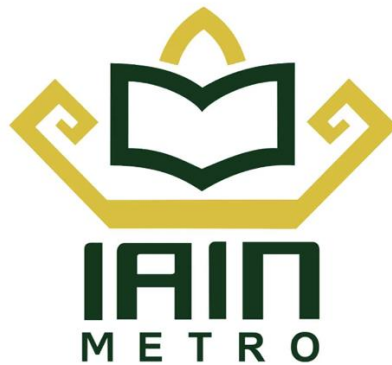


**AN UNDERGRADUATE THESIS**

**THE IMPACT OF THE ROUND ROBIN TECHNIQUE ON  
STUDENTS' READING COMPREHENSION AT MA MA'ARIF  
14 BUMI NABUNG CENTRAL LAMPUNG**

**By:**

**MELATIARA ARSANTI  
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**ENGLISH EDUCATION DEPARTMENT  
TARBIYAH AND TEACHER TRAINING FACULTY**

**STATE ISLAMIC INSTITUTE OF METRO**

**1446 H/2024 M**

**AN UNDERGRADUATE THESIS**  
**THE IMPACT OF THE ROUND ROBIN TECHNIQUE ON STUDENTS'**  
**READING COMPREHENSION AT MA MA'ARIF 14 BUMI NABUNG**  
**CENTRAL LAMPUNG**

Presented as a Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Department

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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Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

*Wassalamu 'alaikumWr. Wb.*

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**RATIFICATION PAGE**

No. *B-5362/ (n.28.1/ 9/PP.00.9) /11/2024*

An undergraduate thesis entitled: THE IMPACT OF THE ROUND ROBIN TECHNIQUE ON STUDENTS READING COMPREHENSION AT MA MA'ARIF 14 BUMI NABUNG IN CENTRAL LAMPUNG, Written by: Melatiara Arsanti, student number 2101051022, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, October 31<sup>th</sup>, 2024 at 13.00 - 15.00 WIB.

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## **ABSTRACT**

### **THE IMPACT OF THE ROUND ROBIN TECHNIQUE ON STUDENTS' READING COMPREHENSION AT MA MA'ARIF 14 BUMI NABUNG CENTRAL LAMPUNG**

**BY:**  
**Melatiara Arsanti**

The purpose of this study is to determine whether there is a positive and significant effect of using the round robin technique on low reading comprehension. This research was conducted to discuss how the round robin technique affects students' reading comprehension.

This research is quantitative research with quasi-experimental design. The subjects of this study were students of class X 1 as the experimental class and class X 2 as the control class. To get the data, the researcher gave multiple choice test to the students which consisted of pre-test and post-test. After obtaining the data, the researcher analyzed the data using the SPSS application and the t-test.

The results showed that the average pre-test score in the experimental class was 59.66 and increased to 75.5 in the post-test. Meanwhile, in the control class, the average pre-test was 62.5 and increased to 71.83 in the post-test. After conducting the t-test by manual and SPSS, the result (2-tailed) of 0.000 is lower than the significance level ( $\alpha$  alpha) of 0.05 ( $0.000 < 0.05$ ), and the observed t value (2.78) is greater than the critical t value (2.00). It can be concluded that, Round Robin technique has a significant impact in improving students' reading comprehension of the eleventh grade of MA Ma'arif 14 Bumi Nabung.

**Keywords:** Reading comprehension, Quantitative Research, Round Robin Technique

## **ABSTRAK**

### **PENGARUH TEKNIK ROUND ROBIN TERHADAP PEMAHAMAN MEMBACA SISWA DI MA MA'ARIF 14 BUMI NABUNG LAMPUNG TENGAH**

**Oleh:**  
**Melatiara Arsanti**

Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat pengaruh positif dan signifikan menggunakan teknik round robin terhadap pemahaman membaca yang rendah. Penelitian ini dilakukan untuk mendiskusikan bagaimana teknik round robin terhadap pemahaman membaca siswa.

Penelitian ini merupakan penelitian kuantitatif dengan desain kuasi eksperimen. Subyek penelitian ini adalah siswa kelas X 1 sebagai kelas eksperimen dan kelas X 2 sebagai kelas kontrol. Untuk mendapatkan data, peneliti memberikan test pilihan ganda kepada siswa yang terdiri dari pre-test dan post-test . Setelah mendapatkan data, peneliti menganalisis data dengan menggunakan aplikasi SPSS dan uji t-test.

Hasil penelitian menunjukkan bahwa nilai rata-rata pre-test di kelas eksperimen adalah 59.66 dan meningkat menjadi 75.5 pada post-test. Sementara itu, di kelas kontrol rata-rata pre-test adalah 62.5 dan meningkat menjadi 71.83 pada post-test. Setelah melakukan uji t-test dengan cara manual dan SPSS, di peroleh hasil (2-tailed) sebesar 0,000 lebih rendah dari tingkat signifikansi ( $\alpha$  alpha) 0,05 ( $0,000 < 0,05$ ), dan nilai t observasi (2,78) lebih besar dari nilai t kritis (2,00). Dapat di simpulkan bahwa, teknik Round Robin memiliki dampak yang signifikan dalam meningkatkan pemahaman membaca siswa pada siswa kelas sepuluh MA Ma`rif 14 Bumi Nabung.

**Kata Kunci:** Pemahaman membaca, Penelitian Kuantitatif, Teknik Round Robin



## STATEMENT OF RESEARCH ORIGINALITY

This Undersigned :

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Student Number : 2101051022  
Department : English Education Study Program  
Faculty : Tarbiyah and Teachers Training

States this undergraduate thesis is originally the result of research of writer in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, October 29<sup>th</sup> 2024  
The Researcher,



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Metro, 29 Oktober 2024  
Yang Menyatakan,



**Melatiara Arsanti**  
NPM. 2101051022

**MOTTO**

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾

**Read By Calling the Name of Your God Who Created**

**Bacalah Dengan Menyebut Nama Tuhanmu Yang Menciptakan**

**(Q.S. Al-Alaq: 1)**

**Try and fail, but never fail to try**

**(Jared Leto)**

## **DEDICATION PAGE**

This Undergraduate Thesis is dedicated to:

1. To my parents. Mr. Azis Suwito as my father and Mrs. Sutiyeem as my mother. Thank you for all your efforts to fulfill my needs, accompany me from childhood to adulthood, always praying for the best and giving so much love that can never be repaid.
2. To my cousin, Dian Arifin, S.Pd Thank you for always provides encouragement, love and even material in my lectures. Thank you for always being a motivation in every achievement.
3. To my family who always provide prayers, support and motivation in every step of the researcher's journey.
4. To my supervisor (Trisna Dinillah Harya, M.Pd) Who have provided valuable guidance, direction, and input in the writing of this thesis.

To my classmate in IAIN Metro Thank you for your company during my studies.

## ACKNOWLEDGMENT

Thanks, and all praise to My Allah for all of Your blesses and Your favor that is given with all Your Mighty, the writer can finish the undergraduate thesis. Realizing that this undergraduate thesis would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the writer would like to sincerely acknowledgement the gratitude.

The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish the undergraduate thesis soon, and always pray for me to be a successful person someday (amin). Next, the greatest gratitude would also be addressed to:

1. Prof. Dr. Hj. Siti Nurjanah, M. Ag, PIA as the Rector of IAIN Metro Lampung.
1. Dr. Zuhairi, M. Pd, as the dean of Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies of Metro.
2. Head of English education department IAIN Metro Dr. Much Deiniatur, M.Pd.
3. Thanks for my advisor, Trisna Dinillah Harya, M.Pd within her activities, she was still willing to read the undergraduate thesis.
4. Thanks for all of my lecturers in English Education Department who always give me knowledge and information.
5. Thanks for my parents, my beloved brother and all of my friends in IAIN Metro who always give me supports, so I can finish this an undergraduate thesis.

As human being the researcher realize that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes he has made in writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, October 2024

The Researcher

A handwritten signature in black ink, appearing to read 'Melatiara Arsanti', followed by a period.

**MELATIARA ARSANTI**

Student Id. 2101051022

## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>TITLE PAGE .....</b>	<b>ii</b>
<b>APPROVAL PAGE .....</b>	<b>iii</b>
<b>NOTIFICATION LETTER .....</b>	<b>iv</b>
<b>NOTA DINAS.....</b>	<b>v</b>
<b>RATIFICATION LETTER .....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>STATEMENT OF RESEARCH ORIGINALITY .....</b>	<b>ix</b>
<b>MOTTO .....</b>	<b>xi</b>
<b>DEDICATION PAGE.....</b>	<b>xii</b>
<b>ACKNOWLEDGMENT .....</b>	<b>xiii</b>
<b>TABLE OF CONTENTS.....</b>	<b>xv</b>
<b>LIST OF TABLE .....</b>	<b>xviii</b>
<b>LIST OF APPENDIXES .....</b>	<b>xvix</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A Background of Study .....	1
B Problem Identification.....	4
C Problem Limitation .....	4
D Problem Formulation .....	4
E Objective and Benefits of Research .....	5
F Prior Research .....	6



<b>CHAPTER II THEORETICAL REVIEW .....</b>	<b>9</b>
A. Reading Comprehension .....	9
1. Definition of Reading Comprehension .....	9
2. Teaching Reading Comprehension .....	10
3. Assessment of Reading Comprehension .....	12
4. Indicators of Reading Comprehension .....	14
B. Round Robin Technique .....	17
1. Definition of Round Robin Technique .....	17
2. Procedure of Teaching Reading using Round Robin Technique ..	18
3. The Implementation of Round Robin Technique .....	19
4. Advantages and Disadvantages of Round Robin Technique .....	20
C. Theoretical Framework and Paradigm .....	21
D. Hypothesis .....	24
<b>CHAPTER III A RESEARCH METHOD .....</b>	<b>26</b>
A. Research Design .....	26
B. The Operational Definition of Variable .....	26
C. Population, Sample and Sampling Technique .....	31
D. Data Collecting Technique .....	33
E. Research Instrument .....	34
F. Data Analysis Technique .....	35
<b>CHAPTER IV RESULT RESEARCH AND DISCUSSION .....</b>	<b>37</b>
A. Research Results .....	37
1. Description of the Research Location .....	37

a. The Profile of MA Ma'arif 14 Bumi Nabung .....	37
b. Data of Teacher and Employers in MA Ma'arif 14 Bumi Nabung	38
c. The Structure Organization of MA Ma'arif 14 Bumi Nabung.	39
d. Student Data at MA Ma'arif 14 Bumi Nabung .....	39
2. Description of Data .....	40
a. The Pre-test Scores .....	40
b. The Post-test Scores .....	42
c. The Gained Scores.....	43
3. The Data Analysis .....	45
4. Hypothesis Testing.....	54
B. Discussion .....	55
<b>CHAPTER V CONCLUSION AND SUGESSTION.....</b>	<b>58</b>
A. Conclusions .....	58
B. Suggestions .....	59
<b>BLIBLIOGRAPHY .....</b>	<b>62</b>

## LIST OF TABLE

Table 3.1 The Measurement of Reading Comprehension.....	28
Table 4.1 Data of Teachers .....	40
Table 4.2 Data of Employers .....	40
Table 4.3 Data of Student .....	42
Table 4.4 The Students' Pre-test Scores .....	43
Table 4.5 The Students' Post-test Scores.....	44
Tables 4.6 The Gained Scores of The Experimental Class and The Controlled Class .....	46
Table 4.7 Normality Test of Pre-test.....	48
Table 4.8 Normality Test of Post-test .....	48
Table 4.9 Homogeneity Test of Pre-test .....	49
Table 4.10 Homogeneity Test of Post-test.....	49
Table 4.11 The Comparison Scores of Each Student in The Experimental Class and The Controlled Class .....	50
Table 4.12 The Result of T-test.....	56

## LIST OF FIGURE

Figure 2.1 The impact of using Round Robin Technique on the students Reading Comprehension.....	23
Figure 3.1 The Impact of Using Round Robin technique In Experimental and Control Group .....	26
Figure 4.1 Histogram of Pre-test, Post-test, and Gained Score.....	45

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Language is a fundamental human ability that allows us to develop and utilize complex systems of communication. It serves as a means for interaction, collaboration, and connection among people. As you may know, there are countless languages spoken around the world. This study will focus on English, a global language widely used as either a first or second language in nearly every country. English is also internationally recognized as a formal language. For students, proficiency in English is crucial for accessing advanced knowledge; lacking English skills can result in falling behind and facing challenges in securing employment. To effectively learn English, students must develop competencies in listening, speaking, reading, and writing.

One of the crucial skills for students to cultivate is reading. Consequently, students who develop strong reading abilities will have an easier time accessing information and acquiring knowledge. Understanding what is read is essential, as it enables students to draw general conclusions from their readings and to recognize supporting details that reinforce the main ideas. Comprehension is a key strategy for ensuring that readers grasp the content of their reading material. Since comprehension involves grasping the core message from what is read, it is fundamentally connected to the process of reading.

Furthermore, the role of teachers is a significant factor contributing to the challenges students encounter in learning. Teachers often use conventional techniques when teaching English, particularly in reading comprehension. To help students effectively develop these language skills, English teachers need to offer materials that align with the curriculum and utilize appropriate teaching aids and techniques throughout the learning process. Despite this, students often struggle with understanding the essence of a story, predicting the topic, following reading comprehension strategies, and analyzing word structures, leading to difficulties in grasping word meanings. Consequently, they find it challenging to understand the researcher's objectives. The length of the text further complicates identifying the central theme. Additionally, insufficient vocabulary makes it hard for students to discern word meanings. These issues contribute to their lack of interest in reading.<sup>1</sup>

Theoretically, effective language acquisition emphasizes the integration of foundational skills (listening, speaking, reading, and writing) and the use of innovative, interactive teaching methods like Round Robin to enhance comprehension and engagement. However, in practice, students often struggle with reading comprehension due to difficulties predicting the topic, limited understanding of reading comprehension strategies, challenges in analyzing word structures that hinder their ability to understand word meanings, and consistently low scores in reading comprehension. These struggles indicate a disconnect between the theoretically recommended strategies and their practical application in

---

<sup>1</sup> Vermote, Branko, Nathalie Aelterman, Wim Beyers, Leen Aper, Fanny Buysschaert, and Maarten Vansteenkiste. "The role of teachers' motivation and mindsets in predicting a (de) motivating teaching style in higher education: A circumplex approach." *Motivation and emotion* 44 (2020): 270-294.

classrooms. One of the alternatives that can be implemented in literature learning, particularly in teaching reading comprehension, is the use of appropriate learning techniques that positively impact reading skills. Utilizing innovative techniques that are creative and engaging is essential to capture students' attention, prevent boredom, and enhance their performance in reading lessons. One such alternative approach believed to address issues in reading comprehension is the application of the Round Robin learning technique. This technique is designed to promote active participation and improve students' comprehension by making the learning process more interactive and stimulating.<sup>2</sup>

The Round Robin technique is a learning technique designed to enhance students' engagement and academic achievement. In this technique, students are provided with a text and are required to answer questions in turns, while other students respond and provide feedback. This collaborative process helps students build a deeper understanding of the text. The Round Robin technique encourages active participation, as students must not only comprehend the material but also cooperate with their peers to complete the task. Through this group-based approach, students are given the opportunity to challenge responses, ask questions, and offer constructive feedback. This promotes a more interactive and dynamic learning environment, fostering active learning and critical thinking. As a result, the Round Robin technique helps students become more engaged in the learning process,

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<sup>2</sup> Delina, Elfia, and Fitri Refelita. "The Application of Round Robin Techniques Cooperative Learning Model to Improve the Students' Learning Outcomes." *EduChemia (Jurnal Kimia dan Pendidikan)* 6, no. 2 (2021): 133-148.



leading to improved comprehension and stronger teamwork skills.<sup>3</sup> Therefore, the researcher was interested in conducting this study to address the existing challenges in English reading comprehension among students and to evaluate the effectiveness of innovative techniques such as Round Robin in improving their engagement, comprehension, and academic achievement.

