

AN UNDERGRADUATE THESIS

**THE USE OF ISLAMIC SHORT STORIES TO IMPROVE READING
SKILL AMONG THE SEVENTH GRADERS OF MTS DAARUL ULYA
METRO**

By:

RENI AMELIA

Student Number: 2001051032



TARBIYAH AND TEACHERS TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES METRO

1445 H / 2024 M

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Student Number: 2001051032

Presented as Partial Fulfillment of the Requirements For the Degree of Sarjana
Pendidikan (S.Pd) English Education Department

Sponsor: Prof. Dr. Dedi Irwansyah, M.Hum

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ABSTRACT

BY

RENI AMELIA

Improving students' reading skills is not an easy task; there are many processes that students must go through, starting from initial reading to comprehending the content. Indonesia is home to a large number of English Muslim students. To make learning more interesting for students, the researcher used Islamic short stories as learning media.

The study aims to investigate whether the use of Islamic short stories can improve reading skills among the seventh-grade students at MTs Daarul Ulya Metro in the students' English classes, with a focus on improving reading skill. The research was conducted using the classroom action research (CAR) and using Islamic short story as the learning media. The results indicate that the students' reading skill improved significantly after the implementation of Islamic short story media.

The research was conducted in two cycles, and the data collected demonstrated a significant improvement in students' reading skill. Initially, only 23% of students (5 students) scored above 70 in the pre-test. After the first cycle, this percentage increased to 50% (9 students) in the post-test I. By the end of the second cycle, 95% of students (17 students) achieved scores above 70 in the post-test II. This confirms the effectiveness of integrating culturally relevant and engaging content into the learning process, thereby enhancing the students' overall reading proficiency.

Keywords: *Reading Skill, Islamic Short Story, Learning Media*

**PENGGUNAAN CERPEN ISLAMI UNTUK MENINGKATKAN
KEMAMPUAN MEMBACA SISWA KELAS VII MTS DAARUL ULYA
METRO**

ABSTRAK

OLEH

RENI AMELIA

Meningkatkan kemampuan membaca siswa bukanlah hal yang mudah; ada banyak proses yang harus dilalui oleh siswa, mulai dari membaca permulaan hingga memahami isi bacaan. Indonesia adalah rumah bagi sejumlah besar siswa Muslim berbahasa Inggris. Untuk membuat pembelajaran lebih menarik bagi siswa, peneliti menggunakan cerita pendek Islami sebagai media pembelajaran.

Penelitian ini bertujuan untuk menyelidiki apakah penggunaan cerita pendek Islami dapat meningkatkan kemampuan membaca di antara siswa kelas tujuh di MTs Daarul Ulya Metro di kelas bahasa Inggris siswa, dengan fokus pada peningkatan kemampuan membaca. Penelitian ini dilakukan dengan menggunakan metode penelitian tindakan kelas (PTK) dan menggunakan cerita pendek Islami sebagai media pembelajaran. Hasil penelitian menunjukkan bahwa kemampuan membaca siswa meningkat secara signifikan setelah penerapan media cerita pendek Islami.

Penelitian ini dilakukan dalam dua siklus, dan data yang dikumpulkan menunjukkan peningkatan yang signifikan dalam keterampilan membaca siswa. Awalnya, hanya 23% siswa (5 siswa) yang mendapat nilai di atas 70 pada pre-test. Setelah siklus pertama, persentase ini meningkat menjadi 50% (9 siswa) pada post-test I. Pada akhir siklus kedua, 95% siswa (17 siswa) mencapai nilai di atas 70 pada post-test II. Hal ini menegaskan keefektifan mengintegrasikan konten yang relevan secara budaya dan menarik ke dalam proses pembelajaran, sehingga meningkatkan kemahiran membaca siswa secara keseluruhan.

Kata kunci: Keterampilan Membaca, Cerita Pendek Islami, Media Pembelajaran



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RATIFICATION PAGE

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An Undergraduate Thesis entitled: THE USE ISLAMIC SHORT STORIES TO IMPROVE READING SKILL AMONG THE SEVENTH GRADERS OF MTS DAARUL ULYA METRO, written by: Reni Amelia, Student Number: 2001051032, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, June 19th 2024 at 10.00 - 12.00 WIB.

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APPROVAL PAGE

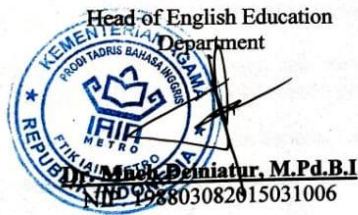
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To be discussed in the undergraduate thesis (Munaqosyah) in Tarbiyah Faculty
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Metro, 06 June 2024

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To :
The Honorable the Head of Tarbiyah and Teacher Training
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Assalamua'alaikum Warahmatullahi Wabarakatuh

We have given guidance and enough improvement to undergraduate thesis script which is written by:

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah an undergraduate research thesis. Thank you very much.

Wassalamu'alaikum Warahmatullahi Wabarakatuh



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Kepada Yth,
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Institut Agama Islam Negeri Metro

Assalamu'alaikum Wr. Wb

Setelah kami mengadakan pemeriksaan dan bimbingan seperlunya, maka proposal penelitian yang telah disusun oleh :


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OF MTS DAARUL ULYA METRO

Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk diseminarkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Metro, 06 June 2024
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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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Department: English Education Department (TBI)

Stating that this thesis as a whole is the original research of the researcher, except for certain parts that are referred to from the source and mentioned in the bibliography.

Metro, 04 June 2024
The Researcher

A handwritten signature in black ink is written over a rectangular stamp. The stamp features a logo with a red and yellow bird-like figure and some text, including the word 'TARBIYAH' and 'TBI'.

Reni Amelia
S.N.2001051032

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Jurusan : Tadris Bahasa Inggris (TBI)

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 04 Juni 2024
Penulis



Reni Amelia
NPM.2001051032

MOTTO

نَحْنُ نَقُصُّ عَلَيْكَ أَحْسَنَ الْقَصَصِ بِمَا أَوْحَيْنَا إِلَيْكَ هَذَا الْقُرْآنَ وَإِنْ كُنْتَ مِنْ قَبْلِهِ لَمِنَ الْغَافِلِينَ ﴿٣﴾

“We relate to you, (O Muhammad), the best of stories in what We have revealed to you of this Qur’an although you were, before it, among the unaware.”

(Q.S Yusuf: 12: 3)

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

My beloved parents,

my supervisor

and to all teachers and students of MTs Daarul Ulya Metro for their support and help throughout the process of undergraduate thesis writing,

and also thanks to myself who are not tired of struggling and trying as much as possible in completing this undergraduate thesis.

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3. Dr. Much Deiniatur, M.Pd., B.I as the Head of English Education Department.
4. Prof. Dr. Dedi Irwansyah, M.Hum, as the supervisor for his advice, guidance, suggestion and support.

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The researcher hopes that this undergraduate thesis can be beneficial for the readers and serve as a reference for the sake of further development towards improvement.

Metro, 31 May 2024
The Researcher



Reni Amelia

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CHAPTER I

INTRODUCTION

A. Background of the Study

In this era of globalization, where culture and information from other countries can quickly spread through social media, mastering the English language has become crucial to learn. In the Indonesian education system, English is incorporated into the curriculum as a subject taught at every school level during the teaching and learning process¹. Therefore, students' ability to communicate in English is considered one of the essential skills to be developed.

In general, the goal of learning English is to use the language fluently as a means of communication, both orally and in writing, and to master the four language skills: listening, reading, writing, and speaking.

However, despite the importance of learning English for society, especially for students, there is still a significant number of people who lack interest in learning the language. Despite various efforts by the government to enhance the interest in learning English, numerous challenges persist. In 2023, Indonesia ranked 79th out of 113 countries and provinces based on English proficiency globally, categorizing it as low according to the EF English Proficiency Index².

¹ Fitri Alfarisy, "Kebijakan Pembelajaran Bahasa Inggris Di Indonesia Dalam Perspektif Pembentukan Warga Dunia Dengan Kompetensi Antarbudaya," *Jurnal Ilmiah Profesi Pendidikan* 6, no. 3 (November 2, 2021): 303–13, <https://doi.org/10.29303/jipp.v6i3.207>.

² Dani Fitria Brilianti And Abdul Rokhim, "The Importance Of English For Specific Purposes Based On The Engineering Students' Perceptions" 11 (2023).

For students themselves, the low interest in learning English can be attributed to the perception that English is difficult to master, students lacking confidence, and exacerbated by the ineffectiveness of existing teaching medias in schools. In Indonesia, there are instances where individuals who study using English may face mockery from their peers, further diminishing their confidence and reluctance to continue learning the language.

Learning media also plays a crucial role in increasing students' motivation and avoiding boredom during the learning process³. Media can be an effective tool when teachers integrate it into various activities to harness students' potential. Conversely, if the entire responsibility for the learning process is placed on the teacher, media can become a burden in terms of selection and usage. This implies that media can act as a catalyst for sharing responsibilities in the learning process.

It is widely known that, English language instruction encompasses four language skills: listening, speaking, reading, and writing. Reading skill involves understanding a text to extract and process information efficiently. It is the process of constructing meaning from text.

Improving students' reading skills is not an easy task; there are many processes that students must go through, starting from initial reading to comprehending the content⁴. In carrying out the process to achieve a predetermined goal, there are

³ Siti Nur'ariyani and Ujang Jamaludin, "Pengaruh Media Pembelajaran Games Book terhadap Minat Baca Peserta Didik Kelas V di Sekolah Dasar," *Journal on Education* 5, no. 1 (December 21, 2022): 583–90, <https://doi.org/10.31004/joe.v5i1.632>. p.585

⁴ Nguyen Thi Dao, "Improving Reading Comprehension Skill for English Language Learners," *International Journal of Scientific Research in Science and Technology*, June 20, 2023, 926–30, <https://doi.org/10.32628/IJSRST523103164>. p.926

sometimes issues that can hinder the attainment of such a goal. Similarly, with reading, the level of each child's ability varies, influenced by factors such as family background, parental roles, and the surrounding environment. Consequently, the issues related to reading skills become highly diverse.

To address the reading problem, the researcher conducted a pre-survey to identify the reading issues among students at MTs Daarul Ulya Metro. The pre-survey took place on 22 November 2023, and the results are presented in the following table:

Table 1. 1
Data of Pre-Survey Result Reading Skill of The Seventh Grade of MTs Daarul Ulya Metro

No	Student Name	Grade	Criteria
1.	AAK	70	Incomplete
2.	AKNK	60	Incomplete
3.	AZ	50	Incomplete
4.	DI	40	Incomplete
5.	FE	40	Incomplete
6.	FF	30	Incomplete
7.	KEP	40	Incomplete
8.	MA	50	Incomplete
9.	MK	50	Incomplete
10.	MM	50	Incomplete
11.	NR	60	Incomplete
12.	NS	70	Incomplete
13.	NWTW	80	Complete
14.	PFC	30	Incomplete
15.	RA	30	Incomplete
16.	SA	40	Incomplete
17.	SY	20	Incomplete
18.	VRA	80	Complete

The Minimum Mastery Criteria (MMC) score for seventh-grade students at MTs Daarul Ulya is 75. The categorization of reading skill among the seventh graders at MTs Daarul Ulya Metro is illustrated in the table as follows:

Table 1. 2
Categorization of Reading Skill of Seventh Grade of MTs Daarul Ulya Metro

No	Grade	Categorized	Frequency	Presentage
1	≤ 75	Incomplete	16	89%
2	≥ 75	Complete	2	11%
Total			18	100%

Based on the researcher's observation from the pre-survey results, it is stated that seventh-grade students at MTs Daarul Ulya Metro have limitations in understanding readings, especially regarding English vocabulary. Additionally, they also encounter difficulties in completing and identifying main ideas and supporting ideas, leading to challenges in comprehending important information from the readings.

One of the reading media is short stories. The use of short stories in reading instruction captivates students during the learning process⁵. Short stories are a form of fictional narrative prose. They tend to be concise and directly focused on their goals compared to longer fiction works, such as novels. The success of short stories relies on literary techniques like characters, plot, theme, language, and broader insights compared to longer fiction.

⁵ Guru Prasad Poudel, "Students' Motivation of, and Engagement in Reading with Stories," *Shiksha Shastra Saurabh*, December 31, 2022, 30–43, <https://doi.org/10.3126/sss.v23i1.51931>. p.31

Therefore, researcher are interested in using short stories to develop students' reading skills. The researcher wants to know whether the use of Islamic short stories can improve students' reading skills. However, based on the researcher's observation, some students at MTs Daarul Ulya live in Islamic boarding schools, and it is known that Indonesia is home to a large number of English Muslim students, reflecting the diverse and dynamic Muslim community in the country⁶. To make learning more interesting for students, the researcher used Islamic short stories, which are related to the pesantren environment. Islamic short stories were chosen as the material which would certainly provide a unique opportunity for educational innovation that respects and incorporates Islamic values, thus supporting students' linguistic and cultural identity.

Considering all the explanations above, the researcher is interested in conducting a study with the title "The Use of Islamic Short Story to Improve Reading Skill Among the Seventh Grade of MTs Daarul Ulya Metro" using the classroom action research method.

B. Problem Identification

Based on the background of the study above, the problem identification can be outlined as follows:

1. The students exhibit low learning interest.
2. The students have limited vocabulary.

⁶ Dedi Irwansyah, "Strengthening Islamic Literature in The Indonesian English Language Teaching," *Indonesian Journal of Islamic Literature and Muslim Society* 6, no. 1 (November 17, 2021), <https://doi.org/10.22515/islimus.v6i1.3486>. p.28

3. The students possess reading ability without comprehending the information from the text.

C. Problem Limitation

Considering the study background, the researcher acknowledges that it is not feasible to investigate all the identified problems comprehensively. Therefore, the researcher limits the focus to the reading skill of seventh-grade students at MTs Daarul Ulya Metro.

D. Problem Formulation

Building upon the identified limitations, the researcher formulates the research problem as follows: "Can the use of Islamic short story improve reading skill and learning interest of the students at MTs Daarul Ulya Metro?"

E. Objective and Benefits of the Study

1. Objective of the Study

Aligned with the formulated research questions, the researcher sets the research objective to investigate whether the use of Islamic short story can improve reading skill and learning interest among the seventh-grade students at MTs Daarul Ulya Metro.

2. Benefits of the Study

This research is anticipated to yield benefits for students, English teachers, and other researchers.

a. For the Students

This research is expected to benefit students by offering alternative teaching media, fostering increased interest in the reading process through the media. Consequently, it is anticipated that students' reading skills will improve.

b. For the Teachers

Implementation of this research is envisaged to empower English teachers to utilize short stories as an alternative media for teaching reading. Furthermore, it can aid teachers in identifying issues related to students' reading skills.

c. For Other Researchers

This study is expected to contribute to expanding insights and acquiring new knowledge, enabling other researchers to develop themselves into better educators.

