

**THE IMPACT OF READING GUIDE STRATEGY TO THE STUDENTS'
READING COMPREHENSION IN ONLINE CLASS OF XII MIPA 4 AT
SMAN 7 KEDIRI**

SKRIPSI

**Presented as a Partial Fulfillment of the Requirement to Obtain the Bachelor
Degree of Education (S.Pd) of English Department Faculty of Teacher
Training and Education University of Nusantara PGRI Kediri**



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2. The Skripsi is totally independent of my work and not the result of plagiarism from the work of others.

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MOTTO AND DEDICATION

MOTTO :

“fa inna ma'al usri yusro” (surat al-insyirah ayat 5)

DEDICATION :

“Mr. Mugianto my beloved father and Mrs. Awit Misriati my beloved mother, and Mr. Agung Darmawan my Husband , The researcher's beloved parents who always pray all the time for finishing this thesis and their greatest support, love and impression. Special thanks to my support system: Agung Darmawan my Husband. Nazzarina Saharani my beloved sister, Rhenovia, Priskila, Kak Risa, Erita, Arisanti, Yona. thankyou for everything. And i wanna thank me for believing in me, for doing all this hard work, for having no days off, for never quitting, for always tryna do more right than wrong. I wanna thank me for just being me at all times.”

ABSTRACT

Sasi Ramadhani Putri Witanto: The Impact of Reading Guide Strategy to the students' reading comprehension in online at XII MIPA 4 at SMAN 7 KEDIRI, Skripsi, English Department, The Faculty of Teacher Training and Education, Nusantara PGRI Kediri University, 2022.

Reading skill is one of the skills that is important in English language learning and it should be mastered by the students. The solution, educators are required to design learning strategy as innovations, one of the strategy that can be applied in teaching reading is reading guide strategy, reading guide strategy can create an enjoyable teaching and learning reading comprehension. The aims of this research are to know students' reading comprehension before and after being taught using reading guide strategy, and to know whether there is any significant effect of using reading guide strategy to the students SMAN 7 Kediri in Academic Year 2021/2022.

The researcher used an pre-experimental research and quantitative approach with one group pretest and post-test. This research was conducted at SMA 7 Kediri. The subject of this research is first grade students, the population of the research consists 369 students and the sample was XII MIPA 4 class that consists of 30 - 35 students. The students were given pretest, treatment, and posttest. The treatment was conducted once in order to know whether is an significant effect of using reading guide strategy in teaching reading skill. The data result got from students' score of pretest and posttest that analyzed using t-test formula. The researcher uses SPSS version 16.0.

The data result shows that t-score is higher than t-table in the level significant of 5% (2,042). The mean score of pretest is 52,90 with the total score 1.795 and mean score of posttest is 77,80 with the total score 2.645. The result of the research shows that there is any significant effect of using the reading guide strategy, it is proven by the different score between pretest and posttest. This strategy helps the students to solve their problems in reading comprehension. Students are able to understand the audio easily and enjoy in learning. Futhermore, the teacher suggest that in applying the strategy must be prepared in good atmosphere in order to make it success.

Keywords: Reading, Reading Guide Strategy, Reading comprehension, online class.

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This skripsi entitle “The impact of reading guide strategy to the students’ reading comprehension in online class of XII MIPA 4 at SMAN 7 KEDIRI”. The researcher realizes that this skripsi is far from perfect and has many weaknesses, thus she needs critic and suggestion better.

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CHAPTER I

INTRODUCTION

In this chapter, the writer explains about the introduction those area) background of the research, b) Identification of the research, c) Limitation of the problem, d) Formulation of the problem, e) Purpose of the research,f) Significance of the research, g) Definition of the key term.

A. Background of the Research

Reading skills are one of the important skills in learning English and must be mastered by students. According to Tarigan (2008), reading is a process that is carried and used by readers who want to convey messages by the author through written word media or language. Because it does not only contain source information but also language knowledge. In this situation, students can improve their language skills. Furthermore, according to Darwanto (2000: 63) "Reading seeing and understanding the contents of what was written by reading in the heart, spelling or reading what was written, said, knowing, guessing, understanding and understanding". With this statement, the communication process between two parties, namely readers and writers. Thus, reading skills are important skills for students, because reading skills make students more sensitive to specific information. This will also help students have sharp thoughts. In addition, reading is an activity to get information from text and to understand messages with words. Reading is an important part of learning English. Reading is important

because it allows students to learn things like general knowledge and research subjects. Reading is a technique achieved by the reader to get a message, to be brought from the author with words or writings of intermediary media (Pardon, 2004). In addition, reading is a skill that is developed and applied to find messages delivered through the use of writers' words or written language. Reading is also needed to understand the answers to certain questions or difficulties that someone reads. It is important for those who consider English as the second language to be able to read in English. Learning cannot be separated from understanding.

Understanding of reading develops the nuances of words, sentences, and textual content that is connected to present the facts of written information. The basic purpose of the reader is to understand the text. Syatriana (2011), states that analyzing information that understands what has been read is an active thought process that not only depends on the skills of understanding but also on previous student information. Understanding reading is an important skill for the achievement of everyone's education. Understanding reading is an important skill needed in all fields of school. Besides reading, there are various subjects to choose from. In literature, where understanding reading skills are important science, social studies, and mathematics are all subjects that must be included. In the field of science, research is very important. Revealed that many students may not have the knowledge or previous reading methods needed to succeed. As a result, students' understanding of bad text. It was also found that students do not

have a special reading strategy to produce conclusions that help in understanding text (Best, Rowe, Ozura, and McNamara, 2005).

Basically, Hanfarentin (2018: 4) states that students' problems in reading; 1) Students have difficulty in understanding the text. 2) Students do not know how to find the main idea, implicit and explicit information, especially in analyzing generic structures, 3) Students are bored in English lessons, 4) Students are not enthusiastic in learning English and some of them also have different background knowledge . From that statement, the author found several students' problems in reading. Students do not know what each word means, and students are still confused by the teacher's homework instructions. In the ideal world, the teacher will give that assignment allow children to practice all of the skills. The classroom was also quite crowded and boisterous during the learning process, making the scenario ineffective. Students sometimes get bored in English class, passive in class, and some of them are tired. Students do not respond spontaneously when the teacher asks questions to them. This shows that they do not fully understand information. Therefore, the authors find various strategies that are suitable for this research, one of which is the reading guide strategy.

In addition, the reading guide strategy is a strategy that guides students to read the guidelines prepared by the teacher in accordance with the material. Zaini (2008: 8), said that reading guidelines means reading guidelines. On several occasions there is often an incident that the material cannot be completed in the classroom and must be resolved outside the

classroom because a large amount of material that must be completed. Because reading is an activity to see writing and understand or can say what is written, not only knowing words, but following the author's way of thinking. After that what we read, we can understand and repeat it with our own words, reflect the contents critically and compare it with what we already know. After the teacher provides a reading guide strategy to students, the teacher hopes that students can understand the reading. After that, students can answer questions from the teacher. This reading guide strategy can also be used during online learning, so students who cannot take offline classes can get material about this reading guide strategy with online learning.

According to Naidu (2006) online learning is the intensity of the use of information and communication technology networks in teaching and learning. Referring to the impact of online learning in elementary school to high school level is still very limited. Some secondary schools, such as SMA 7 Kediri have implemented online learning in the learning process. Some teachers have used online learning media. With advances in information and communication technology, which also introduces the use of electronic media such as laptops in spreading information, lectures or teachers who previously played a very dominant role in the lecture hall

Now do the learning process from a distance using online learning. Then, according to the European Commission (2001) explains online learning as the use of new multimedia technology and the internet to improve the

quality of learning by facilitating access to service facilities and remote exchange and collaboration.

Based on the explanation above, the writer was inspired to conduct a research entitled "Impact of the Reading Guide Strategy for Understanding Student Reading in the Online Class XII MIPA 4 at SMAN 7 Kediri"

B. Identification of the Research

Based on the research background above, class observations and interviews with teachers and twelve grade students, there are three main factors that cause problems in SMAN 7 Kediri. These factors are described as follows.

- 1) Students have difficulty in understanding the text.
- 2) Students do not know how to find the main idea, implicit and explicit information, especially in analyzing generic structures.
- 3) Students are bored in English lessons.
- 4) Students are not enthusiastic in learning English and some of them also have different background knowledge.

Therefore, students need an effective way of reading so that it becomes a solution to their problems. Reading the needs strategy because it can increase attention, memory, communication, and readers that enable learning to describe, regulate, evaluate information that comes from the text, and the strategy can be controlled by the reader. Therefore, to solve the problem, the author uses a reading guide strategy.

C. Limitation of the Problem

Based on the explanation in the research background and problem identification, the authors limit the problem to be specific that focuses on improving the skills of reading understanding. The material is used narrative text. Indicators of students who read understanding are 1. Literal understanding: a) Identification of words, b) Context of meaning. 2. Inferential understanding: a) Identification of the main idea, b) Identification of relationships in the text. Facilitated to use this research, students are a strategy when they read. The author took the third grade student at SMAN 7 Kediri at XII IPA 4 in the Academic Year 2020/2021.

D. Formulation of the Problem

Research problems from this study formulated in the following questions:

1. How is the understanding of reading students before using the reading guide strategy in the XII MIPA 4 online class at SMAN 7 Kediri.?
2. How do students read understanding after using the reading guide strategy in the XII MIPA 4 online class at SMAN 7 Kediri?
3. Is there an impact from the reading guide strategy for students' reading understanding in the XII MIPA 4 online class at SMAN 7 Kediri?

E. Purpose of the problem

This study has three objectives:

1. To find out the understanding of reading students before using the reading guide strategy in the XII MIPA 4 online class at SMAN 7 Kediri.
2. To find out the understanding of reading students after using the reading guide strategy in the XII MIPA 4 online class at SMAN 7 Kediri.
3. To find out the impact of the reading guide strategy for students' reading understanding in the XII MIPA 4 online class at SMAN 7 Kediri.

F. Significance of the Problem

This study is conducted in order to give theoretical and practical significance, they are:

1. Theoretical significance

The writer will know the importance of reading comprehension using google meet and zoom in teaching reading using a reading guide strategy, beside she also know the advantages and disadvantages.

2. Practical significance

The results of this study are expected to be useful for teachers, students and other researchers.

