

**THE EFFECT OF SHARED READING USING FAIRYTALE ON THE
STUDENTS' ACHIEVEMENT IN READING COMPREHENSION**

SKRIPSI

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

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**FACULTY OF TEACHER TRAINING AND EDUCATION
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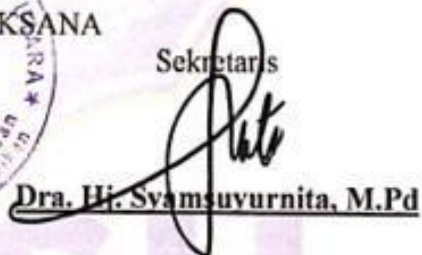
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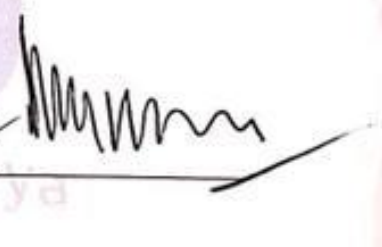
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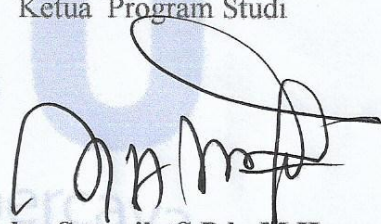
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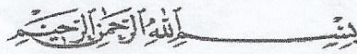


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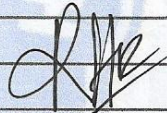

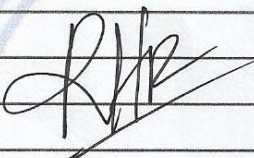
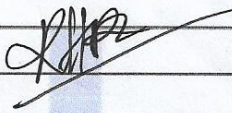


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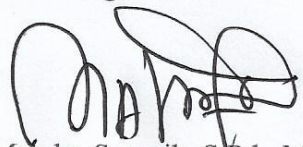


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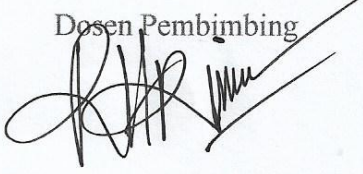
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ABSTRACT

Fitri Kurniati: The Effect of Shared Reading Using Fairytale on the students' achievement in reading comprehension. Skripsi: English Department of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara, 2019.

This study deals with the effect of shared reading using fairytale. This is an experimental research which applied descriptive quantitative method. The objective of the research were to find out the significant effect of shared reading strategy using fairytale on the students' achievement in reading comprehension. This research was conducted in SMP Swasta Budisatrya Medan, 2019/2020 academic year. The population of this research was the IX grade of SMP Swasta Budisatrya Medan. Cluster Sampling Technique was applied to take the sample. The experimental group, class IX-3 was taught by using shared reading strategy and control group, class IX-2 was taught by using traditional strategy. The instrument used in collecting data was multiple choices. The total items of the test were 20 items. The finding showed that the value of t_{table} with the degree of freedom (df) 52 at the level of significance 5% was at 2.00, while the critical value ($t_{observe}$) was 9.5. It was found that the value of $t_{observe}$ was higher than t_{table} ($9.5 > 2.00$) therefore, alternative hypothesis (H_a) was accepted. It meant that the IX grade got significant effect of shared reading strategy using fairytale on the students' achievement in reading comprehension.

Keyword: shared reading strategy, fairytale, reading comprehension.

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The researcher comes upon a lot of difficulties during the writing of this study, due to her limited knowledge and experience. However, many people have directly and indirectly contributed and helped her during completing this study, it might be possible for her to finish it. Thus, the researcher would like to express her specially thanks first to her beloved parents, **Mr. Widodo** and **Mrs. Sutarni** for their pray, advise, courage, moral, and material support from her born until forever. May Allah SWT always bless them. Then the researcher also would like thank to:

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Hopefully the findings of this research are expected to be useful for those who read this research and interested to the topics. Finally, the researcher realizes that this research is still far from being perfect in spite of the fact she has done her best completing this work. Therefore, constructive criticism, comments, suggestions are welcomed for further improvement of this research.

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The Researcher

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is one of the language skills that is very important. In reading, it is necessary to read the information written in the text or understand the text. Understanding reading specific skills that require many things including specific specifications, abilities, and skills. Through reading comprehension, readers can gain a lot of knowledge and improve their English. Although reading comprehension is very important in learning English, not all students can understand or comprehend what they read easily. They only read sentences without understanding what they have read.

According to Afflerbarch (2007), reading is a dynamic and complex process that requires prior skill, strategy and knowledge. Reading is a "social event" and reading is socially located. We read using skills and strategies in helping him with intellectual and social goals. The definition of reading contains the ideas that we read to construct meaning and we must use specific skills and strategies to do. Over Grabe and Stoller (2001) show that for many language learners, reading ranks first among the academic skills they want to gain mastery. For students learning foreign languages, reading is the most important skill to master for various reasons. First, students can perform at a higher level in reading compared to others. Can be read accurately material that they cannot discuss verbally or in writing with equal accuracy or accuracy. Such conditions will no

doubt increase their motivation to learn. Second, reading needs very minimum requirements.

In the *Kurikulum 2013 Revisi 2016* syllabus of junior high school curriculum requires students to be able to understand the content of the text. In fact, based on the researches during Magang 3 at SMP Swasta Budisatrya Medan Jl. Letda Sujono No. 166, Medan at 2018/2019 academic year especially at ninth grade class. The study found some difficulties for students to understand the meaning of their reading English. The students did not actively answer questions from the teacher. Students do not understand what is read. So, the compilation of teachers asks them to answer questions about reading texts, they cannot answer questions because they have bad vocabulary.

One strategy that can be used to improve students' problems in reading comprehension is reading together. A shared reader is an interactive reading experience by students who join or share a large book reading or other enlarged text when guided and supported by a teacher. Students read experts reading texts fluently and expressing. The text must be large enough for all students to see clearly, so they can share in reading the text. Through reading together about the reading process and reading strategies used by readers are shown. In Joint Reading, children agree in reading, important concepts about how to work, study and learn begin to think of themselves as readers.

So, Based on the discussion above, researcher decides to conduct the research to find "The Effect of Shared Reading Strategy Using Fairytale on the Students' Achievement in Reading Comprehension."

B. The Identification of the Problem

Based on the background of study, the problems are identified as follows:

1. The students' were difficult to understand the meaning of their reading English.
2. The students were not active to response the question from the teacher.
3. The students could not answer the question because they had poor vocabularies.

C. The Scope and the Limitation of the Study

The scope of this research is to investigate the effect of shared reading strategy in reading comprehension. This research is limited to the research to the study of the effect of shared reading strategy on the students' achievement in reading comprehension using fairytale or narrative text, especially for the grade VIII students of SMP SWASTA BUDISATRYA MEDAN of academic year 2019/2020.

D. The Formulation of the Problem

Based on the identification of the study above, the problem will be formulated as follows: "Is there any significant the effect of shared reading strategy using fairytale on the students' achievement in reading comprehension?"

E. The Objective of the Study

The objective of the study is to find out the significant effect of shared reading strategy using fairytale on the students' achievement in reading comprehension.

F. The Significance of the Study

The finding of the study will be expected to be useful in:

a. Theoretically

Theoretically the study will give information about the use of shared reading strategy using fairytale on the students' achievement in reading comprehension.

b. Practically

1. For the students, to increase students' reading comprehension by using shared reading strategy.
2. For the teacher, to give information about the use of shared reading strategy using fairytale on the students' achievement in reading comprehension.
3. For the Other researcher, to enlarge the researcher's knowledge about the research especially the researcher's insight scientifically in the topic of shared reading strategy.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

The theoretical framework is aimed at giving clear concept of the application of this study.

1. Concept of Reading Comprehension

1.1. Reading

Reading is to determine the language patterns of their written representations. Reading is usually enjoyed by students who are already literate in the source language. Reading is more than just assigning language sounds to written words; it requires an understanding of what is written. Students differ in their ability to read their language, and this same difference reappears in their ability to read a second language. Reading skills in one language do not have to be transferred to another language and may even hinder them. A student who reads English easily may have difficulty reading a foreign language, but students who read English with difficulty will definitely have difficulty reading stories in a foreign language. This must be understood.

According to Harmer (2007: 99), "Reading is beneficial for language acquisition. As long as students understand or understand more of what they read, the more they read, the better they get. Reading consists of two processes that are obtained: accepted and understood."

