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**THE EFFECT OF QUIZLET APPLICATION TOWARD
STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT
IN IX GRADE AT MTsN 5 KAMPAR**



BY

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FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

PEKANBARU

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IN IX GRADE AT MTsN 5 KAMPAR**



BY

**ZACKY AFFANDI
SIN.12110413447**

Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education
(S.Pd)

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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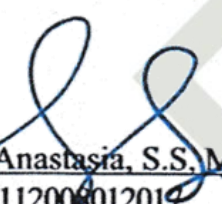
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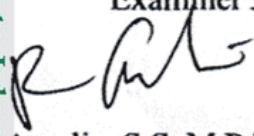
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ABSTRACT

Zacky Affandi (2025): The Effect of Quizlet Toward Students' reading Comprehension at IX Grade MTsN 5

The purpose of this research to know the effect of Quizlet Toward students' reading comprehension of narrative text at ninth grade of MTsN 5 Kampar. This research was pre-experimental with one group pre-test and post-test design. The sample of this research was ninth grade students', totaling 30 students. The researcher uses a reading comprehension multiple choice test to determine students' reading comprehension. In analyzing the data, the researcher used the paired sample t-test formula which was calculated using the SPSS version 23 application. The results of the data analysis showed that the significance value is lower than the significance level ($0.000. < 0.05$) which indicated the interactive media has large effect. It means that H_0 is rejected and H_a is accepted, so it can be concluded that there is a significant effect in students' reading comprehension before and after being taught by quizlet application.



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ABSTRAK

Zacky Affandi (2025): Pengaruh Quizlet Terhadap Pemahaman Membaca Siswa di Kelas IX MTsN 5 Kampar

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan Quizlet terhadap pemahaman membaca siswa pada teks naratif di kelas IX MTsN 5 Kampar. Penelitian ini merupakan penelitian pra-eksperimental dengan desain one group pre-test and post-test. Sampel penelitian ini adalah siswa kelas sembilan yang berjumlah 30 siswa. Peneliti menggunakan tes pilihan ganda pemahaman bacaan untuk mengetahui pemahaman bacaan siswa. Dalam menganalisis data, peneliti menggunakan rumus paired sample t-test yang dihitung dengan menggunakan aplikasi SPSS versi 23. Hasil analisis data menunjukkan bahwa nilai signifikansi lebih kecil dari taraf signifikansi ($0,000 < 0,05$) yang mengindikasikan media interaktif berpengaruh besar. Hal ini berarti H_0 ditolak dan H_a diterima, sehingga dapat disimpulkan bahwa terdapat pengaruh yang signifikan dalam pemahaman membaca siswa sebelum dan sesudah diajar dengan aplikasi quizlet.



ملخص

ذكي أفندي، (٢٠٢٥): تأثير استخدام تطبيق كويزليت على فهم القراءة لدى تلاميذ الصف التاسع في المدرسة المتوسطة الإسلامية الحكومية الخامسة

هدف هذا البحث هو دراسة تأثير استخدام تطبيق كويزليت على فهم القراءة لدى تلاميذ الصف التاسع في المدرسة المتوسطة الإسلامية استخدم هذا البحث. الحكومية الخامسة، وخصوصا في نصوص السرد تصميمًا شبه تجريبي بمنهج الاختبار القبلي والاختبار البعدي على مجموعة واحدة. وقد تكونت عينة البحث من ٣٠ تلميذا من الصف استخدم اختبار اختيار من متعدد لفهم القراءة كأداة لقياس مدى. التاسع استيعاب التلاميذ. تم تحليل البيانات باستخدام الاختبار التائي للعبئة المقترنة بمساعدة برنامج الحزمة الإحصائية للعلوم الاجتماعية الإصدار أظهرت نتائج التحليل أن قيمة الدلالة الإحصائية بلغت 0.000، 23. = 0.05، مما يشير إلى وجود فرق α وهي أقل من مستوى الدلالة معنوي. وبناء على ذلك، تم رفض الفرضية المبدئية وقبول الفرضية كويزليت كان له تأثير البديلة. وبالتالي، يمكن الاستنتاج أن تطبيق إيجابي ومعنوي على فهم التلاميذ للقراءة.

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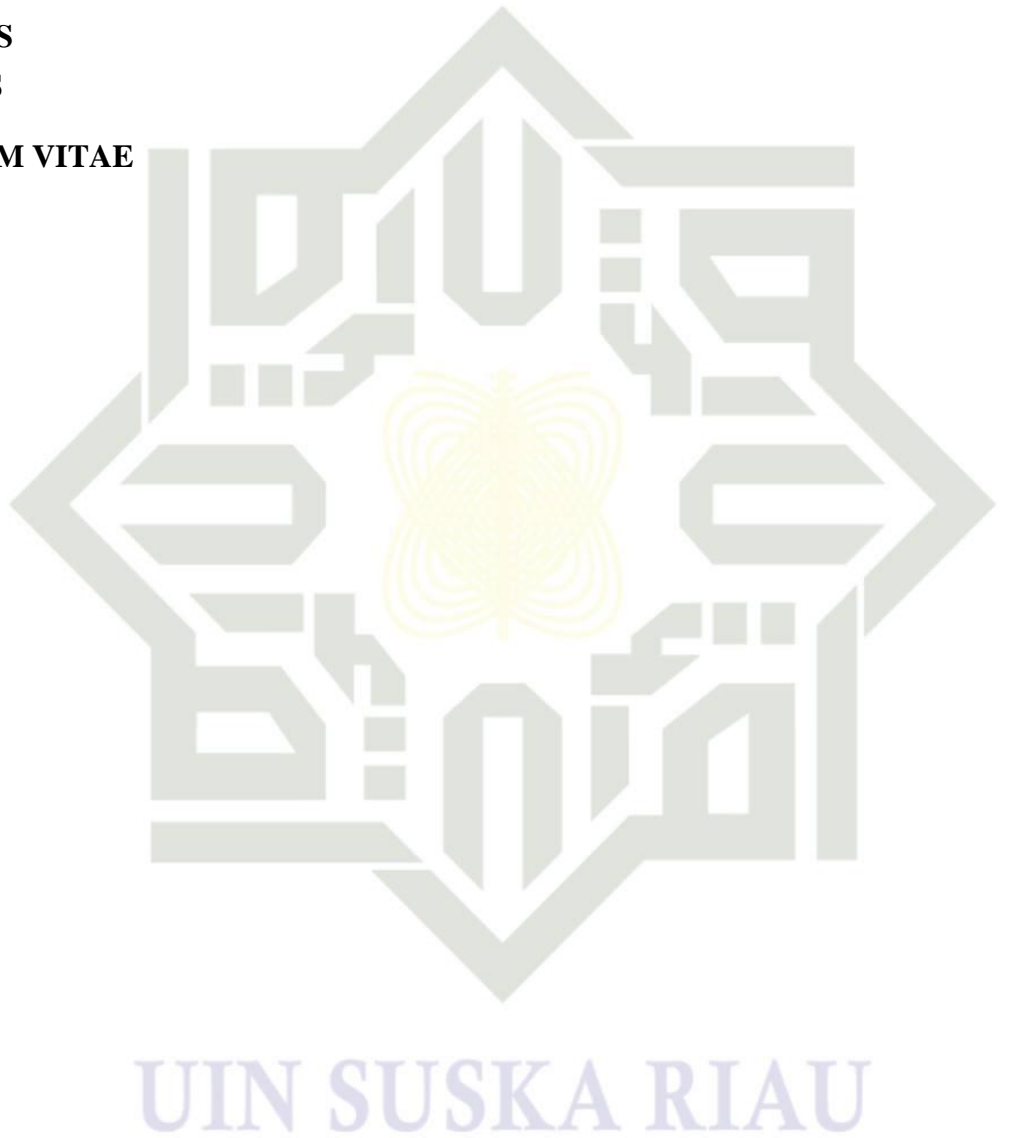
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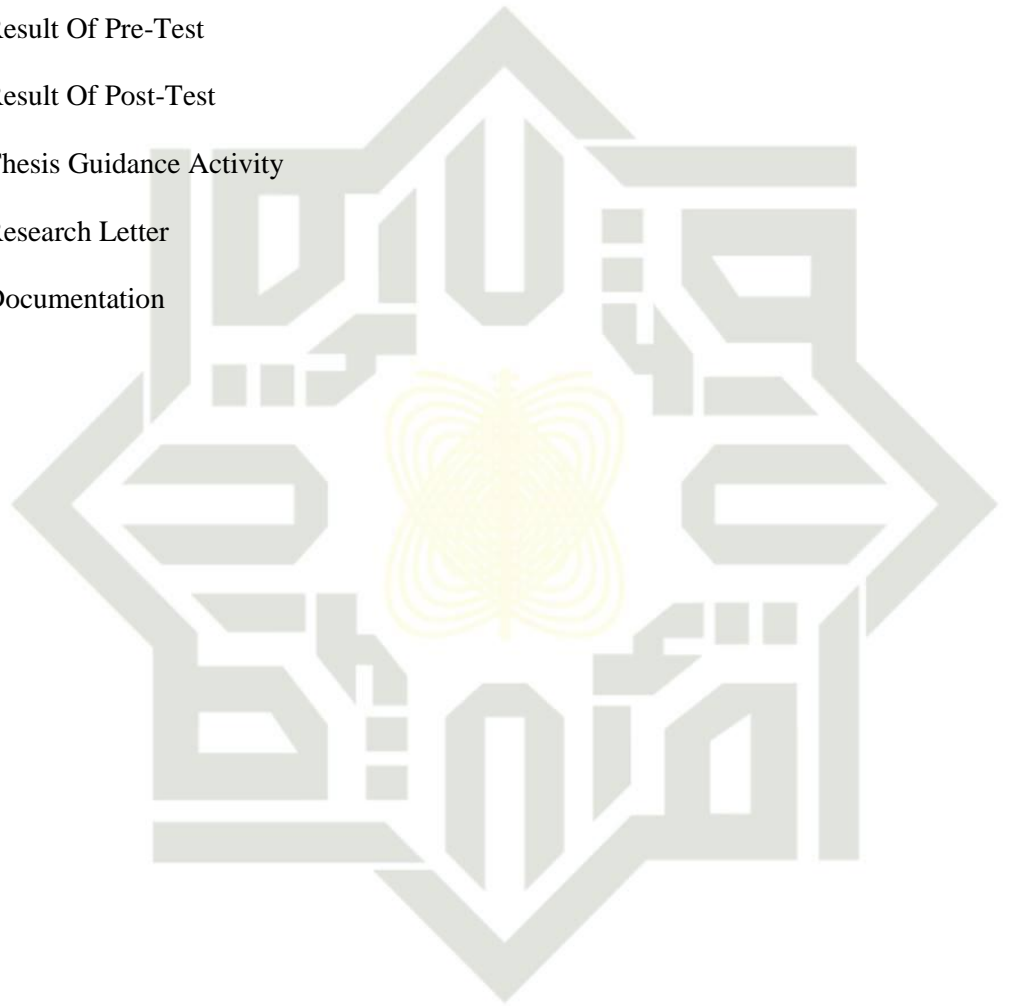


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CHAPTER I

INTRODUCTION

A. Background

In today's globalized world, English is the primary language used in practically every field. Indonesian schools have been teaching English on a local level since 1954. According to Pajarwati *et al.* (2021) English is regarded as a foreign language of significance in Indonesia. The most recent curriculum, the Merdeka Curriculum, is currently used to teach English.

The most popular foreign language taught in Indonesian schools is English, which was taught as the first foreign language in secondary education. This means that all Indonesian students need to be fluent in English, and proficiency in the language requires mastery of four essential skills: speaking, writing, listening, and reading.

Reading is beneficial because it can boost cognitive and linguistic abilities, improve mental health and social skills, and expand knowledge and proficiency in a variety of areas. Future job chances and achievement can also be facilitated by reading. Additionally, studies demonstrate that early reading might enhance a child's future reading and comprehension skills. As a result, reading is a very significant and advantageous pastime for everyone (Cunningham and Stanovich 1997).

Reading comprehension is the ability to understand and interpret written text. It involves a complex set of cognitive processes such as decoding,

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vocabulary knowledge, background knowledge, inferencing and comprehension monitoring (Duke and Pearson 2004), Although comprehension requires a lot of time, effort, and complexity, proficient readers find it to be both rewarding and beneficial. There is a long and rich history of research on reading comprehension. This study had a lot to say about both of these the nature of reading comprehension as a process and the elements of efficient education in reading comprehension. This study said that the ongoing debate regarding how to teach comprehension has contributed to this steep learning curve. Studying reading comprehension training has spared researchers from much of the conflict that comes with working on other reading-related topics, in contrast to decoding, oral reading, and reading readiness (Duke and Pearson 2004).

One of the junior high schools in Indonesia, MTsN 5 Kampar, is a center for education and has made English a mandatory subject. According to junior high school curriculum, reading comprehension learning objectives for reading English standards include gaining scientific knowledge and understanding short, functional text meanings and simple writings in text types like narrative, recount, descriptive, and procedural in everyday contexts with minimum score 70. The teacher used a scientific approach to teaching and learning, incorporating visual aids like pictures and textbooks into the lesson plan. Because of this, the students get disinterested and bored because all they see in the media is pictures from the English textbook, and only a small percentage of the students' achievements have already exceeded the required minimum score for the English subject. The teacher used a scientific approach to teaching and learning, incorporating classroom

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materials like English textbooks. As a result, the media that they see only depicts images from the English textbook, and only a small percentage of the students' accomplishments from these processes have already passed the minimum score for English subject.

According to information through interview with English teacher at MTsN 5 Kampar, the researcher found the problem that students still lack of vocabulary, lack of motivation to learn English and the student expresses difficulty in understanding complex texts and tends to focus too much on individual words or sentences rather than the overall meaning. Making difficult for the student to comprehend more complex text especially in narrative text. After interview students, some students admitted that they still have difficulty in comprehend complex text especially in narrative text, and The teaching approach tended to lack variation and relied primarily on media sourced from the English textbook provided by the school, which made the learning experience feel monotonous and less engaging for some students. So, it makes the students became bored and lack of interest because the media that they saw just picture in the English textbook. Students frequently struggle with these problems, so effective teaching strategies like using mobile-assisted language learning resources be used.

Relevant study was conducted by Maudloh, Anam, and Widyastuti (2023) which explored the correlation between students' engagement and reading comprehension while using Quizlet for vocabulary learning. The results indicated a significant positive correlation, meaning that students who were more engaged with the Quizlet platform tended to have higher reading comprehension scores.

Although the study shows the potential of Quizlet in enhancing reading performance, it did not measure the direct effect of Quizlet use on reading comprehension outcomes, nor did it focus on narrative texts or junior high school learners. Therefore, the present study aims to bridge this gap by examining the actual impact of Quizlet on students' comprehension of narrative texts in a junior high school context.

Yunus, Salehi, and Chenzi (2012) stated that technology assisted in teaching reading, technology sources can be interactive and attractive to student while increasing effectiveness of teaching. Teaching reading with technology offers a dynamic and engaging approach to literacy instruction. By leveraging digital tools and resources, educators can create interactive and personalized learning experiences that cater to diverse student needs. Technology provides opportunities for students to practice essential reading skills such as decoding, fluency, comprehension, and vocabulary acquisition through interactive games, e-books, online assessments, and virtual libraries.

In the previous study, technology has increasingly been used to support English language learning. As noted by Yunus, Salehi, and Chenzi (2012), digital tools can make reading instruction more interactive and attractive, while improving teaching effectiveness. Among these tools, Quizlet has shown promise in enhancing vocabulary acquisition and learner engagement. For instance, Karri Miller (2019) reported that Quizlet supports both vocabulary development and reading comprehension, while Maudloh, Anam, and Widyastuti (2023) found a

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significant correlation between student engagement with Quizlet and their reading performance.

However, despite these positive findings, most existing studies focus on vocabulary learning or learner attitudes, not on the direct impact of Quizlet on reading comprehension. Moreover, there is limited research on how Quizlet affects comprehension of narrative texts specifically, especially at the junior high school level. Therefore, this study seeks to fill the gap by investigating the effect of Quizlet on students' reading comprehension of narrative texts in a IX grade classroom at MTsN 5 Kampar. This research was conducted on IX grade students at MTsN 5 Kampar, with a focus on improving their reading comprehension of narrative texts through the use of Quizlet. The researcher believes that Quizlet is an effective learning tool that can help students better understand and engage with narrative texts, which are often challenging at this level. Therefore, the study specifically involved IX grade students at MTsN 5 Kampar. This research is officially entitled **THE EFFECT OF QUIZLET APPLICATION TOWARD STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT IN IX GRADE AT MTsN 5 KAMPAR**. It is hoped that this research can provide ideal data that can bring the effect learning by using Quizlet on reading comprehension of narrative text.

B. Identification of the problem

Based on the phenomenon observed at MTsN 5 Kampar, some students experienced difficulties in understanding narrative texts. They often had trouble identifying the main idea, making inferences, and understanding the overall

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meaning of the story. Instead of focusing on the whole text, they tended to pay attention only to specific words or sentences. This situation, along with the need for more engaging and interactive learning tools, highlights the importance of finding effective ways to improve students' reading comprehension of narrative text.

C. Formulation of the Problem

- 1) How is the students' reading comprehension of narrative text in IX grade at MTsN 5 Kampar before being taught by using Quizlet?
- 2) How is students' reading comprehension of narrative text in IX grade at MTsN 5 Kampar after being taught by using Quizlet?
- 3) Is there any significant effect of Quizlet application toward students' reading comprehension of narrative text in IX grade at MTsN 5 Kampar?

D. Objective of the study

- 1) To find out the students' reading comprehension of narrative text in ninth grade at MTsN 5 Kampar before being taught by using quizlet application.
- 2) To find out the students' reading comprehension of narrative text in ninth grade at MTsN 5 Kampar after being taught by using quizlet application.
- 3) To find out the effect of students' reading comprehension that used the Quizlet in the English learning process at ninth grade MTsN 5 Kampar.

E. Limitation of the research

After identifying the problem stated above which has indicated the problem The purpose of the research is to investigate the effect of quizlet on

students' reading comprehension of narrative text in IX grade at MTsN 5 Kampar. The interactive application used in this research to display content linked to the narrative text material.

F. Significances of the research

1. Theoretically

Theoretically, this research gives some information about the effect of using Quizlet on students' reading comprehension. Quizlet provides interactive features that make learning more engaging and can help students better understand narrative texts. This research can be a useful reference for future studies related to technology in reading instruction.

