

**INTEGRATING TOY STORY MOVIES AND  
DISCOVERY LEARNING TO FACILITATE  
STUDENTS READING COMPREHENSION OF  
NARRATIVE TEXT**

**THESIS**

Submitted in Partial Fulfillment of The Requirements for Gaining  
The Degree of Bachelor of English Language Education



By:

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It is my work. I am entirely responsible for the content of this thesis. Other writers' opinions or findings included in the theory are quoted or cited following ethical standards.

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*Assalamu 'alaikum, wr. wb.*

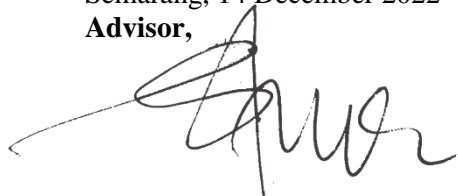
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Discovery Learning to Facilitate  
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of Narrative Text**

The thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic Univerity Semarang to be examined at the Munaqosyah session.

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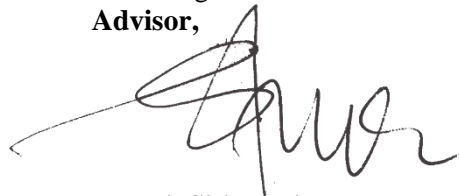
Department : English Education

I state that the thesis is ready to be submitted to the Islamic Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

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## **MOTTO**

“Be positive for yourself. If our thoughts are positive, we will experience no problems. We can accept it gracefully and, of course, be more patient.”

- Siti Filzatul Haziyah -

## ABSTRACT

Title : **INTEGRATING TOY STORY MOVIES AND  
DISCOVERY LEARNING TO FACILITATE  
STUDENTS READING COMPREHENSION OF**

Writer : **NARRATIVE TEXT**

NIM : Siti Filzatul Haziyah  
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The research aims at explaining the effectiveness of integrating the Toy Story movie with the discovery learning method to facilitate students' reading comprehension of narrative text. It employed a quantitative approach and used the one-group pre-test and post-test of the pre-experimental research design. The research was conducted on eighth Graders of MTs. Tanwirul Ma'arif Takerharjo, Lamongan. The research procedure used pre-test and post-test. The data analysis technique applied the Wilcoxon rank signed test formula SPSS 23 version program because the data was not normally distributed based on the pre-requisite test data. The researcher conducted a pre-test before the treatment and gave a post-test to determine the difference in significance scores between the pre-test and post-test. The Independent variable (X) integrates reading comprehension to teach reading comprehension of narrative text, and the dependent variable (Y) is the student's reading comprehension of narrative text. Based on the pre-test and post-test scores, the minimum score of the pre-test was 18, the maximum was 68, the minimum score of the post-test was 44, and the maximum was 90, with 25 respondents (N). The data were not distributed generally, so the researcher used the Wilcoxon rank signed test to answer the hypothesis test. The positive level was 25, which means that all of the pre-test score respondents increased after the researcher got the treatment. The Z value obtained -4.378 with a P-value (Asymp. Sig. (2-tailed)) of 0,000, and the value was (0,000 < 0,05) and  $H_a$  accepted. It can be concluded that integrating the Toy Story movie

and discovery learning facilitates student reading comprehension of narrative text.

*Keywords:* Audio-Visual Media, Discovery Learning, Narrative Text, Reading Comprehension.



## DEDICATION

Allah Azza Wa Jalla is the Lord of this world, the kind and merciful. This research is done because of many supports and motivations. With sincerity and humanity, I dedicate this thesis to:

- Beloved campus, UIN Walisongo Semarang, especially Education and Teacher Training Faculty and English Education Departement.
- All of the lecturers who have educated and taught the writer.
- A beloved family who always spend their time supporting the writer.
- All my friends always give the writer solution and support to finish this thesis.

Thanks a lot. No words can express my gratitude, but I pray Allah multiplies the best rewards for all your kindness.

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*Bismillahirrahmanirrahim*

Thanks to Allah SWT for every blessing, kindness, and inspiration in lending me to accomplish this final project. My beloved prophet Muhammad SAW has guided me from the darkness to the lightness. This research entitled “Integrating Toy Story Movie and Discovery Learning to Facilitate Students Reading Comprehension of Narrative Text” is submitted to fulfill one of the requirements for achieving the graduate degree at the Department of English Education of Education and Teacher Training Faculty at UIN Walisongo Semarang.

I realize that I couldn't complete this final project without help from others. Many people helped me while writing this final project, and it would be impossible to mention them. I wish, however, to give my sincerest gratitude and appreciation to the following:

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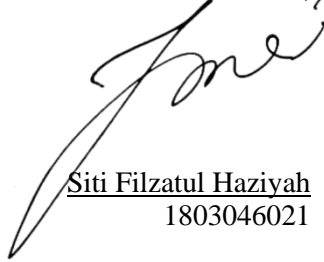
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13. Those who cannot be mentioned one by one who has supported gave motivation and prayed to the writer to finish this thesis.

Finally, the writer realized that this thesis is far from the word 'perfect.' Therefore, the writer will happily accept constructive criticism to improve it. The writer hopes that this thesis will be beneficial for everyone.

Semarang, 14<sup>th</sup> July 2022

The writer,



Siti Filzatul Haziyah  
1803046021

## TABLE OF CONTENT

COVER PAGE.....	I
THESIS STATEMENT .....	II
THESIS APPROVAL .....	III
ADVISOR NOTE .....	IV
RATIFICATION.....	V
ABSTRACT.....	VII
ACKNOWLEDGMENT.....	X
TABLE OF CONTENT .....	XIII
LIST OF TABLES .....	XVI
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of The Research .....	1
B. Question of The Research .....	9
C. Objective of The Research .....	9
D. Pedagogical Significance of The Research .....	10
CHAPTER II.....	13
REVIEW OF RELATED LITERATURE .....	13
A. Previous Research .....	13
B. Theoretical Review .....	19
1. Discovery Learning.....	19
2. The Use of Movie as Teaching Media (Toy Story Movie) .....	26
3. Definition of Reading.....	36

4. Reading Comprehension .....	43
5. Teaching Reading.....	47
6. Narrative Text.....	49
C. Conceptual Framework .....	53
D. Hypotheses .....	55
CHAPTER III.....	57
RESEARCH METHOD .....	57
A. Research Design.....	57
B. Participant and Setting of The Research .....	58
C. Sample of The Research.....	59
D. Variable of The Research .....	59
E. Indicator of The Research .....	61
F. Method of Collecting Data.....	61
G. Procedure of The Research.....	62
H. Instrument of The Research.....	64
I. Method of Analyzing Data .....	65
CHAPTER IV .....	70
FINDINGS AND DISCUSSION .....	70
A. Research Findings .....	70
B. Data Description.....	71
C. Data Analysis .....	76
1. Statistics Descriptive .....	76
2. Prerequisite Analysis.....	78
3. Wilcoxon Signed Rank Test.....	81

4. Hypothesis Test.....	82
D. Result and Discussion .....	84
E. Limitation of The Research.....	90
CHAPTER V.....	92
CONCLUSION AND SUGGESTION .....	92
A. Conclusion.....	92
B. Suggestion.....	93
REFERENCES.....	95
APPENDICES.....	101

## LIST OF TABLES

Table 2. 1 Discovery Learning Levels .....	20
Table 2. 2 General Specific Method on Discovery Learning .....	22
Table 3. 1 Pre-experimental Design Visual.....	58
Table 4. 1 Teacher and Subject List .....	199
Table 4. 2 Pre-Test and Post-Test Score Data.....	75
Table 4. 3 Descriptive Statistic.....	77
Table 4. 4 The Result of Normality Test.....	80
Table 4. 5 The Result of Wilcoxon Signed Test .....	81
Table 4. 6 Hypothesis Test.....	83



## CHAPTER I INTRODUCTION

This chapter deals with the introduction of the study consisting of the research background, the research question, the aims of the study, and the significance of the research.

### A. Background of The Research

Reading is one of skills which is very important, in the holy Qur'an also show how the important reading is. Allah also has explained in the holy Qur'an at surah *Al-Alaq* 1-5 which reads:

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ

وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Meaning:

*“Convey thou in the name of thy Lord Who created (1) Created man from a clot of blood (2) Convey! And thy Lord is Most Generous (3) Who taught man by the pen (4) Taught man what he knew not (5)”*.<sup>1</sup>

Reading is a means to get information and knowledge. Therefore, it is often referred to as the window of knowledge.

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<sup>1</sup> ‘Ali Maulawi Sher, *The Holy Qur’ An* (UK: Islamic International Publication Ltd., 2021), p. 926.

Islam is very concerned about people's expertise, knowledge, and intelligence, so the message verse was an order to read.<sup>2</sup>

Based on what Allah said, reading is essential Allah said in the first revelation to ask the prophet Muhammad to read, and Jibril delivered this revelation. When Jibril visited prophet Muhammad, Jibril said “*Read*” to prophet Muhammad, and he replied, “*I can't read*” Jibril hugged Muhammad so hard that his breath was tight, then let him go, then Jibril said again, “*Read!*” and he replied, “*I can't read.*” Jibril hugged him again so hard, and his breath was tight, Jibril let him go, and Jibril read, “*Read with your Lord's name who created human from a clinging clot. Read! Your Lord is the most generous, who taught by the pen, taught humanity what they knew not*”.

Allah has said *Iqra*, and the meaning was reading. According to that first revelation from Allah to the prophet Muhammad, reading is essential. With the lesson, we can know what we do not know. Allah is very kind and taught us with the intermediary of *kalam* and taught humanity what they do not know. In this revelation, Allah not only asks the human to read the book but also can read the signing of Allah's majesty, including the universe. We can learn anything we have not

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<sup>2</sup> Setyawan Setyawan, ‘Esensi Perbedaan Redaksi Perintah Membaca Dalam Al-Qur’an’, *Al-Tadabbur: Jurnal Ilmu Al-Qur’an Dan Tafsir*, 7.01 (2022), 45 (p. 46) <<https://doi.org/10.30868/at.v7i01.2343>>.

known and expand our knowledge with reading. We can also distinguish what is right and wrong, not only in religion but in all of the commands.

Nowadays, English is a language that is important to understand and learn. All people also ever studied English when they were young. Teaching English is very important because teaching language can encourage open-mindedness by preparing the child to understand and tolerate different ways of thinking and learning.<sup>3</sup> In English learning, reading is one of the primary skills students must master to have language competence because learning any subject depends on reading competence. Students who like reading will gain new knowledge and insight that will increase their intelligence. The more students read, the more vocabulary and unique abilities they can control and improve.

In English, there are some essential language skills: reading, writing, listening, and speaking. And in the several paragraphs before, the task is crucial because all of their comprehension is from reading. They can understand their lesson material also from reading. Reading is a language skill in English that most students feel bored with when they do

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<sup>3</sup> Fiona L Cooper, *How to Teach English to Very Young Children* (California: Formación en Educación Inicial San Andrés (FEISA) University of Paraguay, 2007), p. 4.

some reading-related activity. Without realizing it, reading skill is very important because we can improve our general or specific knowledge they were interested in reading. Reading skill also affects writing skill because when we write something, we have to have many ideas and some words to show our thoughts. If the students are proficient in reading, they will be trained in writing because reading stimulates our minds and gives many new terms and vocabulary so we can write quickly.

In the learning process, all students must be highly attracted to English because the beginning of an interest can make the students proficient in mastering the lesson. If the students are highly attracted to a lesson they will learn, they will be active when joining the learning process. Besides this statement, the student's activity also affects the learning method. If the teacher applies an approach suitable to the student's characteristics, the students will be interested and active in the class. The teacher also has to use many strategies in teaching reading, such as applying various methods, media, and games to keep the students interested. Brown (2004) has noted that teaching strategies' fundamental feature is making

implementing multiple teaching methods and techniques more accessible.<sup>4</sup>

In teaching reading comprehension, teachers lead students to become successful and proficient readers.<sup>5</sup> Teachers must be creative, not only using one method to teach students. If one way is ineffective, the teacher should look for another scenario suitable for teaching reading in the classroom. According to the student's characteristics and class condition, the teachers must modify the learning process depending on the student's needs.

It shows that the teacher has a vital role in teaching students. Based on the explanations above, the researcher assumed that the part of the teacher in the learning process is significant. Because the teacher will overcome the student's problem in learning reading comprehension, the teacher should find various strategies to teach reading comprehension to increase the student's quality of learning process. Students are more active in class because some think reading is dull. Besides that, the teachers also have to look for media as enjoyable as possible to make the students more interested in the learning

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<sup>4</sup> Gendis Nadira Dwiningtyas, Dedi Sofyan, and Hilda Puspita, 'Teachers' Strategies in Teaching Reading Comprehension', *JALL (Journal of Applied Linguistics and Literacy)*, Vol. 4 No. 2 (September, 2020), 67–76 (p. 68) .

<sup>5</sup> Gendis Nadira Dwiningtyas, Dedi Sofyan, Hilda Puspita, p. 68.

process and to make the students understand the learning material.

As a foreign learners, students do not use English as a communication language in daily life; they use their first language or their mother tongue when communicating with their family or friends. Because of Corona Viruses, all students now have a meager reading ability. They are more like watching something than reading something. For example, they like watching videos on internet platforms like YouTube. Because of that, students have a shallow interest in reading. They will choose their gadget over their book even they also can read some learning material or video that refers to their lesson in school. They will like to watch other content outside of their class. According to research by Maribel Montero Perez and Michael P. H. Rodgers, audiovisuals such as captioned videos can be exciting learning media to facilitate students learning process, which can make the students interested in more learning.<sup>6</sup> This journal also said that visual media impacted the students' vocabulary mastering.

The researcher used a Toy Story movie to teach students reading comprehension in this research. Toy Story is

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<sup>6</sup> Maribel Montero Perez and Michael P.H. Rodgers, 'Video and Language Learning', *The Language Learning Journal*, 47.4 (2019), 403–6 <<https://doi.org/10.1080/09571736.2019.1629099>>.

an animated movie suitable for teaching early teenagers because the movie's plot is easy to understand and the language structure is easy to understand, especially for English beginners. Toy Story movie is also suitable for teaching narrative text reading because the teacher can explain the generic structure of narrative text connected with the Toy Story movie. Chalifatun Nurizmawati et al. also said that Animated videos in teaching reading comprehension of narrative text make the students easier to learn narrative text because animated videos can describe the object with sound and help explain the learning material.<sup>7</sup>

In this research, the researcher conducted the study at MTs. Tanwirul Ma'arif is located at Takerharjo village, Solokuro sub-district, Lamongan district, East Java province. The researcher realized that there are many passive students when joining the learning process, especially in English. At the research palace MTs. Tanwirul Ma'arif, all teachers have used good media and several methods to teach the students. In this school, almost all teachers used the lecture method, making the students more passive when joining the learning process. In this case, the learning process only stuck to the presentation by the

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<sup>7</sup> Chalifatun Nurizmawati, Rahayu Apriliaswati, and Zainal Arifin, 'The Use of Animation Video As a Media in Teaching Narrative Text', *Jurnal Pendidikan Dan Pembelajaran*, 4.3 (2015), 1–13 (pp. 11–12).

teacher and the value of the evaluation. The students used to be passive and could not improve their ideas and critical thinking. The teacher cannot just apply learning strategies in the classroom, nor can they directly track student growth. They also should have the motivation to learn English. Students, teachers, and teaching media are necessary for knowledge acquisition. When all components needed are interconnected, the learning objective can be achieved.<sup>8</sup>

Therefore, the researcher integrated video as a medium for teaching reading comprehension of narrative skills and used the discovery learning method to motivate the teacher to use various learning methods and media to minimize students' laziness and passive learning process. The reason why the researcher used the Toy Story movie as a medium is according to the statement above about the low reading ability because the student's problems of their interest and felt bored in the learning. The researcher used the discovery method to make the students more active in the class and build their knowledge themselves. They discussed and solved the problem that the teacher gave and concluded the problem-solving at the end of the learning process. The students also must be able to show

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<sup>8</sup> Siti Mariam and others, 'Utilizing Quipper School for Improving Reading Comprehension of Recount Text', *Indonesian EFL Journal*, 8.1 (2022), 127–36 (p. 128).



their idea in a discussion forum with their classmates in a group containing 3-5 students. The research also to improve their reading comprehension of narrative text. They had to know the generic structure of the narrative text and understand what narrative text is. The narrative text also contains interesting fiction stories to make the students more interested in learning. Discovery learning is also suitable for teaching reading comprehension because the problem-solving activity can be connected with the narrative text. The researcher conducted the research titled **“Integrating Toy Story Movie and Discovery Learning to Facilitate Students Reading Comprehension of Narrative Text.”**

## **B. Question of The Research**

In this research, the research question is:

How is the effectiveness of integrating the Toy Story Movie and Discovery Learning to Facilitate Students Reading Comprehension of Narrative Text?

## **C. The objective of The Research**

According to the research questions, the research objective was to explain the effectiveness of integrating the Toy Story movie as a media and discovery learning method to facilitate reading comprehension of narrative text by looking

forward to the student's improvement in reading comprehension of narrative text.

Therefore, this research focused on improving reading comprehension through discovery learning and using the visual media Toy Story movie as media for learning. Suppose there is the significance of the result of students' improvement in their reading comprehension of narrative text. In that case, the integration of Toy Story and Discovery Learning is effective in teaching reading comprehension of narrative text.

#### **D. Pedagogical Significance of The Research**

This research is necessary because the researcher used audio-visual media for teaching and integrating with the discovery learning method. This media is attracted student power if it is exciting and combined with discovery learning to improve student's reading comprehension of narrative text. In this case, the researchers looked for the effectiveness of integrating the Toy Story movie with discovery learning and how they affect the student reading comprehension of narrative text. The researcher also hopes that the result of this research:

##### **a. Theoretically**

Getting objective information and clarity about  
“Integrating Toy Story Movie and Discovery Learning to  
Facilitate Students Reading Comprehension of Narrative

Text.” The research hopes that this media and discovery learning can be used as an effective collaboration and alternative learning medium to teach reading comprehension of narrative text faster and improve student reading comprehension skills, especially in narrative text.

b. Practically

1) For The Student

The result of this research can support and motivate problem-solving of students’ reading comprehension. This learning also can help the student's reading comprehension of narrative text by integrating visual media and discovery learning methods. Teaching reading comprehension with this media and this method can improve the students' understanding of reading comprehension because this media is a movie suitable for middle school learners. It can also enhance the student's activeness in learning using this learning method.

2) For The Teacher

The result of this research can be helpful information and contribution to the teacher. The teacher can use the discovery learning method combined with movie media to teach reading comprehension as an effective media and technique to

teach reading comprehension of narrative text and make the student more active and interested in the learning process.

3) For The Writer

From the result of this research, the writer hopefully can take and give benefits of this research to many people, especially the teacher.

4) For The Next Researchers

The following researchers hope this research can give as valuable benefits to the next researcher and hopes it will be helpful as a reference for the next researcher.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter includes previous research, theoretical review, hypothesis, and conceptual framework.

#### **A. Previous Research**

In this research, the writer could not find the most relevant to the study conducted. In this previous research, the researcher found several relevant research pertinent to reading comprehension and visual media, such as movies and subtitle movies. The researcher summarizes the relevant previous researchers to prove the originality of the study; they are:

1. Maribel Montero Perez and Michael P. H. Rodgers (2019) entitled *Video and Language Learning Research*. This journal article identified that input plays a significant role in second language acquisition. This journal explained that this method aims to grow interest in the role of audio-visual input for language learning, which is also noticeable in other academics. The effectiveness of audiovisuals on second language learning has been studied from different levels. The participant of this research is from Grade 10 participants and not university students. This journal gave the teacher and students exciting ideas from classroom practice and future research. This research allowed the

participants to choose the video themselves and activate the caption whenever they wanted. The final study of this special issue by Del Mar Suarez and Gesa investigated the effect of pre-teaching new words followed by exposure to a TV series compared to a control group in which there was only pre-teaching. An interesting finding in this study is that TV series only seemed to impact vocabulary learning gains for Grade 10 participants and not for university students. The value of video for learning is that the media can provide learners with lots of exposure which may lead to more learning. <sup>1</sup>

2. A research conducted by Aiko Putri Tsany (2021) entitled *The Implementation of Storynory Audiobook in Teaching Reading Narrative Text*. This journal identified the effectiveness of using Storynory audiobooks in teaching narrative text. This journal explained the aim of using audiobooks to teach reading comprehension in narrative text. This journal investigated the student's response to the Storynory audiobook in teaching reading narrative text. The researcher used a qualitative method of data collection using observation and interviews. According to the result, the researcher concluded the implementation of Storynory Audiobook in teaching reading narrative text shows good

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<sup>1</sup> Perez and Rodgers, pp. 3–4.

responses from the students and the teacher. The students enjoy and easily comprehend the text. The media Storynory Audiobook can help students pronounce words they didn't know before because the Audiobook is a tool to read stories or text accompanied by audio recording, so students can learn how to pronounce correctly. The conclusion of interviewing six students and a teacher, all of them give positive responses about the implementation of Storynory Audiobook in teaching reading narrative text. Five students are categorized as auditory learners and one as reading learners. But the students' responses, namely Storynory Audiobook, can help them comprehend narrative text well. The students also can be engaged and enjoy the learning process using Audiobook media. They can repeat the audio to hear the pronunciation they heard in the audio, which means the audiobook can introduce and improve students' vocabulary or unfamiliar vocabulary in the word text. Therefore, the researcher concluded that audiobooks recommended media to teach reading comprehension because they helped listeners easily comprehend narrative

text content. This media is also very suitable for learning media at the home, school, and university levels.<sup>2</sup>

3. Putra Kurniadi, Regina Regina, and Yanti Sri Rezeki (2020) entitled *The Use of Discovery Method in Teaching Reading Comprehension on Narrative Text*. This journal investigated the effectiveness of the discovery method in teaching reading comprehension on narrative text in SMP Kartika Kubu Raya in Eight Grade Students of the 2016/2017 academic year. The research design is pre-experimental research. The data were collected using measurement techniques with multiple-choice reading tests as the tool for collecting data and using a t-test to analyze the data. In particular, this research emphasized the students' ability to get the essential information, determine the main idea, and determine the meaning of unfamiliar words. Different strategies are used, such as cooperative and group learning, questions, and summarizing. The researcher conducted pre-test and post-test, with 58.2 for the pre-test and 64.8 for the post-test. The effect size of 0.98, which is categorized as a moderate effect. The number of participants both in the pre-test and post-test was

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<sup>2</sup> Aiko Putri Tsany, 'The Implementation of Storynory Audiobook in Teaching Reading Narrative Text', *Jurnal Pendidikan Indonesia (Japendi)*, 2.7 (2021), 1136–45.



