

**IMPROVING READING COMPREHENSION THROUGH FOLKLORE
STORY AT MAN 1 PALU**



SKRIPSI

*Submitted as Fulfillment of Requirements for the Degree of Sarjana Pendidikan
in English Tadris Department Faculty of Tarbiyah and Teacher Training (FTIK)
State Institute For Islamic Studies (IAIN) Palu*

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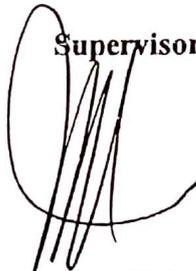
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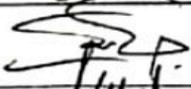
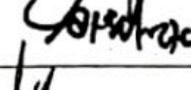
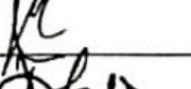
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LEGALIZATION OF SKRIPSI

A skripsi by Ila Susani S. Pelo, NIM: 16.1.16.0086, entitled “Improving Reading Comprehension Through Folklore Story at Man 1 Palu” which has been tested in front of the examiners of Faculty of Tarbiyah and Teacher Training (FTIK) State Institute for Islamic Studies (IAIN) Palu on December 18th 2020, and on Jumadil Awal 3th 1442 H. It can be seen that skripsi has met the criteria for writing scientific papers and can be accepted as a requirements to obtain a bachelor degree of education (S.Pd.) in English Tadris Program (TBI) with some improvements.

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ABSTRACT

Name : Ila Susani S. Pelo
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Title : IMPROVING READING COMPREHENSION THROUGH FOLKLORE STORY at MAN 1 PALU

This research aims to determine whether students' reading comprehension can be improved by using the Folklore Story. The participants were 20 eleventh grade students. The researcher had carried out research during the pandemic, the number of students was limited by the school. The research employed true experimental and need pre-test and post-test to both experimental class and control class. The population of this research is students in the eleventh grade of Man 1 Palu. The students was selected randomly. They are 20 students of class XI MIA 1 as the experiment class and XI MIA 4 as an control class. The research analyzed the data staisically data collection. The result of data analysis shows that the experimental class (86) is higher than the mean score of the control class (69). The deviation score of experimental class (8.75) is higher than of the control class (5.37) . So the result of t-counted (1.644) which is higher than t-table (0.081). in analyzing the data, the researcher used 0.05 level of significance and the degree of freedom ($df=10+10-2$) it means that the hypothesis of the research was accepted. Therefore, the Folklore Story can improve students' reading comprehension.

Keywords: Improving, Reading Comprehension, Folklore Story.

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the English skills which are essential to be mastered by the students. Reading skill is necessary for students in acquiring knowledge and new information. According to Brown that reading is the most essential skill in the educational context as it can be the assessments for students' general language ability.¹ Reading comprehensions is one aspect of language skills that must be mastered by the student. To be able to interpret and absorb information from reading material, students should have good understanding ability. Reading comprehension is required in each subject, because each lesson is inseparable from the act of reading. Therefore, students are required to have good understanding capabilities.

In the fact, there are still many problems in the learning process of reading comprehension. Sometimes students are only required to read the text in the heart, and then answer questions related to the content of the text. It is a way that does not involve the process of thinking students so that students are not involved in active reading process. Indeed, each lesson will not be separated from the communicative method.

¹ H. D. Brown, Teaching by Principles, New Jersey: Prentice Hall, (2007) .

But if in any learning simply use communicative method the students will be visible only be passive and just as an object of learning do not as a subject of learning so that will be difficult to develop students' thinking process.

The used of suitable strategies that will be one of the determinants in teaching learning. Even in terms of learning reading comprehension. The method or strategy used should be able to improve students' reading comprehension. The lack using of method or learning strategies become one of the bottlenecks achievement of learning goals. The selection of methods for each learning the teacher must attention to the character of the students. Methods or strategies used is not only one, but also can be varied by other methods so that students do not feel tired or bored in learning process. When students are motivated to learn well and it will facilitate in providing instruction to students so that learning becomes conducive and pleasant. Therefore, the goal of learning will be achieved.

Folklore is a collection of fictional stories about animals and people, of cultural myths, jokes, songs, tales, and even quotes. It is a description of culture, which has been passed down verbally from generation to generation, though many are now in written form. Folklore is also known as “folk literature,” or “oral traditions.” Folklore depicts the way main characters manage their everyday life events, including conflicts or crises. Simply, folk literature is about individual experiences from a particular society. The study of folk tradition and knowledge is called folkloristic. Although some folklore depicts universal truths, unfounded beliefs and superstitions are also basic elements of folklore tradition.

Based on the reason above, the researcher aims to determine the developing reading comprehension through folklore stories on the students' reading comprehension. The reading level and learning strategy hence the impact of materials can facilitate as a learning tool. Regarding students' difficulties in reading comprehension to achieve the base competence. Therefore, the researcher interested in conducting a research on the title "Improving Reading Comprehension Trough folklore story at Man 1 Palu".

B. Problem of the Study

Based on the previous, the researcher can formulate his problem: "Can the use of folklore story improve reading comprehension of students at eleventh grade of Man 1 Palu?"

C. Limitation of the Study

In this research, the researcher limits the research problem only on teaching the Reading Comprehension use folklore story in Senior High School.

D. Objective of the Study

The objective the study to find out whether can the improving in the achievement of the students English Reading especially in reading comprehension trough folklore story and without trough whole folklore story and hopefully, this study will contribute many advantages to the English teacher in implementing the teacher Reading teaching especially reading comprehension. The result of the study hopefully can also assist students learning reading in an interesting way.

Subsequently, it will assist the students in upgrading their ability to communicate in English.

E. Scope of the Study

In this research, the researcher does not use all of the story that exist in reading. The researcher is more interested in focusing on reading comprehension as the topic discussed, especially folklore story. The researcher will give another alternative technique to enrich student's comprehension through folklore story. Based on the background of the study above, the purposes of the study is to know how can improve reading comprehension of the students who through folklore story.

CHAPTER II

THEORETICAL REVIEW

A. Previous Study

Here the researcher would like to show some relevant studies that have been done by other researchers, as follow:

The first, the research has been done by Nailul Muna entitled *The effectiveness of Using Folklore Based Animation Media in Teaching English Articles For Seventh Grade of MTS Al-Hikmah Sayung Demak in the Academic Year of 2017/2018*. The researcher used the experimental design. This researcher was conducted at MTs Al-Hikmah sayung Demak. This research aims to explain the effectiveness of using folklore based animation media in teaching english Articles with the seventh grade MTs Al-Hikmah Sayung Demak in academic year of 2017/2018.

Conclusion in this research, after the researcher finishes the previous chapter, she will draw some conclusions as the result of the study on the effectiveness of using folklore based animation media in teaching English articles with the seventh graders students of MTs Al-Hikmah Sayung Demak in the academic year of 2017/2018.

Based on the finding and discussion of the data analysis in the previous chapter, the conclusion can be drawn that the teaching of teaching English articles using folklore based animation media is more than effective at class VII A and VII B students of MTs Al-Hikmah Sayung Demak. Based on the results of test

score showing that the experimental class that were given a treatment using folklore based animation media got higher score that was 81.04 compared with the control class who did not get treatment using folklore as media that was 72.92. Based on the t-test with standard of significant 5%, it is found t count = 3.301 with t table = 1.679. Because of t count > t table, there is real difference between results of the study of learning using folklore as media and learning without using Folklore based animation as media. Consequently based the testing, the process of learning English using folklore based animation as media is affective.²

The second, the research has been done by Arkham Fanani AT entitled *Improving the Eight Grade Students Reading Comprehension By Using folklore at SMPN 1 Tegalsari Banyuwangi in the 2012/2013 Academic Year*. The researcher used the experimental class. This research was conducted at SMPN 1 Tegalsari Banyuwangi. This research aims to know how the use of folklore can improve the reading comprehension of the eighth grade students of SMPN 1 Tegalsari Banyuwangi in the 2012/2013 Academic Year.

Conclusion in this research, according to the result of reading comprehension test by using folklore as the material, the use of folklore was able to improve the students' reading comprehension. The result of the reading comprehension test was 77 and there were 87% of the students got the score of at least 65. The result showed that the use of folklore as reading material was useful and could improve the eighth grade students' reading comprehension. In addition, the result of observation showed that 26 students of 30 students were active

² Nailul Muna, Thesis "*Teaching English Articles for Seventh Grade of MTS Al-Hikmah Sayung Demak in the Academic Year of 2017/2018*" (Semarang : UIN Semarang, 2018).

during the teaching and learning process. In sum, it can be said that folklore as reading material was able to improve the eighth grade students' reading comprehension at SMPN 1 Tegalsari Banyuwangi in the 2012/2013 Academic Year.³

In conclusion, there is different between this research with two previous study. In this research, the researcher study to find out folklore story can improving students English Reading especially in reading comprehension. Hopefully, this study will contribute many advantages to the English teacher in implementing the teacher Reading teaching especially reading comprehension. The result of the study hopefully can also assist students learning reading in an interesting way. Subsequently, it will assist the students in upgrading their ability to communicate in English. The researcher using experimental method.

B. The Meaning of Reading

Carnie states, reading is defined as getting information from the text and interpretation. In other words, reading is the ability to draw from the printed text and interpret the information appropriately. Carnie says that reading is the ability to get information from the text.⁴

According to Daiekin Anter Nanci, reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them. Based on theory of Daiek, reading is a process that

³Arkham Fanani AT, Thesis, *"Improving The Eighth Grade Students Reading Comprehension By Using Folklore at SMPN 1 Tegalsari Banyuwangi in the 2012/2013Academic Year"* (Jeber: UNISMUH Jember, 2013).

⁴Carnie, *"Instruction Reading"* Columbus Ohio: Meril Publishing Company, 199.

depends on the skill of author to explain or convey the meaning in a text by using the words and how the author delivers the opinion to create new word or meaning of sentence and then explore it to be sentences or paragraph.⁵

According to Burns, reading is a way of sharing another person's insight, joys, sorrow, or creative endeavors. Being able to read can make it possible for a person to find places he or she has never visited before (through maps, directional signs), to take advantage of bargains (through advertisements), or to avert disaster (through warnings signs).⁶

Furthermore, according to Clark et. al in Gloria Edithia Simanjuntak, define reading as an active, primarily cognitive process of interacting with print or monitoring comprehension to establish meaning which means that the brain does most of the work.⁷

From those opinion above it can be concluded that reading is a process of founding meaning in the text. When someone is reading means that he tries to understand the text and found the main idea. So, reading can be said as the process of comprehending the text and finding the meaning.

It is important to apply to principles of learning to the student's mastery of the reading skills. Some principles of learning that will be applied to reading

⁵Anter Nancy, "*Critical Reading for College and Beyond*" New York: McGraw Hill, 2004.

⁶Burns (et.al) "*Teaching Reading in Today's Elementary School (3rd edition)*" New York: Longman, 1984.

⁷Gloria Edithia Simanjuntak "*Developing Reading Skills for EFL Students*" Jakarta: Departement Pendidikan dan Kebudayaan, Direktorat Jendral Pendidikan Tinggi, Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, 1998.

according to Shepherd are:⁸ (1) Reading requires purpose and motivation (interested, need). (2) Reading requires the meaning for the learner. (3) The teacher must bring much background information to any reading task. (4) Reading is an active process that requires the learner to be active in his learning to read.(5) Reading skills to need the forming of habits. (6) Knowledge of syntactic structure and vocabulary is important. (7) Reading requires practice-time on task. (8) Favorable attitudes are important for effective reading. (9) Reading capabilities are different for each student.And (10) Reason for reading is important to be an effective reader.It is important to apply these principles of learning to the students“ mastery of the reading skills in order to make learning process to be efficient and effective.

Grabe and Stoller states reading as the ability to draw meaning from the printed page and interpret the information appropriately. They mention seven purposes of reading:⁹ (1) Reading to search for simple information. (2) Reading to skim quickly. (3) Reading to learn from text. (4) Reading to integrate the information. (5) Reading to write (search information needed for writing).(6) Reading to critique texts. And (7) Reading for general comprehension.

