

AN UNDERGRADUATE THESIS
IMPROVING STUDENTS' READING COMPREHENSION
IN NARRATIVE TEXT THROUGH DIGITAL STORYTELLING
AT SEVEN GRADERS OF MTS DAARUL 'ULYA METRO

By:

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TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION STUDY PROGRAM

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H/2024 M

**IMPROVING STUDENTS' READING COMPREHENSION
IN NARRATIVE TEXT THROUGH DIGITAL STORYTELLING
AT SEVEN GRADERS OF MTS DAARUL 'ULYA METRO**

*This undergraduate thesis presented to fulfill the requirement of
degree of Sarjana Pendidikan (S.Pd.) At English Education Study Program*

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

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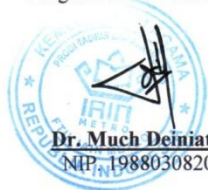
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Sudah kami setujui dan dapat diajukan untuk dimunaqsyahkan. Demikian nota dinas ini kami buat, atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb

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RETIFICATION PAGE

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An Undergraduate Thesis entitled: **IMPROVING STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT THROUGH DIGITAL STORYTELLING AT SEVEN GRADERS OF MTS DAARUL 'ULYA METRO**. Written by: Siti Umaroh, Student Number 1801071055, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on **Thursday, December 28th 2023 at 08.00 – 10.00 a.m. WIB, Located at Gedung Pasca Lantai I B.**

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**IMPROVING STUDENTS' READING COMPREHENSION
IN NARRATIVE TEXT THROUGH DIGITAL STORYTELLING
AT SEVEN GRADERS OF MTS DAARUL 'ULYA METRO**

ABSTRACT

By:

SITI UMAROH

Reading is about looking for information and knowledge from the text. In reading there are terms called reading comprehension. The meaning of comprehension is the act of understanding. Comprehension is the ability to know ideas. Reading comprehension requires an action on reader. To improve reading comprehension, students have to learn how to recognize the main ideas of the text. To find the main idea from the text may be difficult. To motivate students in improving their reading comprehension, teacher should find out some techniques in teaching that can attract the students' motivation and interest. The students need techniques that can motivate them and increase their ability.

Furthermore, this research was done to find a way to motivate and increase students' reading comprehension. Students of seven graders of MTS Daarul 'Ulya Metro find it difficult to get the main idea of text and understand the message of narrative text. The implementation of digital storytelling hopefully can solve this problem and also increase their interest in narrative text. This is the classroom action research (CAR) followed by 12 students.

The result of this research is digital storytelling can improve students' reading comprehension in narrative text. The result of this research can be seen from the result of research in every cycle. The improvement can be seen from students' average score. In pre test the average score was 65, it was improved in cycle I to 73 and improved in cycle II to 80.

Keywords: *reading comprehension, narrative text, digital storytelling technique*

MENINGKATKAN KEMAMPUAN MEMBACA KOMPREHENSIF PADA TEKS NARATIF MENGGUNAKAN TEKNIK DIGITAL STORITELLING PADA SISWA KELAS TUJUH MTS DAARUL' ULYA METRO

ABSTRAK

Disusun Oleh:

SITI UMAROH

Membaca adalah tentang mencari informasi dan pengetahuan dari teks. Dalam membaca terdapat istilah yang dikenal dengan membaca komprehensif. Arti dari komprehensif adalah sebuah tindakan untuk memahami. Komprehensif adalah kemampuan untuk menemukan ide. Untuk meningkatkan kemampuan membaca komprehensif, siswa harus belajar untuk menemukan ide utama dari teks. Menemukan ide utama merupakan sesuatu yang sulit. Untuk memotivasi siswa dalam meningkatkan kemampuan membaca komprehensif, guru harus menemukan teknik mengajar yang bisa menarik minat siswa dan memotivasi. Siswa membutuhkan teknik yang bisa memotivasi mereka dan menarik minat belajar.

Selanjutnya, penelitian ini dilakukan untuk menemukan cara memotivasi dan meningkatkan kemampuan membaca komprehensif siswa. Siswa kelas tujuh MTs Daarul 'Ulya Metro kesulitan menemukan ide pokok dalam teks dan memahami pesan moral dalam teks naratif. Penggunaan teknik digital storytelling diharapkan dapat mengatasi masalah ini dan juga meningkatkan minat mereka dalam belajar teks naratif. Penelitian ini merupakan penelitian PTK yang diikuti oleh 12 siswa.

Hasil dari penelitian ini adalah penggunaan teknik digital storytelling dapat meningkatkan kemampuan membaca komprehensif dalam naratif teks pada siswa kelas tujuh MTs Daarul 'Ulya Metro. Hasil dari penelitian ini terlihat dari nilai rata-rata siswa. Pada pre tes nilai rata-rata siswa sebesar 65. Kemudian meningkat pada siklus 1 menjadi 73 dan kemudian meningkat lagi pada siklus 2 menjadi 80.

Kata kunci: *membaca komprehensif, teks naratif, teknik digital storytelling*

STATEMENT OF RESEARCH ORIGINALITY

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Stated that this undergraduate thesis is the original result of researcher. For exception the certain parts that are mention in bibliography.

Metro, December 28th, 2023

The Researcher



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Dengan surat ini menyatakan bahwa skripsi ini merupakan karya orisinal hasil penelitian penulis. Terkecuali bagian yang telah dicantumkan dalam daftar pustaka.

Metro, 28 Desember 2023

The Researcher



Siti Umaroh
1801071055

MOTTO

وَأَنْتُمْ لَا تَأْتُونَ إِلَّا بِمَا كُنْتُمْ تَعْمَلُونَ

and that each person will only have what they endeavoured towards.

dan bahwasanya seorang manusia tiada memperoleh selain apa yang telah
diusahakannya.

(Q.S An-Najm : 39)

DEDICATION PAGE

Researcher want to present this undergraduate thesis to some of my beloved family:

- a) To my father and my mother (Mr.Marsum and Mrs. Bastiah), that without them I would never be able to do anything. who support me whole with their money, their endless love and support.
- b) To my brother and sister who always support me and give me motivation when Iam down.
- c) To my sponsor (SyahreniSiregar, M.Hum) thanks for guiding me.
- d) To my beloved Almamater of State Institute for Islamic Studies of Metro (IAIN Metro).
- e) To all my beloved friends who always support me.

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In this time, the researcher would to express her deepest gratitude especially to:

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3. Dr. Much Deiniatur, M.Pd.B.I, as the Chief of English Education Department of IAIN Metro Lampung.
4. Syahreni Siregar, M.Hum, as the advisor valuable knowledge and support in finishing this a research proposal.
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The researcher apologizes for all the mistakes that she has made in writing and finishing this thesis. All criticisms and suggestions are expected to improve the quality of this research. Hopefully this Thesis can be useful.

Metro, Dec, 28th 2023
The researcher,



Siti Umaroh
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of the important aspects in human life. Because language is a way to communicate with other people. For them who wants to learn language they have to master four skills. This four skills are listening, speaking, writing, and reading. One of the skills in language is reading. Reading is also important for human because it can provide information that human needed. Reading means as an activity of looking for information and knowledge from the text. Reading is not only a process of looking at word in form of graphic symbols but also a process of getting the meaning from word to understand context from the text.

In reading there are term called reading comprehension. The meaning of comprehension is the act of understanding the text that people read. Comprehension is the ability to know ideas of the text. Reading comprehension requires an action on reader. Students should learn about reading comprehension because it help them mastering reading skill and get information they needed from the text they read. To improving reading comprehension, students have to learn how to recognize the main ideas of the text. To finding the main idea from the text may be difficult. It could be happen because students may not know what the main idea is or they dont

know where to find the main idea in the text they read. Because the main idea can be placed in the first paragraph, last or maybe in the middle paragraph.

To motivate students in improving their reading comprehension, teachers should find out some techniques in teaching that can attract the students' motivation and interest. The students need techniques that can motivate them and increase their ability. If the students are interested in what they do, they will enjoy their teaching learning process and more understand about material given. In fact, there are some kinds of teaching techniques that can be used. One of the techniques that can be used to improve students' reading comprehension is digital storytelling.

Digital storytelling itself means a technique that includes an act of combining between narration and multimedia (pictures, audio and text) to produce a short autobiography. Digital storytelling can be made in the form of instructional for teaching, persuasive or as a reflection. Teachers can use this technique to make their students interested in material and create a fun learning process.

Based on the background of the study above, the researcher wants to conduct a research at MTs Daarul 'Ulya Metro to know how much seventh graders of MTs Daarul 'Ulya Metro know how to read comprehension of narrative text. The researcher is doing a test by preparing a narrative text and then asking them to read it and answer the question given. The result of the pre-survey conducted on seventh graders of MTs Daarul 'Ulya Metro at August 24th 2022

showed that students still difficult in comprehend the narrative text. The result of pre-survey is provided, as follows:

Table 1.
Data of The Students' Reading Test Result at the Seven Graders of MTs Daarul 'Ulya Metro

No.	Grade	Frequency	Percentage	Criteria
1	< 75	7 Students	58%	Incomplete
2	≥ 75	5 Students	42%	Complete
Total of Students		12 Students	100%	

Source: Take on pre survey of study reading comprehension at the first semester of the seven graders of MTs Daarul 'Ulya Metro at the First Semester in the Academic Year of 2022/2023

Based on the pre-survey data, many students failed in reading test. It means that they do not have good readings comprehension of the narrative text. From the result of pre survey it can be seen that just 5 students from 12 students has good score in reading comprehension test. From the result, 58% of the students do not reach minimum requirement yet.

From the English teacher of seven graders at MTs Daarul 'Ulya Metro, the researcher found out that the reason student's reading comprehension is low are the low motivation of students in learning English especially reading comprehension, they have low interest in reading and reading comprehension. Because of this problem, researcher wants to use digital storytelling to increase students interest in learning narrative text and

improving their reading comprehension skill. In this research, the researcher want to investigate whether digital storytelling can improve student's reading comprehension in narrative text.

B. Research Question

To make the study easy to understand, the writer formulates the problem as follows "Can the use of digital storytelling improve the students' reading comprehension in narrative text?"

C. Objective and Benefits of the Research

1. Objective of the study

The objectives of this study are to improve student's reading comprehension in narrative text through digital storytelling and also to improve their learning activities.

2. Benefits of the study

a. For the Students:

- 1) To hope can give a positive contribution to the students improve reading comprehension.
- 2) To make an interest in the learning process using digital storytelling technique.
- 3) To motivate students to read a book more seriously.

b. For the Teachers:

- 1) To create interest in the learning environment.
- 2) To extend English material easier.

- 3) To give information for English teachers about improvement the students reading comprehension using digital storytelling technique.

c. For the school

- 1) Digital storytelling technique to create interest in learning environment
- 2) Digital storytelling technique could be substance for the foreign language teacher in their teaching.
- 3) The result of this research can be used as information and the contribution of knowledge in learning English for the future.

D. Prior Research

The first prior research of this study is the research conducted by Citra Ayu Murgayyah entitled: *“Improving Students’ Reading Comprehension of Narrative Text Using Digital Storytelling”*¹. Subject in this research is students at tenth grades of religion class of MA Al-Musyaffa’ Mijen Semarang in second semester of academic year of 2022/2023. The result of research conducted by Citra is show that by using digital storytelling, can improve students’ reading comprehension. They are able to comprehend the reading material about narrative text.

This research have some similarities with this study where the focus is to improving students’ reading comprehension in narrative text using

¹ Citra Ayu Murgayyah, *“Improving Students’ Reading Comprehension of Narrative Text Using Digital Storytelling”* Walisongo State Islamic University Semarang, 2022.

digital storytelling. The two researches also using action classroom research to prove the positive impact of digital storytelling on students' reading comprehension. Moreover, there also the difference between the first prior research and this study. While, the study by Citra focus on tenth grade of senior high school of MA Al-Musyaffa as the subject. This study focus on seven graders students at MTs Daarul 'Ulya Metro. Where the students is much younger and the level class is different. Of course the result of the study will also different.