25 students. The sampling technique of this research was purposive-cluster. In the pre-test, the highest score was 90, and the lowest was 35. While in the post-test, the highest score was 90, and the lowest was 45. The result of this research is that students' reading comprehension was quiet, and they soon moved to a moderate level. It means that the alternative hypothesis is proved. The discovery method in teaching reading comprehension on narrative text is practical to the Eight-Grade students of SMP Kartika Kubu Raya in the academic year 2016/2017.<sup>3</sup>

#### 4. The Position of Current Study

The researcher differentiates the research from the previous research above. In the current study, the writer focused on combining the discovery learning method with the Toy Story movie as audio-visual media to facilitate students reading comprehension of the narrative text of students in the eighth Grade of MTs. Tanwirul Ma'arif Takerharjo Lamongan in the 2022-2023 academic year. The researcher emphasizes the treatment for participants of the research to easily understand the generic structure, language features, and all of the elements in the narrative

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<sup>3</sup> Yanti Sri Rezeki Putra Kurniadi, Regina Regina, 'The Use of Discovery Method Inn Teaching Reading Comprehension of Narrative Text', *JEEP*, 1.1 (2020), 37–49.

text. The researcher also focused on using discovery learning to encourage students to be more active.

The similarity between this research and the researcher is that the study aims to improve the students reading comprehension of narrative and attract the students interested in the learning process.

The difference between this research and the other research is the subject of the research, data sources, and the scope of the research. In the first research conducted by Maribel Montero Perez and Michael P. H. Rodgers (2019), the data taken from the tenth Grade was randomly from a senior high school focused on the student's vocabulary learning. In the second previous research conducted by Aiko Putri Tsany (2021), she used audiobooks or audio recording media for applied her research to the object. She focused on how students understood the narrative text and improved student punctuation by listening to the audiobook and gaining student vocabulary. The last previous research by Putra Kurniadi, Regina, and Yanti Sri Rezeki (2020) only focused on implementing discovery learning to teach reading comprehension of narrative text, and there are no specific media that are used. Therefore, this research was carried out to complement previous research that had not integrated visual media with discovery learning to facilitate

students' reading comprehension of narrative text and make a new integration of teaching media and methods to contribute to various exciting learning activities.

## **B. Theoretical Review**

### **1. Discovery Learning**

#### **1.1 Definition of Discovery Learning**

Discovery learning is a means by which students engage in problem-solving to develop knowledge or skills. A good working definition of discovery learning is intentional learning through supervised problem-solving following the scientific method investigation. Thus, with discovery, the learning must be planned, supervised, and follow the scientific analysis method. Discovery learning is frequently confused with inquiry.<sup>4</sup>

Both discovery and inquiry are specific kinds of problem-solving. Whereas discovery follows an established investigation pattern, an inquiry has no such regular pattern. Discovery learning can take place

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<sup>4</sup> Kenneth D. More, *Effective Instructional Strategies* (California: Sage Publication, 2005), p. 295.

at three levels, depending on the level of problem-solving.<sup>5</sup>

**Table 2.1**  
**Discovery Learning Levels**

Level	I	II	III
Problem identification	Generated by teacher or textbook	Caused by teacher or textbook	Generated by student
Process for problem-solving	Decided by teacher or textbook	Decided by student	Decided by student
Establishment of the tentative solution to the problem	Determined by student	Determined by student	Determined by student

At level I, discovery learning is carefully guided (guided discovery); at level II, a moderate amount of guidance is administered (modified discovery); and at level III, it is very casually supervised (open discovery).<sup>6</sup> In this research, the discovery learning

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<sup>5</sup> Kenneth D. Moore, p. 294.

<sup>6</sup> Kenneth D. Moore, p. 296.

method was level I or guided discovery. Irwan Koto, cited in Mayer (2004), stated that guided discovery learning is more effective than pure discovery in helping students construct knowledge to make sense of new information and integrate further details with the knowledge base.<sup>7</sup>

Discovery learning focuses on learner-centered and task-based teaching.<sup>8</sup> This method's activity focuses on several tasks before identifying the problems and causes of the problem. This method encourages students to ask questions, formulate tentative answers, and deduce general principles from practical examples or experiences. Discovery learning requires the student to make many decisions about what, how, and when something is to be learned and even plays a significant role in making such decisions. Related to the detail of discovery learning, Bruner (1986) stated there are four components to discovery learning theory: 1) Curiosity and uncertainty, 2) Structure of knowledge, 3) Sequencing, and 4) Motivations. It is also determined

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<sup>7</sup> Irwan Koto, 'Teaching and Learning Science Using YouTube Videos and Discovery Learning in Primary School', *Mimbar Sekolah Dasar*, 7.1 (2020), 106–18 (p. 107) <<https://doi.org/10.17509/mimbar-sd.v7i1.22504>>.

<sup>8</sup> Dwi Putri Hartiningsari, 'Improving Listening Skill Through Discovery Listening Technique', *Journal of English Language Teaching Learning and Literature*, 1.1 (2016), 21–30 (p. 23).

that there are three principles associated with discovery learning theory, namely; 1) Instruction must be concerned with experiences and context that make the student willing and able to learn (readiness), 2) Instruction must be structured so that it can be easily grasped by the student (spiral organization), 3) Instruction must be designed to facilitate extrapolation and fill in the gaps (going beyond the information given).

Discovery learning follows the general specific method for conducting an investigation. That is shown in this table:

**Table 2.2**  
**General Specific Method of Discovery Learning**

Identify problem	<ol style="list-style-type: none"> <li>1. Be aware problems exist</li> <li>2. Write problem statement</li> </ol>
Develop possible solutions	<ol style="list-style-type: none"> <li>1. Propose testable hypotheses</li> </ol>
Collected data	<ol style="list-style-type: none"> <li>1. Gather evidence</li> <li>2. Conduct experiment</li> <li>3. Survey a sample</li> </ol>
Analyze and interpret data	<ol style="list-style-type: none"> <li>1. Develop a data-supported meaningful statement</li> <li>2. Test hypotheses</li> </ol>

	<ul style="list-style-type: none"> <li>3. Establish relationships or patterns</li> <li>4. Make generalization</li> </ul>
Test conclusion	<ul style="list-style-type: none"> <li>1. Obtain new data</li> <li>2. Revise original conclusions</li> </ul>

## 1.2 Discovery Learning Strategies

Generally, discovery learning is used for teaching science. Still, this method can be used for all topics, and the teacher should choose a suitable topic that can be conducted using the discovery learning method. The teacher should create learning steps related to the discovery learning method; the problem also had to be considered. The teacher should choose a practical concern for the students, so the students do not confuse about the problem understanding.

The success of discovery learning depends mainly on the ability to plan and execute the problem-solving process effectively. The role is to provide a situation that lets students identify a contradiction or uncertainty and to guide and assist them in finding a relationship between what they already know and the newly discovered knowledge. Essentially, the teacher directs the planning, organization, and execution of the

general scientific method of investigation,<sup>9</sup> so we can conclude that the teacher's role is significant here and guides the student to investigate in the classroom using this method.

*Selecting The Problem.* Discovery learning works well with many subjects. Science, geometry, social study, art, and mathematics all provide many opportunities for discovery learning. The teacher must find practical problems for the students. The student often founders or selects issues that are not suitable for your course or may choose problems whose solution requires materials and equipment that are not available or issues that are too large and unyielding.

*Proposing Possible Solution.* Once students clearly define the problem, hypotheses and solutions must be generated. The accomplishment of this task requires that data be collected and analyzed. The teacher must provide materials, suggest where data is located, and provide resources where information related to the problem area can be obtained.

*Collecting of Data.* Proposed solutions must be tested. That is, each of the generated hypotheses must be checked for validity. Thus, additional data

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<sup>9</sup> Kenneth D. Moore, p. 297.



must be amassed. Data collection sometimes requires that experiments be set up and carried out. At other times, surveys must be conducted. Students often need guidance and assistance with their data-collection tools and technique.

*Data Analysis and Interpretation.* Once collected, data must be analyzed and interpreted. Criteria must be established, and the validity of hypotheses must be judged against their criteria. The teacher might need to guide the students in making judgments and determining their validity. Students often think they have proven a hypothesis when, in fact, they have not.

*Testing Conclusions.* Once established, conclusions must be tested and revised. Consequently, the final step in the problem-solving component of discovery is the generation of data that will support the identified conclusion or lead to revisions of the decision.

### **1.3 Benefits of Discovery Learning**

Discovery learning is active rather than passive learning. Active learning tends to result in a higher degree of intrinsic motivation. With verbal teaching methods, inspiration comes only from the

teacher's comments following class contribution. In discovery learning, push comes from the activity itself and the excitement of direct involvement. This activity increases learning and better retention. Students learn more and retain information longer when actively involved in education. Discovery learning also fostered the development of positive social skills.<sup>10</sup> Discovery learning requires that students work cooperatively. They must develop skills in planning, following established procedures, and working together toward completing the common task.

## **2. The Use of Movies as Teaching Media (Toy Story Movie)**

According to Nugent (2005), many teachers use video to introduce the lesson's topic, present the content, provide and repair, and increase enrichment.<sup>11</sup> A video segment can be used as an example of the generic structure of a narrative text. The teacher can explain the generic form and give an example using the Toy Story movie.

The presentation of the material narrative text through watching the video can influence the students to understand the narrative text and the generic structure of

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<sup>10</sup> Kenneth D. Moore, p. 299.

<sup>11</sup> Nurizmawati, Apriliaswati, and Arifin, p. 4.

the narrative text. Four generic narrative text structures can be explained using the Toy Story movie, for example, orientation. The researcher explained where is the orientation part in the Toy Story movie and explained what the direction is.

The use of visual media like animated videos such as Toy Story can increase the student's independence in discovery learning method activity.<sup>12</sup> In this treatment of the research, the researcher the learning activity based on the discovery learning activity. The researcher gave the stimulation using the video that showed an example of narrative text utilizing this video. The researcher asked the participant to look for the proper generic structure of a narrative text and made the participant do it alone in a group. Then they presented in front of their group and another group. They

The use of visual media also can improve the student's vocabulary mastery. According to Susanti (2002:1), cited in Geminastiti (2018) said that the mastering of English vocabulary is equal to their mastering of English ability. Students with a high level of English vocabulary mastering

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<sup>12</sup> Niken Ayu Mutiasari and Rusnilawati, 'Discovery Learning Assisted by Animation Audio Visual Media Optimizes Problem Solving Ability and Students' Independent Attitude', *Jurnal Ilmiah Sekolah Dasar*, 6.3 (2022), 516–24 (p. 521) <<https://doi.org/10.23887/jisd.v6i3.53394>>.

also have a high level of mastering English reading ability.<sup>13</sup> The movie can motivate the students to be active and participate significantly in vocabulary mastery during the teaching process in the classroom.<sup>14</sup>

According to research by Lydia Amalia et al., the student difficulty in understanding English is on vocabulary mastery, and they also did not understand when they heard native speakers, and this made them burdensome know about the meaning of the content.<sup>15</sup> Most students don't understand the vocabulary because they are not used to communicating and listening to native speakers, such at the movie. However, the researcher concludes that the students only understand what the teacher dictated and memorize the vocabulary their teacher gave. So, using a movie as media for teaching is an excellent way to improve the student's vocabulary. Using movies to teach reading affects the student's

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<sup>13</sup> Usman M Geminastiti Sakkir, 'Movie in Enhancing Students' Vocabulary', *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra*, 2.2 (2018), 47–56.

<sup>14</sup> Dedi Efrizal, 'Improving Students' Vocabulary Mastery Through English Movie for Second Year Students at MAN 01 Kota Bengkulu', *Al-Lughah: Jurnal Bahasa*, 7.1 (2018), 46 (p. 56) <<https://doi.org/10.29300/lughah.v7i1.1607>>.

<sup>15</sup> Maphul Lydia Amalia, Ujang Suparman, 'Teaching Vocabulary Through Movies to Improve Student's Vocabulary Mastery', *English Depatment, Lampung University*, 4.1 (2016), 1–8 (p. 6).

comprehension because if they lack vocabulary, it will be challenging to comprehend the reading text.

In this research, the researcher used this movie's script to make the research process easy. The researcher can't find this movie's definition or biography in this case. So, the researcher finds one very famous and accurate website for a piece of information, namely *Wikipedia*.

## **2.1 The Overview of Toy Story Movie I**

Toy Story is a 1995 American computer-animated buddy comedy film produced by Pixar Animation Studios and released by Walt Disney Pictures. The film directorial debut of John Lasseter was the first entirely computer-animated feature film and the first feature film from Pixar. The screenplay was written by Joss Whedon, Andrew Stanton, Joel Cohen, and Alec Sokolow from a story by Lasseter, Stanton, Pete Docter, and Joe Ranft. The film features music by Randy Newman, was produced by Bonnie Arnold and Ralph Guggenheim and was executive-produced by Steve Jobs and Edwin Catmull. It features the voices of Tom Hanks, Tim Allen, Don Rickles, Wallace Shawn, John Ratzenberger, Jim Varney, Annie Potts, R. Lee Ermey, John Morris, Laurie Metcalf, and Erik von Detten.

Taking place in a world where anthropomorphic toys come to life when humans are not present, the plot focuses on the relationship between an old-fashioned pull-string cowboy doll named Woody and an astronaut action figure, Buzz Lightyear, as they evolve from rivals competing for affection of their owner Andy Davis, to friends who work together to be reunited with him after being separated from him.

Following the success of Pixar's 1988 short film *Tin Toy*, the company was approached by Disney to produce a computer-animated feature film told from a small toy's perspective. Lasseter, Stanton, and Docter wrote early story treatments, which were rejected by Disney, who wanted the film's tone to be "edgier." After several disastrous story reels, production was halted, and the script was rewritten to reflect better the tone and theme Pixar desired: "toys deeply want children to play with them, and this desire drives their hopes, fears, and actions." The studio, consisting of a relatively small number of employees, produced the film under only minor financial constraints.

*Toy Story* premiered at the El Capitan Theatre in Los Angeles, California, on November 19, 1995, and

was released in theatres in North America on November 22, 1995. It was the highest-grossing film during its opening weekend, eventually earning over \$373 million worldwide. It was acclaimed by critics and audiences, who praised the technical innovation of the 3D animation, the wit and thematic sophistication of the screenplay, the musical score, and the voice performances of Hanks and Allen; it is considered by many to be one of the best-animated films ever made. The film received three Academy Award nominations (Best Original Screenplay, Best Original Song for "You've Got a Friend in Me," and Best Original Score) and a Special Achievement Academy Award. In 2005, its first year of eligibility, it was inducted into the National Film Registry for being "culturally, historically, or aesthetically significant."

In addition to home media and theatrical re-releases, Toy Story-inspired material includes toys, video games, theme park attractions, spin-offs, merchandise, and three sequels Toy Story 2 (1999), Toy Story 3 (2010) and Toy Story 4 (2019)—all of which garnered commercial success and critical acclaim. A spin-off TV series called Buzz Lightyear of Star Command aired from 2000 to 2001, starting with

a direct-to-video film, *Buzz Lightyear of Star Command: The Adventure Begins*.<sup>16</sup>

## 2.2 Plot

The story's plot includes the generic structure of the narrative text, such as orientation, complication, resolution, and re-orientation.

*(Orientation)* In a world where toys are living things but pretend to be lifeless when humans are present, a group of toys owned by a boy named Andy Davis is caught off-guard when Andy's birthday party is moved up a week, as his family (including his mother and infant sister Molly) is preparing to move the following week. Andy's toys—including Bo Peep, Mr. Potato Head, Rex the dinosaur, Hamm the piggy bank, and Slinky Dog—fear they will be replaced by new toys that Andy receives during the party. To ease the situation, Sheriff Woody, the toys' leader and Andy's favorite toy, send out army men, led by Sarge, to spy on the party and report the gift arrivals to the other toys via baby monitors. The toys are relieved when the party appears to end without any of them being supplanted by newer toys, but then Andy receives a surprise gift: a Buzz Lightyear action figure.

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<sup>16</sup> Wikipedia, "Toy Story", 1995.



Buzz thinks he is a real space ranger who has crash-landed on a strange planet. Buzz quickly impresses the other toys with his various features, and Andy begins to favor him, which makes Woody feel rejected compared to the newer, sleeker, and more advanced Buzz. Two days before the move, Andy's mother tells him he can only bring one toy to a family outing at the Pizza Planet restaurant.

*(Complication)* Knowing that Andy will choose Buzz, Woody attempts to trap Buzz behind a desk but ends up knocking him out of the window, causing most of the other toys (except Slinky and Bo) to accuse Woody of "murdering" Buzz out of jealousy. Before they can exact revenge, Andy arrives and, after failing to find Buzz, takes Woody instead. When the family stops for gas, Woody finds that Buzz has hitched a ride in their van. The two fight, falling out of the van, and the family drives away, stranding them.

*(Resolution)* After an argument, they manage to reach Pizza Planet by hitching a ride on a delivery truck. Buzz, still believing he is a real space ranger despite Woody's attempts to convince him otherwise, gets them stuck in a crane game full of alien toys, where they are retrieved by Andy's sadistic, toy-

destroying neighbor, Sid Phillips. At Sid's house, the two watch in horror as Sid steals his younger sister Hannah's doll, claiming the doll is sick and then performs "surgery" to replace the doll's head with that of a pterodactyl.

While attempting to escape, Buzz sees a television commercial for a Buzz Lightyear action figure and, after failing to fly out a window (breaking his arm off in the process), realizes he is just a toy and becomes despondent. Woody attempts to signal Andy's toys for help, but they misunderstand his gesture and ignore him. Sid's mutant toys fix Buzz's arm, and Woody restores Buzz's confidence by telling him about the joy he can bring to Andy as a toy. The following day, as Sid is about to launch Buzz on a firework rocket, Woody and the mutant toys come to life before Sid, terrifying him into no longer mistreating toys. Woody bids the mutant toys farewell and escapes with Buzz—only to see Andy and his family departing for their new home.

The duo tries to get to the moving truck, but Sid's dog Scud sees them and gives chase. Buzz saves Woody from Scud but is left behind, so Woody attempts to rescue him with Andy's remote-controlled

car, RC. Thinking that Woody is "killing" RC, the other toys attack Woody and toss him off the truck. Buzz and RC retrieve Woody; the other toys realize their mistake and try to help, but RC's batteries run out before he reaches the truck. Realizing that Sid's rocket is still strapped to Buzz's back, Woody ignites it, hurtling them towards the truck. Woody throws RC into the truck before he and Buzz soar into the air; Buzz opens his wings to free himself from the rocket just before it explodes, and he glides with Woody to safety inside a box in Davis's van, right next to Andy, who concludes they were in the car all along.

On Christmas Day at their new home, Woody and Buzz stage another reconnaissance mission to prepare for the new toy arrivals; one of the toys is Mrs. Potato Head, to Mr. Potato Head's delight. As Woody jokingly asks what might be worse than Buzz, they discover Andy's new gift is a puppy, and the two share a worried smile.<sup>17</sup>

*(Moral value)* Jealously is a great way to make ourselves and others miserable. The prospect of someone stealing the affection of someone we love can be over-consuming, as Andy's toys prove while they

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<sup>17</sup> Wikipedia, "Toy Story", 1995.

await news of his newest gift (Space ranger – Buzz Lightyear).

### 3. Definition of Reading

According to Johnson, reading is what exactly happens between text, brain, and eye when we engage in this delightful magical practice. He also defined reading in some definitions. *Reading is the practice of using text to create meaning.* The two keywords here are creating and meaning. If there is no meaning being created, there is no reading taking place.

*Reading is a constantly developing skill. Like any skill, we get better at reading by practicing. Conversely, if it does not practice, we will not get better, and our skills may deteriorate. From ages three to one hundred and three, reading practice helps us become better readers.*

*Reading integrates visual and nonvisual information.* While reading, the page's visual information combines with the nonvisual information in your head to create meaning. In that way, what's in your head is just as important as what's on the page in creating meaning (reading).

*Reading is the act of linking one idea to another.* Putting ideas together to create a sensible whole is essential to reading. It is not necessary to know every word to read. So, based on this part of the statement, you kept reading

anyway, with absolutely no inclination to look the word up in the dictionary when you are reading some texts. We kept going because, even though we did not know the exact definition, we still created some meaning with the text. Stopping to sound out this word or looking it up in a dictionary would have disrupted the meaning-making and idea-linking process and made comprehension more difficult. However, it is not always necessary that the readers know the meaning and pronunciation of every word they read as long as they put ideas together to create meaning.<sup>18</sup>

In the learning process, reading must be mastered by all students because the success of learning any subject matter depends on their reading competence. With reading competence, the students can comprehend the learning material carefully, and to facilitate student comprehension, the teacher should use effective strategies. The teacher must use suitable methods and strategies to make the learning especially reading, more exciting and valuable because many English Foreign Language (EFL) teachers find that there is insufficient practice time for students who are required to cope with studying a new language and read

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<sup>18</sup> Andrew P. Jhonson, *Teaching Reading Power* (United States: Rowman & Littlefield Education., 2008), p. 5.

for content.<sup>19</sup> Students who like reading will gain new knowledge and insights that will increase their intelligence. Such as reading books or texts that can increase students' vocabulary and language also affects the students because the more students read, the more they will know vocabulary and knowledge. They can also show their idea by speaking because they have read some texts stimulating their speech. The same goes for English; understanding texts like narratives and textbooks will facilitate students' English language.

### **3.1 Types of Reading**

According to Jeremy Harmer, there are two kinds of reading: extensive and intensive. The students will get the maximum benefit from reading. They need to be involved in extensive reading.<sup>20</sup> That is:

#### **a. Extensive Reading**

This type of reading is to develop students' word recognition and for their improvement as readers overall. But this is not enough to tell students to 'read a lot.' We need to offer them a

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<sup>19</sup> Siti Mariam, 'Improving Students' Skimming and Scanning in Reading Skill by Applying Metacognitive Strategy', *Indonesian EFL Journal*, 2.1 (2016), 70–80 (p. 71).

<sup>20</sup> Jeremy Harmer, *The Practice of English Language Teaching* (United Kingdom: Pearson Education Limited, 2007), p. 283.

program that includes appropriate materials, guidance, tasks, and facilities, such as a permanent or portable library book. The successful extensive reading program is that students should read material they can understand. If they struggle to understand every word, they can hardly be reading for pleasure or the primary goal of this reading activity. However, this means that we need to provide books that, either by chance or because they have been specially written, are readily accessible to our students.

b. Intensive Reading

In this intensive reading, a teacher is a leading actor or actress in the activity, and the role of the student is critical. To get students to read enthusiastically in class, we need to work to create interest in the topic and task. However, there are some roles that teacher needs to adopt when asking student read-intensive that are:

1) Organizer

A teacher needs to tell students exactly their reading purpose, give them clear instructions about achieving it, and explain how long they have to do this.

## 2) Observer

When the teacher asks students to read independently, we need to give them space. However, means restraining ourselves from interrupting that reading, even though the temptation may be to add more information or instructions.