From definition above can be conclude that reading is the learning process to identify the word and understanding the word on the text and reading is the process interactive and communication between the reader and writer in the text.

Reading is a way to get information from something written. According to Danielle (2009) states that reading is extraordinary, compilation, number, and components that must be mastered, slowed to a halt and deeper levels of understanding are seriously compromised. This means readings that contain English language skills that must be understood that involve questions that need help with word references, focus on discourse, assumptions, and conclusions that make sense. According to Kristin Lems and et. Al (2010) states that reading is an interactive process that occurs between the text and the strategy that is read and background knowledge. To read, we need to master word skills, which we will use from the ground up. These skills combine to enable us to decode connected text.

1.2. Types of Reading

1. Extensive Reading

According to Carrel Eisterhold (in Narjes, 2016: 230), "Broad reading is an activity that can be useful in helping students become individuals who are trying to find their own meaning as long as they ask for texts that choose students who will be assisted by students. What they read. "

1.3. Reading Comprehension

Reading Comprehension Scheme (2006) is a complex task that addresses information at the level of words, sentences, paragraphs, and sections or books. Background knowledge plays an important role in understanding reading. Reading comprehension is known as an interactive mental process between reader linguistic knowledge, world knowledge, and knowledge of a given topic (Mohammadi and Abidin, 2011). Reading products can be used to improve students' understanding of written language through tests (Djiwandono, 1996). The main idea of each paragraph is usually agreed somewhere in the paragraph with one sentence (topic sentence), and is usually found at the beginning of the paragraph, but can appear at the end or even in the middle of the paragraph (Gillet, 2011).

Reading consists of a variety of activities, sensations, perceptions, psychomotor movements, cognitive activities and emotional responses, each of this can be further broken down into varying kinds of behavior. There are three definitions of reading. The first is pronouncing words, second is identifying words and the last is bringing meaning to a text in order to get meaning from it.

Based on the description above, it can be known that reading means pronouncing the words, identifying the words and finding the meaning from a text in order to get the information from the text. Reading can develop a person's creativity because reading consists of activities, sensations, perception, also the way to interact with the researcher from a book or text.

2. Narrative Text

Reading narrative text means paragraphs that discuss events that occur and are in accordance with events that occur until the end of the event. Narrative paragraph is an explanation to discuss something or event and there is an explanation of how the event occurred. The narrative paragraph decides on the actions of the community and the function of the description of what happened to something (Nursalim, 2003).

Narrative texts are texts that contain stories such as fiction or nonfiction, fairy tales, fairy tales, fairy tales, epics, and so on. This is fun.

Anderson states that (2003: 149) Narrative texts are texts relating to events related to logical and chronological related or experienced by factors. The key to understanding narration is the sense of plot, theme, character, event and how they are related.

According to Djatmika & Wulandari (2013: 104), "Narrative texts have structural organizations that are compatible, complex, and resolution." Hope in the narrative text can find three structural organizations that can make the reader understand the text.

Narrative paragraphs about events to occur, first, what happens next, what happens after that and so on. In the narration the paragraph contains words and sentences. This means that a narrative paragraph is a collection of words that make up sentences and are combined into paragraphs

3. Fairytale

Fairytale is kind of story from the imagination of writer. This is not real story and never happen in real life. According to Cambridge dictionary fairytale is a traditional story written for children that usually involves imaginary creatures and magic. In addition, Fairytale is a children story about magical and imaginary beings and lands. The synonym of fairytale they are folktale, folk story, traditional story, myth, legend, romance fantasy, fable, fiction. Many people like fairytale story start from younger and old one love fairytale story.

4. Shared Reading Strategy

4.1. The Nature of Shared Reading Strategy

Shared reading is an interactive reading experience that occurs when students join or share large book readings or other enlarged texts while being guided and supported by other experienced teachers or readers. Students observe an expert reading texts fluently and expressing. The text must be large enough for all students to see clearly, so they can share in reading the text.

Once students get used to the story, we also look more closely at the text. We cover a few letters and continue searching words for high frequency small words like I, the, to, etc. We also play with text sounds. Students may be asked to listen to a story carefully and be asked to collect all the rhyming words they hear or words that begin with a particular sound. We also often brainstorm other words that rhyme or start with the same voice. They may be asked to determine the number of claps (syllables) in a word or the number of parts (sounds) in a word.

Sometimes, students need to listen carefully to the word outstretched and arrange it to know the words from the story (Hubbard, Michelle: 2010).

Shared Reading is a group reading lesson where all students have access to text, can see the text and participate as readers, even though they may be at different levels independently. The teacher model reads smoothly and invites students to read together. In the elementary class students read together verbally and in the middle or middle class students can follow silently or chime in with the teacher in the text section. The selected text provides various teaching objectives and the teacher provides various levels of support when reading behavior is modeled.

4.2. The Procedures of Using Shared Reading Strategy

- a. Select a text which has a teaching point that meets the needs of specific students. Make sure that all students can see the enlarged text.
- b. Discuss with the students the topic to tap their prior knowledge about this topic.
- c. State the purpose of the lesson and why the book was selected.
- d. Invite students to predict the text from the cover, title, and illustrations.
- e. Give a short stimulating introduction. When reading to emergent readers, do a picture walk through the book during the introduction.
- f. Read the text as naturally as possible with few stops. Focus on meaning. Encourage students to join in as they are able. Model realistic reactions to the text.

- g. Encourage students to predict as they read, drawing on their understanding of the text and their knowledge of the structure of language.
- h. Introduce the use of prompts to help the students predict the text and confirm their predictions.
- i. Encourage students to talk about the text. Help them notice the text features.
- j. Reread the text several times. With each rereading, students will be able to join in, as the text becomes more familiar.

5. Teaching Method

5.1. Concept of Traditional Method

Traditional methods (old concepts) emphasize the importance of mastering subject matter. Traditional language teaching is in line with traditional language goals, which take into account body language grammar and the number of words combined according to rules. The traditional method is thus transferred to the grammatical structure as an approved vocabulary item. Uwameiye (2008) states that the conventional method is a method that approves the traditional method in which teachers transmit information (subject matter content) orally to their students, sometimes writing on the board using teaching materials.

From the reading above, it can be concluded that the conventional or traditional method is a teaching technique in which the teacher becomes the controller or gets centered on the teacher and students only discuss what the teacher must learn and learn in a silent way.

B. Relevant Research

Considering the important of reading skill in education success especially in teaching by using Shared Reading Strategy, some researchers have conducted the research dealing with this issue. First, Yea-Mei LEOU (2009) conducted the research which focused on The Influences of Shared Reading on Students' Reading Comprehension and Reading Motivation in a Rural Elementary School in Taiwan. The research finding found that there was an increasing scores from pre test to post test and most of the students enjoyed the process of learning reading by using shared reading strategy. It means that shared reading can effectively increase students' reading comprehension.

BadriyaJuma Al-Salmi also conducted the research entitle "Teaching Vocabulary Using Shared Reading and Flashcards". In his research he wanted to explore an alternative way of teaching vocabulary by using shared reading strategy. He found that using big books and shared reading can help children learn vocabulary more effectively than just using flashcards. The students were more enjoyable and motivated in learning than using flashcards. Meanwhile, Monique S n chal et.al (2008) investigated the relations among the frequency of Shared Reading and 4-Year-Old children's vocabulary, morphological and syntax comprehension, and Narrative Skills. The result indicated that there was a positive relation between the frequency and variety of shared reading and children's expressive vocabulary. It also has a positive and robust association with children's morphological comprehension, as well as an indirect positive relation with children's syntax comprehension. It means that the use of shared reading strategy

could improve students' vocabulary, morphological comprehension, and syntax comprehension.

Based on the research which have been done by the researchers above, it could be concluded that Shared Reading strategy give an effect in teaching reading. Therefore, the research above could be as a reference for the researcher in conducting the research.

C. Conceptual Framework

Reading is one of skill in English language learning. Reading also way gets information and knowledge. Reading comprehension is a process for understanding a text like meaning from the text. In teaching reading comprehension, there are some model and method that could be used to increase the students' reading comprehension. One of strategies is the use of shared reading strategy is kind of strategy that by teacher to make the students instruction and active in learning English. There are two types of reading; which are extensive reading and intensive reading. In teaching students' English comprehension, the teacher must be able to present the lesson in such a way to make it more interesting and relevant to the needs of learning. So that, shared reading strategy is needed to make the learning process more interesting.

