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APPENDICES

Appendix 1. Lesson Plan (RPP) Eksperimental Class

Sekolah : SMK PGRI 2 Taman
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI/2
 Alokasi Waktu : 6 Pertemuan (12 JP)

A. Kompetensi Inti

KI 1	Menghargai dan menghayati agama yang dianutnya.
KI 2	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, kerjasama), santun, percaya diri, dan mampu berinteraksi secara efektif dengan lingkungan sosial dan alam dalam pergaulan dan kehidupan.
KI 3	Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian nyata.
KI 4	Mencoba, mengolah, dan menyaji dalam bentuk konkret (memanfaatkan, menganalisis, merangkai, memodifikasi, dan membuat) dan abstrak (menulis, membaca, menghitung, menggambar, dan mencipta) sesuai dengan mata pelajaran yang dipelajari di sekolah dan sumber lain yang senada/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.8 Membedakan fungsi sosial, struktur teks, dan unsur	<ul style="list-style-type: none"> • Mengidentifikasi kalimat yang mengandung bagian-bagian

<p>kebahasaan beberapa teks narasi lisan dan tulis dengan memberi dan meminta informasi terkait cerita rakyat, secara sederhana, sesuai dengan konteks penggunaan, fungsi, struktur teks, dan unsur kebahasaan teks narasi.</p>	<p>legenda yang dimaksud.</p> <ul style="list-style-type: none"> • Mengidentifikasi persamaan dan perbedaan konteks sosial. • Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat. • Memahami unsur kebahasaan teks naratif dalam memberi dan meminta informasi terkait legenda rakyat.
<p>4.8 Menangkap makna kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan, dan tulis sederhana terkait cerita rakyat</p>	<p>Bacalah legenda dengan intonasi, ucapan, dan penekanan yang benar sambil saling mengoreksi.</p>

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan mampu:

1. Mengidentifikasi kalimat yang mengandung bagian-bagian legenda yang dimaksud.
2. Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks, dan unsur kebahasaan teks narasi.
3. Memahami struktur teks narasi dalam memberi dan meminta informasi terkait legenda rakyat.
4. Memahami unsur kebahasaan teks narasi dalam memberi dan meminta informasi terkait legenda rakyat.
5. Membaca legenda dengan intonasi, lafal, dan penekanan yang benar dengan saling mengoreksi.

D. Bahan Ajar

1. Fungsi Sosial

Mendapatkan hiburan, menghibur, dan mengajarkan nilai-nilai moral, memberi contoh.

2. Struktur Teks

a) Struktur Umum :

- 1) Orientation (Orientasi)
- 2) Complication (Konflik/Krisis)
- 3) Resolution (Penyelesaian)

b) Unsur-unsur kebahasaan Teks Naratif:

- 1) Menggunakan kata sifat: cantik, pintar, kuat, manis, cerdas, lucu, baik, jahat.
- 2) Menggunakan kata hubung waktu: suatu hari, sebelum, setelah, sejak, ketika.
- 3) Menggunakan kata kerja aksi, verbal, dan mental.
- 4) Menggunakan kalimat langsung dan tidak langsung.
- 5) Tuturan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

c) Topik

Cerita legenda yang dapat menumbuhkan perilaku yang terkandung dalam KI.

E. Metode Pembelajaran

Metode SQ4R (Survey, Question, Read, Reflect, Recite, Review)

F. Sumber Pembelajaran

1. Media: Lembar Kerja, Ms. Power Point, Ms. Word.
2. Alat/Bahan: Papan Tulis, Spidol, LCD Proyektor.

G. Langkah-Langkah Pembelajaran

1. Pertemuan ke 1

Langkah-Langkah	Kegiatan Pembelajaran
Pendahuluan (15')	<ul style="list-style-type: none"> • Guru mengucapkan salam kepada siswa. • Guru mengajak siswa berdoa sebelum kegiatan

	<p>pembelajaran.</p> <ul style="list-style-type: none"> • Guru mengecek kehadiran siswa. • Guru memotivasi siswa untuk membaca terlebih dahulu materi yang akan dipelajari. • Guru menjelaskan pengertian, unsur, dan struktur teks naratif. • Guru menjelaskan metode SQ4R secara singkat.
<p>Kegiatan Inti (60')</p>	<p>Metode SQ4R:</p> <p>Survey (10')</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk memperhatikan cerita “Malin Kundang” yang ada di buku teks. • Guru membimbing siswa untuk membaca sekilas teks. • Guru meminta siswa untuk menuliskan judul, gagasan utama, atau simpulan dari teks.
	<p>Question (5')</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk membuat pertanyaan dari judul, gagasan utama, dan simpulan teks di buku catatan siswa. • Guru memberikan kesempatan kepada siswa untuk menanyakan hal-hal yang membingungkan mereka agar pemahaman mereka lebih baik.
	<p>Read (20')</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk membaca cerita “Malin Kundang” dengan saksama.
	<p>Reflect (5')</p> <ul style="list-style-type: none"> • Guru mengajak siswa berpikir sejenak setelah membaca. • Guru meminta siswa untuk merangkum informasi utama, menghubungkannya dengan pengetahuan

	sebelumnya dan mengajukan pertanyaan untuk klarifikasi.
	<p>Recite (10')</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk menutup buku dan mencoba mengingat langkah-langkah/poin-poin penting dalam teks tanpa melihat. • Berdiskusi bersama untuk menguji pemahaman dan saling melengkapi.
	<p>Review (10')</p> <ul style="list-style-type: none"> • Guru menyediakan waktu untuk membaca teks secara keseluruhan. • Guru mendorong siswa untuk mengidentifikasi bagian-bagian yang masih belum jelas dan mengajukan pertanyaan kembali.
Penutup (15')	<ul style="list-style-type: none"> • Guru dan siswa melakukan refleksi dan menyimpulkan pembelajaran serta mengulas materi pembelajaran. • Guru mengingatkan siswa tentang pelajaran berikutnya. • Guru dan siswa berdoa untuk menutup kegiatan pembelajaran.

2. Pertemuan ke 2

Langkah-Langkah	Kegiatan Pembelajaran
Pendahuluan (15')	<ul style="list-style-type: none"> • Guru mengucapkan salam kepada siswa. • Guru mengajak siswa berdoa sebelum kegiatan pembelajaran. • Guru mengecek kehadiran siswa. • Guru memotivasi siswa untuk membaca terlebih

	<p>dahulu materi yang akan dipelajari.</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk membuat kelompok.
Kegiatan Inti (60')	<p>Metode SQ4R:</p> <p>Survey (10')</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk memperhatikan cerita “The Legends of Princess Roro Jonggrang” yang ada di buku teks. • Guru membimbing siswa untuk membaca sekilas teks. • Guru meminta siswa untuk menuliskan judul, gagasan utama, atau simpulan dari teks.
	<p>Question (5')</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk membuat pertanyaan dari judul, gagasan utama, dan simpulan teks di buku catatan siswa. • Guru memberikan kesempatan kepada siswa untuk menanyakan hal-hal yang membingungkan mereka agar pemahaman mereka lebih baik.
	<p>Read (20')</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk membaca cerita “The Legends of Roro Jonggrang” dengan saksama.
	<p>Reflect (5')</p> <ul style="list-style-type: none"> • Guru membimbing siswa agar dapat menghubungkan apa yang sudah dibaca dengan hal-hal yang berkaitan dengan kehidupan sehari-hari.
	<p>Recite (10')</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk menjawab pertanyaan dari buku teks dan pertanyaan yang dibuat siswa menggunakan ingatan dan bahasa mereka sendiri.

