

**INCREASING STUDENTS' CAPACITY TO RECOGNIZE THE MORAL  
SIGNIFICANCE IN NARRATIVE TEXT THROUGH CLOSE  
READING STRATEGY**

*(A True Experimental Research)*



**A THESIS**

*Submitted to The Faculty of Teacher Training and Education Muhammadiyah  
University of Makassar in Partial Fulfillment of the Requirement for the  
Degree of Education in English Department*

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Makassar, 11 Rajab 1446 H  
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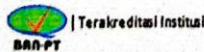
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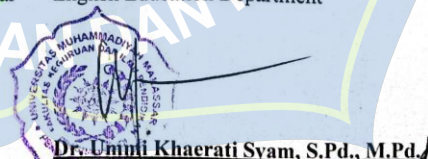
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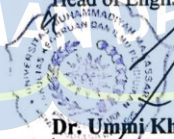
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Saturday 17 september	IV	Naming table and charts	/
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## **MOTTO**

“DREAM BIG, WORK HARD, AND LET YOUR PASSION DRIVE YOU FORWARD”

## **DEDICATION**

“I dedicate this thesis to myself, my family and all those who have inspired and belief in me have been the driving force behind my achievements.”





## ABSTRACT

**Aqzan Ismail. 2024.** *Increasing Students Capacity to Recognize the Moral Significance in Narrative Text Through Close Reading Strategy (A True-Experimental Research)*. Under the Thesis of English Education Department of Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar. Supervised by Ismail Sangkala and Sulkifli.

The purpose of this study are to find out whether close reading strategy increase students capacity to recognize the moral significance in narrative text. The method of the research employed a True-experimental design with a pre-test and post-test control group design. The researcher employed purposive sampling which the sample of this research are 10 students as the experimental group, and another 10 students as control group at eleventh grade of SMA Pesantren Puteri Yatama Mandiri. The instrument of this research was reading test.

The finding of this study are (1) the students' capacity to recognize the moral significance in narrative text improved after integrating Close Reading Strategies. It is proved by the students' score in pre-test and post-test. The students' mean score improvement between pre-test and post-test is 39,08 for Experimental group, and 29,08 for Control group. Therefore, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted, meaning that the integrating of Close Reading strategy can improve students' capacity to recognize the moral significance in narrative text. (2) The types of moral significance that students can recognize is sincerity, and cooperativeness as the highest percentage with 95% of students can recognize it, and kind-hearted as the lowest percentage with only 55% of students. These findings can be used as a reference for teachers to improve students' ability to recognize the moral significance especially in the types of moral significance that are detected as student having low ability in recognizing them.

**Keywords:** *Close Reading, Moral Significance, Reading Comprehension*

## ABSTRAK

**Aqzan Ismail. 2023.** *Meningkatkan Kapasitas Mahasiswa Mengenali Makna Moral dalam Teks Naratif Melalui Strategi Membaca Cermat* (Sebuah Penelitian Eksperimental Sejati). Di bawah Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Ismail Sangkala dan Sulkipli.

Tujuan dari penelitian ini adalah untuk mengetahui apakah strategi membaca cermat meningkatkan kapasitas siswa untuk mengenali makna moral dalam teks naratif. Metode penelitian ini menggunakan desain eksperimen sejati dengan desain kelompok kontrol pra-tes dan pasca-tes. Peneliti menggunakan purposive sampling yang mana sampel penelitian ini adalah 10 siswa sebagai kelompok eksperimen, dan 10 siswa lainnya sebagai kelompok kontrol di kelas sebelas SMA Pesantren Puteri Yatama Mandiri. Instrumen penelitian ini adalah tes membaca.

Temuan penelitian ini adalah (1) kapasitas siswa untuk mengenali makna moral dalam teks naratif meningkat setelah mengintegrasikan Strategi Membaca Cermat. Hal ini dibuktikan dengan skor siswa pada pra-tes dan pasca-tes. Peningkatan skor rata-rata siswa antara pra-tes dan pasca-tes adalah 39,08 untuk kelompok Eksperimen, dan 29,08 untuk kelompok Kontrol. Oleh karena itu, hipotesis nol ( $H_0$ ) ditolak dan hipotesis alternatif ( $H_1$ ) diterima, artinya integrasi strategi Membaca Cermat dapat meningkatkan kapasitas siswa untuk mengenali makna moral dalam teks naratif. (2) Jenis makna moral yang dapat dikenali siswa adalah ketulusan, dan kerja sama sebagai persentase tertinggi dengan 95% siswa dapat mengenalinya, dan baik hati sebagai persentase terendah dengan hanya 55% siswa. Temuan ini dapat digunakan sebagai referensi bagi guru untuk meningkatkan kemampuan siswa dalam mengenali makna moral terutama pada jenis makna moral yang terdeteksi sebagai siswa yang memiliki kemampuan rendah dalam mengenalinya.

**Kata Kunci:** *Membaca Mandiri, Pemetaan Pikiran, Pemahaman Membaca*

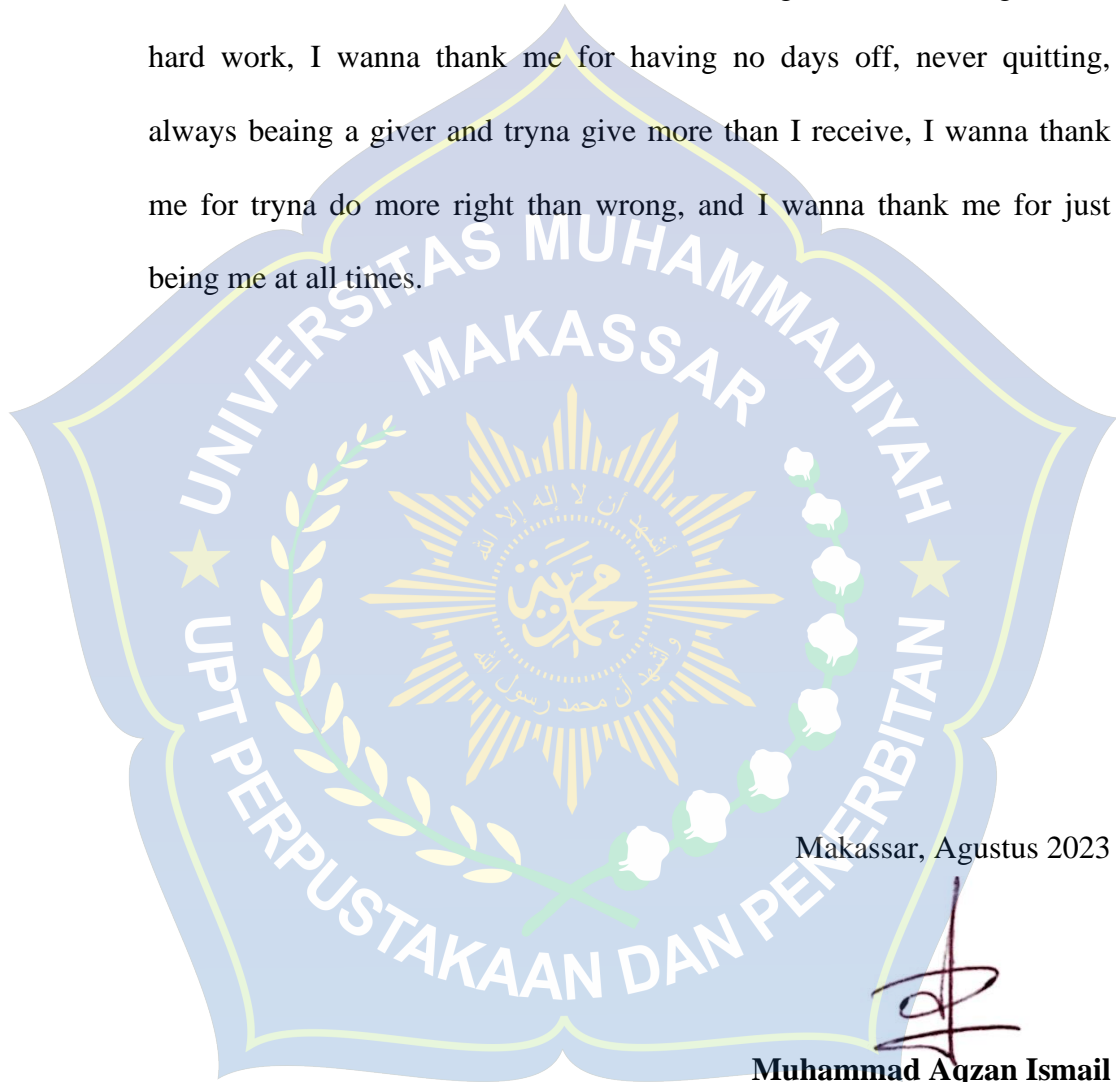
## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Al-hamdulillahirobbilal-aalamiin, praise and grateful for Allah SWT, the most gracious and most merciful and also the almighty. Shalawat and salam addressed to the final chosen messenger, the prophet Muhammad SAW, who has brought us from the darkness to the brightness. For all the outpouring of his grace and guidance so that the researcher is able to complete the final thesis, this thesis entitled “*Increasing Students Capacity to Recognize the Moral Significance in Narrative Text Through Close Reading Strategy*”. However, the researcher thanks to help, guidance, instruction and motivation from various parties who have helped in the completion of this thesis. For this reason, the researcher would like to express his sincere gratitude to all parties:

1. Dr. Ir. Abd Rakhim Nanda, MT, IPU, Rector of the Universitas Muhammadiyah Makassar.
2. Erwin Akib, M.Pd., Ph.D, Dean of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar as well as the Supervisor.
3. Dr. Ummi Khaerati Syam, S.Pd., M.Pd, as the head of the English Education Department Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar.
4. Ismail Sangkala, S.Pd., M.Pd, and Sulkifli, S.Pd., M.Pd, as the Supervisor for guidance, direction, motivation from the beginning of the preparation of the proposal until the completion of this thesis.

5. All lecturers and staff within the Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar.
6. My extended family, who have supported and prayed for me.
7. Last but not least, I wanna thank me for believing in me, for doing all this hard work, I wanna thank me for having no days off, never quitting, always beaing a giver and tryna give more than I receive, I wanna thank me for tryna do more right than wrong, and I wanna thank me for just being me at all times.



Makassar, Agustus 2023

  
**Muhammad Aqzan Ismail**



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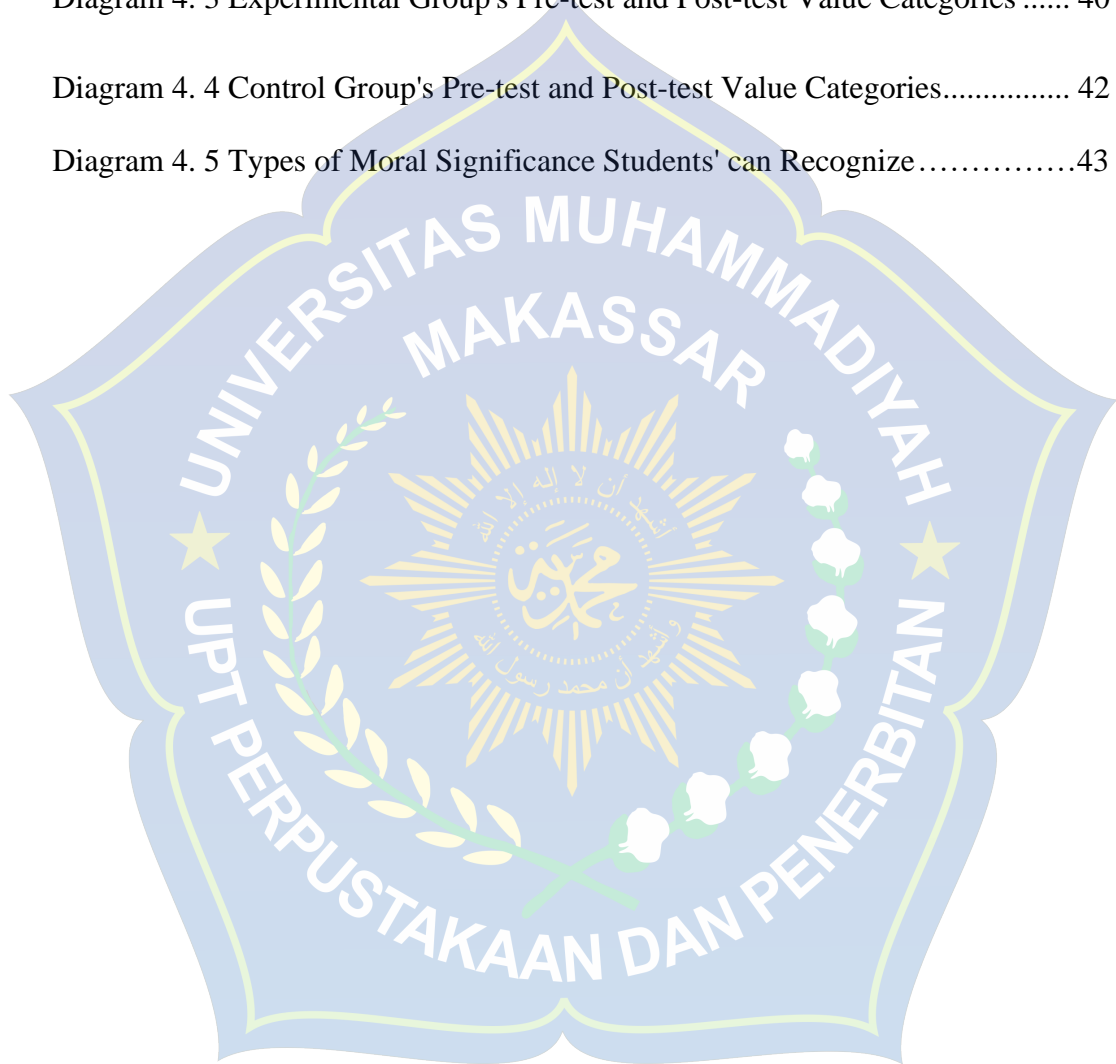
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## CHAPTER I

### INTRODUCTION

#### A. Background

There are some texts that should be learned by the students, including descriptive text, recount text, and narrative text. Students in their first year of high school should be able to comprehend and interpret narrative texts in English. A narrative text is a type of text that tells a series of interconnected or chronologically ordered events. The majority of narrative text is imaginative. Narrative text is written with the intention of entertaining readers by telling a story. Additionally, it aims to teach the readers some moral principles. Reading narrative texts offers students a way to practice and further their understanding of moral significances, which play a significant role in our lives.

