



**THE EFFECT OF METACOGNITIVE STRATEGY ON
READING NARRATIVE TEXT MASTERY AT THE
TENTH GRADE STUDENTS OF MAS AL-ANSOR
PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad
Addary Padangsidimpuanas a partial fulfillment of the requirement for
the Graduate Degree of Education (S.Pd) in English Program*

Written by:

SUCI MAHARANI
Reg Number. 16 203 00108

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY SYEKH ALI HASAN
AHMAD ADDARY PADANGSIDIMPUAN
PADANGSIDIMPUAN**

2022



**THE EFFECT OF METACOGNITIVE STRATEGY ON
READING NARRATIVE TEXT MASTERY AT THE
TENTH GRADE STUDENTS OF MAS AL-ANSOR
PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad
Addary Padangsidimpuanas a partial fulfillment of the requirement
for the Graduate Degree of Education (S.Pd) in English Program*

Written by:

SUCI MAHARANI
Reg Number. 16 203 00108

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY SYEKH ALI
HASAN AHMAD ADDARARY
PADANGSIDIMPUAN
2022**



**THE EFFECT OF METACOGNITIVE STRATEGY ON
READING NARRATIVE TEXT MASTERY AT THE
TENTH GRADE STUDENTS OF MAS AL-ANSOR
PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a partial fulfillment of the requirement for
the Graduate Degree of Education (S.Pd) in English Program*

Written by:

SUCI MAHARANI
Reg Number. 16 203 00108



ADVISOR I

Dr. Fitriadi Lubis, M. Pd
NIP.19620917 1992 1 002

ADVISOR II

Fitri Rayani Siregar, M. Hum
NIP.19820731 200912 2 004

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY SYEKH ALI HASAN
AHMAD ADDARY PADANGSIDIMPUAN
2022**

LETTER OF AGREEMENT

Term : Munaqosyah
Item : 7 (seven) exemplars

Padangsidempuan, 8 November 2022
a.n. **Suci Maharani**
To: **Dean**
Tarbiyah and Teacher Training Faculty
In-
Padangsidempuan

Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Suci Maharani**, entitled “**The Effect of Metacognitive Strategy on Reading Narrative Text Mastery at The Tenth Grade Students of MAS Al-Ansor Padangsidempuan**”. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

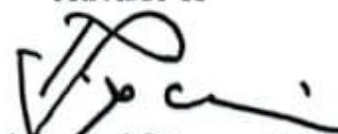
Wassalam 'alaikum wr.wb.

Advisor I



Dr. Fitriadi Lubis, M.Pd.
NIP. 19620917 199203 1 002

Advisor II



Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : Suci Maharani

Reg. Number : 16 203 00108

Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-3

The title of the Thesis : **THE EFFECT OF METACOGNITIVE STRATEGY ON READING NARRATIVE TEXT MASTERY AT THE TENTH GRADE STUDENTS OF MAS AL-ANSOR PADANGSIDIMPUAN**

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 verse 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

Padangsidimpuan, 8 November 2022
Declaration Maker



Suci Maharani
Reg. Number 16 203 00108

AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMY CIVITY

As Academic Cavity of the State Islamic University (UIN) Syekh Ali Hasan Ahmad Addarary Padangsidimpuan, the name who signed here:

Name : Suci Maharani
Registration Number : 16 203 00108
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-3
Kind : Thesis

To develop of science and knowledge, I hereby declare that I present to the State Institute for Islamic Studies Padangsidimpuan Non Exclusive Royalty Right on my thesis with entitled: **“The Effect of Metacognitive Strategy on Reading Narrative Text Mastery at the X Grade Students of MAS Al-Ansor Padangsidimpuan”** With all the sets of equipments (if needed). Based on the this non-exclusive royalty right, the State Islamic University (UIN) Syekh Ali Hasan Ahmad Addarary Padangsidimpuan has the right to save, to format, to organize in data base form, to keep and to publish thesis for as I am determined as a writer and owner of its creative right.

Based on the statement above all, this statement is made true heartedly to be used properly.

Padangsidimpuan, 8 November 2022

Signed



Suci Maharani

Suci Maharani

Reg. Number 16 203 00108


**EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION**

Name : Suci Maharani
Reg. No : 16 203 00108
Faculty/ Department : Tarbiyah and Teacher Training Faculty/ English Education
Department
Thesis : **THE EFFECT OF METACOGNITIVE STRATEGY ON
READING NARRATIVE TEXT MASTERY AT THE
TENTH GRADE STUDENTS OF MAS AL-ANSOR
PADANGSIDIMPUAN**

Chief,



Fitri Rayani Siregar, M.Hum.
NIP. 19820731 2009 12 2004

Secretary,

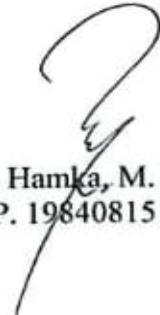

Dr. Fitriadi Lubis, M.Pd.
NIP. 19620917 199203 1 002

Members,


Fitri Rayani Siregar, M.Hum.
NIP. 19820731 2009 12 2004


Dr. Fitriadi Lubis, M.Pd.
NIP. 19620917 199203 1 002


Sri Rahmadhani Siregar, M.Pd.
NIDN. 2006038602


Dr. Hamka, M. Hum.
NIP. 19840815 200912 1 005

Proposed:

Place : Padangsidimpuan
Date : 29th of December 2022
Time : 14.00 WIB until 16.00
Result/Mark : 85.75 (A)
IPK : 3.77
Predicate : Pujian



**RELIGION MINISTRY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARARY
PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY**
Jl. H.T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telp. (0634) 22080, Fax'mile (0634) 24022

LEGALIZATION

Thesis : The Effect of Metacognitive Strategy on Reading Narrative Text Mastery at the Tenth Grade Students of MAS Al-Ansor Padangsidimpuan

Written By : **SUCI MAHARANI**

Reg. No : **16 203 00108**

Faculty/Department : **Tarbiyah and Teacher Training Faculty/TBI**

The Thesis had been accepted as a partial fulfillment of the Requirement for Graduate Degree of Education (S.Pd.)

Padangsidimpuan, 8 November 2022
Dean

Dr. Letya Hilda, M.Si.
NIP. 19920200003 2 002

Name : Suci Maharani
Reg. Number : 1620300108
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
The Tittle of the Thesis : The Effect of Metacognitive Strategy on Reading Narrative Text Mastery at The Tenth Grade Students of MAS Al-Ansor Padangsidimpuan

ABSTRACT

This research talked on students' problem in reading narrative text. The problems that faced by students are lack of vocabulary, mistranslate the meaning of the text then spending more time to translate it. The students also have less motivation to learn about English, so students are bored while learning in the class and do not pay attention to the teacher.

The purpose of this research was to find out students' mastery in reading narrative text before using metacognitive strategy, to find out students' mastery in reading narrative text after using metacognitive strategy and also to examine the significant effect of using metacognitive strategy to students of MAS Al-Ansor Padangsidimpuan.

This research used quantitative research with experimental method. Experimental method was used to determine whether it influences an outcome or dependent variable. The population of this research were 115 students of the students at Tenth grade of MAS Al-Ansor Padangsidimpuan. This research used simple random sampling to take the sample, the samples were randomized. So, based on the calculations that have been done there were 56 samples obtained, who were divided into the control class consists of 26 students and experiment class consists of 30 students.

The data were analyzed using the t-test formula to prove the hypothesis. The result of this research indicate the calculation of the t-test at the post-test of 6.52 with a sig of 2.00. Thus, the hypothesis is accepted because $t_{count} > t_{table}$, which is $6.52 > 2.00$. Therefore, it can be concluded that there is an effect of Metacognitive strategy on Reading Narrative Text Mastery at The Tenth Grade Students of MAS Al-Ansor Padangsidimpuan.

Key Words: Metacognitive, Reading Mastery

Nama : Suci Maharani
NIM : 1620300108
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : Pengaruh Strategi Metakognitif Terhadap Penguasaan Membaca Teks Naratif pada Siswa Kelas Sepuluh MAS Al-Ansor Padangsidempuan

ABSTRAK

Penelitian ini membahas tentang masalah siswa dalam membaca teks naratif. Masalah-masalah yang dihadapi siswa adalah, kekurangan kosa kata, salah dalam menerjemahkan makna tekskemudian menghabiskan banyak waktu untuk menerjemahkannya. Siswa juga kurang memiliki motivasi belajar bahasa Inggris, sehingga siswa bosan saat belajar dan di kelas dan tidak memperhatikan guru.

Tujuan dari penelitian ini adalah, untuk menemukan penguasaan siswa dalam membaca teks naratif sebelum menggunakan strategi metakognitif, untuk menemukan penguasaan siswa dalam membaca teks naratif setelah setelah menggunakan strategi metakognitif, dan juga untuk menguji pengaruh signifikan strategi metakognitif pada siswa MAS Al-Ansor Padangsidempuan.

Penelitian ini menggunakan kuantitatif dengan metode eksperimen. Metode eksperimen digunakan untuk menentukan apakah hasil dan variabel berpengaruh. Populasi dari penelitian ini adalah 115 siswa dari kelas X MAS Al-Ansor Padangsidempuan. Penelitian ini menggunakan Teknik random sampling dalam pengambilan sampel. Jadi, berdasarkan perhitungan yang telah dilakukan, ada 56 sampel yang diperoleh, dimana dibagi menjadi kelas kontrol berjumlah atas 26 siswa dan kelas eksperimen berjumlah 30 siswa.

Data di analisis menggunakan rumus t-test untuk membuktikan hipotesis. Hasil dari penelitian ini menunjukkan penghitungan t-test pada post-test adalah 6.52 dengan sig 2.00. Dengan demikian hipotesis diterima karena $t_{count} > t_{table}$, yaitu $6.52 > 2.00$. Oleh karena itu, dapat disimpulkan bahwa ada pengaruh penggunaan strategi metakognitif terhadap penguasaan membaca naratif teks.

Kata Kunci: Metakognitif, Penguasaan membaca

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to say thank you to Allah the Almighty God who has given me time and healthy in writing and finishing the thesis entitled “The Effect of Metacognitive Strategy on Reading Narrative Text Mastery at the X Grade Students of MAS Al-Ansor Padangsidempuan”. Next, I do not forget to send Shalawat to our prophet Muhammad SAW that had guided the human beings from the bad character in Jahiliyyah era into the good one, which has created by knowledge like this era.

It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of accomplishing this thesis, I got a lot of guidance, helping, inspiration and motivation from many people. Although, in this opportunity I would like to express my deepest gratitude to the following people:

1. Dr. Fitriadi Lubis, M.Pd. as my first advisor and Mrs. Fitri Rayani Siregar, M. Hum., as the Chief of English Department and as my second advisor who have guide, gave me suggestion and much idea for finishing this thesis. Thank you so much for everything may Allah always bless both of you, give health and may Allah guide you to His Jannah. Aamiin.
2. Dr. H. Muhammad Darwis Dasopang, M. Ag., as the rector of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan.

3. Dr. Lelya Hilda, M.Si. as the Dean of Tarbiyah and Teacher Training Faculty. Mrs. Fitri Rayani Siregar, M. Hum., as my academic advisor who has given me motivations.
4. All lecturers and all the cavities academic of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpun who had given the knowledge and helped during my studying in this campus. Especially for English lecturers who had given me much knowledge.
5. Headmaster of MAS Al-Ansor Padangsidimpun who has given me permission to carry out the research.
6. My beloved parents (Mr. Jung-jung Siregar and Mrs. Rosliana Nasution) Who always give me the greatest love, affection, attention, and big spirit how to be patient and survive in all condition by my own self, who have given Do'a in every Sholat and also who have given much money to help the administration. Hope you always healthy, happily ever after and may Allah guide us to His Jannah.
7. All of my beloved friends that also helped me in finishing this thesis, Rahma Hidayanthi Hasibuan, Zakiyah Rahman Nasution, Devi Syahrani Hutabarat, also for my girls squad Nadia Indah Bunga, Yuli Martini, Ihsania Tanjung, Anggita Cahaya Batubara, Jennita Aidha and Aulia Silvia Devana who have supported and helped me in all condition.
8. All of my lovely friends in TBI-3 who have supported and helped me to finish my thesis at the time and also be my spirit in writing this thesis. All of my friends in State Islamic University Syekh Ali Hasan Ahmad Addary

Padangsidimpuan especially in TBI-1 and TBI-2, thank you for your support and helped me and also all of the people who have helped me to finish my study that I cannot mention one by one.

I realize this thesis cannot be considered perfect without any weakness in this thesis. Therefore, the researcher would be very grateful for the correction and comment from the readers that can improve this thesis

Padangsidimpuan, June 2022

Researcher

Suci Maharani
Nim.1620300108

TABLE OF CONTENT

TITLE PAGE	i
LEGALIZATION ADVISORS SHEET	ii
AGREEMENT ADVISORS SHEET	iii
DECLARATION OF SELF THESIS COMPLETION	iv
AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY	v
SCHOLAR MUNAQOSYAH EXAMINATION	vi
LEGALIZATION OF DEAN OF TARBIYAH AND TEACHER TRAINING FACULTY	vii
ABSTRACT	viii
ABSTRAK	ix
ACKNOWLEDGEMENT	x
TABLE OF CONTENTS	xiii
LIST OF TABLES	xv
LIST OF FIGURES	xvi
LIST OF APPENDIXES	xvii

CHAPTER I: INTRODUCTION

A. Background of The Problem	1
B. Identification of The Problem	5
C. Limitation of The Problem.....	5
D. Formulation of The Problem.....	6
E. Purposes of The Research	6
F. Significances of The Research	7
G. Outline of the Thesis	7

CHAPTER II: LITERATURE REVIEW

A. Theoretical Description.....	9
1. Reading Narrative Text	9
a. Definition of Reading Narrative Text	9
b. The Purpose of Reading Narrative Text.....	10
c. Component of Reading Narrative Text.....	12
1) Social function of narrative Text.....	12
2) Generic Structure of Narrative text.....	12
3) Grammatical Features	13
d. Principles of Reading Narrative Text.....	14
e. Process of Reading Narrative Text	15
f. Technique of Reading Narrative Text.....	16
g. The Material of Reading Narrative Text.....	23
2. Metacognitive Strategy	26
a. Definition of Metacognitive Strategy.....	26
b. The Goal of Metacognitive Strategy	29
c. The Steps of Metacognitive Strategy	30
d. Models of Metacognitive Strategy	31

e. The Advantages of Metacognitive Strategy	35
f. The Disdvantages of Metacognitive Strategy	36
B. Teaching Reading Narrative Text by Using Metacognitive Strategy	37
C. Conventional Strategy	43
D. Review and Related Finding	46
E. Conceptual Framework	48
F. Hypothesis.....	51
CHAPTER III: RESEARCH METHODOLOGY	
A. Place and Time of Research	52
B. Research Design.....	52
C. Population and Sample	53
D. Definition of Operation Variables.....	55
E. Instrument of Collecting Data.....	55
F. Validity and Reliability Instrument.....	58
G. Technique of Collecting Data	60
H. Technique of Analyzing Data	61
CHAPTER IV: RESULT OF THE RESEARCH	
A. Description of Data	64
B. Testing of hypothesis	74
C. Discussion of the Result.....	75
D. Threats of the Research.....	78
CHAPTER V: CONCLUSIONS AND SUGGESTIOS	
A. Conclusions	79
B. Suggestions	80
REFERENCES	
APPENDIXES	
CURRICULUM VITAE	

LIST OF TABLES

Table	Page
Table 1 Application of metacognitive strategy in class reading narrative text	41
Table 2 Pretest-Posttest Control Group Design	54
Table 3 Population of Research	55
Table 4 Sample of Research.....	56
Table 5 Indicators of Reading Comprehension Test of Pre-Test	58
Table 6 Indicators of Reading Comprehension Test of Post-Test	59
Table 7 The Score of Experimental Class in Pre-test.....	65
Table 8 Frequency Distribution of Students' Score	66
Table 9 The Score of Control Class in Pre-test.....	68
Table 10 Frequency Distribution of Students' Score	68
Table 11 The Score of Experimental Class in Post-test.....	70
Table 12 Frequency Distribution of Students' Score	71
Table 13 The Score of Control class in Post-test	73
Table 14 Frequency Distribution of Students' Score	73
Table 15 Result of T-test from the Both Averages	75
Table 16 Gain Score.....	76

LIST OF FIGURES

Figure	Page
Figure 1 : Conceptual Framework	51
Figure 2 : Histogram of Description Data of Students' Reading Narrative Text in Experimental Class (Pre-test).....	67
Figure 3 : Histogram of Description Data of Students' Reading Narrative Text in Control Class (Pre-test)	69
Figure 4 : Histogram of Description Data of Students' Reading Narrative Text in Experimental Class (Post-test)	72
Figure 5 : Histogram of Description Data of Students' Reading Narrative Text in Control Class (Post-test)	74

LIST OF APPENDIXES

- Appendix 1 : Lesson Plan of Control Class
- Appendix 2 : Lesson Plan of Experimental Class
- Appendix 3 : Instrument Test Before Testing Validity
- Appendix 4 : Answer Key
- Appendix 5 : Instrument Test After Testing Validity
- Appendix 6 : Answer Key
- Appendix 7 : Table of Validity
- Appendix 8 : Result of Normality Test in Pre-test
- Appendix 9 : Homogeneity Test (Pre-test)
- Appendix 10 : Result of Normality Test in Post-test
- Appendix 11 : Homogeneity Test (Post-test)
- Appendix 12 : T Test of Both Averages in Pre-Test
- Appendix 13 : T Test of Both Averages in Post-Test

CHAPTER I

INTRODUCTION

A. Background Of The Problem

Reading is one of language skills which should be mastered by the students. It is important in education because reading involves the readers' ability to get information from the written text. The readers will be easier to get the information, ideas, and summarize the text or even many sources of books by having a good skill in reading. It means that reading is the bridge of knowledge.

According to syllabus of curriculum in senior high school there are many kinds of reading text that should be mastered by students, they are; procedure, report, narrative, descriptive, recount, and analytical text. Students have often learned reading in their learning process it can be said that the students have been trained. There were many books used by the students to enlarge their knowledge in reading even they have used almost six until twelfth books from junior until senior high school.

One of genre text that should be mastered by students in the process of learning English is narrative text. Narrative is a text is an imaginative story of fiction, which created by someone to deliver moral values in real lives. The purpose of narrative is to amuse, entertain the reader or listener about the story. Narrative includes fairy tale, fables, mystery, science fictions, and legend.

The essential of narrative text, it helps the reader confront the unknown and make sense of the complexity of the human experience. Then because narrative stories are entertaining, it can build the students' interest to read. Also when read a narrative text it gives positive energy for the readers' brain, feeling and emotional, so it helps the reader to cultivate creative thinking.

Many efforts of improving students' reading narrative text mastery have been done. Government has done some efforts, such as curriculum development, textbook selection, and teacher quality improvement. The school also has done some efforts, such as prepare school facilities and enlarge the students' vocabulary by giving new vocabulary every morning for the students.

In fact, the condition of students' reading Narrative text mastery in Madrasah Aliyah Swasta Al-Ansor Padangsidempuan is still poor. Based on the interview with English teacher in Madrasah Aliyah Swasta Al-Ansor Padangsidempuan the researcher found that the students got some difficulties in comprehending reading narrative text.

The students lack of vocabularies. Some students mistranslate the meaning of the text, when they read the text they spend time in translating the word. Then, the students have less motivation to learn about English. Some students are bored while learning in the class. They do not pay attention to the teachers' explanation.¹

¹English teacher, "private interview" Madrasah Aliyah Swasta Al-Ansor Padangsidempuan.

Those all problems make the students cannot comprehend the reading narrative text maximally, and those condition still far from the aim of teaching reading.

There are some factors of reading narrative text mastery. The factors are motivation, classroom interaction, learning style, and strategy in teaching learning process was not suitable.² Those all difficulties usually faced by the students while reading narrative text.

Strategy is a careful plan for achieving a particular goal usually over a long period of time. Strategy also can be said as the intelligent allocation of resources through a unique system of activities to achieve a goal. Strategy is not single event, but rather a creative sequence of events that learners actively use. In simply, strategy is how you plan to achieve a goal.

There are many strategies can be applied in teaching reading like skimming, scanning, silent reading, loud reading, extensive reading, critical reading, and reading faster. “Based on flavell metacognitive strategy allow the learners to think about their thinking such as the effective ways will used by the students, how to overcome the difficulties while they ere reading, and how to achieve the goals of reading”.³ By applying metacognitive strategies students can regulate their own reading strageies.

²Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif* (Jakarta:Kencana Prenada Media Group, 2009), p. 153.

³Fivin Marufah Al Mufidah, *The Implementation of Metacognitive Strategies in Reading Narrative Text for the Tenth Graders of senior High School*, RETAIN 7, no. 2 (2019), p. 123, <http://jurnalmahasiswa.unesa.ac.id>, accessed at January 8, 2020.

Metacognition refers to knowledge of cognitive processes and products and includes reflecting on one's own thoughts. Metacognition is closely related to critical reflection and evaluation of one's own thinking which can bring about specific changes in how to learn.⁴In the other hand, metacognitive strategy helps the students to know what they must do to develop their reading comprehension on the text.

The role of metacognitive strategy in reading it is designed to increase readers' knowledge of awareness and control, to improve their reading comprehension, and evaluate whether their attempt at comprehension has been achieved. When the students read by using metacognitive strategy the students ask themselves, it requires constant attention and a questioning about their thinking.⁵ Metacognitive strategy in reading is about taking charge of reading, monitoring comprehension while reading.

Based on the statement above, this research is interested to observe in Madrasah Aliyah Swasta Al-ansor Padangsidempuan. This research wants to know whether metacognitive strategy will give significant effect to students' reading narrative text or not, in carry out a research entitle: "The Effect of Metacognitive Strategy on Reading Narrative Text Mastery at The Tenth Grade Students of MAS Al-Ansor Padangsidempuan".

⁴ Limei Zhang, *Metacognitive and Cognitive Strategy Use in Reading Comprehension: A Structural Equation Modeling Approach*, (Singapore: Springer Nature, 2018), p. 51, <http://pdfdrive.com>.

⁵ Ifticha Saniyati Shobiroh, *The Use Of Metacognitive Strategy To Improve Students' Reading Comprehension (A Classroom Action Research of the Eleventh Grade Students of MA Karanggede 2016/2017)*, p. 6, <http://tarbiyah.iainsalatiga.ac.id>.

B. Identification of Problem

Narrative is a text is an imaginative story to amuse and entertain the readers. Narrative deals with problematic events which lead to a crisis which in turns finds a resolution or solve the problem. Reading narrative text is one of aspect ability for mastered by students in English.

There are some factors that give effect on reading narrative text mastery such as motivation, classroom interaction, learning style, and strategy in teaching learning process was not suitable. So in this research, the researcher got interest in using metacognitive strategy in learning reading narrative text.

C. Limitation of Problem

As mention above there are several factors in reading narrative such as motivation, classroom interaction, learning style, and strategy in teaching learning process was not suitable.

In this research did not discuss all the factors of reading achievement, this research only focuses on one factor, that is metacognitive strategy in learning reading narrative.

The researcher choose metacognitive strategy because it includes teaching sciences, concepts, and class management, where it is really important in teaching and learning process. Metacognitive strategy helps the students to get good understanding of the text. It is also can help the students to solve their problem using strategies that they thought effective for them and they can achieve the goals of reading narrative text.

D. The Formulation of the Problem

Based on the limitation of the problem above, the problems can be formulated as follows:

1. How is students' reading ability in narrative text mastery before using metacognitive strategy at the tenth grade students of MAS Al-Ansor Padangsidempuan?
2. How is students' reading ability in narrative text mastery after using metacognitive strategy at the tenth grade students of MAS Al-Ansor Padangsidempuan?
3. Is there any significant affect of using metacognitive strategy to students' reading narrative text mastery at the tenth grade students of MAS Al-Ansor Padangsidempuan?

