

APPENDIX

Appendix I

Translation of Qur'an Verse

Surah dan Ayat	Translation	
	English	Indonesia
Al- Alaq Ayat 1	Read: In the name of thy Lord Who createth,	Bacalah dengan (menyebut) nama Tuhanmu yang Menciptakan,
Al- Alaq Ayat 2	Createth man from a lot,	Dia telah menciptakan manusia dari segumpal darah,
Al- Alaq Ayat 3	Read: And thy Lord is the most Bounteous,	Bacalah, dan Tuhanmulah yang Maha pemurah,
Al- Alaq Ayat 4	Who teacheth by the pen,	Yang mengajar (manusia) dengan perantaran kalam,
Al- Alaq Ayat 5	Teacheth man that which he know not.	Dia mengajar kepada manusia apa yang tidak diketahuinya.

Appendix II

Age Classification enter to Generation Z

Table 2		
<i>Generation Z Students Classification</i>		
No	Name	Date of Birth
1.	M. Zainal Abidin	22 October 2007
2.	Nur Adelin	10 October 2007
3.	Sari Pelita	07 May 2007
4.	Gadis Ayu Hasari	31 December 2007
5.	Resti Ananta	06 June 2008
6.	M. Ghifari Azhar	19 October 2007
7.	Helmah Adelta	03 August 2007
8.	M. Nabil Syarif	05 June 2008
9.	Waffa Azizah	23 May 2008
10.	Rahmad Rifaldi	13 January 2007

Appendix III

Stories used in learning and interviews



Snow White

One day, there was a queen sitting near a very beautiful window while tailoring and seeing the snow. Accidentally, her finger was pierced by a sewing needle so that three drops of blood dripped out. The drops of blood fell down on the snow. The red color of the blood which was stuck in the white of the snow looked very pretty. Suddenly the queen thought “If only i had a child whose skin were as white as snow and whose lips were as red as blood”.

As the time went by, finally a queen gave birth of a very pretty princess whose skin was as white as snow and whose lips were as red as blood. The queen grew up as a very pretty and kind-hearted girl. She was called Snow White. However, when Snow White was about teenager, the queen died because of an

illness. After the queen's death, the king married again. This new queen was wicked and hated Snow white. The queen gave orders that Snow White was to be treated as a servant.

Every day the queen stood in front of her magic mirror while asking "Who is the most beautiful woman in the land?" and the mirror always answered, "You are the most beautiful one of all." The new queen asked the same question everyday and the mirror always answered the same thing. But one day the mirror answered that the queen was so beautiful but Snow White was much more beautiful than the queen. It made the queen so angry that she gave orders to one of her Huntsmen to take Snow White into the woods and kill her.

The Huntsman had such a kind heart that he couldn't do the deed. He told her to run away. In her fleeing into the woods, she found a place in which seven dwarfs lived. Their house was small and strange. Snow White entered the little house and found it very untidy. Then, she started to clean up the entire house. In the upstairs she found seven little beds. She was so exhausted that she stretched out on one of the beds. Not long after that, she was asleep on the bed.

When the Dwarfs came home they were surprised to find Snow White and after some argument, decided to let her stay. She promised to cook and look after them. She lived there together happily.

Unfortunately, The Queen discovered the place where Snow White was living and disguising herself as a witch. She then took a poisoned apple and set out for the Dwarfs cottage. She gave Snow White the poisoned apple to eat and as soon as she bit the apple, she sank into unconsciousness.

Thinking she was dead, the Dwarfs built a glass coffin and put her in it. For days she lay in the forest in her glass coffin. One day, the Prince was riding through the forest looking for Snow White and found her. He leaned over and kissed her. She opened her eyes and sat up with a smile. Everyone was happy at

that time. The Prince took Snow White to his palace where they were married and lived happily ever after.

Appendix IV

Lesson plan when teaching in class

**RENCANA PELAKSANAAN
PEMBELAJARAN(RPP)**

Satuan Pendidikan	: SMPN 5 Sampit
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/Genap
Materi Pokok	: <i>Narrative Text</i> (Snow White)
Alokasi Waktu	: 1 Pertemuan (2 Jam Pelajaran)

A. Kompetensi Inti

- KI-1** : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI-2** : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI-3** : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa i pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI-4** : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.
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B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
<p>3.7 Membandingkan fungsi sosial, struktur teks, dan unsurkebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait <i>Snow White</i>, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>3.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait <i>Snow White</i>.</p>	<p>3.8.1 Mengidentifikasi</p> <p>3.8.2 Menyusun kalimat acak menjadi teks <i>narrative</i> yang runtut sesuai dengan urutan yang logis secara lisan dan tulis.</p> <p>3.8.3 Membandingkan fungsi sosial beberapa teks <i>narrative</i>; <i>Snow White</i> lisan dan tulis pendek dan sederhana.</p> <p>3.8.4 Membandingkan struktur teks dan unsur kebahasaan beberapa teks <i>narrative</i>; <i>Snow White</i> lisan dan tulis pendek dan sederhana. Struktur teks dan unsur-unsur kebahasaan teks <i>narrative</i> berbentuk <i>Snow White</i> secara lisan dan tulis</p> <p>3.8.5 Berlatih membacakan isi teks <i>narrative</i> (<i>Snow White</i>) dengan pengucapan dan intonasi yang tepat di dalam kelompok.</p>

C. Tujuan Pembelajaran

1. Pertemuan Pertama

- Melalui pendekatan saintifik dengan menggunakan model *Discovery Learning*, setelah melaksanakan serangkaian kegiatan pembelajaran peserta didik dapat **menjelaskan** fungsi sosial, struktur teks dan unsur- unsur kebahasaan teks *narrative* berbentuk *fairy tales (Snow White)* secara lisan dengan pengucapan dan intonasi yang tepat.
- Melalui pendekatan saintifik dengan menggunakan model *Discovery Learning*, setelah melaksanakan serangkaian kegiatan pembelajaran peserta didik dapat **berlatih membacakan** fungsi sosial, struktur teks dan unsur-unsur kebahasaan teks *narrative* berbentuk *Snow White* secara lisan dengan pengucapan dan intonasi yang tepat.