The moral standard that a person or society accepts as true can be referred to as moral significance. Law, morality, religion, and other concepts all have a close relationship with morals. Human consciousness gives rise to morality, which is used to create a means of redressing wrongdoings, enhancing good deeds, and developing the individual and society. Students can comprehend the moral significance that can be derived from narrative text by reading it. Recognizing moral significances from narrative texts allows students to comprehend the implications of such values as well as gain insights into how their actions may affect the lives of others.

Students' capacity is a measure of a student's abilities, skills and expertise in a specific area. Increasing students' capacity means to improve

student capabilities of some particular skill. Which means in this research, students' capacity that researcher want to increase is their ability to recognize the moral significance of narrative text.

However, based on the result of the pre-observation that has been done in SMA Pesantren Puteri Yatama Mandiri, there are some students who don't know about moral significance, and most of them are having a difficulty in recognize it in a text. One of the issues students have faced in recognizing moral significance is that they aren't likely to be focused on the moral significance because they can't understand the entire text. This makes it difficult for students to understand the moral significance of the text.

Therefore, researcher decided to use the close reading Strategy to solve this problem that the students were having because close reading is a reading strategy that helps one fully comprehend a text. Close reading entails exploring a brief text, with multiple cycles of readings completed over several instructional lessons. Students are guided to critically analyze and appreciate a variety of textual elements through text-based questions and discussion, including key vocabulary and how the meaning is influenced by context.

Based on the background above, researcher decide that it is necessary to conduct True experimental research in the eleventh grade of SMA Pesantren Puteri Yatama Mandiri entitle "Increasing Students Capacity to Recognize Moral Significance of Narrative Text Through Close Reading".

## **B. Problem Statement**

Based on the background above, the problem of the research can be formulated in the following questions:



1. Does Close Reading Strategy increase students' capacity to recognize the moral significance of narrative text?
2. What kind of moral significance can SMA Pesatren Puteri Yatama Mandiri students recognize?

### **C. Objective of the Research**

Based on the problem statement above, this study aims to find out about these following factors:

1. To find out Close Reading Strategy increase students' capacity to recognize the moral significance of narrative text.
2. To find out kind of moral significance can students of SMA Pesatren Puteri Yatama Mandiri recognize.

### **D. Significance of the Research**

This research was expected to provide a significant contribution for teachers, students, and another researcher.

1. Students have been able to improve their literal and inferential comprehension of narrative text.
2. Students have been able to find out kind of moral significance they can and cannot recognize for further improvement.

### **E. Scope of the Research**

This research focuses on the integration of close reading strategy to increase students' capacity to recognize moral significance in the narrative text. The reading assessment focused on the students' inferential

comprehension especially how the students recognize moral significance of narrative text in the eleventh grade in SMA Pesantren Puteri Yatama Mandiri. This True experimental research is used to increase the students' capacity to recognize the moral significance of narrative text through close reading as a strategy.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Some Previous Related Research Findings

There are numerous studies being conducted by researchers in relation to this research, including the following:

The first is the research was conducted by (Setiawan & Fahriany, 2017) as the result of their research, they have revealed several findings. The first is fables and Indonesian local stories regrettably have the fewest places in the textbook series relative to their abilities and authenticity to draw the readers' interest and motivation. The second findings are that the value of fairness is at least explicitly present in the stories, but it was most prominently found in the textbook series' value of kindness. And the last is vocabulary is the biggest obstacle they face when teaching and learning about narrative texts, according to both teachers and students.

The second research is from (Daryanti, 2017) in her research she has discovered that there are several negative factors and become obstacles that affect students' ability to recognize moral values in narratives. Such as the exception in the decoding process, lack of previous knowledge, lack of motivation or perseverance, low level cognitive skills, and lack of metacognitions skill. These results underline how crucial it is to remove these impediments in order to help students develop their capacity to recognize the moral significance of narrative text.

Third research also talks about students' difficulties in recognizing moral significance of narrative text. According to (Mira, 2017) students' ability in

recognizing moral value is still rated poor, this is caused by students can't fully comprehend the narrative text they have read. According to the study, educators should concentrate on raising students' comprehension levels in order to increase their capacity to discern moral significance in narrative texts. This can be accomplished using a variety of techniques, including direct instruction, conversation, and text-based reflection.

The fourth research that researchers found was a study conducted by (Payumi & Hartati, 2018) in their research that there is a significant result that the close reading strategy could improve students' reading comprehension. The study involved a group of junior high school students who showed an improvement in their reading comprehension after using the close reading Strategy. This finding suggests that this technique could be an effective teaching strategy for educators to enhance their students' reading skills. Therefore, close reading strategy is very effective in increasing students' reading comprehension.

As the last related research (Safitri, 2021) in her research she discovered a statistically significant result that the close reading strategy could enhance students' reading comprehension of information of biographical recount text. According to this finding, incorporating the close reading method into the learning activity may improve students' reading comprehension of biographical recount texts.

Based on the previous study above, the researcher shows that this research is similar to the previous research in regard to increasing students reading in general and talking about students' capacity to recognize moral

significance of text. Besides that, this research is different from the thesis above, this research focuses on increasing students' capacity to recognize moral significance of narrative text through close reading.

## **B. Some Pertinent Ideas**

This section discusses the study's literature review. It is an evaluative report on material discovered in the literature relating to the chosen field of research. The review establishes a context for the research and provides readers with an understanding of what has been studied in the past, both in terms of academic content and technique used. Narrative text, moral significance, and the Close Reading Strategy are all parts of it.

### **1. Concept of Students Capacity**

#### **a. Definition of Students Capacity**

Student capacity is a measure of their ability in a specific area or subject. It refers to how much knowledge, skill, or understanding a student has acquired and can demonstrate in that particular domain. Increasing students' capacity means to improve student capabilities of some particular skill. Which means in this research, students' capacity that researcher want to increase is their ability to recognize the moral significance of narrative text.

The definition above reinforced by (Ladbrook, 2020) who mention that student's capacity could be defined as a measure of a student's abilities, skills and expertise in a curriculum area. This capacity is not limited to academic knowledge but also includes critical thinking, problem-solving, and communication skills. It reflects the overall

competence and potential of a student in a specific subject or field of study.

(Wahyuni, 2017) says that ability is a present state of being able to make certain response or perform certain task. In other words, the ability is to do something well. Therefore, students' capacity is a measure of ability of students. To encourage meaningful learning and academic progress, instructors must evaluate students' abilities and provide appropriate support.

## **2. Concept of Close Reading**

### **a. Definition of Close Reading**

Close reading is a strategy that aids students in deepening their comprehension of texts, close reading involves the reader developing a deeper understanding of the text, not a quick read of the text. This is reinforced by a statement from (Duarte et al., 2019) who mention that through close reading students are guided to critically analyze and appreciate a variety of textual elements through several cycle of reading, text-based questions, and discussion.

To support the theory above, there are several supporting statements from several other experts, which are. (Eppley, 2019) describe the Close Reading Strategy as one in which the teacher brings the reader and the text close together. According to this, students should closely read informational texts to identify any facts that support the lesson's goal as well as any textual components that are contained in the text.



(Nelson, 2019) stated that close reading refers to reveal layers of meaning that lead to deep comprehension of complex text. This strategy entails closely evaluating the text's structure, linguistic choices, and literary devices. Through close reading, readers can reveal hidden meanings and subtle nuances that might not be readily clear at first look.

Nowadays, much of the research on close reading looks at it as a tool to enhance functional literacy. Instead, according to (Duarte et al., 2019) close reading is not only an educational tool, but also an instrument that can facilitate the development of critical and analytical skills. By encouraging students to interact with texts more deeply and highlighting the value of critical thinking, this close reading method eventually improves students' cognitive capacities.

According to the previous statement of experts, it can be concluded that close reading is a reading strategy that encourages the reader to read the text several times in order to deeply analyze the text's structure, including its vocabulary, the specifics of its vocabulary concept, arguments, and the inferences of its sentences, so that the reader can discover and comprehend the text's information and ideas.

#### b. Classification of Close Reading

As a reading strategy, close reading has its own specific purpose. Close reading can be classified into several types based on reading comprehension.

## 1) Reading Comprehension

Based on the purpose of reading, close reading strategy classified as reading for comprehension. In this kind of reading, a connection must be made between the newly introduced knowledge and the subject's overall body of knowledge. Understanding how the topic relates to the main sentence, paragraph, and idea is necessary for this.

### a) Literal Comprehension

Literal comprehension is the type of comprehension that seeks out facts and information that are explicitly stated, frequently resolving questions like who, what, when, and where. Since literal comprehension is the most fundamental kind of understanding, it must be developed first and is typically the focus of attention in the early stages of literacy.

### b) Inferential Comprehension

Inferential comprehension requires the reader to link ideas within the text that are not explicitly stated. Inferential questions often answer why or how. The author's intent and message are also taken into account at the level of inference. Based on the types of reading comprehension, close reading strategy classified as literal comprehension, and the act of recognizing moral significance in narrative text is classified as inferential comprehension.

### c. Procedure of Close Reading

The close reading strategy is applied in a number of steps. Each reading, or reading cycle, is focused on a question or task that brings the

student closer and closer to the instructional target after a clear instructional purpose has been established for the close reading of a passage (Greenham, 2018). According to (Oczkus, 2014) there are five steps of close reading, which is:

- 1) Teacher chooses a text.
- 2) Students read silently.
- 3) Teacher read aloud.
- 4) Students reread and discuss with peers.
- 5) Teacher will ask text depend questions

According to (Lapp et al., 2015) the following are specific practices of the Close Reading Strategy used by students:

- 1) During the Reading
  - a) Read, analyze, and annotate the text for a specific purpose.
  - b) Engage in focused collaborative conversations that address an identified purpose.
  - c) Complete first cycle of reading and present question.
  - d) Reread to expand understanding about the text
  - e) Converse with others to share interpretation and seek clarity.
  - f) Complete second cycle of reading and present question.
  - g) Reread and continue collaboration as needed until a deep understanding of the text features and author 's message is achieved.
  - h) Complete third cycle of reading and present question.

2) After the Reading

- a) Complete a best use activity to illustrate a deep understanding and use of the text information.
- b) Understand the value of the practice of close reading well enough to apply it without the involvement of others

d. Advantage of Close Reading

According to (Sisson & Sisson, 2014) in (Safitri, 2021) close reading has a several advantages, which is:

- 1) Readers can actively understand what kind of text they are read through the deep analysis of the ideas, vocabularies, text structure, and the purpose of the text.
- 2) Close Reading Strategy will encourage students to develop the reading habits that are necessary for their future success, including independent reading and close reading.
- 3) Teachers introduce the text only briefly because the strategy encourages readers to read and interpret the meaning of the text for themselves.

e. Disadvantage of Close Reading

Based on (Nelson, 2019), close reading also has a few disadvantages it can be seen as follows:

- 1) The Close Reading Strategy is only employed when dealing with complex text.
- 2) The potential for unconditional class because the strategy allows for discussion time.

- 3) The strategy requires numerous reading cycles, which takes a lot of time.

### 3. Concept of Moral significance

#### a. Definition of Moral Significance

Moral significance in this research is as a message that is conveyed or a lesson about the measurement used to determine what is right or wrong of human beings' attitudes and actions in terms of the goodness and badness that can be learned from a story. This is reinforced by a statement from (Clarke et al., 2021) who says that something can be said to have moral significance if it is something that can provide a moral lesson. Human consciousness gives rise to morality, which is used to create a means of redressing wrongdoings, enhancing good deeds, and developing the individual and society.

To support the theoretical basis above, there are several supporting statements from several other experts, which are. According to (Hastuti & Dewi, 2020) morality is mainly concerned with the perception of right and wrong without preference to human desire. Moral is an ethical standard, a way of life that is upheld by the majority of societies. According to (Hawker et al., 2012) Significance can be defined as the meaning of something, or the meaning to be found in words or events. Based on these definitions, we can interpret moral significance as meaning that contains ethical standards that we can find in a word or event.

The moral of the story or moral significance, according to (Kenney, 1966), is a suggestion related to some applicable moral lessons that the

reader can take away from the narrative and apply to their own lives. It is a manual that the author consciously provides on a variety of topics related to life's problems, such as attitudes, behaviour, and social graces. It is useful because, just as the model is illustrated in the story through the attitudes and behaviours of the characters, the instructions can be displayed or found in real life.

Moral significance is typically communicated in narrative text through the actions or dialogue of characters. A story can show which choices have desirable outcomes and which ones have undesirable ones by using characters to illustrate the effects of various behaviours. All of the moral significance found in the literatures convey the basic values of life (Syamaun et al., 2019).

Based on description above, the researcher states that moral significance in this research is as a message that is conveyed or a lesson about the measurement used to determine what is right or wrong of human beings' attitudes and actions in terms of the goodness and badness that can be learned from a story.

#### b. Types of Moral Significance

(Hornby et al., 2000) asserts that "moral are the beliefs and values of people that conform to normal standards of what is right and wrong". All of the moral significance found in the literatures convey the basic values of life (Syamaun et al., 2019). (Hastuti & Dewi, 2020) states that moral significance broadly divided into three types which is:



1) The Issue of Human Relationship with Themselves (Individual)

Individual moral significance that are related to how people treat one another or life in general. Moral significance serves as the cornerstone and compass of human existence, providing direction and guidelines for action in day-to-day affairs. Controlling behaviour requires a strong sense of morals and personality. There are many different types of human affairs, all of which are interconnected with one another and with God.

2) The Human Relationship with Other Human Beings, Including Their Relationship with the Natural Environment (Social)

Social moral significance refers to behaviour toward others in which the action domains directly affect human life. This lesson usually applies to all aspects of life. People in these relationships must also be aware of the applicable norms in order for their interactions to go smoothly and miscommunications to be avoided.

3) Religion morality

The issues pertaining to human relationships with God cannot be separated from those pertaining to how people relate to one another, to themselves, and to other people in the social realm, including how they relate to the natural environment.

Particularly, (Buzan, 2003) in (Syamaun et al., 2019) have categorized moral significance into eleven types, they are described below:

### 1) Bravery

The idea of bravery is the willingness to face risk, suffering, or difficulty while remaining fearless. It suggests facing danger or difficulty without fear. Bravery is often associated with heroism and is admired in many cultures. It can be a defining characteristic of individuals who exhibit courage in the face of adversity.

### 2) Humbleness

Humbleness is part of the cardinal virtue of temperance, which in turn is the internal balance necessary for a good life. Humble people prefer to downplay their strengths and admit their weaknesses.

### 3) Honesty

Honesty is defined as the congruence between what is said or done and the action. Being honest means being truthful (Stevenson, 2006), honesty implies that the facts are consistent and that there is nothing to hide. Honesty is the strength and confidence that come from having already demonstrated truthfulness, reliability, and integrity.