E. The purpose of the Research

From the formulation above, the purpose of this research are:

1. To find out students' narrative text before using metacognitive strategy at the tenth grade students of MAS Al-Ansor Padangsidempuan?
2. To find out students' narrative text after using metacognitive strategy at the tenth grade students of MAS Al-Ansor Padangsidempuan?
3. To examine the significant effect of using metacognitive strategy to students of MAS Al-Ansor Padangsidempuan?

F. Significances of the study

This study is expected to give some information for:

1. Teachers

This study as an information to enrich the knowledge about metacognitive strategy in order to make teaching and learning activities better and more effective in teaching reading narrative text.

2. Headmaster

This study as the information and knowledge about the effect of metacognitive strategy on teaching reading narrative text.

3. Other Researcher

It is useful a reference for other researcher to develop further research about the effect of metacognitive strategy in reading and gives insightful knowledge of English proficiency.

G. The Outline of the Thesis

The systematic of this research is divided into five chapters. Each chapter consist of many sub chapters are follow: Chapter one, consisted of introduction, they are: the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the purpose of the research, the significances of the research, and the outline of thesis.

Chapter two consists of the description of reading narrative text, Metacognitive strategy, the related findings, the conceptual framework, and the hypothesis.

Chapter three consists of methodology of the research which is divided into sub chapter; the place and time of the research, the research design, the population and sample, definitions of operational variables, the research instrument, technique of collecting data, technique of analyzing data.

Chapter four consists of data description, testing of hypothesis, discussion and the treats of the research.

Chapter five consists of the conclusion about the result of this research and suggestion that are given by the research.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Reading Narrative Text

a. Definition of Reading Narrative Text

Reading is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁶ It is one of the common way to get information and it is very crucial for human being. Readers will obtain information from written text and try to keep it in their mind. Then Nunan defined reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.⁷ In reading process readers try to construct meaning through any information from the text, evaluate the information, and compare the information with their background knowledge. So, from the explanation above can be concluded that reading is making meaning from printed text and connect the idea in the text with the reader prior knowledge.

Narrative text is a description of events, especially in a novel or story, the act or process of feeling a story.⁸ According to Pardiyono,

⁶Catherine Snow, *Reading for understanding: Toward an R&D Program in Reading Comprehension*, (U.S: RAND Education, 2002), p. 11, [http://\(z-lib.org\).pdf](http://(z-lib.org).pdf).

⁷David Nunan, *Practical English Language Teaching*, (Singapore: McGraw Hill, 2003), p. 68.

⁸Rayendriani Fahmei Lubis, *Writing Narrative text*, English Education: English Journal for Teaching and Learning, 02, No.01 (Januari 2014), p.68, <http://jurnal.iain-padangsidempuan.ac.id/index.php.EEJ>.

“Narrative is a story talk the past activities or events which order to problematic and to give lesson to readers.”⁹ Narrative always and necessarily entail looking backward from some present moment, and seeing in the movement of events how is the problem solving of the story at the end of the text.

Sartwell in Anna De Fina continues narrative has become a sort of philosophical panacea. It has been used to explain the human experience of time and the personal existential project of constructing a coherent life out of the chaos of experience and human sociality and has been considered a central ethical category, even a ground for ethical theory.¹⁰

It can be concluded that narrative build the context of the story from some aspect of the human condition specially from the problem in life experience and how to get value from that.

From explanation above, it can be concluded that reading narrative text is a verbal skill of students to understand the text of the sequence events that deal with the imaginary story. It means the students able to know the idea of the text, the setting plot and the important thing is the moral value. Reading Narrative text is an oral activity of the readers to process the text, understanding the meaning, and to integrate with what the reader already knows.

b. The Purpose of Reading Narrative Text

Narrative is a text that aims at retelling events or activities that happened in the past which is intended to entertain the readers or

⁹Pardiyono, *Teaching Genre-Based Writing*, (Yogyakarta: Andi OFFSET, 2007), p.94.

¹⁰Anna De Fina and Alexandra Georgakopoulou, *The Hand Book Narrative Analysis*, (UK: WILEY Blackwell, 2015), p.24, [https://\(z-lib.org\).pdf](https://(z-lib.org).pdf).

listeners.¹¹ Narrative use imaginary words or sentences in the text to make the readers more interested of the text and open their imagination from what they have read.

Mayers in Putri states that narrative is one of the most powerful ways to communicating with others. Narrative written to teach the reader, to inform, to change attitudes or social opinions, and show the moral of a story.¹² Narrative let the readers response some event in the writers' life as if it were own.

Meanwhile, in curriculum the purpose of learning narrative text for the students will be explained bellow.

Menganalisis fungsi sosial, struktur kebahasaan pada text naraatif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya. Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana.¹³

Based on the purposes above, by learning process in classroom students are expected to be able to analyze the structure of narrative text and understand the meaning of the text.

From explanation above, it can conclude that the purpose of narrative text is to entertain the reader or listener. Narrative also has purposes to teach the reader, and show the moral of a story. Even though

¹¹Diah Paramita Sari and M.Sabri, *Using Story Circle to Improve Students' Ability in Writing Narrative Text*, Inovish Journal 2, No. 1, (2017), p. 82, <https://scholar.google.com>.

¹²Luh Gede Giri Putri, *Teaching Reading Through Narratiive Text Using Pictures Series at the Second Year Students of SMP N 1 Seputh Raman*, (2016): p. 27.

¹³Materi Pelajaran Bahasa Inggris SMA Kelas 10 Kurikulum 2013 Revisi, <http://filekemendikbud.wordpress.com>.

the main purpose of narrative text to entertain, but there is a lesson that the reader can get from the story to be applied in real life.

c. Component of Reading Narrative Text

1) Social Function of Narrative Text

Social function is telling what the aim or purpose of the text.

Narrative does not just have singular purpose as do some of the other genres. Narrative is the kind of text that has purpose to entertain the reader.

Knapp and Watkins stated that narrative is not simply about entertaining a reading audience, although it generally always does so. Narrative also has a powerful social role beyond that of being a medium for changing social opinions and attitudes.¹⁴

So, it can be concluded that social function of narrative text is to entertain the reader. It is also can be used to convey moral value which is helpful to build one's personality.

2) Generic structure of Narrative Text

Generic structure is step by step mapping of ideas or information in the text. Narrative text consist of three part, those are orientation, complication, and resolution. Those will be described as follow:

- a) Orientation : This is the introductory part of the stories where the author tells the reader who is in the story is happening.
- b) Complication : the part the author tells the chain if events in the story that influences what will

¹⁴Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sydney: UNSW Press, 2005), p. 220. <http://www.pdfdrive.com>.

happen in it. This is where the character plays their role.

- c) Resolution : in this part, the story reaches its end. This where the problem solve.¹⁵

Based on the explanation above, narrative text begins with an orientation which tells the reader who was concerned, what happened, where this event occurred and when it happened. Then, complication in which the crisis arises. The last, resolution which is at the end of text includes the crisis is resolved, for better or worse.

3) Grammatical Features of Narrative Text

Grammatical features mean the arrangement of words, phrases and clauses in a sentences or text. In understanding narrative text, the reader must know the language features of narrative text well. The language features of narrative text use the following indicators:

- a) Certain nouns, pronouns, animals, and certain things in the story, such as maid, stepsisters, housework, etc.
- b) Adjectives extending noun phrases, such as long black hair, two red apples, etc.
- c) Time connectives and conjunctions to make events sequence, such as then, before that, soon, next, etc.
- d) Adverbs and adverbial phrases to show location and time of events, such as here, in the mountain, happily ever after, etc.
- e) Action verbs in past tense: stayed, climbed, jumped, etc.
- f) Saying verbs indicating utterance such as said, told, promised, and thinking verbs identifying the thought, perception or feeling of the characters in the story, such as thought, understood, felt, seemed, etc.
- g) The use of past tense.¹⁶

¹⁵Mark Anderson & Kathy Anderson, *Text Type in English*, (South Yara: Macmillan Education Australia, 2023), p. 4.

¹⁶Sanggam Siahaan & Kisno Shinoda, *Generic Text Structure* (Pematang Siantar: Graha Ilmu, 2008), p. 73.

Based on statement above, there are some grammatical features that have to be understood before writing narrative text. Such as, the use of noun and pronouns, these points are really important as a performer. Then, the usage of action verb, conjunction, adverb of phrase, and the crucial one is using simple past tense, this point is the most dominant used, because narrative text is telling about past event.

d. Principles of Reading Narrative Text

According to Anderson, reading involves four key elements in process of making meaning they are the reader, text, reading strategies, and fluency¹⁷. To build a meaning while reading the reader need to combine the four elements, information from the text and background knowledge. Then Paris and Hamilton stated that reading comprehension is only a subset of an ill-defined larger set of knowledge that reflects the communicative interactions among the intentions of the author, the content of the text/message, the abilities and purpose of the reader, and the context/situation of the interaction.¹⁸So reading comprehension is successful interaction between readers and the text in the complex process in order to get the intended meaning from the text.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The words extracting and constructing use to

¹⁷Neil J. Anderson, *Practical English Language Teaching: Reading*, (New York: McGraw-Hill, 2008), p. 2.

¹⁸Limei Zhang, p. 36.

emphasize both the significance and the insufficiency of the text as a determinant of reading comprehension. "Reading comprehension entails three elements they are reader, text and activity. These three elements define a phenomenon that occurs within a larger socio cultural context that shapes and is shaped by the reader and that interacts with each of three elements". To achieve comprehension in reading these elements is connected where a reader must have a wide of capacities and abilities. The features of text have a large effect on comprehension, comprehension does not occur by simply extracting meaning from text. Reading does not occur in a vacuum, it is done for a purpose, to achieve some end.¹⁹ To construct meaning in comprehension it is involve reader, text and activities as a unity.

e. Process of Reading Narrative Text

Reading is an active process of constructing meanings of words. There are some process of reading, according to Nunan there are five categories of reading process they are:

- 1) Bottom-up models typically consist of lower-level reading process student start with the fundamental basic of letter and sound recognition.
- 2) Phonics approach to teaching reading support a bottom-up model. The approach is used many reading series.
- 3) Intensive reading involves a short reading passage followed by textbook activities to developed comprehension and particular reading skill.
- 4) Top-down models, on the other hand begin with the idea that comprehension resides in the reader.

¹⁹Catherine Snow, p. 11-15.

- 5) Extensive reading plays a key role in top-down approaches to reading.²⁰

Based on the explanation above, it can be stated that there are five levels of process reading that are bottom-up models is the process of reading start from basic letter until large text, phonics approach teaching help bottom-up, intensive reading to evolved comprehension and particular reading skill, top-down models is the process of reading start from the background knowledge until word by word, and extensive that plays as an important function in top-down.

f. Technique of Reading Narrative Text

The word technique can have many meanings, in this section technique are viewed as metaphors that help us visualize and explain ways of reading process. It allow the readers to be a proper readers. The technique will be explained in the following paragraph.

The first, skimming is one of the most technique use by the students in reading. Skimming is away that can help the students to examine the text faster. Skimming is reading as fast as one can accomplish.

Skimming is a form of rapid reading for finding the general idea or gist of a passage or a book. When the readers skim, they have a general question in mind, something they need or want to know about the text.²¹

²⁰David Nunan, *Practical English Language Teaching*, (New York: McGraw Hill, 2003), p. 70-72.

²¹Edward B. Fry, *Skimming & Scanning Jamestown's Reading Improvement*, (Illinois: Jamestown Publisher, 2000), p.1, <http://pdfdrive.com>.

It means skimming allow the readers to get the information quickly from anything they read. Skimming is a reading technique to look for general ideas without going into detailed. By skimming reader easier to find the general information without read the whole texts.

Skimming consist of quickly running one's eyes across a whole text. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.²² So it can be concluded that while read a text by skimming one does not read all the sentences in the same way, but one relies on a number of words or cues to get an idea of what kind of sentence is likely to follow.

To skim the readers will pay special attention to boldface, italic type, bulleted and numbered list. It is very useful as a preview to more detailed reading. According to Edward in general there are four steps in skimming while reading a text they are read the first several paragraphs, leave out material, find the mind idea, and reading fast.²³ The following steps will be explained bellow:

1) Read the First Several Paragraphs

In reading a text the reader will be faced by thousand or even million words. The first thing that they will read is the introduction.

²²H. Douglas Brown, *Teaching By Principles An Interactive Approach to Language Pedagogy*, (New York: Longman, 2007), p. 368.

²³Edward B. Fry, p. 1-2.

Usually the author will give an introduction in the first few paragraphs.

To get started, read all the first paragraphs to identify the topic of the article, the subject, a little of the author's style, author's viewpoint, and so on. Leave nothing out, but read at top speed.²⁴

It is important to read the introduction because it helps the reader to give an overall picture of the text. Readers may read all the first paragraphs but the readers should read faster and leave the useless information.

2) Leave Out Material

In skimming a text a reader needs to learn how to find the key words or key sentence. The readers must be convinced that the keywords are needed as a prediction to answer the question. It is important because in skimming a reader have not to read all sentences.

Reader should begin to leave out material right away if they are to achieve a high skimming rate. Read the key sentences and jump down through the paragraph, picking up one or two important words, phrase, or numbers.²⁵

It means to find the key sentence readers the readers can leave the material that they think it is not important. Readers can keep the important words in their mind. It will shorten the time in reading the text and the readers can read to the next paragraph.

3) Find the Mind Idea

²⁴Edward B. Fry, p. 1.

²⁵Edward B. Fry, p. 1-2.

The main idea is the central point that the authors want to communicate to the readers. Finding the main idea is the key of understanding a text. To find the main idea the readers require to look at the specific statements in the paragraph.

In skimming, try to get the main idea of every paragraph plus a few facts. The readers have to look more closely to find several phrases or sentences that give the main idea. The readers can not hope to pick up all the facts in the article but they might pick up some facts, names or numbers.²⁶

It means the reader need to more carefully to find the mind idea of a paragraph. In skimming technique, the readers are able to find the main idea in every paragraph so it is necessary to obtain the information the readers want. The readers need to more concentrate and pay attention to any idea repeated in the paragraph.

4) Read Fast

Even though in finding the main idea the readers need to read more closely and careful but the reader have to read faster. It is important to avoid spend the time so the reader can read whole the text.

Try to skip as fast as possible while leaving out large chunks of material. Skimming is done when the readers do not have much time and when they wish to cover material at the fastest possible rate.²⁷

So it can be said the purpose of skimming is to get the author's ideas at very fast speed. To do the skimming the readers should go

²⁶Edward B. Fry, p. 2.

²⁷Edward B. Fry, p. 2.

through a passage quickly, jumping over part of it to avoid from spend much time.

Then, the most valuable category is scanning. Scanning is quickly searching for some particular piece or pieces of information in the text.²⁸ The purpose of scanning is to extract specific information without reading through the whole text. In scanning the readers only look for specific information without reading everything, they skip over many words and look for some information as quick as they can.

In scanning the readers read a text to find an answer and ignoring unrelated information. There are some steps of scanning that students can follow in reading they are note the arrangement of information, keep clue words in mind, scan quickly, and make accuracy your goal.²⁹ The following steps will be explained bellow:

1) Note The Arrangement Of Information

At the beginning of scanning readers need to set goals, find the main point in the right place and know how the information is formed. After find the goal reader can make a sign or make a note to help the reader easier to find the specific information.

In order to save reading time and to prepare for scanning the readers need to take a few minutes to read the title and subheads, looks at the illustrations, read the first and the last paragraph. Once the readers understand the arrangement of information in a selection, they will have a better idea where the information they want may be

²⁸H. Douglas Brown, p. 368.

²⁹Edward B. Fry, p. 40-41.

located, and they can quickly turn to that section of the material.³⁰

At the beginning of scanning it is important for the reader to looking for the words that different with the other such as italics, bold faced style or colors. It will help the reader become familiar with the organization of the material. By note the arrangement of information also help the readers not to be confused with unrelated sentence.

2) Keep Clue Words in mind

Scanning involves looking through a text to find particular information. Look for words relates to the topic or purpose for reading. Readers scan the text to search, review and find information.

Have in mind some clue words or phrases associated with the specific information the readers want to find. When the readers have found the section most likely to contain the information they need, they are ready to begin scanning.³¹

While scanning a text it is important for the readers to find and remember what they are looking for. So the readers will not be distracted by other pieces of information. Look for only one keyword at the time, do not over complicate with other supporting sentences.

³⁰Edward B. Fry, p. 40

³¹Edward B. Fry, p. 40-41.

3) Scan Quickly

While scan a text the readers should read the text faster. Looking for the sign, run the eyes over several lines at one time will help the reader scan quickly. Readers must not read all of paragraph or word by word.

The purpose of scanning is to locate information quickly, a high rate of speed is essential. With clue words in mind try to scan as much of the printed matters as possible in the least amount of time.³²

In scanning the readers should know what they are looking for, because it is the main point of scanning. To find specific information the readers try not to be distracted by words or ideas unrelated to the main point.

4) Make Accuracy Your Goal

This is the last step in scanning a text. Although scanning must be done quickly but the reader also need to be careful to find the specific information. It is not just how fast the readers find the specific information but also to understand the text.

Accuracy is just as essential as speed when scanning. When looking for specific information it is important that it be accurate. After find the information, check to be sure that it is correct.³³

So at the end of scanning it is important to make sure whether the information is relevant with the goal at the beginning.

³²Edward B. Fry, p. 41.

³³Edward B. Fry, p. 41.

It is also need to do by the readers to make sure whether they understand their goal.

To help the reads find the information they actually need to read and to avoid the information they don't need to read, it is important to practice skimming and scanning in reading. Skimming involves going through the text to get general idea of what the text contains. On the other hand scanning is the process of looking up a word in the text search for key words or particular idea.

g. The Material of Reading Narrative Text

Reading is an active process that requires an awesome deal of practice and skill. In reading the readers should have the skill to get the information from the text. Additionally, reading is not activity that can be achieved once but it needs the practice to make greater.

There are examples material reading narrative text in MAS Al-Ansor Padangsidimpuan.

Material 1

The Legend of Malin kundang

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

One day, when Malin kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with

him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

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

An old woman, who was Malin Kundang’s mother, ran to the beach to meet the new rich merchant. She wanted hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her “enough, old woman! I have never had a mother like you, a dirty and ugly woman!” after that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn’t apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

Comprehension Questions

1. Why did Malin Kundang and his mother have to live hard?
2. Give an example that Malin Kundang was wealthy, diligent, and strong boy!
3. How did the merchant allow Malin Kundang to join him in the Sail?
4. What happened many years after Malin Kundang join the sail?
5. How did the local people react when they saw Malin Kundang landing on the coast?
6. What did Malin Kundang’s Mother do when she heard that Malin Kundang landed on the coast?
7. What made Malin Kundang’s mother sad and angry?
8. What did she do when Malin Kundang denied that she was his mother?
9. How did the curse happen?
10. What is the moral of the story?³⁴

³⁴Utami Widiati, et. al., *Bahasa Inggris SMA/MA/SMK/MAK kelas X*, (Jakarta: Pusat Kurikulum dan perbukuan, Balitbang, Kemendikbud, 2017), p. 172-173.

Material 2

STRONG WIND

Once there was a great warrior named Strong Wind. He lived with his sister in a tent by the sea. Strong Wind was able to make himself invisible. His sister could see him, but no one else could. He had said he would marry the first woman who could see him as he came at the end of the day.

Many women came up to his tent to watch for him. When his sister saw him coming, she would ask, "Do you see him?"

Each girl would answer, "Oh, yes! I see him!"

Then Strong Wind's sister would ask, "What is he pulling his sled with?"

And then the girls would answer, "with a rope" or "with a wooden pole."

Then Strong Wind's sister would know that they were lying, because their guesses were wrong.

A chief lived in a village. His wife had died, and he had three daughters. One was much younger than the other two. She was gentle, kind and beautiful, but her sisters were jealous of her and treated her badly. They cut off her long black hair and they made her wear rags. They also burned her face with coals so that she would be ugly. They lied to their father that she did these things to herself. But she remained calm and gentle.

The two older sisters also went to try and see Strong Wind. When he was coming, Strong Wind's sister asked them, "Do you see him?"

"Oh, yes! I see him!" Each of them answered.

"What is his bow made out of?" asked Strong Wind's sister.

"Out of iron," answered one. "Out of wood," answered the other.

"You have not seen him," said Strong Wind's sister.

Strong Wind himself heard them and knew that they had lied. They went into the tent, but still they could not see him. They went home very sad.

One day the youngest daughter went to try and see Strong Wind. She was wearing rags, and burn covered her face. People laughed at her, but she kept going. When she got to Strong Wind's tent she waited.

When Strong Wind was coming, his sister asked the girl, "Do you see him?"

"No," the girl answered. "I don't see him."

Strong Wind's sister was surprised because the girl had told the truth. "Now do you see him?" asked Strong Wind's sister.

“Yes,” answered the girl. “Now, I do see him. He is very wonderful.”

“What is his bow made of?” asked Strong Wind’s sister.

“The rainbow,” answered the girl.

“And what is the bowstring made of?” asked Strong Wind’s sister.

“Of Stars,” answered the girl.

Then Strong Wind’s sister knew that the girl could really see him. He had let her see him because she had told the truth.

“You really have seen him,” said Strong Wind’s sister.

Then the sister washed the girl, and all the burns went away. Her hair grew long and black again. The sister dressed the girl in fine clothes. Strong Wind came and the girl became his wife.

The girl’s two older sisters were very angry, but Strong Wind turned them into aspen trees. Ever since that day, the leaves of the aspen tree always tremble with fear wherever he comes near, because they know he remembers their lying and meanness.

Answer the following questions:

1. Who is Strong Wind?
2. What was Strong Wind’s special capability?
3. How would Strong Wind’s sister know that the girls were lying?
4. Who burned the chief’s youngest daughter?
5. Who could see Strong Wind and how could she do that?
6. How did the chief’s youngest daughter regain her old face?
7. What did Strong Wind change into an aspen tree?
8. Did Strong Wind know that the chief’s elder daughters were rude to their youngest sister? Justify your answer.
9. Why did Strong Wind decide to have the chief’s youngest daughter as his wife?
10. If you were in the story, which role would you play? Why?³⁵

2. Metacognitive strategy

a. Definition of Metacognitive Strategy

Metacognitive is one of the ways to apply cognitive and the way to manage it, additionally metacognitive is a process how students think and how students use it. Metacognitive strategy can help students how to

³⁵Utami Widiati, et. al., p. 183-185.

relate students' think and students' analyze. That's why metacognitive also known as concept thinking about thinking.

Metacognitive means beyond, beside, or with the cognitive. Therefore, metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process.³⁶

Metacognitive is gaining knowledge of how to learn contain processing or acquiring the knowledge and skill to learn effectively in whether learning situation learns encounters. In different definition metacognitive is think a way to learn.

The theory of "thinking about thinking" was first described by J.Flavell in the 1970s as metacognition. "It is mean knowledge of one's own cognitive processes, knowledge of how one learns and acts, as well as control of these processes by the person who learns and acts in various situation".³⁷ In conclusion metacognitive strategy is related to how someone think and learn.

Based on Flavell in Zhang metacognitive knowledge plays an important role in many cognitive activities in relation to language use such as listening comprehension, reading comprehension, and writing.³⁸

From explanation above it can be concluded that metacognitive strategy plays significant role in reading. Metacognitive strategy also helps the students to develop the English skill.

³⁶Rebecca L.Oxford, *Language Learning Strategies*, (New York: Newbury House Publisher, 1990), p.136.

