narrative Text	Determine the type of the text	1	1
			Determine the title of the text	6	1
			Identifying the purpose of the text	2	1
			Identifying the generic structure of the text	7, 12, 18, 21	4
			Identifying the language features of the text	17	1
			Identifying the main idea each paragraph	11, 24	2
			Identifying the character of the story	19, 22	2
			Find the word meaning in the text	5, 10, 13, 14	4

			Deduce the moral value of the text	4, 9,15	3
			Determine the explicit information in the text	16, 23	2
			Determine the implicit information in the text	3, 8, 20, 25	4
			Total		**25**

b.The instruments used for the documentation method include, documentation about school history, condition, amount students and sketch of the location of MTs Maarif 04 Rumbia.

2. Instrument Calibration

In this research, the test was carried out using Word Maps. For the reading comprehension test, which consists of five fragments that are used to understand the text. Below are some questions that measure the strategy of the Word Maps used for the test. Researcher use a device with pretest and posttest. The pretest is used to get a score before treatment. This test measures students' reading comprehension. Posttest is used to get a score after treatment. This test is used to determine the significance before and after treatment. Researcher use objective tests.

F. Data Analysis Technique

In data analysis techniques, researchers use two formulas. To find out whether the application of the Word Maps strategy has a positive influence on students' reading comprehension at MTs class Maaif 04

Rumbia, researcher first used a real experiment in the form of a independent t-test with controls. group pretest-posttest design. t-test formula.[10]

1. If the probability or Sig. number $< \alpha$ (0.05), then the null hypothesis (Ho) is rejected.

2. If the probability or Sig. number $> \alpha$ (0.05), then the null hypothesis (Ho) is accepted.

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[10] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p. 133

CHAPTER IV

RESULT OF THE RESEARCH

A. Result of the Research

1. Description of the Research Location

a. Description of MTs Ma'arif 04 Rumbia

MTs Ma'arif 04 Rumbia is located on the street. Simpang Ma'arif Rukti basuki, Rumbia, Central Lampung. Although MTs Ma'arif 04 Rumbia has a private status, it does not lag behind other schools in the Rumbia area. MTs Ma'arif 04 Rumbia was established in 1984, which at that time was still part of center Lampung before the territorial expansion. MTs Ma'arif 04 Rumbia stands on an area of $3500m^2$ with a building area of $425.5m^2$. MTs Ma'arif 04 Rumbia began operating in.

b. Vision and Mission of MTs Ma'arif 04 Rumbia

1) Vision of School

Achievement, morals, and environmental care.

2) Mission of School

a) Creating an situation of learning that is correct, enjoyable, communicative, responsive, and interactive.

b) Developing attitudes, religious behaviour and religious principles in the school environment and outside of the school.

c) Developing the educational facilities and infrastructure.

d) Implementing the school culture that is conducive to achieve basic education goals.

e) Carrying out activities and developing training or guidance for Science, Mathematics, English Olympics, subjects and art competitions.

f) Carrying out activities and developing training in sports guidance, Scouting, Red Cross Teen, School Health.

g) Carrying out activities and developing training or guidance on Islamic Spiritual.

c. **Purpose of School**

The objectives of organizing the MTs Ma'arif 04 Rumbia vocational junior high school are as follows:

1) Producing graduates who are skilled, disciplined, knowledgeable and virtuous begin and are able to be independent and developing themselves in order to be ready to compete.

2) Producing the graduates who are virtuous, faithful and devoted.

d. **Motto**

"Skills, discipline, behaviour, and morality"

e. **The Organization Structure of MTs Ma'arif 04 Rumbia**

The Organization Structure in MTs Ma'arif 04 Rumbia in the academic year of 2022/2023.

Figure 4.1

The Organization Structure of MTs Ma'arif Rumbia

```
                    ┌─────────────────────┐
                    │     HEADMASTER      │
                    │  Ummu Zainab, M.Pd  │
                    └─────────────────────┘
                              │
                    ┌─────────────────────┐
                    │   School Commite    │
                    │   Suranto,S.Ag      │
                    └─────────────────────┘
        ┌───────────────────┘         └───────────────────┐
┌─────────────────────┐                         ┌─────────────────────┐
│ Vice of Public      │                         │   Head of Library   │
│ Relation            │                         │    Surani, S.Pd     │
│ Hadi Pranoto, S.T   │                         └─────────────────────┘
└─────────────────────┘                                   │
          │                                     ┌─────────────────────┐
┌─────────────────────┐                         │ Head of Computer Lab│
│  Vice of Students   │                         │ Okta Efriansyah, S.Pd│
│ M. Reza Rasyid, S.Pd│                         └─────────────────────┘
└─────────────────────┘                                   │
          │
┌─────────────────────┐
│ Vice of Curriculum  │
│ Hadi Pranoto, S.T   │
└─────────────────────┘
          │
┌─────────────────────┐                         ┌─────────────────────┐
│ Vice of             │                         │ Counseling Guidance │
│ Infrastructure      │                         │       Shobri        │
│     Rusparmi        │                         └─────────────────────┘
└─────────────────────┘                                   │
          └───────────────┐         ┌───────────────────┘
                    ┌─────────────────────┐
                    │      TEACHERS       │
                    └─────────────────────┘
```
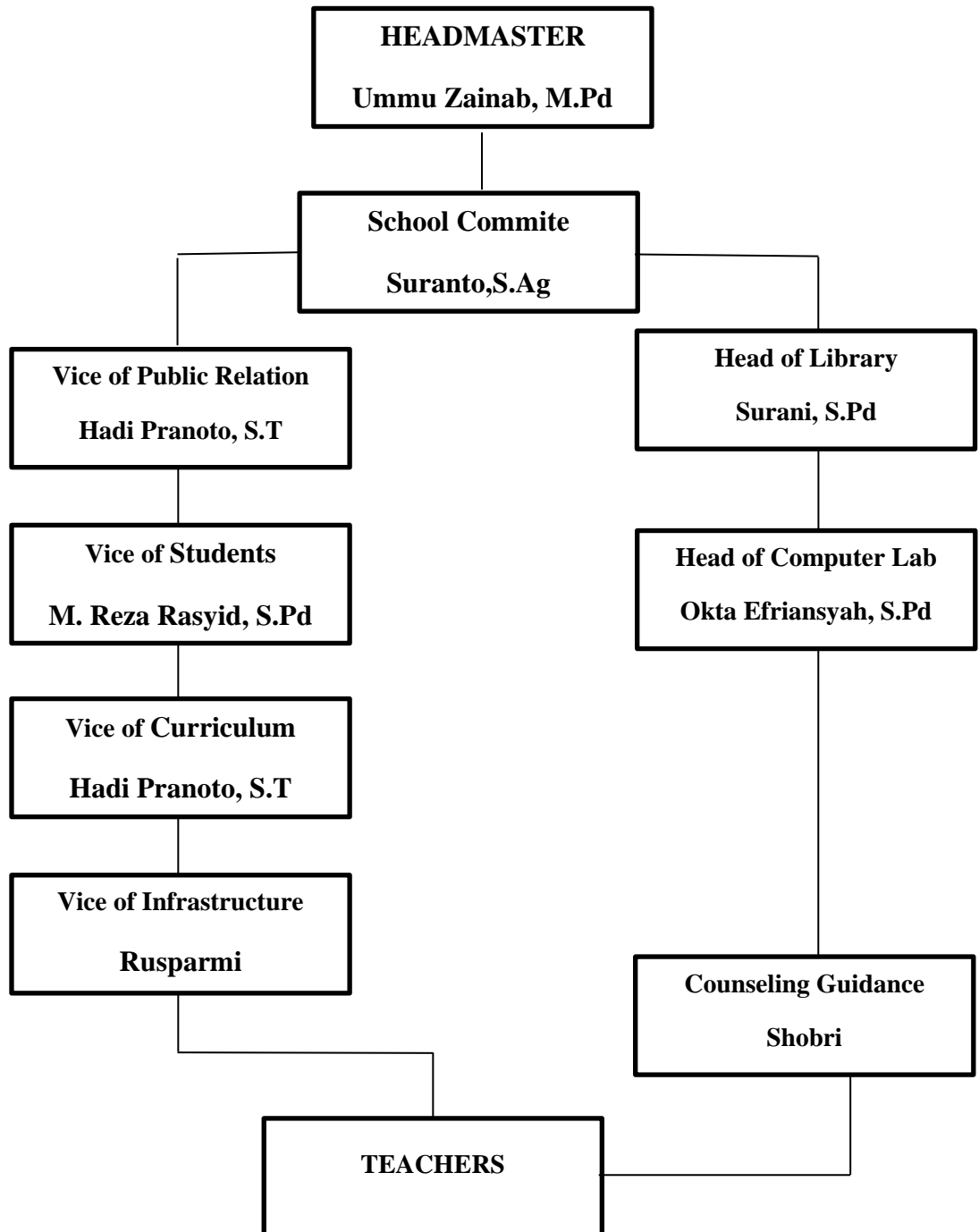
f. The Condition of Building and The Sketch of MTs Ma'arif 04 Rumbia

To support teaching and learning process, MTs Ma'arif 04 Rumbia has many buildings and other supporting facilities. These buildings and facilities can be seen as follow:

1) Facilities and Infrastructure

    a) The build convering 1500 M

    b) The principal's office

    c) The vise of principal's office

    d) The room of expertise program

    e) The room of administration

    f) The room of teacher

    g) The student's organization space (IPM)

    h) The conseling room (BK)

    i) The school health unit room (UKS)

    j) Library

    k) Mosque

2) The Sketch Location of MTs Ma'arif 04 Rumbia was illustrated as follow:

