USING STORY FACE TO IMPROVE THE STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT THE EIGHT GRADE OF SMPIT AZ-ZAHRA SRAGEN IN THE ACADEMIC YEAR OF 2022/2023

THESIS

Submitted as A Partial Requirements for the Degree of Undergraduate

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Thank you for the attention.

Wassalamualaikum Wr. Wb.

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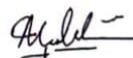
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RATIFICATION

This is to certify the *Sarjana* thesis entitled "**Using Story Face to Improve The Students' Reading Comprehension of Narrative Text at The Eight Grade of SMP IT Az-Zahra Sragen in the Academic Year 2022/2023**" by Khairi Anjaina has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in Cultures and Languages Faculty.

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PRONOUNCEMENT

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I hereby sincerely state that the thesis titled, **"Using Story Face to Improve the Students' Reading Comprehension of Narrative text at the Eight Grade of SMP IT Az-Zahra Sragen in the Academic Year 2022/2023"** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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Sukoharjo, 23 June 2023
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DEDICATION

This thesis is decided to:

1. Allah SWT, the god of the universe
2. My beloved parents (Mr. Parwanto and Mrs. Sri Sukarni) who always be the best motivators of their children. Thank you for your endless prayers and love.
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MOTTO

"For indeed, with hardship (will be) ease."

(QS. Al-Insyirah: 5)

"Berusahalah untuk tidak menjadi manusia yang berhasil, tapi berusahalah

menjadi manusia yang berguna."

(Albert Einstein)

"Intelligence plus character – that is the goal of true educaion."

(Martin Luther King Jr)

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The researcher realizes that this thesis still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

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The Researcher

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ABSTRACT

Khairi Anjaina, 2023. *Using Story Face to Improve The Students' Reading Comprehension of Narrative Text at Eight Grade of SMP IT Az-Zahra Sragen in The Academic Year of 2022/2023.* Thesis. English Language Education Study Program, Faculty of Cultures and Language.

Advisore : Nor Laili Fatmawati. M. Pd.

Keywords : Story Face, Students' Reading Comprehension, Narrative Text.

For the reasons above, the researcher wants to use the story face to teach reading to the 8th grade students of SMP IT Az-Zahra Sragen. Therefore, the researcher proposes a means to improve students' reading comprehension by using story face strategies in teaching reading comprehension, so that students can see the big ideas and details that need support in the form of relational structures.

The researcher chose to use it as a way of classroom action research. Design is the CAR procedure used in this study. The population of the research was the students at the Eight grade SMP IT Az-Zahra Sragen which consist of 23 samples. Qualitative data analysis was used in this observational study of students' activities in the teaching-learning process, and the interview before and after CAR that they are planning, acting, observing and reflecting. Quantitative data are included in the reading test and there are 30 questions per cycle.

Based on the result of data analysis, it was found that the mean of pre-test was 62,17. The mean of the first cycle was 79,95, it indicated that the scores and the mean in first cycle were better that the pre-test. The percentage of students who got point 76 or more there was also grew up. In the pre-test, there was 3 students (13%) who passed or got score up to 76. In the post-test of cycle I the students who got point 76 or more there was 23 (100%) and the increasing was about 87%. In other words, the students' reading comprehension in narrative text improved and became well in the first meeting to the next meeting.

LIST OF APPENDICS

CHAPTER I

INTRODUCTION

A. **Background of the Study**

Understanding the reading texts is an important part of English learning. The purpose of the process of teaching and learning to read in schools is reading comprehension. One of the most important skills of junior high school students, as showed in Curriculum 2013-based schools, is interpreting the content of various texts, such as descriptive texts, narrative texts, and announcements. Teaching reading has multiple educational goals, including obtaining comprehensive information from texts, identifying primary concepts, and inferring words, phrases, and sentence meanings. According to Permendiknas (2006, 366), senior high school students should be taught four types of texts: recount, procedure, narrative, and descriptive.

Teaching and learning English process as a foreign language requires students to master all English skills for example speaking, listening, writing and reading. It is in line with what was stated by Carrel's (1988:1) statement that reading is the most significant of the four skills, especially when learning a foreign/second language.

Snow (2002:11) suggests that comprehension of reading is a simultaneous process of separating and creating significance through communication and engagement with written language. This means that reading comprehension is a process by which students are can add, cite, and comprehend the conception of a written language text. Comprehension of

reading is one of the reading skills that learners must master. Learners with high reading comprehension levels may receive better input than learners with low reading comprehension levels. It is later developed in terms of reading comprehension and some aspects that affect reading comprehension. According to Risdianto (2012:174), reading includes comparable cognitive process. Reading is about constructing meaning through relationship between text fragments and prior knowledge. As students read the passage, they make predictions about the texts. Students not only read for meaning, they also focus on facts based on their own interpretations. It can also be said, students struggle to make predictions, construct meaning, and comprehend the text. This means that reading is an essential part of development. Through reading, students acquire a lot of knowledge and information. In addition, they can improve their English level.

However, the current teaching and learning processes continue to rely on the traditional approach of delivering materials. Before the implementation of the 2013 curriculum, teachers had only to deal with delivering materials based on the textbook used, and as a result, they were less creative. Following the implementation of the 2013 curriculum, teachers will be required to be more creative and have broad insight and knowledge in order to create a more interesting teaching and learning environment for students.

Based on a preliminary study conducted by researchers at SMP IT Az-Zahra Sragen, it was found several problems related to reading comprehension faced by students. The researcher conducted observation and interview with English teachers and eighth grade students of SMP IT Az-

Zahra Sragen. Based on the results of observation and interview carried out, it was found that most students considered English a very difficult subject. When the teacher carried out teaching and learning processes using a new teaching strategy, initially the students were interested, but after a few minutes they felt bored. Consequently, the teacher only used textbook in teaching and learning processes.

Based on observations and student interviews carried out by the researcher, it was found that most students consider reading to be the most difficult part. This is because they have some difficulty reading English texts and their reading comprehension is still not high. Therefore, the students feel that English, especially reading in English, is difficult. Moreover, students lack English vocabulary and are confused in understanding the content of the text, do not know the meaning of the sentences used in the text. In addition, students have difficulty analyzing text, including identifying general structure and finding the main idea of the text. As a result, during exam season, many students scored below average with scores as low as 76.

To solve those problems, teachers must have a specific teaching strategy that can be applied to improve students' reading comprehension, especially for narrative texts. As said by Staal (2004), the face of the story is a graphic organization that helps students understanding the narrative text. Students need instructional methods to help them make sense of the text. Therefore, teaching strategies must be prepared. For some of the problems mentioned above, the researcher intends to improve the students' reading comprehension by using the strategy of story face.

The story side strategy is easier to understand. Students understand narrative text better when using story faces because the text is easier to remember. The face of the story can guide students to retell the specific parts of a text because it is more interesting if it is the face. The story face strategy is a solution to the main problem of reading comprehension. It uses an image to make students more concerned in the reading process. In the story face strategy, a framework is used to make students understand the text. The teacher presents the illustration of the text to the students before reading the text. Then the teacher tells about the text. As the teacher reads the story, the teacher pauses to give the class a chance and tell the class what each character is feeling and thinking. Before reading the text, students should identify and memorize the elements of the narrative text, so that when reading the text, they have basic knowledge about the text. Visual framework helps students understand, identify, and remember elements of narrative text. The face of the story is built by creating the eyes, eyelashes, nose, and mouth Staal, (2000: 79)

Whitten et al. (2009:18) state that the face of the story is an adaptation of a story map that involves the use of picture frames to understand, identify, and remember elements of narrative text. Additionally, they added that the story strategy aspect uses framing to make students understand a text. Before reading the text, students need to identify and memorize the elements of the narrative text, so that when reading the narrative text, they have basic knowledge of the text.

According to Staal (2007:79), the story face strategy provides several advantages to students, namely it is easy to remember and construct, guides retelling, is learned through shared discovery, is flexible, and offers a framework within which narrative texts can facilitate. In reading comprehension classes, the story face strategy is a strategy to help students remember the content of the text as it helps them understand the text's setting, the main character, problems, events and resolutions. From this we can conclude that Story Face is an efficient strategy.

For the reasons above, the researcher wants to use the story face strategy to teach reading to the 8th grade students of SMP IT Az-Zahra Sragen. Therefore, the researcher proposes a means to improve students' reading comprehension by using story face strategies in teaching reading comprehension, so that students can see the big ideas and details that need support in the form of relational structures. Therefore, the researcher wants to conduct a study entitled "Using Story Face to Improve the Students Reading Comprehension of Narrative Text at The Eight Grade of SMP IT Az-Zahra Sragen in the Academic Year of 2022/2023".

B. **Identification of the Problem**

The researcher identify a number of problems based on the context above as follows:

1. In teaching and learning narrative text, the students must be able to understand how to identify a story, but they still have difficulties because teachers do not use various learning media.

2. Teaching and learning to read narrative texts in eighth-grade at SMP IT Az-Zahra Sragen is not optimal, because it still uses the teacher-centered approach, which means that teachers still play dominant role in teaching and learning processes.

3. In narrative text learning, the students get bored quickly to hear and read the text, because the teachers rarely use media and strategies in teaching and learning processes.

C. The Limitation of the Problem

In this study, researcher focused on improving students' reading comprehension skills using the story face strategy. This study will be conducted in grade of VIII SMP IT Az-Zahra Sragen. The researcher focuses on narrative text because it is one of the text genres studied in the eighth-grade. The researcher uses the story face strategy to teach reading comprehension skills.

D. Research Problem

Based on what the researcher has discussed on the research background, problem identification, and problem limitation, the problems in this study can be formulated as follows; how does story face strategy improve students' reading comprehension on narrative text in eighth-grade students of SMP IT Az-Zahra Sragen in the academic year of 2022/2023?

E. The Objective of Study

In accordance with the formulation of the problem above, the objective of this study was to describe how the story face improves the

reading comprehension of the narrative texts of students in eighth grade of SMP IT Az-Zahra Sragen in academic of 2022/2023.

F. The Benefits of the Study

The researcher hopes that this research can provide benefits, both theoretical and practical benefits:

1. Theoretical benefit

The results of this study can give understanding how to identify the reading text easily through the story face media.

2. Practical benefit

    a. For English teachers

    This will help the English teacher to prepare and choose the current engaging and interesting strategies that will be offered to students in teaching reading. Teachers will realize the importance of teaching strategies in the teaching and learning process. This is especially important when teaching reading using story face strategy.

    b. For students

    Teaching and learning processes that use story face strategies can increase student motivation in performing reading. It can also provide students with interesting, current, and engaging information about teaching and learning strategies to keep them motivated to learn. If supported by classroom situations that are more relaxed and supportive, students will be more interested in participating in class.

    c. For other researchers

The results of this study will serve as a good reference for other researchers to look for developments in the use of story faces in learning to read among students with different characteristics. In addition, the evaluation of this study also provides a contribution as a starting point for conducting further studies.

G. The Definition of Key Terms

1. Reading Comprehension

Zimmerman (2009) expresses that reading comprehension is the essential ability to understand what has been read.

2. Story Face Strategy

Staal (in Klinger et al., 2007:98) argues that the story face strategy is an adaptation of story mapping that offers a visual framework for identifying, remembering, and understanding the textual elements of narrative text. The story face strategy in the story is built by shaping the eyes, eyelashes, mouth, and nose.

3. Narrative Text

Nurdwiansyah (2015: 2) says that narrative text is a text that tells a story about conflict between participants and has a problem-solving plot.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Review

1. Definition of Reading

Reading is a very essential activity in human life. This is because people mainly get information through reading. Brown (200: 185) explains that reading comprehension is the most significant skills for successful in all educational situations where vocabulary, grammar, spelling and pronunciation are included as components of language. Therefore, reading is one of the most essential skills in English. Through reading, we could gain more knowledge about something and improve our understanding. Below are definitions of reading suggested by several experts:

Timothy and Brassell (2008) reveal that reading is a multi-dimensional process involving the ears, eyes, mouth and especially the brain. It means that in reading, we use all the senses, so that we can understand the content of the text. It is because to gain the information needed the reader must understand the text by using the senses such as eyes, ears, mouth and more importantly the brain.

Then, Rumelhart and Birch (in Lems, 2010: 33) argue that reading is an interactive process between the text and the reader's processing strategy and background knowledge. To read, we need to learn bottom-up skills which refer to a set of skills at the word level. These skill allows us to identify relevant texts. As we study related texts, we also learn top-down skills and strategies that are used along with basic knowledge to construct meaning in texts.

Furthermore, Seyler (200: 3) say that reading is the process of acquiring and creating meaning from words or phrases. This means that the reader get something from what he or she has read before and must be able to find the meaning of the text in order to understand the information in the text and improve their knowledge.

Based on several definitions proposed by several of the above experts, it can be conclude that reading is a complex process carried out by the reader trying to derive meaning from the texts. The researcher conclude that reading is an activity that readers perform to use their eyes and brain to understand printed text and to gather information.

Horsbourg (2009:7) expresses that the comprehension of reading is how the reader uses his or her own thoughts and previous knowledge to construct the meaning of printed words. The comprehension of reading is significant because it allows readers to

understand what they are reading and to know the main ideas of the text. Snow (2002) states that comprehension of reading is a simultaneous process of creating and obtaining meaning through communication and engagement with written language. Alongside Snow (2002), Wolley (2011) argued that comprehension of reading is the process of creating meaning to text. The difference between the two theories lies in the goal of reading comprehension.

From the above theories, it can be concluded that reading comprehension is the process of understanding, assessing and using information to derive meaning or ideas from written texts, understand texts based on the context of previous experience or knowledge, and interpret texts using the reader's needs and strategies to derive information or messages from the text. Reading comprehension is the act of understanding what you read. If you don't understand, reading just following the symbols on the page with your eyes and probing them.

2. The Purpose of Reading

Nunan (1999: 3) say "We read because we want to write something down; ideas, facts, joys, even feelings of the family community (from a letter): however, you want to convey the message the author is expressing". Harmer (1998: 182) states that "the purpose of reading includes two general purposes, namely first, reading for pleasure where people read for interesting texts, for example comics, magazines or novels, second, reading for the

use of texts in everyday life that people read because they need the information comprehended in the text, for example books, newspapers, encyclopedias, etc.

Reading is thinking, understanding, and making sense of a text, and the role of the reader is to interacting with the text or the writer. Grabe (2009:14) argues that defining reading to fluent readers involve the complex combination of processes. In theory that fluent reading must be able to fulfill the processes in reading a text. If the process can be fulfilled properly then it can understand and get information from a text. Johnson (2008:3-5), gives four key points of understanding of reading: (1) the practice of using text to create meaning; (2) skills that are constantly evolving; (3) integration of visual and nonvisual information; and (4) the act of linking one idea to another. The reading process must be able to understand information and think creatively in reading a text. If these four things can be done, it can be said that someone understands the reading in a text.

It can be summed up that the process of reading is considered as cognitive and individual. This implies that reading is the writer's understanding of the text to create meaning. In other words, reading is thinking, understanding, and making sense of a text, and the role of the reader is to interacting with the text or writer.

From the above theory, we can conclude that reading has several purposes, namely to gain information, enjoyment, and

usefulness of reading. If people want to read a story to pass the time, it simply means reading a book for fun. Not when reading instructions or recipes. They read it because they need the informations. In this situation, the purpose of reading is to obtain information.

3. Reading Comprehension

Education has an important role in advancing the future of the nation. One way to improve the quality of the nation's education is by reading a lot. The quality of person's reading will affect his intellectual, social, and emotional development. This is because people who read a lot will get positive knowledge for their lives, so it can be said that people who are diligent in reading can organize their lives better than people who do not like to read. This explanation is supported by Jauhari (2013:26) who states that reading is one aspect of language skills that is commonly used to create knowledge.

Currently, the students' low interest in reading greatly affects the outcomes of the ability to be able to understand a reading text. The 2013 curriculum should allow students to more actively understand existing texts to open up insights into their religion, environment, social, culture and political systems through texts. This can become the evidence that in the 2013 curriculum, students are not only required to be smart in learning at school, but also they are required to have noble character, care for the surrounding

environment, have a high social spirit, and knowing the problems around them through text-based learning.

Standard competency is a description of the knowledge, skills and attitudes that need to be mastered after students have studied a number of subjects at certain academic levels. According to Abdul Majid (2008), competency standards are a basic interpretive framework for building a structured curriculum. In each subject, proficiency standards have been defined by the curriculum developers, as demonstrated in the content standards. If the school finds it necessary to develop some subjects, such as, to develop a local content curriculum, it is necessary to develop competency standards according to the subject names in the local content. Standard competency reading in eight grade is understanding the meaning in simple short essays in the form of recount and narrative to interact with the surrounding environment.

Basic competencies are the minimum knowledge, skills, and attitudes a student must possess to demonstrate that they has mastered predetermined standards of competence. Therefore, basic competencies are the development of competency standards. There are two kinds of basic competencies in eight grade, namely: basic knowledge competence and basic skill competence.

Indicators are specific core competencies that can be used to measure academic achievement and are also used as a benchmark for the extent to which the students master a particular subject.

Indicators are formulated using operational verbs that can be measured, for example: identify, count, differentiate, tell, conclude, practice, describe, and demonstrate.