- a. Teachers

The results of this study are expected to be input for English teachers in developing their professionalism in teaching reading understanding using the reading guide strategy.

- b. Student

The result can understand that reading comprehension to online learning by using google meet and zoom can effective to teach reading ability in this era pandemic now.

b. Other researchers

The results can be used by other researchers as a reference and motivation to do reading comprehension to reading guide strategy to conduct further research in other skills.

E. Definition of Key Term

1. Reading

Reading is the process of getting information from the written text; from the writer to the reader. The goal of all reading is the comprehension of meaning that is conveyed in the written text (Muslaini 2017).

2. Reading Guide Strategy

Reading guide means a reading guide. On several occasions there are often incidents that the material cannot be completed in class and must be completed outside the classroom because of the large amount of material that must be completed, Zaini (2008: 8).

3. Reading comprehension

Comprehension is facilitated reading appropriate materials, intellectual curiosity, and desire to learn. The definition of comprehension can be stated as follows: the ability of pupils' it

finds, interprets, and used ideas comprehensions, Kennedy (1991 : 12).

4. Online learning

Distance learning, also called distance education, e-learning, and online learning, is a form of education in which the main elements include the physical separation of teachers and students during teaching and the use of various technologies to facilitate student-teacher and student communication. (Berg, 2016).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter, explains about the theoretical review of reading, teaching reading, teaching reading in senior high school, teaching reading using reading guide strategy. Besides, it also presents the review of related research

A. Reading

1. Definition of Reading

Reading is one of the important skills in English and it gives many benefits for us. According to Darwanto (2000:63) "Reading is seeing and understanding the contents of what is written by reciting in the heart, spelling or reciting what is written, saying, knowing, guessing, understanding and understanding". It can be said as a process of communication between two parties, namely the reader and the writer. In addition, reading is bringing meaning to and getting meaning from written materials. Another writer was conducted by Lewin (2003) stated that reading is understand the meaning of a text in reading activity, the reader make interaction among eyes and mind to gain what the writer extend. Reading is an active process that depends on both an writer's ability to convey meaning using words and your ability to create meaning for them.

Learning English requires four skills: reading, listening, speaking, and writing. It is necessary that all students in the school study and learn it. Reading is important for students, particularly with studying English, which is a foreign language. For the majority of students, this is the most critical ability to master in

order to succeed not only in learning English, but also in any content class that requires reading in English. Learners will make more progress in all areas of learning if their reading skills are improved. Many academics hold different perspectives on the definition of reading. In addition, Harrison (2004 : 3) argues that the importance of reading is not only related to the development of knowledge but also it is related to the people thinking capability. This capacity will provide the foundation for emotional, moral, and verbal intelligence growth. Furthermore, these developments influence the type of person that people become.

Based on the statement above, reading is a process of understanding the core or idea written by the writer. Reading is not easy, students must know the information they read and can convey it with their own version.

2. Type of Reading

According to Patel and Jain (2008: 117-123) the types of reading:

a. Intensive Reading

Intensive reading is related to further in language learning under the teacher's guidance. Intensive reading will provide a basic for explaining difficulties of structure and for extending knowledge of vocabulary and idioms.

b. Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. The reader wants to know about

something. The reader doesn't care about specific or important information after reading. Usually people read for to keep them update.

c. Aloud Reading

Aloud reading is basic form of classroom organization and disciplines. In reading aloud, the students are confronted with written sentences which haven't spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students.

d. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Silent reading must be based on student's selected text. Silent reading enables the students to read completely silently without making sounds and moving his lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the student's vocabulary.

3. Principles of Reading

According to Harmer (2007: 201 - 202) the principles of reading: (1) teachers encourage students to read as often and as much as possible, (2) students need to be engaged with what they are reading, (3) teachers encourage students to respond to the content of a text and explore their feelings about it, not just concentrate on its construction, (4) prediction is a major factor in reading, (5) teacher has to match the task to the topic when using intensive reading texts, (6) good teacher exploit reading texts to the full.

B. Teaching Reading

1. Definiton Teaching Reading

Nuttal (1982: 21) states one of the functions of teaching reading especially reading foreign language, such as English, for students who are not native speaker, is to make them be able to understand the text when they deal with the foreign language. Teaching reading is a complex process. The best teachers develop an extensive knowledge base and draw on a repertoire of strategies for working with struggling students. Teaching reading as defined above, is an activity in which teachers instruct students and provide materials to aid in the reading learning process, allow students to practice other languages on their own. Reading instruction focuses on students' comprehension of the material communicated by the writer.

According to Brown (2000: 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. It means that teaching is an activity which is help someone in order to make them more understand especially in reading.

In addition, Hibbard and Wagner (2003: 8), "Teaching reading is a complex process involving decoding skills, fluency and reading comprehension. Understanding a phrase, clause, word, sentence, and context in a passage is known as decoding. It can be inferred that teaching reading is an activity in which students can comprehend the context of a passage in the same way that they can comprehend a text.

2. Teaching Reading in Senior High School

In this era teaching of reading depends on the teacher. Teachers are always to be the sources of ideas for developing reading strategies. To do this, teachers should prepare students to reach a higher level of understanding in the reading process. They should help students read and understand the texts easily. Then, the teacher can contribute to the strategy training of their students in the three stages of reading instruction in classes. This includes: pre-reading, while reading and post reading.

Objectives of The Teaching of Reading in Senior High School (SMA) on Reading English is an important skill that students need to learn. In reality, students reading a text at school often have difficulties to understand and comprehend its meaning. So, teachers of reading must have good techniques to teach reading to students to help them get good results. Teaching reading is not easy because the teachers not only have to get the students to read the text but also, they have to think how the students can comprehend all the aspects of English in it. According to Chaudron (2004) studying English is not easy for Indonesian students because the English language and the Indonesian language are very different in terms of spelling, sounds, pronunciation, vocabulary and culture. The objective of teaching reading in high school is to develop the students' reading skills in order to read texts effectively and efficiently. Ariwiyati (1997) asserts that the specific objectives of reading are: a) to enable the students to develop basic comprehension skills so that they can read and understand texts of a general nature. b) to use reading to increase

their general knowledge. c)to decide about reading purpose. d)to adapt their strategies of reading. e)to develop their ability to read critically.

Based on these, a teacher must have a good technique to build the motivation of students to learn. The teaching of reading in secondary school will help student to get a purpose for reading, focus on what they are learning, think actively as they read, monitor their comprehension, and review content and relate what they have learned to what they already know.

Students are able to read texts in the forms of narration, description, dialog, and other genres like time tables, brochure, menu, diary, form, letter to:

- Get a particular information;
- Get a general information about the text;
- Identify the main idea explicitly;
- Identify the main idea implicitly;
- Get the details of information about the text;
- Identify word, phrase, and sentence meanings based on the contexts.

C. Reading Guide Strategy

1. Definition of reading guide strategy

The reading guide strategy is a strategy that guides students to read the guide prepared by the teacher in accordance with the material to be taught at a predetermined time, on the other hand the teacher will also ask questions that discuss the material that has been read by students. According to Darwanto (2000: 63) "Reading is seeing and understanding the contents of what is written in the heart, spelling or reciting what is written, saying, knowing, guessing, calculating and understanding". It can be said that reading is a process of communication between two parties, namely the reader and the writer.

According to Zaini (2008: 8) "reading guide means a reading guide. On several occasions there are often incidents that the material cannot be completed in class and must be completed outside the classroom because of the large amount of material that must be completed. Because reading is an activity of seeing writing and understanding or being able to pronounce what is written, not just knowing the words, but following the author's way of thinking. After that what we read we are able to understand and rephrase it in our own words, reflecting on its content critically and comparing it with what we already know. According to Nasution (2002: 57) "Reading is an effort to gain knowledge, meaning that people are smart because the more they read the more knowledge so that learning objectives are achieved both cognitively, affectively and psychomotor". The purpose of the reading guide method is to help students focus on understanding environmental pollution material. This Reading Guide method prioritizes student activities in finding, processing and reporting information from learning resources. The learning process is in a pleasant atmosphere, the main thing is that students can focus more on the subject matter because they are directly guided by a list of questions that have been given by the teacher, so that the learning process is clearly more effective and efficient.

According to Hisham (2008: 8). The steps for learning the reading guide are determining the reading to be studied, determining the questions that will be answered by students or a grid and perhaps a chart or schema that can be filled in by them from the reading material that has been selected earlier, distributing reading material with questions or grids to students, the task of students is to study reading

material using existing questions or grids, limit this activity so that it will not take excessive time then discuss the questions or grids by asking students the answers , at the end of the lesson give a sufficient review.

The advantages of reading guides are that they help students understand important points in a short time, review large amounts of material in a short time, are effective for training student responses, can be applied to all subjects. The weakness of the reading guide is that students feel bored reading the text that is given, each student, both individually and in groups, must obtain a text or reading, students are only motivated by the text and do not develop imagination and creativity.

D. Reading comprehension

1. Micro and Makroskill of Reading Comprehension

There are points of micro and macroskills according to Brown (2003: 187), those are:

a. Micro-skills

- 1) Discriminate among the distinctive graphemes and ortographic patterns of English.
- 2) Retain chunks of language of different lengths in short - term memory.
- 3) Process writing at an efficient rate of speed to suit the purpose.
- 4) Recognize a core of words, and interpret word order patterns and their significance.

- 5) Recognize grammatical word classes (nouns, verbs, etc), system (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- 6) Recognize that a particular meaning may be expressed in different grammatical forms.
- 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

b. Macro-skills

- 8) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- 9) Recognize the communicative functions of written texts, according to form and purpose.
- 10) Infer context that is not explicit by using background knowledge.
- 11) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations 16 as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 12) Distinguish between literal and implied meanings.
- 13) Detect culturally specific reference and interpret them in a context of appropriate cultural schemata.
- 14) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

From the explanation above, All of those things can be inferred, and there are fourteen points that are included in the micro and macro-skills of reading.

In addition, teachers in each institution are aware of their students' reading skills, allowing them to teach and define indicators as well as the goals that will be achieved as a result of those skills.