Fokus Penguatan Karakter : Religius, disiplin, percaya diri, dan kerja sama

D. Materi Pembelajaran

1. Materi Pembelajaran Reguler

a. Fungsi sosial teks *Narrative*

Tujuan utama dari bercerita adalah untuk menghibur, mendapatkan dan mempertahankan perhatian pembaca/pendengar pada cerita tersebut. Dengan membaca atau mendengarkan cerita yang menarik, seseorang dapat menikmatinya dan bahkan mengambil hikmah yang disampaikannya.

2. Struktur teks *Narrative*

- a. *Orientation* (Orientasi): tokoh-tokoh dan perwatakannya (*charaters and characterizations*) dalam cerita, dan biasanya disebutkan juga *kapan dan di mana (setting of time and setting of place)*

- b. *Complication* (Konflik/ Krisis): Komplikasi ini membuat cerita semakin menarik karena tokoh utama terhalang untuk mencapai tujuan semula atau bahkan memicu peristiwa lain.
- c. *Resolution* (Resolusi): Resolusi ini biasanya memberikan penyelesaian pada komplikasi

3. Unsur-unsur kebahasaan teks *Narrative*

- a. *specific participants* dan sering individual;
- b. menggunakan bentuk *past tense* karena peristiwa cerita terjadi di waktu lampau;
- c. menggunakan *action verbs (material processes)*, dan ada yang menggunakan *verbal and mental processes*;
- d. menggunakan kata sifat atau keterangan untuk merinci orang, binatang, tempat atau tindakan (*action*); menggunakan *linking words* yang berkenaan dengan waktu;
- e. sering memasukkan *dialog*;
- f. menggunakan ungkapan langsung atau tak langsung;
- g. *descriptive language* digunakan untuk menciptakan kesan di benak pembaca; dan
- h. dapat ditulis sebagai orang pertama (I), atau ketiga (he, she, they) atau orang kedua (*you*).
- i.

4. Topik

Cerita yang memberikan keteladanan dan dapat menumbuhkan perilaku yang termuat di KI.

a. Materi Pembelajaran Pengayaan

Materi pembelajaran pengayaan terkait fungsi sosial, unsur kebahasaan dan struktur teks dalam teks naratif *Snow White* yang lebih kompleks.

b. Materi Pembelajaran Remedial

Materi pembelajaran remedial terkait fungsi sosial, unsur kebahasaan dan struktur teks dalam teks naratif *Snow White* yang pendek sederhana.

E. Metode Pembelajaran

Pendekatan :
 Saintifik Learning Model
 Pembelajaran :
 Discovery Learning
 Metode : Diskusi, Tanya Jawab, Presentasi

F. Media/Alat dan Bahan

Media :

- a. Lembar Kerja Siswa
- b. Video Animasi *narrative*

Alat/Bahan :

- a. Laptop
- b. Book
- c. Whiteboard
- d. Kertas Plano
- e. Spidol
- f. Sticky Notes
- g. A papper

G. Sumber Belajar

1. Kementerian Pendidikan dan Kebudayaan Republik Indonesia
 2018 : Buku Guru Bahasa Inggris *Think Globally Act Locally* Kelas
 IX, Edisi Revisi 2018
2. Kementerian Pendidikan dan Kebudayaan Republik Indonesia
 2018 : Buku Siswa Bahasa Inggris *Think Globally Act Locally* Kelas

IX, *Edisi Revisi* 2018

3. Kamus Bahasa Inggris – Indonesia
4. Internet/You-Tube
5. Bahan ajar yang relevan

H. Langkah-Langkah Pembelajaran

Pertemuan Pertama 2 Jam Pelajaran
A. Kegiatan Pendahuluan (10 menit)
<p>Orientasi</p> <p>Guru mengucapkan salam dan bertegur sapa dengan peserta didik. Peserta didik berdo'a sebelum memulai kegiatan. Guru memeriksa kehadiran peserta didik.</p>
<p>Apersepsi</p> <p>Mereview materi pertemuan sebelumnya. Mengajukan pertanyaan pendahuluan:</p> <p style="padding-left: 40px;"><i>Do you like reading stories?</i></p> <p style="padding-left: 40px;"><i>Do you know narrative text?</i></p> <p style="padding-left: 40px;"><i>Do you know kind of the story from narrative text?</i></p> <p style="padding-left: 40px;"><i>Have you ever read the story of Snow White?</i></p>
<p>Motivasi</p> <p>Menginformasikan materi yang akan dipelajari. Memberikan gambaran tentang manfaat mempelajari materi yang akan dipelajari. Menyampaikan tujuan dan strategi pembelajaran.</p>

<p>B. Kegiatan Inti (60 menit)</p>

<p>Guru menjelaskan apa itu narrative text dan siswa mencatat apa yang guru sampaikan. Kemudian guru membagikan kertas cerita Narrative Text tentang "Snow White". Siswa membaca cerita Snow White dan memahami isi dari cerita tersebut. Kemudian guru memilih beberapa siswa untuk membaca per paragraph dari cerita Snow White. Setelah selesai guru meminta siswa menuliskan struktur teks dan fungsi sosial dari cerita narrative text tentang Snow White . Kemudian setelah menuliskan struktur teks dan fungsi sosial dari bacaan tersebut guru memberi beberapa pertanyaan tentang bagaimana isi, ending dari cerita tersebut dan meminta beberapa siswa untuk menceritakan kembali kisah dari snow white untuk meninjau pemahaman membaca siswa. Setelah itu guru menjelaskan tentang pentingnya strategi belajar dan menjelaskan apa itu strategi metacognitive dalam pemahaman membaca.</p>
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<p>C. Kegiatan Penutup (10 menit)</p>
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<p>Guru menyimpulkan pembelajaran Guru memberikan tugas untuk memahami dan menerapkan strategi metacognitive reading. Guru mengucapkan salam</p>
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I. Penilaian, Pembelajaran Pengayaan dan Remedial

