

AN UNDERGRADUATE THESIS

THE INFLUENCE OF STORY FRAME STRATEGY TOWARD

STUDENTS` READING COMPREHENSION ON NARRATIVE TEXT

OF THE TENTH GRADERS AT SMK N 1 BUMIRATU NUBAN

By:

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TARBIYAH AND TEACHERS TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H / 2023 M

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STUDENTS` READING COMPREHENSION ON NARRATIVE TEXT
OF THE TENTH GRADERS AT SMK N 1 BUMIRATU NUBAN**

Presented as a Partial of the Requirements for the Degree of
Sarjana Pendidikan (S. Pd) in English Education Department

By:
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Tarbiyah and Teacher Training Faculty
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Sponsor: Linda Septiyana, M. Pd

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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NOTIFICATION LETTER

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To,
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Assalamu'alaikum Wr.Wb

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

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STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT
OF THE TENTH GRADERS AT SMK N 1 BUMIRATU NUBAN

It has been agreed so it can be continued to the faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosah. Thank you Very Much.

Wassalamu'alaikum Wr.Wb

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Sudah dapat kami setuju dan dapat dimunaqosahkan. Demikian harapan kami dan atas perhatiannya saya ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb

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RATIFICATION PAGE

No. B-4904/in-28.1/0/pp-00-9/10/2023

An Undergraduate Thesis entitled: THE INFLUENCE OF STORY FRAME STRATEGY TOWARD STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT OF THE TENTH GRADERS AT SMK N 1 BUMIRATU NUBAN. Written by: Ani Fatmawati, Student Number 1901052003, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, October 04th 2023 at 08.00 – 10.00 a.m.

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**THE INFLUENCE OF STORY FRAME STRATEGY TOWARD
STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT OF
THE TENTH GRADERS AT SMKN 1 BUMIRATU NUBAN**

ABSTRACT

**BY:
ANI FATMAWATI**

Story frame has been believed to be a proper strategy to improve reading comprehension on SMKN 1 Bumiratu Nuban. The main purpose of this study was to know whether there is positive and significant influence of story frame toward students reading comprehension on narrative text of the tenth graders at SMKN 1 Bumiratu Nuban. This study was conducted on the basis of the problem of low reading ability of students that Researcher found in the pre-survey process. It is hoped that through research the ability to read narrative text students will be better.

This study is a quantitative research method in the form of quasy-experimental design conducted at SMKN 1 Bumiratu Nuban Central Lampung. The population of this study was tenth graders. The sample of this study amounted to 30 students. In collecting data, the researcher uses tests (Pre-Test and Post-Test), documentation and observations.

The results show that the result of sig.2 tails was.000. class that if probability or sig. > α (0.05), the alternative hypothesis (H_a) is acceptes. This means that there is a positive and significant influence of variable X on variable Y. In other words, H_a is acceptes and H_o is rejectes. It was observed that the t-observed was 4.899. While the value of -t in the t-table at a significant 5% for df 58 is 2,000. This shows that there is a positive and significant influence of the story frame strategy on the ability to read narrative texts of students in grade ten at smkn 1 bumiratu nuban lampung tengah. The use of story frame strategy influences the students reading comprehension positively.

Keywords: Story Frame Strategy, Reading Comprehension, Quantitative Research

**PENGARUH STRATEGI STORY FRAME TERHADAP PEMAHAMAN
MEMBACA SISWA PADA TEKS NARATIF SISWA KELAS X SMKN 1
BUMIRATU NUBAN**

ABSTRAK
BY:
ANI FATMAWATI

Story frame diyakini sebagai strategi yang tepat untuk meningkatkan pemahaman membaca di SMKN 1 Bumi Ratu Nuban. Tujuan utama dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang positif dan signifikan di Strategi Story Frame terhadap pemahaman membaca di narrative teks di SMKN 1 Bumiratu Nuban Lampung Tengah. Penelitian ini dilakukan atas dasar permasalahan rendahnya kemampuan membaca siswa yang peneliti temukan pada proses pre-survey. Diharapkan melalui penelitian kemampuan membaca narrative text siswa menjadi lebih baik.

Metode penelitian ini adalah metode penelitian kuantitatif berupa desain quasy-experimental yang dilakukan di SMKN 1 Bumiratu Nuban Lampung Tengah. Populasi penelitian ini adalah siswa kelas sepuluh. Sampel penelitian ini berjumlah 30 siswa. Dalam mengumpulkan data, peneliti menggunakan tes (Pre-Test dan Post-Test), dokumentasi dan pengamatan.

Hasil penelitian menunjukkan bahwa hasil Sig.2 tailed adalah .000. kelas bahwa jika probabilitas atau Sig. $> \alpha$ (0.05), hipotesis alternative (H_a) diterima. Ini berarti bahwa ada pengaruh positif dan signifikan variable X pada variable Y. Dengan kata lain, H_a diterima dan H_o ditolak. Diteliti bahwa T-observasi adalah 4.899. Sedangkan nilai -T pada F-tabel pada signifikan 5% untuk df 58 adalah 2.000. Hal ini menunjukkan bahwa ada pengaruh positif dan signifikan dari Strategi Story Frame pada kemampuan membaca teks narrative siswa di kelas sepuluh di SMKN 1 Bumiratu Nuban Lampung Tengah. Penggunaan story frame strategi mempengaruhi kemampuan membaca siswa secara positif.

Katakunci: Strategi Story Frame, Kemampuan Membaca, Penelitian Kuantitatif

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

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State that this undergraduate thesis is originally the result of the study, in exception of certain parts which are expected from the bibliography mentioned.

Metro, 21 June 2023

The researcher



Ani Fatmawati
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Yang bertanda tangan dibawah ini:

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya, kecuali bagian-bagian tertentu yang di rujuk dari sumbernya dan disebutkan dalam daftar Pustaka.

Metro, 21 Juni 2023
Penulis



MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

Lā yukallifullāhu nafsan illā wus'ahā

Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya.

Allah does not burden a person but according to his ability.

(QS. Al-Baqarah: 286)

DEDICATION PAGE

The success of this study is dedicated to:

1. My Parents, My Beloved father Yuslam and My Beloved Mother Haryati, who have given love and sacrifice as well as moral and immaterial encouragement, sincerer prayers that never stop and everything that is impossible for the authors to reply, which has always been a source of encouragement for the author in completing this study.
2. My Brother and Sister who always gave the support.
3. My sponsor Mrs. Linda Septiyana, M.Pd as a supervisor who always provides guidance, direction, and encouragement to me, so that this thesis can be completed.
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6. My classmates of Batch 2019 English Education Department.
7. My Almamater State Institute of Islamic Studies (IAIN) of Metro.

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Praise is only to Allah SWT for his taufiq and guidance. So that the researcher can complete the preparation on this undergraduate thesis. This writing requirements to complete is as one of the requirements to complete the education program Strata One (S1) Faculty of Tarbiyah and Teacher Training IAIN Metro, in order to obtain an Sarjana Revoisilen Degree (S. Pd).

This an undergraduate thesis entitled "*The Infulence of Story Frame Strategy Toward Students` Reading Comprehension on Narrative Text of The Tenth Graders at SMK N 1 Bumiratu Nuban in Academic Year 2022/2023*". Regarding to the undergraduated thesis, the researcher would like to express the gratitude to Mrs. Linda Septiyana, M. Pd who have guided to writer to accomplish the undergraduated thesis. Didn't forget and express my love and gratitude to my father and my mother who always pray for me and provide support in every way and all those who have helped in the preparation on this undergraduate thesis.

In this study, the researcher cannot stand alone, there were many persons who contributed their meaningful hands in accomplishing her undergraduate thesis that the researcher could not mention one by one. Firstly, the researcher would like to express her gratefulness to Rector of IAIN Metro, Prof. Dr. Hj. Siti Nurjanah, M. Ag, PIA. The Dean of Tarbiyah and Teacher Learning Faculty, Dr. Zuhairi, M.Pd. The Head of English Education Study Program, Mr. Andianto, M.Pd. May Allah SWT gives them His better reward for spending time to support and guidance during the undergraduate thesis writing process. Secondly, big thanks to my sponsor Mrs. Linda Septiyana, M. Pd and the examiners. May Allah SWT give them better reward for the guidance, advise, given the incredible suggestions and comments for her to settle this thesis on time.

Finally, deepest gratitude goes to my parents who are never tired empower my spirit. Furthermore, the researcher also would like to express big thanks to honorable lecturers of English Education Department, who helps me, also the students of English Education Department who become a good partner in studying English.

Critics and suggestion for the improvement of this undergraduate thesis are highly expected and will be accepted as part of producing better research. In the end, the writer hopes that the result of the research carried out can be useful for the development of social science education.

Metro, June 21st 2023



Ani Fatmawati
1901052003

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CHAPTER I

INTRODUCTION

A. Background of The Study

Reading is the process of looking at a series of written symbols and getting meaning. When the students read, they use their eyes to receive written symbols (letters, punctuation marks and spaces) to convert them into words, sentences and paragraphs that communicate something. Reading is one of the language skills through receptive writing, because by reading someone will gain information, knowledge, and new experiences that were not known before. Reading can also be interpreted as an individual process of obtaining meaning from print. It's not just a reading activity.

Moreover, Reading is a multifaceted process involving word recognition, comprehension, observation, and motivation. learning how readers integrate these aspects to make meaning out of concrete. Reading also provides an overview of the application of learning with reading infusion in improving cognitive abilities and profiles of students' logical thinking abilities which can later be utilized by various interested parties, such as: teachers, students, education practitioners and the community.

Furthermore, reading helps students discover the world. Reading is the gateway to learning anything and everything. It helps students discover new things and educate themselves in any area of life that students are interested in. Reading develops students' imagination and creativity, reading improves

vocabulary and communication, Reading helps build a good self-image and play well with others, Reading improves concentration and reduces stress.

In addition, In order to have good reading comprehensions, it is necessary to have the right teaching techniques. An Appropriate learning technique contain teaching steps that successfully achieve reading learning. Therefore, it is important to choose the right teaching technique so that the students have a high interest in the process of learning to read. Therefore, every teacher must be creative in applying innovative teaching techniques in the process of teaching reading.

Furthermore, Story Frame is a strategy that uses cloze procedures. words that are key point within the story are omitted. The strategy increases` ability to apply context to improve comprehension, identification, and retelling skills.¹ It means that story frame is teaching strategy that directs the students to write their understanding of the content of the reading by completing story frame.

Moreover, The benefit of Story frame strategy for students gives students an independent guide for organizing and remembering information about the story. and the story frame strategy also improves students' ability to apply context to improve reading comprehensions, knowing, and telling in reading comprehensions.

In addition, based on all the descriptions above, the writer conducted a pre-survey on the August, 23th 2022. In the tenth grade of SMKN 1 Bumiratu

¹ “Strategies For Literacy Education (Buku 26),” n.d.

Nuban, by going directly to the school in the pre-survey process, the writer asked for an archive of English assignments along with their scores related reading comprehension to find out obstacles that students experience related to these students. The results of the pre-survey are illustrated in the following table.

TABLE 1.1

The Pre-Survey Result
The influence of Story Frame Strategy on Reading Score of the Tenth Graders

NO	GRADE	FREQUENCY	PERCENTAGE	CRITERIA
1	≥ 70	0 Students	0 %	Complete
2	≤ 70	30 Students	100 %	Incomplete
Total of Students		30 Students	100 %	

(Source: The result of pr-survey test of students' given by the reseacher)

Based on the information listed in the table of pre-survey results above, it can be seen that students' reading comprehension is classified low because the percentage of students' abilities is dominated by incomplete criteria. This is shown by the percentage of students who do not complete the passing grade is 100 Percent. Therefore, efforts are needed to give a positive influence on students' reading comprehensions.

In the pre-survey, the writer also conducted interview with English teacher to find out the problems got by students in learning English, especially in reading comprehensions. From the results of the pre-survey,

it can be seen that students' reading comprehensions belong to the low category. Based on the results of interviews, the English teacher said that the students' problems in reading comprehension are because of the limited vocabulary, that difficulty understanding the reading content. In addition, students get difficulties in determining the main ideas and supporting ideas contained in a reading so that they have difficulty in determining the important information contained in the reading. Another problem is students' obstacles in remembering the previous information contained in the text. In addition, students also have difficulty in making conclusions contained in a text.

In connection with the description above, the writer underlines the problem of reading comprehensions got by students which shows that students get problems in reading comprehensions. The writer intends to follow up on these problems by doing treatment/teaching using teaching methods. In this case the writer intends to use story frame learning techniques to influence students' reading comprehensions.

Therefore, related to the entire description above, the writer intends to conduct quantitative research by compiling a research proposal entitled *The Influence of story frame strategy toward students' reading comprehension on narrative text.*

B. Identification the problems.

Based on the problems, the writer got a pre-survey from the identification of the pre-survey, including:

1. The students have low reading comprehensions.
2. The students have limited English vocabulary.
3. The students have difficulty in understanding the information of reading in a text.
4. The students have problems in determining the main ideas and supporting ideas.

C. Problem Limitation

Based on the problems that have been identified, The writer limits the problems by focusing on low reading comprehensions. To address the problem of reading comprehensions, the writer intends to address it by conducting quantitative research with the application of the Story Frame strategy. Therefore, the writer construcs proposal in the title The Influence Story Frame Strategy Toward Students Narrative Text Reading Comprehension The Tenth Graders At SMK N 1 Bumiratu Nuban.

D. Problem Formulation

Problem formulation of this study is constructed as narrative text is there any positive and significant influence of Story Frame Toward Students Narrative Text Reading Comprehension The Tenth Graders At SMKN 1 Bumiratu Nuban?.

E. Objective and Benefits of the Study

1. Objective of the Study

The objective of this study is order to know whether there is positive and significant influence of Story Frame Toward Students Narrative Text Reading Comprehension the Tenth Graders at SMKN 1 Bumiratu Nuban.

2. Benefits Of The Study

This study is expected to provide benefits not only for writer but also for students, teachers and other researcher.

a. For the Students

The research is expected to be useful for students to help them realize their reading comprehensions. In addition, through this study, it is hoped that students can be involved in learning reading comprehensions in an atmosphere that motivates them to focus more on learning English. Therefore, it is hoped that reading comprehensions will be better.

b. For the Teachers

his research is expected to provide benefits to teachers by providing information related to the condition of students' abilities in reading comprehensions. In addition, this study is expected to provide information to teachers, especially English teachers related to one of the teaching techniques that can be used as an alternative in teaching reading comprehensions, namely the technique or strategy of teaching

story frame through this information, the teacher is expected to be able to motivate students more in learning. the process of learning reading comprehensions so that reading comprehensions become better.

c. For the Other Researcher

It is hoped that this study can benefit writer researcher by providing information that includes not only the theory of applying the story frame strategy in teaching reading but also about the real application techniques of how to research it. In this case, it is hoped that further researcher can follow up on the results of this study in the future so that they can provide deeper benefits to students.

F. Prior Research

This study will conduct by considering several relevant studies. The first relevant research was carried out by Putri Nurlia, Sri Ramadhona and Sinta Dwi Devita, with the research title "Using Story Frame Approach to Students Reading Comprehension at Senior High School". Youth Vocational. The purpose of this study was to increase students' ability in reading awareness, while the results of this study were that Story Frames had a positive effect on reading learning specifically for class XII students of SMA N 2 Vocational Muda. This is indicated by the high average value of the experimental class compared to the control class. Therefore, it can be concluded that this study is accepted.²

² Putri Nurlia, Sri Ramadhona, and Sinta Dwi Devita, "Using Story Frame Approach to Increase Students' Reading Comprehension at Senior High School," *JL3T (Journal of Linguistics, Literature and Language Teaching)* 6, no.2 (January 28, 2021): 139–44, <https://doi.org/10.32505/jl3t.v6i2.2259>.

The second relevant research was conducted by Nanda Arya Ningrum, Hajjah Zulianti, Eny Dwi Marcela, with the research title "The Influence of Story Frame Strategy Toward Students Reading Comprehension of SMK Taman Siswa Teluk Betung". This study was conducted at SMK Taman Siswa Teluk Betung. As for the research metode is quantitative research by examining 56 students in SMK Taman Siswa Teluk Betung. The purpose of this study was to reveal the execution of story face strategy in the process of narrative text teaching and learning, and also to describe about reading comprehension of after using story face strategy in classroom.³

The third relevant research was conducted by Dika Resa Septiani with the title "Teaching Reading in Narrative Text by Using Story Frame Strategy to The Eighth Grade Students of SMP Muhammadiyah 4 Palembang". This study was conducted at SMP Muhammadiyah 4 Palembang. As for the research method is quantitative research by examining 30 students in SMP Muhammadiyah 4 Palembang. The purpose of this study was to find out whether or not there was a significant difference in the presentation of reading comprehension of eighth grade students of SMP Muhammadiyah 4 Palembang, while the results of this study were that using a story frame had a significant effect on the presentation of students' reading comprehension. This

³ Nanda Arya Ningrum et al., "Jurnal Ilmiah Mahasiswa (Pendidikan Bahasa Inggris) STKIP PGRI Bandar Lampung, The influence of story frame strategy towards students' reading comprehension of smk taman siswa teluk betung," n.d.,

is indicated by the high average value of the experimental class compared to the control class. Therefore, it can be concluded that this study is accepted.⁴

The novelty of this study is that researcher try to write to apply story frames by mixing and matching the use of media that can help students understand reading. In this case the media that the writer will use is a picture story related to the topic of narrative text that the writer will teach. By using picture story, it is hoped that students will more easily understand the contents of the reading properly.

