AN UNDERGRADUATE THESIS

**THE INFLUENCE OF TALKING TO THE TEXT STRATEGY
ON STUDENTS' READING COMPREHENSION AT THE
ELEVENTH GRADE OF SMAN 6 METRO**

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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THE INFLUENCE OF TALKING TO THE TEXT STRATEGY ON STUDENTS` READING COMPREHENSION AT THE ELEVENTH GRADE OF SMAN 6 METRO

Presented as a Partial Fulfillment of the Requirement

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In English Education Department

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APPROVAL PAGE

Title : THE INFLUENCE OF TALKING TO THE TEXT STRATEGY ON STUDENTS' READING COMPREHENSION AT THE ELEVENTH GRADE OF SMAN6 METRO

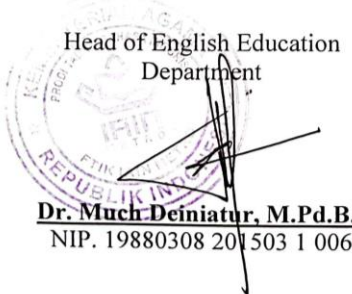Name : Shella Juitasari

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APPROVED

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NOTIFICATION LETTER

Number   :
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Matter   : **In order to hold the Munaqosyah
of Shella Juitasari**

The Honorable of the Dean of Faculty of
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Assalamu'alaikum, Wr. Wb

    We have given guidance and enough improvement to research thesis script which is written by:

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    It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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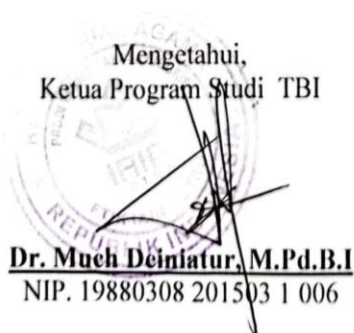
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                 STUDENTS` READING COMPREHENSION AT THE ELEVENTH
                 GRADE OF SMAN6 METRO

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Mengetahui,
Ketua Program Studi TBI

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Metro, 8 Oktober 2024
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Rika Dartiara, M.Pd
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RATIFICATION PAGE
No. B-5127 / In-28.1 / 0/ PP.00-9/H/2024

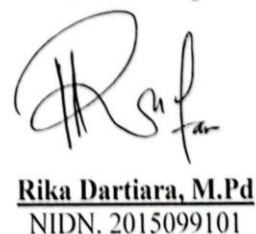An undergraduate thesis entitled: THE INFLUENCE OF TALKING TO THE TEXT STRATEGY ON STUDENTS' READING COMPREHENSION AT THE ELEVENTH GRADE OF SMAN 6 METRO, Written by Shella Juitasari, student number: 2001051035, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, October 25th, 2024 at 08.00-10.00 a.m.

BOARD OF EXAMINERS:

Chairperson : Rika Dartiara, M.Pd.   (.........................)

Examiner I   : Dr. Widhiya Ninsiana, M.Hum.   (.........................)

Examiner II : Yeni Suprihatin, M.Pd.   (.........................)

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The Dean of Tarbiyah and Teachers Training Faculty

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ABSTRACT

THE INFLUENCE OF TALKING TO THE TEXT STRATEGY ON STUDENTS` READING COMPREHENSION AT THE ELEVENTH GRADE OF SMAN 6 METRO

By:

SHELLA JUITASARI

This research aims to determine whether the talking to the text strategy can have a positive and significant influence on students' reading comprehension. The problem faced by students was their low reading comprehension. Therefore, this research reviews how the talking to the text strategy influences students' reading comprehension.

This research is quantitative research with a quasi-experimental design. The researcher collected data by conducting a written test in the form of a pre-test and post-test with 20 multiple-choice questions, as well as conducting documentation and observation. Data analysis was carried out using the independent sample t test processed with SPSS version 26. The population of this research was 269 students. The technique used was cluster random sampling technique to determine the sample. The sample of this research consisted of 64 students, consisting of 32 students in the experimental class and 32 students in the control class.

The results of the comparison of the average pre-test and post-test scores in the experimental class showed a significant increase in reading comprehension. The average post-test score was greater than the average pre-test score. The average post-test score was 74,38 and the average pre-test score was 50,31. Furthermore, the results of the independent sample t-test showed that sig.(2-tailed <0.05, which is $0.00 <0.05$. This means that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) is rejected. Thus, it can be concluded that there was a positive and significant influence of the talking to the text strategy on students` reading comprehension at the eleventh grade of SMAN 6 Metro.

Keywords: *Reading Comprehension, Talking to The Text Strategy*

ABSTRACT

**PENGARUH STRATEGI TALKING TO THE TEXT TERHADAP
PEMAHAMAN MEMBACA SISWA KELAS XI
SMA N 6 METRO**

By:

SHELLA JUITASARI

Penelitian ini bertujuan untuk mengetahui apakah strategi talking to the text dapat berdampak positif dan signifikan pada pemahaman membaca siswa. Permasalahan yang dihadapi oleh siswa yaitu lemahnya pemahaman membaca. Peneliti mengulas tentang bagaimana strategi berbicara dengan teks terhadap pemahaman membaca siswa.

Penelitian ini merupakan jenis penelitian kuantitatif dengan desain quasi-experimental. Peneliti mengumpulkan data dengan melakukan tes tertulis berupa pre-test dan post-test dengan 20 soal pilihan ganda, serta melakukan dokumentasi dan observasi. Analisis data dilakukan dengan menggunakan uji t independent sample test yang diolah dengan SPSS versi 26. Populasi dari penelitian ini adalah 269 siswa. Teknik yang digunakan adalah teknik cluster random sampling untuk menentukan sampel. Sampel penelitian ini berjumlah 64 siswa yang terdiri dari kelas eksperiment 32 siswa dan kelas control 32 siswa.

Hasil dari perbandingan nilai rata-rata pre-test dan post-tes pada kelas eksperiment menunjukkan adanya peningkatan pemahaman membaca yang signifikan. Nilai rata-rata post-test lebih besar dari pada nilai rata-rata pre-test. Nilai rata-rata post-test adalah 74,38 dan nilai rata-rata pre-test adalah 50,31. Selanjutnya, hasil uji t independent sampel test menunjukkan bahwa sig.(2-tailed<0,05, yaitu 0,00< 0,05. Hal ini berarti bahwa Hipotesis alternative (Ha) diterima dan Hipotesis nol (Ho) ditolak. Dengan demikian, dapat disimpulkan bahwa terdapat pengaruh positif dan signifikan dari penggunaan strategi berbicara dengan teks terhadap pemahaman membaca siswa kelas sebelas SMAN 6 Metro.

Kata Kunci: *Pemahaman Membaca, Strategi Talking to The Text*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Shella juitasari

Student Number : 2001051035

Study Program : English Education

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States this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are quoted from the bibliographies mentioned.

Metro, September 24th 2024

Researcher,

Shella Juitasari
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Nama   : Shella Juitasari

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Fakultas   : Tarbiyah dan Ilmu Keguruan

  Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 24 September 2024

Peneliti,

Shella Juitasari
St. ID 2001051035

MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

"Indeed, Allah does not change the condition of a people until they change the

condition of themselves."

(QS. Ar-Rad: 11)

DEDICATION PAGE

I dedicated this Undergraduate Thesis to:

1. My beloved parents (Mr. Sukarmin and Mrs. Maryati), who always support and pray for me and are always there in every process of my life.
2. My beloved supervisor (Ms. Rika Dartiara. M.Pd), who always guides, gives me support, advice, and motivation.
3. My beloved partner (Riki Zonuril), who always supported and gave encouragement and was always there whenever I needed him.
4. My beloved sister (Selly Ayu Kumara), who always gives me encouragement.
5. My cousins (Gesti and Aneta), who always help me, encourage and care for me.
6. My beloved friends (Rima, Erdila, Desta, Ayu, and Intan) who always care and provide assistance with energy and thoughts.
7. My beloved friends (Gaskeun Bae, Bolo Uye, and Manusia Gazz), who always embrace and provide encouragement to complete this thesis.
8. My classmates at IAIN Metro, thank you for the togetherness and sense of family during my college years.

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All praises be to Allah SWT, the all-merciful Lord of the World, and thanks to Allah who has given us mercy and blessings, especially to the research, so that the researcher was able to accomplish this undergraduate thesis with the title "The Influence of Talking to The Text Strategy on Students` Reading Comprehension at The Eleventh Grade of SMAN 6 Metro".

Morever, without support, guidance, advice, assistance, and encouragement, this research would not have been successful. The researcher would like to thank:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag. PIA, the Rector of State Islamic Institute of Metro.

2. Dr. Zuhairi, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.

3. Dr. Much Deiniatur, M.Pd.B.I, the Head of English Education Department.

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5. All the lecturers of the English Education Department of IAIN Metro, who have given me a lot of knowledge during my studies.

6. The Headmaster, Teachers, and Staff of SMAN 6 Metro, who gives permission and opportunity to conduct research in this school.

7. My family and friends, who always pray for me and provide support and motivation in the process of completing this thesis.

As a human being, the researcher is well aware that this research idea still has numerous flaws. The researcher apologizes for all of her errors in writing. All constructive comments and recommendation are much appreciated in order to assess the quality of this undergraduate thesis. Hopefully, this undergraduate will be significant benefit to the researcher, as well as to our campus and all readers in general.

Metro, September 24th, 2024
The Researcher,

Shella Juitasari
St.ID 2001051035

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CHAPTER I

INTRODUCTION

A. Background of Study

One language that has been acknowledged as an international language is English. English is used as a first language, second language, or foreign language in almost all nations. By English mastery, it is easy for people to communicate with others from different countries. English is extremely important, particularly in education. English is used as beneficial language in comprehending knowledge globally. Being able to speak English well is the main requirement for continuing education, especially abroad. The higher the ability of students in English, the greater the opportunity students get to compete globally by continuing their education abroad. Meanwhile, English is the first foreign language used in Indonesia. In Indonesia, English subjects are included as important and mandatory subjects starting from middle school, high school, up to university.

Moreover, there are four skills in English that must be mastered by readers including of listening, reading, writing, and speaking. These four skills are interconnected in teaching English. Without one of these skills, learning activities in English cannot run according to the expected goals. Reading is one of the four essential English language skills in increasing the reader's understanding of a text that has been read.

Reading is an active and interactive process between the reader and reading material to recognize and understand words from the reading text.[1] Reading is not just seeing and voicing the text, reading involves the reader's active contribution to recognizing and understanding the meaning of the words that appear in the reading material. This can include understanding context, relationships between words and interpreting overall meaning. By reading, it is required of readers to be able to comprehend the text's primary subjects and ideas.

Furthermore, reading comprehension is a continuation of reading activities. After the reader knows the main topic and ideas contained in the text, then the reader is expected to be able to interpret or translate the text and the reader can re-express what was obtained from the text using his own language. In this way, readers can convey information from the text to other people. So that listeners can also understand what the reader is saying.

As well as, reading is very important. There are many benefits to be gained by reading. Reading can add insight and information, and deepen the reader's knowledge. Reading can also improve intellectual and emotional intelligence. Intellectual intelligence can be defined as a person's ability to use problem solving, logic, or reasoning in thinking.

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[1] Universitas Negeri Malang, East Java & Universitas Katolik Indonesia St. Paulus Ruteng, Flores, Indonesia, "The Relationship between Reading Strategies and Reading Achievement of the EFL Students," *International Journal of Instruction* 13, no. 2 (April 1, 2020): 223, https://doi.org/10.29333/iji.2020.13216a.

While emotional intelligence relates to how a person can accept and understand and control emotions.

In addition, reading can also improve one's memory. When reading, readers will definitely find information and messages in the reading text so that the brain will record what is captured by the reader and the reader can remember it. Reading can also add new vocabulary. By diligently reading, readers will easily acquire new vocabulary which will then be studied.

Generally, there are various factors that can affect a person's reading comprehension well. These factors can come from both internal and external factors. The internal factors that can affect a person's reading comprehension include interest and motivation, habits, hobbies, and beliefs to be able to do it. Thus over time they have the desire to read continuously to get information. In addition, reading skill can also be influenced by external factors, including environmental factors, both in the family environment, school environment, and the surrounding environment. Reading comprehension can also be influenced by existing facilities, such as learning media and others. The more interesting the media used, the greater the willingness of students to read. In addition, reading comprehension is influenced by the application of an appropriate learning strategy. This is because accuracy in learning strategy can help students to achieve learning goals easily.

In reading ability, usually there are common problems got by the readers. These problems include of the readers' interest in reading and the readers not finding the right reading technique. In addition, the readers' problems in reading comprehension are the readers' low interest in reading texts. This is usually because they had low motivation in reading.

In connection with the reading problems above, the researcher conducted a pre-survey at grade XI at SMAN 6 Metro on 28th November, 2023. The researcher conducted interviews with an English teacher to discover more about the problems students experience when learning English, especially those related to reading comprehension. Based on interviews with English teacher, it is known that students get problems in the process of reading English texts in the form of students' problems in understanding the meaning of sentences contained in the text. This is because students do not understand the meaning of words according to the reading context.

Furthermore, students got difficulty in interpreting entire sentences due to their weak ability to master English vocabulary. In the reading process, students also get difficulty in determining the main idea in each paragraph. Apart from that, students find it challenging to draw the conclusions contained in the reading, so they cannot capture the core information in the reading and have difficulty retelling the text they have read. Another problem got by students is the lack of desire to learn

English, which causes a lack of students' enthusiasm and literacy in learning English.

In addition, the researcher had obtained archived scores from English teachers regarding students' assignments in reading comprehension. The data from eleventh grade students' reading comprehension scores are illustrated in the following table:

Table 1. 1
Data Pre-survey of Reading Comprehension Test at the Eleventh Grade of SMAN 6 Metro

No	Score	Category	Frequency	Percentage
1	≥ 75	Complete	4	12,5%
2	< 75	Incomplete	28	87,5%
Total			32	100%

Source: Document of English Reading Comprehension Score among the Eleventh Graders of SMAN 6 Metro

Based on the documentation of English assignments related to reading comprehension from the English subject teacher, it is known that the Minimum Mastery Criteria (MMC) for the eleventh grade English subject is 75. There are 4 students or 12,5% of students who received a complete predicate with a score of ≥ 75 and 28 students or 87,5% of students with incomplete grades with grades < 75.

From the data of pre-survey above, teaching strategy has an important role. Learning strategy implemented by the teacher by making a positive contribution to produce progress for students, especially in reading comprehension. The effective learning strategy influences students' motivation to develop reading skill in the continue process. By

choosing and implementing appropriate learning strategy, students can develop their reading comprehension effectively.

In this regard, talking to the text is one strategy that can be applied during the reading comprehension learning process. This is because used the talking to the text strategy is expected to help students understand the text in the reading comprehension process. Therefore, in this case the researcher intends to investigate whether the use of talking to the text strategy influences students reading comprehension.

B. Identification of the Problems

Based on the background of the study above, the research problems can be identified in the following description:

1. Students are low in reading comprehension.
2. Students find difficulty in certain vocabulary.
3. Students are difficult to determine the main idea of paragraph.
4. Students are less able to retell the text they have read.

