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Appendix I

Table of Liliefors

<i>N</i>	$\alpha = .20$	$\alpha = .15$	$\alpha = .10$	$\alpha = .05$	$\alpha = .01$
4	.3027	.3216	.3456	.3754	.4129
5	.2893	.3027	.3188	.3427	.3959
6	.2694	.2816	.2982	.3245	.3728
7	.2521	.2641	.2802	.3041	.3504
8	.2387	.2502	.2649	.2875	.3331
9	.2273	.2382	.2522	.2744	.3162
10	.2171	.2273	.2410	.2616	.3037
11	.2080	.2179	.2306	.2506	.2905
12	.2004	.2101	.2228	.2426	.2812
13	.1932	.2025	.2147	.2337	.2714
14	.1869	.1959	.2077	.2257	.2627
15	.1811	.1899	.2016	.2196	.2545
16	.1758	.1843	.1956	.2128	.2477
17	.1711	.1794	.1902	.2071	.2408
18	.1666	.1747	.1852	.2018	.2345
19	.1624	.1700	.1803	.1965	.2285
20	.1589	.1666	.1764	.1920	.2226
21	.1553	.1629	.1726	.1881	.2190
22	.1517	.1592	.1690	.1840	.2141
23	.1484	.1555	.1650	.1798	.2090
24	.1458	.1527	.1619	.1766	.2053
25	.1429	.1498	.1589	.1726	.2010
26	.1406	.1472	.1562	.1699	.1985
27	.1381	.1448	.1533	.1665	.1941
28	.1358	.1423	.1509	.1641	.1911

Appendix II

t-Table

Titik Persentase Distribusi t (df = 41 – 80)

Pr df	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Appendix III
LESSON PLAN
(Experiment Group)

Nama Sekolah : Mts Azzuhri Tanjung Morawa
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Skill/focus : Reading
Materi Pokok : Narrative Text
Alokasi Waktu : 2x45 menit

A. Kompetensi Inti

- KI 1 Merhargai dan menghayati ajaran agama yang dianutnya.
- KI 2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

NO	KOMPETENSI DASAR	INDIKATOR
1	3.14 Memahami fungsi social, struktur teks, dan unsur kebahasaan dari teks narrative berbentuk fable Indonesia dan legenda Indonesia, sesuai konteks penggunaannya.	3.14.1 Menjelaskan fungsi social dari teks narrative berbentuk fable, sesuai dengan konteks penggunaannya. 3.14.2 menjelaskan unsur kebahasaan dari teks narrative berbentuk fable, sesuai dengan konteks penggunaannya. 3.14.3 Menjelaskan struktur teks dari teks narrative berbentuk fable, sesuai dengan konteks penggunaannya.
2	4.18 menangkap makna teks narrative lisan dan tulis, berbentuk fable Indonesia dan legenda Indonesia pendek dan sederhana penggunaannya.	4.18.1 Menggali informasi rindi dari teks narrative lisan dan tulis, berbentuk fable pendek dan sederhana.

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

1. Membaca sebuah teks pendek tentang fabel.
2. Mencari informasi mengenai teks pendek tentang fabel.
3. Membaca cerita fabel untuk diceritakan kembali di depan kelas.
4. Memahami generic structure tentang text narrative fabel.
5. Mengidentifikasi generic structure sebuah teks.
6. Membuat sebuah teks fabel pendek sederhana sesuai generic structure.
7. Menceritakan kembali teks tersebut didepan kelas.

D. Materi Pembelajaran

Narrative Text

Purpose:

To entertain readers about a story.

The generic structure of Narrative text:

- Orientation

Introduction, contains about who, when, where a story is set.

- Complication

The peak of the problem or what is commonly called the climax.

- Resolution

The solution to the problem.

Language Features:

- The sentence pattern used is usually a Simple Past Tense
- The beginning of a sentence is usually preceded by an adverb of time as long ago, once, one, at a time.
- Many use time conjunctions
- Sometimes there is direct dialogue between the characters in the story.

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

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

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend".

E. Metode Pembelajaran

Metode : **Story Telling**

F. Media Pembelajaran

Media : **Kertas, papan tulis, spidol, pulpen.**

G. Langkah-Langkah Pembelajaran

No.	Deskripsi	Alokasi Waktu
	Kegiatan awal	10 menit
1.	Guru mengucapkan salam kepada siswa dan siswa menjawab salam. Guru mengabsen siswa Guru bertanya kepada siswa. <input type="checkbox"/> Have you ever learning about narrative text? <input type="checkbox"/> Guru menyampaikan tujuan pembelajaran.	
	Kegiatan Inti	70 menit
1.	Guru memulai menjelaskan materi pembelajaran	

