

**THE USE OF FAIRY TALES TO IMPROVE STUDENTS' READING
COMPREHENSION OF THE TENTH GRADE
AT MA AL-KHAIRAAT PUSAT PALU**



THESIS

*Submitted as a Partial Fulfillment of the Requirements for the degree of Sarjana
Pendidikan at the Teacher Training and Tarbiyah Faculty
State Islamic University Datokarama Palu*

By

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**ENGLISH TADRIS STUDY PROGRAM
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2023**

Statement of the Thesis Authenticity

I hereby declare that this thesis entitled : *“The Use of Fairy Tales to Improve Students’ Reading Comprehension of the Tenth Grade at Ma Al-Khairaat Pusat Palu”* has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must ready for all the consequences thereafter due to this misconduct.

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الحمد لله رب العالمين والصلاة والسلام على اشرف الانبياء والمرسلين سيدنا محمد وعلى
آله واصحابه اجمعين, اما بعد

Praise the researcher to the presence of Allah SWT, who has given mercy, grace and blessings so that the researcher can complete this thesis. We offer prayers and greetings to the great Prophet Muhammad SAW. Together with all his family and friends as well as tabi tabiin who have provided various examples in life as a guide for his people, hopefully we will get his intercession, aamiin.

The researcher is fully aware that in writing this thesis he received a lot of help from various parties who have provided prayers, motivation, support and advice in preparing this thesis. Therefore, with all humility the researcher would like to thanks:

1. The researcher beloved parents, Father Alm. Gisman L.M and mother Nikmatun Andi Palawa S.Pd.I, who continuously provide prayers, attention, motivation, material and financial support and suggestions to researcher.
2. Prof. Dr. H. Lukman S. Thahir, M.Ag, as the rector of UIN Datokarama Palu.
3. Dr. Saepudin Mashuri, S.Ag., M.Pd.I, as the dean of the Faculty of Tarbiyah and Teacher Training.

4. Ruslin, S.Pd., M., Pd., M.Sc., Ph.D, as head of department and Hijrah Syam S.Pd., M.Pd., as secretary of the Tadris English study program.
5. Yuni Amelia, S.Pd., M.Pd., as examiner of the proposal seminar, who has provided criticism and suggestions to add insight to researcher.
6. Ana Kuliahana, S.Pd., M.Pd., and Rasmi, S.Pd., M.Pd., as supervisors.
The researcher would like to express his deepest gratitude for the time, guidance, suggestions and motivation that were useful during the proposal to the thesis and for supporting this research until completion, without their help, prayers and guidance this research would not have been completed.
7. All lecturers in the English Education Department, Tarbiyah Faculty, who have provided valuable knowledge and experience to researchers.
8. Drs. Moh. Farhan, as principal of MA Al-Khairaat Pusat Palu, who has provided the opportunity and permission to conduct research.
9. Alfian, S.Pd., as English teacher for class X IIK, MA Al-Khairaat Pusat Palu, for his guidance, suggestions and support in this research.
10. Class X students, especially students in class X IIK 1 and X IIK 2, for their attention, cooperation and participation in this research.
11. Dear relatives of researcher, Andi Mahbub Gisman, S.Pi, Andi Masrur Gisman, S.Pd.I, Andi Mahfud Gisman, Andi Mufida Gisman, S.E., and Abdul Hanan Andi Palawa, for their support and prayers to complete the proposal/thesis this.

12. Friends of the researcher, Faizul Awal, Indra, Ikhwan, Mahmud, Sadik, who have given prayers and always reminded the researcher from the first semester until the completion of this research.
13. All friends, especially Rian, Irfan Attomimi, Asmaul Husna, Maulani Tri Resquita, thank you for all your support, assistance, advice and kindness during the completion of this research.
14. All parties whose names cannot be mentioned one by one, for all their assistance and kindness in completing this research.

Due to the limited knowledge and experience of researcher, researcher realize that this research still has many shortcomings. Hopefully this research can provide benefits and assistance for researchers and readers.

Palu, 19 September 2023 M
3 Rabiul Awal 1445 H

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LEGALIZATION

A skripsi by Andi Muttaqien Gisman, NIM. 18.1.16.0048 entitled "The Use of Fairy Tales to Improve Students' Reading Comprehension of the Tenth Grade at MA AL Khairaat Pusat Palu" which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 15th January 2024 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.


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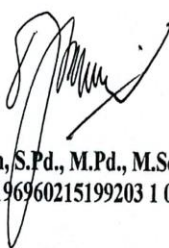

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ABSTRACT

Name : Andi Muttaqien Gisman
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Reading is one of the most important skills in language learning besides listening, speaking and writing. Reading is a language process that requires understanding written language. A reader can read, written language to obtain information, digest it and understand the text.

This research aims to determine whether the use of fairy tales can improve students' reading comprehension of class X IIK students at MA Al-Khairaat Pusat Palu. The method used in this research was Quasi-Experimental design using pre-test, treatment and post-test to test students' abilities in this class.

Researcher used purposive sampling and then divided them into two classes, namely experimental class X IIK 2 and control class X IIK 1. The experimental class consisted of 31 students and the control class consisted of 31 students. Next, the researcher used fairy tales as procedure of data collection.

Based on the results of data analysis, it shows that there is a significant difference between the pre-test and post-test results. This is proven by looking at the average value of the test results where the average value of the experimental group increased significantly from 50.51 to 71.82.

Meanwhile, the control group increased from 42.36 to 51.39. Then, the researcher calculated the t-count to determine significant differences in students' reading comprehension. By applying level of 0.05 and a degree of freedom (df) of 60. Researcher, found the t-count value (2.900) was higher than the t-table value (1.671). Thus it can be concluded that the research hypothesis is accepted. In other words, the use of fairy tales can improve reading comprehension of class X IIK students at MA Al-Khairaat Pusat Palu.

CHAPTER I

INRODUCTION

A. Background

Reading is one of the most important skills in language learning besides listening, speaking, and writing. Reading is a language process that requires understanding written language. A reader reads written language to get information, digest it and understand the text¹. The way people digest information to understand it is the result of their own work to interpret the text and get the meaning the author wants to accompany.

Reading comprehension is the process of making meaning from text. Reading comprehension is a mental process of obtaining meaning or understanding of a reading text which briefly includes finding certain pieces of information, solving problems, understanding ideas and following directions². Reading comprehension is most likely to occur when students read what they want to read, or at least what they see are some good reasons to read, for example, they have a real interest in a subject, know enough about it, and know the language well enough to read understand the text.

The reason for teaching reading to students is because it includes basic language skills which are as important as speaking, listening, and writing English. In addition, reading is closely related to other subjects.

¹R.Romdanih, "Integrating Fairy Tales Into Reading Class: Do They Catch Young Learners' Reading Interest," *STKIP Kusuma Negara* 12, no. 2 (2021): 132.

²G. Wolley, *Reading Comprehension: Assisting Children With Learning Difficulties* (Springer, New York, 2011), 15.

Most of the material provided by English teachers or other subjects is presented in written form, for example in handbooks, reading books, exercise books and so on. That is, to understand the material, students must have a good ability to understand the meaning of vocabulary and written texts. Therefore, reading is very important to be taught to students.

Based on the researcher observations on students of class X IIK MA Al-Khairaat Pusat Palu, there are many problems faced by students in reading comprehension. First, students are lazy to read English text. Second, students feel bored in reading English texts. Third, students cannot read aloud using the correct information.

The strategy used by the teacher becomes a problem for students in the classroom where the teacher only asks students to read. Finding the difficult words and getting their meaning, they have to answer the given questions. Especially in narrative texts, students face problems when they read to understand and understand the generic structure of the story, including the orientation that the narrator tells the audience in the story.

Reading fairy tales is one strategy to help students understand the text. By reading fairy tales, students has been interested in the stories in them and make it easier for students to understand stories and make students express their ideas about the text³. The researcher expected that using fairy tales can teach students to read and be motivated, relaxed, and

³O Xolmurodova, "Developing English Language Skills Through Fairy Tales," Jizzakh State Pedagogical Institute 2, no. 4 (2021): 2.

interested so that they can understand the text, be more active in class and make the teaching and learning process satisfying, fun and effective.

Based on the explanation above, the researcher are interested in taking this title: **"The Use of Fairy Tales to Improve Students' Reading Comprehension of the Tenth Grade at MA Al-Khairaat Pusat Palu"**.

B. Research Question

The research is formulated as follows:

Is the use of fairy tales effective in improving students' reading comprehension?

C. The Aim of The Research

The aim of this research is to find out the use of fairy tales method to improve reading comprehension of class X IIK at MA Al-Khairaat Pusat Palu Students' .

D. Significant of The Research

The significant of this research are expected to be useful for:

1. For students, this research is expected to help students in learning english by using fairy tales.
2. For English teachers, this research is useful to increase knowledge so as to enable them to be more creative using various teaching strategies so that students become interested in learning to read and get better learning outcomes.
3. For other researchers, this research will contribute to their research in relevant research.

E. Operational Definition

In this section, there are several explanations of the terms from the title is “The Use of Fairy Tales to Improve Students’ Reading Comprehension of the Tenth Grade at Ma Al-Khairaat Pusat”. The definitions of key terms are as follow:

1. Fairy Tales

Fairy tales are stories that contain magical elements or the impossibility of the characters in the story. The end of the fairy tale contains a moral message. Fairy tales are often interpreted as being passed down from generation to generation. The characters in the story are just made-up and usually the location of the story is in another world or an area that is not real.

2. Improve

Improve is the process to make better in quality or make more productive to become better. While the word student means a person who is follow a process of study in a school.

3. Reading

Reading is the activity of looking at the text and the process of understanding the contents of the text aloud or silently. Reading can also express an imagination towards a reader who is liked by the general public.

F. The Outline of Research Structure

CHAPTER I: Contains background of the proposal, research question and objects study which is clearly described.

CHAPTER II: Contains a literature review, as well as understanding in reading English and its uses are fully discussed.

CHAPTER III: Contains research methods and explanations of the object being studied.

CHAPTER IV: Contains the results of research regarding the object.

CHAPTER V: Contains conclusions and suggestions after conducting research.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

This researcher took from several previous sources to be a reference for researcher. The following is a review of the research that the research took as a reference for this thesis.

Naily Iffatul Maula, The Use Of Fairy Tale To Students' Ability In Reading Narrative Text (An Experimental Study of the Eighth Grade Students of SMP N 2 Banyubiru in the Academic Year of 2015/2016). Graduating Paper. English Education Department. Teacher Training and Education Faculty. State Institute for Islamic Studies (IAIN) Salatiga. Counselor: Sari Famularsih, M. A. This is a quantitative research with an experimental method. The experimental groups is symbolized by "x" and the control group by "y". The researcher used pre-test and post-test data collection method. The collected data was analyzed by t-test formula. The findings of the research show that the mean of pre-test of x is higher or equal than or with y, so there is no difference between experimental and control group. The t-test of pre test between experimental and control groups is 0.60 lower than t-table. It means there is no significant difference between experimental and control group. Therefore, the writer gave different treatment to prove that Fairy tale is better than lecturing. After the writer gave treatment, it shows that the mean of post test of experimental group is higher than control group. This means that there is

significant difference between experimental and control groups. In addition, the result of t-test is higher than table ($12.6 > 2.00$). The findings show that applying Fairy tale was more effective in reading teaching for the eighth grade students of SMP N 2 Banyubiru in the academic year of 2015/2016¹.

Fifi Desmiyati, “Teaching Reading Comprehension Using Fairy Tale At The Second Grade of SMPN (Universitas Lampung 2014)” The research is aimed to (1) find out whether teaching using fairy tale can increase student’s reading comprehension (2) investigate which aspect of reading is mostly increased. The subject of this research was the second grade students of SMPN consisting 35 students in class VIII B. One group pre-test post-test design was used to analyze the significant difference. Based on the result of the research, it can be reported that the mean score of the pre-test is 53.04 while the mean score of post-test is 68.08. The significant (2-tailed) value was ($p=0.000$, $p>0,05$). It showed that the hypothesis was accepted. The main idea was alternative analyzed as the most increase of the five reading aspects. Therefore, fairy tale can be applied and recommended as a material to teach English in reading class².

Rifa Syahputri, “The Effect of Applying Audiolingual Method By Using Fairy Tales To The Students’ Achievement In Reading Narrative Text (Universitas Muhammadiyah Sumatra Utara 2018)”, This study deals

¹Naily Iffatul Maula, “The Use Of Fairy Tale To Students’ Ability In Reading Narrative Text,” *IAIN Salatiga* (2016).

²Fifi Desmiyati, “Teaching Reading Comprehension Using Fairy Tale At The Second Grade of SMPN,” *Universitas Lampung* (2014).

with the effect of applying audiolingual method by using fairy tales to the students' achievement in reading narrative text. The objective of the study is to find out whether this technique significantly affected the students' achievement in reading narrative text. This study was conducted by using experimental design. The population of the study was the students of grade VII of SMP SWASTA HARAPAN MANDIRI Medan in the academic year 2017/2018. There were two classes as the of this research that is VII A (the control group) and VII B (the experimental group). The control group (VII A) was taught by the conventional method and the experimental group (VII B) was taught by using fairy tales technique. The data of the study were obtained from the students' score of reading test. To determine the data, the researcher used Sugiyono 2015 formula. There are two data that used in this research, they are pre-test and posttest. The data were analyzed by applying t-test formula. After analyzing the data, the result of the study showed that t-value was higher than t-table. The result of this research showed that t- value was higher than t-table in which t-value > ttable, $9 > 1.67155$ bat level of significant 0,05 and degree of freedom (df) is 60. It can concluded that audiolingual method significantly affects on the students' achievement in reading narrative text or in other words the hypothesis is accepted³.

³Rifa Syahputri, "The Effect of Applying Audiolingual Method By Using Fairy Tales To The Students' Achievement In Reading Narrative Text," *Universitas Muhammadiyah Sumatra Utara* (2018).

As we can see above that the three researcher have the same goal of developing students' reading comprehension in using fairy tales and the achievement of that is being able to make students more effective in reading in the use of fairy tales. So, the researcher used this method in different schools. Using fairy tales can teach students to read and be motivated, relaxed, and they can understand the text more actively in class and make the teaching learning process satisfying. The research has provide significant results in improving students' reading comprehension.

