

AN UNDERGRADUATE THESIS
THE EFFECT OF SKIMMING TECHNIQUE ON STUDENTS'
READING COMPREHENSION OF NARRATIVE TEXT
AT MTSN 1 LAMPUNG TIMUR

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STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG
1447 H / 2025 M

**THE EFFECT OF SKIMMING TECHNIQUE ON STUDENTS' READING
COMPREHENSION OF NARRATIVE TEXT AT MTSN 1 LAMPUNG
TIMUR**

Presented as a Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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1447 H / 2025 M

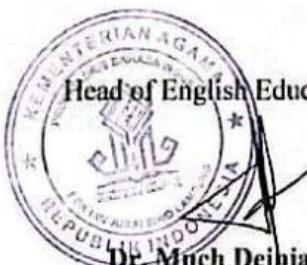


APPROVAL PAGE

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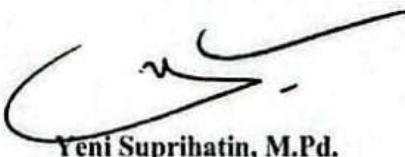
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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to
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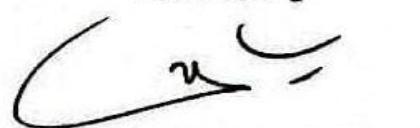
Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

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RATIFICATION PAGE

No. B-0108/Un-36-1/0/ pp.00 03/01/2026

An Undergraduate thesis entitled: THE EFFECT OF SKIMMING TECHNIQUE ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT MTSN 1 LAMPUNG TIMUR written by Darmawati, student number: 2201050004, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, December 15th, 2025 at 15.00 - 17.00 p.m.

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THE EFFECT OF SKIMMING TECHNIQUE ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT MTSN 1 LAMPUNG TIMUR

ABSTRACT

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This study aims at determining the effect of the Skimming Technique on students' reading comprehension of Islamic narrative texts among eighth-grade students at MTsN 1 Lampung Timur. A pre-survey showed that only 25% of students achieved the Minimum Mastery Criteria (MMC), indicating weak comprehension in identifying main ideas, locating specific information, drawing inferences, and understanding moral values. The population of this research consisted of all eighth-grade students at MTsN 1 Lampung Timur, while the sample involved two classes of 32 students each selected through cluster random sampling. Therefore, the Skimming Technique was applied as an instructional strategy to improve reading comprehension.

This study used a quantitative approach with a quasi-experimental design. The experimental class received instruction using the Skimming Technique, while the control class was taught through conventional reading instruction. Data were collected through a 20-item multiple-choice reading comprehension test measuring main ideas, supporting details, contextual vocabulary, inference skills in Islamic narrative texts.

The results revealed a significant difference between the two groups. The experimental class improved from an average pre-test score of 57.5 to 79.4, with 59.38% of students achieving MMC, whereas the control class increased from 55.3 to 63.3, with only 31.25% achieving mastery. An independent sample t-test indicated a significance value of 0.000 ($p < 0.05$), confirming that the Skimming Technique had a positive and significant effect on students' reading comprehension. These findings suggest that skimming enhances reading efficiency and is recommended as a strategy for improving students' understanding of narrative texts.

Keywords: *Islamic Narrative Text, Reading Comprehension, Skimming Technique,*

THE EFFECT OF SKIMMING TECHNIQUE ON STUDENTS' READING
COMPREHENSION OF NARRATIVE TEXT AT MTSN 1 LAMPUNG TIMUR

ABSTRACT

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh teknik skimming terhadap kemampuan pemahaman membaca teks naratif Islami pada siswa kelas VIII MTsN 1 Lampung Timur. Pra-survei menunjukkan bahwa hanya 25% siswa mencapai Kriteria Ketuntasan Minimal (KKM), yang menandakan rendahnya kemampuan memahami gagasan utama, informasi spesifik, kesimpulan, dan nilai moral dalam cerita Islami. Populasi penelitian ini adalah seluruh siswa kelas VIII MTsN 1 Lampung Timur, sedangkan sampel terdiri dari dua kelas berjumlah masing-masing 32 siswa yang dipilih menggunakan teknik cluster random sampling. Oleh karena itu, teknik skimming diterapkan untuk meningkatkan pemahaman membaca siswa.

Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen semu. Kelas eksperimen diberi pembelajaran menggunakan teknik skimming dan kelas kontrol diajar melalui pembelajaran membaca konvensional. Data dikumpulkan melalui tes pemahaman membaca berupa 20 soal pilihan ganda yang mengukur kemampuan menemukan gagasan utama, detail pendukung, kosakata kontekstual, inferensi dalam teks naratif Islami.

Hasil penelitian menunjukkan adanya perbedaan signifikan antara kedua kelompok. Nilai rata-rata kelas eksperimen meningkat dari 57,5 menjadi 79,4 dengan ketuntasan 59,38%, sedangkan kelas kontrol meningkat dari 55,3 menjadi 63,3 dengan ketuntasan 31,25%. Hasil uji t independen menunjukkan signifikansi 0,000 ($p < 0,05$), sehingga teknik skimming terbukti berpengaruh positif dan signifikan terhadap pemahaman membaca siswa. Temuan ini menunjukkan bahwa teknik skimming efektif meningkatkan efisiensi membaca dan direkomendasikan untuk pembelajaran teks naratif.

Kata Kunci: *Pemahaman Membaca, Teks Naratif Islam, Teknik Skimming*

STATEMENT OF RESEARCH ORIGINALITY

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Metro, 09 Desember 2025

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MOTTO

﴿إِنَّ مَعَ الْعُسْرِ يُسْرًا﴾

(Q.S Al-Insyirah: 6)

“Indeed, with hardship comes ease.”

(QS. Al-Insyirah: 6)

DEDICATION PAGE

There is no page more beautiful in this study than the dedication page. With all gratitude to Allah SWT for His blessings, I dedicate this study as a sign of love and appreciation to:

1. I sincerely dedicate this thesis to my beloved parents, Mrs. Kustiyah and Mr. Supriyanto, whose unwavering love and support have nurtured every dream. Their sacrifices, encouragement, and constant presence throughout every challenge have made this accomplishment possible. Endless prayers, guidance, and belief have shaped this journey, and profound gratitude is extended for all they have done. I love you, forever.
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Praise the researcher gratitude to Allah SWT. for his grace and guidance so that the author can complete the writing of this thesis. This thesis is one part of the requirements to complete the education of the English Education Department, Tarbiyah and Teacher Training Faculty, The State Islamic University of Jurai Siwo Lampung.

In an effort to complete this thesis, the author received a lot of help and guidance from various parties. Therefore, the author would like to express his deepest gratitude to:

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The Researcher is fully aware that this thesis has many shortcomings, given the limited abilities and knowledge of the researcher. Criticism and suggestion for the improvement of this thesis are highly expected for researchers. Hopefully the researcher conducted can be useful for the development of English, especially for Reading Skills.

Metro, Juli 2025

Researcher,



DARMAWATI
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CHAPTER 1

INTRODUCTION

A. Background Of the Study

Reading is an interactive process in which readers construct meaning from written texts by using various cognitive skills and reading strategies. It is not merely recognizing words but also understanding, interpreting, and evaluating information. Reading is closely connected with thinking and other language skills such as listening, writing, and speaking. As one of the four essential language skills, reading serves as a fundamental tool for learning and plays a vital role in academic and everyday life. In fact, most students come to school with the expectation that they will learn to read effectively, as reading is the foundation of all learning processes.¹ Therefore, developing students' reading comprehension ability is very important, since it becomes the foundation for mastering other skills and achieving success in learning English.

Reading comprehension refers to the ability to understand and interpret the meaning from written texts. It involves the interaction between the written words and the reader's background knowledge.² In English language learning, reading comprehension is crucial because it helps students not only understand the literal meaning of texts but also identify

¹ Nunan David, 'Teaching English to Speakers of Other Languages : An Introduction', Cambridge: Cambridge University Press, 2020, p. 65.

² William Grabe and Stoller. L Fredricka, *Teaching and Researching Reading (Applied Linguistics in Action) 3rd Ed.* (Routledge, 2019). PP 14-15.

main ideas, infer information, and evaluate messages critically. Therefore, mastering reading comprehension is a key factor in students' academic success.

However, despite the importance of reading comprehension, many Indonesian students still face serious challenges in this area. According to the 2025 assessment conducted by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), approximately 75% of Indonesian students aged fifteen can read but lack adequate reading comprehension skills.³ This result indicates that students are often able to decode words but struggle to understand the meaning, draw conclusions, or evaluate the content of texts. Consequently, this situation emphasizes the need for effective teaching strategies that focus not only on word recognition but also on improving comprehension and critical thinking abilities.

In the context of teaching English at junior high school, narrative texts are one of the genres that students are required to master. Narrative texts aim to entertain readers and often contain moral or cultural values.⁴ However, many students still find it difficult to comprehend narrative texts, especially in identifying the main idea, specific information, and moral lessons. One possible reason is that teachers tend to focus on conventional

³ Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). *National Assessment Report 2025: Reading Literacy Outcomes*. Jakarta: Kemendikbudristek, 2025, PP 7-8.

⁴ Mark Anderson and Kathy Anderson. *Text Types in English* 2. South Yarra: Macmillan Education Australia, 2020. PP 3-4.

techniques such as translating and answering questions rather than applying effective reading strategies that encourage active comprehension.

One effective reading strategy that can be used to overcome this problem is the skimming technique. Skimming is a reading technique used to get the general idea of a text quickly.⁵ It trains students to focus on key ideas rather than reading every single word, which helps them become more efficient readers. By using the skimming technique, students can identify the main ideas and important details faster, thus improving their overall comprehension.⁶ This technique is particularly helpful when dealing with narrative texts because it allows students to grasp the storyline and main moral message without being overwhelmed by details.

The pre-survey conducted at MtsN 1 Lampung Timur on August 9th, 2025, revealed that the techniques commonly used in reading classes include predicting, questioning, and inferencing. However, the skimming technique has not yet been formally introduced in English lessons. To identify students' initial reading comprehension ability, the test was conducted using an Islamic-based narrative text. The school's Minimum Mastery Criteria (MMC) for English is 75. The pre-survey results are presented in Table 1.1 below.

⁵ Grellet Francoise, *Developing Reading Skills A: Practical Guide to Reading Comprehension Exercises.*, Cambridge: Cambridge University Press (2019), doi:10.4324/9781315013206-16.

⁶ H. Douglas Brown and Heekyeong Lee, *Principles of Language Learning and Teaching, Principles of Language Learning and Teaching*, 8th edn (Pearson Education, 2021), doi:10.4324/9781003494294.

Table 1. 1 The Students Reading Achievement

No	Categories	Grade	Frequency	Percentage (%)
1	Passed	≥ 75	8	25%
2	Failed	<75	24	75%
Total			32	100%

Source: The Pre-survey Result taken on 9th August 2025

The results show that only 8 students (25%) achieved the MMC, while the majority, 24 students (75%), scored below the standard. The average score of the class was 64.7, indicating that most students still have difficulties in understanding the text effectively. This finding suggests that students need to improve their comprehension, particularly in identifying main ideas, specific information, and moral values within a text.

Based on these findings, there is an urgent need to apply an effective reading strategy such as the skimming technique to enhance students' reading comprehension. Furthermore, this study has a different aspect because it focuses on Islamic-based narrative texts, which are relevant to the students' cultural and religious backgrounds. Using texts that align with students' values can increase their motivation and engagement in reading activities.⁷ Hence, this research is conducted to find out whether the skimming technique can significantly improve students' comprehension of Islamic narrative texts.

Therefore, this study aims to investigate The Effect of The Skimming Technique on Students' Reading Comprehension of Narrative

⁷ Ahmad Al-Qadri. "Integrating Islamic Values in English Language Teaching: Enhancing Students' Motivation and Moral Awareness." International Journal of Language Education, vol. 7, no. 2, 2023, pp. 112–124. <https://doi.org/10.26858/ijole.v7i2.44013>.

Texts at Mtsn 1 Lampung Timur. It is expected that the findings of this research will provide practical insights for teachers in selecting and applying effective reading strategies, contribute to improving students' reading comprehension skills, and offer recommendations for enhancing English reading instruction in junior high schools.

B. Problem Identification

Based on the above background, there are several problems faced by students related to skimming techniques in understanding narrative texts by eighth-grade students at MtsN 1 Lampung Timur. Therefore, the researcher formulated the following problems:

1. Students experience difficulty in understanding the content of the text.
2. Students have difficulty identifying the main ideas of the Narrative text.
3. There are challenges in finding the specific information needed from the text.
4. Students are unable to understand or identify the moral values contained in the text.
5. Students have difficulty understanding the texts in English.

C. Problem Limitation

Based on the background of study and problems identification above, the researcher would like to focus on "Students have difficulty identifying the main ideas of the Narrative text".

D. Problem Formulation

The Researcher formulates the research problem as follows based on the background of the problem described above: "Is there any significant effect of using the skimming technique on the reading comprehension of narrative texts by eighth-grade students at MtsN 1 Lampung Timur?"

E. Objective and Benefit of Study

1. The objective of the study

The objective of this study is to determine whether there is effect of using the skimming technique on students' reading comprehension of narrative texts among Eighth-grade students at MtsN 1 Lampung Timur?

2. The benefits of the study

This study has benefits not only for students, but also for English teachers, schools, and other researchers:

a. For students

This study motivates students in learning English by using skimming techniques in understanding narrative texts.

b. For English teachers

As expected, this research can serve as a new strategy in English language learning and will motivate English teachers to enhance students' reading comprehension.

c. For schools

It is hoped that incorporating this skimming technique can support curriculum development at the school.

d. For other researchers

It is hoped that this research can serve as a reference for future studies in the field of education and reading comprehension.

F. Prior Research

Several previous studies have examined the effectiveness of the skimming technique in improving students' reading comprehension. Rosmarie and Mualimin, in their study titled "The Effect of Using Skimming Strategy in Narrative Text towards Students' Reading Comprehension of SMP Advent of Semarang," conducted a quasi-experimental design and found that students who were taught using the skimming strategy showed significant improvement in understanding narrative texts compared to those taught conventionally. The study emphasized that skimming helped learners grasp main ideas and general meaning more efficiently.⁸ Although these studies have proven the effectiveness of the skimming technique, few have explored its application in Islamic narrative texts that reflect students' values and context.

Similarly, Paramitha and Wachidah, in "Understanding of Reading Content Using Skimming Techniques in Improving Understanding of Narrative Text Reading Content for Elementary School Students," reported that training students to skim increased reading speed and accuracy in

⁸ Aprilia Rosmarie and Mualimin Mualimin, 'The Impact of Using Skimming Strategy in Narrative Text towards Students' Reading Comprehension of SMP Advent of Semarang', *Culturalistics: Journal of Cultural, Literary, and Linguistic Studies*, 4.1 (2020), pp. 65–69, doi:10.14710/culturalistics.v4i1.9606.

identifying main ideas of narrative texts, leading to better comprehension outcomes in elementary contexts.⁹ Although these studies have demonstrated that the skimming technique effectively improves students' reading comprehension, most of them were conducted in general or elementary contexts. Few have explored its implementation in Islamic narrative texts at the junior high school level, where cultural and moral values play an important role in students' engagement and understanding.

Furthermore, Habók, Oo, and Magyar, in their article "The Effect of Reading Strategy Use on Online Reading Comprehension," found that explicit instruction in reading strategies (including skimming) significantly improved students' online reading comprehension across text types. Their results support the use of systematic strategy training (not merely ad hoc advice) when implementing skimming in classroom interventions.¹⁰ Overall, previous studies consistently indicate that the skimming technique can enhance students' reading comprehension by helping them identify main ideas and understand texts more efficiently. However, limited research has focused on its application to Islamic-based narrative texts at the junior high school level, where integrating religious and cultural values may foster both comprehension and moral awareness.

⁹ N. Paramitha and S. Wachidah, "Understanding of Reading Content Using Skimming Techniques in Improving Understanding of Narrative Text Reading Content for Elementary School Students," *Indonesian Journal of Elementary Education and Management (IJEMD)* 3, no. 1 (2021), <https://doi.org/10.21070/ijemd.v3i0.584>.

¹⁰ Anita Habók, Tun Zaw Oo, and Andrea Magyar, 'The Effect of Reading Strategy Use on Online Reading Comprehension', *Heliyon*, 10.2 (2024), doi:10.1016/j.heliyon.2024.e24281.

