

**THE USE OF THE LET'S READ APPLICATION TO  
IMPROVE STUDENTS' READING COMPREHENSION AT  
EIGHT GRADE OF MTsN PALOPO**

*A Thesis*

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



**IAIN PALOPO**

**Composed by :**

**NILSA NURFAUZIAH**

20 0202 0046

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

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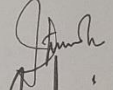
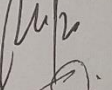


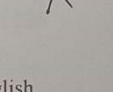
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### THESIS APPROVAL

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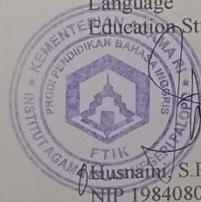
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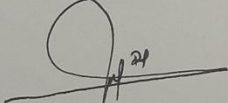
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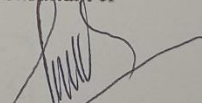
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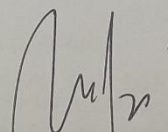
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أَشْرَفِ الْمُرْسَلِينَ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ، أَمَّا بَعْدُ

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Palopo, Februari 11<sup>th</sup>, 2025  
The Researcher

Nilsa Nurfauziah

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
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## ABSTRACT

**Nilsa Nurfauziah, 2025.** *"The Use of the Let's Read Application to Enhance Students' Reading Comprehension in the Eighth Grade of MTsN Palopo"*. Thesis of English Language Education Study Program, Faculty of Education and Teacher Training, Institut Agama Islam Negeri (IAIN) Palopo. Supervised by Dewi Furwana and Fadhliyah Rahmah Muin.

This study aims to examine the effectiveness of using the Let's Read application in improving the reading competence of eighth-grade students at MTsN Palopo. The study employs a pre-experimental research design, focusing on a one-group pre-test and post-test model. The population consists of eighth-grade students at MTsN Palopo, comprising eight classes with a total of 288 students. The sample was selected using purposive sampling, consisting of 18 students with the lowest reading proficiency compared to other classes. The researcher utilized pre-test and post-test instruments, comprising ten multiple-choice questions, which were analyzed using descriptive statistics and processed through SPSS 22. Data analysis involved calculating the mean scores and conducting a paired sample t-test. The students' mean pre-test score was 39.17, while their mean post-test score was 56.67, with a probability value of less than  $\alpha = 0.001$  ( $\alpha = 0.001 < 0.005$ ). These results indicate that the alternative hypothesis ( $H_1$ ) is accepted, while the null hypothesis ( $H_0$ ) is rejected. The researcher concludes that the use of the Let's Read application is effective in enhancing the reading comprehension of eighth-grade students at MTsN Palopo.

**Keywords:** Let's Read Application, Reading Comprehension, Pre-Experimental Research

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


## ABSTRAK

**Nilsa Nurfauziah, 2025.** " *Penggunaan Aplikasi Let's Read untuk Meningkatkan Pemahaman Bacaan Siswa di Kelas Delapan MTsN Palopo* ". Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Palopo. Dibimbing oleh Dewi Furwana dan Fadhliyah Rahmah Muin.

Penelitian ini bertujuan untuk mengkaji efektifitas penggunaan aplikasi *Let's Read* untuk meningkatkan kompetensi membaca siswa MTsN Palopo kelas delapan. Penelitian ini mengaplikasikan metode penelitian pra-eksperimen yang berfokus pada satu kelompok pra-tes dan pasca-tes. Siswa kelas delapan MTsN Palopo adalah populasi dalam penelitian ini yang berjumlah delapan kelas dengan 288 siswa. Sampel dipilih dengan teknik *Purposive Sampling*, yang terdiri dari 18 siswa dengan tingkat kemahiran membaca terendah dibandingkan dengan kelas lainnya. Peneliti menggunakan post-test dan pre-test sebagai instrumen penelitian yaitu sepuluh soal pilihan ganda yang kemudian dianalisis secara deskriptif statistik dan dihitung dengan menggunakan SPSS 22. Data dianalisis dengan menghitung skor rata-rata dan uji-t sampel berpasangan. Skor rata-rata pra-tes siswa adalah 39,17, dan skor rata-rata siswa pasca-tes adalah 56,67, dan nilai probabilitasnya kurang dari  $\alpha=0,001$  ( $\alpha=0,001<0,005$ ). Ini menunjukkan bahwa hipotesis alternatif (H1) diterima, dan hipotesis nol (H0) ditolak. Peneliti menyimpulkan bahwa penggunaan aplikasi *Let's Read* efektif untuk meningkatkan pemahaman membaca siswa di kelas delapan MTsN Palopo.

**Kata Kunci:** Aplikasi *Let's Read*, Pemahaman Membaca, Penelitian Pra-eksperimen


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## الملخص

نيلسا نور فوزية، ٢٠٢٥. "استخدام تطبيق *Let's Read* لتحسين فهم الطلاب في القراءة لدى طلبة الصف الثامن في المدرسة الثانوية الحكومية (MTsN) فالوفو". رسالة جامعية، في شعبة تدريس اللغة الإنجليزية، كلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية (IAIN) فالوفو. بإشراف ديوي فوروانا وفاضلية رحمة معين.

تهدف هذه الرسالة إلى دراسة فعالية استخدام تطبيق *Let's Read* لتحسين مهارة القراءة لدى طلبة الصف الثامن في المدرسة الثانوية الحكومية (MTsN) فالوفو. تم استخدام منهج البحث شبه التجريبي الذي يركز على مجموعة واحدة التي تخوض الاختبار القبلي والاختبار البعدي. يتكون مجتمع البحث من طلبة الصف الثامن في المدرسة الثانوية الحكومية (MTsN) فالوفو، والبالغ عددهم ٢٨٨ طالبًا موزعين على ثمانية فصول. تم اختيار العينة باستخدام أسلوب العينة الهادفة (*Purposive Sampling*)، حيث تتألف من ١٨ طالبًا و طالبة من ذوي أدنى مستوى في مهارة القراءة مقارنة بالفصول الأخرى. استخدمت الباحثة الاختبار القبلي والاختبار البعدي كأدوات بحثية، وهي عبارة عن عشرة أسئلة اختيار من متعدد، ثم تم تحليلها إحصائيًا باستخدام برنامج SPSS 22. تم تحليل البيانات بحساب متوسط الدرجات واختبار-تي (T-test) للعينات المترابطة. بلغ متوسط درجات الاختبار القبلي للطلبة ٣٩,١٧، بينما بلغ متوسط درجات الاختبار البعدي ٥٦,٦٧، وكانت القيمة الاحتمالية أقل من ٠,٠٠٥ ( $\alpha=0.001$ ) ( $\alpha=0.001$ ). يشير ذلك إلى قبول الفرضية البديلة (H1) ورفض الفرضية الصفرية (H0) استخلصت الباحثة إلى أن استخدام تطبيق *Let's Read* فعال في تحسين فهم الطلاب في القراءة لدى طلبة الصف الثامن في المدرسة الثانوية الحكومية (MTsN) فالوفو.

الكلمات المفتاحية: تطبيق *Let's Read*، فهم القراءة، البحث شبه التجريبي

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## CHAPTER I

### INTRODUCTION

#### A. Background

English is one of the foreign languages learned by Indonesian students'. It is crucial to learn English in the global era since competitions among countries are firm. Because of this reason, English plays an essential role in assisting Indonesian human resources. In learning foreign language, the manager gives the same portion to the use of Arabic and English, but in the portion of the learning obstacles that usually occur include the tight schedule of learning while in the dormitory, the infrastructure that still needs to be developed. Boarding school manager has also carried out several treatments in solving these obstacles.<sup>1</sup>

In addition, English need as an international language, so it can argue that English is a minimum requirement in facing the global era. In English there are four skills, namely Speaking, Writing, Listening, and Reading.

Reading plays an important role in human life because reading can turn ordinary students' at school into extraordinary students' at school. So, it is not wrong for Allah to send down his first revelation with the word "Iqra" which means read. Guided by the surah Surah Al-'Alaq, all humans ranging from the elderly, teenagers, even children are commanded to read because reading can obtain information.<sup>2</sup>

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<sup>1</sup> Baharuddin, I., Kartini, k., & Jufriadi, J. (2023), "Sistem Pembelajaran Bahasa Asing di Pondok Pasantren Nur El Haq Komba Kabupaten Luwu.(*Journal of Islamic Education Management*, 8(2), 191-208).

<sup>2</sup> Dessy Dwitalia Sari, Tika Puspita Widya Rini, and Susilawaty, "Reading Aloud Activities of Elementary School Students Through the Lets Read Application," *JCES (Journal of Character Education Society)* 5, no. 2 (2022): 318–26  
, <http://journal.ummat.ac.id/index.php/JCES/article/view/7624>.

Information is very important and one way to gain knowledge is to read. The command to read has the highest place in the teachings of Islam revealed in the word of Allah (swt). Surah Al-'Alaq (96) verses 1-5 which reads:

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:

*Read in the name of God who created, He has created man and a clot of blood, read it and your God is the Merciful, who teaches man through the medium of kalam, He teaches man what he does not know.*<sup>3</sup>

Another phenomenon that many students' at school find it difficult to do reading activities caused by factors of habit, time, not having books, and no benefits obtained. In addition, one of the main obstacles is the lack of enthusiasm of students' to learn, where students are more likely to accept whatever is conveyed by the teacher, silent, unfocused and reluctant in raising questions and opinions, So that the lack of student enthusiasm results in low learning scores. This certainly should not be allowed because everyone wants success and success. However, it is certainly very influenced by reading activities. The inability to read or commonly known as illiteracy is the responsibility of all parties.<sup>4</sup>

Gadgets are one of the technological development tools that are currently in great demand by the Indonesian students at school even the development of gadgets in 2012 reached, but many students' at school assume that gadgets can interfere

<sup>3</sup> Kementerian Agama RI, *Al-Qur'an dan Terjemahan*, Jakarta, 2002, h. 135.z

<sup>4</sup> Siti Warda, Azma Azma, and Adawiyah Pettalongi, "Analisis Manajemen Kesiswaan Dalam Peningkatan Prestasi Belajar Peserta Didik Di Madrasah Aliyah Negeri ( MAN ) Insan Cendekia Kota Palu" 1 (2022): 448–51.

with brain growth and development naturally but gadgets have a positive impact if users use gadgets wisely.<sup>5</sup>

Currently, gadgets have features that can support students at school to use them as materials to help solve problems and work. Gadgets consist of various kinds such as laptops, computers, and mobile phones. Computers and mobile phones are most in demand by the public to help complete tasks and work. The Lets Read application is a form of technology installed on gadget media to be used in meeting reading needs for students'. The Lets Read application is installed on various types of gadgets such as computers, laptops, and mobile phones. This application was designed by The Asia Foundation through a books for Asia program where this application is in the form of digital books with various national and regional languages accessed via the internet online and offline. Many students' at school and parents do not understand the usefulness of the application even though this application is very useful for students' and learning activities in the classroom.<sup>6</sup>

Implementaion of learning applications in Madrasah Tsanawiyah Negeri Kota Palopo has utilized the let's read application to improve reading in English subjects for students' at Madrasah Tsanawiyah Negeri Kota Palopo. Based on initial observations, the researcher sees that students have difficulties in speaking in English, therefore based on this, the research recommends the teaching method

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<sup>5</sup> Wawan Adi Saputra Samsul, Sunarti Sunarti, and Akbar Asfar, "Kebiasaan Penggunaan Gadget Dini Dengan Perkembangan Psikososial Pada Anak Usia Sekolah," *Window of Nursing Journal* 1, no. 2 (2021): 133–42, <https://doi.org/10.33096/won.v1i2.371>.

<sup>6</sup> Muhammad Hajarul Aswad and Fadhliyah Rahmah Muin, "Creative, Innovative and Effective Teacher Training in Islamic Boarding School," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 10, no. 1 (2022): 1001–16, <https://doi.org/10.24256/ideas.v10i1.2710>.

using the Let's Read application so that students feel interested and have high curiosity about learning English using the Let's Read application. Seeing that the application of learning applications through the Let's Read application in overcoming difficulties in learning English is very influential on students English skills, therefore, learning applications in the form of Let's Read applications for students greatly affect English skills textually and contextually. The teacher is very young to deliver material using the let's read application because the time efficiency and ability of the students' of Madrasah Tsanawiyah Negeri Kota Palopo can increase.

Literacy is the main obstacle for individuals who have access to information to develop their knowledge, skills, and attitudes. A lot of reading means that students' get more information about the development of science, because students' who know can provide more benefits for the development of themselves and others. Without reading students' are said to be unable to live today because students' who do not know reading will be illiterate, will be ignorant, because they are not knowledgeable. It knows which direction or path is good and not. He can be a light and guide if he can read.<sup>7</sup>

Reading activities have a very important social role in human life throughout the ages because through reading activities, readers will get information messages that the research wants to convey through the application of words, images and written language. Reading gets more opportunities than those who don't

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<sup>7</sup> Warda, Azma, and Pettalongi, "Analisis Manajemen Kesiswaan Dalam Peningkatan Prestasi Belajar Peserta Didik Di Madrasah Aliyah Negeri ( MAN ) Insan Cendekia Kota Palu."

read. Reading can gain knowledge and skills so that you can support yourself. Students at school who can read can make planes, ros, computers, cars, and other inventions.

The research carried out observation such as interview with english teachers and students'. The research also started this Study by analyzing the students' difficulties or lack of interest in Reading comprehension using books. So Researchers it is important to conduct this Study to determine students' interest in Reading comprehension with the Let's Read Application in the teaching and learning process so that it can arouse the desire to read English texts.

Based on this description, the Researcher feels interested in Studying about: *"The Use of Let's Read Applications in Increasing Reading Interest in Students' at eight Grade of MTs Negeri Kota Palopo"*

## **B. Research Question**

Based on the background of the problem, the research compiled a problem formulation as follows: Is the use of let's read application effective to improve students' Reading Comprehension at eight grade of MTsN Palopo?

## **C. Objective of The Research**

Based on the formulation of the problem, the purpose of this Study is to find out whether or not the use of let's read application effective to improve students' reading comprehension at eight grade of MTsN Palopo.



#### **D. Significance of the Research**

##### **a) For the Teacher**

Teachers can use the let's read application as a supporting tool in improving students Reading comprehension. Before implementing it, teachers must have an android smartphone and a good internet connection.

##### **b) For Students**

Students can use the let's read application as a supporting tool in improving their Reading comprehension. Before applying it, students must have an android smartphone and a good internet connection.

##### **c) For further Research**

Considering that the material contains four basic English skills, Researchers can test the effectiveness of using the let's read application in the future.

