THE EFFECTIVENESS OF STORY CARDS MEDIA TO IMPROVE STUDENTS` READING SKILLS AT MAN PALOPO

A Thesis

*Submitted as Partial Fulfilment for the Attainment of S.Pd. Degree
in English Language Education Study Program of Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo*

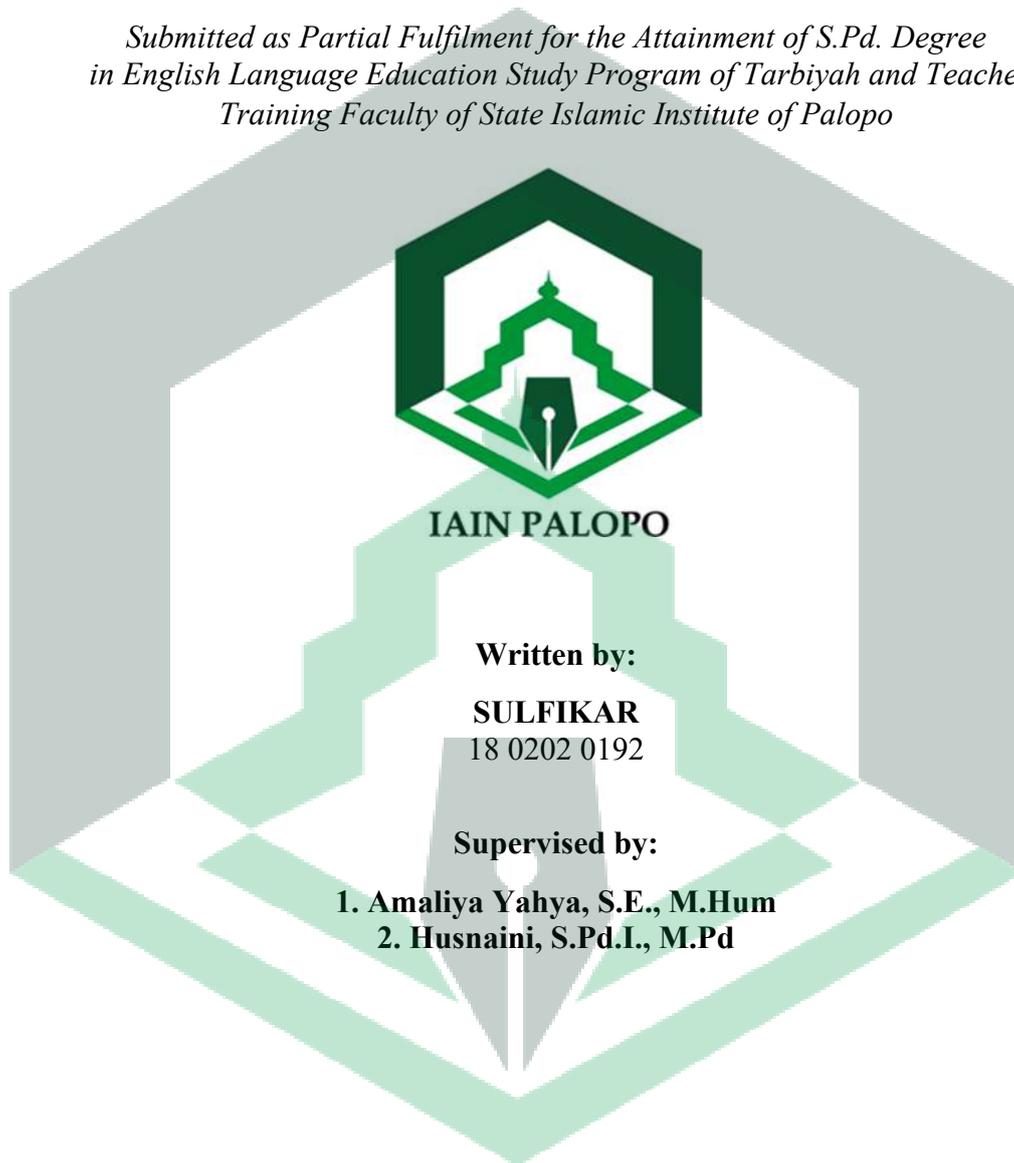**IAIN PALOPO**

Written by:

SULFIKAR
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2023**

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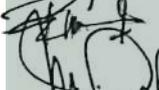2. Husnaini, S.Pd.I., M.Pd**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2023**

THESIS APPROVAL

This thesis entitled "The Effectiveness of Story Cards Media To Improve students' Reading Skill At MAN Palopo" was written by Sulfikar, Reg. Number 18 0202 0192, a student of the English Language Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo, has been examined and defended in the Munaqasyah session which was carried out on February 22nd, 2023. Coincided with Sya'ban, 1st 1444 H, it is authorized and acceptable as fulfillment for an undergraduate degree in English Language Education Study Program.

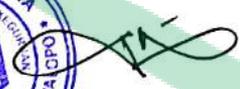Palopo, 6th March 2023

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Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

Assalamu'alaikum Wr. Wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut dibawah ini:
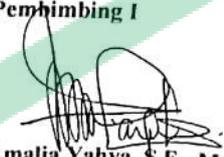
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Judul   : The Effectiveness of Story Cards Media to Improve Students' Reading Skill at MAN Palopo

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk proses selanjutnya.

Wassalamu'alaikum Wr. Wb

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بِسْمِ ٱللّٰهِ ٱلرَّحْمٰنِ ٱلرَّحِيمِ

الْحَمْدُ لِلّٰهِ رَبِّ الْعَالَمِينَ، وَبِهِ نَسْتَعِيْنُ عَلَى أُمُورِ الدُّنْيَا وَالدِّينِ، وَالصَّلاَةُ وَالسَّلاَمُ عَلىَ أَشْرَفِ الـمُرْسَلِينَ وَعَلىَ

آلِهِ وَصَحْبِهِ أَجْمَعِينَ، أَمَّا بَعْدُ

First and foremost, the Writer would like to express his most profound gratitude to Almighty God, Allah swt. for his marvelous and unforgettable grace and countless blessings and love, so the Writer completed this thesis. In the name of Allah swt. the kind, the most merciful god of the world has created judgment day in the hereafter, and to our Prophet Muhammad saw. peace be upon him. So, the researcher could finish the thesis entitled *“The Effectiveness Of Story cards Media To Improve Students`Reading Skill At Man Palopo”* that submitted required fulfillment of the requirement for the undergraduate degree in English Language Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo.

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3. Amalia Yahya, S.E., M.Hum., as the Head of the English Language Education Study Program of IAIN Palopo.
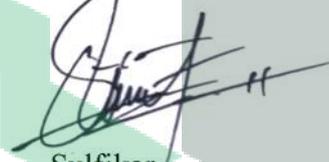
11. The researcher's best friends, Nurfadillah, Andi Husni A. Zainuddin, Akbar Harun, Arbi Rahman Gifari, Nur Azizah, E. Ar., and Syahrul Bahru, the people who accompanied and encouraged the researcher.

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13. All my beloved brothers and sisters of HMPS-BIG IAIN Palopo.

Special thanks to the people that the researcher cannot mention one by one. The researcher hopes this Research will be helpful for the readers. Finally, may Allah swt. blesses us all health and the simplicity in various affairs of each. Aamiin.

Palopo, February 01, 2023

Researcher

Sulfikar
NIM. 18 0202 0192

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ABSTRACT

Sulfikar, 2023. *"The Effectiveness of Story Cards Media to Improve Students` Reading Skill at MAN Palopo,"* A thesis of the English Language Education Study Program of Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo, Which was supervised by Amalia Yahya, S.E., M.Hum., as the first consultant and Husnaini, S.Pd.I., M.Pd., as the second consultant.

This research aimed to determine whether or not the story cards media effectively improved the students` reading skills at MAN Palopo. This research applied the pre-experimental method. The population in this research consisted of 92 students and the sample was chosen by using purposive sampling technique with the total number was 30 students. The researcher collected the data through pre-test, treatment, and post-test. SPSS 22 edition was used to perform statistical analysis on the data. Investigation revealed that the mean score of post-test is higher than the pre-test score (76.70 > 40.76). Besides, the value of the t-count is 17.262 and the t-table is 2.043 which means t-count is higher than the value of the t-table. It means that H_0 (null hypothesis) is rejected. So the researcher concluded that using story cards significantly improves the student's reading skills, especially in scanning to the narrative text.

Keywords: reading skills, narrative text, scanning

CHAPTER I

INTRODUCTION

A. Background

The English language plays an important role in human life. Therefore, one seeks to acquire, learn and use the English language as a means of communication and social as well as a symbol of humanity. In English, four skills should be mastered. They are: listening, speaking, reading, and writing. Among those four skills, Reading is one of the most important skills in learning a language. Reading skill becomes a part of language skill that the students have to master since it has an important role in the education field. Reading is a bridge for students to get the information needed in their education, such as transferring information and knowledge from a textbook.

Reading is not only a method of pronouncing words or sentences correctly but also a method of gathering information. Reading not only improves their reading ability but also by heaving reading activity one can improve their knowledge.[1] Using the English language can make statements, convey facts and knowledge, explain or report something, and maintain a social relationships between English language users. This shows that by using the English language, people can express their ideas, feelings, etc., of information through communication.

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[1] Fauzal Etfita, "Improving Students' Reading Comprehension of Descriptive Texts through Cognitive Strategy at Grade VII-2 of SMPN 1 Indra Praja Tembilahan", *(Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa*, Vol 7(2), 2014). P. 75-86. http://ejournal.unp.ac.id/index.php/linguadidaktika/index

Moreover, when students study at the university, they will find more textbooks that are written in English that should be understood to get a clear definition of what the textbooks mean. Therefore, the students should have the ability to reading comprehension. Reading is one of the skills developed for students to get information and knowledge. By reading, students can improve their vocabulary, grammar, understanding, and some aspects. Reading can add to our knowledge about all aspects, especially concerning education. In teaching English for Reading skills, English teachers must be creative to design interesting activities in the classroom that can motivate students to study.

Reading and increasing knowledge will make a servant stay on the right path and avoid the devil's misguided path. Allah commands his people always to read and study the Al-Quran. One of his commands is at QS. Al-Muzzammil paragraph 4.

أَوْزِدْ عَلَيْهِ وَرَتِّلِ الْقُرْآنَ تَرْتِيلَ

"Or more than half of it. And read the quran slowly."

This verse tells us that reading is very important. Allah even directs us to read carefully and slowly at all times so that the message of our reading material can be obtained.

The teachers should be smart to make the learning process can be a success. For example, they do not give a conventional method (only asking the students to read and answer the question without more methods that will make them interested in learning). Usually, these cases make the students bored because the method is monotonous and the students are not active. The phenomenon happens

almost in every language class when they have to read the English subtitles so a long, Sometimes this makes them cannot understand the content of a text, and they will find it difficult to understand what is in the reading passage since they do not know the technique which can help them to read more effectively and efficiently, so the teacher must find a solution to this problem.

Based on the researcher's pre-observation at the twelfth grade of MAN Palopo, the students generally had difficulty getting information from the text. Most of the students thought that learning English was difficult. Besides, they still have difficulties determining the main idea and answering questions based on the text. As a result, their reading achievement was below the expectation. To overcome this situation, the teacher should generate students' interest by applying various techniques and selecting the proper text.

According to the pre-observation result, the researcher is attracted to using the story card medium to discern the results of learning in the basic paragraph idea material because story card not only contains text but also contains animated images that can enhance the student's interest in seeing the card while reading the story pieces.

B. Research Question

Based on the study above, the researcher formulates the researcher question as follow:

Is the use of story cards media effective in improving students' reading skills?

C. The objective of the Research

The purpose of this study is to determine whether or not the story cards media are effective in improving the student`s reading skills at MAN Palopo.

D. Significances of the Research

There are two significances of this research, namely:

1.   Theoretically

This research is expected to be the alternative media to improving reading skills using story cards media.

2.   Practically

a.   The results of this study are expected to be a reference for teachers to find alternative ways to improve reading skill, especially in using story cards media.

b.   This research can make students more enthusiastic and interested in reading English because in the media story cards, there are more, and it teaches how to read correctly with the correct pronunciation so that it can improve students' reading skill.

c.   For future researchers, the results of this study can be used to obtain information and motivation related to the use of story cards media in improving students' reading skill.

E. The Scope of the Research

The research scope is limited to improve students' reading skills using story cards media. The content of this research was emphasized on narrative text. By activity, this research applied story cards media. In this case, this research was limited to the scanning skill by emphasizing the main idea, specific information, and vocabulary

F. Operational Definition

This study would like to present the definitions of key terms as follows:

1. Reading skill

Reading skill is the ability of students` to get the information needed in their education, such as transferring information and knowledge from a textbook.

2. Story cards media

The story cards are made by the researcher to help and to get easy for students to read. The card referred to a 9,5cmx5,40cm size card made of thick paper with narrative text learning, designed by researchers to help students practice scanning reading.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Research

Some researcher conducted their research by using cards. Some of them are:

Angreany, Femmy and Saud, Syukur (2017), entitled "Keefektifan Media Pembelajaran Flashcard Dalam Keterampilan Menulis Karangan Sederhana Bahasa Jerman Siswa Kelas XI IPA SMA Negeri 9 Makassar" This research was conducted to obtain data and information about the effectiveness of Flashcard media in simple German essay writing skills.

This research is a Quasi-experimental research. Collecting data through a simple essay writing skill test. The population of this study was students of class XI IPA SMA Negeri 9 Makassar, which consisted of 2 classes that only studied German, totaling 70 students. The sample in this study is total sampling. The number of samples was 70 students, and all of these students were used as participants, divided into two classes, namely the control and experimental classes. Data were analyzed using t-test analysis. The results of data analysis showed that th 6.17 > tt 1.998 at a significant level of 0.05. Furthermore, the results showed that the Flashcard learning media was effectively used to write simple German essays for class XI IPA students at SMA Negeri 9 Makassar.[2]

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[2] Angreany, Femmy and Saud, Syukur Keefektifan Media Pembelajaran Flashcard Dalam Keterampilan Menulis Karangan Sederhana Bahasa Jerman Siswa Kelas XI IPA SMA Negeri 9 Makassa*r. Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra*, 1 (2). pp. 138-146. ISSN 2549-7359*1*(2017)

Basuki`s research (2019) entitled "improving students` speaking skill using story cards media with game techniques for class VIII-A junior high school one kalitengah first semester 2018/2019 academic year". The research is about the innovation of the Teaching Learning Process. It is Story cards. The Writer makes the twin cards to help and make it easy for students to talk, especially to express something. There are two patterns of this Class Action Research. They are (1) what can story cards media increase the students speaking capability ?. the aim of this research is knowing of students speaking capability by using story cards and to know the effect of this media in increasing the student speaking capability.