From these studies, it can be concluded that the skimming technique consistently contributes to the improvement of students' reading comprehension across various educational levels and contexts. However, most previous studies focused on general narrative texts and did not specifically explore the use of Islamic narrative texts as reading materials. Therefore, the present study is distinct in investigating the effect of the skimming technique on students' comprehension of Islamic narrative texts among eighth-grade students at MTsN 1 Lampung Timur. This novelty is expected to enrich the understanding of how skimming can be effectively applied in the context of English language learning in Islamic junior high schools.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Reading Comprehension

1. Definition of Reading Comprehension

Reading is the process understanding to interpretation of the written language form.¹ It is a complex activity that involves both perception and thought. When the students read, they use eyes to receive written symbols (letters, punctuation marks and spaces) and use brain to convert into words, sentences and paragraph that communicate something us.

According to David Nunan, reading encompasses a variety of skills, such as appearing well and deriving significance from written language.² It suggests that reading is the ability of the reader to derive meaning from the text. Additionally, according to Fredericka L. Stoller and William Grabe, reading is the ability to interpret printed information appropriately and derive meaning from it.³ In summary, reading can be understood as an active process of constructing meaning from written texts through the interaction between the reader, the text, and the context.

¹ Elizabeth S Pang, *Teaching Reading*, International Academy of Education, *Encyclopedic Dictionary of Applied Linguistics* (University of Illions, 2003), doi:10.1017/s0267190500003512.

² David Nunan, *Practical English language Teaching: Young Learners* (New York: McGraw- Hil ESL/ELT, 2005), p. 69.

³ William Fredricka L. Stoller Grabe, *Teaching and Researching Reading*, 2nd edn (Pearson Education, 2021). P. 3.

Understanding the meaning of a text after reading it is the process of reading comprehension.⁴ Reading comprehension is the capacity to comprehend what is read. In addition to reading, students also need to comprehend what they have read. It involves the ability to identify main ideas, understand details, make inferences, and evaluate information presented in the text. Reading comprehension is not only about recognizing words or sentences, but also about connecting prior knowledge with new information to construct meaning.⁵ Successful comprehension requires both linguistic knowledge and cognitive strategies that help readers interpret the author's message.⁶ Therefore, developing students' reading comprehension is essential for improving their overall literacy and academic achievement.

Additionally, reading comprehension is a difficult task that necessitates numerous interactions between readers and what they provide to the text. When readers use their prior knowledge, a method, and elements specific to the text itself, they are said to be reading comprehension.⁷ Therefore, effective comprehension requires readers to think critically and interact dynamically with the text to grasp its full meaning.

⁴ Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties* (New York: Springer, 2011), p.15.

⁵ Catherine E. Snow, *Reading for Understanding: Toward an R&D Program in Reading Comprehension* (Santa Monica, CA: RAND, 2002), p. 11.

⁶ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, 2nd ed. (New York: Routledge, 2013), p. 15

⁷ 5 Janette K. Klingner, Sharon Vaughn, and Alison Boardman. Graham. *Teaching Reading Comprehension to Student with Learning Difficulties*. (New York: The Guilford Press, 2007), p.8.

It can be concluded that Reading comprehension is an action to grasp the meaning of the text, which may then be translated into its own language, according to the definition given above. It involves not only recognizing words and sentences but also connecting ideas, interpreting meanings, and evaluating the author's message critically. Furthermore, reading comprehension requires the integration of linguistic knowledge, background knowledge, and cognitive strategies to construct meaning from written texts. Therefore, developing students' reading comprehension skills is essential for enhancing their overall language proficiency, promoting critical thinking, and supporting successful academic learning.

2. Types of Reading Comprehension

Pearson and Nicholson in Vila Panton Smith categorized reading comprehension into four types namely:⁸

a. Literal Reading Comprehension

Which refers to the most basic level of understanding where readers focus on grasping the direct meaning of words, sentences, or texts without requiring complex thinking skills. This type of comprehension is commonly reflected in answering factual questions, true-false statements, sentence completion, or simple multiple-choice items.

⁸ Vila Panto Smith, *The Many Faces of Reading Comprehension*, (Kansas City: ERIC, University of Southern California, 2003), p.9.

b. Interpretative Reading Comprehension

Which involves understanding implied meanings that are not explicitly stated in the text. At this level, readers employ various thinking skills such as drawing conclusions, identifying cause-and-effect relationships, predicting endings, making comparisons, and recognizing motives of characters.

c. Critical Reading Comprehension

which goes beyond literal and interpretative levels by requiring readers to evaluate the quality, accuracy, and truthfulness of the information presented in the text. Readers at this stage make personal judgments and take an evaluative stance toward the material.

d. Creative Reading Comprehension

Which represents the highest level of reading comprehension. At this stage, readers are able to generate new ideas based on the text, for instance by proposing alternative solutions, creating different endings, or connecting the content of the text with their own original ideas.

Based on these classifications, eighth-grade junior high school students generally remain at the literal comprehension level, as their focus is primarily on capturing key information and identifying main ideas quickly, rather than analysing or critically evaluating the content of the text.

3. Indicators of Reading Comprehension

According to Brown the indicators are as follows:⁹

1. Identifying main idea

This indicator refers to the ability to recognize the central message or the most important point of a text. In Islamic narrative texts, the main idea often relates to lessons, virtues, or moral values. Example: In the story of *Prophet Ibrahim and Ismail*, the main idea Can be: “The obedience and strong faith of Prophet Ibrahim serve as an example of submission to Allah’s command.”

2. Understanding supporting details

This indicator measures how well students can find facts, events, or statements in the text that support the main idea. Example: In the same story, the supporting details include: Prophet Ibrahim received a dream commanding him to sacrifice his son, Prophet Ismail accepted the command patiently, Allah replaced Ismail with a ram as a reward for their obedience. These details support the main idea about faith and submission to Allah.

3. Making inferences

Inference refers to the ability to understand meanings or messages that are not stated directly. Students use clues from the text plus their background knowledge to draw conclusions.

Example: In the story of *Prophet Yunus in the belly of the whale*,

⁹ H Doughlas Brown, *LANGUAGE ASSESSMENT Principles and Classroom Practices*, Pearson Education (Pearson Education, 2004).

the text might describe how Prophet Yunus prayed sincerely.

From this, students can infer: “Sincere repentance and prayer can lead to Allah’s forgiveness and deliverance from hardship.” This message is implied rather than directly stated.

4. Understanding vocabulary in context

This indicator assesses students’ ability to determine the meaning of a word based on surrounding sentences or clues in the text. Example: If a text says: “With full *tawakkul*, Prophet Ibrahim entrusted all matters to Allah.” Even if the student does not know the word *tawakkul*, they can guess from context that it means *trusting or relying on Allah*.

4. The Definition of Narrative Text

Narrative text is a type of writing that tells a sequence of events, usually about past experiences. According to Smith and Jones, the main purposes of narrative text are to entertain readers, express feelings, provide information, and persuade readers to see things from different perspectives.¹⁰ They also explain that narrative texts allow authors to explore and present various experiences in unique ways.

Brown adds that narrative texts are designed to engage readers' emotions and imagination.¹¹ These texts can make readers laugh or cry,

¹⁰ Smith and Jones. *The Role of Narrative in Education: Engaging Students through Storytelling*. (Journal of Educational Psychology, 2021), 113, P 4.

¹¹ Brown, *Understanding Narrative Texts: Emotional Engagement and Reader Response*. (Literature and Language Studies, 2022), 10, P 2.

as well as encourage them to reflect on personal experiences and life lessons. When students understand the essence of narrative texts, they will find it easier to feel the context and emotions within the story. In other words, narrative text is a way of storytelling that helps us connect with the experiences and feelings of others.

5. Types of Narrative Text

Junior High School students should already be familiar with various forms of narrative text, as they were exposed to stories such as legends, fairy tales, folktales, and fables during their elementary education. According to Johnson, narrative texts can be classified into several distinct types, including fairy tales, fables, myths, legends, and science fiction. Each type presents different characteristics, themes, and purposes, allowing students to recognize how narratives function across different contexts, including:¹²

a. Fable

A fable is a brief allegorical narrative featuring characters often animals that behave and speak like humans to convey moral lessons. In Islamic narrative tradition, similar elements can be seen in stories where animals are given roles to illustrate wisdom or guidance. For example, the story of Prophet Sulaiman (Solomon) and the ants, where an ant speaks to warn its colony, reflects fable-

¹² Johnson. *Exploring Narrative Forms: A Comprehensive Guide for Educators*. (Journal of Literary Education, 2021), 14, P 2.

like characteristics because the animal communicates like a human and teaches a moral value about leadership, awareness, and gratitude to Allah.

b. Fairy Tale

Fairy tales often include folkloric elements such as magical events, extraordinary beings, and moral lessons. In Islamic narrative texts, similar fantastical features may appear through stories that contain miracles or supernatural occurrences granted by Allah. For example, the story of Prophet Musa (Moses) parting the Red Sea through Allah's command presents a miraculous event that resembles fairy-tale enchantment. Likewise, the narrative of Prophet Sulaiman (Solomon) communicating with animals reflects extraordinary abilities often found in fairy tales, while still carrying strong moral and spiritual lessons.

c. Science fiction

Science fiction is a genre that explores imagined advancements in science and technology, often set in futuristic or alternative worlds. However, in Islamic narrative texts, imaginative elements may appear through stories that illustrate miracles or divine interventions beyond human capability.

For example, the story of Prophet Solomon (Sulaiman), who was granted the ability to communicate with animals and command the wind, reflects extraordinary elements that resemble speculative

imagination. Likewise, the narrative of the People of the Cave (Ashabul Kahfi), who slept for centuries through Allah's will, shows a miraculous scenario that parallels concepts found in science fiction.

d. Legend

A legend is a narrative that recounts human actions and is perceived by readers as part of historical reality. In Islamic narrative tradition, legends appear as short, traditional stories that preserve cultural or spiritual significance and are believed to reflect real events. For example, the story of the birth of Prophet Muhammad, accompanied by miraculous signs, is often retold as a revered historical legend. Similarly, the account of the Isra' and Mi'raj, where the Prophet Muhammad ascended to the heavens, is widely narrated as a meaningful event that shapes Islamic history and belief, making it legendary in nature.

In this study, the researcher focuses on legend-type narrative texts, particularly Islamic legends that illustrate exemplary moral values. Examples of such texts include the story of Prophet Ibrahim's obedience to Allah, Prophet Yusuf's patience, Prophet Musa's courage, and Prophet Nuh's ark. These narratives do not only describe meaningful actions and divine interventions, but they also convey moral lessons such as obedience, patience, faith, and perseverance which align with the character-building aspect emphasized in Islamic education. Thus, this

type of legend narrative text becomes relevant to the research, as it provides rich material for reading comprehension while promoting moral values.

6. Generic Structure of Narrative Text

The generic structure of narrative text includes characters with defined personalities that create vivid images in the reader's mind, enhancing the overall story. According to Thompson, the structure focuses on a series of actions that drive the narrative forward.¹³ Generally, there are four key components in constructing a narrative text:

a. Orientation

This is the opening section where the scene and characters are introduced, answering the questions of who, when, and where.

b. Complication

This part presents a series of complications or problems that arise, developing the central conflict of the story.

c. Resolution

In this section, the problems are resolved, meaning the characters find a way to sort out the complications they face.

¹³ Thompson, R. *The Structure of Narrative: A Guide for Educators and Students.* (Journal of Narrative Theory, 2022), 18, P 3.

d. Moral value

The lesson we can learn from the story.¹⁴

Understanding these components helps students appreciate how narratives are structured and how they convey meaning.

7. The Language Features of Narrative Text

The language features of Narrative text can be said as the grammatical features. Anderson and Peter give the grammatical features of narrating as follows:¹⁵ When sequencing people and events in time and space, narrating typically uses action verbs and temporal conjunction.

a. Specific characters

The story focuses on specific participants, such as particular people or animals. Example: Cinderella, The Prophet Yusuf (peace be upon him), a brave lion.

b. Action verbs

These verbs show what the characters do in the story. Example: fought, ran, helped, said.

¹⁴ Williams, J. *Analyzing Narrative Texts: Techniques for Effective Storytelling*. (International Journal of Language and Literature, 2021, 9), P 2.

¹⁵ Mark Anderson and Kathy Anderson, *Text Types in English 1* (South Yarra: Macmillan Education Australia, 1997), pp. 8–9.

c. Descriptive language

Adjectives are used to describe characters, settings, or actions in detail. Example: a beautiful princess, a dark forest.

d. Past tense

Most narrative texts are written in the past tense because they talk about events that have already happened.

Example: Once upon a time, there was a king who lived in a palace.

e. Temporal conjunctions and time connectives

Words that show the sequence of events in the story.

Example: then, after that, suddenly, finally.

f. Direct and indirect speech

Used to show what characters are saying or thinking.

Example: The boy said, "I will never give up."

Therefore, the language features of narrative text help students understand the story more easily and make the reading activity more enjoyable and meaningful.

8. Islamic Narrative Text

Islamic narrative text refers to a type of narrative text that presents stories based on Islamic teachings and values. According to Faridi and Bahri, Islamic narrative texts are stories adapted from authentic Islamic sources such as the *Holy Qur'an, Hadith, Tafseer*, and

classical or contemporary Islamic storybooks.¹⁶ These stories typically contain moral lessons, exemplary behaviour, and character-building values that reflect Islamic ethics. The integration of such stories in English language learning not only enhances students' reading comprehension but also contributes to their moral and spiritual development.

Narrative texts, in general, are designed to entertain and to teach moral lessons through storytelling elements such as characters, settings, problems, and resolutions.¹⁷ When the narrative content is Islamic in nature, it becomes a medium that encourages both linguistic and moral engagement.¹⁸ In this context, Islamic narrative texts serve a dual function: they develop students' linguistic competence (especially reading comprehension skills) while simultaneously strengthening their understanding of Islamic values such as honesty, patience, gratitude, and sincerity.

Furthermore, incorporating Islamic narrative texts in the classroom is relevant to the educational context of *madrasahs* or Islamic-based schools. As noted by Safitri, Jabu, and Samtidar, the use of English materials that integrate Islamic values helps create a

¹⁶ Faridi, Abdurrahman, and Syamsul Bahri. "The Use of Islamic Story Texts in Teaching Reading Comprehension." *Journal of English Language and Islamic Integration* 5, no. 2 (2022): PP 112–118. <https://doi.org/10.24256/jeli.v5i2.3214>.

¹⁷ Anderson, Mark, and Kathy Anderson. *Text Types in English* 2. South Yarra: Macmillan Education Australia, 2020, 88–89.

¹⁸ Christine Nuttal. *Teaching Reading Skills in a Foreign Language*. Oxford: Heinemann, 1996, 41.

meaningful learning environment aligned with students' cultural and religious backgrounds.¹⁹ Such integration makes learning more contextual, allowing students to relate language learning to real-life moral principles emphasized in Islam.

In this study, the Islamic narrative text refers to stories taken from *Stories of the Prophets* by Ibn Kathir, such as the story of *Prophet Ibrahim's Obedience to Allah* and *Prophet Yusuf's Patience*. These stories contain moral and spiritual values such as faith, obedience, and patience, which are essential in Islamic teachings. The texts were used as the reading materials in the comprehension test because they not only develop students' reading skills but also help integrate moral values in English language learning.

B. Concept of Skimming Technique

1. Definition of Skimming Technique

Skimming is a reading technique that allows users to quickly grasp the purpose, main subject, or message of a paragraph, along with any supporting details. The purpose of skimming technique is to get a general idea of what the passage is about.²⁰ According to Brown, skimming enables readers to anticipate the text's goals and messages,

¹⁹ Safitri, Jabu, and Samtidar. "The Integration of Islamic Values in English Language Teaching Context: Practices and Challenges." *Celebes Journal of Language Studies* 3, no. 2 (2023): 315–324. <https://doi.org/10.51629/cjls.v3i2.156>.

²⁰ Umi Yawisah, *A Handbook on Skimming and Scanning*, Lampung:Anugrah Utama Raharja, 2013. P 55.

making it easier to identify key elements within the content.²¹ Similarly, Harmer describes skimming as the process of running one's eyes over a text to gain a rapid understanding of its content, emphasizing that it involves speeding up the reading process to quickly comprehend the material.²² In conclusion, skimming is an effective reading technique that helps readers quickly obtain the general meaning of a text without focusing on every detail, thereby improving reading efficiency and comprehension.

