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## APPENDIX I

### Rencana Pelaksanaan Pembelajaran (RPP)

#### (KELAS EKSPERIMEN)

Subyek : Bahasa Inggris

Kelas/Semester : VIII C

Materi : Teks Narasi

Alokasi Waktu : 2 x 40 menit

#### A. Kompetensi Inti (KI)

- K1 : Menghargai dan menghargai agama yang dianutnya.
- K2 : Menghargai dan menghargai secara jujur, disiplin, tanggung jawab, peduli (toleransi, kerjasama), santun, percaya diri, berinteraksi secara efektif dengan sosiallingkungan dan alam dalam pergaulannya dan adanya.
- K3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian nyata.
- K 4 : Mencoba, mengolah, dan menyajikan secara konkret (menggunakan, menganalisis, merangkai, memodifikasi, dan membuat) dan abstrak (menulis, membaca, menghitung, menggambar, dan mencipta) sesuai dengan mata pelajaran yang dipelajari di sekolah dan sumber lain yang memiliki kesamaan sudut pandang/teori.

## B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3. 8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa lisan dan tulis; teks naratif dengan memberi dan meminta informasi terkait teks fabel, secara sederhana, sesuai dengan konteks penggunaan, fungsi, struktur teks, dan unsur kebahasaan cerita fabel.	<ul style="list-style-type: none"><li>• Mengidentifikasi kalimat yang mengandung bagian teks naratif yang dimaksud.</li><li>• Mengidentifikasi persamaan dan perbedaan sosial</li><li>• Memahami struktur teks naratif dalam memberi dan meminta informasi terkait teks naratif.</li><li>• Memahami unsur kebahasaan teks naratif dalam memberi dan meminta informasi terkait cerita fabel.</li></ul>
4.8 Menangkap makna kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan, dan tulis sederhana terkait cerita fabel	<ul style="list-style-type: none"><li>• Baca teks naratif yaitu fabel dengan intonasi, ucapan, dan penekanan yang benar dengan saling mengoreksi.</li></ul>

### **C. Tujuan pembelajaran**

Setelah mengikuti proses pembelajaran, mahasiswa diharapkan mampu:

1. Mengidentifikasi kalimat yang mengandung bagian fabel/teks naratif yang dimaksud.
2. Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks, dan unsur kebahasaan teks narrative
3. Memahami struktur teks naratif adalah memberi dan meminta informasi terkait cerita fabel.
4. Memahami unsur kebahasaan teks naratif dalam memberi dan meminta informasi berkaitan dengan cerita fabel.
5. Baca ceita fabel/teks naratif dengan intonasi, ucapan, dan penekanan yang benar dengan saling mengoreksi.

### **D. Materi pembelajaran**

- 1) Fungsi sosial

Mendapatkan hiburan,, menghibur, mengajarkan nilai-nilai moral.

- 2) Struktur Teks

- a. Struktur Umum:

- Orientasi - Komplikasi

- Resolusi - Orientasi Ulang

- b. Elemen Linguistik:

- Kalimat dalam simple past tense, past continuous tense dan lain-lain yang relevan.

- Menggunakan kata sifat (miskin cantik, jahat, muda, dll).
- Menggunakan penghubung waktu: satu hari, sekali waktu, sejak, dll.
- Menggunakan kata kerja tindakan, verbal, dan proses mental
- Menggunakan ucapan langsung dan tidak langsung.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

#### **E. Metode Pembelajaran**

- Metode: TPS (Think-Pair-Share)

#### **F. Sumber Pembelajaran**

- a. Media: Teks Bahasa Inggris, Lembar Kerja, Ms. Power Point, Ms. Word.
- b. Alat/Bahan: Papan Tulis, Spidol.

#### **G. Langkah-Langkah Pembelajaran**

1. Pertemuan pertama

Langkah	Kegiatan
Pendahuluan (5')	<ol style="list-style-type: none"> <li>1. Guru menyapa siswa</li> <li>2. Guru membimbing siswa untuk berdoa sebelum kegiatan pembelajaran</li> <li>3. Guru mengecek kehadiran siswa</li> <li>4. Guru memotivasi siswa untuk memastikan mereka membaca untuk pembelajaran.</li> <li>5. Guru menjelaskan pengertian, unsur, dan struktur generik teks naratif.</li> </ol>