F. Prior Research

This study was conducted by considering several previous studies. The first prior research is related to the use of Islamic short stories. The first prior research from Diana Suryani, focused on MAN 1 Lampung Timur as the research sample in 2020. The research method employed in the first prior research is Classroom Action Research (CAR), and the results demonstrate an increase in assessment after using short story media⁷.

The first prior research and this research share similarities and differences. The similarity lies in examining similar language skills and using the CAR research method. The difference is in the teaching media, where the prior research uses short stories, while this research employs Islamic short stories. Additionally, the sample for the first study is Man 1 Lampung Timur, while the sample for this study is the seventh grade at MTs Daarul Ulya Metro.

⁷Diana Suryani. The Use Of Short Story To Improve Reading Comprehension Ability Of The Tenth Graders of Man 1 Lampung Timur In The Academic Year Of 2019/2020 (Metro, IAIN Metro 2020)

The second prior research from Megawati, Nurdin Noni, Maemuna Muhayyang, focused on SMAN 8 Selayar as the research sample in 2022. The research method used in this prior research is a quantitative design, and the results indicate that the use of short stories develops students' critical reading skill among the eleventh-grade students of SMA Negeri 8 Selayar⁸.

The second prior research and this research share similarities and differences. The similarity lies in the language skill, which is reading. The difference is in the research method, where the prior research uses a quantitative approach, while this research uses CAR. Additionally, the sample for the second study is SMA Negeri 8 Selayar, while the sample for this study is the seventh grade at MTs Daarul Ulya Metro.

Furthermore, the third prior research was conducted by Dwi Indah Pratiwi et al in 2020. The research method of the third prior research is quantitative experimental method and the results show improving students' motivation in reading by using short stories as media is improved⁹.

The third prior research and this research share similarities and differences. The similarity lies in media, short story. The difference is in research method, where the third study uses quantitative experimental method, while this study uses CAR.

⁸Nurdin Noni and Maemuna Muhayyang, "The Effects of Using Short Stories on the Development of Students' Reading Comprehension of SMAN 8 Selayar" 2, no. 1 (2023).

⁹ Dwi Indah Pratiwi, Juita Putri, and Agung Suhadi, "Short Story as A Media for Motivating Students' Improvement in Reading," *Premise: Journal of English Education* 9, no. 1 (May 5, 2020): 30, <https://doi.org/10.24127/pj.v9i1.2620>.

Based on the above research, there are similarities and differences between prior research and this research. The similarities between prior research and this research is in language skill, which is reading skill. Furthermore, the differences between prior research and this research is in research method and the media of this research, the prior research uses quantitative method and short story as media, while this research uses classroom action research as the method and Islamic short story as the media.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Concept of Reading Skill

1. Definition of Reading skill

Reading is a crucial skill for students, especially in the context of enhancing their understanding, particularly in the English language¹⁰. The effective method for improving students' reading skill is by understanding the purposes behind their reading. Numerous objectives for reading have been proposed by experts in the field. Reading is a highly engaging activity. To excel at it, individuals must grasp the meaning of words, visualize the scenarios depicted by those words, comprehend the arguments presented, and evaluate their agreement with them. Without engaging in these processes - and if students fail to do so one merely skims the surface of the text and soon forgets it¹¹.

According to Anderson, Hiebert, Scott, and Wilkinson, reading is a basic life skill. It is a cornerstone for a child's success in school and indeed throughout life. Mastering the ability to read proficiently opens doors to a wealth of knowledge and learning, fostering cognitive development and critical thinking skills¹².

¹⁰ Mohammed Ahmed Okasha, "Using Strategic Reading Techniques for Improving EFL Reading Skills," *Arab World English Journal* 11, no. 2 (June 15, 2020): 311–22, <https://doi.org/10.24093/awej/vol11no2.22>. p.312

¹¹ Topan Setiawan, "Improving The Student's Reading Skill Through Short Story At Grace English Course Sidamanik" vol. 2, no. 11 (2022). p.20

¹² Dilshifo Pulatova and Nilufar Mustafayeva, "Specific Features of Techniques and Strategies in the Development of Reading Skills in English," *Зарубежная Лингвистика и*

Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost. Reading well not only enhances academic performance but also equips individuals with the necessary skills to navigate and comprehend the complexities of the world around them. Furthermore, reading serves as a foundation for lifelong learning and personal growth, enabling individuals to continuously acquire new knowledge, adapt to changes, and pursue their goals and interests effectively. Thus, emphasizing the importance of reading from an early age is crucial in ensuring that children are well-prepared for future challenges and opportunities.

Effective reading not only enhances the depth and breadth of our knowledge but also optimizes our time utilization, whether applied within various study contexts or in learning diverse academic subjects. Given the escalating importance of reading across all facets of daily life, it becomes imperative to explore medias for enhancing our reading skills. In pursuit of this objective, considerable emphasis is placed on employing reading strategies as the most effective means thus far to improve our reading proficiency¹³.

2. Assessment for Reading Skill

Assessment is considered crucial for effective reading instruction and personalized intervention programs. However, many current assessment

Лингводидактика 1, no. 2 (March 6, 2023): 38–45, <https://doi.org/10.47689/2181-3701-vol1-iss2-p.40>.

¹³ Hülya Küçükoğlu, “Improving Reading Skills Through Effective Reading Strategies,” *Procedia - Social and Behavioral Sciences* 70 (January 2013): 709–14, <https://doi.org/10.1016/j.sbspro.2013.01.113>. p.709

procedures are based on limited theoretical models of reading and tend to place all comprehension difficulties on the reader. These procedures often stem from theories focused on a single aspect of reading or overall cognitive ability. Reading successfully requires a complex interaction of language, sensory perception, memory, and motivation¹⁴.

Assessment is an important part of the teaching cycle and is applied throughout the learning process. In reading, assessment tasks and tests can provide motivation, feedback, and authenticity to students. Reading comprehension plays a crucial role in students' understanding of problems, evaluation, and independent thinking in higher education. The effective acquisition of reading skills in teaching English in higher education is also measured by the assessment obtained in exams.

However, an exam-oriented assessment process does not ensure uniform language skills in reading. Students can play an active role in the learning process to evaluate each other's reading skills with peers. Classroom assessment is an ongoing process that uses judgments about students' language learning, knowledge, skills, abilities, and other achievements. Thus, reading assessment should allow them to improve their reading in English¹⁵.

Reading assessment in English language teaching is divided into four aspects: general reading level, reading comprehension, reading for information and argument, and reading strategies. Formative assessment is more productive than summative assessment in the learning process. Assessing reading is the main factor

¹⁴ Tri Setianingsih. Assessment To Improve Reading Comprehension. *Journal of English Language Teaching*. Volume 3 Nomor 2, Agustus 2016. p.84

¹⁵ Huseynova, Farida. Assessment of Students' Reading Comprehension Skills in Teaching English. p.3

influencing students' ability to develop reading comprehension skills in formative classroom-based assessments. Teachers should conduct the assessment in the classroom using formative assessments instead of summative tests. Classroom-based assessment promotes student progress in reading and contributes to their language learning.

3. How to Improve Reading

It is important to teach the strategies by naming the strategy and how it should be used, modelling through the think-aloud process, group practice, partner practice, and independent use of the strategy¹⁶.

a. Predicting

To excel as readers, learners must establish a goal for their reading, ensuring they have a clear purpose¹⁷. An effective media for enhancing skill is anticipation, as it aids readers in defining their reading objectives. Studies indicate that proficient readers draw upon their experiences and knowledge to anticipate and develop insights while reading.

Several medias for teaching prediction include teacher modeling, predicting continuously throughout the text either individually or with partners, utilizing graphic organizers, or employing post-it notes while reading. Utilizing the title,

¹⁶ Hülya Küçükoğlu, "Improving Reading Skills Through Effective Reading Strategies," *Procedia - Social and Behavioral Sciences* 70 (January 2013): 709–14, <https://doi.org/10.1016/j.sbspro.2013.01.113>. p.710

¹⁷ Ahmed Okasha, "Using Strategic Reading Techniques for Improving EFL Reading Skills." p.312

table of contents, images, and keywords serves as one effective prediction strategy. Additionally, prompting students to predict at designated intervals within the text, assess the accuracy of their predictions, and revise them as needed constitutes another crucial prediction strategy.

b. Visualizing

Visualization entails the reader mentally crafting a vivid representation of the text being read. This mental image is then retained in the reader's memory as a reflection of their interpretation of the text¹⁸. Educators have the opportunity to inspire students to engage in visualization exercises by encouraging them to imagine the settings, characters, and events depicted in a story.

Following visualization, students can be prompted to express their interpretations through drawings or writing, capturing the images that arise in their minds as they engage with the text. By incorporating these activities into the learning process, teachers foster deeper skill and engagement with the material while also nurturing students' creative expression and critical thinking skills.

c. Making Connections

Making connections is another strategy that can be used in the reading process. By making connections, the learners can activate their prior knowledge and connect

¹⁸ "Strategies of Thinking Visualization Tools in Reading Teaching," *Frontiers in Educational Research* 5, no. 16 (2022), <https://doi.org/10.25236/FER.2022.051615>. p.81

the ideas in the text to their own experiences¹⁹. Reading becomes meaningful when the reader connects the ideas in the text to their experiences and beliefs, and the things happening in the outer world.

d. Summarizing

Summarization necessitates the reader's discernment in identifying crucial information during the reading process and then succinctly encapsulating that information using their own language. This skill not only involves the extraction of key points from the text but also requires the reader to comprehend the material thoroughly in order to effectively condense it²⁰. By engaging in summarization, readers enhance their skill abilities and develop proficiency in synthesizing complex information into concise and coherent summaries.

Additionally, this practice fosters critical thinking skills as readers evaluate the significance of various details and prioritize them accordingly in their summaries. Through regular practice of summarization, readers can sharpen their analytical skills and become more adept at extracting essential information from diverse sources.

¹⁹Louise Mariz Antoinette G. Nobles and Ruth Ortega-Dela Cruz, "Making Connections: A Metacognitive Teaching Strategy in Enhancing Students' Reading Comprehension," *Journal of English Education* 5, no. 1 (June 16, 2020): 49–61, <https://doi.org/10.31327/jee.v5i1.1209>. p.51

²⁰ Avivah Avivah, Fitri Hilmiyati, and Khaeroni Khaeroni, "The Utilization of Text Summary Techniques to Improve Students' Reading Comprehension Skills," *Journal of Integrated Elementary Education* 2, no. 2 (September 15, 2022): 95–104, <https://doi.org/10.21580/jieed.v2i2.12635>. p.96

e. Questioning

Readers employ questioning techniques both prior to, during, and after reading to facilitate deeper engagement with the text. This iterative process prompts readers to pose inquiries to themselves, enabling them to construct meaning, enrich skill, seek solutions, address queries, uncover information, and unearth new insights.

By integrating questioning strategies into their reading practices, individuals not only bolster their ability to extract meaning from texts but also cultivate a habit of critical inquiry that enhances their overall cognitive skills.

Moreover, questioning serves as a dynamic tool for active learning, empowering readers to navigate complex concepts, evaluate content critically, and generate new knowledge through the exploration of diverse perspectives. Through consistent utilization of questioning techniques, readers refine their analytical acumen and fortify their capacity for independent inquiry, thereby fostering a lifelong commitment to intellectual exploration and discovery.

f. Inferring

Inferring in the context of reading entails the skill of deciphering implicit meanings and insights that lie beneath the surface of the text. It necessitates students to leverage their existing knowledge in conjunction with textual cues to formulate their own interpretations and deductions. By engaging in the process of inferring, students not only glean deeper insights into the text but also cultivate a host of critical thinking abilities. These include the capacity to extrapolate conclusions based on evidence, anticipate future developments, discern underlying motifs,

construct coherent narratives from disparate pieces of information, and derive significance from visual aids such as illustrations or diagrams.

Through the practice of inferring, students develop a nuanced understanding of the text and hone their ability to engage with complex ideas in a meaningful and reflective manner. This skill not only enhances their skill of the material but also equips them with invaluable analytical skills that are transferable across various academic disciplines and real-world contexts.

B. Short Story

1. Definition of short story

According to Satyagraha Hoerip, a short story is a character "elaborated" through a series of events, one by one. What "occurs" in it typically represents an experience or exploration²⁰.

The essence of a short story lies in the unfolding of experiences or explorations within its narrative. It is the mental reactions of the characters to these occurrences that, fundamentally, define and constitute the essence of a short story. In other words, a short story is not merely a sequence of events; rather, it is a medium through which the characters' psychological responses and reflections are vividly portrayed, offering readers a deeper understanding of the human experience within the narrative.

The existing literature research underscores the advantages of incorporating literature into foreign language education, particularly in the enhancement of

²⁰ Etty Umamy. Keterkaitan Teori Hegemoni dengan Cerpen "Peradilan Rakyat" Karya Putu Wijaya. [LIKHITAPRAJNA: Jurnal Ilmiah] vol. 23, No. 2, September 2020. p.119

reading proficiency. Saka conducted a descriptive study, aligning with Vural's findings, wherein he explored the perspectives of 40 junior students from the ELT department at Akdeniz University regarding the impact of studying short stories. The outcomes indicated that engaging with short stories not only heightened their desire to read more but also fostered an increased appreciation for literature. Students expressed that exposure to exemplary literary works made them more cognizant of the realm of short stories²¹.

2. Element of Short Story

The development elements of a short story encompass the theme (and message), characters, plot, setting, narrative perspective/point of view, and storytelling style. The following are the definitions of each element²².

a. Theme and Message

A short story must have a theme or foundation. The precise foundation is the purpose of that short story. With this foundation, the author can depict the characters in the short story with a specific intention, and similarly, all the events framed revolve around that foundation.

Message is what the author wants to convey to the reader. It is not impossible for several short stories built on more or less the same theme to have different messages.

²¹ Nuray Okumuú Ceylan. Using short Stories in Reading Skills Class. International Conference on Teaching and Learning English as an Additional Language, GlobELT 2016, 14-17 April 2016, Antalya, Turkey. p.313

²² Agus Nuryatin, Retno Purnama Irawati. Pembelajaran Menulis Cerpen. [Cipta Prima Nusantara]. p.61-80

b. Characters and Characterization

Characters in a story, or "tokoh" in Indonesian, are the individuals whose life journey is narrated through the story. They play roles either as actors or recipients of various events depicted in the narrative. In a short story, characters don't necessarily have to be human; they can also be animals or other objects that typically personify human qualities.

c. Plot

According to Stanton, plot is a story that contains a sequence of events, but each event is only connected through cause and effect, where one event leads to or causes the occurrence of another event.

d. Setting

Setting, also known as the backdrop or foundation, refers to the understanding of the place, the relationship of time, and the social environment where the events in a story occur. The setting provides a concrete and clear foundation for the story. This is crucial for creating a realistic impression for the reader, establishing a specific atmosphere that feels as though it truly exists and is happening.

e. Narrative Perspective / Point of View

Sayuti suggests that the common narrative perspectives used by Indonesian authors can be categorized into four types, namely (1) first-person-central or participant point of view, (2) first-person-peripheral or observer point of view, (3) third-person-omniscient or all-knowing point of view, and (4) third-person-limited or limited observer point of view.

f. Writing Style

Writing style is something that cannot be taught; every author cultivates their unique style, one that aligns with their personality, considering their thoughts and feelings.