C. Problem Limitation

Taking into consideration the issues raised, the researcher limits the research problems by focusing on the low level of students' reading comprehension. In this matter, the researcher addresses this problem by planning to conduct quantitative research with the type of experimental research. The researcher applied talking to the text strategy, used sticky

notes characters and colorful. It is hoped that this can be an attraction for students to write student responses to reading texts. This is expected to improve students' reading comprehension. Therefore, the researcher used the talking to the text strategy on students' reading comprehension at the eleventh grade of SMAN 6 Metro.

D. Problem Formulation

Based on the research background and problem identification that has been mentioned, the researcher formulated the problem formulation as follows: "Is there any positive and significant influence of using the talking to the text strategy on students' reading comprehension at the eleventh grade of SMAN 6 Metro?"

E. Objective and Benefits of Study

1. Objective of the Research

The objective of this study is to find out whether there is a positive and significant influence of the talking to the text strategy on students' reading comprehension at the eleventh grade of SMAN 6 Metro.

2. Benefits of Study

a. For the Students

This research is expected to be useful for students because it helped students in the process of understanding the text by thinking critically and concentrating on the notes produced.

b. For the Teacher

This research is expected not only to be useful for students but also for the teachers, especially English teachers. This research provided information related to students' English skills, especially those related to reading comprehension skills. In addition, this research is useful for teachers as information regarding a learning strategy that can facilitate students' reading comprehension using talking to the text strategy.

c. For the Other Researchers

This research is expected to be useful to other researchers because it provided information related to the influence of talking to the text strategy on students' reading comprehension. This research is also expected to provide benefits to other researchers. Therefore, it is hoped that other the researchers can develop this research into other studies.

F. Prior Research

This research was conducted by considering several relevant previous studies. The first relevant research is conducted by Fadhila Yonata with the title "The Effect of Applying the Talk-To-The-Text Strategy on Reading Comprehension of Narrative Texts" at a junior high school in Bintan, Riau Islands in 2018 using a quantitative research

method with the quasi-experimental research design type.[2] This study aims to investigate the effect of applying the-talk-to-the-text strategy on the eighth grade students' reading comprehension of narrative texts. The research sample is the eighth grade students for the 2014/2015 academic year at SMPN 17 Bintan consisting of a control class and an experimental class. The results of this study indicate that the use of the talk-to-the-text strategy has a better effect on the understanding of the eighth grade students in reading comprehension of narrative texts. This is because the t-test score of the experimental class is greater than that of the control class with a difference of 10,4.

The second relevant research is conducted by Heather G McGray, Ella Tur, and Tin Ki Tsang with the title "Helping Students to Metacognitively Read Scientific Literature With Talking to the Text". This research is conducted in an Introductory Biology course at a Community College which is conducted over several semesters with a class size of around 24 students.[3] This research uses qualitative methods with observations and interviews with students. This research aims to reveal how helpful the talking to the text method is in helping students to read scientific literature. The results of this research provide information that the talking to the text method can improve students' understanding of

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[2] Fadhila Yonata, "The Effect of Applying The Talk-to-The Text Strategy on Students' Reading COmprehension in Narrative Text," *PHILOSOPHICA Jurnal Bahasa, Sastra, Dan Budaya* 1, no. 1 (December 5, 2018): 12, https://doi.org/10.35473/po.v1i1.114.

[3] Heather G. McGray, Ella Tour, and Tin Ki Tsang, "Helping Students to Metacognitively Read Scientific Literature With Talking to the Text," *CourseSource* 10 (2023), https://doi.org/10.24918/cs.2023.28.

reading concepts, build metacognitive skills, and help students to make connections between new and existing knowledge. At the conclusion of the semester, half of the students in a survey were still employing the method.

The third relevant research is conducted by Christine Leland, Anne Ociepka, Kate Kuonen, and Sara Bangert with the title "Learning to Talk Back to Text". This research is conducted in the eighth grade language arts class in a Midwestern US city for six months in 2018.[4] This study uses a qualitative method with data analysis and visual data analysis types. The research aims to uncover an informal study that focuses on teaching the eighth grade students to take a critical stance and talk back to texts. The results of this study provide information that educators can teach students to look back at speaking through a new, more positive lens. In addition, if educators want their students to be able to think critically, then educators must conduct critical analysis with their students.

This research has similarities and differences with several previous relevant researches. This research has similarities with the first research that have the same research method namely the experimental quantitative research method. This research also has similarities in the research objective, which is to investigate the effect of applying talking to the text strategy on students' reading comprehension. In addition, this research has similarities with the three previous researches, namely the same in reading

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[4] Christine Leland et al., "Learning to Talk Back to Texts," *Journal of Adolescent & Adult Literacy* 61, no. 6 (May 2018): 643–52, https://doi.org/10.1002/jaal.730.

comprehension skills with critical thinking. The difference between this research and the three previous researches are in the subject of research, and the type of text used. In addition, this research also has differences with the second relevant research and the third relevant research, namely in this study using experimental quantitative methods. Meanwhile, the second and the third relevant research use qualitative methods.

Based on the description previously above, the researcher created the novelty of this study by applying an experimental quantitative method involving the control class and the experimental class. The novelty is in the form of used sticky note characters and colorful. These sticky note characters and colorful function as an incentive for students to record student responses to the text they have read. Besides that, using sticky notes characters and colorful on the talking to the text strategy can be an effective tool for increasing student involvement in responding to text and remembering information based on the notes they have made. Thus, the used of sticky notes characters and colorful is very important because it can support the talking to the text strategy to improve students' reading comprehension.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading

1. The Definition of Reading

According to Mahmoud Sultan Nafa, reading is a bottom up cognitive skill by analyzing text from the level of words, sentences, to a higher level which involves an interactive process between the reader and the text.[1] Reading is an activity or process of obtaining information with the earliest or lowest stages based on what is seen in the reading media. In this case, during the reading process, the readers can identify from low to high levels, starting from letters, words, phrases, clauses, sentences, and continuing to a higher level, until the reader can understand the text they have read.

While, according to Betty D. Roe, reading is also a means of current communication.[2] Communicating doesn't have to be done face-to-face, but communicating can also be done by reading. Currently without realizing it, people communicate more by reading than face to face. This communication can be done through social media, such as WhatsApp chat, Facebook, Instagram, and other social media as well as newspapers, books, magazines, and others.

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[1] Mahmoud Sultan Nafa, *A Broad Guide to Reading and Comprehension* (Newcastle upon Tyne: Cambridge Scholars Publishing, 2022), 3.
[2] Betty D. Roe, Sandy H. Smith, and Nancy J. Kolodziej, *Teaching Reading in Today's Elementary Schools*, 12th edition (Boston, MA: Cengage Learning, 2019), 4.

In addition, reading is also a collective and cultural process of learning with and through others, and this is what we turn to now.[3] Reading is collective, that is, reading can not only be done individually but reading can also be done involving many people. Therefore the readers don't get bored easily. Besides that, the readers will gain new knowledge from other readers. In this context, the learning process occurs through interaction with other people. If this activity is carried out continuously, in the future a reading culture will emerge.

2. The Purpose of Reading

Reading has several purposes, including pleasure and enjoyment, practical application, to get an overview, to locate specific information, to identify the central theme, and to develop a detailed and critical understanding.

a. Pleasure and enjoyment

Reading can be a fun and relaxing means of entertainment. Some people can relax their minds by reading newspapers, novels, magazines and so on. Thus, reading can be a fantastic way to spend free time and escape from the daily routine.

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[3] Jane Spiro and Amos Paran, *Becoming a Reading Teacher: Connecting Research and Practice*, Research and Resources in Language Teaching (New York, NY: Routledge, 2023), 28.

b. Practical application

The purpose of reading as a practical application varies greatly depending on individual needs and goals. A person can obtain information that can be applied in everyday life by reading, for example reading recipe books, how to use a product and so on.

c. To get an overview

Reading has the aim of getting a general overview of certain material. The big picture is then used to determine whether the material is relevant to the reader's needs, usefulness, and so on.

d. To locate specific information

Reading aims not only to get a general overview, but also to get certain specific information from the reading text. The purpose of reading to find specific information is to identify, understand, and obtain information that is relevant to a particular topic or question. It involves the process of searching for and analyzing the information necessary to meet a particular need or goal.

e. To identify the central of theme

Reading aims to identify the main idea of the reading text with a focus on finding the message conveyed by the author in the text. By identifying the central idea, readers can understand what the author wants to convey as a whole, as well as how the author organizes and develops arguments or information in the text.

f. To develop a detailed and critical understanding

The readers not only understand the reading text in general, but also gain a detailed and critical understanding. This can help readers become more critical thinkers, analytical, and skilled at interpreting information, as well as allowing them to gain a deeper understanding.[4]

3. Kinds of Reading

According to Xiao-Lei Wang, reading can be divided into two kinds: extensive reading and intensive reading.

a. Intensive Reading

Intensive reading is a type of reading slowly and without rushing. In intensive reading, the reader reads the text carefully and focuses on every detail of the text. In addition, to better comprehend the meaning and relevance, readers closely study every word, sentence, and detail.

b. Extensive Reading

Extensive reading is the opposite of intensive reading. Extensive reading emphasizes readers to read quickly with longer passages without focusing on every detail of the reading. In

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[4] Nurdiana and Rizki Amelia, *Interpretive Reading* (Pekanbaru,Indonesia: CV. Kreasi Edukasi, 2017), 3–4.

extensive reading, the reading text's content can be enjoyed by readers and they can obtain a general knowledge of it.[5]

Based on the explanation regarding intensive reading and extensive reading, both have a very important role in developing reading skills and literacy understanding. Intensive reading and extensive reading collaborate in creating skilled readers who have deep understanding. Understanding and mastering these two types of reading can help readers be more flexible in understanding various types of text and can gain better overall reading comprehension.

B. The Concept of Reading Comprehension

1. The Definition of Reading Comprehension

Comprehension is the essence of reading and the only goal of reading, but quite a few students are unable to read effectively.[6] Since comprehension is the main objective of reading, comprehension is the most crucial aspect of the process. However, many readers do not understand about it, so the readers cannot read effectively because they cannot understand the text they have read. In other words, comprehension challenges are the main cause of students' low achievement in reading comprehension.

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[5] Xiao-Lei Wang, *Understanding Language and Literacy Development: Diverse Learners in the Classroom* (Malden, MA: Wiley-Blackwell, 2015), 340–341.

[6] Joyce Holt Jennings, JoAnne Caldwell, and Janet W. Lerner, *Reading Problems: Assessment and Teaching Strategies*, Edition: 7 (Boston: Pearson, 2014), 263.

On the other, comprehension is best served when readers can suppress the irrelevant word meaning in favor of thinking about the relevant one and weaving it into their mental model of text.[7] A good understanding can be marked by the ability to interpret and make sense of the text that has been read. Therefore, someone who has good reading comprehension of course they can associate what they think with the reading text.

Finally, Reading comprehension is not only important for understanding text, it is also important for broader learning, academic success, and employment.[8] Based on the definitions that have been explained, it can be concluded that reading comprehension is the ability to analyze text and comprehend its meaning after reading the text. Good reading comprehension means being able to retell what has been read in your own words. A person who has good reading comprehension skills can gain deeper knowledge, develop comprehensive understanding, and increase their chances of success in various aspects of life.

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[7] Kelly B. Cartwright and Nell K. Duke, *Executive Skills and Reading Comprehension A Guide for Educators*, 2nd ed (New York: Guilford Publications, 2023), 219.

[8] Jane Oakhill, Kate Cain, and Carsten Elbro, *Understanding and Teaching Reading Comprehension: A Handbook* (London New York: Routledge, Taylor & Francis Group, 2015), 1.

2. Reading Comprehension Process

Processes in executive skills can support reading comprehension[9]. Processes in these executive skills, such as the ability to regulate attention, monitor and control behavior, can help someone understand reading in a more in-depth and complex way.

a. Cognitive flexibility

A person's ability to process a lot of information or ideas obtained in an assignment or reading text. In other words, someone who has this ability can efficiently handle a lot of information or ideas, and with flexibility the reader can switch focus between the information obtained without difficulty.

b. Inhibition

An inhibitory control where the reader does not consider the presence of unimportant information in a text. Likewise, readers ignore information that is not related to the issue discussed in the text, but readers only focus on information that is relevant in a text.

c. Monitoring

An ability in reading to pause and reflect or monitor thoughts and perspectives and assess how effective those thoughts are. In this case, the reader actively checks and

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[9] Cartwright and Duke, *Executive Skills and Reading Comprehension A Guide for Educators*, 29.

assesses the extent to which the reader understands the information obtained from the reading text.

d. Organization

The steps taken by the reader to organize the information obtained in the reading which will then be managed by the reader to produce a structured understanding. Understanding the types of text can have an influence on organizing information.

e. Planning

The ability to plan in context to achieve a goal in the reading process. Readers need skills in completing a goal, namely by determining what is needed to achieve the reading goal. Readers who have a plan or purpose when reading will be more effective at understanding the text.

f. Social understanding

A reader who can capture the character of a character from a reading text can be said to have good social understanding. In addition, readers who have good social understanding can understand the author's conclusions in the text and use this information to understand the text further.

g. Switching or shifting

The reader's ability to shift focus from previous ideas or information to new ideas or information.

h. Working memory

The ability to process and store information from the text being read and the reader can give further meaning to the detailed information found while reading but not deviate from the topic discussed in the text.

3. Teaching Strategies for Reading Comprehension

To overcome difficulties in reading comprehension, appropriate reading comprehension strategies are needed. Students are taught strategies in reading comprehension under teacher supervision to understand and master the application of these strategies.[10]

a. Questioning

Questions can stimulate readers to think critically and can facilitate various levels of reader understanding. Readers can ask questions with basic understanding, such as "What is said in the text?". However, readers do not stop at simple understanding, but readers can dig deeper into their understanding based on the reading text.

b. Activating Background Knowledge

Activating background knowledge refers to the process of activating or involving someone's previously possessed

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[10] Mary Snyder Broussard, *Reading, Research, and Writing: Teaching Information Literacy with Process-Based Research Assignments* (Chicago, Illinois: Association of College and Research Libraries, a division of the American Library Association, 2017), 71.

knowledge. Readers who activate the knowledge they already have can connect the knowledge they already have with new information. This makes it easier for readers to gain more understanding.

c. Using Sensory Image

Using sensory image is very important in the reading comprehension process. Sensory image not only use pictures but can also use words and colors written on paper. The readers can use sensory images to imagine and make it seem as if the reader is involved in the story. This can make it easier for readers to understand a text.

d. Predicting

A history lecturer has taught his students. Before reading the text, students start to predict through the title and cover of the book or the title of the text first, then they continue reading each subheading of the chapter and continue predicting each chapter.

e. Determining Main Ideas

Readers or students can use visual clues such as tables or graphs and focus on the general structure, especially in scientific texts, to make it easier to find the main idea in a text. Readers not only recognize the main idea of the author, but readers are expected to be able to see the text from the perspective of its

rhetorical purpose. A beginner reader needs help such as hints and questions that can help to support understanding the text.

f. Using Fix-Up Options

Something that is very challenging but satisfying is when the reader monitors or supervises the process of understanding the meaning, and then corrects it when it leads to the wrong path in the understanding process. When a reader realizes that he cannot understand what is said in the text, the most effective step to overcome this problem is to reread the text.

g. Believing/ Doubting Game

When the reader believes the information from the text, the reader can understand the point of view and retrieve the ideas found in the text. On the other hand, when readers doubt the information from the text, the reader should not ignore the text, but should carry out a critical evaluation of the arguments contained in the text. This strategy can help readers realize how to use the reader's prior knowledge, beliefs, values, and assumptions when interpreting and evaluating a source.

