INCREASING READING COMPREHENSION BY USING ENGLISH NOVEL BOOK APPLICATION FOR THE 8th GRADE STUDENTS AT SMPN 8 PALOPO

A Thesis

Proposed by:

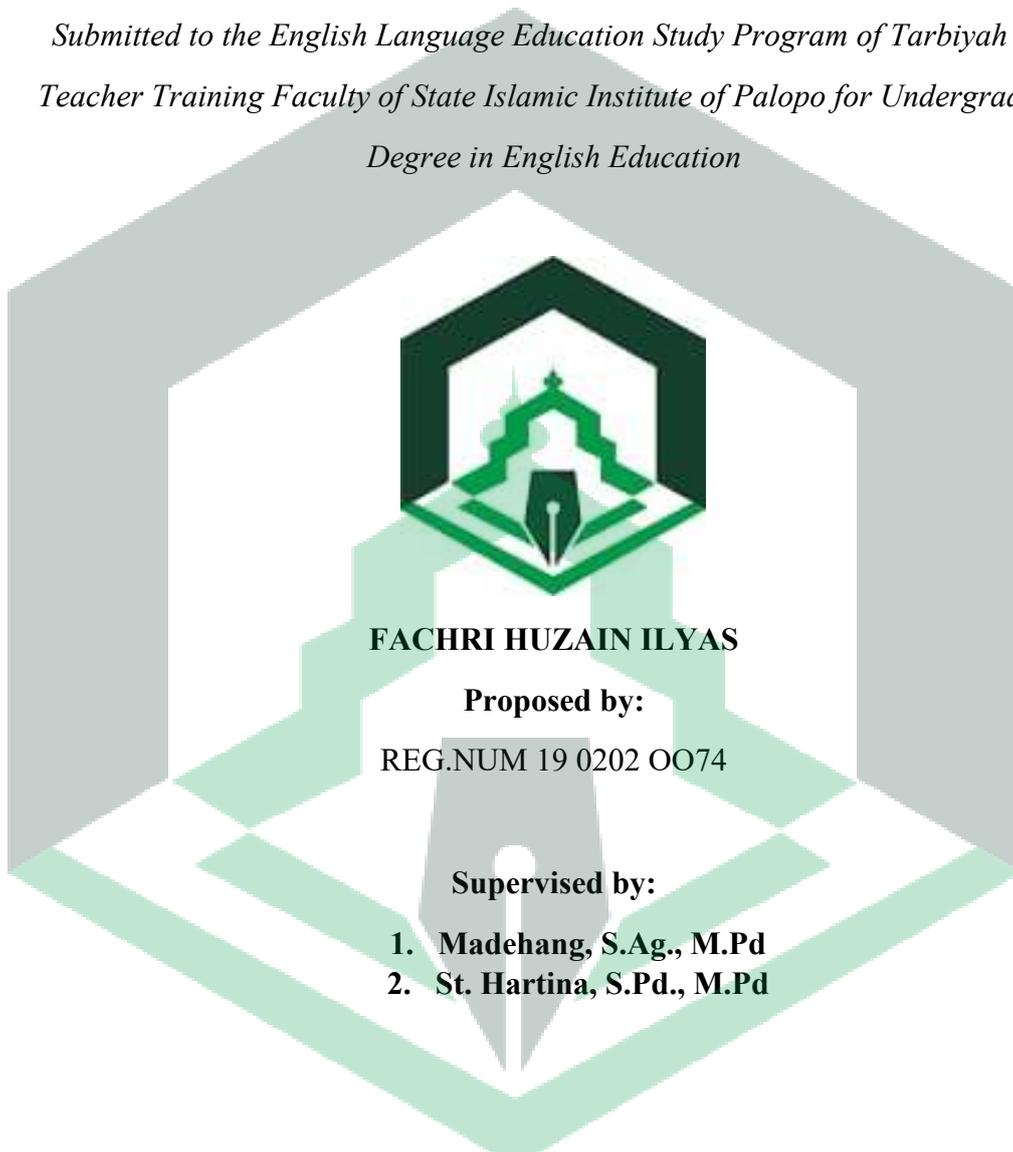**FACHRI HUZAIN ILYAS**

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REG.NUM 19 0202 OO74

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

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A Thesis

Submitted to the English Language Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree in English Education

FACHRI HUZAIN ILYAS

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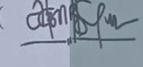1. **Madehang, S.Ag., M.Pd**
2. **St. Hartina, S.Pd., M.Pd**

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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STATE ISLAMIC INSTITUTE OF PALOPO
2023

THESIS APPROVAL

This thesis entitled "Increasing Reading Comprehension by Using English Novel Book Application at the 8th Grade Students of SMPN 8 Palopo", which is written by Fachri Huzain Ilyas, Reg. Num 1902020074, English Language Education Study Program, Education and Teacher Training Faculty, State Islamic Institute of Palopo, and has been examined and defended in Munaqasyah session which is carried out on Wednesday, August 10th 2023 coincided with Muharram 29th 1445 H. It is authorized and acceptable as fulfillment for the undergraduate degree in English Language Education Study Program (S. Pd).

Palopo, August 10th 2023

COMMITTEE OF EXAMINATION

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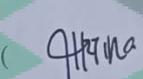
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STATEMENT OF AUTHENTICITY

I, who undersigned below:

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Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of others that I acknowledge as my own work or thought.

2. All parts of this thesis are my own works except the citations whose original sources have been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for the act, then the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 10 August 2023
Regards,

Fachri Huzain Ilyas
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ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيْم

Praise and gratitude the author pray to Allah SWT, the Almighty God, the Most Gracious and Merciful, because of the grace and guidance the researcher was able to complete this thesis. The thesis entitles "Increasing reading comprehension by using English Novel Book application for the 8th grade students at SMPN 8 Palopo''. The researcher realizes that the support and encouragement from many parties are very important for the researcher in the preparation of this thesis. Therefore, the researcher would like to thank:

1. Prof. Dr. Abdul Pirol, M.Ag, as the Chancellor of the Palopo State Islamic Institute.
2. Dr. Nurdin Kaso, M.Pd as dean of the Faculty of Tarbiyah and Teacher Training
3. Amalia Yahya, S.E, M.Hum, as the head of the English education Study Program, who always give encouragement,
   motivation, explanations, corrections, guidance, suggestions, and kindness during the research.
4. Muhammad Iksan, S.Pd.,M.Pd as academic advisers, thank you very much for providing explanations, guidance, suggestions, and kindness during the research.
5. Madehang, S.Ag.,M.Pd. as the first examiner and Hartina, S.Pd.., M.Pd as the second examiner thank you very much for providing explanations, corrections, guidance, suggestions, and kindness during the research.
6. All lecturers of IAIN Palopo, especially lecturers of the English language education study program, thank you for their knowledge, motivation, and

guidance. And also for the staff.

7. The principal of SMP Negeri 8 Palopo and the staff have given

    permission and assistance during the research process.

8. To my beloved parents, Ilyas and Hamsinah, my brothers and sister are who

    always give the researcher support, blessing, financial, to finish my thesis.

The author admits that this thesis is still not perfect so the author will accept

suggestions and input from readers for its improvement. Finally, the researcher

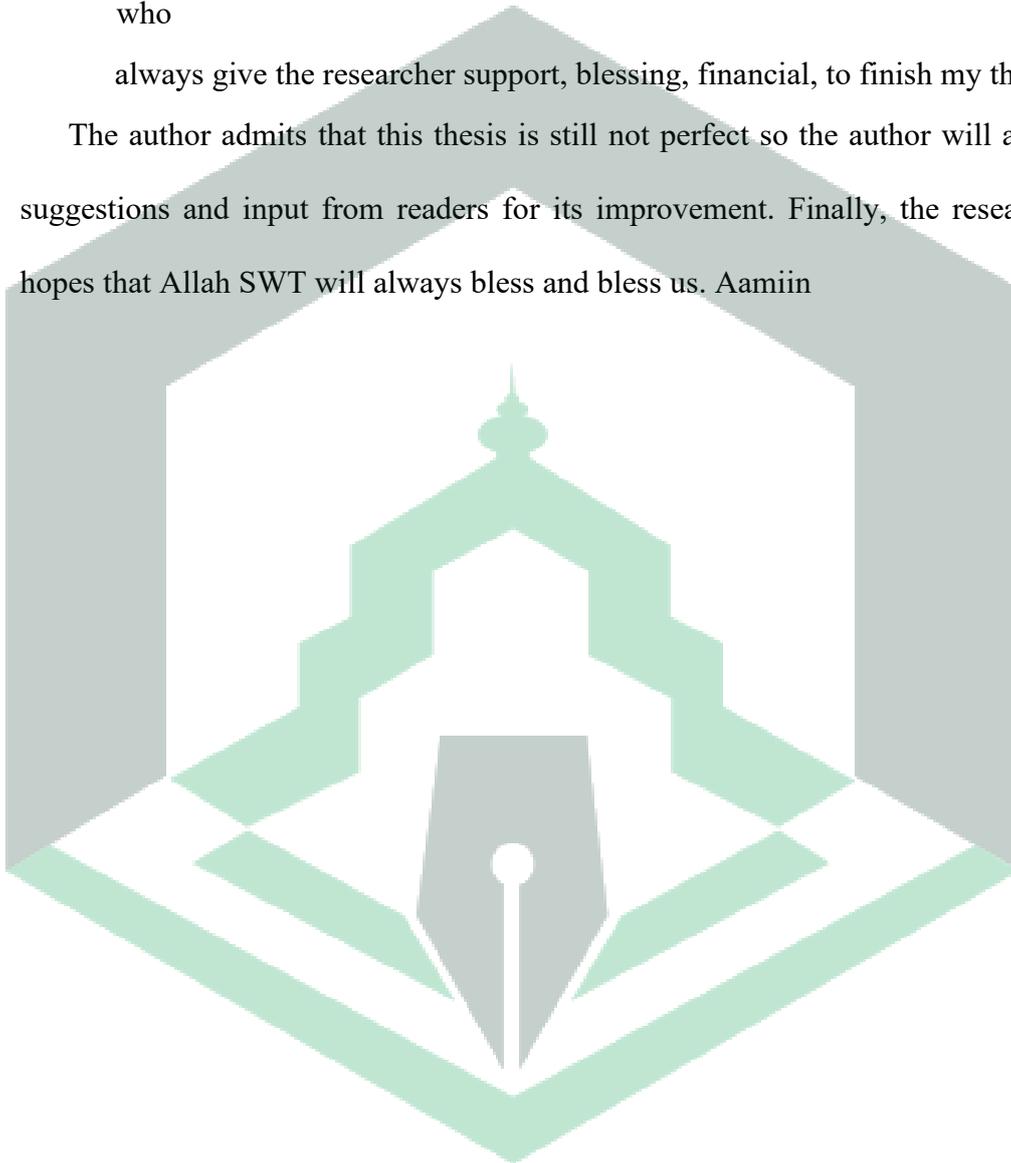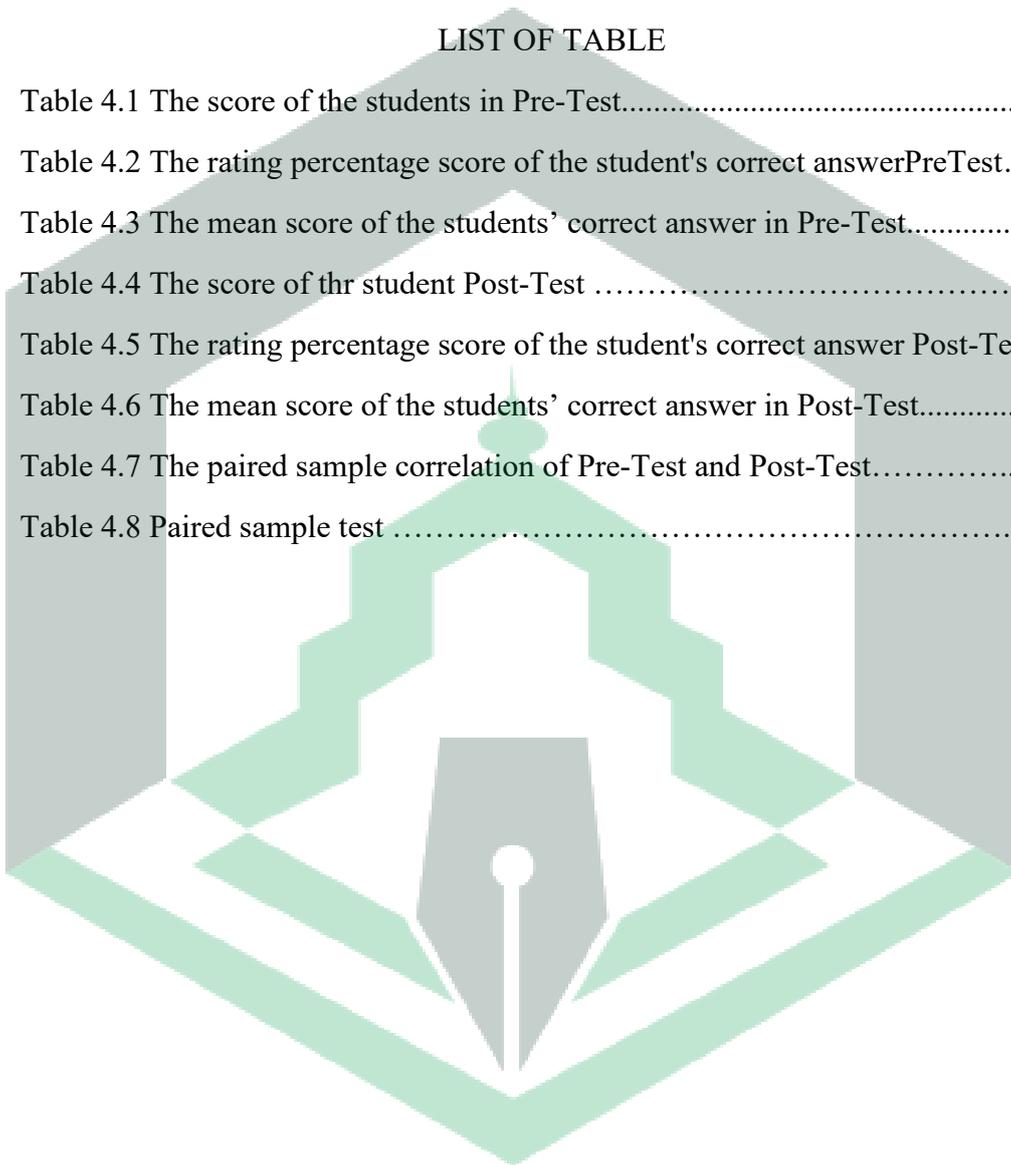hopes that Allah SWT will always bless and bless us. Aamiin