B. The Concept of Reading Comprehension

To know clearly about reading comprehension, the following is an explanation of reading comprehension, including:

1. Definition of Reading

Reading is one of the four language skills: reading, writing, listening, and speaking. In texts use their mental processes which This means involves responding to the text, rather than producing it⁴. Reading relates to the reader's ability to understand the expression of content and social relations given. The function of this design is to activate the reader's background knowledge about the content and social relations expressed in the reading text.

Reading is the ability to draw meaning from a printed page and interpret this information appropriately⁵. That is, to find the necessary or

⁴P Sieber, *The Definition Of Open Reading Frame Revisited* (Elsevier, 2018)

⁵Diane L. Schallert, *The Definition of Open Reading Frame Revisited* (University of Texas at Austin, 2017).

information that the research puts into the text.

2. Purpose of Reading

Learning to read in schools emphasizes the purpose of understanding, absorption of impressions and explicit messages or ideas. For this purpose, a student must be able to recognize word for word, understanding groups of words/phrases, clauses, sentences or the text as a whole. Reading activities carried out in schools involve thinking, upgrading, and emotions and are adjusted to the theme and type of reading they face. One aspect of the basic elements of language learning activities, especially those related to reading activities, is the mechanical aspect of activities and reading skills. It is hoped that by knowing this aspect, language instructors and teaching staff at all levels can take the benefits to further optimize their efforts in helping someone learn a language, especially in the reading aspect⁶.

In conclusion, when we start reading, we have initial decisions to make, and we usually make these decisions very quickly. For example, when picking up a fairy tale book it is customary to read the front page or look at the cover first with some combination of search processing, general reading comprehension and skimming. So few people try to read each line and pay attention to the main idea.

Diversity of performance is derived more from different types than from various types of redundant performance. The types of reading are:

⁶Erwin Harianto, "Keterampilan Membaca Dalam Pembelajaran Bahasa," *Didaktika: Jurnal Kependidikan* 9, no. 1 (2020): 2.

- a) Perceptive reading tasks involve paying attention to broader components of discourse: letters, word punctuation, and other symbols, bottom-up processing.
- b) Selective reading is a large part of the assessment format to ensure one's reading recognition of lexical, grammatical language in very short language. This type of reading uses certain typical tasks: picture assignments, matchmaking, true/false, multiple choice, etc.
- c) Interactive is a type of reading that forces the reader to interact with the text where the reader must be able to bring a set of schemas to the text in order to understand it. Typical reading genres that are suitable for interactive reading are anecdotes, short narratives, directions, recipes, and other forms similar to those genres. The main focus in interactive reading tasks is to identify relevant features (lexical, symbolic, grammatical, and discourse) in a text that is short enough in order to retain the processed information.
- d) Extensive reading, applicable to texts of more than one page, up to and including professional articles, points, essays, technical reports, short stories and books⁷.

In conclusion, there are four types of reading: 1) Perceptive reading, referring to text components such as word symbols, punctuation marks. 2) Selective reading, focusing on linguistic, lexical and grammatical characteristics of paragraphs, certain types of reading

⁷N Handayani dan D Destrinelli, "Types of Strategies For Learning Reading Understanding In High School," *Universitas Prima Indonesia* 1, no. 2 (2021).

assignments are multiple choice, matchmaking, true/false, etc. 3) Interactive reading, is a type of text that the reader must interact with the text using psycholinguistic understanding. The characteristics of interactive reading are anecdotes, short narratives, and descriptions. The focus of the interactive task is to identify relevant text features. 4) Extensive reading, is a type of reading that is more than just text, at a higher level, this reading refers to professional articles, essays, short stories, and books.

3. Definition of Reading Comprehension

Reading texts is usually a way to develop reading comprehension by looking at the text and trying to understand the message in the text⁸. That is, when reading a text, the reader tries to understand the text by focusing on certain items and general meanings. This involves the eye as a tool that receives messages, then sends them to our brain for analysis and processing. In this contact, reading will not occur without understanding.

Reading comprehension is the ability to construct meaning from a given written text. Reading comprehension is not a static competence, but varies according to the purpose of reading and the text in question⁹. That is, reading becomes a developing interaction between the text and the reader's background knowledge. This is achieved through the use of strategies, both cognitive and meta-cognitive.

⁸A Pourhosein Gilakjani dan Nb Sabouri, "How Can Students Improve Their Reading Comprehension Skill" *Journal of Studies in Education* 6, no. 2 (2016).

⁹Arifuddin Hamra dan Eny Syatriana, "Developing a Model of Teaching Reading Comprehension for EFL Students," *Universitas Negeri Makassar* 21, no. 1 (2015).

Comprehension includes three components: an active process of understanding; understanding skills, knowledge base, and motivation; and difficulties characteristic of the text that is read, listened to, or watched¹⁰. It can be said that in understanding the text, readers need some skills, strategies, and skills to construct the meaning of the text.

4. Levels of Reading Comprehension

There are four levels of reading comprehension. The following levels can tell us how far the student's understanding of the reading material is and which level has been achieved.

a) Literal understanding

Literal comprehension involves obtaining information that is directly stated. The basis of literal understanding is recognizing the main idea stated, a detailed sequence of causes and effects. It is also a prerequisite for higher level understanding.

b) Interpretive understanding

Interpretive understanding includes inferring the main idea from parts whose main idea is not stated directly, inferring causal relationships when not stated directly, inferring pronoun references, inferring omitted adverb references, detecting moods, detecting the author's purpose in writing withdrawals. conclusion.

¹⁰Agung Putri Maharani dan Agung Putu Arsana, “ Improving Students’ Reading Comprehension Through Affinity Strategies and Authentic Reading Materials,” *Universitas Mahasaraswati Denpasar*, (2015).

c) Critical understanding

Critical understanding involves evaluating written materials, comparing materials with known standards and drawing conclusions about them in an accurate, appropriate and time-lined manner. The critical reader must be an active reader, questioning, researching facts and deferring judgment until all material has been considered.

d) Creative understanding

Creative understanding involves going beyond the material presented by the author. It requires readers to think as they read, just as critical reading does, and it also requires them to use their imaginations¹¹.

It can be concluded from the four reading comprehensions that students can understand the text and are more focused in reading. So that, the research is easy to see the students' ability to read a text.

5. Students' Difficulties in Reading Comprehension

Reading comprehension is an important academic skill. Students' reading comprehension problems with paragraphs involve several closely related phenomena, students lack prior knowledge such as:

a) Word recognition

The students face difficulties when trying to recognize the words of the target language. These difficulties arise because the two languages, English and Indonesian are not branches of the same language. Word recognition is an important component in understanding the target

¹¹Erika Sinambela, Sondang Manik & Rotua Elfrida Pangaribuan, "Improving Student's Reading Comprehension," *English Linguistics Research* 4, no. 3 (2015).

language or mother tongue. So recognizing familiar words in new passages finds unfamiliar meanings. English words are complex, and this complexity brings difficulties that are very difficult to overcome, but can be minimized.

b) New words

Learned words are two aspects that cause difficulties in learning vocabulary. Learning new words, words that are first introduced to students, is greatly influenced by their initial knowledge of words.

c) Vocabulary knowledge

In reading it is important for a person to have a vocabulary. Lack of vocabulary knowledge or discrepancy between the reader's vocabulary and the text can also be due to reading to assemble and integrate prepositions from the text and understand what is read.

d) Fluency is related to reading comprehension

Reading-related fluency is most often conceptualized in terms of speed and accuracy items. Students with learning disabilities often have difficulty reading fluently. Slow reading is debilitating because it prevents students from thinking about the text while reading¹².

From these four points, it can be understood that to master reading skills, several points must be mastered. This also needs to be considered in teaching and learning activities.

¹²Ia Samad dan M Jannah, "EFL Students' Strategies Dealing With Common Difficulties in Toefl Reading Comprehension Section," *International Journal of Language Education* 1, no. 1 (2017).

C. Fairy Tales

1. Definition of Fairy Tales

Fairy tales are folk tales or children's stories that contain elements of the magic or impossibility of the characters in the story. In addition, fairy tale has a final part that contains a moral message. Fairy tales are often defined as fairy tales that are retold from generation to generation. In this fairy tales, a lot of magical elements or fantastic magic¹³. This means that Fairy tales are fantasy or unreal, the characters in the story are only made up and usually the location of the story is in another world or an area that is not real.

2. The nature of Fairy Tales

Fairy tales can be classified into four main categories, namely:

a) Fable

Animal tales are fairy tales inhabited by domesticated and wild animals, such as mammals, birds, reptiles, fish, and insects. These animals in this type of story can talk and understand like humans. Examples of deer and crocodiles.

b) Ordinary Fairy Tales

Ordinary fairy tales are a kind of fairy tale that is human-centered and usually about someone's grief story. Examples: Bujang Nadi and Dara Nandung, Shallots and Garlic.

¹³Rukiyah, "Dongeng dan Manfaatnya." *Jurnal Kajian Budaya Perpustakaan dan Informasi* 2, no. 1 (2018): 100-101.

c) Jokes and anecdotes (jokes and anecdotes)

Jokes and anecdotes are tales that can cause a feeling of ridicule, which brings laughter to those who listen and tell them. Example: Si Kabayan.

d) Story formula

Fairy tales are tales that have a repeating structure or repetition. This story has several sub-forms, namely: (1) cumulative story. These tales are formed by adding more detailed information to the core of each repetition of the story, (2) catch tales are fictional stories that are told specifically to deceive people because it will cause the listener to express an unwise opinion, (3) their fairy tales that have no end (andles tales) are fairy tales that if passed will not reach the end limit¹⁴.

3. Benefits of Fairy Tales

- a) Can support the development of children's imagination power
- b) Improving language skills for early childhood.
- c) To support the development of the growth of children's moral values.
- d) Shaping the positive character of children.
- e) As a means of entertainment and psychological healing for children.
- f) Increase the level of concentration of children.
- g) Stimulating knowledge and curiosity in children.

¹⁴Martono, "Improving Students' Character Using Fairy Tales," *Journal Of Education, Teaching and Learning* 4, no. 1 (2019): 182.

- h) Growing and developing interest in reading in children.
- i) Strengthen the intuitive relationship between parents and children in storytelling activities¹⁵.

D. Using Fairy Tales In Teaching Reading

In reading learning activities, a technique is needed that is good and can meet student learning objectives. One of them uses Fairy Tale which is a literary work that can be used in teaching reading techniques. Fairy tales contain fictional stories, even though there are many benefits to be applied in our lives, especially for students. Because fairy tales can foster a sense of sympathy, empathy, and ethical values that contain many lessons.

In teaching reading by using digital fairy tale book is presented as follow: 1. Pre activity : (a) greeting (b) asked and answered about the material that will be taught (c) introduction the material that will be taught. 2. Whilst activity : (a) explained about the material (b) gave the instructions to listen carefully fairy tale by using digital fairy tale book. (c) students reread aloud the sentences (each part) as they heard from digital fairy tale book. (d) gave the text of fairy tale to read aloud without digital fairy tale book. (e) one by one student read aloud of fairy tale in front of class. 3. Post activity : (a) summarized about the material. (b) gave the feed back to the students and told about the next material. (c) gave the home work to ability in reading and closed the activity¹⁶.

¹⁵Rukiyah, "Dongeng dan Manfaatnya." *Jurnal Kajian Budaya Perpustakaan dan Informasi* 2, no. 1 (2018): 104-105.

It is very essential to start with pre-reading activity in order to set up a topic, to focus their attention in what they are going to read, activate students' background knowledge of the topic. Pre-reading activities involve students in reading a particular text short or long. The goals of this stage are to create a purpose for reading; and provide any language preparation that may be needed. Teacher could ask questions to the related topic or show a picture which illustrates story and ask students what they think according to this picture is going to happen in the text¹⁷.

Based on the explanation above, fairy tales can improve reading comprehension in English. With fairy tales students and teachers get useful learning. So as to create a learning process that is relaxed, serious, and easy to understand.

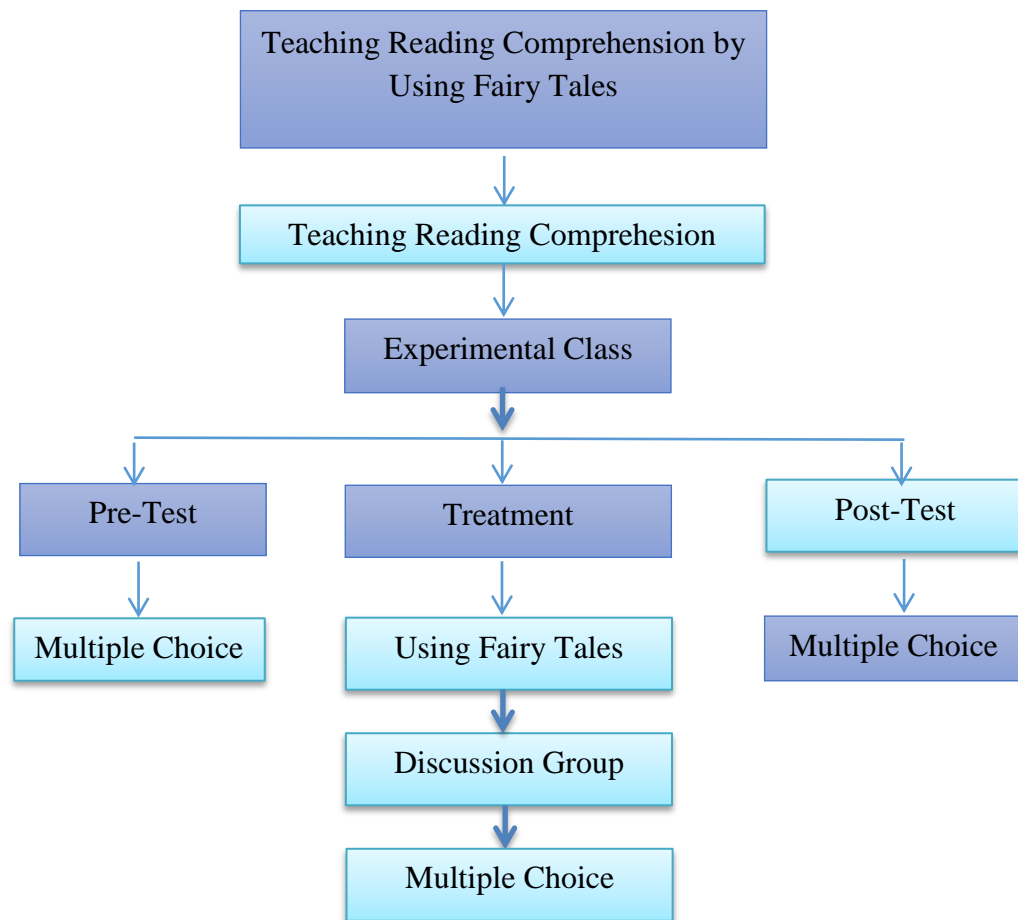
E. Conceptual Framework

The conceptual framework is a relationship between one concept to another concept of the problem to be studied. This conceptual framework is useful for connecting or explaining a topic to be discussed¹⁸. It can be concluded that the conceptual framework is an arrangement of structures arranged in explaining the variables to be studied. So, it can be detailed concreated.

