

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING ISLAMIC STORIES ON THE
READING COMPREHENSION OF EIGHTH GRADE
STUDENTS AT MTsN 1 EAST LAMPUNG**

By:

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Student Number: 2201051008



ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG

1447 H / 2026 M

**THE INFLUENCE OF USING ISLAMIC STORIES ON THE
READING COMPREHENSION OF EIGHTH GRADE
STUDENTS AT MTsN 1 EAST LAMPUNG**

Presented as a Partial Fulfilment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

By:

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APPROVAL PAGE

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THE READING COMPREHENSION OF EIGHTH GRADE
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to
be discussed on the Munaqosyah. Thank you very much.

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Assalamu'alaikumWr. Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Jurai Siwo Lampung untuk dimunaqsyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr. Wb.

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RATIFICATION PAGE

No. B-0965/Un.36.1/DIPP.00.9/03/2026

An Undergraduate thesis entitled: THE INFLUENCE OF USING ISLAMIC STORIES ON THE READING COMPREHENSION OF EIGHTH GRADE STUDENTS AT MTsN 1 EAST LAMPUNG, written by Deka Putriana, student number: 2201051008, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, March 2th, 2026 at 08.00 - 10.00 a.m.

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THE INFLUENCE OF USING ISLAMIC STORIES
ON THE READING COMPREHENSION OF EIGHTH GRADE
STUDENTS AT MTsN 1 EAST LAMPUNG

ABSTRACT

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This study aimed to determine whether the use of Islamic stories had a positive and significant influence on students' reading comprehension. The main problem faced by students was their low ability to comprehend narrative texts, particularly in identifying main ideas and finding specific information due to limited vocabulary mastery. Therefore, this study examined how Islamic narrative texts influenced students' reading comprehension.

This study employed a quantitative approach with a quasi-experimental design. Data were collected through written tests consisting of a pre-test and post-test with 10 multiple-choice questions, supported by documentation. The data were analyzed using an independent samples t-test through SPSS version 26. The population of this study was all eighth-grade students, while the sample consisted of 68 students, including 36 students in the control class and 32 students in the experimental class, selected using a cluster random sampling technique.

The findings showed that students in the experimental class achieved higher reading comprehension after being taught using Islamic stories. The independent samples t-test result showed a significance value (Sig. 2-tailed) of 0.000, which was lower than 0.05. Thus, the alternative hypothesis was accepted. It can be concluded that the use of Islamic stories had a positive and significant influence on students' reading comprehension of the eighth-grade at MTsN 1 East Lampung.

Keywords: *Islamic stories, Narrative Text, Reading comprehension*

**PENGARUH PENGGUNAAN CERITA ISLAM TERHADAP
PEMAHAMAN BACAAN SISWA KELAS DELAPAN DI MTsN 1
LAMPUNG TIMUR**

ABSTRAK

**By:
DEKA PUTRIANA**

Penelitian ini bertujuan untuk mengetahui apakah penggunaan cerita islam memberikan pengaruh positif dan signifikan terhadap pemahaman membaca siswa. Permasalahan utama yang dihadapi siswa adalah rendahnya kemampuan dalam memahami teks naratif, khususnya dalam mengidentifikasi ide pokok dan menemukan informasi spesifik akibat keterbatasan penguasaan kosakata. Oleh karena itu, penelitian ini mengkaji bagaimana teks naratif berbasis cerita islam mempengaruhi pemahaman membaca siswa.

Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi-eksperimental. Pengumpulan data dilakukan melalui tes tertulis yang terdiri dari pre-test dan post-test dengan 10 soal pilihan ganda, serta didukung oleh dokumentasi. Analisis data dilakukan menggunakan uji independent samples t-test melalui SPSS versi 26. Populasi penelitian adalah seluruh siswa kelas delapan, sedangkan sampel penelitian berjumlah 68 siswa yang terdiri dari 36 siswa pada kelas kontrol dan 32 siswa pada kelas eksperimen yang dipilih menggunakan teknik cluster random sampling.

Hasil penelitian menunjukkan bahwa siswa pada kelas eksperimen mencapai pemahaman membaca yang lebih tinggi setelah diajar menggunakan cerita-cerita islam. Hasil uji independent samples t-test menunjukkan nilai signifikansi (Sig. 2-tailed) sebesar 0.000, yang lebih kecil dari 0.05. Dengan demikian, hipotesis alternatif diterima. Dapat disimpulkan bahwa penggunaan cerita islam memberikan pengaruh positif dan signifikan terhadap pemahaman membaca siswa kelas delapan di MTsN 1 Lampung Timur.

Kata Kunci: *Cerita Islam, Pemahaman Membaca, Teks Naratif*

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the researcher's research, in exception certain parts which are excepted from the bibliography mentioned.

Metro, March 9th 2026
The Researcher



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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumber dan disebutkan dalam daftar pustaka.

Metro, 9 Maret 2026
Yang Menyatakan,



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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

“For indeed, with hardship [will be] ease.

Indeed, with hardship [will be] ease”

(Q.S Al-Insyirah: 5-6)

وَمَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

“Whoever takes the path to seek knowledge, then Allah will make it easy for
they’re path to heaven.”

(HR Muslim, no. 2699)

DEDICATION PAGE

This undergraduate thesis is dedicated with love and gratitude to:

1. My beloved father, Mr. Bunangin, who has always given me endless support, sincere prayers, and unconditional love. I am deeply grateful for his sacrifices, hard work, and unwavering strength in raising and guiding me until reached this stage of my life. I am truly proud to be your daughter.
2. My beloved mother, Mrs. Siti Rohimah, who passed away, will always deeply love and missed. Although she is no longer by my side, her love and prayers continue to guide every step I take. May Allah grant her the best place in his mercy.
3. My beloved sister, Lustiana Gresiwati, thank you for your support, care, and both moral and material assistance during my college years. As well as for always reminding me that I am not alone in this journey.
4. My supervisor, Mrs. Rika Dartiara, M.Pd., thank you for your guidance, patience, support, and valuable knowledge throughout the process of completing this thesis.
5. I would also like to express my sincere gratitude to my beloved extended family and friends, who cannot be mentioned individually, for their constant prayers, encouragement, unwavering support, and togetherness. Their presence and support have strengthened me throughout my academic journey and made every challenge easier and every joyful moment more meaningful until the completion of this thesis.

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In the name of Allah SWT, the Most Gracious and the Most Merciful, all praise is due to Him. By His guidance and grace, the researcher has been able to prepare this an undergraduate thesis entitled: **“The Influence of Using Islamic Stories on the Reading Comprehension of Eighth Grade Students at MTsN 1 East Lampung.”** Peace and blessings be upon Prophet Muhammad SAW, whose exemplary guidance and noble character remain a timeless source of inspiration for all humanity.

The researcher expresses sincere gratitude to all individuals and institutions who have provided support throughout the completion of this an undergraduate thesis. The researcher conveys deepest gratitude to:

1. Prof. Dr. Ida Umami, M.Pd., Kons., Rector of the State Islamic University of Jurai Siwo Lampung.
2. Dr. Siti Annisah, M.Pd, the Dean of the Faculty of Tarbiyah and Teacher Training.
3. Dr. Much Deiniatur, M.Pd.B.I, Head of the English Education Study Program, Faculty of Tarbiyah and Teacher Training UIN Jurai Siwo Lampung.
4. Aisyah Sunarwan, M.Pd, Secretary of the English Education Study Program, Faculty of Tarbiyah and Teacher Training UIN Jurai Siwo Lampung.
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7. The English teacher, staff, and eighth-grade students of MTsN 1 East Lampung.

Recognizing that this an undergraduate thesis may still contain shortcomings, the researcher sincerely welcomes constructive comments and scholarly recommendations to further improve the overall quality of this work.

Metro, December 1, 2025

The Researcher

A handwritten signature in black ink, appearing to read 'Deka Putriana', with a small flourish at the end.

Deka Putriana
NPM. 2201051008

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CHAPTER I

INTRODUCTION

A. Background of Study

Reading is a fundamental skill that is very important in supporting various aspects of students' academic journey and must be continuously developed throughout their education¹. Through regular reading practices, students not only develop critical thinking and writing abilities but also enhance their capacity to interact with texts strategically. Reading comprehension encompasses the ability to understand, interpret, and construct meaning from written texts, which includes skills such as identifying main ideas, recognizing textual structures, expanding vocabulary, and making inferences². Developing strong reading comprehension is essential for students to engage effectively with texts, and process information efficiently, which ultimately supports academic achievement across subjects³.

In reading activities, many students still struggle to comprehend narrative texts, primarily due to limitations in vocabulary, word meaning, and language structure. These constraints hinder their ability to identify

¹ Narcisa Medranda-Morales, Victoria Dalila Palacios Miele, and Marco Villalba Guevara, "Reading Comprehension: An Essential Process for the Development of Critical Thinking," *Education Sciences* 13, no. 11 (2023), <https://doi.org/10.3390/educsci13111068>.

² Yessy Marzona and Muhammad Ikhsan, "An Analysis of Students' Reading Comprehension In Narrative Text At Second Grade At Sman 1 Talamau," *Jurnal Ilmiah Pendidikan Scholastic (JIPS)* 1, no. 1 (2019): 35–41, <https://doi.org/10.5281/zenodo.3364332>.

³ Getachew Mihret and Jagdish Joshi, "The Relationship between Students' Reading Skill and Academic Achievement: A Comprehensive Investigation," *International Journal of Research Publication and Reviews* 6, no. 2 (2025): 81-2171, <https://doi.org/10.55248/gengpi.6.0225.0913>.

essential information, particularly in locating specific details and identifying the main ideas presented in the passage, which are fundamental components of literal comprehension⁴. These difficulties indicate that students' comprehension processes, especially in understanding explicit information and distinguishing key points within a narrative, are not yet functioning optimally. Therefore, there is a need for teaching materials and learning activities that help strengthen students' understanding while providing meaningful content that is relevant to their learning context.

Furthermore, these reading difficulties highlight the importance of providing narrative materials that are accessible, engaging, and supportive of students' comprehension development. Meaningful and culturally relevant texts are needed to help students connect new information with their prior knowledge, follow the organization of narrative ideas, and grasp explicit information more effectively. Texts that are familiar in theme and context can also increase students' motivation to read, encourage deeper engagement with the content, and facilitate a clearer understanding of the storyline⁵. Therefore, selecting narrative materials appropriate to the cultural and educational background of students is very important, especially texts that integrate moral values, familiar contexts, and

⁴ Natalia Widya Pasca Tarigan, Rajainan Simanjanorang, and Nazla Humaira, "An Analysis of Students' Reading Comprehension Skills in Understanding Narrative Texts in Smp N 7 Medan" 2, no. 1 (2024): 306–12.

⁵ Astri Winandari Berlin, Rahayu Apriliaswati, and Yanti Sri Rezeki, "Developing E-Module of Islamic Reading Text Materials," *Journal of Foreign Language Teaching and Learning* 7, no. 1 (2022): 24–40, <https://doi.org/10.18196/ftl.v7i1.13210>.

storylines rooted in culture such as Islamic-based narrative texts used as teaching materials⁶.

On September 29th, 2025, a pre-survey was conducted by interviewing Mr. B.A., the English teacher of the eighth-grade students at MTsN 1 East Lampung. The results revealed that students faced considerable challenges in understanding English narrative texts. The teacher explained that many students tended to read English texts without fully comprehending the overall meaning, resulting in difficulties identifying main ideas and extracting specific information. He also noted students' difficulty connecting comprehension questions with relevant information in the text, even when the answers were explicitly stated. This indicates that students' literal comprehension skills were underdeveloped and insufficient to support basic understanding of narrative texts.

To address these challenges, the use of Islamic-based narrative texts is proposed as meaningful teaching material to support the improvement of students reading comprehension. These texts integrate moral values and familiar thematic elements that are relevant to the students' educational context, thereby potentially increasing student engagement and facilitating more meaningful interaction with the material. Islamic stories also have a clear narrative structure consisting of orientation, complication and resolution which can help students follow

⁶ Lutfi Aprilia Rahmatika and Lidiyatul Izzah Izzah, "Integrating Islamic Values in English Learning through Islamic Stories: Students' Perspective," *JL3T (Journal of Linguistics, Literature and Language Teaching)* 10, no. 2 (2024): 222–32, <https://doi.org/10.32505/jl3t.v10i2.9287>.

the development of events in a more orderly manner and understand how ideas are developed throughout the text. Through exposure to narratives that are morally grounded and relevant to their learning context, it is hoped that students can strengthen their ability to identify main ideas, locate explicit information, and comprehend the storyline more effectively.

Therefore, the researcher examined this issue under the title “**The Influence of Using Islamic Stories on the Reading Comprehension of Eighth Grade Students at MTs N 1 East Lampung.**”

B. Problem Identification

Problem identification in this research, the researcher identified problems regarding reading comprehension as follows:

1. Students face difficulty in understanding word meanings while reading narrative texts due to their limited vocabulary.
2. Students have difficulty identifying main ideas and finding specific information in the text.
3. Students find it challenging to match the questions with information stated in the text.

C. Problem Limitation

Based on the problems identified above, this research is limited to students' difficulties in identifying main ideas and finding specific information in narrative texts. So, the research proposes the following research title:

“The Influence of Using Islamic Stories on the Reading Comprehension of Eighth Grade Students at MTsN 1 East Lampung.”

D. Problem Formulation

Based on the research background and problem identification above, the researcher formulated the problem formulation as follows: “Is there any positive and significant Influence of Using Islamic Stories on Reading Comprehension of Eighth-grade Students at MTsN 1 East Lampung?”

E. Objective and Benefit of Study

1. Objective of the study

This research aims to investigate whether using Islamic stories has any positive and significant on the reading comprehension of eighth-grade students at MTs N 1 East Lampung.

2. Benefit of the Study

The researcher hopes this research provide for teachers, students and other researchers.

1. For the teachers

This research is expected to benefit teachers by providing contextually relevant reading materials to support the development of students reading comprehension, particularly in identifying main ideas and finding specific information in narrative texts. The use of Islamic-based narrative texts is expected to serve as a reference for teachers in selecting teaching materials that can increase student

engagement and facilitate a clearer understanding of explicit information presented in the text.

2. For the Students

Through this research, students are expected to enhance their reading comprehension, particularly in understanding main ideas and locating specific information in narrative text. The use of Islamic based narrative texts is intended to help students engage more meaningfully with the reading material, interpret explicit information more accurately, and build clearer connections with the events or facts stated in the story.

3. For the Other Researchers

This research is expected to provide benefits for other researchers who conduct studies on students' reading comprehension, especially those focusing on literal comprehension of narrative texts. In addition, this research may offer insight into the challenges students encounter in identifying main ideas and finding specific information, as well as illustrate how Islamic-based narrative texts can be utilized as meaningful teaching materials in similar research contexts.

F. Prior Research

This section explains that there are several previous studies that are relevant in terms of perspective, methodology, and theory to the current study. The importance of this section lies in its contribution to clarifying the position of the present study among various related studies that have been previously conducted. In general, the presentation of the results of previous studies related to this topic helps map the position of this study in the context of similar studies.

Thus, the similarities and differences between this study and previous studies, as well as the originality of this study, can be seen. In this literature review, the researcher presents three previous studies as comparative material to guide and focus this study. researcher presents three previous studies as comparative material to guide and focus this study.

First, a thesis was written by Reni Amelia with the title “The Use of Islamic Short Stories to Improve Reading Skill Among The Seventh Graders of Mts Daarul Ulya Metro”⁷. The aim of this study was to determine how the use Islamic short stories contributed to the improvement of students reading skills. This research employed Classroom Action Research (CAR) consisting of two cycles. The population included all seventh grade students of MTs Daarul Ulya Metro, and one class was selected as the sample of the study. The results revealed a noticeable improvement in students reading

⁷ Reni Amelia, “*The Use of Islamic Short Stories To Improve Reading Skill Among The Seventh Graders of Mts Daarul Ulya Metro*,” 2024.

performance after the implementation of Islamic short story as teaching materials. Students average score increased significantly from the first to the second cycle, and most students achieved scores above the Minimum Mastery Criteria (MMC) in the final cycle. The findings indicate that Islamic short stories not only enhanced students reading skills but also increased their motivation and engagement in learning activities. Therefore, the use Islamic short stories provide effective in improving students participation and understanding of English reading texts.

Second, a thesis was written by Chaleda Irkhamni Rizal with the title “The Influence of Using Wattpad Media With Islamic Stories on The Students’ Reading Comprehension of The Ninth Grade of SMP IT Bina Insani Metro”⁸. This study aimed to determine whether the use of Wattpad media containing Islamic stories had a positive and significant influence on students reading comprehension. This research employed a quantitative approach with a design quasi-experimental design, involving class IX A as the experimental group and class IX B as the control group. Data were collected through reading comprehension tests and documentation, and the statistical analysis used an independent sample t-test. The findings showed that students in the experimental class obtained higher post-test scores than the control class, and the sig. (2-tailed) < 0.05 indicated a statistically significant influence of using Wattpad with Islamic narrative texts on

⁸ Chaleda irkhamni Rizal, “*The Influence Of Using Wattpad Media With Islamic Stories On The Students’ Reading Comprehension Of The Ninth Grade Of Smp It Bina Insani Metro,*” 2025.

students reading comprehension. The study concluded that digital Islamic stories increased students interest, helped them identify main ideas, improved their inferential understanding, and supported vocabulary development.