The research of finding results: (1) Using twin cards media can make students active in asking questions, increasing their speaking capability. Especially the students of VIII-A SMP Negeri 1 Kalitengah for the second semester in 2018/2019. The material is about asking and giving opinions. (2) the effect of using story cards Media is best because it can increase students' achievement. It can be seen that students speaking increased for the first cycle, an average of 8,2 will be increased 10,81% with percentage10,81%. Minimum completeness criteria 86%. Then it will increase for the second cycle within average speaking value 87 will be 17,57% and percentage for completeness 94%.[3]

Utomo`s research (2018) entitled "Developing illustrated storybooks to improve beginning reading skills and learning motivation" This research aimed

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[3] Basuki`s (2019) improving students` speaking skill using twincards media with game techniques for class VIII-A junior high school 1 kalitengah first semester 2018/2019 academic year. ISSN 2442-787X

(1) to produce a suitably illustrated storybook to improve the student's reading skills and learning motivation and (2) to know the effectiveness of the illustrated storybook media for the beginning reading skills and learning motivation of the first-grade students of SD Negeri Timbulharjo Sewon Bantul. The research method used was research and development (R&D), which referred to the ten steps developed by Borg and Gall (1983), and the determination of the number of subjects refers to the opinion of Dick and Carey (2005). The subjects of the tryout were the first-grade students of SD Negeri Timbulharjo 1 Sewon Bantul. The data were collected using interviews, observation, scales, performance tests, and worksheets. The techniques of analyzing data employed in this research were need analysis, the feasibility study media, and analysis of media effectiveness. Normality test used using Shapiro-Wilk because data less than 50.

The result of the research was (1) a set of illustrated storybook media that fulfilled the feasibility based on validation by a material expert and a media expert, and teachers' and students' responses which were in a very good category; (2) the developed illustrated books media were effective to improve the beginning reading skills and students' learning motivation. Beginning reading skills and students' learning motivation increased significantly based on paired t-test with a probability score (p) <0.05. [4]

Yofita, Solehan, and Teguh, entitled "Pengaruh Media Kartu Cerita terhadap Kemampuan Menentukan Ide Pokok Paragraf Siswa Kelas V SD Inpres 5 Doom." This research was to know the impact of the story card media on

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[4] Utomo, F. B. B. (2018). Developing illustrated story books to improve beginning reading skills and learning motivation. *Jurnal Prima Edukasia*, 6(2), 118–128. doi: http://dx.doi.org/10.21831/jpe.v6i2.16456

determining the point paragraph. Therefore, this research used the experimental method. The sample is 20 students in the fifth grade of SD Inpres 5 Doom. As a result of research conducted that the magnitude of the media of the story card can be seen from testing on a post-test based on calculations, tcount 3,712 at df = 20 was obtained with a table of 1,717, with a degree of 0.05 (0.00 < 0.05 then the hypothesis is accepted, meaning that there is a media story on the ability to determine the point of the 5th grade SD Inpres 5 Doom.[5]

There are differences and similarities between the research and the previous research The first researcher used experimental research, the same as this research, and they used flashcards as media, while this research used story cards as media. Basuki`s research used classroom action research(CAR), while this research used experimental Research. And basuki used story cards as media which is different from this research, but he only focused on junior high school, while this research focuses on senior high school. Utomo`s research used research & development(R&D) which is totally different with this research. Yofita` research used story cards which are the same as this research, and they only focused on junior high school.

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[5] Yofita M Seso, Solehun Solehun, and Teguh Yuliandri Putra, "Pengaruh Media Kartu Cerita Terhadap Kemampuan Menentukan Ide Pokok Paragraf Siswa Kelas V SD Inpres 5 Doom," *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar* 4, no. 1 (2022): 74–80, https://doi.org/10.36232/jurnalpendidikandasar.v4i1.1898.

B.   Some Partinent Ideas

1.   Reading Skill

a.   Definition of Reading Skill

Reading is a connection between our eyes and the text to obtain information from written sources. Furthermore, Rumelhart (as cited in Hidayati) states that Reading is an interaction that involves the reader, the text, and the interaction between the reader and the text. Therefore, it can be said that the reader and the text is a significant relationship in reading. When readers understand a message in a text, there is an interaction between the reader and the text. However, the Reading activity did not only involve between eyes and text but also how the activity in Reading lets the readers interpret what happens in a text. Therefore, readers can comprehend the written message in the text.[6]

For many years, three basic definitions of Reading have driven literacy programs in the United States. According to the first Definition, learning to read means learning to pronounce a word. According to the second Definition, learning to read means learning to identify words and get their meaning. Finally, according to the third Definition, learning to read means learning to bring meaning to a text to get meaning from it (Adams).[7]

Although these definitions reflect long-standing views of Reading, current literacy research supports a more comprehensive definition of Reading. These

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[6] Hidayati, Khusnul.. The Influence of Questioning Strategy on Students' Achievement in Reading. *Syarif Hidayatullah State Islamic University.* 2014http://notjustsurviving.wordpress.com/2009/01/27/three-kinds-of reading/.Access On February 02nd 2017.

[7] Adams, Marilyn Jager.. Beginning to Read: Thinking and Learning about Print. *New York: McGraw-Hill Companies.* (1990)

new definitions include all authentic Reading and writing activities. In addition, it recognizes the importance of skill interaction as one piece of the reading process. It also supports balanced reading instruction for all students (Pressley).[8]

In addition, Reading is defined as an activity when people look at the text and can interpret the meaning of that written symbol. Essentially, the text and the reader are associated with how the reading process began. Therefore, it could be said that Reading involves the reader's attention to the written symbol in a text. The reader and text are two aspects that should relate to each other to gain a message found in a text. In addition, the readers should build a connection between what they have seen.

b. Kinds of Reading Skills

There are three kinds of Reading such as:

1) Study Reading

Study reading is done at slightly less than your normal reading rate. While reading, think about the material and how it relates to your learning in class. Take notes. Use a survey method. Finally, write down the main idea and some supporting details (Bowyer).[9]

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[8] Pressley, Michael.. Reading Instruction that Works: the Case for Balanced Instruction. New York: *The Guilford Press*. (2006)

[9] Bowyer, Stephanie.. There Kinds of Reading. Retrieved from Colorado State University. 2011. Teaching reading. Retrieved from Depdikbud. 1985:6. *Garis-Garis Besar Pengajaran Bahasa Inggris. Retrieved from Jakarta: Departemen Pendidikan dan Kebudayaan*. (2009):1

2) Skimming

What is skimming? People use skimming need to hunt for information in print. According to Norman,[10] skimming is moving your eyes across a print page as rapidly as possible. Looking for one answer to one question may be as abstract as the section's main theme, Or it may be as concentrated as the main product of the coastal areas. In either case, you know what you are looking for and orient your thinking and eyes toward finding a precise solution.

Further, skimming should be used when you want to cover large amounts of material quickly and do not intend to read material completely over a letter time. Skimming is used to get a general impression of the material and not for a high level of comprehension. Skimming can be a very valuable reading aid when property. You never skim-reading technical or very detailed material.

3) Scanning

What is scanning? Scanning is one of the techniques applied for reading rapidly but efficiently to find a particular piece of information. Nuttal (1987:84)[11] states that scanning is to achieve an initial: impression of whether the text is appropriate for a given purpose; for example, whether a book on Gardening deals with the cultivation of a particular vegetable.

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[10] Norman, Maxwell, H. 1986. Successful Reading. Retrieved from New York.
[11] Nuttal, C. 1987:84. Teaching Reading Skill in a Foreign Language. Retrieved from London: Heinemann Educational Book.

Scanning, on the contrary, is far more limited since it only means retrieving what information is relevant to our purpose. Yet it is usual to use these two activities together when reading a given text. For example, we may well skim through an article first to know whether it is worth reading; then, we read it more carefully because we have decided it is interesting. It is also possible afterward to scan the same article to note down a figure or a name that we particularly want to remember.

According to Maggio that there are three kinds of Reading:[12]

a. Reading aloud

Reading aloud is a valuable skill for learners of all ages and languages. For example, reading aloud can help those learning a foreign language pronounce words more accurately and help with comprehension and fluency. Reynolds states that Reading aloud is part of the key to helping students read difficult text is to allows them to "hear" difficult text.[13] And the other side, Tamara states that Reading aloud develops imagination, creativity, and memory.[14]

b. Silent Reading

Try extending Silent Reading (a few pages instead of a few paragraphs or a short chapter or book for advanced students), and may be surprised at how much your learners can absorb when they study the text uninterrupted at their own pace. When introducing extended texts, work

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[12] Maggio, Patricia K. 2010. How to improve Reading Aloud. Retrieved from http://www.ehow.com/how_7538027_improve-readingaloud.html.Access On May 02nd 2019.
[13] Reynolds, david J. 2004. Eight Strategies to Help Students Read difficult Text.
[14] Tamara, V. 2010:1. Read-Aloud Directions eHow .com. Retrieved from http://www.ehow.com/how 7574910 read aloud direction. Access On May 02nd2019.

with materials at or slightly below your student's level; a long text filled with new vocabulary and the students will get caught up in language details rather than comprehending the text as a whole (Colorado State University 2011).

c. Speed Reading

Speed reading is reading faster to get the ideas answering some specific question. Speed reading needs speed eyes (eyes speed) that help to find ideas quickly. If someone's eye speed is normal will give him help in doing speed reading. If the eye speed gets trouble, a reader will get trouble in speed reading. In applying speed reading, the teacher should evaluate the students about how far they are finding out certain ideas to give questions about his student's competence in reading comprehension.[15]

In addition, According to El-koumy, there are many different types of Reading, each requiring different approaches, techniques, and levels of concentration. Some of the types of Reading we may use are listed bellows:[16]

1) Reading for enjoyment or light Reading, for example, reading a magazine and novel. It requires a minimum of effort and little concentration. This differs from study reading in that there is an intention to remember the material.

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[15] Smith. 1980. Reading in a Foreign Language. Retrieved from London, Longman pp 181-198.

[16] El-Koumy, A. 2004. Metacognition and Reading Comprehension: Current Trends in Theory and Research. Retrieved from http://www.eric.ed.gov/. Accessed on July, 01, 2019. usalim, Suryanti, and Irwan.

2) Reading for an overview or exploratory Reading. It is skimming or prereading a book or journal to get a general idea of the topic. This is the sort of Reading used when looking through a book before deciding whether or not to take it out of the library to read it in greater detail.

3) Revision reading is re-reading material with which we are already familiar. Revision reading is used mainly to test information recall.

4) Search Reading is reading to locate information or an answer to a particular question. For example, look for a telephone number in the telephone directory. We are not interested to read all the names and numbers in the phone book, just one.

5) Reading for mastery is reading to obtain detailed information and an understanding; usually slow, careful, and repeated Reading requires intense concentration.

6) Critical Reading is reading to assess or review ideas. It also requires intense concentration.

7) Proofreading is reading to correct grammar, spelling, and punctuation, requiring meticulous attention to detail. It is the final step in preparing written work and should not be forgotten.

c. Purpose of Reading

The Purpose of Reading Each reader has different purposes for Reading. They depend on the engagement of readers. The National Council of Teachers of English (NCTE) Commission on Reading states, "A reader's competence continues to grow through engagement with various types of texts and wide

Reading for various purposes over a lifetime. Therefore, the need for reading for one reader and others is different according to their purpose of Reading. Rivers and Temperley show several points of the common purpose of readings follows:

1) To obtain information for some purpose or because we are curious about some topic.

2) To obtain instructions on how to perform some tasks for our work or daily life.

3) Keep in touch with friends by correspondence or understanding business letters.

4) To know when or where something will take place or what is available.

5) To know what is happening or has happened (as reported in newspapers, magazines, and reports).

6) For enjoyment or excitement.

As discussed above, we can say that the purposes of Reading vary depending on the aims that the readers want to achieve. Therefore, it could be concluded that people read many texts to get the information that can support them to be advanced and informed.

d. Aspect of Reading

According to Alexander (1988:10 as cited kamalia) that there are some aspects of Reading that well-known authorities have suggested:[17]

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[17] Kamalia, N. A. 2016. The use of Picture in Series to Improve Students' Ability in Reading Narrative Text in the Eighth Grade of SMP N 3 Pringapus Satu Atap in the Academic Year 2015/2016. Published S1 Thesis. Salatiga. IAIN Salatiga.

1) Visual in Sensory Aspect of Reading

The role of the eye in Reading is essential thing. Without the eye, someone cannot read, even less understand the message's meaning in printed materials. When reading, someone must focus his eyes on a text. During the reading process, eye movement is considered one that determines reading speed and comprehension.

2) Sequential Aspect of Reading

The written material generally has sequences on a page, namely,

from the left-to-right side and from top to bottom. Therefore, someone's eyes must follow these sequences when reading.

3) Thinking Aspect of Reading

Reading without involving the thinking process is useless. Therefore when reading, someone must involve a thinking process. Furthermore, someone explains that a reader relates the message's potential meaning to what is already known to comprehend the message.

4) Associational Aspect of Reading

The reading process involves several types of association. When reading, a reader associates the spoken words with the written words and spoken words with ideas and objects.

5) Learning Aspect of Reading

A person who wants to know and understand a written message will take the material and read it. He reads word by word, sentence by sentence, paragraph by paragraph, and others. During the reading process, he relates the

meaning of the words being read with his background knowledge. Hence, the meaning or information obtained through Reading increase his knowledge. Finally, knowledge influences his behavior and action.

6) Main Idea

The main idea of a passage or Reading is the central thought or message. In contrast to the term topic, which refers to the subject under discussion, the term main idea refers to the point or thought being.

2. Media In Teaching English

a. Definition of Media

A medium (plural, media) is a means communication and source information. Derived from the Latin word meaning "between", the term refers to anything that carries information between a source and a receiver. Example includes video, television, diagram, printed, materials, and computer programs. These are considered instructional media when they provide message with instructional purpose. Smaldino et al. (2006: 11) stated that the purpose of media is to facilitate communication and learning.[18]

According to Munadi (2013:3), teaching media is an intermediary tool for understanding the meaning of the material submitted by educator or teachers either print or electronic media and teaching media is also as a

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[18] Smaldino, Sharon E. *et al.* (2003). *"Instructional Technology and Media for Learning".* Upper Saddle River, New Jersey Columbus: Ohio.

tool to facilitate   the implementation of the components of the learning system, so that the learning process can last a longtime and effective.[19]

b. Kinds of Media

1. Visual media

According to Munadi (2013: 81), visual media are props in the teaching process that can be used through the senses of vision. There are two types ofvisual media; verbal and nonverbal. Verbal messages   is not in   written form while nonverbal messages conveyed by symbols and written form.

2. .Audio Media

Using Audio media can help to give another dimension for lecturers in their teaching. It offers the potential to deliver content in an engaging way. For students, it provides an alternative to reading text as part of their teaching. For some students using mobile devices, listening to audio may fit in with their daily lives more easily than reading.

a) Cassette tapes, it is the most popular in the community, serves as a play back in the form of tapes or recorder. Cassette tapes can be used dal model teaching small groups or individual.

b) The compact disc, Compact disk(CD) isanopticthat is used tosave the data digitally. It can improve and direct students' attention so as   to cause the motivation of teaching process.

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[19] Munadi, Yudhi (2013). "*Media Pembelajaran". Jakarta Selatan*: Press Group.

c) Radio is a scientific device that functions as an effective auditory instrument for communication. It also plays an important role in education. It is not only informs, but also inspired teacher being for teaching in the classroom. It is not only includes values and virtues, but also creates attitudes, interests and appreciation to students.

3. Audiovisual Media.

Audio-visual media in particular refer to teaching methods using both sight and Sound. Audio-visual can be divided into two types. The first, pure audio-visual media is sound and images in one unit, such as film, television and video. The second is not a pure audio visual media such as slides, opaque and OHP Munadi (2013:113).

a) .Film is the actual material that a movie is recorded to in production and projected. Film can help to communicate to students for teaching and learning process. Using film is easier to remember than reading book because it is directly contact with our eyes and ears.

b) Video is the technology on electronic signals includes motion picture and sound. Video can inspire and engage students when incorporated into student centered through learning activities, increased student motivation, enhanced learning experience and development potential for deeper learning of the subject development potential for deeper learning of the subject development potential for deeper learning of the subject.

c) Television is an electronic motion picture with conjoined or attendant sound; both picture and sound reach the eye and ear simultaneously from a remote broadcast point or television which is a combination of sound and picture received instantaneously on the TV screen.