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ABSTRACT

Fachri Huzain Ilyas, 2023. "Increasing reading comprehension by using English Novel Book application for the 8th grade students at SMPN 8 Palopo". **A thesis of the English Department Study ptogramFaculty of Tharbiyah And And Teacher Trainning State of Palopo.**

This research attempted to determine the students' improvement in learning reading skills using the Increasing reading comprehension by using English Novel Book application for the 8th grade students at SMPN 8 Palopo. This research applied pre-experimental research. The population of this research is the students eight grade of SMP Negeri 8 Palopo, and the research used random sampling, which was taken the sample was 20 students. The researcher gave the students pre-test and post-test, which was used to measure and evaluate the pre-test and post-test outcomes. The study gathered data by 20 items is a pre-test and post-test formulated in reading test items. Pre-test and post-test data were firstly tabulated and analyzed in percentage. The data we reanalyzed by using SPSS22. The research showed that the Wattpad strategy effectively improved students reading skills. The result means score in the pre-test was lower than the mean score in the post-test(78.00<86.50). The research concludes that the use of the Wattpad strategy is effective in improving students reading skills. Keywords: Wattpad Strategy, Reading Skills, pre-experimental design.

CHAPTER I
INTRODUCTION

1. Background

Reading is an activity students use to get information from reading books. Even reading to make sense of the information even reading is what a student does for a purpose. It is a strategy for getting information from books, magazines, and newspapers and for studying science and technology. By reading, students can improve their vocabulary, grammar, Comprehension, and some aspects that support them[1] Many benefits can come from reading, such as improving brain performance, increasing knowledge, and sharpening memory. Experts agree that reading is important and has an excellent effect on humans. It can expand vocabulary and communication[2] skills that can help us better interact with others. Not only that, reading is an effective way to improve memory and improve focus. Reading is a must for all to acquire new information or science, Allah SWT said in QS. Al-'alaq verses 1-5

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَّ ١ خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍ ٢ اِقْرَأْ وَرَبُّكَ الْاَكْرَمُّ ٣

Meaning:الَّذِيْ عَلَّمَ بِالْقَلَمِ ٤ عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمّْ ٥

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[1] *Sigit Vebrianto Susilo, 'Cooperative Learning Make a Match Dalam Pembelajaran Reading Comprehension Di Kelas IV Sekolah Dasar', Jurnal Cakrawala Pendas, 1.1 (2015), 266409.*

[2] Frei,k., D.D., Fhan, S *'Increasing user experience and thrust in automated vehicles via an embient light display'* 2018.

1) Read (call) the name of God who created you; 2) He created man with blood. 3) Read, the Lord is Mahamulia, 4) He taught (man) with a pen, 5) He taught people unknown.

Understanding reading comprehension is essential to being one of the students' successes in learning and understanding all the disciplines that they learn so well. One of the aspects that language teachers pay attention to when teaching the aspect of written and printed languages is the domain task with which the students have the best understanding of the content of the reading [3] greater part of their ability to read. If their reading skills are poor, they are like to fail in their study or at least they had difficulties in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their studying. It is one of the basic skills for acquiring knowledge. According to PISA 2018 data, Indonesian students rank fifth last in Reading ability. Several factors can determine reading comprehension success, including reading habits. The research objective was to determine the relationship between students' reading habits and reading comprehension skills[4]

Based on the preliminary observation in SMPN 8 Palopo, the students found some difficulty in reading. Therefore, In reading skills, students often find some problems. The problem that is often found is difficulty understanding a

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[3] *Aguswan Khotibul Umam, 'Pentingnya Memahami Sikap Terhadap Membaca Pada Siswa Dalam Pembelajaran Bahasa', English Education: Jurnal Tadris Bahasa Inggris, 5.1 (2013), 79–99.*

[4] *Agustina Ramadhianti and Mesagus Muhammad Sesar Aby Putra, 'Increasing Students' Reading Comprehension through Students' Reading Habit', KIBAR 2020: Proceedings of the 1st Konferensi Internasional Berbahasa Indonesia Universitas Indraprasta PGRI, KIBAR 2020, 28 October 2020, Jakarta, Indonesia, 2022, 215.*

reading, identifying the main idea of a sentence; summarizing the contents of a reading; another reason is the lack of student motivation so students' reading interest is very minimal. The researcher found that problem through interviews with teachers need to select strategies that can improve students' ability to understand the text they are reading. They tend to have difficulty remembering the fundamental ideas of the text they read. Reading is a boring thing for students. Since the reading text is generally used in both semesters and national examinations, in almost every period of daily activity, students need to improve their reading ability. There are some factors that lead students to lack an understanding of reading, and that cause will continue if each day is not repeated with an understanding of reading or not altered in a more interesting way, as with the major factors of difficulty understanding English, students lack awareness, lack of media or learning tools especially since according to the student English is a foreign language.

Based on the problem statement, the above researchers will use the English Novel Book application to improve the students' reading understanding. Through this application, students are expected to develop their knowledge, skills, and confidence. The most important to use an english novel book is to with the ability to read the students' reading and interest in the era of technology and how to teach other students. English novel book application is a platform as well as an online community that attends to greet the literalist in Indonesia. In the face of technology-intensive developments, novels still have their own value, and many societies prefer to read novels. Data analysis of possible causes indicated that

students needed to improve their reading comprehension due to the lack of application of reading strategies. The assessment and teaching teams reported the difficulty students had in translating reading strategies into factual subjects[5]

Based on the background above, the researcher is interested in using English novel book to increase reading comprehension. Thus the researchers concluded the research entitled **"Increasing Reading Comprehension By Using English Novel Book application For The 8th Grade Students At SMP Negeri 8 Palopo."**

2. Problem Statement

Based on the problem statement, the researcher formulated the research question as follows:

1) Does the use of the English Novel Book application increase the students' reading Comprehension at the 8th grade of SMPN 8 Palopo?

2) How are the students' perceptions toward the use English Novel Book application?

3. The objective of the research

The main objective of this research in teaching reading comprehension was to find out, as followed:

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[5] *Nicole Pesa and Sarah Somers, 'Improving Reading Comprehension through Application and Transfer of Reading Strategies.', Online Submission, 2007.*

1) To find out whether the use of the English Novel Book application increases the students' reading Comprehension at the 8th grade of SMPN 8 Palopo.

2) To find out the students' perception How is the students' perception toward the use English Novel Book application.

4. Significance of Research

1. Theoretically

This study is expected to contribute positively to teaching English theory on how to teach English using English Novel Book applications, especially in teaching reading comprehension.

2. Practically

The general practical significance of this research is increasing the quality of the English language using the English Novel Book application. In particular, the expected benefits are as follows:

a. For Students

By using the English Novel Book application, students expected to be more interested and motivated to learn English to get a positive effect or their English achievement

b. For Teachers

In particular, the outcomes of this inquiries report are looked forward to facilitating them in enriching the English learners.

c. For Schools

The researcher will contribute of the schools themselves in order to improve the quality of english learning.

d. For Researchers

his research is expected to motivate further researchers to conduct more research in the future and can be a source for their research

5. Scope of Research

The scope of research focuses on using English text book application to increase reading comprehension.
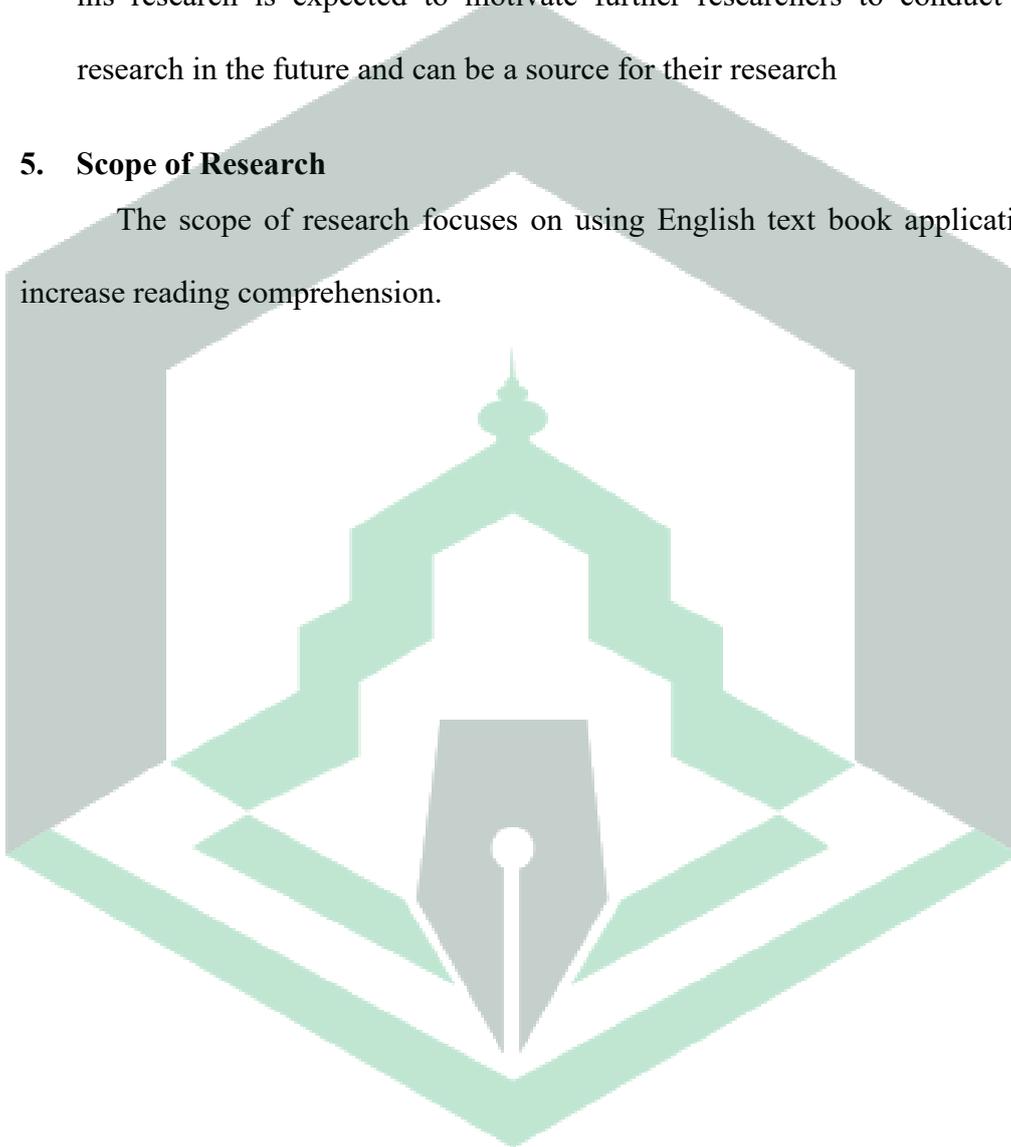
CHAPTER II

REVIEW OF RELATED LITERATURE

6. Previous Related Study

There is some previous research which is relevant toward this research, here as follow:

Uthumporn Kennedy (2020) published an article entitled "*Effect of the Scaffolded Reading Experience Using a Graphic Novel on the English Reading Comprehension and Reading Motivation of Thai EFL Students*." The results showed that SRE for graphic novels statistically significantly improved students' reading comprehension and Reading motivation. The students' diaries also showed that students who showed significant improvements in reading comprehension seemed to develop intrinsic motivation to read.[6] The differences are it used a graphic novel while this reaserch used a digital novel. This research has similarity in focus of the resaserch is Reading comprehension.

Aswir (2021) published an article entitled "*Improving Students' Reading Skill Using The Little Prince Novel*." The results of the pre-test and post-test were calculated using SPSS 22. The significance is equal to 0.00 with a significant level a = 0.05 (2-tailed). Since the score is 0.00 <a (0.05), H, was accepted and Ho

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[6] *Uthumporn Kennedy and Sumalee Chinokul, 'Effect of the Scaffolded Reading Experience Using a Graphic Novel on the English Reading Comprehension and Reading Motivation of Thai EFL Students', LEARN Journal: Language Education and Acquisition Research Network, 13.2 (2020), 158–75.*

was rejected. It was found that substantial students' outcomes were seen, and an improvement in the value of Reading skill assessment was shown, which meant that the Novel could enhance the leamers' reading ability.[7] Aswir's research used the printed Novel of the little princess, while this research used a digital Novel. This research has similarities in using novel learning media.

