TEACHING NARRATIVE READING BY USING SUBTEXT STRATEGY TO THE ELEVENTH GRADE STUDENTS OF MA PATRA MANDIRI PALEMBANG

UNDERGRADUATE THESIS

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Assalamualaikum Wr.Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"TEACHING NARRATIVE READING BY USING SUBTEXT STRATEGY TO THE ELEVENTH GRADE STUDENTS OF MA PATRA MANDIRI PALEMBANG",** ditulis oleh saudara **Wahyudiyanto (11250064)** telah dapat diajukan dalam sidang munaqosah Fakultas Ilmu Tarbiyah dan Kegururan UIN Raden Fatah Palembang. Demikianlah terima kasih.

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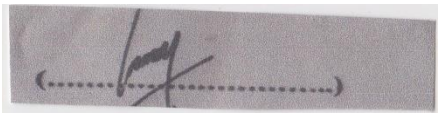

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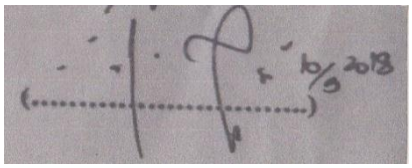

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MOTTO AND DEDICATION

MOTTO

There is an ease after every difficulty (Q.S. Al-Insyirah: 6)
"Science without religion is lame, religion without science is blind."
(Albert Einstein)

DEDICATION

This thesis is dedicated especially for:

- *My Wonderful God Allah SWT for blessing me to finish this thesis and The prophet Muhammad SAW who has inspired and guided us to be a good muslim.*
- *My Lovely Parents; Ali & Ratna who always has honesty sincerity to grow me up, educate, accompany and pray for me*
- *My Beloved Brothers: Heri purwanto , Novi Trianto, and Ilham Yahya*
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- *My Best Friend: Novinda Bersa Kareni , Ria, Zuria, Mirrah and Everyone Who Helped, Motivated, Supported, Forced Me to Make This Thesis*

STATEMENT PAGE

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State that

1. All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the results of my observation, process and thought with the guidance of my advisors.
2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of the cancellation of my bachelor's degree that I have received through this thesis.

Palembang, 17 June 2017

The Writer

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The writer,

YD

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ABSTRACT

The objectives of this study were to find out whether or not there was a significant improvement before and after the treatment on the eleventh grade students' reading comprehension scores at MA Patra Mandiri Palembang by using Subtext strategy and to find out whether or not there was a significant difference on the eleventh grade students' reading comprehension scores at MA Patra Mandiri Palembang between the students who were taught by using Subtext strategy and those who are not. In this study, the researcher used Quasi Experimental Design using pretest-posttest nonequivalent groups design. There were 60 students taken as sample. Each class consisted of 30 students from class XI IPS 2 as control group and class XI IPS 3 as experimental group. In collecting the data, test reading comprehension was used. The test was given twice to experimental and control groups, as a pretest and posttest. To verify the hypotheses, the data of pretest and posttest were analyzed by using independent sample t-test and paired sample t-test in SPSS program. The findings showed that the p-output from paired sample t-test (sig2-tailed) was 0.000 which was lower than 0.05 and t-value 11.399 was higher than t-table with df=29 (2.0452). The result of p-output from independent sample t-test was 0.001 which was lower that 0.05 and the t-value 3.465 was higher than t-table with df=58 (2.0017). It means that teaching reading narrative text by using Subtext strategy had significant effect on the students' reading comprehension scores.

Keywords: *Subtext Strategy, reading, narrative text*

CHAPTER 1

INTRODUCTION

This chapter discusses: (1) background; (2) problems of the study; (3) objectives of the study; (4) significance of the study.

1.1 Background

English is a global language that cannot be separated from our daily life. It becomes an important language since most of the people use English as their daily communication tool. According to Crystal (2003, p. 8), English is a global language, which is widely used in various countries and in various fields. In addition, Mappiasse and Johari (2014, p. 113) state that English language is one of the most spoken languages in the world of today. Similarly, Wierzbicka (2006, p. 3) also states that English is the most widely used language in the world. It suggests at least 150 million people use English fluently as a foreign language. Besides used in science, knowledge, technology and art, English can be a tool to get the aim at economic trade, international relation, social culture purpose and education with developing career. According to Sharifian (2009, p. 2), English as an international language refers to a paradigm for thinking, research and practice. This reality encourages many countries to put English into formal school curriculum that will be taught from elementary schools until universities, and one of those countries is Indonesia.

In Indonesia, English is very important to be mastered. Matarrima and Hamdan (2011, p. 101) state that English languge teaching become increasingly important as the first foreign language in Indonesia. Therefore, the government requires that all schools in Indonesia especially at the high school level to make English as one of subjects tested in the

national examination. According to Lauder (2008, p. 10), it is widely recognized that English is important for Indonesia and the reason most frequently put forward to this is that English is a global international language. English has been described as the first foreign language in Indonesia and it is officially taught to students in the secondary schools. Students learn English as a mean to broaden their knowledge about science, technology, culture and arts.

Based on the School-Based Curriculum (KTSP 2006), there are four main skills of English that should be learnt by the students in order to communicate in English well, they are speaking, listening, reading, and writing. Patten (2001, p. 3) states that there are receptive and productive skills in English. Reading and listening are receptive, while speaking and writing are productive. To develop English skills, students are required to improve the receptive one especially in reading skill, so the other skills (productive) can be achieved.

In studying the four English language skills, reading is important skill to be learnt since it enables learners to comprehend all new information in English printed and written text. According to Hibbard and Wagner (2013, p. 1), reading is a complex behavior including decoding words, developing fluency, and improving comprehension. In addition, Khand (2004, p. 43) state that reading is a receptive language process. It is the process of recognition, interpretation, and perception of written or printed materials. According to Pang, Muaka, Bernhardt, and Kamil (2003, p. 6), reading is about understanding written text. In other words, reading activity is an activity to read a text, where there is an interaction between the reader and the text when people read that text.

Reading has an important role in English. According to Anderson (2003, p. 2), reading is an essential skill for learners of English. For most of learners, it is the most

important skill to master in order to ensure success in learning. With strengthened reading skills, learners of English tend to make greater progress in other areas of language learning. In addition, Abdullah, Sabapathy, Theethappan, and Hassan (2012, p. 233) state that reading is the most integral part in language learning. It enables students of a higher learning to open the window to the outside world as readers with strengthened reading skills will be able to progress and attain greater development in all academic areas. Furthermore, according to Mikulecky and Jeffries (1998, p. 1), reading English is important for some reasons, such as: (1) reading in English helps students learn to think in English; (2) reading in English helps students build their English vocabulary; and (3) reading in English makes students more comfortable with writing in English. That is why, by reading students can increase their knowledge and ability in English and also develop their cultural awareness of English.

In relation to this, however, comprehending a reading text is not an easy activity. Patel and Jain argue that (2008, p. 114) reading is perhaps the most difficult language skill to teach, for each involves so many different elements such as mechanical eye movement, grammar, vocabulary, and intellectual comprehension. Similarly, Cornoldi and Oakhill (1996, p. xi) also state that a typical characteristic of children is often difficulty in understanding a written text. They do not seem to grasp the most important elements, the connection between the different parts, or to be able to search out the pieces of information they are looking for. In reading activities, students not only "read" but also do other activities unconsciously, such as thinking, interacting, speaking, listening, and writing. Difficulties and obstacles faced in the process of teaching and learning reading cannot be considered as the only reason to let the mastery of reading skill cannot be mastered by most of the students.

In Indonesia, reading still becomes a problem for the students. World Bank and IEA (2008) cited in Furqon (2014, p. 3) describes that in East of Asian, Indonesian people had the lowest level in reading English text. Indonesian student of reading skills is lower than other countries. The mean score of Indonesian students' was 397 while the OECD average score was 493 (OECD, 2016). The position rank of Indonesia in PISA reading is 62th out of 70 countries participating reported from Program for International student Assessment (PISA) 2015 (OECD, 2016). The data show that Indonesian's reading skill is still poor. It means that Indonesian students need strategy to improve their reading skill.

In terms of reading, based on the School-Based Curriculum (KTSP 2006) used at MA Patra Mandiri Palembang especially for the eleventh grade students, there are several types of reading text that must be introduced to eleventh grade students of senior high school. They are report, narrative, and analytical exposition texts. Narrative itself always appears in national examination. Oakhil, Cain, and Elbro (2015, p. 92) say that narrative text is usually fiction, i.e. made up. They concern their characters, their actions, their mental states and emotions, their interactions with others in the text and also with the physical world of the narrative. Dole and Donaldson (2014, p. 23) describe that narrative has been proven to be essential to comprehension because the distinctive and identifying characterictic of a narrative is that it has a "chain of events"things that happen in a certain predictable chronological order.

However, there were many problems that students encountered in comprehending the narrative text. Leinhardt, Beck, and Stainton (2009, p. 70) state that students appear to have difficulty identifying the main story of the text and are limited in their ability to connect events into causal chains. It means that most of the students got difficulty to predict and identify the content of narrative text. Furthermore, the students rather watch the visual

story than the full text. Guzzetti (2002, p. 385) describe that some have speculated that the root of the problem lies in students' lack of exposure to text, given that they encounter primarily narrative forms in television shows and picture books.

Problems in narrative reading comprehension also happened to the eleventh grade students' of MA Patra Mandiri Palembang. Based on the informal interview with the teacher of English and eleventh grade students of MA Patra Mandiri Palembang on July 21th, 2016, there were many problems that students faced in learning reading. The problems were: (1) the students' lacked of motivation in reading English text; (2) the students had poor vocabulary, so they were not able to guess the meaning easily; (3) the students could not predict the content of the narrative text; (4) the students got difficulty to identify the character of the narrative text; and (5) some of the students took too much time in comprehending the text. It happened because there is not interesting way to attract their interests in narative reading text. Therefore, the students of MA Patra Mandiri Palembang felt bored in reading narrative text and lazy in comprehending narrative text. Besides, the average score of students comprehension in narrative reading text was lower than report and analytical exposition texts (see Appendix A, B, and C).

To solve the problems, the teacher should be creative in choosing the best strategy or technique in order to improve student's reading ability in reading the text especially in narrative text. There is an appropriate and new strategy in teaching reading, and the strategy is Subtext strategy. Clyde (2003, p. 157) explains that, subtext strategy is to help students make an inference about a text or author in order to better understand the messages in a text that may not be explicitly stated. It shows that this strategy can connect the students ideas to what happen in the text and order they make an inference by understanding the text. According to Whitten (2009, P. 188), this strategy is appropriate for grade level in K-12. It

means that in indonesia it is equal to senior high school. In addition, Whitten argues that this strategy can be applied in fiction texts and some nonfiction readings, such as history or social studies text. Therefore, this strategy can support the students' learning especially in narrative reading comprehension in senior high school. The Subtext strategy are simple and effective approach formulated to enhance the comprehensive abilities of students. By using this strategy, students are able to understand the material and direct their attention to the details. This strategy can help the students easily to comprehend the text and increase their reading comprehension achievement especially in narrative text.

Based on previous related study, A study by Sasra (2013) showed that the use of Subtext strategy successfully improved the students' reading comprehension skills. The second study written by Adela (2014). Also reported that there was a significant effect of using Subtext strategy on reading comprehension of the students' senior high school.

From this explanation, therefore, researcher was interested in conducting a research with the title "**Teaching Narrative Reading by Using Subtext Strategy to the Eleventh Grade Students of MA Patra Mandiri Palembang**".

1.2 Problems of the Study

Based on the background above, the problems of this study are formulated in the question:

1. Is there any significant improvement on the eleventh grade students' narrative reading comprehension who are taught by using Subtext strategy at MA Patra Mandiri Palembang before and after treatment?

2. Is there any significant difference on the eleventh grade students' narrative reading comprehension who are taught by using Subtext strategy and those who are not at MA Patra Mandiri Palembang?

1.3 Objectives of the Study

The objectives of the study are:

1. To find out whether or not there is any significant improvement on the eleventh grade students' narrative reading comprehension who are taught by using Subtext strategy at MA Patra Mandiri Palembang before and after treatment.
2. To find out whether or not there is any significant difference on the eleventh grade students' narrative reading comprehension who are taught by using Subtext strategy and those who are not at MA Patra Mandiri Palembang.

1.4 Significance of the Study

By conducting a research on teaching English reading comprehension by using Subtext Strategy, this study would gave meaningful information to the following:

1. Teachers of English

The result of this study can be used as a consideration to increase the teachers' awareness in developing and applying Subtext strategy in teaching English and it can be useful for teaching narrative reading for teacher.

2. To the students

This strategy can make students build up their reading habit and also solve their difficulties in reading especially in reading comprehension of narrative text. They can

pay more attention in learning reading and undestand the text intrinsically and extrinsically.

3. To other researchers

The result of this study can be a source of material in conducting similar studies and can be reference for other researchers for the future studies.

4. To the writer himself

This research will be useful for the writer in the future as the prospective teacher in preparing teaching process. Moreover, the results from this project will allow a reappraisal of the good strategy of how to teach English reading in the classrooms. This result for the writer will be one of the most important solutions in teaching reading, especially for the eleventh grade students. The result will create awareness for the writer in understanding of a good teaching atmosphere in the classroom. Therefore it will be anticipated that this research will generate a great deal for the writer of how a good strategy effect student’s achievement in reading English.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents: (1) theoritical descriptions; (2) previous related studies; (3) research setting; (4) the hypotheses of the study; and (5) criteria of hypotheses testing.

2.1 Theoritical Descriptions

2.1.1 The Concept of Teaching

Teaching is the process in transferring knowledge and giving good model from the teacher to the students. Harmer (2007, p. 107) defines teaching as "transmissions" of knowledge from teacher to students. According to Brown (2000, p. 7), teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

In addition, Wilson and Peterson (2006, p. 1) state that teaching is intellectual work that teacher have a range of roles, including information deliverer and team coach. According to Stringer, Christensen, and Baldwin (2010, p. 3), common views of teaching see it as a relatively straightforward process, selected content being organized into a lesson plan that sets out the sequence of activities required to accomplish student learning objectives and outcomes. It can be stated that teaching is the process of the students learning knowledge and information of a subject matter.

According to Coe, Aloisi, Higgins, & Major (2014, p. 2), great teaching is defined as that which leads to improve student progress. It means a great teaching as that which leads

to improve student achievement using outcomes that matter to their future success. A teaching is great based on a teacher.

A good teacher must be patient in teaching, guiding and providing the knowledge to the students. A good teacher must also know the level of students' ability so that the teacher is not being arrogant or overbearing to the students and the teacher can give the material by using good methods in teaching and learning process. Because of that, Allah gives some degree to people that share the knowledge with others. It is states in Al- Qur'an Surah Al-Mujaadilah:11 :

يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُواْ مِنكُمْ وَٱلَّذِينَ أُوتُواْ
ٱلْعِلْمَ دَرَجَٰتٍ ۚ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Means:

...And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is acquainted with what you do. (Source: Syekh Saad Al Ghomidi)

The verse describes that people who have a knowledge will raised their degrees by Allah SWT. They will respected and benefited by other people because of their skills to do or manage something that happened in the life. It means that the level of people who have knowledge are higher than people have not knowledge. Relate to the verse above, as a teacher, we have to show the best attitude in transferring our knowledge. The researcher assumes that teaching is how the teacher gives someone knowledge or to train someone to instruct, teaching also gives some information of a subject matter to the students in the classroom.

2.1.2 The Concept of Reading

Reading is really important to be learned because by reading, people gain so many advantages like knowledges, informations, ideas, friends, etc. It is supported by Sethi and Adhikari (2010, p. 72) who state that reading serves the objective of discovering information, of expanding ones knowledge, and understanding of a subject. According to Macceca (2007, p. 4), reading is a dialogue between the reader and the author and during this dialogue, the reader should generate the questions to help anticipate meaning, search for information, respond intellectually and emotionally, and infer ideas from and explain further the content of the text. It is clear information that the reader have to construct the meaning of what they are reading in effort to get ideas, perception in written text. The readers can enlarge their knowledge by reading.

Reading is certainly an important activity for expanding knowledge of a language. Patel and Jain (2008, p. 114) say that reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Based on explanation above, it can be assume that reading is one of the most complex skills in English and reading plays an important role in many aspects of life. It means that reading can give us some information for anything.

2.1.3 The Concept of Reading Comprehension

Reading comprehension is the main purpose of reading activity. All readers intend to have connection to the material that they read. Of course, the process of reading comprehension is also complex and it takes time for a reader to acquire the meaning of a reading material. According to Dorn and Soffos (2005, p. 14), comprehending involves interpreting and syntetizing ideas in ways that influence the reader's mind. The readers need to be able to figure out the author's purpose presenting the material, comprehending some

valuable information stated in the passage in relation to comprehending the overall content of reading materials.

Furthermore, Westwood (2008, p. 31) states that reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. Reading comprehension is reading the text to get the meaning and understanding of the text. Wolley (2011, p. 15) explains that reading comprehension is the process of making meaning from the text. Reading comprehension is reading the text to get the meaning and understanding of the text. From the definition above, it can be assumed that reading comprehension is an interactive process between reader and text to comprehend the writer's message.

2.1.4 The Principle of Reading Comprehension

Brown (2000, pp. 306-308) points out some principle strategies for reading comprehension. The principle strategies are as follow:

1. Identify your purpose in reading text.
2. Apply spelling rules and conventions for bottom-up decoding.
3. Use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning.
4. Guess at meaning (of words, idioms, etc) when you are not certain.
5. Skim the text for the gist and main ideas.
6. Scan the text for specific information (names,dates,keywords).
7. Use silent reading techniques for rapid processing.

2.1.5 The Stages of Reading Comprehension

According to Gear (2006, p.15) there are three stages of teaching reading comprehension.

a. Pre-reading stages

In this stage to help students focus on the text prior to reading. It is considered important in doing this activity based on students' background knowledge. This activity is done before the students read the text. The aim of this activity is to lead students to predict the content of the reading text.

b. During Reading stages

To teach students how to think while they are reading. This is the main activity, because this stages help the students to understand the researchers' purpose in the text, help the students to understand the text structure, and help the students to clarify the content of the text. Moreover, the teacher should help the students in such a way so that they learn to read efficiently and to develop their reading comprehension. It is necessary for lower level students to listen to their teachers' reading or a tape in order to understand the reading text better.

c. Post reading stages

To enchange students' reading and help them respond to the text in a meaningful way. This stages generally used to train the students to do a new ability related to ability in comprehending the texts.

2.1.6 Concept of Teaching Reading Comprehension

According to Brown (2000, p.8), teaching is showing or helping someone to learn how to do something, giving interaction, guiding in the study of something, providing with the knowledge. Thus, the researcher assumes that teaching is impart knowledge or to instruct someone to do something. Teaching is not an easy job, because what the teachers tell must be transfered well to the students, make the student understand about knowledge or how to do something.

In teaching reading comprehension, it is not only the students who must have ability in comprehending the text but also the teachers must have an appropriate strategy to assist their students in learning process. Most of students really enjoy being entertained and amused. There is also a Hadist which mention that:

عَنْ أَنَسِ بْنِ مَالِكٍ عَنِ النَّبِيِّ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ قَالَ يَسِّرُوا وَلاَ تُعَسِّرُوا وَبَسِّرُواوَبَسِّرُواوَلاَتُنَفِّرُوا (اخرجه البخاري في كتاب العلم).

Meaning : "Make it easy and do not you make a difficult. Annouce and do not you make a run" (HR. Abu Abdillah Muhammad bin Ismail al-Bukhori al-Ju'fi)

The hadits above explains that teaching and learning process must be applied in an easy and enjoyable situation in the classroom. Those situations will make the students not feel bored and depressed in the classroom. The students will be interested and enthusiastic in learning process. A good teacher can create a good classroom atmosphere and interesting teaching process. Therefore, a good teacher must have a suitable strategy in teaching reading comprehension.

2.1.7 The Concept of Narrative Text

Narrative is text type that tells about story whether true story (problematic personal experience) or fictional. However, the general purpose of narrative text is to entertain and engage the reader in an imaginative experience but actually there are many other purposes of narrative text. It is supported by Knapp and Watkins (2005, p.220) who adds that narrative has a powerful social role beyond that of being a medium for entertainment, and it is also a powerful medium for changing social opinions and attitudes. Langan (2005, p.191) explains that narrative is storytelling, whether relating a single story or several related ones. Through narration, a statement can be clear by relating in detail with something happened. Eventhough there are many kinds of narrative texts (fairy tales, mystery story, novel, etc.),

most of narrative texts include common structure and text feature. Dole, Donaldson, and Donaldson (2014,p.23) state that narrative has been proven to be essential to comprehension because the distinctive and identifying characterictic of a narrative is that it has a "chain of events" things that happen in a certain predictable chronological order. Chains of event are familiar to everyone within the culture because they are part of life experience.

2.1.8 The Language Features of Narrative Text

According to Zaida (2009, p.82), a narrative mainly used past tense. However, present tense can also be used within dialogues. Zaida states that there are seven laguage features of narrative text.

1. The use of nouns, for example; stepsisters, housework, etc.
2. The use of adjectives to form noun phrases, for example; long black hair, two red apples, etc.
3. The use of time connectives to order the events, for example; then, before, that, soon, etc.
4. The use of adverbs and adverbial phrases, for example; here, in the mountain, happily ever after, etc.
5. The use of action verbs in past tense, for example; stayed, climbed, etc.
6. The se of saying verbs in past tense, for example; said, told, promised, etc.
7. The use of thinking verbs in past tense, for example; thought, understood, felt, etc.

2.1.9 The Generic Structures of Narrative Text

According to Kistono (2007, p.33), the generic structures of narrative text are:

1. Orientation: sets the scene, introduces the participants (characters) of the story.
2. Complication: tells the beginning of the problem which leads to the crisis (climax) of the main participants.

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

In summary, a narrative text is a story that is created in a constructive format that describes a sequence of fictional or non-fictional events. It is a text which contains about story and its plot consists of climax of the story (complication) then followed by the resolution.

The explanations above, generic structure and language feature in learning narrative text should be understood by students in learning reading skill. To make it clear about narrative text, the example of narrative text can be seen as follows.

Ivan the archer and the Princess

Orientation	Ivan was the tsar's valiant and courageous archer. He was always entrusted with the most difficult tasks.
Complication	One day, when Ivan was old, the tsar asked him to journey to the furthest limits of the world. "I commanded you to bring back the beautiful princess Vassilla to be the royal bride" said the tsar. Ivan had to face a thousand perils in this quest, but eventually he succeeded in stealing Vassilla away. But the princess wanted vengeance for her kidnapping and told the tsar "I would never marry you, unless your kidnapper was first put to death on a pot of boiling oil". The ungrateful tsar ordered that Ivan be executed. Even then the brave archer showed no fear, and stepped without hesitation into the steaming pot. But Ivan's extraordinary courage brought about a supernatural reaction. "I proved that I am innocent and invulnerable to the boiling oil", said Ivan. When he was brought out of the pot, not only was he completely unharmed, but he had become young once more and astonishingly handsome. On seeing this miracle, the populace denounced the tyrant and threw him into the pot of oil instead of Ivan, who was acclaimed as tsar in his place.
Resolution	The Princess Vassilla of course, could not refuse her hand in marriage to the new and handsome tsar.

2.1.10 The Concept of Subtext Strategy

Teaching and learning process require the active role of students so that students are engaged intellectually, emotionally, in a process of learning. For one of the tasks that teacher in the learning process and selecting appropriate learning model for students to learn effectively, efficiently and can achieve the learning objectives. One of the ways to engaged students intellectually and emotionally in a process of learning is by using Subtext strategy.

Several theories about Subtext strategy have been stated by a number of experts. Leland, Lewison, and Harste (2014, p. 214) define that Subtext strategy helps students to identify meanings that are not explicitly stated in text. It asks students to think about the various charcters in a story and write down what they say, as well as what they are thinking. In addition, Clyde (2003, p. 150), states that subtext strategy engages in making personal connection, developing increasingly strategic inferencing skills, emphazing with characters, and understanding perpectives different from their own. Subtext strategy enables students to reflect critically on texts and writing by delving deeply into their own thoughts and feelings as they consider the situations of characters.

According to Whitten (2009, P. 188), this strategy is appropriate for grade level in K-12, it is means that in indonesia its equal with senior high school, this strategy can be applied in fiction texts, it could be also be aplied to some nonfiction readings, such as history or social studies text. Because of that this strategy can be aplied in fiction and nonfiction text.

One strategy above can be said as a strategy which allows the students to contribute to other students about some information from what they are reading. The information can be gotten from what they understand and their background of knowledge. Then the students

can get additional information about the reading topic in order to attach the new information of the similar topic being read.