## **B. Problem Identification**

Based on the above findings, the researcher identified the following issues:

1. Students have difficulty predicting the topic.
2. Students show a limited understanding of reading comprehension strategies.
3. Students face challenges in analyzing word structures, which hinders their ability to understand word meanings.
4. Students have low scores in reading comprehension.

## **C. Problem Limitation**

Limitations are highly effective for the researcher in pinpointing the central issue of the problem. Consequently, this study will address the minimum necessary details, ensuring that the explanations remain relevant. In this case, the researcher focuses on the students' low reading comprehension scores.

## **D. Problem Formulation**

Given the background issues discussed, the researcher frames the research problem as follows: "Is there impact of using the Round Robin technique on the reading comprehension of tenth graders at MA Ma'arif 14 Bumi Nabung?"

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<sup>3</sup> Junaidi, Febi, Suci Rizkiana, Manggala Wiriya Tantra, Desi Fitri Yani, Doni Iwan Prasetyo, and Dwi Swasono Rachmad. "The Implementation of Cooperative Learning Model Using the Round Robin Technique to Improve Reading and Writing Literacy of Elementary School Students." *Kurdish Studies* 12, no. 1 (2024).

## **E. Objective and Benefits of Research**

1. The objective of this research is:

To assess whether the Round Robin technique impact on the reading comprehension of tenth graders at MA Ma'arif 14 Bumi Nabung.

2. The benefits of this research are:

- a. For Students

Students will learn how to use an effective and efficient technique to improve their understanding of English texts. The study aims to encourage more students to engage in reading comprehension.

- b. For English Teachers

This research is expected to motivate English teachers to enhance students' reading comprehension. By implementing the Round Robin technique, teachers can increase student engagement and focus during the learning process. Additionally, the Round Robin technique helps teachers alleviate conventional and repetitive habits in their teaching techniques.

## **F. Prior Research**

In this section, relevant studies or research that align with the perspective, topic, and methodology of the current research will be reviewed. This discussion is crucial as it will contribute to the author's ongoing research and clarify the research objectives. The review of previous research results will provide a context for positioning this study within the landscape of existing research. It will highlight both the similarities and differences between this research and earlier studies, emphasizing its originality.

In this literature review, the researcher will examine three previous studies to serve as comparative material, guiding and focusing the current research.

1. Setiawan (2014), in his research, explored the effectiveness of using the Round Robin technique in teaching writing to eleventh-grade students of senior high school at SMAN 1 Comal during the 2013/2014 academic year. His study aimed to compare the impact of the Round Robin technique with the Four Square technique on students' writing achievements. The research employed an experimental design with two groups: the experimental group, which was taught using the Round Robin technique, and the control group, which was instructed using the Four Square technique.

To analyze the data, a t-test was applied to determine whether the research hypothesis could be accepted. The results showed that the students taught using the Round Robin technique achieved better writing outcomes than those taught using the Four Square technique. The study concluded that the Round Robin technique is more effective in improving students' writing abilities, highlighting its potential as a valuable method in teaching writing skills.<sup>4</sup>

2. Setiana (2015), in her research titled "*Improving Reading Comprehension through the Use of the Round Robin Technique for the Tenth Grade Students of SMK Farmasi 'Indonesia' Yogyakarta in the Academic Year 2014/2015*," examined the effectiveness of the Round Robin technique in enhancing students' reading comprehension skills. The study focused on how the technique

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<sup>4</sup> Setiawan, "The Effectiveness of Using Round Robin Technique in The Teaching Of Writing for eleventh grade students of senior high school (An experimental study in SMAN 1 Comal)", (Skripsi : Umpar, 2014).

was applied in the classroom and the results it produced, particularly in improving students' reading comprehension.

The research, which was an action research study, was carried out in two cycles, with two meetings in each cycle. The steps involved included planning, conducting the action and observation, and then reflecting on the outcomes. The findings revealed that the Round Robin technique was effective in increasing both students' reading comprehension and their active participation in the reading class. Specifically, the students' ability to understand descriptive texts showed significant improvement after the implementation of the technique, highlighting its positive impact on their overall reading skills.<sup>5</sup>

3. Ningsih (2014), in her research titled "*The Influence of the Round Robin Learning Technique on Poetry Writing Skills of Tenth Grade Students at SMA Negeri 1 Kisaran in the Academic Year 2013/2014*," explored the effectiveness of the Round Robin technique in enhancing students' poetry writing skills. The study aimed to assess whether this technique could improve students' ability to write poetry. To achieve this, Ningsih used an experimental method with a pre-test and post-test design, focusing on a single group of students. The pre-test measured the students' initial poetry writing skills, while the post-test evaluated their improvement after the implementation of the Round Robin technique. The results indicated that the Round Robin learning technique had a positive effect

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<sup>5</sup> Setiana, *Improving The Reading Comprehension Thought The Use Round Robin Technique of the tenth grade students of SMK FARMASI "INDONESIA" Yogyakarta*, (Skripsi: Universitas Negeri Jakarta, 2015)

on the students' poetry writing abilities, demonstrating its effectiveness in enhancing their creative writing skills.<sup>6</sup>

Numerous studies have explored the Round Robin technique. In this research, the focus is on applying the Round Robin technique to enhance students' reading comprehension. The novelty of this research lies in its focus on conducting the study within the context of an Islamic-based school, which offers a distinct educational environment shaped by Islamic principles and values. This unique setting presents an opportunity to explore the interplay between the Islamic educational framework and the methods applied. Furthermore, the research employs an Islamic-based method, integrating principles and approaches rooted in Islamic teachings, to enhance the learning process.

This study also distinguishes itself by examining the impact of Round Robin techniques not only on fundamental reading comprehension but also on higher-order literacy skills, including critical text analysis, profound interpretation, and the ability to evaluate information from texts. By situating the research within an Islamic school and utilizing Islamic-based methodologies, this study provides fresh insights into how educational strategies can be tailored to meet the needs of students in faith-based learning environments. This dual focus not only enriches the understanding of Round Robin's effectiveness but also contributes to broader discussions on critical and analytical thinking development in Islamic education systems.

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<sup>6</sup> Ningsih, "Influence Learning Technique Round Robin Of Skill Writing Poetry of students' grade tenth SMA Negeri 1 kisanan". (2014).

## CHAPTER II

### THEORETICAL REVIEW

#### A. Reading Comprehension

##### 1. Definition of Reading Comprehension

According to Spivey et al., reading comprehension involves constructing meaning through several complex processes.<sup>1</sup> These processes include word reading, integrating word and background knowledge, and achieving fluency. Vaughn et al. explains that reading comprehension occurs when readers build a mental image or situation model of the text's circumstances.<sup>2</sup> This mental model helps in understanding the content being read.

Spivey et al. also supports this view, asserting that deriving meaning from text is central to reading comprehension.<sup>3</sup> In other words, truly understanding what is read requires more than just reading the words; it involves comprehending and interpreting the content. Therefore, students must not only read but also grasp and make sense of the material to achieve effective comprehension.

In schools, reading comprehension is often taught using one of two primary methods. One common approach involves having students read a text, answer

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<sup>1</sup> Spivey, Nancy Nelson. *The constructivist metaphor: Reading, writing and the making of meaning*. Brill, 2023. No. 64-65

<sup>2</sup> Vaughn, Sharon, Alison Boardman, and Janette K. Klingner. *Teaching reading comprehension to students with learning difficulties*. Guilford Publications, 2024.

<sup>3</sup> Spivey, Nancy Nelson. *The constructivist metaphor: Reading, writing and the making of meaning*. Brill, 2023. No. 66-67

questions about it, and then review comments. This method emphasizes not only reading but also responding to and reflecting on the text.

Reading is more than just an activity; it is a means to achieve specific learning goals and engage in activities that support these objectives. Through reading, students can enhance their skills, expand their minds, and increase their knowledge. Essentially, reading is a crucial skill that English language learners need to develop to succeed in their educational journey.

In summary, reading comprehension is a complex process that involves more than just reading words; it requires constructing meaning by integrating word recognition, background knowledge, and fluency. A mental model of the text helps readers understand the content deeply. Effective reading comprehension goes beyond surface-level reading; it requires students to interpret and grasp the material thoroughly. In schools, two primary methods are used to teach comprehension, one of which emphasizes reading, answering questions, and reflecting on the text. Overall, reading is a critical skill for English learners, helping them achieve their educational goals and enhance their knowledge.

## 2. Teaching Reading Comprehension

In schools, reading comprehension is generally taught using one of two main methods. One prevalent approach involves having students read a text, answer questions related to it, and then review feedback or comments. This method aims to enhance comprehension by addressing various aspects of the text, including the definitions of key terms and the overarching ideas presented.



By engaging with questions and feedback, students can deepen their understanding of the material and refine their interpretation skills.<sup>4</sup>

However, this approach primarily focuses on reading comprehension as an outcome rather than as an interactive process. While it effectively highlights significant elements of comprehension, such as understanding definitions and main ideas, it may not fully address the dynamic nature of reading as an activity. Instead of integrating comprehension strategies into the reading process itself, this method often treats these strategies as results to be evaluated after the fact, potentially overlooking the importance of developing these skills through continuous practice and engagement.<sup>5</sup>

Another common method for teaching reading comprehension involves using reading groups, where students take turns reading aloud.<sup>6</sup> In this approach, the teacher often intervenes when a student encounters difficulties, providing assistance and occasionally making comments or asking questions about the material. While this method advances students' understanding of reading comprehension to some extent, it frequently emphasizes addressing lower-level challenges, such as issues with word recognition and parsing. The teacher's questions typically focus on interpretation, but this approach may not

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<sup>4</sup> Irkinovich, Nazarov Rustam, and Ismatullewa Iroda Izatullaevna. "Methods for Teaching Reading." *Journal of Pedagogical Inventions and Practices* 15 (2022): 47-50.

<sup>5</sup> Danaei, Delneshin, Hamid R. Jamali, Yazdan Mansourian, and Hassan Rastegarpour. "Comparing reading comprehension between children reading augmented reality and print storybooks." *Computers & Education* 153 (2020): 103900.

<sup>6</sup> Zayed, Jihan. "Think-Aloud Strategy: Improving Reading Comprehension in an Online Context." *International Journal of Education and Practice* 9, no. 1 (2021): 1-12.

fully address more complex aspects of comprehension or foster deeper analytical skills.

As demonstrated in the previous discussions, a teacher has the option to employ a diverse array of techniques and strategies to assist students in understanding texts while teaching reading comprehension. These methods can vary widely, offering different approaches to support students' ability to interpret and engage with written material effectively. By selecting and applying these varied strategies, educators can tailor their instruction to meet the specific needs of their students, enhancing their overall comprehension and analytical skills.

### 3. Assessment of Reading Comprehension

Assessment is fundamentally the process of identifying and defining students' knowledge, understanding, abilities, and skills.<sup>7</sup> It serves as a crucial classroom exercise that not only gathers information but also offers valuable feedback to enhance learning. Through assessment, educators can measure students' progress and determine how much their skills have improved over time.<sup>8</sup> Essentially, it functions as a critical tool for evaluating the effectiveness of instructional methods and student development.

Cheryl A. Jones emphasizes that assessment is a vital procedure for fostering both learning and achievement. She asserts that evaluation is integral

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<sup>7</sup> Oermann, Marilyn H., Kathleen B. Gaberson, and Jennie C. De Gagne. *Evaluation and testing in nursing education*. Springer Publishing Company, 2024.

<sup>8</sup> Jinhai Yuan, Sisi Li and Xin Fan. "Analyzing the impact of educators' ability to develop student's skills in the digital era using fuzzy models." *Journal of Intelligent & Fuzzy Systems* (2023). <https://doi.org/10.3233/jifs-231074>.

to understanding how well the learning process is functioning. By using assessment, teachers can gauge the success of their teaching strategies and make necessary adjustments to better support student learning outcomes.<sup>9</sup>

Assessment involves systematically gathering and organizing information through intentional activities, such as performance tests or learning evaluations, to make informed judgments about both teaching and learning processes. This process allows educators to draw inferences regarding the effectiveness of their instructional methods and the progress of their students. By comparing collected data against established criteria, assessments provide valuable insights into the educational experience, helping to identify areas of strength and areas needing improvement.<sup>10</sup>

In essence, assessment serves as a crucial tool for teachers to evaluate and conclude the extent to which the learning process has been achieved. It enables educators to assess not only how well students have grasped the material but also how effectively the teaching strategies have facilitated this understanding. Through this evaluative process, educators can refine their methods and better support students in reaching their educational goals.<sup>11</sup>

As outlined in the definition provided, reading assessment encompasses the systematic process of analyzing and evaluating information to determine a

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<sup>9</sup> Faten A. Alqahtani. "The Impact of Language Testing Washback in Promoting Teaching and Learning Processes: A Theoretical Review." *English Language Teaching* (2021). <https://doi.org/10.5539/ELT.V14N7P21>.

<sup>10</sup> McTighe, Jay, Kristina J. Doubet, and Eric M. Carbaugh. *Designing authentic performance tasks and projects: Tools for meaningful learning and assessment*. ASCD, 2020. No 39-40

<sup>11</sup> Leenknecht, Martijn, Lisette Wijnia, Martine Köhler, Luke Fryer, Remy Rikers, and Sofie Loyens. "Formative assessment as practice: The role of students' motivation." *Assessment & Evaluation in Higher Education* 46, no. 2 (2021): 236-255.

student's level of proficiency. This process involves collecting data related to a student's reading abilities and then interpreting this information to gauge how effectively the student can comprehend and engage with texts. By assessing various aspects of reading performance, educators can accurately measure and understand each student's skill level, which in turn informs instructional decisions and supports targeted learning interventions.

#### 4. Indicators of Reading Comprehension

According to Tracey at all, there are several indicators of reading comprehension that help teachers evaluate students' ability to comprehend written material. These indicators are essential to gauge how well students understand the text. Below is a more detailed explanation of each indicator:<sup>12</sup>

##### a. Accuracy

Accuracy refers to the reader's ability to recognize and decode words correctly. Accurate word recognition is fundamental to understanding the meaning of a text. If students misread or misinterpret individual words, their comprehension will be compromised. Therefore, accuracy in reading is crucial for effective comprehension. Struggling with accuracy can lead to confusion and misunderstanding of the overall message of the text.

