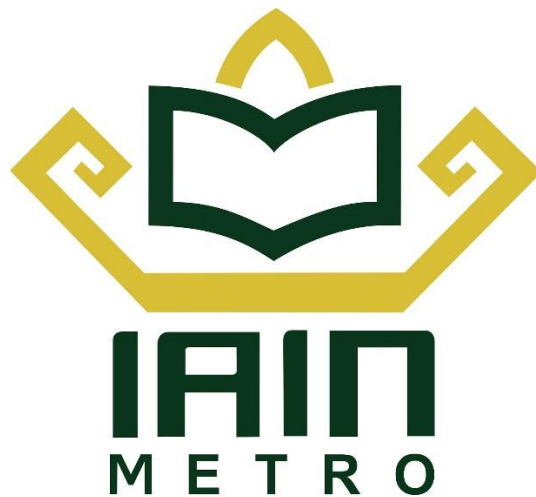# AN UNDERGRADUATE THESIS

THE INFLUENCE OF THREE MINUTES PAUSE STRATEGY ON THE STUDENTS' READING COMPREHENSION OF THE ELEVENTH GRADE AT SMA N 1 SEKAMPUNG

By:

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English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) METRO
1444/2023 M

AN UNDERGRADUATE THESIS

THE INFLUENCE OF THREE MINUTES PAUSE STRATEGY ON THE STUDENTS' READING COMPREHENSION OF THE ELEVENTH GRADE AT SMA N 1 SEKAMPUNG

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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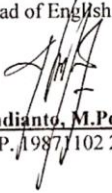
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APPROVAL PAGE

Title : THE INFLUENCE OF THREE MINUTES PAUSE STRATEGY TOWARD STUDENTS' READING COMPREHENSION OF THE ELEVENTH GRADE AT SMA N 1 SEKAMPUNG

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To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

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NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the Munaqosyah of Nur Lisa Dwi Cahyanti**

To:
The Honorable the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:
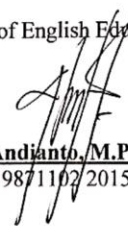
Name   : Nur Lisa Dwi Cahyanti
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Faculty   : Tarbiyah and Teacher Training
Title   : THE INFLUENCE OF THREE MINUTES PAUSE STRATEGY TOWARD STUDENTS' READING COMPREHENSION OF THE ELEVENTH GRADE AT SMA N 1 SEKAMPUNG.

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

Metro, 17 April 2023

Head of English Education Department

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NOTA DINAS

Nomor   :
Lampiran   :
Perihal   : **Mohon di Munaqosyahkan Skripsi Nurlisa Dwi Cahyanti**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
Di
            Tempat

Assalamu'alaikum Wr.Wb

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : Nur Lisa Dwi Cahyanti
NPM   : 1901051050
Program Studi   : Tadris Bahasa Inggris
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Judul Skripsi   : THE INFLUENCE OF THREE MINUTES PAUSE STRATEGY TOWARD STUDENTS' READING COMPREHENSION OF THE ELEVENTH GRADE AT SMA N 1 SEKAMPUNG

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

Wassalamu'alaikum Wr.Wb

Metro, 17 April 2023

Mengetahui,
Ketua Program Studi TBI

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RATIFICATION PAGE

No. B-2479/In.28.1/D/PP.00.9/05/2023

An Undergraduate thesis entitled: THE INFLUENCE OF THREE MINUTES PAUSE STRATEGY ON THE STUDENTS' READING COMPREHENSION OF THE ELEVENTH GRADE AT SMA N 1 SEKAMPUNG. Written by: Nur Lisa Dwi Cahyanti, Student Number 1901051050, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, May 12th 2023 at 08.00 – 10.00 a.m.

BOARD OF EXAMINERS:

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

Examiner I   : Dr. Dedi Irwansyah, M.Hum   (........................)

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THE INFLUENCE OF THREE MINUTES PAUSE STRATEGY ON THE STUDENTS' READING COMPREHENSION OF THE ELEVENTH GRADE AT SMA N 1 SEKAMPUNG

ABSTRACT
By:
NUR LISA DWI CAHYANTI

The purpose of this research was to determine whether there was a positive and significant influence of three minutes pause strategy on the students' reading comprehension. The problems faced by the students was the students are low in reading comprehension. This research was carried to discuss three minutes pause strategy on the students' reading comprehension.

This research was quantitative research. Technique sampling used to determine the amount of sample was cluster random sampling. In data collecting of the research, the researcher applied method of documentation and test. The subject of the research was the eleventh grade of SMA N 1 Sekampung in XI IPS 2 as the experimental class and XI IPS 4 as the control class. To get the data, the researcher administered multiple choice tests to students that is pre-test and post-test. After getting the data, the researcher analyzed the data by using SPSS application.

In this research, the results show that the t-observed value is 4.153 while the f-table value at the 5% significance level is 0.241. Therefore, the value of t-observed is higher than f-table. Then the result of t-test that has been calculated using independent samples t-test from SPSS that is significant level (2-tailed) of post-test was less than alpha $0.000 < 0.05$. Based on these condition, it means that there was a positive and significant influence of three minutes pause strategy on the students reading comprehension of the eleventh grade at SMA N 1 Sekampung. The use of three minutes pause strategy will give students time to think intensively to understand the reading carefully. Besides that teachers can apply three minutes pause strategy in order for enhance students activity, to train and to motivate students' activity in the reading process.

Keywords: *Quantitative, Reading Comprehension, Three Minutes Pause Strategy*

PENGARUH STRATEGI THREE MINUTES PAUSE TERHADAP

PEMAHAMAN MEMBACA SISWA KELAS XI

SMA N 1 SEKAMPUNG

ABSTRAK
Oleh:
NUR LISA DWI CAHYANTI

Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat pengaruh positif dan signifikan menggunakan strategy three minutes pause (jeda tiga menit) terhadap pemahaman membaca siswa. Masalah yang dihadapi siswa yaitu siswa memiliki pemahaman membaca yang rendah. Penelitian ini dilakukan untuk mendiskusikan bagaimana strategi three minutes pause terhadap oemahaman membaca siswa.

Penelitian ini merupakan penelitian kuantitatif. Teknik sampling yang digunakan adalah cluster random sampling. Dalam pengumpulan data peneliti menggunakan metode dokumentasi dan tes. Subyek penelitian adalah siswa kelas XI IPS 2 sebagai kelas eksperimen dan kelas XI IPS 4 sebagai kelas kontrol. Untuk mendapatkan data, peneliti memberikan tes pilihan ganda kepada siswa yang terdiri dari pre-test dan post-test. Setelah mendapatkan data, peneliti menganalisis data dengan menggunakan aplikasi SPSS.

Dalam penelitian ini, menunjukkan hasil bahwa nilai t-observed adalah 4.153 sedangkan nilai f-table pada taraf signifikansi 5% adalah 0.2461. Oleh karena itu, nilai t-observed > f-table. Kemudian, hasil t-test yang telah dihitung menggunakan independent sample t-test pada aplikasi SPSS yaitu nilai signifikan level Sig. (2-tailed) post-test lebih rendah dari alpha $0.000 < 0.05$. Berdasarkan kondisi tersebut, terdapat pengaruh positif dan signifikan dari penggunaan three minutes pause strategi terhadap kemampuan membaca siswa kelas sebelas SMA N 1 Sekampung. Penggunan three minutes pause akan memberikan waktu kepada siswa untuk berfikir secara intensif. Guru dapat menerapkan strategi ini untuk memantau aktifitas siswa, meningkatkan dan memotivasi siswa dalam proses membaca.

Kata Kunci: *Kuantitatif, Pemahaman Membaca, Three Minute Pause Strategy*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: NUR LISA DWI CAHYANTI
Student Number	: 1901051050
Department	: English Education
Faculty	: Tarbiyah and Teacher Training

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

Metro, 1 May 2023

rcher

Nur Lisa Dwi Cahyanti
Student Number. 1901051050

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Name : NUR LISA DWI CAHYANTI

Student Number : 1901051050

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, 1 Mei 2023

Nur Lisa Dwi Cahyanti
NPM. 1901051050

MOTTO

فَمَنْ يَّعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَّرَهٗ

"Then whoever does good weighing zarrah, surely he will see the reward."

(QS. Al-Zalzalah: 7)

DEDICATION PAGE

♥ *I highly dedicate this undergraduate thesis to:*

My beloved parents, Mr. Edi Subagio and Mrs. Sutarmi who always pray and support in their endless love.
My beloved sister, Mrs. Riantisna Arianti who always loving me and gives the support.
My beloved sponsor, Mrs. Rika Dartiara, M.Pd who always gives me support, innovation, and motivation.
My beloved friends, Laily Nurul Holivah.
Thanks for your support, and for always accompanying me in every process, and my beloved almamater IAIN Metro.

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Thanks to Allah SWT who has been giving the researcher mercies and blessing so that the researcher can complete this undergraduate thesis. It is entitled *"The Influence of Three Minutes Pause Strategy on The Students' Reading Comprehension of The Eleventh Grade at SMA N 1 Sekampung"*. Sholawat and salam also deliver to our prophet Muhammad SAW who guided us from the darkness until the lightness.

Furthermore, this research could not be successful without support, guidance, advice, help, and encouragement. Regarding to the undergradate thesis, the researcher offers big thanks for:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag., PIA the Rector of State Institute for Islamic Studies (IAIN) Metro.

2. Dr. Zuhairi, M.Pd the Dean of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies (IAIN) Metro.

3. Andianto, M.Pd the Head of English Education Department.

4. Rika Dartiara, M.Pd the sponsor who gives the researcher advice and suggestion for this undergraduate thesis.

5. All of the teachers and staff of SMA N 1 Sekampung who give the researcher opportunity to conducted this research.

6. My parents who always give me support, motivation, and their prayer in the process of writing this undergraduate thesis.

As human being, the researcher realizes that this undergraduate thesis still has weakness. The researcher do appologizes for all mistakes she has made writing. The researcher hopes this undergraduate can be beneficial for all reader.

Metro, 3 April 2023

Nur Lisa Dwi Cahyanti
NPM. 1901051050

TABLE OF CONTENT

CHAPTER I INTRODUCTION

CHAPTER II LITERATURE REVIEW

CHAPTER III RESEARCH METHOD

CHAPTER IV RESEARCH RESULTS AND DISCUSSION

CHAPTER V CONCLUSION AND SUGGESTION

REFERENCES
APPENDICIES
CURRICULUM VITAE

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICIES

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is the most suitable exercise for developing thinking comprehensions. Many languages are used in the world, one of that is English. Language is an important role in the communication process because by using language people can convey messages to others effectively. In English there are four language skills, namely listening, speaking, reading and writing. One of the language skill is reading.

Linse argues that reading is a set of comprehensions that involves making sense and deriving meaning from the printed words.[1] Reading is one of the language skills through receptive writing, because by reading the students gain information, knowledge, and new experiences. Various information obtained from reading can make the students improve their thinking power and broaden their horizons.

Reading has many benefits, including increasing cognitive capacity, because when the students learn they need to understand the information they are learning. During reading, the students gain knowledge that is very useful in increasing their thinking capacity. The benefit of reading is to increase

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[1] Caroline T. Linse, *Practical English Language Teaching* (Singapore: McGraw-Hill, 2003), 68.

vocabulary, because when reading the students get a lot of new vocabulary that is used for communication in conveying something. Reading is useful for mental stimulation because it can help the students increase their thinking productivity.

Reading activity certainly has a purpose. The most generic goal in reading is to be able to find out information in a book or writing, to catch a main idea in reading. The purpose of reading is to provide opportunities for the students to examine an information contained in the text. Reading also aims to make the students find a structured pattern that occurs in a text. Another purpose of reading for the students is for the students to know the meaning of the message conveyed by the researcher in a text.

Teacher needs to apply appropriate teaching strategies. The appropriate teaching strategy includes explicit steps in teaching to achieve success in learning to read. Therefore, it is important to choose the appropriate teaching strategy. The students are motivated and interested in the process of learning to read. Therefore, every teacher must be creative in applying innovative teaching strategies in the process of learning to read in order to increase the students' reading interest.

One of the reading strategies is a three minutes pause. Three minutes pause is a strategy that provides the students opportunity for reflection that is hoped to enhance knowledge of the text they read. Three minutes pause is a reading strategy that provides the students to stop reading after three minutes, then reflect on the main concept or idea based on the text that has been read.

The benefit of three minutes pause strategy that is hoped to helps the students in summarizing the main ideas contained in the text, adding their own thoughts to develop understanding. The benefit of three minutes pause strategy for the students is hope to help the students understand about the content of reading text with a reading duration of three minutes. Three minutes pause is useful for helping the students analyze what they have read.

The benefit of three minutes pause strategy is considered to help the students make connections between the knowledge they gain through reading and real situations in the students' lives. Therefore, the students are expected to be able to apply things or messages obtained after reading to be realized in their lives. Three minutes pause strategy is useful in motivating the students to be enthusiastic about learning to read English texts well and accurately.

Based on the description above, the researcher conducted a pre-survey on January, 17th 2023 of the eleventh grade at SMA N 1 Sekampung by obtaining an archive of grades and assignments for English subjects related to reading comprehension. The researcher got the archive of grades and assignments from the English teacher in the eleventh grade. The results of the pre-survey related to the students' reading abilities and comprehensions are illustrated in the following table:

Table 1
Data Pre-survey Reading Comprehension Test
of the eleventh grade at SMA N 1 Sekampung

NO	NAMA	SCORE
1	APN	85
2	AA	60
3	AA	40
4	CGSYW	80
5	DP	45
6	DA	20
7	DS	45
8	DP	35
9	EWS	45
10	EPR	50
11	ECP	75
12	FK	50
13	FAU	25
14	FDA	30
15	ITU	75
16	IK	55
17	KM	55
18	LDA	25
19	NA	45
20	NS	30
21	NSKW	55
22	NA	55
23	NA	75
24	PW	45
25	RP	35
26	RST	65
27	SM	50
28	SR	20
29	TS	50
30	TL	40
31	VM	50
32	VM	50

(Source: Score of Reading test result of the eleventh grade of SMA N 1 Sekampung)

Table 2
Data Pre-survey of Reading Comprehension Test of the eleventh grade at SMA N 1 Sekampung

No	Grade	Frequency	Percentage	Criteria
1	≥ 75	6 students	18%	Complete
2	< 75	26 students	82%	Incomplete
Total		32 students	100%	

(Source: Teacher's Document of Reading test result of the eleventh grade of SMA N 1 Sekampung)

Based on the results of the pre-survey listed in the table above, it is clear that the students' reading comprehension are still in the low category. This is because the percentage of the students' abilities is dominated by the incomplete category in the passing grade. It is known from the percentage of the students who do not achieve the passing grade is 82%.

In the pre-survey process, the researcher conducted interviews with English teacher to identify the problems faced by students in reading comprehension process. From the interview with Mr. Ikhwanudin, S.Pd as the English teacher, stated that in the process of reading, students have difficulty in identifying the main idea, supporting idea and the difficult of understanding information because of limited vocabulary.

It is clear, that the students have low reading comprehension due to limited vocabulary. In addition, the students have difficulty in identifying the main idea, supporting ideas from a reading, and difficulty in drawing conclusions from the text. Therefore, the students have difficulty in understanding the important information contained in a text.

Based on the results of the pre-survey above, can be know that the students get problems in reading comprehension. This is indicated by the scores of the students' English assignment and interview with English teacher. In teaching previously the teacher only used scientific learning and problem based learning methods. The strategy used by previous teachers in reading was skimming and scanning, but it still doesn't improve students' reading comprehension and there are still many students who experience reading difficulties.

In addition, based on interviews it is also known that English teachers have never used the three minutes pause strategy in teaching reading. So, researcher conducted this research by using quantitative methods to test the hypothesis. In responding to student problems, it is necessary to make efforts by educator to have a positive influence on the students' reading comprehension.

Based on the description above, the researcher intends to do effort to give a positive influence on the students' reading comprehension by conducting quantitative research. In this case, the researcher applied a teaching strategy that was applied by the researcher in teaching reading comprehension. The teaching strategy is three minutes pause strategy. Therefore, the researcher constructs a research proposal entitled "*The Influence of Three Minutes Pause Strategy on The Students' Reading Comprehension of the Eleventh Grade at SMA N 1 Sekampung.*"

B. Identification of the Problem

Based on the problems obtained by the researcher from the results of the pre-survey, the results of the identification of problems include the following:

1. The students have the low reading comprehension in English.

2. The students have limited vocabulary in English.

3. The students have low motivation in reading text.

4. The students have difficulty in identifying the main idea and supporting detail of each paragraph in the text.

C. Problem Limitation

The researcher had constained the problem of this research after identifying problems, only by concentrating on the problems of students number one in the form of the low reading comprehension of the students. The use of teaching strategies three minutes pause, was carried out to reduce this problem. The title of this study, therefore is "*The Influence of Three Minutes Pause Strategy on The Students' Reading Comprehension of the Eleventh Grade at SMA N 1 Sekampung.*"

D. Problem Formulation

The researcher had formulated the research problem including: Is there any positive and significant influence of three minutes pause strategy on the students' reading comprehension of the eleventh grade at SMA N 1 Sekampung?

E. Objective and Benefits of the Study

   1. Objective of the Study

        The objective of this research is order to know whether there is positive and significant influence of three minutes pause strategy on the students' reading comprehension of the eleventh grade at SMA N 1 Sekampung.

   2. Benefits of the Study

      a. For the Students

        This research is expected to be useful for the students by providing information related to the students' English comprehensions especially in reading comprehension. In addition, by being involved in this research the students have the opportunity to learn English especially in reading comprehension by applying different teaching strategies, and providing benefits for the students. That's because by using three minutes pause teaching strategy, the students get the benefit from being able to think critically, find information in the text, and help the students to form relationships between the information they get from reading and the knowledge that the students have previously gained.

      b. For the Teachers

        This research is expected to provide benefits for teachers especially teachers of English subjects by providing information related to the students' English comprehensions related to reading comprehension. In addition, through this research it is hoped that teachers get information

related to alternative teaching in reading comprehension, namely the three minutes pause strategy. Through the application of this teaching strategy the teacher can motivate the students to be more actively involved in the learning process in reading comprehension. Therefore, it is expected that the students' reading comprehension is better.

c. **For the other Researchers**

It is hoped that this research provides benefits for other researchers by not only providing information related to the theory of reading comprehension and three minutes pause teaching strategies. This is because through this research, other researcher got detailed information about the steps and research results related to the application of three minutes pause strategy in teaching reading comprehension. Therefore, it is hoped that other the researcher can follow up this research by developing it into other forms of research.