Figure 4.2

Sketch Location of MTs Ma'arif 04 Rumbia

| OFFICE |
| HEADMASTER'S ROOM |

| LAB COMPUTER | VII A | VII B | VIII A | VIII B | IX A |
| | | | | | IX B |

| TEACHER'S ROOM |

| SCHOOL HEALTH UNIT ROOM |

| GREEN HOUSE |

| C A N T E E N | STORE HOUSE |

| HALL MTS MA'ARIF 04 RUMBIA |

| LIBRARY |

| PARKING LOT |
| TOILET |

| MOSQUE |
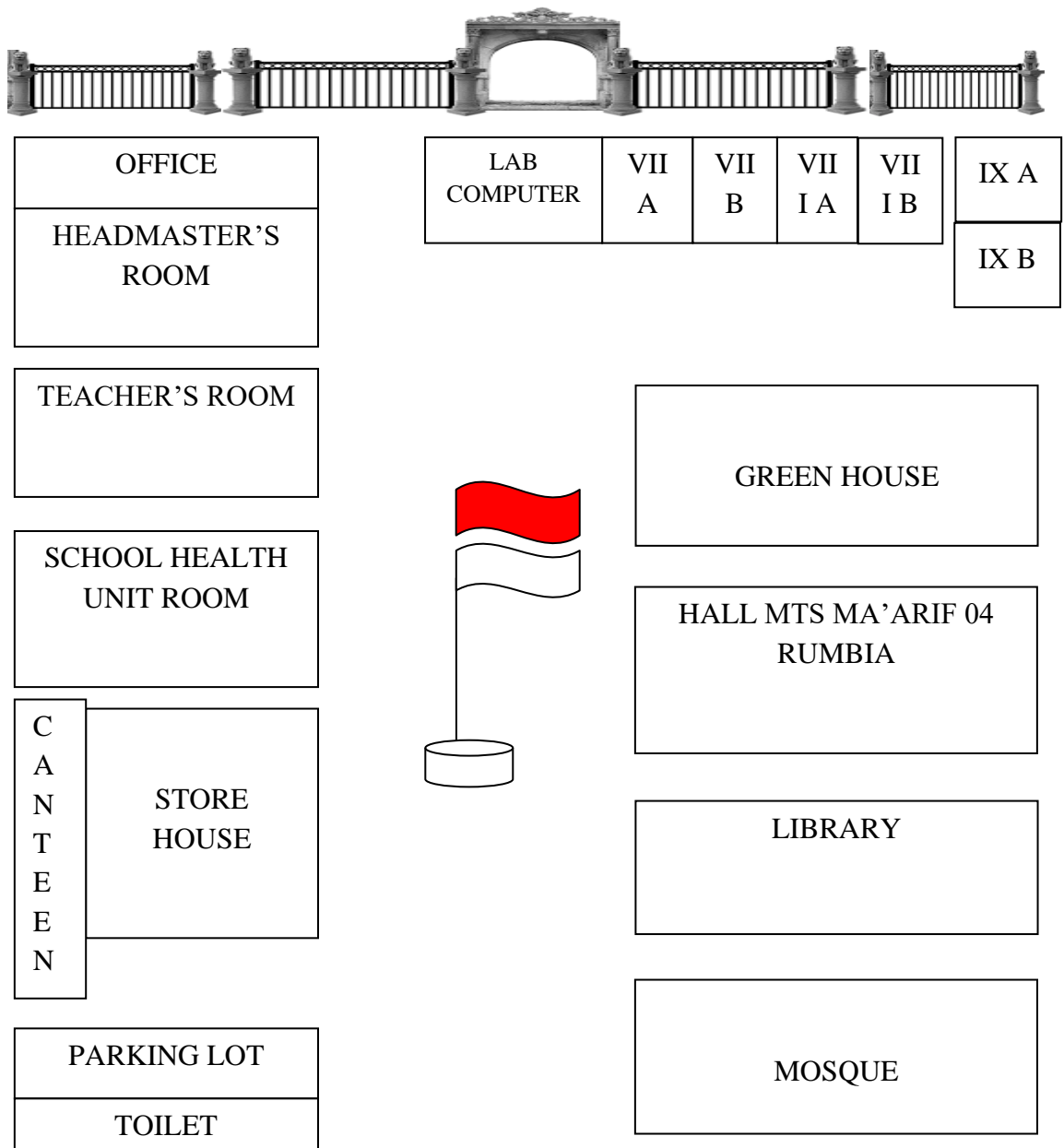
g. **The Quantity Students of MTs Ma'arif 04 Rumbia**

The quantity students of MTs Ma'arif 04 Rumbia that is identified, as follows:

Table 4.1

The Students' Quantity of MTs Ma'arif 04 Rumbia

in the Academic Year of 2022/2023

No	Class	Total
1	VII A	24
	VII B	20
2	VIII A	25
	VIII B	22
3	IX A	28
	IX B	30
Total		**119**

2. **The Description of Research Data**

    a. **The Result of Pre-Test Score**

    The aim of giving the students pre-test was to help the researcher knew the student's reading comprehension ability before they got the treatment using word maps. The result of pre-test could be identified as followed:

Table 4.2

The Frequency Distribution of Pre-test (control class)

R   = The highest score – The lowest score
    = 60 - 16
    = 44

K   = 1+3.3 log n

    = 1+4,42= 5,42
    = 5

$$P \quad = \frac{R}{K}$$

$$= \frac{36}{5} = 7,2$$

$$= 7$$

Niai + (interval -1)

No	Class Interval	Frequency	Precentage %
1.	16-22	2	9,1%
2.	23-29	-	
3.	30-36	14	63,7%
4.	37-43	3	13,6%
5.	44-50	1	4,5%
6.	51-57	-	
7.	58-64	2	9,1%
	Total	**22**	**100%**

Table 4.3
Descriptive Statistics of Pre-test (control class)

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
pretestcontrol	22	44	16	60	804	36,55	2,127	9,975	99,498
Valid N (listwise)	22								

Based on the table, could be identified that total students (N) = 22, range score = 44, minimum score = 16, maximum score 60, total score and mean 804 and 36,55. The standard deviation = 9,975, variance = 99,498.

In addition, based on the frequency distribution, could be seen that all of students got low grade. It showed that 20 students got score under 75 (100% of them).

Furthermore, the researcher also conducted pre-test to the experimental class. The result of pre-test could be identified as followed;

Table 4.4

The Frequency Distribution of Pre-test (experimental class)

R = The highest score – the Lowest score

= 64 - 32
= 32

K = 1+3.3 log n

= 1+4.61 = 5,61

= 6

P = $\dfrac{R}{K}$

= $\dfrac{32}{6}$ = 5,3

= 5

Niai +(interval -1)

No	Class Interval	Frequency	Precentage %
1.	32 - 36	10	40%
2.	37 - 41	4	16%
3.	42 – 46	5	20%
4.	47 -51	-	-
5.	52 – 56	3	12%
6.	57 - 61	1	4%
7.	62 - 66	2	8%
	Total	25	100%

Table 4.5
Descriptive Statistics of Pre-test (experimental class)

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
pretest experimental	25	32	32	64	1082	43,28	1,907	9,537	90,960
Valid N (listwise)	25								

Based on the table, could be identified that total students (N) = 25, range score = 32, minimum score = 32, maximum score 64, total score and mean 1084 and 43,28. The standard deviation =9,537, variance =90,960.

According to the table above could be known that all of students got low grade. It showed that 25 students got score under 75 (100% of them).

It could be said that their reading comprehension ability was not good. That was one of the reasons why the researcher conducted the research regarding to their reading comprehension ability by using word maps as an alternative way for them.

a. The Result of Post-Test Score

As soon as the students got pre-test, and the students in experimental class got series kind of treatments usingword maps, the researcher conducted post-test. The post-test instrument was different with the pre-test, but it still has the same pattern and difficulty level.

Table 4.6

The Frequency Distribution of Post-test (control class)

R = The highest score – The lowest score
= 60 - 16
= 44

K = 1+3.3 log n

= 1+4,42= 5,42
= 5

P = $\dfrac{R}{K}$

= $\dfrac{36}{5}$ =7,2

$= 7$

Niai +(interval -1)

No	Class Interval	Frequency	Precentage %
1.	16-22	2	9,1%
2.	23-29	2	9,1%
3.	30-36	11	50%
4.	37-43	3	13,7
5.	44-50	1	4,5%
6.	51-57	1	4,5%
7.	58-64	2	9,1%
	Total	22	100%

Table 4.7

Descriptive Statistics of Post-test (control class)

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
postestcontrol	22	44	16	60	784	35,64	2,411	11,308	127,861
Valid N (listwise)	22								

Based on the table, could be identified that total students (N) = 22, range score = 44, minimum score = 16, maximum score 60, total score and mean 784 and 35,64. The standard deviation =11,308, variance =127,861. The table of frequency distribution as followed;

Based on the frequency distribution, it could be seen that there was no significant change between the pre-test and the post-test on the control class.

Furthermore, before conducted post-test on the experimental class, the researcher has been given treatments using word maps. The post-test was carried out in order to know the students' reading comprehension ability after got treatments. The result of post-test in experimental class could be identified as followed;

Table 4.8

The Frequency Distribution of Post-test (experimental class)

R   = The highest score – The lowest score
        = 92 - 56
        = 36

K   = 1+3.3 log n

        = 1+4.61 = 5,61
        = 6

P   = $\dfrac{R}{K}$

        = $\dfrac{36}{6}$

        = 6

Niai +(interval -1)

No	Class Interval	Frequency	Precentage %
1.	56-61	3	12%
2.	62-67	3	12%
3.	68-73	5	20%
4.	74-79	5	20%
5.	80-85	8	32%
6.	86-91	-	-
7.	92-96	1	4%
			100%

Table 4.9
Descriptive Statistics of Post-test (experimental class)

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
posttest experimental	25	36	56	92	1846	73,84	1,818	9,091	82,640
Valid N (listwise)	25								

Based on the table, could be identified that total students (N) = 25,

range score = 36, minimum score = 56, maximum score 92, total score and

mean 1846 and 73,84. The standard deviation = 9,091, variance = 82640.

