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APPENDICES

Appendix 1 The Instrument of Pre-Test

PRE-TEST

Instruction!

1. Write your full name, class, and day/ date
2. Write an English Narrative text about a fable
3. write down a short narrative text using your words at least 150 until 200 words

Name :

Class :

Day/date :

TITLE

.....

Orientation

Complication

Resolution

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Appendix 2 The Instrument of Post-Test

POST TEST

Instruction!

1. Write your full name, class and day/ date
2. Write an English Narrative text about fable using Cube story
3. write down a short narrative text using your words at least 150 until 200 words

Name :

Class :

Day/date :

TITLE

……...

Orientation

Complication

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Resolution

Appendix 3 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MAN 1 Deli Serdang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI / Genap

Materi Pokok : Teks Naratif

Tahun Pelajaran : 2023/2024

Alokasi Waktu : 2 JP (3 x Pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
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.

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B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar	**Indikator Pencapaian Kompetensi (IPK)**

3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk cerita pendek, sesuai dengan konteks penggunaannya	3.3.1 Menjelaskan karakteristik, fungsi sosial, struktur teks dan unsur kebahasaan teks naratif. 3.3.2 Menentukan simple past tense, adverb of time dan time conjunction yang tepat dalam penulisan teks naratif. 3.3. 3 Menyusun teks naratif pendek dengan tema yang sudah ditentukan.
4.4 Menyusun teks lisan sederhana untuk mengucapkan dan menulis pada teks naratif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.4.1 Mengumpulkan informasi tentang fungsi sosial, struktur teks, unsur kebahasaan serta konten cerita pada beberapa teks naratif. 4.4.2 Mengoprasikan Simple Past Tense, adverb of time dan time conjunction dengan tepat dalam penulisan narrative text. 4..4. 3 Membuat teks narrative pendek dengan tema yang sudah di tentukan.

C. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Mengidentifikasi karakteristik teks naratif
2. Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif dengan tepat.
3. Menjelaskan pola kalimat dalam bentuk Simple Past Tense yang tepat sesuai dengan konteks penggunaannya dalam narrative text.
4. Memahami penggunaan adverb of time dan time conjunction pada teks naratif.
5. Menulis teks naratif pendek dengan memperhatikan struktur teks dan unsur kebahasaan secara tepat

D. Materi Pembelajaran

- Definition of Narrative

  Text The imaginative story fiction or nonfiction to entertain people

- Generic Structure

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- Orientation: It is about the opening paragraph where the characters of the story are introduced
- Complication: Where the problems in the story developed
- Resolution: Where the problems in the story are solved

- Language Features of Narrative Text
  - Using Simple Past Tense

    Simple Present Tense is a verb base form used to indicate that the event is happened in the past.

    Pattern:

    (+) Subject + Verb II + Object

    (-) Subject + did + not + Verb 1 + Object

    (?) Did + Subject + Verb 1 + object?
  - Using adverb of time: (once upon a time, one day, etc)
  - Using time conjunction (when, then, suddenly, etc)
  - Using action verb but also using mental verb (went, ate, walked, thought)

E. Model, Pendekatan dan Metode Pembelajaran

- Model : Problem-Based Learning
- Pendekatan : Ilmiah (Scientific Approach)
- Metode : Diskusi dan tanya jawab

F. Media dan Alat/Bahan

- Media: Cubes Story
- Alat/Bahan: Spidol, papan tulis.

G. Sumber Belajar

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- Internet: https://www.ruangguru.com/blog/struktur-dari-narrative-text

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- Book

H. Langkah Langkah pembelajaran.

1. Pertemuan Pertama

Kegiatan Pendahuluan		**Waktu**
Guru	**Siswa**	

Orientasi • Memberi salam dan menanyakan kabar • Mengecek kesiapan peserta didik untuk mengikuti pembelajaran dan meminta salah satu siswa memimpin doa. • Mengecek kehadiran peserta didik • Memotivasi peserta didik untuk tetap semangat belajar **Apersepsi** • Memberikan stimulus tentang : a. Rutinitas yang terjadi kemarin Ketika berada di sekolah. **Tujuan Pembelajaran dan Motivasi** • Menyampaikan tujuan pembelajaran, kompetensi yang hendak dicapai dan cakupan materi.	**Orientasi** • Menjawab salam dan kabar Menunjukkan kesiapan mengikuti pelajaran, dan mengajukan diri memimpin doa • Merespon pengecekkan kehadiran dengan mengangkat tangan atau menjawab "hadir" • Merespon kalimat motivasi yang disampaikan guru. **Apersepsi** • Memperhatikan dan menanggapi permintaan guru dengan menyampaikan contoh lainnya. **Tujuan Pembelajaran dan Motivasi** • Memperhatikan penjelasan guru tentang semua kegiatan yang akan dilakukan • Meningkatkan semangat kompetisi didalam diri siswa	10 menit
Kegiatan Inti		**Waktu**