F. **Prior Research**

This research was conducted by considering several previous studies. The first research was conducted by Hamid, Musriana, Amin, and Qalby with the title *"Improving the Students' Reading Comprehension through Three Minutes Pause Strategy"*.[2] The research was conducted at SMA Gunung Sari Makassar in 2012, using the research method of Classroom Action Research (CAR) and researching class X the students from 2012-2013. The aim of the research is to

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[2] Radiah Hamid et al, *"Improving the Students' Reading Comprehension Through Three Minutes Pause Strategy"* English Education Department Vol. 6, No. 1 May 2017.

explain the improved of the students' reading comprehension dealing with main idea and details and summarizing dealing with content and logical order. The results of the study indicate that the application of three minutes pause strategy is considerable impact on the students' reading comprehension. The average score of 1 cycle is 6.88 and the average score of the 2 cycle is 7.87. They outperformed the diagnostic test average score of 4.77.

This research with previous research has similarities and differences. The similarity is in the research topic, using the three minutes pause strategy in teaching reading. While the difference is in the research method, because the research method carried out by the researcher is classroom action research (CAR), while the research method was used by the researcher is a quantitative method. Another difference is in the purpose of the research, because the purpose of the researcher's research is to improve reading comprehension in the aspects of main ideas, supporting ideas, details, and vocabulary. While the aim of the previous research is to explain the improved of the students' reading comprehension dealing with main idea, details, and summarizing dealing with content logical order.

The second research was conducted by Ridianto, Desfiyenti, and Gafar with the title *"The Effect of Three Minutes Pause Strategy on the Students' Reading Comprehension"*.[3] The research was conducted at SMP N 7 Payakumbuh in 2016, using experimental research methods on seventh grade the students of

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[3] Ridianto, Desfiyenti, and Abdul Gafar, *"The Effect Of Three Minutes Pause Strategy On Students' Reading Comprehension"*, Jurnal Edukasi STKIP Abdi Pendidikan Payakumbuh Vol 01 No.1, (2021): 47.

SMP N 7 Payakumbuh in the 2016/2017 academic year. The purpose of this study is to determine whether there is a significant influence in teaching reading using the three minutes pause strategy to seventh grade the students at SMP N 7 Payakumbuh 2016/2017 academic year. The results of the study indicate that three minutes pause strategy is effective to teach reading. It is clear from the post-test results that the experimental class mean score (80,09) is higher than the control class mean score (71,32).

This research with previous research has similarities and differences. The similarity is in the research topic and research method, namely using the three minutes pause strategy in teaching reading and quantitative method. Another difference is in the purpose of the research, because the purpose of the researcher's research is to improve reading comprehension in the aspects of main ideas, details, and vocabulary. While the objectives of the previous research are to determine whether there is a significant influence in teaching reading using the three minutes pause strategy to seventh grade the students at SMP N 7 Payakumbuh 2016/2017 academic year.

The third research was conducted by Nalia and Asty with the title *"Teaching Reading by Combining Three Minutes Pause with Wait Time Strategy at Senior High School the Students"*.[4] The research was conducted at STKIP PGRI West Sumatera in 2013 using qualitative research methods in library research, not in the form of case studies. The purpose of this study is to explore theoretically the

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[4] Santi Nalia and Herfiana Asty, *"Teaching Reading by Combining Three Minutes Pause with Wait Time Strategy at Senior High School Students"*, Pendidikan Bahasa Inggris STKIP PGRI Sumatera Barat, no.2 (2013): 2-5.

use of three minutes pause and wait time strategies in improving the students' ability to understand the content of texts in learning to read. The result of this research is that the use of the three minutes pause strategy is able to overcome the students' problems in reading comprehension and it is highly recommended for teachers to use this strategy.

This research with previous research has similarities and differences. The similarity is in the research topic, namely using the three minutes pause strategy in teaching reading. While the difference is in the research method, the research method carried out by the researcher is qualitative method. While the research method used by the researcher is a quantitative method. Another difference is in the purpose of the research, because the purpose of the researcher's research is to improve reading comprehension in the aspects of main idea, supporting ideas, details, and vocabulary. Meanwhile, the purpose of the previous research is to explore theoretically the use of three minutes pause and wait time strategies in improving the students' ability to understand the content of texts in learning to read.

The novelty of this research is in the use of story picture media that illustrates texts in order to increase students motivation to read. The story picture media was used to help students understand text more comprehensively because the pictures can emphasize important information in the text. The process of using story picture media was at the stage carried out by the researcher in explaining the contents of the text by using a three minutes pause strategy.

CHAPTER II

LITERATURE REVIEW

A. Concept of Reading Comprehension

1. The Concept of Reading

   a. Definiton of Reading

There are four skills in English that should be mastered, namely listening, speaking, reading, and writing. English skills are generally divided into receptive skills (listening and reading) and productive skills (speaking and writing). Receptive it is an English skill that involves students being able to receive messages either in the form of spoken or written langauge. Productive skills involve us in producing messages both orally and in writing. Therefore, reading is a part of receptive skill and one of the main skills that are needed by students

Reading is the recognition of printed or written symbols that serve as stimuli to the recall of meanings built up through the reader's past experience.[5] Reading is an activity of understanding and remembering the information contained in a text. Reading is not only about finding ideas in texts. It is about how readers can combine existing knowledge contained in texts with new ideas and information.

Grabe and Stoller state reading is the ability to draw meaning from the printed page and interpret this information appropriately.[6] It means, reading

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[5] Guy L. Bond et al., *Seventh Edition Reading Difficulties: Their Diagnosis and Correction* (America: Allyn and Bacon, 1994), 2.

[6] William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, *Second Edition* (Great Britain: Pearson Education Limited, 2011), 3.

is ability to got the information something in the text someone could be draw or imagine the words that they read. So, make them understanding the content and interpret meaning of the text.

Moreover, reading is a process that involves strategic examination of some array of information to achieve an understanding.[7] Reading is the practice of using text to create meaning. Reading involves thinking and full concentration in order to obtain the information in a reading. Reading is about understanding written text. It is a complex activity that involves both perception and thought.

Based on the explanation above, the researcher can draw a conclusion that reading is the process of people in order to gan the ideas and information that shared by the writer in reading device such as books, newspapers, letters, and a host of other materials. The purpose of reading commonly is to find idea from reading passage. so, the reader should comprehend the passage when reading.

b. **Model of Reading**

There are three types of model in reading comprehension, namely:

1) Bottom-up Model

A bottom-up model is a reading model that emphasizes the written or printed text, it says that reading is driven by a process that results in

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[7] Doug Buehl*., Fourth Edition: Classroom Strategies for Interactive Learning* (America: Stenhouse Publishers, 2017), 3.

meaning (or, in other words, reading is driven by text) and that reading proceeds from part to whole.

2) Top-down Model

A top-down reading model is a reading approach that emphasizes what the reader brings to the text. It contends that reading driven by meaning and proceeds from whole to part.

3) Interactive Model

Interactive model is model in that both letter features and data driven sensory information and non-sensory information come together at one place. In this model, reading is not viewed simply as either a bottom-up or top-down process, but instead as a synthesizing of patterns, calling for the application or integration of all of the previously identified knowledge sources, as shown the accompanying figure.[8]

From the statement above, the researcher concludes that reading model is a process carried out to regulate text comprehension based on individual abilities. The bottom-up model is a reading model in that students focus only on the content of the text, by taking the meaning of the text as the basis for reading without linking is to the outside context. Top-down is a reading model that emphasizes the concept of reading by involving students' thoughts that are brought into the reading. Interactive model is a combination of bottom-up and top-down model.

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[8] Feng Liu, "*A Short Analysis of the Nature of Reading,*" A Journal Vol. 3, No. September (2010): 154.

c. Assessment of Reading

Assessment in reading comprehension includes several features including:

1) Main idea (topic)

   Main idea is the main idea that becomes the core of a paragraph. Each paragraph has a main idea to help the reader know what the researcher is saying in the paragraph.

2) Expressions/Idioms/Phrases

   Expressions/Idioms/Phrases in context is the process of expressing or presenting an idea and feeling in a text.

3) Inference

   Inference is a process of getting clear conclusions based on the content of the text that has been read.

4) Grammatical features

   Grammatical features are the main property in a grammar contained in the text.

5) Detail (scanning for a specifically stated detail)

   Detail is something that explains a topic clearly and in depth.

6) Excluding facts not written (unstated details)

   Excluding facts not written (unstated details is meaning that is not written in a text, and can only be obtained by reading and understanding the contents of the text.

7) Supporting idea

Supporting idea is an argument that supports the main idea in a text containing evidence, steps, and facts that explain a main idea.

8) Vocabulary in context

Vocabulary is a set of words arranged in a language or sentence contained in the text.[9]

2. The Concept of Reading Comprehension

a. Definition of Reading Comprehension

Comprehension is an important role in reading, because it help students to understand and to interpret what is the meaning of the text. According to Elizabeth, comprehension is process deriving meaning from connected text. It involves word knowledge as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one.[10] It is concluded that comprehension is the action or capability of understanding something well, such as comprehending more about written text and carefully in language learning process.

Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text as well as variable related to the text itself.[11] In the other words, to be successfull in reading comprehension, students need

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[9] H. Douglas Brow, *Language Assessment: Principles and Classroom Practices* (America: Pearson Education, 2004), 206.

[10] Elizabeth S, Pang et al, *Teaching Reading* (France, IAE Educatioal Practice Series, 2003), 14.

[11] Karen R. Harris and Steve Graham, *Teacing Reading Comprehension to Students with Learning Difficulties* (New York: The Guilford Press, 20070, 8.

actively and focus on what they read. Processing comprehension guides the students to comprehend the text with fluency, necessary vocabulary, and text appropriate background knowledge.

From description above, can be inferred that a comprehension is the most important thing in reading. In other word, there are some aspects in reading comprehension that should be considered by the reader. They include that knowledge of the reader that is related to the content of the message and the knowledge of the reader on language terms. So the reader's background knowledge is absolutely needed.

b. Reading Comprehension Strategies

1) Identify the Purpose in Reading

Efficient reading consists of clearly identify the aim in reading something.[12] By doing it, you know what you are looking for and can weed out potential distracting information. Whenever you are teaching reading technique, make sure students know their purpose in reading. From explanation, we can easily to get comprehension when reading something.

2) Skimming

Actually there are two kind of reading strategies for leaners are skimming and scanning. Skimming consist of quickly running one's eyes across a whole text.[13] skimming gives the students benefit of being

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[12] H Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, *Second Edition* (California: Longman, 2012), 306.
[13] *Ibid.*,308.

able to predict the purpose of the passage, the main topic, or message, and something that becomes supporting ideas. These strategies can make the students more focused when reading.

3) Scanning

The second in the most important category is scanning, or quickly searching for some piece on information in content. The goal of scanning is to summary specific information without reading whole a text.

4) Analyze Vocabulary

One method for learners to make guessing pay off when they do not immediately recognize a word is to analyze it in terms of what they know about it.[14] It means that if we have analyzed a vocabulary that wants to read, our comprehension reading is easily to understanding.

3. **The Concept of Explanation Text**

a. **Definition of Explanation Text**

According to Anderson says that the explanation text type is often used to tell how and why thing (phenomena) occur in nature.[15] Explanation text is the text that elaborates the process of creating or making something, which commonly is the process of social, cultural, or technological creation. Explanation text is a text that used to explain how something happens, especially those related to natural pheomena, the scientific world or social culture. The social function of explanation is a text which tells processes

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[14] *Ibid*., 310.
[15] Mark Anderson and Kathy Anderson, *Text Type in English* (America: Macmilan, 1997), 82.

regarding forming of natural, social, scientific and cultural phenomena. Explanation text contents is to say "why" and "how" of the forming of the phenomena. It is miles frequently found in science, geography and history text books.

b. Generic Structure of Explanation Text

Following are the generic structure of explanation text:

1) A general statement consists of a brief description of the phenomenon are to be explained.

2) A chronological explanation, which describes the series of steps or events that happen in creating the phenomenon.

3) A closing statement.[16]

B. Concept of Three Minutes Pause Strategy

1. Definition of Three Minutes Pause Strategy

Three minutes pause strategy is a pause to break up large sections of content material. It allows all the students to stop, reflect on the concepts and ideas that have been introduce, make connections to prior knowledge or experience, and seek clarification.[17] Three minutes pause is a strategy that could help the students easier to understand text. Three minutes pause strategy helps students to clarify the understanding they get after reading.

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[16] *Ibid.*
[17] Gregory Berry, Ed.D., *Literacy for Learning: A Handbook of Content-Area Strategies for Middle and High School Teachers* (Plymouth: Rowman & Littlefield, 2014), 78.

Three minutes pause is a strategy that provides the students with an opportunity for reflection that can enhance knowledge retention.[18] Three minutes pause strategy is designed to help students reflect on their understanding at specific times during silent reading, and to help students easily understand more difficult text. In the other words, this strategy can make students think more about understanding concepts in more difficult texts.

Three minutes pause is a strategy that provides the students with an opportunity for reflection that can improve retention of knowledge. At key points, teacher gives students the opportunity to pause for 3 minutes, to ensure an educational time out.[19] Three minutes pause strategy help the students improve their reading comprehension. Three minutes pause strategy is efficient and immediately helpful. Teachers should consciously use it only at important and relevant points in texts and lessons.

2. **Benefits of Three Minutes Pause Strategy**

Three minutes pause strategy has benefits in the process of learning to read for the students, including of:

a. Helping the students make connection to their own lives and to make meaning out of a manageable amount of new learning[20]

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[18] Barbara Moss and Virginia S. Loh, *Teaching Practice That Work: 35 Strategies for Guiding Readers through Informational Texts* (Newyork: The Guilford Press, 2010), 79.

[19] Barbara Moss and Virginia Loh-Hagan, *40 Strategies for Guiding Readers through Informational Texts* (NewYork: The Guilford Press, 2016), 221.

[20] *Ibid.*

b. Helping the students learn about a topic by thinking involves the manipulation of ideas.[21]

c. Helping the students comprehend the material by taking a break and analyzing what they are reading.[22]

d. Guiding the students to summarize key ideas so far, add their own thoughts, and pose clarifying.

e. Giving the students a chance to process new information.

f. Giving the students time to organize and reflect on their learning.

g. Helping the students to clarify emerging understanding before moving on to new material.[23]

The benefits of three minutes pause strategy can increase the students' reading literacy spirit and train critical thinking. The students can use three minutes to understand the content of the text and draw conclusions from the text they have read. The use of this strategy can help the students to concentrate in learning to read English texts as well as possible.

3. **Advantages and Disadvantages of Three Minutes Pause Strategy**

a. **Advantages**

The advantages of three minutes pause strategy are as follow:

1) Students recognize that learning is not a one-step process, and they need to review new material over as they continue to explore.

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[21] Barbara Moss and Virginia S. Loh, *Teaching Practice That Work: 35 Strategies (New York: The Guilford Press, 2010), 79*.

[22] Patricia Liotta Kolencik and Carianne Bernadowski, *Teaching with Books that Heal: Authentic Literature and Literacy Strategies to Help Children Cope with Everyday Problems* (Columbus: Linworth Books, 2007), 105.

[23] Gregory Berry, *Literacy for Learning* (Plymouth: Rowman & Littlefield, 2014), 78.

2) Students are reminded that reading are not enough. We also need to periodically stop and reflect on what we are going through.

3) Students are comfortable verbaliziing their understanding to others and to themselves.

4) Students are encouraged to use their classmates as collaborators to help build personal meaning clarifications and reminder of important content and new information.

5) Students continually practice summarizing what they have learned into meaningful summaries that emphasize key ideas rather than accumulation of information.

6) These strategies can also be used to determine a students' prior knowledge of a topic before introducing a new lesson.[24]

Based on the explanation above, the researcher conclude that the advantage of three minutes pause strategy is that it can provide new experiences for students and give an interesting impression to increase students reading motivation. Besides that, this strategy makes it easier for students to reflect on the knowledge gained after reading to be able to summarize the meaning or idea in the reading.

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[24] Doug Buehl, *"Fourth Edition: Classroom Strategies for Interactive Learning"*, (America: Stenhouse Publisher, 2017), 154.

b. **Disadvantages**

Disadvantages of three minutes pause strategy are as follow:

1) Three minutes pause strategy is time consuming in conveying the content of learning objective on syllabus.

2) It is challanged for the teacher to manage the class.

3) There are some students who do not want to work together in the process group, thus interfering with the implemetation of the three minutes pause strategy.[25]

Based on the explanation above, the researcher conclude that the disadvantages of three minutes pause strategy is that the teacher must be able to can manage the best possible use of time in learning by using this strategy. In addition, teachers are also asked to condition students to be condusive to learning in class so that this strategy can be achieved properly.

4. **Teaching Steps Using Three Minutes Pause Strategy**

Three minutes pause strategy teaching steps are as follows:

a. First, have students work in groups of three to five. Give them a total of three minutes for the whole process after reading.

b. Next, students focus on key points of the lesson so far. This allows them to check to make sure they understand the main ideas.

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[25] Mohammad Reza Keramati and Robyn M. Gilies, *"Advantages and Challenges of Cooperative Learning in Two Different Cultures",* Education Sciences (2022): 5-7.

  c. Then students should consider their prior knowledge and connections they can make to the new information. Use the following questions:

   1) What connections can be made?

   2) What does this remind you of?

   3) What would round out your understanding of this topic?

   4) What things can you add?

  d. Finally, pose clarifying questions. Use the following prompts;

   1) Are there things that are still not clear?

   2) Are there confusing parts?

   3) Are you having trouble making connections?

   4) Can you anticipate where we are headed next?

   5) Can you find any deeper insight?[26]

C. Theoretical Framework and Paradigm

1. Theoretical Framework

In research there are various research methods, including qualitative, quantitative, classroom action, and research and development. In this research, the researcher choose the quantitative research method. Quantitative research is an approach for testing objective theories by examining the relationship among variables.[27] In this case the researcher intends to examine the influence of using the three minutes pause strategy on students' reading comprehension. To find out whether there is a positive

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[26] Gregory Berry, Ed.D., *Literacy for Learning: A Handbook of Content-Area Strategies for Middle and High School Teachers* (Plymouth: Rowman & Littlefield, 2014), 78.

[27] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (America: SAGE Publications, 2014), 33.

and signficant influence of using the three minutes pause strategy on reading comprehension.

There are two variables in this research. The independent variable (X) is three minutes pause and dependent variable (Y) is reading comprehension. Therefore, the explanation from three minutes pause strategy is a strategy to influence the students' reading comprehension.

The theoretical framework in this research is "if three minutes pause strategy is applied perfectly for the process of English teaching learning, so the students reading comprehension is good. Whereas, if three minutes pause strategy is not applied perfectly on thes process of the teaching and learning, so the students reading comprehension is bad.

