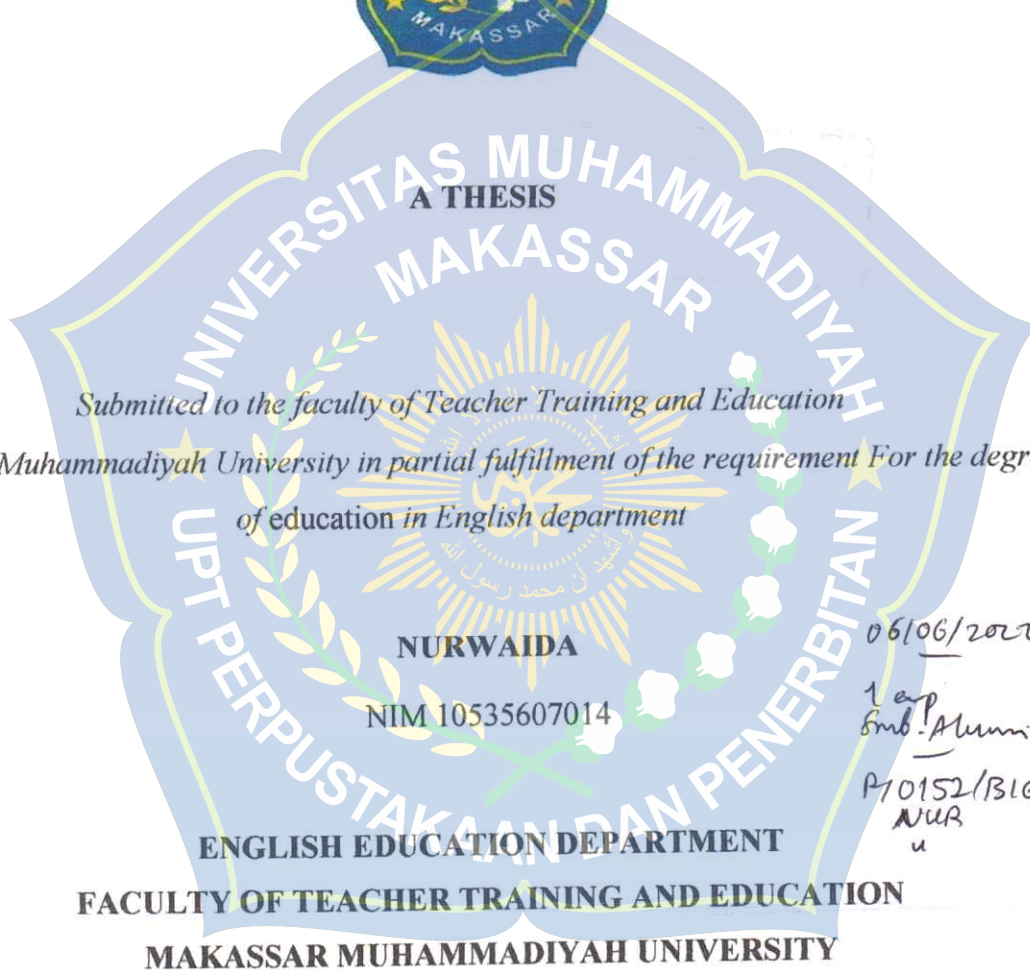


**USING FABLE STORY TO IMPROVE STUDENTS READING COMPREHENSION AT
SEVENTH GRADE OF SMP
NEGERI 4 MALUNDA**

(A Pre Experimental Research At Seventh Grade Of SMP Negeri 4 Malunda)



*Submitted to the faculty of Teacher Training and Education
Makassar Muhammadiyah University in partial fulfillment of the requirement For the degree
of education in English department*

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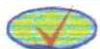
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2	-	Siapa yang punya	/
3	-	Kemampuan orang	/
4	-	Prosedur diri / Prolog	/
5	-	foto + ga	/
6	-	Chaga he from bar 4	/
7	-	12.	/
8	-	taubatkan Pening capaian	/
9	-	bagian dari 12.1 + 12.2	/
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MOTTO

“Never Give Up Set A Goal And Go For It “



ABSTRACT

NURWAIDA, 2022 English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University. Thesis: *using fable story to improve students reading comprehension di SMP Negeri 4 Malunda*, Supervised by Ummi Khaerati Syam and Saiful.

The objective of this research is to use fable story to improve the reading comprehension of seventh graders. In this study, students' understanding was focused on the literal and interpretative levels. Pre-experimental is a research method with pre-test and post-test as research instruments. The population in this study were students of SMP Negeri 4 Malunda totaling 73 students. Researchers took one class, namely class 1.A as a sample consisting of 25 students.

The results showed that with the average results of the pre-test and post-test scores. students have increased. The average pre-test score was 41.00% in terms of literal comprehension and 46.00% in terms of interpretive comprehension, after being given treatment the post-test average score of students increased by 66.00% in terms of literal comprehension and 72,00 % in interpretive terms.

This is evidenced in the results of the significance test in finding reading comprehension focusing on the literal with a t-test value of $27,386 > 2,064$ and interpretive with a t-test of $20,663 > 2,064$. It is used to determine the hypothesis that occurs in this study. The hypothesis (H_0) which was declared insignificant was rejected and the hypothesis (H_1) was accepted, because the results of the t-test value for both literal comprehension (27,386) and interpretive comprehension (20,663) were greater than the t-table value (2,042).

It was concluded that there was an improve in students' reading comprehension related to literal and interpretive reading comprehension in the use of fable story.

Keywords: Reading Comprehension, Fable Story, Literal And Interpretative

ABSTRAK

NURWAIDA, 2022 Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Tesis: Menggunakan cerita fabel untuk meningkatkan pemahaman membaca siswa di SMP Negeri 4 Malunda, Dibimbing oleh Ummi Khaerati Syam dan Saiful.

Tujuan dari penelitian ini adalah untuk menggunakan cerita fable untuk meningkatkan pemahaman membaca siswa kelas tujuh. Dalam penelitian ini, pemahaman siswa difokuskan pada tataran literal dan interpretatif. Pra-eksperimen merupakan metode penelitian dengan instrumen penelitian pre-test dan post-test. Populasi dalam penelitian ini adalah siswa SMP Negeri 4 Malunda yang berjumlah 73 siswa. Peneliti mengambil satu kelas yaitu kelas 1.A sebagai sampel yang terdiri dari 25 siswa.

Hasil penelitian menunjukkan bahwa dengan hasil rata-rata nilai pre-test dan post-test, siswa mengalami peningkatan. Rata-rata skor pre-test adalah 41,00% untuk pemahaman bacaan literal dan 46,00% untuk pemahaman bacaan interpretatif, setelah diberikan perlakuan skor rata-rata post-test siswa meningkat sebesar 66,00% untuk pemahaman bacaan literal dan 72,00% dalam istilah interpretatif.

Hal ini dibuktikan dengan hasil uji signifikansi menemukan pemahaman bacaan fokus literal dengan nilai t-test $27.386 > 2.064$ dan interpretative dengan t-test $20.663 > 2.064$. Hal ini digunakan untuk menentukan hipotesis yang terjadi dalam penelitian ini. Hipotesis (H_0) yang dinyatakan tidak signifikan ditolak dan hipotesis (H_1) diterima, karena hasil nilai uji-t baik pemahaman literal (27.386) dan pemahaman interpretatif (20.663) lebih besar dari nilai t-tabel (2.042).

Disimpulkan bahwa ada peningkatan pemahaman membaca siswa terkait pemahaman membaca literal dan interpretatif dalam penggunaan cerita fabel.

Kata kunci: Pemahaman Membaca, Cerita Fabel, Literal Dan Interpretatif

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In the name of Allah, The Most Gracious and The Most Merciful. The Lord of Universe, the writer could finish this thesis as one of the requirement for Sarjana Pendidikan in English Education Department of Educational Faculty of Makassar Muhammadiyah University. Secondly, also shalawat and salam be with our Prophet Muhammad SAW who has guided us from the darkness to the bright future.

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Februari, 2022

The Researcher


NURWAIDA

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CHAPTER I

INTRODUCTION

A. Background

English is one of the foreign languages studied at school. In the current era of globalization, English is an important language to learn, this is because English is an international language. The fact shows that many science books, language, and others are written in English, so to understand these books, of course, one must understand English.

Made Hela et al. (2015) state that there are four aspects of language skills, namely listening, speaking, writing, and reading. Of the four skills, reading skills are one of the skills that need to be possessed by someone, including teachers and students. These skills are very helpful in the smooth process of teaching and learning English.

In Indonesia today, English is taught from an early age from formal education. In the 2013 curriculum, reading is a top priority for students to learn. In each subject, student learning activities involve reading. But in reality, reading is a difficult language skill, especially students who still have difficulty reading and understanding the contents of reading texts.

Leipzing (2001), state that reading is the motivated and fluent coordination of word recognition and comprehension, fluency, and motivation. Learn how readers integrate these to make meaning from print. it requires that we: identify the words print a process called word recognition, construct an understanding from them process called

comprehension, coordinate identifying words and making meaning so that reading automatic and accurate an achievement called fluency.

Reading is about understanding written texts, it is a complex activity that involves perception and thinking. Reading consists of two related processes: word recognition and understanding. Word recognition refers to the process of understanding how written symbols correspond to one's spoken language. Comprehension is the process of understanding connected words, sentences, and texts. As one of the language skills, reading is very important in the language teaching and learning process, but it is not easy to do.

According to the definition of Debbie Miller (2013), reading comprehension is the structure of a text that has meaning between readers through a reciprocal relationship conveyed in a text. According to this theory, reading comprehension is the understanding of messages in a text that is carried out by the reader

There are many kinds of reading text in reading, such as narrative, recount, report, descriptive, explanation, analytical exposition, hortatory exposition, procedure, news item and so on.

Almost students can't understand reading well, can't draw the conclusion they read and can't decide the main idea of reading. According to Dwiarti (2005),

There are many factors that can cause the low level of the students' reading comprehension that is internally and externally. Internally the low level of students

reading comprehension is less motivation, less reading interest, and less critical thinking. Externally is less teacher strategy, less of parental support and less of facilities in using media.

Reading comprehension is the skill to express the ideas and understand messages in a text which is the goal of a writer. Reading comprehension is one of the many lessons in school, both for students and others. Then, the teacher can also introduce reading comprehension by assessing the students' abilities. To improve reading comprehension in this study, researchers used fable story to improve students' reading comprehension

Zaidan, et al. (2007) states that fables are short stories that contain moral teachings with animal characters with human-like characteristics; animal stories; story animals.

In the 21st century, Neapolitan writer Sabatino Scia is the author of more than two hundred fables which he describes as "the fables of western protest." Characters are not only animals, but also objects, creatures, and elements from nature. Scia's goal is the same as in traditional fables, playing the role of revealing human society. In Latin America, brothers Juan and Victor Orcuri Garcia have contributed to the renaissance of fairy tales. But they did it with a new idea: using fables as a means of spreading the traditional literature of the place

Researcher used fable story to improve students' reading comprehension in SMP Negeri 4 Malunda cause Conditions that occur most of the students can not speak English. Because more intensive observations were made, the problem was more on reading comprehension. Students cannot understand the reading in the text. Therefore, their understanding of the material being taught is quite lacking. The problem faced by students of SMP Negeri 4 Malunda, especially grade VII, is that it is difficult to read sentences in the text, because most of them usually use regional languages in everyday life, so English is their third language after Indonesian.

Based on interview with seventh grade educators at SMP Negeri 4 malunda that when learning English the aspects of students' reading skills appear to lack interest, in addition to the concentration of students who are less focused and less serious in reading English texts, and the lack of student activity during the learning process . Many students do not pay attention to the teacher in explaining the subject matter in class. Reading comprehension skills serve as a tool to increase the success of students' studies and as a provision to enter the community. Skilled or able to read comprehension well will facilitate the study, not only for the sake of studying English, but also for other subjects.

B. Research Questions

Reading plays an important role in improving the language skills of readers, especially in foreign language settings. If reading comprehension fails, students need to improve their understanding. This is demonstrated by the importance of reading

strategies and their aim to facilitate not only the reading process for students but also to give them a clear view of what they are reading.

Based on the background of the research above, the researcher wants to know whether using fable story can improve the reading comprehension of seventh grade of SMP Negeri 4 Malunda?

The formulation of the problem from this research is as follows:

Does the use of fable story to improve seventh grade students' reading comprehension ?

C. Objective Of The Study

Setting goals in an activity is an important part. Because, with a clear goal, the activity or action will have a clear direction as well. In line with the formulation of the problem above, the objective of this research is to use fairy tales to improve the reading comprehension of seventh graders.

D. Significance of the study

a. For Teachers

The results of this study, it is hoped that teachers can gain new experiences about learning to read by using fable stories. It is also expected that teachers will use fable story as a teaching and learning method, so that the presentation is more interesting and student learning outcomes can improve learning to read English.

b. For students

The results of this study are expected to be useful for students in learning to read so that they can support the success of English subjects and other subjects. Thus, it is hoped that students will be more active in the process of learning to read so that they can improve their reading skills.

c. For School

The results of this study are expected to be a contribution of thought for improving the learning process at SMP Negeri 4 Malunda, especially in the process of learning to read in lower grades.

