

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF “THAT WAS THEN THIS IS NOW” STRATEGY
ON THE STUDENTS’ READING COMPREHENSION
AT SMA N 1 WAY BUNGUR**

**BY:
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**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2023 M**

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**THE INFLUENCE OF “THAT WAS THEN THIS IS NOW” STRATEGY
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AT SMA N 1 WAY BUNGUR**

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

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Assalamu'alaikum, Wr. Wb


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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikum, Wr. Wb

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Assalamualaikum, Wr. Wb.


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Sudah kami dapat setuju dan dapat dimunaqasyahkan. Demikian harapan kami dan atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum, Wr. Wb

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APPROVAL PAGE

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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE INFLUENCE OF "THAT WAS THEN THIS IS NOW" STRATEGY ON THE STUDENTS' READING COMPREHENSION AT SMA N 1 WAY BUNGUR. Written by: Ayu Syeh Sabandari, Student Number 1901051013, English Education Department, had been examined (Munaqosah) in Tarbiyah and Teacher Training Faculty on Monday, June 26, 2023 at 10.00 – 12.00 a.m.

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**THE INFLUENCE OF “THAT WAS THEN THIS IS NOW” STRATEGY
ON THE STUDENTS’ READING COMPREHENSION
AT SMA N 1 WAY BUNGUR**

ABSTRACT

By:

AYU SYEH SABANDARI

The purpose of this study was to determine whether there is a positive and significant influence of using the *That Was Then This Is Now* strategy on the students' reading comprehension. The problems faced by students is that students have low reading comprehension. This research is carried to discuss *That Was Then This Is Now* strategy toward students' reading comprehension.

This research was quantitative research. The sampling technique used to determine the number of samples was cluster random sampling. In collecting data, researchers used interview, documentation, and tests. The research subjects were students of class XI IPA as the experimental class and class XI IPS as the control class. To get the data, the researcher administered students multiple choice tests which consisted of a pre-test and a post-test. After obtaining the data, the researcher analyzed the data using the SPSS application.

In this research, the results showed that the t_{observed} value is 4.183 while the t_{table} value at the 5% significance level is 1.684. Therefore, based on these results it can be seen that the t_{observed} value $>$ t_{table} . Then the results of the t-test that have been calculated using the independent sample t-test in the SPSS application are the significant values at the Sig level. (2-tailed) post-test is lower than alpha $0.000 < 0.05$. Based on these conditions, this means that there is a positive and significant influence of using the *That Was Then This Is Now* strategy on the reading comprehension of eleventh grade students of SMA N 1 Way Bungur.

Keywords: Quantitative, Reading Comprehension, *That Was Then This Is Now Strategy*

**THE INFLUENCE OF “THAT WAS THEN THIS IS NOW” STRATEGY
ON THE STUDENTS’ READING COMPREHENSION
AT SMA N 1 WAY BUNGUR**

ABSTRAK

Oleh:

AYU SYEH SABANDARI

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh positif dan signifikan penggunaan strategi *That Was Then This Is Now* terhadap pemahaman membaca siswa. Masalah yang dihadapi siswa yaitu siswa memiliki pemahaman membaca yang rendah. Penelitian ini dilakukan untuk mendiskusikan strategi *That Was Then This Is Now* terhadap pemahaman membaca siswa.

Penelitian ini merupakan penelitian kuantitatif. Teknik sampling yang digunakan untuk menentukan jumlah sampel adalah cluster random sampling. Dalam pengumpulan data, peneliti menggunakan metode wawancara, dokumentasi, dan tes. Subyek penelitian adalah siswa kelas XI IPA sebagai kelas eksperimen dan kelas XI IPS sebagai kelas control. 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 4.183 sedangkan nilai t_{table} pada taraf signifikansi 5% adalah 1.684. Oleh karena itu, berdasarkan hasil tersebut dapat diketahui bahwa nilai $t_{\text{observed}} > t_{\text{table}}$. 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 daripada alpha $0.000 < 0.05$. berdasarkan kondisi tersebut, ini berarti terdapat pengaruh positif dan signifikan dari penggunaan strategi *That Was Then This Is Now* terhadap pemahaman membaca siswa kelas sebelas SMA N 1 Way Bungur.

Kata Kunci: Kuantitatif, Pemahaman Membaca, *That Was Then This Is Now Strategy*

STATEMENT OF RESEARCH ORIGINALITY

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It states that is undergraduate thesis is originally the result of the writer's research, in exception of the certain parts which are excerpted from the bibliography mentioned.