The second prior research of this study is conducted by Muhammad Fajri Hamdy entitled: "*The Effect of Using Digital Storytelling on Students' Reading Comprehension and Listening Comprehension*"². Population in this research is students who studied English level 2 at Language Development Center of UIN Suska Riau consists of two classes that assigned into experimental group and control group. The results of this research shows that students' reading and listening comprehension from experimental group using digital storytelling was better than control group with no treatment. Where the students' reading and listening comprehension were similar before the treatment.

There are similarities and differences between this second prior research and this study. The similarities are the use of digital storytelling technique. Other similarities are focus on students' reading comprehension. Meanwhile the differences of this second prior research and this study is this

² Muhammad Fajri Hamdy, "The Effect of Using Digital Storytelling on Students' Reading Comprehension and Listening Comprehension" J.E.A.L.T Vol.8, No. 2, 2017, ISSN: 2407-0998.

second prior research focus on students' reading and listening comprehension while this study only focus on students' reading comprehension. Other difference is subject of the research, second prior research subject is students from university while this study subject is students of junior high school and the research method used in secon prior research is quantitative research while this study is CAR.

The third prior research of this study is conducted by Rila Apriltya and other entitled: "*The Use of Digital Story in Teaching Reading Narrative Text For SMP Students*"³ subject of this secon prior research is eight grade of SMP Negeri 2 Pontianak academic year of 2014/2015. The results of this research shows that the use of digital story as media effective in improving students' reading skill to eight grade students of SMPN 2 Pontianak academic year of 2014/2015 and the impact of using digital media categorized as strong effect.

There are some similarities and differences between this third prior research and this study. The similarities is the subject of this two researches are students of junior high school. The other similarities is the research method, both use classroom action research method. The difference is this study focus on reading comprehension while third prior research focus on only reading.

From the prior research above, the novelty of this research is digital storytelling that used in this research. Digital storytelling that used in this

³ Rila Apriltya et al, "The Use of Digital Story in Teaching Reading Narrative Text For Smp Students"

research is combination between some multimedia including video, audio, pictures and text in form of subtitle. The narrative text in this research will be shown through digital storytelling in form of video. While watching the video and seeing the illustration of the story and listen to the audio. Students can read the text through the subtitle in the video.

It can make students more excited because they are not only read the narrative text in the video but also can see the illustration or the video of the story. This is used to make an exciting teaching learning process because if students only read the narrative text in the paper. They can get bored and difficult to comprehend the text they read.

Furthermore, the novelty of this research is the subject of this research from the prior research above, they take an older subject to be observed. But this research choose younger students to be observe. For seven graders students, learning reading comprehension of the text could be difficult especially in other language. Therefore, the use of digital storytelling can make teaching learning process in class more fun and hopefully help them to improve reading comprehension in narrative text.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Reading Comprehension

1. Definition of Reading Comprehension

Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language.¹ It is the result of interaction reader's exiting knowledge to understand the meaning by using language skills.

Moreover, Smith defines reading is thinking that is partly focused on the visual information of print; it's thinking that is stimulated and directed by written language.² In other words, reading is language ability that has meaningful connection, all information that is gained by reading is represented in written forms.

Based on the expert explanation above, it can be conclude that reading is activity where consolidating and extending somoene's knowledge of language. It is a result of reader knowledge to understand meaning. Reading is an activity of thinking that stimulated and direct by written language.

¹ M.F. Patel Praveen M. Jain, *English Language Teaching(Methods, Tools & Techniques)*, (Jaipur : Sunrise Publishers & Distributors, 2008), 114.

² Frank Smith, *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read*, (Mahwah : Lawrence Erlbaum Associates, Inc, 2004) 191.

Furthermore, comprehension is an active, constructive process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the text and the reader's pre-existing knowledge related to the topic of the text.³ According to Mikulecky and Jeffries explain that true comprehension means making sense of what people read and connect the ideas in the text to what they already know.⁴

Based on the definition above, it can be concluded that comprehension is the ability to understanding the text based on readers' background knowledge.

Furthermore, reading comprehension skills is the process of making meaning from text.⁵ Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).⁶

³ Donna M. Scanlon et al, *Early Intervention for Reading Difficulties: the Interactive Strategies Approach*, (NY : A Division of Guilford Publications, Inc., 2010), 276.

⁴ Beatrice S. Mikulecky and Linda Jeffries, *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster*, (New York : Pearson Education, Inc., 2007), 74.

⁵ Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York : Springer Science+Business Media B.V., 2011), 15.

⁶ Janette K. Klingner et al, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York : A Division of Guilford Publications, Inc., 2007), 8.

Reading comprehension is a product of complex interactions between the properties of the text and what readers bring to the reading situation.⁷ In the other words, reading comprehension is an interaction between words and how the readers produce knowledge outside the text. Moreover, reading is an important skill for English language learners in today's world, it supports the development of overall proficiency and provides access to crucial information at work and in school.⁸

2. The Element of Reading Comprehension

The Element of Reading Comprehension Skills Reading comprehension can be challenging for students for lots of reason. There are four related roles of a reader provide a useful typology for teachers to consider when teaching students to become effective readers.⁹

The guidelines further specify five essential components in high quality reading instruction that emerged from the report of the National Reading Panel:

a. Phonemic awareness

Phonemic awareness instruction should provide explicit instruction that focuses in letter-sound relationships, segmenting, and blending.

b. Phonics and word study

Phonics and word study instruction should also be explicit,

⁷ Danielle S. McNamara, *Reading Comprehension Strategies : Theories, Interventions, and Technologies*, (New York : Lawrence Erlbaum Associates, Inc., 2007), 111.

⁸ Reyko Kamiyama, "CAR a Means for Motivating Students to Read" *English Teaching Forum*, 2009, No. 3, 32.

⁹ Lauren Stephenson & Barbara Harold, "Elements In The Teaching Of Reading", *Zayed University*, Vol 4, 2009, 16.

systematic instruction that teaches letter-sound connections and blending skills to read whole words. These same skills must be applied to learning to spell.

c. Fluency

Fluency instruction is an essential component of reading. The opportunities for oral repeated reading that are supported by the teachers, peers, and at home by family members.

d. Comprehension

Comprehension instruction must include teaching before, during, and after reading both narrative and informational text.

e. Vocabulary

Vocabulary instruction must also be direct, systematic, and explicit. The meanings of words and word-learning strategies must be taught by the teacher. Structural analysis of words and the etymology of words must be taught as well.

3. Indicator of Reading Comprehension

There are some criteria commonly use in indicating students' reading comprehension, there are:¹⁰

a. Main idea (topic).

First indicator is main idea or topic. To master reading comprehension, students have to able to find and understand the primary idea of text they read. They also have to know the author

¹⁰ H. Douglas Brown, *Language Assessment: Principle And Classroom Practice*, (San Francisco, California, 2003), 206.

main point of text that about thought or message of text.

b. Expression/idiom/phrases in context.

The other indicator of mastering reading comprehension is able to understand the meaning of expression or idiom and phrases according to context in the text. They have to be able to understand the meaning of expression, phrase or idiom and then connected the meaning to the text.

c. Inference (implied detail).

Inference means that someone who made an inference in reading means that they making guess about some conclusion from information available in text. Inference is using someone's prior knowledge and textual information.

d. Reference

Reference means that someone recognising the way text has been organised that can help understand text better. How understanding about sentences related and so on.

e. Grammatical features.

Other indicator of reading comprehension mastery is understanding of grammatical features. They have to be able to identify the grammatical features in text they read.

f. Detail (scanning for a specifically stated detail).

Undertsanding and scanning ability to find specific detail in text also an indicator of reading comprehension.

- g. Excluding facts not written (unstated detail).

To be able to master reading comprehension. Someone have to be able to excluding facts that not written or unstated detail.

- h. Supporting ideas.

Another indicator of reading comprehension is to be able to find the supporting ideas in the text.

- i. Vocabulary in context.

The last indicator of reading comprehension is to be able to find the and understanding vocabulary in text according to context.

B. The Concept of Narrative Text

1. Definition of Narrative Text

Narrative is an account of events in the past which entails following a time sequence or chronological order (i.e. earliest first).¹¹ Also, its narrative purpose is mainly to inform often contains large passage arranging the events in a story strictly in chronological order. Thomas Kane argue that narrative is a meaningful sequence if event told in words.¹² It is sequential in that the events are ordered, not merely random. Sequence always involves arrangement in time (and usually other arrangements as well).

¹¹ R. R Jordan, *Academic Writing Course Study Skill in English*, (UK: Cambridge University Pers, 2003), p. 27.

¹² Thomas Kane, *The Oxford Essential Guide to Writing*. (New York: Oxford Univeristy Press, Inc, 2000). p.336

Moreover, narratives also describes a sequence of event or tell story. It could be conclude that narrative describes an experience of something. Narrative is a chronological event according to time order. Narrative simply is a text that tells a story to entertains or informs reader.¹³

The purpose of narrative text is to provide information or insight to the reader about the chronology of an event as clearly as possible. Narrative text can also aim to convey a hidden message to the reader based on the events narrated. Narrative always deal with some problems which lead to the climax and then turn into a solution to the problem.

2. Generic Structure of Narrative text

There are some generic structure of narrative text as follow¹⁴:

a. Orientation

The orientation is the first structure from narrative text. In this part includes the information from the story like setting, atmosphere of story and period/time of story. In this part, writer tells reader about character in the story also time and place the story happens.

b. Complication

After writer tells the basic and general information of the story. In the next part, writer tell the problem and complexity/conflict of the story. In this part, explain about problem that character have to face,

¹³ Nur Latifah and Istiqomah Nur Rahmawati, "Teaching And Learning Narrative Text Writing Through Story Mapping", *Englis Education: Jurnal Tadris Bahasa Inggris*, Vol. 12, 2019, 81.

¹⁴ Patrcik Wagner and Aleta Baskerville, *Targeting Text, Literature: Narrative, Drama And Poetry*, (Sydney: Blake education, 2000), 9.

writer tell about the time and place the problem happens and what is problem they have to face.

c. Sequence of the events

In this moment, writer tells about the action that character takes to response the problem they have. It tells about character emotional responses and what they do about it.

d. Resolution

After tells the problem or main event, writer will tells about the solution of the problem. Character will act the solution option to stop the problem happens. The problem can solve by happy or sad ending according to each writer.

e. The last structure of narrative text is moral value where the writer gives moral value or lesson that reader can get from the story written.

3. Realm of Narrative Text

Narrative can be said to provide a portal into two realm:¹⁵

- a. The realm of experiences, where speaker lay out how they as individuals experience certain events and confer their subjective meaning onto these experiences.
- b. The realm of narrative means (or devices) that are put to use to make (this) sense.

¹⁵Michael Bamberg, *Narrative Analysis*,(US: American psychology association)P.77

4. Function of Narrative Text

Narrative has several functions such as, the determination of units, classes of units and functional syntax.

a. The determination of units

It determines whatever segments of narrative discourse can be distributed into a limited number of classes; in other words to define the smallest narrative units.¹⁶

b. Classes of units

These functional units must be distributed into a small number of formal classes if one is to determine these without relying on their content (psychological substance, for instance), one must again consider the various levels of meaning.

c. Functional syntax

Reconstruct the syntax of human behaviour as exemplified in narrative to trace the succession of "choices" which this or that character inevitably has to face.

The language features provided to help the readers in understanding the story. By past tense used, the readers will know what happened in the story. Conjunction is also really important to describe the characters and settings of the story.

¹⁶ Roland Barthes; Lionel Duisit, *New Literary*.,.244.

C. The Concept of Digital Storytelling

1. Definition of Digital Storytelling

Definition of digital storytelling simply means as a way telling a story using different types of digital multimedia. Digital multimedia such as audio, images, also a video. Digital storytelling uses graphics, text, audio narration, music, video that presented information for a specific theme. Digital storytelling is a common thing for educational stuff now but this has been present since 1990s. It happens when center for digital storytelling started to organise workshop who wanted to tell their story.¹⁷

Moreover, Robin stated that digital storytelling is combination between the art of telling stories with the mix of digital media that includes text, recorded audio narration, images, music and video. These multimedia elements blended using computer software. The purpose is to tell a story. Most of digital stories relatively short with length between 2 until 10 minutes. This digital stories saved in digital format so that it can be view in computer or another device that can play video like handphone.¹⁸

Digital story usually uploaded to internet that can be see from popular web browser. Digital storytelling has grow popularity and being used in many places like library center, school, museum, nursing school and so on. In educational field, teacher and student from kindergarden to

¹⁷ Carmen Gregori Signes, "Practical Uses of Digital Storytelling", Universitas De Valencia, 1.