#### **E. Scope of the Research**

The investigation is carrying out at MTs Negeri palopo. Eighth grade students who were participants in this research. Junior high school students were used in this Study because at this level students' still lack interest in reading or developing English text reading comprehension. In this research, students' English homework was assisted by the let's read in the classroom by research teachers and students' themselves.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Related Research**

This Study is intended to confirm the Study position to be carried out by previous Study on the same topic.

The first is Study conducted by Arrisma Delimasari, Dhania Puspita Anjarsari, Lilia Indriani entitled *Comparing the Effectiveness of Democratic Vote and Modeled Teaching Strategies in Enhancing Reading Comprehension Using "Let's Read" Application*. Learning strategy is an important aspect for teachers to develop student's interest in learning in the classroom, especially in student's reading comprehension. The right learning strategy will encourage students' to think independently, and creatively and at the same time be adaptive to various situations that occur and that may occur.

This gives Researchers reason to analyze the effectiveness of two learning strategies, namely Democratic Vote and Modeled Teaching, in learning for student's reading comprehension. The technique of taking data in this study is to conduct a pre-test and also a post-test to students' before and after being given treatment in class. Researchers obtained this data after experimenting with the form of implementing learning strategies when pursuing learning material using a media application called "Let's Read". After getting this data, the Researchers processed the data using the Mann-Whitney test which showed the results that these two learning strategies had different effectiveness in learning. Then, implementing these two learning strategies still has its own advantages and disadvantages. The similar

between this Study is : the Study above used Let's Read Application to improve students' reading comprehension with the same level of the students'. In other side, this Study also used Let's Read application to improve students' reading comprehension. The different of this Study is the Study location and in increasing democratic vote and modeled.<sup>8</sup>

The second is Study conducted by Issyatul Mardiah et.al entitled *The Effectiveness of Using Let's Read Application As a Media to Improve Student English Vocabulary In Junior High School*. They stated that their Study was aimed at examining empirically the effectiveness of using the Let's Read application to improve student vocabulary skills at Nurul Haq Islamic Junior High School, mainly for students' in the seventh grade. The purpose of this application is to capitalize on teachers' ability to use engaging media to help students' learn English. The Study used two paired sample tests with samples divided into two groups: the experimental group and the control group. Quota sampling was used to collect data from two seventh-grade classes. The statistical method used a nonparametric statistic with the Wilcoxon test and Mann-Whitney U test. The findings of this Study revealed that using the Let's Read application had a positive impact on student English vocabulary improvement. The material story used in this application was tailored to the basic English vocabulary competence of seventh-grade students' with low English levels. <sup>9</sup> The similar between this Study is : the

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<sup>8</sup> Arrisma Delimasari, Dhanita Puspita Anjarsari, Lilia Indriani *Comparing the Effectiveness of Democratic Vote and Modeled Teaching Strategies in Enhancing Reading Comprehension Using "Let's Read" Application* Hal:26

<sup>9</sup> Issyatul Mardiah et al., "The Effectiveness of Using Let's Read Application As a Media to Improve Student English Vocabulary In Junior High School," *Linguistics and English Languages Teaching Studies* 3, no. 2 (2022).

Study above used Let's Read Application to improve students' reading comprehension with the same level of the students'. In other side, this Study also used Let's Read application to improve students' reading comprehension. The different of this Study is the Study location.

The third is Study conducted by Dea Fariska Ardiana Samsudin and Fitri Puji Rahmawati entitled *Digital Literacy Through Let's Read App to Improve the Reading Interest of Elementary School Students'*. They stated that Reading activities using the let's Read app is an effort made by the school to increase students' reading interest. Reading activities at 2SPES are related to a government program, namely the School Literacy Movement. Reading activities at 2SPES carry out the first stage of the GLS, namely the habituation stage which lasts for 15 min at break time. The implementation of reading activities begins with the students' being gathered in front of the teacher's room with a mat as a base. Thus, when participating in reading guidance activities, students' do not mind and participate in activities with pleasure. When the students' have gathered, the accompanying teacher comes with story material from the let's Read app. Students' choose a story reading and read it.<sup>10</sup> The similar between this Study is : the Study above used Let's Read Application to improve students' reading comprehension. In other side, this Study also used Let's Read application to improve students' reading comprehension. The different of this Study is the Study location and the level of students'.

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<sup>10</sup> Dea Fariska, Ardiana Samsudin, and Fitri Puji Rahmawati, *Digital Literacy Through Let's Read App to Improve the Reading Interest of Elementary* (Atlantis Press SARL, 2023), <https://doi.org/10.2991/978-2-38476-086-2>.

The fourth is Study conducted by Mutmainnah, Maghfirah Thayyib, and Husnaini entitled *The Effectiveness of Using Instagram to Enhance Students' Reading Comprehension at SMAN 4 Palopo*. This Study focuses on the use of Instagram media as an alternative media to enhance students' reading comprehension at SMAN 4 Palopo. This Study aims to determine whether the use of Instagram is effective to enhance students' literal and interpretive comprehension at SMAN 4 Palopo. They stated that Instagram is the right media because Instagram stories make students' more enthusiastic and motivated to learn English. When the teaching and learning process is enjoyable, students' motivated to listen to the teacher and be active during learning.

The Researcher uses Instagram as a media to enhance students reading comprehension. Reading comprehension can be interpreted as the activity of making a sequence of descriptions or organizing the contents of the text, being able to evaluate and being able to respond to what is stated or implied in the text so that reading comprehension is divided into two levels, namely literal comprehension and interpretive comprehension. In this Study, the Researcher focused on h levels to enhance students reading comprehension at SMAN 4 Palopo.<sup>11</sup> The difference between this Study is : the Study above used Instagram Application to improve students' reading comprehension. In other side, this Study used Let's Read application to improve students' reading comprehension.

The fifth is Study conducted by Nur Azizah E. Ar, Madehang, Andi Tenrisanna Syam, Masruddin, and Husnaini entitled *Increasing Students' Reading*

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<sup>11</sup> Mutmainnah, "The Effectiveness of Using Instagram to Enhance Students ' Reading Comprehension at SMAN 4 Palopo," 2023.

*Skills Using Reading Box in Junior High School*. They stated that this Study aims to examine, whether or not the reading box media effectively improve the student`s reading skills at SMPIT AlHafizh Palopo. This Study applied the pre-experimental method. The population in this Study consists of twenty five students`, and the sample was chosen using the total sampling technique, with the total number being 12 students`. In carrying out learning, reading box media can be used as an attractive alternative learning media to create fun, not boring learning and help improve students intensive reading skills. Furthermore, the media reading box can develop initiative and courage in expressing opinions in the learning process to increase knowledge to improve student achievement and learning outcomes.<sup>12</sup>

## **B. Some Pertinent Ideas**

### **1. Concept of Reading Comprehension**

#### **a. Definition of Reading**

Reading is a liveliness to process language messages by associating with language in written or printed form. Carnie defines reading as procuring knowledge from the text and interpreting it. Reading is the capability to withdraw from the written manuscript and appropriately elucidate the data.<sup>13</sup> Carnie defines reading as the intelligence to extract information from a passage. Reading, according to Dalek, is an active process that depends on h a writer`s skill to deliver meaning utilizing words and the reader`s ability to make an explanation from them. According to

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<sup>12</sup> Nur Azizah E. Ar et al., "Increasing Students' Reading Skills Using Reading Box in Junior High School" 4778 (1996): 1249–60, <https://doi.org/10.2456/ideas>.

<sup>13</sup> Yuyun Ruqiyyat Said and Puteri Naflah Tabitah, "The Effectiveness of Speed Reading Technique in Narrative Text to Improve Students' Reading Ability," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 11, no. 1 (2023): 936–47, <https://doi.org/10.24256/ideas.v11i1.3626>.

Dalek's theory, reading is a process that is dependent on the writer's ability to explain or deliver the meaning in a passage by utilizing the words and how the writer takes the idea to make a current word or subject of a sentence and then convert it to be sentence or paragraph.<sup>14</sup>

Reading is a decision-making process. It entails making partial use of available minimal language cues chosen from perceptual input based on the reader's expectation. As this incomplete information is processed, preliminary decisions are made that will be confirmed, rejected, or refined as the reading progresses.<sup>15</sup>

Reading is an advanced method during which the reader constructs propositional by supplying relevant information within the comprehension method rather than merely matching the word to its meaning. Reading is an advanced activity that involves a range of things that return from the reader and external factors. In addition, reading also can be regarded as a product of humankind's ability to be told from the environment and not a capability that's natural or inborn instinct. Reading, according to the opinions expressed above, is a process of locating meaning in a text. When someone reads, he is attempting to comprehend the text and has discovered the main idea. Reading can thus define as the process of understanding a text and determining its meaning.

#### b. Definition of Reading Comprehension

Reading comprehension facilitate students to change articles into meaning and attain comprehension, independence, and fluency goals. According to Davies,

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<sup>14</sup> Ahmad Saleem, Mohamad Ahmad, and Saleem Khasawneh, "Language Skills and Their Relationship to Learning Difficulties in English Language from the Students' Point of View," 2021.

<sup>15</sup> LL Blanton, "Reading as Performance Reframing the Function Of Reading Paper Presented at the 24th," *Annual TESOL*, 1990.



readingskills include; recognizing word meaning, appealing conclusions, recognizing the writer's method, identifying the passage mood, and discovering answers to queries. According to Munby, Reading comprehension involve: identifying the language script; concluding the meaning, use of unaccustomed lexical items; considering explicitly and implicitly stated information, the sentences communicative value, conceptual message, relations in the sentences, and the text parts through rhetorical cohesion devices; identifying indicators and the main point of information in reading; differentiating the main idea with supporting detail; selective interaction of relevant specks from the text.<sup>16</sup>

According to Grabe and Stoller, skills for reading mean linguistic processing capabilities automatic in their use and combination. They mention several skills that use to deal with different kinds of reading purposes, namely: (1) scanning, (2) skimming, (3) Looking for topics, (4) Understanding and Building Sentences, and (5) Understanding paragraph. Reading Comprehension involves some aspects which can be applied and coordinated in their use for the reading process. The features include: skimming for gist or main idea, scanning for explicit information, inferring implicit information based on context, guessing the words' meaning, and recognizing word references. From the opinions above, the Researcher concludes that Reading Comprehension is the ability to interpret a piece of written text information.

### c. Skill in Reading Comprehension

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<sup>16</sup> Ayşe Didem Yakut and Selami Aydın, "An Experimental Study on the Effects of the Use of Blogs on EFL Reading Comprehension," 2015, 1–16, <https://doi.org/10.1080/17501229.2015.1006634>.

There are many skills in improving your reading comprehension:

### 1. Skimming

Skimming is a form of rapid reading for finding the general idea gist of passage or a book.<sup>17</sup> Skimming is reading a text superficially and rapidly to you may have a lot to read, but not much time. For this kind of reading, you usually do not want to know and remember everything. You only to find out something about it. Obtain the gist or main idea. It is a skill that requires concentration. There are three basic aims in skimming namely:

- a. To get the impression from a book of articles or short story.
- b. To find specific cases from a reading material.
- c. To look for material what we need in the library.

### 2. Scanning

Scanning is reading a text quickly to locate a specific item of information. We simply have our eyes through the text until we find what we are looking for, whether it is a name or less a specific information. Also, there is some procedure for scanning, they are:

- a. Keep in mind only the specific information to be located
- b. Read the section containing the clues to get the information needed.

### 3. Looking for topics

A topic tells what something is about a good reader always looks for the topic when they read. Then they can understand and remember what they read.

### 4. Understanding and building sentences

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<sup>17</sup> Beatrice S. Mikulecky and Linda Jeffries, op.cit.,p.170

When you read English, you must understand English sentences. You can learn how to find important parts of sentences. And you can learn order of the right words.

#### 5. Understanding paragraph

A paragraph is a group of sentences about one topic. And all the other sentences tell more about the topic.

#### d. The principle in Teaching Reading Comprehension

Harmer's suggested teaching is based on a certain theory (2001:70).<sup>15</sup> They are :<sup>18</sup>

##### 1) Principle 1: Reading is not an ability that can be learned in a passive manner

As productive work in terms of reading understanding arguments, understanding the meaning of sentences, and having the approval of statements.

##### 2) Principle 2: Students must participate engaged with what they are reading

Harmer argued that if students' were more involved and interested in the content of the text, they would get more out of it.

##### 3) Principle 3: Students are taught to respond to the worth of reading rather than the language itself.

This third principle concerns how students' should have the opportunity to respond to text messages and how personally involved students' are in the lesson.

##### 4) Principle 4: Prediction is one of the main factors in reading

The fourth principle deals with how the active process of reading students' begins when they can get clues from the text so they can make predictions about

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<sup>18</sup> Harmer, J, (2001), *How to Teach English: An Introduction to the Practice of Language Teaching*, England: Longman, p. 70.

what will happen in the next step of the next text.

#### 5) Principle 5: Make sure the assignment is appropriate for the subject

Giving good assignments for students' in reading is very important because students' sometimes get bored quickly with texts. So teachers need to have a way so that reading activities can be more interesting and challenging for students'.

#### e. Reading Aspects

These are five aspects to the process of reading:<sup>19</sup>

##### 1) Main Idea

The main idea in reading is the central or most important idea in a paragraph or passage. It is the author's message about the topic, and it can be expressed directly or implied. The main idea is usually supported by a list of details.

Here are some tips for finding the main idea:

##### a) Look for the topic sentence

The main idea is often the topic sentence, which is a sentence that provides the subject for discussion.

##### b) Check the opening paragraph

The main idea is usually found in the opening paragraph, when the author is setting up the topic and expressing the thesis.

##### c) Consider the type of reading

The location of the main idea can vary depending on the type of reading. For example, the main idea of a Study article is usually toward the end, while the main

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<sup>19</sup> Learning Point Associates, *A Closer Look at the Five Essential Components of Effective Reading Instruction : A Review of Scientifically Based Reading Research for Teachers*, (Naperville, IL: Learning Point Associates 2019).

idea of a persuasive essay is usually at the beginning.

d) Look for commonalities

If you can identify what the supporting details have in common, you can discover the main idea.

Understanding the main idea helps you understand and think critically about what you're reading.

2) Details

Reading for details is a technique that involves carefully reading a text to extract accurate information. It's a foundational literacy skill that's important for understanding the author's purpose, text structure, and reading comprehension.

Here are some tips for reading for details:

- a) Skim first: Get a general idea of the text by skimming it first.
- b) Read efficiently: Set a rhythm for reading that allows you to read smoothly.
- c) Note difficult passages: If you come across a difficult passage, continue reading but make a note to return to it later.
- d) Use a dictionary: Use a dictionary or thesaurus to understand the meaning of words.
- e) Connect details to main ideas: After identifying the main ideas, look for details that support or explain them.
- f) Use notetaking: Use a notetaking technique to help you remember details.
- g) Use mindmapping or outlining: Use mindmapping or outlining to help you connect details to main ideas.