2. Major Components of Reading Comprehension

According to Leu and Kinzer (1987: 30-38) reading comprehension process involves a number of important components as follows:

a. Decoding Knowledge

The readers are used to determine the oral equivalent of a written word.

b. Vocabulary knowledge

Vocabulary knowledge is important at all grade levels, but is a particularly important aspect of reading instruction as children develop and explore less familiar subject areas with somewhat specialized vocabularies.

c. Syntactic Knowledge

Syntactic knowledge includes understanding word order rules that exist within sentences and permit you to determine the grammatical function and often the meaning of pronunciation of words.

d. Discourse Knowledge

Discourse knowledge is the knowledge of language organization at units beyond the single sentence level. It includes knowledge of the structural organization of different types of writing.

e. Readiness Aspects

Reading readiness is the ability of a student to benefit from initial reading instruction. Recently, reading readiness has also included being ready to read and understand a particular selection.

f. Affective Aspects

Affective aspects of reading comprehension include a reader's attitude and interest in reading.

From the explanation above, it can be stated that reading comprehension is a process in which the written word is involved and the meaning is understood. Which includes all components and brings knowledge.

E. Rationale of the Research

Reading is an active activity that requires high concentration. Understanding content and being able to respond to context in reading is the purpose of reading comprehension. Firstly, The students got difficulties in understanding a text. Secondly, Student did not know how to find main idea, implicit and explicit information, especially in analyzing generic structure. Thirdly, Students were bored in English lesson. Fourly, Student were not enthusiastic in learning English and some of them also had different background knowledge.

In teaching reading there is one teaching strategy that the teacher can use, namely reading guide strategy. reading guide teacher provides reading guide and students required to read in accordance with the specified time limit. The steps in the reading guide strategy include: 1) Before learning begins, the teacher determines the reading to be studied. 2) Next, make questions that must be filled out by students in the form of writing that is understood by students and then

answered with the right answer. 3) Students receive reading materials and questions distributed by the teacher. 4) The task of students is to study reading material by using existing questions or grids. Limit this activity so it won't take too much time. 5) The teacher discusses the questions or questions by asking the answer to students.

In conclusion, the researcher has perception that teachers are able to apply this strategy well. Besides that, it can be an effective strategy method in reading comprehension. Because it can help the students based on their problems.

F. Review of Related

In this case, there are some previous studies about the use of Reading Guide Strategy. Firstly the research from Aini (2016), student of Bengkulu University entitled "The Implementation Of Guided Reading Strategy To Improve Students' Reading Comprehension". The result stated that using guided reading strategy was effective to improve students' reading comprehension and also make students' actively and being motivated in teaching and learning process.

Secondly, the research from Sugiarto (2020) the students of UIN SUSKA RIAU entitled "*Penerapan Strategi Reading Guide untuk meningkatkan kemampuan membaca pemahaman siswa pada tema indahny keragaman di negeriku kelas IV SD Negeri 11 Keranji Guguh Kecamatan Koto Gasib Kabupaten Siak*". Sugiarto (2020) the students of UIN SUSKA RIAU entitled "Implementation of reading guide strategies to improve student's reading comprehension skills on the theme of the beauty of diversity in my country grade IV SD Negeri 11 Keranji Guguh. The result of the research it is proven that through the application of reading

strategies guide to improving reading skills students' understanding from before the action, cycle I, and cycle II. on before the act of reading comprehension ability only reached 56%, but after the class action in the first cycle of reading ability students' understanding increased to 72% or classified as "Enough" and at cycle II there was an increase to 84% or classified as "Good". With Thus, it can be concluded that the ability to read students' understanding of the theme The Beauty of Diversity in My Country Class IV Indonesian Elementary School 11 Keranji Guguh can be improved through the implementation of a reading guide strategy. The researcher believed that it would serve as a supplementary resource for future research in various contexts that will improve in the teaching English.

Thirdly, the research of Nashihah (2009) the students of IAIN Sunan Ampel Surabaya entitled “*efektivitas strategi reading guide (panduan membaca) terhadap peningkatan hasil belajar siswa pada materi sejarah kebudayaan islam di Mts. Al-Anwar Sarang Rembang*”. Nashihah (2009) the students of IAIN Sunan Ampel Surabaya entitled “The effectiveness of reading gvide strategies (reading guides) on improvig tudent learning outcomes in the history of islamic culture at Mts. Al-Anwar Sarang Rembang”. The result of this research using Reading guide strategy is a significant effect of reading comprehension.

Those previous studies are related to this study. That reading comprehension of students can be improved by using an approach from previous studies. On the other hand, there are some research differences. While classroom action research is used, an experimental study was used in my study. During the academic year 2021-2022, the research was conducted with third grade students at SMAN 7 KEDIRI.

This study examines the difference between reading comprehension before and after being taught of reading guide strategy.

G. Hypothesis

Based on the explanation above, the hypothesis of this research is formulated as follows:

1. Hypothesis (Ha)

There is an impact of reading guide strategy to the students' reading comprehension in online class of XII MIPA 4 at SMAN 7 KEDIRI in academic year 2021/2022.

2. Hypothesis (Ho)

There is no an impact of reading guide strategy to the students' reading comprehension in online class of XII MIPA 4 at SMAN 7 KEDIRI in academic year 2021/2022.

CHAPTER III

RESEARCH METHOD

This chapter deals with the discussion of the research method. It is divided into: a) Identification of research variable, b) research design, c) place and time of research, d) Population and sample, e) Research instruments and Technique collecting data, f) Technique of analysis data.

A. Identification of Research Variable

Creswell (2009:50) said, "A Variable refers to a characteristic or attribute of an individual or an organization that can be measure or observed and that varies among the people or organization being studies". Based on the explanation, a variable is the important thing of the research to get the information in the research. The most important classification is on the bass of their use within the research under consideration, when they are classified as dependent variables or dependent variables (Ary, 1985; 30).

1. Independent variables (Y)

An independent variable is an attribute or characteristic that influence or affect an outcome or dependent variable (Creswell, 2012:116). Independent variable is the cause of other variable. Based on the definition above, in this research reading guide strategy is defined as a strategy that guides students to read the guide prepared by the teacher according to the material.

2. Dependent variable (X)

A dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable, Creswell (2012:115). This is effect of independent variable. This variable was not manipulated by the researcher, but it was affected by the independent variable. The dependent variable of this research was the students' Reading comprehension is a skill that is essential for everyone's educational achievement. The indicators of students reading comprehension is 1. Literal comprehension :a) identify word meaning, b) meaning context. 2. Inferential comprehension :a) identify the main idea, b) identify relation in the text.

B. Technique and Approach of the Reasearch

1. Approach of the Reasearch

The approach of this research is quantitative research. Based on Ary, Jacobs, and Sorenson (2010:2), quantitative research uses objective measurement to gather numeric data that are used to answer question or test predetermined hypothesis. Based on the explanation above, the research to analyze the students' reading comprehension which is assessed from the test and it has a hypothesis.

2. Technique of the Research

The technique in this research is experimental research. According by Ary (2009: 26), experimental research involves a study of the effect of the systematic manipulation of one variable (s) on another variable. So, the researcher used that technique in order to know the effect of independent variable of Reading guide strategy to dependent variable that is students' Reading comprehension. In

addition, the researcher used 1 (one) class to carry out the research. The researcher give the student pre-test and post-test to analyze using reading guide strategy in students' reading comprehension.

C. Place and time of research

1. Place of the research

This research was conducted at SMAN 7 Kediri located in Jl. Sunan Ampel Kediri. SMAN 7 Kediri has three grade of class, there are ten grade, eleven grade and twelve grade. In this research, the researcher took the Twelve Grade of SMAN 7 Kediri. The researcher chose this school because based on observation, the student has a problem in English especially reading comprehension. So, the researcher at XII MIPA 4 by using Reading Guide Strategy.

2. Time of the research

The researcher started this research started from January to June 2022.

The followed this :

Tabel 3.1

Time of the research

No	Activity	Month														
		February			March			April		May		June		July		
1	Designing the Research															
2	Arranging instrument															

No	Activity	Month																															
		February				March				April				May				June				July											
3	Collecting the data: a. Pretest b. Treatment c. Posttest																																
4	Analyzing data																																
5	Writing the conclusion of the Research																																

The table above shows the schedule of doing the research. The researcher started it from February up to July. There are five activities in each month and have different specific activities. On February, there is designing the research. It was talking about making preparation of doing research.

Then on March, there is arranging instrument. This step required to the researcher to make an important thing that used to do the research. In determining the instrument, it must be seen from type of the research and

also the reason by completed theory from some experts. In this time, instrument of the research is test.

Then on April, the researcher did the treatment to collect data. It has three weeks on April the place of doing research in SMA 7 Kediri.

Afterwards, the researcher has to analyzed the data in five week in May and June. This section needs more time because the researcher has to correct the test before and count in to SPSS version 16.

Lastly in July, the researcher must be able to write the conclusion of the researcher. It is explained about the resume from all of point in the research. In line with that, the researcher writes a suggestion about the weaknesses that comes from this research.

D. Population and sample of the research

1. Population

The larger group about which the generalization is made is called a population. Population is the whole subject which has certain quality and characteristics. Ary *et. al.*, (2010:148) states “A population is defined as all members of any well-defined class of people, events, or objects”. According Arikunto (2013:173) states “Population is the whole subject of research”. In this research study, the population of the study is the third grade students at SMAN 7 Kediri in the academic 2021-2022. They are IPA I, IPA, II, IPA, III, IPA IV, IPA V, IPA VI, IPA VII, IPS I, IPS II, IPS III, IPS IV, IPS V. Each classes consist 30-35 students, so the total of the students are 396 students. This research was appropriate with the basic

competence in vocational high school especially in students' reading comprehension.

2. Sample

Based on explanation from Arikunto (2006) stated that sample is a part of population which has same characteristic. Also, Ary (2010: 148) said that the four types of probability sampling most frequently used in educational research are simple random, stratified sampling, cluster sampling, and systematic sampling. So, there are four types of probability sampling that used in research. In this section, the researcher used cluster sampling, because according to Ary (2010:154) from that type is very difficult to list all the members of a target population and select the sample from among them. The researcher took one class, that is XII MIPA 4 which consists of 34 students, contain 24 girls and 10 boy. The reason is the impossibility to measure students' reading comprehension of all the third grade students at SMA 7 Kediri.

E. Research Instruments and Technique Collecting Data

1. Research Instruments

Sugiyono (2017: 102) said that instrument is a tool which is used to measure the nature and social phenomenon being observed. In this research the test is used to get the data on students' reading comprehension.