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Guru	Siswa	
Tahap 1 : Orientasi Masalah • Menampilkan masalah yang berkaitan dengan past tense (kejadian di masa lampau) • Memberikan kesempatan kepada peserta didik untuk bertanya. Jika tidak terdapat pertanyaan pancingan terkait masalah yang diberikan.	**Tahap 1 : Orientasi Masalah** • Mengamati masalah yang diberikan guru • Bertanya atau menanggapi pertanyaan yang diberikan oleh guru	60 menit
Tahap 2 : Mengorganisasikan Kegiatan Pembelajaran • Membagi peserta didik menjadi beberapa kelompok kecil dengan tingkat kemampuan awal yang heterogen. • Membagikan LKPD tentang past tense sebagai bahan diskusi. •	**Tahap 2 : Mengorganisasikan Kegiatan Pembelajaran** • Bergabung dengan kelompok yang ditentukan oleh guru • Membaca dan memahami masalah yang disampaikan pada LKPD	
Tahap 3 : Membimbing Penyelidikan Individu dan Kelompok • Membimbing dan memantau jalannya diskusi, serta membantu kelompok yang mengalami kesulitan saat proses diskusi berlangsung.	**Tahap 3 : Membimbing Penyelidikan Individu dan Kelompok** • Berdiskusi mengerjakan LKPD yang diberikan	

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Tahap 4 : Mengembangkan dan Menyajikan Hasil Karya • Mengarahkan peserta didik untuk mengolah informasi hasil diskusi dan menuangkannya di LKPD. • Mengarahkan peserta didik untuk membuat resume di LKPD	**Tahap 4 : Mengembangkan dan Menyajikan Hasil Karya** • Mengolah informasi hasil diskusi dan menuangkan nya jadi LKPD • Membuat resume hasil diskusi di LKPD	
Kegiatan Penutup		**Waktu**
Guru	**Siswa**	
Rangkuman Refleksi • Memberikan umpan balik terhadap proses dan hasil pembelajaran • Memberikan reward (penghargaan) pada kelompok yang bisa mengikuti pembelajaran dengan bai	**Rangkuman Refleksi** • Membuat rangkuman atau simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan	10 menit

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2. Pertemuan kedua

Kegiatan Pendahuluan		**Waktu**
Guru	**Siswa**	

Orientasi • Memberi salam dan menanyakan kabar • Mengecek kesiapan peserta didik untuk mengikuti pembelajaran dan meminta salah satu siswa memimpin doa. • Mengecek kehadiran peserta didik • Memotivasi peserta didik untuk tetap semangat belajar	**Orientasi** • Menjawab salam dan kabar Menunjukkan kesiapan mengikuti pelajaran, dan mengajukan diri memimpin doa • Merespon pengecekkan kehadiran dengan mengangkat tangan atau menjawab "hadir" • Merespon kalimat motivasi yang disampaikan guru.	10 menit
Apersepsi • Guru Mengajukan pertanyaan Pemantik: 1. did your parents tell you stories when you were a child? 2. What story did you like most? 3. Now, do you like reading stories or watching movies?	**Apersepsi** • Memperhatikan dan menanggapi pertanyaan guru dengan menyampaikan jawaban.	
Tujuan Pembelajaran dan Motivasi • Menyampaikan tujuan pembelajaran, kompetensi yang hendak dicapai dan cakupan materi.	**Tujuan Pembelajaran dan Motivasi** • Memperhatikan penjelasan guru tentang semua kegiatan yang akan dilakukan • Meningkatkan semangat kompetisi didalam diri siswa	

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Kegiatan Inti		Waktu
Guru	**Siswa**	
Tahap 1 : Orientasi Masalah • Menampilkan masalah yang berkaitan dengan kehidupan sehari-hari tentang teks naratif . • Memberikan kesempatan kepada peserta didik untuk bertanya. Jika tidak terdapat pertanyaan pancingan terkait masalah yang diberikan.	**Tahap 1 : Orientasi Masalah** • Mengamati masalah yang diberikan guru • Bertanya atau menanggapi pertanyaan yang diberikan oleh guru	60 menit
Tahap 2 : Mengorganisasikan Kegiatan Pembelajaran • Membagi peserta didik menjadi beberapa kelompok kecil dengan tingkat kemampuan awal yang heterogen. • Membagikan LKPD untuk mengindetifikasi struktur naratif teks seperti: orientation, complication, dan resolution pada cerita tersebut dengan memberikan tanda kurung disamping teks. Dan menggaris bawahi past tense yang ada pada teks tersebut dengan spidol	**Tahap 2 : Mengorganisasikan Kegiatan Pembelajaran** • Bergabung dengan kelompok yang ditentukan oleh guru • Membaca dan memahami masalah yang disampaikan pada LKPD	