You might use detailed reading when reading long or complicated material,

such as in a book or report.

### 3) Vocabulary

Vocabulary means the words used in a language. The readers must first know the vocabulary to read terms. The reader would be frustrating and fruitless if all of the vocab were unfamiliar. Limited vocabulary can not make someone master English even though he has proficiency in other aspects. Learners often achieve fewer than their potential when they lack glossary and approaches to attain new vocabulary and may dishearten from taking advantage of language learning possibilities surrounding them, such as watching television, listening to native speakers, or listening to the radio.

### 4) Grammar

Grammar is a set of rules that govern how words are used in a language, both in writing and speaking. It's a fundamental part of any language, and it's important to understand grammar to communicate effectively.

Grammar is the Study of how words are structured and combined to express meaning. It includes the Study of syntax and morphology, which are the structures of words and sentences. Grammar also includes the Study of how sounds are combined and interpreted.

Grammar is important because it helps to:

- a) Improve comprehension: Grammar rules help to eliminate miscommunication and make it easier for students' at school to understand what's being said.
- b) Develop professional image: Using proper grammar can make students at school sound more educated and professional.

- c) Structure sentences: Grammar helps to structure sentences so that the message is clear and easy to understand.

There is no universal system of grammar rules. For example, in English, adjectives usually come before the noun they refer to, but in French, they usually come after. The grammatical rules that are used depend on the social context and the situation.

## 5) Exceptions

In reading, exceptions are words that are commonly used in both spoken language and texts, but cannot be decoded using regular phonics rules. This is because they may not follow regular spelling rules or contain unusual letter combinations.<sup>20</sup>

## 2. Narrative Text

A narrative is a text that tells a story to entertain or inform the reader or listener. The narrative differs from other text types in that it tells events chronologically.<sup>21</sup> Anderson also mentions narrative text language features. They are specific characters, time words that connect events to tell when they occur, verbs that show the story's actions, and descriptive words that depict the characters and setting. The steps for creating a narrative are as follows:

### a. Orientation

Orientation is the beginning of the story. The author provides the reader

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<sup>20</sup> Alim Al Ayub Ahmed et al., "Comparing the Effectiveness of Massive Open Online Course (MOOC) and Flipped Instruction on EFL Learners' Reading Comprehension," *Education Research International* 2022 (2022), <https://doi.org/10.1155/2022/6543920>.

<sup>21</sup> Dewi Furwana, 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* 4, no. 2 (2021): 142, <https://doi.org/10.33603/rill.v4i2.4395>.



with information about the story's characters, setting, and timeline (it can be a paragraph, a picture, or an opening chapter).

#### b. Complication

Events propel the story forward, and we usually expect complications or problems. It just wouldn't be as interesting if nothing unexpected happened. The main character will be involved in this Complication (s). Narratives reflect the difficulties we face and reassure us that they are solvable.

#### c. Resolution

A "satisfying" narrative leads to the Resolution of a Complication. Usually, the Complication is resolved, for better or worse. However, it is rarely left without a solution (although this is possible in certain types of narrative, which leaves us wondering how the end is).<sup>22</sup>

### 3. Let's Read Application

According to the origin of the word, Application comes from Latin and is the plural form of the word *medium*. The word *medium* means intermediary or introduction. So, an application is a device that can channel information from the source of information to the recipient of information according to (Martinis Yamin).

Following Ahmad Rohani's opinion, information can be absorbed and lived by others if it goes through the communication process. In order not to pervert in the communication process, it is necessary to use a means that helps the communication process called Application . In teaching and learning activities,

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<sup>22</sup> Titin Indriati, "Improving writing skills on narrative texts for grade viii e students of smpn 6 magelang through collaborative writing technique in the academic year of 2014/2015151 (2015): 10–17, <https://doi.org/10.1145/3132847.3132886>.

applications used to facilitate teaching and learning communication are often called learning applications.

Moh. Sholeh Hamid said the application is a communication channel tool, which is a communication channel between educators and students' in a learning. This app is a connecting tool that lets you connect or communicate between the two. Therefore, Apps are important for smooth learning.

According to Lesle J. Briggs, Application is a tool to stimulate students' to the learning process. In line with the opinion above, Karti Soeharto and friends, Applications are everything that can be used to channel messages to stimulate students' thoughts, feelings, attention, and willingness to encourage the learning process in students'.

McLuahan (Ahmad Rohani), said the Application is a channel because in essence the Application has expanded the ability of humans to feel, hear, and see within the limits of a certain distance, space and time. With the help of Apps, those boundaries have almost become non-existent.

Based on the opinions of the experts above, it can be concluded that the application is everything that can convey and channel messages or information from the source of messages or information in a planned manner to create a conducive learning environment where the recipient (students) can carry out the learning process efficiently and effectively.

Let's read apps are the most commonly used by teachers. The let's read application is a two-dimensional visual presentation that utilizes the design of the let's read application as a means of consideration about everyday life, for example

those concerning humans, events, objects, places, and so on.

The let's read app is an app that combines facts and ideas clearly and powerfully through the combination of word expression with the let's read-let's read app." The let's read application serves to channel messages and sources of information to message recipients. The channel used concerns the sense of sight and the message conveyed is poured into visual communication symbols. The symbol must be clearly understood so that the message delivery process can be effective and efficient.

Let's read applications can be widely obtained from various sources, for example from newspapers, magazines, brochures and books. The let's read application can be used by teachers effectively and efficiently in teaching and learning activities because the let's read application can be used to help encourage students' and increase their interest in lessons. Assist students' in developing language skills, art activities, and creative statements in storytelling, dramatization, reading, reading, painting and application of let's read, as well as assisting students' in interpreting and remembering the contents of reading materials and textbooks.

Let's read applications used in the teaching-learning process must be selected and used following the learning objectives in each subject. Let's read applications cannot be shown individually, but must be combined with subjects. However, using too many let's read applications at the same time will be detrimental to the teaching-learning process. Therefore, the let's read application chosen must be able to develop understanding for students'.<sup>23</sup>

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<sup>23</sup> Rika Herlina, Ajo Sutarjo, and Muhammad Hanif, "The Effect of Using Let's Read on

The Let's Read application has several features, including:

- a) Picture books: This app provides hundreds of digital storybooks that are illustrated and colored.
- b) Multilingual: The app is available in a variety of languages, including regional languages in Indonesia, such as Sundanese, Minangkabau, and Javanese.
- c) Local and global quality content: The app is locally loaded and global quality.
- d) Free: This app can be downloaded for free on the Playstore or Appstore.
- e) Printable: The reading materials in this app can be printed.
- f) Attractive appearance: This application has an attractive appearance in terms of illustrations and the use of font types and sizes.
- g) Easy-to-understand story content: The content of the story in this application is easy to understand.

The Let's Read application was created by The Asia Foundation through the Books for Asia program. This app aims to:

- a) Fostering children's interest in reading
- b) Improve children's reading skills
- c) Introducing the language and culture in Indonesia
- d) Developing the skills of local writers and illustrators

The Let's Read application can be accessed online or offline.<sup>24</sup>

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Improving Elementary School Students' Literacy Skills," *Jurnal Persada* 6, no. 1 (2023): 9–16.

<sup>24</sup> Awanda Mella Stevani, Ririn Ambarini, and Ajeng Setyorini, "Enhancing Students' Reading Comprehension Using Let's Read Application In Visualization Strategy," *CENDEKIA: Jurnal Ilmu Sosial, Bahasa Dan Pendidikan* 3, no. 4 (2023): 01–08, <https://prin.or.id/index.php/cendikia/article/view/1673>.

Picture 2.1 Let's Read Application Logo

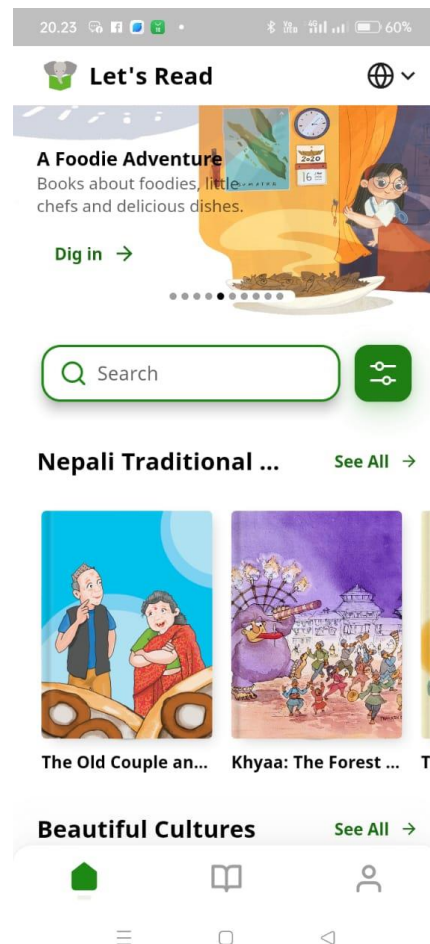


The let's read application is a simple application, easy to make, and in terms of financing including cheap applications. A good let's read application used in the teaching and learning process measuring 20 cm x 30 cm and 32 cm x 44 cm which can be made by yourself or take and existing let's read applications. The let's read application as one of the learning applications has advantages including:

1. Easy to use in teaching and learning activities because it is practical without the need for any equipment.
2. The price is relatively cheap compared to other types of teaching applications, and how to get it is very easy without the need to spend money.
3. Can be used in many ways, for various levels of teaching from kindergarten to college, and social sciences to exact sciences.
4. Can translate concepts or ideas from the story in the application because let's read applications can clarify a problem, in any field and for any age level, to prevent and correct misunderstandings.
5. Can overcome the limitations of time and space. Not all objects, objects or events can be brought to class. In addition, children can not always be taken to where the object is located. Therefore, the let's read application can handle it.

6. It is concrete. That is, let's read applications more realistically show the subject matter than verbal applications alone.<sup>25</sup>

Picture 2.2 Screenshot of Let's Read Application



However, learning applications always have certain weaknesses, as well as let's read applications. The disadvantages include:

1. Sometimes they are too small in size to be used on large enough groups of students'. Indeed, a let's read application can be enlarged. However, it requires a process and requires considerable costs.

<sup>25</sup> Rahmawati Mulyaningtyas and Bagus Wahyu Setyawan, "The Let's Read Application as The Reading Aloud Media for Early Childhood," *Estetika Vol 3*, no. 1 (2021): 33–46, <https://doi.org/10.36379/estetika.v3i1>.

2. Only two dimensions appear in a let's read application, making it difficult to depict the actual three-dimensional shape.
3. Responses can be different to the same let's read application.
4. Let's read applications of objects that are too complex are less effective for learning activities.<sup>26</sup>

Learning applications are a way, tool or process used to convey messages and message sources to message recipients that take place in the educational process. Learning apps can generate motivation and stimulation to learn. It even brings a psychological influence on students. The use of learning applications will greatly help the effectiveness of the learning process and the delivery of messages and lesson content. In addition, learning applications can help students improve understanding, present data interestingly and reliably, facilitate interpretation, and condense information.<sup>27</sup>

All applications have advantages and disadvantages. Therefore, teachers need to understand the criteria for an effective let's read application because the selection of let's read applications must meet the requirements for learning objectives. In this case, the teacher should determine which uses of the let's read application are relatively adequate, and who selects the best for the learning objectives. Sudjana and Rivai, in choosing the application criteria let's read can be seen and two points of view, namely the educational and the art aspect.<sup>28</sup>

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<sup>26</sup> Nurhabibah Nurhabibah et al., "Using the Let's Read Application in Increasing Reading Literacy of 2nd Grade Elementary School Students," *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya* 9, no. 1 (2023): 155, <https://doi.org/10.32884/ideas.v9i1.1129>.

<sup>27</sup> F Fazeena Jamaldeen, K P Hewagamage, and Y Ekanayaka, "Design Guidelines for Creating Mobile Language Learning Applications," n.d., 52–74.

<sup>28</sup> Ismilia Nur Cahaya, Yunus Abidin, and S. Nailul Muna Aljamaliah, "The Effect of The

In choosing a let's read application, there are five criteria for learning objectives, namely must be adequate for teaching purposes, artistic quality, clarity, and sufficient size, validity, and attractive.

1. Let's read applications presented in the teaching and learning process must display ideas, pieces of information or a clear concept that supports the objectives and needs of teaching. The let's read application should be realistic and vibrant, the coloring good, and it should be large enough that the details can be observed to be learned. The let's read application chosen must be appropriate to the age level of the student, the pattern of the let's read application must be simple and the idea is not complex.
2. Let's read applications must meet quality artistic requirements. The effectiveness of a Let's Read application is determined by the extent to which ideas are best combined through the Let's Read application, color selection, and following learning objectives.
3. The let's read application used in the teaching-learning process must be large enough so that it is visible to students'. Let's Read applications that are good for learning are 20 cm x 30 cm and 32 cm x 44 cm.
4. The let's read app should be able to captivate students' attention. The let's read application displayed is attempted to look real and alive so that students are lured to see the pasted let's read application.<sup>29</sup>

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Use of Application Let's Read to The Reading Interest of Elementary School Fifth Grade Students," *Jurnal Pendidikan Dan Pembelajaran* 11, no. 9 (2022): 1520–29, <https://doi.org/10.26418/jppk.v11i9.58042>.