## 3) Feedback Organizer

When the students complete the task, the teacher leads a feedback session to check that they have completed it successfully. We may start by having them compare their answers in pairs and then ask for answers from the class or pairs in particular. Students often appreciate giving paired answers like this since, by sharing their knowledge, they also share their responsibility for the answer.

## 4) Prompter

When the students have read the text, the teacher can prompt them to notice language features. We may also, as controllers, direct them to certain features of text construction, clarifying ambiguities and making them aware of text



structure issues they had not encountered previously.

### 3.2 Reading Strategies

There are several strategies in reading, skimming, scanning, predicting, summarization, silent reading, and aloud reading.

#### a. Skimming

Skimming is a form of rapid reading for finding the general idea or gist of a passage or a book.<sup>21</sup>

Skimming is essential to comprehending the general meaning of a passage, comprehending how the passage is structured, the text structure, and understanding the writer's intentions.<sup>22</sup>

#### b. Scanning

Scanning is high-speed reading. We have a question in our mind and do not read every word of the text, just read the only words that answer the question.<sup>23</sup> Scanning reading strategy is a type of

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<sup>21</sup> Beatrice S. Mickulecky & Linda Jeffries, *Advanced Reading Power* (California: Addison-Wesley Publishing Company, 1986), LIX, p. 170.

<sup>22</sup> Jahirul I. Rashid, Wang Hui, 'Discuss the Different Types of Reading Techniques and Develop Its Skills', *Joell*, 8.August (2021), 37 (p. 38) .

<sup>23</sup> Beatrice S. Mickulecky & Linda Jeffries, *More Reading Power: Reading Faster, Thinking Skills, Reading for Pleasure, Comprehension Skills* (United States: Addison-Wesley Publishing, 1996), p. 13.

reading that is used to locate specific information in the text.

c. Predicting

Predicting strategy in reading allows the students to use information from the text, such as the title, headings, pictures, and diagrams, to anticipate what will happen in the story.<sup>24</sup> It would be successful reading if the reader used predictions such as diagrams, pictures, headings, and titles about the story.

d. Summarization

The summarization technique is a reading strategy that restarts the original text into its language. The findings are usually relatively short and contain the critical point, which summarizes the text.<sup>25</sup>

e. Silent Reading

Silent reading is an integral part of English teaching because it can enhance reading capacity, and learners should use it.<sup>26</sup> Silent reading can save time if the students participate at the exact

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<sup>24</sup> Reading Strategies and Misconceptions, 'Predicting Strategy for Reading', *Reading Strategies Msu*, chap. Predicting <<https://readingstrategiesmsu.weebly.com/predicting.html>> [accessed 25 December 2022].

<sup>25</sup> Rashid, Wang Hui, p. 36.

<sup>26</sup> Rashid, Wang Hui, p. 36.

times. Making the students comprehend the material is more important than improving their reading speed.

f. Aloud Reading

Reading aloud improves students' pronunciation, oral communication, intonation, and tension and enables learners to gain language fluency.<sup>27</sup>

#### **4. Reading Comprehension**

Comprehension is part of life. Every waking minute, your brain is busy making sense of your word. It could be compared, in fact, to a highly complex computer. Messages about what you see, hear, smell, touch, or taste constantly come in. Your brain receives these messages, interprets them, sort them, and saves them. When new information arrives, your brain finds connections to information already there. If it finds a connection, the new information becomes part of a network and is saved in your long-term memory. The new information is quickly forgotten and lost when it does not find a connection. The exact process happens when you are reading.

As you read, your brain tells your eyes what to look for to make connections. Sometimes the connection seems to

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<sup>27</sup> Rashid, Wang Hui, p. 36.

happen by itself-especially when the information is necessary or interesting to you.<sup>28</sup>

Reading comprehension involves a specific thinking process. Greater awareness of the relationship between cognitive process and reading skills will help students apply the skills when reading.<sup>29</sup> Van Dijk and Kintsch (1983) defined reading comprehension as creating meaning from the text. The purpose is to understand the text rather than to acquire meaning from individual words of a sentence.<sup>30</sup>

#### **4.1 The Stages of Teaching Reading Comprehension**

There are three types of reading comprehension, pre-reading, during-reading, and post-reading. These comprehension skills can be quickly learned and flexibly applied to various reading situations.<sup>31</sup>

##### **a. Pre-reading Activity**

This activity is used primarily to preview the structure of the text to be read or to connect new information to knowledge readers might already know. This activity concerns students' background

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<sup>28</sup> Jeffries, p. 14.

<sup>29</sup> Jeffries, p. vi.

<sup>30</sup> Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, 'How Can Students Improve Their Reading Comprehension Skill?', *Journal of Studies in Education*, 6.2 (2016), 229 (p. 230) <<https://doi.org/10.5296/jse.v6i2.9201>>.

<sup>31</sup> Andrew P. Johnson, p. 111-116.

knowledge, the objective of reading class, learning activities, and motivating the students. This activity motivates the student to attract attention to the text and facilitates the student's understanding.

b. During-reading Activity

This activity is used to monitor comprehension, evaluate ideas gleaned from each paragraph, and begin to organize ideas within the text's structure as students read. This activity includes identifying the main idea, finding the text's details, following a sequence, inferring from the text, and recognizing the discourse patterns.

c. Post-reading Activity

This activity is to reconstruct important ideas, organize those ideas, and evaluate those ideas after reading a chapter or article. This activity re-checks reader understanding of the topic of the text that they have read.

#### **4.1 Reading Strategies**

A frequent distinction is made between top-down and bottom-up processing. In metaphorical terms, this is the difference between looking at a forest or studying the individual trees within it (Jeremy Harmer)<sup>32</sup>.

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<sup>32</sup> Jeremy Harmer, p. 270.

a. Bottom-up Strategies

This strategy is translating print to meaning that begins with print. The reader gets a general view of the reading by, in some way, absorbing the overall picture.<sup>33</sup> They have immensely helped if their schemata allow them to have appropriate expectations of what they will come across. The readers identify the features of letters first, link them to recognize the letter, combine the letter to know the word, and then process them into sentences, paragraphs, and text-level processing.

b. Top-down Strategies

This strategy starts from the reader's prior knowledge and experience of the print. In this strategy, the reader starts to understand the text by applying the higher levels stage. In this case, the readers start with a hypothesis and prediction and attempt to verify them by working down the print stimuli. In this strategy, the reader focuses on such a thing as individual words, phrases, or cohesive devices and achieves

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<sup>33</sup> Jeremy Harmer, p. 270.

understanding by signing these detailed elements together to build a whole.<sup>34</sup>

## 5. Teaching Reading

Reading is critical to increasing students' knowledge and information in foreign language learning (EFL). In teaching reading, the teachers have to concern and master the material that is used. The topic or subject which they will teach is also worth considering too. The teacher also must know about the student's condition so the teacher can look for or apply a suitable topic and reading text for teaching reading.

Some experts, such as Barkley, E.F. et al., are concerned with collaborative learning techniques. These things getting to be moved forward and created learning models to be way better or interesting methodologies to pick up way better come about student's ability to comprehend a text in reading comprehension.<sup>35</sup>

Teachers teach the skill directly, especially in the beginning, providing many opportunities for the students

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<sup>34</sup> Jeremy Harmer, p. 270.

<sup>35</sup> Catur Kepirianto, Siti Mariam, and M. Ulya Ashari, 'Integrating Mind-Mapping Collaborated with Think-Pair-Share to Teach Reading Comprehension in Descriptive Text', *PAROLE: Journal of Linguistics and Education*, 12.1 (2022), 119-29 (p. 1) <<https://doi.org/10.14710/parole.v12i1.119-129>>.

to have experience reading the whole book. In this regard, the teaching of reading indicates interactive process models of reading. Teachers have to decide what the purpose of reading will be. If the purpose of reading is done, the topic of reading the text can be free such as recounting the text. There are five elements of practical skills instruction that should be used (Harris & Mark, 1992)<sup>36</sup> here:

- a. *Direct instruction and modeling.* First, select a comprehension skill to teach. Introduce it by telling students it is a way to help them understand what they read when reading informational text. It explains how it should be used. To do this, read a short piece of text out loud. Make your thought process transparent by thinking aloud (cognitive modeling) to demonstrate how the comprehension skill is used.
- b. *Identification of the steps of a part.* This element is often intertwined with direct instruction and modeling. Here, the teacher identifies the specific steps used with comprehension skills. It is helpful to use a thinking frame to teach this step. A thinking frame is the step of any thinking process, broken down into specific steps.
- c. *Guided practice.* Guided practice, sometimes called scaffolded instruction, is provided when the teacher

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<sup>36</sup> Andrew P. Johnson, p. 117-120.



takes the whole class through each skill step. These steps aim to provide the support necessary to allow the students to learn to use the skill independently.

- d. *Regular practice and review.* Students need regular practice and review to use comprehension skills effectively. When students are asked to read expository text, they should be reminded to use comprehension skills.
- e. *Integration into the curriculum.* Comprehension skills should be used throughout the curriculum at all levels whenever students are asked to read expository text. Before reading an assigned chapter or article, students must be reminded of the steps necessary to comprehend a piece of expository text.

## **6. Narrative Text**

### **6.1 Social Function**

The narrative text is a text which contains good fiction stories, non-fiction stories, animal stories (fable), folktales, fairy tales, myths, legends, etc.<sup>37</sup> The social function of narrative text is to amuse, entertain,

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<sup>37</sup> *Narrative Text; Definition, Generic Structures, Purposes, Language Features* – British Course (searched on, April 29 2022, 1.36 pm).

and deal with actual or various experiences in different ways.<sup>38</sup>

## 6.2 Language Features

The language features of narrative text are:

a. Focus on specific participants. (Cinderella, Snow White, etc.)

b. Past Tense

Tense that explains something that happened in the past time.

Formula:

(+) S + V2 + O + Compliment/Time Order (past)

(-) S + did + not + V1 + O + Compliment/Time Order (past)

(?) Did + S + V1 + O + Compliment/Time Order (past)

c. Use temporal conjunctions and temporal circumstances. (When, Then, Suddenly, etc.)

d. Use of material (or action) processes or using action verbs. (Killed, Dug, Walked, etc.)

e. Use of relational and mental processes.

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<sup>38</sup> Rudi Hartono, *Genre Based Writing* (Semarang: English Departement of Language and Art Faculty, 2005), p. 6.

### **6.3 Generic Structure**

a. Orientation

It is about the opening paragraph in which the story's character is introduced, the background of the time, and the place in the story.

b. Complication

The problems of the story are happened and develop.

c. Resolution

The resolution section is the ending of the story. In this section, the main character must solve the problem in the story.

d. Re-orientation/Coda (Moral Value)

The lesson from the story that has been read.

### **6.4 Kinds of Narrative Text**

a. Folklore/folktale

In Indonesian, often referred to as '*dongeng*,' like traditional custom and folklore that is inherited in descending order but not recorded.

b. Personal Experience

A personal experience is a story that tells a personal experience and is usually told from the first-person point of view.

c. Fairy Tale

A fairy tale is a simple story about magical creatures, such as fairies, dragons, witches and princesses, giants, and others.

d. Fable

Fable is a story that tells the life of an animal that behaves like humans. Fables are fiction or fantasy stories. Sometimes fables include monitory characters in the form of humans. Fable stories are also often called moral stories because they contain messages related to morals.

e. Legend

Legends are ancient folk tales related to the events and origins of the occurrence of a place. For example, Sangkuriang, Batu Menangis (Crying Stone), and the Legend of Giliraja Island.

f. Myth

Myth is a story set in the past, containing interpretations of the universe, such as the creation of the world and the existence of begins in it. It is considered to happen by the story's owner or its followers.

g. Romance

Text romance is a kind of literary work in the form of a prose or reward whose contents describe the perpetrators' actions according to each soul's character and content. It also means romance is a "love story."

### **C. Conceptual Framework**

Four language skills should be mastered and learned by students in English learning. They are reading, listening, writing, and speaking. Reading is an essential language skill that students must have because of all the knowledge they obtain from reading. Therefore, teaching reading should do carefully and effectively.

According to this era, many more exciting and enjoyable media exist. Many students have the same problem in reading: laziness in reading. So, the researcher used this media to attract students interested in reading, primarily narrative text.

Suppose the researcher used Toy Story movies as media to teach reading comprehension of narrative text. In that case, the student can understand the story easily because the

movie is one of the most exciting audio-visual media.<sup>39</sup> Besides that, Toy Story is an excellent movie to learn English because the language features and conversation in this movie are basic and easy to understand for children. This movie is suitable for children to help them learn English, especially for beginners. With this media, students not only understand the plot of the story but the students also can understand the structure of narrative text like orientation which contains the background and the principle of the story, and the complication, which contains how the problem in the story start, resolution which means how the principle in the story solve the problem and student can learn what the moral value on the story is.

Most teachers in MTs. Tanwirul Ma'arif Takerharjo uses only lecturing to teach reading, so the students are more passive and bored in the class. The researcher combined the Toy Story movie and the Discovery Learning method. This method is based on constructivism, which says that discovery learning is truly active learning where students build their knowledge, look for the meaning of the material they will learn,

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<sup>39</sup> Catur Kepirianto Siti Mariam, *Utilizing Flipped Classroom Strategy-Based Interactive, Art & Enterpreneurship in Language Studies* (UNIKA Soegijapranata, 2021)  
<<https://play.google.com/store/books/details?id=GLNREAAAQBAJ>>.

and conclude new concepts and ideas with the knowledge that already exists within themselves.<sup>40</sup>

The researcher gave the student stimulation and understanding of the narrative text theory, like generic structure and language features used in the Toy Story movie. The student identified and understood the other narrative text by themselves based on a researcher's points or material about the narrative text. The researcher also guided the students to look for other narrative texts and identify the generic structure and language features. A student was also guided to learn and understand the moral value and implementation of the story in real life in narrative text.

#### **D. Hypotheses**

In this research, the hypotheses are associative. The associative hypothesis is a statement that shows a conjecture about the relationship between two or more variables.<sup>41</sup>

Based on the research question, the hypotheses of the research are:

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<sup>40</sup> Ahdar Djameluddin, *Belajar Dan Pembelajaran* (Sulawesi Selatan: CV Kaffah Learning Center, 2019), p. 21.

<sup>41</sup> Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2017), p. 89.

- Ho : Integrating Toy Story Movie and Discovery Learning effectively facilitates students reading comprehension of narrative text.
- Ha : Integrating Toy Story Movie and discovery learning is ineffective in facilitating students reading comprehension of narrative text.



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses the research method in this study. It covers a discussion about the research design, participants and setting of the research, sample of the research, variable of the research, indicator of the research, method of collecting data, instrument of the research, and method of data analysis.

#### **A. Research Design**

The researcher used the quantitative method in this research and employed a pre-experimental design: The One Group Pretest-Posttest design. This design is used for one experimental group with two measured.<sup>1</sup> In this model, before starting treatment which was integrating the Toy Story movie with the Discovery Learning method in teaching reading comprehension of narrative text, the researcher conducted a pre-test and gave a post-test to explain the effectiveness of integrating Toy Story Movie and discovery learning in teaching reading comprehension of narrative text.

This design can be visualized in the 3.1 table.<sup>2</sup>

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<sup>1</sup> Imam Azhar, *Metode Penelitian Dan Analisis Data* (Lamongan: IAI Tarbiyatut Tholabah Lamongan, 2015), p. 9.

<sup>2</sup> Imam Azhar, p. 9.

**Table 3.1**  
**Pre-experimental Design Visual**

Pre-test	Treatment	Post-test
O <sub>1</sub>	X	O <sub>2</sub>

## **B. Participants and Setting of The Research**

The participants of this research were all students in the eighth Graders of MTs. Tanwirul Ma'arif, the school's location is at Takerharjo village, Solokuro sub-district, Lamongan district, East Java province. They consisted of 12 girls and 13 boys between 13-14 years old. The participants have low to high ability in English. This school has two English programs. First, the main program is based on the teacher's curriculum and thought, and the second is a conversation class program.

In the conversation program, they learn more about how to speak English fluently and communicate with other people in English. The mentor also gave some assignments to the students and made the students review the lesson at their house, but they did their assignments and finished. They do not read and read again about their lesson or looking something that refers to their lesson in other sources.

MTs. Tanwirul Ma'arif is located in Takerharjo village of Lamongan. This village also does not include remote areas,

but the students can't explore other lessons because of a lack of reach and interest.

### **C. Sample of The Research**

The sample of this research is the eighth Grade of MTs. Tanwirul Ma'arif students as an experimental class. The method of sampling method is the saturated sampling method. The saturated sampling method is a technique in which all population members are used as samples. The saturated sampling is often done when the population has a relatively small number, less than 30 people in the study who want to make generalizations with minimal errors.<sup>3</sup>

### **D. Variable of The Research**

Variable is all the things in any form determined by the researcher to be studied so that it is obtained. Then the researcher concluded.<sup>4</sup> Theoretically, the variable can be defined as an attribute, someone, or object which varies between one person and another or one object and another (Hatch and Farhadi, 1981).<sup>5</sup>

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<sup>3</sup> Sugiyono, p. 64.

<sup>4</sup> Sugiyono, p. 2.

<sup>5</sup> Sugiyono, p. 3.

As examples of the human attribute, a variable can also be an attribute from science or specific activity like height, weight, motivation, attitude, and discipline. Size, color, and shape size are object attributes. Ingredients, selling value, production technology, advertising, and marketing are variables in the activity or business. According to the definition above, the research variable is an attribute, characteristic, or value of someone, object, or activity with a specific variation set by the researcher to be studied and concluded.

a. Independent Variable

This variable is often called a *stimulus, predictor, or antecedent* variable. In Indonesian often called *variabel bebas*. The Independent variable is a variable that affects or causes changes in the emergence of the dependent variable.<sup>6</sup> The independent variable of this research is Integrating the Toy Story movie and discovery learning in teaching reading comprehension of narrative text.

b. Dependent Variable

This variable is usually called an output, criteria, and consequent variable. The dependent variable is a variable that affects or becomes the result of the existence of independent variables.<sup>7</sup> The dependent variable of this

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<sup>6</sup> Sugiyono, p. 4.

<sup>7</sup> Sugiyono, p. 4.

research is the student's reading comprehension skill of narrative text.

### **E. Indicator of The Research**

Indicator variables are broken down into categories of data that the researcher must collect. The indicator variables in this research are:

- a. Variable of integrating Toy Story and Discovery Learning in teaching reading comprehension of narrative text:
  - 1) Material of the lesson
  - 2) Media for Learning
  - 3) Teaching method
  - 4) Class facility
  - 5) Teacher role
- b. Variable student's reading comprehension skill:
  - 1) Student's language competence
  - 2) Student's achievement

### **F. Method of Collecting Data**

The method of collecting data was tested. This technique aims to measure students' knowledge, skills, and abilities. The type of test the researcher gave, pre-test and post-test, before treatment. After giving treatment, look at the effectiveness of integrating the Toy Story movie and discovery

learning in teaching reading comprehension of narrative text. The test data was the primary data, and the pre-test and post-test questions consisted of 10 multiple choice and one essay.

### **G. The procedure of The Research**

In the collecting data process, there were procedures and timelines that the researcher used for four weeks:

- a. The researcher contacted the headmaster of the school (2 August 2022)

The researcher contacted the headmaster of MTs. Tanwirul Ma'arif Takerharjo. The researcher told what the researcher would do, explained the research, and how it will take a long time.

- b. The researcher contacted the English teacher (15 August 2022)

The researcher contacted the headmaster of the English teacher after contacted the headmaster. In this procedure, the researcher explained the research, the lesson material used, the lesson plan, and the learning activity based on the discovery learning method.

- c. The researcher submitted a research permission letter to the headmaster of the research palace (20 August 2022)

Before the researcher did the research, the researcher went to the school office to submit the research permission letter to the headmaster.

- d. The researcher gave a brief to the research participants (17 August 2022)

The research participants were briefed by the researcher and explained about the research. The research was pre-experimental, and the same with the experiment. The researcher couldn't give them spoilers about what will the researcher gave to do the treatment.

- e. The researcher gave a pre-test (17 August 2022)

The researcher gave the treatment to the Eighth graders of MTs. Tanwirul Ma'arif Takerharjo Lamongan. The participants did the pre-test in their house because there was a school ceremony commemorating the independent day. However, the researcher only gave the sample documentation of students' work on the pre-test in part c of appendix 9.

- f. The researcher gave treatment to the research participants (20 & 27 August 2022)

The researcher gave the treatment to the research participants after conducting a pre-test. The researcher

showed the Toy Story media and did the lesson planning that had been created.

g. The researcher gave a post-test (3 September 2022)

The researcher conducted a post-test after giving treatment to the research participants. After the participants finished their work, the researcher rewarded the students as an appreciation and gratitude for taking the time to participate in the research process and be conducive during the research process.

## **H. Instrument of The Research**

Instrument research is used to measure the variable value which will be studied.<sup>8</sup> Sugiyono (2016) also said that there are two instruments: test and non-test.<sup>9</sup> The test measures student achievement in the study, and the non-test measures students' attitudes during the learning process.

The test questions consist of 10 multiple choices, which have four options of answers (A, B, C, and D) in 25 minutes and one essay. There are three short narrative texts and 3-4 questions in every short narrative text in multiple choice. One essay consists of one narrative text; the students must be able to distinguish the part of the narrative text structure using

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<sup>8</sup> Imam Azhar, p. 49.

<sup>9</sup> Sugiyono, p. 349.



a mind map. The test was given twice, before treatment (pre-test) and after treatment (post-test). The questions of the text will be the same in the pre-test and post-test to determine the student's skill differences before and after treatment.

## I. Method of Analyzing Data

The data in this study was obtained from many quantitative data, and the data was collected and analyzed as follows:

### 1. Data analysis of descriptive statistic

A descriptive statistic is used to analyze data by describing the data collected during the process. The definition of descriptive statistic itself is a statistic that describes or provides an overview of the object under study through sample or population data as it is, without analyzing and making conclusions that apply in general.<sup>10</sup>

The steps through this analysis are as follows:

#### a) Average (Mean)

Find the mean of pre-test and post-test scores using the formula:

$$Me = \frac{\sum x}{N}$$

$Me$  = Mean Score

$\sum X$  = Total Score

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<sup>10</sup> Sugiyono, p. 29.