There are many different purposes of reading. Sometimes people read a text to learn material, sometimes people read for pure pleasure, and sometimes they need to follow a set direction. If a reader wishes to get a general idea of text content, they will pay less attention to the detail of the text and he may read in

⁸Ibid., 18

⁹William Grabe and Fredricka L Stoller“*Teaching and Researching Reading*”New York: Longman, 2002, p.11

very different ways than if he is studying a text in order to identify key information. Thus, it becomes inevitable to say that the reason he is reading a text will influence the way he reads it. Reading short story at bedtime is likely different from reading a hand out for an examination to the next morning of course. A readers' purpose determines the way in which he treats a passage and which comprehension skills he uses. Because, according to Hennings, what the readers get from reading also depends on what they bring to the reading of selection and the purpose for reading it. On the other hands, it is clear to say that reading purpose will influence the skills required or used. Skill is not only to learn knowledge, but also abilities to process information.

1. The Meaning of Comprehension

Comprehension is an active process that involves the child integration of prior knowledge with information the text in order to comprehend that text. Among the major goals of reading instructions today is the development of learners who understand. Students need these abilities to understand concept presented in print, to think about materials, read, and to use, that which is read for relevant purpose.

Comprehension is as the process by which a person understands the meaning of the written or spoken language. It means that someone can understand the meaning of written or spoken language through the process

of listening seriously, and it can make him to be understood the meaning of the written or spoken language.¹⁰

Comprehension is the relationship among the elements of reading skills; they are competence, reading techniques, and good comprehension. It means it is dependent on several cognitive processes, including decoding, word recognition, and knowledge.

Comprehension means different things to different people. Indeed, comprehension is not a unitary phenomenon but rather a family of skills and activities. The different types of comprehension share a common core set of processes. A general component in many definitions of comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and, ultimately, the construction of a coherent representation of picture in the reader's mind of what the text is about.

2. Reading Comprehension

Reading comprehension is complex skill that requires an active interaction between text elements and the reader. The reader is an active participant with a text and the reader makes sense of how ideas based on the text relate to one another by interpretive interactions between what the reader gleans from the text and what the reader already knows. From the statement, it is clearly understood that comprehension is the most important

¹⁰Jack Richards, John Platt, and Heidi Weber *"Longman Dictionary of applied Linguistics"* Harlow, Essex, England: Longman,1998.

in reading. Since comprehension of the text is the ultimate goal in reading. Understanding comprehension processes is crucial to the study of reading.

A crucial factor affecting comprehension is the importance of the reader's background of experience. One important area of a student's background of experiences is that related to language development and growth. The following factors are among those that affect the comprehension of written material Otto: (1) Oral language development related to real objects, experiences, and pictures. (2) Ability to listen with understanding to stories read aloud. (3) Firsthand experiences with people, object, and place. (4) Continuous development of syntactic and semantic features of our language. And (5) Oral language development of syntactic and semantic features of our language.

3. Types of reading

According to Patel and Jain in Siska Yuliani the types of reading:¹¹

- a. Intensive Reading Intensive reading is related to further in language learning under the teacher's guidance. Intensive reading will provide a basic for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail

¹¹Siska Yuliani, Skripsi "*Improving Students' Reading Ability by Using Task Based Learning (TBL) for the Seventh Grade Students of SMPN 1 Boyolangu*" (Tulungagung: IAIN Tulungagung, 2014).

in the target language, sometimes analyzed and used as a basis for writing exercises. Intensive reading is text reading or passage reading.

- b. **Extensive Reading** Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. The reader wants to know about something. The reader doesn't care about specific or important information after reading. Usually people read for to keep them update.
- c. **Aloud Reading** Aloud reading is basic form of classroom organization and disciplines. In reading aloud, the students are confronted with written sentences which haven't spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students.
- d. **Silent Reading** Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Silent reading must be based on student's selected text. Silent reading enables the students to read completely silently without making sounds and moving his lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the student's vocabulary.

4. The purpose of reading

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge. A person may also read for enjoyment, or to enhance knowledge of the language being read. Reading also plays an important role in civic life. Through reading, the individual keeps informed on the political, social, and economic and cultural problems of his country. Reading affects our attitudes, beliefs, standards, morals, judgments, and general behavior; it shapes our thinking and our actions. The purpose of reading is to correlate the ideas on the text to what you have already known. The reader must understand about the subject that he/she read to connect the ideas.

Moreover Grabe and Stoller in Dita Yuliani propose some purposes of reading more detail as follows:¹²

a. Reading to search for simple information and reading to skim quickly

In reading to search, readers typically scan the text for a specific word, or specific piece of information, or a few representative phrases. In this reading purpose, readers try to get spesific information in the text.

b. Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. For example, a biology who teacher reads a book

¹²DitaYulianti, Thesis *“Improving the English Reading Comprehension Ability Of Grade 8 Students At SmpNegeri 3 Gedangsari In The Academic Year Of 2013/2014 Through Extensive Reading Activities”* (Yogyakarta: UniversitasNegeri Yogyakarta, 2014).

that written in English entitled 'Amoeba' needs to learn detail information in the book. He/ she want to improve their knowledge about that topic.

c. Reading to integrate information, write and critique texts

Reading to integrate information often occurs before a writer writes a paper. In a paper, he/she needs to integrate much information that was 14 support his/her statements, her ideas, or against someone statements. The information is taken from many sources. Then, he/she decides what information to integrate and how to integrate it his/her writing.

d. Reading for general comprehension

Comprehension is the most basic purpose of reading. Getting to know a content of a book, previewing a book, are included in reading for general understanding. This purpose also occurs when reading a book for pleasure. Reading for pleasure rarely aims for searching specific information from the text. People mostly enjoy reading for comprehending the text.

C. The Concept of Folkore Story

1. The Definition of Folklore

A.Taylor, an eminent American Folklorist has succeeded to great extent in defining the term folklore. His definition according to Mazharul Islam is the only one which seems more rational than all others, though this also does not cover all points and lacks in may respect. He defines:¹³

¹³Taylor, Archer "*Folklore and the Student of Literature*" quoted by Mazhar-ul-Islam, Op.Cit.

“Folklore is the material that is handed on by tradition, either by word of mouth or by custom and practice. It may be folk song, folk tales, riddles, proverbs or other materials preserved in words. It may be traditional tools and physical objects like fences or knots, hot cross buns, or Easter eggs; traditional ornamentation like the walls of Troy; or traditional symbols like the Swastika. It may be traditional procedures like throwing salt over one's shoulder or knocking on wood. It may be traditional beliefs like the notion that elder is good for the ailments of the eye. All of these are folklore”.

After studying the definitions of folklore, it may be plausible to express that folklore is the creation of civilization, the creation of the people who live in particular geographical area, share the same language, culture, mechanism or livelihood and living conditions, whose way of life and traditional heritage are bound by a common identity. It is transmitted orally or through one written process from one generation to other and from one century to other.

It exchanges its position from oral to written traditions with the advancement of knowledge in that society. The knowledge in folklore is the result of experience, experienced by persons, community or society as a whole. The individual gains knowledge through experience and when experience and knowledge is combined together it voices the same feeling of the society. This feeling gets its expression in the elements of folklore.

In other words, the creation of an individual when accepted by the society as its own wealth, it becomes folklore. The elements of folklore are social products. They are created, retained and transmitted by the folk and such it stands as the mirror of the people and the society-not dead like a piece of glass but a living one.

As we know that Indonesia has many cultural traditions like folklore, folk art, and people ceremony. When the people passed down from generation to next generation, they chose the folklore to infuse ethics. They believed that from the folklore so many values they get. The values will be used to next generation as life guidelines such as honest, responsible, discipline, religious and so on.

2. Folk Literature

Society as an integrated collectivity of human beings possesses the remarkable property of self-expression. Like creative literature, folk literature too has two broader categories such as prose form and poetry form. Prose literature include folk tales, myths, legends, fairy tales, fables, animal tales, household tales, numskull tales, ghost stories, anecdotes, folk dramas, allusions, proverbs and riddles.

3. The Types of Folklore

Indonesian folklore reflects the diverse culture of Indonesia as well as the diversity of ethnic groups in Indonesia. Many ethnic groups have their collection of tales and folklores being told for generations. The stories usually

told to children as some kind of bed-time story, and have pedagogical value on kindness, benevolence, modesty, honesty, bravery, patience, persistence, virtue and morality. For example, the popular theme is "the truth is always prevails, the evil will always defeated".

While most of Indonesian children folklore stories have happy ending plots and a 'happily ever after' theme, some employ tragedy and have rather sad endings.

According to James Danandjaya, in his research book "Indonesia Folklore" that folklore consist 3 types such as mite, legend and fairy tales. All of the types will be explain bellow:¹⁴

a Fairy Tales

Fairy tales are traditional stories, intended primarily for children, which recount human encounters with supernatural beings such as fairies, witches, ogres, and the like, most often conveying a cautionary message. Many such tales were compiled by the Brothers Grimm. In the modern era, they have become the basis of Disney movies, television, and movies.

b Legends

The legend is a narrative produced and transmitted orally or in writing, about a single, extraordinary, supernatural, or marvelous, true or fictitious, believed or slighted, often dated/localized event (experience), brought up with didactic or entertaining intent; it serves to confirm, or

¹⁴James Danandjaya, "Indonesia Folklore", 1998.

expand the experiential horizon of the recipient and confirm or question a momentarily valid conception of the world.

c Myths

A myth is a traditional sacred story, usually featuring gods and heroes which purports to give a cosmic explanation of a natural phenomenon or cultural practice. It is part of the cultural fabric, conveying essential (if not literal) truth and meshing with other stories and beliefs in the society.

4. The Functions of Folklore

According to Dundes, discusses four main functions of folklore. (a.)Function of folklore is that it serves as a form of amusement or entertainment. (b.)The role it plays in validating culture. (c.)Folklore is found in the role that it plays in education. (d.)Consist in maintaining the stability of a culture. As Dundes says, different genres of folklore can fulfil similar functions despite their forms being different. However, he also says that the functions of different genres are to some extent distinctive.¹⁵

The first function of folklore, that is of amusing both people who tell it and those who listen to it, is very important. Most folklore is told at leisure time, after a hard working day, in order to amuse both the teller and the listeners and as Thompson says, to relieve the overpowering monotony of one's life.

¹⁵Alan Dundes "*The Study of Folklore*", 1965.

As the second function which consists in validating culture, it is, according to Dundes fulfilled by 'justifying its rituals and institutions to those who perform and observe them. Malinowski illustrates this function by saying that myths, for instance, serve as a 'warrant, a character, and often even practical guide' to magic, ceremony, ritual and social structure. This is, however, not only applicable to myth. It also applies to many other genre of folklore.

As far as the third function is concerned, it also important in the sense that most folklore is intended for younger generations in order to teach them manners, customs, beliefs, practices, and so forth. As an example, Dundes says that ogre tales serve the purpose of disciplining young children, and lullabies are sung in order to put them in good humour. Fables and folktales are used to teach general attitudes and principles and to ridicule vices and misbehavior, proverbs are used as a means to warn them against what is bad and as Dundes puts it, to warn the dissatisfied or over-ambitious individual to be content with his lot, to accept the world as it is and thus to conform to the accepted patterns.

5. Benefit of Reading Folklore

Folklore can be used to help students develop strong vocabulary mastery, study other cultures, model positive character traits, and discover a lot of stories. Since folklore has been passed down through the oral tradition, they were honed for listening so they were easy to remember and share. As a result, folklore made it easier for students to differentiate characters, follow a plotline

or recall a sequence of events. Not surprisingly, working with folklore can also help students develop ¹⁶the vocabulary mastery.

Based on the explaining above, the researcher assumes that folklore is ways to know how about old generations teach a lesson to younger generation by stories. The researcher gives the student an Indonesia Folktales stories, that why the student more motivate to reading and will be more enjoying in learning.

6. The Advantages and Disadvantages of folklore

a. The Advantages

- 1) Getting information from everyday people.
- 2) To telling folklore are that they have not been altered by the enslaver, but they are transported only trough the enslaved, this in itself make the study important.
- 3) Telling true stories of those enslaved directly from them or familiy members.

b. The Disadvantages

- 1) Many folklore have either been oltered or lost trough time.
- 2) By approaching it this way, he risks telling a story that is either false or verry limited.
- 3) Enslaved may lie out of fear.
- 4) Lost in translation.