Metro, June 12, 2023



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

Metro, 12 Juni 2023



Yang Menyatakan,

Ayu Sveh Sabandari
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MOTTO

“Seeking knowledge is piety. Conveying knowledge is worship. Repeating
knowledge is dhikr. Seeking knowledge is jihad”

- Abu Hamid Al Ghazali –

DEDICATION PAGE

I dedicate this undergraduate thesis to:

1. My beloved parents, Mr. Sukiyo and Mrs. Sringatun who always pray and support in their endless love.
2. My beloved sisters and brother, Ninik Hariyati, Isnaini Saputri and Syeh Maulana Saputra who always care and support me.
3. My almamater IAIN Metro

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I am very thankful to Allah SWT, who always gives the researcher blessing to complete this undergraduate thesis under titled THE INFLUENCE OF “THAT WAS THEN THIS IS NOW” STRATEGY ON THE STUDENTS’ READING COMPREHENSION AT SMA N 1 WAY BUNGUR. Shalawat and salam to our prophet Muhammad SAW., the lord of muslim in the world, who has guided us from the darknesss to the brightness.

At this time, the researcher would like to certain her most deep gratitude, especially to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag.,PIA, as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the Head of English Education Department of IAIN Metro Lampung.
4. Dr. Dedi Irwansyah, M.Hum, as the guide provided valuable knowledge and support in finishing this undergraduate thesis.

The researcher apologizes for all the mistakes that she has made in writing and finishing this an undergraduate thesis. All criticisms and suggestions are expected to improve the quality of this research. Hopefully this undergraduate thesis can be useful for researchers in particular, for our college and every reader in generic.

Metro, May 2023
The researcher,



Ayu Syeh Sabandari

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is a process carried out by looking at the writing, understanding the contents of what is in the writing, so that the reader can conclude the contents of the reading in the reader own words. Someone can get information from a reading material. The process of reading itself is divided into two, namely reading aloud and reading silently. Reading aloud is usually done during competitions or whatever is usually done in public. Meanwhile, reading silently is usually used when someone wants to understand reading material in more detail.

In addition, reading is important because it is widely used in education, the world of work, and for the public. If a student does not really know how to read well, they will have difficulty communicating through writing with teachers, colleagues, or anyone else. Most professional communication is done in writing through proposals, e-mails, reports, and many others which are found in many fields. Reading comprehension can determine whether a person can receive the essence of what the researcher expects or not. Therefore, it is miscommunication that can have serious unintended consequences and effects.

Furthermore, students can get benefit from reading because it can increase their vocabulary. In addition, by reading students can get important information that is being discussed around the world. Reading can also encourage one's imagination and creativity, because when reading, the readers are also expected to be able to imagine what is being written. A good reader will certainly be able to

capture information and compare information with one another. Thus, learning to read indirectly will be able to train and improve brain performance so that the brain can be trained to think critically in concluding something.

Furthermore, in order for students to have good reading comprehension, it is necessary to apply appropriate teaching techniques. Appropriate teaching techniques contain teaching steps that achieve the success of reading learning objectives. Therefore, it is important to choose the appropriate teaching technique so that students are motivated and have a high interest in the reading learning process. Therefore, every teacher must creatively apply innovative teaching techniques and strategies in the reading teaching process.

One strategy for teaching reading is *That Was Then This Is Now*. The *That Was Then This Is Now* strategy is designed to encourage students to think about what they already know, relate the information to what they read from a text, and to visualize the text content.¹ This strategy is intended to train students' critical thinking about what they get before and after reading the reading text after being given a topic. This strategy aims to provide opportunities for students to express their ideas or thoughts and be actively involved in a topic. They must be able to think and conclude their thoughts and then write down what they get before or after knowing the topic and reading the written text.

The *That Was Then This Is Now* strategy has many advantages. This strategy can increase students' creativity in conveying the contents of a reading into a written description. This strategy can also encourage students to think

¹Judy Tilton Brunner, *I Don't Get It!: Helping Students Understanding What They Read*. (Lanham: A Division of Rowman & Littlefield Publisher, Inc., 2011), 91.

critically in the form of comparing information from what they already know with after they read the reading text after being given a topic. This strategy can train students in solving problems individually or in groups. This is certainly very important to be able to improve students' reading comprehension, increase vocabulary, and the ability to conclude the essence of reading texts.

In addition, the *That Was Then This Is Now* strategy has great benefits in increasing students' interest in reading. This strategy is very good to use because it can hone and explore the knowledge that students already know about the topic.² The selection of the appropriate topic is certainly very influential on the attractiveness of students in reading. Thus, students' mental and self-confidence can also be trained by using this strategy, because they are required to express their opinion in their own way of thinking. Therefore, this strategy can also increase students' motivation, independence and a fairly good opportunity to improve each individual's comprehension skill by reading.

In connection with all the descriptions above, the researcher has conducted a pre-survey on August, 24th 2022 in the eleventh grade of SMA N 1 Way Bungur by visiting the school directly. In the pre-survey process, the researcher asked for an archive of English assignments along with their scores related to reading comprehension to find out the obstacles that students experienced related to the reading comprehension. The results of the pre-survey are illustrated in the following table.