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berwarna.sebagai bahan diskusi. **Tahap 3 : Membimbing Penyelidikan Individu dan Kelompok** • Membimbing dan memantau jalannya diskusi, serta membantu kelompok yang mengalami kesulitan saat proses diskusi berlangsung. **Tahap 4 : Mengembangkan dan Menyajikan Hasil Karya** • Mengarahkan peserta didik untuk mengolah informasi hasil diskusi dan menuangkannya di LKPD. • Mengarahkan peserta didik untuk membuat resume di LKPD	**Tahap 3 : Membimbing Penyelidikan Individu dan Kelompok** • Berdiskusi mengerjakan LKPD yang diberikan **Tahap 4 : Mengembangkan dan Menyajikan Hasil Karya** • Mengolah informasi hasil diskusi dan menuangkan nya jadi LKPD • Membuat resume hasil diskusi di LKPD	
Kegiatan Penutup		**Waktu**
Guru	**Siswa**	
Rangkuman Refleksi • Memberikan umpan balik terhadap proses dan hasil pembelajaran • Memberikan reward (penghargaan) pada kelompok yang bisa mengikuti pembelajaran dengan bai	**Rangkuman Refleksi** • Membuat rangkuman atau simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan	10 menit

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3. Pertemuan Ketiga

Kegiatan Pendahuluan	
Guru	**Siswa**
Orientasi • Memberi salam dan menanyakan kabar • Mengecek kesiapan peserta didik untuk mengikuti pembelajaran dan meminta salah satu siswa memimpin doa. • Mengecek kehadiran peserta didik • Memotivasi peserta didik untuk tetap semangat belajar **Apersepsi** • Guru Mengajukan pertanyaan Pemantik: 1. Have you ever read a story acted out by animals? **Tujuan Pembelajaran dan Motivasi** • Menyampaikan tujuan pembelajaran, kompetensi yang hendak dicapai dan cakupan materi.	**Orientasi** • Menjawab salam dan kabar Menunjukkan kesiapan mengikuti pelajaran, dan mengajukan diri memimpin doa • Merespon pengecekkan kehadiran dengan mengangkat tangan atau menjawab “hadir” • Merespon kalimat motivasi yang disampaikan guru. **Apersepsi** • Memperhatikan dan menanggapi pertanyaan guru dengan menyampaikan jawaban. **Tujuan Pembelajaran dan Motivasi** • Memperhatikan penjelasan guru tentang semua kegiatan yang akan dilakukan • Meningkatkan semangat kompetisi didalam diri siswa
Kegiatan Inti	
Guru	**Siswa**

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Tahap 1 : Orientasi Masalah • Menampilkan masalah yang berkaitan dengan kehidupan sehari-hari tentang fable. • Memberikan kesempatan kepada peserta didik untuk bertanya dan menjelaskan materi narrative text (fable)	**Tahap 1 : Orientasi Masalah** • Mengamati masalah yang diberikan guru • Bertanya atau menanggapi pertanyaan yang diberikan oleh guru dan menyimak penjelasan guru mengenai materi narrative text (fable)
Tahap 2 : Mengorganisasikan Kegiatan Pembelajaran • Menyuruh siswa untuk melakukan secara pribadi dan mandiri • Membagikan LKPD untuk membuat teks naratif (fable) dan menggunakan cubes story sebagai media pembelajaran.	**Tahap 2 : Mengorganisasikan Kegiatan Pembelajaran** • mulai menyiapkan diri sendiri untuk mengerjakan LKPD • Membaca dan memahami masalah yang disampaikan pada LKPD
Tahap 3 : Membimbing Penyelidikan Individu dan Kelompok • Membimbing dan memantau jalannya diskusi, serta membantu kelompok yang mengalami kesulitan saat proses diskusi berlangsung.	**Tahap 3 : Membimbing Penyelidikan Individu dan Kelompok** • Berdiskusi mengerjakan LKPD yang diberikan
Tahap 4 : Mengembangkan dan Menyajikan Hasil Karya • Mengarahkan peserta didik untuk mengolah informasi	**Tahap 4 : Mengembangkan dan Menyajikan Hasil Karya**