N = Number of Student

b) Percentage of mean

$$P = \frac{f}{N} \times 100\%$$

P = Number Percentage

f = The frequency which is looking for as a percentage

N = Number of sample respondents

## 2. Data Analysis Inferential Statistic

The researcher used the statistical technique T (T-test) in inferential statistics.

a) T-test (Paired Sample T-test)

The T-Test can also be understood as a test to compare research data obtained from 2 samples, either correlated (paired) or independent. To find the comparison/inference of pre-test and post-test, score using paired sample T-Test because compared data comes from one respondent/dependent. The pre-test and post-test scores come from the same population. This T-test is to calculate the difference between the pre-test and post-test. The T-test can be formulated as follows:

$$t = \frac{\bar{x}_1 + \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left[ \frac{s_1}{\sqrt{n_1}} \right] \left[ \frac{s_2}{\sqrt{n_2}} \right]}}$$

- $\bar{x}_1$  = Mean of Pretest
- $\bar{x}_2$  = Mean of Post-test
- $s_1$  = Standard Deviation of Pretest
- $s_2$  = Standard Deviation of Posttest
- $s_1^2$  = Variation of Pretest
- $s_2^2$  = Variation of Pos-test
- $r$  = Correlation
- $n$  = Subject of Sample

The steps to hypotheses testing are:

- a) Finding the mean of the difference between the pretest and posttest ( $Md$ )

$$Md = \frac{\sum d}{N}$$

$Md$  = Mean of differences between pretest and post-test

$\sum d$  = Gain value (*posttest - pretest*)

$N$  = Subject of Sample

- b) Finding the “ $\sum x^2 d$ ”

$$\sum x^2 d = \sum d - \frac{(\sum d)^2}{N}$$

$\sum x^2 d$  = Number of squares deviation

$\sum d$  = Number of gain (*posttest - pretest*)

$N$  = Subject of sample

- c) Determining the value of  $T_{hitung}$

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

$Md$  = Mean from the differences of pretest and posttest

$X_1$  = Test value before treatment (pretest)

$X_2$  = Test value after treatment (posttest)

$D$  = Deviation of each subject

$\sum x^2 d$  = Number of square deviations

$N$  = Subject of sample

- d) Determining the decision-making rules or criteria that are significant using significant test rules:

If  $T_{Hitung} > T_{Tabel}$ ,  $H_0$  is rejected, and  $H_a$  is accepted. It means that the treatment or integration of Toy Story and Discovery Learning in teaching reading comprehension of narrative text is effective in eighth Grade of MTs. Tanwirul Ma'arif Takerharjo.

- e) If  $T_{Hitung} < T_{Tabel}$ , then  $H_0$  is rejected, it means the treatment or integration of Toy Story and Discovery Learning in teaching reading comprehension of narrative text is ineffective in eighth Grade of MTs. Tanwirul Ma'arif Takerharjo.

- f) Find  $T_{Tabel}$  using t distribution table with level significance  $\alpha = 0,05$  dan  $dk = N-1$

- g) Concluding whether integrating Toy Story and Discovery Learning in teaching reading comprehension of narrative text is effective or affects the learning outcomes of the eighth Graders of MTs. Tanwirul Ma'arif Takerharjo Lamongan.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter discusses the data description, research findings (result), and the discussion. This section is the answer to the research question which has been formulated. In this chapter, the results of the data analysis are presented. The data were collected and then processed in response to the problem and elaborating the findings with existing theory.

#### **A. Research Findings**

The research finding answers the research question formulated before. Integrating the Toy Story movie and discovery learning effectively to facilitates students' reading comprehension of narrative text. The researcher did the research and got the complete data from the instrument, the test. The researcher facilitated students' reading comprehension of narrative text through the visual media Toy Story movie to help the students understand the learning material easily. Toy Story movie had basic English, and the story was easy to understand, especially for English beginners. The researcher explained the narrative text and focused on the student's comprehension of the generic structure of the narrative text. The researcher gave an example of a generic structure connected with the story plot of the Toy Story movie.

The researcher integrated the Toy Story movie and discovery learning to engage the students in the class. Students can express

their opinion in class confidently. Discovery learning had basic constructivism theory that students build their knowledge by themselves, with discovery learning activities more active in the class. In the treatment process, the researcher stimulated them at the first meeting before showing the Toy Story movie. The researcher created the lesson planning containing the discovery learning steps and implemented the discovery learning activity. In the simulation activity, the student identified and developed a possible solution to the problem (Discovery Learning), and in the problem statement stage, the students collected information (Discovery Learning). In the data processing stage, in the informational process, the student analyses and interprets the data (Discovery Learning). The final discovery learning activity is in the generalization stage. The students would do the test conclusion (Discovery Learning).

The findings of this research have contributed to the teacher's use of variation teaching media, especially to teach reading, to minimize the students' boredom. Teaching narrative text is more enjoyable using visual media like Toy Story movies to make the students comprehend the text easily.

## **B. Data Description**

This study presented quantitative data about the effectiveness of integrating the Toy Story movie and discovery learning method to teach reading comprehension of narrative text. In this data

description, the independent variable data (X) is described, namely integrating the Toy Story movie and Discovery Learning. The dependent variable (Y) is the student's reading comprehension of narrative text. For research data collection, the researcher used tests which were pre-test and post-test, which were distributed in the student's classrooms before doing treatment (pre-test) and after doing treatment (post-test) in the eighth Graders of MTs. Tanwirul Ma'arif Takerharjo, Lamongan, totaling 25 respondents because two students didn't join the class on the day the researcher gave the treatment, pre-test, and post-test. In this study, the type used for the test was multiple choice, ten items, and an essay consisting of a story question and composed a mind mapping using the story. The student must determine the story's generic structure and moral value.

In this research, two variables have been taken: Integrating Toy Story and Discovery Learning as a variable (X) and Student's Reading Comprehension of Narrative Text as a variable (Y). This data was taken from the pre-test and post-test instruments and the treatment given by the researcher to the eighth Grader of MTs. Tanwirul Ma'arif Takerharjo Lamongan.

#### 1. Integrating Toy Story movie and Discovery Learning (Independent Variable / X)

In this study, the researcher gave the sample pre-test before the researcher gave the treatment. The researcher integrated Toy Story with the discovery learning method to give



the treatment to students after doing a pre-test. The researcher gave the treatment based on the lesson plan which has been conducted. This treatment has two meetings and a meeting for doing the post-test. Before the first meeting, the researcher gave the pre-test, and the sample did the test in their house on 17 August 2022.

The first meeting of treatment was conducted on 20 August 2022. The researcher showed the Toy Story movie as an example of a narrative for the student to understand the story's plot. Before showing the Toy Story movie, the researcher stimulated the research participants. In this movie, the researcher used the Toy Story movie, which was accessible to students to understand. After showing the movie, the researcher explained about narrative text consisting of social function, generic structure, language features, and the story's moral value. The researcher explained the generic structure of narrative text connected with the Toy Story movie.

The researcher not only showed the Toy Story movie as an example but also gave a simple narrative text to find out the story's generic structure and moral value. In the first meeting, the sample was given jumbled sentences by the researcher and rearranged into a paragraph of narrative text by several students.

The second meeting of the treatment was conducted on 27 August 2022. The researcher guided the sample to process the

information by identifying the narrative text from the previous meeting. In this meeting, the sample was guided to find the generic structure and moral value of the story then they wrote the result of the discussion in the group. Then the researcher guided the sample to write the result on the flipchart paper and present it in their group and other groups. In this meeting, the group of students chose two speakers to present the result of their group discussion. After presenting in their group, the other members who were not speakers came to other groups to get an explanation of the other story in others. Then, the students were guided to conclude their observation from all the groups they visited by comparing the social function and text structure of several narrative texts they studied from all groups.

In the third meeting after conducting the treatment, the researcher reviewed the material about the narrative text in the previous meeting and then gave the sample post-test on 3 September 2022.

## 2. Student's Reading Comprehension of Narrative text (Dependent Variable / Y)

Data collection of students' reading comprehension of narrative text (Y) was obtained through pre-test and post-test. The gained after treatment collected from the post-test consisted of 10 multiple choice and one story for mind mapping. The effectiveness of integrating the Toy Story movie and discovery

learning can be seen in the sample's improvement from pre-test to post-test. The integration can be effective if there is value development from the pre-test to the post-test.

The score scale for each multiple-choice item question was 6 and 10 for each part of mind mapping because the mind mapping found out the generic structure and moral value of the story, so there are four parts, then the total is 40. In this study, there are 24 respondents, and the acquisition score is quantitative; for the multiple choices, the item score is 6 for true and 0 for false. For the essay, the item score is 10, so the calculation, if all the questions answered are valid, is 100.

The data score of the pre-test and post-test of the variable (Y) are listed in table 4.2.

**Table 4. 1**  
**Pre-Test and Post-Test Score Data**

NO	PRE	POST
1	61	66
2	61	88
3	49	90
4	61	74
5	61	90
6	51	64
7	48	79
8	61	62
9	61	90
10	43	52

11	59	62
12	51	62
13	61	72
14	32	90
15	61	90
16	61	90
17	61	82
18	51	62
19	65	70
21	50	62
22	18	44
23	61	84
24	50	64
26	61	90
27	68	74

### **C. Data Analysis**

Data analysis was an activity after data from all respondents were collected. In this research, the researcher used the one-group pre-test and post-test. However, the data analysis was carried out through the following stages:

#### **1. Statistics Descriptive**

Descriptive statistics describe or provide an overview of the object being studied through sample or population data without analyzing and making conclusions that apply to the public.<sup>1</sup> In

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<sup>1</sup> Sugiyono, p. 29.

this study, the technique of explaining the population or variable that has been observed or collected with quantitative data was explained by statistical techniques. Usually, this technique contains mode, median, and mean. In this research, the researcher showed the mean of the data:

a. Mean

This descriptive statistic is presented by the mean of the data and also the percentage of the mean. The researcher used the SPSS 23 Version Program in this analysis data, and the result was obtained in table 4.3.

**Table 4. 2**  
**Descriptive Statistic**

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre_Test	25	18	68	54.68	11.067
Post_Test	25	44	90	74.12	13.791
Valid N (listwise)	25				

Based on the descriptive statistic calculation, the mean pre-test score is 54.68, and the post-test is 74.12. The maximum score of the pre-test is 68, and the post-test is 90. The minimum score of the pre-test is 18, and the post-test is 44. The significant development of the pre-test and post-test was 2.724.

## b. Percentage of Mean

To look for the percentage of pre-test and post-test score mean, the researcher used the formula as follow:

Pre-test

$$P = \frac{f}{N} \times 100\%$$

$$P = \frac{54.68}{25} \times 100\%$$

$$P = 218.72\%$$

Post-test

$$P = \frac{f}{N} \times 100\%$$

$$P = \frac{74.12}{25} \times 100\%$$

$$P = 296.48\%$$

Based on the calculation above, the pre-test score is 218.72%, and the post-test score is 296.48%. The significant development was 10.896% it means that the significance development on the pre-test and post-test was moderate level.

## 2. Prerequisite Analysis

Prerequisite tests are always used before a hypothesis test, especially parametric analysis. If the parametric prerequisite test is not fulfilled, the researcher must use non-parametric analysis.<sup>2</sup> The use of non-parametric statistics has the consequence that the results of hypothesis testing cannot be generalized, which means that the test result does not apply to the

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<sup>2</sup> Azhar, p. 85.

general public and only apply to the sample from which the data is taken.<sup>3</sup>

a. Normality Test

A normality test is a test carried out intending to assess the distribution of the data or variable is normally distributed or not. In this data analysis, the researcher used the Kolmogorov-Smirnov technique, calculated through SPSS 23 Version Program. The data interpretation or reference which is used as a reference in deciding this normality test is:

If the significance value  $> 0,05$ , the data is stated as the normal distribution.

If the significance value  $< 0,05$ , then the data is not normally distributed.

The average data were customarily distributed to represent the population, and the respondents' answers tended to be the same.<sup>4</sup> Based on the data attached before, it can be calculated of normality test through SPSS 23 Version Program, and the result are obtained in table 4.4.

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<sup>3</sup> Purwanto, *Metode Penelitian Kuantitatif* (Yogyakarta: Pustaka Pelajar, 2010), p. 298.

<sup>4</sup> Azhar, p. 85.

**Table 4. 3**  
**The result of the Normality Test**

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardize d Residual
N		25
Normal Parameters <sup>b</sup>	Mean	.0000000
	Std. Deviation	9.99315124
Most Extreme Differences	Absolute	.253
	Positive	.091
	Negative	-.253
Test Statistic		.253
Asymp. Sig. (2-tailed)		.000 <sup>c</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Based on the result calculation of the normality test, the Asymp. Sig. (2-tailed) value was 0.000, less than 0,05 ( $0,000 < 0,05$ ). Then according to the decision of the normality test Kolmogorov-Smirnov test is not normally distributed because of the Asymp. Sig. (2-tailed) the score is more petite than 0,05 ( $0,000 < 0,05$ ).

Based on that normality result, if the data is distributed normally, the data analysis can be continued to the next step, the t-paired test or t-test. If the data is not distributed normally, the next test is using Wilcoxon signed test. Because



the data is not normally distributed, the next test in the data analysis is using Wilcoxon signed rank test.

### 3. Wilcoxon Signed Rank Test

Wilcoxon signed-rank test is a non-parametric test that is used for calculating the data which not normally distributed. Wilcoxon signed-rank test is a statistical test for testing two groups of samples from one group. The two samples are sampled before and after receiving treatment in pairs.<sup>5</sup>

Based on the data attached, the Wilcoxon signed rank test could be calculated through SPSS 23 Version Program, and the result is obtained in table 4.5.

**Table 4. 4**

**The result of the Wilcoxon Signed Test**

		<b>Ranks</b>		
		N	Mean Rank	Sum of Ranks
Post_Test -	Negative Ranks	0 <sup>a</sup>	.00	.00
Pre_Test	Positive Ranks	25 <sup>b</sup>	13.00	325.00
	Ties	0 <sup>c</sup>		
	Total	25		

a. Post\_Test < Pre\_Test

b. Post\_Test > Pre\_Test

c. Post\_Test = Pre\_Test

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<sup>5</sup> Purwanto, p. 300.

According to the result of the Wilcoxon signed test using SPSS Program 23 Version, the researcher interpreted opposing ranks or negative differences for student's reading comprehension of narrative text for pre-test and post-test is 0. 0 value shows that there is no drop (subtraction) from pre-test to post-test value.

Positive ranks or positive difference for student's reading comprehension of narrative text, there are 25 positive data (N) which mean that 25 students increased the reading comprehension of narrative text from the pre-test to post-test score. The mean rank or increasing average is 13.00, whereas the positive rank or Sum of Rank value is 325.00.

Ties are similar between the pre-test and post-test. In this calculation, Ties is 0, so it can be concluded there are no same between pre-test and post-test scores.

#### **4. Hypothesis Test**

The hypothesis is a weak truth. A hypothesis becomes conjecture based on the theoretical explanation that is temporarily accepted as truth while waiting for testing using empirical data. Therefore, the hypothesis is a weak conjecture. To be a substantial truth must be done by using the data that has been collected.<sup>6</sup>

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<sup>6</sup> Purwanto, p. 145.

Analysis of hypothesis test is a decision-making method based on data analysis. The hypothesis is a quick answer to the problem formulation research until it is proven through the data that has been collected.

This hypothesis aims to find out data about the independent variable (X) and the dependent variable (Y). In this hypothesis test, the researcher used the Wilcoxon signed rank test and calculated the SPSS program 23 version output, the second output, “Test Statistic,” from the Wilcoxon signed rank test. The basis for decision-making for the Wilcoxon signed test is as follows:

If the value of Asymp. Sig. (2-tailed) < 0,05, then Ha accepted.

If the value of Asymp. Sig. (2-tailed) > 0,05, then Ha refused.

**Table 4. 5**  
**Hypothesis Test**

**Test Statistics**

	Post_Test - Pre_Test
Z	-4.378 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

In this data, the normality test is not normally distributed. Hence, the next test uses the Wilcoxon signed test, which is a nonparametric test for finding out the data that is not normally distributed. Based on the second table result of Wilcoxon signed rank test “Test statistic” calculation, the Z value obtained is  $-4.378^b$  with a P-value (Asymp. Sig. (2-tailed)) of 0.000 which is less than the critical research limit of 0.05 ( $0.000 < 0.05$ ). However, based on the hypothesis test result,  $H_a$  (Alternative hypothesis) accepted and  $H_o$  (Null Hypothesis) refused. There is a significant difference in the student’s value for the pre-test and post-test, “Integrating Toy Story movie and discovery learning method effective to facilitate students reading comprehension of narrative text.”

#### **D. Result and Discussion**

This study's objective was to explain the effectiveness of integrating the Toy Story movie and discovery learning method to facilitate students reading comprehension of the narrative text of the eighth Grader of MTs. Tanwirul Ma'arif Takerharjo, Lamongan.

The research method used in this study was descriptive quantitative, then the researcher collected and analyzed the numerical data. The researcher used the one-group pre-test and post-test, so the data were collected in a pre-test before and after treatment. The researcher gave a brief to the students about what the researcher wanted to do. The researcher gave the pre-test of 10

multiple choices and an essay containing a generic structure about narrative text and the moral value to the eighth Graders of MTs. Tanwirul Ma'arif Takerharjo, Lamongan.

Then the researcher gave the treatment to the eighth Graders of MTs. Tanwirul Ma'arif Takerharjo, Lamongan. The researcher gave the treatment in two meetings, and the third meeting was doing the post-test. The eighth Graders did the pre-test in their house because the researcher gave the students a brief pre-test when the school did the independence ceremony.

Integrating the Toy Story movie and discovery learning method effectively facilitated student reading of the narrative text. It can be seen from the score improvement in the post-test. In calculating multiple-choice test scores, the maximum pre-test score obtained by students is 68, and the minimum score is 18. The calculation result showed that their reading comprehension of narrative text is not balanced, and the maximum score is under the standard. The maximum score of the post-test was 90, and the minimum score was 44, so there are differences between the pre-test and post-test scores. But the minimum score is still under the score standard. The researcher observed the student who had a score under the standard score. They have comprehension abilities that are a little later than their class friend.

The mean of the pre-test is 54.68 with a Standard Deviation of 11.067, and the percentage mean of the pre-test is 2018.72%. The

mean of the post-test is 74.12 with a Standard Deviation of 13.791, and the percentage mean of the post-test is 296.48%. The significant development of the pre-test and post-test was 2.724 or 10.896%.

Before doing the hypothesis test, the researcher conducted a normality test. The normality test aims to assess the distribution of normally distributed data. The normality test was carried out using the Kolmogorov-Smirnov technique, which was calculated through SPSS Program 23 Version. The result obtained the value of Asymp. Sig. (2-tailed) The data were not distributed normally was 0.000 less than 0.05 ( $0.000 < 0.05$ ). Because the data nor distributed normally, the researcher must do the non-parametric analysis in the hypothesis test. In this non-parametric analysis, the researcher used Wilcoxon signed test to analyze the difference between the value of pre-test and post-test data or doing a hypothesis test.

Wilcoxon signed-rank test is a non-parametric analysis used to analyze data that is not distributed normally. The value of the Wilcoxon signed test there are Negative Rank is 0. It can be said that there are no dropped scores in the pre-test to post-test. Positive Ranks was 25. It can be said that 25 score respondents increased after being given treatment by a researcher. The mean was 13.00. It can be said that the increased value was 13.00, and the Tie was 0. It can be said that no pre-test and the post-test score was the same, whereas the value of the positive rank or Sum of Rank was 325.00.

In this data, the hypothesis test used Wilcoxon signed rank test, a nonparametric test for finding out the data that is not normally distributed. Based on the second table result of Wilcoxon signed rank test “Test statistic” calculation, the Z value obtained was -4.378<sup>b</sup> with a P-value (Asymp. Sig. (2-tailed)) of 0.000 which was less than the critical research limit of 0.05 ( $0.000 < 0.05$ ). However, based on the hypothesis test result,  $H_a$  accepted, and  $H_o$  refused. There was a significant difference in the student’s value for the pre-test and post-test, “Integrating Toy Story movie and discovery learning method effective to facilitate students reading comprehension of narrative text.”

The researcher had many mistakes and shortcomings when conducting this research. The researcher first forgot to perform a validity and reliability test on the instrument. However, the researcher counted the validity and reliability after collecting the data. The researcher did the pre-test's validity and reliability because the pre-test and post-test questions were the same.

In this research, the validity test of the research instrument was conducted after the data were collected because the researcher forgot to test the instrument first. After doing the test using Pearson Correlation with 5% significance, two items were not valid in the multiple choices question, and all of the essay questions were valid. After the researcher observed the data from the students in question 8, the student almost chased the correct answer. In question 10, only

several students chased the correct answer because the question outwitted the students. The researcher realized that the instrument was made carefully and had been corrected and approved by the advisor. However, the researcher did not drop the invalid item and still included the invalid question because if the invalid number is less than 50% and if the researcher distributed the instrument and changed the question item, the question item will not necessarily be valid and requires a lot of time and repeatedly to test the instrument until the items of the instrument are valid.

The reliability test used Alpha Cronbach's, and for the multiple choices item reliability test, the researcher used two steps until all of the items were reliable. For the first reliability test, the Alpha Cronbach's was 0.507, and it can be said that did not reliable based on the Triton (2020) statement that the stability of the Alpha value was as follows<sup>7</sup>:

- a. Alpha Cronbach 0.00 – 0.20 (Less Reliable)
- b. Alpha Cronbach 0.21 – 0.40 (Rather Reliable)
- c. Alpha Cronbach 0.42 – 0.60 (Reliable Enough)
- d. Alpha Cronbach 0.61 – 0.80 (Reliable)

Based on that statement, the first reliability test was not reliable. The researcher counted the reliability twice to get the reliability of the multiple choices instrument. The researcher must drop the biggest score Cronbach's Alpha if the Item is Deleted on the

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<sup>7</sup> Azhar, p. 71.



reliability test value. In this calculation, the most significant Cronbach's Alpha if Item Deleted was Question 2 (Q2). The value was 0.674, which must be dropped. After dropping the Q2, the researcher counted the second reliability test, and the value of Cronbach's Alpha was 0.660, which means the multiple-choice item instruments were reliable. The reliability test for the essay instrument was reliable. The value of Cronbach's Alpha was 0.683.

The researcher found some essential things from integrating the Toy Story movie and discovery learning method to facilitate student reading comprehension of narrative text. Using the Toy Story movie can help the students understand the narrative text and comprehend the generic structure of the narrative text easily. This finding is in line with Chalifatun Nurizmawati's (2015) research that animated video made the students easier to learn narrative text because animated video can describe moving objects with sound and is very helpful in explaining the material.<sup>8</sup> During the learning process, the students also enjoyed the teacher explaining the use of the Toy Story movie to explain the generic structure of the narrative text.

The researcher also revealed that the use of discovery learning in the learning activity could make all students participate in the class activity, such as expressing their opinion and formulating a tentative answer. This finding is in line with research by Irwan Koto (2020). Using video as an educational tool in a science lesson is

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<sup>8</sup> Nurizmawati, Apriliawati, and Arifin.

more appropriate to increase students' participation in the learning process rather than to enhance students' cognitive achievement.<sup>9</sup> Generally, discovery learning is used to teach science lessons, but this learning method can be used in all subjects. The teacher should create and design the learning activity following the discovery learning method activity. The teachers also have to choose the practical problem that would be used. However, the researcher concluded that integrating the Toy Story movie and discovery learning effectively to facilitates students' reading comprehension of narrative text.

