

**TEACHING READING COMPREHENSION THROUGH
ILLUSTRATED STORIES TO EIGHT GRADE STUDENTS
OF SMPN 08 PALOPO**

A Thesis

*Submitted as partial fulfillment for the attainment of S.Pd. Degree in
English Education study program of Education and Teacher Training
Faculty State Islamic University of Palopo*



UIN PALOPO

Written By

MIFTAHUL JANNAH

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF PALOPO
2025**

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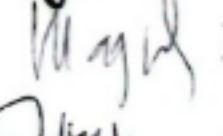
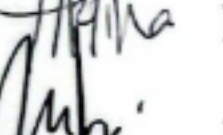
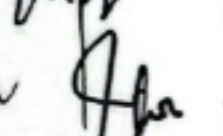
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EDUCATION AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC UNIVERSITY OF PALOPO
2025**

THESIS APPROVAL

This thesis entitled teaching reading comprehension through illustrated stories to eight grade students of SMPN 08 Palopo, which is written by Miftahul Jannah, Registration Number 1902020076, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic University of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Wednesday, 27th August 2025/Shafar 27th 1447 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

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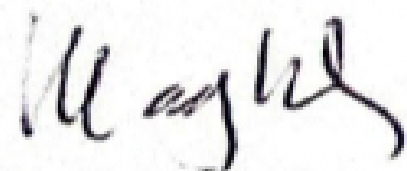
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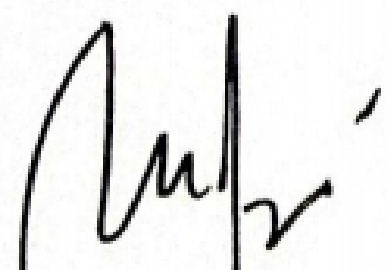
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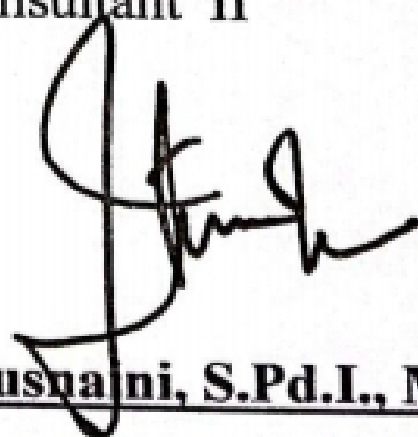
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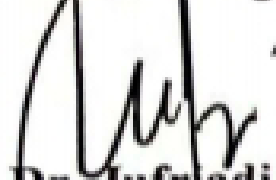
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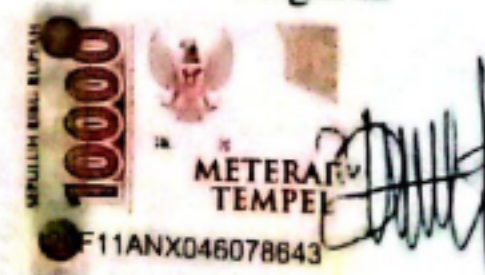
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Palopo, September 4th, 2025

Miftahul Jannah
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ABSTRAK

Miftahul Jannah, 2025. *"Pengajaran Pemahaman Membaca melalui Cerita Bergambar kepada Siswa Kelas VIII SMPN 08 Palopo."* Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Palopo. Dibimbing oleh Jufriadi dan Husnaini.

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan cerita bergambar dalam pengajaran pemahaman membaca untuk meningkatkan keterampilan membaca siswa di SMPN 08 Palopo. Penelitian ini menggunakan desain pra-eksperimental dengan pendekatan satu kelompok, yaitu *pretest* dan *posttest*. Populasi penelitian terdiri dari 227 siswa kelas VIII yang tersebar di tujuh kelas. Sampel dipilih menggunakan teknik *purposive sampling*. Peneliti menetapkan kelas VIII-2 sebagai sampel, yang berjumlah 25 siswa. Tes membaca digunakan sebagai instrumen penelitian.

Analisis data dilakukan dengan menghitung skor rata-rata dan uji *t* sampel berpasangan menggunakan SPSS versi 25. Hasil penelitian menunjukkan bahwa skor rata-rata *posttest* (61,4) secara signifikan lebih tinggi dibandingkan skor *pretest* (38,4). Uji *t* sampel berpasangan menunjukkan nilai *t*-hitung sebesar 5,253, yang melebihi *t*-tabel sebesar 2,064 pada taraf signifikansi 0,05 dengan 24 derajat kebebasan. Hal ini menunjukkan bahwa *t*-hitung lebih besar daripada nilai *t*-tabel, sehingga hipotesis alternatif (*H*₁) diterima dan hipotesis nol (*H*₀) ditolak. Dengan demikian, dapat disimpulkan bahwa penggunaan cerita bergambar efektif dan dapat direkomendasikan sebagai strategi untuk meningkatkan keterampilan membaca siswa.

Kata Kunci: Cerita Bergambar, Pengajaran Membaca, Pemahaman Membaca, Pengajaran Media

Diverifikasi oleh UPB

ABSTRACT

Miftahul Jannah, 2025. “ *Teaching Reading Comprehension through Illustrated Stories to Eight Grade Students of SMPN 08 Palopo.*”
Thesis of English Language Education Study Program, Faculty of
Tarbiyah and Teacher Training, Universitas Islam Negeri Palopo.
Supervised by Jufriadi and Husnaini.

This study aims to examine the effectiveness of using picture stories in teaching reading comprehension to improve students' reading skills at SMPN 08 Palopo. The research employed a pre-experimental design with a one-group pretest– posttest approach. The population consisted of 227 eighth-grade students across seven classes. The sample was selected using purposive sampling, with class VIII-2 comprising 25 students chosen as the sample. A reading test was used as the research instrument. Data were analyzed by calculating mean scores and conducting a paired sample *t*-test using SPSS version 25. The findings indicate that the mean posttest score (61.4) was significantly higher than the mean pretest score (38.4). The paired sample *t*-test yielded a *t*-value of 5.253, which exceeded the *t*-table value of 2.064 at a 0.05 significance level with 24 degrees of freedom. This result confirms that the calculated *t*-value was greater than the critical *t*-value, thereby leading to the acceptance of the alternative hypothesis (H1) and the rejection of the null hypothesis (H0). Consequently,

it can be concluded that the use of picture stories is effective and may be recommended as a strategy to enhance students' reading skills.

Keywords: Illustrated Stories, Teaching Reading, Reading Comprehension, Teaching Media

Verified by UPB

الملخص

مفتاح البحث، ٢٠٢٥م. "تدريس الفهم القرائي من خلال القصص المصورة لطلبة الصف الثامن بالمدرسة المتوسطة الحكومية الثامنة بمدينة بالوبو". رسالة جامعية، برنامج تدريس اللغة الإنجليزية، كلية التربية والعلوم التعليمية، جامعة بالوبو الإسلامية الحكومية. بإشراف: جفريادي وحسيني.

تهدف هذه الدراسة إلى معرفة فاعلية استخدام القصص المصورة في تعليم الفهم القرائي لرفع مهارة القراءة لدى الطلبة في المدرسة. وقد استخدم المنهج شبه التجريبي باختبار قبلي وبعدي مع مجموعة واحدة. تكون مجتمع البحث من ٢٢٧ تلميذة موزعات على سبعة فصول، وقد اختير الصف الثامن/٢ كعينة عددها ٢٥ لطلبة باستخدام أسلوب العينة

القصدية. واستُخدم اختبار القراءة كأداة رئيسية للبحث. تم تحليل البيانات بحساب متوسط الدرجات واختبار t (للعينات المزدوجة باستخدام برنامج SPSS الإصدار ٢٥. وأظهرت النتائج أن متوسط درجات الاختبار البعدي (٦١,٤) كان أعلى بدرجة ملحوظة من متوسط درجات الاختبار القبلي (٣٨,٤). كما أظهر اختبار t أن قيمة t المحسوبة (٥,٢٥٣) أكبر من قيمة t الجدولية (٢,٠٦٤) عند مستوى دلالة ٠,٠٥ بدرجة حرية ٢٤. وهذا يدل على قبول الفرضية البديلة $H1$ ورفض الفرضية الصفرية $H0$) وبذلك خلصت الدراسة إلى أن استخدام القصص المصورة فعال ويمكن التوصية به كاستراتيجية لرفع مهارة القراءة لدى لطلبة.

الكلمات المفتاحية: القصص المصورة، تعليم القراءة، الفهم القرائي، وسيلة التعليم

تم التحقق من قبل وحدة تطوير اللغة

CHAPTER 1

INTRODUCTION

A. Background

Reading is a vital skill in English, as it serves as a gateway to accessing information from various sources such as books, magazines, newspapers, and learning materials in science and technology. This skill is crucial and highly necessary for students because their academic success largely depends on their reading ability. Through reading, students can improve their vocabulary, grammar, and comprehension skills, which in turn support the development of their listening, speaking, and writing abilities. Furthermore, reading is a method of gathering information that enhances students' vocabulary, comprehension, and other language skills.

Ideally, every student is expected to become a proficient reader and achieve a certain level of reading competence. Reading offers many advantages, such as supporting students in learning, helping them articulate their ideas, and familiarizing them with common language structures. However, there are also students who become bored when reading English texts and struggle to understand them. In addition, many

students face difficulties in comprehending English passages and show a lack of interest in reading English materials.¹

The significance of reading is emphasized in the translation of the Qur'an, specifically in the noble verses of Surah Al-Alaq, verses 1 to 5:

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي
عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

The meaning:

*“ Read in the name of your Lord who created. Created man from a clot. Read, and your Lord is the Most Generous. Who taught by the pen. Taught man that which he knew not.”*¹

In teaching reading, teachers are encouraged to incorporate alternative materials to enrich the classroom reading experience. These materials, often in the form of media, can help create a supportive and engaging learning environment that captures students' interest and increases their motivation. While students are guided through various reading activities, it is essential to maintain their motivation and foster effective reading habits.²

¹ Jeremy Harmer, The English Language Teaching, (New York Longman,1991), p. 19

² Irwanto, Using Make a Match to Improve the students" Reading Comprehension at MTS Guppi Samata Gowa, (Vol. 3. No. 02: 2017), Accessed on May 25th,2018

The advantages of illustrated stories include the following: the use of images can enhance students' creativity; engaging pictures can make classes and the learning process more enjoyable; images are easy to obtain, for example from magazines, newspapers, books, the internet, or even by drawing them as needed; and images can represent real-life situations in a different way, allowing students to imagine and interpret them more vividly.¹

During observations of eighth-grade students at SMPN 08 Palopo, the researcher found that although the students were generally active in class, they often encountered difficulties when learning English, particularly in reading. One student mentioned: *" We don' t understand the reading textbooks well enough, we don' t understand the meaning of the passages, it is hard to read the textbooks because the spelling is different from the pronunciation, and our interest in reading is low because we also don' t have enough vocabulary."*

Based on the statement above, the researcher conducted a study on teaching reading comprehension through the use of illustrated story texts as a medium to address the challenges faced by eighth-grade students at SMPN 08 Palopo.

B. Problem Statement

Based on the background described above, the researcher formulated the following research question:

“ Is the use of illustrated stories effective in enhancing the reading comprehension skills of students at SMPN 08 Palopo?”

C. Objective of the Research

In line with the problem formulation, the aim of this research is to determine the effectiveness of using illustrated story texts as a medium to enhance the reading comprehension of eighth-grade students at SMPN 08 Palopo.

D. Scope of the Research

This research falls within the field of applied linguistics and involves the use of illustrated story texts as a medium in reading instruction.

E. Significances of the Research

The significance of this research is categorized into two aspects: theoretical and practical.

1. Theoretically

This research offers a solution for identifying suitable English teaching media, particularly to enhance students' reading comprehension of procedure texts.

2. Practically

a. For students

This research is expected to stimulate students' interest and motivate them to engage actively and creatively in learning English, while also improving their reading comprehension through the use of illustrated story texts.

b. For teachers

This research provides teachers with in-depth knowledge and information about the use of media, such as illustrated story texts, to stimulate students' interest in reading. It also contributes to creating a more effective classroom atmosphere by employing engaging and meaningful teaching media.

3. For researchers

This research can serve as a valuable reference or scientific resource for future researchers who are interested in conducting studies on reading comprehension using various types of instructional media

CHAPTER II

REVIEW OF LITERATURE

A. Previous Research Findings

Many researchers have conducted studies using concepts similar to this research. Five relevant studies support this study.

The first research was conducted by Andi Mitrayani (2018), entitled “ *Teaching Reading Comprehension by Using Make a Match Method of the Tenth Grade Students in MAN Palopo.*” This thesis focused on teaching reading comprehension to tenth-grade students at MAN Palopo. The research problem addressed was whether the Make a Match method is effective in enhancing the reading comprehension of tenth-grade students in class IIS 1 at MAN Palopo. The objective of the study was to examine the effectiveness of the Make a Match method in improving students' reading comprehension. The research employed a pre-experimental design, utilizing pre-tests and post-tests to gather data. The population consisted of tenth-grade students from class IIS 1, and the sample was selected through purposive random sampling. The number of samples was 30 students. The results of the data analysis showed that the t-obtained score, calculated using SPSS 23, was higher than the t-table value. The t-obtained was 5.161,

while the significance levels were 2.045 at 5% and 2.756 at 1%. Thus, $2.045 \leq 5.161 \geq 2.756$. From the significance value, it was shown that the p-value was 0.000.³

The second research was conducted by Jusmini (2017), entitled “ *Using Picture Stories to Improve Students’ Reading Comprehension of the First Year of Senior High School 1 Bungoro.*” This study aimed to examine the extent to which picture stories are effective in improving students’ reading comprehension, particularly in narrative texts. It employed a quasi-experimental design with a nonequivalent control group design using purposive sampling. The study involved 40 students, with X MIPA 6 (20 students) as the experimental class and X MIPA 1 (20 students) as the control class. The findings revealed that the reading skills of the first-year students of SMA Negeri 1 Bungoro improved through the use of picture stories. The mean score of the experimental class increased from 36 in the pre-test to 80.25 in the post-test. The result of the t-test also indicated effectiveness, with a value of 6.57, which was higher than the t-table value of 2.024 ($6.57 > 2.024$). This meant that the alternative hypothesis was accepted while the null hypothesis was rejected.¹

³ Andi Mitrayani (2018), entitled “ Teaching Reading Comprehension by Using Make a Match Method of the Tenth Grade Students in MAN Palopo”

The third research was conducted by Rhevika Elytis (2021), entitled “ *The Use of Picture Story on Students’ Reading Comprehension at the Tenth Grade Students of MAN 3 Padang Panjang.*” This study employed a quasi-experimental design aimed at examining the impact of picture stories on students’ comprehension of narrative texts. The population consisted of tenth-grade students at MAN 3 Padang Panjang. A total of 50 students were selected using a cluster random sampling technique and divided into two groups: an experimental class and a control class. The instruments used were questionnaires, and the data were analyzed using SPSS 20. The findings showed that the mean post-test score of the experimental class was 79, while that of the control class was 71.2. This indicated a significant difference between the two groups, leading to the rejection of the null hypothesis (H0) and the acceptance of the alternative hypothesis (Ha). In other words, picture stories significantly affected students’ reading comprehension of narrative texts at the tenth grade of MAN 3 Padang Panjang.⁴

The fourth research was conducted by Shella Marcelina (2019), entitled “ *The Effect of Short Story on Students’ Reading Comprehension*

⁴ Rhevika Elytis (2021), entitled “ *The Use Picture Story On Students’ Reading Comprehension At The Tenth Grade Students Of MAN 3 Padang Panjang*”

(An Experimental Research of Second Grade at SMPN 5 Rejang Lebong in Academic Year).” This study employed a quasi-experimental design. The population consisted of all second-grade students at SMPN 5 Rejang Lebong. A homogeneity test was conducted before determining the research subjects. Based on the results, class VIII A was chosen as the control group and class VIII B as the experimental group. The instruments used were pre-tests and post-tests, and data were analyzed using the t-test formula. The findings showed that the mean pre-test score was 65.0, and the post-test score was 70.0, indicating an improvement of 5.0 points. In the experimental group, the mean score was 65.0 with a standard deviation of 3.82. Thus, the post-test score of 70.0 reflected a 5.0-point improvement after treatment.¹

The fifth research was conducted by Ade Sinta (2022), entitled “ *The Effect of Picture Stories on Students’ Reading Comprehension at MTs. Teladan Gebang.*” This study employed a quantitative approach using a quasi-experimental method. The population was the eighth-grade students of MTs. Teladan Gebang, consisting of seven classes. Two classes were chosen as the sample, with 27 students in the experimental class and 27 in the control class. The data collection instrument was a multiple-choice test. A pre-test and post-test were administered to both groups. In the treatment,

the experimental class was taught using picture stories, while the control class was taught using only text. The experimental class showed an improvement of 43.7 points (from 35.19 in the pre-test to 78.89 in the post-test). The independent samples t-test result showed a t-value of 5.063, which was higher than the t-table value of 1.659 ($5.063 > 1.659$). Therefore, the alternative hypothesis was accepted, and the null hypothesis was rejected, indicating that picture stories significantly improved students' reading comprehension at the eighth grade of MTs. Teladan Gebang.⁵

The following section outlines the similarities and differences with the previous studies. The first study by Andi Mitrayani (2018), entitled “ *Teaching Reading Comprehension by Using Make a Match Method of the Tenth Grade Students in MAN Palopo,*” shares similarities in terms of calculating research results, while the differences lie in the methods and media used. The second study, conducted by Jusmini (2017), entitled “ *Using Picture Stories to Improve Students’ Reading Comprehension of the First Year of Senior High School 1 Bungoro,*” has similarities in the media and methods but differs in design and instruments. The third study by Rhevika Elytis (2021), entitled “ *The Use of Picture Story on Students’*

⁵ Ade Sinta (2022), entitled “ The effect of picture stories on the students’ reading comprehension at MTS. Telaadan Gebang” .