Third, a study by Tawvicky Hidayat with the title “The Influence of Teaching Reading Islamic Narrative Stories towards Students’ Social Behavior”⁹. This study aimed to examine whether teaching reading Islamic narrative stories influence students’ social behavior. The research employed a quantitative approach using one group pre-test and post-test design, conducted in the fourth semester intensive class at IDIA AL-Amien Prenduan, consisting of 19 students. The instrument used was a test assessing students’ social behavior, supported by observation and documentation. The results showed a significant improvement in students’ social behavior after the treatment, with the t-test value ($t_o = 1.766$) exceeding the t-table value at the 5% significance level (t-test 1.729). the findings indicate the exposure to Islamic narrative stories containing moral lessons, exemplary characters, and spiritual values contributed to positive behavioral changes among students. The study concluded that integrating Islamic narrative texts in reading activities can shape students’ moral attitudes and foster positive character development.

⁹ Tawvicky Hidayat, “The Influence of Teaching Reading Islamic Narrative Stories towards Students’ Social Behavior,” *Journal of Applied, Social, and Education Studies* 2, no. 3 (2021): 161–75, <https://doi.org/https://doi.org/10.52187/rdt.v2i3.54>.

A review of the three previous studies reveals similarities and differences in terms of research focus and the research gaps. To present these aspects clearly, a comparison between the present research and the previous studies is provided in the following table.

Table 1.1
Prior Research

No	Title	Research Focus	Research Gap
1.	The Use of Islamic Short Stories to Improve Reading Skill Among The Seventh Graders of Mts Daarul Ulya Metro (Reni Amelia, 2024)	Improve reading Skills	Focuses reading comprehension, identifying main ideas and specific information.
2.	The Influence of Using Wattpad Media with Islamic Stories on The Students' Reading Comprehension of The Ninth Grade of SMP IT Bina Insani Metro (Chaelda Irkhamni Rizal, 2025)	Wattpad as digital medium for Islamic stories	Focuses on Islamic stories as teaching materials.
3.	The Influence of Teaching Reading Islamic Narrative Stories towards Students' Social Behavior (Tawvicky Hidayat, 2021)	Islamic narrative stories on students' social behavior	Focuses on students' reading comprehension

Based on the comparison presented in the table, the novelty of this research lies in its specific focus on examining how Islamic stories support students' comprehension of narrative texts, particularly in identifying main ideas and finding specific information.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Comprehension

1. Definition of Reading

Reading is one of the fundamental receptive skill in language learning that allows learners to acquire information, gain knowledge, and interact with written texts¹. Furthermore, William Grabe and Fredricka stated reading is considered an interactive process because the linguistic information obtained from the text works together with the readers background knowledge stored in long term memory. Both linguistic and prior knowledge play a crucial role in helping readers construct and interpret the meaning of a text².

According to Nunan, reading involves a dynamic process in which the reader combines textual information with existing knowledge to construct meaning³. This prespective emphazises that reading is purposeful: learners must focus on vocabulary, grammar, and text organization while linking new information to prior knowledge. In this sense, reading is both interpretive and constructive, highlighting the interaction between reader and text.

¹ Medranda-Morales, Palacios Mieles, and Villalba Guevara, "Reading Comprehension: An Essential Process for the Development of Critical Thinking." *Education Sciences* 13, no. 11 (2023), <https://doi.org/10.3390/educsci13111068>.

² William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading Second Edition* (New York: Routledge Taylor & Francis Group, 2011), p.11.

³ David Nunan, *Practical English Language Teaching* (New YorkHill: McGraw-Hill, 2003), p.69.

In addition, Grabe explains that effective reading engages both bottom-up and top-down processing⁴. Bottom-up processing allows readers to decode words and grammatical structures accurately, while top-down processing enables them to use prior knowledge, predictions, and contextual clues to interpret meaning. The coordination of these processes makes reading a complex skill, in which accuracy, understanding, and interpretation develop simultaneously.

Based on the statements above, reading is a crucial language skill for learners to comprehend and interpret texts by integrating textual information with prior knowledge.

2. The Types of Reading

Reading can be categorized into several types as follows:

a. Intensive Reading

Intensive reading refers to a classroom based activity in which learners read shorter texts carefully to analyze vocabulary, and sentence structure. The main purpose is to enhance linguistic accuracy and comprehension by enabling students to focus on specific language items and textual organization for precise interpretation⁵.

⁴ William Grabe, *Reading in a Second Language: Moving from Theory to Practice* (Cambridge: Cambridge University Press, 2009), p.16-17.

⁵ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy, 3rd Ed.* (New York: Pearson Education, 2007), p.312-313.

b. Extensive Reading

Extensive reading involves reading longer passages or books for general understanding and enjoyment. It encourages students to read a large amount of material at their own pace, developing fluency, reading speed, and motivation. Through this approach, learners become more independent readers who can understand texts globally rather than focusing on every word⁶.

c. Reading Aloud

Reading aloud involves clearly pronouncing text to improve pronunciation, intonation, and rhythm, especially in early language learning. It strengthens the link between spoken and written forms, enhances oral fluency, builds confidence, and allows teachers to monitor accuracy. While it may not always deepen comprehension, it remains a valuable tool for developing oral proficiency and phonological awareness which in turn supports silent reading and comprehension⁷.

d. Silent Reading

Silent reading is the process of reading without vocalizing, enabling learners to concentrate fully on the texts meaning. It improves comprehension efficiency, facilitates faster information processing, and enhance focus. Additionally, silent

⁶ Richard R. Day and Julian Bamford, *Extensive Reading in the Second Language Classroom* (Cambridge: Cambridge University Press, 2013), p.6.

⁷ M.F. Patel, and Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)* (Jaipur: Sunrise Publishers & Distributors., 2008), p.120.

reading encourages independent and critical engagement with texts, supporting cognitive development and the comprehension skills necessary for advanced learning⁸.

Based on the explanation above, the types of reading relevant to this are intensive reading and silent reading. Intensive reading supports in identifying main ideas and specific information through careful text analysis, while silent reading helps students focus on understanding explicit information independently. Therefore, both types directly support the objectives of this research in improving students' reading comprehension through Islamic stories.

3. The Definition of Reading Comprehension

Reading comprehension is a purposeful and constructive process in which readers understand a text by combining information explicitly provided in the text with their existing knowledge of the topic⁹. According to Brown and Dewitz, reading comprehension can be defined as an interactive process in which readers engage with the text to extract and construct meaning through the integration of linguistic, cognitive, and metacognitive skills. This process enables readers to move beyond

⁸ *Ibid.*, p.122.

⁹ Donna M. Scanlon et al, *Early Intervention for Reading Difficulties: The Interactive Strategies Approach* (Ny: A Division of Guilford Publications, Inc, 2010), p.276.

surface level decoding and develop deeper understanding of the content being read¹⁰.

In line with this, Kusumarasdyati emphasizes that reading comprehension is a process of constructing meaning from the printed text, involving cognitive and social factors¹¹. In the context of English as a Foreign Language (EFL), reading comprehension becomes a fundamental skill that supports students overall language development, as it helps them acquire knowledge, vocabulary, and cultural understanding from various reading materials.

Snow defines reading comprehension is a process of both extracting and constructing meaning through active interaction and engagement with written text. This process involves the interaction among three key elements, the reader, the text, and the reading activity. Therefore, reading comprehension require active coordination between decoding, vocabulary mastery, and cognitive strategies that help readers integrate new information with their prior knowledge¹².

Furthermore, more recent empirical studies have indicated that reading comprehension encompass not only cognitive decoding and vocabulary mastery, but also strategic processes such as metacognitive monitoring, inference making, and textual evaluation. Readers who

¹⁰ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd Ed. (New York: Longman, 2001), p.306.

¹¹ Kusumarasdyati, *Reading Comprehension in EFL: An Overview* (Atlantis Press SARL, 2023), https://doi.org/10.2991/978-2-38476-008-4_84.

¹² Catherine Snow, *Reading for Understanding: Toward an R&D Program in Reading Comprehension* (Santa Monica, CA: RAND Corporation, 2002), p.11.

effectively utilize these higher order skills are better able to self-regulate their comprehension, adapt reading strategies when confronted with difficulties, and apply critical reflection to the meaning of texts¹³.

Based on the explanation above, reading comprehension is a purposeful process in which students understand the information in a text and connect it to their prior knowledge, enabling them to grasp the main ideas, text structure, and implied meaning.

4. Level of Reading Comprehension

Reading comprehension operates on several levels, each requiring increasingly complex cognitive engagement with the text. These levels enable readers to recognize explicit information, interpret implied meaning, evaluate the author's ideas, and generate new understanding. Mastery of these levels develops gradually through consistent reading practice and exposure to diverse texts. Reading comprehension consists of four levels¹⁴:

a. Literal Comprehension

This level entails comprehending information that is directly presented in the text. It includes identifying main ideas, specific details information, sequence, and cause and effect relationships.

¹³ Mayra Yadira Chamba and Maria Rossana Ramirez-Avila, "Word Recognition and Reading Skills to Improve Reading Comprehension," *Journal of Foreign Language Teaching and Learning* 6, no. 1 (2021), <https://doi.org/10.18196/ftl.v6i1.10174>.

¹⁴ Daysi Valeria Fierro López et al., "Cognitive Strategies in the Reading Comprehension Improvement" 8, no. 12 (2023): 597–611, <https://doi.org/10.23857/pc.v8i12.6301>.

Literal comprehension requires adequate vocabulary knowledge and the ability to accurately interpret words, phrases, and sentences.

b. Interpretive Comprehension

Interpretive comprehension refers to drawing meaning that is implied rather than directly stated. Readers infer ideas by connecting clues in the text to their prior knowledge. Because this level relies on background knowledge, younger learners often face challenges in drawing appropriate conclusions.

c. Critical Comprehension

At this level, readers evaluate texts by assessing their accuracy, relevance, and logic. Critical comprehension requires analysis of the author's arguments and comparison with established standards. Successful critical reading depends on the integration of literal and interpretive understanding.

d. Creative Comprehension

Creative comprehension goes beyond the author's message, requiring readers to use their imagination to develop the ideas presented. This level involves creating new interpretations or applications based on the text's content.

Based on the above explanation, the relevant levels of reading comprehension for this research are literal comprehension, as they enable students understand the main ideas and finding specific information of Islamic stories.

5. Strategies to Reading Comprehension

Reading comprehension involves the use of strategies or plans to construct meaning from a text based on prior experience. This not only allows readers to adjust their understanding but also enables them to revise or change their thoughts about the content. According to Gerald G. Duffy, some commonly used strategies for improving reading comprehension are¹⁵:

1. Prediction

This strategy is the foundation of comprehension, as it relies on the careful use of prior knowledge. Readers make predictions by considering their reading purpose, topic clues, and the type of text they are reading.

2. Monitoring

Monitoring involves self-reflection while reading to determine whether the meaning found matches initial expectations or predictions. Readers continuously assess whether their understanding matches the message intended in the text.

3. Questioning

Closely related to monitoring, the questioning process requires readers to engage in internal dialogue about whether the information makes sense, helping them clarify and evaluate their understanding.

¹⁵ Gerald G. Duffy, *Explaining Reading: A Resource for Teaching Concepts, Skills and Strategies* (New York: Guildford Press, 2009), p.101.

4. Reprediction

Reprediction is the process of adjusting initial predictions when new information is discovered in the text. This strategy encourages readers to remain flexible and responsive when interpreting material.

5. Imaging

Imaging requires readers to use prior knowledge along with descriptive language in the text to form mental images. By converting descriptive words into visual representations, readers enhance their understanding and retention of the content.

6. Indicators of Reading Comprehension

Burns, Roe, and Ross classify the indicators of reading comprehension into several observable skills that show how well a reader understand a text¹⁶. These indicators can also serve as the foundation for assessment tools in reading comprehension studies.

1. Identifying the Main Idea

The ability to determine the central thought or theme of a passage is a key indicator of comprehension. It shows that the reader can distinguish between important and supporting information. Example: After reading a narrative text about Prophet Nuh, a student can summarize that the main ideas is the prophet's effort to warn his

¹⁶ Elinor P. Ross Paul C. Burns, Betty D. Roe, *Teaching Reading in Today's Elementary Schools, 8th Ed.* (Boston: Houghton Mifflin, 2005), 85.

people to obey Allah, rather than listing minor, events such as the specific animals on the ark.

2. Detail Specific Information

This refers to the reader's capacity to find particular details or facts within a text. Students need to carefully read sentences to identify particular data such as names, dates, places, events, or descriptions that are directly mentioned. Example: A student correctly identifies that prophet Nuh built the ark to save the believers from the flood, demonstrating the ability to recall explicit detail from the text.

3. Understanding Vocabulary in Context

This indicator reflects the ability to determine words' meanings based on surrounding words and sentence. It helps readers build comprehension without relying solely on dictionaries. Example: Upon encountering the word "*preached*" in a narrative, a student infers from context that it means delivering religious guidance or advice, rather than assuming an unrelated meaning.

4. Making Inferences

Students are able to derive meanings that are not explicitly stated. They use textual clues and prior knowledge to interpret implied ideas, such as characters' motives, cause and effect relationships, or underlying themes. Example: A student infers that the people rejected Prophet Nuh's message because they did not

believe in Allah, even though the text does not directly state this reasoning.

5. Reference

This indicator reflects the ability to determine words meanings based on surrounding words and sentence. It helps readers build comprehension without relying solely on dictionaries. Example: in the sentence, *“Prophet Nuh invited his people, but they ignored him,”* a student correctly identifies that “they” refers to prophet Nuh’s people,

6. Evaluating the Author’s Message

This indicator, students can analyze and assess the author’s purpose, tone, or perspective, and form a reasoned understanding of the text. In narrative texts, this may include evaluating moral lessons or character behavior. Example: A student recognizes that the moral lesson of the story of Prophet Nuh emphasizes patience and faithfulness, showing an understanding of the author’s intended message.

B. The Concept of English Teaching Materials

1. Definition of Narrative text

Narrative text is a genre that tells events in a coherent sequence to entertain, inform, and convey experiences or moral lessons¹⁷. Genggam

¹⁷ M. Knapp, P., & Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: University of New South Wales Press., 2005). P. 220.

and Ririn, characterizes narrative texts as a form of writing that presents real or imagined events in an ordered sequence to create an enjoyable reading experience and foster comprehension of the plot¹⁸. According Khoiriyah, defines narrative text as a genre designed to tell a story by arranging events chronologically while introducing characters, conflicts, and resolutions that guide readers toward understanding not only the progression of events but also the moral lesson implicit in the narrative¹⁹.

Structurally, narrative texts are characterized by a plot framework that organizes events into a clear and coherent sequence, making it easier for readers to follow the logical development of events from beginning to end²⁰. This structure allows narrative texts to maintain coherence and makes it easier for readers to follow the logical development of events from beginning to end. Lubis explains that the chronological and causal sequence of events plays a central role in narrative texts, as it helps readers understand how one event leads to the next and how the storyline develops into a complete and connected whole²¹. This structural clarity distinguishes narrative texts from other genres that may not rely on plot based organization.

¹⁸ Ririn Pusparini and Genggam, “The Implementation of ‘ Murder Mystery Game ’ To Teach Speaking of Narrative Text to The Eighth Grade Students of Smp Negeri 21 Surabaya,” *Ejournal Unesa* 1, no. 1 (2002), 1–8.

¹⁹ Nurul Khoiriyah, *GENRE TEXT* (Guepedia, 2021).

²⁰ Rahma Abida, Khidayatul Munawwaroh, and Siti Aisyah, “The Analysis of Students ’ Difficulties in Reading Comprehension on Narrative Text at Eleventh Grade Students of SMAN 2 Muaro Jambi” *JELT : Journal Of English Language teaching* 8, no. 2 (2024): 107–12.

²¹ Rayendriani Fahmei Lubis, “Narrative Text,” *English Education* 4, no. 2 (2016): 1–14.

Narrative texts also contain distinctive linguistic features that support their function as a story genre. These texts often use specific participants, action verbs, time markers, and descriptive expressions that help readers clearly imagine the characters, settings, and events²². These linguistic choices strengthen narrative cohesion and make it easier for readers to engage with the developing storyline. Lubis, also notes that narrative texts often insert moral or didactic messages conveyed through the actions of characters and the outcomes of events, thereby increasing their pedagogical value in literacy learning.

Based on the above explanation, narrative texts function as structured stories that present events coherently while conveying moral meanings, making them effective and meaningful material for developing readers understanding.