1. Teknik

a. Penilaian Sikap

Penilaian sikap pada pembelajaran KD ini meliputi :

1. Penilaian observasi pendidik
2. Penilaian antar teman

No	Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Ket.
1	Observasi	Jurnal		Saat pembelajaran berlangsung	Penilaian untuk dan pencapaian pembelajaran (<i>assessment for and of learning</i>)
2	Penilaian antarteman	Kuesioner		Setelah pembelajaran usai	Penilaian sebagai Pembelajaran (<i>assessment as learning</i>)

b. Pengetahuan

Penilaian pengetahuan dalam pembelajaran KD ini meliputi :

1. Tes Formatif melalui penilaian hasil lembar kerja disaat pembelajaran dan tes tertulis berupa esai.
2. Tes Sumatif setelah keseluruhan IPK dalam KD selesai tercapai berupa soal pilihan ganda dan esai.

No	Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Ket.
1.	Penggunaan	Essai	Disajikan teks narrative peserta didik dapat menuliskan pesan moral dan	Saat pembelajaran berlangsung dan/atau	Penilaian untuk, sebagai, dan/atau pencapaian

			informasi yang terkandung dalam teks tersebut	setelah usai	pembelajaran (<i>assessment for, as,</i>
2.	Tertulis	Essai dan Pilihan Ganda (<i>penilaian harian</i>)	Disajikan teks narrative peserta didik dapat menentukan dan menuliskan pesan moral dan informasi yang terkandung dalam teks tersebut	Setelah pembelajaran usai	Penilaian pencapaian pembelajaran (<i>assessment</i>

c. Keterampilan

Penilaian keterampilan dalam pembelajaran KD ini meliputi :

1. Penilaian unjuk kerja (*read aloud*) disaat pembelajaran.

No	Teknik	Bentuk Instrumen	Butir Instrumen	Waktu Pelaksanaan	Ket.
1	Praktik	<i>Membaca</i>	<i>Read aloud the story in front of the class</i>	Saat pembelajaran berlangsung dan/atau setelah usai	Penilaian untuk, sebagai, dan/atau pencapaian pembelajaran (<i>assessment for, as, and of</i>

					<i>learning)</i>
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1. Rubrik Penilaian Sikap

Nilai	Deskripsi
SB	Sangat Baik dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/mencari informasi dari sumber lain.
B	Baik dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/mencari informasi dari sumber lain.
C	Cukup dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/mencari informasi dari sumber lain.
K	Kurang dalam bekerjasama dalam kelompok, disiplin dan percaya diri membaca/mencari informasi dari sumber lain.

2. Rubrik Penilaian Pengetahuan

No	Aspek yang dinilai	Skor
1	Isi sesuai, struktur teks benar dan tepat, unsur kebahasaan sangat tepat	3
2	Isi sesuai, struktur teks benar tapi kurang tepat, unsur kebahasaan tepat	2

3	Isi kurang sesuai, struktur teks kurang tepat, unsur kebahasaan kurang tepat	1
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3. Rubrik Penilaian Reading Skill

No	Rated Aspect	Criteria	Score
1.	<i>(pronunciation)</i>	Almost perfect	5
		There are some errors but no interfere with meaning	4
		There are some errors and annoying Meaning	3
		Lots of errors and annoying Meaning	2
		Too many errors and annoying Meaning	1
2.	<i>(intonation)</i>	Almost perfect	5
		There are some errors but no interfere with meaning	4
		There are some errors and annoying Meaning	3
		Lots of errors and annoying Meaning	2
		Too many errors and annoying Meaning	1
3.	<i>(fluency)</i>	Very Fluent	5
		Fluent	4
		Fluent Enough	3

		Not That Fluent	2
		Not Fluent	1
4.	<i>(accuracy)</i>	Very Fluent	5
		Fluent	4
		Fluent Enough	3
		Not That Fluent	2
		Not Fluent	1

Mengetahui
Kepala Sekolah

Rusdi S.Pd

Sampit, 12 Januari 2022
Guru Mata Pelajaran

Sugiati S.Pd

Appendix V

RESEARCH INSTRUMENT

NO	OBSERVATION SHEET
1.	<p>Nama Sekolah : SMPN 5 SAMPIT</p> <p>Alamat Sekolah : Jl II Desa Terantang Seranau Kotawaringin Timur Kalimantan Tengah</p> <p>Akreditasi Sekolah : B</p>
2.	<p>Assalamualaikum wr.wb my name is Hayatun Nisa from UIN Antasari Banjarmasin. Here, miss nisaa will teach and research to carry out college assignments. The teacher greets and greets the students.</p> <p>Teacher: How are you?</p> <p>Student: How are you?</p> <p>Teacher: How are you today?</p> <p>Student: I'm fine thank you. And you?</p> <p>Teacher: I'm fine too. Thank You</p> <p>Students pray before starting the activity.</p> <p>Teacher: Before we start the lesson, let's recite the Basmalah together</p> <p>Student : Bismillahirrahmanirrahim</p> <p>Teacher attendance of students.</p> <p>Teacher: Next, I will check your attendance first</p> <p>Student : Yes ma'am</p>

Teacher: Next I will ask you some questions?