¹⁶August House Publisher, "*Why are Folklore Important?*", Piedmont Road Northeast, Atlanta, Georgia 30305.

D. Technique of Teaching Reading Comprehension by Using Folklore Story

Based on the principle above, folklore story is one of the appropriate teaching methods that can be used to teach reading. In folklore, teacher can monitor and check the students' comprehension during they teach each other about the materials and then give them feedback by using score board. Teach-okay and switch technique give the opportunity to students explain the material to their friends.

Teaching reading comprehension using folklore story has some purposes that can be understood by the students easily. Folklore story introduced to the students is hoped to be simple, clear and unambiguous, so the students can recognize to identify what sentences in English can be introduced through folklore, the students are hoped to be more interested in learning reading the teacher shows the folklore about myths as subject text, example :

The Legend of Rain

Once upon a time, there lived a Clouds family. Papa Cloud, Mama Cloud, and Cloud children lived quietly in the sky.

Every morning, the cloud children went to the sky playground to play with the slide. But since there was only one slide, they had to take turns on the slide. Lody, the youngest cloud child, looked impatient. He could not wait for his turn to come. His brother, Tody, didn't like his attitude. Suddenly, they were quarrelling. Their white bodies became gray. It meant they were very angry. When the clouds

were angry, water usually came out of their bodies. It meant rain for the people on Earth.

"Stop it, children! Stop fighting!" Papa Cloud said.

"You can play with the slide in turns. Now, shake hands. Both of you!" ordered Papa Cloud.

Lody and Todyshaked hands and slowly their colours changed. Their bodies became fair white again. The rain stopped and people on Earth could go on their activities again.

And teacher give questions to their students as follow:

1. What is the main idea in the story?
2. What is the happen in the story?
3. Where is the place in the story?
4. What is the lesson or moral of this story?
5. How this ech character feel about this event?

There are some steps of teaching reading by use folklore story:

1. Teacher divides the students into groups.
2. Before beginning the class, teacher uses ice breaking technique to get the students attention.
3. Before beginning the actual "informative" part of the lesson, the teacher goes over the rules with the entire class.
4. Teacher asks a question related to the topic that they are going to study about.

5. Teacher explain the material, and the teacher give the text.
6. Teacher give intruction to students perform and practice in front of the class to tell about the text.
7. Teacher answers the question briefly by using gesture.
8. Teacher asks the students which the vocabulary they find difficult in the text.
9. Teacher expands the answere by giving one small bit of information, example and explanations using folklore.
10. Teacher uses the star to give score eachstudent for their performance.
11. Teacher uses the ice breaking technique to get the students attention.
12. Teacher continuous building so on and so forth until all material have been taught.
13. Teacher assesses the students.
14. At the end of the class, teacher asks one of the students to conclude the materials.

E. Hypothesis

The hypothesis of this study were proposed in the forms of null and research hypotheses below:

1. H_i : The use folklore story can significantly improve reading comprehension of students at eleventh grade of Man 1 Palu.
2. H_a : The use of folklore story cannot improve reading comprehension of students at eleventh grade of Man 1 Palu.

CHAPTER III

METHOD OF THE RESEARCH

A. Method

In this research, the researcher was used the experimental method. Experimental research is a scientific approach to research, where one or more independent variables are manipulated and applied to one or more dependent variables to measure their effect on the latter. The effect of the independent variables on the dependent variables is usually observed and recorded over some time, to aid researchers in drawing a reasonable conclusion regarding the relationship between these 2 variable types.

The experimental research method is widely used in physical and social sciences, psychology, and education. It is based on the comparison between two or more groups with a straightforward logic, which may, however, be difficult to execute.

B. Design of the Research

The researcher was used Pretest-Posttest Control Group Design. In this design there are two groups chosen randomly, then given a pretest to find out the initial conditions is there a difference between the experimental group and the control group.

In this study, researcher used the Pretest-Posttest Control Group Design, this is in line with the opinion of Sugiyono, who stated "the design of experimental research including the Pretest-Posttest Control Group Design".¹⁷ By using this design the experimental group and the control group have the same characteristics because they are was take random (random) from a homogeneous population as well. In this design, the two groups were the first will give a pre-test with the same test. Then the experimental group was give a special treatment that is learning by using the folklore story, while the control group was treat as usual by using the Cooperative learning. After being treated both groups in the test with the same test as the final test (post-test) the results of the two final tests were compared, as well as the results of the initial test with the final test in each group.

C. Research Procedure

In general, this research is divided into two stages that must be carried out, namely the planning stage and the implementation phase.

1. Design Instrument

The planning stages of this research include:

- a. Request permission from the school to be research.
- b. Designing instruments that was used in research.

¹⁷Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R & D*, (Bandung : Alfa Beta, 2008).

- c. Consult the instrument that has been made to the expert to determine the content validation, whether the instrument is feasible or not to use.
- d. Test the instrument.
- e. Perform the processing of the instrument.
- f. Preparing.
- g. Make learning media.

2. Implementation Phase in the Control Class

The stages of researching in the control class include:

- a. Performing an initial test (pretest).
- b. The application of learning using the cooverative learning.
- c. Teacher divided students into groups.
- d. Teacher tell students to explain the material to their respective groups.
- e. Summarizing the results of the discussion.
- f. Undertaking post tests.

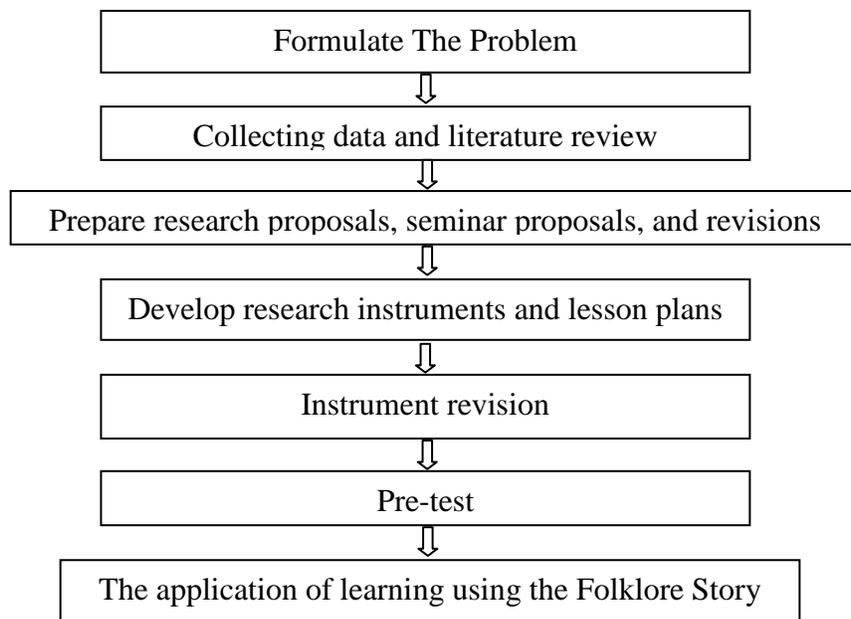
3. Implementation Phase in the Experimental Class

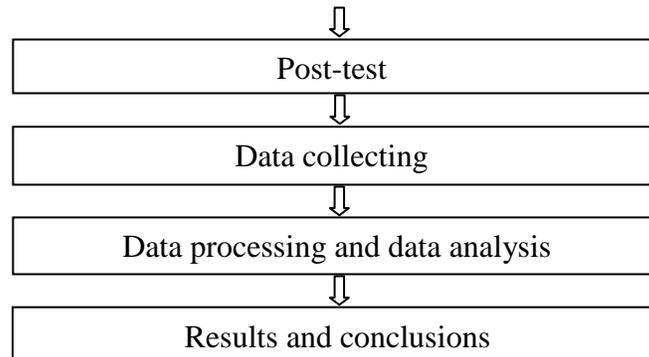
The stages of conducting researching in the experimental class include:

- a. Pretest.
- b. Apply to learn using folklore story.
- c. Explains the material

- d. Teacher divided the class into groups of 6 students; teacher gave each group a text about folklore story.
- e. Teacher told each group to read and understand the contents of the text. Then each student, expresses they idea about the information they got in the text to make it easier for them to fill in the questions related to the text.
- f. The students perform and practice in front of the class to tell about the text.
- g. Teacher concluded the material and asked the students about their difficulties in Reading Comprehension with the text.
- h. Do a posttest.
- i. Data collection, data processing, and data analysis
- j. Results and conclusions.

1. Research Flow





D. Place and Time of Study

This research was take place at Man 1 PALU which is located at Jalan Jamur, Palu Barat, Kota Palu, Sulawesi Tengah. The time of the study was carried out in the odd semester of the academic year 2021/2022. The study was conducted for approximately 1 month.

E. Population and Sample

1. Population

According to Creswell, a population is a group of individuals who have the same characteristic. Moreover, Donald ary stated that a population is defined as all members of any well-defined class of people, events, or objects. Population is an individual or group that represents all the members of a certain group or category of interest. It means that population is total number of

subject or unit of analysis who has gather characteristics to contrast with others.¹⁸

The researcher was take an experiment in the eleventh of Man1 PALU. The population of the eleventh Mia was 96 students and divided into four classes, which consisted of XI Mia 1 until XI Mia 4 each class consisted of 24 students. The researcher was take purposive cluster sampling technique; The researcher chose XI-1 as an experiment class and XI-4 as control class.

2. Sample

According to Donald Ary, a sample is a portion of a population, whereas Creswell explained that a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. It means the sample is small unit of population the sample of this research is two classes.¹⁹

The researcher was teach two classes, XI-1 through Folklore Story(as experimental class) and XI-4 without through Folklore Story (as control class). The researcher was take samples by choosing students with add attendance list number of each class. The researcher only take 20 students, where 10 students were from XI-1 (experiment class) and other 10 students were from XI-4 (control class).

¹⁸John W Creswell, *Educational Research Methodology: 4th Edition*.

¹⁹Donald Ari, et.al, *introduction to Research in Education: 8th Edition*.

F. Instrument of Research

The instrument of research is pretest which consists of 10 items, 5 items is multiple choice and 5 items an essay questions. The score per item is 10. It means, if student can choose the answer of item correctly, they will get 10 scores and if they can choose the answer of 10 items correctly, they will get 100 scores. From this description, it can be seen that the highest score of the test is 100 scores.

The instrument is divided into two tests namely pre-test. Pre-test is used to measure whether or not the background knowledge of the subject is relatively equal. Post-test is administered to find out the influence of Folklore Story toward the student's achievement in learning Reading Comprehension.

The test is used to know how well the students have already mastered the Reading Comprehension and it is also used to prove the improving Reading Comprehension Trough Folklore Story.

G. Research Variable

This study has two variables, namely the independent variable and the dependent variable. The independent variable is a variable that affects the occurrence of change or the occurrence of the dependent variable. The dependent variable is a variable that is affected or which is due, because of the independent variables.

So in this study, there are two variables, namely:

1. The independent variable is a learning Reading Comprehension.
2. The dependent variable is use Folklore Story.

H. Data Gathering Technique

Collecting data is an important thing in this research that can be determined.

The result of the research and the process as follows:

1. Pre-test

The pre-test for students is carried out to get their score. The students have to answer the questions is containing about Reading Comprehension. Pre-test was employed before the treatment that was given to the experimental and control groups. Pre-test was done to know students' the reading comprehension achievement.

2. Post-test

The post-test is given by asking students to do some exercise about Reading Comprehension. Post-test was employed in the end of the program of the research. Post-test was done in both groups, experimental and control groups. The test was used to know the students' speaking achievement after the treatment.

There are several aspects of assessment in reading comprehension, there are:

1. Identifying main idea

2. Identifying supporting details
3. Identifying reference
4. Understanding vocabulary
5. Making inference

I. Technique of Data Analysis

To analyze the data, the researcher used statistical calculation of the t-test to determine the final calculation of to that was done to measure the last score of the research test. The t-test is a kind of statistical calculation used to examine the truth or the false of null hypothesis that states no significant differences between the result of two samples from a same population. It is useful to describe and to find out the effectiveness of one method or technique used in an experiment.