2. The Generic Structure of Narrative texts

The generic structure serves as a basic framework that regulates how a story is introduced, developed, and concluded. This structure guides readers through the development of events and helps them understand how characters respond to conflicts in the plot. The generic structure in narrative texts consists of four main components that

²² Safriyani Novitri and Universitas Islam Riau, "Developing Narrative Text-Based Module for Teaching Reading Comprehension: Focus on Practicality," *J-SHMIC: Journal of English for Academic* 8, no. 2 (2021): 132–39.

commonly appear in narrative texts Orientation, Complication, Resolution, and Re-Orientation or Coda²³.

a. Orientation

Orientation introduces the main characters, setting, and initial situation in the narrative. This stage provides important background information so that readers can understand the context of the story before the conflict arises. Orientation establishes who is involved, where the events take place, and when the story begins, forming the basis for further narrative development.

b. Complication

Complications introduce the main conflict or problem that disrupts the initial situation. This part introduces tension and drives the plot forward as characters face challenges that must be overcome. Complications are the core of the narrative because they determine the events that shape the plot and maintain the reader's interest.

c. Resolution

Resolution is the stage where the conflict introduced in the complication is resolved. This stage describes how the characters deal with the problem and shows the results of their actions. Depending on the plot, the resolution can lead to a positive, negative,

²³ Putri Ulul Apriliyani And Himmawan Adi Nugroho, "An Analysis of Narrative Text Writing Made by The Tenth Graders of Acceleration Class at Sma Negeri 1 Sidoarjo," Volume 01 (2012): 0–216.

or open ending. This stage restores balance to the story and provides closure to the main events.

d. Re-Orientation or Coda

Re-orientation serves as an optional closing segment that summarizes the story, provides commentary, or conveys a moral lesson. This segment often reflects on the meaning of events or reinforces the values that the narrative wishes to convey. Although not always included, re-orientation is commonly found in narratives that emphasize character development or educational messages.

3. Characteristics of Narrative Text

Narrative texts have linguistic and structural characteristics that distinguish them from other genres. Linguistically, narrative texts often use action verbs in the past tense, temporal conjunctions such as “then,” “after that,” “meanwhile,” and “finally,” as well as adverbial phrases to indicate time, place, and manner. In addition, direct dialogue depicts character interactions and increases reader engagement. Structurally, narratives include characters, setting, conflict, and resolution, forming a coherent and meaningful storyline²⁴. These elements allow readers to not only follow the sequence of events but also understand the motivations, emotions, and development of the characters, thereby reinforcing the entertainment and moral or educational function of the

²⁴ Djatmika Djatmika et al., “Affect and Characterization in Narrative Texts Written by Senior High School Students,” *REGISTER JOURNAL* 16, no. 2 (2023): 323–43, <https://doi.org/10.18326/rgt.v16i2.323-343>.

text²⁵. In addition, narrative texts often implicitly insert moral lessons or social values into the storyline, which readers can interpret through the characters' experiences. Overall, this combination of linguistic and structural characteristics allows narrative texts to effectively engage, inform, and educate their audience.

4. Purposes of Narrative text

Narrative texts are essentially designed to entertain readers or listeners by presenting an interesting story, compelling conflict, and an engaging plot²⁶. In addition to their entertainment function, narrative texts also serve to inform or explain a series of events, so that readers can understand the chronology, characters, and social or cultural context in which the story takes place. Furthermore, narrative texts often convey moral values or ethical messages, such as honesty, courage, friendship, or responsibility, which are usually implied through the actions and decisions of the characters²⁷. Therefore, narrative texts function not only as a source of entertainment, but also as an educational medium that communicates experiences and moral lessons to readers.

²⁵ Luki Cahya Nugraha, "The Analysis of Language Features on Narrative Text Made by Social Tenth Grader at Sman 1 Grogol Kediri," *Jurnal Pendidikan Bahasa Inggris* 2 no 2 (2020), <https://doi.org/https://doi.org/10.32503/proficiency.v2i2.1409>.

²⁶ Knapp, P., & Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*.

²⁷ Novita Sari, "EFL Students' Understanding of Moral Values in Reading English Narrative Text" *Indonesian Journal of ELT an Applied Linguistics (IJEAL)* 2, no. 2 (2023): 20–28.

5. Definition of Islamic Stories

Islamic stories are narrative texts that convey Islamic teachings, moral values, and ethical guidance through structured and meaningful storyline rooted in the Islamic worldview²⁸. In educational contexts, Islamic stories are defined as value-based narrative materials that integrate religious and moral teachings to support students' moral, spiritual, and language development. Through illustrative events and characters, these stories function as instructional narratives combine learning objectives with ethical and spiritual messages²⁹.

Rahmawati states that Islamic stories are narrative representations of Islamic teachings containing moral and educational values presented through structured storylines³⁰. They serve not only as literacy works but also pedagogical instruments that aim to guide readers especially students toward moral awareness, faith development, and intellectual growth. According to Nurhayati and Fibriani, Islamic stories are a pedagogical medium that integrates language learning with moral formation by introducing students to Qur'anic narratives and exemplary

²⁸ Faizin Faizin and Joni Helandri, "The Use of Islamic Stories as a Moral Education Media for Early Childhood," *Bouseik: Jurnal Pendidikan Islam Anak Usia Dini* 1, no. 2 (2023): 91–99, <https://doi.org/10.37092/bouseik.v1i2.649>.

²⁹ Indah Wardaty Saud, "Incorporating Islamic Stories in Narrative Text Teaching Material for Islamic Boarding School Students," *Al-Lisan* 9, no. 2 (2024): 122–41, <https://doi.org/10.30603/al.v9i2.4854>.

³⁰ S. Rahmawati, "Islamic Narrative Literature as a Medium for Moral and Character Education.," *International Journal of Islamic Educational Studies* 3 no 2 (2018): 45–54.

stories that reflect Islamic values such as honesty, patience, humility, and compassion³¹.

In addition, Rahmatika and Izzah emphasize that Islamic stories are meaningful reading material because they combine language enrichment with spiritual reflection. These stories enable students to connect language content with moral situations in real life, encouraging them to internalize Islamic principles in their daily behavior. In this sense, Islamic stories are not merely entertaining narratives but are didactic in nature, as they are deliberately designed to educate while entertaining³². Similarly, Gayatri et al. note that traditional Islamic stories in various cultures, such as Indonesian folklore influenced by Islamic values, promote social harmony, honesty, and mutual respect principles that are in line with Islamic moral foundations³³.

Based on the explanation above, the author concludes that Islamic stories are narrative texts that convey islamic teachings, moral values, and ethical guidance, serving both as educational and entertaining tools that foster character development, moral awareness and spiritual growth in readers, especially students.

³¹ Dwi Astuti Wahyu Nurhayati and Zeni Maulidiana Fibriani, "Integrating Qur'anic Narratives in English Language Teaching: Cultivating Moral Values Among Ninth-Grade Students," *Jurnal Pendidikan Bahasa Inggris Undiksha* 12, no. 3 (2024): 327–33, <https://doi.org/10.23887/jpbi.v12i3.82127>.

³² Rahmatika and Izzah, "Integrating Islamic Values in English Learning through Islamic Stories: Students' Perspective."

³³ Satya Gayatri, Okta Firmansyah, and Dyani Prades Pratiwi, "Teaching Islamic Values through Traditional Stories," *Diksi* 31, no. 1 (2023): 86–97, <https://doi.org/10.21831/diksi.v31i1.59288>.

6. Characteristic of Islamic Stories

Islamic stories used in educational contexts possess several distinctive characteristics that differentiate them from general narrative texts. Islamic stories are primarily derived from Qur'anic narratives, prophetic stories, and exemplary figures in Islamic tradition, which convey moral, spiritual, and ethical values such as honesty, patience, responsibility, and compassion³⁴.

Furthermore, Islamic stories are characterized by their clear narrative structure, including orientation, complication and resolution, making them pedagogically suitable for teaching reading comprehension. The familiar religious and cultural context embedded in these stories helps students connect prior knowledge with textual content, thereby facilitating comprehension, particularly in identifying main ideas and explicit information.

Therefore, Islamic stories can be understood as narrative texts that convey Islamic teachings, moral values, and ethical guidance while also serving as educational materials that support students' character development, moral awareness, and reading comprehension development, particularly at the junior high school level.

³⁴ Dedi Irwansyah and Yuniarti, "Integrating Qur'anic Stories into English Language Teaching Voices from Indonesia," *Global Journal Al-Thaqafah* Vol 11 ISSUE 1 (2021): 13–23, <https://doi.org/https://doi.org/10.7187/GJAT072021-2>.

One example of an Islamic story appropriate for this research is the story of the Prophet Noah (Nuh a.s.)³⁵. This story illustrates the values of faith, patience, obedience and perseverance through the life of the Prophet Nuh, who consistently guided his people towards faith in Allah despite being continuous rejection and mockery.

Table 2.1

Example of Islamic Stories

The Story of Prophet Noah	
Orientation:	A long time ago, after the time of Prophet Idris, people started to forget Allah. They made statues and worshipped them as gods. They believed those statues could protect them and give them everything they wanted. Then Allah sent a prophet named Noah (Nuh a.s.) to guide them back to the truth. Prophet Noah was a very patient and kind man. He spent hundreds of years calling his people to believe in Allah, but only a few listened to him.
Complication:	Prophet Noah tried his best to guide his people, but most of them refused to believe. They laughed at him and called him crazy. Even his own son, Qan'an, and his wife did not follow him. Only about 80 people believed in Allah and followed Noah. He felt sad and prayed to Allah, asking for help to save the believers and punish the disbelievers who always rejected the truth.
Resolution:	Allah accepted his prayer and commanded Prophet Noah to build a big ship on a hill, far from the sea. When the ship was ready, heavy rain began to fall, and a great flood covered the land. Prophet Noah brought all the believers and pairs of every animal onto the ship. The flood destroyed everything, including those who disbelieved even his son and wife who refused to believe in Allah.
Re-Orientation:	After the flood ended, the ship rested safely on Mount Judi. Prophet Noah thanked Allah for saving the believers. His story teaches us about patience, faith, and obedience to Allah. It reminds us that Allah always protects those who believe and punishes those who reject the truth.

³⁵ Abdurrachman Faridi and Seful Bahri, "Developing English Islamic Narrative Story Reading Model in Islamic Junior High School," *Arab World English Journal (AWEJ)* Volume.7 no. 2 (2016): 224–43.

Therefore, the story of Prophet Noah (a.s) is relevant to this research because it contains a clear narrative structure consisting of orientation, complication, resolution, and re-orientation, which helps students identify main ideas and specific information more easily. As an Islamic narrative text, it not only conveys moral and spiritual lessons but also serves as an effective reading material to supports students' reading comprehension development.

7. The Advantages and Disadvantages of Islamic stories

1. The Advantages of Using Islamic Stories

a. Enhancing Students Reading Motivation

Islamic stories can increase students' interest in reading because they contain moral and spiritual messages that are relevant to their daily lives. According to Maesaroh such stories attract attention and motivation because they reflect social and moral values that are close to the cultural context of students³⁶.

b. Improving Reading Comprehension

Islamic stories usually have a clear narrative structure orientation, complication, and resolution which helps students understand the organization and meaning of the text. Through this structure, learners can practice identifying main idea, drawing conclusions, and summarizing texts effectively.

³⁶ Dwi Titi Maesaroh, Aridah Aridah, and Desy Rusmawaty, "Can Islamic Stories Be Used as Supplementary English Materials at Islamic Elementary Schools?," *Southeast Asian Journal of Islamic Education* 4, no. 2 (2022): 145–56, <https://doi.org/10.21093/sajie.v4i2.4166>.

c. Integrating Language and Moral Education

Students learn new vocabulary and grammar while absorbing values such as honesty, patience, and humility. This integration promotes holistic learning where language and ethics develop together.

d. Providing Culturally Relevant and Adaptable Materials

Islamic stories are culturally familiar and easily adapted to students' skill levels. Teachers can simplify sentence structures or change vocabulary to suit students' reading abilities³⁷. This familiarity reduces the anxiety often found when reading English texts and helps students build confidence in understanding narratives.

e. Encouraging Critical and Reflective Thinking

Islamic stories often present dilemmas, moral decisions, and lessons that stimulate students analytical and reflective thinking. When students discuss or retell these stories, they are encouraged to evaluate the characters' actions and relate them to their own lives³⁸. This reflective engagement helps deepen understanding, encourages moral reasoning, and promotes communicative language use.

³⁷ Saud, "Incorporating Islamic Stories in Narrative Text Teaching Material for Islamic Boarding School Students."

³⁸ Ruli Astuti, M. Lutfi Mustofa, and Nur Maslikhatun Nisak, "Integration of Islamic Values into English Language Teaching in the Digital Era: Challenges and Prospectives," *Halaqa: Islamic Education Journal* 8, no. 1 (2024): 26–34, <https://doi.org/10.21070/halaqa.v8i1.1680>.

2. The Disadvantages of Using Islamic Stories

a. Linguistic Complexity

Some Islamic stories contain complex vocabulary or classical expressions that may be difficult for students to understand without adaptation³⁹.

b. Limited Availability of Teaching Materials

Teachers often face a shortage of standard teaching materials based on Islamic stories, so they have to design or adapt content manually.

c. Content Familiarity Reducing Engagement

Students may already be familiar with some popular stories, which may reduce their curiosity if they are not presented with creative variations⁴⁰.

d. Balancing Moral and Linguistic Objectives

Teachers sometimes place more emphasis on moral discussions than language learning, creating an imbalance in the learning process.

Despite challenges such as language complexity and resource limitations, Islamic stories remain valuable teaching materials for reading comprehension when appropriately

³⁹ Wahyu Indah Mala Rohmana, "Immersing Islamic Value in English Language Teaching: A Challenge for English Teachers," *Scope : Journal of English Language Teaching* 5, no. 1 (2020): 47, <https://doi.org/10.30998/scope.v5i1.6404>.

⁴⁰ Saud, "Incorporating Islamic Stories in Narrative Text Teaching Material for Islamic Boarding School Students."

adapted to students' skill levels. In this study, adaptation refers to simplifying vocabulary, adjusting sentence structure, selecting age-appropriate themes, and emphasizing reading tasks to identify main ideas and specific information. Through these adaptations, Islamic stories can support students' language development while maintaining their moral and educational values.

8. The Use of Islamic Stories in English language Teaching

Language teaching requires materials as essential resource used by to support and facilitate learning. Islamic stories in this study function as supplementary teaching materials, meaning they serve as additional narrative texts that enrich reading instruction. Islamic stories serve as a meaningful resource in English language teaching, providing students with culturally relevant narratives that enhance reading comprehension and support language development. As teaching materials, Islamic stories help increase students' motivation, improve vocabulary mastery, and strengthen comprehension of narrative structure⁴¹. Moreover, integrating Islamic narratives into the teaching process allows learners to absorb linguistic patterns and within and value-based context⁴². Overall, the

⁴¹ Dwi Titi Maesaroh, Weningtyas Parama Iswari, and Yuni Utami Asih, "Contextualizing English Language Learning : Islamic Stories as Teaching Materials in ELT." *Southeast Asian Journal of Islamic Education* 08, no. 01 (2025): 157–70.

⁴² Nurhayati and Fibriani, "Integrating Qur'anic Narratives in English Language Teaching: Cultivating Moral Values Among Ninth-Grade Students."

use of Islamic stories as teaching materials not only facilitates language teaching but promotes holistic character education for Muslim learners.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables in this research. They are the independent variable (X) and the dependent variable (Y). The independent variable (X) is Islamic Stories as teaching material while the dependent variable (Y) is the students' reading comprehension.

Reading comprehension is a fundamental skill in learning English because it enables students to understand texts, identify main ideas, and find specific information effectively. Many students experience difficulties in reading comprehension due to limited vocabulary and challenges in recognizing narrative text structures. These issues highlight the importance of providing appropriate teaching materials to support students in developing their reading comprehension.

Islamic stories as teaching materials provide meaningful and structured content that can help students identify main ideas and finding specific information of narrative texts, which typically follow an orientation, complication, and resolution. By presenting texts that are interesting and culturally relevant, Islamic stories are expected to facilitate student understanding and make reading activities more effective.

2. Paradigm

Based on the theoretical framework above, the researcher describe the paradigm as follows:

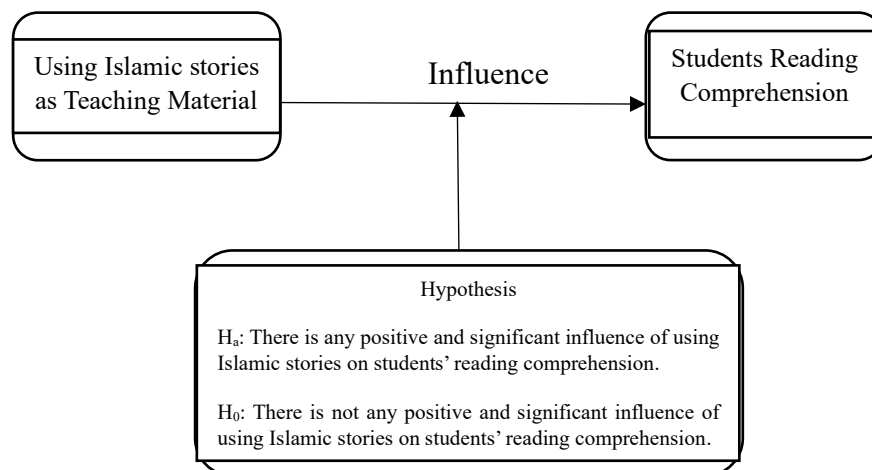


Figure 2.1

The Scheme of Paradigm

Based on the paradigm diagram above, the researcher explains that the paradigm describes the relationship between the use of the Islamic stories as teaching material as an independent variable and students' reading comprehension as a dependent variable. If students who are taught using Islamic stories obtain higher reading comprehension scores than those who do not, this indicates that Islamic stories have any positive and significant influence on students' reading comprehension. However, if there is not any significant difference between the two groups, this indicates that Islamic stories does not have a significantly influence the reading comprehension of eighth-grade students' at MTsN 1 East Lampung.