E. Scope Of The Study

The scope of this research is only focused on using fable story to improve reading comprehension in literal and interpretative comprehension for seventh grade students at SMP Negeri 4 Malunda

CHAPTER II

LITERATURE REVIEW

A. Research Results

There are several researchers who show similar research results. Researchers found several useful results in the learning process, namely:

1. Romdoni, U. (2020) Conducting research of using fable story to improve reading comprehension skill at the first grade of Mts Miftahul Ulum Gondang Rejo Gondang Wetan Pasuruan. (2) Toknow the students' responses in reading comprehension skill by using fable story at first grade of MTs Miftahul Ulum Gondangrejo Gondangwetan Pasuruan. The researcher is carried out at Mts Miftahul Ulum used for the research is descriptive qualitative. The data collection technique which is used in this research is observation checklist; it is used to obtain the data of the implementation of the fabled story to improve reading comprehension skill. The result of students responses that are taken from the interview, most of them gave positive reactions in reading comprehension skill by using fable story.
2. Oktavia Lestari, P (2017). Conducting research aims to determine the effect of the learning model on the ability to write fable texts by class VIII students of SMP Muhammadiyah 3 Medan in the 2016/2017 academic year. The population of this study is a class of 50 students, consisting of 2 Based on the determination of the selected sample, class VIII A as the experimental class

and VIII B as the control class. The method used is the experimental method. Based on the results of the study, the ability to write fable texts using modeling methods in the experimental class Good because 7 students achieved a score of 66 -79 (32%) while the ability to write fable story texts using conventional learning models / lectures in the control class is lacking because 11 students reach a value of 40-54 (40%). From the results of hypothesis testing where $t_{count} > t_{table}$ $dk = (N1 + N2) - 2 = 48$ by comparing the value of t_{count} with the table the value obtained is higher than the t-table, namely $13.78 > 1.78$.

3. Mislani (2015) conducted a study on improving Students' Reading Comprehension of Narrative Texts Using Fables in Class X SMAN 1 Bonai Darussalam. This research uses Classroom Action Research (CAR). carried out two cycles where each cycle consisted of planning, implementing actions, observing, and reflecting. The data is collected through qualitative and quantitative data. Qualitatively obtained by analyzing field notes, observation sheets and interviews. Then quantitative data was obtained from the students' writing scores in cycle I and cycle II. The findings of this study indicate that the students' reading comprehension of narrative texts from the average reading test of narrative texts in cycle 1 is 60, 85 to 73.50 the average reading comprehension in cycle 2.

From the related literature above, it can be concluded that all studies have conducted research on using fable stories in class.

In addition, the studies above also have similarities with this study. That is, both use fables. Meanwhile, what is different from this research, the first research is different from the research from Romdoni who conducted fable story research to improve the reading comprehension skills of grade I students. Exactly the same as this research which was studied by researchers using fable stories but there is a difference, namely where researchers only use fable stories. to in improving students reading competence. Second research. Mislani who conducted research on Improving Reading Comprehension of Narrative Texts Using Fables for Class X Students of SMAN 1 Bonai Darussalam. By using research (CAR). This research is exactly the same as the research that the researcher did, but there is a difference from this study, namely where this study uses narrative texts for fables while the researchers only use fable stories to improve reading comprehension. the last one is from Octavia Lestari, where this study aims to determine the effect of the learning model on the ability to write fable texts for class VIII students of SMP Muhammadiyah 3 Medan, the same as that used by the initial researcher, namely Ramdoni Mislani, but what is different from this research is how to determine the effect of learning model on the ability to write fable texts, while researchers only use fable stories to improve reading comprehension.

B. Some Partinent Ideas

1. Understanding Of Reading

Reading is a process that is carried out and used by readers to get the message to be conveyed by the author through the medium of words or written

language (Tarigan, 2005: 7). reading is an activity do to obtain ideas through understanding something. reading is a communication activity that aims to understand the ideas conveyed by the author. Reading will provide information and bring up the ideas and imagination of a writer. when you finish reading an article or a book, the idea to write again appears triggered by the reading results. So, the reading process is a trigger for writing. The habit of writing is impossible if it is not accompanied by the habit of reading. Reading is the main means towards writing skills. Reading and writing are two complementary language skills.

Based on the description above, it can be concluded that with reading activities, someone will give encouragement to give birth to an imagination so that ideas will be created automatically. When writing short stories, someone will find new ideas, ideas, and imaginations from the reading experience and his ability to understand the fables that are read to reproduce a fable text.

2. Reading Technique

Reading technique is very important because it is a tool to obtain information from the field of science that needs to be read by students who are developing their intellectual abilities. Students who do not have the skills to use good reading techniques will always be left behind quickly by information from these various fields. Reading skills are an aspect that must be trained to students, because reading is very important in the fluency of learning. A person's success in reading depends on conditions or situations, both from the reader, reading material, and from the environment where the activity takes place.

3. Type Of Reading

There are two types of reading according to experts:

a. Extensive reading

is a reading program that is carried out extensively, including reading material that is used in various ways and is read in a short time. Extensive reading is divided into three, namely survey reading, skimming reading, and superficial reading (Harras & Sulistianingsih, 1997).

b. Intensive reading

Reading is a reading activity that is carried out carefully, which is only reading one or several choices of available material to grow and hone critical reading skills. Intensive reading is divided into four, namely careful reading, comprehension reading, critical reading, and reading ideas (Harras & Sulistianingsih, 1997).

4. Levels of Reading Comprehension

Burn in saiful (2019) divides the comprehension into four levels of skills. Each of these skills could be explained as follows:

a. Literal Reading

Literal reading is getting the primary, direct, literal meaning of an idea in context. Literal reading refers to the ideas and facts that are directly stated on the printed pages. Literal reading refers to the ideas and facts that are directly stated on the printed pages.

b. Interpretative Reading

It is the process of deriving ideas that are implied rather than directly state.

Interpretative reading involves reading between the lines or making inferences.

c. Critical Reading

Critical reading compares previous experience to element in the new material such as content style, expression, information, and ideas or values of the author. evaluation of the material, compare ideas which is found in the printed material with known standards conclusions about their appropriateness, and timeliness

d. Creative Reading

The way of the author to test the reader which exclude to answer based on the text given and based on their understanding, imagination, and comprehension;

The type of reading discussed in this study is reading comprehension

C. Reading Comprehension

1. Definition of Reading Comprehension

Reading is a very important skill to be mastered by every individual. According to Tarigan (2008: 7), reading is a process that is carried out and used by readers to get the message that the author wants to convey through written language. The purpose of reading in general is to obtain information, include

content, and understand the meaning contained in the reading material. By reading, one can broaden their horizons and knowledge.

There are several types of reading that a person can do. In terms of whether or not the reader's voice is heard, the reading process is divided into reading aloud and reading silently. According to Tarigan (2008: 23), reading aloud is an activity that is a tool for teachers, students, or readers together with other people or listeners to capture and understand the author's information, thoughts, and feelings. Silent reading is reading silently. Furthermore, it is said that reading silently can be divided into two, namely (1) extensive reading and (2) intensive reading. Both types of reading, have their own parts. The division is as follows.

1. Extensive reading is reading as much reading text as possible in the shortest possible time (Tarigan, 2008: 32). The purpose of extensive reading is to understand important content quickly and efficiently. Extensive reading includes, (1) survey reading, (2) skimming, and (3) superficial reading.
2. Intensive reading includes reading content studies and language studies. Reading the content study is divided into, (1) reading carefully, (2) reading comprehension, (3) critical reading, and (4) reading ideas. Reading comprehension activities are an activity that aims to get in-depth information about what is read, in order to understand the contents of a reading material well, it is necessary to have good reading comprehension skills. Comprehension is one of the important aspects in reading activities because

in essence understanding a reading can improve reading skills itself and for certain goals to be achieved.

2. Aspects of reading comprehension

Reading is a complex skill that involves a series of smaller skills. In order for someone to be able to reach a certain level of understanding, it should be a long process, therefore we need to know and master several aspects of reading comprehension.

Aspects in reading comprehension include:

1. Understanding simple meanings (lexical, grammatical, rhetorical).
2. Understanding significance or meaning (the author's intent and purpose, relevance/cultural state of reading reaction).
3. Evaluation or assessment (content, form).
4. Flexible reading speed, which is easily adapted to the situation.

In reading comprehension, the reader is not only required to just understand and understand the contents of the reading, but he must also be able to analyze or evaluate and relate it to the experiences and prior knowledge has.

3. The Role of Student Response in Learning

In this study, one aspect that needs to be considered is the student's response to the teacher's strategy in teaching reading comprehension. They are the students' responses from adjusting eyes and ears to their teachers' teaching strategies (sensory orientation response), responses from putting students' minds on the teaching and learning process (attention to responses) and focusing attention

on relevant or important signals, and teaching aids or instruction in teaching reading comprehension.

Reading comprehension in this study is related to students' ability to understand reading texts.

According to Grellet (1996: 3), reading is the process of understanding a reading text. The statement implies that when the teacher carries out reading activities in class, the teacher must ensure that students can understand the author's ideas written in the text. Thus, reading comprehension activities will be carried out effectively in the teaching and learning process.

Given the importance of reading for students in the daily teaching and learning process, teachers need to consider the best strategies in teaching reading to improve students' understanding. In fact, teachers usually provide a lot of reading material to students without thinking about how students read them with pleasure and meaning, so that students can capture information and understand texts effectively. Students need strategies to help them understand the reading text better. One strategy that can be applied in learning to read is to help students read a lot of book material with pleasure by combining implicit learning and explicit learning. Extensive reading is one strategy that involves implicit learning. It can improve word reading fluency through multiple reading, improve text reading fluency by reading text.

D. Teaching Reading by Using the Media.

The meaning of media is often associated with means of communication. The term media often refers to any device that carries information from a message source to a destination. In everyday life we can see several examples. They are television, radio, books, recordings, and pictures. Media is any device that helps the instructor to convey to students facts, skills, attitudes, knowledge and appreciation or additional materials used when using certain teaching methods to make learning easy, because it is intended to help teachers to teach more reflectively and students to understand concept more effectively.

According to Gerlach, in general, media includes people, materials, equipment, or activities that create conditions that enable students to acquire knowledge, skills, and attitudes. So in this sense the media are not only intermediaries such as TV, radio, slides, printed materials, but include people or humans as learning resources or activities such as discussions, seminars, field trips, simulations and so on which are conditioned to increase knowledge, and insights, change student attitudes, or add skills.

In conclusion, media is a way for teachers to communicate with students. It not only helps teachers to communicate and convey messages to students, but also provides feedback so that students can bring meaningful learning experiences.

E. Fable Story

Fable story are a type of literary work written for student consumption so that the stories in fables have a simple form and are easily understood by students. By reading fables, a student is able to learn from the moral values contained in the story so that it can shape the student's character and the role model in the story is able to inspire student behavior in everyday life. One of the values of character education that becomes the main topic is honest character.

A fable contains moral values that can ultimately shape the character of students, judging from the attitudes and behavior of the characters. Through the story and the attitude and behavior of the character, the reader is expected to be able to draw the message to be conveyed. In a fable, moral messages can be conveyed in two forms, namely directly and indirectly. The form of delivering moral messages directly occurs if the moral message to be conveyed is clearly stated and taught. The second form, namely indirect delivery occurs if the message to be conveyed is implied in the story, blends coherently with other story elements (Nurgiyantoro, 2007: 329). The author does not simply convey it in the form of a sentence. Messages are conveyed usually through events, conflicts, character attitudes in dealing with events, as well as the thoughts of the characters in them. The following is an example of a fable that refers to the cultivation of honest character in students.

Zaidan, et al. (2007) stated that fables are short stories that contain moral teachings with animal characters with human-like characteristics; animal stories; story animals.

Sudarmadji, et al. (2010) complements the opinions above that fables are stories about the world of animals or plants that seem to be able to talk like humans generally. Fables usually tell about life in their nature, where they live and live. Sudarmadji (2010:12) adds that fable stories are not only about animal life but also involve plant life to support the existing story.

Based on the opinions above, it can be concluded that fables are stories about the lives of animals that behave like humans. Fables are fictional stories, not stories about real life. Fable stories are often called moral stories because the messages in fables are closely related to morals. Thus, fables can be interpreted as linguistic expressions (written) that contain stories about the life of animals that behave like humans.

Fables are also short story that describe a moral. In contrast to parables, fables often include a talking animal or an animated object as the main character. This interaction of animals or inanimate objects reveals a general truth about human nature, namely that one can learn practical lessons from the fictional antics of fairy tales. However, the lessons learned are not allegorical. Every animal is not necessarily a symbol of something else. Instead, the reader learns the lesson as an example - an example of what one should or should not do someone.