Reading Comprehension at the Tenth Grade Students of MAN 3 Padang Panjang,” shares similarities in the use of media but differs in research design. The fourth study by Shella Marcelina (2019), entitled “ *The Effect of Short Story on Students’ Reading Comprehension (An Experimental Research of Second Grade at SMPN 5 Rejang Lebong in Academic Year),*” is similar in its use of a quasi-experimental design with two groups, but differs in the calculation methods and media applied. The final study by Ade Sinta (2022), entitled “ *The Effect of Picture Stories on Students’ Reading Comprehension at MTs. Teladan Gebang,*” employed a quasi-experimental quantitative method. The similarities and differences lie in the media and methods used.

B. Literature Review

1. The Concept of Reading

a. Definition of Reading

Reading is a crucial language skill, as it serves as a primary means through which individuals acquire knowledge and information. It is a language process that involves the reader, the text, and the interaction between them. Through reading, we gain deeper insights and expand our understanding of various topics.¹ Reading is an activity primarily controlled by the eyes and the brain, the eyes capture the message, while the brain

interprets its meaning. According to the *Oxford Learner's Pocket Dictionary*, reading is defined as the act of interpreting written material and the manner in which that material is understood.⁶ Furthermore, reading is a method of gathering information. It enhances students' vocabulary, comprehension, and other related skills.¹

According to Hilda Melani Purba, Humairo Sakinah Zainuri, Nadia Syafitri, and Rizky Ramadhani (2023), reading is a process aimed at developing oral communication skills. It involves interpreting the codes or messages crafted by the author for the reader. Reading is essential for students since it allows them to gain new knowledge from previously read texts. It is also the process of identifying valuable ideas, which makes it crucial for readers to understand what they have read.⁷ Reading is considered one of the fundamental language skills taught in Indonesian language education. From elementary school, middle school, and high school, even up to university, reading continues to be studied. Reading skills

⁶ Martin H. Manser, *Oxford learner's Pocked Dictionary* (oxford University press. New York. 2005), P.357

⁷ Sahraini " The Use Of Paired Reading Method To Teach Reading Skill For The Eight Grade Students Of Islamic Boarding School" , *English Education Journal (EEJ)*, 13(1), 1-12, (January 2022)

are very important for all levels of education, because students who lack reading ability will lag behind, which may result in limited knowledge. Learning to read plays an important role in Indonesian language and literature subjects. Every educator hopes that their students will master reading skills. Ideally, students should not only be able to read quickly and identify the main idea but also understand the deeper meaning of the text.¹ This means that reading is not merely the activity of pronouncing sentences but also comprehending their meaning.⁸

b. Components of Reading

Reading consists of three main components, which are:

1) Phonics

Phonics involves connecting written letters or letter combinations with their corresponding sounds. This skill includes recognizing spelling patterns and understanding how to apply them in both reading and writing. For example, the letter *f* represents the /f/ sound, *c* can sound like /k/ or /s/, and *igh* corresponds to the long /i/ sound. Phonics can be taught using various methods, as there are multiple approaches to applying this skill in reading. Each method offers readers a different strategy for decoding and

⁸ Husnaini and Husnul Hotimah “ Teaching Reading Comprehension trough Story Mapping Technique at Senior High School in North Luwu” , English Language Teaching and English Linguistics (ELTICS), Vol. 6, No. 2, July 2021.

learning new words. One such approach is synthetic phonics, which teaches readers to construct words from the smallest sound units. In this method, learners first associate individual letters with their corresponding phonemes (sound units) and then blend these sounds to form complete words.

2) Phonemic awareness

Phonemic awareness refers to the ability to recognize, focus on, and manipulate individual sounds (phonemes) within spoken words. For instance, it involves distinguishing between similar sounds such as /f/ and /h/, recognizing that removing the /s/ from *smile* results in *mile*, as well as practicing blending, segmenting, and identifying rhymes. This skill is auditory in nature, relying on listening rather than visual cues. Phonemic awareness can be developed through various instructional methods. One such method is phoneme isolation, in which learners identify and separate the individual sounds in a word to better understand its meaning.

3) Vocabulary

Vocabulary development involves the continuous expansion and deepening of word knowledge, including the regular addition of new terms to both spoken and written language. It also includes understanding the meanings of words in various contexts, refining word definitions, and developing the ability to use language creatively, such as in poetry or

wordplay. Students who read successfully up to third or fourth grade but later begin to struggle often face challenges with vocabulary. A rich vocabulary is best acquired through reading, as spoken language and television typically provide only a limited range of words.

Vocabulary is a crucial component of language that English learners must master. A strong vocabulary foundation enables students to better understand and use the English language. It plays a key role in communication, allowing individuals to convey their thoughts, emotions, ideas, and intentions effectively. In educational settings, English teachers often rely on traditional methods such as providing definitions, oral repetition, and writing exercises to teach vocabulary. However, these conventional approaches can become monotonous for students and may negatively affect their academic performance. Students should therefore learn English terminology that is relevant to the content covered by the teacher.¹

c. Kinds of Reading

The types of reading skills include:

1) Reading aloud

Reading aloud requires first interpreting the written symbols and then accurately producing the corresponding sounds. Typically, when individuals

are asked to read aloud, they prefer to preview the text beforehand to become familiar with its content. In the actual process of reading aloud, they usually find that their eyes are several words, if not lines, ahead of their tongues.

2) Extensive reading

Of these five kinds of reading activities, the first three—survey reading, skimming, and superficial reading—are sometimes grouped together and called extensive reading. The purpose of this type of reading is to cover the largest possible amount of text in the shortest amount of time. A relatively low degree of comprehension is sufficient, either because that is all that is needed in a particular situation, or because the material itself is highly redundant, as is often the case with newspaper reports. The label “extensive reading” emphasizes not the actual skills involved but the outcomes it produces, namely familiarity, though not necessarily thorough familiarity with a large body of reading material. Engaging in extensive reading provides the volume of practice necessary to achieve rapid and efficient reading. It is also one way for foreign learners to be exposed to a substantial sample of the target language, especially if they wish to learn it without actually living in the country where the language is spoken.

3) Intensive reading

The remaining two types of reading activities— content study reading and linguistic study reading— are often grouped together and referred to as intensive reading. Again, the focus is not on the nature of the skills themselves but on the outcomes, in this case a deep and thorough understanding of the written text. The emphasis is on detailed comprehension of relatively short passages. The objective is to achieve full understanding of the logical argument, the structure or organization of the text, its symbolic, emotional, and social connotations, the author' s attitudes and purposes, as well as the linguistic strategies employed to achieve those purposes.

4) Reading speed

Closely related to comprehension is reading speed. Naturally, the rate at which text can be read decreases as the depth and detail of understanding increase. However, several other factors also affect reading speed, such as the clarity of the text itself and the extent to which the content is already familiar to the reader. Nevertheless, it is possible to develop reading speed, and efficient reading involves combining high speed with high levels of comprehension. Every teacher should aim to foster increased general reading speed in students, particularly fluent silent reading. Fluent silent reading is especially necessary for anyone intending

to pursue higher education. Since it is relatively easy to double or even triple one's reading speed, it is clear that the effort to achieve this should be made.⁹

d. Strategy of Reading

In reading skill in learning reading, formulated as follows:

- 1) Skimming is quick reading to grasp the general idea of a passage. It is an activity that is appropriate when there is not enough time to read something carefully, or when trying to decide whether a passage deserves closer attention.
- 2) Scanning is similar to skimming in that the reader moves rapidly through a passage at an initially uncomfortable pace. However, the search is more focused since the information needed is very specific— usually a date, a number, or a place.
- 3) Reading for thorough comprehension is reading with the aim of understanding the writer's complete message, including both main points and supporting details. This type of reading is the primary concern of most reading classes.

⁹ Geoffrey Broughton, *Teaching English as a Foreign Language*, (London:1985), p. 90-94.

4) Critical reading requires us to guide students beyond the stage of “thorough comprehension.” It encourages them to respond to texts with the same critical judgment they are likely to use when reading in their native language.¹

2. The Concept of Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is the process of constructing meaning from written language by interpreting textual information in light of prior knowledge and experiences, while using appropriate and efficient comprehension strategies. Furthermore, reading comprehension is an activity in which the reader's brain and eyes work together to build connections. This process enables the reader to study what he or she reads and retain the information.¹⁰

Reading comprehension is the activity of understanding the essence of a piece of writing in English. The core referred to here is the ideas or thoughts contained in each English text. There are two elements that form the reading comprehension process: vocabulary knowledge and text

¹⁰ Siti Nurmayanti Syam, “improving students' reading comprehension through cooperative integrated reading and composition (CIRC) technique at the eighth year students of SMPN 2 Palopo” . (Palopo : 2016)

comprehension. To comprehend a text, it is essential to understand a portion of the vocabulary used within the written content.¹

Reading comprehension involves more than just recognizing words—it requires fully understanding the content being read. True comprehension means not only grasping the meanings of individual words but also interpreting them in context to form opinions, thoughts, and reflections about the overall message conveyed by the text.¹¹ Reading is a fluent process in which readers combine information from a text with their own background knowledge to construct meaning.¹ Comprehension is the ability to understand and interpret both spoken and written language.¹²

Reading comprehension is a continuation of initial reading. Dalman (2013:87) states that reading comprehension is a higher-order process. After students pass through the early stages of reading, they move on to reading for deeper understanding. Reading comprehension is thus a cognitive activity (reading to understand), where the reader is required to grasp the meaning of the content.

According to Abidin (2012:59), reading comprehension refers to reading activities aimed at extracting information from a text. It is described

¹¹ <https://study.com/academy/lesson/what-is-reading-comprehension.html>

¹² David Cristal, *A Dictionary of Linguistics and phonetics*, (New York: Basil Blacwell Lid: 1985). P. 63

as a process in which readers actively engage with the content to understand the information, messages, and meanings conveyed. These activities minimally involve both visual and cognitive skills.¹ Teaching reading comprehension is essential for supporting various tasks, learning processes, and academic activities, as it increases student engagement in reading.¹³ Furthermore, reading comprehension involves both obtaining and constructing meaning from written language. The use of selected and organized expressions highlights both the importance and the limitations of the text as a contributing factor in reading comprehension. Comprehension involves three main elements: the reader, the text, and the process of interaction.¹

b. Level of Reading Comprehension

Mark A. Clark categorizes reading comprehension into four major groups, namely:

1) Imperative reading

Interpretive reading involves understanding the underlying meaning or reading between the lines— grasping ideas that are not explicitly stated

¹³ Lestari, Dewi Furwana, Muhammad Iksan “ Developing Reading Worksheet for Tenth Grade Students of SMA Negeri 4 Palopo” , Journal Of English Language Teaching and Learning (FOSTER), Vol. 1, No. 1, (August 2020)

but are implied within the text. This level of reading comprehension goes beyond simply understanding the literal meaning.

2) Creative reading

Creative reading extends beyond the content provided by the author, requiring readers to think critically and engage their imagination while reading. In this type of reading, the reader is encouraged to generate new or alternative ideas and solutions beyond those offered in the text.

3) Critical reading

Critical reading involves assessing the author's ideas by comparing them to established standards and drawing conclusions about their accuracy. This type of reading requires the reader to reflect thoughtfully on the source of the material. Effective critical reading relies on understanding the literal meaning and includes the processes of interpretation, application, analysis, and synthesis.

4) Literal reading

Literal reading, or literal comprehension, refers to understanding and recalling the explicit information presented in the text. This represents the most basic level of reading comprehension.¹⁴

c. Process of Reading Comprehension

As cited in Suparman' s thesis, Wiryodijoyo proposes a strategic approach to the reading process:

1) Perception

Perception refers to the ability to recognize words as meaningful units.

2) Comprehension

Comprehension refers to the ability to understand words as the author intended, connecting them to meaningful ideas within the context of the text.

3) Reaction

Reaction involves responding thoughtfully to what the author has expressed.

¹⁴ Mark A. Clarke, *The Modern Language Journal*, Vol. 64, No. 2 (Summer, 1980), pp. 203-209 (7 pages)

4) Integration

Integration refers to the ability to understand ideas or concepts by linking them to the writer's background and incorporating this understanding into the reader's own experiences.

3. The Concept of Narrative Text

a. Definition of Narrative Text

Narrative text is a type of English text (genre) that originates from recount texts and news items, aimed at telling stories about past events and entertaining readers. Before analyzing examples of narrative texts, it is important to understand the typical generic structure of narrative texts, which generally includes the following elements:

1) Orientation

Orientation is the opening part of a narrative text, where the characters are introduced, along with the setting, including the time and place of the story.

2) Complication

Complication is the section of a narrative text that presents the problems or conflicts faced by the main character.

3) Resolution

Resolution is the part of a narrative text that provides the solution to the main character's problems. This section may conclude the story positively or negatively.

4) Reorientation

Reorientation is the concluding part of a narrative text, typically summarizing the ending of the story, which can be either happy or sad.¹

Narrative text tells a story that involves complications or conflicts and seeks to provide resolutions to these problems. A key element of narrative text is the narrative mode, which encompasses the techniques used to convey the story through narration. Narrative texts serve to entertain and/or inform readers while delivering a message that conveys a theme— a universal idea that transcends time and culture— and/or a moral lesson derived from the story.¹⁵

A narrative is any account that presents a series of connected events and can be classified into different categories: non-fiction (such as new journalism, creative non-fiction, biographies, and historiography) and fiction (including prose literature like short stories and novels, as well as certain forms of poetry and drama, though in drama the events are mostly performed rather than narrated).