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hasil diskusi dan menuangkannya di LKPD. • Mengarahkan peserta didik untuk membuat resume di LKPD	• Mengolah informasi hasil diskusi dan menuangkan nya jadi LKPD • Membuat resume hasil diskusi di LKPD
Kegiatan Penutup	
Guru	**Siswa**
Rangkuman Refleksi • Memberikan umpan balik terhadap proses dan hasil pembelajaran • Memberikan reward (penghargaan) pada kelompok yang bisa mengikuti pembelajaran dengan bai	**Rangkuman Refleksi** • Membuat rangkuman atau simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan

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I. Penilaian

1. Penilaian Sikap (Percaya Diri, Peduli, Tanggung Jawab, Displin)
   a. Displin

No	Nama Siswa	Aspek Sikap yang Dinilai				Catatan guru
		Datang tepat waktu	Mengerjakan tugas tepat waktu	Tertib dalam pembelajaran	Mengembalikan pinjaman	

		SB	PB	SB	PB	SB	PB	SB	PB	
1										
2										
3										
4										
5										

b. Tanggung Jawab

No	Nama Siswa	Aspek Sikap yang Dinilai						Catatan guru
		Menyelesaikan tugas belajar		Mengerjakan tugas pekerjaan rumah		Melaksanakan kebershihan didalam kelas		
		SB	PB	SB	PB	SB	PB	
1								
2								
3								
4								
5								

c. Peduli

No	Nama Siswa	Aspek Sikap yang Dinilai						Catatan guru
		Perhatian kepada teman		Membantu depan		Meminjamkan alat pembelajarn kepada teman		
		SB	PB	SB	PB	SB	PB	
1								
2								
3								
4								
5								

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d. Percaya diri

No	Nama Siswa	Aspek Sikap yang Dinilai	

		Berani tampil		Berani memberikan pendapat		Berani mencoba		Catatan guru
		SB	PB	SB	PB	SB	PB	
1								
2								
3								
4								
5								

Keterangan:

SB: sangat baik

PB: Perlu Bimbingan

2. Pengetahuan

NO	Nama Siswa	Hasil Penilaian pengetahuan			
		Aspek 1		Aspek 2	
		Tercapai ✓	Belum tercapai ✓	Tercapai ✓	Belum tercapai ✓
1					
2					
3					
4					
5					
	Keterangan: 1. Aspek 1 : mampu memahami text narrative 2. Aspek 2 : mampu membuat text narrative dengan generic structure yang baik.				

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Mengetahui	Medan, 14 Mei 2024
Guru Mata Pelajaran	Mahasiswa
Drs. Mhd. Rahlim Sirait	Nafa Nazwa Purba

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Appendix 4 Documentation

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Appendix 5 Surat Pernyataan Telah Melakukan Penelitian

KEMENTERIAN AGAMA REPUB LIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN DELI SERDANG
MADRASAH ALIYAH NEGERI 1 DELI SERDANG
Jl Limau Manis - Pasar XV Desa Medan Senembah Kecamatan Tanjung Morawa (20362)
Email : man1deliserdang@gmail.com

SURAT KETERANGAN
Nomor : B- 540 / Ma.02.21/PP.00.6/ 5 /2024

Kepala Madrasah Aliyah Negeri (MAN) 1 Deli Serdang Kabupaten Deli Serdang dengan ini menerangkan bahwa :

N a m a	: Nafa Nazwa Purba
N I M	: 0304201020
Fakultas	: Ilmu Tarbiyah dan Kependidikan (FITK)
Prodi/ Jurusan	: Tadris Bahasa Inggris
Jenjang Pendidikan	: Sarjana (S – 1) / UINSU, Medan

Telah selesai melaksanakan Kegiatan Penelitian/ Riset Skripsi yang telah dilaksanakan pada tanggal 14 s.d 28 Mei 2024 di Madrasah Aliyah Negeri (MAN) 1 Deli Serdang Dengan Judul : "THE EFFECT OF APPLYING CUBE STORY ON STUDENT WRITING SKILL IMPROVEMENT IN ENGISH NARRATIVE TEXT".