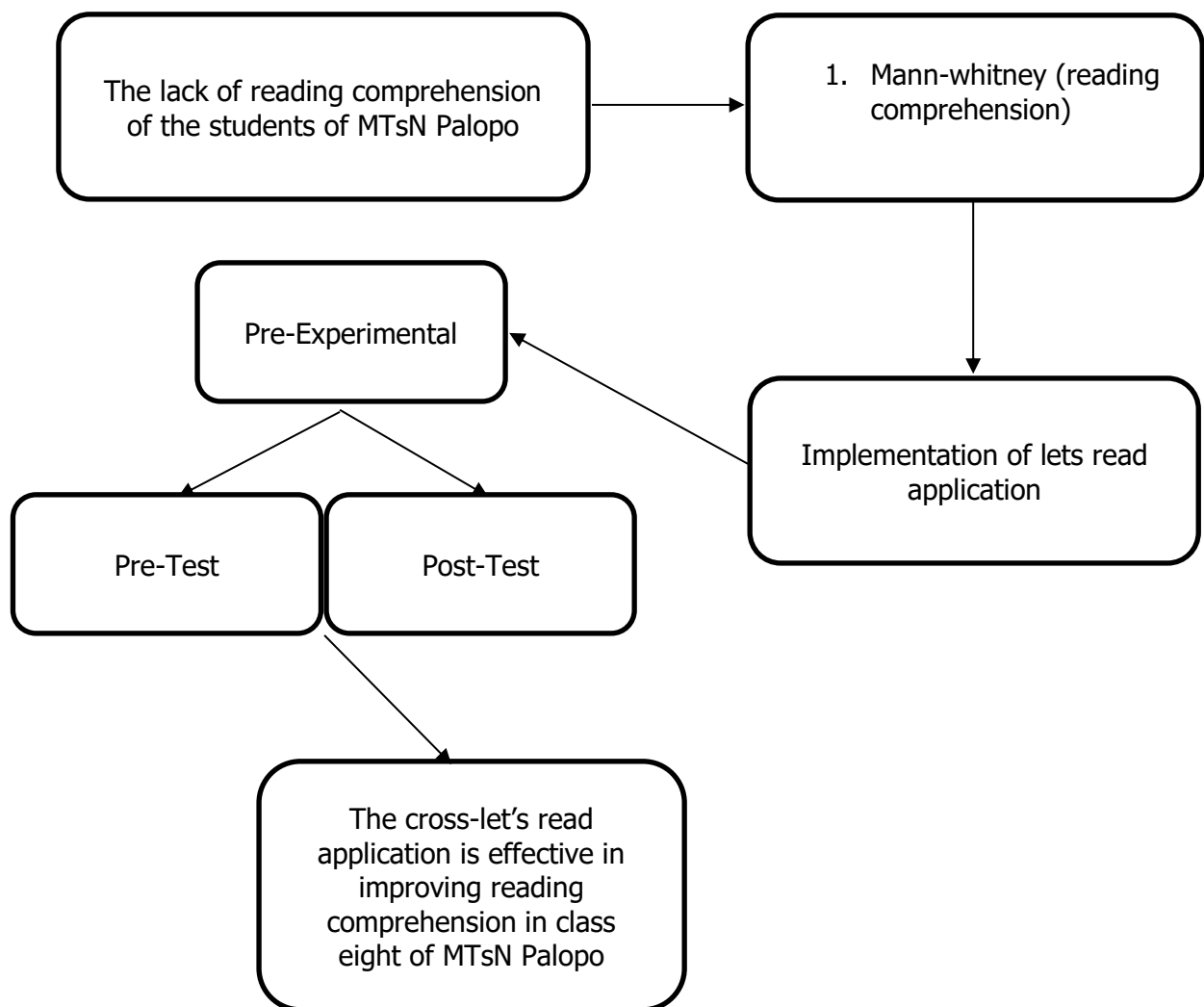
<sup>29</sup> Dwitalia Sari, Puspita Widya Rini, and Susilawaty, "Reading Aloud Activities of Elementary School Students Through the Lets Read Application."



### C. Conceptual Framework

This Study aims to determine the extent of the let's read application used by Researchers at the eight grade of MTs Negeri Palopo in increasing students' reading interest in MTs Negeri Palopo and how reading interest is now in students'. It is expected that this Study will be able to provide an increase in reading interest by using the let's read application at eight grade of MTs Negeri Palopo City.<sup>30</sup>

Picture 2.3 Conceptual Framework



<sup>30</sup> Sri Ratna Sari and Sindu Lestari, "The Use of Let's Read Application In Reading Buddies Program For Grade VII Students at MTs Nurul Muhajirin, Moswaren District, Sorong, West Papua," 2021, 218–27.

**D. Hypothesis**

The Study hypothesis is outlined based on the theory mentioned above.

1.  $H_1$  : The use of Let's Read application is effective to improve students reading comprehension at the eighth grade of MTsN Palopo.
2.  $H_0$  : The use of Let's Read application is not effective to improve students reading comprehension at the eighth grade of MTsN Palopo.

### CHAPTER III

#### STUDY METHOD

##### A. Research Design

In this Study, the research applied pre-experimental Study. Based on Creswell, pre-experimental Study is Study where the research has to retain the students' in the extant classroom while ingesting the Study. The research applied pre-experimental study to attempt to know whether Let's Read Application can affect students reading comprehension or not.<sup>31</sup>

Experimental Study design may also categorize how great they manage the fulminations to internal validity: pre-experimental, true-experimental, and pre-experimental. In this Study, the Researcher conducted a pre experimental design.

The design as follows :

Group	Pre-test	Treatment	Post-test
Experiment	O1	X	O2

X : Treatment(*using interactive media*)

O1 : The ability of experiment class before given treatment.

O2 : The ability of experiment class after given treatment.

##### B. Definition of Operational Variable

Attributes for Studying students' at school, objects, or activities that have certain variations determined by the Study and then drawing conclusions are called Study variables, namely the use of Let's Read application as the independent

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<sup>31</sup> Sugiyono, "Metode Penelitian Pendidikan. Bandung," *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, Dan R&D)*, 2015, 308.

variable (X), and reading comprehension as the dependent variable (Y), in English narrative text.

### **C. Operational Definition**

#### **1. Reading comprehension**

Reading is a process that is dependent on the writer's ability to explain or deliver the meaning in a passage by utilizing the words and how the writer takes the idea to make a current word or subject of a sentence and then convert it to be sentence or paragraph.

#### **2. Let's Read**

Let's read apps are the most commonly used by teachers. The let's read application is a two-dimensional visual presentation that utilizes the design of the let's read application as a means of consideration about everyday life, for example those concerning humans, events, objects, places, and so on.

### **D. Time and Location**

The time of this Study started from 29 July to 6 September 2024. English subjects are taught in three weeks with two meetings, and one meeting takes two hours. The location of this Study was at the MTS Negeri Palopo.

<b>Day/Date</b>	<b>Time</b>	<b>Activity</b>
Monday/29 July 2024	10:00	Instrument (pre-test) attachment
Thursday/1 August 2024	10:00	Instrument (post-test) attachment
Friday/2 August 2024	10:00	Instrument accepted from validator
Tuesday/6 August 2024	10:00-12:00	Pre-test
Tuesday/6 August 2024	10:00-12:00	1st meeting
Monday/26 August 2024	14:10-15:30	2nd meeting
Friday/30 August 2024	10:00-12:00	3rd meeting
Monday/2 September 2024	14:10-15:30	4th meeting
Friday/6 September 2024	10:00-12:00	Post-test

## **E. Population and Sample**

### **1. Population**

The population in this Study is the eighth grade of MTs Negeri Palopo from a total class of 288 students’.

### **2. Sample**

The Study carried out in the eighth grade at MTs Negeri Palopo. Using the purposive sampling approach. The eighth grade F MTs Negeri Palopo grade used as the sample because this is the students’ lowest reading proficiency level compared to other classes. There are 38 students’ in 8F class. The Researcher took 18 students’ as the sample of this Study.

## **F. Instrument**

This method is to collect data information about the implementation of Study. This Study employed a reading test as an instruments.

### **1. Pre Test**

An initial test conducted before the subject matter is taught. The pre-test aims to measure students initial abilities and equalize conditions between the control group and the experimental group. Kind of the test is narrative text with ten number of multiple choice .

### **2. Post Test**

The final test is conducted after the student participates in learning. Post-test aims to find out the extent to which students have mastered the material that has been taught. Kind of the test is narrative text with ten number of multiple choice.

## **G. Validity of The Research**

Before use the instrument of the Study, firstly the research validated the instrument to the validator to check the appropriateness of the instrument start from reading test includes pre-test and post-test. In this Study, the research previously conducted Study in eight grade students'. The research made feasibility aspects regarding the validity of the test instrument. And the Researcher asked one of the experts to correct and fill in the eligibility aspects. In validate the instrument, the Researcher have made reading test in pre-test and post-test with using narrative text and its multiple choice, and arrange it to MTsN Palopo English teacher to validate the research instrument.

## **H. The Procedure of Collecting Data**

The steps used in data collection are collecting some results before and after the Study as the final discussion in this Study.

### **1. Giving Pre-test**

Before giving the treatment, the research gave students a reading text to improve the ability to read English narrative texts in eighth grade at MTsN Palopo before using Let's Read application.

### **2. Giving Treatment**

The research carried out the class in four meetings to give treatment to the students'.

#### ***a. The first meeting***

- 1) The research opened the class by greeting the students and asking about their condition.

- 2) Research introduced herself to students’.
- 3) Research checked the attendance list.
- 4) Research brainstormed before explaining the material to students. This aims to provide students’ with the latest ideas regarding the material.
- 5) Research explained the material about Narrative Text.
- 6) Research introduced about Let's Read application and asked students to download the Let's Read application.
- 7) Research checked the students knowledge after explain the Narrative Text material and give some question to students’ about their opinion after using Let's Read application.
- 8) Research gave conclusion from the material and give some motivation to students.

***b. Second Meeting***

- 1) The Research opened the class by greeting the students and asking about their condition.
- 2) Research checked the attendance list.
- 3) Research gave some ice breaking to students’.
- 4) Research asked students’ to make some groups
- 5) Research asked to students to open the Let's Read application and each group read the text in the Let's Read application entitled *Daddy Mo's*.
- 6) Research checked the students’ knowledge after explain the Narrative Text material and give some question to students about their opinion after using Let's Read application.

- 7) Research gave conclusion from the material and give some motivation to students'.
- 8) Before the Researcher end the lesson, the research reviewed the material and closed the meeting with prayer.

***c. Third Meeting***

- 1) The research open the class by greeting the students and asking about their condition.
- 2) Research checked the attendance list.
- 3) Research gave some ice breaking to students.
- 4) Research asked students' to make some groups.
- 5) Research asked to students' to open the Let's Read application and each group read the text in the Let's Read application entitled *The Great Teacher*.
- 6) Research checked the students knowledge after explain the Narrative Text material and give some question to students' about their opinion after using Let's Read application.
- 7) Research gave conclusion from the material and give some motivation to students.
- 8) Before the research end the lesson, the research reviewed the material and closed the meeting with prayer.

***d. Fourth Meeting***

- 1) The research open the class by greeting the students' and asking about their condition.
- 2) Research check the attendance list.



- 3) Research gave some ice breaking to students.
- 4) Researcher asked students' to make some groups.
- 5) Research asked to students' to open the Let's Read application and each group read the text in the Let's Read application entitled *Kabugwason and The Stars*.
- 6) Research checked the students' knowledge after explain the Narrative Text material and give some question to students' about their opinion after using Let's Read application.
- 7) Research gave conclusion from the material and give some motivation to students'.
- 8) Before the research end the lesson, the research reviewed the material and closed the meeting with prayer.

### **3. Post-test**

The post-test goal is to remeasure the capacity of students' at eight grade of MTsN Palopo in answering the questions of English narrative texts.

#### **I. The Technique of Data Analysis**

Data analysis is a method to examine the data to recognize the outcome of the research. The research analyzed the data by applying procedures as follow:

1. Scoring the learners' reading test of pre-test and post-test by using the following formula:

$$Score = \frac{\text{The total of the student's/correct answer}}{\text{The total of items}} \times 100$$

For example, if the learner cumulative correct answer is 8, the point is 80 with estimated as follows:<sup>32</sup>

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<sup>32</sup> H Douglas Brown, *Language Assessments Principles and Classroom Practice*., 2004.

The cumulative correct answers are 8

The entire numbers of the test are 10

$$\frac{8}{10} \times 100 = 80 \text{ (Good)}$$

Table 3.1 The Classification Score for Test

Criteria	Score	Classification
A	81-100	Very Good
B	61-80	Good
C	41-60	Fair
D	21-40	Poor
E	1-20	Very Poor

2. Calculate the mean score, standard deviation, and t-test between Reading Comprehension accomplishment of the experimental and control class by using SPSS 22.

## CHAPTER IV

### FINDING AND DISCUSSION

In the previous chapter, the researcher explained the application of pre-test and post test to collect data in this study. Pre-test and post-test attempt to gather students' reading comprehension in groups that adhere to pre-experimental approaches. The Let's Read use is used by the researcher as a teaching tool in the use of this strategy. The study's findings are shown in the following manner.

#### A. Findings

##### 1. Reading Test Results

##### a) Pre-Test

Table 4.1 Pre-test result

Student	Pre-Test Score	Category
S1	50	Fair
S2	45	Fair
S3	45	Fair
S4	45	Fair
S5	45	Fair
S6	45	Fair
S7	40	Poor
S8	40	Poor
S9	40	Poor
S10	40	Poor
S11	40	Poor
S12	40	Poor
S13	40	Poor
S14	40	Poor
S15	35	Poor
S16	30	Poor
S17	25	Poor
S18	20	Very Poor

Table 4.1 displays the result of students pre-test scores before being given treatment by the research. This table shows that six students got fair, eleven students

got poor, and one student got the very poor.

Table 4.2 Pre-test descriptive statistics

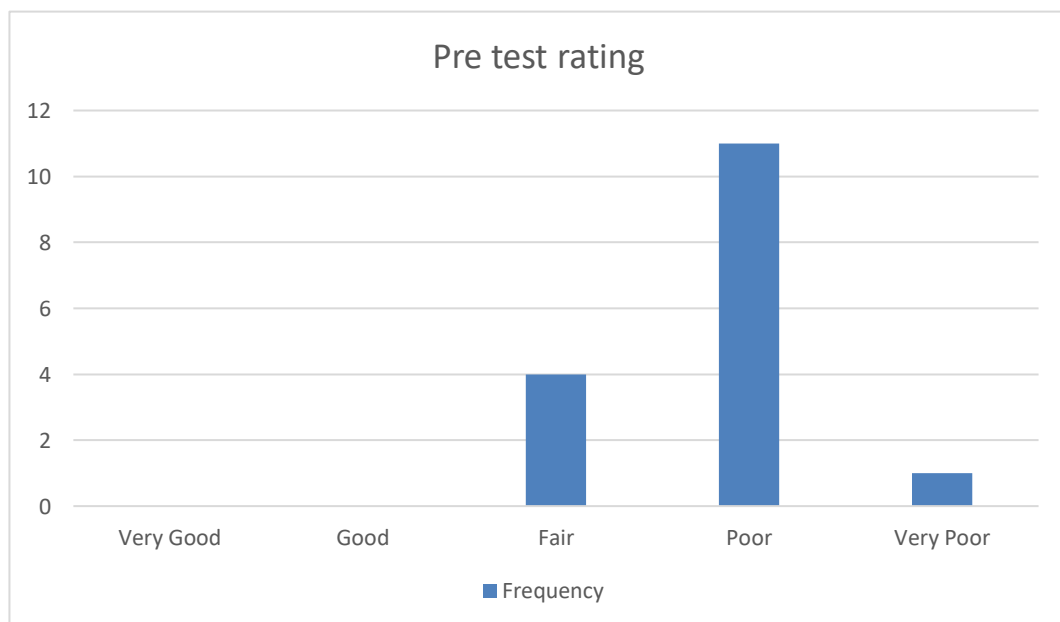
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	18	20	50	39,17	7,524
Valid N (listwise)	18				

Table 4.2 shows that the highest score is 50 and the lowest is 20. Besides, it also indicates that the mean score of the students in the pre-test is 39,17, and the standard deviation is 7,524.