C. Islamic Short Story

1. Definition of Islamic short story

The story is one of the five main contents of the Quran. In fact, two-thirds of the Quran's content is in the form of stories. This is because the stories in the Quran are unique and special compared to other stories. This uniqueness lies in the moral and spiritual messages they contain, as well as the captivating and insightful manner in which they are presented. These stories are not only meant to entertain but also to provide valuable life lessons for their readers. Through these stories, the Quran conveys important teachings about faith, piety, and good behavior, making it a source of guidance and inspiration for humanity throughout the ages²³.

Islamic short story is a text that reflects themes, values or wisdom rooted in Islamic teachings and principles²⁴. These stories are often drawn from Islamic

²³ Assistant Professor, Department of Arabic Language and Literature, National, University of Modern Languages, Islamabad, and Hafiz Muhammad Badshah, "https://Habibiaislamicus.Com/Index.Php/Hirj/Article/View/264," *Habibia Islamicus* 6, no. 1 (March 30, 2022): 49–58, <https://doi.org/10.47720/hi.2022.0601a03>.

²⁴Nurfatwatul Anan and Edhy Rustan, "Development of a Learning Module for Writing Short Stories in the Religious Genre for Elementary School Students," *IDEAS: Journal on English*

history, folklore, or moral teachings to convey messages related to faith, ethics, and virtuous living. They may highlight elements such as compassion, justice, gratitude, and the importance of community according to Islamic beliefs. The following is an example of an Islamic short story, entitled " Abu Bakar ".²⁵

Abu Bakar is one of the companions of the Prophet Muhammad SAW. He got the title from the Prophet Muhammad SAW. His title was Ash-Shiddiq means honest man. He had the title Atiq it means handsome man. Most of the people in Mecca said that Abu Bakar R.A good did deeds in his life. Abu Bakar Assidiq R.A was born in 572 AD. It was 2 years 6 months after the year of the elephant. Abu Bakr ash-Shiddiq was born in Mecca. He had a gentle heart, but he had a firm character. His skin was white and his body was thin. He had the thick hair and small face.

Abu Bakar R.A was one of the first people who converted to Islam. He was the first one who believed that Muhammad SAW was the Messenger of Allah. He was an educated and successful trader. Abu Bakar R.A was a loyal man to the Prophet Muhammad SAW. Abu Bakar had six children one of his children is Aisyah. Aisyah was the Prophet Muhammad's wife. Abu Bakr R.A was the first Caliph after the Prophet Muhammad died. He died in the year 13 Hijriah when he was 63 years old.

Language Teaching and Learning, Linguistics and Literature 11, no. 1 (June 19, 2023): 169–80, <https://doi.org/10.24256/ideas.v11i1.3893>.

²⁵ *Learning More Islamic Descriptive Text* by Neti Herawati, dkk., 2021

2. Islamic story as teaching media

In English learning, the use of learning media is a must because, without the media, it is certainly difficult for teachers to be able to convey learning messages properly. In addition, the development of science and technology also requires English learning media to be able to follow it so that the development of science and technology can also be implemented in English learning. However, the current awareness of teachers and educational institutions in using learning media is still lacking. It is proven that many teachers do not or have not used the media following the material or material being taught²⁶.

Along with the development of science and technology, it should increasingly encourage teachers, to make updates in the use of technological results in the learning process. Teachers are required to be able to use the tools that can be provided by the school. Teachers can at least use cheap and efficient tools which, although simple, in addition to being able to use the available tools, teachers are also required to be able to develop skills in making teaching media that will be used if the media is not yet available.

By looking at these arguments, the use of teaching media is very important and can help teachers facilitate the process of understanding students' subject matter. In addition, the learning facilities prepared by teachers to facilitate students' learning are very significant in their provision of teachers so that the learning process is more

²⁶Yuliharti Yuliharti, "The Use of Learning Media in Islamic Religious Education Learning to Grow Students' Interest in Learning," *Ijd-Demos* 4, no. 3 (September 4, 2022), <https://doi.org/10.37950/ijd.v4i3.294>.

effective, and the quality of learning outcomes will increase. Related to that, teachers must be creative in preparing media and learning facilities to lead their students to become intelligent, creative human beings with strong religious integrity.

CHAPTER III

RESEARCH METHODOLOGY

A. Variables and Definition of Operational Variables

1. Variables of Research

The research involves two variables, namely the independent and dependent variables. The independent variable in this research is the utilization of Islamic short story, implemented to enhance students' reading skill in easy way.

The dependent variable is reading, which is one of the four language skills that students need to master to extract information or ideas from the text, as intended by the researcher.

2. Definition of operational variables

The operational definition of variables refers to the limitations and measurement medias of the variables under investigation. The operational definition of variables is organized in the form of a matrix, containing the variable's name, operational description, measurement tool, measurement results, and the scale of measurement used (nominal, ordinal, interval, and ratio).

Operational definitions are created to facilitate and maintain consistency in data collection, prevent differences in interpretation, and limit the scope of variables²⁷. Based on the statement, the definition of the operational variables on this research are:

²⁷ Gunawan Adnan And Mohammad Adnan Latief, "Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas," 2020.

a. Dependent Variable

A dependent variable, in the context of manipulating an independent variable in an experimental setting, undergoes changes directly attributable to the adjustments made to the independent variable. It serves as the focal point of measurement, representing the outcome of interest, and its alterations are intricately tied to the variations introduced in the independent variable. The term "dependent" is aptly assigned as the variable's fluctuations are contingent upon the manipulations enacted upon the independent variable, creating a symbiotic relationship between the two, where the outcome is intricately interwoven with the changes imposed on the independent variable.

The focus of this study's dependent variable is reading skill, employed to enhance students' reading skill in interesting way. The aim is to ensure that students find learning English enjoyable and avoid boredom in the process. This strategy is very useful to improve reading skill in class. Then the researcher was collected the data by using multiple choice test, the test is 10 item. The indicator of this variable are:

- 1) The students can proficiently recognize the primary concept within the text and effectively respond to questions.
- 2) The students can identify the communicative intent of the text.
- 3) The students can adeptly understand the construction of words and the formation of English sentences.

b. Independent Variables

An independent variable, in the context of an experimental study, is the variable that you deliberately alter or vary to investigate its impact. The term "independent" is employed because this variable remains unaffected by any other variables within the study, allowing researchers to isolate and analyze its specific effects.

Independent variable of this research is Islamic short story. There are some indicators that indicate the student be able to achieve the objectives are the strategy as follows:

- 1) The student are able to read and comprehend the story.
- 2) The student can mention the characters of the story.
- 3) The student are able to answer the questions based on the story.

B. Setting of The Research

Classroom action research was conducted at MTs Daarul Ulya Metro. The setting of the research in 15A, Iringmulyo, Metro city, Lampung province.

C. Subject of The Research

The subject of this research is the student of seventh grade of MTs Daarul Ulya Metro. The data can be seen below:

No	Grade	Sex		Total
		Male	Female	
1.	VII	5	13	18

Based on the table above, there are 5 male and 13 female students at seventh grade of MTs Daarul Ulya Metro. The total of the subject is 18 students.

D. Action Plan

1. Classroom Action Research

According to Kemmis, action research is type of introspective investigation carried out by participants within a social context, including education. Its purpose is to enhance the rationality and fairness of (a) their social or educational practices, (b) their skill of these practices, and (c) the environments in which these practices are executed²⁸.

Classroom Action Research (CAR) aims to improve teachers' abilities, tactics, medias, skill, teaching approaches, instructional materials, and evaluation medias within the classroom context. This media fosters a more profound insight into the interaction between teachers and students during the intervention, utilizing an action research design to tackle the specific research issue at hand²⁹.

Meanwhile, Richards and Farrell define classroom action research as a systematic media for conducting inquiries and gathering information to address issues and enhance classroom practices¹⁷.

Drawing insights from various theories, it can be deduced that classroom action research is a dynamic procedure encompassing multiple facets, including action, observation, and reflection in each cycle. This process is implemented within the classroom to enhance the quality of learning practices.

²⁸ Marion Dadds, *Passionate Enquiry and School Development: A Story About Teacher Action Research*, 1st ed. (Routledge, 2020), <https://doi.org/10.4324/9781003059073>.

²⁹ Sri Wahyuni. Islamic Junior High School Teachers' Perceptions, Practices and Problems in Conducting Classroom Action Research. Vol. 8, No. 1, June 2020. p. 79

Classroom action research (CAR) has various models but in this research, the researcher uses Kemmis & Mc Taggart design, where there are four important stages in classroom action research, namely (1) planning, (2) acting, (3) observing, and (4) reflecting. This phase can be seen by following figure:

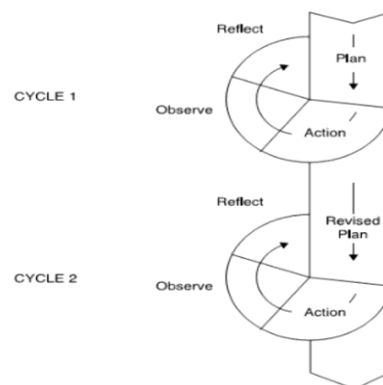


Figure 3. 1 *Model of Classroom Action Research by Kemmis & Mc Taggart*

This figure illustrates the research sequence, progressing through planning, followed by acting, observing, and reflecting, implemented in a spiral system during each cycle. The underlying assumption is that if the intended outcomes are not achieved in the first cycle or if new issues arise, the process may continue and be revisited in the subsequent cycle, maintaining the same phases as the initial cycle.

In this case, the researcher was conducted classroom action research of the seventh grade of MTs Daarul Ulya Metro.

2. The Steps in the Research

The cycle consists of four steps: planning, acting, observing, and reflecting. If the initial attempt is unsuccessful, the cycle needs to be revisited in the second iteration and so forth. This process can be illustrate as follows:

a. Cycle 1

1) Planning

In this initial phase, the researcher was analyzed the findings from the preliminary study, such as identifying and diagnosing reading problems occurring in the classroom and summarizing the findings from the preliminary study. Subsequently, the researcher was prepared several plans to address the issues. Regarding the formulation of the problem, the researcher creates a learning plan for reading skill using the random text strategy. This study was conducted over 2 cycles, where each cycle consists of three meetings.

2) Acting

In the second phase, the researcher was collaborated to implement the actions that were planned in the planning phase. The collaborator accompanies the researcher during the teaching action in the classroom and uses an observation sheet to take notes on activities in the process of improving reading skill.

3) Observing

In the third phase, the researcher was investigate the students' activities, their participation, and the classroom situation during the learning process.

4) Reflecting

In the fourth cycle, the researcher was engaged in reflection to gather information about the strengths and weaknesses of the actions taken. If issues

persist, the researcher will proceed to the next cycle, utilizing the data collected in the first cycle as a reference, aiming to address and rectify all problems or weaknesses identified in the previous cycle.

Cycle 1	Planning	<ul style="list-style-type: none"> • Planning the learning that will be applied in teaching and learning activities • Determine the subject matter • Developing lesson plans • Prepare learning resources • Developing observation format learning • Developing evaluation format
	Acting	<ul style="list-style-type: none"> • Implementing the action refers to lesson plan
	Observing	<ul style="list-style-type: none"> • Conduct observations using the observation format
	Reflecting	<ul style="list-style-type: none"> • Evaluating the actions that have been taken performed. Includes evaluation and lesson plan • Improve the implementation of the action according to evaluation results to be used in the next cycle next cycle
Cycle 2		The procedures in the second cycle replicate those of the first cycle, excluding the administration of a pre-test.

E. Data Collection Techniques

The data is collected by using Media as follows:

1. Observation

Observation serves a purpose in research similar to other medias, with a key distinction. While the primary goal remains the collection of information to guide behavior, observation stands out by its focus on generating public knowledge both empirical and theoretical pertaining to specific issues³⁰.

³⁰ Roger Sapsford, Victor Jupp, Data Collection and Analysis Second Edition 2006. SAGE publication, 58.

In the present research context, the researcher undertook the task of observing the learning process within the seventh grade of MTs Daarul Ulya Metro. Through this observational approach, the researcher aimed to gain firsthand insights into how students engage with instructional materials, interact with their peers, and respond to various teaching strategies employed in the classroom setting. By directly observing these dynamics, the researcher sought to gather rich, contextually-grounded data that could inform a deeper understanding of the educational practices and challenges within the specific learning environment.

2. Test

The research examination comprises a pre-test conducted prior to the intervention and post-tests carried out at the conclusion of each cycle. The post-test occurs subsequent to the treatments. Following the intervention, students undergo a post-test, with the format and procedure mirroring that of the pre-test. In this instance, the purpose of the test was to assess the reading proficiency of seventh-grade students at MTs Daarul Ulya Metro.

The assessment encompasses both pre-test and post-test components, involving students reading and organizing text. Thus, the test is designed to monitor students' progress in their reading abilities from before to after the intervention is conducted. This evaluation is an integral part of the research process aimed at measuring the effectiveness of the intervention in improving students' reading proficiency.

3. Documentation

Documentation can pertain to specific individuals, such as school records and reports on students, or it can address more overarching matters, exemplified by reports from collaborator on the physical condition of school³¹. Documentation encompasses various features, signifying the recording of information in a documented form. This media is employed by the researcher to gather data concerning the seventh grade of MTs Daarul Ulya Metro.

4. Field Note

A field note is an observational tool utilized in CAR (Classroom Action Research) to document observations, capturing details about the ongoing situation. The researcher will depictions of locations, individuals, objects, actions, activities, events, purposes, times, and emotions which existed before and which occurred when researchers conducted research at MTs Daarul Ulya Metro.

F. Data Analysis Media

The data analysis technique used in this research is analysis quantitative descriptive statistical data. Quantitative data analysis is using descriptive statistical analysis to describe data about the value of learning outcomes student. and quantitative research that aims only to illustrate data about teacher and student activities during the learning process. Quantitative descriptive data analysis techniques aim to describe data regarding test scores on student learning outcomes in the form of student written test results.

³¹ *Ibid*, 273.

The test scores will be computed using the following formula:

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

Notes:

X = The sample mean

$\sum X$ = The sum of individual score

N = The number of scores in the sample

Based on the target of reading skill in MTs Daarul Ulya Metro is 70 % for English lesson, KKM is 70 score, and to know the percentage from high and low of reading skill as follows:

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

Notes:

P= Percentage

F= Frequency

N= Number of observation

G. Indicators of Success

The measure of students' success in English reading skill through the utilization of Islamic Short Stories is evident in the criteria reflecting improvements in the learning process. Success in the research is defined as 70% of students attaining a passing grade (70) in the English subject, along with an active participation rate of 70% during the learning process.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. History of MTs Daarul Ulya Metro

Madrasah Tsanawiyah Daarul Ulya was established in 2007, and at the beginning of the establishment of MTs Daarul Ulya Metro was an initiative of the founder of the Daarul Ulya Islamic Boarding School Foundation Metro so that students could focus on running pesantren education and also formal education. Therefore this institution was named MTs Daarul Ulya Metro which is located in Iring Mulyo District, 15 A, East Metro.