	<ul style="list-style-type: none"> • Guru meminta siswa untuk merangkum informasi pertanyaan
	<p>Review (10')</p> <ul style="list-style-type: none"> • Siswa memeriksa jawaban mereka. • Siswa membaca ulang catatan dan buku teks sekali lagi dan mengoreksi jawabannya.
Penutup (15')	<ul style="list-style-type: none"> • Guru dan siswa melakukan refleksi dan menyimpulkan pembelajaran serta mengulas materi pembelajaran. • Guru mengingatkan siswa tentang pelajaran berikutnya. • Guru dan siswa berdoa untuk menutup kegiatan pembelajaran.

3. Pertemuan ke 3

Langkah-Langkah	Kegiatan Pembelajaran
Pendahuluan (15')	<ul style="list-style-type: none"> • Guru mengucapkan salam kepada siswa. • Guru mengajak siswa berdoa sebelum kegiatan pembelajaran. • Guru mengecek kehadiran siswa. • Guru memotivasi siswa untuk membaca terlebih dahulu materi yang akan dipelajari. • Guru menjelaskan pengertian, unsur, dan struktur teks naratif secara singkat.
Kegiatan Inti (60')	<p>Metode SQ4R:</p> <p>Survey (10')</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk memperhatikan cerita "R.A Kartini" yang ada di buku teks. • Guru membimbing siswa untuk membaca sekilas

	<p>teks.</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk menuliskan judul, gagasan utama, atau simpulan dari teks.
	<p>Question (5')</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk membuat pertanyaan dari judul, gagasan utama, dan simpulan teks di buku catatan siswa. • Guru memberikan kesempatan kepada siswa untuk menanyakan hal-hal yang membingungkan mereka agar pemahaman mereka lebih baik.
	<p>Read (20')</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk membaca cerita "R.A Kartini" dengan saksama.
	<p>Reflect (5')</p> <ul style="list-style-type: none"> • Guru membimbing siswa agar dapat menghubungkan apa yang sudah dibaca dengan hal-hal yang berkaitan dengan kehidupan sehari-hari.
	<p>Recite (10')</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk menjawab pertanyaan dari buku teks dan pertanyaan yang dibuat siswa menggunakan ingatan dan bahasa mereka sendiri. • Guru meminta siswa untuk merangkum informasi pertanyaan.
	<p>Review (10')</p> <ul style="list-style-type: none"> • Siswa memeriksa jawaban mereka. • Siswa membaca ulang catatan dan buku teks sekali lagi dan mengoreksi jawabannya.
Penutup (15')	<ul style="list-style-type: none"> • Guru dan siswa melakukan refleksi dan menyimpulkan pembelajaran serta mengulas

	<p>materi pembelajaran.</p> <ul style="list-style-type: none"> • Guru mengingatkan siswa tentang pelajaran berikutnya. • Guru dan siswa berdoa untuk menutup kegiatan pembelajaran.
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4. Pertemuan ke 4

Langkah-Langkah	Kegiatan Pembelajaran
Pendahuluan (15')	<ul style="list-style-type: none"> • Guru mengucapkan salam kepada siswa. • Guru mengajak siswa berdoa sebelum kegiatan pembelajaran. • Guru mengecek kehadiran siswa. • Guru memotivasi siswa untuk membaca terlebih dahulu materi yang akan dipelajari. • Guru menjelaskan pengertian, unsur, dan struktur teks naratif secara singkat. • Guru membahas sekilas tentang cara membuat teks naratif dengan benar.
Kegiatan Inti (60')	<p>Metode SQ4R:</p> <p>Survey (10')</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk memperhatikan cerita “R.A Kartini” yang ada di buku teks. • Guru membimbing siswa untuk membaca sekilas teks. • Guru meminta siswa untuk menuliskan judul, gagasan utama, atau simpulan dari teks.
	<p>Question (5')</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk membuat pertanyaan dari judul, gagasan utama, dan simpulan teks di

	<p>buku catatan siswa.</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk menanyakan hal-hal yang membingungkan mereka agar pemahaman mereka lebih baik. <p>Read (20')</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk membaca cerita “R.A Kartini” dengan saksama. <p>Reflect (5')</p> <ul style="list-style-type: none"> • Guru mengajak siswa berpikir sejenak setelah membaca. • Guru meminta siswa untuk merangkum informasi utama, menghubungkannya dengan pengetahuan sebelumnya dan mengajukan pertanyaan untuk klarifikasi.
	<p>Recite (10')</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk menutup buku dan mencoba mengingat langkah-langkah/poin-poin penting dalam teks tanpa melihat. • Berdiskusi bersama untuk menguji pemahaman dan saling melengkapi. <p>Review (10')</p> <ul style="list-style-type: none"> • Guru menyediakan waktu untuk membaca teks secara keseluruhan. • Guru mendorong siswa untuk mengidentifikasi bagian-bagian yang masih belum jelas dan mengajukan pertanyaan kembali.
Penutup (15')	<ul style="list-style-type: none"> • Guru dan siswa melakukan refleksi dan menyimpulkan pembelajaran serta mengulas materi pembelajaran. • Guru mengingatkan siswa tentang pelajaran

	<p>berikutnya.</p> <ul style="list-style-type: none"> • Guru dan siswa berdoa untuk menutup kegiatan pembelajaran.
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5. Pertemuan ke 5 dan ke 6

Langkah-Langkah	Kegiatan Pembelajaran
Pendahuluan (15')	<ul style="list-style-type: none"> • Guru mengucapkan salam kepada siswa. • Guru mengajak siswa berdoa sebelum kegiatan pembelajaran. • Guru mengecek kehadiran siswa. • Guru memotivasi siswa untuk membaca terlebih dahulu materi yang akan dipelajari.
Kegiatan Inti (60')	<p>Metode SQ4R:</p> <p>Survey (10')</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk memperhatikan cerita "Issumboshi" yang ada di buku teks. • Guru membimbing siswa untuk membaca sekilas teks. • Guru meminta siswa untuk menuliskan judul, gagasan utama, atau simpulan dari teks.
	<p>Question (5')</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk membuat pertanyaan dari judul, gagasan utama, dan simpulan teks di buku catatan siswa. • Guru memberikan kesempatan kepada siswa untuk menanyakan hal-hal yang membingungkan mereka agar pemahaman mereka lebih baik.
	<p>Read (20')</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk membaca cerita

	<p>“Issumboshi” dengan saksama.</p>
	<p>Reflect (5’)</p> <ul style="list-style-type: none"> • Guru membimbing siswa agar dapat menghubungkan apa yang sudah dibaca dengan hal-hal yang berkaitan dengan kehidupan sehari-hari.
	<p>Recite (10’)</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk menjawab pertanyaan dari buku teks dan pertanyaan yang dibuat siswa menggunakan ingatan dan bahasa mereka sendiri. • Guru meminta siswa untuk merangkum informasi pertanyaan
	<p>Review (10’)</p> <ul style="list-style-type: none"> • Siswa memeriksa jawaban mereka. • Siswa membaca ulang catatan dan buku teks sekali lagi dan mengoreksi jawabannya.
<p>Penutup (15’)</p>	<ul style="list-style-type: none"> • Guru dan siswa melakukan refleksi dan menyimpulkan pembelajaran serta mengulas materi pembelajaran. • Guru mengingatkan siswa tentang pelajaran berikutnya. • Guru dan siswa berdoa untuk menutup kegiatan pembelajaran.