Table 1
Classifying the Student Score

No	Category	Score
1	Excellent	81-100
2	Good	61-80
3	Fair	41-60
4	Poor	22-40
5	Very Poor	0-21

(Source: Sumiati S.Pd).²⁰

²⁰ Departemen Pendidikan Nasional. Petunjuk Pengajaran Bahasa Inggris (Jakarta:Depdiknas, 2003)

To determine in individual score, the researcher was analyzed the students standard score in the pre-test and post-test by using the following formula.

$$\frac{A}{N} \times 100$$

Where : A = the number of students who answered the item correctly

N = the total number of students who attend the item

100 = constant number²¹

Than, the researcher was analyzed the mean of the groups on pre-test and post-test using the formula purposed by Hatch and Farhady :

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

Where :

x = mean score

$\sum x$ = the sum of all score

N = the total number of sample²²

²¹ Suharismi Arikunto, Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi). (Jakarta: PT Bumi Aksara.2009).

Calculating the standard deviation of students, the researcher was apply the following formula :

$$SD = \sqrt{\frac{SS}{N} - 1} \text{ where } SS = \sum x^2 - (\sum x)^2 \frac{2}{N}$$

Where :

SD = the standart derivation.

SS = the square root of the sum of squares.

$\sum x$ = the sum of square

N = the total number of student²³

Finding the difference of mean score between pre-test and post-test by calculating the value of the test, applying for non independent sample t-test formulating:

$$t = \frac{x_1 - x_2}{\sqrt{\left(\frac{ss_1 + ss_2}{N_1 + N_2 - 2}\right) \left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

Where :

t = test of of significance

²² Sukardi, Methodology Penelitian Pendidikan Kompetensi dan Praktiknya, (Jakarta: PT. Bumi Aksara,2004).

²³ L.R Gay, Geoffrey, Peter , Education Research Comptencis for Analysis and Application, Eight Edition, (New Jersey: Pearson Merril Prentice Hall,2006).

X_1 = mean score of experimental class

X_2 = mean score of control class.

SS_1 = the sum square of experimental class

SS_2 = the sum of control class

N_1 = the total number of experimental class

N_2 = the total number of control class

J. Testing hypothesis

The researcher had to test the hypothesis after analyzing the data. The hypothesis was can the use of folklore story improve reading comprehension at Man 1 Palu. To notice that the hypothesis was accepted or rejected, the researcher tested the hypothesis. There are two criteria that the researcher used in making the hypothesis of the research as follo:

- a. If the value of t-counted is higher than value of t-table, means that the research hypothesis is accepted. In other words, can the use of folklore story improve reading comprehension at Man 1 Palu
- b. If the value of t-counted is lower than the t-table, it indicates that the research hypothesis is rejected. In other words,

CHAPTER IV

RESEARCH FINDING

A. Finding of the Researcher

The researcher has analyzed and present the data obtained through test instrument, there are observation and test in this chapter. The researcher analyzed the data obtained from both experimental class and control class. The test (pre-test and post-test) to both sample classes measuring he students ability in Reading Comprehension before and after treatment. The result of each test was compared to measure wether the used folklore story and who are not.

B. Finding of Result

To know the result of the test, the research presents both the sample of pre-test and post-test, and has made the table of students scores of the pre-test and post-test, and table of its comparison as well.

1. Finding of Pre-test

Before giving the treatment, the researcher administered a pre-test ability of the XI Mia students of Man 1 Palu in folklore story. The researcher computed the result score of the pre-test as can be seen in the following table

Table 2**Result of Pre-test of the Experimental class**

No	Initial	Correct Item	Score	Category
1	EN	7	70	Good
2	LTP	5	50	Fair
3	AI	5	50	Fair
4	AH	6	60	Fair
5	EE	5	50	Fair
6	MD	6	60	Fair
7	NWS	5	50	Fair
8	ZM	5	50	Fair
9	RD	6	60	Fair
10	MA	5	50	Fair
	Total	55	550	

After calculating the total score, the researcher analyzed the mean score of pre-test of the experimental class by using formula :

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

$$x = \frac{550}{10}$$

$$x = 55$$

Based on the analysis, it can be seen that the mean score of pre-test of experimental class was 55.

Table 3

Result of pre-test of the control class

No	Initial	Correct Item	Score	Category
1	FL	7	70	Good
2	IM	6	60	Fair
3	NA	6	60	Fair
4	AR	6	60	Fair
5	JM	6	60	Fair
6	LS	6	60	Fair
7	MM	5	50	Fair
8	II	5	50	Fair
9	NJ	5	50	Fair
10	DK	6	60	Fair
	Total	58	580	

After calculating the total score, the researcher analyzed the mean score of pre-test of the control class by using formula :

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

$$x = \frac{580}{10}$$

$$x = 58$$

Based on the analysis, it can be seen that the mean score of pre-test of control class was 58.

Based on the second table above, it is clear that the lowest score of pre-test Experimental Class is 55 and the highest score of pre-test Control Class is 58 which indicates that the pre-test Experimental Class scores are higher than the pre-test Control Class score.

2. Finding of Post-test

After giving the treatment, the researcher administered post-test. The result of the post-test is presented as follows:

Table 4

Result of Post-test of the Experimental class

No	Initial	Correct Item	Score	Category
1	EN	9	90	Excellent
2	LTP	8	80	Good
3	AI	9	90	Excellent

4	AH	8	80	Good
5	EE	9	90	Excellent
6	MD	8	80	Good
7	NWS	8	80	Good
8	ZM	9	90	Excellent
9	RD	9	90	Excellent
10	MA	9	90	Excellent
	Total	86	860	

After calculating the total score, the researcher analyzed the mean score of post-test of the experimental class by using formula :

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

$$x = \frac{860}{10}$$

$$x = 86$$

Based on the analysis, it can be seen that the mean score of post-test of experimental class was 86.

Table 5
Result of post-pest of the control class

No	Initial	Correct Item	Score	Category
1	FL	8	80	Good
2	IM	7	70	Good
3	NA	7	70	Good
4	AR	8	80	Good
5	JM	7	70	Good
6	LS	7	70	Good
7	MM	6	60	Good
8	II	6	60	Good
9	NJ	6	60	Good
10	DK	7	70	Good
	Total	69	690	

After calculating the total score, the researcher analyzed the mean score of pre-test of the control class by using formula :

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

$$x = \frac{690}{10}$$

$$x = 69$$

Based on the second table above, it is clear that the lowest score of post-test Control Class is 69 and the highest score of post-test Experimental Class is 86 which indicates that the post-test Experiment Class scores are higher than the post-test control Class score.

3. Deviation and Square Deviation

The deviation of the students' score of pre-test and post-test can be seen as follows:

Table 6

Deviation and square deviation of experimental class

No	Initial	Test Score		Deviation	Square Deviation
		Pre	Post		
1	EN	70	90	20	400
2	LTP	50	80	30	900
3	AI	50	90	40	1600
4	AH	60	80	20	400
5	EE	50	90	40	1600
6	MD	60	80	20	400

7	NWS	50	80	30	900
8	ZM	50	90	40	1600
9	RD	60	90	30	900
10	MA	50	90	40	1600
	Total	550	860	310	10300

Experimental Class :

$$M_y = \frac{310}{10}$$

$$M_y = 31$$

$$s = \sqrt{\frac{SS}{N} - 1} \text{ where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$SS = 10300 - \frac{(310)^2}{10}$$

$$SS = 10300 - \frac{96.100}{10}$$

$$SS = 10300 - 9.610$$

$$SS = 690$$

$$s_{0_1}$$

$$SD = \sqrt{\frac{SS}{N} - 1}$$

$$SD = \sqrt{\frac{690}{10} - 1}$$

$$SD = \sqrt{\frac{690}{9}}$$

$$SD = \sqrt{76.666}$$

$$SD = 8.75$$

Table 7

Deviation and square deviation of controlled class

No	Initial	Test Score		Deviation	Square Deviation
		Pre	Post		
1	FL	70	80	10	100
2	IM	60	70	10	200
3	NA	60	70	10	100
4	AR	60	80	20	400
5	JM	60	70	10	100
6	LS	60	70	10	100
7	MM	50	60	10	100
8	II	50	60	10	100

9	NJ	50	70	20	400
10	DK	60	70	10	100
	Total	580	700	120	1700

Control Class :

$$M_x = \frac{120}{10}$$

$$M_x = 12$$

$$SD = \sqrt{\frac{SS}{N} - 1} \text{ where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$SS = 1700 - \frac{(120)^2}{10}$$

$$SS = 1700 - \frac{14.400}{10}$$

$$SS = 1700 - 1.440$$

$$SS = 260$$

$$SO_1$$

$$SD = \sqrt{\frac{SS}{N} - 1}$$

$$SD = \sqrt{\frac{260}{10} - 1}$$

$$SD = \sqrt{\frac{260}{9}}$$

$$SD = \sqrt{28,88}$$

$$SD = 5.37$$

The different of mean score between pre-test and post-test by calculating the value of the test applying for non independent sample t-test formulating :

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{SS_1 + SS_2}{N_1 + N_2 - 2}\right) \left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

$$t = \frac{12 - 31}{\sqrt{\left(\frac{690 + 260}{10 + 10 - 2}\right) \left(\frac{1}{10} + \frac{1}{10}\right)}}$$

$$t = \frac{-19}{\sqrt{\left(\frac{950}{18}\right) \left(\frac{2}{10}\right)}}$$

$$t = \frac{-19}{\sqrt{(52.77)(0.2)}}$$

$$t = \frac{-19}{11.554}$$

$$t = 1.644$$

t-counted was 1.64

4. Testing hypothesis

The researcher had to test the hypothesis after analyzing the data. The hypothesis can the use of folklore story improve reading comprehension at Man 1 Palu. To notice that the hypothesis was accepted or rejected, the

researcher tested the hypothesis. There are two criteria that the researcher used in making the hypothesis of the research as follo:

- a. If the value of t-counted is higher than value of t-table, means that the research hypothesis is accepted. In other words, the use of folklore story can improve reading comprehension at Man 1 Palu.
- b. If the value of t-counted is lower than the t-table, it indicates that the research hypothesis is rejected. In other words, the use of folklore story cannot improve reading comprehension at Man 1 Palu.

However, before deciding whether the hypothesis is accepted or not, the researcher needed to know the critical t-table using 0.05 level significance and the degree of freedom (df) $N_x + N_y - 2 = 10 + 10 - 2 = 18$. The researcher used the interpolation as follow:

$$\frac{a}{b} \times c$$

Where:

- a. The result of the degree of freedom obtained from the students' number in sample and the degree of freedom whose figure precedes

right before the df obtained on the table of critical values of student' distribution.

- b. The subtraction of two degree of freedom whose figure precedes and comes after the degree of freedom on the table of critical values of the students' distribution.
- c. The subtraction of values of degree of freedom in b

The computation of interpolation formula can be seen below:

$$\begin{aligned} \text{Degree of freedom (df)} &= N_1 + N_2 - 2 \\ &= 10 + 10 - 2 \\ &= 18 \text{ (between 10 dan 30)} \end{aligned}$$

Level of significance = 0.05

$$\text{a: } 18 - 10 = 8$$

$$\text{b: } 30 - 10 = 20$$

$$\text{c} = 10 \text{ (2.228)}$$

$$= 30 \text{ (2.024)}$$

$$= 2.228 - 2.024$$

$$= 0.204$$

$$\frac{a}{b} \times c = \frac{8}{20} \times 0.204$$

$$= 0.081$$

The result of the data analysis showed that the t-counted was 1.644. By applying 0.05 level of significant with the degree of freedom (df) $N_x + N_y - 2 = 18$, the researcher

found that t -counted (1.644) was higher than t -table (0.081). It means that the researcher hypothesis H_i was accepted and H_o was rejected. In other words, the use of Folklore Story can significantly improve reading comprehension students at Man 1 Palu.

C. The Interpretation of Data

Based on the data description above, it can be said that the students score of learning reading comprehension by using Folklore Story are better than without using total physical response.

It means that it has the influence of using Folklore Story in learning reading comprehension after looking at the result of post test that without using Folklore Story. It can be said that Folklore Story can improve the students in learning reading comprehension.