2.1.11 The Advantages of Subtext Strategy

Clyde (2003, p. 158) states that interpretation is the most difficult aspect of reading comprehension, occurs almost naturally and is enchanged by students' thoughful reading of the illustrations and insights into the characters' perspectives. Because of that Clyde states that the benefits of the subtext strategy are;

1. *Making connections*. Generating subtext for characters help readers step outside of their own live into the story, where they seem able to make connections to characters and their world
2. *Developing skills at inferring*. The subtext stratgey offers readers a tangible, full engagement strategy for making infferences about characters and story and for helping readers draw conclusions.
3. *Deep understanding or empathy for character***.** The readers can develop insights into characters' personalities, intentions, and motives, helping them construct a deep understanding of the text and of its characters' varied perpective.

2.1.12 The Application of Subtext Strategy

Leland, Lewison, and Harste (2014, p. 198) proposed that the steps of Subtext strategy are:

1. Students read the story and identify the various characters.
2. Teacher gives a note of each color for each main characters. Designate one color for 'saying' notes and the other color for 'thinking' notes.

For example :

Characters	Saying	Thinking
Mrs. Dove		
Mr. Ant		

3. Students create two notes for each main character. On one note they write what the character ‘saying’ and the other what the characters ‘thinking’.

   For example :

Characters	Saying	Thinking
Mrs. Dove	*“Get on the leaf, Mr. Ant, and I’ll carry you to safety.”*	Mrs. Dove was a kind person, humble, care, responsible and want to help person.
Mr. Ant	*“Thanks for your help”*	Mr. Ant was a nice person.

4. Students use these ‘saying’ and ‘thinking’ notes to identify larger issues.

   For example :

   From the story, we can conclude that as a human we must help each other. Because Allah swt liked a good people and want to help a person who had a difficulty.

In this study, the researcher adopted some steps in doing the treatments because the researcher regards some conditions that might happened in the classroom. There are three

activities in teaching reading narrative text by using *Subtext Strategy*, they are *pre activities, whilst activities, and post activities*

Pre- Teaching Activities (10 minutes)

1. The teacher greets the students and checks the students's attendance list
2. The teacher gives some questions that will relate to the narrative texts and lets the students guess what will be going to learn

Whilst-Activities (75 Minutes)

Exploration:

1. The teacher tells the students the title of the topic that will be going to learn
2. The teacher explains the definition of narrative text

Elaboration:

3. Students read the story and identify the various characters.
4. Students get a note of each color for each main character. Which is Designated by teacher with one color for 'saying' notes and the other color for 'thinking' notes.
5. Students create two notes for each main character. On one note they write what the character 'saying' and the other what the characters' 'thinking'
6. Students use these 'saying' and 'thinking' notes to identify larger issues. Discuss how these larger forces impact the story.
7. The teacher gives the assignments to the students to evaluate their comprehension about the text

Confirmation:

8. The teacher and the students discuss the correct answer
9. The teacher gives the positive feedback to the students who have the correct answers and gives more motivation to the students who have the wrong answer.

Post-Activities (5 minutes)

1. The teacher lets the students to conclude the material
2. The teacher closes the class

Based on the steps of *Subtext Strategy* above, it was expected that the students got a good achievement in learning reading narrative text. A good achievement in comprehending the passage have been shown by getting high scores or good results. It means that the students can use *Subtext Strategy* to improve their reading narrative text.

2.2 Previous Related Studies

In doing the research, there are three previous studies. The first thesis entitled "Teaching Narrative Reading by Using Character Quotes Strategy to the Eleventh Grade Students of MAN 1 Palembang.". It was written by Bersa in 2016 . The aim of this research is to know whether there is a significant difference on the eleventh grade students' reading comprehension scores of MAN 1 Palembang between the students who are taught by using Character Quotes Strategy and those who are not. Based on the Bersa's research, there is a significant differences by using Character Qoutes strategy on reading comprehension of narrative text of the eleventh grade students at MAN 1 Palembang. There are similarities and differences between this investigation and the researcher. The similarities of the previous study and the written present study are that both focused on reading

comprehension and narrative. Then, the differences of both are on the strategy and sampling. The previous study used Character Quotes strategy and purposive sampling. The researcher used Subtext strategy and convenience sampling.

The second previous related study was written by Adela 2014 entitled "*teaching reading by combining subtext and visual imagery strategies toward students' comprehension at senior high school*". The purpose of this study is to find out whether or not combining subtext and visual imagery strategies effective in reading comprehension. The result of the study is this strategy has positive effect to the students' in learning reading. The similarities between this study and previous study are strategy are, 1) Adela used the same strategy, Subtext Strategy, 2) Adela also used the same skill to be improved, reading skill, 3) the same level of school, senior high school. Then the differences between the present study and previous study is the previous study used Subtext Strategy combining Visual Imagery strategies, while this study only used Subtext Strategy.

Third, the research written by Sasra in 2012 entitled "*teaching reading narrative text by applying subtext strategy at senior high school.*". This study revealed that there was significant effect of the students' reading comprehension that was not taught and that was taught by using Subtext strategy in narrative text. The result of data analysis showed that Subtext strategy have a positive effect to the students' reading comprehension in narrative text. There are similarities and differences this study and previous study, the similarities are, 1) Sasra use the same strategy, Subtext Strategy, 2) Sasra also used the same skill to be improved, reading skill 3) the same level of school, senior high school. The differences are: 1) the place of research conducted, 2) the population and the sample of research conducted.

2.3 Research Setting

In this study, the data were collected at MA Patra Mandiri Plaju Palembang. MA Patra Mandiri Plaju Palembang is located on D.I Panjaitan street, Plaju. This school is the one of Islamic school in Plaju. The headmaster of this school is Mr. Abdul Kadir. MA Patra Mandiri Plaju Palembang has thirty four teachers and eight administration staff. MA Patra Mandiri Plaju Palembang educates 516 students that devided into their class and grades. five classes for tenth grade that consist of 62 male students and 117 female students, five classes for eleventh grade that consist of 70 male students and 110 female students, and five classes for twelfth grade that consist of 67 male students and 90 students.

MA Patra Mandiri Palembang has many facilities. They are used to support teaching, learning and other school activities such as meetings room for teachers and others are sufficient. Furthermore, other facilities in the classroom as blackboards, desks, chairs, and others are good. MA Patra Mandiri Palembang also has sports facilities, laboratories, and etc.

2.4 Hypotheses of the Study

The hypotheses of this study are proposed in the forms of the Null hypothesis (Ho) and Alternative hypothesis (Ha). The hypotheses are as follows:

1. $(Ho)_1$: There is no significant improvement before and after the treatments on students' narrative reading comprehension achievement taught by using *Subtext strategy* at the eleventh grade of MA Patra Mandiri Palembang.

   $(Ha)_1$: There is a significant improvement before and after the treatments on students' narrative reading comprehension achievement taught by using *Subtext strategy* at the eleventh grade of MA Patra Mandiri Palembang.

2. $(Ho)_2$: There is no significant difference between students' narrative reading comprehension achievement taught by using *Subtext strategy* and those who are not at the eleventh grade of MA Patra Mandiri Palembang.

   $(Ha)_2$: There is a significant difference between students' narrative reading comprehension achievement taught by using *Subtext strategy* and those who are not at the eleventh grade of MA Patra Mandiri Palembang.

2.5 Criteria of Testing the Hypotheses

To prove the research problems, testing research hypotheses is formulated as follows:

1. - If the p-output (Sig.2-tailed) is lower than 0.05 level and t-obtained is higher than t-table 2,0452 (with df = 29), the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected.
   - If the p-output (Sig.2-tailed) is higher than 0.05 and t-obtained is lower than t-table 2,0452 (with df = 29), the alternative hypothesis (Ha) is rejected, and the null hypothesis (Ho) is accepted.
2. - If the p-output (Sig.2-tailed) is lower than 0.05 level and t-obtained is higher than t-table 2, 0017 (with df = 58), the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected.
   - If the p-output (Sig.2-tailed) is higher than 0.05 level and t-obtained is lower than t-table 2, 0017 (with df = 58), the alternative hypothesis (Ha) is rejected, and the null hypothesis (Ho) is accepted.

CHAPTER III

METHODS AND PROCEDURES

This chapter discusses: (1) method of research; (2) variable of the study; (3) operational definitions; (4) population and sample; (5) technique for collecting data; (6) research instrument analysis; (7) research teaching schedule; and (8) analyzing data.

3.1 Research Design

According to Gay and Diehl (1996, p. 6), research is the formal, systematic application of the scientific method to the study of problems. The method of this research is a quasi experimental design with the non-equivalent group design. It involved two classes an experimental class and a control class. In experimental class, the class will teach by using Subtext Strategy. The non equivalent control group design is suggested by Cohen, Manion, and Morrison (2007, p. 283) shows below:

O_1	X	O_2	Eksperimental Group

O_3		O_4	Control Group

O_1 : Pretest of experimental group
O_3 : Pretest of control group

X : Treatments (Subtext Strategy)

O_2 : Posttest of experimental group

O_4 : Posttest of control group
---- : Dashed line (Non random)

3.2 Research Variables

According to Creswell (2012, p. 112), a variable is a characteristic or attribute of an individual or an organization that (a) researcher can measure or observe and (b) varies among individuals or organization studied. Based on the explanation, the independent variable is variable that affects or is the cause of the change or the onset of the dependent variable. While dependent variable is the variable that is affected or which become due because of the independent variable. There are two variables in this study; those are independent variable and dependent variable. In this research, the dependent variable is students' narrative reading comprehension. The independent variable of this study is Subtext strategy.

3.3 Operational Definitions

The title of this research is 'Teaching narrative reading by using Subtext Strategy to the eleventh grade students of MA Patra Mandiri Palembang". To avoid misunderstanding of the terms between the researcher and the readers of this study. The following terms are defined as follows:

1. Teaching is a process helping someone to know something or to do something.
2. Narrative Reading is a reading activity of narrative text that tells and describes the story. The students read and comprehend the text related to narrative text and the students knew about all of parts the text like orientation, complication, and resolution. In this study, student narrative reading was measured by reading comprehension test.

3. Subtext Strategy is a strategy that can be used by the students in order to ease them to comprehend the reading material. It makes the students become critical readers and deepen their understanding.

3.4 Population and Sample

3.4.1 Population

Gay and Diehl (1996, p. 127) state that the term population is the group which a researcher would like the result of the study to be generalizable. The population of this study was all students in the eleventh grade of MA Patra Mandiri Plaju Palembang. There were 180 students divided into five classes. The total of population in this study is shown in the table below.

Table 1. The population of the study

Class	Number of students		Total
	Male	Female	
XI IPA 1	7	35	41
XI IPA 2	16	26	42
XI IPS 1	14	23	37
XI IPS 2	17	13	30
XI IPS 3	16	14	30
	Total		180

*(*Source: Administration of MA Patra Mandiri Plaju Palembang in Academic Year 2016/2017)

3.4.2 Sample

Fraenkel, Wallen, and Hyun (2012, p.122) state that sample is one of the most important steps in the study process is the selection of the sample of individuals who will participate (be observed or questioned) which refers to the process of selecting these individuals. In an ideal situation, the researcher can select a sample of individuals who are representative of the entire population. Then, Creswell (2012, p. 146) states that sample is a

subgroup of the target population that the researcher plans to study for generalizing about the target population. In this study, the writer will use convenience sampling. Fraenkel, et. al. (2012, p.99) state that a convenience sample is a group of individual who (conveniently) are available for study. The samples are XI IPS 2 and XI IPS 3. The writer selected class XI IPS 2 and XI IPS 3 as sample, because when the writer was conducting an observation there, the teacher of English said those classes are averagely the same level and they are available to be studied. The total number of samples were sixty students, thirty students from each class. The distribution of the sample is shown in following table :

Table 2
The Sample of The Study

No	Group class	Number of students		Total
		Male	Female	
1	XI IPS 2 (Control Class)	17	13	30
2	XI IPS 3 ((Experiment Class)	16	14	30
	Total			**60**

*(*Source: Administration of MA Patra Mandiri Plaju Palembang in Academic Year 2016/2017)

3.5 Data Collection

To collect the data, researcher used test (Pre-test and Post-Test) in a form multiple choice test as an instrument. According to Arikunto (2010, p. 223), test is a series of questions or exercises used to find out the students skill, knowledge, intelligence, and attitude of an individual or group. Test had been given in first meeting and the last meeting as pre-test and post-test. The total of the questions was 60 questions and each of questions has five options. All of questions were about reading narrative text.

Before the test was given to the sample, the test had been tried out to the one class of eleventh grade students of MA Al-Fatah Palembang. The class was XI IPS because it had similar characteristics to the sample, such as; 1) the acreditation was A; 2) the class was from social class; 3) the class was recommended by the teacher of English. After doing the try out test, the validity and realibility of test items were analyazed before being given to the sample. After the test was valid and also consistent as realible test, the final test will be produced. The final test was used for *pretest* and *posttest*. The test is explained as follows:

1. Pretest

Pretest was be given before the treatment. The purpose of giving pretest to the students was to know the students English reading comprehension scores before implementing Subtext Strategy. After the researcher got the students' score in pretest, the researcher could know who would be the control and experimental group.

2. Posttest

Posttest was given after the treatment. The purpose of giving posttest to the students was to know the students English reading comprehension scores after implementing Subtext Strategy.

3. Scoring

Scoring is a result, usually expressed numerically, of a test or examination. According to Thissen & Wainer (2001, p. 1) a test score is a summary of evidence contained in an examinee's responses to the items of a test that are related to the construct or constructs being measured.

$$GRADE = the\ correct\ answers \times 2{,}5$$

The highest score followed the total test items obtained after testing validity and realibility. The total score that the students got if they answer all questions correctly is 100 points. Then, the score categorized as presented in Table 3.

Table 3
Categories of Range Score

The Range of Score	Qualitative Score
86-100	Excellent
76-85	Very Good
56-75	Fair
<55	Poor

(Source: Based on Curriculum Score Range of MA Patra Mandiri Palembang)

3.6. Research Instrument Analysis

3.6.1 Validity Test

According to Gay and Diehl (1996, p. 156), validity is the degree to which a test measures what it is supposed to measure. In order to ensure each items of reading test is valid, the writer will use three kinds of validity, they are:

3.6.1.1 Construct Validity

Fraenkel, Wallen, and Hyun (2012, p. 148) state that the construct validity refers to the nature of psychological construct or characteristic being measured. The validators checked all instruments of this research whether they were all valid. In this part, the construct validity of the research instruments involved two types. They were question items for pretest and posttest activities, and lesson plans for experimental group.

The researcher asked the lecturers of UIN Raden Fatah Palembang as validators. There are some charateristics for expert judgements or validators, such as: (1) English educational background, (2) English lecturer, and (3) minimum score TOEFL 500. There

were three validators to validate the research instruments and lesson plan. They measured including such things as the clarity of printing, size of type, adequacy of work space (if needed), appropriateness of language, clarity of directions, and so on regardless of the adequacy of the question in an instrument that must be measured by giving test or tryout to students later on. From the three validators, the results of instrument test and lesson plan form were B. It means that the instrument test and lesson plan can be used with slight revision. Based on the result, the resercher could conclude that the test instrument and lesson plan were appropriate to be used for research treatments (see Appendix I).

3.6.1.2 Validity of Each Question Item

Validity of Each Question Item test used to indicate whether the test items of each questions are valid or not. To find out the validity of the test question items, the researcher analyzed the items of the tests by doing try - out. The try - out of the test was carried out on Tuesday, 17th of January 2017 at 10.15-11.30 a.m. The instruments of the test was tested to 34 students (XI IPS) of eleventh grade students at MA Al-Fatah Palembang. The result of the test was analyzed by using SPSS Statistics Program Version 22 with the correct answer was labeled 1 and the wrong answer was labeled 0. According to Basrowi and Soenyono (2007, p.24), if the result of the test shows that r_{output} is higher than r_{tabel} (0,339), it means that the item is valid.

In this case, there were 60 multiple choice items which was given to the students. The result analysis of validity in each question items by using SPSS 16. It was found that there were only 42 question items from 60 test items provided by the researcher which could be used as the instrument since the scores of significance were higher than 0,339. There were 18 question items were invalid since the scores of significance were lower than 0,339. The result analysis of validity in each question items can be seen in Appendix L.

3.6.1.3 Content validity

A content validity was very important, since it is an accurate measure of what it is supposed to measure. According to Sugiyono (2012, p. 353), to test the validity of the content can be done by comparing the contents of the instrument with the subject matter that has been taught. In addition Hughes (1989, p. 22) says that a test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc. which it is meant to be concerned. The researcher analyzed content validity to know if the contents of the test items given were appropriate, the researcher checked the test materials to the curriculum. In order to judge the test has or has not the content validity, a specification of the skills or structures should be made based on the curriculum and syllabus. The instrument of the test was taken from Senior High School books and Internet. There were 40 questions with narrative texts used in this study. The test specification was described in Table 4 (see Appendix N).

Table 4
Test Specification of the Test Item

Basic Competencies	Test Material	Indicators	Number of Items	Total	Type of Test	Answer Key
11.2 Respond the meaning and the rhetorical steps in essays accurately, fluently and accept in the context of daily life and to access knowledge in the form of narrative, spoof, and hortatory	Narrative Text	The students are able; - To find reference word - To identify the character - To identify a conflict	 4, 5, 6, 7, 11, 12, 14, 15, 19, 22, 23, 29, 30, 34 2, 3, 10, 18, 32, 37, 39 28	40	Multiple Choice	 b, d, e, a, c, e, a, c, d, b, a, a, d, d d, a, b, b, d, e, c e

exposition.		- To identify an event	26, 27, 33, 38			a, b, b, a
		- To identify the topic	9, 13, 16, 20, 24, 36			b, a, b, c, e, b
		- To identify the rhetorical step	8, 25, 35, 40			b, e, a, d
		- To find a communicative purpose	1, 17, 21, 31			a, d, b, a

3.6.2 Reliability

Realibility is another measurement to measure whether the test is good enough or not to be tested to the students. A test were perfectly realible, the coefficient would be 0.70. To know the test used is realible or not, 40 questions of valid questions was calculated by SPSS 16 programme (Statistical Package for The Social Sciences) using *split-half method with spearman-brown formula* in internal consistency realibility, because this method is suitable for multiple choice items. Split-half procedures involves scoring two halves (usually odd items versus even item) of a test separately for each person and then calculating a correlation coefficient for the two sets of scores by using spearman-brown formula. Spearman-brown formula was used to obtain a correlation coefficient by comparing one half of the test items to the other half. Therefore, it could be stated that this instrument was considered reliable for this study, because the p-output of *Guttman Split-half Coefficient* is 0.775, it can be seen in the Appendix O.

3.6.3 Readability Test

According to Duffy & Lightner (2014, p. 561) readability formula is a simple method to predict the reading grade level required to comprehend the written materials and documents. Readability test was done to know the level of reading texts are appropriate for students' class level in comprehending the reading texts. The Flesch Kincaid Reading Ease and the Flesch Kincaid Grade Level were used to check the readability and the level of the texts taken for pre-test and post-test. The Flesch Kincaid Grade Level is based on USA education system which applied English language as the first language. Readability test was done to put the reading texts in an appropriate class meeting based on the difficulty level for each reading text during research treatment, and it also done to manage for each reading text in research instrument. It starts from very easy one text to the harder one in order the students do not feel shocked with the text. Readability test is measured by using online readability test that can be accesed from ***http://www.readabilityformulas.com***

According to Fielding (2006,p.205), there are some categories of flesch reading ease score and flesch reading grade level. For more detail the category can be seen on the following table 5.

Table 5
Reading Ease Score and Flesch Reading Grade Level

Reading ease score	Interpretation	Grade
90-100	Very easy	5th grade students of elementary school
80-90	Easy	6th grade of elementary school
70-80	Fairly easy	7th grade of junior high school
60-70	Standard	8th-9th grade of junior high school
50-60	Fairly difficult	10th-11th grade of senior high school

30-50	Difficult	Post school / college
0-30	Very difficult	University graduate

There were two readability tests in this study, they were readability test for research instrument and readability for research treatment text.explanation as follows:

3.6.3.1 Readability Test for Research Instrument

There are some result got after checking readability test for research instrument texts in flesh kincaid reading ease score, the word statistics of the texts can be seen on the following table 6.

Table 6

Result for Readability Test for Research Instruments

No.	Text Title	Text Statistics			Flesh Reading Ease	Text Category
		Character Per Word	Syllable Per Word	Words Per Sentence		
1.	The White Butterfly	4.3	1.4	18.4	70.0	Standard
2.	Blind Listening	4.4	1.6	19	70.0	Standard
3.	The Legend of Pambranan Temple	4.7	1.5	11.3	66.5	Standard
4.	The legend of Karimun Java Island	4.3	1.5	10.9	66.1	Standard
5.	Cinderella	4.4	1.0	26.0	62.7	Standard
6.	Gatot Kaca	4.5	2.0	13.0	60.6	Standard
7	Aladdin	4.5	1.0	32.0	60.3	Standard

3.6.3.2 Readability Test for Research Treatment

There are some result got after checking readability test for research treatment texts in flesh kincaid reading score, the word statistics of the text can be seen on the following table 7.

Table 7
Result for Readability test for Reseacher Treatment Texts

No.	Text Title	Text Statistics			Ease Score	Text Category
		Character Per Word	Syllable Per Word	Words Per Sentence		
1.	Two Brothers	4.5	1.5	14.1	69.5	Standard
2.	Banyuwangi	4.1	1.0	27.0	67	Standard
3.	A Miraculous Tree	4.6	1.0	14.0	66.5	Standard
4.	Golden Eggs	4.0	1.0	32.0	64.2	Standard
5.	The tale of the stone flower	4.3	1.5	13.5	63.9	Standard
6.	The Old Woman and the Physician	4.7	2.0	8.0	63.5	Standard
7.	Sacrifice of Raden Kusuma Story	4.4	1.4	21.2	63.2	Standard
8.	The Legend of Lake Batur	4.5	1.0	19.0	62.9	Standard
9.	The Legend of Calonarang	4.6	1.0	19.0	61.6	Standard
10.	Teberu Lombok	4.6	1.5	15.5	60.3	Standard
11.	Nyi Roro Kidul	4.5	1.0	21.0	60.3	Standard
12.	Ivan the Acher and the Princess	4.5	1.6	13.4	60	Standard

3.7 Research Treatments

Treatments are designed at least for twelve meetings excluding pretest and posttest activities. This study will be conducted to the eleventh grade students of MA Patra Mandiri Palembang and the treatments are only given to the experimental group. The reading materials are taught based on teaching learning objectives that refer to the English syllabus of Senior High school. The learning materials are taken from English Book for SMA/MA Class XI and Internet script. Before the treatments were given to the experimental group, the researcher tested the readability of the texts firstly.

3.7.1 Research Teaching Schedule

The researcher does the treatments to the experimental group students suitable with the teacher of English schedule for the eleventh grade students in academic year 2016-2017. The study will be conducted in 12 meetings. There are two meetings for a pretest and posttest. So the total meetings is 14 meetings. Each meetings takes 90 minutes (2 x 45).

Table 8
Research Teaching Schedule

No	Teaching Schedule	Teaching Material	Research Meeting	Time Allocation
1.	Friday, 27th of January 2017	Pretest	1st	07.45 - 09.15 (2x45')
2.	Monday, 30th of January 2017	Two Brothers	2nd	10.15 - 11.45 (2x45')
3.	Friday, 3th of February 2017	Banyuwangi	3rd	07.45 - 09.15 (2x45')
4.	Saturday, 4th of February 2017	A Miraculous Tree	4th	10.15 - 11.45 (2x45')
5.	Monday, 6th of February 2017	Golden Eggs	5th	10.15 - 11.45 (2x45')
6.	Friday, 10th of February 2017	The tale of the stone flower	6th	07.45 - 09.15 (2x45')
7.	Saturday, 11th of February 2017	The Old Woman and the Physician	7th	10.15 - 11.45 (2x45')
8.	Monday, 13th of February 2017	Sacrifice of Raden Kusuma Story	8th	10.15 - 11.45 (2x45')
9.	Friday, 17th of February 2017	The Legend of Lake Batur	9th	07.45 - 09.15 (2x45')
10.	Saturday, 18th of February 2017	The Legend of Calonarang	10th	10.15 - 11.45 (2x45')
11.	Monday, 20th of February 2017	Teberu Lombok	11th	10.15 - 11.45 (2x45')
12.	Friday, 24th of Februari 2017	Ivan the Acher and the Princess	12th	07.45 - 09.15 (2x45')
13	Saturday, 25th of Februari 2017	Nyi Roro Kidul	13th	10.15 - 11.45 (2x45')
14	Monday, 27st of February 2017	Posttest	14th	10.15 - 11.45 (2x45')

3.8 Data Analyses

In analyzing the data, data obtained from quasi experimental design were calculated by means of SPSS 16 software (Statistical Package for the Social Sciences). Moreover, the researcher used and describe some techniques, as follows :

3.8.1 Data Descriptions

Before analyzing the data, distribution of the data was used to see distribution of frequency data and descriptive statistic.