¹⁸ Bernard R. Robin, "The Power of Digital Storytelling to Support Teaching and Learning", Digital Education Review, No. 30, 2016, 18.

graduate school are created digital story on many topic to support learning activity.

Digital storytelling has been used in many learning activities in educational purposes. As an example, it can be used as tools applied by teacher or tool created by students. Some teacher use digital storytelling to show to their students as a way to present their material. Digital storytelling is a medium to connect teacher and their students. It can increase the imagery by the use of technology that relevant to modern times.¹⁹

2. Types of Digital Narratives

The term of digital narratives or storytelling can be use to wide range of theme and many types as follow²⁰:

- a. Personal expression
- b. Myths or folktales
- c. Short story
- d. Summary reports
- e. Book reports
- f. Biographies
- g. Describe
- h. Advertisement

¹⁹ Muhammad Fajri Hamdy, "The Effect of Using Digital Storytelling on Students' Reading Comprehension and Listening Comprehension". J.E.A.L.T, Vol. 8, No. 2, 2017, 114.

²⁰*Ibid.*, 3.

There are three main type of narratives they are: 1) personal narratives as one of most popular genre. 2) digital story that examine historical event. 3) stories that inform to follow.

3. Step of Digital Storytelling Techniques

Teaching narrative text using digital storytelling technique and makes student listen while reading as well as a way to improve students' reading comprehension ability. Here are the following steps in implementation²¹:

- a. Teacher explain the material about narrative text, structure, language feature and so on to students to give a knowledge about narrative text.
- b. When students already know about narrative text, teacher give each of them the text they will identify.
- c. Teacher prepares the digital storytelling.
- d. Teacher plays the video using laptop, speaker and video as media.
- e. Students can watch the video while read the text from video or their own text.
- f. Teacher gives the test to check their comprehension of the story.
- g. After finished doing the test, teacher collected the answers.
- h. Teacher discuss the answer together with students.

²¹*Ibid.*, 58.

4. Advantages and Disadvantages of Digital Storytelling Techniques

There are advantages and disadvantages of using digital storytelling techniques.²² The advantage of using this technique can be viewed from two perspectives: teacher and students. Advantage from the perspective of the teacher is that it can help to accommodate many types of students' learning styles. Because digital storytelling includes the combination between audio and visual.

The use of digital storytelling by the teacher can increase students' interest, motivation, and will in class that can grow creativity in students and make them more confident. The advantage from the perspective of students, digital storytelling can give variety in the learning process and sharpen their communication skills.

The disadvantage of digital storytelling is because the base of digital storytelling is not only story but also digital. This requires digital mastery to make digital storytelling media. The ability to make storyboards and write the story is also a problem. The other disadvantage is for some schools that do not provide projectors because of a lack of facilities can hinder the implementation of the digital storytelling technique.

²² Wina Heriyana and Irena Y Maureen, "Penerapan Metode Digital Storytelling pada Keterampilan Menceritakan Tokoh Idola Mata Pelajaran Bahasa Indonesia Siswa Kelas VII di SMP Negeri 1 Kedamean, Gresik," 3.

CHAPTER III

RESEARCH METHODOLOGY

A. Operational Definitions of Variables

The term variable can be interpreted as everything that will become the object of research observation. A variable also defined as an attribute of a person or an object that varies from one person to another or from one object to another. A variable is a quality that researchers study and can draw conclusions from.¹

Based on the definitions above, it can be concluded that a variable is an attribute of a person or object that has a certain variation set by the researcher to be studied and concluded. The variables as the object of action in this study are as follows:

1. Dependent Variable(Reading Compehension)

Dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable.² Dependent variable of this research is reading comprehension.To know the student's mastery in reading comprehension, the researcher decides some indicators in this variable as follows:

- a) The students are able to identify the main idea of text.
- b) The students are able to find detail information on text.

¹Lin S. Norton, *Action Research in Teaching & Learning*, (New York: Routledge, 2009), 4.

² John W. Creswell, *Educational Research Planning, Conducting, and Evaluating, Quantitative and Qualitative Research, Second Edition*, (USA:Pearson Merrill Prentice Hall ,2005), 121.

- c) The students are able to find locate the meaning of vocabulary in context.
 - d) The students are able to Identify references.
 - e) The students are able to make inference from text.
2. Independent Variable (Digital Storytelling Technique)

Independent variable was a variable that affects or became the cause of the emergence of the dependent variable. Independent variable in this research was digital storytelling technique.

B. Setting of the Study

This research using CAR or classroom action research. The setting place for this research to be hold is at MTs Daarul ‘Ulya Metro. This research place, MTs Daarul ‘Ulya Metro is located at St. Merica, RT.033/RW.015, Iringmulyo, Subdisttrict East Metro, Metro City, Lampung. The NPSN of this school is 10816992.

C. Subject of the Study

Subjects of this study were the seven graders students of MTs Daarul ‘Ulya Metro, there are twelve students in total with various backgrounds and different abilities. In this study, the research subjects were taken by under the teacher's suggestion. The researcher chose seven graders class because the students of this class had reading problems.

D. Action Plan

1. Classroom Action Research

The research uses the classroom action research. According to Carand Kemmis by Annu Burns, action research is simply a form of selfreflective inquiry undertaken by participants in social situations, teachers in order to improve the rationality and justice of their own practices.³

It means the focus of the use of action research is in education. It means that action research is reflection to use to review the previous action and plan the next one. From several theories or explanations above, it can be inferred that the classroom action research is a dynamic process that has our aspects, action, observing, and reflecting in every cycles, it is do the class to improve quality of learning practice.

Classroom action research (CAR) has various models but in this research the researcher uses Kemmis and Mc Taggart research design. According to Kemmis and MC Taggart as cited by Anne Burns action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiral system. These phases can be seen by following figured:

³Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Madison Ave, 2010), 5.

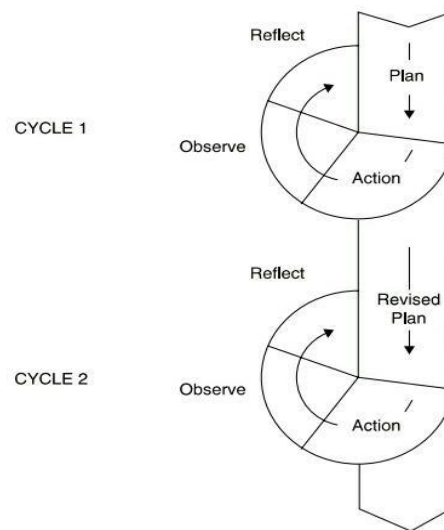


Figure 3.1. Cycles in Action Research, Kemmis and Mc Taggart Model⁴

This figure describes the sequence of the research which is proceeding by planning, following by action, observation, and reflection that implement in each cycle in spiral system. The assumption is if the determine out came in the first cycle cannot be achieve or there may be found new problem, so it was probably be continue and receive in the next cycle that have same phase on the first cycle. In this case, the researcher was conduct classroom action research in class of the Seven Graders of MTs Daarul ‘Ulya Metro. The reason this research conducted because the researcher wants to improve the students’ reading comprehension of the seven graders of MTs Daarul ‘Ulya Metro by using digital storytelling technique.

⁴KoshyValsa. *Action Research for Imporving Practice*. (London: Paul Champman Publishing, 2005), 4.

2. The Steps in The Research

There are four steps in cycle. They are planning, action, observation, and reflection, if the first has failed and the cycle must be review again in the second cycle. That can be illustrated by this procedure as follows:

a. Cycle 1

1) Planning

In this first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing students' problem in Reading comprehension that occur in the classroom and concluding the finding in preliminary study. Then the researcher was preparing some plans to conduct the classroom. They are the following:

- a) The researcher prepares the lesson plan including learning procedure, media, and relevant material to be applying in acting phase.
- b) The researcher prepares learning resource for students. The researcher determines the method and media to be applying in acting phase. In this case, the researcher uses digital storytelling media to improve reading comprehension.
- c) The researcher prepares observation format and also evaluating format to evaluate the students' activity after learning process.
- d) The researcher designs the criteria of success.

2) Acting

In the second phase, the researcher collaborates to implement the action that has been arranged in planning phase. This activity is implemented on the following step:

a) Pre Teaching Activity

- (1) The researcher starts the lesson by greeting to the students.
- (2) The researcher and students pray together.
- (3) The researcher checks students' attendance.
- (4) The researcher informs to the students about the competence, the indicator and the objectives that should be achieve.

b) While Teaching Activity

- (1) The researcher explain about narrative text material.
- (2) The researcher explains characteristics and structural of narrative text and how to identify it.
- (3) The researcher gives the narrative text.
- (4) The researcher plays a video of narrative text storytelling.
- (5) The researcher affirms students' Reading comprehension by checking their understanding using test given.

c) Post Teaching Activity

- (1) The researcher gives positive feedback to the students.
- (2) The researcher and the students conclude the learning topic that has been discussed.
- (3) The researcher greets the students in end of the meeting.

3) Observing

In the third phase, the observer observes the students' activity, their participations, class situation during learning process, and researcher performance by using structure observation form and made note the overall activities. Furthermore, the researcher also collects the data from the post test and result of students' activity. The researcher observes the overall activities to find out the effectiveness of learning process which have be occurs and the result is concluding and discussing in reflecting phase.

4) Reflecting

In the fourth phase, the researcher tries to see and think again something that researcher has done. It also to know whether there is influence to the students' learning process. By reflecting, the researcher can get information the strength and the weakness from the action that the researcher has been done. If the researcher still find the problems, the researcher was conduct the next cycle and use the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

b. Cycle 2

1) Re-Planning

In the first phase, when the researcher finds the problem in the first cycle, the researcher was repair the problem in the next cycle. It is explained as a follow:

- a) The researcher analyses the reflection result to obtain the solving problem.
- b) The researcher revises and prepare the lesson plan based on the problem appear in the previous cycle.
- c) The researcher rearranges observation format and also reform the evaluation format to improve the plan indicators that have not been achieved yet in the previous cycle.

2) Acting

In the second phase of cycle two, the researcher applies the same steps in previous cycle, but the writer apply the revise plan such as lesson plan, material, and instrument for evaluation. The activities they are:

a) Pre Teaching Activity

- (1) The researcher starts the lesson by greeting to the students.
- (2) The researcher and students prays together.
- (3) The researcher checks students' attendance.
- (4) The researcher informs to the students about the competence, the indicators and objectives that was be achieved.

b) While Teaching Activity

- (1) The researcher explain about narrative text material.
- (2) The researcher explains characteristics and structural of narrative text and how to identify it.
- (3) The researcher gives the narrative text.

(4) The researcher plays a video of narrative text storytelling.

(5) The researcher affirms students' Reading comprehension by checking their understanding using test given.

c) Post Teaching Activity

(1) The researcher gives positive feedback to the students.

(2) The researcher and students conclude the learning topic that has been discussed.

(3) The researcher greets the students in the end of the meeting.

3) Observing

In the third phase, the observer observes the student's activity, their participations, class situation during learning process, and researcher performance by using structure observation form and made note the overall activities. Furthermore, the researcher also collects the data from the post test and the result of student's activity.

After conducted observation, obtained data in the form of result test student for measuring students' ability in reading comprehension and the obstacles they face during process learning. Whole data which obtained from action preliminary used to get the conclusion about the research results.

4) Reflecting

In the fourth phase, the researcher discusses and analyses about the data that have been collected from all the activities from the acting phase until observing phase to find out whether the implementation of

digital storytelling media run successful or unsuccessful in the second cycle and also compare the student's improvement from cycle one until cycle two to find out the student's achievement whether there is If there is good improvement based on the criteria of success or not.