##### b. Fluency

Fluency involves reading at a smooth, natural pace without frequent pauses or hesitations. Fluent readers are able to focus on the meaning of the text

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<sup>12</sup> Tracey, Diane H., and Lesley Mandel Morrow. *Lenses on reading*. Guilford Publications, 2024.

rather than being slowed down by the effort of decoding words. This skill is important because it allows readers to maintain their attention on understanding the content, thereby improving comprehension. When readers are not fluent, they may become frustrated or lose track of the narrative, which can negatively impact their ability to grasp the material.

c. Vocabulary Knowledge

A strong vocabulary is critical for understanding the meaning of a text. Readers with a limited vocabulary may struggle with unfamiliar words, which can obstruct their overall comprehension. Vocabulary knowledge enables readers to make sense of the text, infer meaning from context, and understand complex ideas. Expanding vocabulary is therefore an essential part of improving reading comprehension, especially when students encounter increasingly challenging texts.

d. Text Structure

Different types of texts—such as narratives, expository texts, and persuasive writings—have distinct organizational structures. Understanding these structures helps readers to identify main ideas, key details, and other important information within the text. For example, recognizing that a text is a narrative might lead the reader to focus on characters and plot, while an expository text might require attention to facts and explanations. Familiarity with text structures enhances a reader's ability to navigate and comprehend different forms of writing.

e. Metacognitive Skills

Metacognitive skills involve the ability to monitor and regulate one's own comprehension process. This includes strategies such as rereading difficult passages, summarizing key points, or asking questions to clarify meaning. Students with strong metacognitive skills are able to actively engage with the text, identify when they do not understand something, and apply strategies to resolve those difficulties. Readers who lack these skills may struggle to improve their comprehension on their own, as they may not recognize when they are misunderstanding the text.<sup>13</sup>

These indicators serve as valuable tools for teachers and educators to assess students' reading comprehension levels. By evaluating accuracy, fluency, vocabulary knowledge, understanding of text structure, and metacognitive skills, teachers can identify specific areas where students may require additional instruction or support. Interventions can then be tailored to address these needs, ultimately helping students to enhance their reading comprehension abilities and succeed academically.

In summary, these five key indicators—accuracy, fluency, vocabulary, text structure, and metacognitive skills—provide a comprehensive framework for understanding and improving reading comprehension. Addressing each of these areas is crucial for helping students become more proficient readers.

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<sup>13</sup> Tracey, Diane H., and Lesley Mandel Morrow. *Lenses on reading*. Guilford Publications, 2024.

## B. Round Robin Technique

### 1. Definition of Round Robin Technique

According to Hastuti, the Round Robin learning technique is an activity that teaches students how to take turns while working collaboratively in groups. It also serves as an example of a learning technique that fosters the development of sharing skills among students. This technique encourages cooperation, patience, and teamwork, helping students build essential social and communication skills while engaging in the learning process.<sup>14</sup>

Destina et al describes the Round Robin technique as a brainstorming technique in which students contribute ideas in sequence without elaborating, explaining, evaluating, or questioning those ideas. Each group member takes turns responding to a question with a word, phrase, or brief statement. This technique is particularly effective for generating a wide range of ideas, as it requires all students to participate and avoids interruptions that might block the flow of ideas. By ensuring that every student contributes, the Round Robin technique fosters an inclusive and collaborative learning environment.<sup>15</sup>

The Round Robin technique ensures equal participation among all group members. This learning technique increases student engagement, as each student is responsible for contributing words and responding to others'

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<sup>14</sup> Hastuti, Erina. "The Effectiveness Of Round Robin (Collaborative Learning Techniques) To Teach Speaking Viewed From Students Motivation (An Experimental Research at the first semester Student of UNUGHA CILACAP in the Academic year 2023/2024)." In *PROCEEDING AL GHAZALI International Conference*, vol. 1, pp. 54-65. 2023.

<sup>15</sup> Desnita, Mona, Irwandi, Eliza, and Loli Safitri. "The Effect of Round Robin Technique Toward Students' Speaking Performance at MTS. Muhammadiyah Pulau Punjung." *Journal of Educational Management and Strategy* 1, no. 1 (2022): 72-83.

contributions within a given theme. This interactive process makes the lesson more meaningful for students, especially in creative tasks such as writing poetry. Anggraeni et al adds that Round Robin is a cooperative learning technique in which students take turns responding orally. For instance, when a teacher presents a problem with multiple possible answers or solutions, students are given time to think and then take turns sharing their responses or solutions. This technique fosters collaboration and active participation in the classroom.<sup>16</sup>

The research aims to investigate whether the Round Robin technique is effective, particularly in enhancing students' reading comprehension skills. Additionally, it seeks to assess how this technique impacts student activity during reading lessons. Ultimately, the hope is that teachers can implement the Round Robin technique to improve the overall quality of student learning in reading comprehension.

## 2. Procedure of Teaching Reading using Round Robin Technique

The procedures for implementing the Round Robin cooperative learning technique, as described by Asari et al are as follows:<sup>17</sup>

### a. Forming Groups

The teacher organizes students into groups of 4 to 5 members.

### b. Introductory Lesson

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<sup>16</sup> Anggraeni, Noviana, Desy Safitri, and Saipiatuddin Saipiatuddin. "Application of the RRB Type Cooperative Learning Model (Round Robin Brainstorming) in Improving Student Learning Outcomes in Social Sciences Subjects at SMPN 28 Jakarta." *East Asian Journal of Multidisciplinary Research* 3, no. 6 (2024): 2219-2228.

<sup>17</sup> Asari, Slamet, Ulfatul Ma'rifah, and Yudhi Arifani. "The use of cooperative round robin discussion model to improve students' holistic ability in TEFL class." *International Education Studies* (2018).



The teacher provides an initial lesson or overview of the topic.

c. Presenting an Idea or Question

The teacher presents an idea or poses a question to each group.

d. Group Contributions

Each group is asked to contribute their thoughts or responses to the question.

e. Responding to Contributions

After one group shares their ideas, the teacher invites the second group to give their opinion or feedback on the first group's contribution. This process continues until all groups have shared their contributions and opinions.

f. Teacher's Explanation

Once all groups have participated, the teacher provides further explanation or clarification on the topic.

g. Rewarding the Groups

Finally, the teacher rewards each group for their participation, encouraging collaboration and active involvement.<sup>18</sup>

This structured process ensures that every group participates equally and provides an opportunity for critical thinking, discussion, and feedback within the classroom.

### 3. The Implementation of Round Robin Technique

According to Sholihah, the Round Robin technique is a cooperative learning strategy in which students take turns contributing answers within a group. This

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<sup>18</sup> Asari, Slamet, Ulfatul Ma'rifah, and Yudhi Arifani. "The use of cooperative round robin discussion model to improve students' holistic ability in TEFL class." *International Education Studies* (2018).

technique ensures equal participation, as each member of the group is given 1-3 minutes to share their thoughts, either clockwise or counterclockwise. The class is divided into small groups of 4 to 5 students, with one person assigned as the recorder to document the group's responses.

A question with multiple possible answers is presented, and students are given time to think about their responses. After this "think time," each group member shares their answer in a round robin format, allowing everyone to contribute. This technique can be used for various purposes, such as a warm-up activity, evaluation, or sharing newly learned information or viewpoints. Once the groups have finished the task, they present their collective responses to the entire class. This technique promotes active participation, critical thinking, and collaborative learning.<sup>19</sup>

#### 4. Strengths and Weaknesses of Round Robin Technique

According to Sripradith, there are two key positive features of Round Robin brainstorming. First, it allows students to generate numerous examples and ideas, encouraging a wide range of thoughts and perspectives. Second, it provides an opportunity for students to explore new ideas, which enhances creativity and critical thinking. This makes Round Robin a highly effective technique for improving students' reading skills, as it requires students to carefully read the text before answering questions. Moreover, it gives students

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<sup>19</sup> Sholihah, Khilayatus. "The effectiveness of round Robin summarizing on reading comprehension for the tenth grades students of Sma Nahdlatul Ulama 2 Gresik." *Journal of English Teaching, Literature, and Applied Linguistics* 1, no. 1 (2018): 1-9.

the freedom to express their own ideas without fear of making mistakes, which helps build their confidence in learning English.

However, Round Robin also has some weaknesses. One challenge is that it requires both financial resources and time to develop and prepare lesson materials. Additionally, managing large classes can be difficult, as leading and coordinating group activities may become challenging for the teacher, especially when each group needs a leader.<sup>20</sup>

### **C. Theoretical Framework and Paradigm**

#### **1. Theoretical Framework**

In this research, two key variables are identified, encompassing both a dependent and an independent variable. The dependent variable, denoted as Y, is reading comprehension, which is the primary focus of the study. This aspect of the research aims to assess how well students understand written text, an essential skill in academic and everyday contexts. On the other hand, the independent variable, labelled as X, is the Round Robin Technique. This particular instructional strategy is employed to explore its impact on enhancing students' reading comprehension skills. By manipulating this independent variable, the study seeks to determine the effectiveness of the Round Robin Technique in fostering a deeper understanding of reading materials among students.

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<sup>20</sup> Sripradith, Raweewat. "An Investigation of the Round Robin Brainstorming in Improving English Speaking Ability among Nakhonphanom University's Second Year Students in Thailand." *Journal of Education and Learning* 8, no. 4 (2019): 153-160.

Understanding the fundamental language ability of reading comprehension is crucial as it facilitates the acquisition of extensive knowledge through reading. However, mastering text comprehension can be challenging in practical scenarios. Language learners, regardless of their proficiency level, employ various strategies to assimilate new information and tackle assignments within the language classroom. These strategies are applied either consciously or unconsciously as students interact with language learning environments. The Round Robin Technique, utilized in this study as a pedagogical tool, aims to enhance this interactive learning process by actively engaging students and promoting a more effective comprehension of reading materials, thereby addressing the inherent challenges in mastering reading comprehension.

To effectively enhance reading comprehension, a specialized learning technique is essential. The Round Robin technique, a cooperative learning strategy, exemplifies this by incorporating a card game into the educational process, where students work in teams to answer questions. With each new question, roles within the team rotate, ensuring that all members participate actively. This technique to collaborative question-answering is not only highly structured but also makes the learning experience enjoyable, engaging students in a dynamic and interactive way that fosters deeper understanding and retention of reading material.

The researcher hypothesized that the effective use of the Round Robin technique in teaching reading comprehension would significantly enhance student engagement in the classroom. This expectation is grounded in the

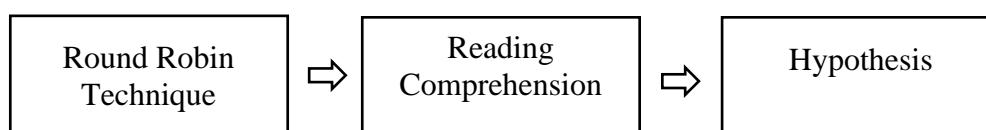
rationale that when implemented correctly, this technique facilitates a comprehensive understanding of reading material, thus leading to improved reading comprehension skills among students. Conversely, improper application of the Round Robin technique could result in inadequate comprehension, underscoring the critical role of proper execution in achieving desired educational outcomes. The assumption supports the notion that active, structured participation in learning processes can directly impact the efficacy of educational techniques in developing crucial academic skills.

## 2. Paradigm

The correlation pattern of the variables under study is defined as a paradigm, which the researcher has outlined based on the aforementioned theoretical framework.

**Figure 2.1**

The impact of using Round Robin Technique on the students Reading Comprehension



The data presented in the figure clearly indicates that effective implementation of the Round Robin Technique significantly enhances students' reading comprehension; where the usage of this technique is high, there is a noticeable improvement in comprehension levels. Conversely, inadequate application of the Round Robin Technique yields no substantial benefits to

reading comprehension, as evidenced by poor outcomes when the technique is poorly executed.

#### **D. Hypothesis**

##### **A. Hypothesis Formulation**

The research hypothesis, formulated from observations, relevant literature, and theoretical frameworks, outlines the anticipated relationship that the study aims to reveal. For this study, the hypothesis is divided into two parts: the Null Hypothesis (Ho), which posits that there is no positive and significant effect of using the Round Robin Technique on the reading comprehension of tenth graders at MA Ma'arif 14 Bumi Nabung, and the Alternate Hypothesis (Ha), which asserts that there is a positive and significant impact of the Round Robin Technique on these students' reading comprehension.

##### **B. Statistical Hypothesis**

Hossein articulates that in the realm of statistical analysis, a null hypothesis is crucial, presenting an assertion that no significant link or difference exists among the examined variables. This hypothesis, fundamentally non-directional, is tested using the principles of probability theory, grounding its relevance firmly within statistical investigations as it relates to population parameters.<sup>21</sup> This foundational aspect of hypothesis testing serves to either affirm the status quo or indicate statistical significance through its rejection. In this study, statistical hypotheses were formulated as follows:

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<sup>21</sup> Hossein Nassaji. "Statistical Significance Tests In Language Teaching Research." *Language Teaching Research*, 24 (2020): 739 - 742. <https://doi.org/10.1177/1362168820958512>.

- a. If  $t_{\text{observed}} > t_{\text{table}} = H_a$  is accepted and  $H_0$  is rejected.
- b. If  $t_{\text{observed}} < t_{\text{table}} = H_a$  is rejected and  $H_0$  is accepted

## CHAPTER III

### A RESEARCH METHOD

#### A. Research Design

Quantitative research aims to explain phenomena by collecting numerical data and analysing it using mathematical and statistical methods. According to Skinner, there are two types of quantitative research designs: experimental and non-experimental. An experimental design is a test conducted under controlled conditions to demonstrate a known truth or to assess the validity of a hypothesis. In this study, the researcher employed an experimental design involving two classes.<sup>1</sup> Class X 2 served as the control group and did not receive any treatment. Conversely, class X 1 was the experimental group that received instruction using the Round Robin technique.

To start, both groups took a pre-test before any treatment was administered. Next, the experimental class (X 1) received instruction using the Round Robin Technique, while the control class (X 2) did not receive any special treatment. Afterwards, both groups were given a post-test identical to the pre-test instrument. This sequence allowed for evaluating the impact of the Round Robin technique on students' reading comprehension.

#### B. The Operational Definition of Variable

In quantitative research, operational definitions are utilized to clearly delineate how variables will be measured within the study. By establishing these

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<sup>1</sup> Skinner, Chris. "Quantitative research." In *Handbook for research students in the social sciences*, pp. 215-224. Routledge, 2020.



definitions, researchers are able to conduct investigations that might otherwise be impossible. Variables in quantitative studies are typically categorized into two types:

### 1. Dependent Variable

In quantitative research, the dependent variable is the primary factor that is measured or observed to determine how it is impacted by the independent variable. In this study, the dependent variable is reading comprehension, defined as students' ability to identify key elements of a text, such as the main idea and topics. To assess students' reading comprehension, the researcher administered tests that required students to explain their understanding of the material. According to Arshad et al., reading comprehension can be measured through various assessments that evaluate these specific skills, allowing for a comprehensive analysis of how the independent variable affects students' comprehension abilities.<sup>2</sup>

**Table 3.1**  
The Measurement of Reading Comprehension

Number	Letter	Categories	Description Criteria
80-100	A	Very Good	<ol style="list-style-type: none"> <li>1. An effective reader not only comprehends the material thoroughly but also immerses themselves in the text, striving to experience the story firsthand.</li> <li>2. A proficient reader maintains deep concentration with the book, enabling them to understand the underlying</li> </ol>

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<sup>2</sup> Arshad, Amna, Aleem Shakir, and Muhammad Ahmad. "A Review on the Principles of a Reading Comprehension Test Construction to assess the Test Takers at different levels." *Psychology and Education* 57, no. 8 (2020): 1290-1302.

