THE EFFECT OF TASK-BASED LANGUAGE TEACHING ON STUDENTS' READING NARRATIVE TEXT ABILITY AT ELEVENTH GRADE OF PONDOK PESANTREN NURUL HUDA BANGAI LABUSEL

A Thesis

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for Graduate Degree of Education (S.Pd) in English Educational Department

Written By:

KHOIRUNNISA HARAHAP
Reg. Num. 21 20300020

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
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TARBIYAH AND TEACHERS TRAINING FACULTY
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PADANGSIDIMPUAN
2025

LETTER OF AGREEMENT

Term:Thesis   Padangsidimpuan, 17 June 2025

a.n **Khoirunnisa Harahap**

To:
**Dean Tarbiyah and Teacher
Training Faculty**
In-
Padangsidimpuan

Assalamu'alaikum warahmatullah wabarakatuh

After reading, studying, and giving advice for necessary revision on the thesis belongs to **Khoirunnisa Harahap**, entitled **"The Effect of Task Based Language Teaching on Students' Reading Naarrative Text Ability at Eleventh Grade of Pondok Pesantren Nurul Huda Bangai"**. We approved that the thesis has been acceptable to complete the requirement to fulfil for the graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.
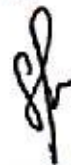
Thank you.

Advisor I   **Advisor II**

Dr. Eka Sustri Harida, M.Pd.   **Sri Rahmadhani Siregar, M. Pd.**
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DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name	: Khoirunnisa Harahap
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Department	: English Education
Faculty	: Tarbiyah and Teaching Training Faculty
The Title of Thesis	: The Effect Task Based Language Teaching on Students' Reading Narrative Text Ability at Eleventh Grade of Pondok Pesantren Nurul Huda Bangai

I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it declarating to arrange own thesis without doing plagiarism as it is in students' ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan article 14 subsection.

I do this declaration thrutfully, if there is deceitfulness and incorrectness degrading to this declaration in the future, I will be willing to get the punishment as it is required in students' academic degree disrespecfully, and other punishment regarding norms and legal law.

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AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY

As Academic Civity of The State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan, the name who signed here:

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Kind   : Thesis

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Made in Padangsidimpuan
Date 30 September 2025
Signed

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SCHOLAR MUNAQOSYAH EXAMINATION

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Date   : September 30, 2025
Time   : 14.00 WIB s/d 16.00 WIB
Result/ Mark   : 80,75/A
IPK   : 3.49
Predicate   : Sangat Memuaskan

LEGALIZATION

Thesis : The Effect Task Based Language Teaching on Students' Reading Narrative Text Ability at Eleventh Grade of Pondok Pesantren Nurul Huda Bangai

Written by : Khoirunnisa Harahap

Reg. No : 21 203 00020

Faculty/Department: Tarbiyah and Teacher Training faculty/TBI-2

The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Education (S.Pd)

Padangsidimpuan, 09 July 2025

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ABSTRACT

Name   : Khoirunnisa Harahap
Reg. No   : 2120300020
Title of The Thesis   : The Effect of Task Based Language Teaching on
                                  Students' Reading Narrative Text Ability at Grade XI of
                                  Pondok Pesantren Nurul Huda Bangai Labusel

This study focuses on the effect of Task-Based Language Teaching (TBLT) on students' narrative text reading ability. The aims of the study are: 1) To describe students' reading ability in narrative text before learning using Task Based Language Teaching at eleventh grade Pondok Pesantren Nurul Huda Bangai 2) To describe the students' reading ability in narrative text after learning Task Based Language at eleventh grade Pondok Pesantren Nurul Huda Bangai 3) To examine whether there is a significant effect of using Task Base Language Teaching on students' Reading narrative text at eleventh grade Pondok Pesantren Nurul Huda Bangai or not. This study used quantitative method with pre-test post-test control group design. The research sample consisted of two classes: the experimental class (25 students) taught using TBLT and the control class (25 students taught using the teacher's technique. Data were collected through of multiple choice tests of reading narrative text and analysed using independent sample t-test with the help of SPSS software version 26. The results showed that mean score before implementing Task-Based Language Teaching (TBLT), the students' reading ability in the experimental class was categorized as "Good", with a mean score of 67.72 After the implementation of Task-Based Language Teaching, the mean score in the experimental class increased to 76.56, which also falls under the "Good" category, but reflects a notable improvement in performance. The data were analyzed using SPSS version 26 with an independent sample t-test, and the result showed that t-count (8.985) > t-table (2.010), which means Ha is accepted and H0 is rejected. Thus, it can be concluded that there is a significant effect of the use of Task-Based Language Teaching on the ability to read narrative text of grade XI students of Pondok Pesantren Nurul Huda Bangai.

Keywords: Task-Based Language Teaching, Narrative Text

ABSTRACT

Name : Khoirunnisa Harahap
Reg. No : 2120300020
Title of The Thesis :The Effect of Task Based Language Teaching on
Students' Reading Narrative Text Ability at Grade XI of
Pondok Pesantren Nurul Huda Bangai Labusel

Penelitian ini berfokus pada pengaruh Task-Based Language Teaching (TBLT) terhadap kemampuan membaca teks naratif siswa. Tujuan dari penelitian ini Adalah:1)Mendeskripsikan kemampuan membaca teks naratif siswa sebelum pembelajaran menggunakan TBLT di kelas XI Pondok Pesantren Nurul Huda Bangai. 2)Mendeskripsikan kemampuan membaca teks naratif siswa setelah pembelajaran menggunakan TBLT di kelas XI Pondok Pesantren Nurul Huda Bangai.3)Mengetahui apakah terdapat pengaruh yang signifikan dari penggunaan TBLT terhadap kemampuan membaca teks naratif siswa kelas XI Pondok Pesantren Nurul Huda Bangai. Penelitian ini menggunakan metode kuantitatif dengan desain pre-test dan post-test control group design. Sampel penelitian terdiri dari dua kelas: kelas eksperimen (25 siswa) yang diajar menggunakan TBLT, dan kelas kontrol (25 siswa) yang diajar menggunakan teknik pembelajaran konvensional oleh guru. Data dikumpulkan melalui tes pilihan ganda tentang pemahaman membaca teks naratif, kemudian dianalisis menggunakan uji-t independent sample t-test dengan bantuan perangkat lunak SPSS versi 26. Hasil penelitian menunjukkan bahwa sebelum penerapan Task-Based Language Teaching, kemampuan membaca siswa di kelas eksperimen dikategorikan "Baik", dengan nilai rata-rata sebesar 67,72. Setelah penerapan TBLT, nilai rata-rata meningkat menjadi 76,56, yang juga termasuk kategori "Baik", namun mencerminkan peningkatan yang signifikan dalam kemampuan siswa. Data dianalisis menggunakan SPSS versi 26 dengan uji independent sample t-test, dan hasil menunjukkan bahwa t-hitung (8,985) > t-tabel (2,010), yang berarti Ha diterima dan H$_0$ ditolak. Dengan demikian, dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari penggunaan Task-Based Language Teaching terhadap kemampuan membaca teks naratif siswa kelas XI Pondok Pesantren Nurul Huda Bangai.

Kata kunci: Task-Based Language Teaching, Tesk Naratif,

الملخص

الاسم: خير النساء حراحب

رقم التسجيل: ٢١٢٠٣٠٠٠٢٠

عنوان الرسالة: تركّز هذه الدراسة على أثر التدريس القائم على المهام في قدرة الطلاب على قراءة النصوص السردية في الصف الحادي عشر في معهد نور الهدى بانغاي. وتتمثل المشكلات التي يواجهها الطلاب في فهم النصوص السردية في ما يلي:

١ (وصف قدرة الطلاب على قراءة النصوص السردية قبل تطبيق أسلوب التعليم القائم على المهام في الصف الحادي عشر بمعهد نور الهدى بنجاي.

٢ (وصف قدرة الطلاب على قراءة النصوص السردية بعد تطبيق أسلوب التعليم القائم على المهام.

٣ (وصف قدرة الطلاب على قراءة النصوص السردية بعد تطبيق أسلوب التعليم القائم على المهام.

معرفة ما إذا كان هناك تأثير ذو دلالة إحصائية لاستخدام التعليم القائم على المهام في تنمية مهارة قراءة النصوص السردية لدى الطلاب. استخدمت الدراسة المنهج الكمي بتصميم الاختبار القبلي والاختبار البعدي للمجموعتين (التجريبية والضابطة). تكونت عينة البحث من فصلين، أحدهما تجريبي يضم (٢٥) طالبًا تعلموا باستخدا، والآخر ضابط يضم (٢٥) طالبًا تعلموا بالطريقة التقليدية. تم جمع البيانات من خلال اختبار متعدد الخيارات لقياس فهم القراءة للنصوص السردية، وتم تحليلها باستخدام اختبار (ت) للعينتين المستقلتين بمساعدة برنامج **الإصدار** ٢٦. أظهرت النتائج أن متوسط درجات الطلاب في الفصل التجريبي قبل تطبيق كان٧٢☐٦٧، ضمن الفئة "جيد"، بينما ارتفع بعد التطبيق إلى٥٦☐٧٦، ضمن الفئة نفسها "جيد" مع تحسن ملحوظ في الأداء. كما أظهر التحليل الإحصائي أن قيمة ت المحسوبة أكبر من ت الجدولية (٢☐٠١٠) مما يعني قبول الفرضية البديلة ورفض الفرضية الصفرية(. مما يعني قبول الفرضية البديلة ورفض الفرضية الصفرية. وبذلك، يمكن الاستنتاج بأن هناك أثرًا معنويًا لاستخدام التدريس القائم على المهام) على قدرة طلاب الصف الحادي عشر في معهد نور الهدى بانغاي على قراءة النصوص السردية.

الكلمات المفتاحية: التدريس القائم على المهام،، النص السردي.

ACKNOWLEDGEMENT

الرَّحِيم الرَّحْمَنِ اللَّهِ بِسْمِ

First of all, I would like to say a lot of praise and Alhamdulillah to Allah SWT, as the best Creator of everything in the world, and as the most Merciful who has given to the researcher the health, time, knowledge, and chance so the researcher can accomplish her thesis entitled **"The Effect Task Based Language Teaching on Students' Reading Narrative Text Ability at Eleventh Grade of Pondok Pesantren Nurul Huda Bangai".** The second shalawat and salam to his prophet Muhammad SAW that has guided the human beings from the bad characters to the good one. This has created by knowledge like this era.

It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of accomplishing this thesis, I got a lot of guidance, helping, inspiration and motivation from many people. Although, in this opportunity I would like to express my deepest gratitude to the following people:

1. Mrs. Dr. Eka Sustri Harida, M.Pd., (my first advisor) and Mrs. Sri Rahmadhani Siregar, M.Pd., (my second advisor) who have been the great advisors for me and helped me a lot in finalizing this thesis.

2. The Rector of state Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan and the Vices for their agreement that have given to me to.

3. Thanks to Mrs. Fitri Rayani Siregar, M.Hum., as the Chief of English Department.

4. All lectures and all the cavities academic of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan who had given so much knowledge and helped during I studied in this university.

I realize that there are still many shortcomings in this thesis. Therefore, I would be very grateful for correction to improve this thesis. It is such a pleasure for me to get critiques and suggestion to make this thesis better.

Padangsidimpuan, 21st June 2025
Researcher

Khoirunnisa Harahap
Reg. Num. 21 203 00020

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Page

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is one of the most important aspects of language skills. In the field of education, reading plays a crucial role as students need to be trained and accustomed to having good reading skills. Understanding reading materials is a skill that students must develop to achieve success in school. In the learning process, reading not only serves as a means to obtain information but also as a medium to enhance knowledge and broaden students' experiences.

Reading comprehension is the ability to process texts, understand the meaning contained within, and integrate it with the reader's prior knowledge.[1] As one of the skills in English, reading enables students to acquire new information and expand their insights through reading materials.[2] Reading is also an interactive process between the reader and the text, where the reader attempts to reduce uncertainty about the meaning conveyed by the text.[3] Reading is not only an activity of decoding symbols into sounds, but also a process of constructing meaning from the written text. It involves understanding the message, identifying the structure, and linking it to the reader's background knowledge.[4] So from the above, it can be concluded that reading is an important aspect of language skills,

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[1]Catherine Snow, *Reading for Understanding: Toward an R&D Program in Reading Comprehension*, *Reading for Understanding: Toward an R&D Program in Reading Comprehension Program in Reading Comprehension*, 2024, https://doi.org/10.7249/mr1465.0.

[2]William Grabe and Fredricka Stoller, *Teaching and Researching Reading*, ed. Christopher and David (London and New York: 2013, n.d).

[3]Kintsch, Walter. *Comprehension: A Paradigm for Cognition*. Cambridge University Press, 1998.https://psycnet.apa.org/record/1998-07128-000

[4]Eka Sustri Harida, *"Basic Reading For EFL University Students",* (Medan : Merdeka Kreasi, 2021) https://books.google.co.id/books?id=wtRgEAAAQBAJ

especially in an educational context. Good reading skills are necessary for students to achieve academic success, as reading serves not only as a means of obtaining information, but also as a way to increase knowledge and broaden experiences. Reading comprehension involves the ability to process text, understand the meaning contained, and integrate it with pre-existing knowledge. The reading process is interactive, where the reader attempts to reduce uncertainty about the meaning conveyed by the text. Therefore, the development of effective reading skills is essential in supporting student learning and growth.

The importance of reading narrative texts first, reading narrative texts allows students to explore new experiences and perspectives. Through reading stories, students are exposed to different worlds, cultures, and points of view. These texts enable readers to connect with characters and plotlines, expanding their understanding of human nature and society. The emotional and moral lessons embedded in narrative texts also play a significant role in personal development, fostering empathy and critical thinking.[5] Second, reading narrative texts can enhance cognitive abilities. Cognitive activities include various skills such as recognizing, understanding, analyzing, synthesizing, and evaluating information. As students engage with narrative texts, they are required to process and understand complex plot structures, character motivations, and narrative techniques. This process improves memory retention, problem-solving skills, and the ability to make connections between ideas. Through these activities, students

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[5]Stoller, *Teaching and Researching Reading*. https://share.google/kxpqGqgtZgADqUf6t

sharpen their cognitive functions, which can transfer to other areas of learning[6]. So, it can be concluded that engaging in this process not only enhances memory retention and problem-solving skills but also strengthens students' ability to make meaningful connections between ideas. As a result, their overall cognitive functions improve, positively impacting other areas of learning and academic performance.

Third, reading narrative texts helps students develop creative and critical thinking skills.[7] Engaging with stories encourages students to think critically about the choices and actions of characters, the consequences of those choices, and the messages conveyed by the narrative. In this process, students analyzed the motivations behind the characters' actions and evaluate the strengths and weaknesses of the storyline. This ability to analyze and critique content is a key component of higher-order thinking skills, which are essential for academic success and intellectual growth.[8] So reading narrative text not only improves students' understanding of the content of the story, but also plays an important role in developing critical and creative thinking skills. Through analysing the characters' actions, storylines and moral messages, stuURdents are trained to think more deeply and evaluatively, which is an important part of higher-order thinking skills.

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[6]Catherine E. Snow, "Academic Language and the Challenge of Reading for Learning about Science," *Science* 328, no. 5977 (2010): 450–52, https://doi.org/10.1126/science.1182597.

[7] Eman Mohamed Abdel-hack, Hasnaa Sabry, and Abdel-hamid Ahmed Helwa, "Using Digital Storytelling and Weblogs Instruction to Enhance EFL Narrative Writing and Critical Thinking Skills among EFL Majors at Faculty of Education" 5, no. 1 (2014): 8–41. https://d1wqtxts1xzle7.cloudfront.net/38164006/Abdel-Hack_and_Helwa libre.pdf?1436700194=&response-content-disposition=inline%3B+filename%3

[8]Hanne Næss Hjetland et al., "Pathways to Reading Comprehension : A Longitudinal Study From 4 to 9 Years of Age," *Journal of Education Psychology* 111, no. 5 (2019): 751–63. https://psycnet.apa.org/fulltext/2018-62688-001.html

Reading narrative texts is very important for students because it provides many benefits. It allows the students students to explore new experiences and perspectives, broaden their understanding of culture and human nature, and enhance empathy and critical thinking skills. It's also, engagement with these texts enhances students' cognitive abilities, such as analysis, synthesis and evaluation of information, which support memory and problem-solving skills. Then, reading narrative texts helps students develop creative and critical thinking skills by analysing the characters' actions and the messages conveyed. Overall, reading narrative texts not only enriches students' knowledge, but also provides them with important skills for academic success and personal growth.

Focussing on reading narrative texts in English, the problem observed by the researchers in class XI 1 and XI 3 at Pondok Pesantren Nurul Huda Bangai in teaching and learning English, especially in teaching reading. Dealing with goal expectations in reading skills is not easy and simple, both for teachers and students. Based on initial interviews regarding abilities conducted in September 2024 in class XI 1 and XI 3 at Pondok Pesantren Nurul Huda Bangai researcher is trying to figure out some of the problems[9]. The researcher interviewed one of the English teacher who taught in eleventh grade, so that many students did not understand narrative text when they studied in class. Many students have difficulty in understanding narrative text due to limited vocabulary, lack of understanding of the general structure of narrative text, and low interest in

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[9]Irmayani. *Private Interview*, Teacher of Pondok Pesantren Nurul Huda Bangai

learning. In the learning process, students become bored, students tend to be passive and silent without showing active participation.

Here, the researcher believes that TBLT is one of the method which is designed to help English learner for enhancing English learners' reading comprehension, particularly in understanding narrative texts. In the TBLT approach, students are engaged in meaningful tasks that require them to actively interact with the text and apply their learning in real-world contexts. This method not only promotes deeper comprehension but also encourages students to develop critical thinking and problem-solving skills.

Based on Ellis, Task Based Language Teaching approach that emphasizes the use of meaningful tasks as the central focus of language instruction. Ellis states that TBLT is designed to engage students in the use of the target language through tasks that reflect real-world communication with student problems Pondok Pesantren Nurul Huda Bangai namely the number of students who have limited students cannot identify the structure in narrative text well[10]. Lack of Effective Reading Strategies Low Motivation and Interest in Reading English Texts and Difficulty Understanding Implied Meaning. This approach allows students to actively participate in the learning process by completing tasks that require them to understand, analyze, and produce language, thus improving their linguistic competence and communication skills.

By applying the Task-Based Language Teaching (TBLT) approach, it is expected to enhance students' ability in reading narrative texts. Through the

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[10]Rod Ellis, *Task-Based Language Learning and Teaching* (Oxford: Oxford University Press, 2003). https://doi.org/10.1017/S0272263104293056

implementation of meaningful tasks, students are not only able to comprehend the content of the text but also to analyze and identify the structure of narrative texts more effectively. Additionally, TBLT promotes critical thinking, problem-solving, and linguistic skills by engaging students in real-world tasks that require them to use the target language in authentic contexts.[11] So, the application of Task-Based Language Teaching (TBLT) approach is expected to improve students' ability to read narrative text. Through meaningful tasks, students not only understand the content of the text but are also able to analyse and identify the structure of narrative text more effectively. In addition, TBLT encourages critical thinking skills, problem solving, and language acquisition by engaging students in authentic tasks that are relevant to the real world. Thus, TBLT is an effective method to develop reading skills while improving students' language skills in a broader context.

Thus, it is assumed that the application of Task-Based Language Teaching can make the learning environment more interactive, participatory, and productive. Through TBLT, students are encouraged to take ownership of their learning while being guided in meaningful ways to achieve better comprehension and mastery of narrative texts.