D. Hypothesis

Based on the theoretical framework and the research problem, the researcher formulates the hypothesis as follows:

1. Hypothesis Formulation

a. Alternative Hypothesis

(H_a) : There is any positive and significant influence of using Islamic stories on students' reading comprehension of the eighth grade at MTsN 1 East Lampung.

b. Null Hypothesis

(H₀) : There is not any positive and significant influence of using Islamic stories on students' reading comprehension of the eighth grade at MTsN 1 East Lampung.

2. Statistical Hypothesis

Statistical hypothesis is an assumption about a population parameter that will be tested using statistical analysis. In relation to this research, the statistical hypothesis are formulated as follows:

- a. H_a : If the Sig. (2-tailed) value ≤ 0.05 , then H₀ is rejected and H_a is accepted.
- b. H₀ : If the Sig. (2-tailed) value ≥ 0.05 , then H₀ is accepted and H_a is rejected.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design is a plan and procedure design, analyze, collect, and interpret data with the aim of helping the researcher answer the research questions that the study addressed¹. Research design provides a framework for research procedures, from data collection to analysis and interpretation, to ensure that the research problems were possible to address systematically.

The design in this research used quantitative methods. Quantitative research emphasizes the collection of numerical data and statistical interpretation to draw reliable and generalizable conclusions². In this research, the design used an experimental research design. Experimental research design is to compare two or more groups. The type of experimental research that was used by the researcher was a quasi-experimental design, which aims to investigate whether there was an influence between one variable and another variable.

In this research, the researcher used two classes for comparison, namely the experimental class and the control class. The experimental class received treatment using Islamic stories as teaching instructional material, while the control class was taught using conventional teaching methods.

¹ John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2018. p.241.

² Anthony James Veal, *Research Methods for Leisure and Tourism* (Harlow, United Kingdom: Pearson, 2018). p.50.

Table 3.1
The Quasi-Experimental Design

Class	Pre-Test	Treatment	Post-Test
Experimental Class	√	√	√
Control Class	√	X	√

B. Operational Definition of Variable

This research includes two variables: independent and dependent variables. The independent variable (X) in this research was Islamic Stories, which used as teaching material to influence students' reading comprehension. The dependent variable (Y) in this research was students' reading comprehension.

1. Independent Variable (X)

The independent variable is a variable that is assumed to influence on another variable, namely the dependent variable. In this research, the independent variable was the use Islamic Stories as teaching materials presented in the form written texts. These texts were used during the instructional treatment to support students' reading comprehension and facilitate their understanding of narrative texts.

2. Dependent Variable (Y)

According to Zina O'Leary the aspects that a researcher aims to study are known as dependent variables³. In this research, the dependent variable was students' reading comprehension. Reading comprehension

³ O'leary, *The Essential Guide to Doing Research* (London: Sage Publication, 2004).

in this research referred to students' ability to understand narrative texts. It was measured through a reading comprehension test in the form of multiple-choice questions. The test items were developed based on six indicators of reading comprehension: identifying main idea, detail specific information, understanding vocabulary in context, making inferences, references, and evaluating author's message.

C. Population, Sample, and Sampling Technique

1. Population

The population, often referred to as the target population, consisted of the entire collection of elements that were the object of the research. This population represented a larger group to which the researcher intended to generalize the findings from the sample that was chosen⁴. Thus, the population referred to the group of subjects, events, or objects from which conclusions were drawn regarding the phenomena under investigation. In this research, the population consisted of all eighth-grade students of MTsN 1 East Lampung, totaling 302 students distributed across nine classes, from Class VIII A to Class VIII I.

2. Sample

A sample is part of the population that the researcher chose to participate in a research study. The research sample is the most efficient

⁴ R. Burke Johnson and Larry Christensen, *Educational Research Quantitative, Qualitative and Mixed Approaches*. (Los Angeles, London, New Delhi, Singapore, Washington DC. 2014). p. 346.

means of accurately representing a sizeable population⁵. It entailed choosing a portion of the population for study measurement. The sample that was chosen should appropriately reflected and corresponded to the characteristics of the entire population. In this research, the sample consisted of eighth-grade students at MTsN 1 East Lampung, comprising 32 students from Class VIII B and 36 students from Class VIII E, for a total of 68 students, including both male and female participants.

3. Sampling Technique

In conducting this research, the researcher used cluster random sampling. Cluster random sampling is a probability-based procedure in quantitative research, in which the researcher selected groups or classes at random rather than selecting individuals one by one⁶. Through this approach, the researcher obtained samples from specific clusters that were selected at random, meaning that not all individuals in the population were part of the sample. This technique was appropriate because the overall population was relatively large, and selecting based on clusters will make the process more efficient and easier to manage for research purposes.

⁵ *Ibid.*, 343.

⁶ Caroline J. Hollins-Martin, *Research Recipes for Midwives* (Hoboken, NJ: Wiley-Blackwell, 2024).

D. Data Collecting Technique

Data collection methods are systematic procedures to obtain relevant and reliable information needed to answer research questions. Choosing the right method ensures that the data collected is accurate, valid, and representative of the phenomenon being studied, making this stage crucial for producing credible research findings⁷.

The data collection technique in this research consists:

1. Test

A test is a method to evaluate an individual's abilities, knowledge, or performance in a particular field⁸. Another explanation states that exams consist of exercises or a set of questions designed to measure a person's intelligence, knowledge, skills, or abilities, either individually or in groups. Tests are generally conducted as part of an assessment process to determine the extent to which certain competencies will be achieved. In this research, the researcher used two types of tests, namely:

a. Pre-Test

The researcher administered a pre-test to both the experimental and control classes prior to the implementation of the Islamic Stories in order to measure students' reading

⁷ Hamed Taherdoost, Data Collection Methods and Tools for Research; A Step-by-Step Guide to Choose Data Collection Technique for Academic and Business Research Projects," *International Journal of Academic Research in Management (IJARM)* 10, no. 1 (2021): 10–38, <https://doi.org/Vol. 10, No. 1, 2021, Page: 10-38, ISSN: 2296-1747>.

⁸ H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (New York: Longman, 2004).

comprehension. Both groups received the same pre-test. At this stage, the researcher instructed the students to complete a narrative text followed by ten multiple-choice questions.

b. Post-Test

The researcher administered a post-test to both the experimental and control classes after the treatment to determine the extent to which students' reading comprehension improved. The experimental class received Islamic Story materials using stories from the A Special Baby is Born Prophet Muhammad (peace be upon him) with the aim of finding out whether the application was effective in improving students' reading comprehension, while the control class continued with conventional teaching. Both classes completed the same post-treatment test, which consisted of a narrative text accompanied by ten multiple-choice questions that will measure students' literal and interpretive comprehension after the teaching period.

2. Documentation

Documentation is a method to collect data in the form of written records, official documents, and other materials that will provide factual support for a research study⁹. In this research, documentation was utilized to obtain important data such as pre-test and post-test results as

⁹ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2019).

the main evidence of students' reading comprehension achievement. In addition, documentation included, school profile, Teaching Module and supporting academic records at MTsN 1 East Lampung. The documentation supported the validity of the data and strengthened the findings related to the influence of Islamic stories on students' reading comprehension by providing accurate and verifiable contextual information.

E. Research Instrument

1. Instrument Blueprint

A test blueprint is essential to ensure a relationship between learning objectives and the items for assessment, so that the instrument measured the intended competencies in a valid manner¹⁰. The researcher used the indicators that were chosen in the research design to collect information relevant to the research problem. To gather data, the researcher administered pre-test and post-test instruments and provided students with Islamic-based narrative texts to read. The instruments consisted of 10 multiple-choice questions. For each correct answer, the researcher will give 1 points, and for each incorrect answer, students received 0 points.

The instrument blueprint presented in the table described the distribution of test items based on specific indicators of reading

¹⁰ Hussein Abdellatif and Abdullah M Al-Shahrani, "Effect of Blueprinting Methods on Test Difficulty, Discrimination, and Reliability Indices: Cross- Sectional Study in an Integrated Learning Program," *Advances in Medical Education and Practice* 10 (2019): 23–30, <https://doi.org/doi: 10.2147/AMEPS190827>.

comprehension. This blueprint ensured that each test item measures the intended aspects of reading comprehension systematically and proportionally, thereby supporting the validity of the research instrument.

Table 3.2

The Instrument Blueprint Reading Comprehension

No	Indicator	Number of Items (Pre-Test)	Number of Items (Post-Test)
1	Identifying main idea: Measures students' ability to determine the central idea or main message of the narrative text.	1,6	1,4
2	Detail Specific Information: Assesses students' ability to locate and recall explicit facts, events, or key details from the text.	3,4,7	2,3,6
3	Understanding vocabulary in context: Evaluates students' ability to infer the meaning of unfamiliar words or phrases based on context.	5,8	7,8
4	Making inferences: Measures students' skill in deriving implicit meaning, interpreting character' motives, and identifying cause-effect relationships.	9	9
5	Reference: Assesses students' ability to understand the relationship between pronouns, nouns, and other referential elements.	2	5
6	Evaluating the author's message: Measures students' ability to analyze and assess the author's purpose, tone, perspective, or moral values conveyed in the text.	10	10

F. Data Analysis Technique

The researcher analyzed the data using the independent sample t-test through SPSS (Statistical Package for the Social Science) series 26 to determine whether the application of Islamic Stories significantly influences the reading comprehension of eighth-grade students at MTsN 1

East Lampung. This research used a quasi-experimental design with two independent groups: an experimental class and control class. The students' reading scores were calculated and compared according to the standard procedure for determining the standard error of the difference between two means.

Furthermore, before determining the appropriate statistical test, the researcher first conducted prerequisite analyses, including tests of normality and homogeneity, to identify whether the students' reading comprehension scores meet the assumptions of the independent sample t-test. If the data fulfilled these assumptions, the t-test was applied to compare the post-test results of the experimental and control groups. However, if the data did not meet these assumptions, the researcher employed non-parametric alternatives, such as the Mann-Whitney U test, to ensure the accuracy and validity of the analysis¹¹. Through this process, the researcher aimed to determine whether the use of Islamic Stories contributes to a significant difference in students' reading comprehension outcomes between the two groups.

¹¹ Julie Pallant, *SPSS Survival Manual, 6th Ed.* (London: McGraw-Hill Education, 2016).

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

Madrasah Tsanawiyah Negeri Lampung Timur is a state Islamic Junior High School educational institution located in East Lampung Regency, Lampung Province, under the administrative authority of the Ministry of Religious Affairs of the Republic of Indonesia. The institution was officially established in 1993 and is geographically situated at Jalan Ki Hajar Dewantara No. 38B, Banjar Rejo Village, Batanghari District. As an Islamic-based formal education institution, MTsN 1 Lampung Timur implements an integrated curriculum that combines general academic disciplines with the internalization of Islamic values. This integration is intended to support the development of students' cognitive competencies alongside the cultivation of moral and religious character, in line with the objectives of national and Islamic education.

2. Description of Research Data

In this research, the researcher administered two testing sessions, namely a pre-test and a post-test, to measure students' reading comprehension achievement. The researcher selected class VIII E as the control class and class VIII B as the experimental class. The pre-test was administered to both groups to identify students' initial reading

comprehension before the treatment was implemented. Subsequently, the experimental group received instruction using Islamic stories as teaching materials, while the control group was taught using conventional learning materials. The post-test was then conducted to determine difference in students' reading comprehension achievement after the treatment. The data obtained from both groups were statistically analyzed using SPSS version 26 to identify the influence of using Islamic stories on students' reading comprehension.

a. Control Class

1) The Control Class Pre-Test Result

On January 28th, 2026, a pre-test was conducted in the control class to determine students' initial level of reading comprehension. The test was administered to 36 students of class VII E using a reading comprehension test sheet consisting of a fable text followed by ten reading comprehension questions prepared based on the reading comprehension indicators. The students' answers were scored using predetermined assessment criteria to ensure objective measurement. The pre-test results were then analyzed to describe students' baseline reading comprehension. The table below presents the results of the analysis of students' pre-test scores.

Table 4.1
Frequency Distribution Students' Pre-Test

Pre-Test Control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	5.6	5.6	5.6
	3	8	22.2	22.2	27.8
	4	6	16.7	16.7	44.4
	5	8	22.2	22.2	66.7
	6	8	22.2	22.2	88.9
	7	3	8.3	8.3	97.2
	8	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

Based on Table 4.1 and the frequency distribution of pre-test scores in the control class, the test was administered to 36 students. The lowest score obtained was 2, while the highest score was 8, resulting in a score range of 6. The largest proportion of students were distributed in the score categories of 3, 5, and 6, each representing 22.2% of the total sample. Meanwhile, only 5.6% of students obtained the lowest score, and 2.8% achieved the highest score. These results indicate that most students were concentrated in the middle score range, suggesting that students' initial reading comprehension was at a moderate level.

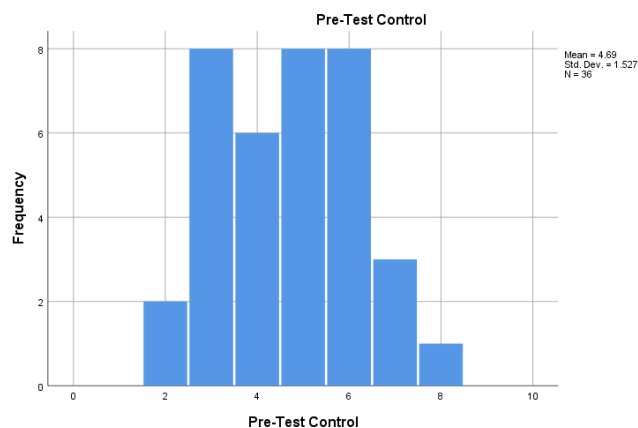


Figure 4.1

Pre-Test of Control Class

2) The Results of Post Test

On February 6th, 2026, the researcher administered a post-test in the control class to assess students' reading comprehension after the instructional process was completed. The test was administered to 36 students of class VII E using Islamic narrative texts accompanied by ten reading comprehension questions aligned with the research focus. The post-test was conducted in both the experimental and control classes. The experimental class had received instruction using Islamic stories, while the control class followed conventional learning without the treatment. The results of the post-test analysis are presented in the table below:

Table 4.2
Frequency Distribution Students' Post-Test

Post-Test Control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	5.6	5.6	5.6
	4	5	13.9	13.9	19.4
	5	9	25.0	25.0	44.4
	6	7	19.4	19.4	63.9
	7	8	22.2	22.2	86.1
	8	4	11.1	11.1	97.2
	9	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

Based on Table 4.2 and the frequency distribution of the post-test results in the control class, the test was administered to 36 students. The data show that the lowest score achieved by the students was 3, while the highest score was 9, resulting in a score range of 6 points. The largest proportion of students obtained a score of 5, representing 25.0% of the total sample. Furthermore, 22.2% of students achieved a score of 7, followed by 19.4% who obtained a score of 6. In addition, 13.9% of students achieved a score of 4, while 11.1% obtained a score of 8. Smaller proportions were observed at the scores of 3 (5.6%) and 9 (2.8%). These results suggest that students' reading comprehension in the control class after the learning process without Islamic story-based materials showed

moderate improvement but remained within the intermediate performance level.

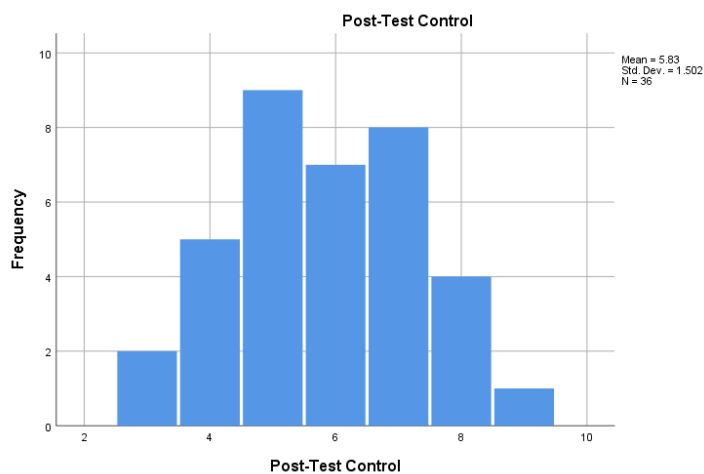


Figure 4.2

Post-Test of Control Class

b. Experimental class

1) The Pre-Test Result

On January 29th, 2026, the researcher administered a pre-test to measure students' initial reading comprehension before the treatment was implemented. The test was administered to 32 students in the experimental class using a reading comprehension test sheet consisting of a fable text followed by ten reading comprehension questions prepared based on the reading comprehension indicators. Students' answers were scored using predetermined assessment criteria to ensure objective measurement. The table below presents the results of the researcher's analysis of the

students' pre-test scores before the implementation of the treatment.