### 4) Steadfastness

One quality that helps someone achieve a goal is steadfastness. It is evident that the definition of steadfastness is the resolve with which people approach making decisions.

### 5) Love and affection

The love and affection they hold for themselves are more than just loyal and respectful. Dear neighbours and friends who also love to hate us. Affection and love have a very close relationship. Someone who is

in love will feel affection for that person and will defend their loved ones.

6) Sympathetic to others

Sympathy is the feeling of being sorry for someone. It demonstrates our awareness of and concern for the issues faced by others. We can infer that sympathy is a feeling a person experiences in response to a circumstance or event that affects others. Additionally, it makes you feel for the suffering of others and may even inspire you to lend a hand.

7) Cooperativeness

Cooperativeness means everyone in group work has the same goals. Cooperative behaviour involves doing something jointly or contributing to a common goal. We can draw the conclusion that cooperation is advantageous when working with others.

8) Thankfulness

Thankfulness is a deep appreciation for what one has received from God or from other people.

9) Trustworthiness

Being trustworthy is a quality of a trustee, who oversees trust. One needs to act morally upright to earn other people's trust.

10) Sincerity

Sincerity is the act of doing something sincerely without anticipating compensation. Being sincere means acting in accordance with Allah's directives without taking any personal gain or expected

reward into account. Sincerity in interpersonal interactions refers to a sense of seriousness in providing affection, attention, or assistance.

#### 11) Kind-hearted

It is aware that attention and friendliness are preferable to rough language and aggressive behaviour. Being attentive and friendly can foster a positive environment and strengthen connections, whereas being rough and tough can result in arguments and misunderstandings. As a result, it's crucial to approach interactions with others with kindness and respect.

#### c. How to Recognize the Moral Significance

Finding moral value in a text is a difficult task for students, according to Djuharie, Nartalina, and Jamaludin in (Suhendra, 2017). The information or data in the text should be inferred by the students in this case. It requires them to explore implicit knowledge. There are two crucial steps to comprehend in order to know what is morally right:

- 1) Try to comprehend the final sentence of the text because it explicitly states the moral lesson of the story.
- 2) Try to comprehend the plot, such as what the main character does to solve the issue and the outcome she or he receives, if the moral lesson is not stated explicitly in the text.

Moral significance in a text is dominantly a statement that contains good advice/ value of life, normative, and general. In conclusion, finding moral significance in a narrative text is difficult. However, by using good

strategy it will be easy because moral value always includes positive statements.

#### 4. Concept of Narrative Text

##### a. Definition of Narrative Text

Narrative text is a type of text that tells a series of event or story. This definition reinforced by (Ramirez-Avila & Barreiro, 2021) who mention that narrative text is a text that tells a story. To offer context for a text, the narrator relays an event or series of events regarding the location, time, and individuals.

To support the theoretical basis above, there are several supporting statements from several other experts, which are. Narrative can be thought of as a series of events, and its main elements are the chronological order of the events themselves (story). Narrative text can help students learn how to read and understand a story (Oktaviyani et al., 2022).

Furthermore, (Handayani et al., 2020) narrative texts usually use a long text that should be comprehended by the students. Narrative texts are commonly used to entertain and engage readers by presenting a story with characters, settings, and a plot. They often aim to evoke emotions and convey messages or lessons to the audience.

The narrative text expresses what the reader thinks about the event. This event or series of events is told from the narrator's perspective through places, times, and people to provide information about the text (Özdemir, 2018). Narrative text often uses descriptive language and sensory detail to immerse the reader in the story and allow them to

experience the events alongside the characters and even personal anecdotes.

Narrative text has three elements that story move clearly and alive which is:

1) Plot

(Asyidiq et al., 2020) mention that a plot is a series of events that depicts characters acting. The author purposefully chose this order in order to best tell his or her story; it is not an accident. The plot will produce conflict, tension, and action that will pique and maintain the reader's interest if the writer made wise choices.

2) Characters

The people who are a part of the story are known as characters. Characterization is the process a writer uses to develop a character, such as protagonist and antagonist.

3) Settings

The setting of the story can be referenced by this element. The setting can serve as a backdrop for the action in the story or it can serve as a symbol.

4) Point of view

Point of view refers to the perspective from which the story is told.

This element includes first-person, third person, and third-person omniscient narrators.



## b. Types of Narrative Text

A narrative text is one that describes a series of incidents or encounters with a main character who frequently encounters difficulties or obstacles and goes through a change or transformation as a result. (Hutapea et al., 2019) stated that depending on what they are, narrative texts come in a wide variety of forms, including:

### 1) Fairy tale

Fairy tale is a fantasy story or not real. Fairy tales are usually in the form of folk tales or children's stories whose stories are enveloped in magic.

### 2) Folktale

Folktale is folklore that is passed down from generation to generation. In addition, this folktale is usually spread by word of mouth, so that it will be passed down from generation to generation until it becomes part of the community's tradition.

### 3) Legend

Legend is a folklore that many people consider real because it contains heroic content. Generally, legends talk about how the origin of a place can be formed.

### 4) Myth

Myth is not much different from folktale. However, the difference is that sometimes myths can also be found in today's life. Usually, people think that mythical stories really happen.

### 5) Science fiction

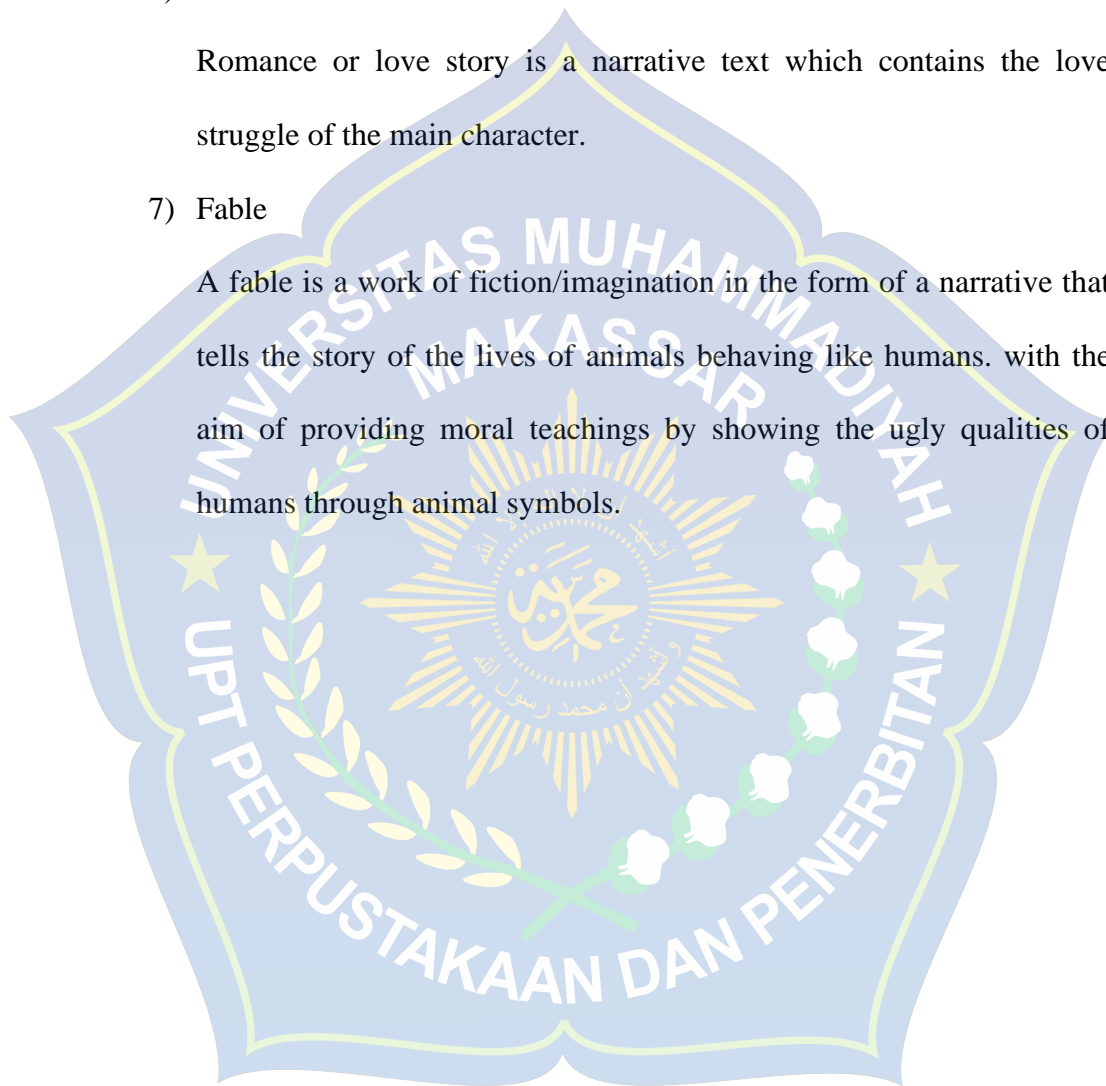
Science fiction, commonly abbreviated as Sci-Fi, is a story about science fiction. This type of text usually deals with imaginative and future concepts using advanced science and technology.

6) Romance

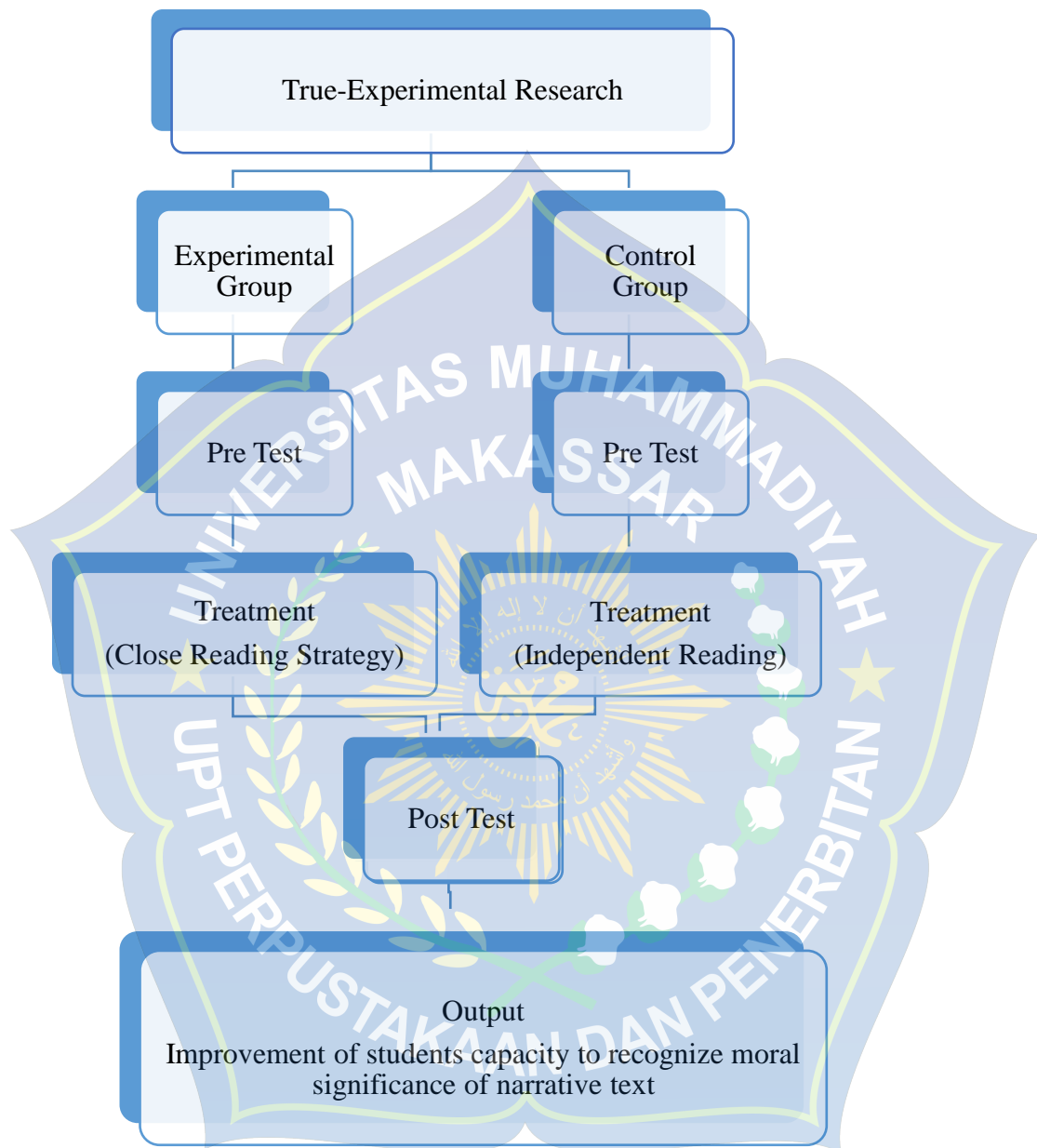
Romance or love story is a narrative text which contains the love struggle of the main character.

7) Fable

A fable is a work of fiction/imagination in the form of a narrative that tells the story of the lives of animals behaving like humans. with the aim of providing moral teachings by showing the ugly qualities of humans through animal symbols.



### C. Conceptual Framework



*Figures 2.1 Conceptual Framework*

Based on the conceptual framework above, the researcher conducted the research to verify whether Close Reading Strategy can increase students' capacity to recognize the moral value of narrative text.

In this Conceptual framework, the writer addresses the effect of Close Reading Strategy in increasing students' capacity to recognize moral significance of narrative text and including post-test to gauge students' capacity to recognize moral significance of narrative text.



**CHAPTER III**  
**RESEARCH METHOD**

**A. Research Design**

The researcher employed True experimental research in this study. True experimental research was conducted by using the Pretest post-test Control Group Design which could be described as follows:

$R_1$	$O_1$	$X_1$	$O_2$
$R_2$	$O_3$	$X_2$	$O_4$

(Sugiyono;, 2016)

There were two groups in this design. The experimental and control groups were pre-tested. The second group received different treatment, where the experimental group used a close reading strategy, and the control group received conventional learning using an independent reading strategy and ended with a post-test for each group. After the experimental group and the control group were given treatment, both groups were given a post-test.

Notes:

R1 = Experimental group

R2 = Control group

X1 = Treatment for experimental group

X2=Treatment for control group

O1 = Pre-test in the experimental group

O2 = Post-test in the experimental group

O3 = Pre-test in the control group

O4 = Post-test in the control group

## B. Subject of the Research

### 1. Population

The population of this research was the eleventh-grade students of SMA Pesantren Puteri Yatama Mandiri. The numbers of population are 20 students.