Table 4.3 Pre-test rating percentage

Classification	Score	Frequency	Percentage
Very Good	81-100		
Good	61-80		
Fair	41-60	6	33%
Poor	21-40	11	61%
Very Poor	1 - 20	1	6%
Total		18	100%

Picture 4.1 Pre test rating graphic



Based on the percentage of students scoring in the pre-test above, the researcher found that six students (33%) got fair, eleven students (61%) got poor and one student (6%) got very poor.

b) Post Test

Table 4.4 Post test result

<b>Student</b>	<b>Post Test Score</b>	<b>Category</b>
S1	70	Good
S2	65	Good
S3	65	Good
S4	65	Good
S5	60	Fair
S6	60	Fair
S7	60	Fair
S8	60	Fair
S9	60	Fair
S10	55	Fair
S11	50	Fair
S12	50	Fair
S13	50	Fair
S14	50	Fair
S15	50	Fair
S16	50	Fair
S17	50	Fair
S18	50	Fair

Table 4.4 displays the result of students' post test scores before being given treatment by the research. This table shows that four students got good, , and fourteen student got the fair.

Table 4.5 Post test descriptive statistics

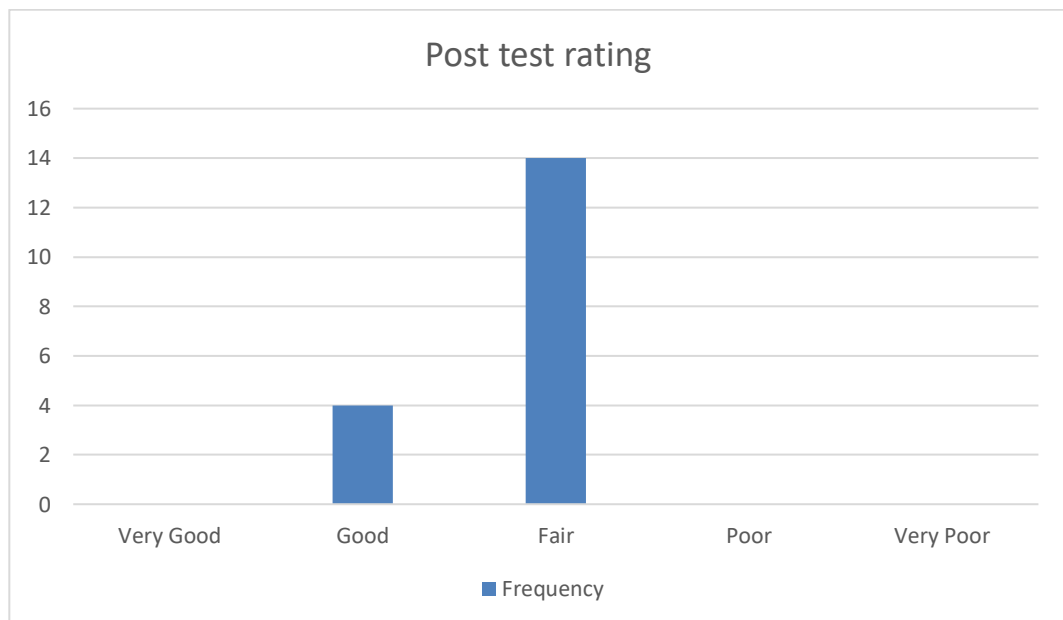
	N	Minimum	Maximum	Mean	Std. Deviation
PostTest	18	50	70	56,67	6,860
Valid N (listwise)	18				

Table 4.5 shows that the highest score is 70 and the lowest is 50. Besides, it also indicates that the mean score of the students in the pre-test is 56,67, and the standard deviation is 6,860.

Table 4.6 Post test rating percentage

Classification	Score	Frequency	Percentage
Very Good	81-100		
Good	61-80	4	22%
Fair	41-60	14	78%
Poor	21-40		
Very Poor	1 - 20		
Total		18	

Picture 4.2 Pre test rating graphic



Based on the percentage of students scoring in the post test above, the researcher found that four students (22%) got good, and fourteen students (78%) got fair.

## 2. Pre-Test and Post Test Comparison

Table 4.7 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	39,17	18	7,524	1,774
	PostTest	56,67	18	6,860	1,617

Table 4.8 Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PreTest & PostTest	18	,712	,001

Table 4.9 Paired Samples Test

		Paired Differences							
		95% Confidence Interval of							
		Mean	Std. Deviation	Std. Error Mean	the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PreTest - PostTest	-17,500	5,491	1,294	-20,230	-14,770	-13,522	17	,000

Table 4.9 displays the results of the paired samples test for the pre-test and post-test.  $T_{\text{test}} = 13,522$  and  $df$  (degree of freedom) = 17, according to the researcher. On the other hand, the t-table is 3.222, the  $df$  is 17, and the significance level is 5%.

The probability value was less than  $\alpha=0.001$  ( $\alpha=0.001<0.005$ ), and the data above show that  $t_{\text{test}}$  is greater than  $t_{\text{table}}$ . The alternative hypothesis ( $H_1$ ) was approved, while the null hypothesis ( $H_0$ ) was rejected. It can be said that recommending students use the Let's Read Application to develop their reading comprehension.

## **B. Discussion**

The research carried out observation such as interview with english teachers and students'. The research also started this Study by analyzing the students' difficulties or lack of interest in reading comprehension using books. So research it is important to conduct this Study to determine students interest in reading comprehension with the Let's Read Application in the teaching and learning process so that it can arouse the desire to read English texts.

There is the theory about the effectiveness of Let's Read. From Sri Ratna Sari and Sindu Lestari, they stated that Let's Read Application is one of the appropriate reading resources. Let's Read! Was established by The Asia Foundation composes and translates children digital books. The collaboration among local authors, illustrators, and editors to produce high quality books provides more chances for Asian children to have enough or even more reading exposures using their gadgets. Classroom teacher can use any gadgets, such as smartphones or classroom's PC and projector. It provides collection of graded reading materials that can be easily accessed through gadgets. It has a variety of reading material on a wide range of topics. The students' can choose their grades or levels of reading, and they can choose what they want to read.

Yes, the ability to read with understanding (reading comprehension) is very important because it helps us understand the information read using the Ayo Baca application and the principle of reading comprehension is very important in understanding the stories in the Ayo Baca application and being able to compare the principle of reading comprehension with one story to another.



The data collection indicates that teaching reading with Let's Read can help students reading comprehension better. Their scores showed students' performance on each of the tested components. Based on the data analysis findings, the Researcher determined the Let's Read's efficacy in enhancing narrative text reading skills at the eight grade level of MTsN Palopo. The students pre-test mean score was 39,17, post-test mean score was 56,67, as determined by the data analysis. It suggests that Let's Read was successful in enhancing students' reading abilities.

After giving pre-test, some students had not met the reading aspect. However, after providing the post-test, Research saw that there were developments in terms of reading aspects after giving treatment during six meetings; where in this treatment, the average student often asked questions and was active in reading activities around the material presented in the Let's Read . There is a technique that can be used to teach reading, but the research teaches reading using the Let's Read application. Additionally, using Let's Read for reading instruction improved the students' reading abilities.

Students in the pre-test displayed some shortcomings in this process, including content and organization. Nearly all of the students' scored poorly on these topics. By looking at the pre-test score across five components, it was proved. The students' made numerous grammatical mistakes when expressing their ideas during this test. Their vocabulary was still lacking. Some of them struggled to find their ideas.

Additionally, the post-test revealed a decline in the students' weaknesses. The students made an effort to communicate their feelings based on their

observations during this final test. Their post-test results showed that nearly all of the students raised their marks for each component. These are explanations to support the statements above as follows:

Furthermore, students may enjoy the convenience of using it, which can be tailored to their specific needs, and Let's Read's capability provides them with a security sense. Working on various sub-skills and skills in Let's Read Application is very simple, but it up to some provisions of education. Many language learning programs require online contact between students' and lecturers, an educational policy must make it possible to coordinate a communicative link to complete the task. Broadband internet connections are also available.

The data analysis shows that Let's Read Application recommended increasing the students reading skills since the material suits the students' level. Let's Read is also recommended as the teaching medium because most students' sometimes spend time with their gadgets and the internet.

This Study has some weaknesses. Some students' still use Google Translate to create their version of narrative text in giving post-test until the research found terms of grammatical aspects that do not match narrative text material. And also there are internet connection problems in accessing the Let's Read application.

Let's Read helps them in provide variants of reading contents to reading for everyone. Another parents stated that Let's Read appealed them for reading. In fact, there is the parents that told their experiences in reading with utilize reading contents in Let's Read application. The Let's Read application is available in several languages, including Indonesian and internasional languages. Deficiencies in research are constrained by technological tools.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the finding and discussion in the previous chapter, it can be concluded that using the Let's Read effectively improves reading comprehension at the eight grade MTsN Palopo. The significant difference between pre-test and post-test mean scores has proved it. The data analysis shows that Let's Read Application recommended increasing the students reading skills since the material suits the students' level. Let's Read is also recommended as the teaching medium because most students' sometimes spend time with their gadgets and the internet. From previous Study : Issyatul Mardiah et.al entitled *The Effectiveness of Using Let's Read Application As a Media to Improve Student English Vocabulary In Junior High School*

#### B. Suggestion

The Researcher gives suggestions for this Study result as follows:

##### 1. For teachers

Teachers may use the Let's Read as a supporting tool in improving students' reading comprehension. Before applying it, the teacher should have an Android smartphone and a good internet connection.

##### 2. For students'

Students may use the Let's Read as a supporting tool in improving their reading comprehension. Before applying it, the students should have an Android smartphone and a good internet connection.

### 3. For another Research

Further research are expected to use the let's read application in English learning for students. Other research also use let's read application to improve reading comprehension by uploading text as image. Research also suggest bringing the tools that will be used during the Study.

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# **A P P E N D I C E S**





**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 : [dpmtsp@palopokota.go.id](mailto:dpmtsp@palopokota.go.id), Website : <http://dpmtsp.palopokota.go.id>

**SURAT KETERANGAN PENELITIAN**

NOMOR : 500.16.7.2/2024.0723/IP/DPMTSP

**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 : NILSA NURFAUZIAH  
Jenis Kelamin : P  
Alamat : Dsn. Battang, Kec. Kamanre, Kab. Luwu  
Pekerjaan : Pelajar/Mahasiswa  
NIM : 2002020046

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

**THE USE OF THE LET'S READ APPLICATION TO IMPROVE STUDENT READING COMPREHENSION AT 8 GRADE OF MTsN PALOPO**

Lokasi Penelitian : Madrasah Tsanawiyah Negeri Palopo  
Lamanya Penelitian : 6 Agustus 2024 s.d. 6 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 : 6 Agustus 2024



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

**Tembusan Kepada Yth.**

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

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





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KOTA PALOPO  
MADRASAH TSANAWIYAH NEGERI KOTA PALOPO  
Alamat : Jalan Andi Kambo    Telepon. (0471) 22263

**SURAT KETERANGAN SELESAI PENELITIAN**

Nomor : B.377/MTs.21.14.011/PP.01.1/09/2024

Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah Negeri Kota Palopo memberikan keterangan kepada :

Nama : Nilsa Nurfauziah  
NIM : 2002020046  
Mahasiswa : Fakultas Tarbiyah dan Ilmu Keguruan  
Program Studi : Pendidikan Bahasa Inggris  
Alamat : Dusun Battang, Kecamatan Kamanre Kab. Luwu

Benar telah selesai melakukan penelitian di Instansi kami sehubungan dengan penyusunan Skripsi “ *The Use Of Let's Read Application to Improve Student Reading Comprehension At 8<sup>th</sup> Grade Of MTsN Palopo*”

Demikian surat keterangan ini diberikan untuk di pergunakan sebagaimana mestinya.

Palopo, 10 September 2024  
Kepala Madrasah  
  
**Muhr. Nurdin, AN, S.Pd, SH, M.M.Pd**  
Nip. 19741206 200012 1 002

## SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Ermawati S.Pd.I.,M.Hum  
Jabatan/Pekerjaan : Dosen Bahasa Inggris  
Instansi Asal : IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:

***THE USE OF THE LET'S READ APPLICATION TO IMPROVE STUDENTS'  
READING COMPREHENSION AT 8TH GRADE OF MTSN PALOPO***

dari mahasiswa:

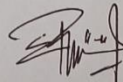
Nama : Nilsa Nurfauziah  
Program Studi : Pendidikan Bahasa Inggris  
NIM : 2002020046

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

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

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 29 Juli 2024  
Validator,



Ermawati S.Pd.I.,M.Hum

NIP. 19911117 202012 2 019

\*coret yang tidak perlu

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Institusi :MTSN Palopo  
Mata Pelajaran :Bahasa Inggris  
Pertemuan :1 (Pertama)  
Materi Pokok :Materi pengantar “Narrative Text”  
Alokasi Waktu :1x60 menit

### **A. Tujuan Pembelajaran**

Setelah menyimak penjelasan materi, peserta didik diharap mampu memahami materi narrative text, dan dapat memahami kegiatan membaca dengan penerapan media Aplikasi Let’s Read.

### **B. Model Pembelajaran**

*Tatap Muka*

### **C. Media / Sumber Belajar**

➤ Aplikasi Let’s Read

### **D. Tahap-Tahap Pembelajaran**

#### **Kegiatan Pendahuluan (5 Menit)**

1. Membuka kelas dengan salam dan berdoa
2. Mengecek kehadiran siswa

#### **Kegiatan Brainstorming (15 menit)**

1. Memberi gambaran tentang materi yang akan dipelajari

#### **Kegiatan Inti (30 Menit)**

1. Menjelaskan materi yang akan dipelajari yakni materi Narrative text.
2. Mengenalkan media Aplikasi Let’s Read serta cara penggunaannya.

#### **Kegiatan Penutup (10 Menit)**

1. Mengecek sejauh mana pemahaman siswa setelah menjelaskan materi Narrative Text dan juga memberi pertanyaan kepada siswa tentang tanggapan setelah praktik penggunaan aplikasi Let’s Read.