The instrument of this research is reading Test,. There are two test of them, those are pre-test and post-test. The pre-test consists of 20 multiple choice questions or form of test is written test, type of test is multiple choice,

and number of the question for each indicator is five about narrative passage that have done before the treatment in order to know the basic students' reading comprehension. Then, the post-test are also consists of 20 multiple choice questions or form of test is written test, type of test is multiple choice, and number of the question for each indicator is five of narrative passage which given after the treatment in order to know is there any progress from students' reading comprehension or not. Those tests can help the researcher to measure the students' reading comprehension. The scoring of those tests is measured from the level of question, so the score in each question are difference.

Table 3.2
Score Table

No.	Statements	Score
1.	Correct answer	5
2.	Wrong answer	0

2. Procedure of Collecting Data

In this research, the researcher used a test for collecting the data, there are two kinds of test that used in this study, those are pre-test and post-test.

1) Pre-test

Pre-test given for experimental class before the treatment begin. Pretest is done before the treatment process to find out students' understanding in reading before class begins. The researcher gave the test that contains 20 multiple choice tests relating of narrative text. The first meeting until the last meeting is 45 minute. And this meeting using online learning and offline learning

2) Treatment

The researcher gave treatment to the students after finishing pre-test. The treatment use reading guide strategy, firstly in pre teaching, the researcher give the students narrative text under the title is “The Legend of Kelud Mountain” and researcher asked the students to read the text. Than, researcher gave some draft of questions to the students which relate with the text.

Secondly, in post teaching, the researcher gave the students other narrative text entitled “The Legend of Toba Lake” and ask the students to read a text. The students are asking to analyze the word meaning, meaning context, finding main idea, and relation in the text.

3) Post-test

A posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment (Creswell, 2008: 297). The researcher gave the test that contains 20 multiple choice questions with narrative passage also and the students have to answer it.

F. Technique of Analysis Data

1. Kinds of Analysis

The data analysis method that used in this research is SPSS analyze the results of the students' scores of the reading post test. Kinds of the software, it was used dependent sample T-test to know whether or not there was an effect or impact in using reading guide strategy and the significance differences between pre-test and post-test. In addition, according to Ary (2010: 175), t-test for dependent samples must be used, it also known as the correlated or non-independent or paired t-test. So, t-test is very important to measure the sample which used in the research. The description of students' reading comprehension before being taught using Reading Guide Strategy.

2. The norm

The test will compare to t-table in order to conclude the significance of the study. In this case, the researcher used the rules:

1. If the $t\text{-test} > t\text{-table}$ in the degree of significant 5%, it means that the research is very significant. So, H_a is accepted and H_o is rejected.
2. If the $t\text{-test} \leq t\text{-table}$ in the degree of significant 5%, it means that the research is very significant. So, H_a is rejected and H_o is accepted.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher discusses about the research findings and the discussion. This chapter is divided into some topics, those are: a) description of variable data, b) data analysis, c) hypothesis, and d) discussion.

A. Description of variable data

To know the clear result of this research, the researcher shows the description of variable data. The description of variable data is presented as follows:

1. The description of students' reading comprehension before being taught using reading guide strategies.

Before the researcher did the research, she identified the students' reading comprehension first by giving them pretest. The test was given on Thursday, 7th April 2022. The purpose of this test is to measure how far students' reading comprehension. The subject of this research was third grade students in MIPA 4. Total students of that class were 34 students. The test consists of 20 questions of multiple choice and the topic is about narrative text. The students asked to do the test in 45 minutes, the score was assessed the researcher convert the score in each indicator by using converting score:

$$\frac{\text{Score}}{\text{Maximum score}} \times 100 = \dots$$

Maximum score

By using that formula, the researcher got the result of the students' score from doing pretest. The result of converting score are presented in the table below:

Table 4.1

Pre Test Score

STUDENTS	SCORE
Student 1	50
Student 2	70
Student 3	40
Student 4	55
Student 5	60
Student 6	70
Student 7	65
Student 8	45
Student 9	65
Student 10	70
Student 11	60
Student 12	75
Student 13	80
Student 14	40
Student 15	30
Student 16	35
Student 17	40
Student 18	45
Student 19	40
Student 20	60
Student 21	65
Student 22	40
Student 23	45
Student 24	40
Student 25	55
Student 26	50
Student 27	60

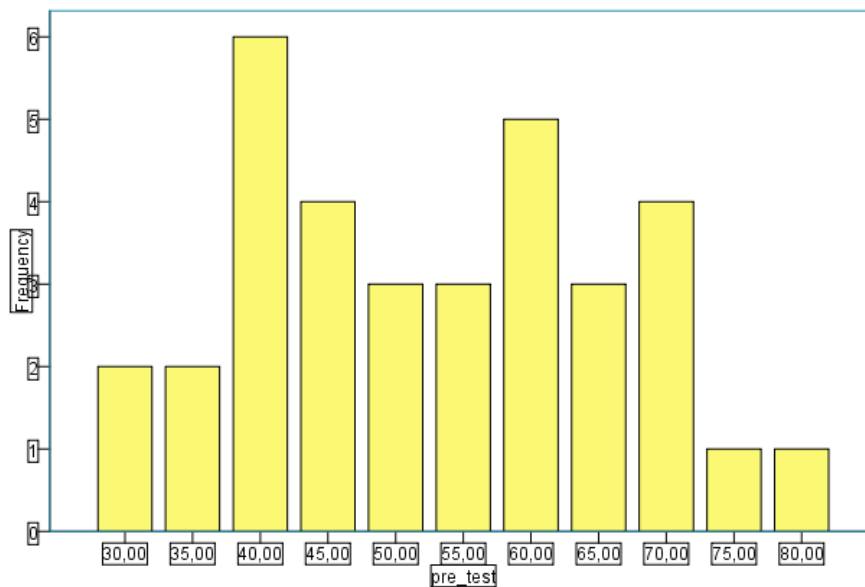
STUDENTS	SCORE
Student 28	50
Student 29	30
Student 30	35
Student 31	45
Student 32	60
Student 33	70
Student 34	55

In addition, to make it detail the researcher also analyzed the frequency of students' score in order to facilitate the reader in understanding the result. It will be presented below:

Table 4.2
Frequency of Pre Test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 30	2	5.9	5.9	5.9
35	2	5.9	5.9	11.8
40	6	17.6	17.6	29.4
45	4	11.8	11.8	41.2
50	2	5.9	5.9	47.1
55	4	11.8	11.8	58.8
60	5	14.7	14.7	73.5
65	3	8.8	8.8	82.4
70	4	11.8	11.8	94.1
75	1	2.9	2.9	97.1
80	1	2.9	2.9	100.0
Total	34	100.0	100.0	

Bar Chart of Pre Test



From the table above, 2 student (5,9%) got score 30, 2 students (5,9%) got score 35, 6 students (17,6%) got score 40, 4 students (11,8%) got score 45, 2 students (5,9%) got score 50, 4 students (11,8%) got score 55, 5 students (14,7%) got score 60, 3 students (8,8%) got score 65, 4 students (11,8%) got score 70, 1 student (2,9%) got score 75, and 1 student (2,9%) got score 80. From that explanation, it can be concluded that students' reading comprehension was good enough.

2. The description of students reading comprehension after being taught using reading guide strategie.

The post test was given on Thursday, 21th 2022 after the treatment finished. Posttest consists of 20 questions also in multiple choice. The test was about narrative text also as like in pretest before. The test was given to

know the increasing of students' reading comprehension. The progress can be seen in this table:

Table 4.3

Post Test Score

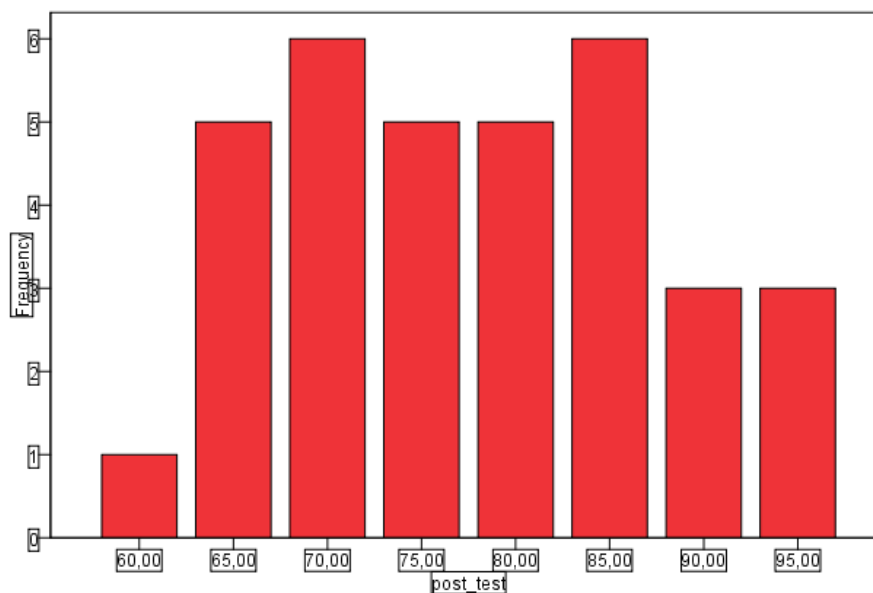
STUDENTS	SCORE
Student 1	70
Student 2	90
Student 3	70
Student 4	80
Student 5	85
Student 6	90
Student 7	85
Student 8	75
Student 9	80
Student 10	85
Student11	85
Student 12	90
Student 13	95
Student 14	70
Student 15	65
Student 16	70
Student 17	75
Student 18	75
Student 19	65
Student 20	80
Student 21	85
Student 22	75
Student 23	70
Student 24	70
Student 25	65
Student 26	65
Student 27	75
Student 28	85
Student 29	65
Student 30	60
Student 31	80
Student 32	95
Student 33	95
Student 34	80

From that table, it can be concluded that the lowest score is 60 and the highest score is 95. The total score of pretest was 2.645 . Then, the score frequency as follows:

Table 4.4
Frequency of Post Test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	1	2.9	2.9	2.9
65	5	14.7	14.7	17.6
70	6	17.6	17.6	35.3
75	5	14.7	14.7	50.0
80	5	14.7	14.7	64.7
85	6	17.6	17.6	82.4
90	3	8.8	8.8	91.2
95	3	8.8	8.8	100.0
Total	34	100.0	100.0	

Bar Chart of Post Test



From that table, 1 student (2.9%) got score 60, 5 students (14.7%) got score 65, 6 students (17.6%) got score 70, and 5 students (14.7%) got score 75, 5 students (14.7%) got score 80, 6 students (17.6%) got score 85, 3 students (8.8%) got score 90, 3 students (8.8%) got score 95 . It means that the students' reading comprehension was increasing after the students were taught using reading guide strategies.