³⁷Irina V.Korotaeva, *Metacognitive Strategies in Reading Comprehension of Majors in Education and Psychology, Psychology in Russia: State of Art* 7, no. 2 (2014), p. 39, <http://booksc.xyz>, accessed at January 8, 2020.

³⁸Limei Zhang, p.52.

Nunan said “metacognitive strategy is learning strategies where students control their own learning process”.³⁹ So, metacognitive strategy is very crucial for students in learning process. It may assist the students to paying interest while learning process and help them to find the key of their problem in learning.

Donna and Marcus state that “Metacognition is closely related to critical reflection and evaluation of one’s own thinking which can bring about specific changes in how to learn”.⁴⁰ Metacognition is knowledge and cognition about cognitive phenomena. In other words, metacognition refers to knowledge of cognitive processes and products and includes reflecting one’s own thoughts or cognition about cognition. So by metacognitive students can control their own learning.

Metacognition involves thinking about one’s thinking, or cognition, with the goal of enhancing learning. Metacognition involves being knowledgeable about and it control of one’s cognitive abilities. Metacognitive regulation is the monitoring activities, awareness of comprehension and task performance, and evaluation of the efficacy of monitoring processes and strategies.⁴¹

Metacognitive is a way for learners to coordinate their own learning to learn effectively. It helps the students to paying attention seriously and to relate what they have read with their background knowledge. Metacognitive strategy is a regulation system that helps a

³⁹David Nunan, *Practical English Language Teaching*, (Cambridge: Cambridge University Press, 2002), p. 333.

⁴⁰Limei Zhang, p.51.

⁴¹Donna Wilson and Marcus Conyers, *Teaching Students to Drive Their Brains: Metacognitive Strategies, Activities, and Lesson Ideas*, (Virginia: ASCD, 2016), p. 8, <http://booksc.org>, accessed at April 7, 2020.

person understand and control his or her own cognitive performance. Metacognitive use to increase students' perceptions on the text being read thoroughly.

b. The Goal of Metacognitive strategy

Metacognitive strategy has goals or objectives and these goals have benefits that can help students to increase their knowledge while using this strategy. Such as direct attention, self-monitoring, problem identification, and self-evaluation. The goals of using metacognitive strategy will be explained bellow:

a) Planning

Previewing the organizing concept or principle of an anticipated learning task; proposing strategies for handling an upcoming task; generating a plan for the parts, sequence, main ideas, or language functions to be used in handling a task.

b) Directed Attention

Deciding in advance to pay attention to a learning activity and to ignore distractions.

c) Selective Attention

Deciding to pay attention to specific aspects of a language listening or reading activity.

d) Self-Monitoring

Checking, verifying, or correcting one's comprehension or performance in the course of a language task.

e) Problem Identification

Explicitly identifying the central point needing resolution in a task, or identifying an aspect of the task that hinders its successful completion.

f) Self-Evaluation

Checking the outcomes of one's own language comprehension or production against an internal measure of completeness and accuracy.⁴²

⁴²Anna Uhl Chanot, *Methods for Teaching Learning Strategies in the Foreign Language Classroom and Assessment of Language Skills for Instruction*, (Washington: U.S Department of Education, 1993), p. 7, <http://gen.lib.rus.ec>, accessed at January 8, 2020.

Metacognition deals with the capacity to self-monitoring and self-evaluation in order to identify and correct any difficulties in reading. It is allow the students to make sense of what they are reading. Therefore, it helps control the student's thinking of learning and students could know the first step when students think about something that made them difficult to understand.

The goal of metacognitive instruction is to help readers become more aware of their own thinking during the reading process. Learners with good metacognition are able to monitor and direct their own learning processes quite efficiently, to derive meaning, and to make adjustments when something goes wrong. Readers who have higher metacognitive skill are able to check for confusion or inconsistency, under take a corrective strategy, such us rereading, relating different parts of the passage to one another, look for topic sentences or summary paragraphs, and relating the current information to their past knowledge.⁴³

In conclusion, metacognitive strategy in reading is the strategy designed to growth readers' knowledge of recognition and managed, to improve their reading comprehension. So the goals of metacognitive learning strategy are to understand the readers' purpose of reading for meaning rather than reading word by word and also to help students to understand and make students to be selective attention in reading.

c. The Steps of Metacognitive Strategy

Metacognitive strategy has steps that should follow by students while using this strategy. For applying metacognitive strategy students

⁴³Wardah, *Metacognitive Reading Strategy Enhancing English Reading Comprehension*, IAIN Pontianak, <http://jurnaliainpontianak.or.id>, accessed at October 16, 2019.

should do step by step for getting great result. There are many opinions about steps of metacognitive from some experts.

According to Nunan, steps of this strategy divided into three, they are:

- a) Planning are previewing main ideas, making plans to accomplish a task, paying attention to key information, seeking out and arranging for conditions to promote successful learning.
- b) Monitoring is self-checking ones comprehension.
- c) Evaluating is developing the ability to determine how well one has accomplished the task.⁴⁴

Next according to Channot this strategy divided into four steps, they are planning, monitoring, problem solving, and evaluating.⁴⁵ However, all of the steps are almost same and can be generated into strategy that is more specific. Although, a strategy is a grouped according to the process in which it almost occurs often, it is can be used in more than process depending on the task and how the strategy is applied.

d. Models of Metacognitive Strategy

Beside the steps metacognitive strategy also divided into some sub strategy. All of these models has benefits for students while using it, and help students become easier comprehend the text in reading and also others activities in learning. According to Brown in Lynn the activities that the mature reader engages in metacognitive include:

⁴⁴David Nunan, *Practical English Language Teaching*, (Singapore: McGraw Hill, 2003), p. 271.

⁴⁵Anna Uhl Cannot, et, al., *The Learning Strategy Handbook*, (New York: Longman, 1999), p. 24.

- 1) Clarifying the purpose of reading (understanding the task demands).
- 2) Identifying the important aspects of the message.
- 3) Allocating attention to relevant information.
- 4) Monitoring activities to determine if comprehension is occurring.
- 5) Engaging in review and self-testing.
- 6) Taking corrective measures if necessary.
- 7) Recovering from disruptions and distractions.⁴⁶

Except those models, based on Rebecca there are another models of metacognitive strategy, they are:

1) Centering Your Learning

In this set of strategy helps learners to converge their attention and energies on certain language tasks, activities, skills, or materials. Use of these strategies provides a focus for language learning. Centering your learning divided into three steps; overviewing and linking with already known material, paying attention, and delaying speech production on listening.⁴⁷ But, researcher will not use delaying speech production to focus on listening because it is not suitable for reading.

- a) Overviewing and Linking With Already Known Material
Overviewing and Linking With Already Known Material it means it same with activating background knowledge, students should overviewing or reviewing and try to remind his experience with the material already known and try to correlated it.
- b) Paying Attention
Students should concentration fully and ignore distractions or anything that can make fade out the concentration.

⁴⁶Donna –Lynn, et. al., *Cognition, Metacognition, and Reading*, (New York Springer, 2003), p. 35, <http://booksc.org.cc>, accessed at January 8, 2020.

⁴⁷Rebecca L.Oxford, p. 138.

Students' focus start from general aspects to specific aspects to get best result in reading.⁴⁸

It can be concluded in this set the students try to activate their background knowledge and ignore irrelevant distractions during the task execution.

2) Arranging and Planning your Learning

This set contains six strategies, they are: finding out about language learning, organizing the schedule and environment, setting goals and objectives, considering task purpose, planning for task, and seeking chances to practice the language.⁴⁹ All of these strategies can help learners to organize and plan to get the most out of language learning.

a) Finding Out About Language Learning

Discus or try to talk with other people that can helps or gives information, then use the information to improve one's own learning. Students can find and ask all about what they want to know about the language learning.

b) Organizing the Schedule and Environment

Students should be able to understand his/her-self, organize time and physical environment such as space, temperature, sound and lighting, making his/her-self enjoy and comfort in reading process. This strategy can helps student to be more optimal in learning process.

c) Setting Goal and Objectives

Setting goal and objectives it means before begin reading books, students should knows what the books' about and try to reach the goals to make the learning process become effective.

d) Identifying the Purpose of a Language Task

Students should find out what for they are reading. It can helps students for deciding the purpose of a particular

⁴⁸Rebecca L.Oxford, p. 138.

⁴⁹Rebecca L.Oxford, p. 139.

language task quickly in reading, and by this strategies students can involve their skills effectively.

e) Planning for a Language Task

Planning for a language task means an anticipated language task or situation by planning for the language elements and functions or previewing the material at home so the students can face the task.

f) Seeking Chances to Practice the Language

Practice the language in naturalistic situation, or practice as much as possible in reading for improving ability. It can do by reading English book, newspaper, articles, and journal. It also can do by joining an international social club.⁵⁰

Here the students must decide whether the material is generally well learned or not, what information necessitates further study. Determining which part if the passages can be emphasized or ignored based on the purpose of the task.

3) Evaluating Your Learning

In this set there are two related strategies, they are self-monitoring and self-evaluating. Both help the learners in checking their language performance.⁵¹ The following set will be explained bellow:

a) Self-Monitoring

Identifying errors in understanding or producing the new language, determining which one is important and try to eliminate such errors.

b) Self-Evaluating

Concern in evaluating overall progress, for instance by checking to see how is ones' reading faster and understanding more than one month ago.⁵²

⁵⁰Rebecca L.Oxford, p. 139.

⁵¹Rebecca L.Oxford, p. 140.

⁵²Rebecca L.Oxford, p. 140.

In this last set the students check their own understanding reading, or ability in performing the task. Check one's own abilities and difficulties in each reading task.

So, there are three models in metacognitive strategy that can establish and help students to understanding text while reading books. Each of processes can be generated into strategy that is more specific. Although, a strategy is grouped according to the process in which it most often occurs, it may be used in more process depending on the task and how the strategy is applied.

e. The Advantages of Metacognitive Strategy

If students can apply metacognitive strategy well, students will get some advantages from this strategy that will help students to be better in learning process. So that is why the application of metacognitive strategy should be given necessary consideration.

Metacognitive strategy has some advantages to the students, such as:

- a) Metacognitive knowledge can make students to be a good thinker and student can learn according to time changes.
- b) By integrating metacognitive knowledge in language learning, it will be able to increase students' skills to control their own learning.
- c) Metacognitive awareness is an important basis for a more effective language learning.⁵³

⁵³Yahya Othman, et. al., *The Effects of Metacognitive Strategy in Reading Expository Text*, International Education Studies 7, no. 13 (2014), p.103, <http://dacemirror.sci-hub.tw>, accessed at January 8, 2020.

So, there are some advantages of using metacognitive strategy in learning process to help students be better and increase students' perceptions on the text being read thoughtfully. This strategy can be used to solve their problem in learning process.

Fivin continues metacognitive help the students to achieve a better reading comprehension. The implication in implementing metacognitive strategies were the students could answer the question of the text accurately and could decide the effective strategies for themselves.⁵⁴

From explanation above it can be concluded that metacognitive also have specific advantages in reading. By using metacognitive strategy it would give positive improvement for students in comprehending the text. Students who learn by using metacognitive strategy are more aware of their own thinking.

f. Disadvantages of Metacognitive Strategy

Even though metacognitive strategy can help the students in learning, metacognitive can also affect learners negatively. There are some disadvantages of metacognitive strategy, they are:

1. The students got difficulties in evaluating how well they learned to read.
2. The students also got difficulties in reflecting their own problems whether they need to go back through the reading process for a better understanding.
3. The students did not know what to do and how to evaluate themselves.⁵⁵

⁵⁴Fivin Marufah Al Mufidah, p. 127.

⁵⁵Abdul Muhid, et. al., *The effect of Metacognitive Strategies Implementation on Students' reading Comprehension Achievement*, International Journal of Instruction 13, no. 2 (2020), p. 859, <http://www.e-iji.net>, accessed at October 17, 2020.

Based on the explanation above, metacognitive strategy give students responsible to identify and evaluate their problem in learning process. In other side, it makes students difficult to do recognize weakness in their work, than once the students need to read and grasp the meaning of the text in the same time.

B. Teaching Reading Narrative Text by Using Metacognitive Strategy

Reading narrative text is the ability to process text, understand the meaning, and integrate with what the reader already know and understand about narrative text. It is also can be interaction between the reader with the author and also comprehend what they read.

Metacognitive strategy can increase students' awareness of their own comprehension process. It is permit one to assess the degree to which a student is or is not aware of the various processes involved in reading and make it possible to learn about the goals and intentions the readers holds when coping with academic reading skills.⁵⁶

By this strategy the students learn to think about what they are reading and the purpose for reading. The use of metacognitive strategy in learning process helps the students to evaluate their difficulties in reading. This is the use of metacognitive strategy in class reading narrative text.

1) Pre-teaching

The first stage in teaching is the way for teacher to activate the students' background knowledge in learning. "Pre-teaching facilitated students to build up their schemata before come to the

⁵⁶Kouider Mokhtari and Carla A.Reichard, *Assessing Students' Metacognitive Awareness of Reading Strategies*, Jurnal of Education Psychology 94, no. 2 (2002), p. 251, <http://scholar.google.com>, accessed at October 17, 2019.

topic of the lesson”.⁵⁷ At the beginning of the class teacher open the class by greeting and prepare the students to pray. Then teacher chooses the material. Next teacher introduce the strategy to the students, such as how the technique works.

2) While-teaching

While teaching is the main stage in teaching and learning process. “The aims of this stage are to help students to understand the specific content and to perceive the rhetorical structure of the text”.⁵⁸ In this stage of teaching the students interact with the text or the material that has given and try to understand that material.

a) Planning

The first step in metacognitive is identify and asses the characteristic of reading task and formulate the plan. This step “Help test takers achieve their pre-established goals”.⁵⁹ Teacher remains the students about narrative text by asking what they know about narrative text and explain more about it. Give an example of narrative text to the students. Next teacher ask the students to identify the generic structure, language features in the text and any information in the text. Guide the students to instill awareness about the topic by asking some question. After

⁵⁷Yanti Kristina Sinaga, *The Effect of Scanning Technique on Students' Reading Comprehension in Narrative Text Grade Ten of SMA Negeri 2 Pematangsiantar*, JETAFL 5, no. 2 (2019), p. 4, <http://scholar.google.com>, accessed at October 6, 2021.

⁵⁸Yanti Kristina Sinaga, p. 4.

⁵⁹Limei zhang, p. 90.

that teacher and students discuss the way how they can solve their own problem during reading. Then teacher and students continue to discuss the result of their reading.

b) Monitoring

Next the students check their reading and find their own problem. “Refer to test takers’ checking and regulating their own thoughts and performance while performing cognitive activities”.⁶⁰ Give an example of narrative text to the students and ask them to read and try to find the main idea or any information in the text. Direct the students by some questions to look their understanding. Ask the students to make a group consist of 4 students. Then ask the students to write or make conclusion of the text with regard to the social function, language features and generic structure of the text. Teacher continues to ask one of the students from each group to read the text to their friends. After that give a chance for other students to ask or give an opinion.

c) Evaluating

Here the evaluating is the problem solving for the students. “Refer to the cognitive processes that test takers apply

⁶⁰Limei zhang, p. 91.

to assess task and their own personal cognitive abilities”.⁶¹ Give the students a paper consist of some questions and let them to evaluate their own problem. After that, collect the paper from students. Next teacher give the quiz to the students. Then collect the quiz from students.

3) Post-teaching

The last stage in teaching is post teaching. “Post-activities are tasks in which learners after interacting with the reading, reflect, argue and give their points of view”.⁶² Together teacher and students make a conclusion about the lesson. Next teacher conduct an assessment or reflection on the activities that have been carried out. Last teacher give feedback and close the class.

Table. 1

Application of metacognitive strategy in class reading narrative text

	Teacher	Phase	Students
Pre-reading	1. Teacher open the class by greeting the students and prepare the students to pray		1. Students listen to the teacher 2. Students answer the teacher’s greeting and pray before learn.
	2. Teacher choose the material.		2. Students open the text book.
	3. Teacher explains how the technique works		3. Students listen to the teacher

⁶¹Limei zhang, p. 91.

⁶²Yanti Kristina Sinaga, p. 5.

While-reading	1. Teacher remains the students about narrative text by asking what they know about narrative text and explain more about it.	1. Planning	1. Students try to activate their background knowledge then listen to the teacher
	2. Give an example of narrative text to the students		2. Ask the material that they do not understand yet
	3. Asks the students to read and identify any information in the text.		1. Listen and pay attention to the teacher
	4. Guide the students to instill awareness about the topic by asking some question		1. Read and try to understand the text.
	<ol style="list-style-type: none"> a. Do you have difficulties in understanding the text? b. What do you do if you find new words and you don't know the meaning? c. Do you repeat if you find a sentence that difficult to understand? 		<ol style="list-style-type: none"> 1. Answer the question from teacher 2. Students tell or ask their problem to the teacher
5. Teacher and students discuss the way how they can solve their own problem during reading	<ol style="list-style-type: none"> 1. Listen to the teacher 2. Give statement about teacher explanation 		

6. Then teacher and students continue to discuss the result of their reading.		<ol style="list-style-type: none"> 1. Read their discussion about the information in the text. 2. Listen to their friends and give a statement or opinion
1. By the example of narrative text that given before teacher asks the students to read the text again and try to find the main idea, generic structure, and language features in the text.	2. Monitoring	1. Read and try to find the main idea, generic structure, and language features in the text.
2. Direct the students by questions to look their understanding <ol style="list-style-type: none"> a. Do you read the text again? b. Do you just keep reading? c. Do you think about what you have read? 		<ol style="list-style-type: none"> 1. Listen to teacher's directions 2. Answer the questions
3. Asks the students to make a group consist of 4 students		1. Make or sit with their groups
4. Ask the students to write or make conclusion of the text with regard to the social function, language features and generic structure of the text.		1. Write or make conclusion of the text with regard to the social function, language features and generic structure of the text.

	5. Asks one of the students from each group to read the result of their discussion to their friends.		1. One member of the group read the result of their discussion to their friends. 2. Listen to their friends. 3. Ask or give an opinion.
	1. Give quiz to the students	3. Evaluating	1. Students do the quiz 2. Students collect the quiz to the teacher
	2. Give the students time to let them evaluate their own problem while do the test		1. Students evaluate their own problem
Post-reading	1. Together teacher and students make a conclusion about the lesson		1. Make a conclusion with teacher. 2. Listen to the teacher.

C. Conventional Teaching

In generally, there are two kinds of teaching strategy that can be used to teaching reading comprehension. They are conventional and alternative strategy. Conventional teaching is one that has been use for a long time.

Conventional is one of a method of speech. Conventional teaching is a traditional method where the teacher as the centered. According to Ibrahim conventional teaching is teacher centered learning, prioritizing results, not the processes. Students are placed as objects and not the subject of learning, so students find it difficult to convey their opinion. Besides that, the method used

inseparable from lectures, distribution of the tasks and training as form of repetition and deepening teaching materials.⁶³ So, it can be concluded that conventional teaching place the teacher as the center in learning process and distribute the task for the student for the deeper understanding.

It can be said that conventional teaching is teacher driven, students are passive. Conventional teaching refers to the teaching using chalk and board for teachers, pen and paper for students. It is the way that usually used by the teachers based on mutual agreement in a school. In addition, it use traditional way in teaching and learning process.

Conventional teaching involves instructors and students interacting in face to face manner in classroom. Conventional teaching has some advantages in application while teaching and learning process. Here some advantages of conventional teaching:

1. The scope of the material provided is large.
2. The energy and time required is not much but all students can receive subject matter simultaneously.
3. The class atmosphere is calm because students do the same activities, so that teachers can control students thoroughly.
4. Train the students to use their sense of hearing well so that they can capture and infer information quickly and precisely.
5. Can provide motivation and encouragement to students in learning.
6. Flexible in the use of time and materials, if the material is a lot while the time is limited, so the main points can be discussed the problem is only, while if the time is still long it can be explained in more detail.⁶⁴

⁶³Ibrahim, *Perpaduan Model Pembelajaran Aktif Konvensional (Ceramah) Dengan Kooperatif (Make- A Match) Untuk Meningkatkan Hasil Belajar Pendidikan Kewarganegaran*, Suara Guru: Jurnal Ilmu Pendidikan Sossial, Sains, dan Humaniora 3, no. 2 (2017), p. 202, <http://ejournal.uin-suska.ac.id>, accessed at September 19, 2021.

⁶⁴Sutarto, *Strategi Belajar Mengajar "SAINS"*, (Jember: UPT Penerbitan UNEJ, 2013), p. 75, <http://repository.unejac.id>, accessed at October 29, 2021.

Even though conventional teaching can help the students in learning, conventional teaching can also has some disadvantages, they are:

1. The interaction is tends to be teacher centered.
2. The teacher is less able to know with certainty how the students' understanding about the materials.
3. It is possible that students acquire other different concepts with what the teacher has.
4. Does not provide opportunities for students to solve problem. Because students are only directed to follow the teacher's thought.
5. Lack of opportunities for students to develop skills and opportunities to express opinions.
6. Tends to boring and students' attention is reduced, because the teacher pay less attention to the psychological factors of students, so the material described is blurred.⁶⁵

From description above it can be concluded that conventional teaching has some advantages in teaching but it is also have some disadvantage such as the explanation takes a long time and make the students bored. Recently conventional teaching is considered less effective in teaching and learning process because of those disadvantages.

In general conventional teaching is not as effective as discussion method if used to direct the students in thinking. Therefore, in using conventional teaching, the strategy that teachers need to do is to build attraction first, maximize understanding and memory, involving students during lectured, and give reinforcement to what has been presented.

It can be said although conventional teaching is considered less effective in teaching and learning process but there is another way to make this method more interesting for the students. The procedure of teaching narrative text that usually done by the teacher in MAS Al-Ansor as follows:

1. The teacher choose the material about narrative text.

⁶⁵Sutarto, p. 75-76.

2. The teacher explains all about narrative text to the students by giving the example.
3. The teacher gives another narrative text to the students.
4. The teacher asks the students to discuss and identify the text.
5. Teacher asks the students to present their discussion in front of the class.
6. The teacher gives feedback to students.

The way to make this method more interesting and effective is by using strategy. It can help the teacher to get students interest while learning process in classroom. Teacher can combine the conventional teaching and the strategy to make the atmosphere in the class more fun for the students so they can understand the material that has given by the teacher.

D. The Review of Related Findings

This research is not the first research that had been done. There are some related findings to this research. The first is Razi, based on the result of the analysis, it can be said that the result of the test indicated the superiority of experimental group over the control one both in reading comprehension and vocabulary achievement. The metacognitive awareness in the targeted reading strategies of predicting, previewing, determining the purpose of reading, using background knowledge, self-questioning, and summarizing increased after the

implementation.⁶⁶ It can be said a significant relationship between metacognitive awareness and reading comprehension was reported.

The second is Shobiroh, based on the result there was significant improvement of using metacognitive strategy to improve students reading comprehension. It can be seen from calculation of the t-test from the cycle I until cycle III there was significant improvement of the result of the study. In cycle I, the students calculation of the percentage was 40%, in cycle II was 65% and cycle III was 82%. It can be concluded that the strategy was success to improve the students reading comprehension through metacognitive strategy.⁶⁷ It means by using metacognitive strategy, the teachers could develop students' deeper understanding of text.

The third is Othman et al, based on the findings in the first research question T-test showed that there is no significance between mean score of experimental group and control group, $t(60) = 0.88, p > 0.05$. But in the second research question T-test analysis showed that there is a significant difference in mean for reading comprehension performance between the score of experimental group and control group, $t(60) = 12.96, p > 0.05$. Also in the third research question there is significant difference between mean for pre-test and post-test for experimental group $p=0.00 < 0.05$ (F-ratio = $493.22/2.25 = 219.41$

⁶⁶Salim Razi, *Effects of a Metacognitive Reading Program on the Reading Achievement and Metacognitive Strategies*, (Izmir: Dokuz Eylül University Educational Sciences Institute Republic of Turkey, 2010), p. 133-134, <http://pdfdrive.com>, accessed at October 12, 2019.