2. Menarik kesimpulan yang bisa diperoleh dari materi yang diajarkan.
3. Memberi penguatan kepada siswa berupa motivasi dll.
4. Menutup kelas dengan berdo'a dan salam

Video Pengajaran [https://youtu.be/\\_pavZbWR1rQ?feature=shared](https://youtu.be/_pavZbWR1rQ?feature=shared)

**LINK VIDEO PENGAJARAN**

[https://youtu.be/\\_pavZbWR1rQ?feature=share](https://youtu.be/_pavZbWR1rQ?feature=share)

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Institusi :MTSN Palopo  
Mata Pelajaran :Bahasa Inggris  
Pertemuan :2 (Kedua)  
Materi Pokok :“Narrative Text”  
Alokasi Waktu :1x60 menit

### **A. Tujuan Pembelajaran**

Setelah memahami penggunaan aplikasi Let's Read, peserta didik diharapkan mampu menentukan gagasan pokok narrative text yang telah ditentukan dan yang tersedia dalam Aplikasi Let's Read.

### **B. Model Pembelajaran**

*Tatap Muka*

### **C. Media / Sumber Belajar**

➤ Aplikasi Let's Read

### **D. Tahap-Tahap Pembelajaran**

#### **Kegiatan Pendahuluan (5 Menit)**

1. Membuka kelas dengan salam dan berdoa
2. Mengecek kehadiran siswa
3. Memberikan *Ice Breaking* kepada siswa

#### **Kegiatan Brainstorming (15 menit)**

1. Memberi gambaran tentang materi yang akan dipelajari

#### **Kegiatan Inti (30 Menit)**

1. Membagi siswa menjadi beberapa kelompok
2. Memberikan instruksi kepada siswa untuk membuka aplikasi Let's Read
3. Salah satu kelompok diarahkan untuk membaca teks yang berjudul *Daddy Mo's* dan menentukan gagasan utama/main idea pada teks tersebut.

**Kegiatan Penutup (10 Menit)**

1. Mengecek sejauh mana pemahaman siswa setelah membaca Narrative Text yang ditentukan
2. Menarik kesimpulan yang bisa diperoleh dari materi yang diajarkan
3. Memberi penguatan kepada siswa berupa motivasi dll.
4. Menutup kelas dengan berdo'a dan salam



## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Institusi	:MTSN Palopo
Mata Pelajaran	:Bahasa Inggris
Pertemuan	:3 (Ketiga)
Materi Pokok	:Materi pengantar “Narrative Text”
Alokasi Waktu	:1x60 menit

### **A. Tujuan Pembelajaran**

Setelah memahami penggunaan aplikasi Let’s Read, peserta didik diharapkan mampu menentukan gagasan pokok narrative text yang telah ditentukan dan yang tersedia dalam Aplikasi Let’s Read.

### **B. Model Pembelajaran**

*Tatap Muka*

### **C. Media / Sumber Belajar**

➤ Aplikasi Let’s Read

### **D. Tahap-Tahap Pembelajaran**

#### **Kegiatan Pendahuluan (5 Menit)**

1. Membuka kelas dengan salam dan berdoa
2. Mengecek kehadiran siswa
3. Memberikan *Ice Breaking* kepada siswa

#### **Kegiatan Brainstorming (15 menit)**

1. Memberi gambaran tentang materi yang akan dipelajari

#### **Kegiatan Inti (30 Menit)**

1. Membagi siswa menjadi beberapa kelompok
2. Memberikan instruksi kepada siswa untuk membuka aplikasi Let’s Read

3. Salah satu kelompok diarahkan untuk membaca teks yang berjudul *The Great Teacher* dan menentukan gagasan utama/main idea pada teks tersebut.

**Kegiatan Penutup (10 Menit)**

1. Mengecek sejauh mana pemahaman siswa setelah membaca Narrative Text yang ditentukan
2. Menarik kesimpulan yang bisa diperoleh dari materi yang diajarkan
3. Memberi penguatan kepada siswa berupa motivasi dll.
4. Menutup kelas dengan berdo'a dan salam

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Institusi :MTSN Palopo  
Mata Pelajaran :Bahasa Inggris  
Pertemuan :4 (Keempat)  
Materi Pokok :Materi pengantar “Narrative Text”  
Alokasi Waktu :1x60 menit

### **A. Tujuan Pembelajaran**

Setelah memahami penggunaan aplikasi Let’s Read, peserta didik diharapkan mampu menentukan gagasan pokok narrative text yang telah ditentukan dan yang tersedia dalam Aplikasi Let’s Read.

### **B. Model Pembelajaran**

*Tatap Muka*

### **C. Media / Sumber Belajar**

➤ Aplikasi Let’s Read

### **D. Tahap-Tahap Pembelajaran**

#### **Kegiatan Pendahuluan (5 Menit)**

1. Membuka kelas dengan salam dan berdoa
2. Mengecek kehadiran siswa
3. Memberikan *Ice Breaking* kepada siswa

#### **Kegiatan Brainstorming (15 menit)**

1. Memberi gambaran tentang materi yang akan dipelajari

#### **Kegiatan Inti (30 Menit)**

1. Membagi siswa menjadi beberapa kelompok
2. Memberikan instruksi kepada siswa untuk membuka aplikasi Let’s Read

3. Salah satu kelompok diarahkan untuk membaca teks yang berjudul *Kabugwason and The Stars* dan menentukan gagasan utama/main idea pada teks tersebut.

**Kegiatan Penutup (10 Menit)**

1. Mengecek sejauh mana pemahaman siswa setelah membaca Narrative Text yang ditentukan
2. Menarik kesimpulan yang bisa diperoleh dari materi yang diajarkan
3. Memberi penguatan kepada siswa berupa motivasi dll.
4. Menutup kelas dengan berdo'a dan salam

## Pre-Test

Read the following text to answer questions!

Name :

Class/semester :

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man.

He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter through a show of strength. After that, the Prince of Blambangan, named Raden Begawan won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

1. Which one of the following statements is false about Sang Prabu?
  - A. Sang Prabu was the father of his only daughter.
  - B. Sang Prabu was a king of a kingdom in West Java.
  - C. Sang Prabu was taken to Kahyangan by a wicked fairy.
  - D. Sang Prabu was a wise man.
2. Why the wicked fairy did use her magic to make Raden Begawan unconscious?
  - A. She didn't like Raden Begawan.
  - B. She didn't want Raden Prabu to marry the princess.
  - C. She wanted Teja Nirmala to forget about her wedding.
  - D. She didn't want the prince of Blambangan to marry the princess.
3. What do you think will happen if gods or goddesses cannot mingle in the affairs of students' at school on earth at that time?
  - A. Princess Segara will have married Raden Begawan.
  - B. Sang Prabu will not hold a strength competition.
  - C. Raden Begawan will not die.
  - D. Wicked Fairy will not take Raden Begawan's life.
4. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word here in the sentence refers to ...
  - A. The wicked fairy

- B. The nice fairy
  - C. Princess Nirmala
  - D. Prince Teja
5. The similarity between fairies and humans according to the text.
- A. The place they live.
  - B. The jealousy that they possess.
  - C. The way they don't feel love.
  - D. The strength they have.

A long time ago, very few students' at school lived in the New Territories. There were only a few villages. If the students' at school wanted to go from one village to another, they often had to pass through wild and unsafe forests.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you through the forest".

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down.

At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead". Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby, the wolves were playing with him.

6. What separated one village from another a long time ago in the New Territories?
- A. Another village
  - B. Mountains
  - C. Forests
  - D. Hills
7. Who was Ah Tim?
- A. The young woman's brother.
  - B. The young woman's son.
  - C. The young woman's brother and nephew.
  - D. The young woman's brother's son.
8. Who walked in front when they were in the forest?

- A. Ah Tim
  - B. The woman
  - C. The woman's son.
  - D. Her brother's nephew.
9. The woman gave her son to the wolves because ...
- A. She loved her nephew than her son.
  - B. She thought about how her brother would be.
  - C. She wanted her son was eaten by the wolves.
  - D. She was crazy.
10. What did the villagers bring sticks for?
- A. For the weapon to beat the wolves.
  - B. To bring the woman's nephew.
  - C. For the fire woods.
  - D. For play

## Post-Test

Read the following text to answer questions!

Name :

Class/semester :

### **“Talaga Warna”**

Long ago there was a kingdom in West Java. The kingdom was ruled by a king called Prabu. Prabu was a kind and wise king, and there was no hunger in his kingdom. But Prabu and his queen didn't have any children. It made them very, very sad.

Then one day Prabu went into the jungle. There he prayed to his god for a child. A few months later, the queen was expecting a baby, and all the students' at school in the kingdom were happy. Prabu and the queen loved their little daughter and gave her everything. This made the princess a very spoiled girl. If she didn't get what she wanted, she became very angry. But even though the princess behaved badly, her parents loved her, and so did the students' at school in the kingdom.

Day by day, the princess grew more beautiful. When she was 17, her parents invited all the students' at school in the kingdom to a party. Prabu took their gifts of gold and bright jewels and had a beautiful necklace made for his daughter.

On the day of the birthday, students' at school gathered in the palace field. When Prabu and the queen appeared, students' at school welcomed them happily. The cheers were even louder when the beautiful princess appeared. Prabu took the necklace. “My beloved daughter,” he said, “today I give this necklace to you. It is a gift from the students' at school of this country because they love you so much.” The princess looked at the necklace. “I don't want it! It's ugly!” she shouted, and she threw the necklace on the ground, where it broke into pieces. Everyone was shocked. Nobody spoke. They never thought that their beloved princess would do that terrible thing.

In their silence students' at school heard the queen crying. Everyone was sad and began crying, too. A pool of water formed on the ground. Soon the pool became a big lake. The lake sank all of the kingdom.

Today, students' at school call the lake Talaga Warna. It means ‘Lake of Colors’. It is located in Puncak, West Java. On a bright day, the lake is full of amazing colors, which in fact come from the reflection of the trees and flowers around it. But some students' at school believe that the colors are from the princess's necklace, which still lies in pieces at the bottom of the lake.

1. Which of the following statements is correct?



- A. King Prabu and his queen had lots of children.
  - B. The little princess was a very good child.
  - C. Prabu gave his wife a necklace for her birthday.
  - D. The students' at school in Prabu's kingdom loved their royal family.
2. The students' at school were shocked
- A. by Prabu's words to his daughter.
  - B. by the princess's bad behavior.
  - C. when the royal family appeared.
  - D. when the queen began to cry.
3. "I don't want it! It's ugly!" The underlined word means:
- A. not pretty
  - B. cheap
  - C. attractive
  - D. not modern
4. The lake is called Talaga Warna because ...
- A. of the necklace that lies at the tom.
  - B. of the colors reflected in the water.
  - C. that was the name of the princess.
  - D. It is located in Puncak.

In a kingdom, there lived 3 corn farmers. All three are smart and diligent farmers. In one season, the land of the three farmers experienced pest problems. Their corn harvest is in danger of failing.

To overcome this, farmers first use pesticides. The second farmer built a cage around his land to prevent pests from entering. The third farmer tried to make a scarecrow. all to no avail.

Then, the king called the three farmers. The king gave a stick to each and told them to break it. The sticks break easily. Then the king gave him a hundred sticks and the three of them had trouble breaking them.

The king said, "When you work alone, you are weak, but together you become strong." Three farmers worked together, combined strategies, and succeeded.

5. From the text we know that the three farmers earned money by ...
- A. Cultivating their fields
  - B. Selling crops to a market
  - C. Collecting firewood
  - D. Working on others fields
6. What is the conflict faced by the farmers in the story?
- A. Three farmers with the king
  - B. Three farmers have a good harvest
  - C. The village head gave the three farmers challenge
  - D. The three farmers efforts to help their crops failed

7. The story teaches us ....
  - A. Practice makes perfect
  - B. There is strength is unity
  - C. Hard work is a key of a success
  - D. The king always right
8. How do three farmers solve their problems?
  - A. Work alone
  - B. Ask the king for help
  - C. Work together
  - D. Use the same strategy

### **The Bear and the Two Friends**

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend.

9. Where do you think the story happened?
  - A. In the river
  - B. In the park
  - C. In the forest
  - D. In the zoo
10. Which one of these generic structures that we use to tell information about character, time, and place of the story?
  - A. Orientation
  - B. Complication
  - C. Resolution
  - D. Re-orientation/coda

Sumber soal : <https://katadata.co.id/lifestyle/varia/655ee02e56861/15-contoh-soal-narrative-text-pilhan-ganda-beserta-jawabannya>

Sumber soal : <https://www.inews.id/news/nasional/20-contoh-soal-narrative-text-kelas-11-dan-kunci-jawaban-pelajari-yuk>

Pre-Test Keywords:

1. C
2. D
3. D
4. C
5. B
6. C
7. D
8. A
9. B
10. A

Post-Test Keywords:

1. D
2. B
3. A
4. B
5. A
6. D
7. B
8. C
9. C
10. A

## HASIL PRE-TEST

**Pre-Test**

Read the following text to answer questions!

Name: Puty Nafis  
Class/semester: VIII F

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter through a show of strength. After that, the Prince of Blambangan, named Raden Begawan won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

- Which one of the following statements is false about Sang Prabu?
  - ☒ A. Sang Prabu was the father of his only daughter.
  - ☐ B. Sang Prabu was a king of a kingdom in West Java.
  - ☐ C. Sang Prabu was taken to Kahyangan by a wicked fairy.
  - ☐ D. Sang Prabu was a wise man.
- Why the wicked fairy did use her magic to make Raden Begawan unconscious?
  - ☐ A. She didn't like Raden Begawan.
  - ☐ B. She didn't want Raden Prabu to marry the princess.
  - ☐ C. She wanted Teja Nirmala to forget about her wedding.
  - ☒ D. She didn't want the prince of Blambangan to marry the princess.
- What do you think will happen if gods or goddesses cannot mingle in the affairs of people on earth at that time?
  - ☐ A. Princess Segara will have married Raden Begawan.
  - ☒ B. Sang Prabu will not hold a strength competition.
  - ☐ C. Raden Begawan will not die.
  - ☐ D. Wicked Fairy will not take Raden Begawan's life.
- So a nice fairy took her to the Kahyangan. (Paragraph 2) The word here in the sentence refers to ...
  - ☐ A. The wicked fairy
  - ☐ B. The nice fairy
  - ☒ C. Princess Nirmala
  - ☐ D. Prince Teja
- The similarity between fairies and humans according to the text.
  - ☒ A. The place they live.
  - ☐ B. The jealousy that they possess.
  - ☐ C. The way they don't feel love.
  - ☐ D. The strength they have.

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forests.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you through the forest".

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down.

At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead". Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby, the wolves were playing with him.