¹⁵ Nancy Fetzner. Narrative Text Organization.2006.p.26

b. Generic Structure of Narrative Text

The generic structure of narrative text is composed of several elements. According to Anderson and Anderson, it includes four main parts: orientation, complication, sequence of events, and resolution. The details are as follows:

1) Orientation

Orientation serves as the introduction to the text, providing an overview of its content, including the main topic, the characters involved, as well as the time and place where the events take place.

2) Complication

The complication section of the text describes the events involving the characters, focusing on the conflicts that arise between them. Complication is a crucial element of a narrative; without it, the text cannot be categorized as a narrative. These conflicts may be natural, social, or psychological in nature.

3) Sequence of events

The sequence of events is the part where the narrator explains how the characters respond to the complication. These events may be presented in chronological order or through flashbacks, allowing the audience to experience the story from the narrator's perspective.

4) Resolution

Resolution marks the conclusion of a narrative text, where the characters address and resolve the problems caused by the conflict. Whether successful or not, this phase brings the conflict to an end.

c. Types of Narrative Texts

1) Legend

A legend is a story about human actions that both the storyteller and the audience believe to have actually occurred within human history. Generally, a legend is a brief, traditional, and historicized narrative presented in a customary manner. Some consider legends to be a type of folktale. Examples of legends in narrative texts include:

- a) Sangkuriang
- b) Malin Kundang
- c) The Legend of Tangkuban Perahu
- d) The Story of Toba Lake

2) Fable

A fable is a brief allegorical story that conveys a moral lesson, typically featuring animals that speak and behave like humans. Examples of fables in narrative texts include:

- a) Mouse Deer and Crocodile
- b) The Ants and the Grasshopper
- c) The Smartest Parrot
- d) The Story of Monkey and Crocodile

3) Fairy tale

According to Wikipedia, a fairy tale is a type of short story in English that corresponds to the French term *conte de fée*. Fairy tales commonly feature folkloric beings such as fairies, goblins, elves, trolls, dwarves, giants, or gnomes, and often involve elements of magic or enchantment.

Examples of fairy tales found in narrative texts include:

- a) Cinderella
- b) Snow White
- c) Pinocchio
- d) Beauty and the Beast
- e) The Story of Rapunzel

4) Myth

Another type of narrative text is the myth, which closely resembles folklore. The main difference is that myths are often believed to have actually occurred in real life. For example, stories like *Aji Saka* and *Dewata Cengkar* are regarded by many people as true.

5) Romance

According to *Wikipedia*, romance is a fictional story that describes the chronicles of the characters' lives in detail and depth. In romance stories, the narrative does not merely portray fragments of life events but often spans from birth to adulthood. The term *romance* comes from the French *romance*. Initially, it referred to stories written in the Romance language. Examples of romance narratives include *Romeo and Juliet* and *I'm One of That Fool Man*.¹

4. The Concept of Illustrated Stories

a. Definition of Illustrated Stories

Illustrated stories are a type of media that can be effectively used in the teaching and learning process, particularly in reading. They help stimulate students' creativity and imagination by presenting the story visually, rather than relying solely on lengthy written texts. Illustrated stories have long been used as a learning tool because they can boost students' interest and motivation in reading. By engaging with both the text and the

accompanying images, students not only read the story but also visualize the actions and events depicted, thereby enhancing their overall understanding.

According to Sudjana and Rivai, illustrated story media in the teaching and learning process can foster students' interest in learning and create an appreciation for reading.¹⁶ This means that picture stories are interesting and easy to comprehend, making them helpful for teachers in facilitating the teaching and learning process. The lack of reading interest and the difficulty students face in understanding texts require teachers to use media that can attract attention and make learning easier. Wright states that music, pictures, furniture, objects, and colors can encourage students' interest in learning.¹ Picture story media also functions as a means of communication among people. As social beings, humans tend to engage in all activities together, which requires communication. One of the tools of communication is writing, and writing stories is a form of expressing one's feelings. Through stories, humans reveal realities or imagined events.

According to Fariyatul and Bandono, illustrated story media is characterized by the presence of tasks, goal structures, and reward systems that distinguish it from other visual media. In the learning process using

¹⁶ Evi Fariyatul Fahyuni and Adi Bandono, Loc. Cit.

illustrated story media, students are encouraged to collaborate on common tasks and coordinate their efforts to complete the assignments given by the teacher.¹⁷ The purpose of illustrated story media is to improve students' academic outcomes, help them accept diversity among their peers, and develop their social skills.¹

b. The Advantages of Illustrated Stories

In Sabnawati's thesis, the advantages of using illustrated stories are as follows:

1) Engaging images

The use of images can enhance students' creativity. Attractive and engaging images make the classroom atmosphere and the learning process more enjoyable.

2) Economical images

Images are easy to obtain, for instance from magazines, newspapers, books, or the internet. They can also be created by drawing them as needed.

3) Effective images

¹⁷ Fariyatul, E., & Bando, A. (2017). The use of value clarification technique-based-picture story media as an alternative media to value education in primary school. *HARMONIA: Journal of Arts Research and Education*, 17(1), 68-74.

Images can represent real situations in a different way, namely through seeing and imagining the illustrations.¹⁸

c. The Disadvantages of Illustrated Stories

According to Roslina in Subnawati's thesis, the disadvantages of illustrated stories were observed during the fifth meeting in class. The use of illustrated stories to teach reading skills can also make students feel bored. Therefore, it would be better if they were interspersed with other types of media. Moreover, illustrated stories should also be utilized to teach other skills such as speaking, writing, and listening.¹

d. The Example of Illustrated Stories

The Monkey and Crocodile



Once upon time, there lived a monkey in a berry tree beside the river. One day a crocodile came across the river. It saw the monkey on the tree and asked for some juicy berries.

¹⁸ Subnawati, (2018), Thesis: The Effect Of Picture Story Book Toward Reading Comprehension And Reading Motivation Of The Second Graders Of Smpn-8 Palangka Raya, Palangka Raya : IAIN Palangka Raya, p.19



From that day onwards, they both became close friends. The Crocodile would daily come back to the monkey for berries. They both would use to have lots of fun together.



Sometimes the monkey would sit on the crocodile's back and go around the river.



Once the crocodile asked the monkey to get him some berries for his wife. The monkey plucked some berries and gave them to the crocodile.



When his wife tasted the berries, she grew curious to the taste the monkey' s hearth. She asked the crocodile to invite the monkey for the lunch at their place so that she can eat the monkey' s hearth. The crocodile became very sad.



The next day the crocodile asked the monkey to sit on his back and started to his house. As they reached the middle of the river, the crocodile told the monkey about his wife' s plan.



The smart monkey said that he left his hearth in the tree. The foolish crocodile took him back the tree. As they came back, the monkey jumped off the crocodile's back and reached the tree.



The monkey told the crocodile that he made a mistake by trusting him. The monkey used its intelligence to save his life and the crocodile, because of its stupidity lost both, a great friend, and sweet berries.

C. Conceptual Framework

During the classroom teaching and learning process, teachers are encouraged to apply a variety of models for delivering material. These variations may include different strategies or techniques designed to make the learning experience more engaging and stimulating for students.

Teachers are advised to avoid monotonous teaching methods. In reading classes in particular, it is essential for teachers to create a conducive learning environment that promotes student involvement in various classroom activities, encouraging them to become active participants and to develop a genuine interest in reading.

The theoretical framework consists of:

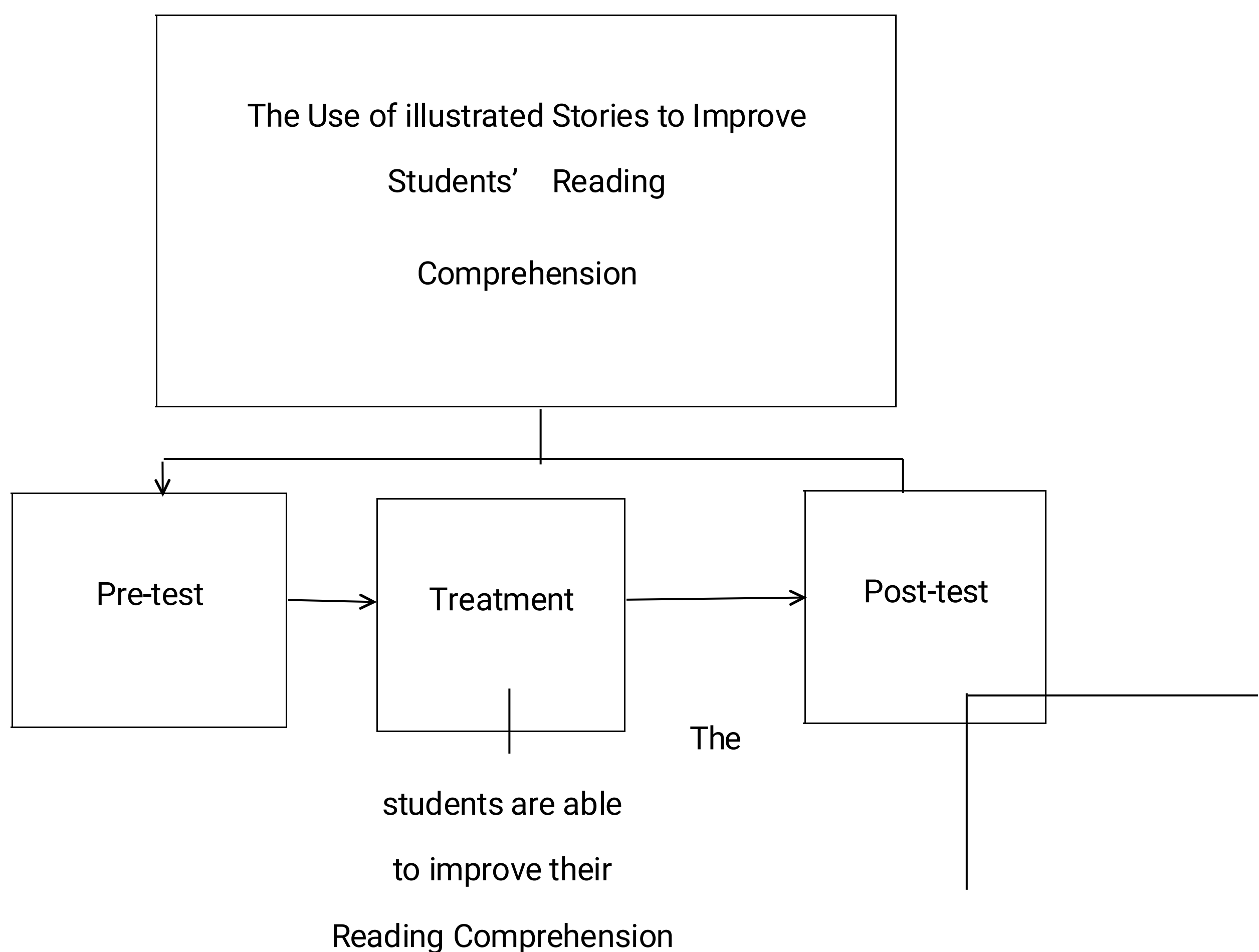


Figure 2.1 Conceptual Framework

D. Research Hypothesis

Based on the theory above, the research hypothesis is formulated as follows:

H₁: The use of illustrated stories is effective to improve students' reading comprehension at SMPN 08 Palopo.

H₀: The use of illustrated stories is not effective to improve students' reading comprehension at SMPN 08 Palopo.

CHAPTER III

RESEARCH METHOD

A. Method and Design of the Research

1. Method

This research employed a pre-experimental approach. The method was chosen by the researcher to assess the effectiveness of using illustrated stories in enhancing students' reading comprehension skills at SMPN 8 Palopo.

2. Design

In this study, the researcher gathered, organized, and analyzed data to draw conclusions. This quantitative research adopted a pre-experimental design, specifically using a one-group pre-test and post-test format. The design is presented as follows:

Table 3.1 Research Design

Experimental	Pre-test	Treatment	Post-test
One-Group	O ₁	X	O ₂

Information:

E : Experimental

O₁ : Pre-test

X : Treatment

O₂ : Post-test¹⁹

B. Variables of the Research

In this pre-experimental research, two variables were involved namely:

1. Dependent Variable

The dependent variable in this study was the students' ability to comprehend reading texts.

2. Independent Variable

The independent variable in this study was the use of illustrated stories.

C. Location and Time of the Research

This research took place at SMPN 8 Palopo, specifically involving eighth-grade students. The school is situated at Jl. Dr. Ratulangi No. 66, Balandai, Bara District, Palopo City, South Sulawesi, with the postal code 91914. This research was conducted for one month in 2024.

D. Population and Sample

¹⁹ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Edisi Revisi IV: Jakarta: PT. Rineka Ciptam1998), p. 84.

1. Population

The population in this research consisted of eighth-grade students at SMPN 8 Palopo. There were seven classes in total: VIII 1, VIII 2, VIII 3, VIII 4, VIII 5, VIII 6, and VIII 7, comprising a total of 227 students. Each class had approximately 25 students.

2. Sample

The sample of this research was class VIII 2. This class was chosen because many teachers considered the students' knowledge level to be relatively low, especially in learning English. The sample was selected using purposive sampling, as the researcher considered this class interesting to study. Therefore, all 25 students from class VIII 2 were included as the research sample.

E. Instruments of the Research

The instruments used in this study were a pre-test, a post-test, and reading stories. In this research, the researcher used this instrument to help researchers collect data.

F. Procedure of Collecting Data

The data collection procedures were conducted through the following steps:

1. Pre-test

The pre-test was administered at the initial stage, prior to the implementation of the treatment. Its purpose was to assess the students' baseline reading comprehension skills. This step allowed the researcher to compare the students' abilities before and after the application of illustrated stories as a learning strategy. Before giving the pre-test, the researcher gave prior explanations regarding the structure of the questions and the correct way to respond. Afterwards, students were given a story to read, which served as the basis for answering the test questions accurately.

2. Treatment

In this research, the researcher implemented a treatment using illustrated stories. The treatment was conducted over five sessions. The following are the steps involved in the treatment process:

a. First Meeting

1) Opening activities

a) Greeting.

b) The researcher explained the objective of the study to the students.

2) Running activities

At the first meeting, the researcher explained narrative text, including the types of narrative texts. During this session, the researcher discussed

legendary stories and explained what is meant by legend stories. After that, the researcher divided the students into five groups. The researcher then distributed stories that had been cut into pieces and shuffled, specifically the legend of *Sangkuriang*. Each group was tasked with arranging the pieces of the story into a complete narrative. Once the groups had finished, the researcher checked their work and determined which group had arranged the story correctly. Afterward, the students returned to their seats, and the researcher distributed another illustrated story. The students were instructed to read and then discuss the vocabulary found in the *Malin Kundang* story together. Finally, to determine whether the use of illustrated story media could improve students' reading comprehension, the researcher conducted an evaluation by administering a series of multiple-choice questions based on the content of the story.

3) Closing activities

a) Researcher gave the conclusion of the material.

b) Closing the class.

b. Second Meeting

1) The researcher explained what is meant by a fable story.

2) The researcher organized the students into five separate groups.

- 3) The researcher distributed stories that had been cut into pieces and shuffled, specifically the fable story *The Smartest Parrot*.
- 4) Each group then arranged the pieces of the story into a complete narrative.
- 5) After each group had finished composing the story, the researcher checked and determined which group had arranged the story correctly.
- 6) After that, the students returned to their seats, and the researcher distributed another illustrated story. The students were instructed to read and then discuss the vocabulary in the *Mouse Deer and Crocodile* story together. Finally, to determine whether the use of illustrated story media could improve students' reading comprehension, the researcher conducted an evaluation by administering a series of multiple-choice questions based on the content of the story.

c. Third Meeting

- 1) The researcher explained what is meant by a fairy tale story.
- 2) The researcher organized the students into five separate groups.
- 3) The researcher distributed stories that had been cut into pieces and shuffled, specifically the fairy tale story *Beauty and the Beast*.
- 4) Each group then arranged the pieces of the story into a complete narrative.