E. Data Collecting Technique

The data collecting techniques this research consist of as follows:

1. Test

The researcher uses test to get data result of the students reading comprehension. The result of this test is student's reading score based on the media applied. The aim of this test is to measure the students reading comprehension. The tests consist of the some types, as follows:

a. Pre-Test

The pre-test will be conducted before implementing digital storytelling technique in preparations study. Pre-test of this research will be in the form of multiple choice test of reading comprehension that asks the students to choose a correct answer.

b. Post-Test

The post-test is given after using digital storytelling technique in teaching reading comprehension. Post-test of this research will be in the form of multiple choice test of reading comprehension that asks the students to choose a correct answer. The improvement can be seen if the average score of the post-test is higher than the pre-test.

2. Observation

Observation is a way of collecting data by looking directly into the field or observing directly the object under study. Observation is defined as systematic observation and recording of the symptoms that appear on the object of research.

So observation is a data collection technique that is carried out through observations accompanied by notes on the state of the object under study. This observation is used to improve students' reading comprehension by using digital storytelling technique in the process of learning English in seven graders students of MTs Daarul 'Ulya Metro.

The data that were observed as follows:

- a. The students activeness in learning process.
- b. The students ability in doing the task.
- c. The students being active in the group activity.
- d. The students ability in answering the teachers questions.

3. Documentation

Documentation is a method used to collect data through relics or information from written sources, such as archives and includes books on opinions, theories or laws, and others related to research problems. This documentation is used to obtain data on school profiles, school vision and mission, location plans, infrastructure, teacher condition data, data on the number of students and the grades of seventh grade students before and after using digital storytelling.

The documentation was done to document the following the items:

- a. Lesson plan.
- b. syllabus
- c. Assessment or Test.
- d. Score .

4. Field Notes

Field notes are an important source of information for a research, field notes are made by the author by making observations and then written to obtain relevant information. Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes descriptions of places, people, objects, acts, activities, events, purposes, times and feelings.

In this research, the researcher used field note to record the student's activity during the learning process and to get the complete data from the seven graders of MTs Daarul 'Ulya Metro about:

- a. The students activities.
- b. The students feedback.
- c. Learning purposes.
- d. Learning time.

F. Data Analysis

Data analysis conducted step by step taking the average score of the pre-test and the post-test. Furthermore, to know the gain, the researcher will compare between pretest and post-test.

The formula to get the average as follow:

- a. To calculate the average value using the formula

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

Note:

\bar{X} = Average

Σx = Total of score

N = Total of students.⁵

- b. To calculate the percentge using the formula⁶

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

Note:

P = Rate percentage

F = Frequency of the answer

N = The total number of students

G. Indicators Of Success

This research has two indicators to measure the successful of the research as the following:

1. The research considered success if the use of digital storytelling technique can improve students' reading comprehension score which is shown by 70% of the students in the class reach minimum grade or score ≥ 75 .

⁵Donald Ary, *Introduction to Research in Education*, (Wadsworth Cengage Learning, Australia, 2010), p. 108

⁶Louis Cohen, et.al *Research Method*, p. 423

2. Digital storytelling implementation can influenced the changes of students' in reading comprehension interest, participation and attention which is proven by the observation checklist, documentation and interview.

CHAPTER IV

RESULT OF RESEARCH

A. Research Place

1. History of MTs Daarul ‘Ulya Metro

MTs Daarul ‘Ulya Metro is a private mts which is under Islamic boarding school foundation Daarul ‘Ulya Metro. This school founded in 2009. MTs Daarul ‘Ulya Metro located at Iringmulyo east Metro. MTs Daarul ‘Ulya Metro was well developed accordance with government program (compulsory education program). Especially those promoted by Ministry of Religion Metro city to enlighten the nation’s life.

Rapid school development and progress can be seen from various areas of adequate facilities, worship place and so on. Those facilities are very useful for progress and the success of learning process both in curriculum and extracurricular according to wiyatamandala insight and national education goals.

MTs Daarul ‘Ulya Metro currently leadership is held by Ms. Bariyanti, S.Pd.I as school principal. Assisted by the deputy principal Mr. Dedi Maryanto, S.Pd.I and other teachers.

2. Vision Mission and Purpose of MTs Daarul ‘Ulya Metro

- a. The vision of MTs Daarul ‘Ulya Metro is “excel in school accomplishment, be progress in creation and have good morals/manners”.
- b. There are three mission of MTs Daarul ‘Ulya Metro, they are:
 - 1) To form achievement behavior
 - 2) To develop a tradition of scientific thinking
 - 3) To grow a disciplined attitude and responsibility, appreciation and experience from Islamic values to create students with good morals and manners.
- c. There are some purposes of school, they are:
 - 1) Superior in obtaining Nation Examination scores.
 - 2) Has the power of authentic aqidah, right worshipment and good mannerism based on Al-Qur’an and As-Sunnah.
 - 3) Master science and technology that relevant with current development.
 - 4) Able to master the basics information and communication technology.
 - 5) Be able to achieve academic and non academic sector.
 - 6) Be able to adapt positively in society.
 - 7) Successfully able to pursue higher education.

3. Data of Student and Teacher at MTs Daarul 'Ulya Metro

The students in recent five years data can be identified in table below:

Table 2.
Total students MTs Daarul 'Ulya Metro in five years

Academic Year	VIIth Grade	VIIIth Grade	IXth Grade	Total of Class
	Total of students	Total of students	Total of students	Total of students
2016/2017	18	20	19	57
2017/2018	18	20	20	58
2018/2019	15	20	16	51
2019/2020	12	12	10	34
2020/2021	12	12	13	37

The name and number of teacher at MTs Daarul 'Ulya Metro can be identified in table below:

Table 3.
List of teacher and their position at MTs Daarul 'Ulya Metro

No.	Name	Position
1.	Indiati S.E	Head master/IPS
2.	Bariyanti S.Pd.I	PKN
3.	Lidya Ningsih S.Pd	English
4.	Uswatun Khasanah S.Pd	Math

5.	Tri Nurhidayah S.Pd.I	Al-Qur'an, Hadits and Akidah Akhlak
6.	Embang Yuni Ar Rosmanawati S.Pd	Science
7.	Ahmad Chanan Arzaqi S.Kom	Art
8.	Dwi Agung Wicaksono S.Pd	Sport
9.	Eka Aprilia S.Pd	Indonesia
10.	Yulisa Listiana S.Pd	Indonesia
11.	Reka Yuliana S.H	Indonesia
12.	Iman Ajroni S.Pd	SKI, Arabic

Table 4.

MTs Daarul 'Ulya Metro teacher data

No.	Description	Total
Educator		
1.	PNS teachers are on permanent secondment	-
2.	Foundation permanent teacher	10
3.	Honorary teacher	-
4.	Non-permanent teacher	7

B. Description of Research

This research using classroom action research method (CAR). This research include two cycles: cycle one and cycle two. For each of cycle will be held in two meetings. For each meeting will take 1x60 minutes. For the

implementation for each cycle of this research will consist of four activities: planning, action, observation, and also reflection. The implementation of this research using digital storytelling technique as the action to improve students' reading comprehension in narrative text.

1. Pre-test activity

The pre-test of this research took place on Thursday, November 02, 2023 at 10.50 a.m. Until 11.50 a.m. Researcher greeted students and explained that researcher will conduct a research in their class to know about their reading comprehension skill before give the treatment "digital storytelling technique".

The material that they will learn and tested was narrative text. The pre-test using multiple choice that consisted of 10 items. Students was told to answer the question based on the text given to them. The result of students pre-test result can be seen on the table as follow:

Table 5.
Seven gradersstudents of MTs Daarul 'Ulya Metro pre-test result

No.	Name	Score	Criteria
1.	AB	50	Incomplete
2.	ANF	80	Complete
3.	DP	80	Complete
4.	DHP	70	Incomplete
5,	LU	80	Complete
6.	MP	40	Incomplete

7.	MAH	80	Complete
8.	NO	50	Incomplete
9.	NP	50	Incomplete
10.	RTU	60	Incomplete
11.	RRA	80	Complete
12.	SH	60	Incomplete
Total Score		780	
Average Score		65	

Source: the result score of reading comprehension pre-test of VII class of MTs Daarul 'Ulya Metro on November 02, 2023.

The frequency of pre-test score can be seen in table as follow:

Table 6.
Frequency of seven graders students of MTs Daarul 'Ulya Metro pre test score

No	Grade	Frequency	Percentage	Explanation
1	>75	5	42%	Complete
2	<75	7	58%	Incomplete
Total		12	100%	

Source: the result score of reading comprehension pre-test of VII class of MTs Daarul 'Ulya Metro on November 02, 2023.

Based on data that represented above, it could be inferred that around 7 students (58%) was not able to get a complete grade (75) meanwhile students who able to get a complete grade is 5 (42%). After doing the pre test, researcher find out that there are more students who was

not able to get minimum mastery criteria than the students who able to get minimum mastery criteria. There are more students who get grade under 75 than who get above 75.

After get the data, researcher calculate the average grade of seven graders students of MTs Daarul 'Ulya Metro and the result is 65. This result is low from the target of research. Therefore, the research continued and researcher used digital storytelling technique to improve students' reading comprehension in narrative text.

2. Cycle I

a. Planning

In this step, researcher along with collaborator prepared many things to use in teaching learning process. Researcher prepared lesson plan, material, digital storytelling and tools used to implement digital storytelling such as laptop, speaker, and projector. In this step researcher also prepared observation sheet to note students activity in class while the lesson happened. The last thing is researcher also prepared post test I to measure students improvement reading comprehension in narrative text.

b. Acting

The next step is acting that held on two meetings on 06 and 09 November 2023. The first meeting held on November 06, 2023, the second meeting held on November 09, 2023 and followed by 12 students. The meeting as always started by greeting, praying together

and attendance list. After that researcher give them apperceptionbefore continue to material.

After finished the apperception, researcher explained to them about narrative text. Explained the structure and language features in narrative text also discussed and identified so they can understand it easily. After that researcher played a video of Malin Kundang so students can watch it together while read the text given or read the subtitle in the video. After showed them a video, researcher gave them post test I in form of multiple choice consist of ten items. The students answer the test individually and than researcher collected the answer. The result of post test I represented as follow:

Table 7.
Seven gradersstudents of MTs Daarul ‘Ulya Metro post-test I result

No.	Name	Score	Criteria
1.	AB	60	Incomplete
2.	ANF	80	Complete
3.	DP	80	Complete
4.	DHP	80	Incomplete
5,	LU	80	Complete
6.	MP	50	Incomplete
7.	MAH	80	Complete
8.	NO	60	Incomplete
9.	NP	80	Incomplete

10.	RTU	60	Incomplete
11.	RRA	80	Complete
12.	SH	80	Incomplete
Total Score		870	
Average Score		73	

Source: the result score of reading comprehension post-test I of VII class of MTs Daarul 'Ulya Metro on November 09, 2023.

The frequency of post-test I score can be seen in table as follow:

Table 8.
Frequency of seven graders students of MTs Daarul 'Ulya Metro post test I score

No	Grade	Frequency	Percentage	Explanation
1	>75	8	67%	Complete
2	<75	4	58%	Incomplete
Total		12	100%	

Source: the result score of reading comprehension post-test I of VII class of MTs Daarul 'Ulya Metro on November 09, 2023.