### 2. Sample

The researcher used a purposive sampling in taking a sample. The sample was chosen based on the expression of (Sugiyono, 2019) stated that “For simple experimental research, which uses experimental group and control group, then the number of sample members between 10 to 20 each.”. Therefore, the samples in this research are 10 students from A class of eleventh grade for experimental group, and another 10 students from B class of eleventh grade for control group.

## C. Research Variables

This research employed two variables which are:

### 1. Variables

#### a. Dependent Variable (Y)

A variable that is impacted by an independent variable is referred to as a dependent variable. Changes in the independent variable have an impact on the dependent variable, which is the outcome that is being measured and studied. The Dependent variable of this research is students' capacity to recognize the moral significance of narrative text.

#### b. Independent Variable (X)

A variable that affects other variables is known as an independent variable. Independent variable of this research is the close reading strategy.



## 2. Indicators

After the students are trained to read narrative text using Close Reading Strategy, students are able to recognize the moral significance of the given narrative text.

### **D. Research Instrument**

There were two types of tests used in this study: pre-test and post-test. There were twenty-two multiple-choice questions on this test, with eleven questions aimed at answering the 1st problem statement and another eleven questions aimed at answering the 2nd problem statement; each moral significance had two questions. The activity was a test given after the students of the experimental and control groups had been given treatment.

To collect the data for the research, a method and an instrument were required. The pre-test post-test control design was the method the researcher used in this study to gather data. Reading assessment was the tool utilized in this study. The test consisted of multiple-choice questions with four possible answers—A, B, C, and D. Each item consisted of a specific type of narrative text, after which the students chose which one was the moral significance of the text.

### **E. Data Collection**

In getting the data, half of the eleventh grade became an experimental group, and the other half became the control group. In this study, the researcher served as the teacher, teaching the students in six meetings. In the teaching-learning process for the first meeting, the teacher explained about narrative text, moral significance, how to use close reading and independent reading strategy, and gave them a pre-test. In the next four meetings, the teacher taught reading (narrative text) by using the close reading

strategy to the experimental group and using the independent reading strategy to the control group. In the last meeting, the teacher gave a post-test to both the experimental group and the control group to measure their capacity to recognize the moral significance of narrative text.

## 1. Pre-test

Before the treatment, a pre-test was given to students of the experimental and control groups in order to gauge students' prior capacity to recognize moral significance in narrative text they had read before being given treatment.

## 2. Treatment

In treatment, the researcher was conducted a teaching-learning activity with the students in 4 meetings.

### a. Experimental Group

#### 1) Opening

- a) Teacher starts the class with praying.
- b) Teacher check students' attendance.

#### 2) Main Activity

- a) Teacher asks the students about narrative text and Close Reading Strategy.
- b) Teacher and students discuss about narrative text and how to use Close Reading Strategy in reading activity.
- c) Students get paired with their friends.
- d) Teacher gives the students a narrative text, and students read the narrative text using the Close Reading Strategy.

The steps of Close Reading Strategy as follows:

- Read, analyze, and annotate the text for a specific purpose.
  - Engage in focused collaborative conversations that address an identified purpose.
  - Complete first cycle of reading and present question.
  - Reread to expand understanding about the text.
  - Converse with others to share interpretation and seek clarity.
  - Complete second cycle of reading and present question.
  - Reread and continue collaboration as needed until a deep understanding of the text features and author 's message is achieved.
  - Complete third cycle of reading and present question.
- e) Students discuss with their pair about what is the moral significance of the narrative text.
- 3) Closing
- a) Teacher reviews what student have learned in class.
  - b) Teacher closes the lesson.
- b. Control Group
- 1) Opening
    - a) Teacher starts the class with praying.
    - b) Teacher check students' attendance.
  - 2) Treatment
    - a) The teacher prepared the narrative text for the students and then the students pick up the text based on their interest.
    - b) The teacher asked students to read the material carefully.

- c) The teacher instructed the students if they have read the text and tell them to find out what is the moral significance of the text.

- 3) Closing

- a) Teacher reviews what student have learned in class.
- b) Teacher closes the lesson.

3. Post-test

The post-test used to gauge of the student's capacity to recognize the moral significance of narrative text of both group after the treatment.

## **F. Data Analysis**

Data analysis is an advanced method of data processing that examined how to interpret data and then analyzed the data from the output in the data processing stage. The researcher employed quantitative analysis to analyze the data in this study. Analysis of the obtained research data was processed using SPSS (System Statistical Package for Social Science).

After giving treatment for 1 month, a post-test was given to the experimental and control groups, especially in recognizing the moral significance of narrative text. The difference in scores of improvements by both groups was compared to find out the different values that showed how effective the given method was. The statistical analysis used was the sample t-test. This was the procedure for an independent sample by comparing the means of the two groups of cases it consisted of:

1. The experimental group that was given the Close Reading Strategy.
2. The control group was given the Independent Reading Strategy.

3. Comparison of the improvement results of the two groups that have been given different treatments.

Below is the process of data analysis:

1. Data analysis of 1<sup>st</sup> problem statement, “does close reading strategy increase student’s capacity to recognize moral significance in narrative text?”.
- a. Scoring the students pre-test and post-test answers of experimental and control group using the following formula:

$$\text{Score} = \frac{\text{Students Correct Answers}}{\text{Total of Item}} \times 100$$

(Gay et al., 2006)

**Table 3.1 Assessment Rubric**

Correct Answer	Score
1 correct answer	9,09
2 correct answers	18,18
3 correct answers	27,27
4 correct answers	36,36
5 correct answers	45,45
6 correct answers	54,54
7 correct answers	63,63
8 correct answers	72,72
9 correct answers	81,81
10 correct answers	90,90
11 correct answers	100

- b. Utilizing the following formula, to determine the mean of the students' responses:

$$\bar{X} = \frac{\sum X}{N}$$

Notes:

$\bar{X}$  = Mean score

$\sum X$  = The raw of all score

$N$  = The number of subjects

(Gay et al., 2006)

- c. Calculating the percentage of student's improvement based on pre-test and post-test

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

Notes:

$P$  = The percentage of student's improvement score

$X_1$  = The mean of pre-test variable

$X_2$  = The mean of post-test variable

(Gay et al., 2006)

- d. Classifying the students score into this classification.

**Table 3.2 Students Score Classifications**

Score	Classification
96 - 100	Excellent
86 - 95	Very good
76 - 85	Good
66 - 75	Fairly good
56 - 65	Fair



46 - 55	Poor
0 - 45	Very poor

(Depdikbud, 1985)

2. Data analysis of 2<sup>nd</sup> problem statement, “what kind of moral significance can SMA Pesatren Puteri Yatama Mandiri students recognize?”.

a. Scoring the percentage of students answers of particular moral significance using the following formula:

$$\text{Score} = \frac{\text{Students Correct Answers of particular moral significance}}{\text{Total of Item of particular moral significance}} \times 100$$

b. Order the percentage of each particular moral significance to find which moral significance can be recognized by students of SMA Pesatren Puteri Yatama Mandiri

### G. Expected Outcomes of the Research

A hypothesis is characterized as the anticipated outcome of conducting research. A hypothesis is a prediction made by a researcher about the variables and research questions. The alternative hypothesis (Ha) and the null hypothesis (Ho) are the hypotheses in this study. The following are the research's hypothesis:

#### 1. Null Hypothesis

There is no significant difference between the results of the experimental and control group's improvement of students' capacity to recognize the moral significance of narrative texts.

## 2. Alternative Hypothesis

The improvement result of experimental group is higher than the result of control group on students' abilities to recognize the moral significance of narrative texts show a discernible difference when the Close Reading Strategy is used.



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings of The Research

Based on the research that has been done at SMA Pesantren Puteri Yatama Mandiri, a general overview of the data results was obtained. This study uses quantitative data, where data results are obtained from giving pre-tests and post-tests to the Experimental class and the Control class.

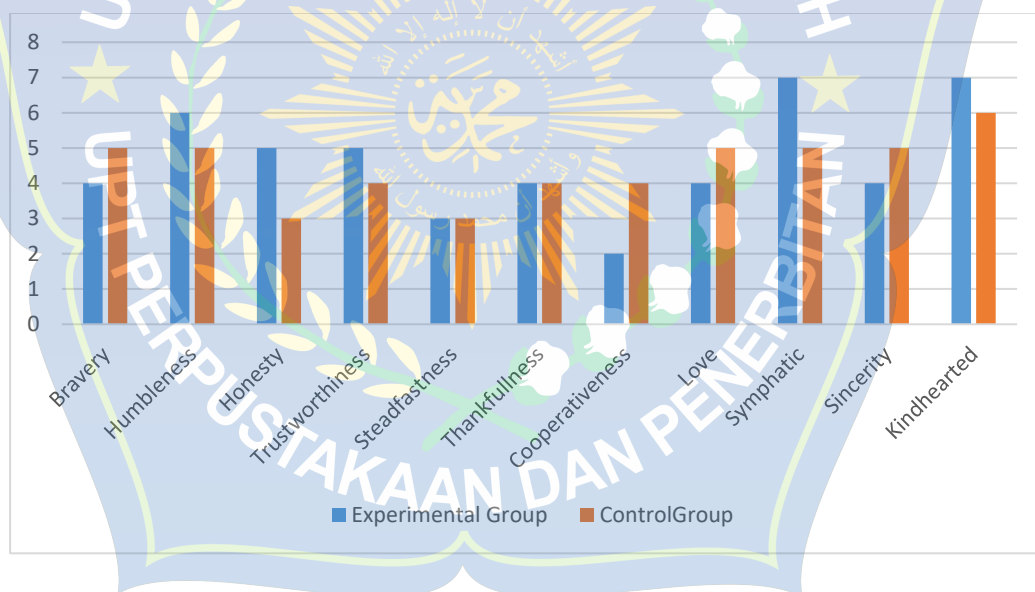
##### 1. The Students Increase in Their Capacity to Recognize the Moral significance in Narrative Text

In order to solve the problem statement in the previous chapter, the researcher administered pre-test and post-test to experimental and control group. The results of the pre-test of students can be seen in the following table:

*Table 4. 1 Learning Outcomes Pre-test Class XI*

Types of Moral Value	Students that answer correctly	
	Experimental Group	Control Group
Bravery	4	5
Humbleness	6	5
Honesty	5	3
Trustworthiness	5	4
Steadfastness	3	3
Thankfulness	4	4
Cooperativeness	2	4
Love	4	5
Symphatic	7	5
Sincerity	4	5
Kindhearted	7	6

The table shows the number of students that can recognize the moral significance of particular types of moral value in pre-test. For example, the interpretation is that there are 4 students from experimental group and 5 students from control group that can recognize the moral value of bravery in the pre-test. There are 6 students from experimental group and 5 students from control group that can recognize the moral value of humbleness in pre-test and so on. If the learning outcome of pre-test using the close reading strategy in the experimental class and the control class with the independent reading strategy were depicted in a bar chart, it would be as follows:



*Diagram 4. 1 Learning Outcomes Pre-test Class XI*

The results of the post-test of students can be seen in the following table:

*Table 4. 2 Learning Outcomes Post-test Class XI*

Types of Moral Value	Students that answer correctly	
	Experimental Group	Control Group
Bravery	7	5
Humbleness	10	5
Honesty	8	6
Trustworthiness	8	7
Steadfastness	8	5
Thankfulness	7	9
Cooperativeness	10	9
Love	8	9
Symphatic	9	8
Sincerity	10	9
Kindhearted	10	9

The table shows the number of students that can recognize the moral significance of particular types of moral value in post-test. For example, the interpretation is that there are 7 students from experimental group and 5 students from control group that can recognize the moral value of bravery in the pre-test. There are 10 students from experimental group and 5 students from control group that can recognize the moral value of humbleness in pre-test and so on. If the learning outcome of post-test using the close reading strategy in the experimental class and the control class with the independent reading strategy were depicted in a bar chart, it would be as follows:

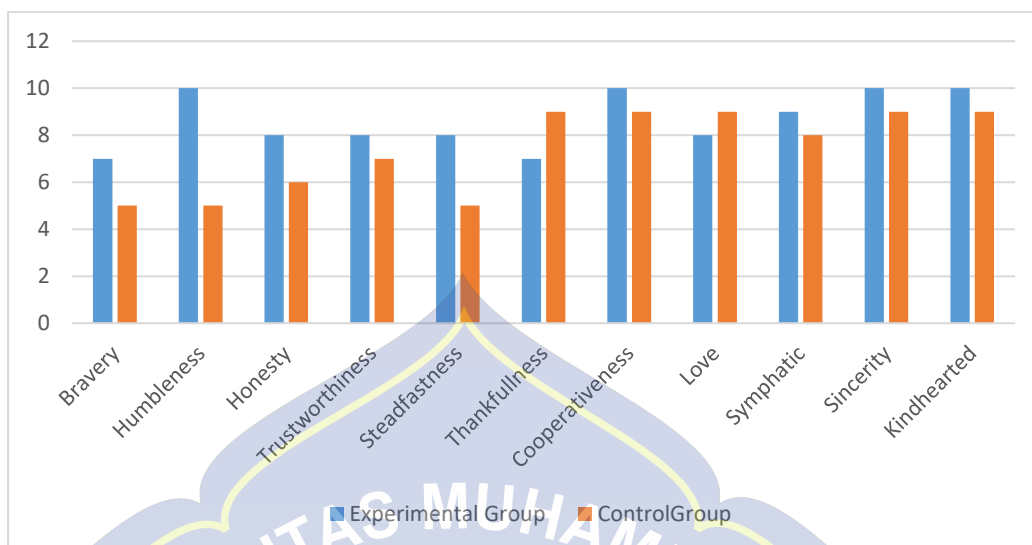


Diagram 4. 2 Learning Outcomes Post-test Class XI

a. Experimental Group

1) Increase in student learning outcomes

Table 4. 3 Average Score of Experimental Group's Learning Outcomes

Group	Pre-test	Post-test	Improvement
Experimental Group	46.36	85.45	39,08

Learning Outcomes Pre-Test and Post-Test Class XI The average score of student learning results through close reading strategy measured as a 46,36 (poor) for the pre-test and 85,45 (good) for the post-test, as we can see there are 39,08 points of improvement from the pre-test to the post-test. So, through the data obtained, it can be concluded that the use of close reading strategy can increase the capacity to recognize the moral significance in narrative text of students in experimental class.