² Ibid., 91.

**Tabel 1. The Pra-survey Result
The Students' Reading Comprehension of the Eleventh Grade**

No.	Grade	Frequency	Percentage	Criteria
1.	≥ 75	2 students	9.5 %	Complete
2.	< 75	19 students	90.5 %	Incomplete
Total		21 students	100%	

(Source: The Archive of Students' assignment related to reading comprehension given by the English teacher)

Based on the information contained in the table of pre-survey results above, it can be seen that students' reading comprehension are classified as low because the percentage of students is dominated by incomplete criteria. This is indicated by the percentage of students who do not complete the KKM is 90.5 %. Therefore, efforts are needed to give a positive influence on students' reading comprehension.

In the pre-survey process, the researcher also conducted interview with English teacher to find out the students' obstacles in learning English, especially in reading comprehension. From the results of the pre-survey, it can be seen that students' reading comprehension are in the low category. This was confirmed by the English teacher based on the results of the interview due to the limited English vocabulary possessed by students so that students had difficulty understanding the contents of the readings contained in the text. In addition, the students also get difficulties in determining the main ideas and supporting ideas contained in a reading so that they have difficulty in determining the important information contained in the reading. Another problem is in the form of students' obstacles in

remembering the previous information contained in the text. In addition, students also have difficulty in making conclusions based on the content of a text.³

In connection with the overall description above, the researcher underlines the problems of reading comprehension got by students which indicate that students have problems with reading comprehension. The researcher intends to follow up on these problems by doing treatment or teaching by using a teaching strategy. In this case, the researcher intends to use the teaching strategy *That Was Then This Is Now* to influence students' reading comprehension.

Therefore, in relation to the entire description above, the researcher intends to conduct quantitative research by compiling a research proposal entitled *The Influence of "That Was Then This Is Now" Strategy on the Students' Reading Comprehension at SMA N 1 Way Bungur*. With this research, it is hoped that students' reading comprehension will be better with efforts to provide teaching through the application of the teaching strategy *That Was Then This Is Now*.

B. Identification of the Problems

Based on the problems that the researcher get from the results of the pre-survey, the researcher identify research problems, including:

1. Students have low reading comprehension.
2. Students have limited English vocabulary.
3. Students have difficulty in understanding the content of reading in a text.
4. Students get problems in determining the main ideas and supporting ideas.

³ The Result of Interviews the English Teacher of the Eleventh Grade in SMA N 1 Way Bungur.

5. Students have difficulty in making conclusions contained in the text.

C. Problem Limitation

Based on the problems that have been identified, the researcher limit the problems to only focusing on the low reading comprehension of students. To address the problem of reading comprehension, the researcher intends to address it by conducting quantitative research by applying the *That Was Then This Is Now* strategy. Therefore, the researcher compiled a research proposal entitled The Influence of “*That Was Then This Is Now*” Strategy on the Students’ Reading Comprehension at SMA N 1 Way Bungur.

D. Problem Formulation

The problem formulation of this research is constructed as: “Is there any positive and significant influence of *That Was Then This Is Now* strategy on the students’ reading comprehension of the Eleventh Grades at SMA N 1 Way Bungur?”

E. Objectives and Benefits of the Study

1. Objective of the Study

The objective of this research is order to investigate whether there is positive and significant influence of *That Was Then This Is Now* strategy on the students’ reading comprehension of the Eleventh Grades at SMA N 1 Way Bungur?

2. Benefits of the Study

This research is expected to provide benefits not only for the researcher but also for students, teachers, and other the researcher.

a. For the Students

This research is expected to be useful for students to help them realize their reading comprehension. In addition, through this research, it is hoped that students can be involved in the process of learning reading comprehension in an atmosphere that motivates them to focus more on the process of learning English. Therefore, it is hoped that their reading comprehension will get better.

b. For the Teachers

This research is expected to provide benefits to teachers by providing information related to the condition of students' abilities in reading comprehension. In addition, this research is expected to provide information to teachers, especially English teachers related to one of the teaching strategies that can be used as an alternative in teaching reading comprehension, namely the teaching strategy *That Was Then This Is Now*. With this information, teachers are expected to be able to motivate students more in the process of learning reading comprehension so that students' reading comprehension will be better.

c. For the Other researcher

This research is expected to provide benefits for other the researcher by providing information that includes not only the theories of applying the *That Was Then This Is Now* strategy in teaching reading, but also providing information about real application techniques on how to conduct research on it. In this case, it is hoped that other researcher can follow up on the results of this study in the future so that they can provide deeper benefits to students.