	yang akan dibicarakan yaitu penjelasan teks <i>narrative</i>	
2.	Guru membagi teks <i>narrative</i> kepada setiap siswa	
3.	Setiap siswa di minta untuk membaca teks dan mulai menemukan generic structure teks tersebut	
4.	Siswa diminta untuk memahami teks tersebut dalam beberapa saat agar mereka dapat memahami teks tersebut dan dapat menuliskan kesimpulan dari teks tersebut	
5.	Setelah selesai memahami teks tersebut setiap siswa menceritakan kembali dengan menuliskan di kertas kesimpulan dari teks tersebut menggunakan bahasa mereka sendiri.	
6.	Setelah itu guru bertanya kepada siswa tentang kata-kata sulit yang mereka temukan dalam teks.	
7.	Dan guru memberikan informasi tentang arti kata-kata sulit tersebut dan cara membacanya.	
	Kegiatan Akhir	10 menit
1.	Guru mengumpulkan hasil tugas yang diberikan kepada siswa yang telah dikerjakan kemudian guru menanyakan kesulitan siswa	
2.	Guru memberikan motivasi kepada siswa tentang hasil dari tugas mereka agar dapat mencapai hasil lebih baik lagi	

H. Sumber Pembelajaran

Internet

I. Evaluasi

1. What is the title of the text above?
2. What is the type of text above?
3. What is told in the text above?
4. What are the text structures above?
5. Write the conclusion the text above in your language?

J. Penilaian

- Bentuk Penilaian: Oral text
- Jenis Penilaian: Unjuk Kerja
- Instrumen : Lakukan monolog tentang teks naratif di depan kelas

Tanjung Morawa,

2020

Diketahui oleh:

Principal of Mts Azzuhri Tanjung Morawa

English Teacher

(Kairani Wirdaningsih Sinaga, S.Pd)

(Sri Wayhuni, S.Pd)

NIP.

Researcher

(Anita Hirah)

Appendix IV
LESSON PLAN
(Control Group)

Nama Sekolah : Mts Azzuhri Tanjung Morawa
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Skill/focus : Reading
Materi Pokok : Narrative Text
Alokasi Waktu : 2x45 menit

A. Kompetensi Inti

- KI 1 Merhargai dan menghayati ajaran agama yang dianutnya.
- KI 2 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
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2	4.18 menangkap makna teks narrative lisan dan tulis, berbentuk fable Indonesia dan legenda Indonesia pendek dan sederhana penggunaannya.	4.18.1 Menggali informasi rinci dari teks narrative lisan dan tulis, berbentuk fable pendek dan sederhana.

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

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2. Mencari informasi mengenai teks pendek tentang fabel.
3. Membaca cerita fabel untuk diceritakan kembali di depan kelas.
4. Memahami generic structure tentang text narrative fabel.
5. Mengidentifikasi generic structure sebuah teks.
6. Membuat sebuah teks fabel pendek sederhana sesuai generic structure.
7. Menceritakan kembali teks tersebut didepan kelas.

D. Materi Pembelajaran

Narrative Text

Purpose:

To entertain readers about a story.

The generic structure of Narrative text:

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Language Features:

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- Many use time conjunctions
- Sometimes there is direct dialogue between the characters in the story.

Cinderella

Once upon a time, there lived a girl named Cinderella. She lived with her step mother and two step sisters. The step mother and her two daughters didn't like Cinderella. They treated Cinderella very bad. Cinderella usually did the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family, and so on.

One day, a ball was to be held by the royal family of the kingdom to find the Prince's spouse. Cinderella wanted to go to the ball but her step mother asked

her to stay at home and do the house works. Cinderella cried. Then there was a fairy godmother standing beside her.

“Why are you crying, Cinderella?” the fairy godmother asked.

“Because I want to go to the ball but my step mother insists me to stay at home. Besides, I don’t have any beautiful dress” said Cinderella.

Then the fairy turned Cinderella’s ugly dress became the most beautiful dress and with beautiful slippers. The fairy also turned a pumpkin into a parking coach and the mice become six white horses. Cinderella finally could go to the ball but she had to come back before midnight before the spell ended.

At the ball, Cinderella amazed everybody there include the Prince. The Prince asked her to dance. Cinderella had a wonderful time at the ball. But, all of a sudden, she heard the sound of a clock, the first stroke of midnight. Remembered what the fairy had said, Cinderella ran back to go home. But she lost one of her slippers in ballroom. The Prince picked up her slipper and would search for the girl whose foot fitted with the slipper.

A few days later, the Prince proclaimed that he would marry the girl whose feet fitted the slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the King’s solder let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The Prince was overjoyed to see her again. They were married and live happily ever after.

E. Metode Pembelajaran

Metode : **Story Telling**

F. Media Pembelajaran

Media : Kertas, papan tulis, spidol, pulpen.