Based on the data above it can be seen that there are increasing in students grade from pre test to post test I. In pre test, there were only five students who get complete grade with percentage 42%. While in post test I there were eight students who get complete grade with percentage 67%. From this data, it can be conclude that there are improvement of students' reading comprehension test with amount of

25% gap. The improvement also can be seen in class average score. In pre test, the average score was 65. It increased into 73 in post test I. Although there were an improvement in students reading comprehension score but the result was not able to reach indicator of success where 70% of students in class can get complete grade.

c. Observing

In observation step, collaborator observed students' activities in class while researcher explained and give material. Researcher gave the students material about narrative text, example, and how to identify the text (structure and language feature). While the treatment (digital storytelling) was applied. Students' activities also being observed to see the improvement of students activities in class. The result of students' activities in cycle I can be seen as follow:

Table 9.
Students' activity observation sheet in cycle I

No.	Name	Students' Activity		
		Pay attention to class	Answer question given by teacher	Doing work
1.	AB	-	-	✓
2.	ANF	✓	✓	✓
3.	DP	✓	-	✓
4.	DHP	✓	✓	✓
5.	LU	✓	✓	-
6.	MP	-	-	✓

7.	MAH	✓	✓	✓
8.	NO	-	-	✓
9.	NP	✓	✓	✓
10.	RTU	-	✓	-
11.	RRA	✓	-	✓
12.	SH	✓	✓	✓

*Source: the result of students activity in cycle I of
VII class of MTs Daarul 'Ulya Metro.*

Table 10.
Students frequency of learning activities in cycle I

No	Students Activities	Frequency	Percentage
1.	Pay attention to class	8	67%
2.	Answer question given by teacher	7	59%
3.	Doing work	10	84%

*Source: the result of students activity in cycle I of
VII class of MTs Daarul 'Ulya Metro.*

From table above, it can be seen that there are students who was not active in teaching learning class. There were 8 students who paying attention to class among 12 students with percentage 67%. There were 7 students who answer question from teacher with percentage 59% and also 10 students who doing work among 12 students with percentage 84%.

d. Reflecting

In this step, researcher reflecting all the result from research in cycle I. After gathering all data that needed to get the conclusion about research and then compared the result from pre test to cycle I. Researcher find out that the research has not reach the aim of indicator of success where 70% students was able to get complete grade (>75). The result.

In cycle I students who got complete grade was 8 students with percentage 67% while the indicator of success is 70% students of class got MMC. The result also shown that students activities still lack in some aspects. Therefore, researcher and collaborator decided to continue the research to cycle II.

3. Cycle II

Based on reflecting the result shown that action implemented in cycle I was not successful enough because was not able to aim indicator of success. This is the reason, research will be continue to cycle II. Cycle II was use to fix some problem happened in cycle I.

a. Planning

After done doing action in cycle I, the process of cycle II was focused to fix some problem in cycle I. It is found that some students who sit behind the class was not able to read the subtitle of the narrative text in the video. That is why they could not following the class well. Based on this, researcher and collaborator decided to

change the students sit formation to gather them in front so all of students can read subtitle in video clearly.

In this step, researcher prepared lesson plan, material, digital storytelling and tools used to implement digital storytelling such as laptop, speaker, and projector. In this step researcher also prepared observation sheet to note students activity in class while the lesson happened. The last thing is researcher also prepared post test II to measure students improvement reading comprehension in narrative text.

b. Acting

The next step is acting that held on two meetings on November 13, 2023, November 16, 2023. The first meeting held on November 13, 2023, the second meeting held on November 16, 2023. This followed by 12 students. The meeting as always started by greeting, praying together and attendance list. After that researcher give them apperception before continue to material.

After finished the apperception, researcher explained to them about narrative text. Explained the structure and language features in narrative text also discussed and identified so they can understand it easily. After that researcher played a video of Timun Mas so students can watch it together while read the text given or read the subtitle in the video. After showed them a video, researcher gave them post test II in form of multiple choice consist of ten items. The students answer

the test individually and then researcher collected the answer. The result of post test II represented as follow:

Table 11.
Seven gradersstudents of MTs Daarul ‘Ulya Metro post-test II result

No.	Name	Score	Criteria
1.	AB	80	Complete
2.	ANF	90	Complete
3.	DP	80	Complete
4.	DHP	80	Complete
5.	LU	80	Complete
6.	MP	70	Incomplete
7.	MAH	90	Complete
8.	NO	70	Incomplete
9.	NP	80	Complete
10.	RTU	80	Complete
11.	RRA	80	Complete
12.	SH	90	Complete
Total Score		970	
Average Score		80	

Source: the result score of reading comprehension post-test II of VII class of MTs Daarul ‘Ulya Metro on November 16, 2023.

The frequency of post-test II score can be seen in table as follow:

Table 12.
Frequency of seven grade students of MTs Daarul ‘Ulya Metro
post test II score

No	Grade	Frequency	Percentage	Explanation
1	>75	10	84%	Complete
2	<75	2	16%	Incomplete
Total		12	100%	

Source: the result score of reading comprehension post-test II of VII class of MTs Daarul ‘Ulya Metro on November 16, 2023.

Based on the data above it can be seen that there are increasing in students grade from post test I to post test II. In post test I, there were 8 students who get complete grade with percentage 67%. While in post test II there were 10 students who get complete grade with percentage 84%. From this data, it can be conclude that there are an improvement of students’ reading comprehension test with amount of 17% gap. The improvement also can be seen in class average score. In post test I, the average score was 73. It increased into 80 in post test II. This result shown an improvement in students reading comprehension score after treatment digital storytelling was use to teached material about narrative text. this is also means that the research was success because the result was able to reach indicator of success where 70% of students in class can get complete grade.

c. Observing

In observation step, collaborator observed students' activities in class while researcher explained and give material. Researcher gave the students material about narrative text, example, and how to identify the text (structure and language feature). While the treatment (digital storytelling) was applied. Students' activities also being observed to see the improvement of students activities in class. The result of students' activities in cycle II can be seen as follow:

Table 13.
Students' activity observation sheet in cycle II

No.	Name	Students' Activity		
		Pay attention to class	Answer question given by teacher	Doing work
1.	AB	✓	-	✓
2.	ANF	✓	✓	✓
3.	DP	✓	✓	✓
4.	DHP	✓	✓	✓
5.	LU	✓	✓	✓
6.	MP	✓	✓	✓
7.	MAH	✓	✓	✓
8.	NO	✓	-	✓
9.	NP	✓	✓	✓
10.	RTU	✓	✓	✓
11.	RRA	✓	-	✓
12.	SH	✓	✓	✓

*Source: the result of students activity in cycle II of
VII class of MTs Daarul 'Ulya Metro.*

Table 14.
Students frequency of learning activities in cycle II

No	Students Activities	Frequency	Percentage
1.	Pay attention to class	12	100%
2.	Answer question given by teacher	9	75%
3.	Doing work	12	100%

*Source: the result of students activity in cycle II of
VII class of MTs Daarul 'Ulya Metro.*

From table above, it can be seen that after cycle II done. most of students in class was active in teaching learning class. all of students of seven graders at MTs Daarul' Ulya Metro paying attention to class with percentage 100%. meanwhile, there were 9 students who answer question from teacher with percentage 75% and all of students in class already doing their work with percentage 100%.

This result shown an improvement in students activities in class after treatment of digital storytelling was use to taught material about narrative text. this is also means that the research was success because the result was satisfied and reached the aim of research.

C. Research Result Interpretation

Reading foreign language is difficult when teacher can not create interesting teaching learning class and choose the right method, technique and media to make class more interesting. During the research, researcher

conclude that by using digital storytelling technique, students became interested to follow teaching learning process.

Using digital storytelling technique to teaching reading can make students more interested because not only they can read (the subtitle of narrative text) they also can see the animated video which make them feel less boring in class. More detail information about the result of digital storytelling technique in teaching reading comprehension for narrative text can be seen as follow:

1. result of students learning for every cycle

- a. result of students' pre test score

after done pre test on seven graders at MTs Daarul' Ulya Metro students. researcher got the data of pre test score which 7 students (58%) was not able to get a complete grade meanwhile there were 5 students who able to get a complete grade (42%). After doing the pre test, researcher find out that there are more students who was not able to get minimum mastery criteria than the students who able to get minimum mastery criteria. There are more students who get grade under 75 than who get above 75.

- b. result of students post test I score

in order to know the improvement of students' reading comprehension through digital storytelling, researcher gave post test I. the result shown there are increasing in students grade from pre test to post test I. In pre test, there were only five students who get complete grade

with percentage 42%. While in post test I there were eight students who get complete grade with percentage 67%. The improvement also can be seen in class average score. In pre test, the average score was 65. It increased into 73 in post test I. even there is improvement but it has not reach the indicator of success.

c. result of students post test II score

because result of post test I has not reach the indicator of success. the research continued to cycle II. researcher obtained data through test in form of multiple choice and the result is there are increasing in students grade from post test I to post test II. In post test I, there were 8 students who get complete grade with percentage 67%. While in post test II there were 10 students who get complete grade with percentage 84%. The improvement also can be seen in class average score. In post test I, the average score was 73. It increased into 80 in post test II. This result shown an improvement in students reading comprehension score after treatment digital storytelling. this is also means that the research was success because the result was able to reach indicator of success where 70% of students in class can get complete grade.

2. Comparison of pre-test, post test I and post test II score

Students of seven graders of MTs Daarul' Ulya Metro' reading comprehension in narrative text score has improve in cycle I compared to the result in pre-test. But even there is improvement in students' reading

comprehension in narrative text but the result was not able to reach the indicator of success. Therefore, cycle II was done and the result was satisfying and able to reach the indicator of success. The comparison of pre-test, post test I and II score can be seen in table as follow:

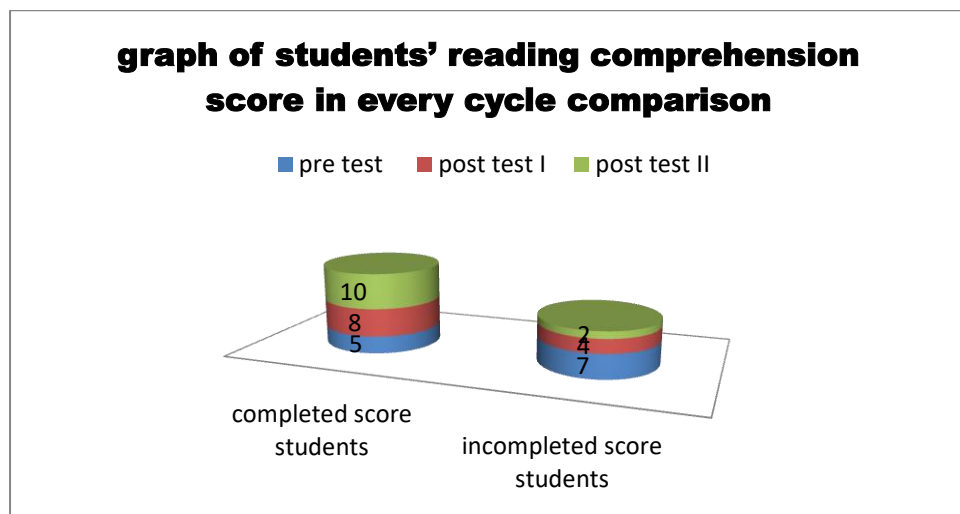
Table 16.
The comparison of pre-test, post test I and II score

No	Name	Score			
		Pre-test	Post test I	Post test II	Detail
1.	AB	50	60	80	Improved
2.	ANF	80	80	90	Improved
3.	DP	80	80	80	Constant
4.	DHP	70	80	80	Improved
5.	LU	80	80	80	Constant
6.	MP	40	50	70	Improved
7.	MAH	80	80	90	Improved
8.	NO	50	60	70	Improved
9.	NP	50	80	80	Improved
10.	RTU	60	60	80	Improved
11.	RRA	80	80	80	Constant
12.	SH	60	80	90	Improved
Average		65	73	80	
High score		80	80	70	
Low score		40	50	90	

For better view of the result, researcher presented the graph of students' reading comprehension score in every cycle comparison as follow:

Figure 1.

Graph of students' reading comprehension score in every cycle comparison



Based on the table comparison and the figure that presented above. It can be conclude that digital storytelling was able to improve students' reading comprehension in narrative text on seven graders students of MTs Daarul' Ulya Metro. It is shown by the improvement of students' score in each cycle.