⁴ Dika Resa Septiani Uin Raden Fatah Palembang, "Teaching Reading in Narrative Text by Using Story Frame Strategy to The Eighth Grade Students of Smp Muhammadiyah 4 Palembang," N.D.

CHAPTER II

LITERAL REVIEW

A. Concept of Reading Comprehension

1. Nature of English for Specific Purpose

English for specific purposes is provide English language instruction that aims to server learners' communication needs in English in a certain domain.⁵

English for specific purpose is the teaching of English for any purpose that could be specified. Others, however, are more precise, describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes, or as the teaching of English for non- native speakers of English who learn English on specific purposes.⁶

2. Definition Reading Comprehension

Comprehension is the essential goal of reading and reading instruction. Effective comprehension instruction goes beyond literal comprehension by challenging students to make deep inferences about texts, to think critically about the material they read, and to creatively transform the texts they encounter into other forms and formats. Moreover, effective instruction in comprehension should be engaging

⁵ Nalan Kenny, *English for Specific Purposes Instruction and Research: Current Practices, Challenges and Innovation*, (Liverpool: Palgrave Macmillan, 2020), 1.

⁶ Titik Agustina, An Approach of English Teaching for Non-English Department Students: *English for Specific Purpose (ESP) Journal* 7. no 1. (2014) 2.

for students and teachers.⁷ It means that reading is the goal of comprehension understanding. In the word, from reading comprehension students can make conclusions from the texts that have been read and students can learn to think critically. Therefore, understanding is very important from the creative reading of a reading text and also an instruction that must be interesting from the teacher.

Comprehension is part of life. Every waking minute, brain is busy making sense of world. It could be compared, in fact, to a very complicated computer. Messages are constantly coming in about what see,hear,smell,touch,or taste. and brain receives messeges, interprets them,sorts them,and saves them.⁸ It means that understanding is like life. In the word, various information that comes and goes is what will be received in the minds of students. Therefore, understanding interprets, sorts and stores various understandings.

Reading is a process that involves strategy examination of some array of information to achieve an understanding.⁹ It means that reading is a very important process for finding strategies. In other words, from reading students also get information and understanding. Therefore, reading is not just a reading activity but as an individual process to get concrete.

⁷ Ibid. P. 11.

⁸ “More Reading Power (9),” n.d.

⁹ Doug buehl, *classroom strategy for interactive learning.*(United States of Amerika: Stenhouse publishers 2017), 3.

Reading is a multidimensional process that involves the eyes, the ears, the mouth, and most importantly, the brain.¹⁰ It means that reading always involves the five senses. In other words, reading cannot be separated from the five senses, especially the brain. Therefore, when reading students must be with a calm mind so that the brain can concentrate in order to get the goal of understanding.

Reading is the recognition of printed or written symbols that serve as stimuli to the recall of meanings built up through the reader's past experience.¹¹ It means that reading must recognize symbols first. In other words, in order to be able to recall the meaning of the reading. Therefore, students must always practice in order to get a lot of experience in reading.

Reading comprehension is about much more than answering literal questions at the end of a passage, story, or chapter.¹² It means that reading comprehension is not just answering questions. In other words, reading comprehension is able to understand and interpret and even be able to answer questions from a story. Therefore, when understanding reading students must have reading comprehensions to achieve the goal of understanding.

¹⁰ Ibid.P.15.

¹¹ Guy L. (Guy Loraine) Bond, *Reading Difficulties: Their Diagnosis and Correction* (Allyn and Bacon, 1994).

¹² Debbie Miller, *Reading with Meaning: Teaching Comprehension in the Primary Grades* (Stenhouse Publishers, 2002).

Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities.¹³ It means that reading comprehension also requires skills and abilities. In other words, reading comprehension is not just processing words but requires the creation of the ability to understand their meaning. Therefore, students need to practice a lot to get different skills.

Reading comprehension ability is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information. Comprehension occurs when a reader is able to act on, respond to, or transform the information that is presented in written text in ways that demonstrate understanding. The following examples illustrate how readers can show they understand what they read.¹⁴ It means that reading comprehension ability is the understanding that occurs when students act in response to written texts. In other words, reading comprehension is able to get information from the text that has been given with the condition that students must be active in class. Therefore, students must participate in class to get the purpose of understanding.

¹³ Oakhill et al., "UNDERSTANDING AND TEACHING READING COMPREHENSION," n.d.

¹⁴ Danny. Brassell and Timothy V. Rasinski, *Comprehension That Works: Taking Students beyond Ordinary Understanding to Deep Comprehension* (Shell Education, 2008).

3. Model of Reading

a. Bottom-up

A bottom-up reading model is a reading model that emphasizes the written or printed text, it says that reading is driven by a process that results in meaning (or, in other words, reading is driven by text) and that reading proceeds from part to whole.

b. Top-down

A top-down reading model is a reading approach that emphasizes what the reader brings to the text, it contends that reading is driven by meaning and proceeds from whole to part. It is also known as concept-driven model.

c. Interactive Model

Since neither the bottom-up nor top-down model of the reading process totally accounts for what occurs during the reading process, an interactive model in which both letter features or data-driven sensory information and non-sensory information come together at one place. Using a computer analogy, Rinehart labels this place a “message board”. In this model, reading is not viewed simply as either a bottom-up or top-down process, but instead as a synthesizing of patterns, calling for the application or integration of all of the previously identified knowledge sources, as shown in the accompanying figure.¹⁵

¹⁵ Feng Liu, “A Short Analysis of the Nature of Reading” 3, no. 3 (2010), www.ccsenet.org/elt.

4. Assessment of Reading

Reading comprehension assessment includes reading features that include:

a. Main idea

A main idea is important information that talks more about the overall idea of a paragraph or section of a text.

b. Expressions/idiom/phrases in context

The context of an expression or a text is the social situation in which something is said. It includes any information relevant to understanding the appropriate use of an expression or the interpretation of a text. Discussion: The context of an expression answers the following questions: Who said.

Idioms are words or phrases that aren't meant to be taken literally and usually have a cultural meaning behind them. A phrase is a group of words that stand together as a single grammatical unit, typically as part of a clause or a sentence.

c. Inference (implied detail)

Inference means the process of arriving at a certain conclusion using reasoning or evidence, which makes them more than just assumptions. Making inferences is a valuable skill for children to learn, as it will help them to pick apart texts and uncover meanings, themes and character motivations.

d. Grammatical features

Grammatical feature is a property of items within the grammar of a language. Within each category there are two or more possible values (sometimes called grammemes), which are normally mutually exclusive.

e. Detail (Scanning for a Specifically Stated Detail)

It means that, to get information of the text, readers should read a text quickly and focus on the reading passage. When the reader read that passage meticulously, they will find specific information or details clearly.

f. Excluding facts not written (unstated details)

It means that information is not included in the real text. So students have to think with their abilities.

g. Supporting idea

The supporting ideas are the more focused arguments that bolster the main ideas.

1) They have a clear and direct connection with the main ideas.

2) They are backed-up by evidence or illustrated by examples.

h. Vocabulary in context.

To get at the meaning of an unknown word, use the context (or surroundings) of the word. There are 4 types of context

clues: examples, synonyms, antonyms, and general sense of the passage (scroll to the bottom of page to see answers).¹⁶

B. Concept of Narrative Text

1. Definition of narrative text

Narrative text is a kind of text that is used to show a place where anything can happen to a character, usually unexpected, through the use of imagined or real-life experiences. Narratives both inform and entertain the reader by explaining ways of resolving issues that are meaningful to their particular culture. They encourage the listener/reader to respond to the text and to extend their own imagination and creativity.¹⁷

Narrative text is a text tells the about something interesting that has purpose to amuse,entertain the readers.¹⁸ It means that narrative text answers the questions who, when, where, what and why about the characters involved in the story. In other words, narrative text has a positive impact on improving student learning. Therefore, learning is not only about giving material but also having to provide students with comfort in learning and providing interesting material.

¹⁶ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (Pearson/Longman, 2004).

¹⁷ Kara Munn, *Targeting Text: Photocopiable Units Based on English Text Types. Lower Primary* (Blake Education, 1999).

¹⁸ Rayendriani Fahmei Lubis, "Narrative Text," vol. 4, 2016.

Narrative text is a text which tells about story or past from the beginning to the end.¹⁹ It means that narrative has a chronological nature. In other words, telling an event coherently. Therefore, the most common narrative texts found are fairy tales, folk tales and fictional stories.

2. Structure narrative text

For younger students there are typically three stages to a narrative (with the fourth step being optional):

a. Orientation

Orientation is the opening paragraph of the text that introduces who the characters are involved in the incident (who) and the setting of time (when) and the place behind the incident (where). This orientation is located in the first paragraph of narrative text.

b. Complication

Complication Structure is a complication that is located after orientation is complete. Complication consists of paragraphs that describe the beginning of the problem. The beginning of this problem also begins a series of plots (storylines) which will then continue to conflict, climax, and anti-climax of the story. Generally, complications contain interactions between event actors. This interaction creates a

¹⁹ Rony Tua et al., "The Students' Difficulties in Writing a Narrative Text at Grade Ten of Sma Negeri 4 Pematangsiantar," *Nommensen Journal of English Studies (NoJES)*, vol. 1, 2020.

conflict or contradiction. There are 3 types of conflict that may occur in the complication, namely natural conflict, social conflict, and psychological conflict. As the name implies, natural conflict is a problem between actors and nature, social conflict is a problem between actors, while psychological conflict is a problem between the actor and himself.

c. Resolution; and

Resolution is the paragraph that ends the story. In this section, there is a settlement that makes the storyline end. Every problem that arises must have a solution, it can be closed with a happy ending (happy ending) or tragic or sad ending (sad ending).

d. Re-orientation/Coda

Re-orientation is a closing sentence that tells the last condition of the character in the story or the moral message of the story.

As the reader's skills develop, the texts will become more complex with multiple complications and resolutions. However, at an early stage-Kinder and Year One-one complication and one resolution is sufficient for students to grasp the concepts, structures and features of the text type.²⁰

²⁰*Ibid.*

3. Types of Narratives

Narratives exist in a variety of forms. They can be presented as both spoken or written texts and are usually based on imagination, however, some narratives are factual. Narratives can usually be divided into two categories: Traditional narratives: fairy tales and folk tales, myths and legends, parables, fables and moral tales.

Modern narratives: science fiction, choose-your-own adventures, mysteries, hero and villains, cartoons, horror stories and realistic fiction. Usually a narrative is told, or partly told, by a narrator who can either be outside the story, or one of the characters taking part in the story. Many narratives do contain dialogue which often involves the main character.²¹

C. Concept of Story Frame Strategy

1. Definition a Story Frame Strategy

Story Frame is a strategy that uses cloze procedures. word that are key points within the story are omitted. The strategy increases students` ability to aply context to improve comprehension, identification, and retelling skills.²² Its mean that Story frame is teaching strategy that direct the students to write their understanding of the contents of the reading by completing the story frame.

Story frame is teaching strategy that consists of series of incomplete sentences that deal with the elements of a story. It means

²¹ *Ibid.*

²² “Strategies For Literacy Education (Buku 26).”

that This strategy is to improve students' understanding and improve students' critical thinking.²³

Story frame is variations of story map and function in much the Same way. Story frames provides more scaffolding the for students. The aim is to focus students attention on spesific elements or aspects of a story.²⁴

2. Benefits of Story frame strategy

Story frame strategy has great benefits, as follow:

Story frame gives students an independent guide for organizing and remembering information about the story. The strategy can be used with any grade level for both narrative and expository text. This strategy can help students to think critically and more easily gain understanding from reading. Teaching steps using story frame strategy.²⁵

3. Teaching steps using story frame strategy has some parts, as follow:

- a. The teacher asks the students to read the text and comprehend the main elements in the story (characters, setting, theme, etch) and distributes the features on a word card to help draw attention to these elements.

²³Robert W. Cole, *Education Everybody's Children: Diverse Teaching Strategy for Learners*. (Association for Supervision and Curriculum Development: United States of America, 2008), 111.

²⁴ Arleen Shearer. Mariotti and Susan P. Homan, *Linking Reading Assessment to Instruction: An Application Worktext for Elementary Classroom Teachers* (L. Erlbaum Associates, 2005).

²⁵ "Strategies For Literacy Education (Buku 26)."

- b. The teacher establishes a purpose for story frames by reminding students that the purpose of story frame is to help them understand the story.
- c. The teacher has students complete a short story frame. Make sure to use stories that have an identifiable sequence in order to help the students understand sequence frames. Begin with half-page frames and work up to full-page frames.
- d. As the students become more familiar with using story frames, use more complex stories.²⁶

D. Theoretical Framework and Paradigm

1. Theoretical Framework

This writer uses quantitative research. The purpose of this study is to obtain information about the effect of the independent variable on the dependent variable, there are 2 research variables, namely the independent variable (X) and the dependent variable (Y) is the story frame strategy. Therefore the explanation from Story frame is a strategy to influence students reading comprehension.

The theoretical framework in this study is "If Story frame strategy is applied perfectly for the process of English teaching learning. The students Reading comprehension will be good. Whereas, if Story frame strategy is not applied perfectly towards process of the teaching and learning, students reading comprehension will be bad.

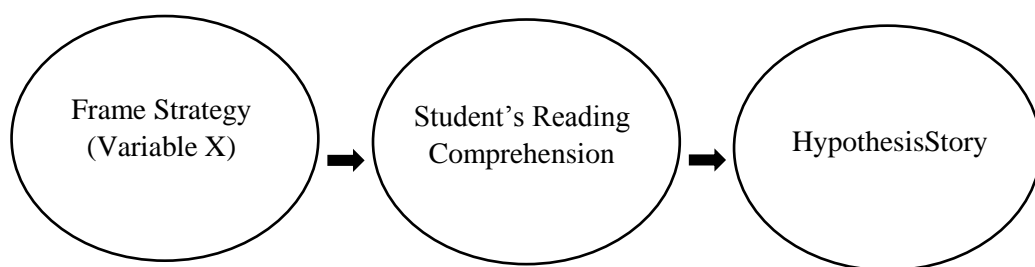
²⁶ Ibid.

2. Paradigm

Based on The theoretical framework above, The writer describes the paradigm as follows:

Figure 2.1

The influence of Story frame Strategy on reading comprehension ability



Based on the figure above, Story Frame Strategy will give the influence for the students` reading comprehension. The research assume that there are positive and significant Story Frame Strategy to Reading comprehension.

E. Hypothesis

Based on Theoretical Framework and paradigm, There are two kinds of hypothesis of this reseach as follow:

a. Hypothesis Formulation

(Ha): There is a positive and significant hypothesis toward influence of story frame strategy to reading comprehension for tenth grade at SMK N 1 Bumiratu Nuban.

(Ho): There is no positive and significant hypothesis towards influence of story frame strategy to reading comprehension for tenth grade at SMK N 1 Bumiratu Nuban.

b. Statistical Hypothesis

In determining the level of statistical significance, the writer determining the Statistical Hypothesis as follows:

If $F_o \geq \text{table}$, then (Ho) is rejected, (Ha) is accepted.

If $F_o \geq \text{table}$, then (Ho) is accepted, (Ha) is rejected.²⁷

²⁷ David J Sheskin et al., *Parametric and Nonparametric Statistical Procedures Second Edition*, 2000.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study uses Quasi Experiment research. In quasi experiments, the investigator uses control and experimental groups but does not randomly assign participants to groups.²⁸ The non-equivalent control group design is one of the most widespread experimental designs in educational research involve an experimental group and a control group both give a pre-test a post-test, but in which the control group and the experimental group do not have pre-experimental sampling equivalence.²⁹

A quasi experiment is a type of research design that attempts to establish a cause-and-effect relationship. The researcher chooses two class as experimental and control class. The researcher administrates pre-test and post-test to those experimental and control class. Moreover, in the quantitative research, Quantitative research involves studies that make use of statistical analyses to get their findings, main features combine the use of statistics and formal systematic measurement.³⁰

The researcher asks the students to do pre-test, to be active in treatment, and to do post-test. The treatment will be conducted after pre-test. The pre-test will be intended to find out the students' reading skill before giving the treatment, while the post-test will be intended to find out the significant

²⁸ "Research Design Qualitative (29 and 34)," n.d.