4. **Reading Genres**

Pardiyono (2007:2) categorizes the text into nine kinds, namely recount, descriptive, discussion, narrative, news item, exposition, report, review, and anecdote. The following is the detailed explanation about those text types.

1) Recount

This is a text type, with a special function to inform about past activities.

2) Descriptive

A type of text whose special function is to describe an object, thing, or person.

3) Narrative

A style of writing that retells an event or activity in the past to narrating problems and resolutions for entertainment or amuse, and often a moral lesson for the reader.

4) Exposition

It is the type of writing that asserts that something is true (analytical exposition), and something is or should not be (hortatory commentary).

5) Discussion

This is a type of text to provide information about general ideas or choices about a phenomenon in society from both points of view.

6) Report

A type of text that provides information about natural or unnatural phenomena and things in the world to increase knowledge for the readers.

7) News item

A type of text that serves to informing readers, viewers or listeners about current events.

8) Review

It is a type of text to judge the quality of books and other works of art.

9) Anecdote

Text is used to share a story about unusual or funny events with others.

The study is conducted in the eighth-grade of SMP IT Az-Zahra Sragen that has narrative text learning. Narrative text is aimed to entertain and provide noble values through stories. Regarding reading, the 8th grade of students SMP IT Az-Zahra Sragen are also taught to identify the structure of the story text. The syllabus also contains narrative text and recount text that will be taught to students.

5. **Definition of Narrative Text**

Anderson (1997: 9) asserts that narrative text is a portion of text that tells a story and which entertains or informs the listener or reader. Nurdwiansyah (2015: 2) says that a narrative text is a text that tells a story about the conflicts between the participants and has a problem-solving plot. Wager (2008: 8) argues that a narrative text is an appropriate type of text to recount a past activity or event using experience and problem solving to entertain and amuse the reader.

As defined above, concluded that the narrative text is a story that tells about an interesting event or thing in the past for the purpose of entertaining and amusing the readers.

6. **The Social Function of Narrative Text**

According to Herlina (2012: 149), the social function of narrative texts is to entertain, amuse, and deal with real and indirect experiences. The purpose or social function of narrative texts was discussed is to describe, to tell, or to explain a story (Syarifah & Emiliasari, 2018). developed by students fulfilled the social function of a narrative text as entertainment for the reader. Based on those explanations, this means that the social function of the narrative text is entirely consistent with its purpose. In other words, the social function of narrative text is to amuse or entertain the reader with a story and to process real or varied experiences in different ways.

7. **The Generic Structure of Narrative Text**

Anderson (1997: 8) indicates that the stages of building a narrative are as follows:

1) Orientation

In orientation, the narrator tells the audience who is participating in the story, where the action takes place, and when the action takes place. (Can be a picture, a paragraph or an opening chapter).

2) Complication

It is a series of events that affects what happens in the story.

3) Sequence of events

This is where the characters react to complications.

4) Resolution

It is where the characters ultimately tackle the complication.

5) Coda

Coda is an optional stage for creating narrative texts. Provides commentary and moral values based on what is learned from history.

8. **The Language Features of Narrative Text**

Wagner (2008:9-10) reveals that the features of language commonly found in narrative texts are:

1) Using the past or present tense, but maintain consistency.

2) Using different sentence lengths and different types of sentences, including simple, compound, and complex sentences.

3) Using personal pronouns to avoid overusing proper names when referring to characters.

4) Using a particular noun instead of general nouns, especially for the main character(s): 'Harry' instead of 'boy'.

5) Using a preposition in a sentence indicating where, how, and when.

6) Using a time-related conjuction for example "before" and other connections for example "suddenly".

7) In general, the active voice is preferred over the passive voice, as it gives more immediate sensations, e.g. "the falling branch hit her" rather than "she was hit by the falling branch".

9. **Definition of Story Face Strategy**

The Story Face strategy is a strategy implemented by presenting an image to interest students during the reading processes. Stall (in Klingner et al., 2007:98) argues that story faces are adaptations of narrative maps that provide a visual framework for identifying, remembering, and understanding narrative textual elements. The face of the story is built by creating the eyes, eyelashes, nose and mouth. Staal adds that Story Face was built by:

1) Making the eye: two circles representing the setting and the main character.

2) Eyelashes: specific description and secondary characters.

3) Nose: representing the problems.

4) Mouth: consisting of a series of circles representing the main events that led to the solution.
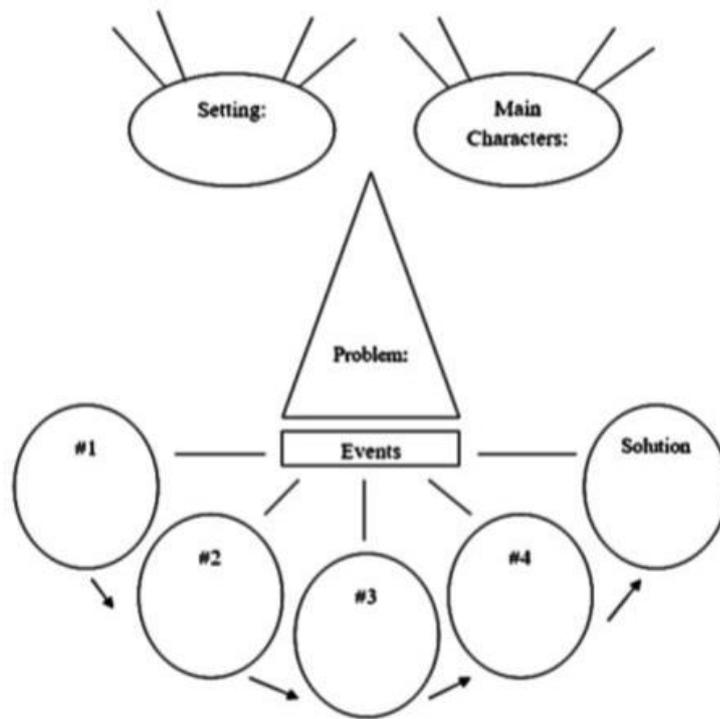
Picture 2.1 Story Face

Story face strategy is a learning strategy using pictures, so that the students are more interested in reading the texts. Witten et al. (2009): 188) states that story face is an adaptation of the story map that uses picture frames to understand, identify, and remember the textual elements of a narrative. In this theory, they explain that the face of the story uses framework to force students to understand the text. Before reading the text, students should identify and memorize the textual elements of the narative so that they have a basic understanding of the text as they read it.

Whitten (2009:188) states that story face is a strategy for students to read stories and create maps of ideas, events, and key elements of the story. This means that students must first read the frame before reading the text. By understanding the framework, students retain the content of the text. When students read the text, they can easily understand the text.

As explained above, it can be concluded that story face is one of the strategies in the teaching and learning processes. Story faces are pictures of story organization adapted from story maps to help students understand the basic elements of narrative text. The story face is built by creating the eyelashes, eyes, mouth and nose.

10. Procedure of Story Face Strategy

Whitten (2009:188) reveals that at this stage, before the students read the text, first the teacher gives the students an illustration of the text, then the teacher narrates the text to the students, and when the teacher reads the story, the teacher indicates to stop and gives each characters a chance to tell the class what they are feeling and thinking.

The procedures of the Story Face are as follows:

1) Previewing Story Faces with students to read the narrative text.

2) Reviewing the information (main character, setting, problem, event, and resolution) that students are looking for.

3) Asking students to read the text and complete the story face, in pairs, individually, or in groups. Several teachers prefer to ask students to fill in the face of the story as they are reading, meanwhile others prefer to ask students to fill in after reading.

In addition, Morellion (in Bedrimiati, 2012:23) also proposes teaching procedures using story face as follow;

1) Webbing the main ideas on sketch paper.

2) Negotiating three to five main ideas and circle them.

3) Numbering the ideas in the order in which they appear in the book.

4) Recording them on the story face.

5) Copying notes from the class story face.

11. Strength and weakness of Story Face Strategy

Story Face have several strengths and weaknesses. The strengths and weaknesses of Story Face will be explained in turns. Story face is adaptations of story maps that provide a visual framework for identifying, remembering, and understanding the textual elements of a story. Staal (in Klingner et al., 2007: 98) points out that this strategy has certain advantages for students. First, it's easy to build. Second, it's easy to memorize. Third, retelling can lead. It is then collectively learned through discovery. Then, it provides a framework that is flexible and facilitates narrative text.

Story faces are adaptable, as evidenced by how stories are resolved and how the number of events in a story is handled. Some stories have happy endings, while others have sad endings, so how the story's mouth is drawn (frowning or smiling) depends on how the story is resolved (Staal, 2000).

Isa (2013) adds that, there are the strengths of using Story Face Strategy. The strengths are as follows:

1) Focuses attention on key sequencing word clues embedded in the text.

2) Students are able to use their knowledge of story structure to help predicts, sample, process, giving increased recall.

3) Readers read more like writers.

4) Focus in on structure, sequence, meaning, and use of language.

Beside the strengths of Story Face Strategy, the researcher analyzes some weaknesses which may appear within the teaching learning process. According to Cudd and Robert (1987), the use of Story Face Strategy in teaching narrative reading texts does not improve the students vocabulary mastery maximumly. This is because the students should summarize the story by face, so they avoid understanding the whole words in the story. Furthermore, Kuldanek (1998) states that Story Face Strategy is an unfamiliar strategy. Therefore, the teachers should give more guidance for students while the teacher apply Story Face as a strategy to enhance their reading comprehension.

In conclusion, using story faces is an effective way to improve students' reading comprehension. The story face model focuses on the narrative text. Students can use story faces to memorize textual aspects of narative text by using the story face.

B. Previous Related Study

In this section, the researcher presents the previous studies related to the topic under study is in the form of a thesis published (in 2018) . The first is a study conducted by Zahriyatul Mufidah from IAIN Surakarta entitled "The Effectiveness of Story Face in Teaching Reading Comprehension at the Tenth Grade of SMK Batur Jaya 2 Ceper Klaten in the Academic Year of 2017/2018". The problem statement in the study was "how is the effectiveness of teaching reading comprehension of narrative texts through the Story Face strategy to class X students at SMK Batur Jaya 2 Ceper Klaten for the 2017/2018 academic year". The main goal of this study was to determine the effectiveness of Story Face in teaching reading comprehension in narrative texts. The similarity between Zahriyatul's study and this present study is that both studies analyze teaching reading comprehension. Then, the difference lies in the subject of the study in which the subject in Zahriyatul's study was vocational high school students, while the subject in this present study is junior high school students.

The second is a study in the form of a thesis published (in 2019) conducted by Muhammad Suhaimi from Ar- Raniry State Islamic University Banda Aceh entitled "Story Face Strategy to Improve Students'

Comprehension of English Text". The problem statements of the study were; "1. Does story face strategy improve reading comprehension in junior high school students? 2. How do students respond to story face strategies to improve reading?" The objective of the study was to establish whether the use of the story face strategy improves the reading comprehension of junior school students and to know the student's response to the use of the story face strategy to improve reading. The similarity between Suhaimi's study and the present study is that both studies focus on improving students' comprehension of reading. Then, the difference lies on the aim of the study in which the previous study was aimed to find out whether the strategic use of the story face improved the comprehension of reading of junior high school students, while the purpose of this study was to describe the improvement of students' reading knowledge.

The third previous study related to the topic under study is in the form of a journal article published (in December 2020). The study was conducted by Vera Anggerayni, Elva Utami, and Yuneva from Prof. Dr. Hazairin's, SH University. The study was entitled "The Use of Story Face Strategy to Improve Students' Reading Comprehension of Narrative Text at MA Al-Kariim Bengkulu Tengah". The purpose of this study was to measure the improvement in students' reading comprehension through storyface strategies for narrative texts at MA Al-Kariim Bengkulu Tengah. The similarities between the previous study and this present study are that both studies are conducted using classroom action research and aim to improve students' comprehension of reading using story face strategy. The difference lies on the

subject of the study in which the subject of previous study was Islamic senior high school students, while the subject of this present study is junior high school students.

Another previous study is a journal article published (in 2019) entitled "Using Story Face Strategy to Improve Students' Reading Comprehension Skill". The study was conducted by Indriyani, Konder Manurung, and Mashuri from Tadulako University. The purpose of the study was to demonstrate whether using the story face strategy could improve the reading comprehension of 10th graders of SMA Negeri 1 Parigi. The similarity with the present study is the strategic apply of the story face to improve students' reading comprehension. The difference between the previous studies and the present study lies in the goal of the study wherein the previous study was aimed at demonstrating whether using a story face strategy could improve students' comprehension of reading, while the present study aimed to describe improvements in students' reading comprehension.

From the research above, the similarities between the previous research with the researcher, both researched on improving students' reading skills using story face media for narrative reading. While the difference between the previous research with researcher is that researchers will evaluate how well students understand narrative text using media, whether the results improve after using story face media, and whether the results get to be a strategy renewal in working on narrative text questions for students.

C. Rationale

The eighth-grade students of SMP IT Az-Zahra Sragen have problems with reading comprehension, especially comprehending English texts. Problems faced by students include; difficulty in analyzing and establishing the general structure of the narrative text, lack of vocabulary, difficulty understanding the main idea of the text, students are still confused in understanding the content of the text because they do not know the meaning of the text, and students are bored with the reality of the teaching and learning process.

One of the goals of teaching reading is to improve students' reading comprehension. Therefore, there is a need for strategies that can improve students' comprehension of reading in learning. Therefore, the researcher suggests implementing her Story Face strategy. The strategy of story face makes it easier for students to comprehend the text. It can also be employed to the teaching and learning of narrative texts. The narrative face strategy takes a unique form, face, to engage students in the study of narrative texts.

From the above description, it can be concluded that the strategy of story face can overcome problems related to the reading comprehension of narrative text at the eight grade of SMP IT Az-Zahra Sragen in the academic year of 2022/2023.

D. Hypothesis

To find out the improvement in students' reading comprehension using the story face strategy, the researcher formulated two hypothesis to be tested using the t-test. They are as follows:

1. Alternative Hypothesis (H_a)

There is a significant improvement in students' reading comprehension using story face in teaching reading comprehension of narrative text in the eighth grade of SMP IT Az-Zahra Sragen in the academic year of 2022/2023.

2. Null Hypothesis (H_o)

There is no a significant improvement in students' reading comprehension using story face in teaching reading comprehension of narrative text at the eighth-grade of SMP IT Az-Zahra Sragen in the academic year of 2022/2023.

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Operational Definition of Variable Research Setting

There are two types of variables in this case study. There are dependent and independent variables. Creswell (2012) explains that "an independent variable is an attribute or characteristic that affects or influences the dependent variable". The dependent variable is the attribute or characteristic that depends on or is affected by the independent variable. In this research, the independent variable is the Story Face strategy and the dependent variable is students' comprehension to reading the narrative.

The title researchers "Using Story Face to Improve the Students Reading Comprehension of Narrative Text at The Eight Grade of SMP IT Az-Zahra Sragen in the Academic Year of 2022/2023". To avoid misunderstanding and misinterpretation, two terms will be specified. They are: First, Story Face Strategy is an adaptation of a story map that involves the use of picture frames to understand, identify, and remember elements of narrative text. Even, this strategy activate students' background knowledge which is important in reading process. In this study, Story Face Strategy will be applied by the researcher at SMP IT Az-Zahra Sragen.

Second, Narrative text is one of the texts which tell an imaginative story in the past for example legend, folktales, fairy tales, etc. The purpose of narrative is to entertain the readers of listeners. In this study, narrtaive text will be done by the students of SMP IT Az-Zahra Sragen.

B. Subject and Object of the Research

The subjects of this study were class VIII students consisting of 23 female students SMPIT Az-Zahra Sragen academic year 2022/2023. It is located on Jalan Sumba, Widoro RT 41 RW XII, Sragen Wetan, Sragen.

The object of the study is to know the use of story face strategies to improve the reading comprehension of eight grader of SMP IT Az-Zahra Sragen. The researcher performed a Classroom Action Study (CAR). It is research used to solve a particular problem in the classroom and to improve teaching and other educational strategies. Therefore, it is hoped that by applying the story face strategy in this study, the students' reading comprehension will be improved.

C. Action Plan

Mc Taggart' and Kemmis (1988) in Burns (2010: 8) propose a classical action research model. There are several other models of action research, but these were criticized by Kemmis and Mc Taggart for being too rigid and inflexible. Despite the criticisms, it is a useful model because it briefly expresses the more important ideas about the important phases in the study of action research. Therefore, the researcher chose to use it as a way of classrom action research. Design is the CAR procedure

used in this study. It consists of two cycles, each of which contains four phases. Namely: planning, action, observation, and reflection.

1. Planning

   After the researcher and collaborator identify problems, they plan to decide what actions can be taken in the field. The researcher worked with the English teacher of Grade VIII SMP IT Az-Zahra Sragen, preparing teaching materials and preparing instruments to collect data to solve the problem. They are determining the appropriate materials and topics related to the syllabus (the material and topic in this research is narrative text learning), arrange lesson plans, prepare learning materials used in the teaching and learning process and decide which observer to look for.

2. Action Observation

   Action is the implementation of the plan that has been prepared by the researcher. Instead, action is guided by planning. All activities that will be carried out by researcher in the teaching and learning process are based on the lesson plans that have been prepared and other materials that can help the researcher in the process of teaching and learning. The researcher applies learning according to the strategy the teacher teaches. Which only uses textbooks and the material is explained in front of the class.