⁶⁷Ifticha Saniyati Shobiroh, p. 101.

$p < 0.05$).⁶⁸ It can be summarized that reading lesson by using metacognitive strategy can enhance students' comprehension.

The fourth is Al-Alwan, based on the result there is a statistically significant difference in evaluative reading comprehension between experimental group and control group in favor experimental group. The students in experimental group who were taught through the use of metacognitive reading strategies comprehend better at the evaluative reading comprehension level. The mean score of the experimental was (5.98) with standard deviation (2.78), whereas it was (3.23) with standard deviation (2.45) for the control group.⁶⁹ It can be concluded that metacognitive reading strategies require students to go beyond the explicit information in the text.

The fifth is Zhussupoya and kazbekova, based on the result there were only 26% of students had got excellent metacognitive comprehension, 35% sufficient, average 16% in control group. Whereas in experimental group there were 44% of students had got excellent metacognitive comprehension, 40% sufficient, average 10% and satisfactory 6% demonstrating that most students used metacognitive strategies consciously and they acquired low metacognitive comprehension. Deeper understanding of the text needs a helping hand of a teacher who can lead the students to the big thinking while implementing

⁶⁸Yahya Othman, et. al., *The Effects of Metacognitive Strategy in Reading Expository Text*, p. 107-108, <http://dacemirror.sci-hub.tw>, accessed at January 1, 2020.

⁶⁹Ahmed F. Al-Alwan, *The Effect of Using Metacognitive Reading Strategies On the Reading Comprehension of Arabic Texts*, IJAES 13, no. 1, p.14, <https://pdfs.semanticscholar.org>, accessed at October 12, 2019.

teaching metacognitive strategies in language acquisition.⁷⁰ It means by good guiding, metacognitive reading strategies provide a meaningful vehicle for assessment.

E. Conceptual Frame Work

Many students of Madrasah Aliyah Swasta Al-ansor Padangsidempuan got difficulties in comprehending narrative text and have lack of vocabulary. Then, the students do not understand the generic structure and language features of narrative text. The teachers seldom use various strategies in teaching reading especially narrative text.

Metacognitive strategy is a strategy to help the students in finding their own problem and solve it by them selves. In reading process students try to find their difficulties and after that find the way to reduce the problem. To know the effect of this strategy there are two classes used as the sample to collect the data for this research, they are experimental and control class.

Pre-test gives by the researcher to know the students reading narrative text before the treatment. In pre-test the researcher gave a test to experimental class and control class. After the pre-test, this research gave treatment with using metacognitive strategy for experimental class and conventional teaching for control class.

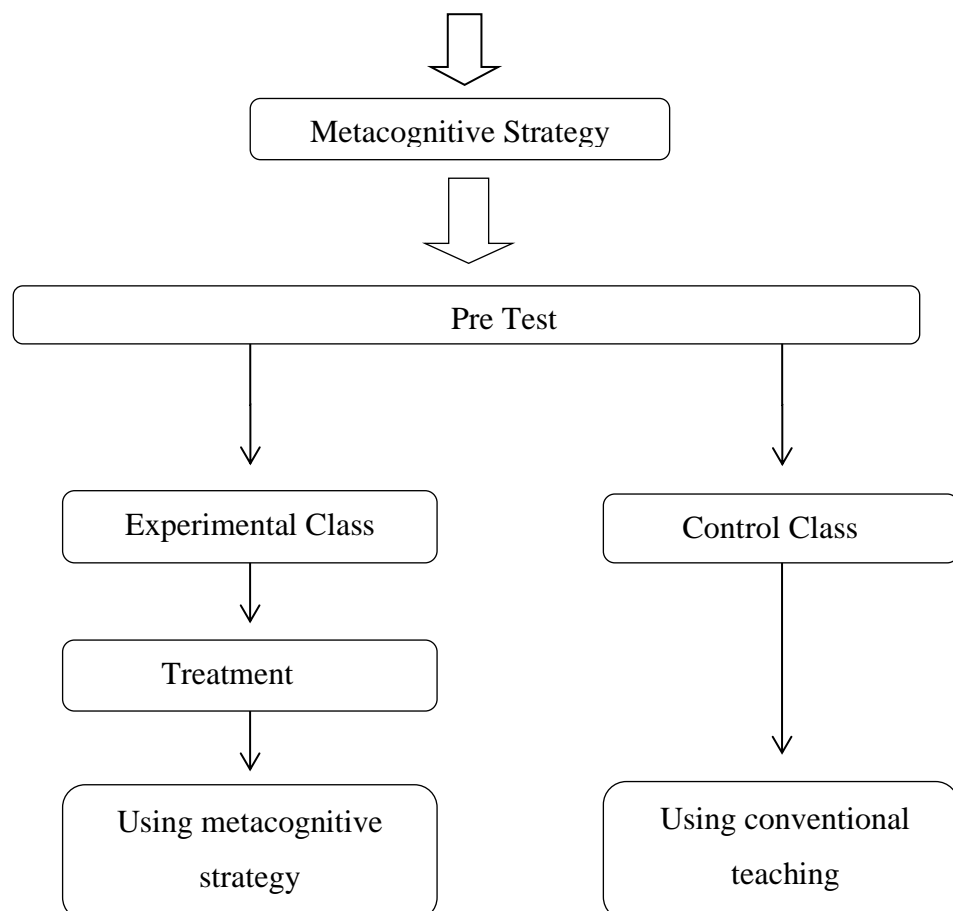
The last post-test gave a test to know mean score both of class whether the metacognitive strategy has a significant effect on students' reading narrative

⁷⁰Roza Zhussupova and Meruyert Kazbekova, *Metacognitive Strategies As Point In Teaching Reading Comprehension*, *Procedia-Social and Behavioral Sciences* 228 (2016), p.598-599, <https://www.scholar.google.com>, accessed at October 12, 2019.

The students got trouble in comprehending reading narrative and have lack of vocabulary. Then, the students do not understand the generic structure and language features of narrative text. The teacher seldom to apply various strategy in teaching reading especially narrative text.

text. In this research there are H_0 and H_a to see is there any significant effect if using Metacognitive strategy on students reading narrative text in Madrasah Aliyah Swasta Al-ansor Padangsidimpuan.

Based on description above, conceptual framework can be seen from the figure below:



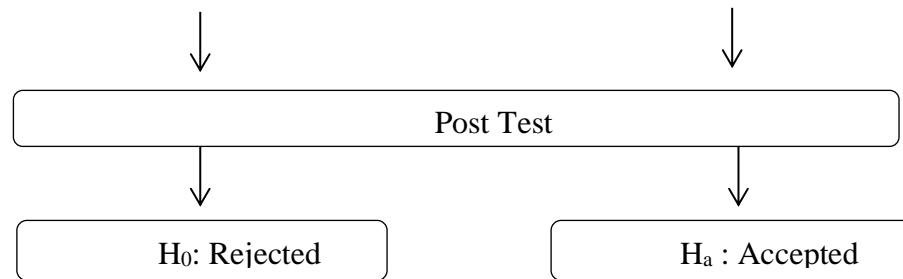


Figure 1
Conceptual Framework

F. Hypothesis

Hypothesis is the brief result of the research. It is needed to show the researcher's considering and expectation about outcomes of the research related to this issue. The hypothesis of this research are:

1. There is the significant effect of using Metacognitive strategy on students' reading Narrative text mastery at grade X MAS Al-Ansor Padangsidimpuan(H_a).
2. There is no significant effect of using Metacognitive strategy on students' reading Narrative text mastery at grade X MAS Al-Ansor Padangsidimpuan(H₀).

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

The location of this research is in MAS Al-Ansor Padangsidimpuan. It is located in H.T. Rizal Nurdin street, km. 8, number. 3, Manunggang Julu, Kecamatan Padangsidimpuan Teanggara, Kota Padangsidimpuan. This research start from November 2021 until the researcher finish the research.

B. Research Design

The type of this research is quantitative research with experimental method. Experimental research is “test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable”.⁷¹ In this research, there are two classes as a sample of research. The first class taught with Metacognitive strategy as an experimental class and control class taught by using conventional teaching.

Based on using control and experimental class, the research design was used true experimental design with Pretest-Posttest Control Group Design. The pretest-posttest control group design requires at least two groups. This design used to know the noteworthy impact of treatment to the experimental class. Both groups were managed a pretest, each group gotten a different treatment, and both groups were managed posttest at the end of the study. Posttest scores were

⁷¹Jhon W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson, 2015), p. 295, <http://booksc.org>, accessed at October 18, 2019.

compared to decide the effectiveness of the treatment. The research design for pretest-posttest control group design by using one treatment can be seen below:

Table. 2
Pretest-Posttest Control Group Design

Group	Pre-test	Treatment	Post-test
Experiment class	T1	X	T2
Control Class	T1	-	T2

Explanation:

E= Experiment class

C= Control class

T= Pre-test to experiment class and control class

T2= Post-test to experiment and control class

X= symbol for treatment⁷²

In this model, each of classes gave the equal pre-test (T1). Then, in experimental class gave a treatment (X) and control class was not given a treatment. After giving a treatment, both of classes gave post-test (T2).

C. Population and Sample

1. Population

Population used to know the total number and characteristics of the individuals are going to studied. "Population is a group of individuals who have the same characteristic".⁷³ The population as the data sources of this research were all of the students at X grade of MAS Al-Ansor Padangsidempuan. It consisted of 115 students. It can be seen in the following table:

⁷²Sukardi, *Methodology Penelitian Pendidikan: Kompensasi Dan Praktiknya* (Jakarta: Bumi Aksara, 2010), P. 186.

⁷³Jhon W. Creswell, p. 142.

Table. 3
Population of the Research

No.	Class	Students
1.	X A	34 students
2.	X B	25 students
3.	X C	26 students
4.	X D	30 students
	Total	115 students

2. Sample

To obtain the information about the object of the research need sample. "Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population".⁷⁴ This research used random sampling. Random sampling is the process of selecting a sample in such a way that all individuals in the definite population equal and independent change of being selected for sample. Random sampling was used by lottery technique. All the tenth grades was written on small pieces of paper and put in a bottle. From lottery technique, two classes have chosen as the sample.

The classes that have been chosen as the sample were class X C consisted of 26 students and X D consisted of 30 students as a respondents. So the total samples of this research were 56 students. They were experimental class and control class. So that X C as control class and X D as experimental class. It can be seen from the table below:

⁷⁴Jhon W. Creswell, p. 142.

Table. 4
The Sample of Students MAS Al-Ansor Padangsidimpuan

No	Class	Number
1	Experimental class X D	30
2	Control class X C	26
	Total	56

D. Definition of Operational Variable

To avoid misunderstanding, this research consisted of two variables, the key term of this research are defined as follow:

1. Metacognitive Strategy (Variable X)

Metacognitive strategy is the strategy that teacher apply to help the students in understanding how they learn different skill in learning environment.

2. Reading Narrative Text (Variable Y)

Reading Narrative text is a process of analyzing social functions, text structure and linguistics elements in narrative text.

E. Instrument of Collecting Data

Instrument is the researcher necessity for gathering information about the research problem. The researcher used test to get data of students reading mastery. The data of this research was gotten from the scores of the students.

This research used multiple choice test to measure students reading narrative text. "Multiple choice techniques is a techniques that will be designed by using four choices and the participant choose one correct answer".⁷⁵ In which 100 items multiple choice for pre-test and post-test. The test was given both to the experimental and controlled classes' students. To discover the score of the

⁷⁵Arthur Huges, *Testing ForLanguage Teachers, second Edition*, (London: Cambridge University Press, 2003), p. 143.

students' answer this research give 1 score for multiple choice. Thus, the maximum score of test is 100.

Reading model that need by the students to do the tests is top-down reading, where the students gain understanding from the content of text, not from the phonics. So, the percentage of test is more in identifying social function than the other indicator. The percentage of identifying social function is 44%, percentage of identifying generic structure is 14% and percentage of identifying lexico grammatical is 42%.

In this research, the researcher used item validity to get the validity of the instrument. Item validity is a part of the test as a totality to degree the test by items. Where the test consisted of 110 questions, after did the validity the test became 100 questions of multiple choice questions. There were ten questions that were not valid. There a few indicators that used by the researcher to measure the students reading mastery of narrative text. It can be seen in the table of the test indicator:

Table. 5
Indicator of Reading Narrative Text (Before Validity)

Indocator	Sub. Indicator	No. Item	Total
1. Identifying Social function	1. Purpose of the text	33, 75, 80	3
	2. Identifying topic	6, 8, 9,10, 14, 17, 19, 20, 21, 23, 25, 39, 40, 43, 44, 45, 47, 48, 53, 55, 59, 64, 66, 67, 78, 83, 84, 85, 90, 92, 95, 98	32
	3. Conclusion	11, 26	2
	4. Main idea	2, 38	2
	5. Place	5, 41	2
	6. Actor	58, 76, 81, 86, 99	5
	7. Identify type of text	1, 79, 101	3
2. Identifying Generic structure	1. Orientation	12, 61, 104	3
	2. Complication	22, 49, 77	3
	3. Resolution	42, 69, 102	3
	4. Analyze the generic structure	29, 57	2
	5. Moral value	18, 54, 91	3
	6. Plot	37	1
3. Identifying Lexico grammatical	1. Verb	27, 36, 52, 87, 89	5
	2. Past tense	35, 62, 71, 100, 105	5
	3. Adverb	46, 109	2
	4. Vocabulary	3, 4, 7, 16, 24, 28, 30, 32, 34, 50, 51, 60, 63, 65, 70, 73, 74, 82, 88, 93, 94, 96, 106, 108, 110	25
	5. Pronouns	13, 15, 31, 56, 68, 72, 97, 103, 107	9
Total			110

Table. 6
Indicator of Reading Narrative Text (After Validity)

Indocator	Sub. Indicator	No. Item	Total
1. Identifying Social function	1. Purpose of the text	30, 69, 74	3
	2. Identifying topic	6, 8, 9, 10, 14, 17, 19, 20, 22, 24, 36, 37, 40, 41, 42, 44, 45, 51, 58, 60, 61, 72, 76, 77, 78, 83, 85, 87, 90	29
	3. Conclusion	11	1
	4. Main idea	2, 35	2
	5. Place	5, 38, 79	3
	6. Actor	54, 70, 75, 91	4
	7. Identify type of text	1, 73, 93	3
2. Identifying Generic structure	1. Orientation	12, 56, 96	3
	2. Complication	21, 46, 71	3
	3. Resolution	39, 63, 94	3
	4. Analyze the generic structure	27, 53	2
	5. Moral value	18, 50, 84	3
	6. Plot	34	1
3. Identifying Lexico grammatical	1. Verb	25, 33, 49, 80, 82	5
	2. Past tense	32, 57, 65, 92, 97	5
	3. Adverb	43, 99	2
	4. Vocabulary	3, 4, 7, 16, 23, 26, 28, 31, 47, 48, 55, 59, 64, 67, 68, 81, 86, 88, 98, 100	20
	5. Pronouns	13, 15, 29, 52, 62, 66, 89, 95	8
Total			100

F. Validity and Reliability of Instrument

1. Validity

Validity is supported most convincingly by subsequent personal observation by teachers and peers. "By far the most complex criterion of a good test is validity, a degree to which the test actually measures what it is

intended to measure”.⁷⁶ In this research, the researcher uses item validity to find out the validity of instrument.

The formula of r pointbiserial can be used as follow:

$$r_{pbi} = \frac{M_p - M_t}{S_t} \sqrt{\frac{p}{q}}$$

Where :

- r_{pbi} : coefficient item validity
- M_p : mean score
- M_t : mean score of the total score
- S_t : Standard Deviation of the total score
- p : Presentation of the right answer of the item tested validity
- q : Presentation of the wrong answer⁷⁷

2. Reliability

A test will be reliable when it gives the same repeated result under the same conditions. “Reliability means the scores from an instrument are stable and consistent”.⁷⁸ The formula is:

$$R_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S_t^2 - \sum pq}{S_t^2} \right)$$

Where:

- R_{11} : Reliability of the instrument
- n : Number of the test
- S_t^2 : Variants total
- p : Proportion subject who is right answer
- q : Proportion subject who is wrong answer⁷⁹

Reliability is a great character of the test that refers to the consistency of the measurement. The test is reliable if $r_{count} > r_{table}$ by using component KR-20.

⁷⁶H.Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (San Francisco: Longman, 2007), p. 448.

⁷⁷Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan*, (Padangsidempuan:Perdana Publishing, 2015), p. 128.

⁷⁸Jhon W. Creswell, p. 159.

⁷⁹Anas Sujono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2005), p. 209.

G. Technique of Collecting Data

In accumulating the data the researcher used test to collect the data. The function of data collecting is to determine the result. In collecting the data researcher used some steps, they are:

1. Pre-test

Pre-test is a test that is given earlier before doing the treatment to the students. The function of the pre-test is to discover the mean score of metacognitive strategy and teacher method in teaching before the researcher give the treatment. It is also used to discover the homogeneity and normality level of the sample. In this case the researcher hopes that the entire students' reading skill is same or if there is a distinction is hopefully not significant.

2. Treatment

The researcher divided the sample into two classes in this research, as experiment class and control class, and there has been special way in teaching narrative text between experimental and control class. The researcher selected one class to receive the treatment through metacognitive strategy (as experiment class) and other class using conventional strategy (as control class). The steps of metacognitive that used by the researcher are:

- a) Planning where the researcher guided the students to paying attention to key information to promote successful learning.
- b) Monitoring were self-checking comprehension by the students.

- c) Evaluating were the teacher help the students to evaluate their ability to determine how well the student has accomplished the task

3. Post-test

After giving the treatment, each of the classes once more gave the final test with a purpose to measure their reading skill. This test is used for investigating the distinction of reading skill between the experimental class and control class. This post test will be the ultimate test within the research.

H. Techniques of Analyzing Data

In experimental design, the technique in analyzing the information used by t-test, because was pointed to look at the diverse between experimental class and control class. After experimental process, each of classes tested by using technique of data analysis as follow:

1. Requirement Test

a. Normality Test

Normality test is used to know whether the data of research is normal or not, the research is normal or not.⁸⁰ The researcher used normality test with the use of *Liliefors* formula, as follow:

- 1) Sort the sample of the data from the small to the large and determine frequency of each data.
- 2) Determine the Z_i value of each data with the formula:

$$Z_i = \frac{x_i - \bar{x}}{s}$$

Where:

Z_i : Standard deviation of the standard curve

X_i : Data to I of a data group

⁸⁰Anas Sujono, p. 298.

\bar{X} : Group average

S : Standard Deviation

- 3) Determine the probability for each Z value based on table Z value, and called F(Z).
- 4) Calculates the frequency of each Z value, and called S(Z).
- 5) Determine the value of $L_{count} = |F(Z) - S(Z)|$
- 6) Determining L_{table} for $n > 30$ with a significance level of 5% through Liliefors table. So $L_{table} = \frac{0.886}{\sqrt{n}}$ with n is the number of the sample.
- 7) Take the largest Lcount value then compare with L_{table} . If $L_{count} < L_{table}$ then the sample is normally distributed.⁸¹

To calculate the result of liliefors, it used significant level 5% (0,05). To discover the L_{table} can be calculate by formula $L_{table} = \frac{0.886}{\sqrt{n}}$ or it can be seen in liliefors table. If result $L_{count} < L_{table}$ so, it concluded that data is distributed normal.

b. Homogeneity Test

Homogeneity test is used to recognize whether control class and experimental class have the same variant or not. If both of classes are same, it is can be known as homogeneous. To find the homogeneity, the researcher use *Harley test*. The formula is as follow:

$$F = \frac{\text{Thebiggestvariant}}{\text{Thesmallestvariant}}$$

Where:

The hypothesis is accepted if $F_{(count)} \leq F_{(table)}$

The hypothesis is rejected if $F_{(count)} \geq F_{(table)}$ ⁸²

Hypothesis is rejected if $F \leq F_{\frac{1}{2}\alpha} (n_1-1) (1= n_2-1)$, while if

$F_{count} > F_{table}$ hypothesis is accepted. It determined with significant level 5% (0.05) and dk numerator is (n_1-1) , while dk denominator is (n_2-1) .

⁸¹Yulingga Nanda Hanief and Wasis Himawanto, *Statistik Pendidikan*, (Yogyakarta: Deepublish, 2017), p. 67, <http://id.id1lib.org>, accessed at January 15, 2021

⁸²Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2010), p. 275.

2. Hypothesis Test

The technique in analyzing the data was used by T-test, because it is aimed to take a look the difference of two variables. The hypothesis test stated as: there is a significant effect of using metacognitive strategy on students' reading narrative text mastery and there is no significant effect of using metacognitive strategy on students' reading narrative text mastery. To test the hypothesis researcher used formula as follows:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

- Tt : The value which the statistical significance
- M₁ : The average score of experimental class
- M₂ : The average score of control class
- X₁² : Deviation of experimental class
- X₂² : Deviation of control class
- n₁ : Number of experimental
- n₂ : Number of control⁸³

If t_{-test} is higher than t_{table}, the researcher can conclude that ha is accept and ho is rejected. It means that there is significant effect of using Metacognitive strategy on students' reading comprehension. If t_{-test} is decrease than t_{table}, the writer can conclude that ha is rejected and no is accepted. It means that there is no significant effect without using Metacognitive strategy on reading comprehension in narrative text at the tenth grade students of MAS Al-Ansor Padangsidimpuan.

⁸³Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Edisi Revisi II, (Jakarta: RinekaCipta, 1993), p. 269.

CHAPTER IV

DATA ANALYSIS

This chapter presents research result. It would be presented the result of research after giving the instrument to the respondent about reading narrative text mastery at the eleventh grade students of MAS Al-Ansor Padangsidimpuan. The researcher has calculated the data using pre-test and post-test. Applying quantitative research, the researcher used the formulation of t-test to test the hypothesis. Next, the researcher will describe the result base on the data that has been researched as comply with:

A. The Description of Data

1. The Description of data Before using Metacognitive Strategy

a. Score of Pre-Test for Experimental Class

In pre-test of experimental class, the researcher calculated the result that had been gotten by students in answering the multiple choices. The score of pre-test experimental class can be seen in the following table:

Table 7
The Score of Experimental Class in Pre-test

Descriptive	Statistics
Total	1387
Highest score	64
Lowest score	29
Mean	46.23
Median	47
Modus	51
Range	35
Interval	6
Standard deviation	8.32
Variants	71.56

Based on the table 7 the total score of experimental class in pre-test was 1387, mean was 46.23, standard deviation was 8.32, variant was 71.56, median was 47, range was 35, modus was 51, interval was 6. The researcher got the highest score was 64 and the lowest score was 29. It can be seen on the appendix 8.

Then the computed of the frequency distribution of the students' score of experimental class could be implemented into table frequency distribution as comply with:

Table 8
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	29-34	31	3	10%
2	35-40	37	4	13.33%
3	41-46	43	7	23.33%
4	47-52	49	10	33.33%
5	53-58	55	5	16.66%
6	59-64	61	1	3.33%
	$i = 6$		30	100%

From the table 8, the students' score in class interval between 29-34 was 3students (10%), class interval between 35-40 was 4 students (13.33%), class interval between 41-46 was 7students (23.33%), class interval between 47-52 was 10 students (33.33%), class interval between 53-58 was 5 students (16.66%), and the last class interval between 59-64 was 1 student (3.33%).