²⁹ Donald T Campbell et al., "Experimental and Quasi-Experiment Al Designs for Research," 1963.

³⁰ "Essentials of Research Design and Methodology Team LinG-Live, Informative, Non-Cost and Genuine," n.d.

influence of students' using story frame strategy after the treatment has been given.

Table 1.2
Group Pre-Test Treatment Post-test

Group Pre-Test Treatment Post-test			
A	O₁	→	X → O₂
B	O₃	→	Z → O₄

Description:

A = Experimental group that gets treatment

B = control group

O₁ dan O₃ = Pre-test before treatment given to the
Experimental and control groups

O₂ = The final test after the treatment given to the
Experimental group

O₄ = The final test given treatment to the
control group

X = Teaching English using story frame strategy

Z = Ceramah Teaching Strategy

The writer will conduct the research at XI students of SMKN 1
Bumiratu Nuban, Academic Year 2023/2024.

B. The Operational Definition of Variables

An operational definition is specific to the particular study in which it is used.³¹ Meanwhile, the variable is anything that can catch on other values. Based on the statement before, variables in this study consist of Story Frame strategy and Reading comprehension. The operational definition is explained, as follows:

1. Independent Variable

The independent variable is a variable that is presumed to cause a change to occur in another variable.³² Independent variable (X) of this study is story frame strategy. Teaching steps using story frame strategy has some parts, as follow:

- a. The students are able to comprehend the main elements in the story including of characters setting theme etc.
- b. The students are able to complete a short story frame.

2. Dependent Variable

The dependent variable is the response or the criterion variable presumed to be caused by or influenced by the independent treatment conditions and any other independent variables.³³ Dependent variable is the variable which is observed and measured to determine the effectiveness of the independent variable. Dependent variable (Y) of this study is the Student Reading comprehension. The indicators of independent variable of this study are as follows:

³¹*Ibid.* P. 36.

³² "Educational Research," n.d.

³³ "Research Design Qualitative (29 and 34)."

- a. Students are able to understand the main ideas contained in the reading text
- b. Students are able to determine the inference contained in the text
- c. Students are able to understand the grammatical elements in the text
- d. Students are able to understand detailed information contained in the text
- e. Students are able to understand the supporting ideas contained in the text
- f. Students are able to understand the meaning of the vocabulary contained in the text.

C. Population, Sample and Sampling Technique

1. Population

According to Elizabeth and Laura N. Population is identified or defined by the writer. They must be attainable quantifiable and relevant to the goal of the research.³⁴ In the other words, population is a whole of groups that will the subject of the research. Therefore, population is all of population that can be result target of the research. The population of this study is the entire number of grade X students of SMKN 1 Bumiratu Nuban. The total of the class of the tenth grade is 5 that include of TKJ 1 consists of 30 students, TKJ 2 consists of 30 students, TKR 1 consists of 29 students, TKR 2 consists of 29 students, and TP

³⁴ Elizabeth DePoy and Laura N. Gitlin, Introduction to Research: Understanding and Applying Multiple Strategies, n.d.

consist of 14 students. Therefore, the total population of this study is 132 students.

2. Sample

Depoy and Gitlin explain that sample is composed of the set of individuals selected for the study.³⁵ This study is Quasi experiment study, so sample in this study is a class of the experiment class, namely the tenth grade of TKJ class A and control class, namely the tenth grade of TKJ class B in this study.

3. Sampling Technique

The researcher uses random sampling as a sampling technique in this study. Random sampling is considered to be the best method, because it works to ensure representativeness on all characteristics of the population even those that the writer may not have considered.³⁶ In random sampling, a simple random sample is item of the population has an equivalent and independent. In simple random sampling, each member of the population that study has an equivalent chance of being selected and the natural of a member of the population being selected is unaffected by the selection of other members of the population.

³⁵Ibid. P. 191.

³⁶ Geoffrey Marczyk and David DeMatteo, *Essential of Research Design and Methodology*. (Canada: Jhon Wiley& Sons, Inc, 2005), 220.

D. Data Collection Technique

In the data collecting procedure, there are three data collection techniques:

1. Test

The test is for collecting data in the study of student activities in teaching and learning to find out various skills, talents, traits, and individual skill measured by tests.³⁷ There are two tests will use in this study as follows:

1) Pre-test

Pre-test be given to the experimental class and control class before being given treatment to measure the students' initial knowledge of reading comprehension. The experimental class and the control class received the same pre-test. The pre-test will be held with a reading test.

2) Post-test

After giving the treatment, the researcher give a post-test for both the experimental class and the control class to find out the results of the treatment whether learning reading using the story frame strategy is significant or not on students' reading comprehensions. The post-test be held with a reading test. the researcher share questions related to the reading test.

³⁷ Geoffrey Marczyk and David DeMatteo, *Essential of Research Design and Methodology*, (Canada: Jhon Wiley& Sons, Inc, 1964), 108.

2. Observation

Observation is used to explore all of the aspects that can improve and support the students' reading skill in the process of learning such as the facilities in that school. Observation is also used to know the condition that is happened during the teaching learning process.

3. Documentation

Documentation is data collection technique which is used to get information from written language or documents (for examples: books, magazine, note, rule, and others). The instrument which will be used for documentation technique is books, magazine, note, data from internet, and others. The writer uses the documentation method to get some information about:

- a. The history of SMKN 1 Bumiratu Nuban
- b. The condition teachers and official employees in SMKN 1 Bumiratu Nuban
- c. The quantity of the students of SMKN 1 Bumiratu Nuban
- d. Organization structure of SMKN 1 Bumiratu Nuban.

E. Research Instrument

An instrument is the means of research which is used in each method and technique. Furthermore, the research instrument involves:

1. Instrument Blueprint

Instrument blueprint is a traditional research design or detailed plan for how a research study is to be completed operationalizing so they can be

measured, collecting data to be used as a basic for testing hypothesis, and analysing the results.³⁸ It the instrument that is consist of some basic concept to manage the targets learning out came. The steps of the instrument Blueprint are:

- a. The teacher determines the learning objectives base on the syllabus.
- b. The teacher determines type of material that will be tested to the student.
- c. The students have to do the reading test based on the material given by the teacher.

2. Instrument Calibration

Calibration is the process of checking and adjusting the accuracy of measuring instruments by comparing them with standards or benchmarks. It is needed to ensure that the measurement results are accurate and consistent with other instruments.³⁹

- a. Reading comprehension test.

To the identify the students' understanding of class X SMKN 1 Bumiratu Nuban, the writer uses a reading comprehension test. This test measures the students' ability to solve a problem. The test consists of a pre-test and a post-test, and the test is a reading comprehension test that multiple choicquestion in English.

³⁸ Kumar and Ranjit, "RESEARCH METHODOLOGY a Step-by-Step Guide for Beginners," n.d.

³⁹ Chung Chow Chan et al., "Analytical Method Validation and Instrument Performance Verification Edited by Xue-Ming Zhang," n.d.

b. Observation sheet

The sheet is used to observe the following aspects that can improve and support the students' reading comprehensions in the learning process School Facilities. Observation sheets are also used to observe situations that arise during the teaching and learning process. An English teacher fills in as an observer to assess the activities of the writer and all the students in the teaching and learning process.

c. Documentation sheet

It refers to archival data that helps the writer gather the data they need the writer use documents related to the object of research, list of student names and teacher names.

F. Data Analysis Technique

1. Validity test

In testing the validity of the instrument through SPSS, the researcher use the pearson correlation test. Pearson correlation test is one type of SPSS test used to test whether the instrument used is valid.⁴⁰ To determine whether an item is valid or not, it can be seen the significance value if the significance < 0.05 then the item is valid, if the significance > 0.05 then the item is invalid. From the calculation results of SPSS Version 23 related to validity tests through the Pearson Correlation test.

⁴⁰ Andi Field. *Discovering Statistics Using Third Edition* (Thousand Oaks: Sage Publication Inc,29),179.

2. Reability test

If the instrument test is valid, the author continues the reliability test. Reliability tests are whether the instrument can interpret consistently across a variety of situations. After the data is declared valid, then a reality test is carried out. In using SPSS, the Cronbach test is used to test the reliability of the instrument. Cronbach alpa is one type of SPSS posttest used to determine the reliability of an instrument.⁴¹.

3. Normality test

After the research data was obtained, the researcher conducted a normality test to conduct a researcher normality test using the kotmogorov-smirnov and Shapiro wilk test. The kotmogorov-smirnov and Shapiro Wilk test is an SPSS test used to test whether the instrument data has been distributed normally.⁴²

Normality is to plot a cumulative frequency curve on special graph paper known as normal probability paper.⁴³

4. Homogeneity test

After the normality test, the research continued the test by testing the data with the homogeneity test. The researcher carried out the homogeneity test using SPSS use levene test. According to Andy Field

⁴¹ Ibid.675.

⁴² Ibid.144.

⁴³ James N Miller, Jane C Miller, *Statistics and Chemometrics for Analytical Chemistry*, (Harlow: Pearson Education Limited,2010), 62.

levene test the null hypothesis that the variance in difference groups is equal.⁴⁴

Homogeneity is testing of the highest importance for the certification of reference materials, as it should demonstrate the validity of the certified values and their and certainties in the analysis of individual units or portions.⁴⁵

5. Hypothesis testing

By conducting a hypothesis test, this study uses an independent sample t-test through SPSS, this study uses quantitative research methods of quasy experiment research type. Independent sample t-test is a type of SPSS t-test used to test the influence of variables between two groups, namely group experiment and group control.⁴⁶

⁴⁴ Ibid.150.

⁴⁵ Jean Pauwels, Andrée Lamberty, and Heinz Schimmel, "Homogeneity Testing of Reference Materials," *Accreditation and Quality Assurance* 3, no. 2 (1998): 51–55.

⁴⁶ Ibid.325.

CHAPTER IV
RESULTS OF RESEARCH AND DISCUSSION

A. Result Of Research

1. Description of the research location

a. Research location profile

SMKN 1 Bumiratu Nuban is one of the education units with a vocational level in wates, sub-district. Bumiratu Nuban, Central Lampung Regency, Lampung. In carrying out its activities, SMKN 1 Bumiratu Nuban is under the auspices of the Ministry of Education and Culture. SMKN 1 Bumiratu Nuban is addressed at Jln.Pandawa, Wates, Bumiratu Nuban District, Central Lampung Regency for more details the profile of SMKN 1 Bumiratu Nuban as follows:

Tabel 1.3

School identity of SMKN 1 Bumiratu Nuban

Nama	SMKN 1 Bumiratu Nuban
NPSN	69900097
Alamat	Jl.Pandawa
Kode pos	34161
Desa/Kelurahan	Wates
Kecamatan	Bumiratu Nuban
Kabupaten	Lampung tengah

Provinsi	Lampung
Status sekolah	Negeri
Waktu penyelenggaraan	6/double shift hari
Jenjang Pendidikan	SMK

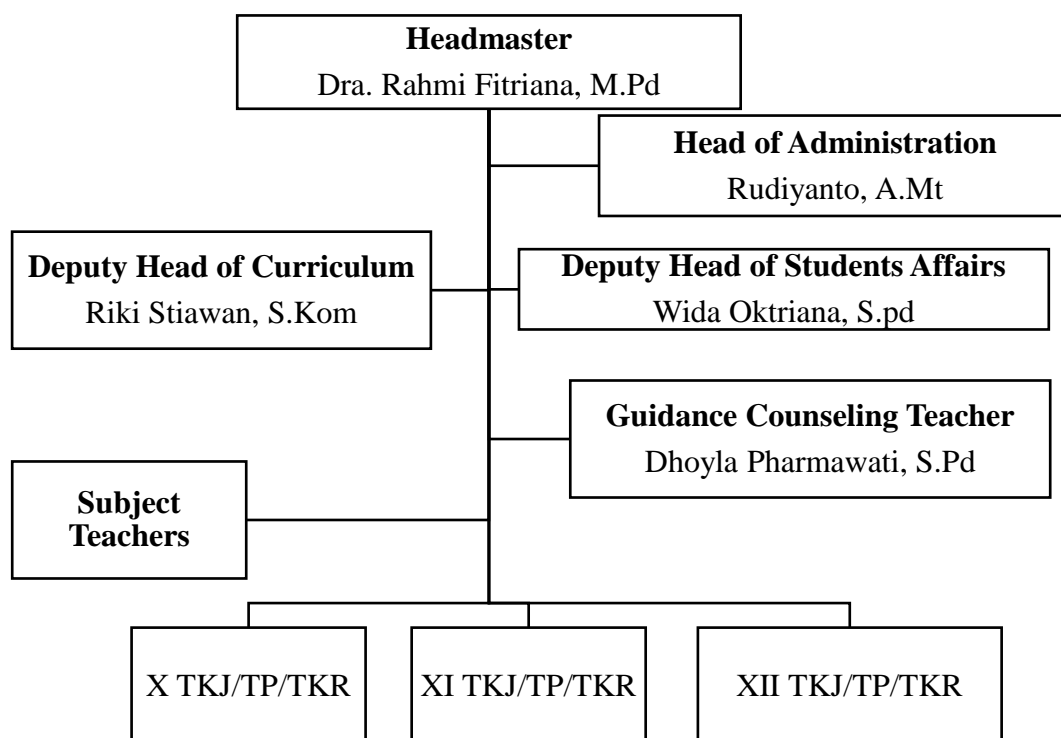
b. Vision and Mission of SMKN 1 Bumiratu Nuban

The vision of SMKN 1 Bumiratu Nuban was compiled and formulated by the community of the school together referring to the educational objectives at the unit level of primary, secondary, and general education objectives. The vision of SMKN 1 Bumiratu Nuban is "To become a superior vocational school that is able to produce graduates and character and able to compete in the global market." To achieve the vision mentioned above, the missions carried out are as follows:

- 1) Improve the quality of school management in fostering the spirit of excellence.
- 2) Improve the quality of competence of educators and education staff.
- 3) Produce graduates who are professionals in the field of technology and able to compete in the global market.
- 4) Creating graduates who are independent and have an entrepreneurial spirit.
- 5) Increase partnerships with the business / industry world.
- 6) Increase faith and piety in daily life.

c. Organization Structure of SMKN 1 Bumiratu Nuban

Table 1.4
The Organization Structure



d. Facilities and Infrastructure

Facilities are everything that is used as a tool to achieve meaning and goals, infrastructure is everything that is the main support for the implementation of a process.

The school building at SMKN 1 Bumiratu Nuban consists of a study room or practicum room, principal's room, vice principal's room, administration room, teacher's room, guidance consultation room, computer laboratory, welding engineering workshop, TKRworkshop, library room and so on.

The facilities or facilities and infrastructure contained in SMKN 1 Bumiratu Nuban are as follows:

Tabel 1.5
Facilities and Infrastructure of SMKN 1 Bumiratu Nuban

No	Facilities	Total
1	Room of Study	10
2	Office	1
3	Administration Room	1
4	Library	1
5	Prayer Room	1
6	Cctv	5
7	Wifi	1
8	TKRWorkshop	1
9	Welding Engineering Workshop	1
10	Computer Lab	1
11	Toilet	8

e. Number of Students of SMKN 1 Bumiratu Nuban

Tabel 1.6
Number of Students of SMKN 1 Bumiratu Nuban

NO	CLASS	SUM		TOTAL
		MAN	WOMAN	
1	X TP	14	0	14
2	X TKR 1	29	0	29
3	X TKR 2	29	1	29
4	X TKJ 1	5	25	30
5	X TKJ 2	2	28	30
6	XI TP	3	0	3
7	XI TKR	20	0	20
8	XI TKJ 1	9	15	24
9	XI TKJ 2	5	16	31
10	XII TP	4	0	4
11	XII TKR	13	3	16
12	XII TKJ	13	17	30
TOTAL		137	105	242

(Source: Documentation of SMKN 1 Bumiratu Nuban)

2. Description of Research Results Data

a. Description of Validity and Reability

Before the Pre-test and Post-test questions, researcher tested the validity and reliability of the Pre-test and Post-test question

items by testing them on grade X students of SMK Negeri 1 Bumiratu Nuban, in this case The researcher asked 29 students to take the test.

1) Description of Validity Test Results

After obtaining the results of the question items done by the students, researcher conducted a validity test using SPSS Version 23 through the Pearson Correlation test with steps (Analyze-Correlate-Bivariate). To determine whether an item is valid or not, it can be seen the significance value if the significance < 0.05 then the item is valid, if the significance > 0.05 then the item is invalid. From the calculation results of SPSS Version 23 related to validity tests through the Pearson Correlation test. The results of the validity test through the Pearson Correlation test can be seen in Appendix 1.