- 5) After each group had finished composing the story, the researcher checked and determined which group had arranged the story correctly.
- 6) After that, the students returned to their seats, and the researcher distributed another illustrated story. The students were instructed to read and then discuss the vocabulary in the *Cinderella* story together. Finally, to determine whether the use of illustrated story media could improve students' reading comprehension, the researcher conducted an evaluation by administering a series of multiple-choice questions based on the content of the story.

d. Fourth Meeting

- 1) The researcher explained what is meant by a myth story.
- 2) The researcher organized the students into five separate groups.
- 3) The researcher distributed stories that had been cut into pieces and shuffled, specifically the myth story *Dewata Cengkar*.
- 4) Each group then arranged the pieces of the story into a complete narrative.
- 5) After each group had finished composing the story, the researcher checked and determined which group had arranged the story correctly.
- 6) After that, the students returned to their seats, and the researcher distributed another illustrated story. The students were instructed to read

and then discuss the vocabulary in the *Story of Aji Saka* together. Finally, to determine whether the use of illustrated story media could improve students' reading comprehension, the researcher conducted an evaluation by administering a series of multiple-choice questions based on the content of the story.

e. Fifth Meeting

- 1) The researcher explained what is meant by a romance story.
- 2) The researcher organized the students into five separate groups.
- 3) The researcher distributed stories that had been cut into pieces and shuffled, specifically the romance story *I' m One of That Fool Man*.
- 4) Each group then arranged the pieces of the story into a complete narrative.
- 5) After each group had finished composing the story, the researcher checked and determined which group had arranged the story correctly.
- 6) After that, the students returned to their seats, and the researcher distributed another illustrated story. The students were instructed to read and then discuss the vocabulary in the *Romeo and Juliet* story together. Finally, to determine whether the use of illustrated story media could improve students' reading comprehension, the researcher conducted

an evaluation by administering a series of multiple-choice questions based on the content of the story.

3. Post-test

Following the treatment, the researcher administered a post-test to the students. In this stage, students were allotted time to read a story. Afterwards, the researcher distributed a worksheet containing 15 multiple-choice questions. The students were required to read the provided story text and respond to the questions based on their understanding of the content.

G. Technique of Data Analysis

After gathering data through the administration of the pre-test, treatments, and post-test using several instruments, the researcher then proceeded to focus on analyzing the data. To determine the percentage of students' scores in the reading test, data analysis involved calculating the mean score and conducting a paired sample t-test using SPSS version 25.

The following formula was used:

$$P = FN \times 100$$

Where:

P: Percentage

F: Frequency

N: Number of Sample¹

In the process of data analysis, the researcher established a scoring classification, which is presented in the table below:

$$\text{Score} = \frac{\text{Total Correct Answer}}{\text{Total test item}} \times 100$$

Table 3.2 Scoring Classification

No	Classification	Score
1	Excellent	96-100
2	Very Good	86-95
3	Good	76-85
4	Fairly Good	66-75
5	Fairly	56-65
6	Poor	36-55
7	Very Poor	0-35 ²⁰

²⁰ Suharsimi Arikunto, Prosedur Penelitian: Suatu Pendekatan Praktek (Edisi Revisi IV: Jakarta: PT. Rineka Ciptam1998), p. 185.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The results of this study are presented to illustrate the data that have been statistically analyzed. This includes students' scores on the pre-test and post-test, the percentage classification of those scores, as well as the mean and standard deviation for both tests.

In this section, the researcher presents the overall student performance in reading comprehension on both the pre-test and post-test, along with the mean scores, standard deviations, and score percentage classifications. These results are displayed in tabular form and calculated using SPSS version 25. To provide further clarification, the researcher offers a complete overview of students' reading comprehension scores from the pre-test and post-test.

The data are presented in the following table:

Table 4.1 The Score of Students' Reading Comprehension in Pre-Test

No	Respondent	Pre-test
1	R1	53

No	Respondent	Pre-test
2	R2	73
3	R3	66
4	R4	33
5	R5	53
6	R6	33
7	R7	26
8	R8	33
9	R9	53
10	R10	26
11	R11	33
12	R12	20
13	R13	66
14	R14	26

No	Respondent	Pre-test
15	R15	33
16	R16	40
17	R17	20
18	R18	40
19	R19	20
20	R20	33
21	R21	40
22	R22	40
23	R23	40
24	R24	26
25	R25	33
Total		956

Referring to Table 4.1, the students' reading comprehension scores in the pre-test can be observed. Seven students obtained a score of 33, five students achieved a score of 40, four students received a score of 26, three students obtained a score of 53, three students achieved a score of 20, two students received a score of 66, and one student attained a score of 73. To determine the average score of the students in this test, the researcher conducted calculations using SPSS version 25. The results are presented in the descriptive statistics table.

Table 4.2 The Score of Students' Reading Comprehension in Post-Test

No	Respondent	Post-test
1	R1	80
2	R2	93
3	R3	86
4	R4	20
5	R5	53
6	R6	20
7	R7	73

No	Respondent	Post-test
8	R8	60
9	R9	66
10	R10	40
11	R11	73
12	R12	80
13	R13	86
14	R14	80
15	R15	80
16	R16	73
17	R17	66
18	R18	60
19	R19	33
20	R20	20

No	Respondent	Post-test
21	R21	73
22	R22	80
23	R23	20
24	R24	60
25	R25	60
Total		1.535

Referring to Table 4.2, the students' reading comprehension scores in the post-test can be observed. Five students obtained a score of 80, five students achieved a score of 60, four students received a score of 73, four students obtained a score of 20, two students achieved a score of 86, two students received a score of 66, one student attained a score of 93, one student achieved a score of 53, and one student obtained a score of 40. To determine the average score of the students in this test, the researcher conducted calculations using SPSS version 25. The results are presented in a descriptive statistics table.

Table 4.3 The Mean Score and Standard Deviation of Students in Pre-test

Descriptive Statistic					
	N	Minimu m	Maximu m	Mean	Std. Deviation
Pre-test	25	20.00	73.00	38.360	14.73058
Valid N (listwise)	25			0	

The table reveals that the highest student score was 73, while the lowest was 20. Additionally, it indicates that the average (mean) score of students on the pre-test was 38.36, with a standard deviation of 14.73.

Table 4.4 The Mean Score and Standard Deviation of Students in Post-test

Descriptive Statistic					
	N	Minimum	Maximum	Mean	Std. Deviation
Post-test	25	20.00	93.00	61.400	23.01992
Valid N (listwise)	25			0	

The table illustrates that the highest student score was 93, while the lowest was 20. Furthermore, it shows that the mean score of students on the post-test was 61.40, with a standard deviation of 23.01.

Table 4.5 The Scoring Classification Frequency in Pre-test

No	Classification	Score	Pre-test	
			Frequency	Percent age
1	Excellent	96-100	-	-
2	Very good	86-95	-	-
3	Good	76-85	-	-
4	Fairly good	66-75	3	12%
5	Fairly	56-65	-	-
6	Poor	36-55	8	32%
7	Very poor	0-35	14	56%
Total			25	100%

Based on Table 4.5, it can be seen that before the students were given the treatment— “ teaching reading comprehension through illustrated stories to the eighth-grade students of SMPN 08 Palopo” – none of the students achieved the “ excellent,” “ very good,” “ good,” or “ fairly” classifications. There were 3 students (12%) out of 25 who achieved the “ fairly good” classification. In addition, 8 students (32%) were classified as “ poor,” and 14 students (56%) were classified as “ very poor.” Based on these data, it is evident that the number of students who scored “ very poor” was greater than those who obtained other classifications. It can be concluded that the students’ reading comprehension was still low.

Table 4.6 The Scoring Classification Frequency in Post-test

No	Classification	Score	Post-test	
			Frequency	Percentage
1	Excellent	96-100	-	-
2	Very good	86-95	3	12%

3	Good	76-85	5	20%
4	Fairly good	66-75	6	24%
5	Fairly	56-65	4	16%
6	Poor	36-55	2	8%
7	Very poor	0-35	5	20%
Total			25	100%

Table 4.6 shows the students' score classifications in the post-test. The data indicate that in the post-test, there were 3 students (12%) who achieved the "very good" classification and 5 students (20%) who were classified as "good." In addition, 6 students (24%) were classified as "fairly good," and 4 students (16%) were classified as "fair." Furthermore, 2 students (8%) were classified as "poor," while 5 students (20%) fell into the "very poor" category. These results indicate that the students' reading comprehension improved after the treatment through illustrated stories for the eighth-grade students of SMPN 08 Palopo.

Table 4.7 The Paired Sample Statistics of Pre-test and Post-test**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre test	38.3600	25	14.73058	2.94612
Post test	61.4000	25	23.01992	4.60398

The paired samples statistics table for the pre-test and post-test shows that the standard deviation for the pre-test was 14.730, while for the post-test it was 23.019. In addition, the standard error was 2.946 for the pre-test and 4.603 for the post-test. The table also displays that the mean score on the pre-test was 38.360, whereas the mean score on the post-test was 61.400.

Table 4.8 Paired Samples Correlations

	N	Correlation	Significance	
			One-Sided p	Two-Sided p
Pair 1 Pretest & Posttest	25	.392	.026	.052

The paired samples correlation table for the pre-test and post-test showed a correlation coefficient of 0.392 between the two tests.

Additionally, the table indicates that the significance value for both the one-tailed and two-tailed tests was $p < 0.001$. This suggests that there is a consistent and significant correlation between the pre-test and post-test scores in this study.

Table 4.9 The Paired Samples Test of Pre-test and Post-test

	Paired Difference					T	Df	Significance	
	Mean	Std. Deviati on	Std. Error Mean	95% Confidence Interval of the Difference				One- Side d p	Two- Side d p
				Lower	Upper				
Pair 1	-24.040	-21.928	4.385	-32.091	-13.988	-5.25	24	<,00	<,00
Pretest - Posttest	00	83	76	77	23	3		1	1

The hypothesis was tested using SPSS version 25. In this analysis, the researcher applied a paired samples t-test to determine whether there

was a significant difference between the students' mean scores on the pre-test and post-test.

The results of the paired samples test showed that the calculated t-value (T_x) was 5.253, with 24 degrees of freedom (df). Meanwhile, the critical t-value (T_t) at the 0.05 significance level with 24 degrees of freedom was 2.064. Since the calculated t-value (5.253) was greater than the critical t-value (2.064), this indicates a significant difference between the two sets of scores.

Furthermore, the significance value obtained from the t-test was 0.001, which is lower than the standard alpha level of 0.05 ($0.001 < 0.05$). Thus, the alternative hypothesis (H_1) was accepted, and the null hypothesis (H_0) was rejected. This confirms that there was a significant difference in students' reading comprehension before and after the use of illustrated stories. Therefore, the researcher concludes that illustrated story media is effective in improving reading comprehension among eighth-grade students at SMPN 08 Palopo.

B. Discussion

This section presents the results of the data analysis in the findings. It discusses the use of illustrated stories in teaching reading comprehension to eighth-grade students at SMPN 08 Palopo, comparing

their performance from the pre-test to the post-test. The researcher chose the title “ *Teaching Reading Comprehension through Illustrated Stories to Eighth-Grade Students of SMPN 08 Palopo*” because, at the research site, students showed very little interest in learning English, especially in reading skills. Therefore, the researcher formulated this title to investigate whether the use of illustrated story media was effective in increasing students’ reading interest at SMPN 08 Palopo.

In the pre-test, the researcher asked students to answer multiple-choice questions related to narrative texts. The results showed that no students achieved classifications of “ excellent,” “ very good,” “ good,” or “ fairly.” There were 3 students (12%) out of 25 who achieved a “ fairly good” classification, 8 students (32%) were classified as “ poor,” and 14 students (56%) were classified as “ very poor.” The students achieved a mean score of 38.36 with a standard deviation of 14.73. The highest score recorded was 73, while the lowest was 20. In the post-test, the highest score increased to 93, while the lowest remained at 20. The mean score for the post-test was 61.40, with a standard deviation of 23.01. The correlation between the pre-test and post-test scores was 0.392, while the significance values for both the one-tailed and two-tailed tests were $p < 0.001$.

Based on the analysis of the student classification table in the pre-test and their average scores, the researcher concluded that students' reading comprehension was still low.

The results of the paired samples t-test revealed that the calculated t-value (T_c) was 5.253 with 24 degrees of freedom (df). In comparison, the critical t-value (T_t) at a 0.05 significance level and $df = 24$ was 2.064, showing that T_c was greater than T_t ($5.253 > 2.064$). This outcome, supported by the significance value of 0.001 (which is less than 0.05), indicates a statistically significant difference between the pre-test and post-test results. Therefore, the alternative hypothesis (H_1) was accepted, while the null hypothesis (H_0) was rejected.

According to Sudjana and Rivai, illustrated story media in the teaching and learning process can develop learning interest and create appreciation among readers.¹ This means that illustrated stories are interesting and easy to comprehend, making them useful for teachers in facilitating learning. The lack of reading interest and the difficulty students face in understanding texts require teachers to use media that is more

engaging and capable of attracting students' attention. Wright also argues that music, pictures, furniture, objects, and colors can increase students' interest in learning.²¹ Picture story media serves as a means of communication between people. As social beings, humans tend to carry out activities together, and communication is essential for these interactions. One form of communication is writing, where storytelling becomes a medium for expressing feelings. Through stories, humans reveal things that are either real or imaginative.

According to Fariyatul and Bandono, illustrated story media is characterized by specific tasks, goal structures, and reward structures that distinguish it from other image-based media. In the learning process using illustrated stories, students are encouraged to collaborate on a common task and coordinate their efforts to complete assignments given by the teacher.¹

In conclusion, incorporating illustrated stories in teaching reading comprehension proves to be effective in enhancing students' reading abilities. This approach is considered one of the most suitable methods, as it allows teachers to present engaging and visually appealing learning

²¹ Andrew Wright, David Betteridge, and Michael Buckby, (2006), *Games for language learning* 3rd edition, Cambridge: Cambridge University Press, p.11

materials. The comparison between pre-test and post-test results shows a significant improvement in scores after the implementation of illustrated stories in the learning process, indicating the success of this treatment. Furthermore, it is evident that students demonstrate greater interest in learning English. The use of illustrated stories has a positive impact on students' motivation, making the learning experience more enjoyable and comfortable.

The advantages of picture stories, according to Riyadhus et al. include: students' cognitive strengths, which are related to thinking and reasoning. Initially, students who did not know, did not understand, or felt confused could eventually gain understanding through the aid of picture stories. With simple storylines and clear messages, illustrated stories make comprehension easier. They also evoke emotional responses such as happiness, interest, or even sadness depending on the storyline presented through pictures and animations. Moreover, the conative effect of picture stories influences students' intentions, determination, and efforts after engaging with the texts. Clearly, picture stories play an important role in learning because they enable readers to imagine and visualize content. In addition, picture stories are easier to understand and more engaging to read.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions and suggestions derived from the results of the experimental study.

A. Conclusion

This research was conducted to determine the effectiveness of illustrated stories as a medium for enhancing students' reading skills. The target population consisted of eighth-grade students at SMPN 08 Palopo. After conducting the research and analyzing the collected data, it was evident that there was a significant improvement in students' reading performance following the use of illustrated stories in instruction. The results of the hypothesis testing indicated that H_0 was rejected and H_1 was accepted. This means that the use of illustrated stories as a teaching medium had a positive and effective impact on improving the reading skills of eighth-grade students at SMPN 08 Palopo.