As for the causes of the existence of MTs Daarul Ulya Metro is:

- a. Lack of schools that have a religious background.
- b. To develop and spread the teachings of religion, especially in Iring Mulyo 15A East Metro.
- c. To form, foster and maintain the morals of children who are fostered both in the pesantren environment and society.

2. Vision, Mission and Goals of MTs Daarul Ulya Metro

a. Vision

“Excellence in achievement, advancement in creation and good character.”

b. Mission

- 1) Shaping achievement behavior, critical and creative thinking patterns
- 2) Develop a tradition of scientific thinking

- 3) Fostering an attitude of discipline and responsibility for the appreciation and experience of Islamic religious values to form students with good character.

c. Madrasah Objectives

Referring to the vision and mission of the school, as well as the general objectives of basic education, the school's goal in developing this education is to prepare an Islamic generation that:

- 1) Excellent in the acquisition of UAN scores
- 2) Possess the strength of a sound aqidah (belief), good worship and have a noble character (akhlaqul karimah) based on the Qur'an and As Sunnah.
- 3) Mastering science and technology relevant to the times.
- 4) Able to master the basics of information and communication technology.
- 5) Achieving in academic and non-academic fields.
- 6) Able to adapt positively in the community.
- 7) Successfully pursue higher education.

3. School Condition of MTs Daarul Ulya Metro

a. State of Facilities and Infrastructure

Since its establishment until now, MTs Daarul Ulya continues to strive to continue to improve the facilities and infrastructure at MTs Daarul Ulya Metro. In order to keep up with the development of the world of education today, the facilities and infrastructure owned are as follows:

1) State of Physical Facilities

The school has various physical facilities consisting of several rooms with good and permanent conditions. There are 6 classrooms used for teaching and learning activities. In addition, there is 1 teacher's room, 1 principal's room, and 1 administration room which are all in good and permanent condition. The school also has 1 good and permanent library room to support students' literacy activities. There is also a UKS (School Health Unit) room that serves as a place for student health management, as well as 1 prayer room that is used for worship activities. There are 2 units of WC/bathroom facilities in good and permanent condition. In addition, there is a parking area that is in good condition but not permanent.

2) Learning Tools

In school, various learning tools are used to support the teaching and learning process. These tools include study tables and chairs, markers and rulers, a whiteboard and eraser, the Quran, a cupboard, a computer, a fan, a projector, sports equipment, and the teacher's book. All these tools play an important role in creating an effective and conducive learning environment, helping students better understand the lesson material, and supporting teachers in delivering lessons in a more interactive and engaging manner.

4. The Description of Research Data

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consist of three meetings and each cycle takes 3x35 minutes. Each cycle comprised of planning, acting, observing and reflecting. In

relation to manage the class the researcher made moduleses. The action of this research was done by using Islamic short story to improve the students' reading skill.

a. Cycle 1

1) Planning

In the planning stage of cycle 1, the researcher prepared several things related to the teaching and learning process such as preparing moduleses, making instruments that will be tested as post-tests in cycle 1, preparing materials, and making observation sheets.

2) Acting

a) The first meeting was done on Monday, April 22th 2024. In this part the researcher doing research as follow:

- (1) The teacher gave greetings and invited prayer before the lesson begin.
- (2) The teacher checked the attendance of the students.
- (3) The teacher gave apperception about learning objectives and materials to be learned.
- (4) The teacher motivated students to achieve competence and character in accordance with the Pancasila Student Profile.
- (5) The teacher gave pre-test questions to students; the questions consisted of 10 multiple choice questions.
- (6) The teacher gave instructions to students on how to fill in the pre-test correctly.
- (7) Students were given 15 minutes to complete the pre-test questions.

- (8) The teacher gave students the opportunity to review the pre-test that had been carried out.

Table 4. 1
Pre-test Score

No	Student Name	Grade	Criteria
1.	AAK	60	Fair
2.	AKNK	40	Poor
3.	AZ	50	Poor
4.	DI	60	Fair
5.	FE	40	Poor
6.	FF	40	Poor
7.	KEP	40	Poor
8.	MA	60	Fair
9.	MK	50	Poor
10.	MM	50	Poor
11.	NR	70	Good
12.	NS	70	Good
13.	NWTW	60	Fair
14.	PFC	80	Very good
15.	RA	50	Poor
16.	SA	50	Poor
17.	SY	70	Good
18.	VRA	70	Good

Based on the table above, it can be seen that only 5 students have scores >70 , while 13 other students have scores <70 .

- b) The second meeting was done on Wednesday, April 24th, 2024. The researcher implemented the action. In this case the researcher decided to take action as a teacher who applied Islamic short stories in the form of descriptive text as a media in the teaching and learning process. These activities are:

- (1) The teacher gave greetings and invited prayer before the lesson began.
- (2) The teacher checked the attendance of students.

- (3) The teacher gave apperception about learning objectives and materials to be learned.
 - (4) The teacher motivated students to achieve competencies and characters that were in accordance with the Pancasila Student Profile.
 - (5) The teacher presented the students' pre-test results from the previous meeting.
 - (6) The teacher gave triggering questions to the students.
 - (7) The teacher gave an explanation about descriptive text.
 - (8) The teacher and students discussed how to solve the pre-test questions from the previous meeting according to the material that had been presented previously.
 - (9) The teacher and students discussed the theme and moral message in the Islamic short story.
 - (10) The teacher and students read the short story together.
 - (11) The teacher gave assignments to students in the form of post-test 1 questions and asked them to bring the results to the next meeting.
- c) The third meeting was done on Monday, May 6th, 2024. In this part the researcher doing research as follow:
- (1) The teacher gave greetings and invited prayer before the lesson began.
 - (2) The teacher checked the attendance of the students.
 - (3) The teacher gave apperception about learning objectives and materials to be learned.

- (4) The teacher motivated students to achieve competencies and characters that were in accordance with the Pancasila Student Profile.
- (5) The teacher asked students to collect the assignment from the previous meeting.
- (6) The teacher and students discussed the post-test assignment that had been given together.
- (7) The teacher gave the students the opportunity to ask questions about which questions they had not understood and how to solve them.
- (8) The teacher asked some students to try reading short stories individually in front of the class.
- (9) The teacher asked the students to write a summary of the given short story.
- (10) The students were asked to convey the learning experience they had obtained, which challenges they faced, and how they overcame difficulties encountered during learning.

The researcher conducted a follow-up assessment known as post-test I, distinct from the initial pre-test, aimed to evaluating individual student performance. This post-test comprised a set of 10 questions, comprising 5 multiple-choice and 5 true/false questions, designed to gauge the students' understanding and retention of the material covered. The utilization of both question types ensures a comprehensive assessment of knowledge acquisition. The subsequent table provides a detailed overview of the students' performance on post-test I, offering valuable insights into their grasp of the subject matter.

Table 4. 2
Post-test I Score

No	Student Name	Grade	Criteria
1.	AAK	60	Fair
2.	AKNK	60	Fair
3.	AZ	70	Good
4.	DI	80	Very good
5.	FE	80	Very good
6.	FF	60	Fair
7.	KEP	50	Poor
8.	MA	60	Fair
9.	MK	60	Fair
10.	MM	70	Good
11.	NR	70	Good
12.	NS	70	Good
13.	NWTW	60	Fair
14.	PFC	70	Good
15.	RA	60	Fair
16.	SA	60	Fair
17.	SY	70	Good
18.	VRA	70	Good

According to the data presented in the table, out of 18 the total student, 9 students (50%) successfully passed the post-test I, while the remaining 9 students (50%) did not met the passing criteria. The scores ranged from a high of 80 to a low of 50, indicating variability in individual performance levels. Notably, the average score across all students was calculated at 65.5, underscoring the mixed proficiency levels within the group.

However, it's crucial to note that the established criterion for mastery in the subject of English is a minimum score of 70. Consequently, a portion of the students may require additional support or interventions to reach the desired level of proficiency.

3) Observing

The observation was done by researcher during teaching and learning process.

The researcher observed the student's learning activities at classroom in 3rd meeting.

Table 4. 3
Table of result student's activities cycle I

No	Student's activity	Frequency	Percentage
1.	Read and comprehend the story	12	67%
2.	Mention the characters of the story	13	72%
3.	Answer the question based on the story	9	50%
Total student		18	
Average		63%	

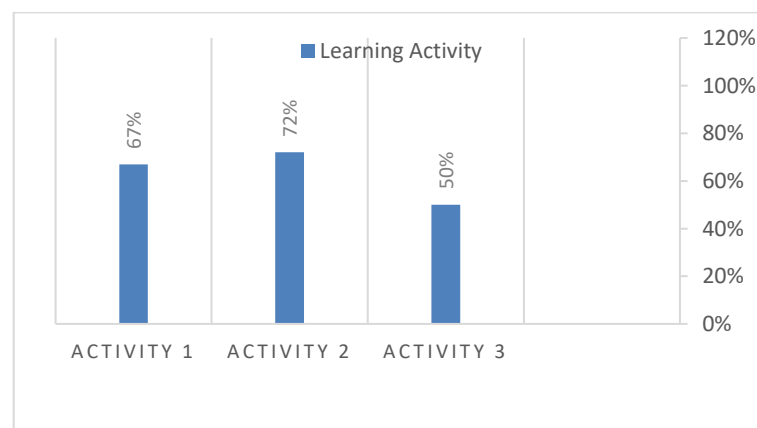


Figure 4. 1 Result student's activities cycle I

Analyzing the data presented in the table regarding student activities, it becomes apparent that a significant portion of the student cohort demonstrated proficiency in various aspects of the learning material. Specifically, 12 students, constituting approximately 67% of the total, exhibited the ability to read and

comprehend the story effectively. Furthermore, 13 students, representing about 72% of the group, demonstrated competence in identifying and mentioning the characters featured in the story. However, a slightly lower percentage, comprising 9 students or 50% of the total, displayed the capability to provide accurate answers to questions based on the text.

These findings shed light on the varying levels of engagement and understanding among students, highlighting both strengths and areas for improvement in skill and application of the learned material. Further exploration of these trends could inform targeted interventions to enhance student learning outcomes and ensure comprehensive mastery of the subject matter.

4) Reflecting

From the results of the observations conducted during the learning process in cycle I, it is evident that the desired Minimum Mastery Criteria (MMC) outlined in the research have not yet been attained. Following the completion of this cycle, the researcher undertook a comprehensive analysis, meticulously evaluating various factors such as students' pre-test grades and the outcomes of their post-test I assessments. The comparison between the pre-test grades and the post-test I following:

Table 4. 4
The Comparison of Students' Pre-Test and Post-Test I Cycle I

Test	Low score	High score	Total score	Average score
Pre-test	40	80	1.010	56
Post-test	50	80	1.180	65.5

Table 4. 5
The Comparison of Students' Pre-Test and Post-Test I Cycle I

Interval	Pre-test		Post-test I		Description
	Frequency	Percentage (%)	Frequency	Percentage (%)	
<70	13	72%	9	50%	Incomplete
>70	5	23%	9	50%	Complete
Total	18 students		18 students		

Then, the graph of comparison students' Reading Skill based on the result of pre-test and post-test I in cycle I could be seen as follow:

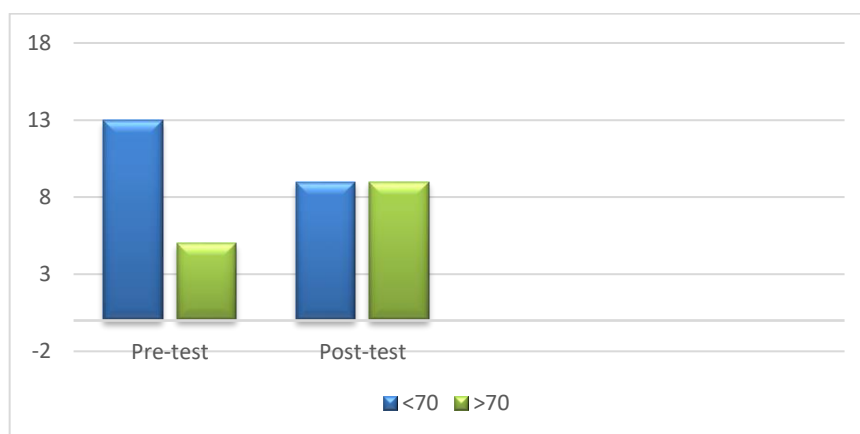


Figure 4. 2 *The Comparison of Students' Pre-Test and Post-Test I Cycle I*

Based on the data provided in both the table and the graphic, a thorough analysis of the pre-test results reveals that out of the 18 students assessed, only 23%, equivalent to 5 students, achieved the minimum mastery standard with a score of 70 or above. Conversely, a substantial majority of students, comprising 72% or 13 individuals, fell short of meeting this standard. Transitioning to the post-test 1 results, it is evident that 50% of the students, totaling 9 individuals, attained a score of 70 or higher, indicating a notable improvement from the pre-test performance.

However, an equal percentage of students, also 50% or 9 individuals, failed to reach the minimum mastery standard, scoring below 70.

While there was a discernible improvement in scores between the pre-test and post-test 1, with the pre-test averaging 56 and the post-test 1 averaging 65.5, this enhancement fell short of fulfilling the success indicator, which stipulates that 70% of the total students must meet the criteria. Consequently, the overall outcome of the assessment is deemed unsuccessful, as the predetermined success threshold of 70% attainment remains unmet.

b. Cycle 2

The action taken in cycle 1 didn't yield the desired success, necessitating continuation into cycle 2. In cycle 2, efforts were focused on addressing the weaknesses identified in cycle 1. The steps undertaken in cycle 2 included:

1) Planning

Based on cycle 1 activities, the researcher prepared modules also students observation sheet.

2) Acting

a) The first meeting was done on Wednesday, May 8th 2024. In this part the researcher doing research as follow:

- (1) The teacher gave greetings and invited prayer before the lesson began.
- (2) The teacher checked the attendance of students.
- (3) The teacher gave apperception about learning objectives and materials to be learned.

