

UTILIZING KIDLOLAND DIGITAL BOOK TO ENHANCE STUDENTS' READING SKILLS AT SMPN 7 PALOPO

A Thesis

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



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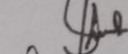

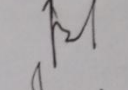
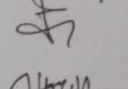
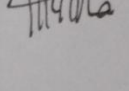
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THESIS APPROVAL

This thesis entitled "Utilizing Kidloland Digital Book to Enhance Students' Reading Skills at SMPN Palopo", which was written by **Mayumi Dewi Anjani**, Reg. Number 20 0202 0025, a student of English Language Education Study Program of IAIN Palopo, has been examined and defended in **Munaqasyah** session which was carried out on December 12th 2024 M, coincided with Jumadil Akhir 10th, 1446 H, it has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

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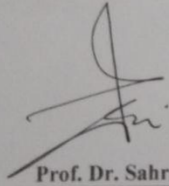
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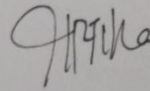
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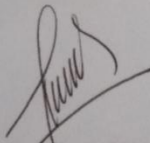
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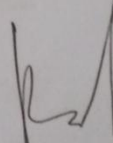
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Palopo, October 20, 2024

The Researcher

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
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ABSTRACT

Mayumi Dewi Anjani, 2024. "Utilizing Kidloland Digital Book to Enhance Students' Reading Skills at SMPN 7 Palopo." Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Institut Agama Islam Negeri (IAIN) Palopo. Supervised by Sahraini and St. Hartina.

This study aims to determine whether the use of Kidloland Digital Book of English Fairy Tales can improve students' reading skills. The study employed a pre-experimental method with a one-group pre-test and post-test design. The population consisted of 47 eighth-grade students from SMPN 7 Palopo. The sample was selected using purposive sampling, resulting in 20 students participating in the study. The research instrument was a reading test administered through pre-test and post-test assessments. After data collection, the data were analyzed using SPSS 29 software. The results showed that the average post-test score was higher than the average pre-test score ($50.00 > 34.525$). Additionally, the p-value was $0.001 < 0.05$. Therefore, H_0 was rejected, and H_1 was accepted. The results of the study suggest that the use of Kidloland Digital Book is effective in improving students' reading skills. It is recommended to use Kidloland as a teaching medium for reading because it offers a variety of stories with engaging visual illustrations that capture students' attention. Furthermore, there are three main features in Kidloland Digital Books that teachers can utilize in teaching reading. First, the "Read for Me" feature allows the application to read stories aloud to students who may not yet be familiar with sentence pronunciation. Second, the "Read by Myself" feature is designed for students who prefer to read independently, fostering their autonomous reading skills. Lastly, the "Quiz" feature sharpens students' comprehension of the stories they read. This study is expected to contribute to teachers' strategies for improving their students' reading skills by encouraging the use of Kidloland Digital Book in their classroom.

Keywords: Kidloland Digital Book, Reading Skills, Teaching Reading Using Digital Books


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ABSTRAK

Mayumi Dewi Anjani, 2024. "Pemanfaatan Buku Digital Kidloland untuk Meningkatkan Keterampilan Membaca Siswa di SMPN 7 Palopo." Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palopo. Dibimbing oleh Sahraini and St. Hartina.

Penelitian ini bertujuan untuk mengetahui apakah penggunaan Kidloland Digital Book of English Fairy Tales dapat meningkatkan kemampuan membaca siswa. Penelitian ini menggunakan metode penelitian pra eksperimental dengan desain *one group pre-test and post-test design*. Populasi penelitian ini adalah 47 siswa kelas VIII SMPN 7 Palopo. Sampel diambil dengan teknik purposive sampling yang terdiri dari 20 siswa. Instrumen penelitian ini adalah tes membaca yang dikumpulkan melalui pemberian ujian pra dan pasca. Setelah data terkumpul, data kemudian dianalisis dengan menggunakan program SPSS 29. Hasil skor rata-rata pada ujian pasca lebih tinggi dari skor rata-rata pada ujian pra ($50,00 > 34,525$). Selain itu, nilai p-value adalah $0,001 < 0,05$. Jadi, H_0 tidak diterima dan H_1 dapat diterima. Dapat disimpulkan bahwa Kidloland Digital Book efektif untuk meningkatkan kemampuan membaca siswa. Disarankan untuk digunakan sebagai media pembelajaran karena memiliki berbagai cerita dengan gambar visual yang menarik yang disajikan sehingga dapat menarik perhatian. Selain itu ada 3 fitur utama dalam Kidloland Digital Books yang dapat digunakan oleh guru dalam mengajar membaca. Pertama fitur "Read for Me" yang memungkinkan aplikasi untuk membacakan cerita bagi siswa yang belum mengetahui pelafalan kalimat dalam cerita. Kedua "Read by Myself" dimana fitur ini dirancang untuk siswa yang ingin membaca sendiri sehingga dapat mengembangkan kemampuan membaca mandiri siswa. Terakhir adalah fitur "Quiz" untuk mengasah pemahaman siswa terhadap cerita yang dibaca. Penelitian ini diharapkan dapat memberikan kontribusi kepada guru untuk menggunakan Kidloland Digital Book di kelas untuk meningkatkan kemampuan membaca siswa.

Kata kunci: Kidloland Digital Book, Keterampilan Membaca, Pengajaran Membaca Menggunakan Buku Digital


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ملخص الرسالة

مايومي ديوي أنجاني، 2024. "استخدام الكتاب الرقمي Kidloland لتحسين مهارات القراءة لدى الطلاب في المدرسة المتوسطة الحكومية (SMPN 7) بالوبو". الرسالة الجامعية في برنامج تعليم اللغة الإنجليزية، كلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية بالوبو. تحت إشراف سحريني وست. هارتينا.

يهدف هذا البحث إلى معرفة ما إذا كان استخدام الكتاب الرقمي Kidloland لقصص الأطفال الخيالية باللغة الإنجليزية يمكن أن يحسن مهارات القراءة لدى الطلاب. استخدمت الدراسة منهج البحث شبه التجريبي بتصميم اختبار قبلي وبعدي لمجموعة واحدة. شملت عينة البحث 20 طالبًا من مجموع 47 طالبًا من الصف الثامن في مدرسة SMPN 7 بالوبو، وتم اختيار العينة باستخدام تقنية العينة الهادفة. أداة البحث عبارة عن اختبار قراءة تم إجراؤه قبل وبعد التجربة. بعد جمع البيانات، تم تحليلها باستخدام برنامج SPSS الإصدار 29. أظهرت النتائج أن متوسط درجات الاختبار البعدي (50,00) كان أعلى من متوسط درجات الاختبار القبلي (34,525)، بالإضافة إلى ذلك، كانت قيمة p (0,001) أقل من مستوى الدلالة (0,05). بناءً على ذلك، تم رفض الفرضية الصفرية (H_0) وقبول الفرضية البديلة (H_1). وبذلك خلصت الدراسة إلى أن الكتاب الرقمي Kidloland فعال في تحسين مهارات القراءة لدى الطلاب. يوصى باستخدام هذا الكتاب كوسيلة تعليمية لأنه يحتوي على مجموعة متنوعة من القصص المصحوبة بصور مرئية جذابة تسهم في جذب انتباه الطلاب. بالإضافة إلى ذلك، يتضمن الكتاب ثلاث ميزات رئيسية يمكن للمعلمين الاستفادة منها في تدريس القراءة: (1) ميزة "اقرأ لي" (*Read for Me*) "تتيح للتطبيق قراءة النصوص للطلاب الذين لا يعرفون كيفية نطق الجمل". (2) ميزة "اقرأ بنفسك" (*Read by Myself*) "مصممة للطلاب الذين يرغبون في القراءة بأنفسهم، مما يعزز مهارات القراءة الذاتية". (3) ميزة "الاختبار" (*Quiz*) "تساعد على تقييم فهم الطلاب للنصوص التي قرأوها. من المتوقع أن تسهم هذه الدراسة في تشجيع المعلمين على استخدام الكتاب الرقمي Kidloland في الصفوف الدراسية لتحسين مهارات القراءة لدى الطلاب.

الكلمات المفتاحية: الكتاب الرقمي Kidloland، مهارة القراءة، تعليم القراءة باستخدام الكتب الرقمية.

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CHAPTER I

INTRODUCTION

A. Background

Reading skill is one the abilities that become an important foundation in learning English. Several questions will arise about the timing of using English for the public, especially students.¹ In reading skills reader requires to look at the printed or electronic version characters, alphabet, punctuation, and exclamation mark to function his cognitive skill to attain the meaning and understand the message of a writer.² Reading is a necessary skill for everyone to acquire new knowledge on information, as Allah SWT said in QS. Al-'alaq verses 1-5

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ ٢ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ ٣
الَّذِي عَلَّمَ بِالْقَلَمِ ۝ ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝ ٥

Meaning:

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.

By reading, the students can more easily produce speaking skills, then be able to create their own language production through writing. But in this advanced generation where the technology has developed rapidly in the current generation, there needs to be development from educators in utilizing and creating highly

¹ Iswara Jaya, Faradiba Ade, Amalia Yahya, and Jufriadi Jufriadi, 'National Examination in SMPN 2 Palopo: A Case Study on Students' Readiness in English Test', *International Journal of Asian Education*, no.1 (2020), 107–16 <<https://doi.org/https://doi.org/10.46966/ijae.v1i2.38>>

² Raja Muhammad Ishtiaq Khan and others, "Investigating Reading Challenges Faced by EFL Learners at Elementary Level," *Register Journal* 13, no.2 (2020): 278. <https://doi.org/10.18326/rgt.v13i2.277-292>.

innovative solutions in today's technology that can combine children's love for electronic devices with efforts to foster and improve their reading skills.

There are so many media from technology that can be used in teaching English, especially in the realm of improving students' reading skills. Such as digital book or E-book which are one of the media that can be utilized. E-book present interactive multi modal information as written, text, oral reading, music, illustrations, animations, and hotpots that are activated by touching or pressing the touch screen to generate sound and animation.³ With digital books, teachers can make learning methods more innovative and of course only with a mobile phone, students no longer need to carry printed books and can access them whenever and wherever they want. In addition, displays that can be made interesting such as adding pictures, or stories can make students more comfortable and interested in reading it. It also can be used as one of the materials in improving students' reading skills.

However, in fact there are still some schools that have not developed teaching materials by using digital media well, and there are still some students whose reading skills are still lacking. Especially for students of SMPN 7 Palopo. Even though they have learned English, in fact there are still many who have not been able master the reading skill. The limitations of innovative and interactive learning media are also one of the reasons why there are still some students who have difficulty in honing their reading skills and it also makes some students feel

³ Carmen López-Escribano, Susana Valverde-Montesino, and Verónica García-Ortega, "The Impact of E-Book Reading on Young Children's Emergent Literacy Skills: An Analytical Review," *International Journal of Environmental Research and Public Health* 18, no.12 (2021): 1. <https://doi.org/10.3390/ijerph18126510>.

less interested in English lessons. They need a new teaching material development that is more interactive and certainly the material that is expected to be modified is more attractive as possible and easy to carry anywhere.

In the connection above, the researcher interested to use Kidloland digital book of English fairy tales as the material for reading. Kidloland digital book is a digital book application that contains various stories with interesting illustrations. The researcher intends to using Kidloland digital book because Kidloland digital book can be taken anywhere, all that's left to enter a link or download the app from the playstore without needing to hold its shape. The content inside the Kidloland digital book is consist reading skill. The researcher do hope it can increase students' reading skill. Kidloland Digital Book is an application with innovative material such as animations and captivating audio. These elements encourage students to practice pronunciation and expand their vocabulary. The application is easily accessible at all times, enables self-study, and can be adjusted based on students' abilities, making leaning more effective and enjoyable. Thus, the researcher will conduct the research entitled: *Utilizing Kidloland Digital Book To Enhance Students' Reading Skills At SMPN 7 Palopo*.

B. Research Question

Based on the problem statement in background, the researcher formulated the following research questions. "Does utilizing kidloland digital book enhance students' reading skills"?

C. Objective of The Research

According to the formulation, the objectives of this research is to find out whether or not the utilizing Kidloland Digital Book to enhance students' reading skill.

D. The Significance of The Research

1. Theoretically

The researcher hopes that the result of this study can be used as a reference for further research.

2. Practically

The general practical significance of this research is utilizing digital book of English fairy tales to enhance students' reading skill. In particular the expected benefits are as follows:

a. For Students

By using digital book of English fairy tales, students are expected to be more interested and motivated to learn English especially to improve they're reading skill.

b. For Teachers

This research is expect that the teachers can give or use appropriate materials, task, method, techniques to teach their students, and also utilize technology as a more innovative learning media.

c. For Researcher

This research is expect to give a new knowledge of further information to do better quality of English education especially in teaching reading.

E. Scope of Research

The scope of this research focuses on utilizing digital book, and this digital book consist of English fairy tales to enhance students' reading skill. The text type is a narrative text, which is a reading of classic English fairy tales. It consists of 12 stories, there are Cinderella, Beauty And The Beast, Little Red Riding Hood, Goldilock And The Three Bears, Midas And The Golden Touch, The Three Little Pigs, The Ugly Duckling, The Frog Prince, The Cat And The Fox, Rapunzel, The Milkmaid And Her Pail, and The Boy Who Cried Wolf. And for the type of reading skill that's improved is reading comprehension. The form of digital book that will be used is an application was named *Kidloland : Story World* which can be directly downloaded for free through Playstore.

F. Definition of Terms

1. Digital Book

Digital book is a form of publication consisting of text, images and sound and is published in a digital form that can be read through electronic media such as computers or other electronic devices.

2. Fairy Tales

Fairy tales are a collection of narrative that have become an integral part of narrative that have become an integral part of the world's literary heritage. Fairy tales often features elements such as magic, archetypal characters, and strong moral messages and have characteristics such as simple plots, recognizable characters, and clear moral messages.

3. Reading Skill

Reading is a basic learning skill that is taught to students starting from elementary school, early elementary school, even in kindergarten.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Study

Some researchers conduct their research using the Experimental method. Especially in using teaching media. Some of them are:

Saadah Hayida-o's in her research entitled "*The Effect of Aesop's Fairy Tale on Reading Comprehension of The Elementary 6th Grade Students of Ban Thaanam School Thailand*". Aesop's fairy tale is a story with a range of story themes, thrilling story substance, is short and easy to understand, and includes illustrations. The study concluded that Aesop's fairy tales enhances students' reading comprehension competence. The research similarities to this research are the purpose is for reading and was used fairy tale. The differences to this research are more focused on Aesop's fairy tales, and not using digital media.⁴

Aprilitya's et al. in her research entitled "*The Use of Digital Story in Teaching Reading Narrative Text For SMP Students*". The result of this research showed that mean score post-test was higher than pre-test (from 60.5 to 79.28). The computation of the effect size with the score 1.80 (>1.00) shows that the use of digital story as media has the strong effect in teaching reading narrative text. The research similarities are used digital media and for teaching reading narrative text. The different to this research is not use fairy tales as the learning object.⁵

⁴ Saadah Hayida-o, "The Effect of Aesop's Fairy Tale on Reading Comprehension of The Elementary 6th Grade Students of Ban Thanam School Thailand," (2023): 6.

⁵ Rila Aprilitya and Zainal Arifin, "The Use of Digital Story in Teaching Reading Narrative Text for Smp Students," *Jurnal Pendidikan Dan Pembelajaran* 5, no.4 (2016): 1. <https://dx.doi.org/10.26418/jppk.v5i4.14937>.

Lailatul Fitria's in her research entitled "*The Implementation of Digital Storytelling in Teaching Reading Ability of Narrative Text at 9th Grade of SMPN 1 Rambipuji*". The findings of this study indicate that the implementation of digital storytelling in teaching reading ability of narrative text in 9th grade at SMPN 1 Rambipuji contains the following: material, method, and steps. The materials are narrative text and the teachers methods is digital storytelling. Video clips are utilized in digital storytelling, and the stages of application include preparation, production, and presentation. The similarities are the object of the research for reading skills, the media was used is digital media. The differences are the digital media was used is video clips, and only focus on story telling.⁶

Musyaffa's et al. Published an journal entitled "*Digital Tales Media to Improve Reading Literacy for II Grade Elementary School Students*". The problem arises throughout the learning process, when elementary school students are less motivated to grasp material presented in the form of stories without pictures. The study's findings indicate that the digital fairy tale learning material developed has been pronounced valid. The students' enthusiasm in learning to read digital stories indicates that the digital story media is either good or very efficiently employed to attract students' interest in digital fairy tales. The research similarities to this research are the object is for reading and the media was used is

⁶ Lailatul Fitria, "The Implementation Of Digital Storytelling In Teaching Reading Ability Of Narrative Text At 9 Th Grade Of Smp Negeri 1 Rambipuji The Implementation Of Digital Storytelling In Teaching Reading Ability Of Narrative Text At 9 Th Grade Of Smp Negeri 1 Rambipuji," (2023).

fairy tale. The different to this research it's the method was used Research and Development.⁷

As for the four previous researchers, the most similar to this research is the research from Aprilitya's et.al. entitled *"The Use Of Digital Stories In Teaching Reading Narrative Text For Junior High School Students"* where this study both uses digital stories in teaching reading and for the type of reading is equally narraive text. However, the difference lies in the type of story used, where the story used does not focus on fairy tales alone.

