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LESSON PLAN
(EXPERIMENTAL CLASS)

School   : MTs Swasta Taman Pendidikan Islam
Subject   : English
Class/Semester : VIII/II
Material   : Narrative Text
Time Allocation : 2 x 40 minutes

A. Core Competencies (KI)

K 1 : Respecting and appreciating religion they believe.

K 2 : Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.

K 3 : Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the rela phenomena and incident.

K 4 : Try, associate, and present several thing in concrete and abstract realm associated to the learning that he get in school development, and able to use the method according to the rules of science.

B. Basic Competencies and Indicators

No.	Basic Competence	Indicator
KD 4.8	Capture the meaning of the text of narrative oral and written.	4.8.1 Identify the text structure in narrative text. 4.8.2 Identify language features (past event) of narrative text.

C. Learning Objectives

After following the learning process, students are expected to be able to:

1. Students are able to determine the overview in narrative text.
2. Students are able to determine detailed information of narrative text, implicit or explicit.
3. Students are able to determine the meaning of the word or phrase properly.

D. Learning Materials

Language Features

The common grammatical of grammatical features of narrative:

1. It mostly often uses the past tense, but may be in the immediate present for effect.

60

2. It varies the sentences length: simple, compound or complex.
3. It tends to use these short sentences to increase tension; longer sentences provide contrast and detail.
4. Tense may change within the dialogue.
5. Active nouns: make noun actually do something, e.g. "It was raining" could become "Rained splashed down" or There was a large cabinet in the lounge could become "A large cabinet seemed to fill the lounge".

E. Learning Method
1. Approach   : Scientific Approach
2. Learning Model   : Problems Based Learning
3. Learning Strategy : Pre-During-Post Reading Strategy

F. Learning Sources
1. Media   : Worksheet
2. Tools   : Whiteboard and Markers

G. Learning Resources
1. Relevant Books
2. Internet

H. Learning Activities

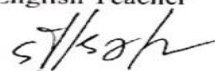| Learning Steps	Scientific Thinking Process	Learning Activities
Opening Activities	**Apperception Before reading**	1. Teacher opens the lesson by greeting. 2. Before the learning begins, teacher perform apperception by showing some pictures and narrative topic which will be discuses.
Core Activities	**Stage 1:** Orientate learners to the problems	**Questioning in scientific approach:** 1. Teacher conveys the objective of learning narrative text. 2. Teacher motivates students by showing the narrative picture that have been previously submitted. 3. Teacher and students discuss about narrative text.

		Stage 2: Pre-reading Organizing learners	**Observing in scientific approach:** 1. Students will be divide into some group. 2. Teacher deliver the text of narrative story and a series of picture of that text. 3. Teacher asked students questions such as: what does the title tell you about the story?; what does the picture tell you about the story?
		Stage 3: During reading Guiding investigation of individual and group	**Exploring in scientific approach:** 1. Students are asked to discuss with their friends about narrative story given. 2. Students underline and identify language feature of narrative text. 3. Students find out the answer of the question such as: who is the story about?; when and where does story take a place?
		Stage 4: Post reading Develop and present the work	**Associating and communicating in scientific approach:** 1. Students summarize the narrative story that have been read by using their own words. 2. Students present and retell their summarize about narrative story to their friends in front of the class.

	Stage 5: Analyze and evaluate process of problem solving	Data analysis/ information in scientific approach: 1. Students are asked to give the correction on the answer of their friends. 2. Teacher evaluates and give the strengthening for students' answer.
Closing Activities		1. Students conclude the narrative text by teacher's help. 2. Reflection of the learning. 3. Students are given assignment about narrative text. 4. Teacher closing the lesson by greeting.

I. Assesment

No.	Indicators	Form	Example
1.	Identify the information in text narrative	Multiple choice	Which is the true statement according to the story above?
2.	Mention the rhetoric steps in narrative text	Multiple choice	Which paragraph of is the complication of the story?

Agreed by
English Teacher

Risna, SS

Medan, 09 May 2022
Researcher

Nadirah Julia Ulfah Tanjung
NIM. 0304182147

Approved by
Head Master of MTsS Taman
Pendidikan Islam Medan

Zainal Arifin, S.Ag, MA
NIP.-19761115 200710 1 003

LESSON PLAN
(CONTROL CLASS)

School   : MTs Swasta Taman Pendidikan Islam
Subject   : English
Class/Semester   : VIII/II
Material   : Narrative Text
Time Allocation   : 2 x 40 minutes

A. Core Competencies (KI)
K 1   : Respecting and appreciating religion they believe.
K 2   : Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.
K 3   : Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the rela phenomena and incident.
K 4   : Try, associate, and present several thing in concrete and abstract realm associated to the learning that he get in school development, and able to use the method according to the rules of science.