Demikian surat keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Tanjung Morawa, 28 Mei 2024
Kepala,

Drs. Sucipto Gito Siswanto, M.M
NIP. 196507091994121001

Appendix 6 Surat Permohonan Izin Penelitian

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-58913/ITK.III/ITK.V.3/PP.00.9/05/2024 13 Mei 2024
Lampiran : -
Hal : **Izin Riset**

Yth. Bapak/Ibu Kepala Surat izin penelitian skripsi ke sekolah

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	:	**Nafa Nazwa Purba**
NIM	:	**0304201010**
Tempat/Tanggal Lahir	:	**Tanjung Morawa, 03 Juli 2002**
Program Studi	:	**Tadris Bahasa Inggris**
Semester	:	**VIII (Delapan)**
Alamat	:	**TANJUNG MORAWA DESA BANGUN SARI GG DWIWARNA Kelurahan DESA BANGUN SARI Kecamatan TANJUNG MORAWA**

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jl. Limau Manis No.Pasar 15, Medan Sinembah, Kec. Tj. Morawa, Kabupaten Deli Serdang, Sumatera Utara 20362, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

The Effect of Applying Cube Story on Student Writing Skill Improvement in English Narrative Text

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

Medan, 13 Mei 2024
a.n. DEKAN
Ketua Program Studi Pendidikan
Bahasa Inggris

Digitally Signed

Maryati Salmiah, S.Pd, M.Hum
NIP. 198205012009012012

Appendix 7 Pre-test and Post-test Results of Experimental Class

PRE-TEST

Instruction!

1. Write your full name, class, and day/ date
2. Write an English Narrative text about a fable
3. write down a short narrative text using your words at least 150 to 200 words

Name : ZAHRA FATINAH

Class : XI-A.

Day/date : 17/05/2024 Jumlat.

Content : 20
organization : 15
Vocabulary : 14
language uk : 18
mech : 3

70

TITLE

The lion and the Mouse.

Orientation :

In the middle of a dense forest lived a majestic lion, feared by all the animals. In the same forest, there also lived a small, agile mouse that was always careful not to get caught by larger animals.

Complication

One day, the lion got trapped in a strong hunter's net. He stoggled hard to free him self but couldn't succeed. His roars were heard by the mouse who happened to be nearby. The mouse remembered the kindness the lion had shown by sparing his life once before. With strong determination, the mouse began to gnaw at the net. It took a lot of time and effort, but eventually, the mouse managed to cut trough the ropes and free the lion.

Resolution

The lion was very grateful to the mouse. He realized that although small, the mouse possessed great courage and a kind heart. From then on, the lion and the mouse became good friends, and the other animals in the forest learned that every creature, no matter how small, can provide great help when needed.

PRE-TEST

Instruction!
1. Write your full name, class, and day/ date
2. Write an English Narrative text about a fable
3. write down a short narrative text using your words at least 150 to 200 words

Name : ZAHRA FATINAH
Class : XI-A.
Day/date : 17/05/2024 Jumlah.

Content : 25
organization : 15
Vocabulary : 14
language use : 18
mech : 3
70

TITLE

The lion and the Mouse.

Orientation :

In the middle of a dense forest lived a majestic lion, feared by all the animals. In the same forest, there also lived a small, agile mouse that was always careful not to get caught by larger animals.

Complication

One day, the lion got trapped in a strong hunter's net. He struggled hard to free himself but couldn't succeed. His roars were heard by the mouse who happened to be nearby. The mouse remembered the kindness the lion had shown by saving his life once before. With strong determination, the mouse began to gnaw at the net. It took a lot of time and effort, but eventually, the mouse managed to cut through the ropes and free the lion.

Resolution

The lion was very grateful to the mouse. He realized that although small, the mouse possessed great courage and a kind heart. From then on, the lion and the mouse became good friends, and the other animals in the forest learned that every creature, no matter how small, can provide great help when needed.

PRE-TEST

Instruction!
1. Write your full name, class, and day/ date
2. Write an English Narrative text about a fable
3. write down a short narrative text using your words at least 150 to 200 words

Name : NIKITA A. Manurung
Class : XI - A
Day/date : Jum'at 17 Mei 2024

C = 22
O = 14
V = 14
L = 17
M = 3
70

TITLE

The lion and The mouse

Orientation

Once upon a time in a vast jungle, there lived a mighty lion named Leo. one day, while Leo was napping under a tree, a tiny mouse named milo accidentally ran across his paw

Complication

Leo woke up and trapped milo under his huge paw. "Please spare me, king Leo" begged milo. "If you let me go, I promise to help you someday." Amused by the idea, Leo laughed and released the mouse. A few days later, leo got caught in a hunter's net. Struggling to break free, he ~~food~~ roared in frustration.

Resolution

Hearing the roar, milo ran to the spot and gnawed trough the ropes, setting leo free. "You laughed at the idea of a small mouse helping you," said milo, "but today I saved your life." Leo was grateful and realized that event the smallest creatures can be of great help. From that day on, they became good friends.

POST-TEST

Instruction!

1. Write your full name, class, and day/ date
2. Write an English Narrative text about fable
3. write down a short narrative text using your words at least 150 to 200 words

Name : NIKITA AMIRA M.