B. Literature Review

1. Reading Skill

a. Definition of Reading Skill

Students begin learning to read in elementary school, early elementary school, and even kindergarten. It is a fundamental learning ability. By reading, students can find some specific information understand the whole story, find reasons, explanation, summaries, and comments from the news they read.⁸

Reading skill involves your reading style, the kinds of words you can comprehend, and your comprehension of the meanings of all the material you have read. Reading is a process in which information obtained from text which is

⁷ AA Musyaffa and others, "Digital Tales Media to Improve Reading Literacy for II Grade Elementary School Students," *Jurnal Penelitian Dan Pengembangan Pendidikan* 7, no.1 (2023): 98. <https://doi.org/10.23887/jppp.v7i1.59886>.

⁸ Usman, Nurhayati, and Pendidikan Bahasa Inggris, 'Difficulties in Understanding the TOEFL Reading Test of English Language Education Study Program at University', no. 756 (2024), 755–73 <<https://doi.org/10.24256/ideas.>>

converted into meaning.⁹ Reading involves the ability to comprehend a chapter since only then can knowledge and information be gleaned from the read passage.

So there are many reasons why it's very important for students to be able to read texts in English. With the ability to read, you can broaden your horizons, add new understanding and also can improve critical thinking patterns. Reading is a developmental interactive, and global process that directly involves learned skills. This process usually incorporates an individual's linguistic knowledge and can be influenced positively and negatively by internal and external non-variable or linguistic factors. A good reading text can introduce interesting topics, stimulate discussion, generate imaginative responses and provide a springboard for comprehensive and engaging lessons.¹⁰

In conclusion, reading skill is not only broadens horizons and deepens understanding, but also improve critical thinking. It is a dynamic process shaped by linguistic knowledge and various internal and external factors. Well-designed reading serve to introduce interesting topics, encourage discussion, stimulate creativity, and enrich the learning experience.

b. Reading Comprehension

Reading comprehension is the interaction between the readers and the text in order to create a meaning from the text which required a complex process, word knowledge, and world knowledge. Reading comprehension is the mother of other

⁹ YR Said, PN Tabitah, 'The Effectiveness Of Speed Reading Technique In Narrative Text To Improve Students' Reading Ability At The Ninth Grade Of Muhammadiyah Boarding School Palopo', IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 1 (2022), 936–47 <https://doi.org/https://doi.org/10.24256/ideas.v1i1i1.3626>

¹⁰ Jeremy Harmer, *The Practice of English Language Teaching*, 3 edition (Harlow: Pearson Longman, 2001), 48.

skill, it is a fundamental means that helps to learn other skills and it's one of the most significant skills in our daily life.¹¹

Furthermore, reading comprehension is the process of constructing meaning from text. Reading comprehension is a complex process that doesn't only involve the ability in reading words and sentences correctly but also involves word and world knowledge to form meaning from the text.¹²

c. Principle of Teaching Reading

According to Harmer (2001:70) there are six principles of teaching reading, as follows:¹³

1) Reading is not passive skill

The occupation of reading is extremely active. To do so successfully, we must first understand what the words mean, perceive the image they make, understand the arguments, and choose whether we agree with them. If readers do not perform these things, they will just skim the surface of the material and rapidly forget it.

2) Students need to be engaged with what they are reading

As with everything else in class, students who are not engaged with the reading content are less likely to gain from it. When individuals are truly

¹¹ Ahmed, Alim Al Ayub, Tribhuwan Kumar, Muhammad Iksan, Satya Subrahmanyam, Andrey N. Kokhichko, Muneam Hussein Ali, and others, 'Comparing the Effectiveness of Massive Open Online Course (MOOC) and Flipped Instruction on EFL Learners' Reading Comprehension', *Education Research International*, no.3 (2022) <<https://doi.org/10.1155/2022/6543920>>

¹² Linda Septiyana, Anas Safitri, and Dyah Aminatun, "The Correlation Between Efl Learners Cohesion and Their Reading Comprehension," *Journal of Research on Language Education* 2, no.2 (2021): 68. <https://doi.org/10.33365/jorle.v2i2.1154>.

¹³ Jeremy Harmer, *The Practice of English Language*, 3 edition (Harlow: Pearson Longman, 2001), 78.

motivated by a topic or an activity, they get far more out of what is in front of them.

3) Students should be encouraged to respond to the content of a reading text

Students must understand the content, meaning, and messages of the book. The teacher should also provide more opportunities for students to voice their responses to the material.

4) Prediction is a major of reading

Before beginning to read, readers should review the entire document, including the picture, table, headlines, book cover, and so on. The students will receive cues from all of them, resulting in predictions and advice as they read. As a result, students will receive hints and be able to forecast the upcoming occurrence.

5) Match the task to the topic

The teacher must assign appropriate reading based on the texts that the students will read. The most intriguing book can be made much more exciting by assigning inventive and hard activities.

6) Good teacher exploits reading text well

Good teachers incorporate reading texts into engaging class sequences, using the topic for discussion and other tasks that require language study and active participation.

d. Reading aspects

According to Nuttal there are four aspects in reading, such as:¹⁴

1) Determining Main Idea

The most important idea is the central concept of a paragraph or story. There are several approaches we might take to find the fundamental concept. We can read the title, the first and last phrases, the accompanying imagery, or the complete discourse, which conveys the main concept. Understanding a story's or paragraph's main idea allows us to understand the text's overall content more immediately, which makes reading easier.

2) Understanding Vocabulary

The second level involves understanding words through vocabulary. Reading comprehension allows us to better understand the general meaning of the speech. However, if we read a word or piece of terminology that you don't understand, it is because you're reading something that surrounds it.

3) Detail Information

After understanding the terminology, the next step is to comprehend the intricacies of information, such as the characters in the discourse, the location of the event, as well as the sequence of events, are discussed.

4) Identifying Reference

Understanding the relationship between words or phrases in a text and the ideas, objects, or entities they represent is essential for identifying references.

¹⁴ C. Nuttal, *Teaching Reading Skill in a Foreign Language*, (London: Heinemann Educational Books, 1982) 20

This approach, which includes several linguistic and philosophical theoretical frameworks, is critical for comprehension.

2. Narrative Text

a. Definition of Narrative Text

Narrative text is a text in which the genre focuses on specific participants and experiences. The basic competence of teaching it is the students' ability to understand the purpose, language feature, and generic structure of narrative text in oral and written form.¹⁵ Narrative texts entertain and inform readers by telling stories or retelling past events. Narrative texts have a social function to convey information by engaging the reader, always dealing with problematic events that will lead to a crisis or turning point, eventually finding resolution.

According to Rebecca, a narrative text is a text that describes a sequence of logically and chronologically related events that are caused or experienced by circumstances. She goes on to say that understanding a story requires a grasp of plot, theme, characters, and events, as well as how relate to one another.¹⁶

According to Education, a narrative has dominant language features as follows:

1. The use simple past tense, e.g. "long time ago"
2. Specific characters that can be human or animal, real or imagined. Generally, animal characters represent some human features and characteristics, and they have distinct identities inside the plot.

¹⁵ Furwana, Dewi, Andi Tenrisanna Syam, and St. Hartina, 'The Use of Three-Level Guide Strategy in Teaching English Narrative Text: A Classroom-Based Research', *Research and Innovation in Language Learning*, no.144 (2021), 142 <<https://doi.org/10.33603/rill.v4i2.4395>>

¹⁶ Rebecca J. Lukens, *A Critical Handbook of Children's Literature*, (Massahuset: Pearson Education, 1998), 67.

3. A succession of events is depicted by the use of conjunctions, which build up the relationship between time and causation. They are sometimes referred to as connecting words, such as because and so.
4. The narrative can be written in either first or third person. Some may employ the passive voice, such as “the clue was discovered by one of the children”.
5. In choose your own adventure stories; the reader is generally featured in the story and addressed as a character as “you”.
6. Descriptive language (adjective) is used to help the reader visualize the nouns and noun groups in the tale, such as “it was a warm and inviting summer’s day.”
7. Narrative uses adverbs and adverbial phrases to assist the reader pinpoint events in the text.
8. A variety of verbs (thinking, feeling, and acting) are employed to describe the characters’ actions and feelings.
9. When speech is inserted in a narrative, the tense changes, for example. When he arrived home, he entered by the front door and proceeded through the kitchen. “Trish, what are you doing here?” he asked.
10. Narrative is more than just a sequence of vents. They are supplemented at each level by recommendations about what the characters are thinking, feeling, and saying.¹⁷

¹⁷ Blake Education, *Targetting Text: Lower Primary*, (Singapore: Sharon Dalgeish, 2007), 56.

b. Types of Narrative Text

There are several kinds of narrative story. According to crown, there are 4 types of narrative text, there are:

1) Legend

In narrative texts, a legend is a kind of story that is frequently derived from folklore, mythology, or customary traditions. It is a narrative that recounts the tale of a particular occasion, person, or location and frequently carries a moral or lesson with it. Legends frequently contain supernatural aspects or personalities and can be used to explain historical events, cultural practices, or natural phenomena. They can range in length from brief stories to extensive epics, and they are passed down through the generations. Example of legend story is The Legend of The Flying Dutchman: It is a maritime story about the ship and it's crew's curse to cruise the seas forever is frequently invoked as a metaphor for a misguided project.

2) Fable

In narrative texts, a fable is a brief story with moral lessons imparted and usually animal characters. A confrontation between two characters is usually followed by a conclusion that emphasizes the significance of a certain virtue or value in the story. Fables are prevalent in many cultures around the world and are frequently utilized in education to teach kids about moral principles and appropriate conduct. Example of fables, there are: The Ant And The Grasshopper,” The Tortoise and The Hare,” and The lion and the mouse.”

3) Fairy Tales

Fairy tales are the kind of stories that frequently incorporate imaginative occurrences, supernatural creatures, and magical aspects. They are usually meant for younger audiences and are meant to amuse as well as impart moral lessons. Fairy tales frequently have the following elements:

- a) A special beginning and/or the end, such as “Once upon a time...” or “They all lived happily ever after.”
- b) A protagonist with good character is frequently bold, generous, and resourceful.
- c) Evil character is a hostile figure who is frequently vile, avaricious, or harsh.
- d) Characters that are frequently monarchs, queens, or other aristocrats are referred to as royalty.
- e) Poverty: individuals who are impoverished or lead impoverished lives.
- f) Supernatural occurrences or items that assist or impede the characters are considered magic and enchantment.
- g) Recurring patterns: similar events, numbers, phrases, or tasks that appear throughout the story.
- h) A lesson or moral that is applicable to everyday life is called a universal truth.

Examples of fairy tales include Cinderella, Little Red Riding Hood, Snow White and The Seven Dwarfs, and Sleeping Beauty.

4) Science Fiction

Science fiction (sci-fi) is a genre that uses depictions of phenomena that reference elements of scientific imagination. It is a speculative genre that is not fully scientifically substantiated, involving the imagined influence of science and technology on society and individuals. Example of famous science fiction include Avatar, Transformer, Matrix, and many others.

c. Structure of Narrative Text

In narrative text, there are several structures that are important to understand. It starts with the orientation which contains the introduction of the characters, time period and setting, secondly there is the complication which is the part of the narrative where the protagonist deals with a problem or conflict, thirdly there is the resolution which deals with how the conflict or problem is resolved, and finally there is offered a new point of view or moral lesson.

Meanwhile, according to Anderson and Anderson, a narrative text consist of:

- 1) Orientation, the narrator introduces or informs the listener about who is in the story, when, where, and what is going on.
- 2) Complication is the trigger.
- 3) Sequence of events, the narrator informs the audience on how the characters react to the complication, and the events can be narrated chronologically (in the order they occur) or through flashback.
- 4) Resolution indicates that the problem has been solved.

5) A coda is an optional structure in a narrative that conveys a moral lesson or message.¹⁸

These components can be found in many different kinds of narrative texts, including mysteries, romances, folklore, fables, and fairy tales.

3. Kidloland Digital Book

a. Definition of Kidloland

Kidloland is an app for digital books intended for children under the age of 12. It provides access to more than 40.000 excellent books, instructional videos, and study materials. The platform is available on various device including tablets, smartphone and Pc. It allows children to explore their interest in a fun, safe, and kid-friendly environment.

Kidloland can be use in the school and will be the best choice among parents and teacher due its ease of use, engaging content, and ability to track reading progress. Children can utilize the platform at home to continue their reading experience outside school hours.

b. Kinds of Books in Kidloland

There are many types of stories in the Kidloland library, such as fables, fairy tales, oral stories, early reading, bedtime stories, phonics stories, aesops' fables, good manners stories, and even storybooks with educational images such as vegetables, space, shapes and animals. In addition, the visual illustrations displayed on each story in this application are very interesting and maintain children's reading interest.

¹⁸ Mark Anderson and Kathryn Anderson, *Text Types in English 2*, (Machmillan Education Australia PTY, 2003), 78.

The kidloland digital book application has 3 main features such as sing for me where the application will sing rhyming songs accompanied by interesting animated movements that can help children remember words or phrases in the story, read for me where this feature allows the application to read the story so it's very useful for children who do not know how to pronounce a word or sentence, and read by myself where this feature is designed for children who want to read alone without the help of a narrator so as develop their independent reading skills. The app also has a quiz feature to test and reinforce children's understanding after reading the story.



Figure 2.1 The Display of The Stories



Figure 2.2 The Illustration of The Story



Figure 2.3 The Features

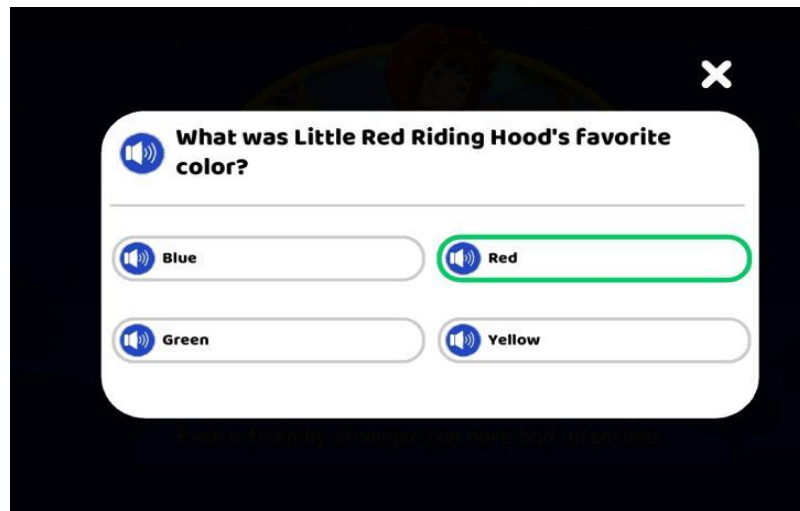


Figure 2.4 The Quiz Feature

c. Kidloland Digital Book in Teaching Reading

One of the teaching in improving reading skills that can be done using kidloland digital books is to form small groups so that students can discuss with each other after reading one of the fairy tales in the kidloland digital book application. As for what students can discuss, starting from what elements are in the fairy tale story, what are the important details in the fairy tale story, characters, themes, meanings of the fairy tale story, and finding new phrases or vocabulary. After that students can present their findings. This can improve students' critical thinking and social skills.

In addition, teachers can also provide interactive quizzes by utilizing the quiz feature in the kidloland digital book application, so that the learning atmosphere is not monotonous and can make the classroom atmosphere more fun again. The advantage of the Kidloland Digital Book application for teaching reading is that it facilitates the delivery of material by teachers using engaging interactive stories that promote text comprehension. Students' comprehension of words and plots is

improved by the auditory and visual elements, which enhances the effectiveness of the learning process.

4. Fairy Tales

a. Definition of Fairy Tales

Fairy tales are a collection of narrative that have become an integral part of narrative that have become an integral part of the world's literary heritage. Fairy tales often features elements such as magic, archetypal characters, and strong moral messages and have characteristics such as simple plots, recognizable characters, and clear moral messages.

According to Jack Zipes, fairy tales are timeless narratives that reflect societal norms, values, and anxieties. In his book “The Irresistible Fairy Tales: The Cultural and Social History of a Genre” in his book, Zipes examines the cultural and historical background of fairy tales, emphasizing how they have changed and involved throughout time. He contends that fairy tales are an effective means of learning about the nature of people and the relationships between oppression and power.¹⁹

Zipes also highlights the didactic nature of fairy tales, emphasizing their role in imparting moral lessons and shaping ethical behavior. He emphasizes that classic fairy tales often contain hidden meanings and symbolism that resonate with readers across different cultures and generations.

¹⁹ Jack Zipes, *The Irresistible Fairy Tale: The Cultural and Social History of a Genre*, (Princeton: Princeton University Press, 2012), 38.

b. Kinds of Fairy Tales

According to Nurgiyantoro, fairy tales are divided into two kinds, there are:²⁰

1) Classic Fairy Tales

In the beginning, people who have fairy tales are people who know fairy tales. In general, this is limited to those who only maintain cultural contact and requires a lot of time. However, with books nowadays, we can easily obtain a wide variety of traditional fairy tales from all over the country and even from abroad. Classic fairy tales such as Snow White, Cinderella, and Beauty and The Beast.

2) Modern Fairy Tales

Authors who wrote their names and deliberately wrote their modern fantasy stories as literary works are the creators of modern fairy tales. Thus, apart from being intended to provide moral lessons and interesting narratives, fairy tales are also works of art with aspects of beauty, which are obtained through interesting narratives, characterizations, plotting and style.

c. The Elements of Fairy Tales

Fairy tales elements which is different from other works of fiction. According to Nurgiyantoro the elements of fairy tales, these are as follows:²¹

²⁰ Burhan Nurgiyantoro and Anwar Efendi, "Re-Actualisation of Puppet Characters in Modern Indonesian Fictions of the 21st Century," *3L: Language, Linguistics, Literature* 23, no.2 (2017): 144. <https://doi.org/10.17576/3L-2017-2302-11>.

²¹ B. Nurgiyantoro, *Sastra Anak: Pengantar Dan Pemahaman Dunia Anak*, (Yogyakarta: Gadjah Mada University Press, 2005), 66.