#### **E. Limitations of The Research**

The researcher realizes that in compiling this research, there are many limitations; besides, there are several obstacles, such as the researcher cannot do the research quickly and need many times to collect data and do treatment for the sample to school. This limitation makes the English teacher only provide three meetings worrying that the children would fall behind in their original lessons.

This study was limited to junior high school students, so the researcher should know more about class conditions and be better able to manage classes because they are starting to be active at this age. Because the students have limited vocabulary mastery, the students have difficulty understanding the narrative texts given to

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<sup>9</sup> Koto, p. 114.

students by the researcher. Still, the researcher tried to continue to accompany the students starting from zero when carrying out treatment.

The researcher also realized that has many deficiencies when she researched because when the researcher did the research, the researcher was in horrible condition and sick for about three weeks, which made the researcher can't do the research well.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusions and some suggestions for this study. Some conclusions of this study are built based on the data analysis discussed in Chapter IV. The implications give some suggestions or recommendations for the lecturer and students. Some recommendations are proven to give information and guidance to conduct further research on the same issue as this study.

#### **A. Conclusion**

The integrating Toy Story movie and discovery learning method effectively facilitates students' reading comprehension of narrative text in the eighth Graders' MTs. Tanwirul Ma'arif Takerharjo, Lamongan. It can be seen from the difference in the pre-test and post-test values, which was very significant. There was a significant increase before the researcher gave treatment in the form of integrating the Toy Story movie and discovery learning method to facilitate students' reading comprehension of narrative text and after being given treatment, and can be seen in the increased scores of post-test compared to the pre-test score.

Based on the hypothesis test using Wilcoxon signed rank test, the Z value was -4.378 and Asym. Sig. (2-tailed) was  $0,000 < 0,05$ , then  $H_0$  refused, and  $H_a$  accepted. There is a significant difference in the student's value for the pre-test and post-test, "Integrating Toy

Story movie and discovery learning method effective to facilitate students reading comprehension of narrative text.” It can also be seen from the Wilcoxon signed rank test that the positive rank was 25 (N), which meant that all of the students increased in the reading comprehension of narrative text, which can be seen from the difference between pre-test to post-test scores.

## **B. Suggestion**

Considering the result of the research, the researcher would like to give some suggestions to the subject teacher, students, and the next researcher.

### **1. The English Teacher**

From the result of the research, it can be understood that the students are more interested in the classroom when the learning process and the teacher's media and method are exciting and can make the students happier than only the lecturing method. The students can also understand the learning material easily if the teacher used media properly and fit with the learning material and the student's characteristics.

### **2. The students**

From the result of the research, the students have enough reading comprehension of narrative text. Still, the students had difficulty with vocabulary mastery that it can make them unable to understand the narrative text because they do not understand

the meaning of the word in the text. Students must be confident and interested in learning English, do not be ashamed if making mistakes in English so that they are accustomed to learning English harder. They also must be interested in English, so the teacher must use the interest method and media.

### 3. The Further Researcher

In this study, the researcher only identified the gain in students' reading comprehension of narrative text after conducting the treatment. The researcher hopes that the further researcher also identifies the student's perception of the use of movie or audio-visual media and the use of discovery learning methods in learning English and other lessons.

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## APPENDICES

### Appendix 1



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

Nomor : 3996/Un.10.3/D1/TA.00.01/08/2022 Semarang, 12 Agustus 2022  
Lamp : -  
Hal : Mohon Izin Riset  
a.n. : Siti Filzatul Haziyah  
NIM : 1803046021

Yth.

Kepala Madrasah Tsanawiyah Tanwirul Ma'arif NU Takerharjo  
Di Tempat

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Siti Filzatul Haziyah  
NIM : 1803046021  
Alamat : Ds. Takerharjo, Kec. Solokuro, Kab. Lamongan  
Judul Skripsi : Integrating Toy story Movie and Discovery Learning to Facilitate  
students Reading Comprehension of Narrative Text  
Pembimbing : Dr. Hj. Siti Mariam, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama kurang lebih 1 bulan, mulai tanggal 16 Agustus 2022 sampai dengan tanggal 16 September 2022. Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih. Wassalamu'alikum Wr.Wb.

a.n. Dekan,

Wakil Dekan Bidang Akademik



Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix 2



LEMBAGA PENDIDIKAN MA'ARIF  
NU  
**MTs. TANWIRUL MA'ARIF**  
TAKERHARJO SOLOKURO LAMONGAN

No.SK.Wm.06.03/PP.03.2 / 876 / 2000. NSM: 1212 3524 0151. NPSN: 20582888  
ALAMAT: Jln. Raya Sukodadi – Banjaranyar Desa Takerharjo Solokuro Lamongan 62265  
E-mail:tanwirulmaarif@gmail.com

**SURAT KETERANGAN**

Nomor :43/ MTs.TANMA-0640/SK.01/X/2022

Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah Tanwirul Ma'arif Takerharjo Solokuro Lamongan.

Menerangkan bahwa :

Nama : SITI FILZATUL HAZIYAH  
Tempat,Tanggal Lahir : Lamongan, 24 Oktober 2022  
NIM : 1803046021

Adalah benar benar sudah melaksanakan riset di MTs. Tanwirul Ma'arif Takerharjo selama satu bulan mulai tanggal 16 Agustus sampai dengan 16 September 2022, dengan judul “ **Integrating Toy Story Movie and Discovery Learning to Facilitate Students Reading Comprehension Of Narrative Text**” di kelas VIII di MTs. Tanwirul Ma'arif Takerharjo – Solokuro – Lamongan.

Demikianlah surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Lamongan, 01 Oktober 2022  
Kepala MTs Tanwirul Ma'arif

  
MOH. IKROMI, M.Pd

## PRE-TEST & POST-TEST

***Read the text and do the exercise!***

### True Friends

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

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

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

Sourced: <http://britishcourse.com/narrative-text-complete-explanation.php>

1. Is the story mainly about?
  - A. To be a good friend
  - B. Two friends are walking through the forest, and a bear is getting closer to them
  - C. A bear attack people in the forest

- D. A friend pretends to be a good friend
2. What is the main idea of paragraph 1?
- A. A bear attacked two people in the mountain near the forest.
  - B. Two friends are walking around the village, and there is a robber
  - C. Two friends are walking to the forest and promise each other if there is any danger
  - D. Two friends promised each other that they would be together in any case of danger in the forest
3. What did the other person who didn't know how to climb the tree do to avoid the bear?
- A. He lay down on the ground breathless and pretends to be a dead man
  - B. He climbed the tree and came to his friend
  - C. Asked his friend to run away
  - D. He sleeps on the ground with his friend

One hot day, an ant was seeking some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly removed a leaf from a tree and immediately dropped it into the water near the struggling ant.



Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after that, a hunter nearby was throwing out his net toward the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net, and the dove flew away quickly from this net.

Sourced: <http://britishcourse.com/narrative-text-complete-explanation.php>

4. What is the best title of the text?
  - A. A Hot Spring
  - B. The Ant and The Dove
  - C. The White Dove
  - D. The Dove and The Hunter
5. Which statement is TRUE?
  - A. Suddenly, the hunter-man throws out a net toward the ant, and the dove hits the hunter men's heel
  - B. The ant couldn't have sunk if a dove up a nearby tree had not seen her
  - C. The dove walks around the lake to find a large amount of water
  - D. The ant quickly hit the hunter on his heel and dropped his net, and the dove flew away from the net

6. Who saves the ant from drowning?
- A. Hunter
  - B. The other Ant
  - C. The Dove
  - D. Her friends

### Duck and Turtle

Two ducks who lived in a big lake had a friend who was a turtle. There was very little rain one year, and the lake began to dry up. One of the ducks said to the other, "Soon, there'll be no water in this lake. Let's go and look for the lake."

"Yes, answered the second duck, "But first, let's say good bye to our friend, the turtle."

When they told the turtle they would leave, he said, "I'll die here without any water and no friends. Take me with you."

"The ducks answered, "We can't. We are going to fly, and you have no wings."

"The turtle thought for a minute and then said, "please wait here."

Then he went away and found a strong, straight stick. He brought it back to his friends, put the middle of it in his mouth, and said, "Now, if each of you takes me one end of the stick in your mouth, you can lift me and carry me with you."

“That is dangerous,” said the ducks, “if you try to talk while we’re carrying you through the air, you won’t be able to hold the stick, so you’ll fall a long way and break your shell.”

“Alright,” answered the turtle, “I promise not to talk while we’re in the air. So, the ducks took the stick and flew away with the turtle between them.

All went well until they were flying over a town. Then some people saw them and shouted, “Look, those ducks are carrying a cat!” The turtle got very angry, “A cat? I’m not ...” he said, but he did not get any further, because when he opened his mouth, the stick came out of his mouth and the poor turtle fell to the ground.

Sourced: <http://britishcourse.com/narrative-text-complete-explanation.php>

7. What is the main idea in the last paragraph?
  - A. The ducks removed the stick in order the turtle fell to the ground
  - B. The stick came out of the turtle’s mouth and fell to the ground because he was angry and accidentally opened his mouth
  - C. The turtle put a stick in the middle of his mouth and said to duck to lift and carry the turtle with them
  - D. The duck can’t help the turtle because the turtle's idea is hazardous
8. What is the background of the story?
  - A. The big lake

- B. The forest
  - C. The mountain beside a village
  - D. The sky
9. What did the turtle do to fly with the duck?
- A. He puts some sticks in his mouth, and the ducks lift him with them
  - B. He is looking for some help with moving to a watering place
  - C. He puts a stick in the middle of his mouth for the duck can carry him
  - D. He flies with the duck using a stick
10. What is the moral value of the story?
- A. Pride leads to a fall
  - B. Your tongue your weapon
  - C. Honestly brings goodness
  - D. Be good to everyone because you don't know who will help you in a hard time

## Snow White

Once upon a time, there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died. One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America, and they didn't have enough money to take Snow White with them.

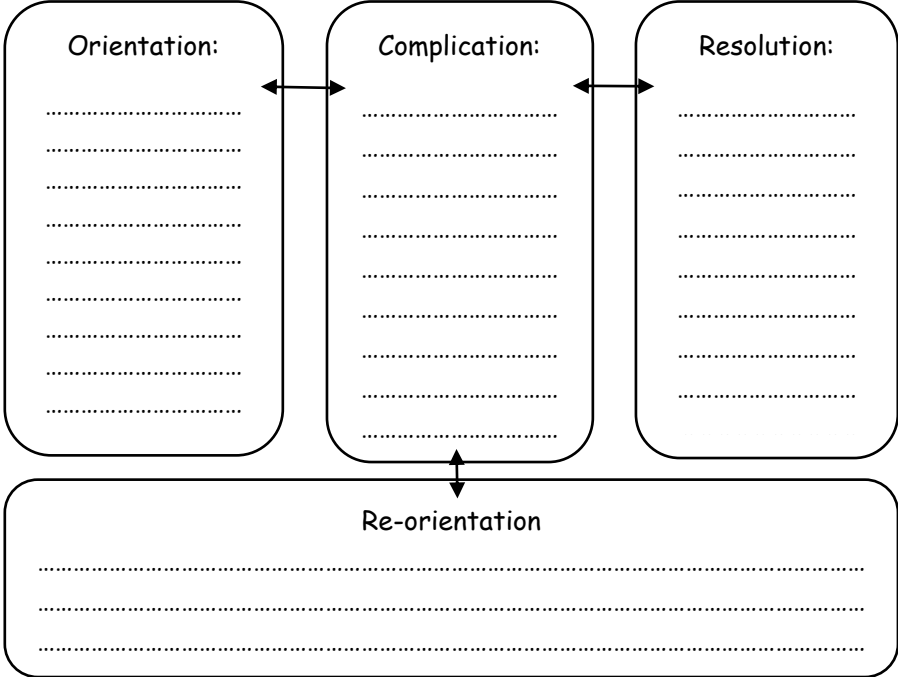
Snow White didn't want her uncle and aunt to do this. So, she decided to run away. She ran away from home the following day when her aunt and uncle had breakfast. She runs away into the wood. In the wood, she felt exhausted and hungry. Then she saw this cottage. She knocked, but no one answered, so she went inside and fell asleep.

Meanwhile, seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?". Snow White said, "My name is Snow White." One of the dwarfs said, "If you wish, you may live here with us." Snow White told the whole story about her. Then Snow white and the seven dwarfs lived happily ever after.

Source: <https://www.studybahasainggris.com/contoh-narrative-text-snow-white/>

***Please read the story above and make a story map according to the story!***

Snow White



## **LESSON PLAN**

Education Units : MTs. Tanwirul Ma'arif Takerharjo,  
Solokuro, Lamongan  
Subject Matter : English Language  
Class/Semester : VIII/I  
Main Subject : Functional Text; Narrative Text  
Time Allocation : 6 JP

### **A. Main Competence**

1. Understand and apply knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, arts, and culture related to visible phenomena and events.
2. Processing, presenting, and reasoning in the concrete realm (using, parsing, assembling, modifying, and creating) and abstract realms (writing, reading, counting, drawing, and composing) according to what is learned in school and other similar sources in point of view/ theory.

**B. Basic Competence and Indicators of Competence Achievement**

<b>Basic Competence</b>	<b>Indicators of Competence Achievement</b>
<p>3.7 Comparing social functions, text structures, and linguistic elements of several oral and written narrative texts by giving and asking for short and simple information related to fairy tales, according to the context of their use.</p>	<p>3.7.1 Identify and explain information about social functions in short and simple oral and written narrative texts (fairy tales).</p> <p>3.7.2 Arrange random sentences into coherent narrative text in a logical order orally and in writing.</p> <p>3.7.3 Comparing the social functions of several narrative texts (fairy tales), short and straightforward oral and written fairy tales.</p> <p>3.7.4 Comparing the text structure and linguistic elements of several</p>



<p>4.7 Capturing contextual meaning related to social functions, text structure, and linguistic elements of narrative, spoken, written, concise and simple texts related to fairy tales.</p>	<p>narrative texts (fairy tales), short and straightforward oral and written fairy tales.</p> <p>4.7.1 Explain the social function, text structure, and linguistic elements of narrative text in the form of fairy tales orally and writing.</p> <p>4.7.2 Practice reading the content of narrative texts (fairy tales) with proper pronunciation and intonation in groups.</p> <p>4.7.3 Presenting narrative texts in the form of fairy tales that have been prepared in writing or orally with proper pronunciation and intonation.</p>
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## **C. Learning Objective**

### **1. First Meeting**

- Through a scientific approach using the discovery learning model, after carrying out a series of learning activities, students can identify information related to social functions, structures, and linguistic elements contained in short and straightforward oral narrative texts.
- Through a scientific approach using the discovery learning model, after carrying out a series of learning activities, students can explain information related to social functions and the structure of the text in short and straightforward oral narrative text.
- Through a scientific approach using the discovery learning model, after carrying out a series of learning activities, students can arrange random sentences into a coherent narrative text unit in a logical order in writing in groups correctly.
- Through a scientific approach using a discovery learning model, students can correctly compare the social functions and text structures of several short and simple narrative texts (fairy tales) in groups after carrying out a series of learning activities.

## **2. Second Meeting**

- Through a scientific approach using the discovery learning model, students can explain social functions, text structures and linguistic elements of narrative texts (fairy tales) orally with proper pronunciation and intonation in groups after carrying out a series of learning activities.
- Through a scientific approach using the discovery learning model, after carrying out a series of learning activities, students can practice reading social functions, text structures, and linguistic features of narrative texts in the form of fairy tales in a spoken text way with the proper intonation pronunciation in groups.
- Through a scientific approach using a discovery learning model, after carrying out a series of learning activities, students can present narrative texts in the form of fairy tales that have been prepared orally with the correct pronunciation and intonation in the group and outside the group.

### **3. Third Meeting**

After carrying out a series of learning activities, students could:

- Determine the correct answer from the information based on the narrative text with social function, proper text structure, and language features.
- Write the information in written text with proper text structure and language features.

## **D. Learning Material**

### **1. Regular Learning Material**

#### 1) Social Function of Narrative Text

The social function of narrative text is to amuse or entertain the readers with actual or imaginary experiences in different ways. Narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.

#### 2) Generic Structure of Narrative Text

##### a. Orientation

Telling the audience about who is in the story, when the story is taking place, and where the action is happening.

b. Complication

Exploring the conflict in the story. It shows the rising crisis and the climax of the story.

c. Resolution

Showing the story's participants solve the crises, for better or worse.

d. Re-orientation/Coda

The lesson or moral value from the story that has been read.

3) Language Features of Narrative Text

a. Focus on specific participants.

b. Past Tense

Tense that explains something that happened in the past time.

Formula:

(+) S + V2 + O + Compliment/Time Order (past)

(-) S + did + not + V1 + O + Compliment/Time Order (past)

(?) Did + S + V1 + O + Compliment/Time Order (past)

c. Use temporal conjunctions and temporal circumstance. (When, Then, Suddenly, etc.)

- d. Use of material (or action) processes or using action verbs. (Killed, Wrote, Walked, etc.)
- e. Use of relational and mental processes.

## **2. Enrichment Learning Material**

Enrichment learning materials related to social functions, linguistic elements, and text structure in more complex narrative fairy tale texts.

## **3. Remedial Learning Material**

Remedial learning materials in short and simple narrative fairy tales contain social functions, linguistic elements, and text structure.

## **E. Learning Method**

Approach Method	: Scientific Approach
Learning Model	: Discovery Learning
Learning Method	: Discussion, Q&A, Presentation

## **F. Media/Tool and Material**

- 1. Media:
  - 1) Students Worksheet
  - 2) Toy Story 1 Video/Movie
- 2. Tool and Material:
  - 1) Laptop
  - 2) LCD Projector

- 3) Whiteboard
- 4) Paper
- 5) Marker
- 6) Plano Paper
- 7) Sticky Notes
- 8) Glue

### **G. Learning Sources**

1. Student Textbook
2. Internet/YouTube
3. Relevant Learning Sources

### **H. Learning Steps**

<b>First Meeting (2 Hours)</b>
<b>Opening Activity (10 Minutes)</b>
<p><b>Orientation</b></p> <ul style="list-style-type: none"> <li>• The teacher greets and greets the students.</li> <li>• Students pray before starting the activity.</li> <li>• The teacher checks the attendance of students.</li> </ul>
<p><b>Stimulation</b></p> <ul style="list-style-type: none"> <li>• Relating the material to the students' experiences in reading the story books they have read.</li> <li>• Asking preliminary questions:</li> </ul>

<ol style="list-style-type: none"> <li>1. <i>When you were a child, did your parents tell you stories?</i></li> <li>2. <i>What story did you like most?</i></li> <li>3. <i>Now, do you like reading stories or watching movies?</i></li> <li>4. <i>What was the last story you read?</i></li> <li>5. <i>Do you enjoy reading stories or watching movies?</i></li> </ol>	
<p><b>Motivation</b></p> <ul style="list-style-type: none"> <li>• Inform the material to be studied.</li> <li>• Provide an overview of the benefits of studying the material to be studied.</li> <li>• Deliver learning objectives and strategies.</li> </ul>	
<p><b>Main Activity (60 Minutes)</b></p>	
<p><b>Stimulation</b></p>	<p><b>Identify and Develop Possible Solutions to The Problem (Discovery Learning)</b></p> <ul style="list-style-type: none"> <li>• Students observe and listen to a video show in the form of fairy tales entitled Toy Story 1</li> <li>• Students and teachers conduct questions and answers orally related to certain information from the content of the story that is broadcast.</li> </ul> <ol style="list-style-type: none"> <li>1. <i>What is the title of the story?</i></li> </ol>



	<p>2. <i>How many characters are there in the story?</i></p> <p>3. <i>Who is the main character in the story?</i></p> <p>4. <i>What problem did the character face?</i></p> <p>5. <i>How was the problem solved?</i></p> <ul style="list-style-type: none"> <li>• With the teacher's guidance, students identify certain information related to topics and social functions from the videos shown.</li> <li>• Educators explain social functions, text structure, and linguistic elements with examples of short texts about Toy Story 1 or other texts.</li> </ul>
<p><b>Problem Statement</b></p>	<p><b>Collecting Information (Discovery Learning)</b></p> <ul style="list-style-type: none"> <li>• Educators guide students to form small groups of 4-5 people.</li> <li>• Each group is given a random paragraph about a simple short narrative text story with a different topic by the educator.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students are guided to understand sentences and the meaning of random sentences from narrative text stories before compiling them into paragraphs.</li> <li>• Students sort random sentences about narrative text into logical paragraphs.</li> <li>• Learners are guided to determine or identify social functions and text structures in groups.</li> </ul>
<b>Closing Activity (10 Minutes)</b>	
<ul style="list-style-type: none"> <li>• With the teacher's guidance, students make a resume about the essential points that arise in the learning activities that have just been carried out.</li> <li>• Students convey the difficulties they face when learning in class.</li> <li>• The teacher informs the activities that will be carried out at the next meeting.</li> </ul>	
<b>Second Meeting (2 Hours)</b>	
<b>Opening Activity (10 Minutes)</b>	
<p><b>Orientation</b></p> <ul style="list-style-type: none"> <li>• The teacher greets and greets the students.</li> <li>• Students pray before starting the activity.</li> <li>• The teacher checks the attendance of students.</li> </ul>	

**Stimulation**

- Reviewing the material from the previous meeting.
- Asking preliminary questions:
  1. *Do you remember the story of the last meeting?*
  2. *What was the title of your story?*
  3. *How many characters are there in the story?*
  4. *Who is the main character in the story?*
  5. *What problem did the character face?*
  6. *How did the character solve the problem?*

**Motivation**

- Informing the material to be studied.
- Provide an overview of the benefits of studying the material to be studied.
- Showing learning objectives and strategies.

**Main Activity (60 Minutes)****Data  
Processing****Analyze and Interpret Data (Discovery  
Learning)****Informational Process / Association**

- Students are together in groups, with the guidance of the educator process the information resulting from the identification of narrative texts given at the previous meeting.

	<ul style="list-style-type: none"> <li>• Students are guided to write down the results of a series of narrative texts that the teacher has given at the previous meeting on flipchart paper by paying attention to the correct writing marks.</li> <li>• Students make a simple mind map and simple divisions regarding the structure of the text in the narrative text on flipchart paper that has been given as a result of identifying social functions and text structures.</li> <li>• The teacher guides the students to practice presenting the results of group work by reading the narrative text's contents and explaining the text's social function and structure in their respective groups.</li> <li>• Post the results of group work on the classroom wall.</li> </ul>
<b>Verification</b>	<ul style="list-style-type: none"> <li>• The speakers for each group present the work results to visitors from other groups for 3 minutes consecutively.</li> <li>• Group members who serve as visitors go around, listen to explanations, ask</li> </ul>

	<p>questions, and provide input and appreciation of the work of the visited groups.</p>
<b>Generalization</b>	<p><b>Test Conclusion (Discovery Learning) Communication</b></p> <ul style="list-style-type: none"> <li>• Take turns in each group.</li> <li>• With the teacher's guidance, students conclude their observations from all the groups they visit by comparing the social function and text structure of several narrative texts they have studied.</li> <li>• The teacher gives an appreciation for the work and appearance of students.</li> </ul>
<b>Closing Activity (10 Minutes)</b>	
<ul style="list-style-type: none"> <li>• Students make a resume about the essential points that arise in the learning activities that have just been carried out with the teacher's guidance.</li> <li>• Students convey the difficulties they face when learning in class.</li> <li>• The teacher provides information about the test (post-test) in the next meeting.</li> </ul>	
<b>Third Meeting (2 Hours)</b>	
<b>Opening Activity (10 Minutes)</b>	

**Orientation**

- The teacher greets and greets the students.
- Students pray before starting the activity.
- The teacher checks the attendance of students.

