THE EFFECT OF USING FLIPPED CLASSROOM METHOD ASSISTED BY ANIMATION VIDEO ON THE STUDENTS' READING COMPREHENSION AT MTs. BABUL 'ULUM MEDAN

SKRIPSI

Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Educational Program

BY:

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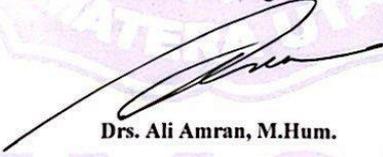Skripsi ini diajukan oleh mahasiswa di bawah ini:

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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
29/05/24	Chapter I : - Background of the study. State the Problem of your study - Clearly describe the formulation of the study	
15/06/24	Chapter II : - Only used the reference used in your study - Write all related theory to support your study	
03/07/24	Chapter III : - Clearly explain and describe the research design	
05/08/24	Chapter IV : - display all your primary data and categories them based on your research focus	
15/09/24	Chapter IV : - Do the analysis properly to answer your research question	
25/09/24	Chapter V : - You may just combine point 1,2,3 become one as a conclusion, so conclusion 1 paragraph and suggestion too	
30/09/24	Approved	

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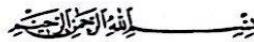Ketua Prodi

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PERNYATAAN KEASLIAN SKRIPSI

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Judul Skripsi	: The Effect of Using Flipped Classroom Method Assisted by Animation Video on The Students' Reading Comprehension at MTs. Babul 'Ulum.

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "**The Effect of Using Flipped Classroom Method Assisted by Animation Video on The Students' Reading Comprehension at MTs. Babul 'Ulum.**" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Univesitas Muhammadiyah Sumatera Utara.

Demikian pernytaan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

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Hormat Saya
Yang membuat pernyataan,

Widya Aulia

ABSTRACT

Widya Aulia. 2002050076. The Effect of Using Flipped Classroom Method Assisted by Animation Video on The Students' Reading Comprehension at MTs. Babul 'Ulum Medan.

This study aimed to find out the significant effect of using Flipped Classroom Method on the students' reading comprehension in narrative text by using animation video as a media. This research was conducted at MTs. Babul 'Ulum Medan. In the academic year 2024 / 2025. This study is quantitative and was conducted using an Quasi Experimental research design. The subject of the research were consisted of 72 students of the 8th grade students at MTs. Babul 'Ulum Medan were taken by using Random Sampling Technique, then divided in two groups. Class VIII – A which consisted of 38 students as Control Group taught by using conventional method and class VIII – B which consisted of 36 students as a Experimental Group taught by using Flipped Classroom Method Assisted by Animation Video. The data was collected by using pre-test and post-test and than were analyzed by using t-test formula in the SPSS version 22 application. The result showed that the level of significance was $0.000 < 0.50$ and the difference between the post-test mean scores of the control and experimental classes was 76.07 and 80.11. In accordance with the results of the analysis the Ha (alternative hyphothesis) was approved and the (null hyphothesis) was disproved. Therefore, result of this study was found that there is a significant effect of using flipped classroom method assisted by animation video on the students' reading comprehension at MTs. Babul 'Ulum Medan and Flipped Classroom Method is more effective than convetional method.

Keywords : Flipped Classroom, Reading Comprehension, Narrative Text

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The title of this study is The Effect of Using Flipped Classroom Method Assisted by Animation Video on The Students' Reading Comprehension at MTs. Babul 'Ulum Medan. This skripsi is written to fulfillment one of the requirements to obtain for the degree of Sarjana Pendidikan (S.Pd) at the Department of English Education, Faculty of Teacher Training and Education Universitas Muhammadiyah Sumatera Utara. In writing this study, there ware so many problems, obstacles, and difficulties certainly, and it was impossible for the researcher for finishing this study without help from many people around. Furthermore, the researcher would like to express her grateful feeling especially for lovely Parents Alm, Mr. Suharjo S and Mrs. Purnamasari Nasution that has given great affection, prayer, strength, advices, support, material and motivation during her education process. May Allah SWT always bless them. Therefore, the researcher would like to express her thanks to the people who have given guidance, support, and spirit during the completion of this research, they are :

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Medan,   September 2024
Researcher

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CHAPTER I

INTRODUCTION

A. The Background of The Study

English has a vital role in Indonesia. English is known as a foreign language, and the government has determined to make English one of the mandatory subjects at school from the primary level up to the university level. English consists of four skills: listening, speaking, reading and writing. One of the primary skills that is important for students is reading, and with reading, students will get information and gain new ideas and knowledge from what has been read. Learning English as a foreign language in a school context raises the need for analyzing to grow and become a significant student ability.

Reading is a must for students if they want to increase their knowledge. By reading, students hold a close beneficial understanding. Consequently, it is helpful for the students to build their knowledge and equip themselves in the studying process. Reading comprehension is undoubtedly one of the abilities to understand the text. Besides that, this capability allows anybody to interpret the means of text, and they can use it in their daily life. At the same time as in the worldwide era, all facts used English, and for plenty of students, it may be used to understand the textbook, which was another concern.

Nurhadi (2016: 2) states, "Studying is a critical-progressive analyzing processing gadget, and the reader accomplishes this to attain comprehension. A significantly innovative manner of studying is completed through the reader to

collect a complete reading knowledge of studying; an assessment of the reading's situation, fee, characteristic, and impact accompanies this. Through reading, people can increase new information, get text records, grow their capacity, and enlarge their experience. A maximum of data is offered in writing; the best can be obtained by reading. Reading is a better ability to read written text; knowledge is recorded from reading the text.

From the definition above, reading comprehension is an interactive manner between the reader and textual content to realize the author's message. The reader used their previous knowledge to broaden the brand new information from the text. The reading aims to facilitate communication between a writer and a reader. However, occasionally, the communicative procedure is only sometimes a hit since it's far laid low with different factors attached to the reader. (Westwood, 2001) states that readers know how inspired they are using a wide variety of things, along with their motivation, hobby, vocabulary, general information, know-how of particular difficulty, word identity capabilities, reasoning capability, and practical techniques. Accordingly, the teachers are expected to carefully remember those influential factors within the teaching and studying manner to achieve the goal of the communication technique and sooner or later maximize students' comprehension of the text.

In this section, the writer focuses on reading skills, referred to as receptive skills. Rizal, Lilies, and Leni (2020) state that reading helps students learn significant information. Students must read if they want to increase their understanding of the subject. Readings increase the scope of their understanding.

As a result, improving their background knowledge before entering a school is incredibly beneficial for students.

(Westwood, 2001), which is referenced in (Oktarina & Fitriawati, 2018) states. Many things could be improved in mastering learning in schools. Generally, the problem in the analysis of reading in schools is about reading and learning. Usually, teaching and mastering techniques are less attractive to the students, and they tend to focus on the teacher. Students usually need help with difficulties and are less interested in getting to know because it only integrates some media and does not keep up with the current era. The concept of students' motivation and problems connected with the need to utilize the era is supported by (Wang & Liao, 2017); they argue that when students face difficulties in mastering a subject matter, they will seek help by gaining knowledge about technology, including smartphones, computer systems, learning websites, and so on. Meanwhile, the teacher-focused classroom may limit the time for students to behave in the classroom as it takes time for teachers to conduct teaching.

Therefore, teachers would like to apply other methods to solve the problem and help students have effective and enjoyable learning. Throughout this time, the media frequently used in studying was only a tool or media available inside the school, along with a map, atlas, or globe. The teacher has to say that the media could be more effective or suitable for the subject to be counted. This circumstance causes the English studying procedure to become dull, so the scholars are not stimulated to examine, and as a result, gaining knowledge of outcomes in English classes has now not been as anticipated. While in line with

the development of science and generation, learning may be applied through technological advances such as PCs or internet media.

Moreover, (Nirfayanti and Nurbaeti, 2019) define the development of several more resources for learning as being made more accessible by information and communication technology. For example, using educational games and computer simulations to help students grasp challenging topics and improve their learning engagement has become popular. In addition, learning tools such as interactive modules, discussion boards, and instructional videos designed to encourage student cooperation and knowledge exchange are now flexibly available to students because of online learning platforms. (Rivai & Mana, 2021) distance learning, or e-learning, has become possible due to the technological revolution in education. Students can access education remotely in this digital era through webinars, online learning platforms, or virtual classes.

In summary, Eka Melati (2023) states that education has changed significantly due to the development of information and communication technologies. Innovative teaching strategies, such as animation and other interactive learning materials, have enhanced students' learning experiences. Technology has also made distance education more flexible and available to students from any location. Education will advance and allow students more options to succeed academically as long as the potential of technology is fully utilized.

The instruction technique is one of the most crucial teaching and learning activities. The term "teaching method" describes the methods, design, and

approach to teaching and learning. A few components that make up teaching and learning include a syllabus, teaching procedures, the purpose of the teaching process, and the teachers' and students' responsibilities. The teacher used me as a tool for teaching and learning exercises. To be honest, there are many things teachers can do to help their students become better readers. The Flipped Classroom Method is one of the more creative cooperative learning models. In response to these challenges, teachers must use appropriate learning strategies that enhance students' reading comprehension.

The Flipped Classroom is one of the teaching strategies that can help present-day learning. (Afrilyasanti, Cahyono, & Astuti, 2017) The flipped classroom approach is regarded as a more modern teaching strategy that uses technology in Indonesia. Because students' assessments of what they experienced help them to understand the model's benefits and ease of usage, it is crucial to determine how students feel about and view a recent teaching approach. Their views will shift, impacting their willingness to use the model in their studies and optimize the research's results.

(Lee & Wallace, 2018) A recently developed flipped learning teaching model may address the limitations of students' classroom situations. (Bergmann & Sams, 2012) States the inverted learning process brought about by using technology gives students extra time to learn inside and outside the classroom. Lectures are eliminated in flipped classrooms, and the knowledge left out is frequently given to students through pre-class input materials, including slideshows, e-books, video recordings, and more. Outside of class, students can

study various materials (such as worksheets created by their teacher and readings from a textbook) and understand the information.

The Flipped Classroom is a type of blended learning that blends synchronous and asynchronous self-directed learning through in-person and virtual/online participation. In a classroom, synchronous learning typically takes place in real time. While interacting with an instructor and others, students also got feedback. Conversely, asynchronous learning involves more excellent independent learning. Most often, media on a digital platform is used to access content. Students can select when they learn, share their thoughts or comprehension of the subject with the teacher or other students, and ask questions in the comment box. They don't get input simultaneously, though. Due to its accessibility, video is frequently used as input for self-learning. In addition, content can be delivered by text and audio to make sure students are ready for synchronous classes.

This activity is followed by students evaluating and working on specific project-based tasks as an after-class activity (making). Meanwhile, Milman (2012) states that in the classroom session, students work together in a group guided by the teacher to discuss the pre-class materials and conduct the practice subsequently. The students will also benefit from the peer activities as Dallimore, Hertensein, & Platt (2010) define group work as constructing learner knowledge by creating interaction and participation.

Based on the explanation above, students face many problems developing reading skills, especially in reading narrative text. Students think that reading is a

boring activity. They have problems developing ideas into good reading, and the teachers do not give variation in teaching English, especially in narrative text, by using the textbook and doing the exercises in that book. So, the students do not understand the subject and are not interested in studying.

However, in reality, based on the researcher's observation, the researcher found similar problems discussed previously also happened in this school—the ability to teach English at MTs. Babul' Ulum English language learning, especially analyzing text, needs help. There are many possible reasons why students think reading English is difficult to learn, including in MTs Babul' Ulum, they have some problems in reading subjects. The troubles are 1) lack of motivation in studying mastering; 2) students have a terrible mindset in studying situations; 3) English textual content remains hard to comprehend; 4) the students have much less vocabulary; 5) the students can't interpret what they read and make the connection of that means, so they can't connect the meaning each textual content or sentences and 6) analyzing method continues to be traditional. Nonetheless, teachers need to utilize technology more optimally when imposing reading strategies.

In teaching a learning process, the teacher should be able to choose the appropriate strategy to achieve the objectives. The researcher is interested in using the Flipped Classroom method for teaching reading comprehension. Through this strategy, the students are expected to be able to activate and use their background knowledge to comprehend a text. The researcher chose an animation video to assist in teaching reading comprehension. The animation video is expected to

improve students' motivation to read and understand the concept and their learning outcomes. Finally, the researcher is interested in conducting research entitled "The Effect of Using Flipped Classroom Method Assisted by Animation Video on The Students' Reading Comprehension at MTs. Babul 'Ulum Medan".

B.   The Identification of the Problems

There were two significant issues detected in this research based on the context of the study described above, they are as follows:Students still have some difficulties in comprehending the narrative text.

1. Students still need some help comprehending the narrative text.

2. The students need more confidence and interest in reading skills but are still low on reading text.

3. The students are not motivated to learn vocabulary and still have limited vocabulary.

C.   Scope and Limitation

The scope of this research focuses on reading comprehension using the flipped classroom method, and the research limitation was narrative text assisted by using animation video. This study was derived from students in eighth grade at MTs. Babul 'Ulum Medan.

D. The Formulation of Problems

The problem of this research was formulated as follows :

1. Is there the improvements of reading comprehension in narrative text by using Flipped Classroom Method Assisted by Animation Video on the students' of 8th grade at MTs. Babul 'Ulum ?

2. How the implementation of Flipped Classroom Method in Narrative Text Assisted by Animation Video foe reading comprehension at MTs Babul 'Ulum Medan ?

E. Objectives of the Study

The objective of the study could be explained as follows :

1. To investigate whether the use Flipped Classroom method assisted by animation video, effectively teaches reading comprehension of narrative text.

2. To determine the effective increase of reading comprehension in narrative text using the flipped classroom method.

3. To ascertain students' limited vocabulary

F. The Significants of the Study

The finding of this research would be expected to be giving out the theoretical and practical significance. The significance could be described as following:

1. **Theoritically**

   The study provides useful information for teaching strategies utilizing the flipped classroom approach assisted by animation video, particularly for reading comprehension.

2. **Practically**

   a) This study aims to help English teachers teach reading comprehension of narrative texts more effectively by utilizing flipped classroom techniques. They will get experience in the use of video animation and flipped classroom techniques as instructional tools that can assist them overcome challenges related to teaching and learning narrative text on reading comprehension.

   b) Students should find this study useful in enhancing their reading comprehension skills, particularly with narrative texts, and in making their studies more pleasurable.

   c) finally, for the research to conducts further studies especially for teacher, this research hopefully can give new information to the other researcher, and it is anticipated that this study will help other researchers learn more about flipped classroom.

CHAPTER II

REVIEW OF LITERATURE

A. Theorotical Framework

1. The Concept of Reading Comprehension

1.1. Description of Reading

Reading is the process of deriving meaning from a set of written symbols by looking at them. (Ambar Wulan Sari, 2022) States When reading, our eyes interpret textual symbols, letters, punctuation, and spaces while our brains translate those symbols into words, phrases, and paragraphs that make sense. It can be spoken out loud (so that others can hear) or silent (in our heads). It is described as a cognitive process that incorporates meaning-making through symbol decoding. Reading is an active process that involves creating word meanings to assist readers in focusing their attention and guiding information toward a goal. The main goal of reading is to comprehend the text, while there are many other reasons to read. Reading is a cognitive activity that enables readers to use whatever previous knowledge, also known as previous knowledge, that they happen to have. Readers employ techniques to comprehend what they read, themes to arrange ideas, and textual cues to decipher new word meanings as they consume information. Reading is one of the four fundamental abilities language learners must develop to learn English. It helps make language acquisition more successful and helps in learning a foreign language more specifically.

Syahban Mada Ali (2022) defines reading as a way to communicate, learn a language, and exchange ideas and information. It is an intricate relationship

between the text and the experiences, attitudes, and linguistic community placed in a particular culture and social context, just like all languages are. They are reading the need for constant development, practice, and improvement. One of the main components of reading is reading comprehension. A person uses various sophisticated cognitive processes when reading a text. To grasp or infer meaning from the text, they are also using their knowledge and understanding of phonemes, which are individual sound and letter combinations, as well as the relationships between sounds, letters, and words.

1.2. Description of Reading Comprehension

Reading comprehension is used in various contexts daily, such as emails, news articles on websites, and shares on social media. (Ambar Wulan Sari, 2022) States reading comprehension is the outcome of complex relationships between the characteristics of the text and the reader's perspective. The readers' knowledge, word decoding proficiency, text- and situation-model-based differencing skills, competency with various reading techniques, metacognitive abilities, and others must be relevant. It's a process where the reader must choose symbols from the language and piece them together to make sense as the writer intended. Recognizing and comprehending an important idea and any relevant details are comprehension components.

Phang (2011:5) states that reading comprehension derives meaning from connected text. It involves word knowledge, thinking, and reasoning. Readers must use the acquired information to filter, interpret, organize, reflect upon, and establish a relationship with the new information on the page.

We define reading comprehension as simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize the text's importance and insufficiency as a determinant of reading comprehension. Kodan (2017) states that word meaning, phonetic analysis, word recognition, and word structure are directly related to reading comprehension. Reading comprehension issues occur when word recognition abilities still need to be developed.

Factors inside and outside of students affect how much and how quickly they understand. The students, the reading task, and the text reading comprehension represent these crucial elements of reading comprehension. Reading comprehension includes the following :

1. Using the texts to apply one's knowledge and expertise,

2. Setting reading objectives and makes sure they match with the material,

3. Applying techniques and abilities to create meaning both before and after reading,

4. Modifying tricks to align with the goals and content of the reader,

5. Understanding the author's intent,

6. Differentiating between facts and views,

7. Getting to a logical conclusion.

1.3. Types of Reading

(Maulid Tambo, 2023) states there are two types of significant reading which can be seen as follows.

a. Intensive Reading

Maulid Tembo (2023) analyze that "Intensive reading" means that the readers take a text; intensive reading, also known as content study reading, involves reading carefully and quickly while honing your sentence structure, vocabulary, and general discussion. A quality reading selection is necessary to achieve better results. Additionally, students typically engage with short texts during intensive reading under the teacher's direct guidance. Put differently, extensive reading aims to successfully understand logical arguments. Position, authorial sense, and symbolic styles. Reading speed and intensive reading comprehension have a strong relationship. It is visible that when reading comprehension gets deeper, reading speed decreases. The reader's experience slowing down when reading text is another aspect that can affect reading speed. The reader can grow and enhance their reading quality as the final task of intensive reading. It indicates that the reader can comprehend all they have read and provide correct responses to the comprehension questions.

b. Extensive Reading

Maulid Tembo (2023) defines reading extensively as essentially reading for enjoyment. It suggests that students engage in reading activities because they enjoy it and are not forced into doing so. The concepts regarding the overall comprehension of the reading material are the result of the reading activity. This indicates that the primary goal of extended reading is for readers to understand the reading content. Both inside and outside of the classroom, extensive reading is practised. As a result, the teacher may assign reading to the class or the students at

home. The teacher may provide the reading materials, or the students may choose them independently. The kids can select any kind of book they would like to read.