¹⁶Kurniati, "Using Digital Fairytale Book in Teaching Reading Comprehension," *Academic Journal Perspective, Language, Education and Literature* 6, no. 1 (2018).

¹⁷Maria Lepin, "Fairy Tales In Teaching English Language Skills And Values In School Stage II," *Institute Of Education Curriculum Of Educational Science, Humanities* (2009).

¹⁸G Guntara, "Kajian Pustaka dan Kerangka Konseptual," *Universitas Pasundan* (2016).



F. Hypothesis

The research hypothesis is a temporary answer to the research questions. The hypothesis in the study aims to make it a reference in determining the next steps so that conclusions can be drawn from the research being carried out¹⁹. This means that the hypothesis is a temporary answer that the researcher sets for later can be proven true through scientific research steps.

¹⁹Ahmad Riswan Nasution, *Pengujian Hipotesis* (Pusat Pendidikan Dan Pelatihan Badan Pusat Statistik, 2020).

H_0 : The use of fairy tales is not improve reading comprehension of the tenth grade students of IIK at MA Al-Khairaat Pusat Palu.

H_a : The use of fairy tales is improve reading comprehension of the tenth grade students of IIK at MA Al-Khairaat Pusat Palu.

CHAPTER III

RESEARCH METHODOLOGY

A. Approach Research Design

The type of research used in this research was a quantitative method. Quantitative is a type of research that basically use a deductive-inductive approach. This approach departs from a theoretical framework, the ideas of experts, as well as the understanding of researchers based on their experiences, then developed into problems and their proposed solutions to obtain justification (verification) or assessment in the form of empirical data support in the field¹.

The design used in this research was Quasi-Experimental Design. Quasi Experimental Design has a control group, but it cannot function fully to control external variables that affect the implementation of the experiment².

Based on the understanding above, it can be concluded that the research method is a scientific method or technique used to obtain data about an object from research that has the aim of solving a problem. Research methods are also used to examine certain populations or samples, collect data using research instruments, and analyze quantitative/statistical data, with the aim of testing established hypotheses.

¹Erwan Purwanto and Dr. Sulistyasturi, *Quantitative Research Methods* (Cet. 1; Yogyakarta: Gava Media, 2017), 3.

²Sugiyono, *Metode Penelitian Manajemen* (Bandung: Alfabeta Cv, 2018), 104.

So this quantitative research has an important purpose in making measurements. However, measurement is the center of research, because the measurement results would help in seeing the fundamental relationship between empirical observations and quantitative data results.

B. Population and Sample

1. Population

Population is the subject of research. Population is all data that is of concern to us in a scope and time that we specify. The population is also the object of research as a target to obtain and collect data³.

Based on this opinion, it can be understood that the population is the entire object element as a source of data with certain characteristics in a research. The population in this research present of MA Al-Khairaat Pusat Palu with a total population of 160 students from class X.

2. Sample

The sample is part or representative of the population under study. Part of the population that can be reached and has the same characteristics as the population that is sampled⁴.

The right sampling technique would be produce a good sample and can reflect the characteristics of the population. Sampling with inaccurate or imprecise sampling techniques can produce that result in

³Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2019).

⁴I Lenaini, "Teknik Pengambilan Sampel Purposive dan Snowball Sampling," *Jurnal Kajian Penelitian* 6, no. 1 (2021).

non-representative samples⁵.

It can be concluded that through this sample one can find out the character of a number of subjects in one particular place. The researcher took two classes as sample and divided them into two groups, namely X IIK 2 with 31 students as an experimental class, and X IIK 1 with 31 students as an control class.

C. Research Variables

Research variable is an attribute or nature or value of a person, object, organization, or activity that has a certain variation determined by the researcher to be studied and then drawn conclusions⁶. This research consists of two variables, namely dependent and independent:

1. Independent Variables

The independent variable (X), is a variable that affects or is the cause of the change or the emergence of the dependent variable⁷. The independent variable in this research was a fairy tales.

2. Dependent Variables

The dependent variable (Y), is the variable that is affected or the result, because of the independent variable⁸. The dependent variable in this research was students' reading comprehension.

⁵Akhmad Fauzy, "Metode Sampling," *Universitas Terbuka* (2019).

⁶Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2016)

⁷GP Pokhariyal, "[Importance of moderating and intervening variables on the relationship between independent and dependent variables](#)," *International Journal of Statistics and Applied mathematics* 5, no. 4 (2019): 2.

⁸Ibid., 2.

D. Research Location

This research was carried out at MA Al-Khairaat Pusat Palu which is located on Jalan Sis-Aljufri No. 44, Palu City, Central Sulawesi Province.

E. Research Instrument

Research instrument is a tool data collectors used to measure natural phenomena as well observable social⁹. From this understanding, it can be understood that the instrument is a tool used by researcher in using data collection methods systematically and more easily. Research instruments occupy a very important position in terms of how and what to do to obtain data in the field.

The tools that used by researcher in this research consist of Pre-test and Post-test.

- a) In simple terms, the definition of pre-test is a test that is carried out before the teacher starts learning¹⁰. This means that the pre-test is used to determine the students' reading comprehension before participating in learning activities.
- b) The definition of post test is a test that is carried out after the learning process is completed. Post test is also a form of final evaluation of a lesson¹¹. This means that the post-test is used to determine the students' reading comprehension after participating in learning

⁹Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D*, (Bandung: Alfabeta, 2014).

¹⁰Riyan, *Pengertian pre test dan post test dalam Pembelajaran* (<http://www.riyanpedia.com>, 2017).

¹¹Ibid.,

activities.

F. Procedure of Data Collection

In collecting data research need appropriate methods, relevant data collection techniques and tools, the use of appropriate data collection techniques and tools enables objective data to be obtained¹². In this research, the researcher used quantitative data. To collect research data, the researcher use the following methods:

1. Pre-test is a test given before teaching begins which aims to find out to what extent students have mastered the teaching material that will be given¹³. In this case, pre test is given before treatment to see the students' in reading comprehension. Then, the result of the scores obtained are calculated by using the average score formula.
2. Treatment is used to look for the effect of the treatment on others under controlled conditions¹⁴.
3. Post-test is a concise and effective direct evaluation that can be used to improve student learning outcomes¹⁵. In this case, post test is given after being treatment to see the students' in reading comprehension. Then, the result of the scores obtained are calculated by using the average score formula.

¹²Wina Sanjaya, *Penelitian Tindakan Kelas* (Jakarta : Prenanda Media, 2016).

¹³Purwanto, *Prinsip-Prinsip Dan Teknik Evaluasi Pengajaran* (Bandung: Remaja Rosdakarya, 2009).

¹⁴Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: PT Alfabet, 2016).

¹⁵Costa, *Choosing The Right Assessment Method Pre-test/Post-test Evaluation* (Boston University, 2014).

G. Data Analysis Technique

To analyze the data, researcher used the following formula as follows:

1. Scoring the students's correct answer pre-test and post-test :

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

2. Classifying the score of the student's pre-test and post-test for percentage :

Table 3.1
Classifying for Percentage

Final Score	Category
86-100	Excellent
71-85	Good
56-70	Enough
≤ 55	Poor

Source: Scala assessment based on the rule of education and culture minister 104 in 2014¹⁶

3. To analyze the average value of the experimental class and control class, the researcher used the formula proposed by Arikunto:

$$\Sigma = \frac{x}{N} \times 100\%$$

¹⁶Siti Wachidah, *Buku Guru Bahasa Inggris When English Rings a Bell* (Jakarta: Kementrian Pendidikan dan Kebudayaan, 2017), 22.

Where :

Σ = Standard Score

X = Achievement Score

N = Maximum Score

100 = Constant Number¹⁷

4. The to analyze the mean score of the students' by using formula stated¹⁸:

$$X = \frac{\Sigma x}{N}$$

Where :

X = Mean Score

Σx = The sum of all score

N = The total number of sample

5. In calculating the standard deviation of the experimental class and the control class, the researcher used the formula proposed by Arikunto¹⁹.

1. Experimental Class Formula

$$Mx = \frac{\Sigma X}{N}$$

2. Control Class Formula

¹⁷Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2006), 308.

¹⁸Siti Wachidah, *Buku Guru Bahasa Inggris When English Rings a Bell* (Jakarta: Kementrian Pendidikan dan Kebudayaan, 2017), 22.

¹⁹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2006), 306.

$$My = \frac{\sum Y}{N}$$

Where :

Mx = Experimental class deviation score

My = Control class deviation score

$\sum X$ = Total Experiment Class Score

$\sum Y$ = Total Control Class Score

N = Number of students in each class²⁰.

6. In calculating the number of squared deviations of the experimental class and control class, the researcher used the formula proposed by Arikunto :

1. Experimental Class Formula

$$\sum X^2 = \sum X^2 - \frac{(\sum X)^2}{n}$$

2. Control Class Formula

$$\sum Y^2 = \sum Y^2 - \frac{(\sum Y)^2}{n}$$

Where :

$\sum X^2$ = The sum of the squares of the experimental class deviations

$\sum Y^2$ = The sum of the squares of the control class deviations

$\sum X$ = Total score of the experimental class

²⁰ Ibid., 308.

$\sum Y$ = Total score of control class

N = Total number of students

7. To find out the significant difference between the experimental class and the control class, the researcher calculated the results with the mean and the squared deviation by used the t-count formula as proposed by Arikunto :

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum Y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where :

t = t-count formula

Mx = Experimental class average

My = Control class average

$\sum x^2$ = Sum of the squares of the experimental class

$\sum y^2$ = Sum of squares of control class

Nx = Number of experimental classes

Ny = Number of control classes

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Researcher have analyzed to findings in this research, obtained through a fairy tale reading test using pre-tests and post-tests. A pre-test was given before the treatment to determine students' in understanding reading comprehension of fairy tales. Meanwhile, the post-test was given after the treatment to find out whether the use of fairy tales could improve the reading comprehension of class X IIK 2 MA Al-Khairaat Pusat Palu students.

1. Pre-test Results

A pre-test was carried out before treatment was given. This research was carried out on Sunday, 27th August 2023. The pre-test was given to the experimental class, namely class X IIK 2, and control class X IIK 1. The results of the pre-test for the experimental class are presented in the following table:

Table 4.1
The Result of Pre-test on Experimental Class

No	Initial Students'	Correct Answer	Max Answer	Score	Category
1	AFA	4	15	26.66	Poor
2	ANF	12	15	80	Good
3	ANN	6	15	40	Poor
4	AAA	10	15	66.66	Enough
5	FTH	8	15	53.33	Poor
6	FNB	9	15	60	Enough
7	FRA	7	15	46	Poor
8	IMA	6	15	40	Poor

9	KMN	8	15	53.33	Poor
10	LFH	6	15	40	Poor
11	MJH	9	15	60	Enough
12	MAM	8	15	53.33	Poor
13	MRI	9	15	60	Enough
14	NFA	11	15	73.33	Good
15	NNM	9	15	60	Enough
16	GIC	10	15	66.66	Enough
17	NAA	7	15	46.66	Poor
18	NAP	7	15	46.66	Poor
19	PPM	5	15	33.33	Poor
20	PSB	11	15	73.33	Good
21	RAN	5	15	33.33	Poor
22	RSI	8	15	53.33	Poor
23	SAL	7	15	46.66	Poor
24	SMA	6	15	40	Poor
25	TAS	8	15	53.33	Poor
26	UFS	5	15	33.33	Poor
27	WZA	9	15	60	Enough
28	WAI	7	15	46.66	Poor
29	WAA	4	15	26.66	Poor
30	YRH	10	15	66.66	Enough
31	ZAI	4	15	26.66	Poor
Total				1565.9	Poor
Mean				50.51	

Table 4.2

Classification of Score Experimental Class in the Pre-Test

Classification	Score	Rating
Excellent	86-100	-
Good	71-85	3
Enough	56-70	8
Poor	≤ 55	20
	Total	31

Based on the data in the table above, it can be seen that the classification of experimental class scores in the pre-test. There are no

students classified in the very good category. There are 3 students who are classified as good. There were 8 students who were classified as enough and there were 20 students who were classified as poor. Based on these data, it can be concluded that students' reading abilities in the pre-test ranged from good to poor.

After calculating the students' classification scores, the researcher calculated the mean score of the pre-test as follow:

$$X = \frac{\sum X}{N}$$

$$X = \frac{1565.9}{31}$$

$$M = 50.51$$

Based on the data above, it can be seen that the average score for the experimental class is 50.51, which is included in the poor category.