- (4) The teacher and students practiced understanding the meaning of new words in the reading text entitled Abu Bakar R.A.
 - (5) Then the teacher gave assignments to students to make sentences using new vocabulary from the short stories.
 - (6) The teacher opened a question and answer session for students.
 - (7) The teacher gave appreciation and motivation to the students.
 - (8) The teacher conveyed the activities for the next meeting.
- b) The second meeting was done on Monday, May 13th, 2024. These activities are:
- (1) The teacher gave greetings and invited prayer before the lesson began.
 - (2) The teacher checked the attendance of students.
 - (3) The teacher gave apperception about learning objectives and materials to be learned.
 - (4) The teacher motivated students to achieve competence and character in accordance with the Pancasila Student Profile.
 - (5) The teacher taught students to analyze the text structure.
 - (6) The teacher asked students to do the exercise of analyzing short stories individually.
 - (7) The teacher and students had a discussion on analyzing short stories.
 - (8) The teacher gave the students the task of translating word by word the reading text of the Holy Qur'an in groups and analyzing the structure of the text.
 - (9) The teacher opened a question and answer session for students.
 - (10) The teacher gave appreciation and motivation to the students.

- (11) The teacher conveyed the activities for the next meeting.
- c) The third meeting was done on Wednesday, May 15th, 2024. Post-test II was conducted at this meeting. In this part the researcher doing research as follow:
- (1) The teacher gave greetings and invited prayer before the lesson began.
 - (2) The teacher checked the attendance of students.
 - (3) The teacher gave apperception about learning objectives and materials to be learned.
 - (4) The teacher motivated students to achieve competence and character in accordance with the Pancasila Student Profile.
 - (5) The teacher asked the students to present the results of their short story analysis.
 - (6) The teacher conducted evaluation and discussion of the whole learning.
 - (7) The teacher gave Post-test II questions to students and gave instructions on how to do it.
 - (8) The teacher reflected with the students about the learning.
 - (9) The teacher gave appreciation and motivation to the students.

Table 4. 6
Post-test II Result

No	Student Name	Grade	Criteria
1.	AAK	80	Very good
2.	AKNK	90	Very good
3.	AZ	90	Very good
4.	DI	100	Very good
5.	FE	90	Very good
6.	FF	90	Very good
7.	KEP	90	Very good
8.	MA	0	Poor
9.	MK	90	Very good
10.	MM	90	Very good
11.	NR	80	Very good
12.	NS	70	Good
13.	NWTW	90	Very good
14.	PFC	100	Very good
15.	RA	100	Very good
16.	SA	100	Very good
17.	SY	100	Very good
18.	VRA	80	Very good

Based on the result above, it could be inferred that 17 students (95%) were successful and 1 student (5%) didn't take the test. Based on the post-test II results, the researcher calculated the average grade that is 85. It was higher than post-test I in cycle I.

3) Observing

During the teaching and learning process, the researcher conducted observations of students' learning activities in the classroom. The researcher carefully monitored each activity undertaken by the students throughout the learning process. Through these observations, the researcher could identify emerging learning patterns, the level of student participation, and other factors influencing the effectiveness of learning in that particular classroom. Through

meticulous observation, researcher could gain deep insights into the dynamics of classroom learning and develop more effective teaching strategies.

Table 4. 7
Table of Result Student's Activities Cycle II

No	Student's activity	Frequency	Percentage
1.	Read and comprehend the story	16	89%
2.	Mention the characters of the story	17	95%
3.	Answer the question based on the story	16	89%
Total student		18	
Average		90%	

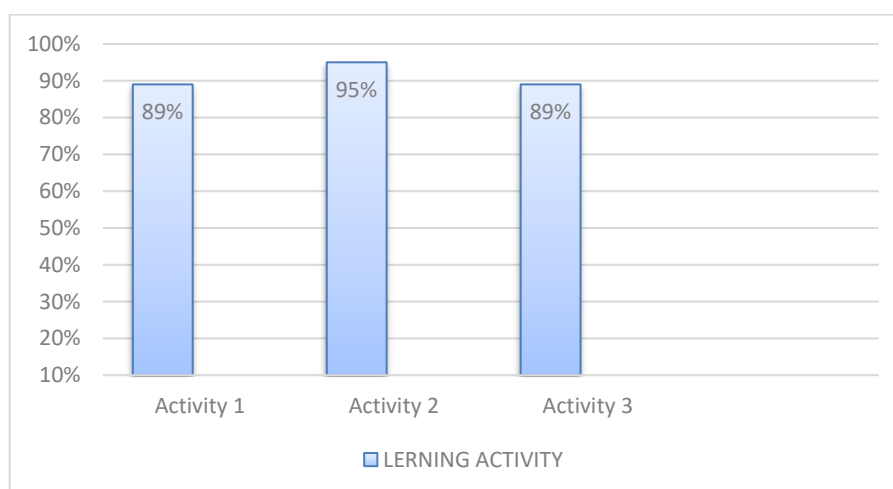


Figure 4. 3 *Result student's activities cycle II*

The graphic depicted above provides clear evidence of the significant improvement in students' learning activities during cycle II. It is evident from the data that a considerable percentage of students demonstrated enhanced engagement and proficiency in various aspects of learning. The students' learning

activity that had high percentage were that 16 students (89%) are able read and comprehend the story. 17 students (95%) are able to mention the characters of the story. 16 students (89%) students are able to answer the question based on the story.

4) Reflecting

From the results of the learning process in cycle II, the researcher analyzed that, generally, using Islamic short story media significantly improved reading skills. At the end of this cycle, both the researcher and the collaborator engaged in a thorough analysis and calculation of all processes involved. This included an examination of the students' post-test II grades and an observation of their learning activities. By comparing the students' post-test I grades with their post-test II grades, a clear improvement was evident. The data collected demonstrated that the use of Islamic short stories as educational media contributed to better reading skill and engagement among the students.

The following table provides a detailed comparison between the students' post-test I and post-test II grades, illustrating the progress made through the implementation of this teaching media. This comparative analysis underscores the effectiveness of integrating culturally relevant and engaging content into the learning process, thereby enhancing students' overall reading proficiency.

Table 4.8
The Comparison Average score of Students' Post-test I and Post-Test II

Test	Low score	High score	Total score	Average score
Post-test I	50	80	1.180	65.5
Post-test II	0	100	1.530	85

Table 4.9
The Comparison of Students' Post-test I and Post-Test II

Interval	Post-test I		Post-test II		Description
	Frequency	Percentage (%)	Frequency	Percentage (%)	
<70	9	50%	1	5%	Incomplete
>70	9	50%	17	95%	Complete
Total	18 students		18 students		

Then, the graph of comparison students' reading skill post-test I grade and post-test II grade could be seen as follow:

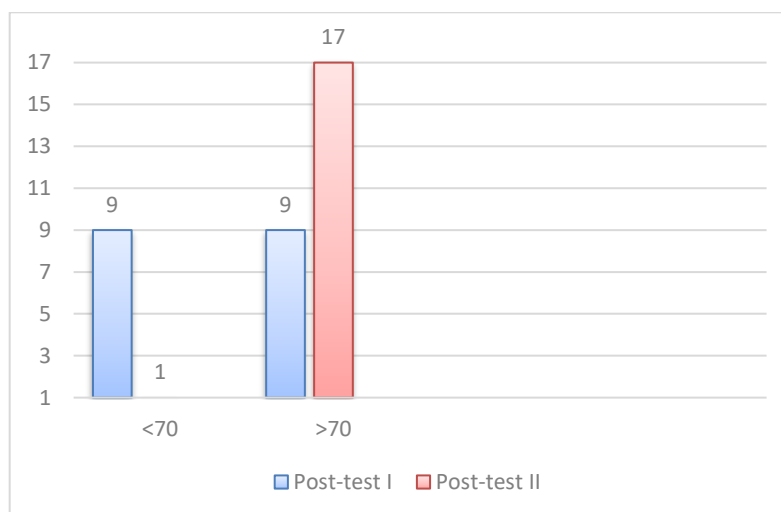


Figure 4.4 *The Comparison of Students' Post-test I and Post-Test II*

Based on the graphic above, it can be observed that the grades of the students in post-test II varied. It can be inferred that 17 students (95%) passed the post-test II, while only 1 student (5%) did not pass. This significant improvement highlights the effectiveness of the implemented teaching strategies. Specifically, there was a notable increase in the students' performance from post-test I to post-

test II. The average score in post-test I was 65.5, whereas the average score in post-test II rose to 85.

This substantial rise in average scores demonstrates that the indicator of success for this research had been achieved. The goal was for 70% of the students to achieve a grade of 70 or higher, and this benchmark was surpassed, as 95% of the students met or exceeded this grade. This outcome indicates a marked improvement in the students' reading skills. The use of Islamic short story media not only engaged the students but also facilitated a deeper understanding and better retention of reading materials. Consequently, this approach proved to be highly effective in enhancing the overall reading proficiency of the students, thereby validating the hypothesis that culturally relevant educational media can significantly boost academic performance.

Regarding the results above, it can be inferred that this Classroom Action Research (CAR) was successful. Given that the learning process and the outcomes entirely met and surpassed the indicators of success, it will not be necessary to continue to the next cycle. The findings clearly demonstrate that the use of Islamic short story media significantly improved the students' reading skills.

The success of this approach is evident in the substantial increase in the students' post-test scores and the high percentage of students who passed the post-test II. The research aimed to achieve a benchmark where at least 70% of the students would attain a grade of 70 or higher. This goal was not only met but exceeded, with 95% of the students reaching or surpassing this grade. This confirms

that integrating Islamic short story media into the curriculum effectively enhanced the students' reading skill and engagement.

B. Discussion

The researcher utilized Islamic short stories to enhance the reading skills of seventh-grade students at MTs Daarul Ulya Metro in their English classes, with a focus on improving reading skill. The use of Islamic stories as a teaching media led to noticeable positive changes in the students' learning activities.

The research was conducted in two cycles, and the data collected demonstrated a significant improvement in students' reading skill. Initially, only 23% of students (5 students) scored above 70 in the pre-test. After the first cycle, this percentage increased to 50% (9 students) in the post-test I. By the end of the second cycle, 95% of students (17 students) achieved scores above 70 in the post-test II. This clearly indicates a substantial improvement in students' grades and skill abilities across the cycles.

Based on the results, the researcher concluded that the use of Islamic short stories effectively improved the students' reading skill, meeting the success criteria of having at least 70% of students scoring 70. Consequently, the research was deemed successful and concluded after the second cycle.

Furthermore, there was a marked enhancement in the students' learning activities between the first and second cycles. The ability to read and comprehend text increased from 67% to 89%, the capacity to identify story characters rose from 72% to 95%, and the proficiency in answering questions based on the story

improved from 50% to 89%. These findings underscore the significant improvement in students' engagement and skill through the use of short stories in their learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After the implementation of Islamic short story media there is a real improvement in the teaching and learning process of students' reading skill. The research findings in cycle 1 and cycle 2 are presented below:

1. The use of Islamic short stories is an interesting media to help improve the students' reading skill. It helps students read more strategically and provides many opportunities to practice understanding the main idea and important details in the text.
2. The implementation of Islamic short story media enhances students' learning activities. Students are more active in expressing their ideas, discussing their reading, and using the media to explore various story elements, such as title, plot, characters, and message, which facilitates a deeper understanding of the text.

B. Suggestion

1. For Teacher

English teacher should be more creative in choosing the activities they use in the classroom. It is essential for teachers to thoroughly understand the specific needs and challenges their students face in reading. By identifying these needs, teachers can tailor their approaches to address the difficulties students encounter. If

they decide to incorporate Islamic short story media into their lessons, they must carefully consider the dynamics and situation of the class. This awareness will help teachers manage the classroom effectively, ensuring that all students remain engaged and focused.

2. For the Students

The students should organize themselves to have motivation in learning English. They should be more active in every lesson, for their own reading skill they can have a discussion with friends about the reading text. When students read a text, they should pay full attention to the content of the story and the moral contained in it, and do not hesitate to ask the teacher when there is something that students do not understand. It is hoped that students can also apply the values contained in Islamic short stories.

3. For Other Researchers

This study only discusses the use of Islamic short story media to improve students' reading skill. Therefore, it is suggested that other researchers can develop and evaluate this Islamic short story teaching material to be more varied and interesting, such as testing the effectiveness of various types of stories or themes to see which ones are most effective in improving reading skills.

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APPENDICES

IZIN PRASURVEY

<https://sismik.metrouniv.ac.id/page/mahasiswa/prasurvey/mhs-defa...>

**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-4399/In.28/J/TL.01/09/2023
Lampiran : -
Perihal : IZIN PRASURVEY

Kepada Yth.,
Bariyanti, S.Pd.I, S.H. 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 :

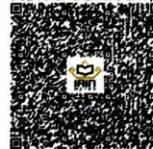
Nama : **RENI AMELIA**
NPM : 2001051032
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : THE USE OF ISLAMIC SHORT STORY TO IMPROVE
READING COMPREHENSION AMONG THE SEVENTH
GARDE OF MTS DAARUL ULYA METRO

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, 07 September 2023
Ketua Jurusan,



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



**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@vashoo.co.id, Telp. 082185500081

Nomor : 140/Mtss Daarul 'Ulya/XII/2023

Lampiran :-

Prihal : Surat Balasan Pra Survey

Kepada Yth,

Ketua Jurusan Tadris Bahasa Inggris

Institut Agama Islam Negeri (IAIN) Metro

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Saudari Pada Tanggal 22 November 2023 Prihal Perizinan melakukan Pra Survey dalam rangka penyelesaian tugas akhir skripsi atas nama **Reni Amelia** dengan judul **"THE USE OF ISLAMIC SHORT STORY TO IMPROVE READING COMPREHENSION AMONG THE SEVENTH GARDE OF MTS DAARUL ULYA METRO"**.

Demikian surat balasan Pra Survey ini kami sampaikan, atas perhatiannya kami ucapkan Terimakasih.

Wassalamualaikum Wr. Wb.

Metro, 22 November 2023



Bariyanti, S.Pd.I, S.H



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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 website: www.metrouniv.ac.id Email: iainmetro@metrouniv.ac.id.

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

Nama : **Reni Amelia**

Jurusan : **TBI**

NPM : **2001051032**

Semester : **VIII**

NO	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
	04/01 2024.		<ul style="list-style-type: none"> - mockery, diminish harass. Conversely. entire, predetermined. - Please understand every single word. <u>Chapter I</u> 	

Mengetahui
Ketua Jurusan TBI,



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

Dosen Pembimbing,

Prof. Dr. Dedi Irwansyah, M.Hum
 NIP. 19611221 199603 1 001

(MIP) . >



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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 website: www.metrouniv.ac.id Email: iainmetro@metrouniv.ac.id

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

Nama : **Reni Amelia**

Jurusan : **TBI**

NPM : **2001051032**

Semester : **VIII**

NO	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
	10/1/2024		<p>- Please bring Chapter I Ms sudah diacvian</p> <hr/> <p>Chapter I belum Selesai</p> <hr/> <p>Chapter II - Thoughtful consideration - desired information - derived from - Current assessment procedures - fiske.</p>	

Mengetahui
Ketua Jurusan TBI,



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

Prof. Dr. Dedi Irwansyah, M.Hum
NIP. 197912232006041001

Dosen Pembimbing,



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 website: www.metrouniv.ac.id Email: iainmetro@metrouniv.ac.id

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

Nama : **Reni Amelia**

Jurusan : **TBI**

NPM : **2001051032**

Semester : **VIII**

NO	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
	22/01 2024 --		Chapter I OK Chapter II good progress Chapter II ACE Please continue to chapter III	
	24/01 2024		- mechanical anxiety - spelling - grammar - reference	Chapter III

Mengetahui

Ketua Jurusan TBI,



Dr. Mich Deiniatur, M.Pd. B.I
 NIP. 09880308 201503 1 006

Dosen Pembimbing,

Prof. Dr. Dedi Irwansyah, M.Hum
 NIP. 197912232006041001



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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 website: www.metrouniv.ac.id Email: iainmetro@metrouniv.ac.id

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

Nama : **Reni Amelia**

Jurusan : **TBI**

NPM : **2001051032**

Semester : **VIII**

NO	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
	29/01/ 2024		<p>Chapter I - III and references have been revised accordingly A.C.C. for Seminar Proposal.</p>	

Mengetahui
Ketua Jurusan TBI,

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

Dosen Pembimbing,

Prof. Dr. Dedi Irwansyah, M.Hum
 NIP. 197912232006041001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 website: www.metrouniv.ac.id Email: iaimetro@metrouniv.ac.id.