From the previous explanations above, skimming is a reading process or technique faster than regular reading to get what is meant by reading or an explanation of reading, either messages or other elements in the text. It is used to save time and do a test that takes a short time. According to Lee and Kim, there are three key procedures for effective skimming:

- a. Read the first sentence of each paragraph.
- b. Read the last sentence of each paragraph.
- c. Identify and read the keywords in between.²³

Incorporating skimming into a language learning routine enables learners to become more efficient readers in the target language. These skills are essential for students, enhancing their academic performance and improving their ability to use language effectively in real-world

²¹ H. D. Brown, *Principles of Language Learning and Teaching*, 4th ed. (New York: Longman, 2000), P 123.

²² Harmer, J. *How to Teach English*. Harlow: Longman. 1998. P 34.

²³ S. Lee and J. Kim, “Effective Reading Strategies for Language Learners: The Role of Skimming,” *Journal of Language Teaching and Research* 12 (2021), P 4.

situations, thereby significantly contributing to overall language proficiency.

2. Types of Skimming Technique

According to Patel and Singh, there are three distinct types of skimming techniques that users can employ based on their specific purposes:²⁴

a. Skimming to Overview

This method aims to provide a general outline of the material, allowing readers to grasp the main ideas quickly.

b. Skimming to Preview

This technique is useful when students anticipate rereading the material. The goal is to gather as much background information as possible on the subject without investing too much time.

c. Skimming to Review

Students utilize this method when they have already encountered the material and wish to re-familiarize themselves with the content. From the explanations above, it can be concluded that the function of skimming varies according to the reading purpose, serving as an effective starting point in the reading process.

²⁴ Patel and Singh. *Enhancing Reading Skills: The Role of Skimming Techniques in Language Learning*. Journal of Language Education and Research, 2023, 15, P 45.

3. The Strength and Weakness of Skimming Technique

Skimming has several significant strength and weakness in the reading learning process. According to research by Grabe:

a. Strengths of the Skimming Technique

a) Time Efficiency

Skimming enables readers to quickly identify the main points of a text, which is particularly useful when time is limited.

b) Previewing Content

It helps readers to preview the overall structure and key ideas of a text before engaging in detailed reading, facilitating better comprehension.

c) Identifying Key Information

Skimming allows readers to locate important sections, headings, and keywords rapidly, which aids in focused and selective reading.

d) Reviewing Material

This technique is effective for reviewing previously studied content to refresh memory without rereading the entire text.

b. Weaknesses of the Skimming Technique

a) Loss of Detail

Since skimming focuses on general ideas, readers may miss important details, examples, or explanations that support the main points.

b) Ineffectiveness for Complex Text Skimming is less suitable for texts that require deep understanding, such as technical or academic materials with complex arguments.

c) Risk of Misinterpretation

Skimming can lead to misunderstandings if critical information is overlooked or misread.

d) Lower Retention

Because skimming involves less cognitive engagement, retention and comprehension of the material may be reduced compared to thorough reading.

e) Limited Support for Critical Analysis

Skimming does not facilitate in-depth evaluation or critical thinking about the text's arguments or evidence.²⁵

Thus, through the skimming technique, students can not only simplify their understanding of reading material but also enhance their ability to recognize how the text is structured and feel the nuances that the writer intends to convey.

²⁵ William Grabe, *reading in a Second Language: Moving from Theory to Practice* (Cambridge: Cambridge University Press, 2009), pp.45–47.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

They are two of the variables on this study. The variables consist of a dependent variable (Y) and an independent variable (X). Reading comprehension is the dependent variable (Y), while the Skimming Technique is the independent variable (X). Basic language skills in reading comprehension are very important because reading facilitates the learning of a lot of information. However, understanding texts can be quite challenging. All language learners use language learning strategies when they begin to process new information and complete tasks in language classes, whether consciously or unconsciously.

For reading comprehension, specific learning strategies are needed. The Skimming Technique is a method that involves readers quickly scanning the text to grasp the main ideas or important information without reading every word in detail. This technique is very useful in situations where time is limited, and readers need to quickly determine the relevance of the text.

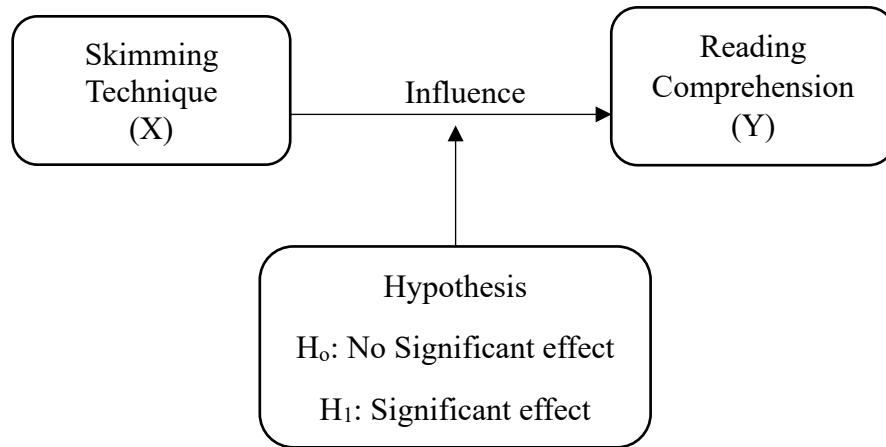
The researches estimates that if teachers use the Skimming Technique to teach reading comprehension, students will find it easier to identify key information and fully participate in class. This assumption is based on the reasoning that by using this technique, students can improve their reading efficiency and more quickly understand the essence of the text being read. If the Skimming

Technique is used correctly, students' reading comprehension will be good; conversely, if this technique is not applied properly, students' reading comprehension will be poor.

2. Paradigm

The correlation pattern of the variables studied is known as a paradigm. Additionally, the author states the paradigm as follows based on the theoretical framework above:

Figure 1
The influence of using skimming technique on
the students reading comprehension



The use of the Skimming Technique has a positive and significant effect on students' reading comprehension, as seen in the table above, where the proper use of the Skimming Technique can enhance students' ability to understand Islamic narrative texts. This indicates that students who apply this technique correctly can more easily identify the main ideas and important information in the text, thereby improving their reading comprehension.

Conversely, there is no significant effect from the use of the Skimming Technique on students' reading comprehension if the technique is poorly implemented. In this case, students may struggle to find key information and understand the essence of the Islamic narrative text, resulting in poor reading comprehension. Therefore, it is essential for teachers to teach and guide students in the application of the Skimming Technique to achieve optimal results in reading comprehension.

D. Research Hypothesis

1. Hypothesis Formulation

The hypotheses derived from observations, relevant literature, and/or the study's theory make up the research hypothesis. A research hypothesis outlines the connection that one anticipates the study will reveal.²⁶ The following hypothesis can be developed for this study based on the aforementioned supposition:

a. An alternate Hypothesis (Ha)

There is a significant positive effect of using skimming Technique on students' reading comprehension of narrative text at MtsN 1 Lampung Timur.

²⁶ Donal Aryaetsal., *Introduction at research in Education*, (USA: Wadsworth Cengage Learning, 2010), 8th Edition, P. 91

b. Null Hypothesis (Ho)

There is no significant positive effect of using skimming Technique on students' reading comprehension of narrative text at MtsN 1 Lampung Timur.

2. Statistical Hypothesis

Yogesh argues that in respect to the idea of a statistical hypothesis, "A hypothesis obtainable given in the null form which is an assertion that no link or There is no difference between or among the variables. A statistical hypothesis that may be tested using the framework of probability theory is the form null hypothesis. Additionally, it is a nondirectional type of hypothesis. This assumption is regarded as being related to a population parameter.

In this study, statistical hypotheses were formulated as follows:

- a. If the two-tailed significance value $< 0,05$, then the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected.
- b. If the two-tailed significance value $> 0,05$, then the Alternative Hypothesis (Ha) is rejected and the Null Hypothesis (Ho) is accepted.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study used quantitative research with Quasi-experimental design. This design involved two classes, namely the experimental class and the control class, which were measured using pre-tests and post-tests. Class 8B was the experimental class that applied the skimming technique, while Class 8A was the control class that used conventional reading instruction as the treatment. The conventional instruction referred to the teacher's usual method of teaching reading, which typically involved teacher explanation, text reading, and answering comprehension questions without the application of specific reading strategies. This design allowed the researcher to evaluate the effect of using the skimming technique on students' reading comprehension.

A quasi-experimental design is appropriate for this study because it allows for the examination of the effect of skimming technique in a real classroom setting where random assignment is not feasible. This design provides a more practical approach to educational research while maintaining a level of control over potential confounding variables by using pre-test and post-test measurements.

This study focused on the significance of two variables, namely independent variable (X) and then dependent variable (Y), Which are used to identify the relationship between the two variables. This study included

two variables, namely Skimming Technique, as an independent variable (X) to determine whether the strategy affect the dependent variable (Y), namely Reading Comprehension on Islamic Narrative or not, this study was conducted at MtsN 1 Lampung Timur. In this study, class VIII students in the 2025-2026. The design of the research can see as the following:

Table 3. 1 Treatment Design

Group	Pre-Test	Treatment	Post-Test
E	O ₁	X	O ₂
C	O ₃	-	O ₄

Descriptions:

E : Experiment Class

C : Control Class

O₁ : Pre-Test Experimental Class

O₂ : Pre-Test Control Class

O₃ : Post-Test Experimental Class

O₄ : Post-Test Control Class

X : Treatment By Using Skimming Technique

- : No treatment provides to the control class (taught using conventional reading instruction treatment).

The goal is to determine cause-and-effect relationships more accurately by minimizing the influence of external factors through strict control in the research process.

B. The Operational Definition of Variable

In this study, the independent variable is the Skimming Technique, a reading strategy designed to help students quickly identify the general

meaning and key ideas of a text without focusing on every detail. The technique was applied in the experimental group to improve students' reading comprehension of Islamic narrative texts at MTsN 1 Lampung Timur.

During the treatment, students were guided to preview titles, headings, introductory paragraphs, and concluding statements to capture the main theme of the text. They also scanned topic sentences, keywords, and repeated ideas to recognize essential information efficiently. Through this process, students were encouraged to read rapidly, predict content, and draw initial interpretations before rereading for accuracy and confirmation. The purpose of implementing this strategy was to enhance students' ability to comprehend Islamic narrative texts more effectively, particularly in identifying main ideas, organizing information, and extracting meaning within a limited reading time.

Meanwhile, the dependent variable in this research is students' reading comprehension of Islamic narrative texts, which is operationalized as their ability to identify main ideas, recognize supporting details, draw inferences from implicit information, and understand vocabulary within textual context. Reading comprehension was measured through a test administered before (pre-test) and after (post-test) the implementation of the Skimming Technique in the experimental group. The comparison between pre-test and post-test scores indicates the extent to which students' comprehension improved following the treatment. This measurement

approach reflects a process of systematic assessment within an authentic classroom setting, allowing the researcher to evaluate whether the application of skimming contributes to better comprehension performance.¹

There are two variables in this study. The first variable is the independent variable (X), and the second is the dependent variable (Y).

1. The independent variable (X) is the Skimming Technique, specifically the use of skimming as a reading strategy to assist students in understanding Islamic narrative texts. Additionally, there were various indicators used to determine whether students are effectively employed this technique, including:
 - a. Students can quickly identify the main ideas of paragraphs.
 - b. Students can locate key information or specific details in the text.
 - c. Students can recognize the structure and organization of the text.
 - d. Students can differentiate between essential and non-essential information.
2. The dependent variable (Y) is students' reading comprehension of Islamic narrative texts, which is measured by their ability to identify main ideas, recognize supporting details, draw inferences, and understand vocabulary within the context of Islamic narrative text.

¹ *Ibid. P 23.*

C. Population and Sample

1. Population

The initial stage in sampling involves identifying the population to which the research findings will be applied. A population refers to a group of individuals regardless of size or geographical location that shares certain characteristics relevant to the study. While researchers typically aim to make inferences about this broader group, accessing the entire population is often not feasible. Therefore, the population is defined as the scope of generalization consisting of individuals or objects with particular attributes, as determined by the researcher, from which the data are drawn and conclusions are made.

This study involved students of ninth classes: VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, VIII G, VIII H, VIII I MtsN 1 Lampung Timur with the total of 302 students.

Table 3. 2 Number of Population

No	Classes	Male	Female	Total
1	VIII A	12	20	32
2	VIII B	12	20	32
3	VIII C	10	22	32
4	VIII D	19	16	35
5	VIII E	18	18	36
6	VIII F	18	18	36
7	VIII G	18	16	34
8	VIII H	16	17	33
9	VIII I	14	18	32
10	SUM OF POPULATION			302

2. Sample

A sample refers to a subset of the population that represents its essential characteristics. In quantitative research, an effective sample is one that reflects the population even when the selection is conducted at the group level rather than individually. In this study, the researcher employed cluster random sampling, in which intact groups or classes were selected instead of individual students. From the available population, two existing classes were chosen as clusters to participate in the research. This technique was appropriate because the students had already been organized into predetermined class groups by the school. Selecting entire classes ensured practicality, avoided disruption to school management, and allowed the researcher to obtain comparable groups for experimental and control conditions.

Table 3. 3 The Sample of Research

No	Class	Gender		Total
		Male	Female	
1	Control class 8A	8	24	32
2	Experimental 8B	10	22	32

D. Data Collection Technique

The technique employed by the researcher in gathering data for this study solely depended on the test.

1. Reading Comprehension Test

According to Donald Ary, a test was a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.² Test was a method used to measure a person's ability or knowledge in a given domain.

a. Pre-Test

The pre-test was conducted on Thursday, November 20th, 2025. The researcher administered a pre-test to both the experimental and control groups. The pre-test was conducted to determine the students' initial proficiency in reading comprehension of Islamic narrative texts. This stage served as a baseline measurement to obtain preliminary data before the intervention was applied. The pre-test was given prior to the implementation of the Skimming Technique in the experimental group and before the conventional reading instruction was used in the control group.

The pre-test consisted of a reading comprehension test based on Islamic narrative text material, which was aligned with the English Lesson Plan for eighth-grade students in the first semester. The administration of the pre-test was carried out in one meeting outside the treatment schedule, with a duration of 40 minutes for both groups. During the test, the researcher closely monitored the

² DonalAry, et al., *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010), Eight Editio, P. 67

students to minimize collaboration and ensure that their answers reflected individual performance. Thus, the pre-test provided essential initial data to compare students' comprehension levels before and after the treatment.

b. Treatment

The treatment in this study was conducted on Saturday, November 22nd, 2025 and Monday, November 24th, 2025. As previously stated, the instructional strategy applied in this research served as a treatment for the experimental group through the implementation of the Skimming Technique, while the control group was taught using conventional reading instruction. The experimental class followed several guided stages, including teacher modelling of skimming, guided practice, independent skimming of the text, and post-reading verification of the main idea and supporting details.

Meanwhile, the control group was taught through the teacher's usual teaching procedure, which involved reading the text, explaining vocabulary, asking comprehension questions, and completing exercises without the explicit application of any reading strategy. These procedures ensured clear instructional differences between the two groups and enabled the researcher to systematically measure the effect of the skimming technique on students' reading comprehension.

The treatment was conducted over two meetings, each lasting 40 minutes, beginning after the administration of the pre-test and concluding before the post-test. This procedure ensured that the instructional time allocated for teaching Islamic narrative texts was fully utilized in accordance with the school program.

During the treatment, the experimental group received explicit instruction on how to apply the Skimming Technique to Islamic narrative texts. Meanwhile, the control group continued with conventional teacher-centered reading activities, such as explanation, translation, and answering comprehension questions without the use of strategy-based guidance. At the outset of the treatment, the researcher provided students in the experimental group with an orientation session explaining the definition, purpose, and procedure of skimming as a reading strategy.

The training was conducted on the designated research date and consisted of the following activities:

1. The researcher explained the Skimming Technique, including its principles, steps, and expected outcomes in reading Islamic narrative text.
2. The researcher and students engaged in a guided practice, in which they applied skimming using selected Islamic narrative texts to model how the strategy should be used during independent reading.