In order to get description of the statistic simply and completely, the researcher gives them in histogram on the following figure:

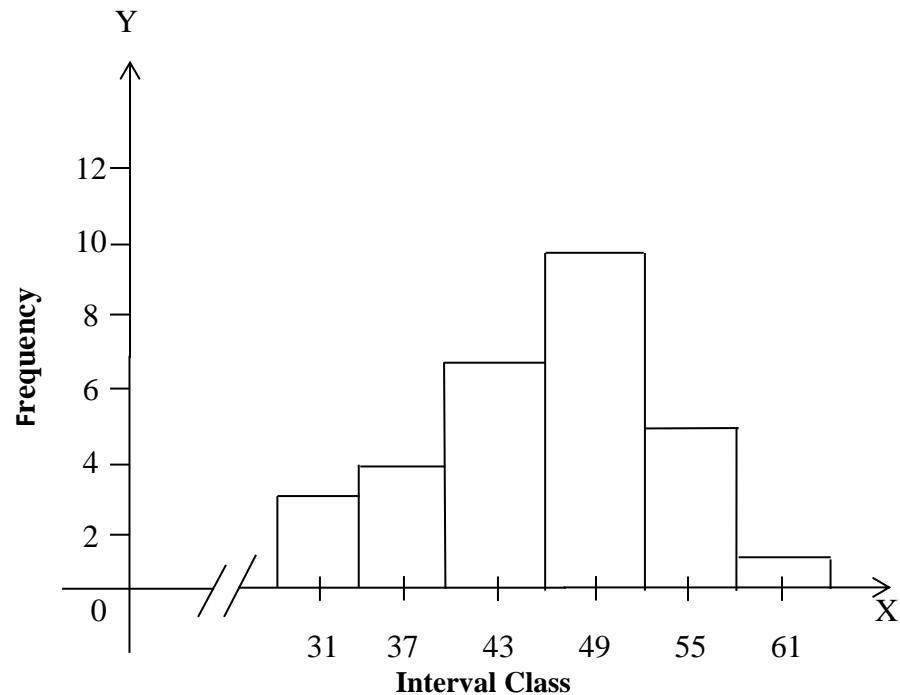


Figure 2: Description Data of Students' Reading Narrative Text in Experimental Class (Pre-test)

From the histogram above appears that, the data was normal. Where the shape of the curve is bell curve, the highest point on the curve, or on the top of the bell which is represents the most probable event in a series of data. Data description in experimental class (pre-test) the students' score start from interval 29-34 up to 59-64. Most of the students or the highest score was in interval 47-52 with total 10 students.

b. Score of Pre-Test for Control Class

In pre-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test). The score of pre-test control class can be seen in the following table:

Table 9
The Score of Control Class in Pre-test

Descriptive	Statistics
Total	1045
Highest score	54
Lowest score	25
Mean	40.19
Median	42
Modus	44
Range	29
Interval	5
Standard deviation	6.94
Variants	50.08

Based on table 9 the total score of control class in pre-test was 1045, mean was 40.19, standard deviation was 6.94, variants was 50.08, median was 42, range was 29, modus was 44, interval was 5. The researcher got the highest score was 54 and the lowest score was 25. It can be seen on appendix 8.

Then, the computed of the frequency distribution of the students' score of control class can be implemented into table frequency distribution as comply with:

Table 10
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	25-29	27	2	7.69%
2	30-34	32	4	15.38%
3	35-39	37	4	15.38%
4	40-44	42	9	34.61%
5	45-49	47	5	19.23%
6	50-54	52	2	7.69%
	$i = 5$		26	100%

From the table 10, the students' score in class interval between 25-29 was 2 students (7.69%), class interval between 30-34 was 4 students (15.38%), class interval between 35-39 was 4 students (15.38%), class interval between 40-44 was 9 students (34.61%), class interval between 45-49 was 5 students (19.23%), and the last class interval between 50-54 was 2 students (7.69%).

In order to get description of the statistic simply and completely, the researcher gives them in histogram on the following figure:

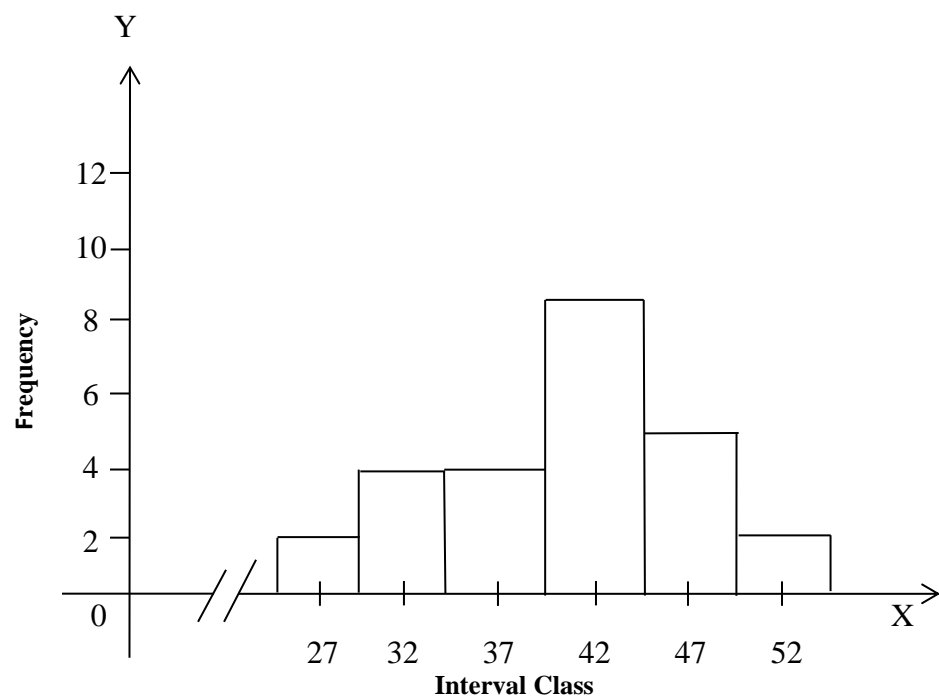


Figure 3: Description Data of Students' Reading Narrative Text in Control Class (Pre-test)

From the histogram above appears that, the data was normal. Data description in control class (pre-test) the students' score start from interval 25-29 up to 50-54. Most of the students or the highest score was

in interval 40-44 with total 9 students. It is imply that the data was normal, where the shape of the curve is bell curve, the highest point on the curve, or on the top of the bell which is represents the most probable event in a series of data.

2. Description of Data after Using Metacognitive strategy

a. Score of Post-test for Experimental Class

In post-test for experimental class, the result that has been calculated from the students answering the question (test) after the researcher did the treatment by using metacognitive strategy. The researcher gave the score to the students' answer sheet. The score of post test for experimental class can be seen in the following table:

Table 11
The Score of Experimental Class in Post-test

Descriptive	Statistics
Total	1921
Highest score	87
Lowest score	35
Mean	64.03
Median	65.5
Modus	70
Range	52
Interval	9
Standard deviation	12.44
Variant	160.17

Based on the table 11, the total score of experimental class for post-test was 1921, the mean was 64.03, standard deviation was 12.44, variant was 160.17, median was 65.5, range was 52, modus was 70, interval was 9. The researcher got the lowest score was 35, and the highest score was 87. The calculation of how to get it can be seen in

appendix 10. Then the computed of the frequency distribution of the students' score of experiment class can be implemented into table frequency distribution as comply with:

Table 12
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	35-43	39	1	3.33%
2	44-52	48	5	16.66%
3	53-61	57	6	20%
4	62-70	66	10	33.33%
5	71-79	75	6	20%
6	80-88	84	2	6.66%
	$i = 9$		30	100%

From table 12, the students' score in class interval between 35-43 was 1 student (3.33%), class interval between 44-52 was 5 students (16.66%), class interval between 53-61 was 6 students (20%), class interval between 62-70 was 10 students (33.33%), class interval between 71-79 was 6 students (20%), and the last class interval between 80-88 was 2 students (6.66%).

In order to get description of the statistic simply and completely, the researcher gives them in histogram on the following figure:

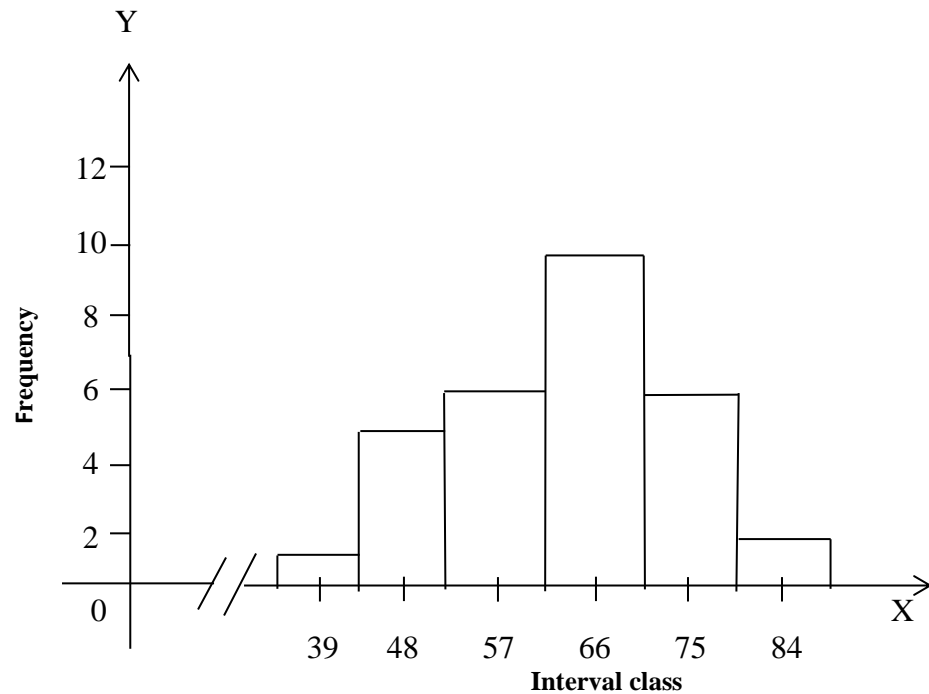


Figure 4: Description Data of Students' Reading Narrative Text
In Experimental Class (Post-test)

From the histogram above appears that data description in experimental class (post-test) the students' score start from interval 35-43 up to 80-88 Most of the students or the highest score was in interval 62-70 with total 10 students. It is imply that the data was normal.

b. Score of Post-test for Control Class

In post-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test). The researcher gave the score to students' answer sheet. The score of post-test control class can be seen within the following table:

Table 13
The Score of Control Class in Post-test

Descriptive	Statistics
Total	1356
Highest score	70
Lowest score	31
Mean	52.15
Median	51.5
Modus	49
Range	39
Interval	7
Standard deviation	10.67
Variation	118.30

Based on the table 13, the whole score of experimental class for post-test was 1356, the mean was 52.15, standard deviation was 10.67, variation was 118.30, median was 51.5, range was 39, modus was 49, interval was 7. The researcher got the lowest score was 31, and the highest score was 70. The calculation of a way to get it can be seen in appendix 10. Then the computed of the frequency distribution of the students' score of experiment class can be implemented into table frequency distribution as comply with:

Table 14
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	31-37	34	3	11.53%
2	38-44	41	3	11.53%
3	45-51	48	7	26.92%
4	52-58	55	5	19.23%
5	59-65	62	5	19.23%
6	66-71	69	3	11.53%
	<i>I=7</i>		26	100%

Based on the table 14, the students' score in class interval between 31-35 was 3 students (11.53%), class interval between 36-40 was 3 students (11.53%), class interval between 41-45 was 7 students (26.92%), class interval between 46-50 was 5 students (19.23%), class interval between 51-55 was 5 students (19.23%), and the last class interval between 56-60 was 3 students (11.53%).

In order to get description of the statistic simply and completely, the researcher gives them in histogram on the following figure:

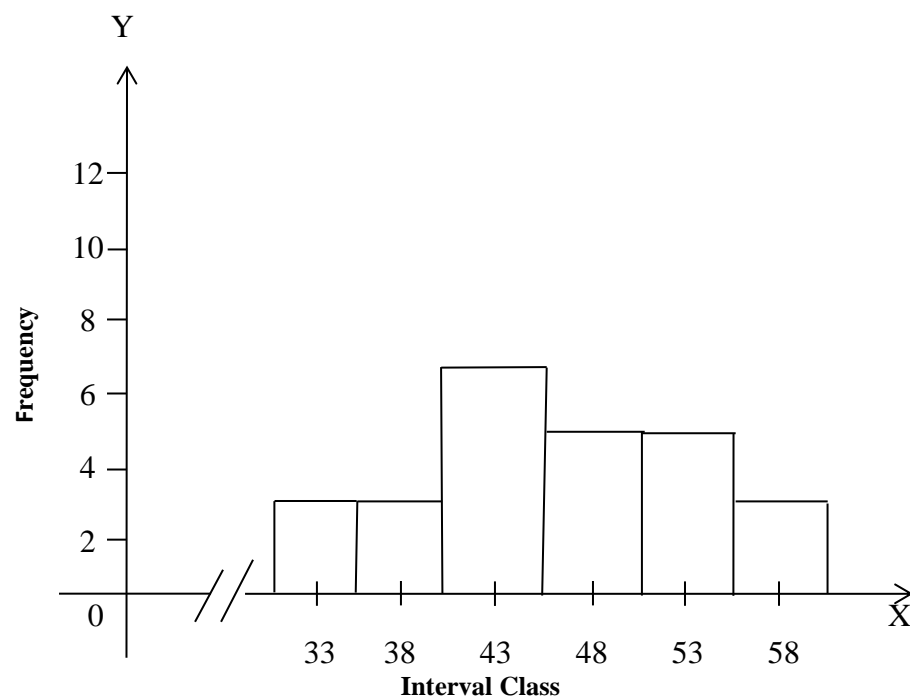


Figure 5: Description Data of Students' Reading Narrative Text in Control Class (Post-test)

From the histogram above appears that data description in control class (post-test) the students' score start from interval 31-37 up to 66-71. Most of the students or the highest score was in interval 45-51 with total 7 students.

B. Testing of Hypothesis

After calculated the data of post-test, researcher has found that post-test result of experimental and control class is normal and homogeneous. Based on the result, to analyze the hypothesis the researcher used parametric test by using T-test. Hypothesis alternative (H_a) of the research was “there was the significant effect of Metacognitive Strategy on Reading Narrative Text Mastery at the Tenth Grade Students of MAS Al-Ansor Padangsidempuan”. The calculation can be seen in appendix 12 and 13. The result of T-test can be seen on the following table:

Table 15
Result of T-test from Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
1.87	2.00	6.52	2.00

The test hypothesis have two criteria. First if $t_{count} < t_{table}$, H_0 is rejected. Second if $t_{count} > t_{table}$, H_a is accepted. Based on table 15 in pre-test researcher found that t_{count} 1.87 whereas t_{table} 2.00 with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 26 + 30 - 2 = 54$. Cause $t_{count} < t_{table}$ ($1.87 < 2.00$), it means that hypothesis H_0 was rejected. But in post-test, researcher found that t_{count} 6.52 while t_{table} 2.00 in post-test with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 26 + 30 - 2 = 54$. Cause $t_{count} > t_{table}$ ($6.52 > 2.00$), it implies that hypothesis H_a was accepted and H_0 was rejected. So, there was significant effect of metacognitive strategy on students reading narrative text. The calculation can be seen on appendix 12.

Based on the data analysis, the researcher got the mean score of experimental in the pre-test was 46.23 and in post-test was 64.03. The progressing was 17.8. Meanwhile the mean score of control class in pre-test was 40.19 and in post-test was 52.15. The improving was 11.96. So, based on the comparison can be concluded that the change of experimental class was higher than control class. Consequently, metacognitive strategy had the effect on students' reading mastery. Can be seen on the table:

Table. 16
Gain Score of Experimental and Control Class

Experimental Class		Control Class	
Pre-test	Post-test	Pre-test	Post-test
46.23	64.03	40.19	52.15
17.8		11.96	
5.84			

From the table 16 it can be seen the gain score of experimental class in pre-test and post-test was 17.8 and gain score of control class in pre-test and post-test was 11.96. The effect of experimental class minus control class was 5.84. So, gain score of experimental and control class was 5.84.

C. Discussion

Based on the data analysis, the researcher talked about the result of this research on the effect of using metacognitive strategy on students reading narrative text, where the result mean score experimental class was higher than control class. It implies metacognitive strategy had an effect on students' reading narrative text of MAS Al-Ansor. From the research metacognitive strategy is appropriate to use by the teacher in teaching reading.

It also proved the hypothesis that has been expressed by researcher. In this case, the theory which has been discussed by the researcher was from Flavell stated that metacognitive strategy allow the learners to think about their thinking, how to overcome the difficulties while they ere reading, and how to achieve the goals of reading.

Based on the related finding, the researcher examined result of this research and compared with finding. The first is thesis by Razi based on the result of the investigation, it can be said that the result of the test shown the superiority of experimental group over the control one both in reading comprehension and vocabulary achievement. The metacognitive awareness in the targeted reading strategies of predicting, previewing, determining the purpose of reading, using background knowledge, self-questioning, and summarizing increased after the implementation.⁸⁴ The result of this thesis same with this research where the metacognitive strategy has an implication to students' reading mastery.

The second is Zhussupova and Kazbekova, based on the result there were only 26% of students had got excellent metacognitive comprehension, 35% sufficient, average 16% in control group. Where in experimental group there were 44% of students had got excellent metacognitive comprehension, 40% sufficient, average 10% and satisfactory 6% demonstrating that most students used metacognitive strategies consciously and they acquired low metacognitive

⁸⁴Salim Razi, *Effects of a Metacognitive Reading Program on the Reading Achievement and Metacognitive Strategies*, p. 133-134.

comprehension. Deeper understanding of the text needs a helping hand of a teacher who can lead the students to the big thinking while implementing teaching metacognitive strategies in language acquisition.⁸⁵ So, metacognitive strategy can be applied to diminish in learning activity. The researcher as the defender for this research where it shows the significant effect of metacognitive strategy to students' reading.

The third is Al-Alwan, based on the result there is a statistically significant difference in evaluative reading comprehension between experimental group and control group in favor experimental group. The students in experimental group who were taught through the use of metacognitive reading strategies comprehend better at the evaluative reading comprehension level. The mean score of the experimental was (5.98) with standard deviation (2.78), whereas it was (3.23) with standard deviation (2.45) for the control group.⁸⁶ The result of this thesis showed that the metacognitive strategy has an implication to students' reading mastery.

The proofs appear that metacognitive strategy is suitable to be applied in teaching reading narrative text because it has been proven by the past researchers and the hypothesis. So, metacognitive strategy has given the impact to the research that has been done by researcher or the other researcher who specified in related findings.

⁸⁵Roza Zhussupova and Meruyert Kazbekova, *Metacognitive Strategies As Point In Teaching Reading Comprehension*, p.598-599.

⁸⁶Ahmed F. Al-Alwan, *The Effect of Using Metacognitive Reading Strategies On the Reading Comprehension of Arabic Texts*, p.14.

Researcher also found there is another advantages of metacognitive strategy, where this strategy also help the students be a critical thinking students because by think their own problem they need to think deeper for their ability so it will help them to criticize another mistake from their friends. But also researcher found the disadvantages of this strategy where some students can not evaluate their own problem in reading so they can not solve their own mistake.

D. Threats of the Research

There were some aspects that might risk for this research as follow:

1. The researcher found difficulties in finding the book about metacognitive strategy.
2. Because of the pandemic the researcher need more time to finish the research because during the pandemic not many people are allowed to enter the school.
3. There were some of the students that were noisy while educating and learning process. So it can aggravate the concentration of the others.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research, the conclusions of this investigate are:

1. The students reading narrative text mastery at the tenth grade students of MAS Al-Ansor Padangsidimpuan academic year 2021/2022 before using Metacognitive Strategy the mean score of pre-test for experimental class was 46.23 and the mean score of pre-test for control class was 40.19.
2. The students reading narrative text mastery at the tenth grade students of MAS Al-Ansor Padangsidimpuan academic year 2021/2022 after using Metacognitive Strategy the mean score of experimental class was higher than before using Metacognitive Strategy. The mean score of post-test for the experimental class was 64.03 and the mean score of post-test for control class taught by conventional strategy was 52.15.
3. There was a significant effect of Metacognitive Srtategy on reading narrative text mastery at the tenth grade students of MAS Al-Ansor Padangsidimpuan academic year 2021/2022. The researcher found the research result of t-test where t_0 was higher than t_t , t_{count} 6.52 was and t_{table} was 2.00. It means that H_a was accepted, so there was a significant effect of Metacognitive Strategy on students reading narrative text in MAS Al-Ansor Padangsidimpuan.

B. Suggestions

After finishing the research, the researcher got numerous data in English education learning. Therefore, from that involvement, the researcher appears a few things ought to be demonstrated. It makes the researcher give a few suggestions, as follow:

1. From the researcher result it is as the data for the headmaster to persuade the English teacher to instruct as well as conceivable by maximizing the use of Metacognitive strategy in teaching, because this strategy can achieve the students reading especially in reading narrative text.
2. From the research result it is additionally as the data to the English educator to use Metacognitive Strategy as a reference in teaching reading narrative text because it is help the students to face their problem in reading.
3. For the other researcher, this research can offer assistance the other researcher who will conduct advance research within the same point. The other researcher can get the information from this test investigated, even do a comparison between this research and another with the comparable variable.

REFERENCES

- Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktek*, Edisi Revisi II, Jakarta: Rineka Cipta, 1993.
- B. Fry, Edward, *Skimming & Scanning Jamestown's Reading Improvement*, Illinois: Jamestown Publisher, 2000, <http://pdfdrive.com>.
- Brown, H. Douglas, *Teaching By Principles An Interactive Approach to Language Pedagogy*, New York: Longman, 2007.
- De Fina, Anna and Alexandra Georgakopoulou, *The Hand Book Narrative Analysis*, UK: WILEY Blackwell, 2015, <https://z-lib.org.pdf>.
- F. Al-Alwan, Ahmed, *The Effect of Using Metacognitive Reading Strategies On the Reading Comprehension of Arabic Texts*, IJAES 13, no. 1, <https://pdfs.semanticscholar.org>, accessed at October 12, 2019.
- Fahmei, Rayendriani, *Writing Narrative text*, English Education: English Journal for Teaching and Learning, 02, No.01 Januari 2014, <http://jurnal.iain-padangsidempuan.ac.id/index.php.EEJ>.
- GradeStudentsofMAKaranggede2016/2017*, <http://tarbiyah.iainsalatiga.ac.id>.
- Gede Giri Putri, Luh, *Teaching Reading Through Narratiive Text Using Pictures Series at the Second Year Students of SMP N 1 Seputh Raman*, 2016
- Huges, Arthur, *Testing For Language Teachers, second Edition*, London: Cambridge University Press, 2003.
- Hutchinson, Emily, *Narrative Writing*, USA: SADDLEBACK Educational Publishing, 2005, [http://\(z-lib.org\).pdf](http://(z-lib.org).pdf).
- Ibrahim, *Perpaduan Model Pembelajaran Akti fKonvensional (Ceramah) Dengan Kooperatif (Make- A Match) Untuk Meningkatkan Hasil Belajar*

Pendidikan Kewarganegaran, Suara Guru: Jurnal Ilmu Pendidikan Sossial, Sains, dan Humaniora 3, no. 2 2017, <http://ejournal.uin-suska.ac.id>

J. Anderson, Neil, *Practical English Language Teaching: Reading*, New York: McGraw-Hill, 2008.

Knapp, Peter and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, Sydney: UNSW Press, 2005, <http://www.pdfdrive.com>.

Kristina, Yanti, *The Effect of Scanning Technique on Students' Reading Comprehension in Narrative Text Grade Ten of SMA Negeri 2 Pematangsiantar*, JETAFL 5, no. 2 2019 <http://scholar.google.com>,

Koumy, El in Yahya Othman, et. al., *The Effects of Metacognitive Strategy in Reading Expository Text*, International Education Studies 7, no. 13 2014 <http://dacemirror.sci-hub.tw>

Lynn, Donna et. al., *Cognition, Metacognition, and Reading*, New York Springer, 2003, <http://booksc.org.cc>, 2020.