4. **Assessment of Reading Comprehension**

According to Dedi Irwansyah, assessment is a part of evaluation process that deals with the information collection to improve the

instruction.[11] In other words, an educator needs information about the abilities and achievements of his students. To achieve this, educators have an obligation to assess students as a form of evaluation and improve and improve teaching methods to achieve success in learning.

The major approaches to assessing comprehension and examine the strengths and limitations of each, include:[12]

a. Questions

Asking questions is the old or most common way to measure reading comprehension. When the teacher asks students questions, the teacher will get a brief overview or understanding of how students process reading.

b. Cloze Assessment

Cloze assessment is a test by presenting text in which there are several blank or gap words, then asking students to fill in or complete the blank words.

c. Maze Assessment

This assessment is a modification of the cloze assessment. Maze assessment is presented with multiple choice variations both vertically and horizontally so that students can choose answer options by underlining or circling the correct answer. In

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[11] Dedi Irwansyah, "Meaningfull Assessment for Writing at Islamic Universitas," *Pedagogy : Journal of English Language Teaching* 4, no. 1 (March 14, 2017): 2.

[12] Michael C. McKenna and Katherine A. Dougherty Stahl, *Assessment for Reading Instruction*, Third edition (New York: Guilford Press, 2015), 199.

this case, after students apply the talking to the text strategy during the reading comprehension process, students will be given multiple choice questions to measure students' success in applying this strategy to obtain reading comprehension.

Moreover according to Beverly. A Devries, a rubric is a guide used to assess student reading progress and ensure that students meet established standards.[13] In other words, assessment based on standardized rubrics can ensure that students gain capabilities or competencies based on widely recognized standard criteria.

Table 2. 1
Rubric of Reading Comprehension

Criteria	Level 4-5	Level 2-3	Level 0-1
Citing Evidence	Always displays concrete evidence to support the analysis of what is told in the text and the conclusions made.	Always displays concrete evidence to support the analysis of what is told in the text but cannot show evidence of conclusions made from the text	Struggles to show evidence to support the analysis of what is told in the text
Determining central idea	Always identify the central idea and understand how the author conveys the central idea through particular details and provides an objective summary.	Can usually identify the central idea and understand how the author conveys the central idea through particular details, but struggles to provides an objective summary.	Unable to determine the central idea and difficulty in providing a summary of the text.
Analyzing details	Thoroughly analyze how figures, events, or main ideas are introduced,	Briefly analyze how figures, events, or main ideas are introduced,	Difficulty in analyzing key details.

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[13] Beverly A. DeVries and Beverly A. DeVries, *Literacy Assessment & Intervention for Classroom Teachers*, Fourth Edition (Scottsdale, Arizona: Routledge, 2015), 385.

Criteria	Level 4-5	Level 2-3	Level 0-1
	illustrated, and explained in the text.	illustrated, and explained in the text.	
Determining meaning of words	Determine the meaning of words and phrases contained in the text.	Determine some of the meanings of words and phrases contained in the text.	Difficulty in determining the meaning of words contained in the text.
Understanding overall structure of text	Analyze how a particular sentence, paragraph, or section supports the development of an idea and fits into the overall structure of the text.	Analyzes the contribution of certain sentences and paragraphs to small sections of text but has difficulty understanding how they fit into the overall structure.	Cannot explain the correspondence between certain sentences, paragraphs, or sections with the overall text structure.
Determining point of view	Determine the author's point of view in the text and provide an explanation of how it is conveyed.	Determining the author's point of view in the text but having difficulty providing an explanation of how this is conveyed in the text.	Cannot determine the author`s purpose.[14]

(Source: Adopted from Beverly A. DeVries in Rubric Assessment of Reading Comprehension)

5. Indicators of Reading Comprehension

In education, indicators have an important role in the objective evaluation process and can help identify areas that require improvement or further development. The following are indicators of reading comprehension based on the reading comprehension rubric:[15]

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[14] Ibid., 457.

[15] Beverly A. DeVries and Beverly A. DeVries, *Literacy Assessment & Intervention for Classroom Teachers*, Fourth Edition (Scottsdale, Arizona: Routledge, 2015),457.

  a. Students are able to understand the explicit and implicit meaning of the text.

  b. Students are able to determine the main idea of a paragraph.

  c. Students are able to analyze detailed information from a text.

  d. Students are able to determine the meaning of words and phrases in the text.

  e. Students are able to understand the structure of the text as a whole.

  f. Students are able to determine the author's point of view.

C. The Concept of Explanation Text

1. Definition of Explanation Text

Explanatory text is a type of text that explains the processes involved in the formation or operation of natural or non-natural/sociocultural phenomena.[16] The processes in question can include various things, ranging from natural phenomena such as the formation of volcanoes or the occurrence of rain, to non-natural/sociocultural phenomena such as the process of forming culture or social habits. Besides that, explanations from explanation text contain sequential explanations about why or how something happened, written in paragraphs.

2. Generic Structure of Explanation Text

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[16] Hanafi, *English Text, Developing English Material*, First Edition (Jember, Jawa Timur: CV. Pustaka Abadi, 2019), 102.

The explanation text structure is the basis for presenting clear and structured information about a particular phenomenon or process. In general, explanation text consists of three main parts: general statement, sequence of explanation, and closing.

a. General statement

The general statement section states the phenomenon or problem that the author wants to explain. A general statement can usually be a general description that identifies the phenomenon or process to be discussed without providing too in-depth details. Its function is to attract the reader's attention and briefly introduce the topic before going into a more detailed explanation in the body of the text.

b. Sequence of explanation

Sequence of explanation in explanation text structure refers to the chronological or logical order used to explain the process or phenomenon being discussed. This helps readers to systematically understand how a phenomenon occurs or how a process works.

c. Closing

Closing is the final part of the text that presents a brief summary of the information that has been presented and emphasizes the conclusions or important messages from the

explanation. This helps readers to review the information they have received and ensure that the reader understands it well.[17]

D. The Concept of Talking to The Text Strategy

1. Definition of Talking to The Text Strategy

According to David C. Virtue, Talking to the text is a critical instructional strategy that allows students to stimulate both cognition and metacognitive behaviors through discourse.[18] This sentence implies that talking to the text strategy allows students to actively use their thinking and understanding in processing the information they read or receive. In addition, talking to the text strategy also allows students to monitor and reflect on their own thinking processes (metacognition) when they participate in discussions or discourse.

Additionally, in talking to the text strategy, students annotate the text as they read it, then document in writing the interactions the students have with the text they read.[19] When students read the text, students make a connection to the text by marking the text and writing notes. These notes can be in the form of what has been captured from the reading, words that have not been understood or words that the student thinks seem foreign, and so on. After that,

[17] Nurul Khoiriyah, *Genre Text*, First Edition (Jawa Barat: Guepedia, 2021), 93.

[18] David C. Virtue, ed., *Handbook of Middle Level Education Theory, Research, and Policy* (New York, NY: Routledge, 2020), 110.

[19] Ruth Schoenbach, Cynthia Greenleaf, and Lynn Murphy, *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*, Second edition (San Francisco: Jossey-Bass, a Wiley imprint, 2012).

students can discuss the results of their notes with other students to reach a conclusion individually or in groups.

Talking to the text is a reading strategy that the students read actively, guided reading, and chunking the text to make inferences and improve comprehension while making text-to-text connections.[20] In other words, the talking to the text strategy involves students in detailing information and identifying important parts in the text during directed reading to produce understanding.

2. The Benefits of Talking to The Text Strategy

Most students feel safe and more prepared in the process of reading and discussing texts when given time to record their thoughts on paper.[21] The talking to the text strategy gives students time and opportunity to reflect and organize their thoughts before students discuss it with their friends. That way, students feel comfortable and more effective in understanding a text.

Besides that, talking to the text helps the reader slow down and ensures a better understanding of what has been read. This can help readers remember important information from what they read.[22] By slowing down comprehension or reading without rushing, students

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[20] Angela L. Hansen and Anete Vásquez, *Teaching Literature-Based Instructional Units: From Planning to Assessment* (New York, NY: Routledge, 2022).

[21] Schoenbach, Greenleaf, and Murphy, *Reading for Understanding*.

[22] Anete Vásquez, Angela L. Hansen, and Philip C. Smith, *Teaching Language Arts to English Language Learners*, Teaching English Language Learners across the Curriculum (New York, NY: Routledge, 2010), 60.

focus more on understanding a text. Students are also involved in discussions which can help students remember important information in the text.

3. **Procedures of Talking to The Text Strategy**

According Anete Vasquez, the following is the procedure for talking to the text strategy:[23]

a. Firstly, the teacher give instruction for the students to conduct a preliminary review of the text to be read and determine strategic points that can be used as effective stopping places to respond to the reading selection.

b. Secondly, the teacher explain to students that they will record their responses or what they think based on the reading text.

c. Thirdly, the teacher directs students to write their responses on the sticky notes provided. The response can be in the form of what they can understand from the text or what they do not yet understand.

d. Fourthly, after the students have finished reading, the teacher instructs students to share their responses in groups or classmates.

e. Finally, students discuss together the results of students` notes and are assisted by the teacher to obtain conclusions from the reading text.

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[23] Ibid.,74.

E. Theoretical Framework and Paradigm

1. Theoretical Framework

This study is based on two variables. The two variables are independent variable (X) and dependent variable (Y). Talking to the text strategy is the independent variable, while reading comprehension is the dependent variable.

One of the most important things in basic language skills is reading comprehension. Someone can easily get a lot of information by reading. When language learners begin to process new information and perform assignments in class, they consciously or unconsciously use language learning strategies. Therefore, special learning strategies are needed in reading comprehension.

In connection with the explanation above, the researcher assumes that students will participate more easily in class if the teacher uses talking to text strategies when teaching reading comprehension. If these strategies are used correctly, students' reading comprehension will improve, but if not, their comprehension will not improve.

2. Paradigm

With reference to the theoretical framework, the researcher provided the following description of the paradigm:

Figure 1
The Influence of Talking to The Text Strategy on The Students
Reading Comprehension