1) Plots or Grooves

Fairy tales plot or grooves are typically progressive, with the climax occurring at the conclusion of the narrative to aid in comprehension by showcasing conflicts that aren't overly complicated. A fairy tale's resolution is usually uplifting. The phrase "Finally they lived happily forever" frequently ends a story.

2) Characterization

There are two broad categories of figures in fairy tales: those with good characters and those with negative characters. That makes sense because the moral of old stories is usually to impart wisdom. Furthermore, based on these characters tend to be simpler characters overall. This indicates that a character has been set up to be a good character for all time. Conversely, when dealing with a negative persona.

3) Story setting or setting

Are typically not restricted by space or time and can occur anywhere, at judicial accountability. Since the beginning of fairy tales, there has been an ambiguous backdrop, which is why timepieces like:

"In times long ago," "... in ancient times," "Noon at that time," "O ancient times when animals were still able to talk as they did humans," and others are frequently used. In the same way, the background location of the location is sometimes described as being "in the middle of nowhere," "in fairyland," "in a place on the edge of the forest," etc. A vague background can allow the reader to explore his imaginary powers at any time and anyplace.

5. Digital Book

a. Definition of Digital Book

Digital book, often known as an e-book, is a type of book that can be opened using electronic media such as computers, laptops, or smartphones. In addition, a digital book is a type of publishing that includes text, graphics, and sound and is produced in a digital format that can be read on electronic media such as computers or other electronic devices.

Digital book or usually called E-books are learning media that employ text, images, or both to deliver learning messages or information in digital form, and can also include instructional videos and music. They can be controlled using electronic devices such as smartphones and laptops.²² It can be concluded that, digital book are the electronic versions of printed book that are released online or via portable devices. It can be seen and read on a gadgets, mobile phones, laptops, and speciality E-reader.

b. Advantages of Digital Book

Digital book play a vital role in learning, particularly in terms of productivity. It is also an infinite reference, so teachers are not overly focused on learning resources. It enables teachers to better manage learning time. E-books are lightweight and portable, even in huge quantities, providing teachers with a wide conveniently available source of material. E-books can help teachers deliver

²² Ardita Dwiki Putri Pratiwi and Leny Noviani, "Comparative Study of Post-Marriage Nationality Of Women in Legal Systems of Different Countries International Journal of Multicultural and Multireligious Understanding The Effectiveness of Using E-Book to Improve Student's Critical Thinking Skill," *International Journal of Multicultural and Multireligious Understanding* 9, no.10 (2022): 197. <http://ijmmu.comhttp://dx.doi.org/10.18415/ijmmu.v9i10.4095>.

material more effectively. This happens because the information offered in the e-book is more contextual, allowing students to learn independently and develop their own knowledge.²³

C. Conceptual Framework

In the previous study, the researcher focused the identified problems to one core difficulty. The biggest issue was the students' lack of reading ability. As a result, the researcher had to help students improve their reading skills. The researcher attempted to teach and improve students' reading skills by used digital fairy tale books. In this study, the researcher employed fairy tale materials to teach reading in order to offer students with reading resources that will motivate them to increase with reading resources that will motivate them to increase their ability and motivation to read. The researcher also observed classroom activity during the action's implementation and notices some changes afterward. The researcher thinks that by executing the action of teaching reading with digital book of English fairy tales, the students' reading skill will improve.

²³ Silvi Yulia Sari and others, 'The Importance of E-Books in Improving Students' Skills in Physics Learning in the 21st Century: A Literature Review', *Journal of Physics: Conference Series*, 2309.1 (2022) 3 <<https://doi.org/10.1088/1742-6596/2309/1/012061>>.

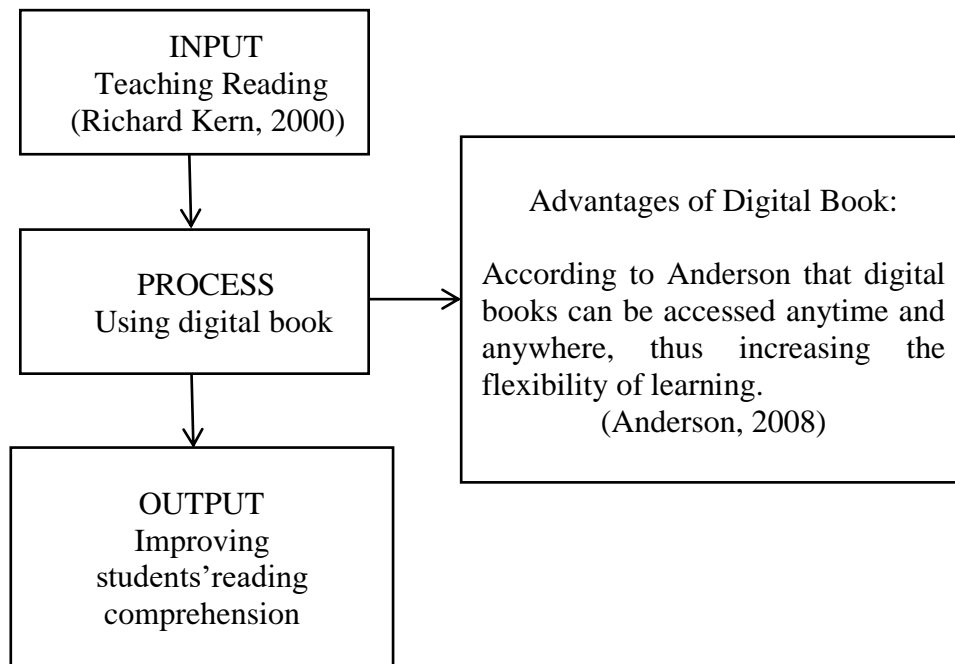


Chart 2.5 *Conceptual Framework*

D. Hypothesis

This research has conclude two hypothesis which as followed:

1. H_0 = Kidloland Digital book of Englishenglish fairy tales does not enhance students' reading skills SMPN 7 Palopo.
2. H_1 =Kidloland Digital book of english fairy tales enhances students' reading skills in SMPN 7 Palopo.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research method was quantitative research. Quantitative research is a study that uses a methodical and objective approach to data collection and analysis to answer research problems and evaluate hypotheses. Quantitative research design with used is per-experimental research designed (one - group pretest - posttest design that consist of pre-test, treatment and post-test). The pre-test and post-test were given to take the score of the student's achievement. The researcher used a one group pre-test post-test design because this design has a pretest before treatment so that the magnitude of the effect of the experiment can be known with certainty. The design of this research is described as follows:²⁴

Table 3.1 Research Design

Pre-test	Treatment	Post-test
X ₁	O	X ₂

Notes : X₁ : Pre-test

O : Treatment

X₂ : Post-test

²⁴ Pat Dugard and John Todman, 'Analysis of Pre-Test-Post-Test Control Group Designs in Educational Research', *Educational Psychology*, 15.2 (1995), 183 <<https://doi.org/10.1080/0144341950150207>>.

B. Time and Location of The Research

1. Time of the research

Table 3.2 Time of The Research

Activity	Time
Pre-test	20 August 2024
Treatment	22 August - 05 September 2024
Post-test	10 September 2024

On 20 August 2024, the pre-test was conducted to measure students' starting proficiency before treatment. The next stage involved the course of treatment, which which lasted from 22 August to 05 September 2024. In line with the goals of the study, students were given interventions or specific methods of learning throughout this time. On 10 September 2024, following the conclusion of the treatment period, a post-test was given to evaluate any improvements or enhancements in the learners' skills.

2. Location of the research

The location of this research is in SMP 7 Palopo. The address is Andi Pangerang street, number 6, Luminda North Wara district, Palopo city, South Sulawesi, Indonesia.

C. Variable of The Research

The research is focus on independent variable and dependent variable :

1. The independent variable is Kidloland Digital Book of English fairy tales (X).

Kidloland Digital book of English Fairy tales is a book containing digital-based classic fairy tales, making it easier for students to take it anywhere and anytime.

2. The dependent variable is reading skill (Y).

Reading is a basic learning skill that is taught to students starting from elementary school, early elementary school, even in kindergarten.

D. Population & Sample

1. Population

The population of this research is the eight grade students of SMP 7 Palopo. The total number of population is 47 students from eight grades, and divided into two classes, namely class IX A and class IX B

2. Sample

The sampling technique of the research was purposive sampling technique from one class, where the sample chosen has been determined by the researcher. It is class IX B with 20 students in it, because is not possible to take a sample by using randomly technique because it will interfere with the learning process during the research process and the teacher also does not give permission to perform randomly techniques. So, the sample is 20 students. In addition, the time use is more effective by using purposive sampling technique.

The researcher chose class IX B to be used as a sample because according to one of the English teachers interviewed by the researcher said that if class IX B,

especially class IX B there are still many whose reading skills are very lacking and there is also a lack of innovative and latest learning media.

E. Instrument of The Research

There was one instrument that this research was used, namely reading test is used to measure the extent of students' reading skill by giving it in the form of a pre-test and post-test where there are about 55 questions, where there will be 2 reading texts with 50 multiple choice, 5 WH questions related to the reading test. The pre-test is used before using digital books through reading learning. The post-test is used after giving treatment by giving assignments to students related to the stories in the digital book English fairy tales.

F. Procedure of Data Collection

In the procedure of data collection, the researcher was carried out with the following steps:

1. Pre-test

The researcher gave reading test to measure students' ability with 2 questions where there was 55 reading texts with 50 multiple choice question, and 5 WH questions.

2. Treatment

After giving pre-test, the students gave some treatment by using digital book of English fairy tales. The steps are as follows:

a. Opening Class

- 1) The teacher come to the class and opened the lessons.

2) The teacher ask the students's attention by asks questions to guide students' thinking into the topic, like "Have you ever read a fairy tales before?" "Do you ever read English fairy tales?"

b. Running Class

- 1) The teacher was explain the purpose today's lesson.
- 2) The teacher was introduce kidloland digital book English fairy tales to the students.
- 3) The teacher direct the students to download kidloland digital book by opening the playstore.
- 4) The teacher was explain while give some example to students about how to use kidloland digital book.
- 5) Teacher ask students to read some fairy tales story from kidloland digital book.
- 6) After reading the text, the teacher was give the worksheet to the students.
- 7) After the students finished the worksheet, the teacher and the students check the answer together.
- 8) The teacher evaluates the student's answer and provide feedback about the material that has been given.

c. Closing Class

- 1) The teacher review again the material.
- 2) The teacher and students was concludes the today's lesson.
- 3) The teacher and students close the meeting by greeting.

The treatment took time for 10 meetings that include as follows:

1. First meeting to third meetings

The researcher introduced Kidloland Digital Book application. Initially the students were less interested, but when the researcher asked them to open the application and look for one of the stories, the students were immediately interested. The material that the researcher taught in the first meeting until the third meetings was understanding vocabulary. During 3 meetings, there was an increase in students' vocabulary understanding and of course the researcher used the Kidloland Digital Book application in teaching vocabulary.

2. Fourth meetings to sixth meetings

The researcher provided material in the form of identifying main ideas where the researcher also used the quiz feature in the Kidloland Digital Book application. The researcher also grouped students so that they would not get bored and could exchange opinions. During the 3 meetings, there was an increase in the students' understanding of the main idea in fairy tales.

3. Seventh meetings to eighth meetings

The researcher discussed the material of understanding supporting details, in the seventh meeting the researcher still discussed about the main idea to connect the supporting details material. in the seventh to eighth meetings, students already understood what is included in supporting details and understood how supporting details support the main idea in fairy tales.

4. Ninth meetings to tenth meetings

The researcher discussed the last material, namely identifying reference in fairy tales. At the ninth meetings, students still had difficulty understanding what reference was in fairy tales and pronouns that referred to characters or object in the story. After giving an explanation, the researcher also gave an example of one of the stories in the Kidloland Digital Book application. In the tenth meetings the researcher explained again the meaning of reference (pronouns) and its importance in understanding the story. The students also have begun to understand how references in the story and able to mention which ones include references in one of the stories in the Kidloland Digital Book application.

The topic for each meeting:

First meeting	: Cinderella
Second meeting	: Beauty and The Beast
Third meeting	: Little Red Riding Hood
Four meeting	: Goldilock and The Three Bears
Five meeting	: Midas and The Golden Touch
Six meeting	: The Three Little Pigs
Seven meeting	: The Ugly Duckling, The Frog Prince, and The Cat and The Fox
Eight meeting	: Rapunzel
Nine meeting	: The Milkmaid and Her Pail
Ten meeting	: The Boy Who Cried Wolf

3. Post-test

The post-test was conducted in the class after treatment. There was 2 reading texts with 55 questions, which divided into 50 multiple choice questions, and 5 WH questions.

G. Techniques of Data Analysis

Before giving pre-test and post-test, the researcher has to know how to know the improving of the students' reading ability by using digital book of English fairy tales, the researcher gave reading tests to the students ,where the aspects of assessment or achievement are identifying main idea, understanding vocabulary and identifying supporting details. As for the pre-test and pos-test questions given as many as 55 questions which have represented these three aspects and are considered sufficient to be used as material or reference for assessing the ability of students in class IX B SMPN 7 Palopo. The reading test was divided into two parts; the pre-test and post-test. The test or score was classified as follows:

Scoring the students' answer

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

1. 85 - 100 (Excellent)
2. 61 - 80 (Good)
3. 41 - 60 (Fair)
4. 21 - 40 (Poor)
5. 1 - 20 (Bad)

For the mean score, standard deviation, frequency table, and tests between pre-test and post-test achievements by using Statistics Program to evaluate the Score SPSS.

Table 3.3 Scoring Rubric for WH Question

No.	Aspects	Score
1.	The meaning and structure are correct.	4
2.	The meaning is correct and some errors of structure.	3
3.	Some errors of meaning and structure.	2
4.	The meaning and structure are incorrect.	1
5.	No answer	0

Depdikbud (2005:27)

Table 3.4 Scoring Rubric For Multiple Choice Question

Correct Answer	Score	Clasification
41 - 50	80 - 100	Excellent
31 - 40	61 - 80	Good
21 - 30	41 - 60	Fair
11 - 20	21 - 40	Poor
1 - 10	1 - 20	Bad

Table 3.5 Reading Apects

No	Aspect	Definition	Number	Total
1.	Identifying main idea	Identifying the main idea involves determining the central thought or the most important point that the author is trying to convey in a text.	Pre-test: 1,4,7,8,13,15,16,19,20,21 Post Test: 1,3,4,7,10,13,14,19,20,21	10
2.	Identifying supporting details	Supporting details are the pieces of information, examples, facts, or descriptions that help to explain, prove, or enhance the main idea. They provide depth and clarity to the main idea.	Pre-test: 2,3,5,6,9,10,11,12,14,17, 18,22,23, 24,25 Post-test: 2,5,6,8,9,11,12,15,16,17, 18, 22,23,24,25	15
3.	Identifying reference	Identifying references involves recognizing the words or phrases in a text that refer to	Pre-test: 1,2,3,7,8,9,13,14,15, 19,20,21,22,23	

		something else within the text, such as pronouns (he, she, it, they) or synonyms.	Post-test: 1,2,3,7,8,9,13,14,15, 19,20,21,22,23	14
4.	Understanding vocabulary	Understanding vocabulary means grasping the meaning, synonym, and antonym of words used in the text.	Pre-test: 4,5,6,10,11,12,16,17, 18,24,25 Post-test: 1,2,3,7,8,9,13,14,15, 19,20,21,22,23	11

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. The Analysis of Students' Reading Skills Score in Pre-Test

In this section, included students' total score in reading skills, the mean score and standard deviation of students and the percentage rate of the students' reading skills score in the pre-test by using SPSS 29 version. The researcher then revealed the students' total pre-test reading skills score. Table 4.1 indicates the tabulation of students' scores in the pre-test as followed:

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

Sample	Total Score	Classification
S1	36	Poor
S2	20.5	Bad
S3	37	Poor
S4	44	Fair
S5	30.5	Poor
S6	40	Fair

S7	40.5	Poor
S8	45	Fair
S9	35	Poor
S10	42	Fair
S11	22.5	Poor
S12	30	Poor
S13	28,5	Poor
S14	32	Poor
S15	45.5	Fair
S16	34	Poor
S17	41	Fair
S18	23.5	Poor
S19	28.5	Poor
S20	34.5	Poor
Mean Score	34.52	

Table 4.1 shows the results of students' reading skills in the pre-test based on two types of questions, namely multiple choice and WH questions. The table data summarizes the scores obtained by each student (S1-S20) on the two types

questions, as well as their total score and performance classification. Students categorized as *bad* were 1 with a score of 20.5. Then the students categorized as *fair* were 6 students and the highest score was 45.5 while students categorized as *poor* were 13 with the highest score of 40.5. Overall, the pre-test results showed that most of students had low reading skills, with some of them in the moderate category.

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

Table 4.2 *The Rate Percentage of Students' Score in Pre-Test*

Classification	Score	Frequency	Percentage
Excellent	81-100	-	0%
Good	61-80	-	0%
Fair	41-60	6	30%
Poor	21-40	13	65%
Bad	0-20	1	5%
Total		20	100%

The table 4.2 provides an overview of the classification distribution of students' reading skills based on their pre-test scores. Overall, of the 20 students tested, most (65%) were in the *poor* category, while 30% of the students were in

the *fair* category, and only 5% were categorized in *bad*. No one students reached the *good* or *excellent* category. This shows that students' reading skills are generally at a low level.

After calculating the percentage and frequency, the researcher then calculated the mean score of the students' pre-test by using SPSS 29. The result are summarize in the table 4.3 the mean score of students as followed:

Table 4.3 *Descriptive Statistics of Students' Pre-Test Score*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pre	20	20.5	45.5	34.525	7.5070
Valid N (listwise)	20				

Table 4.3 displays that the lowest score of students in the pre-test was 20.5, while the highest score achieved by students was 45.5. The mean score is 34.525 with standard deviation is 7.5070.