1.4. The Purpose of Reading

Grabe and Stoller (2002:11 – 15) divides the purposes of reading as follows:

1. Reading to find basic knowledge

2. Reading quickly to skim

3. Reading to get knowledge from the text

4. Reading to integrate data, compose, and evaluate text

5. Reading for general comprehension

Based on the explanation of the text above, reading comprehension is the process and action of comprehending all aspects of reading a text, including the language and concepts, making conclusions, and identifying important ideas. It also involves the reader getting meaning or ideas from the written text.

2. Description of Flipped Classroom Method

2.1. Definition of Flipped Classroom Method

The flipped classroom is known by various names, including the inverted classroom and, more simply, the flip. Lee & Wallace (2018) states that a flipped learning approach, a newly emerged teaching model, can address the constraints of the EFL classroom context. (Bergman & Sams, 2012) states this approach allows more time for students to learn inside and outside the classroom as the learning process is flipped by utilizing technology.

The flip emerged from a history of experimentation with hybrid, blended learning, using active learning techniques and new technologies to engage

students in learning inside and outside the class. The flipped classroom's core is inverting the learning process session. (Bergmann & Sams, 2012), (p. 13) states that a flipped classroom is a setting where the traditional learning sequence is now done at home, which is usually done as homework is completed in class.

In utilizing the flipped classroom model, the teacher must manage the students in and out of the classroom since students must attend in-class activities and conduct online self-learning. By combining the two classes, students can learn at home and school, be assisted by their teacher and collaborate with their peers. In flipped classrooms, teachers are replaced, and students receive the previously taught content using pre-class input sources, including slides from presentations, e-books, and videos. Outside of class, students can study various materials and understand the information (e.g., reading from a textbook or a worksheet created by their teacher). Meanwhile, (Milman, 2012) concludes that in classroom sessions, students work together in groups guided by the teacher to discuss pre-class materials and conduct practicums. (Milman, 2012) clarified that the students would also benefit from peer activities as (Dallimore, Hertensein, & Platt, 2010) state that group work builds students' knowledge by creating interaction and participation.

2.2. Procedure of Teaching Reading by Using Flipped Classroom Method

(Bishop & Verleger, 2013) States that a flipped classroom consists of two main parts: the Pre-Classroom (or outside classroom) session, which consists of two main stages: preparing the material and sharing the material, and the In-

Classroom session, which also consists of two stages: reviewing the online material as well as guiding and monitoring the collaborative work.

a. Pre-Classroom Section

Preparing the material for the pre-classroom session, students will receive worksheets, reading materials, screencasts, and video narrative texts from the teacher. Teachers are expected to read the material and watch the screencast at home. After that, students must take notes and finish worksheets or quizzes before the session ends.

b. In-Class Section

In the class section, the teacher will ask the students to gather and turn in their worksheet results. The teacher and students then discuss the issues that students are having with comprehending reading text. Additionally, the teacher will quiz the students on the topics covered in the text or material they are studying in the pre-class section. This is done as a form of feedback intended to ascertain how well students comprehend the subject material.

2.3. Learning Steps for The Flipped Classroom Method

The steps for learning a flipped class are as follows:

a. Before the face-to-face meeting, students are asked to study independently at home regarding the material for the next meeting, by watching the teachers own learning videos or learning videos uploaded by other people.

b. In classroom learning, students are divided into several groups.

c. The teachers role during learning activities is to facilitate discussions using a cooperative learning model. On the other hand, the teacher will also prepare several questions of the material.

d. The teacher provides as a facilitator, guiding students in learning and resolving issues related to the subject matter, and assigns quizzes and examinations to let students know that the activities they are performing are not only games.

2.4. The Advantages and Disadvantages of Teaching Reading by Using Flipped Classroom Method.

1. The advantages of teaching reading by using Flipped Classroom Method.

Yunna Liu & Yang Nan, (2024) clarifies that the flipped classroom method have the following advantages:

a. Students can learn at home in accordance with their own learning rhythm. They can watch instructional videos repeatedly to help them understand content that they don't understand the first time.

b. Teachers can better guide students, and students can also engage in more interaction and cooperative learning.

c. Students can study in accordance with their needs and interests.

d. Students must schedule their own time for self-study, which helps them develop time management and independent learning skills.

e. Students can use flipped classrooms to encourage the use of eduaction technology, which helps students adjust to the learning methods of the digital era.Students have time to study the subject matter at home before the teacher delivers it in the classroom so that students are more independent.

2. The disadvantages of teaching reading by using Flipped Classroom Method.

Yunna Liu & Yang Nan, (2024) states the flipped classroom method has several disadvantages were mainly :

a. A lack of technical resources in some areas may make it difficult to implement the classroom model.

b. Teachers must spend more time and effort to creating instructional videos and designing classroom activities, adding to their workload.

c. Teachers may require additional resources for schools and educational institutions in order to receive professional training and support for implementing the new teaching model.

d. In certain cases, parents may need to monitor their children's studying at home, which may provide comfort to working parents.

3. Description of Animation Video

a. Definition of Animation Video

(Eka Melati et all., 2023) States the development of information and communication technology has brought about a significant transformation in the world of education. Innovative learning methods, including animation and other interactive learning media, have enriched students' learning experiences. In addition, technology has also facilitated distance learning, which is more flexible and accessible to students anywhere. By utilising the potential of technology, education will continue to evolve and provide wider opportunities for students to achieve academic success.

(Rivai & Mana, 2021) defines the transformation of education through technology, which has also opened the door for distance learning or e-learning. In this digital era, students can access education remotely through online learning platforms, webinars, or virtual classes. This provides greater flexibility for students to learn according to their needs and availability without being limited by geographical boundaries or rigid schedules. (Roy, Tripathy, et.al., 2020) Audio-visual learning media (video) has many benefits, including helping students understand and clarify learning materials delivered by teachers and making them easier for teachers during teaching and learning activities.

Based on the above explanation of what media means, media are all types of intermediaries teachers use to ensure that the conveyed lessons are heard. Learning in a digital era requires media that can attract students' interest. A teacher uses learning media to communicate information and attract students' attention while learning. Learning media is a tool that can attract students' attention when learning takes place so that students feel energized when participating in the teaching and learning process. (Fitri & Ardipal, 2021) States learning media becomes an intermediary in conveying learning objectives, and teachers cannot just choose the media to be used.

(Ega Safitri & Titin, 2021) States the main uniqueness of animation lies in its ability to convey information visually and interactively, combining elements of motion, colour, and sound to create an interesting and memorable learning experience. (Hasmirati et al. l., 2023) States that the use of animation as a technology-based learning medium has attracted the attention of educators and

researchers eager to utilize its potential in education. (Afrilia et al., 2022) States animation has a strong visual appeal as it can present abstract or complex content in a way that students can easily understand. (Yuliansah, 2018) States with moving images, animation can visualize concepts that are difficult to explain verbally or statically.

(Eka Melati et all., 2023) This allows students to be actively involved in learning, improving their understanding and retention. Along with technology development, education has markedly shifted in using more engaging and interactive learning media. The utilization of technology has opened up new opportunities in the development of innovative and effective learning methods. One prominent example is the use of animation as a learning tool.

The animated video, as a technology-based learning media, has many benefits in learning activities, including improving the quality of learning, and students can solve various problems from the material being taught. (Alifa, et.al., 2021) explains the existence of animated videos in learning can also help students understand abstracts. So, animated video learning media can facilitate students' difficulties during learning activities.

(Cahyani, 2020) states that in modern education, animation has become the centre of attention of educators and researchers who want to use it as a practical learning medium. They are interested in exploring the potential of animation to increase student motivation and involvement in the learning process. (Ega Safitri & Titin, 2021) Explains that animation is the art of bringing objects or characters to life through a series of images presented at high speed. The prominent

uniqueness of animation lies in its ability to convey information visually and interactively, combining elements of movement, colour and sound to create an exciting and memorable learning experience.

In addition, (Yuliansah, 2018) states that animated interactivity allows students to interact with learning content, such as clicking, highlighting, or selecting options that will enable self-exploration. This allows students to engage in learning, improving their understanding and retention actively. In modern education, animation has become the centre of attention of educators and researchers who want to use it as a practical learning medium. (Farastuti, 2021) states that by utilizing advanced technology and design, animation can take learning to a more exciting level, stimulate the imagination, and provide a more profound learning experience.

(Ega Safitri & Titin, 2021) explains that the main uniqueness of animation lies in its ability to convey information visually and interactively, combining elements of movement, color and sound to create an interesting and memorable learning experience. (Hasmirati et al., 2023) states that in the world of education, the use of animation as a technology-based learning medium has attracted the attention of educators and researchers who want to exploit its potential.

In summary, the advancement of information and communication technologies has significantly changed education. Innovative teaching strategies, such as the use of animation and other interactive learning materials, have enhanced students' learning experiences. Technology has also made online education more flexible and available to students from any location. Education

will advance and allow students more options to succeed academically as long as the potential of technology is fully utilized.

b. The Effect of Video Animation as Learning Media

(Ega Safitri & Titin, 2021) States literature studies show that using animation as a learning medium has advantages in conveying complex information visually and interactively. Animation can visualize concepts that are difficult to understand in a form easier for students to digest. Using movement, colour and sound elements, animation can bring learning material to life and enrich students' learning experiences. (Farastuti, 2021) States that interesting and interactive animation can arouse students' interest, trigger curiosity, and create a fun learning experience.

c. The Procedure of Teaching Use Animation Video

The use of teaching media in the classroom should be prepared well by the teacher. Sand (1956, p. 353-355) and Brown et al (1983, p. 244-245) in Nurmayasari (2011) suggested some procedures in applying video or audio visual media in teaching English.

a. Preparing yourself

The first, before presenting the movie to the class, the teacher should first watch it and take some notes regarding its content. The teacher might ask a few pupils to watch the video in preview so they can share their opinions.

b. Preparing the environment

After preparing the video, the next step is to set up the classroom for maximum comfort after finishing the video. It is important to arrange technical

equipment, such as a laptop or computer and a speaker, so that students can see the movie clearly.

c. Preparing the students

When students watch the video, the teacher should explains to them why it is necessary for them to watch it as well as the benefits. The teacher might motivate the students to debate the video's content and then make comparisons between what they know and don't know.

d. Showing the video

While watching the video, make students comfortable and try to show the video without interruption such as giving a question in the middle of video.

e. Carrying out the follow up

After showing the video the teacher questions the class about its content and their thoughts on it. They can also discuss about the video. The follow-up is required to identify any potential misunderstandings they may have. Teacher can give a repetition show if needed to clear up any confusion.

d. The Advantages and Disadvantages of Using Animation Video

4. The Advantages of Using Animation Video

(Johari, 2014) States using animation video have several advantages are as follows :

a. Video can be used for a long period of time and at any time if the material contained in this video is still relevant to the existing material,

b. Video is a fun learning media,

c. Video is able to help students understand learning material and help teachers in the learning process,

d. Learning videos can be utilized by the wider community and are easily accessible.

5.   The Disadvantages of Using Animation Video.

(Munir, 2014) States using animation video have several disadvantages are as follows :

a. Requires a long time in the manufacturing process,

b. Video can only be used with the help of a computer and requires the help of a projector and speakers when used in the learning process,

c. Making videos requires considerable costs,

d. Video is not detailed in explaining the material because learners must be able to remember from each scane to scane,

e. Learning with video is considered easier than with text so that learners are less likely to be more active in interacting with the material.

B.   Relevant Studies

It was relevant to the earlier research in this case. The following three earlier studies were relevant to my research:

a. First, Siti Munawaroh (2019) entitled "Teaching the Narrative Texts Using Animation Video: Raising Students' Skills on Reading Comprehension". This study aims to answer the problem of whether animated videos improve reading skills in understanding language features, finding accurate and detailed information, and taking moral values in narrative texts in the classroom. The

author uses classroom action research. Tests, field notes, and observation sheets are the instruments used for collecting data. The author uses cycles one through three animations to enhance reading comprehension by identifying accurate and detailed material, comprehending language elements, and deriving moral conclusions from narrative texts. The author employs animated films to enhance students' comprehension of the language aspects of narrative texts by presenting printed images of animated video stories and providing definitions for unfamiliar terms. To help students locate accurate and comprehensive knowledge, the author incorporates examinations, class discussions, confirmations, and animated films with predictive tasks. Using animated movies, the author examines each character and gathers accurate and comprehensive material to help students better understand moral principles.

Doi https://journal.unilak.ac.id/index.php/UTAMAX/article/view/2791/16

b. Secondly, Risa, Ilza & Nuruddin (2020), in "Enhancing Student's Reading Experience Using Task-Based Flipped Classroom in Reading Course", state that a Flipped classroom is a new teaching model that supports learning to design an integrated traditional (in-class) and out-of-class components (preparation and follow up) the knowledge and internalizing the knowledge. The present study aims to describe a task-based reading course in Indonesian colleges through a flipped classroom model. The study is contextualized in teaching English as a foreign language through the Flipped Classroom model. The study will be designed using descriptive analysis through questionnaires. The findings indicated that this method positively impacted students'

understanding of reading comprehension materials. Besides, this study provided some pedagogical insights and future research. Doi https://doi.org/10.30998/deiksis.v14i1.11179

c. Thirdly, Chung Kim Phungi, Phuong Hoang Yen (2020) "The Impacts of Implementing The Flipped Model on EFL High School Students' Reading Comprehension" The results and findings from this paper suggest that the students who attended the flipped reading class have better achievement than those who did not although the difference in academic performance between the two groups is not significant. One of the more important findings to emerge from this study is that students highly perceived this model. Doi https://doi.org/10.46827/EJES.V7I11.3367

C.   Conceptual Framework

Reading comprehension is ability, which refers to the ability of students to understand the concepts or information authors give through readings to interpret what they have learned. In the same manner, part of the process of reading comprehension involves identifying its purpose. Reading classes are among the most uninteresting for students if the teacher only gives them reading material without utilizing strategies, methods, or media. This is characterized by the process through which the readers understand the messages and meaning of the text they have read.

(Ibrahim & Nana 2010) The term "teaching-learning process" also refers to the interaction between students and teachers. In learning, teachers must have alternative methods or strategies and use media to teach this subject; one is the

flipped classroom method, which gives students more time to identify each word and understand the entire reading text. In addition, video text media can also increase their motivation in reading skills. With this method, students will become more active during the learning process in class because they already have background knowledge about the material to be studied.

The researcher will teach reading comprehension in the experiment class using the Flipped Classroom Method and Animation Videos. It is meant to make reading comprehension instruction fun and comfortable for the students. Using Animation Videos and Flipped Classrooms will enable students to engage and grow more independently inside and outside groups relevant to their literary interests.

This study will examine the flipped classroom approach's impact on reading instruction and will examine the results; the research model illustrates the fundamental ideas used in this study and demonstrates how the topic, issues, and theoretical framework relate to one another to produce conclusions.

Based on the framework above, the expectation of reading comprehension after using Flipped Classroom made the effect of applying cooperative integrated reading and composition strategy to the students achievements in reading comprehension. The researcher used the conceptual framework that is shown as follows in this study:

Figure

Conceptual Frame work
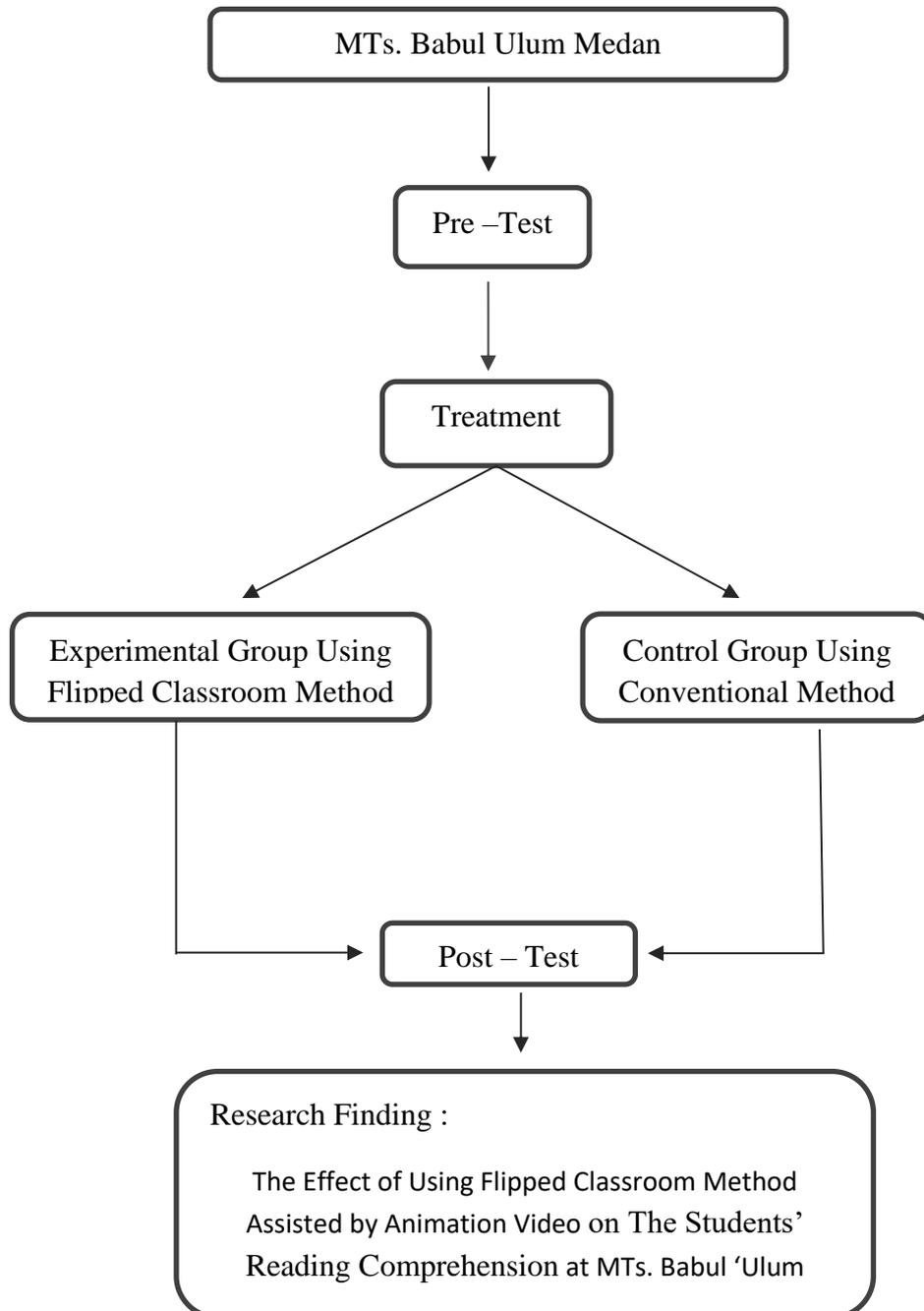
D.   Hypothesis Research

A hypothesis is a temporary prediction, a temporary thesis that must be confirmed via scientific study. Based on the explanation from theoretical framework and conceptual framework. The following is a statement of the study's hypothesis:

a. H_a : There was significant Effect of Flipped Classroom Method Assisted by Animation Video on to the students' achievement in reading comprehension.

b. H_0 : There was no significant Effect of Flipped Classroom Method Assisted by Animation Video on to the students' achievement in reading comprehension.