Through this training stage, students were equipped with the procedural knowledge needed to apply skimming effectively during the subsequent treatment meetings.

c. Post-Test

The post-test was administered on Saturday, November 24th, 2025. The post-test was administered after the implementation of the Skimming Technique in the experimental group and after the conventional reading instruction had been carried out in the control group. This indicated that the post-test was given to both groups, and the results obtained served as comparative data between them. The administration of the post-test represented the final stage of the data collection process.

The post-test was designed as a reading comprehension test using Islamic narrative texts, and the materials were similar to those included in the pre-test to ensure consistency of measurement. The researcher conducted the post-test in a separate meeting outside the treatment schedule and monitored students closely to prevent collaboration during the test. Upon completion of both the pre-test and post-test for the experimental and control groups, the researcher collected the scores and compared them. These results enabled the researcher to determine whether the Skimming Technique had a significant effect on students' reading comprehension of Islamic narrative texts.

2. Documentation

Documentation can help researchers to describe field condition and add clarity to the research. Documents that can be used in research include photos, a brief history, Lesson plan, students learning outcomes of MtsN 1 Lampung Timur.

E. Research Instrument

Research instruments are tools employed by researchers to gather data in order to address research questions and evaluate hypotheses.³ Research instruments refer to the tools or methods used to collect data in a study. This instrument is very important because the quality and accuracy of the data generated depends on the instrument used. Then, the research instruments included:

1. Instrument Blueprint

The researcher was used the indicator selected in the research design to gather information relevant to the research issue. Additionally, the researcher employed pre-test and post-test instruments. The researcher gave the students an Islamic narrative text to read to measure their reading comprehension level. The use of skimming technique aimed to make it easier for students to identify main idea from the text.

³ Aditya Wardhana, '*Instrumen Penelitian Dalam Penelitian Kuantitatif*', *Operasionalisasi Variabel, Skala Pengukuran & Instrumen Penelitian Kuantitatif*, 4.1 (2024), p.59.

Table 3. 4The Indicators of Reading Comprehension

Variable	Variable indicator	Item Number (Post-Test)	Item number (Pre-Test)	Total item	Form of the test
Dependent Variable (Y) Reading Comprehension	1. Identifying main idea 2. Understanding supporting details 3. Making inferences 4. Understanding vocabulary in context	1, 2,3,10,20 4,5,6,7,9 8,11,12,13,15 14,16,17,18,19	1,5,10,11,20 2,3,4,6,17 7,8,16,18,9 12,13,14,15,19	20	Multiple choice
total		20	20		

2. Instrument Calibration

The researchers used an objective test with an observational approach in the form of an Islamic narrative text, then included 20 multiple-choice questions for each item, if the answer was correct, the score was 5, and if incorrect, the score was 0. This was supported by Brown's statement that multiple-choice questions mainly measure recognition knowledge rather than recall, which can limit

the depth of understanding evaluated.⁴ Researchers evaluated students' reading comprehension using pre-test and post-test instruments. Data processing techniques are carried out using the validity test process.

a. Validity Test

The validity test was conducted to determine whether the pre-test and post-test instruments used in this study were valid and appropriate for measuring students' reading comprehension. Validity refers to the extent to which an instrument measures what it is intended to measure. Therefore, validity testing is required to ensure that each test item accurately represents the construct being measured.

The validity test was carried out through a try-out test prior to the implementation of the main research. The try-out involved 32 eighth-grade students who were not included in the experimental class or the control class. The data obtained from the try-out were analysed using IBM SPSS Statistics 25 by applying the Corrected Item–Total Correlation base on the Pearson Product Moment.

The criterion used to determine item validity was that the r-count value must be higher than the r-table value at the 5% significance level ($\alpha = 0.05$). With a total of 32 respondents, the

⁴ Brown, *Language Assessment Principles and Classroom Practice*.

r-table value was 0.349. In addition, an item was considered valid if its significance value (p-value) was less than 0.05.

Table 3. 5 Validity Pre-Test

Item	Pearson Correlation (r-count)	r-table (0.05)	Sig. (p-value)	Alpha	Conclusion
P1	0,395	0,349	0,025	0,05	Valid
P2	0,464	0,349	0,007	0,05	Valid
P3	0,453	0,349	0,009	0,05	Valid
P4	0,397	0,349	0,025	0,05	Valid
P5	0,531	0,349	0,002	0,05	Valid
P6	0,539	0,349	0,001	0,05	Valid
P7	0,370	0,349	0,037	0,05	Valid
P8	0,535	0,349	0,002	0,05	Valid
P9	0,453	0,349	0,009	0,05	Valid
P10	0,360	0,349	0,043	0,05	Valid
P11	0,533	0,349	0,002	0,05	Valid
P12	0,458	0,349	0,008	0,05	Valid
P13	0,431	0,349	0,014	0,05	Valid
P14	0,518	0,349	0,002	0,05	Valid
P15	0,437	0,349	0,012	0,05	Valid
P16	0,520	0,349	0,002	0,05	Valid
P17	0,431	0,349	0,014	0,05	Valid
P18	0,451	0,349	0,01	0,05	Valid
P19	0,383	0,349	0,03	0,05	Valid
P20	0,404	0,349	0,022	0,05	Valid

Source: Data Output IBM SPSS Statistic 25

The results of the validity test for the pre-test items are presented in Table 3.5, while the results of the validity test for the post-test items are presented in Table 3.6. Both tables summarize the Pearson correlation values, r-table values, significance values, and conclusions for each item. Based on the data presented in Tables 3.5 and 3.6, it was found that all 20 items in both the pre-test and post-test instruments had r-count values exceeding the r-table value (0.349) and significance values below 0.05.

Table 3. 6 Validity Post-Test

Item	Pearson Correlation (r-count)	r-table (0,05)	Sig. (p-value)	Alpha	Conclusion
P1	0,396	0,349	0,025	0,05	Valid
P2	0,433	0,349	0,013	0,05	Valid
P3	0,412	0,349	0,019	0,05	Valid
P4	0,422	0,349	0,016	0,05	Valid
P5	0,405	0,349	0,022	0,05	Valid
P6	0,444	0,349	0,011	0,05	Valid
P7	0,362	0,349	0,042	0,05	Valid
P8	0,381	0,349	0,032	0,05	Valid
P9	0,378	0,349	0,033	0,05	Valid
P10	0,367	0,349	0,039	0,05	Valid
P11	0,428	0,349	0,015	0,05	Valid
P12	0,448	0,349	0,010	0,05	Valid
P13	0,337	0,349	0,033	0,05	Valid
P14	0,405	0,349	0,022	0,05	Valid
P15	0,633	0,349	0,000	0,05	Valid
P16	0,464	0,349	0,008	0,05	Valid
P17	0,426	0,349	0,015	0,05	Valid
P18	0,646	0,349	0,000	0,05	Valid
P19	0,661	0,349	0,000	0,05	Valid
P20	0,587	0,349	0,000	0,05	Valid

Source: Data Output IBM SPSS Statistic 25

Therefore, it can be concluded that all pre-test and post-test items were valid and suitable to be used as research instruments. After the validity of the instruments was confirmed, the validated pre-test and post-test were then administered to 32 students in the experimental class and 32 students in the control class during the main data collection process.

a. Reliability Test

Reliability testing was a method used to determine the consistency of an instrument used as a measuring tool, so that it can be trusted and used. An instrument can be called reliable if its measurements are consistent and accurate. Reliability testing in this study used the IBM SPSS 25 application program. The following are the results of the reliability test for pre-Test.

Table 3. 7 The Result of Reliability Test of Pre-Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.788	20

Source: Data Output IBM SPSS Statistic 25

After confirming the reliability of the pre-test instrument, the next step is to conduct a validity test for the post-test items. This test is carried out separately because the post-test measures students' abilities after the treatment, which may produce different response patterns compared to the pre-test. The validity analysis ensures that each post-test item accurately measures the intended skills and is appropriate for evaluating students' final performance. The results of the Post-Test reliability analysis are presented in table 3.5.

Table 3. 8 The Result of Reliability Test of Post-Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.794	20

Source: Data Output IBM SPSS Statistic 25

The criteria used to determine the reliability of the instrument are presented in Table:

Table 3. 9 Reliability Criteria

Cronbach's Alpha Value	Interpretation
≥ 0.90	Very High Reliability
$0.80 - 0.89$	High Reliability
$0.70 - 0.79$	Acceptable Reliability
$0.60 - 0.69$	Moderate Reliability
< 0.60	Low Reliability

The reliability test results for variable X showed a Cronbach's Alpha value of 0.794. Based on the criterion that if the Cronbach's Alpha value is > 0.70 , it can be concluded that the instrument used in this study is reliable or exceeds the Cronbach's Alpha value.

F. Data Analysis Technique

Data analysis techniques are a number of techniques for processing, assessing, and interpreting data to produce useful information.⁵ Two groups'

⁵ Sugiyono, *Quantitative, Qualitative, and R&D Research Methods*, 7:147.

mean differences are examined using t-tests. They typically require one continuous dependent variable and one categorical independent variable (such as a group of experiments and a group of controls).⁶ The pre-test's average score was used as the basis for the data analysis method. Before to doing a t-test, the normality and homogeneity values of the data must be determined. To find out whether the data has been spread consistently, a normality test is required. To determine whether the data is homogeneous or not, a homogeneity test is required after the normality test.

1. Normality Test

The Kolmogorov-Smirnov and Shapiro-Wilk test do just this they compare the scores in the sample to a normally distributed set of score with the same mean and standard deviation.⁷ Normality involves calculating the likelihood that the sample is taken from a normally distributed population. In addition to being analysed using IBM SPSS Statistics 25.

The hypothesis for the normality test is as follows:

- a. Alternative Hypothesis (Ha): The data was called with a normal distribution if sig is positive > 0.05 .
- b. Null Hypothesis (Ho): The data was called with a non-normal distribution if the value of sig < 0.05 .

⁶ Geoffrey Marczyk, David DeMatteo, and David Festinger, *Essentials of Research Design and Methodology Essentials of Behavioral Science*, Book, 2005, 220.

⁷ Andy P Field, *Discovering Statistics Using SPSS (2nd Edition)*, 2005.

2. Homogeneity Test

After the normality test, the researcher continues the test by testing the data with the homogeneity test. The researcher carries out the homogeneity test using SPSS 25 use the Levene test. According to Andy Field Levene test tests the null hypothesis that the variances in different groups are equal.⁸ The homogeneity testing is the test performed has variants the determine two or more the data samples come from the population has variants the same (homogeneity). The hypotheses for the homogeneity test as following:

- a. Alternative hypothesis (H_a): the variants of the data is homogeneity if sig value >0.05
- b. Null Hypothesis (H_0): the variants of the data is not homogeneity if sig value <0.05

3. T-Test

All data obtained from the test were analysed using the Statistical Package for the Social Sciences (SPSS). Both the experimental and control classes were given a reading comprehension test. Prior to conducting the t-test, the data were tested for normality and homogeneity to ensure that they met the assumptions required for parametric testing. The normality test was conducted to determine whether the data were normally distributed, while the homogeneity test

⁸ Andy Field, *Discovering Statistics Using IBM SPSS Statistics*, 6th ed. (London: Sage Publications, 2024), 446.

was used to examine whether the variances of the two groups were equal. Since the results of the normality and homogeneity tests indicated that the data were normally distributed and homogeneous, the researcher applied the independent samples t-test to analyse the differences between the pre-test and post-test results of the experimental and control classes.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Result of the Research

MTsN 1 Lampung Timur is a public Islamic junior high school located in Batanghari, East Lampung. The school has received an A accreditation from the Lampung Provincial Government. It was established as part of a government initiative to strengthen Islamic education at the secondary level. Its history can be traced back to the transformation of a religious teacher training institute into a formal Islamic school in 1993. Since then, MTsN 1 Lampung Timur has gradually developed into one of the leading Islamic secondary schools in the region, as evidenced by an increase in the number of students, academic achievements, and public trust. The school operates under the Ministry of Religious Affairs and integrates national curriculum standards with Islamic values to foster academic excellence and religious character among students.

English language instruction at MTsN 1 Lampung Timur is implemented as a compulsory subject, with an emphasis on reading, listening, speaking, and writing skills. Reading comprehension receives special attention, as students are expected to understand various genres of texts in accordance with the national curriculum. Teachers often use narrative, descriptive, and expository texts to practice comprehension skills. One of the challenges identified in English classes is students' difficulty in

understanding narrative texts, especially in finding the main idea, connecting events, and interpreting implied meanings.

To address these challenges, this study focuses on the use of Islamic narrative texts that contain moral values derived from Islamic teachings. These texts are considered relevant to MTsN students because they are in line with their cultural and religious backgrounds. The integration of Islamic narrative material aims not only to improve language comprehension but also to support character development through the moral messages contained in these stories.

In this context, the skimming technique is introduced as a strategic reading approach to help students understand the general meaning of Islamic narrative texts more effectively. By training students to quickly identify topic sentences, main ideas, and key information, skimming is expected to increase reading efficiency and improve overall comprehension. The profile and learning environment of MTsN 1 Lampung Timur support the application of this technique, as the school emphasizes both academic competence and the cultivation of Islamic values. Therefore, the use of Islamic narrative texts combined with skimming strategies is relevant to the school environment and in line with its vision of producing well-educated students who are grounded in religion and capable of critical reading.

1. Result of The Students Pre-Test

The pretest was performed on Thursday, 20th, 2025. The pretest was administered to both groups, namely the experimental class and the control class, before the treatment was conducted. The purpose of the pre-test was to determine the students' initial ability in understanding Islamic narrative texts before being taught using different teaching methods. The pre-test consisted of 20 multiple-choice questions based on two Islamic narrative texts: *Prophet Musa's Courage and Prophet Nuh's Ark*. The Islamic narrative texts were chosen due to their distinctive text structure, which includes orientation, complication, resolution, and moral value. These structures help students comprehend the storyline and the overall content of the text more thoroughly.

In addition to understanding the text structure, the pre-test also assessed several essential aspects of reading comprehension. These aspects included identifying the main idea, recognizing supporting details, making inferences, and understanding vocabulary in context. These four indicators were used to measure the extent to which students could comprehend Islamic narrative texts, both explicitly and implicitly. The results of the pre-test would later be compared to the post-test scores to determine the improvement in students' reading comprehension after receiving the respective treatments. The first session where the researcher held a pre-test that presented in order to table out the ability of a former participant to reading an Islamic narrative text. The result of participant

text checked in the experimental class and control class in the pre-test have been seen on the table:

Table 4. 1 The Pre-test result of Control Class Reading Comprehension

No	Categories	Grade	Frequency	Percentage (%)
1	Passed	≥ 75	8	25%
2	Failed	< 75	24	75%
Total			32	100%

Source: The Pre-test Result taken on Thursday, 20th, 2025

Based on the data presented in Table 4.2, it is evident that the reading comprehension ability of students in the control class was still relatively low prior to the treatment. The table shows that out of 32 students, 24 students (75%) obtained a score below the minimum mastery criteria of 75. These students are categorized as Failed, indicating that they had not yet reached the level of proficiency expected in understanding narrative texts. In contrast, only 8 students (25%) managed to achieve scores of 75 or higher, which is categorized as Passed, meaning they had met the minimum criteria of reading comprehension competency.

These findings suggest that a large proportion of the students in the control class had difficulty in comprehending Islamic narrative texts at the pre-test stage. This low performance can be attributed to their limited ability to master key components of reading comprehension, such as identifying the main idea, recognizing supporting details, making inferences, and understanding vocabulary in context within the Islamic narrative structure. Furthermore, the narrative texts used in the

pre-test—*Prophet Musa's Courage and Prophet Nuh's Ark*—each require the ability to follow and analyse the narrative structure, including orientation, complication, resolution, and moral value.

Students who lacked these analytical skills struggled to derive meaning from the texts and to answer the related comprehension questions accurately. Overall, the pre-test results in the control class illustrate that prior to the intervention, students' understanding of Islamic narrative texts was not yet satisfactory. These results serve as an important baseline for comparing the effects of the teaching method applied to the experimental group in the next phase of the study.