Teaching reading comprehension by using shared reading strategy is very helpful for the students, especially the eight grade students of SMP SwastaBudisatryaMedan. By using this strategy, the students are able to comprehend a text. It will improve the students' achievement in reading

comprehension. So, it is expected that using shared reading strategy in teaching reading will affect student's achievement in reading comprehension.

D. The Hypothesis

This research is to answer the question about whether yes or no the effect of shared reading using fairytale on the students' achievement in reading comprehension. To get the answer of question, the researcher purpose alternative hypothesis (H_a) and null hypothesis (H_o) as bellow:

1. H_a : Alternative hypothesis is acceptable, so there is an effect of shared reading using fairytale
2. H_o : Alternative hypothesis is unacceptable, so there is no effect of shared reading using fairytale

CHAPTER III

RESEARCH METHOD

A. Location and Time

This research was conducted at SMP Swasta Budisatrya Medan Jl. Letda Sujono No. 166, Medan at 2019/2020 academic year.

B. Population and Sample

1. Population

The population of this research were taken from the ninth grade students of SMP Swasta Budisatrya Medan at academic year 2019/2020. There were 4 parallel classes, they were IX-1 consisted of 28 students, IX-2 consisted of 27 students, IX-3 consisted of 27 students, and IX-4 consisted of 28 students. So, the total population of this research were 110 students.

Table 3.1
Population

No	Classes	Population
1	IX-1	28
2	IX-2	27
3	IX-3	27
4	IX-4	28
	Total	110

2. Sample

In taking the sample, the researcher used Cluster Sampling Technique. According to Sugiyono (2008), Cluster Sampling Technique was a technique to decide which one the population that was taken a sample, the sample was taken

based on the population that was specified. Based on the Sugiyono's explanation, the researcher decided to take the sample of this research by using lottery to determine it, after that the researcher chose class IX-2 as control class that consisted of 27 students and class IX-3 as experimental class that consisted of 27 students.

Table 3.2
Sample

No	Class	Population	Sample
1	IX-2	27	Control Class
2	IX-3	27	Experimental Class
Total		54	

C. Research Design

In this research, the researcher used the experimental research. It dealt with quantitative research. There were two different groups namely experimental group and control group. The experimental group was taught by using shared reading strategy while control group was taught without using shared reading strategy but using traditional strategy.

Table 3.3
Research Design

Research Design Group	Pre-test	Treatment	Post-test
Experimental (IX-3)	✓	Shared Reading Strategy	✓
Control (IX-2)	✓	Traditional strategy	✓

a. Pre-test

Before treatment of research by using shared reading strategy, a pre-test was given to the sample, the experimental and control group. The pre-test used to measure the students' homogeneity getting treatment.

b. Treatment

The experimental and control group were taught by using same skill, that is reading skill but they got different treatment. It meant that in experimental group was taught by using shared reading strategy while in the control group was taught without applying shared reading strategy but traditional strategy.

c. Post-test

After having treatment for the experimental group, the post test was given to the experimental and control group. The post-test was the same as the pre-test. The post-test was final test in this research, especially in measuring the treatment, whether it was significant or not. It is meant to know whether the treatment gave effect or not for the students achievement in reading skill.

D. Research Instrument

To collecting data this research used the test as the instrument of this research, the test was multiple choices test. Multiple choice test which consisted of 20 items the instrument in quantitative research to answered the research question in this research. The items of test were taken from the students' paper

based test. For the correct answer was given 1 score and the incorrect answer were scored 0. So, the empty answer was not be scored. So the highest score was 100 calculating by using formula:

$$\text{Score} = \frac{\text{true items}}{\text{members of items}} \times 100\%$$

E. The Technique of Collecting Data

In collecting the data, some steps were applied as follows:

1. Giving pre-test to both of groups.
2. Scoring the students' answer of pre-test.
3. Giving treatment to both of the groups; the experimental group was taught by using shared reading strategy and the control group was taught by using traditional strategy.
4. Giving post-test to both of groups
5. Scoring the students' answer of post-test.

F. Technique of Analyzing Data

From the data, the calculation was made to find out whether applying shared reading strategy could be helpful in reading comprehension. The data were calculated by using t-test from Sudijono (2018).

1. Listing the students score in to two tables.
2. Finding the Mean by using the formula:
 - a. Mean of Experimental Group

$$M_x = \frac{\sum X}{N} \quad (\text{Sudijono, 2018: 81})$$

b. Mean of Control Group

$$M_y = \frac{\sum y}{N}$$

3. Finding the Standard Deviation by using the formula:

a. Standard Deviation (SD) of Experimental Group

$$SD_x = \sqrt{\frac{\sum x^2}{N}} \quad (\text{Sudijono, 2018: 157})$$

b. Standard Deviation (SD) of Control Group

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

4. Finding the Standard Error by using the formula:

a. Standard Error of Experimental Group

$$SE_{M1} = \frac{SD_1}{\sqrt{N_1-1}} \quad (\text{Sudijono, 2018: 282})$$

b. Standard Error of Control Group

$$SE_{M2} = \frac{SD_2}{\sqrt{N_2-1}}$$

5. Finding the Standard Error differential between M_x and M_y by using the formula:

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2} \quad (\text{Sudijono, 2018: 283})$$

6. Finding t_0 by using the formula:

$$t_o = \frac{M_1 - M_2}{SE_{M1-M2}} \quad (\text{Sudijono, 2018: 284})$$

Where:

M_x = Mean score of experimental group

M_y = Mean score of control group

N_1 = Number of students in experimental 1 group

N_2 = Number of students in control group

SD_x = Standard deviation of experimental group

SD_y = Standard deviation of control group

SE_{M1} = Standard Error of Mean of experimental group

SE_{M2} = Standard Error of Mean of control group

SE_{M1-M2} = Standard Error differential between M_x and M_y

t_0 = Test Observation

G. Statistical Hypothesis

In this research statistical hypothesis is used to device whether the hypothesis will be accepted or rejected. The statistical statistic formula:

If $t - \text{test} > t - \text{table} = H_a$ is accepted and H_0 is rejected

If $t - \text{test} < t - \text{table} = H_a$ is rejected and H_0 is accepted

Where:

H_a : There is a significant effect of effect of shared reading using fairytale on the students' achievement in reading comprehension. (The hypothesis is accepted)

H_0 : There is no significant effect of effect of shared reading using fairytale on the students' achievement in reading comprehension. (The hypothesis is rejected)

CHAPTER IV
DATA AND DATA ANALYSIS

A. Data

In order to get the data of the study, the researcher: (1) gave pre-test, (2) did the treatment, and (3) gave the post-test. After the data were collected, the researcher compared the result of experimental group and the result of control group to know whether there was significant effect on teaching students by using shared reading strategy in teaching reading comprehension in narrative text.

The following are the students' scores on the pre-test and post-test to the experimental and control group.

Table 4.1
The Score of Pre-Test and Post-Test in Experimental Group

No	Students' Initial	Score	
		Pre-Test	Post-Test
1	AR	20	70
2	AA	40	80
3	AI	45	70
4	AP	20	70
5	AS	40	70
6	BS	40	70
7	DK	55	70
8	DS	45	75
9	FS	55	80
10	FA	50	70
11	FD	50	70
12	FR	55	75
13	IR	60	95
14	MP	35	60
15	MDP	60	75
16	MDR	55	85
17	MFL	40	80
18	NAL	50	85
19	PRP	30	75

20	RTG	50	80
21	RP	60	75
22	RS	60	80
23	SND	55	85
24	SPB	40	80
25	WAH	45	80
26	YR	50	75
27	LA	45	75
	Total	1250	2055

Based on the data in the table 4.1 above, the students' initial (sample) and the students' score in the pre-test and post-test of two groups could be seen in the table 4.1 In the pre-test, the highest score of pre-test in the experimental group was 60 that was 4 students and the lowest was 20 that was 2 students with the total score of pre-test was 1250. While the highest score of post-test was 95 that was 1 student and the lowest was 60 that was 1 student with the total score of post-test 2055.

Table 4.2
The Score of Pre-Test and Post-Test in Control Group

No	Students' Initial	Score	
		Pre-Test	Post-Test
1	AK	55	50
2	AN	40	50
3	AA	25	50
4	AR	60	70
5	CA	45	50
6	CN	40	40
7	DH	30	50
8	ER	45	60
9	F	40	55
10	HW	45	60
11	KA	30	45
12	MD	50	55
13	MAR	55	60
14	MS	70	75
15	MIQ	55	55
16	MS	75	75

17	NN	35	35
18	OR	40	45
19	NA	30	45
20	PR	55	55
21	PV	40	55
22	R	65	70
23	RP	50	75
24	RE	50	55
25	RA	35	35
26	S	55	60
27	SA	35	40
	Total	1250	1470

Based on the data in the table 4.2 above, the students' initial (sample) and the students' score in the pre-test and post-test of two groups could be seen in the table 4.2. In the pre-test, the highest score of pre-test was 75 that was 1 student and the lowest was 25 that was 1 student with the total score of pre-test 1250. While the highest score of post-test was 75 that was 3 students and the lowest was 35 that was 2 students with the total score of post-test was 1470.