   Data collection techniques were used to observe and monitor teaching and learning by taking field notes, taking photos, and collecting materials, including student work and lesson plans. And

the researcher observes the students' reactions and successes during this period. Here, the researcher tries to see if students have improved their understanding and the difference in their performance between cycle 1 and cycle 2.

3. Observation

The researcher personally conducted this observational activity. When doing observations, what is noticed are the behaviors of the learners in the classroom, the events that actually happen throughout the learning process, and any additional important facts.

Data collection techniques were used to observe and monitor teaching and learning by taking field notes, taking photos, and collecting materials, including student work and lesson plans. And the researcher observes the students' reactions and successes during this period. Here, the researcher tries to see if students have improved their understanding and the difference in their performance between cycle 1 and cycle 2.

4. Reflecting

After data collection, the researcher analyzes the teaching process data. Next, the researcher is reflected by looking at the observation results, whether the learning process of teaching reading using the strategy of the story face is good or not to participate in the teaching and learning process in second grade SMP IT Az-Zahra Sragen. Learning things reflects whether the learning process is good or not. And the researcher also discussed with teachers about

the results of implementing the new strategy in the teaching and learning processes.

D. Techniques of Collecting the Data

The data in this classroom action research consists of quantitative and qualitative data. Quantitative data will be taken from the reading test, including the students' score on pre-test and post test. Whereas, qualitative data will be takon from the result of observation and interview during the process of teaching learning when story face strategy applied.

Test is a technique of assessment to get information about the current mark of students' achievement and improvement. The researcher uses the observation and interview in order to measure students' behavior, attitude, enthusiasm and participation during teaching learning process.

E. Research Instrument

1. Observation

The researcher made direct observations of the English language teaching and learning process at SMP IT Az-Zahra Sragen to obtain a description of the students' activities and their participation in the learning process. During reading lessons, researcher observe their reading skills, for example their grammar, vocabulary, and understanding of the text. This observation is the main technique for collecting instructional preparation data, instructional materials, and assessments applied in the process of teaching and learning.

2. Interview

Interviews are conducted to determine the effectiveness of the action. The researcher interviews students and English teacher about their teaching and learning activities. In this situation, the researcher conducted interviews an English teacher and second-grade students to investigate the use of story face strategies in reading class. The researcher also interviewed several students by asking them about their classroom activities. Such as, the researcher asked students about their difficulty in understanding the text. The researcher asked teachers questions about classroom activities, student behavior, classroom conditions, and student' reading profiency. Such as, the researcher asked teachers how they enlightened the material to their students. The information is recorder into interviewtranscript.

3. Test

There are two types of tests that assess student reading comprehension, the pre-tests and post-tests. A pre-test, or initial reflection aimed at assessing the subject's pre-reading comprehension is administered in the classroom using the story face strategy during the first meeting before the researcher conducts the study. The post-tests are administer in the last. The administration function of the test is to analyze improvements in story face strategies in teaching the comprehension of reading. The pre-test and post-test are multiple-choice format, and chooses A, B, C, and D as the correct answers. There are, 1 point is given

for each correct answer and 0 points for each incorrect answer. Questions are based on learning topics.

The objective of the pre-test is to determine the initial state of the subject in the comprehension of reading. Meanwhile, the following test will reflect the improvement in story face strategy when it is applying to second grade students of SMP IT Az-Zahra Sragen.

F. Techniques of Analyzing the Data

This research will use quantitative and qualitative data:

1. Qualitative data analysis was used in this observational study of students' activities in the teaching-learning process, and the interview berfore and after CAR that they are planning, acting, observing and reflecting.

2. Quantitative data are included in the reading test and there are 30 questions per cycle. In the scoring reading test, a range from 0 to 100 is determined by assigning the correct answer. The correct answer gets 1 point and wrong answer gets 0 points and apply this formula:

$$S = \frac{R}{N} \text{ x } 100$$

Where :

S = score of the test

N = the number of question

R = the number of correct answer

(Sudjana, 2005:43)

To find the mean of the student evaluation score to be given for each treatment, the research will apply the following formula:

$$X = \frac{\Sigma x}{N}$$

Where :

$\sum x$ = the total score

X = the mean of students' score

N = the number of the students

Gay (1981:298)

Based on the curriculum the students was expected comprehension of reading in Narrative text learning in one meeting at least

$$P = \frac{R}{T} \text{ x } 100\%$$

Where :

P = The percentage of those who earn points up to

R = The percentage of those who earn points up to

T = The total number of students

Sudjana (1990:83)

G. Indicators of Success

Classroom Action Research (CAR) can be considered successfull if established criteria can be fullfill, and unsuccessful if established criteria are not fullfill. In this study, when 70% of students achieved the KKM 76 (seventy six) target score on reading comprehension tests from the Cycle II pre-test to the second test of the second post-test. This means that the study can be called a successful. The next action is then stopped, but if this state is still not reached, the alternate action is executed on the next cycle.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. **Research Findings**

The process classroom action research on using story face to improve the students' reading comprehension of narrative text at the eight grade of SMP IT Az-Zahra Sragen in the academic year of 2022/2023 is presented as follows:

1. Preliminary Study

Before conducting the first cycle, the researcher did a preliminary study. This preliminary study was intended to know the students' reading comprehension in narrative text, before they were manipulated by using story face media.

In this preliminary study, the researcher gave pre-test, post-test, interview and observation. Pre-test and post-test was used to evaluate students' reading comprehension and how the result of the scores that they comprehend. The English teacher made 76 as minimum standard (KKM) in English lesson. The number of the students who took the test was 23 from the result of questionare test in pre-test, the total score of the students was 1430 and the mean of the students' score 62,17.

Based on the test result, it was indicated that the students' reading comprehension in narrative text was low. It can be seen from the mean score of the students was 62,17 and the percentage of the students' score of the test was 3 students who passed or got score up to 76, it

was only 13%. On the other hand, 20 students failed or didn't get score up to 76 and it was 87%.

The quantitative data above was strengthened by the qualitative data taken from the result of every meeting and the interview. The interview was done before conducting the first cycle. It was found out that the teachers problems in teaching reading narrative test were the unappropriate use of teaching strategy. The interview also found that the students still had difficulties to find the main idea in a reading text. It was shown form the result of interview with the English teacher as follow: " They felt interest in study of English, but the students still low especially in reading. They felt very difficult to find the main idea in the text, they were also difficult to know meaning the words." (Interview. Teacher). From the result of interview with the English teacher showed that the students still low in comprehending the reading text and the translate the words.

It was also strengthened by the result of interview with the students as follows: *"Membaca teks bahasa Inggris dalam bentuk narrative text ada susah dan gampangnya. Susahnya ketika menjawab pertanyaan berdasarkan teksnya."* (Interview. Student I). From the students' statements with the firts student showed that the students felt difficult to answer the question based of the text because they do not want to open the dictionary and reading the text before to answer the questions of the text.

"Membaca teks bahasa Inggris dalam bentuk narrative text susah, terutama dalam menentukan ide pokok dari ceritanya." (Interview. Student II). From the statement with the second students showed that the student still difficult to divide main idea of a text because they felt still confused in searching the mean of the text and finally they can't to divide the main idea of the text.

From the students' statements, it can be concluded that the students' reading comprehension in narrative text was not good yet, so that, the scores of the test in reading test still low. The students are not be able to comprehend the text as a whole. From the data above, it can be proven that showed when the researcher looked at turned out the students were doing a noise in the classroom, and not focus always ask permission to go out of class. Based on the analysis result, it can be concluded that the students' reading comprehension in narrative text was not good yet and low doing action research in pre-test. So, post-test continued in the first cycle.

2. Cycle I

This cycle occurred from March 20th to March 27th , 2023. The cycle I had completed in three meetings. It is divided into several phases, namely planning, action, observation and reflection.

a. Planning

This cycle was planned to be carried out in three meetings such as lesson plans, media of teaching and test. During the preparation, she also observed the condition and the characteristics

of the students. Besides doing observation, she will know the students capability in learning English.

The researcher planned to apply the story face in each meeting to make the class more alive and absolutely to improve the students' reading comprehension. The researcher had made lesson plan to organize the activities and the time in the classroom. By using lesson plan the researcher prepared teaching and learning in the classroom. The researcher should teach based on lesson plan that the researcher had made before. The researcher also prepared the observation checklist and interview to know the progress of the student performance during process teaching and learning in the classroom. The observation checklist and interview are used to record any important data.

b. Action

The implementation of the action in this cycle was carried out in three meetings.

1) Meeting I

The first meeting had done on Monday, 20th March 2023.In the step, the researcher arranged all of the preparations before conducting the research. The students who attentded in the class were 23 students. The activities which were done by the researcher were all instruments such as observation sheet and test paper had been well prepared. To make improvement in their competence in reading, the use of Story Face Media would

be applied. Then the lesson plans and narrative texts were prepared. Learning sources and the learning media were prepared. In this research, the researcher would be as the teacher. English teacher also become collaborators in research to participate in providing assessments to researchers in the teaching and learning process and collecting the data. In this step, there were some activities which were done by the researcher, including: introduction, core activity, and closing. In introduction, there were some activities had done by the researcher, such as: (1) The teacher explained the objectives and the learning procedure. (2) The teacher did the apperception by greeting the students, checking the students' attendance list, and asking the students about reading in narrative text given by the teacher.

In core activity, there were some activities had done by the researcher, such as: (1) the teacher explained about narrative text, explain about the text by using paper which has photocopy as a learning media, the topic is Cinderella. (2) the teacher gave the pre-test to the students. (3) the students answered the questions in the test. (4) the teacher and the students read and translated the reading text. Last activity of action is closing, in closing there were some activities had done by the researcher, such as: (1) Finding ways to better appreciate the efforts and

result of individual learning. (2) the teacher and the students concluded the material.
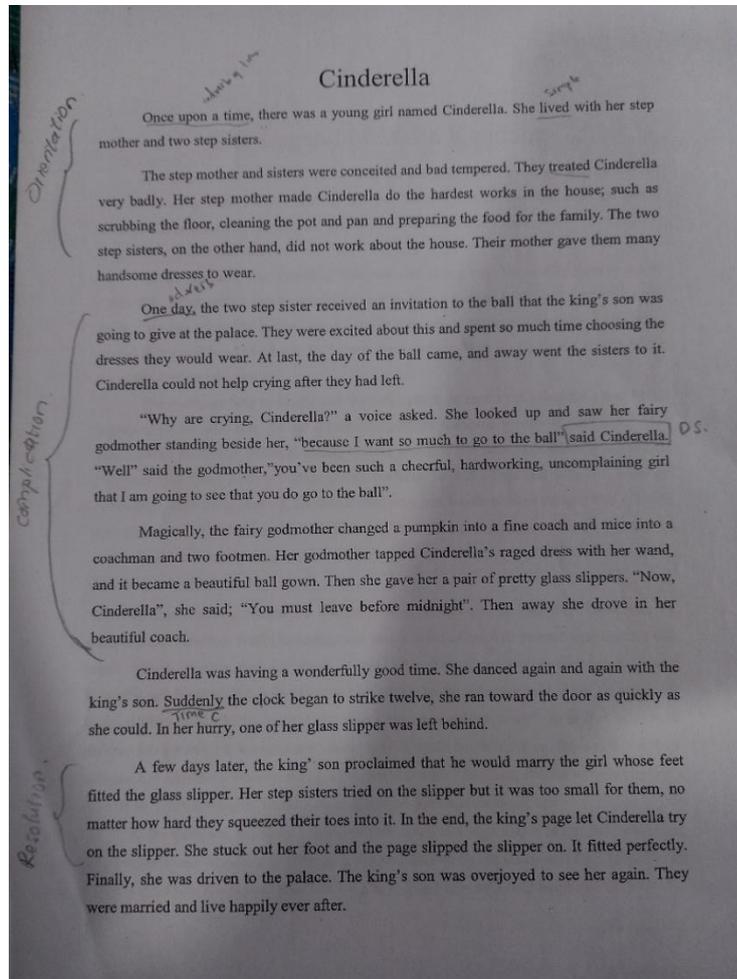
Picture 4.1 Topic Learning

2) Meeting 2

The second meeting was done on Thursday, 23th March 2023. The students who attended in the class were 23 students. In this step, there were some activities which were done by the researcher, including: introduction, core activity, and closing. In introduction, there were some activities had done by the researcher, such as: (1) The teacher explained the objectives and

the learning procedure. (2) The teacher did the apperception by greeting the students, checking the students' attendance list, and asking the students about reading in narrative text given by the teacher.

In core activity, there were some activities had done by the researcher, such as: (1) the teacher explained about narrative text with Story Face, explain about the text by using paper which has photocopy as a learning media, the topic is Cinderella. (2) the teacher gave the test to the students. (3) the students answered the questions in the test. (4) the teacher and the students read and translated the reading text. Last activity of action is closing, in closing there were some activities had done by the researcher, such as: (1) Finding ways to better appreciate the efforts and result of individual learning. (2) the teacher and the students concluded the material.

3) Meeting 3

The third meeting was a test. The test was done on Monday, 27th March 2023. All of students could attend the class. In this step, there were some activities which were done by the researcher, including: introduction, core activity, and closing. In introduction, there were some activities had done by the researcher, such as: (1) The teacher explained the objectives and the learning procedure. (2) The teacher did the apperception by greeting the students, checking the students' attendance list, and

asking the students about reading in narrative text given by the teacher.

In core activity, there were some activities had done by the researcher, such as: (1) the teacher gave the post-test to the students. (3) the students answered the questions in the test. (4) the teacher and the students read and translated the reading text. Last activity of action is closing, in closing there were some activities had done by the researcher, such as: (1) Finding ways to better appreciate the efforts and result of individual learning. (2) the teacher and the students concluded the material.

c. Observation

Observation proposed to find out information action by the writer in the classroom. The observation was done to observe what the students had done during the teaching learning process. It was about the behavior, attitude, and all activities during the action process. Thus, the result of observation was collected as the data, which is used a basic reflection.

In this phase, there were two kinds of the observations' result, they were collected by quantitative and qualitative, the writer gave the post-test in the first cycle. The researcher conducted research by inviting friends as collaborators to help research students behavior in class of teaching learning activities. The result of the post-test in the first cycle show that the comprehend of students increased when used the Story Face media in learning process.

Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' reading comprehension in narrative text.

Quantitatively, the result of the post-test of the first cycle, it showed that the total score of the students was 1839 and the number of the students who took the test was 23. So, the mean of the students' score of the test was 79,95. It can be seen that the students' score in reading narrative text was increased. The percentage of the students' score of the test was 23 students passed and got score 76 or up to 76 it was 100%. So, post-test of the first cycle was categorized successfully.

Based on data above, the result showed the improvement of the students' score from the pre-test to the post-test of cycle I. In the pre-test, the students who got the score 76 or more were 3 of 23 students (13%). In the post-test of cycle I, the students who got the score 76 or more were 23 of 23 students (100%). The improvement of the pre-test to the post-test of cycle I was about 87%.

The quantitative data above was also strengthened by the qualitative data taken through interview and observation. The result of observation, the researcher was assisted by friends as collaborators to observe student activities in class during the teaching and learning process. For example this student when in class is sleepy, lazy, and busy talking with friends. Interview was also done for after implemented the media to the English teacher

and some students who got the low and high value during learning process. The result of interview with the students on Thursday, 23th March 2023 after teaching learning activities, as follow. "Pembelajaran menggunakan media Story Face ini tidak susah, karena media ini sangat membantu saya untuk mengetahui generic struktur dalam bacaan naratif dengan cara digambar seperti pada penjelasan kemarin." (Interview Students).

From the result of the students' interview, the students stated that they felt better, easier, and interesting to learn reading in narrative text, and more enthusiastic by using Story Face Media.

It was also supported by improving their score of progress. Furthmore, the result of interview with English teacher were: "Story Face media is good apply in learning English subject especially in reading. I saw their improvement in their score after they studied by using Story Face Media and they were also interested."

Based on the result of interview with English teacher, she felt the teaching learning process was more interesting. It can be concluded that the students' reading comprehension in narrative text was increasing. And the teaching learning process by using Story Face Media to be more effectively and successfull.

So, in this research, the students was showed the up scores and it happened because there are the good improvement. And some documentation, it was also found that the students were active and

focus during teaching learning process after the teacher implemented Story Face Media. It could be seen with the contrast of the students' score at pre-test and post-test the first cycle.

d. Reflection

In this phase, the feedback of teaching learning proccess was taken form the result of observation, test, documentation, and interview. The writer could conclude as follows: (1) having checked the students' test, the researcher found that the students' score showed the improvement. Based on the observation sheet, the teacher ability in teaching reading in narrative text by using Story Face Media, learning strategy showed the improvement, too. The teacher could motivate the students' score showed the improvement.