			<p>meanings beyond the surface level.</p> <p>3. A skilled reader demonstrates not only fluency in reading but also exhibits distinct personal qualities during the reading process.</p> <p>4. An engaged reader enjoys sharing their reading experiences, approaches reading with confidence and dedication, pays careful attention, and is willing to revisit the text when necessary.</p>
66-79	B	Good	<p>1. An effective reader not only understands the material thoroughly but also immerses themselves in the text, striving to experience the story as it unfolds.</p> <p>2. A proficient reader maintains deep concentration with the book, allowing them to grasp the underlying meanings beyond the surface level.</p> <p>3. A skilled reader demonstrates not only fluency in reading but also exhibits distinct personal qualities during the reading process.</p> <p>4. An engaged reader enjoys sharing their reading experiences, approaches reading with confidence and dedication, pays careful attention, and is willing to revisit the text when necessary.</p>
56-65	C	Fair	<p>1. An effective reader not only understands the material thoroughly but also immerses</p>

			<p>themselves in the text, striving to experience the story.</p> <p>2. A proficient reader maintains deep concentration with the book, enabling them to comprehend the deeper meanings of the text.</p> <p>3. A skilled reader demonstrates fluent reading abilities while also showcasing certain personal qualities during the reading process.</p> <p>4. An engaged reader enjoys sharing what they have read, approaches reading with confidence and dedication, pays careful attention, and is willing to revisit the material when necessary.</p>
40-55	D	Poor	<p>1. An effective reader not only understands the material thoroughly but also immerses themselves in the text, striving to experience the story.</p> <p>2. A proficient reader maintains deep concentration with the book, enabling them to comprehend the deeper meanings of the text.</p> <p>3. A skilled reader demonstrates fluent reading abilities while also showcasing certain personal qualities during the reading process.</p> <p>4. An engaged reader enjoys sharing what they have read, approaches reading with confidence and dedication, pays careful attention, and is willing</p>

			to revisit the material when necessary.
30-39	E	Very Poor	<ol style="list-style-type: none"> <li>1. An effective reader not only understands the material thoroughly but also immerses themselves in the text, striving to experience the story.</li> <li>2. A proficient reader maintains deep concentration with the book, enabling them to comprehend the deeper meanings of the text.</li> <li>3. A skilled reader demonstrates fluent reading abilities while also showcasing certain personal qualities during the reading process.</li> <li>4. An engaged reader enjoys sharing what they have read, approaches reading with confidence and dedication, pays careful attention, and is willing to revisit the material when necessary.</li> </ol>

The dependent variable (Y) in this study is assessed through several key indicators.

- a. Students are able to identify detailed information (specific details) within the text.
- b. Students can discern both explicit information (references) and implicit information (inferences).
- c. Students can interpret words, phrases, or sentences present in the text.

## 2. Independent Variable

The independent variable is the factor that researchers believe may affect or relate to the dependent variable.<sup>3</sup> It serves as the main element that is selected, manipulated, and measured throughout the study. In this research, the independent variable is the Round Robin technique (X). The Round Robin technique is specifically designed to enhance reading comprehension skills.

There are several indicators that demonstrate students' ability to master the objectives of this technique. These include the capacity to identify the main idea of a paragraph, locate factual information within analytical exposition texts, and infer meanings from context as outlined in step three. Additionally, students should be able to point out textual evidence, find words with referential meanings, and identify the thesis of the text. Furthermore, they must recognize the arguments presented and identify any reiterations within the text. These indicators collectively ensure that students effectively apply the technique to enhance their reading comprehension skills.

## C. Population, Sample and Sampling Technique

### 1. Population

In this study, the population refers to the group of individuals who share a specific characteristic that sets them apart from other groups. Specifically, the population includes all tenth grade students at MA Ma'arif 14 Bumi Nabung totalling 60 students. This group serves as the parent population from which a

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<sup>3</sup> Myers, Jerome L., Arnold D. Well, and Robert F. Lorch Jr. *Research design and statistical analysis*. Routledge, 2013.

sample will be drawn for observation and analysis. By defining the population in this manner, the research ensures that all subjects considered are relevant and pertinent to the objectives of the study.

## 2. Sample

According to Lohr, a sample consists of selected items that represent the population, serving as a source of data for the research.<sup>4</sup> In this study, the sample includes two classes totaling 60 students. The researcher used a simple random sampling method and designated class X IPA 1 as the experimental class and class X IPA 2 as the control class. Class X IPA 1 was chosen as the experimental group because the students in this class had lower reading scores. This study follows a quantitative research approach and employs an experimental design to investigate the research objectives.

## 3. Sampling Technique

Sampling is the process of selecting individuals to participate in a research study. In this research, the researcher employed simple random sampling to ensure that every individual in the defined population had an equal and independent chance of being selected. Since the total number of subjects was fewer than 100, the sample consisted of all 60 tenth-grade students. As a result, the entire population became the sample, making this study an example of population research.

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<sup>4</sup> Lohr, Sharon L. *Sampling: design and analysis*. Chapman and Hall/CRC, 2021. No. 93-

#### **D. Data Collecting Technique**

To collect precise data at MA Ma'arif 14 Bumi Nabung, the researcher employed a technique. The researcher employed techniques like:

##### **1. Test**

A test is a series of stimuli given to a person in order to elicit answers that may then be used to determine a score. As test is method of assessing someone's knowledge or competence in a certain field.

##### **a. Pre-test**

The pre-test was conducted in the first meeting prior to the treatment in order to ascertain the students' skills before beginning the action research.

##### **b. Post-test**

Following treatments, a post-test was given at the most recent meeting to determine whether the treatments had any effect on the students' performance in the class.

As a result, the researcher used the test to gather information about the students' reading comprehension. Multiple choice questions were used in the reading comprehension test. The tenth graders students from MA Ma'arif 14 Bumi Nabung took this test.

##### **2. Observation**

The observation method is a data collection method involving systematic observation and recording of the investigated facts. Observation entails directly observing the research objects to closely view the activities being carried out. Since the research being conducted is qualitative, the observation that the

researcher will carry out involves directly engaging in observing both the objects and subjects of the research.

### 3. Documentation

To collect data and obtain detailed information about the tenth graders' English reading comprehension at MA Ma'arif 14 Bumi Nabung, the researcher utilized documentation provided by a qualified English teacher. This documentation helped in assessing the students' performance and gathering relevant insights for the study.

## **E. Research Instrument**

The research instrument in this research is the tests which will be describe as follow:

### 1. Instrument Blueprint

Research instrument which was used in this research are:

- a. The instrument which was used to measured students reading comprehension which has a person or group is test. Kind of test is multiple choice test there are consist of 20 questions.
- b. The instruments which used for documentation method such as; documentation about the school history, condition, quantity of the students and about the location sketch of MA Ma'arif 14 Bumi Nabung.

The instrument in this research designed and adjust with the indicators which has specify. Moreover, research instrument which is used in this research is multiple choice questions that consisted of 20 questions. The higher score was 80-100 and the lower score was 40-55.



## 2. Instrument Calibration

In this research, a multiple-choice test was used to assess reading comprehension, consisting of 20 items designed to evaluate understanding of a text. Additionally, several questions were included to measure the effectiveness of the Round Robin technique. The researcher utilized both pre-tests and post-tests as instruments for evaluation. The pre-test was administered to gather baseline scores before the treatment, assessing students' initial knowledge in reading comprehension. After the treatment, the post-test was given to measure any significant changes or improvements. Objective tests were used throughout the study to ensure accurate and consistent measurement of results.

## **F. Data Analysis Technique**

The collected data were used to identify differences in student achievement between the experimental and control classes. To accomplish this, the researcher employed statistical analysis using the t-test formula through manual calculation. This approach aimed to examine the significant differences in reading comprehension achievement between the two groups. Both a pre-test and a post-test were administered, and the data were compared by calculating the mean scores of the pre-test and post-test results. After obtaining the scores, the data were further analyzed and processed using the t-test formula, with a 5% significance level and gain scores.

### 1. Normality Test

A normality test is employed to determine whether the sample data is drawn from a normally distributed population. In this study, the normality test was

conducted to assess whether the distribution of scores in the two classes (experimental and control) was normal. The analysis was performed using SPSS 23. For the data to be considered normally distributed, the significance value should exceed 0.05.

## 2. Homogeneity Test

A homogeneity test is performed to determine whether the two groups have the same variance, indicating whether they are homogeneous. Similar to the normality test, the homogeneity test was also conducted using SPSS 23. The data are considered homogeneous if the significance or probability score is greater than 0.05.

## 3. T-test

T-test is used to test the significance of the mean gained score of the experimental and control Class. Here the formula for the manual calculation could be describe as Sudjiono stated that the formula of t-test as follow:<sup>5</sup>

$$t_o = \frac{M_1 - M_2}{SEM_1 - M_2}$$

Notes:

$t_o$  = The value of “t observe”

$M_1$  = Mean of Variable X (Experimental class)

$M_2$  = Mean of Variable Y (Controlled class)

$SEM_1$  = Standard error of experimental class

$SEM_2$  = Standard error of controlled class

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<sup>5</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2006, p. 314

## CHAPTER IV

### RESULT RESEARCH AND DISCUSSION

#### A. Research Results

##### 1. Description of the Research Location

###### a. The Profile of MA Ma'arif 14 Bumi Nabung

Madrasah Aliyah Ma'arif 14 Buminabung, located in Buminabung District, Central Lampung, was established in 2004 under the auspices of the Musbina Ma'arif Buminabung Educational Foundation. The land on which the school stands is owned by the foundation, designated as *waqf* land. The institution is officially registered with the Madrasah Statistics Number 131.2.18.02.0029 and holds accreditation under the decree 140/BAP-SM/12-LPG/RKO/2015. Its official address is on Jln. KH Hasyim Asy'ari, Ds. 10 Buminabung Ilir. The establishment of this institution was formalized with the Foundation's Notarial Deed No. KW.08.4/4/PP.00.1/334/2004.

Since its inception, Madrasah Aliyah Ma'arif 14 Buminabung has undergone several leadership changes. The first principal, Mr. Ahmad Wahab, S.Pd, led the institution from 2004 to 2009. Following his tenure, Mr. Ibrahim Ilyas, S.Pd, took over the leadership and has been serving as the headmaster to the present day.

MA Ma'arif 14 Bumi Nabung, established in 2004, is located in a rural area within the eastern monitoring region of Central Lampung Regency. The school provides adequate infrastructure and facilities that effectively support

the teaching and learning process. It employs 30 educators and staff members who are competent in instructional practices and proficient in utilizing information technology. During the 2024/2025 academic year, the total student enrollment is 205.

In terms of the school's social and cultural characteristics, most students come from lower-middle-income families and rural communities. Additionally, the majority of the teaching and support staff are local residents. MA Ma'arif 14 Bumi Nabung fosters a culture of punctuality, regular religious observance, and the 5 principles (Smile, Greet, Greet Back, Polite, and Respectful), alongside a strong emphasis on social awareness among all members of the school community.

#### b. Data of Teachers and Employers in MA Ma'arif 14 Bumi Nabung

##### 1) Teachers

**Table 4.1** Data of Teachers

Status	Gender		Educational Qualification			Certification	
	M	F	<S1	S1	S2	Yes	No
GTY	9	3		11	1	4	
GTT	14	4		17	1		

##### 2) Employers

**Table 4.2** Data of Employers

Status	Gender		Educational Qualification						Certification	
	M	F	SD	SMP	SMA	D3	S1	S2	Yes	No
PTY	1	1		1		1				2
PTT										

#### Description:

- The majority of educators and education staff reside in the Bumi Nabung sub-district area.

- The majority of educators and education staff hold a Bachelor's degree (S1).

**c. The Structure Organization of MA Ma'arif 14 Bumi Nabung**

The organizational structure of MA Ma'arif 14 Buminabung, located in Buminabung District, Central Lampung Regency, for the 2024/2025 academic year, comprises a hierarchical scheme that includes the foundation's chairman, the head of the madrasah, the madrasah committee, the teaching staff, and the students. All levels of this organizational structure are accountable to the foundation. For a clearer understanding, the organizational structure of MA Ma'arif 14 Buminabung can be outlined as follows. (Organizational structure is attached in the appendix.)

**d. Student Data at MA Ma'arif 14 Bumi Nabung**

The majority of students at MA Ma'arif 14 Bumi Nabung come from the surrounding areas of the madrasah, primarily from the Bumi Nabung and Seputih Surabaya sub-districts. Some students also come from outside the Bumi Nabung sub-district, even from other regencies and provinces. Most of the students at MA Ma'arif 14 Bumi Nabung reside either at their homes or in Islamic boarding schools (Pondok Pesantren). The number of students at MA Ma'arif 14 Bumi Nabung is based on grade levels and programs.

**Table 4.3** Data of Student

No.	Class	Group	Quantity		Total
			M	F	
1	X	2	27	33	60
2	XI	2	41	30	71
3	XII	3	38	36	74
	TOTAL	7	106	99	205

## 2. Description of Data

This section presents a general overview of the students' scores in both the experimental and control classes. The description is organized into several parts: pre-test scores, post-test scores, and the gain scores.

### a. The Pre-test Scores

Table 4.4 reports the students' pre-test scores of the experimental class and the control class.

**Table 4.4** The Students' Pre-test Scores

<b>Student</b>	<b>The Pre-test of Experimental Class</b>	<b>The Pre-test of Controlled Class</b>
1	60	50
2	55	60
3	55	55
4	60	60
5	45	70
6	65	65
7	60	60
8	65	70
9	70	65
10	65	70
11	45	55
12	65	60
13	55	55
14	60	55
15	55	55
16	60	65
17	55	60
18	65	75
19	50	60
20	65	65
21	60	70
22	70	55
23	55	65
24	55	65
25	75	75
26	70	65
27	60	60
28	55	70
29	65	60
30	60	65
<b><math>\Sigma</math></b>	<b>1790</b>	<b>1875</b>
<b>Mean</b>	<b>59.66</b>	<b>62.5</b>

The table above presents the pre-test scores of students in both the experimental and control classes. The test was administered during the first meeting, prior to any treatment. The lowest pre-test score in the experimental class was 45, while in the control class, it was 50. The median score for the

experimental class was 60, compared to 62.5 for the control class. Both classes shared a highest score of 75. Additionally, the mean score for the experimental class was 59.66, while for the control class, it was 62.5. Thus, it can be concluded that the pre-test scores of the experimental class were lower than those of the control class.

#### b. The Post-test Scores

Table 4.5 reports the students' post-test scores of the experimental class and the controlled class.

**Table 4.5** The Students' Post-test Scores

Student	The Pre-test of Experimental Class	The Pre-test of Controlled Class
1	65	75
2	80	60
3	75	65
4	85	75
5	60	65
6	65	70
7	75	70
8	70	70
9	70	80
10	75	65
11	70	75
12	70	65
13	80	75
14	75	65
15	80	70
16	80	75
17	75	70
18	70	85
19	85	60
20	85	60
21	75	80
22	80	70
23	70	80
24	80	65
25	80	70



26	90	75
27	70	85
28	75	70
29	80	80
30	75	75
$\Sigma$	<b>2265</b>	<b>2155</b>
<b>Mean</b>	<b>75.5</b>	<b>71.83</b>

The data above represent the post-test scores of the experimental and control classes. The post-test was administered during the final meeting, following the treatment. In the post-test, both classes recorded a lowest score of 60. The median score for the experimental class was 75, while for the control class, it was 70. The highest score in the experimental class was 90, compared to 85 in the control class. The mean score for the experimental class was 75.5, whereas the control class had a mean score of 71.83. These results indicate that the experimental class achieved a significantly higher score than the control class. To determine whether the post-test scores of the two classes differ statistically, the researcher conducted a T-test analysis.

### c. The Gained Scores

Table 4.6 below presents the gain scores for both the experimental and control classes. These scores reflect the improvement in student performance from the pre-test to the post-test, providing insight into the effectiveness of the treatment administered to the experimental group compared to the control group.