B. Basic Competencies and Indicators

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3. Students are able to determine the meaning of the word or phrase properly.

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Language Features
The common grammatical of grammatical features of narrative:
1. It mostly often uses the past tense, but may be in the immediate present for effect.
2. It varies the sentences length: simple, compound or complex.

3. It tends to use these short sentences to increase tension; longer sentences provide contrast and detail.
4. Tense may change within the dialogue.
5. Active nouns: make noun actually do something, e.g. "It was raining" could become "Rained splashed down" or There was a large cabinet in the lounge could become "A large cabinet seemed to fill the lounge".

E. Learning Method
1. Approach   : Scientific Approach
2. Learning Model   : Problems Based Learning
3. Learning Strategy : Pre-During-Post Reading Strategy

F. Learning Sources
1. Media   : Worksheet
2. Tools   : Whiteboard and Markers

G. Learning Resources
1. Relevant Books
2. Internet

H. Learning Activities

Learning Steps	Scientific Thinking Process	Learning Activities
Opening Activities	**Apperception** **Before reading**	1. Teacher opens the lesson by greeting. 2. Before the learning begins, teacher perform apperception by showing some pictures and narrative topic which will be discuses.
Core Activities	**Stage 1:** Orientate learners to the problems	**Questioning in scientific approach:** 1. Teacher conveys the objective of learning narrative text. 2. Teacher motivates students by showing the narrative picture that have been previously submitted. 3. Teacher and students discuss about narrative text.

	Stage 2: Organizing learners	**Observing in scientific approach:** 1. Students will be divide into some group. 2. Teacher deliver the text of narrative story.
	Stage 3: During reading Guiding investigation of individual and group	**Exploring in scientific approach:** 1. Students are asked to discuss with their friends about narrative story given. 2. Students underline the important part of narrative text such as the element of narrative text, who, what, when, where and etc.
	Stage 4: After reading Develop and present the work	**Associating and communicating in scientific approach:** 1. Students summarize the narrative story that have been read by using their own words. 2. Students present and retell their summarize about narrative story to their friends in front of the class.
	Stage 5: Analyze and evaluate process of problem solving	**Data analysis/ information in scientific approach:** 1. Students are asked to give the correction on the answer of their friends. 2. Teacher evaluates and give the strengthening for students' answer.

Closing Activities		1. Students conclude the narrative text by teacher's help. 2. Reflection of the learning. 3. Students are given assignment about narrative text. 4. Teacher closing the lesson by greeting.

I. Assesment

No.	Indicators	Form	Example
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Medan, 09 May 2022

Agreed by
English Teacher

Researcher

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Head Master of MTsS Taman
Pendidikan Islam Medan

Zainal Arifin, S.Ag. MA
NIP. 19761115 200710 1 003

Name :_____
Class :_____

<u>**Text 1**</u>
The text is for number 1-6

Cinderella

Once upon a time there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the homework. One day an invitation to the ball came to the family. Her stepsister did not let her go. Cinderella was very sad. The stepsister went to the ball without her. Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her, and then he married her. They lived happily ever after.

1. What is the story about?
    a. The legend of Cinderella
    b. The Prince and the Dressmaker
    c. The legend of Fairy Godmother
    d. The Prince and the Pauper

2. What type of text is used by the writer?
    a. Narrative
    b. Descriptive
    c. Recount
    d. Argumentative

3. "<u>She</u> had to do all the homework". The underlined word "She" refers to...
    a. Stepsister
    b. Stepmother
    c. Cinderella
    d. Prince

4. How could you describe the stepsister and stepmother?
    a. Smart
    b. Honest
    c. Humble
    d. Bossy

5. Who is danced with the prince at the ball?
    a. Stepsister
    b. Cinderella
    c. Stepmother
    d. Fairy godmother

6. "... and then <u>he</u> married her". The underlined word "he" refers to...

a. Cinderella
b. Prince
c. Fairy godmother
d. Stepsister

Text 2
The text is for number 7-10

Once, a hunter lived a village. He used to boast of his brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he had fought a lion bare-handed. He said that the tiny animals used to get scared even at the sight of him. One day, the hunter was passing through a forest. He met a woodcutter from the same village.

The boastful hunter approached him and said, "How are you? it's a fine day, isn't it?" "Yes, yes, indeed!" the woodcutter replied. "Well, can you tell me if you have seen some footprints of the lion nearby? it's been months since I defeated any." The woodcutter knew that the hunter only boasted, so he said, "Yes, a lion is in a nearby den. Can I take you there?" The scared hunter said, "No … No … I only just wanted to see his footprints." Finally, the boastful hunter ran away from the spot.