CHAPTER III

RESEARCH METHOD

A.   Location Of The Research

The research has been conducted by MTs. Babul 'Ulum on jl. Mesjid Pajak Rambai, Medan. It had been conducted for 8th-grade students in the academic year 2024 / 2025. This school will be chosen because the researcher discovered certain issues with teaching reading and students' achievement in reading comprehension, particularly narrative text since the flipped classroom method had not yet been used at this school. The research will be conducted in the first semester of the 8th grade.

B.   Population and Sample

1.   Population

A population is all members of a well defined class of people, events, or objects. Arikunto (2019) states that all members of a clearly defined class of individuals, occasions, or objects are referred to as a population. The population of this research is comprised of 8th-grade students in the 2024 / 2025 academic year of junior high school MTs. Babul 'Ulum Medan was conducted in four classes: VIII – A, which consisted of 38 students; VIII – B, which consisted of 36 students; VIII – C, which consisted of 36 students; and VIII – D, which consisted of 36 students. So, the total of the population is 146 students.

Tabel 1
The Population

No	Class	Population
1.	VIII – A	38
2.	VIII – B	36
3.	VIII – C	36
4.	VIII – D	36
TOTAL		146

2. Sample

(Sugiyono, 2019) States that the sample accurately reflects the size and character of the population. Simple random sampling was used in this study, meaning that the population was sampled randomly without considering the population's strata. VIII A was the control group, and VIII B was the experimental group in this investigation. With 36 students in the Control Class and 38 in the Experimental Class, 72 students were sampled.

Tabel 2
The Sample of Research

No	Classes	Students
1.	Experimental Class	36
2.	Control Class	38
	Total	72

C. Research Design

This research has been applied by True-Experimental research, utilizing a Pre-test-Post-test control group design. (Sugiyono, 2019) States the internal validity was excellent because accurate experimental research gave the researcher complete control over all external factors that could impact the experiment's

outcome. Two groups were randomly selected for the Pre-test Post-Test control group design, and a pretest was given to determine whether there was any initial difference between the Experimental Group and the Control Group. While teaching in the experimental class, the researcher used the flipped classroom method assisted by animation video in contrast to the reading method in the control class. The researcher utilized a Pre-test and Post-Test design in both the Experimental and Control classes. The Pre-test and Post-Test results for the experimental and control classes were compared to determine the increased use of the flipped classroom method. This research's methodology was illustrated: specific issues with teaching reading, particularly narrative text, were discovered since the flipped classroom method had yet to be used at this school.

Tabel 3
The Research Design

Group	Pre-test	Treatment	Post-test
Experimental (X) VIII – 1	✓	Flipped Classroom	✓
Control VIII (Y) – 2	✓	Conventional method	✓

Based on Table 3.3, the researcher will divide the class into experimental and control groups. The control group will be taught using a traditional approach, and the experimental group will use the Flipped Classroom Method. The same test will be given to the experimental and control classes based on the lesson to identify their differences.

D.   Variables

1.   Variables

Sugiyono (2016: 39) Explains the meaning of variables: "A research variable is an attribute or trait or value of people, or objects or activities that have certain variations set by researchers to study and then draw conclusions". In this study, the authors measured the existence of a variable using a research instrument. After that, the author will continue the analysis to find the relationship of a variable with other variables. According to Sugiono (2016: 39), based on the relationship between a variable and another variable.

The variables in this study are as follows:

a. **Independent Variable** Independent variables are variables that affect or cause changes or the emergence of dependent variables. So in this study, the independent variable is the Management Information System (X).

b. **Dependent Variable** The dependent variable is the variable that is affected or that is the result of the independent variable. So in this study which is the dependent variable (Dependent Variable) Service quality (Y).

2. The instrument of data collection

The research instrument used was a written test to determine students' understanding of the information directly stated in the animated video that had been displayed. The Pre-test, Treatment, and Post-Test components were given to each group. The content of the written test was that students were asked to answer questions about narrative text consisting of 10 multiple choice questions and 5 essay questions. Then, the maximum score of this test was 100.

The purpose of this test was to measure students' ability in reading comprehension using the flipped classroom method with animated videos. Meanwhile, the source of this test is taken from LKS BUPIN 4.0 (Interactive Learning Book) English for Class VIII SMP / MTs Semester 1. After completion, the answer sheet is collected for scoring. For the correct answer is given a score of 5 and the wrong answer was given a score of 0, so the wrong answer was not given a score. For the wrong answer is not given a score. So, the maximum points of this test are 100.

3. Technique of Analyzing Data

The researcher used the data analysis method described by Prof. Drs. Anas Sudijono in Buku Pengantar Statistik Pendidikan to analyze the data (Anas Sudijono, 2017). The data was analyzed using SPSS statistic 26. The SPSS program was used to generate several types of statistics such as mean, median, sum and others from the quantitative data collected via the pretest and posttest. The data analysis technique is the most decisive step of a study because it concludes the research results, systematically searches and organises the data obtained to improve the researcher's understanding, and presents it as findings for others. And present it as findings for others.

The analysis of the data was performed in this study through two stages. The data analysis technique is the most decisive step of a survey because data analysis concludes the research results and systematically searches and organises the data obtained to improve the researcher's understanding and present it as

findings for others. And present it as findings for others the analysis of the data performed in this study through two stages.

4. Normality test

A normality test is a test conducted to determine whether the data is normally distributed or not. The purpose of the normality test is to determine whether the research instrument is usually distributed or not. In this study, researchers used statistical calculations with the help of SPSS to test normality. The normality test was carried out in this study with SPSS version 26 software. The normality test has a significant rate; namely, if the significant level value is greater than 0.05, the data is usually distributed, while if the level of substantial value is less than 0.05, the data is not normally distributed. The hypothesis testing is:

H_0 : The data are normally distributed.

H_a : The data are not normally distributed.

While the criteria for acceptance or rejection of hypotheses for normality test are as below:

H_o is accepted if Sig. $> \alpha = 0.05$

H_a is accepted if Sig. $< \alpha = 0.05$.

5. Homogeneity Test

The variance homogeneity test was conducted with the SPSS 26 program. The test was conducted on the homogeneity of the variance of the Y variable score after X. This test is very important because the variance reflects the actual state of the population. Therefore, the assumption of homogeneity of variance

needs to be considered when conducting research. The interaction between the two independent variables and the dependent variable is proven by using observation analysis. Further testing was done to verify the accuracy of the effect of teaching techniques on reading comprehension; the hypothesis for the homogeneity test was formulated as follows :

H_o = the variances of the data are homogenous

H_a = the variances of the data are not homogenous.

While the criteria for acceptance or rejection of homogeneity test are as follow:

H_o is accepted if Sig. $> \alpha = 0.05$

H_a is accepted if Sig. $< \alpha = 0.05$

6. Hypothesis Testing

The hypothesis will be tested using SPSS to test the hypothesis. In SPSS 26 calculations will be used to prove whether the hypothesis proposed in this study is accepted or not. The following are the hypothesis of this study :

Hypothesis 1:

H0: $\mu A1 = \mu A2$

Ha: $\mu A1 > \mu A2$

Where

$\mu A1$ = The mean students achievement in reading comprehension taught with flipped classroom method assisted by animation video.

$\mu A2$ = The mean students achievement in reading comprehension taught using conventional technique.

CHAPTER IV

FINDING AND DISCUSSION

A. Description of Research Results

This section of the chapter discusses the results of the research carried out at MTs. Babul Ulum Medan. The implementation of this research was on September 10, 2024. So specifically this, research was to find out the increase of the effectiveness of reading comprehension in narrative text. To investigate whether or not the the Flipped Classroom method assisted by animation video is effective in teaching reading comprehension on narrative text. Then, the data that can be obtained are the pre-test and post-test results related to the effectiveness of reading comprehension in narrative text using the flipped classroom method. Descriptive data was collected on each research group (eg experiment group and CG control group).

1. Trend of Research Variables

In determining the range for the value of the level of tendency of the research variable data can be seen from the results of the classification data they are as follows:

4.1. Results of Reading Interest Data in the Control Group

The research data was obtained in the control group based on instruments given to 38 Control Group students before the treatment (pre-test) and after treatment (post-test). The following is presented for the pre-test and post-test Control Group Reading Interest scores.

Tabel 4
Pre-test and Post-test Scores of Each Students' Reading Interest in the
Control Group

Kode Siswa	Pretest	Posttest
1	60	66
2	60	93
3	80	93
4	73	86
5	66	93
6	66	80
7	66	73
8	40	93
9	66	93
10	60	93
11	46	80
12	53	86
13	53	86
14	60	73
15	66	80
16	66	73
17	73	80
18	53	66
19	53	80
20	60	80
21	60	66
22	73	73
23	60	80
24	60	73
25	73	66
26	53	73
27	46	66
28	60	60
29	53	66
30	60	73
31	53	73
32	66	80
33	40	80
34	73	73
35	66	86
36	60	66
37	66	50
38	88	40
Rata-rata	61,31579	76,07894737

Based on the table above, it can be seen that the attitude of faith of students in the Cg Control Group has changed. Namely, there are some increases after being given the material. Before treatment, the pre-test score was 61.31579, and after treatment, the post-test score increased to 76,07894737. So, when given the treatment, there are some positive and significant increases between the pre-test and post-test.

4.2. Reading Interest data results on experiment group

In accordance with the purpose of the pre-test and post-test, the researcher can find out about the increase of the effectiveness of reading comprehension in narrative text before and after the treatment. The results of the pre-test and post-test that have been obtained on experiment group can be seen in the following table.

Tabel 5
Pre-test and Post-test Scores of Each Students' Reading Interest
Experiment Group

No	Pre-test	Post-test
1	60	70
2	73	93
3	73	93
4	53	86
5	73	93
6	66	80
7	53	80
8	66	93
9	73	93
10	73	93
11	56	80
12	53	90
13	66	86
14	66	73
15	53	80
16	53	76

17	60	80
18	60	70
19	53	80
20	53	80
21	46	70
22	53	73
23	53	80
24	46	73
25	46	73
26	66	73
27	46	72
28	46	70
29	46	70
30	60	73
31	46	80
32	60	80
33	46	83
34	60	73
35	60	86
36	60	86
Rata-rata	57,66667	80,111111

Based on the table above, it can be seen that the attitude toward empathizing with students in the, e.g. experiments has changed. Namely, it increased after treatment. Before treatment, the pre-test score of 57.66667 was in the moderate category, and after treatment, the post-test score increased to 80,111111. It can be defined that when given treatment, there is some positive and significant increase between the pre-test and post-test.

Frequency difference of experiment group condition from pre-test and post-test results on Reading Interest.

4.3. Data requirements testing

The data requirement tests applied in this study are:

1. Data Descriptive Statistics

Tabel 6
Descriptive Statistics

Variabel	Mean	Std. Deviation	Minimum	Maximum
Pre-test Cg Control Grup	57.67	9.3.7	46	73
Post-test Cg Control Grup	77.81	10.103	46	93
Pre-test eg expriment	61.32	8.540	40	73
Post-test eg experiment	72.32	6.821	66	93
Valid N	74			

The Descriptive Statistics table shows the descriptive results of the research data. The results show that in the control group, the average pre-test score was 57.67 with a standard deviation of 9.37, while the average post-test score was 77.81 with a standard deviation of 10.103. In the experimental group, the average pre-test score was of 61.32 with a standard deviation of 8.540, while the average post-test score was 72.32 with a standard deviation 6.821. Interpretation: - Mean Score: The average post-test score in both groups (control and experimental) was higher than the average pre-test score, indicating improved learning outcomes.

Standard Deviation: Standard deviation shows the spread of data. A lower standard deviation indicates data that is more centred around the mean.

4.4.Normality Test

This test is carried out to test the assumption of data normality. This test does not cause differences in perception between one observer and another, which often occurs in normality tests using graphs, so this test is more straightforward. In this test, it is said to be expected if the sig value is> 0.5, and it is said to be abnormal if the sig value is <0.5.

Tabel 7
Experimental group normality results
Tests of Normality

Class		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student learning outcomes	Pre-Test Control Class (Conventional)	.175	36	.007	.948	36	.093
	Post-Test Control Class (Conventional)	.192	36	.002	.883	36	.001
	Pre-Test Experimental Class (Flipped Classroom)	.170	36	.010	.900	36	.003
	Post-Test Experimental Class (Flipped Classroom)	.165	36	.015	.919	36	.012

a. Lilliefors Significance Correction

Based on the results of the data obtained, it is known that the sig. in the Kolmogorov-Smirnova Pre-Test Control Class (Conventional) column has a value> 0.05, namely the pre-test of .007 and the posttest of .002, in the Pre-Test Experimental Class (Flipped Classroom) column has a value> 0.05, namely the pre-test of .010 and the posttest of .015 sig. in the Shapiro-wilk column has a value> 0.05, namely the pre-test of .093 and the posttest of .001 so that it has been concluded that the data is normally distributed. The paired sample t-test is carried

out next.

Tabel 8
Paired Samples Test

Paired Samples Test									
	Paired Differences								
			Std. Error Mean	95% Confidence Interval of the Difference					Sig. (2-tailed)
	Mean	Std. Deviation		Lower	Upper	t	df		
Pair 1 Control Class	-20.13889	12.23549	2.03925	-22.64794	-14.56259	-9.325	37		.000
Pair 2 Experimental Class	-18.60526	8.92841	1.48807	-22.71208	-17.56570	-15.888	35		.000

The paired-sample t-test results show a significant difference between the control group and the experimental group in the pre-test and post-test, with a p-value <0.05. This means there is a substantial difference in learning outcomes between the two groups after the treatment. The p-value: A p-value of less than 0.05 indicates that the probability of obtaining the same result as observed, assuming no difference between the groups, is very low. T-statistic: The T-statistic is a test statistic that indicates the magnitude of the difference between the two groups. A higher T-statistic indicates a more significant difference. Degrees of Freedom (df): The degrees of freedom indicate the amount of free data that will vary. This result shows that the treatment given to the experimental group significantly affected learning outcomes.

4.5.Homogeneity Test

The homogeneity test is used to determine whether some population variants are identical. This test is carried out as a requirement in the independent sample t-test and Anova analysis. The underlying assumption in the analysis of

variance (Anova) is that the population variants are the same. The equality test of two variances tests whether the data distribution is homogeneous by comparing the two variances. If two or more data groups have the same variance, then the homogeneity test does not need to be repeated because the data is homogeneous. The homogeneity test can be done if the data groups are in a normal distribution. The homogeneity test is carried out to show that the differences in parametric statistical tests occur due to differences between groups, not as a result of differences within groups.

Tabel 9
Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Student Learning Outcomes	Based on Mean	.905	1	43	.347
	Based on Median	.479	1	43	.492
	Based on Median and with adjusted df	.479	1	38.081	..493
	Based on trimmed mean	.931	1	43	..340

The results of Levene's test showed that the assumption of homogeneity of variance was met because the significance value (Sig.) was greater than 0.05. This indicates no significant difference in variance between the two groups being compared. Thus, the data meets the assumption of homogeneity of variance, so the paired t-test can be continued.

4.6.Hypothesis Testing

To be able to test the hypothesis is done through a non-parametric test using the Wilcoxon signed ranks test formula with the help of SPSS version 26.00. The

Wilcoxon Signed Ranks Test is used to analyze the results of paired observations of two data sets to determine whether the data differs. As for independent data, the Kolmogorov Smirnov 2 Independent Samples formula can be used. The hypotheses to be tested in this study are:

1. There is a positive and significant difference in the empathetic attitude of experimental group students before and after being given classical service treatment with the flipped classroom method.

2. There is a positive and significant difference in the empathic attitude of control group students before and after being given classical service treatment with the flipped classroom method.

3. There is a positive and significant difference in the empathic attitude of experimental group students who are given classical service treatment with the flipped classroom method, with the control group given classical services.

   The decision criteria for hypothesis testing are as follows:

   a. Accept H0 and reject H1 if the probability (sig 2-tailed) > alpha ($\alpha = 0.05$)

   b. Reject H0 and accept H1 if the probability (sig 2-tailed) < alpha ($\alpha = 0.05$)

Tabel 10
Hypothesis Testing

		Levene Statistic	df1	df2	Sig.
Student Learning Outcomes	Based on Mean	.905	1	43	.347
	Based on Median	.479	1	43	.492
	Based on Median and with adjusted df	.479	1	38.081	..493
	Based on trimmed mean	.931	1	43	..340

The results of the Levene test showed that the assumption of homogeneity of variance was met, as the significance value (Sig.) was greater than 0.05 in all tests. This indicates no significant difference in variance between the tested groups.

4.7. First Hypothesis Testing

The first hypothesis proposed in this study is "There is a positive and significant difference in the attitude of faith of students in the experimental group before and after being given classical service treatment with the flipped classroom method."

This hypothesis was tested using the Wilcoxon Signed Ranks Test statistical analysis technique through the SPSS version 22.0 program. Based on this, the calculation results were obtained as shown in the table below:

Tabel 11
Wilcoxon Signed Ranks Test Analysis of Students' Reading Interest Pre-test and Post-test for example Experimental Group

Test Statistics[a]

Z	-4.374^{b}
Asymp. Sig. (2-tailed)	.002

a. Wilcoxon Signed Ranks Test
b. Based on positive ranks.

Based on the table above, the probability number Asymp can be seen. Sig. (2-tailed) student self-disclosure in the experimental group is 0.002, or the probability is below alpha 0.05 (0.002 <0.05). From these results, Ho is rejected, and H1 is accepted. Thus, the first hypothesis tested in this study can be accepted:

"There is a positive and significant difference in the empathetic attitude of students in the experimental group before and after being given classical service treatment using the flipped classroom method".

Furthermore, to see the direction of the difference, whether the pre-test or post-test is higher, it can be seen in the following table:

Tabel 12
Direction of Pre-test and Post-test Difference in Students' Reading Interest Experiment Group

Ranks

	N	Mean Rank	Sum of Ranks
Post-test – Pre-test Negative Ranks	0[a]	.00	.00
Positive Ranks	36[b]	13.00	325.00
Ties	0[c]		
Total	36		

a. Post-test eksperimen < Pre-test eksperimen
b. Post-test eksperiment > Pre-test eksperiment
c. Post-test eksperiment = Pre-test eksperiment

Based on the table above, the positive value of Ranks 36b means that of the 36 experimental group respondents involved in the calculation, all experienced a significant increase from pretest to post-test. Therefore, it can be interpreted that the experimental group experienced a change or increase in students' empathic attitudes after receiving classical service treatment with the flipped classroom method approach. This can be seen from the pre-test results, which are greater than the post-test results.

4.8. Second Hypothesis Testing

The second hypothesis tested in this research is "There is a positive and significant difference in the empathic attitude of control group students before and after being given classical service treatment". The second hypothesis of this

research will also be tested using statistical analysis with the Wicoxon's Signed Ranks Test technique with the help of the SPSS version 22.0 program. This analysis was chosen because this technique uses paired data with two related samples. The calculation results are summarized in the following table:

Tabel 13
Results of Wilcoxon Signed Ranks Analysis of Students' Reading Interest on Pre-test and Post-test Control Group

Test Statistics[a]	
Z	-4.374[b]
Asymp. Sig. (2-tailed)	.002

a. Wilcoxon Signed Ranks Test
b. Based on positive ranks.