2. **Paradigm**

Based on the theoretical framework above, the researcher ilustrated the paradigm of three minutes pause strategy on students' reading comprehension in the following chart:

Figure 1
The Scheme of Paradigm

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                    ┌──────────────────┐
                    │     Reading      │
                    │  Comprehension   │
                    └──────────────────┘
                            │
                    ┌──────────────────┐
                    │     Pre-test     │
                    └──────────────────┘
                      /              \
        ┌──────────────────┐   ┌──────────────────┐
        │ Control class not│   │   (Treatment)    │
        │ used three       │   │ Experimental     │
        │ minutes pause    │   │ class by using   │
        │ strategy         │   │ three minutes    │
        │                  │   │ pause strategy   │
        └──────────────────┘   └──────────────────┘
                 \                    /
                    ┌──────────────────┐
                    │    Post-test     │
                    └──────────────────┘
                         │        │
                      ┌─────┐  ┌─────┐
                      │ Hₐ  │  │ H₀  │
                      └─────┘  └─────┘
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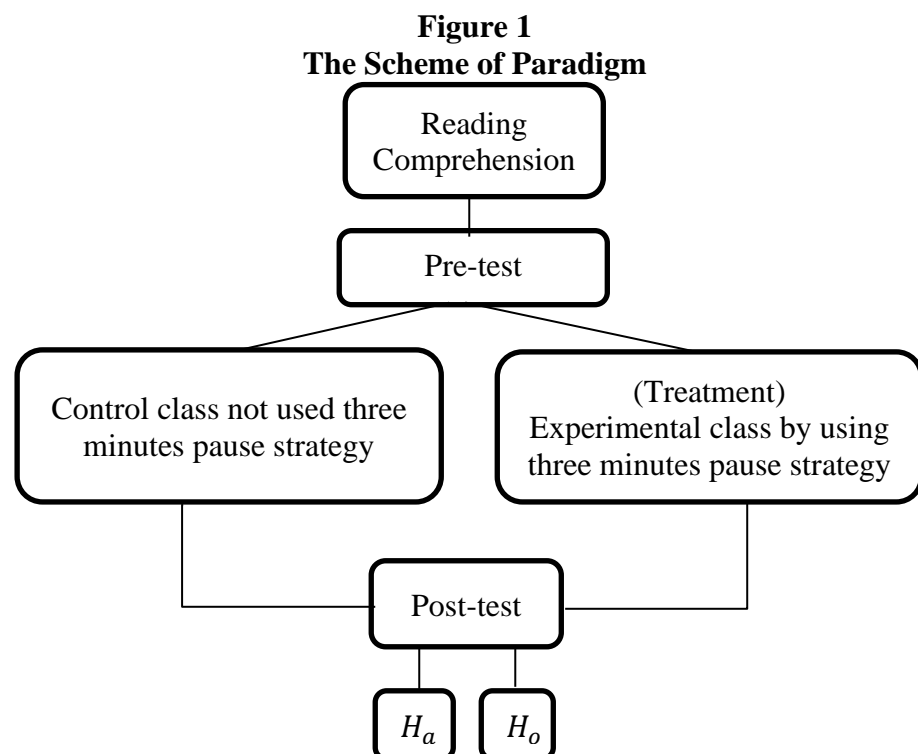
Based on the paradigm above, the researcher assumes that using three minutes pause strategy has good, then students' reading comprehension is category in H_a and there was positive and significant influenced. However, if using three minutes pause strategy is bad, then students' reading comprehension in category in H_o and there was no positive and significant influenced on students' reading comprehension.

D. Hypothesis

Based on Theoretical Framework and Paradigm, there are two kinds of hypothesis of this research as follow:

1. Hypothesis Formulation

Hypothesis is a proposition to be tested or a tentative statement of a relationship between two variables. It means that hypothesis of the research are the statement about the distribution of variables that is researched. The hypothesis of this research can be described as follows:

a. Alternative Hypothesis (H_a)

Alternative hypothesis is the hypothesis there is a difference based on based on results from past research or an explanation or theory reported in the literature.[28] It means, that there are positive and significant influence after giving the treatment.

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[28] John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research: Fourth Edition* (America: Pearson Educational Limited, 2014), 143.

(Ha): There is a positive and significant hypothesis the influence of three minutes pause strategy on the students' reading comprehension of the eleventh grade at SMA N 1 Sekampung.

  b. Null Hypothesis (H_o)

Null hypothesis is state that no significant different between the variables is expected after the treatment is applied.[29]

(Ho): There is no positive and significant hypothesis the influence of three minutes pause strategy on the students' reading comprehension of the eleventh grade at SMA N 1 Sekampung.

2. Statistical Hypothesis

In determining the level of statistical significance, the researcher determine the statistical hypothesis as follows:

If Fo > F table, then (Ho) is rejected, (Ha) is accepted.

If Fo < F table, then (Ho) is accepted, (Ha) is rejected.[30]

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[29] Marguerite G. Lodico, Dean T. Spaulding, and Katherine H. Voegtle, *Methods in Educational Research: From Theory to Practice* (America: Jossey-Bass A Willey Imprint, 2006), 182.

[30] Ronald D. Yockey, *SPSS Demistified: A Step-by-Step Guide to Successful Data Analysis* (New York: Routledge, 2011), 77.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design is a plan and the procedures for research to get detailed methods of data collection and analysis. The design of this research is quantitative research by using an Quasi Experimental design. Quasi experimental is a research design that guides the researcher to use control an experimental groups but does not randomnly assign participants to groups.[31]

In conducting this research, the researcher used a type of quasi-experimental research, namely a non-equivalence control group design. The non-equivalent control group design is one of the most widespread experimental designs in educational research that involves an experimental group and a control group both given a pretest group and the experimental group do not have pre-experimental sampling equivalence.[32]

Moreover, in the quantitative research contained studies that make use of statistical analyses to get their findings.[33] The researcher chose two classes as experimental and control class. The researcher asked the students to do pre-test, to be active in treatment, and to do post-test. The treatment was conducted after pre-test. The pre-test was intended to find out the students' reading comprehension before giving the treatment, while the post-test was intended to

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[31] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (America: SAGE Publications, 2014), 219.

[32] Donald T. Campbell and Julian C. Stanley, *Experimental and Quasi-Experimental Designs for Research* (London: Houghton Mifflin Company, 1966), 47.

[33] Gegoffrey Marczyk, David DeMatteo, and David DeMatteo, *Essentials of Research Design and Methodology* (Canada: Jhon Wiley & Sons, Inc, 2005), 17.

find out the significant influence of three minutes pause through the students

reading comprehension after the treatment has be given.

Table 3 Research Design
Pre-Test and Post-Test Control Group in Quasi Research Design

Group	Pre-test	Treatment	Post-test
A	0	X	0
B	0	-	0

(Source: Adopted from John W. Creswell in Research Design).

The research was conducted by using quantitative research. In quantitative

research, the researcher identifies a research problem based on trends in the field

or on the need to explain why something occurs. The researcher conducted the

research of the eleventh graders at SMA N 1 Sekampung.

B. Operational Definition of Variable

1. Independent Variable

The independent variable is variable (probably) cause, influence or

effect outcome. They are also called treatment. Independent variable of this

research is three minutes pause strategy as the variable (X). Three minutes

pause strategy is one of the strategies in teaching reading comprehension

that makes the students more active in learning process.

In this research, the researcher collected the data by using a multiple

choice test to know about the condition of the students, especially in the

score of reading comprehension and also to know the strategy that uses by

teacher when they are teaching reading.

The researcher uses the quantitative research, that pre-test and post-

test design. In this design, the pre-test and post-test intended to investigate

whether using three minutes pause strategy can be used to influence reading comprehension. Moreover, the indicators of this variable are follows:

a. The students are be able to work in group to comprehend the reading text.

b. The students are able to focus and determine key points of the lesson so far, and make sure understand the main ideas.

c. The students are able to consider their prior knowledge and can make connections to the new informations.

d. The students are able to pose clarifying questions based on they have read on the text.

2. Dependent Variable

Dependent variable is the phenomenon that is affected by independent variable or is the presumed effect or outcome.[34] Dependent variable of this research is the students reading comprehension (Y). Furthermore, the researcher decides some indicators in mastering reading comprehension. The indicators of dependent variable (Y) are:

a. The students able to comprehend main idea of paragraph.

b. The students able to comprehend the expression or phrases of paragraph.

c. The students able to comprehend the inference of the paragraph.

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[34] Elizabeth DePoy, *Introduction to Research Understanding and Applying Multiple Strategies 5th Edition.* (America: Elseir, 2016), 115.

d. The students able to comprehend the grammatical features of the sentences in paragraph.

e. The students able to comprehend te detail information of paragraph.

f. The students able to comprehend the unstated details of paragraph.

g. The students able to comprehend the supporting idea of paragraph.

h. The students able to comprehend the vocabulary in paragraph.

To measure the students reading comprehension, the researcher is given a test guidance to read and answer the question of multiple choice questions. The researcher also establishes the measurement of good paragraph and fluency in reading.

C. Population, Sample and Sampling Technique

1. Population

Population is the group of research participants who are available to the researcher for participation in research.[35] It means that the population is all subject that is presumed in this research. The population of this research are all students at the eleventh grade of SMA N 1 Sekampung.

The researcher was conducted of the eleventh grade at SMA N 1 Sekampung. The total of population is taken from the eleventh grade students are 290 students.

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[35] R. Burke Johnson and Larry Christensen, *Educational Research: Quantitative, Qualitative, and Method Approaches 5th Edition.* (America: Sage Publications, 2014), 401.

Table 4
The Population of the Eleventh Grade at SMA N 1 Sekampung

No	Class	Students
1	XI IPA 1	34
2	XI IPA 2	32
3	XI IPA 3	34
4	XI IPA 4	30
5	XI IPA 5	29
6	XI IPS 1	31
7	XI IPS 2	32
8	XI IPS 3	36
9	XI IPS 4	32
Total		290

2. Sample

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.[36] The sample of this study includes two classes, namely the experimental class and the control class. The experimental class is the XI IPS 2 that consist of 32 students, and the control class is the XI IPS 4 that consist of 32 students. Therefore, the total number of students as the sample is 64 students.

3. Sampling Technique

The researcher used cluster random sampling technique in this research. Random sampling techique is the technique used to determine the sample that has the same characteristic. In addition, this technique is not about personal but about the group or class. In order that each member of the population in this research has an opportunity to become a sample, the

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[36] John W. Creswell, *Educational Research* (America: Pearson Education Limited, 2014), 160.

researcher used the eleventh grade of senior high school as sample in this research.

D. Data Collection Technique

In collecting the data, the researcher uses the techiques as follows:

1. Test

Test is usually performed by using that element of the survey and determining how it work. There were two tests were used in this research as follows:

a. Pre-test

Pre-test was administrated before giving a treatment to measure the students' reading comprehension. The pre-test was in the form of reading test by giving the students texts and questions in the form of multiple choices.

b. Post-test

After giving the treatment, the researcher administrated the post-test to find out the result of the treatment whether the use of three minutes pause strategy if effective or not to teach the students' reading comprehension. The post-test was in the form of reading test by giving the students texts and questions by multiple choices.

2. Documentation

Documentation is one of many processes accompanying audit work, and its main objective is to lay out in reading all activities and facts relating

to an audit.[37] The instrument that was used for documentation method is books, magazine, note, data from internet, journal and others. The researcher uses the documentation method to get some information about:

a. The history of SMA Negeri 1 Sekampung.

b. Vision and mission of SMA Negeri 1 Sekampung.

c. Organization structure of SMA Negeri 1 Sekampung.

d. Site Plan of SMA Negeri 1 Sekampung.

E. Research Instrument

An instrument is the means of research that is used in each method and technique. Furthemore, the research instrument involves:

1. Instrument Blueprint

Instrument blueprint is a traditional research design or detailed plan for how a research study is to be completed operationalizing so they can be measured, collecting data to be used as a basis for testing hypothesis, and analyzing the results.[38] It is the instrument that consists of some basic concepts to manage the target learning outcome. The construct of the instrument blueprint that is used to develop the tests. The step of instrument blueprint are:

a. The teacher determines the learning objectives based on the syllabus.

b. The teacher determines type of material that was tasted to the students.

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[37] Henning Kagermann et al., *Internal Audit Handbook*, (Germany 2008), 432.

[38] Ranjit Kumar, *Research Methodology: A Step-by-Step Guide for Beginners* (London: Sage Publications, 2011), 95.

c. The students have to do the reading test based on the material given by the teacher.

2. Instrument Calibration

Calibration is the process of checking and adjusting the accuracy of measuring instruments by combining them with standards or benchmarks. It is needed to ensure that the measurement results are accurate and consistent with other instruments.[39] Therefore, the researcher used vaildity and reliability.

Validity is the development of sound evidence to demonstrate that the test interpretation of scores about the concept or construct that the test is assumed to measure matches is proposed. In addition, reliability is the consistency or stability if test scores.[40] Research ability is present when the same results would be obtained if the study were conducted again. The researcher used the instrument with using the pre-test and post-test. The pre-test uses to get the score before the treatment conducted. This test used to know the knowledge of students in reading compehension.

a. Reading Comprehension Test

To identify the students' reading comprehension of the eleventh grade of SMA N 1 Sekampung, the researcher applied reading comprehension test form by using multiple choice tests that consist of five

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[39] Chung Chow Chan et al., *Analytical Method Validation and Instrument Perfomance Verification* (Canada: Wiley Interscience, 2004), 14.

[40] John W. Cresswell, *Educational Research: Planning, Conducting and Evaluating Quantitaive and Qualitative Research Fourth Edition* (Washington: Pearson Educational Limited, 2014), 159.

options (A, B, C, D and E). Multiple choice use to give the right answer from the questions that given throught the test.

b. Documentation Sheet

It refers to the archive data that helps the researcher to collect the needed data. The researcher utilizes the document related to the object research such as the students' name list and teacher's name.

F. Data Analysis Technique

To answer the question "Is there any positive and significant influence of three minutes pause strategy on the students' reading comprehension of the eleventh grader at SMA N 1 Sekampung", the researcher applied inferential statistic to find out the significant different between pre-test and post-test in experimental group. In testing the data, the researcher used SPSS (Statistical Package for the Social Science) in investigating the influence of variable X to variable Y in Quasi-Experimental study by used SPSS 23.0.

Based on the explanation above, to get the accurate result the researcher had to do some tests as normality test and homogeneity test before analysis the data.

1. Prerequisite Tests

a. Normality test

Test for normality calculate the probability that the sample was drawn from the normal population. The hypotheses for the normality test as following:

Ho: the data that had been collected is not normal distributed if sig value < 0.05

Ha: the data that had been collected is normally distributed if Sig value > 0.05

b. Homogeneity test

The homogeneity test was the test performed do determine two or more of the data samples comes from the population has variants the same (homogeny). The hypotheses for the homogeneity test as following:

Ho: the variances of the data is not homogen if Sig. < 0.05

Ha: the variances of the data is homogen if Sig. > 0.05

2. **Hypotetical Test**

After the researcher knew that the data was normal and homogeneous, the data were analyzed by using independent samples t-test. The level of significance at Sig. (2-tailed) < 0.05, can confidence in the hypothesis that the variances are significant. If the Sig. (2-tailed) > 0.05 the variances are not significant.[41]

The researcher used independent samples t-test to analysis the data between control class and experimental class. Independent samples t-test was used to determine whether there was a difference in the mean of two unpaired samples. Independent samples t-test is used to compare the means of the same participants in two conditions or at two points in time by using the following steps SPSS:[42]

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[41] Andi Field, *Discovering Statistics Using SPSS Third Edition* (London: Sage Publications, 2009), 340.

[42] Ronald D. Yockey, *SPSS Demistified: A Step-by-Step Guide to Successful Data Analysis* (New York: Routledge, 2011), 72.

a. Opening SPSS 23.0 applications for windows.

b. Click the variable view.

c. Enter the data variables name post-test.

d. Click the data view and click analyze > compare means > indepedent samples t-test.

e. Select the dependent variables, and click the upper right-arrow button to move it into the *test variable (s)* box.

f. Select the independent variables, and click the lower right-arrow button to move it into the group *grouping variable* box.

g. Click define group, enter a 1 to the right of group 1 (the score of post-test experimental class), and a 2 to the right of group 2 (the score of post-test control class).

h. Click continue then click OK.

Independent Sample T-Test Guidelines:

a. If the probability or Sig. > a (0.05), then the null hypothesis (Ho) is rejected.

b. If the probability or Sig. < (0.05), then the alternative hypothesis (Ha) is accepted.[43]

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[43] *Ibid.,* 77.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

A. **Research Results**

1. **Description of Research Location**

a. The History of SMA Negeri 1 Sekampung

SMA Negeri 1 Sekampung is located in Dusun IV Hargomulyo Village 66C, Sekampung Disctrict, East Lampung Regency. SMA Negeri 1 Sekampung was established in 2004. SMA Negeri 1 Sekampung has experienced a change of principal seven times and until now it is led by Mr. Herman Gaharu, S.P.d., M.M.

After Mr. Herman Gaharu led this school, he put more emphasis o the student behavior or character sector. He saw that currently students' deliquency was very concerned, besides that the quality of schools was still prioritized. Available learning facilities and infrastucture in schools that are sufficient in quantity and good quality. Including the availability of LCD, practicum tools, and improvement of study rooms. Comfortable and representative facilities for supporting facilities such as UKS and libraries so as to create a comfortable and conducive school atmosphere.

Academic and non-academic achievements achieved by SMA Negeri 1 Sekampung were quite good. There are already 30 classes, total of students are 988. From class X there are 412 students, class XI there are 290 students, and class XII there are 286 sttudents.

There are approximately 71 teaching staff. Consisting of 40 government employees and 31 honorary. This school is one of the high schools that implements the full day school system. Students enter from 07.15 a.m until 3.45 p.m.

b. Vision and Mission of SMA Negeri 1 Sekampung

The vision and mission of SMA Negeri 1 Sekampung are as follows:

Table 5
Vision and Mission of SMA Negeri 1 Sekampung

Vision:	
"Realizing students who achievement, dicipline, polite and pious as well as have a healthy environmental perspective."	
No	Indicator
1.	Dicipline in the field of study and dicipline.
2.	Achievement in academic and non-academic fields.
3.	Have a good manners in interacting.
4.	Taqwa in the religion spiritual.
5.	Creating a clean, beautiful, and physically and mentally healthy environment.
Mission	
1.	Carry out the learning process optimally.
2.	Exploring students' abilities to excel in accordance with their potential, both academic and non-academic.
3.	Increase self-awareness in students to know their duties and obligations.
4.	Foster a spirit of dicipline in students.
5.	Improve ethics in students so they can be polite to others.
6.	Implementing participatory, transparent and accountable management.
7.	Minimize sources of anorganic waste.