Table 4.3
Frequency Distribution Students' Pre-Test

Pre-Test Experiment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	5.6	6.3	6.3
	3	5	13.9	15.6	21.9
	4	8	22.2	25.0	46.9
	5	6	16.7	18.8	65.6
	6	7	19.4	21.9	87.5
	7	3	8.3	9.4	96.9
	8	1	2.8	3.1	100.0
	Total	32	88.9	100.0	
Missing	System	4	11.1		
Total		36	100.0		

Based on Table 4.3 and the frequency distribution of the pre-test results in the experimental class, the test was administered to 32 students. The results indicate that the lowest score obtained was 2 and the highest score was 8, resulting in a score range of 6 points. The highest proportion of students was found at score of 4, accounting for 25.0% of the valid data. This was followed by students obtaining scores of 6 (21.9%) and 5 (18.8%). Meanwhile, 15.6% of students obtained a score of 3, while smaller proportions were observed at the scores of 7 (9.4%), 2 (6.3%), and 8 (3.1%). Overall, the distribution shows that most students were concentrated in the middle score category, indicating that students' initial reading

comprehension before the implementation of Islamic stories as teaching materials was at a moderate level

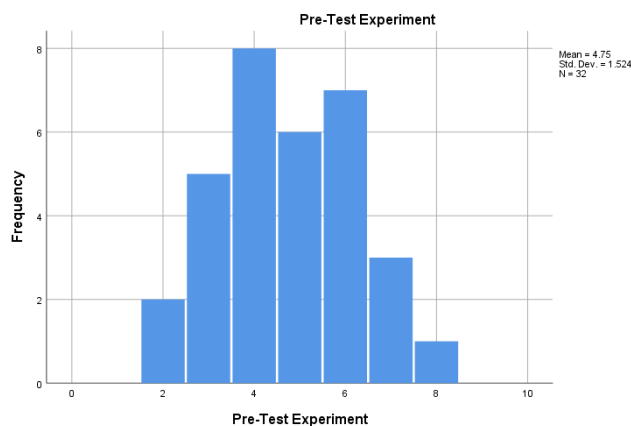


Figure 4.3

Pre-Test of Experimental Class

2) The Treatment

The treatment for the experimental class was conducted in two meetings after the pre-test using Islamic narrative texts as the learning material. The treatment was administered to 32 students in the experimental class. The first meeting was held on January 30th, 2026, during which the researcher introduced Islamic narrative texts and implemented learning activities using the story of Prophet Nuh. The researcher guided the students in reading the text and provided explanations of unfamiliar vocabulary, main ideas, and key information. Students then read the text individually and completed comprehension activities based on predetermined reading comprehension indicators. A class discussion was conducted to reinforce students' understanding of the text.

The second treatment was conducted on February 5th, 2026. In this meeting, the researcher used another Islamic narrative text entitled “*Abu Bakr: A Wise Young Man*”, which tells about Abu Bakr. The learning activities focused on reinforcing students’ reading comprehension through guided reading activities, explanation of unfamiliar vocabulary, and comprehension activities. Students then read the text, individually and completed comprehension activities aligned with the predetermined reading comprehension indicators.

3) The Post-Test Result

On February 6th, 2026, a post-test was administered to evaluate students’ reading comprehension in the experimental class following the instructional treatment using Islamic narrative texts. The test was administered to 32 students of the experimental class. The post-test consisted of Islamic narrative texts accompanied by ten comprehension questions aligned with the predetermined reading comprehension indicators. The test was administered after the experimental class had received instruction using Islamic stories as part of the treatment. Students’ answers were evaluated using predetermined assessment criteria to ensure objectivity and reliability. The post-test results for the experimental class are presented in the table below.

Table 4.4
Frequency Distribution Students' Post-Test

Post-Test Experiment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	1	2.8	3.1	3.1
	6	5	13.9	15.6	18.8
	7	7	19.4	21.9	40.6
	8	11	30.6	34.4	75.0
	9	6	16.7	18.8	93.8
	10	2	5.6	6.3	100.0
	Total	32	88.9	100.0	
Missing	System	4	11.1		
Total		36	100.0		

Based on Table 4.4 and the frequency distribution of the post-test results in the experimental class, the test was administered to 32 students. The data indicate that the lowest score obtained was 5, while the highest score was 10, resulting in a score range of 5 points. The highest proportion of students was found at the score of 8, accounting for 34.4% of the valid data. This was followed by students who obtained scores of 7 (21.9%) and 9 (18.8%). Meanwhile, 15.6% of students obtained a score of 6, while smaller proportions were observed at the scores of 10 (6.3%) and 5 (3.1%). Overall, the distribution demonstrates that most students were concentrated in the higher score category, indicating an improvement in

students' reading comprehension after the implementation of Islamic teaching materials.

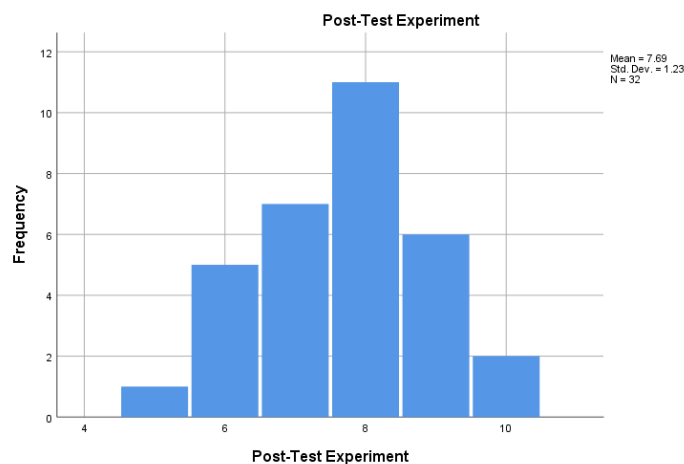


Figure 4.4

Post-Test of Experimental Class

3. Data Analysis

a. Normality Test

The normality test was conducted to determine whether the data followed a normal distribution, as this is a fundamental assumption in many statistical analyses. The data consisted of students' scores on the reading comprehension pre-test and post-test in both the control class and the experimental class. The researcher analyzed these scores and assessed their normality. The normality test was performed prior to conducting the independent sample t-test to ensure that the data represented a normally distributed population. The results of the normality test are presented in the table below.

Table 4.5 Test of Normality of Control Class and Experimental Class in Reading Comprehension

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Reading Comprehension	Pre-Test Experiment	.157	32	.042	.954	32	.193
	Post-test Experiment	.194	32	.004	.939	32	.071
	Pre-Test Control	.144	36	.056	.945	36	.073
	Post-Test Control	.155	36	.029	.954	36	.137

a. Lilliefors Significance Correction

Based on the normality table above, the Kolmogorov-Smirnov test shows significance values of 0.056 and 0.029 for the control class in the pre-test and post-test, and 0.042 and 0.004 for the experimental class in the pre-test and post-test. The Shapiro-Wilk test showed significance values of 0.073 for the pre-test and 0.137 for the post-test in the control class, and 0.193 for the pre-test and 0.071 for the post-test in the experimental class. Data are considered normally distributed if the significance value is greater than 0.05. Although some Kolmogorov-Smirnov values in the experimental class were slightly below the threshold, the Shapiro-Wilk results indicated that the data from both the control and experimental classes were normally distributed. Therefore, the assumption of normality was fulfilled, allowing the use of parametric tests for further analysis.

b. Homogeneity Test

The homogeneity test is a statistical procedure used to determine whether the variance of data across groups is equal or significantly different. The results of the homogeneity test, which were analyzed using SPSS version 26, are presented in the following table:

Table 4.6
Test of Homogeneity of Variance

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil Reading Comprehension	Based on Mean	1.729	1	66	.193
	Based on Median	1.885	1	66	.174
	Based on Median and with adjusted df	1.885	1	65.941	.174
	Based on trimmed mean	1.717	1	66	.195

The results of the homogeneity test indicated that all significance values (based on mean, median, median with adjusted df, and trimmed mean) were above 0.05 (0.193, 0.174, 0.174, and 0.195 respectively). Based on statistical criteria, the data were considered homogeneous if the significance values were greater than 0.05. Therefore, it can be concluded that the variance of the data in this research was homogeneous.

c. Hypothesis Testing

Based on the previous description, the assumptions of normality and homogeneity were fulfilled. Therefore, the data were analyzed using an independent samples t-test to examine the research hypotheses. The hypotheses of this research are formulated as follows.

(H_a) :There is any positive and significant influence of using Islamic stories on students' reading comprehension of the eighth grade at MTsN 1 East Lampung.

(H₀) :There is not any positive and significant influence of using Islamic stories on students' reading comprehension of the eighth grade at MTsN 1 East Lampung.

The criteria used to determine the acceptance or rejection of the hypothesis in the t-test were as follows:

- a. If the Sig. (2-tailed) value ≤ 0.05 , then H₀ was rejected and H_a was accepted.
- b. If the Sig. (2-tailed) value ≥ 0.05 , then H₀ was accepted and H_a was rejected.

Table 4.7

T-Test Group Statistics

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Reading Comprehension	Post-Test Experimental	32	7.69	1.230	.217
	Post-Test Control	36	5.83	1.502	.250

The descriptive statistical results revealed that the mean score of the experimental group ($M = 7.69$, $SD = 1.230$) was higher than that of the control group ($M = 5.83$, $SD = 1.502$). These findings suggest that, on average, students who used Islamic stories as a teaching materials demonstrated higher post-test reading comprehension performance compared to students who did not receive instruction using Islamic stories.

Table 4.8 The Results of SPSS Analysis of The Influence of Using Islamic Stories on Students' Reading Comprehension

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	
									Lower	Upper
Hasil Reading Comprehension	Equal variances assumed	1.729	.193	5.526	66	.000	1.854	.336	1.184	2.524
	Equal variances not assumed			5.592	65.580	.000	1.854	.332	1.192	2.516

The results of the independent sample t-test showed that the significance value (Sig. 2-tailed) is 0.000, which was below the significance level of 0.05. These results indicate a statistically significant difference in post-test reading comprehension scores between the experimental group and the control group. The mean

difference between the two groups was (1.854). Thus, it can be concluded that the use of Islamic stories as teaching materials significantly influenced the reading comprehension achievement of students in the experimental group.

B. Discussion

Before implementing the treatment, the researcher conducted a pre-test to evaluate students' reading comprehension. The pre-test findings showed that students' reading comprehension was still relatively low, as only a small number of students were able to achieve the Criteria for Achieving Learning Objectives (CALO) with a score of at least 75. Based on these results, the researcher implemented Islamic teaching materials as the instructional materials to influence students' reading comprehension. These materials were selected as they were expected to provide meaningful reading content while integrating Islamic values that are relevant to students' learning context.

The data in this study were analyzed using an independent samples t-test through SPSS version 26. The decision to accept or reject the research hypothesis was based on the significance value (Sig. 2-tailed). According to Ronald D. Yockey, the interpretation of SPSS output is determined based on the significance value¹. The independent samples t-test produced a significance value of 0.000, which was lower than 0.05. This result indicates

¹ Ronald D. Yockey, *SPSS Demystified: A Simple Guide and Reference, 3rd Ed.* (New York: Taylor & Francis Group, 2018).

that there was a statistically significant difference in outcomes between the experimental class and the control class.

These findings are in line with the research conducted by Reni Amelia entitled “The Use of Islamic Short Stories to Improve Reading Skill Among The Seventh Graders of Mts Daarul Ulya Metro”². The study demonstrated that integrating Islamic narrative texts into reading instruction enhances students’ reading comprehension. In addition, these findings are also consistent with the study conducted by Chaleda Irkhamni Rizal entitled “The Influence of Using Wattpad Media With Islamic Stories on The Students’ Reading Comprehension of The Ninth Grade of SMP IT Bina Insani Metro”³, The study showed that the use of Wattpad media integrated with Islamic stories resulted in a significant improvement in students’ reading comprehension.

Based on previous studies, it can be concluded that Islamic narrative teaching materials had a positive influence on students’ reading comprehension.

² Reni Amelia, “*The Use of Islamic Short Stories To Improve Reading Skill Among The Seventh Graders of Mts Daarul Ulya Metro*,” 2024.

³ Chaleda irkhamni Rizal, “*The Influence Of Using Wattpad Media With Islamic Stories On The Students’ Reading Comprehension Of The Ninth Grade Of Smp It Bina Insani Metro*,” 2025.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The results of this study indicate that the use of Islamic stories has a positive and significant influence on students' reading comprehension, particularly in understanding Islamic-based narrative texts. The eighth-grade students in the experimental class demonstrated moderate to low reading comprehension, as indicated by the pre-test results, where most students scored between 3 and 6 and only a small proportion achieved the Criteria for Achieving Learning Objectives (CALO). After the implementation of Islamic stories in two instructional meetings, the post-test results showed a significant influence. Most students in the experimental class achieved higher scores, with 11 students (34.4%) scoring 8, 7 students (21.9%) scoring 7, and 6 students (18.8%) scoring 9. In contrast, the control class, which received conventional instruction, showed only moderate improvement, with most students scoring between 5, 6, and 7.

The independent samples t-test results support this conclusion. According to the statistical criteria, if the Sig. (2-tailed) value ≤ 0.05 , H_0 is rejected and H_a is accepted. In contrast, if the Sig. (2-tailed) value ≥ 0.05 , H_0 is accepted and H_a is rejected. In this study, a Sig. (2-tailed) value of 0.000 was obtained, indicating that the significance value was below ≤ 0.05 . Therefore, it can be concluded that the use of Islamic stories had a positive

and significant influence on the reading comprehension of eighth-grade students at MTsN 1 East Lampung.

B. Suggestion

The researcher proposes the following suggestions for students, teachers, and for future researcher:

1. For the Students

Students are encouraged to actively engage in classroom learning, particularly in reading English texts through Islamic stories, in order to improve their ability to identify main ideas and locate specific information.

2. For English Teacher

It is recommended that teachers incorporate Islamic stories as instructional materials in teaching English reading comprehension in order to support the positive influence on students' reading comprehension.

3. For future Researcher

Future researchers are encouraged to explore the use of Islamic stories in developing students' reading comprehension in different grade levels or educational contexts. In addition, the implementation of Islamic stories is recommended to be conducted across multiple instructional sessions, preferably more than three or four meetings, to strengthen their influence on students' ability to identify main ideas and locate specific information in narrative texts.

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APPENDICES

PRE-TEST

Name :

Class :

Directions:

1. Read the text then answer the question by crossing a, b, c, or d!
 2. You may not cheat with your friends!
 3. You are not allowed to use a dictionary or communicate with others during the test
 4. Check your answer before submitting!
-

Text for number 1-10

The Shepherd Boy and The Wolf

A shepherd boy tended his master's sheep near a dark forest not far from the village. Soon he found life in the pasture very dull. All he could do to amuse himself was to talk to his dog or play on his shepherd's pipe. One day, as he sat watching the sheep and the quiet forest, he thought of a plan to amuse himself. His master had told him to call for help should a wolf attack the flock, and the villagers would drive it away.

So now, though he had not seen anything that even looked like a wolf, he ran toward the village shouting, "Wolf! Wolf!" As he expected, the villagers who heard the cry dropped their work and ran in great excitement to the pasture. But when they got there, they found the boy laughing at the trick he had played on them.

A few days later, the shepherd boy again shouted, "Wolf! Wolf!" Again the villagers ran to help him, only to be laughed at again.

Then one evening, as the sun was setting, a wolf really did come and attacked the sheep. In terror, the boy ran toward the village shouting, "Wolf! Wolf!" But this time, the villagers did not run to help him. "He cannot fool us again," they said. The wolf killed many sheep and then slipped away into the forest.