The frequency distribution showed that the students that got score above >75 was 15 students (60% of them). Moreover, the average score was significantly improved to the 75. It showed that they were successfully influence their reading comprehenion ability. It means that the treatment through Word Maps was successfully influence on the students' reading comprehension ability.

B. The Influence of Using Word Maps Strategy on The Students' Reading Coprehension Ability

As soon as the researcher applied the series of research activities using Word Maps, the researcher analyzed the data with Independent sample t-test by using SPSS 22.0 *for windows*. The researcher analyzed the data in order to prove whether there is a positive and significant influence of using Word Maps on the students' reading comprehension ability of the eight graders of MTs Maarif 04 Rumbia.

It would be (Ho) rejected if there was a positive and significant influence of using Word Maps toward the students' reading comprehension ability and (Ho) accepted if there was no positive and significant influence of using Word Maps toward the students' reading comprehension ability.

1. Prerequisite Test

a. Normality Test

Normality test was a test that conducted to determine whether the distribution of data was normally distributed or not. Normality test useful to determine data that has been collected was normally distributed or taken from

a normal population. In order get the data about normality test the researcher used SPSS 22.0 *for windows* with;

Ho: The data that has been collected was abnormally distributed.

Ha: The data that has been collected was normally distributed.

Normality Test Guidelines;

1) If the probability or Sig. *(Shapiro-Wilk)* > α (0.05), then the null hypothesis (Ho) is rejected.

2) If the probability or Sig. *(Shapiro-Wilk)* < α (0.05), then the null hypothesis (Ho) is accepted.

Table 4.10

The Result Tests of Normality by Using SPSS

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Resulf of Reading Comprehension Ability	post-test experimental class (word maps)	,154	25	,130	,966	25	,555
	post-test control class	,217	22	,008	,903	22	,034

Based on the table, could be seen that all the Sig. number *(Shapiro-Wilk)* from the whole 2 classes were 0.555, 0.034. Since the Sig. number *(Shapiro-Wilk)* > than the α (0.05), hence the Ho is rejected and the Ha is accepted. It means, the whole data that has been collected was normally distributed.

In addition, in order to make clear understanding, the researcher have made the interpretations' table of normality test. The table as followed;

Table 4.11

The Interpretation table of normality test

No.	Class	Sig	Criteria	Category
1.	Post-Test Experimental Class	0, 555	>0,05	Normal
2.	Post-Test Control Class	0, 034	>0,05	Normal

b. Homogeneity Test

Homogeneity test was a test that prove that the variances of two or more distributions was equal or not. In order to get the data about homogeneity test the researcher used SPSS 16.0 *for windows* with;

Ho = Data did not homogenous

Ha = Data homogenous

Homogeneity Test Guidelines;

1) If the probability or Sig. *(Based on Mean)* > α (0.05), then the null hypothesis (Ho) is rejected.

2) If the probability or Sig. *(Based on Mean)* < α (0.05), then the null hypothesis (Ho) is accepted.

Table 4.12

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
result of reading comprehension ability	Based on Mean	,175	1	45	,678
	Based on Median	,027	1	45	,870
	Based on Median and with adjusted df	,027	1	37,712	,870
	Based on trimmed mean	,151	1	45	,699

Based on the table it could be concluded that based on mean the Sig. number 0.678 > 0.05. So that, the Ho is rejected and the Ha is accepted. It means that the data was homogeneous.

2. Hypothesis Testing

Hypothesis testing was done to know whether there was a significant influence or not of variable X *(Word Maps)* to variable Y *(students' Reading Comprehension Abilityability)*. There were several ways to test the hypothesis, such as T-test *(manually)* or computerize T-test *(using SPSS application)*.

Based on the normally test and the homogeneity test, it could be seen that the data was normal and homogeneous. So that, the hypothesis testing using Independent Samples T-test with SPSS 22.0 *for windows* could be applied, with the hypothesis as followed;

Ho: There is no positive and significant influence of Word Maps on the students' Reading Comprehension ability of the eight graders of MTs Maarif 04 Rumbia in academic year of 2022/2023.

Ha: There is positive and significant influence of using Word Maps on the students' Reading Comprehension ability of the eight graders of MTs Maarif 04 Rumbia in academic year of 2022/2023.

Independent Sample T-Test Guidelines;

a. If the probability or Sig. < α (0.05), then the *null hypothesis* (Ho) is rejected.

b. If the probability or Sig. > α (0.05), then the *null hypothesis* (Ho) is

accepted.

Table 4.13

The Result of Independent T-test by Using SPSS Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	8B	25	73,84	9,091	1,818
	8A	22	35,64	11,308	2,411

Table 4.14

Independent Sample T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Result	Equal variances assumed	,175	,678	12,831	45	,000	38,204	2,977		32,207	44,201
	Equal variances not assumed			12,652	40,280	,000	38,204	3,020		32,102	44,305

Based on the table, it could be seen that the probability number *Sig.*

(2-tailed) was 0.000. As a result, since the probability or Sig number *(2-*

tailed) was < 0.005, hence the *null hypothesis* Ho is rejected and the

alternative hypothesis (Ha) is accepted. It means, there was a positive and

significant influence of using Word Maps on the students' Reading

Comprehension ability of the eight graders of MTs Maarif 04 Rumbia.

C. Discussion

In general, before conducted the research, the researcher gave pre-test in order to find out the prior knowledge of the students' Reading Comprehension ability before the treatment was given. After got the treatments, it could be identified that there were significant differences between the post-test score of the experimental and the control class.

Based on the result of Independent Sample T-Test using SPSS 22.0 *for windows*, it could be seen that the average of the experiment class was 73,8. It was higher than the control class that was 35,6. Hereafter, the probability or Sig number (2-tailed) was 0.000 which less than the α (0.005), so that the null hypothesis Ho is rejected and the alternative hypothesis (Ha) is accepted. It means, there is a positive and significant influence of using Word Maps on the students' Reading Comprehension ability of the eight graders of MTs Maarif 04 Rumbia.

After being calculated the normality test by using SPSS it can be proved that the data of both experimental and control class pre-test and post-test distributed normally. It can be stated the result of the data pre-test in experimental class is 0.555 while the data of control class is 0.034. It can be concluded that the whole data used in this research were normal. Next, based on the result of the homogeneity test the data of both experimental and control classes were divided as the homogenous group of data. It can be seen from the results that the significant result of pre test both of control and experiment class are which is higher than the significance value 0.005 and the significant result of post-test of

both control and experiment class are 0.678 which is higher than the significant value 0.005. Therefore, the groups of the data were proved to be categorized as homogenous data

       This research observed at the Reading Comprehension ability of the eight graders of MTs Maarif 04 Rumbia. The researcher used this class because the students in this class still have difficulties identifying main ideas and supporting ideas, and difficultly understanding the context of the text in reading text. That was because they were less in exercise reading. Based on the problems the researcher applied Word Maps to help students in reading how the correct way to identifying main ideas correctly.

       In conclusion, based on the discussion above, the researcher concluded that using Word Maps could be the solution for the students to encouraged and helped them in learning reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research that has been conducted, the researcher can conclude that using Word Maps had a positive and significant influence. In other words, using Word Maps was influence on the students' Reading comprehension ability ability at the eight graders of MTs Maarif 04 Rumbia, because the level of student scores is excellent and good.

Based on the result, it could be defined that there were significant differences between the reading score from the experimental class and the control class where the post-test score of the experimental class was higher. It could be identified that the average score of the control class is 35,6, whereas on the experimental class is 73,8.. Therefore, the average score of the experimental class was higher than the control class. It means, there was a positive and significant influence of using Word Maps on the students' reading comprehension ability.

B. Suggestion

Based on the conclusion of this research, the researcher would like to give some suggestions:

1. For the Teacher

It is suggested to the teacher to use word maps in order to make the students more easily to understand reading text.

2. For the Students

It is suggested to the students to be more encourage to learn English, specially reading.

3. For the Headmaster

The headmaster in supervising the English teacher to take advantages of the strategy in order to help students to learn English, so that the students can be more excited in learning English.

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APPENDICES

The Blueprint of the Narrative Text Reading

Pre Test

Competency Standard	Material	Indicators	Item Numbers	Total Items
Understanding short functional text and can identifying narrative text.	Reading Narrative Text	Determine the type of the text	1	1
		Determine the title of the text	6	1
		Identifying the purpose of the text	2	1
		Identifying the generic structure of the text	7, 12, 18, 21	4
		Identifying the language features of the text	17	1
		Identifying the main idea each paragraph	11, 24	2
		Identifying the character of the story	19, 22	2
		Find the word meaning in the text	5, 10, 13, 14	4
		Deduce the moral value of the text	4, 9,15	3
		Determine the explicit information in the text	16, 23	2
		Determine the implicit information in the text	3, 8, 20, 25	4
Total				**25**

Post Test

Competency Standard	Material	Indicators	Item Numbers	Total Items
Understanding short functional text and can identifying narrative text.	Reading Narrative Text	Determine the type of the text	1	1
		Determine the title of the text	6	1
		Identifying the purpose of the text	2	1
		Identifying the generic structure of the text	7, 12, 18, 21	4
		Identifying the language features of the text	17	1
		Identifying the main idea each paragraph	11, 24	2
		Identifying the character of the story	19, 22	2
		Find the word meaning in the text	5, 10, 13, 14	4
		Deduce the moral value of the text	4, 9,15	3
		Determine the explicit information in the text	16, 23	2
		Determine the implicit information in the text	3, 8, 20, 25	4
Total				**25**

Documentation Sheet

Purpose: documentation sheet is used as a direction to collect complete data about the identify of the MTs Maarif 04 Rumbia.