Do you like reading short stories?

Student : Yes ma'am

Teacher: Do you know narrative text?

Student: Narrative text is a fantasy story or longing fiction story

Teacher: Do you know the type of story from the narrative text?

Students: Timun Mas, Malin Kundang, Bawang Putih dan Bawang Merah.

Teacher: Have you read the story of Snow White?

Student: Some answered yes and some said no

Teacher: The story of Snow White belongs to narrative text fiction

Teacher: Okay, my students will explain about the narrative text, please pay attention and write it in your books

Teacher:

1. The social function of Narrative text

The main purpose of storytelling is to entertain, get and keep the attention of the reader/listener on the story. By reading or listening to an interesting story, one can enjoy it and even take the wisdom it conveys.

2. Narrative text structure

- a. Orientation (Orientation): the characters and their disposition (characters and characterizations) in the story, and usually when and where (setting the time and place). Complications

- b. (Conflict/ Crisis): These complications make the story more interesting because the main characters are prevented from reaching their original goals or even triggering other events.
- c. Resolution: This resolution usually provides a resolution to complication.

3. The linguistic elements of the narrative text

- a. Specific and often individual participants.
- b. Use the past tense because the events of the story occur at the end.
- c. Use action verbs (material processes), and some use verbal and mental processes.
- d. Use adjectives or adverbs to describe people, animals, places, or actions (action); use conjunctions relating to time.
- e. Enter dialogue frequently.
- f. Use direct or indirect expressions.
- g. The descriptive language used to create an impression in the minds of readers; and. can be written in first person (I), or third person (he, she, they), or second person (you).

Next, the teacher distributes a story paper about Snow white for students to read. After all the students finished reading the story from Snow white, the teacher select several students to read per paragraph then after that teacher gave a question to the students.

Teacher: What is the end of Snow White's story?

What the content of Snow White's story?

Student: A student answered Snow White and their Prince were married

and happily ever after.

Teacher: Do you all understand the story?

Student: Many students in the class said they did not understand the context of the story.

Then the teacher recommends a learning strategy for students, especially in understanding the reading strategy delivered by the teacher, namely the Metacognitive Reading Strategy. After that, the teacher explains what metacognitive strategies are. Teacher: Learning strategy is a method used by students to learn. The way students understand makes it easier for them to understand the lesson. Metacognitive reading strategy is a strategy based on the metacognitive concept as an individual's ability to manage the learning process independently. Someone in learning can manage their own cognitive. Metacognitive ability after to carry out planning activities before reading, uniting happy reading, and evaluation of finished reading. Cognitive is related to perception, thought, memory, and information processing that enables a person to acquire knowledge.

The teacher also explains how to plan before reading, unite happy reading, and events that have finished reading. Then the teacher gives a conclusion for the lesson that day. After that, the teacher gave assignments to students to understand and apply metacognitive reading strategies.

Teacher: Alright students, thank you and Assalamualaikum.wr.wb

Student: Waalaikumsalam.wr.wb

Interview with Students

No	Interview with Student A
1.	<p>Do you read the title and headings? What is the reason you read/untitled a story?</p> <p>Answer: Reading the title of a story is very important for me to do before I read the whole story. By reading the title first it will be easier for me to get the information I want to find in Snow White story</p>
2.	<p>Do you look at the pictures? Explain why it is important/not important to you when you see the pictures in the story?</p> <p>Answer: Seeing pictures from a story will give me its own charm, for me the pictures in a story make my imagination better and develop.</p>
3.	<p>Do you predict what the passage might be about? How do you predict/not the gist of the story?</p> <p>Answer: I would predict what the story was going to be about by reading the title and looking at the featured image of the story. It allows me to predict what story will be presented.</p>
4.	<p>Do you predict what the passage might be about? How do you predict/not the gist of the story?</p> <p>Answer: Knowing every message conveyed in a sentence so as not to easily fail to understand in finding information.</p>
5.	<p>Do you picture in my mind the people, places, and events you are reading about? Why do you imagine/not in your mind about people, places, and events from the stories you read?</p> <p>Answer: When I read a story I will imagine and think about what people, places and events are told.</p>
6.	<p>Do you use a glossary or dictionary if you do not know the words, sentence, or passage?</p>

	<p>Why do you need/don't use a dictionary if you don't know the word, sentence, or part of the story?</p> <p>Answer: To find the true meaning of a sentence or paragraph in the story</p>
7.	<p>Do you analyze the content of reading already?</p> <p>Why do you need/don't analyze the content of the text?</p> <p>Answer: To find the correct information.</p>
8.	<p>Do you translate the information that you have read in my own words?</p> <p>Why do you need/not translate the information you have read in your own words?</p> <p>Answer: So that I can more easily understand and explain in my own language.</p>
9.	<p>Do you do something with the information that you have learned?</p> <p>Why is it necessary/not to do something with the information you have learned?</p> <p>Answer: So that I understand the plot of the story that is meant in the story.</p>
10.	<p>Do you compare what I have just read with what you already knew?</p> <p>Why do you need/don't do this?</p> <p>Answer: To seek the truth of what I can and what I know.</p>
11.	<p>Do you read the text again?</p> <p>Why do you need/don't repeat reading the text?</p> <p>Answer: This often happens when the story I read is difficult to understand so I have to reread the story from the beginning.</p>
12.	<p>Do you think about what you have read?</p> <p>Why do you need/don't do it?</p> <p>Answer: The information I get after reading I can use it with one thing related to another.</p>