Table 4.3
The Result of Pre-test on Control Class

No	Initial Students'	Correct Answer	Max Answer	Score	Category
1	APA	4	15	26.66	Poor
2	AZY	7	15	46.66	Poor
3	AZA	6	15	40	Poor
4	AMF	2	15	13.33	Poor
5	MFH	2	15	13.33	Poor
6	MIH	3	15	20	Poor
7	MRL	10	15	66.66	Enough
8	MRH	7	15	46.66	Poor
9	MKA	6	15	40	Poor
10	MNI	10	15	46.66	Enough
11	RSA	5	15	33.33	Poor
12	SMA	12	15	80	Good
13	UMR	9	15	60	Enough

14	VJI	7	15	46.66	Poor
15	WPO	8	15	53.33	Poor
16	ADA	6	15	40	Poor
17	AIH	7	15	46.66	Poor
18	AAA	6	15	40	Poor
19	AIM	5	15	33.33	Poor
20	DAD	8	15	53.33	Poor
21	FAA	6	15	40	Poor
22	FRA	8	15	53.33	Poor
23	IZA	5	15	33.33	Poor
24	MRI	9	15	60	Enough
25	NKL	4	15	26.66	Poor
26	NRI	3	15	20	Poor
27	PRA	4	15	26.66	Poor
28	PNA	11	15	73.33	Good
29	SAH	4	15	26.66	Poor
30	SUA	8	15	53.33	Poor
31	USR	8	15	53.33	Poor
Total				1313.23	Poor
Mean				42.36	

Table 4.4
Classification of Score Control Class in the Pre-Test

Classification	Score	Rating
Excellent	86-100	–
Good	71-85	2
Enough	56-70	4
Poor	≤ 55	25
	Total	31

Based on the data in the table above, it can be seen that the classification scores for the control class in the pre-test. There are no students classified in the very good category. There are 2 students who are classified as good. There are 4 students who are classified as enough and there are 25 students who are classified as poor. Based on these data, it can

be concluded that students' reading abilities in the pre-test ranged from good to poor.

After calculating the students' classification scores, the researcher calculated the mean score of the pre-test as follow:

$$X = \frac{\sum X}{N}$$

$$X = \frac{1313.23}{31}$$

$$M = 42.36$$

Based on the data above, it can be seen that the average score for the experimental class is 42.36, which is included in the poor category.

2. Post-Test Results

The post-test was carried out after being given treatment, which aimed to find out the results of students' reading comprehension using fairy tales. The post-test was given to the experimental class, namely class X IIK 2, and control class X IIK 1. The results of the pre-test for the experimental class are presented in the following table:

Table 4.5
The Result of Post-Test on Experimental Class

No	Initial Students'	Correct Answer	Max Answer	Score	Category
1	AFA	7	15	53.33	Poor
2	ANF	15	15	100	Excellent
3	ANN	9	15	66.66	Enough
4	AAA	12	15	93.33	Excellent
5	FTH	10	15	80	Good
6	FNB	11	15	80	Good
7	FRA	9	15	66.66	Enough
8	IMA	8	15	60	Enough

9	KMN	10	15	80	Good
10	LFH	8	15	60	Enough
11	MJH	11	15	80	Good
12	MAM	9	15	66.66	Enough
13	MRI	10	15	80	Good
14	NFA	14	15	93.33	Excellent
15	NNM	10	15	80	Good
16	GIC	12	15	80	Good
17	NAA	9	15	66.66	Enough
18	NAP	9	15	66.66	Enough
19	PPM	8	15	60	Enough
20	PSB	14	15	93.33	Excellent
21	RAN	8	15	53.33	Poor
22	RSI	10	15	80	Good
23	SAL	9	15	66.66	Enough
24	SMA	8	15	53.33	Poor
25	TAS	10	15	73.33	Good
26	UFS	8	15	53.33	Poor
27	WZA	10	15	73.33	Good
28	WAI	8	15	66.66	Enough
29	WAA	7	15	53.33	Poor
30	YRH	12	15	93.33	Excellent
31	ZAI	7	15	53.33	Poor
Total				2226.58	Good
Mean				71.82	

Table 4.6

Classification of Score Experimental Class in Post-Test

Classification	Score	Rating
Excellent	86-100	5
Good	71-85	10
Enough	56-70	10
Poor	≤ 55	6
	Total	31

Based on the data in the table above, it can be seen that the classification of experimental class scores in the post-test. There are 5 students who are classified in the very good category. There are 10

students who are classified as good. There were 10 students who were classified as enough and there were 6 students who were classified as poor. Based on these data, it can be concluded that students' reading abilities in the post-test ranged from very good to poor.

After calculating the students' classification scores, the researcher calculated the mean score of the post-test as follow:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2226.58}{31}$$

$$\bar{M} = 71.82$$

Based on the data above, it can be seen that the average score for the experimental class is 71.82, which is included in the good category.

Table 4.7
The Result of Post-Test on Control Class

No	Initial Students'	Correct Answer	Max Answer	Score	Category
1	APA	5	15	33.33	Poor
2	AZY	8	15	53.33	Poor
3	AZA	7	15	46.66	Poor
4	AMF	3	15	20	Poor
5	MFH	4	15	26.66	Poor
6	MIH	4	15	26.66	Poor
7	MRL	11	15	73.33	Good
8	MRH	8	15	53.33	Poor
9	MKA	7	15	46.66	Poor
10	MNI	11	15	73.33	Good
11	RSA	5	15	33.33	Poor
12	SMA	14	15	93.33	Excellent
13	UMR	11	15	73.33	Good
14	VJI	8	15	53.33	Poor
15	WPO	9	15	60	Enough

16	ADA	7	15	46.66	Poor
17	AIH	8	15	53.33	Poor
18	AAA	8	15	53.33	Poor
19	AIM	5	15	33.33	Poor
20	DAD	9	15	60	Enough
21	FAA	7	15	46.66	Poor
22	FRA	10	15	66.66	Enough
23	IZA	7	15	46.66	Poor
24	MRI	10	15	66.66	Enough
25	NKL	6	15	40	Poor
26	NRI	5	15	33.33	Poor
27	PRA	5	15	33.33	Poor
28	PNA	13	15	86.66	Excellent
29	SAH	6	15	40	Poor
30	SUA	9	15	60	Enough
31	USR	9	15	60	Enough
Total				1593.22	Poor
Mean				51.39	

Table 4.8
Classification of Score Control Class in Post-Test

Classification	Score	Rating
Excellent	86-100	2
Good	71-85	3
Enough	56-70	6
Poor	≤ 55	20
	Total	31

Based on the data in the table above, it can be seen that the classification of control class scores in the post-test. There are 2 students who are classified in the very good category. There are 3 students who are classified as good. There are 6 students who are classified as enough and there are 20 students who are classified as poor. Based on these data, it can

be concluded that students' reading abilities in the post-test ranged from very good to poor.

After calculating the students' classification scores, the researcher calculated the mean score of the post-test as follow:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1593.22}{31}$$

$$\bar{M} = 51.39$$

Based on the data above, it can be seen that the average score for the experimental class is 51.39, which is included in the poor category.

The post-test results show significant differences between the two class. In the experimental class the average score reached 71.82, while in the control class the average score reached 51.39. From the results of the data calculations above, it shows that the mean value in the experimental class shows that there is an influence in the learning process that treatment provides an effect on students' reading comprehension.

3. Deviation Results

The next stage in data collection, the researcher calculated the standard deviation and squared deviation in the experimental class and control class, presented in the following table:

Table 4.9
The Result of Deviation and Square Deviation in Experimental Class

No	Initial Students'	Individual Score	Deviation	X ²
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		Pre-test X₁	Post-test X₂	(X²-X¹)	
1	AFA	26.66	53.33	26.67	711.2889
2	ANF	80	100	20	400
3	ANN	40	66.66	26.66	710.7556
4	AAA	66.66	93.33	26.67	711.2889
5	FTH	53.33	80	26.67	711.2889
6	FNB	60	80	20	400
7	FRA	46	66.66	20.66	426.8356
8	IMA	40	60	20	400
9	KMN	53.33	80	26.67	711.2889
10	LFH	40	60	20	400
11	MJH	60	80	20	400
12	MAM	53.33	66.66	13.33	177.6889
13	MRI	60	80	20	400
14	NFA	73.33	93.33	20	400
15	NNM	60	80	20	400
16	GCI	66.66	80	13.34	177.9556
17	NAA	46.66	66.66	20	400
18	NAP	46.66	66.66	20	400
19	PPM	33.33	60	26.67	711.2889
20	PSB	73.33	93.33	20	400
21	RAN	33.33	53.33	20	400
22	RSI	53.33	80	26.67	711.2889
23	SAL	46.66	66.66	20	400
24	SMA	40	53.33	13.33	177.6889
25	TAS	53.33	73.33	20	400
26	UFS	33.33	53.33	20	400
27	WZA	60	73.33	13.33	177.6889
28	WAI	46.66	66.66	20	400
29	WAA	26.66	53.33	26.67	711.2889
30	YRH	66.66	93.33	26.67	711.2889
31	ZAI	26.66	53.33	26.67	711.2889
Total		1565.9	2226.58	660.68	14650.214

Based on the data above, it can be seen that the highest deviation value in the experimental class is 26.67, and the highest square deviation value is 711.2889.

Table 4.10
The Result of Deviation and Square Deviation in Control Class

No	Initial Students'	Individual Score		Deviation	X^2
		Pre-test X_1	Post-test X_2	$(X^2 - X^1)$	
1	APA	26.66	33.33	6.67	44.4889
2	AZY	46.66	53.33	6.67	44.4889
3	AZA	40	46.66	6.66	44.3556
4	AMF	13.33	20	6.67	44.4889
5	MFH	13.33	26.66	13.33	177.689
6	MIH	20	26.66	6.66	44.3556
7	MRL	66.66	73.33	6.67	44.4889
8	MRH	46.66	53.33	6.67	44.4889
9	MKA	40	46.66	6.66	44.3556
10	MNI	46.66	73.33	26.67	711.289
11	RSA	33.33	33.33	0	0
12	SMA	80	93.33	13.33	177.689
13	UMR	60	73.33	13.33	177.689
14	VJI	46.66	53.33	6.67	44.4889
15	WPO	53.33	60	6.67	44.4889
16	ADA	40	46.66	6.66	44.3556
17	AIH	46.66	53.33	6.67	44.4889
18	AAA	40	53.33	13.33	177.689
19	AIM	33.33	33.33	0	0
20	DAD	53.33	60	6.67	44.4889
21	FAA	40	46.66	6.66	44.3556
22	FRA	53.33	66.66	13.33	177.689
23	IZA	33.33	46.66	13.33	177.689
24	MRI	60	66.66	6.66	44.3556
25	NKL	26.66	40	13.34	177.956
26	NRI	20	33.33	13.33	177.689
27	PRA	26.66	33.33	6.67	44.4889
28	PNA	73.33	86.66	13.33	177.689
29	SAH	26.66	40	13.34	177.956
30	SUA	53.33	60	6.67	44.4889
31	USR	53.33	60	6.67	44.4889
	Total	1313.23	1593.22	279.99	3288.71

Based on the data above, it can be seen that the highest deviation value in the control class is 26.67, and the highest square deviation value is 711.289.

Next, the researcher calculated the deviation value for the experimental class and control class using the formula:

1. Experimental Class

$$M_x = \frac{\sum X}{N}$$

$$M_x = \frac{660.68}{31} = 21.31$$

2. Control Class

$$M_y = \frac{\sum Y}{N}$$

$$M_y = \frac{279.99}{31} = 9.03$$

After calculating the deviation value, the researcher calculated the square deviation of the experimental class and control class, using the following formula:

1. Experimental Class

$$\begin{aligned} \sum X^2 &= \sum X^2 - \frac{(\sum X)^2}{n} \\ \sum X^2 &= 14650.214 - \frac{(660.68)^2}{31} \\ \sum X^2 &= 14650.214 - \frac{(436.498)}{31} \\ \sum X^2 &= 14650.214 - 14.08 \\ \sum X^2 &= 14.636. \end{aligned}$$

2. Control Class

$$\begin{aligned} \sum Y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{n} \\ \sum Y^2 &= 3288.71 - \frac{(279.99)^2}{31} \end{aligned}$$

$$\Sigma Y^2 = 3288.71 - \frac{(78.394)}{31}$$

$$\Sigma Y^2 = 3288.71 - 2.52$$

$$\Sigma Y^2 = 3.286$$

Next, the researcher calculated the T-Count value to find significant differences between the experimental class and the control class, using the formula below:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma Y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{21.31 - 9.03}{\sqrt{\left(\frac{14.636 + 3.286}{31 + 31 - 2}\right) \left(\frac{1}{31} + \frac{1}{31}\right)}}$$

$$t = \frac{12.28}{\sqrt{\left(\frac{17.922}{60}\right) (0,06)}}$$

$$t = \frac{12.28}{\sqrt{(2.987)(0,06)}}$$

$$t = \frac{12.28}{\sqrt{17.92}}$$

$$t = \frac{12.28}{4.233}$$

$$t = 2.900$$

4. Hypothesis

After analyzing the data, researcher test the hypothesis to determine whether it is accepted or rejected. If the t-test value is greater than the t-table value, it means the hypothesis is accepted. Furthermore, if the t-test is lower than the t-table, it means the hypothesis is rejected. The researcher continued by calculating the t-test using the degrees of freedom (df) formula with a significance level of 0.05 as follows:

$$\begin{aligned}\mathbf{Df} &= \mathbf{Nx + Ny - 2} \\ &= \mathbf{31 + 31 - 2} \\ &= \mathbf{60}\end{aligned}$$

$$\mathbf{Df\ 60 = 1.671}$$

Based on the results of the analysis data above, it can be seen that the t-table value is 1.671. Meanwhile the t-count is 2.900. This means that the hypothesis is accepted, it can be concluded that there is a significant difference between students' reading comprehension using fairy tale method in class X IIK MA Al-Khairaat, Pusat Palu.

B. Discussion

Based on the pre-test results, the researcher found that there were many errors in the answers to the questions given by the researcher to students. And some students mostly have difficulty understanding the text, apart from that because they don't know the meaning of the fairy tale text, students feel lazy in reading the text. After getting the pre-test results, the researcher gave treatment to the experimental class. Treatment was given

in 6 meetings using fairy tales as a method in planning the implementation of learning.

In the experimental class, the researcher explained the fairy tale material to be studied, then divided the students' into 6 groups and each group consisted of 5 students'. After dividing the groups, the researcher distributed fairy tale texts to each student, and discussed and understood the text. Then the researcher gave the students' time to work on multiple choice questions. After the students' had finished, the researcher and students' discussed and asked questions related to the fairy tale material that had been studied.

Based on the results of the treatment above, the researcher looked at the post test results in the two classes. The research results showed that the students obtained better grades in the post test compared to the pre test. This can be assessed from the average value of the experimental class which is 71.82 while the control class is 51.39.