7. What is the best title for the text?
a. A Boastful Hunter
b. A Brave woodcutter
c. A Woodcutter's Advice
d. A Woodcutter's Rewards

8. What did the hunter boast about himself?
a. Nobody defeated him
b. He was the smartest man
c. He was the strongest man
d. He was the most courageous man

9. What did hunter feel when the woodcutter said that there was a lion in a nearby den?
a. Upset
b. Scared
c. Jealous
d. Disappointed

10. If the hunter met a wild animal on the way, he probablyy would … it.
a. trap
b. fight
c. catch
d. avoid

Appendix IV
Instrument of Post-Test

Name   :_____
Class   :_____

<u>**Text I**</u>
The text is for number 1-5
A Wolf in Sheep Clothing

There was a big wolf. He was waiting for a chance to steal a sheep, but the shepherd and his dog continuously chased him away. After a week, the wolf began to get very hungry, and thought, "I must find a way to get close to the sheep." It was by luck that he found a sheep's skin. He carefully pulled the skin over his body so that none of his grey fur showed under the white sheep skin. Then he could walk in easily and now he was in the middle of the herd. The big wolf knew that the most delicious sheep were the lambs, or the young sheep. He then imitated the voice of a ewe or a mother sheep. He could easily cheat a lamb who thought that he was its mother. And, the lamb followed him to the woods. There, he eventually ate the innocent lamb. For many days, he could eat as many lambs as his stomach could take. The big wolf got bigger and bigger every day. Now he looked like the biggest sheep on earth. One day the shepherd was planning to hold a party. He would invite many relatives and friends. So, he decided to slaughter the biggest sheep from the herd. The shepherd approached the biggest sheep very slowly and carefully. Guess who it was? The wolf, of course, who was fully covered by the white sheep skin! But, the wolf was so fat that he could not run and fight for his safety. Very easily the shepherd slaughtered him, chopped him, and then cooked him for the big party.

1. What is the story about?
    a. The story of Wolf in Sheep Clothing
    b. The legend of Cinderella
    c. The story of Lost Sheep
    d. The story of Coconut Tree

2. "<u>He</u> was waiting for a...". The underlined word "He" refers to...
    a. Sheep
    b. Wolf
    c. Dog
    d. Mother Sheep

3. "<u>He</u> would inside many relatives and friends." The underlined word "He" refers to...
    a. Shepherd
    b. Wolf
    c. Sheep
    d. Dog

4. "The wolf, of course, who was fully covered by the ___ sheep skin!"

a. Red
b. Black
c. Purple
d. White

5. What is the moral value of the story?
   a. Don't pretend to be what you are not
   b. Don't ate the innocent lamb
   c. Don't hold a party
   d. Don't believe in strange

Text II

The text is for number 6-10

Mousedeer and Crocodile

One day Mousedeer saw a lot of fruits on the other side of the river. He wanted to eat them but he could not cross the river. There were many crocodiles there, but there was no bridge across the river. The Mousedeer suddenly had an idea. He stood on the river side and called out. "Hello. Is anybody there?" Crocodile heard him, he swam fast to meet Mousedeer, and answered, "Hello, Mousedeer. How are you? Please come in." He pretended to be friendly. He had a plan. As soon as Mousedeer got near, he would snap him and eat him for breakfast. But Mousedeer was standing on top of a big stone. In a proud voice he said, "Crocodile, I'm here to do the King's order. The King will give away free meat to all crocodiles. He has sent me to count the number of all the crocodiles here." Crocodile was so happy that he forgot his plan to eat Mousedeer. "Really? How will you count us?" "Please call all your family, relatives, friends, neighbours. Tell them to line up from here to the other side of the river," ordered Mousedeer. Before long, all the crocodiles were in a long line across the river. Then, Mousedeer jumped onto the back of one crocodile to another, counting loudly "One, Two, Three, Four." When he got to the last crocodile he said "One hundred!" and quickly jumped up to the land. "How many are we?" asked Crocodile. "One hundred. Hahaha , I fooled you! Thanks forgiving me a bridge to cross the river. Bye!"

6. What type of text is used by the writer?
   a. Recount
   b. Argumentative
   c. Descriptive
   d. Narrative

7. "He wanted to eat <u>them</u>...". The underlined word "Them" refers to...
   a. Fruits
   b. Crocodile
   c. Mousedeer
   d. Stone

8. "But Mousedeer was standing on top of a ___ stone."
   a. Small

    b. Big
    c. Thin
    d. Thick

9. How many Crocodiles counted by the Mousedeer?
    a. One hundred
    b. Two hundred
    c. One thousand
    d. Two thousand

10. What is the moral value of the story?
    a. Don't cross the river
    b. Don't be greedy
    c. Don't be lazy
    d. Don't be easily fooled by other people
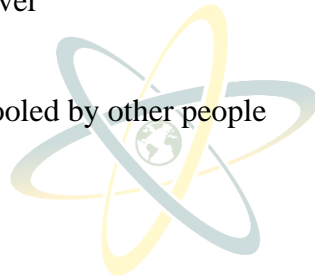
Appendix V
Answer Key of Pre-Test & Post-Test