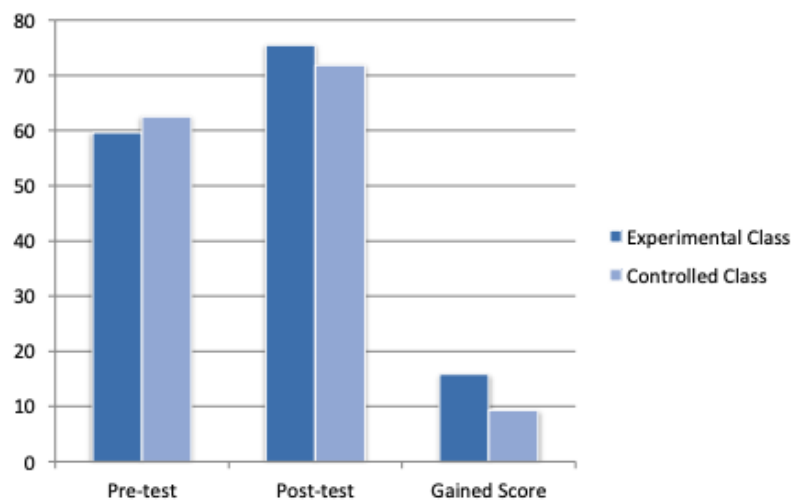
**Tables 4.6**  
The Gained Scores of The Experimental Class  
and The Controlled Class

Student	The Pre-test of Experimental Class	The Pre-test of Controlled Class
1	5	25
2	25	0
3	20	10
4	25	15
5	15	-5
6	0	5
7	15	10
8	5	10
9	0	0
10	10	5
11	25	10
12	5	10
13	35	10
14	15	20
15	25	25
16	20	20
17	20	5
18	5	10
19	35	0
20	20	-5
21	15	10
22	10	15
23	15	15
24	25	0
25	5	-5
26	20	10
27	10	25
28	20	0
29	15	20
30	15	10
$\Sigma$	<b>475</b>	<b>280</b>
<b>Mean</b>	<b>15.83</b>	<b>9.33</b>

The table above indicates that the gain score for the experimental class is higher than that of the control class. The lowest gain score in the experimental

class is 0, whereas it is -5 in the control class. The highest gain score recorded in the experimental class is 35, while the highest for the control class is 25. Furthermore, the mean gain score for the experimental class is 15.83, compared to 9.33 for the control class.

**Figure 4.1** Histogram of Pre-test, Post-test, and Gained Score



### 3. The Data Analysis

This section aims to address the research question regarding the effectiveness of the Round Robin technique on students' reading comprehension of descriptive texts in the tenth grade at MA Ma'arif 14 Bumi Nabung . To answer the research question, a Normality Test, Homogeneity Test, and T-test were conducted in both the experimental and control classes.

#### a. Normality Test

To determine whether the data were normally distributed, the researcher conducted a normality test. The results are as follows:

**Table 4.7** Normality Test of Pre-test

		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Group	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	Experimental Class	,151	30	,079	,943	30	,110
	Controlled Class	,146	30	,101	,946	30	,135

a. Lilliefors Significance Correction

The table above indicates that  $p > \alpha$ , with the significance level for the experimental class being 0.110 and for the control class being 0.135, both of which are greater than 0.05. This result demonstrates that the significance levels for both classes exceed 0.05, indicating that the pre-test data in this study are normally distributed.

**Table 4.8** Normality Test of Post-test

		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Group	Statistic	Df	Sig.	Statistic	df	Sig.
Posttest	Experimental Class	,148	30	,093	,956	30	,245
	Controlled Class	,138	30	,149	,942	30	,101

a. Lilliefors Significance Correction

The normality test for the post-test reveals that the significance level for the experimental class was 0.245, which is greater than 0.05 ( $0.245 > 0.05$ ), while the significance level for the control class was 0.101, also greater than 0.05 ( $0.101 > 0.05$ ). Therefore, this indicates that the post-test data are normally distributed.

## b. Test of Homogeneity

**Table 4.9** Homogeneity Test of Pre-test

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	,055	1	58	,815
	Based on Median	,023	1	58	,881
	Based on Median and with adjusted df	,023	1	53,572	,881
	Based on trimmed mean	,049	1	58	,826

The researcher conducted a homogeneity analysis of the pre-test using a significance level of 0.05. The results indicated that the significance value of the pre-test was 0.815, which is higher than the set significance level ( $0.815 > 0.05$ ). This suggests that the pre-test data were homogenous.

**Table 4.10** Homogeneity Test of Post-test

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Posttest	Based on Mean	,461	1	58	,500
	Based on Median	,359	1	58	,552
	Based on Median and with adjusted df	,359	1	57,955	,552
	Based on trimmed mean	,441	1	58	,509

The researcher conducted a homogeneity analysis of the pre-test using a significance level of 0.05. The results indicated that the significance value of the pre-test was 0.815, which is higher than the set significance level ( $0.815 > 0.05$ ). This suggests that the pre-test data were homogenous.

**Table 4.11** The Comparison Scores of Each Student in The Experimental Class and The Controlled Class

Student	X	Y	X-MX	Y-MY	(X-MX) <sup>2</sup>	(Y-MY) <sup>2</sup>
1	5	25	-10,83	15,67	117,28	245,54
2	25	0	9,17	-9,33	84,08	87,04
3	20	10	4,17	0,67	17,38	0,44
4	25	15	9,17	5,67	84,08	32,14
5	15	-5	-0,83	-14,33	0,68	205,34
6	0	5	-15,83	-4,33	250,58	18,74
7	15	10	-0,83	0,67	0,68	0,44
8	5	10	-10,83	0,67	117,28	0,44
9	0	0	-15,83	-9,33	250,58	87,04
10	10	10	-5,83	-4,33	33,98	18,74
11	25	10	9,17	0,67	84,08	0,44
12	5	10	19,17	0,67	367,48	0,44
13	15	20	-8,83	10,67	0,68	113,84
14	25	25	9,17	15,67	48,08	245,54
15	25	25	9,17	16,67	84,08	245,54
16	20	20	4,17	10,67	17,38	113,84
17	20	5	4,17	-4,33	17,38	18,74
18	5	10	-10,83	0,67	117,28	0,44
19	35	0	19,17	-9,33	367,48	87,04
20	20	-5	4,17	-14,33	17,38	205,34
21	15	10	-0,83	0,67	0,68	0,44
22	10	15	-5,83	5,67	33,98	32,14
23	15	15	-0,83	5,67	0,68	32,14
24	25	0	9,17	-9,33	84,08	87,04
25	5	-5	-10,83	-14,33	117,24	205,34
26	20	10	4,17	0,67	17,38	0,44
27	10	25	-5,83	15,67	33,98	245,54
28	20	0	4,17	-9,33	17,38	87,04
29	15	20	-0,83	10,67	0,68	113,84
30	15	10	-0,83	0,67	0,68	0,44
<b>∑</b>	<b>475</b>	<b>280</b>	<b>0</b>	<b>0</b>	<b>2453,9</b>	<b>2286,4</b>
<b>Mean</b>	<b>15,83</b>	<b>9,33</b>			<b>81,796</b>	<b>76,213</b>

The procedures for the calculation are as follows:

Firstly, the researcher needed to determine the mean gain scores for both the experimental and control classes. This step was essential to compare the average improvement in performance between the two groups.

From the experimental class, the researcher obtained the following results:

$$M1 = \frac{\sum X}{n}$$

$$M1 = \frac{475}{30}$$

$$M1 = \mathbf{15.83}$$

The next step involves calculating the mean gain score for the control class:

$$M1 = \frac{\sum Y}{n}$$

$$M1 = \frac{280}{30}$$

$$M1 = \mathbf{9.33}$$

Based on the calculations above, the mean gain score for the experimental class was 15.83, while for the control class, it was 9.33. After determining the mean gain scores for both classes, the next step is to calculate the deviation for each class. The calculations are as follows:

$$SD_1 = \sqrt{\frac{\sum X^2}{n}}$$

$$SD_1 = \sqrt{\frac{2453,9}{30}}$$

$$SD_1 = 9.04$$

The calculated score represents the deviation for the experimental class.

The next step is to determine the deviation for the control class.

$$SD_2 = \sqrt{\frac{\sum Y^2}{n}}$$

$$SD_2 = \sqrt{\frac{2286,4}{30}}$$

$$SD_2 = 8.73$$

After calculating the deviation of the gain scores for each class, with 9.04 for the experimental class and 8.73 for the control class, the next step is to determine the standard error for the experimental class. The calculation is as follows:



$$SE_{M1} = \frac{SD_1}{\sqrt{N_1 - 1}}$$

$$SE_{M1} = \frac{9,04}{\sqrt{30 - 1}}$$

$$SE_{M1} = \frac{9,04}{\sqrt{29}}$$

$$SE_{M1} = \frac{9,04}{5,38}$$

$$SE_{M1} = 1.68$$

The subsequent step is to calculate the standard error for the control class. The calculation is as follows:

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

$$SE_{M2} = \frac{8,73}{\sqrt{30 - 1}}$$

$$SE_{M2} = \frac{8,73}{\sqrt{29}}$$

$$SE_{M2} = \frac{8,73}{5,38}$$

$$SE_{M2} = 1,62$$

Based on the calculations above, the mean standard error for each class is 1.68 for the experimental class and 1.62 for the control class. The next step is to determine the difference in the standard error between the experimental and control classes. The formula is as follows:

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

$$SE_{M1-M2} = \sqrt{1,68^2 + 1,62^2}$$

$$SE_{M1-M2} = \sqrt{2.8224 + 2.6244}$$

$$SE_{M1-M2} = \sqrt{5.4468}$$

$$SE_{M1-M2} = 2,33$$

The next step involves applying the calculated scores to the t-test formula to determine whether there is a statistically significant difference between the experimental and control groups. The t-test formula is as follows:

$$t_o = \frac{M_1 - M_2}{SEM_1 - M_2}$$

$$t_o = \frac{15,83 - 9,33}{2,33}$$

$$t_o = \frac{6,5}{2,33}$$

$$t_o = 2,78$$

Based on the calculation above, the t-test result for the experimental and control classes is 2.78. After obtaining the t-test result, the next step is to determine the degree of freedom, which is necessary for locating the corresponding t-test value in the t-table. The t-table value is referenced using a 5% significance level. The procedure to determine the degree of freedom is as follows:

$$df = (N_1 + N_2) - 2$$

$$df = (30 + 30) - 2$$

$$df = (30 + 30) - 2$$

$$df = 60 - 2$$

$$df = 58$$

Thus, based on the calculation above, the degree of freedom (df) is 58, and the critical value for  $df = 58$  at a 5% significance level is 2.00, while the observed t-value ( $t_{\text{observe}}$ ) is 2.78. This indicates that the post-test scores of the experimental class are significantly higher than those of the control class. The comparison between  $t_{\text{observe}}$  and  $t_{\text{table}}$  reveals that  $2.78 > 2.00$ , confirming that  $t_{\text{observe}} > t_{\text{table}}$ .

The data, which have been analyzed using the t-test based on the pre-test and post-test results of the experimental and control classes, are used to evaluate the research hypothesis as follows:

- a. If  $t_{\text{observe}} > t_{\text{table}}$ , the alternative hypothesis (H1) is accepted, and the null hypothesis (Ho) is rejected.
- b. If  $t_{\text{observe}} < t_{\text{table}}$ , the alternative hypothesis (H1) is rejected, and the null hypothesis (Ho) is accepted.

Based on the calculation above, the results indicate that the observed t-value ( $t_{\text{observe}}$ ) is 2.78 with a degree of freedom (df) of 58. In this study, the researcher applied a 5% significance level, which corresponds to a t-table value of 2.00. By comparing  $t_{\text{observe}} = 2.78$  with  $t_{\text{table}} = 2.00$ , the researcher

concludes that  $t_{\text{observe}}$  is greater than  $t_{\text{table}}$  ( $2.78 > 2.00$ ). This indicates that the alternative hypothesis (H1) is accepted, while the null hypothesis (Ho) is rejected, suggesting that the use of the Round Robin technique is effective in improving students' reading comprehension of descriptive texts. To further validate the t-test results, the researcher employed Cohen's effect size calculation, as detailed below.

**Table 4.12** The Result of T-test

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Experimental Class	30	75,50	6,740	1,231
	Controlled Class	30	71,83	7,130	1,302

$$d = \frac{(\text{mean of group A} - \text{mean of group B})}{\text{pooled Standard Deviation}}$$

$$d = \frac{75,50 - 71,83}{6,93}$$

$$d = 0.53$$

It can be concluded that the effect size is 0.53, indicating a moderate effect. This suggests that the Round Robin technique has a moderately positive impact on improving students' reading comprehension of descriptive texts

#### 4. Hypotheses Testing

This research aimed to examine the impact of using the Round Robin technique on the reading comprehension among tenth-grade students at MA Ma'arif 14 Bumi Nabung during the 2024/2025 academic year. To determine

the outcomes, the researcher employed hypothesis testing. The hypotheses were defined as follows:

- a. **H<sub>1</sub>**: There is a significant effect of using the Round Robin technique on students' reading comprehension of descriptive texts.
- b. **H<sub>0</sub>**: There is no significant effect of using the Round Robin technique on students' reading comprehension of descriptive texts.

To verify the hypotheses, the results of the t-test calculation were evaluated as follows:

- a. If  $t_{\text{observe}} > t_{\text{table}}$ , the alternative hypothesis (H<sub>1</sub>) is accepted, and the null hypothesis (H<sub>0</sub>) is rejected.
- b. If  $t_{\text{observe}} < t_{\text{table}}$ , the alternative hypothesis (H<sub>1</sub>) is rejected, and the null hypothesis (H<sub>0</sub>) is accepted.

Furthermore, the manual t-test calculation indicates that the t-observed value ( $t_{\text{observe}}$ ) is 2.78, with a degree of freedom (df) of 58. The t-table value for 58 degrees of freedom at a 5% significance level is 2.00. Therefore, the observed t-value is greater than the t-table value ( $t_{\text{observe}} > t_{\text{table}}$ ). This result leads to the acceptance of the alternative hypothesis (H<sub>1</sub>) and the rejection of the null hypothesis (H<sub>0</sub>). It can thus be concluded that the use of the Round Robin technique has a significant effect on students' reading comprehension of descriptive texts.

## **B. Discussion**

The results of this quasi-experimental study indicated that the Round Robin technique is effective in enhancing students' reading comprehension among tenth

graders at MA Ma'arif 14 Bumi Nabung . The effectiveness of the strategy was found to be of moderate significance. As a result, the processed data provide a clear answer to the research question proposed at the outset of the study. Furthermore, the findings align with previous studies, which have also identified Round Robin technique as a significantly effective reading strategy for improving students' reading comprehension.

The following paragraphs offer a detailed interpretation of the overall results. The descriptive statistics illustrate the general achievement of the sampled classes in reading comprehension, as measured by pre-tests and post-tests. Initially, the pre-test results reflected the students' reading comprehension abilities in both the experimental and control classes before the intervention. The pre-test scores revealed an average of 59.66 in the experimental class and 62.5 in the control class, indicating only a slight difference of 2.84 points between the two classes.

Following the pre-test, the treatment process was carried out by implementing the Round Robin technique in the experimental class. This intervention resulted in a notable difference in reading test performance between the two classes. The experimental class, which received the treatment, exhibited a significant improvement in their reading comprehension skills. This was evidenced by a substantial increase in their post-test mean score, with a gain of 15.83 points, compared to the control class, which only improved by 9.33 points from its pre-test score. This indicates that, after receiving the Round Robin technique treatment, the students in the experimental class showed more marked improvements in their

reading comprehension compared to the control class, which did not receive the same treatment.