According to the result above, it is known that using Folklore Story can give a significant influence to increase student understanding, especially the reading comprehension. It can be seen that the score of post test using folklore Story is higher than post test without Folklore Story. It means that learning reading comprehension by applying Folklore Story can make students have an interesting, funny and enjoyable way in learning the reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, stated that the value of t-counted is higher than t-table, it means that t- counted = 1.644 and t-table= 0.081. Indicate that there is a significant difference between the result of learning reading comprehension by using Folklore Story and without using Folklore Story.

The researcher concluded that the students' post-test scores in reading comprehension taught by using Folklore Story are higher than the student's post-test score that taught without using Folklore story. This media solve the difficulties that happened that most of students did not know the correct reading comprehension.

So, based on the data analysis, the result of the research showed the improvement of the students' reading comprehension in narrative text by using Folklore Story.

B. Suggestion

The result of this research showed that the application of Folklore Story could improve the students' reading comprehension in narrative text. Therefore, the following suggestions were offered :

1. Selecting the appropriate media in learning is very important, because each media has the advantages and disadvantages.
2. For the English teacher, it is useful to apply Folklore Story as one of the alternative way in teaching reading in narrative text to make variation in

teaching reading so that the students do not get bored in learning English especially in reading in narrative text.

3. For the students, they feel more interest and motivated in learning reading in Folklore Story because they can enrich their knowledge and helps stimulate their thoughts in reading.
4. For the other researchers, it is very useful as the information in conducting in depth research which is related to this research.

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Soal Pre Test/Post Test

The Boy Who Cried “Wolf”

There was once a shepherd-boy who kept his flock at a little distance from the village. Once he thought he would play a trick on the villagers and have some fun at their expense. So he ran toward the village crying out, with all his might. “Wolf! Wolf! Come and help! The wolves are at my lambs!”. The kind villagers left their work and ran to the field to help him. But when they got there, the boy laughed at them for their pains, there was no wolf there.

Still another day, the boy tried the same trick, and the villagers came running to help and got laughed at again. Then one day a wolf did break into the fold and began killing the lambs. In great fright, the boy ran for help. “Wolf! Wolf!” he screamed. “There is a wolf in the flock! Help!”. The villagers heard him, but they thought it was another mean trick, no one paid the least attention, or went near him. And the shepherd-boy lost all his sheep.

Choose the best answer for the questions related to the text above!

1. What type of the text is used?
 - a. Narrative
 - b. Report
 - c. Recount
 - d. Exposition
2. What did the shepherd boy think on the villagers?
 - a. He would help villagers
 - b. He would play a trick on the villagers
 - c. He want to take care of the villagers lamb
 - d. He would cry in front of the villagers
3. What happens when a wolf really comes ?
 - a. The villagers help the shepherd boy
 - b. The villagers go reluctantly to help
 - c. A few villagers help the shepherd boy
 - d. No one helps the shepherd boy
4. The shepherd boy played a trick to the villagers.....
 - a. Once
 - b. Twice
 - c. Three times
 - d. Four times
5. “... his flock at a little distance from the village.” The opposite of the underlined words is
 - a. Very large
 - b. Near

- c. Far away
- d. Very big

Answer the questions below properly and correctly related to the text above!

6. What is the main idea in the story?
7. What is the last paragraph about?
8. What did happen to the shepherd boys sheep at the end ?
9. Why did the shepherd boy laugh?
10. What is the lesson or moral of this story?

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah	:	Man 1 Palu
Kelas/Semester	:	XI Mia 1 / I
Tema	:	Narrative Teks
Aspek/Skill	:	Membaca dan menulis (reading and writing)
Alokasi Waktu	:	12 x 45 menit
Tahun Pelajaran	:	2020/2021

A. Standar Kompetensi

Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar

Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan diterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, menolak barang, mengingkari fakta, meminta dan memberi pendapat.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- a. Menunjukkan kesungguhan belajar bahasa Inggris terkait dengan teks naratif sederhana dalam bentuk folklore story.
- b. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk folklore story.
- c. Mengidentifikasi nilai moral.

D. Materi dan Media Pembelajaran

- a. Narrative Text
- b. Worksheet atau lembar kerja (siswa)
- c. Leptop dan Hp

C. Metode Pembelajaran

- a. Pendekatan :Saintifik
- b. Model Pembelajaran :Discovery learning, Problem Based Learning(PBL)
- c. Metode :Tanya jawab, penugasan dan diskusi

D. Langkah-Langkah Pembelajaran

1. Pertemuan Pertama

Kegiatan Pendahuluan

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran siswa peserta didik sebagai sikap disiplin.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari terkait dengan materi.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.
- Mengajukan pertanyaan.

Kegiatan Inti

- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Narrative Text (A Hungry Crocodile).
- Siswa akan mengamati, menyimak, dan membaca Narrative Text yang diperlihatkan oleh guru.
- Siswa akan mendiskusikan dalam kelompok materi Narrative Text.
- Siswa mempresentasikan dan mengerjakan tugas yang diberikan.

Kegiatan Penutup

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
- Guru memberikan umpan balik pembelajaran.
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

2. Pertemuan Kedua

Kegiatan Pendahuluan

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran siswa peserta didik sebagai sikap disiplin.

- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari terkait dengan materi.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.
- Mengajukan pertanyaan.

Kegiatan Inti

- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi struktur teks dari Narrative Text (A Hungry Crocodile).
- Siswa akan mengamati, menyimak, dan membaca struktur teks dari Narrative Text yang diperlihatkan oleh guru.
- Siswa akan mendiskusikan materi struktur teks dari Narrative Text.
- Siswa Mengerjakan tugas yang diberikan.

Kegiatan Penutup

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
- Guru memberikan umpan balik pembelajaran.
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

3. Pertemuan Ketiga

Kegiatan Pendahuluan

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran siswa peserta didik sebagai sikap disiplin.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari terkait dengan materi.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.
- Mengajukan pertanyaan.

Kegiatan Inti

- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Narrative Text (Toba Lake Legend).

- Siswa akan mengamati, menyimak, dan membaca Narrative Text yang diperlihatkan oleh guru.
- Siswa akan mendiskusikan dalam kelompok materi Narrative Text.
- Siswa Mempresentasikan dan mengerjakan tugas yang diberikan.

Kegiatan Penutup

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
- Guru memberikan umpan balik pembelajaran.
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

4. Pertemuan Keempat

Kegiatan Pendahuluan

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran siswa peserta didik sebagai sikap disiplin.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari terkait dengan materi.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.
- Mengajukan pertanyaan.

Kegiatan Inti

- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi struktur teks dari Narrative Text (Toba Lake Legend).
- Siswa akan mengamati, menyimak, dan membaca struktur teks dari Narrative Text yang diperlihatkan oleh guru.
- Siswa akan mendiskusikan materi struktur teks dari Narrative Text.
- Siswa Mengerjakan tugas yang diberikan.

Kegiatan Penutup

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
- Guru memberikan umpan balik pembelajaran.
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

5. Pertemuan Kelima

Kegiatan Pendahuluan

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran siswa peserta didik sebagai sikap disiplin.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari terkait dengan materi.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.
- Mengajukan pertanyaan.

Kegiatan Inti

- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Narrative Text (The Legend of Rain).
- Siswa akan mengamati, menyimak, dan membaca Narrative Text yang diperlihatkan oleh guru.
- Siswa akan mendiskusikan dalam kelompok materi Narrative Text.
- Siswa Mempresentasikan dan mengerjakan tugas yang diberikan.

Kegiatan Penutup

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
- Guru memberikan umpan balik pembelajaran.
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

6. Pertemuan Keenam

Kegiatan Pendahuluan

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran siswa peserta didik sebagai sikap disiplin.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari terkait dengan materi.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.
- Mengajukan pertanyaan.

Kegiatan Inti

- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi struktur teks dari Narrative Text (The Legend of rain).
- Siswa akan mengamati, menyimak, dan membaca struktur teks dari Narrative Text yang diperlihatkan oleh guru.
- Siswa akan mendiskusikan materi struktur teks dari Narrative Text.
- Siswa Mengerjakan tugas yang diberikan.

Kegiatan Penutup

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
- Guru memberikan umpan balik pembelajaran.
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

E. Sumber Belajar

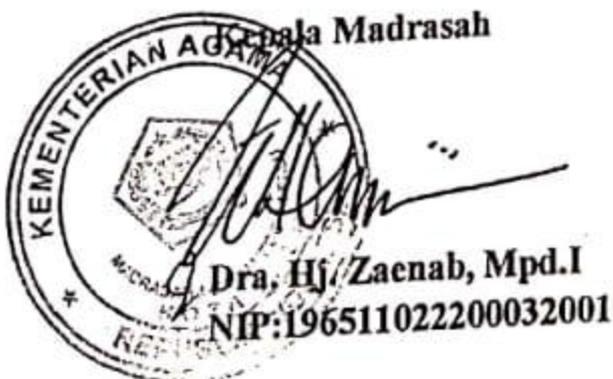
- a. Naratif Teks
- b. Kamus Bahasa Inggris
- c. Pengalaman peserta didik dan guru

F. Penilaian Hasil Belajar

- | | |
|--------------------------|--------------------------|
| a. Penilaian sikap | : Observasi/pengamatan |
| b. Penilaian pengetahuan | : Tes lisan dan tertulis |
| c. Penilaian untuk kerja | : Untuk kerja praktik |

Palu, 06 November 2020

Megetahui :


Kepala Madrasah
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Peneliti


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Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah	:	Man 1 Palu
Kelas/Semester	:	XI Mia 4 / I
Tema	:	Teks Interaksi Transaksional; Informasi Terkait Pendapat dan Pikiran
Aspek/Skill	:	Membaca dan menulis (reading and writing)
Alokasi Waktu	:	12 x 45 menit
Tahun Pelajaran	:	2020/2021

A. Standar Kompetensi

Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar

Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan diterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, menolak barang, mengingkari fakta, meminta dan memberi pendapat.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- d. Menunjukkan kesungguhan belajar bahasa Inggris terkait dengan teks naratif sederhana dalam bentuk folklore story.
- e. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk folklore story.
- f. Mengidentifikasi nilai moral.

D. Materi dan Media Pembelajaran

- d. Narrative Text
- e. Worksheet atau lembar kerja (siswa)
- f. Leptop dan Hp

C. Metode Pembelajaran

- d. Pendekatan :Saintifik
- e. Model Pembelajaran :Discovery learning, Problem Based Learning(PBL)
- f. Metode :Tanya jawab, penugasan dan diskusi

D. Langkah-Langkah Pembelajaran

7. Pertemuan Pertama

Kegiatan Pendahuluan

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran siswa peserta didik sebagai sikap disiplin.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari terkait dengan materi.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.
- Mengajukan pertanyaan.

Kegiatan Inti

- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Asking and Giving Opinion.
- Siswa akan mengamati, menyimak, dan membaca materi yang diperlihatkan oleh guru.
- Siswa akan mendiskusikan bersama pasangan terkait dengan materi yang diberikan oleh guru.
- Siswa mempraktikkan percakapan bersama pasangannya dan mengerjakan tugas yang diberikan.

Kegiatan Penutup

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
- Guru memberikan umpan balik pembelajaran.
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

8. Pertemuan Kedua

Kegiatan Pendahuluan

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran siswa peserta didik sebagai sikap disiplin.

- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari terkait dengan materi.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.
- Mengajukan pertanyaan.

Kegiatan Inti

- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi struktur teks dari Asking and Giving opinion.
- Siswa akan mengamati, menyimak, dan membaca struktur teks dari percakapan yang diperlihatkan oleh guru.
- Siswa akan mendiskusikan materi struktur teks dari Asking and Giving Opinion.
- Siswa Mengerjakan tugas yang diberikan.

Kegiatan Penutup

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
- Guru memberikan umpan balik pembelajaran.
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

9. Pertemuan Ketiga

Kegiatan Pendahuluan

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran siswa peserta didik sebagai sikap disiplin.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari terkait dengan materi.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.
- Mengajukan pertanyaan.

Kegiatan Inti

- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Narrative Text (The Woodcutter and the Golden Axe.