3. Comparison of students' activities in cycle I and II

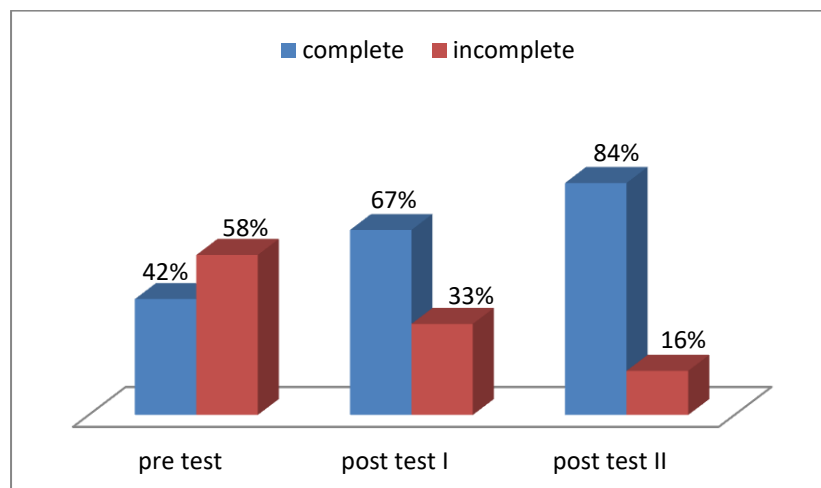
The data of students' activities in class was collected from the data noted in observation sheet. The table presented as follow:

Table 15.
Comparison of students' activities in cycle I and II

No	Students activities	Cycle I		Cycle II		Detail
		Total of students	Percentage	Total of students	Percentage	
1.	Pay attention to class	8	67%	12	100%	Improved
2.	Answer question given by teacher	7	59%	9	75%	Improved
3.	Doing work	10	84%	12	100%	Improved

Figure 2.

Figure of students' learning activity in cycle I and II



From the table and figure comparison presented above. It can be conclude that digital storytelling was able to improve students of seven graders students of MTs Daarul' Ulya Metro learning activities in class

during teaching learning process. It is shown by the improvement of students learning activities rate in each cycle.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducted research on seven graders students of MTs Daarul' Ulya Metro. Researcher got the answer of "Can the use of digital storytelling improve the students' reading comprehension in narrative text?". The answer is that using digital storytelling technique can improve students' reading comprehension in narrative text. This can be seen from the result of research in every cycle. The improvement can be seen from students average score. In pre test the average score was 65, it was improved in cycle I to 73 and improved again in cycle II to 80.

It can also be seen from students who passed the test from every cycle. In pre test students who passed the test was 5 students witch percentage 42%. In cycle I students who passed the test was 8 students with percentage 67%. Meanwhile, in cycle II students who passed the test was 10 students with percentage 84%. From this result, we can see there are improvement in students' reading comprehension in narrative text. The amount of students who passed the test or get MMC score improved in each cycle.

From that result, it can be conclude that this research was success because from the data result of this research can proved that using digital storytelling technique can improve students' reading comprehension in narrative text.

B. Suggestion

After conducted this research on seven graders students of MTs Daarul' Ulya Metro. Researcher wants to give some suggestion:

1. For school

The suggestion for school is that they can provide their teacher the facility. So that the teacher can teach in class with various technique and media. In order to make class more fun.

2. For teacher

Teaching reading comprehension to young students is difficult. Because reading comprehension needed the understanding of word and vocabularies. Therefore, teacher hopefully can choose the right technique to teach in class because it can help built students' interest in lesson.

3. For students

Hopefully, students can built their interest and focus on lesson after teacher uses different technique in teaching.

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A P P E N D I C E S

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**PRE-TEST**

Sekolah	: MTs Daarul ‘Ulya Metro
Mata Pelajaran	: Bahasa Inggris (Reading Comprehension)
Kelas	: VII (Tujuh)
Alokasi Waktu	: 1 x 60 menit (1x pertemuan)
Topik Pembelajaran	: Narrative Text

1. Standar Kompetensi

Membaca

Membaca komprehensif cerita narrative text untuk memahami kandungan isi yang ada dalam text atau cerita. mengidentifikasi struktur yang ada dalam narrative text, penggunaan bahasa (*language feature*) dan memahami serta menyimpulkan pesan moral yang terdapat dalam cerita narrative text.

2. Kompetensi Dasar

Memahami isi dan cerita yang terdapat dalam narrative text dan dapat mengidentifikasi penggunaan bahasa, struktur teks dan pesan yang ada dalam narrative text.

3. Indikator Pencapaian Kompetensi

- a. Memahami isi cerita
- b. Mengidentifikasi *language feature* dalam text
- c. Mengidentifikasi struktur teks
- d. Menarik kesimpulan dari cerita yang telah dibaca

4. Tujuan Pembelajaran

- a. Siswa mampu memahami dan menyimpulkan isi kandungan cerita yang ada dalam narrative text.
- b. Siswa mampu mengidentifikasi struktur penggunaan bahasa yang ada dalam teks.

5. Materi Pokok

Membaca komprehensif (*Reading comprehension*), guru akan menjelaskan mengenai narrative text. cara mengidentifikasi struktur dan penggunaan bahasa dalam narrative text dan menyimpulkan pesan yang ada dalam cerita. Narrative text yang digunakan sebagai materi pokok pada pertemuan ini yaitu berjudul: “Danau Toba”

6. Metode/Teknik Pembelajaran

Metode pembelajaran yang digunakan dalam pertemuan ini adalah metode pembelajaran Convensional

7. Media/Alat/Bahan/Sumber

Alat : Buku, Soal, Papan Tulis
Bahan : Materi, Buku, Lembar Soal
Sumber : Buku

8. Aktifitas Pembelajaran

- Pembukaan
- a. Guru memberi salam kepada siswa
 - b. Guru dan siswa berdoa bersama sebelum memulai pelajaran
 - c. Guru mengecek kehadiran siswa
 - d. Guru menjelaskan sedikit kepada siswa tentang topik yang akan diajarkan

➤ Proses Pembelajaran

- a. Guru menjelaskan mengenai pengertian dari narrative text
- b. Guru menjelaskan mengenai struktur teks dari narrative text dan bagaimana cara mengidentifikasinya
- c. Guru menjelaskan bahasa yang digunakan dalam narrative text
- d. Guru memberikan teks narrative
- e. Guru meminta siswa untuk mengidentifikasi dan menjawab soal.
- f. Guru meminta siswa mengumpulkan hasil

➤ Penutupan

- a. Guru membahas sedikit mengenai isi dari narrative text yang siswa kerjakan
- b. Guru memberikan waktu kepada siswa untuk bertanya tentang materi yang baru saja dipelajari
- c. Guru menutup pembelajaran di kelas dan mengajak berdoa bersama
- d. Guru mengucapkan salam

9. Penilaian

Beberapa penilaian yang diperlukan dalam pembelajaran ini dapat dilihat sebagai berikut:

a. Sikap

Guru mengamati dan mencatat perilaku siswa selama pembelajaran yang mencakup sikap serta keterampilannya.

b. Pengetahuan

Penyebutan struktur dan penggunaan bahasa dalam teks narrative, menemukan informasi detail yang terdapat di dalam teks narrative (membaca komprehensif).

c. Keterampilan

Keterampilan memahami isi dan pesan yang ada dalam teks serta menyimpulkannya.

10. Instrumen Soal:

Toba Lake

The legend of Toba Lake tells the story of a young orphan farmer who lived in the northern part of Sumatera. Syahdan, the young man, earned his living from farming and fishing. One day while fishing, he caught a beautiful golden brown fish which transformed into a beautiful princess in his hands. The princess was cursed to turn into a creature if touched by a human, due to violating a prohibition. As a result of the young man touching her, she became a princess.

Mesmerized by her beauty, the young man proposed to her. She agreed, but with the condition that he must never reveal her origin as a fish. He agreed to this condition, and they got married and had a son. However, the son had a bad habit of always wanting more food and eating everything in sight.

One day, the son ate all the food that was supposed to be for his father, and in his anger, the young man revealed the secret of his wife's origin. This broke his promise and caused his wife and son to disappear. From the land where they had stood, springs emerged, and the water from these springs continued to flow and grow larger, eventually becoming the vast Toba Lake that we know today.

Jawablah pertanyaan dibawah ini berdasarkan teks yang ada diatas, pilih jawaban yang benar!

1. Who is the main character of this story?
 - a. Beautiful Princess
 - b. Syahdan
 - c. Son
 - d. A Beautiful Golden Brown Fish
2. Where is this story take place?
 - a. nothern part of Sumatera
 - b. eastest part of Sumatera
 - c. Sumatera
 - d. East Java
3. What is the reason this princess cursed into golden brown fish?
 - a. because she was beautiful
 - b. because someone is jealous with her
 - c. because she wants to
 - d. because violating a prohibition
4. When a beautiful golden brown fish transformed into a beautiful princess?
 - a. when she come out the water
 - b. when she was hungry
 - c. when the young man touching it
 - d. when she meet the young man

5. which of this adjective words that not include in the story?
 - a. beautiful
 - b. ugly
 - c. young
 - d. beauty
6. which of this noun that not include in the story?
 - a. son
 - b. young man
 - c. beautiful princess
 - d. old man
7. how many children that a young man and beautiful princess had?
 - a. two
 - b. three
 - c. one
 - d. zero
8. what is the condition that beautiful princess give if a young man wants to marry her?
 - a. he must never reveal her origin as a fish
 - b. became rich
 - c. he must never reveal her origin as a human
 - d. tell people that she was cursed
9. in which paragraph orientation of the story place?
 - a. paragraph four

- b. paragraph three
 - c. paragraph two
 - d. paragraph one
10. what is the moral value of this story?
- a. do not broke the promise you made
 - b. do not eat to much
 - c. do not get angry
 - d. do not make promise easily

Instruksi Penilaian = siswa mendapatkan 10 poin untuk setiap jawaban yang benar

Jumlah benar x 10 = nilai siswa

Mengetahui
Guru



Lidya Ningsih, S.Pd

Metro, 2 November 2023
Peneliti



Siti Umaroh
NPM. 1801071055

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**POST TEST I**

Sekolah	: MTs Daarul ‘Ulya Metro
Mata Pelajaran	: Bahasa Inggris (Reading Comprehension)
Kelas	: VII (Tujuh)
Alokasi Waktu	: 1 x 60 menit (1x pertemuan)
Topik Pembelajaran	: Narrative Text

1. Standar Kompetensi

Membaca

Membaca komprehensif cerita narrative text untuk memahami kandungan isi yang ada dalam text atau cerita. mengidentifikasi struktur yang ada dalam narrative text, penggunaan bahasa (*language future*) dan memahami serta menyimpulkan pesan moral yang terdapat dalam cerita narrative text.

2. Kompetensi Dasar

Memahami isi dan cerita yang terdapat dalam narrative text dan dapat mengidentifikasi penggunaan bahasa, struktur teks dan pesan yang ada dalam narrative text.

3. Indikator Pencapaian Kompetensi

- a. Memahami isi cerita
- b. Mengidentifikasi *language future* dalam text
- c. Mengidentifikasi struktur teks
- d. Menarik kesimpulan dari cerita yang telah dibaca

4. Tujuan Pembelajaran

- a. Siswa mampu memahami dan menyimpulkan isi kandungan cerita yang ada dalam narrative text.

- b. Siswa mampu mengidentifikasi struktur penggunaan bahasa yang ada dalam teks.

5. Materi Pokok

Membaca komprehensif (*Reading comprehension*), guru akan menjelaskan mengenai narrative text. cara mengidentifikasi struktur dan penggunaan bahasa dalam narrative text dan menyimpulkan pesan yang ada dalam cerita. Narrative text yang digunakan sebagai materi pokok pada pertemuan ini yaitu berjudul: “Malin Kundang”

6. Metode/Teknik Pembelajaran

Teknik pembelajaran yang digunakan dalam pertemuan ini adalah teknik pembelajaran Digital Storytelling.