Additionally, the primary data analysis using an independent-sample t-test demonstrated the effectiveness of the Round Robin technique during the treatment period, as confirmed by inferential statistics. The analyzed post-test data yielded a p-value (sig 2-tailed) of 0.000, which is lower than the significance level of  $\alpha = 0.005$ . This result statistically supports the rejection of the null hypothesis and the acceptance of the alternative hypothesis. Therefore, it indicates that the Round Robin technique has a statistically significant effect on students' reading comprehension of descriptive texts. Moreover, an effect size analysis was conducted to further evaluate the level of significance using Cohen's d formula. The effect size was calculated to be 0.53, indicating that the Round Robin technique has a moderate level of effectiveness in this study.

Overall, the results align with previous studies that have found the Round Robin technique to be beneficial in enhancing reading comprehension and fostering active learning among students. Similarly, this research demonstrated improvements in students' reading comprehension and increased engagement with reading materials. The primary differences from earlier studies lie in the sample, location, educational level, and text type. Unlike previous studies, this research specifically focused on a single text type descriptive text. Despite the fact that many students still face challenges in reading, the findings provide evidence that the Round Robin technique is effective in improving students' comprehension of descriptive texts.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

This study collected empirical evidence regarding the impact of the Round Robin technique on the reading comprehension of tenth grade students at MA Ma'arif 14 Bumi Nabung. The data were analyzed using SPSS to obtain descriptive statistics and conduct hypothesis testing, aimed at validating the theories and previous studies discussed in earlier chapters. The findings confirm that the Round Robin technique has a moderate effect on students' reading comprehension. The data from the experimental class indicate that the mean post-test score is higher than the pre-test score ( $75.5 > 71.83$ ). Moreover, the t-test results for the post-test and gain scores reveal that the p-value (2-tailed) of 0.000 is lower than the significance level ( $\alpha$ /alpha) of 0.05 ( $0.000 < 0.05$ ), and the observed t-value (2.78) is greater than the critical t-value (2.00). This implies that the null hypothesis ( $H_0$ ) is rejected, while the alternative hypothesis ( $H_1$ ) is accepted. The findings are further supported by the effect size, calculated at 0.53, indicating a moderate effect of the Round Robin technique. Additionally, these findings align with the goals of the 2013 curriculum, which aims to encourage students to be active, productive, and innovative learners, fostering critical thinking through interactive methods. In summary, the Round Robin technique has a significant impact on improving students' reading comprehension.



## **B. Suggestions**

Based on the conclusions, several suggestions can be offered that may benefit students, teachers, schools, and other researchers:

### 1. For Students

Students should take responsibility for engaging with the material presented by teachers. Active participation in group discussions is crucial. When working in groups, students should manage their time effectively by thoroughly discussing the material, as each student has an individual responsibility to master it.

### 2. For Teachers

In implementing the Round Robin technique, teachers need to manage time efficiently, as this strategy can be time-consuming. Teachers should also ensure that the materials provided are well-prepared and engaging; uninteresting materials may reduce student interest in participating. Materials can be sourced from the internet, books, and magazines to increase student engagement. Teachers should be well-prepared before entering the classroom, anticipating both conscious and subconscious responses from students as the Round Robin technique is applied.

### 3. For Other Researchers:

Researchers should apply their knowledge and understanding of effective teaching practices in real settings. When planning to conduct research, they should be well-prepared and aim to create a positive learning environment that facilitates the teaching and learning process.

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# **APPENDICES**

**ORGANIZATIONAL STRUCTURE**  
**MA MA'ARIF 14 BUMI NABUNG**  
**Academic Year: 2024/2025**

1. **Regional Office of the Ministry of Religious Affairs, Lampung Province**
2. **Madrasah Supervisor** : Ahmad Syarifudin, M.Pd.I
3. **Madrasah Committee Chairman** : Ismail Ahmad
4. **Head of Madrasah** : H. Jahuri, S.Pd.I
5. **Vice Principal of Curriculum** : Badil Aqif Aroni, S.Pd.I
6. **Vice Principal of Student Affairs** : Samsul Arifin, S.Pd
7. **Vice Principal of Facilities** : Ir. Basir Rahman
8. **Vice Principal of Public Relations** : Tarmizi, S.Pd
9. **Head of Administration** : Fahrul Rozi Zulkarnain, S.Pd
10. **Treasurer** : Suharni, S.Pd
11. **Assistant Treasurer** : Siti Nuraisyah, S.Pd.I
12. **Guidance and Counseling** :
  - Ali Murtadho, S.Pd.I
  - Nuraenah, S.Ag
13. **Homeroom Teachers** :
  - Shihab A. Zahro, S.Pd (Grade X-1)
  - Ika Pertiwi, S.Pd.I (Grade X-2)
  - Peni Utami, S.Pd (Grade XI-1)
  - Dedi Harianto, S.Pd (Grade XI-2)
  - Fahrul Rozi Z, S.Pd (Grade XII Science)
  - Nurul Khotimah, S.Pd.I (Grade XII Social-1)
  - Suharni, S.Pd.I (Grade XII Social-2)
14. **IT Operator** : Khoirul Farisnan, S.Pd.I
15. **Administrative Staff:**
  - Siti Halimah, A.Ma.Kom
  - Shihab A. Zahro, S.Pd
16. **Madrasah Caretaker** : Suwito



## ALUR TUJUAN PEMBELAJARAN

### MATA PELAJARAN BAHASA INGGRIS FASE E (KELAS X)

(Sesuai Kemendikbudristek No. 33 Th. 2022 Tentang Capaian Pembelajaran)

#### ELEMEN:

##### **MENYIMAK – BERBICARA**

Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi non-verbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).

Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.

#### CAPAIAN PEMBELAJARAN:

Pada akhir Fase E, 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 dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

*By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.*

Materi	Need, Feeling and Attitude	Profil Pelajar Pancasila	Modul	JP
10. A.1	Peserta didik dapat memahami, mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan ungkapan	Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia,	1	4

	kebutuhan, perasaan, dan sikap (needs, feelings and attitudes) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial.	Berkebinekaan Global, Mandiri, Bernalar Kritis		
<b>A.2</b>	Peserta didik dapat merancang teks interaksi transaksional lisan yang melibatkan ungkapan kebutuhan, perasaan, dan sikap (needs, feelings and attitudes) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.	Mandiri dan kreatif	1	4
<b>TOTAL JAM PELAJARAN</b>				<b>8 JP</b>

**ELEMEN:**

***MENYIMAK – BERBICARA***

Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi non-verbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).

Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.

**CAPAIAN PEMBELAJARAN:**

Pada akhir Fase E, 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 dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

*By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify*

*the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.*

<b>Materi</b>	<b>Need, Feeling and Attitude</b>	<b>Profil Pelajar Pancasila</b>	<b>Modul</b>	<b>JP</b>
<b>10. B.1</b>	Peserta didik dapat memahami, mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan ungkapan memberi dan meminta pendapat (asking & giving opinion) serta menyetujui dan tidak menyetujui (agree & disagree) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial.	Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, Berkebinekaan Global, Bergotong-royong, Mandiri, Bernalar Kritis dan Kreatif.	2	4
<b>B.2</b>	Peserta didik dapat merancang teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta pendapat (asking & giving opinion) serta menyetujui dan tidak menyetujui (agree & disagree) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.	Bergotong-royong, Bernalar Kritis dan Kreatif	2	4
<b>TOTAL JAM PELAJARAN</b>				<b>8 JP</b>

**ELEMEN:**

***MENYIMAK – BERBICARA***

Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi non-verbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).

Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.

**CAPAIAN PEMBELAJARAN:**

Pada akhir Fase E, 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 dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

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<b>Materi</b>	<b>Lagu dan Puisi</b>	<b>Profil Pelajar Pancasila</b>	<b>Modul</b>	<b>JP</b>
<b>10. C.1</b>	Peserta didik dapat memahami, mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan atau tulis berbentuk puisi secara kritis, kreatif dan santun terkait topik kehidupan remaja dengan tingkat kelancaran dan ketepatan yang optimal.	Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, Berkebinekaan Global dan Bernalar Kritis.	3	4
<b>C.2</b>	Peserta didik dapat memahami, mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan atau tulis berbentuk lagu secara kritis, kreatif dan santun terkait topik kehidupan remaja dengan tingkat kelancaran dan ketepatan yang optimal.	Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, Berkebinekaan Global dan Bernalar Kritis	3	4
<b>TOTAL JAM PELAJARAN</b>				<b>8 JP</b>

**ELEMEN:****MENYIMAK – BERBICARA**

Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi non-verbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).

Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.

**CAPAIAN PEMBELAJARAN:**

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<b>Materi</b>	<b>Narrative (Fiksi dan Nonfiksi)</b>	<b>Profil Pelajar Pancasila</b>	<b>Modul</b>	<b>JP</b>
<b>10. D.1</b>	Peserta didik dapat memahami makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk naratif fiksi dan non fiksi (narrative) secara kritis, kreatif dan santun terkait topik keanekaragaman budaya Indonesia.	Berkebinekaan Global Bernalar Kritis	4	2

<b>D.2</b>	Peserta didik dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk naratif fiksi dan non fiksi (narrative) secara kritis, kreatif dan santun terkait topik keanekaragaman budaya Indonesia.	Mandiri, Bernalar Kritis	4	2
<b>D.3</b>	Peserta didik dapat menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk naratif fiksi dan non fiksi (narrative) secara kritis, kreatif dan santun terkait topik keanekaragaman budaya Indonesia.	Mandiri, Bernalar Kritis	4	4
<b>TOTAL JAM PELAJARAN</b>				<b>8 JP</b>

**ELEMEN:**

**MEMBACA - MEMIRSA**

Kemampuan memahami, menggunakan, dan merefleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).

Kemampuan memahami, menggunakan, dan merefleksi teks visual sesuai tujuan dan kepentingannya.

**CAPAIAN PEMBELAJARAN:**

Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, *recount*, dan *report*. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

*By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.*

<b>Materi</b>	<b>Narrative (Fiksi dan Nonfiksi)</b>	<b>Profil Pelajar Pancasila</b>	<b>Modul</b>	<b>JP</b>
<b>10. D.4</b>	Peserta didik dapat memahami dan menganalisis, fungsi sosial, struktur teks, dan unsur kebahasaan teks tertulis berbentuk naratif fiksi dan nonfiksi (narrative) secara kritis, kreatif dan jujur terkait topik keanekaragaman budaya Indonesia.	Mandiri, Bernalar kritis	4	2
<b>D.5</b>	Peserta didik dapat mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan tertulis berbentuk naratif fiksi dan nonfiksi (narrative) secara kritis, kreatif dan jujur terkait topik keanekaragaman budaya indonesia.	Bernalar kritis	4	2
<b>TOTAL JAM PELAJARAN</b>				4

**ELEMEN:**

***MENULIS-MEMPRESENTASIKAN***

Kemampuan menyampaikan, mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai genre teks tertulis, dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat.

Kemampuan memaparkan gagasan secara fasih, akurat, dapat dipertanggungjawabkan dengan cara yang komunikatif melalui beragam media (visual, digital, dan audiovisual), dan dapat dipahami oleh pendengar. Penyampaian dalam berbicara dan mempresentasikan perlu disusun dan dikembangkan sesuai dengan kebutuhan atau karakteristik penyimak.

**CAPAIAN PEMBELAJARAN:**

Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, 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 dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

*By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation and capitalization. They express ideas and use common/daily vocabulary and*

*verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.*

<b>Materi</b>	<b>Narrative (Fiksi dan Nonfiksi)</b>	<b>Profil Pelajar Pancasila</b>	<b>Modul</b>	<b>JP</b>
<b>X. D.7</b>	Peserta didik dapat merancang teks tulis berbentuk naratif fiksi dan non fiksi (narrative) terkait topik keanekaragaman budaya Indonesia dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri.	Beriman, bertakwa kepada Tuhan YME, dan Berakhlak Mulia, Berkebinekaan Global, Bergotong-royong, Mandiri, Bernalar Kritis dan Kreatif.	4	4
<b>D.8</b>	Peserta didik dapat mempresentasikan secara lisan teks berbentuk naratif fiksi dan non fiksi (narrative) terkait topik keanekaragaman budaya Indonesia dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	Mandiri, Bernalar Kritis dan Kreatif.	4	4
<b>TOTAL JAM PELAJARAN</b>				<b>8</b>

**ELEMEN:**

***MENYIMAK – BERBICARA***

Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi non-verbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).

Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.



**CAPAIAN PEMBELAJARAN:**

Pada akhir Fase E, 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 dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

*By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.*

<b>Materi</b>	<b>Descriptive Teks</b>	<b>Profil Pelajar Pancasila</b>	<b>Modul</b>	<b>JP</b>
<b>10. E.1</b>	Peserta didik dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk deskriptif (descriptive).	Mandiri dan Bernalar Kritis	5	2
<b>E.2</b>	Peserta didik dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk deskriptif (descriptive) secara kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat..	Bernalar kritis	5	2
<b>E.3</b>	Peserta didik dapat menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk deskriptif (descriptive) secara kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat.	Bernalar Kritis	5	4
<b>TOTAL JAM PELAJARAN</b>				<b>8</b>

**ELEMEN:****MEMBACA - MEMIRSA**

Kemampuan memahami, menggunakan, dan merefleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).

Kemampuan memahami, menggunakan, dan merefleksi teks visual sesuai tujuan dan kepentingannya.

**CAPAIAN PEMBELAJARAN:**

Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, *recount*, dan *report*. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

*By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.*

<b>Materi</b>	<b>Descriptive Text</b>	<b>Profil Pelajar Pancasila</b>	<b>Modul</b>	<b>JP</b>
<b>X. E.4</b>	Peserta didik dapat memahami dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks tertulis berbentuk deskriptif (descriptive) secara kritis, kreatif dan jujur terkait topik lingkungan fisik dan sosial masyarakat.	Mandiri, Bernalar Kritis	5	2
<b>E.5</b>	Peserta didik dapat menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks tertulis berbentuk deskriptif (descriptive) secara kritis, kreatif dan jujur terkait topik lingkungan fisik dan sosial masyarakat.	Bernalar Kritis	5	2
<b>TOTAL JAM PELAJARAN</b>				<b>4</b>

**ELEMEN:*****MENULIS-MEMPRESENTASIKAN***

Kemampuan menyampaikan, mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai genre teks tertulis, dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat.

Kemampuan memaparkan gagasan secara fasih, akurat, dapat dipertanggungjawabkan dengan cara yang komunikatif melalui beragam media (visual, digital, dan audiovisual), dan dapat dipahami oleh pendengar. Penyampaian dalam berbicara dan mempresentasikan perlu disusun dan dikembangkan sesuai dengan kebutuhan atau karakteristik penyimak.

**CAPAIAN PEMBELAJARAN:**

Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, 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 dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

*By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation and capitalization. They express ideas and use common/daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.*

<b>Materi</b>	<b>Descriptive Text</b>	<b>Profil Pelajar Pancasila</b>	<b>Modul</b>	<b>JP</b>
<b>X. E.6</b>	Peserta didik dapat merancang teks tulis berbentuk deskriptif (descriptive) terkait topik lingkungan fisik dan sosial masyarakat dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri.	Kreatif, Mandiri, dan Bernalar Kritis	5	4
<b>E.7</b>	Peserta didik dapat mempresentasikan secara lisan teks berbentuk deskriptif (descriptive) terkait topik lingkungan fisik dan sosial masyarakat dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	Percaya Diri, Kreatif dan Bernalar kritis	5	4
<b>TOTAL JAM PELAJARAN</b>				<b>8</b>

**ELEMEN:*****MENYIMAK – BERBICARA***

Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi non-verbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).

Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.