B. Data Analysis

The effect of shared reading using fairytale on the students' achievement in reading comprehension. Based on the data from the best score were analyzed in other to know differences between pre-test and post-test in experimental group, it could be seen below.

1. Mean

a. Mean of Variable X (Variable 1)

Table 4.3
The Differences Scores of Pre-Test and Post-Test in Experimental Group

No	Students' Initial	Score		
		Pre-test (x_1)	Post-test (x_2)	($x_1 - x_2$)
1	AR	20	70	50
2	AA	40	80	40
3	AI	45	70	25
4	AP	20	70	50
5	AS	40	70	30
6	BS	40	70	30
7	DK	55	70	15
8	DS	45	75	30
9	FS	55	80	25
10	FA	50	70	20
11	FD	50	70	20
12	FR	55	75	20
13	IR	60	95	35
14	MP	35	60	25
15	MDP	60	75	15
16	MDR	55	85	30
17	MFL	40	80	40
18	NAL	50	85	35
19	PRP	30	75	45
20	RTG	50	80	30
21	RP	60	75	15
22	RS	60	80	20
23	SND	55	85	30
24	SPB	40	80	40
25	WAH	45	80	35
26	YR	50	75	25
27	LA	45	75	30
	Total	$x_1 = 1250$	$x_2 = 2055$	$\sum X = 805$

The data of table 4.3 showed that the calculation mean of experimental group as follow:

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

$$M_x = \frac{805}{27}$$

$$M_x = 29.81$$

b. Mean of Variable Y (Variable II)

Table 4.4
The Differences Scores of Pre-Test and Post-Test in Control Group

No	Students' Initial	Score		
		Pre-test (y_1)	Post-test(y_2)	($y_2 - y_1$)
1	AK	55	50	5
2	AN	40	50	10
3	AA	25	50	25
4	AR	60	70	10
5	CA	45	50	5
6	CN	40	40	0
7	DH	30	50	20
8	ER	45	60	15
9	F	40	55	15
10	HW	45	60	15
11	KA	30	45	5
12	MD	50	55	5
13	MAR	55	60	5
14	MS	70	75	5
15	MIQ	55	55	0
16	MS	75	75	0
17	NN	35	35	0
18	OR	40	45	5
19	NA	30	45	5
20	PR	55	55	0
21	PV	40	55	15
22	R	65	70	5
23	RP	50	75	25
24	RE	50	55	5
25	RA	35	35	0
26	S	55	60	5
27	SA	35	40	5
	Total	$y_1 = 1250$	$y_2 = 1470$	$\Sigma Y = 220$

The data of table 4.4 showed that the calculation mean of control group as follow:

$$M_y = \frac{\sum Y}{N}$$

$$M_y = \frac{220}{27}$$

$$M_y = 8.15$$

2. Standard Deviation (SD)

a. Standard Deviation (SD) of Variable X (Variable I)

Table 4.5
The Calculation of Standard Deviation in Experimental Group

No.	Students' Initial	$X(x_1 - x_2)$	X $= (X - M_x)$	$(X - M_x)^2$
1.	AR	50	20.19	407.63
2.	AA	40	10.19	103,83
3.	AI	25	-4.81	23.13
4.	AP	50	20.19	407.63
5.	AS	30	0.19	0.0361
6.	BS	30	0.19	0.0361
7.	DK	15	-14.81	219.33
8.	DS	30	0.19	0.0361
9.	FS	25	-4.81	23.13
10.	FA	20	-9.81	96.23
11.	FD	20	-9.81	96.23
12.	FR	20	-9.81	96.23
13.	IR	35	5.19	26.93
14.	MP	25	-4.81	23.13
15.	MDP	15	-14.81	219.33
16.	MDR	30	0.19	0.0361
17.	MFL	40	10.19	103,83
18.	NAL	35	5.19	26.93
19.	PRP	45	15.19	230.73
20.	RTG	30	0.19	0.0361
21.	RP	15	-14.81	219.33
22.	RS	20	-9.81	96.23
23.	SND	30	0.19	0.0361

24.	SPB	40	10.19	103,83
25.	WAH	35	5.19	26.93
26.	YR	25	-4.81	23.13
27.	LA	30	0.19	0.0361
Total		$\sum X = 805$		$\sum X^2 = 2262.46$

The data of table 4.5 showed that the calculation standard deviation of experimental group as follow:

$$\begin{aligned}
 SD_x &= \sqrt{\frac{\sum x^2}{N}} \\
 &= \sqrt{\frac{2262.46}{27}} \\
 &= \sqrt{83.79} \\
 &= 9.15
 \end{aligned}$$

b. Standard Deviation (SD) of Variable Y (Variable II) 23,47

Table 4.6
The Calculation of Standard Deviation in Control Group

No.	Students' Initial	$Y (y_2 - y_1)$	$Y = (Y - M_y)$	$(Y - M_y)^2$
1.	AK	5	-3.15	9.92
2.	AN	10	1.85	3.42
3.	AA	25	16.85	283.92
4.	AR	10	1.85	3.42
5.	CA	5	-3,15	9.92
6.	CN	0	-8,15	66.42
7.	DH	20	11.85	140.42
8.	ER	15	6.85	46.92
9.	F	15	6.85	46.92
10.	HW	15	6.85	46.92
11.	KA	5	-3.15	9.92
12.	MD	5	-3.15	9.92
13.	MAR	5	-3.15	9.92
14.	MS	5	-3.15	9.92
15.	MIQ	0	-8,15	66.42

16.	MS	0	-8,15	66.42
17.	NN	0	-8,15	66.42
18.	OR	5	-3,15	9.92
19.	NA	5	-3,15	9.92
20.	PR	0	-8,15	66.42
21.	PV	15	6.85	46.92
22.	R	5	-3,15	9.92
23.	RP	25	16.85	283.92
24.	RE	5	-3,15	9.92
25.	RA	0	-8,15	66.42
26.	S	5	-3,15	9.92
27.	SA	5	-3,15	9.92
Total		$\sum Y = 220$		$\sum y^2 = 1420.34$

The data of table 4.6 showed that the calculation standard deviation of control group as follow:

$$\begin{aligned}
 SD_y &= \sqrt{\frac{\sum y^2}{N}} \\
 &= \sqrt{\frac{1420.34}{27}} \\
 &= \sqrt{52.60} \\
 &= 7.25
 \end{aligned}$$

Based on the calculation above showed the facts were presented as follows:

$$SD_x = 9.15$$

$$SD_y = 7.25$$

$$N_1 = 27$$

$$N_2 = 27$$

$$X = 805$$

$$Y = 220$$

$$(X - M_x)^2 = 2262.46$$

$$(Y - M_y)^2 = 1420.34$$

Therefore, the formula above were implemented as follows:

3. Standard Error

a. Standard Error of Experimental Group

$$\begin{aligned} SE_{M1} &= \frac{SD_1}{\sqrt{N_1 - 1}} \\ &= \frac{9.15}{\sqrt{27 - 1}} \\ &= \frac{9.15}{\sqrt{26}} \\ &= \frac{9.15}{5,09} \\ &= 1.79 \end{aligned}$$

b. Standard Error of Control Group

$$\begin{aligned} SE_{M2} &= \frac{SD_2}{\sqrt{N_2 - 1}} \\ &= \frac{7.25}{\sqrt{27 - 1}} \\ &= \frac{7.25}{\sqrt{26}} \\ &= \frac{7.25}{5,09} \\ &= 1.42 \end{aligned}$$

4. The Differences of Standard Error

$$\begin{aligned}
 SE_{M_1-M_2} &= \sqrt{SE_{M_1}^2 + SE_{M_2}^2} \\
 &= \sqrt{(1.79)^2 + (1.42)^2} \\
 &= \sqrt{3.20 + 2.01} \\
 &= \sqrt{5.21} \\
 &= 2.28
 \end{aligned}$$

C. Testing Hypothesis

The result above when was applied to test the hypothesis. The t-test value was seen in the following calculation:

$$\begin{aligned}
 t_o &= \frac{M_1 - M_2}{SE_{M_1-M_2}} \\
 &= \frac{29.81 - 8.15}{2.28} \\
 &= \frac{21.66}{2.28} \\
 &= 9.5
 \end{aligned}$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected.