Moreover, students demonstrated greater language fluency, improved content understanding, and fewer vocabulary errors. They were also able to comprehend the material more easily and showed increased enthusiasm for learning. This is supported by the pre-test and post-test

results, where the average score rose from 38.36 in the pre-test to 61.40 in the post-test. Based on the findings presented in the previous chapter, the t-test results showed that the calculated t-value ($T_c = 5.253$) was higher than the critical t-value ($T_t = 2.064$), meaning $T_c > T_t$. Thus, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. It is concluded that there is a significant difference in teaching reading comprehension before and after using illustrated stories media. Therefore, the use of illustrated story media is effective in improving the reading comprehension of eighth-grade students at SMPN 08 Palopo.

B. Suggestions

Considering the various benefits of using illustrated stories to enhance reading comprehension, particularly in understanding narrative texts, the researcher would like to offer the following suggestions:

1. For Teachers

Teachers are encouraged to diversify the learning media used in the classroom rather than relying solely on one method. Incorporating illustrated stories as a medium can help engage students more actively in the learning process.

2. For Students

Through the use of illustrated story media, students are expected to improve their reading comprehension skills effectively.

3. For Schools

Schools should explore various alternative learning activities that can support the improvement of teaching quality, one of which is the use of illustrated story media to foster students' interest in learning.

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A

P

P

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S

S

t-table

	P						
one-tail	0.1	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	0.2	0.1	0.05	0.02	0.01	0.002	0.001
DF							
1	3.078	6.314	12.706	31.821	63.656	318.289	636.578
2	1.886	2.92	4.303	6.965	9.925	22.328	31.6
3	1.638	2.353	3.182	4.541	5.841	10.214	12.924
4	1.533	2.132	2.776	3.747	4.604	7.173	8.61
5	1.476	2.015	2.571	3.365	4.032	5.894	6.869
6	1.44	1.943	2.447	3.143	3.707	5.208	5.959
7	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	1.397	1.86	2.306	2.896	3.355	4.501	5.041
9	1.383	1.833	2.262	2.821	3.25	4.297	4.781
10	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	1.356	1.782	2.179	2.681	3.055	3.93	4.318
13	1.35	1.771	2.16	2.65	3.012	3.852	4.221
14	1.345	1.761	2.145	2.624	2.977	3.787	4.14
15	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	1.337	1.746	2.12	2.583	2.921	3.686	4.015
17	1.333	1.74	2.11	2.567	2.898	3.646	3.965
18	1.33	1.734	2.101	2.552	2.878	3.61	3.922
19	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	1.325	1.725	2.086	2.528	2.845	3.552	3.85
21	1.323	1.721	2.08	2.518	2.831	3.527	3.819
22	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	1.319	1.714	2.069	2.5	2.807	3.485	3.768
24	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	1.316	1.708	2.06	2.485	2.787	3.45	3.725
26	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	1.314	1.703	2.052	2.473	2.771	3.421	3.689
28	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	1.311	1.699	2.045	2.462	2.756	3.396	3.66
30	1.31	1.697	2.042	2.457	2.75	3.385	3.646
60	1.296	1.671	2	2.39	2.66	3.232	3.46
120	1.289	1.658	1.98	2.358	2.617	3.16	3.373
1000	1.282	1.646	1.962	2.33	2.581	3.098	3.3
Inf	1.282	1.645	1.96	2.326	2.576	3.091	3.291

22

Picture.1

²² Zach Bobbitt, " How to find the P-Value from the t- Distribution Table, <https://www.statogology.org/?/here-is-how-to-find-the-p-value-from-the-t-disribution-table/>.,

LESSON PLAN

MEETING 1TH

PPP LESSON PLAN

(The illustrated stories)

CLASS	8.2 at SMPN 08 Palopo
TOPIC	Legend story (Sangkuriang)
OBJECTIVES	The Students will be able to find and know some of the reading legend story (Sangkuriang).
MATERIALS	Paper, pen, marker, white board, etc
TIME	60 minutes
POTENSIAL PROBLEM	Less of vocabulary legend story (Sangkuriang), less confident.

Present :Get SS ready to discuss topic (activate background knowledge).

Review language, if needed, teach new language.

Present Activities	Interactio n	Time
Greetings T : Assalamualaikum warahmatullahi wabarakatuh T : Good afternoon?, How are you today?	T-SS	2 minute

Praying...		
Introductions Teacher self introduction	T-SS	3 minutes
Grab attention T : Hello S : Hy The researcher conveys the purpose of the research to be conducted on students	T-SS	3 minutes
Presentation The teacher explain the material	T-SS	14 minutes

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
The researcher explains what is meant the legend story.	S-SS	13 minutes

The researcher organized the students into five separate groups. The researcher shared stories that had been cut into pieces and shuffled about the fable story (sangkuriang). Then each group arranges the pieces of the story into a complete story. After each group had composed the story, the researcher would check and determine which group had composed the story correctly.		
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Produce :Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
The students returned to their respective places The researcher distributed another illustrated story and then instructed them to read and then discuss the vocabulary in the “ Malin Kundang” story together. Then, to find out whether by using illustrated story media, students' reading comprehension would improve, the researcher conducted an evaluation by giving a series of multiple-choice questions based on the content of the story. Conclusion Closing	S-SS	25 minutes

MEETING 2TH

PPP LESSON PLAN (The illustrated stories)

CLASS	8.2 at SMPN 08 Palopo
TOPIC	Fable story (The Smartest Parrot)
OBJECTIVES	The Students will be able to find and know some of the reading fable story (The Smartest Parrot).
MATERIALS	Paper, pen, marker, white board, etc
TIME	60 minutes
POTENSIAL PROBLEM	Less of vocabulary fable story (The Smartest Parrot), less confident.

Present :Get SS ready to discuss topic (activate background knowledge).

Review language, if needed, teach new language.

Present Activities	Interactio n	Time
Greetings T : Assalamualaikum warahmatullahi wabarakatuh	T-SS	2 minute

T : Good afternoon?, How are you today? Praying...		
Introductions Teacher self introduction	T-SS	3 minutes
Grab attention T : If I Say “ snack is coming” S : Sttttt... ... The researcher conveys the purpose of the research to be conducted on students	T-SS	3 minutes
Presentation The teacher explain the material	T-SS	14 minutes

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
The researcher explains what is meant the fable story.	S-SS	13 minutes

The researcher organized the students into five separate groups. The researcher shared stories that had been cut into pieces and shuffled about the fable story (The Smartest Parrot). Then each group arranges the pieces of the story into a complete story. After each group had composed the story, the researcher would check and determine which group had composed the story correctly.		
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Produce : Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
The students returned to their respective places After that, the students returned to their seats, and the researcher distributed another illustrated story and then instructed them to read and then discuss the vocabulary in the “ Mouse deer and Crocodile” story together. Then, to find out whether by using illustrated story media, students' reading comprehension would improve, the researcher conducted an evaluation by giving a series of multiple-choice questions based on the content of the story. Conclution Closing	S-SS	25 minutes

MEETING 3TH

PPP LESSON PLAN (The illustrated stories)

CLASS	8.2 at SMPN 08 Palopo
TOPIC	Fairy tale story (Beauty and The Beast)
OBJECTIVES	The Students will be able to find and know some of the reading fairy tale story (Beauty and The Beast).
MATERIALS	Paper, pen, marker, white board, etc
TIME	60 minutes
POTENSIAL PROBLEM	Less of vocabulary fairy tale story (Beauty and The Beast), less confident.

Present :Get SS ready to discuss topic (activate background knowledge).
Review language, if needed, teach new language.

Present Activities	Interactio n	Time
Greetings T : Assalamualaikum warahmatullahi wabarakatuh T : Good afternoon?, How are you today? Praying...	 T-SS	 2 minute

Introductions Teacher self introduction	T-SS	3 minutes
Grab attention TS : Clap one, clap two, clap three (silent) The researcher conveys the purpose of the research to be conducted on students	T-SS	3 minutes
Presentation The teacher explain the material	T-SS	14 minutes

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interactio n	Time
The researcher explains what is meant the fairy tale story. The researcher organized the students into five separate groups. The researcher shared stories that had been cut into pieces and shuffled about the fairy tale story (beauty and the beast).	S-SS	13 minutes

Then each group arranges the pieces of the story into a complete story. After each group had composed the story, the researcher would check and determine which group had composed the story correctly.		
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Produce : Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
The students returned to their respective places The researcher distributed another illustrated story and then instructed them to read and then discuss the vocabulary in the “ Cinderella” story together. Then, to find out whether by using illustrated story media, students' reading comprehension would improve, the researcher conducted an evaluation by giving a series of multiple-choice questions based on the content of the story. Conclution Closing	S-SS	25 minutes

MEETING 4TH

PPP LESSON PLAN
(The illustrated stories)

CLASS	8.2 at SMPN 08 Palopo
TOPIC	Myth story (The Story of Aji Saka)
OBJECTIVES	The Students will be able to find and know some of the reading Myth story (Aji Saka).
MATERIALS	Paper, pen, marker, white board, etc
TIME	60 minutes
POTENSIAL PROBLEM	Less of vocabulary Myth story (Aji Saka), less confident.

Present :Get SS ready to discuss topic (activate background knowledge).
Review language, if needed, teach new language.

Present Activities	Interactio n	Time
Greetings T : Assalamualaikum warahmatullahi wabarakatuh T : Good afternoon?, How are you today? Praying...	T-SS	2 minute
Introductions Teacher self introduction	T-SS	3 minutes
Grab attention T: if i say “ attention”	T-SS	3 minutes

S: attention 3x		
The researcher conveys the purpose of the research to be conducted on students		
Presentation The teacher explain the material	T-SS	14 minutes

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
The researcher explains what is meant the myth story. The researcher organized the students into five separate groups. The researcher shared stories that had been cut into pieces and shuffled about the myth story (Dewata Cengkar). Then each group arranges the pieces of the story into a complete story. After each group had composed the story, the researcher would check and determine	S-SS	13 minutes

which group had composed the story correctly.		
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Produce : Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
The students returned to their respective places The researcher distributed another illustrated story and then instructed them to read and then discuss the vocabulary in the “ Story of Aji Saka” story together. Then, to find out whether by using illustrated story media, students' reading comprehension would improve, the researcher conducted an evaluation by giving a series of multiple-choice questions based on the content of the story. Conclution Closing	S-SS	25 minutes

MEETING 5TH

PPP LESSON PLAN (The illustrated stories)

CLASS	8.2 at SMPN 08 Palopo
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TOPIC	Romance story (I' m one of that Fool Man)
OBJECTIVES	The Students will be able to find and know some of the reading Romance story (I' m one of that Fool Man).
MATERIALS	Paper, pen, marker, white board, etc
TIME	60 minutes
POTENSIAL PROBLEM	Less of vocabulary legend story (I' m one of that Fool Man), less confident.

Present :Get SS ready to discuss topic (activate background knowledge).
Review language, if needed, teach new language.

Present Activities	Interactio n	Time
Greetings T : Assalamualaikum warahmatullahi wabarakatuh T : Good afternoon?, How are you today? Praying...	T-SS	2 minute
Introductions Teacher self introduction	T-SS	3 minutes
Grab attention T: if i say “ attention” S: attention 3x	T-SS	3 minutes

The researcher conveys the purpose of the research to be conducted on students		
Presentation The teacher explain the material	T-SS	14 minutes

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interactio n	Time
The researcher explains what is meant the Romance story. The researcher organized the students into five separate groups. The researcher shared stories that had been cut into pieces and shuffled about the romance story (I’ m one of that fool man). Then each group arranges the pieces of the story into a complete story. After each group had composed the story,	S-SS	13 minutes

the researcher would check and determine which group had composed the story correctly.		
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Produce : Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
The students returned to their respective places. the researcher distributed another illustrated story and then instructed them to read and then discuss the vocabulary in the “ Romeo and Juliet” story together. Then, to find out whether by using illustrated story media, students' reading comprehension would improve, the researcher conducted an evaluation by giving a series of multiple-choice questions based on the content of the story. Conclution Closing	S-SS	25 minutes

MEDIA ILLUSTRATED STORIES

Malin kundang



A long time ago, there's old widow with her son, named Malin Kundang.
They lived in a hut in the vilage near the sea. They were very poor.



Malin Kundang thought, "if I stay here, I won't have a better life. I have to leave this vilage and look for a job." His mother was sad to hear it. But she knew that Malin Kundang was right. So she let him go. After her son had left, Malin Kundang's mother went to the beach every day. She hoped her son would return soon. At night she would pray for her son's safety. She would ask the captain of the ship whether he saw her son or not. But she got no news about Malin Kundang.



After years, when she was very old, a captain of a ship told her, "Malin Kundang? I met him some month ago. He is now married to a beautiful girl. She is the daughter of a wealthy man." Malin Kundang's mother was very happy to hear it. "Thank you, God!" she prayed. She was sure that Malin Kundang would return home one day.



The woman fell on the ground. She cried. Then she prayed, "My dear God, if he really is my son, punish him."



" Suddenly, there was a thunderstorm. Big waves hit the shore with a loud noise. They hit everything from big ships to coconut trees along the shore.

The thunderstorm was a fierce one.



The storm stopped in the morning. But the villagers could see what the storm had done. Not far from the shore, there were rocks that looked like wreckage and the passenger of a ship. People believed that it was Malin Kundang's ship, and Malin Kundang changed into a coral reef. God had punished him.

The Story of Aji Saka



It is said that Aji Saka traveled to Java to save the people of the Medang Kamulan Kingdom from the cruelty of its king, Dewata Cengkar, who liked to eat human flesh.



Before going to Medang Kamulan, Aji Saka left his heirloom keris on Mount Kendeng and asked Sembada to look after it. He also advised that no one could take the heirloom except himself.



After that, Aji Saka took Dora to meet Dewata Cengkar and admitted that he wanted to be used as food.



However, Aji Saka put forward one condition, namely asking for a plot of land that was as long as his turban.



However, when Dewata Cengkar began to measure the land, the turban stretched continuously until it reached the edge of the South Sea. With his intelligence, Aji Saka was able to sink Dewata Cengkar into the South Sea.



After that, he was crowned king of Medang Kamulan, while Dewata Cengkar turned into a white crocodile.

PRE-TEST AND POST-TEST

A. Pre-test

Name :

Class :

Read the text and answer the question number 1 to 8

SNOW WHITE

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

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired

and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, “ What is your name?”

Snow White said, “ My name is Snow White.”

Then, Snow White told the dwarfs the whole story.

The dwarfs said, “ If you want, you may live here with us.”

Snow White answered, “ Oh, could I? Thank you.”

Finally, Snow White and the seven dwarfs lived happily ever after.

1. The main character of the story is
 - a. Princess
 - b. Snow white
 - c. Aunt
 - d. Cinderella

2. What type of the text is used by the writer
 - a. Narrative
 - b. Report
 - c. Anecdote
 - d. Comparative

3. To tell the plot, the writers uses... .
 - a. A rhetorical question and an exclamation
 - b. Time sequences

- c. Contrastive evidences
 - d. Concessive conjunctions
4. Why Snow White ran away to the woods... .
- a. Her parents passed away
 - b. Her uncle was angry with her
 - c. Her uncle and aunt would go to America
 - d. Snow White was happy to run away
5. When did Snow White run away to the woods... .
- a. In the afternoon
 - b. In the morning
 - c. In the evening
 - d. In the full moon
6. Where did Snow White live after she ran away to the woods... .
- a. She lived in the cave
 - b. She lived in the lion nest
 - c. She lived everywhere in the woods
 - d. She lived in the dwarfs' cottage
7. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt... .
- a. Because she loved them very much
 - b. As a result of forcing attitude from them
 - c. Because her parents were dead
 - d. Because she were afraid of the dwarfs
8. The communicative purpose of this text is... .
- a. To inform the readers about important and newsworthy events

- b. To entertain readers with fairy tale
- c. To share an account of an unusual event
- d. To persuade readers to accept his/her opinions

<https://englishadmi.com>

Read the text and answer the question number 9 to 12

THE LEGEND OF LAKE TOBA

Long time ago, a young man lived in a valley in North Sumatera. He was poor and lived with nobody. Every day, he went to the river and caught some fish to eat.