Indah Lestari (2022)) published a thesis entitled "*The use of Wattpad strategy to improve students' reading skill at SMAN 3 Luwu Utara*". The result means score on the pre-test was lower than the mean score on the post-test(40.60-53.80.). The research concludes that the use of the Wattpad strategy is effective in improving students' reading skills.[8] This research has similarities in using digital Novels. The difference is the types of teaching media.

Jun-Ming Chen (2010) published an article entitled *"A Novel Approach for Enhancing Student Reading Comprehension and Assisting Teacher Assessment of Literacy*." The result of this study shows a significant improvement in reading scores among participants in our tag-based system, and survey feedback from teachers suggests an improved capacity for literacy assessment[9]. The differences

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[7] *Aswir Aswir, Muhamad Sofian Hadi, and Nurul Laily, 'Improving Students' Reading Skill Using The Little Prince Novel', Ethical Lingua: Journal of Language Teaching and Literature, 8.1 (2021), 99–109.*

[8] *Indah Lestari 'the use of wattpad trategy to improve students reading skill at SMAN 3 Luwu Utara', the' (INSTITUT AGAMA ISLAM NEGERI PALOPO, 2022).*

[9] *Jun-Ming Chen, Meng-Chang Chen, and Yeali S Sun, 'A Novel Approach for Enhancing Student Reading Comprehension and Assisting Teacher Assessment of Literacy', Computers & Education, 55.3 (2010), 1367–82.*

are it used a graphic novel, while this research used a digital novel. This research has similarities using Novel learning media.

April Arthur (2007) published an article entitled *"Exploring the Use of Graphic Novels in the Classroom: Does Exposure to Non-Traditional Texts Increase the Reading Comprehension Skills and Motivation of Low-Functioning Adolescent Readers?".* Results indicate that there was not a significant improvement in students' reading comprehension scores as measured by selected subtests from the WIAT-II. The majority of the participants did show slight improvements in their reading comprehension scores as measured by the number of correct responses on AIMSWeb maze probes. However, the participants also showed an increase in the number of incorrect items on the AIMSWeb maze probes, and for most of the participants, there was a decrease in oral reading scores from pre- to post-testing.[10] The differences are the types of teaching media. This research has similarity focus on reading comprehension.

7. Theoretical Review

1. The Concept of Reading Comprehension

a. Definition of reading comprehension

Reading comprehension means understanding what you read. Active thinking depends not only on the student's understanding but also on his experience and previous knowledge. According to Brown, Reading

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[10] *April Arthur Lamanno, Exploring the Use of Graphic Novels in the Classroom: Does Exposure to Non-Traditional Texts Increase the Reading Comprehension Skills and Motivation of Low-Functioning Adolescent Readers? (The Pennsylvania State University, 2007).*

Comprehension is an interactive process between the text and the reader's existing knowledge. The skills and process of Comprehension can be taught at a particular level, and within a given text, students can master the application of that process at that level. However, as the amount of material and type of text varies, so does the process. Reading is the activity of acquiring and understanding information.[11]

According to Arsyad and Buhari, Comprehension is an important factor in good reading because perfect Comprehension is almost equivalent to memorizing the material. Furthermore, the level of Comprehension is measured more by understanding the main ideas expressed in the reading. Therefore, Comprehension should be flexible and adaptable to the type of material read and the purpose of the reading.[12] They also indicated that there are techniques for making reading material memorable. Read more first. Second, learn to read the main idea. Third, challenge your understanding, Fourth, budget the time. Fifth, pacing yourself; sixth, developing the habit of immediate concentration.

From the above concepts, the researchers concluded that reading comprehension is a multi-process because, in reading comprehension, readers are not just reading the text but looking for a path between what they currently know and what they already know. Organized paths know must. This means they are able to access information to understand the content.

 b. Strategy in Reading Comprehension

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[11] Brown. 1994. Definition of reading. Accesed on November(2014)

[12] Arsyad Azhar, 'Bukhari, English for Students of Islamic Studies' (Ujungpandang: AMA Press, 1993).

Good reading strategies help you to read in a very efficient way, using them your aim to get the maximum benefit from your reading with the minimum effort. According to Moreillon, Reading comprehension strategies is a medium that can help students to read the text.[13] It means if students find it difficult to read the text, these strategies can help them read the text more easily. Duffy explains three strategies for reading comprehension, including teaching them to read aloud, teaching them to read in class, and teaching them to read after class.[14]

1) Before Reading

In this strategy, the students set the purpose before they read the text. Setting the purpose in the beginning, will make students more motivated and comprehend since they know what kind of information that must be found. There are three steps to do before the reading activity, which are: prior knowledge about the purpose of the reading, prior Knowledge about the topic, and prior Knowledge about the type of text.

2) During Reading

The second strategy is to read as you read. When students encounter problems in reading, they can use strategies while reading. As you read, the following steps are important. The first is that students find some unfamiliar words without asking them to look them up in the dictionary and guess the meaning of the word by looking at the words before and after the new word. Then, if the student does not

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[13] *Judi Moreillon, Collaborative Stategies for Teaching Reading Comprehension (American Library Association, 2007).*

[14] *Gerald G Duffy, Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies (Guilford Press, 2009).*

know the conjunction used, whether to show an additional idea, further, further, a contrasting idea, on the contrary, on the other hand, at the same time, or a conclusion, it can be concluded that the overall conclusion is that the student just continues Read and find another clue in the next sentence. In the end, the problem is sometimes losing focus on why the material was read in the first place, causing students to pause and reconsider how the reading material should be used. When the students find those problems, the students just focus on reading, and avoiding that can be an obstacle.

c. Post/After Reading

After reading, students are prompted to focus on demonstrating their understanding and connecting their new knowledge to their prior knowledge. (Karen) It is to connect the pre, middle, and post-processes of reading activities in series to help students understand the text and students actively participate in the reading.

Brown mentions ten strategies of reading comprehension, each of which can be practically applied to classroom techniques.

1) Identify the purpose of reading. Efficient reading consists of clearly identifying the purpose of reading something. By doing so, we know what we &... looking for us potential distraction information.

2. Use graph rules and patterns to aid in bottom-up decoding. This strategy is good for beginning-level learners.
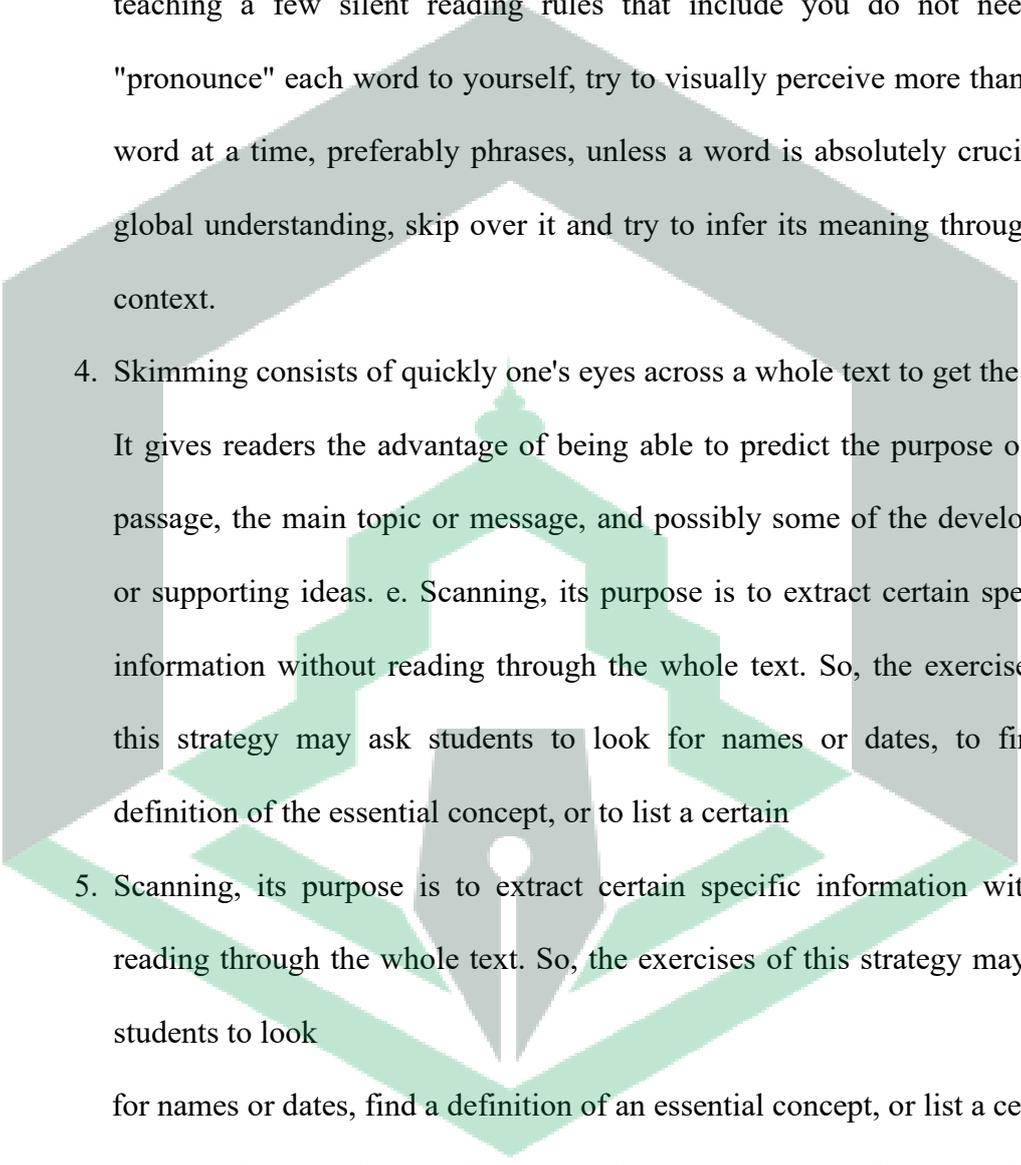
3. Use efficient reading for relatively rapid Comprehension. This strategy is good for intermediate to advanced level students because they need not be speed readers, but you can be helped them to increase efficiency by teaching a few silent reading rules that include you do not need to "pronounce" each word to yourself, try to visually perceive more than one word at a time, preferably phrases, unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning through its context.

4. Skimming consists of quickly one's eyes across a whole text to get the gist. It gives readers the advantage of being able to predict the purpose of the passage, the main topic or message, and possibly some of the developing or supporting ideas. e. Scanning, its purpose is to extract certain specific information without reading through the whole text. So, the exercises of this strategy may ask students to look for names or dates, to find a definition of the essential concept, or to list a certain

5. Scanning, its purpose is to extract certain specific information without reading through the whole text. So, the exercises of this strategy may ask students to look

for names or dates, find a definition of an essential concept, or list a certain number of supporting details. In vacation or general English, scanning is important in dealing with general like schedules, manuals, forms, etc.

6. Semantic mapping or clustering helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they

make for a productive group work technique as students collectively induce order and hierarchy to passages.

7. Guessing, in this strategy, learners can use guessing to their advantage to guess the meaning of the word, a grammatical relationship, a discourse relationship, a cultural reference, and the content of the message.

8. Vocabulary analysis means that when the learners do not know immediately recognize a word in the passage. One way for them to make guessing is to analyze it in terms of what they know about it.

9. Distinguishing between literal and implied meanings requires the application of sophisticated top-down processing skills.

10. Capitalizing on discourse makers to process relationships, this strategy is good for learners of intermediate proficiency levels.

Based on the above strategy, this strategy can be recognized while watching. Comprehension helps students read and reconnect with them. The knowledge contributes to the application of strategies for teaching reading comprehension Strategies for teachers themselves to make it easier for students to understand the reading.

a. Reading ad Part of English Basic Skill

Reading consists of decoding written text on one side and processing efficiently obtained information on the other hand. Recent research shows that reading is basically the process from the bottom to the top, of which the

authenticate recognition is "basic reading smoothly; this allows the skilled readers to easily read and without effort, quickly passing the material[15]

Reading is a basic life skill. It is a cornerstone for a child's success in school and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost. Despite its importance, reading is one of the most challenging areas in the education system[16]

b. Important of Reading Towards ELT

The main subjects studied by students specializing in English, four language skills (Listening. Speaking, Reading, and Writing), Introduction to Linguistics, Levels of Linguistic Analysis, Major Branches of Linguistics, Introduction to Literature, Introduction to Teaching Methods and Theories and Practices in Translation[17]

Lack of hobby reading students in reading books, students are more interested in reading on social media and reading messages through messaging apps, which, as we know, the language used is non-formal language. The next cause is reading which is still less disciplined. The reading activities at school are only done at the time of teaching and learning activities. Ability to read students

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[15] Glenn Ole Hellekjær, 'Reading: From a Forgotten to a Basic Skill', Språk Og Språkundervisning, 2.2007 (2007), 23–26.

[16] Hülya Küçükoğlu, 'Improving Reading Skills through Effective Reading Strategies', Procedia-Social and Behavioral Sciences, 70 (2013), 709–14.

[17] Mustafa Mubarak Pathan, 'Advantages of Using Short-Stories in ELT Classroom and the Libyan EFL Learners' Perceptions towards Them for Developing Reading Comprehension Skill.', Arab World English Journal, 4.1 (2013).

and lack of reading habits. The smooth reading of students and difficulties in understanding the meaning contained in the reading. The lack of student reading habits consists of not taking the time to read, reading on other commands, rarely visiting the library to read books, and have not had an insertion to find the required reading material[18]

c.   Challenges and Strategies for Reading Class

The challenge of reading in the English class is theory and lack of practice methods to ensure the best provision to listen to the English class.