G. Langkah-Langkah Pembelajaran

No.	Deskripsi	Alokasi Waktu
	Kegiatan awal	10 menit
1.	<p>Guru mengucapkan salam kepada siswa dan siswa menjawab salam.</p> <p>Guru mengabsen siswa</p> <p>Guru bertanya kepada siswa.</p> <p><input type="checkbox"/> Have you ever learning about narrative text?</p> <p><input type="checkbox"/> Guru menyampaikan tujuan pembelajaran.</p>	
	Kegiatan Inti	70 menit
1.	Guru memulai menjelaskan materi pembelajaran yang akan dibicarakan yaitu penjelasan teks narrative	
2.	Guru membagi teks narrative kepada setiap siswa	
3.	Setiap siswa di minta untuk membaca teks dan mulai menemukan generic structure teks tersebut	
4.	Siswa diminta untuk memahami teks tersebut dalam beberapa saat agar mereka dapat memahami teks tersebut dan dapat menuliskan kesimpulan dari teks tersebut	
5.	Setelah selesai memahami teks tersebut setiap siswa menceritakan kembali dengan menuliskan di kertas kesimpulan dari teks tersebut menggunakan bahasa mereka sendiri.	
6.	Setelah selesai memahami teks tersebut setiap siswa menceritakan kembali didepan kelas secara berpasangan apa yang sudah mereka tuliskan di kertas kesimpulan teks tersebut.	
7.	Setelah itu guru bertanya kepada siswa tentang kata-kata sulit yang mereka temukan dalam teks.	
8.	Dan guru memberikan informasi tentang arti	

	kata-kata sulit tersebut dan cara membacanya.	
	Kegiatan Akhir	10 menit
1.	Guru mengumpulkan hasil tugas yang diberikan kepada siswa yang telah dikerjakan kemudian guru menanyakan kesulitan siswa	
2.	Guru memberikan motivasi kepada siswa tentang hasil dari tugas mereka agar dapat mencapai hasil lebih baik lagi	

H. Sumber Pembelajaran

Internet

I. Evaluasi

1. What is the title of the text above?
2. What is the type of text above?
3. What is told in the text above?
4. What are the text structures above?

Retell in pairs with your friends the contents of the text above.

J. Penilaian

- Bentuk Penilaian: Oral text
- Jenis Penilaian: Unjuk Kerja
- Instrumen : Lakukan monolog tentang teks naratif di depan kelas

Tanjung Morawa,

2020

Diketahui oleh:

Principal of Mts Azzuhri Tanjung Morawa

English Teacher

(Kairani Wirdaningsih Sinaga, S.Pd)

(Sri Wayhuni, S.Pd)

Researcher

(Anita Hirah)

Appendix V

Instrument of Pre-Test

Name :

Class :

Read the texts below and choose the best answer.

Text 1

This text is for question 1-10

A Woman and the Wolves

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 forest.

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 though 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.

Read the text, then choose the best choice to each questions.

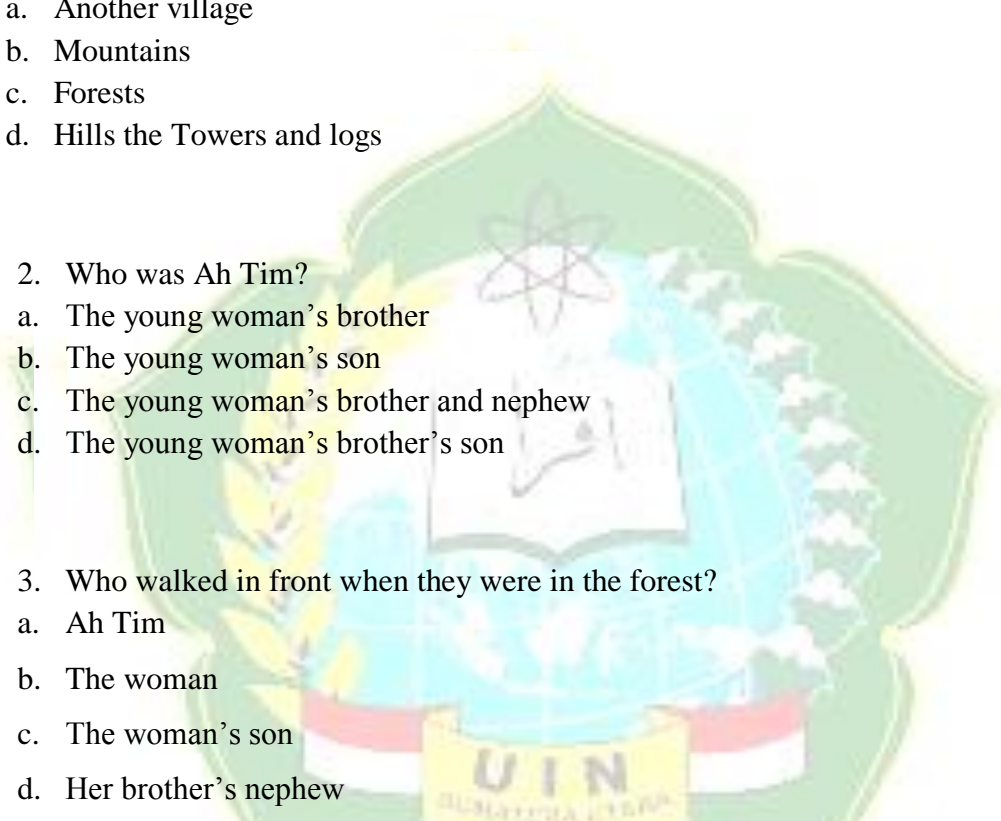
1. What separated between one villages to another a long time ago in the New Territories?
 - a. Another village
 - b. Mountains
 - c. Forests
 - d. Hills the Towers and logs