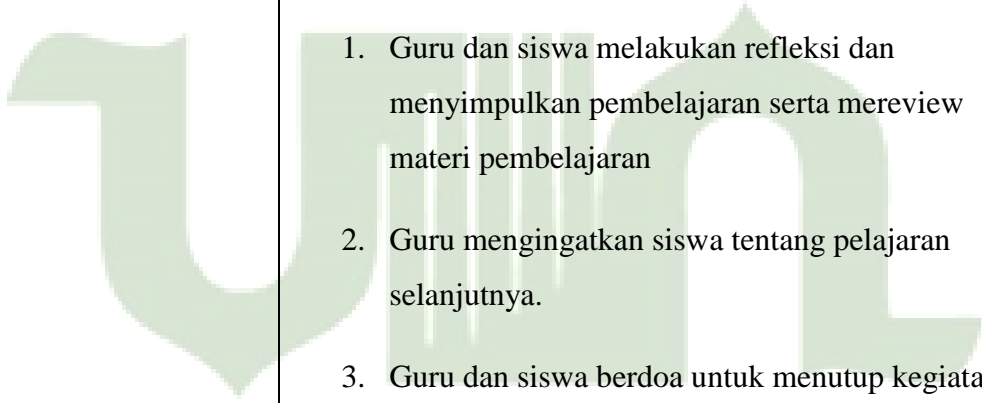
<p>Kegiatan Utama (30')</p>	<p>Metode TPS:</p> <p>Think (10')</p> <ol style="list-style-type: none"> <li>1. Guru membimbing siswa untuk membaca sepintas isi cerita dari kertas yang diberikan guru dan mencoba memperhatikan judul-judul dalam buku teks yang terkait dengan teks naratif.</li> <li>2. Guru meminta siswa menyiapkan buku catatan kemudian memikirkan heading dan sub-heading atau informasi yang dianggap penting dan</li> </ol> <p>Pair (5)</p> <ol style="list-style-type: none"> <li>1. Guru meminta siswa untuk berpasangan dengan teman sebangku saja</li> <li>2. Selanjutnya guru memberikan kesempatan kepada siswa untuk mendiskusikannya secara bersama, dan saling bertukar pikiran tentang apa yang mereka dapat dari teks cerita</li> </ol> <p>Share (15')</p> <ol style="list-style-type: none"> <li>1. Siswa membacakan jawaban mereka secara bergantian dengan pasangan lain</li> <li>2. Setelah masing-masing pasangan membacakan hasil diskusi kemudian guru dan siswa mendiskusikan kembali catatan</li> </ol>
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	dan buku teks sekali lagi dan mengoreksi jawabannya.
Kegiatan Penutup (5')	<ol style="list-style-type: none"> <li>1. Guru dan siswa melakukan refleksi dan menyimpulkan pembelajaran serta mereview materi pembelajaran</li> <li>2. Guru mengingatkan siswa tentang pelajaran selanjutnya.</li> <li>3. Guru dan siswa berdoa untuk menutup kegiatan pembelajaran.</li> </ol>

### 1. Pertemuan Kedua

Langkah	Kegiatan
Pendahuluan (5')	<ol style="list-style-type: none"> <li>1. Guru menyapa siswa</li> <li>2. Guru membimbing siswa untuk berdoa sebelum kegiatan pembelajaran</li> <li>3. Guru mengecek kehadiran siswa</li> <li>4. Guru memotivasi siswa untuk memastikan mereka membaca untuk pembelajaran.</li> <li>5. Guru menjelaskan ciri kebahasaan dan nilai moral</li> </ol>

	teks naratif.
Kegiatan Utama (30 Menit)	<p>Teknik TPS:</p> <p>Think (10')</p> <ol style="list-style-type: none"> <li>1. Guru membimbing siswa untuk membaca sepintas isi cerita dari kertas yang diberikan guru dan mencoba memperhatikan judul-judul dalam buku teks yang terkait dengan teks naratif.</li> <li>2. Guru meminta siswa menyiapkan buku catatan kemudian memikirkan heading dan sub-heading atau informasi yang dianggap penting dan</li> </ol>
	<p>Pair (5')</p> <ol style="list-style-type: none"> <li>3. Guru meminta siswa untuk berpasangan dengan teman sebangku saja</li> <li>4. Selanjutnya guru memberikan kesempatan kepada siswa untuk mendiskusikannya secara bersama, dan saling bertukar pikiran tentang apa yang mereka dapat dari teks cerita</li> </ol>
	<p>Share (15')</p> <ol style="list-style-type: none"> <li>1. Siswa membacakan jawaban mereka secara bergantian dengan pasangan lain</li> <li>2. Siswa membacakan jawaban mereka secara</li> </ol>

	<p>bergantian dengan pasangan lain</p> <p>3. Setelah masing-masing pasangan membacakan hasil diskusi kemudian guru dan siswa mendiskusikan kembali catatan dan buku teks sekali lagi dan mengoreksi jawabannya</p>
Kegiatan Penutup (5')	 <p>1. Guru dan siswa melakukan refleksi dan menyimpulkan pembelajaran serta mereview materi pembelajaran</p> <p>2. Guru mengingatkan siswa tentang pelajaran selanjutnya.</p> <p>3. Guru dan siswa berdoa untuk menutup kegiatan pembelajaran.</p>

## H. Penilaian

No	Indikator Pencapaian Kompetensi
1	3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa lisan dan tulis; teks naratif dengan memberi dan meminta informasi terkait legenda rakyat, secara sederhana, sesuai dengan konteks penggunaan, fungsi, struktur teks, dan unsur kebahasaan teks naratif.
2	4.8 Menangkap makna kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan, dan tulis sederhana terkait cerita fabel

a. Bentuk Penilaian : Pilihan ganda

b. Instrumen Penilaian : Lembar Kerja.

Indikator	Teknik Penilaian	Bentuk Penilaian	Instrumen
Mengidentifikasi teks yang mengandung fungsi, struktur generik, dan unsur kebahasaan teks narrative dan Mengidentifikasi gagasan utama, makna, dan kosakata	Tes Membaca	Pilihan ganda	lembar kerja

teks.			
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$$\text{Rubrik} \frac{\text{Score}}{\text{Highest Score}} \times 100 = \text{Final Score}$$

Skor Lembar Kerja					
Tidak	lembar kerja	Kriteria	Skor	Jumlah pertanyaan	Skor Maksimal
1	Lembar kerja 1	Jawaban yang benar	5	20	100
		Jawaban yang salah	0		

Labusel, Agustus 2022

Kepala sekolah

Guru Bahasa Inggris

Amir Hamzah S.Pd.i

Nurul H Dalimuntthe S.Pd

Peneliti

Putri Wulan Dari S

## APPENDIX II

### Rencana Pelaksanaan Pembelajaran (RPP)

#### (KELAS KONTROL)

Subyek : Bahasa Inggris

Kelas/Semester : VIII B

Materi : Teks Narasi

Alokasi Waktu : 2 x 40 menit

#### A. Kompetensi Inti (KI)

K 1 : Menghargai dan menghargai agama yang dianutnya.