There is five challenge in Reading comprehension as follow:

1) Recorded Materials Quality

Teachers sometimes use text from the Internet or books in their reading sessions. Quality can bring great impact on learners reading.

2) Difference in Culture

Giving tasks without introducing the background can be hard for learners in their Reading activities. Some teachers may accidentally apply different cultural materials.

3) Accent

Accent is important in Reading comprehension as learners may found various accents during their lessons. It can be indicated the difference between a leamer that focuses on American Accent rather than British Accent.

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[18] *Meilani Harfika Sari, Dian Eka Chandra Wardhana, and Dewi Kusumaningsih, 'Understanding the Level of Students' Reading Comprehension Ability', 2020.*

4) Unknown Vocabularies

Understanding vocabularies can be a bit difficult for learners that have never listen or even seen a certain vocabularies. It must be

paid attention to use any vocabularies appropriately.

5) Speed and Duration Reading

Learners with skilled reading can absorb much information during their Reading session. This is also applied on lower level reader as they tend to achieve only small information in their reading comprehension.

There are some simple strategies that can be used for reading to understanding as it follow:

1.Full attention

Focuses on Reading sources is very important because information is not clear during the reading process. It is unable to possibly that every learning has a different way in obtaining information from the reading process.

2. Notes

Records can help in the accuracy of how learners really understand the sound language. It can also help learners to better understand the meaning of deeper than any sound than general general.

3. Dictionary

When learners find more new vocabulary, they need to understand the meaning of every vocabulary so that the information is completely accurate. Dictionaries can be used to help this statement, it is very important for learners to always have a dictionary.

4. Summarizing

In the end of every learning process, an important summary because it contains the important parts of information that can help learners understand the sound they have heard.

5. Guessing

Guesses like trying to think about which information is correct or wrong from the sound. This can help learners to evaluate their mistakes during their information collection in the listening process.

1. **The concept of a Novel**

a. Definition of Novel

The Novel is from a novella's Italian, which is in German. They're called novellas and novels in English, and this is what came in later Indonesia. Literally, a novella means a small new item, which Then it's interpreted as a short prose story novel is a relatively long work of narrative fiction, normally written in prose form, and which is typically published as a book. A novel is a collection of many ideas, stories, characters, and fantasies bound together with the writer's imagination to become a novel. A fictional prose narrative of considerable length typically has a plot that is unfolded by the actions, speech, and thoughts of the characters. There are two additional things to keep in mind about Novel versus fiction. While several novels are fiction, they do not necessarily have to be fiction to be novels. For one, short stories are shorter than novels. Technically a short story is anywhere between 1,000 to 20,000 words. If your story is less than 1,000 words, it would be considered flash fiction, which, by the way, is a growing

market. John Richetti traces the shifting subject matter of the Novel, discussing scandalous and amatory fiction criminal narratives of the early part of the century, the more disciplined, realistic, and didactic strain that appears in the 1740s and 1750's novels promoting new ideas about the nature of domestic life. [19]

The Novel is a genre of fiction, and fiction may be defined as the art or craft of contriving, through the written word, representations of human life that instruct or divert or both.[20]

b. The structure of the Novel

The novel elements contained in the Novel are divided into internal elements and uncertain external elements. Intrinsic uncertainty is the uncertainty that constructs the Novel and exists directly in it. External insecurities are insecurities outside of the Novel and have nothing to do with the Novel.

1) Theme is a main idea of a novel. The subject of a novel can deal with any problem in human life, such as emotion, despair, power, etc.

2) Encroachment is a way for novels to describe and develop the characters in the story. When describing the character of a character, the author can directly refer to it as the image of body and behavior, environment, manners, and disposition, as well as through the portrayal of another character.

3) Flow Grooves are the series of events that make up the storyline. Divided into two advanced grooves, when events move gradually according to

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[19] *John Richetti, The English Novel in History 1700-1780 (Routledge, 2003).*

[20] *Christopher W Thurley, 'Anthony Burgess, Obscenity, and America', Resources for American Literary Study, 43.1–2 (2021), 130–60.*

chronological order, Progressive backgrounds occur due to the occurrence of directly related events.

4) Language styles include: Anthropomorphism, that is, a language style that describes dead things by providing a human application of a simile; that is, a language style that describes through a fluid hyperbola, that is, over-describing something in order to over-influence the story.

5) Background / Setting Background is the place, time, and atmosphere of the story experienced by the characters in the Novel. For example, at the edge of the forest, in a village, at a certain time, in ancient times, at dusk at the same time.

6) The point of view is the way the author places the author and also how the author's first events in the story are described.

7) Commission is the information contained in the Novel. A commission in a well-preserved novel, so in order to obtain the commission, the reader must read the Novel to the end.

c. Clasification of Novel

Classification of kinds of novel novels can be classified into several types, among others as follows:

1) Based on the real or unreal fashion of incense novel is a novel type of Novel or no incident in the world. This Novel is a fictional work of an author. For example, Harry Potter, The Hobbit, etc. Non-fiction novels are novel types of real stories and can be scientifically proven. Example of lumbar rainbow

2) Based on the rules of a romantic novel story, it is the type of Novel that describes the love and love of human intercourse. An example is when love is

awkward, Harlequin, etc. Noro horror / creepy type novels that tell a scary story. An example of a burning empty novel is a mystery, type novel that tells the story of mystery and detective. Example of Agratha Christie and Sherlock Novels comedy novels, type of novels that tell about comedy and things that smell. Examples of margin shirts are male goats. Inspirational Novel type of Novel containing inspirational stories. A trade is a five-tower

3) Based on the contents and figure of the teen-lit Novel, the Novel contains the love of teen love. An example of a chillickit novel is dealova, a novel type that tells the story of a young woman with various problems. For example, Miss Jutek Novel, Songlit, the type of Novel is authorized by the story of an adult novel song, the novel type that tells about an adult story.

d. The difficult level of Novel

Based on the levels of Novel the Novel has two levels, as follows:

1) Easy/light

By this level, novels are easy to read, have few pages the metaphors and hyperbola are not high, so the reader is easy to understand. The novel light is a light novel; the light Novel to date has earned 25,000 readers. A light Novel is a novel made based on a demographic target, especially school-aged children.[21]

2) Hard

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[21] Satria (2017) 'Pe*ngertian dan perbedaan Novel, Webnovel (WN) dan light novel(LN)'* (https://www.blogbiasa.com/2017/04/pengertian-dan-perbedaan-novel-webnovel.html)

By this level, novels are quite heavy to read, very many pages, and have many uses of hikayat and metaphors high enough so that readers are hard to understand the contents of the novels. The ability to understand concepts in the Novel can certainly represent the Competence to understand literature at elevated levels.[22]

e. Using Novel as teaching Media.

1.English Novel Book Application as a Teaching Media Platform

There is no mistake that using a certain platform or application in teaching can help the learning process. Many multimedia for teaching have been created throughout time; as of today, students are much more interested in digital media. This includes English Novel Book Applications that can be used as digital media for the teachers' learning process.

Irpan Ali Rahman, Iwan (2019) As time, the number of literary works that enter the internet network is increasing the number. The media functions as a means to include learning objectives. The information contained in the media should be able to involve students, both in mind or in the form of real activity, so learning can occur. Wattpad platforms media helps students as literary readers in

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[22] Firdiansyah, F. (2022). '*Kesulitan-Kesulitan Mahasiswa dalam Memahami Novel Inggris*': Suatu Kajian. Jurnal Ilmiah Universitas Batanghari Jambi, 22(1), 591-596.

transferring the contents of literary works to their readers to obtain a more meaningful learning process because it is rich in moral and social values[23]

2.English Novel Book Application in Reading Class

Teaching media is essential in learning sessions, as it helps teachers to achieve the best result in the process. Today, digital application teaching media has been created in order to follow the evolution of technology.

Asking for an English Novel Book application as part of new technology in reading social media may be difficult due to a lack of interest in reading books, but it can bring breakthroughs to the reading class session online. It also states that the Storial application becomes part of a multimedia tool that can create skilled learners, including learning speech in English.

3. English Text Book Application

d. Definition of English textbook application

English Text Book is a storytelling platform and community for reading and writing online present to greet lovers of Indonesia. Digital or electronic novels have become a more effective medium of information, as they are easier to produce and distribute. The format of a digital novel makes it possible to send this type of book at no cost. A digital novel is the same as a conventional book, a learning medium.

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[23] *I A Rahman and I Iwan, 'Blending Wattpad Platform and English Prose Course in Industrial Revolution Era 4.0. English Language in Focus (ELIF), 2 (1), 25–32', 2019.*

e. The Procedure for English Text Book Application

To get started on using for English Text Book application, students and teachers have to download the application as follows:

1) First, visit the official English Novel Book website or Google Playstore.

2) For computer users, click on the "Download" and it will automatically start downloading the program installer.

3) After installer, we can open English Novel Book application and start to search for servers or even create a new one.

f. Advantages and disadvantages of English Novel Book Application

The some adventages of English Novel Book application as follow:

1) Free but provided premium features

2) Easy use

3) Interactive (readers and writers could communicate)

4) The coin system for the top up

5) Anyone can be a reader

6) Receptacle for budding authors

7) Easy way to publish a script

8) Not available on ios (probably in the process)

For the main view, there is a slide that is sometimes difficult to control

Less books and more fiction on novels. Textbooks and religion are enough

Loading is still heavy.

8. Concetual Framework

From these definitions it can be seen that reading comprehension is related to the activity of understanding information gleaned from printed texts And combined with the reader's existing knowledge. There are several factors affects students' reading comprehension. Student background, students' vocabulary mastery and students' ability to memorize knowledge they memory.

Finally, the study examines whether the use of English fiction can be improved students' reading ability. This study describes this conceptual framework the following research builds on previous statements:

Reading Class

Uing English Novel Book application

The improvement of study reading comprehension

Advantages of Novel for reading comprehension:

1. Student will be increse vocabulary
2. Student will be increse brain connectivity
3. Students will be improve communication skill
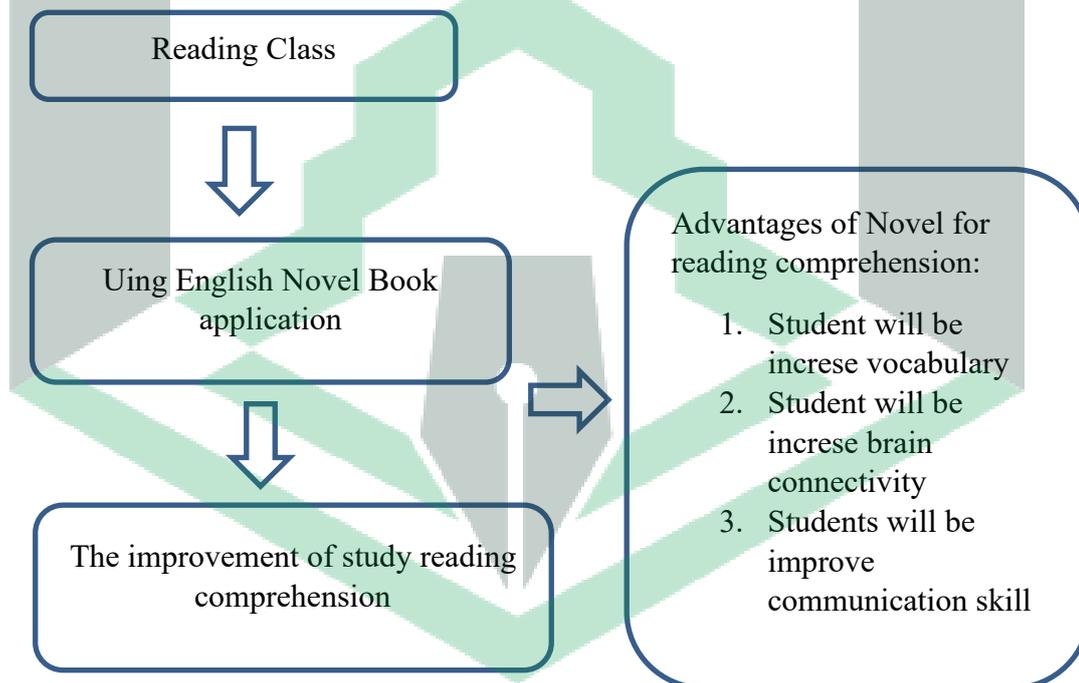
D. Hypothesis

This research has concluded two hypotheses which as followed:

1. Ho = English Novel Book application can be implemented for the 8th grade students in SMPN 8 Palopo

2. H₁=English Novel Book application cannot be implemented for the 8th grade students in SMPN 8 Palopo.

E. Criteria Hypotesis

1. If the significance value is t <0.05, then Ho is rejected, meaning that there is a significant influence between one independent variable and the dependent variable.

2. If the significance value of t > 0.05, then Ho is accepted, meaning that there is no significant effect between one independent variable on the dependent variable.

CHAPTER III

METHOD OF REAERCH

A. Reaserch Method

This research was using experimental research methods. This study aims to determine the result of a given treatment. Experiments are used as a method in collecting data to achieve the fact. This Experimental Research is a type of research method that discusses about any or not a test results on research subjects through controlled investigations. The experimental group was given pre-test, treatment, and post-test.

Pre-test	Trearment	Post-test
X_1	O	X_2

Notes : X_1 : Pretest

      O   : Treatment

      X_2 : Post-test

B. Time and Location of the research

1. Time of the research

This research was conducted from April until May 2023.