Source: *Eseni Bahasa Inggris* bukisriwaSMP/MTS

- | | |
|---|---|
| <p>1. What is the main idea of the story?</p> <p>A. Villagers should always help each other</p> <p>B. Wolves are dangerous animals</p> <p>C. Lying can cause serious consequences</p> <p>D. Shepherding is a boring job</p> | <p>2. In the sentence "He cannot fool us again," they said, the word "He" refers to ...</p> <p>A. The Wolf</p> <p>B. The Shepherd Boy</p> <p>C. The Master</p> <p>D. One of The Villagers</p> |
|---|---|

3. Why did the shepherd boy shout "Wolf! Wolf!" for the first time?
 - A. Because a wolf attacked the sheep
 - B. Because he wanted to amuse himself
 - C. Because his dog was barking loudly
 - D. Because the villagers asked him to shout
4. How did the villagers react the second time the boy shouted "Wolf! Wolf!"?
 - A. They ignored him
 - B. They caught the wolf
 - C. They helped him and were laughed at
 - D. They punished the boy
5. The word "dull" in the first paragraph is closest in meaning to ...
 - A. Dangerous
 - B. Boring
 - C. Noisy
 - D. Exciting
6. What lesson can be learned from the shepherd boy's experience?
 - A. Forests are unsafe places
 - B. Sheep need strong protection
 - C. People should not trust children
 - D. Honesty is important in life
7. What happened when the wolf really came?
 - A. The villagers chased it away
 - B. The boy protected the sheep
 - C. Many sheep were killed
 - D. The boy caught the wolf
8. The opposite meaning of the word "quiet" in the first paragraph is ...
 - A. Peaceful
 - B. Calm
 - C. Noisy
 - D. Empty
9. Why did the villagers not help the boy the last time he shouted?
 - A. They were too busy working
 - B. They were afraid of the forest
 - C. They thought the boy was lying again
 - D. They did not hear his shout
10. What is the author's main purpose in writing this story?
 - A. To entertain readers with animals
 - B. To describe village life
 - C. To warn readers about the danger of lying
 - D. To explain how to raise sheep

POST-TEST

Name :

Class :

Directions:

1. Read the text then answer the question by crossing a, b, c, or d!
 2. You may not cheat with your friends!
 3. You are not allowed to use a dictionary or communicate with others during the test
 4. Check your answer before submitting!
-

Text for number 1-10

A Special Baby is Born

(Prophet Muhammad Peace be Upon Him)

Many years ago, more than 1,400 years past, a man named Abdullah and his wife, Aminah, lived in a city named Mecca in the desert of Arabia. Mecca was a very large city, but it was not very fertile, so caravans came to trade food and supplies for the people of Mecca. A tribe called the Quraish were the ones that brought the caravans to the city, so the tribe was both rich and powerful. Abdullah and Aminah were part of the Banu Hashim clan of the Quraish tribe.

Aminah found out that she was going to have a baby! An angel came to her before the baby was born and told her the special name of her baby boy. She was going to name him Muhammad. Sadly, Abdullah died before Muhammad (as) was born, but Muhammad (as) lived with his mother and grandfather, Abdul Muttalib. On the day that he was born, his grandfather took him to the Ka'bah to pray to Allah and thank him for his grandson!

After some time, the baby Muhammad (as) went to live in the desert with a family there so that he could grow up strong. A woman named Haleemah fed him and took care of him. The family received many blessings while the baby lived with them. They did not want the baby to go home because they loved him and enjoyed all of the blessings of Allah. Haleemah begged his mother to let him stay and reminded his mother that many people in the city were ill. Aminah was worried that her son may also get sick if he came back, so Muhammad (as) stayed with the desert family for a few more years.

When Muhammad (as) was five years old, the angel Gabriel came to him and helped him. This scared the Haleemah, so they brought him back to live with his loving mother and grandfather in Mecca.

Source: IslamicstoryfromIslam4Kids.org

- | | |
|--|---|
| <p>1. What is the main idea of the text?</p> <p>A. The life of people in the desert</p> <p>B. The early life of Prophet Muhammad and Allah's protection</p> <p>C. The trade system in Mecca</p> <p>D. The story of the Quraish tribe</p> | <p>2. Where did Abdullah and Aminah live?</p> <p>A. Medina</p> <p>B. Mecca</p> <p>C. Taif</p> <p>D. Jerusalem</p> |
|--|---|

3. Who took care of Prophet Muhammad when he lived in the desert?
 - A. Aminah
 - B. Abdul Muttalib
 - C. Haleemah
 - D. Abdullah
 4. What does paragraph 3 mainly tell about?
 - A. The trade activities in Mecca
 - B. The illness in the city
 - C. Prophet Muhammad's life with the desert family
 - D. The death of Abdullah
 5. The word "him" in the sentence "*The family received many blessings while the baby lived with them*" refers to ...
 - A. Abdullah
 - B. Abdul Muttalib
 - C. Prophet Muhammad
 - D. Gabriel
 6. Why did Aminah allow her son to stay in the desert longer?
 - A. She wanted him to become rich
 - B. She was busy trading
 - C. She was worried he might get sick in the city
 - D. The family refused to return him
 7. The word "*worried*" in the text is closest in meaning to ...
 - A. Happy
 - B. Anxious
 - C. Excited
 - D. Proud
 8. The opposite meaning of the word "*Powerful*" in paragraph 1 is ...
 - A. Rich
 - B. Weak
 - C. Famous
 - D. Respected
 9. Why did Haleemah want Prophet Muhammad to stay longer with her family?
 - A. She needed help in the desert
 - B. The baby brought blessings to the family
 - C. Aminah asked her to keep him
 - D. The city was too far
 10. What lesson can we learn from the story?
 - A. Children should live in the desert
 - B. Wealth is more important than family
 - C. Allah protects and blesses those He chooses
 - D. Trade is the best job in Mecca
-

**The List of Students From Class VIII B And VIII E At MtsN 1
Lampung Timur In The Academic Year 2026**

	VII E CONTROL CLASS	VIII B EXPERIMENT CLASS
No	Name	Name
1	AAH	AZDA
2	APA	ACK
3	ASW	AZ
4	APSI	APA
5	AA	AW
6	AND	AH
7	AFF	AAE
8	AAA	AMD
9	APA	AQA
10	BI	AAR
11	CFPD	ANR
12	DNK	AK
13	ERS	BN
14	FIRR	DAA
15	GIK	FHP
16	HAS	FNZ
17	HF	FHS
18	HAP	GIR
19	IPDP	GV
20	KFL	KRI
21	KH	KWA
22	MDP	KRR
23	MU	KFP
24	MHA	MRR
25	MHA	MAM
26	MZP	MA
27	NNA	NA
28	NZI	NK
29	RER	QA
30	RV	RHP
31	SFM	RQA
32	SAP	SAR
33	ZP	
34	ZFT	
35	ZAS	
36	LF	

The Pre-Test Result of Control Class At MTsN 1 Lampung Timur

NO	NAME	SCORE	CLASS
1	AAH	3	VIII E
2	APA	6	VIII E
3	ASW	7	VIII E
4	APSI	3	VIII E
5	AA	6	VIII E
6	AND	2	VIII E
7	AFF	3	VIII E
8	AAA	4	VIII E
9	APA	6	VIII E
10	BI	5	VIII E
11	CFPD	2	VIII E
12	DNK	3	VIII E
13	ERS	4	VIII E
14	FIRR	3	VIII E
15	GIK	5	VIII E
16	HAS	8	VIII E
17	HF	5	VIII E
18	HAP	4	VIII E
19	IPDP	5	VIII E
20	KFL	6	VIII E
21	KH	6	VIII E
22	MDP	5	VIII E
23	MU	5	VIII E
24	MHA	7	VIII E
25	MHA	6	VIII E
26	MZP	4	VIII E
27	NNA	5	VIII E
28	NZI	4	VIII E
29	RER	5	VIII E
30	RV	3	VIII E
31	SFM	6	VIII E
32	SAP	4	VIII E
33	ZP	3	VIII E
34	ZFT	6	VIII E
35	ZAS	7	VIII E
36	LF	3	VIII E

The Pre-Test Result of Experiment Class At MTsN 1 Lampung Timur

NO	NAME	SCORE	CLASS
1	AZDA	4	VIII B
2	ACK	4	VIII B
3	AZ	6	VIII B
4	APA	4	VIII B
5	AW	5	VIII B
6	AH	6	VIII B
7	AAE	7	VIII B
8	AMD	4	VIII B
9	AQA	8	VIII B
10	AAR	3	VIII B
11	ANR	4	VIII B
12	AK	6	VIII B
13	BN	7	VIII B
14	DAA	6	VIII B
15	FHP	5	VIII B
16	FNZ	3	VIII B
17	FHS	3	VIII B
18	GIR	5	VIII B
19	GV	2	VIII B
20	KRI	4	VIII B
21	KWA	5	VIII B
22	KRR	6	VIII B
23	KFP	4	VIII B
24	MRR	5	VIII B
25	MAM	7	VIII B
26	MA	6	VIII B
27	NA	2	VIII B
28	NK	3	VIII B
29	QA	4	VIII B
30	RHP	5	VIII B
31	RQA	6	VIII B
32	SAR	3	VIII B

The Post-Test Result of Control Class At MTsN 1 Lampung Timur

NO	NAME	SCORE	CLASS
1	AAH	6	VIII E
2	APA	9	VIII E
3	ASW	3	VIII E
4	APSI	4	VIII E
5	AA	6	VIII E
6	AND	5	VIII E
7	AFF	4	VIII E
8	AAA	6	VIII E
9	APA	4	VIII E
10	BI	7	VIII E
11	CFPD	5	VIII E
12	DNK	8	VIII E
13	ERS	8	VIII E
14	FIRR	4	VIII E
15	GIK	5	VIII E
16	HAS	6	VIII E
17	HF	6	VIII E
18	HAP	5	VIII E
19	IPDP	5	VIII E
20	KFL	7	VIII E
21	KH	6	VIII E
22	MDP	7	VIII E
23	MU	5	VIII E
24	MHA	4	VIII E
25	MHA	5	VIII E
26	MZP	3	VIII E
27	NNA	7	VIII E
28	NZI	6	VIII E
29	RER	8	VIII E
30	RV	7	VIII E
31	SFM	7	VIII E
32	SAP	5	VIII E
33	ZP	8	VIII E
34	ZFT	7	VIII E
35	ZAS	7	VIII E
36	LF	5	VIII E

The Post-Test Result of Class Experiment At MTsN 1 Lampung Timur

NO	NAME	SCORE	CLASS
1	AZDA	6	VIII B
2	ACK	5	VIII B
3	AZ	6	VIII B
4	APA	8	VIII B
5	AW	7	VIII B
6	AH	9	VIII B
7	AAE	10	VIII B
8	AMD	7	VIII B
9	AQA	10	VIII B
10	AAR	6	VIII B
11	ANR	7	VIII B
12	AK	7	VIII B
13	BN	8	VIII B
14	DAA	9	VIII B
15	FHP	9	VIII B
16	FNZ	9	VIII B
17	FHS	8	VIII B
18	GIR	8	VIII B
19	GV	7	VIII B
20	KRI	8	VIII B
21	KWA	8	VIII B
22	KRR	8	VIII B
23	KFP	9	VIII B
24	MRR	7	VIII B
25	MAM	8	VIII B
26	MA	7	VIII B
27	NA	6	VIII B
28	NK	8	VIII B
29	QA	9	VIII B
30	RHP	6	VIII B
31	RQA	8	VIII B
32	SAR	8	VIII B

PRE-TEST

4

Name : Fohmi P.

Class : 8 B

Directions:

1. Read the text then answer the question by crossing a, b, c, or d!
2. You may not cheat with your friends!
3. You are not allowed to use a dictionary or communicate with others during the test
4. Check your answer before submitting!

Text for number 1-10

The Shepherd Boy and The Wolf

A shepherd boy tended his master's sheep near a dark forest not far from the village. Soon he found life in the pasture very dull. All he could do to amuse himself was to talk to his dog or play on his shepherd's pipe. One day, as he sat watching the sheep and the quiet forest, he thought of a plan to amuse himself. His master had told him to call for help should a wolf attack the flock, and the villagers would drive it away.

So now, though he had not seen anything that even looked like a wolf, he ran toward the village shouting, "Wolf! Wolf!" As he expected, the villagers who heard the cry dropped their work and ran in great excitement to the pasture. But when they got there, they found the boy laughing at the trick he had played on them.

A few days later, the shepherd boy again shouted, "Wolf! Wolf!" Again the villagers ran to help him, only to be laughed at again.

Then one evening, as the sun was setting, a wolf really did come and attacked the sheep. In terror, the boy ran toward the village shouting, "Wolf! Wolf!" But this time, the villagers did not run to help him. "He cannot fool us again," they said. The wolf killed many sheep and then slipped away into the forest.

Source: Esensi Bahasa Inggris untuk siswa SMP/MTS

- | | |
|---|---|
| <p>1. What is the main idea of the story?</p> <p>A. Villagers should always help each other</p> <p>B. Wolves are dangerous animals</p> <p><input checked="" type="checkbox"/> C. Lying can cause serious consequences</p> <p>D. Shepherding is a boring job</p> | <p>2. In the sentence "<i>He cannot fool us again,</i>" <i>they said,</i> the word "He" refers to ...</p> <p>A. The Wolf</p> <p><input checked="" type="checkbox"/> B. The Shepherd Boy</p> <p>C. The Master</p> <p>D. One of The Villagers</p> |
|---|---|

POST-TEST

9

Name: Fahmi P.

Class: 8B

Directions:

1. Read the text then answer the question by crossing a, b, c, or d!
2. You may not cheat with your friends!
3. You are not allowed to use a dictionary or communicate with others during the test
4. Check your answer before submitting!

Text for number 1-10

A Special Baby is Born

(Prophet Muhammad Peace be Upon Him)

Many years ago, more than 1,400 years past, a man named Abdullah and his wife, Aminah, lived in a city named Mecca in the desert of Arabia. Mecca was a very large city, but it was not very fertile, so caravans came to trade food and supplies for the people of Mecca. A tribe called the Quraish were the ones that brought the caravans to the city, so the tribe was both rich and powerful. Abdullah and Aminah were part of the Banu Hashim clan of the Quraish tribe.

Aminah found out that she was going to have a baby! An angel came to her before the baby was born and told her the special name of her baby boy. She was going to name him Muhammad. Sadly, Abdullah died before Muhammad (as) was born, but Muhammad (as) lived with his mother and grandfather, Abdul Muttalib. On the day that he was born, his grandfather took him to the Ka'bah to pray to Allah and thank him for his grandson!

After some time, the baby Muhammad (as) went to live in the desert with a family there so that he could grow up strong. A woman named Haleemah fed him and took care of him. The family received many blessings while the baby lived with them. They did not want the baby to go home because they loved him and enjoyed all of the blessings of Allah. Haleemah begged his mother to let him stay and reminded his mother that many people in the city were ill. Aminah was worried that her son may also get sick if he came back, so Muhammad (as) stayed with the desert family for a few more years.

When Muhammad (as) was five years old, the angel Gabriel came to him and helped him. This scared the Haleemah, so they brought him back to live with his loving mother and grandfather in Mecca.

Source: IslamicstoryfromIslam4Kids.org

- | | |
|--|---|
| <p>1. What is the main idea of the text?</p> <p>A. The life of people in the desert</p> <p><input checked="" type="checkbox"/> B. The early life of Prophet Muhammad and Allah's protection</p> <p>C. The trade system in Mecca</p> <p>D. The story of the Quraish tribe</p> | <p>2. Where did Abdullah and Aminah live?</p> <p>A. Medina</p> <p><input checked="" type="checkbox"/> B. Mecca</p> <p>C. Taif</p> <p>D. Jerusalem</p> |
|--|---|

5

PRE-TEST

Name : Nabila Nur Sagarina

Class : 8E

Directions:

1. Read the text then answer the question by crossing a, b, c, or d!
2. You may not cheat with your friends!
3. You are not allowed to use a dictionary or communicate with others during the test
4. Check your answer before submitting!

Text for number 1-10

The Shepherd Boy and The Wolf

A shepherd boy tended his master's sheep near a dark forest not far from the village. Soon he found life in the pasture very dull. All he could do to amuse himself was to talk to his dog or play on his shepherd's pipe. One day, as he sat watching the sheep and the quiet forest, he thought of a plan to amuse himself. His master had told him to call for help should a wolf attack the flock, and the villagers would drive it away.

So now, though he had not seen anything that even looked like a wolf, he ran toward the village shouting, "Wolf! Wolf!" As he expected, the villagers who heard the cry dropped their work and ran in great excitement to the pasture. But when they got there, they found the boy laughing at the trick he had played on them.

A few days later, the shepherd boy again shouted, "Wolf! Wolf!" Again the villagers ran to help him, only to be laughed at again.

Then one evening, as the sun was setting, a wolf really did come and attacked the sheep. In terror, the boy ran toward the village shouting, "Wolf! Wolf!" But this time, the villagers did not run to help him. "He cannot fool us again," they said. The wolf killed many sheep and then slipped away into the forest.

Source: Esensi Bahasa Inggris untuk Siswa SMP/MTS

1. What is the main idea of the story?

- A. Villagers should always help each other
- B. Wolves are dangerous animals
- C. Lying can cause serious consequences
- D. Shepherding is a boring job

2. In the sentence "He cannot fool us again," they said, the word "He" refers to ...

- A. The Wolf
- B. The Shepherd Boy
- C. The Master
- D. One of The Villagers

70

POST-TEST

Name : Nabila Nur aqmarina

Class : 8c

Directions:

1. Read the text then answer the question by crossing a, b, c, or d!
2. You may not cheat with your friends!
3. You are not allowed to use a dictionary or communicate with others during the test
4. Check your answer before submitting!