No	Interview with Student B
1.	<p>Do you read the title and headings? What is the reason you read/untitled a story? Answer: To see what will be told from a story.</p>
2.	<p>Do you look at the pictures? Explain why it is important/not important to you when you see the pictures in the story? Answer: Because by looking at pictures one way to predict the story.</p>
3.	<p>Do you predict what the passage might be about? How do you predict/not the gist of the story? Answer: By looking at the picture, looking at the title, seeing the main character and other roles and by looking at the generic structure of the story.</p>
4.	<p>Do you predict what the passage might be about? How do you predict/not the gist of the story? Answer: Knowing from the sentences I will use to understand the context of the story.</p>
5.	<p>Do you picture in my mind the people, places, and events you are reading about? Why do you imagine/not in your mind about people, places, and events from the stories you read? Answer: To find out more about the contents of the reading and I can imagine that for interesting when I am read a story.</p>
6.	<p>Do you use a glossary or dictionary if you do not know the words, sentence, or passage? Why do you need/don't use a dictionary if you don't know the word, sentence, or part of the story? Answer: To find out the meaning and meaning of the story is to use a dictionary.</p>
7.	<p>Do you analyze the content of reading already?</p>

	<p>Why do you need/don't analyze the content of the text?</p> <p>Answer: To find the content of the context of the reading and the ending of the story.</p>
8.	<p>Do you translate the information that you have read in my own words?</p> <p>Why do you need/not translate the information you have read in your own words?</p> <p>Answer: To make it easier for me to understand the reading according to my own thoughts</p>
9.	<p>Do you do something with the information that you have learned?</p> <p>Why is it necessary/not to do something with the information you have learned?</p> <p>Answer: To read the whole story.</p>
10.	<p>Do you compare what I have just read with what you already knew?</p> <p>Why do you need/don't do this?</p> <p>Answer: In order to better ascertain the content of the context of the reading.</p>
11.	<p>Do you read the text again?</p> <p>Why do you need/don't repeat reading the text?</p> <p>Answer: To find out what I don't understand with one reading, I need to repeat it again.</p>
12.	<p>Do you think about what you have read?</p> <p>Why do you need/don't do it?</p> <p>Answer: To know the extent of my understanding of the story.</p>

No	Interview with Student C
1.	<p>Do you read the title and headings?</p> <p>What is the reason you read/untitled a story?</p> <p>Answer: Interesting or not a story is seen from a title first.</p>

2.	<p>Do you look at the pictures?</p> <p>Explain why it is important/not important to you when you see the pictures in the story?</p> <p>Answer: Because it's more interesting when there's a picture than no picture. If there are no pictures it will be boring or monotonous writing.</p>
3.	<p>Do you predict what the passage might be about?</p> <p>How do you predict/not the gist of the story?</p> <p>Answer: I do this by reading the title and reading the synopsis of the story.</p>
4.	<p>Do you predict what the passage might be about?</p> <p>How do you predict/not the gist of the story?</p> <p>Answer: To find out what the message is and be able to take the gist of the story point.</p>
5.	<p>Do you picture in my mind the people, places, and events you are reading about?</p> <p>Why do you imagine/not in your mind about people, places, and events from the stories you read?</p> <p>Answer: I can position myself as the main character in the story because that's where I find the story interesting, fun and not boring. By doing this I can become interested in reading it and become curious about the ending of the story.</p>
6.	<p>Do you use a glossary or dictionary if you do not know the words, sentence, or passage?</p> <p>Why do you need/don't use a dictionary if you don't know the word, sentence, or part of the story?</p> <p>Answer: It is very necessary to know the words that I do not know. By looking up through the dictionary I know words that I don't know.</p>
7.	<p>Do you analyze the content of reading already?</p> <p>Why do you need/don't analyze the content of the text?</p> <p>Answer: To find out the important parts of the story to make it easier for me from</p>

	reading it for me to know more about the keywords.
8.	Do you translate the information that you have read in my own words? Why do you need/not translate the information you have read in your own words? Answer: Because by doing that I can remember the story better and understand it better.
9.	Do you do something with the information that you have learned? Why is it necessary/not to do something with the information you have learned? Answer: So that I understand from the story and can know what is meant by the story.
10.	Do you compare what I have just read with what you already knew? Why do you need/don't do this? Answer: To find out if there are similarities and differences from what I read and what I have known before.
11.	Do you read the text again? Why do you need/don't repeat reading the text? Answer: Because I need to understand it better so I have to re-read the reading.
12.	Do you think about what you have read? Why do you need/don't do it? Answer: Because of that I can draw a good conclusion to serve as an example.

No	Interview with Student D
1.	Do you read the title and headings? What is the reason you read/untitled a story? Answer: Read the title so I know what topic I will read.
2.	Do you look at the pictures? Explain why it is important/not important to you when you see the pictures in the story? Answer: Because it's the picture that attracts the desire to read without an image I

	can't be bothered.
3.	<p>Do you predict what the passage might be about? How do you predict/not the gist of the story?</p> <p>Answer: Each reading sees the initial picture first.</p>
4.	<p>Do you predict what the passage might be about? How do you predict/not the gist of the story?</p> <p>Answer: To find out what the reading is about.</p>
5.	<p>Do you picture in my mind the people, places, and events you are reading about? Why do you imagine/not in your mind about people, places, and events from the stories you read?</p> <p>Answer: Because it is fun if I position myself in the story and I will be more interested in reading the story.</p>
6.	<p>Do you use a glossary or dictionary if you do not know the words, sentence, or passage? Why do you need/don't use a dictionary if you don't know the word, sentence, or part of the story?</p> <p>Answer: To understand the words from the reading to make it easier to know the contents of the context.</p>
7.	<p>Do you analyze the content of reading already? Why do you need/don't analyze the content of the text?</p> <p>Answer: By analyzing can find important information and the content of the reading.</p>
8.	<p>Do you translate the information that you have read in my own words? Why do you need/not translate the information you have read in your own words?</p> <p>Answer: Because information from people is sometimes difficult to understand.</p>

9.	Do you do something with the information that you have learned? Why is it necessary/not to do something with the information you have learned? Answer: To gain knowledge and knowledge from the story.
10.	Do you compare what I have just read with what you already knew? Why do you need/don't do this? Answer: To be a learner and something new.
11.	Do you read the text again? Why do you need/don't repeat reading the text? Answer: To better understand the reading.
12.	Do you think about what you have read? Why do you need/don't do it? Answer: To make sure what I have read I understand.