B. The Identification of the Problem

Based on the background explained previously, several problems can be identified in this research, namely:

1. Many students did not understand narrative text.

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[11]Rod Ellis, *Reflections on Task-Based Language Teaching* (Bristol: Multilingual Matters, 2020). https://doi.org/10.21832/9781788920148

2. Many students have difficulty in understanding narrative text due to limited vocabulary.

3. Students lack of understanding of the general structure of narrative text.

4. Students low interest in learning.

By identifying these problems, it is hoped that this research can provide solutions to improve students' ability to read narrative texts through the application of the TBLT learning model.

C. The Limitation of the Problem

After identifying the problems above, the researcher limited the problem on difficulties of the students in understanding narrative text; it as on being not able to identify the structure of narrative text well; are the need for learning model that can improve students' ability to read narrative texts with fairy tale type. The method to solve problem in narrative texts is Task Based Language Teaching (TBLT).The reasons of why the researcher used TBL is because TBLT has been proven effective in improving students' ability to read narrative text this problem will be solved by using TBLT.

D. The Definition of Operational Variables

This research use two variables there are Taks Based Language Teaching and Narrative Text

1. Task Based Language Teaching

Task Based Language Teaching is an approach that aims to develop learners' ability to communicate in the target language through the use of tasks as the central unit of planning and teaching.

2. Students' Reading Narrative Text Ability

Students' reading narrative text ability is capability of students of grade eleventh to get the information from the text or story that tell about something. In this research students of grade eleventh Pondok Pesantren Nurul Huda Bangai.

E. The Formulation of the Problem

Based on the background of the problem, the researcher formulated the formulation of the research is:

1. How is students' reading ability in narrative text before learning by using Task Based Language Teaching at eleventh grade Pondok Pesantren Nurul Huda Bangai?

2. How is students' reading ability in narrative text after learning by using Task Based Language Teaching at eleventh grade Pondok Pesantren Nurul Huda Bangai?

3. Is there any significant effect of Task Based Language Teaching on students' reading narrative text at eleventh grade Pondok Pesantren Nurul Huda Bangai?

F. The Objectives of the Research

Based on the formulation of the problem above, the objectives of this research are:

1. To describe students' reading ability in narrative text before learning using Task Based Language Teaching at eleventh grade Pondok Pesantren Nurul Huda Bangai.

2. To describe the students' reading ability in narrative text after learning Task Based Language at eleventh grade Pondok Pesantren Nurul Huda Bangai.

3. To examine whether the significant effect of using Task Based Language Teaching on students' reading narrative text at eleventh grade Pondok Pesantren Nurul Huda Bangai or not.

G. The Significances of the Research

Significances of this research are:

1. For English teachers, as an information to add this technique in teaching english especially in teaching narrative text by using Task Based Language Teaching students.

2. For students, to provide technique based and more enjoyable in teaching narrative text to students at eleventh grade Pondok Pesantren Nurul Huda Bangai.

3. For other researchers, as an information in conducting further research in the same topic.

H. The Outline of the Thesis

The first chapter is introduction, this chapter talks about the research background, identification of the problem, delimitation of the problem, formulation of the problem (research question), aims of the research, significance of the research, and writing system of the research.

The second chapter is literature Review, this chapter presents the theoretical such us; definition of Narrative Text (fary tale), including the form of fary tale and the structur of Narrative Text understanding of Task Based

Language Teaching (TBLT) including components and procedures of TBLT. This chapter also explains the preview study of the research and frame of thought.

The third chapter is the method of the research, on this chapter the researcher would like to discuss the method of the research that based on research question and aims of the research, the objective of the research, research design, variable of the research, population and sample, technique of collecting the data, instrument of the research test, technique of data analysis, and statistic hypothesis.

The fourth chapter is the research findings and discussion, this chapter is aimed to answer the research questions in chapter I which consists of research findings and discussion. In research findings, there are the data that show the learning result of experimental group which is taught by using Task Based Language Teaching(TBLT) technique and control group which is taught by using conventional teaching.

The last chapter is conclusion, this chapter is presented to describe the last chapter of the research including conclusion and suggestion. Conclusion is sample statements and gives the answer to the research question directly. The simple statements can be formed as essay or number. The suggestion is interpreted as the submission and recommendation related to the research findings that needed to inform the reader.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Reading Narrative Text

a. Definition of Narrative Text

Reading narrative text is the process of reading and understanding text that tells a story or event. Narrative texts generally have elements such as character, setting, plot, conflict, and resolution, all of which work together to convey a narrative or story to the reader[1]. Narrative texts can be fictional (such as novels, short stories, or fairy tales) or non-fictional (such as autobiographies or true stories). Narrative texts are say to be able to provide knowledge about good fiction or non-fiction stories to their readers.

Narrative text is a piece of text which tells a story and in doing so, entertains or informs the reader or listener. According to Khosravi and Khosravi narrative texts serve as a bridge between the reader's imagination and the author's intent, allowing for a deeper understanding of human experiences[2] .Narrative texts are important in the classroom because they engage students in critical thinking and improve their comprehension skills. Critical reading strategies are essential in helping students understand

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[1]Yessi Fauzia, Wida Rianti, and Putri Asilestari, "An Analysis on Students' Reading Comprehension Difficulties in Narrative Text at SMA Muhammadiyah Bangkinang," *Jurnal Pengabdian Masyarakat Dan Riset Pendidikan* 2, no. 1 (2023): 121–26, https://doi.org/10.31004/jerkin.v2i1.115.

[2] H. & Sadjadi, B. Niknejadferdos, "Panopticism, Power/Knowledge and Subjectivation in Aboutorob Khosravi's The Book of Scribes," *International Journal of English Language and Translation Studies* 6, no. 4 (2018): 100–113. https://www.eltsjournal.org/archive/value6%20issue4/13-6-4-18.pdf

narrative texts[3]. It means that narrative text is text that tell a story [4]. It means that narrative text is text that tell a story. Narrative text needs serious attention so that students are confident in expressing ideas The functions of story face like a story map, allowing students to visualize the important component of a narrative text, including setting, main characters, problems, events, and a resolution[5].The other research said Narrative text is a text that purpose to amuse or to entertain the reader or the listener and deal with actual or vicarious experience in different ways to the reader or listener[6]. Apart from being use as an entertaining medium, narrative texts can also provide experiences of beauty, new knowledge and important information to readers.

It can be concluded that narrative text is a type of text that not only tells a story, but also serves as a tool to develop understanding, improve critical thinking skills, and convey values and useful information to readers.

b. Types of Narrative Text

Narrative text is a story that describe and imagines each reader, narrative text has several types of stories, including :

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[3]Fathia Haidy Nur , Yousef Bani Ahmad and Dedeh Kartini , "Exploring Teacher's Perception of Using Critical Reading Strategy in Reading Comprehension of Narrative Text in Senior High School" Journal Of Social Science ResearchVolume4Nomor1Tahun2024Page3433-3444 https://j-innovative.org/index.php/Innovative/issue/view/12

[4]Imrohatin et al., *Unit Pembelajaran 10: Narrative Text*, 2020. https://cendikia.kemenag.go.id/storage/uploads/file_path/file_03-12-2022_638b05bad6cab.pdf

[5] Devi Emelia Lumban Tobing, Eka Sustri HARIDA, and Sri Rahmadhani Siregar, "Story Face Strategy in Teaching Reading Narrative Text," *English Education : English Journal for Teaching and Learning* 12, no. 01 (2024): 112–24, https://doi.org/10.24952/ee.v12i01.12329.

[6]Yocka Meiliana Nadia Utama1, Wawan Pra setyo " Improving the Eleventh Grade Students' Reading Comprehension of Narrative Text *Journal of English Language Teaching Learning and Literature* 5, no 2(2022) :12-25 https://share.google/w6ZJAslpRsqywSRCo

1) Adventure stories is a narrative that revolves around exciting and daring experiences

2) Fables, narrative stories that use animals as characters, but with behavior that is human-like, for example speaking, calculating, thinking, and so on.

3) Fairy-tale. Narrative stories that usually have a fantasy nature or are full of magic.

4) Historical narratives a historical narrative is a story that interprets and presents past events, often focusing on human experiences

5) Horror stories a horror story is a fictional tale that aims to create a feeling of fear, shock, or suspense in the reader

6) Legends stories written or created based on facts, but these stories do not really have characters.

7) Myth, a narrative story that aims to explain the world and how to react to it.

8) Mysteries a mystery story is a fictional narrative that involves a chain of events that are related and that are not explained until the end

9) Science fiction a science fiction story is a fictional story that incorporates real or imagined science and technology into its plot, setting, or theme.

10) Slice of life a slice of life narrative text is a realistic depiction of everyday life in a story or other media[7].

It can be found in literature, film, and journalism of all these text types, the researcher only used one type of narrative text namely: Fairy Tale tales can capture students' interest and engage their imagination. Magical elements and interesting characters often make it easier for students to follow the story well.[8] So, it can be concluded that fairy tales were specifically chosen as a type of narrative text because of their magical elements and interesting characters.

c. The Structure of Narrative Text

A text can be said to be a narrative text if it meets the structure of a narrative text, there are three structure in narrative text include : they are orientation, complication and resolution [9].

1) Orientation

Orientation tells about the participants/ characters involved in the story where and when the even happen. In this paragraph/part we introduce the main story, participant, place, and time of the story.

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[7]Eni Puji Astuti, "*Narrative Text*", Solok, Sumatera Barat, Sagusatal Indonesia, 10 march 2022, hlm. 40 https://share.google/PQiH2k6e5MC9iisUM

[8]Romdanih and Eny Yuningsih, "Integrating Fairy Tales into Reading Class: Do They Catch Young Learners' Reading Interest?," *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara* 12, no. 2 (2021): 132–38, https://share.google/hrDy6L2lYN9LbjVOq

[9] Kevin Cummins "Narrative Writing: A Complete Guide for Teachers and Students," 2021, https://literacyideas.com/narrative-writing/?utm_source=chatgpt.com

2) Complication

Complication is series of problems that arise and are experienced by the participant. In this part/paragraph tells about starting of the story or event[10].

3) Resolution

Resolution tells about how the participant solve the problems. This is last part of the story that is a solution of the problem that happen before[11].

From the above structure, it can be concluded that the main idea helps the reader to focus and remember the key points by identifying the main topic and important information. Complication introduces the problem or challenge faced by the participants, setting the scene. The resolution explains how the problem is resolved, providing a conclusion. These elements form a structured narrative that guides the reader through the story.

d. **The Material of Narrative Text**

The material of narrative text used in the research is Orientasion, Complication, and Resulation. But in this study the researcher only used one type of narrative text namely: Fairy Tale tales.

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[10]Middle Years, "NSW Centre for Effective Reading Comprehension – Main Idea," 2007, 1–10. https://share.google/L0zuIBg7aZo68WoSA

[11]Eni Puji Astuti, "*Narrative Text*", Solok, Sumatera Barat, Sagusatal Indonesia, 10 march 2022, hlm. 40 https://share.google/PQiH2k6e5MC9iisUM

Fairy Tale Fair is a type of narrative text with a fairy tale theme.

Figure II.1
Material of Narrative Text (Fairy Tale Fair)[12]

Activity 2

Now, read the fairy tale titled 'The Goose Girl.' While reading, pay attention to its parts. You can underline or highlight some sentences that refer to those parts.

Structures	Text	Language Features
Orientation:	Once upon a time, there lived a lovely princess named Anidori Kiladra Talianna Isilee, or Ani, who was born in the kingdom of Kildenree. Ani had a strong relationship with her aunt. Little Ani spent the first years of her life listening to her aunt's stories and learned how to converse with animals. As Ani grew up, she gradually learned of three important gifts:people-speaking, animal-speaking, and nature-speaking. When her aunt left from the kingdom, Ani's mother, the queen, forbade Ani from getting near animals as she and the rest of Kildenree were terrified of animal-speakers.	**Action Verbs:** Little Ani spent the first years of her life listening to her aunt's stories and learned how to converse with animals. **Past Tense:** Once upon a time, there lived a lovely princess named Anidori Kiladra Talianna Isilee, or Ani, who was born in the kingdom of Kildenree.
Complication	Years passed by, Ani was struggling with her confidence as both Crown Princess and a future queen. Ani's life that was always under her mother's shadow made her feeling not confident to be the next queen. Things got worse, when Ani's father passed away. At the funeral, the queen announced that her second child, Calib, would become the next ruler. Feeling confused, Ani tried to confront the queen. "Mother, I ask pardon for intruding so soon after the mourning period, but I must ask	**Sequence words:** Once upon a time, years passed by, etc. **Noun Phrases:** a strong relationship, the first years of her life, etc. **Adverbs:** lovely, gradually, near, etc. **Adjective Clause:**

Picture 2.2 The Goose Girl

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[12]Rida Afrilyasanti, *Bahasa Inggris Tingkat Lanjut*, 2021, https://buku.kemdikbud.go.id.

Further material can be seen or learnt further through the English book[13].

2. Task Based Language Teaching

a. Definition of Task Based Language Teaching

Task-Based Language Teaching (TBLT) is a student-centered approach to language instruction that emphasizes the use of tasks as the central unit for planning and delivering language lessons. According to Ellis et. al TBLT prioritizes meaningful communication and real-world relevance over the traditional focus on grammatical accuracy and language forms. A task in this context is defined as an activity that involves learners in comprehending, producing, or interacting in the target language while focusing on achieving a specific outcome rather than merely practicing language forms[14].So Task-Based Language Teaching (TBLT) that emphasises the use of meaningful tasks as the core of the learning process. It encourages authentic and real-life relevant communication, where students use the target language to achieve specific goals, rather than simply practising language structures.

In TBLT, tasks are designed to promote active learning and collaboration among students. For instance, students may be asked to analyze narrative texts, identify themes, or compare characters' actions.

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[13]Afrilyasanti. https://buku.kemdikbud.go.id.

[14]Rod Ellis et al., *Task-Based Language Teaching*, 2019. Teaching/91A1ED3B1599A11C2578BFD0808AF474https://www.cambridge.org/core/books/task based-language

These activities encourage learners to not only comprehend texts but also critically evaluate and connect them to their prior knowledge. TBLT fosters critical thinking, problem-solving, and communication skills, making it a holistic method that supports both linguistic and cognitive development.

Furthermore, TBLT positions teachers as facilitators who guide students through pre-task preparation, task execution, and post-task reflection. This structure helps students develop confidence in using the language while promoting a dynamic and interactive classroom environment. By focusing on meaningful communication and authentic tasks, TBLT enhances language learning and prepares students to apply their skills effectively in real-world situations[15]. So, TBLT not only helps students become more confident in using language, but also creates an active and interactive classroom atmosphere. By emphasising meaningful communication and authentic tasks, TBLT improves students' language skills and prepares them to use them effectively in real life.

In conclusion, Task-Based Language Teaching (TBLT) is a student-centred language learning approach that places meaningful tasks at the centre of the learning process. It encourages students to use the target language in real contexts to achieve specific goals, rather than simply memorising language structures. Through tasks such as analysing narrative texts, identifying themes or comparing characters' actions, students not only

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[15]Richards, and Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University Press. (2022). https://doi.org/10.1017/CBO9780511667305

learn to understand content but also develop critical thinking, problem-solving and effective communication skills.

b. Procedure of Task Based Language Teaching

Task-Based Language Teaching (TBLT) is a language teaching approach that focus on using real tasks to improve students' language skills. This approach aims to get students actively involved in learning by using language in a more natural and meaningful context. In TBLT, tasks are designed to motivate students and help them develop practical language skills.

According to Ellis, the procedure of Task Based Language Teaching as follows:

1) Introduce the task explain the purpose, objectives, and context of the task to the students.

2) Provide Input supply vocabulary, expressions, or grammatical structures needed to perform the task effectively.

3) Activate background knowledge facilitate discussions or brainstorming activities to relate the task to students' prior knowledge.

4) Demonstrate the task (optional) show examples of how the task can be completed[16].

Based on the procedure described by Ellis, the focus is on the preparation phase before students carry out the task. He emphasizes that teachers need to explain the purpose of the task, provide sufficient linguistic

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[16]Rod Ellis, "Task-Based Language Teaching: Sorting out the Misunderstandings," *International Journal of Applied Linguistics* 19, no. 3 (2009): 221–46, https://onlinelibrary.wiley.com/doi/10.1111/j.1473-4192.2009.00231.x

input such as vocabulary and grammar, and help students connect the new task with their prior knowledge. These steps ensure that students are ready and confident to carry out the task effectively.

According to Nunan, Task Based Language Teaching procedure are:

1) Introduce the task theme, provide necessary language input, and activate prior knowledge.

2) Learners engage in completing the task, often in pairs or groups, with a focus on communication.

3) Review the language used during the task, provide feedback, and offer opportunities for follow-up tasks to reinforce learning[17].

Based on the procedure described by Nunan places greater emphasis on the process of completing tasks and post-task reflection. He stresses that students must actively complete tasks, often in pairs or groups, to encourage communication. After completing the task, the teacher guides students to review the language used, provide feedback, and reinforce learning through follow-up activities. This process allows students to not only use language meaningfully.

Both Ellis and Nunan present similar views on the stages of Task-Based Language Teaching (TBLT), as both emphasize the importance of engaging students in meaningful communication through the completion of tasks. However, Ellis provides a more detailed and structured procedure that focuses on preparing students before performing the task. His model

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[17]David Nunan, "Research Methods in Language Learning David Nunan," *National Centre for English Language Teaching and Researcl~ Macquarie University*, 1992, 130. https://www.academia.edu/31150928/_David_Nunan_Research_Methods_in_Language_Learning

highlights essential aspects such as explaining the task objectives, providing linguistic input, and activating students' background knowledge to ensure that learners can perform the task effectively and meaningfully. From two theories above, the researcher decided to use Ellis' theory because it is selected because it offers a clear, structured approach that emphasizes the complete cycle of task engagement, from preparation to reflection. The focus on post-task analysis ensures learners reflect on their language use and receive constructive feedback, making it particularly effective for improving fluency and accuracy in language use.

c. Strengths of Task Based Language Teaching

Task-based language learning offers many advantages as it is communication-based and allows students to transfer previously acquired knowledge new communicative contexts[18]. It encourages learners to emerge as language users. It aims to engage language learners in meaning-focused language use.

1) Task based learning helps learners to interact spontaneously learners are free to use whatever vocabulary and grammar they know. For instance a role play requires the learner to use language freely. It gives learners chance to try out what ever language they already know and it also gives learners a chance to notice and benefit from others expressions and thereby builds their level of confidence gradually.

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[18]Approach Tonia and Grace Ganta, "The Strengths and Weaknesses of Task Based Learning (Tbl)," *Scholarly Research Journal For Interdisciplinary Studies* 3, no. 16 (2015): 2760–71, www.srjis.com. https://oaji.net/articles/2015/1174-1426660685.pdf

2) Automaticity for language learning is defined as a more efficient, more accurate and more stable performance

3) Task based learning gives language learners opportunity to learn vocabulary. Usually teachers explain vocabulary in a pre-task and learners are not involved, words taught that way are easily forgotten so it is beneficial for the students if the teacher thinks of creative ways to involve students in the pre-task. Some of the options suggested for improving vocabulary are predicting words related to the task title or topic, and building words into a word web by way of brainstorm, cooperative dictionary search and by matching list of words with a list of definitions.

4) Provides essential conditions for language learning does not happen without motivation exposure, and opportunities to use the language. Task based language learning encourages learners to use language purposefully and in cooperation. Learners get a chance to negotiate turns to speak and also try out various communication strategies. Task based learning creates conditions which enhance language learning spontaneously.

5) Maximises scope for communication Task based learning provides conditions that allow learners to assimilate what they notice and understand while performing the task. By participating in the task learners not only acquire new language items, but also make use of language they have acquired recently

6) Experiential learning is said to form an important conceptual basis for task-based language teaching. The learners' immediate personal experience is taken as the starting point in this approach. It is argued that intellectual growth occurs as learners take part and reflect on the sequences of the tasks.