4. Multimedia

Munadi argument that (2014: 148) multimedia is a language which easily to understand such sensory vision, sense of hearing, a sense of smell, sense of touch etc; Because it can help the teacher in teaching and learning process.

a.) Digital projectors allow instructors to display 3-D images large enough for theaudience to view and to demonstrate material or simulate assembly of components for a particular project. It is used for presentation or explains in the dark room.

b.) Computer is as a learning resource to students that provide learning materials. The teacher can make creative learning because the computer can be there are many kinds of applications that can be used to create an interesting material.

c. The Advantages of Using Media in Teaching English

1. Mobile Phone

Mobile phone was handy. It was a light device that the teacher and students could have in class for accessing email from the teacher about recount text.

2. .Laptop

The teacher used laptop to display the video about self-introduction; the video helped the teacher to explain and it gave example of good pronunciations about the self-introduction to the students.

3. Internet

Internet could help the teacher to accessinformation needed. The teacher could be faster sending recount text material used internet through email to students. And also the teacher taught the benefit of using internet.

4. Projector Digital

Projector digital helped the teacher to show the teaching materialmore clearly with good quality. The students more focus to understand the material.

5. Poster

By using a poster, the teacher could know the students' activity in group making a poster about prohibition and imperative between special needs students and normal students. A poster could give positive message through images hung in the whiteboard.

6. Real Object

It helped the teacher to describe the material "Descriptive Text" to the students, so the students could know the thing more clearly without imagining.

d. The Weaknesses of Using Media in Teaching English

1. Video

The teacher was difficulty to get the students' attention because the students only focus to the video.

2. Internet

Students with special need were difficulty to browse the material through internet. Alsothe teacher could not always control what were opened by students from their mobile phones.

3. Digital Projector

The teacher needed a dark room to teach using digital, and the school did not have appropriate room for it.

4. Youtube internet

connection was the main problem when it was used in class.

5. Book

Some students were lazy to read the book because the book often contained paragraph without interest pictures. And also the student with special need felt difficult to understand the example of

recount text material because he needed other person to explain the material.

6. Laptop

Not all students could afford a laptop because the cost was soexpensive. In the group, it can't be used by everyone and they could not see clearer sound and the screen

3. **Concept of Story Cards Media**

a. Definition of story cards

The word media comes from Latin, the plural form of the word medium, and means intermediary or introduction. Therefore, media is an intermediary or messenger from the sender to the message recipient (Sadiman et al.).[20]

Learning media is an integral part of the overall teaching and learning situation. Learning media is one component the teacher must develop in teaching and learning because it plays an important role in creating an effective teaching and learning process (Sudjana).[21] Learning media has the following benefits: laying concrete foundations for thinking to reduce verbalism; enlarging students' attention; laying the foundations of learning development to make the lesson more stable; providing real experiences to foster activities among students independently; assisting the development of student's abilities; as well as providing experiences that are not easily obtained

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[20] Arief and Sadiman et al. 1990. Media Education Understanding, Development and Its utilization. Jakarta : Postekkom dan PT. Raja Gorafindo Persada.
[21] Nana Sudjana, 1989, Fundamentals of the Teaching and Learning Process, Bandung:Angkasa

by helping children develop more efficient and in-depth and variety (Oemar hamalik).[22]

The story card designation is based on game components, which are CARDS, sentences, and images. The mutually supportive sentences and pictures illustrate the story, so the story was picked up.[23]

Story cards are visual or two-dimensional media with a length and width. The card used in this study is a teaching aid or media used for the teaching and learning process to simplify or clarify the delivery of learning materials. Cards are practical teaching aids that serve to facilitate students in understanding a concept so that the results of achievement and learning are more fun and more effective. The card is made of thin paper or book paper in the form of a square of 9,5 cm x 5,40 cm. There is narrative text in a different story. A set of cards is made, totaling 30 cards.

b. How to use Story cards Media

The procedure for Using Story cards Media are following:

1. The researcher divided the students into some groups

2. The researcher gave the story cards to each student in each group

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[22] Hamalik, Oemar. (1995). Curriculum and Learning. Bandung: Earth Literacy

[23] Asih Kurnia Putri and Jati Ariati, "Pengaruh Permainan Story Card Terhadap Kemampuan Mengingat Kosakata Bahasa Inggris," *Jurnal Empati* 2, (2018).

Pictures 2.1 story cards
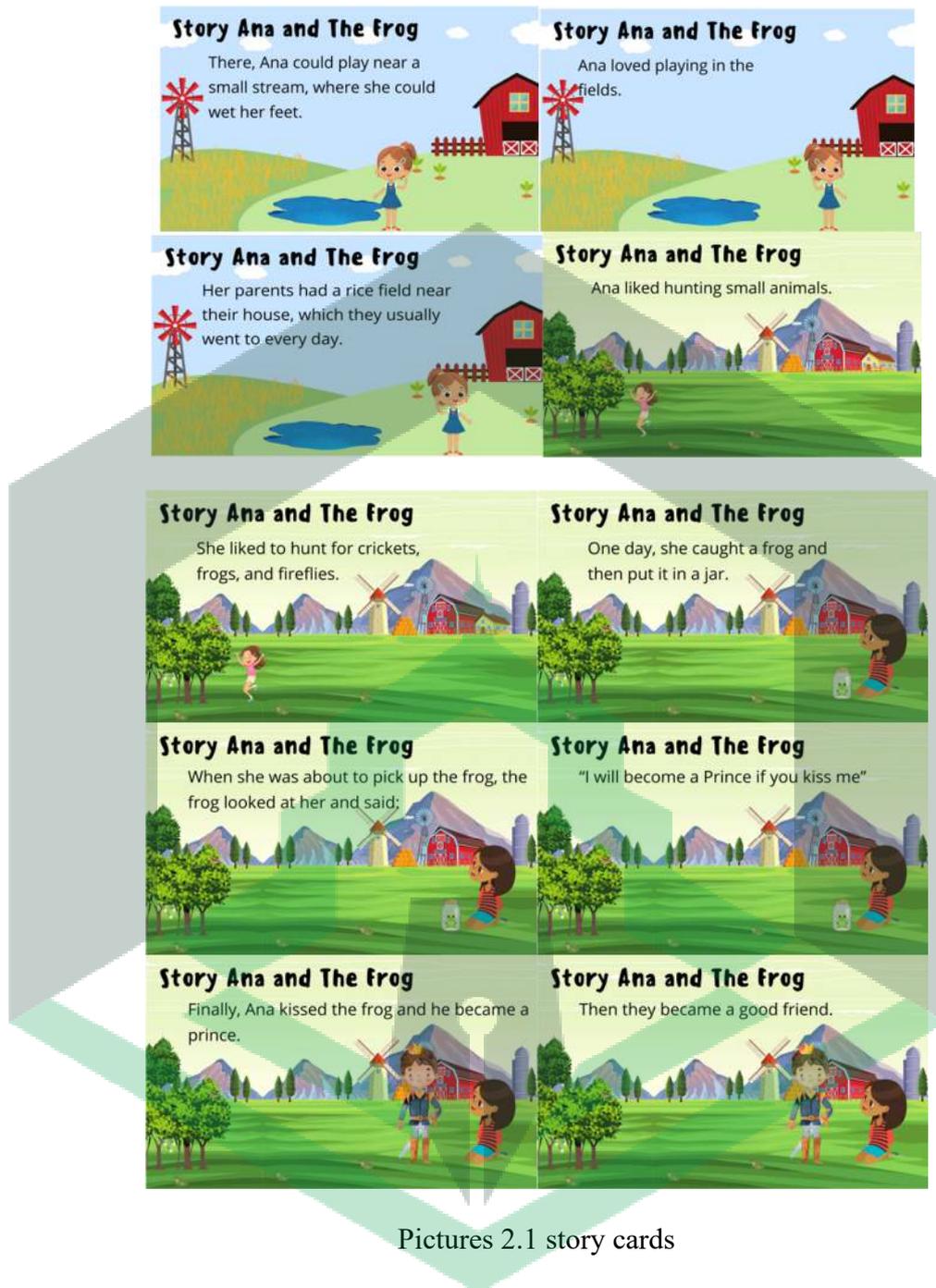
3. The researcher gave each group of students some cards to read the sentences on each cards.

4. The researcher asked the students to arrange the sentences on the cards

5. The researcher asked each group to stand up and told them to read it. After that, the researcher gave them a questions to stimulate the students` scanning skill

6. After that, the researcher counted the total score for each group then correcting the students` answer which are incorrect.

c. Advantages and Disadvantages of Using Story cards Media

1 . Advantages of using story cards media

There are several advantages of using story cards media for student reading mastery. The advantages include the following:

a. It does not use a monotonous activity.

b. It is fun for students.

c. It helps them learn and acquire new reading skills easily.

d. It involves friendly competition and keeps students interested.

e. It serves students to learn independently

f. The students are more active than the teacher.

2. Disadvantages of Using Story cards

There are several disadvantages to using story cards media for students to improve their Reading. The disadvantages include the following:

a. Takes time in story cards making and editing

b. The class is noisy.

4. Concept of Narrative Text

a. Definition of narrative text

The narrative text is a piece of text which tells a story to entertain and inform the reader or listener.[24] It means that narrative text is a text that narrates a past event or activity that intends to entertain. The text also gives the reader an example of morality, not just entertainment.

The Further narrative is a kind of text about the legend story and resolution to amuse and entertain readers.[25] It means the narrative is a legendary story to entertain and amuse the readers with the resolution at the end of the story.

The last john Langan in Rayendriani Fahmei Lubis says, "Narration is a writer tells the story of something that happened" through narrative, we make the statement clear by relating something that has happened to us in detail. It means that the narrative is introduced in order of written or spoken words. So it can be a series of fiction and a real story.

From the explanation above, it can be concluded that narrative text is one of the kinds of texts taught to twelve-grade students. It says about past events or activities with various problematic occurrences and attempts to find the resolutions to analyze the problems which amuse or entertain and give moral to the reader.

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[24] Siahaan, Sanggam; Kisno Shinoda. Generic text structure / Sanggam Siahaan, Kisno Shinoda. *Yogyakarta :: Graha Ilmu,*, 2008.
[25] Rayendriani Fahmei Lubis, Writing Narrative Text, Journal English Education Vol. 02 No. 01. (January 2014), P. 68-69 24

b. Social Function of Narrative Text

The social function of narrative text is to amuse and give moral lessons to the reader with the past event, which shows the problematic experience and resolution.38 It means that the social function of narrative text is to console and extend the reader's moral value that also entertains the problematic experience and the solution at the end of the stories. Besides, entertain this text, so there is a moral lesson or view. At the end of the story, the authors always put positive messages. It is hoping to make a trace for readers. We can get the lesson of stories of narrative texts to be applied in daily life.

c. Generic Structure of Narrative Text

There are generic structures of narrative text

1.) *Orientation*

Orientation is parts of the text that give a setting or opening to narrative

2.) *Complication*

The Complication is Part of the text to inform about the conflict in narrative

3.) *Resolution*

Resolution is part of the text to describe the reaction to solve the problem.

4.) *Coda*

Coda is the described reflection or evaluation of the conflict in the narrative. It means that four components of writing the narrative shall care.

d. Language features of narrative text

The language features of narrative text typically use

1) Action verb: for example, went collecting, heard, got, and others.

2) Temporal connectives: for example, then, after, and others.

3) Narrative text is typically written in the past tense

4) In action sequences, mainly action verbs (bold) are used, while in reflection/evaluations, mental verbs (italicized) predominate: for example, bells were ringing everywhere. Maria did not know what to do next. She thought about her mother and wondered what was in her head.

5) Narratives often use action verbs metaphorically to create compelling images: for example, words were flying everywhere.

6) Narratives often use rhythm and repetition to create particular effects; for example, Riding. The boy went riding across the wintery moor

7) Play with sentence structure in another common feature of narratives.[26]

e. Type of Narrative Text

There are many types of narrative text. Emilia states that there are five types of narrative text. There are as follows:

1.) Fable is a story that teaches a lesson, often using animal characters that behave like people (mouse deer, crocodile, the Ans, grasshopper, etc.).

2.) Legend is a story based on fact but often includes exaggerations about the hero. (Sangkuriang, Malin kundang, the story of Toba lake, etc).

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[26] Peter Knapp and Megan Watkins, "Genre, Text, Grammar: Technologies for Teaching and Assessing Writing," *Education*, 2005.

3.) Fairy tale is humorous about impossible happenings, exaggerating the

hero's accomplishment. (Cinderella, Snow white,

Pinocchio, etc.).

4.) Folk Tales, an old story that reveals the customs of a culture.

5.) Myth, a story that some people believe, but the stories cannot be true. It

was told in an ancient culture to explain a practice, belief, or natural

occurrence.[27] From the fifth type of narrative mentioned in this research,

the researcher will decide to focus on the legend as the material of

research. It is appropriate for student"s need in the second grade of SMP

Bina Utama Ulubelu Tanggamus.

f. The Example of Narrative Text

The following shows an example of narrative text and its generic structure

analysis.

The Smart Monkey And The Dull Crocodile

Orientation

One day there was a monkey. He wanted to cross a river. There he saw a

crocodile, so he asked the crocodile to take him across the other side of the river.

The crocodile agreed and told the monkey to jump on its back. Then the crocodile

swam down the river with the monkey on his top.

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[27] "978-979-756-314-1-357 (1)."

Complication

Unluckily, the crocodile was hungry. So he stopped in the middle of the river and said to the monkey, "My father is very sick. He has to eat the heart of the monkey. So he will be healthy again." At the time, the monkey was in a dangerous situation and had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "What"s for?" asked the crocodile. "Because I don"t bring my heart," said the monkey. "I left it under a tree, near some coconuts on the river bank."

Resolutions

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile"s back. Then he climbed up to the top of a tree. "Where is your heart?" asked the crocodile. "You are foolish," said the monkey to the crocodile. "Now I am free, and I have my heart."

C. Conceptual Framework

The researcher explained narrative text and scanning to the students. Then, the researcher did a pre-test. After that, the researcher did treatment by using story cards as media to improve students reading scanning especially the content, specific information, and vocabulary. Finally, in last meeting the researcher did a post-test to find out the incrase of students' reading skill.