Answer Key of Pre-Test

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

Key of Post-Test

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

Appendix VI
Name of Students in Experimental and Control Class

A. Name of Students in Experimental Class

No.	Name of Students	Student's Initial
1.	Abdul Rajab	AR
2.	Ayu Wulandari	AW
3.	Ananda Putri	AP
4.	Anshaar Akmal	AA
5.	Bayu Ramadhan	BR
6.	Chika Andriani	CA
7.	Cinta Suci Kayla	CSK
8.	Dava Ridho Pratama	DRP
9.	Diva Amara	DA
10.	Fahri Rizky Lubis	FRL
11.	Fhadil Prayadah	FP
12.	Galang Satria Sandi	GSS
13.	Halimah Thusyaadiah	HT
14.	Khoiri Min Qolby	KMQ
15.	Kyana Balars Arady	KBA
16.	M. Al-Farizi Nasution	MAN
17.	Maysila Rizky	MR
18.	M. Hanal Prayogo	MHP
19.	M. Zaky Firmansyah	MZF
20.	Monica Natasya Siagian	MNS
21.	M. Nadhir Wijaya	MNW
22.	Nabila Dwi Adinda	NDA
23.	Nayla Hafiza Pratiwi	NHP
24.	Nazwa Lubis	NL
25.	Putri Winanda	PW
26.	Rahmad Syahputra Lubis	RSL
27.	Ramdani Septariansyah	RS
28.	Rizky Fahrozi	RF
29.	Rindu Ayla Ramadhan	RAR
30.	Rio Pratama	RP
31.	Robby Afriatmaja	RA
32.	Sendy Kurniawan	SK

B. Name of Students in Control Class

No.	Name of Students	Student's Initial
1.	Agung Wicaksono	AW
2.	Ahmad Risky	AR
3.	Ardiansyah Patohillah	AP
4.	Ayu Lestari	AL
5.	Ezar Raditya	ER
6.	Fitri Nurmalia	FN
7.	Kanzah Silvia	KS
8.	Kayla Alifa Rahma	KAR
9.	M. Habibi Harahap	MAH
10.	M. Ariel Wibowo	MAW
11.	M. Arifin Siregar	MAS
12.	M. Pahri Ramadhan	MPR
13.	Nur Ramadani	NR
14.	Putri Ayudya	PA
15.	Putri Pratiwi	PP
16.	Reksa Alfareza Panjaitan	RAP
17.	Rifki Al-Fajri	RAF
18.	Rizqi Akbar	RA
19.	Roky Al-Ramadhan Apriandi	RAA
20.	Sahrul Gunawan	SG
21.	Salafusoleh	S
22.	Tara Almira	TA
23.	Tiara Syahrani	TS
24.	Tio Alviansyah	TA
25.	Tsabila Purmadani Putri	TPP
26.	Usnul Khotimah	UK
27.	Vina Ifanka Lubis	VIL
28.	Wira Andrian	WA
29.	Zahra Tussyifa	ZT
30.	Zafira Sasi Kirana	ZSK
31.	Zikra Alfa-Rizki	ZAR
32.	Zawil Huda	ZH

Appendix VII
Students' Score of Experimental and Control Class

A. Students' Score of Experimental Class

No.	Student's Initial	Pre-Test (X1)	Post-Test (X2)
1.	AR	76	84
2.	AW	84	92
3.	AP	76	92
4.	AA	76	84
5.	BR	68	76
6.	CA	52	60
7.	CSK	76	84
8.	DRP	52	68
9.	DA	44	52
10.	FRL	68	76
11.	FP	52	60
12.	GSS	68	84
13.	HT	76	84
14.	KMQ	76	92
15.	KBA	60	68
16.	MAN	84	92
17.	MR	68	76
18.	MHP	52	60
19.	MZF	76	84
20.	MNS	68	76
21.	MNW	76	84
22.	NDA	68	76
23.	NHP	76	84
24.	NL	60	76
25.	PW	60	68
26.	RSL	52	60
27.	RS	36	52
28.	RF	84	92
29.	RAR	68	76
30.	RP	60	76
31.	RA	52	84
32.	SK	60	76
	Total	2104	2448