2. Practically

- a. For teachers, to vary the way teachers teach the materials. this research can be a useful reference to apply Quizlet as a learning media in teaching narrative texts. It helps make the teaching process more interactive and engaging for students
- b. For students, Quizlet provides a fun and effective way to learn narrative texts, making it easier to understand the story and structure through interactive activities.
- c. For other researchers, this research can be used as additional information or a reference for studies focusing on digital media in teaching narrative texts. Especially in finding out if using quizlet has an effect on students' reading comprehension.

G. Definition of Key Terms

1. Effect

According to Best & Kahn (2006), “effect” is defined as the difference that results from the implementation of a particular treatment or intervention, and it is generally evaluated through experimental or quasi-experimental designs to determine whether changes in outcomes are statistically significant.

In this research, effect refers to the influence or effect that the use of the Quizlet application has on students’ reading comprehension of narrative text. It is measured by comparing students’ performance before and after being taught using Quizlet, especially in understanding narrative texts. A significant effect indicates that the intervention (Quizlet) contributed to measurable improvement in learning outcomes.

2. Quizlet

According to Sari (2019), Quizlet is an online learning tool created by Andrew Sutherland in 2005 and launched in 2007. It was first available as a website, later released as a mobile app for iOS in 2012 and Android in 2013. Quizlet provides study tools like digital flashcards with text, images, or audio, useful for various subjects, especially language learning. Teachers and students can create their own flashcards to help improve reading comprehension. Ninth-grade students at MTsN 5 Kampar use Quizlet as a digital tool to support reading activities in class. In this

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research, quizlet refers to an interactive application that helps students learn narrative texts through digital flashcards, practice tests, and engaging activities designed to support their understanding of the narrative text.

3. Reading Comprehension

The capacity to comprehend and analyze written material is known as reading comprehension. It involves cognitive functions, including monitoring comprehension, decoding, inferencing, vocabulary knowledge, and background knowledge (Duke and Pearson 2004). In this research reading comprehension refers to students' ability to understand narrative texts by identifying main ideas, making inferences, finding specific information, and understanding the overall message of the story.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Reading Comprehension

Reading comprehension is a crucial aspect of language acquisition, as it enables individuals to understand and interpret written text. Over the years, researchers have devoted considerable effort to investigating the cognitive processes involved in reading comprehension, as well as the factors that influence its development and improvement.

One of the most widely recognized theories of reading comprehension is the simple view of reading, which posits that reading comprehension is the result of the interaction between word recognition and linguistic comprehension (Gough and Tunmer 1977). According to this theory, readers must first recognize the words in a text in order to comprehend its meaning. However, word recognition is not enough on its own; readers must also have a grasp of the linguistic structure of the text, including grammar, syntax, and semantics.

Another important theory of reading comprehension is the cognitive view, which suggests that reading is an active process that involves the use of prior knowledge and strategies to interpret and make sense of the text (Graesser and Wittner 2000). According to this view, readers engage in a process of meaning construction, where they use their prior knowledge and experience to fill in the

gaps between the text and their own understanding. This process is thought to be influenced by factors such as motivation, interest, and cognitive ability.

Research has also shown that reading comprehension is influenced by a range of factors, including text characteristics, reader characteristics, and the reading environment. For example, research has shown that the complexity of the text, the use of figurative language, and the inclusion of visual aids can all impact reading comprehension (Tiruneh 2014). Similarly, reader characteristics such as prior knowledge, motivation, and reading ability can also influence reading comprehension (Smith et al. 2021).

In addition, research has also highlighted the role of instructional strategies in improving reading comprehension. Studies have shown that strategies such as explicit instruction, graphic organizers, and reciprocal teaching can all improve reading comprehension (Duke and Pearson 2004). Furthermore, research has also shown that technology can play a role in improving reading comprehension, particularly for struggling readers (Ramadhan 2023)

In conclusion, the literature on reading comprehension highlights the complexity of this cognitive process and the many factors that influence it. The simple view of reading and the cognitive view of reading are two widely recognized theories that provide a framework for understanding the cognitive processes involved in reading comprehension. Additionally, research has shown that factors such as text characteristics, reader characteristics, and instructional strategies can all impact reading comprehension. By understanding these factors

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and implementing effective instructional strategies, educators can help to improve reading comprehension for all students.

a. Component of Reading Comprehension

In the Kurikulum Merdeka, students in Grade IX are expected to develop the ability to comprehend various types of texts, including narrative texts. The learning objectives emphasize not only recognizing the structure and language features of narrative texts but also engaging with the content critically and contextually. Based on this curriculum, the following indicators are used to measure students' narrative text comprehension:

- 1) Identifying the main idea of a narrative text or its paragraphs.
- 2) Locating specific information such as events, settings, or character actions.
- 3) Recognizing the generic structure of the text, including orientation, complication, and resolution.
- 4) Understanding language features, such as the use of past tense, action verbs, and time expressions.
- 5) Interpreting vocabulary based on context.
- 6) Making inferences about the meaning, characters' feelings, or motives.
- 7) Reflecting on the moral message conveyed by the story.

These indicators are in line with the five aspects of reading comprehension according to Nuttall (1982) there are five aspects of reading which the students should understand in order to comprehend the text, those are determining main idea, finding specific information, reference, inference and vocabulary.

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1) Main Idea

Determining an idea involves summarizing a passage and identifying repetitions of key ideas or words.

2) Specific information or part of the text

To find specific information in a text, focus on relevant information while ignoring irrelevant ones

3) Reference

Reference refers to the intentional use of one word to indicate another, providing the necessary information for interpretation. Finding a reference involves translating one linguistic expression into another to determine its meaning.

4) Inference

Inferences are logical conclusions drawn from a passage. The reader infers that the sentence is understood and logically complete.

5) Understanding vocabulary

Understanding Vocabulary refers to understanding the meaning of words. Expanding your vocabulary leads to deeper understanding. Vocabulary development is crucial for achieving the ultimate goal of reading understanding.

So the researcher conclude, to fully comprehend a text, students need to demonstrate understanding of several key aspects: determining the main idea, finding specific information, understanding references, making inferences, and mastering the vocabulary. By being able to



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identify the central theme or message, locate relevant details, comprehend how pronouns and other referents are used, draw logical conclusions from the content, and grasp the meaning of the words employed, students can develop robust reading comprehension skills that allow them to engage deeply with written materials across a variety of subjects and genres.

b. How to Measure Reading Comprehension

As stated by Kavani and Amjadiparvar (2018) Depending on the context and goal of the assessment, there are several ways to measure reading comprehension. Here are some typical methods:

- 1) Multiple-Choice Questions: This is a widely used method where readers are presented with a passage or a set of passages, followed by a series of questions with multiple-choice answers. The questions typically assess different aspects of reading comprehension, such as main idea, inference, vocabulary, and author's purpose.
- 2) Short Answer Questions: In this method, readers are asked to provide brief written responses to questions related to the passage they have read. Short answer questions allow for more open-ended responses and can assess a deeper understanding of the text.
- 3) Cloze Test: A cloze test involves removing words or phrases from a passage and requiring readers to fill in the blanks with appropriate words. This method assesses both understanding of the passage and knowledge of vocabulary and grammar.

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- 4) Retell/Summary: Readers are asked to retell or summarize the main points or specific details of a passage in their own words. This method assesses comprehension and the ability to extract and convey the essential information.
- 5) Comprehension Questions: Readers are presented with a set of comprehension questions related to the passage. These questions may require identifying specific details, making inferences, or analyzing the text's structure and meaning.
- 6) Performance Assessments: These assessments often involve more extended tasks that require readers to apply their comprehension skills in real-world scenarios. Examples include writing a response to a passage, engaging in a debate or discussion about the text, or analyzing and interpreting related data or information.

In this research reading comprehension is a complex skill that requires more than just answering questions. Assessments should assess readers' ability to analyze, interpret, and apply information in meaningful ways, in addition to their comprehension of the text. The assessment method should be aligned with the evaluation's specific goals and objectives.

c. Teaching Reading Comprehension with Technology

The integration of technology in language learning has become a significant trend in recent years, with mobile-assisted language learning (MALL) being a rapidly growing field. MALL refers to the use of mobile devices, such as smartphones and tablets, to support language learning. In the

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field of reading comprehension, MALL has been used to enhance teaching and learning, providing students with a more personalized and interactive learning experience.

Research has shown that MALL can be an effective tool in improving reading comprehension skills. In a study conducted Kalyan Chakravarthy and Sunitha (2023), it was found that students who used a mobile app to learn reading comprehension skills showed significant improvement in their ability to comprehend texts compared to those who received traditional instruction. The app provided students with interactive activities, such as quizzes and games, that helped them practice their reading comprehension skills in a more engaging and interactive way.

Another study Ernawati et al. (2021), also found that MALL can be an effective tool in improving reading comprehension skills. The study used a mobile app that provided students with a variety of reading materials, including news articles, videos, and audio recordings. The app also included interactive activities, such as quizzes and discussion forums, that allowed students to practice their reading comprehension skills in a more interactive and collaborative way. The results showed that students who used the app showed significant improvement in their reading comprehension skills compared to those who received traditional instruction.

In addition to improving reading comprehension skills, MALL can also provide students with a more personalized learning experience. In a study

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Agustini et al. (2018), it was found that a mobile app that provided students with personalized reading materials and activities based on their interests and reading level led to increased engagement and motivation among students. The app also included features such as audio recordings and videos that allowed students to practice their reading comprehension skills in a more interactive and engaging way.

So, Researcher conclude that MALL can be an effective tool in improving reading comprehension skills and providing students with a more personalized and interactive learning experience. The use of mobile devices, such as smartphones and tablets, can provide students with access to a wide range of reading materials and activities, allowing them to practice their reading comprehension skills in a more flexible and convenient way. As technology continues to evolve, it is likely that MALL will play an increasingly important role in the teaching and learning of reading comprehension.

d. Mobile-Assisted Language Learning (MALL)

Mobile-Assisted Language Learning (MALL) is a rapidly growing field that leverages mobile devices, such as smartphones and tablets, to support language learning. The use of mobile devices has become increasingly prevalent in modern society, and MALL has emerged as a promising tool for language learners. In this literature review, we will examine the current state of research on MALL, including its effectiveness, benefits, and challenges, with reference to studies published in academic journals.

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1) Effectiveness of MALL

Numerous studies have investigated the effectiveness of MALL in improving language learning outcomes. For instance, a study conducted Kalyan Chakravarthy and Sunitha (2023) found that a mobile app designed to teach reading comprehension skills to elementary school students resulted in significant improvement in their reading comprehension abilities. Similarly, another study Ernawati et al. (2021) showed that a mobile-assisted language learning system improved reading comprehension skills among language learners. These studies demonstrate that MALL can be an effective tool in improving language learning outcomes.

2) Benefits of MALL

MALL offers several benefits to language learners. One of the most significant advantages is the convenience and flexibility it offers. Mobile devices are portable and can be used anywhere, anytime, allowing language learners to access learning materials and practice their skills at their own pace. MALL also provides an opportunity for personalized learning, as learners can access materials and activities tailored to their individual needs and learning styles. Additionally, MALL can offer interactive and engaging learning experiences, such as gamification, videos, and audio recordings, which can enhance learner motivation and engagement (Agustini et al. 2018).

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3) Challenges of MALL

Despite its benefits, MALL also faces several challenges. One of the major challenges is the lack of quality learning materials and activities available on mobile devices. Many mobile apps and websites available for language learning are not designed with pedagogical principles in mind, and may not provide effective learning experiences Ernawati et al. (2021). Another challenge is the limited screen size and keyboard functionality of mobile devices, which can hinder the learning experience, particularly for tasks that require extensive typing or reading (Kalyan Chakravarthy and Sunitha 2023). Furthermore, there are also concerns about the potential distractions that mobile devices can offer, such as social media notifications, emails, and text messages, which can divert learners' attention away from the learning materials (Agustini et al. 2018).

So, Researcher conclude MALL is a promising tool for language learning that offers several benefits, including convenience, flexibility, personalized learning, and engaging experiences. However, it also faces challenges such as the lack of quality learning materials, limited screen size, and potential distractions. Further research is needed to address these challenges and fully realize the potential of MALL in language learning.

2. Quizlet Application

a. History of Quizlet

Quizlet is an online learning tool developed by a high school student in developed by a California high school student named Andrew Sutherland. California high school student named Andrew Sutherland. Quizlet was originally created in 2005, but was only publicly released as a website in in January 2007. Then, in August 2012, quizlet was launched as a mobile application for IOS was launched in the form of a mobile application for IOS (iPhone Operating System). A year later, in August 2013, the quizlet application was also available for the android platform (Lestari, Kasim, and Parenreng 2022). Quizlet is a fun game-based test application with interactive design (Arum and Rakhmawati 2020). Quizlet application can be implemented as a self-evaluation media by asking students to use the features available in the quizlet application (Lindayani, Artawan, and Wisudariani 2021).

Quizlet allows teachers and students to connect via the website and smartphone devices that use IOS or android systems. The quizlet app can be downloaded and installed on a mobile device, so that students can enjoy the mobile devices, so that learners can enjoy an interactive experience with information that is presented audio-visually (Lestari, Kasim, and Parenreng 2022). Quizlet can be downloaded through play store or accessed through <https://quizlet.com/>. This application is easy to use for all ages, from elementary school to high school. 16 college. This application

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is processed and optimized for the purpose of learning purposes, not only in the field of language, but in other fields of science. other fields of science can also utilize this application to create sets or teaching materials as well as conducting learning evaluations through quizlet (Lestari, Kasim, and Parenreng 2022).

b. Quizlet Application in Teaching Reading Comprehension

Quizlet is a popular online learning platform that offers a range of tools and resources for teachers and students. One of the key benefits of Quizlet is its ability to help students engage with reading material in a more interactive and dynamic way.

According to a study published in the Journal of Educational Computing Research, students who used Quizlet to create digital flashcards and take quizzes showed higher levels of engagement and motivation compared to those who received traditional instruction (Rizky Setiawan and Wiedarti 2020). This suggests that Quizlet can be an effective tool for promoting active learning and increasing student engagement in reading comprehension.

In addition to promoting engagement and motivation, Quizlet has also been found to be effective in developing students' vocabulary and comprehension skills. A study published in the Journal of Adolescent & Adult Literacy found that Quizlet was effective in improving students' vocabulary knowledge and reading comprehension.

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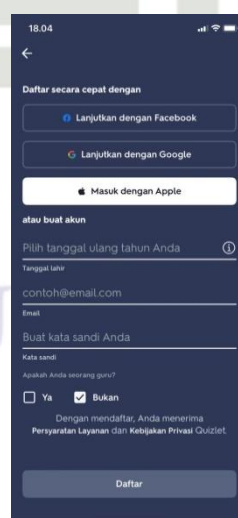
So, Researcher conclude that Quizlet is a valuable tool for teaching reading comprehension. Its ability to promote active learning, develop vocabulary and comprehension skills, and support collaborative learning and peer-to-peer teaching make it a useful resource for teachers and students alike. However, it is important to note that Quizlet should not be seen as a replacement for traditional instruction, but rather as a supplement to support and enhance reading comprehension instruction.

Students can access the quizlet application from the website or they can also download this application on their mobile devices or smartphones. In this case the researcher has downloaded the application on a mobile device via google play or play store.

1) first page of quizlet when we want to login it

Figure II. 1

Quizlet accessed from website on smartphone



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When a user downloads this application from the Play Store, Google Play or App Store (IOS platform), this page will show up. All that is required for students to use this application is an internet connection. In order to keep track of their progress, students should first register using a Google or Facebook account. After that, students have the option to create a series of lessons and can begin using Quizlet. This is the first time that reading is being studied for an exam, or it has begun.

2) Quizlet view after logging in**Figure II. 2****Quizlet accessed from website on smartphone**

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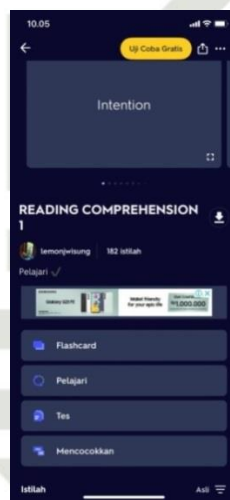
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3) Quizlet App Features

Figure II. 3

Quizlet accessed from website on smartphone



And there are several features that everyone can easily access:

a) Flashcard

Flashcard, which is a collection of cards that can be played simultaneously random. This Quizlet flashcard contains open-ended material that has been arranged by the teacher where the material presented is not only in the form of words/definitions/terms, but can also be in the form of diagrams, graphics, and images.

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b) Learn

Namely a feature about a set of questions related to teaching material that has been provided in flashcards. This feature is almost the same as multiple choice questions where students can choose one correct answer and whether the answer is correct or not will immediately be displayed on the screen.

c) Test

Namely the evaluation feature on Quizlet that can be displayed essay questions, multiple choice, coincidence, and true/false (True False).

d) Match

Namely the disappearing game feature which is an attraction for users. When the user selects two words or text that match, the words will disappear and after all the words in this match feature disappear, the user has finished the game.

c. Procedure how to use quizlet

- 1) Go to Quizlet.com or download or your appstore/playstore and create an account
- 2) Click on “Create” and select “Flashcards.” Or any other feature that you want to make such as “learn”, “write” or “spell”
- 3) Enter a title and description for your flashcards, and add terms and Definitions.

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- 4) You can add images, audio, and other multimedia to your Flashcards to make them more engaging.
- 5) Once you have added all of your flashcards, you can start studying Them.

Quizlet has several study modes, including “Flashcards,” “Learn,” “Write,” “Spell,” and “Test.” Choose the study mode that you prefer and Start studying your flashcards

d. Advantages and disadvantages

1) Advantages

Versatility: Quizlet flashcards are useful for learning a variety of subjects, such as science, math, history, and language acquisition.

Interactivity: Quizlet offers a variety of study options that enhance learning through games, practice exams, and study sets. **Usefulness:** Even individuals without technical expertise can easily create and utilize Quizlet flashcards.

Accessibility: Quizlet makes it simple to study anytime, anywhere, as it is accessible on a variety of platforms, including the web and mobile.

2) Disadvantages

Limited customization: The design and format of flashcards on Quizlet are limited, so users cannot fully customize them to their preference.

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Dependence on technology: Using Quizlet requires access to technology, so those without a computer or mobile device may not be able to use it.

Quality control: Since Quizlet allows users to create and share flashcards, the quality and accuracy of the content may vary.

Limited critical thinking: While Quizlet can help with memorization and recall of facts, it may not develop critical thinking skills or deeper understanding of concepts.

Incomplete coverage: Quizlet may not cover all the necessary material for a given subject, so users may need to supplement their studies with other resources.