Ha: The value of the t_o was higher than the value of the t_{table} ($t_{observe} > t_{table}$),

to Where t_{table} value for the degree of freedom was calculated as follows:

$$\begin{aligned}
 Df &= (N_1 + N_2 - 2) \\
 &= (27 + 27 - 2) \\
 &= 52
 \end{aligned}$$

After seeking the table of distribution, the value of t_{table} with the degree of freedom (df) 52 at the level of significance 5% was at 2.00, while the critical value ($t_{observe}$) was 9.5. Based on the calculation of testing hypothesis above, it was found that the value of $t_{observe}$ was higher than t_{table} ($9.5 > 2.00$) therefore, alternative hypothesis (H_a) was accepted

D. Research Findings

Based on the data analysis above, the findings of this research were described that the students who were taught by shared reading strategy got higher score than those who were taught by using traditional method. It is also proved from the result of $t_{observe}$ which was 9.5 and t_{table} which was 2.00 ($t_{observe} > t_{table}$, $9.5 > 2.00$). It meant that shared reading using fairytale gave a significant effect on students' achievement in reading comprehension.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

After analyzing the data, it was found that there was a significant effect of shared reading using fairytale on students' achievement in reading comprehension, it was prove from the calculation of $t_{observe}$ which was higher than t_{table} , $9.5 > 2.00$, at $\alpha = 0.05$, and $df = 52$ it means that the alternative hypothesis or H_a is accepted.

B. Suggestion

In relation to the conclusion, some suggestions were put forward as follows:

1. The English teachers should apply shared reading strategy in teaching reading in classroom.
2. It was to suggested to the students to practice shared reading strategy by themselves to encourage their confidence and to improve their ability in reading comprehension.
3. The researcher hopes the result of this research can be used as an additional reference.

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Appendix 1

LESSON PLAN Experimental Group

School	: SMP Swasta Budisatrya Medan
Subject	: English
Class/ Semester	: IX/ First Semester
Topic	: Narrative Text (Fairytale)
Skill	: Reading Comprehension
Time Allocation	: 2 x 40 minute

A. Core Competence

KI 1 : Comprehending and applying the religion devine values

KI 2 : Comprehending and applying the honestly, self-discipline, care to others (cooperation, tolerance, peace-loving), polite, responsive and proactive attitudes in solving various matter; in interacting effectively with the social and natural environment; and being good Indonesian in world socialization

KI 3: Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the interest in science. Technology, cultural art, and humanities with humanity, nationalistic, and civilized views in relating to the causes of phenomena and matters and applying the procedural knowledge in the desired science in solving the actual problems

KI 4 : Processing, analyzing, and presenting the development in the concrete and abstract domains of learned materials independently and able to applying the rightful methods

B. Basic Competence

3.1 Analyzing social functions, text structures, and linguistic elements in simple narrative texts in the form of fairytale, comprehending in the text according to the context of their use.

3.2 Capturing the meaning of oral and written narrative texts in the form fairytale

C. Indicator of Competence

- 3.1.1. Identifying the character in the text and comprehending the social elements in the text
- 3.1.2. Comprehending the moral values in the text, comprehending the elements of language in the text
- 3.1.3. Comprehending the meaning in the text and the students can answer questions related to texts that are read

D. Learning Objectives

By the end of the lesson, the students are able to:

- 4.1.1. The students able to identifying the character in the text and able to comprehending the social elements in the text
- 4.1.2. The students able to comprehending the moral values in the text and able to comprehending the elements of language in the text
- 4.1.3. The students able to comprehending the meaning in the text and able answer questions related to texts that are read

E. Learning Material

Social Function

Text Narrative: Little Red Riding Hood

Purpose : To amuse, entertain and to deal with actual or various experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds 2 resolution.

Structure of the narrative text :

Orientation: usually this section contains the introduction of characters setting place / background, time.

Complication: contains about the beginning of the occurrence of problems and conflicts experienced by the main character.

Resolution: contains about the reduction / resolution of problems from conflicts that occur.

The language features of narrative text are:

- The text usually use simple past tense
- It uses chronological order
- It uses action verbs
- It usually found the presence of dialogue

F. Source and Learning Media

1. Source : Students, teacher, student worksheet, journal.
2. Learning media : Book

G. Method of Learning

The Method of learning is shared reading strategy.

H. Learning Activities

Activity	Time
Beginning 1. Saying hello and pray together 2. Provide motivation to learn 3. Giving a brainstorming question in accordance with the material to be delivered	10 minute
Core Activities 1. The teacher explains about narrative text by using shared reading strategy. 2. The teacher share a narrative text with the title “Little Red Riding Hood” 3. The teacher starts asking students one by one to read using the methods that have been delivered. 6. The teacher given question to students.	60 minute
Closing 1. The teacher gives a conclusion about the material that given. 2. The teacher gives a chance for the students who do not understand yet. 3. The teacher closing the meeting.	10 minute

I. ASSESSMENT

Type/assessment technique

- Written test and test performance

Assessment takes place during the learning process that began observing the activity, ask, explore, associate to communicate.

Attitude

- Observation, self-assessments, peer achievement of students assessed by teachers, students themselves and friends by using the check list or assessment scale (rating scale) that accompanied the rubric.
- Journal, inside and outside the classroom, such as notes educators
Teachers observe and record the behavior of students that includes the attitudes and skills.

Knowledge

Students’ knowledge about the structure of the text, linguistic elements evaluated using a written test/oral.

Skills

Performance/practice

1. Instrument Form and Instrument

Behavior assessment instrument

No	Name	ATTITUDE				Description
		Responsibility	Care	Cooperation	Peace	

2. Scoring Instrument Rubric

a. Attitude Aspect

No	Attitude Elements	Description	Score
1.	Honest	5 = always honest 4 = often honest	

		3 = sometimes honest 2 = rarely honest 1 = never honest	
2.	Responsibility	5 = always the responsibility 4 = often responsibility 3 = sometimes responsibility 2 = rarely responsibility 1 = never responsibilities	
3.	Cooperation	5 = always cooperation 4 = often cooperation 3 = sometimes cooperation 2 = rarely cooperation 1 = never cooperation	
4.	Discipline	5 = always discipline 4 = often discipline 3 = sometimes discipline 2 = rarely discipline 1 = never discipline	
5.	Confident	5 = always confident 4 = often confident 3 = sometimes confident 2 = rarely confident 1 = never confident	

b. Knowledge Aspect

No	Attitude Element	Description	Score
1.	Pronunciation	5 = almost perfect 4 = no errors but not intrusive 3 = there are some errors and disturbing meaning 2 = many errors and disturbing meaning 1 = too many mistakes	
2.	Intonation	5 = almost perfect 4 = no errors but not intrusive 3 = there are some errors and disturbing meaning 2 = many errors and disturbing meaning 1 = too many mistakes	
3.	Accuracy	5 = almost perfect 4 = no errors but not intrusive 3 = there are some errors and disturbing meaning 2 = many errors and disturbing	

		meaning 1 = too many mistakes	
4.	Understanding	5 = almost perfect 4 = no errors but not intrusive 3 = there are some errors and disturbing meaning 2 = many errors and disturbing meaning 1 = too many mistakes	

c. Aspect Skills

No	Attitude Element	Description	Score
1	Perform follow proper communication	5 = always conduct proper communication 4 = often appropriate communication activities 3 = several times conducting proper communication 2 = never appropriate communication activities 1 = never appropriate communication activities	

Skills

Multiple choice

No	Description	Score
1	The content are correct,	1
2	The content are false	0
3	No answer	0

Instrument of test:

Little Red Riding Hood

by *Leanne Guenther*

Once upon a time, there was a little girl who lived in a village near the forest. Whenever she went out, the little girl wore a red riding cloak, so everyone in the village called her Little Red Riding Hood.

One morning, Little Red Riding Hood asked her mother if she could go to visit her grandmother as it had been awhile since they'd seen each other.

"That's a good idea," her mother said. So they packed a nice basket for Little Red Riding Hood to take to her grandmother.

When the basket was ready, the little girl put on her red cloak and kissed her mother goodbye.

"Remember, go straight to Grandma's house," her mother cautioned. "Don't dawdle along the way and please don't talk to strangers! The woods are dangerous."