No.	Name	Score Pre-test	Score Post-test
1.	Kamilatur Ro'dah	73	77
2.	Afifah Putri S	27	77
3.	Asyifa Salsabilla	57	77
4.	Della Kustianah	70	77
5.	Fajria A. W.	60	87
6.	Filza Atsila Y.	70	77
7.	Inayatu Kamaliyati M.	70	83
8.	Khansa' Izzatul H	53	77
9.	Keyla Listiyanarta	57	77
10.	Nabila Luthfiyana	57	77

11.	Mutia Dwi W	57	77
12.	Najma Nur B	37	77
13.	Nashwa Alya N	57	87
14.	Qonita Hanifa	70	77
15.	Nadiya Khoirunnisa	77	90
16.	Reinafa Rasya R	70	77
17.	Safina Khairunnisa	70	77
18.	Sausan Malsum N	57	83
19.	Sayra Alvira K	77	90
20.	Shafira Yuswita	57	77
21.	Yasmin Yumna A	60	77
22.	Yolla Rasyidatun N	70	77
23.	Zakia Wadha A	77	87
		1430	1839

The Result of Students Score

Pre-Test (Cycle 1) Post-Test (Cycle 1)
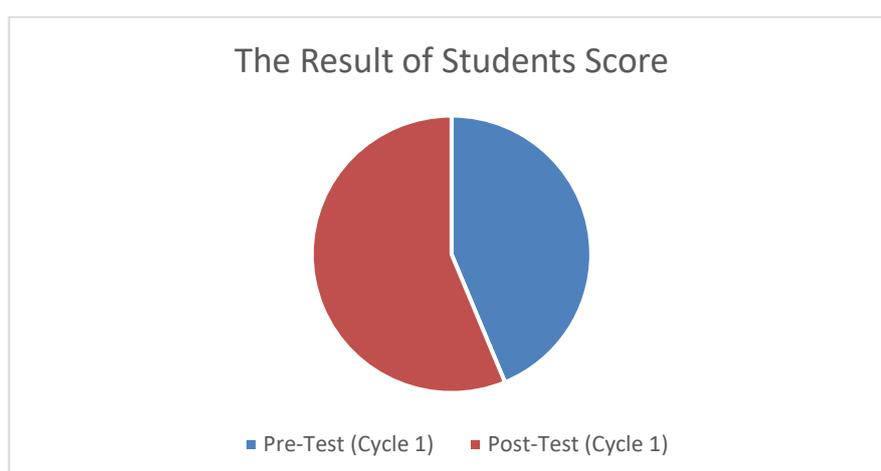
It can be seen from the mean of the students' score, they were

62,17 in the pre-test cycle I and 79,95 in the post-test of cycle I. It

also can be seen from the percentage of the competent students,the were 13% in pre-test of cycle I and 100% in the post-test of cycle I. The improvement of pre-test I to the post-test I was about 87%. There was 100% of 23 students who got score 76 and more.

3. Cycle II

Based on the first cycle reflection, the implementation of the second cycle would use not only the similar actions done in the first cycle, but also some other actions planned to solve some problems that were still found in the first cycle. In this second cycle there were two meetings to conduct research on improving students' using story face in reading comprehension of narrative text.

a. Planning

In the step, the researcher arranged all of the preparations before conducting the research. To make improvement in their competence in reading, the use of Story Face Media would be applied. Then the lesson plans and narrative texts were prepared. Learning sources and the learning media were prepared. In this research, the researcher would be as the teacher. English teacher also become collaborators in research to participate in providing assessments to researchers in the teaching and learning process and collecting the data.

b. Action

The implementation of the action in this cycle was carried out in three meetings.

1) Meeting 1

The first meeting had done on Saturday, 10th June 2023.In this step, there were some activities which were done by the researcher, including: introduction, core activity, and closing. In introduction, there were some activities had done by the researcher, such as: (1) The teacher explained the objectives and the learning procedure. (2) The teacher did the apperception by greeting the students, checking the students' attendance list, and asking the students about reading in narrative text given by the teacher.

In core activity, there were some activities had done by the researcher, such as: (1) the teacher explained about narrative text, explain about the text and the Story Face media by using paper which has photocopy as a learning media and the topic is The Legend of Malin Kundang. (2) the teacher gave the examples of them. (3) the teacher gave the test to the students. (4) the students answered the questions in the test. (5) the teacher and the students read and translated the reading text. Last activity of action is closing, in closing there were some activities had done by the researcher, such as: (1) Finding ways to better appreciate the efforts and result of individual and group learning. (2) the teacher and the students concluded the material.

The Legend of Malin Kundang

Orientation

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother

Complication

Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates.

The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here". An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother.

She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail

Resolution

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

Picture 4.2 Topic Learning

2) Meeting 2

The second meeting had done on Monday, 12th June 2023. All of students could attend the class. In this step, there were some activities which were done by the researcher, including: introduction, core activity, and closing. In introduction, there were some activities had done by the researcher, such as: (1) The teacher explained the objectives and the learning procedure. (2) The teacher did the apperception by greeting the students, checking the

students' attendance list, and asking the students about reading in narrative text given by the teacher.

In core activity, there were some activities had done by the researcher, such as: (1) the teacher gave the post-test to the students. (3) the students answered the questions in the test. (4) the teacher and the students read and translated the reading text. Last activity of action is closing, in closing there were some activities had done by the researcher, such as: (1) Finding ways to better appreciate the efforts and result of individual learning. (2) the teacher and the students concluded the material.

c. Observation

The observation was done to observe what the students had done during the teaching learning process. It was about the behavior, attitude, and all activities during the action process. Thus, the result of observation was collected as the data, which is used a basic reflection from first cycle.

The result of the post-test in the second cycle show that the comprehend of students increased when used the Story Face media in learning process and the result reflection from first cycle. Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' reading comprehension in narrative text. the result of the post-test of the first cycle, it showed that the total score of the students was 1950 and the number of the students who took the test was 23. So, the

mean of the students' score of the test was 84,78. It can be seen that the students' score in reading narrative text was increased. The percentage of the students' score of the test was 23 students passed and got score 76 or up to 76 it was 100%. So, post-test of the second cycle was categorized successfully.

In observation, the researcher and collaborator pay attention to students behavior in participating in teaching and learning process. The students were motivated during the teaching and learning process. The students were actively involved during the teaching and learning process. More opportunities to practice working on test in narrative text.

d. Reflection

In this phase, the feedback of teaching learning proccess was taken form the result of post test. The writer could conclude as follows: having checked the students' test, the researcher found that the students' score showed the improvement from post test in first cycle. In the second cycle, the score of studnets' improvement in using story face.

No.	Name	Pre-test (cycle 1)	Post-test (cycle 1)	Post-test (cycle 2)
1.	Kamilatur Ro'dah	73	77	83
2.	Afifah Putri S	27	77	77
3.	Asyifa Salsabilla	57	77	80
4.	Della Kustianah	70	77	80
5.	Fajria A. W.	60	87	93
6.	Filza Atsila Y.	70	77	80
7.	Inayatu Kamaliyati M.	70	83	97
8.	Khansa' Izzatul H	53	77	83
9.	Keyla Listiyanarta	57	77	83
10.	Nabila Luthfiyana	57	77	87
11.	Mutia Dwi W	57	77	80
12.	Najma Nur B	37	77	77
13.	Nashwa Alya N	57	87	90
14.	Qonita Hanifa	70	77	80
15.	Nadiya Khoirunnisa	77	90	97
16.	Reinafa Rasya R	70	77	83
17.	Safina Khairunnisa	70	77	80
18.	Sausan Malsum N	57	83	87
19.	Sayra Alvira K	77	90	97
20.	Shafira Yuswita	57	77	80
21.	Yasmin Yumna A	60	77	83

22.	Yolla Rasyidatun N	70	77	83
23.	Zakia Wadha A	77	87	90
		1430	1839	1950

The Result of Students' Score

- Pre-Test (Cycle 1): 28%
- Post-Test (Cycle 1): 35%
- Post-Test (Cycle 2): 37%
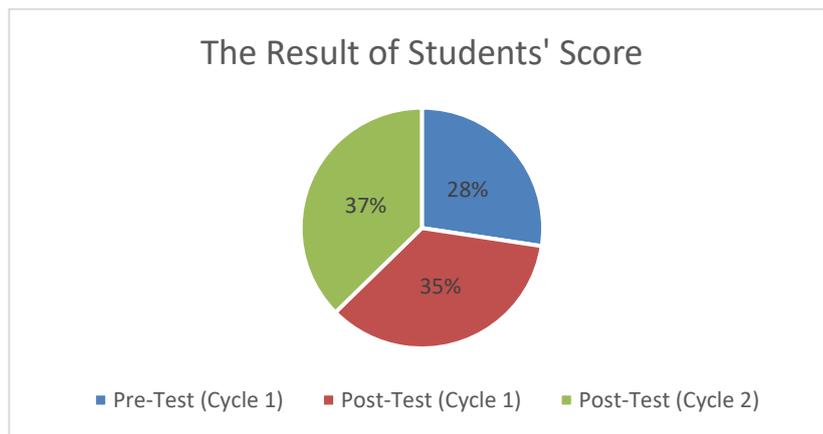
There was 100% of 23 students who got score 76 and more. It made the researcher felt that the cycle could be stopped because the students' reading comprehension in narrative text was improved by using Story Face learning media.

B. Discussion

The reasearcher was conducted to find out the improving of the students' reading comprehension in narrative text by using Story Face Media. Story Face Media was one of many learning media which could be used by the teacher in teaching English especially in reading.

This research had proved that Story Face Media was effective to be used in teaching reading in narrative text. It can be seen in the table of the students' score improvement from the pre-test until the post-test of

cycle I. The improvement was because the teacher controlled the class better. Another was because the application of Story Face Media made more help stimulate students' thinking in learning reading in narrative text, so easy to determine the main idea of the text. The teacher was also easy to apply Story Face Media in teaching reading.

Based on the result of the quantitative data, the result showed that the students improved their reading comprehension in narrative text. The students' score was getting better from the first meeting until the third meeting in the test. It was proven by the students' mean score which increased in each meeting. The mean of the students' score in the pre-test was 62,17. It was low because only 3 students who got the score 77 and more. The mean of the students' score in the post-test of cycle I was 79,95. It was higher than the pre-test of cycle I. The improvement of the students' mean score from pre-test of cycle I to the post-test of cycle I was 17,78.

Then, the percentage of the students who got the score 76 and more in the pre-test was three of twenty three students (13%). The percentage of the students' who got the score 76 and more in the post-test of cycle I was twenty three of twenty three students (100%). The improvement of the competent students percentage from the pre-test to the post-test cycle I was 87%. It indicated that the improvement of the students' reading comprehension in narrative text ws significant.

Based on the result of the qualitative data which ws taken from the observation sheet and the interview report, it was found that the class ran

effectively. The students paid attention to the teacher during the teaching learning process. They were also spirit in reading and enjoying the learning process. Then, it can be said that the qualitative data was also showed the improvement of the teacher's and the application of Story Face Media could motivate the students became more enthusiastic in learning reading in narrative text.

From the explanation above, it could be concluded that the result of the research showed that the application Story Face Media could improve the students' reading comprehension in narrative text. It could be proven by the quantitative data which showed the students' score got better from the pre-test to the post-test of cycle I. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic learning reading in narrative text.

In the use of story face, there have been several improvements, including in predicting, sample, process, giving increased recall. Students are more focused on finding generic structure of narrative text. Several students who got involved with the teaching and learning process using story face media according to positive feedback during the observation phase. A good reaction is to pay attention to the teacher, and if you do not understand, ask the teacher. However, if the reaction is not good, such as making noise in class, you will be unable to respond if asked.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the result of the research, it could be concluded that the result of this research was successfull to improve the students' reading comprehension of narrative text. This could be seen from the improvement of students at each meeting for two cycle.

In the preliminary study, qualitatively showed that scoreof the students was 1430 and the mean of the students' score 62,17. The percentage of the students' score of the test was 3 students who passed or got more score up to 76, it was only 13%. There was 20 students who got failed. Qualitatuvely showed from the result of observation and the interview, it can be proven that the students' reading comprehension was not good yet and low in reading test of the pre-test.

In the first cycle, qualitatively showed that the total score of the students was 1839 and the mean of the students' score of the test was 79,95. The percentage of the students' score of the test was 23 students who passed and got score 76 or up to 76 it was 100%. Qualitatively, showed from the result of interview, it can be concluded that the students felt better, easier, and interesting to learn reading narrtaive text by using Story Face Media.

Based on the data analysis, it means that hypothesis of the research is accepted. So, that improving students' reading comprehension using Story Face Media at the Eight grade of SMP IT Az-Zahra Sragen.

B. Suggestion

The result of this research showed that the application of Story Face Media could improve the student' reading comprehension in narrative text. Therefore, the following suggestions were offered:

1. For the principal of SMP IT Az-Zahra Sragen, it is useful to make an instructional concept in English subject especially in teaching reading in narrative text by using Story Face Media.

2. For the English teacher, it is useful to apply Story Face Media as one of the alternative way in teaching reading in narrative text to make a variation in teaching reading in narrative text so that the students do not get bored in learning English especially in reading in narrative text.

3. For the students, they feel more interest and motivated in learning reading in narrative text because they can enrich their knowledge and helps stimulate their thoughts in reading.

4. For the other researchers, it is very useful as the information in conducting in depth research which is related to this research.

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RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan   :   SMP IT Az Zahra Sragen
Mata Pelajaran   :   Bahasa Inggris
Kelas/Semester   :   VIII/2
Materi Pokok   :   Narrative Text
Alokasi Waktu   :   3 x 2 JP (3 pertemuan)

A. KOMPETENSI INTI

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

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

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 PENCAPAIAN KOMPETENSI

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya	3.1.1 Menerapkan *fungsi sosial* teks interaksi interpersonal lisan yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya 3.1.2 Menerapkan *fungsi sosial* teks interaksi interpersonal tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks

			penggunaannya
			3.1.3 Menerapkan *struktur teks* teks interaksi interpersonal lisan yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya
			3.1.4 Menerapkan *struktur teks* teks interaksi interpersonal tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya
			3.1.5 Menerapkan *unsur kebahasaan* teks interaksi interpersonal lisan yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya
			3.1.6 Menerapkan *unsur kebahasaan* teks interaksi interpersonal tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya
2.	4.1. Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan		4.1.1 Menyusun teks interaksi interpersonal tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.1.2 Mempraktekkan dialog tentang teks interaksi interpersonal yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

Nilai karakter yang dikembangkan: kesantunan,kepercayaan diri, kejujuran, dan kepedulian

C. TUJUAN PEMBELAJARAN
Pertemuan 1:
Setelah mengikuti kegiatan pembelajaran, peserta didik dapat:
1. Melengkapi fungsi sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian serta menanggapinya, sesuai dengan konteks penggunaannya dengan benar.
2. menyesuaikan struktur teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian serta menanggapinya, sesuai dengan konteks penggunaannya dengan benar.
3. menyesuaikan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian serta menanggapinya, sesuai dengan konteks penggunaannya dengan benar.
4. Menyusun teks interaksi interpersonal lisan sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks dengan percaya diri.
5. Menyusun teks interaksi interpersonal tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks dengan percaya diri.
6. Bersikap percaya diri.

Pertemuan 2:
Setelah mengikuti kegiatan pembelajaran, peserta didik dapat:
1. melengkapi fungsi sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mengecek pemahaman serta menanggapinya, sesuai dengan konteks penggunaannya dengan benar.
2. menyesuaikan struktur teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mengecek pemahaman serta menanggapinya, sesuai dengan konteks penggunaannya dengan benar.
3. melengkapi unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mengecek pemahaman serta menanggapinya, sesuai dengan konteks penggunaannya dengan benar.

4. Menyusun teks interaksi interpersonal tulis sangat pendek dan sederhana yang melibatkan tindakan <u>mengecek pemahaman</u> dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks dengan santun.
5. Menyusun teks interaksi interpersonal lisan sangat pendek dan sederhana yang melibatkan tindakan <u>mengecek pemahaman</u> dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks dengan santun.
6. Bersikap Santun.

Pertemuan 3:

Setelah mengikuti kegiatan pembelajaran, peserta didik dapat:
1. melengkapi fungsi sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menghargai kinerja serta menanggapinya, sesuai dengan konteks penggunaannya dengan benar.
2. menyesuaikan struktur teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menghargai kinerja serta menanggapinya, sesuai dengan konteks penggunaannya dengan benar.
3. melengkapi unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menghargai kinerja serta menanggapinya, sesuai dengan konteks penggunaannya dengan benar.
4. Menyusun teks interaksi interpersonal tulis sangat pendek dan sederhana yang melibatkan tindakan <u>menghargai kinerja</u> dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks dengan benar.
5. Menyusun teks interaksi interpersonal lisan sangat pendek dan sederhana yang melibatkan tindakan <u>menghargai kinerja</u> dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks dengan benar.
6. Bersikap peduli

D. MATERI PEMBELAJARAN
1. Materi Pembelajaran Reguler
a. Faktual
<u>Fungsi sosial</u>

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita.
b. Konseptual
<u>Unsur kebahasaan</u>
1) Deskripsi orang, benda, dan uraian kejadian/peristiwa, dan ungkapan perasaan, dalam past tense atau present tense.
2) Kalimat langsung dan tidak langsung.
3) Adverbia penghubung waktu: *first, then, after that, before,* dsb.
4) Adverbia dan frasa preposisional penunjuk waktu: *a long time ago, one day, in the morning, the next day, immediately,* dsb.
5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
6) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
c. Prosedural
<u>Struktur teks</u>
1) Orientasi: menyebutkan tempat dan waktu dan memperkenalkan tokoh-tokohnya.
2) Evaluasi: terhadap masalah yang dihadapi.