B. Students' Score of Control Class

No.	Student's Initial	Pre-Test (X1)	Post-Test (X2)
1.	AW	76	84
2.	AR	60	84
3.	AP	52	76
4.	AL	52	68
5.	ER	44	68
6.	FN	60	76
7.	KS	76	84
8.	KAR	28	52
9.	MAH	44	68
10.	MAW	44	52
11.	MAS	68	84
12.	MPR	52	60
13.	NR	68	76
14.	PA	36	52
15.	PP	52	76
16.	RAP	68	84
17.	RAF	44	68
18.	RA	44	76
19.	RAA	36	60
20.	SG	52	76
21.	S	44	68
22.	TA	60	68
23.	TS	68	76
24.	TA	52	60
25.	TPP	68	76
26.	UK	36	68
27.	VIL	52	76
28.	WA	52	60
29.	ZT	68	76
30.	ZSK	52	60
31.	ZAR	44	68
32.	ZH	36	44
Total		1620	1688

Appendix VIII
Descriptive Analysis

Statistics

		Pre_Experimental	Pre_Control
N	Valid	32	32
	Missing	0	0
Mean		65,75	52,75
Median		68,00	52,00
Mode		76	52
Percentiles	25	54,00	44,00
	50	68,00	52,00
	75	76,00	66,00

Pre_Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	1	3,1	3,1	3,1
	44	1	3,1	3,1	6,3
	52	6	18,8	18,8	25,0
	60	5	15,6	15,6	40,6
	68	7	21,9	21,9	62,5
	76	9	28,1	28,1	90,6
	84	3	9,4	9,4	100,0
	Total	32	100,0	100,0	

Pre_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28	1	3,1	3,1	3,1
	36	4	12,5	12,5	15,6
	44	7	21,9	21,9	37,5
	52	9	28,1	28,1	65,6
	60	3	9,4	9,4	75,0
	68	6	18,8	18,8	93,8
	76	2	6,3	6,3	100,0
	Total	32	100,0	100,0	

Statistics

		Post_Experimental	Post_Control
N	Valid	32	32
	Missing	0	0
Mean		76,50	69,50
Median		76,00	68,00
Mode		76[a]	76
Percentiles	25	68,00	60,00
	50	76,00	68,00
	75	84,00	76,00

a. Multiple modes exist. The smallest value is shown

Post_Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	2	6,3	6,3	6,3
	60	4	12,5	12,5	18,8
	68	3	9,4	9,4	28,1
	76	9	28,1	28,1	56,3
	84	9	28,1	28,1	84,4
	92	5	15,6	15,6	100,0
	Total	32	100,0	100,0	

Post_Control

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	3,1	3,1	3,1
	52	3	9,4	9,4	12,5
	60	5	15,6	15,6	28,1
	68	8	25,0	25,0	53,1
	76	10	31,3	31,3	84,4
	84	5	15,6	15,6	100,0
	Total	32	100,0	100,0	

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Appendix IX
Test of Homogeneity

Test of Homogeneity of Variance

|		Levene Statistic	df1	df2	Sig.
Pre-Test	Based on Mean	,011	1	62	,915
	Based on Median	,000	1	62	1,000
	Based on Median and with adjusted df	,000	1	61,924	1,000
	Based on trimmed mean	,005	1	62	,944
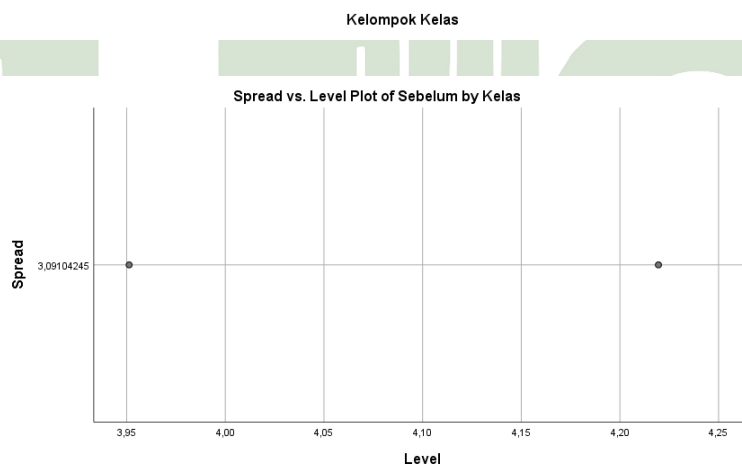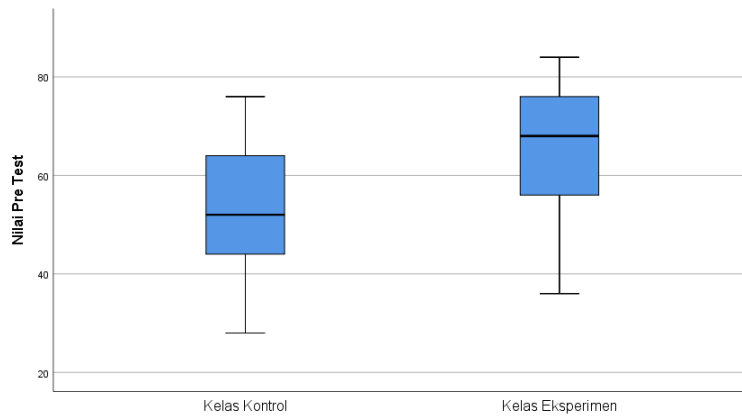
Spread vs. Level Plot of Sebelum by Kelas