Based on the results of the validity test in SPSS Version 23, it was found that each question item from number 1 to 50 sig values. (2-tailed) all < 0.05 . If the significance value < 0.05 , it can be said to be valid, it can be concluded that all test item items are valid.

2) Reliability Test Results

Researcher after conducting reliability tests on Pre-test and Post-test question items by testing them on 29 students who had done the questions used for validity tests in conducting reality tests researcher using Cronbach Alpha in SPSS Version 23.

Based on the reliability results using SPSS Version 23, it is known that the Cronbach Alpha value is .756, it shows that the reliability test results of the question items are more than 0,7. So, it can be concluded that the points of this test question are reliable.

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	29	100.0
	Excluded ^a	0	.0
	Total	29	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.756	51

b. Description of Control and Experiment Class Learning Activities

1) Description of Pre-Test

Researcher conducted a pre-test in the control class and this experiment aimed to determine the initial ability of students from both classes. This pre-test is carried out before the learning process begins. This Pre-test was carried out in the control class on May 10, 2023, namely in class X TKJ 1 with 30 students and researcher Pre-test on May 10, 2023 in the experimental class, namely X TKJ 2 with a total of 30 students.

After the Pre-test is carried out in both classes, the ability of students from both classes will be known. Based on the results of the Pre-test and Post-test in the control class, it is known that there are changes in student learning outcomes. This can be seen from the average score also increased from 48 to 67. The following is a diagram of the results of the Pre-test control class and experimental class.

Figure 2.2
Bar chart of frequency Pre-Test (Control Group)

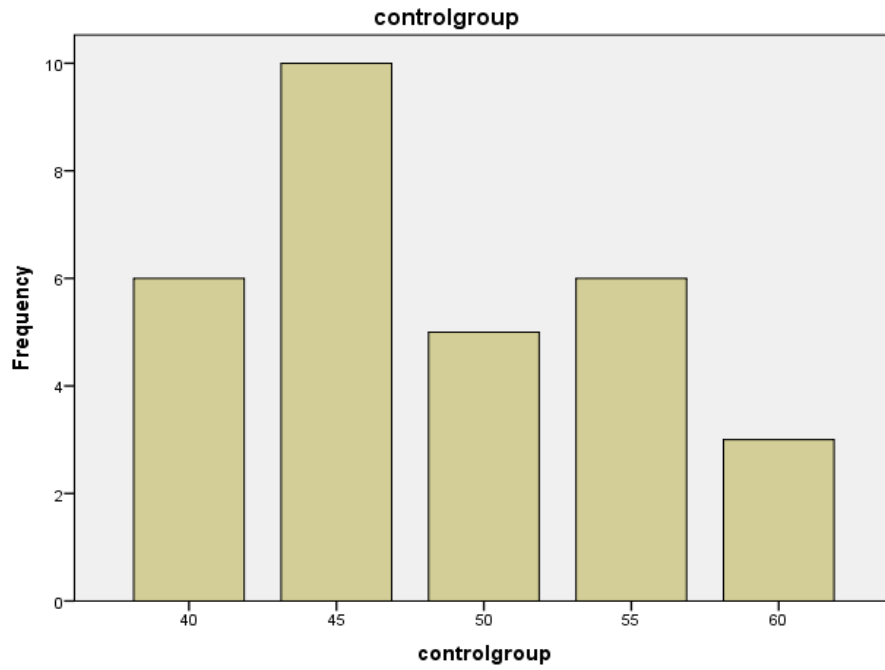
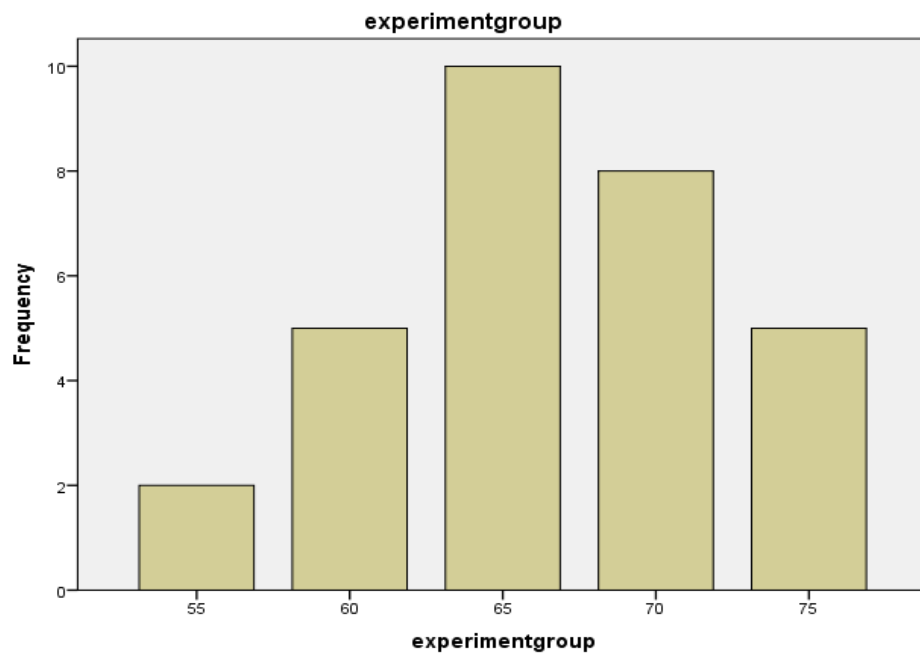


Figure 2.3
Bar chart of frequency of Pre-Test (Experiment Group)



2) Treatment Description

In the control class, researcher took samples of class X TKJ 1 with a total of 30 students. After completing the Pre-test on May 10, 2023, in the control class, researcher carried out the learning process by delivering material to students with the learning method commonly applied by English teachers, in the form of explanation. This learning process students are more about listening to the material presented, answering when given questions or asking questions when there is unclear material.

Learning in the control class, researcher conducted three teachings, the first teaching on May 15, 2023 before carrying out the teaching process researcher conducted a Pre-test first and then delivered narrative text material. The second teaching will be on May 22, 2023, the third teaching will be on May 29, 2023.

During the learning process in this control class, it was seen that quite a lot of students had followed the learning process well. However, there are still some other students who lack concentration in the learning process. In addition, when researcher provide opportunities to ask questions or opinions related to the material provided, there are still many students

who are less enthusiastic and even students tend to be silent so that there is less feedback from students.

In the experimental class, researcher took samples of class X TKJ 2 with a total of 30 students. Researcher conducted treatment in the experimental class three times using the first story frame strategy on May 17, 2023, the second treatment on May 24, 2023, the third treatment on June 31, 2023.

After completing the Treatment on May 29, 2023 in the experimental class, researcher carried out the learning process by using story frame strategy narrative text material for student understanding. After the situation in the classroom has been conditioned, the teacher begins learning by sharing the story frame and the teacher asks the students to read the text and comprehend the main elements in the story (characters, setting, theme, etc).

The teacher establishes a purpose for story frames by reminding students that the purpose of story frame is to help them understand the story. The teacher has students complete a short story frame. Make sure to use stories that have an identifiable sequence in order to help the students understand sequence frames. The students become more familiar with using story frames, use more complex stories.

During this investigative process, each student must engage in critical thinking activities and recall information from the reading. In this learning process, students look so enthusiastic and excited. In addition, during this learning process, students seem to be entertained by the reading text and concentrate so that they are able to write down their understanding according to understanding. After the investigation process was completed, the teacher explained the story frame and the purpose of the story frame, and students were asked to read the text alternately in front of the class.

The use of story frames is more emphasized on reading comprehension ability of narrative text students, the ability to think critically and remember information, to be able to write down their understanding. This makes students more enthusiastic and actively involved in the learning process. In addition, using this story frame makes it easier for students to think critically and understand the content of the reading and remember the information of a reading text.

After the learning process of the two classes is complete, The researcher gives a Post-test to the experimental class on June 31, 2023 to find out the results of the learning process that has been carried out. Based on the results of this post-test,

it will be seen that there is an influence of the use of story frame strategy on reading comprehension ability of narrative text or not.

3) Description of Control and Experiment Class Post-Test Results

The researcher conducted a Post-test in the control class and this experiment aims to find out the results of the learning process that has been carried out. This post-test is carried out after the treatment or learning process has been completed. This post-test was carried out in the control class on May 31, 2023, namely in class X TKJ 1 with 30 students and researcher Post-test on May 31, 2023 in the experimental class, namely X TKJ2 with a total of 30 students.

After the Post-test of the two classes is carried out, it can be seen that from the average score. The average Post-test score in the control class is 62 while the Post-test score in the experimental class is 75 So it can be said that the learning outcomes in the experimental class have increased significantly while the control class has also increased although less than optimal. This is clear by looking at the increase in student learning outcomes that have been obtained. The following is a diagram of the Post-test results of the control class and the experimental class.

Figure 2.4
Bar chart frequency of Post-Test (Control Group)

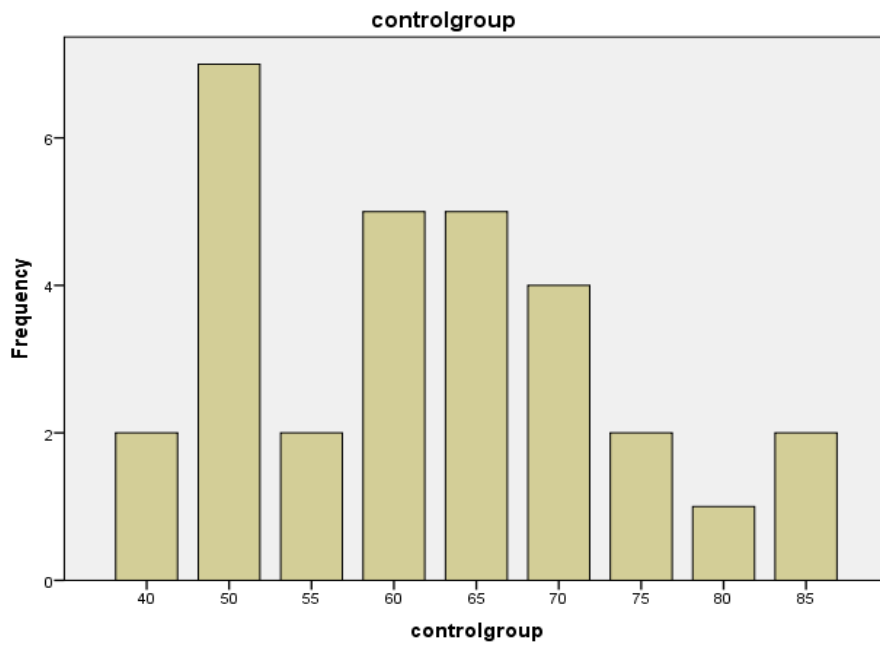
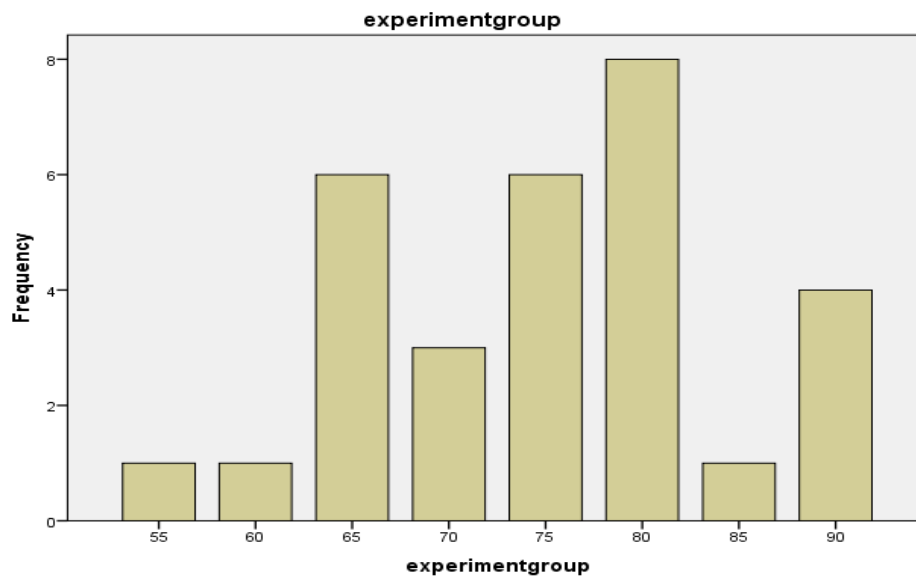


Figure 2.5
Bar chart of frequency of Post-Test (Experiment Group)



c. Normality Result Test

The normality test in this study is to test the assumption that the sampling distribution data of the sample mean is close to or follows the normality of the population. Therefore, researcher conducted a normality test on student test results by conducting the Kolmogorov-Smirnov test.

To find out whether the research data tends to be normally distributed, use the Kolmogorov-Smirnov test through SPSS Version 23 with test criteria, if the significance value (Sig) > 0.05, it means that the data is normally distributed. Conversely, if the significance value (Sig) < 0.05, then the data is declared abnormally distributed.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
controlgroup	.133	30	.185	.959	30	.287
experimentgroup	.138	30	.149	.944	30	.115

a. Lilliefors Significance Correction

Based on the normality test results of the control class, the posttest value results show that in terms of kolmogrov-Smirnov, the sig value is .185, while the group experiment value is shown from the posttest value, .149. Meanwhile, if reviewed from the Shapiro Wilk test, the normality of the control class is .287 and the value of the sig experiment is .115. From the overall sig value, it appears

that the result is less than 0.05 so that the normality results are proven to be normally distributed.

c. Test Homogeneity Results

A homogeneity test is performed to find out whether the variation between the tested groups is different or not, the variation is homogeneous or heterogeneous. Researcher conducted a homogeneity test using the Levene Statistic test in SPSS Version 23. The basis for decision making in the homogeneity test is:

- 1) If the significance value < 0.05 , then it is said that the variances of two or more data groups are not the same.
- 2) If the significance value > 0.05 , then it is said that the
- 3) variance of two or more data groups is the same.

Test of Homogeneity of Variances

experimentgroup			
Levene Statistic	df1	df2	Sig.
2.005	1	58	.162

Based on the results of the homogeneity test, it is known that the significance value in the SPSS Version 23 result table with the Levene Statistic test is $.162 > 0.05$, it can be implied that the variants of the two data groups are the same (homogeneous).

d. Hypothesis Test Results

It is known that the story frame affects the reading comprehension ability of narrative text of grade X TKJ 2 SMKN 1 Bumiratu Nuban students, researcher conducted t tests on test

results in control class and experimental class, in this case researcher conducted an Independent Sample t Test. Independent sample t test is a test to determine the average difference between two independent populations/groups of data.

Researcher conducted calculations through SPSS Version 23 by conducting an independent sample t test. The decision-making criteria in the Independent Sample t Test is that if the value of Sig.(2-tailed) > 0.05 then Ho is accepted and Ha is rejected. if the value of Sig.(2-tailed) < 0.05 then Ho is rejected and Ha is accepted.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval Difference	
									Lower	Up
experimentgroup	Equal variances assumed	2.005	.162	4.899	58	.000	13.500	2.756	7.984	
	Equal variances not assumed			4.899	54.759	.000	13.500	2.756	7.977	

Based on the calculation results of SPSS Version 23, it is known that the value of Sig.(2-tailed) is .000, meaning that the value is < 0.05. The results of the independent sample test can be found that the value of t count is 4.899 in this case The researcher compares t count with t table to determine the magnitude of t table researcher using df (degree of freedom) obtained from Spss calculation is 58. Based on the results of t table at a significant level of 5% for df 58 is 2,000, it means that t count > t table

because t count $4,899 > t$ table $2,000$, in other words H_a accepted H_0 rejected.

Therefore, it can be concluded that there is an influence of story frames on the reading comprehension ability of narrative text of grade X TKJ2 SMKN 1 Bumiratu Nuban students.

B. Discussion

The discussion of the results of this study focuses on the influence of the use of story frames on understanding the concept of narrative text material for grade X students of SMKN 1 Bumiratu Nuban. Based on data analysis conducted with SPSS Version 23, it is known that the calculated t value is $4,899$ while the table t is $2,000$ at a significant level of 5% , which is $2,000$. That means that t counts $> t$ tables. This shows that H_0 was rejected by H_a being accepted, in other words, there is an influence of the use of story frames on the reading comprehension ability of narrative text of grade X students of SMKN 1 Bumiratu Nuban.

In addition, the value of sig. (2-tailed) obtained from independent sample t test is 0.000 . It shows that the significance value < 0.05 . It shows that H_0 was rejected H_a accepted, therefore it can be concluded that there is an influence of variable (X) on variable (Y), namely the influence of the use of story frames on reading comprehension ability of narrative text of grade X students of SMKN 1 Bumiratu Nuban.