2. 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

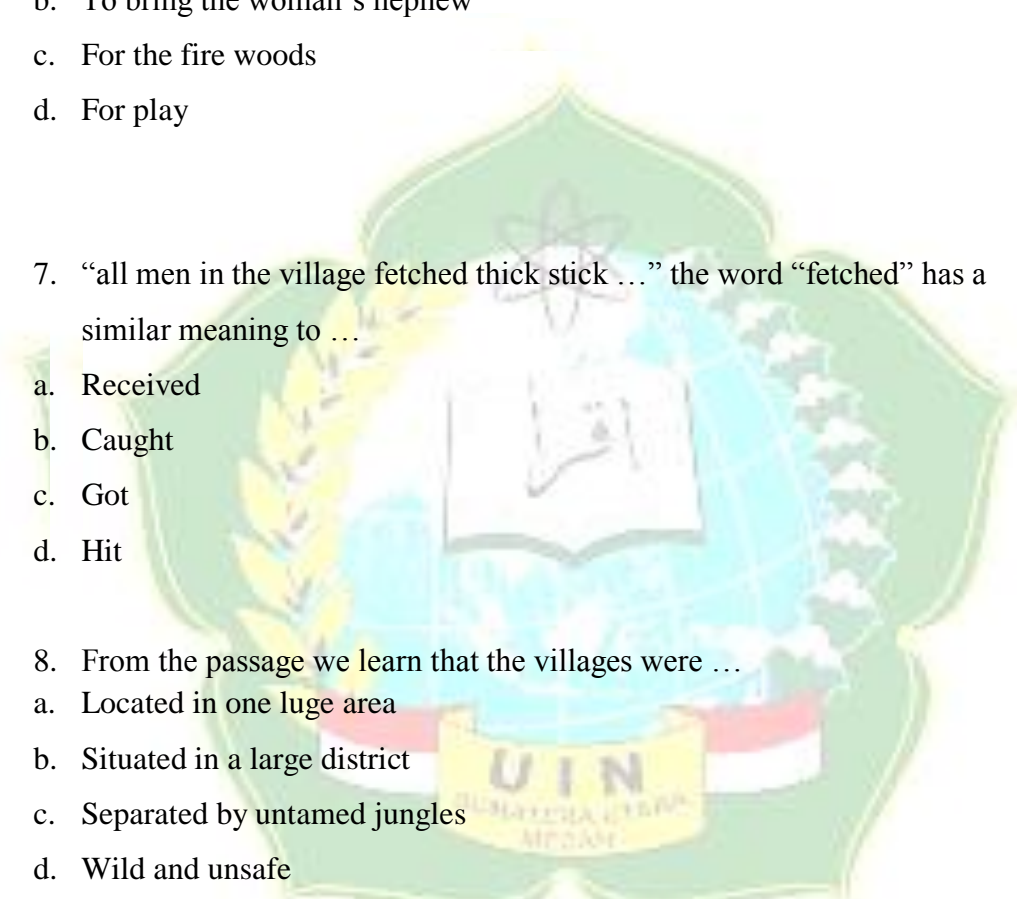
3. Who walked in front when they were in the forest?
 - a. Ah Tim
 - b. The woman
 - c. The woman's son
 - d. Her brother's nephew

4. How could the wolves catch Ah Tim?
 - a. He was afraid
 - b. He was stumbled by a stone
 - c. He ran slowly
 - d. The woman cried

5. 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
-
6. 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
-
7. "all men in the village fetched thick stick ..." the word "fetched" has a similar meaning to ...
 - a. Received
 - b. Caught
 - c. Got
 - d. Hit
-
8. From the passage we learn that the villages were ...
 - a. Located in one huge area
 - b. Situated in a large district
 - c. Separated by untamed jungles
 - d. Wild and unsafe
-
9. The brother let her son go with his aunt as she left home because ...
 - a. Ah Tim wanted to see the wolves
 - b. His aunt wanted him to come long
 - c. Ah Tim was bored to live with his parents
 - d. Ah Tim would be a guardian for them
-
10. What is the purpose of the writer by writing the story above?
 - a. To describe the danger of the villages
 - b. To entertain the readers of the story



- c. To tell the villagers relationship
- d. To explain how important a relative is

Text 2

This text is for question 11-15

The Rats and The Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then the king of rats decided to approach the elephants chief and request him to guide his herd through another route. On hearing the sad story, the elephants king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephants-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rats king immediately took his entire group of rats and they cut open the nets which had trapped the elephants herd. The elephant herd was totally set free. They danced with joy and thank the rats.