From the above strengths, it can be concluded that Task Based Language Learning (TBL) offers advantages for language acquisition such as spontaneous interaction, increased efficiency, creative vocabulary learning, active engagement, motivation, and experiential learning.

d. Teaching Narrative Text (Fairy Tale) by Using Task Based Language Teaching

Teaching narrative text (Fairy Tale) by Task Based Language Teaching Ellis is consist to 4 stage there are class presentation, team, Task Based Language Teaching, and group presentation, as the follow in table below:

Table II.1 Teaching Narrative Text (Fairy Tale) by Task Based Language Teaching (TBLT)[19]

Steps	Teacher's Activity	Procedures	Student's Activity
Pre – Teaching	1. Teacher greets students, opens the class, and leads prayer.	1. Establish class atmosphere and build focus.	1. Students respond to greeting and start to pray
	2. Teacher checks student attendance and gives motivation.	2. Encourage participation and activate students' background knowledge related to fairy	2. Students say "present" and listen to motivation.

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[19]Ellis et al., *Task-Based Language Teaching*, 2019.

Steps	Teacher's Activity	Procedures	Student's Activity
		tales.	
	3. Teacher introduces the topic and learning objectives..	3. Introduce the narrative text genre and explain the task-based approach to be used.	3. Students listen carefully and take notes from the teacher
While – Teaching	1. Teacher explains the purpose of the lesson and today's task (e.g., identifying narrative structure and language features).	1. Introduce the task explain the purpose, objectives, and context of the task to the students	1. Students listen and take notes. 2. Students ask questions if needed
	2. Teacher supplies key vocabulary, grammar patterns, and expressions found in the story The Goose Girl.	2. Provide Input supply vocabulary, expressions, or grammatical structures needed to perform the task effectively	. 1. Students pay attention to teacher. 2. Students write down important vocabulary and phrases
	3. Teacher facilitates a brainstorming session: "Have you ever read a fairy tale?"	3. Activate background knowledge facilitate discussions or brainstorming activities to relate the task to students' prior knowledge.	1. Students participate in the discussion. 2. Students share ideas or stories they already know.
	4. Teacher models a simple analysis of orientation, complication and resolution using a short	4. Demonstrate the task (optional) show examples of how the task can be completed	1. Students observe carefully. 2. Students follow the example to prepare for their

Steps	Teacher's Activity	Procedures	Student's Activity
	story example.		own task.
Post – Teaching	1. Teacher asks students to reflect on the task and what they have learned.	1. Check student understanding and allow self-evaluation.	1. Students share their thoughts and express difficulties faced during the task.
	2. Teacher summarizes the lesson (narrative structure, vocabulary, and findings).lesson by herself or together with the students.	2. Reinforce key points.	2. Students listen and complete their notes.
	3. Teacher closes the lesson with a greeting.	3. Maintain classroom routine and closure.	3. Students say goodbye and thank the teacher.

e. Teaching Narrative Text by Using Teachers Technique

The teacher strategy is a traditional strategy because is an oral communication tool between teachers and students in educational interactions.[20]It can be concluded that teacher strategy is the way teachers are responsible for facilitating communication, ensuring tasks are aligned with learning objectives, and supporting students through educational interactions.

Based on observations with teachers in class XI of Pondok Pesantren Nurul Huda Bangai, teachers utilize conventional teaching to teaching

[20]Kris Van Den Branden, "The Role of Teachers in Task-Based Language Education," *Annual Review of Applied Linguistics* 36 (2016): 164–81, https://doi.org/10.1017/S0267190515000070.

narrative text. The process involves several stages to ensure students effectively comprehend and engage with narrative texts[21].

1) The teacher begins by explaining the key elements of a narrative text, including its structure (orientation, complication, resolution) and language features (past tense, descriptive language, and time conjunctions).

2) The teacher connects the story to students' life or culture.

3) The teacher poses questions related to the narrative text. These questions help students focus on key elements

4) The teacher listens to students' responses and provides immediate feedback. The teacher corrects misunderstandings and explains difficult vocabulary or phrases found in the text.

5) The teacher reads the text aloud, emphasizing pronunciation, intonation, and expression.

6) The teacher and students work together to identify the orientation, complication, and resolution in the text.

7) The teacher and students discuss the story's moral or lesson and relate it to modern life.

       Based on the above, the researcher chose Task-based Language Teaching as a method to learn Narrative text including its structure orientation, complication, resolution

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[21] Private Interview, Irmayani. *Private Interview*, Teacher of Pondok Pesantren Nurul Huda Bangai

B. The Related Findings

Previous related findings are used to support argument in this research. Besides, it is also used as a reference and comparison of the research with another research. There have been some findings related to this study, some of them are:

The first Ismail, et.al. stated TBLT significantly enhances students' abilities to comprehend text on multiple levels, particularly inferential and extrapolative comprehension. These results are consistent with the findings of the study at Panakukang College of Health Sciences Makassar, which showed that TBLT helped students improve not only their literal understanding of texts but also their ability to infer and extrapolate information, which are crucial skills in reading comprehension[22].

The second Srichote, et al. shown that the integration of technology into Task-Based Language Teaching (TBLT) can significantly enhance students' English reading comprehension, particularly among EFL learners such as Thai secondary school students[23]. The results revealed that there were statistically significant differences in the pre-test and post-test mean scores of the students in both groups at the .05 level. Moreover, the effects of the integration of technology into TBLT on students in both groups had no statistically significant differences.

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[22]Sayed M. Ismail, Chuanli Wang, and Radman Jamalyar, "The Impact of Task-Based Instruction on Learners' Reading Comprehension, L2 Grit, Anxiety, and Motivation for L2 Reading," *Asian-Pacific Journal of Second and Foreign Language Education* 8, no. 1 (2023), https://doi.org/10.1186/s40862-023-00216-2.

[23]Patipat Srichote, Sakulrat Worathumrong and Supaporn Yimwilai, "Enhancing English Reading Comprehension of Thai Secondary School Students through the Integration of Technology into Task-based Language Teaching" Vol. 21 No. 1 (2023): January-April 2023 https://so05.tci-thaijo.org/index.php/Ratchaphruekjournal/article/view/261463

The third, Marlinton, et.al. the research aims to assess the effectiveness of TBL in improving reading comprehension outcomes and investigate the relationship between TBL, student motivation, and reading comprehension performance. The study includes sixty-four participants aged 12-14 from a public junior high school in Palembang, Indonesia. The control group receives traditional instruction, while the experimental group is taught using TBLT pre-tests and post-tests evaluate reading comprehension, and a questionnaire measures student motivation level.[24] The results reveal significant improvements in reading comprehension scores for both groups. The experimental group demonstrates an average post-test score increase of 69.88%, indicating the efficacy of TBL. While student motivation influences outcomes, no significant interaction with TBL is observed.

The fourth research was conducted by from Azmy and Nanda stated, Task-Based Language Teaching (TBLT) has gained significant attention for its ability to improve students' language skills by involving them in real-world tasks. This study examines TBLT's impact on speaking, writing, and reading skills. By using a qualitative, library-based approach, the research concludes that TBLT enhances students' communication abilities, writing performance, and reading comprehension when tasks are developed appropriately while there are challenges in implementing TBLT, these can be effectively addressed.[25] The findings suggest

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[24]Melisa Marlinton, Indawan Syahri, and Santi Mayasari, "The Efficacy of Task-Based Learning and Learning Motivation on Student's Reading Comprehension: A Wholistic Study," *Elsya : Journal of English Language Studies* 5, no. 2 (2023): 250–69, https://doi.org/10.31849/elsya.v5i2.14082.

[25]Khairul Azmy and Dodi Widia Nanda, "Implementing Task-Based Language Teaching (TBLT) to Enhance Students' Speaking, Writing and Reading Skills: Is It Possible?," *Jurnal Ilmiah*

that TBLT is a valuable method for improving English proficiency across multiple language skills.

The fifth research Sukma, et.al. stated the data were obtained from a study involving 36 students of one of senior high schools in Padang. There were five different tasks designed based on task-like criteria. At the end of every meeting, the students were given a reading test to check their comprehension quality toward the text. A task perception questionnaire was then deployed to the students in order to find out their view toward the tasks. The data were analyzed and discussed descriptively[26]. The result of analysis indicates that, in general, the five different tasks help the students to comprehend the text. However, based on the average score of reading test, drawing task appeared to be the most effective task due to some important reasons. The result of questionnaire also confirmed that, in all aspects, drawing task is positively viewed by most of the students.

Based on the five studies above, this study has differences and similarities with using Task Based Language Teaching of Class XI Pondok Pesantren Nurul Huda Bangai. The researcher hope this research can get effect to student reading narrative text.

C. The Conceptual Framework

The ability to read is a basic skill that is essential in the learning process. Students must be able to read effectively to understand and absorb information from various texts, including narrative texts. However, many students still face

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challenges in comprehending these texts. One approach that has been shown to improve students' understanding of narrative texts is Task-Based Language Teaching (TBLT). This research aims to examine the effect of using the TBLT approach on students' ability to read narrative texts at Pondok Pesantren Nurul Huda Bangai. It is hoped that this research provides valuable insights for teachers in choosing effective teaching methods to enhance students' comprehension of narrative texts. In the experimental class, students are taught using TBLT, engaging in real-world tasks related to narrative texts.

The control class, on the other hand, continues with traditional teacher-centered methods. A post-test is administered to assess whether the TBLT approach has a significant effect on students' reading comprehension of narrative texts. Based on the above, the conceptual framework for this study can be outlined as follows:
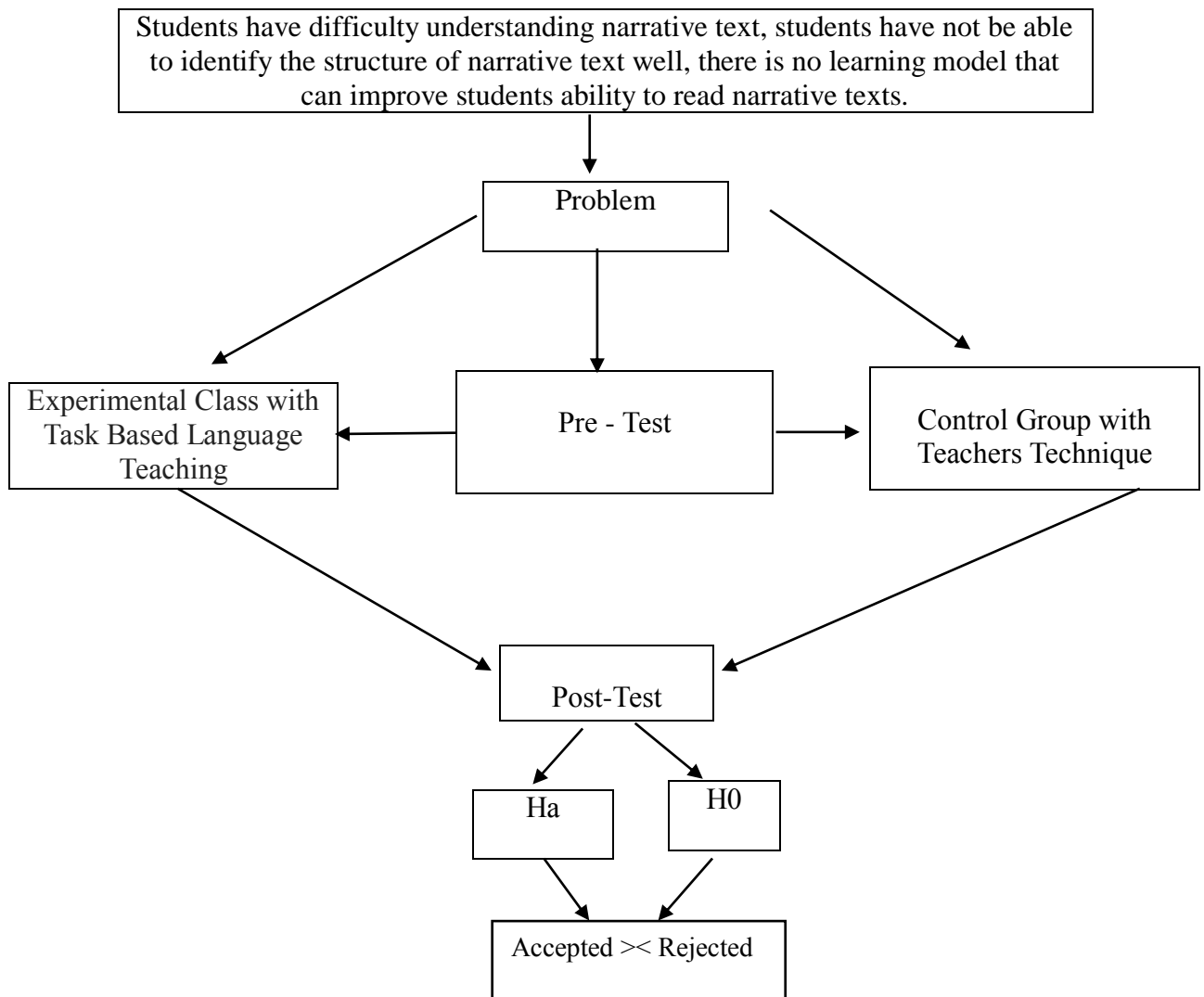
Figure II.2 :The Diagram of the Conceptual Framework of the Research

D. The Hypothesis

This study formulates the hypothesis of the research state:

1. Alternative hypothesis (Ha):There is a significant effect of Task Based Language Taeching on Students' Reading Narrative Text at Pondok Pesantren Nurul Huda Bangai.

2. Null hypothesis (Ho): There is no significant effect of Task Based Language Teaching on Students Reading Narrative Text at Pondok Pesantren Nurul Huda Bangai.

CHAPTER III

RESEARCH METHODOLOGY

A. The Time and the Location of the Research

The researcher is located at Pondok Pesantren Nurul Huda Bangai. This is located on Jln. Simpang Limun, Kecamatan Torgamba, North Sumatra. This research his begin on June 2024 ad finished at July 2025.

B. The Reseach Desigh

The kind of this research is quantitative research with experimental method. This research used experimental design with Pre-Test Post-Test control group design. It means there are two classes have been selected, then gave Pre-Test to know the basic condition of the two classes and, gave Post-Test. The result of the text compare to know the different effect of treatment to experimental class. The experimental class with the Task Based Language Teaching model as a treatment and control class with a teacher technique.

The desigh is seen bellow:

Table III.1 Research
Pre Test and Post Test Design

Group	Pre Test	Treatment	Post Test
Experiment	O1	X	O1
Control	O2	-	O2

In which:

O1 : Pre-test value of experiment and control class

O2:Post-test value of experiment and control class

X:Treatment[1].

C. The Population and Sample

1. Population

Population is the total number of research objects the population this research is the Elevent-grade students at Pondok Pesantren Nurul Huda Bangai which consists of 4 class with 123 students.

Table III.2 The Population of the Research

NO	CLASS	TOTAL
1	XI1	25
2	XI2	36
3	XI3	25
4	XI4	37
TOTAL		123

2. Sample

Sampling is the process of selecting a large number of people to be used as research samples in order to represent the larger group selected. The population of this study is large enough and homogeneous enough that it must be divided into several classes or groups. From the facts above, the researcher found a homogeneous sample. It is based on the researcher's initial observation and personal interview with the English teacher at the school, the students of class XI 1 and XI 3 have some ability in narrative text. This can be seen from the students' learning outcomes and the results of the English exam conducted by the English teacher at the time of the exam showed that all students passed with a completion score of 80.

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[1]Creswell, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (Sage Publications, 2014), https://books.google.co.id/books?id=4uB76IC_pOQC

In this study, the researcher used a cluster sample drawn from the population without relying on stratified random probability, but very close to the grading or grouping of school classes. There were two classes namely XI 1 and XI 3. XI 3 as the experimental class consisting of 25 students and XI 4 as the control class consisting of 25 students. So, the total sample is 50 students.

Table III.3 The Sample of the Research

No	Grade	Number
1	Experimental Class/XI 3	25
2	Control Class/XI 1	25
Total		50

D. The Instrument of Data Collection

The instrument used in the research is multiple choice tests. The researcher prepared 25 questions for the pre-test and 25 questions for the post-test to be valid first see appendix 3 and 4. After validation, the researcher obtained result in the form 20 valid for Pre-Test questions and 20 valid for Post-Test questions see appendix 5.

From the result above, the researcher decided to chose the instrument that consist 20 questions for Pre-Test and 20 question for Post-Test. This test will give to both the classes, experiment and control class and all the tests amounted to 50 tests for both class. To find out the scores of the students' answer. The researcher give 5 score for each item. So, the maximum score of test is 100.

Table III.4 The Indicator of The Test

Indicator	Sub Indicator	Number of Items	Total Items	Score	Total Score
The students are able to understand narrative text	The students are able to identify orientation	1,6,5	3	5	15
	The students are able to identify complication	2,3,4,9,11,12, 13,15,17,21,2 2 ,24 ,25	13	5	65
	The students are able to identify resolution	10,14,23,18	4	5	20
	Total		20		100

$$Final\ Score = \frac{Students\ score}{Maximum\ score} \times 100\ [2]$$

The final score was gotten by students' score and divided by maximum score times 100. For example the students get 60, the maximum score is 100. So, final score is 60/100 times 100, the final score student get is 60.

E. The Validity and the Reliability of the Instrument

1. Validity

Every test should have valid, in other to prove it good or bad test. The researcher needs to know the test is valid or not. The researcher used content validity in this research. In this research the test is validated by teacher by considering it according to the indicators that applied in the students' reading narrative text lesson at Pondok Pesantren Nurul Huda Bangai, which has 3 indicators, they were: structure of narrative text (orientation, complication and Resolution).

After reviewing all the test items, the teacher stated that the test was valid, appropriate for the students' level, and in line with the narrative text

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[2]Sugiyono, *Statistik Untuk Penelitian* (Bandung: CV Alfabeta, n.d.).

indicators. Therefore, the instrument was declared suitable and ready for use in the research.

Researcher validated the test to the teacher. In this research, the function of conducting the test is to measure their understanding in narrative test. The English teacher confirmed that all 20 multiple-choice items were valid in terms of content and structure. The items were relevant to the narrative text indicators and appropriate for eleventh-grade students. The validation of narrative text test checked and signed by English teacher of Pondok Pesantren Nurul Huda Bangai (it can be seen in appendix 5).

2. Reliability

The reliability test means the result of the test has similarity. It makes the result in the instrument consistent. In this study, the researcher used interrater reliability to measure the reliability of multiple choice test. To do this, the researcher asked the teacher to correct. So that, the researcher concluded that the instrument that applied in this research was reliable and can be use to test the students' at Pondok Pesantren Nurul Huda Bangai (it can be seen in appendix 15).

Based on the teacher's evaluation, the test items were found to be clear, consistent, and appropriate for the students' level. The teacher reported no major issues in the structure or content of the test. Therefore, the researcher concluded that the instrument was reliable and suitable to be used in testing students' reading ability in narrative texts.

F. The Research Procedures

In this research, the researcher a give Pre-Test, Treatment and Post-Test to collect the data.