* Plot of LN of Spread vs LN of Level
Slope = ,000 Power for transformation = 1,000

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Post-Test	Based on Mean	,080	1	62	,779
	Based on Median	,085	1	62	,771
	Based on Median and with adjusted df	,085	1	61,062	,771
	Based on trimmed mean	,093	1	62	,761

Spread vs. Level Plot of Sesudah by Kelas

* Plot of LN of Spread vs LN of Level

Slope = ,000 Power for transformation = 1,000
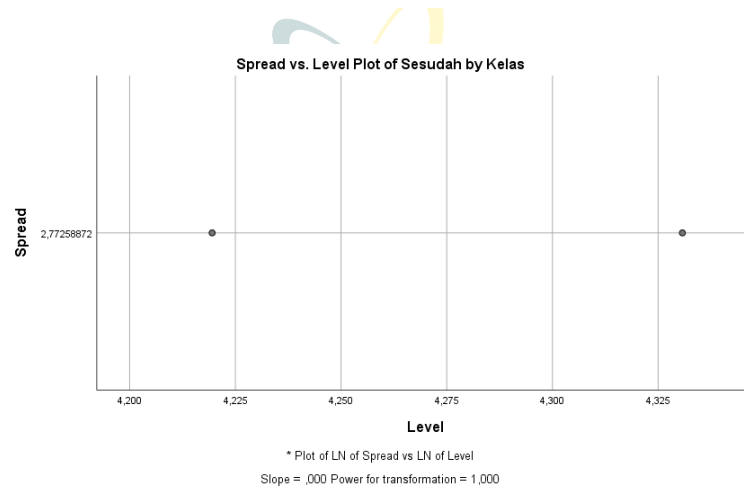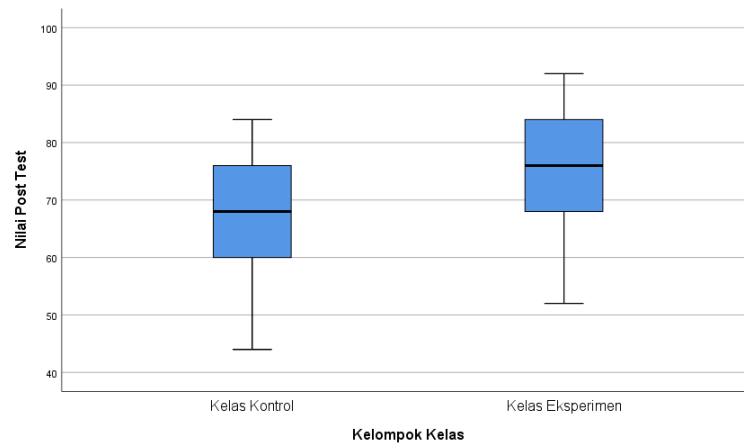
Appendix X
Test of Normality

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	Control_Class	,180	32	,010	,942	32	,087
	Experimental_Class	,174	32	,015	,930	32	,039

a. Lilliefors Significance Correction

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Post-Test	Control_Class	,198	32	,003	,918	32	,019
	Experimental_Class	,202	32	,002	,907	32	,010