L.Oxford, Rebecca, *Language Learning Strategies*, New York: Newbury House Publisher, 1990.

Materi Pelajaran Bahasa Inggris SMA Kelas 10 Kurikulum 2013 Revisi, <http://filekemendikbud.wordpress.com>.

Marufah Al Mufidah, Fivin *The Implementation of Metacognitive Strategies in Reading Narrative Text for the Tenth Graders of senior High School*, RETAIN 7, no. 2 2019, <http://jurnalmahasiswa.unesa.ac.id>

Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal*, Jakarta: Bumiaksara, 2003.

- Muhid, Abdulet. al., *The effect of Metacognitive Strategies Implementation on Students' reading Comprehension Achievement*, International Journal of Instruction 13, no. 2 2020, <http://www.e-iji.net>, accessed at October 17, 2020.
- Mokhtari, Kouider and Carla A.Reichard, *Assessing Students' Metacognitive Awareness of Reading Strategies*, Jurnal of Education Psychology 94, no. 2 2002, <http://scholar.google.com>
- Nizar, Ahmad, *Statistik Untuk Penelitian Pendidikan*, Padangsidempuan: Perdana Publishing, 2015.
- Nunan, David, *Practical English Language Teaching*, Cambridge: Cambridge University Press, 2002.
- Othman, Yahyaet. al., *The Effects of Metacognitive Strategy in Reading Expository Text*, <http://dacemirror.sci-hub.tw>, accessed at January 1, 2020.
- Pardiyono, *Teaching Genre-Based Writing*, Yogyakarta: Andi OFFSET, 2007.
- Paramita, Diah Sari and M.Sabri, *Using Story Circle to Improve Students' Ability in Writing Narrative Text*, Inovish Journal 2, No. 1, 2017, <https://scholar.google.com>.
- Razi, Salim, *Effects of a Metacognitive Reading Program on the Reading Achievement and Metacognitive Strategies*, Izmir: Dokuz Eylül University Educational Sciences Institute Republic of Turkey, 2010, <http://pdfdrive.com>
- Saniyati Shobiroh, Ifticha, *The Use Of Metacognitive Strategy To Improve Students' Reading Comprehension A Classroom Action Research of the Eleventh*
- Setiawan Djuharie, *Otong Genre Dilengkapi 700 Soal Ujian Pemahaman*, Bandung: CV, Yrama Widya, 2007.

- Sujono, Anas, *Pengantar Statistik Pendidikan*, Jakarta: PT Raja Grafindo Persada, 2005.
- Snow, Catherine, *Reading for understanding: Toward an R&D Program in Reading Comprehension*, U.S: RAND Education, 2002, <http://z-lib.org.pdf>.
- Siahaan, Sanggam & Kisno Shinoda, *Generic Text Structure*, Pematang Siantar: Graha Ilmu, 2008.
- Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, Bandung: Alfabeta, 2010.
- Sukardi, *Methodology Penelitian Pendidikan: Kompensasi Dan Praktiknya*, Jakarta: Bumi Aksara, 2010.
- Sutarto, *Strategi Belajar Mengajar "SAINS"*, Jember: UPT Penerbitan UNEJ, 2013, <http://repository.unejac.id>
- Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif* Jakarta: Kencana Prenada Media Group, 2009
- Uhl Chanot, Anna et, al., *The Learning Strategy Handbook*, New York: Longman, 1999.
- Uhl Chanot, Anna, *Methods for Teaching Learning Strategies in the Foreign Language Classroom and Assessment of Language Skills for Instruction*, Washington: U.S Department of Education, 1993, <http://gen.lib.rus.ec>, accessed at January 8, 2020.
- V. Korotaeva, Irina, *Metacognitive Strategies in Reading Comprehension of Majors in Education and Psychology*, *Psychology in Russia: State of Art* 7, no. 2 2014, <http://booksc.xyz>
- Wardah, *Metacognitive Reading Strategy Enhancing English Reading Comprehension*, IAIN Pontianak, <http://jurnal.iainpontianak.or.id>

- Widiati, Utamiet. al., *Bahasa Inggris SMA/MA/SMAK/MAK kelas X*, Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017
- Wilson, Donna and Marcus Conyers, *Teaching Students to Drive Their Brains: Metacognitive Strategies, Activities, and Lesson Ideas*, Virginia: ASCD, 2016, <http://booksc.org> 2020.
- W. Creswell, Jhon, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Boston: Pearson, 2002, <http://booksc.org>
- Zhang, Limei, *Metacognitive and Cognitive Strategy Use in Reading Comprehension: A Structural Equation Modeling Approach*, (Singapore: Springer Nature, 2018, <http://pdfdrive.com>.
- Zhussupova, Roza and Meruyert Kazbekova, *Metacognitive Strategies As Point In Teaching Reading Comprehension*, Procedia-Social and Behavioral Sciences 228 2016, <https://www.scholar.google.com>, accessed at October 12, 2019.

APPENDIX 1
CONTROL CLASS

LESSON PLAN
(CONTROL CLASS)

Sekolah : MAS Al-Ansor Padangsidempuan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/ II (dua)

Materi Pokok : Narrative Text

Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dankejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

- 1.1 Mensyukuri kesempatan dapat mempelajari bahas Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 1.2 Menunjukkan perilaku tanggungjawab, peduli kerja sama dan cinta damai dalam melaksanakan komunikasi fungsional.
- 1.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks narrative.
- 1.4 Menangkap makna dalam teks narrative lisan dan tulis berbentuk legenda sederhana.

C. Indikator

1. Siswa dapat menganalisis struktur dan unsur kebahasaan teks naratif.

2. Siswa dapat menangkap serta menyajikan gagasan utama dan makna kata, dalam teks naratif.
3. Siswa dapat menyimpulkan pesan moral yang terdapat dalam teks naratif.

D. Tujuan Pembelajaran

Setelah mempelajari materi ini, siswa diharapkan mampu:

1. Menjelaskan tujuan komunikasi, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis sederhana sesuai konteks penggunaannya.
2. Menjelaskan isi cerita legenda rakyat lisan dan tulis dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan sesuai konteks penggunaannya.
3. Menceritakan legenda rakyat secara lisan dan tertulis dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan sesuai konteks penggunaannya.

E. Materi Pembelajaran

Tema: Narrative text

1. Definition: Narrative text is a text that telling an exciting story, illustrate a point about human nature, and show how an experience dramatically changes someone's life. The aim of narrative is retelling events or activities that happened in the past which is intended to entertain the readers or listeners.
2. Generic Structure
 - Orientation : Sets the scene and introduce the participants.
 - Complication : The crisis arises.
 - Resolution : The crisis is resolved, for better or worse.
 - Coda : Coda is the describe reflection or evaluation the conflict about narrative
3. Language Features of Narrative text
 - Past tense : narrative text use past tense to tell about activities or events in past. (e.g: he was hot and tired).
 - Sequence markers (time conjunction) : narrative use words or sign to connect the event in the story. (e.g: first, then, after that, next, finally, etc).
 - Adverb : can express the information about time, place, reasons, and purpose. (e.g: once upon a time, one day, and long time ago, etc).
 - Action verbs : a verb that shows an action. (e.g: killed, dug, walked, etc)

RORO JONGGRANG

- Orientation —→ Once, there was a beautiful Javanese princess whose name was RoroJonggrang whose beauty was very famous in the land was the daughter of Prabu Baka, an evil king. One day, a handsome young man with supernatural power, named Bandung Bondowoso, defeated and killed Prabu Baka. On seeing Princess Roro Jonggrang's beauty, Bandung Bondowoso fell in love and wanted to marry her.
- Complication —→ Meanwhile, Princess Roro Jonggrang felt sad due to the death of her father. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift." Requested Roro Jonggrang. Bandung agreed with this condition.
- Resolution —→ Helped by the spirits of demons, Bandung Bondowoso started building the temples. Approaching midnight, the work was nearly done. Roro Jonggrang knew and thought, "What shall I do? Bandung is smarter than me. I will lose against Bandung." Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the roosters would think it had already dawn.
- Coda —→ Bandung Bondowoso got frustrated because he failed to complete the thousandth temple. "The princess has deceived me!" Following his anger, he cursed Roro Jonggrang, "You have cheated me. Now, the thousandth temple is you!" At once, the princess turned into a statue. Knowing this,

Bandung Bondowoso regretted this and he went away into a far land

F. Metode/Teknik Pembelajaran

Conventional Strategy

G. Media, Alat, dan Sumber Pembelajaran

Sumber Belajar : Buku Bahasa Inggris Siswa

H. Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Pendahuluan

- Salam dan tegur sapa.
- Guru mengecek kehadiran siswa.
- Guru mengecek kesiapan belajar siswa.
- Guru menjelaskan tujuan pembelajaran dan kompetensi yang akan dicapai.
- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan dan tugas dalam pembelajaran.

2. Kegiatan Inti

Mengumpulkan informasi/ mengeksplorasi

- Guru menjelaskan pengertian, fungsi sosial, unsur kebahasaan dan ciri grammatical narrative text.
- Siswa dapat mengajukan pertanyaan yang berkaitan dengan materi yang telah disampaikan guru.
- Dalam bentuk kelompok yang beranggotakan 4 orang, siswa membaca contoh narrative text yang ditampilkan, dibagi, atau dari buku text yang digunakan.
- Siswa bersama teman kelompok mencermati fungsi sosial, unsur kebahasaan, ciri grammatical, nilai moral, ide pokok, informasi rinci dan informasi tertentu pada setiap paragraph.
- Dengan bimbingan dan arahan guru, siswa mempertanyakan kepada kelompok lain fungsi sosial, unsur kebahasaan, ciri grammatical, nilai moral ide pokok, informasi rinci dan informasi tertentu pada setiap paragraph dari narrative text yang telah didiskusikan.
- Siswa melaporkan hasil diskusi kelompok pada tahap mengamati dan ditanggapi oleh kelompok lain
- Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.
- Peserta didik menyempurnakan kembali struktur text narrative berdasarkan umpan balik (feedback) dari guru dan teman
- Siswa diberikan text dan soal yang sama kemudian diberikan waktu untuk menyelesaikannya.

3. Penutup

- Siswa dengan bimbingan guru menyimpulkan pembelajaran yang baru dipelajari.
- Guru memberikan umpan balik pembelajaran.
- Guru menutup pelajaran dengan berdoa dan salam.

I. Penilaian

Teknik : Tes tulis
Bentuk : Pertanyaan tertulis
Instrument : Terlampir

J. Pedoman Penilaian

1. Untuk setiap jawaban yang benar diberi skor =1
2. Skor maksimal = $1 \times 100 = 100$
3. Nilai maksimal = 100

Padangsidempuan, Maret
2022
Peneliti

Suci Maharani
NIM. 1620 300108

APPENDIX 2

EXPERIMENTAL CLASS

LESSON PLAN (EXPERIMEN CLASS)

Sekolah : MAS Al-Ansor Padangsidempuan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X / II (dua)

Materi Pokok : Narrative Text

Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

- 1.1.Mensyukuri kesempatan dapat mempelajari bahas Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 1.2.Menunjukkan perilaku tanggungjawab, peduli kerja sama dan cinta damai dalam melaksanakan komunikasi fungsional.
- 1.3.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks narrative.
- 1.4.Menangkap makna dalam teks narrative lisan dan tulis sederhana.

C. Indikator

1. Siswa dapat menganalisis struktur dan unsur kebahasaan teks naratif.
2. Siswa dapat menangkap serta menyajikan gagasan utama dan makna kata, dalam teks naratif.
3. Siswa dapat menyimpulkan pesan moral yang terdapat dalam text naratif.

D. Tujuan Pembelajaran

Setelah mempelajari materi ini, siswa diharapkan mampu:

1. Menjelaskan tujuan komunikasi, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis sederhana sesuai konteks penggunaannya.
2. Menjelaskan isi cerita legenda rakyat lisan dan tulis dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan sesuai konteks penggunaannya.
3. Menceritakan legenda rakyat secara lisan dan tertulis dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan sesuai konteks penggunaannya.

E. Materi Pembelajaran

Tema: Narrative text

1. Definition: Narrative text is a text that telling an exciting story, illustrate a point about human nature, and show how an experience dramatically changes someone's life. The aims of narrative is retelling events or activities that happened in the past which is intended to entertain the readers or listeners.

2. Generic Structure

- Orientation : Sets the scene and introduce the participants.
- Complication : The crisis arises.
- Resolution : The crisis is resolved, for better or worse.
- Coda : Coda is the describe reflection or evaluation the

conflict

about narrative

3. Language Features of Narrative text

- Past tense : narrative text use past tense to tell about activities or events in past. (e.g: he was hot and tired).
- Sequence markers (time conjunction) : narrative use words or sign to connect the event in the story. (e.g: first, then, after that, next, finally, etc).
- Adverb : can express the information about time, place, reasons, and purpose. (e.g: once upon a time, one day, and long time ago, etc).
- Action verbs : a verb that shows an action. (e.g: killed, dug, walked, etc)

RORO JONGGRANG

Orientation → Once, there was a beautiful Javanese princess whose name was Roro Jonggrang

whose beauty was very famous in the land was the daughter of Prabu Baka, an evil king. One day, a handsome young man with supernatural power, named Bandung Bondowoso, defeated and killed Prabu Baka. On seeing Princess Roro Jonggrang's beauty, Bandung Bondowoso fell in love and wanted to marry her.

Complication —→ Meanwhile, Princess Roro Jonggrang felt sad due to the death of her father. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift". Requested Roro Jonggrang. Bandung agreed with this condition.

Resolution —→ Helped by the spirits of demons, Bandung Bondowoso started building the temples. Approaching midnight, the work was nearly done. Roro Jonggrang knew and thought, "What shall I do? Bandung is smarter than me. I will lose against Bandung." Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the roosters would think it had already dawn.

Coda —→ Bandung Bondowoso got frustrated because he failed to complete the thousandth temple. "The princess has deceived me!" Following his anger, he cursed Roro Jonggrang, "You have cheated me. Now, the thousandth temple is you!" At once, the princess turned into a statue. Knowing this, Bandung Bondowoso regretted this and he went away into a far land.

F. Metode/Teknik Pembelajaran

Metakognitive Strategy

G. Media, Alat, dan Sumber Pembelajaran

Sumber Belajar : Buku Bahasa Inggris Siswa

H. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pre-reading	<ul style="list-style-type: none"> • Membuka pelajaran dengan salam dan tegur sapa. • Guru Memilih materi pelajaran • Guru menjelaskan tujuan pembelajaran yang akan dicapai dan prosedur metakognitive. 	10 menit
While-reading	<p>Planning</p> <ul style="list-style-type: none"> • Guru mengingatkan siswa kembali apa yang mereka ketahui tentang narrative text dan menjelaskannya lebih rinci. • Guru memberikan siswa contoh narrative text. • Guru meminta siswa untuk membaca dan mengidentifikasi informasi yang terdapat dalam text narrative. • Guru membimbing siswa menanamkan kesadaran tentang topic pembelajaran dengan bertanya beberapa pertanyaan <ul style="list-style-type: none"> -apakah kamu menemui kesulitan dalam memahami text tersebut? -apakah yang kamu lakukan jika menemui kata-kata yang tidak diketahui artinya? -apakah kamu mengulang kembali jika menemui kalimat yang sulit dipahami? • Guru dan siswa mendiskusikan cara menyelesaikan kesulitan siswa selama membaca. • Guru dan murid mendiskusikan hasil identifikasi siswa dan melanjutkan menjelaskan materi. <p>Monitoring</p> <ul style="list-style-type: none"> • Dengan contoh narrative text yang diberikan sebelumnya guru menyuruh siswa untuk membacanya kembali dan meminta siswa untuk mengidentifikasi gagasan pokok, struktur text, dan unsur kebahasaan dalam text. 	60 menit

	<ul style="list-style-type: none"> • Mengarahkan siswa melalui pertanyaan-pertanyaan untuk mengetahui sejauh mana pemahaman siswa. -Apakah kamu membaca text kembali? -Apakah kamu hanya membaca text sekilas? -Apakah kamu menganalisis text yang telah kamu baca? • Guru meminta siswa untuk membentuk kelompok yang terdiri atas 4 orang. • Guru meminta setiap kelompok untuk menulis kesimpulan dari hasil identifikasi gagasan pokok, struktur text, dan unsur kebahasaan dalam text. • Guru membantu jalannya diskusi serta memberikan bantuan pada siswa yang mengalami kesulitan. • Guru meminta satu orang dari setiap grup untuk membacakan hasil diskusi mereka. <p>Evaluating</p> <ul style="list-style-type: none"> • Guru memberikan quiz kepada siswa. • Guru memberikan waktu kepada siswa untuk mengevaluasi kesulitan mereka dalam membaca. 	
Post-reading	<ul style="list-style-type: none"> • Bersama sama dengan peserta didik membuat rangkuman/simpulan pelajaran • Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan konsisten dan terprogram. • Memberikan umpan balik terhadap proses dan hasil pembelajaran 	

I. Penilaian

Teknik : Tes tulis
 Bentuk : Pertanyaan tertulis
 Instrument : Terlampir

K. Pedoman Penilaian

1. Untuk setiap jawaban yang benar diberi skor =1
2. Skor maksimal = 1 x 100 = 100
3. Nilai maksimal = 100

Padangsidempuan, Maret 2022
Peneliti

Suci Maharani
NIM. 1620 300108

APPENDIX 3
Instrumen Test (Before Testing Validity)

Reading Text

Name:

Class:

Petunjuk:

1. Jawablah soal pilihan ganda berikut ini sesuai dengan kemampuan anda.

2. Text ini hanya untuk mengetahui data dari siswa-siswi tentang kemampuan siswa dalam menguasai dan memahami pelajaran membaca.

Text 1 to answer the question number 1-37

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another 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 to so angry that the 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!"

1. What kind of the text above?
 - a. Narrative
 - b. Recount
 - c. Descriptive
 - d. Procedure
2. What is the story about?
 - a. A parrot and a cat
 - b. A parrot and a chicken
 - c. A parrot and the owner
 - d. A parrot, the owner, and chickens
3. What is the word "dinner" mean in Indonesia
 - a. Makan malam
 - b. Sarapan
 - c. Makan siang
 - d. Memasak
4. "But then he got angry" synonym of *angry* is.....

- a. Calm
b. Friendly
- c. Mad
d. Jealous
5. Where does the story take place?
- a. London
b. Puerto Rico
- c. Jakarta
d. Buenos Aires
6. What is the word that the parrot can not say?
- a. Catano
b. Tacano
- c. Canato
d. Nacato
7. "Then the man got so angry that the shouted...." What is the antonym of the word "shouted"....
- a. Silent
b. Noisy
- c. Greedy
d. Patient
8. How often did the owner teach the bird how to say the word?
- a. Always
b. Everyday
- c. Many times
d. Never
9. Which statement is TRUE according to the text?
- a. The parrot could say Catano
b. At last the parrot could say Catano
- c. Catano was the name at the parrot
d. The man never got angry at the parrot
10. What does the man do to the bird because the bird cannot say the name of a place?
- a. The man ate the bird
b. The sold the bird
- c. The man killed the bird
d. The man taught the bird
11. At the end of the story it most likely that....
- a. The bird killed the three chickens
b. The three chickens killed the bird
- c. The bird played with the chickens
d. The bird killed one of the three chickens
12. Where is the Orientation of the story start from....
- a. First paragraph
b. Second paragraph
- c. Third Paragraph
d. All Paragraph

13. What does the word “them” in the third paragraph at the third line refers to....
- a. Birds
 - b. The Parrot
 - c. Chickens
 - d. Duck
14. Why the parrot cannot say Catano?
- a. Because the bird cannot say the name of a place.
 - b. The man tried to teach the parrot to say Catano.
 - c. The man killed the bird
 - d. The man ate the bird
15. “It was very, very smart”. The underlined word refers to....
- a. The man
 - b. The bird
 - c. The chicken
 - d. Puerto Rico
16. “The parrot was very, very smart” The underline word has similar meaning with....
- a. Stupid
 - b. Clever
 - c. Stubborn
 - d. Beautiful
17. Which statement is NOT TRUE according to the text?
- a. The man got angry at the parrot
 - b. The parrot couldn’t say Catano
 - c. The man will kill the parrot
 - d. The parrot could say Catano
18. From the next we can 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
19. How many chickens are in the chicken house?
- a. 1
 - b. 2
 - c. 3
 - d. 4
20. What is the man doing after knowing that the parrot couldn’t say Catano....
- a. The man tried to teach the parrot
 - b. The man killed the parrot
 - c. The man killed the chicken
 - d. The man shouted to the parrot
21. Which statement is TRUE according to the first paragraph....
- a. A man in Puerto Rico had a wonderful chicken.
 - b. There was no another parrot like it.

- c. It was a rare parrot.
 - d. This parrot would say any word except one.
22. Where is the complication of the story start from?
- a. When the man tried to teach the parrot to say Catano.
 - b. After the man trying for many hours to make the bird say Catano.
 - c. When the man put the parrot in the chicken house and left.
 - d. When the bird want to kill the man.
23. Which statement is TRUE according to the last paragraph?
- a. In the chicken house there are four old chickens.
 - b. They were for Sunday's dinner.
 - c. The man put the parrot in the chicken house and left.
 - d. The next day the man came back to the chicken house
24. "This parrot would say any word" the word "say" has a similar meaning with....
- a. Tell
 - b. See
 - c. Sit
 - d. Buy
25. Which statement is NOT TRUE according to the third paragraph....
- a. The man got angry to the parrot
 - b. The man put the parrot in the chicken house
 - c. The man teach his parrot many hours
 - d. The man loves his parrot
26. How does the story end....
- a. In the chicken house there are four old chickens
 - b. The man put the parrot in the chicken house and left.
 - c. The parrot was screaming at the fourth chicken, "Say Catano, or I ,ll kill you!
 - d. They were for Sunday's dinner.
27. "He picked up the bird and threw him..." What is the verb 1 of the under line word.....
- a. Thrown
 - b. Throw
 - c. true
 - d. through

28. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!
Antonym of *screaming* from the sentence above is...
- Crying
 - Shouting
 - Enjoying
 - Silently
29. The organization of the text above is....
- Orientation, events, Reorientation
 - Identification, description
 - Orientation, complication, Resolution
 - Statement, Arguments, recommendation
30. The word "parrot" in the text means...
- Wortel
 - Marmut
 - kelinci
 - Burung beo
31. "He would not say the name of..." the underline word refers to....
- The man
 - The Parrot
 - The chickens
 - The town
32. "...so angry that the shouted over and over" What is the meaning of the underline word in Indonesia...
- Keras
 - Atas dan atas
 - Terus menerus
 - Lebih
33. What is the purpose of the writer by writing the story above?
- To amuse and entertain the readers
 - To tell the readers what really happened in the past
 - To inform the readers how and why something works
 - To present information about a current issue
34. What is he word "Sunday" in the text means....
- Senin
 - Rabu
 - Sabtu
 - Minggu
35. What is the past tense of the word "say"....
- Said
 - Sayed
 - Saying
 - Sad
36. What is the V1 of the word "opened"....
- Opening
 - Open
 - Opened
 - Opener

37. To tell the plot, the writers use?

- a. Time sequences
- b. Contrastive evidences
- d. Past tense
- e. Concessive conjunctions

Text 2 to answer the question number 38-75

The Legend of Malin Kundang

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

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

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

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was his mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quite sea, wrecking his huge ship.