1. Pre – Test

Pre-test is conducted to determine sample homogeneity. Conduct in the control class and experimental class to determine the quality of students before treatment to the experimental group. In this case, the researcher uses several steps. Namely:

a. Giving the test paper to experimental class and control class.

b. Giving instruction to the students

c. Giving time to the students to answer the question

d. Collecting the test sheet

e. Checking   the answer of students and find the mean score of experimental and control class

2. Treatment

Treatment is where the researcher did the learning model. Researcher carried out treatment in the experimental class twice and the researcher gave material to the students about narrative text.

a. The researcher began the lesson by introducing the main task to the students

b. The researcher provided necessary input by introducing key vocabulary, common expressions, and grammatical features typically found in narrative texts

c. The researcher facilitated a class discussion to activate students' prior knowledge

d. The researcher gave an example of how to complete the task

3. **Post Test**

Following treatment, the researcher uses a post-test, which is different from the pre-test and wasn't done in the earlier study. This post-test is the last assessment in the study, particularly in terms of determining whether an effect exists or not. The researcher follows a certain procedure. There are:

a. Giving the test paper to experimental class and control class.

b. Giving instruction to the students

c. Giving time to the students to answer the question

d. Collecting the test sheet

e. Checking the answer of students and find the mean score of experimental and control class

G. **The Technique of Data Analysis**

Data analysis obtained using SPSS it is done for requirement test and descrptive analysis

1. **Requirement Test**

a. **Normality Test**

The data that would be analysis in this normality test Pos-Test value data in the experimental class and control class, the aims of Normality test was to determine whether the data of each class is

normally distribute or not. In this research, the researcher use Chi Kuadrat, where H_0 = normal distribution and H_i = not normal distribution.

1) If x^2 table $<x^2$ count, therefore H_0 is accepted and H_i is rejected. So, the data is normal distribution

2) If x^2 count $\leq x^2$ table therefore H_i is accepted and H_0 is rejected. So the data is not normal distribution

The result of normality test is seen in the follow table:

Tabel III.5
Normality of Experimental and Control Class
in Pre-Test

Result	Class	Shapiro-Wilk		
		Statistic	Df	Sig.
	Pre-Test Experimental	.962	25	.464
	Pre-Test Control	.961	25	.436

Based on the analysis of normality of the pre-test data with Shapiro Wilk test it was obtained that the pre-test in experimental class was 0.464 and the pre-test in control class was 0.464 In other word, 0.436 > 0.05.

Tabel III.6
Normality of Experimental and Control Class
in Post-Test

Result	Class	Shapiro-Wilk		
		Statistic	Df	Sig.
	Post-Test Experimental	.973	25	.716
	Post-Test Control	.952	25	.274

Based on the table IV.12 It could be seen that the sig. score of experimental class is 0. 716 it can be concluded that the data is normally distributed because 0. 716>0.05. Meanwhile in control class the sig. score 0.274. Therefore, the data also normally distributed because 0.274>0.05 Thus, both post-test data are normally distributed. The complete calculations can be found in the appendix 11.

b. Homogeneity Test

Homogeneity test is used to see if two or more classes of sample data that have been taken come from populations that have the same variance. Hypothesis is rejected if $F \leq F1$ 2 a (n1-1) (1=n2-1), while if Fcount > Ftable hypothesis was accepted. It determined with significant level 5% (0.05) and dk numerator was (n1-1), while dk deminators is (n2-1).[3]

Table III.7
Homogenity of Experimental and Control Class in pre-test

Levene Statistic	Df1	Df2	Sig.
6.265	1	48	. 016

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) calculation obtained a sinificance value (sig) was 0.16. Based on criteria for testing data homogeneity using SPSS v.26 obtained a value significance (sig) based on mean > 0.05 or 0.16 > 0.05 it means the pre-test value of the sample has a homogeneous variance.

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[3]Sugiyono, Statistik Untuk Penelitian, CV Alfabeta Bandung, 2006, https://adoc.pub/statistik-untuk-penelitian.html

Table III.8
Homogenity of Experimental and Control Class in post-test

Levene Statistic	Df1	Df2	Sig.
1.927	1	48	.172

The table above shows that sig. score of post-test between experimental and control class is 0.172 thus, it can be concluded that there is no significance difference between exprimental and control class. Because 0.172 >0.05. It means that the variance are homogeneous (see appendix 12).

2. Descriptive Analysis

To see students' ability to read narrative text, a descriptive analysis is used, namely finding the mean score value by using spss. The level of score of the result students test interpreted as very good, good, enough, less, fail, it could be seen in table below:[4]

Table III. 9 The Table Interpretation

NO	Interval	Predicate
1	80-100	Very Good
2	60-79	Good
3	50-59	Enough
4	40-49	Less
5	0-39	Fail

The criteria of students' ability can be classified into four criterias Score 80-100 was classified into very good criteria, score 60-79 was classified into good criteria, score 50-59 was classified into enough criteria, score 40-49 was classified into less criteria and score 0-39 was classified into fail criteria.

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[4]S Arikunto, *Dasar-Dasar Evaluasi Pendidikan Edisi 3* (Bumi Aksara, 2021). https://books.google.co.id/books/about/Dasar_Dasar_Evaluasi_Pendidikan_Edisi_3.html?id=j5Em EAAAQBAJ&redir_esc=y

H. Hypothesis Test

The hypothesis testing in this study aimed to determine whether there was a significant effect of using the Task-Based Language Teaching (TBLT) model on students' reading ability of narrative texts at the eleventh grade of Pondok Pesantren Nurul Huda Bangai. In this research, two hypothesis were proposed: the alternative hypothesis (Ha) and the null hypothesis (H□).The alternative hypothesis (Ha) stated that there is a significant difference in reading comprehension between students who were taught using TBLT and those who were not.

The null hypothesis (H□) stated that there is no significant difference in reading comprehension between students who were taught using the TBLT model and those who were taught using conventional methods. In contrast, the alternative hypothesis (Ha) stated that there is a significant difference in reading comprehension between students who were taught using TBLT and those who were not.

If the t_{test} was higher than t_{table} It can be concluded that H_a was accepted and H_o was rejected. It means there was significant effect between using Task Based Language Teaching on students' reading narrative text ability.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter presents the findings of the study conducted. It talks about the effect of Task Based Language Teaching. The researcher has taken the data by using pre-test and post-test. Quantitative research was used in this research and to test the hypothesis used the formulation of t-test.

A. The Description of Data

1. Description of Data before Using Task Based Language Teaching Method

Before giving Task Based Language Teaching treatment, the students was given the pre-test which is multiple choices with 25 questions. The researcher took class XI1 as the experimental class and XI3 as the control class. Based on students' answer in pre-test, the researcher calculated the students' score and arranged it from low score until the high score in interval class form. The explanation is as follows:

a. Score of Pre-test in Experimental Class

The researcher enrolled in the class XI1 as experiment class. The researcher calculated the result that had been gotten by students' reading ability during the pre-test for the experimental class (see appendix 10). The calculation of the students' score statistically could be seen in the following table:

Table IV.1
Score of Pre-test in Experimental Class

No	Descriptive	Statistics
1	Mean	67.72
2	Median	67.00
3	Mode	65
4	Std. Deviation	7.78
5	Variance	60.46
6	Range	26
7	Minimum	55
8	Maximum	81
9	Sum	1693

The total value in the table above shows the points obtained by students is 1693 from the total value in the pre-test experiment. The researcher also obtained the highest value (maximum), the highest value in the pre-test experiment was 81. While the lowest value, the smallest value in a series of data. For the lowest value is 55. Furthermore, the mean can be said to represent the data set. The mean in this data is 67.72.

Then, the median is the middle value after all the data is sorted, the researcher obtained a median of 67.00 after being calculated using SPSS v. 26. Furthermore, the mode (mode) is the value that appears most often in statistical data, the mode in this pre-test is 65. Range is the difference between the minimum value and the maximum value in the data, in data I this is 26.

Next, the standard deviation is a value used to determine the distribution of data in a sample and see how close the data is to the average value, which is close to 6. Finally, the distance between classes is the meaning of the interval 6, which is 7 in this data. For the frequency

distribution of the experimental class in the pre-test, it can be seen in the table below:

Table IV.2
Frequency Distribution of Students Score (Pre-test) Experimental Class

No	Interval	Mid-Point	Frequency	Percentage
1	55-58	56.5	3	5.8%
2	59-62	60.5	4	14.3%
3	63-66	64.5	4	17.2%
4	67-70	68.5	4	22.9%
5	71-74	72.5	3	17.2%
6	75-78	75.5	4	11.5%
7	79-82	80.5	3	9.5%
I=4			25	100%

From Table IV.2, it can be concluded that most of the students' scores in the experimental class during the pre-test are in the range of 67–70, with a total of 4 students (22.9%). This finding indicates that a relatively large proportion of students achieved scores that fall within the moderate level of performance. In other words, before the implementation of Task-Based Language Teaching (TBLT), the majority of students were not yet showing high achievement but were already beyond the lowest performance level.

Furthermore, the smallest number of students are found in the score ranges of 55–58, 71–74, and 79–82, each consisting of 1 student (5.8%). This shows that only a few students obtained very low or relatively high scores in the pre-test. The low frequency of students in these ranges suggests that there was a limited number of students who either struggled significantly with the material or had already mastered it before the treatment was given.

Frequency

55-58 59-62 63-66 67-70 71-74 75-78 79-

Data Interval

Figure: IV.1: Pre-Test Histogram of Experimental Class

Based on data about it can be seen that between 11 students got score between 60-70 7 students got score between 70-80.

So, based on the value of the mean score of the pre -test in experiment class is 67.72 (see table IV.1), the value can be categorized to good. So, it can be said that the ability of students in narrative text before using TBLT in experiment group is in good category.

b. Score of Pre-Test in Control Class

The researcher enrolled in class XI3 to serve as the control class. The researcher calculated the result that had been gotten by the students'

reading ability during the pre-test for the control class. The calculation of the students' score statistically could be seen in the following table:

Table IV.3
Score of Pre-test in Control Class

No	Descriptive	Statistics
1	Mean	56.12
2	Median	56.00
3	Mode	55
4	Std. Deviation	4.816
5	Variance	23.193
6	Range	18
7	Minimum	45
8	Maximum	63
9	Sum	1403

Based on the table IV. 3, the total score was 1403, the highest score was 63, the lowest score was 45, mean was 56.12, median was 56.00, mode was 55, range was 18, interval was 6, standard deviation was 4.816, and variance was 23.193. The calculation of the frequency distribution of the students' score is described in the table as follow:

Table IV.4
Frequency Distribution of Students Score (Pre-test)
Control Class

No	Interval	Mid-Point	Frequency	Percentage
1	45-47	46	1	2.9%
2	48-50	49	3	8.6%
3	51-53	52	3	11.5%
4	54-56	55	5	20%
5	57-59	58	5	17.2%
6	60-62	61	6	28.6%
7	63-65	64	2	11.5%
$I = 3$			25	100%

From table IV.4 it can be concluded that the most students are in the range of 60-62 (7 students/28.6%The fewest students are in the range of 45-47 (1 student/2.9%). A clear picture of the data is presented in the histogram below:

Frequency

Data Interval
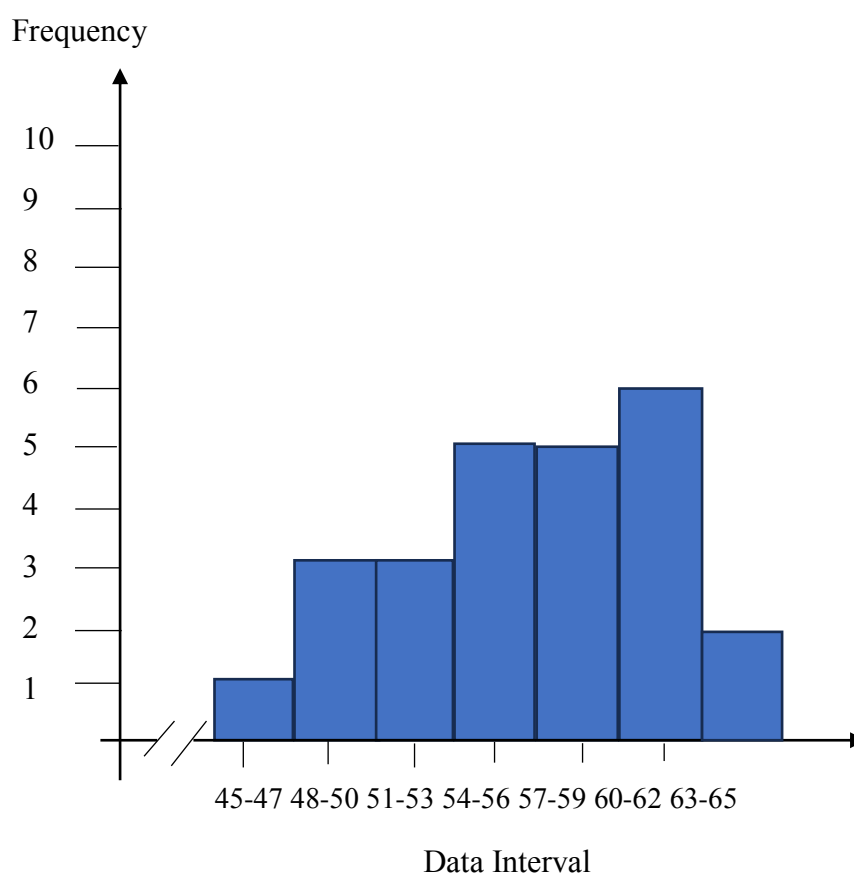
Figure IV.2:Pre-Test Histogram of Control Class

Based on the value of the mean score of the pre-test in control class is 56.12 (see table IV.3), the value can be categorized to enough.

So, it can be said that the ability of students in narrative text in control class is in enough category.

2. Description of Data after Using Task Based Language Teaching Method

After giving the Boggle game treatment, the students was given the post-test to both of class which is multiple choices with 25 questions. Based on students' answer in post-test, the researcher calculated the students' score and arranged it from low score until the high score in interval class form. The explanation is as follows:

a. Score of Post-test in Experimental Class

The researcher enrolled in class XI1 to serve as the experimental class. The researcher calculated the result that had been gotten by the students' vocabulary mastery during the post-test for the experimental class. The calculation of the students' score statistically could be seen in the following table:

Table IV.5
Score of Post-test in Experimental Class

No	Descriptive	Statistics
1	Mean	76.56
2	Median	77.00
3	Mode	72
4	Std. Deviation	7.018
5	Variance	49.26
6	Range	28
7	Minimum	60
8	Maximum	88
9	Sum	1914

Based on the table IV.5, the total score was 1914, the highest score was 88, the lowest score was 60, mean was 76.56, median was 77.00, mode was 72, range was 28, interval was 6 , standard deviation was 7.018, and

variance was 49.257. The calculation of the frequency distribution of the students' score is described in the table as follow:

Table IV.6
frequency distribution of students score (Post-test)
Experimental Class

No	Interval	Mid-Point	Frequency	Percentage
1	60-64	62	1	4.0%
2	65-69	67	3	12.0%
3	70-74	72	6	24.0%
4	75-79	77	5	20.0%
5	80-84	82	6	24.0%
6	85-89	87	4	16.0%
	$I = 5$		25	100%

From Table IV.6, it can be concluded that most of the students in the experimental class obtained scores within the intervals of 70–74 and 80–84, each with a total of 6 students (24.0%). This indicates that after the implementation of Task-Based Language Teaching (TBLT), a significant number of students achieved scores in the higher ranges compared to the pre-test results. The concentration of scores in these intervals reflects an overall improvement in students' reading comprehension performance.

Meanwhile, the least number of students are found in the interval of 60–64, consisting of only 1 student (4.0%). This shows that very few students remained at a low level of achievement after the treatment. The decrease in the number of students in the lower score category implies that the majority of students experienced progress in their understanding and ability to comprehend narrative texts effectively.
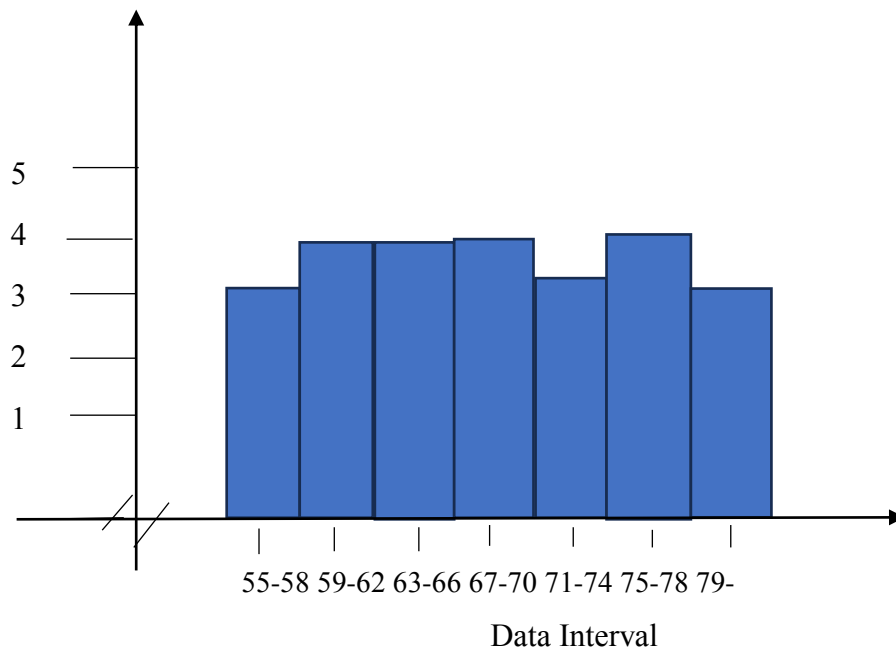
Frequency

Data Interval
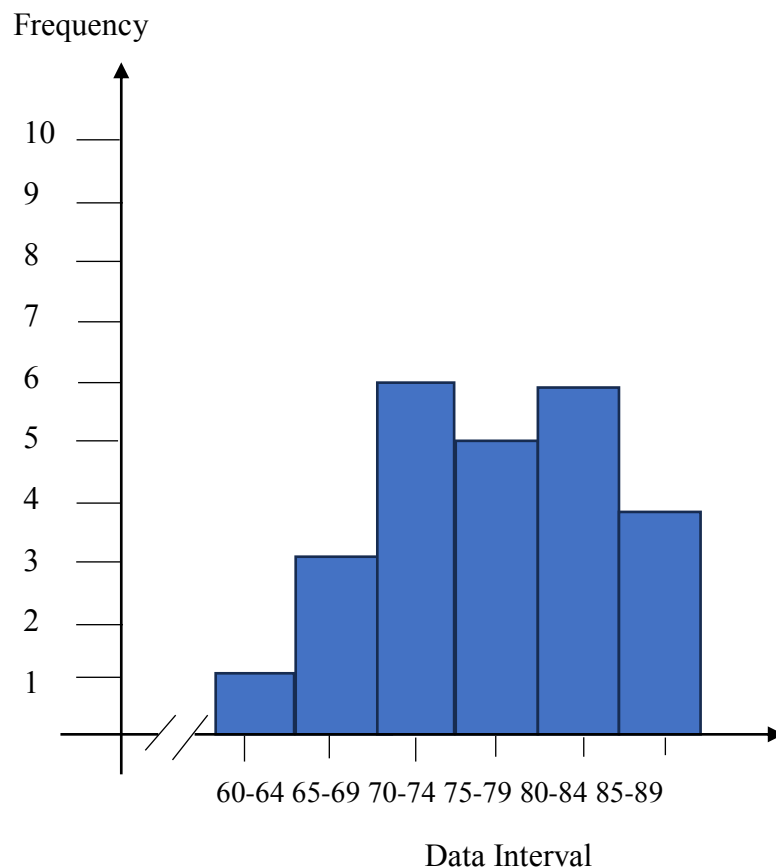
Figure IV.3, Description Data Experimental Class

Based on data about it can be seen that between 17 students got score between 70-80 10 students got score between 80-89.