K2 : Menghargai dan menghargai secara jujur, disiplin, tanggung jawab, peduli (toleransi, kerjasama), santun, percaya diri, berinteraksi secara efektif dengan lingkungan dan alam dalam pergaulannya suatu eksistensi

K3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian nyata.

K 4 : Mencoba, mengolah, dan menyajikan secara konkret (menggunakan, menganalisis, merangkai, memodifikasi, dan membuat) dan abstrak (menulis, membaca, menghitung, menggambar, dan mencipta) sesuai dengan mata pelajaran yang dipelajari di sekolah dan sumber lain yang memiliki kesamaan sudut pandang/teori.

## B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3. 8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa lisan dan tulis; teks naratif dengan memberi dan meminta informasi terkait legenda rakyat, secara sederhana, sesuai dengan konteks penggunaan, fungsi, struktur teks, dan unsur kebahasaan teks naratif.	<ul style="list-style-type: none"><li>• Mengidentifikasi kalimat yang mengandung bagian legenda yang dimaksud.</li><li>• Mengidentifikasi persamaan dan perbedaan sosial</li><li>• Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat.</li><li>• Memahami unsur kebahasaan teks naratif dalam memberi dan meminta informasi terkait legenda rakyat.</li></ul>
4.8 Menangkap makna kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan, dan tulis sederhana terkait legenda rakyat	<ul style="list-style-type: none"><li>• Baca legenda dengan intonasi, ucapan, dan penekanan yang benar dengan saling mengoreksi.</li></ul>



### **C. Tujuan pembelajaran**

Setelah mengikuti proses pembelajaran, mahasiswa diharapkan mampu:

1. Mengidentifikasi kalimat yang mengandung bagian legenda yang dimaksud.
2. Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks, dan unsur kebahasaan teks narrative
3. Memahami struktur teks naratif adalah memberi dan meminta informasi terkait legenda rakyat.
4. Memahami unsur kebahasaan teks naratif dalam memberi dan meminta informasi berkaitan dengan legenda rakyat.
5. Baca legenda dengan intonasi, ucapan, dan penekanan yang benar dengan saling mengoreksi.

### **D. Materi pembelajaran**

- 1) Fungsi social

Mendapatkan hiburan, menghibur, dan mengajarkan nilai-nilai moral.

- 2) Struktur Teks

Struktur Umum:

- Orientasi
- Komplikasi
- Resolusi
- Orientasi Ulang

Elemen Linguistik:

- Kalimat dalam simple past tense, past continuous tense dan lain-lain yang relevan.
- Menggunakan kata sifat (miskin cantik, jahat, muda, dll).
- Menggunakan penghubung waktu: satu hari, sekali waktu, sejak, dll.
- Menggunakan kata kerja tindakan, verbal, dan proses mental
- Menggunakan ucapan langsung dan tidak langsung.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

### **E. Metode Pembelajaran**

- Pendekatan Ilmiah: (Mengamati, Menanya, Mengumpulkan Informasi,)

### **F. Sumber Pembelajaran**

- a. Media: Worksheet, Ms.Power Point, Ms.Word.
- b. Alat/Bahan: Papan Tulis, Spidol.

### **G. Langkah-Langkah Pembelajaran**

1. Pertemuan pertama

Langkah	Kegiatan
Pendahuluan (5')	<ol style="list-style-type: none"> <li>1. Guru menyapa siswa</li> <li>2. Guru membimbing siswa untuk berdoa sebelum kegiatan pembelajaran</li> <li>3. Guru mengecek kehadiran siswa</li> <li>4. Guru memotivasi siswa untuk memastikan</li> </ol>

	mereka membaca untuk pembelajaran
Kegiatan Utama (30')	<p>Pembelajaran Penemuan</p> <p>Perhatikan (10')</p> <p>Guru meminta siswa untuk membuka dan membaca teks naratif yang diberikan.</p> <p>b. Guru menceritakan kembali sebuah cerita dan meminta siswa untuk memperhatikan setiap informasi tentang cerita tersebut.</p>
	<p>Bertanya (10')</p> <ol style="list-style-type: none"> <li>1. Guru bertanya kepada siswa seberapa jauh mereka mengetahui tentang teks naratif.</li> <li>2. Guru memberikan kesempatan kepada siswa untuk bertanya apa saja tentang teks narrative.</li> </ol>
	<p>Mengumpulkan Informasi (10')</p> <ol style="list-style-type: none"> <li>1. Guru menjelaskan pengertian, fungsi sosial, dan struktur generik teks naratif</li> <li>2. Guru menjelaskan jenis-jenis naratif legenda</li> <li>3. Guru meminta siswa menyebutkan legenda yang sudah mereka ketahui.</li> </ol>
Kegiatan Penutup (5')	<ol style="list-style-type: none"> <li>1. Guru dan siswa melakukan refleksi dan menyimpulkan pembelajaran serta mereview</li> </ol>

	<p>materi pembelajaran</p> <ol style="list-style-type: none"> <li>2. Guru meminta siswa untuk menyelesaikan pekerjaan rumah untuk menemukan cerita yang berkaitan dengan narasi yang memiliki nilai moral.</li> <li>3. Guru mengingatkan siswa tentang pelajaran selanjutnya.</li> <li>4. Guru dan siswa berdoa untuk menutup kegiatan pembelajaran.</li> </ol>
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## 2. Pertemuan Kedua

Langkah	Kegiatan
Pendahuluan (5')	<ol style="list-style-type: none"> <li>1. Guru menyapa siswa</li> <li>2. Guru membimbing siswa untuk berdoa sebelum kegiatan pembelajaran</li> <li>3. Guru mengecek kehadiran siswa</li> <li>4. Guru memotivasi siswa untuk memastikan mereka membaca untuk pembelajaran.</li> </ol>
Kegiatan Utama (30')	<p>Pembelajaran Penemuan</p> <p>Perhatikan (10')</p>