Text for number 1-10

A Special Baby is Born

(Prophet Muhammad Peace be Upon Him)

Many years ago, more than 1,400 years past, a man named Abdullah and his wife, Aminah, lived in a city named Mecca in the desert of Arabia. Mecca was a very large city, but it was not very fertile, so caravans came to trade food and supplies for the people of Mecca. A tribe called the Quraish were the ones that brought the caravans to the city, so the tribe was both rich and powerful. Abdullah and Aminah were part of the Banu Hashim clan of the Quraish tribe.

Aminah found out that she was going to have a baby! An angel came to her before the baby was born and told her the special name of her baby boy. She was going to name him Muhammad. Sadly, Abdullah died before Muhammad (as) was born, but Muhammad (as) lived with his mother and grandfather, Abdul Muttalib. On the day that he was born, his grandfather took him to the Ka'bah to pray to Allah and thank him for his grandson!

After some time, the baby Muhammad (as) went to live in the desert with a family there so that he could grow up strong. A woman named Haleemah fed him and took care of him. The family received many blessings while the baby lived with them. They did not want the baby to go home because she loved him and enjoyed all of the blessings of Allah. Haleemah begged his mother to let him stay and reminded his mother that many people in the city were ill. Aminah was worried that her son may also get sick if he came back, so Muhammad (as) stayed with the desert family for a few more years.

When Muhammad (as) was five years old, the angel Gabriel came to him and helped him. This scared the Haleemah, so they brought him back to live with his loving mother and grandfather in Mecca.

Source: IslamicstoryfromIslam4Kids.org

- | | |
|--|---|
| <p>1. What is the main idea of the text?</p> <p>A. The life of people in the desert</p> <p><input checked="" type="checkbox"/> B. The early life of Prophet Muhammad and Allah's protection</p> <p>C. The trade system in Mecca</p> <p>D. The story of the Quraish tribe</p> | <p>2. Where did Abdullah and Aminah live?</p> <p>A. Medina</p> <p><input checked="" type="checkbox"/> B. Mecca</p> <p>C. Taif</p> <p>D. Jerusalem</p> |
|--|---|

PRE-TEST
Name : AMELIA PUTRI ANDIAN

4

Class : VIII B

Directions:

1. Read the text then answer the question by crossing a, b, c, or d!
2. You may not cheat with your friends!
3. You are not allowed to use a dictionary or communicate with others during the test
4. Check your answer before submitting!

Text for number 1-10

The Shepherd Boy and The Wolf

A shepherd boy tended his master's sheep near a dark forest not far from the village. Soon he found life in the pasture very dull. All he could do to amuse himself was to talk to his dog or play on his shepherd's pipe. One day, as he sat watching the sheep and the quiet forest, he thought of a plan to amuse himself. His master had told him to call for help should a wolf attack the flock, and the villagers would drive it away.

So now, though he had not seen anything that even looked like a wolf, he ran toward the village shouting, "Wolf! Wolf!" As he expected, the villagers who heard the cry dropped their work and ran in great excitement to the pasture. But when they got there, they found the boy laughing at the trick he had played on them.

A few days later, the shepherd boy again shouted, "Wolf! Wolf!" Again the villagers ran to help him, only to be laughed at again.

Then one evening, as the sun was setting, a wolf really did come and attacked the sheep. In terror, the boy ran toward the village shouting, "Wolf! Wolf!" But this time, the villagers did not run to help him. "He cannot fool us again," they said. The wolf killed many sheep and then slipped away into the forest.

Source: Esensi Bahasa Inggris untuk siswa SMP/MTS

- | | |
|---|---|
| <p>1. What is the main idea of the story?</p> <p>A. Villagers should always help each other</p> <p>B. Wolves are dangerous animals</p> <p><input checked="" type="checkbox"/> C. Lying can cause serious consequences</p> <p>D. Shepherding is a boring job</p> | <p>2. In the sentence "<i>He cannot fool us again,</i>" <i>they said</i>, the word "He" refers to ...</p> <p>A. The Wolf</p> <p><input checked="" type="checkbox"/> B. The Shepherd Boy</p> <p>C. The Master</p> <p>D. One of The Villagers</p> |
|---|---|

POST-TEST

8

Name : AMELIA PUTRI ANDIAN

Class : VIII B

Directions:

1. Read the text then answer the question by crossing a, b, c, or d!
2. You may not cheat with your friends!
3. You are not allowed to use a dictionary or communicate with others during the test
4. Check your answer before submitting!

Text for number 1-10

A Special Baby is Born

(Prophet Muhammad Peace be Upon Him)

Many years ago, more than 1,400 years past, a man named Abdullah and his wife, Aminah, lived in a city named Mecca in the desert of Arabia. Mecca was a very large city, but it was not very fertile, so caravans came to trade food and supplies for the people of Mecca. A tribe called the Quraish were the ones that brought the caravans to the city, so the tribe was both rich and powerful. Abdullah and Aminah were part of the Banu Hashim clan of the Quraish tribe.

Aminah found out that she was going to have a baby! An angel came to her before the baby was born and told her the special name of her baby boy. She was going to name him Muhammad. Sadly, Abdullah died before Muhammad (as) was born, but Muhammad (as) lived with his mother and grandfather, Abdul Muttalib. On the day that he was born, his grandfather took him to the Ka'bah to pray to Allah and thank him for his grandson!

After some time, the baby Muhammad (as) went to live in the desert with a family there so that he could grow up strong. A woman named Haleemah fed him and took care of him. The family received many blessings while the baby lived with them. They did not want the baby to go home because she loved him and enjoyed all of the blessings of Allah. Haleemah begged his mother to let him stay and reminded his mother that many people in the city were ill. Aminah was worried that her son may also get sick if he came back, so Muhammad (as) stayed with the desert family for a few more years.

When Muhammad (as) was five years old, the angel Gabriel came to him and helped him. This scared the Haleemah, so they brought him back to live with his loving mother and grandfather in Mecca.

Source: IslamicstoryfromIslam4Kids.org

- | | |
|--|---|
| <p>1. What is the main idea of the text?</p> <p>A. The life of people in the desert</p> <p><input checked="" type="checkbox"/> B. The early life of Prophet Muhammad and Allah's protection</p> <p>C. The trade system in Mecca</p> <p>D. The story of the Quraish tribe</p> | <p>2. Where did Abdullah and Aminah live?</p> <p>A. Medina</p> <p><input checked="" type="checkbox"/> B. Mecca</p> <p>C. Taif</p> <p>D. Jerusalem</p> |
|--|---|

PRE-TEST

4

Name: Ayfa Adeva AndianiClass: 8E

Directions:

1. Read the text then answer the question by crossing a, b, c, or d!
2. You may not cheat with your friends!
3. You are not allowed to use a dictionary or communicate with others during the test
4. Check your answer before submitting!

Text for number 1-10

The Shepherd Boy and The Wolf

A shepherd boy tended his master's sheep near a dark forest not far from the village. Soon he found life in the pasture very dull. All he could do to amuse himself was to talk to his dog or play on his shepherd's pipe. One day, as he sat watching the sheep and the quiet forest, he thought of a plan to amuse himself. His master had told him to call for help should a wolf attack the flock, and the villagers would drive it away.

So now, though he had not seen anything that even looked like a wolf, he ran toward the village shouting, "Wolf! Wolf!" As he expected, the villagers who heard the cry dropped their work and ran in great excitement to the pasture. But when they got there, they found the boy laughing at the trick he had played on them.

A few days later, the shepherd boy again shouted, "Wolf! Wolf!" Again the villagers ran to help him, only to be laughed at again.

Then one evening, as the sun was setting, a wolf really did come and attacked the sheep. In terror, the boy ran toward the village shouting, "Wolf! Wolf!" But this time, the villagers did not run to help him. "He cannot fool us again," they said. The wolf killed many sheep and then slipped away into the forest.

Source: *Esensi Bahasa Inggris untuk siswa SMP/MTS*

1. What is the main idea of the story?
 - A. Villagers should always help each other
 - B. Wolves are dangerous animals
 - C. Lying can cause serious consequences
 - D. Shepherding is a boring job
2. In the sentence "*He cannot fool us again,*" *they said,* the word "He" refers to ...
 - A. The Wolf
 - B. The Shepherd Boy
 - C. The Master
 - D. One of The Villagers

POST-TEST

6

Name : AuFa Adelia Andrian

Class : 8E

Directions:

1. Read the text then answer the question by crossing a, b, c, or d!
2. You may not cheat with your friends!
3. You are not allowed to use a dictionary or communicate with others during the test
4. Check your answer before submitting!

Text for number 1-10

A Special Baby is Born

(Prophet Muhammad Peace be Upon Him)

Many years ago, more than 1,400 years past, a man named Abdullah and his wife, Aminah, lived in a city named Mecca in the desert of Arabia. Mecca was a very large city, but it was not very fertile, so caravans came to trade food and supplies for the people of Mecca. A tribe called the Quraish were the ones that brought the caravans to the city, so the tribe was both rich and powerful. Abdullah and Aminah were part of the Banu Hashim clan of the Quraish tribe.

Aminah found out that she was going to have a baby! An angel came to her before the baby was born and told her the special name of her baby boy. She was going to name him Muhammad. Sadly, Abdullah died before Muhammad (as) was born, but Muhammad (as) lived with his mother and grandfather, Abdul Muttalib. On the day that he was born, his grandfather took him to the Ka'bah to pray to Allah and thank him for his grandson!

After some time, the baby Muhammad (as) went to live in the desert with a family there so that he could grow up strong. A woman named Haleemah fed him and took care of him. The family received many blessings while the baby lived with them. They did not want the baby to go home because they loved him and enjoyed all of the blessings of Allah. Haleemah begged his mother to let him stay and reminded his mother that many people in the city were ill. Aminah was worried that her son may also get sick if he came back, so Muhammad (as) stayed with the desert family for a few more years.

When Muhammad (as) was five years old, the angel Gabriel came to him and helped him. This scared the Haleemah, so they brought him back to live with his loving mother and grandfather in Mecca.

Source: IslamicstoryfromIslam4Kids.org

- | | |
|--|--|
| 1. What is the main idea of the text? | 2. Where did Abdullah and Aminah live? |
| A. The life of people in the desert | A. Medina |
| <input checked="" type="checkbox"/> B. The early life of Prophet Muhammad and Allah's protection | <input checked="" type="checkbox"/> B. Mecca |
| C. The trade system in Mecca | C. Taif |
| D. The story of the Quraish tribe | D. Jerusalem |

MODUL AJAR

NARRATIVE TEXT

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Deka Putriana
Satuan Pendidikan	MTs Negeri 1 Lampung Timur
Kelas/Fase	VIII (Delapan) / Fase D
Mata Pelajaran	3 x 40 Menit Pertemuan
Tahun Penyusunan	2025 / 2026
Domain	Peserta didik mampu mengamati, memahami, dan merespon teks naratif sederhana secara mandiri maupun berkelompok, serta mengidentifikasi ide utama dan informasi spesifik dari teks yang dibaca.

Capaian Pembelajaran Fase D
Pada akhir fase D, siswa menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan Peneliti, teman sebaya dan orang lain dalam berbagai konteks familiar yang formal dan informal. Dengan pengulangan pergantian kosa kata, pelajar memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan disekolah dan dirumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuar perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

Membaca - Memirsa
Pada akhir fase D, siswa membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka menncarri dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi unntuk memahami innformasi tersirat dalam sebuah teks.

B. KOMPETENSI AWAL
Peserta didik dapat mengenal teks naratif sederhana dalam Bahasa Inggris dan mampu memahami informasi eksplisit seperti tokoh, tempat, dan peristiwa utama dalam sebuah cerita.

C. PROFIL PELAJAR PANCASILA
Beriman dan Berakhlak mulia, mandiri, bernalar kritis, kreatif, gotong royong dan berkebhinekaan global

D. SARANA DAN PRASARANA	
Media	Lembar Kerja Peserta Didik (LKPD), Papan Tulis, Spidol, dan Alat Tulis.
Sumber Belajar	Lembar Kerja Peserta Didik (LKPD), Narrative Text, Buku Esensi Bahasa Inggris https://IslamicstoryfromIslam4Kids.org

E. Target Peserta Didik
Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

Model Pembelajaran	
1. Model Pembelajaran	Direct Instruction
2. Metode Pembelajaran	Guided Reading

KOMPETENSI INTI	
A. Tujuan Pembelajaran	
Setelah mengikuti pembelajaran, siswa mampu:	
1. Siswa mampu mengidentifikasi narrative text	
2. Mengidentifikasi ide utama dalam teks narrative	
3. Menemukan informasi spesifik secara tepat dalam teks narrative	
4. Memahami struktur narrative text	

B. Pemahaman Bermakna
Narrative Text adalah genre yang menceritakan peristiwa dalam urutan yang teratur untuk menghibur, memberikan informasi, dan menyampaikan pengalaman atau pelajaran moral. Generic structure narrative text yaitu: orientation, complication, resolution and re-orientation (opsional). Language features dari teks narrative menggunakan past tense, action verbs, specific characters, time connections, direct and indirect speech.
C. Pertanyaan Pemantik
1. What do you know about narrative text?
2. What are the main differences between an narrative text and a descriptive text?
3. What is the purpose of narrative text?

D. KEGIATAN PEMBELAJARAN

PERTEMUAN 1 – PRE-TEST

(Experimental Class & Control Class)

Tujuan Pembelajaran

Mengidentifikasi kemampuan awal siswa dalam memahami teks naratif bahasa Inggris, khususnya dalam menentukan ide pokok dan menemukan informasi spesifik, sebelum diberikan perlakuan (treatment).

1. Kegiatan Pendahuluan (10 Menit)

- Peneliti membuka pembelajaran dengan salam dan doa.
- Peneliti melakukan pengecekan kehadiran peserta didik.
- Peneliti memberikan apersepsi dengan mengajukan pertanyaan sederhana terkait aktivitas membaca, seperti:
 - *Apakah kalian suka membaca cerita?*
 - *Cerita apa saja yang pernah kalian baca dalam bahasa Inggris?*
- Peneliti menjelaskan secara singkat pentingnya keterampilan membaca, khususnya dalam memahami teks cerita (narrative text).

PERTEMUAN 2 – TREATMENT

(Experimental Class & Control Class)

Tujuan Pembelajaran

Meningkatkan kemampuan membaca pemahaman siswa terhadap teks naratif bahasa Inggris, khususnya dalam menentukan ide pokok dan menemukan informasi spesifik, melalui perlakuan pembelajaran yang berbeda antara kelas eksperimen dan kelas kontrol.

1. Kegiatan Pendahuluan (10 Menit)

- Peneliti membuka pembelajaran dengan salam dan doa.
- Peneliti melakukan pengecekan kehadiran peserta didik.
- Peneliti melakukan apersepsi dengan mengajukan pertanyaan yang berkaitan dengan materi, seperti:
 - Apa yang dimaksud dengan teks naratif?
 - Apa tujuan dari teks cerita?
- Peneliti menyampaikan tujuan pembelajaran yang akan dicapai pada pertemuan ini.
- Peneliti menjelaskan secara singkat bahwa kegiatan pembelajaran akan dilakukan dengan cara yang berbeda di setiap kelas.

2. Kegiatan Inti (25 Menit)

a. Kelas Eksperimen

- Peneliti memperkenalkan Islamic Stories sebagai bahan ajar dalam pembelajaran membaca teks naratif.
- Peneliti membagikan teks naratif berbahasa Inggris yang diambil dari kisah Nabi Nuh.
- Peneliti menjelaskan secara singkat struktur teks naratif, meliputi:
 - Orientation
 - Complication
 - Resolution

- Re-Orientation (Coda)
- Peneliti membimbing siswa untuk membaca teks secara bertahap.
- Siswa diarahkan untuk:
 - a. Menentukan ide pokok dari setiap bagian teks
 - b. Menemukan informasi spesifik yang terdapat dalam teks
- Peneliti memberikan pertanyaan pemahaman sederhana untuk memandu diskusi.
- Siswa mendiskusikan jawaban secara lisan dengan bimbingan peneliti.
- Peneliti memberikan umpan balik terhadap jawaban siswa untuk memperkuat pemahaman.

3. Kegiatan Penutup (5 Menit)

- Peneliti bersama siswa menyimpulkan materi pembelajaran.
- Peneliti memberikan penguatan mengenai pentingnya memahami ide pokok dan informasi spesifik dalam teks naratif.
- Peneliti menutup pembelajaran dengan doa.

PERTEMUAN 3 – TREATMENT

(Experimental Class & Control Class)

Tujuan Pembelajaran

Meningkatkan kemampuan membaca pemahaman siswa terhadap teks naratif bahasa Inggris, khususnya dalam menentukan ide pokok dan menemukan informasi spesifik, melalui perlakuan pembelajaran yang berbeda antara kelas eksperimen dan kelas kontrol.

1. Kegiatan Pendahuluan (10 Menit)

- Peneliti membuka pembelajaran dengan salam dan doa.
- Peneliti melakukan pengecekan kehadiran peserta didik.
- Peneliti melakukan apersepsi dengan mengajukan pertanyaan yang berkaitan dengan materi, seperti:

- Apa saja cerita islam yang kalian ketahui?
- Apa kalian mengetahui cerita Abu Bakr?
- Peneliti menyampaikan tujuan pembelajaran yang akan dicapai pada pertemuan ini.
- Peneliti menjelaskan secara singkat kegiatan pembelajaran.