"Don't worry, mommy," said Little Red Riding Hood, "I'll be careful."

But when Little Red Riding Hood noticed some lovely flowers in the woods, she forgot her promise to her mother. She picked a few, watched the butterflies flit about for awhile, listened to the frogs croaking and then picked a few more.

Little Red Riding Hood was enjoying the warm summer day so much, that she didn't notice a dark shadow approaching out of the forest behind her...

Suddenly, the wolf appeared beside her.

"What are you doing out here, little girl?" the wolf asked in a voice as friendly as he could muster.

"I'm on my way to see my Grandma who lives through the forest, near the brook," Little Red Riding Hood replied.

Then she realized how late she was and quickly excused herself, rushing down the path to her Grandma's house.

The wolf, in the meantime, took a shortcut...

The wolf, a little out of breath from running, arrived at Grandma's and knocked lightly at the door.

"Oh thank goodness dear! Come in, come in! I was worried sick that something had happened to you in the forest," said Grandma thinking that the knock was her granddaughter.

The wolf let himself in. Poor Granny did not have time to say another word, before the wolf gobbled her up!

The wolf let out a satisfied burp, and then poked through Granny's wardrobe to find a nightgown that he liked. He added a frilly sleeping cap, and for good measure, dabbed some of Granny's perfume behind his pointy ears.

A few minutes later, Red Riding Hood knocked on the door. The wolf jumped into bed and pulled the covers over his nose. "Who is it?" he called in a cackly voice.

"It's me, Little Red Riding Hood."

"Oh how lovely! Do come in, my dear," croaked the wolf.

When Little Red Riding Hood entered the little cottage, she could scarcely recognize her Grandmother.

"Grandmother! Your voice sounds so odd. Is something the matter?" she asked.

"Oh, I just have touch of a cold," squeaked the wolf adding a cough at the end to prove the point.

"But Grandmother! What big ears you have," said Little Red Riding Hood as she edged closer to the bed.

"The better to hear you with, my dear," replied the wolf.

"But Grandmother! What big eyes you have," said Little Red Riding Hood.

"The better to see you with, my dear," replied the wolf.

"But Grandmother! What big teeth you have," said Little Red Riding Hood her voice quivering slightly.

"The better to eat you with, my dear," roared the wolf and he leapt out of the bed and began to chase the little girl.

Almost too late, Little Red Riding Hood realized that the person in the bed was not her Grandmother, but a hungry wolf.

She ran across the room and through the door, shouting, "Help! Wolf!" as loudly as she could.

A woodsman who was chopping logs nearby heard her cry and ran towards the cottage as fast as he could.

He grabbed the wolf and made him spit out the poor Grandmother who was a bit frazzled by the whole experience, but still in one piece." Oh Grandma, I

was so scared!" sobbed Little Red Riding Hood, "I'll never speak to strangers or dawdle in the forest again."

"There, there, child. You've learned an important lesson. Thank goodness you shouted loud enough for this kind woodsman to hear you!"

The woodsman knocked out the wolf and carried him deep into the forest where he wouldn't bother people any longer.

Little Red Riding Hood and her Grandmother had a nice lunch and a long chat.

Medan, Agustus 2019

Aproved by,

English Teacher

ADE LAILA, S.Pd

Researcher

FITRI KURNIATI

Knowing by,

A/n Headmaster of SMP Budisatrya Medan

PKS 1



Maimunah Hasibuan, SH

Appendix 2

LESSON PLAN

Control Group

School	: SMP Swasta Budisatrya Medan
Subject	: English
Class/ Semester	: IX/ First Semester
Topic	: Narrative Text (Fairytale)
Skill	: Reading Comprehension
Time Allocation	: 2 x 40 minute

A. Core Competence

KI 1 : Comprehending and applying the religion devine values

KI 2 : Comprehending and applying the honestly, self-discipline, care to others (cooperation, tolerance, peace-loving), polite, responsive and proactive attitudes in solving various matter; in interacting effectively with the social and natural environment; and being good Indonesian in world socialization

KI 3: Understanding, applying, analyzing factual, conceptual, and procedural knowledge based on the interest in science. Technology, cultural art, and humanities with humanity, nationalistic, and civilized views in relating to the causes of phenomena and matters and applying the procedural knowledge in the desired science in solving the actual problems

KI 4 : Processing, analyzing, and presenting the development in the concrete and abstract domains of learned materials independently and able to applying the rightful methods

B. Basic Competence

3.1 Analyzing social functions, text structures, and linguistic elements in simple narrative texts in the form of fairytale, comprehending in the text according to the context of their use.

3.2 Capturing the meaning of oral and written narrative texts in the form fairytale

C. Indicator of Competence

- 3.1.1. Identifying the character in the text and comprehending the social elements in the text
- 3.1.2. Comprehending the moral values in the text, comprehending the elements of language in the text
- 3.1.3. Comprehending the meaning in the text and the students can answer questions related to texts that are read

D. Learning Objectives

By the end of the lesson, the students are able to:

- 4.1.1. The students able to identifying the character in the text and able to comprehending the social elements in the text
- 4.1.2. The students able to comprehending the moral values in the text and able to comprehending the elements of language in the text
- 4.1.3. The students able to comprehending the meaning in the text and able answer questions related to texts that are read

E. Learning Material

Social Function

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F. Source and Learning Media

1. Source : Students, teacher, student worksheet, journal.
2. Learning media : Book

G. Method of Learning

The Method of learning is traditional method.

H. Learning Activities

Activity	Time
Beginning 1. Saying hello and pray together 2. Provide motivation to learn 3. Giving a brainstorming question in accordance with the material to be delivered	10 minute
Core Activities 1. The teacher explains about narrative text by using shared reading strategy. 2. The teacher share a narrative text with the title “Little Red Riding Hood” 3. The teacher starts asking students one by one to read using the methods that have been delivered. 6. The teacher given question to students.	60 minute
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ADE LAILA, S.Pd

Researcher



FITRI KURNIATI

Knowing by,

A/n Headmaster of SMP Budisatrya Medan

PKS 1



Maimunah Hasibuan, SH

Appendix 3

Test Items

Question 1- 8 : This passage bellow is for questions number 1 to 8. Choose the best answer based on the passage.

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk. One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

1. Where does the story take place?
 - A. London
 - B. Puerto Rico
 - C. Jakarta
 - D. Buenos Aires

2. How often did the owner teach the bird how to say the word?
 - A. Always
 - B. Everyday
 - C. Many times
 - D. Every second

3. .Which statement is true according to the text?
 - A. The parrot could say Catano
 - B. At last the parrot could say Catano
 - C. Catano was the name at the parrot
 - D. The man never got angry at the parrot
4. What does the man do to the bird because the bird cannot say the name of a place?
 - A. The man ate the bird.
 - B. The sold the bird.
 - C. The man killed the bird.
 - D. The man taught the bird.

5. It is most likely that
- A. The bird killed the three chickens.
 - B. The three chickens killed the bird.
 - C. The bird played with the chicken.
 - D. The bird killed one of the three chickens.
6. "It was very, very smart"
The underlined word refers to
- A. The man
 - B. The bird
 - C. The chicken
 - D. Puerto Rico
7. "The parrot was very, very smart"
The word 'smart' means
- A. Stupid
 - B. Clever
 - C. Stubborn
 - D. Beautiful
8. "The parrot was screaming at the fourth chickens"
What does the underlined word mean?
- A. Smiling
 - B. Crying
 - C. Shouting
 - D. Laugh

Question 9 - 13 : This passage bellow is for questions number 9 to 13. Choose the best answer based on the passage.

Two Brothers

Long ago, there were two brothers called Akomi and Ombah. They were ambitious and winning. Akomi, the elder brother, said, "If we become the King's employees, we can make laws to collect more money from the people. We will become very rich."

They went to see King Aruya. Akomi said, "Your Majesty, let us be your ministers. We will make good laws. All your subjects will be happy. I am wise and clever. I know everything." King Aruya said angrily, "That is not true! Nobody knows everything. For example, do you know how many stars there are in the sky? Guards! Throw this liar into the river of crocodiles!" Ombah's hands trembled. Then he thought to himself, "King Aruya will also punish me if I say the wrong thing. My brother said he knew everything and his answer was wrong. So if I say the opposite, my answer will be right." Ombah then said, to King Aruya, "Your majesty, I know nothing." King Aruya said, "That is also a lie. Nobody knows nothing, truly! Everybody knows at least something. For example,

you know your father's name, don't you? Guards! Throw him into the river of crocodiles, too!"