2. The Analysis of Students' Reading Skills Score in Post-Test

The researcher displayed the overall reading skills score of the students, their mean score, standard deviation, and the percentage of the students' reading skills score on the post-test. Tables 4.4 displayed the data, and SPSS 29 was used to calculate the score. The researcher then displayed the students' overall reading

skills score in the post-test. The tabulation of the students' post-test results is displayed in the table 4.4 as followed:

Table 4.4 The Score Of Students' Reading Skill in Post-Test

Sample	Total Score	Classification
S1	42	Fair
S2	35	Fair
S3	50	Good
S4	62	Good
S5	55	Fair
S6	60	Good
S7	55	Good
S8	60	Good
S9	55	Good
S10	55	Good
S11	47.5	Good
S12	45	Fair

S13	45	Fair
S14	49	Good
S15	58	Good
S16	54	Good
S17	47.5	Good
S18	37.5	Fair
S19	37.5	Fair
S20	50	Good
Mean Score	50.00	

The score of students' Reading skill can be seen in the table 4.4. Overall, most students were in the *fair* category (17 out of 20 students). While students' categorized as *good* were 1 and for the *poor* categorized were 2 students. Furthermore the researcher also wrote the frequency and percentage. The information was provided in the from of table 4.5 as followed:

Table 4.5 *The Rate Percentage of Students' Score in Post-Test*

Classification	Score	Frequency	Percentage
Excellent	81-100	-	0%

Good	61-80	1	5%
Fair	41-60	17	85%
Poor	21-40	2	10%
Bad	0-20	-	0%
Total		20	100%

Table 4.5 informs that most participants (85%) were in the *fair* category, (10%) were in *poor* and some (5%) were in the *good* category. After calculate the percentage and frequency, the researcher then calculated the mean score of the students' post-test by used SPSS 29. The result are summarize in the table 4.6 the mean score of students as followed:

Table 4.6 *Descriptive Statistics of Students' Post-Test Score*

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
post	20	35.0	62.0	50.000	7.9107
Valid N (listwise)	20				

Table 4.6 explains that the lowest score of students in the post-test was 35, while the highest score achieved by students was 62. The mean score is 50.000

with standards deviation is 7.9107. it can be concluded that Kidloland Digital Book is quite effective in improving students' reading comprehension.

3. The Comparison Students' Score in Pre-Test and Post-test

Chart 4.1 The Percentage of Students' Score Types of Questions

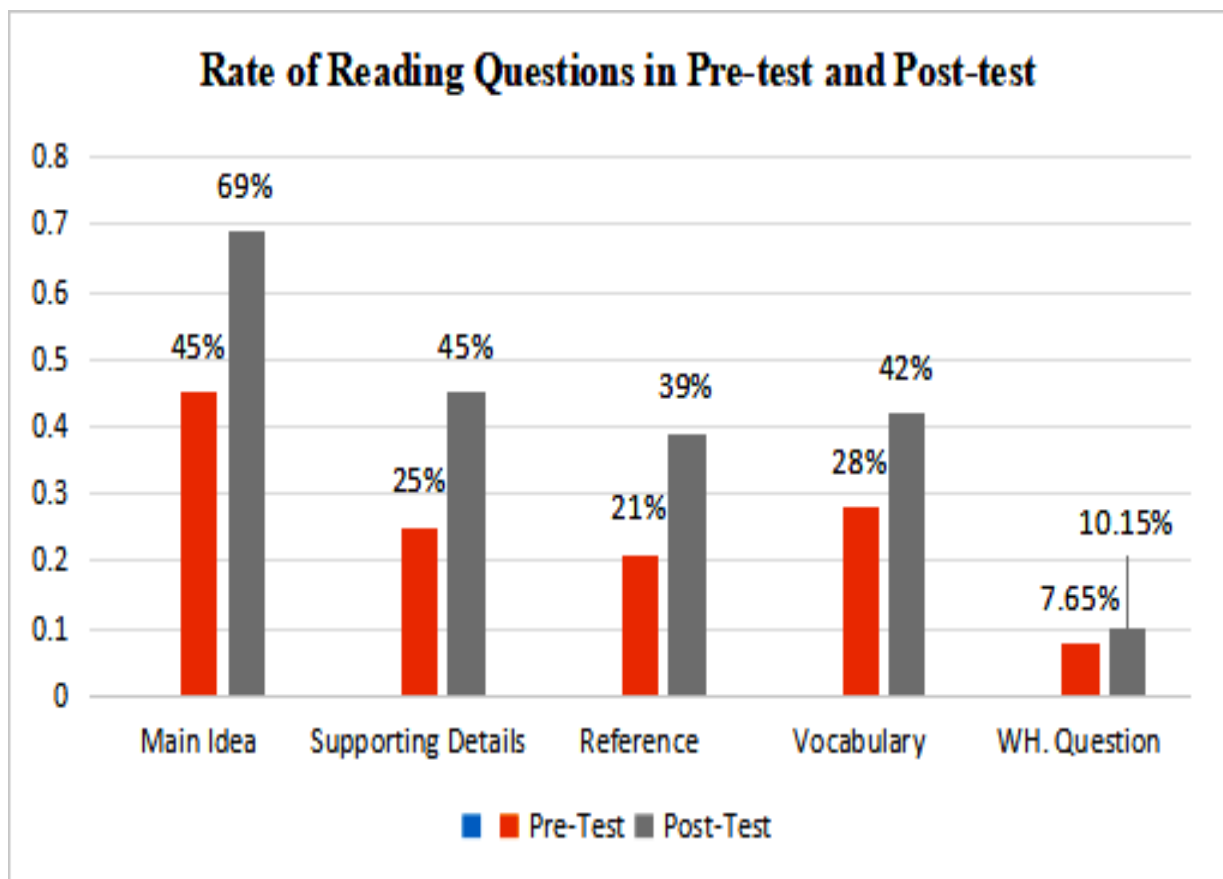


Chart 4.1 depicts how the comparison of the results of the pre-test and post-test on 4 aspects in reading comprehension, which is the main idea with the pre-test reaching 45% and the post test increasing to 69%, then the supporting details with the results of the pre-test reaching 25% and the post-test increased to 45%, then the reference with the results of the pre-test reaching 21% and the results of the post-test increased to 39%, and the last aspects is vocabulary with the results

of the pre-test reaching 28% and the results of the post-test increased to 42%. As for the pre-test results of WH question reached 7.65% and in the post-test increased to 10.15%. Of all the aspects, the most significant increase occurred in the identification is the main idea with an increase of 24 percentage points after the test. The detail of this chart can be see in appendix VI.

The researcher used analysis with measurements by used SPSS 29 to be able to find out whether the pre-test and post-test were significantly different and accepted the research hypothesis where the results could be presented in the form of paired sample statistical tables and correlations. The knowledge is presented in table 4.7 as followed:

Table 4.7 *The Paired Sample of Pre-Test And Post-Test*

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre	34.525	20	7.5070	1.6786
	post	50.000	20	7.9107	1.7689
Paired Samples Correlations					
N			Correlation	Significance	
				One-Sided p	Two-Sided p
Pair 1	pre & post	20	0.788	<.001	<.001

Table 4.7 explains the correlation between pre-test and post-test scores of 20 in this research. The pre-test and post-test showed a correlation value is 0.788. According to Cohen correlation table, if the value 0.50-1.00 the relationship is strong. Furthermore the researcher also wrote t-test. The information was provided in the table 4.8 as followed:

Table 4.8 *The Paired Sample Correlation of Pre-Test And Post-Test*

Paired Samples Test										
		Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One sided p	Two sided p
					Lower	Upper				
Pair 1	Pre-Test - Post-Test	-15.4750	5.0327	1.1254	-17.8304	-13.1196	-13.751	19	<.001	<.001

Based on the table 4.8 the paired sample test was showed the value of t_0 (t-count) is 13.751 with the degree of freedom (DF) value is 19. While the significant value (2-tailed) $p = 0.001 < 0.005$. It indicates that there had been a significant difference between the pre-test and post-test scores in enhancing students' reading skill through the use Kidloland digital book application.

4. Hypothesis Testing

Based on statistical analysis at the 0.05 significance level, the $(df) = N-1$, where $(N) = 20$, resulting in $(df) = 19$ with the p-value $0.001 < 0.05$, it was

determined that the alternative hypothesis, H_1 is accepted, while the H_0 is rejected. This implies that the use of Kidloland Digital Book effectively improves students' reading skill.

B. Discussion

This study discusses the improvement of students' reading ability in grade IX by using teaching media in the form of digital book applications where the name of that application is Kidloland Digital Book. The researchers chose reading understanding to study because reading ability is very important and is the most important thing in learning English, especially at the SMP level. Unfortunately there are still students whose reading skills are still very poor. This is due to the lack of the student motivation in reading and monotonous teaching media. Students usually are only given the materials from the handbook to facilitate students' reading.

This is not very effective and can make students feel bored. It is necessary to develop new teaching media that is more creative so that it can increase students' motivation in reading. One of the teaching media that can be utilized is the digital book, because besides not being complicated to carry, the digital book also has many interesting features. One of the digital book that can be used is Kidloland Digital Book application, where the researchers choose the application as a learning medium to enrich students' reading skills at the SMP level. The reason researcher chose the Kidloland Digital Book because the application contains various types of stories, one of which is a fairy tale. In addition, there are

illustrations that can attract students' attention so that students are not bored and can fortify reading comprehension in a more fun way.

The object of this research is the students of class IX B in SMPN 7 Palopo because there are still many whose reading skills are very poor. Before conducting the research, the researcher made observations first. The researcher found that the reading ability of IX grade students was still lacking, especially IX B students. Therefore, the researcher offered reading comprehension by using digital teaching media, namely Kidloland Digital Book. After obtaining permission from the school and English teacher, then the researcher began to go to the field.

The total of the meetings conducted by researchers was 12 meetings, where 10 meetings for treatment and 2 meetings for pre-test and post-test. Before conducting treatment, the researcher conducted pre-test to determine the extent of students' reading ability. The mean score of students from the pre-test was 34.525 it can be concluded that the reading ability of students in class IX B is indeed very lacking. After conducting the pre-test, the researcher began to carry out treatment for 10 meetings. After the treatment, the researcher conducted a post-test to find out whether there was an improvement in students' reading skills. The mean score of students from the post-test was 50.00.

At the beginning of the treatment, the researcher introduced the Kidloland Digital Book application and asked students to download the application on their cellphones. Initially students thought the application was a game application, and they were not interested. After students finished downloading the application, the researcher gave one story title and instructed students to search for the story. After

seeing the appearance of the application and the illustrations displayed in the story, then the students began to be interested in the application.

The researcher began to provide learning materials to students and of course the Kidloland Digital Book application was used as a teaching medium. The aspects of reading skills that researchers want to achieve are 4, namely identifying main idea, understanding vocabulary, identifying supporting details, and identifying reference.

The researcher divided the four aspects into 10 meetings in the treatment, where 3 meetings for understanding vocabulary, 3 meetings for identifying main idea, 2 meetings for identifying supporting details, and 2 meetings for identifying reference. During the treatment, the researcher also sometimes gave interactive games or quiz in the Kidloland Digital Book application, so that learning was not boring and monotonous.

In the last meeting, the researcher gave a post-test to the students and there was a significant improvement in the students. It can be seen from the difference between the students' pre-test and post-test ($34.52 < 50.00$). In addition, the value of that $t_{\text{count}} = 13.751$ was higher than the $t_{\text{table}} = 2.093$. The researchers found that teaching reading skills by using the Kidloland Digital Book application to students was effective and enhance students' reading skill.

Based on the calculation of the SPSS 29, it was found that the significant 2-tail score was 0.001, which is smaller than the standard significant score of 0.05 (5%). The calculation of the score of this statistical analysis shows that H_1 is accepted, while the H_0 rejected. This proves that Kidloland Digital Book

application is able to enhance students' reading skill. In this study, there were 20 students as a sample in the pre-experimental class. After used Kidloland Digital Book application, the students' reading comprehension was improved.

This research is in line with the results of several previous studies. The researchers found important results from the research of Aprilitya et al. Where the results showed that the average post-test score was higher than the pre-test (from 60.5 to 79.28). The results of the effect size calculation with a value of 1.80 (>1.00) indicate that the use of digital stories as media has a strong effect in teaching reading narrative text.²⁵ Second by Lailatul Fitria where the results of her study found that the implementation of digital storytelling in teaching narrative text reading skills in grade 9 SMPN 1 Rambipuji includes : materials, methods, and steps. The material used is narrative text, the method used by the teacher is digital storytelling.²⁶ The last by Musyaffa's et.al. Where the results showed that the digital fairy tale learning media developed were declared valid, and students' interest in learning to read digital fairy tales, which means that the digital fairy tale media is very good or very effective in being used to attract students' interest in digital fairy tales.²⁷

Kidloland Digital Book application offers several of benefits that can help students become better readers, particularly when learning is engaging and

²⁵ Rila Aprilitya and Zainal Arifin, "The Use of Digital Story in Teaching Reading Narrative Text for Smp Students," *Jurnal Pendidikan Dan Pembelajaran* 5, no.4 (2016): 1. <https://dx.doi.org/10.26418/jppk.v5i4.14937>.

²⁶ Lailatul Fitria, "The Implementation Of Digital Storytelling In Teaching Reading Ability Of Narrative Text At 9 Th Grade Of Smp Negeri 1 Rambipuji The Implementation Of Digital Storytelling In Teaching Reading Ability Of Narrative Text At 9 Th Grade Of Smp Negeri 1 Rambipuji," (2023).

²⁷ AA Musyaffa and others, "Digital Tales Media to Improve Reading Literacy for II Grade Elementary School Students," *Jurnal Penelitian Dan Pengembangan Pendidikan* 7, no.1 (2023): 98. <https://doi.org/10.23887/jppp.v7i1.59886>.

enjoyable. When the researcher used Kidloland Digital Book, it is shows that it has engaging stories that are interactively bundled with features like audio, animation, and automatic reading. Students have a deeper understanding of the material as well as a greater enthusiasm for reading as a result. Animated stories, reading aids, and the quizzes are example of engaging elements that improve students' understanding and involvement. By combining these characteristics, the Kidloland Digital Book application effectively creates a positive learning environment, enhances reading comprehension, and increases students' passion for studying in general.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this study, it can be concluded that the Kidloland Digital Book application is effective to enhance students' reading ability in class IX B at SMPN 7 Palopo. It can be seen from the mean scores of post-test which is higher than the pre-test, and the p-value is smaller than the significance level. So it can be concluded that Kidloland Digital Book application effectively enhance students' reading comprehension in the class XI B at SMPN 7 Palopo. There is a significant difference between before and after being given treatment with learning by used Kidloland Digital Book.

As for the research results obtained with a treatment of 10 meetings, pre-test and post-test of 2 meetings, researchers found that kidloland digital book can improve students' reading skills. Kidloland Digital Book has 3 main features such as "sing for me" where the application will sing rhyming songs accompanied by interesting animated movements that can help children remember words or phrases in the story, "read me" where this feature allows the application to read the story, and "quiz" to tes and reinforce students' understanding after reading the story. It can be said that the digital book application called Kidloland Digital Book is able to improve students' reading skills.

In addition, this research is also relevant with the theory of Mayer's theory in "*Multimedia Learning Theory*", where learning is more effective when information is presented through various formats, such as texts, images, sound,

and animation because it supports students' cognitive processes. (Mayer, 2001:85).

B. Suggestion

After obtaining the results of this study, the researcher has several suggestions for the future as follows:

1. For the English teacher

Teachers are expected to be able to utilize school facilities such as computer labs or libraries that provide internet access, so that students without mobile phones or quotas can still use the Kidloland Digital Book application. Teachers are also expected to ask students who have cell phones to share with their friends who do not have cell phones. In addition to multiple choice questions, teachers should provide WH-questions exercises gradually and interactively, using features in the application or additional materials.

2. For the students

Students are encouraged to actively use the Kidloland Digital Book outside of class hours as a means of additional practice to improve reading skills. Students should use time wisely when borrowing devices from friends or using school facilities to study using Kidloland Digital Books. Students should also take the time to understand and answer the WH-questions independently or through in-class exercises. It is good to discuss with friends to deepen reading comprehension, especially if they have difficulty answering certain types of questions.

3. For the further researcher

For the future researcher are expected to conduct more in-depth research related to the availability of devices and students' internet access, and how it affects the effectiveness of digital-based learning. Researchers should develop Kidloland Digital Book-based learning strategies that focus more on improving the ability to answer WH-questions. Researchers are expected to expand the study with a combination of quantitative and qualitative methods to obtain more comprehensive data on the impact of Kidloland Digital Book application on students' reading skills.

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APPENDIX I

RESEARCH PERMITS



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH & ILMU KEGURUAN
Jl. Agatis Kel. Balandai Kec. Bara 91914 Kota Palopo
Email: ftik@iainpalopo.ac.id / Web: www.ftik-iainpalopo.ac.id

Nomor : B-1702 /In.19/FTIK/HM.01/07/2024
Lampiran : -
Perihal : *Permohonan Surat Izin Penelitian*

Palopo, 4 Juli 2024

Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu Kota Palopo
di Palopo

Assalamu Alaikum Wr. Wb.