One day, he went fishing after working in the fields. But not like the other days, he got nothing even after waiting for hours. When he decided to go home, he felt the rod jolted. That' s fish! He pulled the rod out and he was jolly to see a small goldfish. Imagining that he would eat a goldfish, he went home excitedly.

At home, the young man put the small fish on the table. He prepared some firewood to cook. When everything was ready, he went back to the kitchen. But he saw nothing on the table! The fish disappeared! Instead, he saw a beautiful woman.

After having a short conversation, the young man asked to marry her. She accepted only in one condition, the man should never mention where she came from. The man agreed and they got married. They had a handsome yet naughty boy named Samosir.

One day, Samosir made his father angry. The man shouted loudly and said the prohibited words. He said that Samosir was son of fish. Suddenly, rain fell for weeks and turned the valley into a lake.

9. From the text above we know that
- a. Samosir is not son of fish
 - b. The man is rich
 - c. The goldfish turns into a beautiful woman
 - d. The beautiful woman is not married to the man
10. What is the main idea of paragraph 2
- a. The man caught a gold fish
 - b. Fishing is the man' s hobby
 - c. The man married the goldfish
 - d. They have a handsome boy
11. What is the moral lesson of the story... ..
- a. Don' t go fishing
 - b. We have to keep our promise
 - c. Don' t eat fish
 - d. We must not marry a goldfish
12. The word “ he” in the sentence “ At home, he put the small fish on the table” refers to... ..
- a. Samosir
 - b. Goldfish
 - c. Beautiful woman
 - d. Young man

Read the text and answer the question number 13 to 15.

SANGKURIANG

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was we having a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly. Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you suddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy. Sangkuriang liked hunting very much, especially deer. He often hunted to the wood using his arrow. When he went hunting , Tumang was always with him.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang went to the wood with his arrow and his faithful dog, Tumang, but after several days in the wood Sangkuriang could not find any deer. Then they all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head. Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness. Many years passed and Sangkuriang became a strong young man. He wandered everywhere.

One day he arrived at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So they fell in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry soon. So Dayang Sumbi gave very difficult conditions. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon. Sangkuriang agreed. With the help of genie and spirits, Sangkuriang tried to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then

the spiritis thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat. Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, leter, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

13. What is the story about

- a. A wrath son
- b. West java' s tales
- c. Tumang a Dog husband
- d. The legend of Tangkuban Perahu

14. According to the story, Tumang was... ..

- a. Actually a handsome prince
- b. Married to Dayang Sumbi
- c. Sangkuriang pet dog
- d. Good at hunting deer

15. What did Dayang Sumbi look like... ..

- a. She liked weaving clothers
- b. She looked for the heart of a deer
- c. She was beautiful
- d. She was looking at her fallen tool

<https://ambizeducation.com>

B. Post-test

Name :

Class :

Read the text and answer the question number 1 to 4.

Malin Kundang

A long time ago, there's old widow with her son, named Malin Kundang. They lived in a hut in the vilage near the sea. They were very poor. Malin Kundang thought, "if I stay here, I won't have a better life. I have to leave this vilage and look for a job." His mother was sad to hear it. But she knew that Malin Kundang was right. So she let him go.

After her son had left, Malin Kundang's mother went to the beach every day. She hoped her son would return soon. At night she would pray for her son's safety. She would ask the captain of the ship whether he saw her son or not. But she got no news about Malin Kundang.

After years, when she was very old, a captain of a ship told her, "Malin Kundang? I met him some month ago. He is now married to a beautiful girl. She is the daughter of a wealthy man." Malin Kundang's mother was very happy to hear it. "Thank you, God!" she prayed. She was sure that Malin Kundang would return home one day. The woman fell on the ground. She cried. Then she prayed,"My dear God, if he really is my son, punish him. "

Suddenly, there was a thunderstorm. Big waves hit the shore with a loud noise. They hit everything from big ships to coconut trees along the shore. The thunderstorm was a fierce one. The storm stopped in the morning. But the villagers could see what the storm had done. Not far from the shore, there were rocks that looked like wreckage and the passenger of a ship. People believed that it was Malin Kundang's ship, and Malin Kundang changed into a coral reef. God had punished him.

1. Who is Malin kundang...
 - a. A son who love his mother
 - b. A son who care with his mother
 - c. A son who betray his mother
 - d. A son who always with his mother
2. What Malin' s mother does to malin...
 - a. Leave malin alone
 - b. Accompany malin until the end of the time
 - c. Curse malin into a rock
 - d. Apologize malin
3. What the purpose of the text...
 - a. To inform about the story
 - b. To describe of the story
 - c. To amuse the readers with the story
 - d. To tell past events
4. What malin said to his mom before he went to the city...
 - a. Malin never be back
 - b. He promises to be back
 - c. He will forget his mom
 - d. He will give his mom much money

Read the text and answer the question number 5 to 7.

Cinderella

Once upon a time there was a kind and beautiful girl, named Cinderella. She likes her cruel, named Cinderella. She likes her cruel stepmother and stepsisters where she is treated as a servant and spends her days cleaning, tidying, and waiting on them hand and foot. Despite their cruelty, Cinderella will always remember her mother's words : ' Have courage and be kind' .

One day an invitation to a royal ball arrives. The prince is looking for a bride and everyone in the kingdom is invited. Her stepmother immediately ordered new dresses for herself and her daughter. Cinderella works day and night to get the new dress ready on time. On the day of the ball, as they were preparing to leave, Cinderella came down the stairs in a dress she had made herself. Her stepmother and stepsisters were so angry to see her looking so beautiful they tore the dress and left without her.

Left alone, Cinderella began to cry when suddenly her fairy godmother appeared. " Don't cry my child, you have to go to the party!" he says. " But I don't have a dress to wear." Exclaimed Cinderella. Her fairy godmother waved her magic wand and instantly cinderella's cloth turned into a beautiful new ball gown. Then her fairy godmother found six mice playing in the pumpkin patch. He touched them with his magic wand and the pumpkin turned into a beautiful carriage and the mice became four white horses and two coachmen. When everything was ready, cinderella

waved goodbye to her fairy godmother who said, “ the magic will only last until midnight. You should be home by then. When she entered the ballroom, the guests were amazed by her beauty and her stepmother and stepsisters did not know who she was. The prince asked cinderella to dance and she was very happy. The prince and cinderella danced all night until cinderella realized the clock was approaching midnight and she remembered her godmother’s words. “ I have to go” he said to prince while running away from the ballroom. When she ran down the palace stairs. One of her glass slippers fell, but Cinderella didn’t stop to pick up. She returned home just as the clock struck twelve. Her trainer turns back into a pumpkin, her horse into a mouse, and she wears rags again. Her stepmother and stepsisters arrived home shortly after and were full of conversation about the beautiful girl who danced all night with the prince.

The prince had fallen in love with Cinderella the moment he saw her, but he didn’t even know her name. he took his glass slipper from the stairs and declared, “ I will marry the girl whose foot fits this shoe” . The prince and his servants took the glass slipper to every house in the kingdom, but it didn’t fit any women who tried it on. Cinderella’s stepsisters try to put their big feet into the tiny shoes, but the maids are afraid they will break. Cinderella’s stepmother wouldn’t let her try on the shoe, but the prince said. “ wait! Let him try!” . The slipper fit perfectly on Cinderella’s foot and the prince realized that this was the beautiful girl he had danced with at the ball. The prince has found the girl he was looking for. They got married and both lived happily ever after.

5. What is the character of Cinderella’s step mother...

- a. Kind
 - b. Good
 - c. Cruel
 - d. Friendly
6. Why the prince asks Cinderella to be his wife...
- a. Because she can fit glass shoes
 - b. Because she is cruel
 - c. Because she is the only woman in the party
 - d. Because Cinderella is friendly woman
7. What kind of text above...
- a. Descriptive text
 - b. Recount text
 - c. Narrative text
 - d. Explanation text

<https://www.kuliahbahasainggris.com>

Read the text and answer the question number 8 to 10.

The Monkey and Crocodile

Once upon time, there lived a monkey in a berry tree beside the river. One day a crocodile came across the river. It saw the monkey on the tree and asked for some juicy berries. From that day onwards, they both became close friends. The Crocodile would daily come back to the monkey for berries. They both would use to have lots of fun together. Sometimes the monkey would sit on the crocodile's back and go around the river.

Once the crocodile asked the monkey to get him some berries for his wife. The monkey plucked some berries and gave them to the crocodile. When his wife tasted the berries, she grew curious to the taste the

monkey' s hearth. She asked the crocodile to invite the monkey for the lunch at their place so that she can eat the monkey' s hearth. The crocodile became very sad.

The next day the crocodile asked the monkey to sit on his back and started to his house. As they reached the middle of the river, the crocodile told the monkey about his wife' s plan. The smart monkey said that he left his hearth in the tree. The foolish crocodile took him back the tree. As they came back, the monkey jumped off the crocodile' s back and reached the tree. The monkey told the crocodile that he made a mistake by trusting him. The monkey used its intelligence to save his life and the crocodile, because of its stupidity lost both, a great friend, and sweet berries.

<https://www.shortstories4kids.com>

8. What is the character of a monkey?

- a. Good
- b. Wicked
- c. Intelligence
- d. Stupid

9. What is the character of a Crocodile?

- a. Good
- b. Wicked
- c. Intelligence
- d. Stupid

10. We know from the first paragraph that the monkey actually wanted?

- a. Know the number of crocodiles there

- b. A crocodile swimming in the river
- c. To know where the crocodiles are
- d. To swim across the river

Read the text and answer the question number 11 to 13.

Aji Saka

It is said that Aji Saka traveled to Java to save the people of the Medang Kamulan Kingdom from the cruelty of its king, Dewata Cengkar, who liked to eat human flesh. Before going to Medang Kamulan, Aji Saka left his heirloom keris on Mount Kendeng and asked Sembada to look after it. He also advised that no one could take the heirloom except himself.

After that, Aji Saka took Dora to meet Dewata Cengkar and admitted that he wanted to be used as food. However, Aji Saka put forward one condition, namely asking for a plot of land that was as long as his turban. However, when Dewata Cengkar began to measure the land, the turban stretched continuously until it reached the edge of the South Sea. With his intelligence, Aji Saka was able to sink Dewata Cengkar into the South Sea. After that, he was crowned king of Medang Kamulan, while Dewata Cengkar turned into a white crocodile.

11. Who was Dewata Cengkar ?

- a. A young wise man
- b. The cruel king
- c. White crocodile
- d. Jaka linglung

12. What conditions did Aji Saka put forward to King Dewata Cengkar?

- a. A sack of rice
- b. A piece of land as long as his turban
- c. A palace
- d. Money and gold

13. Before going to Medang Kamulan, to whom did Aji Saka leave his keris?

- a. Sangkuriang
- b. Dora
- c. Dewata cengkar
- d. Sembada

Read the text and answer the question number 14 and 15.

Romeo and Juliet

Romeo and Juliet, tells the love story of two young men and women who are hindered by family divisions. In the Italian setting, the Montague and Capulet families, who have long been enemies, serve as the tragic backdrop for this story. Romeo, a member of the Montague family, infiltrates the Capulet family party and accidentally meets Juliet. Although aware of the family conflict, they fall in love at first sight, creating a complicated love foundation. As

Romeo and Juliet continue their relationship, the conflict escalates. Although they know their families are against it, Romeo often sneaks into Juliet's room to meet and relieve his longing. Juliet's decision to reject the arranged marriage arranged by her father complicates their relationship. In the escalating conflict, Romeo is involved in a murder, killing Juliet's cousin, Tybalt, in revenge for the death of Mercutio, his best friend. Romeo must go far away, and Juliet is forced to marry a young man chosen by her father. The plot becomes more complex when Juliet, with the help of Friar

Laurence, obtains a poison that will make her appear dead. The plan is for Juliet to escape with Romeo after a fake funeral.

However, Romeo arrives early and thinks that Juliet is really dead. In his grief, Romeo drinks the poison he has prepared to commit suicide. When Juliet wakes up and finds Romeo dead, she decides to join him in death. In a dramatic and emotionally draining scene, Juliet chooses to end her life. Sadness and tragedy weave the ending of this story, illustrating how strong the obstacles that their love faces.

14. Who are Romeo and Juliet Mountague Capulet?

- a. Family
- b. Young couple
- c. Cousin
- d. Enemies

15. Why did Romeo kill Juliet's cousin Tybalt?

- a. Because of revenge for death of his best friend
- b. Because Romeo hates him
- c. Because Tybalt likes Juliet
- d. Because he had thrown Romeo out of the palace

B = 6
S = 9

40

A. Pre-test

Name : NOVA ALDA RISMA-J.

Class : VIII.2

Read the text and answer the question number 1 to 8

SNOW WHITE

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

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

1. The main character of the story is

- ✓ a. Princess
- ⓑ. Snow white
- c. Aunt
- d. Cinderella

2. What type of the text is used by the writer

- ✓ ⓐ. Narrative
- b. Report
- c. Anecdote
- d. Comparative

3. To tell the plot, the writers uses....
- a. A rhetorical question and an exclamation
 - ☒ b. Time sequences
 - c. Contrastive evidences
 - d. Concessive conjunctions
4. Why Snow White ran away to the woods....
- a. Her parents passed away
 - ☒ b. Her uncle was angry with her
 - ☒ c. Her uncle and aunt would go to America
 - d. Snow White was happy to run away
5. When did Snow White run away to the woods....
- a. In the afternoon
 - ☒ b. In the morning
 - c. In the evening
 - d. In the full moon
6. Where did Snow White live after she ran away to the woods....
- a. She lived in the cave
 - ☒ b. She lived in the lion nest
 - c. She lived everywhere in the woods
 - d. She lived in the dwarfs' cottage
7. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt....
- ☒ a. Because she loved them very much
 - b. As a result of forcing attitude from them
 - c. Because her parents were dead
 - d. Because she were afraid of the dwarfs
8. The communicative purpose of this text is....
- ☒ a. To inform the readers about important and newsworthy events
 - b. To entertain readers with fairy tale
 - c. To share an account of an unusual event
 - d. To persuade readers to accept his/her opinions

Read the text and answer the question number 9 to 12

THE LEGEND OF LAKE TOBA

Long time ago, a young man lived in a valley in North Sumatera. He was poor and lived with nobody. Every day, he went to the river and caught some fish to eat.

One day, he went fishing after working in the fields. But not like the other days, he got nothing even after waiting for hours. When he decided to go home, he felt the rod jolted. That's fish! He pulled the rod out and he was jolly to see a small goldfish. Imagining that he would eat a goldfish, he went home excitedly.

At home, the young man put the small fish on the table. He prepared some firewood to cook. When everything was ready, he went back to the kitchen. But he saw nothing on the table! The fish disappeared! Instead, he saw a beautiful woman.

After having a short conversation, the young man asked to marry her. She accepted only in one condition, the man should never mention where she came from. The man agreed and they got married. They had a handsome yet naughty boy named Samosir.