Appendix 2. Reading Test

THE LEGEND OF MALIN KUNDANG

Long time ago, in a little town close the beach in West Sumatra lived a widow and her son named Malin Kundang. Malin Kundang and his mother had to measure hard because his father had gave up the ghost when he was a baby. Malin Kundang was a healthy, diligent, and powerful boy. He usually visited sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish within the town.

One day, when he was cruising, Malin saw a merchant's ship being struck by a group of pirates. Together with all his courage, Malin Kundang helped the merchant fight the pirates. To thank him, the merchant asked Malin Kundang to cruise in his ship. Malin Kundang agreed within the hope to urge a far better life. He left his mother alone. Many years later, Malin Kundang became wealthy. He had an enormous ship and tons of crews who worked loading trading goods. He was also married to a gorgeous woman. When he was sailing on his trading journey, his ship landed on a coast near a little village. The local people recognized that it had been Malin Kundang, a boy from the world. The news ran quickly around the town; "Malin Kundang has become wealthy and now he's arrived here".

An old woman, who was Malin Kundang's mother, ran to the beach to satisfy the new rich merchant. She wanted to hug him to release her sadness of being lonely after an extended time. Malin Kundang who was chatting with his

good-looking wife and his ship workers denied that the lady was his mother when his mother came near him. She had pleaded Malin Kundang to seem at her and admit that she was her mother. But he kept refusing to try to to it and yelling at her. Eventually, Malin Kundang said to her “Would you stop it, old lady! I even have never had a mother such as you , a unclean and ugly woman!” without hesitate, he requested his workers to go far away the old lady who was in full of sadness and outrage in that time. Eventually, feeling angered, she cursed Malin Kundang that if he didn’t apologize to her he would become a stone. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came within the quiet sea, wrecking his huge ship. He was thrown bent a little island. it had been really too late for him to avoid his curse; he had became a stone.

THE LEGEND OF PRINCESS LORO JONGGRANG

Once upon a time in Java Island, especially in Prambanan, there have been two Hindu kingdoms, they were Pengging and Kraton Boko. Led by a wise king named Prabu Damar Moyo, Pengging Kingdom was a prosperous and wealthy kingdom. The king also had a son named Raden Bandung Bondowoso.

Kraton Boko was a neighborhood of Pengging Kingdom jurisdiction led by a cruel king that wasn't a person but an enormous who was a person eater, named Prabu Boko. However, Prabu Boko had a really beautiful daughter named Princess Loro Jonggrang. Prabu Boko also had a minister named Patih Gupolo that was an enormous as well. Prabu Boko want to revolt and had control over Pengging Kingdom. Therefore, along side Patih Boko, they gathered the facility

by training men to become soldiers and picked up goods from civil people as provisions.

After having enough preparation, Prabu Boko and every one soldiers visited Pengging Kingdom to revolt. Then the war between Pengging and Boko Soldier happened in Pengging kingdom. tons of soldiers died from each side. The poverty-stricken and suffered from starvation people of Pengging

Knowing that his people were suffering and there have been many soldiers died, Prabu Damar Moyo sent his son, Raden Bandung Bondowoso to possess a battle with Prabu Boko. The battle was inflamed between Raden Bandung Bondowoso and Prabu Boko. due to the facility of Raden Bandung Bondowoso, Prabu Boko are often defeated, then he died. When Patih Gupalo found out that his king died, he ran far away from the battle. Raden Bandung Bondowoso chased him to Kraton Boko.

After he arrived in Kraton Boko, Patih Gupalo detailed of the king's death in the battle to Princess Loro Jonggrang, that he was killed by someone named Raden Bandung Bondowoso a Pengging knight. Then the princess cried, she was very sad due to the death of her father.

Raden Bandung Bondowoso finally arrived Kraton Boko. It surprised him to saw that Princess Loro Jonggrang was very beautiful, so he proposed her to become his wife. In that moment, Princess Loro Jonggrang didn't want to marry because she knew that Raden Bandung Bondowoso murdered her father. To refuse his proposal, Princess Loro Jonggrang had a technique . She had two requests that ought to be fulfilled by Raden Bandung Bondowoso in order that

she would comply with marry him. First, she asked him to form Jalatunda well. Then, she asked him to form 1000 temples in one night.

Raden Bandung Bondowoso accepted the requests. Immediately he began to make Jalatunda well and asked Princess Loro Jonggrang to ascertain it. Then, Princess Loro Jonggrang asked Raden Bandung Bondowoso to travel into the well, and then she ordered Patih Gupolo to compile the well with stone. Both Princess Loro Jonggrang and Patih Gupolo thought that Raden Bandung Bondowoso already died within the well. However, Raden Bandung Bondowoso was still alive. He concentrated and soon he could get out from the well safely.

Raden Bandung Bondowoso was annoyed with the Princess. However, due to her beauty, he soon forgot about his anger. then, Princess Loro Jonggrang required Raden Bandung Bondowoso her second request which was to built 1000 temples in one night. Therefore Raden Bandung Bondowoso commanded genies to form the temples immediately. However, Princess Loro Jonggrang intended to sabotage his effort to form the temples. She ordered the women to pound and burn stubbles, in order that the sky looked bright as if the morning had come. That made the cocks crow loudly.

The genies stopped making temples because they heard the cocks crowing, people pounding rice, and notice the sunlight from the east. Genies reported to Raden Bandung Bondowoso that they might not continue building the temples because the morning had come. Raden Bandung Bondowoso got the sensation that the morning had not come yet. He asked Princess Loro Jonggrang to count the quantity of the temples. The entire was only 999 temples, so there was still 1

temple left. Hence, Princess Loro Jonggrang denied to marry Raden Bandung Bondowoso. Feeling deceived, Raden Bandung Bondowoso was very angry and cursed her, “Loro Jonggrang, there's just one temple left, allow you to be the one to form it complete”. It had been a miracle that suddenly Princess Loro Jonggrang transformed to a stone statue.

Nowadays, the stone statue of Princess Loro Jonggrang can be seen in Candi Prambanan and Raden Bandung Bondowoso cursed the women around Prambanan area to get older virgins because they helped Princess Loro Jonggrang. supported what's believed by old people, the couple who are dating in Prambanan temple will hack.