Dengan hormat, disampaikan bahwa mahasiswa (i):

Nama	: Mayumi Dewi Anjani
NIM	: 2002020025
Program Studi	: Pendidikan Bahasa Inggris
Semester	: VIII(Delapan)
Tahun Akademik	: 2023/2024

akan melaksanakan penelitian dalam rangka penulisan skripsi dengan judul: "Utilizing Kidloland Digital Book of English Fairy Tales to Enhance Students' Reading Skill at SMPN 7 Palopo". Untuk itu dimohon kiranya Bapak/Ibu berkenan memberikan surat izin penelitian.

Demikian surat permohonan ini, atas perhatian dan kerjasama diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



Prok. Dr. H. Sukirman, S.S., M.Pd.
NIP. 196705162000031002



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

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

SURAT KETERANGAN PENELITIAN

NOMOR : 500.16.7.2/2024.0685/IP/DPMPSTSP

DASAR HUKUM :

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

MEMBERIKAN IZIN KEPADA

Nama : MAYUMI DEWI ANJANI
Jenis Kelamin : P
Alamat : Lingk. Kariango, Kec. Wara Selatan Kota Palopo
Pekerjaan : Pelajar/Mahasiswa
NIM : 2002020025

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

MEMANFAATKAN BUKU DIGITAL DONGENG BAHASA INGGRIS KIDLOLAND UNTUK MENINGKATKAN KEMAMPUAN MEMBACA SISWA DI SMPN 7 PALOPO

Lokasi Penelitian : SMP Negeri 7 Palopo
Lamanya Penelitian : 1 Agustus 2024 s.d. 1 November 2024

DENGAN KETENTUAN SEBAGAI BERIKUT :

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

Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 1 Agustus 2024



Ditandatangani secara elektronik oleh
Kepala DPMPSTSP Kota Palopo

SYAMSURIADI NUR, S.STP

Pangkat : Pembina IV/a

NIP : 19850211 200312 1 002

Tembusan Kepada Yth.

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

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





PEMERINTAHAN KOTA PALOPO
DINAS PENDIDIKAN
SMP NEGERI 7 PALOPO
Alamat : Jl. Andi Pangeran No. 6 Kota Palopo



SURAT KETERANGAN PENELITIAN
Nomor : 400.3.5/095/SMPN.7/IX/2024

Yang bertanda tangan dibawah ini :

Nama : WAGIRAN, S.Pd.,M.Eng.
NIP : 19670219 199103 1 005
Jabatan : Kepala Sekolah
Sekolah : SMP Negeri 7 Palopo

Dengan ini menyatakan bahwa mahasiswa yang tersebut namanya dibawah ini :

Nama : MAYUMI DEWI ANJANI
NIM : 2002020025
Program Studi : Pendidikan Bahasa Inggris
Jenis Kelamin : Perempuan
Semester : IX (Sembilan)
Fakultas/ Jurusan : Tarbiyah Dan Ilmu Keguruan

Benar telah melaksanakan Penelitian di SMP Negeri 7 Palopo dalam rangka penyusunan Karya Ilmiah (Skripsi) sebagai Mahasiswa pada Institut Agama Islam Negeri Palopo, dengan judul

" Utilizing Kidloland Digital Book Of English Fairy Tales To Enhance Students' Reading Skills At SMPN 7 Palopo" Mulai dari Tanggal 20 Agustus s/d 10 September 2024

Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Palopo, 13 September 2024

Kepala Sekolah,
SMP NEG. 7
Palopo
WAGIRAN, S.Pd., M.Eng.
NIP:19670219 199103 1 005

APPENDIX II

LESSON PLAN

LESSON PLAN MEET 1-3

Komponen	Rincian
Mata Pelajaran	Bahasa Inggris
Kelas/Semester	VIII/Ganjil
Materi Pokok	Vocabulary dalam Fairy Tales
Tema	Cinderella (Pertemuan 1), Snow White (Pertemuan 2), dan Little Red Riding Hood (Pertemuan 3)
Nama Penyusun	Mayumi Dewi Anjani
Nama Institusi	SMP Negeri 7 Palopo
Tahun Penyusunan	2024
Jenjang Sekolah	Sekolah Menengah Pertama
Profil Pelajar Pancasila	Beriman dan bertakwa kepada Tuhan yang Maha Esa, Mandiri, Gotong Royong, Bernalar Kritis
Sarana dan Prasarana	Marker, White Board, Kidloland Digital Book
Target Peserta Didik	Reguler
Model Pembelajaran	Cooperative Learning

Komponen Inti

Komponen	1 (Cinderella)	2 (Snow White)	3 (Little Red Riding Hood)
Tujuan Pembelajaran	1. Memahami vocabulary dalam konteks cerita dongeng.	1. Mengidentifikasi vocabulary dari konteks kalimat. 2. Menjelaskan penggunaan vocabulary dari	1. Menggunakan vocabulary baru dalam kalimat. 2. Mengembangkan kosakata dalam

	2. Mengetahui ciri-ciri vocabulary dalam fairy tales.	konteks kalimat.	diskusi.
Pemahaman Bermakna	1. Menganalisis vocabulary dalam cerita yang dibaca. 2. Memahami ciri-ciri vocabulary dalam fairy tales.	1. Mengidentifikasi vocabulary dari konteks kalimat. 2. Menggunakan vocabulary baru dalam kalimat.	1. Mengaplikasikan vocabulary dalam komunikasi. 2. Mengembangkan kemampuan memahami kosakata dalam cerita.

Pertanyaan Pemantik	<ol style="list-style-type: none"> 1. Do you know fairy tales? 2. What kind of fairy tales have you read? 	<ol style="list-style-type: none"> 1. What do you know about Beauty and The Beast? 2. How does the story relate to other fairy tales? 	<ol style="list-style-type: none"> 1. Do you know the story of Little Red Riding Hood? 2. What vocabulary is important in understanding the story?
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Kegiatan Pembelajaran

Komponen	1 (Cinderella)	2 (Snow White)	3 (Little Red Riding Hood)
Pendahuluan	<ol style="list-style-type: none"> 1. Mengucapkan salam, doa, dan perkenalan diri. 2. Mengecek kehadiran. 3. Instruksi perhatian (Hocus focus... Everybody focus...). 	Sama seperti pertemuan pertama.	Sama seperti pertemuan pertama.
Kegiatan Inti	<ol style="list-style-type: none"> 1. Siswa mendownload Kidloland Digital Book 2. Guru memperkenalkan cerita <i>Cinderella</i>. 3. Siswa membaca cerita bergantian. 	<ol style="list-style-type: none"> 1. Guru memperkenalkan topik <i>Beauty and The Beast</i>. 2. Menjelaskan cara memahami vocabulary dari konteks kalimat. 3. Diskusi kelompok. 	<ol style="list-style-type: none"> 1. Pendidikan menjelaskan materi pembelajaran. 2. Pendidik meminta siswa untuk mencari cerita "<i>Little Red Riding Hood</i>" pada aplikasi <i>Kidloland Digital Book</i>. 3. Pendidik meminta

	<p>4. Diskusi tentang vocabulary dalam cerita.</p> <p>5. Mencari frasa baru.</p>		<p>satu persatu siswa untuk membaca satu paragraf cerita <i>“Little Red Riding Hood”</i> secara bergantian..</p> <p>4. Pendidik juga meminta siswa untuk mencari kosakata dari cerita <i>“Little Red Riding Hood”</i></p>
Mengorganisasi kan Peserta Didik	<p>1. Siswa mengerjakan worksheet terkait <i>Cinderella</i>.</p> <p>2. Membahas hasil secara bersama-sama.</p>	<p>1. Diskusi kelompok untuk menemukan vocabulary.</p> <p>2. Presentasi hasil diskusi.</p>	<p>1. Diskusi dalam kelompok.</p> <p>2. Presentasi hasil diskusi mengenai penggunaan vocabulary.</p>
Penutup	<p>Pendidik meminta peserta didik untuk menyimpulkan hasil dari pelajaran dan menemukan mnafaat langsung maupun tidak langsung dari proses pembelajaran menggunakan variasi bahasa.</p> <ul style="list-style-type: none"> ● Ok class, so what have we learned today? ● Who can 	Sama seperti pertemuan pertama.	Sama seperti pertemuan pertama.

	<p>conclude our lesson today?</p> <p>Memberikan umpan balik.</p> <p>Menutup kelas dengan memberikan pesan mendidik kepada peserta didik.</p>		
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A. Assesment

Formatif

a. Tertulis

- Mengerjakan soal yang sudah disediakan di buku ajar.

b. Tidak tertulis

- Keberanian dalam mengemukakan pendapat saat diskusi kelompok kecil.
- Menghargai perbedaan pendapat orang lain.

Sumatif

- Menuliskan hasil tugas kelompok di papan tulis.

B. Pengayaan dan Remedial

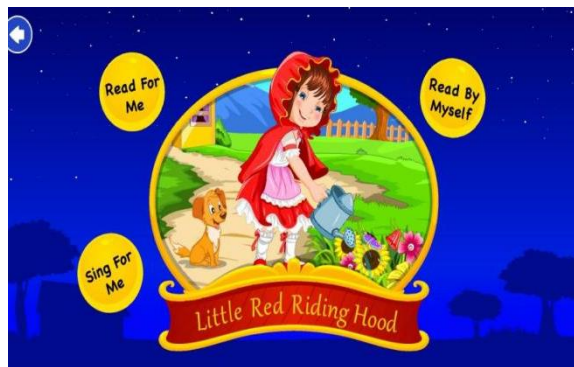
- Pengayaan diberikan pada peserta didik yang telah mencapai target pembelajaran, diberikan kegiatan pengayaan berupa tambahan materi ajar.
- Remedial diberikan pada peserta didik yang belum mampu mencapai target pembelajaran, perlu diberikan kegiatan remedial berupa evaluasi tambahan.

C. Refleksi Peserta Didik dan Pendidik

- Apakah peserta didik aktif dalam pembelajaran?
- Apakah ada kesulitan dalam pembelajaran?
- Apakah peserta didik dapat dianggap tuntas di dalam pembelajaran?

D. Daftar Bacaan





E. Daftar Pustaka
Kidloland Digital Book

LESSON PLAN MEET 4-6

Komponen	Rincian
Mata Pelajaran	Bahasa Inggris
Kelas/Semester	VIII/Ganjil
Materi Pokok	Vocabulary dan main idea dalam Fairy Tales
Tema	Goldilocks and the Three Bears (Pertemuan 4), Midas and the Golden Touch (Pertemuan 5), The Three Little Pigs (Pertemuan 6)
Nama Penyusun	Mayumi Dewi Anjani
Nama Institusi	SMP Negeri 7 Palopo
Tahun Penyusunan	2024
Jenjang Sekolah	Sekolah Menengah Pertama
Profil Pelajar Pancasila	Beriman dan bertakwa kepada Tuhan yang Maha Esa, Mandiri, Gotong Royong, Bernalar Kritis
Sarana dan Prasarana	Marker, White Board, Kidloland Digital Book
Target Peserta Didik	Reguler
Model Pembelajaran	Cooperative Learning

Komponen Inti

Komponen	4 (Goldilocks and the Three Bears)	5 (Midas and The Golden Touch)	6 (The Three Little Pigs)
Tujuan Pembelajaran	3. Memahami vocabulary dalam konteks cerita dongeng. 4. Mengetahui ciri-ciri vocabulary dalam fairy tales.	1. Memahami Main Idea dalam cerita dongeng. 2. Mengetahui ciri-ciri dari Main Idea.	1. Memahami strategi membaca untuk Main Idea. 2. Menghubungkan tokoh dan peristiwa dengan Main Idea.
Pemahaman Bermakna	1. Menganalisis vocabulary dalam cerita yang dibaca. 2. Memahami dan menggunakan kosakata baru.	1. Memahami Main Idea dalam cerita. 2. Menganalisis ciri-ciri dari Main Idea.	1. Menganalisis strategi membaca untuk Main Idea. 2. Mengidentifikasi tokoh dan peristiwa dengan Main Idea.
Pertanyaan Pemantik	1. Do you still remember the story of Little Red Riding Hood? 2. What kind of character is that story?	1. What's your favorite fairy tale? 2. What do you know about fairy tales?	1. Do you know the difference between fairy tales and other stories? 2. Do you like fairy tales?

Kegiatan Pembelajaran

Komponen	4 (Goldilocks and the Three Bears)	5 (Midas and The Golden Touch)	6 (The Three Little Pigs)
Pendahuluan	1. Mengucapkan salam, doa, dan pengenalan diri. 2. Mengecek	Sama seperti pertemuan keempat.	Sama seperti pertemuan keempat.

	<p>kehadiran.</p> <p>3. Instruksi perhatian (Hocus focus... Everybody focus...).</p>		
Kegiatan Inti	<p>1. Memperkenalkan cerita "Goldilocks and the Three Bears".</p> <p>2. Siswa membaca cerita secara bergantian.</p> <p>3. Diskusi tentang karakter dan vocabulary baru.</p>	<p>1. Memperkenalkan cerita "Midas and the Golden Touch".</p> <p>2. Menjelaskan cara memahami Main Idea.</p> <p>3. Siswa mendiskusikan Main Idea secara berpasangan.</p>	<p>1. Memperkenalkan cerita "The Three Little Pigs" .</p> <p>2. Menjelaskan metode skimming untuk memahami alur cerita.</p> <p>3. Diskusi kelompok untuk menemukan informasi dan karakter.</p>
Mengorganisasi kan Peserta Didik	<p>1. Siswa mengerjakan worksheet terkait vocabulary.</p> <p>2. Membahas hasil kerja siswa secara bersama-sama.</p>	<p>1. Diskusi kelompok untuk menemukan Main Idea dalam cerita.</p> <p>2. Presentasi hasil diskusi kelompok.</p>	Presentasi kelompok mengenai karakter, tema, dan latar cerita.
Penutup	Pendidik meminta peserta didik untuk menyimpulkan hasil dari pelajaran dan menemukan mnafaat langsung maupun tidak	Sama seperti pertemuan keempat.	Sama seperti pertemuan keempat.

	<p>langsung dari proses pembelajaran menggunakan variasi bahasa.</p> <ul style="list-style-type: none"> • Ok class, so what have we learned today? • Who can conclude our lesson today? <p>Memberikan umpan balik. Menutup kelas dengan memberikan pesan mendidik kepada peserta didik.</p>		
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A. Assesment

Formatif

a. Tertulis

- Mengerjakan soal yang sudah disediakan di buku ajar.

b. Tidak tertulis

- Keberanian dalam mengemukakan pendapat saat diskusi kelompok kecil.
- Menghargai perbedaan pendapat orang lain.

Sumatif

- Menuliskan hasil tugas kelompok di papan tulis.

B. Pengayaan dan Remedial

- Pengayaan diberikan pada peserta didik yang telah mencapai target pembelajaran, diberikan kegiatan pengayaan berupa tambahan materi ajar.
- Remedial diberikan pada peserta didik yang belum mampu mencapai target pembelajaran, perlu diberikan kegiatan remedial berupa evaluasi tambahan.

C. Refleksi Peserta Didik dan Pendidik

- Apakah peserta didik aktif dalam pembelajaran?
- Apakah ada kesulitan dalam pembelajaran?

3. Apakah peserta didik dapat dianggap tuntas di dalam pembelajaran?

D. Daftar Bacaan



E. Daftar Pustaka Kidloland Digital Book

LESSON PLAN MEET 7-8

Komponen	Rincian
Mata Pelajaran	Bahasa Inggris
Kelas/Semester	VIII/Ganjil
Materi Pokok	Main idea dan supporting detail dalam Fairy Tales
Tema	The Cat and the Fox, The Frog Prince, The Ugly Duckling (Pertemuan 7) dan Rapunzel (Pertemuan 8)
Nama Penyusun	Mayumi Dewi Anjani
Nama Institusi	SMP Negeri 7 Palopo
Tahun Penyusunan	2024
Jenjang Sekolah	Sekolah Menengah Pertama
Profil Pelajar Pancasila	Beriman dan bertakwa kepada Tuhan yang Maha Esa,

	Mandiri, Gotong Royong, Bernalar Kritis
Sarana dan Prasarana	Marker, White Board, Kidloland Digital Book
Target Peserta Didik	Reguler
Model Pembelajaran	Cooperative Learning

Komponen Inti

Komponen	7 (The Cat and the Fox, The Frog Prince, The Ugly Duckling)	8 (Rapunzel)
Tujuan Pembelajaran	<ol style="list-style-type: none"> 1. Peserta didik mampu mengetahui struktur paragraf: 2. Peserta didik juga dapat mengidentifikasi kalimat utama yang mencerminkan Main Idea dari cerita dongeng. 	<ol style="list-style-type: none"> 1. Peserta didik mampu memahami apa itu Supporting Details. 2. Peserta didik juga dapat memahami bagaimana Supporting Details mendukung Main Idea dalam cerita dongeng.
Pemahaman Bermakna	<ol style="list-style-type: none"> 1. Peserta didik mampu memahami kalimat utama (Main Idea), kalimat pendukung (Supporting Details), kalimat penutup. 2. Peserta didik mampu menulis kalimat utama yang mencerminkan Main Idea dari cerita dongeng. 	<ol style="list-style-type: none"> 1. Peserta didik mampu mengidentifikasi apa itu Supporting Details. 2. Peserta didik mampu memahami bagaimana Supporting Details mendukung Main Idea dalam cerita dongeng.
Pertanyaan Pemantik	<ol style="list-style-type: none"> 1. What is the Role of magical or miraculous 	<ol style="list-style-type: none"> 1. What do you expect from the story we're

	in fairy tales?	about to read?
	2. How do you think fairy tales end?	2. What moral messages can you learn from fairy tales?