Chart 2.1. Conceptual Framework

Teaching reading narrative Text

- Explaining narrative text
- Explaining scanning

↓

Story cards media

↓

Students in reading scanning skill

↓

| Content | Specific information | Vocabulary |

Output

↓

The increase of students' reading skill improvement
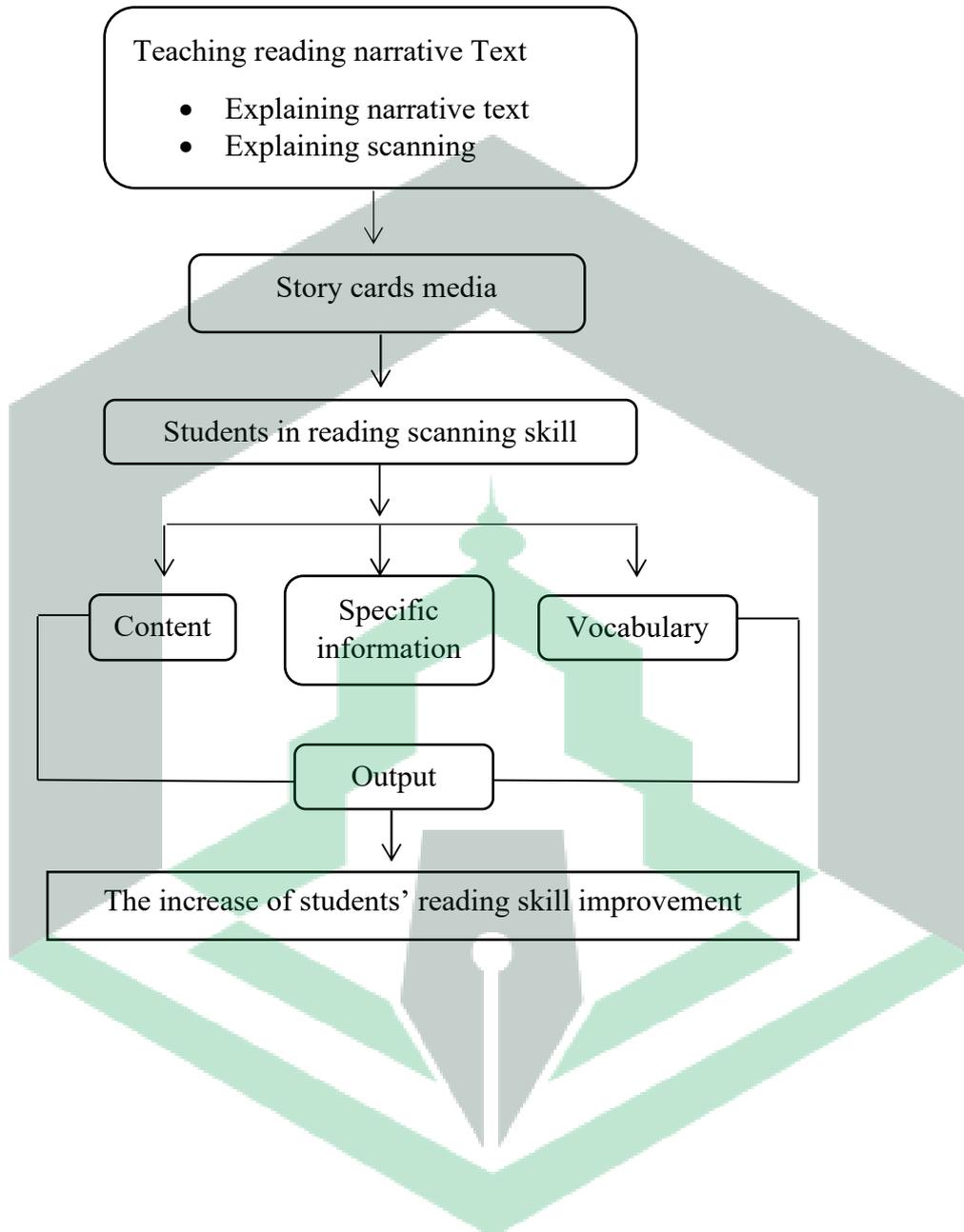
D. Hypothesis

      The hypothesis controls all the research activities ranging from sample selection, preparation of instruments, and data management to the statistic that should have predictive value and be consistent.

H_0 : The use of story cards media is not effective to improve students` reading skills.

H_1 : The use of story cards media is effective to improve students` reading skills.
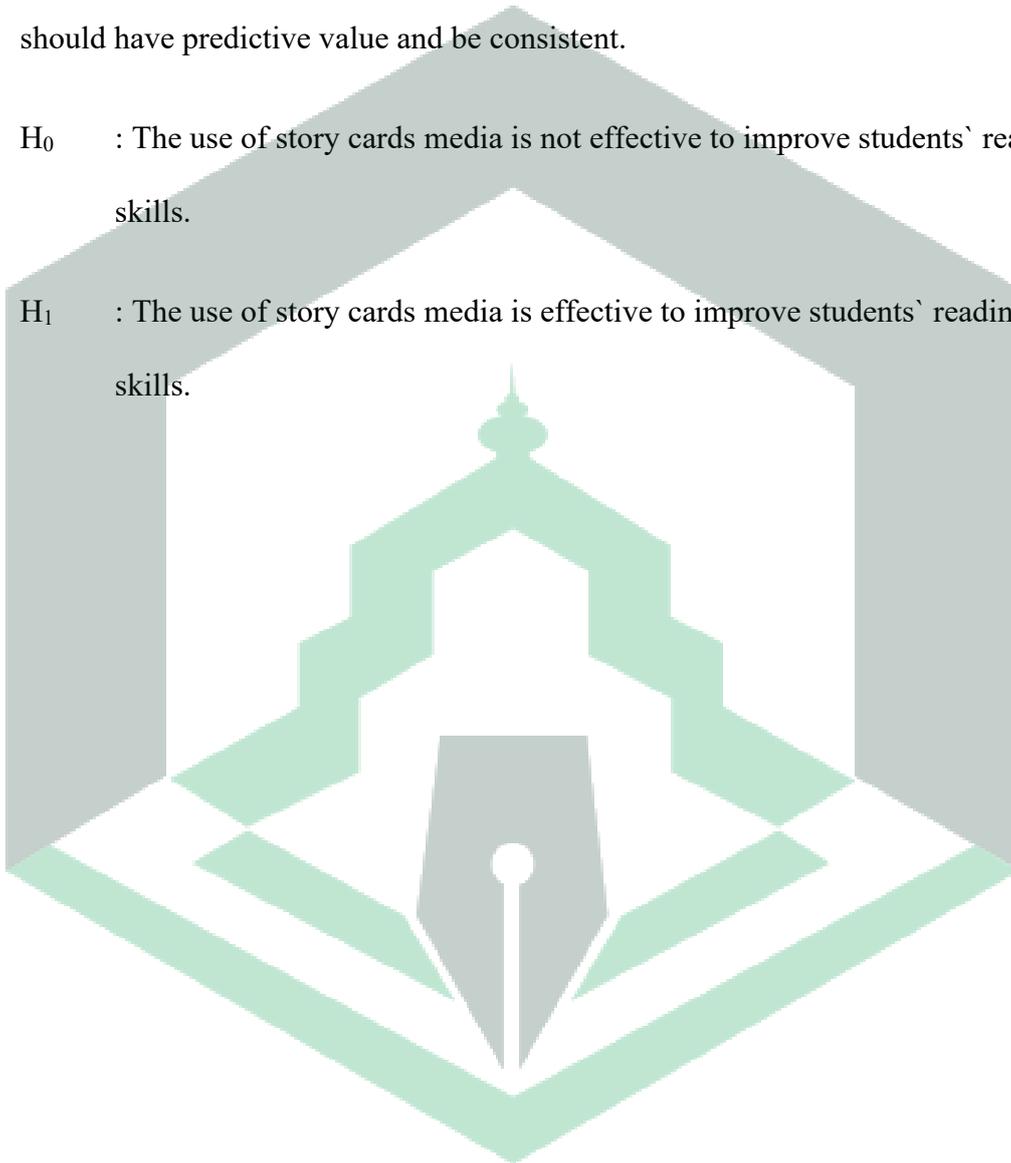
CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research used a pre-experimental research method to use a pre-experimental which was specially set to raise some required data. In this study, the pre-experiment meant the Writer gave pre and post-test on the student's comprehension. This design was as follows:

Table 3.1 The Design of The Pre-Experimental

Experimental	Pre-test	Treatment	Post-test
Grup	X	T	Y

Where:

X = Pre-test

T = Treatment

Y = Post-test

Pre-test (X1) referred to the observation made before treatment, and post-test (X1) referred to the observation made following treatment (X2)[28]. The program was significant if the post-test result was better than the pre-test. Conversely, if the result of the post-test was similar to the pre-test, the program was not significant.

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[28] Nasution, Sukarjo. *Metode research (penelitian ilmiah): usul tesis, desain penelitian, hipotesis, validitas, sampling, populasi, observasi, wawancara, angket*. (Bumi Aksara, 1995).

B. Population and Sample

1. Population

The population was bulk of to amount to element; this element could include individuals, families, social groups, organizations, and others[29]. The population of this research was the twelfth-grade MIPA of MAN Palopo, with the total number is ninety-two students.

2. Sample

The researcher applied the purposive sampling technique in choosing the sample of the research. Purposive sampling is a technique in which the researcher determines sampling by specifying specific characteristics that fit the purpose of the study. The sample was chosen because the students at twelfth grade MIPA 3 of MAN Palopo are still low in Reading skills compared with the other class. This information was gathered based on the interview with the English teacher. According to Cohen, Manion, and Morrison, the larger the sample, the larger the population, but there is a minimum number of models that researchers must bring, as many as thirty samples[30].

C. Research Variables

The variables of the research were independent variables and dependent variables:

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[29] Nana Sudjana and Ibrahim, *Penelitian dan Penelitian Kualitatif*, (Sinar Baru Algesindo, 1989).

[30] Louis Cohen, Lawrence Manion, and Keith Morrison, *Case Studies*, *Research Methods in Education*, 2018, https://doi.org/10.4324/9781315456539-19.

1. The independent variable of this research was Story cards media with Narrative text in teaching reading. It is a very important process that allows the students to share and develop ideas/opinions to improve their Reading.

2. The dependent variable of this research was the students' reading skill.

D. Instrument Of The Research

The instrument of this research consisted of a reading test. The researcher used Reading tests for pre-test and post-test to assess the students' Reading skill.

E. Procedure of Data Collection

The procedures for collecting data in this research are as follows:

1. Pre-test

In this pre-test, The researcher gave the reading test to the students. In this test, the students were asked to answer the test. The test was in the form of multiple choice. It took 30 minutes to finish it.

2. Treatment

The treatment used in the teaching and learning process was carried out for four meet. The procedures during the treatments were:

a. The First Meeting

1) The researcher introduced himself to the students.

2) The researcher divided students into six group

3) The researcher instructed the students and explaining about reading skills, mainly speaking and narrative text

4) The researcher gave each student in each group one card to read the story on cards about "the fox and the grapes."

5) The researcher asked the students to arrange the sentences on the cards

6) The researcher asked each group to stand up and told them to read it. After that, the researcher gave them a question about scanning generic structure

7) After that, the researcher counted the point for each group and corrected their answer.

8) The researcher corrected if there was an answer that was incorrect and explained the correct one.

b. The Second Meeting

1) The researcher came to the class and handled the class

2) The researcher divided students into five group

3) The researcher reviewed the material from the previous meeting

4) The researcher gave each student in each group one card to read the story on the cards about "the story of a rainbow."

5) The researcher asked the students to arrange the sentences on the cards

6) The researcher asked each group to stand up and told them to read it. After that, the researcher gave them a question about scanning generic structure

7) After that, the researcher counted the point for each group and corrected their answer.

8) The researcher corrected if there was an answer that was incorrect and explained the correct one.

c. The Third Meeting

1) The researcher came to the class and handled the class

2) The researcher divided students into three group

3) The researcher reviewed the material from the previous meeting

4) The researcher gave each student in each group one card to read the story on the cards about "story ana and the frog."

5) The researcher asked the students to arrange the sentences on the cards

6) The researcher asked each group to stand up and told them to read it. After that, the researcher gave them a question about scanning generic structure

7) After that, the researcher counted the point for each group and corrected their answer.

8) The researcher corrected if there was an answer that was incorrect and explained the correct one.

d. The Fourth Meeting

1) The researcher came to the class and handled the class

2) The researcher divided students into two group

3) The researcher reviewed the material from the previous meeting

4) The researcher gave each student in each group one card to read the story on the cards about "the lion and the mouse."

5) The researcher asked the students to arrange the sentences on the cards

6) The researcher asked each group to stand up and told them to read it. After that, the researcher gave them a question about scanning generic structure

7) After that, the researcher counted the point for each group and corrected their answer.

8) The researcher corrected if there was an incorrect answer and explained the correct one.

3. Post Test

The post-test was distributed to the students after treatment. In addition, the researcher evaluated the students with the same test material in the pre-test. This test aimed to determine the student's reading improvement after giving the treatment.

F. Technique of Data Analysis

Before analyzing the data, the researcher collected the data and analyzed them by using procedures as follows:

1. Analyzing the raw data of the pretest. The students' correct answers got one, and the wrong answer got 0.

2. Raw scores were converted to a set of the core maximum of 100 using the following formula :

$$\frac{The\ total\ of\ the\ students'correct\ answer}{The\ total\ of\ item} \, X\ 100$$

3. Converting the score of the students into values.

4. Classifying the score of the students into the following score classification[31]:

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[31] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktis*, (Jakarta: Rineke Cipta, 1998).

Table 3.1 Score Classification

Classification	Score
Excellent	96-100
Very Good	86-95
Good	76-85
Average	66-75
Fair	56-65
Poor	36-55
Very Poor	0-35

5. Calculating the mean score, standard deviation, frequency table, and test between reading achievements of the experimental.

The researcher calculated the mean score, standard deviation, test of significance, and standard value using SPSS 22 and used t_{table} distribution to choose the score of t_{count} (t_o). Besides knowing whether the pre-test and post-test were significantly different and also to see the acceptability of the hypothesis, the researcher used the criteria of hypothesis acceptability, which were:

If: $t_o \geq t_t$ = Reject the null hypothesis

If: $t_o < t_t$ = Received null hypothesis

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In the previous chapter, the researcher mentioned using the pre-test and post-test to conduct this research. This chapter will show the statistically analyzed and tabulated data, including the pre-test and post-test scores of students, the classification of pre-test and post-test scores, and the mean and standard deviation of pre-test and post-test scores. The purpose of the pre-test and post-test is to accumulate the learner's reading mastery corresponding to the pre-experimental method. The researcher employed Story cards with Narrative text as a teaching tool when using this method. The following represents the research's findings:

1. The result of Students' Reading Tests in the Pre-Test and Post-Test

The researcher has done the pre-test before doing the treatment. The researcher implemented Story cards in the treatment, and a pre-test was conducted. Before administering treatments using Story cards media, the researcher analyzed the pre-test results of the students, which resulted in the data presented in the table below:

Table 4.1 The Students' Pre-Test Score

No	Student	Reading			Pre-Test Score
		Main Idea	Specific Information	Vocabulary	
1	S1	1	3	4	53
2	S2	1	3	3	40
3	S3	1	2	3	40
4	S4	2	1	4	46
5	S5	1	3	2	40
6	S6	2	2	3	46
7	S7	2	2	2	40
8	S8	1	3	2	40
9	S9	2	2	3	46
10	S10	2	3	2	46
11	S11	1	2	3	40
12	S12	2	3	3	53
13	S13	1	2	3	40
14	S14	2	2	3	46
15	S15	2	3	2	46
16	S16	0	2	3	33
17	S17	2	3	3	53
18	S18	2	2	4	53
19	S19	1	2	3	40
20	S20	1	1	2	26
21	S21	2	2	3	46
22	S22	1	2	2	33
23	S23	0	2	3	33
24	S24	1	3	2	40
25	S25	2	1	2	33
26	S26	1	2	1	26
27	S27	2	3	1	40
28	S28	2	2	3	46
29	S29	0	1	3	26
30	S30	1	2	2	33
Total		mean score			40,76

Based on table 4.1 above, the researcher concluded that the lowest and highest scores were from 30 students in the pre-experimental. In the pre-experimental, the lowest score on the pre-test was 26, and the highest score was 53. Based on the classification, it demonstrates the outcome of Reading mastery

score before implementing the treatment using Story cards with narrative as the media; the cumulative mean score for reading mastery on the pre-test for all students is 40,76, classified as a "Poor" score.