3. Narrative text

Narrative or in Language Indonesia is called 'narasi' which is a word which means 'a series of events' or 'series of events'. Meanwhile text or 'text' means writing. Narrative Text is a text or story of a series of connected events, presented in a sequence of written / spoken words, and/or in a sequence of (moving) pictures. Narrative text (Narrative Text) is a text or story about a series of mutual events related, presented sequentially from beginning to end of the story orally or writing, and/or with pictures (moving) which is also presented sequentially sequential (chronological) (Rosita 2019).

According to Major and Crystal (2008), a narrative text is a story that is told conveyed to recipient and his telling requires a medium, it is converted into

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sign. Refers To Bal (2008) a text that not consist solely of narration, in the specific sense. In every narrative text, one point can to passage that concern something other than event such as an opinion about something, for example a disclosure on the part of the narrator which is directly connected with the event a description of face or of location

Narrative text is a type of text that tells a story or recounts an event. It is a fundamental form of human communication, used in various forms such as novels, short stories, and oral traditions. The meaning of narrative text lies in its ability to convey a sequence of events, often with a plot, characters, and a sense of progression. Narrative text can also be used to convey moral lessons, cultural values, and personal experiences.

The function of narrative text is multifaceted. It can entertain, educate, and persuade readers. Narrative text can also serve as a means of self-expression, allowing writers to convey their thoughts, emotions, and experiences in a creative and engaging way (Indriyani et al. 2023). Furthermore, narrative text can be used to preserve cultural heritage and tradition, as it often contains historical and cultural information (Wang, Song, and Kim Koh 2017).

a. Key features of Narrative Text

1) Past tenses

Narrative texts often contain past tense because they typically recount events or stories that have already occurred. Set the scene in time,

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making story feel real and vivid Example : The brave knight **Ventured** the dark forest.

2) **Adverbials of time**

Narrative texts often use adverbials of time to provide a clear structure and sense of progression to the story. These time expressions help the reader understand when events are happening, how they are related to one another, and the overall flow of the narrative. Guide readers through the story's timeline and helping the reader understand when each action took place example: **one stormy night**, under the blanket of the star.

3) **Descriptive adjectives**

Adjectives are words that describe or modify nouns, or, put it simply, adjectives are words that give more information about a noun such as its color, shape, size, characteristics, etc. In narrative text, adjectives help create a more detailed and vivid story. Example: The **brave** knight entered the **dark, mysterious** forest, ready to face any challenges that lay ahead

4) **Rich noun phrases**

A noun phrase is a group of words that contains a noun along with any accompanying modifiers, such as adjectives, adverbs, or other nouns that provide more information about the main noun. Noun phrases help create detailed and vivid descriptions in stories.

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In narrative texts, noun phrases can be used to give more detailed descriptions, highlight certain parts of a character or setting, or explain complicated ideas concisely. Example: “**The bright morning sun** cast a golden glow on the **calm waters of the lake**, creating a breathtaking view.” In this example, the noun phrases are “the bright morning sun” and “the calm waters of the lake.” These phrases provide more detailed descriptions, with “the bright morning sun” referring to the sun and “the calm waters of the lake” highlighting the lake’s peaceful appearance.

b. Narrative text structure**1) Orientation**

Orientation sets the stage for the story. Ideally, the orientation should answer the questions “who,” “where, and “when.” So, when reading the orientation part, we should be able to identify the character and setting (both time and place) of the story.

2) Complication

This section contains the problems that occur within a story. It is divided into three parts, namely:

Rising action: Problems begin to emerge

Climax: Peak of the problem

Falling action: The tension of the problem begins to decrease, and the solution starts to emerge

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3) Resolution

The resolution is the part of the narrative where the conflict or problem introduced earlier in the story is resolved or addressed. This may involve characters finding a solution to their issues, overcoming obstacles, or experiencing personal growth. The resolution helps tie up loose ends, providing closure for the reader and allowing them to see how the events of the story have impacted the characters.

4) Evaluation/ Re-orientation

Re-orientation, also known as evaluation, is an optional component of a narrative text that serves to reflect on the story and its events, reinforcing the moral lesson or theme. This section typically appears at the end of the story, providing a summary or commentary on the characters' experiences and the consequences of their actions.

It helps the reader understand the significance of the story and encourages them to consider the message or lesson the author intended to convey

c. Types of narrative text**1) fictional narrative**

A fictional narrative is a story that is not based on real events or real people. It can be a novel, short story, fable, or fairy tale.

2) Autobiography

An autobiography is a narrative text that tells the life story of the author, written from a first-person perspective.

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3) Biography

A biography is a narrative text that tells the life story of someone other than the author, written from a third-person perspective.

4) Memoir

A memoir is a narrative text that focuses on a particular period or event in the author's life, often written from a first-person perspective.

5) Legend

A legend is kind of a folklore. It's a traditional story that has been passed on for generations – it often explains the origins of a particular culture or society.

d. Example of narrative text

In a small coastal village in Indonesia, there once lived a poor woman named Aweh. She struggled to make ends meet and dreamed of a better life for her son, Malin Kundang. As Malin Kundang grew older, he became determined to seek his fortune and left the village against his mother's wishes. Malin Kundang sailed the seas, facing hardships and challenges.

Eventually, he became a successful and wealthy merchant. However, his success turned him into a proud and arrogant man. One day, he decided to return to his hometown with his luxurious ship, crew, and wealth.

Upon his return, Malin Kundang was ashamed of his humble origins and denied his mother, claiming not to know her. Heartbroken

and filled with sorrow, Aweh prayed to the sea to punish her ungrateful son. In response, a thunderstorm erupted, and a giant wave struck Malin Kundang's ship. As the ship crumbled, Malin Kundang begged for mercy. In the midst of the storm, he was turned into stone. The petrified figure, known as "Batu Malin Kundang," remains on the beach as a reminder of the consequences of arrogance and betrayal.

e. Indicator ability in narrative text

In the Kurikulum Merdeka, students in Grade IX are expected to develop the ability to comprehend various types of texts, including narrative texts. The learning objectives emphasize not only recognizing the structure and language features of narrative texts but also engaging with the content critically and contextually. Based on this curriculum, the following indicators are used to measure students' narrative text comprehension:

- 1) Identifying the main idea of a narrative text or its paragraphs.
- 2) Locating specific information such as events, settings, or character actions.
- 3) Recognizing the generic structure of the text, including orientation, complication, and resolution.
- 4) Understanding language features, such as the use of past tense, action verbs, and time expressions.
- 5) Interpreting vocabulary based on context.
- 6) Making inferences about the meaning, characters' feelings, or motives.
- 7) Reflecting on the moral message conveyed by the story.

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These indicators are crucial for students to demonstrate their ability to read and comprehend narrative texts effective.

B. Previous study

The study conducted by Setiawan and Wiedarti (2020) The results of this study reveal that the use of the Quizlet Application is effective to increase the students' motivation compared with the motivation of students who do not use that application. it can be concluded that the use of Quizlet Application is effective to increase the motivation of students in learning vocabulary. It can be seen by comparing the results between the two observation checklists. Data evidence from the study conducted by Setiawan and Wiedarti (2020) Shown by the experimental group was 64%, while the control group was 61%. Hence, the difference in percentages between the two groups was only 3%. This means that the levels of motivation of both groups were the same before the treatment. Moreover, after the treatment was given for twelve times, the students' motivation in both groups increased. The experimental group obtained 89%, and the control group gained 68% in the post-observation checklist. There was a big difference in motivation between those two groups, in which their difference in percentage is 21%. On the other hand, it also meant that the students who used the Quizlet Application had higher motivation in learning vocabulary than those who did not use it.

Moreover, the students who used the Quizlet Application had higher motivation than those who did not use it. On the other hand, most students felt more enthusiastic, did not get bored, had high interest when learning vocabulary

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via the Quizlet Application. They also did the tasks provided in that application independently. Therefore, it is recommended that English teachers use the Quizlet Applications in teaching vocabulary that is incorporated with other materials.

Based on the previous study Arum and Rakhmawati (2020) found that Quizlet is very effective in learning, especially learning text fable for Muhammadiyah Junior High School students Purworejo. Canva application is useful for the application of learning to be more effective, interactive, and interesting because has a variety of designs that can be selected according to the learning theme, then for the Quizlet application is very useful for teachers to provide various quizzes that hone students' students, various features can also be used in the application. Therefore, the use of Canva and Quizlet application in learning can be further intensified and can be used as one of the alternative to support fable learning in junior high school.

Therefore, the use of Canva and Quizlet application in learning can be further intensified and can be used as one of the alternative to support fable learning in junior high school.

The previous study conducted by Setiawan and Wiedarti (2020) have examined the effectiveness of using the Quizlet application to improve students' vocabulary learning and motivation. And the previous study conducted by (Arum and Rakhmawati 2020) have examined Canva and Quizlet media for learning fables at SMP Muhammadiyah Purworejo are considered to be very effective. The use of these applications does not make students bored and more interested

in learning. However, there appears to be a gap in the research regarding the effect of using Quizlet toward students' reading comprehension, particularly in the context of narrative texts. While the studies found Quizlet to be an effective tool for vocabulary acquisition and increasing student engagement, it is unclear whether these benefits can be apply into improved reading comprehension especially in narrative text.

So, the purpose of this research is to investigate the impact of quizlet on students' reading comprehension in narrative texts. The interactive application used in this research to display content linked to the narrative text material.

C. Operational Concept

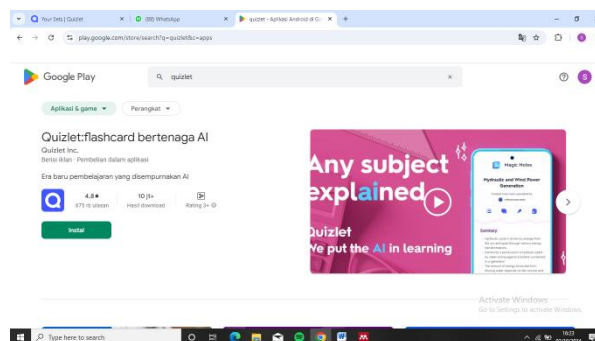
1. Indicator of Quizlet

Maulidya (2023) states how to make study material in the Quizlet flashcard menu:

- a) You can download the Quizlet application in Playstore with the the letter Q symbol with a box and blue color.

Figure II. 4

Quizlet home page



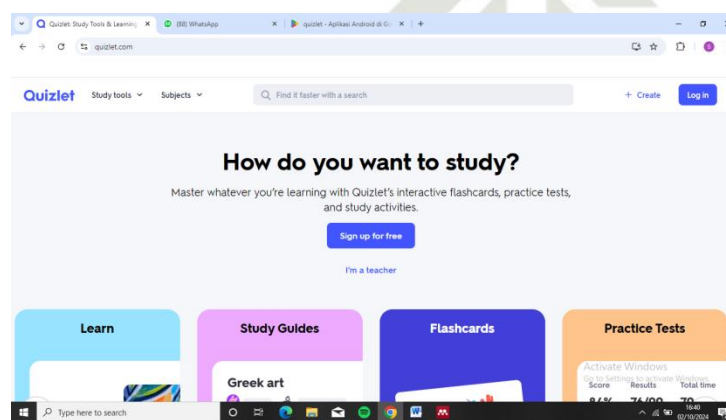
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- b) Or you can also access it via the Web by typing in "Quizlet.com"
- c) After clicking "Quizlet.com" you can see the page as follows: Next you click on the top section "Learning tools, flashcards, and teztbook."
- d) After that, the following page will appear:

Figure II. 5

Quizlet Media Sign Up Menu Home Page

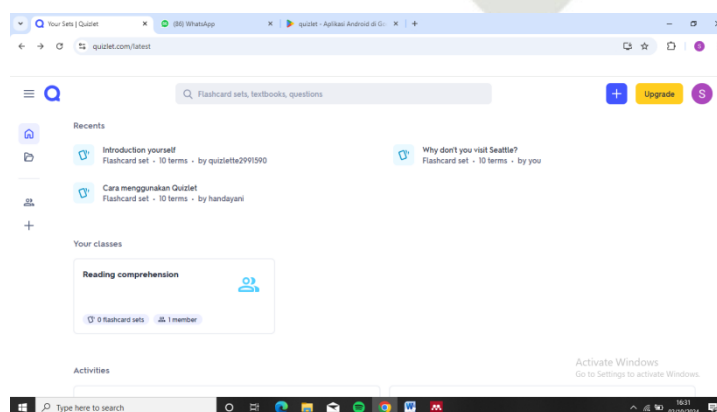


You must sign up with your new account.

- e) If you have logged in with your google account, then this is what it looks like when have entered the quizlet application.

Figure II. 6

Quizlet Media Login Home Page



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

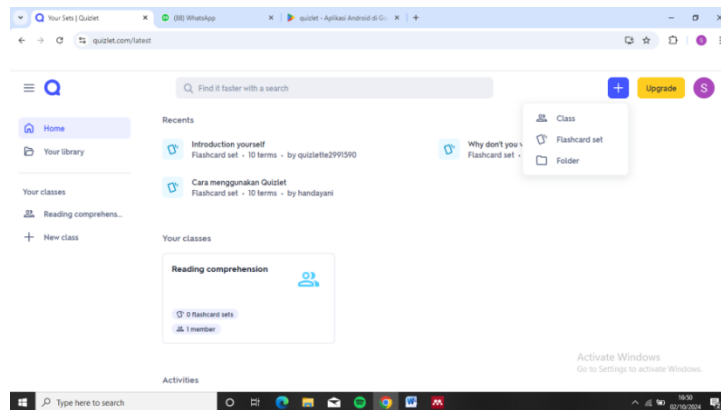
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- f) To create a learning set, all you have to do s click the (+) sign above the blue right corner.

Figure II. 7

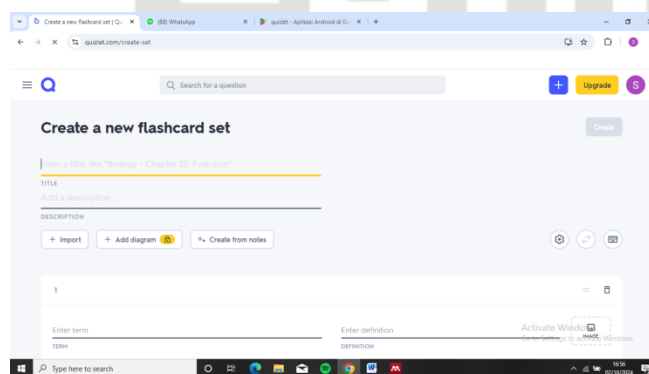
Page if you want to create a lesson set



- g) If so, then click on the lesson set section. Here's page view:

Figure II. 8

Lesson Material Set Creation Page



- h) Next, you can directly fill in the title section of the material that you will create and can add a description in it.

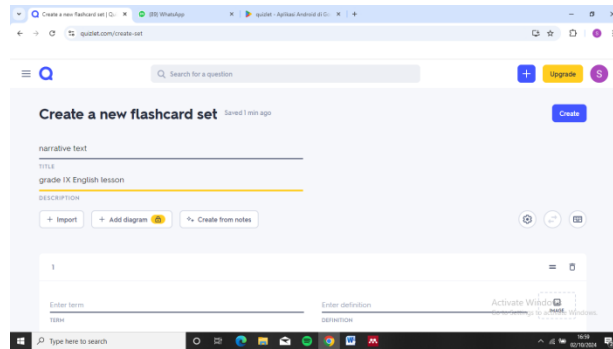
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Figure II. 9

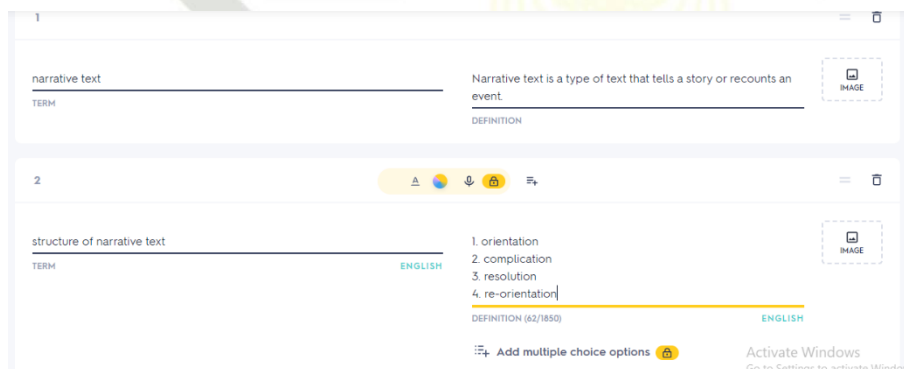
Set Page when Filling in Title and Description



- i) If you have filled in the title and description sections, you can go straight to the bottom. You can directly create questions/materials that you will create in the Flashcard.

Figure II. 10

Set Page Create Material Problem



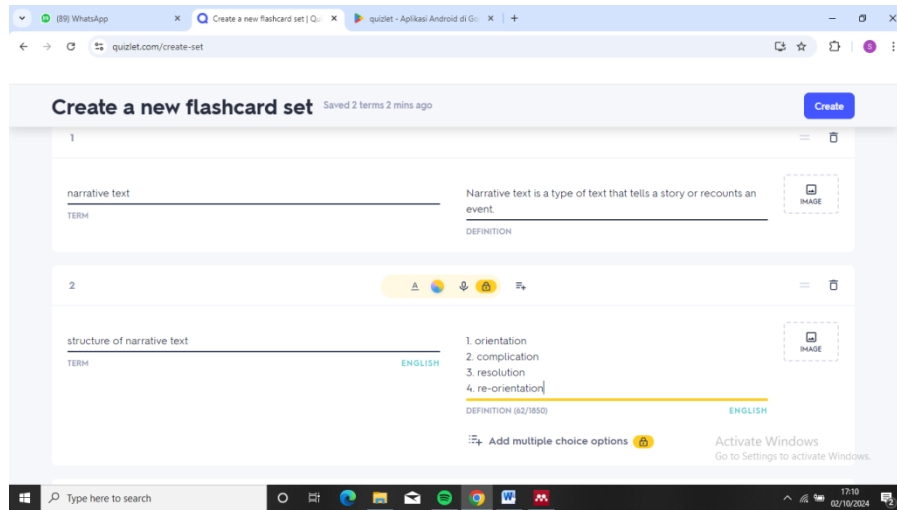
Example: the term narrative text and the structure of a narrative

- j) If you want to add a set of learning materials, you can directly click the (+) button in the bottom corner or the words (add card).
- k) If you are finished, you can immediately click on the top right sign (✓) or the word (create).