Question of Interview

In the process of metacognitive reading strategy, researchers asked students to share what they recall from the lessons on background knowledge presented during the reading. There are 3 steps of Metacognitive Reading Strategy such as Planning, Monitoring and Evaluating. The process of planning, monitoring and evaluating assesses by using metacognitive awareness. In planning, students implement monitoring metacognitive strategies by generating some questions to monitor their understanding while reading by asking herself some questions, such as:

NO	Interviews Question of Planning
1.	Do you read the title and headings? What is the reason you read/untitled a story?
2.	Do you look at the pictures? Explain why it is important/not important to you when you see the

	pictures in the story?
3.	Do you predict what the passage might be about? How do you predict/not the gist of the story?
4.	Do you ask yourself what do you already know about the topic? Why do you need/don't ask yourself what you already know about the essence of the text?
5.	Do you predict what the passage might be about? How do you predict/not the gist of the story?
6.	Do you need to use organizational structure of text to help me understand this reading passage? Why do you need/don't use the organizational structure of the text to help you in understanding the story?

After planning strategy, students generate some questions in order to do evaluating and reviewing reading comprehension in monitoring strategy, such as :

NO	Interviews Question of Monitoring
1.	Do you think about what you are reading? Why do you need/don't do this?
2.	Do you pause or stop sometimes and ask yourself whether you understand the reading or not what you have read about so far? Do you need to do this or not?
3.	Do you picture in my mind the people, places, and events you are reading about? Why do you imagine/not in your mind about people, places, and events from the stories you read?
4.	Do you consider some options when you are trying to answer the questions that you have asked before reading? Why did you consider/don't consider several options when you were trying to answer the question you asked before reading?

5.	Do you need to review what you have read in order to understand the reading?
6.	Do you analyze the content of reading already? Why do you need/don't analyze the content of the text?
7.	Do you translate the information that you have read in my own words? Why do you need/not translate the information you have read in your own words?
8.	Do you still keep yourself on the track the reading? Why are you still on track/not when you're reading?
9.	Do you look for clues and try to figure it out? Why do you need/don't do this?
10.	Do you use a glossary or dictionary if you do not know the words, sentence, or passage? Why do you need/don't use a dictionary if you don't know the word, sentence, or part of the story?

In the last strategy, students generate some questions in order to do evaluating and reviewing reading comprehension, such as:

NO	Interviews Question of Evaluation
1.	Do you read the text again? Why do you need/don't repeat reading the text?
2.	Do you just keep reading? Why do you need/shouldn't keep reading?
3.	Do you try to get help from pictures or drawings? Why do you need/not try to get help from pictures?
4.	Do you think about what you have read? Why do you need/don't do it?
5.	Do you do something with the information that you have learned? Why is it necessary/not to do something with the information you have

	learned?
6.	Do you compare what I have just read with what you already knew? Why do you need/don't do this?

Appendix VI

Official Letters




**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN ANTASARI BANJARMASIN
NOMOR 137 TAHUN 2021
TENTANG
PENETAPAN DOSEN PEMBIMBING SKRIPSI SEMESTER GENAP
TAHUN AKADEMIK 2020/2021**

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI,

- Menimbang** : a. bahwa untuk kelancaran mahasiswa Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin membuat skripsi, maka perlu menetapkan Dosen-Dosen Fakultas Tarbiyah dan Keguruan untuk menjadi pembimbing;
b. bahwa nama-nama sebagaimana tersebut dalam Surat Keputusan ini dipandang mampu dan cakap untuk ditetapkan sebagai Dosen Pembimbing Skripsi dimaksud.
- Mengingat** : 1. Undang-Undang RI No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Peraturan Presiden RI Nomor 36 Tahun 2017 tanggal 3 April 2017 tentang Universitas Islam Negeri Antasari Banjarmasin;
3. Peraturan Pemerintah No. 60 Tahun 1999 tentang Pendidikan Tinggi;
4. Surat Keputusan Menteri Agama No. 30 Tahun 2017 tentang Organisasi dan Tata Kerja UIN Antasari;
5. Surat Keputusan Menteri Agama No. 36 Tahun 2017 tentang Statuta UIN Antasari Banjarmasin;
6. Keputusan Rektor IAIN No. 217A Tahun 2012 Tentang Perubahan Atas Keputusan Rektor No. 72 Tahun 2007 Tentang Pedoman Penulisan Skripsi Program Strata Satu (S-1) IAIN Antasari Banjarmasin.
- Memperhatikan** : Usul Ketua Jurusan TBI Tanggal 01 Juli 2021
- MEMUTUSKAN:**
- Menetapkan** : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI TENTANG PENETAPAN DOSEN PEMBIMBING SKRIPSI MAHASISWA SEMESTER GENAP TAHUN AKADEMIK 2020/2021**
- Pertama** : Menunjuk Dan Menugaskan Kepada:
1. Nama : Dr. Ridha Fadillah, S.Pd., M.Ed.
NIP/NUP : 197411082005011006
Pangkat/Golongan : Penata Tingkat I/III/d
Jabatan Akademik : Lektor
Sebagai Pembimbing Bidang Konten Dan Metodologi
2. Nama : Hidayah Nor, S.Pd, M.Pd
NIP/NUP : 201701017
Pangkat/Golongan : Penata/III/c
Jabatan Akademik : Lektor
Sebagai Pembimbing Bidang Bahasa Dan Teknik Penulisan
Untuk Membimbing Mahasiswa Penyusun Skripsi:
Nama : Hayatun Nisa
NIM : 170102031369
Jurusan/Prodi : TBI
Judul Skripsi : The Role Of Metacognitive Reading Awareness For Generation Z Student's Strategies In Reading Comprehension
- Kedua** : Biaya akibat dikeluarkannya keputusan ini dibebankan kepada DIPA UIN Antasari Banjarmasin.
- Ketiga** : Keputusan ini berlaku sejak tanggal ditetapkan, dengan ketentuan bahwa apabila terdapat kekeliruan dalam penetapan ini, maka akan diadakan perbaikan dan perubahan sebagaimana mestinya.