3.8.1.1 Distribution of Frequency Data

In this part, the score of the students were described by presenting a number of the students who got a certain score and it's percentage. The distributions of frequency data were obtained from students' pretest score in control group, students' posttest score in control group, the students' pretest score in experimental group, and students' posttest score in experimental group. Then, the distribution of frequency data was displayed in a table analysis.

3.8.1.2 Descriptive Statistics

In descriptive statistics, number of sample, the lowest score, the highest score, mean, standard deviation, and standard error of mean were obtained. Descriptive statistics were obtained from students' pretest and posttest scores in control and experimental group.

3.8.2 Prerequisite Analysis

A prerequisite analysis was done before testing hypothesis. It estimates whether or not the obtained data from students' pretest and posttest score in experimental and control group were distributed normal and homogen. Flynn (2003, p. 15) explains that the use of parametric statistics requires that the sample data, be normally distributed, have

homogeneity of variants and be continuous. The first choice for a researcher is used parametric statistics. Therefore, it means that if the researcher wants to know the statistics that used in analyzing the data, the researcher firstly has to test the normality and homogeneity. The following is the procedures in prerequisite analysis.

3.8.2.1 Normality Test

Normality test is used to determine whether the sample data has been drawn from normally distributed population or not. The data was obtained from students' pretest and posttest in experimental and control group. Moreover, Flynn (2003, p. 17) also states that the data that have normal distribution if the score of significancy is higher than 0.05. However, the data can be categorized normal if the data is higher than 0.05.

In measuring normality test, the researcher used One Sample Kolmogorov-Smirnov test in SPSS 16 (Statistical Package for the Social and Science) software application.

3.8.2.2 Homogeneity Test

Homogeneity test is used to measure the scores obtained whether it is homogen or not. According to Flynn, (2003, p.17), the data can be categorized homogen whenever it is higher than 0.05. In measuring homogeneity test, the researcher used Levene Statistics in SPSS 16 software application.

3.8.3 Hypothesis testing

In measuring significant improvement and significant difference on students' narrative reading comprehension by using Subtext Strategy, as follows:

a. In measuring significant improvement, paired sample t-test is used for testing the students' pre-test to post-test scores in narrative reading comprehension by using Subtext

Strategy in experimental groups. Significant improvement is found whenever the p-output is lower than 0,05 and t-obtained is higher than t-table 2,0452 (with df = 29).

b. In measuring significant difference, independent sample t-test is used for testing the students' post-test scores in narrative reading in control and experimental groups. Significant difference is found whenever the p-output is lower than 0,05 and t-obtained is higher than t-table 2.0017 (with df = 58)

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents and explains: (1) findings and (2) interpretations of the research study.

4.1 Findings

The findings of the research were to show about: (1.1) data descriptions; (1.2) prerequisite analysis; and (1.3) result of hypothesis testing.

4.1.1 Data Descriptions

In the data descriptions, distribution of frequency data and descriptive statistics were analyzed.

4.1.1.1 Distribution of Frequency Data

In distribution of frequency data, score, frequency, and percentage were analyzed. The scores were obtained from; (1) pretest scores in control group; (2) posttest scores in control group; (3) pretest scores in experimental group; and (4) posttest scores in experimental group (see Appendix R).

1. Students' Pretest Scores in Control Group

In distribution of data frequency, it was found the interval score, frequency and percentage. The result of the pretest scores in control group is described in table 9 below

Table 9
Distribution of Data Frequency on Students' Pretest Scores in Control Group

Scores	Frequency	Percentage (%)
32.50	2	6.7
40.00	3	10
42.50	2	6.7
45.00	2	6.7
47.50	4	13.3

50.00	3	10
52.50	1	3.3
55.00	3	10
57.50	3	10
60.00	4	13.3
62.50	1	3.3
65.00	1	3.3
70.00	1	3.3
Total	**30**	**100**

Based on the result analysis of students' pretest scores in control group, it shows that two students got 32.5 (6.7%), three students got 40 (10%), two students got 42.5 (6.7%), two students got 45 (6.7%), four students got 47.5 (13.3%), three students got 50 (10%), one student got 52.5 (3.3%), three students got 55 (10%), three students got 57.5 (10%), four student got 60 (13.3%), one student got 62.5 (3.3%), one student got 65 (3.3%), and one student got 70 (3.3%).

Furthermore, there were 4 categories of students' reading comprehension score. It can be seen in table 10.

Table 10
The Classification of Reading Comprehension Categories from Students' Pretest Score in Control Group

The Range of Score	Number of Students	Percentage	Reading Comprehension Categories
86-100	-	-	Excellent
76-85	-	-	Good
56-75	10	33.3%	Fair
<55	20	66,7%	Poor
Total	**30**	**100%**	

Based on the table above, it shows that the total number of sample was 30 students. There were ten students (33.3%) in fair category, and twenty students (66.7%) in poor category, it can be concluded that the students dominant in poor category.

2. Students' Posttest Scores in Control Group

In distribution of data frequency, the result of the posttest scores in control group is described in Table 11.

Table 11
Distribution of Data Frequency on Students' Posttest Scores in Control Group

Scores	Frequency	Percentage (%)
40.00	1	3.3
47.50	1	3.3
50.00	1	3.3
52.50	1	3.3
55.00	5	16.7
57.50	1	3.3
60.00	5	16.7
62.50	2	6.7
65.00	6	20
67.50	2	6.7
70.00	3	10
72.50	1	3.3
75.00	1	3.3
Total	**30**	**100**

Based on the result analysis of students' pretest scores in control group, it shows that one student got 40 (3.3%), one student got 47.5 (3.3%), one student got 50 (3.3%), one student got 52.5 (3.3%), five students got 55 (16.7%), one student got 57.5 (3.3%), five students got 60 (16.7%), two students got 62.5 (6.7%), six students got 6.5 (20%), two students got 67.5 (6.7%), three students got 70 (10%), one student got 72.5 (3.3%), and one student got 75 (3.3%).

Furthermore, there were 4 categories of students' reading comprehension score. It can be seen in table 12.

Table 12
The Classification of Reading Comprehension Categories from Students' Posttest Score in Control Group

The Range of Score	Number of Students	Percentage	Reading Comprehension Categories
86-100	-	-	Excellent
76-85	-	-	Good
56-75	21	70%	Fair
<55	9	30%	Poor
Total	**30**	**100%**	

Based on the table above, it shows that the total number of sample was 30 students. There were nine students (30%) in fair category, and twenty one students (70%) in poor category, it can be concluded that the students dominant in fair category.

3. Students' Pretest Scores in Experimental

In distribution of data frequency, the result of the pretest scores in experimental group is described in Table 13

Table 13
Distribution of Data Frequency on Students' Pretest Scores in Experimental Group

Scores	Frequency	Percentage (%)
32.50	1	3.3
35.00	5	16.7
37.50	3	10.0
42.50	1	3.3
45.00	2	6.7
47.50	2	6.7
50.00	5	16.7
52.50	1	3.3
55.00	4	13.3
57.50	1	3.3
60.00	2	6.7
62.50	1	3.3
65.00	1	3.3
67.50	1	3.3
Total	**30**	**100**

Based on the result analysis of students' pretest scores in control group, it shows that one student got 32.5 (3.3%), five students got 35 (16.7%), three students got 37.5 (10%), one student got 42.5 (3.3%), two students got 45 (6.7%), two students got 47.5 (6.7%), five students got 50 (16.7%), one student got 52.5 (3.3%), four students got 55 (13.3%), one student got 57.5 (3.3%), two students got 60 (6.7%), one student got 62.5 (3.3%), one student got 65 (3.3%), and one student got 67.5 (3.3%).

Furthermore, there were 4 categories of students' reading comprehension score. It can be seen in table 14.

Table 14
The Classification of Reading Comprehension Categories from Students' Pretest Score in Experimental Group

The Range of Score	Number of Students	Percentage	Reading Comprehension Categories
86-100	-	-	Excellent
76-85	-	-	Good
56-75	6	20%	Fair
<55	24	80%	Poor
Total	**30**	**100%**	

Based on the table above, it shows that the total number of sample was 30 students. There were six students (20%) in fair category, and twenty four students (80%) in poor category, it can be concluded that the students dominant in poor category.

4. Students' Posttest Scores in Experimental Group

In distribution of data frequency, the result of the posttest scores in Experimental group is described in Table 15.

Table 15
Distribution of Data Frequency on Students' Posttest Scores in Experimental Group

Scores	Frequency	Percentage (%)
50.00	1	3.3
52.50	1	3.3
60.00	4	13.3
62.50	3	10
65.00	5	16.7
67.50	1	3.3
70.00	4	13.3
72.50	2	6.7
75.00	5	16.7
77.50	1	3.3
80.00	3	10
Total	**30**	**100**

From the analyses above, it was found that there were one student got 50 (3.3%), one student got 52.5 (3.3%), four students got 60 (13.3%), three students got 62.5 (10%), five students got 65 (16.7%), one student got 67.5 (3.3%), four students got 70 (13.3%), two students got 72.5 (6.7%), five students got 75 (16.7%), one student got 77.5 (3.3%), and three students got 80 (10%).

Furthermore, there were 4 categories of students' reading comprehension score. It can be seen in table 16.

Table 16
The Classification of Reading Comprehension Categories from Students' Posttest Score in Experimental Group

The Range of Score	Number of Students	Percentage	Reading Comprehension Categories
86-100	-	-	Excellent
76-85	4	13,3%	Good
56-75	24	80%	Fair
<55	2	6,7%	Poor
Total	**30**	**100%**	

Based on the table above, it shows that the total number of sample was 30 students. There were four students (13,3%) in good category, twenty four students (80%) in fair

category, and two students (6,7%) in poor category, , it can be concluded that the students dominant in fair category.

4.1.1.2 Descriptive Statistics

In the descriptive statistics, the total of sample (N), minimum and maximum scores, mean score, standard deviation were analyzed. The scores were obtained from; (1) pretest scores in control group; (2) posttest scores in control group; (3) pretest scores in experimental group; and (4) posttest scores in experimental group (see Appendix S).

1. Students' Pretest Scores in Control Group

The result analysis of descriptive statistics of students' pretest in control group was described in Table 17.

Table 17
Descriptive Statistics of Students' Pretest Scores in Control Group

	N	Min	Max	Mean	Std. Deviation
Pretest Scores	30	32.50	70.00	50.9167	9.29598

In descriptive statistics of students' pretest scores in control group, it showed that the total number of sample was 30 students. The minimum score was 32.50, the maximum score was 70.00, the mean score was 50.9167, and the score of standard deviation was 9.29598.

2. Students' Posttest Scores in Control Group

The result analysis of descriptive statistics of students' posttest in control group was described in Table 18.

Table 18
Descriptive Statistics of Students' Posttest Scores in control Group

Posttest Scores	N	Min	Max	Mean	Std. Deviation
	30	40.00	75.00	61.0000	7.81246

In descriptive statistics of students' posttest scores in control group, it showed that the total number of sample was 30 students. The minimum score was 40.00, the maximum score was 75.00, the mean score was 61.0000, and the score of standard deviation was 7.81246.

3. Students' Pretest Scores in Experimental Group

The result analysis of descriptive statistics in experimental group was described in Table 19.

Table 19
Descriptive Statistics of Students' Pretest Scores in Experimental Group

Pretest Scores	N	Min	Max	Mean	Std. Deviation
	30	32.50	67.50	48.0833	10.10043

In descriptive statistics of students' pretest scores in Experimental group, it showed that the total number of sample was 30 students. The minimum score was 32.50, the maximum score was 67.50, the mean score was 48.0833, and the score of standard deviation was 10.10043.

4. Students' Posttest Scores in Experimental Group

The result analysis of descriptive statistics in experimental group was described in Table 20.

Table 20
Descriptive Statistics of Students' Posttest Scores in Experimental Group

Posttest Score	N	Min	Max	Mean	Std. Deviation
	30	50.00	80.00	68.0000	7.83449

In descriptive statistics of students' posttest scores in Experimental group, it showed that the total number of sample was 30 students. The minimum score was 50.00, the maximum score was 80.00, the mean score was 68.0000, and the score of standard deviation was 7.83449.

4.1.2 Prerequisite Analysis

In the prerequisite analysis, normality test and homogeneity test were analyzed.

4.1.2.1 Normality Test

In measuring normality test, *1 Sample Kolmogorov-Smirnov* is used. The normality test was used to measure students' pretest and posttest in control and experimental group (see Appendix T).

1. Students' Pretest Scores in Control and Experimental Groups

The computations of normality used SPSS 16. The result of analysis was figured out in Table 21.

Table 21
Normality Test of Students' Pretest Scores in Control and Experimental Groups Using 1-Sample Kolmogorov-Smirnov

No	Students' Pretest	N	Kolmogorov Smirnov Z	Sig. (2-tailed)	Result
1	Control Group	30	0.565	0.907	Normal
2	Experimental Group	30	0.836	0.487	

From the table analysis above, it was found the p-output from students' pretest scores in control grou

2. Students' Posttest Scores in Control and Experimental Groups

The computations of normality used SPSS 16. The result of analysis was figured out in Table 22.

Table 22
Normality Test of Students' Posttest Scores inControl and Experimental Groups Using 1-Sample Kolmogorov-Smirnov

No	Students' Posttest	N	Kolmogorov Smirnov Z	Sig. (2-tailed)	Result
1	Control Group	30	0.707	0.700	Normal
2	Experimental Group	30	0,634	0.816	

From the table analysis above, it was found the p-output from students' posttest scores in control group was 0.700 and experimental group was 0.816. From the score, it could be stated that the students' posttest scores in control and experimental groups were considered normal since they were higher than 0.05.

4.1.2.2 Homogeneity

In measuring homogeneity test, *Levene statistics* was used. *Levene statistics* is a formula that used to analyze the homogeneity data, it was found in *SPSS program.* The homogeneity test was used to measure the homogeneity of students' pretest scores in experimental and control groups, and students' posttest scores in experimental and control groups (see Appendix U).

1. Students' Pretest Scores in Control and Experimental Groups

Homogeneity test was used to find whether the group was homogen or not. The computations of homogeneity used SPSS 16. The result of homogeneity test of students' pretest was figured out in Table 23.

Table 23
Homogeneity Test on Students' Pretest Scores in Control and Experimental groups

No	Students' Pretest	N	Levene Statistics	Sig.	F	Result
1	Control group	30	0.291	0.591	1.278	Homogen
2	Experimental group	30				

Based on measuring homogeneity test of students' pretest scores, it was found that the significance level was 0.591. From the result of the output, it can be stated that the students' pretest scores in control and experimental groups were homogen since it was higher than 0.05.

2. Students' Posttest Scores in Control and Experimental Groups

Homogeneity test was used to find whether the group was homogen or not. The computations of homogeneity used SPSS 16. The result of homogeneity test of students' posttest is figured out in Table 24

Table 24
Homogeneity Test on Students' Posttest Scores in Control and Experimental groups

No	Students' Posttest	N	Levene Statistics	Sig.	F	Result
1	Control group	30	0.085	0.772	12.008	Homogen
2	Experimental group	30				

Based on measuring homogeneity test, it was found that the significance level was 0.772. From the result of the output, it can be stated that the students' postest scores in experimental and control groups were homogen since it was higher than 0.05.

4.1.3 Result of Hypothesis Testing

In this result of hypothesis testing, paired sample t-test and independent sample t-test were used to measure the significant improvement and significant difference on students' reading comprehension scores taught by using Subtext Strategy and Strategy that usually use by the teacher at MA Patra Mandiri Palembang (see Appendix V).

4.1.3.1 Measuring a Significant Improvement on Students' Reading Comprehension

In this study, paired sample t-test was used to measure the significant improvement on the eleventh grade students' narrative reading comprehension achievement taught by using Subtext strategy the result of students' pretest and posttest scores. The result analysis of paired sample t-test describe in table 25.

Table 25
Result Analysis of Paired Sample T-Test from Students' Pretest to Posttest Scores in Experimental Groups

Using Subtext Strategy at MA Patra Mandiri Palembang	Paired Sample t-Test			Ho	Ha
	T	Df	Sig. (2-tailed)		
	11.399	29	0.000	Rejected	Accepted

Based on the table analysis, it was found that the p-output is 0.000 with df=29 (2.0452), and t-value= 11.399. It can be stated that there is a significant improvement from students' pretest to posttest scores in experimental group taught using Subtext strategy since p-output is lower than 0.05. It can be stated that the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

4.1.3.2 Measuring a Significant Difference on Students' Reading Comprehension

In this study, independent sample t-test was used to measure the significant difference on students' narrative reading comprehension scores taught by using Subtext strategy and

those who were taught by using teacher's method at MA Patra Mandiri Palembang. Since t-value was higher than t-table, and p-output was lower than 0.05, it could be stated that there was significant difference on students' narrative reading score taught by using Subtext strategy and those who were taught by using teacher's method at MA Patra Mandiri Palembang. The result of independent sample t-test is described in table 26.

Table 26
Result Analysis of independent Sample t-test from Students' Posttest Scores in Experimental and Control Groups

	Independent Sample t-Test			Ho	Ha
	T	Df	Sig. (2-tailed)		
Using *Subtext Strategy* and Teacher's Method at MA Patra Mandiri Palembang	3.465	58	0.001	**Rejected**	**Accepted**

From the table analysis, it was found that the p-output was 0.001 and the t-value was 3.465. It can be stated that there was significant difference on students' reading comprehension scores taught by using Subtext strategy since the p-output was lower than 0.05 and the t-value was higher than t-table (df 58 = 2.0017). Therefore, it can be concluded that the null hypothesis (Ho) was rejected,and the alternative hypothesis (Ha) was accepted.

4.2. Interpretations

Based on the findings above, some interpretations were made as follows:

Before conducting this research, the researcher interviewed the teacher of English and did a small test to the eleventh grade students of MA Patra Mandiri Palembang. Based on the interview and the result of the small test, it was acquired that the students got some problems in learning English especially, narrative text. After conducting the research, it was found that there was a significant improvement from students' pretest to posttest scores in experimental and control group from the result of Paired Sample t-test analysis. In other

words, students' reading comprehension achievement in experimental group improved after they were taught by using Subtext strategy. Meanwhile, students' reading comprehension achievements in control group also improved but not as significant as the experimental group. This condition happens because the teacher in control group also taught narrative reading which became the focus in the eleventh grade level. Moreover, based on Independent Sample t-test analysis from Students' Pretest Scores in experimental and control Groups, it was found that there was no significant difference. From the result, it could be stated that the students in experimental and control group can be proceeded to do this research. In other words, the researcher want to know there was a significant different from students' posttest in experimental and control group after the treatment in experimental group and it was found that there was a significant difference between the students' posttest score of control group who are taught by the English teacher of the MA Patra Mandiri Palembang and the experimental group were taught by the researcher by using Subtext strategy.

At the beginning, the researcher had conducted the pretest in both control and experimental. After the students' pretest scores obtained from control and experimental groups, the researcher chose XI IPS 2 as a control group and XI IPS 3 as experimental group. It was because the students' scores in control group were higher than the students' scores in experimental group. It was also proved by the mean of pretest in XI IPS 2 which was higher than XI IPS 3. It could happen because the students of XI IPS 3 seemed bored in doing the test. They were lazy to read the provided texts in the test. So, they answered the questions without comprehending the texts.

The researcher found that the students faced difficulties before the treatment in experimental group. The problems were the lack of students' motivation in reading English

text, the students got difficulty to identify the character of the narrative text, the students had poor vocabulary, and they could not understand the content of the narrative text. The last, some of the students got difficulties in comprehending the text.

To solve these problems, the researcher conducted Subtext strategy to help students in teaching and learning process of narrative reading. When the researcher did the treatment in experimental group, there were a significant improvements through Subtext strategy after 12 meetings. In the first meeting, the students discussed narrative text entitled "Two Brothers" but they confused about the steps of Subtext strategy. They could not follow the rule of Subtext strategy well. The researcher had to explain them again to make them understand. Nevertheless, in the second meeting in implementing Subtext strategy the students' comprehension in reading narative was still lower. It can be seen when they answered the questions of the text given about Banyuwangi. In the third and fourth meetings the researcher gave them text about A Miraculous Tree and Golden Eggs. The students had to identify and predict the characters from those text. It made the students begin to have interest and motivation to read and to learn. It is in line with Leland, Lewison, and Harste (2014, p. 214) who explain that Subtext strategy helps students to identify meanings that are not explicitly stated in text. It asks students to think about the various charcters in a story and write down what they say, as well as what they are thinking. In the fifth meeting, we discussed the text about The Tale of the Stone Flower. They became interested in answering the questions that related to the text correctly and fast. So it made the students identify the character easily. In the sixth to eight meetings, the students found many difficult words in the texts. After they discussed all the text, they could make a conclusion about the character's profile of the texts nicely. Therefore, they could enlarge their vocabulary. In the ninth to eleventh meetings, the researcher found that the students

were really interested. When the researcher taught reading comprehesion through Subtext strategy to the experimental group, the students were motivated to learn by answering several questions that related to the text from the main character of the narrative texts before reading the texts as a whole, they could use their power of thinking to guess the content from the texts, it made the students easier to understand and find the information of the texts and they thought that narrative reading is interested subject after they studied it by using Subtext strategy. It is related to Clyde (2003, p. 150) who mentions that this strategy can make the students become critical readers and it can deepen their understanding. In the last meeting, they got used to apply Subtext strategy as their new strategy in learning reading skill. They also felt the advantages when they used this strategy. They got experience as they answered the questions in group partner and individual. Subtext strategy can give easy way for students in understanding texts, especially identify the character and the content of the text. Those finding could be supported by the differences between the students' pretest and posttest scores in experimental group from category poor to category good. Nevertheless, there were some students could not reach the minimum criterion. It was because they did not focus and learn seriously during the treatment.

Based on the explanations above, Subtext strategy was succesfully applied to the eleventh grade students of MA Patra Mandiri Palembang. It can be interpreted that the strategy for teaching narrative reading to English foreign learner. The statement was supported by two previous related studies Sasra (2012) and Adela (2014). The previous related studies found that Subtext strategy is effective to improve students reading comprehension achievement. In addition, the researcher would like to say that there was a significant improvement on student's narrative reading comprehension an experimental group taught by using Subtext strategy. There was a significant difference on student's

narrative reading comprehension scores between the students who were taught by using Subtext strategy and those who were not. Therefore, the teacher of English can use Subtext strategy in teaching and learning process to improve the students' narrative reading achievement.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This last chapter presents: (1) conclusion and (2) suggestion based on the findings and interpretation in the previous chapter.

5.1 Conclusions

Based on analysis data in the previous chapter, some conclusions can be drawn. First, there was a significant improvement from students' pretest to posttest score in experimental group that taught using Subtext strategy. It could be seen from the result analysis using paired sample t-test found that p-output was 0.000 lower than 0.05. From the score, it can be concluded that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. The second, there was a significant difference on students' narrative reading comprehension achievement between the students who are taught by using Subtext strategy and those who are not. From the table analysis, it was found that the p-output was 0.001 lower than 0.05. From the score, it can be concluded that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

Therefore, it could be assumed that Subtext strategies gives positive effect on students reading to the eleventh grade students of MA Patra Mandiri Palembang. The students could also increase their achievement in reading. It also could be seen from the result of the test, it implied that Subtext strategy could be used as an alternative strategy in teaching reading especially in narrative text.

5.2 Suggestions

Based on the result of the study, there are some suggestions that might be useful for teachers of English, students, and other researchers.

1. **For teachers of English**

   For the teachers of English especially teacher of English at MA Patra Mandiri Palembang to use Subtext strategy as an alternative strategy to improve students' reading comprehension score so that the teaching and learning process becomes more interesting and attractive for students.

2. **For Students**

For students, especially for students of MA Patra Mandiri Palembang are expected to have high motivation, especially intrinsic learning motivation. The writer suggested the students to be more active in expressing and building their idea, thought, and experience in teaching and learning process, by using Subtext strategy because it can increase their reading ability. Besides, the students should practice their reading skill, not only in the school or classroom but also outside of the school, so they could improve their knowledge in reading comprehension.

3. **Future Researchers**

For the other researchers, this study can give a reference about strategy that can be used in the future by the writer in teaching reading and also to know whether or not Subtext strategy can be used on students reading comprehension achievement. The other researcher also consider the weaknesses of this research to conduct a better research. For the future researchers, it is hoped that there will be adequate time allocation for adapting the Subtext strategy to maximize the good results in comprehending the text. Furthermore, to make sure that Subtext is an effective strategy, the future researchers may take samples as many as

possible to show that it is adaptable and proof that it is truly worth strategy. Last but not least, to create a better atmosphere in the class, the future researchers can use the projector in using the Subtext strategy to support the teaching process.