Class : XI-A

Day/date : Selasa, 21- Mei - 2024

C : 25
O : 18
V : 17
L : 20
M : 4
85

TITLE

Ant and caterpillar : A tale of compromise

Orientation

On a sunny afternoon, under the shad of a tall tree, lived and ant and a caterpillar. The ant was bussy collecting food for its colony, while the cater pillar slowly munched on the tree's leaves.

Complication

One day, the ant noticed the caterpillar eating its favorite leaf.
" Hey, caterpillar! Stop eating that leaf! My colony and I need those leaves for shelter," shouted the ant angrily.
The caterpillar paused its eating and replied," But I need to eat too, ant. it's the only way I can survive." The argument between the ant and the caterpillar grew heated. The ant gathered its friends to drive the caterpillar away, while the caterpillar tried to defend itself. The tree stood silently, witnessing their endless quarrel. a

Resolution

Seeing this, a wise old owl flew down and asked, " why are you two fighting? The ant and the caterpillar explained their problems. The owl thought for a moment and said, " Ant, you can gather food from the ground below the tree, and caterpillar, you can eat the leaves from the higher branches. You both can live together without fighting." The ant and the caterpillar agreed and followed the owl's advice. They lived peacefully on the same tree, respecting and understanding each other's needs. From that day on, the ant and the caterpillar become good friends, proving that with a little compromise, even the biggest problems can be solved peacefully.

Appendix 8 Pre-test and Post-test Results of Control Class

PRE-TEST

Instruction!
1. Write your full name, class, and day/ date
2. Write an English Narrative text about a fable
3. write down a short narrative text using your words at least 150 to 200 words

Name : RIFA GHANIYA ARMY
Class : X1-B
Day/date : 5-11-2024 / Tuesday

C = 21
O = 15
V = 16
L = 16
M = 3
71

TITLE

.....The Angry Bee.....

Orientation one day in a crowded bee colony, there lived a very grumpy bee. Whenever something didn't go his way, he would immediately get angry and sting anyone who dared to come near him
At first, his friends to understand and help him, but because of his angry and aggressive attitude, they eventually began to avoid him.
The bee felt lonely and upset that no one wanted to be with her

Complication one day, the colony was attacked by a group of honey hunting bees. The rest of the bee friends worked together to defend their hive, but the grumpy bee was unable to join in as his rude attidtude had mad him an outcast
Seeing her friend in danger, the grumpy bee felt remorse for her always angry and unfriendly attitude

Resolution The angry bee helped his friens, Even though his attitude was not friendly, he didn't wan to lose his friends.
His friends were shocked to see the angry bee and helped them finally win from the ~~bee~~ hunting bee. The angry bee apologized to his friend because of his bad attitude. His friends forgave the angry bee

For Protagonist : The Angry bee
Place : forest
Time : Not known / Afternoon

CS Scanned with CamScanner

POST-TEST

Instruction!

1. Write your full name, class, and day/ date
2. Write an English Narrative text about fable
3. write down a short narrative text using your words at least 150 to 200 words

Name : RIFA GHANNA ARMY
Class : XI-B
Day/date : 5-23-2024 / wednesday

C = 22
O = 16
V = 18
L = 18
M = 3
77

TITLE

.....Cat and mouse.....

Orientation one day the cat and mouse were the best friends, they helped each other and needed each other, they couldn't be separated cats instead of fricking enemies, even animals are afraid of them Even though the cat lives in a very comfortable house and the mouse lives in the sewer, they are very good friend

Complication one day the cat was sleeping peacefully at home but the mouse was secretly taking cheese food in the refrigerator. The cat woke up to see the mouse taking its food without its knowledge. The cat woke up, the cat was very angry and immediately attacked the mouse, the mouse immediately ran away carrying the cheese he had taken the cat hates him more and more, not only does he takes his food, apparently the mouse gnaws at the sofa, bed and so on, the cat can no longer stand chasing the mouse until the cat gets the mouse

Resolution The mouse was scared and immediately told why the mouse took his food because the mouse was very hungry and grabbed the chair the mouse couldn't stand being hungry anymore, the mouse until the mouse stops crying, the mouse calms down and apologizes. The cat forgave him but on the condition that if he wanted to ask for food he had to get permission first and the mouse nodde happily

Character: cat and mouse
Setting Place : House
Problem : Hating

Scanned with CamScanner

PRE-TEST

Instruction!
1. Write your full name, class, and day/ date
2. Write an English Narrative text about a fable
3. write down a short narrative text using your words at least 150 to 200 words

C : 18
O : 15
V : 15
L : 13
M : 2
63

Name : Zahratul Husna
Class : XI - b
Day/date : Selasa/~~14~~ 14 - 05 - 2024

TITLE

The Lion and The Mouse

Orientation

When he has awakened by a tiny Mouse running across his body, a mighty Lion was sleeping in his lair. The lion then grabbed the frightened mouse with his huge paws and opened his mouth to swallow him directly. "Please, king," begged the Mouse, "Spare me this time and of course I will never forget your kindness. Someday I may be able to repay you." The lion thought that it was such an amusing idea that he let the poor creature go.