Fables are short animal tales, most often told or written with a moral tag in the form of a proverb. So to convey morals is the goal of most fairy tales and fairy tales are the means through which, provide convincing illustrations and arguments for morals. As a specific development in the form and content of animal fables, fairy tales

are relative. Sophisticated and not derived from folklore, although it may be made of folk material, and once compiled can be absorbed into the culture and exchanged as traditional oral folklore.

F. Advantages of Using Fable Story in Language Teaching

1. Fable

Fables are fairy tales about animals that are depicted like humans (the behavior of animal life that satirizes human life) the animals in this story can talk and have good character like humans (mal. 2008).

2. Advantages Of Fable Story

The design of the developed teaching materials is structured with the aim that students are interested in reading and writing fable texts and can take valuable lessons from the stories they read. An example of an example of a fable text that is used as a model in this teaching material is a story that can inspire students to have good soft skills. That is, students after reading the story are inspired to have critical and creative thinking skills, are good at communicating, good at adapting, innovating.

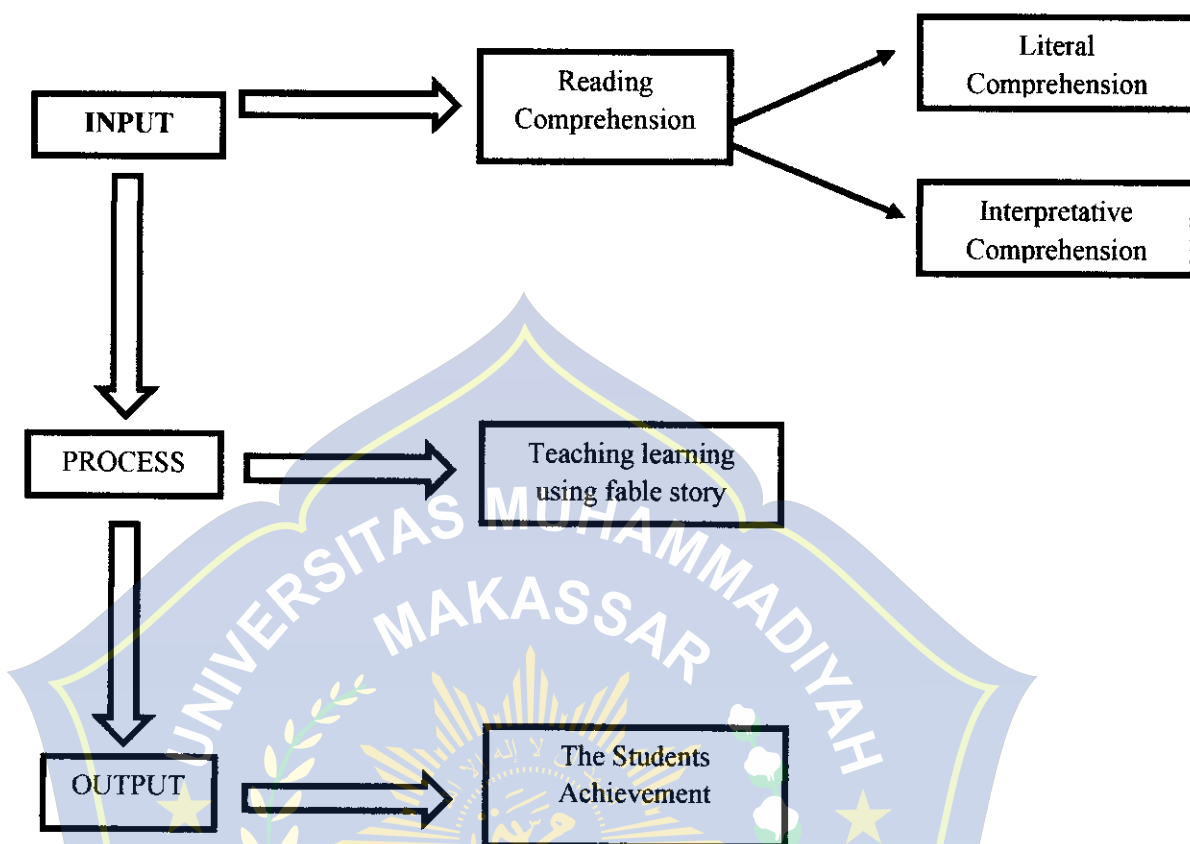
The lesson that can be taken from fable stories is that fable stories are a type of literary work written for student consumption so that the stories in fables have a simple form and are easily understood by students. By reading fables, a student is able to learn from the moral values contained in the story so that it can shape the student's character and the role model in the story is able to inspire student behavior

in everyday life. One of the values of character education that becomes the main topic is honest character.

A fable contains moral values that can ultimately shape the character of students, judging from the attitudes and behavior of the characters. Through the story and the attitude and behavior of the character, the reader is expected to be able to draw the message to be conveyed. In a fable, moral messages can be conveyed in two forms, namely directly and indirectly. The form of delivering moral messages directly occurs if the moral message to be conveyed is clearly stated and taught. The second form, namely indirect delivery occurs if the message to be conveyed is implied in the story, blends coherently with other story elements (Nurgiyantoro, 2007: 329). The author does not simply convey it in the form of a sentence. Messages are conveyed usually through events, conflicts, character attitudes in dealing with events, as well as the thoughts of the characters in them. The following is an example of a fable that refers to the cultivation of honest character in students.

G. Conceptual Framework

The concept of implementing using fable story to improve students' reading comprehension has been explored in the previous discuss. A conceptual framework derived from that concepts above will be present as follows



Input : It refers to the students' reading comprehension on literal and interpretative comprehension before the treatment.

Process : It refers to the implementation using fable story on treatment

Output : The output the students' reading comprehension achievement after do the treatment

H. Hypothesis

The hypothesis of this research are:

H_I : Fable story does improve students reading comprehension

H₀ : Fable story does not improve students reading comprehension

CHAPTER III

RESEARCH METHODS

A. Research Design

This research employed the pre-experimental design with one group pre-test and post-test. This design involved one group as pre test (O1) exposed to treatment (X), and post-test (O2).

Table 3.1. Research Design

01	X	02
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Information:

O1 = Pre-test

X = Treatment

O2 = Post-test

(Gay in Hasmi, 2013:16)

B. Variables and Indicator Research

1. Variable

a. Independent variable (X)

The independent variable using fable story. It be used to enhance students' reading comprehension skill.

b. Dependent Variabel (X)

The dependent variable the students' reading comprehension skill influenced by independent variable that will using fable story.

2. Indicators

The indicator this research was the students improve in reading a text after learning process using fable story to improve reading comprehension

C. Population and Sampel of Research

In this part, the researcher is described about sample and population of the research:

1. Population

The population of the research was the seventh grade students of SMP Negeri 4 Malunda in the academic year of 2021-2022. There were three classes, from class VII, Those classes consist of 24-25 students each class. Total number of popolation is 73 students.

2. Sample

The researcher took one class that was class 1.A as a sample, it consisted of 25 students. The researcher used purposive sampling technique because based on the observation, the researcher found one of the six classes that the students learnt about narrative text. In this case, the researcher wanted to know the effect of using fable story to improve reading comprehension at students of grade 1.A SMP Negeri 4 Malunda.

D. Instrument

Research instruments were tools for collecting data. In this study, researchers used one type of instrument, the reading test to make students easy to know or understand the discussion of the text. The type of text used to assess students is fable text determine the level of students reading comprehension. The research instrument consisted of text essay. Tests were given to students twice, namely pre-test and post-test.

E. Research Procedure

The procedure of collecting data in this research covered the following steps as follows:

1. Pre-test

Administered the pre-test. The pre-test was needed to know the elements of reading comprehension students who literal comprehension in reading and in interpretative comprehension in reading. The research asked the student to read the paragraph one by one.

2. Treatment

Conducted the treatment. The students one by one in reading the paragraphs.

a. Meeting 1

- 1) The research gave the paragraph
- 2) The research asked the students to read the text in one by one.
- 3) The students asked to answers the questions.

- 4) The students asked to tell the answers about main idea from the paragraph.

b. Meeting 2

- 1) The researcher continued the materials
- 2) The student asked to back and sit together with their classmate.
- 3) The researcher gave another types of paragraph test.
- 4) The researcher asked the students to read the next in one by one to read text.
- 5) The students asked to tell the answer about main idea from the paragraph

c. Meeting 3

- 1) The research contiinoud the materials
- 2) The students asked to back and sit together with their friend.
- 3) The researcher gave another types of paragraph text.
- 4) The students asked to tell the answer about main idea from the paragraph

d. Meeting 4

- 1) The researcher repeated and reminded all the material to all of the students
- 2) The researcher asked one by one about their understanding
- 3) The researcher asked the students to tell about “ the teacher “. The aims will to prepare the students to face the post-test

- 4) The researcher checked the task and gave explanation to the students
- 5) The students gave advices and suggestions

3. Post-test

Administered the post-test. The post – test was conducted after the treatment. In the post-test, the researcher asked the students to tell main idea, and conclusion from the text in front of their classmates.

F. Technique Of Data Analysis

In technique of data analysis, the researcher analyzed data quantitatively. The data were taken from pre test and post test through the scoring of the students literal (main idea) and interpretative (conclusion) reading comprehension with the criteria:

Table 3.2 Scoring Rubric of Literal Comprehension

No	Indicator	Score
1	The answer includes a clear generalization that states or implies the main idea	4
2	The answer states or main idea from the story	3
3	Indicator inaccurate or incomplete understanding of main idea	2
4	The answer include minimal or no understanding of main idea	1

Pollard (2007.25)

Table 3.3 Scoring Rubric of Interpretative Comprehension

No	Indicator	Score
1	Conclusion reflects recourse readings in development of idea. It is excellent.	4
2	Conclusion reflects reading in development of idea. It is good.	3
3	Conclusion reflects only reading in development of idea. It is poor	2
4	Conclusion there answer but do not reflect any reading of recourse in development idea	1

Clarke (1990)

The data from the pre-test and post-test are analyzed by using steps as following :

1. Scoring, the data classified as follows:

No	Score	Classification
1.	96 -100	Excellent
2	86 -95	Very good
3	76 -85	Good
4	66 – 75	Fairly good
5	56 -65	Fair
6	36 -55	Poor
7	00 -35	Very poor

(Depdikbud In Kasma 2019)

2. Scoring the students correct answer of pre-test and post-tests by using the following formula

Correct Answer

$$\text{Score} = \frac{\text{Correct Answer}}{\text{Maximum scor}} \times 100$$

CHAPTER IV
RESEARCH FINDINGS

A. Findings

The research findings relate to the using fable story of reading in teaching reading comprehension which consists of increasing students' literal understanding in terms of content and interpretive understanding in terms of conclusions.

1. The mean of the students' literal and interpretative reading comprehension

The findings of this study present a description of the research results through the distribution of pre-test and post-test scores by applying fable story reading activities. This is indicated by the average score of students in literal and interpretive reading comprehension and the percentage increase. It can be seen in the table below:

Table 4.1 mean score and improvement of students literal and interpretative reading comprehension

Indicator	Mean score		Improvement (%)
	Pre Test	Post Test	
Literal	41.00	66.00	60,97 %
Interpretative	46.00	72.00	56,52 %

Shows that there are differences in students' pre-test and post-test scores in literal and interpretive reading comprehension. In literal understanding, data analysis shows that the average score of students increases from pre-test to post-test. The average pre-test score of students is 41.00 and is quite adequate. However, after applying the treatment the students' literal reading comprehension increase. This is evidenced by the average score of students on the post test is 66.00 and is classified as good. Thus, the

increase in student achievement is 60.97%. This means that using fable story reading activities can improve students' literal reading comprehension (in terms of content). Meanwhile, in interpretive reading comprehension, the data analysis showed that the average score of students also improve from pre-test to post-test. The students' average pre-test score is 46.00 and is classified as poor. However, after applying the treatment the students' interpretive reading comprehension increased. This is evidenced by the average score of students on the post test is 72.00 and is quite adequate. Thus, the improve in student achievement in interpretive reading comprehension is 56.52%. This means that by implementing fable story reading activities, it can improve students' interpretive reading comprehension (in terms of conclusions).