3) Komlikasi: muncul krisis
4) Resolusi: krisis berakhir secara baik atau tidak baik bagi tokoh.

Topik
Cerita yang memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.

2. Materi Pembelajaran Pengayaan

Menyusun teks integrasi ke-empat sub topik :
Meminta perhatian, mengecek pemahaman, menghargai kinerja dan menanyakandan mengungkapkan pendapat.

3. Materi Pembelajaran Remidial

Menyusun teks tulis yang melibatkan menanyakan dan mengungkapkan pendapat.

E. METODE PEMBELAJARAN
- Saintifik approach

F. MEDIA PEMBELAJARAN
1. Media
Gambar Legenda/Dongeng, LCD Proyektor
2. Alat
Spidol warna, papan tulis, kertas.
3. Sumber Pembelajaran
a. Buku teks wajib
b. Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat.
c. Contoh teks tertulis.
d. Sumber dari internet.

G. LANGKAH-LANGKAH PEMBELAJARAN
Pertemuan 1
1. Pendahuluan (10 menit)

e. Guru mengkondisikan suasana belajar yang menyenangkan dan mengajak peserta didik untuk berdo'a dan membiasakan mengungkapkan ungkapan syukur atas nikmat yang diterima setiap saat.
f. Guru mengecek kehadiran peserta didik.
g. Guru menyampaikan kompetensi yang akan dicapai, yaitu *meminta perhatian* dan manfaatnya dalam kehidupan sehari- hari.
d. Guru menyampaikan ruang lingkup materi dan kegiatan yang akan dlakukan, yaitu: menggali ungkapan- ungkapan meminta perhatian yang ada di dalam buku teks, melatih mengucapkannya dengan bimbingan guru, bermain peran, dan mengerjakan latihan
e. Guru menyampaikan lingkup penilaian yaitu tulis dan lisan, tekniknya pemberian tugas dan praktik serta ulangan tulis setelah akhir KD. Sedangkan karaktr yang difokuskan adalah percaya diri.

d. Kegiatan Inti (60 menit)

Langkah Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu (menit)
Mengamati	- Peserta didik melakukan pengamatan terhadap kalimat naratif yang bergambar	10 menit
Menanya	- Peserta didik menanyakan hal-hal yang tidak diketahui.	10 menit
Menemukan informasi	- Peserta didik membaca contoh teks naratif yang ada di dalam buku lain.	10 menit
Mengasosiasikan	- Peserta didik menceritakan kembali teks naratif yang dibacanya/didengarnya menggunakan Bahasa Inggris dalam kegiatan lain yang terstruktur.	10 menit
Mengkomunikasikan	- Peserta didik mempelajari generic structure sebuah teks naratif. - Peserta didik menganalisis generic structure yang terdapat dalam teks naratif. - Peserta didik diberikan pre-test agar lebih memahami cara menentukan generic structure	20 menit

e. Penutup (10 menit)

a. Guru dan peserta didik melakukan refleksi dan evaluasi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
b. Guru bersama dengan peserta didik melakukan identifikasi kelebihan dan kekurangan kegiatan pembelajaran.
c. Guru member umpan balik peserta didik dalam proses dan hasil pembelajaran dengan cara menanyakan kepada peserta didik.
d. Guru menyampaikan kegiatan belajar yang dikerjakan sebagai PR yang ada di akhir sub topic di buku paket.
e. Guru dan peserta didik mengucapkan salam perpisahan.

Pertemuan 2

Kegiatan Pendahuluan (10 menit)

a. Guru mengkondisikan suasana belajar yang menyenangkan dan mengajak peserta didik untuk berdo'a dan membiasakan mengungkapkan ungkapn syukur atas nikmat yang diterima setiap saat.
b. Guru mengecek kehadiran peserta didik.
c. Guru menyampaikan kompetensi yang akan dicapai, yaitu *meminta perhatian* dan manfaatnya dalam kehidupan sehari- hari.
d. Guru menyampaikan ruang lingkup materi dan kegiatan yang akan dlakukan, yaitu: menggali ungkapan- ungkapan meminta perhatian yang ada di dalam buku teks, melatih mengucapkannya dengan bimbingan guru, bermain peran, dan

mengerjakan latihan

e. Guru menyampaikan lingkup penilaian yaitu tulis dan lisan, tekniknya pemberian tugas dan praktik serta ulangan tulis setelah akhir KD. Sedangkan karakter yang difokuskan adalah santun.

Kegiatan Inti (60 menit)

Langkah Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu (menit)
Mengamati	- Peserta didik melakukan pengamatan terhadap kalimat naratif yang bergambar	10 menit
Menanya	- Peserta didik menanyakan hal-hal yang tidak diketahui.	10 menit
Menemukan informasi	- Peserta didik membaca contoh teks naratif yang ada di dalam buku lain.	10 menit
Mengasosiasikan	- Peserta didik menceritakan kembali teks naratif yang dibacanya/didengarnya menggunakan Bahasa Inggris dalam kegiatan lain yang terstruktur.	10 menit
Mengkomunikasikan	- Peserta didik mempelajari generic structure sebuah teks naratif. - Peserta didik menganalisis generic structure yang terdapat dalam teks naratif menggunakan *Story Face Media.*	20 menit

Kegiatan Penutup (10 menit)

a. Guru dan peserta didik melakukan refleksi dan evaluasi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
b. Guru bersama dengan peserta didik melakukan identifikasi kelebihan dan kekurangan kegiatan pembelajaran.
c. Guru member umpan balik peserta didik dalam proses dan hasil pembelajaran dengan cara menanyakan kepada peserta didik.
d. Guru menyampaikan kegiatan belajar yang dikerjakan sebagai PR yang ada di akhir sub topic di buku paket.
e. Guru dan peserta didik mengucapkan salam perpisahan.

Pertemuan 3

Kegiatan Pendahuluan (10 menit)

a. Guru mengkondisikan suasana belajar yang menyenangkan dan mengajak peserta didik untuk berdo'a dan membiasakan mengungkapkan ungkapn syukur atas nikmat yang diterima setiap saat.
b. Guru mengecek kehadiran peserta didik.

c. Guru menyampaikan kompetensi yang akan dicapai, yaitu *menghargai kinerja* dan manfaatnya dalam kehidupan sehari- hari.

d. Guru menyampaikan ruang lingkup materi dan kegiatan yang akan dlakukan, yaitu: menggali ungkapan- ungkapan menghargai kinerja yang ada di dalam buku teks, melatih mengucapkannya dengan bimbingan guru, bermain peran, dan mengerjakan latihan

e. Guru menyampaikan lingkup penilaian yaitu tulis dan lisan, tekniknya pemberian tugas dan praktik serta ulangan tulis setelah akhir KD. Sedangkan karakter yang difokuskan adalah peduli.

Kegiatan Inti (60 menit)

Langkah Pembelajaran	Deskripsi Kegiatan	Alokasi waktu
Mengamati	- Peserta didik melakukan pengamatan terhadap kalimat naratif yang bergambar	10 menit
Menanya	- Peserta didik menanyakan hal-hal yang tidak diketahui.	10 menit
Menemukan informasi	- Peserta didik membaca contoh teks naratif yang ada di dalam buku lain.	10 menit
Mengasosiasikan	- Peserta didik menceritakan kembali teks naratif yang dibacanya/didengarnya menggunakan Bahasa Inggris dalam kegiatan lain yang terstruktur.	10 menit
Mengkomunikasikan	- Peserta didik menganalisis generic structure yang terdapat dalam teks naratif. - Peserta didik diberikan post-test agar lebih memahami cara menentukan generic structure.	20 menit

Kegiatan Penutup (10 menit)

a. Guru dan peserta didik melakukan refleksi dan evaluasi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

b. Guru bersama dengan peserta didik melakukan identifikasi kelebihan dan kekurangan kegiatan pembelajaran.

c. Guru member umpan balik peserta didik dalam proses dan hasil pembelajaran dengan cara menanyakan kepada peserta didik.

d. Guru menyampaikan kegiatan belajar yang dikerjakan sebagai PR yang ada di akhir sub topic di buku paket.

e. Guru dan peserta didik mengucapkan salam perpisahan.

H. PENILAIAN HASIL PEMBELAJARAN
A. Teknik dan Bentuk Penilaian

1. Sikap Spiritual dan Sosial

No.	Teknik	Bentuk Intrumen	Contoh Butir Instrumen	Waktu Pelaksanaan	Keterangan
1.	Observasi	Jurnal	Berdoa sebelum pembelajaran. Mengucapkan 'alhamdulillah atau sejenisnya untuk nikmat yang diterima dll.	Saat pembelajaran berlangsung	Penilaian untuk dan pencapaian pembelajaran (assessment for and of learning).
2.	Observasi, penilaian diri sendiri Dan antar teman.		Menunjukkan sikap percaya diri		
3	Observasi, penilaian		Menunjukkan sikap santun		
4	Observasi dan antar teman.		Menunjukkan sikap peduli		
5	Observasi, penilaian dan antar teman.		Menunjukkan sikap jujur dan percaya diri		

2. Pengetahuan
   Teknik : Ulangan Harian dan pekerjaan rumah
   Bentuk :Ulangan Harian: Pilihan Ganda.
3. Keterampilan
   Teknik : *On going assessment* dan ulangan harian
   Bentuk : Praktik lisan dan tulis

B. Instrumen Penilaian
Terlampir

Pembelajaran Remedial
Bentuk pembelajaran remedial:

- Pembelajaran ulang
- Bimbingan perorangan
- Belajar kelompok
- Pemanfaatan tutor sebaya

Pembelajaran Pengayaan

Berdasarkan hasil analisis penilaian, peserta didik yang sudah mencapai ketuntasan belajar diberi   kegiatan pembelajaran untuk perluasan atau pendalaman materi (kompetensi). Dalam topik ini, peserta didik tersebut dibentuk kelompok untuk menyusun teks integrasi yang berisi ungkapan-ungkapan: *Meminta perhatian, Mengecek pemahaman, Menghargai kinerja, Meminta dan mengungkapkan pendapat.*

Sragen,   Juli 2022

Mengetahui
Kepala Sekolah   Guru Mata Pelajaran

Sarwoko, S.Pd.I   **Melawati S.Pd**

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan   :   SMP IT Az Zahra Sragen
Mata Pelajaran   :   Bahasa Inggris
Kelas/Semester   :   VIII/2
Materi Pokok   :   Narrative Text
Alokasi Waktu   :   2 x 2 JP (2 pertemuan)

I. KOMPETENSI INTI

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

J. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya	3.1.1 Menerapkan *fungsi sosial* teks interaksi interpersonal lisan yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya 3.1.2 Menerapkan *fungsi sosial* teks interaksi interpersonal tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya 3.1.3 Menerapkan *struktur teks* teks interaksi interpersonal lisan yang melibatkan

		tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya
		3.1.4 Menerapkan *struktur teks* teks interaksi interpersonal tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya
		3.1.5 Menerapkan *unsur kebahasaan* teks interaksi interpersonal lisan yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya
		3.1.6 Menerapkan *unsur kebahasaan* teks interaksi interpersonal tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya
2.	4.2. Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.1.3 Menyusun teks interaksi interpersonal tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks 4.1.4 Mempraktekkan dialog tentang teks interaksi interpersonal yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar

		dan sesuai konteks

K. TUJUAN PEMBELAJARAN

Pertemuan 1:

Setelah mengikuti kegiatan pembelajaran, peserta didik dapat:

7. Melengkapi fungsi sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian serta menanggapinya, sesuai dengan konteks penggunaannya dengan benar.
8. menyesuaikan struktur teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian serta menanggapinya, sesuai dengan konteks penggunaannya dengan benar.
9. menyesuaikan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian serta menanggapinya, sesuai dengan konteks penggunaannya dengan benar.
10. Menyusun teks interaksi interpersonal lisan sangat pendek dan sederhana yang melibatkan tindakan <u>meminta perhatian</u> dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks dengan percaya diri.
11. Menyusun teks interaksi interpersonal tulis sangat pendek dan sederhana yang melibatkan tindakan <u>meminta perhatian</u> dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks dengan percaya diri.
12. Bersikap percaya diri.

Pertemuan 2:

Setelah mengikuti kegiatan pembelajaran, peserta didik dapat:

7. melengkapi fungsi sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mengecek pemahaman serta menanggapinya, sesuai dengan konteks penggunaannya dengan benar.
8. menyesuaikan struktur teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mengecek pemahaman serta menanggapinya, sesuai dengan konteks penggunaannya dengan benar.
9. melengkapi unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan mengecek pemahaman serta menanggapinya, sesuai dengan konteks penggunaannya dengan benar.
10. Menyusun teks interaksi interpersonal tulis sangat pendek dan sederhana yang melibatkan tindakan <u>mengecek pemahaman</u> dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks dengan santun.
11. Menyusun teks interaksi interpersonal lisan sangat pendek dan sederhana yang melibatkan tindakan <u>mengecek pemahaman</u> dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks dengan santun.
12. Bersikap Santun.

Pertemuan 3:

Setelah mengikuti kegiatan pembelajaran, peserta didik dapat:

7. melengkapi fungsi sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menghargai kinerja serta menanggapinya, sesuai dengan konteks penggunaannya dengan benar.
8. menyesuaikan struktur teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menghargai kinerja serta menanggapinya, sesuai dengan konteks penggunaannya dengan benar.
9. melengkapi unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menghargai kinerja serta menanggapinya, sesuai dengan konteks penggunaannya dengan benar.
10. Menyusun teks interaksi interpersonal tulis sangat pendek dan sederhana yang melibatkan tindakan <u>menghargai kinerja</u> dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks dengan benar.
11. Menyusun teks interaksi interpersonal lisan sangat pendek dan sederhana yang melibatkan tindakan <u>menghargai kinerja</u> dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks dengan benar.
12. Bersikap peduli

L. MATERI PEMBELAJARAN
4. Materi Pembelajaran Reguler
f. Faktual
<u>Fungsi sosial</u>
Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita.
g. Konseptual
<u>Unsur kebahasaan</u>
7) Deskripsi orang, benda, dan uraian kejadian/peristiwa, dan ungkapan perasaan, dalam past tense atau present tense.
8) Kalimat langsung dan tidak langsung.
9) Adverbia penghubung waktu: *first, then, after that, before,* dsb.
10) Adverbia dan frasa preposisional penunjuk waktu: *a long time ago, one day, in the morning, the next day, immediately,* dsb.
11) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
12) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
h. Prosedural
<u>Struktur teks</u>
5) Orientasi: menyebutkan tempat dan waktu dan memperkenalkan tokoh-tokohnya.
6) Evaluasi: terhadap masalah yang dihadapi.
7) Komlikasi: muncul krisis
8) Resolusi: krisis berakhir secara baik atau tidak baik bagi tokoh.

<u>Topik</u>
Cerita yang memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.
5. Materi Pembelajaran Pengayaan
Menyusun teks integrasi ke-empat sub topik :
Meminta perhatian, mengecek pemahaman, menghargai kinerja dan menanyakan dan

mengungkapkan pendapat.

6. Materi Pembelajaran Remidial
Menyusun teks tulis yang melibatkan menanyakan dan mengungkapkan pendapat.

M. METODE PEMBELAJARAN
- Saintifik approach

N. MEDIA PEMBELAJARAN
4. Media
Gambar Legenda/Dongeng, LCD Proyektor
5. Alat
Spidol warna, papan tulis, kertas.
6. Sumber Pembelajaran
    a. Buku teks wajib
    b. Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat.
    c. Contoh teks tertulis.
    d. Sumber dari internet.

O. LANGKAH-LANGKAH PEMBELAJARAN
Pertemuan 1
1. Kegiatan Pendahuluan (10 menit)
    a. Guru mengkondisikan suasana belajar yang menyenangkan dan mengajak peserta didik untuk berdo'a dan membiasakan mengungkapkan ungkapn syukur atas nikmat yang diterima setiap saat.
    b. Guru mengecek kehadiran peserta didik.
    c. Guru menyampaikan kompetensi yang akan dicapai, yaitu *meminta perhatian* dan manfaatnya dalam kehidupan sehari- hari.
    d. Guru menyampaikan ruang lingkup materi dan kegiatan yang akan dlakukan, yaitu: menggali ungkapan- ungkapan meminta perhatian yang ada di dalam buku teks, melatih mengucapkannya dengan bimbingan guru, bermain peran, dan mengerjakan latihan
    e. Guru menyampaikan lingkup penilaian yaitu tulis dan lisan, tekniknya pemberian tugas dan praktik serta ulangan tulis setelah akhir KD. Sedangkan karakter yang difokuskan adalah santun.