7. Media/Alat/Bahan/Sumber

Alat : Laptop,LCD,Speaker
 Bahan : Materi, Buku, Digital Storytelling (Video), Lembar Soal
 Sumber : Youtube

8. Aktifitas Pembelajaran

➤ Pembukaan

- a. Guru memberi salam kepada siswa
- b. Guru dan siswa berdoa bersama sebelum memulai pelajaran
- c. Guru mengecek kehadiran siswa
- d. Guru menjelaskan sedikit kepada siswa tentang topik yang akan diajarkan

➤ Proses Pembelajaran

- a. Guru menjelaskan mengenai pengertian dari narrative text
- b. Guru menjelaskan mengenai struktur teks dari narrative text dan bagaimana cara mengidentifikasinya
- c. Guru menjelaskan bahasa yang digunakan dalam narrative text
- d. Guru memberikan teks narrative

- e. Guru memutar video (digital storytelling) tentang Malin Kundang
- f. Guru meminta siswa untuk memperhatikan sembari membaca teks cerita (dari lembar soal yang diberikan atau dari teks yang ada di video)
- g. Guru meminta siswa untuk mengerjakan soal yang diberikan
- h. Guru meminta siswa mengumpulkan soal yang sudah dikerjakan

➤ Penutupan

- a. Guru membahas sedikit mengenai isi dari narrative text yang siswa kerjakan
- b. Guru memberikan waktu kepada siswa untuk bertanya tentang materi yang baru saja dipelajari
- c. Guru menutup pembelajaran di kelas dan mengajak berdoa bersama
- d. Guru mengucapkan salam

9. Penilaian

Beberapa penilaian yang diperlukan dalam pembelajaran ini dapat dilihat sebagai berikut:

a. Sikap

Guru mengamati dan mencatat perilaku siswa selama pembelajaran yang mencakup sikap serta keterampilannya.

b. Pengetahuan

Penyebutan struktur dan penggunaan bahasa dalam teks narrative, menemukan informasi detail yang terdapat di dalam teks narrative (membaca komprehensif).

c. Keterampilan

Keterampilan memahami isi dan pesan yang ada dalam teks serta menyimpulkannya.

10. Instrumen Soal:**Malin Kundang**

Long time ago, in a small village near the beach in West Sumatera, a woman and her son lived. They were Malin Kundang and his mother. His mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother. He usually went to sea to catch fish and sell it.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a pirates. He helped the merchant defeated the pirates. The merchant was happy and thanked him by asked Malin to sail with him. To get a better life, Malin Kundang agreed and left his mother alone.

Many years later Malin became rich and had a huge ship. He also had a beautiful wife. When he was sailing, he landed on a beach near a small village. The villagers recognize him and the news spread that Malin had become rich. An old woman ran to the beach to meet him, she was his mother.

When his mother come, he was in front of his wife and crew and denied to meet her. For three times his mother begged to hug him but he yelled at her. Finally, Malin Kundang said "Enough, I never had a mother like you!" He want to leave but at that time his mother was sad and angry. Finally, she cursed Malin Kundang that he would turn into a stone if he is not apologize. Malin Kundang just laugh and leave. When he sail, suddenly there are storm. His ship was broke and too late for him to apologize. He was thrown by wave out of ship. He fell on a small island and turn into stone.

Jawablah pertanyaan dibawah ini berdasarkan teks yang ada diatas, pilih jawaban yang benar!

1. Who is the main character of this story?
 - a. mother
 - b. merchant
 - c. pirates
 - d. malin kundang
2. Where is malin kundang and his mother lived?
 - a. East Java
 - b. small village near the beach in West Sumatera
 - c. small village near the beach in North Sumatera
 - d. beach in Kalimantan
3. when is malin kundang's father passed away?
 - a. when he was a baby
 - b. when he was six years old
 - c. when he was teenager
 - d. when his mom pregnant
4. what happened when malin kundang was sail?
 - a. he saw a mermaid
 - b. he saw a pirates
 - c. he saw a shark near beach
 - d. he saw merchant ship raided by pirates

5. what he got after helping merchant from pirates?
 - a. beautiful wife
 - b. money
 - c. he join the merchant to sail
 - d. gold
6. what is malin reason to leave his mother alone in village?
 - a. to get better life
 - b. to get a beautiful wife
 - c. to get the treasure
 - d. to help other people
7. which of this noun words that is not include in the text?
 - a. woman
 - b. boy
 - c. wife
 - d. son
8. what makes malin kundang's mother sad and angry?
 - a. malin denied to hug and meet her
 - b. malin do not want give her money
 - c. malin want to go again
 - d. malin pretend to not recognize her
9. what happened to malin kundang after his mom cursed him?
 - a. he became sad
 - b. he became ugly

- c. he became stone
 - d. he became a tree
10. what is moral value that you can get from this story?
- a. to love your parents and never forget their good deeds.
 - b. do not leave your parents
 - c. bring your parents with you
 - d. do not cocky when you success

Instruksi Penilaian = siswa mendapatkan 10 poin untuk setiap jawaban yang benar

Jumlah benar x 10 = nilai siswa

Mengetahui
Guru



Lidva Ningsih, S.Pd

Metro, 6 November 2023
Peneliti



Siti Umaroh
NPM. 1801071055

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**POST TEST II**

Sekolah	: MTs Daarul ‘Ulya Metro
Mata Pelajaran	: Bahasa Inggris (Reading Comprehension)
Kelas	: VII (Tujuh)
Alokasi Waktu	: 1 x 60 menit (1x pertemuan)
Topik Pembelajaran	: Narrative Text

1. Standar Kompetensi

Membaca

Membaca komprehensif cerita narrative text untuk memahami kandungan isi yang ada dalam text atau cerita. mengidentifikasi struktur yang ada dalam narrative text, penggunaan bahasa (*language future*) dan memahami serta menyimpulkan pesan moral yang terdapat dalam cerita narrative text.

2. Kompetensi Dasar

Memahami isi dan cerita yang terdapat dalam narrative text dan dapat mengidentifikasi penggunaan bahasa, struktur teks dan pesan yang ada dalam narrative text.

3. Indikator Pencapaian Kompetensi

- a. Memahami isi cerita
- b. Mengidentifikasi *language future* dalam text
- c. Mengidentifikasi struktur teks
- d. Menarik kesimpulan dari cerita yang telah dibaca

4. Tujuan Pembelajaran

- a. Siswa mampu memahami dan menyimpulkan isi kandungan cerita yang ada dalam narrative text.
- b. Siswa mampu mengidentifikasi struktur penggunaan bahasa yang ada dalam teks.

5. Materi Pokok

Membaca komprehensif (*Reading comprehension*), guru akan menjelaskan mengenai narrative text. cara mengidentifikasi struktur dan penggunaan bahasa dalam narrative text dan menyimpulkan pesan yang ada dalam cerita. Narrative text yang digunakan sebagai materi pokok pada pertemuan ini yaitu berjudul: “Timun Mas”

6. Metode/Teknik Pembelajaran

Teknik pembelajaran yang digunakan dalam pertemuan ini adalah teknik pembelajaran Digital Storytelling

7. Media/Alat/Bahan/Sumber

Alat : Laptop,LCD,Speaker

Bahan : Materi, Buku, Digital Storytelling (Video), Lembar Soal

Sumber : Youtube

8. Aktifitas Pembelajaran

➤ Pembukaan

- a. Guru memberi salam kepada siswa
- b. Guru dan siswa berdoa bersama sebelum memulai pelajaran
- c. Guru mengecek kehadiran siswa
- d. Guru menjelaskan sedikit kepada siswa tentang topik yang akan diajarkan

➤ Proses Pembelajaran

- a. Guru menjelaskan mengenai pengertian dari narrative text
- b. Guru menjelaskan mengenai struktur teks dari narrative text dan bagaimana cara mengidentifikasinya
- c. Guru menjelaskan bahasa yang digunakan dalam narrative text
- d. Guru memberikan teks narrative
- i. Guru memutar video (digital storytelling) tentang Timun Mas
- j. Guru meminta siswa untuk memperhatikan sembari membaca teks cerita (dari lembar soal yang diberikan atau dari teks yang ada di video)
- k. Guru meminta siswa untuk mengerjakan soal yang diberikan
- e. Guru meminta siswa mengumpulkan soal yang sudah dikerjakan

➤ Penutupan

- a. Guru membahas sedikit mengenai isi dari narrative text yang siswa kerjakan
- b. Guru memberikan waktu kepada siswa untuk bertanya tentang materi yang baru saja dipelajari
- c. Guru menutup pembelajaran di kelas dan mengajak berdoa bersama
- d. Guru mengucapkan salam

9. Penilaian

Beberapa penilaian yang diperlukan dalam pembelajaran ini dapat dilihat sebagai berikut:

d. Sikap

Guru mengamati dan mencatat perilaku siswa selama pembelajaran yang mencakup sikap serta keterampilannya.

e. Pengetahuan

Penyebutan struktur dan penggunaan bahasa dalam teks narrative, menemukan informasi detail yang terdapat di dalam teks narrative (membaca komprehensif).

f. Keterampilan

Keterampilan memahami isi dan pesan yang ada dalam teks serta menyimpulkannya.

10. Instrumen Soal:

Timun Mas

Once upon a time, an old widow wanted a daughter to live with her in the village. Knowing her wish, a huge giant visited her house. He gave her a cucumber seed. He told the old widow that there will be a baby inside the cucumber. The giant promised to come back for the baby once she turned sixteen.

The old widow planted the seed in her yard. By the next morning, a cucumber grew. She cut it open and found a baby girl inside. The old widow was so happy and named the baby Timun Mas. Day by day, Timun Mas grew into a beautiful lady. The widow remembered what giant had warned her.

So, when Timun Mas turned sixteen, the widow told her to run into the jungle with a bag of salt. "You must not let giant catch you," the widow cried out as Timun Mas ran into the jungle. The giant came and asked the widow for Timun Mas. The widow refused to tell him and so he went into the jungle. He angrily called out for Timun Mas. Timun Mas heard his voice and ran away from him. The giant chased her.

Timun Mas threw the salt that the widow had given her. It turned the jungle into a muddy field. The giant got down to the mud. The muddy field swallowed the giant and he was never seen again. Finally, Timun Mas returned home and lived happily ever after with the old widow.

Jawablah pertanyaan dibawah ini berdasarkan teks yang ada diatas, pilih jawaban yang benar!

1. Who is the main character of this story?
 - a. Timun Mas
 - b. The Old Widow
 - c. Giant
 - d. The girl
2. Why would the old widow wanted a daughter?
 - a. to live with her
 - b. to live with her in the village
 - c. to take care of her
 - d. to be friend with her
3. Who is give the old widow cucumber seed?
 - a. the old widow
 - b. timun mas
 - c. giant
 - d. monster
4. what is inside the cucumber that old widow planted?
 - a. baby

- b. fruit
 - c. baby boy
 - d. baby girl
5. What names that the old widow gave to baby girl inside cucumber?
- a. Bawang Putih
 - b. Bunga
 - c. Timun Mas
 - d. Roro Jonggrang
6. Why the old widow asked Timun Mas to run into the jungle when she turned sixteen?
- a. because she can not take care her
 - b. because she hates Timun Mas
 - c. because it is her promise
 - d. because giant will take her
7. which of this noun words that is not include in the story?
- a. Old Man
 - b. Old Widow
 - c. Timun Mas
 - d. Giant
8. Which of paragraph that categorize as resolution in the text above?
- a. fourth paragraph
 - b. third paragraph
 - c. second paragraph

- d. first paragraph
9. What happened to the giant in the end of story?
- a. He was drown
 - b. The muddy field swallowed the giant
 - c. he was swallowed by snake
 - d. he was disappeared
10. What is the moral value from this story?
- a. you should not lie
 - b. you have to hide from bad people
 - c. we have to careful from people with bad intention
 - d. we have to be nice

Instruksi Penilaian = siswa mendapatkan 10 poin untuk setiap jawaban yang benar

Jumlah benar x 10 = nilai siswa

Mengetahui
Guru



Lidva Ningsih, S.Pd

Metro, 13 November 2023
Peneliti



Siti Umaroh
NPM. 1801071055

FIELD NOTE
STUDENTS' ACTIVITIES OBSERVATION SHEET
SEVEN GRADERS OF MTS DAARUL 'ULYA METRO

1. Table 1 : Cycle 1

Students Activity Note

No.	Name	Students' Activity		
		1	2	3
1.	AB	-	-	✓
2.	ANF	✓	✓	✓
3.	DP	✓	-	✓
4.	DHP	✓	✓	✓
5.	LU	✓	✓	-
6.	MP	-	-	✓
7.	MAH	✓	✓	✓
8.	NO	-	-	✓
9.	NP	✓	✓	✓
10.	RTU	-	✓	-
11.	RRA	✓	-	✓
12.	SH	✓	✓	✓