Ditetapkan di Banjarmasin
pada tanggal 01 Juli 2021
DEKAN,


 Prof. Dr. H. Juairiah, M.Pd.
 NIP. 196001061986032004

- Tembusan:**
1. Rektor UIN Antasari Banjarmasin;
2. Ketua Jurusan;
3. Dosen Pembimbing;
4. Arsip.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
BIRO SKRIPSI**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

SURAT KETERANGAN

Nomor: 1393/Un.14/II.1.t/pp.00.9/10/2021

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Hayatun Nisa
N I M : 170102031369
Jurusan/Prodi : TBI
Alamat : JL.II Desa Terantang Hulu Rt 006 Rw 003
Sampit Kalimantan Tengah


adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**THE ROLE OF METACOGNITIVE READING AWARENESS FOR
GENERATION Z IN READING COMPREHENSION**

Pada Hari/Tanggal : 14 Juli 2021
Tempat : Jl Ratu Zaleha Banjarmasin Kalimantan
Selatan

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 19 Oktober 2021
Ketua,


Mahmudah, M.Pd.I
NIP. 198708212015032004

Appendix VII

Note



CATATAN SEMINAR PROPOSAL SKRIPSI

1. Nama Mahasiswa : Hayatun Nisa
2. Nim : 170102031369
3. Program Studi : Pendidikan Bahasa Inggris
4. Judul Proposal Skripsi : The Role of Metacognitive Reading Awareness for Generation Z Students' Strategies in Reading Comprehension
5. Dosen Pembimbing : Dr. Ridha Fadhillah, S.Pd., M.Ed
Hidayah Nor, S.Pd, M.Pd
6. Catatan hasil seminar :

No	Catatan/Saran Penanggap	No	Catatan/Saran Dosen
1.	Penanya 1. Mengapa kamu memilih siswa SMPN 5 Sampit sebagai generasi Z?	1.	Perbaiki pengutipan Ganti research question pertama tidak bisa dipahami

	<p>Saran</p> <ol style="list-style-type: none">1. Cover awal seharusnya tidak di beri halaman da nada beberapa typo dalam penulisan.		
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Banjarmasin, 14 Juli 2021

Moderator,

Rifqy Rujnai, M.Pd

CONSULTATION NOTES

ADVISOR OF CONTENTS AND RESEARCH METHOD

NAME: Dr. Ridha Fadhillah, S.Pd., M.Ed

Date	Note	Signature
22 November 2021	<ol style="list-style-type: none"> 1. Jelaskan bagaimana proposal mu 2. Sebelum penelitian harus tahu permasalahan yang akan diangkat untuk penelitian. 3. Di bagian observasi ketika mengajar PPL 2 di SMPN 5 Sampit bagian siswa bisa membaca tapi tidak memahami isi bacaan itu termasuk masalah dari penelitian mu. Maka kamu bisa masukan itu ke bagian background of the study. 4. Perbaiki dokumentasi tidak hanya foto dari sekolah misalnya seperti rencana pembelajaran dari sekolah dan hal yang mendukung selama observasi dan wawancara. 	
9 Desember 2021	<ol style="list-style-type: none"> 1. Kamu pilih pertanyaan wawancara yang sesuai. 	

24 Januari 2022	2. Riset dengan benar-benar nantinya	
31 Januari 2022	<p>1. Tidak perlu ini menggunakan denah sekolah, struktur organisasi sekolah, visi, misi, struktur kepegawaian sekolah dll. Kamu hanya menggunakan risetnya dimana dan alamat sekolah saja.</p> <p>1. Jelaskan skripsi mu</p> <p>2. Perbaiki di diskusi bab 4 mu jangan copas dari bab 2.</p>	
3 Februari 2022	<p>3. Lihat di buku panduan bagaimana penulisan bab 4.</p> <p>1. Pelajari dengan baik kedepannya</p> <p>2. Pa ridha terima silahkan daftar siding skripsi.</p>	

CONSULTATION

NOTES LANGUAGE AND TECHNIQUE FOR WRITING

NAME: Hidayah Nor, S.Pd, M.Pd

Date	Notes	Signature
18 Oktober 2021	<ol style="list-style-type: none"> 1. Ini yang judulnya Background of study dikasih hutuf A sesuai dengan yang ada di daftar isi km dan halaman nya lebih dari satu berarti harusnya (Benson & Kolsaker, 2015. pp. 316-325). 2. Banyak km penulisan masih kurang teliti bila halaman nya lebih dari satu pakai pp dan pakai huruf kecil aja p nya jangan huruf besar. 3. Apabila terletak di awal tidak perlu pakai kurung jadi harusnya yang benarnya seperti ini saja Oxford, 1990 4. Ini arti dari ayat Al-Qur'an di affendix atau lampiran jangan dibuat di background of study 5. Background of study km sangat panjang 10 halaman dan itu sangat banyak intinya background ini kurangi jangan sampai 10 halaman selebihnya bisa pindahkan ke bab 2 6. Di background itu ini saja yang memuat 5W+1H jangan yang panjang 7. Theoretical Description bagian A itu dihapus 	