Hypothesis is a temporary answer that the researcher sets for later can be proven true through: scientific research steps. There are two kinds of hypothesis; they are null hypothesis (H_0) and alternate hypothesis (H_a). In this research the (H_a) the use of fairy tales can improve the reading comprehension of the tenth grade students' of IIK at MA Al-Khairaat Pusat Palu. and, the (H_0) the use of fairy tales can not improve reading comprehension of the tenth grade students of IIK at MA Al-Khairaat Pusat Palu before and after being treatment. If the t-test value is greater than the

t-table value, it means the hypothesis is accepted. Furthermore, if the t-test is lower than the t-table, it means the hypothesis is rejected. The testing hypothesis testing of this research is proved through the sample t-test output of calculated in 1.671.

Based on the results of data analysis, researcher found that the t-count value was 2.900 which is higher than the t-table value was 1.671, which is the hypothesis in the research was accepted and researcher conclude that learning using fairy tales can improve students reading comprehension. This is proven by the post test scores of students in the experimental class which show a significant increase in students' reading comprehension.

Using fairy tales can teach students to read and be motivated, relaxed, and they can understand the text more actively in class and make the teaching learning process satisfying. The research has provide significant results in improving students' reading comprehension

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of this research, the researcher concluded that the use of fairy tales is improve the reading comprehension of class X IIK students at MA Al-Khairaat Pusat Palu. This is proven by looking at the results of the t-count (2.900) which is greater than the t-table (1.671), based on the results of this analysis it can be seen that the hypothesis in this research is accepted. So, it can be concluded that the use of fairy tales is improve reading comprehension of the tenth grade students' of X IIK at MA Al-Khairaat Pusat Palu.

B. Suggestion

The use of fairy tales is one method that is considered effective for improving students' reading comprehension. Therefore, researcher would like to provide suggestions to:

1. Teacher, researcher recommend the fairy tale method which can help students understand English by reading texts. This can make students more active and not bored in the learning process.
2. Students, are expected to remain enthusiastic and diligent in learning English by reading a lot either alone or with friends. By reading texts or fairy tales in English, students can increase their knowledge and vocabulary.

3. Other researcher, who are interested in this research topic, are expected to be able to develop the English fairy tale method, they can also try this method and use it as a reference for their research.

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APPENDIX I
PRE-TEST
OF STUDENTS' READING COMPREHENSION

Goat and Crocodile Seek Justice

One day in the dry season, the goat feels thirsty after going around looking for food. He did not find any green grass. Then, he went down to the valley because there was a river. Not yet reached the river, the goat heard a voice asking for help. "Please ...!Help..... my body hurts!" shouted who asked the goat to run towards the voice asking for help. It turns out that on the edge of the river there is a crocodile whose body is pinched by a coconut tree. The crocodile can't move in the slightest. He can only talk and cry. Please goat, my body is getting sick, "said the crocodile pitiful. The goat was stunned to see a crocodile. Not that he did not want to help, but he remembered that the crocodile was not a friendly animal. A month ago, his brother who was drinking on the river bank was bitten by his feet and pulled into the middle river. A week ago his own son ... ah, the goat did not want to remember it.

"If you don't help me, I can die. Pity, I still have a lot of problems that I have to solve. I am indeed a lot of sin because of greed and fierce. Therefore, I want to apologize to all the animals that I have ever harmed . Help me, goat. So that I have the opportunity to be a good animal. "Finally, the goat helps a crocodile, he thought, the crocodile intends to apologize to the animals that he has harmed. Now crocodiles are helpless

animals. However. Goats must help him. If not, he will Feeling guilty throughout his life. A strong goat horn is used to push a large coconut tree. Although the coconut tree is heavy, but the goat is able to push it little by little so that the crocodile's body is released from the tree clamping.

After helping, the goat descended into the river to drink. But just now his right foot stepped, the crocodile caught his right foot with a strong snout. "Eh, eh ... what are you doing. Crocodile?" the goat asked in surprise. "You just helped me from a coconut tree clamp. Now please help me from starving," said Crocodile. Of course the goats are increasingly surprised. "You will eat me?" "Yes." "You are unfair. Kindness cannot be replied with badness." Who says it's unfair? "Said the crocodile insisted." Try asking three creatures that pass around us. Is it natural that goodness is rewarded with bad? If the answer is reasonable, I will eat you. But if the answer is not, then I will let you go. "There is no choice for goats other than agreeing. He is very sorry to help creatures who do not know the favor. When there is a worn -out hat by the river. Asked the crocodile. "Naturally," answered the hat with sad face. "I used to protect humans from the sun and rain. But after I was torn and my color faded, my kindness was forgotten and I was thrown into the river. "

The crocodile laughed. "Haha ... you hear, right?" he said to the goat. The goat is more sad. At that time there was a worn -out mat by the river current. "Hi, a torn mat, is it natural for goodness to be rewarded with badness?" Asked the crocodile. "Naturally," answered the mat with sad

face. "I used to be a base when humans wanted to sit. Humans were protected from dirt and sharp objects. But after I was fragile and torn, my kindness was forgotten and I was thrown into the river. Crocodiles laughed again." Haha ... you hear right, goats ? he said. "Already two creatures say natural. The third creature no longer affects. I'll eat you." Goats are actually resigned. However, at that time from a distance, it was seen that the mouse deer was walking. Goat hopes that his best friend can help. You might be right, crocodile, "said the goat." However, I want to hear the answer of the last creature. Although no longer deciding, but I want to know the answer. I'm not sure all creatures say natural goodness is rewarded with badness. "" Who else will be asked? "Asked the crocodile impatiently." There is a mouse deer. "

Mouse deer was called. Then asked with the same question as to the worn hat and worn mats. But instead of answering the mouse deer instead shook his head. "Sorry, I don't understand. How did it happen?" asked Mouse Deer. "Ah, you stupid creatures!" said a rough crocodile. "The goat In helps me from a coconut tree clamps. Then because I'm hungry, then I will eat it. Is it normal if kindness is returned?" Wow, sorry I was dizzy. Yesterday I fell, the head hit the stone, so it was rather tulalite like this his brain, "said the Mouse Deer." Just try to practice it so I can understand. "Crocodiles are upset." This is stupid! "He said while lying on the ground again." At my body the goat pushed the heavy coconut tree over the crocodile's body. "Well, my body was squeezed like this, stupid!

Then the goat helped me. Come on goat, sliding the coconut trees, the goats want to shift the coconut trees again, but the mouse deer is forbidden. Goats understand the deer." Well, now enjoy the taste of coconut trees, crocodiles. No one will want to help beings do not know the favor like you, "said Mouse deer." Goodbye. Let us go home. Goat

Goat and deer go home. Crocodile was surprised. He regretted then cried, asking for help again. However, no one wants to help beings who don't know that thank you.

Moral Message :

The heart that is basically hurt yourself. And gradually will be shunned by anyone. Stay away from the nature of envy be a person who knows the favor. If we have been helped by someone else, then when the person is in trouble, help him and be a person who knows reciprocity in helping.

Task

1. What is the title of the story above?
 - a. Crocodile and Goat.
 - b. Mouse Deer and Goat.
 - c. Crocodile and Mouse Deer looking for food.
 - d. Goat and Crocodile seek justice.
2. What does the goat feel after going around looking for food?
 - a. Feeling thirsty.
 - b. Feeling Hungry.
 - c. Feeling cold.

- d. Everything is correct.
3. Who is pinched by a coconut tree?
- a. Crocodile.
 - b. Mouse Deer.
 - c. Goat.
 - d. Bird.
4. How does the goat help the crocodile?
- a. Pushing the coconut tree with it's horns.
 - b. Ask for help from other animals.
 - c. Screaming for help.
 - d. Pull the crocodile out.
5. What did the goat do after helping the crocodile?
- a. Running away from Crocodile
 - b. Asking for compensation from Crocodile.
 - c. Goats go down to the river to drink.
 - d. The goat is eaten by the Crocodile.
6. Who screamed for help?
- a. Mouse Deer.
 - b. Crocodile.
 - c. Tiger.
 - d. Mosquito
7. What did the Crocodile say to get the goat to help him?
- a. Help me Goat.

- b. I am sorry Goat.
 - c. I want to apologize to all the animals i have ever harmed.
 - d. If you do not help me I will eat you.
8. The story above takes place in the season of...?
- a. Cold.
 - b. Fall.
 - c. Rainy season.
 - d. Dry season.
9. Where did the event take place?
- a. Forest.
 - b. Zoo.
 - c. Lake.
 - d. Riverbank.
10. How many animals are in the story?
- a. 2
 - b. 4
 - c. 6
 - d. 3
11. Who do the goats and crocodiles seek justice for?
- a. Torn mat.
 - b. Ugly hat.
 - c. Mouse Deer.
 - d. All are correct.

12. "I used to protect people from the sun and rain. But after I was torn and my color faded, my goodness was forgotten and I was thrown into the river." This sentence was said by...
- a. Torn mat.
 - b. Ugly hat.
 - c. Used bottles.
 - d. Cool hat.
13. Who managed to save the goat from the crocodile?
- a. Mouse Deer.
 - b. Torn mat.
 - c. Ugly hat.
 - d. Mosquito.
14. "I used to be a pedestal when humans wanted to sit. Humans were also protected from dirt and sharp objects. But after I was brittle and torn, my kindness was forgotten and I was thrown into the river." This sentence was said by...
- a. Torn mat.
 - b. Used bottles.
 - c. Ugly hat.
 - d. Goat.
15. What moral message can we take from the story?
- a. Don't be arrogant.
 - b. Be a person who knows reciprocity in helping.

- c. Stay away from envy.
- d. B and C are correct.

Answer Key Pre-Test

1. D. Goat and Crocodile seek justice.
2. A. Feeling thirsty.
3. A. Crocodile.
4. A. Pushing the coconut tree with it is horns.
5. C. Goats go down to the river to drink.
6. B. Crocodile.
7. C. I want to appologize to all animals i have ever harmed.
8. D. Dry season.
9. D. Riverbank.
10. D. 3
11. D. All are correct.
12. B. Ugly hat.
13. A. Mouse deer.
14. A. Torn mat.
15. D. B and C are correct

APPENDIX II
POST-TEST
OF STUDENTS' READING COMPREHENSION

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can not you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I will kill you!" but the bird would not talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid then the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The text day the man came back to the chicken house. He opened the door and stopped. He was very surprise at what he saw!

He saw three dead chicken on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I will kill you!.

Task

1. What is the title of the story above?

- a. A story about a smart man
- b. The story of the stupid chicken
- c. The story of the dove
- d. The story of the smart parrot

2. It was very, very smart

The underlined word refers to...

- a. The man
- b. The bird
- c. The chicken
- d. Puerto Rico

What does the underlined word mean?

3. The parrot was screaming at the fourth chickens

- a. Smiling
- b. Crying
- c. shouting
- d. Laugh

4. Which statement is true according to the text?

- a. the parrot could say Catano
- b. at last the parrot could say Catano

- c. Catano in the name of the town the parrot was born in.
 - d. the man never got angry at the parrot
- 5. It is most likely that....
 - a. The bird killed the three chickens.
 - b. The three chickens killed the bird.
 - c. The bird played with the chicken.
 - d. The bird killed one of the three chickens.
- 6. "The parrot was very, very smart"

The word 'smart' means.....

 - a. Stupid.
 - b. Clever
 - c. Stubborn
 - d. Beautiful
- 7. Who threw the parrot into the chicken coop?
 - a. The parrot went in alone
 - b. Stupid chicken
 - c. The man
 - d. The chicken
- 8. How many chickens are in the coop?
 - a. 1
 - b. 3
 - c. 5
 - d. 4

9. Why is the Man in the story so angry with the parrot?
 - a. Because it is very smart
 - b. Because of shyness
 - c. Because do not want to say Catano
 - d. Because do not knowing how to say Catano
10. How many animals are in the story above?
 - a. 5.
 - b. 4
 - c. 6
 - d. 3
11. Where did the parrot kill 3 chickens?
 - a. Forest
 - b. Chicken Coop
 - c. Birdcage
 - d. Home
12. What is the moral of the story above?
 - a. Don't be lazy.
 - b. Do good
 - c. Don't take revenge
 - d. Speak kindly and patiently
13. "You are dumber than a chicken". Is the sentence said by...?
 - a. The man
 - b. The bird

- c. The chicken
 - d. Everything is correct
14. What surprised the man?
- a. Because he saw three dead chickens
 - b. Because I saw a parrot playing with a chicken
 - c. Because the animals all die
 - d. Because seeing ghosts.
15. What day does the man eat chicken?
- a. Thursday.
 - b. Tuesday.
 - c. Wednesday.
 - d. Sunday.

Answer Key Post-Test

- 1. D. The story of the smart parrot
- 2. B. The bird
- 3. C. Shouting.
- 4. C. Catano in the name of the town the parrot was born in.
- 5. A. The bird killed the three chickens.
- 6. B. Clever.
- 7. C. The man.
- 8. D. 4
- 9. C. Because do not want to say catano.
- 10. A. 5

- 11. B. Chicken coop
- 12. D. Speak kindly and patiently.
- 13. A. The man.
- 14. A. Because he saw three dead chickens.
- 15. D. Sunday.

APPENDIX III

LESSON PLAN

School : MA Al-Khairaat Pusat Palu

Subject : English

Class/Semester : X IIK 2 / Odd

Time Allocation : 2 x 40 Minutes

Meeting : 1-6

A. Competency Standards

Students can read and understand the meaning of fairy tale texts in English.

B. Basic Competency

Read fairy tale texts according to the context.

C. Indicators

Students can read and understand the text.

D. Learning Objectives

1. Students can read and understand the text of fairy tales in English.
2. Students can answer the questions about the text of fairy tales in English.

E. Learning Methods

1. Discussion
2. Practice

F. Steps of Learning Activities

Preliminary Activities

- Greeting students in a friendly manner when entering the classroom.
- Researcher asks one of the students to lead a prayer before starting the learning activity.
- Researcher motivates students about the importance of learning English now and in the future.
- Researcher checks students' attendance.
- Researcher conveys the topic and learning objectives and relates the material to be studied.

Core Activities

- Researcher explains the fairy tale material that will be studied to the students
- Researcher divides students into 6 groups, each group consisting of 5 students
- Researcher distributes the text of the fairy tale to each student
- Researcher asks each group to discuss and understand the text.
- Researcher asks students to work on multiple choice questions
- Researcher and students discuss fairy tales together
- Researcher and students ask questions regarding the fairy tale material that has been studied.