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

Nama : Reni Amelia
 NPM : 2001051032

Jurusan : TBI
 Semester : VIII

No	Hari/ Tanggal	Hal-hal yang dibicarakan	Tanda Tangan
	27/3/ 2024 ① 7.30 a.m	<ul style="list-style-type: none"> - Research Instrument - Mechanical aspect - see in-text Comments - Pre-test, Post-test - Source of the ready texts. 	
	27/3 2024 ② 11.00 a.m.	<p>Research Instrument has been revised accordingly.</p> <p>APD ACE</p>	✓

Diketahui :
 Dosen Pembimbing TBI

Dr. Much Dediatur, M.Pd., B.I
 NIP. 19803082015031006

Dosen Pembimbing

Prof. Dr. Dedi Irwansyah, M.Hum
 NIP. 19791232006041001



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

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

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

Nomor : B-1805/In.28.1/J/TL.00/04/2024
Lampiran :-
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Dedi Irwansyah (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama : **RENI AMELIA**
NPM : 2001051032
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : THE USE ISLAMIC SHORT STORY TO IMPROVE READING SKILL
AMONG THE SEVENTH GRADE OF 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, 02 April 2024
Ketua Jurusan,



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



**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) 47298; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-1850/In.28/D.1/TL.00/04/2024
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS DAARUL ULYA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1849/In.28/D.1/TL.01/04/2024, tanggal 22 April 2024 atas nama saudara:

Nama : **RENI AMELIA**
NPM : 2001051032
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MTS DAARUL ULYA bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS DAARUL ULYA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE ISLAMIC SHORT STORY TO IMPROVE READING SKILL AMONG THE SEVENTH GRADE OF MTS DAARUL ULYA METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 22 April 2024
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 : 024/MTs-DU/IV/2024

Lampiran : -

Perihal : Surat Balasan Research

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

Assalamu'alaikum, Wr. Wb.

Sehubungan dengan surat Saudari Pada Tanggal 22 April 2024 Perihal Perizinan melakukan Research/Penelitian dalam rangka penyelesaian tugas akhir skripsi atas

Nama : **RENI AMELIA,**

NPM : **2001051032**

Judul Skripsi : **"THE USE ISLAMIC SHORT STORY TO IMPROVE
READING SKILL AMONG THE SEVENTH GRADE OF MTS
DAARUL ULYA METRO"**

Bahwa mahasiswi tersebut benar telah melaksanakan Research di MTs Daarul Ulya Kota Metro.

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

Wassalamualaikum, Wr. Wb.

Metro, 23 April 2024
Kepala Madrasah

BARIYANTI, S.Pd.J

SURAT TUGAS

<https://sismik.metrouniv.ac.id/page/mahasiswa/mhs-daftar-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.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-1849/In.28/D.1/TL.01/04/2024

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

Nama : **RENI AMELIA**
NPM : 2001051032
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS DAARUL ULYA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE ISLAMIC SHORT STORY TO IMPROVE READING SKILL AMONG THE SEVENTH GRADE OF 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 : 22 April 2024

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



Mengetahui
Pejabat Setempat

Isti Fatonah
Isti Fatonah, S.Pd., S.H



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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 website: www.metrouniv.ac.id Email: iaimetro@metrouniv.ac.id

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

Nama : **Reni Amelia**

Jurusan : **TBI**

NPM : **2001051032**

Semester : **VIII**

NO	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
	27/5/ 2024		Chapter IV - Tenses - Change into past tense - Mechanical aspects <hr/> Next meeting: please bring the revised version of Chapter IV and Chapter V	

Mengetahui
Kepala Jurusan TBI



Dr. Much. Dematur, M.Pd., B.I
 NIP. 198803082015031006

Dosen Pembimbing,

Prof. Dr. Dedi Irwansyah, M.Hum
 NIP. 197942232006041001



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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 website: www.metrouniv.ac.id Email: iaimetro@metrouniv.ac.id

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

Nama : **Reni Amelia**

Jurusan : **TBI**

NPM : **2001051032**

Semester : **VIII**

NO	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
	28/5/24		<p>Chapter 10</p> <ul style="list-style-type: none"> - Make a paragraph of the learning goals - Mostly understand each word except <ol style="list-style-type: none"> 1. Overcome 2. provide 3. require 4. evident 5. emerging 	

Mengetahui
Kepala jurusan TBI



Dr. Much. Demiatu, M.Pd., B.I
 NIP. 198803082015031006

Dosen Pembimbing,

Prof. Dr. Dedi Irwansyah, M.Hum
 NIP. 197912232006041001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 website: www.metrouniv.ac.id Email: iainmetro@metrouniv.ac.id

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

Nama : **Reni Amelia**

Jurusan : TBI

NPM : 2001051032

Semester : VIII

NO	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
	29/5/24		<p>Chapter V please revise accordingly.</p> <hr/> <p>I need to the references and appendices</p> <hr/>	

Mengetahui
Kepala Jurusan TBI



Dr. Much. Teiniatur, M.Pd., B.I
 NIP. 198803082015031006

Dosen Pembimbing,

Prof. Dr. Dedi Irwansyah, M.Hum
 NIP. 197912232006041001



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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 website: www.metrouniv.ac.id Email: iaimetro@metrouniv.ac.id

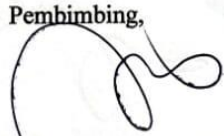
KARTU KONSULTASI BIMBINGAN SKRIPSI
MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : **Reni Amelia** Jurusan : TBI
 NPM : 2001051032 Semester : VIII

NO	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
	4/6/2020		Chapter V Appendices A@E. next meeting bring all documents Abstract, cover, table of Content -	

Mengetahui
 Kepala Jurusan TBI

Dr. Much. Diniatur, M.Pd., B.I
 NIP. 198803082015031006

Dosen Pembimbing,

Prof. Dr. Dedi Irwansyah, M. Hum
 NIP. 197912232006041001



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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 website: www.mctrouniv.ac.id Email: iaimetro@metrouniv.ac.id

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

Nama : **Reni Amelia** Jurusan : **TBI**
NPM : **2001051032** Semester : **VIII**

NO	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
	5/06/ 2024		A@@ for <u>Manajemen</u> has been revised Accordingly	

Mengetahui
Kepala Jurusan TBI

Dr. Moch. Demiatu, M.Pd., B.I
NIP. 198803082015031006

Dosen Pembimbing,


Prof. Dr. Dedi Irwansyah, M.Hum
NIP. 197912232006041001



**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
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-564/In.28/S/U.1/OT.01/06/2024**

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

Nama : RENI AMELIA
NPM : 2001051032
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 2001051032

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, 06 Juni 2024
Kepala Perpustakaan

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



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

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

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

SURAT KETERANGAN BEBAS PUSTAKA

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

Nama : RENI AMELIA
NPM : 2001051032
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 06 Juni 2024

Ketua Program Studi TBI



MODUL AJAR BAHASA INGGRIS
ISLAMIC SHORT STORY (READING SKILL)

MTS KELAS VII

Identitas Sekolah : MTS Daarul Ulya Metro

Kelas / Semester : VII (Tujuh) / Genap

Mata Pelajaran : Bahasa Inggris

Materi : Islamic Short Story (Descriptive Text)

Alokasi Waktu : 6 x 35 menit (6x Pertemuan)

Penyusun : Reni Amelia

A. Informasi Umum

1. Tujuan Pembelajaran

- Meningkatkan ketertarikan belajar Bahasa Inggris siswa.
- Memahami tema dan pesan moral dalam cerita pendek Islami.
- Meningkatkan keterampilan membaca pemahaman melalui latihan membaca dan diskusi.
- Memperluas kosakata melalui pemahaman konteks dalam cerita pendek.

2. Kompetensi Awal

Peserta didik mengetahui:

- Penggunaan simple present tense.
- Subject, verb.

3. Profil Pelajar Pancasila

- Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia;

- Bergotong royong;
- Kreatif;
- Bernalar kritis;

4. Sarana dan Prasarana

- Modules
- Ruang Kelas
- Papan tulis/Spidol

5. Penilaian

Peilaian akhir yaitu menggunakan rumus rata-rata (mean):

$$\frac{\text{Post – test 1} + \text{post – test 2}}{2} =$$

Score and classification of control class

No	Score	Classification
1.	80-100	Very good
2.	66-79	Good
3.	56-65	Fair
4.	40-55	Poor

B. Kegiatan Pembelajaran

- **Pemahaman Bermakna:**

Islamic short stories are not only understood literally as a mere sequence of words or narratives, but also understood in the context of deeper meanings that can influence one's thoughts, feelings, and behavior.

- **Pertanyaan Pemantik**

1. What do you think about English?
2. Do you like Islamic story?

- **Penilaian**

Tes tertulis (10 soal setiap 1 soal diberi nilai 10).

1. Pertemuan ke-1 (siklus 1)

a. Pendahuluan:

- Guru memberi salam dan mengajak berdoa sebelum pembelajaran dimulai.
- Guru mengecek kehadiran peserta didik.
- Guru memberi apersepsi tentang tujuan pembelajaran dan materi yang akan dipelajari.
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila.

b. Kegiatan Inti:

- Guru memberikan soal pre-test kepada siswa, soala terdiri dari 10 soal pilihan ganda.
- Guru memberikan instruksi kepada siswa tentang cara pengisian pre-test dengan benar.
- Guru menyampaikan kepada siswa untuk menjawab setiap pertanyaan dengan jujur dan sebaik mungkin.
- Siswa diberikan waktu 15 menit untuk menyelesaikan soal pre-test.

- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila.

c. Kegiatan Penutup:

- Guru memberikan kesempatan siswa untuk mereview pre-test yang telah dilaksanakan.
- Guru memberikan apresiasi dan motivasi kepada siswa.
- Guru menyampaikan kegiatan pada pertemuan berikutnya.
- Guru dan peserta didik berdoa bersama.

2. Pertemuan ke-2 (siklus 1)

a. Pendahuluan:

- Guru memberi salam dan mengajak berdoa sebelum pembelajaran dimulai.
- Guru mengecek kehadiran peserta didik.
- Guru memberi apersepsi tentang tujuan pembelajaran dan materi yang akan dipelajari.
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila.

b. Kegiatan Inti:

- Guru menyampaikan hasil pre-test siswa pada pertemuan sebelumnya.
- Guru memberikan pertanyaan pemantik kepada siswa.
- Guru memberikan penjelasan mengenai *descriptive text*.
- Guru bersama siswa berdiskusi bagaimana cara penyelesaian soal pre-test pada pertemuan sebelumnya sesuai dengan materi yang telah disampaikan sebelumnya.

- Guru dan siswa berdiskusi tentang tema dan pesan moral dalam cerita pendek islami.
- Guru dan siswa membaca cerita pendek bersama-sama.

c. Kegiatan Penutup:

- Guru memberikan tugas kepada siswa berupa soal post-test 1 dan meminta untuk dibawa hasilnya pada pertemuan selanjutnya.
- Guru memberikan apresiasi dan motivasi kepada siswa.
- Guru menyampaikan kegiatan pada pertemuan berikutnya.
- Guru dan peserta didik berdoa bersama.

3. Pertemuan ke-3 (siklus 1)

a. Pendahuluan:

- Guru memberi salam dan mengajak berdoa sebelum pembelajaran dimulai.
- Guru mengecek kehadiran peserta didik.
- Guru memberi apersepsi tentang tujuan pembelajaran dan materi yang akan dipelajari.
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila.
- Guru meminta siswa untuk mengumpulkan tugas pada pertemuan sebelumnya.

b. Kegiatan Inti:

- Guru dan siswa membahas tugas post-test yang telah diberikan secara bersama-sama.
- Guru memberikan kesempatan kepada siswa untuk bertanya mengenai soal mana yang belum dipahami siswa dan bagaimana cara penyelesaiannya.
- Guru meminta beberapa siswa untuk mencoba membaca cerita pendek secara individu di depan kelas.
- Guru meminta siswa untuk menulis ringkasan cerita pendek yang diberikan.

c. Kegiatan Penutup:

- Peserta didik diminta untuk menyampaikan pengalaman belajar yang telah diperoleh, yang menjadi tantangan dan cara mengatasi kesulitan yang dihadapi pada saat pembelajaran.
- Guru memberikan apresiasi dan motivasi kepada siswa.
- Guru menyampaikan kegiatan pada pertemuan berikutnya.
- Guru dan peserta didik berdoa bersama.

4. Pertemuan ke-4 (siklus 2)**a. Pendahuluan:**

- Guru memberi salam dan mengajak berdoa sebelum pembelajaran dimulai.
- Guru mengecek kehadiran peserta didik.
- Guru memberi apersepsi tentang tujuan pembelajaran dan materi yang akan dipelajari.
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila.

b. Kegiatan Inti:

- Guru bersama siswa melakukan latihan memahami makna kata-kata baru pada teks bacaan berjudul Abu Bakar R.A.
- Kemudian guru memberikan tugas kepada siswa untuk membuat kalimat-kalimat menggunakan kosakata baru dari cerita pendek.

c. Kegiatan Penutup:

- Guru membuka sesi tanya jawab untuk siswa.
- Guru memberikan apresiasi dan motivasi kepada siswa.
- Guru menyampaikan kegiatan pada pertemuan berikutnya.
- Guru dan peserta didik berdoa bersama.

5. Pertemuan ke-5 (siklus 2)**a. Pendahuluan:**

- Guru memberi salam dan mengajak berdoa sebelum pembelajaran dimulai.
- Guru mengecek kehadiran peserta didik.
- Guru memberi apersepsi tentang tujuan pembelajaran dan materi yang akan dipelajari.
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila.

b. Kegiatan Inti:

- Guru mengajarkan siswa melakukan analisis struktur teks.
- Guru meminta siswa melakukan latihan menganalisis cerita pendek secara individu.
- Guru dan siswa melakukan diskusi tentang analisis cerita pendek.