2. The classification of the students score in pre-test and post test

a. The classification of the students score in literal comprehension

Table 4.2 Frequency of Pre-Test and Post-Test of Students' Literal Reading Comprehension

NO	Score	Classification	X1	Pre Test		X2	Post Test	
				F	P		F	P
1	96 -100	Excellent	0	0	0%	0	0	0%
2	86 -95	Very good	0	0	0%	0	0	0%
3	76 -85	Good	0	0	0%	80	1	4%
4	66 – 75	Fairly good	0	0	0%	70	11	44%
5	56 -65	Fair	0	0	0%	60	9	36%
						65	4	16%
6	36 -55	Poor	40	18	72%	0	0	0%
			45	3	12%			
			50	1	4%			
7	00 -35	Very poor	35	2	8%	0	0	0%
			30	1	4%			
Total				25	100%		25	100%

Shows that the frequency and percentage of students' literal reading comprehension. In the pre-test of 25 students, 1 or 4% of students got a score of 30, 2 or 8% of students got a score of 35, and 1 or 4% of students got a score of 50 there are 3 or 12% of students got a value of 45 and there are 18 or 72% students get a value of 40 . Therefore, in the pre-test there were 25 or 100% of students with 1 or 4% in the very poor category, and 2 or 8% in the very poor category, 1 or 4% in the poor category, 3 or 12% in the poor category and 18 or 72% in the poor category. After being given treatment, in the post test of 25 students there are 4 or 16% of students who get a score of 65, 9 or 36% of students get a score of 60, 11 or 44% of students get a score of 70 and 1 or 14% of students get a score of 80. Therefore , in the post test there are 4 or 16% of students in the fair category, 9 or 36% of students in the fair category and 11 or 44% of students in the fairly good category and 1 or 4% of students in the good category.

b. Table 4.3 Frequency of Pre-Test and Post-Test of Students' interpretative Comprehension

Table 4.3 Frequency of Pre-Test and Post-Test of Students' interpretative Reading Comprehension

NO	Score	Classification	X1	Pre Test		X2	Post Test	
				F	P		F	P
1	96 -100	Excellent	0	0	0%	0	0	0%
2	86 -95	Very good	0	0	0%	0	0	0%
3	76 -85	Good	0	0	0%	85	2	8%
4	66 – 75	Fairly good	0	0	0%	75	12	48%

						70	7	28%
5	56 -65	Fair	0	0	0%	60	4	16%
6	36 -55	Poor	55	1	4%	0	0	0%
			50	11	44%			
			45	5	20%			
			40	8	32%			
7	00 -35	Very poor	0	0	0%	0	0	0%
Total			25	100%			25	100%

Shows that the frequency and percentage of students' interpretive reading comprehension. In the pre test of 25 students, there are 8 or 32% of students who get a score of 40 and there are 11 or 44% of students who get a score of 50 and there are 1 or 4% of students who get a score of 55. Therefore, in the pre test there are 8 or 32% of students in the poor category and there are 11 or 44% of students in the poor category and 1 or 4% in the poor category. After the treatment, in the post test of 25 students there were 4 or 16% of students who got a score of 60 and there were 7 or 28% of students who got a score of 70 and 12 or 48% of students got a score of 75 and 2 or 8% of students got a score of 85. Therefore In the post test, there are 4 or 16% of students in the fair category and 7 or 28% of students in the fairly good category and 12 or 48% in the fairly good category and 2 or 8% in the good category.

3. Hypothesis Testing (T-Test of Significant)

The hypothesis was tested by using t-test in order to verify whether students' ability using fable story was different significantly from students' improved conventional approach. The hypothesis testing between pre-test and post-test can be known using t-test. The result of significant analysis of the level of significance 0.05

with degree of freedom (df) = N-1: where N: number of students was 25. It could be seen as follows:

Table 4.4 the value of t-test

Variable	t-test value	t-table value	Comparison
Literal comprehension	27.386	2,064	t-test>t-table
Interpretative comprehension	20.663	2,064	t-test > table

Table 4.4. Furthermore, the result of significance test in finding of reading comprehension focuses on the literal with a t-test value of $27,386 > 2,064$ and interpretive with a t-test of $20,663 > 2,064$. Those were used to determine the hypothesis that occurs in this research. The Hypothesis (H0) which expressed there was no significant was rejected and hypothesis (H1) was accepted, because the result of t-test value both in literal comprehension (27,386) and interpretative comprehension (20,663) are greater than the t-table value (2.042).

It was concluded that there was an improve in students' reading comprehension related to literal and interpretative reading comprehension in the use of fable story.

B. Discussion

This study deals with the use of fable story as a medium in improving students' reading skills in terms of the content and language use of seventh grade students of SMP Negeri 4 Malunda. The study found that students' reading comprehension using

fable story showed an improve in students' reading comprehension as seen from the average score and percentage of students' pre-test and post-test results.

Zaidan, et al. (2007) stated that fables are short stories that contain moral teachings with animal characters with human-like characteristics; animal stories; story animals.

The lesson that can be taken from fable stories is that fable stories are a type of literary work written for student consumption so that the stories in fables have a simple form and are easily understood by students. By reading fables, a student is able to learn from the moral values contained in the story so that it can shape the student's character and the role model in the story is able to inspire student behavior in everyday life. One of the values of character education that becomes the main topic is honest character.

Gustiawati et al in Meilia Safri, (2020) Fable was chosen because it is a teaching material in the form of a story book which is considered to have its own charm for students because it is able to present visualizations with animal shapes so as to provide surprises and admiration for students when opening each page. fable is to provide special experiences for students because it involves students such as reading, storytelling, and playing the role of animal figures. This will make a distinct impression on the reader so that it will be easier to enter into memory when studying.

In this section, the researcher discusses and compares the results of this study with several previous studies that also used fable stories. Supported by research, teaching reading to students by using fable stories simultaneously improves students' reading comprehension. However, it should be noted that using fable stories is effective

and efficient if the activities and materials involve students. Therefore, it is suggested that teachers be more creative in using various sources of material and create a kind of fable story that motivates in teaching students to be more interested and actively involved in the teaching and learning process. In addition, fable stories can also improve the classroom climate, including student participation and motivation in class, which can be seen from students' attitudes in participating in all activities during the study.

Fable story can be used in various teaching and learning activities, especially teaching reading in narrative texts. By using fable story, students can develop their reading comprehension

Based on the problems above, the authors provide treatment using fable story so that students can show improvement in the post-test. In the pre-test, the writer only gave an essay test to find out their prior knowledge before using fable story as media.

At first, their reading skills were very poor. Almost of them are confused and spend a lot of time understanding the contents of the reading. They have difficulty in reading well and they have difficulty in expressing their ideas to understand the content of the given reading. After the students were given a pre-test, the writer gave treatment using fable story. As a result, students become active and happy in reading activities.

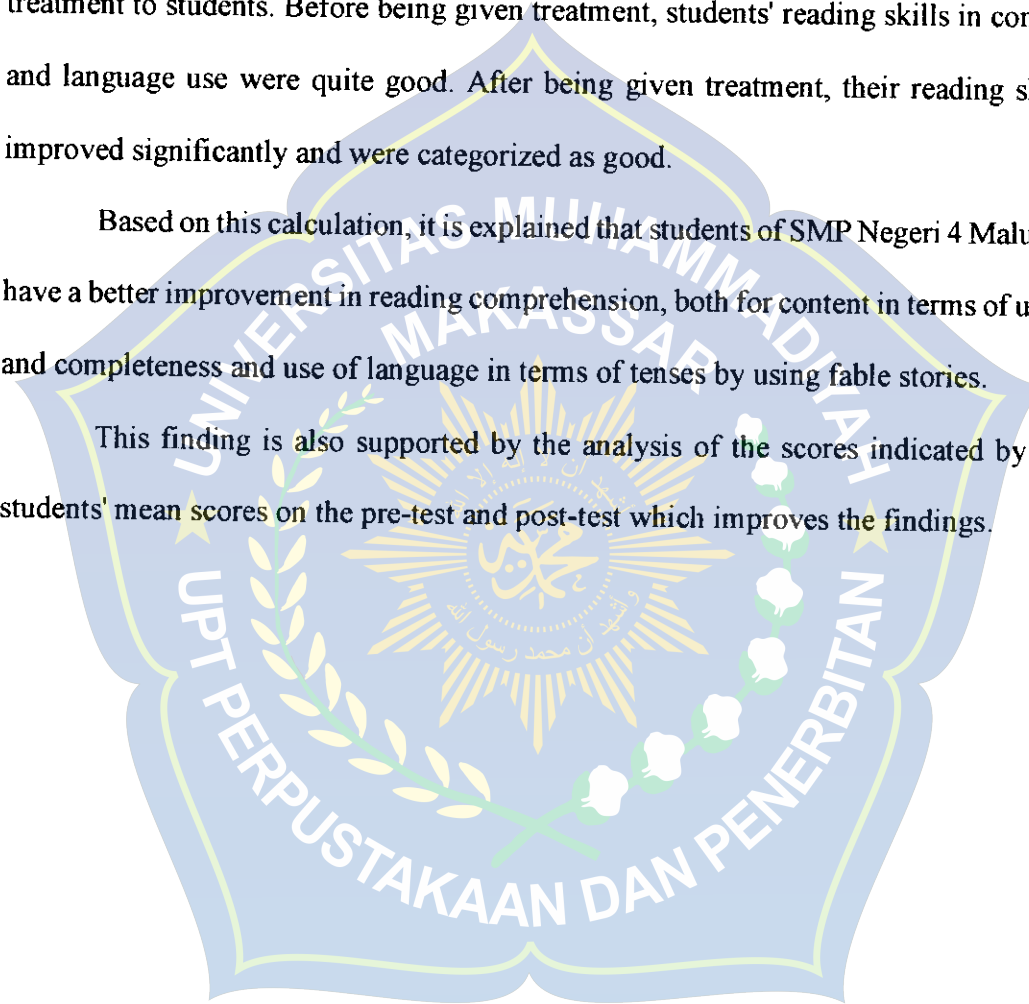
The results showed that students' reading skills by using fable story as media showed an increase in students' reading skills in terms of content and language use. From this increase, it can be seen that there is a process in the pre-test and post-test. The students' reading results on the pre-test were low, especially in finding the content

and use of language. It shows that students cannot express their ideas and understand them. That was before using fable story as media in reading activities.

The results of the average score of students after making presentations in teaching reading comprehension using fable story were better than before being given treatment to students. Before being given treatment, students' reading skills in content and language use were quite good. After being given treatment, their reading skills improved significantly and were categorized as good.

Based on this calculation, it is explained that students of SMP Negeri 4 Malunda have a better improvement in reading comprehension, both for content in terms of unity and completeness and use of language in terms of tenses by using fable stories.

This finding is also supported by the analysis of the scores indicated by the students' mean scores on the pre-test and post-test which improves the findings.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions based on the findings and discussion of data analysis

A. Conclusion

After conducting research by applying fable story in improving students' ability to read narrative texts in the form of fable story in Class VII students of SMP Negeri 4 Malunda and based on research findings in the previous chapter, this is evidenced by the results of the average pre-test and post-test scores. students have increased. The average score in the pre-test was 41.00% in terms of literal reading comprehension and 46.00% in terms of interpretive reading comprehension after being given treatment, the average score of post-test students experienced an improve of 66.00% in terms of literal reading comprehension and 72.00% in terms of interpretive.

The result of significance test in finding of reading comprehension focuses on the literal with a t-test value of $27,386 > 2,064$ and interpretive with a t-test of $20,663 > 2,064$. Those were used to determine the hypothesis that occurs in this research. The Hypothesis (H_0) which expressed there was no significant was rejected and hypothesis (H_1) was accepted, because the result of t-test value both in literal comprehension (27,386) and interpretative comprehension (20,663) are greater than the t-table value (2.042).

B. Suggestion

Based on the conclusions that have been written, the researchers suggest the following:

1. Teachers are advised to apply using fable story in the teaching and learning process, especially in teaching reading. Teaching by using fable story can help teachers to create a fun learning atmosphere.
2. Applying fable reading can be one of the techniques to guide students in developing a broad vocabulary, improve their reading comprehension and improve their enjoyment of learning.
3. Future researchers should be able to develop the findings of this study to investigate reading problems at each level of students.

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A

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X



APPENDIX A
RESEARCH INSTRUMENT

Pre test

THE WOLF'S SPECIAL GIFT

One day, there was a wolf who screamed for help from a stork.

"Please pull out the thorn in my throat. I ate the fish in such a hurry that the thorn got caught. I've been trying to get rid of it, but I can't," groaned the wolf while holding his neck in pain.

Seeing that, the stork is still confused to help the wolf

However, the wolf make sure him, "Relax, strok. Later, I will give you the most special gift." Unable to bear it, the stork finally told the wolf to open its mouth wide. Then he put his head and neck into the wolf's mouth. After look for, finally the thorn stuck in the wolf's throat was succed removed.

succed to pull it out, the stork hurry up fly away. Seeing this, the wolf became confused, "Why don't you wait for the gift I promise to give?" Then, while flying the stork replied, "I'm lucky you didn't eat me, even though I put my neck in your mouth many times. That is a very precious reward for me.

1. What is the main idea of the story ?
2. What is the tittle of the story ?
3. why is the stork still confused to help the wolf ?
4. What did the stork after pulling the thorn from the wolf's mouth?
5. what The Conclusion Of The Story ?

Answer Key:

1. Wolf Who Screamed For Help From A Stork
2. The Wolf's Special Gift
3. Because Afraid Wolf Will Eat It
4. Succed To Pull It Out, The Stork Hurry Up Fly Away.
5. Stork is lucky that the wolf didn't eat him, although repeatedly put in his neck into the wolf's mouth, and it was a very valuable reward for him,



Post – test

Ants and Grasshoppers

Once upon a time in a vineyard, there lived a family of ants that had very many members. This family of ants builds a nest of leave which they stick with a glue-like liquid that they get it out from their mouths.