	<ol style="list-style-type: none"> <li>a. Guru meminta siswa untuk membuka dan membaca teks naratif yang diberikan.</li> <li>b. Guru menjelaskan kembali tentang ciri kebahasaan dan nilai moral teks naratif. Secara singkat.</li> </ol>
	<p>Bertanya (10')</p> <ol style="list-style-type: none"> <li>1. Guru bertanya kepada siswa seberapa jauh mereka tahu tentang teks naratif fitur bahasa.</li> <li>2. Guru memberikan kesempatan kepada siswa untuk bertanya apa saja tentang teks narrative.</li> </ol>
	<p>Mengumpulkan Informasi (10')</p> <ol style="list-style-type: none"> <li>1. Guru menjelaskan ciri kebahasaan dan nilai moral teks naratif secara rinci.</li> <li>2. Guru meminta siswa untuk membaca cerita di buku teks</li> <li>3. Guru meminta salah satu siswa untuk memberi kesimpulan tentang apa yang telah mereka pelajari tentang teks naratif.</li> </ol>
Kegiatan Penutup (5')	<ol style="list-style-type: none"> <li>5. Guru dan siswa melakukan refleksi dan menyimpulkan pembelajaran serta mereview materi pembelajaran</li> <li>6. Guru meminta siswa untuk menyelesaikan pekerjaan rumah untuk menemukan cerita yang berkaitan</li> </ol>

	<p>dengan narasi yang memiliki nilai moral.</p> <p>7. Guru mengingatkan siswa tentang pelajaran selanjutnya.</p> <p>8. Guru dan siswa berdoa untuk menutup kegiatan pembelajaran.</p>
--	---

## H. Penilaian

Tidak	Indikator Pencapaian Kompetensi
1	3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa lisan dan tulis; teks naratif dengan memberi dan meminta informasi terkait legenda rakyat, secara sederhana, sesuai dengan konteks penggunaan, fungsi, struktur teks, dan unsur kebahasaan teks naratif.
2	4.9 Menangkap makna kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan, dan tulis sederhana terkait legenda rakyat

## 1. Pengetahuan

- a. Teknik Penilaian : Tes membaca
- b. Bentuk Instrumen : pilihan ganda
- c. Instrumen Penilaian: Mengidentifikasi struktur umum dan ciri kebahasaan teks.

## 2. Keahlian

- c. Teknik Penilaian : Tes Membaca
- d. Bentuk Penilaian : Pilihan ganda
- e. Instrumen Penilaian : Lembar Kerja.

Indikator	Teknik Penilaian	Bentuk Penilaian	Instrumen
Mengidentifikasi teks yang mengandung fungsi, struktur generik, dan unsur kebahasaan teks narrative. Mengidentifikasi gagasan utama, makna, dan kosakata teks.	Tes Membaca	Pilihan ganda	lembar kerja

$$1. \text{ Rubrik } \frac{\text{Score}}{\text{Highest Score}} \times 100 = \text{Final Score}$$

Tidak	lembar kerja	Kriteria	Skor	Kuantitas pertanyaan	Skor Maksimal
1	Lembar kerja...	Jawaban yang benar	5	20	100
		Jawaban yang salah	0		

Labusel, Agustus 2022

Kepala sekolah

Guru Bahasa Inggris

Amir Hamzah S.Pd.i

Nurul H Dalimuntthe S.Pd

UNIVERSITAS ISLAM PADJARAN  
SUMATERA UTARA MEDAN

Peneliti

Putri Wulan Dari



## **APPENDIX III**

### **PRE-TEST**

NAMA:

KELAS

#### Vocation to the Beach with Family

A week ago my parents planned to take a vacation at the beach during my sister and I's school holidays. It was still 5 in the morning, but my family and I were ready to go to Bajul Mati beach. We left this early because the distance from the house to the beach was about three hours. My sister and I were forbidden to carry cell phones by our parents because they wanted us to enjoy the trip and vacation itself. So we played a game in the car by guessing the name of the first letter. Two hours have passed. We started climbing the hill. My sister and I started to look very much at the scene. We were blown away by the beautiful view of the rice fields below. Unfortunately I was only able to enjoy the view for a while, because after that I felt dizzy and sick from the winding, up and down road. My mother gave me eucalyptus oil. The aroma can reduce the nausea that I experience. Finally we arrived at Bajul Mati Beach. This beach is located in Malang Regency, East Java. We headed straight for a small gazebo on the beach. While enjoying the breeze, we ate the food we brought first.

I can't stop looking at the beauty of this beach. Bajul Mati Beach is not very famous, so not many visitors come here, so the beach is still very clean which makes our family comfortable.

My sister and I couldn't wait to play, so we immediately ran towards the beach. We did not hear the words of mother who told us to put on sunscreen first. It feels fresh when the sea water hits our feet.

On the beach I found a long wooden branch. Finally I grabbed it and dragged it along the way. After walking for a while we arrived at the estuary, where the river and sea water meet. We stopped and looked behind us, a long line in the wood

sand that I dragged from here. For some reason my sister and I thought the line was really cool. Next we decided to swim in the estuary first because the water was calm unlike the water in the sea. We swam for about 15 minutes, before our parents called us. We all played in the water. Father asked us to sit cross-legged with our backs to the sea. When the waves came we were dragged to the beach. It was very exciting because we didn't see when the waves were coming while mom was just playing in the water on the beach and taking photos with her camera.

After playing in the water, my father asked us to write in the sand. The writing we wrote at that time was "Happy Family". When I saw the picture on my mother's camera, it was very good. It was not yet 12 noon, but the sun was already shining very hot. Our parents asked us to clean up. After cleaning ourselves, we prayed dhuhur at the mosque near where we took a bath. The event continued with enjoying warm meatballs near the beach. It feels good to eat and see the beauty of the beach at the same time. On the way home my sister and I fell asleep. When we woke up, suddenly we were at home. It was really a nice vacation.