a. Lilliefors Significance Correction

Detrended Normal Q-Q Plot of Nilai Pre Test
for Kelas= Kelas Kontrol

Detrended Normal Q-Q Plot of Nilai Pre Test
for Kelas= Kelas Eksperimen
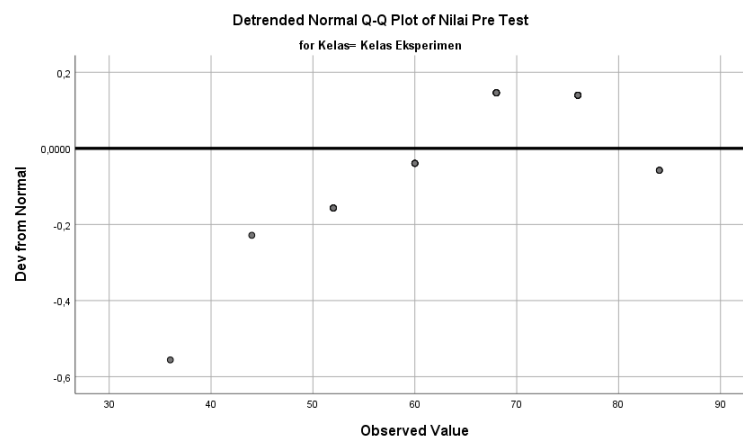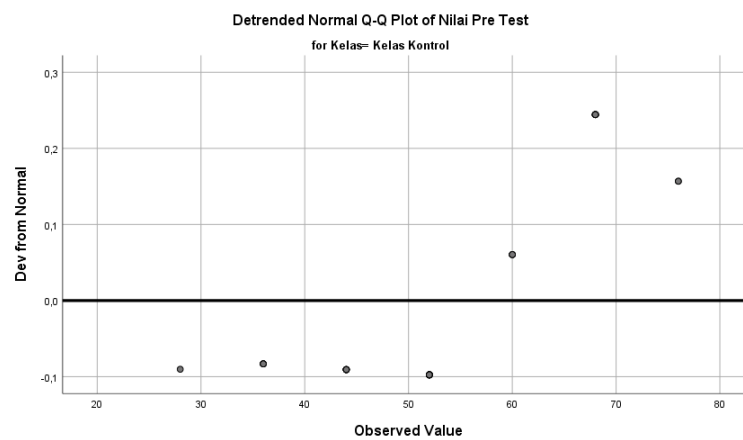
Appendix XI
Hypothesis Test

Ranks

	Class	N	Mean Rank	Sum of Ranks
Post-Test	Control_Class	32	26,83	858,50
	Experimental_Class	32	38,17	1221,50
	Total	64		

Test Statistics^a

	Post-Test
Mann-Whitney U	330,500
Wilcoxon W	858,500
Z	-2,494
Asymp. Sig. (2-tailed)	,013

a. Grouping Variable: Class

Picture 1. Teaching Narrative Text in Experimental Class by
Using Pre-reading, During Reading, and Post
Reading Activities

Picture 2. Students in Experimental Class Learning
Narrative Text by Using Pre-reading, During Reading, and
Post Reading Activities

Picture 3. Teaching Narrative Text in Controlled Class Without Using Pre-reading, During Reading, and Post Reading Activities

Picture 4. Students in Controlled Class Learning Narrative Text

$C = 7 \times 8 = 56 + 20$ **76**

Name : Agung Wicaksono

Class : VIII-L

<u>Text I</u>

The text is for number 1-5

A Wolf in Sheep Clothing

There was a big wolf. He was waiting for a chance to steal a sheep, but the shepherd and his dog continuously chased him away. After a week, the wolf began to get very hungry, and thought, "I must find a way to get close to the sheep." It was by luck that he found a sheep's skin. He carefully pulled the skin over his body so that none of his grey fur showed under the white sheep skin. Then he could walk in easily and now he was in the middle of the herd. The big wolf knew that the most delicious sheep were the lambs, or the young sheep. He then imitated the voice of a ewe or a mother sheep. He could easily cheat a lamb who thought that he was its mother. And, the lamb followed him to the woods. There, he eventually ate the innocent lamb. For many days, he could eat as many lambs as his stomach could take. The big wolf got bigger and bigger every day. Now he looked like the biggest sheep on earth. One day the shepherd was planning to hold a party. He would invite many relatives and friends. So, he decided to slaughter the biggest sheep from the herd. The shepherd approached the biggest sheep very slowly and carefully. Guess who it was? The wolf, of course, who was fully covered by the white sheep skin! But, the wolf was so fat that he could not run and fight for his safety. Very easily the shepherd slaughtered him, chopped him, and then cooked him for the big party.

1. What is the story about?
   a. The story of Wolf in Sheep Clothing ✓
   b. The legend of Cinderella
   c. The story of Lost Sheep
   d. The story of Coconut Tree

2. "<u>He</u> was waiting for a...". The underlined word "He" refers to...
   a. Sheep
   b. Wolf ✗
   c. Dog

Name : Ahmad Rizky

Class : VIII–1

$C = 4 \times 8 \cdot 32 + 20$

Text 1

The text is for number 1-6

Cinderella

Once upon a time there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the homework. One day an invitation to the ball came to the family. Her stepsister did not let her go. Cinderella was very sad. The stepsister went to the ball without her. Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her, and then he married her. They lived happily ever after.

1. What is the story about?
   a) The legend of Cinderella ✓
   b. The Prince and the Dressmaker
   c. The legend of Fairy Godmother
   d. The Prince and the Pauper

2. What type of text is used by the writer?
   a.) Narrative ✓
   b. Descriptive
   c. Recount
   d. Argumentative

3. "She had to do all the homework". The underlined word "She" refers to...
   a. Stepsister
   b) Stepmother ✗
   c. Cinderella
   d. Prince

Appendix XIV
Research Permission and Research Response Letter

    A. Research Permission Later

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.6579 /TTK IV.5/TTK.V.3/PP.00.9/05/2022	19 Mei 2022
Lampiran	: -	
Hal	: **Izin Riset**	

Yth. Bapak/Ibu Kepala Kepala Sekolah MTsS Taman Pendidikan Islam, Medan.