- Siswa akan mengamati, menyimak, dan membaca Narrative Text yang diperlihatkan oleh guru.
- Siswa akan mendiskusikan dalam kelompok materi Narrative Text.
- Siswa Mempresentasikan dan mengerjakan tugas yang diberikan.

Kegiatan Penutup

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
- Guru memberikan umpan balik pembelajaran.
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

10. Pertemuan Keempat

Kegiatan Pendahuluan

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran siswa peserta didik sebagai sikap disiplin.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari terkait dengan materi.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.
- Mengajukan pertanyaan.

Kegiatan Inti

- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi struktur teks dari Narrative Text (The Woodcutter and the Golden Axe).
- Siswa akan mengamati, menyimak, dan membaca struktur teks dari Narrative Text yang diperlihatkan oleh guru.
- Siswa akan mendiskusikan materi struktur teks dari Narrative Text.
- Siswa Mengerjakan tugas yang diberikan.

Kegiatan Penutup

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
- Guru memberikan umpan balik pembelajaran.
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

11. Pertemuan Kelima

Kegiatan Pendahuluan

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran siswa peserta didik sebagai sikap disiplin.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari terkait dengan materi.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.
- Mengajukan pertanyaan.

Kegiatan Inti

- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Narrative Text (The Elephant and Her Friends).
- Siswa akan mengamati, menyimak, dan membaca Narrative Text yang diperlihatkan oleh guru.
- Siswa akan mendiskusikan dalam kelompok materi Narrative Text.
- Siswa Mempresentasikan dan mengerjakan tugas yang diberikan.

Kegiatan Penutup

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
- Guru memberikan umpan balik pembelajaran.
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

12. Pertemuan Keenam

Kegiatan Pendahuluan

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran siswa peserta didik sebagai sikap disiplin.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari terkait dengan materi.
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.
- Mengajukan pertanyaan.

Kegiatan Inti

- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi struktur teks dari Narrative Text (The Elephant and Her Friends).
- Siswa akan mengamati, menyimak, dan membaca struktur teks dari Narrative Text yang diperlihatkan oleh guru.
- Siswa akan mendiskusikan materi struktur teks dari Narrative Text.
- Siswa Mengerjakan tugas yang diberikan.

Kegiatan Penutup

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
- Guru memberikan umpan balik pembelajaran.
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

E. Sumber Belajar

- a. Asking and Giving Opinion dan Naratif Teks
- b. Kamus Bahasa Inggris
- c. Pengalaman peserta didik dan guru

F. Penilaian Hasil Belajar

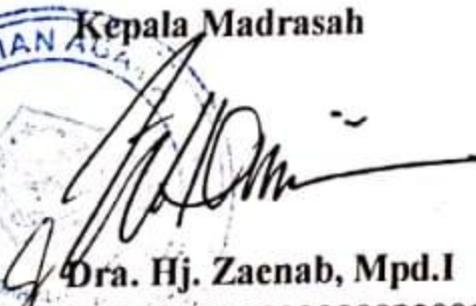
- | | |
|--------------------------|--------------------------|
| a. Penilaian sikap | : Observasi/pengamatan |
| b. Penilaian pengetahuan | : Tes lisan dan tertulis |
| c. Penilaian untuk kerja | : Untuk kerja praktik |

Palu, 06 November 2020

Megetahui :

Kepala Madrasah




Dra. Hj. Zaenab, Mpd.I
NIP:196511022200032001

Peneliti



Ila Susani S. Pelo
NIM:161160086

Documentation

1. Giving pre test and post test experiment class

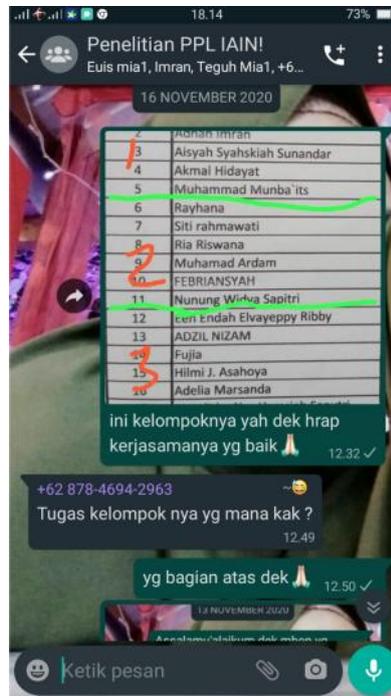
Pre Test



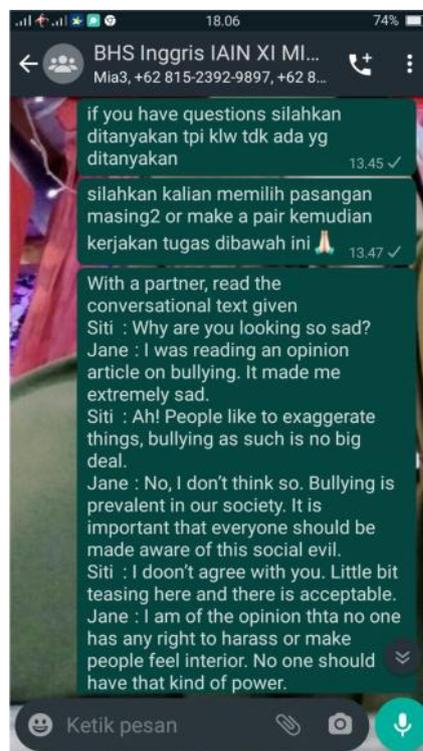
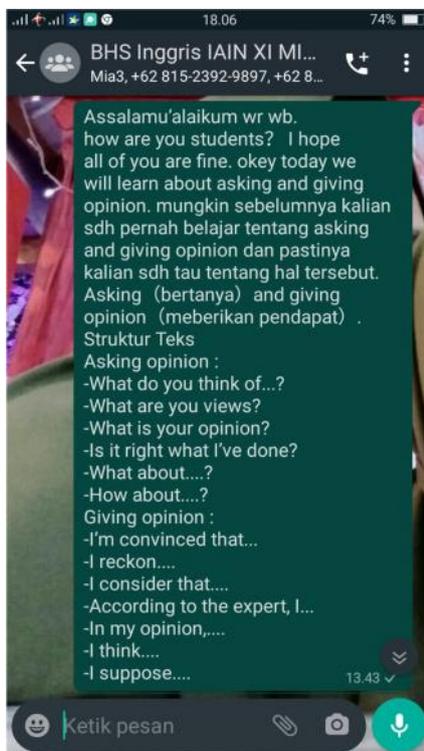
Post Test



2. Treatment Experimental class



3. Treatment Control Class



3. Headmaster, Teachers and Staff of Man 1 Palu





PENGAJUAN JUDUL SKRIPSI

Nama : ILA SUSANI S PELO NIM : 161160086
Temp. Lahir : BALALON, 06-05-1997 Jenis Kelamin : Perempuan
Jurusan : Tadris Bahasa Inggris (S1) Semester : VII
Alamat : balalon kec. bulagi selatan HP : 082343402153
No. Judul :

Judul I
DEVELOPING READING COMPREHENSION TRUE LOCAL STORY AT JUNIOR HIGH SCHOOL

Judul II
SING SHORT STORY TO IMPROVE STUDENT'S READING COMPREHENSION

Judul III
INCTIONING LOCAL CULTURE IN EFL READINGS

Palu, 7 Agustus 2019
Mahasiswa,

ILA SUSANI S PELO
NIM. 161160086

Dijah disetujui penyusunan skripsi dengan catatan :

1. Find Theory as background of study
2. Methodology of research.

Pembimbing I : H. Nurdin, S.Sos, S.Pd, M.Com, Ph.D

Pembimbing II : Ana Kulliahana, S.Pd, M.Pd

Dekan
Wakil Dekan Bidang Akademik
Pembangunan Kelembagaan,

HAMLAN, M.Ag.
No. 196906061998031002

Ketua Jurusan,

Dr. Hj. NUR ASMAWATI, S.Ag., M.Hum
NIP. 197407262000032002

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALU
NOMOR : TAHUN 2019

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
5. Peraturan Menteri Agama Nomor 47 Tahun 2015 tentang Statuta Institut Agama Islam Negeri Palu;
6. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 49/In.13/KP.07.6/01/2018 masa jabatan 2017-2021

MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

- KESATU : Menetapkan saudara :
1. H. Nurdin, S.Sos. S.Pd. M.Com. Ph.D
2. Ana Kuliahana, S.Pd, M.Pd
- sebagai Pembimbing I dan II bagi Mahasiswa :
- Nama : Ila Susani S.Pelo
- NIM : 16.1.16.0086
- Program Studi : Tadris Bahasa Inggris
- Judul Skripsi : DEVELOPING READING COMPREHENSION TRUE LOCAL STORY AT JUNIOR HIGH SCHOOL

- KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA IAIN Palu Tahun Anggaran 2019
- KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
- KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.



Dr. Mohamad Idhan, S.Ag., M.Ag
NIP. 197201262000031001

- Tembusan :
1. Rektor IAIN Palu;
2. Kepala Biro AUAK IAIN Palu.



FORMULIR PENDAFTARAN
UJIAN PROPOSAL SKRIPSI

1. Nama : ILLA SUSANI S. PELO

2. NIM : 16.1.16.0086

3. Kelas : IX./ TBI 4

4. Jl. Tendaante

5. IP : 0821 9185 6440

6. Pengantar :
I. Prof. H. Murdin, S. Sos. S.pd., M. Com. Ph.D
II. Ana Kulihaman, S.pd., M.pd.

7. Judul : DEVELOPING READING COMPREHENSION
THROUGH FOLKLORE STORY at MAN 1 PALU

Persyaratan	Checklist (ditandai oleh Ketua Prodi)		Ket.
	Ada	Tidak	
kopi tanda bukti pembayaran SPP semester berjalan			
kopi tanda bukti pembayaran Ujian.			
kopi Kliring Nilai Sementara / KHS dari semester I-VII			
persiapkan Power Point untuk bahan presentasi.			
kopi Proposal Skripsi yang telah di acc oleh Dosen Pembimbing yang 3 (Tiga) rangkap dengan map transparan warna hijau.			

Dosen Pembimbing I/II	Persetujuan Dosen Penasihat Akademik	Pemohon
 Murdin, S.Sos. S.pd., M. Com. Ph.D 011999031005	(Dr. Erniati, S.Pd., M.Pd.) NIP. 19811229 2009122004	 (ILLA SUSANI S. PELO) NIM. 161160086
Dosen Pembimbing III :	Catatan Dosen Penasihat Akademik :	

<p>1. Nama : Anndi M. Dahlan M.Pd</p> <p>2. Tanggal : Senin, 26 Oktober 2020</p> <p>3. Waktu : 09.00</p>	<p>Persetujuan Ketua Prodi</p> <p></p> <p>(Dr. Hj. Nur Asmawati S.Ag. M.Lu) NIP. 19740726 200003 2 002</p>
--	--



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU
الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

nomor : 1609 /In.13/F .I/PP.00.9/10/2020
fat : Penting
imp : -
di : Undangan Menghadiri Seminar Proposal Skripsi

Palu, 21 Oktober 2020

Kepada Yth.

1. Prof. H. Nurdin, S.Sos., S.Pd., M.Com., Ph.D (Pembimbing I)
2. Ana Kuliñana, S.Pd., M.Pd (Pembimbing II)
3. Andi Muh. Dakhalan, S.Pd.I., M.Pd (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu

Di-
Palu

Assalamu Alaikum War. Wab

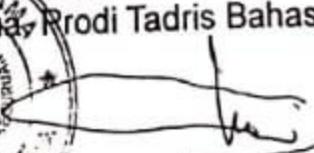
Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palu yang akan di presentasikan oleh :

Nama : Ila Susani S. Pelo
NIM : 161160086
Jurusan/Kelas : TADRIS BAHASA INGGRIS (TBI)
Judul Skripsi : Developing Reading Comprehension
Folklore Story at MAN 1 Palu

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Senin, 26 Oktober 2020
Waktu : 09.00 Wita - Selesai
Tempat : Ruang Rapat FTIK Lt. 2 FTIK

Wassalam.