ISSUMBOSHI

Once upon a time there was an old couple who didn't have a toddler. They lived during a really small house near the village forest. “Please grant a child to us,” they begged God every day.

In a period of time, in the family Shinto sanctuary, they listened an charm cry, “Yaa! Waa!”

They looked and saw a crying baby who looked almost like slightly finger. “This child must be a answer of our pray from God. Thank to God!”

“Let's call him child „Issumboshi“,” they said.

They take care of Issumboshi patiently, but he never getting grew up.

“Hey, Issumboshi, you can be eaten by an animal?” Issumboshi was always being bullied by the kids of the village and sometimes went home feeling unhappy.

His grandmother always encourage him by make a few big rice balls and. “Eat tons , and obtain older quickly,” Grandmother said.

One day, Issumboshi stated that he will move to the capital to study and become an honest person. Then he will come back. Grandfather and Grandmother were worried about him, but Issumboshi’s mind wouldn’t be changed. directly they began to rearrange for his trip.

Issumboshi cover a needle sword in a straw case, placed on a cup for a sedge hat, and commenced out with a chopstick staff, in happiness.

“I’m going now,” Issumboshi said.

“Is he safe? With such alittle body?” both of the grandparent asked as they saw him leave.

Issumboshi went on the trip with a huge wish during alittle body.

Finally, Issumboshi arrived to the most important city and save his boat under the bridge.

Then he rushed to climb up the railing and witnessed the town.

“It must have a fine palace in this city. I shall ask them directly.” At long last Issumboshi got hold of at the palace.

“Pardon me, but i might wish to serve the Princess .” The lord came to the door, “What? Who’s there?” “Here i’m , at your feet.”

“Oh. How small! Why do i want to satisfy me?” “Please let me be your retainer.”

“I dont think your tiny body can do something in here.”

“I’ll remain in your pocket and protect you from all threat.” Suddenly, when Issumboshi said so, a bee came buzzing by. “Yhaa!” Issumboshi yelled, stabbing the bee.

“Bravo! I employ you. it’d be good if you became the Princess’s man.”

“Oh! What a cute fellow he is!” said the Princess, placing Issumboshi on her palm.

“I will defend you upon my life,” said Issumboshi.

The Princess satisfied with Issumboshi, and she taught him reading, writing, and many things. Further, Issumboshi practiced fencing very hard so on be strong.

One day the Princess went bent worship at the Kiyomizu Temple. Suddenly there was a robust wind, and a few of demons appeared. The leader of the demons tried to grab the Princess. “Help me!” she screamed. Issumboshi tried to support her, but the demon caught him and tossed him into his mouth. Issumboshi, who was gulped, attack and jabbed the demon’s stomach. The demon rolled over and discharge Issumboshi.

Issumboshi chased the demon and stabbed his eyes. The remaining demons were frightened. They ran away ina hurry, but one demon, who was left behind, shaked while holding the magic hammer.

“Do you'd like me to stab your eyes, too?” Issumboshi asked.

“Please, don’t. this may be the magic hammer which may grant you a wish. I provides it to you, so please spare me.” And saying this, he ran off during a exceedingly hurry.

“Thank you, Issumboshi. you've guarded my life,” the Princess said.

“Princess, I wish you to wave this magic hammer and make a wish that I could become big,” said Issumboshi. The Princess waved it and wished, “May Issumboshi become big!” And then, suddenly, her eyes amazed, Issumboshi start to grow. He grew into a pleseant young man. They went back to the palace, and also the Princess asked the King to let her marry Issumboshi.

The Princess and Issumboshi then got married, which they invited Grandfather and Grandmother to live with them within the palace. They lived happily ever after.

R.A. KARTINI

Once upon a time, in the city of Jepara, there was born a beautiful baby from javaneseroyal family. Her name is Kartini who has a long name Raden Adjeng Kartini , she is thedaughter of a duke who later became regent of Jepara, Raden Mas Adipati Ario Sosroningrat.The mother of Kartini is Ngasirah, the first wife of Sosroningrat who worked as a teacher in aschool at Telukawur, Jepara.

Kartini's Father: “My wife, look at our child, she is so beautiful, she is like you.”Kartini's Mother: "Yes she is so charming, may God makes her loyal to their family and useful for a lot of people.”

Kartini's Father: "Definitely my wife, she would be useful for many people". Little Kartini grew into a cheerful girl, she played with other like she grew up in royal family. When he was 12 years old, she was prohibited from continuing his studies in Europe's Lagere School (ELS) where she also learned Dutch. The prohibition to pursue the ideals of her schooling comes from her closest person, her father, because at the time she was a girl who was 12 years old and she must undergo seclusion/ "dipingit".

Kartini: "May I apologize my father for disturbing you, I want to ask something for you."

Kartini's Father: "it's okay my dear, what do you want to ask?."

Kartini: "Sorry my father, would you tell me why you won" let me go to school."

Kartini's Father: "My Dear, you are now 12 years old, and it's about time you do seclusion, this is already customary, you must follow the rule."

Kartini: "I'm sorry father, but I still want to go to school, I would have missed them, my teachers, I still want to learn, and I still want to play with my sisters, Roekmini and Kardinah."

Kartini's Father: "You have to follow the rule! Do you dare to oppose our custom!"

Because there was no power on her against the wishes of his father, young Kartini resorted to do the seclusion. However, young kartini still wanted to seek a knowledge, explore their curiosity, and still want to be useful for many

people. During the seclusion she wrote letters to her Dutch friends to gain the knowledge of Europe concerning rights as human beings especially women.

Kartini: "I have to fix my life, even though I do not currently have the right to argue, at least other women do not suffer like me. Yes and I should start it with writing."

Kartini: "It seems to be interesting when I started to write a letter to my friend Rosa Abendanonto share her knowledge to me."

Since that time the relationship between Rosa and Kartini worked continuously, Rosa Abendanon also often sent books and newspapers from Europe to young Kartini so her thinking becomes more advanced. In the European newspaper told that women have the same position to achieve their rights while in Indonesia, women are at a very low social stratum.

Kartini: "Rosa you are are a such best friend, well, it seems not quite enough if I just learn from Rosa, I had to share this with other women, they should have the this."

After doing the seclusion, she marriage with a regent of Rembang named Duke Ario Singgih Djojo Adhiningrat over the choice of her parents. At the time Kartini status as the second wife of the regent of Rembang. However her husband strongly support his ideals and even allow Kartini build a women school.

Kartini: "My husband, sorry if I'm disturbing you, if I may ask as the duke's wife, do you allow me to built a school for a woman."

Duke Ario Singgih Djojo Adhiningrat: "Kartini, if that is your wish, I will."

Kartini: "Thank you my Duke."

During her marriage, Kartini blessed with one son named Soesalit Djojoadhiningrat. Kartini passed away on her 25 years old, her last four days after giving birth.

The Kartini's struggle did not stop even after his death. The struggle continued by his friend Rosa Abendanon who posted the both letters into a book. The book was entitled "Door Duisternis tot Licht" which means "From the Darkness Into the Light". In 1964, President Ir. Soekarno declared Kartini birth date, on 21 April as "Kartini's Day" an Indonesian national day.