( Source: <http://www.rankingkelas.net/2018/07/7-contoh-teks-cerita-pengalaman-pribadi-karangan-liburan-bersama-keluarga-ke-pantai-kebun-binatang-di-rumah-nenek-membosankan-menyenangkan-tapi-menarik-ke-pantai-singkat-pendek-panjang.html>)

Please answer the questions bellow correctly!

1. What did the family in the story above do when the younger brother was on vacation?
  - A. Go to the zoo
  - B. Swim in the swimming pool
  - C. Visiting grandma's house
  - D. Vacation at the beach
2. How many hours does the family travel from home to their destination?
  - A. 1 hour
  - B. 1 day
  - C. 3 hours
  - D. 3 days
3. Why are they forbidden by father to bring cellphones to the beach?
  - A. So they can enjoy the beauty of the beach

- B. because their father was afraid his cellphone was damaged
- C. because father wants us to enjoy the beautiful trip to the beach
- D. because it is forbidden to take pictures
4. Where is the Banjul Mati beach located?
- A. In Bandung
- B. In Malang Regency, West Java
- C. In Malang Regency, East Java
- D. In Magelang Regency, East Java
5. What causes the child to feel dizzy and sick while traveling?
- A. Because dad drives the car really fast
- B. Because the scenery is very beautiful
- C. Because of the winding road up and down
- D. Because of the car deodorizer used by father
6. What do mothers give to reduce dizziness and pain in their children?
- A. Warm air
- B. Angina oil
- C. eucalyptus oil
- D. Medicine
7. For how many minutes did the children swim in the story above before they were called by their father and mother?
- A. 15 minutes
- B. 20 minutes
- C. 17 minutes
- D. 10 minutes
8. Why do they feel comfortable at the beach?
- A. Because there are so many visitors who come
- B. Because the visitors are not too crowded
- C. Because the beach is still very clean because it is still empty of visitors
- D. Because of the many rides on the beach
9. The following are the general characteristics of an appropriate fantasy story text....

- A. based on facts, stories contain magic, unique characters
- B. scientific, unique characters, using a time-traveling setting
- C. free story ideas, fictional, stories contain oddities
- D. unique character, factual, story contains mystery

10. The following is the structure of the fantasy story text in order: ....

- A. orientation, complication, resolution
- B. orientation, resolution, complication
- C. complication, orientation, resolution
- D. complication, resolution, orientation

11. Read the following fantasy text!

Nono meets Saarce the Dutch princess who can turn herself into a canary.  
The characteristics of fantasy texts that appear in the story fragments are....

- A. use the cross-time background
- B. story contains magic
- C. story based on facts
- D. using contemporary background

12. Read the following fantasy text!

Once upon a time there was a very good and smart boy, his name was Ely. Ely is a very good and smart child. One time the incident occurred on a quiet night, there was a light that entered Ely's room. Then Ely followed him, and came to that point of light. He saw a beautiful woman like a fairy.

Why is the fantasy story above called the orientation section?

- A. Because there is an introduction to the character and background used
- B. Because there is a solution to the problem of the conflict that occurs.
- C. Because there are stories that contain mystery and magic
- D. Because there is a problem recognition and the problem starts to peak

13. Read the following fantasy story text!

The grandmother forced Kimberly and Willy to eat more chocolate. Willy realized something was wrong with this, he started asking Jo and Hans to stop eating chocolate and go home. The grandmother became angry. Kimberly,

who realized that this was no longer true, forced Hans and Jo to leave the house immediately.

The setting used in the fantasy story above is....

- A. chocolate shop
- B. school
- C. forest
- D. house

14. Read the following fantasy story text!

The ancient man had to live. Every creature has the right to live. I brought it, I also have to return it. My parents never taught me to run away no matter how hard the problems I faced.

The author's point of view used in the fantasy story above is....

- A. first person
- B. second person
- C. the third person
- D. first person plural

15. Read the following fantasy story text!

Three cone-style houses greeted my eyes. When I looked at them one by one, it turned out that the house had the same model. Only one thing distinguishes the three houses. The color of the door. Each door follows a color gradation as I saw on my laptop's custom color.

The pattern of developing the fantasy story above uses the pattern....

- A. developed from background description
- B. developed from character recognition
- C. developed from conflict recognition
- D. developed by surprise

16. Read the following fantasy story text!

The entire Nataga army was ready that day. Nataga divided the tasks to all commanders and troops at predetermined points. All the animals in Tana Modo look dashing with confidence in their hearts defending theirs. That day, the great history of Tana modo will be engraved in the hearts of all animals.

Based on the suitability of the real world, the fantasy story above is a type of fantasy text.

- A. Slice
- B. Total
- C. Contemporaries
- D. cross time

17. Read the following fantasy story text!

“Shooooo...!” shouted Nataga continuously with all the commanders. The vanguard of the forest beasts immediately surrounded the wolves with a flurry of fireballs. The wolves were shocked, couldn't believe it. Quite a number of victims fell on the side of the wolves because of the fireball throw. However, the troop leader of each wolf pack immediately rearranged his men in a position ready to attack.

The setting of the atmosphere that appears in the fantasy story above is....

- A. Confusing
- B. Unsettling
- C. nerve-wracking
- D. calm

18. The following are not included in the extrinsic elements of fantasy stories, namely....

- A. language
- B. background
- C. story value
- D. mandate

19. Zakaria and his wife have been living in the village for ten years. Now, ... and his wife intend to move and live in the city ... move with the intention of getting a better job.

The correct pronoun to complete the paragraph is ....