Based on the results of the study above, it is known that learning English about narrative text material with the use of story frames given

appropriately can affect variable (Y) students' understanding of concepts of narrative text material. This is because the use of story frames can be flexibly done in the classroom individually and most students like and feel interested in the use of story frames through the use of story frames students can focus more on mapping their understanding from abstract things in the mind to more concret in the form of writing that they pour in the blanks contained in the frame of the narrative story they read. This study is in line with relevant research that states that story frames can have a positive effect on learning for students because they are very flexible to be applied in the classroom both individually and in groups and can be accepted.

The influence of story frames on students' understanding of narrative text material is reviewed in the learning process which states that story frames provide students with independent guidance for organizing and remembering information about the story. This strategy can be used with any grade level for both narrative texts. This strategy can help students to think critically and more easily gain comprehension from reading. The teaching steps use the story outline strategy.

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think critically and more easily gain comprehension from reading. The teaching steps use the story outline strategy.⁴⁷

This study is in line with relevant research conducted by Dika Resa Septiani. This is because based on the results of his research showing the use of story frames has an influence on reading skills shown by sig. (2-tailed) 3.734 higher than paired sample t test is 0.000 lower than 0.05 with $df=29$ (1.699) and t value 8.326. Therefore, the null hypothesis (H_0) is rejected with and the alternative hypothesis (H_a) is accepted. This means that teaching narrative reading comprehension using story frames has a significant impact on students' achievement of reading comprehension.

Based on the description above, it is known that the application of story frames in special English teaching related to reading comprehension can have a significant influence on students' reading comprehension. This is because through the use of story frames students can focus more on mapping their understanding of abstract things in the mind so that they are more concret in the form of writing that they pour in the blanks contained in the frame of the narrative story they read. The use of story frames is very helpful for students to better understand the reading because they can classify important information contained in the narrative text reading so that the important elements, they should get from the reading can be understood properly.

⁴⁷ Resa Septiani Uin Raden Fatah Palembang, "Teaching Reading in Narrative Text by Using Story Frame Strategy to The Eighth Grade Students of Smp Muhammadiyah 4 Palembang."

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the discussion on the influence of the use of story frames on the reading comprehension on narrative text grade X students of SMK Negeri 1 Bumiratu Nuban, it can be concluded that, the calculated t value is 4,899 while the table t is 2,000. That means that t counts > t tables. In other words, there is an influence on the use of story frames on the reading comprehension on narrative text grade X students of SMK Negeri 1 Bumiratu Nuban. In addition, the value of sig. (2-tailed) obtained from independent sample t test is .000. It shows that the significance value < 0.05. Therefore, it is concluded that there is influence of the use of story frame on students' reading comprehension on narrative text of the tenth graders at SMKN 1 Bumiratu Nuban.

Based on the implementation of learning narrative text material using story frames, it is very supportive of achieving learning objectives in narrative text material. This is because through the use of story frames students can focus more on mapping their understanding of abstract things in the mind so that they are more concret in the form of writing that they pour in the blanks contained in the frame of the narrative story they read.

B. Suggestion

Based on the results of the study, researcher want to convey the following suggestions;

1. For The Teachers

Through experiments using story frames that have been carried out, researcher see that students become more active and students can also think more critically so that their knowledge becomes broader. Thus, it is hoped that the use of this story frame can be used as a new alternative that can contribute to thinking and information, especially for teachers of English learning subjects in improving learning outcomes.

2. For The Students

The use of story frames makes students more motivated in the English learning process, especially related to narrative text by being shown by their enthusiasm and enthusiasm in the learning process. In addition, story frames in the learning process can help students understand narrative text material because story frames help students get to know the concept of narrative text.

3. For The School

For the school, it should motivate teachers about the importance of learning resources that lead to the application of active, creative, innovative and fun learning such as the use of this story frame so that the learning process does not feel boring and students understand more about narrative text material with improved student learning outcomes.

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APPENDICES

1. Validity

NO	Nama	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	
1																							
2		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
3	1 AYP	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
4	2 AYY	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1	0	0	0	0	1	0	
5	3 AA	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	0	
6	4 AS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
7	5 AF	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	
8	6 AH	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
9	7 AY	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
10	8 BS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
11	9 DA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
12	10 EDP	1	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0	
13	11 EN	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
14	12 ES	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
15	13 FRS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
16	14 FRH	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
17	15 FBS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
18	16 FWS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	
19	17 FRH	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
20	18 FBS	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	
21	19 FWS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	
22	20 FFS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
23	21 ITR	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
24	22 IS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
25	23 KR	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
26	24 KRI	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
27	25 IMI	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
28	26 MA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
29	27 MDS	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	
30	28 ME	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	
31	29 RLP	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	

AG28

X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ	AR	AS	AT	AU	
1																								
2	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
4	0	0	1	0	0	0	0	1	1	0	0	0	0	0	1	0	1	0	1	0	1	0	1	1
5	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	
6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
12	0	0	1	0	1	0	0	1	1	0	0	1	0	0	1	0	1	0	1	0	1	0	1	1
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	
17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
20	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	
21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
23	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
26	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
27	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
28	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
29	0	0	0	0	1	0	0	0	0	1	0	0	1	0	1	0	0	0	1	0	0	0	0	
30	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	0	1	0	1	1	0	1	0	
31	1	1	0	1	1	1	1	0	0	1	1	1	1	1	0	1	0	1	1	0	1	0	0	

2. Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	29	100.0
	Excluded ^a	0	.0
	Total	29	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.756	51

3. Normality

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
controlgroup	.133	30	.185	.959	30	.287
experimentgroup	.138	30	.149	.944	30	.115

a. Lilliefors Significance Correction

4. Homogeneity

Test of Homogeneity of Variances

experimentgroup

Levene Statistic	df1	df2	Sig.
2.005	1	58	.162

5. Independent Sample T-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval Difference	
									Lower	Up
experimentgroup	Equal variances assumed	2.005	.162	4.899	58	.000	13.500	2.756	7.984	
	Equal variances not assumed			4.899	54.759	.000	13.500	2.756	7.977	

6. Syllabus

SILABUS MATA PELAJARAN: BAHASA INGGRIS

Satuan Pendidikan : SMKN 1 Bumiratu Nuban

Kelas : X (Sepuluh)

Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural 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 dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.</p> <p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>4.1 Menyusun teks lisan dan tulis sederhana, untuk memaparkan,menanyakan , dan merespon pemaparanjati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri.</p> <p>❖ Fungsi sosial Menjalin hubungan dengan guru, teman dan orang lain.</p> <p>❖ Ungkapan My name is... I'm ... I live in ... I have ... I like dan sebagainya.</p> <p>❖ Unsur Kebahasaan</p> <ol style="list-style-type: none"> 1) Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi pekerjaan, hobi. 2) Kata kerja dalam simple present tense: be, have dalam simple present tense 3) Kata tanya What? Who? Which? 4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi 5) Rujukan kata <p>❖ Topik Keteladanan tentang perilaku terbuka, menghargai perbedaan dan perdamaian.</p>	<p>❖ Mengamati</p> <ol style="list-style-type: none"> 1. Siswa mendengarkan /membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian /penulisannya 2. Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan <p>❖ Mempertanyakan</p> <ol style="list-style-type: none"> 1. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia. 2. Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri. <p>❖ Mengeksplorasi</p> <ol style="list-style-type: none"> 1. Siswa mencari pemaparan jati diri dari berbagai sumber. 2. Siswa berlatih memaparkan jati diri dengan teman melalui simulasi. 3. Siswa berlatih memaparkan jati diri melalui tulisan. 	<p>Kriteriae penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teksmemaparkan dan menanyakan jati diri • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan. • Kesesuaian format penulisan /penyampaian. <p>Unjuk Kerja</p> <ul style="list-style-type: none"> • Melakukan monolog yang menyebutkan jati diri didepan kelas. • Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri. <p>Pengamatan (Observasi) Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> • Berperilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi. • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan. <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang

		<p>❖ Mengasosiasi</p> <ol style="list-style-type: none"> 1. Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokannya berdasarkan penggunaan. 2. Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru 3. Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok. <p>❖ Mengkomunikasikan</p> <ol style="list-style-type: none"> 1. Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks 2. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (learning journal). 	<p>mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan script percakapan</p> <ul style="list-style-type: none"> • Kumpulan hasil tes dan Latihan • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian diri dan penilaian sejawat</p> <p>Bentuk diary, jurnal, format khusus, komentar atau bentuk penilaian lain.</p>
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<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.15 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana.</p>	<p>Teks naratif lisan dan tulis berbentuk legenda sederhana.</p> <p>Fungsi sosial Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain</p> <p>Struktur</p> <ol style="list-style-type: none"> 1. Pengenalan tokoh dan setting 2. Komplikasi terhadap tokoh utama 3. Solusi dan akhir cerita <p>Unsur kebahasaan</p> <ol style="list-style-type: none"> 1. Kata-kata terkait karakter, watak, dan setting dalam legenda 2. Modal auxiliary verbs. 3. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi 4. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan 5. Rujukan kata <p>Topik Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa mengamati keteladanan dari cerita legenda • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda. <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa membaca beberapa text legenda dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi rumpang dari beberapa teks legenda sederhana • Siswa secara berkelompok menuliskan/menyalin teks recount dengan memperhatikan fungsi 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks naratif • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian. <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Mengamati teks narrative lisan dan tulisan dalam bentuk legenda rakyat sederhana. • Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif lisan dan tulisan dalam bentuk legenda rakyat sederhana. • Mengumpulkan data mengenai fungsi sosial, struktur teks dan unsur kebahasaan dalam teks naratif lisan berupa legenda rakyat sederhana. • Mendiskusikan dan menganalisa fungsi sosial, struktur teks dan unsur kebahasaan dalam beberapa teks naratif berupa legenda rakyat sederhana. • Menceritakan Kembali isi dari teks naratif dalam bentuk legenda secara lisan dan tulisan dengan menggunakan
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		<p>sosial, struktur, dan unsur kebahasaan dengan runtut</p> <ul style="list-style-type: none"> Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks legenda. Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. Siswa membuat kliping teks legenda dengan menyalin dari beberapa sumber. Siswa membuat "Learning jurnal". 	<p>struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan.</p> <ul style="list-style-type: none"> Menyusun teks lisan dan tulisan tentang teks naratif berupa legenda dengan menggunakan struktur teks dan unsur Bahasa yang tepat sesuai konteks penggunaan. <p>Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi Ketepatan dan kesesuaian menggunakan strategi dalam membaca Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes
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			<p>dan latihan.</p> <ul style="list-style-type: none"> • Catatan atau rekaman penilaian diri dan penilaian sejawat berupa komentar atau cara penilaian lainnya. <p>Penilaian diri dan penilaian sejawat</p> <p>Bentuk : Diary, jurnal, format khusus, komentar atau bentuk penilaian lain.</p>
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11 Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.16 Menangkap makna lagu sederhana</p>	<p>Lagu sederhana</p> <p>Fungsi sosial <i>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</i></p> <p>Unsur kebahasaan</p> <ol style="list-style-type: none"> 1. Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. 2. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. 3. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan. <p>Topik Keteladanan tentang perilaku yang menginspirasi.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya • Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar. <p>Mempertanyakan</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa membacakan lirik lagu yang disalin kepada teman sebangku • Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat • Siswa berdiskusi 	<p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> • Perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan. <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan beserta kesan terhadap lagu • kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara

		<p>tentang pesan lagu yang didengar.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar • Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalisis tentang pesan di dalam lagu-lagu tersebut • Antar siswa melakukan penilaian terhadap kumpulan lagu yang dibuat. 	<p>penilaian lainnya</p> <p>Penilaian Diri dan Penilaian Sejawat</p> <p><i>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</i></p>
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7. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMK NEGERI 1 BUMIRATU NUBAN
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X / Genap
Materi	: Text Narrative (Rapunzel)
Alokasi Waktu	: 1 x 45 Menit (1Pertemuan)

A. Kompetensi Inti

KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

KI-3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI-4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairytales, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1 3.7.1 Mengidentifikasi struktur teks, dan unsur kebahasaan yang terkandung dalam teks narrative (fairy tales) lisan dan tulis pendek dan sederhana. 3.7.2 Menganalisis teks naratif lisan pendek dan sederhana berbentuk fairytales terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan.

4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairytales	4.7.1 Mengkomunikasikan teks narrative berbentuk fairy tales dengan pengucapan dan intonasi yang tepat.
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C. Tujuan Pembelajaran

1. Peserta didik dapat mengidentifikasi informasi terkait fungsi sosial dan struktur teks, dan unsur kebahasaan yang terkandung dalam teks narrative (fairy tales) lisan dan tulis pendek dan sederhana setelah menyimak penjelasan guru dan melihat tayangan video.
2. Peserta didik dapat menganalisis teks naratif lisan pendek dan sederhana berbentuk fairy tales terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan Setelah melihat tayangan video.
3. Peserta didik dapat menampilkan (to perform) teks narrative berbentuk fairytales dengan pengucapan dan intonasi yang tepat setelah berdiskusi dengan kelompok.

D. Penguatan Pendidikan Karakter (PPK)

1. Religius
2. Nasionalisme
3. Kedisiplinan
4. Kemandirian

E. Materi Pembelajaran

❖ Definition of Narrative Text

Narrative text adalah teks yang menceritakan tentang cerita atau masa lalu dari awal hingga akhir. Artinya, narasi bersifat kronologis. Dengan kata lain, menceritakan suatu peristiwa secara koheren. Oleh karena itu, teks naratif yang paling banyak ditemukan adalah dongeng, cerita rakyat, dan cerita fiksi.

❖ The Purpose of Narrative Text

Tujuan dasar dari teks naratif adalah untuk menghibur dan menarik pembaca dengan cerita atau peristiwa yang memiliki masalah yang mengarah pada konflik dan pada akhir cerita tidak ada penyelesaian atau akhir yang bahagia, atau bahkan menyedihkan. Teks naratif yang sebenarnya tidak terbatas pada cerita mistis, fiksi, legenda, dongeng, atau

fabel, tetapi cerita lain yang berupa petualangan, misteri dan segala bentuk cerita. Pada dasarnya, teks naratif adalah tentang cerita. Namun pada pelajaran di sekolah, teks naratif bergenre biasanya hanya digunakan untuk menunjukkan suatu fiksi seperti dongeng atau legenda.

❖ **Generic Structure of Narrative Text**

1. Orientation

Orientasi adalah paragraf pembuka teks yang memperkenalkan siapa tokoh yang terlibat dalam kejadian (siapa) dan latar waktu (kapan) dan tempat dibalik kejadian (di mana).

2. Complication

Complication Structure adalah komplikasi yang terletak setelah orientasi selesai, Complication terdiri dari paragraf-paragraf yang menggambarkan awal masalah.

3. Resolution

Resolusi adalah paragraf yang mengakhiri cerita. Pada bagian ini terdapat penyelesaian yang membuat jalan cerita berakhir.

4. Re-Orientation

Reorientasi adalah kalimat penutup yang menceritakan keadaan terakhir tokoh dalam cerita atau pesan moral cerita.

❖ **The Language Features of Narrative Text**

1. Using Simple Past Tense
2. Using of Adverb of time
3. Using Time Conjunction
4. Using Specific Character/not in general
5. Using Action Verb
6. Using Direct Speech

❖ **The Example of Narrative Text Fairy tales**



F. Metode Pembelajaran

1. Model : Problem Based Learning
2. Pendekatan : Scientific – TPACK
3. Metode : Ceramah, Tanya Jawab, Diskusi dan Presentasi

G. Media, Alat dan Bahan Pembelajaran

1. Media
 - ❖ Worksheet atau Lembar Kerja (Siswa)
 - ❖ Papan Tulis
2. Alat/Bahan
 - ❖ Laptop
 - ❖ Spidol

H. Kegiatan Pembelajaran

Pendahuluan (5 Menit)

1. Peserta didik dan guru memulai pembelajaran dengan berdoa bersama
2. Peserta didik disapa dan guru melakukan pemeriksaan kehadiran peserta didik
3. Peserta didik bersama guru membahas tentang kesepakatan yang akan diterapkandalam pembelajaran
4. Peserta didik diberikan penjelasan tentang tujuan pembelajaran
5. Peserta didik dipandu oleh guru untuk menjawab beberapa pertanyaan pemantiksesuai dengan tema dan materi pembelajaran.