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APPENDICES

APPENDIX A

READING COMPREHENSION TEST

Subject	**: English**
Level	**: SMA/ MA**
Class	**: Eleventh**
Time	**: 90 minutes**

Read the following text carefully, and choose the correct answer (a, b, c, d, or e) on the answer sheet

Text 1

Question for number 1-5

Once upon a time there was a monkey called Ram. He lived on a big mango tree near the lake. The tree had the sweetest manggoes growing on it. Near the tree lived a crocodile with his wife.

The crocodile, called Karo, and Ram become friends. Sometime Ram used to throw Karo some sweet mangoes for himself and his wife.

One day Karo's wife told him, "The monkey eat such sweet fruit everyday, he must be having the sweetest heart. Get his heart for me, dear husband!". "I cannot, he is my friend replied Karo, "That means you do not love me," cried the wife.

So sadly, Karo went to Ram the next day. "Ram, please come to my house, I want you to meet my wife." "My friend, how can I come? I live on the land and you in the water," answered Ram.

"Don't worry, my friend, just sit on my back and I shall carry you, "Karo cunningly offered him. The poor monkey sat jumped on his friend's back and off they went.

Ram, was having a lot of fun when he saw that Karo was very sad and quiet. The monkey asked, "Why are You so quiet my friend?" Karo replied, "Because your life is short. My wife wants to eat your heart and that is why we're going to her."

Ram was shocked but could not run .He came up with a plan in his mind and sad, "Why did You not tell me before? I always leave my heart in the tree when I go out." "Oh, no!" Cried Karo, "Now, what can we do?" "Lets go back and take it," said the clever monkey.

So the foolish Karo turned around and swam for the mango tree. As soon as Ram could rich a tree branch, he swung up into the tree to safety. He laughed down at the crocodile, "How can I be alive without my heart! Go! Tell your greedy wife how foolish You are!"

From that day, Karo didn't only lose a friend but the delicious mangoes as well.

1. Where did the story take place
   a. In Karo's house
   b. On the land
   c. In the water
   d. Near a big mango tree
   e. On a big mango tree near the lake
2. What is the purpose of the text?
   a. to amuse the readers with actual or imaginary experience in different ways
   b. to persuade the readers that something is the case
   c. to show how to do something through a set of steps
   d. to inform the readers about event of the day which is considered newsworthy
   e. to describe the way thing are
3. "Once upon a time there was a monkey called Ram. He lived on a big mango tree near the lake. The tree had the sweetest mangoes growing on it. Near the tree lived a crocodile with his wife."
   This part of the text is called the …
   a. Introduction

b. Orientation
c. Resolution
d. Complication
e. Identification

4. The complication started when …
   a. Karo and Ram become a friend
   b. Ram laughed down at the crocodile
   c. Ram sat jumped on his friend's back and off they went.
   d. Ram lived on a big mango tree near the lake
   e. Karo's wife asked her husband to get Ram's heart for her.
5. What solution did Ram do for the problem?
   a. Ram eat such sweet fruit everyday.
   b. Ram sat jumped on his friend's back.
   c. Ram met Karo's wife.
   d. Ram used to throw Karo some mangoes for himself and his wife.
   e. Ram riched a tree branch, he swung up into the tree to safety
6. What is the moral values implied in the story?
   a. Being honest is not always wise
   b. Being a miser is sometimes important
   c. All that glitters is not gold
   d. To love to means to share
   e. To be greedy is not good

Text 2

Question for number 7-11

The old women and sparrow

Once upon a time, there lived a kind hearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She cut the sparrow's tongue. That's why the bird flew away to its previous nest.

Knowing that their sparrow flew away, the kind man and his wife looked for the sparrow. They walked a long way, crossed the bridges, climbed the mountains and passed the woods.

At last, they could find the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets; one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose only one. They chose the small and that was the best choice. There were many rolls of silk and piles of gold in it.

Being jealous, the ill-tempered old woman did the same thing as the kind man and his wife did. She chose the big basket which actually contained wasps and venomous crawlers, such as scorpions, centipedes, and other horrible creatures. Finally, they stung and bit her to death.

7. What is a sparrow? It is a…
   a. Chicken
   b. Cat
   c. Bird
   d. Fly
   e. Dog
8. What is the title of the story?
   a. The Old Woman and Sparrow
   b. The Sparrow Nest
   c. The Tongue of Sparrow
   d. The ill-tempered Cut Sparrow
   e. The boxes from sparrow
9. "....the sparrow stayed with them and sang every morning"(paragraph 1), the meaning of this sentences is to show that....
   a. To show the sprrow gratitude
   b. To show the sparrow miracle
   c. To show the sparrow skill in singing
   d. To show that the sparrow is a singer
   e. To teach the old women to sing a song
10. What did the sparrow do after he was found by the man and his wife?
    a. The sparrow chase away the man and his wife
    b. The sparrow welcomed them and provided a feast for them
    c. The sparrow being jealous to the
    d. The sparrow felt angry to them
    e. The sparrow give the basket
11. What is the "resolution" of the story?
    a. A kind-hearted woman found a poor little sparrow

b. An ill-tempered woman cut the sparrow's tongue
c. The horrible creatures stung and bit the ill-tempered old woman to death
d. The kind-hearted man and woman looked for the sparrow
e. That's why the bird returned to its previous nest

Text 3

Question for number 12-15

The Arrogant Boy

Long time ago, there was a noy namely Charles. He was naughty and very arrogant because he came from rich family. His parents always completed all he wanted. He never talked and played with his friends because he thought no friends had the same quality with him.

One day, he sat on his car to reach his house. On the road, suddenly a beggar crossed the road and stopped in front of the car. Charles hot angry because of that. He took off the car then blamed the beggar. Without pity, he chided the poor and weak beggar. The beggar was just silent while his eyes just looked at Charles' shiny shoes.

Feeling pleased after humiliating the beggar, Charles walked back to his car. Few moments before he took on his car, the beggar said. "Don't be too proud of what do you have, kid!."

Charles turned around to the beggar. He got the beggar dare look at his eyes. "How dare you look at me like that? Get out of my way right now!" said Charles angrily. Then, the beggar got up from the ground but he said something just before he stepped. "You will lose everything." Charles did not care about the beggar's sentence. For him, it was fool bullshit words to frighten him.

A week later, something bad happened to Charles. His father's company was bankrupt. There was nothing left. Charles became a poor even poorer than a beggar. He then realized what the beggar said to him. He tried to look for the beggar to ask for apologize. Unfortunately, the beggar was never found.

12. Why was Charles naughty and very arrogant ?
    a. Because the came from a rich family
    b. Because his parents was Kng
    c. Because a beggar stopped in front of his car
    d. Because he thought no friends the same quality with him
    e. Because he is good looking man
13. "He sat on his car to reach his house" (line 5). The underlined word "his" refers to ...
    a. A beggar
    b. Charles' father
    c. Charles' mother
    d. Charles
    e. Driver
14. "Charles got angry because of that." (line 6). What is the anthonym of the underlined word "angry" ?
    a. Hungry
    b. Patient
    c. Arrogant
    d. Kind
    e. Love
15. What was the main idea of the fifth paragraph ?
    a. Charles family became poor
    b. Charles got angry to beggar
    c. Charles turned around the beggar
    d. Charles was naughty a boy
    e. Charles loves the beggar

Text 4

Question for number 16-20

Giraffe

Giraffe is the highest animal in the world. Its height can reach 4.8 to 5.5 meters and its weight about 1360 pounds. Giraffe has a unique characteristic. They have a very long neck and two small horns on its head. Giraffes have big brown eyes and protected by thick and long eyebrows. Her body is covered with a unique pattern that is attached by brown spots all over their body.

Just like camels, giraffes can survive without drinking for long time because giraffes can rely on the water contained in leaves they eat. Giraffes are very selective in choosing food. They always eat young leaves that grow in the tree tops. Their tongue shaped like a knife help them to cut branches which are very hard.

Female giraffes can start pregnant at the age of five years, with a gestation period of 15 months. Commonly female giraffe bear one baby, but sometimes two babies at once. Giraffes bear its baby with a standing position. When the baby is about to be born, they just drop it to the ground from a 1.5 meter of height. Baby giraffe can stand with about 20 minutes since being born, and begin breastfeeding within an hour of birth.

16. What kind of text above?
a. Report text
b. Descriptive text
c. Narrative text
d. Spoof
e. News item

17. The text tells us about?
a. Giraffe's reproduction
b. The strange animals
c. The highest animal
d. Baby giraffe
e. The heaviest animal

18. The unique characteristic of giraffe is?
a. Two horns on its head
b. Their long neck
c. Brown spot
d. Their food
e. Their life

19. The second paragraph mainly discussed about?
a. Giraffe's food
b. Giraffe's characteristic
c. Giraffe's life
d. Giraffe's reproduction
e. Giraffe's baby

20. The word "it" in third paragraph refers to?
a. Neck
b. Horn
c. Baby giraffe
d. Food
e. Long period of pregnant

Text 5

Question for number 21-25

Antibiotic is kind of compounds both natural and synthetic, which has function to press or stop a process of organism's growth, particularly bacteria. Antibiotic is used to treat bacterial infections and used as a tool for genetic engineering in biotechnology. Antibiotic works as pesticides by pressing or break the chain of bacteria's metabolism. Nevertheless, antibiotic is different with disinfectant in the process to kills bacteria. Disinfectant kills bacteria by creating an unnatural environment for germs to live.

In terms of treatment, antibiotics dubbed as "magic bullet "because antibiotic kills instantly without injuring its sufferers. Although antibiotic is good for medication, it is not effective in handling infection caused by viruses, fungi, or other nonbacterial.

Antibiotic has diverse types based on their effectiveness against bacteria. There are antibiotics that target gram- negative or gram- positive bacteria and some antibiotic has wider spectrum. The effectiveness depends on location of the infection and the ability of antibiotic to reach location of the infection. Based on how to use, antibiotics are divided into two that are oral antibiotics and antibiotic intradermal. An oral antibiotic is used by mouth while antibiotic intradermal used through anus. Intradermal antibiotic is used for serious cases.

21. What is the best tittle for the text above?
a. How antibiotic is work
b. The invention of antibiotic
c. Antibiotic
d. Kinds of antibiotic
e. Disinfectant

22. Which one is not true?
a. Antibiotic is used to treat bacterial infections
b. Antibiotic is not same with disinfectant
c. Antibiotic kills instantly without injuring its sufferers
d. Antibiotic is effective in handling infection caused by viruses
e. All of statement is true

23. In terms of treatment, antibiotics dubbed as "magic bullet "…. (Paragraph2)
The underline word close in meaning to….
a. Work
b. Seen
c. Say
d. Like
e. Call

24. What is the purpose of the text above?
a. To inform about antibiotic
b. To describe about antibiotic
c. To inform about disinfectant
d. To describe about antibiotic
e. To entertain the reader

25. What is the main idea of the second paragraph?
a. Antibiotic is a compound
b. Antibiotic is good for medication
c. Antibiotic is not good for fungi
d. Antibiotic kill without injuring its suffers
e. Antibiotic is magic bullet

Text 6

Question for number 26-30

Whales are sea-living mammals. They therefore breathe air but cannot survive or land. Some species are very large indeed and the blue whale, which can exceed 30 meter length, is the largest animal which lives on earth. Superficially, the whale looks rather like a fish, but there are important difference in its external structure; its tail consists of a pair of broad, flat horizontal paddles (the tail of a fish is vertical) and it has a single nostril on top of its breadth, broad head. The skin is smooth and shiny and beneath it lies a layer of flat (blubber). This is up to 30 meter in thickness and serves to conserve heat and body fluids.

26. What is the text about?
a. sea-living mammals
b. the description of mammals
c. the difference between whales and fish
d. whales
e. how whales survive themselves

27. The length of a whale is……..
a. is generally more than 30 meter
b. may be more than 30 meter
c. is less than 30 meter
d. ranges from 30 meter to more than 30 meter
e. is 30 meter at the most

28. Sentence 1……
a. tells an orientation
b. poses a thesis
c. shows an abstract
d. gives a general classification
e. elaborates an explanation

29. What type of text is used by the writer?
a. narrative
b. report
c. recount
d. news items
e. exposition

30. To tell the factual information, the writer uses…….
a. passive voice

b. direct speech
c. reported speech
d. simple past tense
e. simple present tense

Text 7

Question for number 31-35

Cars Should Be Banned In The City

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.Firstly, cars, as we all know contribute the most of pollution in the world. Cars emit a deadly gas causes illnesses such as bronchitis, lung cancer, and trigger of asthma. Some of these illness are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander every where and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someone. In conclusion, cars should be banned from the city for the reasons listed.

31. What type of the text above?
a. Narrative.
b. Report.
c. Analytical.
d. Explanation.
e. Description.

32. What one of the diseases caused by pollution?
a. HIV / AIDS
b. BRONCHITIS
c. LIVER
d. IMPOTENT
e. CHOLERA

33. What tense is mostly used in the text?
a. Past tense
b. Simple present tense
c. Simple perfect tense
d. Present continuous tense
e. Past continuous tense

34. We usually call the last paragraph as.....
a. Resolution
b. Reiteration
c. Conclusion
d. Recommendation
e. Twist

35. What is the purpose of the text?
a. to persuade reader about the Cars Should Be Banned In The City
b. to explain the characteristics the Cars Should Be Banned In The City
c. to inform readers about Cars Should Be Banned In The City
d. to describe Cars Should Be Banned In The City
e. to entertain readers about Cars Should Be Banned In The City

Text 8

Question for number 36-40
School Uniform, Another Good Lesson

School uniform is special clothes worn by all students of a particular school. The uniform of a school may differ from others. Why should schools use uniforms? Below are some reasons.

First of all, Notre Dame's Department of Sociology produced a study in 1998 concerning school uniforms. Their findings using 10th grade students showed that uniforms have no direct effect on "substance abuse, behavioral problems or attendance." It also claimed a negative effect on student achievements for those students considered 'pro-school'.

Secondly, uniform helps to create a strong sense school ethos and a sense of belonging to a particular community. As such it promotes discipline and helps to drive up academic standards, which is why a uniform is often adopted by schools which are being reopened with a fresh start after being classified as failing.

Finally, uniform acts as a social leveler, under which all students are equal in the eyes of the school and of each other. In institutions without uniform students are often competitive and worry endlessly about their appearance and the clothes they should wear. Pupils without expensive designer clothes and trainers may be singled out as social outcasts, or stigmatized as being from poor backgrounds. For these reasons many parents prefer uniforms as they save them money on buying clothes for school wear. Considering the findings, schools should implement the uniform as their identity. The government should also publish some kind of rule which makes uniform compulsory for schools.

36. What is the text about?
    a. The school rules
    b. The school identity
    c. What we should wear at school
    d. The importance of school uniform
    e. The equally among students
37. In institutions without uniform students, one will be regarded poor because he/she .....
    a. does not wear a school uniform
    b. cannot afford to buy a school uniform
    c. wears no expensive designer clothes
    d. posses a bad academic record
    e. has a bad attitude at school
38. "As such it promotes discipline and helps to drive up academic standards ....." (Paragraph 3). What does the underlined word refer?
    a. Community
    b. School ethos
    c. Research finding
    d. A study
    e. Uniform
39. The last paragraph is about .....
    a. The writer's suggestion
    b. The writer's arguments
    c. The writer's reasons
    d. The writer's general statement
    e. The writer's thesis
40. "..... Substance abuse, behavioral problems or attendance." (Paragraph 2) The antonym of the underlined word is .....
    a. arrival
    b. come up
    c. appearance
    d. Presence
    e. Absence

Text 9

Question for number 41- 45

What Are Thunder and Lightning?

Lightning is a sudden, violent flash of electricity between a cloud and the ground, or from cloud to cloud. A lightning flash, or bolt, can be several miles long. It is so hot, with an average temperature of 34,000° Centigrade that the air around it suddenly expands with a loud blast. This is the thunder we hear.

Lightning occurs in hot, wet storms. Moist air is driven up to a great height. It forms a type of cloud called cumulus-nimbus. When the cloud rises high enough, the moisture freezes and ice crystals and snowflakes are formed. These begin to fall, turning to rain on the way down. This rain meets more moist air rising, and it is the friction between them which produces static electricity. When a cloud is fully charged with this electricity, it discharges it as a lightning flash.

41. The text mainly focuses on …..
    a. the description of occurring lightning
    b. the effect of a thundering
    c. the violence wet clouds
    d. the distance of rain produces static electricity
    e. the expansion of lightning flash

42. "Centigrade that the air around it suddenly expands with a loud blast. This is the thunder we hear…." *(Paragraph 1 line 3)*. The underlined word is closest in meaning to ….
    a. decrease
    b. increase
    c. extent
    d. intent
    e. normal

43. What does the word "this" in the last sentence of *(paragraph 1 line 3)* refers to?
    a. Centigrade, that the air around it suddenly expands with a loud blast
    b. violent flash of electricity between a cloud and the ground
    c. A lightning flash, or bolt, can be several miles long
    d. the moisture freezes and ice crystals and snowflakes are formed
    e. fully charged with this electricity, it discharges it as a lightning flash

44. What is the main idea of the second paragraph …..
    a. The useful of lightning
    b. The occurring of the lighting
    c. The natural phenomenon
    d. The reason why people call thundering
    e. The specific information of static electricity

45. "When the cloud rises high enough, the moisture freezes and ice crystals and snowflakes are formed"….. *(Paragraph 1 line 3)*. The word "formed" has synonym with…
    a. Charged
    b. *Discharged*
    c. Limited
    d. shaped
    e. *needed*

Answer Key

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

APPENDIX B

The Result of Priliminary Study

No	Name	Type of Reading Text			Total Score
		Report	Analytical exposition	Narrative	
		15	15	15	
1	Achmad Amin. S. B	15.4	13.2	11	39.6
2	Adek Irma S.	17.6	17.6	13.2	48.4
3	Annisa Novianti	15.4	15.4	11	41.8
4	Ardi Mulidan	13.2	8.8	11	33
5	Areta Agustin	13.2	15.4	15.4	44
6	Atira Monica V	19.8	19.8	11	50.6
7	Aulia Nurul A	15.4	15.4	13.2	44
8	Balqis Aprillia	13.2	8.8	11	33
9	Desi Eka Sari	11	19.8	13.2	44
10	Dhea Dwi Ramadhina	17.6	17.6	8.8	44
11	Dinda Afrillia	13.2	15.4	11	39.6
12	Dita An Nissa	15.4	11	8.8	35.2
13	Dwi Indah Syahyati	11	13.2	13.2	37.4
14	Fajri Abi Mayu	13.2	11	17.6	41.8
15	Fradita Andini	17.6	8.8	8.8	35.2
16	Ilham	15.4	17.6	13.2	46.2
17	Jannathun Nisa	19.8	8.8	11	39.6
18	Juliansyah	15.4	17.6	13.2	46.2
19	M. Husein Alhadi	15.4	11	13.2	39.6

20	M. Ramadhoni	15.4	11	15.4	41.8
21	Ahmad Faisal	8.8	13.2	13.2	35.2
22	Alamsyah	15.4	15.4	11	41.8
23	Alif Putra Panghurian	17.6	8.8	13.2	39.6
24	Ariq Fikri	13.2	15.4	13.2	41.8
25	Ayuni Pratiwi	17.6	17.6	8.8	44
26	Dandi Saputra	19.8	15.4	15.4	50.6
27	Hendra Saputra	17.6	15.4	11	44
28	Heri Saputra	15.4	17.6	13.2	46.2
29	Kevin Audiansyah	15.4	8.8	11	35.2
30	Liana	17.6	15.4	11	44
31	M.Akbar Ramuja	19.8	17.6	8.8	46.2
32	M.Iswanto	15.4	13.2	11	39.6
33	M.Wahid Ramadhan	17.6	17.6	8.8	44
34	M.Yayan Setiawan	15.4	15.4	13.2	44
35	Muhammad Rizki	11	17.6	11	39.6
36	Purina	15.4	15.4	17.6	48.4
37	Putri Wulandari	19.8	17.6	11	48.4
38	Putri Zahra	17.6	13.2	15.4	46.2
39	Rahmadayanti	13.2	15.4	11	39.6
40	Ridho Yan Wijaya	17.6	8.8	13.2	39.6
41	Rinaldi Egi Saputra	15.4	17.6	15.4	48.4
42	Salman Alfarizy	8.8	11	17.6	37.4
43	Sindya Veronika	11	13.2	11	35.2

44	Siti Rahma Nurjannah	15.4	17.6	13.2	46.2
45	Sri Wahyuni	13.2	8.8	8.8	30.8
46	Syafitri Alawiyah	11	17.6	8.8	37.4
47	Tarisa Oktarina	17.6	15.4	13.2	46.2
48	Vivin Mandasari	8.8	13.2	11	33
49	Wahyu Agung	17.6	15.4	13.2	46.2
50	Yustika Tatia	13.2	11	15.4	39.6
51	Achmad huzairin	15.4	17.6	13.2	46.2
52	Aden ikhtiar	13.2	13.2	11	37.4
53	Arifa Mulyani	15.4	15.4	13.2	44
54	Asia Puspa Rani	19.8	8.8	8.8	37.4
55	Cindi Kurnia Eka Putri	13.2	15.4	15.4	44
56	Dedi Romly	17.6	15.4	13.2	46.2
57	Dwipa Agus Satria	13.2	13.2	19.8	46.2
58	Fajrin Musani	15.4	8.8	11	35.2
59	Feby Dinata Yudha	17.6	17.6	8.8	44
60	M.Agung Deka Pratama	13.2	15.4	11	39.6
61	M.Faedah Susilo	11	17.6	17.6	46.2
62	M.Sani	17.6	13.2	13.2	44
63	Masayu Nurjannah	19.8	17.6	13.2	50.6
64	Muqorrobin	15.4	8.8	11	35.2
65	Muhammad Irwansyah	15.4	13.2	13.2	41.8
66	M.Wahyu Oktariansyah	13.2	19.8	15.4	48.4
67	Nafasa Bella Fitria	8.8	13.2	11	33

68	Noperianto	15.4	17.6	13.2	46.2
69	Nurjannah	17.6	13.2	17.6	48.4
70	Panca Adi Putra	15.4	11	11	37.4
71	Patria Amanah	11	13.2	15.4	39.6
72	Puja Sriayu	17.6	15.4	13.2	46.2
73	Putri Andini	15.4	13.2	15.4	44
74	Putri Oktarini Marantika	17.6	13.2	11	41.8
75	Rahmat Febi Junianto	13.2	17.6	8.8	39.6
76	Renold Ade Julio	15.4	11	13.2	39.6
77	Rimaniar Septiana	13.2	15.4	8.8	37.4
78	Rosyida Hayati	15.4	17.6	11	44
79	Rova Asmubi Ramdani	16	17.6	11	44.6
80	Siti Rahayu	17.6	19.8	8.8	46.2
Averages		**15.1599**	**14.4100**	**12.4025**	

APPENDIX C

The Result of Pretest Scores between Experimental and Control Group

NO	Experimental Group (XI IPS 3)		Control Group (XI IPS 2)	
	Name	Score	Name	Score
1	Ahmad Faisal	50	Achmad huzairin	60
2	Alamsyah	37,5	Aden ikhtiar	47,5
3	Alif Putra Panghurian	35	Arifa Mulyani	32,5
4	Ariq Fikri	45	Asia Puspa Rani	47,5
5	Ayuni Pratiwi	42,5	Cindi Kurnia Eka Putri	40
6	Dandi Saputra	37,5	Dedi Romly	50
7	Hendra Saputra	65	Dwipa Agus Satria	60
8	Heri Saputra	55	Fajrin Musani	32,5
9	Kevin Audiansyah	62,5	Feby Dinata Yudha	50
10	Liana	55	M.Agung Deka Pratama	45
11	M.Akbar Ramuja	55	M.Faedah Susilo	47,5
12	M.Iswanto	47,5	M.Sani	62,5
13	M.Wahid Ramadhan	35	Masayu Nurjannah	55
14	M.Yayan Setiawan	57,5	Muqorrobin	50
15	Muhammad Rizki	35	Muhammad Irwansyah	55
16	Purina	45	M.Wahyu Oktariansyah	40
17	Putri Wulandari	50	Nafasa Bella Fitria	55
18	Putri Zahra	52,5	Noperianto	60
19	Rahmadayanti	37,5	Nurjannah	57,5
20	Ridho Yan Wijaya	50	Panca Adi Putra	42,5

21	Rinaldi Egi Saputra	35	Patria Amanah	52,5
22	Salman Alfarizy	60	Puja Sriayu	47,5
23	Sindya Veronika	55	Putri Andini	45
24	Siti Rahma Nurjannah	47,5	Putri Oktarini Marantika	40
25	Sri Wahyuni	50	Rahmat Febi Junianto	42,5
26	Syafitri Alawiyah	35	Renold Ade Julio	60
27	Tarisa Oktarina	60	Rimaniar Septiana	57,5
28	Vivin Mandasari	50	Rosyida Hayati	57,5
29	Wahyu Agung	67,5	Rova Asmubi Ramdani	65
30	Yustika Tatia	32.5	Siti Rahayu	70

Palembang, Januari 2017
Researcher

Wahyudiyanto
NIM.11250064

APPENDIX D

STUDENTS' ATTENDANCE LIST PRE-TEST
(EXPERIMENT GROUP)

Name of the School : MA PATRA MANDIRI PALEMBANG
Class : XI. IPS 3

No.	Name	Signature
1	Ahmad Faisal	1.
2	Alamsyah	2.
3	Alif Putra Panghurian	3.
4	Ariq Fikri	4.
5	Ayuni Pratiwi	5.
6	Dandi Saputra	6.
7	Hendra Saputra	7.
8	Heri Saputra	8.
9	Kevin Audiansyah	9.
10	Liana	10.
11	M.Akbar Ramuja	11.
12	M.Iswanto	12.
13	M.Wahid Ramadhan	13.
14	M.Yayan Setiawan	14.
15	Muhammad Rizki	15.
16	Purina	16.
17	Putri Wulandari	17.
18	Putri Zahra	18.
19	Rahmadayanti	19.
20	Ridho Yan Wijaya	20.
21	Rinaldi Egi Saputra	21.