9. The two brother's ambition was to
- A. become rich
 - B. become ministers
 - C. help the King make good laws
 - D. make the King's subjects happy
10. King Aruya called Akomi a liar because Akomi
- A. knew everything
 - B. made him angry
 - C. did not tell the truth
 - D. wanted to collect money
11. Ombah said I know nothing because he
- A. did not want to lie to King Aruya
 - B. wanted to see the crocodiles
 - C. did not know how many stars there were
 - D. thought that the answer would be right
12. Ombah's hands trembled because he...
- A. was afraid
 - B. knew nothing
 - C. was thinking hard
 - D. had the right answer
13. From the story, we can see that King Aruya
- A. kept many crocodiles
 - B. could make good laws
 - C. did not need any ministers
 - D. disliked people who told lies

Question 14- 17: This passage bellow is for questions number 14 to 17. Choose the best answer based on the passage.

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White didn't want her uncle and aunt to do that so she decided that it would

be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

14. What type of the text is used by the witer?

- A. narrative
- B. report
- C. anecdote
- D. comparative

15. Where did Snow White live after she ran away to the woods?

- A. she lived in the cave
- B. she lived in the lion nest
- C. she lived everywhere in the woods
- D. she lived in the dwarfs' cottage

16. Why Snow White ran away to the woods?

- A. her parents passed away
- B. her uncle was angry with her
- C. her uncle and aunt would go to america
- D. Snow White was happy to run away

17. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?

- A. because she loved them very much
- B. as a result of forcing attitude from them
- C. because her parents were dead
- D. because she were afraid of the dwarfs

**Question 18- 20 : This passage bellow is for questions number 18 to 20.
Choose the best answer based on the passage.**

The Rats and The Elephants

Once upon a time their lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death. Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved. One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants. The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

18. What type of text is the above text? It is ...

- A. a narrative text
- B. a description text
- C. a recount text
- D. an anecdote text

19. What destroyed the homes of all rats?

- A. a group of mice did
- B. the hunter did
- C. elephant-hunter did
- D. a group of elephant did

20. At the end of the story, how was the elephant's herd?

- A. angry
- B. sad
- C. happy
- D. dead

Appendix 4

The Answer Keys

1. B
2. C
3. B
4. D
5. A
6. B
7. B
8. C
9. A
10. C
11. D
12. A
13. D
14. A
15. D
16. C
17. C
18. A
19. D
20. C

LIST OF ATTENDANCE
CONTROL GROUP (IX-2)

No	NAME	MEETING 1	MEETING 2	MEETING 3	MEETING 4
1	Akmad Khaidir	Ak	Ak	Ak	Ak
2	Andini Nofitri	Andi	Andi	Andi	Andi
3	Aufa Aqila	Aufa	Aufa	Aufa	Aufa
4	Aulia Rahman	Aul	Aul	Aul	Aul
5	Cindy Aulia	Cindy	Cindy	Cindy	Cindy
6	Clara Nabila	Clara	Clara	Clara	Clara
7	Dinda Hasanah	Dinda	Dinda	Dinda	Dinda
8	Elsa Rahmayani	Elsa	Elsa	Elsa	Elsa
9	Fioka	Fioka	Fioka	Fioka	Fioka
10	Hadi Wijaya	Hadi	Hadi	Hadi	Hadi
11	Kevin Ageng	Kevin	Kevin	Kevin	Kevin
12	Mhd Dzaky	Mhd	Mhd	Mhd	Mhd
13	Mhd Arif Risky	Arif	Arif	Arif	Arif
14	Mhd Syapiq	Syapiq	Syapiq	Syapiq	Syapiq
15	Mhd. Isnadi Qolbi	Isnadi	Isnadi	Isnadi	Isnadi
16	Mhd Suandika	Suandika	Suandika	Suandika	Suandika
17	Nazua Nabila	Nazua	Nazua	Nazua	Nazua
18	Nur Aulia	Nur	Nur	Nur	Nur
19	Octavia Ramadhani	Octavia	Octavia	Octavia	Octavia
20	Putra Rian	Putra	Putra	Putra	Putra

21	Putri Viona	Putri	Putri	Putri	Putri
22	Rafindo	Jms	Jms	Jms	Jms
23	Rafly Pratama	Raf	Raf	Raf	Raf
24	Rifky Eka	Rifky	Rifky	Rifky	Rifky
25	Rindy Alfia	Rmf	Rmf	Rmf	Rmf
26	Sharlyn	Jms	Jms	Jms	Jms
27	Siti Azzahra	Zam	Zam	Zam	Zam

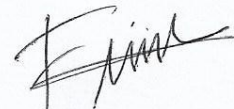
Medan, Agustus 2019

The English Teacher



Ade Laila, S.Pd

The Reseacher



Fitri Kurniati

LIST OF ATTENDANCE
EXPERIMENTAL GROUP (IX-3)

No	NAME	MEETING 1	MEETING 2	MEETING 3	MEETING 4
1	Allya Riyyani	Alya	Alya	Alya	Alya
2	Andina Aulia	Andi	Andi	Andi	Andi
3	Arifin Ilham	Arifin	Arifin	Arifin	Arifin
4	Artika Putri	Artika	Artika	Artika	Artika
5	Aulia Syahfitri	Aulia	Aulia	Aulia	Aulia
6	Bunga Saskia	Bunga	Bunga	Bunga	Bunga
7	Dian Kurniati	Dian	Dian	Dian	Dian
8	Dwi Syafridah	Dwi	Dwi	Dwi	Dwi
9	Fadhil Satria	Fadhil	Fadhil	Fadhil	Fadhil
10	Fahri Athalla	Fahri	Fahri	Fahri	Fahri
11	Ferdiansyah	Ferdian	Ferdian	Ferdian	Ferdian
12	Fitriani Rambe	Fitriani	Fitriani	Fitriani	Fitriani
13	Indah Restinia	Indah	Indah	Indah	Indah
14	Maulana Pratama	Maulana	Maulana	Maulana	Maulana
15	Mhd Dimas Pramuja	Mhd Dimas	Mhd Dimas	Mhd Dimas	Mhd Dimas
16	Mhd Dimas Rianto	Mhd Dimas	Mhd Dimas	Mhd Dimas	Mhd Dimas
17	Mhd Fachri Lubis	Mhd Fachri	Mhd Fachri	Mhd Fachri	Mhd Fachri
18	Nova Aprilly Iswanty	Nova	Nova	Nova	Nova
19	Penda Rizky Parinduri	Penda	Penda	Penda	Penda
20	Reka Triayu Ginting	Reka	Reka	Reka	Reka

21	Riko Prasetya	<i>Riko</i>	<i>Riko</i>	<i>Riko</i>	<i>Riko</i>
22	Rival Syahputra	<i>Rival</i>	<i>Rival</i>	<i>Rival</i>	<i>Rival</i>
23	Siti Nurhalizah Daulay	<i>Siti</i>	<i>Siti</i>	<i>Siti</i>	<i>Siti</i>
24	Syabila Pasya Barus	<i>Syabila</i>	<i>Syabila</i>	<i>Syabila</i>	<i>Syabila</i>
25	Winda Aulia Halim	<i>Winda</i>	<i>Winda</i>	<i>Winda</i>	<i>Winda</i>
26	Yulia Ramadhani	<i>Yulia</i>	<i>Yulia</i>	<i>Yulia</i>	<i>Yulia</i>
27	Lia Anggraini	<i>Lia</i>	<i>Lia</i>	<i>Lia</i>	<i>Lia</i>

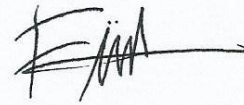
Medan, Agustus 2019

The English Teacher



Ade Laila, S.Pd

The Reseacher



Fitri Kurniati

70
==

PRE-TEST (Control Group)

NAME : RAFINDO
CLASS : IX²

Question 1- 8 : This passage bellow is for questions number 1 to 8. Choose the best answer based on the passage.

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk. One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

1. Where does the story take place?
A. London
 B. Puerto Rico
C. Jakarta
D. Buenos Aires
2. How often did the owner teach the bird how to say the word?
A. Always
B. Everyday
 C. Many times
D. Every second
3. Which statement is true according to the text?
 A. The parrot could say Catano
B. At last the parrot could say Catano
C. Catano was the name at the parrot
 D. The man never got angry at the parrot

70
=

POST-TEST (Control Group)

NAME : Rafi/oo

CLASS : IX²

Question 1- 8 : This passage below is for questions number 1 to 8. Choose the best answer based on the passage.