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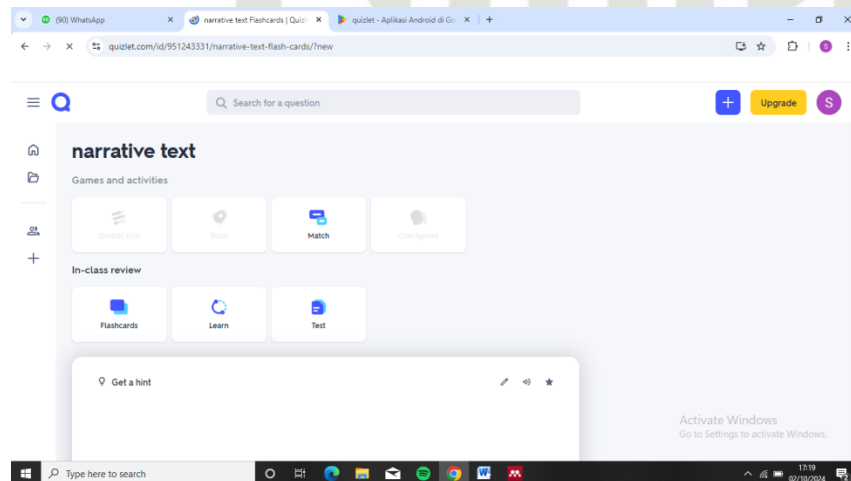
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Figure II. 11
Set page after creating material questions



1) The page will then display a screen like this.

Figure II. 12
Set/Flashcard page is ready to play



This is the Flashcard view inside quizlet. There are several features. You can directly study a set of study materials by clicking or dragging the Flashcards.

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According to Budhai Stephanie (2022) this quizlet plan is designed to help educators implement the digital tool into their instruction:

- 1) To begin the lesson, teacher use the Quizlet “Create” feature to generate flashcards related to narrative text with the entire class. Or teacher also use existing study set
- 2) As teacher create the flashcards, teacher can discuss the terms, expressions, and properties related to narrative text so that students are being introduced to the content during the process.
- 3) The students logged in to their quizlet account
 - 4) Teacher gives the QR code so student can join the study set
 - 5) Teacher ask student to explore the term related to narrative text
 - 6) After exploring teacher conduct quizlet live session where students can compete to answer question about narrative text
 - 7) For the next lesson teacher can discuss different genres of narrative text and how they differ in style and structure

These are the steps Teaching narrative text using quizlet for students. Quizlet provides an effective platform for enhancing students’ comprehension of narrative texts through its interactive features, engaging study modes, and self-assessment tools. The following strategies demonstrate how Quizlet can be utilized to help students build a deeper understanding of narrative structure, content, and meaning:

- 1) Create a Quizlet set: Begin by creating a Quizlet set that includes key vocabulary words, characters, and plot points from the narrative text. This

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will provide a foundation for students to engage with the text in a more meaningful way.

Outcome: Builds foundational knowledge and improves initial comprehension.

- 2) Use Quizlet flashcards: Quizlet flashcards are a great way to help students memorize key vocabulary words and concepts. You can create your own flashcards or use pre-made ones from other users. Encourage students to use the flashcards regularly to reinforce their learning.

Outcome: Enhances lexical recognition, which supports smoother reading and better comprehension.

- 3) Play Quizlet games: Quizlet offers a variety of games that can help students engage with the narrative text in a fun and interactive way. For example, the "Match" game challenges students to match vocabulary words with their definitions, while the "Gravity" game requires students to type the correct definition as words fall from the top of the screen.

Outcome: Improves student motivation and reinforces vocabulary through repeated exposure in context.

- 4) Create Quizlet quizzes: Quizlet quizzes can help students test their understanding of the narrative text. You can create quizzes that include multiple-choice questions, true/false questions, and matching exercises.

Encourage students to take the quizzes regularly to assess their progress.

Outcome: Encourages active recall and allows assessment of reading skills.

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- 5) Use Quizlet study modes: Quizlet offers several study modes that can help students review the narrative text in different ways. For example, the "Learn" mode presents students with flashcards and quizzes them on the information, while the "Write" mode challenges students to type the definitions of vocabulary words.

Outcome: Strengthens comprehension through varied and adaptive practice.

2. Indicator of Reading Comprehension

According to Nuttall (1982) there are five aspects of reading which the students should understand in order to comprehend the text, those are determining main idea, finding specific information, reference, inference and vocabulary.

1) Main Idea

Determining an idea involves summarizing a passage and identifying repetitions of key ideas or words.

2) Specific information or part of the text

To find specific information in a text, focus on relevant information while ignoring irrelevant ones

3) Reference

Reference refers to the intentional use of one word to indicate another, providing the necessary information for interpretation. Finding a reference involves translating one linguistic expression into another to determine its meaning.

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4) Inference

Inferences are logical conclusions drawn from a passage. The reader infers that the sentence is understood and logically complete.

5) Understanding vocabulary

Understanding Vocabulary refers to understanding the meaning of words. Expanding your vocabulary leads to deeper understanding. Vocabulary development is crucial for achieving the ultimate goal of reading understanding.

D. Assumption and Hypothesis of the Research

1. Assumption

In this research, the researcher assumes that quizlet application can influence students reading comprehension of narrative text.

2. Hypothesis

Based on the assumption above, hypothesis of this research can be forwarded as follows:

H₀: There is no significant effect of Quizlet toward student's reading comprehension of narrative text.

H_a: There is significant effect of Quizlet toward student's reading comprehension of narrative text.

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CHAPTER III

RESEARCH METHOD

A. Research Design

This research focuses on quantitative research. In quantitative research, researcher identify research problems based on field trends or to explain why something happens, describing a research problem through a description of trends or a need for an explanation of the relationship among variables. Describing a trend allows a study to address a research problem by identifying the overall tendency of responses and how it varies across individuals (Creswell 2012). The study was used a pre-experimental design with a single-group pre-test and post-test. This design assigned one group as pre-test (O1), exposed to treatment (X), and post-test (O2).

The objectives of this research is to find out the effect of students' reading comprehension that used the Quizlet in the English learning process at ninth grade MsN 5 Kampar. In this research, there are two variables the students' reading comprehension as a dependent variable, while quizlet as an independent variable

Table III. 1
Pre-experimental Design

O ₁	X	O ₂
----------------	---	----------------



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O₁ = Pre-test score

X = Treatment

O₂ = Post-test score

(Sugiyono 2014)

Based on the explanation above, the researcher concluded that pre-experimental research is considered relevant to the present research because it was involved the data collection for presenting the significant effect of using Quizlet to enhance students' reading comprehension which the sample only one group with pre-test and post-test.

B. Time and Location of the Research

This research was applied at ninth grade MTsN 5 Kampar. It was located on Soebrantas street at Lipat Kain village. This research conducted on February in academic year 2025/2026.

C. Subject and Object of the Research

1. Subject

The subject of the research is ninth grade students' of MTsN 5 Kampar.

2. Object

The object of the research is to investigate the effect of Quizlet toward students' reading comprehension of narrative text.

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D. Population and Sample of the Research

1. Population

According to Mills, G. E., & Gay (2019) populations may be any size and may cover almost any geographical area. Second, the entire group of interest to the researcher is rarely available. Thus, a distinction is made between the population to which the researcher would ideally like to generalize study results, the target population, and the population from which the researcher can realistically select subjects, which is known as the accessible population or available population. The research population consisted of ninth grade students from MTsN 5 Kampar. It had five classes. The total population consisted of 161 students. The population information for this research is shown in the tables below.

Table III. 2
Population of the Research

No.	Class	Total of students
1.	IX ¹	33
2.	IX ²	32
3.	IX ³	30
4.	IX ⁴	33
5.	IX ⁵	33
Total of Population		161

2. Sample

Mills, G. E., & Gay (2019) define a sample as a collection of people, things, or events that reflect the characteristics of a larger group. The sample reflected the population's size and characteristics.

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Purposive sampling also referred to as judgment sampling, is the process of selecting a sample that is believed to be representative of a given population. In other words, the researcher purposely selects the sample or class that considered by the researcher (Mills, G. E., & Gay, 2019).

The researcher carefully chose a sample of no more than 36 students, with the IX³ class chosen based on a suggestion from an English teacher at the school. This class has 30 students and has been identified as having reading comprehension issues. To find out the effect of Quizlet toward reading comprehension aligns with the research objectives.

Table III. 3
Sample of the Research

No.	Classes	Total of Students
1.	IX ³	30
Total of population		30

E. Technique of Collecting Data

The researcher used a test in this study. The researcher collected data for this study through a pre-test and post-test method. The test measures students' reading comprehension. The test was administered twice: a pre-test before treatment and a post-test after treatment. The goal was to assess students' reading comprehension in ninth grade at MTsN 5 Kampar.

1. Test

a. Pre-test

This test was the pre-test that students had to take before using Quizlet for reading comprehension. The pretest evaluated the students' comprehension of

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what they had read. The researcher employed reading comprehension indicators to assess the students' proficiency. Five indicators made up this set. The students answered 20 multiple-choice questions in the pre-test based on the indicators of reading comprehension. For further information about the instructions of the test, the researcher showed the blueprint of both tests as follows:

Table III. 4
The Blueprint of Test

No.	Indicator of Items	Number of items	Items number
1.	Identify main idea	4 items	1, 6, 11, 16
2.	Detail information	4 items	2, 7, 12, 17
3.	Understanding vocabulary	4 items	3, 8, 13, 18
4.	Identify Reference	4 items	4, 9, 14, 19
5.	Making Inference	4 items	5, 10, 15, 20

b. Treatment

After conducting an interview with the English teacher mtsn 5 kampar Researcher was allowed to conduct treatment 4 times.

c. Post-test

A post-test is a type of test or assessment that is conducted after a specific event or intervention. In this research the students' was answered 20 questions based on the indicator of reading comprehension and the researcher provide it with Quizlet.

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© Hak cipta milik UIN Suska Riau 2. Validity

Validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure (Kothari 2004). To ensure test validity, the researcher divided reading comprehension into five indicators. The study included 20 multiple-choice questions. Validity of an instrument refers to its ability to accurately measure its claims.

To analyze the validity of reading comprehension test, the researcher conducted a try out by handing 30 students who was not included in the research sample. The researcher used SPSS 23 program to analyze the data. The researcher compared R observed to R table at significant level of 5% is 0.361 ($df = 30 - 2 = 28$). The R observed of each item should be higher than R table to be considered as valid question. If the observed of R on the analysis less than R table, it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected.

Table III. 5
Validity test

Item	r_{count}	r_{table}	Status
1	0,530	0,361	Valid
2	0,468	0,361	Valid
3	0,508	0,361	Valid
4	0,363	0,361	Valid
5	0,462	0,361	Valid
6	0,368	0,361	Valid
7	0,498	0,361	Valid
8	0,442	0,361	Valid
9	0,377	0,361	Valid
10	0,406	0,361	Valid
11	0,421	0,361	Valid
12	0,581	0,361	Valid
13	0,584	0,361	Valid
14	0,492	0,361	Valid
15	0,511	0,361	Valid
16	0,446	0,361	Valid
17	0,400	0,361	Valid
18	0,446	0,361	Valid
19	0,606	0,361	Valid
20	0,570	0,361	Valid

3. Reliability

A reliable test is consistent and dependable. If you give the same test to the same student or matched students on two different occasions, the test should yield similar results (Brown 2019).

Table III. 6
The level of Acceptable Reliability

No.	Reliable	Validity
1	>0.90	Very High
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/Minimally
5	<0.60	Unacceptable low

(Cohen 2007)

The researcher also used the SPSS 23 program to find out whether the instrument was reliable or not.

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Table III. 7
Reliability Statistic of Test

Cronbach's	
Alpha	N of items
.817	20

From the table above, it can be seen that the value of Cronbach's alpha was 0.817. the value was higher than the standard Cronbach's alpha which was 0.60. therefore, it can be concluded that the test was reliable and the level of reliability was high.

F. Technique of Data Analysis

The research analyzed the data collection from observation and students' reading test results. In analyzing the data, the writer used the steps from (Creswell 2012), namely: a. preparing data analysis, b. conducting the data analysis, c. reporting the results, d. interpreting the results. The researcher also employed the SPSS application in the process of data analysis based on student performance. The research compared the results of each score in the pre-test and post-test to determine whether or not the implementation of Quizlet had a significant effect on students' reading comprehension. The research data was based on the scores from students' pre-tests and post-tests.

The data was analyzed by giving tests to the students. It required several steps in the analysis of the data. The following steps were taken by the researcher:

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- 1) Normality Test
- 2) Paired Sample t-Test

According to Suharsimi Arikunto (2009), there were various categories for assessing students' understanding of reading texts. The test consisted of 20 items, with each item valued at 5 points. The scoring scale was as follows:

Table III. 8
The Categorizing Levels of Scoring of Reading Comprehension

The Score of Reading Comprehension Level	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

The statistical hypotheses are:

H_a is accepted if significant value < 0.05 or there is a significant effect of Quizlet toward students' reading comprehension at MTsN 5 Kampar.

H_o is accepted if significant value > 0.05 or there is no significant effect of Quizlet toward students' reading comprehension at MTsN 5 Kampar.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The aim of this study was to assess the effect of quizlet application at narrative text on the reading comprehension of ninth grade at MTsN 5 Kampar. Based on the discussions, evidence, and evaluations presented in the previous chapter, the researcher draws the following conclusions:

1. The reading comprehension of students in the ninth grade at MTsN 5 Kampar, before being taught with quizlet application, had a mean score of 56,67 in the pre-test.
2. After being taught with quizlet application, the reading comprehension of ninth grade students at MTsN 5 Kampar had a mean score of 88 in the post-test.
3. The hypothesis testing results showed a significance value of 0.000. Since 0.000 is less than 0.05, the alternative hypothesis (H_a) is accepted. This indicates that there is a significant effect in the reading comprehension of students taught using quizlet application.

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B. Suggestion

After completing the research, the researcher offers several suggestions for teachers, students, and other researchers in the following points:

1. For the teacher

- a. Teachers can motivate students to read during the teaching and learning process.
- b. Teachers can incorporate various media to enhance their English teaching tools.
- c. Teachers can utilize another interactive media for multiple instructional purposes to engaged students' in learning process.

2. For the students

- a. Students are expected to enhance their reading comprehension to better comprehend the more complex text in reading English.
- b. Students are encouraged to read various types of texts.
- c. Students can address their boredom and challenges while learning English.

3. For other researcher

- a. Researchers are encouraged to explore media that can enhance students' reading comprehension and engage students' in learning process.
- b. Researchers should continually innovate in the use of interactive media for teaching learning and engage students' in learning process.
- c. Researchers can apply interactive media to improve other language skills and engage students' in learning process.

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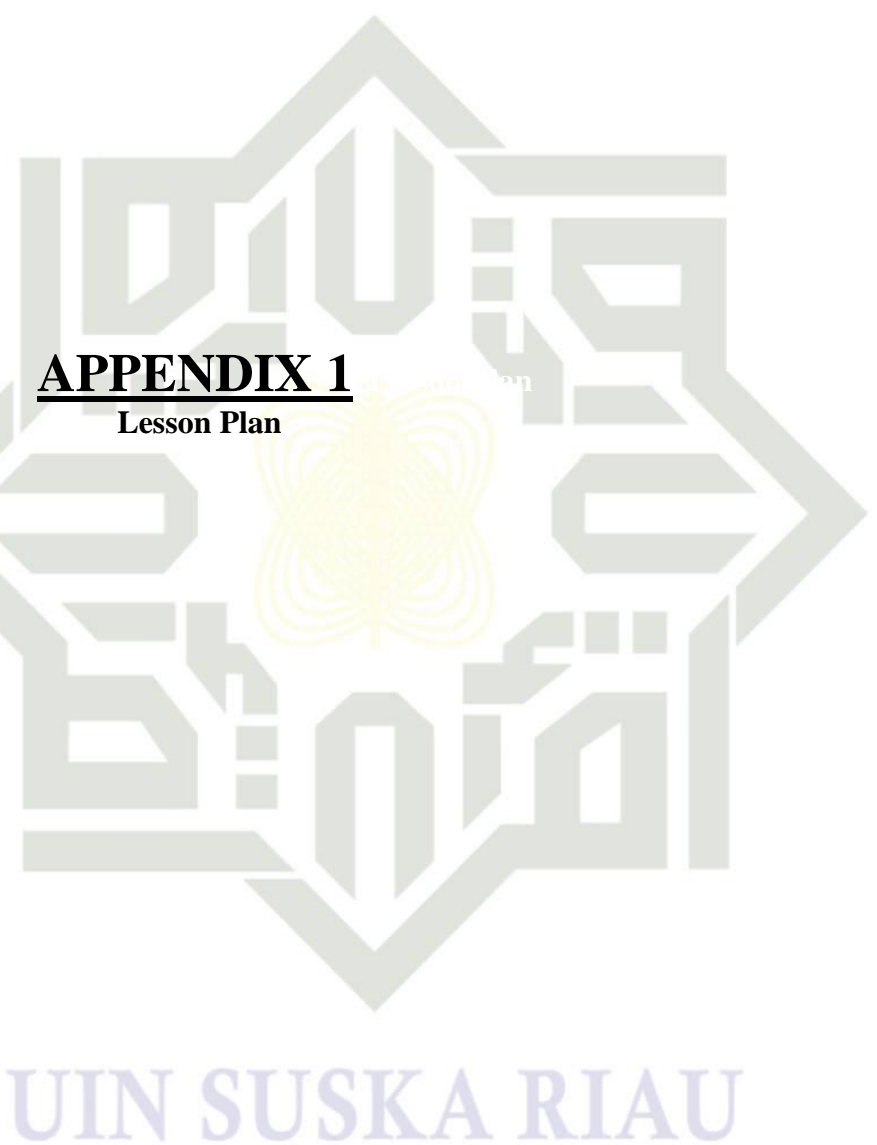
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APPENDIX 1

Lesson Plan

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs Negeri 5 Kampar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : IX (Sembilan) / Genap
Materi Pokok : Narrative Text
Alokasi Waktu : 4 X 40 JP

A. Kompetensi Inti

- KI-1** : Menghargai dan menghayati ajaran agama yang dianutnya.
KI-2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleran, gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI-3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
KI-4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1 Mendiskusikan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis tentang fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya 3.7.2 Mengidentifikasi generic structure teks naratif lisan dan tulis tentang fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya 3.7.3 Mengubah bentuk kalimat dalam teks naratif tentang fairy tales sesuai dengan konteks penggunaannya
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif,	4.7.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks naratif dalam fairy tales sederhana sesuai dengan konteks penggunaannya.