He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

38. What is the story about....
 - a. A rich merchant
 - b. An anger old woman
 - c. Disobedient child
 - d. A lonely old woman
39. Why did Malin Kundang and his mother have to live hard....
 - a. Because they lived in a village
 - b. Because they were poor
 - c. Because Malin want to leave his village
 - d. Because his father had passed away
40. Where did the story take place....
 - a. In west beach
 - b. In west Sumatra
 - c. In north Sumatra
 - d. In west Java
41. Who is Malin Kundang....
 - a. A son who love his mother
 - b. A son who care with his mother
 - c. A son who betray his mother
 - d. A son who always with his mother
42. Which paragraph contained with resolutuon
 - a. Paragraph 1
 - b. Paragraph 3
 - c. Paragraph 4
 - d. All paragraph
43. How did the merchant allow Malin Kundang to join him in the sail....
 - a. Malin Kundang Helped the merchant defeat the pirates
 - b. Because Malin is a strong boy
 - c. Because the merchant does not have a son
 - d. Malin is a smart boy
44. What happened after Malin Kundang joined the sail....
 - a. Malin miss his mother
 - b. Malin came and visited his mother
 - c. Malin became wealthy
 - d. Malin became more handsome
45. How did the local people react when they saw Malin Kundang landing on the coast....
 - a. They were happy
 - b. They recognized that it was Malin Kundang
 - c. The local chase Malin away
 - d. They welcome Malin
46. What is the adverb of time in second paragraph is....
 - a. A long time ago
 - b. When he was a baby
 - c. Many years later
 - d. One day
47. What did Malin Kundang's mother do when she heard that Malin Kundang landed on the coast....
 - a. She ran to the beach
 - b. She was angry
 - c. His mother denied it was Malin
 - d. She was sad

- b. She was happy d. His mother didn't know it was Malin
48. What made Malin Kundang's mother sad and angry...
- a. Malin married to a beautiful woman c. Malin didn't talk to her
b. Malin didn't give her money d. Malin denied that she was his mother
49. The complication of the story is found in...
- a. First paragraph c. Third paragraph
b. Second paragraph d. Fourth paragraph
50. The word "Village" in that text means....
- a. Desa c. Daerah
b. Kota d. Laut
51. "An old woman, who was Malin Kundang's mother" what is the antonym of underline word....
- a. Beautiful c. Young
b. Kind d. Arrogant
52. "The merchant allowed Malin Kundang...." What is Verb 1 from the underline word....
- a. Allow c. Allowen
b. Allowed d. Allowing
53. What did his mother do when Malin Kundang denied that she was his mother....
- a. She feel enraged and cursed Malin c. She was sad and lonely
b. She always loves Malin d. She leaved Malin and back home
54. What is the moral value of the story....
- a. Never be a cruel son or daughter c. Give our mom money
b. Leave our old mom d. Do not forget to visit our mom
55. Which of the following statement is TRUE....
- a. The merchant gave Malin a ship to thank him
b. Malin love his mother
c. Malin denied that the old woman was his mother
d. Malin's father was a merchant
56. "To thank him, the merchant allowed Malin Kundang to sail...." (paragraph 2)
The word "him" refers to....

- a. The merchant
b. Malin Kundang's mother
- c. The pirates
d. Malin Kundang
57. The organization of the text above is....
- a. Goal, material, steps
b. Identification, description
- c. Orientation, complication, Resolution
d. News worthy event, background, source
58. Who is the main actor of the story....
- a. Malin Kundang
b. Malin's mother
- c. The merchant
d. Malin's wife
59. What Malin's mother does to Malin....
- a. Leave him alone
b. Apologize him
- c. Curse Malin into a stone
d. Accompany Malin until the end of the time
60. The word "healthy" in first paragraph at the forth line means....
- a. Kaya
b. Malas
- c. Sehat
d. Pintar
61. Which paragraph contained with orientation...
- a. Paragraph 1
b. Paragraph 2
- c. Paragraph 3
d. Paragraph 4
62. What is the past tense of live....
- a. Live
b. Lived
- c. Love
d. Liven
63. What is the meaning of "passed away" in Indonesia....
- a. Pergi
b. Hilang
- c. Meninggal
d. Lewat
64. According to the text, who was Malin Kundang came with...
- a. His mother
b. His friends
- c. His Father
d. His wife and crews
65. "The news ran fast in the town...." (paragraph 3 at the fifth line)
What is the meaning the underline word in Indonesia.....
- a. Berlari cepat
b. Menyebar cepat
- c. Mengalir cepat
d. Berjalan cepat
66. Why did Malin yelling at his Mother...
- a. Because he love his mother
b. Because Malin Miss her
- c. To call his mother
d. Because he didn't admit his mother
67. Why did Malin agree to sail with the merchant...

- a. Because he has a beautiful daughter c. Malin hope to get a better life
 b. Because he is rich d. Malin want to catch more fish
68. “He usually went to sea to catch fish” the word “He” can be replaced with....
 a. The Merchant c. Malin’s Mother
 b. Malin d. Malin’s wife
69. Which paragraph contained with resolution.....
 a. Paragraph 1 c. Paragraph 3
 b. Paragraph 2 d. Paragraph 4
70. “He had a huge ship” the underline word has the same meaning with....
 a. Small c. Wonderful
 b. Expensive d. Big
71. What is the past tense of “bring”....
 a. Bring c. Bred
 b. Brown d. Brought
72. “Malin Kundang and his mother had to live hard....” The underline words can be changed with.....
 a. It c. They
 b. People d. We
73. What is the meaning of “Town” in Indonesia....
 a. Kota c. Daerah
 b. Pulau d. Desa
74. What is the V1 of the word “ordered”.....
 a. Order c. Ordenen
 b. Ordering d. Orders
75. What is the communicative purpose of the text above....
 a. To tell about West Sumatra
 b. To entertain the readers by tell the story about Malin kundang
 c. To tell the readers about the merchant
 d. To motivate the readers

Text 3 to answer the question number 76-110

The Magic Box

Once upon a time, there was a poor farmer who dug up a big box in his field. He took it home with him and showed it to his wife. His wife cleaned it and kept it in their house.

One day, she dropped an apple into it. Immediately the box began to fill up with apples. No matter how many were taken out, others took their place. So the farmer dropped a coin into the box. At once, the apples disappeared and the box began to fill itself with coins. Everyday the farmer and his wife collected hundreds and hundreds of dollars from the box. Soon they became very rich.

Now the farmer's grandfather lived with the couple. He was not very strong and he could not go out to work. So the farmer asked the old man to help him take the money out of the box. When his grandfather became tired and wanted to rest, the farmer shouted at him, "why are you so lazy? Why can't you work harder?" the old man did not say anything but continued working until he fell into the box and suddenly died. At once the money disappeared and the box began to fill up with dead grandfathers.

The farmer had to pull them out and bury them. To do this he had to spend all the money he had collected. When he had used up all the money, the box broke and the farmer was just as poor as he was before.

76. How was the farmer according to the writer.....
- a. Greedy
 - b. Humorous
 - c. Generous
 - d. Kind
77. The complication was started in the part of the story when....
- a. The farmer dug up a big box in his field, took it home and showed it to his wife.
 - b. His wife dropped an apple into it and immediately the box filled up with apples.
 - c. The farmer and his wife sold the apples and were able to live comfortably.
 - d. The farmer dropped the coins into the box
78. Which statement is NOT TRUE according to the story....
- a. Farmer's wife cleaned and kept the box in their house.
 - b. The farmer had to pull the dead grandfather out and bury them
 - c. The poor farmer dug up a big box in his field
 - d. The farmer was mean to his grandfather
79. What is the type of the text above
- a. Descriptive
 - c. Report

- b. Analytical exposition d. Narrative
80. The communicative purpose of the text is...
- e. To amuse and entertain the readers
 f. To tell the readers what really happened in the past
 g. To inform the readers how and why something works
 h. To present information about a current issue
81. How many people in that text?
- a. 1 c. 3
 b. 2 d. 4
82. Word "Field" in that text means?
- a. Rumah c. Taman
 b. Teras d. Ladang
83. What did the farmer do after dug the box....
- a. He throw it away c. He took and showed it to his wife
 b. He left the box d. He sold the box
84. What happened when the farmer dropped the apple into the box....
- a. The apple was disappear c. Nothing happened
 b. The apple became much more d. The box became bigger
85. How the farmer became very rich quickly....
- a. The farmer took hundreds of dollars from the box everyday
 b. The farmer put the apples in the box everyday
 c. The farmer sold the apple from the box
 d. The farmer sold the box
86. Who lived with them in their house....
- a. Their children c. Farmer's grandchild
 b. Farmer's grandfather d. No one
87. "No matter how many were taken out" (paragraph 2 at the second line)
 What is the V1 of the underline word.....
- a. Took c. Taken
 b. Teach d. Take
88. What is the meaning of "farmer" in Indonesia....
- a. Pedagang c. Guru
 b. Petani d. Sopir
89. What is the V1 of the word "Asked".....
- a. Asked c. Asker
 b. Asking d. Ask
90. Which statement is TRUE according to the story....
- a. The box was full of valuable things when it found
 b. The farmer had to pull out his father's bodies and bury them
 c. The poor farmer was finally killed by his father
 d. The farmer's wife was happy after the father passed away
91. What can we learn from the story.....
- a. Being honest is not always wise
 b. It is good to be honest in life
 c. We must respect our parents

- d. Being a miser is sometimes important
92. What did the grandfather do when the farmer shouted at him....
- He was crying
 - He did not say anything and continued working
 - Shouted at the farmer
 - Leave the farmer's home
93. "He was not very strong...." What is the antonym of the under line word....
- Smart
 - Clumsy
 - Lazy
 - Weak
94. The word "Poor" in first paragraph means....
- Ceroboh
 - Miskin
 - Kuat
 - Kaya
95. What did the grandfather felt when he helped the farmer take the money out of the box...
- Tired
 - Sad
 - Happy
 - Angry
96. What is the past tense of go....
- Gone
 - Went
 - Going
 - Go
97. "Others took their place" (paragraph 2 at the second line)
The underline word refers to....
- Farmer
 - Coins
 - Apples
 - Farmer's wife
98. What happened when grandfather fell into the box....
- The box disappeared
 - All money disappeared and change with the dead grandfather
 - Grandfather's body disappeared and change with apples
 - The box and grandfather's body disappeared
99. At the end of the story what happen to the farmer and his wife....
- They live happily ever after
 - They became poor as before
 - They became very rich
 - They have a new house
100. What is the past tense of work....
- Work
 - Worked
 - Working
 - Worken
101. What type of text is the text above.....
- Report text
 - Spoof text
 - Descriptive text
 - Narrative text
102. Which paragraph contained with resolution.....
- Paragraph 1
 - Paragraph 3
 - Paragraph 2
 - Paragraph 4
103. "The farmer had to pull them out and bury them" the underline word can be changed with....
- She
 - Him
 - He
 - Her
104. Which paragraph contained with orientation....
- Paragraph 1
 - Paragraph 3

- b. Paragraph 2
d. Paragraph 4
105. How many verbs you can found in paragraph 1....
a. 3
b. 4
c. 5
d. 6
106. What is the meaning of “tired” in Indonesia
a. Lelah
b. Kuat
c. Pusing
d. Sakit
107. “His wife cleaned it...” the underline word refers to....
a. The farmer
b. Farmer’s wife
c. Grandfather
d. The box
108. What is the word “box” mean in Indonesia....
a. Kotak
b. Lingkaran
c. Lemari
d. Ember
109. What is the adverb of time in the first paragraph.....
a. There was
b. Once upon a time
c. Took at home
d. Their house
110. “Why are you so lazy?” What is the antonym of the underline word....
a. Smart
b. Clumsy
c. neat
d. Diligent

APPENDIX 4

Answer Keys

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

61.A	71.D	81.C	91.C	101.D
62.B	72.C	82.D	92.B	102.D
63.C	73.A	83.C	93.D	103.C
64.D	74.A	84.B	94.C	104.A
65.B	75.B	85.A	95.A	105.C
66.D	76.A	86.B	96.C	106.A
67.C	77.B	87.D	97.B	107.D
68.B	78.D	88.B	98.B	108.A
68.D	79.D	89.D	99.C	109.B
70.D	80.A	90.B	100.C	110.D

APPENDIX 5
Instrumen Test (After Testing Validity)

Reading Text

Name:

Class:

Petunjuk:

- Jawablah soal pilihan ganda berikut ini sesuai dengan kemampuan anda.
- Text ini hanya untuk mengetahui data dari siswa-siswi tentang kemampuan siswa dalam menguasai dan memahami pelajaran membaca.

Text 1 to answer the question number 1-36

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another 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!”

1. What kind of the text above?
 - a. Narrative
 - b. Recount
 - c. Descriptive
 - d. Procedure
2. What is the story about?
 - a. A parrot and a cat
 - b. A parrot and a chicken
 - c. A parrot and the owner
 - d. A parrot, the owner, and chickens
3. What is the word “dinner” mean in Indonesia
 - a. Makan malam
 - b. Sarapan
 - c. Makan siang
 - d. Memasak
4. “But then he got angry” synonym of *angry* is.....
 - a. Calm
 - b. Friendly
 - c. Mad
 - d. Jealous
5. Where does the story take place?
 - a. London
 - b. Puerto Rico
 - c. Jakarta
 - d. Buenos Aires
6. What is the word that the parrot can not say?
 - a. Catano
 - b. Tacano
 - c. Canato
 - d. Nacato

7. "Then the man got so angry that the shouted...." What is the antonym of the word "shouted"....
- a. Silent
b. Noisy
c. Greedy
d. Patient
8. How often did the owner teach the bird how to say the word?
- a. Always
b. Everyday
c. Many times
d. Never
9. Which statement is TRUE according to the text?
- a. The parrot could say Catano
b. At last the parrot could say Catano
c. Catano was the name of the parrot
d. The man never got angry at the parrot
10. What does the man do to the bird because the bird cannot say the name of a place?
- a. The man ate the bird
b. He sold the bird
c. The man killed the bird
d. The man taught the bird
11. At the end of the story it most likely that....
- a. The bird killed the three chickens
b. The three chickens killed the bird
c. The bird played with the chickens
d. The bird killed one of the three chickens
12. Where is the Orientation of the story start from....
- a. First paragraph
b. Second paragraph
c. Third Paragraph
d. All Paragraph
13. What does the word "them" in the third paragraph at the third line refer to....
- a. Birds
b. The Parrot
c. Chickens
d. Duck
14. Why the parrot cannot say Catano?
- a. Because the bird cannot say the name of a place.
b. The man tried to teach the parrot to say Catano.
c. The man killed the bird
d. The man ate the bird
15. "It was very, very smart". The underlined word refers to....
- a. The man
b. The bird
c. The chicken
d. Puerto Rico
16. "The parrot was very, very smart" The underlined word has similar meaning with....
- a. Stupid
b. Clever
c. Stubborn
d. Beautiful
17. Which statement is NOT TRUE according to the text?

- a. The man got angry at the parrot
b. The parrot couldn't say Catano
- c. The man will kill the parrot
d. The parrot could say Catano
18. From the next we can 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
19. How many chickens are in the chicken house?
- a. 1
b. 2
- c. 3
d. 4
20. Which statement is TRUE according to the first paragraph....
- a. A man in Puerto Rico had a wonderful chicken.
b. There was no another parrot like it.
c. It was a rare parrot.
d. This parrot would say any word except one.
21. Where is the complication of the story start from?
- a. When the man tried to teach the parrot to say Catano.
b. After the man trying for many hours to make the bird say Catano.
c. When the man put the parrot in the chicken house and left.
d. When the bird want to kill the man.
22. Which statement is TRUE according to the last paragraph?
- a. In the chicken house there are four old chickens.
b. They were for Sunday's dinner.
c. The man put the parrot in the chicken house and left.
d. The next day the man came back to the chicken house
23. "This parrot would say any word" the word "say" has a similar meaning with....
- a. Tell
b. See
- c. Sit
d. Buy
24. Which statement is NOT TRUE according to the third paragraph....
- a. The man got angry to the parrot
b. The man put the parrot in the chicken house
c. The man teach his parrot many hours
d. The man loves his parrot
25. "He picked up the bird and threw him..." What is the verb 1 of the under line word.....
- a. Thrown
b. Throw
- c. true
d. through

26. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"
Antonym of *screaming* from the sentence above is...
- Crying
 - Shouting
 - Enjoying
 - Silently
27. The organization of the text above is....
- Orientation, events, Reorientation
 - Identification, description
 - Orientation, complication, Resolution
 - Statement, Arguments, recommendation
28. The word "parrot" in the text means...
- Wortel
 - Marmut
 - kelinci
 - Burung beo
29. "He would not say the name of..." the underline word refers to....
- The man
 - The Parrot
 - The chickens
 - The town
30. What is the purpose of the writer by writing the story above?
- To amuse and entertain the readers
 - To tell the readers what really happened in the past
 - To inform the readers how and why something works
 - To present information about a current issue
31. What is the word "Sunday" in the text means....
- Senin
 - Rabu
 - Sabtu
 - Minggu
32. What is the past tense of the word "say"....
- Said
 - Sayed
 - Saying
 - Sad
33. What is the V1 of the word "opened"....
- Opening
 - Open
 - Opened
 - Opener
34. To tell the plot, the writers use?
- Time sequences
 - Contrastive evidences
 - Past tense**
 - Concessive conjunctions

Text 2 to answer the question number 35-69

The Legend of Malin Kundang

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was healthy, diligent, and

strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

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

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

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was his mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quite sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

35. What is the story about....
- | | |
|-----------------------|-----------------------|
| c. A rich merchant | c. Disobedient child |
| d. An angry old woman | d. A lonely old woman |
36. Why did Malin Kundang and his mother have to live hard....
- | | |
|------------------------------------|--|
| a. Because they lived in a village | c. Because Malin wanted to leave his village |
| b. Because they were poor | d. Because his father had passed away |
37. Where did the story take place....
- | | |
|--------------------|---------------------|
| a. In west beach | c. In north Sumatra |
| b. In west Sumatra | d. In west Java |
38. Who is Malin Kundang....

- c. A son who love his mother c. A son who betray his mother
d. A son who care with his mother d. A son who always with his mother
39. Which paragraph contained with resolutuon
- c. Paragraph 1 c. Paragraph 4
d. Paragraph 3 d. All paragraph
40. How did the merchant allow Malin Kundang to join him in the sail....
- a. Malin Kundang Helped the merchant defeat the pirates
b. Because Malin is a strong boy
c. Because the merchant does not have a son
d. Malin is a smart boy
41. What happened after Malin Kundang joined the sail....
- a. Malin miss his mother c. Malin became wealthy
b. Malin came and visited his mother d. Malin became more handsome
42. How did the local people react when they saw Malin Kundang landing on the coast....
- a. They were happy c. The local chase Malin away
b. They recognized that it was Malin Kundang d. They welcome Malin
43. What is the adverb of time in second paragraph is....
- c. A long time ago c. Many years later
d. When he was a baby d. One day
44. What did Malin Kundang’s mother do when she heard that Malin Kundang landed on the coast.....
- a. She ran to the beach c. His mother denied it was Malin
b. She was happy d. His mother didn’t know it was Malin
45. What made Malin Kundang’s mother sad and angry...
- a. Malin married to a beautiful woman c. Malin didn’t talk to her
b. Malin didn’t give her money d. Malin denied that she was his mother
46. The complication of the story is found in...
- c. First paragraph c. Third paragraph
d. Second paragraph d. Fourth paragraph
47. The word “Village” in that text means....
- a. Desa c. Daerah
b. Kota d. Laut
48. “An old woman, who was Malin Kundang’s mother” what is the antonym of underline word....
- a. Beautiful c. Young
b. Kind d. Arrogant
49. “The merchant allowed Malin Kundang....” What is Verb 1 from the underline word....

- a. Allow
b. Allowed
- c. Allowen
d. Allowing
50. What is the moral value of the story....
- a. Never be a cruel son or daughter
b. Leave our old mom
- c. Give our mom money
d. Do not forget to visit our mom
51. Which of the following statement is TRUE....
- a. The merchant gave Malin a ship to thank him
b. Malin love his mother
c. Malin denied that the old woman was his mother
d. Malin's father was a merchant
52. "To thank him, the merchant allowed Malin Kundang to sail...." (paragraph 2)
The word "him" refers to....
- c. The merchant
d. Malin Kundang's mother
- c. The pirates
d. Malin Kundang
53. The organization of the text above is....
- a. Goal, material, steps
b. Identification, description
- c. Orientation, complication, Resolution
d. News worthy event, background, source
54. Who is the main actor of the story....
- c. Malin Kundang
d. Malin's mother
- c. The merchant
d. Malin's wife
55. The word "healthy" in first paragraph at the forth line means....
- a. Kaya
b. Malas
- c. Sehat
d. Pintar
56. Which paragraph contained with orientation...
- a. Paragraph 1
b. Paragraph 2
- c. Paragraph 3
d. Paragraph 4
57. What is the past tense of live.....
- a. Live
b. Lived
- c. Love
d. Liven
58. According to the text, who was Malin Kundang came with...
- a. His mother
b. His friends
- c. His Father
d. His wife and crews
59. "The news ran fast in the town...." (paragraph 3 at the fifth line)
What is the meaning the underline word in Indonesia.....
- c. Berlari cepat
c. Mengalir cepat

- d. Menyebar cepat
60. Why did Malin yelling at his Mother...
a. Because he love his mother
b. Because Malin Miss her
61. Why did Malin agree to sail with the merchant...
a. Because he has a beautiful daughter
b. Because he is rich
62. "He usually went to sea to catch fish" the word "He" can be replaced with...
a. The Merchant
b. Malin
63. Which paragraph contained with resolution.....
e. Paragraph 1
f. Paragraph 2
64. "He had a huge ship" the underline word has the same meaning with...
a. Small
b. Expensive
65. What is the past tense of "bring"....
a. Bring
b. Brown
66. "Malin Kundang and his mother had to live hard...." The underline words can be changed with.....
a. It
b. People
67. What is the meaning of "Town" in Indonesia....
a. Kota
b. Pulau
68. What is the V1 of the word "ordered".....
a. Order
b. Ordering
69. What is the communicative purpose of the text above....
a. To tell about West Sumatra
b. To entertain the readers by tell the story about Malin kundang
c. To tell the readers about the merchant
d. To motivate the readers

Text 3 to answer the question number 70-100

The Magic Box

Once upon a time, there was a poor farmer who dug up a big box in his field. He took it home with him and showed it to his wife. His wife cleaned it and kept it in their house.

One day, she dropped an apple into it. Immediately the box began to fill up with apples. No matter how many were taken out, others took their place. So the farmer dropped a coin into the box. At once, apples disappeared and the box began to fill itself with coins. Everyday the farmer and his wife collected hundreds and hundreds of dollars from the box. Soon they became very rich.

Now the farmer's grandfather lived with the couple. He was not very strong and he could not go out to work. So the farmer asked the old man to help him take the money out of the box. When his grandfather became tired and wanted to rest, the farmer shouted at him, "why are you so lazy? Why can't you work harder?" the old man did not say anything but continued working until he fell into the box and suddenly died. At once the money disappeared and the box began to fill up with dead grandfathers.

The farmer had to pull them out and bury them. To do this he had to spend all the money he had collected. When he had used up all the money, the box broke and the farmer was just as poor as he was before.

70. How was the farmer according to the writer.....
- | | |
|-------------|-------------|
| c. Greedy | c. Generous |
| d. Humorous | d. Kind |
71. The complication was start in the part of the story when....
- e. The farmer dug up a big box in his field, took it home and showed it to his wife.
 - f. His wife dropped an apple into it and immediately the box filled up with apples.
 - g. The farmer and his wife sold the apples and were able to live comfortable.
 - h. The farmer dropped the coins into the box
72. Which statement is NOT TRUE according to the story....
- d. Farmer's wife cleaned and kept the box in their house.
 - e. The farmer had to pull dead grandfather out and bury them
 - f. The poor farmer dug up a big box in his field
 - d. The farmer was not meant to his grandfather
73. What is the type of the text above
- | | |
|--------------------------|--------------|
| c. Descriptive | c. Report |
| d. Analytical exposition | d. Narrative |
74. The communicative purpose of the text is...
- a. To amuse and entertain the readers
 - b. To tell the readers what really happened in the past
 - c. To inform the readers how and why something works
 - d. To present information about a current issue
75. How many people in that text?