The ants saw that autumn will pass soon and a long winter will to arrive. When winter comes, food stocks will be difficult to find. For that, the ants collect food as supplies when winter arrive.

However, it is different with a grasshopper. Grasshoppers are creatures that have long arms and large eyeballs. They often live in the trees like the ants. However, the unique thing is that these grasshoppers will only practice dancing in winter. This makes him forget to look for food ingredients that are used as stock when winter arrives.

and finally, the grasshopper be hungry and looking for food at the ant's house. The ants initially did not want to feed them for fear of running out. However, seeing the grasshoppers limp in hunger, the ants finally gave their food to the grasshopper. The grasshopper is back in shape and promises to be able to manage his time well.

1. What is the main idea of the first paragraph ?
2. What is the title of the story ?
3. Why grasshoppers hungry at the winter?
4. Why Ant not give some food to the grasshoppers?
5. What the conclusion of the story ?

Answer key

1. This family of ants builds a nest of leave which they stick with a glue-like liquid that they get it out from their mouths.

2. **Ants and Grasshoppers**

3. Because in winter the grasshoppers will only practice dancing, makes him forget to look for food ingredients that are used as stock when winter arrives.
4. The ants initially didn't want to give them some food cause afraid stock food will running out
5. The grasshopper is back in shape and promises to be able to manage his time well.



APPENDIX B

Classification of Students' Score pre-test in literal and Interpretative Comprehension

Students	Literal Comprehension Pre-Test	Classification	Interpretative Comprehension Pre-Test	Classification
S-1	35	Very poor	40	Poor
S-2	35	Very poor	40	Poor
S-3	40	Poor	40	Poor
S-4	40	Poor	40	Poor
S-5	40	Poor	50	Poor
S-6	40	Poor	45	Poor
S-7	45	Poor	50	Poor
S-8	40	Poor	45	Poor
S-9	40	Poor	50	Poor
S-10	40	Poor	50	Poor
S-11	40	Poor	50	Poor
S-12	40	Poor	40	Poor
S-13	40	Poor	50	Poor
S-14	40	Poor	50	Poor
S-15	40	Poor	50	Poor
S-16	40	Poor	40	Poor
S-17	45	Poor	45	Poor
S-18	40	Poor	50	Poor
S-19	40	Poor	55	Poor
S-20	30	Very poor	45	Poor
S-21	40	Poor	40	Poor
S-22	40	Poor	45	Poor
S-23	45	Poor	40	Poor
S-24	40	Poor	50	Poor
S-25	50	Poor	50	Poor

APPENDIX C

Classification of Students' Score post-test in Literal and Interpretative Reading Comprehension

Students	Literal Comprehension Post -test	Classification	Interpretative Comprehension Post-Test	Classification
S-1	60	Fair	60	Fair
S-2	60	Fair	60	Fair
S-3	60	Fair	60	Fair
S-4	70	Fairly Good	75	Fairly Good
S-5	65	Fair	75	Fairly Good
S-6	60	Fair	70	Fairly Good
S-7	70	Fairly Good	75	Fairly Good
S-8	60	Fair	75	Fairly Good
S-9	65	Fair	75	Fairly Good
S-10	70	Fairly Good	85	Good
S-11	70	Fairly Good	75	Fairly Good
S-12	65	Fair	75	Fairly Good
S-13	60	Fair	75	Fairly Good
S-14	60	Fair	70	Fairly Good
S-15	70	Fairly Good	75	Fairly Good
S-16	70	Fairly Good	75	Fairly Good
S-17	65	Fair	70	Fairly Good
S-18	70	Fairly Good	70	Fairly Good
S-19	70	Fairly Good	70	Fairly Good
S-20	60	Fair	60	Fair
S-21	70	Fairly Good	70	Fairly Good
S-22	70	Fairly Good	70	Fairly Good
S-23	70	Fairly Good	75	Fairly Good
S-24	60	Fair	75	Fairly Good
S-25	80	Good	85	Good

APPENDIX D

The Improvement of students in Reading Comprehension

1. Improvement Students' Literal Comprehension

$$\begin{aligned}\% &= \frac{X_2 - X_1}{X_1} \times 100 \\ \% &= \frac{66,00 - 41,00}{41,00} \times 100n \\ \% &= \frac{25}{41} \times 100 \\ \% &= 0,609 \times 100 \\ \% &= 60,9\end{aligned}$$

2. Improvement Students' Interpretative Comprehension

$$\begin{aligned}\% &= \frac{X_2 - X_1}{X_1} \times 100 \\ \% &= \frac{72,00 - 46,00}{46,00} \times 100 \\ \% &= \frac{26}{46} \times 100 \\ \% &= 0,565 \times 100 \\ \% &= 56,52\end{aligned}$$

3. The Improvement Reading Comprehension

$$\begin{aligned}\% &= \frac{X_2 - X_1}{X_1} \times 100 \\ \% &= \frac{60,9 - 56,52}{56,52} \times 100 \\ \% &= \frac{4,38}{56,52} \times 100 \\ \% &= 0,077 \times 100 \\ \% &= 7,7\end{aligned}$$

The Improvement Reading Comprehension = 7,7%

Post-Test Literal

APPENDIX F

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Literal	25	40.00	50.00	41.0000	2.50000
Post-Test Literal	25	60.00	80.00	66.0000	5.40062
Pre-Test Interpretative	25	40.00	55.00	46.0000	4.78714
Post-Test Interpretative	25	60.00	85.00	72.0000	6.61438
Valid N (listwise)	25				

Statistics

		Pre-Test Literal	Post-Test Literal	Pre-Test Interpretative	Post-Test Interpretative
N	Valid	25	25	25	25
	Missing	0	0	0	0

Frequency Table

Pre-Test Literal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40.00	21	84.0	84.0	84.0
	45.00	3	12.0	12.0	96.0
	50.00	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Post-Test Literal

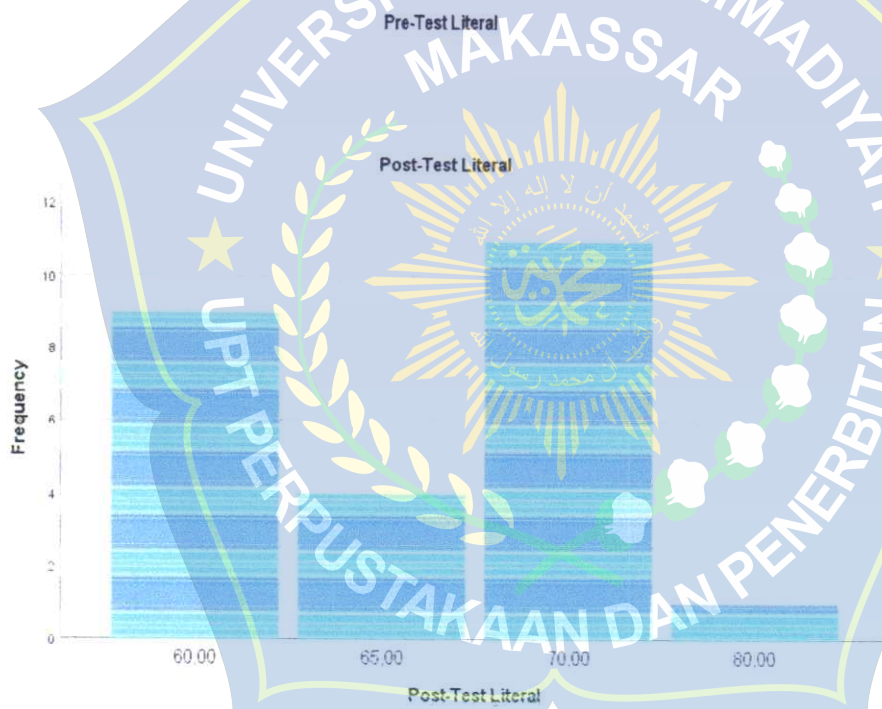
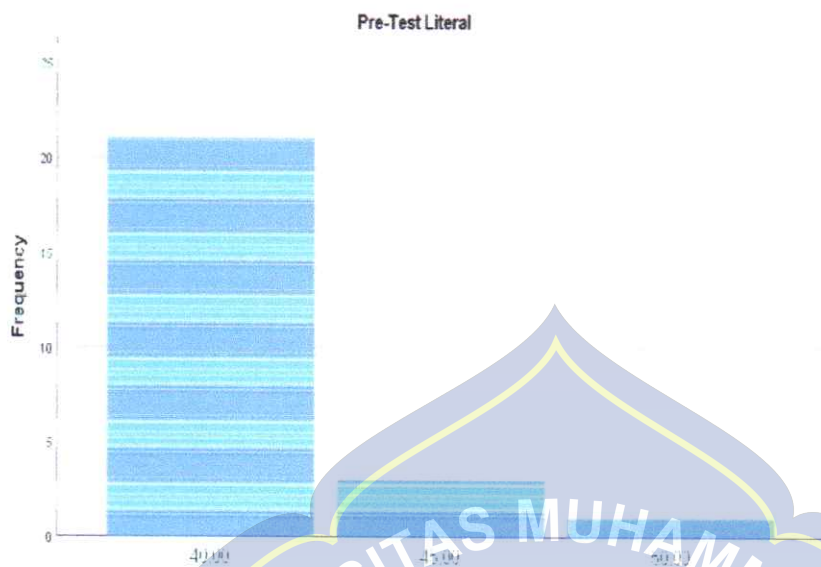
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60.00	9	36.0	36.0	36.0
	65.00	4	16.0	16.0	52.0
	70.00	11	44.0	44.0	96.0
	80.00	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

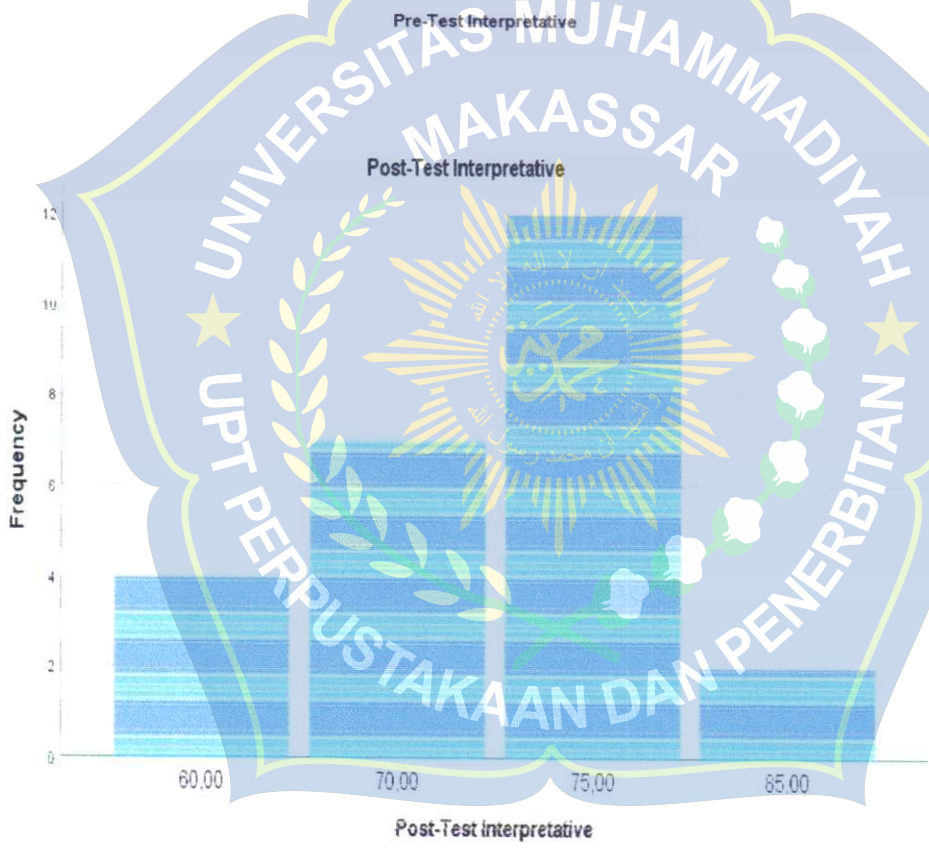
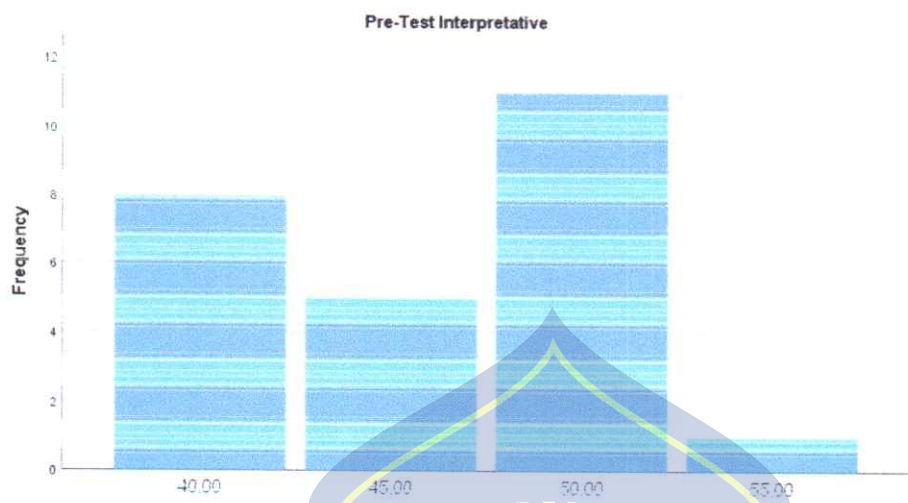
Pre-Test Interpretative