- A. they, he
- B. he, they
- C. them, we

D. he, we

20. Read the following paragraph!

Victims of accidents and natural disasters need fast and appropriate help. In such circumstances, health workers must be responsive. In fact, the number of health workers is far less than the need. Therefore, there needs to be cadres who can help officers quickly.

The main idea of the paragraph is....

- A. Need help fast and accurate
- B. Need to be responsive to health workers
- C. The number of health workers is small
- D. Need a cadre of health workers

(source: <https://www.dapurimajinasi.com/2021/11/20-soal-tentang-teks-ceritafantasi.html?m=1>)



## APPENDIX IV

### POST-TEST

NAMA:

KELAS

1. Narrative text (story) which tells about the life of animals or animals that seem to be able to live and carry out activities like humans are the definition of the text...

- A. fantasy                      B. narration  
C. exposition                 D. fable

2. The following are intrinsic elements of a fable text, except...

- A. theme                        B. plot  
C. mandate                    D. author's background

3. The correct structure of the fable text is...

- A. orientation, complication, resolution, code  
B. orientation, complication, mandate  
C. orientation, supporting argument, argument not supporting, conclusion  
D. orientation, complication, conclusion, code

4. The following are characteristics of the linguistic aspect of the fable text, namely...

- A. use imperative verbs                      B. use technical words  
C. use synonyms and antonyms            C. use the conjunction



Listen to the following text to answer questions 5 and 6!

In the wilderness there lived a hedgehog. Her name is land. Rarely did he play with other animals. The Hedgehog did not want to play with other animals because he was worried that the thorns on his body would stab his friend. Every day landa plays alone. Even foraging for food he only dares at night when other animals are fast asleep. His heart is sad because he doesn't have friends to talk to and play with.

5. Improvements to the use of prepositions in the fable quote are ....

A. in the forest, on his body, in the moment

B. in the forest, on his body, when

C. in the forest, at the time, invited

D. in the forest, when, invited

6. Correction of errors in the use of capital letters in the characters in the fable quote is ....

A. Hedgehog, Hedgehog      B. hedgehog, Hedgehog

C. Hedgehog, hedgehog      D. hedgehog, hedgehog

7. Read to the following text of the fable!

### The Cowardly Bat

In a meadow in Africa a lion was eating food. Suddenly an eagle flew low and grabbed the lion's food. The king of the jungle was so angry that he ordered all the animals to gather and declare war on the bird nation. From now on all kinds of birds are our enemies. Get rid of them all, don't leave them!" said the king of the jungle. The animals agreed differently because they felt they had been treated the same by the birds.

Errors in the use of the prefix di- are found in the words . . . .

A. in one and in Africa      B. treated and in Africa

C. left and treated      D. in one and treated

Pay attention to the following fable text carefully to answer questions number 8-12!

### Owl and Grasshopper

Owls always sleep during the day. He would wake up after sunset, when the red light faded from the sky. He squirmed and blinked from the hole of the old tree. Now he shouted, "Hoo hoo hoo" echoed through the thick wood and he started hunting for insects. He is a fierce Old Owl, especially if someone disturbs him while he is sleeping. One warm summer afternoon, as he fell asleep deep in the hollow of an old tree. The grasshoppers nearby began to sing a happy but very suffocating song. The Old Owl looked from the hole in the tree that was used as a door and window. "Get out of here, sir," he said to the Grasshopper. "Don't you have any manners?" he continued. "You should at least respect my age and let me sleep in peace!" continued the Old Owl.

However, the Grasshopper replied brusquely that he too had the right to be in this place. Then he shouted louder and louder songs. The wise Owl knew full well that there was no point in arguing with this stubborn Grasshopper. In addition, his eyes were getting more and more myopic to allow himself to punish the Grasshopper. Finally, he forgot all the harsh words and returned to speaking very kindly to the Grasshopper. "Dear Lord Grasshopper, if I have to stay awake, I will come to enjoy your singing. However, I currently have a delicious wine here, a shipment from Olympus. Please come and taste this delicious drink with me," said Old Owl.

The Grasshopper was swept away by Old Owl's flattering words. Finally, he jumped into the Old Owl's nest. When the Grasshopper was close enough within sight, the Old Owl pounced on it and ate it.

8. The character of the Grasshopper in the above quote from the fable is....

- A. wise                      C. stubborn  
B. vengeful                D. humble

9. The time setting of the events in the text of the story above is....

- A. in the morning        C. in the afternoon  
B. at night                D. in the afternoon

10. The sentence that states the following place information is....

- A. The grasshopper saw the old tree in front of him.  
B. Grasshoppers tidy up their nests every time they wake up.  
C. He squirms and blinks from the hole of an old tree.  
D. The Old Owl glanced at the grasshopper who ignored it.

( Source: <https://www.matapendidikan.com/2021/02/soal-teks.html>)

Pay attention to the following fable text carefully to answer questions number 8-12!

#### Deer and Turtle

There lived a deer long ago. He is very arrogant and grumpy. Often he underestimates the abilities of other animals. One day the deer was walking by the lake. He met a turtle who looked just pacing. just take a shower. "Turtle, what are you doing here?"

"I'm looking for a source of livelihood," replied the turtle. The deer suddenly became angry at the answer of the turtle.

Turtle "Don't act like you, hey turtle" Turtle! You're just pacing but pretending to be looking for a source livelihood!" The turtle tried to explain, but the deer was still angry. In fact, the deer threatened to step on the turtle's body. The irritated turtle finally challenged to challenge the leg calf strength. The deer was very angry to hear the turtle's challenge to fight the calf. He also asked that the turtle

The turtle kicked the calf first. "Kick it hard loud, as much as you can do!"