11. What type of text is the above text? It is
- a. A narrative text
 - b. A description text
 - c. A recount text
 - d. An anecdote text
12. What destroyed the homes of all rats?
- a. A group of mice did
 - b. The hunter did

- c. Elephant hunter did
- d. A group of elephant did

13. What helped the elephants herd free?

- a. The elephant-hunter did
- b. The hunters did
- c. The trapped elephants did
- d. Entire group of rats did

14. What is generic structure of “once upon a time there lived a group of mice under a tree in peace”?

- a. Identification
- b. Orientation
- c. Complication
- d. Resolution

15. At the end of the story, how was the elephants herd?

- a. Angry
- b. Sad
- c. Happy
- d. Dead

Text 3

This text is for question 16-18

A Story From The Farm Yard

Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

16. From the text we know that ...
 - a. Only one rooster can rule the roost
 - b. The roosters are fighting to flap their wings
 - c. The eagle had watched them all day
 - d. The farm needs a new king

17. What is the main idea of paragraph 3?
 - a. An eagle watching the rooster from a distance
 - b. The loosing rooster came out from its hiding place
 - c. The eagle took the winning rooster as its prey
 - d. The winning rooster celebrates its winning proudly

18. What can we learn from the story?
 - a. A there's always a bigger enemy in this life
 - b. Your friend can be your enemy
 - c. Always grab an opportunity before you
 - d. Don't be cocky when we have achieved our goal

Text 4

This text is for question 19-20

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.

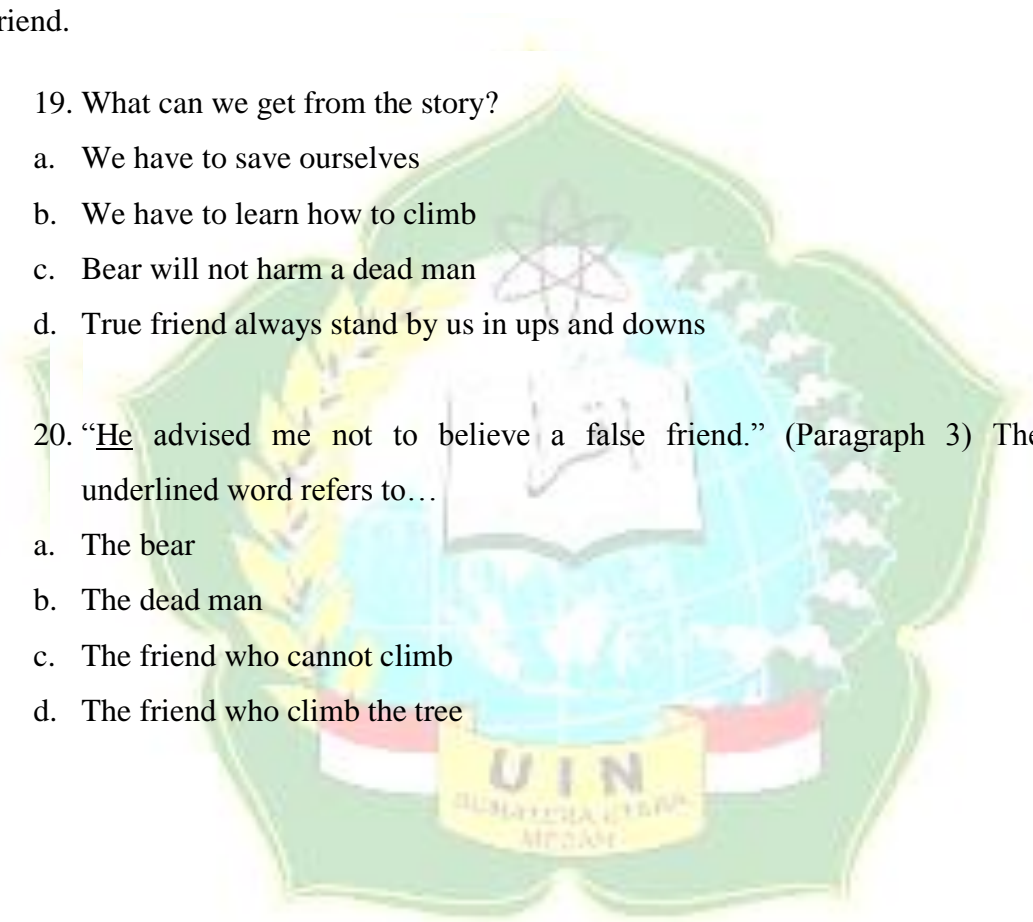
The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?". The other friend replied, "He advised me not to believe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

19. What can we get from the story?

- a. We have to save ourselves
- b. We have to learn how to climb
- c. Bear will not harm a dead man
- d. True friend always stand by us in ups and downs

20. "He advised me not to believe a false friend." (Paragraph 3) The underlined word refers to...

- a. The bear
- b. The dead man
- c. The friend who cannot climb
- d. The friend who climb the tree



Appendix VI
Instrument of Post-Test

Name :

Class :

Read the texts below and choose the best answer.

Text 1

This text is for question 1-10

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present. If you are female, I will consider you as my sister. If you male, I will marry you suddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy.

Sangkuriang liked hunting very much, especially deer. He often hunted to the wood using his arrow. When he went hunting, Tumang was always with him.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang when to the wood with his arrow and his faithful dog. Tumang, but after several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desparate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so

angry that she could not control her emotion. She hit Sangkuriang at his head. Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did not know each other. So they fell in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was her son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry. So Dayang Sumbi gave very difficult conditions. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for her honeymoon.