22	Salman Alfarizy	22.
23	Sindya Veronika	23.
24	Siti Rahma Nurjannah	24.
25	Sri Wahyuni	25.
26	Syafitri Alawiyah	26.
27	Tarisa Oktarina	27.
28	Vivin Mandasari	28.
29	Wahyu Agung	29.
30	Yustika Tatia	30.

Palembang, 27 January 2017

Teacher of English

Rahmat Wijaya, S.Pd.

Researcher

Wahyudiyanto
NIM. 11250064

APPENDIX E

STUDENTS' ATTENDANCE LIST PRE-TEST
(CONTROL GROUP)

Name of School : **MA PATRA MANDIRI PALEMBANG**

Class : **XI. IPS 2**

No.	Name	Signature
1	Achmad huzairin	1.
2	Aden ikhtiar	2.
3	Arifa Mulyani	3.
4	Asia Puspa Rani	4.
5	Cindi Kurnia Eka Putri	5.
6	Dedi Romly	6.
7	Dwipa Agus Satria	7.
8	Fajrin Musani	8.
9	Feby Dinata Yudha	9.
10	M.Agung Deka Pratama	10.
11	M.Faedah Susilo	11.
12	M.Sani	12.
13	Masayu Nurjannah	13.
14	Muqorrobin	14.
15	Muhammad Irwansyah	15.
16	M.Wahyu Oktariansyah	16.
17	Nafasa Bella Fitria	17.
18	Noperianto	18.
19	Nurjannah	19.
20	Panca Adi Putra	20.
21	Patria Amanah	21.

22	Puja Sriayu	22.....
23	Putri Andini	23.....
24	Putri Oktarini Marantika	24.....
25	Rahmat Febi Junianto	25.....
26	Renold Ade Julio	26.....
27	Rimaniar Septiana	27.....
28	Rosyida Hayati	28.....
29	Rova Asmubi Ramdani	29.....
30	Siti Rahayu	30.....

Palembang, 27 January 2017

Teacher of English

Rahmat Wijaya, S. Pd.

Researcher

Wahyudiyanto
NIM. 11250064

APPENDIX F

The Result of Posttest Scores between Experimental and Control Group

NO	Experimental Group (XI IPS 3)		Control Group (XI IPS 2)	
	Name	Score	Name	Score
1	Ahmad Faisal	62,5	Achmad huzairin	65
2	Alamsyah	60	Aden ikhtiar	50
3	Alif Putra Panghurian	65	Arifa Mulyani	52,5
4	Ariq Fikri	70	Asia Puspa Rani	60
5	Ayuni Pratiwi	52,5	Cindi Kurnia Eka Putri	55
6	Dandi Saputra	67,5	Dedi Romly	70
7	Hendra Saputra	75	Dwipa Agus Satria	65
8	Heri Saputra	70	Fajrin Musani	40
9	Kevin Audiansyah	72,5	Feby Dinata Yudha	60
10	Liana	80	M.Agung Deka Pratama	55
11	M.Akbar Ramuja	65	M.Faedah Susilo	67,5
12	M.Iswanto	75	M.Sani	60
13	M.Wahid Ramadhan	60	Masayu Nurjannah	62,5
14	M.Yayan Setiawan	50	Muqorrobin	55
15	Muhammad Rizki	62,5	Muhammad Irwansyah	70
16	Purina	75	M.Wahyu Oktariansyah	60
17	Putri Wulandari	70	Nafasa Bella Fitria	67,5
18	Putri Zahra	60	Noperianto	55
19	Rahmadayanti	62,5	Nurjannah	65
20	Ridho Yan Wijaya	70	Panca Adi Putra	62,5

21	Rinaldi Egi Saputra	60	Patria Amanah	60
22	Salman Alfarizy	75	Puja Sriayu	57,5
23	Sindya Veronika	80	Putri Andini	65
24	Siti Rahma Nurjannah	65	Putri Oktarini Marantika	55
25	Sri Wahyuni	80	Rahmat Febi Junianto	47,5
26	Syafitri Alawiyah	65	Renold Ade Julio	70
27	Tarisa Oktarina	75	Rimaniar Septiana	65
28	Vivin Mandasari	77,5	Rosyida Hayati	65
29	Wahyu Agung	72,5	Rova Asmubi Ramdani	72,5
30	Yustika Tatia	65	Siti Rahayu	75

Palembang, Februari 2017
Researcher

Wahyudiyanto
NIM.11250064

APPENDIX G

STUDENTS' ATTENDANCE LIST POST-TEST
(EXPERIMENT GROUP)

Name of the School : **MA PATRA MANDIRI PALEMBANG**

Class : **XI. IPS 3**

No.	Name	Signature
1	Ahmad Faisal	1.
2	Alamsyah	2.
3	Alif Putra Panghurian	3.
4	Ariq Fikri	4.
5	Ayuni Pratiwi	5.
6	Dandi Saputra	6.
7	Hendra Saputra	7.
8	Heri Saputra	8.
9	Kevin Audiansyah	9.
10	Liana	10.
11	M.Akbar Ramuja	11.
12	M.Iswanto	12.
13	M.Wahid Ramadhan	13.
14	M.Yayan Setiawan	14.
15	Muhammad Rizki	15.
16	Purina	16.
17	Putri Wulandari	17.
18	Putri Zahra	18.
19	Rahmadayanti	19.
20	Ridho Yan Wijaya	20.

21	Rinaldi Egi Saputra	21.....
22	Salman Alfarizy	22.....
23	Sindya Veronika	23.....
24	Siti Rahma Nurjannah	24.....
25	Sri Wahyuni	25.....
26	Syafitri Alawiyah	26.....
27	Tarisa Oktarina	27.....
28	Vivin Mandasari	28.....
29	Wahyu Agung	29.....
30	Yustika Tatia	30.....

Palembang, 27 February 2017

Teacher of English

Rahmat Wijaya, S.Pd.

Researcher

Wahyudiyanto
NIM. 11250064

APPENDIX H

STUDENTS' ATTENDANCE LIST POST-TEST
(CONTROL GROUP)

Name of the School : **MA PATRA MANDIRI PALEMBANG**
Class : **XI. IPS 2**

No.	Name	Signature
1	Achmad huzairin	1.
2	Aden ikhtiar	2.
3	Arifa Mulyani	3.
4	Asia Puspa Rani	4.
5	Cindi Kurnia Eka Putri	5.
6	Dedi Romly	6.
7	Dwipa Agus Satria	7.
8	Fajrin Musani	8.
9	Feby Dinata Yudha	9.
10	M.Agung Deka Pratama	10.
11	M.Faedah Susilo	11.
12	M.Sani	12.
13	Masayu Nurjannah	13.
14	Muqorrobin	14.
15	Muhammad Irwansyah	15.
16	M.Wahyu Oktariansyah	16.
17	Nafasa Bella Fitria	17.
18	Noperianto	18.
19	Nurjannah	19.
20	Panca Adi Putra	20.
21	Patria Amanah	21.

22	Puja Sriayu	22.....
23	Putri Andini	23.....
24	Putri Oktarini Marantika	24.....
25	Rahmat Febi Junianto	25.....
26	Renold Ade Julio	26.....
27	Rimaniar Septiana	27.....
28	Rosyida Hayati	28.....
29	Rova Asmubi Ramdani	29.....
30	Siti Rahayu	30.....

Teacher of English

Rahmat Wijaya, S.Pd.

Palembang, 27 February 2017
Researcher

Wahyudiyanto
NIM. 11250064

APPENDIX I

LEMBAR VALIDASI INSTRUMEN TES

Kelas / Semester : XI/2
Mata Pelajaran : Bahasa Inggris
Materi : Reading

Petunjuk :
1. Anda akan diminta memberikan penilaian atau validasi terhadap instrument tes.
2. Pengisian instrument validasi ini dilakukan dengan memberikan tanda cek (√)

No	Uraian	Validasi			
		1	2	3	4
I	**Aspek Petunjuk**				
	a. Petunjuk tes dinyatakan jelas				✓
	b. Kriteria skor yang diberikan, dinyatakan jelas	✓			
II	**Aspek cakupan tes prestasi kognitif**				
	a. Butir-butir pertanyaan pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas				✓
	b. Pilihan jawaban pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas			✓	
III	**Aspek Bahasa**				
	a. Menggunakan bahasa sesuai dengan kaidah bahasa inggris			✓	
	b. Rumusan pernyataan komunikatif			✓	
	c. Menggunakan kalimat dan kata-kata yang mudah dipahami			✓	
IV	**Penilaian Validasi Umum**	a	(b)	c	d
	Penilaian atau validasi umum terhadap instrumen				

Keterangan :

1. Kurang Baik
2. Cukup Baik
3. Baik
4. Baik Sekali

a. dapat digunakan tanpa revisi
b. dapat digunakan dengan sedikit revisi
c. dapat digunakan dengan banyak revisi
d. belum dapat digunakan

Catatan:
Instrumen tes bisa dipakai, jawaban tes sudah ada
hanya sistem penilaian yo belum ada
C nilai jawaban tidak tercantum)

Palembang, 12 Januari 2017
Validator I

Renny Kurnia Sari, M.Pd
NIP. 197906072008012015

LEMBAR VALIDASI RPP

Petunjuk : Berilah tanda cek (V) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan :

1 : berarti "kurang baik"
2 : berarti "cukup baik"
3 : berarti "baik"
4 : berarti "sangat baik"

a : dapat digunakan tanpa revisi
b : dapat digunakan dengan sedikit revisi
c : dapat digunakan dengan banyak revisi
d : belum dapat digunakan

No.	Komponen Rencana Pembelajaran	Skala penilaian			
		1	2	3	4
I.	**Perumusan Indikator Belajar**				
	1. Kejelasan Rumusan			✓	
	2. Kelengkapan cakupan rumusan indicator			✓	
	3. Kesesuaian dengan kompetensi dasar			✓	
	4. Kesesuaian dengan standar kompetensi			✓	
II.	**Pemilihan dan Pengorganisasian Materi Pembelajaran**				
	1. Kesesuaian dengan kompetensi yang akan dicapai				✓
	2. Kesesuaian dengan karakteristik peserta didik				✓
	3. Keruntutan dan sistematika materi				✓
	4. Kesesuaian materi dengan alokasi waktu				✓
III.	**Pemilihan Sumber Belajar / Media Pembelajaran**				
	1. Kesesuaian sumber belajar / media pembelajaran dengan kompetensi (tujuan) yang ingin dicapai			✓	
	2. Kesesuaian sumber belajar / media pembelajaran dengan materi pembelajaran			✓	
	3. Kesesuaian sumber belajar / media pembelajaran dengan karakteristik peserta didik			✓	
IV.	**Skenario / Kegiatan Pembelajaran**				
	1. Kesesuaian strategi dan metode pembelajaran dengan kompetensi (tujuan) pembelajaran			✓	
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran			✓	
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik			✓	
	4. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu			✓	
V.	**Penilaian Hasil Belajar**				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin Dicapai				✓
	2. Kejelasan prosedur penilaian				✓
	3. Kelengkapan instrumen (soal dan kunci jawaban)				✓

VI.	**Penggunaan Bahasa Tulis**				
	1. Ketepatan Ejaan			✓	
	2. Ketepatan pilihan kata			✓	
	3. Kebakuan struktur kalimat			✓	
	4. Bentuk huruf dan angka baku			✓	
VII	**Penilaian Validasi Umum**	a	(b)	c	d

Kesimpulan :
RPP bisa dipakai untuk penelitian.
.....
.....
.....
.....

Palembang, 12 Januari 2017
Validator I

Renny Kurnia Sari, M.Pd
NIP. 197906072008012015

APPENDIX J

STUDENTS' ATTENDANCE LIST

Name of School : **MA Al FATTAH PALEMBANG**

Class : **XI. IPS**

No.	Name of Students	Signature
1	Agam Maesa Putra	1.
2	Ahmad Alfin Faradist	2.
3	Aisyah	3.
4	Dita Shafira	4.
5	Eef Yulius	5.
6	Falimir Yulian	6.
7	Fitri Susana	7.
8	Husein Faturrahman	8.
9	Khapidhotush Sofiatul	9.
10	Ki Agus Uhpi Ihsan	10.
11	Lesmana Bagus	11.
12	Mayang Sari	12.
13	Miranda	13.
14	Mismila Sernia	14.
15	Mita Mujanna	15.
16	M. Bagoes Maishandy	16.
17	M. Evan Sufantri	17.
18	M. Ghaust Muslim	18.
19	M. Ivonka	19.
20	M. Nanda	20.
21	Nelson Mandela	21.

22	Nevi Sabrina	22.
23	Nurlela Oktavia	23.
24	Oko ardiansyah	24.
25	Rahmat Agung Pangestu	25.
26	Rani Azizah	26.
27	Reza Winarni	27.
28	Rian Hidayat	28.
29	Rizky Firmansyah	29.
30	Sahidatun azizah	30.
31	Tabah Herdianto	31.
32	Tiara Rachmawati	32.
33	Vinki Juliana	33.
34	Yudi Wilian Saputra	34.

Palembang, Januari 2017

Teacher of English

Shinta Silviana , S.Pd

Researcher

Wahyudiyanto
NIM. 11250064

APPENDIX K

READING COMPREHENSION TEST

Subject	**: English**
Level	**: SMA/ MA**
Class	**: Eleventh**
Time	**: 90 minutes**

Direction : Read the following text and answer the questions by choosing a, b, c, d, or e as the correct answer on the answer sheet.

Text 1
Read the following text to answer questions number 1- 10!

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 he became very ill, so ill, in fact, that he sent for his sister-in-law 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 three times, as if it was very loath to leave the sufferer.

At last Takahama's nephew chased it out into the garden, through 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 died shortly before her wedding day.

When Akiko left this world your uncle resolved never to marry, and to live ever near her grave. For all these years he has remained faithful to his vow, 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 and loving soul."

(Source: Interlanguage Book: English for Senior High School X)

1. The text tells you 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
   e. Dying old man

2. What is the communicate purpose of the text above?
   a. To persuade the readers
   b. To tell the past event
   c. To amuse the readers with the story
   d. To explain the past event
   e. To describe a particular person

3. 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
   e. He was a hilarious person

4. Who was Akiko?
   a. She was Takahama's fiance
   b. She was Takahama's niece
   c. She was Takahama's sister I law
   d. She was Takahama's sister
   e. She was Takahama's mother

5. 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 lived near Akiko's grave
   c. Takahama resolved not to marry after Akiko's death
   d. Takahama became very ill on summer day
   e. Takahama chased the white butterfly out into the garden

6. "..where it lingered over a woman's tomb" (paragraph 3, sentence 2). The word "*It*" refers to ...
   a. The garden
   b. The cemetery
   c. The tomb
   d. The white butterfly
   e. The gate

7. "..he was betrothed to Akiko" (paragraph 4, line 18). Which of the following words is the synonym of "*betrothed*"?
   a. Alienated
   b. Divided
   c. Separated
   d. Estranged
   e. Engaged

8. "..your uncle resolved never to marry" (paragraph 4, line 19). Which of the following words is the antonym of "*resolved*"?
   a. Undecided
   b. Resolute
   c. Unyielding
   d. Determined
   e. Unbendable

9. What is the genre of the text above?
   a. Report text
   b. Narrative text
   c. Procedure text
   d. Recount text
   e. Spoof text

10. The generic structure of the text is ...
   a. Orientation–resolution–complication
   b. Resolution–orientation–complication
   c. Orientation–complication–resolution
   d. Complication–orientation–resolution
   e. Resolution–complication–orientation

Text 2
Read the following text to answer questions number 11-15 !

Blind Listening

A stupid man was sent by his father to sell salt. He first went to a mining area but nobody there wanted his salt. When he returned home, his father told him that if he had helped the miners to dig, they would have bought his salt.

The man next went to a house where a wedding was taking place. There he dug a huge hole. This made the people angry and they chased him away. When he returned home, his father told him that if he had beaten a drum and danced instead, the people there would have bought salt from him.

Then, he went to a village where there happened to be a fire. Rushing to the place, he started drumming and dancing, only to be thrown out by the people. His father told him that he should have poured water on the fire instead, if he wanted to sell salt there.

In the next place he went to, a couple were fighting with each other. The foolish man poured a bucketful of water on them, again to be chased away. His father later told him that he should have tried to settle the quarrel, in which case they would have bought salt from him.

In the final event, the man saw two bulls fighting with each other. He stepped in to stop the fight and was gored to death by angry bulls.
(Source :Developing English Competencies For Senior High School (SMA/MA) Grade X. Setia Purna Invest)

11. *"A stupid man was sent by his father to sell salt. He first went to a mining area but nobody there wanted his salt."*(paragraph 1)
    This part of the text is called the...
    a. Introduction
    b. Orientation
    c. Resolution
    d. Compication
    e. Identification

12. What is the main idea of the first paragraph?
    a. Tells about the salt
    b. Tells about the stupid man and his father
    c. Tells about how to sell the salt
    d. Tells about their home
    e. Tell about their salt

13. Who is the main characters of the story above?
    a. Father
    b. A stupid man
    c. Angry bulls
    d. Peoples in the vilage
    e. The man

14. "....This made the people angry and *they* chased him away" (paragraph 2, line 5). The word "they" refers to...
    a. Stupid man
    b. Father
    c. The people in wedding
    d. His father
    e. The bulls

15. "The *foolish* man poured a bucketful of water on them, again to be chased away". (paragraph 4, line 11).
    The underlined word has the same meaning as...
    a. Smart
    b. Clever
    c. Kind
    d. Cute
    e. Stupid

Text 3
Read the following text to answer questions number 16-25 !

The Legend of Prambanan Temple

Once, there was a beautiful Javanese princess whose name was Roro Jonggrang. Roro Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka, an evil king. One day, a handsome young man with super natural power, named Bandung Bondowoso, dafeated and killed Prabu Baka. On seeing princess Roro Jonggarang's beauty, Bandung
5 Bondowoso fell in love and wanted to marry her. Meanwhile, princess Roro Jonggrang felt sad due to the death of her father. She did not want to marry Bandung because he had killed her father.

But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift" Requested Roro Jonggrang. Bandung agreed with this condition.

10 Helped by the spirits of demons, Bandung Bondowoso started building the temples. Approaching midnight, the work was nearly done. Roro Jonggrang knew and thought, "What shall I do? Bandung is smarter than me. I will lose against Bandung."

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the roosters would think it had already dawn. Bandung

Bondowoso got frustrated because he failed to complete the thousandth temples. "The princess has deceived me!'' following his anger, he cursed Roro Jonggrang, "you have cheated me. Now, the thousandth temple is you!''

At once, the princess turned into a statue. Knowing this, Bandung Bondowoso regretted this and he went away into a far land. From then, people called the temple Prambanan temple and the princess statue, Roro Jonggrang statue.

(Source:LKS SIMPATI (Sarana Pasti Meraih Prestasi) untuk SMA dan MA)

16. What is the topic of the text?
    a. The story of Roro Jonggrang and Bandung Bondowoso
    b. The beauty of Roro Jonggrang
    c. Roro Jonggrang's statue
    d. Bandung Bondowoso's love
    e. Roro Jonggrang husband

17. "I will marry you but you have to build one thousand temples.." (line 6).
    The word "I" refers to?
    a. Roro Jonggrang
    b. Bandung Bondowoso
    c. Prabu Baka
    d. The princess statue
    e. Temple

18. "He cursed Roro Jonggrang" (line 13)
    The sentence most nearly means?
    a. He kill Roro Jonggrang
    b. He met Roro Jonggrang
    c. He swore Roro Jonggrang
    d. He cared about Roro Jonggrang
    e. He jealous with Roro Jonggrang

19. What is the type of the text?
    a. Recount text
    b. Narrative text
    c. Report text
    d. Procedure text
    e. News item text

20. What is the character of Roro Jonggrang?
    a. She is a stupid person
    b. She is an ugly person
    c. She is an honest person
    d. She is a clever person
    e. She is a nice person

21. Why did Bandung bondowoso regret?
    a. Because he didn't marry Roro Jonggrang
    b. Because he killed Roro Jonggrang's father
    c. Because Roro Jonggrang became a statue
    d. Because he went to a far land
    e. Because he cared about Roro Jonggrang

22. What is the generic structure of the text?
    a. Orientation – events - evaluation
    b. Orientation - complication – resolution
    c. Orientation – events – resolution
    d. Events – complication – reorientation
    e. Events – evaluation- complication

23. What is the communicative purpose of the text?
    a. To persuade the readers
    b. To inform about Prambanan temple
    c. To explain about Roro Jonggrang
    d. To entertain the readers
    e. To advise the readers

24. How many characters are there in the story?
    a. 1
    b. 3
    c. 5
    d. 7
    e. 4

25. "Roro Jonggrang felt sad due to the death of her father." (line 5)
    What is the antonym of "sad"?
    a. Clever
    b. Bad
    c. Polite
    d. Happy
    e. Scarry

Text 4
Read the following text to answer questions number 26-30 !

The Legend of Karimun Java Island

Once upon a time in Muria mountain, there lived the family of Sunan Muria, Amir Hasan or called as Sunan Nyàmplungan is the son of Sunan Muria. He was very spoiled by his mother because of that, he became a naughty boy. Then his father, Sunan Muria asked him to study in Kudus. He studied Islamic religion to his uncle, Sunan Kudus. After some time, he became an obedient young man. Sunan Muria was very proud of him.

One day, Sunan Muria asked Amir Hasan to go to somewhere to spread Islamic religion, his father asked him to go to an island that could be seen from Muria mountain. It was on the west - north of Jepara. This island seemed to be fade (kremun-kremun in javànese), and from that time, people called the island as Karimunjava island.

Amir Hasan followed by his mate went to Karimun Java island. They sailed to the island day and night and finally they reached the island. Then, they did what his father said. Amir Hasan and his people lived in the island ever after.

(Source: http://www.sekolahbahasainggris.com/)

26. What is the type of the text?
    a. Recount text
    b. Expository text
    c. Narrative text
    d. Descriptive text
    e. Hortatory text

27. What is the communicative purpose of the text?
    a. To persuade the readers
    b. To entertain the readers
    c. To inform about the legend of Karimun
    d. To procedure about the step journey
    e. To advise the readers

28. What is the main idea of the last paragraph?
    a. Amir Hasan is the son of Sunan Muria
    b. Amir Hasan is naughty boy
    c. Amir Hasan lived in the Karimun Java island
    d. Amir Hasan studied in Kudus
    e. Amir Hasan is handsome boy

29. "he became an obedient young man" (line 4)
    What is the synonym of "obedient"?
    a. Clever
    b. Pious
    c. Polite
    d. bad
    e. Ugly

30. "He studied Islamic religion to his uncle" (line 3)
    The sentence most nearly means?
    a. He taught Islamic religion
    b. He found Islamic religion
    c. He learnt Islamic religion
    d. He spread Islamic religion
    e. He hated Islamic religion

Text 5
Read the following text to answer questions number 31-40 !

Cinderella

Once upon a time there was a wife of a rich man fell sick, and soon she closed her eyes and departed. Everyday, Cinderella went out to her mother's grave, and wept, and she remained pious and good. When winter came the snow spread a white sheet over the grave, and by the time the spring sun had drawn it off again, the man had taken another wife. The woman had brought with her into the house two daughters, who were beautiful and fair of face but vile and black of heart. Since then a bad time for the poor step-child began.