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┌──────────┐     ┌──────────────┐        ┌──────────┐   ┌──────┐        ┌───┐
│ Talking to│    │   Reading    │───────▶│ Complete │──▶│  Ha  │──────▶ │ H │
│ The Text  │═══▶│Comprehension │        └──────────┘   └──────┘        │ Y │
│ Strategy  │    │              │───────▶┌──────────┐   ┌──────┐        │ P │
└──────────┘     └──────────────┘        │ Incomplet│──▶│  Ho  │──────▶ │ O │
                                         └──────────┘   └──────┘        │ T │
                                                                        │ H │
                                                                        │ E │
                                                                        │ S │
                                                                        │ I │
                                                                        │ S │
                                                                        └───┘
```
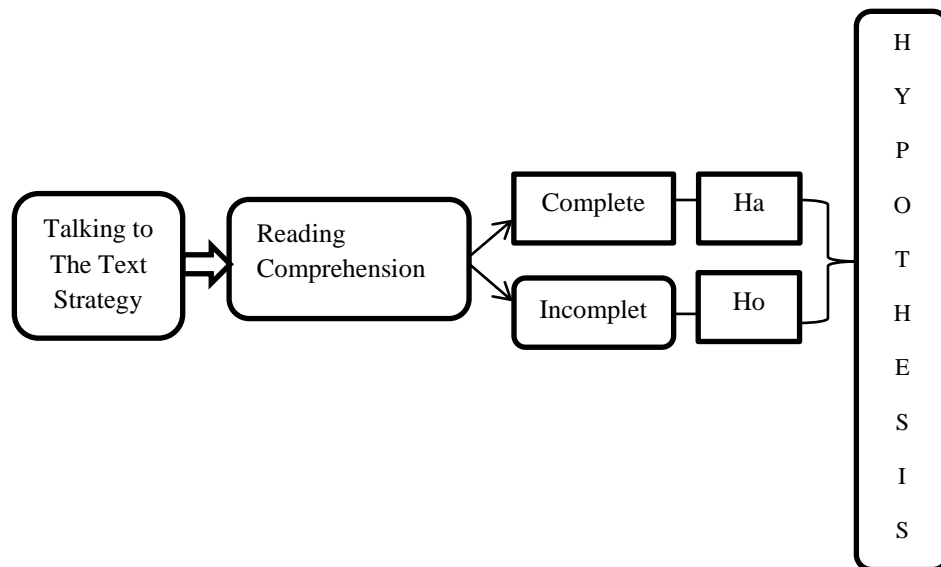
In accordance with the picture above, it can be concluded that the talking to the text strategy has an influence and improvement in reading comprehension. It means that the students' reading comprehension criteria are complete, so there is a positive and significant influence of talking to the text strategy on students` reading comprehension. Meanwhile, if the talking to the text strategy cannot influence students' reading comprehension and their scores do not reach the standard, then the students' reading comprehension criteria are incomplete. It means that there is no positive and significant influence of talking to the text strategy on students` reading comprehension.

F. Hypothesis

1. Hypothesis Formulation

The researcher proposed the following hypothesis in light of the paradigm mentioned above:

a. Alternative Hypothesis (Ha)

The alternative hypothesis is the hypothesis accepted when the null hypothesis is rejected.[24]

(Ha): There is a positive and significant influence of using talking to the text strategy on students` reading comprehension at the eleventh grade of SMAN 6 Metro.

b. Null Hypothesis (Ho)

The null hypothesis is generally formulated as stating that there is no relationship between the variables studied.[25]

(Ho): There is no a positive and significant influence of using talking to the text strategy on students` reading comprehension at the eleventh grade of SMAN 6 Metro.

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[24] Richard A. DeFusco et al., *Quantitative Investment Analysis*, Third Edition, CFA Institute Investment Series (Hoboken, NJ: John Wiley & Sons, Inc, 2015), 284.

[25] Rajender R. Aparasu and John P. Bentley, eds., *Principles of Research Design and Drug Literature Evaluation* (Burlington, MA: Jones & Bartlett Learning, 2015), 141.

2. Statistical Hypothesis

The researcher establishes statistical hypotheses in the following way to determine the level of statistical significance:

a. If Sig. (2-tailed) < 0,05 = Ha is accepted and Ho is rejected.

b. If Sig. (2-tailed) > 0,05 = Ha is rejected and Ho is accepted.[26]

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[26] Ronald D. Yockey, *SPSS Demystified: A Simple Guide and Reference*, 3rd ed. (New York: Taylor & Francis Group, 2018), 161.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

According to Sreevani Rentala, research design is a specific outline that explains how the method or approach chosen to answer the research question will be applied.[1] This sentence explains that research design is a detailed plan that can explain how a method will be used to answer a research question. Thus, the research design functions as a guide or reference that provides instructions regarding the steps to be taken in carrying out the research.

Meanwhile, the design of this research is quantitative research. Quantitative research is research where the research process uses a deductive approach with the aim of proving, refuting, or supporting existing theories.[2] This quantitative research can begin by formulating a hypothesis or theory. Then proceed with collecting data and analyzing data in the form of numbers and statistics to test or prove the truth of the hypothesis.

In carrying out this research, the researcher used quantitative experimental research with the true experimental research type. In experimental research, experiments are carried out by researchers with the

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[1] Sreevani Rentala, *Basics in Nursing Research and Biostatistics*, First edition (New Delhi, India: Jaypee Brothers Medical Publishers, Ltd., 2019), 120.

[2] Patricia Leavy, *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches* (New York ; London: Guilford Press, 2017), 9.

aim of testing activities, practices, or procedures to find out whether the experiment has an influence on the dependent variable.[3] Furthermore, true experimental is the random assignment of subjects to treatment condition.[4] This research used two classes, namely the control class and the experimental class.

In this study, the researcher asked students who were included in the experimental class to carry out a pre-test, actively participate during the treatment, and carry out a post-test. Apart from that, the researcher also asked students who were included in the control class to carry out a pre-test and post-test using strategies usually taught by the teacher. Pre-test can be carried out before giving treatment to students. In this case, the pre-test aims to determine students' reading comprehension abilities before students are given treatment.

Table 3. 1
The Pre-Test and Post-Test Control Group in True Experimental Design

Group	Pre-test	Treatment	Post-test
A	O	X	O
B	O		O

(Source: Adoptid from John. W Creswell in Resource Design)

The eleventh graders at SMAN 6 Metro was the subjects of this research.

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[3] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fifth edition (Boston: Pearson, 2015), 617.

[4] John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Sixth edition (Los Angeles: SAGE, 2023), 258.

B. The Operational Definition of Variable

1. Independent Variable

An independent variable is variable that will be studied by researchers and have a possible influence on other variables.[5] This variable can also be called treatment. Talking to the text strategy is the independent variable (variable X) that was used in the study. The indicators for this variable are as follows:

a. Students are able to link previous knowledge with new information in the text.

b. Students are able to provide responses to the text, which can be in the form of statements of what they think and understand from the text or questions because students do not yet understand the words they read.

c. Students are able to discuss the notes obtained when reading with other friends.

d. Students are able to provide conclusions from the reading text.

2. Dependent Variable

The dependent variable is a variable that measures the outcomes or the result of the study.[6] Students' reading

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[5] Paul D. Leedy and Jeanne Ellis Ormrod, *Practical Research: Planning and Design*, Eleventh edition, global edition (Boston Columbus Indianapolis New York: Pearson, 2015), 197.
[6] Judith Garrard, *Health Sciences Literature Review Made Easy: The Matrix Method*, Fifth edition (Burlington, MA: Jones & Bartlett Learning, 2017), 69.

comprehension is the dependent variable (variable Y) in this research. Based on the description above, this research applied the talking to the text strategy aimed at eleventh grade students at SMAN 6 Metro. In dependent variable, the researcher used test as a measuring tool. The test consisted of 20 multiple choice question, with each question worth 5 points if the answer was correct.

The following are indicators of dependent variable based on the reading comprehension rubric:

a. Students are able to understand the explicit and implicit meaning of the text.

b. Students are able to determine the main idea of a paragraph.

c. Students are able to analyze detailed information from a text.

d. Students are able to determine the meaning of words and phrases in the text.

e. Students are able to understand the structure of the text as a whole.

f. Students are able to determine the author's point of view.

C. Population, Sample and Sampling

1. Population

A population is a large group that researchers want to study to analyze and generalize findings from the sample.[7] This means that all

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[7] Burke Johnson, *Educational Research: Quantitative, Qualitative, and Mixed Approaches*, Fifth edition (Thousand Oaks, Calif: Sage Publications, 2014), 342.

subjects are suspected in the research but are represented by samples due to time constraints and so on. The population in this research were all class XI students of SMAN 6 Metro.

This research is aimed at class XI students of SMAN 6 Metro. The population in this research is 269 students and consisted of 8 classes, starting from class XI 1 to XI 8.

2. Sample

A sample is a small collection of cases that researchers select from a larger number of cases, and then the results are generalized to represent the population as a whole.[8] In this research, the sample was consist of two classes, namely the experimental class and the control class. Class XI 4 has 32 students as the experimental class and class XI 6 has 32 students as the control class. Thus, the sample in this study amounted to 64 students.

3. Sampling Technique

In carrying out this research, the researcher used cluster random sampling techniques. Cluster random sampling is a method of probability sampling ordinarily used in quantitative research, which involves random selection of groups of participants, as

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[8] William Lawrence Neuman, *Social Research Methods: Qualitative and Quantitative Approaches*, 7. ed., Pearson new internat. ed, Pearson Custom Library (Harlow: Pearson, 2014), 246.

opposed to selecting individual candidates.[9] In this sampling method, not all members of the population are included as samples, but only clusters are randomly selected clusters. The researcher used cluster random sampling technique because the population was large. This is consisted of 8 classes or 269 students.

D. Data Collection Technique

In collecting data, there are several techniques used by the researcher including:

1. Test

In collecting data, the researcher gave two tests to students, namely pre-test and post-test. The test is a written test with multiple choices. The test are as follows:

a. Pre-test

The researcher gave a pre-test before receiving treatment to determine students' initial abilities in reading comprehension. The test is in the form of multiple choice questions whose answers were based on students' understanding of the text provided.

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[9] Caroline Hollins Martin, *Research Recipes for Midwives* (Hoboken, NJ: Wiley-Blackwell, 2024), 127.

b. Post-test

The researcher gave a post-test to students after providing treatment with the aim of finding out whether the application of the talking to the text strategy is effective or not in the students' reading comprehension process. The post-test is in the form of questions in multiple choice form.

2. Documentation

Documentation is one of the important activities in research which aims to provide real evidence and reveal the situation in the middle of the learning process.[10] So that in the research process there are no statements made freely by the researcher. The researcher used tools in documentation methods, such as books, notes, documents and others. The researcher used the documentation methods to obtain information such as vision and mission and the history of SMAN 6 Metro.

3. Observation

In quantitative experimental research, observation has an important role in collecting information or data related to the variables observed during the implementation of the research. In this research, the researcher made observations on eleventh grade

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[10] Dyah Mutiarin et al., eds., *Proceedings of the International Conference on Sustainable Innovation on Humanities, Education, and Social Sciences (ICOSI-HESS 2022)*, 1st ed (Paris: Atlantis Press, 2022), 471.

students who are the subjects of research. The researcher observed
student activities in the learning process.

E. Research Instrument

1. Instrument Blueprint

Test blueprint is an outline for determining content validity that
includes the analysis of basic content and the assessment object.[11] In
this case, the test blueprint is a plan or outline of how to implement
and assess the test. In this study, the researcher gave multiple choice
questions based on explanation text. The total number of questions
was 20.

Table 3. 2
The Instrument Blueprint

No.	Indicators of Reading Comprehension	Types of Test	Number of Item Test	Score	Total of Item Test
1.	Students are able to determine the main idea of a paragraph.		10, 15, 17	5	
2.	Students are able to analyze detailed information from a text		5, 7, 8, 13, 16	5	
3.	Students are able to determine the meaning of words and phrases in the text.	Multiple Choice	4, 6, 9, 14, 18	5	20
4.	Students are able to understand the structure of the text as a whole.		1, 3, 11, 12, 19	5	
5.	Students are able to determine the author's point of view.		2, 20	5	

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[11] Janet Houser, *Nursing Research: Reading, Using, and Creating Evidence*, Fourth
edition (Burlington, MA: Jones & Bartlett Learning, 2018), 206.

F. Data Analysis Technique

The researcher was conducting inferential statistics on the pre-test and post-test results of the experimental group to find out whether there is a positive and significant effect of talking to the text strategy on the reading comprehension of class XI students at SMAN 6 Metro in the 2023/2024 academic year. In this study, the researcher was analyzing the data using the t-test. The researcher uses SPSS (Statistical Package for the Social Science) series 26 in testing data to investigate the effect of talking to the text strategy on students' reading comprehension. Donald Ary states that the t-test should be formulated as follows:[12]

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

Note:

t	= t ratio
$\overline{D}$	= average difference
$\sum D^2$	= Difference scores squared, then summed
$(\sum D)^2$	= Difference scores summed then squared
N	= Number of pairs

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[12] Donald Ary, Lucy Cheser Jacobs, and Asghar Razavieh, *Introduction to Research in Education*, 8th ed (Belmont, CA: Wadsworth, 2010), 177.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The History of SMAN 6 Metro

SMAN 6 Metro is the youngest school among the high schools in the entire city of Metro. This school is located at Jalan FKPPI No. 01, Rejomulyo, South Metro and is located in the middle of a terraced agricultural land. Initially, SMAN 6 Metro was an Athlete High School, then changed its name to SMAN 6 Metro.

SMAN 6 Metro was built on the basis of creating a prosperous society and Metro City as a superior educational city. In addition, SMAN 6 Metro was founded because of the strong desire of the South Metro community to get education in their environment. The Metro City Government gave trust to SMAN 6 Metro that this school be used as a pilot school for Adiwiyata and a school with a tourism perspective. This is supported by the construction of animal breeding, fish ponds, planting of rare protected trees as local agricultural and fisheries content activities.

SMAN 6 Metro officially has a National Athlete-based standard since 2010. However, in 2013 until now, SMAN 6 Metro

officially obtained the status of a national and Adiwiyata-based school.

b. Vission and Mission of SMAN 6 Metro

1) Vission

To create students who excel, have noble character, are knowledgeable, achieve, and care about culture and the environment.

2) Mission

a) Developing the religious behavior of school residents so that they can practice the teachings of their religion in all aspects of life;

b) Cultivating discipline, tolerance, mutual respect, and self-confidence so that students develop polite attitudes and noble character;

c) Developing a spirit of nationalism and national defense rooted in the nation's cultural values while continuing to follow developments in science and technology, as well as fostering an anti-corruption culture