Sangkuriang agreed. With the help of genies and spirits, Sangkuriang tried to build them. By midnight he had completed the lake by building a dam in the Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spirits thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It later became Mount Tangkuban Perahu. Which means an upside-down boat. From a distance the mountain really looks like an upside-down boat.

Read the text, then choose the best choice to each question.

1. What is the story about?
 - a. A wrathful son
 - b. West Java's tales
 - c. Tumang a Dog husband
 - d. The legend of Tangkuban Perahu

2. According to the story, Tumang was...
 - a. Actually a handsome prince
 - b. Married to Dayang Sumbi
 - c. Sangkuriang pet dog
 - d. Good a hunting deer

 3. What did Dayang Sumbi look like?
 - a. She liked weaving clothes
 - b. She looked for the heart of a deer
 - c. She was beautiful
 - d. She was looking at her fallen tool

 4. What made Dayang Sumbi stay young?
 - a. She set up conditions in doing things
 - b. A young man fall in love with her
 - c. She married a dog
 - d. God gave her an eternal beauty

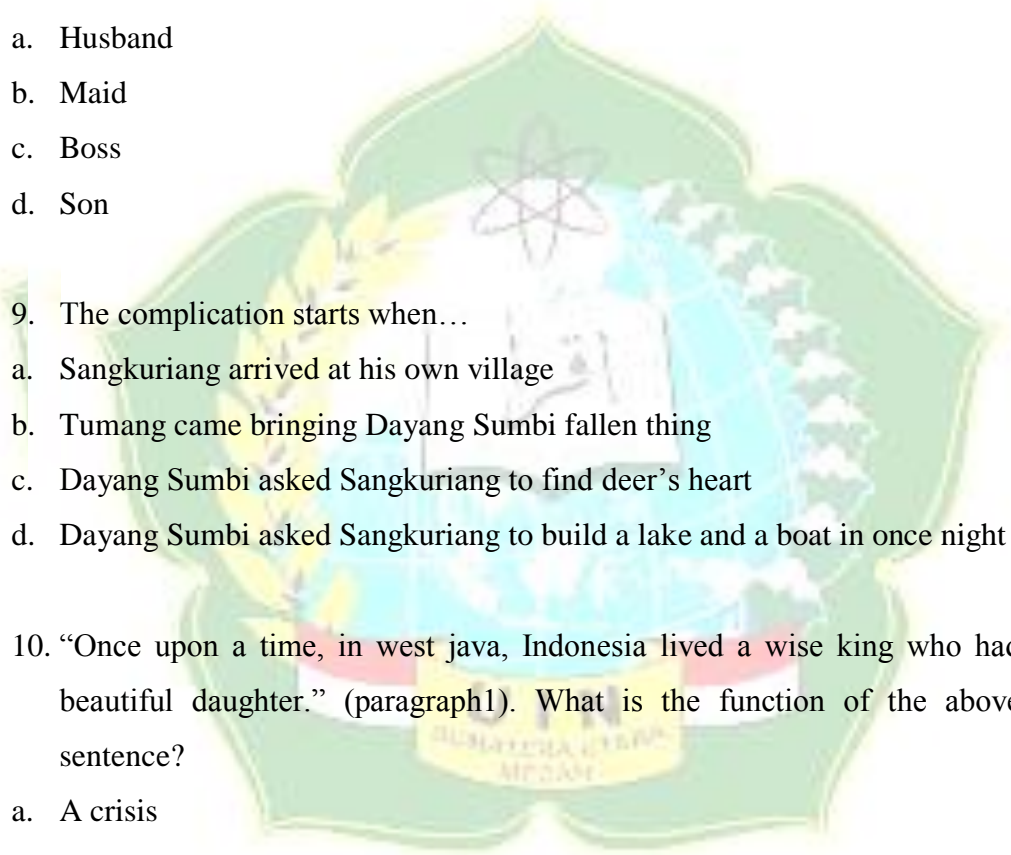
 5. Who are the main characters in the story?
 - a. Dayang Sumbi and Sangkuriang
 - b. The king, Dayang Sumbi, the dog and Sangkuriang
 - c. The king, Dayang Sumbi, the dog, Sangkuriang, the ganie, and the spirits
 - d. The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie, and the spirits

 6. What normal value can we learn from the story?
 - a. People must keep their words all the time
 - b. Do not make a promise to easily
 - c. Never be reluctant to do good things
 - d. We should not hate our descendants
- 

7. "He brought her the falling tool". The underline word "He" refers to...
 - a. Sangkuriang
 - b. Tumang
 - c. Dayang Sumbi
 - d. The king

 8. "If you are male, I will marry you" (paragraph 2). The sentence mean that the one who helped Dayang Sumbi became her...
 - a. Husband
 - b. Maid
 - c. Boss
 - d. Son

 9. The complication starts when...
 - a. Sangkuriang arrived at his own village
 - b. Tumang came bringing Dayang Sumbi fallen thing
 - c. Dayang Sumbi asked Sangkuriang to find deer's heart
 - d. Dayang Sumbi asked Sangkuriang to build a lake and a boat in once night

 10. "Once upon a time, in west java, Indonesia lived a wise king who had beautiful daughter." (paragraph1). What is the function of the above sentence?
 - a. A crisis
 - b. A complication
 - c. An orientation
 - d. A reorientation
- 

Text 2**This text is for question 11-18**

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about living Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White." Then, Snow White told the dwarfs the whole story. The dwarfs said, "If you want, you may live here with us." Snow White answered, "Oh, could I? Thank you." Finally, Snow White and the seven dwarfs lives happily ever after.