One day the King gave orders for a festival and all the beautiful young girls in the country were invited, in order that his son might choose himself a bride. When the two step-sisters heard that they were to appear among the number, they were delighted, called Cinderella and made to help them grooming, Cinderella obeyed, but wept, because she too would have liked to go with them to dance, and begged her step-mother said" you cannot go with us, you have no clothes and cannot dance. When the step-mother and her daughters had gone away, Cinderella went to her mother's grave and cried, Shiver and Quiver, My little tree, silver and gold throw down over me."

Suddenly a bird throw down a magnificent gold and silver dresses to her,and were golden too. At the party her step-sister and the step-mother however did not recognize her, and thought she must be a foreign princess, for she looked so beautiful in the golden dress.

(Source: http://www.scribd.com/doc/17564788 1/Soal-Latihan-Ujian-Semester-Bahasa-Inggris-SMA-Kelas-X-Paket-20#scribd)

31. The genre of the text is ..
    a. Recount
    b. Legend
    c. Procedure
    d. News item
    e. Narrative

32. The first paragraph is the ... of the story
    a. Complication
    b. Resolution
    c. Reorientation
    d. Coda
    e. Orientation

33. The story above tells about ...
    a. A wife of a rich man
    b. Cinderella
    c. Sleeping Beauty
    d. Princess
    e. Dwarfs

34. Why does Cinderella's mother dead? Because she ...
    a. Fell sick
    b. Fell healthy
    c. Fell injured
    d. Fell wounded
    e. Fell disappointed.

35. Cinderella lived with her ..
    a. Two stepmothers
    b. Two step sisters and step mother
    c. Two step sisters and two step mothers
    d. Her mother and two step sisters
    e. Her sister and her mother

36. What problem did Cinderella have?
    a. Cinderella obeyed, but wept
    b. Cinderella want to to to the dance party
    c. Cinderella has step mother and two step sisters
    d. Cinderella went to her mother's grave and cried
    e. Her step mother forbided Cinderella to go to the festival

37. How can Cinderella solve her problem?
    a. She went to her mother's grave and cried
    b. She got a magnificent gold and silver dress
    c. She can go to the hospital
    d. She must be a foreign princess
    e. She looked so beautiful in the golden dress

38. "She too would have liked to go with them to dance." (Paragraph 2, line 11)
    The world "*them*" refers to ..
    a. Cinderella's step sisters
    b. Cinderella's step mother
    c. Cinderella's friends
    d. Cinderella's step sisters and mother
    e. Cinderella and step sister

39. "She must be a foreign princess." (Paragraph 3, line 15)
What does the underlined word mean?
a. Strong
b. Shocked
c. Sad
d. Strange
e. Shy

40. What is the purpose of the text?
a. To entertain the readers with thestory
b. To discuss something
c. To describe the way thing are
d. To present some point of view
e. To persuade the readers something is the case

Text 6
Read the following text to answer questions number 41-50 !

Gatotkaca

Gatotkaca was a strong and brave man from Pringgani Kingdom. He was son of Bimasena and Arimbi. The baby was so strong that no weapon could cut of his umbilical cord. It's been a year, Bimasena said sadly, but my son still has his umbilical cord.

Hearing that, his brother named Arjuna decided to meditate for god's guide. Arjuna didn't realize that at the same time Karna was meditating nearby. Since the two of them looked alike, god Batara Narada by mistake gave a super power weapon Kantawijaya to Karna. Then Narada told his mistake to Arjuna, and Arjuna tried to take away the weapon. They were fighting fiercely. Karna manage to keep the weapon. Arjuna, on the other han, got the case only. Miraculously, the case cut the Gatotkaca's cord and then penetrated the baby's stomach. It's made the baby strength, but Arjuna has a strong feeling that he'll be killed the weapon.

Seeing this, Narada then took Gatotkaca to the Nirvana. Narada would have the baby fight Patih Sekipu who was attacking the Nirvana. Sekipu grabbed Gatotkaca. He hit the baby hard on its leg, but the baby kicked him. He squeezed the baby's arm, but the baby pulled his arm so hard. With great embarrassment, Sekipu returned the baby to Narada and then ran away.

Narada was so amazed to Gatotkaca that he planned to give more power to him. Narada plunged Gatotkaca to Candradimuka, which was the crater of mount Jamurdipa. Almost immediately, the other god threw all inds of powerful weapons into the crater. The following day Gatotkaca emerged from the depth in the shape of fully grown man with the power equal to all kinds of weapons.

The gods gave him a special gift, a hat called Basunanda, a vest called Antrakusuma, and sandals called Pandakacarma. With these all, Gatotkaca could fly fom cloud to cloud as fast as lighting to defind not only his father and uncle but also the gods.

(Source: Look Ahead An English Course for senior high school students years X)

41. The story mainly tells us about?
a. The strength of Gatotkaca
b. The super power weapon Kantawijaya
c. The Priggani Kingdom
d. The baby strength
e. The brave man

42. Who is the main character from the text?
a. Patih Sekipu
b. Narada
c. Karna
d. Gatotkaca
e. Arjuna

43. How could Gatotkaca fly?
a. Gatotkaca could fly fom cloud to cloud as fast as lighting
b. Gatotkaca emerged from the depth
c. Gatotkaca was a strong and brave man
d. Gatotkaca got a special gift and a super power from the God
e. Narada took Gatotkaca to the Nirvana

44. What made the baby stronger and stronger?
    a. The baby pulled his arm so hard
    b. The case cut the baby's cord and then penetrated the baby's stomach
    c. No weapon could cut of his umbilical cord
    d. The baby kicked him
    e. Arjuna has a strong feeling that he'll be killed the weapon

45. "..gave a super power weapon Kantawijaya" (paragraph2, line 6).
    The word *"weapon"* has the similar meaning to ..
    a. Weave
    b. Iron
    c. Bullet
    d. Rifle
    e. Rock

46. "The gods gave him a special gift". (paragraph 5, line 20).
    The word *"him"* refers to ..
    a. Arjuna
    b. Gatot Kaca
    c. Karna
    d. Narada
    e. Patih Sekipu

47. *"With these all, Gatotkaca could fly fom cloud to cloud as fast as lighting to defind not only his father and uncle but also the gods."* (paragraph 5, line 21)
    This part of the text is called the..
    a. Resolution
    b. Orientation
    c. Complication
    d. Description
    e. Identification

48. Which statement is *not true* according to the text?
    a. There is no weapon could cut of Gatotkaca's umbilical cord
    b. Bimasena is a son of Gatotkaca
    c. Arjuna didn't realize that at the same time Karna was meditating nearby
    d. Narada plunged Gatotkaca to Candradimuka
    e. Gatotkaca could fly fom cloud to cloud as fast as lighting

49. What do you think the type of the text above?
    a. It's a news item text
    b. It's a narrative text
    c. It's a report text
    d. It's a recount text
    e. It's a procedural text

50. What is the communicative purpose of the text?
    a. To entertain the readers with the story
    b. To discuss something
    c. To describe the way thing are
    d. To present some point of view
    e. To persuade the readers

Text 7
Read the following text to answer questions number 51-60 !
Aladdin

Once upon a time there was a lazy son of poor Chinese tailor, known as Aladdin. One day after his father's death, he met a magician who posed as his uncle and persuaded Aladdin to retrieve a wonderful lamp from a hidden cave.

When Aladdin failed to give the lamp to the magician before emerging from the cave, the magician became enraged and sealed the cave, leaving Aladdin to die. In his misery Aladdin wept and wrung his hands, releasing a genie from a ring the magician had given him. The genie freed Aladdin who soon discovered that the lamp also produced powerful genies when rubbed. They granted Aladdin his every wish, and eventually became immensely wealthy and married the daughter of the sultan.

The magician returned to steal the lamp, but was defeated, as was his evil brother who also tried to gain the lamp. Free of these enemies, Aladdin lived a long happy life and succeeded the sultan to the throne.

(*Source: LKS Celcius X*)

51. What is the main idea of the first paragraph?
    a. Aladdin failed to get the magic lamp.
    b. Aladdin met a magician who asked him to find the magic lamp.
    c. Aladdin and his struggle to get the magic lamp
    d. Aladdin met a genie who would grant Aladdin's every wish.
    e. The magician sealed Aladdin and let him die.

52. How many characters are there in the story?
    a. 1
    b. 2
    c. 3
    d. 4
    e. 5

53. Who was Aladdin?
    a. A daughter of sultan
    b. A magician
    c. A lazy son of sultan
    d. A evil brother
    e. A lazy son of poor Chinese tailor

54. What did a magician do when he met with Aladdin?
    a. He granted Aladdin his every wish
    b. He persuaded Aladdin to retrieve a wonderful lamp from a hidden cave
    c. He enraged and sealed the cave, leaving Aladdin to die
    d. He returned to steal the lamp
    e. He made Aladdin live a long happy life

55. Did Aladdin succeed in giving the lamp to the magician?
    a. Yes, he did
    b. No he didn't
    c. Yes, Perhaps
    d. Never
    e. Maybe No

56. Who helped Aladdin to get out from the cave?
    a. The helpful magician
    b. Aladdin himself
    c. The genie
    d. Aladdin's uncle
    e. His evil brother

57. The second paragraph is the ... of the story
    a. Description
    b. Orientation
    c. Reorientation
    d. Complication
    e. Resolution

58. The sentences are true according to the text, EXCEPT…
    a. Aladdin was not successful to give the lamp to the magician.
    b. The genie ignored his promise to grant Aladdin's wish.
    c. The magician was going mad when Aladdin couldn't give the magic lamp.
    d. Aladdin finally turned to be a rich man.
    e. The story is about Aladdin and the magic lamp.

59. How was the end of Aladdin's life?
    a. Happing ending
    b. Sad ending
    c. Tragic ending
    d. Open ending
    e. Close ending

60. What does the writer want with the story above?
    a. To retell past events
    b. To tell the readers about experience
    c. To persuade the readers
    d. To entertain the readers
    e. To explain how to do something

ANSWER KEY

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

APPENDIX L

Result Analysis of Validity of Each Question Item

Correlations

[DataSet1] D:\yudi\spss TO\data TO 60 soal.sav

		item1	item2	item3	item4	item5	item6	item7	item8	item9	item10	item11
item1	Pearson Correlation	1	.147	-.118	-.072	-.147	.142	.041	.041	.179	.179	-.160
	Sig. (2-tailed)		.407	.507	.687	.407	.422	.818	.818	.312	.312	.365
	N	34	34	34	34	34	34	34	34	34	34	34
item2	Pearson Correlation	.147	1	-.323	.114	-.328	.340*	.068	-.287	.103	.103	.145
	Sig. (2-tailed)	.407		.062	.520	.058	.049	.703	.100	.563	.563	.412
	N	34	34	34	34	34	34	34	34	34	34	34
item3	Pearson Correlation	-.118	-.323	1	.017	.323	-.387*	-.179	.159	-.043	-.043	.219
	Sig. (2-tailed)	.507	.062		.922	.062	.024	.312	.370	.807	.807	.212
	N	34	34	34	34	34	34	34	34	34	34	34
item4	Pearson Correlation	-.072	.114	.017	1	-.114	.146	-.006	-.211	-.101	-.101	.280
	Sig. (2-tailed)	.687	.520	.922		.520	.410	.973	.230	.569	.569	.109

item12	item13	item14	item15	item16	item17	item18	item19	item20	item21	item22
.115	.087	-.025	-.164	.118	.115	-.164	.064	.369*	.356*	-.203
.518	.623	.890	.354	.507	.518	.354	.721	.032	.039	.249
34	34	34	34	34	34	34	34	34	34	34
-.272	.019	.013	-.130	-.060	-.272	-.130	.106	-.189	.015	.104
.119	.917	.944	.464	.736	.119	.464	.553	.285	.931	.559
34	34	34	34	34	34	34	34	34	34	34
.040	.099	-.096	.040	-.150	.040	.040	.116	.120	.007	-.070
.823	.577	.591	.823	.397	.823	.823	.515	.501	.967	.692
34	34	34	34	34	34	34	34	34	34	34
.024	.134	-.306	.024	-.017	.024	.024	-.169	-.073	.081	-.189

Correlations

item23	item24	item25	item26	item27	item28	item29	item30	item31	item32	item33	item34	item35	item36	item37
.142	.044	-.133	-.160	-.119	-.270	.115	.015	-.160	.026	-.342*	.052	-.123	.041	.171
.422	.807	.454	.365	.501	.123	.518	.931	.365	.886	.048	.770	.488	.818	.334
34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
-.155	.230	.068	.145	.061	.333	.013	-.075	.145	.061	.010	.361*	.063	.068	.209
.381	.191	.703	.412	.732	.054	.944	.673	.412	.732	.957	.036	.724	.703	.235
34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
-.074	-.070	-.347*	.219	-.041	-.120	.175	.316	.219	-.182	.083	.080	-.239	-.179	-.323
.678	.692	.044	.212	.816	.499	.321	.069	.212	.302	.641	.655	.173	.312	.062

item38	item39	item40	item41	item42	item43	item44	item45	item46	item47	item48	i
-.164	.000	.081	.246	.098	-.270	.052	-.072	.227	.000	-.270	
.354	1.000	.651	.160	.579	.123	.770	.687	.196	1.000	.123	
34	34	34	34	34	34	34	34	34	34	34	
-.130	-.063	.114	-.063	.147	-.253	.103	-.041	.410*	-.063	.333	
.464	.724	.520	.724	.407	.150	.563	.817	.016	.724	.054	
34	34	34	34	34	34	34	34	34	34	34	
.040	.000	-.130	-.120	-.493**	.065	-.166	-.278	-.493**	.000	-.120	
.823	1.000	.462	.501	.003	.713	.347	.111	.003	1.000	.499	
34	34	34	34	34	34	34	34	34	34	34	

item48	item49	item50	item51	item52	item53	item54	item55	item56	item57	item58	item59	item60
-.270	-.087	-.342*	.179	-.025	.369*	.179	.052	-.116	.115	-.074	-.270	-.119
.123	.623	.048	.312	.890	.032	.312	.770	.513	.518	.675	.123	.501
34	34	34	34	34	34	34	34	34	34	34	34	34
.333	-.145	.010	.103	-.130	-.189	.103	-.027	.328	-.130	.103	-.253	.061
.054	.412	.957	.563	.464	.285	.563	.881	.058	.464	.563	.150	.732
34	34	34	34	34	34	34	34	34	34	34	34	34
-.120	-.099	.083	-.043	.311	.120	-.043	.080	-.068	.175	-.043	.065	-.041
.499	.577	.641	.807	.074	.501	.807	.655	.704	.321	.807	.713	.816
34	34	34	34	34	34	34	34	34	34	34	34	34
.040	.290	.226	.101	.254*	.072	.101	.101	.197	.141	.048	.401**	.111

Result of Validity Test

No	Validity Test	Sig.(2-tailed) of Pearson Correlation	r-table score	Result
1	Item1	0	0.339	Invalid
2	Item2	0.407	0.339	**Valid**
3	Item3	0.507	0.339	**Valid**
4	Item4	0.687	0.339	**Valid**
5	Item5	0.407	0.339	**Valid**
6	Item6	0.422	0.339	**Valid**
7	Item7	0.818	0.339	**Valid**
8	Item8	0.818	0.339	**Valid**
9	Item9	0.312	0.339	Invalid
10	Item10	0.312	0.339	Invalid
11	Item11	0.365	0.339	**Valid**
12	Item12	0.518	0.339	**Valid**
13	Item13	0.623	0.339	**Valid**
14	Item14	0.890	0.339	**Valid**
15	Item15	0.354	0.339	**Valid**
16	Item16	0.507	0.339	**Valid**
17	Item17	0.518	0.339	**Valid**
18	Item18	0.354	0.339	**Valid**
19	Item19	0.721	0.339	**Valid**
20	Item20	0.032	0.339	Invalid
21	Item21	0.039	0.339	Invalid
22	Item22	0.249	0.339	Invalid
23	Item23	0.422	0.339	**Valid**
24	Item24	0.807	0.339	**Valid**
25	Item25	0.454	0.339	**Valid**
26	Item26	0.365	0.339	**Valid**
27	Item27	0.501	0.339	**Valid**
28	Item28	0.123	0.339	Invalid
29	Item29	0.518	0.339	**Valid**
30	Item30	0.931	0.339	**Valid**
31	Item31	0.365	0.339	**Valid**
32	Item32	0.886	0.339	**Valid**
33	Item33	0.048	0.339	Invalid
34	Item34	0.770	0.339	**Valid**
35	Item35	0.488	0.339	**Valid**
36	Item36	0.818	0.339	**Valid**
37	Item37	0.334	0.339	Invalid
38	Item38	0.354	0.339	**Valid**
39	Item39	1.000	0.339	**Valid**
40	Item40	0.651	0.339	**Valid**
41	Item41	0.160	0.339	Invalid

42	Item42	0.579	0.339	**Valid**
43	Item43	0.123	0.339	Invalid
44	Item44	0.770	0.339	**Valid**
45	Item45	0.687	0.339	**Valid**
46	Item46	0.196	0.339	Invalid
47	Item47	1.000	0.339	**Valid**
48	Item48	0.123	0.339	Invalid
49	Item49	0.623	0.339	**Valid**
50	Item50	0.048	0.339	Invalid
51	Item51	0.312	0.339	Invalid
52	Item52	0.890	0.339	**Valid**
53	Item53	0.032	0.339	Invalid
54	Item54	0.312	0.339	Invalid
55	Item55	0.840	0.339	**Valid**
56	Item56	0.513	0.339	**Valid**
57	Item57	0.518	0.339	**Valid**
58	Item58	0.675	0.339	**Valid**
59	Item59	0.123	0.339	Invalid
60	Item60	0.501	0.339	**Valid**

APPENDIX M

READING COMPREHENSION TEST

Subject	**: English**
Level	**: SMA/ MA**
Class	**: Eleventh**
Time	**: 90 minutes**

Direction : Read the following text and answer the questions by choosing a, b, c, d, or e as the correct answer on the answer sheet.

Text 1
Read the following text to answer questions number 1- 7!

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 he became very ill, so ill, in fact, that he sent for his sister-in-law 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 three times, as if it was very loath to leave the sufferer.

At last Takahama's nephew chased it out into the garden, through 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 died shortly before her wedding day.

When Akiko left this world your uncle resolved never to marry, and to live ever near her grave. For all these years he has remained faithful to his vow, 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 and loving soul."

(Source: Interlanguage Book: English for Senior High School X)

1. What is the communicate purpose of the text above?
   a. To persuade the readers
   b. To tell the past event
   c. To amuse the readers with the story
   d. To explain the past event
   e. To describe a particular person

2. 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
   e. He was a hilarious person

3. Who was Akiko?
   a. She was Takahama's fiance
   b. She was Takahama's niece
   c. She was Takahama's sister I law
   d. She was Takahama's sister

e. She was Takahama's mother

4. 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 lived near Akiko's grave
   c. Takahama resolved not to marry after Akiko's death
   d. Takahama became very ill on summer day
   e. Takahama chased the white butterfly out into the garden

5. "..where it lingered over a woman's tomb" (paragraph 3, sentence 2). The word "*It*" refers to ...
   a. The garden
   b. The cemetery
   c. The tomb
   d. The white butterfly
   e. The gate

6. "..he was betrothed to Akiko" (paragraph 4, line 18). Which of the following words is the synonym of "*betrothed*"?
   a. Alienated
   b. Divided
   c. Separated
   d. Estranged
   e. Engaged

7. "..your uncle resolved never to marry" (paragraph 4, line 19). Which of the following words is the antonym of *"resolved"*?
   a. Undecided
   b. Resolute
   c. Unyielding
   d. Determined
   e. Unbendable

Text 2
Read the following text to answer questions number 8-12 !

Blind Listening

A stupid man was sent by his father to sell salt. He first went to a mining area but nobody there wanted his salt. When he returned home, his father told him that if he had helped the miners to dig, they would have bought his salt.

The man next went to a house where a wedding was taking place. There he dug a huge hole. This made the people angry and they chased him away. When he returned home, his father told him that if he had beaten a drum and danced instead, the people there would have bought salt from him.

Then, he went to a village where there happened to be a fire. Rushing to the place, he started drumming and dancing, only to be thrown out by the people. His father told him that he should have poured water on the fire instead, if he wanted to sell salt there.

In the next place he went to, a couple were fighting with each other. The foolish man poured a bucketful of water on them, again to be chased away. His father later told him that he should have tried to settle the quarrel, in which case they would have bought salt from him.

In the final event, the man saw two bulls fighting with each other. He stepped in to stop the fight and was gored to death by angry bulls.

(Source :Developing English Competencies For Senior High School (SMA/MA) Grade X. Setia Purna Invest)

8. "*A stupid man was sent by his father to sell salt. He first went to a mining area but nobody there wanted his salt.*"(paragraph 1) This part of the text is called the...
   a. Introduction
   b. Orientation
   c. Resolution
   d. Compication
   e. Identification

9. What is the main idea of the fist paragraph?
   a. Tells about the salt
   b. Tells about the stupid man and his father
   c. Tells about how to sell the salt
   d. Tells about their home
   e. Tell about their salt

10. Who is the main characters of the story above?
   a. Father
   b. A stupid man
   c. Angry bulls
   d. Peoples in the vilage
   e. The man

11. "....This made the people angry and *they* chased him away" (paragraph 2, line 5). The word "they" refers to...
   a. Stupid man
   b. Father
   c. The people in wedding
   d. His father
   e. The bulls

12. "The *foolish* man poured a bucketful of water on them, again to be chased away". (paragraph 4, line 11).
   The underlined word has the same meaning as...
   a. Smart
   b. Clever
   c. Kind
   d. Cute
   e. Stupid

Text 3
Read the following text to answer questions number 13-19 !

The Legend of Prambanan Temple

Once, there was a beautiful Javanese princess whose name was Roro Jonggrang. Roro Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka, an evil king. One day, a handsome young man with super natural power, named Bandung Bondowoso, dafeated and killed Prabu Baka. On seeing princess Roro Jonggarang's beauty, Bandung Bondowoso fell in love and wanted to marry her. Meanwhile, princess Roro Jonggrang felt sad due to the death of her father. She did not want to marry Bandung because he had killed her father.

But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift'' Requested Roro Jonggrang. Bandung agreed with this condition.

Helped by the spirits of demons, Bandung Bondowoso started building the temples. Approaching midnight, the work was nearly done. Roro Jonggrang knew and thought, "What shall I do? Bandung is smarter than me. I will lose against Bandung."

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the roosters would think it had already dawn. Bandung Bondowoso got frustrated because he failed to complete the thousandth temples. "The princess has deceived me!'' following his anger, he cursed Roro Jonggrang, "you have cheated me. Now, the thousandth temple is you!''

At once, the princess turned into a statue. Knowing this, Bandung Bondowoso regretted this and he went away into a far land. From then, people called the temple Prambanan temple and the princess statue, Roro Jonggrang statue.

(Source:LKS SIMPATI (Sarana Pasti Meraih Prestasi) untuk SMA dan MA)

13. What is the topic of the text?
    a. The story of Roro Jonggrang and Bandung Bondowoso
    b. The beauty of Roro Jonggrang
    c. Roro Jonggrang's statue
    d. Bandung Bondowoso's love
    e. Roro Jonggrang husband

14. "I will marry you but you have to build one thousand temples.." (line 6).
    The word "I" refers to?
    a. Roro Jonggrang
    b. Bandung Bondowoso
    c. Prabu Baka
    d. The princess statue
    e. Temple

15. "He cursed Roro Jonggrang" (line 13)
    The sentence most nearly means?
    a. He kill Roro Jonggrang
    b. He met Roro Jonggrang
    c. He swore Roro Jonggrang
    d. He cared about Roro Jonggrang
    e. He jealous with Roro Jonggrang

16. What is the type of the text?
    a. Recount text
    b. Narrative text
    c. Report text
    d. Procedure text
    e. News item text

17. What is the communicative purpose of the text?
    a. To persuade the readers
    b. To inform about Prambanan temple
    c. To explain about Roro Jonggrang
    d. To entertain the readers
    e. To advise the readers

18. How many characters are there in the story?
    a. 1
    b. 3
    c. 5
    d. 7
    e. 4

19. "Roro Jonggrang felt sad due to the death of her father." (line 5)
    What is the antonym of "sad"?
    a. Clever
    b. Bad
    c. Polite
    d. Happy
    e. Scarry

Text 4
Read the following text to answer questions number 20-23 !