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40.00	8	32.0	32.0	32.0
	45.00	5	20.0	20.0	52.0
	50.00	11	44.0	44.0	96.0
	55.00	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Post-Test Interpretative

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60.00	4	16.0	16.0	16.0
	70.00	7	28.0	28.0	44.0
	75.00	12	48.0	48.0	92.0
	85.00	2	8.0	8.0	100.0
	Total	25	100.0	100.0	





APPENDIX G

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Literal	41.0000	25	2.50000	.50000
	Post-Test Literal	66.0000	25	5.40062	1.08012
Pair 2	Pre-Test Interpretative	46.0000	25	4.78714	.95743
	Post-Test Interpretative	72.0000	25	6.61438	1.32288

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-Test Literal & Post-Test Literal	25	.540	.005
Pair 2	Pre-Test Interpretative & Post-Test Interpretative	25	.428	.033

Paired Samples Test

		Paired Differences					95% Confidence Interval of the Difference		Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pre-Test Literal - Post-Test Literal	-25.00000	4.56435	.91287	-26.88407	-23.11593	-27.386	24	.000
Pair 2	Pre-Test Interpretative - Post-Test Interpretative	-26.00000	6.29153	1.25831	-28.59702	-23.40298	-20.663	24	.000

APPENDIX H

The Value of T-Table

Level of significance (p) = 0.05

Degree of freedom (df) = $N-1 = 25-1 = 24$

T-Table = 2,064

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	d.f
1	3,078	6,314	12,706	31,821	63, 657	1
2	1,886	2,920	4,303	6,965	9,925	2
3	1,638	2,353	3,182	4,541	5,841	3
4	1,533	2,132	2,776	3,747	4,604	4
5	1,476	2,015	2,571	3,365	4,032	5
6	1,440	1,943	2,447	3,143	3,707	6
7	1,415	1,895	2,365	2,998	3,499	7
8	1,397	1,860	2,306	2,896	3,355	8
9	1,383	1,833	2,262	2,821	3,250	9
10	1,372	1,812	2,228	2,764	3,169	10
11	1,363	1,796	2,201	2,718	3,106	11
12	1,356	1,782	2,179	2,681	3,055	12
13	1,350	1,771	2,160	2,650	3,012	13
14	1,345	1,761	2,145	2,624	2,977	14
15	1,341	1,753	2,131	2,602	2,947	15
16	1,337	1,746	2,120	2,583	2,921	16
17	1,333	1,740	2,110	2,567	2,898	17
18	1,330	1,734	2,101	2,552	2,878	18
19	1,328	1,729	2,093	2,539	2,861	19
20	1,325	1,725	2,086	2,528	2,845	20
21	1,323	1,721	2,080	2,518	2,831	21
22	1,321	1,717	2,074	2,508	2,819	22
23	1,319	1,714	2,069	2,500	2,807	23
24	1,318	1,711	2,064	2,492	2,797	24
25	1,316	1,708	2,060	2,485	2,787	25
26	1,315	1,706	2,056	2,479	2,779	26

APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN

(PERTEMUAN KE -1)



Satuan Pendidikan	: SMP Negeri 4 Malunda
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VII
Tema/ Sub Tema	: Teks Fable
Alokasi Waktu	: 45 Menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, 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.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

NO.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	Berpartisipasi aktif dalam kegiatan pembelajaran 2.2.1 Mengembangkan perilaku percaya diri dalam melaksanakan komunikasi transaksional dengan guru dan teman
2.	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks berbentuk fabel indonesia dan legenda indonesia, sesuai dengan konteks penggunaannya.	3.14.1 Menentukan tujuan teks; mengidentifikasi stucture teks ; 4.18.1 Menangkap sifat dan ciri ciri teks fabel/legend indonesia secara lisan dengan akurat lancar dan berterima; 4.18.2 Menangkap sifat dan ciri ciri teks fabel / legenda indonesia secara tertulis denagn akurat lancar dan berterima; 4.18.3 Mengungkapkan sifat dan ciri teks fabel/legend

		Indonesia secara tertulis dengan akurat lancar dan berterima.
4.	2.4 Menangkap makna teks narative lisan dan tulis, berbentuk fabel indonesia dan legenda indonesia pendek dan sederhana penggunaannya	

C. Tujuan Pembelajaran

Setelah menyelesaikan kegiatan pembelajaran, siswa diharapkan dapat:

1. Berpartisipasi aktif dalam kegiatan pembelajaran bahasa inggris
2. Memahami cara berkomunikasi sederhana dalam bahasa inggris di kelas untuk memulai pelajaran, bertanya, berdiskusi dan mengakhiri pelajaran.
3. Memiliki saifat tanggung jawab terhadap tugas yang di berikan guru
4. Mengidentifikasi kata-kata dalam teks fable
5. Menemukan ide pokok, kalimat pendukung dan kesimpulan dalam teks fable.

D. Materi pembelajaran

A DEER AND A TURTLE

Once upon a time lived a deer. he was very arrogant and grumpy. Often underestimates the ability of other animals.

One day the deer was walking by the lake. He met a turtle who looked just pacing. "Turtle, what are you doing here?"

"I'm looking for a source of life" answer the tortoise.

The deer suddenly became angry at the turtle answer. "Don't act like you, hey

turtle! You're just pacing but pretending you're looking for a source of life!"

The turtle tried to explain but the deer still angry. In fact, the deer threatened to step on the turtle's body. The irritated turtle finally challenged to complain about the calf's leg.

The deer was very angry to hear the challenge of the turtle to fight the calf. He also asked the tortoise to kick his calf first. "Kick as hard as you can!"

turtles don't do it. He said, "If I kick your calf, you'll fall and you won't be able to kick me back."

The deer grew angry at the words of the turtle. He was ready to kick. He plans. When it feels right, he kicks with his available leg with all his might.

When the deer swung its legs, the turtle immediately put its legs into its shell. The deer kick only hits an empty space. The deer was very angry to find his kick missed. He then stepped on the turtle's shell firmly. The result of the turtle's body sinking into the ground. The deer thought the turtle was dead. He also left the turtle.

The turtle try to get out the ground. After a week trying, the turtle finally managed to get off the ground. He then looked for a deer. Found the deer after some days of looked for. "Get ready Deer, now it's my turn to kick."

The deer only underestimate the ability of the turtle. "Must your ability to kick my calf. Come on, don't doubtful!"

The turtle are on alert and take a stance on high ground. Then he rolled his body. When he almost arrived near the deer's body, he raised his body so that it floated. The turtle aimed at the deer's nose. The turtle's shell was so hard that the deer's nose broke. That's where the arrogant deer died.

1. What the main idea of the story ?
2. What is the title of the text?
3. Who is the main character of the story?
4. Where do the tortoise and deer meet?
5. Why do tortoises challenge the deer to contest the strength of their calf legs?
6. What the conclusion of the story ?

E. Metode Pembelajaran

1. Scientific approach

F. Media, Alat, dan Sumber Pembelajaran

1. Media

Gambar Fabel

2. Alat

Spidol warna, papan tulis, kertas.

3. Sumber Pembelajaran

- a. Buku Teks wajib
- b. Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat.

G. Langkah –Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
KEGIATAN AWAL	<div>1. Guru membuka pelajaran dengan mengucapkan salam, (berdo'a), memeriksa kehadiran pesertadidik sebagai sikap disiplin.</div> <div>2. Guru menanyakan pelajaran sebelumnya dan menjelaskan hubungan dengan materi yang akan diajarkan.</div> <div>3. Guru memberi <i>ice breaking</i> untuk meningkatkan semangat siswa sebelum pembelajaran.</div> <div>4. Sebelum pembelajaran dimulai siswa disuruh untuk membaca sebuah bacaan yang diutamakan bacaan yang berhubungan dengan pembelajaran bahasa inggris.</div>	15 Menit

<p>KEGIATAN INTI</p>	<p>Langkah 1. Mengamati (<i>Observing</i>)</p> <ol style="list-style-type: none"> 1. Guru menyampaikan tujuan pembelajaran dan saran yang diperlukan 2. Guru memberikan contoh teks fable melalui sebuah gambar 3. Siswa memperhatikan guru mendeskripsikan sebuah gambar yang telah disediakan dengan intonasi dan tekanan kata yang baik dan benar. <p>Langkah 2. Menanyakan (<i>Questioning</i>)</p> <ol style="list-style-type: none"> 1. Siswa diminta bertanya terkait dengan pembelajaran yang kurang dipahami. 2. Guru menjawab pertanyaan yang diajukan oleh siswa. <p>Langkah 3. Menyelidiki (<i>Exploring</i>)</p> <ol style="list-style-type: none"> 1. Guru memberikan teks bacaan kepada siswa. 2. Siswa mencari dan menemukan arti kata-kata sulit berdasarkan teks yang telah dibaca berdasarkan clues yang telah ada di sekitar kata-kata sulit tersebut. 3. Siswa menuliskan dimana letak kata-kata sulit tersebut. <p>Langkah 4. Menghubungkan/Mengkomunikasikan (<i>Associating & Communicating</i>)</p> <ol style="list-style-type: none"> 1. Siswa menjelaskan strategy membaca yang digunakan dalam menemukan kata-kata sulit yangtelah ditemukan. 2. Siswa menuliskan prediksi makna kata-kata sulit yang telah ditemukan. 3. Siswa menemukan makna kata-kata sulit dalam kamus 4. Siswa menjawab berbagai pertanyaan tentang informasi dalam teks bacaan dan menemukan ide pokok dan kesimpulan. 	<p>60 Menit</p>
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	Langkah 5. <i>Data Analysis and Information</i> (Menganalisis dan Mengevaluasi Proses Pemecahan Masalah) <ol style="list-style-type: none"> 1. Siswa diminta memberikan koreksi terhadap hasil jawaban siswa satu sama lain. 2. Siswa diminta memberikan evaluasi terhadap hasil jawaban siswa satu sama lain. 	
KEGIATAN AKHIR	<ol style="list-style-type: none"> 1. Pemberian rangkuman / quiz untuk mengetahui tingkat pemahaman siswa terhadap pembelajaran. 2. Siswa mengemukakan kesulitan dan manfaat kegiatan selama pembelajaran berlangsung. 4. Siswa menyampaikan perasaan, dan usulan untuk perbaikan pembelajaran berikut di buku refleksi 5. Penugasan: menyelesaikan LKS sesuai materi. 6. Salam 	15 menit

H. Pembelajaran Pengayaan

Berdasarkan hasil analisis penilaian, peserta didik yang sudah mencapai ketuntasan belajar diberi kegiatan pengayaan dalam bentuk penugasan untuk mempelajari soal-soal

RENCANA PELAKSANAAN PEMBELAJARAN

(PERTEMUAN KE 2)

Satuan Pendidikan	: SMP Negeri 4 Malunda
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VII/Ganjil
Tema/ Sub Tema	: Teks Fable
Alokasi Waktu	: 45 Menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, 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.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

NO.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	Berpartisipasi aktif dalam kegiatan pembelajaran 2.2.1 Mengembangkan perilaku percaya diri dalam melaksanakan komunikasi transaksional dengan guru dan teman
2.	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	3.14.1 Menentukan tujuan komunikatif teks; mengidentifikasi stucture teks ;
	2.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks berbentuk fabel indonesia dan legenda indonesia, sesuai dengan konteks penggunaannya.	4.18.1 Menangkap sifat dan ciri ciri teks fabel/legend indonesia secara lisan dengan akurat lancar dan berterima; 4.18.2 Menangkap sifat dan ciri ciri teks fabel / legand indonesia secara tertulis denagn akurat lancar dan berterima; 4.18.3 Mengungkapkan sifat dan ciri teks fabel/legenda Indonesia secara tertulis dengan akurat

		lancar dan berterima.
4.	2.4 Menangkap makna teks narative lisan dan tulis, berbentuk fabel indonesia dan legenda indonesia pendek dan sederhana penggunaannya	

C. Tujuan Pembelajaran

Setelah menyelesaikan kegiatan pembelajaran, siswa diharapkan dapat:

1. Berpartisipasi aktif dalam kegiatan pembelajaran bahasa inggris
2. Memahami cara berkomunikasi sederhana dalam bahasa inggris di kelas untuk memulai pelajaran, bertanya, berdiskusi dan mengakhiri pelajaran.
3. Memiliki sifat tanggung jawab terhadap tugas yang di berikan guru
4. Mengidentifikasi kata-kata dalam teks fable
5. Menemukan ide pokok, kalimat pendukung dan
6. kesimpulan dalam teks fable

D. Materi pembelajaran

Snail wish

One day when the snail was. He felt his life was useless. While other animals can go anywhere quickly, the Snail is still in one of the tree branches, not moving much. Snail is feeling very sad.