2. Location of the research

This research was conducted at SMPN 8 Palopo, Jl. Agatis, Balandai, Bara , Palopo, South Sulawesi

C. Variabel of the reaserch

This research involves two variables, are independent variable and the dependent variable:

1. The independent variable is the Application of the English Novel

English Novel Book applications is a storytelling platform and community for reading and writing online present to greet lovers of Indonesia. Digital or electronic novels have become a more effective medium of information, as they are easier to produce and distribute. The format of a digital novel makes it possible to send this type of book at no cost. A digital novel is the same as a conventional book, a learning medium.

2. The dependent variable is Reading comprehension

Reading comprehension is a process that is both done and employed by the reader to get the message which the writer wants to convey through the medium of the written word/language.

D. Population & Sample

a. Population

The population is all of the research on the subject. In this study, the researcher chose 7 class = 210 students from SMPN 8 Palopo as a population of 1 class with 30 students.

b. Sample

The sample is taken by using random sampling. In this study, researcher took 1 class as a sample in class VIII , which amounted 30 students. The

researcher took 30 students as the sample chosen because the students in each class are homogeneous the student ability of each class are same.

E. Instrument of the Research

There was two instruments that this research will use, here as follow:

1. Reading test

Reading tests was used to measure reading comprehension. It was go into pre-test and post-test, which consists of 25 questions related to the reading test. Before using applications through reading lessons, pre-tests was use specific tasks based on Reading Text. Post-test was conduct after treatment by giving the students a job related to the story in the English Novel Book application.

2. Questionaire

To achieve the reaction and interest of the sample, it is necessary to add evidence and facts to the study. The questionnaires was contain five questions about their learning process in the English text book application and five questions about comparing the English text book learning processes with other applications to summarize the research.

F. Procedure of Data Collection

To achieve the results of this study, the data was collected in the procedures as follows:

1. Pre-test

The pre-test was conducted in an offline class before treatment. There are 25 questions based on the reading test which devided into 20 multiple choice questions and five the short answer questions.

2. Treatment

Treatment was conducted in four meetings that include meetings as follow:

a. Opening Activity

1) The teacher opened the lesson by greeting, asking how they were doing, and taking attendance.

2) The teacher asks questions to guide students' thinking into the topic, like "Have you ever read a novel? What novel do you like to read?"b.

Whilst Activity

1) The teacher explains the purpose of today's lesson

2) The teacher explains to students about the reading comprehension

3) The teacher would to introduce the digital Novel application namely English Text Book application

4) The teacher direct the students to download an Englih Novel Book application

5) The teacher gives some examples to students about how to use the English Novel Book aplication

6) Teacher provides a reading text from the novel application and the student read the read text

7) After reading the text the teacher give the worksheet to the student

8) The students do the worksheet based on the reading text in the Application

9) The teacher and students check the answer of the students together

10) The teacher evaluates the students' work and provides feedback about the material.

c. Closing Activity

1) The teacher concludes the material and gives motivation to the students.

2) The teachers and students close the meeting by praying and greeting.

The topic for each meeting:

First meeting   : A little princes

Second meeting : The tale of Tom kitten

Third Meeting   : The tale of puddle-duck

Four meeting   : A Girl from limberlost

3. Post-test

The post-test will be conducted in an offline class after treatment. There are 25 questions based on the reading test. Which consists of 20 multiple choice questions and five short answer questions.

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G. **Technique of Data Analysis**

The first is to analyze the pre-test and post-tets scores raw data. Each correct answer multiple choice from pre-test and post-test was given 1, wrong answers get 0 and the esay answer from pre-test and post-test was conditional on answer. The raw data was converted into a set of scores of 100, using the formula of the students' correct answers is divided with number total of questions and multiplied by 100. The converted score was turn into values. Test or score was classified as follows:

Scoring the Students' Answers

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test item}} \times 100$$

1. 81 – 100 (Excellent)

2. 61 – 80 (Good)

3. 41 – 60 (Fair)

4. 21 – 40 (Poor)

5. 1 – 20 (Bad)
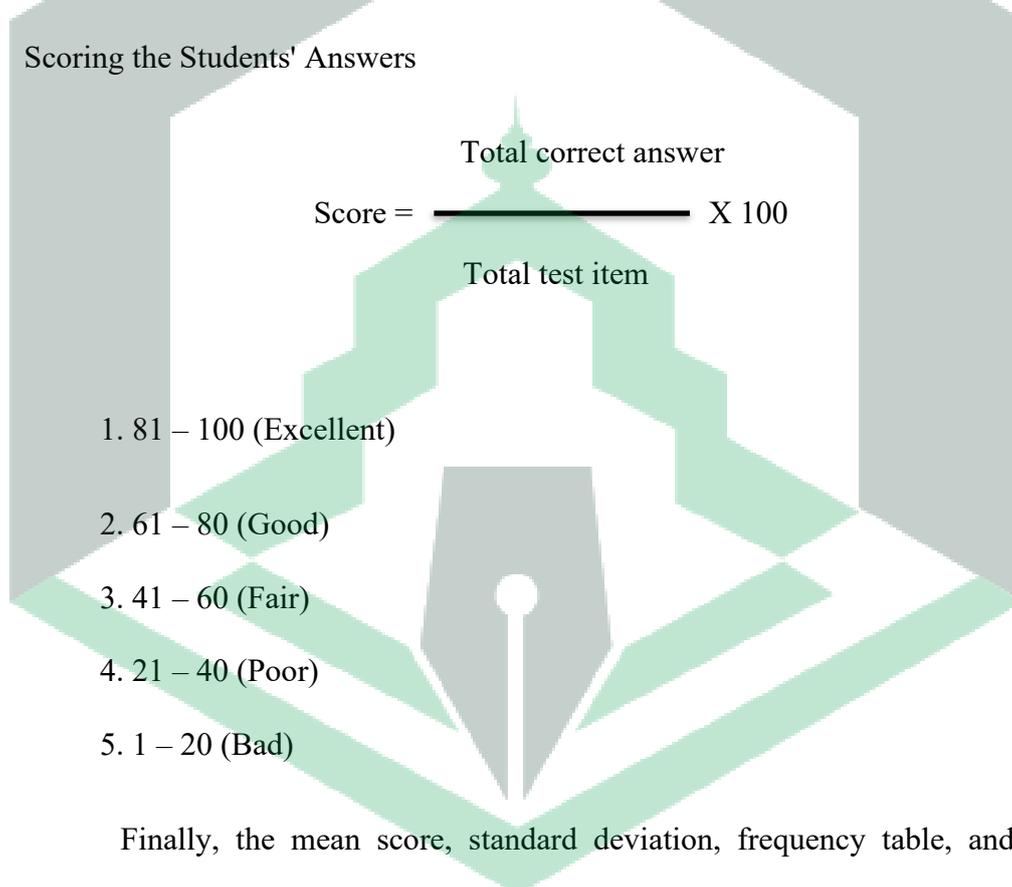
Finally, the mean score, standard deviation, frequency table, and tests between pre-test and post-test achievements by using the SPSS Statistics program to evaluate the score.

Tabe 01.Classifying the score of the students for multiple choice test into the following criteria.

No	Score	Correct	Classification
1	81-100	17-20	Excellent
2	61-80	13-16	Good
3	41-60	9-12	Fair
4	21-40	5-8	Poor
5	0-20	0-4	Bad

Tabel 02. Scoring Rubric for short answer question.

No	Aspects	Score
1	The answer is correct, and the sentence is constructed with good grammar and appropriate vocabulary.	20
2	The answer is correct, the sentence is constructed by making a little mistake in grammar, but it does not influence the meaning.	15
3	The answer is correct, the sentence is constructed by making a few mistakes in both grammar and vocabulary, but they do not influence the meaning.	10
4	The answer is correct, the sentence is constructed by making a few mistakes in both grammar and vocabulary, but they influence the meaning.	5
5	The answer is wrong.	0

CHAPTER VI

FINDINGS AND DISCUSSION

A.   Findings

1.   The analysis of the students' reading skills score in pre-test and post test.

The section included students' total score in reading skills, the mean score and standard deviation of students, and the percentage rate of students' reading skills score in the pre-test by using SPSS 22, the analysis populates the tables with data and computes the score. The study then revealed the students'total pre-test reading skills score. Table 4.1 indicates the tabulation of student's scores in the pre-test as followed:

Table 4.1 The score of the students in pre-test

Respondent	Correct Answer	Score
R1	6	60
R2	5	50
R3	7	70
R4	7	70
R5	7	70
R6	7	70
R7	7	70

R8	**8**	**80**
R9	**8**	**80**
R10	**8**	**80**
R11	**8**	**80**
R12	**8**	**80**
R13	**8**	**80**
R14	**8**	**80**
R15	**9**	**90**
R16	**9**	**90**
R17	**9**	**90**
R18	**9**	**90**
R19	**9**	**90**
R20	**9**	**90**

Table 4.1 shows the score of the students in pre-test. The lowest score is 50 and the highest score 90. There are one student got 50, one student got 60, five students got 70. In addition, there are seven students got 80 and six students achieve 90. it can concluded that the most students get 80.

Furthermore the researcher also writes the frequency and percentage correct answer in pre-test The informatioan was provided in the from of table 4.2 as followed:

Table 4.2 The rating percentage score of the student's correct answer in pre-test

NO	Classificaton	Score	Frequency	Percentage
1	Excellent	81-100	6	30%
2	Good	61-80	12	60%
3	Fair	41-60	2	10%
4	Poor	21-40	-	0%
5	`Bad	0-20	-	0%
			20	100%

It was reported that none of the students (0%) got poor or bad. Also that two students (10%) got fair, twelve students (60%) got good, and the last six students (30%)got excellent.

After calculating the percentage and frequency, researcher then calculated the mean score of the pre-test students using the SPSS 22. The result are summarize in table 4.3 the mean score of students as followed:

Table 4.3 The mean score of students' correct answer in pre-test

Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviaton
Post-Test	20	50	90	78.00	11.050
Valid N	20				

(listwise)					

Table 4.3 displays the mean of students' correct answer in pre-test. It explains that the highest score is 90, and the lowest is 50. From the table above, the mean score is 78.00 with standard deviation is 11.050. the mean score (78.00) is caegorized as good.

b). Post Test

The researcher presented the students' total score in reading skills, the mean score and standard deviation of the students, and the rate percentage of students' reading skills score in the Post-Test. The information was presented in tables 4.4, and the score was computed by using SPSS 22. In the Post-Test, the researcher then presented the students' overall reading skills score. Table 4.4 shows the tabulation of students' Post-Test scores.

Table 4.4 The score of students' in post-test.

Respondent	Correct Anscwer	Score
R1	8	80
R2	8	80
R3	8	80
R4	8	80
R5	8	80
Rc6	8	80

R7	8	80
R8	9	90
R9	9	90
10	9	90
11	9	90
12	9	90
13	9	90
14	9	90
15	9	90
16	9	90
17	9	90
18	9	90
19	9	90
20	9	90

Table 4.4 shows the score of students' in post-test. The lowest score is 80 and the highest score 90; there are seven student got 80, thirteen student got 90. It can concluded that the most students get 90.

Futhermore the researcher also wrote the frequency and percentage. The informatioan was provided in the from of table 4.5 as followed:

Table 4.5 The rating percentage score of the students' correct answer in post-test

Classification	Score	Frequency	Percentage
Excellent	81-100	13	60%
Good	61-80	7	40%
Fair	41-60	-	0%
Poor	21-40	-	0%
Bad	0-20	-	0%
		20	100%

It was reported that none of the students (0%) got poor, bad and fair how even seven students (40%) got good, and the last thirteen students (60%)got excellent.

After calculate the percentage and frequency, researcher then calculated the mean score of the pre-test students by using SPSS 22. The result are summarize in table 4.6 the mean score of students as followed:

Table 4.6 The mean score of students' correct answer in post-test

Descriptive Statistics					
	N	Minimumn	Maximum	Mean	Sdt. Deviation
Post-Test	20	80	90	86.50	4.894
Valid N (istwise)	20				

Table 4.6 displays the mean score of students' correct answer in post-test. It explains that the highest score is 90, and the lowest is 80. From the table above avarage score is 86.50 and standard deviation is 4.894. The mean score is 86.50

with standard deviation is 4.894. the mean score (86.50) is caegorized as excellent.

The mean score of pre-test is 78.00 with standard devisiation is 11.050 while the mean score of post-test is 86.50 with standard devisiation 4.894. It indicated that the mean score of post-test is higher than the pre-test. The result show that the English Novel Book application is effective to increse students reading comprehension.

The study used analysis and measurement with SPSS 22 to determine whether the pre-test and post-test was significantly different and the acceptability of the research hypothesis.The outcome could be presented in the form of a table of paired sample statistics and correlation.there is a paired sample test. The knowledge is provided in the table as follow:

Table 4.7 The paired sample statistic of pre-test and post-test

Paired Samples Statistic		Mean	N	Std. Devation	Std. Error Mean
Pair 1	Pre-Test	78.00	20	11.050	2.471
	Post-Test	86.50	20	4.894	1.094

Paired Samples Correlation		N	Correlation	Sig
Pair 1	Pretest & Posttest	20	.837	.000

Table 4.7 displays the correlation score of per-test and post-test is 0.837. According to cohen correlation if the score is 0,50–1,0 is show that the two variable are strong. The significant score is 0,000>0,5 which indicated that the is in addition a significant impact of the use Novel Book application in student reading comprehension. The result can be concluded that the English Novel Book application can increse significant in students reading comprehension.