Table 4.2 The Students' Post-Test Score

No	Student	Reading			Post-Test Score
		Main idea	Specific information	Vocabulary	
1	S1	4	4	4	80
2	S2	4	3	5	80
3	S3	3	3	5	73
4	S4	2	4	4	67
5	S5	4	4	3	73
6	S6	5	3	4	80
7	S7	4	3	3	67
8	S8	5	4	5	94
9	S9	4	3	4	73
10	S10	4	4	4	80
11	S11	4	5	3	80
12	S12	3	3	4	67
13	S13	3	5	4	80
14	S14	3	4	4	73
15	S15	3	4	4	73
16	S16	4	2	4	67
17	S17	4	3	3	67
18	S18	3	5	4	80
19	S19	4	5	4	87
20	S20	4	5	4	87
21	S21	3	4	5	80
22	S22	4	4	4	80
23	S23	4	3	5	80
24	S24	4	2	5	73
25	S25	3	3	4	67
26	S26	3	5	4	80
27	S27	4	4	4	80
28	S28	4	3	5	80
29	S29	4	4	4	80
30	S30	4	4	3	73
Total mean score		mean score			76.70

After implementing Story cards with Narrative text in the treatment, a post-test was given. Then the lowest score on the post-test was 67, and the highest score was 94. The findings in table 4.2 demonstrate that administering a post-test to the students develops their reading skills. It is shown by the fact that the students' mean score on the post-test was 76.70 points, which is a score that is considered to be in the "Good" range. It is proof that the students have progressed as a result of the treatment that they received.

Table 4.3 Students' Frequency and Percentage in Pre-Test and Post-Test

No	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96-100	-	-		
2	Very Good	86-95		-	3	10%
3	Good	76-85			14	46,6%
4	Average	66-75			13	43,3%
5	Fair	56-65	1	3,3%	-	-
6	Poor	36-55	21	70%	-	-
7	Very Poor	0-35	8	26,6%	-	-
	Total		30	100%	30	100%

Table 4.3 showed the data of the pre-test in the pre-experimental class. There was one student (3,3%) classified as fair, 21 students (70%) classified as poor, and eight students (26,6%) classified as very poor. While the data post-test

three students (10%) classified as very good, 14 students (46,6%) classified as good, then 13 students (43,3%) were classified as average.

1. The Paired Sample T-Test of Pre-est and Post-Test

Table 4.4 The Paired Sample Statistic Test of Pre-test and Post-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	40.7667	30	7.83310	1.43012
	POST-TEST	76.7000	30	6.75763	1.23377

The results of the paired sample statistic test score are shown in the data in the above table. According to the data obtained, N equals 30, representing the total number of pupils. The pre-test standard deviation is 7.83310 points, whereas the mean score on the exam is 40.76. In addition, the post-test standard deviation is 6.75763., and the post-test mean score is 76.70.

2. The Paired Sample Correlations of the Pre-Test and Post-Test

Table 4.5 The Paired Sample Correlation of Pre-Test and Post-Test

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE-TEST & POST-TEST	30	-.217	.249

Table 4.5 displays the results of the correlation analysis between the pre-test and post-test. The correlation between the two variables is 0.217, and the degree

of significance is 0.249. These results reveal a correlation between students'
reading abilities before and after treatment.

3. The Paired Sample Test of Pre-Test and Post-Test

Table 4.6 The Paired Sample Test of Pre-Test and Post-Test

Paired Samples Test

		Paired Differences							
				Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed
		Mean	Std. Deviation		Lower	Upper			
Pair 1	pretest - posttest	-35.93333	11.40155	2.08163	-40.19074	-31.67592	-17.262	29	.000

The researcher discovered that in table 4.6, the paired sample test illustrates
the value of t_o (t-count) is 17.262 with the df (degree of freedom) value 29 while the
t_t (t-table) for the standard of significant level 0,05 (5%) on df = 29 is 2.043. It
means the value of the t-count is higher than the value of the t-table.

The table above shows the significant (2-tailed) value = 0,000, which means
smaller than 0,05 (the value for the standard of significant level). The weight in
the table above proves that the research Ha (alternative hypothesis) is accepted,
and the H0 (null hypothesis) is rejected. The result confirms that Story cards
media with Narrative text effectively improve reading skills at MAN Palopo.

B. Discussion

This research aims to determine whether or not the story cards media effectively improves the student`s reading skills at MAN Palopo. In this research, the researcher applied a pre-experimental class. The experimental class designed to evaluate students' reading skills through the Story cards media found that students' test results after the treatment stage differed significantly. It is clear that the average score on the pre-test was only 40.76, which is categorized as a " poor" score, but after taking the post-test, it rose to 76.70, which is classified as a "good" score. The improvement in students' Reading can be seen from the results of the post-test, which shows that the results of students' Reading have improved in various aspects, such as comprehension, vocabulary, and content. However, the researcher finds that the implementation of the Reading is suitable for students who need to improve their reading skills, especially in scanning.

The researcher conducted several results. First, it is easier for students to understand the story's content on the card provided by researchers. The rest is happier learning reading with twin cards. It is in line with Rosimasnita that observations on the early reading skills of students use a fairly good card and are particularly good at facilitating students in learning. Also, using word-card media is an easy alternative to learning to apply learning to give pleasure to students or elementary school students. [32]

The second, after the teacher applied twin cards to the students who used to be enthusiastic about learning English are now very different, they respond well

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[32] Rosimasnita Rosimasnita, "Penggunaan Media Kartu Dalam Meningkatkan Keterampilan Membaca Permulaan Siswa," *JURNAL PAJAR (Pendidikan Dan Pengajaran)* 5, no. 1 (2021): 188–93, https://doi.org/10.33578/pjr.v5i1.8265.

when the teacher explained English lessons, and they are also more fluent in reading English texts. This is because the twin cards required students to learn cooperatively, so they were more willing to read and appreciate their answers aloud. It is in line with Rumidjan, Sumanto, and A. Badawi, who stated that the word card media increased students' enthusiasm for Reading by using a variety of colors to catch students' attention.[33] Also, Baleghizadeh and Ashoori found in their research that word cards may help students enhance their vocabulary knowledge, which can be taught with other important topics.[34]

Third, students have enough time to find specific information, like the main idea in the reading text. It is consistent with Asriana Zainal Abidin, who stated that scanning in the reading process could make the readers flexible in reading a text.[35] Also, Nur Sehang Thamrin found that the classroom environment while the students studied scanning Reading seemed to be quite enthusiastic and motivated throughout the teaching-learning activities that were carried out.[36]

The last story cards media provide a cheerful nuance and excitement in learning, which means that story cards are very suitable to be used as a medium for Reading. In addition, it is consistent with Wulandari, who stated that picture

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[33] Rumidjan Rumidjan, Sumanto Sumanto, and A. Badawi, "Pengembangan Media Kartu Kata Untuk Melatih Keterampilan Membaca Permulaan Pada Siswa Kelas 1 Sd," *Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan* 26, no. 1 (2017): 62–68, https://doi.org/10.17977/um009v26i12017p062.

[34] Sasan Baleghizadeh, "The Impact of Two Instructional Techniques on EFL Learners Vocabblarr Knowledge: Flash Cards versus Word Lists 1," *MEXTESOL Journal* 35, no. 2 (2011): 1–9.

[35] Zainal Abidin, "Students Reading Comprehension through Scanning Technique."

[36] Nur Sehang Thamrin, "Scanning Technique in Developing Students Reading Comprehension," *Kreatif* 15, no. 1 (2012): 31–35.

cards might be made into engaging visual media by combining colors, pictures, and other types of lettering to grab children's attention.[37]

[37] Febrian Wahyu Wulandari, "Peningkatan Kemampuan Membaca Permulaan Melalui Kartu Kata Bergambar Pada Kelompok b Raudhatul Athfal," *Jurnal Pendidikan Anak Usia Dini*, 2017, 107–20.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Story cards can help students improve their reading skills. The researcher's finding shows that the student's test scores improved, after they were treated with the Story cards. As a result, the students' post-test scores are higher than their pre-test scores, indicating that the treatment stage was successful in helping the students improve their reading abilities. Furthermore, due to the efficiency of Story cards media in enhancing students' reading abilities, its usage might be accepted as an appropriate medium for improving reading skills.

B. Suggestions

Some suggestions are made to participants who are intimately involved in this research. The recommendations are based on the research findings. Here is a list of some of them:

1. For the teachers

Based on this research, the author suggests that as a teacher, you should create a fun teaching and learning process, especially in this new normal era, where students' stress levels are rising due to the government's restrictive policy. Story cards media can be one of the reference media in learning, but it is preferable if the teacher creates their card. Also, teachers should be well-versed in using the card and how to best capitalize on its inherent benefits in a learning environment. Furthermore, the card content should be appropriate for the

student's level of English proficiency. The content topics should be tailored to their interests and prior knowledge to motivate them to learn.

2. For the students

Students should pay attention to the materials and be less noisy in the classroom. Students should be more active than teachers in the teaching-learning process. In addition, students are expected to practice reading as much as possible in their spare time. Students are expected to practice Reading, particularly narrative text, as much as they can in their free time by using the Story cards and paying attention to scanning generic structure and language features.

3. For the further researchers

The researcher suggests another technique for the following research in reading narrative text to compare later results. Furthermore, the researcher hopes that the reader or other researchers will use this research as a reference for alternative and exciting ways to teach and learn English, mainly reading skills. The researcher also hopes that this research will be replicated by other researchers using different research objects and methods. Also, the researcher suggests that other researchers should creatively explore using Story cards media not only the reading skills but also for other skills, such as speaking.

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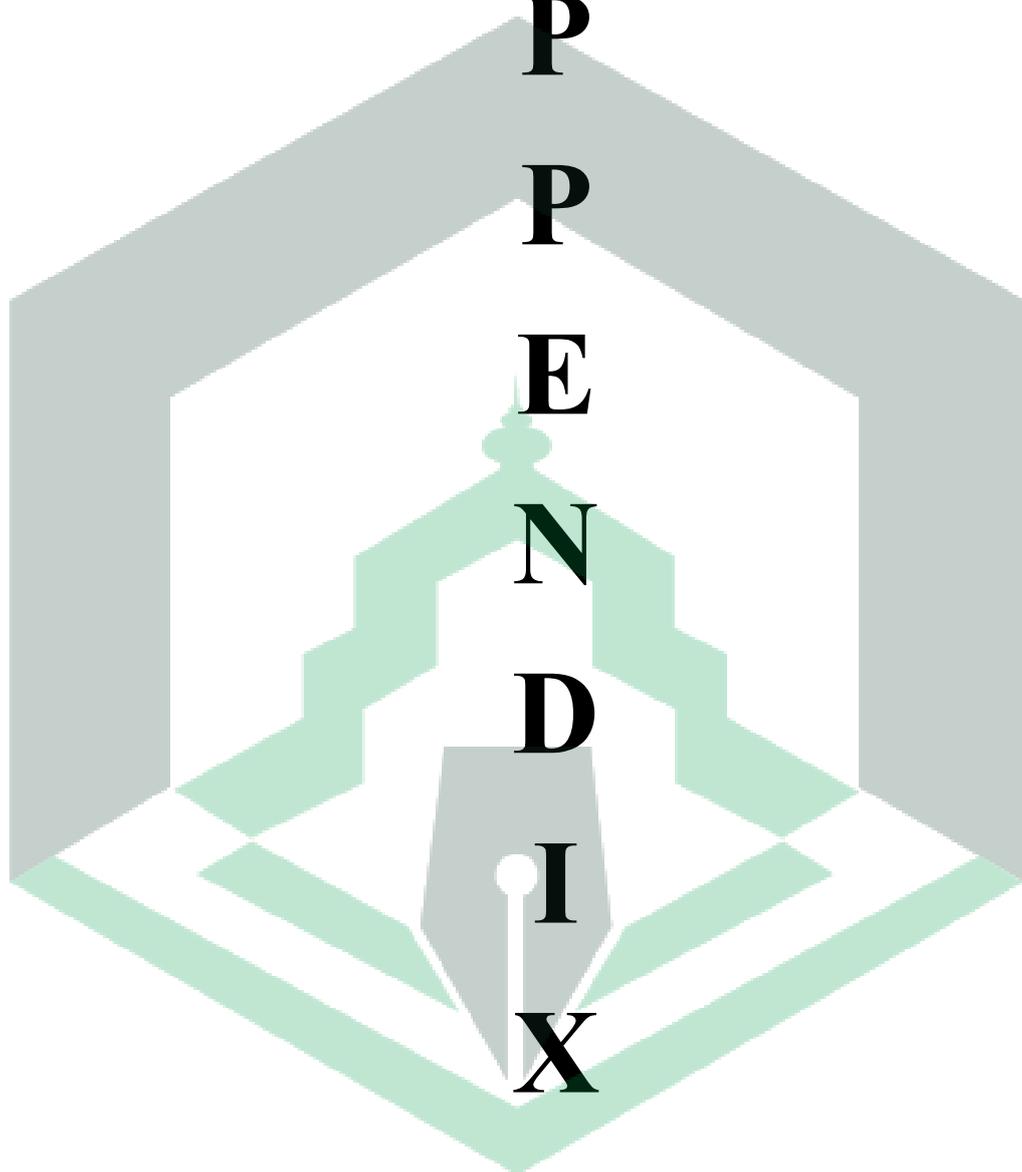
APPENDIXES

APPENDIX I:
IZIN PENELITIAN

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 326048

IZIN PENELITIAN
NOMOR : 1354/IP/DPMPTSP/XI/2022

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 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenang Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	:	SULFIKAR
Jenis Kelamin	:	Laki-Laki
Alamat	:	Balandai Kota Palopo
Pekerjaan	:	Mahasiswa
NIM	:	18 0202 0192

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

THE EFFECTIVENESS OF TWINCARDS MEDIA TO IMPROVE STUDENTS' READING SKILL AT MAN PALOPO

Lokasi Penelitian : MADRASAH ALIYAH NEGERI (MAN) PALOPO

Lamanya Penelitian : 15 November 2022 s.d. 15 Januari 2023

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **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) examplar 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 Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 16 November 2022
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK. K. SIGA, S.Sos
Pangkat : Penata Tk.I
NIP : 19830414 200701 1 005

Tembusan :
1. Kepala Badan Kesbang Prov Sul-Sel,
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instasi terkait tempat dilaksanakan penelitian

APPENDIX II:
SOAL PRE-TEST

PRE-TEST

Question 1-3

Once, a hunter lived a village. He used to boast of his brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he had fought a lion bare-handed. He said that the tiny animals used to get scared even at the sight of him.One day, the hunter was passing through a forest. He met a woodcutter from the same village. The boastful hunter approached him and said, "How are you? it's a fine day, isn't it?"

"Yes, yes, indeed!" the woodcutter replied."Well, can you tell me if you have seen some footprints of the lion nearby? it's been months since i defeated any." The woodcutter knew that the hunter only boasted, so he said, "Yes, a lion is in a nearby den. Can i take you there?"

The scared hunter said, "No … No … i only just wanted to see his footprints."

Finally, the boastful hunter ran away from the spot.