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lisan dan tulis, sangat pendek dan sederhana, terkait fairy tales	4.7.2 Menentukan makna teks naratif lisan dan tulis, berbentuk fairy tales sederhana. 4.7.3 Menyusun teks naratif, lisan dan tulis, pendek dan sederhana, berbentuk fairy tales, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
---	---

C. Tujuan Pembelajaran

Pertemuan 1 :

Setelah menyelesaikan kegiatan pembelajaran, siswa diharapkan dapat :

1. Melafalkan kosa kata yang berhubungan dengan teks naratif tentang fairy tales sederhana sesuai dengan konteks penggunaannya
2. Menjodohkan antara gambar dan kosa kata teks naratif secara lisan dan tulis dalam fairy tales sederhana tentang cerita dongeng SNOW WHITE
3. Mencari makna kosa kata teks naratif dalam fairy tales sederhana tentang cerita dongeng SNOW WHITE dengan benar

Pertemuan 2 :

Setelah menyelesaikan kegiatan pembelajaran, siswa diharapkan dapat :

1. Melengkapi teks naratif secara lisan dan tulis dalam fairy tales sederhana tentang cerita dongeng SNOW WHITE yang masih rumpang dengan benar sesuai dengan konteks penggunaannya.
2. Mengidentifikasi fungsi sosial dan struktur teks naratif secara lisan dan tulis dalam fairy tales sederhana tentang cerita dongeng SNOW WHITE sesuai dengan konteks penggunaannya ke dalam tabel dengan tepat

Pertemuan 3 :

Setelah menyelesaikan kegiatan pembelajaran, siswa diharapkan dapat :

1. Menjawab pertanyaan pilihan ganda dan uraian tentang teks narrative dalam fairy tales pendek dan sederhana dengan tepat
2. Mengurutkan teks naratif berupa fairy tales lain yang belum urut sesuai dengan susunan struktur teks naratif dengan baik
3. Menyusun teks narrative yang masih rumpang dalam fairy tales
4. Menceritakan kembali teks naratif berupa fairy tales pendek sederhana yang dibaca.
5. Membuat teks naratif berupa fairy tales berdasarkan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai dengan konteks penggunaannya.

Pertemuan 4 :

Daily test 1

Fokus Penguatan Karakter : Jujur, sopan, Percaya diri, Disiplin, Berani, tanggungjawab, kreatif dan toleransi.



D. Materi Pembelajaran

1. Materi Pembelajaran Reguler

- Faktual : Observe about the story of narrative text especially for fairy tales
 Konseptual : Analysis about language feature and generic structures of narrative text in fairy tales
 Prinsip : -
 Prosedural : How to write the steps of narrative text in fairy tales according to the correct generic structures of narrative text

NARRATIVE TEXT

A. The definition of narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

B. The purpose of narrative text

The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

C. Generic Structures of Narrative Text

- 1) Orientation
- 2) Complication
- 3) Resolution
- 4) Re-orientation (Coda)

D. Language Feature of Narrative Text

- Pada *Narrative Text*, terdapat beberapa ciri-ciri antara lain sebagai berikut :
- Menggunakan Action Verb dalam bentuk Past Tense. Misalnya : Climbed, Turned, Brought, dsb.
- Menggunakan Nouns tertentu sebagai kata ganti orang, hewan dan benda tertentu dalam cerita. Misalnya : the king, the queen, dsb.
- Menggunakan Adjectives yang membentuk noun phrase. Misalnya : long black hair, two red apples, dsb.
- Menggunakan Time Connectives dan Conjunctions untuk mengurutkan kejadian-kejadian. Misalnya : then, before, after, soon, dsb.
- Menggunakan Adverbs dan Adverbial Phrase untuk menunjukkan lokasi kejadian atau peristiwa. Misalnya : here, in the mountain, happily ever after, dsb.

E. The example of Narrative Text

One upon time, a mother duck sat on her eggs. She felt tired of sitting on them. She just wished the eggs would break out.

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Orientation	Once upon a time, there was a little girl called Cinderella.
Complication	But she was very poor. She lived with her stepmother and stepsisters. They were very mean.

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Several days later, she got her wish. The eggs cracked and some cute little ducklings appeared. "Peep, peep" the little ducklings cried. "Quack, quack" their mother greeted in return.

However the largest egg had not cracked. The mother duck sat on it for several days. Finally, it cracked and a huge ugly duckling waddled out. The mother duck looked at him in surprise. He was so big and very gray. He didn't look like the others at all. He was like a turkey.

2. Materi Pembelajaran Pengayaan

❖ GENERIC STRUCTURE OF NARRATIVE TEXT

- Orientation**
Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.
- Complication**
Tells the beginning of the problems which leads to the crisis (climax) of the main participants.
- Resolution**
The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending
- Re-orientation/Coda**
This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

❖ THE EXPLANATION OF GENERIC STRUCTURE IN FAIRY TALES EXAMPLE OF CINDERELLA

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Resolution	Fortunately, she met a prince. He fell in love with her.
Reorientation (Coda)	Then Cinderella became a princess.

3. Materi Pembelajaran Remedial

❖ GENERIC STRUCTURE OF NARRATIVE TEXT

- Orientation**
Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.
- Complication**
Tells the beginning of the problems which leads to the crisis (climax) of the main participants.
- Resolution**
The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending
- Re-orientation/Coda**
This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

❖ GENERIC STRUCTURE IDENTIFICATION

Snow White

(Orientation)

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

(Complication)

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

E. Metode Pembelajaran

- Pendekatan : Sainstifik
Strategi : Kolaboratif
Metode : Ceramah, tanya jawab, diskusi dan Penugasan
Model : Model Pembelajaran Kooperatif tipe Text Based
Instructions

F. Media dan Bahan

1. Media

- Whiteboard
- Teks atau gambar narrative teks

2. Bahan


- Bolpoin / spidol
- Kertas HVS
- Kertas Bufallo
- Bahan – bahan lainnya

G. Sumber Belajar

Buku pegangan guru Buku paket Bahasa Inggris “Think Globally Act Locally” untuk SMP/MTs Kelas IX Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2015, buku pegangan peserta didik, lingkungan, kelas/sekolah/kantin sekolah, dan internet

H. Langkah-langkah Pembelajaran

Pertemuan ke 1 (2 JP)

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	1) Peserta Didik melakukan do’a sebelum belajar (meminta seorang peserta didik untuk memimpin do’a) 2) Guru mengecek kehadiran peserta didik sebagai sikap disiplin dan meminta peserta didik untuk mempersiapkan perlengkapan dan peralatan yang diperlukan. 3) Guru mengajukan pertanyaan-pertanyaan terkait dengan materi yang akan dipelajari. 4) Guru mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 5) Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas. 6) Guru menyampaikan lingkup penilaian yang meliputi penilaian sikap, penilaian pengetahuan, dan penilaian ketrampilan	10 menit
Inti	Tahap 1. Building Knowledge of the Field  Siswa mencermati gambar tentang contoh cerita dongeng atau fairy tales	60 menit

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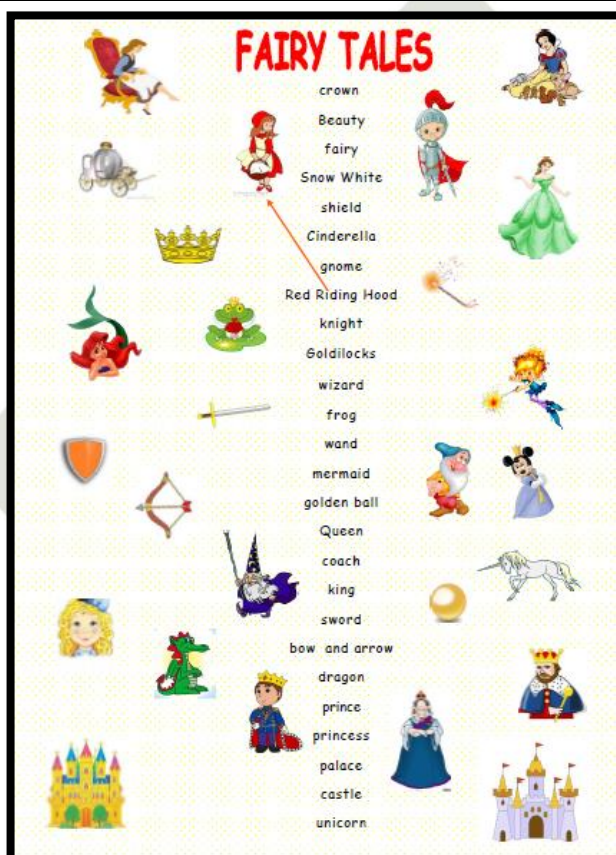
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Kegiatan	Deskripsi Kegiatan	Alokasi waktu
cipta milik UIN Suska Riau	<ul style="list-style-type: none"> ✚ Guru dan siswa bertaya jawab mengenai gambar tentang contoh cerita dongeng atau fairy tales dengan penuh tanggung jawab ✚ Suswa berhitung 1 – 9 kemudian siswa berkelompok berdasarkan nomor yang sama, misalnya no 1 dengan no 1, 2 dengan 2 dan seterusnya sehingga per kelompok terdiri dari 4 orang ✚ Dalam kelompok, siswa berdiskusi tentang tujuan mengetahui generic structure dari cerita dongeng atau fairy tales dengan jujur (kolaborasi) ✚ Masing – masing kelompok membacakan hasil diskusinya ✚ Secara berkelompok siswa membacakan teks narrative dalam contoh cerita dongeng atau fairy tales selama 10 menit dan kemudian semua bacaan ditutup dengan berani dan percaya diri (komunikasi) ✚ 4 siswa yang ditunjuk ke depan membacakan bagian masing – masing teks secara tidak urut (Misalnya orang pertama membacakan tentang orientation , ke dua membacakan Complication dan orang ketiga membackan tentang Resolution dan orang ke 4 membacakan tentang Coda ✚ Perwakilan 4 kelompok ditunjuk maju untuk memasang topi pada siswa yang membacakan bagian teks sesuai hasil diskusi kelompok ✚ Empat kelompok yang tidak maju memberikan komentar penilaian tentang ketepatan pemasangan topi pada siswa yang di depan dengan penuh sopan (komunikasi) ✚ Masing – masing kelompok memberikan alasan pemasangan topi disertai data yang diperolehnya dengan berani (berpikir kritis) ✚ Seluruh kelompok diberi kesempatan untuk membuka buku dan mencocokkan jawaban secara bersama – sama 	
Penutup	<ol style="list-style-type: none"> 1) Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan tentang pelajaran yang mereka pelajari. 2) Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. 3) Guru memberikan umpan balik terhadap proses dan hasil pembelajaran. 4) Guru melakukan penilaian dengan tes lisan dan pemberian penugasan baik tugas individual maupun kelompok sesuai 	10 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
cipta milik UIN Suska Riau	<p>dengan hasil belajar peserta didik.</p> <p>5) Guru menyampaikan materi yang akan dipelajari pada pertemuan berikutnya serta kegiatan pembelajarannya.</p> <p>6) Guru bersama – sama para siswa menutup pembelajaran dengan berdoa lalu mengucapkan salam penutup.</p> <p>7)</p>	

Penugasan:



Pertemuan ke 2 (2 JP)

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<p>1) Peserta Didik melakukan do'a sebelum belajar (meminta seorang peserta didik untuk memimpin do'a)</p> <p>2) Guru mengecek kehadiran peserta didik sebagai sikap disiplin dan meminta peserta didik untuk mempersiapkan perlengkapan dan peralatan yang diperlukan.</p> <p>3) Guru mengajukan pertanyaan-pertanyaan terkait dengan</p>	10 menit

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Kegiatan	Deskripsi Kegiatan	Alokasi waktu
cipta milik UIN Suska Riau	<p>materi yang akan dipelajari.</p> <ol style="list-style-type: none"> 4) Guru mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 5) Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas. 6) Guru menyampaikan lingkup penilaian yang meliputi penilaian sikap, penilaian pengetahuan, dan penilaian ketrampilan 	
Inti	<p>Tahap 1. Building Knowledge of the Field</p> <ul style="list-style-type: none"> ✚ Siswa mencermati gambar tentang contoh cerita dongeng atau fairy tales ✚ Guru dan siswa bertanya jawab mengenai gambar tentang contoh cerita dongeng atau fairy tales ✚ Siswa berhitung 1 – 9 kemudian siswa berkelompok berdasarkan nomor yang sama, misalnya no 1 dengan no 1, 2 dengan 2 dan seterusnya sehingga per kelompok terdiri dari 4 orang ✚ Dalam kelompok, siswa berdiskusi tentang tujuan mengetahui generic structure dari cerita dongeng atau fairy tales ✚ Masing – masing kelompok membacakan hasil diskusinya ✚ Secara berkelompok siswa membacakan teks narrative dalam contoh cerita dongeng atau fairy tales selama 10 menit dan kemudian semua bacaan ditutup melatih sikap percaya diri (komunikasi) ✚ Masing – masing kelompok mendapatkan 4 topi bertuliskan Orientation, Complication, Resolution and Coda dalam teks narrative ✚ 4 siswa yang ditunjuk ke depan membacakan bagian masing – masing teks secara tidak urut (Misalnya orang pertama membacakan tentang orientation , ke dua membacakan Complication dan orang ketiga membacakan tentang Resolution dan orang ke 4 membacakan tentang Coda dengan penuh tanggung jawab (kreatifitas)) ✚ Perwakilan 4 kelompok ditunjuk maju untuk memasang topi pada siswa yang membacakan bagian teks sesuai hasil diskusi kelompok ✚ Empat kelompok yang tidak maju memberikan komentar penilaian tentang ketepatan pemasangan topi pada siswa yang di depan dengan berani (berfikir kritis) 	60 menit

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Kegiatan	Deskripsi Kegiatan	Alokasi waktu
cipta milik UIN Suska Riau	<ul style="list-style-type: none"> ✚ Masing – masing kelompok memberikan alasan pemasangan topi disertai data yang diperolehnya dengan penuh percaya diri (komunikasi) ✚ Seluruh kelompok diberi kesempatan untuk membuka buku dan mencocokkan jawaban secara bersama – sama 	
	Penutup <ol style="list-style-type: none"> 1) Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan tentang pelajaran yang mereka pelajari. 2) Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. 3) Guru memberikan umpan balik terhadap proses dan hasil pembelajaran. 4) Guru melakukan penilaian dengan tes lisan dan pemberian penugasan baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik. 5) Guru menyampaikan materi yang akan dipelajari pada pertemuan berikutnya serta kegiatan pembelajarannya. 6) Guru bersama – sama para siswa menutup pembelajaran dengan berdoa lalu mengucapkan salam penutup. 	10 menit
Penugasan: Identification the geneic structure of this fairy tales ! <div style="text-align: center;">THE LION AND THE MOUSE</div> <p>One day a Lion slept in the jungle. A tiny mouse ran over the Lion's head and down his nose.</p> <p>The Lion awoke with a loud roar. He was very angry. His paw caught the little mouse. The Lion opened his huge jaws to swallow the mouse "Pardon me. O King, I beg of you. "Cried the frightened mouse. "If you forgive me this time, i will never forget your kindness. I meant no harm and I certainly didn't want to disturb your majesty. If you let me stay a live, I can do you a good turn, too". The Lion began to laugh. He laughed and laughed. "How could a tiny creature like you ever do anything to help me ? "And he shook with laughter. "Oh well, "he shrugged, looking down at the frightened mouse, "you're not so much of a meal anyway. Then, he released his paw from the mouse and the mouse quickly ran away. Some time after this, some hunters, tried to capture the Lion alive. They set up rope nets in the jungle. The Lion fell in to the trap. He roared and thrashed. His thunderous bellows sent through the jungle. The tiny mouse heard the Lion's roars. "That may be the Lion who once freed me" he said remembering his promise. And he ran to see whether he could help.</p> <p>Discovering the sad Lion, the mouse said to him "Stop, stop ! you must not roar. If you make so much noise, the hunters will come and capture you. I'll get you out of this</p>		

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	<p>trap”With his shalp little teeth, the mouse gnawed at the ropes until they broke. The Lion stepped out of the het and was free.</p> <p>The mouse said. Now, am i not right ?“Thank you, good mouse,” Said Lion gently. You did help me. I see now that kindness is always worth while.</p>	

Pertemuan ke 3 (2 JP)

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none"> 1) Peserta Didik melakukan do’a sebelum belajar (meminta seorang peserta didik untuk memimpin do’a) 2) Guru mengecek kehadiran peserta didik sebagai sikap disiplin dan meminta peserta didik untuk mempersiapkan perlengkapan dan peralatan yang diperlukan. 3) Guru mengajukan pertanyaan-pertanyaan terkait dengan materi yang akan dipelajari. 4) Guru mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 5) Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas. 6) Guru menyampaikan lingkup penilaian yang meliputi penilaian sikap, penilaian pengetahuan, dan penilaian ketrampilan 	10 menit
Inti	<p>Tahap 2. Modelling of Text</p> <ul style="list-style-type: none"> ✚ Guru menyajikan sebuah teks narrative tentang fairy tales of SNOW WHITE dalam tabel ✚ Siswa berdiskusi dalam kelompok untuk menjodohkan beberapa gambar dan kata yang sudah ada di lembar kerja mereka yang berhubungan dengan fairy tales yang akan diberikan dengan jujur (kolaborasi) ✚ Siswa mengubah V1 ke dalam bentuk V2 dengan kata – kata yang sudah tersedia di dalam teks dalam cerita SNOW WHITE dengan pepercaya diri (kreatifitas) ✚ Siswa dengan bimbingan guru mengidentifikasi struktur teks dengan melabeli bagian – bagian teks dengan tanggung jawab (berfikir kritis) ✚ Siswa dengan bimbingan guru mengidentifikasi Ciri – ciri linguistik dari teks tersebut (grammar in context) 	60 menit

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cipta milik UIN Suska Riau	<ul style="list-style-type: none"> ✚ Siswa diberi teks model yang lain yang mengandung beberapa kesalahan grammar ✚ Siswa membetulkan kesalahan – kesalahan tersebut dalam kelompok kecil (beranggotakan 4 orang) dengan penuh toleransi (berkomunikasi) <p>Tahap 3. Joint Constructing of Text</p> <ul style="list-style-type: none"> ✚ Siswa mendapatkan kerangka teks narrative dalam bentuk tabel yang bagian – bagian teksnya masih kosong ✚ Siswa menulis teks narrative tentang fairy tales yaitu CINDERELLA dengan teliti (kreatifitas) ✚ Guru berkeliling dari satu kelompok ke kelompok yang lain dan memberikan bantuan bila diperlukan ✚ Siswa berkonsultasi mengenai draft yang ditulis oleh guru dengan sopan dan disiplin (komunikasi) ✚ Siswa memajang teks yang ditulis di dinding kelas ✚ Kelompok lain memberikan komentar terhadap tulisan tersebut dengan percaya diri (komunikasi) <p>Tahap 4. Independent Construction of Text</p> <ul style="list-style-type: none"> ✚ Siswa menulis secara individu membuat teks narrative lain tentang fairy tale yang judulnya bersumber dari internet ✚ Setelah selesai dengan draft 1, siswa berkonsultasi dengan guru dan mendapatkan feedback dari guru untuk membuat teksnya lebih baik dengan sopan (komunikasi) ✚ Siswa memperbaiki teksnya dan menghasilkan draft 2 ✚ Siswa meminta masukan tentang draft 2 kepada temannya (kolaborasi) ✚ Siswa merevisi dan mengedit lagi teksnya dan berkonsultasi lagi dengan guru dan temannya dengan penuh tanggung jawab (kreatifitas) ✚ Siswa menghasilkan draft 3 <p>Setelah draft 3 selesai, siswa membacakan hasil kerjanya ke depan kelas secara bergantian dengan berani (komunikasi)</p>	
Penutup	<ol style="list-style-type: none"> 1) Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan tentang pelajaran yang mereka pelajari. 2) Guru melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. 3) Guru memberikan umpan balik terhadap proses dan hasil pembelajaran. 4) Guru melakukan penilaian dengan tes lisan dan pemberian penugasan baik tugas individual maupun kelompok sesuai 	10 menit

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Kegiatan	Deskripsi Kegiatan	Alokasi waktu
cipta milik UIN Suska Riau	<p>dengan hasil belajar peserta didik.</p> <p>5) Guru menyampaikan materi yang akan dipelajari pada pertemuan berikutnya serta kegiatan pembelajarannya.</p> <p>6) Guru bersama – sama para siswa menutup pembelajaran dengan berdoa lalu mengucapkan salam penutup.</p>	

Penugasan:

Please fill the blank table with Cinderella fairy tales by using the the generic sturture about narrative text below correctly!