d) Developing students in academic and non-academic achievements at the district/city, provincial and national levels;

e) Developing the Achievements of Educators and Education Personnel;

f) Creating a synergistic working atmosphere between leaders, educators, and education staff;

g) Implementing school management that refers to Quality Management Standards by involving all school residents, alumni, and the community;

h) Implementing curriculum and institutional strengthening to accelerate the improvement of school quality based on National Education Standards (SNP) by strengthening the involvement of parents/guardians of students and all school stakeholders;

i) Coaching students in obtaining school exam and national assessment scores and successfully entering state universities;

j) Creating a family-like school environment ASRI BERSERI (Aman, Sehat, Rapi, Indah,Bersih, Segar, dan Rindang)

k) Developing a school culture that cares about the environment.

l) Realizing a learning system in schools based on IT (Science and Technology),

m) Realizing optimal inclusive education services for children with special needs and special services

n) Realizing child-friendly schools (SRA).

2. **Description of Research Data**

a. The Result of Pre-Test

The researcher gave a pre-test to grade XI students in the experimental class and control class with the aim of finding out students' reading comprehension before the researcher gave the treatment in the form of a talking to the text strategy. This pre-test was conducted on July 22, 2024. The researcher gave a pre-test in the form of 20 multiple-choice questions. The pre-test results are presented in the following table:

Table 4. 1
Pre-test Results of Students (Experimental Class) on Reading Comprehension at The Eleventh Grade of SMAN 6 Metro

No	Name	Score
1.	AR	40
2.	ADA	35
3.	AW	50
4.	ADL	55
5.	DN	45
6.	DAD	70
7.	DAG	60
8.	FFP	45
9.	GR	55
10.	HTNW	50
11.	HAN	55
12.	IQ	30
13.	KIS	60
14.	KOS	40
15.	KVP	45
16.	LNE	55
17.	MISD	60
18.	ME	40
19.	MYJ	45
20.	MDO	70
21.	MR	65
22.	NPS	35
23.	OOS	55
24.	PR	40

25.	QMI	50
26.	RDP	55
27.	RN	60
28.	RNP	50
29.	SFT	50
30.	SNI	45
31.	SA	55
32.	TW	45
Total		1610
The highest score		70
The lowest score		30
Average		50,31

In the experimental class, there were 32 students who took the pre-test. The highest score was 70, and the lowest score was 30. The total score of this pre-test was 1610 with an average score of 50,31. Based on these data, the researcher measured the class interval as follows:

R   = The highest score – The lowest score

= 70 – 30

= 40

K   = 1 + 3,3 log n

= 1 + 3,3 log 32

= 1 + 4,966

= 5,966

= 6

P   = $\frac{R}{K}$

= $\frac{40}{6}$

= 6,66

= 7

Note:

R = The distance from maximum score to minimum score

K = The number of interval class

P = The length of interval class

The number of class intervals in the pre-test results was 6 and the length of the class interval was 7. After determining the class intervals, the data can be written in the distribution table below:

Table 4. 2
Frequency Distribution of Pre-Test Score (Experiment Class) at The Eleventh Grade of SMAN 6 Metro

No.	Class Interval	Frequency	Percentage
1.	65-71	3	9,37%
2.	58-64	4	12,5%
3.	51-57	7	21,88%
4.	44-50	11	34,38%
5.	37-43	4	12,5%
6.	30-36	3	9,37%
	Total	32	100%

The frequency table above shows that no students scored above the minimum mastery criteria (MMC), which is 75. So, it can be concluded that students in the experimental class have low reading comprehension skills.

Table 4. 3
Pre-test Results of Students (Control Class) on Reading
Comprehension at The Eleventh Grade of SMAN 6 Metro

No	Name	Score
1.	AAP	35
2.	ANA	40
3.	AAPr	55
4.	ARP	50
5.	CAR	65
6.	CDC	40
7.	CAT	60
8.	DJS	45
9.	DF	45
10.	EAM	25
11.	ETW	30
12.	FI	35
13.	FDH	35
14.	IOS	45
15.	JA	40
16.	MI	50
17.	NAZ	65
18.	NN	55
19.	NPS	45
20.	NA	50
21.	PST	65
22.	QZP	40
23.	RAAM	30
24.	RI	25
25.	RP	40
26.	RSA	50
27.	RA	45
28.	RF	55
29.	RZW	50
30.	RVO	45
31.	TY	50
32.	WFP	35
Total		1440
The highest score		65
The lowest score		25
Average		45

In the control class, there were 32 students who took the pre-test. The highest score was 65 and the lowest score was 25. The total score of this pre-test was 1440 with an average score of 45. Based on these data, the researcher measured the class interval as follows:

R   = The highest score – The lowest score

= 65 – 25

= 40

K   = 1 + 3,3 log n

= 1 + 3,3 log 32

= 1 + 4,966

= 5,966

= 6

P $= \frac{R}{K}$

$= \frac{40}{6}$

= 6,66

= 7

Note:

R = The distance from maximum score to minimum score

K = The number of interval class

P = The length of interval class

The number of class intervals in the pre-test results was 6 and the length of the class interval was 7. After determining the class intervals, the data can be written in the distribution table below:

Table 4. 4
Frequency Distribution of Pre-Test Score (Control Class) at
The Eleventh Grade of SMAN 6 Metro

No.	Class Interval	Frequency	Percentage
1.	60-66	4	12,5%
2.	53-59	3	9,37%
3.	46-52	6	18,75%
4.	39-45	11	34,38%
5.	32-38	4	12,5%
6.	25-31	4	12,5%
	Total	32	100

The frequency table above shows that all students in the control class obtained scores below the minimum mastery criteria (75). This means that no student obtained a complete score. So it can be concluded that there was a lack of reading comprehension in the control class.

b. The Result of Post-Test

The researcher conducted a post-test on August 1, 2024. The researcher gave a written test to the experimental class and the control class in the form of 20 multiple-choice questions in which the questions presented explanation text. The researcher conducted a post-test after the treatment was carried out with the aim of measuring students' abilities in reading comprehension. The results of the post-test can be written in the following table:

Table 4. 5
Post-test Results of Students (Experimental Class) on Reading
Comprehension at The Eleventh Grade of SMAN 6 Metro

No	Name	Score
1.	AR	80
2.	ADA	75
3.	AW	60
4.	ADL	80
5.	DN	80
6.	DAD	90
7.	DAG	80
8.	FFP	60
9.	GR	75
10.	HTNW	60
11.	HAN	80
12.	IQ	55
13.	KIS	85
14.	KOS	80
15.	KVP	75
16.	LNE	85
17.	MISD	65
18.	ME	75
19.	MYJ	65
20.	MDO	90
21.	MR	70
22.	NPS	75
23.	OOS	80
24.	PR	60
25.	QMI	75
26.	RDP	70
27.	RN	85
28.	RNP	75
29.	SFT	70
30.	SNI	80
31.	SA	80
32.	TW	65
	Total	2380
	The highest score	90
	The lowest score	55
	Average	74,38

In the experimental class, there were 32 students who took

the post-test. The highest score was 90 and the lowest score was

55. The total score of this post-test was 2380 with an average

score of 74,38. Based on these data, the researcher measured the class interval as follows:

R = The highest score – The lowest score

= 90 – 55

= 35

K = 1 + 3,3 log n

= 1 + 3,3 log 32

= 1 + 4,966

= 5,966

= 6

P $= \dfrac{R}{K}$

$= \dfrac{35}{6}$

= 5,83

= 6

The number of class intervals in the post-test results was 6 and the length of the class interval was 6. After determining the class intervals, the data can be written in the distribution table below:

Table 4. 6
Frequency Distribution of Post-Test Score (Experiment
Class) at The Eleventh Grade of SMAN 6 Metro

No.	Interval	Frequency	Percentages
1.	85-90	5	15,63%
2.	79-84	9	28,125%

3.	73-78	7	21,88%
4.	67-72	3	9,375%
5.	61-66	3	9,375%
6	55-60	5	15,63%
Total		32	100%

The previous frequency table shows that the number of students who got a complete score was 21 students. So it can be concluded that in this post-test the students' reading comprehension scores increased.

Table 4. 7
Post-test Results of Students (Control Class) on Reading Comprehension at The Eleventh Grade of SMAN 6 Metro

No	Name	Score
1.	AGP	55
2.	ANA	70
3.	AKP	80
4.	ARP	65
5.	CAR	80
6.	CDC	60
7.	CAT	75
8.	DJS	40
9.	DF	50
10.	EAM	55
11.	ETW	60
12.	FI	50
13.	FDH	60
14.	IOS	75
15.	JA	45
16.	MI	50
17.	NAZ	80
18.	NN	70
19.	NPS	70
20.	NA	65
21.	PST	70
22.	QZP	60
23.	RAAM	50
24.	RI	55
25.	RP	35
26.	RSA	55
27.	RA	70
28.	RF	80
29.	RZW	60

30.	RVO	65
31.	TY	70
32.	WFP	45
Total		1970
The highest score		80
The lowest score		35
Average		61,56

In the control class, there were 32 students who took the post-test. The highest score was 80 and the lowest score was 35. The total score of this post-test was 1970 with an average score of 61,56. Based on these data, the researcher measured the class interval as follows:

R = The highest score – The lowest score

= 80 – 35

= 45

K = 1 + 3,3 log n

= 1 + 3,3 log 32

= 1 + 4,966

= 5,966

= 6

P = $\frac{R}{K}$

= $\frac{45}{6}$

= 7,5

= 8

The number of class intervals in the post-test results was 6 and the length of the class interval was 8. After determining the

class intervals, the data can be written in the distribution table below:

Table 4. 8
Frequency Distribution of Post-Test Score (Control Class) at The Eleventh Grade of SMAN 6 Metro

No.	Class Interval	Frequency	Percentage
1.	75-82	6	18,75%
2.	67-74	6	18,75%
3.	59-66	8	25%
4.	51-58	4	12,5%
5.	43-50	6	18,75%
6.	35-42	2	6,25%
Total		32	100%

The frequency table above shows that the number of students who get a complete score is 6 students. So it can be concluded that in this post-test the students' reading comprehension score is greater than the pre-test score. This means that students' reading comprehension has increased in the post-test.

Furthermore, based on the post-test results mentioned above, it can be seen that the average value in the experimental class is greater than the average value in the control class. The average value in the experimental class is 74,38 while the average value in the control class is 61,56.

3. **Hypothesis Testing**

After applying the test and obtaining sufficient data, the researcher conducted a study on the influence of talking to the text strategy on students reading comprehension at the eleventh grade using SPSS version 26. Before using the independent sample t-test to process the data, the researcher conducted a normality and homogeneity test of the students' scores to find out whether the data were normal and homogeneus. The results of the normality test are shown in the following table:

Table 4. 9
The Result of Normality Test in Post-Test Experimental and Control Class

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	Df	Sig.
Score	Experiment	.183	32	.008	.938	32	.064
	Control	.130	32	.182	.960	32	.279
a. Lilliefors Significance Correction							

The results of the normality test table above show that the Sig. value in the experimental class and the control class is greater than 0.05. The Sig. value of the experimental class was 0.08 and the control class was 0.182 According to convection statistics, the Sig. value of more than 0.05 indicates that the data can be considered

normally distributed. Thus, based on the results of the normality test above, it shows that the research data is normally distributed.

After the researcher conducted a normality test, the researcher conducted a data homogeneity test. The results of the homogeneity test can be explained in the table below:

Table 4. 10
The Result of Homogeneity Test in Post-Test Experimental and Control Class

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	3.246	1	62	.076
	Based on Median	3.143	1	62	.081
	Based on Median and with adjusted df	3.143	1	59.581	.081
	Based on trimmed mean	3.369	1	62	.071

The results of the homogeneity test above show that the Sig. value for each condition is greater than 0.005, respectively 0.076, 0.081, 0.081, and 0.071. The values are based on the mean, median, median with adjusted df, and trimmed median. Statistical convention states that research data can be considered homogeneous if the Sig. value is greater than 0.05. Therefore, based on the results obtained, it can be concluded that the research data are homogeneous.

Based on the normality test and homogeneity test, it shows that the data is normal and homogeneous. Thus, hypothesis testing can be used using the Independent Sample T-Test by SPSS for Windows.

The results of the Independent Sample T-Test by SPSS are as follows:

Table 4. 11
The Result of Independent Sample Test by Using SPSS Group Statistics

Group Statistics		N	Mean	Std. Deviation	Std. Error Mean
	Class				
Score	Experiment	32	74.38	9.224	1.631
	Control	32	61.56	12.210	2.159

Based on the data above, students in the experimental class received a post-test score with an average of 74.38 while students in the control class received an average score of 61.56.

Table 4. 12
The Result of The Influence of Talking to The Text Strategy on Students` Reading Comprehension

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
Score	Equal variances assumed	3.246	.076	4.736	62	.000	12.813	2.705	7.405	18.220
	Equal variances not assumed			4.736	57.689	.000	12.813	2.705	7.397	18.228

As shown in the table above, Ha is accepted and Ho is rejected because of the sig. (2-tailed) value is 0.000, which shows that the sig. (2-tailed) value is not greater than 0.05. This shows that there was a positive and significant influence of talking to the text strategy on students' reading comprehension at the eleventh grade of SMAN 6 Metro.

B. Discussion

Related to the research results that have been discussed previously, it can be concluded that Ha is accepted and Ho is rejected. This shows that the application of the talking to the text strategy on the reading comprehension of class XI students of SMAN 6 Metro has a significant impact. The researcher involved a pre-test, treatment, and post-test to measure students' reading comprehension abilities. The pre-test was conducted on July 22, 2024, then the treatment on July 25 and 29, 2024, and the post-test was conducted on August 1, 2024.

Furthermore, the data analysis in this study used independent sample t-test. According to Ronald D. Yockey, if Sig.(2-tailed) <0.05, then Ha is accepted and Ho is rejected.[1] Thus, based on data analysis, the results of the independent sample t-test with a significance level of 0.00 <0.05 indicate that the experimental class and control class significantly have different learning outcomes. The students' post-test scores increased

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[1] Ronald D. Yockey, *SPSS Demystified: A Simple Guide and Reference*, 3rd ed. (New York: Taylor & Francis Group, 2018), 161.

substantially compared to pre-test scores. This shows that the increase in students' reading comprehension, especially in explanatory texts, is influenced by the application of the talking to the text strategy.

In this study, the researcher implemented the talking to the text strategy sequentially according to the theory of Anete Vasquez. According to David C. Virtue, the talking to the text strategy can help students get used to critical thinking and active interaction during the learning process.[2]Students showed an increase in reading comprehension in the learning process when actively involved with reading materials through the talking to the text strategy. The talking to the text strategy is increasingly effective in influencing students' reading comprehension. This can be proven by the average post-test score in the experimental class (74,38) which is greater than the average pre-test score in the control class (61,56).

Related to the research results, the researcher concluded that the implementation of the talking to the text strategy had a positive effect and impact on improving the students reading comprehension at the eleventh grade of SMAN 6 Metro. This emphasizes that the use of innovative teaching strategies such as the talking to the text strategy is very important to improve learning outcomes in reading comprehension at the high school level.

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[2] David C. Virtue, ed., *Handbook of Middle Level Education Theory, Research, and Policy* (New York, NY: Routledge, 2020), 112.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The purpose of this study was to determine whether there is a positive and significant influence of the strategy of talking to the text on students reading comprehension at the eleventh grade of SMAN 6 Metro. The results of this study indicate that there is a positive and significant influence of the use of the strategy of talking to the text on students reading comprehension at the eleventh grade of SMAN 6 Metro.

Furthermore, the alternative hypothesis (ha) is accepted and the null hypothesis (Ho) is rejected, as indicated by the significance value of 0.00, which is smaller than 0.05. Therefore, it can be concluded that the implementation of the talking to the text strategy has a positive and significant influence on students reading comprehension at the eleventh grade of SMAN 6 Metro.