2. Kegiatan Inti (25 Menit)

- Peneliti memperkenalkan Islamic Stories sebagai bahan ajar dalam pembelajaran membaca teks naratif.
- Peneliti membagikan teks naratif berbahasa Inggris yang diambil dari kisah Abu Bakr.
- Peneliti menjelaskan secara singkat isi cerita bersama siswa.
- Peneliti membimbing siswa untuk membaca teks secara bertahap.
- Siswa diarahkan untuk:
 - a. Menentukan ide pokok dari setiap bagian teks
 - b. Menemukan informasi spesifik yang terdapat dalam teks
- Peneliti memberikan pertanyaan pemahaman sederhana untuk memandu diskusi.
- Siswa mendiskusikan jawaban secara lisan dengan bimbingan peneliti.
- Peneliti memberikan umpan balik terhadap jawaban siswa untuk memperkuat pemahaman.

3. Kegiatan Penutup (5 Menit)

- Peneliti bersama siswa menyimpulkan materi pembelajaran.
- Peneliti memberikan penguatan mengenai pentingnya memahami ide pokok dan informasi spesifik dalam teks naratif.
- Peneliti menutup pembelajaran dengan doa.

PERTEMUAN 4 – POST-TEST**(Experimental Class & Control Class)**

Tujuan Pembelajaran

Mengetahui peningkatan kemampuan membaca pemahaman siswa setelah proses pembelajaran, serta membandingkan hasil belajar antara kelas eksperimen dan kelas kontrol.

1. Kegiatan Pendahuluan (10 Menit)

- Peneliti membuka pembelajaran dengan salam dan doa.
- Peneliti melakukan pengecekan kehadiran peserta didik.
- Peneliti melakukan review singkat materi yang telah dipelajari pada pertemuan sebelumnya, seperti:
 - Struktur teks naratif
 - Cara menentukan ide pokok
 - Cara menemukan informasi spesifik
- Peneliti menyampaikan tujuan kegiatan yang akan dilaksanakan pada pertemuan ini.

2. Kegiatan Inti (25 Menit)

- Peneliti menjelaskan prosedur pelaksanaan post-test kepada peserta didik.
- Peneliti membagikan teks naratif yang berbeda dari teks pada pre-test dan treatment.
- Peserta didik diminta membaca teks secara mandiri.
- Peserta didik mengerjakan 10 soal pilihan ganda yang dirancang untuk mengukur kemampuan membaca pemahaman.
- Soal-soal mencakup indicator reading comprehension.
- Peserta didik mengerjakan soal secara individu dan tertib.
- Peneliti mengawasi pelaksanaan post-test untuk memastikan kejujuran dan ketertiban.

- Peneliti menyampaikan bahwa kegiatan yang akan dilakukan bertujuan untuk mengetahui kemampuan awal siswa dalam memahami teks naratif, bukan untuk penilaian akhir.

2. Kegiatan Inti (25 Menit)

- Peneliti menjelaskan tujuan kegiatan pre-test dan memberikan instruksi pengerjaan soal secara jelas.
- Peneliti membagikan satu teks naratif berbahasa Inggris kepada peserta didik.
- Peserta didik diminta membaca teks secara mandiri.
- Setelah membaca teks, peserta didik mengerjakan 10 soal pilihan ganda yang mengukur kemampuan membaca pemahaman.
- Soal-soal mencakup indikator:
 - Menentukan ide pokok
 - Menemukan informasi spesifik
 - Indikator pendukung pemahaman membaca
- Peserta didik mengerjakan soal secara individu dan tenang.
- Peneliti memantau jalannya kegiatan untuk memastikan proses berjalan dengan tertib.

3. Kegiatan Penutup (5 Menit)

- Peneliti meminta peserta didik mengumpulkan lembar jawaban.
- Peneliti memberikan motivasi kepada peserta didik agar tetap semangat dalam meningkatkan kemampuan membaca.
- Peneliti menyampaikan bahwa pada pertemuan berikutnya peserta didik akan mempelajari teks naratif melalui kegiatan pembelajaran.

3. Kegiatan Penutup (5 Menit)

- Peneliti mengumpulkan lembar jawaban peserta didik.
- Peneliti memberikan apresiasi kepada peserta didik atas partisipasi selama proses pembelajaran.
- Peneliti menutup pembelajaran dengan doa.

E. REFLEKSI PENELITIAN DAN SISWA

Peneliti	Siswa
Apakah penggunaan Islamic stories berepengaruh terhadap pemahaman membaca siswa?	Apakah cerita islam membantu siswa dalam memahami teks?
Apakah siswa lebih aktif dan fokus?	Apakah Peneliti menyampaikan materi dengan menarik?

Mengetahui,

Guru Bahasa Inggris

Bisri Arifin, S. Pd
NIP. 197104142005011006

Metro, 06 Februari 2026

Mahasiswa/Peneliti

Deka Putriana
NPM. 2201051008

DOCUMENTATION

Pre-Test Control Class



Pre-Test Experimental class



Treatment 1



Treatment 2



Post-Test Control class



Post-Test Experimental class





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A. Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0363/In.28/J/TL.01/09/2025
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA MTs NEGERI 1 LAMPUNG
TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu KEPALA MTs NEGERI 1 LAMPUNG TIMUR berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	: DEKA PUTRIANA
NPM	: 2201051008
Semester	: 7 (Tujuh)
Jurusan	: Tadris Bahasa Inggris
Judul	: THE INFLUENCE OF USING ISLAMIC STORIES ON READING COMPREHENSION SKILLS OF EIGHT GRADE STUDENTS AT MTS N 1 EAST LAMPUNG

untuk melakukan prasurvey di MTs NEGERI 1 LAMPUNG TIMUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu KEPALA MTs NEGERI 1 LAMPUNG TIMUR untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 22 September 2025
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 KANTOR KEMENTERIAN AGAMA KAB. LAMPUNG TIMUR
 MADRASAH TSANAWIYAH NEGERI (MTsN) 1 LAMPUNG TIMUR
 Jalan KiHajar Dewantara 38B Banjarrejo Kec. Batanghari Kode Pos 34181
 Email: mtsnmetro@gmail.com Website www.mtsn1lampungtimur.sch.id

SURAT IZIN PRA SURVEY

Nomor : B. 1063 /MTs.08.01/PP.005/09/2025

Menindak Lanjuti Surat dari Institut Agama Islam Negeri Metro, Fakultas Tarbiyah dan Ilmu Keguruan Nomor :B-0363/In.28/J/TL.01/09/2025 Tanggal 22 September 2025 tentang Izin Pra Survey dengan ini Kepala Madrasah Tsanawiyah Negeri 1 Lampung Timur Memberikan Izin Kepada :

Nama : **DEKA PUTRIANA**
 NPM : 2201051008
 Semester : 7 (Tujuh)
 Jurusan : Tadris Bahasa Inggris

Untuk melaksanakan **Pra Survey** di MTs Negeri 1 Lampung Timur, dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan judul “ **THE INFLUENCE OF USING ISLAMIC STORIES ON READING COMPREHENSION SKILLS OF EIGHT GRADE STUDENTS AT MTS N 1 EAST LAMPUNG**“

Demikian Surat Izin Pra Survey ini dibuat, Untuk dapat di pergunakan sebagaimana mestinya.

Batanghari, 13 Oktober /2025/
 Kepala,





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JEMBRANA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara No.118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112
 Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusla.ac.id; humas@uinjusla.ac.id

Nomor : B-0155/In.28.1/J/TL.00/01/2026
 Lampiran : -
 Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
 Rika Dartiara (Pembimbing 1)
 (Pembimbing 2)

di-
 Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **DEKA PUTRIANA**
 NPM : 2201051008
 Semester : 8 (Delapan)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : THE INFLUENCE OF USING ISLAMIC STORIES ON THE
 READING COMPREHENSION OF EIGHTH GRADE STUDENTS
 AT MTSN 1 EAST LAMPUNG

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 14 Januari 2026
 Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
 NIP 19880308 201503 1 006

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 Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id; humas@uinjusila.ac.id

SURAT TUGAS

Nomor: B-0276/In.28/D.1/TL.01/01/2026

Wakil Dekan Akademik dan Kelembagaan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **DEKA PUTRIANA**
 NPM : 2201051008
 Semester : 8 (Delapan)
 Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTs NEGERI 1 LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING ISLAMIC STORIES ON THE READING COMPREHENSION OF EIGHTH GRADE STUDENTS AT MTSN 1 EAST LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
 Pada Tanggal : 22 Januari 2026

Mengetahui,
 Pejabat Setempat

 UDIN S. A. M. Pd. I
 NIP. 197105131996031001

Wakil Dekan Akademik dan
 Kelembagaan,



Dr. Tubagus Ali Rachman Puja
 Kesuma, M.Pd.
 NIP. 19880823 201503 1 007



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
FAKULTAS TARBIAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara No.118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112
Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id; humas@uinjusila.ac.id

Nomor : B-0277/In.28/D.1/TL.00/01/2026
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTs NEGERI 1 LAMPUNG
TIMUR
di-

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0276/In.28/D.1/TL.01/01/2026,
tanggal 22 Januari 2026 atas nama saudara:

Nama : **DEKA PUTRIANA**
NPM : 2201051008
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MTs NEGERI 1 LAMPUNG
TIMUR bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di
MTs NEGERI 1 LAMPUNG TIMUR, dalam rangka menyelesaikan Tugas Akhir/
Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF
USING ISLAMIC STORIES ON THE READING COMPREHENSION OF
EIGHTH GRADE STUDENTS AT MTSN 1 EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya
tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 22 Januari 2026
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma, M.Pd.
NIP. 19880823 201503 1 007



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KAB. LAMPUNG TIMUR
MADRASAH TSANAWIYAH NEGERI 1 LAMPUNG TIMUR
Jln. Ki. Hajar Dewantara 38 B. Banjarrejo Kec. Batanghari Lampung Timur Kode Pos 34181
Email: mtsmetro@gmail.com Website <https://www.mtsn1lampungtimur.sch.id>

SURAT IZIN RESEARCH

Nomor: B.138/MTs.08.01/PP.005/01/2026

Menindak lanjuti surat dari Universitas Islam Negeri Jurai Siwo Lampung Falkutas Tarbiyah dan Ilmu Keguruan Nomor: B-0277/In.28/D.1/TL.00/01/2026 tanggal 22 Januari 2026 tentang Izin Research, dengan ini Kepala Madrasah Tsanawiyah Negeri 1 Lampung Timur memberikan izin kepada:

Nama : DEKA PUTRIANA
NPM : 2201051008
Jurusan : Tadris Bahasa Inggris

Untuk melaksanakan izin Research di MTs Negeri 1 Lampung Timur dengan judul
"THE INFLUENCE OF USING ISLAMIC STORIES ON THE READING COMPREHENSION OF EIGHTH GRADE STUDENTS AT MTsN 1 EAST LAMPUNG".

Demikian Surat Izin Research ini dibuat, untuk dapat di pergunakan sebagaimana mestinya.



Batanghari, 28 Januari 2026

Kepala



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
TADRIS BAHASA INGGRIS**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon 088286920894



**KONSULTASI BIMBINGAN PROPOSAL & SKRIPSI MAHASISWA
PROGRAM STUDI TADRIS BAHASA INGGRIS
UIN JURAI SIWO LAMPUNG**

Nama : *Deka Putriana*

Program Studi : *Tadris Bahasa Inggris*

NPM : *2201051008*

Semester : *vii*

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dosen
1.	18/ 9 2025	Discuss about title . go to school to get the data survey than elaborate to your background of the study .	<i>[Signature]</i>	<i>[Signature]</i>
2.	21/ 10 2025	make sure that you have refrence about Islamic stories find out from some article / journal . put the novelty of your research	<i>[Signature]</i>	<i>[Signature]</i>

Mengetahui

Ketua Prodi



Dr. Much Deinitar, M.Pd. B.I
NIP. 1975061702008011014

Dosen Pembimbing

[Signature]

Rika Dartiara, M.Pd
NIDN. 2015099101



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
TADRIS BAHASA INGGRIS**



Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon 088286920894

**KONSULTASI BIMBINGAN PROPOSAL & SKRIPSI MAHASISWA
PROGRAM STUDI TADRIS BAHASA INGGRIS
UIN JURAI SIWO LAMPUNG**

Nama : *Deka Putriana*

Program Studi : *Tadris Bahasa Inggris*

NPM : *2201051008*

Semester : *VII*

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dosen
5.	<i>06 / 2015</i> <i>" "</i>	<p><i>make sure the benefit of your research for the teacher .</i></p> <p><i>add more theory about reading</i></p> <p><i>add the strategy of technic of reading</i></p> <p><i>see me soon .</i></p> <p><i>and perse it all</i></p> <p><i>good luck !</i></p>	<i>[Signature]</i>	<i>[Signature]</i>



Dr. Much Dehjatun, M.Pd. B.I
NIP. 197506102008011014

Dosen Pembimbing

[Signature]
Rika Dantiara, M.Pd
NIDN. 2015099101



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 TADRIS BAHASA INGGRIS

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telepon 088286920894



KONSULTASI BIMBINGAN PROPOSAL & SKRIPSI MAHASISWA
 PROGRAM STUDI TADRIS BAHASA INGGRIS
 UIN JURAI SIWO LAMPUNG

Nama : Deka Putriana

Program Studi : TBI

NPM : 2201051006

Semester : 2/11

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dosen
4	Rabu/ 19-11-2025	Uraian future dan m chapter III. Find out minimal 3 abstrak Islamic story. in data collecting technique please add observation keep spirit!		
5	Senin/ 24-11-2025	make 10 item of test. complete your proposal. add table of content.		



Dr. Much Darniatun, M.Pd. B.I
 NIP. 197506102008011014

Dosen Pembimbing

Rika Dartiara, M.pd
 NIDN. 2015099101



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
TADRIS BAHASA INGGRIS**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon 088286920894



**KONSULTASI BIMBINGAN PROPOSAL & SKRIPSI MAHASISWA
PROGRAM STUDI TADRIS BAHASA INGGRIS
UIN JURAI SIWO LAMPUNG**

Nama : *Deka Putriana*

Program Studi : *TBI*

NPM : *2201051008*

Semester : *VII*

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dosen
6.	<i>Kamis / 27-11-25</i>	<i>Revise your scoring. how to give scoring to the students. - revise your blue print. - add kind of question : a). refers to ... b). synon c). antonym</i>	<i>[Signature]</i>	<i>[Signature]</i>
7.	<i>Senin 01/12/2025</i>	<i>All for seminar make PPT study hard and master your content. good luck !</i>	<i>[Signature]</i>	<i>[Signature]</i>

Mengetahui

Kepala Prodi

Dr. Much Denatur, M.Pd. B.I
NIP. 197506102008011014

Dosen Pembimbing

Rita Dartiara, M. Pd
NIDN. 201509101



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN
 TADRIS BAHASA INGGRIS

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telepon 088286920894



KONSULTASI BIMBINGAN PROPOSAL & SKRIPSI MAHASISWA
 PROGRAM STUDI TADRIS BAHASA INGGRIS
 UIN JURAI SIWO LAMPUNG

Nama : Deka Putriana

Program Studi : TBI

NPM : 220101008

Semester : VIII / 8

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dosen
1.	rabu/ 21.1.2026	add the source of the text. see me soon.		
2.	kamis/ 22.1.2026	Acc for research. good luck!		



Mengetahui
 Ketua Prodi
 Dr. Moch Dalmatur, M.Pd. B.I
 NIP. 197506102008011014

Dosen Pembimbing

Rika Dantiara, M.Pd
 NIDN. 2015099101



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UINVERSTAS ISLAM NEGERI JURAI SIWO LAMPUNG
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 TADRIS BAHASA INGGRIS

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telepon 088286920894



KONSULTASI BIMBINGAN PROPOSAL & SKRIPSI MAHASISWA
 PROGRAM STUDI TADRIS BAHASA INGGRIS
 UIN JURAI SIWO LAMPUNG

Nama : Deba Putriana

Program Studi : TB1

NPM : 220101008

Semester : viii / 8

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dosen
10.	Kamis / 12-2-2026	add grand theory in the discussion. complete the appendixes. see me soon.		
11.	Kamis / 19-2-2026	Translate motto using english. add detail information in documentation. Appendix.		
12.	Senin / 23-2-2026	Acc for tunjangan. master your thesis. study. make ppt. good luck!		

Mengetahui



Dr. Muchlisin, M.Pd. B.I
 NIP. 197506102008011014





Dosen Pembimbing

Rita Darmiara, M.Pd
 NIDN. 201509101




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UNIT PERPUSTAKAAN**

NPP: 1807062F0000001
Jalan Ki. Hajar Dewantara No. 118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112
Telepon (0725) 47297, 42775; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-103/Un.36/S/U.1/OT.01/02/2026**

Yang bertanda tangan di bawah ini, Kepala Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung menerangkan bahwa :

Nama : DEKA PUTRIANA
NPM : 2201051008
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

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