2. Kegiatan Inti (60 menit)

Langkah Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu (menit)
Mengamati	- Peserta didik melakukan pengamatan terhadap kalimat naratif yang bergambar	10 menit
Menanya	- Peserta didik menanyakan hal-hal yang tidak diketahui.	10 menit
Menemukan	- Peserta didik membaca contoh teks	10 menit

informasi	naratif yang ada di dalam buku lain.	
Mengasosiasikan	- Peserta didik menceritakan kembali teks naratif yang dibacanya/didengarnya menggunakan Bahasa Inggris dalam kegiatan lain yang terstruktur.	10 menit
Mengkomunikasikan	- Peserta didik mempelajari generic structure sebuah teks naratif. - Peserta didik menganalisis generic structure yang terdapat dalam teks naratif menggunakan *Story Face Media*.	20 menit

3. **Kegiatan Penutup (10 menit)**

  a. Guru dan peserta didik melakukan refleksi dan evaluasi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

  b. Guru bersama dengan peserta didik melakukan identifikasi kelebihan dan kekurangan kegiatan pembelajaran.

  c. Guru member umpan balik peserta didik dalam proses dan hasil pembelajaran dengan cara menanyakan kepada peserta didik.

  d. Guru menyampaikan kegiatan belajar yang dikerjakan sebagai PR yang ada di akhir sub topic di buku paket.

  e. Guru dan peserta didik mengucapkan salam perpisahan.

Pertemuan 2

1. **Kegiatan Pendahuluan (10 menit)**

  a. Guru mengkondisikan suasana belajar yang menyenangkan dan mengajak peserta didik untuk berdo'a dan membiasakan mengungkapkan ungkapn syukur atas nikmat yang diterima setiap saat.

  b. Guru mengecek kehadiran peserta didik.

  c. Guru menyampaikan kompetensi yang akan dicapai, yaitu *menghargai kinerja* dan manfaatnya dalam kehidupan sehari- hari.

  d. Guru menyampaikan ruang lingkup materi dan kegiatan yang akan dlakukan, yaitu: menggali ungkapan- ungkapan menghargai kinerja yang ada di dalam buku teks, melatih mengucapkannya dengan bimbingan guru, bermain peran, dan mengerjakan latihan

  e. Guru menyampaikan lingkup penilaian yaitu tulis dan lisan, tekniknya pemberian tugas dan praktik serta ulangan tulis setelah akhir KD. Sedangkan karakter yang difokuskan adalah peduli.

2. **Kegiatan Inti (60 menit)**

Langkah Pembelajaran	Deskripsi Kegiatan	Alokasi waktu
Mengamati	- Peserta didik melakukan pengamatan terhadap kalimat naratif yang bergambar	10 menit

Menanya	- Peserta didik menanyakan hal-hal yang tidak diketahui.	10 menit
Menemukan informasi	- Peserta didik membaca contoh teks naratif yang ada di dalam buku lain.	10 menit
Mengasosiasikan	- Peserta didik menceritakan kembali teks naratif yang dibacanya/didengarnya menggunakan Bahasa Inggris dalam kegiatan lain yang terstruktur.	10 menit
Mengkomunikasikan	- Peserta didik menganalisis generic structure yang terdapat dalam teks naratif. - Peserta didik diberikan post-test agar lebih memahami cara menentukan generic structure.	20 menit

3. **Kegiatan Penutup (10 menit)**

   a. Guru dan peserta didik melakukan refleksi dan evaluasi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
   b. Guru bersama dengan peserta didik melakukan identifikasi kelebihan dan kekurangan kegiatan pembelajaran.
   c. Guru member umpan balik peserta didik dalam proses dan hasil pembelajaran dengan cara menanyakan kepada peserta didik.
   d. Guru menyampaikan kegiatan belajar yang dikerjakan sebagai PR yang ada di akhir sub topic di buku paket.
   e. Guru dan peserta didik mengucapkan salam perpisahan.

P. PENILAIAN HASIL PEMBELAJARAN
A. Teknik dan Bentuk Penilaian

1. Sikap spiritual dan Sosial

No.	Teknik	Bentuk Intrumen	Contoh Butir Instrumen	Waktu Pelaksanaan	Keterangan
1.	Observasi	Jurnal	Berdoa sebelum pembelajaran. Mengucapkan 'alhamdulillah atau sejenisnya untuk nikmat yang diterima dll.	Saat pembelajaran berlangsung	Penilaian untuk dan pencapaian pembelajaran (assessment for and of learning).
2.	Observasi, penilaian diri sendiri Dan antar teman.		Menunjukkan sikap percaya diri		
3	Observasi, penilaian		Menunjukkan sikap santun		
4	Observasi dan antar teman.		Menunjukkan sikap peduli		
5	Observasi, penilaian dan antar teman.		Menunjukkan sikap jujur dan percaya diri		

2. Pengetahuan
   Teknik : Ulangan Harian dan pekerjaan rumah
   Bentuk : Ulangan Harian: Pilihan Ganda.
3. Keterampilan
   Teknik : *On going assessment* dan ulangan harian
   Bentuk : Praktik lisan dan tulis

B. Instrumen Penilaian
Terlampir

Pembelajaran Remedial
Bentuk pembelajaran remedial:

- Pembelajaran ulang
- Bimbingan perorangan
- Belajar kelompok
- Pemanfaatan tutor sebaya

Pembelajaran Pengayaan
Berdasarkan hasil analisis penilaian, peserta didik yang sudah mencapai ketuntasan belajar diberi   kegiatan pembelajaran untuk perluasan atau pendalaman materi (kompetensi). Dalam topik ini, peserta didik tersebut dibentuk kelompok untuk menyusun teks integrasi yang berisi ungkapan-ungkapan: *Meminta perhatian, Mengecek pemahaman, Menghargai kinerja, Meminta dan mengungkapkan pendapat.*

Sragen,   Juli 2022

Mengetahui
Kepala Sekolah

Guru Mata Pelajaran

Sarwoko, S.Pd.I

Melawati S.Pd

PRE-TEST

(CYCLE 1)

Answer the question by choosing the best answer between a, b, c, or d

The following text is for questions number 1 to 5

Cinderella

Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepsister & stepmother. They were very bossy. She had to do all the housework.

One day, an invitation to the ball came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince, who fell in love with her, then later he married her. They lived happily ever after.

1. Which of the following is false according to the text?
   a. Cinderella lived with her stepsister
   b. Cinderella was helped by her stepsister to do all the housework
   c. Cinderella felt annoyed with her stepsister
   d. Cinderella was helped by a fairy to get to the ball
2. The communicative purpose of the text is to.....
   a. To entertain the reader about story Cinderella
   b. Describe how Cinderella went to the ball
   c. Persuade the readers to read the story
   d. The reader with a fairy tale
3. "They were very bossy." (Paragraph 1). The word „bossy" means.....
   a. Furious
   b. Arrogant
   c. Sensitive
   d. Domineering
4. "They were very bossy". (Paragraph 1). The word "They" refers to….
   a. Her stepmother and stepsister
   b. Her father
   c. Step mother
   d. Step sister
5. What is the characteristic of her stepmother and stepsister?
   a. Kind person
   b. Suspicious

    c. Bad person

    d. Greedy

The following text is for questions number 6 to 10

A farmer came across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even though his wife complained bitterly about his wasting too much time on the creature.

After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest. When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him a little box, and told him not to open it until he got home.

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too deserved a reward, and she went to see the birds. The birds gave her a little casket; but this one was full of devils. The devils jumped on her as soon as she opened the casket and chased her away.

Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood; and the birds decorated it with flowers of every kind.

6. Which of the following statements do you agree with?
    a. The farmer chased his wife away
    b. The farmer lived happily with his wife
    c. The farmer"s wife took care of the bird.
    d. The bird was very thankful to the farmer

7. The farmer"s new hut was….
    a. Well furnished
    b. Built by the birds
    c. Built of perfumed wood
    d. Decorated luxuriously

8. What do we learn from the text?
    a. A gift shows kindness
    b. Sufferings bring happiness
    c. Arguing makes you distressed
    d. A good deed deserves a reward

9. What is the main information discussed in the third paragraph?
    a. The farmer was happy having got a box of precious
    b. The birds welcomed the farmer
    c. The farmer got a little casket from the birds
    d. The farmer was so angry and went out to find the bird

10. The word "discovered" (Paragraph 3) means…..
    a. Proved
    b. Found out
    c. Saw
    d. Believe

The following text is for questions number 11 to 15

The Hen with the Silver Eggs

One day, in Arabian city, a woman went to the market and bought a beautiful hen. A few days later to her surprise the hen she bought laid a silver egg. If the hen could only be persuaded to lay more than one egg each day, the woman was sure she would never to work again.

So the woman decided to make the hen eat more, so that it could lay more eggs. But the only result was that the hen died of indigestion and did not lay more eggs at all.

11. Paragraph 2 mostly discusses about…..
    a. The hen"s eggs
    b. What the woman did to her hen
    c. What the hen did for the woman
    d. Why the woman wanted to get more eggs
12. The hen died because it…..
    a. Ate nothing
    b. Ate to much
    c. Was badly injured
    d. Was forced to lay egg
13. From the text, we may conclude that the woman was…
    a. Active
    b. Furious
    c. Greedy
    d. Dangerous
14. "If the hen could only be <u>persuaded</u>….." (Paragraph 2).
    The underline word means…..
    a. Commanded
    b. Influenced
    c. Brought
    d. Told
15. What is the moral value from the text?
    a. We must care with the animals
    b. We must give food for the animal
    c. We should not be greedy person

d.   We should be generous person

The following text is for questions number 16 to 20

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?" the boss of crocodile answered, "We are twenty here." "Where are they?" the rabbit asked for the second time. "What is it for?" the boss of crocodile asked.

"All of you are good, nice, gentle, and kind, so I want to make a line in order. Later I will know how kind you are," said the rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to other side of the river.

Just then, the rabbit started to count while jumping from one crocodile to another. One…two…three…four…until twenty, and finally, he thanked all crocodiles because he had crossed the river.

16. The story mainly tells about…..
    a.   Twenty crocodiles
    b.   The boss of the crocodile
    c.   A rabbit and twenty crocodiles
    d.   The boss of the crocodile and all his friends
17. We know from the first paragraph that the rabbit actually wanted…..
    a.   To cross the river
    b.   To swim across the river
    c.   To know where the crocodiles are
    d.   To know the number of crocodiles there
18. "All of you are good, nice, gentle, and kind…" (Paragraph 2). The underline word is synonymous with…..
    a.   Wild
    b.   Diligent
    c.   Honorable
    d.   Easygoing
19. "So I want to make a line in order". The word "I" in paragraph 2 refers to?
    a.   The boss of the rabbit
    b.   The rabbit
    c.   The boss of the crocodile
    d.   The crocodile
20. Which statement is false according the text above?
    a.   The rabbit wanted to cross the river

b. The rabbit saw a boss of crocodile swimming in the river
c. The rabbit started to count while running from one crocodile to another
d. The total number of the crocodiles is twenty

The following text is for questions number 21 to 24

THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was 168 a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant‟s ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He has a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang‟s mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that the sea was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" after that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn‟t apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

21. Why did Malin Kundang and his mother have to live hard?

a. Because his father had passed away when he was a baby

b. Because he lived in village

c. Because Malin"s mother just sell the caught fish in the town

d. Because he lived with his mother

22. Where Malin"s Kundang mother met Malin after he has become rich?

    a. At town

    b. At his ship

    c. At beach

    d. In front of his house

23. What made Malin Kundang"s mother sad and angry?

    a. Because Malin gived surprise for her mother

    b. Because Malin denied that she was her mother and he yelled at her

    c. Because Malin had beautiful wife

    d. Because Malin has become rich

24. What is the moral value of the story?

    a. We have to respect our parents, especially our mother

    b. We must keep fight to reach the dreams

    c. We should be rich people

    d. We should be honest people

The following text is for questions number 25 to 30

The White Butterfly

An old man named Takahama lived in a little house behind the cemetery of the temple of Sozanji. He was extremely friendly and generally liked by his neighbors, though most of them considered him a little mad. That was because he was very old but he did not want to get married. He did not have the desire for intimate relationship with women.

One summer day became very ill, so ill, in fact, that he sent for his sister-inlaw and her son. They both came and did all they could to bring comfort during his last hours. While Takahama fell asleep, they watched a large white butterfly flew into the room and rested on the old man"s pillow. The young man tried to drive it away with a fan; but it came back there time, as if was very loath to leave the sufferer.

At last Takahama"s nephew chased it out into the garden, though the gate, and into the cemetery beyond, where it lingered over a woman"s tomb, and then mysteriously disappeared. On examining the tomb the young man found the name "Akiko" written upon it, together with a description narrating how Akiko died when she was eighteen. Though the

tomb was covered with moss and must have been erected fifty years previously, the boy saw that it was surrounded with flowers, and that the little water tank had been recently filled.

When the young man returned to the house he found that Takahama had passed away, and he returned to his mother and told her what he had seen in the cemetery.

"Akiko?" murmured his mother. "When your uncle was young he was betrothed to Akiko. She dies shortly before wedding day. When Akiko left the world your uncle resolved never to marry, and kept in his heart all the sweet memories of his one and only love. Every day Takahama went to the cemetery, whether the air was fragrant with summer breeze or thick with falling snow. Every day he went to her grave and prayed for her happiness, swept the tomb and set flowers there. When Takahama was dying, and he could no longer perform his loving task, Akiko came for him. That white butterfly was her sweet loving soul.

25. The text The White Butterfly tells about…..
    a. An old man with his faith
    b. An old man with his neighbors
    c. A mad old man
    d. A crazy old man
26. How was Takahama‟s character?
    a. He was a humorous person
    b. He was an indolent person
    c. He was a pathetic person
    d. He was a sociable person
27. Which statement is not true according to the text?
    a. Takahama went every day to Akiko‟s grave and prayed for her happiness
    b. Takahama chased the white butterfly out into the garden
    c. Takahama resolved not to marry after Akiko‟s death
    d. Takahama became very ill on summer day
28. At last Takahama‟s nephew chased <u>it</u> out into the garden. (Paragraph 3) The underline word refers to…..
    a. The garden
    b. The cemetery
    c. The white butterfly
    d. The flower
29. Which of the following words is the antonym of "resolved"? (Paragraph 5)
    a. Undecided

b. Resolute
c. Determined
d. Unbendable
30. How was Akiko?
a. She was Takahama‟s fiance
b. She was Takahama‟s niece
c. She was Takahama‟s sister
d. She was Takahama‟s mother

Appendix 4

POST-TEST

(CYCLE 1)

Answer the question by choosing the best answer between a, b, c, or d

The following text is for questions number 1 to 5

The Rats and The Elephants

Once upon a time their lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.
The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free.
They danced with joy and thank the rats.

1. What type of text is the above text? It is …
    a. a narrative text
    b. a description text
    c. a recount text
    d. an anecdote text

2. What destroyed the homes of all rats?
    a. a group of mice did
    b. the hunter did
    c. elephant-hunter did
    d. a group of elephant did

3. What helped the elephant's herd free?
    a. the elephant-hunter did
    b. the hunters did
    c. the trapped elephants did

d. entire group of rats did

4. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
   a. Identification
   b. Orientation
   c. Complication
   d. Resolution

5. At the end of the story, how was the elephant's herd?
   a. angry
   b. sad
   c. happy
   d. dead

The following text is for questions number 6 to 10

Two Brothers

Long ago, there were two brothers called Akomi and Ombah. They were ambitious and winning. Akomi, the elder brother, said, "If we become the King's employees, we can make laws to collect more money from the people. We will become very rich."

They went to see King Aruya. Akomi said, "Your Majesty, let us be your ministers. We will make good laws. All your subjects will be happy. I am wise and clever. I know everything."

King Aruya said angrily, "That is not true! Nobody knows everything. For example, do you know how many stars there are in the sky? Guards! Throw this liar into the river of crocodiles!"

Ombah's hands trembled. Then he thought to himself, "King Aruya will also punish me if I say the wrong thing. My brother said he knew everything and his answer was wrong. So if I say the opposite, my answer will be right." Ombah then said, to King Aruya, "Your majesty, I know nothing."

King Aruya said, "That is also a lie. Nobody knows nothing, truly! Everybody knows at least something. For example, you know your father's name, don't you? Guards! Throw him into the river of crocodiles, too!"

6. The two brother's ambition was to …….
   a. become rich
   b. become ministers
   c. help the King make good laws
   d. make the King's subjects happy

7. King Aruya called Akomi a liar because Akomi ……...
   a. knew everything
   b. made him angry
   c. did not tell the truth

d. wanted to collect money

8. Ombah said I know nothing because he …………..
    a. did not want to lie to King Aruya
    b. wanted to see the crocodiles
    c. did not know how many stars there were
    d. thought that the answer would be right

9. Ombah's hands trembled because he...
    a. was afraid
    b. knew nothing
    c. was thinking hard
    d. had the right answer

10. From the story, we can see that King Aruya ……...
    a. kept many crocodiles
    b. could make good laws
    c. did not need any ministers
    d. disliked people who told lies

The following text is for questions number 11 to 15

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

11. What separated between one village to another a long time ago in the New Territories?

a. Another village
b. Mountains
c. Forests
d. Hills

12. Who was Ah Tim ?
a. The young woman's brother
b. The young woman's son
c. The young woman's brother and nephew
d. The young woman's brother's son

13. The woman gave her son to the wolves because
a. She loved her nephew than her son.
b. She thought about how her brother would be
c. She wanted her son was eaten by the wolves
d. She was crazy

14. What did the villagers bring sticks for ?
a. For the weapon to beat the wolves
b. To bring the woman's nephew
c. For the fire woods.
d. For play

15. " all men in the village fetched thick stick … " The word " fetched" has a similar meaning to :
a. Received
b. Caught
c. Got
d. Hit

The following text is for questions number 16 to 20

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.