Afterwards, Kartini recognized not only a hero determined to fight emancipation of women, but also a nationalist figure with new ideas who struggled for independence.

Appendix 3. Validity and Reliability

Validity of Pre-Test and Post-Test

No. Soal	Pearson Correlation	Nilai Sig.	Kesimpulan	Interpretasi
Soal_1	0,533	0,001	VALID	Cukup
Soal_2	0,524	0,001	VALID	Cukup
Soal_3	0,689	0,000	VALID	Tinggi
Soal_4	0,485	0,004	VALID	Cukup
Soal_5	0,549	0,001	VALID	Cukup
Soal_6	0,676	0,000	VALID	Tinggi
Soal_7	0,519	0,002	VALID	Cukup
Soal_8	0,594	0,000	VALID	Cukup
Soal_9	0,094	0,598	TIDAK VALID	
Soal_10	0,680	0,000	VALID	Tinggi
Soal_11	-0,243	0,167	TIDAK VALID	
Soal_12	0,515	0,002	VALID	Cukup
Soal_13	0,545	0,001	VALID	Cukup
Soal_14	0,589	0,000	VALID	Cukup
Soal_15	-0,062	0,729	TIDAK VALID	
Soal_16	0,610	0,000	VALID	Tinggi
Soal_17	-0,118	0,505	TIDAK VALID	
Soal_18	-0,034	0,851	TIDAK VALID	
Soal_19	0,533	0,001	VALID	Cukup
Soal_20	0,579	0,000	VALID	Cukup
Soal_21	0,613	0,000	VALID	Tinggi
Soal_22	0,614	0,000	VALID	Tinggi
Soal_23	0,020	0,912	TIDAK VALID	
Soal_24	0,094	0,598	TIDAK VALID	
Soal_25	0,596	0,000	VALID	Cukup
Soal_26	0,505	0,002	VALID	Cukup
Soal_27	-0,009	0,961	TIDAK VALID	
Soal_28	0,062	0,729	TIDAK VALID	
Soal_29	0,062	0,729	TIDAK VALID	
Soal_30	0,641	0,000	VALID	Tinggi
Soal_31	0,455	0,007	VALID	Cukup
Soal_32	-0,018	0,921	TIDAK VALID	
Soal_33	0,507	0,002	VALID	Cukup
Soal_34	0,33	0,854	TIDAK VALID	
Soal_35	0,594	0,000	VALID	Cukup
Soal_36	0,596	0,000	VALID	Cukup
Soal_37	-0,252	0,150	TIDAK VALID	
Soal_38	0,486	0,004	VALID	Cukup
Soal_39	0,084	0,636	TIDAK VALID	
Soal_40	0,608	0,000	VALID	Tinggi

Soal_41	0,566	0,000	VALID	Cukup
Soal_42	0,593	0,000	VALID	Cukup
Soal_43	-0,33	0,855	TIDAK VALID	
Soal_44	-0,515	0,002	VALID	Cukup
Soal_45	-0,018	0,922	TIDAK VALID	
Soal_46	-0,074	0,677	TIDAK VALID	
Soal_47	0,571	0,000	VALID	Cukup
Soal_48	0,077	0,000	VALID	Sangat Rendah
Soal_49	0,614	0,000	VALID	Tinggi
Soal_50	0,096	0,588	TIDAK VALID	

Jika nilai sig.<0,05 maka instrument soal tersebut dapat dikatakan VALID

Reliability Pre-Test and Post Test

Case Processing Summary

		N	%
Cases	Valid	34	100,0
	Excluded ^a	0	,0
	Total	34	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,724	51

Appendix 4. Pre-Test and Post-Test

PRE-TEST AND POST-TEST

Name :

Class :

Choose the right answer by crossing a, b, c or d.

Pari Temples

Long time ago, an aged man lived in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a nice-looking daughter named Dewi Walangangin who was looking for a partner. He begged days and nights for a partner of her daughter.

One day a youthful man came to Kiyai Gede. The man's name was Jaka Pandelengan. Jaka Pandelengan wanted to be Kiai Gede Penanggungan's successor. He agreed to have Jaka as his successor with a condition that Jaka have to marry his only daughter. Soon, Jaka Pandelengan and Dwi Walangangin got married. Kiai Gede Penanggungan pass down many things to Jaka Pandelengan.

After several years, now it was time for the lover to live independently from their father. They would move to another village. Some seeds of Pari or paddy was given by Kiyai Gede to the couple. He request the couple to set out the seeds. He also remind the couple to be humble and helpful when they were rich. He wanted them to help poor people. The couple started a new life. They planted the seeds. Shortly, a lot of rice grew from the seeds. Now the couple became very rich. The needy neighbours approach to ask for some pari seeds but the couple rejected to help them.

Kiai Gede heard about the couple's bad behavior. Soon he visited the couple. The couple was working when he met them in the field. He talked to the couple. He reminded the couple not to be arrogant, but both of them ignored him.

They said nothing to him. Kiai Gede got very angry. Then, he said, “You two are like temples”. You did not obey what I said.” After he said those words, an unimagined phenomenon happened. Slowly, Jaka and Dewi turned into temples. The temple stood among the Pari, because of that people then named them as Pari Temples.

1. The text tells us about...
 - a. Arrogant couple
 - b. Temple
 - c. Magic pari seeds
 - d. Rebillious daughter
2. Who had supernatural power?
 - a. Kiai Gede
 - b. Ki Joko Bodo
 - c. Bah Marijan
 - d. Sangkuriang
3. Where did the story take place?
 - a. in Sinabung Mountain
 - b. in Pari Temple
 - c. in Penanggungan Mountain
 - d. in West Sumatra
4. What did Kiai Gede Penanggungan pray for?
 - a. He prayed for her daughter to be rich
 - b. He prayed for to have a wife
 - c. He prayed for her daughter’s health
 - d. He prayed for her daughter to have a husband
5. Who was Kiai Gede Penanggungan’s student?
 - a. Dewi Walangin
 - b. Jaka Pandelengan
 - c. Her neighbour
 - d. Her daughter
6. What did Kiai Gede give to the couple?
 - a. Pari Temples
 - b. His whole wealth
 - c. Much money
 - d. Some seeds of pari or paddy
7. Jaka Pandelengan and his wife became rich because...
 - a. They helped the poor people
 - b. They planted pari seeds
 - c. They had a great power
 - d. They built a temple
8. “... an unimagined thing happened”. The underlined word means...
 - a. Untouchable
 - b. Unbelievable
 - c. Common
 - d. Usual

9. "You did not listen to me." The word *you* refer to...
- | | |
|---------------------|------------------|
| a. Jaka Pandelengan | c. Jaka and Dewi |
| b. Dewi Walangangin | d. Kiai Gede |
10. The moral message from the story is...
- We should live separately from our parents
 - We have to listen our parents' advice
 - We have to prepare a good paddy field
 - We should refuse other people's help
11. Along time ago, there lived an old man in the Penanggungan Mountain. The underlined word belongs to adverb of...
- | | |
|-------------|-----------|
| a. Time | c. Place |
| b. Addition | d. Manner |
12. What is the main idea of last paragraph?
- Jaka Pandelengan and Dwi Walangangin soon got married
 - Kiai Gede got very angry and turned Jaka and Dwi into temples
 - The couple became arrogant people when they were rich
 - Kiai Gede Penanggungan taught Jaka many things

Read this text carefully to answer the following question.