"If I could fly like a bird, I would definitely be able to see the beautiful sea directly," complained the Snail.

The snail looked up. He saw a bird flying. thought the bird was luckier than him. Snail Back Thinking, is it possible that his wish can come true.

"I want to go to the sea, but how long do I order to get there? Even to go to the house of the near death, I need days," said the Snail.

The snail continues to regret its fate. He wanted to see the sea. When the monkey came down from the mountain, the Snail again made an appearance. He also wanted to climb mountains.

"That monkey is very lucky, he can climb and descend mountains as he pleases. If I could climb mountains, I would definitely be able to see the beauty of nature that I didn't know about." said riput, sad.

Snails don't know how hard it is to be a monkey. Monkeys must avoid predators. Monkeys also have to run from the hunters when the hunters are after them.

If the Snail was more grateful, his life would be happier. On the other hand, if he moans and complains, then only forever will he not feel happy.

Not long after, the snail died. He was never happy all his life, because he always pretended to be in his condition. Snails are never grateful for what they have. Poor Snail.

1. what is the title of the text of the story?
2. What the main idea of the story
3. Who is the main character of the story?
4. What is the snail's unfulfilled wish?
5. why snails grieve?
6. What is conclusion of the story?

E. Metode Pembelajaran

1. Strategy Method

F. Media, Alat, dan Sumber Pembelajaran

1. Media

Cerita Fabel

2. Alat

Spidol warna, papan tulis, kertas.

3. Sumber Pembelajaran

- Buku Teks wajib
- Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat.

G. Langkah –Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
KEGIATAN AWAL	<ol style="list-style-type: none">Guru membuka pelajaran dengan mengucapkan salam (berdo'a), memeriksa kehadiran pesertadidik sebagai sikap disiplin.Guru menanyakan pelajaran sebelumnya dan menjelaskan hubungan dengan materi yang akan diajarkan.Guru memberi <i>ice breaking</i> untuk meningkatkan semangat siswa sebelum pembelajaran.Sebelum pembelajaran dimulai siswa disuru untuk membaca sebuah bacaan yang diutamakan bacaan yang berhubungan dengan pembelajaran bahasa inggris.	15 Menit

<p>KEGIATAN INTI</p>	<p>Langkah 1. Mengamati (<i>Observing</i>)</p> <ol style="list-style-type: none"> 1. Guru menggambarkan bagaimana cara menggunakan fable di dalam teks untuk meringkas sebuah cerita. 2. Guru meminta siswa untuk membaca teks <i>fable</i>. 3. Guru akan mengulang kembali membaca teks di depan kelas. 4. Guru meminta siswa untuk focus pada bagian- bagian cerita, seperti karakter pemain, tempat, permasalahan dalam cerita, pengembangan masalah dan penyelesaian masalah. <p>Langkah 2. Menanyakan (<i>Questioning</i>)</p> <ol style="list-style-type: none"> 1. Siswa diminta bertanya terkait dengan pembelajaran yang kurang dipahami. 2. Guru menjawab pertanyaan yang diajukan oleh siswa. <p>Langkah 3. Menyelidiki (<i>Exploring</i>)</p> <ol style="list-style-type: none"> 1. Guru memberikan teks bacaan kepada siswa 2. Siswa mencari dan menemukan arti kata-kata sulit berdasarkan teks yang telah dibaca berdasarkan clues yang telah ada di sekitar kata-kata sulit tersebut. 3. Siswa menuliskan dimana letak kata-kata sulit tersebut. <p>Langkah 4. Menghubungkan / Mengkomunikasikan (<i>Associating & Communicating</i>)</p> <ol style="list-style-type: none"> 1. Siswa menjelaskan strategy membaca yang digunakan dalam menemukan kata-kata sulit yang telah ditemukan. 	<p>60 Menit</p>
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	<ol style="list-style-type: none"> 2. Siswa menuliskan prediksi makna kata-kata sulit yang telah ditemukan. 3. Siswa menemukan makna kata-kata sulit dalam kamus 4. Siswa menjawab berbagai pertanyaan tentang informasi dalam teks bacaan dan menemukan ide pokok dan kesimpulan. <p>Langkah 5. <i>Data Analysis and Information</i> (Menganalisis dan Mengevaluasi Proses Pemecahan Masalah)</p> <ol style="list-style-type: none"> 1. Siswa diminta memberikan koreksi terhadap hasil jawaban siswa satu sama lain. 2. Siswa diminta memberikan evaluasi terhadap hasil jawaban siswa satu sama lain. 	
KEGIATAN AKHIR	<ol style="list-style-type: none"> 1. Pemberian rangkuman / quiz untuk mengetahui tingkat pemahaman siswa terhadap pembelajaran. 2. Siswa mengemukakan kesulitan dan manfaat kegiatan selama pembelajaran berlangsung. 3. Siswa menyampaikan perasaan, dan usulan untuk perbaikan pembelajaran berikut di buku refleksi 4. Penugasan: menyelesaikan LKS sesuai materi. 5. Salam 	15 menit

5. Pembelajaran Pengayaan

Berdasarkan hasil analisis penilaian, peserta didik yang sudah mencapai ketuntasan belajar diberi kegiatan pengayaan dalam bentuk penugasan untuk mempelajari soal-soal

RENCANA PELAKSANAAN PEMBELAJARAN

(PERTEMUAN KE 3)

Satuan Pendidikan : SMP Negeri 4 Malunda

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VII/Ganjil

Tema/ Sub Tema : Teks Fable

Alokasi Waktu : 45 Menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, 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.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

NO	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	Berpartisipasi aktif dalam kegiatan pembelajaran 2.2.1 Mengembangkan perilaku percaya diri dalam melaksanakan komunikasi transaksional dengan guru dan teman
2.	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	3.14.1 Menentukan tujuan komunikatif teks; mengidentifikasi structure teks
3.	2.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks berbentuk fabel indonesia dan legenda indonesia, sesuai dengan konteks penggunaannya	4.18.1 Menangkap sifat dan ciri ciri teks fabel/legend indonesia secara lisan dengan akurat lancar dan berterima; 4.18.2 Menangkap sifat dan ciri ciri teks fabel / legand indonesia secara tertulis dengan akurat lancar dan berterima; 4.18.3 Mengungkapkan sifat dan ciri teks fabel/legend indonesia secara tertulis dengan akurat lancar dan berterima.

4.	2.4 Menangkap makna teks narative lisan dan tulis, berbentuk fabel indonesia dan legenda indonesia pendek dan sederhana penggunaannya	
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C. Tujuan Pembelajaran

Setelah menyelesaikan kegiatan pembelajaran, siswa diharapkan dapat:

1. Berpartisipasi aktif dalam kegiatan pembelajaran bahasa inggris
2. Memahami cara berkomunikasi sederhana dalam bahasa inggris di kelas untuk memulai pelajaran, bertanya, berdiskusi dan mengakhiri pelajaran.
3. Memiliki saifat tanggung jawab terhadap tugas yang di berikan guru
4. Mengidentifikasi kata-kata dalam teks fable
5. Menemukan ide pokok, kalimat pendukung dan kesimpulan dalam teks fable.

D. Materi pembelajaran

RETURNING THE FAVOR A EAGLE

Once upon a time, there was a bird who could not fly, lived alone and was lonely. Not a single bird wanted to befriend her.

One day, she found an egg lying on the ground. "Ah, this egg must be a fallen bird's egg. I will incubate it until it hatches. The chick in the egg will be my child and I will not be lonely anymore," thought the bird.

She then incubated the egg with all his heart and full of love. A week passed, the egg hatched. It turned out that the child was born an eagle. The mother bird was very happy to see the eagle chicks.

She cared for and fed him like her own child. Days passed, the eagle chicks began to grow. His instinct to fly began to emerge. "Mother, how do you fly?" asked the chick.

The mother bird that could not fly was sad. She knew his son was an eagle and one day he would fly away from her. She couldn't hold his son forever. But he couldn't teach her to fly either.

"You try to fly yourself, son. Mother alone can't fly," said the mother bird.

Every day, chicks continue to learn to fly. Until finally he realized his mother was very sad when she saw him start to fly.

He thought, "If I hadn't incubated me then I wouldn't have been born into this world. Now that I'm born and able to fly. I'll leave her. I'm so sorry for my mother."

Finally, the eagle chick decided not to fly and lived on land with its mother. The mother bird is very happy with her child's decision. From then until the end of his life, he never felt lonely again.

1. What is the main idea of the story
2. What is the title of the text ?
3. Who is the main character of the story ?
4. why did the eagle decided not to fly ?
5. what the conclusion of the story ?

E. Metode Pembelajaran

1. **Direct Method**

F. Media, Alat, dan Sumber Pembelajaran

1. **Media**

Gambar Fabel

2. **Alat**

Spidol warna, papan tulis, kertas.

3. **Sumber Pembelajaran**

- a. Buku Teks wajib
- b. Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat

G. Langkah –Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
KEGIATAN AWAL	<ol style="list-style-type: none"> Berdoa dan mengecek kehadiran siswa Guru memotivasi siswa Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran. 	15 Menit
KEGIATAN INTI	<p>Langkah 1. Mengamati (<i>Observing</i>)</p> <ol style="list-style-type: none"> Guru menjelaskan materi tentang teks fable Guru meminta siswa untuk membaca teks. Guru akan mengulang membaca teks didepan kelas. Guru meminta mereka menggaris bawahi kata yang sulit. Guru meminta siswa focus pada cerita. Guru memberi pertanyaan kepada siswa. Guru meminta mereka untuk menjawab pertanyaan berdasarkan teks. Guru meminta siswa untuk mengumpulkan tugas. <p>Langkah 2. Menanyakan (<i>Questioning</i>)</p> <ol style="list-style-type: none"> Siswa diminta bertanya terkait dengan pembelajaran yang kurang dipahami. Guru menjawab pertanyaan yang diajukan oleh siswa. <p>Langkah 3. Menyelidiki (<i>Exploring</i>)</p> <ol style="list-style-type: none"> Guru memberikan teks bacaan kepada siswa Siswa mencari dan menemukan arti kata-kata sulit 	60 Menit

	<p>berdasarkan teks yang telah dibaca berdasarkan clues yang telah ada di sekitar kata-kata sulit tersebut.</p> <p>3. Siswa menuliskan dimana letak kata-kata sulit tersebut.</p> <p>Langkah 4. Menghubungkan/Mengkomunikasikan (<i>Associating & Communicating</i>)</p> <p>1. Siswa menjelaskan strategi membaca yang digunakan dalam menemukan kata-kata sulit yang telah ditemukan.</p> <p>2. Siswa menuliskan prediksi makna kata-kata sulit yang telah ditemukan.</p> <p>3. Siswa menemukan makna kata-kata sulit dalam kamus</p> <p>4. Siswa menjawab berbagai pertanyaan tentang informasi dalam teks bacaan dan menemukan ide pokok dan kesimpulan.</p> <p>Langkah 5. <i>Data Analysis and Information</i> (Menganalisis dan Mengevaluasi Proses Pemecahan Masalah)</p> <p>1. Siswa diminta memberikan koreksi terhadap hasil jawaban siswa satu sama lain.</p> <p>2. Siswa diminta memberikan evaluasi terhadap hasil jawaban siswa satu sama lain.</p>	
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KEGIATAN AKHIR	<ol style="list-style-type: none"> 1. Pemberian rangkuman / quiz untuk mengetahui tingkat pemahaman siswa terhadap pembelajaran. 2. Siswa mengemukakan kesulitan dan manfaat kegiatan selama pembelajaran berlangsung. 3. Siswa menyampaikan perasaan, dan usulan untuk perbaikan pembelajaran berikut di buku refleksi 4. Guru menyampaikan rencana pembelajaran yang akan datang. 5. Penugasan: menyelesaikan LKS sesuai materi.Salam 	15 menit
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H. Pembelajaran Pengayaan

Berdasarkan hasil analisis penilaian, peserta didik yang sudah mencapai ketuntasan belajar diberi kegiatan pengayaan dalam bentuk penugasan untuk mempelajari soal-soal.