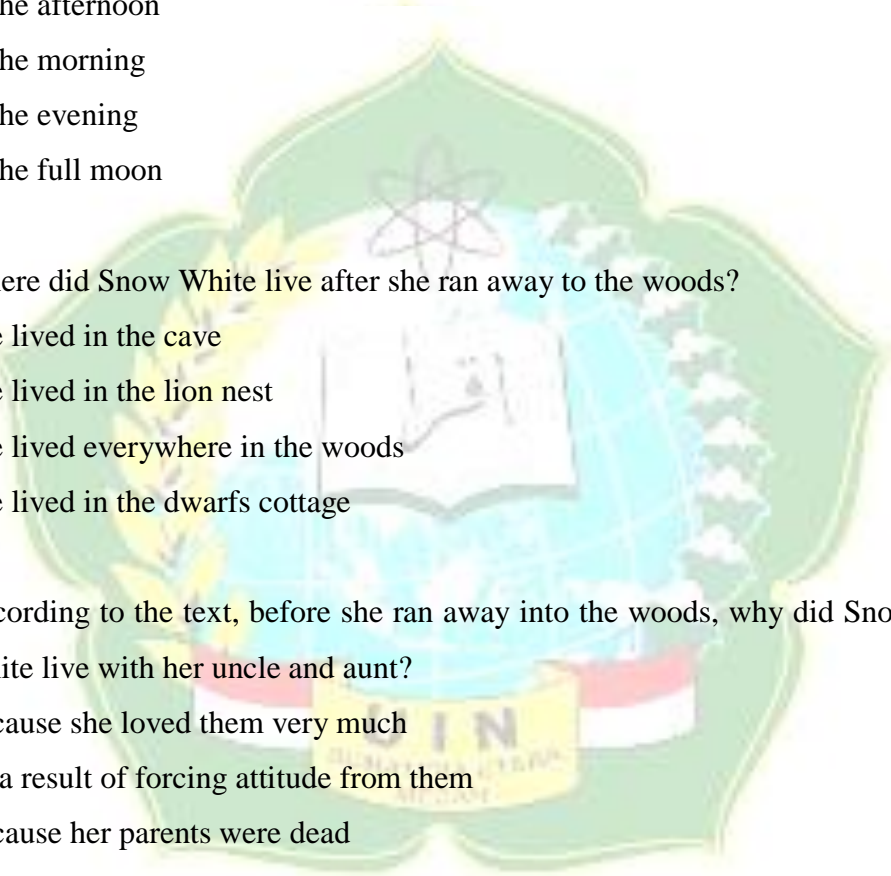
Read the text, then choose the best choice to each question.

11. What type of the text is used by the writer?

- a. Narrative
- b. Report
- c. Anecdote
- d. Comparative

12. To tell the plot, the writer uses...

- a. A rhetorical question and an exclamation
- b. Time sequences
- c. Contrastive evidences
- d. Past tense

13. Why Snow White ran away to the woods?
- Her parents passed away
 - Her uncle was angry with her
 - Her uncle and aunt would go to America
 - Snow White was happy to run away
14. When did Snow White run away to the woods?
- In the afternoon
 - In the morning
 - In the evening
 - In the full moon
15. Where did Snow White live after she ran away to the woods?
- She lived in the cave
 - She lived in the lion nest
 - She lived everywhere in the woods
 - She lived in the dwarfs cottage
16. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?
- Because she loved them very much
 - As a result of forcing attitude from them
 - Because her parents were dead
 - Because she were afraid of the dwarfs
17. The communicative purpose of this text is...
- To inform the readers about important and newsworthy events
 - To entertain readers with fairy tale
 - To share an account of an unusual event
 - To persuade readers to accept his/her opinions
- 

18. The organization of the text above is...
- Abstract, orientation, crisis, incident, coda
 - Orientation, major complication, resolution, complication, resolution, complication, major complication
 - Description, background events, sources
 - Orientation, event, event, event

Text 3

This text is for question 19-20

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

"Children, I have come to save you," she said hugging them tightly. I have done a dreadful thing. I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

Read the text, then choose the best choice to each question.