So based on the mean score of the post -test in experiment class score is 76.56 (see table IV.5), the value can be categorized to good. So, it can be said that the ability of students in narrative text after using TBLT in experiment class is in good category.

b. Score of Post-test in Control Class

The researcher enrolled in class XI3 to serve as the control class. The researcher calculated the result that had been gotten by students'

vocabulary mastery during the post-test for the control class. The calculation the calculation of the students score statistically could be seen in the following table:

Table IV.7
Score of Post-test in Control Class

No	Descriptive	Statistics
1	Mean	60.92
2	Median	62.00
3	Mode	58
4	Std. Deviation	5.147
5	Range	19
6	Minimum	50
7	Maximum	68
8	Sum	1523

Based on the table VII.7, the total score was 1523, the highest score was 68, the lowest score was 50, mean was 60.92, median was 62.00, mode was 58, range was 19, interval was 7, standard deviation was 5.147, and variance was 26.493. The calculation of the frequency distribution of the students' score is described in the table as follow:

Table IV.8
frequency distribution of students score (Post-test)
Experimental Class

No	Interval	Mid-Point	Frequency	Percentage
1	50-52	51	2	8.0%
2	53-55	54	3	12.0%
3	56-58	57	3	12.0%
4	59-61	60	2	8.0%
5	62-64	63	7	28.0%
6	65-67	66	6	24.0%
7	68-70	69	2	8.0%
$I = 3$			25	100%

From the table IV.8, it can be concluded that the most students are in interval 62-64 (7 students /28.0%). The least students are in interval 50-52 59-61 (2 student/8.0%). Clear description of the data is presented in histogram below:

Frequency
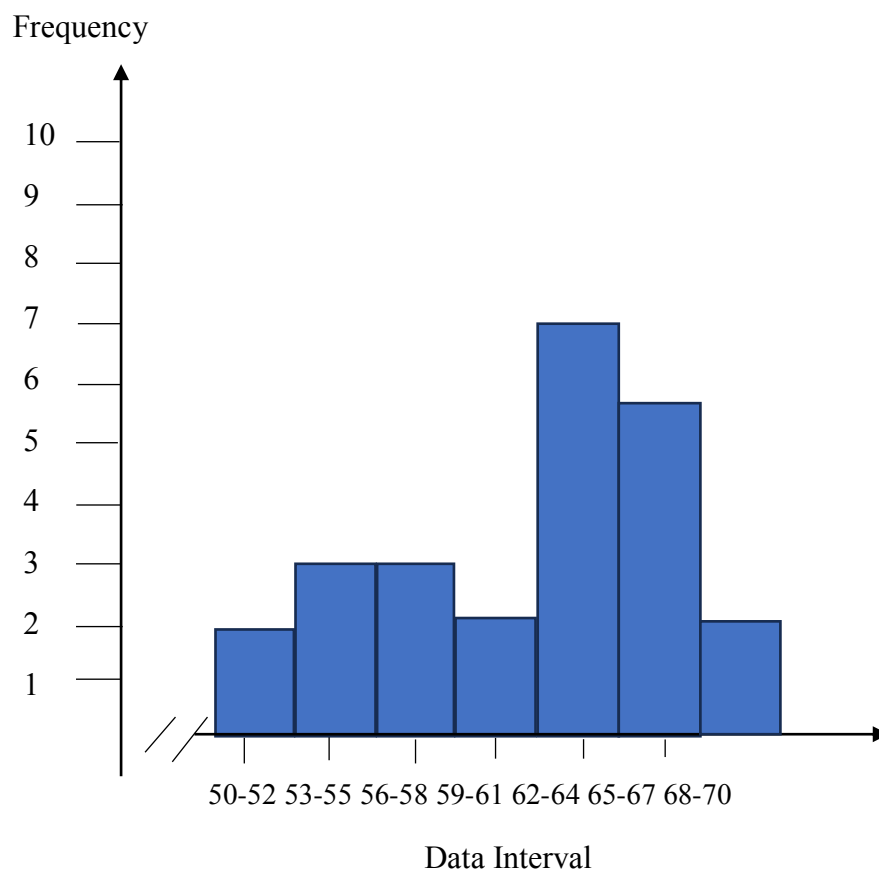
Figure IV.4: Description Data Post-test of Control Class

Based on data about it can be seen that between 10 students got score between 50-60 15 students got score between 60-70.

So based on the value of the mean score of the post -test in control class is 60.92 (see table IV.7) the value can be categorized to good so it can

be said that the ability of students in narrative text after using TBLT in control class is in this level good.

3. Description of score in Experimental Class and Control Class

a. The Comparison of Score Pre-Test and Post-Test in Control Class

After getting the score of Pre-Test and Post-Test in control class, the researcher made the comparison of score in form of table. The comparison of score Pre-Test and Post-Test in control class can be seen in the table below.

Table IV.9

The Comparison of Score Pre-Test and Post-Test in Control

Description	Pre-Test	Post-Test
Total Score	1403	1523
The Highest Score	63	68
The Lowest Score	45	50
Mean	56.12	60.92
Range Score	4.800	

Based on the table IV.9, the researcher found the different between Pre-Test and Post-Test in control class, the most of students got the lowest score in Pre-Test, the score was 45, and in Post-Test was 50. The highest score in Pre-Test was 63 and in Post-Test was 68. It can be concluded the score of students' Reading Narrative Text was higher in the Pre-Test than the Post-test.

b. The Comparison of Score Pre-Test and Post in Experimental Class

After getting the score of Pre-Test and Post-Test in Experimental class, the researcher made the comparison of score in form of table. The

comparison of score Pre-Test and Post-Test in Experimental class can be seen in the table below.

Table IV.10

The Comparison of Score Pre-Test and Post-Test in

Experimental Class

Description	Pre-Test	Post-Test
Total Score	1693	1914
The Highest Score	81	88
The Lowest Score	55	60
Mean	67.72	76.56
Range Score	8.84	

Based on the table IV.9 and IV.10 the researcher found the different between Pre-Test and Post-Test in Experimental class and control class from the mean score, it can be seen that the rage score of control class dan experiment class. The experiment class has higher range score (8.84) then control class (4.8) it mean that TBLT is good for teaching students' narrative text ability. It can be concluded the score of students' Reading Narrative Text was higher in the Post-Test than the Pre-test.

In this case, gain of mean score in pre-test and post-test in experimental class and control class can be seen in the table below:

Table IV.11
Gain of Score in Experimental Class and Control Class

Class	Pre – test	Post – test	Enhancement	Gain score
Experimental class	65.11	76.56	11.45	32.82
Control class	56.12	60.92	4.80	

From table IV.11 can see the increase in the experimental and control classes both classes increased after the pre-test post-test learning but the value of the increase in the value of the experiment looks higher than the class of the increase in the control class so it is stated that TBLT does succeed in improving students' ability in reading narrative texts.

c. The Range Score of Pre-Test and Post-Test

After calculated the result of this research, the research found the range score of pre-test and post-test in control class and experimental class. The data can be seen in form of table below :

Table IV.12
The Range Score

Class	Range Score
Control Class	4.80
Experimental Class	8.84

From the range of the values, it can be seen that the experimental value range between the mean score on the pre-test and post-test was 8.84. While the control class value range for pre-test and post-test was 4.80. It is clear that the range of mean values in the experimental is higher than the range of values in the control class. It is clear that the effect of the Task Based Language Teaching model does exist on reading narrative text ability.

B. Hypothesis Test

The researcher has know the data normal and homogen. It mean the researcher has to choose the next hypothesis. If the data is normal and homogen

so, that the researcher has to use the parametric statistic such as independent sample t-test. The researcher used independent sample t-test.

Before using the technique (pre-test) in exprimental class, mean score was 67.72 and after using the technique in exprimental class (post-test), mean score was 76.56. To see the effect on students' reading narrative text, the researcher would present the data analyze in the table below:

Table IV.13
Independent Samples Test

		F	Sig	T
Students Learning Outcomes	Equal Variances Assumed	1.927	.172	8.985
	Equal Variances Not Assumed			8.985

Based on the data above, to see the whether a research is successful or not, it can look at the t_{count} and t_{table}, if $t_{count} > t_{table}$, then H_a is accepted and H_o is rejected. And if $t_{count} < t_{table}$, then H_a is rejected and H_o is accepted.

For significance (2-tailed) can be seen in the table below:

Table IV.14
The Result of T-test

t count	t table
8.985	2.010

Based on the table IV.14, it can be seen that t_{count} is 8.985and t_{table} is 2.010. It means that count > table (8.985 > 2.010). So, then H_a is accepted and H_o is rejected. So, there is significant effect Task Based Language Teaching on students' reading narrative text ability at grade XI of Pondok Pesantren Nurul Huda Bangai.

C. Discussion

The result of study aims to test the effect Task Based Language Teaching on students' reading narrative text ability. The findings of this study confirm Ellis's theoretical TBLT as an approach that aims to develop learners' ability to communicate in the target language through the use of tasks as the central unit of planning and [1]." Ellis emphasizes that tasks should encourage real language use and focus primarily on meaningful communication, rather than isolated grammar instruction.

This results show that what Ellis et. al said is true, this is relevant to the findings of Patipat, et.al with that TBLT increases reading comprehension, my findings also increased in the experimental class increased from 56.12 in the pre-test to 67.72 in the post-test increased from 60.92 to 76.56 while the findings of Patipat, et.al the results revealed that there were statistically significant differences in the pre-test and post-test mean scores of the students in both groups at the .05 level. Moreover, the effects of the integration of technology into TBLT on students in both groups had no statistically significant differences[2]. The second research was conducted by Azmi and Nanda, research did it for 3 skills speaking, writing and reading even though they are the same, improving but examining different aspects while my research is specifically only on improving

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[1]Rod Ellis et al., "Task-Based Language Teaching," no. 2016 (2019).
[2]Patipat Srichote,Sakulrat Worathumrong and Supaporn Yimwilai, "Enhancing English Reading Comprehension of Thai Secondary School Students through the Integration of Technology into Task-based Language Teaching" Vol. 21 No. 1 (2023): January-April 2023
https://so05.tci-thaijo.org/index.php/Ratchaphruekjournal/article/view/261463

reading narrative text with Task Based Language Teaching (TBLT).[3] This research is somewhat different from Marlinton, et al. my research is about improving narrative text with Task Based Language Teaching (TBLT) while Marlinton and friends want to see motivation in reading[4].

The discussion of the findings above can support this study, where both have similarities, Task Based Language Teaching has a significant influence on students' reading narrative text ability therefore, the research conducted by researchers or other researchers referred to in the related findings has been influenced by Task Based Language Teaching. After seeing the scores of students in the experimental class after using the in narrative text using fairy tale can help students improve their   reading narrative text.

D. Threats of the Research

There were some aspect that could threat for this research as follow:

1. When responding to the pre- and post-tests, the students lacked seriousness. Some students were still dishonest during the test, as they did not complete it independently. As a result, the test scores may not fully reflect their actual abilities. Moreover, many students required additional time to finish both the pre-test and post-test. Because the students were noisy and annoyed with each other, they were not focused when answering the test.

2. Some of them were not interested in learning English and give the impact to their answer.

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[3]Azmy and Nanda, "Implementing Task-Based Language Teaching (TBLT) to Enhance Students' Speaking, Writing and Reading Skills: Is It Possible?"

[4]Marlinton, Syahri, and Mayasari, "The Efficacy of Task-Based Learning and Learning Motivation on Studen t's Reading Comprehension: A Wholistic Study."

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusion

Based on the result of the research, the conclusions of this research are:

1. Before learning by using Task Based Language Teaching, students' narrative text it seen by of the mean score of pre-test in experimental class was 67.72; it is categorized in the good category.

2. After learning by Task Based Language Teaching, students' narrative text increasing become better than before. It can be seen from the mean score of post test in experimental class was 76.56, the students' reading narrative text ability is good category.

3. The result of t test found higher than (8.985 > 2.010); It means Ha is accepted and Ho is rejected. So, it can be concluded that Task-Based Language Teaching (TBLT) has a significant effect on students' ability in reading narrative texts.

B. The Suggestion

After finishing the research, this research got many information in english teaching learning. Therefore, from that experience, the researcher saw some things need to be proven. It makes the researcher give some suggestion, as follow:

1. Suggestions for the teacher of English, the teacher can use Task-Based Language Teaching (TBLT) as an alternative method in teaching narrative texts. This method allows students to be more active, communicative and collaborative in understanding the structure and meaning of the text. TBLT also helps students to apply language features in a more natural and

contextualised way.

2. To students, are encouraged to actively participate in task-based learning activities such as discussions, group work and presentations. These activities not only help improve reading comprehension, but also develop critical thinking and co-operative learning skills.

3. To the next researcher, are advised to explore the use of TBLT in other language skills such as speaking, writing, or listening. It would be beneficial to conduct a study involving a wider sample or different educational levels to test the wider effectiveness of the TBLT approach.

C. The Implications

The study highlights the importance of Task-Based Language Teaching (TBLT) in improving english language learning, particularly for narrative texts in senior high school. TBLT focuses on meaningful tasks, enhancing students' reading skills by aiding in content comprehension, narrative structure analysis, and vocabulary mastery. This approach offers teachers an effective strategy to address students' reading difficulties through creating interactive learning environments and encouraging critical thinking and language use in activities like summarising, concluding, discussing, and creating projects. TBLT empowers students to engage actively and independently in learning, fostering communication skills over memorisation and boosting motivation, confidence, and analytical thinking capabilities. Overall, the findings underline the beneficial impact of TBLT on English language education at the senior high school level.

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CURRICULUM VITE

I. Identify
   1. Name   :Khoirunnisa Harahap
   2. Reg. Number   :2120300020
   3. Place/Birthday   :Janmbu Tonang 24 , June 2003
   4. Gender   : Famale
   5. Child to   : Frist from 4 siblings
   6. Civics   : Indonesia
   7. Marital Status   :Single
   8. Religion   : Islam
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   11. Email   : nisaharahap240603@gmail.com

II. Parents
   1. Father
      a. Name   : Erwin Saleh Harahap
      b. Job   : Farmer
      c. Addres   : Jambutonang Kec. Ujung Batu
      d. Phone Number   : 085371399996
   2. Mother
      a. Name   :Eli Yati Harahap
      b. Job   : Farmer
      c. Address   : Jambutonang kec. Ujung Batu
      d. Phone Number   :082273473094

III. Educational Background
   1. Elementary School   : SDN 101770 Jambutonang (2015)
   2. Junior High School   :MTS Pondok Pesantren Nurul Huda Bangai
                              (2018)
   3. Senior High School   : MA Pondok Pesantren Nurul Huda Bangai
   4. Collage   : UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan

APPENDIX 1

Experimental Class

<div align="center">

MODUL AJAR
NARRATIVE TEXT
Oleh : Khoirunnisa Harahap

</div>

Sekolah	**: Pondok Pesantren Nurul Hudda Bangai**
Kelas/ Semester	**: 2/1**
Mata Pelajaran	**: Bahasa Inggris**
Materi Pembelajaran	**: Narrative Text (Fairy Tale)**
Alokasi Waktu	**: 1 x Pertemuan (1 x 45 Menit)**

A. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi ciri-ciri teks naratif (orentasi, komplikasi, resolusi) dalam cerita dongeng.

2. Siswa dapat memahami kosakata dan ungkapan umum yang digunakan dalam cerita dongeng.

3. Siswa dapat menceritakan kembali *fairy tale* dengan bahasa mereka sendiri.

4. Siswa mampu menulis cerita dongeng pendek dengan struktur narrative text yang benar.

B. Indikator Pembelajaran

1. Peserta didik dapat mengetahui pengertian dari Narrative Text (Fairy Tale)

2. Peserta didik dapat menganalisis struktur dari Narrative Text (Fairy Tale)

C. Media Pembelajaran

1. Buku paket

2. Laptop (PPT)

3. Infocus

4. Kertas

D. Metode Pembelajaran

Task Based Language Teaching

E. Materi Pembelajaran

Fairy Tale adalah jenis teks naratif yang menceritakan kisah fantasi atau kisah yang tidak nyata. Biasanya, jenis cerita ini memiliki unsur mitos dan legenda yang kuat. Beberapa dongeng telah diwariskan dalam bentuk tertulis dengan pengarang yang jelas. Namun, ada juga yang tidak diketahui nama pengarangnya. Beberapa contoh dongeng yang sudah dikenal luas adalah Cinderella, Putri Salju, Timun Mas, dan lain-lain.

Cerita Fable

Once upon a time, there lived a lovely princess named Anidori Kiladra Talianna Isilee, or Ani, who was born in the kingdom of Kildenree. Ani had a strong relationship with her aunt. Little Ani spent the first years of her life listening to her aunt's stories and learned how to converse with animals. As Ani grew up, she gradually learned of three important gifts:people-speaking, animal-speaking, and nature-speaking. When her aunt left from the kingdom, Ani's mother, the queen, forbade Ani from getting near animals as she and the rest of Kildenree were terrified of animal-speakers.

Years passed by, Ani was struggling with her confidence as both Crown Princess and a future queen. Ani's life that was always under her mother's shadow made her feeling not confident to be the next queen. Things got worse, when Ani's father passed away. At the funeral, the queen announced that her second child, Calib, would become the next ruler. Feeling confused, Ani tried to confront the queen. "Mother, I ask pardon for intruding so soon after the mourning period, but I must ask you about your statement some weeks ago," said Ani. "Yes, yes my child, about Calib. Sit down," the queen asked Ani to sit and continued explaining, "You remember, five years ago we received a visit from the Prime minister of Bayern." Ani nodded. "Well actually, according to our tradition, if it has to be one of my kids to marry the prince of Bayern, it should be the third child, Napralina. But she is too young, and you, my dear Ani, you are different. After the trouble with your aunt, I'm worried that people would never trust you as the rumors of you being a animal-speaker have sunk too deep," said the queen. Furious and upset, Ani had no other choice and was obliged to agree. Ani's lady-in-waiting and

best friend, Selia also convinced her to go to Bayern. Ani was crushed, but performed her duty and left Kildenree.

However, another bad thing happened. On the way to Bayern, Ani began to feel alienated from Selia. Selia later took Ani's identity as the princess and seeized Ani's power. After days wandering in the forest alone, Ani eventually stumbled on the house of Gilsa and her son, Finn. Gilsa told her, "Go to Bayern with Finn when the market opens. If you are fortunate, you will meet the king in person." Eventually, Ani and Finn went to the market to try to speak to the king. They met the king but she ended up telling him that she was new to the city and had nowhere to go. Hence, the king assigned her as a goose girl. At first, as a goose girl, Ani struggled to connect with the other workers and the geese. However, this changed when she met Enna who worked with chickens, and Jok, an injured goose that she nursed back to health. Over time, Ani built friendships with the workers including with a man named Geric, who told her that he was the prince's guard. One day, Ani heard a really bad news from Enna. "Ani, Kildanree plans on attacking Bayern so the king has decided to attack Kildenree first, "told Enna. Ani realized in horror that this must be Selia's plan. If Bayern wiped out Kildanree, there would be no one who could prove her real identitybut she could not return to Kildanree. The next morning, a group of thieves attacked the geese flock. Ani used her gift. She asked the wind to help and it responded by picking up a large amount of dirt and attacking the thieves. Because of her good deeds, Ani was hailed as a hero but was horrified to know that the king would invite her for a reward. As she was afraid to meet Seila in the kingdom, she decided to escape. She returned to Gilza's house and by chance met Talone, her old guard. "I am so happy to find you alive," said Ani relieved. "I am also very happy to finally meet you again, princess. And, I really want to help you get your identity back," replied Talone. Then, the two decided to convince the king of Ani's true identity. They rode to the kingdom and managed to meet the old prime minister. Soon after confirming her identity, she was informed th at the prince. and Selia were about to get married by the lake

Thus, Ani went to the lake to confront Selia. There she found out that the 'guard, Geric, was actually the crown prince. A terrifying battle between Selia and Ani could not be avoided. Luckily, before Selia could kill Ani, Geric intruded and helped Ani. Days later, after things quieted down, Ani was called to prove that Kildenree was not about to attack Bayern. She declared that she was the proof as the queen would never send her first born into an enemy camp before storming out. Geric praised her for ending the war before it started. At the end. Ani and Geric decided to get married. Geric took her to a celebration where she was introduced as the official crown princess.