<p>12 November 2021</p>	<p>saja dan langsung saja ke Definition of Learning Strategies km jadi kan A</p> <p>8. Nomor 2 Categorized of Learning Strategies tapi tadi di nomor 1 di atasnya sama saja judulnya apa bedanya dengan yang ini kenapa tidak disambung saja dan untuk yang bulat2 itu diganti numbering atau alphabet jadi yang memorizing strategy, cognitive strategy, itu menggunakan a,b,c atau 1,2,3</p> <p>9. Ini juga seperti itu tidak menggunakan yang numbering atau alphabet aja jadinya 1. Entrepreneurship dst...</p> <p>10. Harusnya bagian C judulnya Partisipants dan nama-namanya jangan ditaruh di bab 3 tapi di affendix atau lampiran dan untuk disini cukup gunakan kode Student A sampai Student J</p> <p>11. Harusnya judul ini Data saja dan km jelaskan disini data apa yang diperlukan untuk penelitian km ini dan itu salah menurut ibu isinya harus disesuaikan dengan penelitian km ini membahas apa dan data yang dicari apa</p> <p>1. Ini contohnya harusnya di dalam kurung saja seperti contoh sebelumnya sudah benar.</p> <p>2. Ini harusnya tahun nya dalam kurung</p> <p>3. Ini yang bagian C di bab 3 judulnya Partisipants</p>	
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3 Februari 2022	<p>saja diganti</p> <ol style="list-style-type: none"> 4. Di data di isinya hapus saja nomor 1 dan 2 nya langsung saja jelaskan data km apa 1. Ini untuk abstrak km terlalu panjang yang di paragraph 1 nya seperti background of study harusnya paragraph 1 membahas tentang research objective km jadi langsung to the point saja dan ingat bahwa isi abstrak itu urutannya dimulai dari research objective, research method, participants, technique of data collection, data analysis, finding and discussion sedikit. 2. Ini di contents bab 2 km harusnya yang theoretical description itu dihapus saja langsung ke poin apa yang km bahas dan juga di chapter 3 yang bagian C harusnya Participants judulnya bagian D itu harusnya Data 3. Disini ada 2 Research questions dan objectives km tapi km harus pastikan bahwa 2 teori ini ada dalam bab 4 km 4. Ini yang nomor 3 judulnya harus Documentation 5. Conclusion km ini harusnya to the point saja terdiri dari 2 paragraph sesuai dengan research question km dan untuk yang di paragraph 2 itu 	
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8 Februari 2022	<p>sesuaikan dengan jawaban yang di finding km bujuri dulu lah itu masih kada nyambung yang paragraph 2 nya karena finding km tidak seperti itu jawabannya.</p> <p>6. Untuk finding di bab 4 km singkat banar jadi menulisnya jangan seperti ini tapi dibuat dalam bentuk paragraph dan muat saja seluruh data yang km dapatkan yang berkaitan dengan ini supaya banyak isinya kombinasikan dari hasil interview dan documentation km juga</p> <p>7. Hasil observation km pasti banyak jadi bisa menambahi point di sini tidak sekedar sedikit membahas per student tapi buat dalam bentuk paragraph</p> <p>1. Ini km terjemahkan ke bahasa inggris dan diberi untuk nama ini jadi table 1 seperti itu penulisan nya lihat di thesis guide</p> <p>2. Untuk judul 1 ini harusnya susunan nya ada di paling atas dari finding km baru km sambung dengan yang ada di bawahnya jadi focus bahwa no 1 itu sudah lengkap beserta penjelasan nya</p> <p>3. Yang data-data seperti ini harusnya ada di bab 3 km penjelasannya karena ini bagian dari research method dan finding harus to the point saja langsung menjawab research question km</p>	
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	<ol style="list-style-type: none">4. Seperti jumlah ini untuk kelas siswa dan lain-lain adanya di bab 3 aja lah jangan di bab 45. Ini bagus banar sudah padahal kalimatnya tapi sayangnya ada kata I nya ini dihapus saja diganti dengan kata the student supaya jelas konteks nya bahwa ini dijawab oleh siswa dan jangan gunakan kata I dalam academic writing6. Ini di conclusion penulisan paragraph nya benar harus rata kiri kanan di perbaiki dan untuk yang lainnya sudah bagus dan sip saja sudah mendaftar km sempat saja7. Ini jenis huruf di referensi km di edit sesuai dengan peraturannya huruf times new roman 128. Dan terakhir lagi saran ibu untuk foto-foto riset ini diberi keterangan di bawahnya sesuai dengan apa yang km lakukan	
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Appendix VIII

Photos during teaching and interview



The Teacher share a paper snow white story and ask about students' understanding of the snow white story

The teacher explains narrative text to students



The teacher explains metacognitive reading strategies to students





The teacher conducts interviews with the student

CURRICULUM VITAE

I. Personal Details	
Name	Hayatun Nisa
Place and Date of Birth	Sampit, 1st of November 1998
Gender	Female
Status	Single
Religion	Islam
Nationality	Indonesia
Parents	H. Suhardi and Hj. Sanamah
Sibling	Irma Wati and Erni, A.Md. Keb.
II. Formal Education Background	
2005-2010	Elementary School 3 Terantang
2011-2014	Junior High School 5 Sampit
2014-2017	Senior High School PGRI 2 Sampit
2017-2021	English Education Department of Antasari State Islamic University Banjarmasin
III. Organization Experiences	
2017-2018	Teater Awan
2017-2018	LPPQ Cinta Qur'an
2018-2022	UKM Olahraga