19. The story is about...
- a. Two children went to school for the first time
 - b. A witch who is really kind
 - c. A father who begged a witch for money
 - d. A stepmother who saved her children from a witch
20. Which statement is FALSE about the witch?
- a. She locked Hansel in a cage
 - b. She planned to eat Hansel & Gretel
 - c. She fell into the ocean
 - d. She hated the children

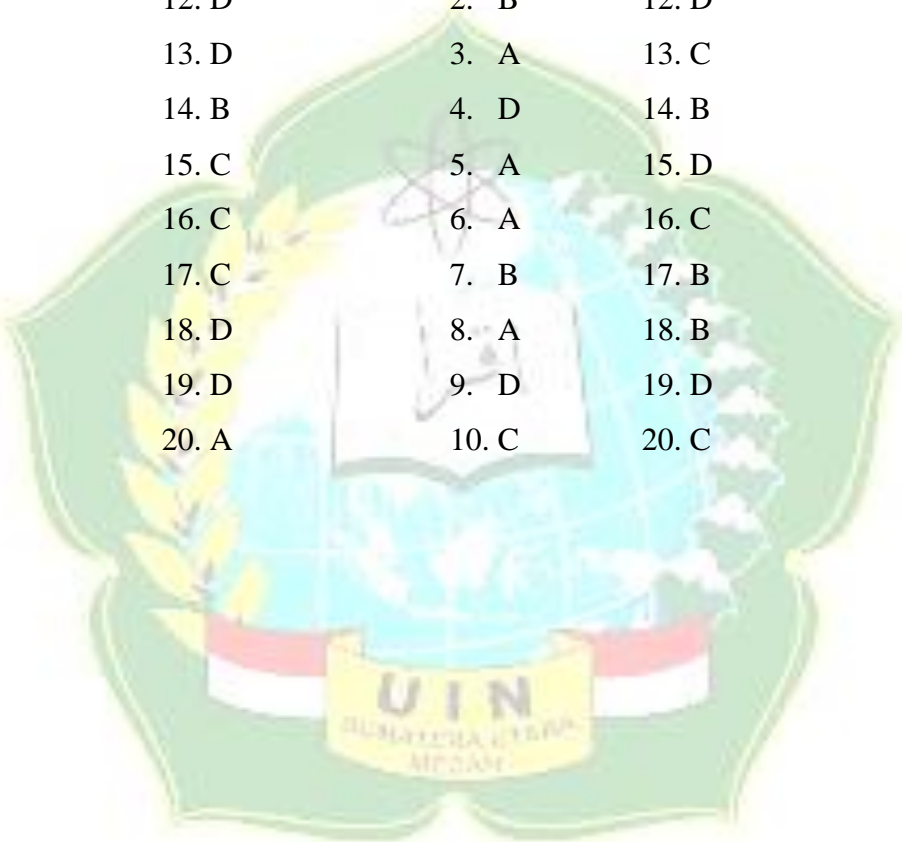


Appendix VII**Key Answer****Key of Pre-Test:**

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

Key of Post-Test:

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



Appendix VIII

Documentation



Appendix IX

Letter of Finishing the Research





**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-10162/ITK/ITK.V.3/PP.00.9/08/2020

27 Agustus 2020

Lampiran :-

Hal : Izin Riset

Yth. Bapak/Ibu Kepala Sekolah

Assalamualaikum 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	: Anita Hirah
NIM	: 0304163207
Tempat/Tanggal Lahir	: Medan, 22 Maret 1999
Program Studi	: Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: JL. BERSAMA GG. IKHLAS NO.2 Kelurahan BANTAN Kecamatan MEDAN TEMBUNG

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTs Azzuhri Tanjung Morawa, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

The Effect of Applying Paired Story Telling Technique on Students' Reading Comprehension At Mts Azzuhri Tanjung Morawa

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

Medan, 27 Agustus 2020



Digitally Signed -----

YAYASAN PERGURUAN
AZ-ZUHRI
MEDAN SENEMBAH-TANJUNG MORAWA
SUMATERA UTARA – INDONESIA



مدرسة التربية الزهري
تanjong مو راوى _ ديلي سردانج
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Jln. Simpang Kayu Besar Pasar XV Dusun VIII Gg. MushollaDesa Medan Senembah Kode Pos 20362

SURAT KETERANGAN

Nomor : Ka.MTS.Az/ ~~06~~/II/1441-2021

Berdasarkan surat dari pimpinan Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Nomor : B-10162/ITK/ITK.V.3/PP.00.9/08/2020 Tertanggal 28 Agustus 2020 tentang permohonan izin riset sekolah, maka dengan ini Kepala MTs Swasta Az-Zuhri Tanjung Morawa menerangkan bahwa saudara:

Nama : Anita Hirah
Tempat/Tgl Lahir : Medan, 22 Maret 1999
NIM : 0304163207
Program Studi : Pendidikan Bahasa Inggris (PBI)
Judul Skripsi :

The Effect Of Applying Paired Story Telling Technique on Students' Reading Comprehension At MTs Az-Zuhri Tanjung Morawa.

Benar telah melakukan Riset di Madrasah Tsanawiyah Swasta Az-Zuhri dari tanggal 28 Januari 2021 sampai 25 Februari 2021.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Tanjung Morawa, 25 Februari 2021

Kepala Madrasah,



SYARIPUDIN ZUHRI, S.Pd.I