Explanation :

- 1. Pay attention to class**
- 2. Answer question given by teacher**
- 3. Doing the test/work**

Metro, 09 November 2023
 Researcher



Siti Umaroh
NPM. 1801071055

2. Table 2 : Cycle 2

Students Activity Note

No.	Name	Students' Activity		
		1	2	3
1.	AB	✓	-	✓
2.	ANF	✓	✓	✓
3.	DP	✓	✓	✓
4.	DHP	✓	✓	✓
5.	LU	✓	✓	✓
6.	MP	✓	✓	✓
7.	MAH	✓	✓	✓
8.	NO	✓	-	✓
9.	NP	✓	✓	✓
10.	RTU	✓	✓	✓
11.	RRA	✓	-	✓
12.	SH	✓	✓	✓

Explanation :

- 1. Pay attention to class**
- 2. Answer question given by teacher**
- 3. Doing the test/work**

Metro, 16 November 2023
 Researcher



Siti Umaroh
NPM. 1801071055

12/20/21, 9:50 PM

IZIN PRASURVEY



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

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

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

Nomor : B-5179/In.28/JJ/TL.01/12/2021
 Lampiran : -
 Perihal : **IZIN PRASURVEY**

Kepada Yth.,
 KEPALA MTS DAARUL ULYA
 METRO
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **SITI UMAROH**
 NPM : 1801071055
 Semester : 7 (Tujuh)
 Jurusan : Tadris Bahasa Inggris
 Judul : **IMPROVING STUDENTS READING COMPREHENSION
 IN NARRATIVE TEXT THROUGH THE SCANNING
 TECHNIQUE FOR SEVEN GRADE AT JUNIOR HIGH
 SCHOOL**

untuk melakukan prasurvey di MTS DAARUL ULYA METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 09 Desember 2021
 Ketua Jurusan,



Andianto M.Pd
 NIP 19871102 201503 1 004



**MADRASAH TSANAWIYAH DAARUL 'ULYA
KOTA METRO**

Status: Terakreditasi B. NSM: 121218720007 NPSN: 10816992

Alamat: Jl. Merica RT.33/RW.15 No. 31 Iringmulyo Kecamatan Metro Timur Kota Metro 34111, Mts.daarululya15@yahoo.co.id, Telp. 082185500081

Nomor : 129/Mtss Daarul 'Ulya/XII/2022

Lampiran : -

Prihal : Surat Balasan Izin Pra-Survey

Kepada Yth,

Ketua Jurusan TBI

Institut Agama Islam Negeri (IAIN) Metro

Assalamu'alaikum Wr. Wb.

Menindaklanjuti surat tanggal 24 Agustus 2022 Perihal Permohonan Izin *Pra-Survey*, maka dengan ini kami mengizinkan *Pra-Survey* di MTSS DAARUL 'ULYA KOTA METRO, atas nama **Siti Umaroh** dengan judul **"Improving Students' Reading Comprehension In Narrative Text Through The Scanning Technique For Seven Grade At MTs Daarul 'Ulya Metro"**.

Demikian surat balasan pra-survey ini kami sampaikan, atas perhatiannya kami ucapkan Terimakasih

Wassalamu'alaikum Wr. Wb.

Metro, 5 September 2022
Mengetahui
Kepala MTSS DAARUL 'ULYA

Barivanti, S.Pd.I, S.H

20/12/23 19.58

Bimbingan Skripsi



**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.iaim@metrouniv.ac.id

Nomor : B-5334/In.28.1/J/TL.00/11/2023
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Syahreni Siregar (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama : **SITI UMAROH**
NPM : 1801071055
Semester : 11 (Sebelas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **IMPROVING STUDENTS READING COMPREHENSION IN NARRATIVE TEXT THROUGH DIGITAL STORYTELLING FOR SEVEN GRADE AT MTS DAARUL ULYA METRO**

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, 19 November 2023

Ketua Jurusan,



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

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode dan pastikan diarahkan ke alamat <https://sismik.metrouniv.ac.id/v2/cek-suratbimbingan.php?npm=1801071055>. **Token = 1801071055**

20/12/23 19.59

IZIN RESEARCH



**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.iaim@metrouniv.ac.id

Nomor : B-5514/In.28/D.1/TL.00/11/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS DAARUL ULYA
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5515/In.28/D.1/TL.01/11/2023,
tanggal 29 November 2023 atas nama saudara:

Nama : **SITI UMAROH**
NPM : 1801071055
Semester : 11 (Sebelas)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MTS DAARUL ULYA METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS DAARUL ULYA METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS READING COMPREHENSION IN NARRATIVE TEXT THROUGH DIGITAL STORYTELLING FOR SEVEN GRADE AT MTS DAARUL ULYA METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 29 November 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

20/12/23 20.00

SURAT TUGAS



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

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

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

SURAT TUGAS

Nomor: B-5515/In.28/D.1/TL.01/11/2023

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

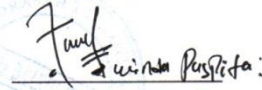
Nama : **SITI UMAROH**
NPM : 1801071055
Semester : 11 (Sebelas)
Jurusan : Tadris Bahasa Inggris

- Untuk:
1. Mengadakan observasi/survey di MTS DAARUL ULYA METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS READING COMPREHENSION IN NARRATIVE TEXT THROUGH DIGITAL STORYTELLING FOR SEVEN GRADE AT MTS DAARUL ULYA METRO".
 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 : 29 November 2023

Mengetahui,
Pejabat Setempat


Fawziyah Pusyifa

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**MADRASAH TSANAWIYAH DAARUL 'ULYA
KOTA METRO**

Status: Terakreditasi B. NSM: 121218720007 NPSN: 10816992

*Alamat: Jl. Merica RT.33 / RW.15 No. 31 Iringmulyo Kecamatan Metro Timur Kota Metro
34111, Mts.daarululya15@yahoo.co.id, Telp. 082185500081*

Nomor : 143/MTs Daarul 'Ulya/2023
Lampiran : -
Perihal : Surat Balasan Research

Kepada Yth,
Ketua Jurusan Tadris Bahasa Inggris
Institut Agama Islam Negeri (IAIN) Metro

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Saudari Pada Tanggal 30 November 2023 Prihal Perizinan melakukan Research dalam rangka penyelesaian tugas akhir skripsi atas nama **SITI UMAROH**, NPM : **1801071055** dengan judul "**IMPROVING STUDENTS READING COMPREHENSION IN NARRATIVE TEXT THROUGHT DIGITAL STORYTELLING FOR SEVEN GRADE AT MTS DAARUL 'ULYA METRO**"

Demikian Surat Balasan Research ini kami sampaikan, atas perhatiannya kami ucapkan Terimakasih

Wassalamu'alaikum Wr. Wb.

Metro, 30 November 2023
Kepala Mts Daarul 'Ulya Metro

Bariyanti, S.Pd.I, S.H



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1468/In.28/S/U.1/OT.01/12/2023**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Siti Umaroh
NPM : 1801071055
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1801071055

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 15 Desember 2023
Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002



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INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Siti Umaroh

NPM : 1801071055

Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 20 Desember 2023

Ketua Jurusan TBI

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



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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Siti Umaroh
NPM : 1801071055

Jurusan : TBI
Semester : IX

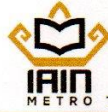
No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	Monday 26/09/2022	1	<ul style="list-style-type: none"> - Revisi Research Question - Add Prior Research - Add definition - Hapus example - Add the step of use the scanning Technique - changed of Classroom Action Research (PTk) - Revisi Bibliography 	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Syahreni Siregar, M.hum
NIP. 19760814 200912 2 004



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Siti Umaroh
NPM : 1801071055

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
2	Thursday, 13/10/2022	1	<ul style="list-style-type: none"> - Add prior Research and explain the novelty (keterbaruan) of your research - Revise your Research Question - Add the theory - Add field note (Chapter III) 	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Syahreni Siregar, M.hum
NIP. 19760814 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Siti Umaroh
NPM : 1801071055

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
3	Monday 24/10/2022	I	<ul style="list-style-type: none"> - Elaborate the novelty (Keterbaruan / apa yg membedakan dgn penelitian lainnya) - Percaya teori - jelaskan & bandingkan dgn Skimming - Review Chapter III 	
4	Monday 31/10/2022	1	<ul style="list-style-type: none"> - Review again Chapter 2 & 3. - prior Review. 	
5	Monday 7/11/2022	1	Acc	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
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NIP. 19760814 200912 2 004



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 Telp. (0725) 41507 Fax. (0725) 47296 website: www.iainmetro.ac.id Email: iainmetro@iainmetro.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI
MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Siti Umaroh
 NPM : 1801071055

Jurusan : TBI
 Semester : XI

No	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
1	Monday 16/08/2023	1	Acc Research Instrument (APB)	

Mengetahui
 Ketua Jurusan TBI.



Andianto, M.Pd

NIP.198711022015031004

Dosen Pembimbing.

Svahreni Siregar, M.Hum

NIP. 197660814 200912 2 004



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

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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA FAKULTAS
TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Siti Umaroh

Jurusan : TBI

Npm : 1801071055

Semester : XI

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda tangan dosen
1	Tuesday 5 Desember 2023	1	① Quotation ② Chapter IV - Revise the data - Revise the grafik ③ Conclusion based on the Question ④ Reference ? (Revise)	

Mengetahui
Ketua jurusan TBI



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

Dosen Pembimbing



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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA FAKULTAS
TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Siti Umaroh

Jurusan : TBI

Npm : 1801071055

Semester : XI

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda tangan dosen
1	Tuesday 12/12/2023	1	- Background of Study - The novelty of Research - Enrich the theory - Rense Chapter III	
2	Wednesday 20/12/2023	1	Aec and Continued to Murnasayah	

Mengetahui

Ketua jurusan TBI



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

Dosen Pembimbing

Svaheni Siregar, M.Hum
 NIP. 197660814 200912 2 004

THE COMPORISON OF PRE-TEST, POST TEST I AND II SCORE

No	Name	Score			
		Pre-test	Post test I	Post test II	Detail
1.	AB	50	60	80	Improved
2.	ANF	80	80	90	Improved
3.	DP	80	80	80	Constant
4.	DHP	70	80	80	Improved
5.	LU	80	80	80	Constant
6.	MP	40	50	70	Improved
7.	MAH	80	80	90	Improved
8.	NO	50	60	70	Improved
9.	NP	50	80	80	Improved
10.	RTU	60	60	80	Improved
11.	RRA	80	80	80	Constant
12.	SH	60	80	90	Improved
Average		65	73	80	
High score		80	80	70	
Low score		40	50	90	

IMPROVING STUDENS' READING COMPREHENSION IN NARRATIVE TEXT THROUGH DIGITAL STORYTELLING FOR SEVEN GRADE AT MTS DAARUL ULYA METRO

by IAIN METRO

Submission date: 20-Dec-2023 03:00PM (UTC+0300)


Submission ID: 2262155997

File name: SKRIPSI SITI UMAROH.docx (1.38M)Word

count: 15358

Character count: 80620

Metro, 21 Desember 2023



Much Deiniatur

IMPROVING STUDENS'READING COMPREHENSION IN NARRATIVE TEXT THROUGH DIGITAL STORYTELLING FOR SEVEN GRADE AT MTS DAARUL ULYA METRO

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RESEARCH DOCUMENTATION





CURRICULUM VITAE



The name of the researcher is Siti Umaroh. He was born on August, 25th 2000 at Tunas Jaya, Tulang Bawang Barat. She is the oldest child of Mr. Marsum and Mrs. Bastiah. She has 3 older brothers and 3 older sisters. She was enrolled her study at TK Aiysah Bustanul Athfal Tunas Jaya. Then, she continued the study in SDN 03 Tunas Jaya, and graduated on 2012.

After that she studied at SMPN 01 Gunung Agung, and graduated on 2015. She decided to continue her study at SMK DAARUL 'ULYA Metro, and graduated on 2018. Then, at same year she was registered as S1 student of English Education Department of State Institute of Islamic Studies (IAIN) of Metro.