No.	Aspect of Documentation	Available	Unavailable
1.	History of MTs Ma'arif 04 Rumbia	✓	
2.	Organizational structure of MTs Ma'arif 04 Rumbia	✓	
3.	The situation of teachers and employees at MTs Ma'arif 04 Rumbia		✓
4.	The condition of MTs Ma'arif 04 Rumbia students	✓	
5.	State of MTs Ma'arif 04 Rumbia learning facilities	✓	
6.	Map of the location of MTs Ma'arif 04 Rumbia	✓	

Note: (✓) Tick for each positive available or unavailable.

SILABUS SMP/MTs

Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Semester : Ganjil dan Genap
Kompetensi Inti :

KI 1: Menghargaidan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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

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

Kompetensi Dasar	Materi Pemebelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks narative dengan mengidentifikasi text.	• *Identifying meanings and information ina narrative text* • *Reading narrative texts*	Siswa membaca text narative pendek dan sederhana dengan menggunakan ejan dan tanda baca yang benar. • Siswa memabaca denga teliti kontes dari text tersebut. • Dengan bimbingan guru, siswa mengidentifikasikan fungsi sosialnya dan unsur kebahasaan dari setiap text tersebut. *Menanya* Dengan bimbingan dan arahan guru, siswa	**Kreteria penilian** • Tingkat ketercapaian fungsi sosial teks nrative tentang tumbuhan pendek dan sederhana. • Tingkat kelengkapan dan keruntutan dalam mengidentifikasi the type of the text, the title of the text, purpose of the text,		• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari internet.

		menanyakan dan mempertanyaka n tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. **Mengumpulkan Informasi** • Secara individu, siswa mencari dan mengumpula n beberapa teks narative sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks nartive tentang tumbuhan • Siswa membaca semua teks narative yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifik asi dan menyebutkan:	generic structure of the text, language features of the text, main idea each paragrap h dari text narative. dalam teks narative. • Tingkat ketepata n unsur kebahasa an: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapiha n tulisan tangan. • Sikap tanggung jawab, kerjasam a, cinta damai, dan percaya diri yang menyerta i tindakan mengide ntifikasi the type of the text, etermine the title of the text, purpose		

| | | - fungsi sosial setiap teks

- nama tumbuhan

- ciri-ciri dari tumbuhan yang sedang dibahas di text.

- kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan

Mengasosiasi

• Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks narative tentang tumbuhan.

• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan | of the text, generic structure of the text, language features of the text, main idea each paragraph dari text narative.

CARA PENILAIAN

Kinerja (Praktik)

Tugas memamahami dan mengidentifikasi text narative. | | |

| | | dalam teks narative yang mereka kerjakan.

Mengkomunikas ikan

- Siswa mengidentifi kasi the type of the text, etermine the title of the text, purpose of the text, generic structure of the text, language features of the text, main idea each paragraph dari text narative.

- Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.

- Siswa membicaraka n permasalahan yang dialami dalam mengidentifk asi teks narative menuliskanny a dalam jurnal belajar sederhana dalam bahasa Indonesia. | | | |
|---|---|---|---|---|---|

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Status Pendidikan   : MTs Maarif 04 Rumbia

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII

Materi Pokok   : Text Narative

Alokasi Waktu   : 2 JP (2x30 Menit)

A. Kompetensi Inti
1. Menghargai dan menghayati ajaran yang dianutnya.
2. Sopan dan cermat dalam melakukan komuikasi interpersonal dengan guru dan teman.
3. Jujur, dispilin, percaya diri, dan bertanggung jawab melakukan komunikasi transaksional dengan guru dan teman.
4. Bertanggung jawab, penuh perhatian, kooperatif, dan damai dalam mengadakan komunikasi fungsional dengan guru dan teman.

B. Kompetensi Dasar
1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks narative dengan menyatakan dan menanyakan the type of the text, the title of the text, purpose of the text, generic structure of the text, language features of the text, main idea each paragraph dari text narative.
2. Mengidentifikasi the type of the text, the title of the text, purpose of the text, generic structure of the text, language features of the text, main idea each paragraph dari text narative.

C. Indikator dan Tujuan Pembelajaran
1. Siswa dapat mengidntifikasi the type of the text.
2. Siswa mampu Determine the title of the text.
3. Siswa dapat memahami purpose of the text.
4. Peserta didik dapat Mengidentifiksi generic structure of the text
5. Peserta didik mampu Detemine language features of the text.
6. Siswa Mengidentifikasi main idea each paragraph dari text narative.
7. Peserta didik mampu memahami kontek dai text narative.
8. Karakter peserta didik yang diharapkan religius, disiplin, jujur, kerja keras, kreatif, mandiri dan bertanggung jawab.

D. Media Pembelajaran
Media Penilaian   : Worksheet

Media Pendukung Pembelajaran : Proyektor, Leptop, PPT, papan tulis, spidol.

Sumber belajar : Buku, internet

E. Metode Pemebalajaran
Strategy : Word Maps

F. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan		Waktu
elakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin		0 menit
engaitkan/materi/tema/kegiatan pembelajran yang akan dilakukan dengan pengalaman peserta ddik dengan materi/tema/kegeiatan sebelumnya, serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.		
enyampaikan motivasi (tujuan dan manfaat)dengan mempelajari materi hari ini		
njelaskan tujuan pembelajaran, hal-hal yang akan dipelajari, serta metode yang akan dipelajari, serta metode belajar akan ditempuh.		
Kegiatan Inti		
erasi	serta didik mendapat motivasi dan panduan unuk mengamati materi dan mencatat kata-kata yang dijelaskan.	0 menit
tical Thinking	ru memberikan kesempatan pada peserta didik untuk mengidentifikasi the type of the text, the title of the text, purpose of the text, generic structure of the text, language features of the text, main idea each paragraph dari text narative.dalam teks narative.	
llaboration	serta didik diminta untuk mengidentifikasi tentang the type of the text, the title of the text, purpose of the text, generic structure of the text, language features of the text, main idea each paragraph dari text narative.dalam teks narative.	
mmunication	serta didik mengomunikasikan hasil exercise yang diberikan oleh guru, kemudian guru memberikan tanggapan dan penguatan materi	
eativity	serta didik menyebutkan konteks dari materi	
Kegiatan Penutup		
a. Guru membimbing peserta didik menyimpulkan materi pembelajaran melalui tanya jawab secara kasikal b. Guru melakukan refleksi dengan peserta didik atas manfaat proses pembelajran yang telah dilakukan dan menentukan tindakan yang akan dilakukan.		10 menit

G. Penilaian

1. Sikap : Observasi saat pembelajaran tentang sikap kritis, kerja sama, dan komunikatif.
2. Pengetahuan : Dapat mengerjakan exercise mengenai materi text narative
3. Keterampilan : Menentukan the type of the text, the title of the text, purpose of the text, generic structure of the text, language features of the text, main idea each paragraph dari text narative.dalam teks narative.

PRE-TEST TEST OF READING IN NARRATIVE TEXT TO THE EIGHTH GRADES JUNIOR HIGH SCHOOL

INSTRUCTIONS:

Choose the correct answer in the following questions by crossing (X) a, b, c, or d on the answer sheet!

Text 1

This text is for questions number 1 to 5

Telaga Warna

Long times ago, there was a kingdom in West Java. The kingdom wasruled by a king named His Majesty Prabu. Prabu was a kind and wise king. But it was a pity that Prabu and his queen hadn't got any children. The queen often cried. That was why Prabu went to the jungle. There he prayed to God every day,begging for a child.

A few months later, the queen got pregnant. Nine months later, a princess was born. Prabu and Queen loved their beautiful daughter so much. They gave whatever she wanted. It made Princess turn into a very spoiled girl.

One day, the princess celebrated her 17th birthday party. Many people gathered in the palace. Then, Prabu took out a necklace which was made fromgold and jewel. "My beloved daughter, today I give you this necklace. Please,wear this necklace," said Prabu.

"I don't want to wear it! It's ugly!" shouted the princess. Then she threw the necklace. The beautiful necklace was broken. The gold and jewels were spread out on the floor. Everybody couldn't say anything. They never thought that their beloved princess would do that cruel thing. In their silence, people heard thequeen crying. Every woman felt sad and began crying, too. Then, everybody was crying.

Suddenly, from the underground, a spring emerged. It made a pool of water. Soon, the place became a big lake. The lake finally sank the kingdom.

Nowadays, people called the lake ¨Telaga Warna¨. It means "Lake of Color". On a bright day, the lake is full of color. These colors come from shadows of forest, plants, flowers, and sky around the lake. But some people said that the colors are from the princess's necklace, which spreads at the bottom of the lake.

1. What is the type of the text above?
    a. Recount
    b. Narrative
    c. Report
    d. News item

2. What is the purpose of the text?
    a. To amuse the readers with the story of telaga warna
    b. To describe telaga warna
    c. To inform about telaga warna
    d. To give information about telaga warna

3. Which statement is TRUE according to the story?
    a. Prabu had a kingdom in Centre Java
    b. Prabu was an evil king
    c. Princess was a spiled girl
    d. Princess was a kind person

4. What we can learn from the story?|
    a. Being honest is not always wise
    b. It is good to be honest in life
    c. We must respect our parents
    d. Being a misser is sometimes important

5. What is the meaning of word "begging" in the second paragraph?
    a. Asking
    b. Praying
    c. Requesting
    d. Answering

Text 2
This text is for questions number 6 to 10

The Legend of Tangkuban Perahu Mount

Once upon a time in west Java, Indonesia lived a wise king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much.

Once she was weaving a cloth when one of her tool fell to the ground. She was very tired at the time so she was too lazy to take it. Then she just shoutedoutloud.