Kegiatan Pembelajaran

Komponen	7 (The Cat and the Fox, The Frog Prince, The Ugly Duckling)	8 (Rapunzel)
Pendahuluan	<ol style="list-style-type: none"> 1. Mengucapkan salam, doa, dan perkenalan diri. 2. Mengecek kehadiran. 3. Instruksi perhatian (Hocus focus... Everybody focus...). 	Sama seperti pertemuan ketujuh.
Kegiatan Inti	<ol style="list-style-type: none"> 1. Pendidikan menjelaskan apa saja struktur dari suatu paragraf. 2. Pendidik menjelaskan ciri-ciri dan memberikan contoh dari kalimat utama (Main Idea), kalimat pendukung (Supporting Details), kalimat penutup. 	<ol style="list-style-type: none"> 1. Pendidik menjelaskan pengertian Supporting Details. 2. Pendidik memberikan contoh bagaimana Supporting Details mendukung Main Idea dalam cerita dongeng. "Cinderella": Bagaimana detail seperti "fairy godmother," "ball," dan "glass slipper" mendukung Main Idea tentang keajaiban dan keadilan.
Mengorganisasikan Peserta Didik	<ol style="list-style-type: none"> 1. Siswa dibentuk secara berkelompok dan masing-masing diberikan satu judul 	<ol style="list-style-type: none"> 1. Pendidik meminta siswa secara berpasangan untuk mencari cerita

	<p>cerita dongeng “<i>The cat and the fox</i>” , “<i>The Frog Prince</i>” , and “<i>The Ugly Duckling</i>” . untuk dicari di <i>Kidloland Digital Book</i>.</p> <p>2. Pendidik meminta masing-masing kelompok untuk memahami cerita dongeng tersebut dan mencari kalimat utama (Main Idea), kalimat pendukung (Supporting Details), kalimat penutup</p> <p>3. Pendidik meminta setiap kelompok mempresentasikan hasil temuan mereka.</p>	<p>“<i>Rapunzel</i>” di “<i>Kidloland Digital Book</i>” .</p> <p>2. Pendidik meminta siswa untuk mendiskusikan Supporting Details apa saja yang mendukung Main Idea pada cerita “<i>Rapunzel</i>”</p> <p>3. Pendidik menilai hasil kerja siswa dengan membahasnya bersama-sama.</p>
Penutup	<p>Pendidik meminta peserta didik untuk menyimpulkan hasil dari pelajaran dan menemukan mnafaat langsung maupun tidak langsung dari proses pembelajaran menggunakan variasi bahasa.</p> <ul style="list-style-type: none"> ● Ok class, so what have we learned today? ● Who can conclude our 	Sama seperti pertemuan ketujuh.

	<p>lesson today?</p> <p>Memberikan umpan balik. Menutup kelas dengan memberikan pesan mendidik kepada peserta didik.</p>	
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A. Assesment
Formatif

- a. Tertulis
 - i. Mengerjakan soal yang sudah disediakan di buku ajar.
- b. Tidak tertulis
 - i. Keberanian dalam mengemukakan pendapat saat diskusi kelompok kecil.
 - ii. Menghargai perbedaan pendapat orang lain.

Sumatif

- i. Menuliskan hasil tugas kelompok di papan tulis.

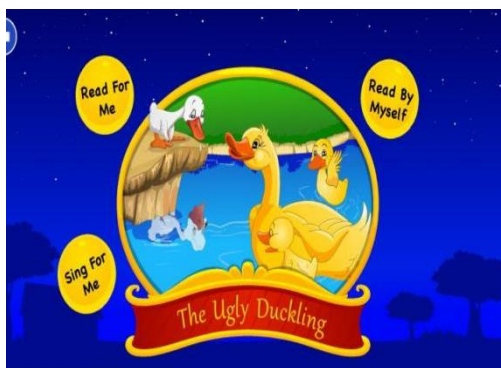
B. Pengayaan dan Remedial

1. Pengayaan diberikan pada peserta didik yang telah mencapai target pembelajaran, diberikan kegiatan pengayaan berupa tambahan materi ajar.
2. Remedial diberikan pada peserta didik yang belum mampu mencapai target pembelajaran, perlu diberikan kegiatan remedial berupa evaluasi tambahan.

C. Refleksi Peserta Didik dan Pendidik

1. Apakah peserta didik aktif dalam pembelajaran?
2. Apakah ada kesulitan dalam pembelajaran?
3. Apakah peserta didik dapat dianggap tuntas di dalam pembelajaran?

D. Daftar Bacaan





E. Daftar Pustaka
Kidloland Digital Book

LESSON PLAN MEET 9-10

Komponen	Rincian
Mata Pelajaran	Bahasa Inggris
Kelas/Semester	VIII/Ganjil
Materi Pokok	Reference dalam Fairy Tales
Tema	The Milkmaid and Her Pail (Pertemuan 9) dan The Boy Who Cried Wolf (Pertemuan 10)
Nama Penyusun	Mayumi Dewi Anjani
Nama Institusi	SMP Negeri 7 Palopo
Tahun Penyusunan	2024
Jenjang Sekolah	Sekolah Menengah Pertama
Profil Pelajar Pancasila	Beriman dan bertakwa kepada Tuhan yang Maha Esa, Mandiri, Gotong Royong, Bernalar Kritis
Sarana dan Prasarana	Marker, White Board, Kidloland Digital Book
Target Peserta Didik	Reguler
Model Pembelajaran	Cooperative Learning

Komponen Inti

Komponen	9 (The Milkmaid and Her Pail)	8 (The Boy Who Cried Wolf)

Tujuan Pembelajaran	<ol style="list-style-type: none"> 1. Peserta didik mampu mengidentifikasi referensi (kata ganti) dalam cerita dongeng. 2. Peserta didik dapat memahami bagaimana kata ganti merujuk pada karakter atau benda dalam cerita <i>"The Milkmaid and Her Pail"</i>. 	<ol style="list-style-type: none"> 1. Peserta didik mampu mengidentifikasi referensi (kata ganti) dalam cerita dongeng. 2. Peserta didik dapat memahami bagaimana kata ganti merujuk pada karakter atau benda dalam cerita <i>"The Boy Who Cried Wolf"</i>.
Pemahaman Bermakna	<ol style="list-style-type: none"> 1. Peserta didik mampu mengidentifikasi kata ganti yang digunakan dalam cerita <i>"The Milkmaid and Her Pail"</i>. 2. Peserta didik memahami bagaimana referensi (kata ganti) berfungsi menjaga kejelasan makna dalam cerita. 	<ol style="list-style-type: none"> 1. Peserta didik mampu mengidentifikasi kata ganti yang digunakan dalam cerita <i>"The Boy Who Cried Wolf"</i>. 2. Peserta didik memahami bagaimana referensi (kata ganti) menjaga kejelasan makna dalam cerita.
Pertanyaan Pemantik	<ol style="list-style-type: none"> 1. What do you think the pronouns in a fairy tale refer to? 2. How do pronouns help us understand a story better? 	<ol style="list-style-type: none"> 1. What do you think the pronouns in the story <i>"The Boy Who Cried Wolf"</i> refer to? 2. How do pronouns help us follow the events in a story?

Kegiatan Pembelajaran

Komponen	9 (The Milkmaid and Her Pail)	10 (The Boy Who Cried Wolf)
Pendahuluan	1. Mengucapkan salam, doa, dan pengenalan	Sama seperti pertemuan

	<p>diri.</p> <ol style="list-style-type: none"> 2. Mengecek kehadiran. 3. Instruksi perhatian (Hocus focus... Everybody focus...). 	kesembilan.
Kegiatan Inti	<ol style="list-style-type: none"> 1. Pendidik menjelaskan pengertian referensi (kata ganti) dan memberikan contoh dalam konteks cerita <i>"The Milkmaid and Her Pail"</i>. 2. Pendidik memutarakan cerita dongeng <i>"The Milkmaid and Her Pail"</i> dengan menggunakan fitur "Read For Me" dari aplikasi <i>Kidloland Digital Book</i>. 	<ol style="list-style-type: none"> 1. Pendidik menjelaskan kembali pengertian referensi (kata ganti) dan pentingnya dalam memahami cerita. 2. Peserta didik diminta membaca kembali cerita pada <i>Kidloland Digital Book</i> dan mengidentifikasi kata ganti seperti "he," "his," dan "they". 3. Peserta didik berdiskusi secara berpasangan untuk menentukan siapa atau apa yang dirujuk oleh kata ganti tersebut dalam cerita. 4. Pendidik membahas hasil diskusi bersama dan mengevaluasi pemahaman siswa tentang referensi yang ada dalam teks.
Mengorganisasikan Peserta Didik	<ol style="list-style-type: none"> 1. Peserta didik diminta membaca kembali cerita pada <i>Kidloland Digital Book</i> dan mengidentifikasi kata ganti seperti "she," 	<ol style="list-style-type: none"> 1. Pendidik membagi siswa kedalam bentuk kelompok. 2. Pendidik meminta siswa untuk membuka fitur quiz dan menjawab

	<p>"her," dan "it".</p> <p>2. Peserta didik berdiskusi berpasangan mengenai siapa atau apa yang dirujuk oleh kata ganti tersebut dalam cerita.</p> <p>3. Pendidik membahas hasil diskusi bersama-sama, mengevaluasi pemahaman siswa tentang referensi yang ada dalam teks.</p>	<p>soal-soal quiz yang ada pada cerita <i>"The Boy Who Cried Wolf"</i>.</p>
Penutup	<p>Pendidik meminta peserta didik untuk menyimpulkan hasil dari pelajaran dan menemukan mnafaat langsung maupun tidak langsung dari proses pembelajaran menggunakan variasi bahasa.</p> <ul style="list-style-type: none"> • Ok class, so what have we learned today? • Who can conclude our lesson today? <p>Memberikan umpan balik. Menutup kelas dengan memberikan pesan mendidik kepada peserta didik.</p>	<p>Sama seperti pertemuan kesembilan.</p>

A. Assesment

Formatif

- a. Tertulis
 - i. Mengerjakan soal yang sudah disediakan di buku ajar.
- b. Tidak tertulis
 - i. Keberanian dalam mengemukakan pendapat saat diskusi kelompok kecil.
 - ii. Menghargai perbedaan pendapat orang lain.

Sumatif

- i. Menuliskan hasil tugas kelompok di papan tulis.

B. Pengayaan dan Remedial

1. Pengayaan diberikan pada peserta didik yang telah mencapai target pembelajaran, diberikan kegiatan pengayaan berupa tambahan materi ajar.
2. Remedial diberikan pada peserta didik yang belum mampu mencapai target pembelajaran, perlu diberikan kegiatan remedial berupa evaluasi tambahan.

C. Refleksi Peserta Didik dan Pendidik

1. Apakah peserta didik aktif dalam pembelajaran?
2. Apakah ada kesulitan dalam pembelajaran?
3. Apakah peserta didik dapat dianggap tuntas di dalam pembelajaran?

D. Daftar Bacaan



E. Daftar Pustaka

Kidloland Digital Book

APPENDIX III

INSTRUMENT VALIDATION

LEMBAR VALIDASI INSTRUMEN PENELITIAN

Judul : Utilizing Kidloland Digital Book of English Fairy Tales To Enhance Students' Reading Skills at SMPN 7 Palopo

A. Data Responden

Nama : YUYUN KUDINJAT SAID . S. Pd., M. Pd
Usia :
Jenis Kelamin :
Pendidikan :
Pengalaman Mengajar :

B. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi Pre-test dan post-test.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1 : tidak layak
 - 2 : kurang layak
 - 3 : cukup layak
 - 4 : layak
 - 5 : sangat layak
4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

C. Penilaian Kelayakan

NO	URAIAN	Kelayakan				
1	Aspek Cakupan (Isi)	1	2	3	4	5
a.	Butir-butir pertanyaan dalam Pre-test dan Post-test mencakup data yang berhubungan dengan cakupan isi materi yang akan digunakan dalam pengajaran reading.				✓	
b.	Butir-butir pertanyaan dalam Pre-test dan Post-test mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi yang akan digunakan dalam pengajaran reading.				✓	
c.	Butir-butir pertanyaan dalam Pre-test dan Post-test mencakup data yang berhubungan dengan aktivitas					

pembelajaran yang akan digunakan dalam pengajaran reading.					✓
d. Butir-butir pertanyaan dalam Pre-test dan Post-test mencakup data yang berhubungan dengan input materi yang akan digunakan dalam pengajaran reading					✓
II	Aspek Bahasa				
a. Butir-butir Pre-test dan Post-test dirumuskan dalam bahasa Inggris yang baik dan benar.					✓
b. Butir-butir Pre-test dan Post-test dirumuskan dalam bahasa Inggris yang efektif.					✓
c. Butir-butir Pre-test dan Post-test dirumuskan dalam bahasa Inggris yang efisien.					✓
d. Butir-butir Pre-test dan Post-test dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					✓

D. Komentar

.....

.....

.....

.....

.....

.....

.....

E. Saran

kata paragraph jangan disingkat

.....

.....

.....

.....

.....

F. Kesimpulan

Instrument Pre-test dan Post-test ini (lingkari salah satu pilihan):

1. Tidak dapat digunakan
2. Dapat digunakan


③. Dapat digunakan dengan perbaikan sebagai berikut

dan keterangan line (no. line) paragraph post test

.....

.....

Palopo, 23 Agustus 2024
Penilai Kelayakan



Yuyun Ruqiyah Said, S.Pd., M. Pd
NIP. 19870419 202321 2 030

APPENDIX IV

PRE-TEST

(PRE-TEST I)

Name :

Class :

A. Answer the following questions by cross (X) the correct answer!

Passage 1: "The Frog Prince"

Once upon a time, in a distant kingdom, there lived a young princess who loved to play by the pond near the castle. One day, while she was playing with her favorite golden ball, it slipped from her hands and fell into the deep water. Distraught, she sat by the pond and cried, wishing someone could help her retrieve her ball.

A frog heard her cries and offered to help her in exchange for a promise. The princess, eager to get her ball back, hastily agreed, not expecting the frog to actually retrieve it. When the frog emerged from the water with the golden ball, he reminded her of her promise to let him eat from her plate, drink from her cup, and sleep on her pillow.

Reluctantly, the princess honored her promise, and over time, she grew fond of the frog. One night, she kissed the frog goodnight, and to her amazement, he transformed into a handsome prince. The prince explained that he had been cursed by a wicked witch and her kiss had broken the spell. They soon fell in love and lived happily ever after.

https://en.wikipedia.org/wiki/The_Frog_Prince

1. What is the main idea of the passage?

- | | |
|--|--|
| a. A princess who loses her golden ball and receives help from a frog. | c. A princess who falls in love with a prince. |
| b. A frog who wants to become a prince. | d. A witch who curses a prince. |

2. Who offered to help the princess retrieve her ball?

- | | |
|-------------|-----------|
| a. A fish | c. A frog |
| b. A prince | d. A bird |

3. How did the frog transform into a prince?

- a. By drinking a magic potion.
- b. By being kissed by the princess.
- c. By swimming in the pond.
- d. By eating from the princess's plate.

4. What is the main problem in the story?
- a. The frog wants to become a prince.
 - b. The princess loses her golden ball.
 - c. The witch curses the prince.
 - d. The princess is unhappy.

5. Where did the princess love to play?
- a. In the garden
 - b. By the pond
 - c. Inside the castle
 - d. In the forest

6. Which item did the princess lose in the water?
- a. Her silver ring
 - b. Her golden ball
 - c. Her necklace
 - d. Her crown

Passage 2: "Sleeping Beauty"

In a faraway kingdom, a princess named Aurora was cursed by an evil fairy to prick her finger on a spindle and fall into a deep sleep on her 16th birthday. To protect her, the king and queen sent her to live with three good fairies in a hidden forest cottage.

Despite their efforts, Aurora pricked her finger on her 16th birthday and fell into a deep sleep. The entire kingdom was put to sleep until the curse could be broken. A hundred years later, a brave prince discovered the castle hidden behind a wall of thorns.

The prince fought his way through and kissed Aurora, breaking the curse. The entire kingdom woke up, and the prince and Aurora were married, living happily ever after.

https://www.grimmstories.com/en/grimm_fairy-tales/sleeping_beauty

7. What is the story about?
- a. A princess who was turned into a frog by a witch
 - b. A prince who was cursed to sleep for a hundred years
 - c. A princess who fell into a deep sleep because of a curse
 - d. A king and queen who lost their daughter in a forest
8. What is the main idea from paragraph 2?
- a. The good fairies failed to protect Aurora from the curse
 - b. Aurora celebrated her 16th birthday with the entire kingdom
 - c. The entire kingdom fell asleep after Aurora pricked her finger
 - d. A brave prince fought his way through a wall of thorns
9. Where did Aurora live after being sent away by the king and queen?
- a. In the castle tower
 - b. In a hidden forest cottage
 - c. In a neighboring
 - d. In a dungeon
10. Which object caused Aurora to fall into a deep sleep?
- a. A poisoned apple
 - b. A spinning wheel spindle
 - c. A cursed necklace
 - d. A thorny rose

11. When did Aurora fall into the deep sleep?

- a. On her 18th birthday
- b. The day after her 16th birthday
- c. On her 16th birthday
- d. On her wedding day

12. How was the curse on Aurora broken?

- a. By a magic potion
- b. By destroying the spindle
- c. By a kiss from the prince
- d. By a spell cast by the fairies

Passage 3 "The Twelve Dancing Princesses"

Once upon a time, there was a king with twelve beautiful daughters who all slept in the same bedroom. Every morning, their shoes were found to be worn out, as if they had been dancing all night, but no one knew how or where. The king promised that whoever could discover the secret would be allowed to marry one of his daughters and inherit the kingdom. Many princes tried and failed, unable to stay awake and discover the secret.

An old soldier, returning from war, met an old woman who gave him an invisibility cloak and advised him not to drink the wine offered by the princesses. That night, the soldier used the cloak to follow the princesses. He discovered that they went through a hidden passage in their bedroom, leading to a magical underground realm where they danced with twelve princes.