Table 4. 2 The Pre-test result of Experimental Class Reading Comprehension

No	Categories	Grade	Frequency	Percentage (%)
1	Passed	≥75	6	18.75%
2	Failed	<75	26	80.25%
Total			32	100%

Source: The Pre-test Result taken on Thursday, 20th, 2025

Based on the data presented in the table above, it can be seen that the reading comprehension ability of students in the experimental class was also relatively low prior to the treatment. Out of 32 students, 26 students (80.25%) scored below the minimum mastery criteria of 75, and were therefore categorized as Failed. Meanwhile, only 6 students (18.75%) achieved a score of 75 or higher, which meets the Passed criteria. These findings indicate that the majority of students in the experimental class faced significant challenges in comprehending Islamic narrative texts at the pre-test stage. Their low achievement

suggests limitations in several fundamental aspects of reading comprehension, including the ability to identify the main idea, recognize supporting details, make inferences, and understand vocabulary in context within a passage.

These skills are essential in understanding Islamic narrative texts, which follow a specific structure: orientation, complication, resolution, and sometimes moral value. Without a solid grasp of these structures, students may find it difficult to understand the progression of events or the purpose of the story, which in turn affects their ability to answer comprehension questions correctly. The high percentage of students falling under the "Failed" category demonstrates that, prior to the implementation of Skimming Technique, the experimental class had not yet reached the desired level of reading proficiency. This result establishes the initial condition of the experimental group and will be used as a point of comparison to measure the effectiveness of the strategy applied during the treatment phase.

Based on the result of pre-test above, it was investigated that the average grade in experimental class is 57,5 and the average grade in control class is 55,3 (see appendix). The minimum mastery criteria for English are 75, and based on data above no one got a score more than minimum mastery criteria (MMC). this suggests that the majority of participants get a poor score. It shows the students reading comprehension on Islamic narrative text before the treatment. To

follow up the pretest, the researcher had done the teaching treatment using Skimming technique.

2. Result of The Students Post-Test

The post-test was administered on Saturday, November 25th, 2025. The post-test was administered to both groups, namely the experimental class and the control class, after the treatment was conducted. The aim of the post-test was to determine the extent of improvement in students' reading comprehension, specifically in understanding Islamic narrative texts, after each group received different teaching methods. The experimental class was taught using Skimming Technique, while the control class was taught conventional reading instruction.

The post-test items were designed with a format and level of difficulty comparable to the pre-test. It consisted of 20 multiple-choice questions based on Islamic narrative texts. The reading materials used in the post-test followed the same narrative structure as the ones used in the pre-test, which included orientation, complication, resolution, and moral value, to maintain consistency in the assessment of students' reading comprehension skills. The aspects assessed in the post-test remained consistent, namely: identifying the main idea, recognizing supporting details, making inferences, and understanding vocabulary in context. These aspects were used to evaluate the students' ability to

understand the content, implied meaning, and logical flow of Islamic narrative texts. The results of the post-test served as the primary basis for comparing the effectiveness of the two teaching methods. The improvement in scores from pre-test to post-test indicated how much the Skimming Technique influenced students' ability in reading comprehension compared to the conventional reading instruction used in the control class.

In addition, with the primary aim of evaluating the impact of Skimming Technique on students' reading comprehension skills. Specifically, the test focused on their ability to comprehend Islamic narrative texts. The instrument consisted of an Islamic narrative text accompanied by questions designed to assess various aspects of comprehension, including identifying main ideas, recalling specific information, making inferences, and understanding vocabulary.

The scores from the post-test for students in both the experimental class (who were taught using skimming technique) and the control class (who received conventional reading instruction) have been compiled and are presented in detail in Table. These results will serve as the foundation for further comparative analysis to determine the effectiveness of the investigated strategy.

**Table 4. 3 The Post-test result of Control Class
Reading Comprehension**

No	Categories	Grade	Frequency	Percentage (%)
1	Passed	≥ 75	10	31.25%
2	Failed	<75	22	68.75%
Total			32	100%

Source: The Pre-test Result taken on Saturday, November 25th, 2025

Based on the data in the table 4.4 above, the post-test results of the control class indicate that 22 out of 32 students (68.75%) scored below the minimum mastery criterion of 75, which is categorized as Failed. Meanwhile, 10 students (31.25%) managed to achieve a score of 75 or above and are categorized as Passed. This shows that although there was an improvement compared to the pre-test where only 8 students passed the majority of students in the control class were still unable to reach the expected standard of reading comprehension for Islamic narrative texts.

This result indicates that although some progress occurred in the control class, many students had not yet reached the expected level of mastery. The fact that more than half of the students remained below the passing score suggests that they still encountered difficulties in understanding the elements of Islamic narrative texts such as orientation, complication, resolution, and moral value as well as in applying essential reading skills, including identifying main ideas, recognizing supporting details, making inferences, and interpreting vocabulary in context. This post-test result serves as a reference point to be compared with the post-test outcomes of the experimental group,

in order to evaluate whether the use of the skimming technique leads to more significant improvements in reading comprehension achievement.

Table 4. 4 The Post-test result of Experimental Class Reading Comprehension

No	Categories	Grade	Frequency	Percentage (%)
1	Passed	≥ 75	19	59.38%
2	Failed	< 75	13	40.62%
Total			32	100%

Source: The Pre-test Result taken on Saturday, November 25th, 2025

Based on the table 4.5 above, the post-test results of the experimental class show that 19 out of 32 students (59.38%) achieved a score equal to or above the minimum mastery criterion of 75, and are therefore categorized as Passed. Meanwhile, 13 students (40.62%) scored below 75, falling into the Failed category. Compared to the pre-test results where only 6 students passed and 26 failed this data indicates a significant improvement in the reading comprehension skills of the experimental group after being taught using skimming technique. This notable improvement suggests that the skimming technique was effective in enhancing students' understanding of Islamic narrative texts. It likely helped students engage more actively during the learning process, allowing them to better grasp the structure of Islamic narrative texts (orientation, complication, resolution, and moral value) and improve key reading comprehension skills such as identifying main ideas, recognizing

supporting details, making inferences, and understanding vocabulary in context.

Based on the post-test results above, it was found that the average score in the experimental class was 79,4 and the average score in the control class was 63,3 (see appendix pages). This shows the students' reading comprehension skills of Islamic narrative texts after the intervention. The minimum mastery criterion for English is 75, and based on the data above, only 10 students in the control class scored above the minimum mastery criterion (MMC) and 22 students failed. This shows that most participants scored poorly.

It can be seen that the control class participants scored 75 (29%). Based on the results of the experimental class, only 19 students scored above the minimum mastery criterion (MMC) and 13 students scored below the passing grade. This means that 19 students in the experimental class scored above 75 (80%) and 10 students scored below the passing grade.

B. Data Analysis

1) Result of Normality Test

The researcher was conducted a normality test after the students completed the pre-test and post-test of narrative reading ability. This test was used to determine whether the residual values were normally distributed. The hypotheses for the normality test are as follows:

Alternative Hypothesis (Ha): The data was called with a normal distribution if sig is positive > 0.05 .

Null Hypothesis (Ho): The data was called with a non-normal distribution if the value of sig < 0.05 .

Table 4. 5 The Result of Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest control	.126	32	.200*	.959	32	.255
posttest control	.111	32	.200*	.970	32	.511
pretest experiment	.113	32	.200*	.965	32	.367
posttest experiment	.122	32	.200*	.945	32	.107

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: Data Output IBM SPSS Statistic 25

Based on the normality test results using the Kolmogorov–Smirnov test, the pre-test scores of both the experimental class and the control class are normally distributed. The significance value of the experimental class is 0.200, while the significance value of the control class is also 0.200. Since the significance values of both classes are higher than 0.05, it can be concluded that the pre-test data are normally distributed.

Furthermore, the normality test for the post-test data was also conducted using the Kolmogorov–Smirnov test. The table shows

that the significance value of the experimental class is 0.200 and the significance value of the control class is 0.200. Because both significance values exceed 0.05, it can be concluded that the post-test data of both classes are normally distributed.

2) Result of The Homogeneity Test

The Homogeneity Test is test performed the populace has the same variations to classify two or three of the data samples. (homogeneity). The evaluation parameters are followed:

H_0 : The data variation is not homogeneous, when $\text{sig} < \alpha = 0.050$

H_a : The data variation is homogeneous when $\text{sig} > \alpha = 0.050$

Table 4. 6 The Result of Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
result reading comprehension	Based on Mean	.133	1	62	.716
	Based on Median	.401	1	62	.529
	Based on Median and with adjusted df	.401	1	59.069	.529
	Based on trimmed mean	.204	1	62	.653

Source: Data Output IBM SPSS Statistic 25

The test of homogeneity of variance was conducted to determine whether the variances of students' reading comprehension scores are equal between the control and

experimental groups. This test is important because it fulfils one of the assumptions required for applying parametric statistical analyses, such as the independent samples t-test. The analysis was carried out using Levene's Test for Equality of Variances in SPSS

Based on the results presented in the table, the significance value obtained from the “Based on Mean” method is 0.716. Since this value is greater than the significance level ($\alpha = 0.05$), it can be concluded that there is no significant difference in variance between the two groups. In other words, the scores of the control and experimental classes are considered to have homogeneous variances.

2) Result of Independent sample T test

Table 4. 7 The Result of Independent Samples Test

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
result	Equal variances assumed	13.274	.001	-9.833	62	.000	-26.719	2.717	-32.150 -21.287
	Equal variances not assumed			-9.833	43.096	.000	-26.719	2.717	-32.198 -21.239

Source: Data Output IBM SPSS Statistic 25

Based on the Independent Samples t-test table above, the significance value (Sig. 2-tailed) is 0.000, which is lower than 0.05. This means that there is a statistically significant difference in post-test scores between the experimental and control groups. The mean difference was 26.719, with the experimental group scoring higher than the control group. Therefore, it can be concluded that the treatment given to the experimental group had a significant positive effect on students' reading comprehension performance.

C. Discussion

The researcher identified several techniques used to assess students' reading comprehension of Islamic narrative texts at the beginning of the study. Several procedures were conducted to compare the pre-test and post-test results in order to obtain relevant data. The initial assessment was administered to evaluate the consistency of students' reading comprehension before the treatment was implemented. The main objective of this study was to determine the effect of using the skimming technique on students' reading comprehension ability. The first treatment was given on Saturday, November 22, 2025, and the following session was conducted on Monday, November 24, 2025. Based on the collected data, it was observed that students' pretest and post-test results showed an increase, in which the post-test scores were higher than the pretest scores.

Based on the data and hypothesis testing using the Independent Samples t-test, the significance value (Sig. 2-tailed) was 0.000, which is

lower than the standard alpha level of 0.05. Therefore, the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_0) was rejected. This indicates that the use of the skimming technique had a significant effect on students' reading comprehension. The findings revealed that the experimental group, which was taught using the skimming technique, achieved higher post-test scores compared to the control group. This suggests that the structured stages of the skimming strategy beginning with activating schemata, identifying key information through rapid reading, and then verifying understanding through individual exercises encouraged students to focus more on the main ideas of the text, strengthen their ability to extract important information, and develop critical thinking skills while reading. Consequently, this technique contributed positively to improving students' reading comprehension of Islamic narrative texts.

The results of this study demonstrate that the skimming technique had a significant impact on the reading comprehension of eighth-grade students at MTsN 1 Lampung Timur. This was evidenced by the higher average post-test scores of the experimental group compared to the control group. The finding is consistent with those of Pratiwi and Sari in their study entitled "*The Effect of Skimming Technique on Students' Reading Comprehension of Narrative Text.*" In their research, the experimental group taught using the skimming technique showed significant improvement in reading comprehension compared to the control group

taught conventionally.¹ Their results also revealed notable gains in identifying main ideas, recognizing key details, making inferences, understanding vocabulary, and comprehending reference.

Furthermore, the finding of this study is supported by Rahmawati, Nurhayati, and Anwar in their research titled "*The Effectiveness of Skimming Technique in Teaching Reading Comprehension at the Junior High School Level.*" They reported that the skimming technique had a highly effective level of impact on improving reading comprehension.² Although their research used descriptive text and was conducted at a different school, their findings still reinforce the conclusion that the skimming technique helps students process information more quickly and accurately, thereby improving reading comprehension performance.

Thus, the results of this study not only align with the empirical evidence from statistical analysis but also strengthen previous research findings. This indicates that the skimming technique is an effective and flexible instructional strategy for improving students' reading comprehension, particularly in Islamic narrative texts at the junior high school level.

¹ Pratiwi & Sari. *The Effect of Skimming Technique on Students' Reading Comprehension of Narrative Text*. Undergraduate Thesis, English Education Study Program, (2023). p. 45.

² Rahmawati., Nurhayati, & Anwar, M. *The Effectiveness of Skimming and Technique in Teaching Reading Comprehension at Junior High School Level*. Journal of English Language Teaching and Education Research, Vol. 3, No. 2 (2024), pp. 78–79.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research entitled "The Effect of Skimming Technique on Students' Reading Comprehension of Narrative Text at MTSN 1 Lampung Timur", it can be concluded that the use of the skimming technique gives a significant effect on students' reading comprehension, particularly for Islamic narrative texts. The analysis revealed that the post-test scores were used to measure the effectiveness of the skimming technique compared to the students' reading comprehension performance in the control group, which relied on conventional methods. The average post-test score in the experimental group was 79.4, while the control group had an average post-test score of 63.3. This result shows that students in the experimental group performed better than those in the control group. This finding is supported by the Independent Samples t-Test, where the significance value (Sig. 2-tailed) was 0.000, which is less than the standard significance level ($\alpha = 0.05$). Therefore, the alternative hypothesis (H_a) is accepted, indicating a statistically significant difference between the two groups.

B. Suggestion

Based on the conclusions above, the researcher would like to suggest that the skimming technique can be widely applied for teaching reading comprehension, especially for Islamic narrative texts. This technique is particularly suitable for intermediate learners, as demonstrated in this study with eighth-grade students at MTSN 1 Lampung Timur. The researcher expects that similar studies could explore the skimming technique in other reading themes or text genres, and that the reading abilities of English learners would continue to improve through such strategies. The researcher also recommends integrating skimming with other reading strategies to maximize its benefits.

1. For English Teachers

It is suggested that English teachers incorporate the skimming technique into their reading comprehension lessons, particularly for narrative texts with Islamic themes. This strategy can help students quickly identify main ideas, supporting details, and moral values, thereby enhancing efficiency and engagement. Teachers should provide guided practice and combine skimming with activities like group discussions to reinforce comprehension skills.

2. For Students

Students are encouraged to actively practice the skimming technique in their reading activities. By focusing on key elements such as headings, first and last sentences of paragraphs, and keywords, students can

improve their reading speed and understanding of Islamic narrative texts.

This approach will build their confidence and motivation in handling complex texts independently.

3. For Other Researchers

Future researchers are suggested to conduct further studies using the skimming technique in different language skills (such as listening or writing) or with varied text genres beyond narratives. It is also recommended to use larger sample sizes, diverse educational contexts, or combine skimming with other techniques like scanning to gain deeper insights into its long-term effects on reading proficiency. Additionally, exploring the technique's impact on students' moral awareness in Islamic education could provide valuable contributions to the field.

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Appendix 1 Pre-Test of Reading Comprehension

Name :

Class :

Read each text carefully, then answer the following multiple-choice questions (A, B, C, or D).

Prophet Musa's Courage

Prophet Musa was a brave prophet sent by Allah to guide Pharaoh and his people. Allah gave him many miracles, such as his stick turning into a snake and the parting of the Red Sea. Pharaoh refused to believe and became more arrogant. When Allah ordered Musa to lead the Israelites out of Egypt, Musa obeyed. He trusted Allah and led his people across the Red Sea safely while Pharaoh and his army drowned. This story shows Musa's courage and strong faith in Allah.