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	:	**Nadirah Julia Ulfah Tanjung**
NIM	:	**0304182147**
Tempat/Tanggal Lahir	:	**Olora, 14 Juli 2001**
Program Studi	:	**Tadris Bahasa Inggris**
Semester	:	**VII (Tujuh)**
Alamat	:	**Jl. Arah Nias Utara, km 8 Kelurahan OLORA Kecamatan GUNUNGSITOLI UTARA**

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jl. SM Raja, km. 7, No. 5, Kota Medan, Prov. Sumatera Utara., guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

The Effect of Pre-Reading, During Reading and Post Reading Activities to Monitor Students' Comprehension in Reading Narrative Text

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

Medan, 19 Mei 2022
a.n. DEKAN
Ketua Program Studi Pendidikan Bahasa
Inggris

Digitally Signed
Yani Lubis, M.Hum
NIP. 197006062000031006

Tembusan:
- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

B. Research Response Later

TAMAN PENDIDIKAN ISLAM
MADRASAH TSANAWIYAH SWASTA
(MTsS TPI)

(TPI Badan Hukum SP. Menteri Kehakiman No. J.A.5.2 / 16 / 5 Tgl. 29 Desember 1950)
(SK Menkumham RI No. AHU-0067930.AH.01.07 Tahun 2016 Tgl. 19 Juli 2016)

Nomor Izin Operasional : 778/Kw.02/2-e/PP.00/10/2020
Tanggal : 05 Oktober 2020

NSM : 121212710003
NPSN : 60727908

AKREDITASI "B" (Baik)

Kantor : Jl. SM. Raja Km. 7 No. 5 Telp. 061 – 7864203, 7878856 Medan. 20147   www.mts.tpimedan.sch.id, e-mail: mtstpimedan@gmail.com

SURAT KETERANGAN
Nomor : 042/MTs-TPI/VI/2022.

Yang bertanda tangan di bawah ini :

Nama   : Zainal Arifin, S.Ag.,MA.
NIP   : 19761115 200710 1 003
Jabatan   : Kepala Madrasah Tsanawiyah Swasta
                  Taman Pendidikan Islam (MTsS TPI).

Menerangkan bahwa :

Nama   : Nadirah Julia Ulfah Tanjung.
Tempat/Tanggal Lahir : Olora, 14 Juli 2001. .
NIM   : 0304182147.
Fakultas   : Ilmu Tarbiyah dan Keguruan – UIN Sum. Utara.
Program Studi   : Tadris Bahasa Inggeris.

Sehubungan dengan surat Fakultas Ilmu Tarbiyah dan Keguruan – UIN Sum. Utara Nomor : B.6579/ITK IV.5/ITK.V.3/PP.00.9/05/2022, tanggal 19 Mei 2022 M. Perihal : "Izin Riset".

Maka dalam hal ini kami izinkan dan benar Mahasiswa tersebut di atas Telah Melaksanakan Riset di Madrasah Tsanawiyah Swasta Taman Pendidikan Islam dalam rangka untuk memperoleh Informasi dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) dengan judul : *"The Effect of Pre-Reading, During Reading and Post Reading Activities to Monitor Students Comprehension in Reading Narrative Text"*. Oleh Mahasiswa yang bersangkutan dilaksanakan mulai tanggal 23 Mei 2022 sampai dengan tanggal 17 Juni 2022.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Medan, 17 Juni 2022.
Kepala Madrasah Tsanawiyah Swasta
Taman Pendidikan Islam,
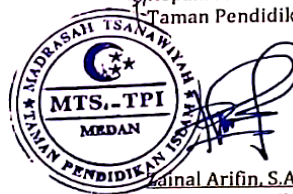
Zainal Arifin, S.Ag.,MA.
NIP : 197611152007101003

Cc. Arsip

CURRICULUM VITAE

A. Personal Data

1. Name : Nadirah Julia Ulfah Tanjung
2. Registration Number : 0304182147
3. Place and Date of Birth : Olora, 14th July 2001
4. Father's Name : Mukhlis Tanjung
5. Mother's Name : Irma Nirmala Caniago
6. Email/Telephone Number : nadirahtanjung14@gmail.com/
   085275569787
7. Address : Umbu, Dusun III Desa Olora, Kecamatan Gunungsitoli Utara, Kota Gunungsitoli, Nias, Provinsi Sumatera Utara

B. Educational Background

8. Primary School   finished in 2014   at SDN Bawadesolo
9. Junior High School   finished in 2016   at SMPN 3 Gusit
10. Senior High School   finished in 2018   at MAN Gusit
11. State Islamic University of North Sumatera