„Anybody there? Bring me my tool. I will give you special present. If you are female, I will consider you as my sister. If you are male, I will marry you".

Suddenly a male dog, its name was Tumang, came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had to marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy.

Sangkuriang liked hunting very much. He often went hunting to the wood using his arrow. When he went hunting Tumang always with him. In the past there were many deer in Java so Sangkuriang often hunted for deer.

One day Dayang Sumbi wanted to have deer"s heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang went to the wood with his arrow and his faithful dog Tumang. But after several days in the wood Sangkuriang could not find any deer. They were all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. At home he gave Tumang"s heart to her mother.But Dayang Sumbi knew that it was Tumang"s heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head. Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived at his own village but he did not realized it. There he met Dayang Sumbi. At the time Dayang Sumbi was givenan eternal beauty by God so she stayed young forever. Both of them did not knoweach other. So they fell in love and then they decided to marry.

Several time later, Dayang Sumbi recognized a scar on Sangkuriangs"

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head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry soon. So Dayang Sumbi gave a very difficult condition. She wanted Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon.

Sangkuriang agreed. With the help of genie and spirits Sangkuriang triedto build them. By midnight he had finished the lake by building a dam in Citarum river. Then he started building the boat. It was almost dawn when he nearly finished it. Meanwhile Dayang Sumbi kept watching on them. She was very worried when she knew this. So she made lights in the east. Then the spirits thought that it was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat.

Sangkuriang was very angry. He kicked the boat. Then the boat turned out to be Mount Tangkuban Perahu. It means boat upside down. From a distant itlooks like a boat upside down.

6. The story mainly tells us about ..?

   a. The legend of Tangkuban Perahu Mount

   b. The legend of Sangkuriang

   c. The legend of Tumang

   d. The legend of Dayang Sumbi

7. Which paragraph is the orientation?
   a. First paragraph

   b. Second paragraph

   c. Third paragraph

   d. Last paragraph

8. Which statement is FALSE according to the story?

   a. The king had a daughter named Dayang Sumbi

   b. Dayang Sumbi liked weaving

   c. Dayang Sumbi had a child named Sangkuriang

   d. The mount was called Bromo Mount

9. What is moral value can we learn from the story?

   a. Don"t be arrogant, because it can make us to be immoral person

   b. We must respect our parrents

c. Don't be shy, if it is only make you weak

d. Be dilligent can make you rich

10. What is the meaning word "honeymoon" in the story?

a. The spcial day for couple after weeding

b. A beautiful place

c. Bad day ever

d. The name of land

Text 3
This text is for question number 11 to 15

Cinderella

Once upon a time there was a girl named Cinderella. She lived with herbad step mother and two step sister. She had to do all the household chores.

One day, the King invited all the ladies in the Kingdom to go to a ball in the palace. He wanted to find the Crown Prince a wife.

The step sister went to the ball that night with their step mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach, two horses, and footmen. She also gave Cinderella a lovely dress to wear to the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her glass slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

After searching for along time, finally, they came to Cinderella's house. The slipper fit her. The Prince was very happy to find Cinderella again. They god married and lived happily ever after.

11. The main topic of the third paragraph tells us about?

a. Cinderella could not go to the ball

b. Cinderella could go to the ball

c. Cinderella was crying

d. Prince fell in love with cinderella

12. Which paragraph is the resolution in the story?

   a. First paragraph

   b. Second paragraph

   c. Third paragraph

   d. Last paragraph

13. The word "glass slipper in (first paragraph) means?

   a. A pair of shoes is made from glass

   b. A pair of earrings

   c. A big castle

   d. A big wooden

14. What is the meaning of word "ball" in the last paragraph?

   a. Dance party

   b. Big castle

   c. Comfortable atmosphere

   d. Something to play football

15. What is the moral value can we learn from the story?

   a. Don"t obstinate with your brother and sister

   b. Don"t judge the person from the appearance

   c. Common people may prove great ones

   d. Honestly begin at home

Text 4
This text is for question number 16 to 20

Snow White and Seven Dwarf

Once upon a time in a great castle, there was a beautiful princess. She was very pretty, with blue eyes and long black hair. Her skin was delicate and white, and so she was called Snow White. Snow White had a step mother who was always jealous of Snow White's beauty. Her step mother too was very beautiful, and the magic mirror told her this every day, whenever she asked it.

One day, the step mother asked the magic mirror who the loveliest lady in

the land was and the magic mirror answered Snow White was the loveliest in the land. The step mother was very mad. Then he asked her trusty servants to take Snow White into the forest, far away from the Castle and killed her. But the servant didn't kill Snow White, He led the innocent little girl away.

In the forest, little Snow White was alone and scared. She didn't know where she should go. But suddenly she saw a small strange cottage. She wondered who lived there, then she entered the cottage.

Inside the cottage, there was 7 beds and a kitchen. Snow White was to tired to explore the cottage, and suddenly fallen a sleep. In the afternoon, the seven dwarfs who lived in the cottage, came home. They surprised to see there was a young lady there. One dwarf woke her up and asked who was she. Snow White told them her sad story. The seven dwarfs understood the feeling of Snow White and asked her to live with them in the cottage.

Meanwhile in the castle, the servant came back and told to the step mother that Snow White was killed. Then the step mother asked the magic mirror once again who the loveliest in the land was and still the magic mirror answered the Snow White who lived in the small cottage with seven dwarfs was the loveliest one in the land. So the step mother was angry and she planed something bad to Snow White.

Then the step mother disguising herself as an old women who sold a basket of poisoned apples and went to the cottage. In the cottage, the seven dwarfs warned Snow White to not open the door to the stranger.

The step mother finally arrived to the cottage and began to offer Snow White an apple. Snow White refused to open the door but the step mother kept persuade and finally Snow White opened the door and brought an apple then heate it. So Snow White fallen down with the poisoned apple beside her.

In the afternoon, when the seven dwarfs came home, they were surprised with Snow White who laid down on the floor with pale face and a poisoned apple beside her. The seven dwarfs were sad seeing the Snow White was dying but not die yet. Then the seven dwarfs decided to make a beautiful bed made from a crystal coffin to make Snow White keep alive.

Day by day, the seven dwarfs waited for the miracle came when Snow White suddenly woke up. Then one day, there was a wanderer who actually a prince from far away kingdom saw a beautiful lady was laid down on crystal bed.

The wanderer asked the dwarfs what was happened and the dwarfs told him thestory.

When the prince hear about the snow white" story, the perince decided to carry her to his castle and asked the doctor to help her . Then the prince kissed her to show his intention. But suddenly Snow White was back to life. The fact was that the prince's kiss broke the spell. Then the prince asked Snow White to marry him.

From that day on, Snow White lived happily in a great castle. But fromtime to time, she was drawn back to visit the little cottage down in the forest.

16. Which paragraph is the orientation?

    a. First paragraph

    b. Second paragraph

    c. Third paragraph

    d. Last paragraph

17. What is the dominant structure used in the text?

    a. Simple present tense

    b. Simple past tense

    c. Present continuous tense

    d. Future tense

18. Which paragraph is the compliation in the story?

    a. First paragraph

    b. Second paragraph

    c. Third paragraph

    d. Last paragraph

19. How is the characteristic of step mother?

    a. Kind

    b. Wise

    c. Care

    d. Cruel

20. What is the synonym of word "pretty" in the first paragraph?

    a. Amazing

b. Kind

c. Lazy

d. Beautiful

Text 5
This text is for question number 21 to 25

Pinocchio

Once upon a time, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for a long time ago. One day, he had an idea. He wanted to make a puppet so he would never felt lonely again. He made a puppet all night without resting.

In the morning, finally he finished his work. He named the puppet, Pinocchio. He played whole day with Pinocchio. However, he felt lonely again because Pinocchio couldn't talk or walk by himself. In the middle of the night, Geppetto prayed to the God. His wish was Pinocchio became a real boy, human. He thought it on his mind in his dream.

In the next morning, he surprised. Pinocchio was alive. He really was happy. He tough Pinocchio how to walk, how to speak, how to read etc. like a teacher. Pinocchio learned fast. He entered an elementary school. One day, Pinocchio felt bored. So, he went home late. Geppetto worried about him. When Pinocchio came to home, Geppetto asked him. He said he was on school but he didn't. Suddenly, Pinocchio's nose grow longer. It meant that Pinocchio lied.

The next day, Pinocchio got caught by thieves. The thieves was the owner of circus. Pinocchio became a slave for the circus. He was famous because he was a talking puppet. Geppetto worried him. Pinocchio didn't come home for 2 days. He found Pinocchio everywhere. When he discovered the sea, big wave smashed him. He was on whale's stomach when he awoke. He couldn't find the way out.

In different place, Pinocchio finally could get out from circus. He went to home but Geppetto wasn't on there. He found Geppetto at sea. He had the same accident like Geppetto. He met Geppetto in whale's stomach. They got out from its stomach by made a fire.

They went home back together. In the end, they lived happy forever after.

21. Which paragraph is the complication in the story?

a. His nose grows longer

b. His hands grow longer

c. His eyes grow bigger

d. His neck grows longer

22. How is the chrarcter of Geppetto?

   a. Obstinate

   b. Kind

   c. Lazy

   d. Arrogant

23. Which paragraph is the complication in the story?

   a. First paragraph

   b. Second paragraph

   c. Third paragraph

   d. Last paragraph

24. What is the main idea in the second paragraph

   a. Finally Geppetto finished a wooden puppet named pinoocchio

   b. Pinoocchio always lied when he said

   c. Pinnoccio played circus

   d. Pinnoccio got accident

25. What happened when pinnoccio was lying

   a. His nose grows longer

   b. His hands grow longer

   c. His eyes grow bigger

   d. His neck grows longer

POST-TEST OF READING IN NARRATIVE TEXT TO THE EIGHTH GRADES JUNIOR HIGH SCHOOL

INSTRUCTIONS:
Choose the correct answer in the following questions by crossing (X) a, b, c, or d on the answer sheet!