Source: Documentation of SMA N 1 Sekampung

c. Structure Organization of SMA N 1 Sekampung

Figure 2
Structure Organization of SMA N 1 Sekampung

d. Site Plan of SMA N 1 Sekampung

Figure 3
Site Plan of SMA Negeri 1 Sekampung

2. **Description of Research Data**

a. **Validity and Reliability Test**

1) **Validity Test**

In conducting the research, the researcher tried out the test instrument used in the reading comprehension test. The researcher conducted a try-out on a non-research sample of 32 students. After that, the researcher conducted a validity test using SPSS software, throught the pearson correlation test. The results of calculating the validity test using pearson correlation are illustrated in the following table:

Table 6
The Result of Validity Test

No.	Question Items	Pearson Corellation	Sig. (2-tailed)
1	question1	.527**	.002
2	question2	.458**	.008
3	question3	.527**	.002
4	question4	.554**	.001
5	question5	.421*	.016
6	question6	.520**	.002
7	question7	.469**	.007
8	question8	.456**	.009
9	question9	.434*	.013
10	question10	.399*	.024
11	question11	.537**	.002
12	question12	.596**	.000
13	question13	.635**	.000
14	question14	.516**	.002
15	question15	.403*	.022
16	question16	.451**	.010
17	question17	.566**	.001
18	question18	.384*	.030
19	question19	.261	.150
20	question20	.109	.553

Terms of validity test using Pearson Corellation is:

a) If the value of r count > t table, then the item is valid. If t table < r count, then the item not valid.

b) If Sig. (2-tailed) < 0.05 and the Pearson Corellation is positive, then the question items are valid. If Sig. (2-tailed) > 0.05 and the Pearson Correlation is negative, then the question items are not valid.

Based on the table above, it is investigated that the questions items show a Sig. (2-tailed) value below 0.05, so the items question test is stated to be valid.

2) **Reliability Test**

After the test instrument was valid, then the researcher conducted a reliability test on reading comprehension test item instrument. Reliability is the consistency of scores on an instrument that is given repeatedly to the same individual many times.[44] The reliability test was carried out with the Cronbach's Alpha.

Table 7
The Result of Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.813	20

The reliability test results in the table above show the Cronbach's Alpha is 0.813. The provisions of the reliability test

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[44] W. Holmes Finch, Jason C. Immekus and Brian F. French, *Applied Psychometrics Using SPSS and AMOS* (America: Information Age Publishing, 2016), 48.

based on Cronbach's Alpha are > 0.7. Therefore, this test instrument can be concluded consistent and reliable because it is more than 0.7.

b. Result of Pre-test

1) Pre-Test in Experimental Class

The pre-test was administrated on Tuesday, February 21th 2023. The researcher conducted pre-test to measure the students' reading comprehension before giving the treatment. The pre-test used in this research is the form of multiple choices. The pre-test score result is identified as follows:

Table 8
The Result of Pre-Test in Experimental Class

No	Name of Students	Class	Grade
1	APN	XI IPS 2	50
2	AA	XI IPS 2	70
3	AA	XI IPS 2	10
4	CGSYW	XI IPS 2	15
5	DP	XI IPS 2	50
6	DA	XI IPS 2	10
7	DS	XI IPS 2	30
8	DP	XI IPS 2	45
9	EWS	XI IPS 2	50
10	EPR	XI IPS 2	30
11	ECP	XI IPS 2	25
12	FK	XI IPS 2	75
13	FAU	XI IPS 2	20
14	FDA	XI IPS 2	25
15	ITU	XI IPS 2	75
16	IK	XI IPS 2	50
17	KM	XI IPS 2	30
18	LDA	XI IPS 2	75
19	NA	XI IPS 2	65
20	NS	XI IPS 2	35
21	NSKW	XI IPS 2	60

22	NA	XI IPS 2	45
23	NA	XI IPS 2	40
24	PW	XI IPS 2	55
25	RP	XI IPS 2	50
26	RST	XI IPS 2	45
27	SM	XI IPS 2	55
28	SR	XI IPS 2	50
29	TS	XI IPS 2	65
30	TL	XI IPS 2	75
31	VM	XI IPS 2	40
32	VM	XI IPS 2	35
Total			1.450
Average			45.31
Minimum			10
Maximum			75

Figure 4
The Chart of Percentages and Frequency
Pre-Test in Experimental Class
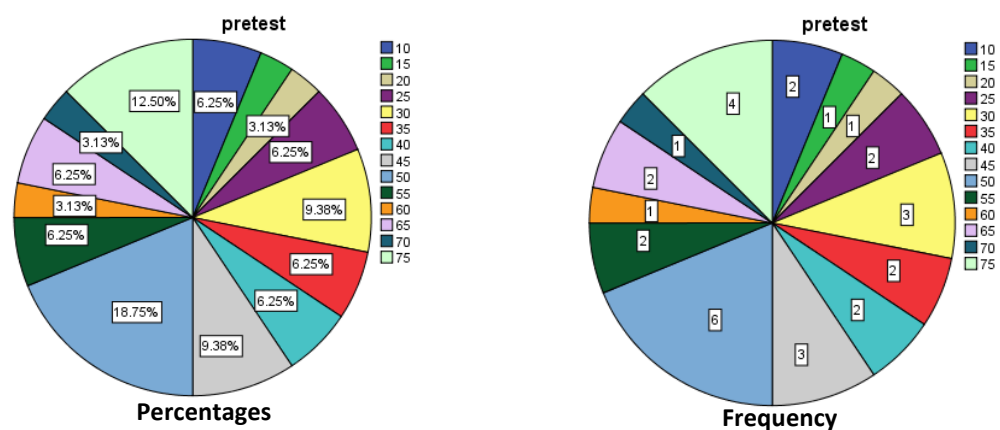
Based on the *Table 8* about the result of pre-test in experimental class and *Figure 4* about percentages and frequency distribution above, the test was followed by 32 students. The highest score 75 and the lowest score was 10 with the total score 1.450. It could be inferred that from 32 students as the sample of the research that 2 students got score 10 (6.25%), 1 students got score 15 (3.13%), 1 students got score 20 (3.1 %), 2 students got score 25 (6.25 %), 3

students got score 30 (9.38 %), 2 students got score 35 (6.25 %), 2

students got score 40 (6.25%), 3 students got score 45 (9.38%), 6

students got score 50 (18.75%), 2 students got score 55 (6.25%), 1

students got score 60 (3.13%), 2 students got score 65 (6.25%), 1

students got score 70 (3.135), and 4 students got score 75 (12.50%).

The minimum standard criteria for English is 75, and based on

data above there are 4 students who achieved KKM scores, 28

students got score fail in level for the score < 75.

2) **Pre-Test in Control Class**

The pre-test was administrated on Tuesday, February 21th

2023. The researcher conducted pre-test to measure the students'

reading comprehension before giving the post-test. The pre-test

used in this research is the form of multiple choices. The pre-test

score result can be identified as follows:

Table 9
The Result of Pre-Test in Control Class

No	Name of Students	Class	Grade
1	AVWA	XI IPS 4	70
2	AM	XI IPS 4	40
3	AHN	XI IPS 4	50
4	AAS	XI IPS 4	25
5	AKW	XI IPS 4	25
6	BS	XI IPS 4	60
7	CAW	XI IPS 4	35
8	CTFAF	XI IPS 4	30
9	DK	XI IPS 4	20
10	EC	XI IPS 4	40
11	FBSB	XI IPS 4	30
12	IFFN	XI IPS 4	15
13	IS	XI IPS 4	20
14	IZ	XI IPS 4	20

15	JRD	XI IPS 4	20
16	KFDA	XI IPS 4	30
17	LM	XI IPS 4	25
18	MDH	XI IPS 4	35
19	M	XI IPS 4	10
20	M	XI IPS 4	25
21	NRR	XI IPS 4	85
22	NH	XI IPS 4	25
23	NNP	XI IPS 4	35
24	RAM	XI IPS 4	25
25	RA	XI IPS 4	35
26	RS	XI IPS 4	35
27	RAP	XI IPS 4	15
28	SY	XI IPS 4	30
29	TSZ	XI IPS 4	45
30	TRS	XI IPS 4	55
31	WIK	XI IPS 4	25
32	ZMA	XI IPS 4	20
TOTAL			1.055
Average			32.97
Minimum			10
Maximum			85

Figure 5
The Chart of Percentages and Frequency
Pre-Test in Control Class
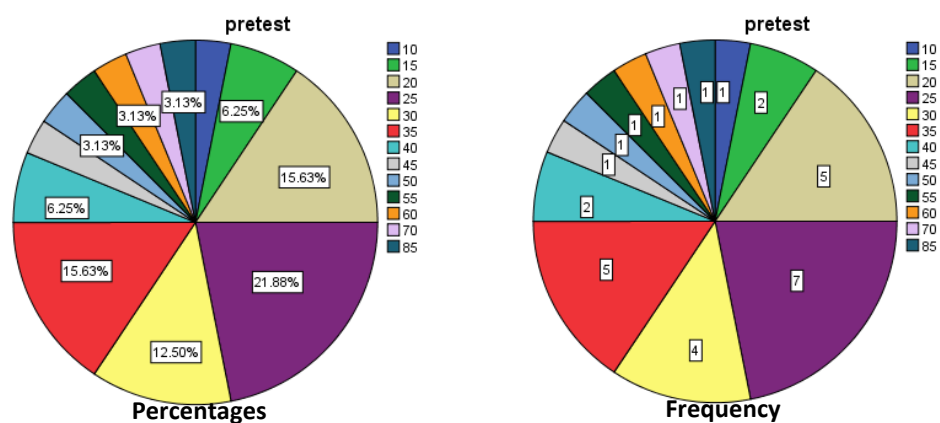
Based on the *Table 9* about the result of pre-test in control class

and *Figure 5* about percentages and frequency distribution above, the

test was followed by 32 students. The highest score 85 and the lowest

score was 10 with the total score 1.055. It could be inferred that from 32 students as the sample of the research that 1 students got score 10 (3.13%), 2 students got score 15 (6.25%), 5 students got score 20 (15.63%), 7 students got score 25 (21.88%), 4 students got score 30 (12.5%), 5 students got score 35 (15.63%), 2 students got score 40 (6.25%), and 1 students got score 45-85 (3.1%).

The minimum standard criteria for English is 75, and based on data above that 1 students who achived the criteria (KKM), 31 students got score fail in level for the score < 75.

c. **Treatment**

1) First treatment

The first treatment was held on Monday, February 28th, 2023 at 10.30 a.m until 12.00 a.m and it took about 90 minutes. In this meeting the researcher was as the English teacher. At the beginning of teaching learning process the researcher began the meeting by praying, greeting, checking attendance list and asking the students' condition.

Afterwards, the researcher gave the students learning material about explanation text in reading comprehension. The researcher explained about explanation text, especially theme and the generic structure of explanation text, the topic in the first treatment is "Earthquakes".

After explanation was done, the researcher asked the students about the topic material, is the students are understand or not. In this meeting condition of the class was effective. After that, in here the researcher explained what and how the procedure of three minutes pause strategy. Then the researcher order to the students to make a group for discussion. Each group consisted of four up to six persons.

The researcher asked the students to read the text topic about "Earthquakes". After the students finish read the text, the researcher give the time for three minutes to students pause and process discussion and make summary about key idea result about the earthquakes explanation text. Students are given the opportunity to pause twice with a duration of 3 minutes to process their understanding. To strengthen their result discussion the researcher gave some feedbacks and question as needed to check their understanding about the topic had been taught. Before the time was up, the researcher give motivation to the students and remind to keep on learning at home. Then the last closed the meeting.

2) Second treatment

The second treatment was held on Monday, March 7th, 2023. The second treatment was better than the first, because the students enjoyed the materials given. The topic in the second treatment is "Global Warming".

After explaining about the material, the researcher told the students that they did read the text and discussion with three minutes pause strategy like the first treatment. The procedure was same with the previous treatment. After that the researcher and students discussed together, then the researcher gave chance to the students to ask if they had difficulty.

3) Third Meeting

The third meeting was held on Monday, March 14th, 2023. In this section, the topic of the text is about "Tsunami. The researcher told the students that they did read the text and discussion with three minutes pause strategy like the first and second treatment. The procedure was same with the previous treatment. The students look interesting in teaching learning process.

d. **Result of Post-Test**

1) **Post-Test in Experimental Class**

The post-test was held on Monday, March 21th, 2023. Post-test was employed in the last program of this research after giving treatments to the students. The test used in post-test is multiple choice. The result of students' post-test can be identified as follows:

Table 10
The Result of Post-Test in Experimental Class

No	Name of Student	Class	Score
1	APN	XI IPS 2	70
2	AA	XI IPS 2	60
3	AA	XI IPS 2	70
4	CGSYW	XI IPS 2	70

5	DP	XI IPS 2	60
6	DA	XI IPS 2	65
7	DS	XI IPS 2	80
8	DP	XI IPS 2	75
9	EWS	XI IPS 2	65
10	EPR	XI IPS 2	80
11	ECP	XI IPS 2	60
12	FK	XI IPS 2	65
13	FAU	XI IPS 2	70
14	FDA	XI IPS 2	60
15	ITU	XI IPS 2	80
16	IK	XI IPS 2	80
17	KM	XI IPS 2	75
18	LDA	XI IPS 2	70
19	NA	XI IPS 2	85
20	NS	XI IPS 2	70
21	NSKW	XI IPS 2	65
22	NA	XI IPS 2	65
23	NA	XI IPS 2	75
24	PW	XI IPS 2	85
25	RP	XI IPS 2	75
26	RST	XI IPS 2	55
27	SM	XI IPS 2	80
28	SR	XI IPS 2	70
29	TS	XI IPS 2	85
30	TL	XI IPS 2	80
31	VM	XI IPS 2	85
32	VM	XI IPS 2	90
Total			2.320
Average			72,5
Minimum			55
Maximum			90

Figure 6
The Chart of Percentages and Frequency
Post-Test in Experimental Class
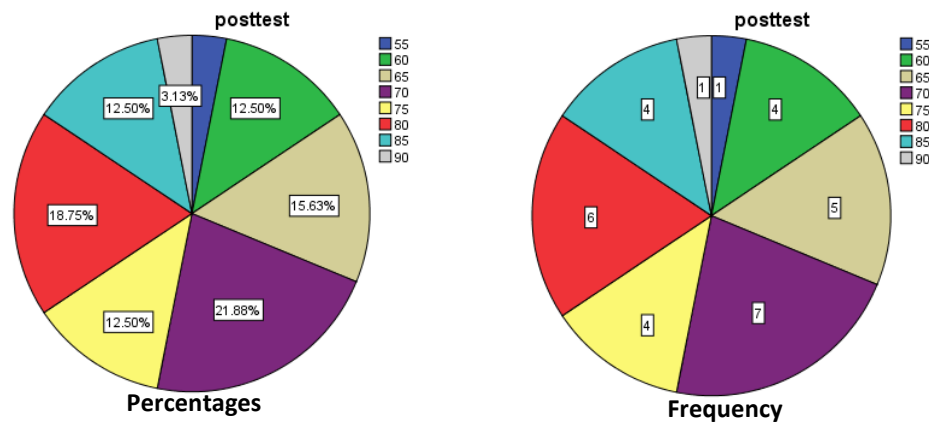
Based on the *Table 10* about the result of post-test in experimental class and *Figure 6* about percentages and frequency distribution above, it could be inferred that from 32 students as the sample of the research that 1 students got score 55 (3.13%), 4 students got score 60 (12.50%), 5 students got score 65 (15.63%), 7 students got score 70 (21.88 %), 4 students got score 75 (12.50%), 6 students got score 80 (18.75%), 4 students got score 85 (12.50 %), and 1 students got score 90 (3.13%). The minimum standard criteria for English is 75, and based on data above there are 15 students got score more than minium criteria (KKM), 17 students got score fail in level for the score < 75.

2) Result of Post-Test in Control Class

The post-test was held on Monday, March 21th, 2023. Post-test was employed in the last program of this research after giving

treatments to the students. The test used in post-test is multiple choice. The result of students' post-test can be identified as follows:

Table 11
The Result of Post-Test in Control Class

No	Name of Student	Class	Score
1	AVWA	XI IPS 4	65
2	AM	XI IPS 4	55
3	AHN	XI IPS 4	65
4	AAS	XI IPS 4	70
5	AKW	XI IPS 4	70
6	BS	XI IPS 4	55
7	CAW	XI IPS 4	70
8	CTFAF	XI IPS 4	70
9	DK	XI IPS 4	60
10	EC	XI IPS 4	65
11	FBSB	XI IPS 4	60
12	IFFN	XI IPS 4	60
13	IS	XI IPS 4	75
14	IZ	XI IPS 4	55
15	JRD	XI IPS 4	70
16	KFDA	XI IPS 4	65
17	LM	XI IPS 4	75
18	MDH	XI IPS 4	70
19	M	XI IPS 4	60
20	M	XI IPS 4	60
21	NRR	XI IPS 4	80
22	NH	XI IPS 4	60
23	NNP	XI IPS 4	50
24	RAM	XI IPS 4	55
25	RA	XI IPS 4	65
26	RS	XI IPS 4	40
27	RAP	XI IPS 4	70
28	SY	XI IPS 4	65
29	TSZ	XI IPS 4	70
30	TRS	XI IPS 4	60
31	WIK	XI IPS 4	65
32	ZMA	XI IPS 4	60
Total			2.035
Average			63,59
Minimum			40
Maximmum			80

Figure 7
The Chart of Percentages and Frequency
Post-Test in Control Class
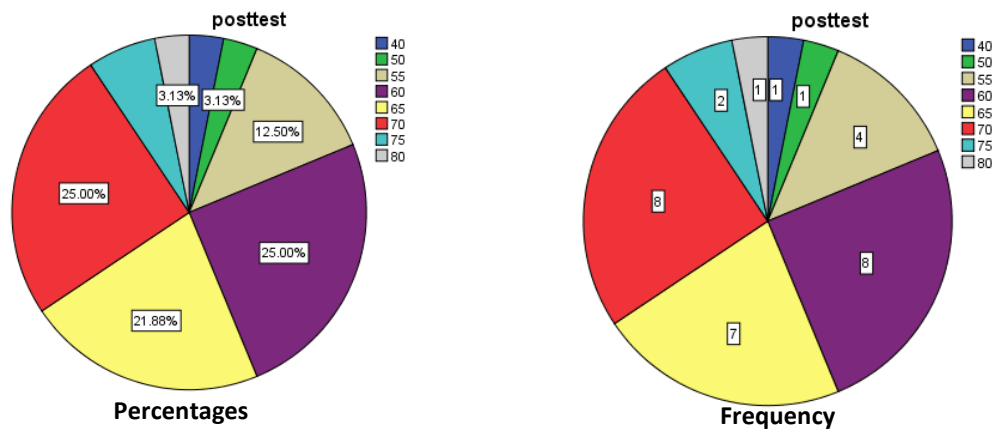
Based on the *Table 11* about the result of post-test in control class and *Figure 7* about percentages and frequency distribution above, it could be inferred that from 32 students as the sample of the research that 1 students got score 40 (3.13%), 1 students got score 50 (3.13%), 4 students got score 55 (12.50%), 8 students got score 60 (25%), 7 students got score 65 (21.88%), 8 students got score 70 (25%), 2 students got score 75 (6.25%), and 1 students got score 80 (3.13%). The minimum standard criteria for English is 75, and based on data above there are 3 who achieved the criteria (KKM), and 29 students got score fail in level for the score < 75.