Structure	Text	Language Features
Orientation	Once upon a time, there lived a lovely princess named Anidori Kiladra Talianna Isilee, or Ani, who was born in the kingdom of Kildenree. Ani had a strong relationship with her aunt. Little Ani spent the first years of her life listening to her aunt's stories and learned how to converse with animals. As Ani grew up, she gradually learned of three important gifts:people-speaking, animal- speaking, and nature-speaking. When her aunt left from the kingdom, Ani's mother, the queen, forbade Ani from getting near animals as she and the rest of Kildenree were terrified of animal-speakers.	Action Verbs: Little Ani spent the first years of her life listening to her aunt's stories and learned how to converse with animals. Past Tense: Once upon a time, there lived a lovely princess named Anidori Kiladra Talianna Isilee, or Ani, who was born in the kingdom of Kildenree.
Complication	Years passed by, Ani was struggling with her confidence as both Crown Princess and a future queen. Ani's life that was always under her mother's shadow made her feeling not confident to be the next queen. Things got worse, when Ani's father passed away. At the funeral, the queen announced that her second child, Calib, would become the next ruler. Feeling confused, Ani tried to confront the queen. "Mother, I ask pardon for intruding so soon after the	Sequence words: Once upon a time, years passed by, etc. Noun Phrases: a strong relationship, the first years of her life, etc. Adverbs: lovely, gradually, near, etc.

	mourning period, but I must ask you about your statement some weeks ago," said Ani. "Yes, yes my child, about Calib. Sit down," the queen asked Ani to sit and continued explaining, "You remember, five years ago we received a visit from the Prime minister of Bayern." Ani nodded. "Well actually, according to our tradition, if it has to be one of my kids to marry the prince of Bayern, it should be the third child, Napralina. But she is too young, and you, my dear Ani, you are different. After the trouble with your aunt, I'm worried that people would never trust you as the rumors of you being a animal-speaker have sunk too deep," said the queen. Furious and upset, Ani had no other choice and was obliged to agree. Ani's lady-in-waiting and best friend, Selia also convinced her to go to Bayern. Ani was crushed, but performed her duty and left Kildenree. However, another bad thing happened. On the way to Bayern, Ani began to feel alienated from Selia. Selia later took Ani's identity as the princess and seeized Ani's power. After days wandering in the forest alone, Ani eventually stumbled on the house of Gilsa and her son, Finn. Gilsa told her, "Go to Bayern with Finn when the market opens. If you are fortunate, you will meet the king in person." Eventually, Ani and Finn went to the market to try to speak to the king. They met the king but she ended up telling him that she was new to the city and had nowhere to go. Hence, the king assigned her as a goose girl.	Adjective Clause Adjective Clause: Once upon a time, there lived a lovely princess named Anidori Kiladra Talianna Isilee, or Ani, who was born in the kingdom of Kildenree. Reporting verbs: "Mother, I ask pardon for intruding so soon after the mourning period, but I must ask you about your statement some weeks ago," said Ani. Continue to identify the language features of the fairy tale as above. Highlight the words or phrases using different colors.

	At first, as a goose girl, Ani struggled to connect with the other workers and the geese. However, this changed when she met Enna who worked with chickens, and Jok, an injured goose that she nursed back to health. Over time, Ani built friendships with the workers including with a man named Geric, who told her that he was the prince's guard. One day, Ani heard a really bad news from Enna. "Ani, Kildanree plans on attacking Bayern so the king has decided to attack Kildenree first, "told Enna. Ani realized in horror that this must be Selia's plan. If Bayern wiped out Kildanree, there would be no one who could prove her real identitybut she could not return to Kildanree. The next morning, a group of thieves attacked the geese flock. Ani used her gift. She asked the wind to help and it responded by picking up a large amount of dirt and attacking the thieves. Because of her good deeds, Ani was hailed as a hero but was horrified to know that the king would invite her for a reward. As she was afraid to meet Seila in the kingdom, she decided to escape. She returned to Gilza's house and by chance met Talone, her old guard. "I am so happy to find you alive," said Ani relieved. "I am also very happy to finally meet you again, princess. And, I really want to help you get your identity back," replied Talone.	
Resolution	Then, the two decided to convince the king of Ani's true identity. They rode to the kingdom and managed to meet the old prime minister. Soon after confirming her identity, she was informed that the prince. and Selia were about to get married by the lake	

Thus, Ani went to the lake to confront Selia. There she found out that the 'guard, Geric, was actually the crown prince. A terrifying battle between Selia and Ani could not be avoided. Luckily, before Selia could kill Ani, Geric intruded and helped Ani. Days later, after things quieted down, Ani was called to prove that Kildenree was not about to attack Bayern. She declared that she was the proof as the queen would never send her first born into an enemy camp before storming out. Geric praised her for ending the war before it started. At the end. Ani and Geric decided to get married. Geric took her to a celebration where she was introduced as the official crown princess.

F. Kegiatan Pembelajaran

Steps	Teacher's Activity	Procedures	Student's Activity
Pre – Teaching	1. Guru menyapa siswa, membuka kelas, dan memimpin doa.	1. Membangun suasana kelas dan membangun fokus.	1. Siswa menjawab salam dan berdoa Siswa mulai berdoa
	2. Guru memeriksa kehadiran siswa dan memberikan motivasi.	2. Mendorong partisipasi dan mengaktifkan latar belakang pengetahuan siswa yang berkaitan dengan dongeng.	2. Siswa mengucapkan "hadir" dan mendengarkan motivasi.
	3. Guru memperkenalkan topik dan tujuan pembelajaran.	3. Perkenalkan genre teks naratif dan jelaskan pendekatan berbasis tugas yang akan digunakan.	3. Siswa mendengarkan dengan seksama dan membuat catatan.catatan dari guru
	1. Guru menjelaskan	1.Guru Perkenalkan tugas Jelaskan maksud,	1. Siswa mendengarkan dan

Steps	Teacher's Activity	Procedures	Student's Activity
While – Teaching	tujuan pembelajaran dan tugas hari ini (misalnya, mengidentifikasi struktur narasi dan fitur bahasa).	tujuan, dan konteks tugas kepada siswa digunakan.	membuat catatan. 2. Siswa mengajukan pertanyaan jika diperlukan.
	2. Guru memberikan kosakata kunci, pola tata bahasa, dan ekspresi yang ditemukan dalam cerita The Goose Girl.	2. Menyediakan masukan kosakata, ekspresi, atau struktur tata bahasa yang diperlukan untuk melakukan tugas secara efektif.	1. Siswa memperhatikan guru. 2. Siswa menuliskan kosakata dan frasa penting
	3. Guru memfasilitasi sesi berbagi pendapat: "Apakah kalian pernah membaca dongeng?"	3. Mengaktifkan pengetahuan latar belakang memfasilitasi kegiatan diskusi atau bertukar pikiran untuk mengaitkan tugas dengan pengetahuan awal siswa.	1. Siswa berpartisipasi dalam diskusi. 2. Siswa berbagi ide atau cerita yang mereka ketahui.
	4. Guru mencontohkan analisis sederhana tentang orientasi, komplikasi dan resolusi dengan menggunakan contoh cerita pendek.present their findings.	4.Mendemonstrasikan tugas (opsional) tunjukkan contoh bagaimana tugas dapat diselesaikan	1. Siswa mengamati dengan seksama. 2.Siswa mempresentasikan temuan dan menanggapi umpan balik dari guru dan teman sebaya.
Post – Teaching	1. Guru meminta siswa untuk merefleksikan tugas dan apa yang telah mereka pelajari.	1.Memeriksa pemahaman siswa dan memungkinkan evaluasi diri.	1. Siswa berbagi pemikiran dan mengungkapkan kesulitan yang dihadapi selama mengerjakan tugas.
	2.merangkum	2. Memperkuat poin-	2. Siswa

Steps	Teacher's Activity	Procedures	Student's Activity
	pelajaran (struktur narasi, kosakata, dan temuan). Guru merangkum pelajaran sendiri atau bersama siswa.	poin penting.	mendengarkan dan melengkapi catatan mereka.
	3.Guru menutup pelajaran dengan salam.	3.Menjaga rutinitas dan penutupan kelas.	3. Siswa mengucapkan salam perpisahan dan berterima kasih kepada guru.

G. Penilaian Pembelajaran

Penilaian terhadap materi ini dapat dilakukan sesuai dengan kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan dan presentasi untuk kerja atau hasil karya/proyek dengan rubrik penilaian.

Bangai, 11 Septembet 2024

Mengetahui
Guru Mata Pelajaran   Peneliti

Irmayani, S.Pd   **Khoirunnisa Harahap**

MODUL AJAR

NARRATIVE TEXT

Sekolah : **Pondok Pesantren Nurul Hudda Bangai**

Kelas/ Semester :**2/1**

Mata Pelajaran : **Bahasa Inggris**

Materi Pembelajaran : **Narrative Text (Fairy Tale)**

Alokasi Waktu : **1 x Pertemuan (1 x 45 Menit)**

A. Tujuan Pembelajaran

1. Melalui kegiatan presentasi, peserta didik dapat memahami lebih mudah materi yang sedang berlangsung

2. Melalui kegiatan diskusi, peserta didik dapat mengetahui lebih dalam struktur Narrative Text

3. Melalui kegiatan Task Based Language Teaching, peserta didik dapat menganalisis strustur dari Narrative Text

B. Indikator Pembelajaran

1. Peserta didik dapat mengetahui pengertian dari Narrative Text (Fairy Tale)

2. Peserta didik dapat menganalisis struktur dari Narrative Text (Fairy Tale)

C. Media Pembelajaran

1. Buku paket

2. Laptop (PPT)

3. Infocus

4. Kertas

D.   Materi Pembelajaran

Fairy Tale adalah jenis teks naratif yang menceritakan kisah fantasi atau kisah yang tidak nyata. Biasanya, jenis cerita ini memiliki unsur mitos dan

legenda yang kuat. Beberapa dongeng telah diwariskan dalam bentuk tertulis dengan pengarang yang jelas. Namun, ada juga yang tidak diketahui nama pengarangnya. Beberapa contoh dongeng yang sudah dikenal luas adalah Cinderella, Putri Salju, Timun Mas, dan lain-lain.

Cerita Fairy Tale

Once upon a time, there lived a lovely princess named Anidori Kiladra Talianna Isilee, or Ani, who was born in the kingdom of Kildenree. Ani had a strong relationship with her aunt. Little Ani spent the first years of her life listening to her aunt's stories and learned how to converse with animals. As Ani grew up, she gradually learned of three important gifts:people-speaking, animal-speaking, and nature-speaking. When her aunt left from the kingdom, Ani's mother, the queen, forbade Ani from getting near animals as she and the rest of Kildenree were terrified of animal-speakers.

Years passed by, Ani was struggling with her confidence as both Crown Princess and a future queen. Ani's life that was always under her mother's shadow made her feeling not confident to be the next queen. Things got worse, when Ani's father passed away. At the funeral, the queen announced that her second child, Calib, would become the next ruler. Feeling confused, Ani tried to confront the queen. "Mother, I ask pardon for intruding so soon after the mourning period, but I must ask you about your statement some weeks ago," said Ani. "Yes, yes my child, about Calib. Sit down," the queen asked Ani to sit and continued explaining, "You remember, five years ago we received a visit from the Prime minister of Bayern." Ani nodded. "Well actually, according to our tradition, if it has to be one of my kids to marry the prince of Bayern, it should be the third child, Napralina. But she is too young, and you, my dear Ani, you are different. After the trouble with your aunt, I'm worried that people would never trust you as the rumors of you being a animal-speaker have sunk too deep," said the queen. Furious and upset, Ani had no other choice and was obliged to agree. Ani's lady-in-waiting and best friend, Selia also convinced her to go to Bayern. Ani was crushed, but performed her duty and left Kildenree.

However, another bad thing happened. On the way to Bayern, Ani began to feel alienated from Selia. Selia later took Ani's identity as the princess and seeized Ani's power. After days wandering in the forest alone, Ani eventually stumbled on the house of Gilsa and her son, Finn. Gilsa told her, "Go to Bayern with Finn when the market opens. If you are fortunate, you will meet the king in person." Eventually, Ani and Finn went to the market to try to speak to the king. They met the king but she ended up telling him that she was new to the city and had nowhere to go. Hence, the king assigned her as a goose girl. At first, as a goose girl, Ani struggled to connect with the other workers and the geese. However, this changed when she met Enna who worked with chickens, and Jok, an injured goose that she nursed back to health. Over time, Ani built friendships with the workers including with a man named Geric, who told her that he was the prince's guard. One day, Ani heard a really bad news from Enna. "Ani, Kildanree plans on attacking Bayern so the king has decided to attack Kildenree first, "told Enna. Ani realized in horror that this must be Selia's plan. If Bayern wiped out Kildanree, there would be no one who could prove her real identitybut she could not return to Kildanree. The next morning, a group of thieves attacked the geese flock. Ani used her gift. She asked the wind to help and it responded by picking up a large amount of dirt and attacking the thieves. Because of her good deeds, Ani was hailed as a hero but was horrified to know that the king would invite her for a reward. As she was afraid to meet Seila in the kingdom, she decided to escape. She returned to Gilza's house and by chance met Talone, her old guard. "I am so happy to find you alive," said Ani relieved. "I am also very happy to finally meet you again, princess. And, I really want to help you get your identity back," replied Talone. Then, the two decided to convince the king of Ani's true identity. They rode to the kingdom and managed to meet the old prime minister. Soon after confirming her identity, she was informed that the prince. and Selia were about to get married by the lake

Thus, Ani went to the lake to confront Selia. There she found out that the 'guard, Geric, was actually the crown prince. A terrifying battle between Selia and Ani could not be avoided. Luckily, before Selia could kill Ani, Geric intruded and

helped Ani. Days later, after things quieted down, Ani was called to prove that Kildenree was not about to attack Bayern. She declared that she was the proof as the queen would never send her first born into an enemy camp before storming out. Geric praised her for ending the war before it started. At the end. Ani and Geric decided to get married. Geric took her to a celebration where she was introduced as the official crown princess.

Structure	Text	Language Features
Orientation	Once upon a time, there lived a lovely princess named Anidori Kiladra Talianna Isilee, or Ani, who was born in the kingdom of Kildenree. Ani had a strong relationship with her aunt. Little Ani spent the first years of her life listening to her aunt's stories and learned how to converse with animals. As Ani grew up, she gradually learned of three important gifts:people-speaking, animal-speaking, and nature-speaking. When her aunt left from the kingdom, Ani's mother, the queen, forbade Ani from getting near animals as she and the rest of Kildenree were terrified of animal-speakers.	Action Verbs: Little Ani spent the first years of her life listening to her aunt's stories and learned how to converse with animals. Past Tense: Once upon a time, there lived a lovely princess named Anidori Kiladra Talianna Isilee, or Ani, who was born in the kingdom of Kildenree.
Complication	Years passed by, Ani was struggling with her confidence as both Crown Princess and a future queen. Ani's life that was always under her mother's shadow made her feeling not confident to be the next queen. Things got worse, when Ani's father passed away. At the funeral, the queen announced that her second child, Calib, would become the next ruler. Feeling confused, Ani tried to confront the queen. "Mother, I ask pardon for intruding so soon after the mourning period, but I must ask you about your statement some weeks ago," said Ani. "Yes, yes my child, about Calib. Sit down,"	Sequence words: Once upon a time, years passed by, etc. Noun Phrases: a strong relationship, the first years of her life, etc. Adverbs: lovely, gradually, near, etc. Adjective Clause Adjective Clause:

	the queen asked Ani to sit and continued explaining, "You remember, five years ago we received a visit from the Prime minister of Bayern." Ani nodded. "Well actually, according to our tradition, if it has to be one of my kids to marry the prince of Bayern, it should be the third child, Napralina. But she is too young, and you, my dear Ani, you are different. After the trouble with your aunt, I'm worried that people would never trust you as the rumors of you being a animal-speaker have sunk too deep," said the queen. Furious and upset, Ani had no other choice and was obliged to agree. Ani's lady-in-waiting and best friend, Selia also convinced her to go to Bayern. Ani was crushed, but performed her duty and left Kildenree. However, another bad thing happened. On the way to Bayern, Ani began to feel alienated from Selia. Selia later took Ani's identity as the princess and seeized Ani's power. After days wandering in the forest alone, Ani eventually stumbled on the house of Gilsa and her son, Finn. Gilsa told her, "Go to Bayern with Finn when the market opens. If you are fortunate, you will meet the king in person." Eventually, Ani and Finn went to the market to try to speak to the king. They met the king but she ended up telling him that she was new to the city and had nowhere to go. Hence, the king assigned her as a goose girl. At first, as a goose girl, Ani struggled to connect with the other workers and the geese. However, this changed when she met Enna who worked with chickens, and Jok, an injured goose that she nursed back to health. Over time, Ani built friendships with the workers including with a man named Geric, who told her that he was the prince's guard. One day, Ani heard a really bad news from Enna. "Ani, Kildanree plans on	Once upon a time, there lived a lovely princess named Anidori Kiladra Talianna Isilee, or Ani, who was born in the kingdom of Kildenree. Reporting verbs: "Mother, I ask pardon for intruding so soon after the mourning period, but I must ask you about your statement some weeks ago," said Ani. Continue to identify the language features of the fairy tale as above. Highlight the words or phrases using different colors.

	attacking Bayern so the king has decided to attack Kildenree first, "told Enna. Ani realized in horror that this must be Selia's plan. If Bayern wiped out Kildanree, there would be no one who could prove her real identitybut she could not return to Kildanree.
	The next morning, a group of thieves attacked the geese flock. Ani used her gift. She asked the wind to help and it responded by picking up a large amount of dirt and attacking the thieves. Because of her good deeds, Ani was hailed as a hero but was horrified to know that the king would invite her for a reward. As she was afraid to meet Seila in the kingdom, she decided to escape. She returned to Gilza's house and by chance met Talone, her old guard. "I am so happy to find you alive," said Ani relieved. "I am also very happy to finally meet you again, princess. And, I really want to help you get your identity back," replied Talone.
Resolution	Then, the two decided to convince the king of Ani's true identity. They rode to the kingdom and managed to meet the old prime minister. Soon after confirming her identity, she was informed that the prince. and Selia were about to get married by the lake
	Thus, Ani went to the lake to confront Selia. There she found out that the 'guard, Geric, was actually the crown prince. A terrifying battle between Selia and Ani could not be avoided. Luckily, before Selia could kill Ani, Geric intruded and helped Ani. Days later, after things quieted down, Ani was called to prove that Kildenree was not about to attack Bayern. She declared that she was the proof as the queen would never send her first born into an enemy camp before storming out. Geric praised her for ending the war before it started. At the end. Ani and Geric decided to get married. Geric took her to a celebration where she was introduced as the official crown princess.