Based on the table above, the probability number Asymp can be seen. Sig. (2tailed) on control group students is 0.005 (0.005 <0.05). From these results, Ho is rejected, and H1 is accepted. Thus, the second hypothesis tested in this study can be accepted: "There is a positive and significant difference in the empathetic attitude of students in the control group before and after being given classical service treatment".

Furthermore, to see the direction of comparison between pretest and post-test can be seen in the following table:

Tabel 14
Direction of Differences in Pre-test of Students' Reading Interest in Control Group Ranks

Ranks

		N	Mean Rank	Sum of Ranks
Post-test – Pre-test	Negative Ranks	0[a]	.00	.00
	Positive Ranks	38[b]	13.00	325.00
	Ties	0[c]		

Total	38

a. Post-test Control Grup < Pre-test Control Grup
b. Post-test Control Grup > Pre-test Control Grup
c. Post-test Control Grup = Pre-test Control Grup

Based on the table above, the positive value of rank 28b means that out of 38 respondents in the control group involved in the calculation, a significant change or reduction in pre-test to post-test results occurred. Therefore, based on the results of the above calculations, it can be interpreted that the control group experienced a change or reduction in students' empathic attitudes after receiving classical service treatment.

Based on the table above, the positive value of rank 28b means that out of 38 respondents in the control group involved in the calculation experienced a significant change or reduction from pre-test to post-test results. Therefore, based on the results of the above calculations, it can be interpreted that the control group experienced a change or reduction in students' empathic attitudes after receiving classical service treatment.

B. Discussion of Research Results

Based on the results of the research that has been conducted, it can be concluded that:

1. The Effect of Flipped Classroom Method on Student Learning Outcomes The results of the paired-samples t-test showed that there was a significant difference between the control group and the experimental group in the pre-test and post-test ($p < 0.05$). This shows that the *flipped classroom* learning

method applied to the experimental group has a positive impact on student learning outcomes compared to the control group using conventional methods.

2. The effect of increasing the effectiveness of reading comprehension in narrative text by using the flipped classroom method The results of the Wilcoxon Signed Ranks Test showed that there was a positive and significant difference in reading comprehension in narrative text in the experimental group before and after being given classical service treatment with jigsaw technique ($p < 0.05$). This shows that the jigsaw technique applied to the experimental group has a positive impact on students' empathetic attitude.

3. Comparison of Learning Outcomes and Empathic Attitudes Between Control Group and Experiment Groups. The results showed that both control and experimental groups experienced an increase in learning outcomes after being given treatment. However, the increase in learning outcomes in the experimental group was higher than the control group.

4. Overall Analysis, The results of this study show that the flipped classroom method combined with the jigsaw technique is effective in improving learning outcomes and students' empathetic attitudes. This shows that the use of innovative learning methods and interactive learning techniques can improve the quality of learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The flipped classroom method is proven to have a significant positive effect on improving student learning outcomes. The paired t-test results found an important difference between the experimental group using the flipped classroom and the control group using the conventional method. The improvement of narrative text reading comprehension ability also showed significant results. The experimental group that was given the flipped classroom method experienced a higher increase than the control group. The flipped classroom method combined with the jigsaw technique positively impacts students' empathetic attitude, where students are more actively involved in the learning process.

B. Suggestion

The use of the flipped classroom method combined with t1. The flipped classroom method can be used as one of the learning strategies to improve students' comprehension, especially in reading narrative texts. It is recommended for teachers to consider using this method in relevant subjects. The jigsaw technique positively impacts students' empathy attitude, where students are more actively involved in the learning process. Further research can be conducted by expanding the scope of learning materials and student population so that the results can be more generally applied. The use of technology, such as animated videos in flipped classrooms, is proven to be effective. Therefore, the

development of technology-based learning media should continue to support interactive learning. This research shows the importance of innovation in learning to improve student's skills and the overall quality of learning.

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APPENDICES

Appendix 1

LESSON PLAN

Control Group

Satuan Pendidikan   : MTs. Babul Ulum Medan

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : VIII / 1 (Control Group)

Materi   : Narrative Text (Legend)

Alokasi Waktu   : 2 x 40 Menit

Skill   : Reading Comprehension

A. Kompetensi Inti (KI)

KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

KI-3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI-4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis,

membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks narratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda pendek dan sederhana sesuai dengan konteks penggunaanya.	**3.7.1 Mengidentifikasi (C-1)** struktur teks, dan unsur kebahasaan yang tekandung dalam teks narrative (legenda) lisan dan tulis pendek dan sederhana. **3.7.2 Menganalisis (C-4)** teks naratif lisan pendek dan sederhana berbentuk legenda terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan.
4.7 Menangkap makna secara kontekstual terkait fungsi sosial,struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait legenda.	**4.7.1 Membuat (P5)** teks narratif terkait legend pendek dan sederhana dengan memperhatikan struktur teks secara benar. **4.7.2 Mengkomunikasikan (P6)** teks narrative berbentuk legenda dengan pengucapan dan intonasi yang tepat.

C. Tujuan Pembelajaran

a. Peserta didik dapat mengidentifikasi **(C-1)** informasi terkait fungsi sosial dan struktur teks, dan unsur kebahasaan yang tekandung dalam teks narrative (Legenda) lisan dan tulis pendek dan sederhana setelah menyimak penjelasan guru dan melihat tayangan video.

b. Peserta didik dapat menganalisis **(C-4)** teks naratif lisan pendek dan sederhana berbentuk legenda terkait denganfungsi sosial, struktur teks, dan unsur kebahasaan Setelah melihat tayangan video.

c. Peserta didik dapat menampilkan (to perform) **(C-6)** teks narrative berbentuk legenda dengan pengucapan dan intonasi yang tepat setelah berdiskusi dengan kelompok.

D. Materi

- **Definition of Narrative Text.**

  Narrative text is a story set in the past tense. Narrative text tells an imaginative story or a modified true story, and is organized through a sequence of events that happened in the past.

- **The Purpose of Narrative Text.**

  The basic purpose of the narrative text is to entertain and attract readers with astory or event that has the problem that lead to conflict and at the end of the storyis no resolution or a happy ending, or even depressing. Actual narrative text is notconfined to the mystical story, fiction, legend, fairy tale or fable, but another storyin the form of adventure, mystery, and all forms of story. In essence, narrative textis about story. But the lesson at school, genre narrative text is usually only used toindicate a fiction such as fairy tales or legend.

- **Generic Structures of Narrative Text**

  1. Orientation (set the scene : where and when the story happens and introduces the participants of the story, who and what is involved in the story.

  2. Complication (tells the beginning of the problems which leads to the crisis(climax) of the main participants.

3. Resolution (the problem/the crisis is resolved, either in a happy ending or in asad / tragic ending.

4. Re-Orientation/Coda (this is also remark to the story and it is optional. It consists of moral lesson. Advice or teaching from the writer.

- **The Language Features of Narrative Text**

1. Using simple past tense.

2. Using of Adverb of time.

 3. Using Time Conjunction.

4. Using Specific Character/not in general.

5. Using Action Verb.

6. Using Direct Speech.

E. Pendekatan, dan Metode Pembelajaran

1. Pendekatan   : Scientific-TPACK

2. Metode   : Teacher, Q&A, Discussion, and Presentation

F. Media, Alat dan Bahan Pembelajaran

1. Media

- Lembar kerja siswa

- Power Point

- Audio pendek teks narratif (Legend)

2. Alat dan Bahan

- Laptop & infocus

- Speaker

- Spidol and papan tulis**.**

G. Sumber Belajar

- LKS Bahasa Inggris Siswa SMP/MTS Kelas VIII, Semester 1-KTS

- https://teachingenglish4all.wordpress.com/2010/07/02/narrative-text-inteaching-english/

H. Learning Activities

Kegiatan	Kegiatan Pembelajaran	Alokasi waktu
Pendahuluan	**Orientasi** 1. Guru dan siswa saling memberi dan menjawab salam serta menyampaikan kabarrnya masing-masing. 2. Kelas dilanjutkan dengan berdoa dipimpin oleh siswa 3. Siswa di cek kehadirannya dengan melakukan presensi oleh guru	10 Menit

	Apersepsi	
	1. Guru bertanya tentang materi pelajaran sebelumnya.	
	a. Siapa yang masih ingat dengan pembahasan kita di pertemuan minggu lalu ? (Procedure Text)	
	b. Siapa yang dapat menjelaskan generic stuktur yang ada di dalam procedure text ?	
	2. Guru melakukan brainstorming :	
	a. Siapa yang sudah tau cerita ini ?	
	b. Darimana asal cerita ini ?	
	Motivasi	
	1. Guru memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.	
	2. Guru mengaikan materi dengan pengalaman peserta didik.	
	3. Guru menyampaikan tujuan dan strategi pembelajaran.	

Kegiatan Inti	**Mengamatai TPACK**	60
	1. Peserta didik mendengar sebuah cerita pendek dari speaker yang telah disediakan.	Menit
	2. Peserta didik mengamati papan tulis untuk memperjelas materi tentang narrative teks.	
	Menanya – Chritical Thinking	
	• Peserta didik menjawab pertanyaan guru terkait tujuan, generic struktur dan unsur kebahasaan dari narrative teks.	
	• *What is the kind of story?*	
	• *What is the purpose of the story ?*	
	• *Which sentence shows orientation, complication, and resulation?*	
	Mengumpulkan Data atau Informasi	
	1. Siswa membaca kembali tentang struktur teks terkait cerita narratif teks yang ada pada papan tulis.	
	2. Siswa menemukan informasi rinci struktur teks terkait cerita pendek narratif teks yang ada pada papan tulis.	
	Mengasosiasi/Menganalis Data atau Informasi	
	1. peserta didik membentuk kelompok. Masing masing kelompok terdiri dari 4 orang untuk menyelesaikan sebuah tugas.	

	2. Guru memberikan LKPD untuk dikerjakan siswa secara berkelompok.	
	3. Peserta didik memahami penjelasan dan bimbingan guru untuk mengerjakan tugas yang ada di lembar kerja peserta didik. **Mengkomunikasikan** 1. Peserta didik secara berkelompok mengerjakan proyek yang telah ditentukan. 2. Selama pengerjaan proyek guru memonitor aktivitas peserta didik dan menanyakan kendala yang dihadapi.	
Penutup	1. Guru dan Peserta didik menyimpulkan / mereview kembali hasil pembelajaran. 2. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 3. Seorang peserta didik memimpin doa untuk menutup kegiatan pembelajaran.	10 Menit

I. Penilain Pembelajaran
  1. Teknik Penilaian
       ✓ Penilaian kompetensi sikap
       ✓ Penilaian penegetahuan (Tes Tertulis)
       ✓ Penilaian keterampilan (Tes Praktik)

  2. Instrument Penilaian
       ✓ Instrument penilaian sikap
       ✓ Instrument penilaian pengetahuan dan keterampilan

Criteria	Score
Excellent	$80 - 95$
Very Good	$61 - 79$
Good	$40 - 60$
Poor	$20 - 39$

Student's Score = Total Score x 100
$$\overline{\text{Jumlah Soal}}$$

Mengetahui,   Medan, 02 September 2024

Guru Bidang Studi   Peneliti

Wahyudi Hardiansyah, S.Pd   Widya Aulia

Kepala Sekolah

Drs. Waluyo

Appendix 2

LESSON PLAN

Experimental Group

Satuan Pendidikan : MTs. Babul Ulum Medan

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / 1 (Experimental Group)

Materi : Narrative Text (Legend)

Alokasi Waktu : 2 x 40 Menit

Skill : Reading Comprehension

A. Kompetensi Inti (KI)

KI-1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

KI-3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI-4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis,

membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks narratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda pendek dan sederhana sesuai dengan konteks penggunaanya.	**3.7.1 Mengidentifikasi (C-1)** struktur teks, dan unsur kebahasaan yang tekandung dalam teks narrative (fairy tales) lisan dan tulis pendek dan sederhana. **3.7.2 Menganalisis (C-4)** teks naratif lisan pendek dan sederhana berbentuk fairytales terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan.
4.7 Menangkap makna secara kontekstual terkait fungsi sosial,struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait legenda.	**4.7.1 Membuat (P5)** teks narratif terkait legend pendek dan sederhana dengan memperhatikan struktur teks secara benar. **4.7.2 Mengkomunikasikan (P6)** teks narrative berbentuk fairy tales dengan pengucapan dan intonasi yang tepat.

C. Tujuan Pembelajaran

a. Peserta didik dapat mengidentifikasi **(C-1)** informasi terkait fungsi sosial dan struktur teks, dan unsur kebahasaan yang tekandung dalam teks narrative (Legenda) lisan dan tulis pendek dan

sederhana setelah menyimak penjelasan guru dan melihat tayangan video.

b. Peserta didik dapat menganalisis **(C-4)** teks naratif lisan pendek dan sederhana berbentuk legenda terkait denganfungsi sosial, struktur teks, dan unsur kebahasaan Setelah melihat tayangan video.

c. Peserta didik dapat menampilkan (to perform) **(C-6)** teks narrative berbentuk legenda dengan pengucapan dan intonasi yang tepat setelah berdiskusi dengan kelompok.

D. Materi

- **<u>Definition of Narrative Text.</u>**

Narrative text is a story set in the past tense. Narrative text tells an imaginative story or a modified true story, and is organized through a sequence of events that happened in the past.

- **<u>The Purpose of Narrative Text.</u>**

The basic purpose of the narrative text is to entertain and attract readers with astory or event that has the problem that lead to conflict and at the end of the storyis no resolution or a happy ending, or even depressing. Actual narrative text is notconfined to the mystical story, fiction, legend, fairy tale or fable, but another storyin the form of adventure, mystery, and all forms of story. In essence, narrative textis about story. But the lesson at school, genre narrative text is usually only used toindicate a fiction such as fairy tales or legend.

- **Generic Structures of Narrative Text**

1. Orientation (set the scene : where and when the story happens and introduces the participants of the story, who and what is involved in the story.

2. Complication (tells the beginning of the problems which leads to the crisis(climax) of the main participants

3. Resolution (the problem/the crisis is resolved, either in a happy ending or in asad/tragic ending

4. Re-Orientation/Coda (this is also remark to the story and it is optional. It consists of moral lesson. Advice or teaching from the writer.

- **The Language Features of Narrative Text**

1. Using simple past tense.

2. Using of Adverb of time.

3. Using Time Conjunction.

4. Using Specific Character/not in general.

5. Using Action Verb.

E. Pendekatan, dan Metode Pembelajaran

1. Pendekatan   : Scientific-TPACK

2. Metode   : Flipped Classroom

F. Media, Alat dan Bahan Pembelajaran

1. Media

- Lembar kerja siswa

- Power Point

- Animation Video on Youtube

2. Alat dan Bahan

- Laptop & infocus

- Speaker

- Spidol and papan tulis

G. Sumber Belajar

- LKS Bahasa Inggris Siswa SMP/MTS Kelas VIII, Semester 1-KTS

- https://youtu.be/GRQm4x6GtAo

https://www.youtube.com/watch?v=yFqLRDYVDLE&t=50s&pp=ygUfY2VyaXRhIHRpbXVuIG1hcyBiYWhhc2EgaW5nZ3Jpcw%3D%3D

H. Learning Activities

Kegiatan	Kegiatan Pembelajaran	Alokasi waktu
Pendahuluan	**Orientasi** 1. Guru dan siswa saling memberi dan menjawab salam serta menyampaikan kabarrnya masing-masing. 2. Kelas dilanjutkan dengan berdoa dipimpin oleh siswa 3. Siswa di cek kehadirannya dengan melakukan presensi oleh guru **Apersepsi** 1. Guru bertanya tentang materi pelajaran	10 Menit

	sebelumnya.	
	c. *Siapa yang masih ingat dengan pembahasan kita di pertemuan minggu lalu ? (Procedure Text)*	
	d. *Siapa yang dapat menjelaskan generic stuktur yang ada di dalam procedure text ?*	
	2. Guru melakukan brainstorming :	
	c. *Siapa yang sudah tau cerita ini ?*	
	d. *Darimana asal cerita ini ?*	
	Motivasi	
	1. Guru memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.	
	2. Guru mengaikan materi dengan pengalaman peserta didik.	
	3. Guru menyampaikan tujuan dan strategi pembelajaran.	
Kegiatan Inti	**Mengamatai TPACK**	60 Menit
	1. Peserta didik mendengar sebuah cerita pendek dari animasi video yang telah ditayangkan.	
	2. Peserta didik mengamati slide PPT untuk memperjelas materi tentang narrative teks.	
	Menanya – Chritical Thinking	
	• Peserta didik menjawab pertanyaan guru terkait	

tujuan, generic struktur dan unsur kebahasaan dari narrative teks.

- *What is the kind of story?*

- *What is the purpose of the story ?*

- *Which sentence shows orientation, complication, and resulation?*

Mengumpulkan Data atau Informasi

1. Siswa membaca kembali tentang struktur teks terkait cerita narratif teks yang ada pada slide PPT.

2. Siswa menemukan informasi rinci struktur teks terkait cerita pendek narratif teks yang ada pada slide PPT.

Mengasosiasi/Menganalis Data atau Informasi

1. Peserta didik membentuk kelompok. Masing masing kelompok terdiri dari 4 orang untuk menyelesaikan sebuah project

2. Guru memberikan LKPD untuk dikerjakan siswa secara berkelompok.

3. Peserta didik memahami penjelasan dan bimbingan guru untuk mengerjakan tugas yang ada di lembar kerja peserta didik.

	Mengkomunikasikan 1. Peserta didik secara berkelompok mengerjakan proyek yang telah ditentukan. 2. Selama pengerjaan proyek guru memonitor aktivitas peserta didik dan menanyakan kendala yang dihadapi.	
Penutup	1. Guru dan Peserta didik menyimpulkan / mereview kembali hasil pembelajaran. 2. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 3. Seorang peserta didik memimpin doa untuk menutup kegiatan pembelajaran.	10 Menit

I. Penilain Pembelajaran

   1. Teknik Penilaian
- ✓ Penilaian kompetensi sikap
- ✓ Penilaian penegetahuan (Tes Tertulis)
- ✓ Penilaian keterampilan (Tes Praktik)

   2. Instrument Penilaian
- ✓ Instrument penilaian sikap
- ✓ Instrument penilaian pengetahuan dan keterampilan

Criteria	Score
Excellent	80 – 95
Very Good	61 – 79
Good	40 – 60
Poor	20 – 39

Student's Score = Total Score x 100

Jumlah Soal

Mengetahui,

Guru Bidang Studi

Medan, 02 September 2024

Peneliti

Wahyudi Hardiansyah, S.Pd

Widya Aulia

Kepala Sekolah

Drs. Waluyo
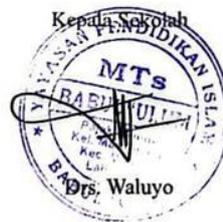
Appendix 3

Pre-Test and Post-Test

SANGKURIANG

Read the following text to answer question number 1-10

In ancient times, there was a woman named Dayang Sumbi who lived with her son, Sangkuriang. Oneday, Sangkuriang accidentally killed his pet dog, Tumang, Which was actually Dayang Sumbi husband cursed into a dog. Angry, Dayang Sumbi hit Sangkuriang, causing him to flee.