3. Hypothesis Testing

Hypothesis testing is done to know whether there was a significant influenced or not of variable X to variable Y. Based on normally test and homogeneity test, it could be seen that the data is normal and homogeneous. So, the hypothesis testing is independent sample t-test.

Ho: there is no positive and significant influence of three minutes pause strategy on students reading comprehension.

Ha: there is positive and significant influence of three minutes pause strategy on students reading comprehension.

a. Normality Test

Normality test is a test that conducted to determine whether the distribution of data is normally distributed or not. The researcher conducted a normality test with kolmogorov-smirnov. To got the data about normally test the researcher used SPSS application.

Ho: the data that had been collected is abnormally distributed if Sig value < 0.05

Ha: the data that had been collected is normally distributed if Sig value > 0.05

Table 12

Tests of Normality

	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Score	ExperimentClass	.140	32	.114	.956	32	.214
	ControlClass	.140	32	.111	.945	32	.107

a. Lilliefors Significance Correction

Based on the table above, it is that Sig. (p value) of Kolmogorov-Smirnov in experimental class was 0.114 than in control class was 0.111 and standard sig value is > α 0.05. It means that Sig. (p value) in both of classes was biggest than 0.05. So, based on the data, it is concluded that the data was normal distribution.

b. **Homogeneity Test**

Homogeneity test is a test of the equal or not the variances of two or more distribution. The researcher tested homogeneity test after got the score of post-test students in experimental and control class. To got the data about homogeneity test the researcher used SPSS application.

Ho: The variances of the data is not homogen if Sig. < 0.05

Ha: The variances of the data is homogenous if Sig. > 0.05

Table 13
Test of Homogeneity of Variances

score

Levene Statistic	df1	df2	Sig.
1.336	1	62	.252

Based on the results table test of homogeneity of variances, it could be seen that Sig. 0.252 and standard Sig value is > 0.05. It means that Sig. in the test of homogeneity was higher than Sig value. So, based on the data, Sig. $0.252 > 0.05$ and it is concluded that the variance of the data was homogen.

c. **Independent Sample T-test**

After data normal and homogeneous, the researcher continues data processing using independent sample t-test. Independent sample t-test is the test used in situations in which there are two experimental conditions and different participants have been used in each condition.[45]

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[45] Andi Field, *Discovering Statistics Using SPSS Third Edition* (London: Sage Publications, 2009), 334.

Ho: there is no positive and significant influence of three minutes pause strategy on the students reading comprehension.

Ha: there is positive and significant influence of three minutes pause strategy on the students reading comprehension.

Table 14

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	1.336	.252	4.153	62	.000	8.906	2.144	4.620	13.193
	Equal variances not assumed			4.153	61.149	.000	8.906	2.144	4.618	13.194

The criteria of acceptance and rejection of the hypothesis for hypothetical t-test was as following:

Ha is accepted if Sig value < 0.05

Ho is rejected if Sig value > 0.05

Based on the SPSS result, it was investigated that the result of Sig. 2 tailed in this research is 000. It is clear that if the probability or Sig. < α (0.05), the alternative hypothesis (Ha) is accepted. It means there is a positive and significant influence of variable X on variable Y. In the other words, Ha is accepted and Ho is rejected. Therefore, it is concluded that this research successfully proves that there is a positive

and significant influence of Three Minutes Pause strategy on the students' reading comprehension.

In addition, the table above illustrated that *t observed* was 4.153 with degree of freedom was 62 to confidence interval of the difference 95%. After considering the t-test by using *df* 62. Therefore, it can be found that:

Table 15
Critical Value of f-table

Level of Significant	5%	1%
D*f*	0.2461	0.3198

1. The critical value of t-test (t-table) for the 5% level is 0.2461

2. The critical value of t-test (t-table) for the 1% level is 0.3198

From all the data analysis above, it can be found that:

a. T-observed = 4.153

b. F-table level of significant 5% = 0.2461

c. F-table level of significant 1% = 0.3198

It means that t-observed is higher than f-table or it can be written $0.2461 < 4.153 > 0.3198$. It means that from the value above there was any positive and significant influence of three minutes pause strategy on the students' reading comprehension of the eleventh grade at SMA Negeri 1 Sekampung. It is from the result of the students' pre-test and post-test.

B. Discussion

This research observed on the students' reading comprehension among the eleventh grade at SMA Negeri 1 Sekampung. The researcher used the eleventh grade because they have difficulties in reading comprehension. So, based on the problem the researcher applied three minutes pause strategy to help students in learning reading text especially on reading comprehension sistematically. The researcher assumed the teaching and learning by using three minutes pause strategy could help students in learning process, especially in reading because this strategy have a lot of advantages.

Before conducting the research, the researcher gave pre-test in order to find out the prior knowledge of the students' reading comprehension before giving the treatment. The result showed that the highest score pre-test in experimental class was 75 while the lowest was 10 and the average score was 45.31. After finishing the treatments, the researcher gave the post-test. The result of the post-test showed that highest score was 90 while the lowed score was 55 and the average score was 72.5.

According to Yockey, the provisions for independent t-test if $p \leq$ .05, the null hypothesis (Ho) is rejected, and it is assumed that was not significant. If $p > .05$, the null hypothesis is not rejected and it is assumed that alternative hypothesis (Ha) is rejected.[46] Therefore, to determine there

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[46] Ronald D. Yockey, *SPSS Demistified: A Step-by-Step Guide to Successful Data Analysis* (New York: Routledge, 2011), 77.

is a significant difference by looking at the results of the Sig (2.tailed) output in the independent t-test table whether it is more than .05 or less than .05.

The result of this research are in line with the results of research conducted Ridianto, Desfiyenti, and Abdul Gafar at SMP N 7 Payakumbuh.[47] The researcher also conducted a research to examine the significant effect of using the three minutes pause strategy. The result show that t-observed of N 46 is 3,233 and the t-table significant level of 5% is 2,021. It has been proven by comparing t-observed 3,233 and t-table 2,021 that t-observed > t-table. So, based on the fact it means that teaching reading by using three minutes pause strategy give the significant influence and effective in teaching reading.

Based on data analysis, this research shown that the result of independent sample t-test is Sig 0.000 was smaller than α = 0.05. The t-observed of N 62 is 4.153 and the t-table significant level of 5% is 0.2461. it has been proven by comparing t-observed > t-table. The mean score in experimental class of pre-test that build up from 45.31 before treatment up to 72.5 after treatment. So, based on the result the researcher conclude that this strategy is give the positive and significant influence for teaching reading, and could be a solution for the teacher to encoraged the students in reading comprehension then help students in teaching and learning proces as specially in reading.

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[47] Ridianto, Desfiyenti, and Abdul Gafar, *"The Effect of Three Minute Pause Strategy on Students' Reading Comprehension",* Jurnal Edukasi STKIP Abdi Pendidikan Payakumbuh Vol 01 No. 1, (2021): 47.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher concludes that three minutes pause strategy helps students in reading. The students got low score in pre-test, after the treatment given, the students can reading easily by using three minutes pause strategy. It is proved by result of pre-test and post-test of the students.

The post-test was given to measure the influence of three minuutes pause strategy on the students' reading comprehension in both classes after treatments done. The result of independent sample t-test or Sig. (2-tailed) was 0.000. It was lower than $\alpha = 0.05$. The result of t-observed is highest than f-table or it can be written $4.153 > 0.2461$ at the level significance of 5%. So, it can be conclude that there was a significant difference in students learning result at the experimental class that used a treatment between the control class that does not got treatment.

Based on the result of data analysis, the mean score of post-test in experimental class was 72,5 and the mean score in control class was 63,59. It showed that the students' post-test score in experimental class was higher than students' post-test in control class.

Based on the result of data analysis, the researcher conclude that three minutes pause strategy was effective to teach students in reading comprehension of the eleventh grade at SMA Negeri 1 Sekampung.

B. Suggestion

Based on the conclusion of this research, the researcher would like to give some suggestion:

1. For the Teacher

   It is suggested to the teacher to use three minutes pause strategy as the teaching learning processin order that the students could be understand the material delivered by the teacher.

2. For the Students

   The students to be more active in learning process in order to they could be understand the material in English class.

3. For the Headmaster

   The headmaster should be support the English learning process by preparing the facilities and instrument completely.

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APPENDICIES

Nomor : B-0663/In.28.1/J/TL.00/02/2023
Lampiran : -
Perihal : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Rika Dartiara (Pembimbing 1)(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: **NUR LISA DWI CAHYANTI**
NPM	: 1901051050
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: THE INFLUENCE OF THREE MINUTES PAUSE STRATEGY TOWARD STUDENTS` READING COMPREHENSION OF THE ELEVENTH GRADEAT SMA N 1 SEKAMPUNG

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 13 Februari 2023
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

S U R A T T U G A S
Nomor: B-0754/In.28/D.1/TL.01/02/2023

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

Nama	:	**NUR LISA DWI CAHYANTI**
NPM	:	1901051050
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMA N 1 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF THREE MINUTES PAUSE STRATEGY TOWARD STUDENTS` READING COMPREHENSION OF THE ELEVENTH GRADE AT SMA N 1 SEKAMPUNG".

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

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

Mengetahui,
Pejabat Setempat

HERMAN GAHARU, S.Pd, M.M.

Dikeluarkan di : Metro
Pada Tanggal : 16 Februari 2023

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor	: B-4109/In.28/J/TL.11/01/2023
Lampiran	: -
Perihal	: **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SEKOLAH SMA N 1 SEKAMPUNG
di-
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	: **NUR LISA DWI CAHYANTI**
NPM	: 1901051050
Semester	: 7 (tujuh)
Jurusan	: Tadris Bahasa Inggris
Judul	:THE INFLUENCE OF THREE MINUTES PAUSE STRATEGY TOWARD STUDENTS' READING COMPREHENSION OF THE ELEVENTH GRADE AT SMA N 1 SEKAMPUNG

Untuk melakukan prasurvey di SMA N 1 SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 Januari 2023
Ketua Jurusan,

Andianto, M.Pd
NIP. 19871102 201503 1 004

Nomor : B-0755/In.28/D.1/TL.00/02/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA N 1 SEKAMPUNG
di-
  Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0754/In.28/D.1/TL.01/02/2023, tanggal 16 Februari 2023 atas nama saudara:

Nama   : **NUR LISA DWI CAHYANTI**
NPM   : 1901051050
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 1 SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF THREE MINUTES PAUSE STRATEGY TOWARD STUDENTS' READING COMPREHENSION OF THE ELEVENTH GRADE AT SMA N 1 SEKAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 16 Februari 2023
Wakil Dekan Akademik
dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

71

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 SEKAMPUNG
AKREDITASI A
NPSN : 10806079   NSS : 301120403011   NIS : 300110

Alamat : Jl. Raya Sekampung, Desa Hargomulyo Kec. Sekampung Kab. Lampung Timur Kode Pos 34182 Website :sman1sekampung.sch.id

Nomor   : 421.3/**20**/V.01/SMAN.1/2023
Perihal   : Izin Prasurvey

Kepada
Yth. Ketua Jurusan,
Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
Di-
     Tempat

Dengan Hormat,
Berdasarkan Surat Nomor: **B-4109/In.28/J/TL.11/01/2023** Tanggal 16 Januari 2023 Perihal Permohonan Izin Prasurvey atas nama mahasiswa :

Nama   : **NUR LISA DWI CAHYANTI**
NPM   : 1901051050
Semester   : 7 (Tujuh)
Jurusan   : Tadris Bahasa Inggris
Judul   : THE INFLUENCE OF THREE MINUTES PAUSE STRATEGY TOWARD
          STUDENTS READING COMPREHENSION OF THE ELEVENTH
          GRADE STUDENTS OF SMA NEGERI 1 SEKAMPUNG.

    Bersama ini kami sampaikan bahwa mahasiswa tersebut diatas kami Izinkan untuk melaksanakan Prasurvey di sekolah kami.
Demikian Surat izin ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.

Sekampung,   Januari 2023
Kepala SMAN 1 Sekampung
Provinsi Lampung

HERMAN GAHARU, S.Pd. M.M.
NIP. 19760522 200801 1 009

72

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 SEKAMPUNG
AKREDITASI A
NPSN : 10806079   NSS : 301120403011   NIS : 300110

Alamat : Jl. Raya Sekampung, Desa Hargomulyo Kec. Sekampung Kab. Lampung Timur Kode Pos 34182 Website :sman1sekampung.sch.id

Nomor   : 421.3/25/V.01/SMAN.1/2023
Perihal   : Izin Research

Kepada
Yth. Wakil Dekan Akademik dan Kelembagaan
Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
Di-
      Tempat

Dengan Hormat,
Berdasarkan Surat Nomor: **B-0755/In.28/D.1/TL.00/02/2023** Tanggal 16 Februari 2023 Perihal Permohonan Izin Research atas nama mahasiswa :

Nama   : **NUR LISA DWI CAHYANTI**
NPM   : 1901051050
Semester   : 8 (Delapan)
Jurusan   : Tadris Bahasa Ingris

Bersama ini kami sampaikan bahwa mahasiswa tersebut diatas kami Izinkan untuk melaksanakan Research di sekolah kami.

Demikian Surat izin ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.

Sekampung, 22 Februari 2023
Kepala SMAN 1 Sekampung
Provinsi Lampung

HERMAN GAHARU, S.Pd. M.M.
NIP. 19760522 200801 1 009

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

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

Nama : Nurlisa Dwi Cahyanti
NPM : 1901051050

Jurusan : TBI
Semester : 7

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Kamis, 02/22 /06	Rika Dartiara, M.Pd	Outline Research Proposal	
2.	Selasa, 22/22 /11	Rika Dartiara, M.Pd	- Revisi Judul - Revisi chapter 1-3 Background of the study chill general. By attention on very begin. add advantages and disadvantages in chapter iii give introduction	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 119871102 201503 1 004

Dosen Pembimbing

Rika Dartiara, M.Pd
NIDN. 2015099101

74

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

Nama : Nurlisa Dwi Cahyanti
NPM : 1901051050

Jurusan : TBI
Semester : 7

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
3.	Selasa, 29/11/22	Rika Dartiara M.Pd	Chapter II - add the definition from experts about "Quantitative" in theoritical framework	
4.	Rabu / 30/11/2022		already revn ACC for seminar.	

Mengetahui
Ketua Jurusan TBI

Andrianto, M.Pd
NIP. 119871102 201503 1 004

Dosen Pembimbing

Rika Dartiara, M.Pd
NIDN. 2015099101

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

Nama : Nurlisa Dwi Cahyanti
NPM : 1901051050

Jurusan   : TBI
Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	8/2 2023.	Rika Dartiara, M.Pd	Print out the text. See me soon	
2.	10/3 2023.	Rika Dartiara, M.Pd	Acc for fixerar	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 119871102 201503 1 004

Dosen Pembimbing

Rika Dartiara, M.Pd
NIDN. 2015099101

76

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

Nama : Nurlisa Dwi Cahyanti   Jurusan : TBI
NPM : 1901051050   Semester : 8

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Thursday, 06/Apr 23	Rika Dartiara, M.Pd	Revised chapter 4 - Description about research location not too much. - Figure of Percentages and Frequency. - Give an expert statement about hypothesis Ha, Ho in "Discussion".	
2.	Friday, 14/Apr 23	Rika Dartiara, M.Pd	Revise acknowledgment and abstract.	
3.	Monday, 17/Apr 23	Rika Dartiara, M.Pd	Acc for munaqosyah.	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 11987102 201503 1 004

Dosen Pembimbing

Rika Dartiara, M.Pd
NIDN. 2015099101

77

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-204/In.28/S/U.1/OT.01/04/2023

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

Nama	: NUR LISA DWI CAHYANTI
NPM	: 1901051050
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1901051050

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 17 April 2023
Kepala Perpustakaan

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

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris

Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN)

Metro menerangkan bahwa:

Nama   : Nur Lisa Dwi Cahyanti

NPM   : 1901051050

Jurusan   : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi

Tadris Bahasa Inggris.

Demikian surat ini dibuat untuk digunakan semestinya.