The White Butterfly

Long time ago, an elderly man called Takahama lived in a little hut behind the graveyard of the Temple of Sozanji. He was affectionate and most of his neighbors him, though most of them considered him as an impassioned person. That was because he was long-lived but he did not want to someone to live with. He did not have the want for insinuate relationship with ladies.

One summer day Takahama became terribly ill, so ill, in fact, that he sent for his sister-in-law and her son. They both came and did all they might to bring comfort during his last hours. At the time, they bed down Takahama, suddenly, both sister-in-law and her son notice an overgrown white butterfly flew into the room and landed on the old man's pillow. Using a fan the kids tried to drive it

away; but it came back three times, as if it was refuse to leave Takahama. Finally, his nephew able to drive it away into outside the graveyard, where it remain over a woman’s tomb, and then mysteriously vanished.

The young man surveying the graveyard and he found the name “Akiko” written upon a tomb, together with a wriem illustration of how Akiko died when she was eighteen years old. Eventhough the tomb was covered with greenery and must have been constructed fifty years ago, it was surrounded with flowers, and that the little water tank had been recently filled.

Takahama had passed away when the young man returned to the house he found that, and described what he had seen in the graveyard his mom. “Akiko?” murmured his mother. “Your uncle was has a commitment to Akiko in their young age. Shortly, before their wedding day Akiko died. When Akiko pass away your uncle decided never to marry, and to stay ever near her grave. Since that day he has remained faithful to his promise and kept in his heart all the sweet memories of his one and only love. Every day Takahama visited the graveyard. Not a single day left, Takahama always visited to Akiko tomb and wish for her peace in the afterlife, make sure the tomb stay clean and surronded by flower. In last time of Takahama breath, and he could no longer perform his favorite tasks, She came for him. His sweet and loving soul turn into that beautiful “White Butterfly”.

13. 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
14. 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 chased the white butterfly out into the garden
15. The word “It” Paragraph 3, Sentence 2) refers to...
 - a. The garden
 - b. The cemetery
 - c. The tomb
 - d. The white butterfly

16. Which of the following words is the antonym of „resolved“?
- | | |
|--------------|---------------|
| a. Undecided | c. Unyielding |
| b. Resolute | d. Determined |
17. Which of the following words is the synonym of „betrothed“?
- | | |
|--------------|--------------|
| a. Alienated | c. Separated |
| b. Divided | d. Engaged |

Read this text carefully to answer the following question.

The Mysterious Package

On a foggy morning in the small town of Willow Creek, Tom received a mysterious package in the mail. It was a small, nondescript box wrapped in brown paper, with no return address. Intrigued, Tom carefully opened the package to find a strange-looking artifact inside. It was a metallic orb with intricate carvings and symbols etched onto its surface.

Puzzled, Tom examined the artifact closely, trying to decipher its meaning. Suddenly, the orb began to glow with an otherworldly light, and a voice echoed in Tom's mind, speaking in a language he didn't understand. Terrified, Tom dropped the orb, and it shattered into pieces on the floor.

Determined to uncover the truth behind the mysterious package, Tom embarked on a journey to unravel its secrets, unaware of the danger that awaited him.

18. What is the main event that happens in the story?
- Tom receives a mysterious package.
 - Tom opens the package and finds an artifact.
 - The artifact begins to glow and speak.
 - Tom embarks on a journey to uncover the truth.
19. What does Tom decide to do after the artifact shatters?
- Throw away the pieces
 - Leave the town
 - Embark on a journey to uncover its secrets

- d. Call the police
20. Why is Tom puzzled by the artifact he finds in the package?
- a. It is covered in symbols he doesn't recognize.
 - b. It is too heavy to lift.
 - c. It is too small to see clearly.
 - d. It is too brightly colored.
21. What is the climax of the story?
- a. Tom receives the mysterious package
 - b. Tom opens the package and finds the artifact
 - c. The artifact begins to glow and speak
 - d. Tom embarks on a journey to uncover the truth
22. What lesson can be learned from "The Mysterious Package"?
- a. Curiosity can lead to unexpected discoveries
 - b. It's best to avoid mysterious packages
 - c. Never trust strange artifacts
 - d. Always follow instructions when opening packages

Read this text carefully to answer the following question.

The Enchanted Forest

Once upon a time, in a faraway kingdom, there was a dense forest rumored to be enchanted. Many brave adventurers had ventured into the forest, but none had ever returned. Despite the warnings, Prince Ethan was determined to explore the mysterious woods.

Equipped with his sword and shield, Prince Ethan entered the forest with caution. The trees loomed overhead, their branches twisting and reaching out like skeletal fingers. Strange whispers filled the air, and eerie lights danced among the shadows. As Prince Ethan journeyed deeper into the forest, he encountered magical creatures he had only heard of in legends. Fairies flitted among the flowers, and unicorns grazed in the meadows. But danger lurked behind every corner, and Prince Ethan knew he must tread carefully.

After days of wandering, Prince Ethan stumbled upon a clearing bathed in golden light. In the center stood a majestic castle, its towers reaching toward the sky. Determined to uncover the secrets of the enchanted forest, Prince Ethan approached the castle with a mixture of fear and excitement.

23. What is the main setting of the narrative text?
- a. A bustling city
 - b. A faraway kingdom
 - c. A haunted house
 - d. A pirate ship
24. How does Prince Ethan feel as he approaches the castle?
- a. Excited
 - b. Angry
 - c. Bored
 - d. Sad
25. What is the mood of the narrative text?
- a. Happy and joyful
 - b. Dark and mysterious
 - c. Sad and depressing
 - d. Funny and lighthearted

Appendix 5. Questionnaire

QUESTIONNAIRE

Name :

Class :

Instruction:

Please fill in the questions below using the check mark (✓).

Please fill in all questions honestly, don't leave the questions unanswered.

Scale:

1 2 3 4 5
 Strongly Disagree Disagree Neutral Agree Totally Agree

QUESTION	1	2	3	4	5
The SQ4R method helps me understand narrative text material better.					
The SQ4R method makes learning more interesting.					
The SQ4R method helps me read more fluently and structured.					
The SQ4R method is easy to understand.					
By using the SQ4R method, I got more enjoyable learning than usual learning.					
The SQ4R method makes learning about narrative text more interesting					
The SQ4R method makes it easier for me to understand the meaning of narrative text.					
I feel more confident in reading narrative text after using the SQ4R method.					
I feel more motivated to follow the lessons when using SQ4R method.					