Years later, Sangkuriang returned as a young man and fell in love beautiful girl she is his mother, not recognizing her. Dayang Sumbi eventually recognized Sangkuriang and set impossible task to deter him from marrying her, including building a lake and a boat overnight. Sangkuriang almost succeeded, but Dayang Sumbi prayed for divine intervention, causing dawn to break early. Enraged, Sangkuriang kicked the unfinished boat, which turned into Mount Tangkuban Perahu.

1. What does the text tell about ?

a. Dayang Sumbi   c.Tumang

b. Sangkuriang   d. The legend of Tangkuban Perahu

2. Accordingg to the story, Tumang was ?

a. Actually a handsome prience   c. Married to Dayang Sumbi

b. Sangkuriang pet dog   d. Good at hunting deer

3. Who was the name of Dayang Sumbi son's ?

a. Sangkuriang   c. Tumang

b. King   d. Queen

4. What was the reason that Dayang Sumbi Couldn't marry Sangkuriang ?

a. Sangkuriang had another woman to marry

b. Dayang Sumbi had another man to marry

c. Dayang Sumbi recognized that Sangkuriang was her son

d. Sangkuriang realized that Dayang Sumbi was his mother

5. What is the type of the text above ?

a. Recount text   c. Narrative text

b. Procedure text   d. Report text

6. Who was Dayang Sumbi's husband ?

a. The king   c. Sangkuriang

b. Tumang   d. Her father

7. What did Sangkuriamg have to do to marry Dayang Sumbi ?

a. He had to make a lake and built a boat before dawn

b. He had to make a lake and built a temple after down

c. He had to make palace and built a boat after dawn

d. He had to make a lake and built a boat overnight

8. Who is the main character in the legend of Tangkuban Perahu ?

a. Dayang Sumbi   c. Sangkuriang & Dayng Sumbi

b. Queen   d. Prabu Siliwangi

9. What did Dayang Sumbi look like ?

a. She liked weaving clothers deer

c. She looked for the heart of a deer

b. She was beautiful

d. she and her son were alike

10. What moral value can we learn from the story ?

a. Do not make a promise to easily planned

c. Just do what we have

b. Never be reluctant to do good things

d. We should not hate our decendants

TOBA LAKE

Read the following text to answer question number 11-15

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life. One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess.

He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter. Few years later, this daughter would help bringing lunch to her father out in the fields.

One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise. Then she told her daughter to run up the hills because a huge disaster was about to come.

When her daughter left, she prayed. Soon there was a big earthquake followed by non stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

11. Where does the legend of Toba Lake come from ?

12. Who is the main character of the story legend of Toba Lake ?

13. What is the main idea of the first paragraph above ?

14. How many children do they have ? and why his mother started crying ?

15. What can you learn from the text above ?

Answer Key :

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

11. The legend of Toba Lake come from North Sumatera.

12. The main character of the story legend of Toba Lake Are Toba, golden fish and Samosir.

13. There was a man who was living in North Sumatra.

14. They have one children, and his mother started crying because his husband broken his promise, and shouted; "You damned daughter of a fish" to his son.

15. I can learn from the text above is must not destroy people's trust in us.

Online Test

The Legend of The Crying Stone

Once upon a time, there was a poor widow who lived with her beautiful daughter, Darmi. They lived in a small village in West Kalimantan. The old widow had to work hard all day in the field to provide for both of them. Unfortunately, Darmi never helped her with anything. As a very lazy and spoiled girl, all she cared about was herself.

One day, the mother asked Darmi to go with her to the market to help buy groceries. Darmi refused because she did not want people to see them walking together. However, the girl finally relented with one condition: they would not walk side by side. She wanted to walk in front so that the people in the village would not think they were related. Although saddened by the request, the poor widow reluctantly complied.

On the way to the market, people were admiring Darmi's beauty. A handsome man approached her and asked where the beautiful girl was going.

"I'm going to the market," Darmi answered.

"And who's that walking behind you?" asked the man.

"Oh, the woman? That's my maid," the girl replied arrogantly.

The mother overheard the conversation and was heartbroken by her attitude. More people saw them, and the same conversation was repeated again and again. Eventually, the poor woman could not take the humiliation anymore and prayed, "God, I can't bear the suffering any longer. Please punish my child." All of a sudden, the sky became dark.

Darmi suddenly screamed, "Help! What's happening to me? I can't move my legs anymore!" Everyone around watched in disbelief as Darmi slowly turned to stone. "Mother, please forgive me!" Darmi cried helplessly. The woman

replied, "Sorry, my child. It's too late now." Then the ungrateful girl turned to stone completely.

That was a punishment for her horrible attitude toward her parent. Eventually, the stone was moved by the villagers to a spot near a cliff. They called it the weeping/crying stone because they could see her tears running down her face as she was turning to stone.

To this day, the statue is still there. It serves as a reminder for people to respect their parents and treat them well.

Question :

1. What is the story about ?

    a. Laughing stone legend

    b. The legend of the crying stone

    c. The legend of lake toba

    d. The legend of crying bird

2. Where do the mother and daughter live ?

    a. On a beautiful lake

    b. Highway

    c. On a hill far from the country side

    d. In a small village in west Kalimantan

3. Why doesn't her daughter walk side by side with her mother ?

    a. Because her daughter was embrassed

    b. Because her daughter was afraid

    c. Because her daughter was angry

    d. Because her daughter slow walking

4. Why is it called a crying stone ?

    a. Because the stone statue kept on shedding tears

    b. Because it's in the side

    c. Because her mother was ashmade

    d. Because people who see it will laugh

5. Why is everyone in awe of her daughter ?

    a. Because her daughter is polite

    b. Because her daughter is independent

    c. Because her daughter is very beautiful

    d. Because her daughter is diligent

6. What is the character of the girl in the legend ?

7. What is the character of the nkither in the legend ?

8. What made her mother cry on side of the road ?

9. Why did her daughter's body turn to stone ?

10. What words that make the mother hurt ?

Answer Key :

1. B

2. D

3. A

4. A

5. C

6. She is very beautiful but lazy, she also does not want to help her mother and is very spoiled

7. His mother was a poor widow, who was very patient

8. Because of the words of her daughter who does not want to admit herself as a mother

9. Because of the swearing of her mother who was hurt by her daughter's

10. Her daughter repeatedly calls herself a maid

Appendix 4

Attendance List Meeting Control Group

Attendance List Meeting Control Group

No	Name	Pre-Test	Treatment	Post-Test
1.	Ahmad Mahirja Hasibuan			
2.	Akbar Fauzan			
3.	Annisa Rahmadani			
4.	Asyfa Fadilla			
5.	Azmi Alfatah			
6.	Azura Febriani			
7.	Cut Adzra Aqilah			
8.	Dimas Ardiansyah			
9.	Dwi Asifah Octaviani			
10.	Fahreza Yusuf Alfathani			
11.	Habiburrohman Lubis			
12.	Hafiz Alfata			
13.	Halim Alqorni			
14.	Hilmi Fadlan			
15.	Khairunnisa			
16.	M. Fikri Hasbi Hadi			
17.	Miftahul Nurjannah			
18.	Muhammad Alfan Hadi			
19.	Muhammad Alfinno			
20.	Muhammad Dafi			
21.	Muhammad Raafi Khaaliq			
22.	Mutia			

23.	Nabil Akbar	✓ esl.	✓ esl.	✓ esl.
24.	Nadia Putri Rahmadan			
25.	Nuraini			
26.	Rakha Alqautsar			
27.	Raya Nafisa	Ruh	Ruh	Ruh
28.	Rayfan Anugrah			
29.	Rifa Azaria Simanjuntak			
30.	Satrio Pramadhan	Zil	Zil	Zil
31.	Sitoi Huzaimah			
32.	Syahrini Permatasari			
33.	Syakilla Azzura Balwa			
34.	Syifa Syakirah Hutabarat			
35.	Yasmin Safira			
36.	Yoga Putra Pratama			
37.	Zahira Azzahra			
38.	Zaqia Amanda Pasaribu			

Appendix 5

Attendance List Meeting Experimental Group

Attendance List Meeting Experimental Group

No	Name	Pre-Test	Treatment	Post-Test
1.	Adi Putra Pratama			
2	Afifah Zahra Shaumi			
3	Ahdya Zahrotussyfa Nandar			
4	Alif Hafish Hanafi			
5	Alyssandra Calista			
6	Amirah Ramadhani			
7	Ario Ar-Rahman Danoe			
8	Chintya Al Hafat			
9	Cut Zulfah Chairani			
10	Dhita Hanifah Nasution			
11	Fadhil Khoir Usman			
12	Farhan Wahyudi			
13	Fayyaza Ramadhani Huang			
14	Ibrahim Al Hafiz			
15	Ikram Al-Uzma Manulang			
16	Joe Satria			
17	Khadijah			
18	Mayda Putri Dalimunthe			
19	Meysha			
20	Mhd.Rifky			
21	Mhd. Sakban Wahyudi S			
22	Muhammad Aldiansyah			
23	Muhammad Fahris			
24	Muhammad Febriadi			
25	Muhammad Kahfi Lbs			
26	Muhammad Rafa Al Hafiz			
27	Muhanmad Rafii Dzakirah			
28	Muhammad Zakwan Zain			

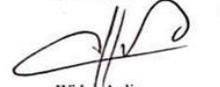| 29	Muhammad Zikri			
30	Qonita Fatimah Zalva			
31	Rafa Islami Pasha			
32	Raya Kirana Br Situmeang			
33	Resa Panjaitan			
34	Ridwan Ritonga			
35	Seren Salsabila			
36	Sifa Salsabila			

Medan, 02 September 2024

English Teacher
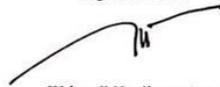
Wahyudi Hardiansyah, S.Pd

Reasearcher

Widya Aulia

Head Master of MTs. Babul Ulum

Drs. Waluyo

Appendix 6

Answer Sheet of Pre-test in Control Group

Pre-Test and Post-Test

Name : Azura Febriani
Class : 8-A
Group : CG

SANGKURIANG

Read the following text to answer question number 1-10

In ancient times, there was a woman named Dayang Sumbi who lived with her son, Sangkuriang. Oneday, Sangkuriang accidentally killed his pet dog, Tumang, Which was actually Dayang Sumbi husband cursed into a dog. Angry, Dayang Sumbi hit Sangkuriang, causing him to flee.

Years later, Sangkuriang returned as a young man and fell in love beautiful girl she is his mother, not recognizing her. Dayang Sumbi eventually recognized Sangkuriang and set impossible task to deter him from marrying her, including building a lake and a boat overnight. Sangkuriang almost succeeded, but Dayang Sumbi prayed for divine intervention, causing dawn to break early. Enraged, Sangkuriang kicked the unfinished boat, which turned into Mount Tangkuban Perahu.

1. What does the text tell about ?
   a. Dayang Sumbi   b. Tumang   **X** Sangkuriang   d. The legend of Tangkuban Perahu
2. According to the story, Tumang was ?
   a. Actually a handsome prince   c. Married to Dayang Sumbi
   b. Sangkuriang pet dog   d. Good at hunting deer
3. Who was the name of Dayang Sumbi son's ?
   X Sangkuriang   b. Tumang   c. King   d. Queen
4. What was the reason that Dayang Sumbi Couldn't marry Sangkuriang ?
   a. Sangkuriang had another woman to marry   d. Dayang Sumbi had another man to marry
   X Dayang Sumbi recognized that Sangkuriang was her son
   c. Sangkuriang realized that Dayang Sumbi was his mother
5. What is the type of the text above ?
   a. Recount text   **X** Narrative text   c.Procedure text   d. Report text
6. Who was Dayang Sumbi's husband ?
   a. The king   b. Sangkuriang   **X** Tumang   d. Her father
7. What did Sangkuriamg have to do to marry Dayang Sumbi ?
   X He had to make a lake and built a boat before dawn   c. He had to make a lake and built a temple after down
   b. He had to make palace and built a boat after dawn   d. He had to make a lake and built a boat overnight
8. Who is the main character in the legend of Tangkuban Perahu ?
   a. Prabu siliwangi   b. Sangkuriang   c. Queen   **X** Dayang sumbi & Sangkuriang
9. What did Dayang Sumbi look like ?
   a. She liked weaving clothes   c. She looked for the heart of a deer
   X She was beautiful   d. she and her son were alike
10. What moral value can we learn from the story ?
    a. Do not make a promise to easily   c. Just do what we have planned
    b. Never be reluctant to do good things   **X** We should not hate our decendants

$T = 10$
$f = 5$

66

TOBA LAKE

Read the following text to answer question number 11-15

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life. One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess.

He felt in love with her and proposed her to be his wife. She said: "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter. Few years later, this daughter would help bringing lunch to her father out in the fields.

One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise. Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

11. Where does the legend of Toba Lake come from ? From North Sumatra
12. Who is the main character of the story legend of Toba Lake ? There was a man
13. What is the main idea of the first paragraph above ? Once upon a time, there was a man living in North sumatra
14. How many children do they have ? and why her mother started crying ? one child, because he said "You damned daughter a fish"
15. What can you learn from the text above ? Don't made a promise

Pre-Test and Post-Test

Name : Rifa azaria Simanjuntak
Class :
Group : CG 8A

SANGKURIANG

Read the following text to answer question number 1-10

In ancient times, there was a woman named Dayang Sumbi who lived with her son, Sangkuriang. Oneday, Sangkuriang accidentally killed his pet dog, Tumang, Which was actually Dayang Sumbi husband cursed into a dog. Angry, Dayang Sumbi hit Sangkuriang, causing him to flee.

Years later, Sangkuriang returned as a young man and fell in love beautiful girl she is his mother, not recognizing her. Dayang Sumbi eventually recognized Sangkuriang and set impossible task to deter him from marrying her, including building a lake and a boat overnight. Sangkuriang almost succeeded, but Dayang Sumbi prayed for divine intervention, causing dawn to break early. Enraged, Sangkuriang kicked the unfinished boat, which turned into Mount Tangkuban Perahu.

1. What does the text tell about ?
   a. Dayang Sumbi   b. Tumang   c. Sangkuriang   d. The legend of Tangkuban Perahu
2. According to the story, Tumang was ?
   a. Actually a handsome prince   c. Married to Dayang Sumbi
   b. Sangkuriang pet dog   d. Good at hunting deer
3. Who was the name of Dayang Sumbi son's ?
   a. Sangkuriang   b. Tumang   c. King   d. Queen
4. What was the reason that Dayang Sumbi Couldn't marry Sangkuriang ?
   a. Sangkuriang had another woman to marry   d. Dayang Sumbi had another man to marry
   b. Dayang Sumbi recognized that Sangkuriang was her son
   c. Sangkuriang realized that Dayang Sumbi was his mother
5. What is the type of the text above ?
   a. Recount text   b. Narrative text   c. Procedure text   d. Report text
6. Who was Dayang Sumbi's husband ?
   a. The king   b. Sangkuriang   c. Tumang   d. Her father
7. What did Sangkuriamg have to do to marry Dayang Sumbi ?
   a. He had to make a lake and built a boat before dawn   c. He had to make a lake and built a temple after down
   b. He had to make palace and built a boat after dawn   d. He had to make a lake and built a boat overnight
8. Who is the main character in the legend of Tangkuban Perahu ?
   a. Prabu siliwangi   b. Sangkuriang   c. Queen   d. Dayang sumbi & Sangkuriang
9. What did Dayang Sumbi look like ?
   a. She liked weaving clothes   c. She looked for the heart of a deer
   b. She was beautiful   d. she and her son were alike
10. What moral value can we learn from the story ?
    a. Do not make a promise to easily   c. Just do what we have planned
    b. Never be reluctant to do good things   d. We should not hate our decendants

T = 8
f = 7

53

TOBA LAKE

Read the following text to answer question number 11-15

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life. One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess.

He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter. Few years later, this daughter would help bringing lunch to her father out in the fields.

One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise. Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

11. Where does the legend of Toba Lake come from ? north Sumatera
12. Who is the main character of the story legend of Toba Lake ? the man / toba
13. What is the main idea of the first paragraph above ? once upon a time there was a man living in north sumatera
14. How many children do they have ? and why her mother started crying ? one
15. What can you learn from the text above ?

Name : Dimas ardiansyah
Class : 8 A
Group : CG

Pre-Test and Post-Test

SANGKURIANG

Read the following text to answer question number 1-10

In ancient times, there was a woman named Dayang Sumbi who lived with her son, Sangkuriang. Oneday, Sangkuriang accidentally killed his pet dog, Tumang, Which was actually Dayang Sumbi husband cursed into a dog. Angry, Dayang Sumbi hit Sangkuriang, causing him to flee.

Years later, Sangkuriang returned as a young man and fell in love beautiful girl she is his mother, not recognizing her. Dayang Sumbi eventually recognized Sangkuriang and set impossible task to deter him from marrying her, including building a lake and a boat overnight. Sangkuriang almost succeeded, but Dayang Sumbi prayed for divine intervention, causing dawn to break early. Enraged, Sangkuriang kicked the unfinished boat, which turned into Mount Tangkuban Perahu.

1. What does the text tell about ?
   a. Dayang Sumbi   b. Tumang   c. Sangkuriang   d The legend of Tangkuban Perahu
2. According to the story, Tumang was ?
   a. Actually a handsome prince   c. Married to Dayang Sumbi
   b. Sangkuriang pet dog   d. Good at hunting deer
3. Who was the name of Dayang Sumbi son's ?
   a. Sangkuriang   b Tumang   c. King   d. Queen
4. What was the reason that Dayang Sumbi Couldn't marry Sangkuriang ?
   a. Sangkuriang had another woman to marry   d. Dayang Sumbi had another man to marry
   b. Dayang Sumbi recognized that Sangkuriang was her son
   c. Sangkuriang realized that Dayang Sumbi was his mother
5. What is the type of the text above ?
   a. Recount text   b. Narrative text   c. Procedure text   d. Report text
6. Who was Dayang Sumbi's husband ?
   a. The king   b. Sangkuriang   c. Tumang   d. Her father
7. What did Sangkuriamg have to do to marry Dayang Sumbi ?
   a. He had to make a lake and built a boat before dawn   c. He had to make a lake and built a temple after down
   b. He had to make palace and built a boat after dawn   d. He had to make a lake and built a boat overnight
8. Who is the main character in the legend of Tangkuban Perahu ?
   a. Prabu siliwangi   b. Sangkuriang   c. Queen   d. Dayang sumbi & Sangkuriang
9. What did Dayang Sumbi look like ?
   a. She liked weaving clothes   c. She looked for the heart of a deer
   b. She was beautiful   d. she and her son were alike
10. What moral value can we learn from the story ?
    a. Do not make a promise to easily   c. Just do what we have planned
    b. Never be reluctant to do good things   d. We should not hate our decendants

T = 6
f = 9

40

TOBA LAKE

Read the following text to answer question number 11-15

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life. One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess.