RENCANA PELAKSANAAN PEMBELAJARAN

(PERTEMUAN KE 4)

Satuan Pendidikan : SMP Negeri 4 Malunda

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VII/Ganjil

Tema/ Sub Tema : Teks Fable

Alokasi Waktu : 45 Menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, 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.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

NO	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	Berpartisipasi aktif dalam kegiatan pembelajaran 2.2.1 Mengembangkan perilaku percaya diri dalam melaksanakan komunikasi transaksional dengan guru dan teman
2.	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	3.14.1 Menentukan tujuan komunikatif teks; mengidentifikasi structure
3.	2.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks berbentuk fabel indonesia dan legenda indonesia, sesuai dengan konteks penggunaannya	4.18.1 Menangkap sifat dan ciri ciri teks fabel/legend indonesia secara lisan dengan akurat lancar dan berterima; 4.18.2 Menangkap sifat dan ciri ciri teks fabel / legand indonesia secara tertulis denagn akurat lancar dan berterima;

		4.18.3 Mengungkapkan sifat dan ciri teks fabel/legend indonesia secara tertulis dengan akurat lancar dan berterima.
4.	2.4 Menangkap makna teks narative lisan dan tulis, berbentuk fabel indonesia dan legenda indonesia pendek dan sederhana penggunaannya	

C. Tujuan Pembelajaran

Setelah menyelesaikan kegiatan pembelajaran, siswa diharapkan dapat:

1. Berpartisipasi aktif dalam kegiatan pembelajaran bahasa inggris
2. Memahami cara berkomunikasi sederhana dalam bahasa inggris di kelas untuk memulai pelajaran, bertanya, berdiskusi dan mengakhiri pelajaran.
3. Memiliki saifat tanggung jawab terhadap tugas yang di berikan guru
4. Mengidentifikasi kata-kata dalam teks fable
5. Menemukan ide pokok, kalimat pendukung dan kesimpulan dalam teks fable.

D. Materi pembelajaran

NAUGHTY FROG

In a green meadow, there is a lake. On the shores of the lake lived a child with his mother. The little word is very naughty. He never listened to his mother's words and advice.

That morning his mother told the little frog to look for food by the river. However, the little kata instead went looking for food on the hill. On the other hand, if the mother tells the Little Frog to look for food on the riverbank, the child will instead go to the hill. Her mother was very upset. The little frog never obeyed her orders.

Today mother asked the frog to get up early, but the frog got up late. What his mother always told Little Frog to do was reversed. Of course the mother was very angry. But, Little Frog Doesn't Care.

The frog mother kept thinking about her child's behavior until she finally fell ill. Mother Frog sad with her son's behavior. He was confused about how else to turn the Little Frog bad.

Mother Frog's disease is getting worse day by day. Frog's mother felt that she could not live much longer. He wanted to be buried in the hill when he died. So far, Little Frog has always done whatever his mother told him to do in reverse. So Mother Frog will tell Little Frog that she wants to be buried by the river.

"When you die, bury you by the river," said Mother Frog. The mother thought that the little frog would bury her in the hill, because all this time the little frog had always done her mother's orders in reverse.

Child Frog agreed. He was determined to comply with his mother's request. He was very sorry because all this time he had never obeyed his mother's words and orders.

"So far I never obey my mother's quote. But, mother's last request I will fulfill," sobbed the Frog Child.

Apparently this time the Frog really did what his mother told him to do, unlike some time ago. So when the mother died, the Little Frog buried his mother on the river bank.

<p>KEGIATAN INTI</p>	<p>Langkah 1. Mengamati (<i>Observing</i>)</p> <ol style="list-style-type: none">1. Guru menjelaskan materi tentang teks fable2. Guru meminta siswa untuk membaca teks.3. Guru akan mengulang membaca teks didepan kelas.4. Guru meminta mereka menggaris bawah kata yang sulit.5. Guru meminta siswa focus pada cerita.6. Guru memberi pertanyaan kepada siswa.7. Guru meminta mereka untuk menjawab pertanyaan berdasarkan teks.8. Guru meminta siswa untuk mengumpulkan tugas. <p>Langkah 2. Menanyakan (<i>Questioning</i>)</p> <ol style="list-style-type: none">1. Siswa diminta bertanya terkait dengan pembelajaran yang kurang dipahami.2. Guru menjawab pertanyaan yang diajukan olehsiswa. <p>Langkah 3. Menyelidiki (<i>Exploring</i>)</p> <ol style="list-style-type: none">1. Guru memberikan teks bacaan kepada siswa2. Siswa mencari dan menemukan arti kata-kata sulit berdasarkan teks yang telah dibaca berdasarkan clues yang telah ada di sekitar kata-kata sulit tersebut.3. Siswa menuliskan dimana letak kata-kata sulit tersebut.	<p>60 Menit</p>
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	<p>Langkah 4. Menghubungkan/Mengkomunikasikan <i>(Associating & Communicating)</i></p> <ol style="list-style-type: none"> 1. Siswa menjelaskan strategy membaca yang digunakan dalam menemukan kata-kata sulit yangtelah ditemukan. 2. Siswa menuliskan prediksi makna kata-kata sulit yang telah ditemukan. 3. Siswa menemukan makna kata-kata sulit dalam kamus 4. Siswa menjawab berbagai pertanyaan tentang informasi dalam teks bacaan dan menemukan ide pokok dan kesimpulan. <p>Langkah 5. Data Analysis and Information <i>(Menganalisis dan Mengevaluasi Proses Pemecahan Masalah)</i></p> <ol style="list-style-type: none"> 1. Siswa diminta memberikan koreksi terhadap hasil jawaban siswa satu sama lain. 2. Siswa diminta memberikan evaluasi terhadap hasil jawaban siswa satu sama lain. 	
KEGIATAN AKHIR	<ol style="list-style-type: none"> 1. Pemberian rangkuman / quiz untuk mengetahui tingkat pemahaman siswa terhadap pembelajaran. 2. Siswa mengemukakan kesulitan dan manfaat kegiatan selama pembelajaran berlangsung. 3. Siswa menyampaikan perasaan, dan usulan untuk perbaikan pembelajaran berikut di buku refleksi 4. Penugasan: menyelesaikan LKS sesuai materi. 	15 menit

	5. Salam	
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H. Pembelajaran Pengayaan

Berdasarkan hasil analisis penilaian, peserta didik yang sudah mencapai ketuntasan belajar diberi kegiatan pengayaan dalam bentuk penugasan untuk mempelajari soal-soal





MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Nur Waida

NIM : 10535607014

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	4 %	10 %
2	Bab 2	23 %	25 %
3	Bab 3	3 %	10 %
4	Bab 4	5 %	10 %
5	Bab 5	4 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 18 Februari 2022

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Nursinah, S.Hum.,M.I.P

NBM. 964 591



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 239 Telp. 860972 Fax (0411) 865588 Makassar 95221 E-mail: dpjmu@muhammadiyah-plaza.com



Nomor
Lamp
Hal

150/05/C.4-VIII/43/2022

1 (satu) Rangkap Proposal
Permohonan Izin Penelitian

Kepada Yth,

Bapak / Ibu Bupati Majene

Cq. Ka. Badan Kesbang, Politik & Linmas
di -

Sulawesi Barat

11 Jumadil akhir 1443 H

14 January 2022 M

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 8527/EKIP/A.4-II/1443/2022 tanggal 13 Januari 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : NURWAIDA
No. Stambuk : 10535 607014
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul

"Using Fable Story to Improve Students Reading Comprehension at Seven Grade of SMP Negeri 4 Malunda"

Yang akan dilaksanakan dari tanggal 17 Januari 2022 s/d 17 Maret 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa

السَّامِعُ الْعَظِيمُ

Dr. Ir. Abubakar Idhan, MP.
NBM 101 7716



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Hutan, Kelurahan Peto, 20130 Makassar
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

6	Kamis 03/02/2022	Post -test for the explain and control	Rahmatia K. S.Pd	1
7				
8				
9				
10				

Salutambung, 3 Februari 2022

Mengetahui,

Ketua Program Studi,
KIP Unismuh Makassar

Dr. Umni Khaerati Svam, S.Pd., M.Pd
NBM 977 807

Kepala Sekolah,
SMK Negeri 4 Malunda

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MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : NURWAIDA
NIM : 10535607014
Judul Penelitian : Using Fable Story To Improve Students Reading Comprehension
At Sevent Grade Of Smp Negeri 4 Malunda

Tanggal Ujian Proposal : 30 / Desember / 2021
Tempat/Lokasi Penelitian : SMP Negeri 4 Malunda

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin 17/01/2022	Pre - fast explain and control class	Rahmatia K, S.Pd	
2	Kamis 20/01/2022	Treatment control class	Rahmatia K, S.Pd	
3	Senin 24/01/2022	Treatment experimental class	Rahmatia K, S.Pd	
4	Kamis 27/01/2022	treatment control class	Rahmatia K, S.Pd	
5	Senin 30/01/2022	Treatment control class	Rahmatia K, S.Pd	



Terakreditasi Institusi



SERTIFIKAT
PENGAKUAN
KELOMPOK PENELITIAN

Yang telah melakukan penelitian di Negeri 4 Makassar
selama bulan Januari s.d 3 Februari 2022, untuk
menyusun penyusunan skripsi dengan judul : *Ulangi Field Study To
Increase Comprehension At Seventh Grade Of Negeri 4 Makassar*
yang telah selesai dan yang berprestasi akan dipengijikan

di Negeri 4 Makassar
tanggal 17 Januari 2022
Kepala Negeri 4 Makassar





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE
0449/BG-FKIP/LOA/B/II/1443/2022

Dear NURWAIDA

It is our pleasure to inform you that, after reviewing your paper:
**USING FABLE STORY TO IMPROVE READING COMPREHENSION AT
SEVENTH GRADE OF SMP 4 MALUNDA**

The manuscript ID: 691

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **English Language Teaching Methodology**, ISSN (paper) 2828-1586 ISSN (online) 2810-0352. We appreciate your contribution.

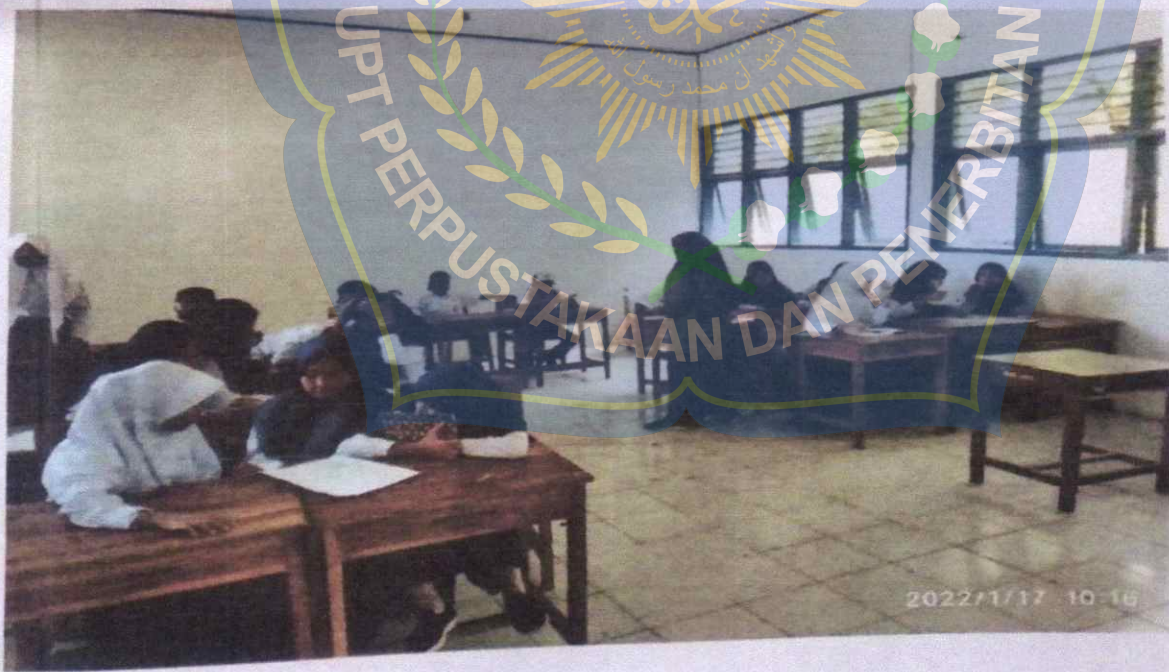
We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at eltm@bg.unismuhmakassar.ac.id

Makassar, 19 February 2022 M
18 Rajab 1443 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Umami Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

**DOCUMENTASI PENELITIAN
PRE TEST DAN POST TEST**



CURRICULUM VITAE



NUR WAIDA. Was born on 28th maret 1994 in Rura, Majene. From the marriage of her parents Abd Rasyid (father) and Nur Jannah (mother). She has five siblings Meri S.Kep, Fitriani, Maslim, Zulfiani and Marwah she is the first child of six children.

She began elementary school at the SD Inpres 22 Rura from 2002 to 2008 and continued to SMP 4 Malunda from 2008 to 2011 and persue her senior high School from 2011 to 2014 in SMA Negeri 4 Malunda. In the same year, he decided to continue his tertiary education in UNISMUH Makassar majoring in English Education. At the end of her study, she could finish her thesis by the title – using fable story to improve students reading comprehension at sevent grade of SMP Negeri 4 Malunda.