**CAPAIAN PEMBELAJARAN:**

Pada akhir Fase E, 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 dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

*By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.*

<b>Materi</b>	<b>Procedure Text</b>	<b>Profil Pelajar Pancasila</b>	<b>Modul</b>	<b>JP</b>
<b>X. F.1</b>	Peserta didik dapat memahami dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk prosedur (procedure) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial.	Mandiri dan Bernalar Kritis	6	4
<b>F.2</b>	Peserta didik dapat menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan	Beriman, bertakwa kepada Tuhan YME,	6	4

	berbentuk prosedur (procedure) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial.	berakhlak Mulia, percaya diri dan kreatif		
<b>TOTAL JAM PELAJARAN</b>				<b>8</b>

**ELEMEN:**

**MEMBACA - MEMIRSA**

Kemampuan memahami, menggunakan, dan merefleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).

Kemampuan memahami, menggunakan, dan merefleksi teks visual sesuai tujuan dan kepentingannya.

**CAPAIAN PEMBELAJARAN:**

Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, *recount*, dan *report*. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

*By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.*

<b>Materi</b>	<b>Procedure Text</b>	<b>Profil Pelajar Pancasila</b>	<b>Modul</b>	<b>JP</b>
<b>Modul JP F.3</b>	Peserta didik dapat memahami dan menganalisis, fungsi sosial, struktur teks, dan unsur kebahasaan tertulis berbentuk prosedur (procedure) secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial.	Mandiri, benalar kritis	6	4
<b>F.4</b>	Peserta didik dapat menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan	Bernalar kritis	6	4

	tulis berbentuk prosedur (procedure) secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial.			
<b>TOTAL JAM PELAJARAN</b>				<b>8</b>

**ELEMEN:**

***MENYIMAK – BERBICARA***

Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi non-verbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).

Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.

**CAPAIAN PEMBELAJARAN:**

Pada akhir Fase E, 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 dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

*By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.*

<b>Materi</b>	<b>Recount Text (Pengalaman Pribadi, Biografi dan Peristiwa Sejarah)</b>	<b>Profil Pelajar Pancasila</b>	<b>Modul</b>	<b>JP</b>
<b>X. G.1</b>	Peserta didik dapat memahami dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk recount secara kritis, kreatif dan jujur terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah.	Mandiri dan Bernalar Kritis	7	4
<b>G.2</b>	Peserta didik dapat menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk recount secara kritis, kreatif dan jujur terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah.	Bernalar Kritis	7	4
<b>TOTAL JAM PELAJARAN</b>				<b>8</b>

**ELEMEN:**

**MEMBACA - MEMIRSA**

Kemampuan memahami, menggunakan, dan merefleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).

Kemampuan memahami, menggunakan, dan merefleksi teks visual sesuai tujuan dan kepentingannya.

**CAPAIAN PEMBELAJARAN:**

Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, *recount*, dan *report*. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

*By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.*

<b>Materi</b>	<b>Recount Text (Pengalaman Pribadi, Biografi dan Peristiwa Bersejarah)</b>	<b>Profil Pelajar Pancasila</b>	<b>Modul</b>	<b>JP</b>
<b>X. G.3</b>	Peserta didik dapat memahami dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks tertulis berbentuk recount secara kritis, kreatif dan jujur terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah.	Mandiri, benalar kritis	7	4
<b>G.4</b>	Peserta didik dapat menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks tertulis berbentuk recount secara kritis, kreatif dan jujur terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah.	Bernalar kritis	7	4
<b>TOTAL JAM PELAJARAN</b>				8

**ELEMEN:**

**MEMBACA - MEMIRSA**

Kemampuan memahami, menggunakan, dan merefleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).

Kemampuan memahami, menggunakan, dan merefleksi teks visual sesuai tujuan dan kepentingannya.

**CAPAIAN PEMBELAJARAN:**

Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, *recount*, dan *report*. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

*By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot*



*development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.*

<b>Materi</b>	<b>Advertisement, Invitation and Announcement</b>	<b>Profil Pelajar Pancasila</b>	<b>Modul</b>	<b>JP</b>
<b>X. H.1</b>	Peserta didik dapat memahami dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk iklan (advertisement), undangan (invitation) dan pengumuman (announcement) secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial.	Mandiri, benalar kritis	8	2
<b>H.2</b>	Peserta didik dapat menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk iklan (advertisement), undangan (invitation) dan pengumuman (announcement) secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial.	Bernalar kritis	8	2
<b>TOTAL JAM PELAJARAN</b>				<b>4</b>

**ELEMEN:**

***MENULIS-MEMPRESENTASIKAN***

Kemampuan menyampaikan, mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai genre teks tertulis, dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat.

Kemampuan memaparkan gagasan secara fasih, akurat, dapat dipertanggungjawabkan dengan cara yang komunikatif melalui beragam media (visual, digital, dan audiovisual), dan dapat dipahami oleh pendengar. Penyampaian dalam berbicara dan mempresentasikan perlu disusun dan dikembangkan sesuai dengan kebutuhan atau karakteristik penyimak.

**CAPAIAN PEMBELAJARAN:**

Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, 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 dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

*By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation and capitalization. They express ideas and use common/daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.*

<b>Materi</b>	<b>Advertisement, Invitation and Announcement</b>	<b>Profil Pelajar Pancasila</b>	<b>Modul</b>	<b>JP</b>
<b>X. H.3</b>	Peserta didik dapat merancang teks lisan dan tulis berbentuk iklan (advertisement), undangan (invitation) dan pengumuman (announcement) 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.	Kreatif, Mandiri, dan Bernalar Kritis	8	4
<b>H.4</b>	Peserta didik dapat mempresentasikan teks lisan dan tulis berbentuk iklan (advertisement), undangan (invitation) dan pengumuman (announcement) 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.	Percaya Diri, Kreatif dan Bernalar kritis	8	4
<b>TOTAL JAM PELAJARAN</b>				<b>8</b>

**TOTAL JAM PELAJARAN = 108**

**Mengetahui,  
Kepala Madrasah**

**Bumi Nabung, Juli 2024  
Guru Mata Pelajaran**

**(H. JAUHARI, S.Pd.I)**

**(SAMSUL ARIFIN, S.Pd.)**



## **MODUL AJAR KURIKULUM MERDEKA**

### **Madrasah Aliyah (MA)**

**Nama Penyusun** : Melatiara Arsanti  
**Nama Sekolah** : MA MA`ARIF 14 BUMI NABUNG  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas / Semester** : X / I (ganjil)

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**MODUL AJAR KURIKULUM MERDEKA**  
**BAHASA INGGRIS MA KELAS X**

<b>INFORMASI UMUM</b>	
<b>A. IDENTITAS MODUL</b>	
Nama Penyusun	: Melatiara Arsanti
Instansi	: MA Ma`arif 14 Bumi Nabung
Tahun	: 2024
Jenjang Pendidikan	: MA (Madrasah Aliyah)
Fase / Kelas	: E/X
Alokasi Waktu	: 2 x 30 Menit (2 Pertemuan)
<b>B. KOMPETENSI AWAL</b>	
<ul style="list-style-type: none"><li>❖ Mengenali dan memahami jenis teks, terutama teks yang berfungsi untuk mendeskripsikan suatu objek, seperti orang, tempat, hewan, atau benda.</li><li>❖ Peserta didik telah mamahami kata benda (noun), kata sifat (adjective) dan kata ganti (pronoun) yang dibutuhkan untuk membuat sebuah teks deskripsi.</li></ul>	
<b>C. PROFIL PELAJAR PANCASILA</b>	
<ol style="list-style-type: none"><li>1) Beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia,</li><li>2) Bergotong-royong,</li><li>3) Mandiri,</li><li>4) Bernalar kritis, dan</li><li>5) Kreatif.</li></ol>	
<b>D. SARANA DAN PRASARANA</b>	
<ul style="list-style-type: none"><li>❖ Sumber belajar: Buku teks Bahasa inggris kelas X</li><li>❖ Kamus bahasa inggris</li><li>❖ Media Belajar: Gambar</li></ul>	
<b>E. TARGET PESERTA DIDIK</b>	
<ul style="list-style-type: none"><li>❖ Peserta didik regular</li></ul>	
<b>F. MODEL PEMBELAJARAN</b>	

- ❖ Model pembelajaran tatap muka

## KOMPONEN INTI

### A. TUJUAN KEGIATAN PEMBELAJARAN

- ❖ Siswa mampu memahami struktur dan ciri kebahasaan *descriptive text* dengan tepat.
- ❖ Siswa mampu mengidentifikasi informasi penting dari *descriptive text*.
- ❖ Siswa mampu bekerja secara kolaboratif melalui diskusi kelompok menggunakan teknik *Round Robin*.

### B. PEMAHAMAN BERMAKNA

- ❖ *Descriptive text* memberi siswa kemampuan untuk membayangkan sesuatu secara jelas melalui bacaan.

### C. PERTANYAAN PERMANTIK

- ❖ Mengapa penting untuk memberikan deskripsi yang jelas dan detail saat menulis tentang sesuatu?
- ❖ Apa saja elemen penting yang harus ada dalam sebuah *descriptive text*?

### D. KEGIATAN PEMBELAJARAN UTAMA

Pengaturan Siswa:

1. Individu
2. Kelompok

Metode:

1. Ceramah
2. Tanya Jawab
3. Belajar dengan Kelompok

### E. PERSIAPAN BELAJAR

#### PERTEMUAN KE 1

No	Kegiatan	Deskripsi	Waktu
1.	Pendahuluan	<ul style="list-style-type: none"> <li>• Mengucapkan Salam, doa bersama, menanyakan kabar</li> <li>• Melakukan absensi</li> <li>• Mengenalkan materi</li> </ul>	10 menit
2.	Kegiatan Inti	<ul style="list-style-type: none"> <li>• Guru memperkenalkan kepada siswa definisi <i>descriptive text</i>.</li> </ul>	25 menit

		<ul style="list-style-type: none"> <li>• Guru memberikan contoh <i>descriptive text</i> tentang sebuah objek atau tempat.</li> <li>• Siswa diajak berdiskusi tentang struktur dan ciri kebahasaan yang terdapat dalam contoh <i>descriptive text</i>.</li> <li>• Guru membagi siswa kedalam beberapa kelompok.</li> <li>• Setiap kelompok diberikan sebuah teks deskriptif.</li> <li>• Teknik <i>Round Robin</i> diterapkan, di mana setiap siswa membaca satu paragraf secara bergantian. Setelah selesai membaca, siswa diminta untuk mendiskusikan isi teks yang baru saja dibaca bersama kelompok mereka.</li> <li>• Setiap kelompok kemudian membuat ringkasan singkat tentang teks yang telah dibaca bersama.</li> <li>• Setiap kelompok diminta mempresentasikan hasil diskusi dan ringkasan teks deskriptif yang telah mereka baca.</li> </ul>	
3.	Penutup	<ul style="list-style-type: none"> <li>• Guru dan siswa merefleksikan pembelajaran hari ini.</li> <li>• Guru memberikan umpan balik tentang hasil diskusi dan pemahaman siswa terhadap teks deskriptif.</li> </ul>	10 menit

## PERTEMUAN KE 2

No	Kegiatan	Deskripsi	Waktu
1.	Pendahuluan	<ul style="list-style-type: none"> <li>• Mengucapkan Salam, doa bersama, menanyakan kabar</li> <li>• Melakukan absensi</li> <li>• Guru memulai dengan meninjau ulang teks yang telah dibaca pada pertemuan</li> </ul>	10 menit

		sebelumnya dan mendiskusikan ciri-ciri teks deskriptif yang telah ditemukan siswa.	
2.	Kegiatan Inti	<ul style="list-style-type: none"> <li>• Guru membagikan teks deskriptif baru dengan tingkat kesulitan yang sedikit lebih tinggi</li> <li>• Siswa bekerja dalam kelompok yang sama, dan kembali menggunakan teknik <i>Round Robin</i> untuk membaca dan memahami teks.</li> <li>• Setelah membaca, setiap siswa dalam kelompok diminta untuk menjelaskan satu elemen deskripsi dari teks yang dibaca (misalnya: tempat, objek, atau karakteristik orang yang dijelaskan dalam teks).</li> </ul>	25 menit
3.	Penutup	<ul style="list-style-type: none"> <li>• Guru dan siswa merefleksikan pembelajaran hari ini.</li> <li>• Siswa dan guru bersama-sama merangkum kesimpulan tentang pentingnya membaca <i>descriptive text</i> secara cermat untuk mendapatkan gambaran yang akurat.</li> </ul>	10 menit

#### F. DIFERENSIASI

1. Siswa yang memiliki kemampuan membaca lebih tinggi dapat diberikan teks deskriptif dengan kompleksitas yang lebih tinggi, seperti teks dengan deskripsi yang lebih detail atau yang menggunakan banyak kata sifat dan kata kerja.

#### G. ASSESMENT / PENILAIAN

- a. Asesmen Diagnostik (Sebelum Pembelajaran)  
Untuk mengetahui kesiapan peserta didik dalam memasuki pembelajaran dengan memberikan soal *pre-test* sebagaimana terlampir.

Pertanyaan	Jawaban	
	ya	tidak
1) Apakah peserta didik dapat mengidentifikasi structure descriptive text?		
2) Apakah peserta didik dapat memahami bacaan decriptive text?		
3) Apakah kalian sudah siap melaksanakan pembelajaran hari ini?		

b. Asesmen Formatif (Selama Proses Pembelajaran)

Asesmen formatif dilakukan oleh guru selama pembelajaran berlangsung, khususnya saat peserta didik melakukan diskusi dan refleksi tertulis.

Lembar kerja pengamatan kegiatan pembelajaran dengan model kooperatif tipe *jigsaw*.

No	Nama Peserta Didik	Aspek yang diamati			skor			
		Pemahaman kosakata	Aktif	kerjasama	1	2	3	4
1								
2								
3								
4	Dst							
Nilai = skor x 25								

Keterangan Skor :

1 = Kurang            3 = Baik  
2 = Cukup            4 = Sangat Baik

c. Assesmen Sumulatif

Assesmen ini digunakan oleh guru untuk mengukur kemampuan siswa setelah seluruh materi tersampaikan dengan menggunakan soal pos-test sebagaimana terlampir dan angket penilaian diri sebagaimana terlampir.



## H. PENGAYAAN

- ❖ Peserta didik di minta untuk menganalisis teks

## I. REFLEKSI

Nama Peserta Didik :

Kelas :

Pertanyaan Refleksi	Jawaban Refleksi
Bagian manakah yang menurutmu paling sulit dari pelajaran ini?	
Apa yang akan kamu lakukan untuk memperbaiki hasil belajarmu?	
Kepada siapa kamu akan meminta bantuan untuk memahami pelajaran ini?	
Jika kamu diminta memberikan bintang 1 sampai 5, berapa bintang yang akan kamu berikan pada usaha yang telah kamu lakukan?	

## LAMPIRAN

### A. BAHAN BACAAN GURU DAN SISWA

- ❖ Buku teks bahasa inggris kelas x
- ❖ Internet

### B. DAFTAR PUSTAKA

- ❖ LKS Bahasa inggris kelas x

## Reading Comprehension Test. (PRE-TEST)

Read the following text carefully, and choose the correct answer (a,b,c or d) on the answer sheet.

### Text 1

Read the following text and then answer the question number 1 to 5.