Text 1
This text is for questions number 1 to 5

The Magic Box

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

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

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

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

The old man didn"t say anything, and continued to work until he fell into the box and suddenly died. At once, the money disappeared and the box began to fill up with dead grandfathers.

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

1. What is the type of the text above?

    a. Recount   c. Report

b. Narrative   d. News item

2. What is the purpose of the text?

   a. to amuse the readers with the story of the magic box

   b. to describe the magic box

   c. to inform about the magic box

   d. to give information about the magic box

3. Which statement is TRUE according to the story?

   a. The box was full of valuable things when it found

   b. The farmer had to pull out his father"s bodies and bury them

   c. The poor farmer was finally killed by his father

   d. The farmer"s wife was happy after the father passed away

4. What we can learn from the story?

   a. Being honest is not always wise

   b. It is good to be honest in life

   c. We must respect our parents

   d. Being a miser is sometimes important

5. What is the meaning of word "prosperous" in the third paragraph?

   a. Rich

   b. Poor

   c. Smart

   d. Wise

Text 2

This text is for questions number 6 to 10

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal When the boy wanted to leave, this old woman gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "please remember, if there

is a flood you must save yourself. Use this "lesung" as a boat". The boy was happy and he continued his journey.

While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People

challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the "lesung" as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

6. The story mainly tells us about …?
   a. The legend of Rawa Pening
   b. The legend of Salatiga
   c. The legend of lesung
   d. The boy and generous old woman

7. Which paragraph is the orientation?
   a. First paragraph
   b. Second paragraph
   c. Third paragraph
   d. Last paragraph

8. Which statement is FALSE according to the story?
   a. The boy could not pull out the stick
   b. The boy could pull out the stick
   c. The old woman is kind
   d. The hole left by stick spouted out the water

9. What is moral value can we learn from the story?
   a. Don"t be arrogant, because it can make us to be immoral person
   b. If you want to be rich, you have to hard work

c. Don"t be shy, if it is only make you weak

d. Be diligent can make you rich

10. What is the meaning word "lesung" in the story?

   a. It is the shelter to take a rest

   b. A big wooden mortar for pounding rich

   c. The hole which spouted the water

   d. The name of person in the story

Text 3

This text is for question number 11 to 15

The Lion and The mouse

Once when a lion was asleep, a little mouse began up and down upon him; this soon awoke the lion, which placed his **<u>huge</u>** paw upon the mouse, and opened his big jaws to swallow him.

"Pardon, O King "cried the little mouse "forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days? ". The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

On day the lion was caught in a trap. Some hunters want to carry him alive to the king. The hunters tied the lion to a tree while they went to search a wagon to carry him to the kingdom.

In that moment, the little mouse passed and saw the **plight** which the lion was roaring to have recourse. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beats. Soon the little mouse had finished growing away the ropes, he asked the lion to run away.

11. Paragraph three mainly tells that ..
   a. the little mouse asked forgiveness

   b. the hunters carried the lion alive to the king

   c. the lion was tied to a tree by the hunters

   d. the little mouse could prove that he could help the lion

12. Which paragraph is the resolution in the story?

a. First paragraph

b. Second paragraph

c. Third paragraph

d. Fourth paragraph

13. The word "huge" in (1st paragraph) means..

a. Old

b. Very big

c. Tall

d. Small

14. What is the meaning of word "plight" in the last paragraph?

a. Bad situation

b. Good situation

c. Comfortable atmosphere

d. Pleasant condition

15. What is the moral value can we learn from the story?

a. Don"t judge the person from his appearance

b. You have to give a chance and help another each other

c. Common people may prove great ones

d. Honestly begins at home

Text 4

This text is for questions number 16 to 20

The Story of the Smart Parrot

A man in Puerto Rico had a **wonderful** parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can"t you say the word? Sat Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano or I"ll kill you!" but the bird wouldn"t talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday"s dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at thenfourth chicken, "Say Catano or I"ll kill you!

16. Where did the story take place?

   a. London

   b. Puerto rico

   c. Jakarta

   d. Buenos Aires

17. What is the dominant structure used in the text?

   a. Simple present tense

   b. Simple past tense

   c. Present continuous tense

   d. Future tense

18. Which paragraph is the complication in the story?

   a. First paragraph

   b. Second paragraph

   c. Third paragraph

   d. Last paragraph

19. How is the characteristic of the man?

   a. Kind

   b. Wise

   c. Care

   d. Cruel

20. What is the synonym of word "wonderful" in the first paragraph?

   a. Amazing

   b. Kind

   c. Lazy

d. Beautiful

Text 5

This text is for questions number 21 to 25

Three Fish

Once upon a time, there were three fish lived in a pond. One evening, some fishermen passed by the pond and saw the fish. "This pond is full of fish", they told each other excitedly. "we have never fished here before. We must come back tomorrow morning with our nets and catch these fish!" So saying, the fishermen left.

When the eldest of the three fish heard this, he was troubled. He called the other fish together and said, "Did you hear what the fishermen said? We must leave this pond now. The fishermen will return tomorrow and kill us all!" The second of the three fish agreed. "You are right", he said. "We must leave this pond now."

But the youngest fish laughed. "You are worrying without reason", he said. "We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere – my luck will keep me safe".

The eldest of the fish left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then.

The fishermen arrived and caught all the fish left in the pond. The third fish‟s luck did not help him – he was caught and killed.

21. Which paragraph is the complication in the story?
    a. First paragraph
    b. Second paragraph
    c. Third paragraph
    d.   Fourth paragraph

22. How is the character of the third fish?
    a. Obstinate
    b. Kind

c. Lazy

d. Arrogant

23. What did the third fish do when he were invited the eldest fish to leave thepond?

a. He agreed to leave pond

b. He refused to follow the eldest fish

c. He wanted to follow the eldest fish

d. He was angry with his friends

24. What is the main idea in the second paragraph?

a. The fish had known that the fisherman will come back to the pond to go fishing.

b. There were some fisherman go fishing in the pond

c. Fisherman did not find fish

d. The third fish was caught

25. What is the antonym of word "refused" in fourth paragraph?

a. Reject

b. Accept

c. Extend

d. Believe

KEY ANSWER

1. B	22. A
2. A	23. B
3. B	24. A
4. C	25. B
5. A	
6. A	
7. A	
8. A	
9. A	
10. B	
11. B	
12. D	
13. B	
14. A	
15. B	
16. B	
17. B	
18. C	
19. D	
20. A	
21. B	

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Nomor   : B-3640/In.28/J/TL.01/07/2022
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SEKOLAH MTS MAARIF 04
RUMBIA
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**SITI AMINATUR RO`AZAH**
NPM	:	1901052030
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF USING FRAYER MODEL STRATEGY TOWARDS STUDENT` READING COMPERHENSION

untuk melakukan prasurvey di MTS MAARIF 04 RUMBIA, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 21 Juli 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

LEMBAGA PENDIDIKAN ISLAM
MTs MA'ARIF 04 RUMBIA
KECAMATAN RUMBIA KABUPATEN LAMPUNG TENGAH
NSM.121218020008.   NPSN.10816591

Alamat   : Jl. Simpang Ma'arif, Pon Pes Al Hidayah Rukti Basuki Kecamatan Rumbia Kabupaten Lampung Tengah   34157

SURAT KETERANGAN PEMBERIAN IZIN PRASURVEY
Nomor : 007/LPI/MTs.04/RB/VIII/2022

Yang bertanda tangan di bawah ini

Nama	:	**UMMU ZAINAB, M.Pd.I**
Jabatan	:	Kepala Mts Ma'arif 04 Rumbia

Menerangkan bahwa

Nama	:	**SITI AMINATUR RO'AZAH**
NPM	:	1901052030
Semester	:	7 (Tujuh)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF USING FRAYER MODEL STRATEGY
		TOWARDS STUDENT READING COMPERHENSION

Nama yang tersebut di atas diberikan izin untuk melaksanakan Prasurvey di MTs Ma'arif 04 Rumbia.

Demikian Surat Keterangan ini dibuat, agar dipergunakan sebagaimana mestinya.

Rumbia, 08 Agustus 2022
Kepala Madrasah

UMMU ZAINAB, M.Pd.I

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Nomor : B-2063/In.28/D.1/TL.00/05/2023	Kepada Yth.,
Lampiran : -	KEPALA MTS MAARIF 04 RUMBIA
Perihal : **IZIN RESEARCH**	di-
	Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2064/In.28/D.1/TL.01/05/2023, tanggal 09 Mei 2023 atas nama saudara:

Nama	:	**SITI AMINATUR RO`AZAH**
NPM	:	1901052030
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS MAARIF 04 RUMBIA, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING WORD MAPS STRATEGY ON THE STUDENTS` READING COMPREHENSION ABILITY OF THE EIGHT GRADERS OF STUDENT MTS MAARIF 04 RUMBIA IN THE ACADEMIC YEAR 2022/2023".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 09 Mei 2023
Wakil Dekan Akademik dan
Kelembagaan,
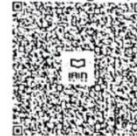
Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS
Nomor: B-2064/In.28/D.1/TL.01/05/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**SITI AMINATUR RO`AZAH**
NPM	:	1901052030
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MTS MAARIF 04 RUMBIA, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING WORD MAPS STRATEGY ON THE STUDENTS` READING COMPREHENSION ABILITY OF THE EIGHT GRADERS OF STUDENT MTS MAARIF 04 RUMBIA IN THE ACADEMIC YEAR 2022/2023".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 09 Mei 2023

Wakil Dekan Akademik dan
Kelembagaan,

Mengetahui,
Pejabat Setempat

Zainab, M.pd.I

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

LEMBAGA PENDIDIKAN ISLAM
MTs MA'ARIF 04 RUMBIA
KECAMATAN RUMBIA KABUPATEN LAMPUNG TENGAH
NSM.121218020008.   NPSN.10816591

Alamat   : Jl. Simpang Ma'arif, Pon Pes Al Hidayah Rukti Basuki Kecamatan Rumbia Kabupaten Lampung Tengah   3 4 1 5 7

SURAT KETERANGAN PEMBERIAN IZIN RESEARCH
Nomor : 016/LPI/MTs.04/RB/V/2023

Yang bertanda tangan di bawah ini

Nama	:	**UMMU ZAINAB, M.Pd.I**
Jabatan	:	Kepala MTs Ma'arif 04 Rumbia

Menerangkan bahwa

Nama	:	**SITI AMINATUR RO'AZAH**
NPM	:	1901052030
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris
Judul Penelitian	:	THE INFLUENCE OF USING WORD MAPS STRATEGY ON THE STUDENTS READING COMPREHENSION ABILITY OF THE EIGHT GRADERS OF STUDENT MTS MAARIF 04 RUMBIA IN THE ACADEMIC YEAR 2022/2023

Nama yang tersebut di atas diberikan izin untuk melaksanakan research di MTs Ma'arif 04 Rumbia.