1. What is the best title for the text? (comprehend)
   a. A Boastful Hunter
   b. A Brave woodcutter
   c. A Woodcutter's Advice
   d. A Woodcutter's Rewards
   e. A woodcutter Attitude

2. What did hunter feel when the woodcutter said that there was a lion in a nearby den? (content)
   a. Upset.
   b. Scared.
   c. Jealous.
   d. Disappointed.
   e. Angry

3. If the hunter met a wild animal on the way, he probably would … it. (vocabulary)
   a. trap.
   b. fight.
   c. catch.
   d. kill.
   e. avoid.

Question 4-6

A wealthy businessman worried about his son's bad habits, so he sought counsel from a wise, old man. The old man met the man's son and took him out for a stroll. They walked into the woods, and the old man showed the boy a small sapling and asked him to pull it out. The boy did so with ease, and they walked on.

The old man then asked the boy to pull out a small plant. The boy did that too, with a little effort. As they walked, the old man asked the boy to pull out the bush, which he did. The next was a small tree, which the child had to struggle a lot to pull out.

Finally, the old man showed him a bigger tree and asked the child to pull it out. The child failed to pull it out even after trying several times, in different ways. The old man looked at the boy, smiled and said, "So is the case with habits, good or bad".

4. The business man worried about his son because he … (content)
   a. was spoiled
   b. was unlucky
   c. behaved badly
   d. disobeyed his parents
   e. was sick

5. What can we learn from the story? (comprehend)
   a. It is best do everything with great efforts.
   b. it is hard to get rid of permanent bad habits.
   c. There will be many problems in human's life.
   d. Nobody can change our bad habits if we don't change them.
   e. we have to respect our parents

6. "The child failed to pull **it** out … " (Paragraph 2) What does the bolded word refer to? (vocabulary)
   a. Bushes
   b. A sapling
   c. A small tree
   d. A bigger tree
   e. Grass

Question 7-9

Once upon a time there was a rose who was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult he cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by it own good looks.

One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. It saw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.

7. What is the story about? (comprehend)
    a. Two different, but special plants.
    b. A beautiful, but arrogant rose.
    c. Two plants in a beautiful garden.
    d. A beautiful rose and an ugly cactus.
    e. Two beautiful plants

8. From the story, we know that the cactus was … (vocabulary)
    a. brave
    b. wise
    c. shame
    d. humble
    e. patient

9. The rose ignored other plants' advice to change its attitude because … (content)
    a. it believed it was the prettiest.
    b. it could change others to do so.
    c. it thought that it was right.
    d. it didn't trust other plant.
    e. it thought cactus was wrong

Question 10-12

Once upon a time there lived three neighbours in a beautiful village. Three of them were diligent farmers.

At one time the three neighbours were having trouble with their crops. All three fields had crops that were wilting and infested with pests. Each day they would try different ideas to help their crops. The first one tried using a scarecrow, the second used pesticides and the third built a fence on his field, all to no avail.

One day, the village head came by and called all three farmers. He gave them each a stick and asked them to break the sticks. The farmers could break them easily. He then gave them a bundle of three sticks and asked them to break it. This time, farmers struggled to break the sticks. The village head said, "Together you are stronger than when you work alone." The farmers pooled their resources and got rid of the pests in their fields.

10. What is the conflict of the story? (comprehend)
   a. The three neighbours' crops failed.
   b. Pests infested the three negihbours' fields.
   c. The village head gave the three neighbours quizes.
   d. The three neighbours' efforts to help their crops failed.
   e. Three of them were diligent farmer

11. From the text we know that the three neighbours earned money by….(content)
   a. cultivating their fields
   b. selling crops to a market
   c. collecting firewood
   d. working on others' fields
   e. break the sticks

12. "… all to no avail." What does it mean? (vocabulary)
   a. it's better to do nothing.
   b. Everything is impossible to do.
   c. All the efforts done are useless.
   d. There is no way out the solve the problem.
   e. work alone is better

Question 13-15

"Away with you, vile insect!" said a lion angruly to a gnat that was buzzing around his head, but the Gnat was not in the least disturbed. "do you think." he said spitefully the lion, "that i am afraid of you because they call you king?" The next instant he flew at the lion and stung him sharply on the nose. Mad with rage, the lion struck fiercely at the Gnat, but only succeeded in tearing himself with his claws. Again and again the Gnat stung the Lion, who now was roaring terribly. At last, worn out with rage and covered with wounds that his own teeth and claws had made, the Lion gave up the fight. The Gnat buzzed away to tell whose world about his victory, but instead he flew straight into a spider's web. And there, he who had defeated the king of beasts came to miserable end, the prey of a little spider.

13. The text tell us about ….(comprehend)
   a. a lion which is annoyed by a gnat
   b. confrontation between a lion and a spider
   c. a gnat which loved to sting other animals
   d. a good relationship between a lion and a spider
   e. a lion which is arrogant

14. Why did the lion give up hitting the gnat? (content)
   a. The lion only wounded itself
   b. The gnat stopped stinging the lion
   c. The lion felt nothing from the sting
   d. The gnat flew to bother the spider
   e. The lion feels tired

15. "… but only succeeded in **tearing** himself with his claws."
The bolded word can be replaced by ….(vocabulary)
   a. ripping
   b. poking
   c. stabbing
   d. punching
   e. kicking

APPENDIX III:

SOAL POST-TEST

POST-TEST

Question 1-3

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest. Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children. She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing. I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

1. The story is about…. (comprehend)
   a. Two children went to school for the first time
   d. A witch who is really kind
   c. A father who begged a witch for money
   d. A stepmother who saved her children from a witch
   e. Two children saved their stepmother from a witch

2. "The witch fell into the oven and the stepmother shut the door." (Paragraph 4). The
   underlined word "shut" can be replaced by the word… (vocabulary)
   a. Marked
   b. Painted
   c. Opened
   d. Polished
   e. Closed

3. How did the stepmother find her children? (content)
   a. She walked into the forest
   b. She got tired and met her children
   c. She peeped through the window of the witch's cottage
   d. She fell into the cliff
   e. She was pushed against the wall

Question 4-6

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

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

4. Which one of the following statements is false about Sang Prabu? (comprehend)
   a. Sang Prabu was a father of his only daughter
   b. Sang Prabu was a king of a kingdom in West Java
   c. Sang Prabu was taken to Kahyangan by a wicked fairy
   d. Sang Prabu was a wise man
   e. Sang Prabu didn't have a son

5. Why the wicked fairy did used her magic to make Raden Begawan unconscious? (content)
   a. She didn't like Raden Begawan
   b. She didn't want Raden Prabu marry the princess
   c. She wanted Teja Nirmala to forget about her wedding
   d. She didn't want the prince of Blambangan marry the princess
   e. She didn't want the prince of Blambangan feel love with her

6. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to… (vocabulary)
   a. The wicked fairy
   b. The nice fairy
   c. Princess Nirmala
   d. Prince Teja
   e. The prince of Blambangan

Question 7-9

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

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

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

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

7. Which the following fact is true about Kbo Iwo? (comprehend)
   a. Kebo Iwo ate a little amount of meat
   b. Kebo Iwo is a destroyer that cannot make anything
   c. Kebo Iwo was angry because his food was stolen by Balinese people
   d. Kebo Iwo destroyed all the house but not the temple
   e. Kebo eat food was equal for food of thousand people

8. Why did Kbo Iwo feel angry to the Balinese people? (content)
   a. Because Balinese people ate his meal
   b. Because Balinese people took his food so his barns was empty
   c. Because Balinese people didn't give him food
   d. Because Balinese people were in hunger
   e. Because Balinese people turned to rage

9. "So, they came together to plan steps to oppose this powerful giant……"(Paragraph3). The antonym of the word "oppose " is…. (vocabulary)
   a. Support
   b. Defeat
   c. Turn Against
   d. Beat

e. Change

Question 10-15

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly. Anybody there! Bring me my tool. I will give you special present.

If you are female. I will consider you as my sister if you are male, I will marry you sunddenly 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 usying 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 afher 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 beliave 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.

10. What is the story about? (comprehend)
   a. A wrath son
   b. West java's tales
   c. Tumang a Dog husband
   d. The legend of Tangkuban Perahu
   e. Dayang Sumbi's rejection to marry Sangkuriang

11. According to he story, Tumang was….(content)
   a. actually a handsome prince
   b. married to Dayang Sumbii
   c. Sangkuriang pet dog
   d. good at hunting deer
   e. in fact Dayang Sumbi's father

12. What made Dayang Sumbi stay young? (content)
   a. She set up conditions in doing things
   b. A young man fall in love with her
   c. She married a dog
   d. She knew how to take care her body
   e. God gave her an eternal beauty

13. " if you are male, I will marry you' (paragraph 2). the sentence mean that the one who helped Dayang Sumbi became her…. (vocabulary)
   a. Husband
   b. Maid
   c. Boss
   d. Son
   e. King

14. What moral value can we learn from the story? (comprehend)
   a. People must keep their words all the time
   b. Do not make a promise to easily
   c. Never be reluctant to do good things
   d. We should not hate our decendants
   e. Just do what we have planned

15. "He brought her the falling tool". The underline word "He" refers to…… (vocabulary)
a. Sangkuriang
b. Tumang
c. Dayang Sumbi
d. The king
e. Father

APPENDIX IV:
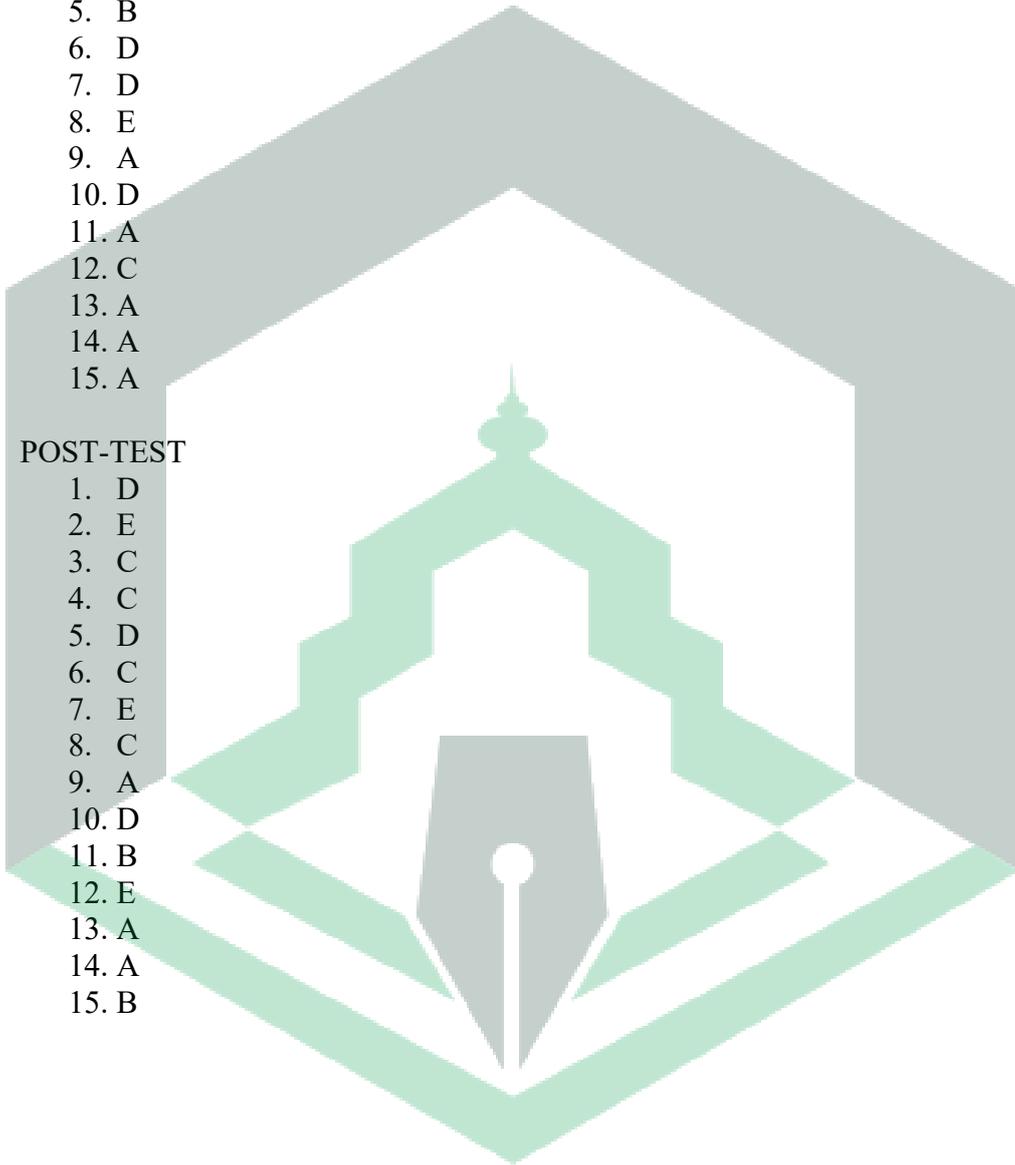# ANSWER KEY PRE-TEST And POST-TEST

PRE-TEST And POST-TEST ANWER KEY

PRE-TEST
1. A
2. B
3. E
4. C
5. B
6. D
7. D
8. E
9. A
10. D
11. A
12. C
13. A
14. A
15. A

POST-TEST
1. D
2. E
3. C
4. C
5. D
6. C
7. E
8. C
9. A
10. D
11. B
12. E
13. A
14. A
15. B

APPENDIX V:
PPP LESSON PLAN FOR
EACH TREATMENT

PPP LESSON PLAN TREATMENT 1

CLASS/LEVEL	THE TWELFTH/BASIC
TOPIC	Narrative Text
OBJECTIVES	Students should be able to read correctly with the correct pronunciation.
VOCABULARIES	Once, avoid, scared, brave, bush, humble, neighbor
MATERIALS	Story Cards
TIME	90 minutes
POTENTIAL PROBLEM	1. Mixed ability 2. Distracted behavior 3. Lack of vocabulary

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

Present Activities	Interaction	Time
Greetings and Introducing Self • Teacher greetings the students. • Teacher asks about students' condition. • Teacher introduces himself.	T-Ss	7 minutes
Attendance List and Praying • Teacher mentions students' names one by one. • Teacher asks students to lead the prayer before starting the class.	T-Ss	5 minutes
Attention grabber • Teacher instructs students. If the teacher says "snake is coming" then students say "hush!". • Teacher gives an example of the attention grabber.	T-Ss	3 minutes

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

Practice Activities	Interaction	Time
Presentation • The teacher divides students into six groups. • The teacher instructs the students and explains about reading skills, mainly speaking and narrative text • The teacher gives each student in each group one card to read the story on cards about "the fox and the grapes."	TTT	45 minutes

Produce: Production activities allow students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
• Students to arrange the sentences on the cards. • Students stand up with their group and read the story on the card. • Students answer a question about scanning generic structure from the teacher.	STT	30 minutes

PPP LESSON PLAN TREATMENT 2

CLASS/LEVEL	THE TWELFTH/BASIC
TOPIC	Narrative Text
OBJECTIVES	Students should be able to read correctly with the correct pronunciation.
VOCABULARIES	Once, avoid, scared, brave, bush, humble, neighbor
MATERIALS	Story Cards
TIME	90 minutes
POTENTIAL PROBLEM	1. Mixed ability 2. Distracted behavior 3. Lack of vocabulary

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

Present Activities	Interaction	Time
Greetings • Teacher greetings the students. • Teacher asks about students' condition.	T-Ss	7 minutes
Attendance List and Praying • Teacher mentions students' names one by one. • Teacher asks students to lead the prayer before starting the class.	T-Ss	5 minutes
Attention grabber • Teacher instructs students. If the teacher says "clap one" then students clap their hands one time. If the teacher says "clap two" then students clap their hands two times and so on. • Teacher gives an example of the attention	T-Ss	3 minutes

grabber.		