#### My Best Friend, Shasa

*Shasa is so pretty, attractive, and fashionable. She has an oval face, rounded eyes, pointed nose, and shiny black long hair. Her skin colour is fair. Also, she has a slim body and is quite tall. She is 160 centimetres tall. She really has perfect appearance.*

*Shasa really loves to read and watch movies. She is very active at school. She joins basketball club, badminton club, and dance club as her extracurricular activity. She once participated in an inter-school basketball championship.*

*Shasa is smart and friendly. She inspires me to work harder. She often helps me to do my homework and always respects the elders. Everyone loves her. And I'm happy to have such a friend like her.*

1. **What is Shasa's height?**

- A) 150 centimetres
- B) 160 centimetres
- C) 170 centimetres
- D) 180 centimetres

2. **Which extracurricular activities does Shasa participate in?**

- A) Basketball, badminton, and dance
- B) Only basketball
- C) Only dance
- D) Only badminton

3. **How would you describe Shasa's personality?**

- A) Rude and lazy
- B) Shy and introverted
- C) Smart and friendly
- D) Arrogant and distant

4. **What does Shasa do to help her friend?**

- A) She ignores her.
- B) She helps her with homework.
- C) She tells her to do it alone.
- D) She avoids her.

5. **How do others feel about Shasa?**

- A) Everyone loves her.
- B) They dislike her.
- C) They are indifferent.
- D) They are jealous of her.

**Text 2**

Read the following text and then answer the question number 6 to 9.

***My Family***

*My mother is 47 years old. Her name's Meliana. She has oval face with beautiful brown eyes and sharp nose. Her hair is black, short, and curly. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed, and elegant.*

*Meanwhile, my father, Heriyan, is 2 years older than my mother. He is 49 years old. In spite of his age, he has still black-haired, with several grey hairs. He also has oval face, sharp nose, and black eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that, he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers.*

*Finally, my little sister, Bendina. She is 14 years old. She looks like my mother. She has long wavy hair, brown eyes, sharp nose, and oval face. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart, and co-operative. Right now, she is studying at Junior High School in 8th grade. I want to be as smart as she is.*

*Me and my parents speak Sundanese very well, because we were living in Bandung for 5 years. I have been going to primary school there. Unfortunately, my sister was only 3 when we were leaving to Jakarta, so she can't speak Sundanese. Now we are happily living in Jakarta.*

6. How old is Meliana?
- A. 47
  - B. 45
  - C. 49
  - D. 50
7. What does Heriyan do for a living?
- A. Works in a school
  - B. Works in a hospital
  - C. Works in a restaurant
  - D. Works in a travel company
8. What is the relationship between Bendina and the narrator?
- A. Mother and daughter
  - B. Siblings
  - C. Cousins
  - D. Friends
9. Why can't Bendina speak Sundanese well?
- A. She didn't want to learn
  - B. She speaks another language instead
  - C. She was too young when they moved to Jakarta
  - D. She prefers speaking English
10. Where does the family currently live?
- A. Bandung
  - B. Bali
  - C. Surabaya
  - D. Jakarta

### **Text 3**

*Read the following text and then answer the question number 11 to 15.*

*My bedroom is on the second floor, next to my big brother's room. My bedroom is painted soft pink, white, and flower wallpaper. There is a big bed where I sleep every day. Beside my bed, there is my study desk. I put some pictures on my desk.*

*There is my family picture, my picture with my friends, and my picture with my pet, Luna, a persian cat. I also have drawers where I put all my clothes inside.*

*I really like my bedroom. I spend a lot of time in my bedroom from studying, playing games, to resting.*

11. Where is the user's bedroom located?

- A. On the first floor
- B. On the second floor
- C. In the basement
- D. On the ground floor

12. What colour is the user's bedroom painted?

- A. Blue and white
- B. Yellow and white
- C. Soft pink, white, and flower wallpaper
- D. Green and white

13. What is on the user's study desk?

- A. A Books and a lamp
- B. B Pictures of family, friends, and a pet
- C. C A computer and a plant
- D. D School supplies and a clock

14. What kind of pet does the user have in their pictures?

- A. A dog
- B. A rabbit
- C. A bird
- D. A Persian cat

15. What activities does the user do in their bedroom?

- A. Only resting
- B. Playing games and resting
- C. Studying, playing games, and resting
- D. Watching TV and playing music

#### **Text 4**

Read the following text and then answer the question number 16 to 20

#### **Buzz, My Dog**

*Buzz has small body and short tail. He has soft brown colour and rounded eyes. He is 20 kg weight. So heavy! That's why I rarely carry him.*

*Buzz eats some meats and bones. I also give him snacks before dinner. Buzz likes running. When I throw a ball, stick, or doll, he runs after it. After he gets it, he comes and gives it to me. We always play together when I come back from school. He loves me and always shows his love by licking me. I love Buzz very much and take care of him.*

16. What colour is Buzz's fur?

- A. White
- B. Black
- C. Soft brown
- D. Gray

17. How much does Buzz weigh?

- A. 10 kg
- B. 15 kg
- C. 20 kg
- D. 25 kg

18. What does Buzz enjoy eating?

- A. Fruits and vegetables
- B. Meat and bones
- C. Fish and bread
- D. Grains and seeds

19. What activity does Buzz enjoy the most?

- A. Running and fetching toys
- B. Sleeping
- C. Swimming
- D. Digging

20. How does Buzz show love to the user?

- A. By wagging his tail
- B. By barking
- C. By licking
- D. By jumping

Key Answer Pre-test and Post-test

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



## Reading Comprehension Test. (POST-TEST)

Read the following text carefully, and choose the correct answer (a,b,c or d) on the answer sheet.

Read the following text and then answer the question number 1 to 10.

### My Sister

I have an older sister. Her name is Karina. I call her 'Kak Karin' and she is seven years older than me. Although we are siblings, we have some different characteristics and personalities. My sister has black wavy hair, but she dyed it brown. She is 169 cm tall and has long legs. Her skin is tanned because she likes to travel. She also has nice facial features. Her face is small, with round eyes and a pointed nose. People like to see her smile and laugh because she has gummy smile. My sister is pretty but she always denies it. She is also kind to everyone. She likes to buy me food and ask me to the cinema. Yet sometimes she can annoy my mother. She rarely cleans her room because she is quite busy. She often sleeps a lot on weekend due to her working schedule which is from Monday to Saturday. My sister is a hard-working person who I adore so much. She is the type of older sister who can be relied on.

- 1. What is the name of the writer's older sister?**
  - A. Karina
  - B. Karin
  - C. Kak Karin
  - D. Karisa
- 2. How much older is the sister compared to the writer?**
  - A. 5 years
  - B. 6 years
  - C. 7 years
  - D. 8 years
- 3. What is the characteristic of the sister's hair?**
  - A. Straight black
  - B. Wavy black, dyed brown
  - C. Naturally curly brown
  - D. Long and straight
- 4. How tall is the writer's sister?**
  - A. 160 cm
  - B. 165 cm
  - C. 169 cm
  - D. 170 cm
- 5. Why is the sister's skin tanned?**
  - A. Because she often sunbathes
  - B. Because she likes to travel
  - C. Because she likes to swim
  - D. Because she uses beauty products

- 6. What are the facial features of the writer's sister?**
  - A. Small eyes and a flat nose
  - B. Round eyes and a pointed nose
  - C. A large face and a pointed nose
  - D. A small face and a flat nose
- 7. Why do people like to see the sister's smile?**
  - A. Because she has a wide smile
  - B. Because she has a crooked smile
  - C. Because she has a sweet smile
  - D. Because she has a gummy smile
- 8. How does the sister feel about her beauty?**
  - A. She always flaunts her beauty
  - B. She never admits that she is pretty
  - C. She often puts on makeup
  - D. She likes to admire herself in the mirror
- 9. Why does the sister sometimes annoy her mother?**
  - A. Because she stays up late
  - B. Because she rarely cleans her room
  - C. Because she often goes out
  - D. Because she doesn't help with cooking
- 10. Why does the sister often sleep a lot on weekends?**
  - A. Because she likes to be lazy
  - B. Because her work schedule is busy from Monday to Saturday
  - C. Because she doesn't like to go out
  - D. Because she has no activities on weekends

**Read the following text and then answer the question number 11 to 20.**

#### My Favourite Shoes

I always fall in love with basketball shoes. It is not because I like to play basketball, I just feel comfort and confidence with it. I finally got one from my father when we were in Solo three years ago. At that moment, when I came to the store with my father, I tried a couple of shoes, and when I put them on, I knew right away that these were my favourite shoes. The colour of my favourite shoes is black. There are two gray stripes on the outer side of the shoes. The colour of the sole is white with some circular pattern painted in black on the bottom of it.

- 11. What kind of shoes does the writer love?**
  - A. Running shoes
  - B. Basketball shoes
  - C. Casual shoes
  - D. Soccer shoes
- 12. Why does the writer love basketball shoes?**
  - A. Because they make him play better
  - B. Because they look stylish

- C. Because they are comfortable and boost his confidence
- D. Because they are trendy

**13. Who gave the writer his favourite shoes?**

- A. His mother
- B. His uncle
- C. His father
- D. His friend

**14. Where did the writer get his favourite shoes?**

- A. Jakarta
- B. Yogyakarta
- C. Solo
- D. Bandung

**15. How long ago did the writer get his favourite shoes?**

- A. Two years ago
- B. Three years ago
- C. Four years ago
- D. Five years ago

**16. What did the writer feel when he put the shoes on in the store?**

- A. He felt uncomfortable
- B. He wasn't sure about them
- C. He immediately knew they were his favourite shoes
- D. He wanted to try more shoes

**17. What is the main color of the writer's favourite shoes?**

- A. Gray
- B. Black
- C. White
- D. Red

**18. How many gray stripes are on the outer side of the shoes?**

- A. One
- B. Two
- C. Three
- D. Four

**19. What is the color of the sole of the writer's favourite shoes?**

- A. Black
- B. Gray
- C. White
- D. Red

**20. What is the pattern on the bottom of the sole?**

- A. Lines
- B. Squares
- C. Circles
- D. Stars

# PRE-TEST

## LEMBAR JAWABAN

Name: M. KHOIRUL ANAM

Class: 10-2

1.	A	<input checked="" type="checkbox"/>	C	D
2.	<input checked="" type="checkbox"/>	B	C	D
3.	A	B	<input checked="" type="checkbox"/>	D
4.	A	<input checked="" type="checkbox"/>	C	D
5.	A	B	C	<input checked="" type="checkbox"/>

6.	<input checked="" type="checkbox"/>	B	C	D
7.	<input checked="" type="checkbox"/>	B	C	D
8.	A	<input checked="" type="checkbox"/>	C	D
9.	A	B	<input checked="" type="checkbox"/>	D
10.	<input checked="" type="checkbox"/>	B	C	D

11.	<input checked="" type="checkbox"/>	B	C	D
12.	A	<input checked="" type="checkbox"/>	C	D
13.	A	B	<input checked="" type="checkbox"/>	D
14.	A	<input checked="" type="checkbox"/>	C	D
15.	A	B	C	<input checked="" type="checkbox"/>

16.	A	B	<input checked="" type="checkbox"/>	D
17.	A	<input checked="" type="checkbox"/>	C	D
18.	A	B	<input checked="" type="checkbox"/>	D
19.	<input checked="" type="checkbox"/>	B	C	D
20.	A	B	C	<input checked="" type="checkbox"/>

## LEMBAR JAWABAN

Name: GALIH CANDRA KUSUMA

Class: X<sup>2</sup>

1.	A	<input checked="" type="checkbox"/>	C	D
2.	<input checked="" type="checkbox"/>	B	C	D
3.	A	B	<input checked="" type="checkbox"/>	D
4.	<input checked="" type="checkbox"/>	B	C	D
5.	<input checked="" type="checkbox"/>	B	C	D

6.	<input checked="" type="checkbox"/>	A	B	C	<input checked="" type="checkbox"/>
7.	<input checked="" type="checkbox"/>	B	C	D	
8.	A	B	<input checked="" type="checkbox"/>	D	
9.	A	B	<input checked="" type="checkbox"/>	D	
10.	A	B	C	<input checked="" type="checkbox"/>	

11.	A	B	C	<input checked="" type="checkbox"/>
12.	A	B	C	<input checked="" type="checkbox"/>
13.	<input checked="" type="checkbox"/>	B	C	D
14.	A	<input checked="" type="checkbox"/>	C	D
15.	A	<input checked="" type="checkbox"/>	C	D

16.	A	<input checked="" type="checkbox"/>	C	D
17.	A	B	<input checked="" type="checkbox"/>	D
18.	<input checked="" type="checkbox"/>	B	C	D
19.	A	B	C	<input checked="" type="checkbox"/>
20.	A	B	<input checked="" type="checkbox"/>	D

# POST-TEST

LEMBAR JAWABAN

18

Name: *Fala Shifatul Sotekah*

Class:  $X^2$

1.	<input checked="" type="checkbox"/>	B	C	D
2.	A	B	<input checked="" type="checkbox"/>	D
3.	A	<input checked="" type="checkbox"/>	C	D
4.	A	B	<input checked="" type="checkbox"/>	D
5.	A	<input checked="" type="checkbox"/>	C	D

6.	A	<input checked="" type="checkbox"/>	C	D
7.	A	B	C	<input checked="" type="checkbox"/>
8.	<input checked="" type="checkbox"/>	A	B	C
9.	A	<input checked="" type="checkbox"/>	C	D
10.	A	B	C	<input checked="" type="checkbox"/>

11.	A	<input checked="" type="checkbox"/>	C	D
12.	A	B	<input checked="" type="checkbox"/>	D
13.	A	B	<input checked="" type="checkbox"/>	D
14.	A	B	<input checked="" type="checkbox"/>	D
15.	A	<input checked="" type="checkbox"/>	C	D

16.	A	B	<input checked="" type="checkbox"/>	D
17.	A	<input checked="" type="checkbox"/>	C	D
18.	A	<input checked="" type="checkbox"/>	C	D
19.	A	B	<input checked="" type="checkbox"/>	D
20.	A	B	<input checked="" type="checkbox"/>	D

LEMBAR JAWABAN

18

Name: *M. Rizky Romadhoni*

Class:  $X^2$  (Sepuluh)

1.	<input checked="" type="checkbox"/>	B	C	D
2.	A	B	<input checked="" type="checkbox"/>	D
3.	A	<input checked="" type="checkbox"/>	C	D
4.	A	B	<input checked="" type="checkbox"/>	D
5.	A	<input checked="" type="checkbox"/>	C	D

6.	A	<input checked="" type="checkbox"/>	C	D
7.	A	B	C	<input checked="" type="checkbox"/>
8.	<input checked="" type="checkbox"/>	A	B	C
9.	A	<input checked="" type="checkbox"/>	C	D
10.	A	<input checked="" type="checkbox"/>	C	D

11.	A	<input checked="" type="checkbox"/>	C	D
12.	A	B	<input checked="" type="checkbox"/>	D
13.	A	B	<input checked="" type="checkbox"/>	D
14.	A	B	<input checked="" type="checkbox"/>	D
15.	A	<input checked="" type="checkbox"/>	C	D

16.	A	B	C	<input checked="" type="checkbox"/>
17.	A	<input checked="" type="checkbox"/>	C	D
18.	A	<input checked="" type="checkbox"/>	C	D
19.	A	B	<input checked="" type="checkbox"/>	D
20.	A	B	<input checked="" type="checkbox"/>	D

## The Documentation of Research Photos

### Pre-Test



### Treatment



### Post-Test





## **CURRICULUM VITAE**



Melatiara Arsanti, born on 05 September 2003 in Bumi Nabung Ilir, is the only child, to Azis Suwito and SutiyeM. She started her education at MI Maftahul Hidayah Bumi Nabung (2009-2015), then continued to MTS AL-Ikhlas Gaya Baru 3 (2015-2018), and continued her education at MA 05 Rumbia (2018-2021). In 2021, she continued her studies at IAIN Metro by majoring in English Education Department.