Dekan
Ketua Prodi Tadris Bahasa Inggris

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
19740726 200003 2 002

- atan : Undangan ini di foto copy 7 rangkap, dengan rincian:
- a. 1 rangkap untuk dosen Pembimbing I (dengan proposal Skripsi).
 - b. 1 rangkap untuk dosen Pembimbing II (dengan proposal skripsi).
 - c. 1 rangkap untuk dosen Penguji (dengan proposal skripsi)
 - d. 1 rangkap untuk Ketua Jurusan
 - e. 1 rangkap untuk Subbak Umum Fakultas Tarbiyah dan Ilmu Keguruan.
 - f. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
 - g. 1 rangkap untuk ditempel pada papan pengumuman.



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165

Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA UJIAN PROPOSAL SKRIPSI

Pada hari ini Senin, tanggal 26 bulan Oktober tahun 2020, telah dilaksanakan Ujian Proposal Skripsi :

Nama : Ila Susani S. Pelo
NIM : 161160086
Prodi : Tadris Bahasa Inggris (TBI -)
Judul Skripsi : Developing Reading Comprehension
Folklore Story at MAN 1 Palu
Pembimbing : I. Prof. H. Nurdin, S.Sos., S.Pd., M.Com., Ph.D
II. Ana Kuliahana, S.Pd., M.Pd
Penguji : Andi Muh. Dakhalan, S.Pd.I., M.Pd

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	84	Passive Voice / Penggunaan OVE K-5
2.	BAHASA & TEKNIS PENULISAN	84	
3.	METODOLOGI	84	
4.	PENGUASAAN	84	
5.	JUMLAH		
6.	NILAI RATA-RATA	84	

Palu, 26 oktober 2020

Penguji,

Mengetahui
a.n. Dekan
Ketua Prodi TBI

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Andi Muh. Dakhalan, S.Pd.I., M.Pd.
NIP. 198705272015031002

Range Penilaian:

A : 85 - 100
A⁻ : 80 - 84
B⁺ : 75 - 79
B : 70 - 74



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU

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STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

**BERITA ACARA
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Senin, tanggal 26 bulan Oktober tahun 2020, telah dilaksanakan Ujian Proposal Skripsi :

Nama : Ila Susani S. Pelo
NIM : 161160086
Prodi : **Tadris Bahasa Inggris (TBI -)**
Judul Skripsi : Developing Reading Comprehension
Folklore Story at MAN 1 Palu
Pembimbing : I. Prof. H. Nurdin, S.Sos., S.Pd., M.Com., Ph.D
II. Ana Kuliñana, S.Pd., M.Pd
Penguji : Andi Muh. Dakhalan, S.Pd.I., M.Pd

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	88	tambahkan jumlah
2.	BAHASA & TEKNIS PENULISAN	80	meeting after exper- iment class
3.	METODOLOGI	88	
4.	PENGUASAAN	88	
5.	JUMLAH	352	
6.	NILAI RATA-RATA	80	

Palu,

20__

Mengetahui
a.n. Dekan
Ketua Prodi TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Pembimbing I,

Prof. H. Nurdin, S.Sos., S.Pd., M.Com., Ph.D
NIP. 196903011999031005

Range Penilaian:

A : 85 - 100
A⁻ : 80 - 84
B⁺ : 75 - 79
B : 70 - 74



BERITA ACARA UJIAN PROPOSAL SKRIPSI

Pada hari ini Senin, tanggal 26 bulan Oktober tahun 2020, telah dilaksanakan Ujian Proposal

Skripsi :

Nama

: Ila Susani S. Pelo

NIM

: 161160086

Prodi

: Tadris Bahasa Inggris (TBI -)

Judul Skripsi

: Developing Reading Comprehension

Folklore Story at MAN 1 Palu

Pembimbing

: I. Prof. H. Nurdin, S.Sos., S.Pd., M.Com., Ph.D

II. Ana Kuliachana, S.Pd., M.Pd

Penguji

: Andi Muh. Dakhalan, S.Pd.I., M.Pd

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI		
2.	BAHASA & TEKNIS PENULISAN		
3.	METODOLOGI		
4.	PENGUASAAN		
5.	JUMLAH		
6.	NILAI RATA-RATA	85	

Palu,

20__

Mengetahui

a.n. Dekan

Ketua Prodi TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.

NIP. 19740726 200003 2 002

Pembimbing II,

Ana Kuliachana, S.pd., M.pd.

NIP. 198202142005012009

Range Penilaian:

A : 85 – 100

A⁻ : 80 – 84

B⁺ : 75 – 79

B : 70 – 74



**DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI
 TAHUN AKADEMIK 20 / 20**

hari ini Senin, tanggal 26 bulan Oktober tahun 2020, telah dilaksanakan Ujian Proposal

si : : Ila Susani S. Pelo
 : 161160086
 Skripsi : Tadris Bahasa Inggris (TBI -)
 : Developing Reading Comprehension
 : Folklore Story at MAN 1 Palu
 imbing : I. Prof. H. Nurdin, S.Sos., S.Pd., M.Com., Ph.D
 : II. Ana Kuliñana, S.Pd., M.Pd
 jji : Andi Muh. Dakhalan, S.Pd.I., M.Pd

NAMA	NIM	SEM. / JUR.	TTD	KET.
Vinni Septaviani	16.1.16.0102	TBI		
Fana Piskiana	16.1.16.0109	TBI		
Alfu Habibah	16.1.16.0105	TBI		
Musdalifah	16.1.16.0087	TBI		
Wahyu Fawzan Alansah	15.1.16.0020	TBI		
Evatul JANNA	16.1.16.0047	TBI		
Lufna	16.1.16.0092	TBI		
Ismia Inafiah	16.1.16.0080	TBI		
Muh. Hasbullah T	19.1.02.0071	PBA		
Nurhaliza	18.3.09.0026	HKI		
Hardira	19.1.23.0011	TIPA		
Nadia	20.1.02.0091	PBA		
Maguire	19.1.23.0012	TIPA		
Sri Wantha Oktaviani	16.1.01.0004	PAI		
Sri Rahmayanti Sator	16.1.03.0003	MPI		

Palu, 26 Oktober 2020

mbing I,

Nurdin, S.Sos., S.Pd., M.Com., Ph.D.
 NIP. 198202142005012009

Pembimbing II,

Ana Kuliñana, S.Pd., M.Pd.
 NIP. 198202142005012009

Penguji

Andi Muh. Dakhalan, S.Pd.I., M.Pd
 NIP. 198705272015031002

Mengetahui
 a.n. Dekan
 Ketua Prod TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
 NIP. 197407262000032002



Palu, 4 November 2020

Nomor : /685 /In.13/F.I/PP.00.9/11/2020
Lampiran : -
Hal : Izin Penelitian Untuk
Menyusun Skripsi

Yth. Kepala Madrasah Aliyah Negeri (MAN) 1 Palu

Di
Tempat

Assalamualaikum w.w

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu :

Nama : Ila Susani S. Pelo
NIM : 16.1.16.0086
Tempat Tanggal Lahir : Balalon, 06 Mei 1997
Semester : IX (Sembilan)
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Tanderante
Judul Skripsi : IMPROVING READING COMPERENSION THROUGH
FOLKLORE STORY AT MAN 1 PALU
No. Hp : 082191856440

Dosen Pembimbing :

1. Prof. H. Nurdin, S.Sos., S.Pd., M.Com., Ph.D
2. Anakuliahana, S.Pd., M.Pd

Sehubungan dengan ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah Madrasah Aliyah Negeri (MAN) 1 Palu

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,

Dekah,



Dr. Mohamad Idhan, S.Ag., M.Ag.

19720126 200003 1 001

Sehubungan :

Rektor IAIN Palu;
Kepala Biro AUAK IAIN Palu;
Dosen Pembimbing;
Mahasiswa yang bersangkutan.



KEMENTERIAN AGAMA
MADRASAH ALIYAH NEGERI 1 KOTA PALU

Jln. Jamur No.38 Palu 94225 Telp.0451-462013,0451-160135
Email : man1palu@ymail, man1palu_keuangan_537482@yahoo.com

SURAT KETERANGAN PENELITIAN

Nomor : B- *My* /MA.09.03/PP.00.6/12/2020

Yang bertanda tangan di bawah ini, Kepala Madrasah Aliyah Negeri 1 Kota Palu
mengatakan bahwa :

Nama : ILA SUSANI S. PELO
NIM : 16.1.16.0086
Tempat Tanggal Lahir : Balalon, 06 Mei 1997
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Tande Rante
Judul Penelitian : **"IMPROVING READING COMPERENCION TGROUGH
FOLKLORE STORY AT MAN 1 KOTA PALU."**

Penelitian yang bersangkutan telah selesai mengadakan penelitian di *Madrasah Aliyah Negeri 1
Kota Palu*, berdasarkan Surat Izin Penelitian dari IAIN Fakultas Tarbiyah dan Ilmu Keguruan
No: 1683/IN.13/F.1/PP.00.9/11/2020 , Tanggal 4 Nopember 2020. Mulai tanggal, 6
Desember s.d tanggal, 6 Desember 2020.

Demikian Surat keterangan penelitian ini dibuat untuk dipergunakan sebagaimana perlunya.

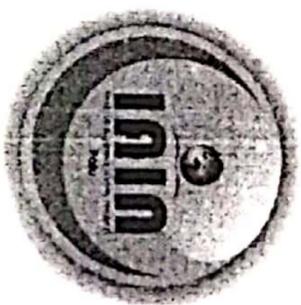
Palu, 06 Desember 2020

Kepala Madrasah,



Hi. Kaenab., M.Pd.I

6511022000032001



BUKU KONSULTASI

Pembimbingan Skripsi

Nama : LLA SUSANI & PETO

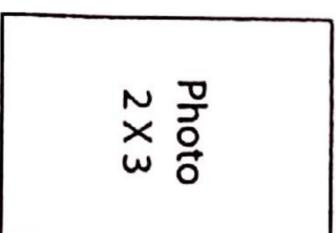
NIM : 161160086

Jurusan/Prodi : TBI

Judul Skripsi : DEVELOPING READING COMPREHENSION
THROUGH FOLKLORE STORY AT IAIN PALU
.....
.....
.....

FAKULTAS TARBIYAH & ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI
(IAIN) PALU

BUKU KONSULTASI
PEMBIMBINGAN PENULISAN SKRIPSI



NAMA : LLA SUSANNI S PELU
NIM: 161160086
JURUSAN : TRB1
PEMBIMBING : I. PROF. H. NURDIN, S.Sos., S.Pd., M.COM., Pd.D
II. ANA KURNIAHANA S.Pd., M.Pd.
ALAMAT : Jl. Tandaraude
NO.HP : 0821 9185 6490
JUDUL SKRIPSI

DEVELOPING READING COMPREHENSION
THROUGH FOLKLORE STORY AT MIANG I PAU

5. Dekan menetapkan dan menerbitkan surat keputusan tim dosen penguji munagasyah skripsi yang telah ditunjuk oleh Ketua Jurusan/Wakil Dekan Bidang Akademik dan Pengembangan Kelembagaan.
6. Ketua Jurusan Cq. Bidang Akmah menerbitkan jadwal dan undangan ujian untuk seluruh tim dosen penguji.
7. Mahasiswa melaksanakan ujian skripsi yang dipimpin oleh 1 orang ketua tim penguji dan di tambah 4 orang penguji.
8. Ketua tim penguji mempersiapkan segala kelengkapan administrasi ujian munagasyah skripsi.
9. Tim penguji menyerahkan hasil penilaian kepada ketua tim penguji, selanjutnya ketua tim menyerahkan berkas nilai ujian skripsi beserta kelengkapannya ke Subbag. Akmah. untuk penetapan nilai akhir dan pelaksanaan Yudisium.

JURNAL KONSULTASI PEMBIMBINGAN PENULISAN SKRIPSI

Nama : ILLA SUSANI S. PELU

NIM : 161160086

Jurusan, Prodi. : TB1

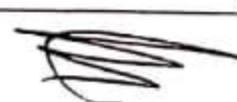
Judul Skripsi :

DEVELOPING READING COMPETITION
THROUGH FOLKLORE STORY AT MIKUS 1 PALU

Pembimbing I : PROF. H. NU'UDIN, S.SOS., S.Pd., M.EDU., Ph.D
Pembimbing II : ANA KULIYAWATI, S.Pd., M.Pd.