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

Practice Activities	Interaction	Time
Presentation • The teacher divides students into five groups. • The teacher instructs the students and explains about reading skills, mainly speaking and narrative text • The teacher gives each student in each group one card to read the story on cards about "the story of rainbow."	TTT	45 minutes

Produce: Production activities allow students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
• Students to arrange the sentences on the cards. • Students stand up with their group and read the story on the card. • Students answer a question about scanning generic structure from the teacher.	STT	30 minutes

PPP LESSON PLAN TREATMENT 3

CLASS/LEVEL	THE TWELFTH/BASIC
TOPIC	Narrative Text
OBJECTIVES	Students should be able to read correctly with the correct pronunciation.
VOCABULARIES	Once, avoid, scared, brave, bush, humble, neighbor
MATERIALS	Story Cards
TIME	90 minutes
POTENTIAL PROBLEM	1. Mixed ability 2. Distracted behavior 3. Lack of vocabulary

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

Present Activities	Interaction	Time
Greetings • Teacher greetings the students. • Teacher asks about students' condition.	T-Ss	7 minutes
Attendance List and Praying • Teacher mentions students' names one by one. • Teacher asks students to lead the prayer before starting the class.	T-Ss	5 minutes
Attention grabber • Teacher instructs students. If the teacher says "attention" then students say "attention, attention, attention." • Teacher gives an example of the attention grabber.	T-Ss	3 minutes

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

Practice Activities	Interaction	Time
Presentation • The teacher divides students into three groups. • The teacher instructs the students and explains about reading skills, mainly speaking and narrative text. • The teacher gives each student in each group one card to read the story on cards about "story ana and the frog."	TTT	45 minutes

Produce: Production activities allow students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
• Students to arrange the sentences on the cards. • Students stand up with their group and read the story on the card. • Students answer a question about scanning generic structure from the teacher.	STT	30 minutes

PPP LESSON PLAN TREATMENT 4

CLASS/LEVEL	THE TWELFTH/BASIC
TOPIC	Narrative Text
OBJECTIVES	Students should be able to read correctly with the correct pronunciation.
VOCABULARIES	Once, avoid, scared, brave, bush, humble, neighbor
MATERIALS	Story Cards
TIME	90 minutes
POTENTIAL PROBLEM	1. Mixed ability 2. Distracted behavior 3. Lack of vocabulary

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

Present Activities	Interaction	Time
Greetings • Teacher greetings the students. • Teacher asks about students' condition.	T-Ss	5 minutes
Attendance List and Praying • Teacher mentions students' names one by one. • Teacher asks students to lead the prayer before starting the class.	T-Ss	5 minutes
Attention grabber • Teacher instructs students. If the teacher says "one two three eyes on me" then students say "one two three eyes on you." • Teacher gives an example of the attention grabber.	T-Ss	5 minutes

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

Practice Activities	Interaction	Time
Presentation • The teacher divides students into two groups. • The teacher instructs the students and explains about reading skills, mainly speaking and narrative text. • The teacher gives each student in each group one card to read the story on cards about "the lion and the mouse."	TTT	45 minutes

Produce: Production activities allow students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
• Students to arrange the sentences on the cards. • Students stand up with their group and read the story on the card. • Students answer a question about scanning generic structure from the teacher.	STT	30 minutes

APPENDIX VI:
MEDIA STORY CARDS

The Lion and The Mouse

One day there was a mighty lion who was sleeping in his lair.

The Lion and The Mouse

Suddenly, he was awakened by a tiny mouse running across his body.
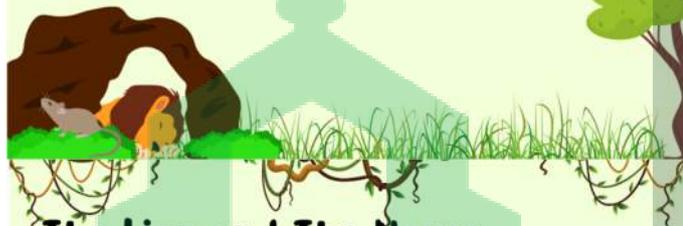
The Lion and The Mouse

The lion then grabbed the frightened mouse.

The Lion and The Mouse

With his huge paws, he opened his mouth to swallow the mouse directly.

The Lion and The Mouse

"Please, King," begged the Mouse.

The Lion and The Mouse

"Spare me this time and of course I will never forget your kindness."

The Lion and The Mouse

"Someday I may be able to repay you" said the mouse.

The Lion and The Mouse

The Lion thought that it was such an amusing idea that he let the poor creature go.

The Lion and The Mouse

The Lion thought that it was such an amusing idea that he let the poor creature go.
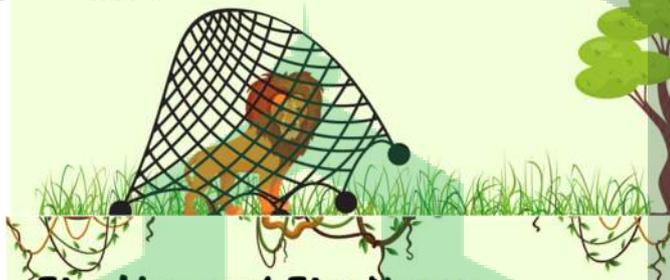
The Lion and The Mouse

Soon the forest echoed with angry load roars.

The Lion and The Mouse

Despite his great strength, the Lion could not break free.

The Lion and The Mouse

The Little Mouse heard the Lion and ran to see what was wrong.

APPENDIX VII:

LEMBAR VALIDASI INSTRUMEN

PRE-TEST Dan POST-TEST

LEMBAR VALIDASI INSTRUMEN PRE-TEST DAN POST-TEST

Petunjuk :

1. Berdasarkan pendapat bapak/ibu berilah tanda (√) pada kolom yang tersedia.
2. Apabila ada yang perlu dikomentari, tulislah pada lembar catatan/revisi instrumen.

NO	INDIKATOR VALIDASI	SKOR			
		1	2	3	4
1	Kesesuaian soal dengan kompetensi dasar dan indikator			√	
2	Ketepatan penggunaan kata dan bahasa		√		
3	Soal tidak menimbulkan penafsiran ganda		√		
4	Kejelasan petunjuk		√		
5	Kesesuaian tuntutan pertanyaan dari petunjuk yang di minta		√		

Keterangan:

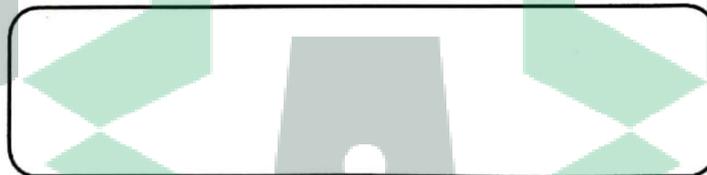4 = Sangat Baik/Sangat Sesuai/Sangat Tepat

3 = Baik/Sesuai/Tepat

2 = Cukup Baik

1 = Kurang Baik

Berdasarkan validasi di atas, maka instrument ini **(Layak/Belum layak)*** untuk di gunakan mengambil data.
Catatan validasi:

Coret yang tidak perlu

Palopo, …………………

Validator

Dr. Masruddin, S.S., M.Hum.
NIP.19800613 200501 1005

APPENDIX VIII:

LEMBAR VALIDASI INSTRUMEN

PENELITIAN

LEMBAR VALIDASI INSTRUMEN PENELITIAN

Judul Penelitian: The Effectiveness of Twincards Media To Improve Student's Reading Skill At Man Palopo

Penggunaan media pembelajaran ini diharapkan dapat di gunakan sebagai alat untuk memperjelas pesan yang disampaikan oleh pendidik. Selain itu, dapat menimbulkan keinginan dan minat baru, serta membangkitkan motivasi dan rangsangan untuk belajar. Media yang digunakan dalam proses pembelajaran dapat meningkatkan proses belajar siswa dan dapat mempengaruhi hasil belajar yang ingin dicapai. Salah satu alternative solusi untuk meningkatkan kualitas pembelajaran adalah dengan menggunakan kartu atau twincards sebagai media pembelajaran. Hamidjojo (Latuheru, 1993: 12) memberi batasan media sebagai sebuah bentuk perantara yang digunakan oleh manusia untuk menyampaikan gagasan, atau pendapat yang di kemukakan itu sampai kepada penerima yang dituju.

Dari definisi tersebut bahwa penulis menyimpulkan bahwa pengertian media merupakan sesuatu yang bersifat menyalurkan pesan dan dapat merangsang pikiran, perasaan, dan kemauan siswa sehingga dapat mendorong terjadinya proses belajar pada diri siswa, penggunaan media secara kreatif akan memungkinkan siswa untuk belajar lebih baik dan dapat meningkatkan performa mereka sesuai dengan tujuan yang ingin di capai.

Berdasarkan hal tersebut, di mohon penilaian dan validasi dari Bapak/Ibu sebagai ahli di bidang pendidikan Bahasa Inggris terhadap media pembelajaran tersebut. Penilaian Bapak/Ibu sangat penting di dalam pengembangan media pembelajaran untuk menghasilkan pembelajaran yang baik pula dari segi kualitas dan sesuai dengan karakteristik pembelajaran yang dibawakan peneliti.

Penilaian menggunakan "Skala Penilaian" dengan rentang skor sebagai berikut:

- Skor 1 berarti sangat kurang jelas/sesuai/memenuhi/menarik/dipahami/mendukung.
- Skor 2 berarti kurang jelas/sesuai/memenuhi/menarik/dipahami/mendukung.
- Skor 3 berarti jelas/sesuai/memenuhi/menarik/dipahami/mendukung.
- Skor 4 berarti sangat jelas/sesuai/memenuhi/menarik/dipahami/mendukung.

Berilah tanda cek (√) pada kolom "Skala Penilaian" yang bersesuaian dengan item aspek yang akan dinilai dan divalidasi

Aspek Validasi	Skala Penilaian			
	1	2	3	4
ISI KARTU				
Kejelasan tujuan pembelajaran			√	
Konten yang disajikan sesuai dengan pokok bahasan			√	
Kesesuaian ilustrasi yang disajikan dengan materi			√	
TAMPILAN KARTU				
Tampilan kartu yang menarik			√	
Menumbuhkan minat siswa dalam belajar			√	
Ketepatan grammar pada teks			√	
Kualitas gambar pada kartu		√		

Berdasarkan penilaian atau validasi Bapak/Ibu di atas, maka berilah tanda cek (√) pada pilihan dibawah ini yang menunjukkan penilaian secara umum dari aspek kelayakan dan validitas media yang digunakan pada penelitian. Media ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

....
....
....
....
....
....
....

Palopo, ...
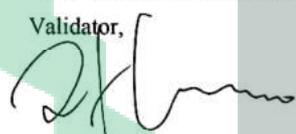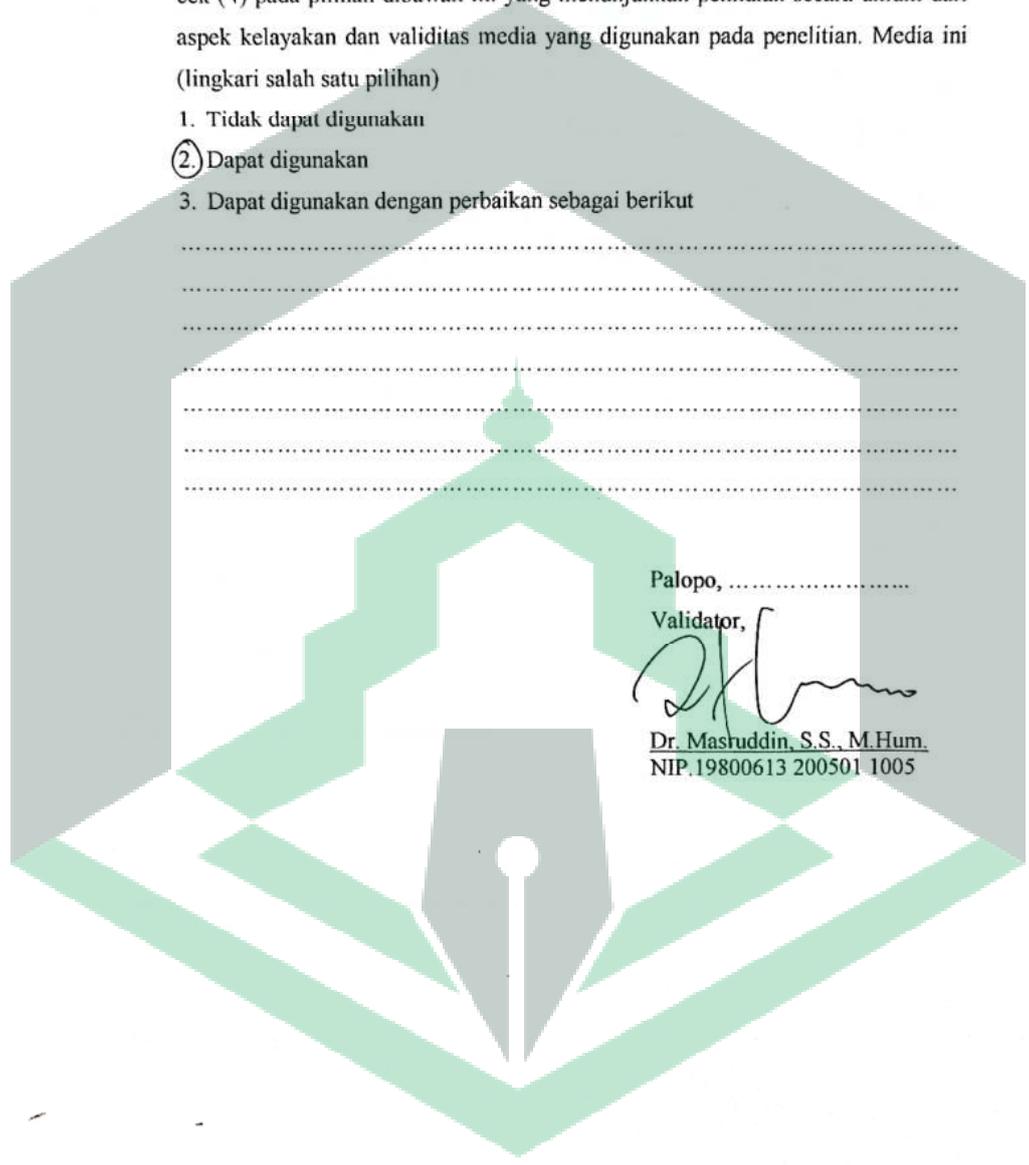
Validator,

Dr. Masruddin, S.S., M.Hum.
NIP.19800613 200501 1005

APPENDIX IX:
SURAT KETERANGAN VALIDASI

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini :

      Nama   : Dr. Masruddin, S.S., M.Hum.

      Instansi   : IAIN (Institut Agama Islam Negeri) Palopo

      Jabatan   : Dosen

Telah melihat instrumen penelitian berupa media kartu yang akan digunakan dalam penelitian skripsi dengan judul **"The Effectiveness of Twincards Media To Improve Sudent`s Reading Skill At Man Palopo"** oleh peneliti :

      Nama : Sulfikar

      NIM   : 18 0202 0192

      Prodi   : Pendidikan Bahasa Inggris

Setelah melihat instrumen yang telah dibuat, maka adapun saran dan masukan untuk media tersebut adalah :

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Demikian surat keterangan in dibuat agar dapat digunakan dalam pengumpulan data di lapangan.