2. The T-Test Value of Students' Reading Skills

Furthermore the researcher also wrote t-test. The information was provided in the table 4.8 as followed:

Table4.8 The paired sample correlation of pre-test and post-test

Paired Sample Test									
		Paired Difference							
		Mean	Std Devition.	Std. Error Mean	95% Confidance interfal of difference		T	Df	Sig. (2 tailed)
					Lower	Upper			
Pair 1	Pretest – Posttest	-8,500	7,542	1,666	-11,987	-5,013	5.101	19	000

Table 4.8 displays the paired sample correlation of pre-test and post-test. detailed test results of the t-test sample indicate a significant number between the pre-test and the post-test is in addition significant value (2-tailed) p= 0,000, <

0.05. Zero hypotheses (ho) and this research were rejected and the alterative hypotheses (ha) were accepted where there was a notable difference between the two tests. The result can be concluded that the English Novel Book application can improve students reading comprehension

3. Hypothesis Testing

The researcher concluded that with the help of the English Novel Book application process, there had been a substantial difference between the pre-test and post-test in increasing students' reading comprehension. Based on statistical analysis at the 0,05, the degree of independence and the extent of significance (df) = N – 1, where (N) = 10 and (df) = 9. (0,000 < 0,05) is expected to have more lace values. It was determined that an alternative hypothesis, H1 agrees, and hypothesis H0 was not received, implying that teaching reading Skills using the English Novel Book application successfully increases students' reading comprehension.

B. Discussions

This study discusses increasing reading students' understanding using the English Novel Book Application. Researchers chose reading understanding to be learned because reading understanding is a major foundation in English learning, so reading understanding is very important. However, reading understanding rarely concerns English learning in schools, especially at the junior high level. Usually, students are given only the material from the book to smooth their reading.

According to the researcher, this is ineffective because it will make students bored. Therefore, teacher creativity is indispensable to enrich the understanding of students. One of them by using various learning media, such as the English Novel Book Application. Researchers chose English Novel Book Application as a learning media to enrich the understanding of reading because it has an interesting and non-monotonous look, usually accompanied by pictures and interesting stories, so students are not bored and can fortify their reading understanding in a fun way.

The object of research in this study is the students of class VIII SMPN 8 Palopo who have an average English capability to low. Based on the research that has been done, researchers found that the English Novel Book Application is very effective in improving the ability to read the students reading. Before the researcher did research, the researchers performed observation first. Researchers found that students have difficulty learning English because the level of understanding of their reading is still low, and their interest in learning English weakly. Therefore, researchers offer a reading understanding using the English Novel Book Application Learning model learning to understand is a planned model to help students in the learning process, store information about the study materials received by students during the learning process, help students to understand the material matter to the lesson, and also when combined with the English Novel Book Application. English Novel Book Application can improve the understanding of students' reading because English Novel Book application is a learning medium that can stimulate students to express their ideas.

In addition, using the English Novel Book Application of English learning, especially reading understanding, can take place in a fun way so that students can focus and enjoy learning, making it easier for them to capture lessons and understand the material. In the English Technology Novel Book Application, the teacher must adjust the material submitted to the students. At the beginning of the meeting, the meeting explained how to download English Novel Book Application through mobile phones, and researchers explain how to use the application.

Then researchers provide some questions provided by researchers along with some readings that have been provided from the English Novel Book Application. But at the first meeting, students still did not understand the material given when given pre-test but when the second meeting and three students begin to understand because the explanation of treatment was very clear. After all, there were tips to understand the contents of the reading easily. Then on, the research treatment gives again about the matter and reading on the students, and there is an increase from the previous day. Then the last meeting of the study gave again the post-test on the students, and a more significant increase in students was seen from drastic differences between the pre-test and his post-test. Can be seen as follows

The researcher discovered that teaching reading skills to students using the English Novel Book application is effective. The pre-test score[24] of the students has a standard deviation of 78.00, and the standard deviation of their post-test score is 4.894. The standard deviation before the pre-test is 11.050, and the post-test standard. It means that by using the English Novel Book application for teaching reading comprehension, the ability of students to read would increase. Indicating a significant difference between the pre-test and post-test results.

[25]There are some results. There are some results this research uses the English Ncovel Bcook application in teaching reading skills, where several previous research found the same results. As for the previous research, namely by:

It is in line with Fachri huzain ilyas which found the use of English Novel Book application effective to increase reading comprehension. Also the reaserch Ni Wayan Dilla Anggraina found the use of Wattpad application effective to improve student

It is in line with Fachri huzain ilyas which found the use of English Novel Book application effective to increase reading comprehension. Also the reaserch Isti Rokha found the use of Wattpad application effective to improve student reading comprehension

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[24]   *Ni Wayan Dilla Anggrarina "The Effect of jigsaw technique on Students reading Comprehension by using Application Combined with Quizizz" universitas pendidikan ganesha.(2019)*

[25]   *Rukun, I. R. (2019). Using Wattpad application to improve the recount text writing skill of the tenth graders of sma n 3 Temanggung in the school year of 2018/2019. Journal of Research on Applied Linguistics, Language, and Language Teaching, 2(1), 52-57.*

Based on the previous studies, this research is in line with using the same method, but the two studies above use different skills to improve their abilities in their respective fields. So the researcher took the same method and improved various skills, namely students reading ability using the English Novel Book application. The student's mean score on the pre-test is 78.00, and the student's mean score on the post-test this 86.50. So, H0 hypothesis was unaccepted, and automatically H1 hypothesis was accepted. Besides, in the pre-test, some students could not determine the main idea in reading a passage. Meanwhile, in the post-test, the students can find out the main reading meant using wattpad srategy to teach English, especially to find an interesting main idea.
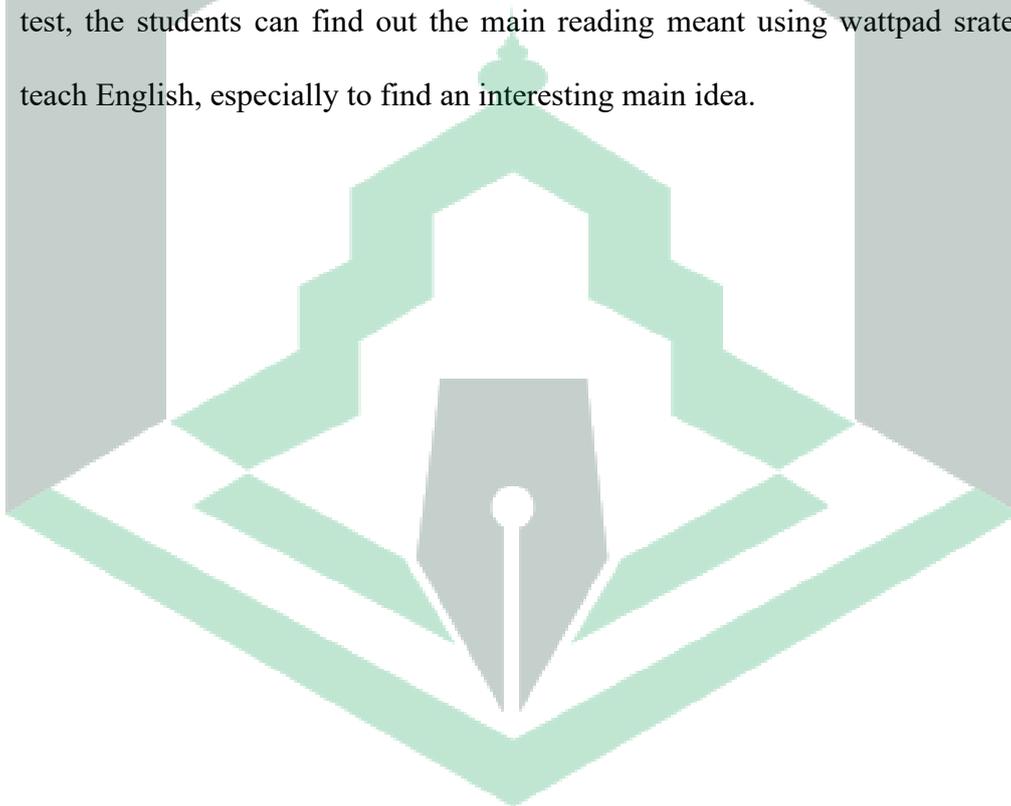
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on this research it can be concluded that the use of English Novel Book application is effective to increase students reading comprehension fot the 8th grade students at SMPN 8 Palopo. This report can show the relationship between the student's pre- and post-test mean scores. The mean score of the students was 78.00. In the post-test, the mean score of students was 86.50. So that, the Ho hypothesis was unaccepted, and automatically H, the hypothesis was accepted. Therefore it can be concluded that using English Novel Book application reading comprehension.

B. Suggestion

After finding the results of the study, the researcher would like to propose some suggestions as follow:

1. For students, learning by using English Novel Book application reading comprehension. Therefore English Novel Book application can continue to be developed and applied in other subjects to improve student learning outcomes.

2. For teachers, learning English Novel Book application in reading could be a learning strategy to help students improve their reading comprehension in reading subjects.

3. The researcher is more active in developing the process learning activities and strategy of other learning, which is, of course, by the concept or the to be taught to get better results.

4. English Novel Book application requires teachers to be more motivated to understand the contents of the reading well

5. English Novel Book application will be more effective if the teacher guides every hat students must pass. In other words, the teacher leads the activities idents while learning using the English Novel Book application.

Finally, the researcher realized some flaws in this thesis and that it was far. I hope for a critique and constructive feedback to help me perfect research and hope that this study will be helpful to readers. I hope to use various methods for better education and more d visual technology if you want.

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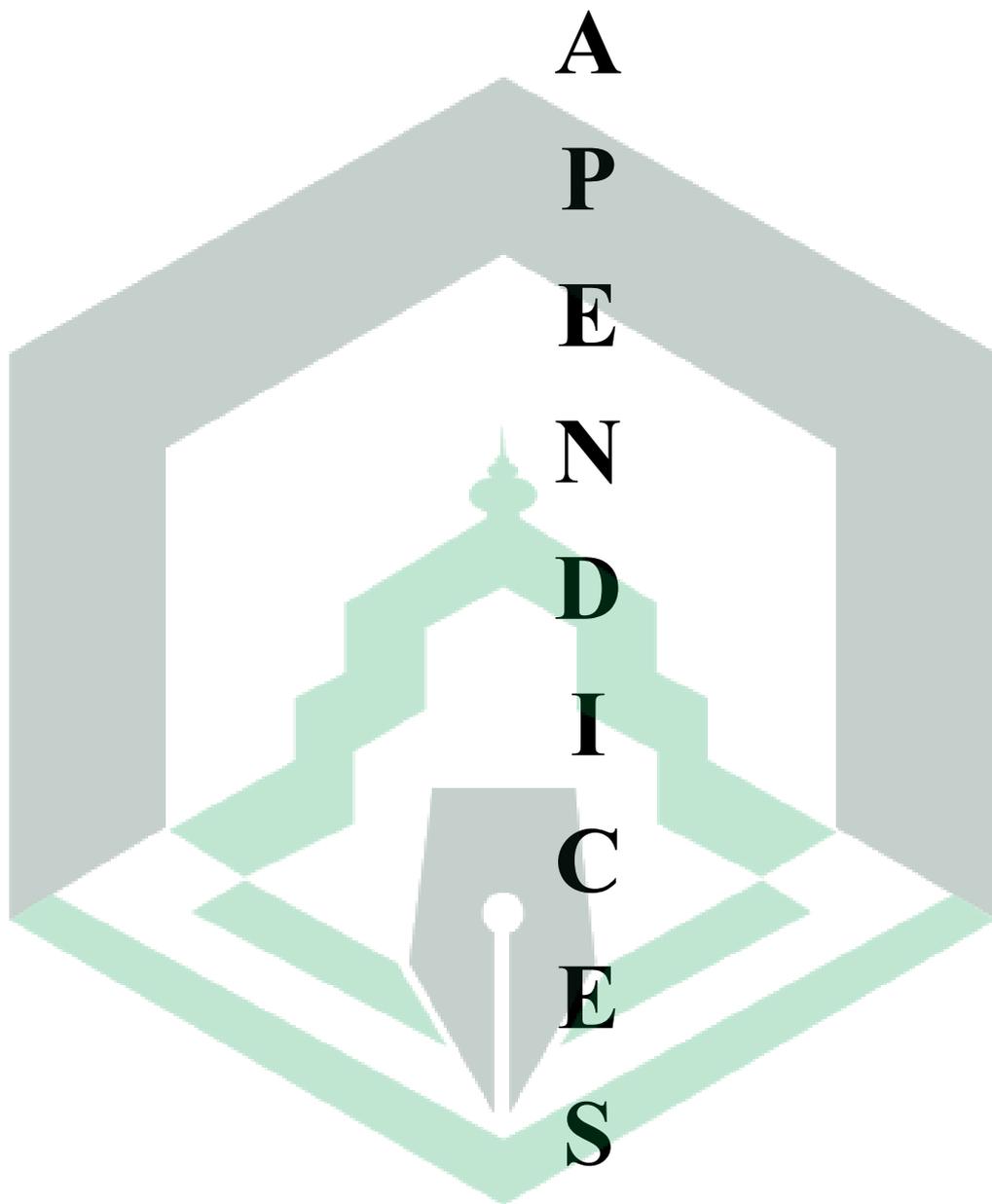
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMP Negeri 8 Palopo

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII / Genap

Tema   : Novel

Materi   : A LITTLE PRINCESS

Alokasi Waktu   : 2x30 menit

2. **Kompetensi Inti**
   KI3   : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedura, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
   KI4   : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri,bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

3. **Kompetensi Dasar**
   KD 3.3   : Membandingkan fungsi pemahaman membaca, dan unsur kebahsaan beberapa teks naratif dan tulisan dengan memberi dan meminta informasi terkait, membaca novel, pendek, dan sederhana, sesuai dengan konteks penggunaannya.
   KD 4.3   : Menangkap makna secara kontekstual terkait tujuan teks yang di baca dan unsur kebahasaan pemahaman membaca.