He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter. Few years later, this daughter would help bringing lunch to her father out in the fields.

One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise. Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

11. Where does the legend of Toba Lake come from ?
12. Who is the main character of the story legend of Toba Lake ?
13. What is the main idea of the first paragraph above ?
14. How many children do they have ? and why her mother started crying ?
15. What can you learn from the text above ?

Jawab :
11. in noEth Sumatera
12. Fishing and daughter
13. Her daughter
14. felt sad, because her husband had broken his promise
15. Do not make a promise

Answer sheet of Post-test in Control Group

Name : ASYFA FADILLA   Pre-Test and Post-Test
Class : 8 – A
Group : CG

SANGKURIANG

Read the following text to answer question number 1-10

In ancient times, there was a woman named Dayang Sumbi who lived with her son, Sangkuriang. Oneday, Sangkuriang accidentally killed his pet dog, Tumang, Which was actually Dayang Sumbi husband cursed into a dog. Angry, Dayang Sumbi hit Sangkuriang, causing him to flee.

Years later, Sangkuriang returned as a young man and fell in love beautiful girl she is his mother, not recognizing her. Dayang Sumbi eventually recognized Sangkuriang and set impossible task to deter him from marrying her, including building a lake and a boat overnight. Sangkuriang almost succeeded, but Dayang Sumbi prayed for divine intervention, causing dawn to break early. Enraged, Sangkuriang kicked the unfinished boat, which turned into Mount Tangkuban Perahu.

1. What does the text tell about ?
   a. Dayang Sumbi   b. Tumang   c. Sangkuriang   ✗. The legend of Tangkuban Perahu
2. According to the story, Tumang was ?
   a. Actually a handsome prince   ✗. Married to Dayang Sumbi
   b. Sangkuriang pet dog   d. Good at hunting deer
3. Who was the name of Dayang Sumbi son's ?
   ✗. Sangkuriang   b. Tumang   c. King   d. Queen
4. What was the reason that Dayang Sumbi Couldn't marry Sangkuriang ?
   a. Sangkuriang had another woman to marry   d. Dayang Sumbi had another man to marry
   ✗. Dayang Sumbi recognized that Sangkuriang was her son
   c. Sangkuriang realized that Dayang Sumbi was his mother
5. What is the type of the text above ?
   a. Recount text   ✗. Narrative text   c.Procedure text   d. Report text
6. Who was Dayang Sumbi's husband ?
   a. The king   ✗. Sangkuriang   ✗. Tumang   d. Her father
7. What did Sangkuriamg have to do to marry Dayang Sumbi ?
   ✗. He had to make a lake and built a boat before dawn   ✗. He had to make a lake and built a temple after down
   b. He had to make palace and built a boat after dawn   d. He had to make a lake and built a boat overnight
8. Who is the main character in the legend of Tangkuban Perahu ?
   a. Prabu siliwangi   b. Sangkuriang   c. Queen   ✗. Dayang sumbi & Sangkuriang
9. What did Dayang Sumbi look like ?
   a. She liked weaving clothes   c. She looked for the heart of a deer
   ✗. She was beautiful   d. she and her son were alike
10. What moral value can we learn from the story ?
   ✗. Do not make a promise to easily   c. Just do what we have planned
   b. Never be reluctant to do good things   d. We should not hate our decendants

T = 13
f . 2
86

TOBA LAKE

Read the following text to answer question number 11-15

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life. One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess.

He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter. Few years later, this daughter would help bringing lunch to her father out in the fields.

One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise. Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

11. Where does the legend of Toba Lake come from ?
12. Who is the main character of the story legend of Toba Lake ?
13. What is the main idea of the first paragraph above ?
14. How many children do they have ? and why her mother started crying ?
15. What can you learn from the text above ?

Jowab:
1) From North Sumatera
2) There was a Man
3) Once upon a time, There was a Man living in Nort Sumatera
4) One Child, becouse He Said "You domned daughter a Fish"
5) Don't broke a Promise

Name : Syfa Syakirah Hutabarat
Pre-Test and Post-Test
Class : 8A
Group : CG

SANGKURIANG

Read the following text to answer question number 1-10

In ancient times, there was a woman named Dayang Sumbi who lived with her son, Sangkuriang. Oneday, Sangkuriang accidentally killed his pet dog, Tumang. Which was actually Dayang Sumbi husband cursed into a dog. Angry, Dayang Sumbi hit Sangkuriang, causing him to flee.

Years later, Sangkuriang returned as a young man and fell in love beautiful girl she is his mother, not recognizing her. Dayang Sumbi eventually recognized Sangkuriang and set impossible task to deter him from marrying her, including building a lake and a boat overnight. Sangkuriang almost succeeded, but Dayang Sumbi prayed for divine intervention, causing dawn to break early. Enraged, Sangkuriang kicked the unfinished boat, which turned into Mount Tangkuban Perahu.

1. What does the text tell about ?
   a. Dayang Sumbi   b. Tumang   **✗ Sangkuriang**   d. The legend of Tangkuban Perahu
2. According to the story, Tumang was ?
   ✗ a. Actually a handsome prince   c. Married to Dayang Sumbi
   b. Sangkuriang pet dog   d. Good at hunting deer
3. Who was the name of Dayang Sumbi son's ?
   ✗ a. Sangkuriang   b. Tumang   c. King   d. Queen
4. What was the reason that Dayang Sumbi Couldn't marry Sangkuriang ?
   a. Sangkuriang had another woman to marry   d. Dayang Sumbi had another man to marry
   ✗ b. Dayang Sumbi recognized that Sangkuriang was her son
   c. Sangkuriang realized that Dayang Sumbi was his mother
5. What is the type of the text above ?
   a. Recount text   **✗ b. Narrative text**   c. Procedure text   d. Report text
6. Who was Dayang Sumbi's husband ?
   a. The king   b. Sangkuriang   **✗ c. Tumang**   d. Her father
7. What did Sangkuriamg have to do to marry Dayang Sumbi ?
   ✗ a. He had to make a lake and built a boat before dawn   c. He had to make a lake and built a temple after down
   b. He had to make palace and built a boat after dawn   d. He had to make a lake and built a boat overnight
8. Who is the main character in the legend of Tangkuban Perahu ?
   a. Prabu siliwangi   b. Sangkuriang   c. Queen   **✗ d. Dayang sumbi & Sangkuriang**
9. What did Dayang Sumbi look like ?
   a. She liked weaving clothes   c. She looked for the heart of a deer
   ✗ b. She was beautiful   d. she and her son were alike
10. What moral value can we learn from the story ?
    ✗ a. Do not make a promise to easily   c. Just do what we have planned
    b. Never be reluctant to do good things   **✗ d. We should not hate our decendants**

T = 12
f = 3

80

TOBA LAKE

Read the following text to answer question number 11-15

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life. One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess.

He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter. Few years later, this daughter would help bringing lunch to her father out in the fields.

One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise. Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

11. Where does the legend of Toba Lake come from ?
12. Who is the main character of the story legend of Toba Lake ?
13. What is the main idea of the first paragraph above ?
14. How many children do they have ? and why her mother started crying ?
15. What can you learn from the text above ?

11 From sumatra utara
12 The man / Toba
13 Only upona time there was amen living in northsumatra
14 One, Felt sad
15 Don't broke your promise

Pre-Test and Post-Test

Name : M. Hasbi hadi
Class : 8 ⟨A⟩
Group : CG

SANGKURIANG

Read the following text to answer question number 1-10

In ancient times, there was a woman named Dayang Sumbi who lived with her son, Sangkuriang. Oneday, Sangkuriang accidentally killed his pet dog, Tumang, Which was actually Dayang Sumbi husband cursed into a dog. Angry, Dayang Sumbi hit Sangkuriang, causing him to flee.

Years later, Sangkuriang returned as a young man and fell in love beautiful girl she is his mother, not recognizing her. Dayang Sumbi eventually recognized Sangkuriang and set impossible task to deter him from marrying her, including building a lake and a boat overnight. Sangkuriang almost succeeded, but Dayang Sumbi prayed for divine intervention, causing dawn to break early. Enraged, Sangkuriang kicked the unfinished boat, which turned into Mount Tangkuban Perahu.

1. What does the text tell about ?
   a. Dayang Sumbi   b. Tumang   c. Sangkuriang   d. The legend of Tangkuban Perahu
2. According to the story, Tumang was ?
   a. Actually a handsome prince   c. Married to Dayang Sumbi
   b. Sangkuriang pet dog   d. Good at hunting deer
3. Who was the name of Dayang Sumbi son's ?
   a. Sangkuriang   b. Tumang   c. King   d. Queen

$T = 10$
$f = 4$

4. What was the reason that Dayang Sumbi Couidn't marry Sangkuriang ?
   a. Sangkuriang had another woman to marry   d. Dayang Sumbi had another man to marry
   b. Dayang Sumbi recognized that Sangkuriang was her son
   c. Sangkuriang realized that Dayang Sumbi was his mother
5. What is the type of the text above ?
   a. Recount text   b. Narrative text   c. Procedure text   d. Report text
6. Who was Dayang Sumbi's husband ?
   a. The king   b. Sangkuriang   c. Tumang   d. Her father
7. What did Sangkuriamg have to do to marry Dayang Sumbi ?
   a. He had to make a lake and built a boat before dawn   c. He had to make a lake and built a temple after down
   b. He had to make palace and built a boat after dawn   d. He had to make a lake and built a boat overnight
8. Who is the main character in the legend of Tangkuban Perahu ?
   a. Prabu siliwangi   b. Sangkuriang   c. Queen   d. Dayang sumbi & Sangkuriang
9. What did Dayang Sumbi look like ?
   a. She liked weaving clothes   c. She looked for the heart of a deer
   b. She was beautiful   d. she and her son were alike

66 73

10. What moral value can we learn from the story ?
    a. Do not make a promise to easily   c. Just do what we have planned
    b. Never be reluctant to do good things   d. We should not hate our decendants

TOBA LAKE

Read the following text to answer question number 11-15

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life. One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess.

He felt in love with her and proposed her to be his wife. She said: "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter. Few years later, this daughter would help bringing lunch to her father out in the fields.

One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying. felt sad that her husband had broken his promise. Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

11. Where does the legend of Toba Lake come from ? From north sumatera
12. Who is the main character of the story legend of Toba Lake ? the fisherman
13. What is the main idea of the first paragraph above ? sangkuriang and the dog
14. How many children do they have ? and why her mother started crying ? one cildren and feld salt. that her husband His broken his promise
15. What can you learn from the text above ?
    Don't mode a promise

Answer Sheet of Pre-test in Experimental Group

Name : Afifa Zahra Shaumi Pre-Test and Post-Test
Class : 8-B
Group : E9

SANGKURIANG

Read the following text to answer question number 1-10

In ancient times, there was a woman named Dayang Sumbi who lived with her son, Sangkuriang. Oneday, Sangkuriang accidentally killed his pet dog, Tumang, Which was actually Dayang Sumbi husband cursed into a dog. Angry, Dayang Sumbi hit Sangkuriang, causing him to flee.

Years later, Sangkuriang returned as a young man and fell in love beautiful girl she is his mother, not recognizing her. Dayang Sumbi eventually recognized Sangkuriang and set impossible task to deter him from marrying her, including building a lake and a boat overnight. Sangkuriang almost succeeded, but Dayang Sumbi prayed for divine intervention, causing dawn to break early. Enraged, Sangkuriang kicked the unfinished boat, which turned into Mount Tangkuban Perahu.

1. What does the text tell about ?
   a. Dayang Sumbi   b. Tumang   c. Sangkuriang   d. The legend of Tangkuban Perahu
2. According to the story, Tumang was ?
   a. Actually a handsome prince   c. Married to Dayang Sumbi
   b. Sangkuriang pet dog   d. Good at hunting deer
3. Who was the name of Dayang Sumbi son's ?
   a. Sangkuriang   b. Tumang   c. King   d. Queen
4. What was the reason that Dayang Sumbi Couldn't marry Sangkuriang ?
   a. Sangkuriang had another woman to marry   d. Dayang Sumbi had another man to marry
   b. Dayang Sumbi recognized that Sangkuriang was her son
   c. Sangkuriang realized that Dayang Sumbi was his mother
5. What is the type of the text above ?
   a. Recount text   b. Narrative text   c. Procedure text   d. Report text
6. Who was Dayang Sumbi's husband ?
   a. The king   b. Sangkuriang   c. Tumang   d. Her father
7. What did Sangkuriamg have to do to marry Dayang Sumbi ?
   a. He had to make a lake and built a boat before dawn   c. He had to make a lake and built a temple after down
   b. He had to make palace and built a boat after dawn   d. He had to make a lake and built a boat overnight
8. Who is the main character in the legend of Tangkuban Perahu ?
   a. Prabu siliwangi   b. Sangkuriang   c. Queen   d. Dayang sumbi & Sangkuriang
9. What did Dayang Sumbi look like ?
   a. She liked weaving clothes   c. She looked for the heart of a deer
   b. She was beautiful   d. she and her son were alike
10. What moral value can we learn from the story ?
   a. Do not make a promise to easily   c. Just do what we have planned
   b. Never be reluctant to do good things   d. We should not hate our decendants

T = 10
f = 5

66 73

TOBA LAKE

Read the following text to answer question number 11-15

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life. One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess.

He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter. Few years later, this daughter would help bringing lunch to her father out in the fields.

One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise. Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

11. Where does the legend of Toba Lake come from ? In north Sumatera
12. Who is the main character of the story legend of Toba Lake ? A Man
13. What is the main idea of the first paragraph above ? There was a man living in Sumatera
14. How many children do they have ? and why her mother started crying ? because his broke the Promise
15. What can you learn from the text above ? don't broke your promise

Name : Chinuya al Halat

Class : 8b

Group : E9

SANGKURIANG

Read the following text to answer question number 1-10

In ancient times, there was a woman named Dayang Sumbi who lived with her son, Sangkuriang. Oneday, Sangkuriang accidentally killed his pet dog, Tumang, Which was actually Dayang Sumbi husband cursed into a dog. Angry, Dayang Sumbi hit Sangkuriang, causing him to flee.

Years later, Sangkuriang returned as a young man and fell in love beautiful girl she is his mother, not recognizing her. Dayang Sumbi eventually recognized Sangkuriang and set impossible task to deter him from marrying her, including building a lake and a boat overnight. Sangkuriang almost succeeded, but Dayang Sumbi prayed for divine intervention, causing dawn to break early. Enraged, Sangkuriang kicked the unfinished boat, which turned into Mount Tangkuban Perahu.

1. What does the text tell about ?
   a. Dayang Sumbi   b. Tumang   c. Sangkuriang   d. The legend of Tangkuban Perahu
2. According to the story, Tumang was ?
   a. Actually a handsome prince   c. Married to Dayang Sumbi
   b. Sangkuriang pet dog   d. Good at hunting deer
3. Who was the name of Dayang Sumbi son's ?
   a. Sangkuriang   b. Tumang   c. King   d. Queen
4. What was the reason that Dayang Sumbi Couldn't marry Sangkuriang ?
   a. Sangkuriang had another woman to marry   d. Dayang Sumbi had another man to marry
   b. Dayang Sumbi recognized that Sangkuriang was her son
   c. Sangkuriang realized that Dayang Sumbi was his mother
5. What is the type of the text above ?
   a. Recount text   b. Narrative text   c. Procedure text   d. Report text
6. Who was Dayang Sumbi's husband ?
   a. The king   b. Sangkuriang   c. Tumang   d. Her father
7. What did Sangkuriamg have to do to marry Dayang Sumbi ?
   a. He had to make a lake and built a boat before dawn   c. He had to make a lake and built a temple after down
   b. He had to make palace and built a boat after dawn   d. He had to make a lake and built a boat overnight
8. Who is the main character in the legend of Tangkuban Perahu ?
   a. Prabu siliwangi   b. Sangkuriang   c. Queen   d. Dayang sumbi & Sangkuriang
9. What did Dayang Sumbi look like ?
   a. She liked weaving clothes   c. She looked for the heart of a deer
   b. She was beautiful   d. she and her son were alike
10. What moral value can we learn from the story ?
    a. Do not make a promise to easily   c. Just do what we have planned
    b. Never be reluctant to do good things   d. We should not hate our decendants

T = 10
f = 5

66

TOBA LAKE

Read the following text to answer question number 11-15

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life. One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess.

He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter. Few years later, this daughter would help bringing lunch to her father out in the fields.

One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise. Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

11. Where does the legend of Toba Lake come from ?
12. Who is the main character of the story legend of Toba Lake ?
13. What is the main idea of the first paragraph above ?
14. How many children do they have ? and why her mother started crying ?
15. What can you learn from the text above ?

1. in north Sumatera

2. A man

3. There was man living in Sumatera

4. because, his broke ther promise

Name : ADi Putra Pratama Pre-Test and Post-Test

Class : 8b

Group : 2

SANGKURIANG

Read the following text to answer question number 1-10

In ancient times, there was a woman named Dayang Sumbi who lived with her son, Sangkuriang. Oneday, Sangkuriang accidentally killed his pet dog, Tumang, Which was actually Dayang Sumbi husband cursed into a dog. Angry, Dayang Sumbi hit Sangkuriang, causing him to flee.

Years later, Sangkuriang returned as a young man and fell in love beautiful girl she is his mother, not recognizing her. Dayang Sumbi eventually recognized Sangkuriang and set impossible task to deter him from marrying her, including building a lake and a boat overnight. Sangkuriang almost succeeded, but Dayang Sumbi prayed for divine intervention, causing dawn to break early. Enraged, Sangkuriang kicked the unfinished boat, which turned into Mount Tangkuban Perahu.

1. What does the text tell about ?
   a. Dayang Sumbi   b. Tumang   c. Sangkuriang   d. The legend of Tangkuban Perahu
2. According to the story, Tumang was ?
   a. Actually a handsome prince   c. Married to Dayang Sumbi
   b. Sangkuriang pet dog   d. Good at hunting deer
3. Who was the name of Dayang Sumbi son's ?
   a. Sangkuriang   b. Tumang   c. King   d. Queen
4. What was the reason that Dayang Sumbi Couldn't marry Sangkuriang ?
   a. Sangkuriang had another woman to marry   d. Dayang Sumbi had another man to marry
   b. Dayang Sumbi recognized that Sangkuriang was her son
   c. Sangkuriang realized that Dayang Sumbi was his mother
5. What is the type of the text above ?
   a. Recount text   b. Narrative text   c. Procedure text   d. Report text
6. Who was Dayang Sumbi's husband ?
   a. The king   b. Sangkuriang   c. Tumang   d. Her father
7. What did Sangkuriamg have to do to marry Dayang Sumbi ?
   a. He had to make a lake and built a boat before dawn   c. He had to make a lake and built a temple after down
   b. He had to make palace and built a boat after dawn   d. He had to make a lake and built a boat overnight
8. Who is the main character in the legend of Tangkuban Perahu ?
   a. Prabu siliwangi   b. Sangkuriang   c. Queen   d. Dayang sumbi & Sangkuriang
9. What did Dayang Sumbi look like ?
   a. She liked weaving clothes   c. She looked for the heart of a deer
   b. She was beautiful   d. she and her son were alike
10. What moral value can we learn from the story ?
    a. Do not make a promise to easily   c. Just do what we have planned
    b. Never be reluctant to do good things   d. We should not hate our decendants

T - 9
f : 6

60

TOBA LAKE

Read the following text to answer question number 11-15

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life. One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess.