This study has contributed to the understanding of the application of talking to the text strategy in improving reading comprehension at the senior high school level, especially at the eleventh grade. The results of this study indicate that a structured and focused strategy such as talking to the text can be an effective strategy for developing reading comprehension.

B. Suggestion

In relation to the conclusions of this study, the researcher provides several suggestions as follows:

1. For the Students

    In order for students to understand the material in English class, students must be more active in the learning process. In addition, students are also expected to practice reading English texts so that students' reading comprehension improves.

2. For the Teachers

    Teachers are advised to use appropriate strategies, such as talking to the text strategy in the teaching process especially in reading comprehension, so that students can understand English texts. Choosing the right learning strategy can increase student motivation during the learning process.

3. For The Headmaster

    The headmaster is expected to support teachers in implementing effective and efficient teaching strategies. In addition, the headmaster must help facilitate the facilities and infrastructure needed to support the smooth running of the learning process.

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APPENDICES

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-5353/In.28/J/TL.01/11/2023   Kepada Yth.,
Lampiran: -   KEPALA SEKOLAH SMAN 6 METRO
Perihal   : **IZIN PRASURVEY**   di-
                                                    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:**SHELLA JUITASARI**	
NPM	: 2001051035	
Semester	:7 (Tujuh)	
Jurusan	: Tadris Bahasa Inggris	
Judul	:THE INFLUENCE OF TALKING TO THE TEXT STRATEGY ON STUDENTS READING COMPREHENSION AT THE ELEVENTH GRADE OF SMAN 6 METRO	

untuk melakukan prasurvey di SMAN 6 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi.
Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.
Wassalamu'alaikum Wr. Wb.

Metro, 21 November 2023
Ketua Jurusan

Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

PEMERINTAH PROVINSI LAMPUNG
SMA NEGERI 6 METRO
Jalan FKPPI Rejomulyo, Metro Selatan, Kota Metro, Lampung
Pos-el : smanegeri6metro@gmail.com | Laman : smanegeri6metro.sch.id

SURAT KETERAGAN
Nomor: 423.4/1758/06/D.3/2023

Berdasarkan surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah Dan Ilmu Keguruan, nomor: B-5353/In/28/J/TL.01/11/2023 tanggal 21 November 2023, perihal Permohonan Izin Prasurvey, maka dengan ini Kepala Sekolah Menengah Atas (SMA) Negeri 6 Metro menerangkan bahwa:

Nama	:	SHELLA JUITASARI
NPM	:	2001051035
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF TALKING TO THE NEXT STRATEGY ON STUDENTS READING COMPREHENSION AT THE ELEVENTH GRADE OF SMAN 6 METRO

Yang bersangkutan di atas izinkan untuk melaksanakan *Prasurvey* sesuai dengan jadwal/waktu yang ditentukan di SMA Ngeri 6 Metro.

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagai mestinya.

Dikeluarkan di : Metro
Pada Tanggal   : 8 Desember 2023

SUNARTI, M.Pd.
NIP. 19700705 199702 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : 2114/In.28.1/J/TL.00/05/2024
Lampiran   : -
Perihal   : **SURAT** *BIMBINGAN SKRIPSI*

Kepada Yth.,
Rika Dartiara (Pembimbing 1)
(Pembimbing 2)
di-
        Tempat
Assalamu'alaikum Wr. Wb.
Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing
mahasiswa :

Nama	**:SHELLA JUITASARI**	
NPM	: 2001051035	
Semester	:8 (Delapan)	
Fakultas	:Tarbiyah dan Ilmu Keguruan	
Jurusan	: Tadris Bahasa Inggris	
Judul	:THE INFLUENCE OF TALKING TO THE TEXT STRATEGY ON STUDENTS` READING COMPREHENSION AT THE ELEVENTH GRADE OF SMAN 6 METRO	

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan
   skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data
      (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data
      (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak
   ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi
   yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 08 Mei 2024
Ketua Jurusan

Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode dan pastikan diarahkan ke alamat
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-2207/In.28/D.1/TL.00/05/2024   Kepada Yth.,
Lampiran: -   KEPALA SMAN 6 METRO
Perihal   : **IZIN RESEARCH**   di-
                                                    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2206/In.28/D.1/TL.01/05/2024, tanggal 16 Mei 2024 atas nama saudara:

Nama	:**SHELLA JUITASARI**
NPM	: 2001051035
Semester	:8 (Delapan)
Jurusan	: Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMAN 6 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 6 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF TALKING TO THE TEXT STRATEGY ON STUDENTS READING COMPREHENSION AT THE ELEVENTH GRADE OF SMAN 6 METRO".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 Mei 2024
Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PEMERINTAH PROVINSI LAMPUNG
SMA NEGERI 6 METRO
Jalan FKPPI Rejomulyo, Metro Selatan, Kota Metro, Lampung
Pos-el : smanegeri6metro@gmail.com | Laman : smanegeri6metro.sch.id

SURAT KETERAGAN
Nomor: 421.3/506/06/D.3/2024

Berdasarkan surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah Dan Ilmu Keguruan, nomor: B-2207/In.28/D.1/TL.00/05/2024 tanggal 16 Mei 2024, perihal Izin Research, maka dengan ini atas nama Kepala Sekolah Menengah Atas (SMA) Negeri 6 Metro menerangkan bahwa:

Nama	:	SHELLA JUITASARI
NPM	:	2001051035
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF TALKING TO THE TEXT STRATEGY ON STUDENTS READING COMPREHENSION AT THE ELEVENT GRADE OF SMAN 6 METRO

Yang bersangkutan di atas telah melaksanakan *Research* sesuai dengan jadwal/waktu yang ditentukan di SMA Ngeri 6 Metro.

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagai mestinya.

Dikeluarkan di : Metro
Pada Tanggal   : 1 Agustus 2024
Kepala SMA Negeri 6 Metro

SUNARTI, M.Pd.
NIP. 19700705 199702 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-2206/In.28/D.1/TL.01/05/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**SHELLA JUITASARI**
NPM	:	2001051035
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di SMAN 6 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF TALKING TO THE TEXT STRATEGY ON STUDENTS READING COMPREHENSION AT THE ELEVENTH GRADE OF SMAN 6 METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 16 Mei 2024

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan Kelembagaan,

SUNARTI, M.Pd.
NIP. 19700705 199702 2 003

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Shella Juita Sari   Program Studi : TBI
NPM : 2001051035   Semester : 7

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Tuesday, 12nd December 2023		Revise narration of background of the study p. 3-4 - Revise Identification - Problem formulation should suitable with objective of the research.	
2	Monday, 15th January 2024		Revise prasurvey statement - foot note - Prior research. - add concept of reading - use future tense in chapter III	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Rika Dartiara, M.Pd
NIDN. 2015099101

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Shella Juita Sari
NPM : 2001051035

Program Studi : TBI
Semester : 8

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
3.	Monday, 12ᵗʰ february 2024		- Revise objective of the research - add similarity of prior research	
4.	Friday, 16 feb 2024		Revise bibliography.	
5.	Monday. 19 feb 2024		Complete your proposal then see me soon.	
6.	Wednesday 21 feb 2024		Acc for seminar. make PPT and good luck!	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Rika Dartiara, M.Pd
NIDN. 2015099101

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Shella Juita Sari
NPM : 2001051035

Program Studi : TBI
Semester : 8

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
7.	Tuesday, 14th Mei 2024	Rika Dartiara, M.Pd	Revise table attrument of reading comprehesion. add name of group in 'treatment page.	
8.	Wednesday, 15/mei/2024	Rika Dartiara, M.Pd.	Acc APD. Continue to research good luck.	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Rika Dartiara, M.Pd
NIDN. 2015099101

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 341111
Telp (0726) 41507, Faksimili (0725) 47296, Website www.metrouniv.ac.id E-mail iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO

Nama : Shella Juitasari
NPM : 2001051035

Program Studi : TBI
Semester : 9

No	Hari/ Tanggal	Dosen Pembimbing	Materi yang Dikonsulkan	Tanda Tangan Mahasiswa
1.	Friday, 27 September 2024		Complete theory in discussion. add appendices -	
2.	3 october 2024		Put example of study note.	
3.	7 october 2024		Ace for munaqosyah Make PPT master your thesis good luck !	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Rika Dartiara, M.Pd
NIDN. 2015099101

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Shella Juitasari
NPM   : 2001051035
Program Studi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 08 Oktober 2024
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 1988308 201503 1 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-972/In.28/S/U.1/OT.01/10/2024

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: SHELLA JUITASARI
NPM	: 2001051035
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2001051035

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 07 Oktober 2024
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002

Skripsi Shella Juitasari (2001051035).docx

by Cek Turnitin

Skripsi Shella Juitasari (2001051035).docx

ALUR TUJUAN PEEMBELAJARAN (ATP)

FASE F

Mata Pelajaran **: Bahasa Inggris**

Satuan Pendidikan **: SMAN 6 Metro**

Kelas   **: XI**

Semester   **: Ganjil dan Genap**

Tahun Pelajaran **:2024/ 2025**

TUJUAN PEMBELAJARAN		Alokasi Waktu	ACUAN KEBAHASAAN
NO.	A. MENYIMAK DAN BERBICARA		
11. A.8	Mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang melibatkan tindakan mengungkapkan harapan dan rencana (*hope & plan)* secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal. (Perhatikan intonasi, nada, kecepatan ujaran, volume suara, penekanan untuk memengaruhi makna, penggunaan *modals* serta strategi inisiasi dan pemertahanan pertuturan)	9 JP	**1. TOPIK** ▪ Long life education ▪ Future career ▪ Job vacancy ▪ The physical & mental Health Of adolescent ▪ Personal experiences ▪ Natural & Social Phenomena ▪ Life styles ▪ Life achievements ▪ Life motivation ▪ Academic & Social affairs ▪ Scientific research ▪ Human & Nature ▪ Flora & Fauna
11. A.9	Mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang melibatkan tindakan mengungkapkan simpati dan apresiasi (*sympathy & appreciation*) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal. (Perhatikan intonasi, nada, kecepatan ujaran, volume suara, penekanan	9 JP	**2. FUNGSI** ▪ Showing hope, wish & plan ▪ Showing sympathy,

NO.	A.	Alokasi Waktu	
	untuk memengaruhi makna, penggunaan *exclamation* serta strategi inisiasi dan pemertahanan pertuturan)		appreciation, and pride ▪ Asking questions to clarify or follow up information ▪ Justifying personal Preferences ▪ Showing strategies ▪ Telling experiences
11. A.10	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk laporan (*report)* secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.	9 JP	▪ Promoting ▪ Showing How & Why ▪ Relaxing ▪ Reporting ▪ Explaining
11. A.11	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk eksplanasi (explanation) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.	9 JP	**3. TIPE TEKS** ▪ Formal & Informal letter ▪ Caption & Proverb ▪ Report ▪ Explanation
NO.	**B. MEMBACA DAN MEMIRSA**	**Alokasi Waktu**	
11.B. 6	Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks tulis berbentuk surat formal dan informal secara kritis, kreatif dan jujur terkait topik kegiatan akademis, perkantoran dan sosial kemasyarakatan sesuai dengan konteks penggunaannya dengan tingkat kelancaran dan ketepatan yang optimal.	9 JP	**4. GRAMATIKA** ▪ Gerunds & Infinitives ▪ Present Tenses ▪ Conditional sentences ▪ Connective words ▪ Thinking verbs to express opinion
11.B. 7	Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks tulis berbentuk *caption & proverb* secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial sesuai dengan konteks penggunaannya dengan tingkat kelancaran dan ketepatan yang optimal.	9 JP	▪ Summary verbs to report findings ▪ Descriptive words ▪ Tentative conclusion

11.B. 8	Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk *laporan (report)* secara kritis, kreatif dan jujur terkait topik manusia, flora & fauna sesuai dengan konteks penggunaannya dengan tingkat kelancaran dan ketepatan yang optimal.	9 JP	▪ Aspects of literature ▪ Figurative language ▪ Prepositional phrases and Some technical vocab to communicate meaning ▪ Compound & complex sentences ▪ Adjective & Adverbial clause ▪ Conversational gambits ▪ Intonation, tone, pacing, volume and emphasis to affect meaning.
11.B. 9	Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk eksplanasi (explanation) secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial sesuai dengan konteks penggunaannya dengan tingkat kelancaran dan ketepatan yang optimal.	9 JP	
NO.	**C. MENULIS DAN MEMPRESENTASIKAN**	**Alokasi Waktu**	**5. KOSAKATA**
11.C. 6	Merancang dan mempresentasikan teks tulis berbentuk surat formal dan informal terkait topik kegiatan akademis, perkantoran dan sosial kemasyarakatan dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	9 JP	▪ Longlife education ▪ Adolescent' life ▪ Life experiences ▪ Natural & Social phenomena ▪ Historical & Cultural issue ▪ Health issues ▪ Hardware & software ▪ Things in town, village, mountain, sea, suburb ▪ Books & literature ▪ Project research ▪ Hard skills, soft skills ▪ Global warming ▪ Ecogreen, recycle process
11.C. 7	Merancang dan mempresentasikan teks tulis berbentuk *caption & proverb* terkait topik fenomena alam dan sosial dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	9 JP	
11.C. 8	Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk laporan (*report)* terkait	9 JP	

	topik manusia, flora dan fauna dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.		**6. ASESMEN** ▪ Listening & Speaking performances ▪ Understanding & Constructing conversation ▪ Reading comprehension ▪ Writing & Presenting performances
11.C.9	Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk eksplanasi (*explanation*) terkait topik fenomena alam dan sosial dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	9 JP	**7. ALOKASI WAKTU** ▪ **3 JP/Pertemuan** (JP: Jam Pelajaran) ▪ Secara umum tiap tujuan pembelajaran berdurasi **9** JP (3 pertemuan) ▪ Total **12** Tujuan pembelajaran ▪ Total JP selama setahun **108** JP

MODUL AJAR
FUNGSI SOSIAL, STRUKTUR TEKS DAN UNSUR KEBAHASAAN TEKS EKSPLANASI

A. IDENTITAS MODUL

Satuan Pendidikan	:	**SMA**
Kelas / Fase	:	**XI (Sebelas) / F**
Mata Pelajaran	:	**Bahasa Inggris**
Alokasi Waktu	:	**5 Jam Pelajaran/ 1 pekan**
Tahun Penyusunan	:	**2024**

CAPAIAN PEMBELAJARAN BAHASA INGGRIS FASE F

Elemen Menyimak – Berbicara
Pada akhir fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai- nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non- verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks.

Elemen Membaca – Memirsa
Pada akhir fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesa dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu- isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.

Elemen Menulis – Mempresentasikan
Pada akhir fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosa kata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

B. KOMPETENSI AWAL

Pada modul ini siswa diajak berlatih untuk dapat memberikan latar belakang dan menjelaskan proses terjadinya fenomena alam tersebut dengan menggunakan unsur kebahasaan dan struktur yang benar. Untuk mencapai Kompetensi Dasar (KD) ini siswa perlu berlatih lebih banyak dalam berinteraksi lisan dan tulis terkait *Explanation Text* yang banyak terjadi dalam kehidupan sehari-hari di lingkungan Kalian.

C. PROFIL PELAJAR PANCASILA

Peserta didik yang beriman, bertakwa kepada Tuhan YME, mandiri dan berpikir kritis dan kreatif.

D. SARANA DAN PRASARANA

▪ Papan tulis, Lembar Kerja, Sticky Note, Akses Internet

E. TARGET PESERTA DIDIK

Peserta didik kelas XI.

F. MATERI PEMBELAJARAN

Materi pertama yaitu tentang fungsi sosial, struktur teks dan unsur kebahasaan dari sebuah teks Explanasi atau *Explanation Text*, dan di dalamnya terdapat uraian materi, contoh teks, latihan dan evaluasi.

Fungsi Sosial: Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena Struktur teks: Mencakup fenomena, identitas gejala dan rangkaian penjelasan Unsur Kebahasaan: adverbia (*first, then, following, finally),* hubungan sebab-akibat (*if –then, so, as a consequence, since, due to, because*

of, thanks to, Kalimat pasif dalam tenses yang *presen,* Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Teks yang digunakan berjudul "How Does COVID-19 Spread?" dan "How Rainbows Are Formed "