## 2) Value category and frequency of student's ability

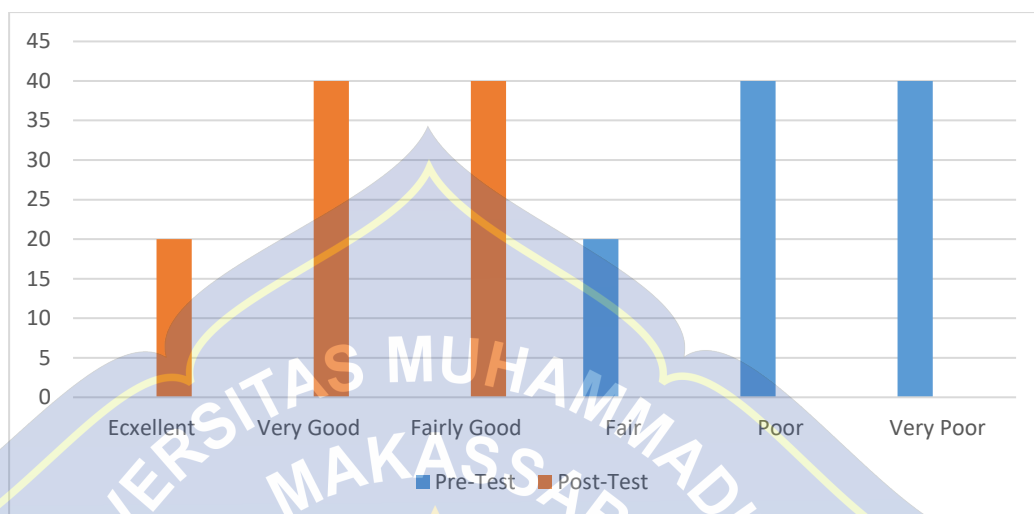
*Table 4. 4 Categories of Experimental Group's Learning Outcomes*

Value Range	Categories	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
96 - 100	Excellent	0	0	2	20%
86 - 95	Very good	0	0	4	40%
76 - 85	Good	0	0	0	0
66 - 75	Fairly good	0	0	4	40%
56 - 65	Fair	2	20%	0	0
46 - 55	Poor	4	40%	0	0
0 - 45	Very Poor	4	40%	0	0
<b>Total</b>		<b>10</b>	<b>100%</b>	<b>10</b>	<b>100%</b>

Based on the table above, there is a difference in students' learning outcomes of the pre-test and post-test. For pre or untreated tests using close reading strategy, there are 2 students in the fair category, 4 students in the poor category, and 4 students in the very poor category.

However, after being treated using close reading strategy, the level of students' reading ability obtained in the form of a post-test increased. It can be seen in the table above that a total of 2 students in excellent category, 4 students are in the very good category, 4 students are in the fairly good category. So, it can be concluded that there are no students who are in the

fair, poor, and very poor category in the post-test. The data can be described in the chart as follows:



*Diagram 4.3 Experimental Group's Pre-test and Post-test Value Categories*

b. Control Group

1) Increase in student learning outcomes

*Table 4.5 Average Score of Control Group's Learning Outcomes*

Group	Pre-test	Post-test	Improvement
Control Group	44.55	73.63	29.08

Learning Outcomes Pre-Test and Post-Test Class XI The average score of student learning results through independent reading strategy measured as a 44,55 (very poor) for the pre-test and 73,63 (fairly good) for the post-test, as we can see there are 29,08 points of improvement from the pre-test to the post-test. So, through the data obtained, it can be concluded that the control class experienced an increase in learning outcomes from the pre-test and post-test but did not as much as the improvement of experimental group.

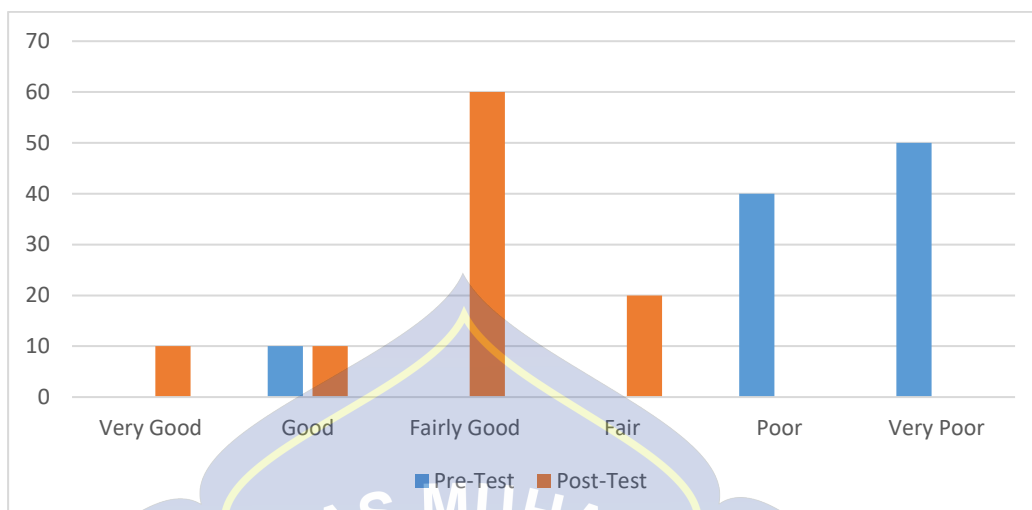
## 2) Value category and frequency of student's ability

Table 4. 6 Categories of Controll Group's Learning Outcomes

Value Range	Categories	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
96 - 100	Excellent	0	0	0	0
86 - 95	Very good	0	0	1	10%
76 - 85	Good	1	10%	1	10%
66 - 75	Fairly good	0	0	6	60%
56 - 65	Fair	0	0	2	20%
46 - 55	Poor	4	40%	0	0
0 - 45	Very Poor	5	50%	0	0
<b>Total</b>		<b>10</b>	<b>100%</b>	<b>10</b>	<b>100%</b>

Based on the table above, there is a difference in students' learning outcomes of the pre-test and post-test. For pre or untreated tests using independent reading strategy, there are 1 student in the good category, 4 students in the poor category, and 5 students in the very poor category.

However, after being treated using independent reading strategy, the level of students' reading ability obtained in the form of a post-test increased. It can be seen in the table above that a total of 1 student is in the very good category, 1 student in good category, 6 students are in the fairly good category, and 2 students in fair category. So, it can be concluded that there are no students who are in poor and very poor category in the post-test. The data can be described in the chart as follows:



*Diagram 4.4 Control Group's Pre-test and Post-test Value Categories*

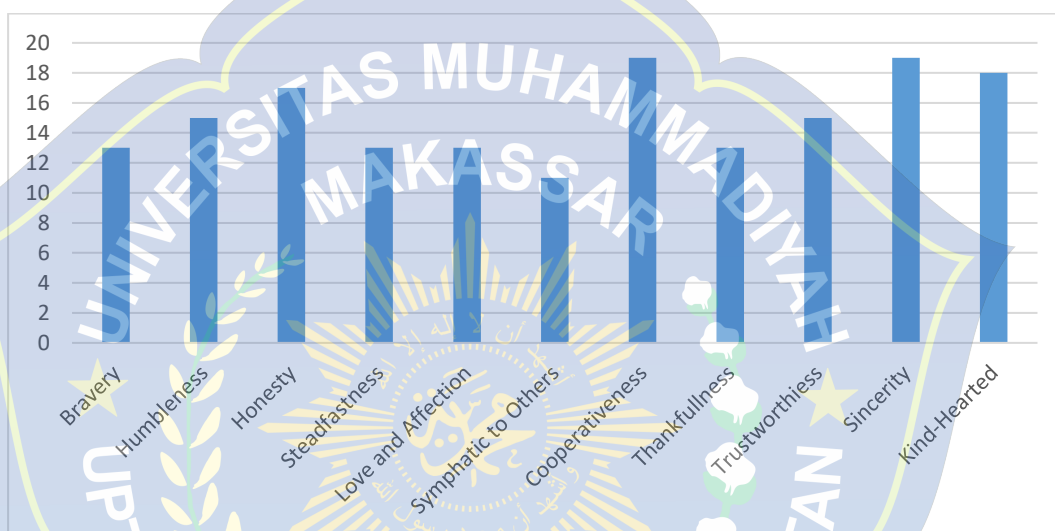
## 2. Types of Moral Significance Students Can Recognize

*Table 4.7 Types of Moral Significance Students' can Recognize*

No	Types	Number of students who answered correctly	Percentage
1	Sincerity	19	95%
2	Cooperativeness	19	95%
3	Kind-hearted	18	90%
4	Honesty	17	85%
5	Trustworthiness	15	75%
6	Humbleness	15	75%
7	Bravery	13	65%
8	Thankfulness	13	65%
9	Love and affection	13	65%
10	Steadfastness	13	65%
11	Symphatic to others	11	55%

Based on the table above, there are 95% of students that could recognize the moral significance sincerity, and cooperativeness, 90% of students could recognize the moral significance kind-hearted, 85% of students could

recognize the moral significance honesty, 75% of students could recognize the moral significance trustworthiness, and humbleness, 65% of students could recognize the moral significance bravery, thankfulness, love and affection, and steadfastness, 55% of students could recognize the moral significance of symphatic to others. The data can be described in the chart as follows:



*Diagram 4. 5 Types of Moral Significance Students' can Recognize*

### 3. Hypothesis Testing

#### a. Paired Sample t-Test value

In True-experimental research, the paired sample t-test is used to measure the change or effect of an intervention or treatment on the same group before and after the treatment. If the significant value is  $t < 0.05$ , there is a significant influence of the use of close reading strategy on the student's capacity to recognize the moral significance in narrative text of SMA Pesantren Puteri Yatama Mandiri students.

Table 4. 8 Paired Sample t-Test

Subject		Paired Difference					t	df	Sig.
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Experimen – Post-test Experimen	-39.08	17.16	5.42	-51.37	-26.80	-7.200	9	<.001
Pair 2	Pre-test Control – Post-test Control	-29.08	14.71	4.65	-39.61	-18.55	-6.249	9	<.001

Based on the table above, the paired sample test shows the results of the data using SPSS. The results of the pair 1 test have obtained sig results ( $<0.01$ )  $<0.05$ , so it can be concluded that there is an influence of the use of close reading strategy on the student's capacity to recognize the moral significance in narrative text. In the other side, the result of pair 2 test also has obtained sig results ( $<0.01$ )  $<0.05$ , so it can be concluded that there is also an influence of the use of independent reading strategy on the student's capacity to recognize the moral significance in narrative text.

The learning outcome score obtained is -39,08900 for the experimental group, and -29.08800 for the control group, while the (-) symbol indicates that the average learning outcome of the post-test is higher than the average of the pre-test. In other words, there are 39.08900 point of improvement of the mean score from the pre-test to the post in the experimental group, and 29.0800 in the control group.

#### b. Independent Sample t-Test value

In True-experimental research, the independent sample t-test is used to compare two groups that differ in terms of a measured variable. It is used when



there are two different groups that are expected to differ in the measured outcome due to different treatments or conditions.

*Table 4. 9 Independent Sample t-Test*

Subject		Lavene's Test for Equality of Variance		t-Test for Equality of Means						
		F	Sig	t	df	Sig	Mean Difference	Std Error	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar	Equal variances Assumed	5.02	.038	2.67	18	.008	11.81	4.42	2.52	21.11
	Equal variances not assumed			2.67	16.01	.008	11.81	4.42	2.44	21.19

Based on the output results of the independent sample t-test above, we have obtained sig results  $0.08 < 0.05$ , so it can be concluded that there is a difference between the average value of the learning outcomes of students in the experimental group who received the close reading strategy and the control group who received the independent reading strategy.

*Table 4. 10 Group Statistic*

Subject		N	Mean	Std. Deviation	Std. Error mean
Hasil Belajar Siswa	Post test Kelas Experimen	10	85.4480	11.50085	3.63689
	Post test Kelas Kontrol	10	73.6290	7.95916	2.51691

## B. Discussion

According to the research result of (Mira, 2017) entitled “An Analysis of The Students’ Abilities in Understanding Moral Values on Narrative Text” in general, students' inferential comprehension especially their capacity to recognize the moral significance still rated poor, which is in line with the researcher's findings on the students' pre-test results, which shows that the experimental group’s pre-test result was 46,36 and control group’s pre-test result was 44,55 which both of them rated as poor. This might be caused by the lack use of reading strategy used by teachers which resulted in no improvement in student abilities during this time.

Based on research conducted by (Daryanti, 2017) in her research entitled " An Analysis of Student's Difficulties in Finding the Moral Value of Narrative Text". In her research she has discovered that there are several negative factors and become obstacles that affect students' ability to recognize moral values in narratives. Such as the exception in the decoding process, lack of previous knowledge, lack of motivation or perseverance, low level cognitive skills, and lack of metacognitions skill. These results underline how crucial it is to remove these impediments in order to help students develop their capacity to recognize the moral significance of narrative text.

Close reading is a strategy that aids students in deepening their comprehension of texts, close reading involves the reader developing a deeper understanding of the text. Through close reading students are guided to critically analyze and appreciate a variety of textual elements through several cycle of reading, text-based questions, and discussion (Duarte et al., 2019). In practice, students are guided to read in several cycles and discuss their finding with their pair. The close reading strategy that

implemented to increase students' capacity to recognize the moral significance in narrative text could be classified as an inferential comprehension.

Close reading strategy were used in several research that aims to improve students' reading comprehension such as (Payumi & Hartati, 2018) in their research entitled "The Use of Close Reading Technique to Improve Students Reading Comprehension", and (Safitri, 2021) with her research entitled "The Influence of Close Reading Strategy Toward Students' Reading Comprehension on Biographical Recount Text". which in line with this research because the act of recognizing the moral significance is classified as inferential comprehension.

The improvement of student learning results is marked after the researcher carries out learning actions. Where the data obtained and later analyzed by researchers in the control and experimental classes showed differences. Where, in the data, the experimental class obtained higher learning results than the control class. This is because in the experimental class learning actions were carried out using close reading strategy. So based on the data obtained, it shows the improvement of students' capacity to recognize the moral significance.

The results of the study show that students who are taught to use close reading strategy can increase students' capacity to recognize the moral significance in narrative texts. The results of this data can be seen based on the average of the experimental class with a pretest of 47.36 and a post-test of 85.45. Data shows that the use of close reading strategy can make students more able to recognize the moral significance in narrative text, which is in line with the research finding of (Payumi & Hartati, 2018) who find that the close reading strategy could improve students' reading comprehension.

## CHAPTER V

### CONCLUSION

#### A. Conclusion

The conclusion that follows provides evidence that the implementation of close reading strategy was successful in increasing students capacity to recognize the moral significance in narrative text.