Source: Adapted from Stories of the Prophets by Ibn Kathir

1. What is the main idea of the story?
 - A. Prophet Musa's miracles
 - B. Prophet Musa's courage and faith
 - C. Pharaoh's kindness
 - D. The Red Sea's beauty
2. What miracle did Prophet Musa perform with his stick?
 - A. It turned into a bird
 - B. It turned into a snake
 - C. It became a sword
 - D. It disappeared
3. What happened to Pharaoh and his army?
 - A. They drowned in the sea
 - B. They crossed safely
 - C. They escaped

- D. They were forgiven

4. What did Prophet Musa do when Allah ordered him to leave Egypt?

- A. He refused
- B. He obeyed immediately
- C. He hid in the desert
- D. He complained

5. What is the main focus of the story about Prophet Musa?

- A. Pharaoh's kingdom
- B. The miracle of Prophet Musa
- C. Prophet Musa's bravery to obey Allah
- D. The people of Egypt

6. What lesson can we learn from the story?

- A. Always be brave and trust Allah
- B. Be proud of power
- C. Disobey the Prophet
- D. Avoid helping others

7. Why did Pharaoh refuse to believe Prophet Musa?

- A. Because he was a poor man
- B. Because he was arrogant and rejected the truth
- C. Because he had no followers
- D. Because he did not understand Musa's language

8. Why is Prophet Musa called a brave man?

- A. Because he fought Pharaoh alone
- B. Because he faced Pharaoh bravely to spread Allah's message
- C. Because he ran away from Egypt
- D. Because he had many followers

9. Who were the Israelites?

- A. Pharaoh's soldiers
- B. The followers of Prophet Musa
- C. The kings of Egypt
- D. The angels

10. The story teaches Muslims to...

- Disobey their leaders
- Believe in themselves only
- Have faith and courage in Allah's plan
- Avoid dangerous missions

Prophet Nuh's Ark

Prophet Nuh was a prophet sent to warn his people to worship only Allah. However, most of them refused to listen and laughed at him. Allah then commanded Nuh to build a big ark. People mocked him, but Nuh continued his work patiently. When the great flood came, only those who believed in Allah and followed Nuh were saved in the ark. The rest drowned. The story reminds us of patience, faith, and the importance of following Allah's commands.

Source: Adapted from Stories of the Prophets by Ibn Kathir

11. Why did people laugh at Prophet Nuh?

- Because he was rich
- Because he built an ark on dry land
- Because he was silent
- Because he was a fisherman

12. "Allah then commanded Nuh to build a big ark. People **mocked** him, but Nuh continued his work patiently."

The word "**mocked**" in the sentences means...

- helped kindly
- believed sincerely
- listened carefully
- laughed at or made fun of

13. "Prophet Nuh was a prophet sent to **warn** his people to worship only Allah."

The word "**warn**" in the sentences means...

- to make something new
- to help someone
- to tell someone about danger

D. to forget something

14. "When the great **flood** came, only those who believed in Allah and followed Nuh were saved in the ark."

The word "**flood**" refers to...

- a small stream
- a great amount of water covering the land
- a dry desert
- a heavy storm

15. "When the great flood came, only those who believed in Allah and followed Nuh were saved in the **ark**. The rest drowned. The story reminds us of patience, faith, and the importance of following Allah's commands."

The word "**ark**" in the sentences means...

- a palace
- a big ship built by Prophet Nuh
- a cave
- a house

16. What can we infer about Prophet Nuh's character?

- He was arrogant
- He was selfish
- He was easily angry
- He was patient and obedient

17. Why were only certain people saved during the great flood?

- Because only believers followed Prophet Nuh
- Because the ark was too small
- Because they were strong swimmers
- Because Allah forgot them

18. What can we learn about people who mocked Nuh?

- They were faithful
- They ignored Allah's warning
- They helped Nuh
- They believed at the end

19. The word believers refer to people who...

- A. trust in Allah
- B. disobey the Prophet
- C. mock others
- D. forget their religion

20. What lesson about patience can we learn from Prophet Nuh's story?

- A. It helps us succeed in following Allah's commands
- B. It makes people weak
- C. It is useless
- D. It causes problems

Appendix 2 The Post-Test of Reading Comprehension

Name :

Class :

Read each text carefully, then answer the following multiple-choice questions (A, B, C, or D).

Prophet Ibrahim's Obedience to Allah

Prophet Ibrahim was a man of strong faith. One night, he had a dream in which Allah commanded him to sacrifice his beloved son, Ismail. Although it was a very difficult test, Prophet Ibrahim obeyed Allah's command without hesitation. He took his son to the place of sacrifice. When he was ready to do it, Allah stopped him and replaced Ismail with a ram. This event showed Prophet Ibrahim's deep obedience and trust in Allah. Muslims remember this story every year during Eid al-Adha to honour his faith and devotion.

Source: Adapted from Stories of the Prophets by Ibn Kathir

1. What is the main idea of the story?
 - A. Prophet Ibrahim's dream
 - B. Prophet Ibrahim's obedience to Allah
 - C. Prophet Ismail's kindness
 - D. The celebration of Eid al-Fitr
2. What does the story mainly tell about?
 - A. Prophet Ibrahim's faith and obedience
 - B. Prophet Ibrahim's wealth
 - C. Prophet Ibrahim's travel to Egypt
 - D. Prophet Ibrahim's son's dream
3. The purpose of this story is to...
 - A. Entertain readers about Prophet Ibrahim's life
 - B. Teach obedience and faith to Allah
 - C. Explain the meaning of dreams

- D. Describe Eid al-Fitr celebration

4. What did Allah replace Ismail with?

- A. A cow
- B. A ram
- C. A camel
- D. A sheep

5. Why do Muslims remember this story every year?

- A. To celebrate Prophet Ibrahim's obedience
- B. To celebrate Prophet Ismail's birthday
- C. To celebrate the end of Ramadan
- D. To remember Prophet Musa

6. Who did Prophet Ibrahim see in his dream?

- A. His son
- B. Angels
- C. Allah commanding him to sacrifice his son
- D. His wife

7. Who was Prophet Ibrahim's son?

- A. Yusuf
- B. Musa
- C. Ismail
- D. Isa

8. What did Prophet Ibrahim do after receiving the command?

- A. He hesitated
- B. He obeyed it immediately
- C. He ignored it
- D. He ran away

9. When do Muslims commemorate this story?

- A. During Eid al-Fitr
- B. During Eid al-Adha
- C. During Ramadan
- D. During Isra Mi 'raj

10. The story teaches Muslims to...

- A. Disobey Allah's command
- B. Be patient in tests
- C. Obey Allah sincerely
- D. Avoid making sacrifices

Prophet Yusuf and His Patience

Prophet Yusuf was one of Prophet Yaqub's sons. His brothers were jealous because their father loved him dearly. They threw him into a well, and a caravan found him and sold him as a slave in Egypt. Later, he was imprisoned for something he did not do. However, Yusuf remained patient and faithful to Allah. In the end, Allah blessed him with wisdom and power. He forgave his brothers when they came to Egypt during a famine. His patience and forgiveness became an example for all believers.

Source: Adapted from Stories of the Prophets by Ibn Kathir

11. What can we infer about Prophet Yusuf's character?

- A. He was proud
- B. He was patient and forgiving
- C. He was selfish
- D. He was jealous

12. When Prophet Yusuf forgave his brothers, it shows that he was...

- A. Kind-hearted
- B. Angry
- C. Lazy
- D. Arrogant

13. Why did Allah bless Prophet Yusuf in the end?

- A. Because he was patient and faithful
- B. Because he had a big family
- C. Because he was rich
- D. Because he complained a lot

14. “Prophet Yusuf was one of Prophet Yaqub’s sons. His brothers were jealous because their father loved him dearly. They threw him into a well, and a caravan found him and sold him as a slave in Egypt.”

The word “**jealous**” in the sentences has the opposite meaning of...

- A. kind
- B. happy
- C. content
- D. angry

15. Why were Prophet Yusuf’s brothers jealous of him?

- A. Because he was the youngest
- B. Because their father loved him more
- C. Because he had more money
- D. Because he ruled Egypt

16. “However, Yusuf remained patient and faithful to Allah.”

The word “**faithful**” in the sentences means...

- A. loyal and obedient
- B. afraid and doubtful
- C. careless and lazy
- D. selfish and proud

17. “However, Yusuf remained patient and faithful to Allah. In the end, Allah blessed him with wisdom and power. He forgave his brothers when they came to Egypt during a famine. His patience and forgiveness became an example for all believers.”

The word “**forgiveness**” in the sentences refers to...

- A. an act of punishing someone
- B. an act of pardoning someone’s mistake
- C. an act of forgetting oneself
- D. an act of judging others

18. “However, Yusuf remained patient and faithful to Allah. In the end, Allah blessed him with wisdom and power. He forgave his brothers when they

came to Egypt during a *famine*. His patience and forgiveness became an example for all believers.”

The word “**famine**” means...

- A. a time when food is scarce
- B. a time of celebration
- C. a time when people travel
- D. a time when people are rich

19. “However, Yusuf remained patient and faithful to Allah. In the end, Allah *blessed* him with wisdom and power.”

The word “**blessed**” in the sentences can be replaced with...

- A. punished
- B. gifted
- C. ignored
- D. lost

20. What lesson can we learn from Prophet Yusuf’s story?

- A. To take revenge on others
- B. To always trust and be patient with Allah’s plan
- C. To be jealous of others
- D. To give up when facing a problem

Appendix 3 The Result of The Pre-Survey at MtsN 1 Lampung Timur

No	Students	English Learning Achievement	
		Score	Category
1	Student 1	60	Failed
2	Student 2	40	Failed
3	Student 3	70	Failed
4	Student 4	80	Passed
5	Student 5	30	Failed
6	Student 6	100	Passed
7	Student 7	40	Failed
8	Student 8	60	Failed
9	Student 9	50	Failed
10	Student 10	40	Failed
11	Student 11	100	Passed
12	Student 12	50	Failed
13	Student 13	60	Failed
14	Student 14	30	Failed
15	Student 15	50	Failed
16	Student 16	90	Passed
17	Student 17	70	Failed
18	Student 18	30	Failed
19	Student 19	50	Failed
20	Student 20	60	Failed
21	Student 21	80	Passed
22	Student 22	50	Failed
23	Student 23	40	Failed
24	Student 24	40	Failed
25	Student 25	90	Passed
26	Student 26	60	Failed
27	Student 27	100	Passed
28	Student 28	50	Failed
29	Student 29	40	Failed
30	Student 30	30	Failed
31	Student 31	50	Failed
32	Student 32	90	Passed

Source: "The data documentation Pre-Survey of MtsN 1 Lampung Timur

Appendix 4 The pre-test result of class control reading comprehension on Islamic narrative text at MtsN 1 Lampung Timur

NO	Name	Score	class Control
1	A'A	75	VIII A
2	AB	45	VIII A
3	AI	40	VIII A
4	AL	45	VIII A
5	AM	60	VIII A
6	AN	55	VIII A
7	AS	75	VIII A
8	AZ	55	VIII A
9	CE	55	VIII A
10	DI	75	VIII A
11	FA	65	VIII A
12	FI	45	VIII A
13	HA	75	VIII A
14	KE	35	VIII A
15	KH	35	VIII A
16	LA	60	VIII A
17	LU	75	VIII A
18	MA	35	VIII A
19	MF	50	VIII A
20	MR	55	VIII A
21	MS	80	VIII A
22	MG	50	VIII A
23	NA	40	VIII A
24	NZ	40	VIII A
25	OL	50	VIII A
26	RA	40	VIII A
27	SH	80	VIII A
28	SY	60	VIII A
29	ZZ	45	VIII A
30	FG	35	VIII A
31	HJ	60	VIII A
32	KI	80	VIII A
total		1770	
average		55,3	

Appendix 5 The pre-test result of class Experiment reading comprehension on Islamic narrative text at MtsN 1 Lampung Timur

NO	Name	Score	Class Experiment
1	AZR	65	VIII B
2	ACK	50	VIII B
3	AA	60	VIII B
4	APA	50	VIII B
5	AW	55	VIII B
6	AAH	80	VIII B
7	AAE	40	VIII B
8	AMDB	45	VIII B
9	AQA	65	VIII B
10	AAR	45	VIII B
11	AK	40	VIII B
12	BN	55	VIII B
13	DA	75	VIII B
14	FH	45	VIII B
15	FN	45	VIII B
16	FHS	80	VIII B
17	GIH	65	VIII B
18	GV	55	VIII B
19	KWA	60	VIII B
20	KR	45	VIII B
21	KF	55	VIII B
22	MRR	50	VIII B
23	MAM	45	VIII B
24	MAA	30	VIII B
25	NAF	60	VIII B
26	NK	70	VIII B
27	QABP	75	VIII B
28	RHP	70	VIII B
29	RQA	80	VIII B
30	SAR	80	VIII B
31	ZA	50	VIII B
32	ZV	55	VIII B
Total		1840	
Average		57,5	

Appendix 6 The post-test result of class control reading comprehension on Islamic narrative text at MtsN 1 Lampung Timur

NO	Name	Score	class Control
1	A'A	75	VIII A
2	AB	55	VIII A
3	AI	60	VIII A
4	AL	55	VIII A
5	AM	75	VIII A
6	AN	65	VIII A
7	AS	70	VIII A
8	AZ	55	VIII A
9	CE	50	VIII A
10	DI	80	VIII A
11	FA	75	VIII A
12	FI	55	VIII A
13	HA	70	VIII A
14	KE	55	VIII A
15	KH	55	VIII A
16	LA	75	VIII A
17	LU	75	VIII A
18	MA	55	VIII A
19	MF	60	VIII A
20	MR	55	VIII A
21	MS	80	VIII A
22	MG	55	VIII A
23	NA	55	VIII A
24	NZ	45	VIII A
25	OL	65	VIII A
26	RA	55	VIII A
27	SH	80	VIII A
28	SY	80	VIII A
29	ZZ	50	VIII A
30	FG	50	VIII A
31	HJ	75	VIII A
32	KI	65	VIII A
total		2025	
average		63,3	

Appendix 7 The post-test result of class Experiment reading comprehension on Islamic narrative text at MtsN 1 Lampung Timur

NO	Name	Score	Class Experiment
1	AZR	90	VIII B
2	ACK	65	VIII B
3	AA	90	VIII B
4	APA	60	VIII B
5	AW	85	VIII B
6	AAH	70	VIII B
7	AAE	65	VIII B
8	AMDB	75	VIII B
9	AQA	95	VIII B
10	AAR	60	VIII B
11	AK	55	VIII B
12	BN	90	VIII B
13	DA	95	VIII B
14	FH	55	VIII B
15	FN	50	VIII B
16	FHS	100	VIII B
17	GIH	95	VIII B
18	GV	95	VIII B
19	KWA	90	VIII B
20	KR	65	VIII B
21	KF	50	VIII B
22	MRR	65	VIII B
23	MAM	90	VIII B
24	MAA	80	VIII B
25	NAF	90	VIII B
26	NK	95	VIII B
27	QABP	100	VIII B
28	RHP	90	VIII B
29	RQA	100	VIII B
30	SAR	100	VIII B
31	ZA	65	VIII B
32	ZV	70	VIII B
total		2540	
average		79,4	

Appendix 8 The Result of Validity Test of Pre-Test

		Correlations																				
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	TOTAL
P1	Pearson Correlation	1	.033	.073	.126	.218	.221	.295	.149	.218	.293	-	.009	.143	.061	.141	-	.222	.143	.149	.290	.395*
	Sig. (2-tailed)		.860	.692	.492	.230	.224	.101	.417	.230	.104	.376	.962	.435	.742	.442	.306	.222	.435	.416	.107	.025
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P2	Pearson Correlation	.03 3	1	.149	.000	.447	.383	.176	.360	.447	.467	.176	.126	.176	.207	.600	.383	-	-	.126	-	.464**
	Sig. (2-tailed)	.86 0		.415	1.00	.010	.031	.336	.043	.010	.007	.336	.493	.336	.256	.000	.031	.499	.456	.493	.306	.007
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P3	Pearson Correlation	.07 3	.149	1	.289	.500	.389	.044	.062	.000	.447	.044	.120	.393	-	-	.078	.092	.044	.281	.190	.453**
	Sig. (2-tailed)	.69 2	.415		.109	.004	.028	.813	.736	1.00	.010	.813	.512	.026	.615	.787	.672	.615	.813	.119	.298	.009
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P4	Pearson Correlation	.12 6	.000	.289	1	.144	-	.378	.107	.144	.000	.227	.209	.227	.000	-	.000	.000	.378	.070	.197	.397*
	Sig. (2-tailed)	.49 2	1.00	.109		.431	.462	.033	.559	.431	1.00	.212	.252	.212	1.00	.640	1.00	1.00	.033	.705	.279	.025
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P5	Pearson Correlation	.21 8	.447	.500	.144	1	.389	.218	.309	.167	.447	.218	.120	.044	.092	.348	.078	.092	-	.281	.038	.531**