E. Kegiatan Pembelajaran

Steps	Teacher's Activity	Procedures	Student's Activity
Pre – Teaching	1. Guru memberikan masukan terstruktur untuk membantu siswa memahami inti dari teks naratif.	1. Guru memulai dengan menjelaskan elemen-elemen utama teks naratif: orientasi, komplikasi, resolusi, dan fitur-fitur bahasa seperti bentuk lampau dan kata penghubung.	1. Siswa mendengarkan, mencatat, dan mengajukan pertanyaan jika diperlukan.
	2. Guru membuat pelajaran menjadi lebih mudah dipahami dengan mengaitkannya dengan konten yang sudah dikenal.	2. Guru menghubungkan teks narasi dengan kehidupan sehari-hari atau latar belakang budaya siswa agar lebih mudah dipahami.	2. Siswa memberikan refleksi dan tanggapan dengan cerita atau pengalaman yang mereka alami.
	3. Memperjelas makna dan mengatasi miskonsepsi sebelum membaca lebih dalam.	3. Guru mengajukan pertanyaan-pertanyaan yang berkaitan dengan teks naratif. Pertanyaan-pertanyaan ini membantu siswa untuk fokus pada elemen-elemen kunci.	3. Siswa menjawab pertanyaan secara lisan atau tertulis, berdasarkan pemahaman mereka..
	4. Memperjelas makna dan mengatasi miskonsepsi sebelum membaca lebih dalam.	4. Guru mendengarkan tanggapan siswa dan memberikan umpan balik segera. Guru mengoreksi kesalahpahaman dan menjelaskan kosakata atau frasa sulit yang ditemukan dalam teks.	4. Siswa mendengarkan koreksi dan meningkatkan pemahaman mereka

Steps	Teacher's Activity	Procedures	Student's Activity
	5. Guru mencontohkan cara membaca dan membantu siswa memahami nada dan irama teks naratif.	5. Guru membaca teks dengan lantang, dengan menekankan pengucapan, intonasi, dan ekspresi.	5. Siswa mengikuti dan mendengarkan dengan penuh perhatian
	6. Guru menggunakan diskusi terpandu untuk menganalisis organisasi cerita.	6. Guru dan siswa bekerja sama untuk mengidentifikasi orientasi, komplikasi, dan resolusi dalam teks.	6. Siswa menyumbangkan ide dan menandai bagian-bagian teks sesuai dengan strukturnya.
	7. Guru menhubungkan pesan cerita dengan nilai-nilai dunia nyata atau pendidikan karakter.	7. Guru dan siswa mendiskusikan moral atau pelajaran dari cerita tersebut dan mengaitkannya dengan kehidupan modern	7. Siswa berbagi refleksi dan mengaitkan cerita tersebut dengan kehidupan mereka.
While – Teaching	1. Guru menjelaskan tujuan pembelajaran dan tugas hari ini (misalnya, mengidentifikasi struktur narasi dan fitur bahasa).	1. Guru Perkenalkan tugas Jelaskan maksud, tujuan, dan konteks tugas kepada siswa digunakan.	1. Siswa mendengarkan dan membuat catatan. 2. Siswa mengajukan pertanyaan jika diperlukan.
	2. Guru memberikan kosakata kunci, pola tata bahasa, dan ekspresi yang ditemukan dalam cerita The Goose Girl.	2. Menyediakan masukan kosakata, ekspresi, atau struktur tata bahasa yang diperlukan untuk melakukan tugas secara efektif.	1. Siswa memperhatikan guru. 2. Siswa menuliskan kosakata dan frasa penting
	3. Guru memfasilitasi sesi berbagi	3. Mengaktifkan pengetahuan latar belakang	1. Siswa berpartisipasi dalam diskusi.

Steps	Teacher's Activity	Procedures	Student's Activity
	pendapat: "Apakah kalian pernah membaca dongeng?"	memfasilitasi kegiatan diskusi atau bertukar pikiran untuk mengaitkan tugas dengan pengetahuan awal siswa.	2. Siswa berbagi ide atau cerita yang mereka ketahui.
	4. Guru mencontohkan analisis sederhana tentang orientasi, komplikasi dan resolusi dengan menggunakan contoh cerita pendek.present their findings.	4.Mendemonstrasikan tugas (opsional) tunjukkan contoh bagaimana tugas dapat diselesaikan	1. Siswa mengamati dengan seksama. 2.Siswa mempresentasikan temuan dan menanggapi umpan balik dari guru dan teman sebaya.
Post – Teaching	1. Guru meminta siswa untuk merefleksikan tugas dan apa yang telah mereka pelajari.	1.Memeriksa pemahaman siswa dan memungkinkan evaluasi diri.	1. Siswa berbagi pemikiran dan mengungkapkan kesulitan yang dihadapi selama mengerjakan tugas.
	2.merangkum pelajaran (struktur narasi, kosakata, dan temuan). Guru merangkum pelajaran sendiri atau bersama siswa.	2. Memperkuat poin-poin penting.	2. Siswa mendengarkan dan melengkapi catatan mereka.
	3.Guru menutup pelajaran dengan salam.	3.Menjaga rutinitas dan penutupan kelas.	3. Siswa mengucapkan salam

g. Penilaian Pembelajaran

Penelian terhadap materi ini dapat dilakukan sesuai dengan kebutuhan guru yaittu dari pengamatan,sikap tes pengetahuan dan presentasi unruk kerja atau hasi   kerja/proyek dengan rubrik penilian.

Bangai, 28 Mei 2025

Mengetahui
Guru Mata Pelajaran   Peneliti

Irmayani, S.Pd   **Khoirunnisa Harahap**
                                                            NIM. 21 203 00020

APPENDIX 3

Instrument Before Valid of Pre-Test
(Experimental class & Control class)

INSTRUMEN

Experimental Class

Direction

Name   :
Class   :

Read the story in the box carefully, this story will answer the question from number 1-5

Cinderella
Once upon a time, there was a young girl named Cinderella who lived with her wicked stepmother and stepsisters. They made her do all the chores in the house. One day, an invitation to a royal ball arrived. Although her stepmother forbade her to go, Cinderella was helped by her fairy godmother, who magically transformed her appearance. At the ball, the prince fell in love with her, but as midnight approached, she had to leave before the magic wore off. The prince searched for her, and eventually, they were reunited and lived happily ever after.

---

1. Who is the main character in the story?

   a. Snow White

   b. Cinderella

   c. Rapunzel

   d. Belle

2. What is the major complication that arises after Cinderella leaves the ball?

   a. The prince forgets what she looks like

   b. She leaves behind a glass slipper

   c. Her stepmother locks her in her room

d. She loses her magical powers

3. What complication arises as Cinderella is enjoying the ball?

    a. The magic begins to wear off

    b. The prince falls in love with someone else

    c. Cinderella is caught by her stepmother

    d. Her dress gets torn

4. What is the complication that Cinderella faces in the story?

    a. Her stepsisters ruin her chances to go to the ball

    b. The fairy godmother turns Cinderella into a princess

    c. Cinderella's stepmother refuses to let her attend the ball

    d. The prince gets lost during his search

5. What is the main conflict in the story of Cinderella?

    a. Cinderella wants to become a queen

    b. Cinderella is forced to do all the chores by her stepmother and stepsisters

    c. The prince is searching for a wife

    d. Cinderella tries to run away from home

Direction

Read the story in the box carefully, this story will answer the question from number 6-25

The Brave Little Fox

In a quiet forest, there lived a young fox named Felix. Felix was known for his bright orange fur and curious nature. Unlike the other animals, he loved to explore the forest far beyond where the others dared to go. Every day, he ventured deeper into the woods, discovering new paths and meeting new creatures.

One day, while exploring a part of the forest he had never been to, Felix found himself lost. The trees around him looked unfamiliar, and the sun began to set. He realized that he had strayed too far from home, and now, he couldn't find his way back. Felix grew anxious as the sounds of the forest changed, and he heard

strange rustling noises in the bushes. He had to find his way home before it got dark, but the forest seemed endless and frightening.

As Felix wandered, he remembered the advice his mother had given him: "If you ever feel lost, look for the stars." Looking up, Felix noticed the first star of the evening shining bright above the trees. He followed the direction of the star, and after some time, he finally saw the familiar sight of his home. He rushed back to his den, safe and sound. From that day on, Felix learned to be more careful in his explorations, but he never lost his adventurous spirit.

6. What is the main idea of the story?

   a. Felix learns to find his way home

   b. Felix gets lost in the forest

   c. Felix goes on many adventures

   d. Felix becomes scared of the dark

7. Why does Felix begin to feel anxious while he is lost in the forest?

   a. The sun begins to set, and it gets dark

   b. He can't find any food

   c. He sees a wild animal approaching

   d. He hears the sound of his steps echoing

8. What problem does Felix face while exploring the forest?

   a. He gets stuck in the mud

   b. He gets lost and cannot find his way home

   c. He encounters a dangerous predator

   d. He finds an obstacle he cannot cross

9. Felix remembers What is the complication in the story?

   a. Felix gets lost in an unfamiliar part of the forest

   b. Felix finds a new animal friend

c. Felix decides to explore further

d. Felix is scared of the dark

10. What is the resolution of the story?

    a. Felix gets stuck in the forest

    b. Felix follows the star and finds his way home

    c. Felix gives up on exploring

    d. Felix finds another way to avoid danger

11. What is the main theme of "The Brave Little Fox"?

    a. The importance of being careful while exploring.

    b. How Felix becomes the bravest animal in the forest.

    c. The adventures of Felix as he meets new animals.

    d. The relationship between Felix and his mother.

12. What is the complication Felix faces when lost?

    a. Felix doesn't know how to find food

    b. Felix is afraid of the dark and strange sounds

    c. Felix meets a dangerous animal

    d. Felix cannot remember how to return home

13. How does Felix handle the complication of being lost?

    a. He sits down and waits for someone to find him

    b. He gets scared and tries to run

    c. He remembers his mother's advice and looks for the star

    d. He tries to make a new home in the forest

14. What is the resolution in the story?

    a. Felix builds a new den in the forest

    b. Felix follows the stars and finds his way back home safely

    c. Felix finds a group of animals to live with

    d. Felix stays lost in the forest

15. What is the central problem Felix faces in the story?

    a. He gets hungry while exploring the forest

    b. He gets lost in the forest and can't find his way home

    c. He is chased by a dangerous animal

    d. He can't find any animals to be friends with

16. What complication does Felix face when he tries to find his way back home?

    a. Felix's path is blocked by a large river

    b. Felix is too tired to continue his journey

    c. Felix is distracted by the beauty of the forest

    d. Felix realizes he is heading in the wrong direction

17. What does Felix hear that adds to his anxiety while being lost?

    a. Animal footsteps behind him

    b. Strange rustling noises in the bushes

    c. A loud roar from the distance

    d. The wind howling through the trees

18. What is Felix's reaction to seeing the bright star in the sky?

    a. He feels afraid of the star

    b. He becomes hopeful and follows the star home

    c.   He ignores the star and continues wandering

    d.   He becomes more lost

19. What complicates Felix's journey in the forest?

    a.   He gets stuck in a tree

    b.   He cannot remember which way he came

    c.   He meets a dangerous animal

    d.   He gets distracted by other animals

20. What helps Felix find his way back home?

    a.   He finds a map

    b.   He follows the first star in the sky, as his mother advised him

    c.   He listens to the sound of the river

    d.   He finds a trail of other animals

21. What advice from Felix's mother does he follow?

    a.   "Stay close to other animals"

    b.   "Follow the stars when lost"

    c.   "Always find food before finding your way"

    d.   "Don't be afraid of the dark"

22. How does Felix feel when he finally sees his home again?

    a.   Happy and relieved

    b.   Angry at himself

    c.   Fearful of the dark

    d.   Sad that he wandered so far

23. What is the key lesson that Felix learns at the end of the story?

a. Always stay close to your family and be careful when exploring

b. Never trust other animals in the forest

c. It's okay to get lost as long as you stay calm

d. Never go out into the forest at night

24. What lesson does Felix learn by the end of the story?

a. Always stay close to home

b. Never trust other animals in the forest

c. It's okay to get lost as long as you are brave

d. Be more careful in his explorations while still maintaining his adventurous spirit

25. What is the main complication Felix encounters while lost in the forest?

a. Felix gets stuck in a thorn bush and cannot move

b. Felix becomes afraid of the dark and strange noises

c. Felix meets a wild animal that tries to attack him

d. Felix forgets the advice his mother gave him

KEY ANSWER INSTRUMENTS EXPERIMENTAL

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

Instrument Before Valid of Post-Test
(Experimental class & Control class)

INSTRUMEN
Control Class

Direction
Name :
Class :

Read the story in the box carefully, this story will answer the question from number 1-20

The Brave Little Fox

In a quiet forest, there lived a young fox named Felix. Felix was known for his bright orange fur and curious nature. Unlike the other animals, he loved to explore the forest far beyond where the others dared to go. Every day, he ventured deeper into the woods, discovering new paths and meeting new creatures.

One day, while exploring a part of the forest he had never been to, Felix found himself lost. The trees around him looked unfamiliar, and the sun began to set. He realized that he had strayed too far from home, and now, he couldn't find his way back. Felix grew anxious as the sounds of the forest changed, and he heard strange rustling noises in the bushes. He had to find his way home before it got dark, but the forest seemed endless and frightening.

As Felix wandered, he remembered the advice his mother had given him: "If you ever feel lost, look for the stars." Looking up, Felix noticed the first star of the evening shining bright above the trees. He followed the direction of the star, and after some time, he finally saw the familiar sight of his home. He rushed back to his den, safe and sound. From that day on, Felix learned to be more careful in his explorations, but he never lost his adventurous spirit.

---

1. What is the main idea of the story?

    a. Felix learns to find his way home

    b. Felix gets lost in the forest

    c. Felix goes on many adventures

    d. Felix becomes scared of the dark

2. Why does Felix begin to feel anxious while he is lost in the forest?

    a. The sun begins to set, and it gets dark

    b. He can't find any food

c. He sees a wild animal approaching

d. He hears the sound of his steps echoing

3. What problem does Felix face while exploring the forest?

   a. He gets stuck in the mud

   b. He gets lost and cannot find his way home

   c. He encounters a dangerous predator

   d. He finds an obstacle he cannot cross

4. Felix remembers What is the complication in the story?

   a. Felix gets lost in an unfamiliar part of the forest

   b. Felix finds a new animal friend

   c. Felix decides to explore further

   d. Felix is scared of the dark

5. What is the resolution of the story?

   a. Felix gets stuck in the forest

   b. Felix follows the star and finds his way home

   c. Felix gives up on exploring

   d. Felix finds another way to avoid danger

6. What is the main theme of "The Brave Little Fox"?

   a. The importance of being careful while exploring

   b. How Felix becomes the bravest animal in the forest

   c. The adventures of Felix as he meets new animals

   d. The relationship between Felix and his mother

7. What is the complication Felix faces when lost?

1) Felix doesn't know how to find food

2) Felix is afraid of the dark and strange sounds

3) Felix meets a dangerous animal

4) Felix cannot remember how to return home

8. How does Felix handle the complication of being lost?

   e. He sits down and waits for someone to find him

   f. He gets scared and tries to run

   g. He remembers his mother's advice and looks for the star

   h. He tries to make a new home in the forest

9. What is the resolution in the story?

   a. Felix builds a new den in the forest

   b. Felix follows the stars and finds his way back home safely

   c. Felix finds a group of animals to live with

   d. Felix stays lost in the forest

10. What is the central problem Felix faces in the story?

    a. He gets hungry while exploring the forest

    b. He gets lost in the forest and can't find his way home

    c. He is chased by a dangerous animal

    d. He can't find any animals to be friends with

11. What complication does Felix face when he tries to find his way back home?

    a. Felix's path is blocked by a large river

    b. Felix is too tired to continue his journey

c. Felix is distracted by the beauty of the forest

d. Felix realizes he is heading in the wrong direction

12. What does Felix hear that adds to his anxiety while being lost?

a. Animal footsteps behind him

b. Strange rustling noises in the bushes

c. A loud roar from the distance

d. The wind howling through the trees

13. What is Felix's reaction to seeing the bright star in the sky?

a. He feels afraid of the star

b. He becomes hopeful and follows the star home

c. He ignores the star and continues wandering

d. He becomes more lost

14. What complicates Felix's journey in the forest?

a. He gets stuck in a tree

b. He cannot remember which way he came

c. He meets a dangerous animal

d. He gets distracted by other animals

15. What helps Felix find his way back home?

a. He finds a map

b. He follows the first star in the sky, as his mother advised him

c. He listens to the sound of the river

d. He finds a trail of other animals

16. What advice from Felix's mother does he follow?

a. "Stay close to other animals"

b. "Follow the stars when lost"

c. "Always find food before finding your way"

d. "Don't be afraid of the dark"

17. How does Felix feel when he finally sees his home again?

a. Happy and relieved

b. Angry at himself

c. Fearful of the dark

d. Sad that he wandered so far

18. What is the key lesson that Felix learns at the end of the story?

a. Always stay close to your family and be careful when exploring

b. Never trust other animals in the forest

c. It's okay to get lost as long as you stay calm

d. Never go out into the forest at night

19. What lesson does Felix learn by the end of the story?

a. Always stay close to home

b. Never trust other animals in the forest

c. It's okay to get lost as long as you are brave

d. Be more careful in his explorations while still maintaining his adventurous spirit.

20. What is the main complication Felix encounters while lost in the forest?

a. Felix gets stuck in a thorn bush and cannot move

b. Felix becomes afraid of the dark and strange noises

c. Felix meets a wild animal that tries to attack him

d. Felix forgets the advice his mother gave him

Direction

Read the story in the box carefully, this story will answer the question from number 21-25

Cinderella

Once upon a time, there was a young girl named Cinderella who lived with her wicked stepmother and stepsisters. They made her do all the chores in the house. One day, an invitation to a royal ball arrived. Although her stepmother forbade her to go, Cinderella was helped by her fairy godmother, who magically transformed her appearance. At the ball, the prince fell in love with her, but as midnight approached, she had to leave before the magic wore off. The prince searched for her, and eventually, they were reunited and lived happily ever after.

---

21. Who is the main character in the story?

    a. Snow White

    b. Cinderella

    c. Rapunzel

    d. Belle

22. What is the major complication that arises after Cinderella leaves the ball?

    a. The prince forgets what she looks like

    b. She leaves behind a glass slipper

    c. Her stepmother locks her in her room

    d. She loses her magical powers

23. What complication arises as Cinderella is enjoying the ball?

    a. The magic begins to wear off

b. The prince falls in love with someone else

c. Cinderella is caught by her stepmother

d. Her dress gets torn

24. What is the complication that Cinderella faces in the story?

    a. Her stepsisters ruin her chances to go to the ball

    b. The fairy godmother turns Cinderella into a princess

    c. Cinderella's stepmother refuses to let her attend the ball

    d. The prince gets lost during his search

25. What is the main conflict in the story of Cinderella?

    a. Cinderella wants to become a queen

    b. Cinderella is forced to do all the chores by her stepmother and stepsisters

    c. The prince is searching for a wife

    d. Cinderella tries to run away from home

KEY ANSWER INSTRUMENTS CONTROL CLASS

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

APPENDIX 5

Saya yang bertanda tangan di bawah ini:

Nama : Irmayani S.Pd

Nip : —

Guru : Bahasa Inggris

Menyatakan bahwa instrument penelitian nama mahasiswa:

Nama : Khoirunnisa Harahap

Nim : 2120300020

Program Study : Tadris Bahasa Inggris

Judul Penelitian : The Effect Task Based Language Teaching on students' Raeading narrative Text Ability at Eleventh Grade of Pondok Pesantren Nurul Huda Bangai

Setelah dilakukan kajian atas instrument penelitian dengan mempertimbangkan beberapa aspek diantaranya topic,soal item jumlah item dan model soal yang bervariasi sesuai dengan indikatornya.Instrument ini layak digunakan untuk penelitian dan dapat di ujikan diantaranya:

Jumlah Item	Soal yang layakk di ujikan	Soal yang tidak layak di ujikan
20	1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20	7, 8, 16, 17, 20
Total	20	

Demikian agar dapat digunakan semestinya

Bangai,

Validator,

Irmayani,S.Pd

APPENDIX 6

Instrument After valid Pre-Test
(Experimental class & Control class)

INSTRUMEN

Experimental Class

Direction

Name :
Class :

Read the story in the box carefully, this story will answer the question from number 1-5

> Cinderella
>
> Once upon a time, there was a young girl named Cinderella who lived with her wicked stepmother and stepsisters. They made her do all the chores in the house. One day, an invitation to a royal ball arrived. Although her stepmother forbade her to go, Cinderella was helped by her fairy godmother, who magically transformed her appearance. At the ball, the prince fell in love with her, but as midnight approached, she had to leave before the magic wore off. The prince searched for her, and eventually, they were reunited and lived happily ever after.