B. Data Analysis

In this time, the researcher presented the procedure of data analyze and getting the result of pretest and posttest.

1. Procedure of Analyzing Data

In this part is to answer the question about whether there is an effect of reading guide strategy in teaching reading comprehension at second grade students of SMAN 7 KEDIRI. The procedure of analyzing data comes from corrected in pretest and posttest. Then, getting the score based on each criterion that have been determined before. After that, the researcher enters the score into SPSS application version 16.

2. The Result of Data Analysis

In this part, the researcher presented about the result of data analysis from students' pretest and posttest using SPSS version 16. From the analysis of SPSS, there are data output as follow: Paired Sample Statistics, Paired Sample Correlation, and Paired Sample Test.

a. Mean

Table 4.5

Paired Sample Statistic

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre_Test	52.9412	34	13.54664	2.32323
Post_Test	77.7941	34	9.86202	1.69132

From the paired sample statistics of table above, the mean score of pretest is 52.9412 and the standard deviation 13.54664. In the other hand, the mean score of posttest is 77.7941 and the standard deviation 9.86202. The number of participant from each test (N) is 34.

b. Correlation

Table 4.
Paired Sample Correlation

	N	Correlation	Sig.
Pair 1 Pre_Test & Post_Test	34	.844	.000

In data output of Paired Sample Correlations above, the result present that correlation before and after being taught Reading guide strategy is 0,844 with the significance 0,000.

c. T-Test

Table 4.
Paired Sample Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre_Test - Post_Test	-2.48529E1	7.43510	1.27511	-27.44717	-22.25871	-19.491	33	.000

In Paired Samples Test table, the mean presents the differences between pretest and posttest using SPSS by pretest minus posttest. It showed the t-test is -19.491 with the degree of freedom 33 is 2.042 and the significant is 5%. It means that t-test is higher than t-table ($-19.491 > 2.042$). It can be concluded that t-test is higher than t-table, so H_a is accepted. In conclusion, there is an effect of applying reading guide strategy in teaching reading comprehension at third grade students of SMAN 7 Kediri which H_a is accepted. It means that there is an effect of teaching reading comprehension at third grade students of SMAN 7 Kediri using reading guide strategy.

3. Interpretation of the Data Analysis

Based on the analyzing data from SPSS version 16, the researcher got the data which concern on the students' reading comprehension before

and after being taught using reading guide strategy by compare both of them. Generally, when the students did the pretest, they had good in reading comprehension for example, most of the students are able to identify word meaning, students meaning context, students identify the main idea But, some of them also have different ability in identify relation in the text. They got the problem when they have to find it. They were not familiar in reading comprehension an English text because they were not understood the text deeply. It was proven by the result of pretest, which in that test showed that the highest score is be found onthe first description above. In the other hand, when the students did the posttest, there was an increasing score that be found in identify word meaning, students meaning context, students identify the main idea, and identify relation in the text. It is proven from the total score which is exist on that indicator.

4. Testing of Hypothesis

Based on the hypothesis and the data which had been analyzed before, the researcher concluded that reading guide strategy have significant effect in students' reading comprehension at second third of SMAN 7 Kediri in academic year 2021/2022. It can be proven from the result pre-test and post-test, the table of paired sample statistics shows that the pretest score is higher than posttest score. The total score of pretest was 1065, and the total score of posttest was 2045. From that explanation, the students score was increased. According to the data on table 4.7, the result shows that $t\text{-score} - 16.381 > t\text{-table}$ with the significance level 5%. It means that there was

significance effect before and after using reading guide strategy in students reading comprehension. In conclusion, the Null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

5. Discussion

In this time, the researcher explains about the discussion of pretest, posttest, and t-test by differentiate among of them with the result from the previous studies. Related to the hypothesis of this research, there was null hypothesis (Ho) and alternative hypothesis (Ha). The null hypothesis (Ho) means that there is no effect of teaching students reading comprehension using reading guide strategy, on the contrary the alternative hypothesis (Ha) means that there is an effect of teaching students reading comprehension using reading guide strategy. The researcher was analyzed the score of pretest and posttest's score by SPSS version 16. From that analyzed it showed that t-score higher than t-table in significant level 5% ($-19.491 > 1,691$) with the degree of freedom (df) 34 was 2,086, so the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

As the researcher explained before, there were three indicators as follows: 1) finding main idea, 2) identifying generic structure, 3) finding the social function of the text. Actually the most problem that faced by the students in reading comprehension is there is no interest in reading the text. So before the researcher giving reading guide strategy as a treatment to students, some

students' had difficulty in finding some indicators of reading comprehension, there are finding main idea, identifying generic structure.

In applying teaching method, there is strength and weakness also. Based on the result of treatment that finished by the researcher, the strength of this method was made the students more active in the class, because they asked to discuss with their friends about the assignment. They could ask or share many things at that time in a nice pickle. By using that method, the teacher taught the students about reading comprehension based on the situation in the class. In addition, the students asked to make choice of whether the steps they wanted to do.

Finally, after giving the treatment which is use reading guide strategy as a method in students' reading comprehension, some of the students have good ability in indicator as like finding the main idea, identifying generic structure, and finding the social function of the text. So from that explanation, reading guide strategy affect to students' listening skill.

This research finding is supported by some of previous studies that related with this research. Sari (2019), with the title "*THE EFFECT OF ANTICIPATION GUIDE STRATEGY ON STUDENTS' READING COMPREHENSION*", stated that the use of reading guide strategy in reading comprehension is an affective method. In line with the theory, the research from Aina (2016) entitled "The Implementation of Guided Reading Strategy to Improve Students' Reading Comprehension". The result showed that the

statistical value of t-test was higher than that of t-table. In conclusion that reading guide strategy significantly has an effect on the students' reading comprehension.

Based on the explanation above, reading guide strategy proves that it has significant effect on students reading comprehension or there was an effect to the students' reading comprehension. In addition, the teacher can use this methode to be reference in teaching reading.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher discusses about: a) conclusion, b) suggestion.

A. Conclusion

The researcher took some conclusions from this research based on the result of research finding in previous chapter. The result showed that reading guide strategy is an effective application to teach reading comprehension at third grade students of SMAN 7 Kediri in academic year 2021/2022. It is supported by the result of analyzing pretest and posttest with the level of significance.

In line with that, the students' reading comprehension are increased after being taught by using reading guide strategy that is mean score of post test are higher than score of pretest. It can be concluded that there is a significant effect of reading guide strategy in students' reading comprehension.

In addition, teaching reading comprehension using reading guide strategy helps the student to solve the problem. This method also gives good effect to make the students' active and responsible. Moreover, the result between students score before and after teaching using reading guide strategy explained the significant effect to the students' reading comprehension. It is

taking from the change of students' score in post test which better than students' score of pretest.

B. Suggestion

Based on the research finding above, there are some suggestions that are given to the teacher, the students, and the other.

1. To the teachers

The teacher should explain first the activities of using Reading Guide Strategy before applied in the class. The teacher is able to use Reading Guide Strategy in Reading comprehension that may be seen from the result of calculate students' score between pretest and posttest also before and after being taught with Reading Guide Strategy.

2. To the students

The students should more active and responsible when Reading Guide Strategy is applied in the class. It is also help them to understand the audio easily. They are able to do the steps of this method to find the answer of question based on the text or analyzing the text. By using this strategy, the students enjoy in reading and the students will never feel bored.

3. To other researchers

And also for sure, the researcher wants to give some suggestions to the other researchers who will do the same research. Firstly, they should use reading

guide strategy for different text, for example descriptive text, recount text, and etc.

They may to apply this method by their own or based on what they have understood to use the steps. Secondly, they may apply reading guide strategy in different levels of education like Junior High School at or Senior High School. Lastly, the researcher hopes that this research can be a reference for other researchers when they will do thesame researching students reading comprehension using reading guide strategy.

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Appendix 1. Statement letter from SMAN 7 Kediri



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 7 KOTA KEDIRI
Jl. Penanggungan No. 4, Telp.0354-771171, Fax: 0354-771171 / email: sman7kediri@yahoo.com
KEDIRI Kode Pos. 64114

SURAT KETERANGAN Nomor : 423.4/639.1/101.6.14.7/2021

Yang bertanda tangan di bawah ini :

Nama : Drs. MOHAMAD TOHIR, M.Pd.I.
NIP : 19631122 198803 1 005
Pangkat/Gol. Ruang : Pembina Tk.I, IV/b
Jabatan : Kepala SMA Negeri 7 Kediri

dengan ini menerangkan bahwa :

Nama : SASI RAMADHANI PUTRI WITANTO
NIM : 18.1.01.08.0027
Program Studi : FKIP – PENDIDIKAN BAHASA INGGRIS
Perguruan Tinggi : UNIVERSITAS NUSANTARA PGRI KOTA KEDIRI

benar-benar mahasiswa tersebut di atas telah melaksanakan penelitian di SMA Negeri 7 Kediri pada bulan Februari dan tanggal 27 September s/d 30 September 2021 , guna penyusunan Skripsi dengan judul “ THE IMPACT OF READING GUIDE STRATEGY TO THE STUDENTS’ READING COMPREHENSION AT SMAN 7 KEDIRI.”

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kediri, 5 Oktober 2021
Kepala SMA Negeri 7 Kediri,

Drs. MOHAMAD TOHIR, M.Pd.I.
NIP. 19631122 198803 1 005

Appendix 2. Lesson Plan

Rencana Pelaksanaan Pembelajaran

Mata Pelajaran Bahasa Inggris

Nama Sekolah	: SMAN 7 KEDIRI
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: XII/2
Alokasi Waktu	: 2x 45 Menit (1x pertemuan)
Topik Pembelajaran	: Narrative Text
Ketrampilan	: Reading
Pertemuan ke	:1

A. Standar Kompetensi

Membaca

- 11 Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Menulis

- 12 Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

- 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*
- 12.2 Mengungkap-kan 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*

C. Indikator

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
Merespon wacana monolog text : Narrative Mengidentifikasi makna yang ada dalam teks narative yang dibaca Mengidentifikasi langkah-langkah retorika dari teks Menggunakan kalimat past	Senang membaca, Komunikatif, Teliti, Kreative, Kerja keras, Mandiri.

D. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi berbagai aspek dari teks seperti isi, struktur teks.
- Siswa dapat mengidentifikasi makna yang ada dalam teks yang dibaca
- Siswa dapat mengidentifikasi langkah-langkah retorika dari teks

E. Materi Pokok

1. Narrative Text

Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story

The generic structure of Narrative text:

1. Orientation: It set the scene and introduce the participants (it answers the question: who, when, what, and where).
2. Complication: Tells the problems of the story and how the main characters solve them.
3. Resolution: The crisis is revolved, for better or worse.
4. Re-orientation: The ending of the story.

F. Metode Pembelajaran / teknik:

Cooperative Teaching and Learning

G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
<ul style="list-style-type: none"> • Siswa mampu mengidentifikasi makna yang ada dalam text narrative yang dibaca • Membahas unsur dan langkah retorika dalam teks narrative • Membahas ciri-ciri leksikogramatika dalam teks. 	<ul style="list-style-type: none"> • Siswa mampu menganalisa berbagai aspek dari teks seperti isi, struktur teks, dalam kelompok. • Siswa membaca sebuah teks narrative yang diberikan oleh guru dan menjawab pertanyaan-pertanyaan yang berhubungan dengan teks tersebut , dalam kelompok. 	<ul style="list-style-type: none"> • Siswa mencari teks-teks narrative pendek (<i>how to make, how to use, dan how to do something</i>) berbahasa Inggris tertulis yang lain dari surat kabar, majalah dan dari internet, serta mempelajarinya dari segi tujuan komunikatif, <i>generic structure</i>, dan <i>language features</i>, serta <i>content</i>-nya

Langkah langkah Kegiatan Pembelajaran**Kegiatan Pendahuluan (5 menit)**

1. Mengucapkan salam dengan ramah ketika masuk ruang kelas
2. Mengecek kehadiran siswa
3. Apersepsi / Absensi
4. Memotivasi siswa
5. Menyampaikan tujuan pembelajaran
6. Menyampaikan cakupan materi dan uraian kegiatan

Kegiatan Inti (80 menit)Eksplorasi (15 menit)

- Siswa membaca contoh teks narrative yang ditampilkan, dibagi, atau dari buku.
- Siswa dan guru mendiskusikan materi mengenai teks narative

- Guru menjelaskan unsur dan langkah dan ciri dalam teks narrative
- Guru menjelaskan langkah pembuatan teks narrative.

Elaborasi (50 menit)

- Guru membuat kelompok dan membagi teks narrative sejumlah kelompok
- Siswa bekerja dalam kelompok untuk membahas generic structure dan isi teks berupa topik teks, gagasan utama suatu paragraf dalam teks tersebut, informasi rinci, informasi tertentu, dan makna kata-kata tertentu.
- Menjawab soal-soal tentang text yang dibahas

Konfirmasi (15 menit)

- Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas
- Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks dan penggunaan struktur text narrative serta menggunakan Simple Past tense dalam text narrative.
- Guru meminta siswa untuk membuat teks narrative sebagai tugas diluar kelas.

Kegiatan Penutup (5 menit)

1. Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.
2. Guru meminta siswa untuk membuat teks narrative sebagai tugas rumah
3. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.
4. Guru menyampaikan rencana pembelajaran yang akan datang.

H. Sumber/Bahan/Alat

- Kamus
- Bahan Internet

I. Penilaian

I. Indikator :- Merespon wacana text
- Mempraktikkan pembuatan teks narrative

Teknik : Tes tertulis

Bentuk : Pertanyaan pilihan ganda, tugas essay pembuatan narrative text.

II. Pedoman Penilaian:

Pedoman penskoraaan: masing-masing soal jika di jawab benar dengan proses yang benar mendapat skor 2.

Perhitungan nilai akhir

dalam skala 0 – 100 sebagai berikut :

$$\text{Nilai Akhir: } \frac{\text{Skor Perolehan}}{\text{Skor maksimal}} \times 100$$

Untuk pensekoran tugas pembuatan narrative text, perhitungannya sebagai berikut:

- 90 :Jika penggunaan kalimat benar, tanda baca benar, tulisan benar, penggunaan ungkapan waktu benar, dan coheren.
- 80 :Jika penggunaan kalimat benar, tanda baca benar, tulisan benar, penggunaan ungkapan kurang tepat, kuarang coheren.
- 70 : Jika penggunaan kalimat kuarng tepat, tanda baca kurang tepat, tulisan kurang tepat, penggunaan ungkapan waktu kurang tepat, kuarang coheren.

Mengetahui
Guru Pamong

Kediri, 08 Februari 2022
Mahasiswa

ANA DWI SULISTYOWATI, S.Pd
NIP. 19750302 006042 0 31

SASI RAMADHANI P.W
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Mengatahui
Kepala SMAN 7 KEDIRI

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Appendix 3. Students Worksheet

Students Worksheet 1

The Legend of the Kesodo Ceremony

Once upon a time on Mount Bromo, East Java, there was a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. Every time they prayed to the Gods, asking for a child.

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

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

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

“You must sacrifice your first son for the gods”.

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

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

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

1. What does the first paragraph talk about?
 - a. The earthquakes and thunders in the sky
 - b. The voice in the sky
 - c. The couple's promise
 - d. The condition of the volcano on one day sky
 - e. The condition of Kesuma's family
2. How is Kesuma's personal characteristic?
 - a. Melancholic c. tragic e. shameful
 - b. Heroic d. fearful
3. What problem was faced by Kesuma's parents?
 - a. They had to give sacrifices for the Gods
 - b. They couldn't get a baby after getting married for a long time
 - c. They couldn't bring all of their children to the Gods to be sacrificed
 - d. The villagers would force them to sacrifice themselves
 - e. They couldn't save all their children from the earthquake
4. What lesson can we get from the story?
 - a. Kesuma is very brave
 - b. Kesuma's parents loved him very much
 - c. Every one must keep his promise
 - d. A promise must be said clearly
 - e. Gods want sacrifices from the people.
5. "The baby grew up into a handsome, tough man." What is the synonym of the underlined word?
 - a. strong b. handsome c. hard d. very firm
 - e. easily offended

Students Worksheet 2**The Lion and the Mouse**

Once when a Lion was asleep a little Mouse began running up and down on his face; this soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O King," cried the little Mouse: "forgive me this time, I shall never forget it: who knows but I may be able to do you a turn someday?" The Lion was so tickled at the idea of the Mouse being able to help him that he lifted up his paw and let him go.

Some time after the Lion was caught in a net, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on. Just then the little Mouse happened to pass by, and seeing the Lion in the net she went up to him and soon gnawed away the ropes that bound the King of the Beasts, and then she said, "Was I not right?"

1. What problem did the little mouse have?
 - a. She was trapped in a net
 - b. The lion caught her
 - c. She gnawed the ropes
 - d. She was caught by hunters
 - e. She didn't have food
2. What problem did the lion have?
 - a. The mouse awakened him
 - b. He was killed by some hunters'
 - c. He couldn't get the mouse
 - d. He was caught in a net
 - e. The mouse gnawed the ropes

3. What did the mouse mean when he said, “who knows but what I may be able to do you a turn some of these days?”
- a. The mouse would give the lion some food
 - b. The mouse would help the lion some day
 - c. The mouse release the lion from a danger
 - d. The mouse would not run over the lion’s face
 - e. The mouse would turn to the left direction
4. What did the mouse do to help the lion?
- a. She ran up and down on his face
 - b. She cried and begged the lion
 - c. She cut the ropes with a knife
 - d. She asked the hunters to help her
 - e. She gnawed the ropes
5. “...she went up to him and soon gnawed away the ropes that bound the King of the Beasts, and then she said, "Was I not right ...” (last line). What does the underlined word refer to?
- a. The lion
 - b. The mouse
 - c. The King
 - d. The hunters
 - e. The monster

Appendix 4. Students Pre Test & Post Test

Pre Test

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

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

1. Which one of the following statements is false about Sang Prabu?
 - A. Sang Prabu was a father of his only daughter
 - B. Sang Prabu was a king of a kingdom in West Java
 - C. Sang Prabu was taken to Kahyangan by a wicked fairy
 - D. Sang Prabu was a wise man
 - E. Sang Prabu didn't have a son

2. Why the wicked fairy did used her magic to make Raden Begawan unconscious?
 - A. She didn't like Raden Begawan
 - B. She didn't want Raden Prabu marry the princess
 - C. She wanted Teja Nirmala to forget about her wedding
 - D. She didn't want the prince of Blambangan marry the princess
 - E. She didn't want the prince of Blambangan feel love with her

3. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
 - A. Princess Segara will have married with Raden Begawan
 - B. Sang Prabu will not hold strength competition
 - C. Raden Begawan will not die
 - D. Teja Nirmala will stay in the Kahyangan
 - E. Wicked Fairy will not take Raden Begawan's life

4. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to...
 - A. The wicked fairy
 - B. The nice fairy
 - C. Princess Nirmala

- D. Prince Teja
 - E. The prince of Blambangan
5. The similarity between fairy and human according to the text.
- A. The place they live
 - B. The jealousy that they possess
 - C. The way they don't feel a love
 - D. The strength they have
 - E. Their life that is immortal

Soal Teks Narrative Legend 2

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

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

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

6. Which the following fact is true about Kbo Iwo?
- A. Kebo Iwo ate a little amount of meat
 - B. Kebo Iwo is a destroyer that cannot make anything
 - C. Kebo Iwo was angry because his food was stolen by Balinese people
 - D. Kebo Iwo destroyed all the house but not the temple
 - E. Kebo eat food was equal for food of thousand people
7. Why did Kbo Iwo feel angry to the Balinese people?
- A. Because Balinese people ate his meal
 - B. Because Balinese people took his food so his barns was empty
 - C. Because Balinese people didn't give him food
 - D. Because Balinese people were in hunger
 - E. Because Balinese people turned to rage