- c. 1
d. 2
- c. 3
d. 4
76. What did the farmer do after dug the box....
c. He throw it away
d. He left the box
- c. He took and showed it to his wife
d. He sold the box
77. What happened when the farmer dropped the apple into the box....
c. The apple was disappear
d. The apple became much more
- c. Nothing happened
d. The box became bigger
78. How the farmer became very rich quickly....
e. The farmer took hundreds of dollars from the box everyday
f. The farmer put the apples in the box everyday
g. The farmer sold the apple from the box
h. The farmer sold the box
79. Who lived with them in their house....
c. Their children
d. Farmer's grandfather
- c. Farmer's grandchild
d. No one
80. "No matter how many were taken out" (paragraph 2 at the second line)
What is the V1 of the underline word.....
c. Took
d. Teach
- c. Taken
d. Take
81. What is the meaning of "farmer" in Indonesia....
a. Pedagang
b. Petani
- c. Guru
d. Sopir
82. What is the V1 of the word "Asked".....
c. Asked
d. Asking
- c. Asker
d. Ask
83. Which statement is TRUE according to the story....
e. The box was full of valuable things when it found
f. The farmer had to pull out his father's bodies and bury them
g. The poor farmer was finally killed by his father
h. The farmer's wife was happy after the father passed away
84. What can we learn from the story.....
e. Being honest is not always wise
f. It is good to be honest in life
g. We must respect our parents
h. Being a miser is sometimes important
85. What did the grandfather do when the farmer shouted at him....
e. He was crying
f. He did not say anything and continued working
g. Shouted at the farmer
h. Leave the farmer's home
86. The word "Poor" in first paragraph means....
c. Ceroboh
d. Kuat
- c. Miskin
d. Kaya
87. What did the grandfather felt when he helped the farmer take the money out of the box...
c. Tired
d. Happy
- c. Sad
d. Angry
88. What is the past tense of go.....

- c. Gone
d. Going
- c. Went
d. Go
89. “Others took their place” (paragraph 2 at the second line)
The underline word refers to....
- c. Farmer
d. Apples
- c. Coins
d. Farmer’s wife
90. What happened when grandfather fell into the box....
- e. The box disappeared
f. All money disappeared and change with the dead grandfather
g. Grandfather’s body disappeared and change with apples
h. The box and grandfather’s body disappeared
91. At the end of the story what happen to the farmer and his wife....
- c. They live happily ever after
d. They became very rich
- c. They became poor as before
d. They have a new house
92. What is the past tense of work....
- c. Work
d. Working
- c. Worked
d. Worken
93. What type of text is the text above.....
- c. Report text
d. Descriptive text
- c. Spoof text
d. Narrative text
94. Which paragraph contained with resolution.....
- g. Paragraph 1
h. Paragraph 2
- c. Paragraph 3
d. Paragraph 4
95. “The farmer had to pull them out and bury them” the underline word can be changed with....
- c. She
d. He
- c. Him
d. Her
96. Which paragraph contained with orientation....
- c. Paragraph 1
d. Paragraph 2
- c. Paragraph 3
d. Paragraph 4
97. How many verbs you can found in paragraph 1....
- c. 3
d. 4
- c. 5
d. 6
98. What is the word “box” mean in Indonesia....
- a. Kotak
b. Lingkaran
- c. Lemari
d. Ember
99. What is the adverb of time in the first paragraph.....
- a. There was
b. Once upon a time
- c. Took at home
d. Their house
100. “Why are you so lazy?” What is the antonym of the underline word....
- a. Smart
b. Clumsy
- c. neat
d. Diligent

APPENDIX 6

Answer Keys

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

61.C	71.B	81.B	91.C
62.B	72.D	82.D	92.C
63.D	73.D	83.B	93.D
64.D	74.A	84.C	94.D
65.D	75.C	85.B	95.C
66.C	76.C	86.C	96.A
67.A	77.B	87.A	97.C
68.A	78.A	88.C	98.A
69.B	79.B	89.B	99.B
70.A	80.D	90.B	100.D

29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	
1	1	0	1	1	1	0	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	0	0	1	0	1	0	
1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
0	0	0	0	0	1	0	0	1	0	1	1	0	0	1	1	0	0	1	1	0	0	1	1	0	1	1	1	
0	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	
1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	0	1	
1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	0	1	1	0	1	1	1	0	0	0	0	0	1	0
1	1	0	1	1	0	0	1	0	1	1	1	0	1	0	1	0	1	1	0	1	0	1	1	0	1	0	1	
0	0	1	1	0	0	1	0	0	0	1	1	1	0	0	1	1	0	1	0	0	1	1	1	1	1	1	1	
1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
0	0	0	0	0	1	0	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	
1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
1	1	1	1	1	0	1	1	0	1	0	0	1	1	0	0	1	0	0	0	1	1	0	0	1	0	0	0	
0	0	1	1	0	0	1	0	0	1	0	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	
1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
1	1	0	0	1	0	1	1	0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	
1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
0	1	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	
1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
1	1	1	0	1	0	0	1	0	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	0	1	0	1	
0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	
0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388		
0.589	0.483	0.459	-0.265	0.485	0.625	0.554	0.589	0.511	0.529	0.607	0.482	0.509	0.566	0.625	0.611	0.509	0.478	0.586	0.540	0.555	0.509	0.611	0.611	0.188	0.597	0.625	0.597	
valid	valid	valid	invalid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	invalid	valid	valid	valid

57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84
1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
1	1	0	0	1	1	1	1	1	0	1	0	1	1	0	1	0	1	0	1	1	0	1	1	0	0	0	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1
0	1	0	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0
1	1	1	1	1	0	0	1	0	1	0	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1
1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	0	1	1	0	0	1	0	1	0	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1
1	1	0	0	1	0	0	1	0	0	0	0	1	0	0	1	0	0	0	1	1	0	1	0	0	1	0	1
0	1	0	1	0	1	0	0	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	1	0
1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1
1	0	1	1	1	0	0	1	0	1	0	1	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1
0	0	1	1	0	0	0	0	0	1	0	0	0	0	1	1	1	0	1	0	1	1	0	0	1	0	1	0
1	1	0	0	1	0	1	1	0	0	0	0	1	0	0	0	0	0	0	1	1	0	1	0	0	0	0	1
1	1	1	0	1	1	0	1	1	0	1	0	1	1	0	1	0	0	1	1	1	0	1	1	0	0	0	1
1	1	0	0	1	1	0	1	1	0	1	0	1	1	0	1	0	1	1	1	0	0	1	1	0	1	0	1
1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
0	0	1	1	0	1	1	0	1	1	1	1	0	1	0	0	1	1	0	0	0	1	0	0	1	0	1	0
0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0
1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1
1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	0	1	1	0	0	1	0	1	0	1	1	0	1	1	1	0	1	1	1	1	1	0	1	0	1	1
1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
0	0	1	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1
1	1	1	1	1	0	1	1	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	1
0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1
1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1
0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388
0.504	0.611	-0.345	0.489	0.504	0.625	0.045	0.504	0.625	0.562	0.625	0.489	0.504	0.625	0.538	0.544	0.591	0.625	0.727	0.504	0.516	0.489	0.504	0.625	0.489	0.284	0.562	0.504
valid	valid	invalid	valid	valid	valid	invalid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	invalid	valid	valid

85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	Total
1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	1	0	1	1	0	1	0	0	1	1	79
0	1	0	1	0	1	1	0	0	0	1	1	0	1	1	1	1	0	1	1	0	0	0	0	1	1	80
1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	0	75
1	1	1	0	1	1	0	1	0	1	0	1	1	0	1	0	1	1	0	1	1	1	0	1	1	1	82
1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	0	1	0	1	1	0	1	76
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	86
1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	1	0	1	1	0	1	1	0	1	0	0	67
0	0	0	1	0	0	1	0	1	0	1	0	0	1	0	1	1	1	1	0	1	0	0	1	0	1	54
1	1	1	0	1	1	0	1	0	1	0	1	1	0	1	0	1	1	0	1	1	0	0	1	1	1	85
1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	84
1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	1	0	1	0	0	1	0	0	52
1	0	1	0	1	0	0	1	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	47
0	0	0	1	0	0	1	0	0	0	1	0	0	1	0	1	1	0	1	0	0	1	0	0	0	1	52
0	1	0	1	0	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	86
0	1	0	1	0	1	1	0	1	0	1	1	0	1	1	1	0	0	1	1	0	1	1	0	1	0	74
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	88
1	1	1	0	1	1	0	0	0	1	0	1	1	0	1	0	0	1	0	1	1	0	0	1	1	0	52
1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	1	0	0	1	0	0	1	0	1	30
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	0	100
1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	101
1	0	1	1	1	0	1	0	0	1	1	0	1	1	0	1	1	1	1	0	1	0	0	1	0	1	71
1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	112
0	1	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	1	1	0	1	0	29
1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	103
0	0	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	0	1	0	1	75
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7
0	0	0	1	0	0	1	0	0	0	1	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	18
1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	98
0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	0.388	
0.459	0.625	0.591	0.504	0.591	0.625	0.456	0.529	0.304	0.489	0.456	0.625	0.489	0.456	0.625	0.456	0.410	0.462	0.504	0.625	0.462	0.126	0.142	0.462	0.625	0.410	
valid	valid	valid	valid	valid	valid	valid	valid	invalid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	invalid	invalid	valid	valid	valid	

APPENDIX 8

Result of Normality Test In Pre-test

a. Result of the Normality Test of X-D In Pre-test

NO	Score	Z	Fz	Sz	Fz – Sz
1	29	-2.07	0.02	0.03	0.01
2	31	-1.83	0.03	0.07	0.03
3	34	-1.47	0.07	0.1	0.03
4	35	-1.35	0.09	0.13	0.04
5	36	-1.23	0.11	0.17	0.06
6	38	-0.99	0.16	0.2	0.04
7	40	-0.75	0.23	0.23	0.01
8	41	-0.63	0.26	0.27	0.00
9	42	-0.51	0.31	0.3	0.01
10	43	-0.39	0.35	0.4	0.05
11	43	-0.39	0.35	0.4	0.05
12	43	-0.39	0.35	0.4	0.05
13	45	-0.15	0.44	0.43	0.01
14	46	-0.03	0.49	0.47	0.02
15	47	0.09	0.54	0.53	0.00
16	47	0.09	0.54	0.53	0.00
17	48	0.21	0.58	0.57	0.02
18	49	0.33	0.63	0.6	0.03
19	50	0.45	0.67	0.67	0.01
20	50	0.45	0.67	0.67	0.01
21	51	0.57	0.72	0.8	0.08
22	51	0.57	0.72	0.8	0.08
23	51	0.57	0.72	0.8	0.08
24	51	0.57	0.72	0.8	0.08
25	53	0.81	0.79	0.83	0.04
26	56	1.17	0.88	0.87	0.01
27	57	1.29	0.90	0.9	0.00
28	58	1.41	0.92	0.97	0.05
29	58	1.41	0.92	0.97	0.05
30	64	2.14	0.98	1	0.02

	Highest score	64			
	Lowest score	29			
	Total	1387			
	Mean	46.23			
	Median	47			
	Modus	51			
	Varian	71.56			
	Standard deviation	8.32			
	L_{count}	0.08			
	L_{Table}	0.161			

Based on the table above, the researcher found that $L_{count} = 0.08$ while $L_{table} = 0.161$ cause $L_{count} < L_{table}$ ($0.08 < 0.161$) with degree of freedom (dk) = $6-3 = 3$ and significant level $\alpha = 0.05$. So, distribution of X-D classroom (pre-test) is normal.

b. Result of the normality test of X-C in pre-test

NO	Score	Z	Fz	Sz	Fz - Sz
1	25	-2.19	0.01	0.04	0.02
2	28	-1.76	0.04	0.08	0.04
3	30	-1.47	0.07	0.12	0.04
4	33	-1.04	0.15	0.15	0.00
5	34	-0.89	0.19	0.23	0.04
6	34	-0.89	0.19	0.23	0.04
7	35	-0.75	0.23	0.35	0.12
8	35	-0.75	0.23	0.35	0.12
9	35	-0.75	0.23	0.35	0.12
10	38	-0.32	0.38	0.38	0.01
11	40	-0.03	0.49	0.46	0.03
12	40	-0.03	0.49	0.46	0.03
13	41	0.12	0.55	0.50	0.05
14	43	0.40	0.66	0.58	0.08
15	43	0.40	0.66	0.58	0.08
16	44	0.55	0.71	0.73	0.02
17	44	0.55	0.71	0.73	0.02
18	44	0.55	0.71	0.73	0.02

19	44	0.55	0.71	0.73	0.02
20	45	0.69	0.76	0.81	0.05
21	45	0.69	0.76	0.81	0.05
22	46	0.84	0.80	0.85	0.05
23	47	0.98	0.84	0.92	0.09
24	47	0.98	0.84	0.92	0.09
25	51	1.56	0.94	0.96	0.02
26	54	1.99	0.98	1.00	0.02
	Highest score	54			
	Lowest score	25			
	Total	1045			
	Mean	40.19			
	Median	42			
	Modus	44			
	Varian	50.08			
	Standard deviation	6.94			
	L _{count}	0.12			
	L _{table}	0.173			

Based on the table above, the researcher found that $X^L_{\text{count}} = 0.12$ while $L_{\text{table}} = 0.173$ cause $L_{\text{count}} < L_{\text{table}}$ ($0.12 < 0.173$) with degree of freedom (dk) = $6-3 = 3$ and significant level $\alpha = 0.05$. So, distribution of X-C classroom (pre-test) is normal.

APPENDIX 9

Homogeneity Test (Pre-test)

NO	Control	Experiment
1	25	29
2	28	31
3	30	34
4	33	35
5	34	36
6	34	38
7	35	40
8	35	41
9	35	42
10	38	43
11	40	43
12	40	43
13	41	45
14	43	46
15	43	47
16	44	47
17	44	48
18	44	49
19	44	50
20	45	50
21	45	51
22	46	51
23	47	51
24	47	51
25	51	53
26	54	56
27		57
28		58
29		58

30		64
	Varian 1	50.08
	Varian 2	71.56
	F_{count}	1.43
	F_{table}	1.89

After doing the calculation, researcher found that $F_{\text{count}} = 1.43$. It had been compared to F_{table} with $\alpha = 5\%$ and dk numerator ($26-1=25$) and dk dominator ($30-1=29$). From the distribution researcher found that $F_{\text{table}} = 1.89$ because $F_{\text{count}} < F_{\text{table}}$ ($1.43 < 1.89$). So, there is no difference the variant between X-C classroom and X-D classroom. It means that the variant is homogeneous.

APPENDIX 10

Result of Normality Test In Post-test

a. Result of the Normality Test of X-D In Post-test

NO	Score	Z	Fz	Sz	Fz - Sz
1	35	-2.33	0.01	0.03	0.02
2	44	-1.61	0.05	0.07	0.01
3	46	-1.45	0.07	0.10	0.03
4	48	-1.29	0.10	0.13	0.03
5	50	-1.13	0.13	0.17	0.04
6	51	-1.05	0.15	0.20	0.05
7	53	-0.89	0.19	0.23	0.05
8	54	-0.81	0.21	0.27	0.06
9	57	-0.57	0.29	0.30	0.01
10	58	-0.48	0.31	0.33	0.02
11	60	-0.32	0.37	0.37	0.01
12	61	-0.24	0.40	0.40	0.00
13	62	-0.16	0.44	0.43	0.00
14	64	0.00	0.50	0.47	0.03
15	65	0.08	0.53	0.50	0.03
16	66	0.16	0.56	0.53	0.03
17	68	0.32	0.63	0.57	0.06
18	69	0.40	0.66	0.63	0.02
19	69	0.40	0.66	0.63	0.02
20	70	0.48	0.68	0.73	0.05
21	70	0.48	0.68	0.73	0.05
22	70	0.48	0.68	0.73	0.05
23	72	0.64	0.74	0.77	0.03
24	75	0.88	0.81	0.80	0.01
25	76	0.96	0.83	0.83	0.00
26	78	1.12	0.87	0.87	0.00
27	79	1.20	0.89	0.93	0.05
28	79	1.20	0.89	0.93	0.05
29	85	1.68	0.95	0.97	0.01
30	87	1.85	0.97	1.00	0.03

	Highest score	87			
	Lowest score	35			
	Total	1921			
	Mean	64.03			
	Median	65.5			
	Modus	70			
	Varian	160.17			
	Standard deviation	12.44			
	X^2_{count}	0.06			
	X^2_{Table}	0.161			

Based on the table above, the researcher found that $X^2_{\text{count}} = 0.06$ while $X^2_{\text{table}} = 0.161$ cause $X^2_{\text{count}} < X^2_{\text{table}}$ ($0.06 < 0.161$) with degree of freedom (dk) = $6-3 = 3$ and significant level $\alpha = 0.05$. So, distribution of X-D classroom (post-test) is normal.

b. Result of the Normality Test of X-C In Post-test

NO	Score	Z	Fz	Sz	Fz - Sz
1	31	-1.98	0.02	0.04	0.01
2	33	-1.80	0.04	0.08	0.04
3	36	-1.51	0.06	0.12	0.05
4	38	-1.33	0.09	0.15	0.06
5	42	-0.95	0.17	0.19	0.02
6	44	-0.76	0.22	0.23	0.01
7	45	-0.67	0.25	0.27	0.02
8	47	-0.48	0.31	0.31	0.01
9	48	-0.39	0.35	0.35	0.00
10	49	-0.30	0.38	0.42	0.04
11	49	-0.30	0.38	0.42	0.04
12	51	-0.11	0.46	0.50	0.04
13	51	-0.11	0.46	0.50	0.04
14	52	-0.01	0.49	0.54	0.04
15	53	0.08	0.53	0.58	0.05
16	56	0.36	0.64	0.62	0.03

17	58	0.55	0.71	0.69	0.02
18	58	0.55	0.71	0.69	0.02
19	59	0.64	0.74	0.77	0.03
20	59	0.64	0.74	0.77	0.03
21	63	1.02	0.85	0.81	0.04
22	64	1.11	0.87	0.85	0.02
23	65	1.20	0.89	0.88	0.00
24	66	1.30	0.90	0.92	0.02
25	69	1.58	0.94	0.96	0.02
26	70	1.67	0.95	1.00	0.05
	Highest score	31			
	Lowest score	70			
	Total	1356			
	Mean	52.15			
	Median	51.5			
	Modus	49			
	Varian	118.30			
	Standard deviation	10.67			
	X^2_{count}	0.06			
	X^2_{Table}	0.173			

Based on the table above, the researcher found that $X^2_{\text{count}} = 0.06$ while $X^2_{\text{table}} = 0.173$ cause $X^2_{\text{count}} < X^2_{\text{table}}$ ($0.06 < 0.173$) with degree of freedom (dk) = $6-3 = 3$ and significant level $\alpha = 0.05$. So, distribution of X-C classroom (post-test) is normal.

APPENDIX 11**Homogeneity Test (Post-test)**

NO	Control	Experiment
1	31	35
2	33	44
3	36	46
4	38	48
5	42	50
6	44	51
7	45	53
8	47	54
9	48	57
10	49	58
11	49	60
12	51	61
13	51	62
14	52	64
15	53	65
16	56	66
17	58	68
18	58	69
19	59	69
20	59	70
21	63	70
22	64	70
23	65	72
24	66	75
25	69	76
26	70	78
27		79
28		79
29		85
30		87

	Varian 1	118.30
	Varian 2	160.17
	F_{count}	1.35
	F_{table}	1.89

After doing the calculation, researcher found that $F_{\text{count}} = 1.35$. It had been compared to F_{table} with $\alpha = 5\%$ and dk numerator ($26-1=25$) and dk dominator ($30-1=29$). From the distribution researcher found that $F_{\text{table}} = 1.89$ because $F_{\text{count}} < F_{\text{table}}$ ($1.35 < 1.89$). So, there is no difference the variant between X-C classroom and X-D classroom. It means that the variant is homogeneous.

APPENDIX 12**T-test of the Both Averages In Pre-test**

NO	Control	Experiment
1	25	29
2	28	31
3	30	34
4	33	35
5	34	36
6	34	38
7	35	40
8	35	41
9	35	42
10	38	43
11	40	43
12	40	43
13	41	45
14	43	46
15	43	47
16	44	47
17	44	48
18	44	49
19	44	50
20	45	50
21	45	51
22	46	51
23	47	51
24	47	51
25	51	53
26	54	56
27		57
28		58
29		58
30		64

	Control	Experiment
Mean	40.19230769	46.23333333
Variance	50.08153846	71.56436782
Observations	26	30
Pooled Variance	61.61861349	
Hypothesized Mean Difference	0	
Df	54	
t Stat	-1.872155876	
P(T<=t) one-tail	0.002907285	
t Critical one-tail	1.673564906	
P(T<=t) two-tail	0.00581457	
t Critical two-tail	2.004879288	

$$t \text{ stat} = t_{\text{count}} = 1.87$$

$$t \text{ critical two-tail} = t_{\text{table}} = 2.00$$

Based on the researcher calculation result of hypothesis test of both averages, researcher found that $t_{\text{count}} = 1.87$ with opportunity $(1-\alpha) = 1-5\% = 95\%$ and $dk = n_1+n_2-2 = 54$, researcher found that $t_{\text{table}} = 2.00$ cause $t_{\text{count}} < t_{\text{table}}$ ($1.87 < 2.00$). So, H_a was rejected, it means that there is no difference in average between experimental and control class in pre-test.

APPENDIX 13

T-test of the Both Averages In Post-test

NO	Control	Experiment
1	31	35
2	31	44
3	31	46
4	33	48
5	36	50
6	36	51
7	36	53
8	38	54
9	38	57
10	41	58
11	41	60
12	42	61
13	44	62
14	44	64
15	45	65
16	46	66
17	46	68
18	47	69
19	51	69
20	51	70
21	53	70
22	54	70
23	54	72
24	55	75
25	57	76
26	70	78
27		79

28		79
29		85
30		87

	Control	Experiment
Mean	44.26923077	64.03333333
Variance	91.00461538	160.1712644
Observations	26	30
Pooled Variance	128.1496676	
Hypothesized Mean Difference	0	
Df	54	
t Stat	-6.515858504	
P(T<=t) one-tail	1.25664E-08	
t Critical one-tail	1.673564906	
P(T<=t) two-tail	2.51329E-08	
t Critical two-tail	2.004879288	

$$t \text{ stat} = t_{\text{count}} = 6.51$$

$$t \text{ critical two-tail} = t_{\text{table}} = 2.00$$

Based on the researcher calculation result of hypothesis test of both averages, researcher found that $t_{\text{count}} = 6.51$ with opportunity $(1-\alpha) = 1-5\% = 95\%$ and $dk = n_1+n_2-2 = 54$, researcher found that $t_{\text{table}} = 2.00$ cause $t_{\text{count}} < t_{\text{table}}$ ($6.51 > 2.00$). So, H_a was accepted, it means that there is a difference average between experimental and control class in post-test. It can be concluded that there was the significant effect of Metacognitive Strategy on Students Reading Narrative Text Mastery at the Tenth Grade Students of MAS Al-Ansor Padangsidimpuan.

DOCUMENTATION

a. Control Class (Pre-test)



b. Control Class (Mengajar)



c. Control Class (Post-test)



d. Experimental Class (Pre-test)



e. Experimental Class (Mengajar)



f. Experimental Class (Treatment)



g. Experimental Class (Post-test)