One day, Samosir made his father angry. The man shouted loudly and said the prohibited words. He said that Samosir was son of fish. Suddenly, rain fell for weeks and turned the valley into a lake.

8. From the text above we know that

- ☒ a. Samosir is not son of fish
- ☐ b. The man is rich
- ☐ c. The goldfish turns into a beautiful woman
- ☐ d. The beautiful woman is not married to the man

10. What is the main idea of paragraph 2

- ☐ a. The man caught a gold fish
- ☒ b. Fishing is the man's hobby
- ☐ c. The man married the goldfish
- ☐ d. They have a handsome boy

11. What is the moral lesson of the story....

- ☒ a. Don't go fishing
- ☐ b. We have to keep our promise
- ☐ c. Don't eat fish
- ☐ d. We must not marry a goldfish

12. The word "he" in the sentence "At home, he put the small fish on the table" refers to....

- a. Samosir
- b. Goldfish
- ☒ c. Beautiful woman
- d. Young man

<https://wargamasyarakat.org>

Read the text and answer the question number 13 to 15.

SANGKURIANG

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was we having a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly. Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you suddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy. Sangkuriang liked hunting very much, especially deer. He often hunted to the wood using his arrow. When he went hunting , Tumang was always with him.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang when to the wood with his arrow and his faithful dog. Tumang, but after several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness. Many years passed and Sangkuriang became a strong young man. He wandered everywhere.

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

13. What is the story about

- a. A wrath son
- b. West java's tales
- c. Tumang a Dog husband
- ☒ d. The legend of Tangkuban Perahu

14. According to the story, Tumang was....

- a. Actually a handsome prince
- ☒ b. Married to Dayang Sumbi
- c. Sangkuriang pet dog
- d. Good at hunting deer

15. What did Dayang Sumbi look like....

- a. She liked weaving clothers
- ☒ b. She looked for the heart of a deer
- c. She was beautiful
- d. S he was looking at her fallen tool

$$B = 12$$

$$S = 3$$

80
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B. Post-test

Name : NOVA ALDA RISMA.J

Class : VIII . 2

Read the text and answer the question number 1 to 4.

Malin Kundang

A long time ago, there's old widow with her son, named Malin Kundang. They lived in a hut in the vilage near the sea. They were very poor. Malin Kundang thought, "if I stay here, I won't have a better life. I have to leave this vilage and look for a job." His mother was sad to hear it. But she knew that Malin Kundang was right. So she let him go.

After her son had left, Malin Kundang's mother went to the beach every day. She hoped her son would return soon. At night she would pray for her son's safety. She would ask the captain of the ship whether he saw her son or not. But she got no news about Malin Kundang.

After years, when she was very old, a captain of a ship told her, "Malin Kundang? I met him some month ago. He is now married to a beautiful girl. She is the daughter of a wealthy man." Malin Kundang's mother was very happy to hear it. "Thank you, God!" she prayed. She was sure that Malin Kundang would return home one day. The woman fell on the ground. She cried. Then she prayed, "My dear God, if he really is my son, punish him. "

Suddenly, there was a thunderstorm. Big waves hit the shore with a loud noise. They hit everything from big ships to coconut trees along the shore. The thunderstorm was a fierce one. The storm stopped in the morning. But the villagers could see what the storm had done. Not far from the shore, there were rocks that looked like wreckage and the passenger of a ship. People believed that it was Malin Kundang's ship, and Malin Kundang changed into a coral reef. God had punished him.

1. Who is Malin kundang...

- a. A son who love his mother
- b. A son who care with his mother
- c. A son who betray his mother
- d. A son who always with his mother

2. What Malin's mother does to malin...

- a. Leave malin alone
- b. Accompany malin until the end of the time
- ✓ ☒ c. Curse malin into a rock
- d. Apologize malin

3. What the purpose of the text...

- a. To inform about the story
- ✓ ☒ b. To describe of the story
- ☒ c. To amuse the readers with the story
- d. To tell past events

4. What malin said to his mom before he went to the city...

- a. Malin never be back
- ✓ ☒ b. He promises to be back
- c. He will forget his mom
- d. He will give his mom much money

<https://quizizz.com/admin/quiz>

Read the text and answer the question number 5 to 7.

Cinderella

Once upon a time there was a kind and beautiful girl, named Cinderella. She likes her cruel, named Cinderella. She likes her cruel stepmother and stepsisters where she is treated as a servant and spends her days cleaning, tidying, and waiting on them hand and foot. Despite their cruelty, Cinderella will always remember her mother's words : 'Have courage and be kind'.

One day an invitation to a royal ball arrives. The prince is looking for a bride and everyone in the kingdom is invited. Her stepmother immediately ordered new dresses for herself and her daughter. Cinderella works day and night to get the new dress ready on time. On the day of the ball, as they were preparing to leave, Cinderella came down the stairs in a dress she had made herself. Her stepmother and stepsisters were so angry to see her looking so beautiful they tore the dress and left without her.

Left alone, Cinderella began to cry when suddenly her fairy godmother appeared. "Don't cry my child, you have to go to the party!" he says. " But I don't have a dress to wear." Exclaimed Cinderella. Her fairy godmother waved her magic wand and instantly cinderella's cloth turned into a beautiful new ball gown. Then her fairy godmother found six mice playing in the pumpkin patch. He touched them with his magic wand and the pumpkin turned into a beautiful carriage and the mice became four white horses and two coachmen. When everything was ready, cinderella waved goodbye to her fairy godmother who said, "the magic will only last until midnight. You should be home by then. When she entered the ballroom, the guests were amazed by her beauty and her stepmother and stepsisters did not know who she was. The prince asked cinderella to dance and she was very happy. The prince and cinderella danced all night until cinderella realized the clock was approaching midnight and she remembered her godmother's words. "I have to go" he said to prince while running away from the ballroom. When she run down the palace stairs. One of her glass slippers fell, but Cinderella didn't stop to pick up. She returned home just as the clock struck twelve. Her trainer turns back into a pumpkin, her horse into a mouse, and she wears rags again. Her stepmother and stepsisters arrived home shortly after and were full of conversation about the beautiful girl who danced all night with the prince.

The prince had fallen in love with Cinderella the moment he saw her, but he didn't even know her name. He took his glass slipper from the stairs and declared, "I will marry the girl whose foot fits this shoe". The prince and his servants took the glass slipper to every house in the kingdom, but it didn't fit any women who tried it on. Cinderella's stepsisters try to put their big feet into the tiny shoes, but the maids are afraid they will break. Cinderella's stepmother wouldn't let her try on the shoe, but the prince said, "wait! Let her try!". The slipper fit perfectly on Cinderella's foot and the prince realized that this was the beautiful girl he had danced with at the ball. The prince has found the girl he was looking for. They got married and both lived happily ever after.

5. What is the character of Cinderella's step mother...
 - a. Kind
 - ✓ b. Good
 - Ⓒ c. Cruel
 - d. Friendly
6. Why the prince asks Cinderella to be his wife...
 - Ⓐ a. Because she can fit glass shoes
 - ✓ b. Because she is cruel
 - c. Because she is the only woman in the party
 - d. Because Cinderella is friendly woman
7. What kind of text above...
 - a. Descriptive text
 - ✓ b. Recount text
 - Ⓒ c. Narrative text
 - d. Explanation text

Read the text and answer the question number 8 to 10.

The Monkey and Crocodile

Once upon time, there lived a monkey in a berry tree beside the river. One day a crocodile came across the river. It saw the monkey on the tree and asked for some juicy berries. From that day onwards, they both became close friends. The Crocodile would daily come back to the monkey for berries. They both would use to have lots of fun together. Sometimes the monkey would sit on the crocodile's back and go around the river.

Once the crocodile asked the monkey to get him some berries for his wife. The monkey plucked some berries and gave them to the crocodile. When his wife tasted the berries, she grew curious to the taste the monkey's hearth. She asked the crocodile to invite the monkey for the lunch at their place so that she can eat the monkey's hearth. The crocodile became very sad.

The next day the crocodile asked the monkey to sit on his back and started to his house. As they reached the middle of the river, the crocodile told the monkey about his wife's plan. The smart monkey said that he left his hearth in the tree. The foolish crocodile took him back the tree. As they came back, the monkey jumped off the crocodile's back and reached the tree. The monkey told the crocodile that he made a mistake by trusting him. The monkey used its intelligence to save his life and the crocodile, because of its stupidity lost both, a great friend, and sweet berries.

<https://www.shortstories4kids.com>

8. What is the character of a monkey?

- a. Good
- b. Wicked
- ✓ c. Intelligence
- d. Stupid

9. What is the character of a Crocodile?

- a. Good
- ✗ b. Wicked
- c. Intelligence
- d. Stupid

10. We know from the first paragraph that the monkey actually wanted?

- a. Know the number of crocodiles there
- b. A crocodile swimming in the river
- ☒ c. To know where the crocodiles are
- d. To swim across the river

Read the text and answer the question number 11 to 13.

Aji Saka

It is said that Aji Saka traveled to Java to save the people of the Medang Kamulan Kingdom from the cruelty of its king, Dewata Cengkar, who liked to eat human flesh. Before going to Medang Kamulan, Aji Saka left his heirloom keris on Mount Kendeng and asked Sembada to look after it. He also advised that no one could take the heirloom except himself.

After that, Aji Saka took Dora to meet Dewata Cengkar and admitted that he wanted to be used as food. However, Aji Saka put forward one condition, namely asking for a plot of land that was as long as his turban. However, when Dewata Cengkar began to measure the land, the turban stretched continuously until it reached the edge of the South Sea. With his intelligence, Aji Saka was able to sink Dewata Cengkar into the South Sea. After that, he was crowned king of Medang Kamulan, while Dewata Cengkar turned into a white crocodile.

11. Who was Dewata Cengkar ?

- a. A young wise man
- ☒ b. The cruel king
- c. White crocodile
- d. Jaka linglung

12. What conditions did Aji Saka put forward to King Dewata Cengkar?

- a. A sack of rice
- ☒ b. A piece of land as long as his turban
- c. A palace
- d. Money and gold

13. Before going to Medang Kamulan, to whom did Aji Saka leave his keris?

- a. Sangkuriang
- ☒ b. Dora
- c. Dewata cengkar
- ☒ d. Sembada

Read the text and answer the question number 14 and 15.

Romeo and Juliet

Romeo and Juliet, tells the love story of two young men and women who are hindered by family divisions. In the Italian setting, the Montague and Capulet families, who have long been enemies, serve as the tragic backdrop for this story. Romeo, a member of the Montague family, infiltrates the Capulet family party and accidentally meets Juliet. Although aware of the family conflict, they fall in love at first sight, creating a complicated love foundation. As

Romeo and Juliet continue their relationship, the conflict escalates. Although they know their families are against it, Romeo often sneaks into Juliet's room to meet and relieve his longing. Juliet's decision to reject the arranged marriage arranged by her father complicates their relationship. In the escalating conflict, Romeo is involved in a murder, killing Juliet's cousin, Tybalt, in revenge for the death of Mercutio, his best friend. Romeo must go far away, and Juliet is forced to marry a young man chosen by her father. The plot becomes more complex when Juliet, with the help of Friar Laurence, obtains a poison that will make her appear dead. The plan is for Juliet to escape with Romeo after a fake funeral.

However, Romeo arrives early and thinks that Juliet is really dead. In his grief, Romeo drinks the poison he has prepared to commit suicide. When Juliet wakes up and finds Romeo dead, she decides to join him in death. In a dramatic and emotionally draining scene, Juliet chooses to end her life. Sadness and tragedy weave the ending of this story, illustrating how strong the obstacles that their love faces.

14. Who are Romeo and Juliet Mountague Capulet?

- a. Family
- ✓ ☒ b. Young couple
- c. Cousin
- d. Enemies

15. Why did Romeo kill Juliet's cousin Tybalt?

- ✓ ☒ a. Because of revenge for death of his best friend
- b. Because Romeo hates him
- c. Because Tybalt likes Juliet
- d. Because he had thrown Romeo out of the palace

$$B = 10$$
$$J = 5$$

66

A. Pre-test

Name : Nur Afika D.

Class : VIII.2

Read the text and answer the question number 1 to 8**SNOW WHITE**

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

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

1. The main character of the story is

- ✓ a. Princess
- ⓑ Snow white
- c. Aunt
- d. Cinderella

2. What type of the text is used by the writer

- ✓ ⓐ Narrative
- b. Report
- c. Anecdote
- d. Comparative

3. To tell the plot, the writers uses....
- ☒ a. A rhetorical question and an exclamation
 - ☒ b. Time sequences
 - c. Contrastive evidences
 - d. Concessive conjunctions
4. Why Snow White ran away to the woods....
- ☒ a. Her parents passed away
 - b. Her uncle was angry with her
 - ☒ c. Her uncle and aunt would go to America
 - d. Snow White was happy to run away
5. When did Snow White run away to the woods....
- ☒ a. In the afternoon
 - ☒ b. In the morning
 - c. In the evening
 - d. In the full moon
6. Where did Snow White live after she ran away to the woods....
- ☒ a. She lived in the cave
 - b. She lived in the lion nest
 - c. She lived everywhere in the woods
 - ☒ d. She lived in the dwarfs' cottage
7. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt....
- ☒ a. Because she loved them very much
 - b. As a result of forcing attitude from them
 - ☒ c. Because her parents were dead
 - d. Because she were afraid of the dwarfs
8. The communicative purpose of this text is....
- ☒ a. To inform the readers about important and newsworthy events
 - b. To entertain readers with fairy tale
 - c. To share an account of an unusual event
 - ☒ d. To persuade readers to accept his/her opinions

Read the text and answer the question number 9 to 12

THE LEGEND OF LAKE TOBA

Long time ago, a young man lived in a valley in North Sumatera. He was poor and lived with nobody. Every day, he went to the river and caught some fish to eat.

One day, he went fishing after working in the fields. But not like the other days, he got nothing even after waiting for hours. When he decided to go home, he felt the rod jolted. That's fish! He pulled the rod out and he was jolly to see a small goldfish. Imagining that he would eat a goldfish, he went home excitedly.

At home, the young man put the small fish on the table. He prepared some firewood to cook. When everything was ready, he went back to the kitchen. But he saw nothing on the table! The fish disappeared! Instead, he saw a beautiful woman.

After having a short conversation, the young man asked to marry her. She accepted only in one condition, the man should never mention where she came from. The man agreed and they got married. They had a handsome yet naughty boy named Samosir.

One day, Samosir made his father angry. The man shouted loudly and said the prohibited words. He said that Samosir was son of fish. Suddenly, rain fell for weeks and turned the valley into a lake.

8. From the text above we know that

- ☒ a. Samosir is not son of fish
- b. The man is rich
- ☒ c. The goldfish turns into a beautiful woman
- d. The beautiful woman is not married to the man

10. What is the main idea of paragraph 2

- ☒ a. The man caught a gold fish
- b. Fishing is the man's hobby
- c. The man married the goldfish
- d. They have a handsome boy

11. What is the moral lesson of the story....

- ☒ a. Don't go fishing
- b. We have to keep our promise
- c. Don't eat fish
- ☒ d. We must not marry a goldfish

12. The word "he" in the sentence "At home, he put the small fish on the table" refers to....

- X (a) Samosir
b. Goldfish
c. Beautiful woman
d. Young man

<https://wargamasyarakat.org>

Read the text and answer the question number 13 to 15.

SANGKURIANG

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was we having a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly. Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you suddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy. Sangkuriang liked hunting very much, especially deer. He often hunted to the wood using his arrow. When he went hunting , Tumang was always with him.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang when to the wood with his arrow and his faithful dog. Tumang, but after several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness. Many years passed and Sangkuriang became a strong young man. He wandered everywhere.