Kegiatan Pembelajaran Inti (35 Menit)
--

1. Guru mengarahkan peserta didik untuk mengamati gambar yang diberikan
2. Guru memberikan gambar fairy tales
3. Guru meminta siswa membaca teks dan memahami point penting karakter, setting dan tema.
4. Guru membagi frame berupa teks narrative dan siswa diminta untuk menuliskan pemahaman mereka terhadap isi bacaan
5. Guru memberitahu siswa pentingnya story frame dan tujuannya.
6. Siswa diminta mengerjakan aktivitas story frame dengan berupaya mengisi dengan informasi yang berkaitan dengan teks

Penutup Pembelajaran (5 Menit)

1. Guru meminta peserta didik melakukan refleksi kesimpulan kegiatan hari ini.
Kegiatan refleksi hari ini:
 - a. *What are you learned today?*
 - b. *What did you like about today's lesson?*
 - c. *What did you not understand in today's lesson?*
2. Guru menyampaikan materi yang akan dipelajari di pertemuan selanjutnya
3. Guru mempersilahkan peserta didik untuk berdoa dan mensyukuri segala nikmat yang diberikan Tuhan YME
4. Guru mengucapkan salam perpisahan.

I. Penilaian Hasil Pembelajaran

1. Penilaian sikap spiritual dan sosial
 - a. Instrument penilaian sikap
2. Penilaian pengetahuan dilakukan dengan:
 - a. Penilaian kemampuan menulis
 - b. Penilaian presentasi

J. Program Tindak Lanjut

1. Pengayaan
Bagi peserta didik yang mempunyai nilai diatas 70 diberi pengayaan berupa tugas untuk mencari narrative text tentang *fairy tales* di google yang nantinya akan dijadikan sebuah kumpulan fairy tales.

2. Remedial

Peserta didik yang belum mencapai PASSING GRADE 70 diberi tugas untuk mencari narrative text tentang *fairy tales* di google lalu di analisis fungsi social, struktur text dan unsurkebahasaanya.

Wates, 10 Mei 2023

Mengetahui,
Kepala Sekolah

Guru Mata Pelajaran



A handwritten signature in blue ink, appearing to read "Herlina Endang Susanthi".

Herlina Endang Susanthi,
NUPTK. 9448774675230102

8. Try Out Test

Read the text to answer questions 1 to 5

The Legend of Mount Wayang



Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter through a show of strength.

After that, the Prince of Blambangan, named Raden Begawan won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding.

When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So, a nice fairy took her to the Kahyangan.

1. Which one of the following statements is false about Sang Prabu?
 - A. Sang Prabu was the father of his only daughter.
 - B. Sang Prabu was a king of a kingdom in West Java.
 - C. Sang Prabu was taken to Kahyangan by a wicked fairy.
 - D. Sang Prabu was a wise man.
2. Why the wicked fairy did use her magic to make Raden Begawan unconscious?
 - A. She didn't like Raden Begawan.
 - B. She didn't want Raden Prabu to marry the princess.
 - C. She wanted Teja Nirmala to forget about her wedding.
 - D. She didn't want the prince of Blambangan to marry the princess.
3. What do you think will happen if gods or goddesses cannot mingle in the affairs of people on earth at that time?
 - A. Princess Segara will have married Raden Begawan.
 - B. Sang Prabu will not hold a strength competition.
 - C. Raden Begawan will not die.
 - D. Wicked Fairy will not take Raden Begawan's life.
4. So, a nice fairy took her to the Kahyangan. (Paragraph 2) The word here in the sentence refers to ...
 - A. The wicked fairy
 - B. The nice fairy
 - C. Princess Nirmala
 - D. Prince Teja
5. The similarity between fairies and humans according to the text.
 - A. The place they live.
 - B. The jealousy that they possess.
 - C. The way they don't feel love.
 - D. The strength they have.

Read the text to answer questions 6 to 10

“Away with you, vile insect!” said a lion angrily to a gnat that was buzzing around his head, but the Gnat was not in the least disturbed.

“Do you think.” he said spitefully the lion, “that i am afraid of you because they call you king?”

The next instant he flew at the lion and stung him sharply on the nose. Mad with rage, the lion struck fiercely at the Gnat, but only succeeded in tearing himself with his claws. Again, and again the Gnat stung the Lion, who now was roaring terribly. At last, worn out with rage and covered with wounds that his own teeth and claws had made, the Lion gave up the fight.

The Gnat buzzed away to tell whose world about his victory, but instead he flew straight into a spider’s web. And there, he who had defeated the king of beasts came to miserable end, the prey of a little spider.

6. The text tells us about
 - A. A lion which is annoyed by a gnat
 - B. Confrontation between a lion and a spider
 - C. A gnat which loved to sting other animals
 - D. A good relationship between a lion and a spider
7. Why did the lion give up hitting the gnat?
 - A. The lion only wounded itself
 - B. The gnat stopped stinging the lion
 - C. The lion felt nothing from the sting
 - D. The gnat flew to bother th spider
8. From the text we can learn that one should not be
 - A. Cunning

- B. Arrogant
- C. Dishonest
- D. Temperament

9. “... but only succeeded in **tearing** himself with his claws.”
The bolded word can be replaced by
 - A. Ripping
 - B. Poking
 - C. Stabbing
 - D. Punching
10. What is the main paragraph text above?
 - A. The arrogant insect
 - B. A proud lion
 - C. Lucky Spider
 - D. The angry lion

Read the text to answer questions 11 to 17

“Sangkuriang: The Legend of Tangkuban Perahu”



Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was wearing a cloth when one of her tools fell to the ground. She was very tired; at the same time, she was too lazy to take it. Then she just shouted out loudly.

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 married 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, especially deer. He often hunted to the wood using his arrow. When he went hunting, Tumang was always with him. 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. Then where 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. 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 realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did not know each other. So, they fell in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's 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 very difficult conditions. She asked 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 tried to build them. By midnight he had completed the lake by building a dam in

Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So, she made lights in the east. Then the spirits thought that 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 angry. He kicked the boat. Then the boat turned upside down. It, later, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside-down boat.

11. What kind of inference from the story?
 - A. Wrath son
 - B. West java's tales
 - C. The legend of Tangkuban Perahu
 - D. Dayang Sumbi's rejection to marry Sangkuriang
12. What is the main idea of paragraph 5?
 - A. Finally, sangkuriang married with Dayang Sumbi
 - B. Sangkuriang accepted to build a lake and boat for Dayang Sumbi
 - C. Dayang Sumbi tricked Sangkuriang to build a lake and boat
 - D. Sangkuriang and Dayang Sumbi happy life
13. What is the best expression given to Dayang Sumbi?
 - A. What a kind of Dayang Sumbi
 - B. What a cruel of Dayang Sumbi
 - C. What a beautiful Dayang Sumbi is
 - D. What a heartless of Dayang Sumbi

14. Who are the main characters in the story?
- Dayang Sumbi and Sangkuriang
 - The king Dayang Sumbi, the dog and Sangkuriang
 - The king, Dayang Sumbi, the dog, Sangkuriang, the genie, and the spiritis
 - The king, Dayang Sumbi, sister, daughter, the dog, a young man, Sangkuriang, the mount, the boat, the genie, the spiritis and God
15. What moral value can we learn from the story?
- People must keep their words all the time
 - Do not make a promise to easily
 - Never be reluctant to do good things
 - We should not hate our decendants
16. Which statement is not supporting idea of text?
- Sangkuriang hated dayang sumbi
 - Dayang Sumbi hated Tumang
 - Dayang Sumbi was given an eternal beauty by God
 - Tumang builds the temple
17. *“She asked Sangkuriang to build a lake and a boat in one night!”* (Paragraph 4) The underline word can be replaced by the word...
- Made
 - Make
 - Production
 - Producer

Read the text to answer questions 18 to 24

“Malin Kundang”



Once upon a time, that a poor family consisting of a mother and her son named Malin Kundang. Because his father had left him, the mother must work hard to be able to raise a family. Malin was the son of the wise but a little bit naughty. When he is about to go up, Malin feels sorry for his mother who always used to work hard live it. Then Malin asks permission for going about looking for a job in the big city.

“Mom, I want to go to town. I want to work to be able to help mom here. “pinta Malin.

“Don’t leave the mother alone, son. Mom just got you here. “Said the mother refused.

“Let me go, mom. I pity seeing mom continued to work until now.” said Malin.

“Well son, but remember don’t forget mom and this village when you have success there,” Said the teary mother of ari’s eyes.

The next day, Malin went to the big city with the use of a ship. After several years of hard work, he succeeded in the city of rantauannya. Malin is now a wealthy man who even had a number of merchant ships. And Malin had married a beautiful woman there. News about Malin who became a wealthy man to the one to his mother. The mother was very happy to hear it. He is always waiting at the beach every day, hoping the older si wayangnya eyes back and raised his mother. drajat But Malin never came.

One day Malin wife asked about mother Malin and want to meet with him.

Malin was not able to resist the desires of the wife of a very loved it. That the journey towards preparing Malin village using a private ship pretty great. Eventually the matter came to his village Malin, along with his wife and his men. Hear the arrival of Malin, the mother felt very excited. she even ran to the beach to immediately see her son.

“What is it my son Malin, ya? This your mother, you remember “askedher mother.

“Malin Kundang, my son, why are you going so long without sending the news?” He said while hugging Malin Kundang.

His wife, who was surprised at the fact that the old lady, smelly, filthy who embraced her husband, said:

“So, the smell of old lady, this is the mother you filthy, Malin“

Because of the shame, Malin Kundang soon let go of his mother ‘s arms and pushed him to fall.

“I didn’t know your poor old woman,” said Malin.

“The Foundation of the old lady had no idea myself, any just claim to be my mother. “Advanced Malin snapped.

Hear the words of his children like that, the mother feels sad and angry. He did not suspect, and the very miss turns into a childof sin.

“Oh my God, if he is a true son of mine, I beg give doom him and Fox was the one she so rocks.” the prayer of his mother ‘s wrath.

Shortly thereafter the wind and Thunder rumbles hit and destroy ships Malin Kundang. After that, the body of Malin Kundang is stiff and then into the rock with coral.

18. Who is Malin?

- A. A son who loves his mother
- B. A son who cares with his mother
- C. A son who betrays his mother
- D. A son who always with his mother

19. What kind be inference from the text?
- A. Malin from a poor family
 - B. Malin moms cursed him to be rocks
 - C. Malin disobedient to his mother and change to be rocks
 - D. Malin moms angry to him
20. What malin’s wife does?
- A. Care with malin’s mom
 - B. Love malin’s mom
 - C. Did not care with malin’s mom
 - D. Talk to malin’s mom
21. What do you learn from the story of Malin Kundang?
- A. Never be a cruel son/daughter
 - B. Leave our old mom
 - C. Give our mom money
 - D. Meet our mom
22. What malin said to his mom before he went to the city?
- A. Malin never be back
 - B. He promises to be back
 - C. He will forget his mom
 - D. He will give his mom much money
23. Where the story comes from?
- A. Jakarta
 - B. West sumatera
 - C. South sumatera
 - D. North Smatera
24. Who is the main actor of that story?
- A. Malin kundang
 - B. Malin’s mom
 - C. Malin’s wife
 - D. Malin’s society

Read the text to answer questions 25 to 30

The Snow White



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

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning, she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."


Finally, Snow White and the seven dwarfs lived happily ever after.

25. What type of the text is used by the writer?
- Narrative
 - Report
 - Anecdote
 - Comparative

26. To tell the plot, the writers use...
- A rhetorical question and an exclamation
 - Time sequences
 - Contrastive evidences
 - Past tense
27. What is the best expression given to the Snow white
- What a hard his life is
 - What a poor his family life is
 - What a suffer his life is
 - What a bad his life is
28. Where did Snow White live after she ran away to the woods?
- She lived in the cave
 - She lived in the lion nest
 - She lived everywhere in the woods
 - She lived in the dwarfs' cottage
29. The communicative purpose of this text is....
- To inform the readers about important and newsworthy events
 - To entertain readers with fairy tale
 - To share an account of an unusual event
 - To persuade readers to accept his/her opinions
30. The organization of the text above is.....
- Abstract, orientation, crisis, incident,coda
 - Thesis, argument: plot-elaboration, argument: plot-elaboration, argument: plot-elaboration, conclusion
 - Orientation, major complication, resolution, complication, resolution, complication, major complication
 - Description, background events

Read the text to answer questions 31 to 37

The Legend of Lake Toba



Long time ago,

a

young man lived in a valley in North Sumatera. He was poor and lived with nobody. Every day, he went to the river and caught some fish to eat.

One day, he went fishing after working in the fields. But not like the other days, he got nothing even after waiting for hours. When he decided to go home, he felt the rod jolted. That's fish! He pulled the rod out and he was jolly to see a small goldfish. Imagining that he would eat a goldfish, he went home excitedly.

At home, the young man put the small fish on the table. He prepared some firewood to cook. When everything was ready, he went back to the kitchen. But he saw nothing on the table! The fish disappeared! Instead, he saw a beautiful woman.

After having a short conversation, the young man asked to marry her. She accepted only in one condition; the man should never mention where she came from. The man agreed and they got married. They had a handsome yet naughty boy named Samosir.

One day, Samosir made his father angry. The man shouted loudly and said the prohibited words. He said that Samosir was son of fish. Suddenly, rain fell for weeks and turned the valley into a lake.

31. What kind be inference from the text?

- A. Samosir is not son of fish
- B. The man is rich

- C. The goldfish turns into a beautiful woman
- D. The beautiful woman is not married to the man

32. What is the main idea of paragraph 2?

- A. The man caught a gold fish
- B. Fishing is the man's hobby
- C. The man married the goldfish
- D. They have a handsome boy

33. What is the moral lesson of the story?

- A. Don't go fishing
- B. We have to keep our promise
- C. Don't eat fish
- D. We must not marry a goldfish

34. The word "he" in the sentence "At home, he put the small fish on the table" refers to....

- A. Samosir
- B. Goldfish
- C. Beautiful woman
- D. Young man

35. What a young man does to golden fish?

- A. Marry her
- B. Fry her
- C. Kill her
- D. Throw away her

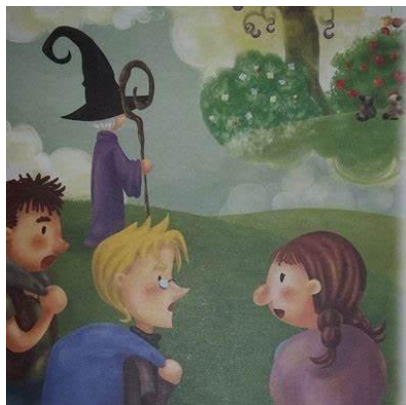
36. According to the story, who is Sangkuriang?

- A. A fisherman
- B. A local people
- C. A young man and golden fish son
- D. A farmer

37. Where is the story coming from?

- A. West Sumatera
- B. North Sumatera
- C. East Sumatera
- D. Lampung

Read the text to answer questions 38 to 44



The old witch locked Hansel and Gretel in a cage and set

Grete I to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest. Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

38. What kind be inference from the text?

- A. Two children went to school for the first time
- B. A witch who is really kind

- C. A father who begged a witch for money
- D. A stepmother who saved her children from a witch

39. Which statement is not supporting idea of the text?

- A. She locked Hansel in a cage
- B. She planned to eat Hansel & Gretel
- C. She fell into the ocean
- D. She hated the children

40. "The witch fell into the oven and the stepmother shut the door."

(Paragraph 4) The underlined word can be replaced by the word...

- A. Marked
- B. Painted
- C. Polished
- D. Closed

41. What is the best expression given by the stepmother?

- A. I must find them!
- B. Children, I have come to save you!
- C. Let them be kidnapped by witches
- D. I don't care with them

42. The word "Them" in the sentence "I must find them" refers to....

- A. Stepmother
- B. The Witches
- C. Children
- D. Hansel

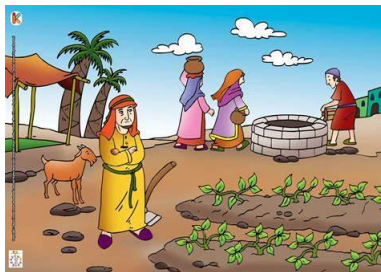
43. What is stepmother does when she came to cottage belonging of the witch?

- A. She says greeting first
- B. She picked up the broom leaning against the door and crept inside

- C. She knocks the door
- D. Peeped through the window

44. What are the witches does when stepmother came to her cottage?
- A. The witch was putting some stew in the oven
 - B. The witch fell into the oven and the stepmother shut the door.
 - C. The witch locked Hansel in a cage
 - D. The witch set Gretel to clean the house

Read the text to answer questions 45 to 50



Once a man sold his well to a farmer . Next

day when a farmer went to draw the water from that well, the man did not allow him to draw the water from it. He said, "I have sold you the well, not the water, so you cannot draw the water from the well."

The farmer became very sad and came to the emperor's court. He described everything to the emperor and asked for the justice. The emperor called Birbal and handed over this case to him. Birbal called the man who sold the well to the farmer. Birbal asked, "Why don't you let him use the water of the well. You have sold the well to the farmer." The man replied, "Birbal, I have sold the well to the farmer, not the water. He has no right to draw the water from the well."