Metro, 17 April 2023

Andrianto, M.Pd
NIP. 19871102 201503 1 004

SILABUS

Mata Pelajaran   : Bahasa Inggris Wajib
Satuan Pendidikan   : SMA Negeri 1 Sekampung
Kelas   : XI (Sebelas)
Smester   : Ganjil dan Genap
Tahun Pelajaran   : 2022/2023
Kompetensi Inti   :

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan should, can)	• FungsiSosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan yang menunjukkan saran dan tawaran, dengan modal *should* dan *can* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan	- Menyaksikan, menyimak, dan mengidentifikasi fungsi sosial, struktur teks , dan unsur kebahasaan beberapa dari interaksi dalam media (chat atau video) teks pendek ungkapan saran dan tawaran
4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		- Menanyakan hal-hal yang berbeda terkait fungsi sosial, struktur teks dan unsur kebahasaan. - Diberikan beberapa teks dialog saran dan tawaran , menentukan fungsi sosial, struktur teks dan unsur kebahasaan teks dialog tersebut - Diberikan beberapa teks dialog saran dan tawaran , menentukan gambaran umun, informasi tertentu, informasi rinci dar teks dialog tersebut

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	yang dapat menumbuhkan perilaku yang termuat di KI	- Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan refleksi tentang proses pembelajaran
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion) 4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan menyatakan pendapat *I think, I suppose, in my opinion* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI	- Menyaksikan, menyimak, dan mengidentifikasi fungsi sosial, struktur teks , dan unsur kebahasaan beberapa dari interaksi dalam media (chat atau video) teks pendek ungkapan pendapat dan pikiran - Menanyakan hal-hal yang berbeda terkait fungsi sosial, struktur teks dan unsur kebahasaan. - Diberikan beberapa teks dialog pendapat dan pikiran, menentukan fungsi sosial, struktur teks dan unsur kebahasaan teks dialog tersebut - Diberikan beberapa teks dialog pendapat dan pikiran, menentukan gambaran umun, informasi tertentu, informasi rinci dar teks dialog tersebut - Diberikan beberapa situasi, membuat beberapa pendapat dan pikiran yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan refleksi tentang proses pembelajaran
3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya	• Fungsi Sosial Menjaga hubungan interpersonal dalam konteks resmi • Struktur Teks	- Mencermati, mengidentifikasi perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
4.3 Teks undangan resmi 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja 4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	Dapat mencakup: - Sapaan - Isi - Penutup • Unsur Kebahasaan - Ungkapan dan istilah yang digunakan dalam undangan resmi - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapatmenumbuhkan perilaku yang termuat di KI • Multimedia Layout yang membuat tampilan teks lebih menarik.	- Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai - Diberikan beberapa teks undangan , menjelaskan fungsi sosial, struktur teks, unsur kebahasaan pada teks tersebut - Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya - Diberikan beberapa teks undangan , menentukan gambaran umum, informasi tertentu dan informsi rinci, makna kata, ide pokok paragraf pada teks tersebut - Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya 4.4 Teks eksposisi analitis 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Fungsi Sosial Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis • Struktur Teks Dapat mencakup - Pendapat/pandangan - Argumentasi secara analitis - Kesimpulan • Unsur Kebahasaan - Ungkapan seperti *I believe, I think* - Adverbia f*irst, second, third ...*	- Membaca teks eksposisi analitis tentang isu-isu aktual yang berbeda dan mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari teks tersebut. - Diberikan beberapa teks eksposisi analitis , menjelaskan fungsi sosial, struktur teks, unsur kebahasaan pada teks tersebut

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	- Kata sambung*Therefor, consequently, based on the arguments* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI	- Diberikan beberapa teks eksposisi analitis , menentukan gambaran umum, informasi tertentu dan informsi rinci, makna kata, ide pokok paragraf pada teks tersebut - Diberikan beberapa tema , membuat teks ekspossisi analitis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan - Melakukan refleksi tentang proses dan hasil belajarnya
3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice) 4.5. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Fungsi Sosial Mendeskripsikan, memaparkan secara obyektif • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Kalimat deklaratif dan interogatif dalam passive voice - Preposisi*by* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI	- Menyaksikan, menyimak, dan mengidentifikasi fungsi sosial, struktur teks , dan unsur kebahasaan beberapa dari interaksi dalam media (chat atau video) teks pendek ungkapan memberi meminta informasi. - Menanyakan hal-hal yang berbeda terkait fungsi sosial, struktur teks dan unsur kebahasaan. - Diberikan beberapa teks dialog memberi meminta informasi, menentukan fungsi sosial, struktur teks dan unsur kebahasaan teks dialog tersebut - Diberikan beberapa teks dialog memberi, meminta informasi , menentukan gambaran umun, informasi tertentu, informasi rinci dar teks dialog tersebut - Diberikan beberapa situasi, menyusun teks memberi meminta informasi yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan refleksi tentang proses pembelajaran
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat	• Fungsi Sosial	

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya	Menjalin kedekatan hubungan antar pribadi • Struktur Teks Dapat mencakup - Tempat dan tanggal - Penerima - Sapaan - Isi surat - Penutup • Unsur Kebahasaan - Ungkapan keakraban yang lazim digunakan dalam surat pribadi - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pengalaman, informasi, hallain yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI	- Mencermati, mengidentifikasi dari beberapa contoh surat pribadi terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan - Diberikan beberapa contoh surat pribadi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai - Diberikan beberapa teks surat pribadi , menjelaskan fungsi sosial, struktur teks, unsur kebahasaan pada teks tersebut - Diberikan beberapa teks surat pribadi , menentukan gambaran umum, informasi tertentu dan informsi rinci, makna kata, ide pokok paragraf pada teks tersebut - Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya - Melakukan refleksi tentang proses dan hasil belajarnya
4.6 Teks surat pribadi 4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya 4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks		
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan because of ..., due to ..., thanks to ...) 4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan	• Fungsi Sosial Menjelaskan, memberikan alasan, mensyukuri, dsb. • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan	- Menyaksikan/menyimak , mengidentifikasi beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan sebab akibat terkait fungsi sosial, struktur teks, dan unsur kebahasaan - Diberikan beberapa teks dialog sebab akibat , menentukan fungsi sosial, struktur teks dan unsur kebahasaan teks dialog tersebut -

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	- Kata yang menyatakan hubungan sebab akibat: *because of ..., due to ..., thanks to ...* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI.	- Diberikan beberapa teks dialog sebab akibat, menentukan gambaran umun, informasi tertentu, informasi rinci dar teks dialog tersebut - Diberikan beberapa situasi , menulis teks pendek yang melibatkan pernuataan sebab akibat dan kemudian dibacakan ke kelas - Melakukan refleksi tentang proses dan hasil belajar
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI	• Fungsi Sosial Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena • Struktur Teks Dapat mencakup: - fenomena - identitas gejala - rangkaian penjelasan • Unsur Kebahasaan - Adverbia *first, then, following, finally* - Hubungan sebab-akibat (*if –then, so, as a consequence, since, due to, because of, thanks to* - Kalimat pasif, dalamtenses yang *present* - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI	- Membaca beberapa teks information report terkait teks explanation, mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan - Diberikan beberapa teks explanation, menjelaskan fungsi sosial, struktur teks, unsur kebahasaan pada teks tersebut - Diberikan beberapa teks explanation, menentukan gambaran umum, informasi tertentu dan informsi rinci, makna kata, ide pokok paragraf pada teks tersebut - - Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana. - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK 4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan - Kosa kata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI	- Membaca dan mencermati isi lirik lagu terkait dengan pembahasan dan mengidentifikasi fungsi sosial dan unsur kebahasaan - Menyimak, dan menirukan guru membaca lirik lagu, menjelaskan fungsi sosial dan unsur kebahasaan - Menyebutkan bagian-bagian yang terkait dengan stanza, gaya bahasa, sajak lirik lagu - Membahas pemilihan kata tertentu terkait dengan tema lagu - Melakukan refleksi tentang proses dan hasil belajarnya

Mengetahui
 Kepala Sekolah SMA N 1 Sekampung

Sekampung, 15 Juli 2022
Guru Mata Pelajaran

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMA Negeri 1 Sekampung

Mata Pelajaran   : Bahasa Inggris Wajib

Kelas/Semester   : XI/Genap

Materi Pokok   : Text Explanation

Pertemuan ke   : 1 (satu)

Alokasi Waktu   : 90 menit

A. Kompetensi Inti

KI-1   : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI-2   : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

KI-3   : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4   : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian kompetensi

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.	3.8.1 Menuliskan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya. 3.8.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.

4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.	4.8.1 Mengidentifikasi makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.
	4.8.2 Membedakan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.
	4.8.3 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.

C. **Tujuan Pembelajaran**

Peserta didik dapat berfikir krtitis dan kreatif dalam menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan serta menangkap makna dari teks explanation tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.

D. **Materi Pembelajaran**

Materi Pokok: Teks Explanation tulis sederhana tentang "*Earthquakes*".

1. Fungsi sosial: Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena.

2. Struktur teks: Mencakup fenomena, identitas gejala dan rangka.

    a. A general statement: yaitu pengenalan suatu peristiwa yang akan kita ceritakan.

    b. Sequenced explanations: yaitu penjelasan mengapa dan bagaimana peristiwa itu terjadi.

    c. Closing/concluding statement: yaitu penutup atau kesimpulan dari cerita tersebut.

3. Ciri-ciri kebahasaan teks explanation

    Unsur kebahasaan:

    a. adverbia *first, then, following, finally*

    b. hubungan sebab-akibat (*if-then, so, as a consequence, since, due to, because of, thanks to*

    c. kalimat pasif, dalam tenses yang present

    d. ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tu tangan.

    e. Topik berupa benda-benda non manusia, seperti air, penguapan, hujan dengan paparan menumbuhkan perilaku yang termuat dalam KI.

E. Metode Pembelajaran: *Three Minutes Pause Strategy*

F. Media, Alat, dan Sumber Belajar

Media : Lembar kerja peserta didik, lembar penilaian

Alat/Bahan : Spidol, papan tulis, laptop, dan proyektor

Sumber Belajar : Buku penunjang kurikulum 2013 mata pelajaran Bahasa Inggris Wajib Kelas XI Kemendikbud, Tahun 2017, dan Internet

G. Langkah-langkah Pembelajaran

Pertemuan ke 1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran, menjelaskan	10 Menit

	tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan cakupan materi pembelajaran. Teks explanation yang akan dipelajari adalah mengenai toopik "*Earthquakes*". • Memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.	
Inti	**Mengamati** • Siswa mengamati teks explanation topik "*Earthquakes*" yang digunakan guru sebagai sumber materi pembelajaran. • Siswa membacakan teks explanation "*Earthquakes*" tersebut dengan ucapan, intonasi, tekanan kata degan benar dan lancar. • Siswa berlatih menentukan informasi yang terdapat dalam teks explanation "*Earthquakes*". **Mempertanyakan (questioning)** • Setelah mengamati, peserta didik dengan bimbingan guru diarahkan untuk mengajukan pertanyaan spesifik dalam pikiran mereka tentang teks bacaan tersebut.	70 Menit

	• Siswa mempertanyakan bagaimana cara menemukan poin-poin penting dari sebuah teks explanation. **Mengeksplorasi** • Guru membentuk siswa dalam kelompok, setiap kelompok terdiri dari (5-6 orang). • Guru memastikan siswa fokus pada poin-poin penting dari pelajaran. Ini memungkinkan siswa untuk memeriksa dan memastikan mereka memahami ide-ide utama. • Guru memberikan waktu jeda selama 3 menit kepada siswa setelah mereka membaca teks. Kemudian berikan pertanyaan dasar untuk mempertimbangkan pengetahuan mereka dan hubungan yang dapat dibuat dengan informasi terbaru: − Apa hubungan yang dapat dibuat? − Apakah hal ini mengingatkan anda dengan sesuatu yang sudah pernah terjadi sebelumnya? − Apa yang menyempurnakan pemahaman anda tentang topik ini? − Hal apa yang anda ketahui setelah membaca teks?	

	• Terakhir, guru mengajukan pertanyaan klarifikasi. Gunakan petunjuk berikut: − Apakah ada hal yang masih belum jelas? − Apakah ada bagian yang membingungkan? − Apakah anda mengalami kesulitan membuat hubungan dengan pengetahuan mereka sebelumnya? − Bisakah anda mengantisipasi kemana tujuan dari teks yang dipelajari? − Apakah anda memperoleh wawasan yang lebih mendalam? **Mengasosiasi** • Siswa menganalisis berbagai macam teks explanation terkait dengan ide pokok, supporting idea, grammatical features, dan vocabulary.	

	• Siswa memperoleh balikan (*feedback*) dari guru tentang teks explanation yang dipelajari. **Komunikasi** • Siswa mengumpulkan informasi yang diperolehnya terkait topik teks explanation berjudul "*Earthquakes*" yang telah dipelajari. • Siswa menyampaikan informasi yang diperolehnya kepada teman dan guru.	
Penutup	• Peserta didik dengan bimbingan guru membuat kesimpulan pembelajaran pada pertemuan ini. • Guru menutup pelajaran.	10 Menit

H. Penilaian Hasil Belajar

1. Penilaian Sikap
2. Penilaian Pengetahuan berupa tes tertulis pilihan ganda
3. Penilaian Keterampilan berupa penilaian unjuk kerja/praktik

Sekampung, 21 Februari 2023

Mengetahui,

Guru Mata Pelajaran

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMA Negeri 1 Sekampung
Mata Pelajaran	: Bahasa Inggris Wajib
Kelas/Semester	: XI/Genap
Materi Pokok	: Text Explanation
Pertemuan ke	: 1 (satu)
Alokasi Waktu	: 90 menit

A. Kompetensi Inti

KI-1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI-2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

KI-3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian kompetensi

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.	3.8.1 Menuliskan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya. 3.8.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.

4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.	4.8.1 Mengidentifikasi makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.
	4.8.2 Membedakan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.
	4.8.3 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.

C. **Tujuan Pembelajaran**

Peserta didik dapat berfikir krtitis dan kreatif dalam menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan serta menangkap makna dari teks explanation tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.

D. **Materi Pembelajaran**

Materi Pokok: Teks Explanation tulis sederhana tentang "*Global Warming*".

1. Fungsi sosial: Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena.

2. Struktur teks: Mencakup fenomena, identitas gejala dan rangka.

    a. A general statement: yaitu pengenalan suatu peristiwa yang akan kita ceritakan.

    b. Sequenced explanations: yaitu penjelasan mengapa dan bagaimana peristiwa itu terjadi.

    c. Closing/concluding statement: yaitu penutup atau kesimpulan dari cerita tersebut.

3. Ciri-ciri kebahasaan teks explanation

    Unsur kebahasaan:

    a. adverbia *first, then, following, finally*

    b. hubungan sebab-akibat (*if-then, so, as a consequence, since, due to, because of, thanks to*

    c. kalimat pasif, dalam tenses yang present

    d. ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tu tangan.

    e. Topik berupa benda-benda non manusia, seperti air, penguapan, hujan dengan paparan menumbuhkan perilaku yang termuat dalam KI.

E. Metode Pembelajaran: *Three Minutes Pause Strategy*

F. Media, Alat, dan Sumber Belajar

Media : Lembar kerja peserta didik, lembar penilaian

Alat/Bahan : Spidol, papan tulis, laptop, dan proyektor

Sumber Belajar : Buku penunjang kurikulum 2013 mata pelajaran Bahasa Inggris Wajib Kelas XI Kemendikbud, Tahun 2017, dan Internet

G. Langkah-langkah Pembelajaran

Pertemuan ke 1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran, menjelaskan	10 Menit

	tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan cakupan materi pembelajaran. Teks explanation yang akan dipelajari adalah mengenai toopik "*Global Warming*". • Memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.	
Inti	**Mengamati** • Siswa mengamati teks explanation topik "*Global Warming*" yang digunakan guru sebagai sumber materi pembelajaran. • Siswa membacakan teks explanation "*Global Warming*" tersebut dengan ucapan, intonasi, tekanan kata degan benar dan lancar. • Siswa berlatih menentukan informasi yang terdapat dalam teks explanation "*Global Warming*". **Mempertanyakan (questioning)** • Setelah mengamati, peserta didik dengan bimbingan guru diarahkan untuk mengajukan pertanyaan spesifik dalam pikiran mereka tentang teks bacaan tersebut.	70 Menit

	• Siswa mempertanyakan bagaimana cara menemukan poin-poin penting dari sebuah teks explanation.
	
	Mengeksplorasi
	
	• Guru membentuk siswa dalam kelompok, setiap kelompok terdiri dari (5-6 orang).
	
	• Guru memastikan siswa fokus pada poin-poin penting dari pelajaran. Ini memungkinkan siswa untuk memeriksa dan memastikan mereka memahami ide-ide utama.
	
	• Guru memberikan waktu jeda selama 3 menit kepada siswa setelah mereka membaca teks. Kemudian berikan pertanyaan dasar untuk mempertimbangkan pengetahuan mereka dan hubungan yang dapat dibuat dengan informasi terbaru:
	
	  – Apa hubungan yang dapat dibuat?
	
	  – Apakah hal ini mengingatkan anda dengan sesuatu yang sudah pernah terjadi sebelumnya?
	
	  – Apa yang menyempurnakan pemahaman anda tentang topik ini?
	
	  – Hal apa yang anda ketahui setelah membaca teks?	

	• Terakhir, guru mengajukan pertanyaan klarifikasi. Gunakan petunjuk berikut: − Apakah ada hal yang masih belum jelas? − Apakah ada bagian yang membingungkan? − Apakah anda mengalami kesulitan membuat hubungan dengan pengetahuan mereka sebelumnya? − Bisakah anda mengantisipasi kemana tujuan dari teks yang dipelajari? − Apakah anda memperoleh wawasan yang lebih mendalam? **Mengasosiasi** • Siswa menganalisis berbagai macam teks explanation terkait dengan ide pokok, supporting idea, grammatical features, dan vocabulary.	

	• Siswa memperoleh balikan (*feedback*) dari guru tentang teks explanation yang dipelajari. **Komunikasi** • Siswa mengumpulkan informasi yang diperolehnya terkait topik teks explanation berjudul "*Global Warming*" yang telah dipelajari. • Siswa menyampaikan informasi yang diperolehnya kepada teman dan guru.	
Penutup	• Peserta didik dengan bimbingan guru membuat kesimpulan pembelajaran pada pertemuan ini. • Guru menutup pelajaran.	10 Menit

H. Penilaian Hasil Belajar

1. Penilaian Sikap
2. Penilaian Pengetahuan berupa tes tertulis pilihan ganda
3. Penilaian Keterampilan berupa penilaian unjuk kerja/praktik

Sekampung, 21 Februari 2023

Mengetahui,
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SMA Negeri 1 Sekampung

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMA Negeri 1 Sekampung
Mata Pelajaran	: Bahasa Inggris Wajib
Kelas/Semester	: XI/Genap
Materi Pokok	: Text Explanation
Pertemuan ke	: 1 (satu)
Alokasi Waktu	: 90 menit

A. Kompetensi Inti

KI-1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI-2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

KI-3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian kompetensi

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.	3.8.1 Menuliskan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya. 3.8.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.

4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.	4.8.1 Mengidentifikasi makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.
	4.8.2 Membedakan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.
	4.8.3 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.

C. **Tujuan Pembelajaran**

Peserta didik dapat berfikir krtitis dan kreatif dalam menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan serta menangkap makna dari teks explanation tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.

D. **Materi Pembelajaran**

Materi Pokok: Teks Explanation tulis sederhana tentang "*Tsunami*".

1. Fungsi sosial: Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena.

2. Struktur teks: Mencakup fenomena, identitas gejala dan rangka.

   a. A general statement: yaitu pengenalan suatu peristiwa yang akan kita ceritakan.

   b. Sequenced explanations: yaitu penjelasan mengapa dan bagaimana peristiwa itu terjadi.

   c. Closing/concluding statement: yaitu penutup atau kesimpulan dari cerita tersebut.

3. Ciri-ciri kebahasaan teks explanation

   Unsur kebahasaan:

   a. adverbia *first, then, following, finally*

   b. hubungan sebab-akibat (*if-then, so, as a consequence, since, due to, because of, thanks to*

   c. kalimat pasif, dalam tenses yang present

   d. ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tu tangan.

   e. Topik berupa benda-benda non manusia, seperti air, penguapan, hujan dengan paparan menumbuhkan perilaku yang termuat dalam KI.