Closing Activities

- Students and Researcher reflect on the activities that have been carried out.
- Delivering the lesson plan at the next meeting.

G. Learning Methods

1. Discussion
2. Practice

H. Media/Equipment, Materials And Learning Resources

Media : Assessment Sheet.

Tools and Materials : Laptop, Paper, and Pen.

Learning Resources : Kisah Sahabat Rimba, Yosep Rustandi.

I. Learning Material

MEETING 1

Mosquitoes and Tigers

Mosquitoes have long been set aside in association with other animals. He felt that other animals did not consider it. When a group of grass eating animals is chatting in the grasslands, the arrival of mosquitoes is considered to bother them. "Your voice makes my ears sick," said the goat. "Before we kicked you out, you should go." "Even though you can fly, your tiny body is worried. One time you can die," said the cow. Of course the mosquito was sad because he also lived in the bushes of the grassland. One day the mosquito saw the animal inhabitants ran to All directions. They turned out to run away to avoid tigers.

Since the arrival of the tiger, the situation in the grasslands became tense. When you are grazing while chatting, a group of animals is no longer calm. "When we graze, someone must be on guard so that the arrival of tigers can be seen from the beginning," said the horse. "Or ... one of us must be against the tiger." "Who dares to fight the tiger?" Asked the deer. "Maybe the bull whose horns are sturdy or rhino whose rhino is pointed." Bull and rhino looked at each other. "It seems that nothing of us can beat the tiger," said Bull. "Even if we unite, we will remain prey. The way we face the tiger is still by running to save each of them.

Thus, every day the animal in the meadow feels scared and anxious mosquitoes hear conversations like that almost every day. He thinks, how do you beat the tiger? Because only by defeating the tiger he can be recognized and respected by other animals.

Mosquitoes went to find a tiger. In the forest, mosquitoes see the tiger sleeping lazily because of satiety. He had just preyed on a deer child he was pursuing in the grasslands. The deer children were pounced and immediately eaten under lush bushes. "Hi, tigers, don't be good to sleep like that. Come on. Wake up! Opposite me if you dare!" The word mosquito while flying in front of the tiger. However, the sleeping tiger only opened one eye. His next moving ear to repel mosquitoes. "If you don't think of me, I'll attack you first!" The mosquito then entered the tiger's nose. Tiger is of course surprised. Moreover, mosquitoes bite in his

nose. The tiger immediately stood up. His head was shaken. However, mosquitoes still survive. The tiger is getting angry.

"Come out of my nose, mosquitoes insolent!" Tiger snapped. Mosquitoes even bit biting somewhere else. Not only pain and itching that makes the tiger angry, but feeling insulted. The tiger hit his own nose, but mosquitoes did not budge. "How dare you fight, small animals!" The tiger is getting angry. He scratched his own nose with the intention that his strong and sharp claws hit the mosquito's body. However, the affected result is himself. His nose is bleeding. The tiger is getting angry because of illness and itching. His body rolled around crashing into trees and bushes. His body is full of wounds.

However, mosquitoes have not yet come out of the tiger's nose. Mosquitoes even bit again while holding on to nose hair. Of course the itching is even more tickling the tiger. Finally the tired and painful tiger collapsed. Mosquitoes come out of the tiger's nose. He was surprised when he saw the collapsed tiger's body. Blood fills the tiger's body full of wounds. Mosquitoes laugh at the helpless tiger. A sense of pride in him appeared in his heart. "The animals in the meadow must know that the tiger collapsed by my ingenuity," he muttered as he had a lot of action flying between the bushes.

Mosquitoes fly fast between bushes. "The animals must know my courage," murmured mosquitoes. The increasingly tight shrubs were jumping. When turning in the bush, mosquitoes do not see any spider

webs. In just a few seconds the mosquito was hanging on the sturdy nets. Mosquito's strength broke away, but the spider's web was even stronger binding his body. After being tired, the mosquito only realized, he could not possibly escape from the spider's net. Mosquitoes are sorry for not returning to a brighter ordinary road that is not filled with all.

Moral Message:

Victory often makes us arrogant and want to be praised by others. In addition, victory also makes us careless so that it will make us in danger. Stay a humble person when we get a victory.

Task

1. What is the title of the fairy tale above?
 - a. Cows and Goats
 - b. Horse and Deer
 - c. Tiger and Rhino
 - d. Mosquitoes and Tigers
2. "Your voice makes my ears sick." This is a sentence said by...
 - a. Cow
 - b. Tiger
 - c. Goat
 - d. Rhinoceros
3. Where do animals gather and eat together?
 - a. Sea
 - b. Meadow

- c. Bushes
 - d. Zoo
4. Who dares to fight the Tiger?
- a. Mosquito.
 - b. Bull
 - c. Rhinoceros
 - d. Horse
5. What regret does Mosquito feel after defeating Tiger?
- a. Because haven't had breakfast yet
 - b. Because it goes through the spider web
 - c. Mosquitoes are sorry for not returning to a brighter ordinary road that is not filled with bushes.
 - d. Because coming home to the road is bright and wide
6. Who makes animals feel anxious and afraid?
- a. Tiger
 - b. Mosquito
 - c. Bull
 - d. Goat
7. What makes tiger angry?
- a. Mosquitoe bit his nose
 - b. Mosquitoes eat his nose
 - c. Mosquitoes drink blood
 - d. Everything is correct.

Answer Key Meeting 1

1. D. Mosquitoes and tigers
2. C. Goat.
3. Meadow.
4. A. Mosquito.
5. C. Mosquitoes are story for not returning to a brighter ordinary road that is not filled with bushes.
6. A. Tiger.
7. A. Mosquitoe bit his nose.

MEETING 2

Ants and Elephants

In Ganggong Forests, elephants are the biggest animals. Although his body is big, but the elephant is never careful when walking, walking quickly never sees that other animals are kicked or trampled. The animal most often victims is ants. Thousands or maybe millions of dead ants are trampled on elephants. If the elephant passes, the many ant residents ran to and fro. Even so, there are still many ants that die every elephant passing by. The king of the ant once intercepted the elephant. "Hi Gajah, be careful. Under many ants who are working. Many ants have died because you walk as they wish," said the king of the ant. "Respect us. Even though our bodies are small, we are also living things like you."

Elephants laughed at that. He thought, why respect for small animals like ants. If many of them die, that's their business. "Help elephant. If you walk to this area, give us the opportunity to hide underground," said the king of the ant again. However, elephants do not heed the request of the ant king "is your business, a small creature. If you are afraid of me, find another place," said Gajah. "Then, you challenge us. We will not be quiet if many of our brothers who continue to be victims of your ignorance." Hahaha ... you guys challenged me, little creatures? Even though you all gathered, I'm not afraid. "

Hearing the arrogant words of elephants, all the ant people sort the chest. They actually don't like to fight but to defend themselves, they are ready to fight. Ants of the messenger of the day departed for other ant nests throughout the ganggong forest. The next day, millions to the ant palace. The king of the ant then ordered to make a large hole under the grass. Because the number of ants is very large, the large hole is finished overnight. Above still looks like a grass, even though underneath is a very large hole. As usual, that morning the elephant walked past the ant palace. In front of the palace, the king of the ant intercepted him. "O big creatures, we have asked you well to be careful when through our palace. However, you are still walking arbitrarily," said the King of the Ant.

Do I have to obey you, little creatures? Elephants instead show a cruel face "Are you not afraid, something small will be an extraordinary force when united?" Haha ... Even though the ants from the entire forest

are put together, I'm not afraid! "" Then, advance here. Let's fight elephants in surprise challenged by the king of ants like that. He did not expect the king of the ant ants to dare to say that. Once stepped on. Hundreds of ants can die. "You want to run away, big creatures?" The king of the ant challenges again. "Come on, if you dare to advance here!" Elephants feel offended challenged by small creatures. Elephants began to attack, his feet were raised high to step on the king of the ant. But when his feet touched the grass, the elephant fell into the hole. Millions, even billions of ants then jumped to invade elephants. The whole body of an elephant is full of ants. All ants give off an unpleasant odor. Elephants went berserk. The legs, trunk, and ivory slam to the left to the right. However, the ant forces like endless. There is always a new ants who jumped into an elephant. Elephant eyes cannot see because of the ant. Nose, mouth, and all holes in the body of the elephant immediately full of ants.

Finally, the arrogant elephant was helpless. He never guessed, the little creatures could defeat him.

Moral Message:

Respect other creatures, even though the body size is smaller. Because if they are united, they will become strong. So younger siblings, usually to respect others, because by respecting each other, life will become peaceful.

Task

1. What is the title of the story above?

- a. Ants and mouse deer
 - b. Ants and crocodiles.
 - c. Ants and elephants.
 - d. Ants, deer, and crocodiles.
2. Why did the ant challenge the elephant?
- a. to defend oneself.
 - b. to receive gifts.
 - c. to become king.
 - d. to dominate the forest.
3. From the story above, which is included in the nature of the elephant?
- a. Kind.
 - b. Please help.
 - c. Arrogant.
 - d. Cheerful.
4. What did the ants do to fight the elephant?
- a. treat the elephant with food.
 - b. make a big hole.
 - c. prepare the rocks.
 - d. build a wall.
5. How long does it take the ants to make a big hole?
- a. 1 Month.
 - b. 1 week.
 - c. 1 Year.

- d. One day and one night.
- 6. Which animal below is arrogant?
 - a. Mouse Deer.
 - b. Elephant.
 - c. Ants.
 - a. Tiger.
- 7. Which of the following animals has the largest body?
 - a. Rhino
 - b. Lion.
 - c. Crocodile
 - b. Elephant.

Answer Key Meeting 2

- 1. C. Ants and Elephants.
- 2. A. To defend oneself.
- 3. C. Arrogant.
- 4. B. Make a big hole.
- 5. D. One day and one night.
- 6. B. Elephant.
- 7. D. Elephant.

MEETING 3

Good News for All Animals

Forestry is known as an animal that is careful in saying and acting. He never said the offensive, let alone hurt other animals. In acting, he is always careful. The ears, eyes, and instincts are always well maintained. When resting, if there is a little sound that is suspicious, he will know and if the one who comes to threaten him, he will soon fly away. When night falls, the chicken will look for a safe place, namely lush bushes or tall trees. That way, he feels comfortable resting. Predators, such as snakes, wolves, weasels, and dogs to approach them.

One day the chicken meets the turtledove. His best friend approached him. "Hi chicken, do you know good news for all animals?" asked turtledove. "Good news?" The chicken instead asked back. "Two days ago, when I was singing in a tree branch, the weasel approached me. He said, there was good news to all animals and I was asked to convey it to you." "What's the good news?" "The weasel said, since two days ago all animals were friendly. There were no more animals that prey on other animals. . " "How to celebrate it?" asked the chicken with a smile. "Weasel said, he wanted to preach how to celebrate if I have found you." "Then, let's wait for the weasel to come here."

The chicken then invited the turtledove to move to a higher branch so it was easy to see the weasel. "And sorry, friend. When the weasel comes, let me talk to him." The chicken has actually captured the evil

intention of the weasel he was grateful that he was not deceived. Chicken is just surprised. why weasel does not deceive a turtledove. Because it seems like a turtledove already believes the good news. And if you want, of course the weasel can easily catch the turtledove. Sure enough, not long after the weasel came. He smiled to himself remembering his evil reason trusted. It's just that two days ago the weasel thought, the turtledove would not be enough for lunch. So, he lured chicken with a turtledove. If both of them can be deceived at once, then he will be full.

"Hi chicken, have heard good news from all animals in the world, right?" Asked the weasel "Two days ago I reported it to the turtledove." Of course I already found out weasel. said chicken. I just want to know, how to celebrate it? "The most common way to celebrate is to hug each other," said the weasel with a smile. "Come down here, let's hug each other here". "That's what makes me sad," said the chicken. "We can't hug today. I'm in the flu. Later you can get infected. Maybe next week we can hug but don't worry ..." "Don't worry about how?" "You can still embrace, really. Yesterday I met with wolves. I have conveyed the good news. And today he promised to come here. You will soon be hugged by wolves."

Weasel is of course surprised. He looked around him, afraid that the wolf would come soon. "Just rest here. The wolf will not break the promise," said the chicken again. The weasel hurried away. "Where are you going, weasel? How about the wolf?" shouted chicken. However, the weasel ignored it. The turtledove only realized his mistake.

Moral Message:

Anyone who intends to cheat, usually will be easily scared and cheated too. Conversely, the honest nature will bring peace and will make our friends increase. Get used to say honestly in any situation.

Task

1. What is the title of the fairy tale above?
 - a. Good news for all animals
 - b. Good news for chickens
 - c. Good news for birds
 - d. All wrong
2. Which of the following animals is careful in what they say and act?
 - a. Dove Bird
 - b. Weasel
 - c. Partridge
 - d. Partridge and Turtledoves
3. Who is the partridge's friend?
 - a. Weasel
 - b. Mouse Deer
 - c. Snake
 - d. dove bird
4. Below, which are the characteristics of partridges?
 - a. feels right
 - b. be careful in what you say and act

- c. arrogant and haughty
 - d. happy to share
5. What did the civet tell the turtle dove?
 - a. all animals are friendly
 - b. All the animals feast
 - c. all animals eat together
 - d. all animals please help
 6. Why do ferrets trick turtle doves?
 - a. to make it into food
 - b. to make friends with turtle doves
 - c. to rule the forest together
 - d. to provide assistance
 7. What did the chicken say to make the badger go away?
 - a. The turtledoves are coming
 - b. The animals are coming
 - c. the wolf is coming
 - d. the mouse deer will come.

Answer Key Meeting 3

1. A. Good news for all animals
2. C. Partridge
3. D. Dove bird.
4. B. Be careful in what you say and act.
5. A. All animals are friendly

6. A. To make it into food
7. C. The wolf is coming

MEETING 4

Male Goat Tries Strength

The edge of the forest, live a group of goats. Bibing is the biggest male goat. His horns are circular, sturdy, and handsome. Every fight with other male goats, Bibing always wins the headflow, so that his opponent will retreat far away and run as fast as possible. Bruukk ...! Two heads collide with each other. Opponents of Bibing are usually only able to collide two or three times. After that against Bibing will run away. Some even fell, fainted for a few moments. Because all the male goats in the hordes lost their heads with bibing, Bibing became arrogant.