1. The students' capacity to recognize the moral significance in narrative text has improved. It has been demonstrated by looking at the experimental, and control groups' mean score improvement, that the improvement result of experimental group is higher than the result of control group. Although both groups experienced improvements, the greatest improvement was still experienced by the experimental group that received the close reading strategy treatment
2. The types of moral significance that students can recognize is sincerity, and cooperativeness as the highest percentage, and kind-hearted as the lowest percentage. These findings can be used as a reference for teachers to improve students' ability to recognize the moral significance especially in the types of moral significance that are detected as student having low ability in recognizing them.

#### B. Suggestion

1. To the English Teacher

It is hoped that teachers, particularly English teachers, will be able to use close reading strategy more frequently during the teaching and learning process to improve students' capacity to recognize moral significance in narrative text.

## 2. To the Students

It is hoped that students will be able to use close reading strategy more frequently to improve their capacity to recognize the moral value in narrative text because based on the research that has been done, it can be said that adopting close reading strategy in the classroom results in an improvement in students' capacity to recognize the moral value in narrative texts.

## 3. To the Researcher

The research done by this researcher cannot be said to be perfect, but it is hoped that from this research other researchers can use this research to be used as a reference for further research. although there are still deficiencies in the process carried out especially in the use of close reading and also the use of independent reading strategy in the process of reading comprehension in English. And to other researchers who will conduct research by taking references in this study, especially on the use of close reading strategy to be able to develop new things that can become new references as well for further research.

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**A**

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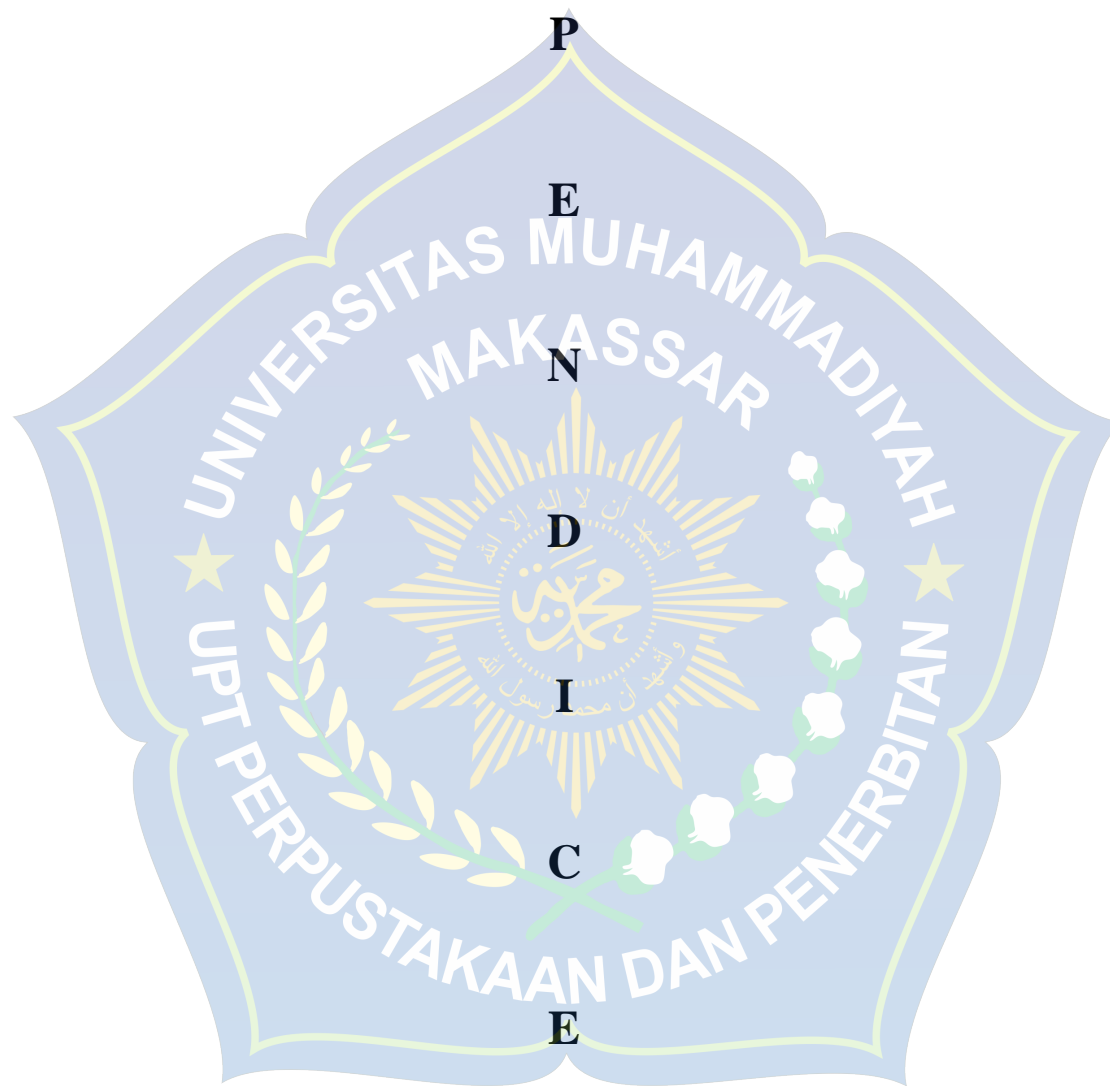
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**APPENDICES 1**  
**DATA HASIL BELAJAR (PRETEST) KELAS EXPERIMENT (XI A)**  
**SMA PESANTREN PUTERI YATAMA MANDIRI**

No	Nama	L/P	Soal																						Nilai	Kategori
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
1	NA	P	0	0	0	0	0	4.54	0	0	4.54	4.54	4.54	0	0	0	0	4.54	4.54	4.54	4.54	0	0	4.54	40.9	Very Poor
2	NA	P	0	0	4.54	4.54	0	0	0	0	4.54	4.54	0	0	0	4.54	4.54	4.54	4.54	0	0	4.54	0	0	40.9	Very Poor
3	ASP	P	4.54	4.54	4.54	4.54	0	0	4.54	0	4.54	4.54	4.54	0	0	0	4.54	4.54	0	0	4.54	4.54	0	0	54.54	Poor
4	FR	P	0	0	0	0	0	0	4.54	0	4.54	4.54	0	4.54	0	0	4.54	4.54	4.54	0	4.54	4.54	0	4.54	45.45	Poor
5	HB	P	0	4.54	4.54	0	4.54	4.54	0	0	0	0	4.54	0	0	0	0	0	4.54	4.54	0	4.54	4.54	4.54	45.45	Poor
6	NA	P	0	4.54	4.54	4.54	4.54	4.54	0	4.54	0	4.54	4.54	4.54	4.54	4.54	0	0	4.54	4.54	4.54	4.54	4.54	4.54	77.27	Good
7	NQ	P	4.54	0	0	0	4.54	0	0	0	0	4.54	4.54	0	0	4.54	0	0	0	0	0	0	4.54	0	27.27	Very Poor
8	NZB	P	0	4.54	4.54	0	4.54	4.54	0	0	0	0	4.54	0	0	0	0	0	4.54	4.54	0	4.54	4.54	4.54	45.45	Poor
9	NNA	P	4.54	0	0	0	4.54	0	0	0	0	4.54	4.54	0	0	4.54	0	0	0	0	0	0	4.54	0	27.27	Very Poor
10	D	P	4.54	4.54	4.54	0	0	0	4.54	4.54	0	4.54	0	0	4.54	4.54	4.54	4.54	4.54	4.54	0	4.54	0	4.54	63.63	Fair

No	Nama	L/P	Soal											Nilai	Keterangan
			1	3	5	7	9	11	13	15	17	19	21		
1	NA	P	0	0	0	0	9.09	9.09	0	0	9.09	9.09	0	36.36	Very Poor
2	NA	P	0	9.09	0	0	9.09	0	0	9.09	9.09	0	0	36.36	Very Poor
3	ASP	P	9.09	9.09	0	9.09	9.09	9.09	0	9.09	0	9.09	0	63.63	Fair
4	FR	P	0	0	0	9.09	9.09	0	0	9.09	9.09	9.09	0	45.45	Poor
5	HB	P	0	9.09	9.09	0	0	9.09	0	0	9.09	0	9.09	45.45	Poor
6	NA	P	0	9.09	9.09	0	0	9.09	9.09	0	9.09	9.09	9.09	63.63	Fair
7	NQ	P	9.09	0	9.09	0	0	9.09	0	0	0	0	9.09	36.36	Very Poor
8	NZB	P	0	9.09	9.09	0	0	9.09	0	0	9.09	0	9.09	45.45	Poor
9	NNA	P	9.09	0	9.09	0	0	9.09	0	0	0	0	9.09	36.36	Very Poor
10	D	P	9.09	9.09	0	9.09	0	0	9.09	9.09	9.09	0	0	54.54	Poor

**DATA HASIL BELAJAR (POSTTEST) KELAS EXPERIMENT (XI A)**  
**SMA PESANTREN PUTERI YATAMA MANDIRI**

No	Nama	L/P	Soal																						Nilai	Kategori
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
1	NA	P	4.54	4.54	4.54	0	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	0	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	90.9	Very Good
2	NA	P	4.54	4.54	0	0	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	0	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	86.36	Very Good
3	ASP	P	4.54	0	4.54	4.54	4.54	0	4.54	4.54	4.54	4.54	0	0	0	4.54	0	0	4.54	4.54	4.54	4.54	4.54	4.54	68.18	Fairly Good
4	FR	P	4.54	4.54	0	0	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	0	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	86.36	Very Good
5	HB	P	4.54	4.54	4.54	4.54	4.54	0	4.54	4.54	4.54	4.54	0	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	90.9	Very Good
6	NA	P	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	0	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	95.45	Very Good
7	NQ	P	4.54	4.54	0	0	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	0	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	86.36	Very Good
8	NZB	P	0	0	4.54	4.54	4.54	4.54	4.54	4.54	0	0	4.54	4.54	4.54	4.54	4.54	0	4.54	4.54	4.54	4.54	0	4.54	72.72	Fairly Good
9	NNA	P	0	4.54	4.54	4.54	4.54	4.54	0	0	0	0	4.54	4.54	4.54	4.54	4.54	0	4.54	0	4.54	4.54	4.54	4.54	68.18	Fairly Good
10	D	P	0	4.54	4.54	4.54	4.54	4.54	0	0	4.54	4.54	4.54	4.54	4.54	4.54	4.54	0	4.54	4.54	4.54	4.54	0	4.54	77.27	Good



No	Nama	L/P	Soal											Nilai	Keterangan	
			1	3	5	7	9	11	13	15	17	19	21			
1	NA	P	9.09	9.09	9.09	9.09	9.09	9.09	9.09	9.09	9.09	9.09	9.09	9.09	100	Excellent
2	NA	P	9.09	0	9.09	9.09	9.09	9.09	9.09	9.09	9.09	9.09	9.09	9.09	90.9	Very Good
3	ASP	P	9.09	9.09	9.09	9.09	9.09	0	0	0	9.09	9.09	9.09	72.72	Fairly Good	
4	FR	P	9.09	0	9.09	9.09	9.09	9.09	9.09	9.09	9.09	9.09	9.09	90.9	Very Good	
5	HB	P	9.09	9.09	9.09	9.09	9.09	0	9.09	9.09	9.09	9.09	9.09	90.9	Very Good	
6	NA	P	9.09	9.09	9.09	9.09	9.09	9.09	9.09	9.09	9.09	9.09	9.09	100	Excellent	
7	NQ	P	9.09	0	9.09	9.09	9.09	9.09	9.09	9.09	9.09	9.09	9.09	90.9	Very Good	
8	NZB	P	0	9.09	9.09	9.09	0	9.09	9.09	9.09	9.09	9.09	0	72.72	Fairly Good	
9	NNA	P	0	9.09	9.09	0	0	9.09	9.09	9.09	9.09	9.09	9.09	72.72	Fairly Good	
10	D	P	0	9.09	9.09	0	9.09	9.09	9.09	9.09	9.09	9.09	0	72.72	Fairly Good	

**DATA HASIL BELAJAR (PRETEST) KELAS CONTROL (XI B)**  
**SMA PESANTREN PUTERI YATAMA MANDIRI**

No	Nama	L/P	Soal																						Nilai	Kategori
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
1	SM	P	4.54	4.54	4.54	4.54	0	0	4.54	0	0	4.54	4.54	4.54	0	0	4.54	4.54	0	0	4.54	4.54	0	0	54.54	Poor
2	SJ	P	0	0	0	0	0	0	0	4.54	4.54	4.54	4.54	0	4.54	4.54	0	4.54	0	0	4.54	4.54	0	0	40.9	Very Poor
3	SA	P	0	4.54	0	4.54	0	0	4.54	4.54	4.54	4.54	0	0	0	4.54	4.54	4.54	4.54	4.54	4.54	4.54	0	0	59.09	Fair
4	PFF	P	4.54	0	0	0	4.54	0	0	0	0	4.54	4.54	0	0	4.54	0	0	0	0	0	0	4.54	0	27.27	Very Poor
5	WA	P	0	0	4.54	4.54	0	4.54	0	0	0	4.54	4.54	0	0	0	0	4.54	4.54	0	0	4.54	0	36.36	Very Poor	
6	SR	P	0	0	0	0	0	4.54	0	0	4.54	0	4.54	0	4.54	0	0	4.54	4.54	4.54	4.54	0	0	4.54	40.9	Very Poor
7	W	P	0	0	4.54	4.54	0	0	0	0	4.54	4.54	0	0	0	4.54	0	4.54	4.54	0	0	4.54	0	0	36.36	Very Poor
8	NM	P	4.54	0	0	0	4.54	0	0	0	0	4.54	4.54	0	0	4.54	0	0	0	0	0	0	4.54	0	27.27	Very Poor
9	RZ	P	4.54	4.54	4.54	0	0	0	4.54	4.54	0	4.54	0	0	4.54	4.54	4.54	0	4.54	4.54	0	4.54	0	4.54	59.09	Fair
10	N	P	4.54	0	4.54	4.54	4.54	4.54	0	0	4.54	4.54	0	0	4.54	0	4.54	0	4.54	4.54	4.54	4.54	4.54	0	63.63	Fair