**Stimulation**

- The teacher reviews the learning material from the previous meeting.
- The teacher gives an opening question:  
*Are you ready to take the test?*

**Motivation**

- The teacher informs about the activity which will be done.
- The teacher shows the goal and strategy of the learning.

**Main Activity (60 Minutes)****Test (post-test)**

- The teacher instructs preparation tests.
- The students do the test, which is multiple choice and essay.

**Closing Activity (10 Minutes)**

- The student presents difficulties in the test.
- The teacher informs about the next meeting.

## I. Assessment, Enrichment, and Remedial

### 1. Knowledge

#### a. Assessment Technique

<b>Technique</b>	<b>Instrument Type</b>	<b>Instrument Item</b>	<b>Execution Time</b>	<b>Desc.</b>
Written	Multiple Choice and Essay	Presented several narrative texts, students can determine the social function, structure of the text, and the moral message contained in the text.	After learning is over	Assessment of learning

b. Assessment Rubric

1) Essay

No	Criteria	Skor
1	Fill accordingly Correct and precise text structure The linguistic element is exact	8-10
2	Fill accordingly The structure of the text is correct but not quite right The correct linguistic element	5-8
3	Contents do not match Incorrect text structure Inappropriate linguistic elements	2-4

2) Multiple Choice

$$\text{Score} = \frac{\text{Number of Correct Answer}}{\text{Number of Question}} \times 100$$

**2. Enrichment**

The teacher advises staying humble because the minimum completeness criteria are achieved. The teacher provides enrichment material in the form of assignments to improve reading skills and storytelling narrative texts in the form of fairy tales.



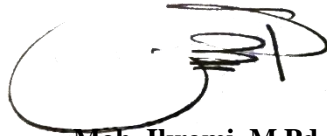
### 3. Remedial

For students who have not met the minimum completeness criteria after taking the test, they will be given additional learning (Remedial teaching) for the unfinished grades and then given another test with the following conditions:

- a. The questions are different from the previous questions but are equivalent.
- b. The final value to be taken is the result of the last test.
- c. The other students who have completed and met the minimum completeness are welcome to participate for those who are interested in giving justice.

Lamongan, 24 June 2022

Headmaster



Moh. Ikromi, M.Pd.

Researcher



Siti Filzatul Haziyah

## Learning Material

# Get To Know About *Narrative Text*

By  
Siti Filzatul Haziyah



**01** SOCIAL FUNCTION

**02** GENERIC STRUCTURE

**03** LANGUAGE FEATURES

## SOCIAL FUNCTION OF NARRATIVE TEXT

To amuse or entertain the reader with actual or imaginary experience in different ways.

Example:  
Snow White, Sangkuriang, Rabbit and Crocodile, etc.



## GENERIC STRUCTURE



### 1) ORIENTATION

It is about the opening paragraph where the characters of the story are introduced.



### 2) COMPLICATION

Where the problem in the story developed

### 3) RESOLUTION

Where the Problems in the story are solved.

## LANGUAGE FEATURES

### Past Tense

(+) S + V2 + O + Compliment/Time Order (Past)

(-) S + did + not + V1 + O + Compliment /Time Order (Past)

(?) Did + S + V1 + O + Compliment/Time Order (Past)

(+) Sangkuriang went to forest yesterday

(-) Sangkuriang did not go to forest yesterday

(?) Did Sangkuriang go to forest yesterday?

### RABBIT & TURTLE

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

(Suatu hari seekor kelinci membul tentang kecepatannya dalam berlari. Diamenertawakan kura-kura karena begitu lambat.)

Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

(Kelinci itu begitu terkejut karena ternyata kura-kura berani menantangnya untuk berlari. Kelinci pikir ini lelucon dan akhirnya menerima tantangan itu. Dalam lomba lari itu, seekor rubah adalah wasitnya. Seperti yang sudah dibayangkan banyak pihak, saat balapan dimulai, kelinci berlari jauh di depan kura-kura.)

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

(Kelinci sudah sampai setengah perlombaan dan tidak bisa melihat kura-kura bisa menyusulnya. Saat itu cuaca panas dan melelahkan, kelinci itu memutuskan untuk berhenti dan tidur sejenak. Saat itu kura-kura terus berjalan selangkah demi selangkah lagi. Dia tidak pernah berhenti tidak peduli seberapa panas atau betapah melelahkannya. Dia terus berjalan)

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

(Namun, kelinci tidur kelamaan dari perkiraanya. Ketika terbangun, dia tidak melihat kura-kura dimana pun. Dia lari dengan kecepatan penuh menuju garis finish tetapi mendapati kura-kura sudah menunggunya disana.)

*Appendix 6*

**Jumbled Sentence on Lesson Plan  
Sunan Kalijaga**

***Please rearrange the jumbled sentences into a paragraph of narrative text!***

- A. One day, Sunan Kalijaga arrived at a village. Sunan went to the village chief's house. Then Sunan Kalijaga asked for a job without telling his real name. The wife of the chief said he could help cut the grass.
- B. Many years ago, there was a very honest Sunan. He taught people about the meaning of life and religion. He is known as Sunan Kalijaga. He traveled to spread his precious lesson.
- C. Sunan Kalijaga started working by cutting grass to feed the chief's horses.
- D. Soon, the village chief realized that his employee was Sunan Kalijaga. The chief was extremely surprised. Then he decided to follow the lesson of Sunan Kalijaga.
- E. When the three of them were resting in a village, a robber approached and took everything from the chief's wife. Sunan said that this village would be full of people and busy.
- F. To follow the lesson of Sunan Kalijaga, the chief had to leave everything behind. But the wife disagreed, so she brought her jewelry in bamboo.

G. Then Sunan named the place Salatiga, which means three wrong people. The three wrong people were the chief, his wife, and the robber who loved collecting things. And now, this village is known as Salatiga.

**Story Source:**

[https://roboguru.ruangguru.com/forum/many-years-ago-there-was-a-sunan-who-was-very-honest-he\\_FRM-IVVWOKEK](https://roboguru.ruangguru.com/forum/many-years-ago-there-was-a-sunan-who-was-very-honest-he_FRM-IVVWOKEK)

**Beautiful Tulips**

*Please rearrange the jumbled sentences into a paragraph of narrative text!*

- A. The following day, she walked among her flowers, but there were no signs of any one having been there the night before.
- B. One night she was awakened by sweet singing and babies laughing. She looked out at the window. The sounds seemed to come from the tulip bed, but she could see nothing.
- C. Once upon a time, a good older woman lived in a little house. She had in her garden a bed of beautiful striped tulips.
- D. The older woman looked closely and saw, standing by each tulip, a little Fairy mother who was crooning and rocking the flower like a cradle, while in each tulip cup lay a little Fairy baby laughing and playing.

- E. The following night she was again wakened by sweet singing and babies laughing. She rose and stole softly through her garden. The moon was shining brightly on the tulip bed, and the flowers were swaying to and fro.
- F. The tulips grew brighter daily in color and more prominent in size, giving out a delicious perfume like roses. They began, too, to bloom all year round. And every night, the little Fairy mothers caressed their babies and rocked them to sleep in the flower-cups.
- G. The good older woman stole quietly back to her house, and from that time on, she never picked a tulip, nor did she allow her neighbor to touch the flowers.
- H. The day came when the good older woman died, and the tulip-bed was torn up by folks who did not know about the Fairies, and parsley was planted there instead of the flowers. But the parsley withered, and so did all the other plants in the garden, and from that time, nothing would grow there.
- I. But the good older woman's grave grew beautiful, for the Fairies sang above it and kept it green, while on the grave and all around it, there sprang up tulips, daffodils, violets, and other lovely flowers of spring.

**Story Source:**

<http://britishcourse.com/the-fairy-tulips-contoh-fairytales-narrative-text.php>

## Snow White

*Please rearrange the jumbled sentences into a paragraph of narrative text!*

- A. In the wood, she felt exhausted and hungry. Then she saw this cottage. She knocked, but no one answered, so she went inside and felt asleep.
- B. Once upon a time, there lived a little named Snow White. She lived with her aunt and uncle because her parents had died.
- C. Snow White didn't want her uncle and aunt to do this. So, she decided to run away. Snow White ran away from home the following day when her aunt and uncle had breakfast. She runs away into the wood.
- D. One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America, and they didn't have enough money to take Snow White with them.
- E. One of the dwarfs said, "If you wish, you may live here with us." Snow White told the whole story about her. Then Snow white and the seven dwarfs lived happily ever after.
- F. Meanwhile, seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?". Snow White said, "My name is Snow White."

Story Source: <http://britishcourse.com/snow-white-contoh-fairytales-narrative-text.php>



## The Legend of Banyuwangi

*Please rearrange the jumbled sentences into a paragraph of narrative text!*

- A. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that the king wanted her to be his wife.
- B. The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, “Banyu...Wangi... Banyuwangi”. It means “fragrant water.” Banyuwangi was born from the proof of noble and sacred love.
- C. However, he failed. He was furious. Thus, when Sidopekso returned, the King told him that his wife was unfaithful.
- D. He brought her to the river bank. Before he killed her and threw her into the river, she said her innocence would be proven. After Sidopekso killed her, he threw her dead body into the dirty river.
- E. The Prime Minister was very angry with his wife. Sri Tanjung said that it was not valid. However, Sidopekso said that he would kill her.
- F. Once upon a time, there was a local ruler named King Sulahkromo. The king had a Prime Minister named Raden Sidopekso.
- G. One day, the King sent his Prime Minister on an extended mission. While the Prime Minister was away, the King tried to get Sri Tanjung.

Story Source:

<http://englishadmin.com/2015/10/12-contoh-narrative-text-legend-dan.html#2>

Appendix 7

**Pre-Test and Post-Test Score Data**

**Multiple Choice**

NO	PRE-TEST										TOTAL
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	
1	6	0	6	6	6	6	6	6	0	0	42
2	6	0	6	6	6	6	6	6	0	0	42
3	0	6	6	0	0	0	6	0	6	6	30
4	6	0	6	6	6	6	6	6	0	0	42
5	6	0	6	6	6	6	6	6	0	0	42
6	0	6	6	0	0	0	6	6	6	0	30
7	0	0	6	6	6	6	0	6	0	0	30
8	6	0	6	6	6	6	6	6	0	0	42
9	6	0	6	6	6	6	6	0	0	6	42
10	0	6	6	0	0	0	6	6	6	0	30
11	6	0	6	6	0	6	6	0	0	6	36
12	0	6	6	0	0	0	6	6	6	0	30
13	6	0	6	6	6	6	6	6	0	0	42
14	6	0	0	0	6	0	0	6	0	0	18
15	6	0	6	6	6	6	6	6	0	0	42
16	6	0	6	6	6	6	6	6	0	0	42
17	6	0	6	6	6	6	6	6	0	0	42
18	0	6	6	0	0	0	6	0	6	6	30
19	6	0	6	6	6	6	6	6	0	0	42
20	0	6	6	0	0	0	6	6	6	0	30
21	0	6	0	0	0	6	0	6	0	0	18
22	6	0	6	6	6	6	6	6	0	0	42
23	0	6	6	0	0	0	6	6	6	0	30

24	6	0	6	6	6	6	6	6	6	0	0	42
25	6	0	6	6	6	6	0	6	6	0	0	36

NO	POST-TEST										TOTAL
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	
1	6	0	0	6	0	6	6	0	6	0	30
2	6	0	6	6	6	6	6	6	6	6	54
3	6	0	6	6	6	6	6	6	6	6	54
4	6	0	6	6	6	6	6	6	6	6	54
5	6	0	6	6	6	6	6	6	6	6	54
6	0	6	6	0	6	0	6	6	6	0	36
7	6	0	6	6	6	6	6	0	6	0	42
8	0	0	6	6	6	0	6	0	6	0	30
9	6	0	6	6	6	6	6	6	6	6	54
10	0	6	0	0	6	0	6	6	6	0	30
11	6	6	6	6	6	6	0	6	0	0	42
12	0	6	6	0	6	0	6	6	6	0	36
13	6	0	6	6	6	6	6	0	0	0	36
14	6	0	6	6	6	6	6	6	6	6	54
15	6	0	6	6	6	6	6	6	6	6	54
16	6	0	6	6	6	6	6	6	6	6	54
17	6	0	6	6	0	6	6	6	6	6	48
18	0	6	6	0	6	0	6	6	6	0	36
19	0	6	6	0	6	0	6	6	6	6	42
20	0	6	6	0	6	0	6	6	6	0	36
21	0	0	6	6	6	6	6	0	6	0	36
22	6	0	0	6	6	6	6	6	6	6	48
23	0	6	6	0	6	0	6	6	6	0	36
24	6	0	6	6	6	6	6	6	6	6	54

25	6	0	6	6	0	6	6	0	6	0	36
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### Essay

PRE-TEST					
NO	ORIENTATION	COMPLICATION	RESOLUTION	MORAL VALUE	TOTAL
1	10	0	4	5	19
2	10	0	4	5	19
3	9	4	4	2	19
4	10	0	4	5	19
5	10	0	4	5	19
6	10	5	4	2	21
7	9	0	4	5	18
8	10	0	4	5	19
9	10	0	4	5	19
10	4	4	3	2	13
11	8	8	5	2	23
12	10	5	4	2	21
13	10	0	4	5	19
14	10	0	4	0	14
15	10	0	4	5	19
16	10	0	4	5	19
17	10	0	4	5	19
18	10	5	4	2	21

19	10	9	4	0	23
20	10	4	4	2	20
21	0	0	0	0	0
22	10	0	4	5	19
23	10	4	4	2	20
24	10	0	4	5	19
25	8	10	4	10	32

NO	POST-TEST				TOTAL
	ORIENTATIO N	COMPLICATI ON	RESOLUTION	MORAL VALUE	
1	10	10	8	8	36
2	10	8	8	8	34
3	10	10	8	8	36
4	4	4	4	8	20
5	10	10	8	8	36
6	10	8	8	2	28
7	10	10	7	10	37
8	10	10	10	2	32
9	10	10	8	8	36
10	10	5	5	2	22
11	6	6	6	2	20
12	10	8	6	2	26
13	10	10	6	10	36
14	10	10	8	8	36

15	10	10	8	8	36
16	10	10	8	8	36
17	10	10	9	5	34
18	10	7	7	2	26
19	10	8	8	2	28
20	10	8	6	2	26
21	8	0	0	0	8
22	10	10	8	8	36
23	10	8	8	2	28
24	10	10	8	8	36
25	10	10	8	10	38

*Appendix 8*

**DOCUMENTATION**

**a. Submitting The Permit Letter to the Headmaster**



**b. Giving Lesson Material (First Meeting)**



Group Discussion (Rearrange the jumbled sentences)





c. Review Lesson Material (Second Meeting)



d. Giving Examples of Narrative Text and Showing Toy Story Movie



e. Discussing The Generic Structure of The Narrative Text on the jumbled Sentences in The Previous Meeting and Create Mind Mapping in the Flipchart Paper





f. The Student Explains to their Group



Every group chooses two students to explain the group work

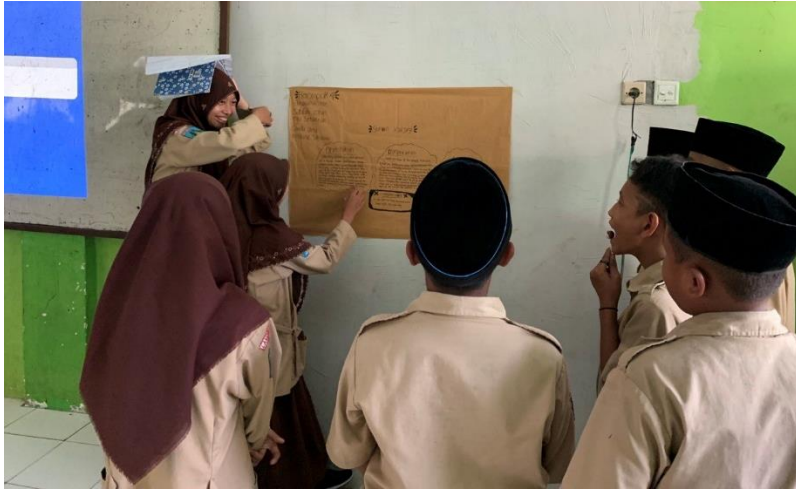




g. The Student Explains to Other Groups, and The Other Member of the Group Comes to The Other Group to Get an Explanation



Students' Presentation (Presenting their group work to another group)





h.Post-Test







Appendix 9

STUDENTS WORK

a. Group Work (Chart Paper)

**Beautiful Tulips**

**Orientalation :**  
 Once upon a time there was a good old woman who lived in a little house. She had in her Garden a bed of beautiful striped tulips.

**Komplikation :**  
 One night she was awakened by the sounds of sweet singing and of small voices laughing she looked out of the window. The sounds seemed to come from the tulip bed, but she could see nothing. The next morning she worked early for flowers, but there were no signs of any one having been there the night before. She did not know whether the singing and the small laughing was only a little fairy matter who was stealing and taking the flowers like a cat, who in each tulip - cup lay a little gold penny being laughing and singing. The good old woman took a magic book to her house, and from time to time she read a spell, but she could not see the answer to thank the flowers. The little girls being together in colour and better in size, and they sat on a delicate form of the bed of tulips. They began to bloom all the year round, and every night the little boys and girls crossed their beds and rose to sleep in the flower-cups.

**Resolution :**  
 The day came when the good old woman died and the devil bird was taken up by fairies who did not know about the fairies. The fairy king was pleased that instead of the flowers but the pretty other plants in the garden. And from that time nothing would grow there. But the good old woman's grave grew beautiful. For the fairies sang above it, and kept it green, white and the green and all around it then sprang up tulips, daffodils, and violets, and other lovely flowers of spring.

**Nama Kelompok :**

- 1. Gaudiosa May
- 2. Adhika Siska Ramadhani
- 3. Nurra Sanika Mawantiyana
- 4. Juwani Rahmat Al Farid
- 5. Nici Fakhri Usman
- 6. Nici Fakhri Fauzan

**The Legend of Banyuwangi**

**KOMPLIKASI**

One day, the king sent his Prime Minister to a long mission where the prime minister was away, the king tried to get Sri Tanjung.  
 However, he failed. He was very angry. Thus, when Subandrio went back, the king had things that he said to Subandrio.  
 The prime minister was very angry with the king. Sri Tanjung said that it was that her daughter, Subandrio said that he would be her.

**NAMA KELOMPOK**

- NISUL AULIYAH
- Linah Sifa
- Andrea Elvareta
- Moh Rena Bagus PR. Ghano
- Ahmad Musthof
- Mark Syarif Alfaridho
- Dyanah Khayatiyah

**RESOLUSI**

He brought her to the river Banyuwangi he loved her and there he got her to be his wife and the story ends.  
 The river Banyuwangi became clean and began to bring a wonderful fragrance. Gumpah said "Banyuwangi ... Banyuwangi ... Banyuwangi" The means "Banyuwangi ... Banyuwangi ... Banyuwangi" was born from the point of love and hatred love.

**ORIENTASI**

✓ One day, the king sent his prime minister to a long mission where the prime minister was away, the king tried to get Sri Tanjung.  
 The prime minister had a wife named Sri Tanjung.  
 She was so beautiful that the king wanted her to be his wife.  
 The prime minister was very angry when he said to Subandrio that he would be her.  
 Subandrio said that he would be her.

**Moral Value** : Don't too trust with other people who say close to be, because we know more than them only once a lifetime.

**KELOMPOK 3**

1. Rathan
2. Rafid
3. ABRU
4. Nisa
5. Zura
6. Yosa
7. Wilda
8. Zaka

## Snow White.

**Orientation**

Once upon a time there lived a king and queen. One day the king died and the queen married a wicked stepfather. She hated with her heart and mind because her parents were dead.

**Complication**

One day she heard her maid and maid talking about seeing Snow White. He was so beautiful. Later she wanted to go to America on her dad's last enough money in last Snow White with them. Some wicked death with her uncle and aunt to do with so she decided to run away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods.

**Resolution**

In the woods she fell very tired and hungry. Then she saw her castle. She knocked but no one answered so she went inside and fell asleep. Meanwhile seven dwarfs were coming home from work. They were awake. They found Snow White went up. She saw the queen. The queen's maid "Who is that woman?" Snow White said "My name is Snow White." One of the dwarfs said "In your story you said you are Snow White. And that's what I believe about her. Then please wake up and go home." The queen's maid was happy ever after.

**Moral Value**

Don't be envy with other people.

MTS TANMA

**KELOMPOK 4**

Diragama nous  
Sabbih zahiri  
Ega Sebastian  
Dinda alma  
malina Salsabila

## Sunan Kaijaga

**Orientation**

One day Sunan Kaijaga arrived at a village. Sunan went to the village chief's house. Then Sunan Kaijaga asked for a job without taking his fee name. The wife of the chief said he could help cut the grass. Many years ago there was a very honest Sultan. He thought people didn't know the meaning of life and about religion, he is known as Sunan Kaijaga. He wanted to spread his precious lesson. Sunan Kaijaga started working by cutting grass to feed the chief's horses.

**Complication**

Soon, the chief of the village realized that his employee was Sunan Kaijaga. The chief was extremely surprised. Then he decided to follow the lesson of Sunan Kaijaga when the three of them were taking a rest in a village. A trader approached and took something from the wife of the chief. Sunan said that such things would be fun if people can't really buy. To punish the lesson of Sunan Kaijaga, the chief had to make everything banned. But the wife didn't agree so she brought her yard into the house.

**Resolution**

The Sunan Kaijaga wife. When Sunan Kaijaga saw the wife and three other people. The three other people were the chief's wife. She could own the rubber and saw. But village is known as Sunan Kaijaga.

**MORAL VALUE**

If you want to help people please help with the right way.

MTS TANMA

b. Group Work (Rearranged jumbled sentences)

1. Once upon a time there was a Good old woman who lived in a little house. She had in her garden a bed of beautiful striped tulips.
2. One night she was awakened by the sounds of sweet singing and of babies laughing. She looked out at the window, the sounds seemed to come from the tulip bed, but she could see nothing.
- The next morning, she walked among her flowers, but there were no signs of any one having been there the night before.
- On the following night she was again awakened by sweet singing and babies laughing. She rose and stole softly through her garden. The moon was shining brightly on the tulip bed, and the flowers were swaying to and fro.