The soldier collected evidence and presented it to the king. The secret was revealed, and as promised, the soldier was allowed to choose one of the princesses to marry. He chose the eldest, and they lived happily ever after, while the secret passage was sealed forever.

https://en.wikipedia.org/wiki/The_Twelve_Dancing_Princesses

13. Who are the main characters in "The Twelve Dancing Princesses"?

- a. The king, the twelve princes, and the old soldier
- b. The queen, the twelve princesses, and the old woman
- c. The king, the twelve princesses, and the old woman
- d. The king, the twelve princesses, and the old soldier

14. Where did the twelve princesses sleep every night?

- a. In separate bedrooms
- b. In a magical underground realm
- c. In the castle garden
- d. In the same bedroom

15. What is the main idea of paragraph 2?

- a. The old woman gave the princesses an invisibility cloak
- b. The old soldier became a prince after following the princesses
- c. The king discovered the secret of the princesses himself
- d. The old soldier received help from an old woman to discover the secret of the princesses

16. What is the text about?

- a. A magical underground realm where princesses lived
- b. An old woman's journey to give advice to soldiers
- c. A group of princes trying to marry princesses

- d. A king's quest to discover why his daughters' shoes were worn out every morning and the soldier who uncovered the secret

17. Where did the princess love to play?

- | | |
|--------------------------------|----------------------|
| a. In the garden | c. Inside the castle |
| b. By the pond near the castle | d. In the forest |

18. How did the soldier manage to follow the princesses?

- a. He bribed the guards
- b. He used an invisibility cloak
- c. He hid in their room
- d. He followed them without being noticed

Passage 4: "Goldilocks and the Three Bears"

Once upon a time, there was a little girl named Goldilocks who went for a walk in the forest. She came upon a house and knocked on the door, but no one answered. Curious, she opened the door and entered the house. Inside, she found three bowls of porridge on the table. Hungry, she tasted each bowl. The first was too hot, the second was too cold, but the third was just right, so she ate it all.

Feeling tired, Goldilocks went into the living room and saw three chairs. She tried the first chair, but it was too big. The second chair was too big as well. The third chair was just right, but as she sat down, it broke into pieces. Undeterred, Goldilocks went upstairs and found three beds. She lay on the first bed, but it was too hard. The second bed was too soft. The third bed was just right, and she fell asleep.

The owners of the house, three bears, returned home and discovered the intruder. They noticed someone had eaten their porridge, sat in their chairs, and slept in their beds. When they found Goldilocks sleeping, she woke up, saw the bears, and was so frightened that she ran out of the house and never returned.

https://en.wikipedia.org/wiki/Goldilocks_and_the_Three_Bears

19. Who is the main character in the story?

- | | |
|--------------------|----------------------|
| a. The three bears | c. The forest ranger |
| b. Goldilocks | d. The housekeeper |

20. What is the main idea of paragraph 1?

- a. Goldilocks finds three chairs and tries them out
- b. Goldilocks gets lost in the forest
- c. Goldilocks enters a house in the forest and eats porridge
- d. Goldilocks meets the three bears in the forest

21. What is the text about?

- a. A girl who gets lost in the forest and is rescued by bears.
- b. A girl who finds a house, tries porridge, chairs, and beds, and is discovered by bears.
- c. A family of bears that goes on a vacation and returns to find their home disturbed.
- d. A girl who becomes friends with three bears and lives with them.

22. Where did Goldilocks find the three bowls of porridge?

- a. In the kitchen
- b. In the living room
- c. On the table inside the house
- d. In the forest

23. Which bowl of porridge did Goldilocks find to be just right?

- a. The first bowl
- b. The second bowl
- c. The third bowl
- d. None of the bowl

24. When did Goldilocks run out of the house?

- a. After she ate the porridge
- b. After she broke the chair
- c. After the bears found her sleeping
- d. After she tried the beds

25. How did Goldilocks react when she saw the bears?

- a. She greeted them
- b. She asked for forgiveness
- c. She ran out of the house
- d. she hid under the bed

B. Write down your answer from the questions below!

Story : "Little Red Riding Hood"

Little Red Riding Hood was sent by her mother to visit her grandmother, bringing a basket of food. On the way, she met a cunning wolf who tricked her into revealing the location of her grandmother's house.

The wolf arrived first and disguised himself as the grandmother. When Little Red Riding Hood arrived, she noticed something was strange about her "grandmother," but before she could react, the wolf revealed himself.

A nearby huntsman heard her screams, rushed in, and saved Little Red Riding Hood and her grandmother by killing the wolf. The girl learned a valuable lesson about talking to strangers and lived safely ever after.

<https://www.pitt.edu/~dash/type0333.html>

- 1. What is the story about?
- 2. Who is the bad characters in the story?
- 3. Where did the wolf go after tricking Little Red Riding Hood?
- 4. Why did the huntsman rush in and save Little Red Riding Hood and her grandmother?
- 5. What lesson did Little Red Riding Hood learn from the experience?

(PRE-TEST II)

Name :

Class :

A. Answer the following questions by cross (X) the correct answer!

Passage 1: "The Frog Prince"

Once upon a time, in a distant kingdom, there lived a young princess who loved to play by the pond near the castle. One day, while she was playing with her favorite golden ball, it slipped from her hands and fell into the deep water. Distraught, she sat by the pond and cried, wishing someone could help her retrieve her ball.

A frog heard her cries and offered to help her in exchange for a promise. The princess, eager to get her ball back, hastily agreed, not expecting the frog to actually retrieve it. When the frog emerged from the water with the golden ball, he reminded her of her promise to let him eat from her plate, drink from her cup, and sleep on her pillow.

Reluctantly, the princess honored her promise, and over time, she grew fond of the frog. One night, she kissed the frog goodnight, and to her amazement, he transformed into a handsome prince. The prince explained that he had been cursed by a wicked witch and her kiss had broken the spell. They soon fell in love and lived happily ever after.

https://en.wikipedia.org/wiki/The_Frog_Prince

1. The word "she" in paragraph 1 line 2 refers to...?

- | | |
|-------------------|------------|
| a. Pond | c. Castle |
| b. Young princess | d. Kingdom |

2. What does the word "it" in the sentence *"it slipped from her hands and fell into the deep water"* refers to?

- | | |
|---------------|--------------------|
| a. The pond | c. The golden ball |
| b. The castle | d. The promise |

3. The word "he" in paragraph 1 line 3 refers to?

- | | |
|---------------|--------------------|
| a. The prince | c. The king |
| b. The frog | d. The golden ball |

4. What is the antonym of the word "young" in paragraph 1 line 1?

- | | |
|--------------|----------|
| a. Beautiful | c. Small |
| b. Old | d. Tall |

5. What is the synonym of the word "retrieve" in the sentence *"wishing someone could help her retrieve her ball"*?

- | | |
|---------|---------|
| a. Lose | b. Find |
|---------|---------|

- c. Throw
- d. Recover

6. What is the antonym of the word "hastily" in paragraph 2 line 2?
- a. Quickly
 - b. Immediately
 - c. Slowly
 - d. Swiftly

Passage 2: "Sleeping Beauty"

In a faraway kingdom, a princess named Aurora was cursed by an evil fairy to prick her finger on a spindle and fall into a deep sleep on her 16th birthday. To protect her, the king and queen sent her to live with three good fairies in a hidden forest cottage.

Despite their efforts, Aurora pricked her finger on her 16th birthday and fell into a deep sleep. The entire kingdom was put to sleep until the curse could be broken. A hundred years later, a brave prince discovered the castle hidden behind a wall of thorns.

The prince fought his way through and kissed Aurora, breaking the curse. The entire kingdom woke up, and the prince and Aurora were married, living happily ever after.

https://www.grimmstories.com/en/grimm_fairy-tales/sleeping_beauty

7. What does the word "her" in the sentence *"To protect her, the king and queen sent her to live with three good fairies in a hidden forest cottage"* refer to?
- a. The evil fairy
 - b. Aurora
 - c. The queen
 - d. The princess's mother
8. The word "their" in paragraph 2 line 1 refers to...?
- a. The king and queen
 - b. The good fairies
 - c. The entire kingdom
 - d. The royal guards
9. What does the word "they" in paragraph 3 line 2 refer to?
- a. The king and queen
 - b. The prince and the good fairies
 - c. The prince and Aurora
 - d. The evil fairy and Aurora
10. What is the synonym of the word "cursed" in the sentence *"Aurora was cursed by an evil fairy..."*?
- a. Blessed
 - b. Doomed
 - c. Protected
 - d. Freed
11. What is the antonym of the word "deep" in paragraph 2 line 1?
- a. Shallow
 - b. Heavy
 - c. Profound
 - d. Intense

12. The word “brave” in p.2 line 3 is synonymous with...?

- | | |
|---------------|-----------|
| a. Fearful | c. Timid |
| b. Courageous | d. Scared |

Passage 3 "The Twelve Dancing Princesses"

Once upon a time, there was a king with twelve beautiful daughters who all slept in the same bedroom. Every morning, their shoes were found to be worn out, as if they had been dancing all night, but no one knew how or where. The king promised that whoever could discover the secret would be allowed to marry one of his daughters and inherit the kingdom. Many princes tried and failed, unable to stay awake and discover the secret.

An old soldier, returning from war, met an old woman who gave him an invisibility cloak and advised him not to drink the wine offered by the princesses. That night, the soldier used the cloak to follow the princesses. He discovered that they went through a hidden passage in their bedroom, leading to a magical underground realm where they danced with twelve princes.

The soldier collected evidence and presented it to the king. The secret was revealed, and as promised, the soldier was allowed to choose one of the princesses to marry. He chose the eldest, and they lived happily ever after, while the secret passage was sealed forever.

https://en.wikipedia.org/wiki/The_Twelve_Dancing_Princesses

13. What does the word "their" in the sentence *"Every morning, their shoes were found to be worn out..."* refer to?

- | | |
|-------------------|---------------------------|
| a. The princesses | c. The soldiers |
| b. The princes | d. The king and the queen |

14. The word “whoever” in paragraph 1 line 3 refers to... ?

- | | |
|----------------|-------------------|
| a. The soldier | c. Anyone |
| b. The princes | d. The princesses |

15. The word “him” in *“gave him an invisibility cloak and advised him not to drink the wine”* refers to...?

- | | |
|--------------------|------------------|
| a. The king | c. The prince |
| b. The old soldier | d. The old woman |

16. What is the antonym of the word "reveal" in the sentence *"The secret was revealed..."*?

- | | |
|------------|-------------|
| a. Uncover | c. Conceal |
| b. Expose | d. Disclose |

17. What is the synonym of the word “word” in paragraph 1 line 2?

- | | |
|-----------|----------|
| a. Ruined | c. Clean |
| b. New | d. Fresh |

18. What is the antonym of the word “discover” in paragraph 1 line 4?

- a. Find
- b. Uncover
- c. Reveal
- d. Conceal

Passage 4: "Goldilocks and the Three Bears"

Once upon a time, there was a little girl named Goldilocks who went for a walk in the forest. She came upon a house and knocked on the door, but no one answered. Curious, she opened the door and entered the house. Inside, she found three bowls of porridge on the table. Hungry, she tasted each bowl. The first was too hot, the second was too cold, but the third was just right, so she ate it all.

Feeling tired, Goldilocks went into the living room and saw three chairs. She tried the first chair, but it was too big. The second chair was too big as well. The third chair was just right, but as she sat down, it broke into pieces. Undeterred, Goldilocks went upstairs and found three beds. She lay on the first bed, but it was too hard. The second bed was too soft. The third bed was just right, and she fell asleep.

The owners of the house, three bears, returned home and discovered the intruder. They noticed someone had eaten their porridge, sat in their chairs, and slept in their beds. When they found Goldilocks sleeping, she woke up, saw the bears, and was so frightened that she ran out of the house and never returned.

https://en.wikipedia.org/wiki/Goldilocks_and_the_Three_Bears

19. What does the word "she" in paragraph 1 line 2 refers to?

- a. The forest
- b. The house
- c. Goldilocks
- d. The little girl

20. What does the word "it" in the sentence "*The first was too hot, the second was too cold, but the third was just right, so she ate it all*" refers to?

- a. The porridge
- b. The chair
- c. The bed
- d. The house

21. The word "their" in paragraph 3 line 2 refers to?

- a. The little girl's
- b. Goldilocks
- c. The bears'
- d. The forest

22. The word "their" in paragraph 3 line 2 refers to?

- a. A girl who gets lost in the forest and is rescued by bears.
- b. A girl who finds a house, tries porridge, chairs, and beds, and is discovered by bears.
- c. A family of bears that goes on a vacation and returns to find their home disturbed.
- d. A girl who becomes friends with three bears and lives with them.

23. What does the word "it" in paragraph 2 line 3 refers to?

- a. The chair
- b. The bed

- c. The house
- d. The porridge

24. The word “curious” in paragraph 1 line 2 is synonymous with...?

- a. Indifferent
- b. Interested

- c. Disinterested
- d. Apathetic

25. What is the antonym of the word "tired" in the sentence "*Feeling tired, Goldilocks went into the living room*"?

- a. Exhausted
- b. Sleepy

- c. Energized
- d. Weary

APPENDIX V

POST-TEST

(POST-TEST I)

Name :

Class :

Passage 1 "The Twelve Dancing Princesses"

Once upon a time, there was a king with twelve beautiful daughters who all slept in the same bedroom. Every morning, their shoes were found to be worn out, as if they had been dancing all night, but no one knew how or where. The king promised that whoever could discover the secret would be allowed to marry one of his daughters and inherit the kingdom. Many princes tried and failed, unable to stay awake and discover the secret.

An old soldier, returning from war, met an old woman who gave him an invisibility cloak and advised him not to drink the wine offered by the princesses. That night, the soldier used the cloak to follow the princesses. He discovered that they went through a hidden passage in their bedroom, leading to a magical underground realm where they danced with twelve princes.

The soldier collected evidence and presented it to the king. The secret was revealed, and as promised, the soldier was allowed to choose one of the princesses to marry. He chose the eldest, and they lived happily ever after, while the secret passage was sealed forever.

https://en.wikipedia.org/wiki/The_Twelve_Dancing_Princesses

1. Who are the main characters in "The Twelve Dancing Princesses"?
 - a. The king, the twelve princes, and the old soldier
 - b. The queen, the twelve princesses, and the old woman
 - c. The king, the twelve princesses, and the old woman
 - d. The king, the twelve princesses, and the old soldier
2. Where did the twelve princesses sleep every night?
 - a. In separate bedrooms
 - b. In a magical underground realm
 - c. In the castle garden
 - d. In the same bedroom
3. What is the main idea of paragraph 2?
 - a. The old woman gave the princesses an invisibility cloak
 - b. The old soldier became a prince after following the princesses
 - c. The king discovered the secret of the princesses himself
 - d. The old soldier received help from an old woman to discover the secret of the princesses
4. What is the text about?
 - a. A magical underground realm where princesses lived

- b. An old woman's journey to give advice to soldiers
 - c. A group of princes trying to marry princesses
 - d. A king's quest to discover why his daughters' shoes were worn out every morning and the soldier who uncovered the secret
5. Where did the princess love to play?
- a. In the garden
 - b. By the pond near the castle
 - c. Inside the castle
 - d. In the forest
6. How did the soldier manage to follow the princesses?
- a. He bribed the guards
 - b. He used an invisibility cloak
 - c. He hid in their room
 - d. He followed them without being noticed

Passage 2: "The Frog Prince"

Once upon a time, in a distant kingdom, there lived a young princess who loved to play by the pond near the castle. One day, while she was playing with her favorite golden ball, it slipped from her hands and fell into the deep water. Distraught, she sat by the pond and cried, wishing someone could help her retrieve her ball.

A frog heard her cries and offered to help her in exchange for a promise. The princess, eager to get her ball back, hastily agreed, not expecting the frog to actually retrieve it. When the frog emerged from the water with the golden ball, he reminded her of her promise to let him eat from her plate, drink from her cup, and sleep on her pillow.

Reluctantly, the princess honored her promise, and over time, she grew fond of the frog. One night, she kissed the frog goodnight, and to her amazement, he transformed into a handsome prince. The prince explained that he had been cursed by a wicked witch and her kiss had broken the spell. They soon fell in love and lived happily ever after.

https://en.wikipedia.org/wiki/The_Frog_Prince

7. What is the main idea of the passage?
- a. A princess who loses her golden ball and receives help from a frog.
 - b. A frog who wants to become a prince.
 - c. A princess who falls in love with a prince.
 - d. A witch who curses a prince.
8. Who offered to help the princess retrieve her ball?
- a. A fish
 - b. A prince
 - c. A frog
 - d. A bird
9. How did the frog transform into a prince?
- a. By drinking a magic potion.
 - b. By being kissed by the princess.
 - c. By swimming in the pond.
 - d. By eating from the princess's plate.

10. What is the main problem in the story?

- a. The frog wants to become a prince.
- b. The princess loses her golden ball.
- c. The witch curses the prince.
- d. The princess is unhappy.

11. Where did the princess love to play?

- a. In the garden
- b. By the pond
- c. Inside the castle
- d. In the forest

12. Which item did the princess lose in the water?

- a. Her silver ring
- b. Her golden ball
- c. Her necklace
- d. Her crown

Passage 3: "Sleeping Beauty"

In a faraway kingdom, a princess named Aurora was cursed by an evil fairy to prick her finger on a spindle and fall into a deep sleep on her 16th birthday. To protect her, the king and queen sent her to live with three good fairies in a hidden forest cottage.

Despite their efforts, Aurora pricked her finger on her 16th birthday and fell into a deep sleep. The entire kingdom was put to sleep until the curse could be broken. A hundred years later, a brave prince discovered the castle hidden behind a wall of thorns.