1. **Indikator Pencapaian Kompetensi**

   3.3.1   Mengedintifikasi terhadap teks yang sudah di baca, dan unsur kebahasaan teks naratif

             terkait dengan teks bacaan yang tersedia.

   3.3.2   Membedakan fungsi sosial, pemahaman membaca, dan unsur kebahasaan teks naratif terkait dengan teks bacaan yang tersedia.

   4.3.1   Mengidentifikasi tujuan dari teks yang sudah di baca.

2. **Tujuan Pembelajaran**
    Dengan disajikan sebuah text siswa mampi menjawab soal dengan benar

Kegiatan Awal 15 Menit	A. Guru membuka pelajaran dengan mengucapkan salam, menyapa siswa, menanyakan kabar, dan melakukan absensi B. Guru mengajukan beberapa pertanyaan untuk membimbing pemikiran siswa ke dalam topik, seperti "pernahkah kamu membaca novel".
Kegiatan Inti 30 menit	A. Guru menjelaskan tujuan pembelajaran hari ini. B. Guru memberikan penjelasan kepada siswa tentang pemahaman membaca. C. Guru memperkenalkan aplikasi novel digital. D. Guru mengarahkan siswa untuk mendownload aplikasi novel digital ini. E. Guru memberikan contoh bagaimana cara menggunakan aplikasi novel digital ini. F. Guru menyediakan teks bacaan dari aplikasi novel digital ini dan siswa membacanya. G. Setelah membaca teks, guru memberikan tugas kepada siswa. H. Guru dan siswa mengecek jawaban bersama. I. Guru memberikan evaluasi kepada siswa.
Kegiatan Penutup 5 Menit	1. Guru menyimpulkan materi dan memberikan motivasi kepada siswa. 2. Guru dan siswa menutup pertemuan dengan berdoa dan mengucapkan salam.

(RPP)

Nama Sekolah : SMP Negeri 8 Palopo

Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / Genap
Tema	: Novel
Materi	: A Little Tom kitten
Alokasi Waktu	: 2x30 menit

1. Kompetensi Inti

KI3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedura, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri,bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

2. Kompetensi Dasar

KD 3.3 : Membandingkan fungsi pemahaman membaca, dan unsur kebahsaan beberapa teks naratif dan tulisan dengan memberi dan meminta informasi terkait, membaca novel, pendek, dan sederhana, sesuai dengan konteks penggunaannya.

KD 4.3 : Menangkap makna secara kontekstual terkait tujuan teks yang di baca dan unsur kebahasaan pemahaman membaca.

3. Indikator Pencapaian Kompetensi

3.3.1 Mengedintifikasi terhadap teks yang sudah di baca, dan unsur kebahasaan teks naratif

terkait dengan teks bacaan yang tersedia.

3.3.2 Membedakan fungsi sosial, pemahaman membaca, dan unsur kebahasaan teks naratif terkait dengan teks bacaan yang tersedia.

4.3.1 Mengidentifikasi tujuan dari teks yang sudah di baca.

4. Tujuan Pembelajaran

Dengan disajikan sebuah text siswa mampi menjawab soal dengan benar

3. Kegiatan Pembelajaran

5. Kegiatan Pembelajaran

2. Pertemuan Kedua

Kegiatan Awal 15 Enit	1.Guru membuka pelajaran dengan mengucapkan salam, menyapa siswa, menanyakan kabar, dan melakukan absensi 2.Guru mengajukan beberapa pertanyaan untuk membimbing pemikiran siswa ke dalam topik, seperti "pernahkah kamu membaca novel".
Kegiatan Inti 30 Enit	1.Guru mengulas topik pertemuan sebelumnya. 2.Guru menanyakan masalah siswa pada pelajaran sebelumnya 3.Guru menanyakan pemahaman siswa 4. Guru menjelaskan tujuan pembelajaran hari ini. 5.Guru memberikan penjelasan kepada siswa tentang pemahaman membaca. 6.Guru menyediakan teks bacaan dari aplikasi novel digital ini dan siswa membacanya. 7.Setelah membaca teks, guru memberikan tugas kepada siswa. 8.Guru dan siswa mengecek jawaban bersama. 9.Guru memberikan evaluasi kepada siswa.
Kegiatan Penutup 5 Menit	1.Guru menyimpulkan materi dan memberikan motivasi kepada siswa. 2.Guru dan siswa menutup pertemuan dengan berdoa dan mengucapkan salam.

Nama Sekolah : SMP Negeri 8 Palopo

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII / Genap

Tema   : Novel

Materi   : The Taleof Puddle duck

Alokasi Waktu   : 2x30 menit

1. **Kompetensi Inti**

   KI3   : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedura, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

   KI4   : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri,bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

2. **Kompetensi Dasar**

   KD 3.3   : Membandingkan fungsi pemahaman membaca, dan unsur kebahsaan beberapa teks naratif dan tulisan dengan memberi dan meminta informasi terkait, membaca novel, pendek, dan sederhana, sesuai dengan konteks penggunaannya.

   KD 4.3   : Menangkap makna secara kontekstual terkait tujuan teks yang di baca dan unsur kebahasaan pemahaman membaca.

3. **Indikator Pencapaian Kompetensi**

   3.3.1   Mengedintifikasi terhadap teks yang sudah di baca, dan unsur kebahasaan teks naratif

           terkait dengan teks bacaan yang tersedia.

3.3.2   Membedakan fungsi sosial, pemahaman membaca, dan unsur kebahasaan teks naratif terkait dengan teks bacaan yang tersedia.

4.3.1   Mengidentifikasi tujuan dari teks yang sudah di baca.

4. Tujuan Pembelajaran

Dengan disajikan sebuah realia, siswa menyusun teks prosedur berdasarkan kemampuannya.

Kegiatan Awal 16 Enit	1.Guru membuka pelajaran dengan mengucapkan salam, menyapa siswa, menanyakan kabar, dan melakukan absensi 2.Guru mengajukan beberapa pertanyaan untuk membimbing pemikiran siswa ke dalam topik, seperti "pernahkah kamu membaca novel".
Kegiatan Inti 31 Enit	10. Guru mengulas topik pertemuan sebelumnya. 11. Guru menanyakan masalah siswa pada pelajaran sebelumnya 12. Guru menanyakan pemahaman siswa 13. Guru menjelaskan tujuan pembelajaran hari ini. 14. Guru memberikan penjelasan kepada siswa tentang pemahaman membaca. 15. Guru menyediakan teks bacaan dari aplikasi novel digital ini dan siswa membacanya. 16. Setelah membaca teks, guru memberikan tugas kepada siswa. 17. Guru dan siswa mengecek jawaban bersama. 18. Guru memberikan evaluasi kepada siswa.
Kegiatan Penutup 5 Menit	1.Guru menyimpulkan materi dan memberikan motivasi kepada siswa. 2.Guru dan siswa menutup pertemuan dengan berdoa dan mengucapkan salam.

Nama Sekolah : SMP Negeri 8 Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII / Genap

Tema : Novel

Materi : Girl from limberlost

Alokasi Waktu : 2x30 menit

1. Kompetensi Inti

KI3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedura, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri,bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

2. Kompetensi Dasar

KD 3.3 : Membandingkan fungsi pemahaman membaca, dan unsur kebahsaan beberapa teks naratif dan tulisan dengan memberi dan meminta informasi terkait, membaca novel, pendek, dan sederhana, sesuai dengan konteks penggunaannya.

KD 4.3 : Menangkap makna secara kontekstual terkait tujuan teks yang di baca dan unsur kebahasaan pemahaman membaca.

3. Indikator Pencapaian Kompetensi

3.3.1 Mengedintifikasi terhadap teks yang sudah di baca, dan unsur kebahasaan teks naratif

terkait dengan teks bacaan yang tersedia.

3.3.2   Membedakan fungsi sosial, pemahaman membaca, dan unsur kebahasaan teks naratif terkait dengan teks bacaan yang tersedia.

4.3.1   Mengidentifikasi tujuan dari teks yang sudah di baca.

4. Tujuan Pembelajaran

Dengan disajikan sebuah realia, siswa menyusun teks prosedur berdasarkan kemampuannya.

Kegiatan Awal 17 Enit	1.Guru membuka pelajaran dengan mengucapkan salam, menyapa siswa, menanyakan kabar, dan melakukan absensi 2.Guru mengajukan beberapa pertanyaan untuk membimbing pemikiran siswa ke dalam topik, seperti "pernahkah kamu membaca novel".
Kegiatan Inti 32 Enit	19. Guru mengulas topik pertemuan sebelumnya. 20. Guru menanyakan masalah siswa pada pelajaran sebelumnya 21. Guru menanyakan pemahaman siswa 22. Guru menjelaskan tujuan pembelajaran hari ini. 23. Guru memberikan penjelasan kepada siswa tentang pemahaman membaca. 24. Guru menyediakan teks bacaan dari aplikasi novel digital ini dan siswa membacanya. 25. Setelah membaca teks, guru memberikan tugas kepada siswa. 26. Guru dan siswa mengecek jawaban bersama. 27. Guru memberikan evaluasi kepada siswa.
Kegiatan Penutup 5 Menit	1.Guru menyimpulkan materi dan memberikan motivasi kepada siswa. 2.Guru dan siswa menutup pertemuan dengan berdoa dan mengucapkan salam.

INSTRUMENT OF THE REASERCH

A. PRE-TEST

A LITTLE PRINCESS

This novel tells the life story of Sara Crewe, a beautiful girl with European blood but born in India. His father, Captain Crewe, was a successful businessman in India. Sara's childhood was spent in beautiful dresses, gorgeous fur hats, and a mountain of toys that all girls wanted. Sara is an orphan, and her mother a franch died shortly after giving birth to Sara, so it is no wonder her father spoiled her so much. But Sara was not like the other children. Sara is a child who sometimes thinks too maturely. He loved reading books, any book - fairy tales, the French Revolution (in French), and many other books. Her another hobby is imagining, imagining that she is a princess and because of that, she has to act like a princess.

At the age of 7, Sara's life changed from India to London. He was educated by his father in a special boarding school for distinguished people. Miss Minchin, the owner of the school who is greedy and crazy about money, loves Sara because of her father's wealth, especially after seeing how Sara's father spoiled his daghter with his wealth. Initially, Sara's life was going well at the school because she was a friendly child and good at telling stories. she tells the story as if something really happened, making anyone who hears it fascinated and wants to listen to the story until it is finished.

Until one day, Sara's life changed one hundred percent. Her father died and left no inheritance for Sara, she live in dorm with becky, the poor little girl. Miss Minchin also treated her very badly. She made Sara one of the waiters always ordered to do everything. But Sara never changed. She was still the same, Sara, who always imagined herself as a princess and could always bring her imagination to life. Her only friends now are Ermengarde-a sluggish and chubby child, Lottie-a 6-year-old child (both of whom are students at school, they often visit Sara secretly in her cubicle, without Miss Minchin's permission), and Becky-a poor maid.

Questions.

1. What's the title of the text above?

A little princess

B .a Little boy's

C. rabbit

D.a little cat

2. Who is the main character of the text above?

A. Sinta

B. Sara Crewe

C. Katrine

D. Andrew

3. Where did Sara's father come from?

A. Indonesia

B. Malaysia

C. French

D. India

4. What did Sara's father do?

A diamond miner

B. the gold miner

C. Silver miner

D. Bsinessman

5. Where did Sara's mother come from?

A. Indonesia

B. Malaysia

C. French

D. palopo

6. Why did Sara speak French so well?

A. Because Saras hoby was reading books

B. because his uncle wasFrench

C. Because her grandfather was French

D. because his mother was French

7 . Where did Sara lived

A. dorm

B. mount

C. sea

D. forest

8. Why did miss minchin hate Sara?

A. because Sara didn't have inheritance

B. because Sara's being naughty

C Because Sara was a beauty

D. because Sara's such a chatterbox

9. What did Sara do after her father died?

A. photographer

B. Construction worker

C. waiter

D. driver.

10. What was Sara's friend's name?

A. Daffa

B. Ermengarde and Lottie and becky

C. Komang.

D. Beni.

B. TRATMENT

Girl From Limberlost

The novel's main character, Elnora Comstock, is a poor young woman who lives with her widowed mother, Katharine Comstock, on the edge of Limberlost. Elnora faces cold abandon by her mother, a woman devastated by the death of her husband, Robert Comstock, who drowned in the quicksand of a swamp. Katharine blames Elnora for her death, as her husband died while she was giving birth to their daughter and was unable to save her.

Elnora is fresh off to high school, where her out-of-date dress makes it even more difficult for her to mingle with the other students. He was determined to get an education, which his mother deemed useless; Mrs. Comstock wants Elnora to stay home and work toil on their farm. The lack of money for tuition and books almost derailed his further enrollment.

Her little comfort was the fact that she knew she could do well in school, especially in her maths and studies of nature; the kindness of her neighbors Wesley and Margaret Sinton; that Freckles left him a valuable specimen box in the swamp; and that he was successful in his enterprising scheme to collect and sell artifacts and moths from Limberlost, which he was able to store in Freckles' box without his mother's knowledge. Elnora is smart and witty, and she loves the outdoors; his heart ached to repay love. He soon made many friends at school. Eventually, Elnora wins her mother's love, but only after some emotional disaster strikes the women of Comstock.