Appendix 6. Schedule

Experimental Class

No.	Waktu Pelaksanaan	Alokasi Waktu
1	7 Mei 2024	2 JP X 45 Menit
2	10 Mei 2024	2 JP X 45 Menit
3	13 Mei 2024	2 JP X 45 Menit
4	14 Mei 2024	2 JP X 45 Menit
5	17 Mei 2024	2 JP X 45 Menit
6	21 Mei 2024	2 JP X 45 Menit
7	22 Mei 2024	2 JP X 45 Menit
8	24 Mei 2024	2 JP X 45 Menit

Control Class

No.	Waktu Pelaksanaan	Alokasi Waktu
1	7 Mei 2024	2 JP X 45 Menit
2	10 Mei 2024	2 JP X 45 Menit
3	13 Mei 2024	2 JP X 45 Menit
4	14 Mei 2024	2 JP X 45 Menit
5	17 Mei 2024	2 JP X 45 Menit
6	21 Mei 2024	2 JP X 45 Menit
7	22 Mei 2024	2 JP X 45 Menit
8	24 Mei 2024	2 JP X 45 Menit

24.	Salsabilla Fadillah Putri	P	✓	✓	✓	✓	✓	✓	✓	✓
25.	Serli Wulandari	P	✓	✓	✓	✓	✓	✓	✓	✓
26.	Silvi Prihastini	P	✓	✓	✓	✓	✓	✓	✓	✓
27.	Siti Khairunnisa	P	✓	✓	✓	✓	✓	✓	✓	✓
28.	Siti Nurbaiti	P	✓	✓	✓	✓	✓	✓	✓	✓
29.	Sulistiyo Wati	P	✓	✓	✓	✓	✓	✓	✓	✓
30.	Syifa Fauziah Felisha P	P	✓	✓	✓	✓	✓	✓	✓	✓
31.	Tasya Farida	P	✓	✓	✓	✓	✓	✓	✓	✓
32.	Tia Nur Fahmi	P	✓	✓	✓	✓	✓	✓	✓	✓
33.	Wiwi Astuti	P	✓	✓	✓	✓	✓	✓	✓	✓
34.	Yuliana	P	✓	✓	✓	✓	✓	✓	✓	✓

25.	Septiana Nur Adilla	P	✓	✓	✓	✓	✓	✓	✓	✓
26.	Shelti Wulandari	P	✓	✓	✓	✓	✓	✓	✓	✓
27.	Sherly Murdaningsih	P	✓	✓	✓	✓	✓	✓	✓	✓
28.	Sissy Putri Nur Aulia	P	✓	✓	✓	A	✓	✓	✓	✓
29.	Siti Mukaromah	P	✓	✓	✓	✓	✓	✓	✓	✓
30.	Sofa Nurjanah	P	✓	✓	✓	✓	✓	✓	✓	✓
31.	Titin Fiantika	P	✓	✓	✓	✓	✓	✓	✓	✓
32.	Tiya Amalia	P	✓	✓	✓	✓	✓	✓	✓	✓
33.	Yunita Marci Anggraini	P	✓	✓	✓	✓	✓	✓	✓	✓
34.	Zahrotussita	P	✓	✓	✓	✓	✓	✓	S	✓

Appendix 8. Table of Score

A. The Table of Scores in Control Class

No.	Name	Score	
		Pre-Test	Post-Test
1.	Ananta Sekar Rafifa	52	76
2.	Anitha Tri Hastuti	56	80
3.	Asefia Nur Alike	52	72
4.	Bunga Eriyana Novita S	44	68
5.	Della Agustina	40	64
6.	Dewi Shavira	48	68
7.	Ersa Evan Septiawan	60	72
8.	Kity Afrilia	64	78
9.	Kyla Neva Ramadhanie	56	72
10.	Laelatus Siyam	44	72
11.	Lilis Pujiasih	52	78
12.	Meilisa Rosnaya	68	80
13.	Nesa Dwi Ananta	64	76
14.	Niken Sekar Arum W	52	72
15.	Nilza Aida Zaskia Maerin	44	68
16.	Nisa Agustiya Putri	48	68
17.	Novita Windiyani	58	76
18.	Nur Apriyanah	36	64
19.	Rama Wijaya	36	68
20.	Revi Julia Natantri	48	72
21.	Reyva Aquilla Januantaka	68	84
22.	Reza Yuniarti	64	80
23.	Rini Rismayati	52	72
24.	Sadiah	56	76
25.	Septiana Nur Adilla	60	76

26.	Shelti Wulandari	64	80
27.	Sherly Murdaningsih	40	72
28.	Sissy Putri Nur Aulia	52	76
29.	Siti Mukaromah	44	68
30.	Sofa Nurjanah	46	72
31.	Titin Fiantika	40	64
32.	Tiya Amalia	52	80
33.	Yunita Marci Anggraini	46	68
34.	Zahrotussita	44	60

B. The Table of Scores in Experimental Class

No.	Name	Score	
		Pre-Test	Post-Test
1.	Adinda Ellza Dwi Aryanti	64	92
2.	Aisah	60	88
3.	Anggi Sulfi Yanah	68	96
4.	Anisa Aprilia	48	80
5.	Adella Vriska Oktaviani	52	84
6.	Denis Ardanifah	44	80
7.	Dewi Nur Fatonah	40	80
8.	Irma Lestari	48	84
9.	Kaelyn Cahya Maulani	56	88
10.	Kharisma Cindi Aulia	56	84
11.	Marsha Vera Amelia	60	92
12.	May Wulandari	48	84
13.	Melisa Dwi Lestari	48	88
14.	Murdiningsih	44	80
15.	Mutiara Fitri Sakinah	36	80
16.	Nabila Hani Fadhilah	48	88
17.	Nora Wulan Ramadanani	56	84
18.	Nanda Pangestu	60	92
19.	Nazala Nur Sabilla	52	92
20.	Nelsy Okse Listiana P	64	96
21.	Nurrohayati	56	88
22.	Riyanti Marhamni	40	80
23.	Rizal Maulana	60	84
24.	Salsabilla Fadillah Putri	64	92
25.	Serli Wulandari	60	88
26.	Silvi Prihastini	68	92
27.	Siti Khairunnisa	44	84

28.	Siti Nurbaiti	48	88
29.	Sulistiyo Wati	52	92
30.	Syifa Fauziah Felisha P	56	92
31.	Tasya Farida	56	96
32.	Tia Nur Fahmi	52	88
33.	Wiwi Astuti	48	88
34.	Yuliana	44	84

Appendix 9. Research Completion Letter



SURAT KETERANGAN

Nomor : 143.4 / 103.27 / PP / 2024

Yang bertanda tangan dibawah ini :

Nama : Drs. Karso, M.H
 Jabatan : Kepala Sekolah
 Unit Kerja : SMK PGRI 2 Taman

Berdasarkan surat dari Universitas Pancasakti Tegal Nomor : 138/K.A.2/FKIP-UPS/IV/2024 tanggal 29 April 2024 tentang Permohonan izin studi lapangan (Penelitian), maka kami menerangkan bahwa :