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that he shouted over and over. "Say Catano, or I'll kill you!" but the bird wouldn't talk. One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

1. Where does the story take place?

- A. London
 B. Puerto Rico
C. Jakarta
D. Buenos Aires

2. How often did the owner teach the bird how to say the word?

- A. Always
B. Everyday
 C. Many times
D. Every second

3. Which statement is true according to the text?

- A. The parrot could say Catano
 B. At last the parrot could say Catano
C. Catano was the name at the parrot
 D. The man never got angry at the parrot

60
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PRE-TEST (Experimental Group)

NAME : RIVAL SYAHPUTRA SR6

CLASS : IX-3

Question 1- 8 : This passage bellow is for questions number 1 to 8. Choose the best answer based on the passage.

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk. One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

- ✓ 1. Where does the story take place?
 - A. London
 - ✗ B. Puerto Rico
 - C. Jakarta
 - D. Buenos Aires

- 2. How often did the owner teach the bird how to say the word?
 - ✓ A. Always
 - B. Everyday
 - ✗ C. Many times
 - D. Every second

- ✗ 3. Which statement is true according to the text?
 - ✗ A. The parrot could say Catano
 - B. At last the parrot could say Catano
 - C. Catano was the name at the parrot
 - D. The man never got angry at the parrot

70

POST-TEST (EXPERIMENTAL GROUP)

NAME : RIVAL SYAHPUTRA SRG
CLASS : -X-3

Question 1- 8 : This passage bellow is for questions number 1 to 8. Choose the best answer based on the passage.

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk. One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

- Where does the story take place?
 A. London
 B. Puerto Rico
 C. Jakarta
 D. Buenos Aires
- How often did the owner teach the bird how to say the word?
 A. Always
 C. Many times
 B. Everyday
 D. Every second
- Which statement is true according to the text?
 A. The parrot could say Catano
 B. At last the parrot could say Catano
 C. Catano was the name at the parrot
 D. The man never got angry at the parrot

PRE-TEST (Experimental Group)

NAME : ALYA RYANI PUTRI

CLASS : K-3

Question 1- 8 : This passage bellow is for questions number 1 to 8. Choose the best answer based on the passage.

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk. One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

- 1. Where does the story take place?
 - A. London
 - B. Puerto Rico
 - C. Jakarta
 - D. Buenos Aires

- 2. How often did the owner teach the bird how to say the word?
 - A. Always
 - B. Everyday
 - C. Many times
 - D. Every second

- 3. Which statement is true according to the text?
 - A. The parrot could say Catano
 - B. At last the parrot could say Catano
 - C. Catano was the name at the parrot
 - D. The man never got angry at the parrot

80

POST-TEST (EXPERIMENTAL GROUP)

NAME : ALYA Rikyani Putri
CLASS : IX-3

Question 1- 8 : This passage bellow is for questions number 1 to 8. Choose the best answer based on the passage.

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk. One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

1. Where does the story take place?
A. London
 B. Puerto Rico
C. Jakarta
D. Buenos Aires
2. How often did the owner teach the bird how to say the word?
A. Always
B. Everyday
 C. Many times
D. Every second
3. Which statement is true according to the text?
 A. The parrot could say Catano
B. At last the parrot could say Catano
 C. Catano was the name at the parrot
D. The man never got angry at the parrot

25
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PRE-TEST (Control Group)

NAME : Aafa aqilla

CLASS : IX2

Question 1- 8 : This passage bellow is for questions number 1 to 8. Choose the best answer based on the passage.

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk. One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

1. Where does the story take place?
 A. London
 B. Puerto Rico
 C. Jakarta
 D. Buenos Aires

2. How often did the owner teach the bird how to say the word?
 A. Always
 B. Everyday
 C. Many times
 D. Every second

3. Which statement is true according to the text?
 A. The parrot could say Catano
 B. At last the parrot could say Catano
 C. Catano was the name at the parrot
 D. The man never got angry at the parrot



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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

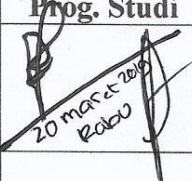
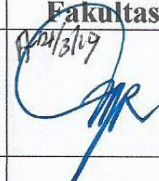
Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Fitri Kurniati
NPM : 1502050307
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 154 SKS

IPK= 3,45

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
 20 maret 2019 Rokhu	The Effect of Shared Reading Strategy Using Fairytale on the Students' Achievement in Reading Comprehension	 20/3/19
	Improving Vocabulary by Using Back to the Board Games on the Second Grade Junior High School	
	An Analysis Tense in Novel Alice in Wonderland	

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

Medan, 18 Maret 2019
Hormat Pemohon,



Fitri Kurniati

Keterangan:

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



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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-2

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

Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini :

Nama Mahasiswa : Fitri Kurniati
NPM : 1502050307
Program Studi : Pendidikan Bahasa Inggris

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

The Effect of Shared Reading Using Fairytale
on The Students' Achievement in Reading Compreheusion

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

1. Rita Harisma, S.Pd, M.Hum

Sebagai Dosen Pembimbing Proposal/RisalahMakalah/Skripsi saya.

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

Medan, April 2019

Hormat Pemohon,

Fitri Kurniati

Keterangan:

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



Nomor : 064 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

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

Nama : Fitri Kurniati
N P M : 1502050307
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Shared Reading Using Fairytale on The Students' Achievement in Reading Comprehension.

Pembimbing : Rita Harisma, S.Pd, 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 kadaluarsa tanggal : 25 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

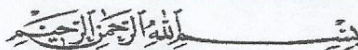
Medan, 20 Sya'ban 1440 H
25 April 2019 M



Dr. H. Elrianto Nst, S.Pd, M.Pd. A
NIDN : 0115057302

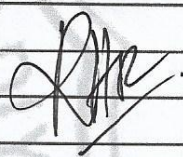

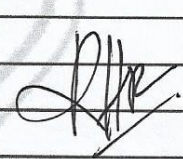
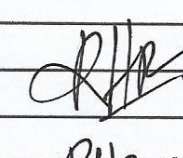
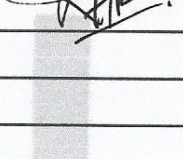
Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



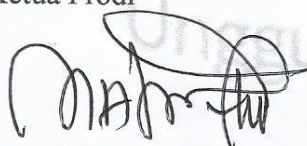
BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Fitri Kurniati
 N.P.M : 1502050307
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Effect of Shared Reading Strategy Using Fairytale on the Students' Achievement in Reading Comprehension

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
15 April 2019	Chapter I	
	- Background	
	- Scope and limitation	
22 April 2019	Chapter II	
	- Relevant Research	
	- Conceptual Framework	
10 May 2019	Chapter III	
	- Population and Sample	
	- Research Design	
17 May 2019	Chapter III	
	- Research Instrument	
20 May 2019	Acc to Seminar Proposal	

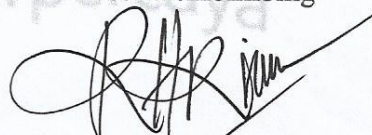
Medan, 20 Mei 2019

Diketahui oleh:
Ketua Prodi



(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing



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



**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 *22*.. Bulan *Mei* Tahun 2019 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Fitri Kurniati
N.P.M : 1502050307
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Shared Reading Using Fairytale on the Students' Achievement in Reading Comprehension

No	Masukan dan Saran
Judul	OK.
Bab I	- Identification of Problem
Bab II	Revise
Bab III	Revise
Lainnya	
Kesimpulan	[] Disetujui [] Ditolak [<input checked="" type="checkbox"/>] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Erlindawati, S.Pd., M.Hum.)

Dosen Pembimbing

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

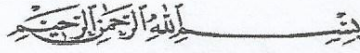
Panitia Pelaksana

Ketua

(Mandra Saragih, S.Pd., M.Hum.)

Sekretaris

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



LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Fitri Kurniati
N.P.M : 1502050307
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Shared Reading Using Fairytale on the Students' Achievement in Reading Comprehension

Sudah layak diseminarkan.

Medan, 20 Mei 2019

Disetujui oleh
Pembimbing

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



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini

Nama Lengkap : Fitri Kurniati

N.P.M : 1502050307

Program Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Effect of Shared Reading Using Fairytale on The Students' Achievement in Reading Comprehension

Pada hariRabu....., tanggal22....., bulan ...Mei....., tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Juli 2019

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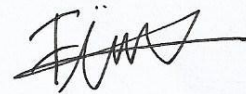
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