First, after doing well in high school for several years, he felt a longing to play the violin, just like his father did. Margaret Sinton was able to buy him the same violin that Robert Comstock used to play, and Elnora became quite good at it. He knew that his mother hated the violin, without knowing why, so he had to hide his ability. Second, when Elnora was in her senior year of high school, Wesley and Margaret insisted that Katharine accompany them to a high school recital. Katharine wasn't interested in seeing "what stupid thing a bunch of school kids do." But Katharine was curious about high school; he entered it to sneer at it, then realized that he admired it.

1. What is the title text above?

   A. Girl from limberlost

   B. Girl from Indonesian

   C. Girl from Thailand

   D. Girl from Palopo

2. Who is the main character of the text above?

   A. Elma Comstock

   B. Elnora Comstock

   C. Eva Comstock

   D. Eli Comstock

3. What is Elnora mother's name ?

   A. Drake Comstock

   B. Katharina Comstock

   C. Elena Comstock

   D. Lusi Comstock

4. What was Elnora Father's name?

   A. Robert Lewandowski

   B. Gregor Comstock

   C. Udin Comstock

   D. Robert Comstock

5. Where did Elnora live?

   A. Palopo

B. Walenrang

C. Limberlost

D. Texax

6. What did Elnora mother's work?

A. The fruit seller

B. Farmer

C. The vegetable seller

D. The egg seller and farm product

7. Why did Elnora education be considered useles by her mother?

A. Her mother want's to stay shool

B. Her mother want's to stay mall

C. Her mother want's to stay market

D. Her mother want's to stay home and work

8. Why did Elnora collect artifact?

A. Buy artifact

B. Sell artifact

C. Hand out artifact

D. Give out artifact

9. Where is Elnora keept the artifact?

A. In bag

B. In cupboard

C. In Frecklest box

D. In Chest

10. What did musical instrumen Elnora plays?

    A. Violin

    B. Piano

    C. Drum

    D. Guitar

A. PRET-TEST

In the picure above is the researcher gave a pre-test to the student

B. TREATMENT

In the picure above is the researcher gave a tratment to the student

C. POST-TEST

In the picure above is the researcher gave a post-test

D. HASIL PRE-TEST SISWA

Reading comprehension – *Pre-test.*

Read the following text and answer questions 1–10

A LITTLE PRINCESS

This novel tells the life story of Sara Crewe, a beautiful girl with European blood but born in India. His father, Captain Crewe, was a successful businessman in India. Sara's childhood was spent in beautiful dresses, gorgeous fur hats, and a mountain of toys that all girls wanted. Sara is an orphan, and her mother a franch died shortly after giving birth to Sara, so it is no wonder her father spoiled her so much. But Sara was not like the other children. Sara is a child who sometimes thinks too maturely. He loved reading books, any book - fairy tales, the French Revolution (in French), and many other books. Her another hobby is imagining, imagining that she is a princess and because of that, she has to act like a princess.

At the age of 7, Sara's life changed from India to London. He was educated by his father in a special boarding school for distinguished people. Miss Minchin, the owner of the school who is greedy and crazy about money, loves Sara because of her father's wealth, especially after seeing how Sara's father spoiled his daghter with his wealth. Initially, Sara's life was going well at the school because she was a friendly child and good at telling stories. she tells the story as if something really happened, making anyone who hears it fascinated and wants to listen to the story until it is finished.

Until one day, Sara's life changed one hundred percent. Her father died and left no inheritance for Sara, the poor little girl. Miss Minchin also treated her very badly. She made Sara one of the waiters always ordered to do everything. But Sara never changed. She was still the same, Sara, who always imagined herself as a princess and could always bring her imagination to life. Her only friends now are Ermengarde-a sluggish and chubby child, Lottie-a 6-year-old child (both of whom are students at school, they often visit Sara secretly in her cubicle, without Miss Minchin's permission), and Becky-a poor maid.

In the picture above is the result of thelowers answer from the student's pre-test

Nama : DIFRIa RanuRR kiz M

Kelas : VIII.6

Alamat : Jl. Lembu

90

Reading comprehension — *Pre-test*.

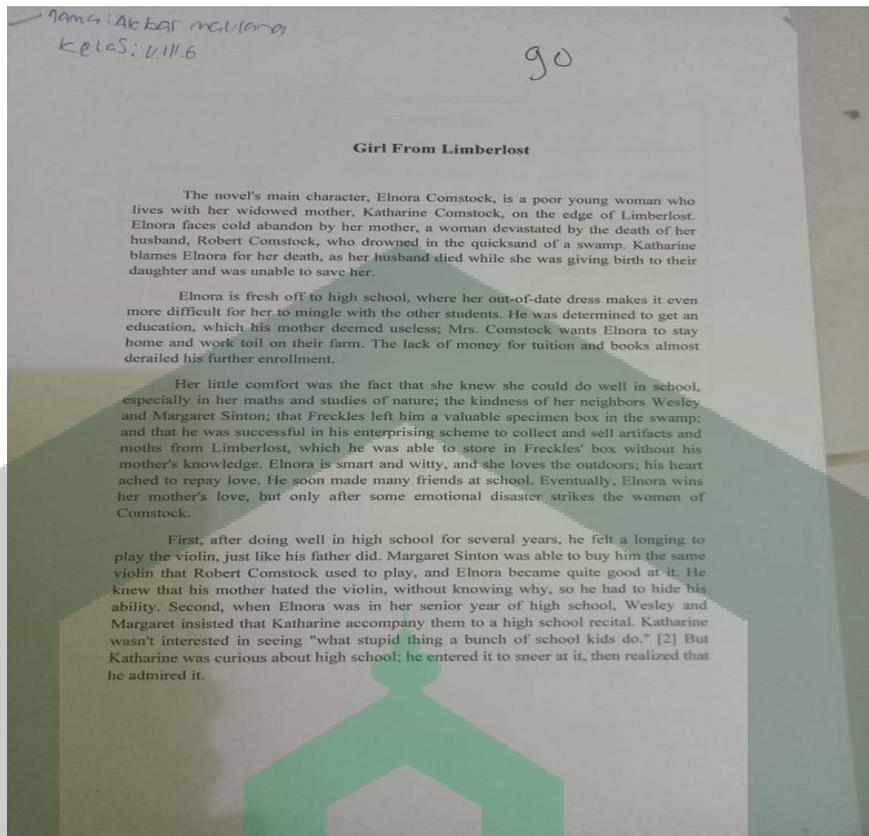**Read the following text and answer questions 1–10**

A LITTLE PRINCESS

This novel tells the life story of Sara Crewe, a beautiful girl with European blood but born in India. His father, Captain Crewe, was a successful businessman in India. Sara's childhood was spent in beautiful dresses, gorgeous fur hats, and a mountain of toys that all girls wanted. Sara is an orphan, and her mother a franch died shortly after giving birth to Sara, so it is no wonder her father spoiled her so much. But Sara was not like the other children. Sara is a child who sometimes thinks too maturely. He loved reading books, any book - fairy tales, the French Revolution (in French), and many other books. Her another hobby is imagining, imagining that she is a princess and because of that, she has to act like a princess.

At the age of 7, Sara's life changed from India to London. He was educated by his father in a special boarding school for distinguished people. Miss Minchin, the owner of the school who is greedy and crazy about money, loves Sara because of her father's wealth, especially after seeing how Sara's father spoiled his daghter with his wealth. Initially, Sara's life was going well at the school because she was a friendly child and good at telling stories. she tells the story as if something really happened, making anyone who hears it fascinated and wants to listen to the story until it is finished.

Until one day, Sara's life changed one hundred percent. Her father died and left no inheritance for Sara, the poor little girl. Miss Minchin also treated her very badly. She made Sara one of the waiters always ordered to do everything. But Sara never changed. She was still the same, Sara, who always imagined herself as a princess and could always bring her imagination to life. Her only friends now are Ermengarde-a sluggish and chubby child, Lottie-a 6-year-old child (both of whom are students at school, they often visit Sara secretly in her cubicle, without Miss Minchin's permission), and Becky-a poor maid.

In the picture above is the result of thehighes answer from the student's pre test

Girl From Limberlost

The novel's main character, Elnora Comstock, is a poor young woman who lives with her widowed mother, Katharine Comstock, on the edge of Limberlost. Elnora faces cold abandon by her mother, a woman devastated by the death of her husband, Robert Comstock, who drowned in the quicksand of a swamp. Katharine blames Elnora for her death, as her husband died while she was giving birth to their daughter and was unable to save her.

Elnora is fresh off to high school, where her out-of-date dress makes it even more difficult for her to mingle with the other students. He was determined to get an education, which his mother deemed useless; Mrs. Comstock wants Elnora to stay home and work toil on their farm. The lack of money for tuition and books almost derailed his further enrollment.

Her little comfort was the fact that she knew she could do well in school, especially in her maths and studies of nature; the kindness of her neighbors Wesley and Margaret Sinton; that Freckles left him a valuable specimen box in the swamp; and that he was successful in his enterprising scheme to collect and sell artifacts and moths from Limberlost, which he was able to store in Freckles' box without his mother's knowledge. Elnora is smart and witty, and she loves the outdoors; his heart ached to repay love. He soon made many friends at school. Eventually, Elnora wins her mother's love, but only after some emotional disaster strikes the women of Comstock.

First, after doing well in high school for several years, he felt a longing to play the violin, just like his father did. Margaret Sinton was able to buy him the same violin that Robert Comstock used to play, and Elnora became quite good at it. He knew that his mother hated the violin, without knowing why, so he had to hide his ability. Second, when Elnora was in her senior year of high school, Wesley and Margaret insisted that Katharine accompany them to a high school recital. Katharine wasn't interested in seeing "what stupid thing a bunch of school kids do." [2] But Katharine was curious about high school; he entered it to sneer at it, then realized that he admired it.

In the picture above is the result of thehighes answer from the student's post-test

Girl From Limberlost

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In the picture above is the result of the lower answer from the student's post- test

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

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ASLI

IZIN PENELITIAN
NOMOR : 346/IP/DPMPTSP/III/2023

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 Kewewenang 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	: FACHRI HUZAIN ILYAS
Jenis Kelamin	: Laki-Laki
Alamat	: Jl. Jend. Sudirman Kota Palopo
Pekerjaan	: Mahasiswa
NIM	: 1902020074

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

INCREASING READING CONPREHENSION BY USING ENGLISH NOVEL BOOK APPLICATION FOR THE 8TH GRADE STUDENTS AT SMPN 8 PALOPO

Lokasi Penelitian	: SMPN 8 PALOPO
Lamanya Penelitian	: 24 Maret 2023 s.d. 24 Mei 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) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 27 Maret 2023
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 : 19630414 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. Instansi tempat/lokasi dilaksanakan penelitian

SURAT KETERANGAN PENELITIAN
Nomor: 421.3/091/SMPN.8/V/2023

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 8 Palopo, dengan ini menerangkan bahwa:

Nama	:	FACHRI HUZAIN ILYAS
Tempat / Tgl Lahir	:	Cimpu, 15 Oktober 2000
NIM	:	1902020074
Jenis Kelamin	:	Laki-laki
Pekerjaan	:	Mahasiswa
Program Studi	:	Pendidikan Bahasa Inggris
Alamat	:	Jl. Jendral Sudirman Kelurahan Binturu Kota Palopo

Adalah benar telah melaksanakan penelitian di Sekolah Menengah Pertama Negeri 8 Palopo pada tanggal 28 April 2023 sd. 6 Mei 2023, untuk kepentingan penulisan Skripsi dengan judul **"INCREASING READING COMPREHENSION BY USING ENGLISH NOVEL BOOK APPLICATION FOR THE 8TH GRADE STUDENTS AT SMPN 8 PALOPO".**

Demikian Surat Keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 6 Mei 2023
Kepala Sekolah

BAHRUM SATRIA, S.Pd.,M.M
NIP. 19670616 199503 1 007

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Mustika, S.Pd., M.Pd.

Jabatan/Pekerjaan : Dosen Bahasa inggris

Instansi Asal : IAIN Palopo

Menyatakan bahwa soal pre-test dan post-test dengan judul:

Increasing Reading Comprehension by Using English Novel Book application for the 8th Grade Student at SMPN 8 Palopo

dari mahasiswa:

Nama : Fachri Huzain Ilyas

Program Studi : Pendidikan Bahasa Ingrris
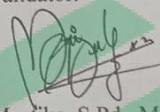
NIM : 1902020074

(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

- Mengikuti Saran revisi
- Instrumen disesuaikan dengan usia responden
....
....

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaima mestinya.

Palopo, 31 Mei 2023

Validator.

Mustika, S.Pd., M.Pd.

NIP:

*coret yang tidak perlu

CURRICULUM VITAE

"   Fachri Huzain Ilyas was born on 15, october 2000 in Cimpu, his fathers name is Ilyas and his mothers name is Hamsinah. He went through his education at Elementary School (SDN 256 Dongi) in 2007 and graduated in 2013, after that she continueed at SMPN 3 Palopo he graduated in 2016, and continued his edication at SMAN 6 Palopo, he graduated in 2019, after that in 2019 he continued his studies at the Palopo state islamic institute (IAIN Palopo) and majored in English Education Program. study at the islamic institute (IAIN Palopo) "Increase Reading Comprehension by using English Novel Book application for the 8ᵗʰ grade students at SMPN 8 Palopo

APENDICES 1:

SURAT IJIN MENELITI

APENDICES 2:

SURAT KETERANGAN PENELITIAN

APENDICES 3:

LEMBAR VALIDASI

APENDICES 4:

LESSON PLAN

APENDICES 5:

INSTRUMENT OF THE REASERCH

PRE-TEST

TREATMENT