Demikian Surat Keterangan Pemberian Izin research ini dibuat, agar dipergunakan sebagaimana mestinya.

Rumbia, 13 Mei 2023
Kepala Madrasah

UMMU ZAINAB, M.Pd.I

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama   : Siti Aminatur Ro'azah
NPM   : 1901052030

Prodi   : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	kamis, 29/12 - 22	✓	- Table of contents ? - Bibliography : - Revise based on the notes	
2.	senin 2/1 - 23	✓	mistyping → Revise	
3.	Selasa 3/1 - 23	✓	Revision is OK Acc for seminar	

Mengetahui
Ketua Prodi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO

Nama : SITI AMINATUR RO`AZAH   Jurusan : TBI

NPM : 1901052030   Semester : VIII

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan Dosen
6	2023 mei	ACC for. Researc3 Instrument (APD)	

Mengetahui,

Ketua Jurusan TBI

Andrianto, M.Pd

NIP.198711022015031004

Dosen Pembimbing

Dr. Umi Yawisah, M. Hum

NIP. 196204241999032001

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO

Nama : SITI AMINATUR RO`AZAH   Jurusan : TBI

NPM : 1901052030   Semester : VIII

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan Dosen
1.	23/Mei 2013, Selasa	abstract → Revisi	
2.	26/Mei 2023, Jumat	Bibliography - CV	
3.	7/Mei Juni 2023, Rabu	ACC for munaqosyh	

Mengetahui,

Ketua Jurusan TBI

Andianto, M.Pd
NIP.198711022015031004

Dosen Pembimbing

Dr. Umi Yawisah, M. Hum
NIP. 196204241999032001

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-549/In.28/S/U.1/OT.01/05/2023

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: SITI AMINATUR RO`AZAH
NPM	: 1901052030
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1901052030

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 31 Mei 2023
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa

Nama   : Siti Aminatur Ro'azah
NPM   : 1901052030
Program Studi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 8 Juni 2023
Ketua Prodi TBI

Andianto, M.Pd
NIP. 1987 1102 201503 1 004

ANSWER SHEET POST-TEST

NAME   : faita Julianti

CLASS   : Vɪɪɪ

Please give the cross (X) to the right answer!

1.	A	B̶	C	D
2.	A̶	B	C	D
3.	A̶	B	C	D
4.	A	B	C̶	D
5.	A̶	B	C	D
6.	A̶	B	C	D
7.	A	B	C	D̶
8.	A̶	B	C	D
9.	A	B̶	C	D
10.	A	B̶	C	D
11.	A	B	C̶	D
12.	A	B	C	D̶
13.	A	B̶	C	D
14.	A̶	B	C	D
15.	A	B	C̶	D
16.	A	B̶	C	D
17.	A	B̶	C	D
18.	A	B	C̶	D
19	A	B	C	D̶
20.	A̶	B	C	D
21.	A	B̶	C	D
22.	A	B̶	C	D
23.	A	B	C̶	D
24.	A	B	C̶	D
25.	A	B	C̶	D

60%

u have to study hard faila ! ⌣

41

ANSWER SHEET POST-TEST

NAME   : Rendi Cahya Ramadhan

CLASS   : VIII⁸

Please give the cross (X) to the right answer!

1.	A	~~B~~	C	D
2.	~~A~~	B	C	D
3.	A	~~B~~	C	D
4.	A	~~B~~	C	D
5.	~~A~~	B	C	D
6.	~~A~~	B	C	D
7.	~~A~~	B	C	D
8.	~~A~~	B	C	D
9.	A	B	C	~~D~~
10.	A	~~B~~	C	D
11.	A	~~B~~	C	D
12.	A	B	C	~~D~~
13.	A	~~B~~	C	D
14.	~~A~~	B	C	D
15.	A	~~B~~	C	D
16.	A	~~B~~	C	D
17.	A	~~B~~	C	D
18.	A	B	~~C~~	D
19	A	B	C	~~D~~
20.	A	~~B~~	C	D
21.	A	~~B~~	C	D
22.	~~A~~	B	C	D
23.	A	~~B~~	C	D
24.	~~A~~	B	C	D
25.	A	~~B~~	C	D

92

Good Job ! ツ

42

ANSWER SHEET POST-TEST

NAME   : ARiP

CLASS   : VIII

Please give the cross (X) to the right answer!

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19	A	B	C	D
20.	A	B	C	D
21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D

16/

Please study hard !

43

ANSWER SHEET POST-TEST

NAME   : TIO ARDIyansah

CLASS   : VIII ᴬ

Please give the cross (X) to the right answer!

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19	A	B	C	D
20.	A	B	C	D
21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D

60/

44

ANSWER SHEET PRE-TEST

NAME   : Desi Luisa Putri

CLASS   : VIII^B

Please give the cross (X) to the right answer!

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19	A	B	C	D
20.	A	B	C	D
21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D

32/

ANSWER SHEET PRE-TEST

NAME : Yadgan Yukgf Mazid

CLASS : VIII[b]

Please give the cross (X) to the right answer!

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19	A	B	C	D
20.	A	B	C	D
21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D

64/

ANSWER SHEET PRE-TEST

NAME : FAhrUL RAMA DAni

CLASS : VIII A

Please give the cross (X) to the right answer!

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D
11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19	A	B	C	D
20.	A	B	C	D
21.	A	B	C	D
22.	A	B	C	D
23.	A	B	C	D
24.	A	B	C	D
25.	A	B	C	D

16/

Please study hard ! ü

47

ANSWER SHEET PRE-TEST

NAME   : Rika afriansyah

CLASS   : VIII A

Please give the cross (X) to the right answer!

1.	A	~~B~~	C	D
2.	~~A~~	B	C	D
3.	A	~~B~~	C	D
4.	A	~~B~~	C	D
5.	A	B	~~C~~	D
6.	A	~~B~~	C	D
7.	~~A~~	B	C	D
8.	~~A~~	B	C	D
9.	~~A~~	B	C	D
10.	A	~~B~~	C	D
11.	A	~~B~~	C	D
12.	A	B	C	~~D~~
13.	A	B	C	~~D~~
14.	~~A~~	B	C	D
15.	A	B	C	~~D~~
16.	A	B	C	~~D~~
17.	A	~~B~~	C	D
18.	A	B	C	~~D~~
19	A	B	C	~~D~~
20.	A	B	~~C~~	D
21.	A	B	~~C~~	D
22.	A	B	C	~~D~~
23.	A	~~B~~	C	D
24.	~~A~~	B	C	D
25.	A	~~B~~	C	D

60/

you have to study hard! ☺

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ATTANDANCE LIST STUDENTS OF MTS MAARIF 04 RUMBIA

KELAS : VIII^A

TANGGAL/HARI : 15 Mei. 2023, senin

NO.	NAMA SISWA	TANDA TANGAN	
1	M. LUTFI LADAFI	1.	
2	ROZA PUTRA PRATAMA		2.
3	Raditya Pratama	3.	
4.	ARIP		4. Bosar
5.	Rika Afriansyah	5.	
6.	WAhyu Agung satmiko		6. ay
7.	FAhrul RAMADAni	7.	
8	JagGA		8.
9.	Almasyu Ratlinti	9.	
10.	Nanda loitfatul Khoiriyah		10.
11.	Milah	11.	
12	livia ayu lrawito		12.
13.	Andini	13.	
14	Kholifatul Khasanah		14.
15.	mulia fara Julia	15.	
16.	andini maya pus pita sari		16.
17	laila juliantı	17.	
18	merlinda ayu lıltah		18.
19.	Fika Nurairi	19.	
20.	Utara gracia andini		20.
21	Vikri	21.	
22	HkbM		22.
23		23.	
			24.
		25.	
			26.
		27.	
			28.
		29.	
			30.
		31.	
			32.

49

ATTANDANCE LIST STUDENTS OF MTS MAARIF 04 RUMBIA

KELAS   : VIII A

TANGGAL/HARI   : 17 Mei 2023, Rabu

NO.	NAMA SISWA	TANDA TANGAN
1	M. lutfi kadafi	1.
2	REZA Putra PRATAMA	2.
3	M. LUTFI KADAFI	3.
4	Radit ya	4.
5	RiKo affian syah	5.
6	ARIP	6.
7	WAhyu Agung salmiko	7.
8	FAHRUL MAMA DANi	8.
9.	Armasyu Badiali	9.
10.	Nanda latifatul Kwoiriyah	10.
11.	Melati	11.
12.	livia ayu Prawira	12.
13	Andini	13.
14	Kholisdul Khasanah	14.
15.	mutia Fara Julia	15.
16.	andini maya Pus pita sari	16.
17	laila Surianti	17.
18	merlinda dwi lestari	18.
19.	Fika Nuraini	19.
20.	Utara gracia andini	20.
21	Villari	21.
22	Husni	22.
		23.
		24.
		25.
		26.
		27.
		28.
		29.
		30.
		31.
		32.