- What separated one village from another a long time ago in the New Territories?
  - ☐ A. Another village
  - ☐ B. Mountains
  - ☒ C. Forests
  - ☐ D. Hills
- Who was Ah Tim?
  - ☐ A. The young woman's brother.
  - ☐ B. The young woman's son.
  - ☐ C. The young woman's brother and nephew.
  - ☒ D. The young woman's brother's son.
- Who walked in front when they were in the forest?
  - ☐ A. Ah Tim
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- The woman gave her son to the wolves because ...
  - ☒ A. She loved her nephew than her son.
  - ☐ B. She thought about how her brother would be.
  - ☐ C. She wanted her son was eaten by the wolves.
  - ☐ D. She was crazy.
- What did the villagers bring sticks for?
  - ☐ A. For the weapon to beat the wolves.
  - ☐ B. To bring the woman's nephew.
  - ☐ C. For the fire woods.
  - ☒ D. For play

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**Pre-Test**

Read the following text to answer questions!

Name: Puty RIFQO Pabakira  
Class/semester: VIII F

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- Which one of the following statements is false about Sang Prabu?
  - ☐ A. Sang Prabu was the father of his only daughter.
  - ☐ B. Sang Prabu was a king of a kingdom in West Java.
  - ☒ C. Sang Prabu was taken to Kahyangan by a wicked fairy.
  - ☐ D. Sang Prabu was a wise man.
- Why the wicked fairy did use her magic to make Raden Begawan unconscious?
  - ☐ A. She didn't like Raden Begawan.
  - ☐ B. She didn't want Raden Prabu to marry the princess.
  - ☐ C. She wanted Teja Nirmala to forget about her wedding.
  - ☒ D. She didn't want the prince of Blambangan to marry the princess.
- What do you think will happen if gods or goddesses cannot mingle in the affairs of people on earth at that time?
  - ☒ A. Princess Segara will have married Raden Begawan.
  - ☐ B. Sang Prabu will not hold a strength competition.
  - ☐ C. Raden Begawan will not die.
  - ☐ D. Wicked Fairy will not take Raden Begawan's life.
- So a nice fairy took her to the Kahyangan. (Paragraph 2) The word here in the sentence refers to ...
  - ☒ A. The wicked fairy
  - ☐ B. The nice fairy
  - ☐ C. Princess Nirmala
  - ☐ D. Prince Teja
- The similarity between fairies and humans according to the text.
  - ☐ A. The place they live.
  - ☐ B. The jealousy that they possess.
  - ☐ C. The way they don't feel love.
  - ☒ D. The strength they have.

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forests.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you through the forest".

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down.

At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead". Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby, the wolves were playing with him.

- What separated one village from another a long time ago in the New Territories?
  - ☒ A. Another village
  - ☐ B. Mountains
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- Who was Ah Tim?
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- The woman gave her son to the wolves because ...
  - ☒ A. She loved her nephew than her son.
  - ☐ B. She thought about how her brother would be.
  - ☐ C. She wanted her son was eaten by the wolves.
  - ☐ D. She was crazy.
- What did the villagers bring sticks for?
  - ☐ A. For the weapon to beat the wolves.
  - ☒ B. To bring the woman's nephew.
  - ☐ C. For the fire woods.
  - ☐ D. For play

40

### Pre-Test

Read the following text to answer questions!

Name M. Achi MADURA  
Class/semester VIII

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter through a show of strength. After that, the Prince of Blambangan, named Raden Begawan won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

- Which one of the following statements is false about Sang Prabu?  
A. Sang Prabu was the father of his only daughter.  
B. Sang Prabu was a king of a kingdom in West Java.  
C. Sang Prabu was taken to Kahyangan by a wicked fairy.  
D. Sang Prabu was a wise man.
- Why the wicked fairy did use her magic to make Raden Begawan unconscious?  
A. She didn't like Raden Begawan.  
B. She didn't want Raden Prabu to marry the princess.  
C. She wanted Teja Nirmala to forget about her wedding.  
D. She didn't want the prince of Blambangan to marry the princess.
- What do you think will happen if gods or goddesses cannot mingle in the affairs of people on earth at that time?  
A. Princess Segara will have married Raden Begawan.  
B. Sang Prabu will not hold a strength competition.  
C. Raden Begawan will not die.  
D. Wicked Fairy will not take Raden Begawan's life.
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A. The wicked fairy  
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- The similarity between fairies and humans according to the text.  
A. The place they live.  
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A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forests.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you through the forest".

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down.

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They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby, the wolves were playing with him.

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C. For the fire woods  
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### Pre-Test

Read the following text to answer questions!

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Class/semester VIII

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- The woman gave her son to the wolves because ...  
A. She loved her nephew than her son.  
B. She thought about how her brother would be.  
C. She wanted her son was eaten by the wolves.  
D. She was crazy.
- What did the villagers bring sticks for?  
A. For the weapon to beat the wolves.  
B. To bring the woman's nephew.  
C. For the fire woods  
D. For play

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## HASIL POST TEST

### Post-Test

Read the following text to answer questions!

Name: Putri Nafila  
Class/semester: VIII-f

#### "Talaga Warna"

Long ago there was a kingdom in West Java. The kingdom was ruled by a king called Prabu. Prabu was a kind and wise king, and there was no hunger in his kingdom. But Prabu and his queen didn't have any children. It made them very, very sad.

Then one day Prabu went into the jungle. There he prayed to his god for a child. A few months later, the queen was expecting a baby, and all the people in the kingdom were happy. Prabu and the queen loved their little daughter and gave her everything. This made the princess a very spoiled girl. If she didn't get what she wanted, she became very angry. But even though the princess behaved badly, her parents loved her, and so did the people in the kingdom.

Day by day, the princess grew more beautiful. When she was 17, her parents invited all the people in the kingdom to a party. Prabu took their gifts of gold and bright jewels and had a beautiful necklace made for his daughter.

On the day of the birthday, people gathered in the palace field. When Prabu and the queen appeared, people welcomed them happily. The cheers were even louder when the beautiful princess appeared. Prabu took the necklace. "My beloved daughter," he said, "today I give this necklace to you. It is a gift from the people of this country because they love you so much." The princess looked at the necklace. "I don't want it! It's ugly!" she shouted, and she threw the necklace on the ground, where it broke into pieces. Everyone was shocked. Nobody spoke. They never thought that their beloved princess would do that terrible thing.

In their silence people heard the queen crying. Everyone was sad and began crying, too. A pool of water formed on the ground. Soon the pool became a big lake. The lake sank all of the kingdom.

Today, people call the lake Talaga Warna. It means 'Lake of Colors'. It is located in Puncak, West Java. On a bright day, the lake is full of amazing colors, which in fact come from the reflection of the trees and flowers around it. But some people believe that the colors are from the princess's necklace, which still lies in pieces at the bottom of the lake.

- Which of the following statements is correct?  
☒ A. King Prabu and his queen had lots of children.  
☐ B. The little princess was a very good child.  
☐ C. Prabu gave his wife a necklace for her birthday.  
☐ D. The people in Prabu's kingdom loved their royal family.
- The people were shocked  
☐ A. by Prabu's words to his daughter.  
☒ B. by the princess's bad behavior.  
☐ C. when the royal family appeared.  
☐ D. when the queen began to cry.
- "I don't want it! It's ugly!" The underlined word means:  
☒ A. not pretty  
☐ B. cheap  
☐ C. attractive  
☐ D. not modern

- The lake is called Talaga Warna because  
☒ A. of the necklace that lies at the bottom.  
☐ B. of the colors reflected in the water.  
☐ C. that was the name of the princess.  
☐ D. It is located in Puncak.

In a kingdom, there lived 3 corn farmers. All three are smart and diligent farmers. In one season, the land of the three farmers experienced pest problems. Their corn harvest is in danger of failing.

To overcome this, farmers first use pesticides. The second farmer built a cage around his land to prevent pests from entering. The third farmer tried to make a scarecrow. all to no avail.

Then, the king called the three farmers. The king gave a stick to each and told them to break it. The sticks break easily. Then the king gave him a hundred sticks and the three of them had trouble breaking them. The king said, "When you work alone, you are weak, but together you become strong." Three farmers worked together, combined strategies, and succeeded.

5. From the text we know that the three farmers earned money by ...

- ☒ A. Cultivating their fields  
☐ B. Selling crops to a market  
☐ C. Collecting firewood  
☐ D. Working on others fields
- What is the conflict faced by the farmers in the story?  
☐ A. Three farmers with the king  
☐ B. Three farmers have a good harvest  
☒ C. The village head gave the three farmers challenge  
☐ D. The three farmers efforts to help their crops failed
- The story teaches us ...  
☒ A. Practice makes perfect  
☐ B. There is strength is unity  
☐ C. Hard work is a key of a success  
☐ D. The king always right
- How do three farmers solve their problems?  
☐ A. Work alone  
☒ B. Ask the king for help  
☐ C. Work together  
☐ D. Use the same strategy

#### The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend."

- Where do you think the story happened?  
☒ A. In the river

- ☐ B. In the park  
☐ C. In the forest  
☐ D. In the zoo

- Which one of these generic structures that we use to tell information about character, time, and place of the story?  
☒ A. Orientation  
☐ B. Complication  
☐ C. Resolution  
☐ D. Re-orientation/coda

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### Post-Test

Read the following text to answer questions!

Name: Purri Arta Arahna  
Class/semester: VIII

#### "Talaga Warna"

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- "I don't want it! It's ugly!" The underlined word means:
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  - cheap
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  - not modern

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  - that was the name of the princess.
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  - Complication
  - Resolution
  - Re-orientation/coda

60

### Post-Test

Read the following text to answer questions!

Name M. Adil Maulana  
Class/semester VIII.2

#### "Talaga Warna"

Long ago there was a kingdom in West Java. The kingdom was ruled by a king called Prabu Prabu was a kind and wise king, and there was no hunger in his kingdom. But Prabu and his queen didn't have any children. It made them very, very sad.

Then one day Prabu went into the jungle. There he prayed to his god for a child. A few months later, the queen was expecting a baby, and all the people in the kingdom were happy. Prabu and the queen loved their little daughter and gave her everything. This made the princess a very spoiled girl. If she didn't get what she wanted, she became very angry. But even though the princess behaved badly, her parents loved her, and so did the people in the kingdom.

Day by day, the princess grew more beautiful. When she was 17, her parents invited all the people in the kingdom to a party. Prabu took their gifts of gold and bright jewels and had a beautiful necklace made for his daughter.

On the day of the birthday, people gathered in the palace field. When Prabu and the queen appeared, people welcomed them happily. The cheers were even louder when the beautiful princess appeared. Prabu took the necklace. "My beloved daughter," he said, "today I give this necklace to you. It is a gift from the people of this country because they love you so much." The princess looked at the necklace. "I don't want it! It's ugly!" she shouted, and she threw the necklace on the ground, where it broke into pieces. Everyone was shocked. Nobody spoke. They never thought that their beloved princess would do that terrible thing.

In their silence people heard the queen crying. Everyone was sad and began crying, too. A pool of water formed on the ground. Soon the pool became a big lake. The lake sank all of the kingdom.

Today, people call the lake Talaga Warna. It means 'Lake of Colors'. It is located in Puncak, West Java. On a bright day, the lake is full of amazing colors, which in fact come from the reflection of the trees and flowers around it. But some people believe that the colors are from the princess's necklace, which still lies in pieces at the bottom of the lake.

- Which of the following statements is correct?
  - King Prabu and his queen had lots of children.
  - The little princess was a very good child.
  - Prabu gave his wife a necklace for her birthday.
  - ☒ The people in Prabu's kingdom loved their royal family.
- The people were shocked
  - by Prabu's words to his daughter.
  - ☒ by the princess's bad behavior.
  - when the royal family appeared.
  - when the queen began to cry.
- "I don't want it! It's ugly!" The underlined word means
  - not pretty
  - ☒ cheap
  - attractive
  - not modern

- The lake is called Talaga Warna because
  - of the necklace that lies at the bottom
  - ☒ of the colors reflected in the water
  - that was the name of the princess
  - It is located in Puncak

In a kingdom, there lived 3 corn farmers. All three are smart and diligent farmers. In one season, the land of the three farmers experienced pest problems. Their corn harvest is in danger of failing. To overcome this, farmers first use pesticides. The second farmer built a cage around his land to prevent pests from entering. The third farmer tried to make a scarecrow, all to no avail.

Then, the king called the three farmers. The king gave a stick to each and told them to break it. The sticks break easily. Then the king gave him a hundred sticks and the three of them had trouble breaking them. The king said, "When you work alone, you are weak, but together you become strong." Three farmers worked together, combined strategies, and succeeded.

- From the text we know that the three farmers earned money by ...
  - ☒ Cultivating their fields
  - Selling crops to a market
  - Collecting firewood
  - Working on other fields
- What is the conflict faced by the farmers in the story?
  - Three farmers with the king
  - Three farmers have a good harvest
  - ☒ The village head gave the three farmers challenge
  - The three farmers efforts to help their crops failed
- The story teaches us
  - ☒ Practice makes perfect
  - There is strength in unity
  - Hard work is a key of a success
  - The king always right
- How do three farmers solve their problems?
  - Work alone
  - Ask the king for help
  - ☒ Work together
  - Use the same strategy

#### The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It sniffed his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend."

- Where do you think the story happened?
  - ☒ In the river

- In the park
- ☒ In the forest
- In the zoo

- Which one of these generic structures that we use to tell information about character, time, and place of the story?
  - Orientation
  - Complication
  - Resolution
  - ☒ Re-orientation/coda

60  
5



# Post-Test

Read the following text to answer questions!

Name : Rani Mulya  
Class/semester : VIII.F

## "Talaga Warna"

Long ago there was a kingdom in West Java. The kingdom was ruled by a king called Prabu. Prabu was a kind and wise king, and there was no hunger in his kingdom. But Prabu and his queen didn't have any children. It made them very, very sad.

Then one day Prabu went into the jungle. There he prayed to his god for a child. A few months later, the queen was expecting a baby, and all the people in the kingdom were happy. Prabu and the queen loved their little daughter and gave her everything. This made the princess a very spoiled girl. If she didn't get what she wanted, she became very angry. But even though the princess behaved badly, her parents loved her, and so did the people in the kingdom.

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B. The little princess was a very good child.  
C. Prabu gave his wife a necklace for her birthday.  
D. The people in Prabu's kingdom loved their royal family.
- The people were shocked  
A. by Prabu's words to his daughter.  
B. by the princess's bad behavior.  
C. when the royal family appeared.  
D. when the queen began to cry.
- "I don't want it! It's ugly!" The underlined word means  
A. not pretty  
B. cheap  
C. attractive  
D. not modern

- The lake is called Talaga Warna because  
A. of the necklace that lies at the bottom.  
B. of the colors reflected in the water.  
C. that was the name of the princess.  
D. It is located in Puncak.