P1 1	Pearson Correlati on	-	.176	.044	.227	.218	.133	.269	.608	.218	-	1	.342	.086	.327	.189	.459	.133	.269	.173	.254	.533**
	Sig. (2- tailed)	.37 6	.336	.813	.212	.230	.470	.137	.000	.230	.456		.056	.641	.068	.301	.008	.468	.137	.343	.161	.002
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P1 2	Pearson Correlati on	.00 9	.126	.120	.209	.120	.028	-	.276	-	-	1	.342	.412	.114	.478	.412	.173	-	.279		.458**
	Sig. (2- tailed)	.96 2	.493	.512	.252	.512	.879	.373	.127	.827	.377	.056		.056	.019	.536	.006	.019	.343	.655	.122	.008
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P1 3	Pearson Correlati on	.14 3	.176	.393	.227	.044	.296	.269	-	-	.488	.086	.342	1	.133	.189	.296	.133	.086	.005	-	.431*
	Sig. (2- tailed)	.43 5	.336	.026	.212	.813	.100	.137	.352	.475	.005	.641	.056		.468	.301	.100	.468	.641	.977	.725	.014
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P1 4	Pearson Correlati on	.06 1	.207	-	.000	.092	.194	.133	.395	.277	-	.327	.412	.133	1	.234	.540	.385	.327	.056	.158	.518**
	Sig. (2- tailed)	.74 2	.256	.615	1.00	.615	.287	.468	.025	.124	.499	.068	.019	.468		.197	.001	.030	.068	.762	.388	.002
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P1 5	Pearson Correlati on	.14 1	.600 **	-	-	.348	.267	.189	.157	.348	.244	.189	.114	.189	.234	1	.267	.014	-	.305	-	.437*
	Sig. (2- tailed)	.44 2	.000	.787	.640	.051	.140	.301	.391	.051	.178	.301	.536	.301	.197		.140	.940	.916	.090	.477	.012
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P1 6	Pearson Correlati on	-	.383	.078	.000	.078	.273	-	.246	.078	.104	.459	.478	.296	.540	.267	1	.367	.133	.178	.080	.520**
		.18 7	*					.031				**	**		**			*				

	Sig. (2-tailed)	.30 6	.031	.672	1.00	.672	.131	.868	.175	.672	.569	.008	.006	.100	.001	.140		.039	.470	.330	.664	.002	
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	
P1 7	Pearson Correlation	.22 2	- .124	.092	.000	.092	.367	- .254	.120	- .092	.133	.412	.133	.385	.014	.367	1	.327	.234	.327		.431*	
	Sig. (2-tailed)	.22 2	.499	.615	1.00	.615	.039	.160	.512	.615	.499	.468	.019	.468	.030	.940	.039		.068	.198	.068		.014
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P1 8	Pearson Correlation	.14 3	- .137	.044	.378	- .131	.133	.086	.348	.393	- .137	.269	.173	.086	.327	- .020	.133	.327	1	.005	.413		.451**
	Sig. (2-tailed)	.43 5	.456	.813	.033	.475	.470	.641	.051	.026	.456	.137	.343	.641	.068	.916	.470	.068		.977	.019		.010
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P1 9	Pearson Correlation	.14 9	.126	.281	.070	.281	.178	.005	.037	.120	.126	.173	- .082	.005	.056	.305	.178	.234	.005	1	.133		.383*
	Sig. (2-tailed)	.41 6	.493	.119	.705	.119	.330	.977	.840	.512	.493	.343	.655	.977	.762	.090	.330	.198	.977		.469		.030
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P2 0	Pearson Correlation	.29 0	- .187	.190	.197	.038	.080	- .065	.219	.190	- .187	.254	.279	- .065	.158	- .130	.080	.327	.413	.133	1		.404*
	Sig. (2-tailed)	.10 7	.306	.298	.279	.836	.664	.725	.229	.298	.306	.161	.122	.725	.388	.477	.664	.068	.019	.469			.022
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
TO TA L	Pearson Correlation	.39 5*	.464	.453	.397	.531	.539	.370	.535	.453	.360	.533	.458	.431	.518	.437	.520	.431	.451	.383	.404		1
	Sig. (2-tailed)	.02 5	.007	.009	.025	.002	.001	.037	.002	.009	.043	.002	.008	.014	.002	.012	.002	.014	.010	.030	.022		
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Appendix 9 The Result of Validity Test of Post-Test

		Correlations																					
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	TOT AL	
P1	Pearson Correlation	1	.221	-	.289	.149	.222	.141	-	.293	.216	.111	.314	-	-	.448	-	.168	.071	.197	.228	.396	
	Sig. (2-tailed)		.224	.435	.109	.416	.222	.442	.931	.104	.234	.545	.080	.713	.492	.010	.583	.357	.699	.279	.210	.025	
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	
P2	Pearson Correlation	.221	1	-	.328	.178	.367	.267	-	.104	.146	.085	-	.014	-	.133	.367	.129	.228	.363	.453	.433	
	Sig. (2-tailed)	.224		.306	.067	.330	.039	.140	.782	.569	.426	.644	.569	.937	.462	.470	.039	.483	.209	.041	.009	.013	
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	
P3	Pearson Correlation	-	-	1	.149	-	.222	-	.238	.033	.216	.365	-	-	.630	.295	.061	-	.450	.323	.098	.412	
	Sig. (2-tailed)	.435	.306		.416	.474	.222	.860	.189	.860	.234	.040	.860	.713	.000	.101	.742	.631	.010	.071	.595	.019	
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	
P4	Pearson Correlation	.289	.328	.149	1	.227	.056	-	.009	.126	.234	.009	.305	.037	.209	.342	.056	.049	.170	.309	.090	.422	
	Sig. (2-tailed)	.109	.067	.416		.211	.762	.136	.962	.493	.197	.962	.090	.840	.252	.056	.762	.791	.353	.085	.625	.016	
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	
P5	Pearson Correlation	.149	.178	-	.227	1	-	.114	-	.413	.093	-	.497	.276	.070	.173	.234	.332	.170	.309	.233	.405	
	Sig. (2-tailed)	.416	.330	.474	.211		.504	.536	.474	.019	.613	.474	.004	.127	.705	.343	.198	.064	.353	.085	.199	.022	
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	
P6	Pearson Correlation	.222	.367	.222	.056	-	1	.455	.061	-	.234	.222	.014	.120	.000	.520	.179	-	.130	.291	.289	.444	

P1 3	Pearson Correlatio n	-	.014	-	.037	.276	.120	.157	.365	-	.048	.149	.452	**	1	.107	.089	.395	.389	.087	.302	-	.377
	Sig. (2- tailed)	.713	.937	.713	.840	.127	.512	.391	.040	.651	.795	.417	.009		.559	.628	.025	.028	.635	.093	.880	.033	
	N	32	32	32	32	32	32	32	32	32	32	32	32		32	32	32	32	32	32	32	32	
P1 4	Pearson Correlatio n	-	-	.630	.209	.070	.000	-	.126	.000	.318	.504	.086	.107	1	.227	.160	-	.438	.313	-	.405	
	Sig. (2- tailed)	.492	.462	.000	.252	.705	1.00	.014	.492	1.00	.076	.003	.640	.559		.212	.381	.729	.012	.081	.481	.022	
	N	32	32	32	32	32	32	32	32	32	32	32	32		32	32	32	32	32	32	32	32	
P1 5	Pearson Correlatio n	.448	.133	.295	.342	.173	.520	.189	.143	.176	.130	.143	.397	.089	.227	1	.133	.178	.346	.346	.371	.633	
	Sig. (2- tailed)	*.010	.470	.101	.056	.343	.002	.301	.435	.336	.479	.435	.025	.628	.212		.468	.330	.053	.053	.037	.000	
	N	32	32	32	32	32	32	32	32	32	32	32	32		32	32	32	32	32	32	32	32	
P1 6	Pearson Correlatio n	-	.367	.061	.056	.234	.179	.234	.222	.207	-	.061	.234	.395	.160	.133	1	.418	.291	.291	.289	.464	
	Sig. (2- tailed)	.583	.039	.742	.762	.198	.326	.197	.222	.256	.159	.742	.197	.025	.381	.468		.017	.106	.106	.108	.008	
	N	32	32	32	32	32	32	32	32	32	32	32	32		32	32	32	32	32	32	32	32	
P1 7	Pearson Correlatio n	.168	.129	-	.049	.332	-	.345	.168	.312	-	-	.520	.389	-	.178	.418	1	.139	.267	.279	.426	
	Sig. (2- tailed)	.357	.483	.631	.791	.064	.698	.053	.357	.082	.221	.631	.002	.028	.729	.330	.017		.447	.140	.122	.015	
	N	32	32	32	32	32	32	32	32	32	32	32	32		32	32	32	32	32	32	32	32	
P1 8	Pearson Correlatio n	.071	.228	.450	.170	.170	.130	.232	.197	.243	.371	.450	.059	.087	.438	.346	.291	.139	1	.247	.340	.646	
	Sig. (2- tailed)	.699	.209	.010	.353	.353	.477	.202	.279	.181	.037	.010	.747	.635	.012	.053	.106	.447		.173	.057	.000	
	N	32	32	32	32	32	32	32	32	32	32	32	32		32	32	32	32	32	32	32	32	
P1 9	Pearson Correlatio n	.197	.363	.323	.309	.309	.291	.232	.197	.243	.116	.071	.059	.302	.313	.346	.291	.267	.247	1	.469	.661	

	Sig. (2-tailed)	.279	.041	.071	.085	.085	.106	.202	.279	.181	.529	.699	.747	.093	.081	.053	.106	.140	.173		.007	.000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
P2 0	Pearson Correlation	.228	.453	.098	.090	.233	.289	.556	.358	.333	.115	-	.022	-	-	.371	.289	.279	.340	.469	1	.587
	Sig. (2-tailed)	.210	.009	.595	.625	.199	.108	.001	.044	.062	.531	.860	.904	.880	.481	.037	.108	.122	.057	.007		.000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
TO TA L	Pearson Correlation	.396	.433	.412	.422	.405	.444	.362	.381	.378	.367	.428	.448	.377	.405	.633	.464	.426	.646	.661	.587	1
	Sig. (2-tailed)	.025	.013	.019	.016	.022	.011	.042	.032	.033	.039	.015	.010	.033	.022	.000	.008	.015	.000	.000	.000	
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

DOCUMENTATION

The result of students post-test Experimental class

Name : Friska Hikmatul Syanida

Class : VIII B

Read each text carefully, then answer the following multiple-choice questions (A, B, C, or D).

Prophet Ibrahim's Obedience to Allah

Prophet Ibrahim was a man of strong faith. One night, he had a dream in which Allah commanded him to sacrifice his beloved son, Ismail. Although it was a very difficult test, Prophet Ibrahim obeyed Allah's command without hesitation. He took his son to the place of sacrifice. When he was ready to do it, Allah stopped him and replaced Ismail with a ram. This event showed Prophet Ibrahim's deep obedience and trust in Allah. Muslims remember this story every year during Eid al-Adha to honour his faith and devotion.

Source: Adapted from Stories of the Prophets by Ibn Kathir

1. What is the main idea of the story?
 A. Prophet Ibrahim's dream
 B. Prophet Ibrahim's obedience to Allah
 C. Prophet Ismail's kindness
 D. The celebration of Eid al-Fitr

2. What does the story mainly tell about?
 A. Prophet Ibrahim's faith and obedience

- B. Prophet Ibrahim's wealth
- C. Prophet Ibrahim's travel to Egypt
- D. Prophet Ibrahim's son's dream

3. The purpose of this story is to...
 A. Entertain readers about Prophet Ibrahim's life
 B. Teach obedience and faith to Allah
 C. Explain the meaning of dreams
 D. Describe Eid al-Fitr celebration

4. What did Allah replace Ismail with?
 A. A cow
 B. A ram
 C. A camel
 D. A sheep

5. Why do Muslims remember this story every year?
 A. To celebrate Prophet Ibrahim's obedience
 B. To celebrate Prophet Ismail's birthday
 C. To celebrate the end of Ramadan
 D. To remember Prophet Musa

6. Who did Prophet Ibrahim see in his dream?
 A. His son
 B. Angels

B = Sempur

Allah commanding him to sacrifice his son
D. His wife

7. Who was Prophet Ibrahim's son?

A. Yusuf
B. Musa
 C. Ismail
D. Isa

8. What did Prophet Ibrahim do after receiving the command?

A. He hesitated
 B. He obeyed it immediately
C. He ignored it
D. He ran away

9. When do Muslims commemorate this story?

A. During Eid al-Fitr
 B. During Eid al-Adha
C. During Ramadan
D. During Isra Mi 'raj

10. The story teaches Muslims to...

A. Disobey Allah's command
B. Be patient in tests
 C. Obey Allah sincerely
D. Avoid making sacrifices

Prophet Yusuf and His Patience

Prophet Yusuf was one of Prophet Yaqub's sons. His brothers were jealous because their father loved him dearly. They threw

him into a well, and a caravan found him and sold him as a slave in Egypt. Later, he was imprisoned for something he did not do. However, Yusuf remained patient and faithful to Allah. In the end, Allah blessed him with wisdom and power. He forgave his brothers when they came to Egypt during a famine. His patience and forgiveness became an example for all believers.

Source: Adapted from Stories of the Prophets by Ibn Kathir

11. What can we infer about Prophet

Yusuf's character?

A. He was proud
 B. He was patient and forgiving
C. He was selfish
D. He was jealous

12. When Prophet Yusuf forgave his brothers, it shows that he was...

A. Kind-hearted
B. Angry
C. Lazy
D. Arrogant

13. Why did Allah bless Prophet Yusuf in the end?

A. Because he was patient and faithful
B. Because he had a big family
C. Because he was rich
D. Because he complained a lot

14. "Prophet Yusuf was one of Prophet Yaqub's sons. His brothers were **jealous** because their father loved him dearly. They threw him into a well, and a caravan found him and sold him as a slave in Egypt." The word "jealous" in the sentences has the opposite meaning of...

- A. kind
- B. happy
- C. content
- D. angry

15. Why were Prophet Yusuf's brothers jealous of him?

A. Because he was the youngest
 B. Because their father loved him more
 C. Because he had more money
 D. Because he ruled Egypt

16. "However, Yusuf remained patient and faithful to Allah." The word "faithful" in the sentences means...

A. loyal and obedient
 B. afraid and doubtful
 C. careless and lazy
 D. selfish and proud

17. "However, Yusuf remained patient and faithful to Allah. In the end, Allah blessed him with wisdom and power. He forgave his brothers when they came to Egypt during a famine. His patience and **forgiveness** became an example for all believers."

The word "forgiveness" in the sentences refers to...

- A. an act of punishing someone
- B. an act of pardoning someone's mistake
- C. an act of forgetting oneself
- D. an act of judging others

18. "However, Yusuf remained patient and faithful to Allah. In the end, Allah blessed him with wisdom and power. He forgave his brothers when they came to Egypt during a **famine**. His patience and forgiveness became an example for all believers."

The word "famine" means...

- A. a time when food is scarce
- B. a time of celebration
- C. a time when people travel
- D. a time when people are rich

19. "However, Yusuf remained patient and faithful to Allah. In the end, Allah **blessed** him with wisdom and power."

The word "blessed" in the sentences can be replaced with...

- A. punished
- B. gifted
- C. ignored
- D. lost

20. What lesson can we learn from
Prophet Yusuf's story?

- A. To take revenge on others
- B. To always trust and be patient with Allah's plan
- C. To be jealous of others
- D. To give up when facing a problem

The result of students post-test Control class

84 B = 16

Name : Keyla putri angelina zain
Class : VIII A (8A)

Read each text carefully, then answer the following multiple-choice questions (A, B, C, or D).

Prophet Ibrahim's Obedience to Allah

Prophet Ibrahim was a man of strong faith. One night, he had a dream in which Allah commanded him to sacrifice his beloved son, Ismail. Although it was a very difficult test, Prophet Ibrahim obeyed Allah's command without hesitation. He took his son to the place of sacrifice. When he was ready to do it, Allah stopped him and replaced Ismail with a ram. This event showed Prophet Ibrahim's deep obedience and trust in Allah. Muslims remember this story every year during Eid al-Adha to honour his faith and devotion.