"No male goat in this world can defeat me!" said Bibing to the goat around it. At that time Bibing had just defeated Tatan who had been known as the leader of their hordes. "Yes, you are great, Bibing," Tatan said, acknowledged the greatness of his opponent. "But don't say that, it's not good for the leader. I will retreat to be a leader. You are the one who replaces me to be a leader." "Yes, there is no male goat to defeat me! Try, if you bring it here!" Bibing is getting more arrogant. "I really deserve to lead the goat hordes here, even I also deserve to be the leader of the goat hordes all over the world!".

"The leader must be humble, he must also be the front when facing danger." Tatan gave advice. "If the leader is arrogant, usually his age is not long". However, Bibing does not care about what Tatan says. His arrogance is increasing. Bibing is angry if when looking for green grass there is a preceding. And if angry, other male goats who are grazing will be caught. Many male goats are afraid of Bibing. Tatan as a former leader of the horde of course feels responsible, what if there is a greater danger? For example if there are wolves who are looking for prey. Bibing certainly will not be able to face it alone. While other male goats do not Will want to protect their gangs. They prefer to save themselves. What about the safety of female goats and their children?

One day Tatan saw a bull in the meadow, an idea crossed his mind. Tatan thought, the bull could give lessons to Bibing. So, he approached Bibing who was grazing alone. Green grass around there no one dared to eat it for fear of Bibing. "Bing, actually you are not the greatest male goat." said Tatan. Because it turns out there are male goats that are greater than you. Of course Bibing was angry at the news like that. "There's no way! There's no way there is a more powerful male goat than me!" said Bibing half shouting. "Show me right now! I'll attack him right now!" "Don't be angry quickly. You will be ashamed," Tatan said. "But if you want to try strength, come to the grasslands. There are male goats who are grazing alone!"

With full anger Bibing went to the grasslands. As soon as he saw a bull who was grazing, the anger of Bibing increasingly peaked. "It turns out he is what the Tatan meant," murmured Bibing. "The horns are not much, once the fell must fall." Bibing then retreated to make a square off. His feet scratched to the ground so that his run faster. Because he was controlled by his anger, Bibing did not realize that the body of the bull was much bigger than him. The bulls were surprised when they saw Bibing running fast to attack him. The bulls prepare their horns to hold back, brruck ...! Their heads collided. Bibing his head felt dizzy, his horns in the middle are crushed. While the bulls looked surprised and then left as if they felt nothing.

Bibing returned home with a swaying step. After arriving at the gang, Bibing collapsed and fainted. When Bibing is aware, there are already many other goats around it. "What's wrong with you. Mr. Bibing? Where do you do?" asked another goat. Bibing looked down embarrassed. "Going home trying strength," Bibing said quietly. Tatan then announced that he became another leader in the horde. "Like before, all the grass in this place belongs to all of us," said Tatan. "Please anyone to eat grass everywhere. Bibing has realized his mistake. He will not forbid other goats from grazing in certain places Bibing wakes up from being angry at the announcement of Tatan. He retreats to attack Tatan. But once the tubruk, Bibing fell alone, his strength was lost because his horns were crushed, since then Bibing has become the weakest male goat in his gang..

Moral Message:

Arrogance often makes us careless so people who are humble and don't like to boast of our strengths and strengths. Because behind our strengths. There are many shortcomings.

Task

1. What is the title of the fairy tale above?
 - a. Male goat looking for food
 - b. Male Goat Tries Strength
 - c. A timid male goat
 - d. Everything is correct.
2. Who is Bibing?
 - a. She-goat.
 - b. Male goat.
 - c. Lamb.
 - d. Cow.
3. Which of the following are Bibing's characteristics?
 - a. Kind
 - b. Mutual help
 - c. Proud
 - d. Jovial
4. Why don't the other male goats dare go to Bibing?
 - a. Because Bibing likes to gore
 - b. Because Bibing likes to help

- c. Because Bibing is very cheerful
 - d. Because Bibing Likes to sleep
5. What did Tatan do when he saw the Bull in the pasture?
- a. Feed the cow.
 - b. Feeding other goats.
 - c. Mutual help.
 - d. Teach Bibing a lesson
6. What was the name of the leader before Bibing?
- a. Goat.
 - b. Tatam.
 - c. Tatan.
 - d. Bibbing.
7. How many types of animals are there in the fairy tale above?
- a. 5.
 - b. 1.
 - c. 3.
 - d. 2.

Answer Key Meeting 4

- 1. B. Male goat tries strength.
- 2. B. Male goat
- 3. C. Proud
- 4. A. Because Bibing likes to gore.
- 5. D. Teach Bibing a lesson

6. B. Tatam

7. D. 2

MEETING 5

The Scorpion Crosses the River

In Ganggong Forests, scorpions are feared animals. Other animals will leave soon when scorpions come. Not because the scorpion has a dangerous sting on its tail, but because the scorpion often suddenly sting without cause. The rabbit was stung while eating at the grasslands. His feet were swollen. Even the rabbit fainted a few moments. "Why are you stinging rabbits?" said goat. "I want to. I want to try the strength of my sting. It turns out that my sting is also great. The long -ear rabbit and big ears. His feet were swollen and fainted too," answered the scorpion without feeling guilty. That's why scorpions are feared. Anyone does not want to be friends with him. Including snakes that both have poisons in their mouths. "Not because of fear of the poison, but for fear of the mind of a dirty scorpion," said the snake.

One day the scorpion is looking for food alone. Because the dry season has lasted several months, then until noon he did not get the slightest food. From inside, scorpions heard some animals talking. "Actually there is still a place with a lot of food," said the worm. "Where?" asked centipede. "Across the river." Ah, who said that? "Snakes have gone there several times. Later when we meet, we can ask him, how to go

there." Scorpions then go to the riverbank. Across the river, the grasses look still green. However, how do scorpion cross the river? He can't swim. Around there is also no bridge. Some animals actually have there. However, they immediately left. They already know the nature of scorpions. In the middle of the river, the tortoise appeared to be sunbathing on a stone. According to the scorpion, the only way to cross is to ask for help to the tortoise.

"Hi tortoise, can I ask for help?" asked scorpions a little screaming. The tortoise looked around, looking for the one who called him. "Ask for help?" Answer the tortoise after seeing the scorpion on the riverbank. "I want to cross the river, but I can't swim. May I ride on your back, then please bring it across there." Oh, it's easy. "Turtles throw yourself closer to the edge of the river." However, you must promise. "" What promise? "Asked the scorpion." You don't hurt anyone else. I have heard that you like to sting the animals near you. "The scorpion smiled." I promised not to sting anymore, "he said sure." Alright then, go up to my back, "said the tortoise.

After the scorpion rose to his back, the tortoise then swam across the river. His legs deftly rowed. While the shell and head float on the water. In the middle of the river, the scorpion mind was disturbed when he saw the turtle's neck. "It is said that the turtle's skin is very springy. Especially the old tortoise. Isn't the turtle the longest age?" thought

scorpion. "I want to try the strength of my sting on the skin of the springy turtles."

"Hi turtles, how old are you now?" asked scorpions. "Eighty years. My birthday is still long," answered the tortoise. "It's old too, yes. That means your skin is very springy," said the scorpion while lifting the tail and then stinging turtles. "Why are you?" Asked the turtle surprised. At first he asked for a scorpion promise not to hurt other animals because it was impossible for the scorpion to sting him to help him. But let alone to other animals, to the turtles who helped him turned out to be a pungent scorpion too. "Just want to try the strength of my sting," answered the scorpion with a smile.

Turtles not only feel sick, but also dizzy. Finally he fainted. His body slowly sank. Scorpion was surprised. He shouted because he could not swim. His legs and tails hit the water, but did not make him swim. Finally, the scorpion sank and died.

Moral Message:

Doing evil to other creatures is the same as doing evil to yourself. One time, that evil deed will produce bad for us. So, let us do good to others so that others also do good to us.

Task

1. What is the title of the story above?
 - a. Scorpions and turtles
 - b. The scorpion crossed the river

- c. The turtle crossed the river
 - d. All are wrong
2. Where do scorpions live?
- a. River
 - b. Ganggong Forest
 - c. Amazon jungle
 - d. Desert
3. How old is the turtle in the fairy tale above?
- a. 20 Years
 - b. 45 Years
 - c. 80 Years
 - d. 100 Years
4. Why are scorpions one of the animals that are feared?
- a. Because scorpions often sting suddenly
 - b. Because scorpions are vicious
 - c. Because scorpions have horns
 - d. Because scorpions often fight
5. What did the scorpion do by the river?
- a. Want to catch fish
 - b. Wants to sting other animals
 - c. Want to sunbathe
 - d. Want to cross
6. What causes a turtle to faint?

- a. Scorpion sting
 - b. Mosquito bites
 - c. Wolf sting
 - d. Mouse Deer bite
7. What is the purpose of the scorpion asking the turtle for help?
- a. To take fruit
 - b. To cross the river
 - c. To go with friends
 - d. To meet the Mouse Deer.

Answer Key Meeting 5

- 1. B. The scorpion crossed the river.
- 2. B. Ganggong forest.
- 3. C. 80 years
- 4. A. Because scorpion often sting suddenly.
- 5. D. Want to cross
- 6. A. Scorpion sting
- 7. B. To cross the river

MEETING 6

Dog In Cowshed

One bright morning, the dog found a spilled chicken porridge on the side of the road. Of course chicken porridge is a delicious food for him. But just his muzzle approached the chicken porridge, the cat

approached him. "That's my chicken porridge, don't eat!" Cat said. The dog growled threateningly. "I found it. It means this is mine!" Dog replied. "That's mine. I just left for a while to take water in the river." Can't! This is my porridge! If you don't leave, I'll bite you! "The cat approached. Just one step, the dog attacked with its teeth that were ready to be bitten. The cat ran away. Because it was still not full, the dog went to look for food again.

In the river, it appears that the crane is catching fish. Because the river water is receding, the fish that are caught are quite a lot. The beak of the stork deftly pecks the fish, then thrown it to the river's edge. There have been many fish that flounder on the riverbank. That's when the dog came without permission and without speaking, he ate the fish.

"Hi ...! That's my fish," said the stork. The dog stopped eating it. "It's delicious. These fish are on the riverbank. That is, this belongs to anyone who finds it," said the dog who then continued to eat. "But I caught him. Don't you know that I'm catching fish?" Stork doesn't want to lose.

The dog actually knows that the fish are caught by crane, but he is still hungry. He thought, one of the cranes himself why the fish were not immediately eaten or watched. The dog continued to eat. Stork shook his head. He was annoyed, but to attack the dog, he did not dare.

After being full, the dog is looking for a place to rest. When passing in front of a farmer's house, dogs think that around the farmers'

houses there must be many warm and comfortable places to rest. Behind the farmers' houses there is an empty cattle pen. Straw piled up inside. Dogs feel comfortable sleeping on warm straw. Not long ago the dog fell asleep. Late afternoon. The dog woke up because he heard a noise. The cows turned out to have just returned from work from the fields. They are exhausted and hungry, want to immediately eat straw in the cage. But when fighting strains, the cows stopped because they saw the dogs growling showing their pointed teeth.

"Why are you? Scarfishing like fear of his food grabbed," said a cow. "This is our cage, not your cage." The dog is still growling. "You are selfish," said another cow. "Straw is not your food, but why do you forbid us to eat?" The dog is still growling. Hearing there was a commotion in the cage, farmers left the house. When farmers see the dogs growl in blocking their cows from eating, the farmer takes wood. He thrown the wood as strong as possible. The dog runs away with pain in pain.

Moral Message:

Attract yourself and ignoring the interests of others will lead to hatred of people who are harmed. Therefore, put the interests of many people than personal interests. Don't be a selfish person because it will cause hostility.

Task

1. What is the title of the fairy tale above?
 - a. Dog in the cowshed
 - b. Dog in cat cage

- c. Dog in the stork cage
 - d. Cat in the stork cage
2. What did the dog do to the cat?
- a. Attack
 - b. Helpful
 - c. eat together
 - d. hate
3. Who catches fish in the river?
- a. Cat
 - b. Dog
 - c. Stork
 - d. Cow
4. "That's my chicken porridge, don't eat it!" This is a sentence said by...
- a. Dog
 - b. Stork
 - c. Cow
 - d. Cat
5. Why do dogs eat fish by the river?
- a. because Hungry
 - b. because it is full
 - c. because they want to receive help
 - d. because he wanted to meet the stork
6. Where do dogs sleep?

- a. Cat Cage
 - b. Chicken Coop
 - c. Elephant Enclosure
 - d. Cowshed
7. How many animals are there in the story above?
- a. 5
 - b. 4
 - c. 3
 - d. 2

Answer Key Meeting 6

- 1. A. Dog in the Cowshed.
- 2. A. Attack
- 3. C. Stork
- 4. D. Cat
- 5. A. Because hungry
- 6. D. Cowshed.
- 7. B. 4

DISTRIBUTION OF T-TABLE

Tabel Nilai t

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	d.f
40	1,303	1,684	2,021	2,423	2,704	40
41	1,303	1,683	2,020	2,421	2,701	41
42	1,302	1,682	2,018	2,418	2,698	42
43	1,302	1,681	2,017	2,416	2,695	43
44	1,301	1,680	2,015	2,414	2,692	44
45	1,301	1,679	2,014	2,412	2,690	45
46	1,300	1,679	2,013	2,410	2,687	46
47	1,300	1,678	2,012	2,408	2,685	47
48	1,299	1,677	2,011	2,407	2,682	48
49	1,299	1,677	2,010	2,405	2,680	49
50	1,299	1,676	2,009	2,403	2,678	50
51	1,298	1,675	2,008	2,402	2,676	51
52	1,298	1,675	2,007	2,400	2,674	52
53	1,298	1,674	2,006	2,399	2,672	53
54	1,297	1,674	2,005	2,397	2,670	54
55	1,297	1,673	2,004	2,396	2,668	55
56	1,297	1,673	2,003	2,395	2,667	56
57	1,297	1,672	2,002	2,394	2,665	57
58	1,296	1,672	2,002	2,392	2,663	58
59	1,296	1,671	2,001	2,391	2,662	59
60	1,296	1,671	2,000	2,390	2,660	60
61	1,296	1,670	2,000	2,389	2,659	61
62	1,295	1,670	1,999	2,388	2,657	62
63	1,295	1,669	1,998	2,387	2,656	63
64	1,295	1,669	1,998	2,386	2,655	64
65	1,295	1,669	1,997	2,385	2,654	65
66	1,295	1,668	1,997	2,384	2,652	66
67	1,294	1,668	1,996	2,383	2,651	67
68	1,294	1,668	1,995	2,382	2,650	68
69	1,294	1,667	1,995	2,382	2,649	69
70	1,294	1,667	1,994	2,381	2,648	70
71	1,294	1,667	1,994	2,380	2,647	71
72	1,293	1,666	1,993	2,379	2,646	72
73	1,293	1,666	1,993	2,379	2,645	73
74	1,293	1,666	1,993	2,378	2,644	74
75	1,293	1,665	1,992	2,377	2,643	75
76	1,293	1,665	1,992	2,376	2,642	76
77	1,293	1,665	1,991	2,376	2,641	77
78	1,292	1,665	1,991	2,375	2,640	78

Sumber: Aplikasi Analisis Multivariate Dengan Program SPSS (Dr. Imam Ghozali)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Lamp : 1 (satu) berkas
Hal : Permohonan Pembuatan Surat Izin Penelitian

Kepada Yth.