1. Who is the main character in the story?

   a. Snow White

   b. Cinderella

   c. Rapunzel

   d. Belle

2. What is the major complication that arises after Cinderella leaves the ball?

   a. The prince forgets what she looks like

   b. She leaves behind a glass slipper

   c. Her stepmother locks her in her room

d. She loses her magical powers

3. What complication arises as Cinderella is enjoying the ball?

    a. The magic begins to wear off

    b. The prince falls in love with someone else

    c. Cinderella is caught by her stepmother

    d. Her dress gets torn

4. What is the complication that Cinderella faces in the story?

    a. Her stepsisters ruin her chances to go to the ball

    b. The fairy godmother turns Cinderella into a princess

    c. Cinderella's stepmother refuses to let her attend the ball

    d. The prince gets lost during his search

5. What is the main conflict in the story of Cinderella?

    a. Cinderella wants to become a queen

    b. Cinderella is forced to do all the chores by her stepmother and stepsisters

    c. The prince is searching for a wife

    d. Cinderella tries to run away from home

Direction

Read the story in the box carefully, this story will answer the question from number 6-25

The Brave Little Fox

In a quiet forest, there lived a young fox named Felix. Felix was known for his bright orange fur and curious nature. Unlike the other animals, he loved to explore the forest far beyond where the others dared to go. Every day, he ventured deeper into the woods, discovering new paths and meeting new creatures.

One day, while exploring a part of the forest he had never been to, Felix found himself lost. The trees around him looked unfamiliar, and the sun began to set. He realized that he had strayed too far from home, and now, he couldn't find his

way back. Felix grew anxious as the sounds of the forest changed, and he heard strange rustling noises in the bushes. He had to find his way home before it got dark, but the forest seemed endless and frightening.

As Felix wandered, he remembered the advice his mother had given him: "If you ever feel lost, look for the stars." Looking up, Felix noticed the first star of the evening shining bright above the trees. He followed the direction of the star, and after some time, he finally saw the familiar sight of his home. He rushed back to his den, safe and sound. From that day on, Felix learned to be more careful in his explorations, but he never lost his adventurous spirit.

6. What is the main idea of the story?

    a. Felix learns to find his way home

    b. Felix gets lost in the forest

    c. Felix goes on many adventures

    d. Felix becomes scared of the dark

7. Felix remembers What is the complication in the story?

    a. Felix gets lost in an unfamiliar part of the forest

    b. Felix finds a new animal friend

    c. Felix decides to explore further

    d. Felix is scared of the dark

8. What is the resolution of the story?

    a. Felix gets stuck in the forest

    b. Felix follows the star and finds his way home

    c. Felix gives up on exploring

    d. Felix finds another way to avoid danger

9. What is the main theme of "The Brave Little Fox"?

    a. The importance of being careful while exploring.

b. How Felix becomes the bravest animal in the forest.

c. The adventures of Felix as he meets new animals.

d. The relationship between Felix and his mother.

10. What is the complication Felix faces when lost?

   a. Felix doesn't know how to find food

   b. Felix is afraid of the dark and strange sounds

   c. Felix meets a dangerous animal

   d. Felix cannot remember how to return home

11. How does Felix handle the complication of being lost?

   a. He sits down and waits for someone to find him

   b. He gets scared and tries to run

   c. He remembers his mother's advice and looks for the star

   d. He tries to make a new home in the forest

12. What is the resolution in the story?

   a. Felix builds a new den in the forest

   b. Felix follows the stars and finds his way back home safely

   c. Felix finds a group of animals to live with

   d. Felix stays lost in the forest

13. What is the central problem Felix faces in the story?

   a. He gets hungry while exploring the forest

   b. He gets lost in the forest and can't find his way home

   c. He is chased by a dangerous animal

   d. He can't find any animals to be friends with

14. What is Felix's reaction to seeing the bright star in the sky?

    a. He feels afraid of the star

    b. He becomes hopeful and follows the star home

    c. He ignores the star and continues wandering

    d. He becomes more lost

15. What complicates Felix's journey in the forest?

    a. He gets stuck in a tree

    b. He cannot remember which way he came

    c. He meets a dangerous animal

    d. He gets distracted by other animals

16. What advice from Felix's mother does he follow?

    a. "Stay close to other animals"

    b. "Follow the stars when lost"

    c. "Always find food before finding your way"

    d. "Don't be afraid of the dark"

17. How does Felix feel when he finally sees his home again?

    a. Happy and relieved

    b. Angry at himself

    c. Fearful of the dark

    d. Sad that he wandered so far

18. What is the key lesson that Felix learns at the end of the story?

    a. Always stay close to your family and be careful when exploring

    b. Never trust other animals in the forest

c. It's okay to get lost as long as you stay calm

d. Never go out into the forest at night

19. What lesson does Felix learn by the end of the story?

    a. Always stay close to home

    b. Never trust other animals in the forest

    c. It's okay to get lost as long as you are brave

    d. Be more careful in his explorations while still maintaining his adventurous spirit

20. What is the main complication Felix encounters while lost in the forest?

    a. Felix gets stuck in a thorn bush and cannot move

    b. Felix becomes afraid of the dark and strange noises

    c. Felix meets a wild animal that tries to attack him

    d. Felix forgets the advice his mother gave him

KEY ANSWER INSTRUMENTS EXPERIMENTAL

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

Instrument After Valid Post-Test
(Experimental class & Control class)

INSTRUMEN
Control Class

Direction
Name :
Class :

Read the story in the box carefully, this story will answer the question from number 1-20

The Brave Little Fox

In a quiet forest, there lived a young fox named Felix. Felix was known for his bright orange fur and curious nature. Unlike the other animals, he loved to explore the forest far beyond where the others dared to go. Every day, he ventured deeper into the woods, discovering new paths and meeting new creatures.

One day, while exploring a part of the forest he had never been to, Felix found himself lost. The trees around him looked unfamiliar, and the sun began to set. He realized that he had strayed too far from home, and now, he couldn't find his way back. Felix grew anxious as the sounds of the forest changed, and he heard strange rustling noises in the bushes. He had to find his way home before it got dark, but the forest seemed endless and frightening.

As Felix wandered, he remembered the advice his mother had given him: "If you ever feel lost, look for the stars." Looking up, Felix noticed the first star of the evening shining bright above the trees. He followed the direction of the star, and after some time, he finally saw the familiar sight of his home. He rushed back to his den, safe and sound. From that day on, Felix learned to be more careful in his explorations, but he never lost his adventurous spirit.

---

1. What is the main idea of the story?

   a. Felix learns to find his way home

   b. Felix gets lost in the forest

   c. Felix goes on many adventures

   d. Felix becomes scared of the dark

2. What problem does Felix face while exploring the forest?

   a. He gets stuck in the mud

   b. He gets lost and cannot find his way home

c. He encounters a dangerous predator

d. He finds an obstacle he cannot cross

3. Felix remembers What is the complication in the story?

   a. Felix gets lost in an unfamiliar part of the forest

   b. Felix finds a new animal friend

   c. Felix decides to explore further

   d. Felix is scared of the dark

4. What is the resolution of the story?

   a. Felix gets stuck in the forest

   b. Felix follows the star and finds his way home

   c. Felix gives up on exploring

   d. Felix finds another way to avoid danger

5. What is the main theme of "The Brave Little Fox"?

   a. The importance of being careful while exploring

   b. How Felix becomes the bravest animal in the forest

   c. The adventures of Felix as he meets new animals

   d. The relationship between Felix and his mother

6. What is the complication Felix faces when lost?

   a.   Felix doesn't know how to find food

   b.   Felix is afraid of the dark and strange sounds

   c.   Felix meets a dangerous animal

   d.   Felix cannot remember how to return home

7. What is the resolution in the story?

a. Felix builds a new den in the forest

b. Felix follows the stars and finds his way back home safely

c. Felix finds a group of animals to live with

d. Felix stays lost in the forest

8. What is the central problem Felix faces in the story?

   a. He gets hungry while exploring the forest

   b. He gets lost in the forest and can't find his way home

   c. He is chased by a dangerous animal

   d. He can't find any animals to be friends with

   e. Felix realizes he is heading in the wrong direction

9. What is Felix's reaction to seeing the bright star in the sky?

   a. He feels afraid of the star

   b. He becomes hopeful and follows the star home

   c. He ignores the star and continues wandering

   d. He becomes more lost

10. What complicates Felix's journey in the forest?

   a. He gets stuck in a tree

   b. He cannot remember which way he came

   c. He meets a dangerous animal

   d. He gets distracted by other animals

11. What advice from Felix's mother does he follow?

   a. "Stay close to other animals"

   b. "Follow the stars when lost"

c. "Always find food before finding your way"

d. "Don't be afraid of the dark"

12. How does Felix feel when he finally sees his home again?

a. Happy and relieved

b. Angry at himself

c. Fearful of the dark

d. Sad that he wandered so far

13. What is the key lesson that Felix learns at the end of the story?

a. Always stay close to your family and be careful when exploring

b. Never trust other animals in the forest

c. It's okay to get lost as long as you stay calm

d. Never go out into the forest at night

14. What lesson does Felix learn by the end of the story?

a. Always stay close to home

b. Never trust other animals in the forest

c. It's okay to get lost as long as you are brave

d. Be more careful in his explorations while still maintaining his adventurous spirit.

15. What is the main complication Felix encounters while lost in the forest?

a. Felix gets stuck in a thorn bush and cannot move

b. Felix becomes afraid of the dark and strange noises

c. Felix meets a wild animal that tries to attack him

d. Felix forgets the advice his mother gave him

Direction

Read the story in the box carefully, this story will answer the question from number 16-20

Cinderella

Once upon a time, there was a young girl named Cinderella who lived with her wicked stepmother and stepsisters. They made her do all the chores in the house. One day, an invitation to a royal ball arrived. Although her stepmother forbade her to go, Cinderella was helped by her fairy godmother, who magically transformed her appearance. At the ball, the prince fell in love with her, but as midnight approached, she had to leave before the magic wore off. The prince searched for her, and eventually, they were reunited and lived happily ever after.

---

16. Who is the main character in the story?

   a. Snow White

   b. Cinderella

   c. Rapunzel

   d. Belle

17. What is the major complication that arises after Cinderella leaves the ball?

   a. The prince forgets what she looks like

   b. She leaves behind a glass slipper

   c. Her stepmother locks her in her room

   d. She loses her magical powers

18. What complication arises as Cinderella is enjoying the ball?

   a. The magic begins to wear off

   b. The prince falls in love with someone else

   c. Cinderella is caught by her stepmother

d. Her dress gets torn

19. What is the complication that Cinderella faces in the story?

   a. Her stepsisters ruin her chances to go to the ball

   b. The fairy godmother turns Cinderella into a princess

   c. Cinderella's stepmother refuses to let her attend the ball

   d. The prince gets lost during his search

20. What is the main conflict in the story of Cinderella?

   a. Cinderella wants to become a queen

   b. Cinderella is forced to do all the chores by her stepmother and stepsisters

   c. The prince is searching for a wife

   d. Cinderella tries to run away from home

KEY ANSWER INSTRUMENTS CONTROL CLASS

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

APPENDIX 8

Students' Score in Experimental Class

No	Total	Experimental Class	
	Name	Pre-Test	Post-test
1.	AI	65	80
2.	AM	70	60
3.	AT	55	75
4.	AY	80	85
5.	CN	55	72
6.	EL	60	78
7.	FI	68	74
8.	HM	62	65
9.	YS	58	85
10.	NY	77	79
11.	NR	69	82
12.	FH	73	76
13.	RK	67	81
14.	RH	81	66
15.	SH	59	72
16.	Rm	65	83
17.	SY	75	74
18.	SF	66	86
19.	AF	78	72
20.	FN	65	80
21.	PD	72	82
22.	ST	59	69
23.	PA	64	88
24.	HU	78	73
25.	AW	72	77

APPENDIX 9

Students' Score in Control Class

No	Total	Experimental Class	
	Name	Pre-Test	Post-test
1.	AB	53	55
2.	AH	50	57
3.	AD	45	50
4.	AS	55	65
5.	CT	60	58
6.	AR	50	52
7.	ER	61	66
8.	DE	57	62
9.	FE	62	66
10.	FY	55	54
11.	HR	49	60
12.	IH	62	67
13.	ID	54	58
14.	JH	58	62
15.	MS	60	64
16.	NH	56	59
17.	RY	63	68
18.	AD	69	63
19.	HJ	51	55
20.	ST	63	68
21.	UI	58	62
22.	LZ	54	58
23.	BD	60	64
24.	MI	55	63
25.	SC	53	67

APPENDIX 10

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	Kelas	N	Percent	N	Percent	N	Percent
Hasil Belajar Siswa	Pretest Experiment	25	100.0%	0	0.0%	25	100.0%
	Posttest Experiment	25	100.0%	0	0.0%	25	100.0%
	Pretest Control	25	100.0%	0	0.0%	25	100.0%
	Posttest Control	25	100.0%	0	0.0%	25	100.0%

Descriptives

	Kelas			Statistic	Std. Error
Hasil Belajar Siswa	Pretest Experiment	Mean		67.72	1.555
		95% Confidence Interval for Mean	Lower Bound	64.51	
			Upper Bound	70.93	
		5% Trimmed Mean		67.70	
		Median		67.00	
		Variance		60.460	
		Std. Deviation		7.776	
		Minimum		55	
		Maximum		81	
		Range		26	
		Interquartile Range		13	
		Skewness		.072	.464
		Kurtosis		-.989	.902
	Posttest Experiment	Mean		76.56	1.404
		95% Confidence Interval for Mean	Lower Bound	73.66	
			Upper Bound	79.46	
		5% Trimmed Mean		76.81	
		Median		77.00	
		Variance		49.257	
		Std. Deviation		7.018	
		Minimum		60	
		Maximum		88	
		Range		28	
		Interquartile Range		10	
		Skewness		-.491	.464
		Kurtosis		-.112	.902
	Pretest Control	Mean		56.12	.963

	95% Confidence Interval for Mean	Lower Bound	54.13	
		Upper Bound	58.11	
	5% Trimmed Mean		56.31	
	Median		56.00	
	Variance		23.193	
	Std. Deviation		4.816	
	Minimum		45	
	Maximum		63	
	Range		18	
	Interquartile Range		7	
	Skewness		-.416	.464
	Kurtosis		-.450	.902
Posttest Control	Mean		60.92	1.029
	95% Confidence Interval for Mean	Lower Bound	58.80	
		Upper Bound	63.04	
	5% Trimmed Mean		61.11	
	Median		62.00	
	Variance		26.493	
	Std. Deviation		5.147	
	Minimum		50	
	Maximum		68	
	Range		18	
	Interquartile Range		8	
	Skewness		-.442	.464
	Kurtosis		-.719	.902

APPENDIX 11

Result Normality Test of Post-Test

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pretest Experiment	.084	25	.200	.962	25	.464
	Posttest Experiment	.110	25	.200	.961	25	.436
	Pretest Control	.098	25	.200	.973	25	.716
	Posttest Control	.143	25	.199	.952	25	.274

APPENDIX 12

Test of Homogeneity of Variances Pre-Test

		Levene Statistic	df1	df2	Sig.
Hasil Belajar	Based on Mean	6.265	1	48	.016
	Based on Median	5.905	1	48	.019
	Based on Median and with adjusted df	5.905	1	39.778	.020
	Based on trimmed mean	6.226	1	48	.016

APPENDIX 13

Test of Homogeneity of Variances Post Test

		Levene Statistic	df1	df2	Sig.
HASIL BELAJAR	Based on Mean	1.927	1	48	.172
	Based on Median	2.021	1	48	.162
	Based on Median and with adjusted df	2.021	1	44.683	.162
	Based on trimmed mean	1.928	1	48	.171

APPENDIX 14

HYPOTESIS TEST

Group Statistics

	hasilbelajar2	N	Mean	Std. Deviation	Std. Error Mean
hasilbelajar1	1.00	25	76.5600	7.01831	1.40366
	2.00	25	60.9200	5.14717	1.02943

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result	Equal variances assumed	1.927	.172	8.985	48	.000	15.64000	1.74091	12.14189	19.13989
	Equal variances not assumed			8.985	44.024	.000	15.64000	1.9861	12.14107	19.14807

APPENDIX 15

RELIABILITY

Processing Summary

	N	Percent
Case Valid	25	100.0%
Excluded (a)	0	0.0%
Total	25	100.0%

Reliability Statistics

Cronbach's Alpha	N of Items
0.871	20

APPENDIX 16

Documentation of Research

1. **Pre Test**

   Experimen Class

Control Class

2. **Treatment**

Experiment class

3. **Post**

   Experiment Class

Control Class

Nomor : Bβ62β/Un.28/E.1/PP.00.9/12/2024   31 Desember 2024
Lamp   : -
Perihal : **Pengesahan Judul dan Penunjukan**
Pembimbing Skripsi

Yth.
1. **Dr. Eka Sustri Harida, M.Pd.**   **(Pembimbing I)**
2. **Sri Rahmadhani Siregar, M.Pd.**   **(Pembimbing II)**

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama   : Khoirunnisa Harahap
NIM   : 2120300020
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effect Task Based Language Teaching on Students' Reading Narrative Text Ability at Eleventh Grade of Pondok Pesantren Nurul Huda Bangai

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 220 Tahun 2024 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik   Ketua Program Studi
dan Kelembagaan   Tadris Bahasa Inggris

Dr. Lis Yulianti Syafrida Siregar, S.Psi.,M.A   **Fitri Rayani Siregar, M.Hum.**
NIP 19801224 200604 2 001   NIP 19820731 200912 2 004

Nomor   : 2038/Un.28/E.1/TL.00.9/05/2025   21 Mei 2025
Lampiran : -
Hal   : Izin Riset
               Penyelesaian Skripsi

Yth. Kepala Pondok Pesantren Nurul Huda Bangai

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama	:	Khoirunnisa Harahap
NIM	:	2120300020
Fakultas	:	Fakultas Tarbiyah Dan Ilmu Keguruan
Program Studi	:	Tadris Bahasa Inggris
Alamat	:	Jambu Tonang Kec. Padang Lawas Utara

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect Task Based Language Teaching on Students' Reading Narrative Text Ability at Eleveth Grade of Pondok Pesantren Nurul Huda Bangai"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin Riset penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

an. Dekan
Wakil Dekan Bidang akademik dan
Kelembagaan

Dr. Lis Yulianti Syafrida Siregar, S.Psi., M.A.
NIP 19801224 200604 2 001

YAYASAN PENDIDIKAN
MADRASAH ALIYAH PP NURUL HUDA
Alamat: Desa Bangai Kecamatan Torgamba Kab. Labuhanbatu Selatan-Sumatera utara

SURAT KETERANGAN
Nomor : 070/MAS/PPNH-B/06/2025

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah PP. Nurul Huda, dengan ini menerangkan bahwa :

1. Nama : **FATIMAH HASIBUAN, SH**
   Jabatan : Kepala Madrasah
   Nama Madrasah : MAS PP. Nurul Huda Bangai
   Alamat Madrasah : Desa Bangai Kec. Torgamba Kab. Labuhanbatu Selatan

   Menerangkan Bahwa :

2. Nama : Khoirunnisa Harahap
   NIM : 2120300020
   Program Studi : Tadris BahasaInggris
   Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
   Alamat : Jambu Tonang Kec. Ujung Batu Kab. Padang Lawas Utara

Telah melaksanakan Penelitian sesuai dengan judul **"The Effect Task Based Language Teaching on Students' Reading Narrative Text Ability at Eleveth Grade of Pondok Pesantren Nurul Huda Bangai"**.

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan seperlunya.

Bangai, 21 Juni 2025
Kepala Madrasah,

Fatimah Hasibuan, SH