Complication

Sometimes later the lion was caught in a net laid by some hunters. Despite his great strength, the lion could not break free. Soon the forest echoed with angry loud roars. The little Mouse heard the lion and ran to see what was wrong.

Resolution

As soon as he succeeded to make the lion free.

"There!" said the Mouse proudly, "You laughed at me when I promised to repay your kindness, but now you know that even a tiny Mouse can help a mighty Lion."

CS Scanned with CamScanner

Instruction!

POST-TEST

1. Write your full name, class, and day/ date
2. Write an English Narrative text about fable
3. write down a short narrative text using your words at least 150 to 200 words

Name : Zahratul Husna

Class : XI-b

Day/date : Rabu/23-05-2024

C : 20
O : 18
V : 17
L : 16
M : 3
74

TITLE

The Greedy Lion

Orientation

One day, in a forest there was a lion who was hungry, at that time the weather was every hot the lion was looking for food here and there looking for food

Complication

He come out of his nest. He could fine only a small hare. He caught the hare with some hesitation. "This hare can't Fill my stomach, thought the lion.

As the lion was about to kill the hare, a deer ran that way. The lion became greedy. He thought that it is better to eat the big deer rather than the small hare.

Resolution

He let the hare go and went behind the deer. But the deer had vanished into the forest. The lion now felt sorry for letting the hare off.

Don't be greedy and easily dazzled by new things. Be grateful for what you already have.

CS Scanned with CamScanner

Appendix 9 Pre-Test and Post-Test Scores of Experimental Class

Pre- Test						Post- Test					
Students' Initial	**C**	**O**	**V**	**G**	**M**	**Students' Initial**	**C**	**O**	**V**	**G**	**M**
AA	**20**	**14**	**16**	**15**	**2**	AA	**22**	**18**	**17**	**15**	**3**
AZ	**18**	**16**	**15**	**10**	**3**	AZ	**20**	**18**	**14**	**15**	**3**
AS	**18**	**13**	**14**	**13**	**2**	AS	**23**	**19**	**18**	**21**	**4**
ASP	**22**	**14**	**14**	**17**	**3**	ASP	**25**	**18**	**19**	**19**	**4**
AR	**18**	**13**	**15**	**15**	**2**	AR	**23**	**20**	**19**	**19**	**4**
AA	**21**	**14**	**14**	**17**	**3**	AA	**23**	**19**	**17**	**19**	**4**
AS	**24**	**19**	**17**	**17**	**3**	AS	**27**	**18**	**18**	**24**	**3**
DNP	**23**	**15**	**14**	**18**	**3**	DNP	**26**	**16**	**17**	**18**	**3**
DH	**23**	**18**	**19**	**17**	**3**	DH	**27**	**21**	**18**	**20**	**4**
FH	**18**	**13**	**13**	**13**	**3**	FH	**24**	**18**	**17**	**18**	**3**
FN	**20**	**15**	**15**	**17**	**3**	FN	**26**	**20**	**17**	**20**	**3**
GI	**18**	**10**	**10**	**10**	**2**	GI	**20**	**14**	**16**	**17**	**3**
KZN	**20**	**15**	**16**	**16**	**3**	KZN	**25**	**18**	**18**	**19**	**4**
MR	**17**	**15**	**13**	**13**	**2**	MR	**24**	**18**	**17**	**15**	**3**
MRN	**18**	**14**	**15**	**15**	**3**	MRN	**22**	**14**	**17**	**14**	**3**
NAH	**23**	**16**	**15**	**18**	**3**	NAH	**26**	**18**	**19**	**23**	**4**
NAM	**22**	**14**	**14**	**17**	**3**	NAM	**25**	**19**	**17**	**20**	**4**
OR	**20**	**10**	**15**	**10**	**3**	OR	**25**	**17**	**17**	**18**	**4**
PAP	**18**	**10**	**10**	**10**	**2**	PAP	**23**	**17**	**14**	**16**	**3**
RAP	**25**	**14**	**14**	**13**	**3**	RAP	**23**	**14**	**16**	**18**	**4**
RA	**22**	**14**	**15**	**18**	**3**	RA	**26**	**20**	**20**	**19**	**4**
RH	**18**	**10**	**15**	**10**	**2**	RH	**22**	**14**	**17**	**15**	**3**
RP	**18**	**13**	**17**	**15**	**2**	RP	**23**	**17**	**18**	**15**	**2**
SA	**22**	**15**	**14**	**15**	**3**	SA	**23**	**18**	**18**	**17**	**3**
WAT	**18**	**14**	**13**	**15**	**3**	WAT	**25**	**18**	**15**	**18**	**3**
ZF	**20**	**15**	**14**	**18**	**3**	ZF	**25**	**19**	**19**	**20**	**4**