No	Nama	L/P	Soal											Nilai	Keterangan
			1	3	5	7	9	11	13	15	17	19	21		
1	SM	P	9.09	9.09	0	9.09	0	9.09	0	9.09	0	9.09	0	54.54	Poor
2	SJ	P	0	0	0	0	9.09	0	9.09	0	0	9.09	0	27.27	Very Poor
3	SA	P	0	0	0	9.09	9.09	0	0	9.09	9.09	9.09	0	45.45	Poor
4	PFF	P	9.09	0	9.09	0	0	9.09	0	0	0	0	9.09	36.36	Very Poor
5	WA	P	0	9.09	0	0	0	9.09	0	0	9.09	0	9.09	36.36	Very Poor
6	SR	P	0	0	0	0	9.09	9.09	9.09	0	9.09	9.09	0	45.45	Poor
7	W	P	0	9.09	0	0	9.09	0	0	0	9.09	0	0	27.27	Very Poor
8	NM	P	9.09	0	9.09	0	0	9.09	0	0	0	0	9.09	36.36	Very Poor
9	RZ	P	9.09	9.09	0	9.09	0	0	9.09	9.09	9.09	0	0	54.54	Poor
10	N	P	9.09	9.09	9.09	0	9.09	0	9.09	9.09	9.09	9.09	9.09	81.81	Good

**DATA HASIL BELAJAR (POSTTEST) KELAS CONTROL (XI B)**  
**SMA PESANTREN PUTERI YATAMA MANDIRI**

No	Nama	L/P	Soal																						Nilai	Kategori
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
1	SM	P	0	4.54	4.54	4.54	0	4.54	0	4.54	4.54	0	4.54	0	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	72.27	Fairly Good
2	SJ	P	4.54	0	4.54	4.54	4.54	4.54	4.54	0	0	4.54	4.54	0	0	4.54	0	4.54	0	4.54	4.54	4.54	4.54	0	63.63	Fair
3	SA	P	0	4.54	4.54	4.54	4.54	0	4.54	4.54	0	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	0	0	0	4.54	72.27	Fairly Good	
4	PFF	P	0	4.54	4.54	4.54	0	4.54	4.54	4.54	4.54	4.54	0	0	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	81.81	Good
5	WA	P	4.54	4.54	4.54	0	0	4.54	4.54	4.54	4.54	0	0	4.54	4.54	4.54	4.54	0	0	4.54	4.54	4.54	4.54	0	68.18	Fairly Good
6	SR	P	0	4.54	4.54	4.54	4.54	4.54	0	4.54	0	4.54	4.54	4.54	4.54	4.54	0	0	4.54	4.54	4.54	4.54	4.54	4.54	77.27	Good
7	W	P	4.54	0	4.54	4.54	4.54	0	4.54	4.54	4.54	4.54	0	0	0	4.54	0	0	4.54	4.54	4.54	4.54	4.54	4.54	68.18	Fairly Good
8	NM	P	0	4.54	4.54	4.54	0	4.54	0	4.54	4.54	0	4.54	0	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	72.27	Good
9	RZ	P	4.54	4.54	4.54	0	0	0	4.54	4.54	0	4.54	0	0	4.54	4.54	4.54	0	4.54	4.54	4.54	4.54	4.54	4.54	68.18	Fairly Good
10	N	P	4.54	4.54	0	0	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	0	4.54	4.54	4.54	4.54	4.54	4.54	4.54	4.54	86.36	Good

No	Nama	L/P	Soal											Nilai	Keterangan
			1	3	5	7	9	11	13	15	17	19	21		
1	SM	P	0	9.09	0	0	9.09	9.09	9.09	9.09	9.09	9.09	9.09	72.72	Fairly Good
2	SJ	P	9.09	9.09	9.09	0	9.09	0	9.09	9.09	9.09	9.09	9.09	81.81	Good
3	SA	P	0	9.09	9.09	9.09	0	9.09	9.09	9.09	9.09	0	0	63.63	Fair
4	PFF	P	0	9.09	0	9.09	9.09	0	9.09	9.09	9.09	9.09	9.09	72.72	Fairly Good
5	WA	P	9.09	9.09	0	9.09	9.09	0	9.09	9.09	0	9.09	9.09	72.72	Fairly Good
6	SR	P	0	9.09	9.09	0	0	9.09	9.09	0	9.09	9.09	9.09	63.63	Fair
7	W	P	9.09	9.09	9.09	9.09	9.09	0	0	0	9.09	9.09	9.09	72.72	Fairly Good
8	NM	P	0	9.09	0	0	9.09	9.09	9.09	9.09	9.09	9.09	9.09	72.72	Fairly Good
9	RZ	P	9.09	9.09	0	9.09	0	0	9.09	9.09	9.09	9.09	9.09	72.72	Fairly Good
10	N	P	9.09	0	9.09	9.09	9.09	9.09	9.09	9.09	9.09	9.09	9.09	90.9	Very Good

## APPENDICES 2

### Lesson Plan (Experimental Group)

#### RENCANA PELAKSANAAN PEMBELAJARAN

##### (RPP)

Sekolah : SMA Pesantren Puteri Yatama Mandiri  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : X / Genap  
 Materi Pokok : Narrative Text  
 Alokasi Waktu : 4 x 45 Menit (4 kali pertemuan)

#### A. Kompetensi Inti

- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

#### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.8 <b>Membedakan</b> fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana,	<b>3.8.1 Menjabarkan</b> fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait dengan naratif legenda dan cerita rakyat sesuai

sesuai dengan konteks penggunaannya.	dengan konteks penggunaannya.
4.8 <b>Menangkap makna</b> secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	<b>4.8.1 Menceritakan kembali</b> legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran dengan model *Think Pair Share*, peserta didik mampu menjelaskan fungsi sosial, struktur teks, unsur kebahasaan, dan pesan moral dari beberapa teks dalam bentuk Narrative text dan dapat menceritakan kembali legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi.

### D. Materi Pembelajaran

#### 1. Social Function

Narrative text has a few social functions which is:

- To teach moral values
- To get an entertainment

#### 2. Generic Structure

**Structure of narrative text can include:**

- Orientasi
- Komplikasi
- Resolusi

#### 3. Language Features

- Sentences in simple past tense, past continuous, and others that are relevant
- Vocabulary: related to characters, characters, and settings in legends
- Conjunction and time-pointing adverbs
- Speech, word stress, intonation, spelling, punctuation, and handwriting

### E. Model/ Metode Pembelajaran

1. Learning Approach : *Scientific/Contextual Teaching and Learning/TPACK*



2. Learning Methode : *Think Pair Share*
3. Technique : *Questions and answers, interviews, discussions and role playing*

#### F. Learning Media

##### Media:

- Worksheet atau lembar kerja (siswa)
- Lembar penilaia

#### G. Sumber Belajar

- <https://www.english-academy.id/blog/narrative-text-adalah>
- <https://www.ruangguru.com/blog/struktur-dari-narrative-text>

#### H. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
<b>Pendahuluan</b>	<ol style="list-style-type: none"> <li>1) Peserta didik memberi salam dan berdoa</li> <li>2) Guru mengecek kehadiran peserta didik dan memberi motivasi</li> <li>3) Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan</li> <li>4) Guru menyampaikn garis besar cakupan materi dan langkah pembelajaranMenyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ol>	5 menit
<b>Kegiatan Inti:</b>	<ol style="list-style-type: none"> <li>1) Guru menanyakan kepada siswa tentang teks narrative dan close reading strategy.</li> <li>2) Guru dan siswa akan membahas tentang teks naratif dan bagaimana menggunakan close reading strategy dalam kegiatan membaca.</li> <li>3) Siswa akan diminta berpasangan dengan temannya.</li> <li>4) Guru akan memberikan siswa sebuah teks naratif, dan</li> </ol>	<b>Kegiatan Inti:</b>

	<p>siswa akan membaca teks naratif tersebut dengan menggunakan teknik close reading. Langkah-langkah close reading strategy sebagai berikut:</p> <ol style="list-style-type: none"> <li>a) Siswa diminta untuk membaca, analisis, dan anotasi teks untuk memahami keseluruhan teks untuk mengenali pesan moral dari narrative teks.</li> <li>b) Terlibat dalam percakapan kolaboratif terfokus yang membahas tujuan yang teridentifikasi.</li> <li>c) Lengkapi siklus pertama membaca dan menyajikan pertanyaan.</li> <li>d) Baca ulang untuk memperluas pemahaman tentang teks.</li> <li>e) Berkomunikasi dengan orang lain untuk berbagi interpretasi dan mencari kejelasan.</li> <li>f) Lengkapi siklus kedua membaca dan menyajikan pertanyaan.</li> <li>g) Baca ulang dan lanjutkan kolaborasi sesuai kebutuhan hingga pemahaman yang mendalam tentang fitur teks dan pesan penulis tercapai.</li> <li>h) Lengkapi siklus ketiga membaca dan menyajikan pertanyaan.</li> </ol> <p>5) Siswa akan berdiskusi dengan pasangannya tentang apa makna moral dari teks naratif.</p>	
<p><b>Kegiatan Penutup</b></p>	<ol style="list-style-type: none"> <li>1) Guru memberikan guided questions tentang apa saja yang sudah dipelajari dan manfaat apa yang bisa diambil dari materi untuk kehidupan sehari-hari. (Post Test) What value can you apply in your life from text</li> <li>2) Guru menanyakan bagian dari pembelajaran mana yang paling disukai.</li> <li>3) Guru menunjuk salah satu siswa untuk memimpin doa</li> </ol>	<p><b>5 menit</b></p>

	untuk mengakhiri pembelajaran.	
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### I. Penilaian Hasil Pembelajaran

Teknik Penilaian: Tes

Bentuk Instrument: Penilaian tes tertulis berbentuk Pilihan ganda

Untuk rubric penilaian reading teks narrative, sebagai berikut:

Score Maksimal = 100

Nilai siswa:

$$\text{Score} = \frac{\text{Students Correct Answers}}{\text{Total of Item}} \times 100$$

Score	Classification
96 - 100	Excellent
86 - 95	Very good
76 - 85	Good
66 - 75	Fairly good
56 - 65	Fair
46 - 55	Poor
0 - 45	Very poor

..... 2023

Mengetahui

Kepala Sekolah

Guru Mata Pelajaran

.....  
NIP/NRK.

.....  
NIP/NRK.

## Lesson Plan (Control Group)

### RENCANA PELAKSANAAN PEMBELAJARAN

#### (RPP)

Sekolah : SMA Pesantren Puteri Yatama Mandiri  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : X / Genap  
 Materi Pokok : Narrative Text  
 Alokasi Waktu : 4 x 45 Menit (4 kali pertemuan)

#### A. Kompetensi Inti

- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

#### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
<p>3.8 <b>Membedakan</b> fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks</p>	<p><b>3.8.1 Menjabarkan</b> fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait dengan naratif legenda dan cerita rakyat sesuai</p>

penggunaannya.	dengan konteks penggunaannya.
4.8 <b>Menangkap makna</b> secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	<b>4.8.1 Menceritakan kembali</b> legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran dengan model *Think Pair Share*. peserta didik mampu menjelaskan fungsi sosial, struktur teks, unsur kebahasaan, dan pesan moral dari beberapa teks dalam bentuk Narrative text dan dapat menceritakan kembali legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi.

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Structure of narrative text can include:

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- Komplikasi
- Resolusi
- Orientasi ulan

#### 3. Language Features

- Sentences in simple past tense, past continuous, and others that are relevant
- Vocabulary: related to characters, characters, and settings in legends
- Conjunction and time-pointing adverbs
- Speech, word stress, intonation, spelling, punctuation, and handwriting

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- Lembar penilaian

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- <https://www.ruangguru.com/blog/struktur-dari-narrative-text>

#### H. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
<b>Pendahuluan</b>	<ol style="list-style-type: none"> <li>1) Peserta didik memberi salam dan berdoa</li> <li>2) Guru mengecek kehadiran peserta didik dan memberi motivasi</li> <li>3) Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan</li> <li>4) Guru menyampaikan garis besar cakupan materi dan langkah pembelajaranMenyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> </ol>	5 menit
<b>Kegiatan Inti:</b>	<ol style="list-style-type: none"> <li>1) Guru menanyakan kepada siswa tentang teks narrative dan strategi independent reading.</li> <li>2) Guru dan siswa akan membahas tentang teks naratif dan bagaimana menggunakan strategi independent reading dalam kegiatan membaca.</li> <li>3) Guru akan memberikan siswa sebuah teks naratif, dan</li> </ol>	<b>Kegiatan Inti:</b>

	<p>siswa akan membaca teks naratif tersebut dengan menggunakan strategi independent reading. Langkah-langkah strategi independent reading sebagai berikut:</p> <ol style="list-style-type: none"> <li>a) Guru menginstruksikan peserta didik untuk membaca masing-masing teks secara mandiri</li> <li>b) Guru memberikan beberapa pertanyaan kepada peserta didik untuk seputar kosa kata yang masih asing menurut mereka, plot, karakter, dan isi cerita teks narrative.</li> <li>c) Guru memberikan kesempatan kepada peserta didik untuk menggunakan kamus atau handphone mereka untuk mencari kosa kata yang sulit bagi mereka.</li> <li>d) Guru menginstruksikan siswa setelah mereka membaca untuk membuat pemetaan pikiran dan menuliskan semua bagian yang siswa ketahui tentang bacaan mereka, seperti judul bacaan, pemeran, kejadian/permasalahan dalam teks, berapa banyak karakter, dan sebagainya sesuai dengan yang mereka ketahui.</li> </ol> <p>4) Siswa akan menyimpulkan tentang apa makna moral dari teks naratif.</p>	
<p><b>Kegiatan Penutup</b></p>	<ol style="list-style-type: none"> <li>1) Guru Bersama peserta didik menarik kesimpulan apa yang telah dipelajari</li> <li>2) Guru memberikan kesempatan untuk siswa untuk menyampaikan refleksi</li> <li>3) Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya</li> <li>4) Guru menutup pertemuan hari ini dan berdoa bersama-sama</li> </ol>	<p><b>5 menit</b></p>

## I. Penilaian Hasil Pembelajaran



Teknik Penilaian: Tes

Bentuk Instrument: Penilaian tes tertulis berbentuk Pilihan ganda

Untuk rubric penilaian reading teks narrative, sebagai berikut:

Score Maksimal = 100

Nilai siswa:

$$\text{Score} = \frac{\text{Students Correct Answers}}{\text{Total of Item}} \times 100$$

Score	Classification
96 - 100	Excellent
86 - 95	Very good
76 - 85	Good
66 - 75	Fairly good
56 - 65	Fair
46 - 55	Poor
0 - 45	Very poor