16. To tell the plot, the writers uses…
    a. a rhetorical question and an exclamation
    b. time sequences
    c. contrastive evidences
    d. past tense

17. Why Snow White ran away to the woods?
    a. Her parents passed away
    b. Her uncle was angry with her
    c. Her uncle and aunt would go to America
    d. Snow White was happy to run away

18. When did Snow White run away to the woods?
    a. In the afternoon
    b. In the morning
    c. In the evening
    d. In the full moon

19. 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

20. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?
    a. because she loved them very much
    b. as a result of forcing attitude from them
    c. because her parents were dead
    d. because she were afraid of the dwarfs

The following text is for questions number 21 to 25

Long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.
Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great

anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

21. What is mount batur?
    a. A lake build by Kbo Iwa
    b. A well dug by Kbo iwa
    c. The mountain build by Kbo Iwa
    d. A mound of earth dug from the well by Kbo iwa

22. So, <u>they</u> came together to plan steps to oppose this powerful giant by using his stupidity. The underline word refers to…..
    a. Kbo iwa
    b. Balinese
    c. Mount batur
    d. People in Bali

23. Why did Kbo Iwo feel angry to the Balinese people?
    a. Because Balinese people ate his meal
    b. Because Balinese people took his food so his barns was empty
    c. Because Balinese people didn‟t give him food
    d. Because Balinese people were in hunger

24. According to the story, if Kbo Iwa is never existed in Bali island, what do you think will happen?
    a. There will be no Bali island
    b. Bali People will never be angry
    c. All Bali people will live in a prosperous way
    d. We are not able see the beauty of Lake Batur

25. So, they came together to plan steps to oppose this powerful giant……(Paragraph 3) The antonym of the word "oppose " is…..
    a. Support
    b. Defeat
    c. Turn Against
    d. Beat

The following text is for questions number 26 to 30

The Legend of the Kesodo Ceremony

Once upon a time on Mount Bromo, East Java, there were a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn"t got a baby. Every time they prayed to the Gods, asking for a child.

One day, there was a loud voice in the sky when they were praying.

"You are going to born a baby, and later you will give birth to many children. But I have a requirement for you to obey, if you really want to have children", said the voice.

"Whatever you ask, my Lord", the couple answered, "We will do it",

"You must sacrifice your first son for the gods".

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn"t sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn"t let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods." Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

26. What does the first paragraph talk about?
    a. The earthquakes and thunders in the sky
    b. The voice in the sky
    c. The condition of the volcano on one day
    d. The couple"s promise

27. How was Kesuma"s personal characteristic?
    a. Melancholic
    b. Fearful
    c. Heroic
    d. Shameful

28. What lesson can we get from the story?
    a. Kesuma is very brave
    b. Everyone must keep his promise
    c. Kesuma"s parents loved him very much
    d. A promise must be said clearly

29. "The couple was very <u>afraid</u>." (Paragraph 4). What is the antonym of the underlined word?
    a. Strong
    b. Very firm
    c. Handsome
    d. Brave

30. What is the communicative purpose of the text?
    a. To amuse or entertain the readers
    b. To tell the readers what happened in the past
    c. To persuade the readers that something a case
    d. To describe a particular place or thing

Appendix 5

POST-TEST

(CYCLE 2)

Answer the question by choosing the best answer between a, b, c, or d

The following text is for questions number 1 to 4

Once, a hunter lived a village. He used to boast of his brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he had fought a lion bare-handed. He said that the tiny animals used to get scared even at the sight of him.

One day, the hunter was passing through a forest. He met a woodcutter from the same village.

The boastful hunter approached him and said, "How are you? it's a fine day, isn't it?"

"Yes, yes, indeed!" the woodcutter replied.

"Well, can you tell me if you have seen some footprints of the lion nearby? it's been months since i defeated any."

The woodcutter knew that the hunter only boasted, so he said, "Yes, a lion is in a nearby den. Can i take you there?"

The scared hunter said, "No … No … i only just wanted to see his footprints."

Finally, the boastful hunter ran away from the spot.

1. What is the best title for the text?
   A. A Boastful Hunter
   B. A Brave woodcutter
   C. A Woodcutter's Advice
   D. A Woodcutter's Rewards
2. What did the hunter boast about himself?
   A. Nobody defeated him.
   B. He was the smartest man.
   C. He was the strongest man.
   D. He was the most courageous man.
3. What did hunter feel when the woodcutter said that there was a lion in a nearby den?
   A. Upset.
   B. Scared.
   C. Jealous.
   D. Disappointed.
4. If the hunter met a wild animal on the way, he probablyy would … it.
   A. trap.

B. fight.
C. catch.
D. avoid.

The following text is for questions number 5 to 8

Three large fish lived very happily in a pond which few people ever passed.
One day two menn who were passing by the pond was the fish. One of them said,
"Let us hurry home and get our nets. Those fish are too fine to lose."

The three fish were very much fightened. The first one thought a moment, then
swam through the outlet of the pond into the river.
When the men came back with their nets, there were only two fish to be seen. The
found the outlet of the pond and made a dam across it.
The second fish now began to think. It came to the top of the water and floated on
its back. One of men picked it up in his net, but it seemed dead, so he threw it
back into the water.
The fish that never thought sank to the bottom of the pond and was easily caught.

5. What is the main idea of paragraph five?
    A. A man picked the second fish.
    B. The second fish could finally save itself.
    C. The second fish pretended of being dead.
    D. A man threw the second fish back to the pond.
6. What was the main problem of the story?
    A. The fish could not escape from the men.
    B. Two men was going to catch the three fish.
    C. The third fist didn't think about how to save itself.
    D. The fish looked for ways to escape themselves from the men.
7. How could you describe the first fish?
    A. Smart
    B. Honest
    C. Patient
    D. Humble
8. From the test we can learn that ….
    A. a good man is hard to find
    B. two heads are better than one
    C. no one succeeds without efforts
    D. a good beginning makes a good ending

The following test is for question 9 to 12.

A wealthy businessman worried about his son's bad habits, so he sought counsel
from a wise, old man. The old man met the man's son and took him out for a
stroll. They walked into the woods, and the old man showed the boy a small
sapling and asked him to pull it out. The boy did so with ease, and they walked
on.
The old man then asked the boy to pull out a small plant. The boy did that too,
with a little effort. As they walked, the old man asked the boy to pull out the bush,

which he did. The next was a small tree, which the child had to struggle a lot to pull out.Finally, the old man showed him a bigger tree and asked the child to pull it out. The child failed to pull it out even after trying several times, in different ways.

The old man looked at the boy, smiled and said, "So is the case with habits, good or bad".

9. The bussinessman worried about his son because he …
    A. was spoiled
    B. was unlucky
    C. behaved badly
    D. disobeyed his parents
10. Why do you think the boy failed to pull out a bigger tree?
    A. It was a big challenge.
    B. He had done his best.
    C. The tree roots had settled deeply.
    D. The tree had a thin but strong stem.
11. What can we learn from the story?
    A. It is best do everything with great efforts.
    B. it is hard to get rid of permanent bad habits.
    C. There will be many problems in human's life.
    D. Nobody can change our bad habits if we don't change them.
12. "The child failed to pull **it** out … " (Paragraph 2)
    What does the bolded word refer to?
    A. Bushes
    B. A sapling
    C. A small tree
    D. A bigger tree

The following test is for question 13 to 16.

Once upon a time there was a rose who was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult he cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by it own good looks.

One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. I tsaw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.

13. What is the story about?
    A. Two different, but special plants.
    B. A beautiful, but arrogant rose.
    C. Two plants in a beautiful garden.
    D. A beautiful rose and an ugly cactus.

14. From the story, we know that the cactus was …
   A. brave
   B. wise
   C. patient
   D. humble
15. The rose ignored other plants' advice to change its attitude because …
   A. it believed it was the prettiest.
   B. it could change others to do so.
   C. it thought that it was right.
   D. it didn't trust other plant.
16. What can you learn from the story?
   A. Don't allow others influence your life.
   B. Never judge the others by the way they look.
   C. Respect others and they may respect you either.
   D. Dont't let anyone underestimate you because of your look.

The following test is for question 17 to 20.

Once upon a time an owl and a pigeon met and talked.
"There are more owls than pigeons," said Owl.
"No, way," said Pigeon, "There are many more pigeons."
"Let's count!" answered Owl, "We will meet in the big wood a week from today."
On that day. the owls came first. The trees were full of them. The owls laughed and said, " OOwah-wah-wah!"
Soon they heard a loud roar from the sky. Pigeons were coming from everywhere! The owls could not believe there could be so many pigeons. They sat there moving their heads back and forth staring with wide eyes.
The owl stared so long and hard at the pigeons that their eyes just stayed that way. Then, one by one the one the owls took off, fled into the sky.
In the meantime, the pigeons were shouting to each other, celebrating their victory . Since then, owls have always travelled at night when the pigeons are asleep.

17. The writer's purpose of writing the text is ….
   A. to entertain the readers.
   B. to describe owls and pigeons.
   C. to relate the writer's experience.
   D. to explain how owls have big, flat eyes.
18. Why were the owls laughing when they first arrived?
   A. They were making jokes about the pigeons.
   B. They were telling foolish stories about the pigeons.
   C. They were sure they would out number the pigeons.
   D. They were talking about how ugly the pigeons were.
19. Why were the owls staring at the pigeons?
   A. They were afraid that the pigeons would.
   B. They were shocked there were so many pigeons.
   C. They'd like to count the number of all the pigeons.
   D. Thay wanted to scare the pigeons by acting wicked.

20. What can we learn from the story?
    A. Boasting will do more harm to others.
    B. Friendship is very easy to build.
    C. We can do anything if we are together.
    D. Being too proud does not make us noble.

The following text is for questions number 21 to 25

The Hen with the Silver Eggs

One day, in Arabian city, a woman went to the market and bought a beautiful hen. A few days later to her surprise the hen she bought laid a silver egg. If the hen could only be persuaded to lay more than one egg each day, the woman was sure she would never to work again.

So the woman decided to make the hen eat more, so that it could lay more eggs. But the only result was that the hen died of indigestion and did not lay more eggs at all.

21. Paragraph 2 mostly discusses about…..
    a. The hen‟s eggs
    b. What the woman did to her hen
    c. What the hen did for the woman
    d. Why the woman wanted to get more eggs

22. The hen died because it…..
    a. Ate nothing
    b. Ate to much
    c. Was badly injured
    d. Was forced to lay egg
23. From the text, we may conclude that the woman was…
    a. Active
    b. Furious
    c. Greedy
    d. Dangerous

24. "If the hen could only be <u>persuaded</u>….." (Paragraph 2). The underline word means…..

    a. Commanded

    b. Influenced

    c. Brought

    d. Told

25. What is the moral value from the text?

    a. We must care with the animals

    b. We must give food for the animal

    c. We should not be greedy person

    d. We should be generous person

The following text is for questions number 26 to 30

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

26. What separated between one village to another a long time ago in the New Territories?
    a. Another village
    b. Mountains
    c. Forests
    d. Hills

27. Who was Ah Tim ?
    a. The young woman's brother
    b. The young woman's son
    c. The young woman's brother and nephew
    d. The young woman's brother's son

28. The woman gave her son to the wolves because
    a. She loved her nephew than her son.
    b. She thought about how her brother would be
    c. She wanted her son was eaten by the wolves
    d. She was crazy

29. What did the villagers bring sticks for ?
    a. For the weapon to beat the wolves
    b. To bring the woman's nephew
    c. For the fire woods.
    d. For play

30. " all men in the village fetched thick stick … " The word " fetched" has a similar meaning to :
    a. Received
    b. Caught
    c. Got
    d. Hit

Appendix 6

<div align="center">

THE ANSWER KEY OF THE TEST

</div>

Pre-Test (Cycle 1)

1. B	11. D	21. A
2. A	12. B	22. A
3. D	13. C	23. B
4. A	14. A	24. A
5. D	15. C	25. A
6. D	16. C	26. C
7. C	17. A	27. B
8. D	18. D	28. C
9. A	19. B	29. D
10. B	20. C	30. A

Post-Test (Cycle 1)

1. A	11. C	21. D
2. D	12. D	22. D
3. D	13. B	23. C
4. B	14. A	24. D
5. C	15. C	25. A
6. A	16. D	26. D
7. C	17. C	27. C
8. D	18. B	28. B
9. A	19. D	29. D
10. D	20. C	30. B

Post-Test (Cycle 2)

1. A	11. B	21. D
2. D	12. D	22. B
3. B	13. D	23. C
4. D	14. C	24. A
5. B	15. A	25. C
6. B	16. B	26. C
7. A	17. A	27. D
8. C	18. C	28. B
9. C	19. B	29. A
10. C	20. D	30. C

Appendix 7

THE SCHEDULE OF MEETINGS

MEETINGS	CYCLES	TESTS
Meeting I	Cycle I	Pre-Test
Meeting II	Cycle I	
Meeting III	Cycle I	Post-Test
Meeting I	Cycle II	
Meeting II	Cycle II	Post-Test

Appendix 8

The Students' Score In The Pre-Test of Cycle I

Grade VIII

SMP IT Az-Zahra Sragen

No.	Students' Name	The Students' Score Description	
		Score	Criteria (< 76)
1.	Kamilatur Ro'dah	73	FAILED
2.	Afifah Putri S	27	FAILED
3.	Asyifa Salsabilla	57	FAILED
4.	Della Kustianah	70	FAILED
5.	Fajria A. W.	60	FAILED
6.	Filza Atsila Y.	70	FAILED
7.	Inayatu Kamaliyati M.	70	FAILED
8.	Khansa' Izzatul H	53	FAILED
9.	Keyla Listiyanarta	57	FAILED
10.	Nabila Luthfiyana	57	FAILED
11.	Mutia Dwi W	57	FAILED
12.	Najma Nur B	37	FAILED
13.	Nashwa Alya N	57	FAILED
14.	Qonita Hanifa	70	FAILED
15.	Nadiya Khoirunnisa	77	PASSED
16.	Reinafa Rasya R	70	FAILED
17.	Safina Khairunnisa	70	FAILED
18.	Sausan Malsum N	57	FAILED
19.	Sayra Alvira K	77	PASSED
20.	Shafira Yuswita	57	FAILED
21.	Yasmin Yumna A	60	FAILED
22.	Yolla Rasyidatun N	70	FAILED
23.	Zakia Wadha A	77	PASSED
TOTAL		**∑ = 1430** **X = 62,17**	

Appendix 9

THE PERCENTAGE OF THE STUDENTS' SCORE IN PRE-TEST OF

CYCLE I

Criteria	Total Students	Percentage
Passed	3	13%
Failed	20	87%
TOTAL	23	100%

Appendix 10

The Students' Score In The Post-Test Of Cycle I

Grade VIII

SMP IT Az-Zahra Sragen

No.	Students' Name	The Students' Score Description	
		Score	Criteria (< 76)
1.	Kamilatur Ro'dah	77	PASSED
2.	Afifah Putri S	77	PASSED
3.	Asyifa Salsabilla	77	PASSED
4.	Della Kustianah	77	PASSED
5.	Fajria A. W.	87	PASSED
6.	Filza Atsila Y.	77	PASSED
7.	Inayatu Kamaliyati M.	83	PASSED
8.	Khansa' Izzatul H	77	PASSED
9.	Keyla Listiyanarta	77	PASSED
10.	Nabila Luthfiyana	77	PASSED
11.	Mutia Dwi W	77	PASSED
12.	Najma Nur B	77	PASSED
13.	Nashwa Alya N	87	PASSED
14.	Qonita Hanifa	77	PASSED
15.	Nadiya Khoirunnisa	90	PASSED
16.	Reinafa Rasya R	77	PASSED
17.	Safina Khairunnisa	77	PASSED
18.	Sausan Malsum N	83	PASSED
19.	Sayra Alvira K	90	PASSED
20.	Shafira Yuswita	77	PASSED
21.	Yasmin Yumna A	77	PASSED
22.	Yolla Rasyidatun N	77	PASSED
23.	Zakia Wadha A	87	PASSED
TOTAL		$\sum$ **= 1839** **X = 79,95**	

Appendix 11

THE PERCENTAGE OF THE STUDENTS' SCORE IN POST-TEST OF

CYCLE I

Criteria	Total Students	Percentage
Passed	23	100%
Failed	0	0
TOTAL	23	100%

Appendix 12

The Students' Score In The Post-Test Of Cycle II

Grade VIII

SMP IT Az-Zahra Sragen

No.	The Initial Of Students' Name	The Students' Score Description	
		Score	Criteria (< 76)
1.	Kamilatur Ro'dah	83	PASSED
2.	Afifah Putri S	80	PASSED
3.	Asyifa Salsabilla	77	PASSED
4.	Della Kustianah	80	PASSED
5.	Fajria A. W.	93	PASSED
6.	Filza Atsila Y.	80	PASSED
7.	Inayatu Kamaliyati M.	83	PASSED
8.	Khansa' Izzatul H	83	PASSED
9.	Keyla Listiyanarta	83	PASSED
10.	Nabila Luthfiyana	87	PASSED
11.	Mutia Dwi W	80	PASSED
12.	Najma Nur B	77	PASSED
13.	Nashwa Alya N	90	PASSED
14.	Qonita Hanifa	80	PASSED
15.	Nadiya Khoirunnisa	97	PASSED
16.	Reinafa Rasya R	83	PASSED
17.	Safina Khairunnisa	80	PASSED
18.	Sausan Malsum N	87	PASSED
19.	Sayra Alvira K	97	PASSED
20.	Shafira Yuswita	80	PASSED
21.	Yasmin Yumna A	83	PASSED
22.	Yolla Rasyidatun N	83	PASSED
23.	Zakia Wadha A	90	PASSED
TOTAL		$\sum$ = **1950** X = **84,78**	