8. According to the story, if Kbo Iwa is never existed in Bali island, what do you think will happen?
- There will be no Bali island
 - Bali People will never be angry
 - All Bali people will live in a prosperous way
 - We are not able see the beauty of Lake Batur
 - Mount Batur will not be a sacred place now
9. “So, they came together to plan steps to oppose this powerful giant.....”(Paragraph 3). The antonym of the word “oppose “ is....
- Support
 - Defeat
 - Turn Against
 - Beat
 - Change
10. What is mount batur?
- A lake build by Kbo Iwa
 - A well dug by Kbo iwa
 - The mountain build by Kbo Iwa
 - A mound of earth dug from the well by Kbo iwa
 - A home build by Balinese people to Kbo Iwa

Soal Teks Narrative Legend 3

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

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

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

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

11. What separated between one village to another a long time ago in the New Territories ?
- A. Another village
 - B. Mountains
 - C. Forests
 - D. Hills
 - E. Towers and logs
12. Who was Ah Tim ?
- A. The young woman's brother
 - B. The young woman's son
 - C. The young woman's brother and nephew
 - D. The young woman's brother's son
 - E. One of the men who fetched a stick
13. Who walked in front when they were in the forest ?
- A. Ah Tm
 - B. The woman
 - C. The woman's son
 - D. Her brother's nephew
 - E. The baby and his mother
14. How could the wolves catch Ah Tim ?
- A. He was afraid
 - B. He was stumbled by a stone
 - C. He ran slowly
 - D. The woman cried
 - E. The wolves were good runners
15. The woman gave her son to the wolves because
- A. She loved her nephew than her son.
 - B. She thought about how her brother would be
 - C. She wanted her son was eaten by the wolves
 - D. She was crazy
 - E. She kept a grudge on his brother
16. What did the villagers bring sticks for ?
- A. For the weapon to beat the wolves
 - B. To bring the woman's nephew
 - C. For the fire woods.
 - D. For play
 - E. For building a house for the woman.

17. “ all men in the village fetched thick stick ... “ The word “ fetched” has a similar meaning to :
- A. Received
 - B. Caught
 - C. Got
 - D. Hit
 - E. Lifted
18. From the passage we learn that the villages were
- A. Located in one huge area
 - B. Situated in a large district
 - C. Separated by untamed jungles.
 - D. Wild and unsafe
 - E. Dark and very dangerous
19. The brother let her son go with his aunt as she left home because
- A. Ah Tim wanted to see the wolves
 - B. His aunt wanted him to come long
 - C. Ah Tim was bored to live with his parents
 - D. The baby was too cute to be alone
 - E. Ah Tim would be a guardian for them
20. What is the purpose of the writer by writing the story above ?
- A. To describe the danger of the villages
 - B. To entertain the readers of the story
 - C. To tell the villagers’ relationship
 - D. To explain how important a relative is
 - E. To narrate how the wolves were playing with the baby.

Students Post Test

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

Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you suddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy.

Sangkuriang liked hunting very much, especially deer. He often hunted to the wood using his arrow. When he went hunting, Tumang was always with him. One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang went to the wood with his arrow and his faithful dog. Tumang, but after several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did not know each other. So they fall in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon. Sangkuriang agreed. With the help of genie and spiritis, Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spiritis thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, later, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

1. What is the story about?
 - A. A wrath son
 - B. West java's tales
 - C. Tumang a Dog husband
 - D. The legend of Tangkuban Perahu
 - E. Dayang Sumbi's rejection to marry Sangkuriang

2. According to he story, Tumang was....
 - A. actually a handsome prince
 - B. married to Dayang Sumbii
 - C. Sangkuriang pet dog
 - D. good at hunting deer
 - E. in fact Dayang Sumbi's father

3. What did Dayang Sumbi look like?
 - A. She liked weaving clothers
 - B. She looked for the heart of a deer
 - C. She was beautiful
 - D. She was looking at her fallen tool
 - E. She and her son were alike

4. What made Dayang Sumbi stay young?
 - A. She set up conditions in doing things
 - B. A young man fall in love with her
 - C. She married a dog
 - D. She knew how to take care her body
 - E. God gave her an eternal beauty

5. Who are the main caracters in the story?
 - A. Dayang Sumbi and Sangkuriang
 - B. The king Dayang Sumbi, the dog and Sangkuriang
 - C. The king, Dayang Sumbi, the dog, Sangkuriang, the ganie, and the spiritis
 - D. The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie, and the spiritis
 - E. The king, Dayang Sumbi, sister, daughter, the dog, a young man, Sangkuriang, the mount, the boat, the genie, the spiritis and God

6. What moral value can we learn from the story?
 - A. People must keep their words all the time
 - B. Do not make a promise to easily
 - C. Never be reluctant to do good things

- D. We should not hate our descendants
E. Just do what we have planned
7. "He brought her the falling tool". The underline word "He" refers to.....
A. Sangkuriang
B. Tumang
C. Dayang Sumbi
D. The king
E. Father
8. "if you are male, I will marry you" (paragraph 2). the sentence mean that the one who helped Dayang Sumbi became her....
A. Husband
B. Maid
C. Boss
D. Son
E. King
9. The complication starts when....
A. Sangkuriang arrived at his own village
B. Tumang came bringing Dayang Sumbi fallen thing
C. Dayang Sumbi asked Sangkuriang to find deer's heart
D. Dayang Sumbi and Sangkuriang fell in love and decided to marry
E. Dayang Sumbi asked Sangkuriang to build a lake and a boat in one night
10. "once upon a time, in west java, Indonesia lived a wise king who had beautiful daughter." (paragraph 1). What is the function of the above sentence?
A. A crisis
B. A complication
C. An orientation
D. A reorientation
E. A resolution

Soal Teks Narrative Legend 5

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

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest. Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children. She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door. 'Children, I have come to save you,' she said hugging them tightly. I have done a

dreadful thing.

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

11. The story is about....

- A. Two children went to school for the first time
- B. A witch who is really kind
- C. A father who begged a witch for money
- D. A stepmother who saved her children from a witch
- E. Two children saved their stepmother from a witch

12. Which statement is FALSE about the witch?

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

13. "The witch fell into the oven and the stepmother shut the door." (Paragraph

4). The underlined word "shut" can be replaced by the word...

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

14. How did the stepmother find her children?

- A. She walked into the forest
- B. She got tired and met her children
- C. She peeped through the window of the witch's cottage
- D. She fell into the cliff
- E. She was pushed against the wall

Soal Teks Narrative Legend 6

A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

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

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You

are more stupid than the chickens. Soon I will eat them, and I will eat you, too.” In the chicken house there are four old chickens. They were for Sunday’s dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say Catano, or I’ll kill you!”

15. Where does the story take place?

- A. Indonesia
- B. Brazil
- C. Puerto Rico
- D. New York
- E. Jepang

16. From the text we learn that...

- A. We have to follow others
- B. We have to respect pet owner
- C. We have to imitate others
- D. We are not allowed to force others
- E. We are not allowed to help others

17. Which statement is false according to the text?

- A. Catano was the name of the city where the parrot came from
- B. The man got angry at the parrot
- C. The parrot couldn’t say Catano
- D. The man killed the parrot
- E. The parrot could say Catano

18. “It was very, very smart”. The underlined word “It” refers to...

- A. The chicken
- B. The man
- C. The Catano
- D. The city
- E. The bird

Soal Teks Narrative Legend 7

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

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

Snow White didn’t want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found

Snow White sleeping. Then Snow White woke up. She saw the dwarfs.
The dwarfs said, "What is your name?"
Snow White said, "My name is Snow White."
Then, Snow White told the dwarfs the whole story.
The dwarfs said, "If you want, you may live here with us."
Snow White answered, "Oh, could I? Thank you."
Finally, Snow White and the seven dwarfs lived happily ever after.

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

- A. narrative
- B. report
- C. anecdote
- D. comparative
- E. news item

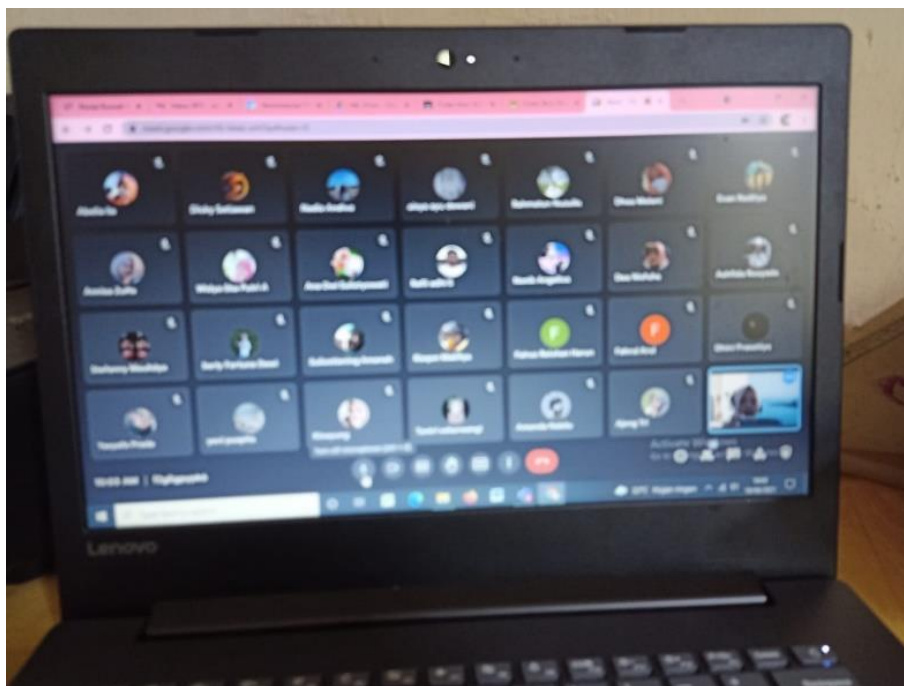
20. To tell the plot, the writers uses...