Nama Kelompok :

1. Galwatul aisy
2. adinda Sallra Parlathani
3. Nazra Sanlita Marabintang
4. Ati, airun Febrina A-Fanka
5. M. Fathir Ubaidiah
6. M. Fathin Fawaid

The old woman looked closely and she saw standing by each tulip, a little fairy mother who was crooning and rocking the flower in a cradle, while in each tulip-cup lay a little fairy baby laughing and playing.

The Good old woman stole quietly back to her house and from that time she never picked a tulip, nor did she allow her neighbor to touch the flower.

The tulips grew day by day brighter in colour and larger in size, and they gave out a delicious perfume like that of roses. They began, too, to bloom all the year round and every night the little fairy mothers caressed their babies and rocked them to sleep in the flower-cups.

The day came when the Good old woman died, and the tulip-bed was torn up by roots who did not know about the fairies, and parsley was planted there instead of the flowers, but the parsley withered, and so did all the other plants in the garden, and from that time nothing would grow there.

But the good old woman's grave grew beautiful, for the fairies sang above it and kept it green; while on the grave and all around it there sprang up tulips, daffodils and violets, and other lovely flowers of spring.

# Kelempayan

No. \_\_\_\_\_  
Date: \_\_\_\_\_

• Once upon a time, the king sent his prime minister to a long mission while the prime minister was away, the king tried to get a beautiful woman named Kelempayan. The prime minister had a wife named Sri Tanjung. She was so beautiful that the king wanted her to be his wife.

• Komplikasi  
Once upon a time, there was a local ruler named King Suahkromo. The king had a prime minister named Raden Sidopkeso. However, he failed he was angry very angry. Thus, when Sidopkeso went back, the king told him that his wife was unfaithful to him.

The Prime Minister was very angry with his wife. Sri Tanjung Tanjung said that it was not true. However, Sidopkeso said that the woman killed her.

• Resolusi  
He brought her to the river bank. Before he killed her and threw her into the river. She said that her innocence would be proven. After Sidopkeso killed her, he threw her dead body into the dirty river.

PEACE TO ACHIEVE GOAL

# Kelempayan

The river immediately became clean and began to spread a wonderful fragrance. Sidopkeso said "Banyu...wang... Banyuwangi". This means "fragrant water Banyuwangi was born from the proof of noble and sacred love".

• Penutup  
Once upon a time, there was a local ruler named King Suahkromo. The king had a prime minister named Raden Sidopkeso. However, he failed he was angry very angry. Thus, when Sidopkeso went back, the king told him that his wife was unfaithful to him.

The Prime Minister was very angry with his wife. Sri Tanjung Tanjung said that it was not true. However, Sidopkeso said that the woman killed her.

He brought her to the river bank. Before he killed her and threw her into the river. She said that her innocence would be proven. After Sidopkeso killed her, he threw her dead body into the dirty river.

PEACE TO ACHIEVE GOAL

## Kelompok 3

### Snow White

Once upon a time there lived a little girl, named Snow White. She lived with her aunt and uncle because her parents were died. One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this. So, she decided to run away. The next morning, she ran away from home when her aunt and uncle were having breakfast. She ran away into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said: "What is your name?" Snow ~~white~~ white said: "My name is Snow White". One of the dwarfs said: "If you wish, you may live here with us". Snow White told the whole story about her. Then Snow White and the seven dwarfs lived happily ever after.

Kelompok 9

Sunan Kalijaga

Many years ago, there was a very honest Sunan. He taught people about the meaning of life and about religion. He is known as Sunan Kalijaga. He traveled to spread his precious lesson.

One day, Sunan Kalijaga arrived at a village. Sunan went to the village chief's house. Then Sunan Kalijaga asked for a job without telling his real name. The wife of the chief said he could help cut the grass. Sunan Kalijaga started working by cutting grass to feed the chief's horse.

When the three of them were raising a nest in a village, a robber approached and took everything from the wife of the chief. Sunan said that this village would be full of people and really busy. To follow the lesson of Sunan Kalijaga, the chief had to leave everything behind but the wife didn't agree, so she brought her jewelry in bamboo.

Then Sunan named the place Suroatiga, which means three wrong people, the three wrong people were the chief, his wife, and also the robber who love collecting things and now this village is known as Suroatiga.



So, the chief of the village realized that his employee was Sunan Kalijaga. The chief was extremely surprised. Then he decided to follow the lesson of Sunan Kalijaga.



c. Sample of Pre-Test

Name	: AIRAGAMA NAUS	51
Class	: 8 (VIII)	
Date	: 17	

PRE-TEST

*Read the text and do the exercise!*

True Friends

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

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

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

Sourced: <http://britishcourse.com/narrative-text-complete-explanation.php>

1. Is the story mainly about?
  - A. To be a good friend
  - B. Two friends walking through forest and there is bear getting closer with them
  - C. A bear attack people in the forest
  - D. A friend pretends to be a good friend
2. What is the main idea of paragraph 1?
  - A. A bear attack two people in the mountain near the forest.
  - B. Two friends walking around the village and there is a robber
  - C. There are two friends walking to the forest and promised each other if there was any danger there
  - D. Two friends promised each other that they would be together in any case of danger at the forest

3. What the others person who didn't know how to climbed the tree do to avoid the bear?
- A. He lay down on the ground breathless and pretends to be a dead man
  - B. He climbed the tree and came to his friend
  - C. Asked his friend to run away
  - D. He sleeps on the ground with his friend

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

Sourced: <http://britishcourse.com/narrative-text-complete-explanation.php>

4. What is the best title of the text?
- A. A Hot Spring
  - B. The Ant and The Dove
  - C. The White Dove
  - D. The Dove and The Hunter
5. Which one statement is TRUE?
- A. Suddenly, the hunter man throws out net towards the ant and the dove hit the hunter man heel's
  - B. The ant couldn't have sunk if a dove up a nearby tree had not seen her
  - C. The dove walking around the lake to find a large amount of water
  - D. The ant quickly hits the hunter on his heel and dropped his net and the dove flew away from the net



6. Who save the ant from drowning?

- A. Hunter
- B. The other Ant
- C. The Dove
- D. Her friends

#### Duck and Turtle

Two ducks who lived in a big lake had a friend who was a turtle. One year there was a very little rain and the lake began to dry up. One of the ducks said to the other, "Soon, there'll be no water in this lake. Let's go and look for lake."

"Yes, answered the second duck, "But first let's say good bye to our friend, the turtle." When they told the turtle they were going to leave, he said, "I'll die here without any water and without any friends. Take me with you."

"The ducks answered, "We can't. We are going to fly, and you have no wings."

"The turtle thought for a minute and then said, "please wait here."

Then he went away and found a strong, straight stick. He brought it back to his friends, put the middle of it in his mouth and said, "Now if each of you takes me one end of the stick in your mouth, you can lift me up and carry me with you."

"That is dangerous," said the ducks, "if you try to talk while we're carrying you through the air, you won't be able to hold the stick, so you'll fall down along way and break your shell." "Alright", answered the turtle, "I promise not to talk while we're in the air. So, the ducks took the stick and flew away, with the turtle between them.

All went well until they were flying over a town. Then some people saw them and shouted, "Look, those ducks are carrying a cat!" The turtle got very angry, "A cat? I'm not ..." he said, but he did not get any further, because when he opened his mouth, the stick came out of his mouth and the poor turtle fell to the ground.

Sourced: <http://britishcourse.com/narrative-text-complete-explanation.php>

7. What is the main idea in the last paragraph?

- A. The ducks remove the stick in order the turtle fell to the ground
- B. The stick come out of turtle's mouth and fell to the ground because he is angry and accidentally open his mouth
- C. The turtle put a stick in the middle of his mouth and said to duck for lifting up and carry the turtle with them
- D. The duck can't help the turtle because the turtle idea is very dangerous

8. What is the background of the story?

- A. The big lake
- B. The forest
- C. The mountain beside a village
- D. The sky

9. What did the turtle do in order to fly with the duck?

- A. He puts some stick in his mouth and the ducks lift he up with them
- B. He looks for some helps for moving to watering place
- C. He put a stick in the middle of his mouth in order the duck can carry him
- D. He flies with the duck using a stick

*Ans*

10. What is the moral value of the story?

- A. Pride leads to a fall
- B. Your tongue your weapon
- C. Honestly brings goodness
- D. Be good to everyone because you don't know who will help you in the hard time

### Snow White

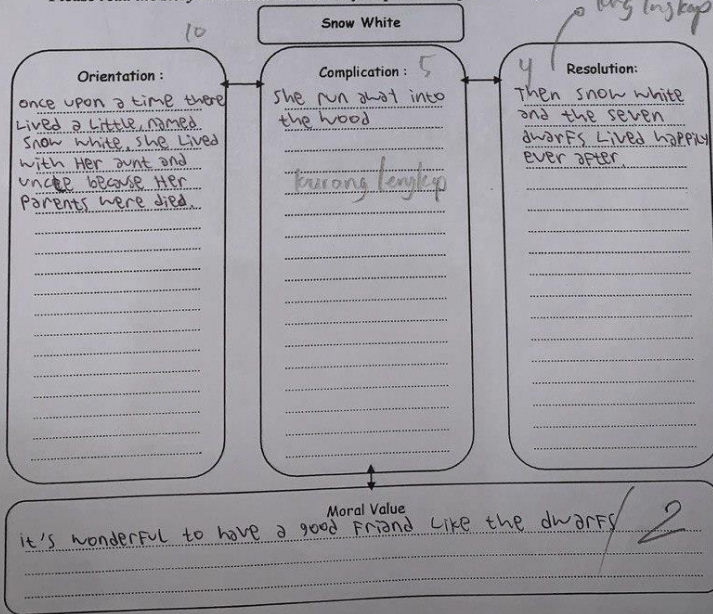
Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died. One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this. So, she decided to run away. The next morning, she run away from home when her aunt and uncle were having breakfast, she run away into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep.

Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?". Snow White said, "My name is Snow White". One of the dwarfs said, "If you wish, you may live here with us". Snow White told the whole story about her. Then Snow white and the seven dwarfs lived happily ever after.

Source: <https://www.studybahasainggris.com/cantoh-narrative-text-snow-white/>

Please read the story above and make a story map according to the story!



30  
19  
49

long longkap

Name : NISARUL AULIYAH  
Class : VIII  
Date : 17.08.2022

67

### PRE-TEST

*Read the text and do the exercise!*

#### True Friends

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

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

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

Sourced: <http://britishcourse.com/narrative-text-complete-explanation.php>

1. Is the story mainly about?

- A. To be a good friend
- B. Two friends walking through forest and there is bear getting closer with them
- C. A bear attack people in the forest
- D. A friend pretends to be a good friend

2. What is the main idea of paragraph 1?

- A. A bear attack two people in the mountain near the forest.
- B. Two friends walking around the village and there is a robber
- C. There are two friends walking to the forest and promised each other if there was any danger there
- D. Two friends promised each other that they would be together in any case of danger at the forest

3. What the others person who didn't know how to climbed the tree do to avoid the bear?
- A. He lay down on the ground breathless and pretends to be a dead man
  - B. He climbed the tree and came to his friend
  - C. Asked his friend to run away
  - D. He sleeps on the ground with his friend

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

Sourced: <http://britishcourse.com/narrative-text-complete-explanation.php>

4. What is the best title of the text?

- A. A Hot Spring
- B. The Ant and The Dove
- C. The White Dove
- D. The Dove and The Hunter

3. Which one statement is TRUE?

- A. Suddenly, the hunter man throws out net towards the ant and the dove hit the hunter man heel's
- B. The ant couldn't have sunk if a dove up a nearby tree had not seen her
- C. The dove walking around the lake to find a large amount of water
- D. The ant quickly hits the hunter on his heel and dropped his net and the dove flew away from the net

6. Who save the ant from drowning?

- A. Hunter
- B. The other Ant
- C. The Dove
- D. Her friends

#### Duck and Turtle

Two ducks who lived in a big lake had a friend who was a turtle. One year there was a very little rain and the lake began to dry up. One of the ducks said to the other, "Soon, there'll be no water in this lake. Let's go and look for lake."

"Yes, answered the second duck, "But first let's say good bye to our friend, the turtle." When they told the turtle they were going to leave, he said, "I'll die here without any water and without any friends. Take me with you."

"The ducks answered, "We can't. We are going to fly, and you have no wings."

"The turtle thought for a minute and then said, "please wait here."

Then he went away and found a strong, straight stick. He brought it back to his friends, put the middle of it in his mouth and said, "Now if each of you takes me one end of the stick in your mouth, you can lift me up and carry me with you."

"That is dangerous," said the ducks, "if you try to talk while we're carrying you through the air, you won't be able to hold the stick, so you'll fall down along way and break your shell." "Alright", answered the turtle, "I promise not to talk while we're in the air. So, the ducks took the stick and flew away, with the turtle between them.

All went well until they were flying over a town. Then some people saw them and shouted, "Look, those ducks are carrying a cat!" The turtle got very angry, "A cat? I'm not ..." he said, but he did not get any further, because when he opened his mouth, the stick came out of his mouth and the poor turtle fell to the ground.

Sourced: <http://britishcourse.com/narrative-text-complete-explanation.php>

7. What is the main idea in the last paragraph?

- A. The ducks remove the stick in order the turtle fell to the ground
- B. The stick come out of turtle's mouth and fell to the ground because he is angry and accidentally open his mouth
- C. The turtle put a stick in the middle of his mouth and said to duck for lifting up and carry the turtle with them
- D. The duck can't help the turtle because the turtle idea is very dangerous

8. What is the background of the story?

- A. The big lake
- B. The forest
- C. The mountain beside a village
- D. The sky

9. What did the turtle do in order to fly with the duck?

- A. He puts some stick in his mouth and the ducks lift he up with them
- B. He looks for some helps for moving to watering place
- Buy* C. He put a stick in the middle of his mouth in order the duck can carry him
- D. He flies with the duck using a stick

10. What is the moral value of the story?

- A. Pride leads to a fall
- B. Your tongue your weapon
- C. Honestly brings goodness
- D. Be good to everyone because you don't know who will help you in the hard time

8

### Snow White

Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died. One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them.

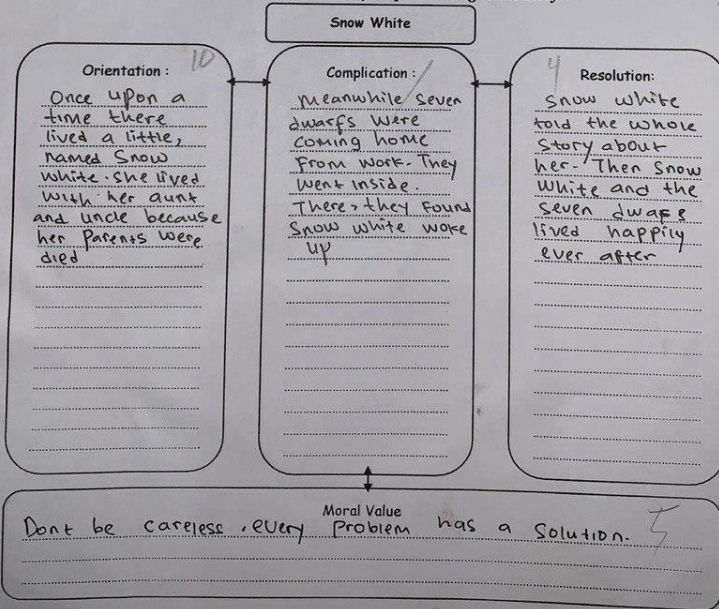
Snow White didn't want her uncle and aunt to do this. So, she decided to run away. The next morning, she run away from home when her aunt and uncle were having breakfast, she run away into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep.

Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?". Snow White said, "My name is Snow White". One of the dwarfs said; "If you wish, you may live here with us". Snow White told the whole story about her. Then Snow white and the seven dwarfs lived happily ever after.

Source: <https://www.studybahasainggris.com/contoh-narrative-text-snow-white/>

Please read the story above and make a story map according to the story!

48  
19  
67





Name : Wiida dwi Cahyani  
Class : kelas 8  
Date : 17 - Agustus - 2022

68

### PRE-TEST

Read the text and do the exercise!

#### True Friends

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

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

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

Sourced: <http://britishcourse.com/narrative-text-complete-explanation.php>

1. Is the story mainly about?

- A. To be a good friend
- B. Two friends walking through forest and there is bear getting closer with them
- C. A bear attack people in the forest
- D. A friend pretends to be a good friend

2. What is the main idea of paragraph 1?

- A. A bear attack two people in the mountain near the forest.
- B. Two friends walking around the village and there is a robber
- C. There are two friends walking to the forest and promised each other if there was any danger there
- D. Two friends promised each other that they would be together in any case of danger at the forest

3. What the others person who didn't know how to climbed the tree do to avoid the bear?

- A. He lay down on the ground breathless and pretends to be a dead man
- B. He climbed the tree and came to his friend
- C. Asked his friend to run away
- D. He sleeps on the ground with his friend

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

Sourced: <http://britishcourse.com/narrative-text-complete-explanation.php>

4. What is the best title of the text?

- A. A Hot Spring
- B. The Ant and The Dove
- C. The White Dove
- D. The Dove and The Hunter

5. Which one statement is TRUE?

- A. Suddenly, the hunter man throws out net towards the ant and the dove hit the hunter man heel's
- B. The ant couldn't have sunk if a dove up a nearby tree had not seen her
- C. The dove walking around the lake to find a large amount of water
- D. The ant quickly hits the hunter on his heel and dropped his net and the dove flew away from the net

6. Who save the ant from drowning?
- A. Hunter
  - B. The other Ant
  - C. The Dove
  - D. Her friends

#### Duck and Turtle

Two ducks who lived in a big lake had a friend who was a turtle. One year there was a very little rain and the lake began to dry up. One of the ducks said to the other, "Soon, there'll be no water in this lake. Let's go and look for lake."

"Yes, answered the second duck, "But first let's say good bye to our friend, the turtle." When they told the turtle they were going to leave, he said, "I'll die here without any water and without any friends. Take me with you."

"The ducks answered, "We can't. We are going to fly, and you have no wings."

"The turtle thought for a minute and then said, "please wait here."

Then he went away and found a strong, straight stick. He brought it back to his friends, put the middle of it in his mouth and said, "Now if each of you takes me one end of the stick in your mouth, you can lift me up and carry me with you."

"That is dangerous," said the ducks, "if you try to talk while we're carrying you through the air, you won't be able to hold the stick, so you'll fall down along way and break your shell." "Alright", answered the turtle, "I promise not to talk while we're in the air. So, the ducks took the stick and flew away, with the turtle between them.

All went well until they were flying over a town. Then some people saw them and shouted, "Look, those ducks are carrying a cat!" The turtle got very angry, "A cat? I'm not ..." he said, but he did not get any further, because when he opened his mouth, the stick came out of his mouth and the poor turtle fell to the ground.

Sourced: <http://britishcourse.com/narrative-text-complete-explanation.php>

7. What is the main idea in the last paragraph?
- A. The ducks remove the stick in order the turtle fell to the ground
  - B. The stick come out of turtle's mouth and fell to the ground because he is angry and accidentally open his mouth
  - C. The turtle put a stick in the middle of his mouth and said to duck for lifting up and carry the turtle with them
  - D. The duck can't help the turtle because the turtle idea is very dangerous

8. What is the background of the story?

- A. The big lake
- B. The forest
- C. The mountain beside a village
- D. The sky

9. What did the turtle do in order to fly with the duck?

- A. He puts some stick in his mouth and the ducks lift he up with them
- B. He looks for some helps for moving to watering place
- C. He put a stick in the middle of his mouth in order the duck can carry him
- D. He flies with the duck using a stick

10. What is the moral value of the story?

- A. Pride leads to a fall
- B. Your tongue your weapon
- C. Honestly brings goodness
- D. Be good to everyone because you don't know who will help you in the hard time

7

### Snow White

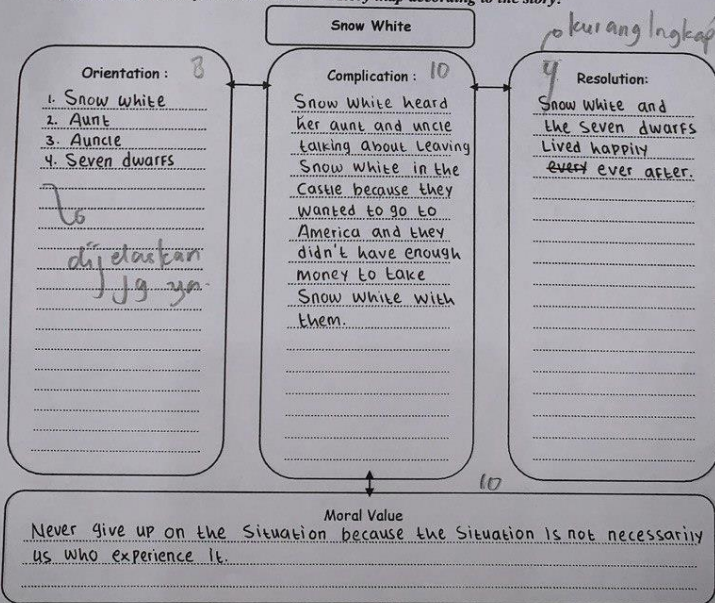
Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died. One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this. So, she decided to run away. The next morning, she run away from home when her aunt and uncle were having breakfast, she run away into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep.

Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; "What is your name?". Snow White said; "My name is Snow White". One of the dwarfs said; "If you wish, you may live here with us". Snow White told the whole story about her. Then Snow white and the seven dwarfs lived happily ever after.

Source: <https://www.studybahasainggris.com/contoh-narrative-text-snow-white/>

Please read the story above and make a story map according to the story!



## d. Sample of Post-Test

Name	: Nilda dwi Cahyani.
Class	: kelas 8
Date	: 8 <sup>th</sup> September 2022

79

### POST-TEST

*Read the text and do the exercise!*

#### True Friends

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

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

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

Sourced: <http://britishcourse.com/narrative-text-complete-explanation.php>

1. Is the story mainly about?
  - A. To be a good friend
  - B. Two friends walking through forest and there is bear getting closer with them
  - C. A bear attack people in the forest
  - D. A friend pretends to be a good friend
2. What is the main idea of paragraph 1?
  - A. A bear attack two people in the mountain near the forest.
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3. What the others person who didn't know how to climbed the tree do to avoid the bear?

- A. He lay down on the ground breathless and pretends to be a dead man
- B. He climbed the tree and came to his friend
- C. Asked his friend to run away
- D. He sleeps on the ground with his friend

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

Sourced: <http://britishcourse.com/narrative-text-complete-explanation.php>

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- C. The dove walking around the lake to find a large amount of water
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6. Who save the ant from drowning?