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

13. What is the story about

- X ☒ a. A wrath son
b. West java's tales
c. Tumang a Dog husband
d. The legend of Tangkuban Perahu

14. According to the story, Tumang was....

- ✓ ☐ a. Actually a handsome prince
☒ b. Married to Dayang Sumbi
c. Sangkuriang pet dog
d. Good at hunting deer

15. What did Dayang Sumbi look like....

- ✓ ☒ a. She liked weaving clothers
☐ b. She looked for the heart of a deer
c. She was beautiful
d. She was looking at her fallen tool

$$B = 13$$
$$S = 2$$

86
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B. Post-test

Name : NUR AFIFA D.

Class : 8.2

Read the text and answer the question number 1 to 4.

Malin Kundang

A long time ago, there's old widow with her son, named Malin Kundang. They lived in a hut in the vilage near the sea. They were very poor. Malin Kundang thought, "if I stay here, I won't have a better life. I have to leave this vilage and look for a job." His mother was sad to hear it. But she knew that Malin Kundang was right. So she let him go.

After her son had left, Malin Kundang's mother went to the beach every day. She hoped her son would return soon. At night she would pray for her son's safety. She would ask the captain of the ship whether he saw her son or not. But she got no news about Malin Kundang.

After years, when she was very old, a captain of a ship told her, "Malin Kundang? I met him some month ago. He is now married to a beautiful girl. She is the daughter of a wealthy man." Malin Kundang's mother was very happy to hear it. "Thank you, God!" she prayed. She was sure that Malin Kundang would return home one day. The woman fell on the ground. She cried. Then she prayed, "My dear God, if he really is my son, punish him. "

Suddenly, there was a thunderstorm. Big waves hit the shore with a loud noise. They hit everything from big ships to coconut trees along the shore. The thunderstorm was a fierce one. The storm stopped in the morning. But the villagers could see what the storm had done. Not far from the shore, there were rocks that looked like wreckage and the passenger of a ship. People believed that it was Malin Kundang's ship, and Malin Kundang changed into a coral reef. God had punished him.

1. Who is Malin kundang...

- a. A son who love his mother
- b. A son who care with his mother
- ☒ c. A son who betray his mother
- d. A son who always with his mother

2. What Malin's mother does to malin...

- a. Leave malin alone
- ✓ b. Accompany malin until the end of the time
- Ⓒ. Curse malin into a rock
- d. Apologize malin

3. What the purpose of the text...

- a. To inform about the story
- ✓ b. To describe of the story
- Ⓒ. To amuse the readers with the story
- d. To tell past events

4. What malin said to his mom before he went to the city...

- a. Malin never be back
- ✓ Ⓑ. He promises to be back
- c. He will forget his mom
- d. He will give his mom much money

<https://quizizz.com/admin/quiz>

Read the text and answer the question number 5 to 7.

Cinderella

Once upon a time there was a kind and beautiful girl, named Cinderella. She likes her cruel, named Cinderella. She likes her cruel stepmother and stepsisters where she is treated as a servant and spends her days cleaning, tidying, and waiting on them hand and foot. Despite their cruelty, Cinderella will always remember her mother's words : 'Have courage and be kind'.

One day an invitation to a royal ball arrives. The prince is looking for a bride and everyone in the kingdom is invited. Her stepmother immediately ordered new dresses for herself and her daughter. Cinderella works day and night to get the new dress ready on time. On the day of the ball, as they were preparing to leave, Cinderella came down the stairs in a dress she had made herself. Her stepmother and stepsisters were so angry to see her looking so beautiful they tore the dress and left without her.

Left alone, Cinderella began to cry when suddenly her fairy godmother appeared. "Don't cry my child, you have to go to the party!" he says. " But I don't have a dress to wear." Exclaimed Cinderella. Her fairy godmother waved her magic wand and instantly cinderella's cloth turned into a beautiful new ball gown. Then her fairy godmother found six mice playing in the pumpkin patch. He touched them with his magic wand and the pumpkin turned into a beautiful carriage and the mice became four white horses and two coachmen. When everything was ready, cinderella waved goodbye to her fairy godmother who said, "the magic will only last until midnight. You should be home by then. When she entered the ballroom, the guests were amazed by her beauty and her stepmother and stepsisters did not know who she was. The prince asked cinderella to dance and she was very happy. The prince and cinderella danced all night until cinderella realized the clock was approaching midnight and she remembered her godmother's words. "I have to go" he said to prince while running away from the ballroom. When she run down the palace stairs. One of her glass slippers fell, but Cinderella didn't stop to pick up. She returned home just as the clock struck twelve. Her trainer turns back into a pumpkin, her horse into a mouse, and she wears rags again. Her stepmother and stepsisters arrived home shortly after and were full of conversation about the beautiful girl who danced all night with the prince.

The prince had fallen in love with Cinderella the moment he saw her, but he didn't even know her name. He took his glass slipper from the stairs and declared, "I will marry the girl whose foot fits this shoe". The prince and his servants took the glass slipper to every house in the kingdom, but it didn't fit any women who tried it on. Cinderella's stepsisters try to put their big feet into the tiny shoes, but the maids are afraid they will break. Cinderella's stepmother wouldn't let her try on the shoe, but the prince said, "wait! Let her try!". The slipper fit perfectly on Cinderella's foot and the prince realized that this was the beautiful girl he had danced with at the ball. The prince has found the girl he was looking for. They got married and both lived happily ever after.

5. What is the character of Cinderella's step mother...

- ☒ a. Kind
- b. Good
- ☒ c. Cruel
- d. Friendly

6. Why the prince asks Cinderella to be his wife...

- ☒ a. Because she can fit glass shoes
- ☒ b. Because she is cruel
- c. Because she is the only woman in the party
- d. Because Cinderella is a friendly woman

7. What kind of text is above...

- ☒ a. Descriptive text
- ☒ b. Recount text
- ☒ c. Narrative text
- d. Explanation text

Read the text and answer the question number 8 to 10.

The Monkey and Crocodile

Once upon time, there lived a monkey in a berry tree beside the river. One day a crocodile came across the river. It saw the monkey on the tree and asked for some juicy berries. From that day onwards, they both became close friends. The Crocodile would daily come back to the monkey for berries. They both would use to have lots of fun together. Sometimes the monkey would sit on the crocodile's back and go around the river.

Once the crocodile asked the monkey to get him some berries for his wife. The monkey plucked some berries and gave them to the crocodile. When his wife tasted the berries, she grew curious to the taste the monkey's hearth. She asked the crocodile to invite the monkey for the lunch at their place so that she can eat the monkey's hearth. The crocodile became very sad.

The next day the crocodile asked the monkey to sit on his back and started to his house. As they reached the middle of the river, the crocodile told the monkey about his wife's plan. The smart monkey said that he left his hearth in the tree. The foolish crocodile took him back the tree. As they came back, the monkey jumped off the crocodile's back and reached the tree. The monkey told the crocodile that he made a mistake by trusting him. The monkey used its intelligence to save his life and the crocodile, because of its stupidity lost both, a great friend, and sweet berries.

<https://www.shortstories4kids.com>

8. What is the character of a monkey?

- a. Good
- b. Wicked
- ☒ c. Intelligence
- d. Stupid

9. What is the character of a Crocodile?

- a. Good
- ☒ b. Wicked
- c. Intelligence
- d. Stupid

10. We know from the first paragraph that the monkey actually wanted?

- a. Know the number of crocodiles there
- ☒ b. A crocodile swimming in the river
- c. To know where the crocodiles are
- d. To swim across the river

Read the text and answer the question number 11 to 13.

Aji Saka

It is said that Aji Saka traveled to Java to save the people of the Medang Kamulan Kingdom from the cruelty of its king, Dewata Cengkar, who liked to eat human flesh. Before going to Medang Kamulan, Aji Saka left his heirloom keris on Mount Kendeng and asked Sembada to look after it. He also advised that no one could take the heirloom except himself.

After that, Aji Saka took Dora to meet Dewata Cengkar and admitted that he wanted to be used as food. However, Aji Saka put forward one condition, namely asking for a plot of land that was as long as his turban. However, when Dewata Cengkar began to measure the land, the turban stretched continuously until it reached the edge of the South Sea. With his intelligence, Aji Saka was able to sink Dewata Cengkar into the South Sea. After that, he was crowned king of Medang Kamulan, while Dewata Cengkar turned into a white crocodile.

11. Who was Dewata Cengkar ?

- a. A young wise man
- ☒ b. The cruel king
- c. White crocodile
- d. Jaka linglung

12. What conditions did Aji Saka put forward to King Dewata Cengkar?

- a. A sack of rice
- ☒ b. A piece of land as long as his turban
- c. A palace
- d. Money and gold

13. Before going to Medang Kamulan, to whom did Aji Saka leave his keris?

- a. Sangkuriang
- ☒ b. Dora
- c. Dewata cengkar
- ☒ d. Sembada

Read the text and answer the question number 14 and 15.

Romeo and Juliet

Romeo and Juliet, tells the love story of two young men and women who are hindered by family divisions. In the Italian setting, the Montague and Capulet families, who have long been enemies, serve as the tragic backdrop for this story. Romeo, a member of the Montague family, infiltrates the Capulet family party and accidentally meets Juliet. Although aware of the family conflict, they fall in love at first sight, creating a complicated love foundation. As

Romeo and Juliet continue their relationship, the conflict escalates. Although they know their families are against it, Romeo often sneaks into Juliet's room to meet and relieve his longing. Juliet's decision to reject the arranged marriage arranged by her father complicates their relationship. In the escalating conflict, Romeo is involved in a murder, killing Juliet's cousin, Tybalt, in revenge for the death of Mercutio, his best friend. Romeo must go far away, and Juliet is forced to marry a young man chosen by her father. The plot becomes more complex when Juliet, with the help of Friar Laurence, obtains a poison that will make her appear dead. The plan is for Juliet to escape with Romeo after a fake funeral.

However, Romeo arrives early and thinks that Juliet is really dead. In his grief, Romeo drinks the poison he has prepared to commit suicide. When Juliet wakes up and finds Romeo dead, she decides to join him in death. In a dramatic and emotionally draining scene, Juliet chooses to end her life. Sadness and tragedy weave the ending of this story, illustrating how strong the obstacles that their love faces.

14. Who are Romeo and Juliet Mountague Capulet?

- ☐ a. Family
- ☒ b. Young couple
- ☐ c. Cousin
- ☐ d. Enemies

15. Why did Romeo kill Juliet's cousin Tybalt?

- ☒ a. Because of revenge for death of his best friend
- ☐ b. Because Romeo hates him
- ☐ c. Because Tybalt likes Juliet
- ☐ d. Because he had thrown Romeo out of the palace

LEMBAR VALIDASI

PRE-TEST AND POST-TEST

Lembar Validasi Instrument pre test Teaching Reading Comprehension Through Illustrated Stories

Judul Skripsi : Teaching Reading Comprehension Through Illustrated Stories To Eight Grades Of SMPN 08 Palopo.
Nama Mahasiswi : Miftahul Jannah
NIM : 19 0202 0076
Prodi : Pendidikan Bahasa Inggris

A. Petunjuk Pengisian Validasi

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan soal dan tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda (√) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut:
1 = tidak sesuai
2 = kurang sesuai
3 = sesuai
4 = sangat sesuai
3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1	Petunjuk instrumen dinyatakan dengan jelas			✓	
2	Kalimat instrumen mudah dipahami dan tidak menimbulkan penafsiran ganda			✓	
3	Kalimat instrumen menggunakan bahasa yang baik dan benar			✓	

Komentar dan Saran:

Cantumkan sumber / link materi ajar

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B. Kesimpulan:

Berdasarkan penelitian diatas, lembar validasi instrumen dinyatakan

- a. Layak digunakan tanpa revisi
- ☒ b. Layak digunakan dengan revisi
- c. Tidak layak digunakan.

Palopo, 20 Oktober 2023

Validator,



St. Hartina, S.Pd., M.Pd

NIP.19910909 201903 2 021

Lembar Validasi Instrument post test Teaching Reading Comprehension Through Illustrated Stories

Judul Skripsi : Teaching Reading Comprehension Through Illustrated Stories To Eight Grades Of SMPN 08 Palopo.
 Nama Mahasiswi : Miftahul Jannah
 NIM : 19 0202 0076
 Prodi : Pendidikan Bahasa Inggris

C. Petunjuk Pengisian Validasi

4. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan soal dan tes yang dikembangkan dalam penelitian ini.
5. Pengisian lembar ini dilakukan dengan memberi tanda (✓) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut:
1 = tidak sesuai
2 = kurang sesuai
3 = sesuai
4 = sangat sesuai
6. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1	Petunjuk instrumen dinyatakan dengan jelas			✓	
2	Kalimat instrumen mudah dipahami dan tidak menimbulkan penafsiran ganda				✓
3	Kalimat instrumen menggunakan bahasa yang baik dan benar			✓	

Komentar dan Saran:

..... Cantumkan Sumber / link materi

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D. Kesimpulan:

Berdasarkan penelitian diatas, lembar validasi instrumen dinyatakan:

- d. Layak digunakan tanpa revisi
- e. Layak digunakan dengan revisi
- f. Tidak layak digunakan.

Palopo, 20 Oktober 2023

Validator,



St. Hartina, S.Pd., M.Pd

NIP.19910909 201903 2 021



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. K. H. M. Hasyim, No. 5, Kota Palopo, Kode Pos: 91921
Telp/Fax. : (0471) 326048, Email : dpmptsp@palopokota.go.id, Website : <http://dpmptsp.palopokota.go.id>

SURAT KETERANGAN PENELITIAN

NOMOR : 500.16.7.2/2024.1003/IP/DPMPTSP

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Perizinan dan Nonperizinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : MIFTAHUL JANNAH
Jenis Kelamin : P
Alamat : Ds. Ladongi Kec. Malangke Kab. Luwu Utara
Pekerjaan : Mahasiswa
NIM : 1902020076

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

TEACHING READING COMPREHENSION THROUGH ILLUSTRATED STORIES TO EIGHT GRADES OF SMPN 08 PALOPO

Lokasi Penelitian : SMP Negeri 8 Palopo
Lamanya Penelitian : 30 September 2024 s.d. 30 Desember 2024

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 30 September 2024



Ditandatangani secara elektronik oleh :
Kepala DPMPTSP Kota Palopo
SYAMSURIADI NUR, S.STP
Pangkat : Pembina IV/a
NIP : 19850211 200312 1 002

Tembusan, Kepada Yth.:

1. Wali Kota Palopo;
2. Dandim 1403 SWG;
3. Kapolres Palopo;
4. Kepala Badan Kesbang Prov. Sul-Sel;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Badan Kesbang Kota Palopo;
7. Instansi terkait tempat dilaksanakan penelitian.

Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN)



DOKUMENTATION

Pre-test



Picture.2



Picture.3

In pictures 2 and 3, the researcher gave a pre-test to the students.

Treatments



Picture.4



Picture.5



Picture.6



Picture.7

In pictures 4, 5, 6 and 7, the researcher provided treatment, namely classroom learning using illustrated stories media for students.

post-test



Picture.8



Picture.9

In pictures 8 and 9, the researcher gave a post-test to the students.



Miftahul Jannah was born on August 22, 2002, in Lumu, North Luwu. She is the second of six children and has one sister. Her father's name is Sukri, and her mother's name is Muliani. She completed her early education at TK 03 Tolada in 2007, then continued her studies at SDN 141 Passorongan, from which she graduated in 2013. After that, she pursued her education at SMPN 1 Towuti and graduated in 2016. She then continued her study at SMAN 2 Sukamaju and graduated in 2019. Following her high school graduation, she enrolled in the English Language Education Study Program at UIN Palopo.