Subbag. AKMAH FTIK

Di-

Tempat

Yang bertanda tangan dibawah ini :

Nama : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP : 19690215 199203 1 013
Jabatan : Ketua Jurusan Tadris Bahasa Inggris

Menerangkan :

Nama : Andi Muttaqien Gisman
NIM : 181160048
Jurusan / Kelas : Tadris Bahasa Inggris (TBIG - 2)
Semester : X (Sepuluh)
No. HP : 082259590474
Judul Skripsi : The Use of Fairy Tales to Improve Students' Reading Comprehension of the Tenth Grade at
MA Al-Khairaat Pusat Palu

Pembimbing : 1. Ana Kuliahana, S.Pd., M.Pd.


2. Rasmi, S.Pd., M.Pd.

Penguji Yuni Amelia, S.Pd., M.Pd.

Bahwa mahasiswa/i yang bersangkutan telah memenuhi persyaratan dan layak untuk mendapatkan surat izin penelitian.

Demikian, atas perhatiannya terima kasih.

Palu, 21 Agustus 2023
Ketua Jurusan
Tadris Bahasa Inggris,


Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Catatan :

➤ Surat ini diserahkan ke Subbag AKMAH FTIK (Bagian Persuratan).



MEJELIS PENDIDIKAN ALKHAIRAAT
MADRASAH ALIYAH ALKHAIRAAT PUSAT
PALU - SULAWESI TENGAH
AKREDITASI A NOMOR : 1344/BAN-SM/SK/2019
NSM : 131272710106 NPSN : 40209853
Alamat Jalan SIS. Aljufri No. 44 Telp/Fax. (0451) 453781 Palu
Website : www.aliyahalkhairaatpalu.sch.id

SURAT KETERANGAN PENELITIAN

NOMOR : 428 /UM-6/MAA/10/2023

Yang bertanda tangan di bawah ini :

Nama : Drs. Moh. Farhan
Nip : 19640708 199903 1 002
Jabatan : Kepala Madrasah

Menyatakan bahwa mahasiswa yang di sebut di bawah ini :

Nama : Andi Muttaqien Gisman
NIM : 181160048
Program Studi : Tadris Bahasa Inggris

Benar bahwa mahasiswa tersebut di atas telah selesai melaksanakan penelitian di Ma. Alkhairaat Pusat Palu dalam rangka menyelesaikan Skripsi dengan judul : "The Use Of Fairy Tales to Improve Students Reading Comprehension Of The Tenth Grade At MA. Al-khairaat Pusat Palu.

Demikian surat keterangan ini dibuat dengan benar untuk dipergunakan sebagaimana perlunya.

Palu, 07 Oktober 2023

Kepala Madrasah



DOCUMENTATION

1. Pre-Test

Researcher Explained The Material



2. Treatment

Students' Do The Test





3. Post Test

Researcher and Students Discuss Fairy Tales Together



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 66 TAHUN 2024

TENTANG
PENETAPAN TIM PENGUJI SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang** :
- a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan tim penguji skripsi untuk menguji skripsi mahasiswa pada ujian munaqasyah;
 - b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
 - c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.
- Mengingat** :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 3. Peraturan Presiden No 61 Tahun 2021, tentang Universitas Islam Negeri Datokarama Palu;
 4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
 6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
 7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
 8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 529/Un.24/KP.07.6/11/2023 masa 2023-2027

M E M U T U S K A N

- Menetapkan** :
- KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN TIM PENGUJI SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
- KESATU** :
- Menetapkan Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu sebagai berikut :
1. Ketua Tim Penguji : Hijrah Syam, S.Pd., M.Pd
 2. Penguji Utama I : Dr. Abd. Gafur Marzuki, M.Pd.
 3. Penguji Utama II : Yuni Amelia, S.Pd., M.Pd.
 4. Pembimbing/Penguji I : Ana Kuliahana, S.Pd., M.Pd.
 5. Pembimbing/Penguji II : Rasmi, S.Pd., M.Pd.
- untuk menguji Skripsi Mahasiswa
- Nama : Andi Muttaqien Gisman
NIM : 181160048
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : THE USE OF FAIRY TALES TO IMPROVE STUDENT'S READING COMPREHENSION OF THE TENTH GRADE AT MA AL-KHAIRAA' PUSAT PALU
- KEDUA** :
- Tim Penguji Skripsi bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam skripsi yang diujikan;
- KETIGA** :
- Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2023.
- KEEMPAT** :
- Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
- KELIMA** :
- SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 11 Januari 2024
Dekan,

Dr. Saepudin Mashuri, S.Ag., M.Pd.I.
NIP. 19731231 200501 1 070



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Trans Palu-Palolo Desa Pombewe Kecamatan Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165

Website : www.uindatokarama.ac.id, email : uindatokarama.ac.id

Nomor : 93 /Un.24/F.I/PP.00.9/01/2024
Sifat : Penting
Lampiran : -
Perihal : Undangan Menghadiri Ujian Skripsi

Sigi, 10 Januari 2024

Yth. Bapak/Ibu Tim Penguji Skripsi
Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu
1. Hijrah Syam, S.Pd., M.Pd.
2. Dr. Abd. Gafur Marzuki, M.Pd.
3. Yuni Amelia, S.Pd., M.Pd.
4. Ana Kuliahana, S.Pd., M.Pd.
5. Rasmi, S.Pd., M.Pd.

Assalamualaikum wr.wb.

Dalam rangka pelaksanaan Ujian Munaqasyah Mahaiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Andi Muttaqien Gisman
NIM : 181160048
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : THE USE OF FAIRY TALES TO IMPROVE STUDENT'S READING COMPREHENSION OF THE TENTH GRADE AT MA AL-KHAIRAAT PUSAT PALU

dengan hormat kami mohon kesediaanya untuk menguji Skripsi tersebut, yang akan dilaksanakan pada :

Hari/tanggal : Senin, 15 Januari 2024
Jam : 09.00 - 11.00
Meja Sidang : Meja Sidang
Tempat : Gedung FTIK Lt.2 Kampus II

Demikian, atas kehadirannya diucapkan terima kasih.

Wassalam,

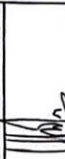









a.n. Dekan
Ketua Jurusan Tadris Bahasa Inggris

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196802151992031013

Catatan Bagi Peserta Ujian Skripsi :

1. Berpakaian Hitam Putih dan Almamater + Kopiah (Pria).
2. Berpakaian Hitam Putih dan Almamater (Wanita).

FOTO 3 X 4	KARTU SEMINAR PROPOSAL SKRIPSI			NAMA	: Andi Muhaqien Gismari
	FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU			NIM.	: 181164048
				PROGRAM STUDI	: Tadris Bahasa Inggris

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Rabu 24-02-2021	Siti Murhalisyah	Efektivitas penggunaan lembar kerja siswa (LKS) Bahasa Arab 103 dalam meningkatkan motivasi belajar peserta didik di madrasah Tsanawiyah Towale	1. Prof. Dr. H. M. Asyari, M. Ag 2. Dr. H. Ubadah, S. Ag., M. Pd	
2	Kamis 25-02-2021	Wahyu Cahyani	Peran kepemimpinan kepala lembaga (PAUJ) dalam permasalahan pembelajaran Luring di TK Islam terpadu anak mandiri Palu	1. Dr. H. Marwan, S. Ag., M. Pd 2. Hikmahat Rahmah, Lc., M. Ed	
3	Kamis 26-02-2021	Moh. Zainur Fuad	Upaya kepala sekolah dalam meningkatkan kualitas SMA disekolah Islam Sidak Lc. Ampibabo Kab. Parigi Moutong	1. Hamka, S. Ag., M. Ag 2. Rustam, S. Pd., M. Pd	
4	Jumat 26-02-2021	Qasmawati Aloy	Implementasi perencanaan kurikulum dalam meningkatkan mutu pendidikan disekolah Negeri II Bantana kota	1. Prof. Dr. H. Sagaf S. Pettalangi, M. Pd 2. Dr. Jihan, S. Ag., M. Ag	
5	Senin 01-03-2021	Nur Aifat	Kesiapan guru PAI dalam pelaksanaan pembelajaran melalui teknologi informasi studi pada SMA Negeri 1 Barawa tengah Kab. Donggala	1. Drs. Ramang, M. Pd. 1 2. Sumri, H. Tahang, S. Ag., M. Ag	
6	Senin 15 Maret 2021	Moh. Fahrri	Self assessment of speaking skill at the second semester of Tadris English Program	1. Prof. Dr. Basli, S. Ag., M. Sc., Sc 2. Dina kulahana, S. Pd., M. Pd	
7	Senin 15 Maret 2021	Randi	The teaching of speaking using as in foreign e-learning application at the second semester student tadris english lain Palu	1. Prof. Nurdin, S. Ag., S. Pd 2. Dina kulahana, S. Pd., M. Pd	
8	Kamis 08 April 2021	Cici Fauzia	Applying drilling technique to enhance students pronunciation of syllable x-20 in regular verbs at the eighth grade of MTsN 2 Palu	1. Drs. Mohamad Ihsan, M. Ag 2. Dikifah, M. Pd	
9	Kamis 07 April 2022	Mursita	The effect of the use of english song lyrics on the improvement student's vocabulary proficiency	1. Ruslin, S. Pd., M. Sc., Ph.D 2. Zultra, S. Pd., M. Pd	
10	Rabu 11 April 2022	Nuradiah	The effectiveness of using silent way method with spelling bee in improving student's vocabulary at SMPN 8 Palu	1. Drs. Mohamad Ihsan, M. Ag 2. Dzakiyah, S. Pd., M. Pd	

Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi

**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 478 TAHUN 2023**

**TENTANG
PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

- Menimbang** :
- a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan tim penguji proposal skripsi untuk menguji proposal skripsi mahasiswa pada ujian seminar proposal;
 - b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
 - c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.
- Mengingat** :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 3. Peraturan Presiden No. 61 Tahun 2021, Tentang Universitas Islam Negeri Datokarama Palu.
 4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
 6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
 7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
 8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa jabatan 2021-2023

MEMUTUSKAN

- Menetapkan** : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU TENTANG PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU
- KESATU** : Menetapkan Tim Penguji Proposal Skripsi Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu sebagai berikut :
1. Penguji : Yuni Amelia, S.Pd., M.Pd.
 2. Pembimbing I : Ana Kuliahana, S.Pd., M.Pd.
 3. Pembimbing II : Rasmi, S.Pd., M.Pd.
- untuk menguji Proposal Skripsi Mahasiswa
- Nama : Andi Muttaqien Gisman
NIM : 181160048
Jurusan : Tadris Bahasa Inggris (TBIG-2)
Judul Proposal : The Use of Fairy Tales to Improve Students' Reading Comprehension of the Tenth Grade at MA Al-Khairaat Pusat Palu
- KEDUA** : Tim Penguji Proposal Skripsi bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam proposal skripsi yang diujikan;
- KETIGA** : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2023
- KEEMPAT** : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila dikemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
- KELIMA** : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : Maret 2023

Dekan, M.Pd.
NIM. 19610521 199303 1 005





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

Nomor : /211/Un.24/F.I/PP.00.9/03/2023 Palu, Maret 2023
Sifat : Penting
Lamp : -
Hal : Undangan Menghadiri Seminar Proposal Skripsi

Kepada Yth.

1. Ana Kuliñana, S.Pd., M.Pd. (Pembimbing I)
2. Rasmi, S.Pd., M.Pd. (Pembimbing II)
3. Yuni Amelia, S.Pd., M.Pd. (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Di-
Palu

Assalamu 'alaikum warahmatullahi wabarakatuh

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

Nama : Andi Muttaqien Gisman
NIM : 18.1.16.0048
Jurusan : Tadris Bahasa Inggris (TBIG)
Judul Skripsi : The Use of Fairy Tales to Improve Students' Reading Comprehension of The Tenth Grade At Ma. AL-Khairaat Pusat Palu.

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Selasa, 21 Maret 2023
Waktu : 13.30 – 15.00
Tempat : Ruang Ujian FTIK UIN Datokarama Palu

Wassalamu 'alaikum warahmatullahi wabarakatuh

a.n Dekan
Ketua Jurusan TBIG



Rustin, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 19690215 199203 1 013

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
- c. 1 rangkap untuk Ketua Jurusan
- d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap untuk ditempel pada papan pengumuman.
- g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI
TAHUN AKADEMIK 2022/2023

Pada hari ini Selasa' 21 Maret 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Andi Muttaqien Gisman
NIM : 18.1.16.0048
Program Studi : Tadris Bahasa Inggris (TBIG)
Judul Proposal : The Use of FAIRY Tales to Improve Students' Reading Comprehension of The Tenth Grade At Ma. AL-Khairaat Pusat Palu

Tgl / Waktu Seminar : 21 Maret 2023/ 13.30-15.00 Wita

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