E. Metode Pembelajaran: *Three Minutes Pause Strategy*

F. Media, Alat, dan Sumber Belajar

Media   : Lembar kerja peserta didik, lembar penilaian

Alat/Bahan   : Spidol, papan tulis, laptop, dan proyektor

Sumber Belajar : Buku penunjang kurikulum 2013 mata pelajaran Bahasa Inggris Wajib Kelas XI Kemendikbud, Tahun 2017, dan Internet

G. Langkah-langkah Pembelajaran

Pertemuan ke 1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran, menjelaskan	10 Menit

	tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan cakupan materi pembelajaran. Teks explanation yang akan dipelajari adalah mengenai toopik "*Tsunami*". • Memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.	
Inti	**Mengamati** • Siswa mengamati teks explanation topik "*Tsunami*" yang digunakan guru sebagai sumber materi pembelajaran. • Siswa membacakan teks explanation "*Tsunami*" tersebut dengan ucapan, intonasi, tekanan kata degan benar dan lancar. • Siswa berlatih menentukan informasi yang terdapat dalam teks explanation "*Tsunami*". **Mempertanyakan (questioning)** • Setelah mengamati, peserta didik dengan bimbingan guru diarahkan untuk mengajukan pertanyaan spesifik dalam pikiran mereka tentang teks bacaan tersebut.	70 Menit

	• Siswa mempertanyakan bagaimana cara menemukan poin-poin penting dari sebuah teks explanation.
	
	Mengeksplorasi
	
	• Guru membentuk siswa dalam kelompok, setiap kelompok terdiri dari (5-6 orang).
	
	• Guru memastikan siswa fokus pada poin-poin penting dari pelajaran. Ini memungkinkan siswa untuk memeriksa dan memastikan mereka memahami ide-ide utama.
	
	• Guru memberikan waktu jeda selama 3 menit kepada siswa setelah mereka membaca teks. Kemudian berikan pertanyaan dasar untuk mempertimbangkan pengetahuan mereka dan hubungan yang dapat dibuat dengan informasi terbaru:
	
	  – Apa hubungan yang dapat dibuat?
	
	  – Apakah hal ini mengingatkan anda dengan sesuatu yang sudah pernah terjadi sebelumnya?
	
	  – Apa yang menyempurnakan pemahaman anda tentang topik ini?
	
	  – Hal apa yang anda ketahui setelah membaca teks?	

	• Terakhir, guru mengajukan pertanyaan klarifikasi. Gunakan petunjuk berikut:	
	− Apakah ada hal yang masih belum jelas?	
	− Apakah ada bagian yang membingungkan?	
	− Apakah anda mengalami kesulitan membuat hubungan dengan pengetahuan mereka sebelumnya?	
	− Bisakah anda mengantisipasi kemana tujuan dari teks yang dipelajari?	
	− Apakah anda memperoleh wawasan yang lebih mendalam?	
	Mengasosiasi	
	• Siswa menganalisis berbagai macam teks explanation terkait dengan ide pokok, supporting idea, grammatical features, dan vocabulary.	

	• Siswa memperoleh balikan (*feedback*) dari guru tentang teks explanation yang dipelajari. **Komunikasi** • Siswa mengumpulkan informasi yang diperolehnya terkait topik teks explanation berjudul "*Tsunami*" yang telah dipelajari. • Siswa menyampaikan informasi yang diperolehnya kepada teman dan guru.	
Penutup	• Peserta didik dengan bimbingan guru membuat kesimpulan pembelajaran pada pertemuan ini. • Guru menutup pelajaran.	10 Menit

H. Penilaian Hasil Belajar

1. Penilaian Sikap
2. Penilaian Pengetahuan berupa tes tertulis pilihan ganda
3. Penilaian Keterampilan berupa penilaian unjuk kerja/praktik

Sekampung, 21 Februari 2023

Mengetahui,
Guru Mata Pelajaran

Mahasiswa Peneliti

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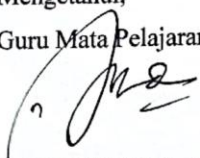
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MATERI AJAR
TEXT EXPLANATION

A. Uraian Materi

Pada bagian ini kalian akan mempelajari tentang pengertian *Explanation text*. Apa yang dimaksud dengan *Explanation Text*? *Explanation Text* adalah teks yang digunakan untuk menerangkan cara atau proses terjadinya sesuatu, terutama yang berkaitan dengan fenomena alam, dunia ilmiah atau sosial budaya. *Explanation text* berfungsi untuk menjelaskan proses dan penyebab terjadinya suatu peristiwa atau suatu hal secara detail. Sebuah explanation text biasanya berasal dari pertanyaan terkait why and how terhadap suatu fenomena yang ada.

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

Struktur teks/generic structure sebuah explanation text terdiri atas general statement, sequenced explanation, dan closing atau concluding statement.

Structure of Explanation Text

Social Function

An Explanation text is used to describe how and why a certain phenomenon happens

Generic Structure

1. A Tittle that identifies the topic to be explained
2. AGeneral Statement
3. A sequenced Explanation (a clear order about how and why)
4. Closing / Concluding Statement

Linguistic Features

1. Focused on general group rather than specific
2. Use a linking word like, in general , rather, for instance
3. Use action verbs like breaks, erupts
4. Use Present tense
5. Use Passive voice
6. Reference to people should not be given
7. Use of technical terms and language relevants to the subjects

STRUKTUR EXPLANATION TEXT

- A general statement

Yaitu pengenalan suatu peristiwa yang akan kita ceritakan. Atau penjelasan umum tentang peristiwa tersebut. Dalam *general statement* berisi tentang penjelasan umum tentang fenomena yang akan dibahas, bisa berupa pengenalan fenomena tersebut atau penjelasannya.

- Sequenced explanations

Yaitu penjelasan mengapa dan bagaimana peristiwa itu terjadi. Dalam bagian ini penulis dapat menulis lebih dari satu paragraf. Sequenced explanations berisi tentang penjelasan proses mengapa fenomena tersebut bisa terjadi atau tercipta. *Sequenced explanations* berupa jawaban dari pertanyaan why dan how penulis ketika membuat sebuah *explanation text. Sequenced explanations* bisa terdiri dari satu paragraf.

- Closing/concluding statement

Yaitu penutup atau kesimpulan dari cerita tersebut. Sebenarnya closing itu tidak tercantum dalam *generic structure* dari *explanation text*, tetapi kebanyakan orang beranggapan bahwa paragraf terakhir dari sebuah explanation text adalah *closing*, padahal itu merupakan bagian dari *sequenced explanations* yang berisi tentang langkah akhir dijelaskan pada bagian *sequenced explanations.*

CIRI-CIRI KEBAHASAAN

Unsur kebahasaan

- Adverbia *first, then, following, finally*
- Hubungan sebab-akibat (*if-then, so, as a consequence, since, due to, because of, thanks to*)
- Kalimat pasif, dalam tenses yang present
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Dalam menyususn teks explanation ada dua unsur kebahasaaan yang harus diperhatikan yaitu: penggunaan kalimat pasif dan tense. Rules for changing active voice to passive one:

a. Identify the subject, the verb, and the object

b. Change the subject into subject

c. Put the suitable helping verb or auxillary verb. In case the helping verb is given, use the same verb but note that the helping verb given agress with the object

d. Change the verb into the past participle form

e. Add the preposition by

f. Change the subject into object

Examples:

a. A letter is written by me.

b. American was discovered by Columbus.

c. Macbeth was written by Shakepeare.

d. The door was opened by his son.

e. The new ideas were sugessted by Edo.

Example

Active Voice	Passive Voice
The teacher is going to explain the lesson.	The lesson is going to be explained by the teacher.
She closed the door.	The door was closed by her.

Forming Passive Voice

Tense	Be +Past Participle	Example
Present Simple	am, is, are + made	The painting is made by her.
Present Progressive	am, is, are+ being+ sent	The book is being sent right now.
Present Perfect	has, have +been +sold	The copyrights of the books have been sold.
Past Simple	was, were+ invited	He was invited by Carl.
Past Progressive	was, were + being+ washed	Their bikes were being washed while they were running in the park.
Past Perfect	Had+ been+ hired	All the employees had been hired before the school started.
Future (will)	Will be +signed	A contract will be signed by her.
Future (going to)	am, is , are+ going to be + built	A bridge is going to be built by them within the next few years.
Future Perfect	Will+ have been+ started	The job will have been started by the first of June.

Table 8.2 Formating of passive voice

Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI.

Teks Explanation

1. Treatment Pertama

EARTHQUAKES

Earthquake is one of the most destroying natural disasters. Unluckily it often happens in several regions. Recently a horrible earthquake has shaken West Sumatra. It has brought great damages. Why did it occur? Do you know how an earthquake happens?

Earthquakes are usually caused when rock underground suddenly breaks along a fault. This sudden release of energy causes the seismic waves. It make the ground shake. When two blocks of rock or two plates are rubbing against each other, they stic a little. They don't just slide smoothly. The rocks are still pushing against each other, but not moving. After a while, the rocks break because of all the pressure that's built up. When the rocks break, the earthquake occurs.

During the earthquake and afterward, the plates or blocks of rock start moving, and they continue to move until they get stuck again. The spot underground where the rock breaks is called the focus of the earthquake. The place right above the focus is called the epicenter of the earthquake. Earthquakes are dreaded by everyone.

2. Treatment Kedua
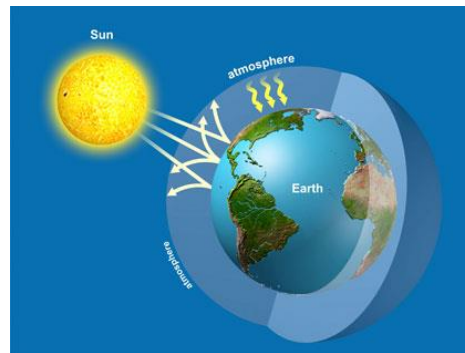
GLOBAL WARMING

Global warming is the measurable increase in the average temperature of Earth's atmosphere, oceans and landmasses. Scientists believe Earth is currently facing a period of rapid warming brought on by rising levels of heat trapping gases, known as greenhouse gases, in the atmosphere. Greenhouse gases occur naturally and without them, the planet would be too cold to sustain life as we know it. With more greenhouse gases around, present day human beings should be better equipped with more information about global warming, so that they understand the cases as well the impact of global warming. How does the process of global warming work?

All object emit radiation because of their temperature. The sun, or an object a temperature of 6000 K, emits most of its energy in the visible spectrum. The earth, or any object at 285 K, emits most of its energy in the infrared part of the spectrum. Some gases in the atmosphere are called "greenhouse gases". These are gases, like water vapor and carbon dioxide, that are transparent to visible light, but absorb infrared light. When visible light from the Sun hits the earth, it passes through the atmosphere, hits the earth, and warms the earth.

The earth emits some of this energy back out into space, keeping the planet cool, but the energy that the earth emits is in the infrared, and some of that is absorbed by the greenhouse gases in atmosphere instead of going back to into space. When that happens, the atmosphere gets warmer and planet as a whole gets warmer too. We humans used to burn wood for

fuel. When we burned wood, the carbon dioxide we were releasing was the same carbon dioxide that trees extracted from the air when they were growing, so the net effect was zero; as long as we planted a new tree to replace the old one, no "extra" carbon dioxide was emitted into the atmosphere. But since about 1750 when the steam engine was invented, we have been burning coal, oil and other fossil fuels at faster and faster rates.

This has released a lot of new carbon dioxide into the air, carbon that hasn't been in the atmosphere for millions of years. Now, there is more carbon dioxide in the air than at any time in the last 20 million years or more. This has caused more and more of the earth's cooling radiation to be absorbed by the atmosphere, thereby warming the planet.

3. **Treatment Ketiga**

TSUNAMI

Tsunami is a scientific term for a class of abnormal sea wave that can cause catastrophic damage when it hits a coastline. This word comes from the Japanese word, which measn harbor (tsu) and wave (nami). Tsunamis can be generated by an undersea earthquake and landslide, volcanic eruptions, or by the force of an asteroid crashing into the ocean. The most frequent cause of tsunamis is an undersea earthquake.

A tsunami is atarted develop after an earthquake or other generating impulses occurs. A series of waves then spreads over the ocean surface in ever-widening circles. In deep water, the height of a tsunami is only about

30 to 60 centimeters. However, it behaves like shallow water waves, which means the deeper the water, the faster it travels. For instance, a tsunami can travel more than 400 kilometers per hour at 4.000 meters deep in the ocean.

As the waves approach the land, fiction with the rising sea bottom and turbulences reduce the speed of the waves. As the speed lessens, the wavelength become shortened and the wave heights increase. The force of a tsunami as it reaches shore is still enermous, and it will continue to travel until its energy is completely dissipated. It may travel inland several hundred feet that carrying with it boats, large rocks, trees, and other heavy debris. Coastal waters may rise as high as 30 meters above normal sea level in 10 to 15 minutes. The flow of the water back to the sea can also be extremely desctructive.

All lowland coastal areas are vulnerable to tsunamis. The waves pac enough energy to tsunamis. The waves pack enough energy to destroy an entire coastal community in moments. Because these waves have very long periods, the danger posed by a tsunami can last several hours and the first wave may not be the largest of the series.

INSTRUMENT BLUEPRINT

READING COMPREHENSION

No	Indicators	Types of Test (Pre-Test)	Number of Item	Total
1	Main idea		10	
			13	
2	Expression/Idioms/Phrases		8	
3	Inference		5	
			9	
			17	
4	Grammatical features		16	
5	Detail (specific detail)		1	20
			2	
		Multiple Choice	3	
			4	
			12	
			14	
			15	
			18	
6	Excluding facts not written (unstated details)		7	
			19	
7	Supporting idea		6	
8	Vocabulary		11	
			20	

Pre-Test Reading Comprehension

Direction:

1. Write your name on your answer sheet!
2. Read the text carefully!
3. Find the right answer by choosing a, b, c, d, or e!
4. You may not cheat with your friends!
5. Check your answer before submitting!

Text 1

The following text is for question number 1-4!

Recycling is a collection, processing, and reuse of materials that would otherwise be thrown away. Materials ranging from precious metals to broken glass, from old newspapers to plastic spoons, can be recycled. The recycling process reclains the originial material and uses it in new products.

In general, using recycled materials to make new products costs less and requires less energy than using new materials. Recycling can also reduce pollution, either by reducing the demand for high-pollution alternatives or by minimizing the amount of pollution produced during the manufacturing process.

Paper products that can be recycled include cardboard containers, wrapping paper, and office paper. The most commonly recycled paper product is newsprint. In newspaper recycling, old newspapers are collected and searched for contaminants such as plastic bags and alumuinium foil. The paper goes to a processing plant where it is mixed with hot water and turned into pulp in a machine that works much like a big kitchen blender. The pulp is screened and filtered to remove smaller contaminants. The pulp then goes to a large vat where the ink separates from the paper fibers and floats to the surface. The ink is skimmed off, dried and reused as ink or burned as boiler fuel. The cleaned pulp is mixed with new wood fibers to be made into paper again.

Experts estimate the average office worker generates about 5 kg of wastepaper per month. Every ton of paper that is recycled saves about 1.4 cu m (about 50 cu ft) of landfill space. One ton of recycled paper saves 17 pulpwood trees (trees used to produce paper).

1. The following things can be recycled, *EXCEPT*….
    a. Precious metals
    b. Broken glass
    c. Old newspapers
    d. Plastic spoons
    e. Fresh vegetables and fruits

2. Which of the following is NOT the benefit of recycling?
    a. It costs much money for the process of recycling
    b. It costs less to make new products
    c. It requires less energy
    d. It can reduce pollution
    e. It reduces the demand for high-pollution alternatives

3. What is the third step of recycling paper products?
    a. Collect and search for contaminants such as plastic bag and aluminium foil
    b. Mix the paper with hot water in a blender which turns it into pulp
    c. Screen and filter the pulp to remove smaller contaminants
    d. Put the pulp to a large vat to separate the ink from the paper fibres.

4. We can make use the ink after being separated from the paper fibres by doing the followings, *EXCEPT*...
    a. Skim it off
    b. Dry it
    c. Reuse as ink
    d. Burn as boiler fuel
    e. Mix it with the pulp

Text 2

The following text is for question number 5-8!

Human body is made up of countless millions of cells. Food is needed to built up new cells and replace the worn out cells. However, the food that we take must be changed into

substances that can be carried in the blood to the places where they are needed. This process is called digestion.

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

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

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

5. What is the text about?
   a. The digestive system
   b. The digestive juice
   c. The method of the digestive system
   d. The process of intestine work
   e. The food substances

6. In the following, which is the supporting idea in paragraph 2?
   a. Human body is made up of countless millions of cells.
   b. The food we eat is broken up into small pieces.
   c. The food is directly swallowed through esophagus into the stomach.
   d. The food is mixed with the juices secreted by the cells in the stomach.
   e. The food we take must be changed into substances carried in the blood to the places.

7. From the text above, we imply that...
   a. A good process of digestive system will help our body becoming healthier.
   b. No one concerned with the process of digestive system for their health.
   c. The digestive system is needed if we are eating the food instantly.
   d. Every body must conduct the processes of digestive system well.
   e. The better we digest the food we eat, the healthier we will be.

8. *Human body is made up of countless millions of cells*. (paragraph 1)

The phrase *made up* means...

a. Produced

b. Managed

c. Arranged

d. Completed

e. Constructed

Text 3

The following text is for question number 9-12!

Have you ever wondered how people get chocolate from? In this article we'll enter the amazing world of chocolate so you can understand exactly what you're eating. Chocolate starts with a tree called the cacao tree. This tree grows in equatorial regions, especially in places such as South America, Africa, and Indonesia. The cacao tree produces a fruit about the size of a small pine apple. Inside the fruit are the tree's seeds, also known as cocoa beans.

The beans are fermented for about a week, dried in the sun and then shipped to the chocolate maker. The chocolate maker starts by roasting the beans to bring out the flavour. Different beans from different places have different qualities and flavor, so they are often sorted and blended to produce a distinctive mix. Next, the roasted beans are winnowed. Winnowing removes the meat nib of the cacao bean from its shell. Then, the nibs are blended. The blended nibs are ground to make it a liquid. The liquid is called chocolate liquor. It tastes bitter. All seeds contain some amount of fat, and cacao beans are not different. However, cacao beans are half fat, which is why the ground nibs form liquid. It's pure bitter chocolate.