Orientation	Complication	Resolution	Re – orientation (Coda)

SNOW WHITE

1 Once upon a time there _____ (be) a king and a queen. They were very happy and _____ (want) to have a baby. Then they _____ (have) a very beautiful baby. They _____ (call) her Snow White. But when Snow White _____ (be) two the queen _____ (get) ill and _____ (die). After a few years, this king _____ (get) married again with a beautiful woman. The woman _____ (think) she was the most beautiful woman in the country. She _____ (stand) over her magic mirror and always _____ (ask) "Mirror mirror on the wall. Who is the most beautiful of all?" The mirror always _____ (answer) "You are, Queen!"

2 But one day the mirror _____ (answer) the most beautiful was Snow White. The queen _____ (get) very angry and _____ (want) to kill Snow White. She called a huntsman to kill Snow White in the forest. But the huntsman couldn't kill her and _____ (let) her go. Snow White _____ (escape) and _____ (find) the dwarfs house. The dwarfs _____ (love) her and they _____ (begin) to live together. One day the queen _____ (ask) the same question: "Mirror mirror on the wall. Who is the most beautiful of all?" But the mirror _____ (answer) "Snow White!"

3 She _____ (learn) Snow White _____ (be) still alive. The queen _____ (get) very angry again and _____ (dress) like an old woman. She _____ (take) a poisoned apple with her. The queen _____ (give) Snow White the half of apple (poisoned half). When Snow White _____ (eat) the apple she _____ (fall) down. In the evening, the dwarfs _____ (come) and _____ (see) her on the floor. They couldn't wake up her. They _____ (think) she was dead. So they _____ (put) her in a glass box in the forest.

4 The dwarfs _____ (arg) around Snow White. At that time a prince _____ (see) them. The prince _____ (fall) in love with her and _____ (want) to take her to his castle. While his soldiers were carrying her _____ (fall) and the poisoned apple _____ (come) out of her mouth. Snow White was living! Then, they _____ (go) to the castle and _____ (get) married. The bad queen _____ (run) away and never _____ (see) them again. Snow White and the prince _____ (live) happily ever after.

I. Penilaian

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Teknik penilaian

a. Sikap spiritual

No.	Teknik	Bentuk Instrumen	Contoh Butir Instrumen	Waktu Pelaksanaan	Keterangan
1.	Observasi	Lembar Observasi (Catatan Jurnal)	Terlampir	Saat pembelajaran berlangsung	Penilaian untuk dan pencapaian pembelajaran (assessment for and of learning)

b. Sikap sosial

No.	Teknik	Bentuk Instrumen	Contoh Butir Instrumen	Waktu Pelaksanaan	Keterangan
1.	Observasi	Lembar Observasi (Catatan Jurnal)	Terlampir	Saat pembelajaran berlangsung	Penilaian untuk dan pencapaian pembelajaran (assessment for and of learning)
2.	Penilaian Diri	Lembar Observasi (Catatan Jurnal)	Terlampir	Saat pembelajaran usai	Penilaian sebagai pembelajaran (assessment as learning)
3.	Penilaian antar teman	Lembar Observasi (Catatan Jurnal)	Terlampir	Saat pembelajaran usai	Penilaian sebagai pembelajaran (assessment as

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					learning)
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c. Pengetahuan

No.	Teknik	Bentuk Instrumen	Contoh Butir Instrumen	Waktu Pelaksanaan	Keterangan
1.	Tes Tulis	Menggaris bawahi, isian, dan/atau lainnya	Terlampir	Saat pembelajaran usai	Penilaian untuk pembelajaran (assessment for learning) dan sebagai pembelajaran (assessment as learning)

d. Keterampilan

No.	Teknik	Bentuk Instrumen	Contoh Butir Instrumen	Waktu Pelaksanaan	Keterangan
1.	Portofolio	1. Tes Tulis (Membuat paragraf pendek, dialog, dan menjawab soal PH)	Please make another fairy tales and you can search in the internet to help you !	Selama KBM berlangsung	Penilaian untuk, sebagai, dan/atau pencapaian pembelajaran (assessment for, as, and of learning)
2.	Praktik	2. Tes Lisan (Membaca narrative text tentang fairy tales)	Please practice to read your fairy tales in front of the test!		



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2. Pembelajaran Remedial

Berdasarkan hasil analisis ulangan harian, peserta didik yang belum mencapai ketuntasan belajar diberi kegiatan pembelajaran remedial dalam bentuk;

- a. bimbingan perorangan jika peserta didik yang belum tuntas $\leq 20\%$;
- b. belajar kelompok jika peserta didik yang belum tuntas antara 20% dan 50%; dan
- c. pembelajaran ulang jika peserta didik yang belum tuntas $\geq 50\%$.

3. Pembelajaran Pengayaan

Berdasarkan hasil analisis penilaian, peserta didik yang sudah mencapai ketuntasan belajar diberi kegiatan pengayaan dalam bentuk penugasan untuk mempelajari soal-soal PAS.

Mengetahui

2024

Kepala Madrasah

Lipatkain, 02 Januari

Guru Mata Pelajaran

M. SAHLAN PUTRA TAMA, S.Si M.Pd

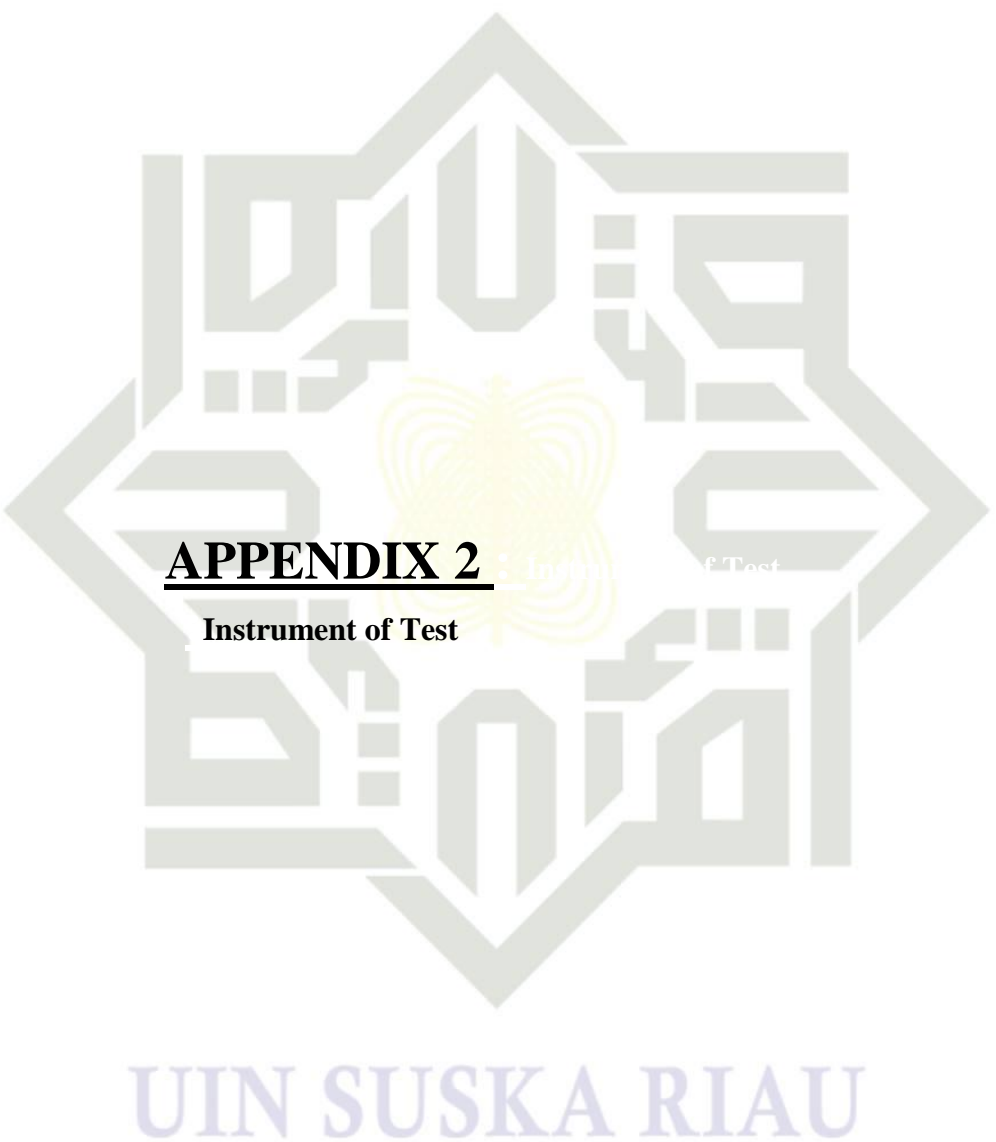
T. MAKBAR ARI,

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APPENDIX 2

Instrument of Test

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Pre-test

READING COMPREHENSION TEST

NAME :

CLASS:

The following text is for questions 1-5!

In a small coastal village in Indonesia, there once lived a poor woman named Aweh. She struggled to make ends meet and dreamed of a better life for her son, Malin Kundang. As Malin Kundang grew older, **he** became determined to seek his fortune and left the village against his mother's wishes. Malin Kundang sailed the seas, facing hardships and challenges.

Eventually, he became a successful and **wealthy** merchant. However, his success turned him into a proud and arrogant man. One day, he decided to return to his hometown with his luxurious ship, crew, and wealth.

Upon his return, Malin Kundang was ashamed of his humble origins and denied his mother, claiming not to know her. Heartbroken and filled with sorrow, Aweh prayed to the sea to punish her ungrateful son. In response, a thunderstorm erupted, and a giant wave struck Malin Kundang's ship. As the ship crumbled, Malin Kundang begged for mercy. In the midst of the storm, he was turned into stone. The petrified figure, known as "Batu Malin Kundang," remains on the beach as a reminder of the consequences of arrogance and betrayal.

1. What does the story above tell about?
 - a. Snow White
 - b. Timun Mas
 - c. Malin Kundang
 - d. Tutar tinular
2. Why did Malin Kundang leave the village? Because he...



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- a. Determine to seek his fortune
 - b. Want to find his father
 - c. Want to find a wife
 - d. Want to find herb for his mother
3. "he became a successful and **wealthy** merchant". The synonym of the word **wealthy**...
- a. Poor
 - b. Kind
 - c. Rich
 - d. Broke
4. "**he** became determined to seek his fortune and left the village against his mother's wishes". **He** in the first paragraph refers to...
- a. Aweh
 - b. Rich man
 - c. Lazy man
 - d. Malin Kundang
5. Malin Kundang's story expresses about?
- a. Poor boy
 - b. an ungrateful son who turned into a stone after being cursed by his mother
 - c. A boy who make their parents proud
 - d. A boy looking for his identity

The following text is for questions 6-10

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aum talking about leaving Snow White in the Castle because they both wanted to go to town and they didn't have enough money to take Snow White. Snow white did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning, she ran away



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from home when her aunt and uncle were having breakfast. She ran away into the woods.

She was very tired and hungry. Then she saw this little Cottage. She knocked out but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White." Then Snow White told the dwarfs the whole story and the seven dwarfs lived happily ever after.

6. Which of the following would be the best title for the story?
 - a. Princess
 - b. Snow White
 - c. Aunt
 - d. Sleeping beauty
7. When Snow White ran away from home?
 - a. In the afternoon
 - b. In the morning
 - c. In the evening
 - d. At noon
8. Snow white in Indonesia means...
 - a. Putri tidur
 - b. Anak salju
 - c. Putri putih
 - d. Putih salju
9. Her in first paragraph refers to...
 - a. Snow White
 - b. Mulan
 - c. Dwarf
 - d. Aunt



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10. Which paragraph shows the conclusion of the story

- a. One
- b. Two
- c. Three
- d. One and two

The following text is for questions 11-15

Joko and Jaka

Once upon a time, there were two close friends name Jaka and Joko who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. Jaka climbed a nearby tree at once. But unfortunately the Joko did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near Joko who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, Jaka on the tree came down and asked his friend Joko who was on the ground, "Friend, what did the bear whisper into your ears?" Joko replied, "Just now the bear advised me not to believe a false friend".

11. What is this story about?

- a. Bear
- b. Forest
- c. Joko and Jaka
- d. True friend

12. What did the bear whisper to Joko ear?

- a. Just now the bear advised me not to believe a false friend



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- b. I am not hungry
- c. Don't disturb my place
- d. Be quiet i want to sleep

13. "they saw a **large** bear getting closer toward them"(paragraph 2). The bold word means...

- a. Small
- b. Big
- c. Tiny
- d. Long

14. "It smelt in **his** ears". **His** in the last paragraph refers to...

- a. The bear
- b. Jaka
- c. Umar
- d. Joko

15. According to the text which statement is TRUE?

- a. Jaka helps Joko
- b. The bear eat Joko
- c. Joko pretend to be a dead man
- d. Jaka and Joko run to their Home

The following text is for questions 16-20

One summer, a grasshopper spent his days merrily singing and dancing. He hopped everywhere, while ants were busy gathering grains of wheat and corn. He laughed at the ants and said, "How dull! Why don't you sing and dance with me instead of working under the hot sun?".

"We are storing away food for the winter, they explained, "you should do the same."

The grasshopper laughed and replied, "Why worry about the winter? I have plenty to eat for now. And he hopped away to look for someone to play with.



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But when the winter came, the grasshopper could find no more food. Shivering, he knocked at the ants door "Can you spare me some seeds?" he begged. "I'm cold and hungry!"

"We worked hard all summer to store away food," they answered. "What were you doing?"

"I was busy singing and dancing," he said.

"Then sing and dance for us now!" They told him. "It's time for you to work for your dinner."

16. The main idea of first paragraph is about?

- The grasshopper sing and dance all day long
- The grasshopper collected food
- The grasshopper worked during summer
- The grasshopper gathered grains

17. Who worked in the summer?

- The grasshopper
- The dove
- The ants
- The winter

18. "...a grasshopper spent his day **merrily** singing..." (paragraph 1). The underlined word means...

- Happily
- Sadly
- Regretably
- Poorly

19. "I was busy singing and dancing," he said. **He** in the text refers to...

- The ant
- The grasshopper
- The dove

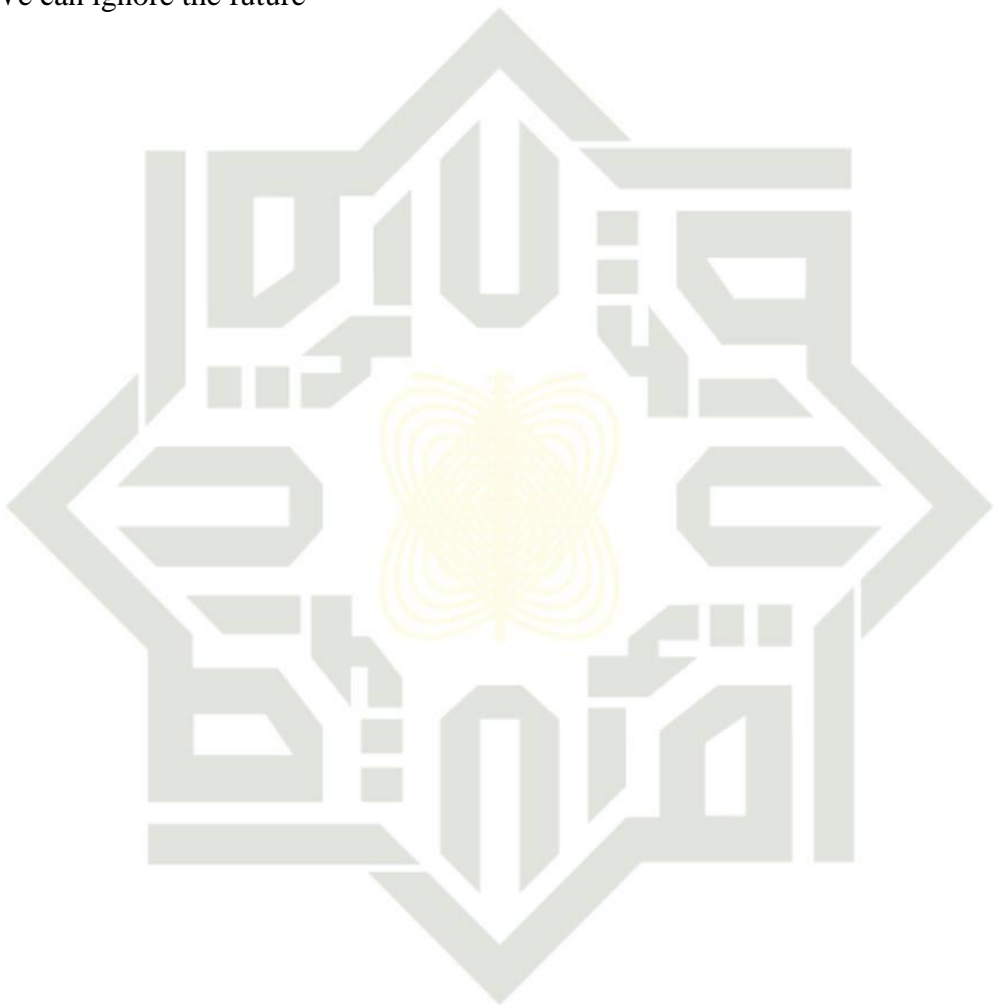
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d. The winter

20. What can we learn from the story above?

- a. We must sing all day
- b. We can sing and dance all day
- c. We must prepare for the future
- d. We can ignore the future



UIN SUSKA RIAU



READING COMPREHENSION TEST

NAME :

CLASS:

The following text is for questions 1-5!