Then Birbal smiled and said to him, "Good, but look, since you have sold the well to this farmer, and you claim that water is yours, then you have no right to keep your water in the farmer's well. Either you pay rent to the farmer to keep your water in his well, or you take that out of his well immediately."

The man understood, that his trick has failed. Birbal has outwitted him.

45. What kind be inference from the text?
- A. A traveler going to a distant town
 - B. A wicked traveler and a helpless traveler
 - C. A silver key which is used to unlock the door's inn
 - D. A greedy innkeeper and a smart traveler

46. It can be referred from the text that
- A. Inn was unlocked when the traveler came
 - B. The innkeeper summoned the traveler to go inside because of his poor condition
 - C. The traveler finally got back his silver coin from the innkeeper
 - D. The traveler brought all of his bags inside

47. What is the moral value of the story above?
- A. Revenge is a bad thing to apply in every condition
 - B. We should prepare well when we travel
 - C. Don't underestimate to someone
 - D. Smart person always beats greedy person

48. The traveler finally obeyed about what innkeeper said and passed a silver coin through a slit in the door.... his needs and the terrible condition outside.
- A. Because
 - B. Since

- C. For
- D. Due to

49. What is the best expression given to the man?

- A. What a kind that man
- B. What a cunning that man
- C. What an annoying that man
- D. What a heart that man

50. The complication starts when...

- A. A man sold his well to a farmer
- B. A man did not allow farmer to draw the water from well
- C. Farmer came to the emperor's and asked for the justice
- D. A man cheats the farmer

9. Pre-Test

Read the text to answer questions 1 to 7

“Sangkuriang: The Legend of Tangkuban Perahu”



Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was wearing a cloth when one of her tools fell to the ground. She was very tired; at the same time, she was too lazy to take it. Then she just shouted out loudly.

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 married 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, especially deer. He often hunted to the wood using his arrow. When he went hunting, Tumang was always with him. 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. Then where 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. 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 realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So, they fall in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's 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 very difficult condition. She asked 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 spiritis, Sangkuriang tried to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So, she made lights in the east. Then the spiritis thought that 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 angry. He kicked the boat. Then the boat turned upside down. It, later, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside-down boat.

1. What kind be inference from the story?
 - A. Wrath son
 - B. West java's tales
 - C. The legend of Tangkuban Perahu
 - D. Dayang Sumbi's rejection to marry Sangkuriang
2. What is the main idea of paragraph 5?
 - A. Finally, sangkuriang married with Dayang Sumbi
 - B. Sangkuriang accept to build a lake and boat for Dayang Sumbi
 - C. Dayang Sumbi tricked Sangkuriang to build a lake and boat
 - D. Sangkuriang and Dayang Sumbi happy life
3. What is the best expression given to Dayang Sumbi?
 - A. What a kind of Dayang Sumbi
 - B. What a cruel of Dayang Sumbi
 - C. What a beautiful Dayang Sumbi is
 - D. What a heartless of Dayang Sumbi
4. Who are the main caracters in the story?
 - A. Dayang Sumbi and Sangkuriang
 - B. The king Dayang Sumbi, the dog and Sangkuriang
 - C. The king, Dayang Sumbi, the dog, Sangkuriang, the ganie, and the spiritis
 - D. The king, Dayang Sumbi, sister, daughter, the dog, a young man, Sangkuriang, the mount, the boat, the genie, the spiritis and God
5. What moral value can we learn from the story?
 - A. People must keep their words all the time
 - B. Do not make a promise to easily
 - C. Never be reluctant to do good things
 - D. We should not hate our decendants
6. Which statement is not supporting idea of text?
 - A. Sangkuriang hated dayang sumbi
 - B. Dayang Sumbi hated Tumang
 - C. Dayang Sumbi was given an eternal beauty by God
 - D. Tumang builds the temple
7. *"She asked Sangkuriang to build a lake and a boat in one night!"* (Paragraph 4) The underline word can be replaced by the word...
 - A. Made
 - B. Make
 - C. Production
 - D. Producer

Read the text to answer questions 8 to 14

"Malin Kundang"



Once upon a time, that a poor family consisting of a mother and her son named Malin Kundang. Because his father had left him, the mother must work hard to be able to raise a family. Malin was the son of the wise but a little bit naughty. When he is about to go up, Malin feels sorry for his mother who always used to work hard live it. Then Malin asks permission for going about looking for a job in the big city. "Mom, I want to go to town. I want to work to be able to help mom here. "pinta Malin. "Don't leave the mother alone, son. Mom just got you here. "said the mother refused. "Let me go, mom. I pity seeing mom continued to work until now." said Malin. "Well son, but remember don't forget mom and this village when you have success there," Said the teary mother of ari's eyes.

The next day, Malin went to the big city with the use of a ship. After several years of hard work, he succeeded in the city of rantauannya. Malin is now a wealthy man who even had a number of merchant ships. And Malin had married a beautiful woman there. News about Malin who became a wealthy man to the one to his mother. The mother was very happy to hear it. He is always waiting at the beach every day, hoping the older si wayangnya eyes back and raised his mother. drajat But Malin never came.

One day Malin wife asked about mother Malin and want to meet with him. Malin was not able to resist the desires of the wife of a very loved it. That the journey towards preparing Malin village using a private ship pretty great. Eventually the matter came to his village Malin, along with his wife and his men. Hear the arrival of Malin, the mother felt very excited. she even ran to the beach to immediately see her son.

“What is it my son Malin, ya? This your mother, you remember “asked her mother.

“Malin Kundang, my son, why are you going so long without sending the news?” He said while hugging Malin Kundang.

His wife, who was surprised at the fact that the old lady, smelly, filthy who embraced her husband, said:

“So, the smell of old lady, this is the mother you filthy, Malin“

Because of the shame, Malin Kundang soon let go of his mother ‘s arms and pushed him to fall.

“I didn’t know your poor old woman,” said Malin.

“The Foundation of the old lady had no idea myself, any just claim to be my mother.

“Advanced Malin snapped.

Hear the words of his children like that, the mother feels sad and angry. He did not suspect, and the very miss turns into a child of sin.

“Oh my God, if he is a true son of mine, I beg give doom him and Fox was the one she so rocks.” the prayer of his mother ‘s wrath.

Shortly thereafter the wind and

Thunder rumbles hit and destroy ships Malin Kundang. After that, the body of Malin Kundang is stiff and then into the rock with coral.

8. Who is Malin?
 - A. A son who loves his mother
 - B. A son who cares with his mother
 - C. A son who betrays his mother
 - D. A son who always with his mother
9. What kind be inference from the text?
 - A. Malin from a poor family
 - B. Malin moms cursed him to be rocks
 - C. Malin disobedient to his mother and change to be rocks
 - D. Malin moms angry to him
10. What malin’s wife does?
 - A. Care with malin’s mom
 - B. Love malin’s mom
 - C. Did not care with malin’s mom
 - D. Talk to malin’s mom
11. What do you learn from the story of Malin Kundang?
 - A. Never be a cruel son/daughter
 - B. Leave our old mom
 - C. Give our mom money
 - D. Meet our mom
12. What malin said to his mom before he went to the city?
 - A. Malin never be back
 - B. He promises to be back
 - C. He will forget his mom
 - D. He will give his mom much money
13. Where the story comes from?
 - A. Jakarta
 - B. West Sumatera
 - C. South Sumatera
 - D. North Sumatera
14. Who is the main actor of that story?
 - A. Malin kundang
 - B. Malin’s mom

- C. Malin's wife
- D. Malin's society

Read the text to answer questions 15 to 20

The Snow White



Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle

because her parents were dead. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning, she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

15. What type of the text is used by the writer?

- A. Narrative
- B. Report
- C. Anecdote
- D. Comparative

16. To tell the plot, the writers use...
- A. A rhetorical question and an exclamation
 - B. Time sequences
 - C. Contrastive evidences
 - D. Past tense

17. What is the best expression given to the Snow white

- A. What a hard his life is
- B. What a poor his family life is
- C. What a suffer his life is
- D. What a bad his life is

18. Where did Snow White live after she ran away to the woods?

- A. She lived in the cave
- B. She lived in the lion nest
- C. She lived everywhere in the woods
- D. She lived in the dwarfs' cottage

19. The communicative purpose of this text is....

- A. To inform the readers about important and newsworthy events
- B. To entertain readers with fairy tale
- C. To share an account of an unusual event
- D. To persuade readers to accept his/her opinions

20. The organization of the text above is.....

- A. Abstract, orientation, crisis, incident,coda
- B. Thesis, argument: plot-elaboration, argument: plot-elaboration, argument: plot-elaboration, conclusion
- C. Orientation, major complication, resolution, complication, resolution, complication, major complication
- D. Description, background events.

10. Treatment Test



A long time ago, a girl named Rapunzel was known for her beautiful long blonde hair. Unfortunately, she was locked up in a tower with no doors by an evil witch. The witch never allowed her to go out, which made her lonely and miserable.

One day, a handsome young prince heard her voice and fell in love with her. Both of them decided to flee, but somehow the witch came to know about it. She cut down Rapunzel's long beautiful hair and cast a spell on her, which led her to live in a lonely desert. The witch also cast a spell on the prince that made him go blind and left him to wander in the deserted forest.

After many years of wandering, the Prince and Rapunzel finally met. Rapunzel was so happy seeing her prince that she started crying, and a few of her tears fell in the prince's eyes. This brought back his eyesight, and both lived happily ever after in their kingdom.

11. Post-Test

Read the text to answer questions 1 to 7



The Legend of Lake Toba

Long time ago, a young man lived in a valley in North Sumatera. He was poor and lived with nobody. Every day, he went to the river and caught some fish to eat.

One day, he went fishing after working in the fields. But not like the other days, he got nothing even after waiting for hours. When he decided to go home, he felt the rod jolted. That's fish! He pulled the rod out and he was jolly to see a small goldfish. Imagining that he would eat a goldfish, he went home excitedly.

At home, the young man put the small fish on the table. He prepared some firewood to cook. When everything was ready, he went back to the kitchen. But he saw nothing on the table! The fish disappeared! Instead, he saw a beautiful woman.

After having a short conversation, the young man asked to marry her. She accepted only in one condition; the man should never mention where she came from. The man agreed and they got married. They had a handsome yet naughty boy named Samosir.

One day, Samosir made his father angry. The man shouted loudly and said the prohibited words. He said that Samosir was son of fish. Suddenly, rain fell for weeks and turned the valley into a lake.

1. What kind be inference from the text?
 - A. Samosir is not son of fish
 - B. The man is rich
 - C. The goldfish turns into a beautiful woman
 - D. The beautiful woman is not married to the man

2. What is the main idea of paragraph 2?
 - A. The man caught a gold fish
 - B. Fishing is the man's hobby
 - C. The man married the goldfish
 - D. They have a handsome boy

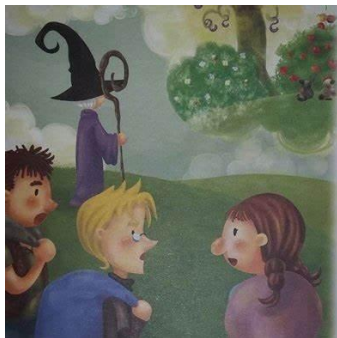
3. What is the moral lesson of the story?
 - A. Don't go fishing
 - B. We have to keep our promise
 - C. Don't eat fish
 - D. We must not marry a goldfish

4. The word "he" in the sentence "At home, he put the small fish on the table" refers to....
 - A. Samosir
 - B. Goldfish
 - C. Beautiful woman
 - D. Young man

5. What a young man does to golden fish?
 - A. Marry her

- B. Fry her
 - C. Kill her
 - D. Throw away her
6. According to the story, who is Sangkuriang?
- A. A fisherman
 - B. A local people
 - C. A young man and golden fish son
 - D. A farmer
7. Where is the story coming from?
- A. West Sumatera
 - B. North Sumatera
 - C. East Sumatera
 - D. Lampung

Read the text to answer questions 8 to 14



The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest. Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart

cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

8. What kind be inference from the text?
- A. Two children went to school for the first time
 - B. A witch who is really kind
 - C. A father who begged a witch for money
 - D. A stepmother who saved her children from a witch
9. Which statement is not supporting idea of the text?
- A. She locked Hansel in a cage
 - B. She planned to eat Hansel & Gretel
 - C. She fell into the ocean
 - D. She hated the children

10. *"The witch fell into the oven and the stepmother shut the door."* (Paragraph 4) The underlined word can be replaced by the word...
- Marked
 - Painted
 - Polished
 - Closed
11. What is the best expression given by the stepmother?
- I must find them!
 - Children, I have come to save you!
 - Let them be kidnapped by witches
 - I don't care with them
12. The word "Them" in the sentence "I must find them" refers to....
- Stepmother
 - The Witches
 - Children
 - Hansel
13. What is stepmother does when she came to cottage belonging of the witch?
- She says greeting first
 - She picked up the broom leaning against the door and crept inside
 - She knocks the door
 - Peeped through the window
14. What are the witches does when stepmother came to her cottage?
- The witch was putting some stew in the oven
 - The witch fell into the oven and the stepmother shut the door.
 - The witch locked Hansel in a cage
 - The witch set Gretel to clean the house

Read the text to answer questions 15 to 20



Once a man sold his well to a farmer. Next day when a farmer went to draw the water from that well, the man did not allow him to draw the water from it. He said, "I have sold you the well, not the water, so you cannot draw the water from the well."

The farmer became very sad and came to the emperor's court. He described everything to the emperor and asked for the justice. The emperor called Birbal and handed over this case to him. Birbal called the man who sold the well to the farmer. Birbal asked, "Why don't you let him use the water of the well. You have sold the well to the farmer." The man replied, "Birbal, I have sold the well to the farmer, not the water. He has no right to draw the water from the well."

Then Birbal smiled and said to him, "Good, but look, since you have sold the well to this farmer, and you claim that water is yours, then you have no right to keep your water in the farmer's well. Either you pay rent to the farmer to keep your water in his well, or you take that out of his well immediately."

The man understood, that his trick has failed. Birbal has outwitted him.

- 15.** What kind be inference from the text?
- A. A traveler going to a distant town
 - B. A wicked traveler and a helpless traveler
 - C. A silver key which is used to unlock the door's inn
 - D. A greedy innkeeper and a smart traveler
- 16.** It can be referred from the text that
- A. Inn was unlocked when the traveler came
 - B. The innkeeper summoned the traveler to go inside because of his poor condition
 - C. The traveler finally got back his silver coin from the innkeeper
 - D. The traveler brought all of his bags inside
- 17.** What is the moral value of the story above?
- A. Revenge is a bad thing to apply in every condition
 - B. We should prepare well when we travel
 - C. Don't underestimate to someone
 - D. Smart person always beats greedy person
- 18.** The traveler finally obeyed about what innkeeper said and passed a silver coin through a slit in the door.... his needs and the terrible condition outside.
- A. Because
 - B. Since
 - C. For
 - D. Due to
- 19.** What is the best expression given to the man?
- A. What a kind that man
 - B. What a cunning that man
 - C. What an annoying that man
 - D. What a heart that man
- 20.** The complication starts when...
- A. A man sold his well to a farmer
 - B. A man did not allow farmer to draw the water from well
 - C. Farmer came to the emperor's and asked for the justice
 - D. A man cheats the farmer

12. Documentation Sheet

Purpose: Documentation sheet is used as a direction to collect complete data about the identity of the SMKN 1 Bumiratu Nuban.

NO	Aspect of Documentation	Available	Unavailable
1	History of the Establishment of S SMKN 1 Bumiratu Nuban	✓	
2	Vision and Mission of SMKN 1 Bumiratu Nuban	✓	
3	Organizational Structure of SMKN 1 Bumiratu Nuban	✓	
4	Facilities and Infrastructure of SMKN 1 Bumiratu Nuban	✓	
5	Number of Students of SMKN 1 Bumiratu Nuban	✓	

13. The Answer of Try Out Test

1C	11C	21A	31C
2D	12B	22B	32A
3D	13C	23B	33B
4C	14A	24A	34D
5B	15B	25A	35A
6A	16C	26D	36C
7A	17A	27A	37B
8B	18C	28D	38B
9A	19C	29B	39D
10A	20C	30C	40C

- 41B
42C
43A
44A
45B
46C
47D
48D
49B
50D

$$\frac{48}{2} = 1$$

$$2 \cdot 0$$

NAMA: ALFIAN

TKR 1

muhammad sdo TKR

No.

Date

1. C	11. C	21. A	31. C	41. B
2. D	12. B	22. B	32. A	42. A
3. D	13. C	23. B	33. B	43. B
4. C	14. A	24. B	34. D	44. B
5. B	15. A	25. A	35. A	45. C
6. A	16. C	26. D	36. C	46. C
7. A	17. A	27. A	37. C	47. D
8. C	18. C	28. D	38. B	48. D
9. A	19. C	29. C	39. D	49. B
10. A	20. C	30. A	40. A	50. B

$$\frac{41}{9} = 1$$

$$9 = 0$$

14. The Answer of Pre-Test in Control Class

(45) No. Bekul-g.