- A. Hunter
- B. The other Ant
- C. The Dove
- D. Her friends

#### Duck and Turtle

Two ducks who lived in a big lake had a friend who was a turtle. One year there was a very little rain and the lake began to dry up. One of the ducks said to the other, "Soon, there'll be no water in this lake. Let's go and look for lake."

"Yes, answered the second duck, "But first let's say good bye to our friend, the turtle." When they told the turtle they were going to leave, he said, "I'll die here without any water and without any friends. Take me with you."

"The ducks answered, "We can't. We are going to fly, and you have no wings."

"The turtle thought for a minute and then said, "please wait here."

Then he went away and found a strong, straight stick. He brought it back to his friends, put the middle of it in his mouth and said, "Now if each of you takes me one end of the stick in your mouth, you can lift me up and carry me with you."

"That is dangerous," said the ducks, "if you try to talk while we're carrying you through the air, you won't be able to hold the stick, so you'll fall down along way and break your shell." "Alright", answered the turtle, "I promise not to talk while we're in the air. So, the ducks took the stick and flew away, with the turtle between them.

All went well until they were flying over a town. Then some people saw them and shouted, "Look, those ducks are carrying a cat!" The turtle got very angry, "A cat? I'm not ..." he said, but he did not get any further, because when he opened his mouth, the stick came out of his mouth and the poor turtle fell to the ground.

Sourced: <http://britishcourse.com/narrative-text-complete-explanation.php>

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- A. The ducks remove the stick in order the turtle fell to the ground
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- B. The forest
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9. What did the turtle do in order to fly with the duck?

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10. What is the moral value of the story?

- A. Pride leads to a fall
- B. Your tongue your weapon
- C. Honestly brings goodness
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6 36

### Snow White

Once upon a time there lived a little girl, named Snow White. She lived with her aunt and uncle because her parents were died. One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them.

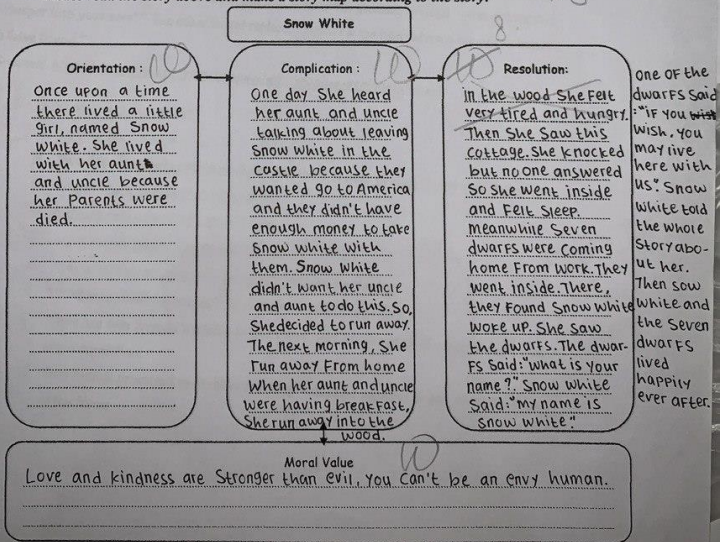
Snow White didn't want her uncle and aunt to do this. So, she decided to run away. The next morning, she run away from home when her aunt and uncle were having breakfast, she run away into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep.

Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; "What is your name?". Snow White said; "My name is Snow White". One of the dwarfs said; "If you wish, you may live here with us". Snow White told the whole story about her. Then Snow white and the seven dwarfs lived happily ever after.

Source: <https://www.studybahasainggris.com/contoh-narrative-text-snow-white/>

Please read the story above and make a story map according to the story!

38



Name : AIRAGAMA MDUS  
Class : 8 (VIII)  
Date :

64

### POST-TEST

*Read the text and do the exercise!*

#### True Friends

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

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Then he went away and found a strong, straight stick. He brought it back to his friends, put the middle of it in his mouth and said, "Now if each of you takes me one end of the stick in your mouth, you can lift me up and carry me with you."

"That is dangerous," said the ducks, "if you try to talk while we're carrying you through the air, you won't be able to hold the stick, so you'll fall down along way and break your shell." "Alright", answered the turtle, "I promise not to talk while we're in the air. So, the ducks took the stick and flew away, with the turtle between them.

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10. What is the moral value of the story?
- A. Pride leads to a fall
  - B. Your tongue your weapon
  - C. Honestly brings goodness
  - D. Be good to everyone because you don't know who will help you in the hard time

6 3/6



Name	: Nisa'ul Azzah	BY
Class	: VIII	
Date	: Sab. 3 September 2022	

**POST-TEST**

**Read the text and do the exercise!**

**True Friends**

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

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

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  - D. A friend pretends to be a good friend
2. What is the main idea of paragraph 1?
  - A. A bear attack two people in the mountain near the forest.
  - B. Two friends walking around the village and there is a robber
  - C. There are two friends walking to the forest and promised each other if there was any danger there
  - D. Two friends promised each other that they would be together in any case of danger at the forest



3. What the others person who didn't know how to climbed the tree do to avoid the bear?

- A. He lay down on the ground breathless and pretends to be a dead man
- B. He climbed the tree and came to his friend
- C. Asked his friend to run away
- D. He sleeps on the ground with his friend

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

Sourced: <http://britishcourse.com/narrative-text-complete-explanation.php>

4. What is the best title of the text?

- A. A Hot Spring
- B. The Ant and The Dove
- C. The White Dove
- D. The Dove and The Hunter

5. Which one statement is TRUE?

- A. Suddenly, the hunter man throws out net towards the ant and the dove hit the hunter man heel's
- B. The ant couldn't have sunk if a dove up a nearby tree had not seen her
- C. The dove walking around the lake to find a large amount of water
- D. The ant quickly hits the hunter on his heel and dropped his net and the dove flew away from the net

6. Who save the ant from drowning?

- A. Hunter
- B. The other Ant
- C. The Dove
- D. Her friends

#### Duck and Turtle

Two ducks who lived in a big lake had a friend who was a turtle. One year there was a very little rain and the lake began to dry up. One of the ducks said to the other, "Soon, there'll be no water in this lake. Let's go and look for lake."

"Yes, answered the second duck, "But first let's say good bye to our friend, the turtle."

When they told the turtle they were going to leave, he said, "I'll die here without any water and without any friends. Take me with you."

"The ducks answered, "We can't. We are going to fly, and you have no wings."

"The turtle thought for a minute and then said, "please wait here."

Then he went away and found a strong, straight stick. He brought it back to his friends, put the middle of it in his mouth and said, "Now if each of you takes me one end of the stick in your mouth, you can lift me up and carry me with you."

"That is dangerous," said the ducks, "if you try to talk while we're carrying you through the air, you won't be able to hold the stick, so you'll fall down along way and break your shell."

"Alright", answered the turtle, "I promise not to talk while we're in the air. So, the ducks took the stick and flew away, with the turtle between them.

All went well until they were flying over a town. Then some people saw them and shouted, "Look, those ducks are carrying a cat!" The turtle got very angry, "A cat? I'm not ..." he said, but he did not get any further, because when he opened his mouth, the stick came out of his mouth and the poor turtle fell to the ground.

Sourced: <http://britishcourse.com/narrative-text-complete-explanation.php>

7. What is the main idea in the last paragraph?

- A. The ducks remove the stick in order the turtle fell to the ground
- B. The stick come out of turtle's mouth and fell to the ground because he is angry and accidentally open his mouth
- C. The turtle put a stick in the middle of his mouth and said to duck for lifting up and carry the turtle with them
- D. The duck can't help the turtle because the turtle idea is very dangerous

8. What is the background of the story?
- A. The big lake
  - B. The forest
  - C. The mountain beside a village
  - D. The sky
9. What did the turtle do in order to fly with the duck?
- A. He puts some sticks in his mouth and the ducks lift he up with them
  - B. He looks for some helps for moving to watering place
  - C. He puts a stick in the middle of his mouth in order the duck can carry him
  - D. He flies with the duck using a stick
10. What is the moral value of the story?
- A. Pride leads to a fall
  - B. Your tongue your weapon
  - C. Honestly brings goodness
  - D. Be good to everyone because you don't know who will help you in the hard time

8 46

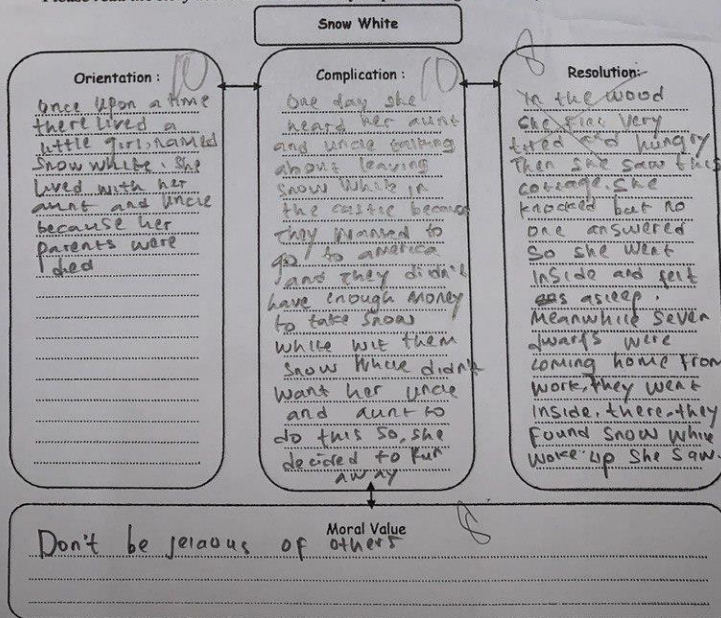
**Orientation** → **Snow White**  
 Once upon a time there lived a little girl, named Snow White. She lived with her aunt and uncle because her parents were died. **COMPLICATION** → One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this. So, she decided to run away. The next morning, she run away from home when her aunt and uncle were having breakfast, she run away into the wood. **RESOLUTION** → In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep.

Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; "What is your name?". Snow White said; "My name is Snow White". One of the dwarfs said; "If you wish, you may live here with us". Snow White told the whole story about her. Then Snow white and the seven dwarfs lived happily ever after.

Source: <https://www.studybahasainggris.com/contoh-narrative-text-snow-white/>

Please read the story above and make a story map according to the story!



**The Validity Test**

**1. Multiple Choice**

<b>Question</b>	<b>Pearson Correlation</b>	<b>Sig. (2-tailed)</b>	<b>Keterangan</b>
Q1	0,710	0,000	Valid
Q2	-0,665	0,000	Valid
Q3	0,699	0,000	Valid
Q4	0,844	0,000	Valid
Q5	0,644	0,001	Valid
Q6	0,665	0,000	Valid
Q7	0,598	0,002	Valid
Q8	0,073	0,727	Invalid
Q9	-0,480	0,015	Valid
Q10	-0,073	0,727	Invalid

**2. Essay**

<b>Question</b>	<b>Pearson Correlation</b>	<b>Sig. (2-tailed)</b>	<b>Description</b>
Orientation	0,673	0,000	Valid
Complication	0,543	0,005	Valid
Resolution	0,814	0,000	Valid
Moral Value	0,509	0,009	Valid

**Reliability test**

**1. Multiple Choice**

a. First Reliability Test

**Reliability Statistics**

Cronbach's Alpha	N of Items
.507	11

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Q2	69.6000	300.000	-.752	.674
Q3	66.0000	201.000	.637	.429
Q4	67.6800	166.560	.772	.327
Q5	67.6800	184.560	.508	.404
Q6	67.4400	183.840	.539	.398
Q7	66.4800	197.760	.490	.431
Q8	66.4800	233.760	-.073	.536
Q9	69.8400	281.640	-.601	.643
Q10	70.5600	243.840	-.216	.559
Q1	67.6800	178.560	.593	.380
TOTAL	35.7600	58.440	1.000	-.176 <sup>a</sup>

a. The value is negative due to a negative average covariance among items.

This violates reliability model assumptions.

You may want to check item codings.

b. The Second Reliability Test

**Reliability Statistics**

Cronbach's Alpha	N of Items
.660	10

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q3	62.1600	347.640	.519	.632
Q4	63.8400	284.640	.900	.546
Q5	63.8400	302.640	.697	.580
Q6	63.6000	306.000	.684	.585
Q7	62.6400	348.240	.349	.640
Q8	62.6400	378.240	-.008	.678
Q9	66.0000	459.000	-.713	.763
Q10	66.7200	396.960	-.217	.700
Q1	63.8400	296.640	.763	.569
TOTAL	33.8400	95.640	1.000	.425

2. Essay

**Reliability Statistics**

Cronbach's Alpha	N of Items
.683	5

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
ORIENTATION	28.7200	79.710	.520	.615
COMPLICATION	35.5200	80.593	.265	.708
RESOLUTION	34.0000	92.750	.783	.651
MORAL_VALUE	34.2000	87.500	.317	.679
TOTAL	18.9200	26.577	1.000	.248



Appendix 12

1. The result of Descriptive statistic

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	25	18	68	1367	54.68	11.067
Posttest	25	44	90	1845	74.12	13.791
Valid N (listwise)	25					

2. The result of the Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		25
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	9.99315124
Most Extreme Differences	Absolute	.253
	Positive	.091
	Negative	-.253
Test Statistic		.253
Asymp. Sig. (2-tailed)		.000 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

3. The result of the Wilcoxon Signed Test and Hypothesis Test

Ranks			
	N	Mean Rank	Sum of Ranks
Posttest – Pretest Negative Ranks	0 <sup>a</sup>	.00	.00
Positive Ranks	25 <sup>b</sup>	13.00	325.00
Ties	0 <sup>c</sup>		
Total	25		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

Test Statistics <sup>a</sup>	
	Posttest – Pretest
Z	-4.378 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Appendix 13

**The Names of Respondent**

**Eighth Grader of MTs. Tanwirul Ma'arif Takerharjo, Lamongan**

<b>NAME</b>	<b>GENDER</b>
ADINDA SALLFA RAMADHANI	Female
AHMAD AINUN FEBRIYAN AL FARIKH	Male
AHMAD MUSHOFI	Male
AHMAD SABBIH ZAHIRI	Male
AIDA MAULIDA ZAHURA	Female
AIRAGAMA NOUS	Male
AMALINA SALSABILA	Female
ANA ALTOFUN NISA	Female
ANDREA ELVARETA	Female
DEWITH KHIYARUDDIN	Male
DINDA AL-MAGHFIROTUS SHOLIHAH	Female
EGA SEBASTIAN	Male
LINA TUSYIFA'	Female
M. ASRAVILAH	Male
MOH. AFRIL BAGAS PRATAMA	Male
MOH. DZAKWAN AL FAWWAZ	Male
MOH. FATHIN FAWAID	Male
MOH. RAFID ADHYASTA	Male
MOH. SYAFIL ANTONIO	Male
MUHAMMAD FAKHIR UBAIDILLAH	Male
NAURA SANTIKA MARABINTANG	Male
NISA'UL AULIYAH	Female
RAIHAN IKBAR MAULANA	Male
SALWATUL AISY	Female
WILDA DWI CAHYANI	Female

## Appendix 14

### The Research Site Overview

#### 1. MTs. Tanwirul Ma'arif Takerharjo Lamongan Profile

Institution Name	:	MTSS TANWIRUL MA'ARIF
NISM	:	121235240151
NPSN	:	20582888
Address	:	Sukodadi Banjaranyar Street RT.04 RW.04
Number of Students	:	Male: 38                  Female: 31
Number of Groups	:	3
Number of Teachers	:	Male: 4                  Female: 6
Number of Edu staff	:	Male: 0                  Female: 0
Number of Classrooms	:	3
Number of Other Spaces	:	8
Library	:	Have

#### 2. History of The Founding MTs. Tanwirul Ma'arif Takerharjo Lamongan

MTs. Tanwirul Ma'arif Takerharjo Solokuro Lamongan is a private high school under the auspices of LP. Ma'arif NU Lamongan branch. This school was founded in 1981. When it

was founded, the journey was not as easy as expected. It is because the level of community knowledge about the importance of education was deficient. They thought education was unimportant because it took their money and time.

They were more concerned with going to the fields, and they thought children who went there were diligent. This condition made them marry their children at a very early age. Because of this condition, the founders must try to come from people's homes to provide and spread an understanding of the importance of education. This effort turned out to be a success, and the first students were 16 students. The first headmaster was M. Syarifin, and he walked until now with the principal, now Moh. Ikromi, M.Pd with B (good) accreditation.

### **3. Vision and Mission of School**

#### **b. Vision**

*“Terbentuknya siswa yang tangguh, berprestasi, terampil, berdedikasi tinggi dan berakhlakul karimah”*

Indicator of Visions:

- 1) Mastering ICT (Information Communication Technology)
- 2) Excel in the competition and proceed to your favorite high school
- 3) Excel in the national examination score
- 4) Excel in the subject matter lesson
- 5) Excel in the art and sport competition
- 6) Excel in discipline

- 7) Excel in religious activity
- 8) Excel in social and environmental care activity
- 9) Excel in manners and courtesy

c. Mission

To achieve the school's vision, it is necessary to carry out a mission in the form of long-term activities with clear direction.

There are:

- 1) Carry out effective learning and guidance.
- 2) Foster a spirit of resilience in all members of the community intensively.
- 3) Cultivate the *ahlussunnah waljamaah* mentality.
- 4) Help and encourage each student to explore their potential so that they grow and develop as a whole optimally.
- 5) Carry out PBM and PAIKEMI (*Pembelajaran Aktif, Inovatif, Kreatif, efektif, Menyenangkan dan Islami*).

**4. The Geographical Location of MTs. Tanwirul Ma'arif Takerharjo Lamongan**

MTs. Tanwirul Ma'arif is located in Takerharjo village, Solokuro sub-district, Lamongan district, which has boundaries of the area as follows:

- a. North: Banyubang Village
- b. West: Payaman Village
- c. East: Sumurber Village
- d. South: Petiyin Village

## **5. Teacher Condition of MTs. Tanwirul Ma'arif Takerharjo Lamongan**

MTs. Tanwirul Ma'arif Takerharjo Lamongan has educators with great concern for students, especially for realizing the school's vision and mission. The school committee has several educator rules, including academic and non-academic requirements. The academic requirements include having an S1 degree or ability in the subject matter, teaching qualifications, and mastering the subject matter in the field to be taught. The non-academic requirements include religion and having good manners, and can be used as an example for students fluent in reading the holy Al-Qur'an, who can speak manners and pass the selection held by the school committee. Based on the requirements above, teachers are required to be professional in teaching.

The number of teachers in MTs. Tanwirul Ma'arif Takerharjo Solokuro Lamongan are 10, 6 females and 4 males.

**Table 4. 6**  
**Teacher and Subject List**

<b>No</b>	<b>Code</b>	<b>Teacher Name</b>	<b>Subject</b>
1	A	Moh. Ikromi, M.Pd	English Language
2	B	H. Thohari	ASWAJA

3	C	Luthfi Khumaidi, S.Ag	FIQIH
4	D	Drs. Mujiyanto	PKPS Javanese Language
5	E	H. Moh. Sufyan, S.Pd	Mathematics
6	F	Abdul Musta'in, S.Pd	<i>Aqidah Akhlaq</i>
7	G	Asmirah, S.Pd	Indonesian Language
8	H	Istia'anah, S.Pd	<i>Al-Qur'an Hadist</i>
9	I	Mukhayatun, S.Pd	Crafts
10	J	Shofiyatul Hidayah, S.Pd.I	Social Science
11	K	Sholihul Amin, S.Pd	Science
12	L	Hamim Thohari, S.Pd	Islamic History
13	M	Durrotul Faqiyah, S.Pd.I	Arabic Language
14	N	M. Khoiri, A.Ma	Sport
15	O	Masunnatul Mahmudah, S.Pd.I	Arabic Language
16	P	Moh. Irhamni, SE	TIK
17	Q	Eva Mazro'atul Islah, S.Pd	English Language



18	R	Mega Sukma Chakra Buana	English Conversation
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## 6. Student Condition of MTs. Tanwirul Ma'arif Takerharjo Lamongan

MTs. Tanwirul Ma'arif Takerharjo, Lamongan, is a school located in Takerharjo village, Solokuro sub-district, and Lamongan district. It has *“Terbentuknya siswa yang tangguh, berprestasi, terampil, berdedikasi tinggi dan berakhlakul karimah”* as the mission and vision, so this school prioritized attitude, then skilled, dedicated to institution and society and also have good moral because attitude is essential so there is a saying that attitude is above knowledge.

To realize the vision and mission, all new or transferred students must participate in the first selection organized by the school. The purpose of this rule is to determine the level of student achievement and also to find out how to handle and assist these students in class.

The condition of the students in this school is influenced by the teacher's teaching method in each subject. The teacher usually still uses the old traditional method, such as the lecture method, and only dictates and writes the lesson material on the blackboard. Then the teacher asks the student to write the material in their notebook.

This method makes the students who are interested in the lesson from the first time more intelligent, and the students who have no interest in the subject will be bored following the lesson. However, the researcher concludes that students' condition in this school is somewhat apprehensive. This school's students are 69, 38 males and 31 females.

#### **7. Infrastructure of MTs. Tanwirul Ma'arif Takerharjo Lamongan**

MTs. Tanwirul Ma'arif is a school established in 1981 and has been running for approximately 39 years and has multiplied since a few years ago. Still, due to the shortage of academic staff for the maintenance of school facilities, many long-term or disposable facilities cannot be used for a long time because they are damaged or lost.

Educational facilities can be said to be adequate because both teachers and schools provide the learning media needed to carry out the learning process. The classrooms are 3, a teacher room, an administration room, five rooms, a library and an auditorium which can also be used as a prayer room.

## **CURRICULUM VITAE**

### **A. Identity**

Name : Siti Filzatul Haziyah  
Student Number : 1803046021  
Date of Birth : 24 October 2000  
Address : Takerharjo – Solokuro - Lamongan  
Telephone : 085648238362  
E-mail : filza205@gmail.com  
Nationality : Indonesian  
Sex : Female  
Marital Status : Single

### **B. History Education/Qualification**

#### **1. Formal Education**

- TK Muslimat NU Takerharjo (2004 – 2006)
- MI Tanwirul Ma'arif Takerharjo (2006 – 2012)
- MTs. Tanwirul Ma'arif Takerharjo (2012 – 2015)
- MA. Tarbiyatut Tholabah Kranji (2015 – 2018)
- UIN Walisongo Semarang (2018 – 2022)

#### **2. Non-Formal Education**

- Ponpes Tarbiyatut Tholabah (2015 – 2018)
- Program Pendidikan Terapan Bidang Teknologi Informasi dan Komunikasi (PRODISTIK) MA Tarbiyatut tholabah

berkerjasama dengan Institut Teknologi Sepuluh Nopember  
Surabaya (2015 – 2018)

- Ma'had Al-Jami'ah Walisongo Semarang (2018-2021)
- LBB SCYMI Smart Club (2020 – 2022)