The turtle is not willing to do it. He said, "If I kick your calf, you'll fall and you can't kick me back." The deer grew angry at the words of the turtle. He was ready to kick. He plans. When it feels right, it kicks with its forelegs as hard as it can. When the deer swings its legs, the turtle immediately puts its legs into its shell. The deer kick only hits an empty space. The deer was very angry to find his kick missed. He then stepped on the turtle's shell with a strong force. As a result, the turtle's body sank into the ground. The deer thought the turtle was dead. He also left the turtle. The turtle struggled to get out of the ground.

After a week of trying, the turtle finally managed to get out of the ground. He then looked for the deer. The deer was found after a few days of searching. "Get ready Deer, now it's my turn to kick." The deer only underestimated the ability of the tortoise. Turtle. "Give it all" your ability to kick my calf. Come on, don't hesitate doubt!" The turtle was alert and squared off on a high ground. He then rolled his body. When almost arrived near the body of the deer, he also raised his body so that his body floated. The turtle aimed at the deer's nose. The turtle's shell hit so hard that the deer's nose broke. Immediately the proud deer died.

Please answer the questions bellow correctly!

11. Who is the arrogant animal from the story?

- A. Deer
- B. Mouse Deer
- C. Turtle
- D. Deer and turtle

12. What do the deer say when they meet the turtle?

- A. "Turtles get out of here!"
- B. Hey turtle, come to my house
- C. Don't act like a turtle, you're just pacing but it's as if you're looking for a source of life.
- D. Hey turtle it's just your bullshit.

13. What part of the body does the deer wants kick against the turtle?

- A. Head
- B. Neck
- C. Calves
- D. Stomach

14. How long does it take the turtle to try to get out of the shell?

- A. 5 days
- B. 3 days
- C. 10 days
- D. a week

15. What is the danger of being arrogant?

- A. Many Friends
- B. Liked by many people
- C. Bring loss and regret in the future
- D. a.b.c are wrong

16. Why did the deer step on the tortoise shell?

- A. Because the kick didn't hit the target
- B. Because turtles are very noisy
- C. The turtles leaves the deer
- D. The turtles hits the deer

The following excerpt from the fable text is to answer question no. 17 and 18!

#### Noble hearted bee

(1) One morning the Ant walked back into the garden. Because of the rain, mud puddles are everywhere. The slippery mud makes the ants slip and fall into the mud. The Ant almost drowned in the mud puddle. The ant screamed as loudly as possible for help.

"Please help me! I'm going to drown, please..., please...!"

(2) Fortunately at that time there was a bee that flew past. Then, the bee sticks out a twig towards the ant. "Ant, hold on tight to that branch! Later I will lift the branch." Then, the ant tightly gripped the branch. The bee lifted the branch and lowered it to a safe place.

17. The quote from the story text numbered (1) is included in the structure of the fable text in the .....

- A. Orientation
- B. Complications
- C. Resolution
- D. code

18. The quote from the story text numbered (2) is included in the structure of the fable text in the .....

- A. Orientation
- B. Complications
- C. code
- D resolution

19. The following sentences using adjectives are.....

- A. The butterfly helps the ant caught in the living mud.
- B. He is a proud Owl.
- C. The ant regretted his actions and wanted to repent.
- D. The wolf rages and scares all the forest dwellers.

20. Is learning using fable text fun?

- A. yes
- B. no
- C. not very
- D. very fun

## APPENDIX V

### ANSWER SHEETS

Pre-test

Post-test

1.	D	11. B	1. C	11. D
2.	C	12. A	2. C	12. A
3.	C	13. D	3. C	13. B
4.	C	14. D	4. C	14. C
5.	C	15. A	5. C	15. A
6.	C	16. C	6. A	16. D
7.	A	17. D	7. C	17. B
8.	C	18. D	8. A	18. C
9.	B	19. A	9. B	19. C
10.	B	20. D	10. A	20. C

**APPENDIX VI**  
**DOCUMENTATION**



**Picture 1:** Teaching in control Class



**Picture 2:** Teaching in Experimental Class by using TPS technique





**Picture 3:** Teaching in Experimental Class by using TPS technique



**Picture 4:** Teaching in control Class



**Picture 5 : Giving the Test**



**Picture 6: Teaching in Experimental Class by using TPS technique**

## APPENDIX VII

### RESEARCH PERMISSION LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Williem Iskandar Pasar V Medan Estate 20371  
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-8662/ITK/ITK.V.3/PP.00.9/07/2022

13 Juli 2022

Lampiran : -

Hal : Izin Riset

**Yth. Bapak/Ibu Kepala MTS Tarbiyah Islamiyah Hajoran**

*Assalamulaikum Wr. Wb.*

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Putri Wulan Dari Siregar  
NIM : 0304181045  
Tempat/Tanggal Lahir : Aek Tobang, 10 Agustus 2000  
Program Studi : Tadris Bahasa Inggris  
Semester : VIII (Delapan)  
Alamat : Desa Hutagodang Kecamatan Sungai Kanan

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Desa Hajoran kec.Sungai Kanan Kab. Labuhanbatu selatan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

***The effect Of TPS (Think-Pair-Share)Technique On Student Reading Comprehension Of Narrative text at MTS Tarbiyah Islamiyah Hajoran***

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 13 Juli 2022  
a.n. DEKAN  
Ketua Program Studi Pendidikan  
Bahasa Inggris



**Yani Lubis, M.Hum**  
NIP. 197006062000031006

**Tembusan:**

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

## APPENDIX VIII

### RESEARCH RESPONSE LETTER



**YAYASAN ISLAMIYAH HAJORAN  
MADRASAH TSANAWIYAH PP.TARBIYAH  
ISLAMIYAH**

Alamat : HAJORAN, KECAMATAN SUNGAI KANAN, KABUPATEN LABUHANBATU SELATAN  
No. Izin Operasional 2128 Tahun 2015. NPSN : 69725466. NSM : 131212100027. Akreditasi "B"