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1.	JUMM'AT, 09/10/20		<ul style="list-style-type: none"> - Lihat cara Penulisan referensi. - cross-check - Referensi isi, footnote - Penulisan Bab dan Sub Bab. - Cet nomor Footnote - tambahkan Seating System. - Approval Sheet - Fix Spasi - Tambahkan halaman pada daftar isi 	  

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
2.	Senin, 12/10/2020		- Check classmate dan referensi. - Prepare teaching material for treatment class before proposal examination.	
3.	Senin, 19/10/2020		- Prepare teaching material for treatment class before proposal examination.	
4	Senin, 07 NOV 2020		- Tambahkan soal pre test	
5.	Selasa, 08 NOV 2020		- Find 2/3 text untuk treatment consisting of words in pre test / post test - Fix kategori sesuai Bab 3	 

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
	Senin, 12/10/2020		Perse hypotheser in page 24- use this and etc. Page 5! Please indicate where hypothesis is accepted and which hypothesis is rejected	 

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan

Laporan Penyelesaian Bimbingan dari Dosen Pembimbing:

Yth. Ketua Jurusan **TADRIS BAHASA INGGRIS**
 Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
 IAIN Palu

Yang bertanda tangan di bawah ini:

1. Nama : **PROF. H. NURDIN, S.SOS., S.Pd., M.COM., Ph.D**
 NIP : **196905011999031005**
 Pangkat/Golongan :
 Jabatan Akademik :
 Sebagai : **Pembimbing I**

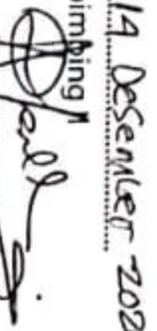
2. Nama : **ANA KULIAKAWA, S.Pd., M.Pd.**
 NIP : **198202142005012004**
 Pangkat/Golongan :
 Jabatan Akademik :
 Sebagai : **Pembimbing II**

Melaporkan bahwa penyusunan skripsi oleh mahasiswa:

Nama : **Lla Sucarni S. Pelo**
 NIM : **16116086**
 Jurusan : **TADRIS BAHASA INGGRIS**
 Judul : **Improving Reading Comprehension Through Folklore story at Man 2 Palu.**
 Telah selesai dibimbing dan siap untuk diujikan dihadapan sidang ujian munaqasyah skripsi.

Pembimbing I

Prof. H. Nurdin, S.Sos., S.Pd., M.com., Ph.D
 NIP. **19690301199931005**

Pembimbing II

ANA KULIAKAWA, S.Pd., M.Pd.
 NIP **198202142005012004**

Palu, **14 Desember 2020**

TATA TERTIB SEMINAR

A. PENDAFTARAN

1. Minimal satu minggu sebelum seminar telah mendaftar kepada Ketua Jurusan dan menyerahkan proposal 3 ekslampar (1 Dosen Pembimbing I, 1 Dosen Pembimbing II dan 1 Ketua Jurusan)
2. Menyiapkan abstrak dan pokok-pokok pikiran dalam bentuk Hand Out/Print Out Power Point untuk dibagikan kepada calon peserta seminar
3. Membuat pengumuman seminar dan menempelkannya dipapan pengumuman dengan sepengetahuan Ketua Jurusan.
4. Telah melaksanakan/menghadiri seminar minimal 10 kali.

B. PELAKSANAAN SEMINAR

1. Dihadiri minimal oleh seorang Dosen Pembimbing dan Ketua Jurusan serta 20 orang pembanding umum (mahasiswa)
2. Waktu seminar 1-2 Jam
3. Meminta hasil penilaian/koreksian/perbaikan sesaat setelah seminar usai, kepada Dosen Pembimbing dan Ketua Jurusan

KARTU SEMINAR PROPOSAL SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN

NAMA : Ila Susani S. Pello
T.T.L : Balaban, 06 Mei 1997
NIM. : 16.1.16.0086
JURUSAN : Tadris Bahasa Inggris (TBI)
ALAMAT : Jl. Tondaranke



INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU

FOTO 3 X 4

KARTU SEMINAR PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU

NAMA : Lela Susanti S. Pelo
 NIM. : 161160086
 JURUSAN : T B I

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Jumat, 23/10/2020	Mawati Fitriani Alwash	The effectiveness of talking stick strategy to increase students' vocabulary in the tenth grade student	1. Dr. Hj Nur Asmanah, S. Ag, M. Hum. 2. Ana Kurniana S. Pd, Mpd.	
2	Jumat, 23/10/2020	Ayu Lesani Patte	Improving vocabulary mastery through written assignments for eighth grade students of SMP	1. Prof. Dr. H. Rusli, S. Ag, M. Sos. 2. Ana Kurniana S. Pd, M. Pd.	
3	Sasa, 27/10/2020	Nur Annisa Abdullaha	The implementation of Anwar Pulu technique in teaching pronunciation of English and Indonesian for the second grade students at SMAN 1 Parigi	1. Prof. H. Nurudin S. Pd, S. Sos, M. Com, Pd 2. Khairudin Yusuf, S. Pd. Im, Ph. I	
4	Sasa, 27/10/2020	Musdalifah	Improving students speaking skill through silent movie for the second grade students at SMAN 1 Parigi	1. Prof. H. Nurudin S. Pd, S. Sos, M. Com, Pd 2. Fitrianiingsih, S. S., S. Pd, M. Pd.	
5	Senin, 02/11/2020	Evanti Janna	The influence of watching English cartoon movie to improve vocabulary mastery of eight students at SMP	1. Prof. H. Nurudin S. Pd, S. Sos, M. Com, Pd 2. Ana Kurniana S. Pd, M. Pd.	
6	Palu, 25 November 2020	Desi Indrianiingsih	Eksistensi pengabdian UKM Himpunan M- Purqon Balam Mengembangkan Seni Baca Al-quran mahasiswa di IAIN Palu	1. Des. Rusli Takunas, M. Pd. i 2. Salauddin, S. Ag. M. Ag.	
7	Kamis, 28 Nov 2020	Nuriani Innan	Analisis Anacron-Mnacam Lurup Lela dalam Surah Ali-Imran	1. Dr. H. Anwar Selvi Lc. M. A 2. Titin Fatimah, S. Pd. i, M. Pd. i	
8	Selasa, 01 Desember 2020	Ahmad Fandi	Developing English Speaking Skill by Utilizing Offline at grade X SMN Kegeri 1 Latah kec. Cakranegara, Buo.	1. Prof. H. Nurudin, S. Pd, S. Sos, M. Com, Pd 2. Khairudin Yusuf, S. Pd. i, M. Pd. i	
9	Kamis, 03 Desember 2020	Mu. Paris Fauzi Sawed	Implementasi Penggunaan Kitab Mawani Al-Turanyah untuk meningkatkan prestasi belajar Mustahyiqah di IAIN Palu	1. Dr. H. Mu. Jaidig, M. Pd. i 2. Titin Fatimah, S. Pd. i, M. Pd. i	
10	Kamis, 10 Desember 2020	Djoko Cahyono	Pengaruhdayaan Tempa kepandian Balam Penyelesaian Pandai-pandai di Ma Dawu Ulum Karangassemban Kato. To. i. i.	1. Des. Retoah, M. Pd. i 2. Dr. Ernias, S. Pd. i, M. Pd.	

Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALU
NOMOR : 84/TAHUN 2020

TENTANG
PENETAPAN TIM PENGUJI SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang** :
- bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan tim penguji skripsi untuk menguji skripsi mahasiswa pada ujian munaqasyah;
 - bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
 - bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, maka perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.
- Mengingat** :
- Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
 - Peraturan Menteri Agama Nomor 23 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Palu;
 - Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
 - Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 49/In.13/KP.07.6/01/2018 masa jabatan 2017-2021

MEMUTUSKAN

- Menetapkan** : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN TIM PENGUJI SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU
- KESATU** : Menetapkan Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu sebagai berikut :
- | | | |
|--------------------------|---|---|
| 1. Ketua Tim Penguji | : | Hikmatur Rahmah, Lc., M.Ed |
| 2. Penguji Utama I | : | Prof. Dr. H. Rusli, S.Ag., M.Soc.Sc |
| 3. Penguji Utama II | : | Andi Muh. Dakhalan, S.Pd., M.Pd |
| 4. Pembimbing/Penguji I | : | Prof. H. Nurdin, S.Pd., S.Sos., M.Com, Ph.D |
| 5. Pembimbing/Penguji II | : | Ana Kuliahana, S.Pd., M.Pd |
- untuk menguji Skripsi Mahasiswa
- | | | |
|---------------|---|--|
| Nama | : | Ila Susani S.Pelo |
| NIM | : | 16.1.16.0086 |
| Program Studi | : | Tadris Bahasa Inggris |
| Judul Skripsi | : | IMPROVING READING COMPREHENSION THROUGH FOLKLORE STORY AT MAN 1 PALU |
- KEDUA** : Tim Penguji Skripsi bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam skripsi yang diujikan;
- KETIGA** : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA IAIN Palu Tahun Anggaran 2020
- KEEMPAT** : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
- KELIMA** : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Palu
Pada Tanggal 16 Desember 2020
Dekan,

Dr. Mohamad Idhan, S.Ag., M.Ag.
NIP. 197251262000031001

Tembusan :

- Rektor IAIN Palu;
- Kepala Biro AUAK IAIN Palu



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU
الجامعة الإسلامية الحكومية فالو
STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Nomor : 329 /In.13/F.I/PP.00.9/12/2020
Sifat : Penting
Lampiran : -
Perihal : **Undangan Menghadiri Ujian Skripsi.**

Palu, 16 Desember 2020

Yth. Bapak/Ibu Tim Penguji Skripsi
Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu

1. Hikmatur Rahmah, Lc., M.Ed
2. Prof. Dr. H. Rusli, S.Ag., M.Soc.Sc
3. Andi Muh. Dakhalan, S.Pd., M.Pd
4. Prof. H. Nurdin, S.Pd., S.Sos., M.Com, Ph.D
5. Ana Kuliahana, S.Pd., M.Pd

Palu

Assalamualaikum wr.wb.

Dalam rangka pelaksanaan Ujian Munaqasyah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu :

Nama : Ila Susani S.Pelo
NIM : 16.1.16.0086
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : IMPROVING READING COMPREHENSION THROUGH FOLKLORE STORY AT MAN 1 PALU

dengan hormat kami mohon kesediaannya untuk menguji Skripsi tersebut, yang akan dilaksanakan pada :

Hari/tanggal : Jum'at, 16 Desember 2020
Jam : 10.00 - Selesai
Meja Sidang : -
Tempat : Gedung F Lantai 2 (Ibnu Khaldun)

Demikian, atas kehadirannya diucapkan terima kasih.

Wassalam,

a.n. Dekan
Ketua Prodi Tadris Bahasa Inggris



Dr. Hj. Nur Asmawati, S.Ag., M.Hum
NIP. 19740726 200003 2 002

Tembusan :

1. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu;
2. Kepala Bagian Tata Usaha FTIK IAIN Palu;
3. Mahasiswa yang bersangkutan.

Catatan Bagi Peserta Ujian Skripsi :

1. Berpakaian Jas Lengkap + Kopyah (Pria).
2. Berpakaian Kebaya Muslimah (Wanita).

CURRICULUM VITAE



1. Personal Identity

Name : Ila Susani S. Pelo
NIM : 16.1.16.0086
Place and Date of Birth : Balalon, May 06, 1997
Address : Jl. Tanderante

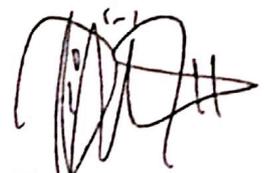
2. The Identity of the Parents

Parents' Name : Father : Sadang M Pelo
Profession : fisherman
Mother : Marhana Mosoleh
Profession : Housewife

3. Educational Background

SDN 1 Balalon the Year 2009
SMP Negeri 2 Bulagi Selatan the Year 2012
SMK Negeri 1 Bulagi Utara the Year 2015
S1 English Tadris Department 2020

Palu, 18th December 2020 M
3 Jumadil Awal 1442 H



Ila Susani S. Pelo
NIM: 16.1.16.0086