ATTANDANCE LIST STUDENTS OF MTS MAARIF 04 RUMBIA

KELAS : VIII B

TANGGAL/HARI : 15 - Mei -2023 , Senin.

NO.	NAMA SISWA	TANDA TANGAN	
1.	ARIF ·KURNIAWAN	1. arif	
2.	Tio ardiyansah		2. Giy
3.	HABIBUROHMAN	3. huf	
4.	Marvii Taufik		4. neng
5.	M.NAUFAL	5. Naufal	
6.	WILDHANU H.Q		6. Dwff
7	Rizki ANDIKA Putra	7. Zb	
8	Zulfikri ajjo wibowo		8. Zulfi
9	muhammad farin	9. 1 fhm	
10	Muhammad Yusof Hamdani		10. Yne
11	Rendy canya ramadhan	11. oyha	
12.	Rendy Prasetyo		12. Rey
13.	Anang ma'ruf	13. shuf	
14.	Anas shobirin		14. Analy
15.	muhamad dian Rezaki	15. Diy	
16	Dian Puspita sari		16. celu
17	Ainul inayati	17. Juij	
18	Bintang adyamecca Putri.		18. llly
19	Nella Kamilah.	19. Nelly.	
20	Zazkia Ratna manggauh		20. /canthp
21.	Selvi Rahmadani	21. az.	
22	Ad Deci Tika Putri		22. fnj.
23	MUSTAKIM	23. Hl	
24.	Anggun soleha		24. Afra
25.	Yadyan Yukaf mahd	25. Mull.	
			26.
		27.	
			28.
		29.	
			30.
		31.	
			32.

ATTANDANCE LIST STUDENTS OF MTS MAARIF 04 RUMBIA

KELAS : $\overline{VIII}^B$

TANGGAL/HARI : 16 Mei 2023, Selasa.

NO.	NAMA SISWA	TANDA TANGAN
1	ARIF · KURNIAWAN	1. *(signature)*
2	Tio Ardijonsah	2. *(signature)*
3	Habiburohman	3. *(signature)*
4	Maruli Taufik	4. *(signature)*
5	M. NAUFAL	5. *(signature)*
6	WILDHANIU H.S	6. *(signature)*
7	Rizki ANDIKA Putra	7. *(signature)*
8	zulfikri arya wibowo	8. *(signature)*
9	muhammad faizin	9. *(signature)*
10	Muhammad Yusuf Hamdani	10. *(signature)*
11	Rendy cahya ramadhan	11. *(signature)*
12	Rendy Praselyo	12. *(signature)*
13	anang Ma'ruf	13. *(signature)*
14	anas Shobirin	14. *(signature)*
15	Ainul inayah	15. *(signature)*
16	Zazkia Ratna manggalih	16. *(signature)*
17	dian Puspita sari	17. *(signature)*
18	Bintang adyamecca Putri	18. *(signature)*
19	Neila Kamilah	19. *(signature)*
20	Selvi rahmawani	20. *(signature)*
		21.
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		29.
		30.
		31.
		32.

ATTANDANCE LIST STUDENTS OF MTS MAARIF 04 RUMBIA

KELAS : VIII᷒

TANGGAL/HARI : 17 Mei 2023 , Rabu.

NO.	NAMA SISWA	TANDA TANGAN	
	ARIF KURNIAWAN	1. *signature*	
	Tio Ardijansah		2. *signature*
	HABIBUROHMAN	3. *signature*	
	Maruli Taufik		4. *signature*
	M. NAUFAL	5. *signature*	
	WILDHANU H. @		6. *signature*
	Rizki ANDIKA Putra	7. *signature*	
	ZULFIKRI aryo wibowo Jul		8. *signature*
	muhammad fatын	9. *signature*	
	Muhammad Josuf Hamdani		10. *signature*
	Rendy cahya ramadhan	11. *signature*	
	Rendi Prasetyo		12. *signature*
	anang ma'ruf	13. *signature*	
	Anas Shobirin		14. *signature*
	Zazkia Rang manggalih	15. *signature*	
	Ainul inayah		16. *signature*
	Dian Puspita Sari	17. *signature*	
	Bintang adyamecca Putri.		18. *signature*
	Nella Kamilah	19. *signature*	
	Selvi Rahmadani		20. *signature*
		21.	
			22.
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		25.	
			26.
		27.	
			28.
		29.	
			30.
		31.	
			32.

SCORE LIST OF STUDENTS' READING COMPREHENSION ABILITY PRE-TEST (EXPERIMENTAL CLASS)

No.	Student` Name	Indicator penilaian	Excellent (90-100)	Good (70-89)	Average (50-69)	Poor (30-49)	Score
1.	AK	Students can Identifying the type of the text, the title of the text, purpose of the text, generic structure of the text, language features of the text, main idea each paragraph dlari text narative				✓	44
2.	TA					✓	32
3.	HB					✓	36
4.	MT					✓	36
5.	MN					✓	36
6.	WHQ					✓	40
7.	RAP					✓	40
8.	ZAW					✓	44
9.	MF					✓	44
10.	MYH					✓	44
11.	RCR				✓		52
12.	RP					✓	36
13.	AM					✓	36
14.	AS					✓	40
15.	MDR					✓	36
16.	DPS				✓		52
17.	AI					✓	40
18.	BAP					✓	36
19.	NK					✓	36
20.	ZRM					✓	32
21.	SR					✓	36
22.	DEP				✓		32
23.	M				✓		64
24.	AS				✓		56
25.	YYM				✓		64

SCORE LIST OF STUDENTS' READING COMPREHENSION ABILITY
PRE-TEST (CONTROL CLASS)

No.	Student` Name	Indicator penilaian	Criteria				Score
			Excellent (90-100)	Good (70-89)	Average (50-69)	Poor (30-49)	
1.	MLK	Students can Identifying the type of the text, the title of the text, purpose of the text, generic structure of the text, language features of the text, main idea each paragraph dlari text narative				✓	32
2.	RPP					✓	32
3.	RP					✓	32
4.	A					✓	32
5.	RA				✓		60
6.	WAJ					✓	36
7.	FRD						16
8.	AS					✓	36
9.	AB					✓	36
10.	NLK					✓	36
11.	M					✓	32
12.	LAP					✓	36
13.	A					✓	32
14.	KK					✓	36
15.	MFJ						20
16.	AMPS					✓	36
17.	LJ				✓		60
18.	MAL					✓	40
19.	FNA					✓	40
20.	UGA					✓	40
21.	VHA					✓	40
22.	HZA					✓	40

SCORE LIST OF STUDENTS' READING COMPREHENSION ABILITY POST-TEST (CONTROL CLASS)

No.	Student` Name	Indicator penilaian	Excellent (90-100)	Good (70-89)	Average (50-69)	Poor (30-49)	Score
1.	MLK	Students can Identifying the type of the text, the title of the text, purpose of the text, generic structure of the text, language features of the text, main idea each paragraph dlari text narative				✓	40
2.	RPP				✓		52
3.	RP					✓	32
4.	A						16
5.	RA				✓		60
6.	WAJ					✓	40
7.	FRD						24
8.	AS					✓	32
9.	AB					✓	32
10.	NLK					✓	32
11.	M					✓	48
12.	LAP					✓	32
13.	AS					✓	36
14.	KK						20
15.	MFJ					✓	32
16.	AMPS					✓	36
17.	LJ				✓		60
18.	MAL					✓	32
19.	FNA					✓	32
20.	UGA					✓	32
21.	VHA					✓	40
22.	HZA						24

SCORE LIST OF STUDENTS' READING COMPREHENSION ABILITY POST-TEST (EXPERIMENTAL CLASS)

No.	Student` Name	Indicator penilaian	Criteria				Score
			Excellent (90-100)	Good (70-89)	Average (50-69)	Poor (30-49)	
1.	AK	Students can Identifying the type of the text, the title of the text, purpose of the text, generic structure of the text, language features of the text, main idea each paragraph dlari text narative		✓			80
2.	TA				✓		60
3.	HB				✓		64
4.	MT				✓		68
5.	MN				✓		68
6.	WHQ				✓		56
7.	RAP				✓		64
8.	ZAW				✓		60
9.	MF			✓			76
10.	MYH			✓			60
11.	RCR		✓				92
12.	RP			✓			72
13.	AM				✓		68
14.	AS				✓		66
15.	MDR			✓			84
16.	DPS			✓			76
17.	AI			✓			76
18.	BAP			✓			80
19.	NK			✓			80
20.	ZRM			✓			84
21.	SR			✓			76
22.	DEP			✓			80
23.	M			✓			84
24.	AS			✓			72
25.	YYM			✓			76

THE DOCUMENTATION OF RESEARCH

1. **Pre-test Activity**

(Control Class)

(Experimental Class)

2. Treatment Activity

3. Post-test Activity

(Control Class)

(Experimental Class)

CURRICULUM VITAE

The name of the writer is Siti Aminatur Ro`azah, was born in Rumbia, on April 07th, 2001. she is the third daughter of the two sisters and one brother. Daughter of the couple, Mr Almi and Mrs Nurul Saadah.

In 2013, he graduated from SDN 1 Rumbia, Center Lampung. At the time 2016, she graduated from MTs Maarif 04 Rumbia. Then, she continued his study to MA SEJAHTERA Pare, Kediri and graduated in 2019.

In 2019, he entered S1 English Education Program of States Islamic Studies of Metro (IAIN Metro).