---

**SURAT KETERANGAN**  
Nomor : 01.018/MTs/PPTIH/IX/2022

Selhubung dengan surat dari Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan, Nomor : B-8662/ITK/ITK.V.3/PP.00.9/07/2022, hal : Izin Riset tertanggal 13 Agustus 2022 maka Kepala Sekolah MTs PP. Tarbiyah Islamiyah Hajoran dengan ini menerangkan nama mahasiswa dibawah ini:

Nama	: Putri Wulan Dari Siregar
NIM	: 0304181045
Program Studi	: Tadris Bahasa Inggris
Jenjang	: S1

Benar telah mengadakan Riset di MTs PP. Tarbiyah Islamiyah Hajoran guna melengkapi data pada penyusunan skripsi yang berjudul : *The Effect Of TPS (Think-Pair-Share) Technique On Student Reading Comprehension Of Narrative text at MTs Tarbiyah Islamiyah Hajoran*"

Demikian surat keterangan diperbuat untuk dapat dipergunakan sepenuhnya.

Hajoran, 03 September 2022  
Ka. MTs PP Tarbiyah Islamiyah Hajoran

  
AMR HAMJAH, S.Pd.I  
HAJORAN



APPENDIX IX

NILAI-NILAI  $r$  PRODUCT MOMENT

n	Taraf Signifikan		n	Taraf Signifikan		n	Taraf Signifikan	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	10	0,195	0,256
13	0,553	0,684	37	0,325	0,418	12	0,176	0,230
14	0,532	0,661	38	0,320	0,413	15	0,159	0,210
15	0,514	0,641	39	0,316	0,408	17	0,148	0,194
16	0,497	0,623	40	0,312	0,403	20	0,138	0,181
17	0,482	0,606	41	0,308	0,398	30	0,113	0,148
18	0,468	0,590	42	0,304	0,393	40	0,098	0,128
19	0,456	0,575	43	0,301	0,389	50	0,088	0,115
20	0,444	0,561	44	0,297	0,384	60	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

## APPENDIX X

**Tabel Nilai Kritis Uji Kolmogorov-Smirnov**

n	$\alpha = 0,20$	$\alpha = 0,10$	$\alpha = 0,05$	$\alpha = 0,02$	$\alpha = 0,01$
1	0,900	0,950	0,975	0,990	0,995
2	0,684	0,776	0,842	0,900	0,929
3	0,565	0,636	0,708	0,785	0,829
4	0,493	0,565	0,624	0,689	0,734
5	0,447	0,509	0,563	0,627	0,669
6	0,410	0,468	0,519	0,577	0,617
7	0,381	0,436	0,483	0,538	0,576
8	0,359	0,410	0,454	0,507	0,542
9	0,339	0,387	0,430	0,480	0,513
10	0,323	0,369	0,409	0,457	0,486
11	0,308	0,352	0,391	0,437	0,468
12	0,296	0,338	0,375	0,419	0,449
13	0,285	0,325	0,361	0,404	0,432
14	0,275	0,314	0,349	0,390	0,418
15	0,266	0,304	0,338	0,377	0,404
16	0,258	0,295	0,327	0,366	0,392
17	0,250	0,286	0,318	0,355	0,381
18	0,244	0,279	0,309	0,346	0,371
19	0,237	0,271	0,301	0,337	0,361
20	0,232	0,265	0,294	0,329	0,352
21	0,226	0,259	0,287	0,321	0,344
22	0,221	0,253	0,281	0,314	0,337
23	0,216	0,247	0,275	0,307	0,330
24	0,212	0,242	0,269	0,301	0,323
25	0,208	0,238	0,264	0,295	0,317
26	0,204	0,233	0,259	0,290	0,311
27	0,200	0,229	0,254	0,284	0,305
28	0,197	0,225	0,250	0,279	0,300
29	0,193	0,221	0,246	0,275	0,295
30	0,190	0,218	0,242	0,270	0,290
35	0,177	0,202	0,224	0,251	0,269
40	0,165	0,189	0,210	0,235	0,252
45	0,156	0,179	0,198	0,222	0,238
50	0,148	0,170	0,188	0,211	0,226
55	0,142	0,162	0,180	0,201	0,216
60	0,136	0,155	0,172	0,193	0,207
65	0,131	0,149	0,166	0,185	0,199
70	0,126	0,144	0,160	0,179	0,192
75	0,122	0,139	0,154	0,173	0,185
80	0,118	0,135	0,150	0,167	0,179
85	0,114	0,131	0,145	0,162	0,174
90	0,111	0,127	0,141	0,158	0,169
95	0,108	0,124	0,137	0,154	0,165
100	0,106	0,121	0,134	0,150	0,161

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## APPENDIX XI

### CURRICULUM VITAE

#### A. Identity

1. Name : Putri Wulan Dari Siregar
2. Gender : Female
3. Place and Date of Birthday : Aek Tobang, August 10, 2000
4. Status : Student
5. Adress : Huta Godang, kec. Sungai Kanan, Kab. Labuhanbatu Selatan.
6. Citizenship : Indonesia
7. Religion : Islam
8. Phone Number : 082274822151
9. E-Mail : [Pwulandarisiregar@gmail.com](mailto:Pwulandarisiregar@gmail.com)

#### B. Education

1. Primary School : SDN 116255 Aek Tobang
2. Junior High School : Yayasan Nurul Huda Ranto Cempedak
3. Senior High School : Yayasan Ponpes Tarbiyah Islamiyah Hajoran
4. University : UINSU Medan

Researcher

UNIVERSITAS ISLAM SUMATERA UTARA MEDAN

Putri Wulan Dari Siregar

NIM.0304181045