Palopo, ...

Validator,
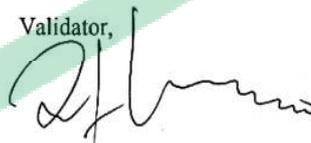
Dr. Masruddin, S.S., M.Hum.
NIP.19800613 200501 1005

APPENDIX X:
HASIL PRE-TEST NARRATIVE TEXT

RESEARCH INSTRUMENT
PRE-TEST

B = 6

Name : Andini Aulia S.

Class : XII MIPA 3

Question 1-3

Once, a hunter lived a village. He used to boast of his brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he had fought a lion bare-handed. He said that the tiny animals used to get scared even at the sight of him.One day, the hunter was passing through a forest. He met a woodcutter from the same village. The boastful hunter approached him and said, "How are you? it's a fine day, isn't it?"

"Yes, yes, indeed!" the woodcutter replied."Well, can you tell me if you have seen some footprints of the lion nearby? it's been months since i defeated any." The woodcutter knew that the hunter only boasted, so he said, "Yes, a lion is in a nearby den. Can i take you there?"

The scared hunter said, "No ... No ... i only just wanted to see his footprints."

Finally, the boastful hunter ran away from the spot.

1. What is the best title for the text? (comprehend)
   a. A Boastful Hunter
   b. A Brave woodcutter
   c. A Woodcutter's Advice
   d. A Woodcutter's Rewards
   e. A woodcutter Attitude

2. What did hunter feel when the woodcutter said that there was a lion in a nearby den? (content)
   a. Upset.
   b. Scared.
   c. Jealous.
   d. Disappointed.
   e. Angry

3. If the hunter met a wild animal on the way, he probably would ... it. (vocabulary)
   a. trap.
   b. fight.
   c. catch.
   d. kill.
   e. avoid.

Question 4-6

A wealthy businessman worried about his son's bad habits, so he sought counsel from a wise, old man. The old man met the man's son and took him out for a stroll. They walked into

the woods, and the old man showed the boy a small sapling and asked him to pull it out. The boy did so with ease, and they walked on.

The old man then asked the boy to pull out a small plant. The boy did that too, with a little effort. As they walked, the old man asked the boy to pull out the bush, which he did. The next was a small tree, which the child had to struggle a lot to pull out.

Finally, the old man showed him a bigger tree and asked the child to pull it out. The child failed to pull it out even after trying several times, in different ways. The old man looked at the boy, smiled and said, "So is the case with habits, good or bad".

4. The business man worried about his son because he … (content)
   a. was spoiled
   b. was unlucky
   c. behaved badly
   d. disobeyed his parents
   e. was sick

5. What can we learn from the story? (comprehend)
   a. It is best do everything with great efforts.
   b. it is hard to get rid of permanent bad habits.
   c. There will be many problems in human's life.
   d. Nobody can change our bad habits if we don't change them.
   e. we have to respect our parents

6. "The child failed to pull it out … " (Paragraph 2) What does the bolded word refer to? (vocabulary)
   a. Bushes
   b. A sapling
   c. A small tree
   d. A bigger tree
   e. Grass

Question 7-9

Once upon a time there was a rose who was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult he cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by it own good looks.

One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. It saw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.

7. What is the story about? (comprehend)
   a. Two different, but special plants.

b. A beautiful, but arrogant rose.
c. Two plants in a beautiful garden.
d. A beautiful rose and an ugly cactus.
e. Two beautiful plants

8. From the story, we know that the cactus was … (vocabulary)
   a. brave
   b. wise
   c. shame
   d. humble
   e. patient

9. The rose ignored other plants' advice to change its attitude because … (content)
   a. it believed it was the prettiest.
   b. it could change others to do so.
   c. it thought that it was right.
   d. it didn't trust other plant.
   e. it thought cactus was wrong

Question 10-12

Once upon a time there lived three neighbours in a beautiful village. Three of them were diligent farmers.

At one time the three neighbours were having trouble with their crops. All three fields had crops that were wilting and infested with pests. Each day they would try different ideas to help their crops. The first one tried using a scarecrow, the second used pesticides and the third built a fence on his field, all to no avail.

One day, the village head came by and called all three farmers. He gave them each a stick and asked them to break the sticks. The farmers could break them easily. He then gave them a bundle of three sticks and asked them to break it. This time, farmers struggled to break the sticks. The village head said, "Together you are stronger than when you work alone." The farmers pooled their resources and got rid of the pests in their fields.

10. What is the conflict of the story? (comprehend)
    a. The three neighbours' crops failed.
    b. Pests infested the three negihbours' fields.
    c. The village head gave the three neighbours quizes.
    d. The three neighbours' efforts to help their crops failed.
    e. Three of them were diligent farmer

11. From the text we know that the three neighbours earned money by….(content)
    a. cultivating their fields
    b. selling crops to a market
    c. collecting firewood

d. working on others' fields

e. break the sticks

12. "… all to no avail." What does it mean? (vocabulary)

a. it's better to do nothing.

b. Everything is impossible to do.

c. All the efforts done are useless.

d. There is no way out the solve the problem.

e. work alone is better

Question 13-15

"Away with you, vile insect!" said a lion angruly to a gnat that was buzzing around his head, but the Gnat was not in the least disturbed. "do you think." he said spitefully the lion, "that i am afraid of you because they call you king?" The next instant he flew at the lion and stung him sharply on the nose. Mad with rage, the lion struck fiercely at the Gnat, but only succeeded in tearing himself with his claws. Again and again the Gnat stung the Lion, who now was roaring terribly. At last, worn out with rage and covered with wounds that his own teeth and claws had made, the Lion gave up the fight. The Gnat buzzed away to tell whose world about his victory, but instead he flew straight into a spider's web. And there, he who had defeated the king of beasts came to miserable end, the prey of a little spider.

13. The text tell us about ….(comprehend)

a. a lion which is annoyed by a gnat

b. confrontation between a lion and a spider

c. a gnat which loved to sting other animals

d. a good relationship between a lion and a spider

e. a lion which is arrogant

14. Why did the lion give up hitting the gnat? (content)

a. The lion only wounded itself

b. The gnat stopped stinging the lion

c. The lion felt nothing from the sting

d. The gnat flew to bother the spider

e. The lion feels tired

15. "… but only succeeded in **tearing** himself with his claws."

The bolded word can be replaced by ….(vocabulary)

a. ripping

b. poking

c. stabbing

d. punching

e. kicking

RESEARCH INSTRUMENT
PRE-TEST

Name : Febriani   B : 6

Class : XII MIPA 3

Question 1-3

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15. "... but only succeeded in **tearing** himself with his claws."
The bolded word can be replaced by ....(vocabulary)

a. ripping

b. poking

c. stabbing

d. punching

e. kicking

APPENDIX XI:
HASIL POST-TEST NARRATIVE TEXT

POST-TEST

Name : Andini Aulia S.

Class : XII MIPA 3

Question 1-3

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest. Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children. She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing. I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

1. The story is about.... (comprehend)
   a. Two children went to school for the first time
   d. A witch who is really kind
   c. A father who begged a witch for money
   d. A stepmother who saved her children from a witch
   e. Two children saved their stepmother from a witch

2. "The witch fell into the oven and the stepmother shut the door." (Paragraph 4). The underlined word "shut" can be replaced by the word... (vocabulary)
   a. Marked
   b. Painted
   c. Opened
   d. Polished
   e. Closed

3. How did the stepmother find her children? (content)
   a. She walked into the forest
   b. She got tired and met her children
   c. She peeped through the window of the witch's cottage
   d. She fell into the cliff

e. She was pushed against the wall

Question 4-6

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

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

4. Which one of the following statements is false about Sang Prabu? (comprehend)
   a. Sang Prabu was a father of his only daughter
   b. Sang Prabu was a king of a kingdom in West Java
   c. Sang Prabu was taken to Kahyangan by a wicked fairy
   d. Sang Prabu was a wise man
   e. Sang Prabu didn't have a son

5. Why the wicked fairy did used her magic to make Raden Begawan unconscious? (content)
   a. She didn't like Raden Begawan
   b. She didn't want Raden Prabu marry the princess
   c. She wanted Teja Nirmala to forget about her wedding
   d. She didn't want the prince of Blambangan marry the princess
   e. She didn't want the prince of Blambangan feel love with her

6. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to... (vocabulary)
   a. The wicked fairy
   b. The nice fairy
   c. Princess Nirmala
   d. Prince Teja
   e. The prince of Blambangan

Question 7-9

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

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

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

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

7. Which the following fact is true about Kbo Iwo? (comprehend)
   a. Kebo Iwo ate a little amount of meat
   b. Kebo Iwo is a destroyer that cannot make anything
   c. Kebo Iwo was angry because his food was stolen by Balinese people
   d. Kebo Iwo destroyed all the house but not the temple
   e. Kebo eat food was equal for food of thousand people

8. Why did Kbo Iwo feel angry to the Balinese people? (content)
   a. Because Balinese people ate his meal
   b. Because Balinese people took his food so his barns was empty
   c. Because Balinese people didn't give him food
   d. Because Balinese people were in hunger
   e. Because Balinese people turned to rage

9. "So, they came together to plan steps to oppose this powerful giant......"(Paragraph3). The antonym of the word "oppose " is…. (vocabulary)
   a. Support
   b. Defeat
   c. Turn Against
   d. Beat
   e. Change

Question 10-15

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly. Anybody there! Bring me my tool. I will give you special present.

If you are female. I will consider you as my sister if you are male, I will marry you sunddenly 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 usying 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 afher 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 beliave 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.

10. What is the story about? (comprehend)
    a. A wrath son
    b. West java's tales

c. Tumang a Dog husband
d. The legend of Tangkuban Perahu
e. Dayang Sumbi's rejection to marry Sangkuriang

11. According to he story, Tumang was….(content)
a. actually a handsome prince
b. married to Dayang Sumbii
c. Sangkuriang pet dog
d. good at hunting deer
e. in fact Dayang Sumbi's father

12. What made Dayang Sumbi stay young? (content)
a. She set up conditions in doing things
b. A young man fall in love with her
c. She married a dog
d. She knew how to take care her body
e. God gave her an eternal beauty

13. " if you are male, I will marry you' (paragraph 2). the sentence mean that the one who helped Dayang Sumbi became her…. (vocabulary)
a. Husband
b. Maid
c. Boss
d. Son
e. King

14. What moral value can we learn from the story? (comprehend)
a. People must keep their words all the time
b. Do not make a promise to easily
c. Never be reluctant to do good things
d. We should not hate our decendants
e. Just do what we have planned

15. "He brought her the falling tool". The underline word "He" refers to……
(vocabulary)
a. Sangkuriang
b. Tumang
c. Dayang Sumbi
d. The king
e. Father

(80)

Name : Febriani

$\beta = 12$

Class : XII MIPA 3

Question 1-3

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest. Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children. She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing. I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

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   a. Two children went to school for the first time
   d. A witch who is really kind
   c. A father who begged a witch for money
   (d) A stepmother who saved her children from a witch
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Question 4-6

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

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

4. Which one of the following statements is false about Sang Prabu? (comprehend)
   a. Sang Prabu was a father of his only daughter
   b. Sang Prabu was a king of a kingdom in West Java
   c. Sang Prabu was taken to Kahyangan by a wicked fairy
   d. Sang Prabu was a wise man
   e. Sang Prabu didn't have a son

5. Why the wicked fairy did used her magic to make Raden Begawan unconscious? (content)
   a. She didn't like Raden Begawan
   b. She didn't want Raden Prabu marry the princess
   c. She wanted Teja Nirmala to forget about her wedding
   d. She didn't want the prince of Blambangan marry the princess
   e. She didn't want the prince of Blambangan feel love with her

6. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to... (vocabulary)
   a. The wicked fairy
   b. The nice fairy
   c. Princess Nirmala
   d. Prince Teja
   e. The prince of Blambangan

Question 7-9

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

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

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

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

7. Which the following fact is true about Kbo Iwo? (comprehend)
a. Kebo Iwo ate a little amount of meat
b. Kebo Iwo is a destroyer that cannot make anything
c. Kebo Iwo was angry because his food was stolen by Balinese people
d. Kebo Iwo destroyed all the house but not the temple
e. Kebo eat food was equal for food of thousand people

8. Why did Kbo Iwo feel angry to the Balinese people? (content)
a. Because Balinese people ate his meal
b. Because Balinese people took his food so his barns was empty
c. Because Balinese people didn't give him food
d. Because Balinese people were in hunger
e. Because Balinese people turned to rage

9. "So, they came together to plan steps to oppose this powerful giant……"(Paragraph3).
The antonym of the word "oppose " is…. (vocabulary)
a. Support
b. Defeat
c. Turn Against
d. Beat
e. Change

Question 10-15

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly. Anybody there! Bring me my tool. I will give you special present.

If you are female. I will consider you as my sister if you are male, I will marry you sunddenly 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 usying 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 afher 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 beliave 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.

X. What is the story about? (comprehend)
   a. A wrath son
   ⓑ West java's tales

c. Tumang a Dog husband
d. The legend of Tangkuban Perahu
e. Dayang Sumbi's rejection to marry Sangkuriang

11. According to he story, Tumang was….(content)
    a. actually a handsome prince
    b. married to Dayang Sumbii
    c. Sangkuriang pet dog
    d. good at hunting deer
    e. in fact Dayang Sumbi's father

12. What made Dayang Sumbi stay young? (content)
    a. She set up conditions in doing things
    b. A young man fall in love with her
    c. She married a dog
    d. She knew how to take care her body
    e. God gave her an eternal beauty

13. " if you are male, I will marry you' (paragraph 2). the sentence mean that the one who helped Dayang Sumbi became her…. (vocabulary)
    a. Husband
    b. Maid
    c. Boss
    d. Son
    e. King

14. What moral value can we learn from the story? (comprehend)
    a. People must keep their words all the time
    b. Do not make a promise to easily
    c. Never be reluctant to do good things
    d. We should not hate our decendants
    e. Just do what we have planned

15. "He brought her the falling tool". The underline word "He" refers to……
(vocabulary)
    a. Sangkuriang
    b. Tumang
    c. Dayang Sumbi
    d. The king
    e. Father

APPENDIX XII:
DOCUMENTATION

TREATMENT I, INTRODUCTION AND PRE-TEST

TREATMENT II

TREATMENT III

TREATMENT IV AND POST-TEST

CURRICULUM VITAE

Sulfikar, was born on 20th february 2000 in East Luwu. His father's name is Sapareng and his mother's name is Indo Amang. He lives at Jl. Bandeng 2 , Angkona, East Luwu. He started his study in Elementary School (MI Al-Falah DDI Angkona) in 2006 and he graduated in 2012. After that, he continued his study at MTS Al-Falah DDI Angkona in 2012 and graduated in 2015. Then, he continued her study at SMAN 6 East Luwu, graduating in 2018. After that, in 2018, he continued his study at the State Islamic Institute (IAIN) of Palopo and took English Language Education Study Program. He finished his study in 2023. At the end of his study at the State Islamic Institute (IAIN) of Palopo, He wrote a thesis entitled "The Effectiveness of Story Cards Media To Improve Students` Reading Skills At MAN Palopo."