Nama : HILWA AZZAHRO SALSABILAH
 NIM : 1620600014
 Program Studi : Pendidikan Bahasa Inggris

telah melaksanakan studi lapangan / observasi dalam rangka penyusunan skripsi Starta I FKIP UPS Tegal yang berjudul " THE AFFECT OF SQAR METHOD ON STUDENTS READING COMPREHENSION OF NARRATIVE TEXT AT ELEVENTH GRADE " dari tanggal 6 s.d. 24 Mei 2024 di SMK PGRI 2 Taman.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Appendix 10. Documentation







Appendix 11. Plagiarism Result



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UPT INOVASI DAN PUBLIKASI ILMIAH

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 e-mail: ipi@upstegal.ac.id website: www.upstegal.ac.id

Nomor : 006.a1447/K/A-2/IPI-UPS/VIII/2024 8/26/2024 8:08:29
 Lampiran :-
 Perihal : **HASIL SCAN SIMILARITY**

Kepada,

Yth. Hilwa Azzahro Salsabillah

Dalam rangka pencegahan kasus plagiasi dalam penyusunan karya ilmiah dosen dan mahasiswa di lingkungan Universitas Pancasakti Tegal, maka saya yang bertanda tangan di bawah ini:

Nama : Hilwa Azzahro Salsabillah

Jenis karya : SKRIPSI

Judul : THE EFFECT OF SQ4R METHOD ON STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT

Dengan ini menyatakan bahwa SKRIPSI dengan judul : **THE EFFECT OF SQ4R METHOD ON STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT** telah dicek kesamaan (similarity) menggunakan Turnitin dengan hasil kesamaan sebesar **28%**. Atas pernyataan ini, saya siap menanggung resiko atau sanksi yang dijatuhkan kepada saya apabila kemudian hari ditemukan adanya pelanggaran terhadap kode etik publikasi dalam karya saya ini

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Pemeriksa
Kepala UPT. Inovasi dan Publikasi Ilmiah
Universitas Pancasakti Tegal



Yuni Arhani, M.Pd
 NIDN. 0616068601

File Hasil Uji Similarity

Tegal, 2024
 Yang menyatakan,

Hilwa Azzahro Salsabillah



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 PROGDI: PPKN, PBSI, PBI, BIMBINGAN DAN KONSELING, PENDIDIKAN
 EKONOMI, PENDIDIKAN MATEMATIKA, PENDIDIKAN IPA
 Sekretariat: Jl. Halmahera Km. 1 Tegal Telp.(0283) 357155

BERITA ACARA UJIAN SKRIPSI

No : 221/K/A-2/FKIP-UPS/VII/2024

Dengan ini Dewan Penguji Skripsi Fakultas Keguruan dan Ilmu Pendidikan Universitas Pancasakti Tegal berdasarkan Surat Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pancasakti Tegal Nomor : 049/SK/A-2/FKIP-UPS/VII/2024 tanggal 22 Juli 2024 menyatakan bahwa pada hari Selasa tanggal 30 bulan Juli 2024 pukul 09.00 WIB sampai dengan selesai telah dilaksanakan Ujian Skripsi Mahasiswa FKIP UPS Tegal :

Nama	: Hilwa Azzahro Salsabillah
N.P.M	: 1620600014
Progdi	: Pendidikan Bahasa Inggris
Judul Skripsi	: THE EFFECT OF SQ4R METHOD ON STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT
Nilai	: Angka <u>83,66</u> Huruf <u>A-2</u>
Keterangan	: LULUS

Demikian berita acara ini dibuat untuk diketahui dan dipergunakan sebagaimana mestinya.

Tegal, 30 Juli 2024
Tim Penguji,

1. Ketua
 Nama : Dr. Hanung Sudibyo, M.Pd
 NIDN : 0609088301
 Pangkat/Golongan : Penata/ IIIc
 Jabatan : Lektor
2. Sekretaris
 Nama : Yuvita, M.Pd
 NIDN : 0601077705
 Pangkat/Golongan : Penata / IIIc
 Jabatan : Lektor
3. Penguji I
 Nama : Dr. Yoga Prihatin, M.Pd.
 NIDN : 0603067403
 Pangkat/Golongan : Penata Tk. 1 / III d
 Jabatan : Lektor Kepala
4. Penguji II/Pembimbing I
 Nama : Fajar Prihatini, M.Pd.
 NIDN : 0620098202
 Pangkat/Golongan : Penata Muda Tk. 1 / III b
 Jabatan : Asisten Ahli
5. Penguji III/Pembimbing I
 Nama : H. Sumartono, M.Pd.
 NIDN : 0627086901
 Pangkat/Golongan : Penata / IIIc
 Jabatan : Lektor

(.....)
[Signature]

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(.....)
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YAYASAN PENDIDIKAN PANCASAKTI TEGAL
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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 EKONOMI, PENDIDIKAN MATEMATIKA, PENDIDIKAN IPA
 Sekretariat: Jl. Halmahera Km. 1 Tegal Telp. (0283) 357155

BERITA ACARA BIMBINGAN SKRIPSI

Dengan ini Komisi Pembimbing Skripsi Program Studi Pendidikan Bahasa Sastra Indonesia Fakultas Keguruan dan Ilmu Pendidikan Universitas Pancasakti Tegal, yang terdiri atas:

1. Pembimbing I
 Nama : H. Sumartono, M.Pd.
 NIDN : 0627086901
 Pangkat / Golongan : Penata / IIIc
 Jabatan : Lektor
2. Pembimbing II
 Nama : Fajar Prihatini, M.Pd.
 NIDN : 0620098202
 Pangkat / Golongan : Penata Muda Tk. I / IIIb
 Jabatan : Asisten Ahli

Menyatakan bahwa mahasiswa berikut ini :

- Nama : Hilwa Azzahro Salsabillah
 NPM : 1620600014
 Jurusan / Progdi : Pendidikan Bahasa Inggris

telah menyelesaikan SKRIPSI dengan judul :

"THE EFFECT OF SQ4R METHOD ON STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT"

dengan tahap pelaksanaan sebagai berikut :

NO.	TAHAPAN	TANGGAL PELAKSANAAN
1.	Pengajuan Judul	20 Desember 2023
2.	Penulisan Proposal	8 Januari – 23 April 2024
3.	Pelaksanaan Penelitian	6 – 27 Mei 2024
4.	Pengumpulan Data	25 – 31 Mei 2024
5.	Analisis Data	25 – 31 Mei 2024
6.	Penyusunan Laporan/Skripsi	1 Juni – 28 Juli 2024

Skripsi tersebut telah dipertahankan di hadapan Dewan Penguji Skripsi Fakultas Keguruan dan Ilmu Pendidikan Universitas Pancasakti Tegal pada hari Selasa, 30 Juli 2024.

Demikian Berita Acara Bimbingan Skripsi ini dibuat untuk diketahui dan dipergunakan sebagaimana mestinya.

Pembimbing I,

H. Sumartono, M.Pd.
 NIDN.0627086901

Tegal, 30 Juli 2024
 Pembimbing II,

Fajar Prihatini, M.Pd.
 NIDN.0620098202



Mengetahui,
 Ketua Dewan FKIP
 Wakil Dewan I
 Dr. Hanung Sudibyo, M.Pd.
 NIDN.0609088301