He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter. Few years later, this daughter would help bringing lunch to her father out in the fields.

One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise. Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

11. Where does the legend of Toba Lake come from ?
12. Who is the main character of the story legend of Toba Lake ?
13. What is the main idea of the first paragraph above ?
14. How many children do they have ? and why her mother started crying ?
15. What can you learn from the text above ?

11) There was a man in sumatera

12) Daughter

13) Once upon a time, There was a man living in sumatera Utara

14) One child, because he said you dam ned daughter

15) Don't broke your promise

Answer Sheet of Post-test in Experimental Group

Pre-Test and Post-Test

Name :Cut Zulfa Chairani
Class :8B
Group :E9

SANGKURIANG

Read the following text to answer question number 1-10

In ancient times, there was a woman named Dayang Sumbi who lived with her son, Sangkuriang. Oneday, Sangkuriang accidentally killed his pet dog, Tumang, Which was actually Dayang Sumbi husband cursed into a dog. Angry, Dayang Sumbi hit Sangkuriang, causing him to flee.

Years later, Sangkuriang returned as a young man and fell in love beautiful girl she is his mother, not recognizing her. Dayang Sumbi eventually recognized Sangkuriang and set impossible task to deter him from marrying her, including building a lake and a boat overnight. Sangkuriang almost succeeded, but Dayang Sumbi prayed for divine intervention, causing dawn to break early. Enraged, Sangkuriang kicked the unfinished boat, which turned into Mount Tangkuban Perahu.

1. What does the text tell about ?
   a. Dayang Sumbi   b. Tumang   c. Sangkuriang   X The legend of Tangkuban Perahu
2. According to the story, Tumang was ?
   a. Actually a handsome prince   X Married to Dayang Sumbi
   b. Sangkuriang pet dog   d. Good at hunting deer
3. Who was the name of Dayang Sumbi son's ?
   X Sangkuriang   b. Tumang   c. King   d. Queen
4. What was the reason that Dayang Sumbi Couldn't marry Sangkuriang ?
   a. Sangkuriang had another woman to marry   d. Dayang Sumbi had another man to marry
   X Dayang Sumbi recognized that Sangkuriang was her son
   c. Sangkuriang realized that Dayang Sumbi was his mother
5. What is the type of the text above ?
   a. Recount text   B. Narrative text   c.Procedure text   d. Report text
6. Who was Dayang Sumbi's husband ?
   a. The king   b. Sangkuriang   X Tumang   d. Her father
7. What did Sangkuriamg have to do to marry Dayang Sumbi ?
   X He had to make a lake and built a boat before dawn   c. He had to make a lake and built a temple after down
   b. He had to make palace and built a boat after dawn   d. He had to make a lake and built a boat overnight
8. Who is the main character in the legend of Tangkuban Perahu ?
   a. Prabu siliwangi   b. Sangkuriang   c. Queen   X d. Dayang sumbi & Sangkuriang
9. What did Dayang Sumbi look like ?
   a. She liked weaving clothes   c. She looked for the heart of a deer
   X She was beautiful   d. she and her son were alike
10. What moral value can we learn from the story ?
    X Do not make a promise to easily   c. Just do what we have planned
    b. Never be reluctant to do good things   d. We should not hate our decendants

T = 94
f. 1

93

TOBA LAKE

Read the following text to answer question number 11-15

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life. One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess.

He felt in love with her and proposed her to be his wife. She said: "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter. Few years later, this daughter would help bringing lunch to her father out in the fields.

One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise. Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

11. Where does the legend of Toba Lake come from ?
12. Who is the main character of the story legend of Toba Lake ?
13. What is the main idea of the first paragraph above ?
14. How many children do they have ? and why her mother started crying ?
15. What can you learn from the text above ?

11. From North Sumatera
12. The Big Golden Fish and Fisherman
13. There was a man living in North Sumatera
14. They have 1, Child, Because her Husband has Broken his Promise
15. Don't make Your Promise.

Pre-Test and Post-Test

Name : Fayaza Ramadhani Huang
Class : 8 - B
Group : Eg

SANGKURIANG

Read the following text to answer question number 1-10

In ancient times, there was a woman named Dayang Sumbi who lived with her son, Sangkuriang. Oneday, Sangkuriang accidentally killed his pet dog, Tumang, Which was actually Dayang Sumbi husband cursed into a dog. Angry, Dayang Sumbi hit Sangkuriang, causing him to flee.

Years later, Sangkuriang returned as a young man and fell in love beautiful girl she is his mother, not recognizing her. Dayang Sumbi eventually recognized Sangkuriang and set impossible task to deter him from marrying her, including building a lake and a boat overnight. Sangkuriang almost succeeded, but Dayang Sumbi prayed for divine intervention, causing dawn to break early. Enraged, Sangkuriang kicked the unfinished boat, which turned into Mount Tangkuban Perahu.

1. What does the text tell about ?
   a. Dayang Sumbi   b. Tumang   c. Sangkuriang   d. The legend of Tangkuban Perahu

2. According to the story, Tumang was ?
   a. Actually a handsome prince   c. Married to Dayang Sumbi
   b. Sangkuriang pet dog   d. Good at hunting deer

3. Who was the name of Dayang Sumbi son's ?
   a. Sangkuriang   b. Tumang   c. King   d. Queen

4. What was the reason that Dayang Sumbi Couldn't marry Sangkuriang ?
   a. Sangkuriang had another woman to marry   d. Dayang Sumbi had another man to marry
   b. Dayang Sumbi recognized that Sangkuriang was her son
   c. Sangkuriang realized that Dayang Sumbi was his mother

5. What is the type of the text above ?
   a. Recount text   b. Narrative text   c.Procedure text   d. Report text

6. Who was Dayang Sumbi's husband ?
   a. The king   b. Sangkuriang   c. Tumang   d. Her father

7. What did Sangkuriamg have to do to marry Dayang Sumbi ?
   a. He had to make a lake and built a boat before dawn   c. He had to make a lake and built a temple after down
   b. He had to make palace and built a boat after dawn   d. He had to make a lake and built a boat overnight

8. Who is the main character in the legend of Tangkuban Perahu ?
   a. Prabu siliwangi   b. Sangkuriang   c. Queen   d. Dayang sumbi & Sangkuriang

9. What did Dayang Sumbi look like ?
   a. She liked weaving clothes   c. She looked for the heart of a deer
   b. She was beautiful   d. she and her son were alike

10. What moral value can we learn from the story ?
    a. Do not make a promise to easily   c. Just do what we have planned
    b. Never be reluctant to do good things   d. We should not hate our decendants

T = 13
f = 2
86

TOBA LAKE

Read the following text to answer question number 11-15

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life. One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess.

He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter. Few years later, this daughter would help bringing lunch to her father out in the fields.

One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise. Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

11. Where does the legend of Toba Lake come from ?
12. Who is the main character of the story legend of Toba Lake ?
13. What is the main idea of the first paragraph above ?
14. How many children do they have ? and why her mother started crying ?
15. What can you learn from the text above ?

11. From north Sumatera
12. The Big Golden Fish and Fisherman
13. There was a man living in north Sumatera
14. They have 1 Child, Because Her Husband had Broken his Promise
15. Don't made Your Promise.

Pre-Test and **Post-Test**

Name : Syifa Salsabila
Class : 9b
Group : E9

SANGKURIANG

Read the following text to answer question number 1-10

In ancient times, there was a woman named Dayang Sumbi who lived with her son, Sangkuriang. Oneday, Sangkuriang accidentally killed his pet dog, Tumang, Which was actually Dayang Sumbi husband cursed into a dog. Angry, Dayang Sumbi hit Sangkuriang, causing him to flee.

Years later, Sangkuriang returned as a young man and fell in love beautiful girl she is his mother, not recognizing her. Dayang Sumbi eventually recognized Sangkuriang and set impossible task to deter him from marrying her, including building a lake and a boat overnight. Sangkuriang almost succeeded, but Dayang Sumbi prayed for divine intervention, causing dawn to break early. Enraged, Sangkuriang kicked the unfinished boat, which turned into Mount Tangkuban Perahu.

1. What does the text tell about ?
   a. Dayang Sumbi   b. Tumang   b. Sangkuriang   X The legend of Tangkuban Perahu
2. According to the story, Tumang was ?
   a. Actually a handsome prince   X Married to Dayang Sumbi
   b. Sangkuriang pet dog   d. Good at hunting deer
3. Who was the name of Dayang Sumbi son's ?
   X Sangkuriang   b. Tumang   c. King   d. Queen
4. What was the reason that Dayang Sumbi Couldn't marry Sangkuriang ?
   a. Sangkuriang had another woman to marry   d. Dayang Sumbi had another man to marry
   X Dayang Sumbi recognized that Sangkuriang was her son
   c. Sangkuriang realized that Dayang Sumbi was his mother
5. What is the type of the text above ?
   a. Recount text   X Narrative text   c. Procedure text   d. Report text
6. Who was Dayang Sumbi's husband ?
   a. The king   b. Sangkuriang   X Tumang   d. Her father
7. What did Sangkuriamg have to do to marry Dayang Sumbi ?
   X He had to make a lake and built a boat before dawn   c. He had to make a lake and built a temple after down
   b. He had to make palace and built a boat after dawn   d. He had to make a lake and built a boat overnight
8. Who is the main character in the legend of Tangkuban Perahu ?
   a. Prabu siliwangi   b. Sangkuriang   c. Queen   X Dayang sumbi & Sangkuriang
9. What did Dayang Sumbi look like ?
   a. She liked weaving clothes   c. She looked for the heart of a deer
   X She was beautiful   d. she and her son were alike
10. What moral value can we learn from the story ?
    a. Do not make a promise to easily   c. Just do what we have planned
    b. Never be reluctant to do good things   X We should not hate our decendants

T : 12
f : 3

80

TOBA LAKE

Read the following text to answer question number 11-15

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life. One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess.

He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter. Few years later, this daughter would help bringing lunch to her father out in the fields.

One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise. Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

11. Where does the legend of Toba Lake come from ?
12. Who is the main character of the story legend of Toba Lake ?
13. What is the main idea of the first paragraph above ?
14. How many children do they have ? and why her mother started crying ?
15. What can you learn from the text above ?

Jawaban:
11. there was a man in Sumatra
12. Daughter
13. Once upon atime, There was aman Living in Sumatra Utara
14. one child, becose he Seid "you damnet danghter OF Fish
15. Don't Broke your Promise.

Ahglyah Zahrotussyfa Nanchar

Experimental Group.

Online Test

The Legend of The Crying Stone

Once upon a time, there was a poor widow who lived with her beautiful daughter, Darmi. They lived in a small village in West Kalimantan. The old widow had to work hard all day in the field to provide for both of them. Unfortunately, Darmi never helped her with anything. As a very lazy and spoiled girl, all she cared about was herself.

One day, the mother asked Darmi to go with her to the market to help buy groceries. Darmi refused because she did not want people to see them walking together. However, the girl finally relented with one condition: they would not walk side by side. She wanted to walk in front so that the people in the village would not think they were related. Although saddened by the request, the poor widow reluctantly complied.

On the way to the market, people were admiring Darmi's beauty. A handsome man approached her and asked where the beautiful girl was going.

"I'm going to the market," Darmi answered.

"And who's that walking behind you?" asked the man.

"Oh, the woman? That's my maid," the girl replied arrogantly.

The mother overheard the conversation and was heartbroken by her attitude. More people saw them, and the same conversation was repeated again and again. Eventually, the poor woman could not take the humiliation anymore and prayed, "God, I can't bear the suffering any longer. Please punish my child." All of a sudden, the sky became dark.

Darmi suddenly screamed, "Help! What's happening to me? I can't move my legs anymore!" Everyone around watched in disbelief as Darmi slowly turned to stone. "Mother, please forgive me!" Darmi cried helplessly. The woman replied, "Sorry, my child. It's too late now." Then the ungrateful girl turned to stone completely.

That was a punishment for her horrible attitude toward her parent. Eventually, the stone was moved by the villagers to a spot near a cliff. They called it the weeping/crying stone because they could see her tears running down her face as she was turning to stone.

To this day, the statue is still there. It serves as a reminder for people to respect their parents and treat them well.

Question :

1. What is the story about ?
   a. Laughing stone legend
   b. The legend of the crying stone
   c. The legend of lake toba
   d. The legend of crying bird

2. Where do the mother and daughter live ?
   a. On a beautiful lake
   b. Highway
   c. On a hill far from the country side
   d. In a small village in west Kalimantan

3. Why doesn't her daughter walk side by side with her mother ?
   a. Because her daughter was embrassed
   b. Because her daughter was afraid
   c. Because her daughter was angry
   d. Because her daughter slow walking

4. Why is it called a crying stone ?
   a. Because the stone statue kept on shedding tears
   b. Because it's in the side
   c. Because her mother was ashmade
   d. Because people who see it will laugh

5. Why is everyone in awe of her daughter ?
   a. Because her daughter is polite
   b. Because her daughter is independent
   c. Because her daughter is very beautiful
   d. Because her daughter is diligent

6. What is the character of the girl in the legend ?
7. What is the character of the nkither in the legend ?
8. What made her mother cry on side of the road ?
9. Why did her daughter's body turn to stone ?
10. What words that make the mother hurt ?

6. SHE IS VERY BEAUTIFUL but lazy

7. Her Mother was a poor window and She is very Patient.

8. Because of the words of her daughter who doesnd want to admit herself as a Mother.

9. Because her Mother was hurt by her daughter's

10. Her daughter Calls herself a maid.

80

Cut zulfch Chairani

- Experimental Group - **Online Test**

The Legend of The Crying Stone

Once upon a time, there was a poor widow who lived with her beautiful daughter, Darmi. They lived in a small village in West Kalimantan. The old widow had to work hard all day in the field to provide for both of them. Unfortunately, Darmi never helped her with anything. As a very lazy and spoiled girl, all she cared about was herself.

One day, the mother asked Darmi to go with her to the market to help buy groceries. Darmi refused because she did not want people to see them walking together. However, the girl finally relented with one condition: they would not walk side by side. She wanted to walk in front so that the people in the village would not think they were related. Although saddened by the request, the poor widow reluctantly complied.

On the way to the market, people were admiring Darmi's beauty. A handsome man approached her and asked where the beautiful girl was going.

"I'm going to the market," Darmi answered.

"And who's that walking behind you?" asked the man.

"Oh, the woman? That's my maid," the girl replied arrogantly.

The mother overheard the conversation and was heartbroken by her attitude. More people saw them, and the same conversation was repeated again and again. Eventually, the poor woman could not take the humiliation anymore and prayed, "God, I can't bear the suffering any longer. Please punish my child." All of a sudden, the sky became dark.

Darmi suddenly screamed, "Help! What's happening to me? I can't move my legs anymore!" Everyone around watched in disbelief as Darmi slowly turned to stone. "Mother, please forgive me!" Darmi cried helplessly. The woman replied, "Sorry, my child. It's too late now." Then the ungrateful girl turned to stone completely.

That was a punishment for her horrible attitude toward her parent. Eventually, the stone was moved by the villagers to a spot near a cliff. They called it the weeping/crying stone because they could see her tears running down her face as she was turning to stone.

To this day, the statue is still there. It serves as a reminder for people to respect their parents and treat them well.

Question :

1. What is the story about ?
   a. Laughing stone legend
   b. The legend of the crying stone
   c. The legend of lake toba
   d. The legend of crying bird

2. Where do the mother and daughter live ?
   a. On a beautiful lake
   b. Highway
   c. On a hill far from the country side
   d. In a small village in west Kalimantan

3. Why doesn't her daughter walk side by side with her mother ?
   a. Because her daughter was embrassed
   b. Because her daughter was afraid
   c. Because her daughter was angry
   d. Because her daughter slow walking

4. Why is it called a crying stone ?
   a. Because the stone statue kept on shedding tears
   b. Because it's in the side
   c. Because her mother was ashmade
   d. Because people who see it will laugh

5. Why is everyone in awe of her daughter ?
   a. Because her daughter is polite
   b. Because her daughter is independent
   c. Because her daughter is very beautiful
   d. Because her daughter is diligent

6. What is the character of the girl in the legend ?
7. What is the character of the nkither in the legend ?
8. What made her mother cry on side of the road ?
9. Why did her daughter's body turn to stone ?
10. What words that make the mother hurt ?

6. She is beautiful but lazy, she does not want to help her mother
7. She is patient
8. her mother cry on side of the road made by her daughter
9. Because of the swearing of her mother
10. Her daughter calls herself as a maid

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Appendix 7

Researcher Activity List

RESEARCH ACTIVITY LIST

Name   : Widya Aulia

Npm   : 2002050076

Study Program   : English Education

NO	DATE	DESCRIPTION	Sign
1	Friday 23 – 08 – 2024	Submit a research permit and discuss the research schedule	
2	Monday 26 – 08 – 2024	Initial observation collected students data, made students attendance list	
3	Wednesday 28 – 08 – 2024	Discuss with the mentor teacher about what the researcher would do and submitted lesson plan	
4	Friday 30 – 08 – 2024	Giving Pre-test to the students of control group	
5	Saturday 31 – 08 – 2024	Giving pre-test to the students of experimental group	
6	Monday 02 – 09 – 2024	Giving narrative text material without using animation video in the control group	
7	Wednesday 04 – 09 – 2024	Giving narrative text using animation video and flipped classroom method in the experimental group	
8	Friday 06 – 09 – 2024	Provide evaluation in the form of Post-test after treatment in the control group	
9	Saturday 07 – 09 – 2024	Provide evaluation in the form of Post-test after treatment in the control group	
10	Saturday 14 – 09 – 2024	Submitted some data to be sign, asked for a letter of reply that the research had been completed in accordance with the time given by the school	

Medan, 14 September 2024

The English Teacher   The Researcher

Wahyudi Hardiansyah, S.Pd   Widya Aulia

Appendix 8

Form – K1

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Widya Aulia
NPM   : 2002050076
Prog. Studi   : Pendidikan Bahasa Inggris
Kredit Kumulatif : 115 SKS   IPK= 3.66

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	
05/01/2024	The Effect of Using Flipped Classroom Method Assisted by Animation Video on The Students' Reading Comprehension Mts. Babul 'Ulum	
	The Effectiveness of Using Farfaria Application to Improve Students' on Reading Comprehension in Reading Fairytales at Junior High School	
	The Implementation of Listen, Read, and Discuss (LRD) Strategy to Improve Students' on Reading Comprehension in Recount Text at Junior High School	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 5 Januari 2024
Hormat Pemohon,

Widya Aulia

Keterangan:

Dibuat rangkap 3   : -   Untuk Dekan/Fakultas
                     -   Untuk Ketua/Sekretaris Program Studi
                     -   Untuk Mahasiswa yang bersangkutan

Appendix 9

Form K-2

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

UMSU
Unggul | Cerdas | Terpercaya

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Widya Aulia

NPM : 2002050076

Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Using Flipped Classroom Method Assisted by Animation Video on
The Students' Reading Comprehension at Mts. Babul 'Ulum

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. Ali Imran, M.Hum.