Long time ago in West Java, there lived a woman named Dayang Sumbi. She was looking for a husband. Along her life she kept praying and praying. At last, God heard her pray. A male dog picked her up and Dayang Sumbi got married to the dog and called the dog 'Tumang'. After years, Dayang Sumbi gave a birth to baby and named him Sangkuriang. Unfortunately, Dayang Sumbi never told Sangkuriang who his father was.

One day, Sangkuriang was hunting with Tumang in the forest and he found nothing except a little animal. He blamed Tumang for the failure and then he killed Tumang. When Dayang Sumbi knew that she hit Sangkuriang's head with a big spoon and expelled him. Many years later, Sangkuriang wandered and found an old house in the forest. Sangkuriang came closer to the house and there was an old beautiful woman. The woman, Dayang Sumbi, recognized the wanderer as Sangkuriang. Unintentionally, Sangkuriang forced Dayang Sumbi to marry him. Dayang Sumbi agreed to marry him but Sangkuriang had to promise he build a vast boat just in one night alone without any help.

At night, Sangkuriang breaks his promised he called his friends, ghosts and fairies to help him. Feared with the boat to complete, Dayang Sumbi asked other women in her village to help her. Then the women punched the grains with grain puncher to make noise which disturbed the ghosts and fairies. The morning came before Sangkuriang

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completed the boat. Unfortunately the fairies and the ghosts also left Sangkuriang alone. Finally Sangkuriang got very angry and kicked away the boat to the downside, which finally turned into a mountain, called Tangkuban Parahu.

1. What does the story above tell about?

- e. Sangkuriang
- f. Timun Mas
- g. Joko kendil
- h. Lutung kasarung

21. Why did sangkuriang kicked the boat downside? Because...

- e. He mad at dayang sumbi
- f. He cannot find animal to eat
- g. the fairies and the ghosts left Sangkuriang alone
- h. Want to find herb for his mother

22. “. Finally Sangkuriang got very **angry** and kicked away the boat to the downside”. The synonym of the word **angry**...

- e. Calm
- f. Furious
- g. Peacefull
- h. confused

23. “**He** blamed Tumang for the failure and then he killed Tumang”.

He in the second paragraph refers to...

- e. Tumang
- f. Fairy
- g. Ghost
- h. Sangkuriang

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

- e. We should not hate our descendants
- f. Just do what we have planned
- g. People must keep their promise all the time

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- h. A boy looking for his identity

The following text is for questions 6-10

Once upon a time in a faraway land, a beautiful girl was born to the king and queen. Fairies from all over were invited to the celebrations. They brought with them special gifts and blessed the princess so that she would become a clever, beautiful, and kind girl. Just then an old wicked fairy came to the palace and cursed the princess, "On your sixteenth birthday you'll touch a spindle and die", she screamed in anger and vanished. Everybody was shocked. A young fairy called into the palace. She said "I can't take away the evil witch curse but I'll try to help. When the princess will touch the needle of the spindle she'll not die but will instead be awakened with a kiss of a prince who loves her." The king and queen were so worried for their dear daughter that they ordered all the spinning wheels of the kingdom to be destroyed forever. However, unknown to them one spinning wheel was still left.

As the years went by the baby grew to be a lovely, charming young girl. On her sixteenth birthday, when she was roaming about the castle, she came upon a secret room at the very top of the castle towers. She wanted to help an old woman bent over a spinning wheel. "Oh! What is this?", she cried as she has never seen it before. She pleaded with the woman, "Please do let me try this as well". But the moment she touched the needle of the spindle, she fell to the ground. The witch spells comes true. With a heavy heart, the king ordered her to be taken to the grand room, where she will lie for many years. The whole kingdom was sad for sleeping beauty.

As the years passed by, a thick forest grew around the palace and the kingdom was hidden. Hundred years later, a



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handsome prince was passing through the forest and he discovered a strange kingdom. He was surprised to find sleeping beauty and immediately fell in love with her. He leaned and kiss her, the spell was lifted the princess awoke and they were soon married and they lived happily ever after.

25. Which of the following would be the best title for the story?

- e. Rapunzel
- f. cinderella
- g. maleficent
- h. Sleeping beauty

26. What will happened if the princess touch the neddle of spindle?

- e. she'll not die but will instead be awakened with a kiss of a prince who loves her.
- f. She will die
- g. She will become a dark witch
- h. King and Queen will die

27. "Charming" in Indonesia means...

- e. Baik hati
- f. Menawan
- g. pemberani
- h. perkasa

28. " **She** came upon a secret room at the very top of the castle towers",**She** in the second paragraph refers to ...

- e. The witch
- f. The queen
- g. The princess
- h. The king

29. Which paragraph shows the conclusion of the story

- e. One
- f. Two
- g. Three



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- h. One and two

The following text is for questions 11-15

Buto ijo (the green giant)

Once upon a time, nestled deep within the lush Indonesian forests, there lived a mysterious creature known as "Buto Ijo," or the Green Giant. Standing tall amidst the towering trees, Buto Ijo was said to possess immense strength and a heart as green as the forest itself. Legends whispered tales of his benevolence towards those who respected nature and his wrath towards those who dared to harm it.

Buto Ijo's legend spread far and wide, captivating the imaginations of villagers and travelers alike. Many ventured into the forest in search of him, drawn by stories of his magical powers and wisdom. However, few ever returned, for the forest was vast and treacherous, filled with hidden perils and enchantments that only the Green Giant could navigate safely.

One fateful day, a brave young hunter named Adi set out on a quest to find Buto Ijo. Guided by tales passed down through generations, he trekked deeper into the heart of the forest, facing challenges and obstacles at every turn. Along the way, he encountered creatures both wondrous and fearsome, testing his courage and resolve.

After days of journeying through the dense foliage, Adi finally stumbled upon a clearing where the majestic figure of Buto Ijo stood, cloaked in emerald hues. With trembling hands, Adi presented an offering of gratitude to the Green Giant, expressing reverence for the natural world and pledging to protect it for future generations. Moved by the hunter's sincerity, Buto Ijo bestowed



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upon him the gift of wisdom, guiding him on a path of harmony and stewardship.

30. What is the name of the mysterious creature in the Indonesian forest?

- e. Buto ijo
- f. Green goblin
- g. Forest guardian
- h. Emerald entity

31. Where does Adi find Buto Ijo?

- e. In a cave
- f. In a castle
- g. In a clearing
- h. Under a waterfall

32. "Buto Ijo's legend **spread** far and wide"(paragraph 2). The bold word means...

- e. terdengar
- f. menyebar
- g. diceritakan
- h. ditakuti

33. "he trekked deeper into the heart of the forest". **he** refers to...

- e. Buto ijo
- f. Adi
- g. Giant
- h. King

34. What lesson does Buto Ijo teach Adi?

- e. The importance of friendship
- f. Value of courage



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- g. The need for humility
- h. The significance of wisdom

The following text is for questions 16-20

In the epic tale of the Mahabharata, Gatotkaca, the son of Bima, played a pivotal role in the Kurukshetra War. As the war between the Pandavas and the Kauravas reached its climax, Gatotkaca demonstrated unparalleled bravery and selflessness, ultimately making the ultimate sacrifice for the greater good.

In the midst of the fierce battle, Gatotkaca's valor shone brightly as he single-handedly took on legions of enemy warriors, wielding his mighty mace with unmatched skill and ferocity. His formidable presence on the battlefield struck fear into the hearts of the Kaurava army, inspiring awe and admiration among his allies.

Despite his prowess in combat, Gatotkaca's true moment of heroism came when he willingly offered his own life to protect his father, Bima, from a powerful adversary's fatal blow. With unwavering resolve and undying loyalty, Gatotkaca intercepted the lethal strike, sacrificing himself to ensure Bima's safety and the continuation of the Pandava lineage.

Gatotkaca's noble sacrifice serves as a timeless example of selflessness and devotion, reminding us of the enduring power of love and duty even in the face of overwhelming odds. His legend lives on, inspiring generations to emulate his courage and sacrifice in the pursuit of righteousness.

35. The main idea of first paragraph is about?



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State Islamic University of Sultan Syarif Kasim Riau

- e. Pivotal role Gatot kaca son of bima fight in kuruksherta war
- f. Gatot kaca join kurawa in kuruksherta war
- g. Bima is son of gatot kaca
- h. Pandavas won the war

36. Who is Gatot kaca's father?

- e. Arjuna
- f. Krishna
- g. Bima
- h. Kurava

37. "...Gatotkaca, the son of Bima, played a **pivotal** role in the Kurukshetra War..." (paragraph 1). The bold word means...

- e. Crucial
- f. Unimportant
- g. Minor
- h. Poorly

38. "...Gatotkaca's true moment of heroism came when **he** willingly offered his own life to protect his father, Bima," he said. **He** in the text refers to...

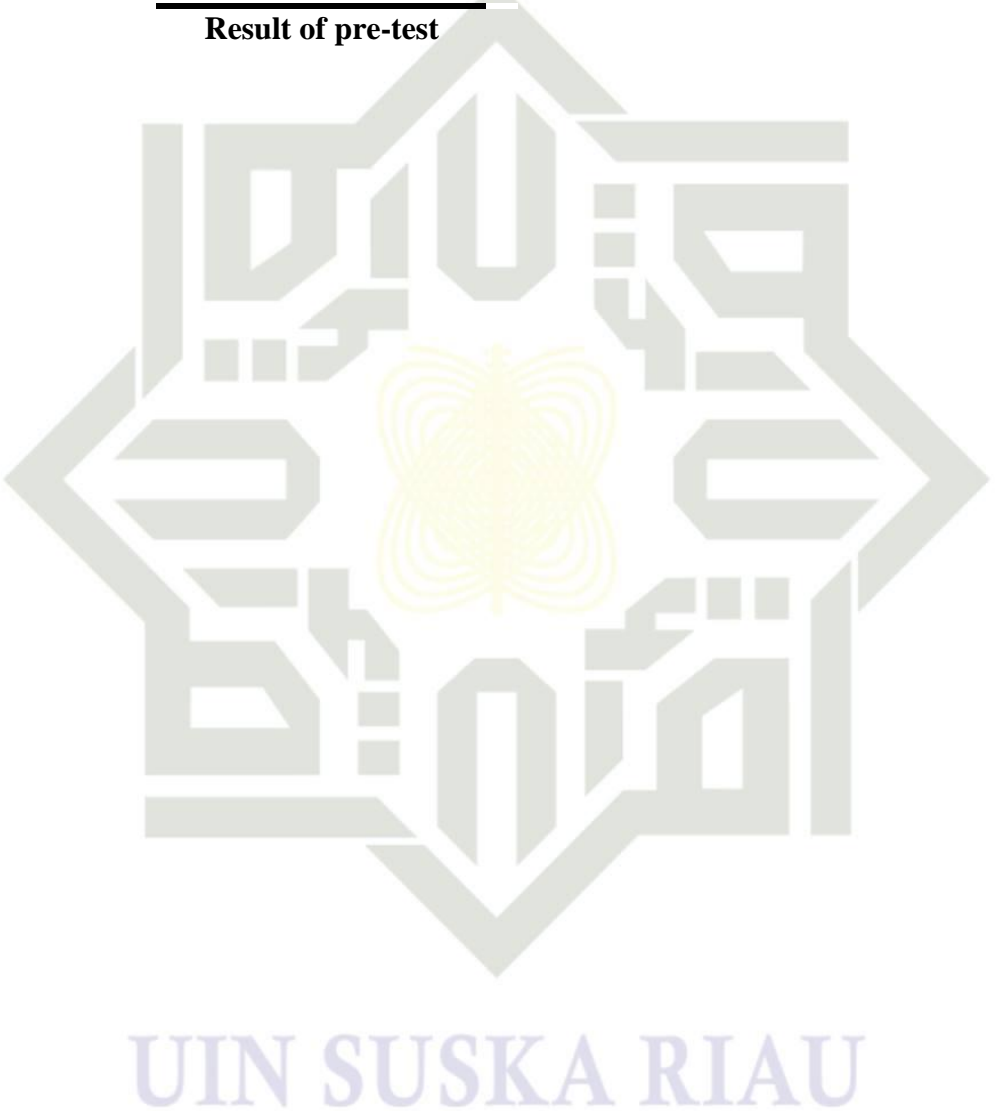
- e. Bima
- f. Pandava
- g. Kurava
- h. Gatot kaca

39. What does Gatotkaca's sacrifice symbolize??

- e. Selfishness
- f. Duty and devotion
- g. Coward
- h. Arrogance

APPENDIX 3

Result of pre-test



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READING COMPREHENSION TEST

NAME : NASRUL QODRI

CLASS : 7.3

The following text is for questions 1-5!

In a small coastal village in Indonesia, there once lived a poor woman named Aweh. She struggled to make ends meet and dreamed of a better life for her son, Malin Kundang. As Malin Kundang grew older, **he** became determined to seek his fortune and left the village against his mother's wishes. Malin Kundang sailed the seas, facing hardships and challenges.

Eventually, he became a successful and **wealthy** merchant. However, his success turned him into a proud and arrogant man. One day, he decided to return to his hometown with his luxurious ship, crew, and wealth.

Upon his return, Malin Kundang was ashamed of his humble origins and denied his mother, claiming not to know her. Heartbroken and filled with sorrow, Aweh prayed to the sea to punish her ungrateful son. In response, a thunderstorm erupted, and a giant wave struck Malin Kundang's ship. As the ship crumbled, Malin Kundang begged for mercy. In the midst of the storm, he was turned into stone. The petrified figure, known as "Batu Malin Kundang," remains on the beach as a reminder of the consequences of arrogance and betrayal.

1. What does the story above tell about?
 - a. Snow White
 - b. Timun Mas
 - ☒ c. Malin Kundang
 - d. Tuter tinular
2. Why did Malin Kundang leave the village? Because he...
 - ☒ a. Determine to seek his fortune
 - b. Want to find his father
 - c. Want to find a wife
 - d. Want to find herb for his mother
3. "he became a successful and **wealthy** merchant". The synonym of the word **wealthy**...
 - ☒ a. Poor
 - b. Kind
 - c. Rich
 - d. Broke



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4. "he" became determined to seek his fortune and left the village against his mother's wishes". He in the first paragraph refers to...

- a. Aweh
- b. Rich man
- c. Lazy man
- d. Malin Kundang

5. Malin Kundang's story expresses about?

- a. Poor boy
- b. an ungrateful son who turned into a stone after being cursed by his mother
- c. A boy who make their parents proud
- d. A boy looking for his identity

The following text is for questions 6-10

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aum talking about leaving Snow White in the Castle because they both wanted to go to town and they didn't have enough money to take Snow White. Snow white did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning, she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods.

She was very tired and hungry. Then she saw this little Cottage. She knocked out but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name? Snow white said, "My name is Snow White. Then Snow White told the dwarfs the whole story and the seven dwarfs lived happily ever after.

6. Which of the following would be the best title for the story?

- a. Princess
- b. Snow White
- c. Aunt
- d. Sleeping beauty

7. When Snow White ran away from home?

- a. In the afternoon
- b. In the morning
- c. In the evening



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- d. At noon
8. Snow white in Indonesia means...
- ☒ a. Putri tidur
 - b. Anak salju
 - c. Putri putih
 - ☐ d. Putih salju
9. Her in first paragraph refers to...
- ☒ a. Snow White
 - b. Mulan
 - c. Dwarf
 - d. Aunt
10. Which paragraph shows the conclusion of the story
- ☒ a. One
 - b. Two
 - c. Three
 - ☐ d. One and two

The following text is for questions 11-15

Joko and Jaka

Once upon a time, there were two close friends name Jaka and Joko who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. Jaka climbed a nearby tree at once. But unfortunately the Joko did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near Joko who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, Jaka on the tree came down and asked his friend Joko who was on the ground, "Friend, what did the bear whisper into your ears?" Joko replied, "Just now the bear advised me not to believe a false friend".

11. What is this story about?
- ☒ a. Bear
 - b. Forest
 - ☐ c. Joko and Jaka
 - d. True friend



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12. What did the bear whisper to Joko ear?

- ☒ a. Just now the bear advised me not to believe a false friend
- b. I am not hungry
- c. Don't disturb my place
- d. Be quiet i want to sleep

13. "they saw a **large** bear getting closer toward them"(paragraph 2). The bold word means...

- ☒ a. Small
- b. Big
- c. Tiny
- d. Long

14. "It smelt in **his** ears". **His** in the last paragraph refers to...

- ☒ a. The bear
- b. Jaka
- c. Umar
- d. Joko

15. According to the text which statement is TRUE?

- ☒ a. Jaka helps Joko
- b. The bear eat Joko
- c. Joko pretend to be a dead man
- d. Jaka and Joko run to their Home

The following text is for questions 16-20

One summer, a grasshopper spent his days merrily singing and dancing. He hopped everywhere, while ants were busy gathering grains of wheat and corn. He laughed at the ants and said, "How dull! Why don't you sing and dance with me instead of working under the hot sun?"

"We are storing away food for the winter, they explained, "you should do the same."

The grasshopper laughed and replied, "Why worry about the winter? I have plenty to cut for now. And he hopped away to look for someone to play with.

But when the winter came, the grasshopper could find no more food. Shivering, he knocked at the ants door "Can you spare me some seeds?" he begged. "I'm cold and hungry!"

"We worked hard all summer to store away food," they answered. "What were you doing?"

"I was busy singing and dancing," he said.



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"Then sing and dance for us now!" They told him. "It's time for you to work for your dinner."

16. The main idea of first paragraph is about?

- ☒ a. The grasshopper sing and dance all day long
- b. The grasshopper collected food
- c. The grasshopper worked during summer
- d. The grasshopper gathered grains

17. Who worked in the summer?

- ☒ a. The grasshopper
- b. The dove
- c. The ants
- d. The winter

18. "...a grasshopper spent his day merrily singing..." (paragraph 1). The underlined word means...

- ☒ a. Happily
- b. Sadly
- c. Regretably
- d. Poorly

19. "I was busy singing and dancing," he said. He in the text refers to...

- ☒ a. The ant
- ☒ b. The grasshopper
- c. The dove
- d. The winter

20. What can we learn from the story above?

- ☒ a. We must sing all day
- ☒ b. We can sing and dance all day
- c. We must prepare for the future
- d. We can ignore the future

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APPENDIX 4

Result of Post-test

UIN SUSKA RIAU



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READING COMPREHENSION TEST

NAME: urmi 112 Ruki dwi Jaya

CLASS: 13343 9.3

RC

The following text is for questions 1-5!