Appendix 13

THE OBSERVATION SHEET

(Meeting I, March 20th 2023)

No	Focus	Activities	Meeting I	
			Yes	No
1.	The researcher as the teacher	1. The teacher comes on time.	✔	
		2. The teacher greets the students.	✔	
		3. The teacher checks the students' attendance list.	✔	
		4. The teacher delivers the learning objectives.	✔	
		5. The teacher explains the narrative text	✔	
		6. The teacher gives the text to the students.	✔	
		7. The teacher gives the opportunities for the students to ask a question if they do not understand the learning material.	✔	
		8. The teacher manages the learning sources.	✔	
		9. The teacher gives the learning sources.	✔	
		10. The teacher manages the time effectively.	✔	
		11. The teacher concludes the lesson.	✔	
		12. The teacher manages the class effectively.	✔	
		13. The teacher conveys the text lesson plan.	✔	
2.	Students	1. The students come to class on time.	✔	
		2. The students answer the teacher's greeting.	✔	
		3. The students listen and pay attention to the teacher's explanation.	✔	
		4. The students study seriously.	✔	
		5. The students answer the questions which are given by	✔	

		the teacher.		
		6. The studdents are interested and enthusiastic in learing reading narrative text by using Story Face Media.	✓	
		7. The students read the text and answer the questions.	✓	
		8. The students give good responses to the material given.	✓	
		9. The students uses the dictionary to find the meaning.	✓	
		10. The students use dictionary to do the test.	✓	
		11. All of the students answer the test given.	✓	
3.	The context	1. The classroom is noisy.		✓
		2. The classroom is comfortable.	✓	
		3. The classroom has medias, such as: whiteboard, marker, and duster.	✓	

Sragen, March 20th 2023

Appendix 14

THE OBSERVATION SHEET

(Meeting II, March 23ᵗʰ 2023)

No	Focus	Activities	Meeting II	
			Yes	No
1.	The researcher as the teacher	1. The teacher comes on time.	✔	
		2. The teacher greets the students.	✔	
		3. The teacher checks the students' attendance list.	✔	
		4. The teacher delivers the learning objectives.	✔	
		5. The teacher explains the narrative text	✔	
		6. The teacher gives the text to the students.	✔	
		7. The teacher gives the opportunities for the students to ask a question if they do not understand the learning material.	✔	
		8. The teacher manages the learning sources.	✔	
		9. The teacher gives the learning sources.	✔	
		10. The teacher manages the time effectively.	✔	
		11. The teacher concludes the lesson.	✔	
		12. The teacher manages the class effectively.	✔	
		13. The teacher conveys the text lesson plan.	✔	
2.	Students	1. The students come to class on time.	✔	
		2. The students answer the teacher's greeting.	✔	
		3. The students listen and pay attention to the teacher's explanation.	✔	
		4. The students study seriously.	✔	
		5. The students answer the questions which are given	✔	

		by the teacher.		
		6. The studdents are interested and enthusiastic in learing reading narrative text by using Story Face Media.	✔	
		7. The students read the text and answer the questions.	✔	
		8. The students give good responses to the material given.	✔	
		9. The students uses the dictionary to find the meaning.	✔	
		10. The students use dictionary to do the test.	✔	
		11. All of the students answer the test given.	✔	
3.	The context	1. The classroom is noisy.		✔
		2. The classroom is comfortable.	✔	
		3. The classroom has medias, such as:whiteboard, marker, and duster.	✔	

Sragen, March 23th 2023

Appendix 15

THE OBSERVATION SHEET

(Meeting III, March 27th 2023)

No	Focus	Activities	Meeting III	
			Yes	No
1.	The researcher as the teacher	1. The teacher comes on time.	✓	
		2. The teacher greets the students.	✓	
		3. The teacher checks the students' attendance list.	✓	
		4. The teacher delivers the learning objectives.	✓	
		5. The teacher explains the narrative text	✓	
		6. The teacher gives the text to the students.	✓	
		7. The teacher gives the opportunities for the students to ask a question if they do not understand the learning material.	✓	
		8. The teacher manages the learning sources.	✓	
		9. The teacher gives the learning sources.	✓	
		10. The teacher manages the time effectively.	✓	
		11. The teacher concludes the lesson.	✓	
		12. The teacher manages the class effectively.	✓	
		13. The teacher conveys the text lesson plan.	✓	
2.	Students	1. The students come to class on time.	✓	
		2. The students answer the teacher's greeting.	✓	
		3. The students listen and pay attention to the teacher's explanation.	✓	
		4. The students study seriously.	✓	
		5. The students answer the questions which are given by the teacher.	✓	
		6. The studdents are interested	✓	

			✓	
		and enthusiastic in learing reading narrative text by using Story Face Media.		
		7. The students read the text and answer the questions.	✓	
		8. The students give good responses to the material given.	✓	
		9. The students uses the dictionary to find the meaning.	✓	
		10. The students use dictionary to do the test.	✓	
		11. All of the students answer the test given.	✓	
3.	The context	1. The classroom is noisy.		✓
		2. The classroom is comfortable.	✓	
		3. The classroom has medias, such as: whiteboard, marker, and duster.	✓	

Sragen, March 27th 2023

Appendix 16

THE OBSERVATION SHEET

(Meeting I, June 10th 2023)

No	Focus	Activities	Meeting I	
			Yes	No
1.	The researcher as the teacher	1. The teacher comes on time.	✓	
		2. The teacher greets the students.	✓	
		3. The teacher checks the students' attendance list.	✓	
		4. The teacher delivers the learning objectives.	✓	
		5. The teacher explains the narrative text	✓	
		6. The teacher gives the text to the students.	✓	
		7. The teacher gives the opportunities for the students to ask a question if they do not understand the learning material.	✓	
		8. The teacher manages the learning sources.	✓	
		9. The teacher gives the learning sources.	✓	
		10. The teacher manages the time effectively.	✓	
		11. The teacher concludes the lesson.	✓	
		12. The teacher manages the class effectively.	✓	
		13. The teacher conveys the text lesson plan.	✓	
2.	Students	1. The students come to class on time.	✓	
		2. The students answer the teacher's greeting.	✓	
		3. The students listen and pay attention to the teacher's explanation.	✓	
		4. The students study seriously.	✓	
		5. The students answer the questions which are given by	✓	

			✓	
		the teacher.		
		6. The studdents are interested and enthusiastic in learing reading narrative text by using Story Face Media.	✓	
		7. The students read the text and answer the questions.	✓	
		8. The students give good responses to the material given.	✓	
		9. The students uses the dictionary to find the meaning.	✓	
		10. The students use dictionary to do the test.	✓	
		11. All of the students answer the test given.	✓	
3.	The context	1. The classroom is noisy.		✓
		2. The classroom is comfortable.	✓	
		3. The classroom has medias, such as: whiteboard, marker, and duster.	✓	

Sragen, June 10th 2023

Appendix 17

<p style="text-align:center">THE OBSERVATION SHEET</p>

<p style="text-align:center">(Meeting II, June 12th 2023)</p>

No	Focus	Activities	Meeting I	
			Yes	No
1.	The researcher as the teacher	1. The teacher comes on time.	✔	
		2. The teacher greets the students.	✔	
		3. The teacher checks the students' attendance list.	✔	
		4. The teacher delivers the learning objectives.	✔	
		5. The teacher explains the narrative text	✔	
		6. The teacher gives the text to the students.	✔	
		7. The teacher gives the opportunities for the students to ask a question if they do not understand the learning material.	✔	
		8. The teacher manages the learning sources.	✔	
		9. The teacher gives the learning sources.	✔	
		10. The teacher manages the time effectively.	✔	
		11. The teacher concludes the lesson.	✔	
		12. The teacher manages the class effectively.	✔	
		13. The teacher conveys the text lesson plan.	✔	
2.	Students	1. The students come to class on time.	✔	
		2. The students answer the teacher's greeting.	✔	
		3. The students listen and pay attention to the teacher's explanation.	✔	
		4. The students study seriously.	✔	
		5. The students answer the questions which are given by	✔	

		the teacher.		
		6. The studdents are interested and enthusiastic in learing reading narrative text by using Story Face Media.	✔	
		7. The students read the text and answer the questions.	✔	
		8. The students give good responses to the material given.	✔	
		9. The students uses the dictionary to find the meaning.	✔	
		10. The students use dictionary to do the test.	✔	
		11. All of the students answer the test given.	✔	
3.	The context	1. The classroom is noisy.		✔
		2. The classroom is comfortable.	✔	
		3. The classroom has medias, such as: whiteboard, marker, and duster.	✔	

Sragen, June 12th 2023

THE INTERVIEW REPORT

The Interview Result With The English Teacher Before Conducting The Research

The Research : How long have you been teaching in this school?

The Teacher : I have been teaching in SMP IT Az-Zahra Sragen for five years

The Research : Do the students in this class like English lesson?

The Teacher : I think the second class of SMP IT Az-Zahra Sragen, every students likes English language or English lesson, but it is very difficult for them, the first when they will reading, they got the problems less understanding about meaning of text and so on. Because, they don't bring the dictionary

The Research : How about the previous students in this class?

The Teacher : The second class of SMP, there are the part of active students and the part of passive students

The Research : Do you think they are good in reading skill?

The Teacher : Not yet, because the second class of SMP seldom to bring dictionary which it can to help them in search meaning of additional of subjects from out class

The Research : So, what do you do in teaching reading to them?

The Teacher : I gave to them a text and I begin to be a reader in front of them and they should be following when I'm reading and I will shoot them with one by one for reading the text and then I repair the reading of them. And perhaps, I make some groups in reading of class for discussion about the topic of text.

The Research : Is it important to use a learning strategy in teaching reading?

The Teacher : Yes, it is so important for us as a teacher in teaching, because to encourage students more active in classroom

The Research : Do you use medias in teaching reading to them?

The Teacher : A handbook, dictionary and etc.

The Interview Result With The English Teacher After Conducting The Research

The Researcher : What do you think about Story Face Media that had been implemented in teaching reading?

The Teacher : I think, this media is so effective when used in teaching reading and this media can to help my students when they will reading easly.

The Researcher : What do you think this method can improve the students' reading comprehension in narrative text?

The Teacher : I think, this method can improve the low studnets' reading comprehension in narrative text.

The Interview Result With The Students Before Conducting The Research

The Researcher : Apakah kamu pernah membaca teks berbentuk narrative text dalam bahasa inggris?

Student I : Pernah, Miss

Student II : Pernah, Miss

Student III : Pernah juga, Miss

The Researcher : Menurutmu apakah kamu susah atau mudah membaca teks bahasa inggris berbentuk narrative text?

Student I : Susah, Miss. Menurutku pengucapan kalimat menggunakan bahasa inggris dan mengartikannya susah.

Student II : Susah, Miss. Kalau menurut saya, susahnya itu dalam menentukan ide pokok dari kalimat.

Appendix 19

<center>**DOCUMENTATION**</center>

<center>The Researcher explains the material</center>
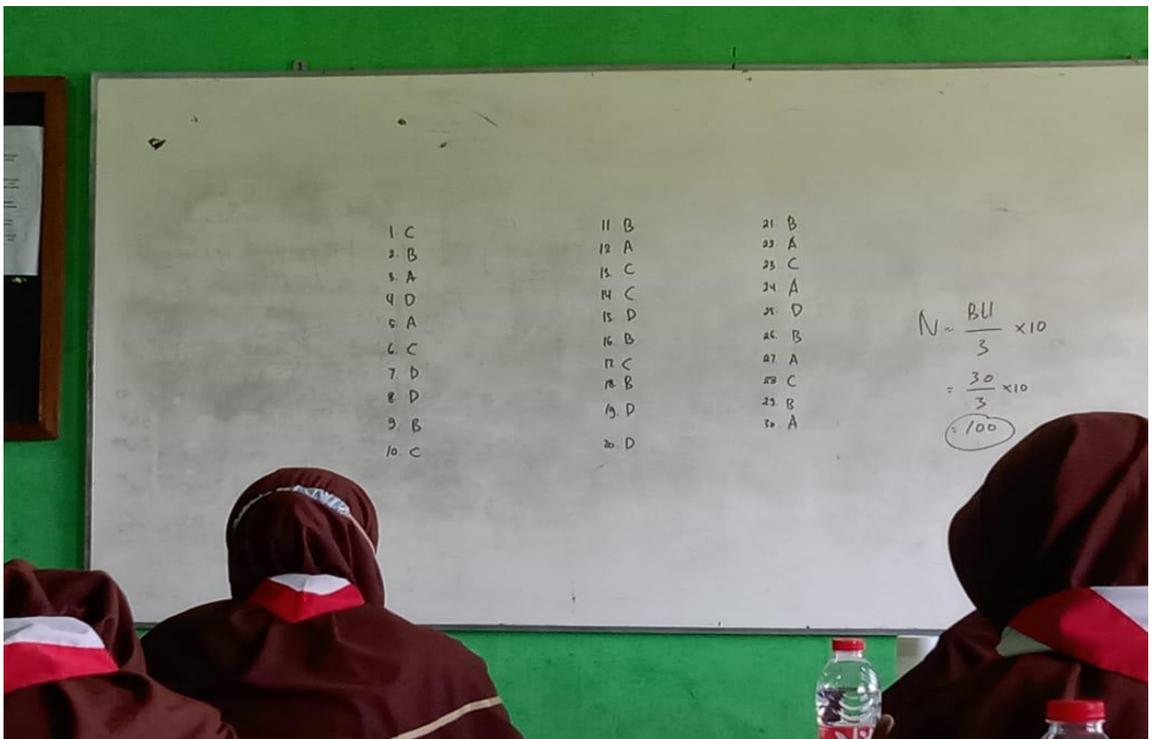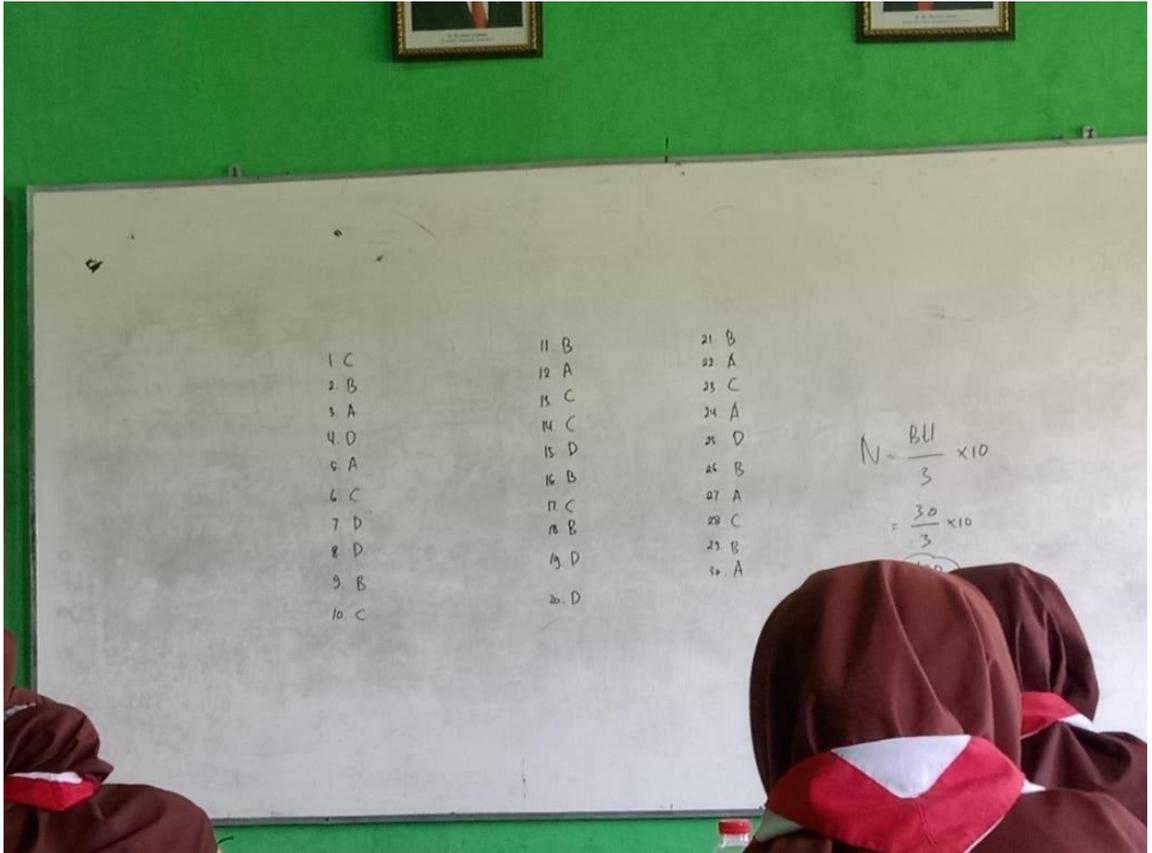
The Researcher match the results of students work