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<input type="checkbox"/>	3	C
<input checked="" type="checkbox"/>	4	D
<input type="checkbox"/>	5	A
<input checked="" type="checkbox"/>	6	B
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<input checked="" type="checkbox"/>	16	B
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<input checked="" type="checkbox"/>	18	D
<input checked="" type="checkbox"/>	19	A
<input checked="" type="checkbox"/>	20	A

Nama: Samsudin
TKJ I

Nama: Lola Lorasati

(50)

<input checked="" type="checkbox"/>	1.	C	11.	B	B = 10
<input checked="" type="checkbox"/>	2.	B	12.	A	S = 10
<input checked="" type="checkbox"/>	3.	A	13.	B	
<input checked="" type="checkbox"/>	4.	A	14.	A	
<input checked="" type="checkbox"/>	5.	B	15.	B	
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<input checked="" type="checkbox"/>	9.	C	19.	B	
<input checked="" type="checkbox"/>	10.	C	20.	A	

15. The Answer of Pre-Test in Experiment Class

Nama: Ika Aningsih

(75) No. B-15

<input checked="" type="checkbox"/>	1	A
<input type="checkbox"/>	2	K
<input type="checkbox"/>	3	D
<input type="checkbox"/>	4	A
<input checked="" type="checkbox"/>	5	C
<input type="checkbox"/>	6	C
<input type="checkbox"/>	7	B
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<input checked="" type="checkbox"/>	13	A
<input type="checkbox"/>	14	A
<input type="checkbox"/>	15	D
<input type="checkbox"/>	16	C
<input checked="" type="checkbox"/>	17	A
<input type="checkbox"/>	18	D
<input type="checkbox"/>	19	A
<input checked="" type="checkbox"/>	20	A

(70) No. B-14

Nama: Fitri Fadiah
TKJ 2

<input checked="" type="checkbox"/>	1	C
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<input type="checkbox"/>	3	C
<input type="checkbox"/>	4	A
<input type="checkbox"/>	5	A
<input checked="" type="checkbox"/>	6	A
<input type="checkbox"/>	7	A
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<input type="checkbox"/>	15	A
<input checked="" type="checkbox"/>	16	A
<input checked="" type="checkbox"/>	17	A
<input checked="" type="checkbox"/>	18	B
<input checked="" type="checkbox"/>	19	B
<input checked="" type="checkbox"/>	20	D

16. Treatment Test

Nama : RANON ALYAN FOR
Kelas : VII 12

Important Character
Who are the characters in the story: Rapunzel, witch and the young Prince

Who is the most important character in the story Rapunzel

She is important because long blonde hair

I admire the character because they have Power

Important Idea
Why did the conflict occur Locked up by evil witch in tower with no door

Setting
Where is the background of this story in a tower and desert

what is the solution to this story Rapunzel ran away with the Prince and lived happily in the kingdom

HANIN NAFA MELANI

Important Character
Who are the characters in the story Rapunzel, evil witch, Prince

Who is the most important character in the story RAPUNZEL

She is important because always comes up and is often discussed

I admire the character because has beautiful long hair

Important Idea
Why did the conflict occur one day, Rapunzel and Prince decided to leave the tower where Rapunzel lived than the Witch found out

Setting
Where is the background of this story at the tower in the forest

what is the solution to this story with the Prince that Rapunzel loves, he cuts Rapunzel's hair so that the witch dies. Rapunzel run away with the Prince and lived happily in the kingdom.

17. The Answer of Post Test in Control Class

No. _____
Date _____

1.) C	11.) b	75
2.) b	12.) c	
3.) a	13.) c	B: 15
4.) d	14.) a	s: 5
5.) a	15.) d	
6.) c	16.) c	Ipa Amigasih
7.) b	17.) b	TKJ I
8.) b	18.) d	
9.) d	19.) b	
10.) a	20.) b	

No. _____
Date _____

Septiana TKJ I

1.) B	11.) B	70
2.) A	12.) A	
3.) B	13.) B	S=6
4.) B	14.) A	B=14
5.) A	15.) A	
6.) C	16.) D	
7.) B	17.) D	
8.) B	18.) D	
9.) C	19.) B	
10.) C	20.) B	

18. The Answer of Post Test in Experiment Class

Nama : Fitri Fadiah
Tj 2

(70)

B: 14

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

(60)

1 C	11 A	B: 12 S: 8
2 B	12 B	
3 C	13 B	INTAN MAULANI Tj 2
4 B	14 A	
5 A	15 B	
6 B	16 B	
7 C	17 D	
8 A	18 D	
9 B	19 B	
10 C	20 C	

19. Table Score**Pre-Test Score in Control Class TKJ1**

NO	NAME	SCORE
1	AM	45
2	AS	45
3	AAR	45
4	AF	40
5	DU	45
6	DR	50
7	EDP	40
8	FAK	45
9	FDA	50
10	FZF	45
11	FFS	40
12	GF	50
13	GAA	45
14	HS	60
15	HAS	55
16	IA	50
17	IAP	55
18	KN	55
19	LL	40
20	MNZ	55
21	MARW	60
22	NA	60
23	NVA	50
24	NM	55
25	NKA	40
26	RWP	45
27	RM	55
28	SA	45
29	SP	45
30	SS	40

20. Pre-Test Score in Experiment Class TKJ1

NO	NAME	SCORE
1	AM	65
2	AS	65
3	AAR	70
4	AF	65
5	DU	55
6	DR	65
7	EDP	70
8	FAK	70
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10	FZF	60
11	FFS	65
12	GF	65
13	GAA	55
14	HS	70
15	HAS	65
16	IA	75
17	IAP	70
18	KN	60
19	LL	65
20	MNZ	70
21	MARW	75
22	NA	70
23	NVA	65
24	NM	60
25	NKA	60
26	RWP	70
27	RM	75
28	SA	75
29	SV	60
30	SS	65

21. Table Score**Post-Test Score in Control Class TKJ2**

NO	NAME	SCORE
1	AR	75
2	ADP	50
3	AA	50
4	DN	70
5	DW	40
6	DS	60
7	DRJ	70
8	DA	65
9	AS	55
10	ERP	50
11	ES	85
12	FLNP	65
13	FF	40
14	HNM	65
15	IN	75
16	KPM	60
17	LSP	70
18	NAS	60
19	NA	80
20	NBP	60
21	NA	50
22	NZK	65
23	RAG	60
24	RY	50
25	RP	50
26	SK	70
27	SA	65
28	SAY	55
29	TR	50
30	TRD	85

22. Post-Test Score in Experiment Class TKJ2

NO	NAME	SCORE
1	AR	75
2	ADP	80
3	AA	90
4	DN	65
5	DW	55
6	DS	70
7	DRJ	75
8	DA	80
9	AS	90
10	ERP	65
11	ES	75
12	FLNP	85
13	FF	60
14	HNM	70
15	IN	70
16	KPM	80
17	LSP	75
18	NAS	80
19	NA	65
20	NBP	90
21	NA	80
22	NZK	65
23	RAG	80
24	RY	65
25	RP	80
26	SK	75
27	SA	80
28	SAY	90
29	TR	65
30	TRD	75

23. The Documentatio of Research Process

1. Giving Pre-test in Control Class



2. Giving Pre-Test in Experiment Class



3. Giving Treatment



4. Giving Post-Test in Control Class



5. Giving Post-Test in Experiment Class



8/4/22, 0:23 PM

IZIN PRASURVEY



**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.ian@metrouniv.ac.id

Nomor : B-3748/In.28/J/TL.01/08/2022
 Lampiran : -
 Perihal : IZIN PRASURVEY

Kepada Yth.,
 KEPALA SMKN 1 BUMIRATU
 NUBAN
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : ANI FATMAWATI
 NPM : 1901052003
 Semester : 7 (Tujuh)
 Jurusan : Tadris Bahasa Inggris
 Judul : THE INFLUENCE OF STORY FRAME STRATEGY ON
 READING COMPREHENSION ABILITY OF THE
 ELEVENTH GRADERS AT SMKN 1 BUMIRATU NUBAN

untuk melakukan prasurvey di SMKN 1 BUMIRATU NUBAN, dalam rangka menyelesaikan 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, 04 Agustus 2022
 Ketua Jurusan,



Andianto M.Pd
 NIP 19871102 201503 1 004



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 1 BUMI RATU NUBAN



NPSN : 69900097 AKREDITASI : B

Alamat : Jl. Pandawa Kampung Wates Kec. Bumiratu Nuban Lampung Tengah 34161 Telp. 081278444242

E-mail : smkn1brn@gmail.com Website : www.smkn1brn.sch.id

Nomor : 421.5/086 /SMKN1BRN/V/2023
 Lampiran : -
 Perihal : Melaksanakan Penelitian Pendahuluan

Kepada
 Yth. Ketua Jurusan
 Institut Agama Islam Negeri (IAIN)
 Di
 Metro

Yang bertanda tangan dibawah ini kepala SMK N 1 Bumi Ratu Nuban menerangkan bahwa :

Nama : Ani Fatmawati
 NPM : 1901052003
 Semester : 8 (Delapan)
 Jurusan : Tarbiyah
 Program Studi : Tadris Bahasa Inggris

Telah kami setuju untuk melaksanakan penelitian di SMKN 1 Bumi Ratu Nuban, Kecamatan Bumiratu Nuban Kabupaten Lampung Tengah sebagai syarat wajib bagi mahasiswa Program Studi Tadris Bahasa Inggris, pada tanggal 06 April 2023 dalam rangka melengkapi penyusunan Tugas Akhir/Skripsi yang berjudul "The Influence Of Story Frame Strategy Of Toward Student Narrative Text Reading Comprehension of The Tenth Grades at SMKN 1 Bumi Ratu Nuban".

Demikian surat keterangan ini dibuat, untuk diketahui dan dipergunakan sebagaimana mestinya.

Bumiratu Nuban, 10 Mei 2023

Kepala Sekolah



Dra. Rahmi Fitriana, M.Pd

NIP. 19670129 199403 2 004

3/30/23, 3:14 PM

Bimbingan Skripsi



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-1476/In.28.1/J/TL.00/03/2023
 Lampiran : -
 Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
 Linda Septiyana (Pembimbing 1)
 (Pembimbing 2)
 di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **ANI FATMAWATI**
 NPM : 1901052003
 Semester : 8 (Delapan)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : **THE INFLUENCE OF STORY FRAME STRATEGY TOWARD STUDENTS NARRATIVE TEXT READING COMPREHENSION OF THE TENTH GRADERS AT SMK N 1 BUMIRATU NUBAN**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 30 Maret 2023
 Ketua Jurusan,



Andianto M.Pd
 NIP 19871102 201503 1 004

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 Token = 1901052003

5/9/23, 5:00 PM

IZIN RESEARCH



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B-1652/In.28/D.1/TL.00/04/2023
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMKN 1 BUMIRATU
NUBAN
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1653/In.28/D.1/TL.01/04/2023, tanggal 06 April 2023 atas nama saudara:

Nama : ANI FATMAWATI
NPM : 1901052003
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMKN 1 BUMIRATU NUBAN, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF STORY FRAME STRATEGY TOWARD STUDENTS NARRATIVE TEXT READING COMPREHENSION OF THE TENTH GRADERS AT SMKN 1 BUMIRATU NUBAN".

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

Wassalamu'alaikum Wr. Wb.

Metro, 06 April 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 1 BUMI RATU NUBAN



NPSN : 69900097 AKREDITASI : B

Alamat : Jl. Pandawa Kampung Wates Kec. Bumiratu Nuban Lampung Tengah 34161 Telp. 081278444242
 E-mail : smkn1brn@gmail.com Website : www.smkn1brn.sch.id

Nomor : 421.5/ **043** /SMKN1BRN/VIII/2022
 Lampiran : -
 Perihal : Melaksanakan Penelitian Pendahuluan

Kepada

Yth. Ketua Jurusan
 Institut Agama Islam Negeri (IAIN)
 Di
 Metro

Yang bertanda tangan dibawah ini kepala SMK N 1 Bumiratu Nuban menerangkan bahwa :

Nama : Ani Fatmawati
 NPM : 1901052003
 Semester : VII (Tujuh)
 Jurusan : Tarbiyah
 Program Studi : Tadris Bahasa Inggris

Telah kami setuju untuk melaksanakan penelitian di SMKN 1 Bumiratu Nuban, Kecamatan Bumiratu Nuban Kabupaten Lampung Tengah sebagai syarat wajib bagi mahasiswi Program Studi Tadris Bahasa Inggris, pada tanggal 31 Agustus 2022 dalam rangka melengkapi penyusunan Tugas Akhir/Skripsi yang berjudul "The Influence Of Story Frame Strategy On Reading Comprehension Ability Of The Eleventh Graders At SMKN 1 Bumi Ratu Nuban".

Demikian surat keterangan ini dibuat, untuk diketahui dan dipergunakan sebagaimana mestinya.

Bumiratu Nuban, 31 Agustus 2022

Kepala Sekolah



Dra. Rohmi Fitriana, M.Pd
 NIP. 19670129 199403 2 004

4/6/23, 11:32 AM

SURAT TUGAS



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-1653/In.28/D.1/TL.01/04/2023

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

Nama : ANI FATMAWATI
NPM : 1901052003
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Untuk: 1. Mengadakan observasi/survey di SMKN 1 BUMIRATU NUBAN, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF STORY FRAME STRATEGY TOWARD STUDENTS NARRATIVE TEXT READING COMPREHENSION OF THE TENTH GRADERS AT SMKN 1 BUMIRATU NUBAN".

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 : 06 April 2023

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003





KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Ani Fatmawati
 NPM : 1901052003

Jurusan : TBI
 Semester : VI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Thursday, June, 9 th 2022		Outline Research Proposal	
2.	Thursday Sept, 8 th 2022		chapter 1 - 3	
3.	Tuesday Nov, 30 th 2022		chapter 1 - 3	
4.	Wednesday Dec, 14 th 2022		Acc Proposal Seminar	

Mengetahui
 Ketua Jurusan TBI

Andianto, M.Pd
 NIP. 198711022015031004

Dosen Pembimbing

Linda Septiyana, M.Pd
 NIDN. 2016099001






**KEMENTERIAN AGAMA REPUBLIK INDONESIA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI METRO**

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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

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

Nama : Ani Fatmawati
NPM : 1901052003

Program Studi : TBI
Semester : VIII

No	Hari/Tanggal	Hal Yang Dibicarakan	Tanda Tangan Dosen
1.	Thursday / June, 15 th 2023	chapter 4 + 5	
2.	Monday / June, 19 th 2023	Abstract all	
3.	Thursday / June, 22 nd 2023	Acc. Munagasyah	

Mengetahui,
Ketua Prodi TBI



Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing



Linda Septiyana, M.Pd
NIDN. 2016099001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Inngmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47298; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1005/In.28/S/U.1/OT.01/06/2023**

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

Nama : ANI FATMAWATI
NPM : 1901052003
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 1901052003

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, 26 Juni 2023
Kepala Perpustakaan

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI METRO**

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan dibawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Ani Fatmawati
NPM : 1901052003
Jurusan : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan / Prodi Tadris Bahasa Inggris.
Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, Agustus 2023
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871101220151004

THE INFLUENCE OF STORY FRAME STRATEGY TOWARD STUDENTS` READING COMPREHENSION ON NARRATIVE TEXT OF THE TENTH GRADERS AT SMK N 1 BUMIRATU NUBAN

by Ani Fatmawati 1901052003

Submission date: 14-Sep-2023 05:00PM (UTC+0700)

Submission ID: 2165839842

File name: 171_ANI_FATMAWATI-1901052003.docx (490.34K)

Word count: 10717

Character count: 57659

THE INFLUENCE OF STORY FRAME STRATEGY TOWARD STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT OF THE TENTH GRADERS AT SMK N 1 BUMIRATU NUBAN

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repository.uinsu.ac.id

CURRICULUM VITAE



The name of researcher is Ani Fatmawati. She was born in Kesumadadi on March 23th 2000. She is the fifth child from happy couple namely Mr. Yuslam and Mrs. Hariyati. She is lives in the village of Kesumadadi, Bekri Sub-district, Central of Lampung Regency.

She completed her study at SD N 1 Kesumadadi on 2012. She continued her study at SMP PGRI 1 Kesumadadi and completed on 2015. She also continued at SMK N 1 Bumiratu Nuban and completed on 2018. The researcher continued her study at Metro city in 2019, she was registered as a students of S1 English Education Department State Institute for Islamic of Metro. Furthermore, the researcher takes as an S1 students of English Education Department State Institute for Islamic Studies of Metro.