G. STRATEGI PEMBELAJARAN

Talking to the text strategy.

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

Setelah kegiatan pembelajaran ini diharapkan peserta didik dapat berfikir kritis dan kreatif dalam menerapkan fungsi sosial, stuktur teks, dan unsur kebahasaan teks. Selain itu peserta didik diharapkan dapat memahami makna dari teks eksplanasi terkait gejala alam atau sosial yang tercakup pada mata pelajaran kelas XI.

B. PEMAHAMAN BERMAKNA

- Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *explanation* tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya
- Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *explanation* lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran kelas XI

C. PERTANYAAN PEMANTIK

- Guru mengajukan pertanyaan terbuka kepada peserta didik seperti:
  - Have you ever seen a natural phenomenon?
  - What the natural phenomena have you ever seen?
  - Can you tell me how it happened?

D. KEGIATAN PEMBELAJARAN

Pertemuan 1

KEGIATAN PENDAHULUAN
▪ Doa; absensi; menyampaikan tujuan pembelajaran. Teks Explanation yang akan dipelajari adalah mengenai topik **"How Does COVID-19 Spread?"**
▪ Memotivasi siswa untuk dapat mengikuti pelajaran dengan semangat dan sungguh-sungguh.
KEGIATAN INTI
▪ Guru memberikan pertanyaan pemantik kepada siswa.

- Guru mengaitkan jawaban dari siswa dengan tujuan pembelajaran.
- Guru menjelaskan materi singkat tentang explanation teks: pengertian, struktur, unsur kebahasaan.
- Guru menginstruksikan kepada siswa untuk membentuk kelompok. Dalam satu kelompok terdiri dari 6-7 siswa.
- Guru memperlihatkan sebuah teks eksplanasi sekaligus memancing rasa ingin tahu siswa.
- Guru memberikan selembar teks eksplanasi dan beberapa sticky note kepada masing-masing kelompok, kemudian guru memberikan penjelasan mengenai strategi reading comprehension yang akan digunakan yaitu strategi talking to the text.
- Guru menginstruksikan kepada siswa untuk membaca sebagian teks, kemudian siswa mencari arti kata yang belum diketahui dengan menggunakan kamus. Setelah itu, siswa menuliskan tanggapan berdasarkan teks yang telah dibaca. Tanggapan tersebut dapat berupa pemikiran siswa dan pertanyaan berdasarkan teks yang telah dibaca. Siswa melakukannya sampai selesai.
- Guru menginstruksikan kepada siswa untuk mendiskusikan secara bersama sama hasil kerja kelompok dengan kelompok lain untuk memperoleh pemahaman dan kesimpulan dari teks yang dibimbing oleh guru.
- Masing- masing kelompok mencatat kesimpulan yang didapat dari diskusi.

PENUTUP

- Guru menanyakan kembali tentang teks yang telah dibahas untuk mengetahui pemahaman siswa.
- Guru mengingatkan kepada siswa untuk mempelajari topik yang akan dibahas di pertemuan berikutnya.
- Guru menutup pelajaran dengan berdoa bersama dan mengucapkan salam.

Pertemuan 2

KEGIATAN PENDAHULUAN

- Doa; absensi; menyampaikan tujuan pembelajaran. Teks Explanation yang akan dipelajari adalah mengenai topik **"How Rainbows Are Formed "**
- Memotivasi siswa untuk dapat mengikuti pelajaran dengan semangat dan sungguh-sungguh.

KEGIATAN INTI
▪ Guru mengulas sedikit materi pertemuan lalu. ▪ Guru menginstruksikan kepada siswa untuk membentuk kelompok. Dalam satu kelompok terdiri dari 6-7 siswa. ▪ Guru memberikan selembar teks eksplanasi dan beberapa sticky note kepada masing-masing kelompok, kemudian guru memberikan penjelasan mengenai strategi reading comprehension yang akan digunakan yaitu strategi talking to the text. ▪ Guru menginstruksikan kepada siswa untuk membaca sebagian teks, kemudian siswa mencari arti kata yang belum diketahui dengan menggunakan kamus. Setelah itu, siswa menuliskan tanggapan berdasarkan teks yang telah dibaca. Tanggapan tersebut dapat berupa pemikiran siswa dan pertanyaan berdasarkan teks yang telah dibaca. Siswa melakukannya sampai selesai. ▪ Guru menginstruksikan kepada siswa untuk mendiskusikan secara bersama sama hasil kerja kelompok dengan kelompok lain untuk memperoleh pemahaman dan kesimpulan dari teks yang dibimbing oleh guru. ▪ Masing- masing kelompok mencatat kesimpulan yang didapat dari diskusi.

PENUTUP
▪ Guru menanyakan kembali tentang teks yang telah dibahas untuk mengetahui pemahaman siswa. ▪ Guru mengingatkan kepada siswa mengenai pertemuan selanjutnya. ▪ Guru menutup pelajaran dengan berdoa bersama dan mengucapkan salam.

E. ASESMEN / PENILAIAN HASIL PEMBELAJARAN

Penilaian pengetahuan yang dilakukan pada Capaian Pembelajaran ini sesuai dengan tujuan pembelajaran yang ingin di capai adalah dengan tes tertulis yaitu soal pilihan ganda sebanyak 20 soal. Pada setiap jawaban benar mendapatkan point 5.

F. REFLEKSI GURU DAN PESERTA DIDIK

Refleksi Guru

1. Apakah saya sudah memahami cukup baik materi dan aktifitas pembelajaran ini?
2. Apakah materi ini sudah tersampaikan dengan cukup baik kepada peserta didik?
3. Apakah peserta didik telah mencapai penguasaan tujuan pembelajaran yang ingin dicapai?

Refleksi Peserta Didik

1. Apa yang menyenangkan dalam kegiatan pembelajaran hari ini?
2. Apakah aktivitas pembelajaran hari ini bermakna dalam kehidupan saya?
3. Apakah saya dapat menguasai materi pelajaran pada hari ini dengan baik, cukup, atau kurang?
4. Apakah saya terlibat aktif dan menyumbangkan ide dalam proses pembelajaran hari ini?
5. Apakah saya dapat bekerjasama dengan teman 1 kelompok?

MATERI

A. Pengertian Explanation Text

Apa yang dimaksud dengan *Explanation Tex*t? Yang dimaksud dengan *Explanation Text* adalah teks yang digunakan untuk menerangkan cara atau proses terjadinya sesuatu, terutama yang berkaitan dengan fenomena alam, dunia ilmiah atau sosial budaya.

An explanation is written to explain how and why something in the world happens. It is about actions rather than about thing. *Explanation text* berfungsi untuk menjelaskan proses dan penyebab terjadinya suatu peristiwa atau suatu hal secara detail. Sebuah *Explanation text* biasanya berasal dari pertanyaan terkait *why* dan *how* terhadap suatu fenomena yang ada.

Dapat disimpulkan bahwa tujuan *Explanation Text* yaitu untuk menerangkan proses- proses yang terjadi dalam pembentukan sesuatu atau kegiatan yang terkait dengan fenomena-fenomena alam, sosial, ilmu pengetahuan, budaya, dan lainnya yang bertujuan menjelaskan mengapa dan bagaimana hal tersebut bisa terjadi.

B. Struktur Explanation Text

1. General Statement
   Pada bagian ini akan dijelaskan tentang **gambaran umum** mengenai hal yang dijelaskan pada teks.
2. Sequence of Explanation
   Bagian ini memberikan **rangkaian proses tentang bagaimana dan mengapa** sesuatu terjadi atau sebab akibat yang dijelaskan melalui urutan kejadian. Pada bagian *explanation* ini bisa terdiri lebih dari satu paragraf.
3. Closing
   Bagian ini berisi kesimpulan atau penutup. Bagian ini juga bisa berisi tanggapan, kesan, pendapat, atau pandangan teoretis terhadap sesuatu yang sebelumnya sudah dijelaskan dalam teks. Pada bagian ini opsional, boleh dicantumkan ataupun tidak.

C. Unsur Kebahasaan

Unsur kebahasaan dalam teks ekplanasi diantaranya:

1. Menggunakan kata benda dalam bahasa inggris (noun)
   Contoh: chocolate, water, frog, plan, dan lain.lain.
   (*__Chocolate__ is taken from a tree called cacao tree*./ **Cokelat diambil dari pohon yang bernama Pohon Kakao.**)

2. Menggunakan konjungsi kronologis (waktu) dan sebab akibat
   Contoh: *First* (pertama), *then* (kemudian), *following* (selanjutnya), *finally (akhirnya), if – then (jika-maka)*, so (jadi), as a consequence (sebagai konsekuensinya), since (sejak), therefore (oleh karena itu), after that (setelah itu), because (setelah), eventually (pada akhirnya), the consequence (akibat yang), dan lain lain.
   (*__The next__ process is winnowing*./ **Proses selanjutnya adalah menampi.**)

3. Menggunakan action verbs atau menggunakan kata kerja yang mendeskripsikan sebuah aksi
   Contoh dari *action verb s*eperti *run*, *jump*, *think*, *kick*, dan lain-lain.
   (*This tree __grows__ in equatorial regions, especially in places such as South America, Africa, and Indonesia.*/ **Pohon ini tumbuh di bagian ekuator, terutama di tempat-tempat seperti Amerika Selatan, Afrika, dan Indonesia.**)

4. Menggunakan passive voice atau kalimat pasif
   Passive voice yaitu kalimat-kalimat untuk menunjukkan benda yang mengalami suatu aksi, bukan melakukan sebuah aksi.
   (*Next, __the beans are fermented__ for about a week, dried in the sun.*/ **Selanjutnya, biji kakao akan difermentasikan selama seminggu, dikeringkan di bawah sinar matahari.**)

5. Menggunakan present tense
   __The chocolate makers work__ by roasting the beans to bring out the flavour.
   (Pembuat cokelat bekerja dengan memanggang biji kokoa untuk mengeluarkan aromanya.)

Teks 1 (Treatment 1)

How Does COVID-19 Spread?

People in the world are shocked by the emergence of COVID-19. This virus becomes a pandemic that has contaminated people all around the world. What is COVID-19? COVID-19 is a very infectious disease caused by a new kind of coronavirus. Is it dangerous? How can it spread to humans?

Firstly, the virus is supposed to spread primarily from person to person. These viruses can spread between persons who are in contact approximately in about 6 feet.

Secondly, COVID-19 can also range via respiratory dewdrops produced while an infected person coughs or sneezes. These drops can land in the noses or mouths of persons who are nearby. Or they can feasibly be inhaled into the lungs.

Thirdly, it is spread by any human interaction with infected objects or surfaces. It may be likely that a person can catch up COVID-19 by touching objects devouring the virus. Then they drop the virus into their own nose, mouth, or eyes.

How easily a virus blowout from person to person can vary. These viruses are highly spreadable. Therefore, we have to be alert and keep following health protocols.

Teks 2 (Treatment 2)

How Rainbows Are Formed

Rainbows, those mesmerizing arcs of color that grace the sky after a rainfall, have long captivated human imagination. These optical wonders are not magical illusions but rather scientific phenomena, a result of the interplay of sunlight, water droplets, and our eyes.

When sunlight encounters raindrops, it undergoes a process called refraction. As the light bends as it enters the water droplet, it slows down. This causes the light to separate into its constituent colors, ranging from red to violet, due to their varying wavelengths.

The refracted light then reflects off the back of the raindrop. This time, as the light exits the droplet, it undergoes refraction again, bending

back into its original path. However, the different colors of light bend at slightly different angles, causing them to spread out.

This separation of colors is what we perceive as a rainbow. The observer sees the rainbow as an arc because the sunlight is only reflected at a specific angle, which depends on the position of the sun, the observer, and the raindrops.

Rainbows, though seemingly magical, are a testament to the wonders of science. They serve as a reminder of the beauty and complexity of the natural world, and their appearance often sparks joy and wonder in people of all ages.

Sumber:
- Buku Bahasa Inggris Kelas XI , Kemdikbud Republik Indonesia tahun 2017
- https://www.english-academy.id/blog/teks-eksplanasi-dalam-bahasa-inggris

Metro, 22 Juli 2024

Mengetahui,
Guru Mata Pelajaran

Mahasiswa Peneliti

SRI WIDAYATI, S.Pd
NIP.198310302010012011

SHELLA JUITASARI
NPM. 2001051035

Pre-Test Instrument

No.	Indicators of Reading Comprehension	Types of Test (Pre-Test)	Number of Item Test	Total
1.	Determining central idea		3, 8, 15	
2.	Analyzing details		5, 14, 16, 17	
3.	Determining meaning of words	Multiple Choice	4, 6, 7, 13, 18	20
4.	Understanding overall structure of text		1, 2, 9, 11, 12	
5.	Determining point of view		10, 19, 20	

PRE-TEST

Please read and choose the correct answer!

(Text 1) The following text is for question 1 to 10

Can lightning strike the same place twice? Let's figure out what makes it happen in the first place. Lighting is electricity, and electricity involves tiny particles. Some particles have a positive charge and some have a negative charge. The two opposite charges pull towards each other like the north and south ends of magnets.

Usually electric charges are fairly balanced but the turbulent winds of a storm caused electric charges to separates within the cloud. Most lightning occurs within the cloud itself, but we're concerned about the lightning between clouds and the ground.

Lightning starts with negative charges moving from the clouds towards the ground. Scientists call it a stepped leader. Meanwhile an upward leader forms as positive charges move up from the ground usually from tall objects when a stepped leader and an upward leader meet, it makes a path for a much larger and brighter electric current to shoot up into the cloud. This is what we see in the sky as lightning. It happened so quickly that lightning seems to travel from the cloud to the ground.

When in fact the opposite is true. So, can lightning strike the same place twice? Absolutely, for example Toronto CN Tower is struck by lightning around seventy five times each year. In fact in August2011 the tower was shocked a

record-breaking 52times in 84 minutes. But don't worry the tower was built to withstand it. So it's a safe place to be if lightning strikes once twice or even 52 times.

1. What does the text above explain you about?
   A. The frequency of lightning strikes
   B. How the electricity was formed?
   C. How does lightning work?
   D. How the lightning strikes the ground.

2. What is the structure of the text above?
   A. Orientation - event - Reorientation
   B. General statement – sequence of explanation – Closing
   C. General statement – sequence of explanation - thesis
   D. Thesis – argument – Reiteration

3. What is the primary focus of paragraph 3?
   A. Explaining the structure of the CN Tower.
   B. Describing the frequency of lightning strikes in Toronto.
   C. Discussing the scientific process behind lightning formation.
   D. Analyzing the impact of lightning on atmospheric pressure.

4. What is stepped leader on the text above?
   A. The positive charges move up from the ground.
   B. The positive charges from the clouds that strikes the tall objects.
   C. The clouds with electricity charges.
   D. The negative charges from the clouds that moving to the ground.

5. What happens when stepped leader and upward leader meet?
   A. The lightning is formed.
   B. The sky is sparking.
   C. The lightning travel from the cloud to the ground.
   D. The lightning hits the tall objects.

6. What does the word "turbulent" mean in the context of the text?
   A. Calm
   B. Noisy
   C. Confusing
   D. Stable

7. "….it makes a path for a much larger and brighter electric current to shoot up into the cloud."
   What does the word "current" mean?
   A. Flow of water in a river
   B. Current weather conditions
   C. Flow of electric charge
   D. Direction of blowing wind

8. What is the main idea of last paragraph?
    A. The lightning can strike same place more than twice.
    B. The record of lightning strikes is 52 times in 84 minutes.
    C. Toronto CN Tower is safe place.
    D. The lightning never strikes Toronto CN Tower

9. What can be concluded about the safety of the CN Tower if struck by lightning?
    A. The CN Tower is vulnerable to damage because it is frequently struck by lightning.
    B. The CN Tower is never struck by lightning.
    C. The CN Tower is designed to withstand the impact of lightning and is safe for its   occupants.
    D. The CN Tower does not have protection from lightning.

10. How does the author use information about the CN Tower to support his point of view?
    A. By highlighting the uniqueness of the CN Tower as a place that is often hit by lightning.
    B. By conveying data about the frequency of lightning at the CN Tower to emphasize   the importance of lightning.
    C. By comparing the CN Tower with other structures that are safer from lightning.
    D. By displaying evidence of individuals who have experienced lightning at the CN Tower.

(Text 2) The following text is for question 11 to 20

How Does Rain From and What is The Water Cycle? Let's look at the size of rain and how raindrops fall first. We'll need the Sun when the Sun shines on water on the Earth's surface, the heat of the Sun warms the water turning it into an invisible gas called water vapor.

This process the changing of water into a gas is called evaporation because gases are lighter than liquids. Water vapor rises up into the sky and the further you move up and away from the Earth's surface the colder temperature gets, so in the sky the water vapor cools and changes back into tiny water droplets. This change is called condensation, and it is the opposite of evaporation.