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A. Practice makes perfect  
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- Which one of these generic structures that we use to tell information about character, time, and place of the story?  
A. Orientation  
B. Complication  
C. Resolution  
D. Re-orientation/coda

70



## Daddy Mo's

Madhuri Purandare >

English



Read



What does Anu like the most about her dad? His Mo! Do you know what a Mo is? Actually, Anu likes everyone with a Mo. So much so that when she...**More**



English



Anu likes many things about Daddy. She likes the bright paper lanterns he makes, the crisp onion pakodas he fries, and the cute tortoise he makes out of paper. Besides, he climbs the stairs with a hop, and wrestles with Uncle for fun. When guests come over, he always makes them laugh. Anu likes all these things about Daddy. But do you know what Anu likes most of all? Daddy's moustache!



1 / 9





Every morning as Daddy shaves, Anu sits by and watches him carefully. Daddy holds his tiny pair of scissors between his two fingers, and with a snip-snip-snip he trims his moustache. Anu says, "Now a little to the left...now a bit to the right...no no, Daddy! Don't make your moustache small! I won't talk to you if you do!"

2 / 9



When Daddy comes out of the shower, Anu takes a little comb and brushes his moustache neatly. She then holds both ends between her fingertips and gives them a twirl! Then Daddy's moustache looks stiff and proud. "Done, Daddy! Now don't you mess it up, okay?" she says sternly.

3 / 9



Anu always thinks, if Daddy wears a smart tunic and a turban and rides a tall horse, with a sword across his belt, how grand he'll look! Just like a soldier wearing glasses!

4 / 9



Actually, Anu likes anyone with a moustache. Like the dad of her friend Tuti, whose real name is Smruti. He has such a fat moustache! He must need a big fat comb to brush it. Tuti's dad plays very good tennis. But really, he should be a wrestler. If he wears a pleated turban and carries a giant club on his shoulder, he'll look just great!

5 / 9



Sahil's dad has a pencil-thin moustache. Anu wonders how he manages to trim it so fine. If he wears a tall black hat, a long black overcoat and dark glasses, he'll look just like the detective on TV, who catches all the thieves!

6 / 9



But Grandpa who lives next door has the best moustache of all! It looks as if a big white cloud has come down from the sky to live under his nose! His mouth is hidden behind the cloud. Anu is anxious about Grandpa... how can he eat with that cloud in the way?

7 / 9





Anu wonders why a moustache  
doesn't grow under her nose.  
Every morning she wets her soap,  
makes a lot of lather and gives  
herself many different kinds of  
moustaches. "My moustache is the  
best," she says. "It's pure white,  
and so soft! Isn't it nice?" she  
asks, happily.







## The Great Teacher

Nurhayati Pujiastuti >

English ▾



Read



Listen



It's Sarah's first visit in her cousin's house in West Java. Sarah is amazed to see Reta's intelligence: she seems to know everything.



English ▾



Sarah is visiting her cousin Reta for the first time.  
Sarah came all the way from Ottawa, Canada.



1 / 19





Sarah brought a gift for Reta.  
 "Wow, this is a souvenir from  
 Riedau Canal!" Reta says. "This is  
 where tourists can do boat-riding,  
 fishing, and skiing."  
 Sarah does not expect that  
 reaction. How does Reta know?



2 / 19



Yum! This food looks delicious.  
 Where should Sarah start?  
 The fruit salad looks interesting.  
 Reta says it's called *rujak*.



3 / 19





The rujak is very spicy.  
Water! Sarah needs water.



"Salt, warm water, and milk are all good for soothing a burnt tongue."

My teacher told me that," says Reta.

Hm... she's right! The burning sensation is instantly gone.

"Your teacher is smart," Sarah tells Reta.



Later that day, Reta and Sarah go shopping. Reta brings along a shopping bag with her.  
 "My teacher told me that this is one way to reduce the use of plastic," she tells Sarah.  
 Sarah wants to get to know Reta's teacher.



6 / 19



How much will the food cost? Reta does the math on her fingers.  
 Wow, the number matches the one shown in the calculator.  
 "My teacher taught me how to add things quickly," Reta tells Sarah.



7 / 19





English



How can Sarah meet Reta's teacher?  
"Be patient," Reta says in English.  
Her teacher must have taught her that, too!



8 / 19



English



Yay! Sarah gets to go with Reta to study in her teacher's house.  
No registration and no cost. That is easy!  
But what is that broom for?



9 / 19





On their way, Sarah and Reta meet other children. They are all going to study. They also bring cleaning tools. Reta says her teacher cannot clean her house by herself.



10 / 19



Sarah is excited to meet this teacher. "If we run, we can get there faster," she says.



11 / 19





Oh no!



12 / 19



"Don't worry," Reta says. "Our teacher will have something that can help."



13 / 19





They have arrived!



14 / 19



Finally, Sarah gets to meet Reta's teacher.



15 / 19



English ✓



Wow! Some children are studying math, some are studying English, and some science.

Sarah thinks it is a great way to learn.

16 / 19



English ✓



Reta's teacher is inspired by a woman named Een Sukaesih, often known as Bu Een. Bu Een graduated from the Indonesian University of Education in Bandung. She suffered from a disease called Rheumatoid Arthritis, which made her immobile for 27 years. Being persistent, Bu Een kept teaching while laying down, from 8 am to 8 pm. She taught English, history, computers, and math. Any child who wanted to learn was welcomed. Her students loved her so much so they all helped her with chores after their learning was done for the day.

17 / 19



## DOCUMENTATION



Picture 1. The Researcher gave pre-test to students'







Picture 2. The Researcher gave the treatment to students'



Picture 3. The Researcher gave post test







**SURAT KEPUTUSAN  
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI PALOPO  
NOMOR 0560 TAHUN 2023**

**TENTANG  
PENGANGKATAN TIM DOSEN PEMBIMBING PENYUSUNAN DAN PENULISAN SKRIPSI  
MAHASISWA PROGRAM S1**

DENGAN RAHMAT TUHAN YANG MAHA ESA  
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO

- Menimbang : a. Bahwa demi kelancaran proses penyusunan dan penulisan Skripsi bagi mahasiswa Program S1, maka dipandang perlu dibentuk Tim Pembimbing Penyusunan dan penulisan skripsi;  
b. Bahwa untuk menjamin terlaksananya tugas Tim Dosen Pembimbing sebagaimana dimaksud dalam butir a di atas perlu ditetapkan melalui Surat Keputusan Dekan.
- Mengingat : 1. Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;  
2. Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;  
3. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan dan Pengelolaan Perguruan Tinggi;  
4. Peraturan Presiden RI Nomor 141 Tahun 2014 tentang Perubahan STAIN Palopo Menjadi IAIN Palopo;  
5. Peraturan Menteri Agama RI Nomor 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo;

**MEMUTUSKAN**

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PEMBIMBING PENYUSUNAN DAN PENULISAN SKRIPSI MAHASISWA PROGRAM S1
- Kesatu : Mengangkat mereka yang tersebut namanya pada lampiran Surat Keputusan ini sebagaimana yang tersebut pada alinea pertama huruf (a) di atas;
- Kedua : Tugas Tim Dosen Pembimbing Penyusunan dan Penulisan Skripsi adalah : membimbing, mengarahkan, mengoreksi, serta memantau penyusunan dan penulisan skripsi mahasiswa berdasarkan panduan Penyusunan Skripsi dan Pedoman Akademik yang ditetapkan pada Institut Agama Islam Negeri Palopo.
- Ketiga : Pembimbing Skripsi juga bertugas selaku Penguji Mahasiswa yang dibimbing pada Seminar Hasil Penelitian dan Ujian Munaqasyah Skripsi.
- Keempat : Segala biaya yang timbul sebagai akibat ditetapkannya Surat Keputusan ini dibebankan kepada DIPA IAIN Palopo Tahun Anggaran 2023.
- Kelima : Surat Keputusan ini berlaku sejak tanggal ditetapkannya dan berakhir setelah kegiatan pembimbingan atau penulisan skripsi mahasiswa selesai, dan akan diadakan perbaikan seperlunya jika terdapat kekeliruan di dalamnya.
- Keenam : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya

Ditetapkan di : Palopo  
Pada Tanggal : 09 Juni 2023

Dekan,



Nurdin K

**Tembusan :**

1. Rektor IAIN Palopo di Palopo;
2. Ketua Prodi Pendidikan Bahasa Inggris FTIK IAIN Palopo;
3. Arsip.

URAN : SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAINPALOPO  
OR : 0560 TAHUN 2023  
WGGAL : 09 JUNI 2023  
ENTANG : PENGANGKATAN TIM DOSEN PEMBIMBING PENYUSUNAN DAN PENULISAN SKRIPSI  
MAHASISWA PROGRAM S1

---

I Nama Mahasiswa : Nilsa Nurfauziah  
NIM : 2002020046  
Program Studi : Pendidikan Bahasa Inggris

II Judul Skripsi : The Use of Picture as Media Reading at Young Learner at SMP 1 Bajo

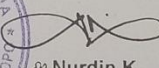
III Tim Dosen Pembimbing :

A. Pembimbing Utama (I) : Dewi Furwana, S.Pd.I.,M.Pd.  
B. Pembantu Pembimbing (II) : Fadhliyah Rahmah Muin, M.Pd.

Palopo, 09 Juni 2023

Dekan,



  
Nurdin K





IAIN PALOPO

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI PALOPO  
NOMOR 1104 TAHUN 2024

TENTANG  
PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM SARJANA

DENGAN RAHMAT TUHAN YANG MAHA ESA  
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO

- Menimbang : a. bahwa demi kelancaran proses pengujian skripsi bagi mahasiswa program sarjana maka dipandang perlu dibentuk tim penguji skripsi;  
b. bahwa untuk menjamin terlaksananya tugas tim dosen penguji skripsi sebagaimana dimaksud dalam butir (a) di atas maka perlu ditetapkan melalui keputusan dekan;  
c. bahwa yang tercantum namanya dalam keputusan ini dianggap memenuhi syarat untuk diangkat sebagai dosen penguji skripsi.
- Mengingat : 1. Undang-Undang RI No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional;  
2. Undang-Undang RI No. 12 Tahun 2012 tentang Pendidikan Tinggi;  
3. Peraturan Pemerintah RI No. 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;  
4. Peraturan Presiden RI No. 141 Tahun 2014 tentang Perubahan STAIN Palopo menjadi IAIN Palopo;  
5. Peraturan Menteri Agama RI No. 6 Tahun 2017 tentang STATUTA IAIN Palopo;  
6. Peraturan Menteri Agama RI No. 17 Tahun 2022 tentang Perubahan Kedua atas Peraturan Menteri Agama RI No. 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo;  
7. Surat Keputusan Rektor IAIN Palopo Nomor 282.1 Tahun 2019 tentang Pedoman Penulisan Skripsi, Tesis dan Artikel Ilmiah IAIN Palopo;  
8. Surat Keputusan Rektor IAIN Palopo Nomor 474 tahun 2022 tentang Pedoman Akademik Institut Agama Islam Negeri Palopo;  
9. DIPA IAIN Palopo Tahun Anggaran 2024

MEMUTUSKAN:

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM SARJANA
- Kesatu : Mengangkat mereka yang tersebut namanya pada lampiran keputusan ini sebagaimana pemberian kuasa dan pendelegasian wewenang menandatangani surat penetapan ketua sidang, dosen pembimbing dan dosen penguji skripsi;
- Kedua : 1. Tugas ketua sidang adalah memimpin sidang dan mewakili pimpinan fakultas untuk melakukan yudisium;  
2. Tugas tim dosen penguji skripsi adalah mengoreksi, mengarahkan, menilai/mengevaluasi dan menguji kompetensi dan kemampuan mahasiswa berdasarkan skripsi yang diajukan serta memberi dan menyampaikan hasil keputusan atas pelaksanaan ujian skripsi mahasiswa berdasarkan pertimbangan tingkat penguasaan dan kualitas penulisan karya ilmiah dalam bentuk skripsi;
- Ketiga : Keputusan ini berlaku pada ujian semester hasil dan ujian munaqasyah skripsi;
- Keempat : Segala biaya yang timbul akibat ditetapkannya keputusan ini dibebankan kepada DIPA IAIN Palopo (Anggaran FTIK Tahun 2024)
- Kelima : Keputusan ini berlaku sejak tanggal ditetapkan dan berakhir setelah kegiatan pengujian skripsi selesai dan akan diadakan perbaikan seperlunya jika terdapat kekeliruan di dalamnya;
- Keenam : Keputusan ini diberikan kepada yang bersangkutan untuk diketahui dan dilaksanakan.

Ditetapkan di : Palopo  
Pada tanggal : 28 Oktober 2024

Dekan



Tembusan :

1. Rektor IAIN Palopo di Palopo;
2. Ketua Prodi Pendidikan Bahasa Inggris FTIK di Palopo;
3. Arsip.

LAMPIRAN : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO  
NOMOR : 1109 TAHUN 2024  
TANGGAL : 28 OKTOBER 2024  
TENTANG : PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM SARJANA

---

- I. Nama Mahasiswa : Nilsa Nurfauziah  
NIM : 2002020096  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : Pendidikan Bahasa Inggris
- II. Judul Skripsi : The Use of The Lets' Read Application to Improve Students' Reading Comprehension at 8th Grade of MTsN Palopo.
- III. Tim Dosen Penguji :
- |                 |  |
|-----------------|--|
| Ketua Sidang    | : Husnaini, S.Pd.I., M.Pd.             |
| Penguji (I)     | : Dr. Jufriadi, S.S., M.Pd.            |
| Penguji (II)    | : Devi Ismayanti, S.S., M.Hum.         |
| Pembimbing (I)  | : Dewi Furwana, S.Pd.I., M.Pd.         |
| Pembimbing (II) | : Fadhliah Rahman Muin, S.Pd.I., M.Pd. |





# THE USE OF THE LET'S READ APPLICATION TO IMPROVE STUDENTS' READING COMPREHENSION AT 8 TH GRADE OF MTSN PALOPO

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## **CURRICULUM VITAE**



**Nilsa Nurfauziah** was born in Bajo on 25 May 2003. The author is the last daughter of two siblings from his father, Gazali Kanto, and his mother, Hasnaeni. The author addressed Tabbaja village, Kamanre sub-district, Luwu regency, South Sulawesi province. The author completed his education from TK Al-Qur'an Bonelemono in 2008. At the same year, the author continued her education at SDN 265 Timampu and finished in 2014. Then, the same year, the author continued her education at SMPN 1 Bajo until 2017. In 2017, she continued her education at SMAN 5 Luwu. After graduating from SMAN 5 Luwu in 2020, the author continued her education in the English Language Education Study Program of the Tarbiyah and Teacher Training Faculty at the State Islamic Institute of Palopo (IAIN Palopo).