Long time ago in West Java, there lived a woman named Dayang Sumbi. She was looking for a husband. Along her life she kept praying and praying. At last, God heard her pray. A male dog picked her up and Dayang Sumbi got married to the dog and called the dog 'Tumang'. After years, Dayang Sumbi gave a birth to baby and named him Sangkuriang. Unfortunately, Dayang Sumbi never told Sangkuriang who his father was.

One day, Sangkuriang was hunting with Tumang in the forest and he found nothing except a little animal. He blamed Tumang for the failure and then he killed Tumang. When Dayang Sumbi knew that she hit Sangkuriang's head with a big spoon and expelled him. Many years later, Sangkuriang wandered and found an old house in the forest. Sangkuriang came closer to the house and there was an old beautiful woman. The woman, Dayang Sumbi, recognized the wanderer as Sangkuriang. Unintentionally, Sangkuriang forced Dayang Sumbi to marry him. Dayang Sumbi agreed to marry him but Sangkuriang had to promise he build a vast boat just in one night alone without any help.

At night, Sangkuriang breaks his promised he called his friends, ghosts and fairies to help him. Feared with the boat to complete, Dayang Sumbi asked other women in her village to help her. Then the women punched the grains with grain puncher to make noise which disturbed the ghosts and fairies. The morning came before Sangkuriang completed the boat. Unfortunately the fairies and the ghosts also left Sangkuriang alone. Finally Sangkuriang got very angry and kicked away the boat to the downside, which finally turned into a mountain, called Tangkuban Parahu.

1. What does the story above tell about?

- ☒ a. Sangkuriang
- b. Timun Mas
- c. Joko kendil
- d. Lutung kasarung

2. Why did sangkuriang kicked the boat downside? Because...

- a. He mad at dayang sumbi
- ☒ b. He cannot find animal to eat
- c. the fairies and the ghosts left Sangkuriang alone



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d. Want to find herb for his mother

3. Finally Sangkuriang got very **angry** and kicked away the boat to the downside". The synonym of the word **angry**...

- a. Calm
- ☒ b. Furious
- c. Peacefull
- d. confused

4. "He blamed Tumang for the failure and then he killed Tumang". He in the second paragraph refers to...

- a. Tumang
- b. Fairy
- c. Ghost
- ☒ d. Sangkuriang

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

- ☒ a. We should not hate our descendants
- b. Just do what we have planned
- c. People must keep their promise all the time
- d. A boy looking for his identity

The following text is for questions 6-10

Once upon a time in a faraway land, a beautiful girl was born to the king and queen. Fairies from all over were invited to the celebrations. They brought with them special gifts and blessed the princess so that she would become a clever, beautiful, and kind girl. Just then an old wicked fairy came to the palace and cursed the princess, "On your sixteenth birthday you'll touch a spindle and die", she screamed in anger and vanished. Everybody was shocked. A young fairy called into the palace. She said "I can't take away the evil witch curse but I'll try to help. When the princess will touch the needle of the spindle she'll not die but will instead be awakened with a kiss of a prince who loves her." The king and queen were so worried for their dear daughter that they ordered all the spinning wheels of the kingdom to be destroyed forever. However, unknown to them one spinning wheel was still left.

As the years went by the baby grew to be a lovely, charming young girl. On her sixteenth birthday, when she was roaming about the castle, she came upon a secret room at the very top of the castle towers. She wanted to help an old woman bent over a spinning wheel. "Oh! What is this?", she cried as she has never seen it before. She pleaded with the



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woman, "Please do let me try this as well". But the moment she touched the needle of the spindle, she fell to the ground. The witch spells comes true. With a heavy heart, the king ordered her to be taken to the grand room, where she will lie for many years. The whole kingdom was sad for sleeping beauty.

As the years passed by, a thick forest grew around the palace and the kingdom was hidden. Hundred years later, a handsome prince was passing through the forest and he discovered a strange kingdom. He was surprised to find sleeping beauty and immediately fell in love with her. He leaned and kiss her, the spell was lifted the princess awoke and they were soon married and they lived happily ever after.

6. Which of the following would be the best title for the story?

- a. Rapunzel
- b. cinderella
- c. maleficent
- ☒ d. Sleeping beauty

7. What will happened if the princess touch the needle of spindle?

- ☒ a. she'll not die but will instead be awakened with a kiss of a prince who loves her.
- b. She will die
- c. She will become a dark witch
- d. King and Queen will die

8. "Charming" in Indonesia means...

- a. Baik hati
- ☒ b. Menawan
- c. pemberani
- d. perkasa

9. "She came upon a secret room at the very top of the castle towers", She in the second paragraph refers to ...

- a. The witch
- b. The queen
- ☒ c. The princess
- d. The king

10. Which paragraph shows the conclusion of the story

- a. One
- b. Two
- c. Three



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One and two

The following text is for questions 11-15

Buto ijo (the green giant)

Once upon a time, nestled deep within the lush Indonesian forests, there lived a mysterious creature known as "Buto Ijo," or the Green Giant. Standing tall amidst the towering trees, Buto Ijo was said to possess immense strength and a heart as green as the forest itself. Legends whispered tales of his benevolence towards those who respected nature and his wrath towards those who dared to harm it.

Buto Ijo's legend spread far and wide, captivating the imaginations of villagers and travelers alike. Many ventured into the forest in search of him, drawn by stories of his magical powers and wisdom. However, few ever returned, for the forest was vast and treacherous, filled with hidden perils and enchantments that only the Green Giant could navigate safely.

One fateful day, a brave young hunter named Adi set out on a quest to find Buto Ijo. Guided by tales passed down through generations, he trekked deeper into the heart of the forest, facing challenges and obstacles at every turn. Along the way, he encountered creatures both wondrous and fearsome, testing his courage and resolve.

After days of journeying through the dense foliage, Adi finally stumbled upon a clearing where the majestic figure of Buto Ijo stood, cloaked in emerald hues. With trembling hands, Adi presented an offering of gratitude to the Green Giant, expressing reverence for the natural world and pledging to protect it for future generations. Moved by the hunter's sincerity, Buto Ijo bestowed upon him the gift of wisdom, guiding him on a path of harmony and stewardship.

11. What is the name of the mysterious creature in the Indonesian forest?

- ☒ a. Buto ijo
- b. Green goblin
- c. Forest guardian
- d. Emerald entity

12. Where does Adi find Buto Ijo?

- a. In a cave
- b. In a castle
- ☒ c. In a clearing
- d. Under a waterfall



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13. "Buto Ijo's legend **spread** far and wide"(paragraph 2). The bold word means...

- a. terdengar
- ☒ b. menyebar
- c. diceritakan
- d. ditakuti

14. "he trekked deeper into the heart of the forest". he refers to...

- a. Buto ijo
- ☒ b. Adi
- c. Giant
- d. King

15. What lesson does Buto Ijo teach Adi?

- a. The importance of friendship
- ☒ b. Value of courage
- c. The need for humility
- d. The significance of wisdom

The following text is for questions 16-20

In the epic tale of the Mahabharata, Gatotkaca, the son of Bima, played a pivotal role in the Kurukshetra War. As the war between the Pandavas and the Kauravas reached its climax, Gatotkaca demonstrated unparalleled bravery and selflessness, ultimately making the ultimate sacrifice for the greater good.

In the midst of the fierce battle, Gatotkaca's valor shone brightly as he single-handedly took on legions of enemy warriors, wielding his mighty mace with unmatched skill and ferocity. His formidable presence on the battlefield struck fear into the hearts of the Kaurava army, inspiring awe and admiration among his allies.

Despite his prowess in combat, Gatotkaca's true moment of heroism came when he willingly offered his own life to protect his father, Bima, from a powerful adversary's fatal blow. With unwavering resolve and undying loyalty, Gatotkaca intercepted the lethal strike, sacrificing himself to ensure Bima's safety and the continuation of the Pandava lineage.

Gatotkaca's noble sacrifice serves as a timeless example of selflessness and devotion, reminding us of the enduring power of love and duty even in the face of overwhelming odds. His legend lives on, inspiring generations to emulate his courage and sacrifice in the pursuit of righteousness.



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16. The main idea of first paragraph is about?

- ☒ a. Pivotal role Gatot kaca son of bima fight in kuruksherta war
- b. Gatot kaca join kurawa in kuruksherta war
- c. Bima is son of gatot kaca
- d. Pandavas won the war

17. Who is Gatot kaca's father?

- a. Arjuna
- b. Krishna
- ☒ c. Bima
- d. Kurava

18. "...Gatotkaca, the son of Bima, played a **pivotal** role in the Kurukshetra War...." (paragraph 1). The bold word means...

- ☒ a. Crucial
- b. Unimportant
- c. Minor
- d. Poorly

19. "...Gatotkaca's true moment of heroism came when **he** willingly offered his own life to protect his father, Bima," he said. **He** in the text refers to...

- a. Bima
- b. Pandava
- c. Kurava
- ☒ d. Gatot kaca

20. What does Gatotkaca's sacrifice symbolize??

- a. Selfishness
- ☒ b. Duty and devotion
- c. Coward
- d. Arrogance

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APPENDIX 5

Thesis Guidance Activity

UIN SUSKA RIAU



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FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat: Jl. H. R. Soetrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

KEGIATAN BIMBINGAN MAHASISWA SKRIPSI MAHASISWA

1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Robi Kurniawan, S.Pd., M.A
- a. Nomor Induk Pegawai (NIP) : 1985 0916 200321 1000
3. Nama Mahasiswa : Zacky Affandi
4. Nomor Induk Mahasiswa : 12 110413447
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	13 - 11 - 2024	Chapter III Revisi		
2	03 - 12 - 2024	Chapter IV		
3	05 - 05 - 2025	Writing and format / Chapter IV		
4	8 - 05 - 2025	Chapter IV Revisi		
5	12 - 05 - 2025	Final draft revision		Acc.

Pekanbaru, 12 - 05 - 2025
Pembimbing,

Robi Kurniawan, S.Pd., M.A
NIP. 1985 0916 2003 211 000



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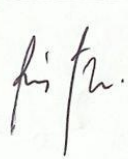
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**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : Zacky Affandi
 Nomor Induk Mahasiswa : 12110413447
 Hari/Tanggal Ujian : Senin, 28 Oktober 2024
 Judul Proposal Ujian : The effect of quizlet toward students reading comprehension at IX grade MTsN 5 kampar.
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

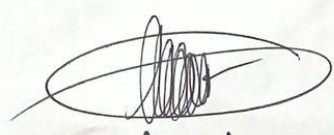
No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Rizki Gushendra, M.Ed	PENGUJI I		
2.	Riri fauzana, M.Sc	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I



Drs. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Pekanbaru, 5 November 2024
Peserta Ujian Proposal



Zacky Affandi
NIM. 12110413447



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Jl. H. R. Soebanilar No 155 Km 18 Tanjung Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561647
Fax (0761) 561647 Web www.fik.unsuka.ac.id E-mail: efik_unsuka@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/7612/2024

Pekanbaru, 29 April 2024

Sifat : Biasa

Lamp. : -

Hal : *Pembimbing Skripsi*

Kepada
Yth. Robi Kurniawan, MA

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara
sebagai pembimbing skripsi mahasiswa :

Nama : ZACKY AFFANDI

NIM : 12110413447

Jurusan : Pendidikan Bahasa Inggris

Judul : THE EFFECT OF USING QUIZLET TOWARD STUDENT
VOCABULARY MASTERY AT IX GRADE MTsN 5 KAMPAR

Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan
teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara
dihaturkan terimakasih.

Wassalam

an. Dekan

Wakil Dekan I



Dr. Zarkasih, M.Ag.

IP. 19721017/199703 1 004

Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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APPENDIX 6

Research Letter

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Itan Syarif Kasim Riau



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KANTOR KEMENTERIAN AGAMA KABUPATEN KAMPAR**

Jln. Di. Panjaitan No. 15 Bangkinang
Website : www.kampar.kemenag.go.id

**SURAT REKOMENDASI
NOMOR : B-189/Kk.04.4/TL.00/02/2025
TENTANG
IZIN PENELITIAN / OBSERVASI**

Kepala Kantor Kementerian Agama Kab.Kampar setelah membaca surat Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Kampar Nomor : 071/BKBP/2025/59 Tanggal 03 Februari 2025 dengan ini Memberikan Rekomendasi Izin Penelitian / Observasi Kepada :

Nama	:	ZACKY AFFANDI
NIM	:	12110413447
Perguruan Tinggi	:	UIN SUSKA RIAU
Program Studi	:	PENDIDIKAN BAHASA INGGRIS
Jenjang	:	S1
Alamat	:	PEKANBARU
Judul	:	THE EFFECT OF QUIZLET TOWARD STUDENTS READING COMPREHENSION AT IX GRADE MTsN 5 KAMPAR
Lokasi	:	MTsN 5 KAMPAR

Dengan Ketentuan Sebagai Berikut :

1. Tidak Melakukan Penelitian yang Menyimpang dari Ketentuan dalam Proposal yang telah ditetapkan atau yang tidak ada Hubungannya dengan Kegiatan Riset/Prariset dan Pengumpulan Data ini.
2. Pelaksanaan Kegiatan Penelitian / Pengumpulan Data ini Berlangsung Selama 6 (Enam) Bulan terhitung Mulai Tanggal Rekomendasi ini dikeluarkan.

Demikianlah Rekomendasi ini diberikan, agar digunakan sebagaimana mestinya dan Kepada Pihak yang terkait diharapkan untuk dapat Memberikan Kemudahan dan Membantu Kelancaran Kegiatan Riset ini terimakasih.

Bangkinang, 03 Februari 2025

An Kepala
Kepala Subbag Tata Usaha
H. Dirhamsyah, S.Ag, M.Sy
NIP. 197212302000031001

Disampaikan kepada Yth,

1. Kepala MTsN 5 Kampar
2. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau
3. Yang Bersangkutan



Hak Cipta Dilindungi Undang-Undang

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PEMERINTAH KABUPATEN KAMPAR BADAN KESATUAN BANGSA DAN POLITIK

JALAN H. R SOEBRANTAS NOMOR..... TELP. (0762) 20146
BANGKINANG

Kode Pos : 28412

REKOMENDASI

Nomor: 071/BKBP/2025/59
Tentang

PELAKSANAAN KEGIATAN RISET/PRA RISET/RISET DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Kampar setelah membaca Surat dari:
Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor:
503/DPMPTSP/NON IZIN-RISET/71982 Tanggal 30 Januari 2025 dengan ini memberi
Rekomendasi /Izin Penelitian kepada:

1. Nama : **ZACKY AFFANDI**
2. NIM : **12110413447**
3. Universitas : **UIN SUSKA RIAU**
4. Program Studi : **PENDIDIKAN BAHASA INGGRIS**
5. Jenjang : **S1**
6. Alamat : **PEKANBARU**
7. Judul Penelitian : **THE EFFECT OF QUIZLET TOWARD STUDENTS READING COMPREHENSION AT IX GRADE MTSN 5 KAMPAR**
8. Lokasi Penelitian : **MTSN 5 KAMPAR**

Dengan ketentuan sebagai berikut:

1. Tidak melakukan Penelitian yang menyimpang dari ketentuan dalam proposal yang telah ditetapkan atau yang tidak ada hubungannya dengan kegiatan riset/pras riset dan pengumpulan data ini.
2. Pelaksanaan kegiatan penelitian/pengumpulan data ini berlangsung selama 6 (enam) bulan Terhitung mulai tanggal rekomendasi ini dikeluarkan.

Demikian rekomendasi ini diberikan, agar digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Riset ini dan terima kasih.

Dikeluarkan di Bangkinang
pada tanggal 3 Februari 2025

a.n. **KEPALA BADAN KESBANGPOL KAB. KAMPAR**
Pit. Kabid. Ideologi, Wawasan Kebangsaan dan Karakter Bangsa


GUSTIAN, S.Sos
K A I Penata/III c
NIP. 19820807 200801 1 007

Rekomendasi ini disampaikan Kepada Yth

1. Kepala sekolah MTSN 5 Kampar Kab. Kampar
2. Dekan Fakultas tarbiyah dan keguruan UIN di Pekanbaru
3. Yang Bersangkutan.



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KANTOR KEMENTERIAN AGAMA KABUPATEN KAMPAR
MADRASAH TSANAWIYAH NEGERI 5 KAMPAR**

Alamat: Jl.HR.Soebrantas Raya No.139 Lipatkain Telp.(0761) 673624 Kode Pos 28371
Email : mtsnlipatkain@gmail.com



SURAT KETERANGAN RISET

Nomor : B- 40 /Mts.04.8/KP.00.1/03/2025

Yang bertanda tangan dibawah ini, Kepala Madrasah Tsanawiyah Negeri 5 Kampar Kecamatan Kampar Kiri Kabupaten Kampar, dengan ini menerangkan bahwa :

Nama : ZACKY AFFANDI
NIM : 12110413447
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan

Bahwa nama yang tersebut di atas telah melakukan penelitian/riset dari tanggal 04 Februari sampai dengan 12 Maret 2025 di MTs Negeri 5 Kampar tentang " The Effect of Quizlet Towards Student`s Reading Comprehension at IX Grade MTsN 5 Kampar. "

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan semestinya.

Lipatkain, 12 Maret 2025
Kepala Madrasah Tsanawiyah Negeri 5



Putra Tama



APPENDIX 7 : Documentation

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UIN SUSKA RIAU

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Halaman 1

1. Halaman 1
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Sultan Syarif Kasim Riau

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CURRICULUM VITAE



On March 29, 2003, Zacky Affandi was born in Lipat Kain. He is the first child of Mr. Herman and Mrs. Kasnur. He resides in Pekanbaru, Riau, on Garuda Sakti Street. He graduated from SDN 005 Lipat Kain. Additionally, he completed his studies at MTs 5 Kampar 2018 and SMA 1 Kampar Kiri in 2021.

He received acceptance as a student in 2021 at UIN Suska Riau's Department of English Education, Faculty of Education and Teacher Training. He was participating in the KKN (Kuliah Kerja Nyata) program at Sungai Geringging in July 2024. He was then enrolled in MTsN Al-Mujtahadah Pekanbaru's Pre-Service Teacher Practice (PPL) program in September 2024. He carried out the study for the thesis in order to complete the prerequisites for an undergraduate degree in English education with thesis untitled **“THE EFFECT OF QUIZLET APPLICATION TOWARD STUDENTS’ READING COMPREHENSION OF NARRATIVE TEXT IN IX GRADE AT MTsN 5 KAMPAR”**.