- Guru memberikan siswa untuk menerjemahkan secara word by word teks bacaan the holy qur'an secara berkelompok dan menganalisis struktur teks tersebut.

c. Kegiatan Penutup:

- Guru membuka sesi tanya jawab untuk siswa.
- Guru memberikan apresiasi dan motivasi kepada siswa.
- Guru menyampaikan kegiatan pada pertemuan berikutnya.
- Guru dan peserta didik berdoa bersama.

6. Pertemuan ke-6 (siklus 2)

a. Pendahuluan:

- Guru memberi salam dan mengajak berdoa sebelum pembelajaran dimulai.
- Guru mengecek kehadiran peserta didik.
- Guru memberi apersepsi tentang tujuan pembelajaran dan materi yang akan dipelajari.
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila.

b. Kegiatan Inti:

- Guru meminta siswa untuk mempresentasikan hasil analisis cerita pendek oleh siswa.
- Evaluasi dan diskusi keseluruhan pembelajaran.
- Guru memberikan soal post-test 2 kepada siswa dan memberikan instruksi pengerjaannya.

c. **Kegiatan Penutup:**

- Guru melakukan refleksi bersama siswa tentang pembelajaran.
- Guru memberikan apresiasi dan motivasi kepada siswa.
- Guru dan peserta didik berdoa bersama.

Guru Bahasa Inggris



Lidya Ningsih, S.Pd

Metro, 20 Mei 2024
Mahasiswa/Peneliti



Reni Amelia

LAMPIRAN

DESCRIPTIVE TEXT

A. DEFINITION

A descriptive text is the text that describes particular subjects. It means that descriptive text is designed to describe about a person, a place, or things by describing its feature without including personal opinions.

B. GENERIC STRUCTURE

1. Identification: Contains about the introduction of a person, place, animal, or object will be described.
2. Description: Contains a description of something such as animal, things, place or person by describing its features, forms, quality, colors, or anything related to what the writer described.

C. LANGUAGE FEATURES

Descriptive text uses:

1. Simple present tense if things/persons described are still alive.
2. Simple past tense if things/persons described do not exist anymore.
3. Use noun, adjective, and active verb.
4. Conclusion (optional).

TEKS 1: ABU BAKAR R.A



Source: Kiblat.net

Abu Bakar is one of the companions of the Prophet Muhammad ﷺ. He got the title from the Prophet Muhammad ﷺ. His title was Ash – Shiddiq means honest man. He had the title *Atiq* it means handsome man. Most of the people in Mecca said that Abu Bakar رضي الله عنه did good deeds in his life. Abu Bakar Assidiq رضي الله عنه was born in 572 AD. It was 2 years 6 months after the year of the elephant. Abu Bakr ash-Shiddiq was born in Mecca. He had a gentle heart, but he had a firm character. His skin was white and his body was thin. He had the thick hair and small face.

Abu Bakr رضي الله عنه was one of the first people who converted to Islam. He was the first one who believed that Muhammad ﷺ was the Messenger of Allah. He was an educated and successful trader. Abu Bakar رضي الله عنه was a loyal man to the Prophet Muhammad ﷺ. Abu Bakar had six children one of his children is Aisyah. Aisyah was the Prophet Muhammad's wife. Abu Bakr رضي الله عنه was the first Caliph after the Prophet Muhammad died. He died in the year 13 Hijriah when he was 63 years old.

TEKS 2: UMAR BIN KHATTAB R.A



Source: newsdetic.com

Ummar Bin Khatab **رضي الله عنه** is one of the companions of the Prophet. He was born in Mecca after 11 years of elephant year. Ummar Bin Khatab was from the Banu Adi clan of the Quraish tribe. He lived with his aunt and his father named Khatab. His father treated him bad. He was good at riding and playing weapons. He was a successful person in business. He was the wealthiest man of Quraish. Ummar **رضي الله عنه** was so tall. He was the tallest one among his friends. He had a strong body. Ummar was a strict person. Many people were afraid of him.

Umar Bin Khatab had a younger sister. His younger sister converted to Islam first before him. Ummar Bin Khatab declared as the Muslim at the age of 27. Ummar changed his bad habits after becoming a Muslim. He turned into a kind and gentle person. Ummar Bin Khatab led the country fairly when he was a Caliph. Ummar loved poor people and he did not distinguish them. Therefore, all his people loved him. Ummar Bin Khatab **رضي الله عنه** was killed by his bad student.

LEMBAR PENILAIAN

No	Student Name	Post-test I	Post-test II	Average	Explanation
1.	AAK	60	80	70	Complete
2.	AKNK	60	90	75	Complete
3.	AZ	70	90	80	Complete
4.	DI	80	100	90	Complete
5.	FE	80	90	85	Complete
6.	FF	60	90	75	Complete
7.	KEP	50	90	70	Complete
8.	MA	60	0	30	Incomplete
9.	MK	60	90	75	Complete
10.	MM	70	90	80	Complete
11.	NR	70	80	75	Complete
12.	NS	70	70	70	Complete
13.	NWTW	60	90	75	Complete
14.	PFC	70	100	85	Complete
15.	RA	60	100	80	Complete
16.	SA	60	100	80	Complete
17.	SY	70	100	85	Complete
18.	VRA	70	80	75	Complete
Total		1.010	1.530		

INSTRUMENT BLUEPRINT

READING TEST (Pre-Test)

No	Assesment	Number of Item	Total	Type of Test	Answer key	References
1.	Reading skill	1-5	10	Multiple choice	1. C. The book of Allah 2. D. The prophet Muhammad 3. B. The Qur'an 4. C. To give guidance to mankind. 5. B. To smile	Learning More Islamic Descriptive Text by Neti Herawati, dkk., 2021
2.		6-10		Multiple choice	6. C. Hebron 7. C. Eight 8. C. His noble character 9. B. 180 10. A. Ya'qub	Kisah Teladan Para Nabi Vol.2 by Zuhri

Pre-Test on Reading skill

Direction:

1. Write your name and class on your answer sheet!
2. Read the text then answer the question by crossing a, b, c, or d
3. You may not cheat with your friends!
4. Check your answer before submitting!

Read the following text to answer questions 1-4

Text 1

THE HOLY QUR'AN



The holy Qur'an is the book of Allah. Every word of the Quran is the word of Allah. It is a book of guidance. Al Qur'an is revealed to the last prophet Muhammad SAW. Allah reveals the Qur'an through the Angel Gabriel. The Holy Qur'an is the final book, it is a great and noble book. It is written in a beautiful style of Arabic. It has messages for life. It guides us on how to serve and worship to Allah. It teaches us how to be good and leave the bad habits. It tells us how to behave at home, with the parents, brothers, sisters, friends, neighbors, and strangers. It is the perfect book because it is the true guidance for all mankind. We will be happy and successful if we obey Allah's command which is written in the Qur'an.

1. What is the Qur'an?
 - A. The history book
 - B. The Prophet Muhammad's words
 - C. The book of Allah.
 - D. The book of Angel Gabriel

2. Allah reveals Al Qur'an to
 - A. The prophet Ibrahim
 - B. The prophet Muhammad and Musa
 - C. The Angel Gabriel
 - D. The prophet Muhammad

3. "It guides us on how to serve and worship Allah (line 5)". The underlined word refers to....
 - A. The book
 - B. The Qur'an
 - C. The Angel
 - D. The message

4. What is the function of the Qur'an?
 - A. To tell the stories.
 - B. To tell about heaven and the hellfire.
 - C. To give guidance to mankind.
 - D. To tell how to be successful.

Read the following text to answer questions 5-10

Text 2

THE STORY OF NABI ISHAQ

Nabi Ishaq, was the beloved son of Nabi Ibrahim (Prophet Abraham) and Mother Sarah. His birth was foretold by angels disguised as men, who delivered a message from Allah that he would be granted a son named Ishaq. Born in the city of Hebron, Palestine, Ishaq's name, meaning "to smile," reflected the joy he brought to his parents, particularly his mother, Sarah, who smiled abundantly at his arrival. Mentioned eight times in the Qur'an, Nabi Ishaq was praised by Allah for his noble character, exemplified in his akhlakul karimah (noble traits). Surah Al Ankabut verse 27 highlights one of his admirable qualities. Gifted with intelligence and piety by Allah, Nabi Ishaq passed away at the age of 180, leaving a legacy that continued through his son, Ya'qub, who carried on his mission of spreading divine teachings.

5. What does the name "Ishaq" mean?
 - A. Beloved
 - B. To smile

- C. Brave
- D. Prophet

6. Where was Nabi Ishaq born?

- A. Mecca
- B. Jerusalem
- C. Hebron
- D. Medina

7. How many times is Nabi Ishaq's name mentioned in the Qur'an?

- A. Four
- B. Six
- C. Eight
- D. Ten

8. What does Surah Al Ankabut verse 27 highlight about Nabi Ishaq?

- A. His intelligence
- B. His patience
- C. His noble character
- D. His leadership skills

9. At what age did Nabi Ishaq pass away?

- A. 150
- B. 180
- C. 200
- D. 220

10. Who continued Nabi Ishaq's mission of spreading divine teachings?

- A. Ya'qub
- B. Ibrahim
- C. Isma'il
- D. Musa

ANSWER SHEET PRE-TEST READING SKILL

Name :

Class :

Please Give the Cross(X) To the Right Answer!

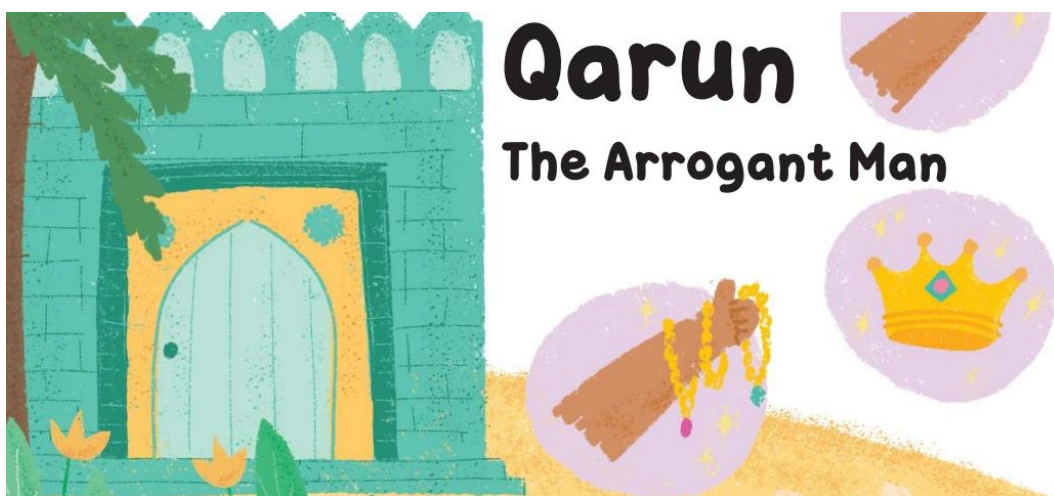
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

INSTRUMENT BLUEPRINT

READING TEST

Post-test Cycle I

No	Assesment	Number of Item	Total	Type of Test	Answer key	References
1.	Reading skill	1-5	10	Multiple choice	1.B. Poor 2.C. Wealth 3.B. He became arrogant 4.C. His arrogance 5.B. He lost his wealth	Si Kikir Dan Si Sombong, Published by Perisai Qur'an Kids
2.		6-10		True or False question	6. True 7. False 8. True 9. False 10. False	

Post-test I on Reading skill**(Cycle I)****Name :****Class :****Qarun The Arrogant Man**

Qarun was a poor man. He had a lot of children. Qarun asked for a favor to Nabi Musa so that Allah would give him wealth. The prayer was granted, he then became extremely rich. As he got rich, Qarun turned to be an arrogant man. He showed his wealth off to people. Many people warned him about his arrogance. But he would not change, he even said, "My success is the result of my own efforts". He forgot that Allah gave him wealth. Allah punished Qarun by sending him frightening thunder and earthquake. And then the ground beneath his place was split. The earth swallowed up Qarun, his wealth, and his house until everything vanished. (Si Kikir Dan Si Sombong, Published by Perisai Qur'an Kids)

I. Choose the best answer by crossing A, B, C, or D based on the text above!

1. What was Qarun's initial financial status?
 - A. Rich
 - B. Poor
 - C. Average
 - D. Unknown

2. What did Qarun request from Nabi Musa?
 - A. Fame
 - B. Wisdom
 - C. Wealth
 - D. Health

3. How did Qarun react to becoming rich?
 - A. He became humble
 - B. He became arrogant
 - C. He gave away his wealth
 - D. He became secretive

4. What did many people warn Qarun about?
 - A. His generosity
 - B. His humility
 - C. His arrogance
 - D. His wisdom

5. What was the consequence of Qarun's arrogance?
 - A. He gained more wealth
 - B. He lost his wealth
 - C. He gained respect
 - D. He became a leader

II. Define the following statements whether T (True) or F (False) based on the text!

6. _____ Qarun's request for wealth was granted by Allah.
7. _____ Qarun acknowledged the source of his success.
8. _____ Qarun's arrogance led to his punishment.
9. _____ Qarun's wealth remained intact after the punishment.
10. _____ Qarun's house was unaffected by the natural disasters.

INSTRUMENT BLUEPRINT

READING TEST

Post-test Cycle II

No	Assesment	Number of Item	Total	Type of Test	Answer key	References
1.	Reading skill	1-5	10	Multiple choice	1. C. Honest 2. B. 572 AD 3. C. Six 4. B. Aisyah 5. C. 13 Hijriah	Learning More Islamic Descriptive Text by Neti Herawati, dkk., 2021
2.		6-10		True or False question	1. True 2. True 3. False 4. True 5. True	

Post-test II on Reading skill

(Cycle II)

Name :

Class :



Source: Kiblat.net

ABU BAKAR R.A

Abu Bakar is one of the companions of the Prophet Muhammad SAW. He got the title from the Prophet Muhammad SAW. His title was Ash-Shiddiq means honest man. He had the title Atiq it means handsome man. Most of the people in Mecca said that Abu Bakar R.A good did deeds in his life. Abu Bakar Assidiq R.A was born in 572 AD. It was 2 years 6 months after the year of the elephant. Abu Bakr ash-Shiddiq was born in Mecca. He had a gentle heart, but he had a firm character. His skin was white and his body was thin. He had the thick hair and small face.