The Legend of Karimun Java Island

Once upon a time in Muria mountain, there lived the family of Sunan Muria, Amir Hasan or called as Sunan Nyamplungan is the son of Sunan Muria. He was very spoiled by his mother because of that, he became a naughty boy. Then his father, Sunan Muria asked him to study in Kudus. He studied Islamic religion to his uncle, Sunan Kudus. After some time, he became an obedient young man. Sunan Muria was very proud of him.

One day, Sunan Muria asked Amir Hasan to go to somewhere to spread Islamic religion, his father asked him to go to an island that could be seen from Muria mountain. It was on the west - north of Jepara. This island seemed to be fade (kremun-kremun in javanese), and from that time, people called the island as Karimunjava island.

Amir Hasan followed by his mate went to Karimun Java island. They sailed to the island day and night and finally they reached the island. Then, they did what his father said. Amir Hasan and his people lived in the island ever after.

(Source: http://www.sekolahbahasainggris.com/)

20. What is the type of the text?
    a. Recount text
    b. Expository text
    c. Narrative text
    d. Descriptive text
    e. Hortatory text

21. What is the communicative purpose of the text?
    a. To persuade the readers
    b. To entertain the readers
    c. To inform about the legend of Karimun
    d. To procedure about the step journey
    e. To advise the readers

22. "he became an obedient young man" (line 4)
    What is the synonym of "obedient"?
    a. Clever
    b. Pious
    c. Polite
    d. bad
    e. Ugly

23. "He studied Islamic religion to his uncle" (line 3)
    The sentence most nearly means?
    a. He taught Islamic religion
    b. He found Islamic religion
    c. He learnt Islamic religion
    d. He spread Islamic religion
    e. He hated Islamic religion

Text 5
Read the following text to answer questions number 24-31 !

Cinderella

Once upon a time there was a wife of a rich man fell sick, and soon she closed her eyes and departed. Everyday, Cinderella went out to her mother's grave, and wept, and she remained pious and good. When winter came the snow spread a white sheet over the grave, and by the time the spring sun had drawn it off again, the man had taken another wife. The woman had brought with her into the house two daughters, who were beautiful and fair of face but vile and black of heart. Since then a bad time for the poor step-child began.

One day the King gave orders for a festival and all the beautiful young girls in the country were invited, in order that his son might choose himself a bride. When the two step-sisters heard that they were to appear among the number, they were delighted, called Cinderella and made to help them grooming, Cinderella obeyed, but wept, because she too would have liked to go with them to dance, and begged her step-mother said" you cannot go with us, you have no clothes and cannot dance. When the step-mother and her daughters had gone away, Cinderella went to her mother's grave and cried, Shiver and Quiver, My little tree, silver and gold throw down over me."

Suddenly a bird throw down a magnificent gold and silver dresses to her,and were golden too. At the party her step-sister and the step-mother however did not recognize her, and thought she must be a foreign princess, for she looked so beautiful in the golden dress.

(Source: http://www.scribd.com/doc/175647881/Soal-Latihan-Ujian-Semester-Bahasa-Inggris-SMA-Kelas-X-Paket-20#scribd)

24. The genre of the text is ..
    a. Recount
    b. Legend
    c. Procedure
    d. News item
    e. Narrative

25. The first paragraph is the ... of the story
    a. Complication
    b. Resolution
    c. Reorientation
    d. Coda
    e. Orientation

26. Why does Cinderella's mother dead?
    Because she ...
    a. Fell sick
    b. Fell healthy
    c. Fell injured
    d. Fell wounded
    e. Fell disappointed.

27. Cinderella lived with her ..
    a. Two stepmothers
    b. Two step sisters and step mother
    c. Two step sisters and two step mothers
    d. Her mother and two step sisters
    e. Her sister and her mother

28. What problem did Cinderella have?
    a. Cinderella obeyed, but wept

b. Cinderella want to to to the dance party
c. Cinderella has step mother and two *step sisters*
d. Cinderella went to her mother's grave and cried
e. Her step mother forbided Cinderella to go to the festival

e. Cinderella and step sister

29. "She too would have liked to go with them to dance." (Paragraph 2, line 11)
The world "***them***" refers to ..
a. Cinderella's step sisters
b. Cinderella's step mother
c. Cinderella's friends
d. Cinderella's step sisters and mother

30. "She must be a foreign princess." (Paragraph 3, line 15)
What does the underlined word mean?
a. Strong
b. Shocked
c. Sad
d. Strange
e. Shy

31. What is the purpose of the text?
a. To entertain the readers with thestory
b. To discuss something
c. To describe the way thing are
d. To present some point of view
e. To persuade the readers
something is the case

Text 6
Read the following text to answer questions number 32-36 !

Gatotkaca

Gatotkaca was a strong and brave man from Pringgani Kingdom. He was son of Bimasena and Arimbi. The baby was so strong that no weapon could cut of his umbilical cord. It's been a year, Bimasena said sadly, but my son still has his umbilical cord.

Hearing that, his brother named Arjuna decided to meditate for god's guide. Arjuna didn't realize that at the same time Karna was meditating nearby. Since the two of them looked alike, god Batara Narada by mistake gave a super power weapon Kantawijaya to Karna. Then Narada told his mistake to Arjuna, and Arjuna tried to take away the weapon. They were fighting fiercely. Karna manage to keep the weapon. Arjuna, on the other han, got the case only. Miraculously, the case cut the Gatotkaca's cord and then penetrated the baby's stomach. It's made the baby strength, but Arjuna has a strong feeling that he'll be killed the weapon.

Seeing this, Narada then took Gatotkaca to the Nirvana. Narada would have the baby fight Patih Sekipu who was attacking the Nirvana. Sekipu grabbed Gatotkaca. He hit the baby hard on its leg, but the baby kicked him. He squeezed the baby's arm, but the baby pulled his arm so hard. With great embarrassment, Sekipu returned the baby to Narada and then ran away.

Narada was so amazed to Gatotkaca that he planned to give more power to him. Narada plunged Gatotkaca to Candradimuka, which was the crater of mount Jamurdipa. Almost immediately, the other god threw all inds of powerful weapons into the crater. The following day Gatotkaca emerged from the depth in the shape of fully grown man with the power equal to all kinds of weapons.

20 The gods gave him a special gift, a hat called Basunanda, a vest called Antrakusuma, and sandals called Pandakacarma. With these all, Gatotkaca could fly fom cloud to cloud as fast as lighting to defind not only his father and uncle but also the gods.

(Source: Look Ahead An English Course for senior high school students years X)

32. Who is the main character from the text?
    a. Patih Sekipu
    b. Narada
    c. Karna
    d. Gatotkaca
    e. Arjuna

33. What made the baby stronger and stronger?
    a. The baby pulled his arm so hard
    b. The case cut the baby's cord and then penetrated the baby's stomach
    c. No weapon could cut of his umbilical cord
    d. The baby kicked him
    e. Arjuna has a strong feeling that he'll be killed the weapon

34. "..gave a super power weapon Kantawijaya" (paragraph2, line 6).
    The word "*weapon*" has the similar meaning to ..
    a. Weave
    b. Iron
    c. Bullet
    d. Rifle
    e. Rock

35. "*With these all, Gatotkaca could fly fom cloud to cloud as fast as lighting to defind not only his father and uncle but also the gods.*" (paragraph 5, line 21) This part of the text is called the..
    a. Resolution
    b. Orientation
    c. Complication
    d. Description
    e. Identification

36. What do you think the type of the text above?
    a. It's a news item text
    b. It's a narrative text
    c. It's a report text
    d. It's a recount text
    e. It's a procedural text

Text 7

Read the following text to answer questions number 37-40 !

Aladdin

Once upon a time there was a lazy son of poor Chinese tailor, known as Aladdin. One day after his father's death, he met a magician who posed as his uncle and persuaded Aladdin to retrieve a wonderful lamp from a hidden cave.

5 When Aladdin failed to give the lamp to the magician before emerging from the cave, the magician became enraged and sealed the cave, leaving Aladdin to die. In his misery Aladdin wept and wrung his hands, releasing a genie from a ring the magician had given him. The genie freed

Aladdin who soon discovered that the lamp also produced powerful genies when rubbed. They granted Aladdin his every wish, and eventually became immensely wealthy and married the daughter of the sultan.

10 The magician returned to steal the lamp, but was defeated, as was his evil brother who also tried to gain the lamp. Free of these enemies, Aladdin lived a long happy life and succeeded the sultan to the throne.

(*Source: LKS Celcius X*)

37. How many characters are there in the story?
    a. 1
    b. 2
    c. 3
    d. 4
    e. 5

38. Did Aladdin succeed in giving the lamp to the magician?
    a. Yes, he did
    b. No he didn't
    c. Yes, Perhaps
    d. Never
    e. Maybe No

39. Who helped Aladdin to get out from the cave?
    a. The helpful magician
    b. Aladdin himself
    c. The genie
    d. Aladdin's uncle
    e. His evil brother

40. The second paragraph is the ... of the story
    a. Description
    b. Orientation
    c. Reorientation
    d. Complication
    e. Resolution

ANSWER KEY

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

APPENDIX N

SILABUS

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Membaca 11. Memahami makna teks fungsional pendek dan esei sederhana *narrative, spoof,* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari- hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *narrative, spoof,* dan *hortatory exposition*	• Teks tulis berbentuk narrative • Teks tulis berbentuk *spoof* • Teks tulis berbentuk *hortatory exposition* • *Complex sentences* • *Modals*	• Membaca nyaring bermakna teks *exposition* secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. • Berlatih menggunakan kalimat yang menyatakan argumen dan saran	• Mengidentifikasi makna kata dalam teks yang dibaca • Mengidentifikasi tokoh dari cerita yang dibaca • Mengidentifikasi komplikasi dalam sebuah cerita narasi • Mengidentifikasi kejadian dalam teks • Mengidentifikasi topik dari teks yang dibaca • Mengidentifikasi langkah-langkah retorika dari teks • Mengidentifikasi tujuan komunikasi teks dibaca	**Performans** **Tertulis (PG dan Uraian)** **Tugas** **Quiz**	**(14 x 45)** **2 x 45** **4 x 45** **2 x 45**	ESOL ONLINE English Online Jakarta Post English K-6 modules Board of Studi New South Wales
Menulis 12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana *narrative, spoof,* dan *hortatory exposition* dalam konteks kehidupan sehari-hari	12.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, spoof,* dan *hortatory exposition*		• Membuat *draft* teks *exposition* dengan melakukan *chain writing.* • Melakukan koreksi teman sejawat untuk menyempurnakan *draft.* • Menyempurnakan *draft* berdasarkan	• Menggunakan kalimat *past continuous* dalam menulis *spoof* • Menggunakan kalimat *kompleks* dalam membuat sebuah cerita • Menggunakan modal "*should*" untuk menulis saran pada teks *hortatory exposition* • Menghasilkan teks berbentuk *spoof* • Menghasilkan teks berbentuk *narrative* • Menghasilkan teks berbentuk *hortatory exposition*	**Tugas** **unjuk kerja**	**2 x 45** **2 x 45** **2 x 45**	

APPENDIX O

Result of Reliability Statistics

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.582
		N of Items	20[a]
	Part 2	Value	.394
		N of Items	20[b]
	Total N of Items		40
Correlation Between Forms			.638
Spearman-Brown Coefficient	Equal Length		.779
	Unequal Length		.779
Guttman Split-Half Coefficient			.775

a. The items are: item1, item2, item3, item4, item5, item6, item7, item8, item9, item10, item11, item12, item13, item14, item15, item16, item17, item18, item19, item20.

b. The items are: item21, item22, item23, item24, item25, item26, item27, item28, item29, item30, item31, item32, item33, item34, item35, item36, item37, item38, item39, item40.

APPENDIX P

LESSON PLAN

School	:	**MA PATRA MANDIRI Palembang**
Subject	:	**English**
Class/Semester	:	**XI/2 (even)**
Time Allocation	:	**2 x 45 minutes**
Meeting	:	**1st**

A. Standard of Competence

Reading

11. Understanding short functional written text and simple essay in the form of narrative, spoof, and hortatory exposition in daily life and to access knowledge.

B. Basic Competency

11.2 Respond the meaning and the rhetorical steps in essays accurately, fluently and accept in the context of daily life and to access knowledge in the form of narrative, spoof, and hortatory exposition.

C. Indicator

1. Identifying an event from the narrative text
2. Finding reference word of the text
3. Identifying the character of the text

D. The Goal of Learning

In the end of the learning process, students will be able:

1. Identifying an event from the narrative text
2. Finding reference word of the text
3. Identifying the character of the text

E. Material of Learning

Narrative Text

1. Definition

Narrative text is a kind of text that happened at the past and it may just be real or just a fiction. The purpose of narrative is to entertain, create, stimulate emotions, motivate, guide and teach.

2. Generic Structure

a. Orientation: set the scene, where and when the story happened, introduces the participants of the story, who and what is involved in the story.

b. Complication is tell the beginning of the problem which leads to the crisis (climax) of the main participants.

c. Resolution is the problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

d. Reorientation is a closing remark to the story and it is optional. It consist of moral lesson, advice or teaching from the writer.

3. The Language Features of Narrative Text

a. The use of nouns, for example; stepsisters, housework, etc.

b. The use of adjectives to form noun phrases, for example; long black hair, two red apples, etc.

c. The use of time connectives to order the events, for example; then, before, that, soon, etc.

d. The use of adverbs and adverbial phrases, for example; here, in the mountain, happily ever after, etc.

e. The use of action verbs in past tense, for example; stayed, climbed, etc.

f. The se of saying verbs in past tense, for example; said, told, promised, etc.

g. The use of thinking verbs in past tense, for example; thought, understood, felt, etc.

4. Example

Two Brothers

Orientation	Long ago, there were two brothers called Akomi and Ombah. They were ambitious and winning.
Complication	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."
Resolution	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!"

F. Source of Learning

LKS Celcius for SMA

G. Method in Learning

Subtext strategy

H. Media

Dictionary, Book, and The text

I. Teaching and Learning Activities

Pre- Teaching Activities (10 minutes)

1. The teacher greets the students and checks the students's attendance list

Whilst-Activities (75 Minutes)

Eksploration:

1. The teacher tells the students the title of the topic that will be going to learn
2. The teacher explains the definition of narrative text

Elaboration:

3. Students read the story and identify the various characters.
4. Students get a note of each color for each main character. Designate one color for 'saying' notes and the other color for 'thinking' notes.
5. Students create two notes for each main character. On one note they write what the character 'saying' and the other what the characters' 'thinking'
6. Students use these 'saying' and 'thinking' notes to identify larger issues. Discuss how these larger forces impact the story.
7. The teacher gives the assignments to the students to evaluate their comprehension about the text

Confirmation:

8. The teacher and the students discuss the correct answer
9. The teacher gives the positive feedback to the students who have the correct answers and gives more motivation to the students who have the wrong answer.

Post-Activities (5 minutes)

1. The teacher lets the students to conclude the material
2. The teacher closes the class

J. Assessment

a. Exercises

1. The two brother's ambition was to .....
   a. Become rich
   b. Become ministers
   c. Become a King
   d. Make the King's subjects happy
   e. Help the King make good laws

2. 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
e. Not a good man

3. 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. Did not know anything
   e. Thought that the answer would be right

4. "Throw him into the river of crocodiles" (Paragraph 3 , line 15).
   The word "him" refers to ...
   a. Akomi
   b. Ombah
   c. King Aruya
   d. Guard
   e. Two brothers

5. From the story, we can see that King Aruya ……...
   a. Kept many crocodiles
   b. An arrogant person
   c. Could make good laws
   d. Disliked people who told lies
   e. A honest person

b. Answer Key

1. A 2. C 3. E 4. B 5. D

c. Guided Assessment

The correct answer : 20 point
The wrong answer : 0 point
Student's score = total correct answer x 20 point

Palembang, Januari 2017

Teacher Of English

Rahmat Wijaya

Researcher

Wahyudiyanto
NIM.11250064

APPENDIX Q

STUDENTS' ATTENDANCE LIST EXPERIMENTAL GROUP
MA PATRA MANDIRI PALEMBANG

No	Students' Name	Meeting											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Ahmad Faisal												
2	Alamsyah												
3	Alif Putra Panghurian												
4	Ariq Fikri												
5	Ayuni Pratiwi												
6	Dandi Saputra												
7	Hendra Saputra												
8	Heri Saputra												
9	Kevin Audiansyah												
10	Liana												
11	M.Akbar Ramuja												
12	M.Iswanto												
13	M.Wahid Ramadhan												
14	M.Yayan Setiawan												
15	Muhammad Rizki												
16	Purina												
17	Putri Wulandari												
18	Putri Zahra												
19	Rahmadayanti												

APPENDIX Q

20	Ridho Yan Wijaya												
21	Rinaldi Egi Saputra												
22	Salman Alfarizy												
23	Sindya Veronika												
24	Siti Rahma Nurjannah												
25	Sri Wahyuni												
26	Syafitri Alawiyah												
27	Tarisa Oktarina												
28	Vivin Mandasari												
29	Wahyu Agung												
30	Yustika Tatia												

Palembang, February 2017
Researcher

Wahyudiyanto
NIM.11250064

Teacher Of English

Rahmat Wijaya, S.Pd

APPENDIX R

Distributions of Frequency Data of Students' Pretest and Posttest Scores in Control Group

Pretest Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32,50	2	6,7	6,7	6,7
	40,00	3	10,0	10,0	16,7
	42,50	2	6,7	6,7	23,3
	45,00	2	6,7	6,7	30,0
	47,50	4	13,3	13,3	43,3
	50,00	3	10,0	10,0	53,3
	52,50	1	3,3	3,3	56,7
	55,00	3	10,0	10,0	66,7
	57,50	3	10,0	10,0	76,7
	60,00	4	13,3	13,3	90,0
	62,50	1	3,3	3,3	93,3
	65,00	1	3,3	3,3	96,7
	70,00	1	3,3	3,3	100,0
	Total	30	100,0	100,0	

Posttest Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40,00	1	3,3	3,3	3,3
	47,50	1	3,3	3,3	6,7
	50,00	1	3,3	3,3	10,0
	52,50	1	3,3	3,3	13,3
	55,00	5	16,7	16,7	30,0
	57,50	1	3,3	3,3	33,3
	60,00	5	16,7	16,7	50,0
	62,50	2	6,7	6,7	56,7
	65,00	6	20,0	20,0	76,7
	67,50	2	6,7	6,7	83,3
	70,00	3	10,0	10,0	93,3
	72,50	1	3,3	3,3	96,7
	75,00	1	3,3	3,3	100,0
	Total	30	100,0	100,0	

Distributions of Frequency Data of Students' Pretest and Posttest Scores in Experimental Group

Pretest Experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32,50	1	3,3	3,3	3,3
	35,00	5	16,7	16,7	20,0
	37,50	3	10,0	10,0	30,0
	42,50	1	3,3	3,3	33,3
	45,00	2	6,7	6,7	40,0
	47,50	2	6,7	6,7	46,7
	50,00	5	16,7	16,7	63,3
	52,50	1	3,3	3,3	66,7
	55,00	4	13,3	13,3	80,0
	57,50	1	3,3	3,3	83,3
	60,00	2	6,7	6,7	90,0
	62,50	1	3,3	3,3	93,3
	65,00	1	3,3	3,3	96,7
	67,50	1	3,3	3,3	100,0
	Total	30	100,0	100,0	

Posttest Experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50,00	1	3,3	3,3	3,3
	52,50	1	3,3	3,3	6,7
	60,00	4	13,3	13,3	20,0
	62,50	3	10,0	10,0	30,0
	65,00	5	16,7	16,7	46,7
	67,50	1	3,3	3,3	50,0
	70,00	4	13,3	13,3	63,3
	72,50	2	6,7	6,7	70,0
	75,00	5	16,7	16,7	86,7
	77,50	1	3,3	3,3	90,0
	80,00	3	10,0	10,0	100,0
	Total	30	100,0	100,0	

APPENDIX S

Descriptive Statistics of Students' Pretest and Posttest Scores in Control and Experimental Groups

1. Control Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretestcontrol	30	32,50	70,00	50,9167	9,29598
Valid N (listwise)	30				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
posttestcontrol	30	40,00	75,00	61,0000	7,81246
Valid N (listwise)	30				

2. Experimental Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretestexperiment	30	32,50	67,50	48,0833	10,10043
Valid N (listwise)	30				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
posttestexperiment	30	50,00	80,00	68,0000	7,83449
Valid N (listwise)	30				

APPENDIX T

Normality Test of Students' Pretest Scores in Control and Experimental Groups

1. Control Group

One-Sample Kolmogorov-Smirnov Test

		pretestcontrol
N		30
Normal Parameters(a,b)	Mean	50,9167
	Std. Deviation	9,29598
Most Extreme Differences	Absolute	,103
	Positive	,077
	Negative	-,103
Kolmogorov-Smirnov Z		,565
Asymp. Sig. (2-tailed)		,907

a. Test distribution is Normal.
b. Calculated from data.

2. Experimental Group

One-Sample Kolmogorov-Smirnov Test

		pretestexperiment
N		30
Normal Parameters(a,b)	Mean	48,0833
	Std. Deviation	10,10043
Most Extreme Differences	Absolute	,153
	Positive	,153
	Negative	-,109
Kolmogorov-Smirnov Z		,836
Asymp. Sig. (2-tailed)		,487

a. Test distribution is Normal.
b. Calculated from data.

Normality Test of Students' Posttest Scores in Control and Experimental Groups

1. Control Group

One-Sample Kolmogorov-Smirnov Test

		posttestcontrol
N		30
Normal Parameters(a,b)	Mean	61,0000
	Std. Deviation	7,81246
Most Extreme Differences	Absolute	,129
	Positive	,079
	Negative	-,129
Kolmogorov-Smirnov Z		,707
Asymp. Sig. (2-tailed)		,700

a. Test distribution is Normal.
b. Calculated from data.

2. Experimental Group

One-Sample Kolmogorov-Smirnov Test

		posttestexperiment
N		30
Normal Parameters(a,b)	Mean	68,0000
	Std. Deviation	7,83449
Most Extreme Differences	Absolute	,116
	Positive	,116
	Negative	-,114
Kolmogorov-Smirnov Z		,634
Asymp. Sig. (2-tailed)		,816

a. Test distribution is Normal.
b. Calculated from data.

APPENDIX U

Homogeneity Test of Students' Pretest and Posttest Scores in Control and Experimental Groups

1. Pretest Scores in Control and Experimental Groups

Test of Homogeneity of Variances

Ss_score

Levene Statistic	df1	df2	Sig.
,291	1	58	,591

ANOVA

Ss_score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	120,417	1	120,417	1,278	,263
Within Groups	5464,583	58	94,217		
Total	5585,000	59			

2. Posttest Scores in Control and Experimental Groups

Test of Homogeneity of Variances

Ss_Score

Levene Statistic	df1	df2	Sig.
,085	1	58	,772

ANOVA

Ss_Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	735,000	1	735,000	12,008	,001
Within Groups	3550,000	58	61,207		
Total	4285,000	59			

APPENDIX V

Hypothesis Testing of Students' Pretest and Posttest Score in Control and Experimental Groups Measuring Means Significants Difference

1. Pretest to Posttest Scores in Experimental Groups

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Mean	Std. Deviation	Std. Error Mean
			Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper
Pair 1	posttestexperiment - pretestexperiment	19,91667	9,57014	1,74726	16,34312	23,49022	11,399	29	,000

Hypothesis Testing of Students' Pretest and Posttest Score in Control and Experimental Groups
Measuring Means Significants Difference

1. Posttest Scores in Experimental and Control Groups

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower
Ss_Score	Equal variances assumed	,085	,772	3,465	58	,001	7,00000	2,02001	2,95650	11,04350
	Equal variances not assumed			3,465	58,000	,001	7,00000	2,02001	2,95650	11,04350

APPENDIX W

RESEARCH PHOTO GALLERY

Try Out XI IPS at MA Al- Fattah Palembang

Pretest Control Group and Experimental group at MA Patra Mandiri Palembang

Treatment in Experimental Group (Subtext Strategy)

Posttest Control Group and Experimental Group at MA Patra Mandiri Palembang

DOCUMENTATIONS

TELAH DIPERIKSA KEBENARANNYA DAN
SESUAI DENGAN ASLINYA
PALEMBANG,.....20...
Nomor : In.03/4.2/PP.009/...../20...
Kepala BAAK,

MIRWAN FASTA, S.Ag,.M.Si.
NIP. 19701020 199603 1 001

BANK SUMSEL BABEL
179 CABANG PEMBANTU KERTAPATI
16/02/17 2:14:45 778693
GTL179 68KPTTLFER

BANK SUMSELBABEL

PEMBAYARAN TAGIHAN SEMESTER MAHASISWA

ID Universitas	: 0009 IAIN R.FATAH	
ID.Mahasiswa	: 11250084	
Nama Mahasiswa	: WAHYUDIYANTO	
Keterangan Bayar	: SPP	
Semester Bayar	: GENAP	
Tahun Angkatan	: 2016	
Nama Fakultas	: TARBIYAH DAN KEGURUAN	
Nama Jurusan	: PENDIDIKAN BAHASA IN	
Nomor Induk Mhs	: 11250064	
Detail Pembayaran	:	
001 SPP		600,000 00
Reference Code	:	
Nilai transaksi	: Rp.	600,000.00
Biaya Bank	: Rp.	.00
Total Pembayaran	: Rp.	600,000.00

BANK SUMSELBABEL
CAPEM UIN RADEN FATAH

erbilang :
NAM RATUS RIBU RUPIAH

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DEPARTEMEN PENDIDIKAN NASIONAL
REPUBLIK INDONESIA

IJAZAH

SEKOLAH MENENGAH KEJURUAN 3 TAHUN

Bidang Keahlian : Bisnis Manajemen
Program Keahlian : Akuntansi

TAHUN PELAJARAN 2008/2009

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Kejuruan Negeri 2 Pacitan menerangkan bahwa:

nama	:	WAHYUDIYANTO
tempat dan tanggal lahir	:	Lahat , 10 Nopember 1991
nama orang tua	:	ALI
sekolah asal	:	SMK Negeri 2 Pacitan
nomor induk	:	5746 / 2782. Ak
nomor peserta	:	21 - 108 - 209 - 8

LULUS

dari satuan pendidikan berdasarkan hasil Ujian Nasional dan Ujian Sekolah serta telah memenuhi seluruh kriteria sesuai dengan peraturan perundang-undangan.