9. The text is about...

a. The cacao tree

b. The cacao beans

c. The raw chocolate

d. The making of chocolate

e. The flavour of chocolate

10. The third paragraph focuses on...

a. The process of producing chocolate

b. How to produce the cocoa flavour

c. Where chocolate comes from

d. The chocolate liquor

e. The cacao fruit

11. ...*so they are often <u>sorted</u> and blended to produce...* (Paragraph 3). The word *sorted* has the closest meaning to...

a. Arranged

b. Combined

c. Separated

d. Distributed

e. Organized

12. How does the chocolate maker start to make chocolate?

a. By fermenting the beans.

b. By roasting the beans.

c. By blending the beans.

d. By sorting the beans.

e. By drying the beans.

Text 4

The following text is for question number 13-16!

Indonesia is situated in the ring of fire that extends from Nusa Tenggara, Bali, Java and ends in Atlantic Ocean. Like other countries in Circum-Pacific belt, Indonesia has many volcanoes and the country records several volcanic eruptions per year. Do you know how volcanes erupt?

Hot temperature within the Earth melts rocks. The molten rock becomes a flowing substance with thick consistency known as magma. As magma is lighter than solid rocks, it rises and creates magma chambers. The chamber also contains bubbles of gas. Sometimes, magma runs to the surface through vents. This runny magma is caled lava.

But when magma is too thick, it traps gas bubbles that creates pressure within the chamber. Too much pressure can cause an explosive eruption. This type of volcanic eruption is destructive and dangerous. Explosive-type volcanoes can

blast hot clouds that destroy anything in their way. The hot clouds come with grey, powdery snow known as tephra that falls back to earth. The ash is dangerous for humans, animals, and plants but is also becomes natural fertilizer.

13. What is the main idea of paragraph 2?

    a. How explosive eruption occurs.

    b. Indonesia is situated in the ring of fire.

    c. Hot clouds are destructive.

    d. How magma occurs within Earth.

    e. Indonesia has many volcanoes.

14. The following statement is true based on the text, except...

    a. Hot temperature inside the Earth melts rocks.

    b. Magma that runs to the surface is called hot clouds.

    c. Volcanoes have magma chamber created from molten rocks.

    d. Explosive eruption is dangerous.

    e. Volcanoes are dangerous.

15. Based on the text above, where does ring of fire ends?

    a. Nusa Tenggara

    b. Atlantic Ocean

    c. Indonesia

    d. Bali

    e. Java

16. *Indonesia has many volcanoes and the country records several volcanic per year.* The passive form for sentence above is...

    a. The country has been records volcanic eruptions annually in Indonesia.

    b. Indonesia has many volcanic.

    c. Country has records Indonesia mountain.

    d. Indonesia situated has record by country.

    e. Volcanoes very dangerous.

Text 5

The following text is for question number 17-20!

Biodiesel is a clean burning substitute for petroleum based diesel fuel. Biodiesel is made of vegetable oil.

To make or manufacture Biodiesel, you must first start with raw materials. The raw materials needed in the production of Biodiesel are a small amount of methanol and a ready supply of vegetable product. One of the most common vegetables used in the production of Biodiesel is corn, although depending on the geographic location of the manufacturing facility many other plants are used as well (rapeseed, soybeans, flaxseed, etc.). The first step is to use the raw vegetable product to make vegetable oil. Vegetable oil by itself will not be what you need to power a car, from here it has to be processed into Biodiesel.

The process for converting vegetable oil into Biodiesel is sometimes called ester interchange. To complete this process the vegetable oil has to be combined with a smaller amount of methanol and then put in the presence of a small quantity of an alkaline catalyst (for exampl, 5% to 1% sodium hydroxide). Vegetable oil is made up of so-called triglycerides, which is compound of the trivalent alcohol glycerin molecule from the three fatty acids and replace it with three methanol molecules. This process then yields roughly 90% Biodieseland 10% of a glycerin byproduct. The glycerin by product can be used in a number of other chemical processes for different industries.

17. What is the text about?

   a. The process of making Biodiesel.

   b. The use of the Biodiesel.

   c. The advantage of using the Biodiesel.

   d. The benefit of producing the Biodiesel.

   e. The development of the Biodiesel product.

18. What are interchanged in the process of ester interchage?

   a. The three fatty acids with the glycerin molecules.

   b. The glycerin molecule with three methanol molecules.

   c. Methanol with the three fatty acids.

d. Vegetable oil with methanol.

e. Methanol and alkaline catalyst.

19. According to the text, one of advantages in using biodiesel is that...

a. it is cheap.

b. it only uses vegetable oil.

c. it uses replaceable materials.

d. it can be done in small industry.

e. it gives less pollution than petroleum.

20. "The process for converting vegetable oil...' (paragraph 3). The word "converting" is closest in meaning to...

a. Producing

b. Separating

c. Attaching

d. Processing

e. Changing

ANSWER KEY

PRE-TEST

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

INSTRUMENT BLUEPRINT

TEST BLUEPRINT

No	Indicators	Types of Test (Post-Test)	Number of Item	Total
1	Main idea		1	
			13	
			19	
2	Expression/Idioms/Phrases		17	
3	Inference		5	
			9	
			11	
			16	
4	Grammatical features		4	20
			18	
5	Detail (specific detail)	Multiple Choice	2	
			8	
			12	
			20	
6	Excluding facts not written (unstated details)		6	
			7	
			14	
7	Supporting idea		12	
8	Vocabulary		3	
			10	
			15	

Post-Test Reading Comprehension

Direction:

1. Write your name on your answer sheet!
2. Read the text carefully!
3. Find the right answer by choosing a, b, c, d, or e!
4. You may not cheat with your friends!
5. Check your answer before submitting!

Text 1

The following text is for question number 1-5!

A cell phone is a great gadget in this modern world. What is a cell phone? A cell phone is actually a radio in certain way. Like a radio, by a cell phone we can communicate to other people in real time. Million people use cell phone for their communication. Even nowadays, people use cell phones to communicate in voice, written and data. Alexander Graham Bell is the person who make great change in the way people communicate to each other. He invented a telephone in 1876. While wireless radio was formally known in 1894 presented by Guglielmo Marconi. By these two technologies, then a cell phone was born. However do you know how actually cell phones work?

This short explanation on how cell phone work is really wonderful. A cell phone or in long term "celluar telephone" works by transmitting signals of radio to towers of cellular. The towers are networked to a central switching station. The connection usually uses wire, fiber optic-cables, or microwave.

Then the central switching station which handles calls in certain given area is directed connected to the wire-based telephone system. Cellulars are pick up by the towers and related to another cellular telephone user or the user of wire-based telephone network. The towers vary in the capacity and capability to receive signals. Some can receive the signal from short distance and the others can receive ore distance. However, there are usually more than one tower in certain given area so that the system can handle the increasing telephone traffic.

1. What is the main idea of paragraph three?
   a. How to use the telephone

    b.   The founder of telephone

    c.   The part of telephone

    d.   Function of telephone

    e.   How to make the telephone

2.   What is cell phone...

    a.   Cell phone is an object can movement.

    b.   Cell phone is general object.

    c.   Cell phone is a contraption thing.

    d.   A cell phone is actually a radio in certain way.

    e.   Cell phone is Graham Bell's founder.

3.   "The towers are networked to a central switching station." (paragraph 2). The antonym of the word "switching" is...

    a.   Convert

    b.   Replace

    c.   Remain

    d.   Divert

    e.   Swap

4.   *Alexandre graham Bell has invented the telephone.* The passive form for sentence above is...

    a.   Graham Bells found telephone.

    b.   Guiglemo Marconi has buy telephone for Alexandre.

    c.   Wilbur O'Wright has been invented the telephone.

    d.   Telephone has been invented by him.

    e.   BJ Habibie

5.   What the text about?

    a.   The telephone founder

    b.   The part of telephone

    c.   The history of telephone

    d.   How telephone work

    e.   How much the telephone

Text 2

The following text is for question number 6-10!

Adapting to a new culture can be difficult, especially when moving abroad. Most people who live in a foreign country for some time go through an adjustment period during which "Culture Shock" is experienced. Once culture shock is understood, its effects can be minimized dramatically. Expatriates usually experience the following phases while adjusting to their new country, honeymoon phase, negotiation phase, adjustment phase, reverse culture shock, and countering culture shock.

During the "Honeymoon Phase", newly arrived expatriates are excited about their new surroundings and are eager to explore the new country. They are very positive about their relocation and the newness of the country.

During the negotiation phase which happens after a few weeks in a foreign country, expatriates usually experience homesickness. Simple day-to-day tasks, such as taking transportation, shopping or attending school meetings, can become a real challenge in a different environment. This is sometimes exacerbated by language barries. These are challanges that locals may not be able to understand, and they may be seen by expatriates as being insensitive or unsympathetic people.

Six to 12 months are arriving in the host country, expatriates usually begin to grow accustomed to their new home and know what to expect from their surroundings. This is called adjustment phase. Daily activities become routine and the customs of the host country are accepted as another way of living. At this stage expatriates are able to communicate more freely with locals.

6. What social phenomenon is explained in the passage?
    a. How to go through the honeymoon phase.
    b. Why expatriates usually experience culture shock.
    c. How to deal with culture shock when living abroad.
    d. Why people should learn cross culturak understanding
    e. The phases of culture shock experience by expatriates

7. What is the meant by 'honeymoon phase" in paragraph 2?
    a. The first few times when people live in other countries.
    b. A period or harmony immeditely following marriage.

c. The trip or vacation taken by a newly married couple.

d. A period when people love the new country where they live

e. A peiod when people understood the culture of the new country.

8. According to the etxt, in what phase do usually expatriates experience homesickness?

a. Negotiation phase.

b. Honeymoon phase.

c. Adjustment phase

d. Reverse culture shock.

e. Countering culture shock.

9. What can we infer from the last paragraph?

a. It is difficult for expatriates to accept the new country's way of living.

b. Expatriates are not able to communicate well with their new neighbours.

c. After a year, expatriates usually have new hopes froom their surroundings.

d. It takes about a year for people to learn to communicate with their neighbours.

e. It usually takes about a year for people to be able to adapt to the new culture.

10. "Expatriates usually experience the following phases..." (paragraph 1). The underlined word is closest in meaning with...

a. Natives

b. Colonials

c. Refuges

d. Emigrants

e. Deportees

Text 3

The following text is for question number 11-15!

A natural disaster is a terrible accident, e.g. a great flood, a big fire or an earthquake. It usually causes great suffering and loss of a large sum of money. The casualties are injured or died. Some people are homeless and need medical care.

Floods occur when the water of rivers, lakes, or streams overflow their banks and pour onto the surrounding land. Floods are caused by many different things. Often heavy rainstorms that last for a brief can cause a flood. But not all heavy storms are followed by flooding. If the surrounding land is flat and can absorb the water, no flooding will occur. If the land cannot absorb the rainwater, floods occur. Where the banks are low, a river may overflow and flood adjacent lowland.

In many parts of the world floods are caused by tropical storms called hurricanes or typhoons. They bring destructive winds of high speed, torrents of rain, and flooding. When a flood occurs, the destruction to surrounding land can be severe. Whole villages and towns are sometimes swept away by water pouring swiftly over the land. Railroad track blocked and uprooted from their beds. Highways are washed away.

Fire disaster in housings are usually caused by some factors such as cooking equipment, heating, smoking in bedrooms, electrical equipment, candles, and so on. Fire disasters that happen in wildlife or forested land (called wildfire) occur when vegetated areas are set alight and are particularly common during hot and dry periods. They can occur in forests, grasslands, brush and deserts, and with sufficient wind can rapidly spread.

11. What is the writer's intention in writing the text?

    a. To describe the causes of floods.
    b. To describe the effects of fire disaster.
    c. To explain the causes of some natural disasters.
    d. To explain the suffering and casualties caused by floods.
    e. To explain what peopople should do to prevent disaster.

12. How can we compare paragraph 2 and paragraph 3?

	Paragraph 2	Paragraph 3
a.	The effects of floods	The effects of tropical storms
b.	The causes of floods	The causes of tropical storms
c.	The floods caused whch are less destructive	The floods which are more destructive

d.	Floods caused by overflow of rivers	Floods caused by tropical storms
e.	The causes of floods	The floods caused by storms

13. What is the main idea of paragraph 4?

    a. Wildfire occur when vegetated areas are set alight.

    b. Fire disaster in housings are usually caused by some factors.

    c. There are factors causing fire disasters in housings and in wildlife.

    d. Carelessness in using equipment can cause fire in housings.

    e. Wildlife usually occurs in dry season.

14. Which one followings should be the best topic of the next paragraph?

    a. The causes of floods.

    b. The effects of floods.

    c. The causes of fire disasters.

    d. The causes of earthquakes.

    e. How to avoid fire disasters.

15. "Where the banks are low, a river may overflow and flood <u>adjacent</u> lowland"

    (paragraph 2). The underlined word is synonymous with...

    a. Over

    b. Under

    c. Beside

    d. Nearby

    e. Beneath

Text 4

The following text is for question number 16-18!

Lets's look at the size of rain and how raindrops fall first. We'll need the sun when the sun shines on water on the Earth's surface, the heat of the sun warms the water turning it into an invisible gas called water vapour.

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

Clouds are made up of tiny water droplets so when condensation occurs in the sky clouds form and grow. When water droplets bump into one another they stick together and grow in size they continue to grow until they are too heavy and fall as rain. They even grows they bump into one another on their journey from the cloud to the ground and every single raindrop that reaches the ground is made up of 1 million of the original tiny water droplets.

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

16. From the first paragraph we can conclude?
    a. The size of rain and how raindrops fall.
    b. The sun produces the invisible gas.
    c. The sun is the main factor of evaporation process.
    d. Water turns into gas because of Earth's surface
    e. Water cycle

17. The changing of water into a gass is called _evaporation_ (paragraph 2). The phrase *evaporation* means...
    a. Changing
    b. Make
    c. Constructed
    d. Replace
    e. Eruption

18. ... **their** journey from the cloud to the ground...

    The word **their** refers to....
    a. Rain
    b. Condensation
    c. Clouds
    d. Water droplets
    e. Sun

19. What does the last paragraph tell you about?

a. Plants, animals and people need water to survive.

b. Raindrops fall on the ground.

c. Water cycle.

d. The process of water moving from the ground to the sky.

e. Size of rain

20. According to the text, what is final process before the rain falls?

a. Clouds form and grow.

b. Water droplets bond one another.

c. Clouds bump into one another they stick together.

d. Water evaporates to the sky.

e. Clouds will evaporate

ANSWER KEY

POST-TEST

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

DOCUMENTATION BLUEPRINT

Purpose: This blueprint documentation is intended as a basis for compiling document instruments in obtaining research data about research locations which are located at SMA Negeri 1 Sekampung.

No	Documentation Aspects
1	History of the establishment of SMA Negeri 1 Sekampung
2	Vision and mission of SMA Negeri 1 Sekampung
3	Organization strucuture of SMA Negeri 1 Sekampung
4	Site Plan of SMA Negeri 1 Sekampung

DOCUMENTATION SHEET

Purpose: This documentation sheet is intended as a data collection instrument related to complete school data consisting of school history, vision and mission, organzational structure, and site plan.

No	Documentation Aspects	Available	Inavailable
1	History of the establishment of SMA Negeri 1 Sekampung	✓	
2	Vision and Mission of SMA Negeri 1 Sekampung	✓	
3	Organization Structure of SMA Negeri 1 Sekampung	✓	
4	Site Plan of SMA Negeri 1 Sekampung	✓	

ANSWER SHEET

PRE-TEST

Name of Student : Indah Tri Utami

Class : XI IPS 2

Score: 75

Please give the cross (X) to the right answer!

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

138

ANSWER SHEET

PRE-TEST

Name of Student : Candra adi wibowo

Class : XI IPS 4

Score: 35

Please give the cross (X) to the right answer!

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

ANSWER SHEET

POST-TEST

Name of Student : Indah Tri Utami

Class : XI ips 2

Please give the cross (X) to the right answer!

Score: 80

NO		ANSWER			
1	A	B	X	D	E
2	A	B	C	X	E
3	A	B	X	D	E
4	A	B	C	X	E
5	A	B	X	D	E
6	A	X	C	D	E
7	X	B	C	D	E
8	X	B	C	D	E
9	A	B	C	D	X
10	A	B	C	X	E
11	A	B	X	D	E
12	A	B	C	X	E
13	A	B	X	D	E
14	A	B	C	X	E
15	A	X	C	D	E
16	X	B	C	D	E
17	AX	B	C	D	E
18	A	B	C	X	E
19	A	X	C	D	E
20	A	X	C	D	E

140

ANSWER SHEET

POST-TEST

Name of Student : candra odi

Class : XI IPs 4

Please give the cross (X) to the right answer!

Score: 15

NO	ANSWER				
1	X̶A̶	B	C	D	E
2	A	B̶X̶	C	D	E
3	A	B	C	D	X̶E̶
4	X̶A̶	B	C	D	E
5	A	B	X̶C̶	D	E
6	A	B	C	X̶D̶	E
7	A	B̶X̶	C	D	E
8	A	B	C	D	X̶E̶
9	A	B	X̶C̶	D	E
10	X̶A̶	B	C	D	E
11	A	X̶B̶	C	D	E
12	A	B	X̶C̶	D	E
13	A	B	C	D	X̶E̶
14	A	B	X̶C̶	D	E
15	A	B	X̶C̶	D	E
16	A	X̶B̶	C	D	E
17	X̶A̶	B	C	D	E
18	A	X̶B̶	C	D	E
19	A	B	X̶C̶	D	E
20	A	B	C	X̶D̶	E

141

THE DOCUMENTATION OF RESEARCH

1. Pre-Test Activity

   a. Experimental Class

   b. Control Class

2. Treatment Activity

    a. First Treatment

b. Second Treatment

c. Third Treatment

3. Post-Test Activity

    a. Experimental Class

b. Control Class

CURRICULUM VITAE

The name of the researcher is Nurlisa Dwi Cahyanti. She was born in Banjarrejo, 03 October 2001. She is the second daughter of Mr. Edi Subagio and Mrs. Sutarmi. she lives in Banjarrejo, 38a Batanghari Subdistrict, Regency of East Lampung.

She was enrolled her study in Kindergarten of TK PGRI Metro Timur on 2005 and graduated on 2007. She continued her study at SD N 1 Banjarrejo on 2007 and graduated on 2013. In line with her focus on the study, she continued her study at SMP N 7 Metro on 2013 and graduated on 2016. She decided to continued her study at SMK N 3 Metro and took Software Engineering Program on 2016 and graduated on 2019. Then, at the same year in 2019 after graduated of SMK, she registered as a S1 student of English Education Department of State of Islamic Studies (IAIN) of Metro.