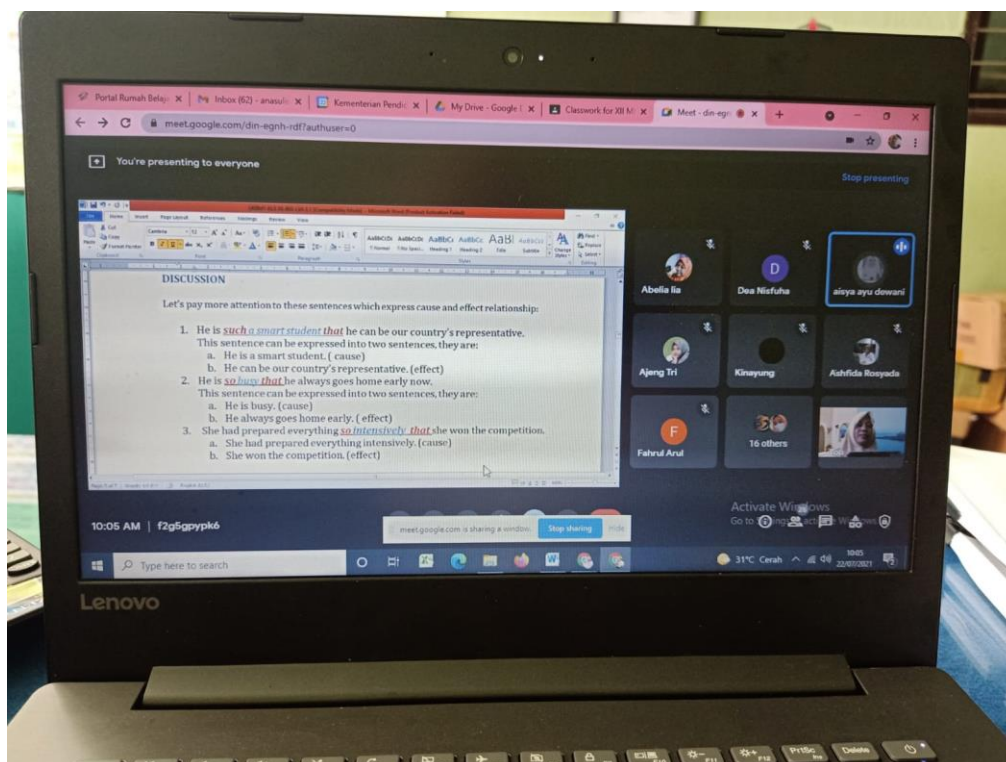
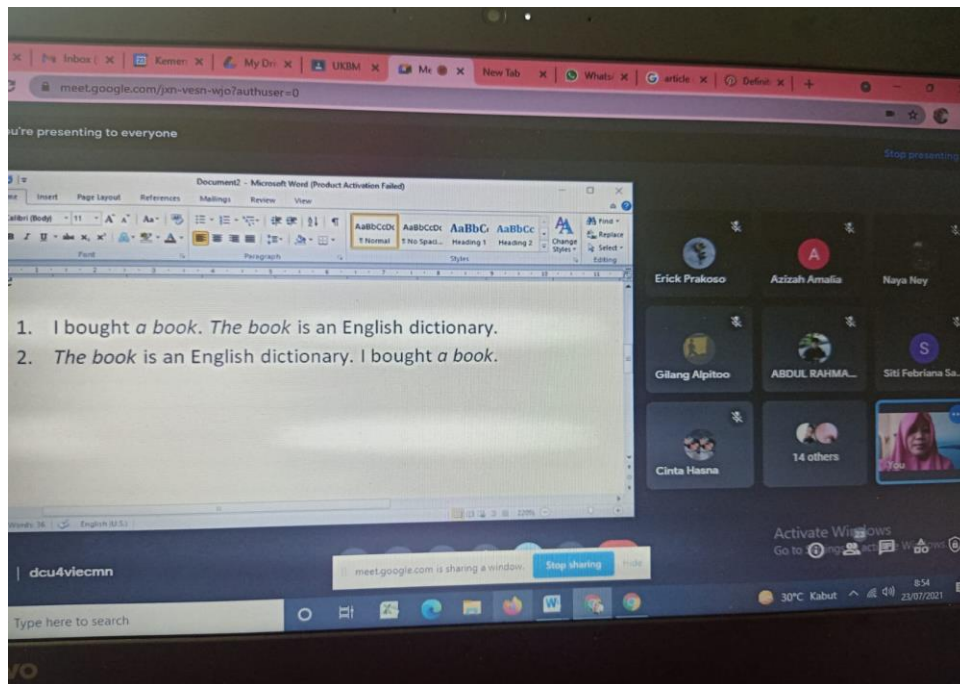
- A. a rhetorical question and an exclamation
- B. time sequences
- C. contrastive evidences
- D. past tense
- E. concessive conjunction.

Appendix 5. Students Score of Pre Test and Post Test

STUDENT	PRE TEST	POST TEST
STUDENT 1	50	70
STUDENT 2	70	90
STUDENT 3	40	70
STUDENT 4	55	80
STUDENT 5	60	85
STUDENT 6	70	90
STUDENT 7	65	85
STUDENT 8	45	75
STUDENT 9	65	80
STUDENT 10	70	85
STUDENT 11	60	85
STUDENT 12	75	90
STUDENT 13	80	95
STUDENT 14	40	70
STUDENT 15	30	65
STUDENT 16	35	70
STUDENT 17	40	75
STUDENT 18	45	75
STUDENT 19	40	65
STUDENT 20	60	80
STUDENT 21	65	85
STUDENT 22	40	75
STUDENT 23	45	70
STUDENT 24	40	70
STUDENT 25	55	65
STUDENT 26	50	65
STUDENT 27	60	75
STUDENT 28	50	85
STUDENT 29	30	65
STUDENT 30	35	60
STUDENT 31	45	80
STUDENT 32	60	95
STUDENT 33	70	95
STUDENT 34	55	80

Appendix 6. Documentation





Appendix 7. Skripsi Guidance Sheet



PERSetujuan BAHU

BERITA ACARA KEMAJUAN PEMBIMBINGAN PENULISAN KARYA TULIS ILMIAH

- I. NAMA MAHASISWA : Sasi Ramadhani Putri Witanto
 NPM : 18.1.01.08.0027
 Fak/Jur/Prodi : Pendidikan Bahasa Inggris
 Alamat Rumah : Ds Plaosan kec Wates kab Kediri
 Alamat email : sasiputri1512@gmail.com
 No. Telp. / HP : 085-704-111-961
2. DOSEN PEMBIMBING I : Dr Yunik Susanti, M Pd
 Alamat Rumah : JL Sunan Giri 10, RT/PW 001/004, Rejomulyo
 Alamat email : yuniksusanti@unpkediri.ac.id
 No. Telp. / HP. : 081 250 144 448
3. DOSEN PEMBIMBING II : Dr. Dewi Kenconawati, M Pd
 Alamat Rumah : Jl Kapten Tendean 238 Kediri
 Alamat email : dewikump@gmail.com
 No. Telp. / HP. : 081 335 633 664
4. JUDUL KTI : The Impact of Reading Guide Strategy to the students'
 Reading Comprehension in online class of XII MIPA 4
 at SMAN 7 KEDIRI.

Catatan :

1. Periode Bimbingan (Sesuai SK Rektor) : 15 september - 5 Juli 2022
 2. Jadwal Bimbingan :

	Hari	Pukul	Tempat / Ruang
Pembimbing I	Selasa	08.00 - 11.00	H-2
	Jum'at	08.00 - 11.00	H-2
Pembimbing II	Selasa	13.00 - 16.00	H-3

3. Kemajuan Bimbingan

Pembimbing I

NO.	TANGGAL	MATERI	MASALAH	TT. DOSEN
1.	24/10 2021	Title	title	
2.	13/5 2022	chapter 3		
3.	10/5 2022	chapter I		
4.	3/6 2022	chapter 3	BACKGROUND of the Problem	
5.	13/6 2022	chapter I	IDENTIFICATION OF Research Problem	
6.	17/6 2022	chapter I	Reading strategy, Rationale	
7.	24/6 2022	chapter II	Research variables	
8.	3/7 2022	chapter IV	Research Results	
9.				
10.				
11.				

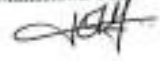
Pembimbing II

NO.	TANGGAL	MATERI	MASALAH	TT. DOSEN
1.	26-10-2021	Title	Pengajuan judul	revisi
2.	13-5-2022	Chapter 1	Acc judul, Background	
3.	20-5-2022	Chapter 1	Acc Research Question	
4.	3-6-2022	Chapter 2	Revisi chapter 2	
5.	10-6-2022	Chapter 2	Acc chapter 2	
6.	17-6-2022	Chapter 3	Revisi chapter 3	
7.	24-6-2022	Chapter 3	Acc chapter 3	
8.	28-6-2022	Chapter 4	Revisi chapter 4	
9.	30-6-2022	Chapter 4	Acc chapter 4	
10.	5-7-2022	Chapter 5	Revisi chapter 5	
11.	12-7-2022	All	Revisi all skripsi	

Mengetahui,
Kaprosdi


K. H. H. S. M. B.
NIDN 079017501

Kediri, 4 Agustus
Mahasiswa Ybs


SALS RAMADHANI P.W.
NPM 12.1.01.08.0027

Appendix 8. Approval Sheet



YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI KEDIRI
UNIVERSITAS NUSANTARA PGRI KEDIRI
 Status "Terakreditasi"
 SK. BAN PT Nomor 671/SK/BAN-IP/Akred/PT/VI/2021, Tanggal 21 Juli 2021
 Alamat : JL. K.H. Achmad Dahlan No. 76 Telp. & Fax : (0354) 771576, 771503 Kediri
 Website : <http://www.unpkediri.ac.id/> email : admin@unpkediri.ac.id

LEMBAR PERSETUJUAN UJIAN SKRIPSI
 PRODI PENDIDIKAN BAHASA INGGRIS

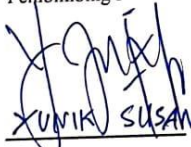
Nama : SASI RAMADHANI PUTRI WITANTO
 N P M : 18.1.01.08.0027
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prodi : Pendidikan Bahasa Inggris
 Judul Skripsi : THE IMPACT OF READING GUIDE STRATEGY TO THE STUDENTS'
READING COMPREHENSION IN ONLINE LEARNING AT XII MIPA 4
OF SMAN 7 KEDIRI.

Menerangkan bahwa mahasiswa tersebut diatas telah melaksanakan bimbingan skripsi dan telah memenuhi persyaratan untuk dapat melanjutkan ke proses ujian skripsi.

Kediri, 11 Juli 2022

Menyetujui,

Pembimbing I


 Dr. XUMIK SUSANTI, M.Pd.

Pembimbing II


 Dr. Dewi Kencanawati, M.Pd.

Mengetahui,
 Ka Prodi



Khoiriyah, M.Pd