Abu Bakr R.A was one of the first people who converted to Islam. He was the first one who believed that Muhammad SAW was the Messenger of Allah. He was an educated and successful trader. Abu Bakar R.A was a loyal man to the Prophet Muhammad SAW. Abu Bakar had six children one of his children is Aisyah. Aisyah was the Prophet Muhammad's wife. Abu Bakr R.A was the first Caliph after the Prophet Muhammad died. He died in the year 13 Hijriah when he was 63 years old. (*Learning More Islamic Descriptive Text* by Neti Herawati, dkk., 2021)

I. Choose the best answer by crossing A, B, C, or D based on the text above!

1. What does Abu Bakar's title "Ash – Shiddiq" mean?
 - A. Loyal
 - B. Educated
 - C. Honest
 - D. Handsome
2. In what year was Abu Bakar born?
 - A. 570 AD
 - B. 572 AD
 - C. 574 AD
 - D. 576 AD
3. How many children did Abu Bakar have?
 - A. Four
 - B. Five
 - C. Six
 - D. Seven
4. Who was one of Abu Bakar's children?
 - A. Fatimah
 - B. Aisyah
 - C. Ali
 - D. Hasan
5. When Abu Bakar died?
 - A. 5 Hijriah
 - B. 10 Hijriah
 - C. 13 Hijriah
 - D. 15 Hijriah

II. Define the following statements whether T (True) or F (False) based on the text!

6. _____ Abu Bakar was born in Mecca.
7. _____ Abu Bakar was the first person to believe that Muhammad SAW was the Messenger of Allah.
8. _____ Abu Bakar was a unsuccessful trader.
9. _____ Aisyah, Prophet Muhammad SAW daughter, was married to Abu Bakar's
10. _____ Abu Bakar died at the age of 63.

Pre-test Score

No	Student Name	Grade	Criteria
1.	AAK	60	Fair
2.	AKNK	40	Poor
3.	AZ	50	Poor
4.	DI	60	Fair
5.	FE	40	Poor
6.	FF	40	Poor
7.	KEP	40	Poor
8.	MA	60	Fair
9.	MK	50	Poor
10.	MM	50	Poor
11.	NR	70	Good
12.	NS	70	Good
13.	NWTW	60	Fair
14.	PFC	80	Very good
15.	RA	50	Poor
16.	SA	50	Poor
17.	SY	70	Good
18.	VRA	70	Good

Post-test I Score

No	Student Name	Grade	Criteria
1.	AAK	60	Fair
2.	AKNK	60	Fair
3.	AZ	70	Good
4.	DI	80	Very good
5.	FE	80	Very good
6.	FF	60	Fair
7.	KEP	50	Poor
8.	MA	60	Fair
9.	MK	60	Fair
10.	MM	70	Good
11.	NR	70	Good
12.	NS	70	Good
13.	NWTW	60	Fair
14.	PFC	70	Good
15.	RA	60	Fair
16.	SA	60	Fair
17.	SY	70	Good
18.	VRA	70	Good

Post-test II Result

No	Student Name	Grade	Criteria
1.	AAK	80	Very good
2.	AKNK	90	Very good
3.	AZ	90	Very good
4.	DI	100	Very good
5.	FE	90	Very good
6.	FF	90	Very good
7.	KEP	90	Very good
8.	MA	0	Poor
9.	MK	90	Very good
10.	MM	90	Very good
11.	NR	80	Very good
12.	NS	70	Good
13.	NWTW	90	Very good
14.	PFC	100	Very good
15.	RA	100	Very good
16.	SA	100	Very good
17.	SY	100	Very good
18.	VRA	80	Very good

Observation Sheet of Student Activity

Post-test I Cycle I

No	Student Name	Activities		
		1	2	3
1.	AAK	√	√	-
2.	AKNK	√	√	-
3.	AZ	√	-	√
4.	DI	-	√	√
5.	FE	√	√	√
6.	FF	-	-	√
7.	KEP	-	√	-
8.	MA	√	√	-
9.	MK	√	√	-
10.	MM	√	-	√
11.	NR	-	√	√
12.	NS	√	-	√
13.	NWTW	-	√	-
14.	PFC	√	-	√
15.	RA	√	√	-
16.	SA	√	√	-
17.	SY	√	√	-
18.	VRA	√	√	√
Total		12	13	9

1. The students are able to read and comprehend the story.
2. The students are able to mention the characters of the story.
3. The students are able to answer the question based on the story.

Collaborator



Lidya Ningsih, S.Pd

Metro, 20 May 2024

Researcher



Reni Amelia

Observation Sheet of Student Activity

Post-test II Cycle II

No	Student Name	Activities		
		1	2	3
1.	AAK	√	√	√
2.	AKNK	√	√	√
3.	AZ	√	√	√
4.	DI	√	√	√
5.	FE	√	√	√
6.	FF	√	√	√
7.	KEP	√	√	√
8.	MA	-	-	-
9.	MK	√	√	√
10.	MM	√	√	√
11.	NR	-	√	√
12.	NS	√	√	-
13.	NWTW	√	√	√
14.	PFC	√	√	√
15.	RA	√	√	√
16.	SA	√	√	√
17.	SY	√	√	√
18.	VRA	√	√	√
Total		16	17	16

1. The students are able to read and comprehend the story.
2. The students are able to mention the characters of the story.
3. The students are able to answer the question based on the story.

Metro, 20 May 2024

Collaborator

Researcher



Lidya Ningsih, S.Pd



Reni Amelia

(50)

ANSWER SHEET PRE TEST READING SKILL

Name : arina aisi kasumah

Class : vii

Please Give The Cross(X) To The Right Answer!

1.	A	B	C	D	C
2.	A	B	C	D	C
3.	A	B	C	D	B
4.	A	B	C	D	A
5.	A	B	C	D	B
6.	A	B	C	D	C
7.	A	B	C	D	B
8.	A	B	C	D	C
9.	A	B	C	D	B
10.	A	B	C	D	B

Post-test 1

D1

80

I. Choose the best answer by crossing A, B, C, or D based on the text above!

1. What was Qarun's initial financial status?

- A. Rich
 B. Poor
 C. Average
 D. Unknown

2. What did Qarun request from Nabi Musa?

- A. Fame
 B. Wisdom
 C. Wealth
 D. Health

3. How did Qarun react to becoming rich?

- A. He became humble
 B. He became arrogant
 C. He gave away his wealth
 D. He became secretive

4. What did many people warn Qarun about?

- A. His generosity
 B. His humility
 C. His arrogance
 D. His wisdom

5. What was the consequence of Qarun's arrogance?

- A. He gained more wealth
 B. He lost his wealth
 C. He gained respect
 D. He became a leader

II. Define the following statements whether T (True) or F (False) based on the text!

6. True Qarun's request for wealth was granted by Allah.
7. True Qarun acknowledged the source of his success.
8. True Qarun's arrogance led to his punishment.
9. False Qarun's wealth remained intact after the punishment.
10. False Qarun's house was unaffected by the natural disasters.

Post-test II

A2

90

I. Choose the best answer by crossing A, B, C, or D based on the text above!

1. What does Abu Bakar's title "Ash – Shiddiq" mean?

- A. Loyal
- B. Educated
- C. Honest
- D. Handsome

2. In what year was Abu Bakar born?

- A. 570 AD
- B. 572 AD
- C. 574 AD
- D. 576 AD

3. How many children did Abu Bakar have?

- A. Four
- B. Five
- C. Six
- D. Seven

4. Who was one of Abu Bakar's children?

- A. Fatimah
- B. Aisyah
- C. Ali
- D. Hasan

5. When Abu Bakar died?

- A. 5 Hijriah
- B. 10 Hijriah
- C. 13 Hijriah
- D. 15 Hijriah

II. Define the following statements whether T (True) or F (False) based on the text!

6. T Abu Bakar was born in Mecca.

7. T Abu Bakar was the first person to believe that Muhammad SAW was the Messenger of Allah.

8. F Abu Bakar was a unsuccessful trader.

9. F Aisyah, Prophet Muhammad SAW daughter, was married to Abu Bakar's

10. T Abu Bakar died at the age of 63.

Kezia elika Purri

UMMAR BIN KHATAB R.A

Ummar Bin Khatab R.A is one of the companions of the Prophet. He was born in Mecca after 11 years of elephant year. Ummar Bin Khatab was from the Banu Adi clan of the Quraish tribe. He lived with his aunt and his father named Khatab. His father treated him bad. He was good at riding and playing-weapons. He was a successful person in business. He was the wealthiest man of Quraish. Ummar R.A was so tall. He was the tallest one among his friends. He had a strong body. Ummar was a strict person. Many people were afraid of him.

Umar Bin Khatab had a younger sister. His younger sister converted to Islam first before him. Ummar Bin Khatab declared as the Muslim at the age of 27. Ummar changed his bad habits after becoming a Muslim. He turned into a kind and gentle person. Ummar Bin Khatab led the country fairly when he was Caliph. Ummar loved poor people and he did not distinguish them. Therefore, all his people loved him. Ummar Bin Khatab R.A was killed by his bad student.

Field Notes

Field Note 1 (Senin, 13 November 2023)

Tempat : Ruang Kepala Sekolah

Waktu : 09.00 WIB

P : Peneliti

GBI : Guru Bahasa Inggris

S : Siswa

Pukul 09.00 WIB P datang ke sekolah untuk bertemu dengan kepala sekolah. P bertemu dengan ibu Bariyanti selaku Kepala Sekolah MTs Daarul Ulya Metro. Kemudian P mengutarakan keperluan datang ke sekolah yaitu untuk meminta izin untuk melakukan penelitian tindakan kelas di MTs Daarul Ulya Metro, serta memberikan surat izin pra survey. Lalu, P menjelaskan tentang konsep penelitian tindakan kelas yang akan dilakukan, yakni untuk meningkatkan kualitas proses pembelajaran Bahasa Inggris khususnya dalam pembelajaran *reading skill* melalui penggunaan media *islamic short story* pada siswa kelas 7. Ibu kepala sekolah memerintahkan P untuk bertemu dengan GBI kelas 7 untuk membahas penelitian tersebut dan membuat perencanaan terkait dengan penelitian yang akan dilakukan. P mengucapkan terima kasih atas kesediaan pihak sekolah terhadap penelitian yang diajukan.

Field Note 2 (Selasa, 14 November 2023)

Place : Ruang Guru

Time : 08.30

P : Peneliti

GBI : Guru Bahasa Inggris

Pukul 08.30 P tiba di sekolah untuk bertemu dengan GBI kelas VII. Kemudian P mengutarakan keperluan menemui GBI dan meminta beliau untuk berkolaborasi dengan P untuk melakukan penelitian tindakan kelas (PTK). GBI menanyakan konsep PTK yang akan dilaksanakan. P menjelaskan secara detail tujuan dari penelitian yang akan dilakukan yakni meningkatkan kualitas pembelajaran Bahasa Inggris, khususnya dalam pembelajaran *reading skill*, dengan menggunakan *Islamic short story* sebagai media. GBI menyetujui rencana penelitian tersebut dan memberikan saran untuk membuat *Islamic short story* dalam bentuk *descriptive text*. Setelah itu, P juga meminta izin untuk melakukan pra survey. GBI memberikan jadwal pelajaran Bahasa Inggris dan memberikan alternatif hari untuk melakukan pra survey. P mengucapkan terimakasih atas kesediaan GBI untuk menjadi kolaborator dalam penelitian ini. P merencanakan untuk mengadakan pra survey pada hari Rabu, 22 November 2023.

Field Note 3 (Rabu, 22 November 2023)

Tempat : Ruang kelas

Waktu : 08.00 WIB

P : Peneliti

S : Siswa

P melakukan pra survey dengan memberikan soal pilihan ganda sebanyak 10 soal kepada S. Setelah dilakukan pra survey diketahui bahwa dari 18 siswa hanya 2 siswa yang mencapai nilai minimum.

Field Note 4 (Senin, 24 April 2024)

Tempat : Ruang kelas

Waktu : 09.00 WIB

P memberikan pre-test pada pertemuan ini, dari pre-test ini didapatkan hasil bahwa 5 siswa telah mencapai nilai > 70 , sedangkan 15 lainnya mendapatkan nilai < 70 . Dan berdasarkan hasil tersebut maka penelitian perlu dilanjutkan ke siklus berikutnya.

Field Note 5 (Rabu, 24 April 2024)

Tempat : Ruang kelas

Waktu : 10.00 WIB

P : Peneliti

S : Siswa

Pada pertemuan ini P menjelaskan mengenai deskriptif teks dan juga Islamic story. Pada pertemuan ini juga S belajar mengidentifikasi isi teks seperti tema dan pesan cerita.

Field Note 6 (Senin, 06 mei 2024)

Tempat : Ruang kelas

Waktu : 09.00 WIB

P : Peneliti

GBI : Guru Bahasa Inggris

S : Siswa

Pertemuan ini merupakan pertemuan ke-3 pada siklus pertama, pada pertemuan ini post-test 1 dilakukan, hasilnya yaitu 9 siswa mendapat nilai >70, dan 9 siswa lainnya mendapatkan nilai <70. Hasil ini sudah lebih meningkat dari nilai pre-test sebelumnya. Setelah kegiatan belajar mengajar selesai P berdiskusi dengan GBI mengenai perkembangan S di kelas.

Field Note 7 (Rabu, 08 mei 2024)

Tempat : Ruang kelas

Waktu : 10.00 WIB

P : Peneliti

S : Siswa

Pada pertemuan pertama di siklus ke-2 ini P meminta S untuk berlatih membuat kalimat dari kosa kata baru yang terdapat pada teks bacaan Abu Bakar R.A.

Field Note 8 (Senin, 13 mei 2024)

Tempat : Ruang kelas

Waktu : 09.00 WIB

P : Peneliti

S : Siswa

Pada pertemuan ini P meminta S untuk menganalisis cerita, P juga meminta siswa untuk menerjemahkan teks cerita dengan metode word by word.

Field Note 9 (Rabu, 15 mei 2024)

Tempat : Ruang kelas

Waktu : 10.00 WIB

P : Peneliti

S : Siswa

Pertemuan ini merupakan pertemuan terakhir pada siklus 2, P melakukan penilaian kepada S dengan memberikan soal Post-test II kepada S. soal post-test II terdiri dari 10 soal, 5 soal merupakan soal pilihan ganda dan 5 soal lainnya merupakan *true or false question*. Hasil dari penilaian ini yaitu 17 S memiliki nilai >70 sedangkan 1 S lainnya tidak mengikuti penilaian ini. Oleh karena itu penelitian ini dianggap sukses dan tidak perlu melanjutkan ke siklus berikutnya dikarenakan S telah melampaui kriteria keberhasilan dimana 70% S memiliki nilai diatas 70.

DOCUMENTATION

The students taking Pre-test



First meeting on cycle II



The teacher gave explanation to students



The students taking Post-test II

CURRICULUM VITAE



The researcher named Reni Amelia, was born on February 12th 2003 in Suka Rendah, North Pagelaran. The first child of the couple Mr. Abdul Rohman and Mrs. Juni Anah. In the level of education, the researcher completed her formal education at SDN 2 Sumber Bandung graduated in 2014, then continued at

MTs Roudhotul Huda Suka Rendah graduated in 2017, then continued to SMKS Nurul Huda Pringsewu graduated in 2020, then continued her studies at the State Islamic Institute (IAIN) Metro in the English Education Department, Tarbiyah and Teachers Training Faculty.