Source: Adapted from *Stories of the Prophets* by Ibn Kathir

1. What is the main idea of the story?
 - A. Prophet Ibrahim's dream
 - B. Prophet Ibrahim's obedience to Allah
 - C. Prophet Ismail's kindness
 - D. The celebration of Eid al-Fitr

2. What does the story mainly tell about?
 - A. Prophet Ibrahim's faith and obedience

B. Prophet Ibrahim's wealth
C. Prophet Ibrahim's travel to Egypt
D. Prophet Ibrahim's son's dream

3. The purpose of this story is to...

- A. Entertain readers about Prophet Ibrahim's life
- B. Teach obedience and faith to Allah
- C. Explain the meaning of dreams
- D. Describe Eid al-Fitr celebration

4. What did Allah replace Ismail with?

- A. A cow
- B. A ram
- C. A camel
- D. A sheep

5. Why do Muslims remember this story every year?

- A. To celebrate Prophet Ibrahim's obedience
- B. To celebrate Prophet Ismail's birthday
- C. To celebrate the end of Ramadan
- D. To remember Prophet Musa

6. Who did Prophet Ibrahim see in his dream?

- A. His son
- B. Angels

C. Allah commanding him to sacrifice his son
 D. His wife

7. Who was Prophet Ibrahim's son?

A. Yusuf
 B. Musa
 C. Ismail
 D. Isa

8. What did Prophet Ibrahim do after receiving the command?

A. He hesitated
 B. He obeyed it immediately
 C. He ignored it
 D. He ran away

9. When do Muslims commemorate this story?

A. During Eid al-Fitr
 B. During Eid al-Adha
 C. During Ramadan
 D. During Isra Mi 'raj

10. The story teaches Muslims to...

A. Disobey Allah's command
 B. Be patient in tests
 C. Obey Allah sincerely
 D. Avoid making sacrifices

Prophet Yusuf and His Patience

Prophet Yusuf was one of Prophet Yaqub's sons. His brothers were jealous because their father loved him dearly. They threw

him into a well, and a caravan found him and sold him as a slave in Egypt. Later, he was imprisoned for something he did not do. However, Yusuf remained patient and faithful to Allah. In the end, Allah blessed him with wisdom and power. He forgave his brothers when they came to Egypt during a famine. His patience and forgiveness became an example for all believers.

Source: Adapted from Stories of the Prophets by Ibn Kathir

11. What can we infer about Prophet Yusuf's character?

A. He was proud
 B. He was patient and forgiving
 C. He was selfish
 D. He was jealous

12. When Prophet Yusuf forgave his brothers, it shows that he was...

A. Kind-hearted
 B. Angry
 C. Lazy
 D. Arrogant

13. Why did Allah bless Prophet Yusuf in the end?

A. Because he was patient and faithful
 B. Because he had a big family
 C. Because he was rich
 D. Because he complained a lot

14. "Prophet Yusuf was one of Prophet Yaqub's sons. His brothers were **jealous** because their father loved him dearly. They threw him into a well, and a caravan found him and sold him as a slave in Egypt."

The word "**jealous**" in the sentences has the opposite meaning of...

- A. kind
- B. happy
- C. content
- D. angry

15. Why were Prophet Yusuf's brothers jealous of him?

- A. Because he was the youngest
- B. Because their father loved him more
- C. Because he had more money
- D. Because he ruled Egypt

16. "However, Yusuf remained patient and faithful to Allah."

The word "**faithful**" in the sentences means...

- A. loyal and obedient
- B. afraid and doubtful
- C. careless and lazy
- D. selfish and proud

17. "However, Yusuf remained patient and faithful to Allah. In the end, Allah blessed him with wisdom and power. He forgave his brothers when they came to Egypt during a famine. His patience and **forgiveness** became an example for all believers."

The word "**forgiveness**" in the sentences refers to...

- A. an act of punishing someone
- B. an act of pardoning someone's mistake
- C. an act of forgetting oneself
- D. an act of judging others

18. "However, Yusuf remained patient and faithful to Allah. In the end, Allah blessed him with wisdom and power. He forgave his brothers when they came to Egypt during a **famine**. His patience and forgiveness became an example for all believers."

The word "**famine**" means...

- A. a time when food is scarce
- B. a time of celebration
- C. a time when people travel
- D. a time when people are rich

19. "However, Yusuf remained patient and faithful to Allah. In the end, Allah *blessed* him with wisdom and power."

The word "blessed" in the sentences can be replaced with...

- A. punished
- B. gifted
- C. ignored
- D. lost

20. What lesson can we learn from Prophet Yusuf's story?

- A. To take revenge on others
- B. To always trust and be patient with Allah's plan
- C. To be jealous of others
- D. To give up when facing a problem



The result of students pret-test Experimental class

Name : ANINDIA WIJAYA
 Class : 8B

Read each text carefully, then answer the following multiple-choice questions (A, B, C, or D).

Prophet Musa's Courage

Prophet Musa was a brave prophet sent by Allah to guide Pharaoh and his people. Allah gave him many miracles, such as his stick turning into a snake and the parting of the Red Sea. Pharaoh refused to believe and became more arrogant. When Allah ordered Musa to lead the Israelites out of Egypt, Musa obeyed. He trusted Allah and led his people across the Red Sea safely while Pharaoh and his army drowned. This story shows Musa's courage and strong faith in Allah.

Source: Adapted from *Stories of the Prophets* by Ibn Kathir

✓ 1. Who was Pharaoh?
 A. A poor man *B, 7*
 B. A prophet
 ✓ C. A powerful king *S, B*
 D. A fisherman

✓ 2. What miracle did Prophet Musa perform with his stick?
 A. It turned into a bird
 B. It turned into a snake
 C. It became a sword

✓ D. It disappeared
 3. What happened to Pharaoh and his army?
 A. They drowned in the sea
 B. They crossed safely
 C. They escaped
 D. They were forgiven

✓ 4. Who were the Israelites?
 A. Pharaoh's soldiers
 B. The followers of Prophet Musa
 C. The kings of Egypt
 ✓ D. The angels

✓ 5. What did Prophet Musa do when Allah ordered him to leave Egypt?
 A. He refused
 ✓ B. He obeyed immediately
 C. He hid in the desert
 D. He complained

✓ 6. What is the main idea of the story?
 A. Prophet Musa's miracles
 ✓ B. Prophet Musa's courage and faith
 C. Pharaoh's kindness
 D. The Red Sea's beauty

✓ 7. What is the story mainly about?
 A. Pharaoh's kingdom
 B. The miracle of Prophet Musa
 ✓ C. Prophet Musa's bravery to obey Allah
 D. The people of Egypt



8. Why is Prophet Musa called a brave man?

- Because he fought Pharaoh alone
- Because he faced Pharaoh bravely to spread Allah's message
- Because he ran away from Egypt
- Because he had many followers

9. What lesson can we learn from the story?

- Always be brave and trust Allah
- Be proud of power
- Disobey the Prophet
- Avoid helping others

10. The story teaches Muslims to...

- Disobey their leaders
- Believe in themselves only
- Have faith and courage in Allah's plan
- Avoid dangerous missions

Prophet Nuh's Ark

Prophet Nuh was a prophet sent to warn his people to worship only Allah. However, most of them refused to listen and laughed at him. Allah then commanded Nuh to build a big ark. People mocked him, but Nuh continued his work patiently. When the great flood came, only those who believed

in Allah and followed Nuh were saved in the ark. The rest drowned. The story reminds us of patience, faith, and the importance of following Allah's commands.

Source: Adapted from Stories of the Prophets by Ibn Kathir

11. Why did people laugh at Prophet Nuh?

- Because he built an ark on dry land
- Because he was rich
- Because he was silent
- Because he was a fisherman

12. "Allah then commanded Nuh to build a big ark. People **mocked** him, but Nuh continued his work patiently."

The word "**mocked**" in the sentences means...

- laughed at or made fun of
- helped kindly
- believed sincerely
- listened carefully

13. "Prophet Nuh was a prophet sent to **warn** his people to worship only Allah."

The word "**warn**" in the sentences means...

- to tell someone about danger
- to make something new
- to help someone

D. to forget something

14. "When the great *flood* came, only those who believed in Allah and followed Nuh were saved in the *ark*."

The word "*flood*" refers to...

- A. a great amount of water covering the land
- B. a small stream
- C. a dry desert
- D. a heavy storm

15. "When the great flood came, only those who believed in Allah and followed Nuh were saved in the *ark*.

The rest drowned. The story reminds us of patience, faith, and the importance of following Allah's commands."

The word "*ark*" in the sentences means...

- A. a big ship built by Prophet Nuh
- B. a palace
- C. a cave
- D. a house

16. What can we infer about Prophet Nuh's character?

- A. He was patient and obedient
- B. He was arrogant
- C. He was selfish
- D. He was easily angry

17. Why were only a few people saved in the flood?

- A. Because only believers followed Prophet Nuh
- B. Because the ark was too small
- C. Because they were strong swimmers
- D. Because Allah forgot them

18. What can we learn about people who mocked Nuh?

- A. They were faithful
- B. They ignored Allah's warning
- C. They helped Nuh
- D. They believed at the end

19. The word believers refer to people who...

- A. trust in Allah
- B. disobey the Prophet
- C. mock others
- D. forget their religion

20. What does the story teach us about patience?

- A. It helps us succeed in following Allah's commands
- B. It makes people weak
- C. It is useless
- D. It causes problems



The result of students pret-test Control class

S = 7 B = 13

Name : m. foath qirariz

Class : VIII A

Read each text carefully, then answer the following multiple-choice questions (A, B, C, or D).

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**MODUL AJAR KURIKULUM MERDEKA
BAHASA INGGRIS FASE D KELAS VIII
TAHUN AJARAN 2024/2025**

INFORMASI UMUM

A. IDENTITAS MODUL

Penyusun	:	DARMAWATI
Instansi	:	MTs Negeri 1 Lampung Timur
Tahun penyusunan	:	2025
Jenjang sekolah	:	MTs
Mata pelajaran	:	Bahasa Inggris
Fase/kelas	:	D/VIII
Bab	:	Narrative Text
Elemen	:	Reading
Capaian pembelajaran	:	
Pada akhir fase D, peserta didik mengkomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.		

By the end of phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.

B. KOMPETENSI AWAL

Peserta didik memahami konsep Narrative text dan mengidentifikasi kosakata dan struktur teks sederhana.

C. PROFIL PELAJAR PANCASILA

- **Beriman dan bertakwa kepada Tuhan Yang Maha Esa dan berakhlaq mulia;** Peserta didik selalu bersyukur, bersikap sopan dan santun.

<ul style="list-style-type: none"> Bergotong royong: Peserta didik aktif berdiskusi dan berkolaborasi dalam kelompok. Bernalar kritis: Peserta didik mampu mengembangkan kemampuan analisis terhadap permasalahan disekitar berkaitan dengan klasifikasi makhluk hidup. Kreatif : Peserta didik mampu mengembangkan kemampuan memberikan solusi terhadap permasalahan di sekitar berkaitan dengan klasifikasi makhluk hidup. Mandiri : Peserta didik bertanggung jawab pada proses dan hasil belajarnya.
D. MEDIA, SARANA, PRASARANA, DAN SUMBER BELAJAR
<p>Sarana dan Media Belajar</p> <ul style="list-style-type: none"> LCD Proyektor, Handphone, jaringan internet. Lembar Kerja Peserta Didik. <p>Sumber Belajar</p> <ul style="list-style-type: none"> English for Nusantara untuk SMP/MTs Kelas VIII 2022. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. LKS Bahasa Inggris kelas VIII
E. TARGET PESERTA DIDIK
Mampu mengikuti pembelajaran dengan baik, memahami struktur Narrative text serta dapat menganalisis dan menginterpretasikan watak dan pesan moral dalam teks narrative.
<ul style="list-style-type: none"> Peserta didik umum/regular: 85% Peserta didik dengan kesulitan belajar: 5% Peserta didik dengan pencapaian tinggi: 10%
F. METODE PEMBELAJARAN
Discovery learning and direct method.
KOMPONEN INTI
A. TUJUAN PEMBELAJARAN
Peserta didik dapat: <ul style="list-style-type: none"> Memahami pengertian dan tujuan serta jenis-jenis narrative text. Menentukan struktur narrative text (orientation, complication, resolution and moral value) Menganalisis perwatakan tokoh dalam cerita. Menginterpretasikan pelajaran moral yang didapatkan dalam narrative text.
B. INDIKATOR KETERCAPAIAAN TUJUAN PEMBELAJARAN
1. Melalui kegiatan observasi dan analisis Islamic narrative text, peserta didik mampu mengidentifikasi struktur Islamic narrative text dengan tepat.

2. Melalui diskusi kelompok, peserta didik mampu menyebutkan ciri-ciri setiap strukturnya secara lisan dan tertulis.

3. Melalui penjelasan dari guru, peserta mampu memahami unsur kebahasaan Islamic Narrative text.

4. Melalui kegiatan menyimpulkan pesan moral dari cerita, peserta didik mampu menginterpretasikan nilai-nilai karakter dalam teks secara tepat.

C. JUMLAH TATAP MUKA

2 x TM (40 menit)

D. ASSESSMEN/PENILAIAN

- Menjawab pertanyaan interaktif model multiple choice (pilihan ganda) seputar materi Islamic narrative text.
- Menentukan setiap strukturnya dan Menginterpretasikan watak tokoh dalam cerita.
- Menginterpretasikan pesan moral dari islamic narrative text tersebut dalam kehidupan sehari-hari.

Rubrik Asesment/Penilaian

1. Sikap

No	Aspek	Skor 1-4
1.	Partisipasi dalam kelas	
2.	Kerjasama kelompok diskusi	
3.	Disiplin dan tanggung jawab dalam pemgumpulan tugas	

2. Pengetahuan

No	Aspek	Skor 1-4
1.	Mengidentifikasi struktur dan karakteristik narrative text.	
2.	Teliti dalam mengerjakan tugas.	
3.	Menginterpretasikan moral value dalam teks.	

3. Keterampilan

No	Aspek	Skor 1-4



1. Kualitas penggerjaan soal dan diskusi	
2. Kemampuan mengidentifikasi	
3. Kemampuan literasi	

G. PEMAHAMAN DERAJAT KATA

Cerita dalam Islamic narrative text mengandung pesan moral yang bisa diterapkan dalam kehidupan sehari-hari.

H. PERTANYAAN PEMANTIK

- Pernahkah kamu mendengar atau membaca cerita tentang The Prophet of Muhammad SAW?
- Cerita apa yang pernah kamu baca atau dengar?
- Apa pesan moral dari cerita tersebut?

I. KEGIATAN PEMBELAJARAN

A. PENDAHULUAN

Salam dan apersepsi:

- Guru menyampaikan salam dan bertegur sapa dengan peserta didik.
- Peserta didik berdoa sebelum memulai pembelajaran.
- Guru memeriksa kehadiran siswa
- Ice breaking
- Guru memberi pertanyaan pemantik:
Pernahkah kamu mendengar atau membaca cerita tentang The prophet of Muhammad SAW atau Islamic narrative text?
Cerita apa yang pernah kamu baca atau dengar?
Apa pesan moral dari cerita tersebut?

Motivasi:

- Guru menyampaikan tujuan pembelajaran dan garis besar langkah kegiatan pembelajaran yang akan dilakukan kepada peserta didik.
- Guru menyampaikan manfaat pentingnya mempelajari Islamic narrative text dalam pembelajaran.

B. KEGIATAN INTI

- **Eksplorasi:** Membaca teks Islamic narrative bersama
- **Diskusi:** guru menjelaskan struktur dalam Islamic narrative text dan siswa mencoba membaca dan mengidentifikasikannya.
- Guru dan siswa menganalisis setiap struktur Islamic narrative text beserta dengan fitur kebahasaannya.
- **Latihan:** peserta didik menjawab soal multiple choice (pilihan ganda) seputar Islamic narrative text dan strukturnya menggunakan Teknik skimming guna

CURRICULUM VITAE



Darmawati was born in Labuhan Ratu V on October 4, 2003. She is the third of four children of Mr. Supriyanto and Mrs. Kustiah. She currently resides in Labuhan Ratu V Village, Labuhan Ratu Subdistrict, East Lampung Regency.

She began her early education at TK Pertiwi Labuhan Ratu V, continued at Labuhan Ratu V Public Elementary School, pursued her junior high school studies at SMPN 3 Way Jepara, and completed her senior high school education at MAN 1 Lampung Timur.