Pacitan , 13 Juni 2009
Kepala Sekolah,

Drs. SUKARNI
NIP. 19651003 199003 1 006

No. DN-05 Mk 0075413

Keputusan Kepala Badan Penelitian dan Pengembangan
Nomor : 0007/G/LL/2009, Tanggal 5 Januari 2009

UNIVERSITAS ISLAM NEGERI
RADEN FATAH PALEMBANG
LANGUAGE CENTRE
JLN. PROF.ZAINAL ABIDIN FIKRI KM 3.5
PALEMBANG TELP : 0711 354668 psw 147

TOEFL PREDICTION SCORE

SECTION 1	SECTION 2	SECTION 3	TOTAL SCORE
46	50	49	483

TOEFL PREDICTION TEST

FULL NAME
WAHYUDIYANTO

SEX M / F	DATE OF BIRTH DD / MM /YY	TEST DATE DD / MM /YY
M	10 / 11 / 1991	07 / 03 / 2017

07032017

Drs. HERIZAL, MA
TOEFL Tester

The person whose name appears above has taken the TOEFL PREDICTION TEST at UIN Raden Fatah Language Centre.
This score is valid for six months.

MENGETAHUI
FOTO COPY SESUAI ASLINYA
PALEMBANG, 20 /
NO.IN.03/8.P.01/2/ /20
KEPALA PUSAT PENGEMBANGAN BAHASA
UIN RADEN FATAH PALEMBANG
DR. MUSLIM HERY, M.Ag
NIP. 19[illegible]028 199303 1 001

UIN
RADEN FATAH
PALEMBANG

PENGESAHAN PENGAJUAN JUDUL SKRIPSI

Nama : Wahyudiyanto

Nim : 11250064

Program Study : Pendidikan Bahasa Inggris

Judul : Teaching narrative reading by using subtext strategy to the eleventh grade students of MA Patra Mandiri Palembang

Research Questions : 1. Is there any significant improvement before and after the treatments on students' narrative reading comprehension achievement taught by using *Subtext strategy* at the eleventh grade of MA Patra Mandiri Palembang?

2. Is there any significant difference between students' narrative reading comprehension achievement taught by using *Subtext strategy* and those who are not at the eleventh grade of MA Patra Mandiri Palembang?

Palembang, 17 Oktober 2016

Mengetahui,

Bina Skripsi

Beni Wijaya, M. Pd

Mahasiswa yang bersangkutan

Wahyudiyanto
NIM. 11250064

Universitas Islam Negeri Raden Fatah Palembang
Fakultas Tarbiyah dan Keguruan
Jln. Prof. KH Zaenal Abidin Fikri KM 3,5
Telp. (0711) 353347. Fax (0711) 354668. Website:http//radenfatah.ac.id, Email:tarbiyah@radenfatah.ac.id

PENUNJUKKAN PEMBIMBING SKRIPSI

Nama : Wahyudiyanto

NIM : 11250064

Jurusan : English Education Study Program

Fakultas : Tarbiyah Faculty

Judul Skripsi : Teaching narrative reading by using subtext strategy to the eleventh grade students of MA Patra Mandiri Palembang

PEMBIMBING I : NIP :	M. Hollandyah, M.Pd
PEMBIMBING II : NIP :	Nova Lingga Pitaloka, M.Pd

Palembang, Oktober 2016

PEMBANTU DEKAN I,

Dr. Dewi Warna, MPd

NIP. 19740723 199903 2 002

KAPRODI PBI,

Hj. Lenny Marzulina, M.Pd

NIP. 197103122011012001

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN RADEN FATAH PALEMBANG
Nomor : B-4109/Un.09/II.1/PP.009/10/2016
Tentang
PENUNJUKKAN PEMBIMBING SKRIPSI
DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG

Menimbang :
1. Bahwa untuk mengakhiri Program Sarjana bagi seorang mahasiswa perlu ditunjuk ahli sebagai Dosen Pembimbing Utama dan Pembimbing Kedua yang bertanggung jawab untuk membimbing mahasiswa/i tersebut dalam rangka penyelesaian skripsinya.
2. Bahwa untuk lancarnya tugas-tugas pokok tersebut perlu dikeluarkan surat keputusan tersendiri.

Mengingat :
1. Peraturan Menteri Agama RI No. 1 Tahun 1972 jo. No. 1 1974
2. Peraturan Menteri Agama RI No. 60 Tahun 1977
3. Keputusan Senat IAIN Raden Fatah No. XIV Tahun 1984
4. Keputusan Senat IAIN Raden Fatah No. 11 Tahun 1985
5. Keputusan Rektor IAIN Raden Fatah No. B/11-1/UP/201 tgl 10 Juli 1991

MEMUTUSKAN

Menetapkan
PERTAMA : Menunjuk Saudara
1. M. Holardiyah, M.Pd — NIP. 19740507 201101 1 001
2. Nova Lingga Pitalika, M.Pd — NIK.

Dosen Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang masing – masing sebagai Pembimbing Utama dan Pembimbing Kedua skripsi mahasiswa Fakultas Tarbiyah dan Keguruan atas nama saudara :

Nama	:	Wahyudiyanto
NIM	:	11250064
Judul Skripsi	:	Teaching Narrative reading by using subtext strategy to the eleventh grade students of MA Patra mandiri Palembang

KEDUA : Kepada Pembimbing Utama dan Pembimbing Kedua tersebut diberi hak sepenuhnya untuk merevisi judul / kerangka dengan sepengetahuan Fakultas.

KETIGA : Kepadanya diberikan honorarium sesuai dengan ketentuan yang berlaku masa bimbingan dan proses penyelesaian skripsi diupayakan minimal 6 (enam) bulan.

KEEMPAT : Ketentuan ini mulai berlaku sejak tanggal ditetapkan oleh Fakultas.

Palembang, 18 Oktober 2016
Dekan,

Prof. Dr. H. Kasinyo Harto, M. Ag.
NIP. 19710911 199703 1 004

Tembusan :
1. Rektor UIN Raden Fatah Palembang
2. Mahasiswa yang bersangkutan
3. Arsip

Universitas Islam Negeri Raden Fatah Palembang
Fakultas Tarbiyah dan Keguruan
Jln. Prof. KH Zaenal Abidin Fikri KM 3,5
Telp. (0711) 353347 Fax (0711) 354668. Website:http//radenfatah.ac.id, Email:tarbiyah@radenfatah.ac.id

THESIS CONSULATATION CARD

NAME : Wahyudiyanto
STUDENT NUMBER : 11250064
FACULTY : Tarbiyah
ADVISOR I : Muhammad Hollandyah, M.pd
THESIS TITLE : Teaching narrative reading by using subtext strategy to the eleventh grade students of MA Patra Mandiri Palembang

No.	Date	Aspect Consulted	Comment	Signature
1.	8/12 - 2016	Chapt I	Revise	
2.	13/12 - 2016	Chapt I	OK	
3.	15/12 - 2016	Chapt II	Revise	
4.	16/12 - 2016	Chapt II	OK	
5	21/12 - 2016	Chapt III	Revise	
6.	22/12 - 2016	Chapt III	OK	
7	29/3 - 2017	Chapter IV	Revise	
8	30/3 - 2017	Chapter IV	Ok	

9	31/3 2017	Chapter V	Revise	
10	3/4 2017	Chapter V	Revise	
		Chapter V	Cle. Register For the exam com.	

Palembang, Maret 2017

Advisor I

M. Hollandyah , M.Pd

NIP. 197405072011011001

Universitas Islam Negeri Raden Fatah Palembang

Fakultas Tarbiyah dan Keguruan

Jln. Prof. KH Zaenal Abidin Fikri KM 3,5

Telp. (0711) 353347. Fax (0711) 354668. Website:http//radenfatah.ac.id, Email:tarbiyah@radenfatah.ac.id

THESIS CONSULATATION CARD

NAME : Wahyudiyanto

STUDENT NUMBER : 11250064

FACULTY : Tarbiyah

ADVISOR II : Nova Lingga Pitaloka, M.pd

THESIS TITLE : Teaching narrative reading by using subtext strategy to the eleventh grade students of MA Patra Mandiri Palembang

No.	Date	Aspect Consulted	Comment	Signature
1	25/10 - 2016	Ch. 1 - Background	- Elaborate your ideas and arguments - Add some theories and data - Organize your writing	
2.	27/10 - 2016	Ch. 1 - Background	- Elaborate your ideas - Group your ideas into its main topics - Organize your writing	
3.	11/11 - 2016	Ch. 1 - Background	- Revise as suggested	
4	18/11 - 2016	Ch. 1	- Revise as suggested	
5	8/12 - 2016	Ch. 1	OK !	

6	14/12 - 2016	Ch. 2	Ok, with revision	
7	19/12 - 2016	Ch. 3	Revise	
8	20/12 - 2016	Ch. 3	Ok !	
9	13/3 - 2017	Ch. 4 and 5	Revise	
10.	16/3 - 2017	Ch. 4, 5, and abstract	Revise	
11	27/3 - 2017	Ch. 4, 5, Abstract	Acc	
12.	29/3 - 2017	Ch. 1 - 5	Acc	

Palembang, Maret 2017

Advisor II

Nova Lingga Pitaloka , M.Pd

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

Palembang, 5 Januari 2017

Nomor : B- 098 /Un.09/II.1/PP.00.9/01/2017
Perihal : Permohonan izin *Try Out*

Kepada Yth.
Kepala MA Al- Fattah Palembang
Di –
Tempat

Assammu'alaikum Wr. Wb.

Saya yang bertanda tangan di bawah ini, kaprodi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang menyampaikan bahwa mahasiswa berikut:

Nama	: Wahyudiyanto
Nim	: 11250064
Jurusan /Program Studi	: Pendidikan Bahasa Inggris/S1
Judul Skripsi	: *Teaching Narrative Reading by Using Subtext Strategy to the Eleventh Grade Students of MA Patra Mandiri Palembang.*

Sehubungan dengan kegiatan akhir studi mahasiswa yang akan mengadakan penelitian skripsi, dengan ini mengajukan permohonan izin pengujian soal pelajaran bahasa Inggris di sekolah Bapak/Ibu pimpin. Adapun rincian tersebut sebagai berikut:

Kelas	: XI
Materi	: Reading
Jenis Tes	: Multiple Choice
Jumlah Soal	: 60

Demikianlah surat permohonan ini saya sampaikan dan dapat digunakan sebagaimana mestinya. Atas perhatian Bapak/ Ibu, saya mengucapkan terima kasih.

Wassalammu'alaikum Wr. Wb.

Kaprodi Pendidikan Bahasa Inggris,

KEMENTERIAN AGAMA R.I. UIN RADEN FATAH PALEMBANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN PALEMBANG

Hj. Jenny Marzulina, M.Pd.
NIP. 19710131 201101 2 001

KEMENTERIAN AGAMA
MADRASAH ALIYAH AL-FATAH
YAYASAN PEMBANGUNAN UIN RADEN FATAH PALEMBANG
Jalan Prof. KH. Zainal Abidin Fikry (Komplek UIN Raden Fatah) Km. 3,5 Palembang 30126
Telepon (0711) 357071 Pos-el madrasahaliyahalfatah@yahoo.co.id

SURAT KETERANGAN

Nomor : Ma.06.07/AF/PP.06/ 090 / 2016

Saya yang bertanda tangan di bawah ini :

Nama	: Khoirul Anwar, M.Pd.I
Jabatan	: Kepala Madrasah
Alamat	: Jl. K.H Zainal Abidin Fikri Komp. IAIN Raden Fatah Palembang

Dengan ini menerangkan :

Nama	: Wahyudiyanto
NIM	: 11250064
Jurusan	: Bahasa Inggris

Memang benar telah melakukan Try Out di Kelas XI untuk memenuhi kegiatan akhir studi di Madrasah Aliyah Al-Fatah Yayasan Pembangunan UIN Raden Fatah Palembang dengan Judul Skripsi "***TEACHING NARRATIVE READING BY USING SUBTEXT STRATEGY TO THE ELEVENTH GRADE STUDENTS OF MA PATRA MANDIRI PALEMBANG***".

Demikianlah surat keterangan ini dan dapat dipergunakan sebagaimana mestinya.

Palembang, 19 Januari 2017
Kepala Madrasah

Khoirul Anwar, M.Pd.I
NIK. 992.503.01.002

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

Nomor : B-077/Un.09/II.1/PP.00.9/12/2016 Palembang, 05 Januari 2017
Lampiran :
Perihal : Mohon Izin Penelitian Mahasiswa /i
Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Kepada Yth,
Kepala MA Patra Mandiri
di

Palembang

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan tugas akhir Mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang dengan ini kami mohon izin untuk melaksanakan penelitian dan sekaligus mengharapkan bantuan Bapak/Ibu/Saudara/i untuk memberikan data yang diperlukan oleh mahasiswa/i kami :

Nama	:	Wahyudiyanto
NIM	:	11250054
Prodi	:	PBI
Alamat	:	Jln. K.H Wahid Hasyim Lrg. Terusan 1 Rt/Rw : 41/08 Kel. 3 Ulu Kec. SU 1 Palembang.
Judul Skripsi	:	Teaching Narrative reading by using subtext strategy to the eleventh grade students of MA Patra mandiri Palembang.

Demikian harapan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i diucapkan terima kasih.

Wassalamu'alaikum W. Wb

Dekan,

Prof. Dr. H. Kasinyo Harto, M. Ag.
NIP. 19710911 199703 1 004

Tembusan :
1. Rektor UIN Raden Fatah Palembang
2. Mahasiswa yang bersangkutan
3. Arsip

YAYASAN PATRA MANDIRI PLAJU (YPMP)
MADRASAH ALIYAH PATRA MANDIRI
STATUS AKREDITASI: A
Jln. DI Panjaitan Samping Kantor Pos Plaju Palembang (30268)Telepon 0711 541504 / 081368000939

SURAT KETERANGAN

Nomor : 1214/MA/YPMP/P.16/3/2017

Kepala Madrasah Aliyah Patra Mandiri Plaju, dengan ini menerangkan bahwa :

Nama	: Wahyudiyanto
NIM	: 11250064
Prodi	: PBI
Jenjang	: Strata 1 (S1)
Judul Skripsi	: "Teaching Narrative reading by using subtext strategy to the eleventh grade students of MA Patra Mandiri Palembang".

Telah selesai melaksanakan penelitian di MA Patra Mandiri Plaju Palembang pada tanggal 27 Januari 2017 s.d 27 Februari 2017.

Demikian surat keterangan ini untuk dipergunakan sebagaimana mestinya.

Palembang, 3 Maret 2017
Kepala Madrasah

Drs. H. Abdul Kadir

PUSAT TEKNOLOGI INFORMASI DAN PANGKALAN DATA
INSTITUT AGAMA ISLAM NEGERI RADEN FATAH
JL. PROF. K. H. ZAINAL ABIDIN FIKRY KM.3,5 PALEMBANG 30126. ☎ 0711 - 354668 FAX. 0711 - 356209

SERTIFIKAT

Nomor : In.03 / 10.1 / Kp. 01 / 005 / 2013

Diberikan kepada :

NAMA	**: WAHYUDIYANTO**
NIM	**: 11250064**
FAKULTAS	**: TARBIYAH**
JURUSAN	**: PENDIDIKAN BAHASA INGGRIS**

Atas partisipasinya dalam mengikuti **PENDIDIKAN PROGRAM APLIKASI DAN KEAHLIAN KOMPUTER** yang diselenggarakan pada semester I dan II Tahun Ajaran 2011 - 2012 dengan nilai sebagai berikut :

Program Aplikasi	Nilai	Akumulasi Nilai
Microsoft Office Word 2003	A	**B**
Microsoft Office Excel 2003	B	

Palembang, 06 Nopember 2013
Kepala PUSTIPD,

Sholeh Khudin, S.Ag
NIP. 197410252003121003

574

LP2M LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG

Sertifikat

Nomor : In.03/8.0/PP.00/400/2015

LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT (LP2M) UIN RADEN FATAH MENERANGKAN :

Nama	:	**Wahyudiyanto**
Tempat/Tgl.lahir	:	**Lahat, 10 Nopember 1991**
Fak/Jur/NIM	:	**Tarbiyah/PBI/11250064**

TELAH MELAKSANAKAN PROGRAM KULIAH KERJA NYATA ANGKATAN 65 TEMATIK POSDAYA
DARI TANGGAL 10 FEBRUARI S/D 26 MARET 2015 DI :

Desa	:	**Talang Tinggi**
Kecamatan	:	**Muara Payang**
Kabupaten	:	**Lahat**
Lulus dengan nilai	:	**A (Amat Baik)**

KEPADANYA DIBERIKAN HAK SESUAI DENGAN PERATURAN YANG BERLAKU

Palembang, 01 Juni 2015
Ketua,

Prof. Dr. Ris'an Rusli, MA
NIP. 19650519 199203 1 003

Nomor : In. 03 / 8.00 / PP. 00 /...../.....
MENGETAHUI
Fotocopy / salinan sesuai dengan aslinya
UIN RADEN FATAH PALEMBANG
Kasubbag Tata Usaha
EMI KALSUM, B
NIP. 19650507 198203 2

Jl. KH. Zainal Abidin Fikry Km. 3,5 Palembang Telp./Fax. : (0711) 362244

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI RADEN FATAH PALEMBANG
LEMBAGA PENGABDIAN MASYARAKAT (LPM)

Jl. Prof. KH. Zainal Abidin Fikri Telp. (0711) 354668 Kode Pos : 30126 Palembang

SERTIFIKAT

Nomor : In.03/8.0/PP.00/ 3922 /2012

Palembang : .....
Nomor : In. 03 / 8.00 / PP. 00 /...../.....

MENGETAHUI

Fotocopy / salinan sesuai dengan aslinya

IAIN RADEN FATAH PALEMBANG
Kasubag Tata Usaha

KALSUM, BA
NIP. 19530607 198203 2 002

Diberikan kepada

Nama : **Wahyudiyanto**

NIM : **11250064**

Fak/Prodi : **Tarbiyah/Pendidikan Bahasa Inggris (PBI)**

Yang telah Lulus Ujian Program Intensif Pembinaan dan Peningkatan Kemampuan **Baca Tulis Al-Qur'an (BTA)** yang diselenggarakan oleh **Lembaga Pengabdian Masyarakat (LPM)**

Sertifikat ini menjadi salah satu syarat untuk mengikuti Kuliah Kerja Nyata (KKN) dan Munaqasyah berdasarkan **SK Rektor No. : In.03/1.1/Kp.07.6/266/2012**

Palembang, 07 Februari 2014

Mengetahui,
Rektor IAIN Raden Fatah Palembang,

Prof. Dr. H. Aflatun Muchtar, MA
NIP. 19520601 198503 1 002

Ketua LPM,

Dr. Muhajirin, MA
NIP. 19730125 199903 1 002

Sertifikat

PAHLAWAN 2011

No. 035/PH/PAHLAWAN/PANPEL/VIII/2011

Diberikan Kepada:

Wahyudiyanto

ATAS PARTISIPASINYA SEBAGAI PESERTA DALAM KEGIATAN PERKENALAN MAHASISWA BARU DI BULAN RAMADHAN [PAHLAWAN 2011] INSTITUT AGAMA ISLAM NEGERI RADEN FATAH PALEMBANG

"Dengan semangat pahlawan 2011 kita bentuk jiwa pahlawan dan kepemimpinan mahasiswa baru yang berkarakter muslim Revolusioner"

15 - 20 Agustus 2011

Mengetahui,

Ketua Pelaksana	Sekretaris Pelaksana	Rektor	Presiden Mahasiswa
Eka Noftiansyah	Juanda	Prof. DR. H. Aflatun Muchtar, MA	Azwar Arifin
NIM: 0729006	NIM: 09210079	NIP: 195206011985031002	NIM: 0721014

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

SURAT KETERANGAN BEBAS TEORI

Nomor: B- 551 /Un.09/II.1/PP.00.9/ 1 /2016

Berdasarkan Penelitian yang Kami lakukan terhadap Mahasiswa/i:

Nama : WAHYUDI YANTO
NIM : 1125064
Semester/Jurusan : 11 / PBI
Program : S1

Kami Berpendapat bahwa Mahasiswa/i yang tersebut di atas (sudah / belum) Bebas Mata Kuliah (Teori, praktek dan Mata Kuliah Non Kredit) dengan IPK: 3,14

(.....)

Demikian syarat ini dibuat dengan sesungguhnya untuk digunakan seperlunya.

Palembang, 24 Januari 2016
Kasubag Tata Usaha

Syaiful Arifin, SH.,M.H.,M.Si.
NIP. 19621120 198603 1 003

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

REKAPITULASI NILAI UJIAN KOMPREHENSIF
PROGRAM REGULAR FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG

HARI / TANGGAL UJIAN : **Selasa/ 7 Februari 2017**
PUKUL : **08.00 - selesai**
PROGRAM STUDI : **Pendidikan Bahasa Inggris**

No.	NIM	Nama	Nilai					
			I	II	III	IV	Angka	Huruf
1	11250064	Wahyudianto	80	88	75	80	80,75	A
2	11250050	Rustini	80	79	87	80	81,5	A
3	11250093	Mutiara Yusitaria	70	91	84	70	78,75	B
4	12250117	Ririn Khairunnisa	70	86	78	70	76	B
5	11250037	Muammar Khadafi	82	90	86	82	85	A
6	12250127	Sholihatun	60	84	86	60	72,5	B
7	12250065	Kerisnin Otoyo	75	90	86	75	81,5	A
8	12250067	Kiki Amalia	80	84	87	80	82,75	A
9	12250156	Yunica	65	91	80	65	75,25	B
10	12250137	Syahrir Rozi	65	91	82	65	75,75	B
11	12250158	Zurnailah	60	91	84	60	73,75	B
12	12250140	Tama Aprezki A.	75	79	80	75	77,25	B
13	12250123	Sapriah	75	88	85	75	80,75	A
14	12250045	Florensia A.P.	65	88	82	65	75	B
15	12250019	Ema karmila Sari	80	89	85	80	83,5	A
16	12250155	Yulinda	65	88	83	65	75,25	B
17	11250014	Dian Utari	65	91	83	65	76	B
18	12250059	Ipta Hutjanah	80	88	86	80	83,5	A

Keterangan
Mata Uji
I : Language Evaluation
II : TEFL Methodology
III : Curriculum Development
IV : Material Development

Interval Nilai
80 -100 = A
70 - 79 = B
60 - 69 = C
56 - 59 = D
≤ 55 = E

Dosen Penguji

Nova Lingga Pitaloka, M.Pd.
M. Holandyah, M.Pd
Beni Wijaya, M.Pd
Hj. Lenny Marzulina, M.Pd

Palembang, 14 Februari 2017
Panitia Ujian Komprehensif
Fakultas Ilmu Tarbiyah dan Keguruan
Sekretaris,

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TANDA TERIMA

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Memang nama tersebut di atas telah selesai menyerahkan biaya administrasi ujian komprehensif, munaqasyah, dan penyelesaian ijazah (Sesuai dengan tarif layanan BLU UIN Raden Fatah Palembang).

Palembang, 25 Januari 2017
Yang menerima
Kabag. TU

Rp300.000,00
Terbilang: tiga ratus ribu rupiah

Syaiful Arifin, SH.,MH.M.Si.
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