The prince fought his way through and kissed Aurora, breaking the curse. The entire kingdom woke up, and the prince and Aurora were married, living happily ever after.

https://www.grimmstories.com/en/grimm_fairy-tales/sleeping_beauty

13. What is the story about?

- a. A princess who was turned into a frog by a witch
- b. A prince who was cursed to sleep for a hundred years
- c. A princess who fell into a deep sleep because of a curse
- d. A king and queen who lost their daughter in a forest

14. What is the main idea from paragraph 2?

- a. The good fairies failed to protect Aurora from the curse
- b. Aurora celebrated her 16th birthday with the entire kingdom
- c. The entire kingdom fell asleep after Aurora pricked her finger
- d. A brave prince fought his way through a wall of thorns

15. Where did Aurora live after being sent away by the king and queen?

- a. In the castle tower
- b. In a hidden forest cottage
- c. In a neighboring
- d. In a dungeon

16. Which object caused Aurora to fall into a deep sleep?

- a. A poisoned apple
- b. A spinning wheel spindle
- c. A cursed necklace
- d. A thorny rose

17. When did Aurora fall into the deep sleep?

- a. On her 18th birthday
- b. The day after her 16th birthday
- c. On her 16th birthday
- d. On her wedding day

18. How was the curse on Aurora broken?

- a. By a magic potion
- b. By destroying the spindle
- c. By a kiss from the prince
- d. By a spell cast by the fairies

Passage 4: "Goldilocks and the Three Bears"

Once upon a time, there was a little girl named Goldilocks who went for a walk in the forest. She came upon a house and knocked on the door, but no one answered. Curious, she opened the door and entered the house. Inside, she found three bowls of porridge on the table. Hungry, she tasted each bowl. The first was too hot, the second was too cold, but the third was just right, so she ate it all.

Feeling tired, Goldilocks went into the living room and saw three chairs. She tried the first chair, but it was too big. The second chair was too big as well. The third chair was just right, but as she sat down, it broke into pieces. Undeterred, Goldilocks went upstairs and found three beds. She lay on the first bed, but it was too hard. The second bed was too soft. The third bed was just right, and she fell asleep.

The owners of the house, three bears, returned home and discovered the intruder. They noticed someone had eaten their porridge, sat in their chairs, and slept in their beds. When they found Goldilocks sleeping, she woke up, saw the bears, and was so frightened that she ran out of the house and never returned.

https://en.wikipedia.org/wiki/Goldilocks_and_the_Three_Bears

19. Who is the main character in the story?

- a. The three bears
- b. Goldilocks
- c. The forest ranger
- d. The housekeeper

20. What is the main idea of paragraph 1?

- a. Goldilocks finds three chairs and tries them out
- b. Goldilocks gets lost in the forest
- c. Goldilocks enters a house in the forest and eats porridge
- d. Goldilocks meets the three bears in the forest

21. What is the text about?

- a. A girl who gets lost in the forest and is rescued by bears.
- b. A girl who finds a house, tries porridge, chairs, and beds, and is discovered by bears.
- c. A family of bears that goes on a vacation and returns to find their home disturbed.
- d. A girl who becomes friends with three bears and lives with them.

22. Where did Goldilocks find the three bowls of porridge?

- a. In the kitchen
- b. In the living room
- c. On the table inside the house
- d. In the forest

23. Which bowl of porridge did Goldilocks find to be just right?

- a. The first bowl
- b. The second bowl
- c. The third bowl
- d. None of the bowl

24. When did Goldilocks run out of the house?

- a. After she ate the porridge
- b. After she broke the chair
- c. After the bears found her sleeping
- d. After she tried the beds

25. How did Goldilocks react when she saw the bears?

- a. She greeted them
- b. She asked for forgiveness
- c. She ran out of the house
- d. She hid under the bed

B. Write down your answer from the questions below!

Story : "Little Red Riding Hood"

Little Red Riding Hood was sent by her mother to visit her grandmother, bringing a basket of food. On the way, she met a cunning wolf who tricked her into revealing the location of her grandmother's house.

The wolf arrived first and disguised himself as the grandmother. When Little Red Riding Hood arrived, she noticed something was strange about her "grandmother," but before she could react, the wolf revealed himself.

A nearby huntsman heard her screams, rushed in, and saved Little Red Riding Hood and her grandmother by killing the wolf. The girl learned a valuable lesson about talking to strangers and lived safely ever after.

<https://www.pitt.edu/~dash/type0333.html>

1. What is the story about?
2. Who is the bad characters in the story?
3. Where did the wolf go after tricking Little Red Riding Hood?
4. Why did the huntsman rush in and save Little Red Riding Hood and her grandmother?

What lesson did Little Red Riding Hood learn from the experience

(POST-TEST II)

Name :

Class :

B. Answer the following questions by cross (X) the correct answer!

Passage 1 "The Twelve Dancing Princesses"

Once upon a time, there was a king with twelve beautiful daughters who all slept in the same bedroom. Every morning, their shoes were found to be worn out, as if they had been dancing all night, but no one knew how or where. The king promised that whoever could discover the secret would be allowed to marry one of his daughters and inherit the kingdom. Many princes tried and failed, unable to stay awake and discover the secret.

An old soldier, returning from war, met an old woman who gave him an invisibility cloak and advised him not to drink the wine offered by the princesses. That night, the soldier used the cloak to follow the princesses. He discovered that they went through a hidden passage in their bedroom, leading to a magical underground realm where they danced with twelve princes.

The soldier collected evidence and presented it to the king. The secret was revealed, and as promised, the soldier was allowed to choose one of the princesses to marry. He chose the eldest, and they lived happily ever after, while the secret passage was sealed forever.

https://en.wikipedia.org/wiki/The_Twelve_Dancing_Princesses

1. What does the word "their" in the sentence *"Every morning, their shoes were found to be worn out..."* refer to?

- | | |
|-------------------|---------------------------|
| a. The princesses | c. The soldiers |
| b. The princes | d. The king and the queen |

2. The word "whoever" in paragraph 1 line 3 refers to... ?

- | | |
|----------------|-------------------|
| a. The soldier | c. Anyone |
| b. The princes | d. The princesses |

3. The word "him" in *"gave him an invisibility cloak and advised him not to drink the wine"* refers to...?

- | | |
|--------------------|------------------|
| a. The king | c. The prince |
| b. The old soldier | d. The old woman |

4. What is the antonym of the word "reveal" in the sentence *"The secret was revealed..."*?

- | | |
|------------|-------------|
| a. Uncover | c. Conceal |
| b. Expose | d. Disclose |

5. What is the synonym of the word “word “ in paragraph 1 line 2?
 - a. Ruined
 - b. New
 - c. Clean
 - d. Fresh
6. What is the antonym of the word “discover” in paragraph 1 line 4?
 - a. Find
 - b. Uncover
 - c. Reveal
 - d. Conceal

Passage 2: "The Frog Prince"

Once upon a time, in a distant kingdom, there lived a young princess who loved to play by the pond near the castle. One day, while she was playing with her favorite golden ball, it slipped from her hands and fell into the deep water. Distraught, she sat by the pond and cried, wishing someone could help her retrieve her ball.

A frog heard her cries and offered to help her in exchange for a promise. The princess, eager to get her ball back, hastily agreed, not expecting the frog to actually retrieve it. When the frog emerged from the water with the golden ball, he reminded her of her promise to let him eat from her plate, drink from her cup, and sleep on her pillow.

Reluctantly, the princess honored her promise, and over time, she grew fond of the frog. One night, she kissed the frog goodnight, and to her amazement, he transformed into a handsome prince. The prince explained that he had been cursed by a wicked witch and her kiss had broken the spell. They soon fell in love and lived happily ever after.

https://en.wikipedia.org/wiki/The_Frog_Prince

7. The word “she” in paragraph 1 line 2 refers to...?
 - a. Pond
 - b. Young princess
 - c. Castle
 - d. Kingdom
8. What does the word "it" in the sentence "*it slipped from her hands and fell into the deep water*" refers to?
 - a. The pond
 - b. The castle
 - c. The golden ball
 - d. The promise
9. The word “he” in paragraph1 line 3 refers to?
 - a. The prince
 - b. The frog
 - c. The king
 - d. The golden ball
10. What is the antonym of the word “young” in paragraph 1 line 1?
 - a. Beautiful
 - b. Old

- c. Small d. Tall

11. What is the synonym of the word "retrieve" in the sentence "*wishing someone could help her retrieve her ball*"?

- a. Lose c. Throw
b. Find d. Recover

12. What is the antonym of the word "hastily" in paragraph 2 line 2?

- a. Quickly c. Slowly
b. Immediately d. Swiftly

Passage 3: "Sleeping Beauty"

In a faraway kingdom, a princess named Aurora was cursed by an evil fairy to prick her finger on a spindle and fall into a deep sleep on her 16th birthday. To protect her, the king and queen sent her to live with three good fairies in a hidden forest cottage.

Despite their efforts, Aurora pricked her finger on her 16th birthday and fell into a deep sleep. The entire kingdom was put to sleep until the curse could be broken. A hundred years later, a brave prince discovered the castle hidden behind a wall of thorns.

The prince fought his way through and kissed Aurora, breaking the curse. The entire kingdom woke up, and the prince and Aurora were married, living happily ever after.

https://www.grimmstories.com/en/grimm_fairy-tales/sleeping_beauty

13. What does the word "her" in the sentence *"To protect her, the king and queen sent her to live with three good fairies in a hidden forest cottage"* refer to?

- a. The evil fairy c. The queen
b. Aurora d. The princess's mother

14. The word “their” in paragraph 2 line 1 refers to...?

- The king and queen
- The good fairies
- The entire kingdom
- The royal guards

15. What does the word "they" in paragraph 3 line 2 refers to?

- a. The king and queen c. The prince and Aurora
b. The prince and the good fairies d. The evil fairy and Aurora

16. What is the synonym of the word "cursed" in the sentence "*Aurora was cursed by an evil fairy...*"?

- a. Blessed c. Protected
b. Doomed d. Freed

17. What is the antonym of the word "deep" in paragraph 2 line 1?

- a. Shallow c. Profound
b. Heavy d. Intense

18. The word "brave" in p.2 line 3 is synonymous with...?

- a. Fearful
- b. Courageous
- c. Timid
- d. Scared

Passage 4: "Goldilocks and the Three Bears"

Once upon a time, there was a little girl named Goldilocks who went for a walk in the forest. She came upon a house and knocked on the door, but no one answered. Curious, she opened the door and entered the house. Inside, she found three bowls of porridge on the table. Hungry, she tasted each bowl. The first was too hot, the second was too cold, but the third was just right, so she ate it all.

Feeling tired, Goldilocks went into the living room and saw three chairs. She tried the first chair, but it was too big. The second chair was too big as well. The third chair was just right, but as she sat down, it broke into pieces. Undeterred, Goldilocks went upstairs and found three beds. She lay on the first bed, but it was too hard. The second bed was too soft. The third bed was just right, and she fell asleep.

The owners of the house, three bears, returned home and discovered the intruder. They noticed someone had eaten their porridge, sat in their chairs, and slept in their beds. When they found Goldilocks sleeping, she woke up, saw the bears, and was so frightened that she ran out of the house and never returned.

https://en.wikipedia.org/wiki/Goldilocks_and_the_Three_Bears

19. What does the word "she" in paragraph 1 line 2 refers to?

- a. The forest
- b. The house
- c. Goldilocks
- d. The little girl

20. What does the word "it" in the sentence "*The first was too hot, the second was too cold, but the third was just right, so she ate it all*" refers to?

- a. The porridge
- b. The chair
- c. The bed
- d. The house

21. The word "their" in paragraph 3 line 2 refers to?

- a. The little girl's
- b. Goldilocks
- c. The bears'
- d. The forest

22. The word "their" in paragraph 3 line 2 refers to?

- a. A girl who gets lost in the forest and is rescued by bears.
- b. A girl who finds a house, tries porridge, chairs, and beds, and is discovered by bears.
- c. A family of bears that goes on a vacation and returns to find their home disturbed.
- d. A girl who becomes friends with three bears and lives with them.

23. What does the word "it" in paragraph 2 line 3 refers to?

- a. The chair
- b. The bed
- c. The house
- d. The porridge

24. The word "curious" in paragraph 1 line 2 is synonymous with...?

- | | |
|----------------|------------------|
| a. Indifferent | c. Disinterested |
| b. Interested | d. Apathetic |

25. What is the antonym of the word "tired" in the sentence "*Feeling tired, Goldilocks went into the living room*"?

- | | |
|--------------|--------------|
| a. Exhausted | c. Energized |
| b. Sleepy | d. Weary |

APPENDIX VI

STUDENTS' SCORE

(Pre-test score)

Students	Main Idea	Supporting Details	Referenc e	Vocabula ry	Total Multiple Choice	WH. quest.	Total Score
S1	4	3	3	1	22	25	36
S2	3	3	2	0	16	25	20.5
S3	6	4	2	5	34	40	37
S4	8	6	2	3	38	50	44
S5	4	7	3	4	36	25	30.5
S6	4	4	5	2	30	50	40
S7	4	5	2	2	26	55	40.5
S8	7	2	4	7	40	50	45
S9	5	2	4	4	30	40	35
S10	3	4	8	2	34	50	42
S11	4	4	0	2	20	25	22.5
S12	4	5	3	3	36	25	30
S13	3	4	4	5	32	25	28.5
S14	5	3	3	1	24	40	32
S15	6	4	3	5	36	55	45.5
S16	3	5	4	2	28	40	34
S17	4	4	3	5	32	50	41
S18	3	2	2	4	22	25	23.5

S19	4	3	2	2	32	25	28.5
S20	6	2	2	2	24	45	34.5
Total	90	76	61	61		765	
Mean Score							34.52 5

(Post-test Score)

Students	Main Idea	Supporting Details	Referenc e	Vocabula ry	Total Multiple Choice	WH. quest.	Total
S1	6	4	6	6	44	40	42
S2	5	2	4	4	30	40	35
S3	8	5	7	5	50	50	50
S4	8	6	8	3	50	60	62
S5	10	6	5	6	54	35	55
S6	8	11	8	3	60	60	60
S7	6	9	5	5	50	60	55
S8	6	10	9	5	60	60	60
S9	8	8	4	5	50	60	55
S10	6	6	6	7	50	60	55
S11	5	10	3	2	40	55	47.5
S12	7	9	4	5	50	40	45
S13	6	4	8	7	50	40	45
S14	8	8	4	4	48	50	49
S15	8	9	5	6	56	60	58

[illegible]

APPENDIX VII

T-TEST SIGNIFICANT

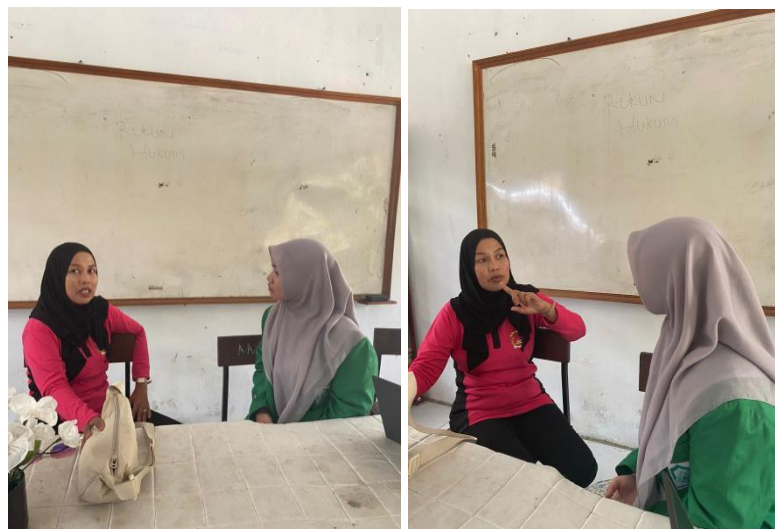
No	Parameters	Score
1	Total sample (n)	20
2	Freedom of degree (df)	19
3	Significance level (α)	0.05
4	Test type	Two tailed
5	Critical value t	2.093
6	Calculated value t	13.751
7	Decision	Reject H_0
8	Interpretation	There is a statistically significant difference in the test direction

APPENDIX VIII

DOCUMENTATION

INTERVIEW

Picture 1 The Researcher Interviewed The Teacher



Picture 2 The Researcher Interviewed The Students



PRE-TEST

Picture 2 The Researcher Gave Pre-test to The Students



TREATMENT

Picture 3 The Researcher Gave The Treatment Identification Main Idea by Used
Kidloland Digital Book



Picture 4 The Researcher Gave The Treatment Identification Supporting Details
Kidloland Digital Book



Picture 5 The Researcher Gave The Treatment Understanding Vocabulary by
Used Kidloland Digital Book



Picture 6 The Researcher Gave The Treatment Identification Reference by Used
Kidloland Digital Book



POST-TEST

Picture 7 The twelve meetings, the Researcher Gave Post-test About Main Idea,
Supporting Detail, Vocabulary, and Reference



BIOGRAPHY



Mayumi Dewi Anjani was born on December 18th 2002 in Masamba. She is the first daughter of the couple Suronto and Herlina Sirang. When she was five years old, she started school in SDN 30 Mattirowalie and graduated in 2014. After that, she continued studying at MTSN Model Palopo; she graduated 2017. Then, she continued her studies at SMAN 5 Palopo and graduated in 2020. She continued again for degree (S1) in the State Islamic Institute of Palopo (IAIN). She took the English Education Study Program in Tarbiyah and Teacher Training Department. She wrote her thesis with the tittle ***“UTILIZING KIDLOLAND DIGITAL BOOK TO ENHANCE STUDENTS’ READING SKILLS AT SMPN 7 PALOPO”***