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 5 Januari 2024
Hormat Pemohon,

Widya Aulia

Keterangan
Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

Appendix 10

Form K-3

Nomor	: 0125 /II.3/UMSU-02/F/2024
Lamp	: ---
H a l	: Pengesahan Proyek Proposal
	Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama	: **Widya Aulia**
N P M	: 2002050076
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: **The Effect of Using Flipped Classroom Method Assisted by Animation Video on The Students' Reading Comprehension at Mts. Babul 'Ulum.**

Pembimbing : **Drs. Ali Amran, M. Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : **15 Januari 2025**

Medan 03 Rajab   1445 H
15 Januari   2024 M

Wassalam
Dekan

Dra, Hj. Syamsuyurnita,MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :
    WAJIBMENGIKUTISEMINAR

Appendix 11

Form Lembar Pengesahan Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http:/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

UMSU
Unggul | Cerdas | Terpercaya

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama	: Widya Aulia
NPM	: 2002050076
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Effect of Using Flipped Classroom Method Assisted by Animation Video on the Students' Reading Comprehension at MTs. Babul 'Ulum Medan.

Sudah layak diseminarkan.

Medan, 10 Juni 2024

Disetujui oleh
Pembimbing

(Drs. Ali Amran, M.Hum.)

Appendix 12

Form Berita Acara Bimbingan Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UMSU Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama	: Widya Aulia
NPM	: 2002050076
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Effect of Using Flipped Classroom Method Assisted by Animation Video on the Students' Reading Comprehension at MTs. Babul 'Ulum Medan.

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
11-Dec-2023	Discussing The title	
20-Dec-2023	Discussing Chapter I	
27-Mar-2024	Revising Chapter I	
29-May-2024	Discussing Chapter II	
03-Jun-2024	Revising Chapter II	
05-Jun-2024	Discussing Chapter III	
10-Jun-2024	Revising Chapter III & Approving Chapter I, II, III	

Medan, 10 Juni 2024

Diketahui oleh:
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Drs. Ali Amran, M.Hum.)

Appendix 13

Form Berita Acara Seminar Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Rabu Tanggal 03 Bulan Juli Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap	: Widya Aulia
N.P.M	: 2002050076
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: The Effect of Using Flipped Classroom Method Assisted by Animation Video on The Students' Reading Comprehension at MTs Babul 'Ulum Medan

No	Masukan dan Saran
Judul	Well
Bab I	Well
Bab II	please attention to the writing
Bab III	Well
Lainnya	References.
Kesimpulan	[✓] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Ambar Wulan Sari, S.Pd., M.Pd.)

Dosen Pembimbing

(Drs. Ali Amran, M. Hum.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

Appendix 14

Form Lembar Pengesahan Hasil Seminar Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

UMSU
Unggul | Cerdas | Terpercaya

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap	:	Widya Aulia
N.P.M	:	2002050076
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Using Flipped Classroom Method Assisted by Animation Video on The Students' Reading Comprehension at MTs Babul 'Ulum Medan

Pada hari Rabu, tanggal 03 bulan Juli, tahun 2024 sudah layak menjadi proposal skripsi.

Medan, 3 Juli 2024

Disetujui oleh:

Dosen Pembahas

(Ambar Wulan Sari, S.Pd., M.Pd.)

Dosen Pembimbing

(Drs. Ali Amran, M. Hum.)

Diketahui oleh
Ketua Program Studi,

(Pirman Ginting, S.Pd., M.Hum.)

Appendix 15

Surat Pernyataan

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap	: Widya Aulia
N.P.M	: 2002050076
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: The Effect of Using Flipped Classroom Method Assisted by Animation Video on The Students' Reading Comprehension at MTs Babul 'Ulum Medan

benar telah melakukan seminar proposal skripsi pada hari Rabu, tanggal 03, Bulan Juli, Tahun 2024

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Juli 2024

Ketua,

Pirman Ginting, S.Pd., M.Hum.

Appendix 16

Surat Izin Riset

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XI/2022
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003
https://fkip.umsu.ac.id   fkip@umsu.ac.id   umsumedan   umsumedan   umsumedan   umsumedan

| Nomor | : 2147/II.3/UMSU-02/F/2024 | Medan, | 17 Shafar | 1446 H |
| Lamp | : --- | | 22 Agustus | 2024 M |

H a l : **Izin Riset**

Kepada : Yth. Bapak/Ibu Kepala
MTs Babul Ulum Medan
Di
Tempat.

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama	: **Widya Aulia**
N P M	: 2002050076
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: **The Effect of Using Flipped Classroom Method Assisted by Animation Video on The Students' Reading Comprehension at MTs Babul 'Ulum Medan**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.

Wassalam
Dekan

Dra. Hj. Syamsuyurnita, M.Pd.
NIDN : 0004066701

Appendix 17

Surat Balasan Izin Riset

YAYASAN PENDIDIKAN ISLAM BABUL 'ULUM

MADRASAH TSANAWIYAH

Alamat : Jl. Masjid Pajak Rambe Kel. Martubung Medan Labuhan Hp ; 0852 7277 8092 / 0821 6126 8414

Nomor   : 166 / MTs.S / B.U / P-ML / 2024   Medan, 15 September 2024

Lamp   :

Hal   : **Research**

Kepada Yth :

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

Fakultas Keguruan dan Ilmu Pendidikan

Di -

Tempat

Assalamualaikum Wr,Wb

Dengan hormat, sesuai dengan permohonan mahasiswi saudara pada tanggal 22 Agustus 2024 untuk mohon izin risearch, maka dengan ini kami terangkan bahwa mahasiswa saudara tersebut :

      Nama   : Widya Aulia

      NPM   : 2002050076

      Program Studi   : Pendidikan Bahasa Inggris

Benar telah mengadakan risearch guna mendapatkan informasi / keterangan data-data yang berhubungan dengan penyusun skripsi yang disusun oleh bersangkutan pada Madrasah Tsanawiyah Swasta BABUL 'ULUM Pajak Rambe Kec. Medan Labuhan dengan judul skripsi :

"The Effect of Using Flipped Classroom Method Assisted by Animation Video on The Students' Reading Comprehension at MTs Babul 'Ulum Medan"

Demikian surat ini kami perbuat dengan sebenarnya untuk dapat dipergunakan dengan seperlunya.
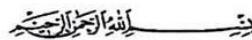
Mengetahui,

Ka. MTs.S BABUL 'ULUM

BADRS. WALUYO

Appendix 18

Berita Acara Bimbingan Skripsi

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama	: Widya Aulia
NPM	: 2002050076
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Effect of Using Flipped Classroom Method Assisted by Animation Video on The Students' Reading Comprehension at MTs. Babul 'Ulum.

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
29 / 05 / 24	chapter I : - Background of the study. State the Problem of your study - Clearly describe the formulation of the study	
15 / 06 / 24	chapter ii : - Only used the reference used in your study - while all related theory to support your study	
03 / 07 / 24	chapter iii : - clearly explain and describe the research design	
05 / 08 / 24	chapter IV: - display all your primary data and categoriesd them based on your research focus	
15 / 09 / 24	chapter IV: - Do the analysis properly to answer your research question	
25 / 09 / 24	chapter V : - You may just combine point 1,2,3 become one as a conclusion, so conclusion I paragraph and suggestion too	
30 / 09 / 24	Approved	

Medan, 30 September 2024

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

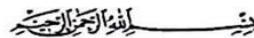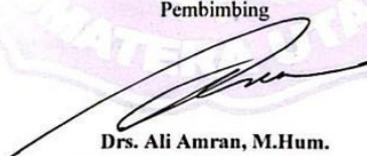(Dr. Pirman Ginting, S.Pd., M.Hum.)

(Drs. Ali Amran, M.Hum.)

Appendis 19

Lembar Pengesahan Skripsi

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

UMSU
Unggul | Cerdas | Terpercaya

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama   : Widya Aulia
NPM   : 2002050076
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : The Effect of Using Flipped Classroom Method Assisted by Animation
                       Video on The Students' Reading Comprehension at MTs. Babul 'Ulum.

sudah layak disidangkan.

Medan 30 September 2024
Disetujui oleh:
Pembimbing

Drs. Ali Amran, M.Hum.

Diketahui oleh:

Dekan   Ketua Program Studi

Dra. Hj. Syamsuyurnita, M.Pd.   Dr. Pirman Ginting, S.Pd, M.Hum.

Appendix 20

Documentation of Experimental Group Doing Pre-test and Post-test
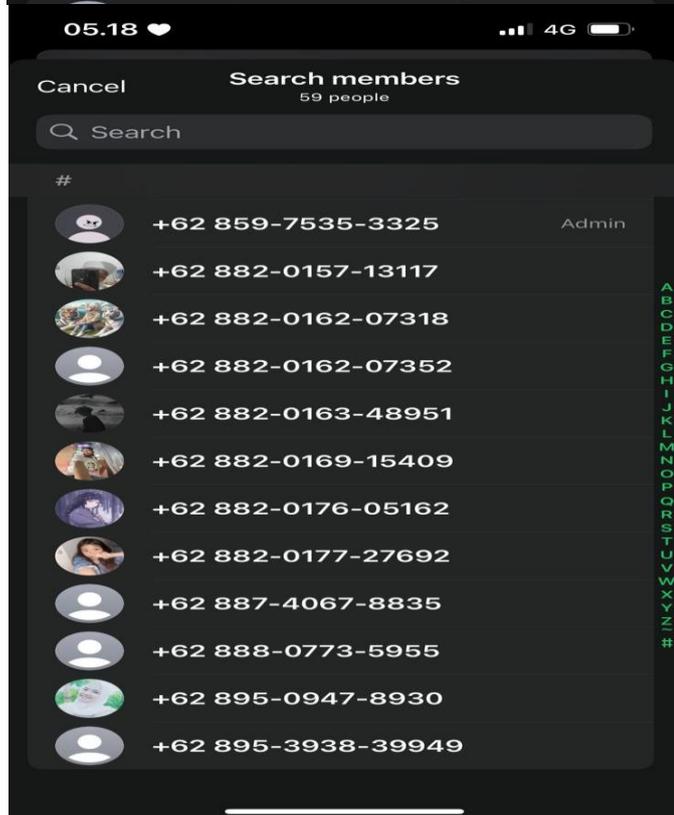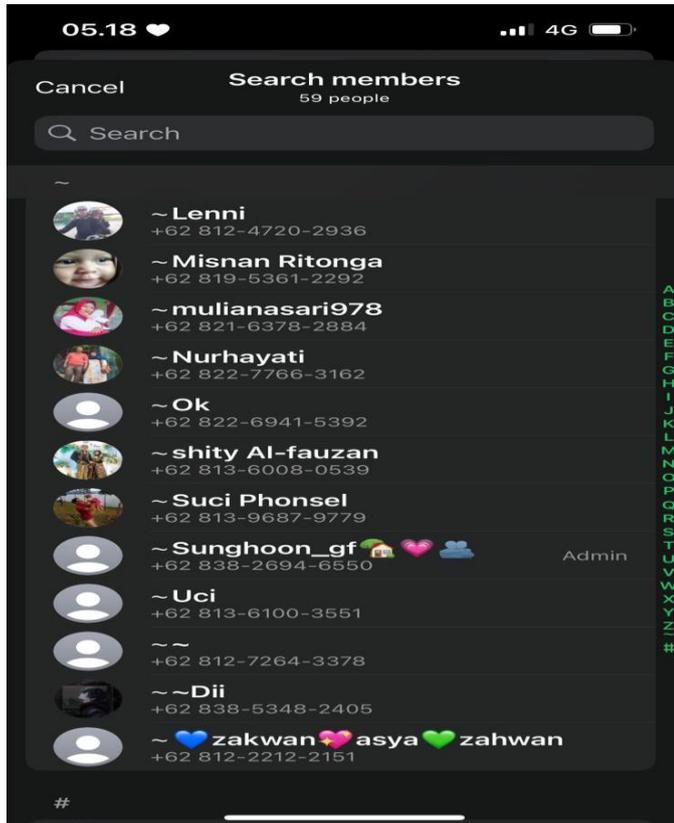
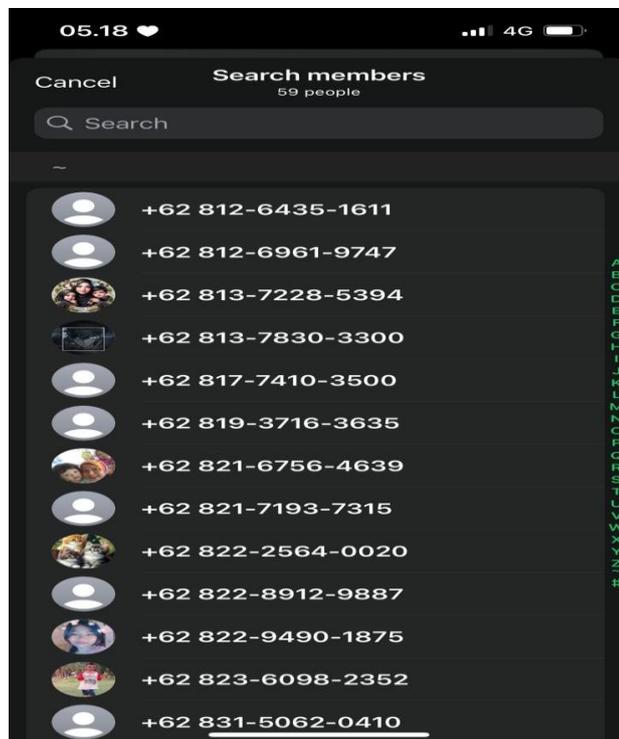Documentation of Experimental Group Watching Animation Video

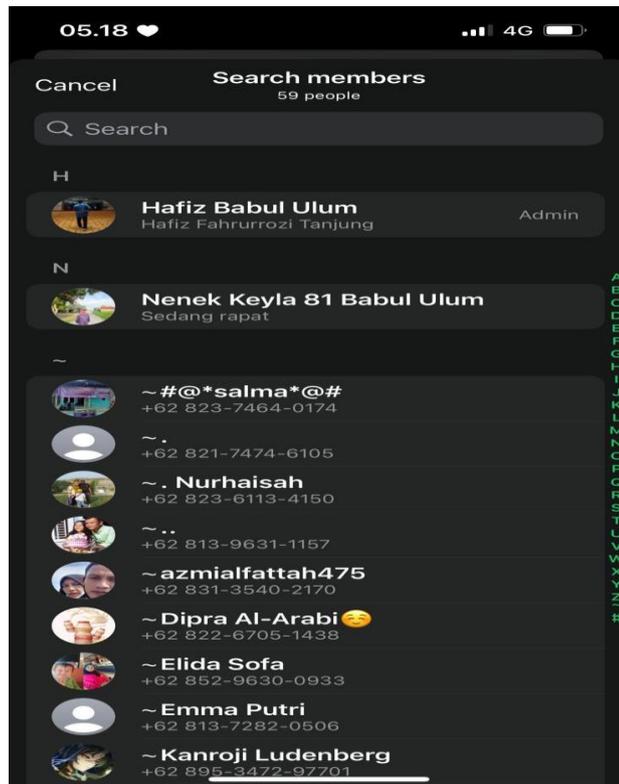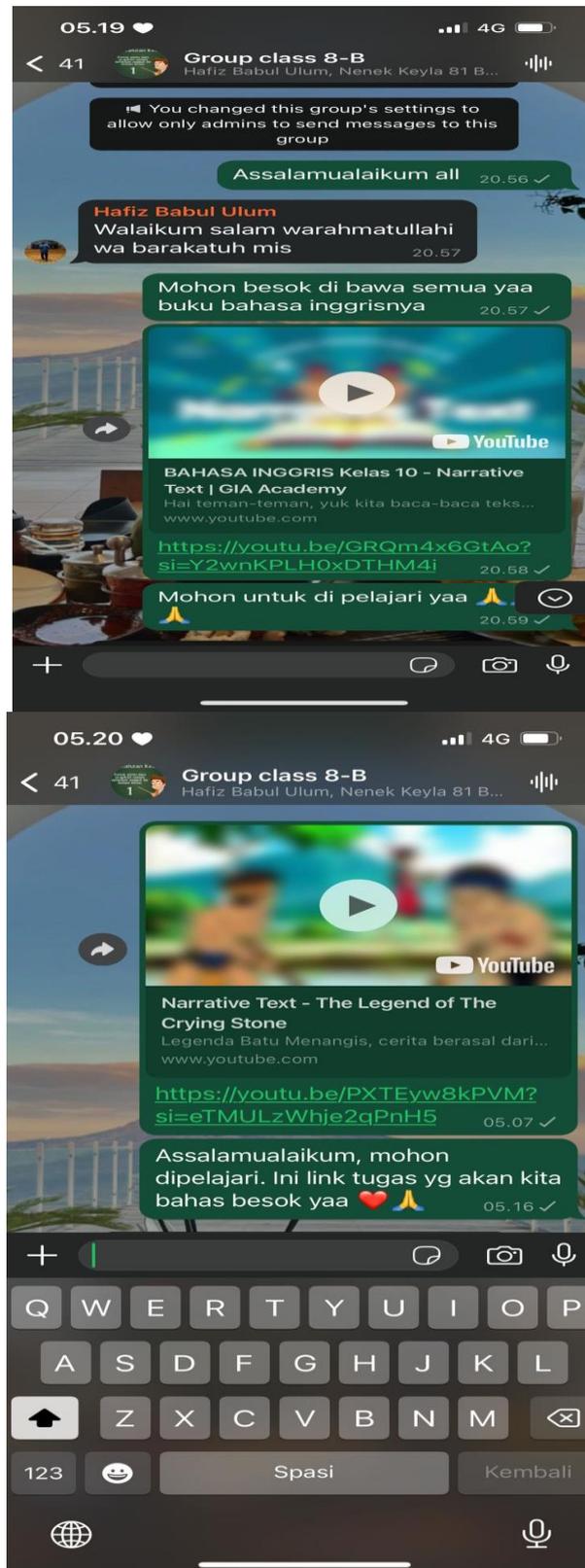**Documentation of Researcher In The Experimental and The Control Group**

Documentation of Control Group Doing Pre-test and Post-test

Documentation with English Teacher of MTs. Babul 'Ulum Medan

CURRICULUM VITAE

Name : Widya Aulia

Register Number : 2002050076

Place / Date of Birth : Marelan / 15 May 2001

Gender : Female

Religion : Islam

Address : Jl. Jermal Raya, Seimati Lk. XII No.73 Medan Labuhan

Fathers Name : Alm. Suharjo, S

Mothers Name : Purnamasari Nasution

Brothers Name : Rizky Akbar

Education

1. Elementary School (2007-2013) at SDN 060948

2. Junior High School (2013-2016) at MTs.PP Ar-Raudhatul Hasanah

3. Senior High School (2016-2019) at MAs.PP Ar-Raudhatul Hasanah

4. Students Of English Department of FKIP University Muhammadiyah Sumatera Utara

Medan,   September 2024

Widya Aulia