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Appendix 10 Pre-Test and Post-Test Scores of Controlled Class

Pre- Test						Post- Test					
Students' Initial	**C**	**O**	**V**	**G**	**M**	**Students' Initial**	**C**	**O**	**V**	**G**	**M**
AAR	**17**	**14**	**13**	**14**	**2**	AAR	**20**	**16**	**15**	**15**	**4**
AAS	**20**	**13**	**9**	**11**	**2**	AAS	**18**	**13**	**12**	**14**	**2**
ATN	**18**	**14**	**10**	**12**	**2**	ATN	**21**	**17**	**11**	**14**	**3**
AHN	**16**	**10**	**10**	**7**	**2**	AHN	**17**	**13**	**9**	**9**	**2**
EW	**14**	**9**	**8**	**7**	**2**	EW	**16**	**12**	**8**	**10**	**3**
FN	**18**	**14**	**15**	**12**	**3**	FN	**18**	**14**	**15**	**12**	**3**
IS	**23**	**16**	**15**	**14**	**3**	IS	**24**	**18**	**17**	**17**	**4**
KA	**16**	**14**	**10**	**12**	**2**	KA	**20**	**15**	**10**	**13**	**2**
MHA	**18**	**15**	**16**	**15**	**3**	MHA	**23**	**17**	**17**	**15**	**4**
MS	**15**	**10**	**10**	**13**	**2**	MS	**20**	**14**	**13**	**10**	**3**
MA	**19**	**15**	**15**	**16**	**3**	MA	**20**	**16**	**15**	**16**	**3**
NS	**17**	**13**	**15**	**13**	**2**	NS	**22**	**17**	**18**	**15**	**3**
NAP	**20**	**17**	**15**	**15**	**3**	NAP	**22**	**20**	**19**	**16**	**3**
NKA	**18**	**13**	**13**	**15**	**3**	NKA	**22**	**18**	**15**	**16**	**3**
NZS	**19**	**14**	**13**	**10**	**2**	NZS	**21**	**18**	**16**	**10**	**3**
NDL	**18**	**15**	**14**	**15**	**2**	NDL	**21**	**16**	**15**	**15**	**3**
PAF	**16**	**10**	**9**	**13**	**2**	PAF	**18**	**13**	**10**	**12**	**2**
PFS	**17**	**14**	**14**	**12**	**3**	PFS	**21**	**19**	**17**	**15**	**3**
RRW	**17**	**11**	**10**	**7**	**2**	RRW	**15**	**14**	**10**	**9**	**2**
RGA	**21**	**15**	**16**	**16**	**2**	RGA	**22**	**16**	**18**	**18**	**3**
SSZ	**21**	**15**	**13**	**15**	**3**	SSZ	**23**	**17**	**15**	**18**	**3**
SZT	**18**	**15**	**16**	**13**	**3**	SZT	**19**	**17**	**15**	**15**	**3**
TNK	**16**	**14**	**14**	**15**	**2**	TNK	**18**	**15**	**14**	**13**	**3**
ZH	**18**	**15**	**15**	**13**	**2**	ZH	**20**	**18**	**17**	**16**	**3**

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CURRICULUM VITAE

NAFA NAZWA PURBA is a student student majoring in English Education Department at the State Islamic University of North Sumatra, Medan. Born in Tanjung Morawa, 03rd July 2002. Her father's name is Rudy Ridwan Purba and her mother's name is Juli Ernawati. Located at Tanjung Morawa, North Sumatera, her education began in 2008 at MIS Al-Mukhlisin and graduated in 2014. Then, she continued her education at MTS Negeri 1 Medan and graduated in 2017. Subsequently, she continued her education at MAN 3 Medan and graduated in 2020. In September 2020 she began studying as a student at the Faculty of Tarbiyah and Teaching Training majoring in English Education Department at the State Islamic University of North Sumatera. The end of my bachelor's degree is proven by writing a thesis that will be completed in 2024 with the title "The Effect of Applying Cubes Story on Students' Writing Skill Improvement in English Narrative Text".

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