Clouds are made up of tiny water droplets so when condensation occurs in the sky clouds form and grow. When water droplets bump into one another they stick together and grow in size they continue to grow until they are too heavy and fall as rain. They even grows

they bump into one another on their journey from the cloud to the ground and every single raindrop that reaches the ground is made up of 1 million of the original tiny water droplets.

Raindrops fall on the ground surface or the Sun can shine on them and the whole process happens again. This is called the water cycle and keeps water moving from the ground to the sky providing the water needed for plants animals and people to survive.

11. What does the text above explain you about?
    A. The process of rain formation and the water cycle.
    B. The importance of sunlight in plant growth.
    C. The structure of clouds in the sky.
    D. The impact of rain on the environment.

12. Based on structure of explanation text, which is included in the sequence of explanation in the text above ?
    A. Paragraph 1   C. Paragraph 2-4
    B. Paragraph 2-3   D. Paragraph 4

13. What does vapor mean?
    A. Invisible gas of the sun.   C. Very tiny particle of water in the air.
    B. Gas particle in the air   D. The atmosphere.

14. What makes water turn into vapor?
    A. The air   C. The Earth
    B. The sun   D. The clouds

15. From the first paragraph we can conclude….
    A. The sun produces the invisible gas.
    B. The size of rain and how raindrops fall.
    C. Water turns into gas because of Earth`s surface.
    D. The sun is the main factor of evaporation process.

16. Why does water vapor change into water droplets in the sky?
    A. Because the temperature isn`t frosty
    B. Because the temperature is frosty
    C. Because the temperature is hot.
    D. Because the temperature is sizzling.

17. The process of changing from water vapor into water droplets is called….
    A. Condensation   C. Evaporation

B. Infiltration   D. Solidification

18. …. they stick together and grow in size they continue to grow until they are too heavy and fall as rain.
    The word "their" refers to….
    A. Water droplets   C. Raindrops
    B. Clouds   D. Sun

19. How does the text primarily present information about the rain formation process?
    A. Through personal experiences
    B. Through direct address to the reader
    C. Through scientific explanations
    D. Through emotional storytelling

20. Which statement best describes the perspective of the narrator in the text?
    A. The narrator shares personal opinions and feelings about rain.
    B. The narrator directly engages with the reader, asking questions.
    C. The narrator observes and explains the scientific process objectively.
    D. The narrator describes the events from the viewpoint of a specific character.

ANSWER KEY (PRE-TEST)

No.	Key	No	Key
1.	C	11.	A
2.	B	12.	C
3.	C	13.	C
4.	D	14.	B
5.	A	15.	D
6.	B	16.	B
7.	C	17.	A
8.	A	18.	A
9.	C	19.	C
10.	A	20.	C

Post-Test Instrument

No.	Indicators of Reading Comprehension	Types of Test (Post-Test)	Number of Item Test	Total
1.	Determining central idea		10, 15, 17	
2.	Analyzing details		5, 7, 8, 13, 16	
3.	Determining meaning of words	Multiple Choice	4, 6, 9, 14, 18	20
4.	Understanding overall structure of text		1, 3, 11, 12, 19	
5.	Determining point of view		2, 20	

POST-TEST

Please read and choose the correct answer!

(Text 1) The following text is for question 1 to 10

How Do Planes Fly?

It's a plane, an object what can weigh up to 500 tons. How can a giant piece of metal fly and stay up in the sky?

For a plane to stay in flight it needs four forces to work together. They are thrust, lift, weight or gravity and drag. Thrust is what keeps the plane moving forward. Depending on the plane there are different methods to produce thrust. Jets will use its jet engine while other planes such as a crop duster will use a propeller.

Lift is what keeps the plane up and is one of the reasons why a plane has wings shaped the way they are. Many plane's wings are curved at the top and smoother at the bottom. This allows the air passing over the wing to move faster which decreases the air pressure since the air pressure above the wing is lower than the air pressure below the wing. It causes the plane to lift.

Drag is the force that slows the plane down. You've probably experienced drag when you had to walk against the strong wind or have gone skiing down a hill. For a plane to stay in flight it must have stronger lift than drag similar to how the wings help with increasing lift, the shape of the wings will also help with decreasing drag.

Weight is caused by gravity and is what forces the plane down. The plane is designed the way it is to distribute the weight evenly throughout rather than concentrated in specific areas. When all four forces are working together this causes the plane to fly lift and weight work together to move the plane up and down, while thrust and drag work together to speed and slow the plane down.

Lastly you should always have a pilot just like a captain steers a ship the pilot steers the plane to its final destination so that answer how the planes fly.

1. What is the type of the text above?
   A. Recount text   C. Narrative text
   B. Explanation text   D. Descriptive text

2. What is the main purpose of the text?
   A. To describe the different parts of a plane
   B. To explain the physics of flight and how planes stay airborne
   C. To compare different types of aircraft engines
   D. To discuss the role of a pilot in aviation

3. "It's a plane, an object that can weigh up to 500 tons. How can a giant piece of metal fly and stay up in the sky?"
   This section is called...... in the explanation text.
   A. General statement   C. Sequence of explanation
   B. Closing   D. Complication

4. "For a plane to <u>stay</u> in flight it needs four forces to work together."
   The underlined word is refer to….
   A. Leave   C. Depart
   B. Remain   D. Go

5. What makes planes fly?
   A. Wings, wind, and pilot.   C. Pilot, engine, wings and air.
   B. Thrust, lift, gravity, drag   D. Thrust, gravity, wings, winds.

6. *Thrust* is what keeps the plane moving forward. *(first paragraph)*
   The word *thrust* has same meaning with . . . . .
   A. Driving force   C. Power
   B. Aerodynamic   D. Energy

7. According to the text, why are the plane's wings smooth at the bottom part?

A. Because it allows the planes to fly smoothly.

B. To increase the air pressure.

C. Because it allows the air passing over the wing to move slower.

D. To decrease the air pressure.

8. Based on the text, what is the function of drag force?
   A. To lift the plane.
   B. To decelerate the plane down.
   C. To slow the air pressure on the plane.
   D. To protect the plane from strong wind.

9. "For a plane to stay in flight it must have stronger lift than drag…."
   The word "it" in the sentence refers to….
   A. Plane   C. Pilot
   B. Drag   D. Gravity

10. What is the main idea of the fifth paragraph?
    A. The function of gravity.
    B. How a plane flies.
    C. How the four forces work together to fly the plane.
    D. How the weight force works.

(Text 2) The following text is for question 11 to 20

Human body is made up of countless millions of cells. Food is needed to built up new cells and replace the worn out cells. However, the food that we take must be changed into substances that can be carried in the blood to the places where they are needed. This process is called digestion.

The first digestive process takes place in the mouth. The food we eat is broken up into small pieces by the action of teeth, mixed with saliva, a juice secreted by glands in the mouth. Saliva contains digestive juice which moisten the food, so it can be swallowed easily.

From the mouth, food passes through the esophagus (the food passage) into the stomach. Here, the food is mixed with the juices secreted by the cells in the stomach for several hours. Then the food enters the small intestine. All the time the muscular walls of the intestine are squeezing, mixing and moving the food onwards.

In a few hours, the food changes into acids. These are soon absorbed by the villi (microscopic branch projections from the intestine walls) and passed into the bloodstream.

11. What is the text about?
    A. The food substances
    B. The process of intestine work
    C. The digestive system
    D. The digestive juice

12. Based on structure of explanation text, which is included in the "general statement" in the text above ?
    A. Paragraph 1
    B. Paragraph 2
    C. Paragraph 3
    D. Paragraph 4

13. How can we swallow the food easily?
    A. The food must be digested first through the process.
    B. The food changes into acids absorbed by the villi.
    C. The food is directly swallowed through esophagus into the stomach.
    D. The food is mixed with the juices secreted by the cells in the stomach.

14. "Human body is <u>made up</u> of countless millions of cells." (Paragraph 1)
    The underlined phrase means ….
    A. managed
    B. arranged completed
    C. completed
    D. constructed

15. What is the main idea of the second paragraph?
    A. The importance of saliva in the digestive process.
    B. The role of the stomach in digesting food.
    C. The process of food passage through the esophagus.
    D. The initial digestive process occurring in the mouth.

16. How long does food typically stay in the stomach?
    A. Several minutes
    B. Several hours
    C. A few days
    D. A few seconds

17. Which of the following topics is discussed in the final paragraph?
    A. The function of saliva in the digestive process
    B. The role of the stomach in breaking down food
    C. The absorption of nutrients by villi in the small intestine
    D. The process of food passage through the esophagus

18. "….so it can be swallowed easily." (Paragraph 2)

The word "it" refers to….
A. Food   C. Teeth
B. Mouth   D. Stomach

19. From the text above, we imply that ….
A. A good process of digestive system will help our body becoming healthier.
B. No one concerned with the process of digestive system for their health.
C. The digestive system is needed if we are eating the food instantly.
D. The better we digest the food we eat, the healthier we will be.

20. What is the author's primary purpose in writing this passage?
A. To explain the readers about the structure of the human digestive system
B. To persuade readers to eat healthier foods
C. To entertain readers with anecdotes about food consumption
D. To criticize modern dietary habits

ANSWER KEY (POS-TEST)

No.	Key	No	Key
1.	B	11.	C
2.	B	12.	A
3.	A	13.	A
4.	B	14.	D
5.	B	15.	D
6.	A	16.	B
7.	D	17.	C
8.	B	18.	A
9.	A	19.	A
10.	D	20.	A

Documentation of Research

1. Pre-Test Activity
   a. Experimental Class

   b. Control Class

2. Treatment Activity

   a. First Treatment

   b. Second Treatment

3. Post-Test Activity

   a. Experimental Class

   b. Control Class

ANSWER SHEET

PRE-TEST

Name of Student : M. Inzonki

Class : XI.9

No	ANSWER			
1.	☒	B	C	D
2.	A	B	☒	D
3.	A	B	C	☒
4.	A	B	C	☒
5.	A	B	☒	D
6.	A	☒	C	D
7.	A	B	☒	D
8.	☒	B	C	D
9.	A	B	☒	D
10.	☒	B	C	D
11.	☒	B	C	D
12.	A	☒	C	D
13.	☒	B	C	D
14.	A	☒	C	D
15.	A	B	C	☒
16.	A	B	☒	D
17.	A	B	☒	D
18.	☒	B	C	D
19.	A	B	☒	D
20.	A	B	☒	D

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ANSWER SHEET

PRE-TEST

Name of Student : Niken permata sari

Class : XI.6

No	ANSWER			
1.	A	B	C	☒
2.	☒	B	C	D
3.	A	B	☒	D
4.	☒	B	C	☒
5.	A	☒	C	D
6.	A	☒	C	D
7.	A	B	☒	D
8.	☒	B	C	D
9.	A	☒	C	D
10.	A	B	C	D
11.	☒	B	C	D
12.	A	☒	C	D
13.	A	B	☒	D
14.	A	B	☒	D
15.	A	B	☒	D
16.	A	☒	C	D
17.	A	B	☒	D
18.	☒	B	C	D
19.	☒	B	C	D
20.	A	B	☒	D

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ANSWER SHEET

POST-TEST

Name of Student : Resa Novaliza

Class : XI.4

No	ANSWER			
1.	A	☒	C	D
2.	A	☒	C	D
3.	☒	B	C	D
4.	A	☒	C	D
5.	A	☒	C	D
6.	A	☒	C	D
7.	A	B	C	☒
8.	A	☒	C	D
9.	☒	B	C	D
10.	A	B	C	☒
11.	A	B	☒	D
12.	☒	B	C	D
13.	A	☒	C	D
14.	A	B	C	☒
15.	A	B	C	☒
16.	A	☒	C	D
17.	A	B	☒	D
18.	☒	B	C	D
19.	A	B	C	☒
20.	☒	B	C	D

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ANSWER SHEET

POST-TEST

Name of Student : Alditya Agus · P.

Class : XI . 6 .

No	ANSWER			
1.	A	☒	C	D
2.	A	B	☒	D
3.	☒	B	C	D
4.	A	B	C	☒
5.	A	☒	C	D
6.	A	☒	C	D
7.	A	B	☒	D
8.	☒	B	C	D
9.	☒	B	C	D
10.	A	B	C	☒
11.	A	B	☒	D
12.	☒	B	☒	D
13.	☒	B	C	D
14.	A	B	C	☒
15.	A	B	C	☒
16.	A	B	☒	D
17.	A	☒	C	D
18.	☒	B	C	D
19.	☒	B	C	D
20.	A	☒	C	D

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TREATMENT 1

Name of Group (5) : Ayu dwi lestari , Sarez rhamandani , kaela indahsari
, lenka neysa elora , Ocha divia Syahara ,
Rifda Naraya Pratiwi.

How Does COVID-19 Spread?

Respon paragraf
1
Kemunculan COVID-19

...ld are shocked by the emergence of COVID-19. ...ted people all around the world. What is ... ...used by a new kind of coronavirus. Is ...

Paragraf 2
Penyebaran dan batas
jarak & kaki

... supposed to spread primarily from perso... ...s who are in contact approximately in about o...

...19 can also range via respiratory dewdrops produc... ... an ...eezes. These drops can land in the noses or m... ...easibly be inhaled into the lungs.

Paragraf 3

Proses Penularan
virus covid-19.

dari interaksi langsung
antar manusia

Respon Paragraf 4
Penularan virus
Covid-19 yang mudah
tertular saat
berinteraksi

...d by any human interaction with infected... ...n catch up COVID-19 by touching obje... ... own nose, mouth, or eyes.

...owout from person to person can vary. These ... ...ave to be alert and keep following health pro...

Respon Paragraf
5
virus-virus tersebut
sangat mudah
menyebar.
dan harus waspada
mengikuti
protokol
kesehatan

Conclusion

Covid-19 is a dangerous virus because it is easily
transmitted through physical contact and
respiratory dew droplets. So we must be
alert and comply with health protocols.

kesimpulan

Covid-19 adalah virus yg berbahaya karena mudah
menular melalui kontak fisik dan tetesan embun
Pernapasan. Maka kita harus waspada dan
mematuhi protokol kesehatan.

TREATMENT 2

Name of Group (.5..) : ....
- Hani tri nur wahyuni   - Mutiara Ramadhani
- Rengganis drajad Prayoga   - Andini Devita Apriliani
- Hauro Azkiya Nursyifa   - Oleisya mutiara indah

How Rainbows Are Formed

...ose mesmerizing arcs of color that grace the sky af...
...nan imagination. These optical wonders are not ma...
...omena, a result of the interplay of sunlight, water drop...

...nt encounters raindrops, it undergoes a process called...
...rs the water droplet, it slows down. This causes the lig...
..., ranging from red to violet, due to their varying wavel...

...light then reflects off the back of the raindrop. This...
...dergoes refraction again, bending back into its origi...
...light bend at slightly different angles, causing them...

...of colors is what... ...sive as a rainbow. Th...
...use the su... ...cific angle...
...the ob...

...onder...

Pelangi merupakan keajaiban optik yang bukan ilusi magit melainkan fenomena ilmiah, yang merupakan hasil interaksi antara sinar matahari, tetesan air dan mata kita

Paragraf 1

Saat cahaya keluar dari tetesan ia mengalami pembiasan lagi dan membentuk kembali ke jalur aslinya Warna cahaya yang berbeda membentuk pada sudut kedinat berbeda, menyebabkan.

(Paragraf 3)

Ketika cahaya dibelokan saat memasuki tetesan air Cahaya tersebut melambat Pembiasan ini adalah proses

(Paragraf 2)

Sinar matahari hanya dipantulkan pada sudut tertentu untuk melihat Pelangi berbentuk busur tergantung pada posisi matahari Pengamat titik air hujan

(Paragraf 4)

(Paragraf 5)
Pelangi merupakan bukti keajaiban Ilmu pengetahuan. mereka berfungsi Pengingat akan keindahan dan kompleksitas alam Penampilanya sering kali memicu kegembiraan dan keheranan pada orang" dri segala usia

Kesimpulan :

Pelangi merupakan fenomena ilmiah yang mengalami proses Pembiasan. warna" yang dihasilkan karena Panjang gelombangnya yang berfariasi. berfungsi akan pengikat keindahan alam yang memicu kegembiraan dan keajaiban pada orang² dari Segala usia

A rainbow is a Scientific phenomenon that undergoes a process of refraction. The color is produced because the long wave is loervarnary Serves as a reminder the beauty of nature brings Joy and wonder to people" from all wairs of Life

CURRICULUM VITAE

Shella Juitasari was born on January 21, 2002, in Margototo, Metro Kibang. She is the first daughter of Mr. Sukarmin and Mrs. Maryati, and she has a sibling named Selly Ayu Kumara. She studied at SDN 4 Margototo in 2008-2014 and continued her education at SMPN 1 Kibang in 2014-2017. Furthermore, she continued her education at SMAN 6 Metro in 2017-2020. Then in 2020, she continued her education at IAIN Metro, English Education Department, through the UM-PTKIN pathway.