..... 2023

Mengetahui

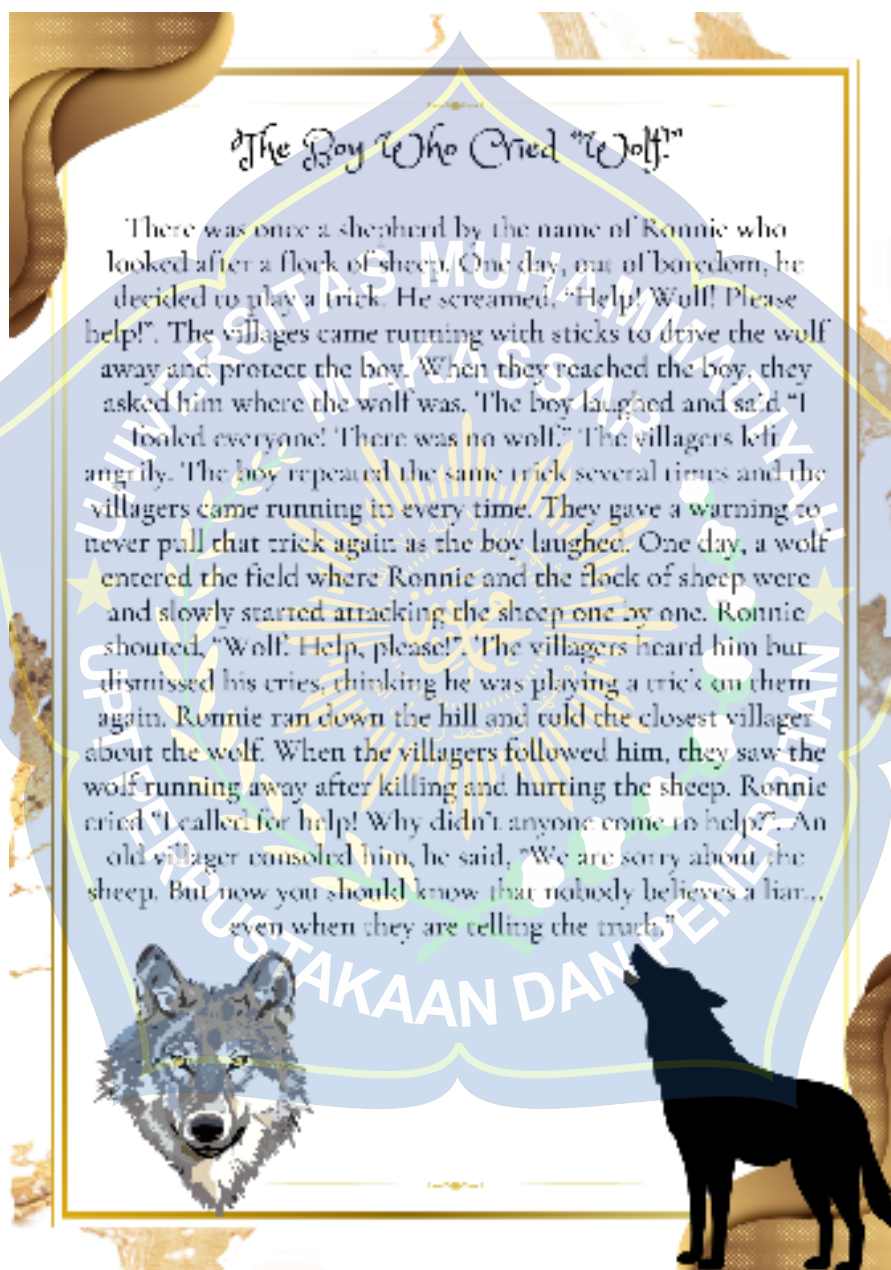
Kepala Sekolah .....

Guru Mata Pelajaran

.....  
NIP/NRK.



.....  
NIP/NRK.

APPENDICES 3  
TEACHING MATERIAL (TREATMENT)



### The Boy Who Cried "Wolf"

There was once a shepherd by the name of Ronnie who looked after a flock of sheep. One day, out of boredom, he decided to play a trick. He screamed, "Help! Wolf! Please help!". The villagers came running with sticks to drive the wolf away and protect the boy. When they reached the boy, they asked him where the wolf was. The boy laughed and said "I fooled everyone! There was no wolf." The villagers left angrily. The boy repeated the same trick several times and the villagers came running in every time. They gave a warning to never pull that trick again as the boy laughed. One day, a wolf entered the field where Ronnie and the flock of sheep were and slowly started attacking the sheep one by one. Ronnie shouted, "Wolf! Help, please!". The villagers heard him but dismissed his cries, thinking he was playing a trick on them again. Ronnie ran down the hill and told the closest villager about the wolf. When the villagers followed him, they saw the wolf running away after killing and hurting the sheep. Ronnie cried "I called for help! Why didn't anyone come to help?". An old villager consoled him, he said, "We are sorry about the sheep. But now you should know that nobody believes a liar... even when they are telling the truth."





## The Lion and The Mouse

Once when a lion was asleep, a little mouse began up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse and opened his big jaws to swallow him "Pardon, O King" cried the little mouse "forgive me this time, I shall never forget it: who knows I may be able to do you a good turn some of these days?" The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go. One day the lion was caught in a trap. Some hunters who to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beasts. Soon the little mouse had finished gnawing away the ropes, he asked the lion to run away



## APPENDICES 4

## SURAT KETERANGAN BEBAS PLAGIAT



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

## SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,  
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Muhammad Aqsan Ismail  
Nim : 105351101019  
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	6 %	10 %
2	Bab 2	17 %	25 %
3	Bab 3	7 %	10 %
4	Bab 4	5 %	10 %
5	Bab 5	3 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 17 Oktober 2024

Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,





## APPENDICES 5

## PENGANTAR PENELITIAN DARI FAKULTAS



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar  
Telp : 0411-860837 / 860132 (Fax)  
Email : k@unismuh.ac.id  
Web : https://dop.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 16525/FKIP/A.4-II/VI/1445/2024  
Lampiran : 1 (Satu) Lembar  
Perihal : Pengantar Penelitian

Kepada Yang Terhormat  
Ketua LP3M Unismuh Makassar  
Di -  
Makassar

*Assalamu Alaikum Warahmatullahi Wabarakatuh*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Muhammad Aqsan Ismail  
Stambuk : 105351101019  
Program Studi : Pendidikan Bahasa Inggris  
Tempat/ Tanggal Lahir : Makassar / 11-08-2000  
Alamat : Jalan Deppasawi Dalam No.104

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *Increasing Students Capacity to Recognize the Moral Significance of Narrative Text Through Close Reading Strategy*

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

*Wassalamu Alaikum  
Warahmatullahi  
Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H  
02 Juli 2024 M

Dekan



Erwin Akib, M.Pd., Ph.D.  
NBM. 860 934

## APPENDICES 6

## PENGANTAR PENELITIAN DARI LP3M


**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

 LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT  
 Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 4530/05/C.4-VIII/VII/1445/2024 03 July 2024 M  
 Lamp : 1 (satu) Rangkap Proposal 27 Dzulhijjah 1445  
 Hal : Permohonan Izin Penelitian

Kepada Yth,  
 Bapak Gubernur Prov. Sul-Sel  
 Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan  
 di -  
 Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16525/FKIP/A.4-II/VI/1445/2023 tanggal 3 Juli 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **MUHAMMAD AQSAN ISMAIL**  
 No. Stambuk : **10535 1101019**  
 Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**  
 Jurusan : **Pendidikan Bahasa Inggris**  
 Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"INCREASING STUDENTS CAPACITY TO RECOGNIZE THE MORAL SIGNIFICANCE OF NARRATIVE TEXT THROUGH CLOSE READING STRATEGY"**

Yang akan dilaksanakan dari tanggal 9 Juli 2024 s/d 9 September 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.  
 Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

**Dr. Muh. Arief Muhsin, M.Pd.**  
**NBM 1127761**

## APPENDICES 7

## PENGANTAR PENELITIAN DARI PTSP



**PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936  
Website : <http://simap-new.sulselprov.go.id> Email : [ptsp@sulselprov.go.id](mailto:ptsp@sulselprov.go.id)  
Makassar 90231

Nomor : 17495/S.01/PTSP/2024 Kepada Yth.  
Lampiran : - Bupati Gowa  
Perihal : Izin penelitian

di-  
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 4530/05/C.4-VIII/VII/1445/2024 tanggal 03 Juli 2024 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : MUHAMMAD AQSAN ISMAIL  
Nomor Pokok : 105351101019  
Program Studi : Pendidikan Bahasa Inggris  
Pekerjaan/Lembaga : Mahasiswa (S1)  
Alamat : Jl Slt Alauddin no, 259, Makassar

PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

**" INCREASING STUDENTS' CAPACITY TO RECOGNIZE THE MORAL SIGNIFICANCE IN NARRATIVE TEXT THROUGH CLOSE READING STRATEGY (A True Experimental Research) "**

Yang akan dilaksanakan dari : Tgl. **09 Juli s/d 09 September 2024**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar  
Pada Tanggal 04 Juli 2024

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU  
SATU PINTU PROVINSI SULAWESI SELATAN



**ASRUL SANI, S.H., M.Si.**  
Pangkat : PEMBINA TINGKAT I  
Nip : 19750321 200312 1 008

Tembusan Yth  
1. Ketua LP3M UNISMUH Makassar di Makassar,  
2. *Pertinggal.*



## APPENDICES 8

## KONTROL PELAKSANAAN PENELITIAN



MAJELIS DIKELITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar  
Telp : 0511 1782101 (Secretary)  
Email : prodibg@unismuh.ac.id  
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

## KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **Muhammad Aqsan Ismail**  
NIM : **105351101019**  
Judul Penelitian : **Increasing Students' Capacity to Recognize the Moral Significance in Narrative Text Through Close Reading Strategy**  
Tanggal Ujian Proposal : **17 Mei 2024**  
Tempat/Lokasi Penelitian : **SMA Pesantren Puteri Yatama Mandiri**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	8/July/2024	Membawa surat pengantar penelitian dari LP3M kampus kepada pihak sekolah	Abdul Rahim S.Pd., M.Pd	/
2	10/July/2024	Memberikan materi tentang moral value, close reading strategy, dan memberikan soal pre test	Amar Mo'ruf M.Hum	/
3	17/July/2024	Memberikan Treatment	Amar Mo'ruf M.Hum, Ph.D	/
4	24/July/2024	Memberikan Treatment	Amar Mo'ruf M.Hum, Ph.D	/
5	31/July/2024	Memberikan Treatment	Amar Mo'ruf M.Hum, Ph.D	/



MAJELIS DIKELITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar  
Telp : 0511 1782101 (Secretary)  
Email : prodibg@unismuh.ac.id  
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

6	7/Agustus/2024	Memberikan Treatment	Amar Mo'ruf M.Hum, Ph.D	/
7	21/Agustus/2024	Memberikan soal Post test	Amar Mo'ruf M.Hum, Ph.D	/
8				
9				
10				

Mengetahui,

.....2023

Ketua Program Studi,  
FKIP Uptismuh Makassar  
*Dr. Ummi Khaerati Svam, S.Pd., M.Pd*  
NBM. 977 807

Pimpinan/Kepala sekolah/Instansi  
*Dra. Hj. Nurmin Kasim, M.Pd*  
NIP. 196310131989032008

## APPENDICES 9

## SURAT KETERANGAN SELESAI PENELITIAN



YAYASAN YATAMA BKMT SULAWESI SELATAN  
 SEKOLAH MENENGAH ATAS (SMA)  
**PESANTREN PUTRI YATAMA MANDIRI KHUSUS ANAK YATIM MASAKIN**  
 Komp. BTN Restika Indah Blok A1 No. 1 JI. Baso Dg. Ngawing- Pallangga  
 Kab. Gowa Telp. : (0411) 842491, (0411) 8210853, (0411) 5052231



**SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN**  
**Nomor : 152/SMA/YY-BKMT/VIII/2024**

Yang bertanda tangan di bawah ini Kepala SMA Pesantren Putri Yatama Mandiri dengan ini menerangkan bahwa :

Nama : MUHAMMAD AQSAN ISMAIL  
 NIM : 105351101019  
 Program Studi : S1 Pendidikan Bahasa Inggris  
 Fakultas : Ilmu Keguruan dan Pendidikan

Menyatakan bahwa mahasiswa yang tersebut di atas telah melaksanakan penelitian di SMA Pesantren Putri Yatama Mandiri dengan judul penelitian *"Increasing Student's Capacity to Recognize The Moral Significance of Narrative Text Through Close Reading Strategy"* sejak bulan 9 Juli s/d 9 September 2024.

Demikianlah Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Pallangga, 21 Agustus 2024

Kepala Sekolah,

*[Signature]*  
 Dra Hj. Nurmin Kasim, M.Pd  
 NIP. \* \* \*

UNIVERSITAS NURMIN KASIM MAKASSAR  
 UPT PERPUSTAKAAN DAN PENERBITAN

## APPENDICES 10

### LOA (Letter of Acceptance)



**MAJELIS DIKELITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS**

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Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**LETTER OF ACCEPTANCE**  
0935/BG-FKIP/LOA/B/XII/1446/2024

Dear MUHAMMAD AQSAN ISMAIL

It is our pleasure to inform you that, after reviewing your paper:

**INCREASING STUDENTS' CAPACITY TO RECOGNIZE THE MORAL SIGNIFICANCE IN NARRATIVE TEXT THROUGH CLOSE READING STRATEGY**

The manuscript ID: 1653

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **English Language Teaching Methodology**, ISSN (paper) 2828-1586 ISSN (online) 2810-0352. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at [eltm@bg.unismuhmakassar.ac.id](mailto:eltm@bg.unismuhmakassar.ac.id)

Makassar, 26 December 2024 M  
25 Jumadil Akhir 1446 H

**Head of English Education Department  
Faculty of Teacher Training and Education**



**Dr. Ummi Khaerati Syam, S.Pd., M.Pd.**  
NBM. 977 807





**APPENDICES 11**  
**DOCUMENTATION**



*Picture 5 1 Students of XI Class*



*Picture 5 3 Treatment of Experimental Group*



*Picture 5 2 Treatment of Control Group*

## CURRICULUM VITAE



Muhammad Aqzan Ismail on August 11, 2000, was born in Makassar. He is first child of Ismail Badduha and Nur Santi. When he was seven years old, he resumed his basic education at SDN Cendrawasih Makassar after attending Al-Hidayah Kindergarten in 2006. He continued his education in junior high school in 2012 at MTS Istiqamah Boarding School where he graduated in 2015.

high school at SMKN 8 Makassar and graduated in 2019. He was enrolled in the English Education Department of Faculty of Teacher Training and Education at Universitas Muhammadiyah Makassar in 2019. At the end of his study, he was able to complete his thesis in 2024 with the title “Increasing Students Capacity to Recognize the Moral Significance in Narrative Text Through Close Reading Strategy”.