F. Prior Research

This research was carried out by considering several previous research. The first relevant research was conducted by Jami'ah. The research was conducted in Semarang in 2013. The researcher examined junior high school students using a qualitative research method in the type of library research. This study was conducted with the intention of knowing whether the use of a combination of *That Was Then This Is Now* Strategy and Smart Strategy could improve students' reading comprehension. Meanwhile, the results of the research show that the combination of the *That Was Then This Is Now* strategy and Smart strategy is proven in theory collected by related the researcher that this combination of strategies has proven to be effective in teaching reading.⁴

The second relevant research was conducted by Risnelliza. This research was conducted on junior high school students in Padang in 2013. The method used in this study is a qualitative research method in the type of library research. The purpose of this research is to find out whether there are significant differences in the presentation of students' reading comprehension who are taught using a combination of *That Was Then This Is Now* Strategy and Sketch to Stretch Strategy in descriptive learning. Meanwhile, the results of this study are the combination of these strategies can help students to better understand the reading text.⁵

⁴ Lia Jami'ah, "Teaching Reading of Narrative Text by Combining *That Was Then This Is Now* Strategy and Smart Strategy toward Students Reading Comprehension for Junior High School", Jurnal Mahasiswa Pendidikan Bahasa Inggris Unissula, Vol.2, No.2 (2013).

⁵ Aulia Rahmi Risnelliza, "Teaching Reading of Descriptive Text by Combining *That Was Then This Is Now* and Sketch To Stretch Strategy at Second Grade of Junior High School", Jurnal Mahasiswa Pendidikan Bahasa Inggris Unissula, Vol.2, No.1 (2013).

The third relevant research was conducted by Aisyah. This research was conducted on the tenth graders of SMA PGRI Padang in 2013. This research was conducted using a quasi-experimental quantitative research method. In this research, the researcher explained that the researcher used the *That Was Then This Is Now* strategy to improve the learning of recount text and narrative text. Meanwhile, the result of this study concluded that the use of the *That Was then This is Now* strategy was able to increase students' scores in reading lessons.⁶

Based on the description above, the researcher concludes, the first research conducted by Jami'ah using a combination of *That Was Then This Is Now* Strategy and Smart Strategy to improve students' reading comprehension by using qualitative research methods in the type of library research. The second research conducted by Risnelliza used a combination of *That Was Then This Is Now* Strategy and Sketch to Stretch Strategy using qualitative research method in the type of library research in reading comprehension but only focused on the composition of descriptive text or through sketches. Meanwhile, the third research by Aisyah used the *That Was Then This Is Now* Strategy in quantitative research method with a quasi-experimental design but focused on narrative text and recount text.

The novelty of this research is in the selection of material taught using the *That Was Then This Is Now* strategy. That is because through this research the researcher will train students to able to understand explanation text reading through the application of strategy *That Was Then This Is Now*. That is because

⁶ Siti Aisyah & Siska, "The Effect of Using *That Was Then This Is Now* Strategy Towards Students Reading Comprehension (A Study at First Grade of SMA PGRI Padang)", Jurnal Pendidikan Bahasa Inggris Unissula, Vol.2, No.2 (2013).

this strategy can direct students to think critically about what they already know and what they do not know about a text so that they can expose a reading they understand.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Reading Comprehension

1. Definition of Reading Comprehension

Reading is a fundamental skill upon which all formal education depends.¹ It serves to have an understanding of a topic and makes the reader appear intellectual, knowledgeable, and sophisticated in daily life. Reading is a process that involves strategic examination of some array of information to achieve an understanding.² It means that reading is done because of one's need for the information contained in a reading. The readers can know the existence of human interaction, facial expressions, situations and conditions that exist in written language by reading it.

In addition, comprehension is the condition of relating whatever we are attending to in the world around us to knowledge, intentions, and expectations we already have in our head.³ When someone has understood an object or explanation, then that person will be able to easily convey his opinion to others by connecting the object discussed with the objects or nature around him. People who have a good understanding will express their opinions in easy-to-understand language. Comprehension involves breathing life experiences into the abstract

¹ Peter Westwood, *What Teachers Need To Know About: Reading and Writing Difficulties* (Victoria: Acer Press, 2008), 2.

² Doug Buehl, *Classroom Strategies for Interactive Learning* (Portland: Stenhouse Publisher, 2017), 3.

³ Frank Smith, *Understanding Reading* (New Jersey: Lawrence Erlbaum Associates, Inc., 2004), 60.

language of written texts.⁴ It means understanding intends to connect between the object being discussed with what we already know in everyday life. A good understanding will make it easier for someone to know and draw conclusions from what is actually being discussed. This method can certainly create its own challenges for students to improve their understanding.

Furthermore, reading comprehension is one of the important things for students to master in their efforts to explore information from reading, it can be from the field of education, the world of work, or the general public. It is fundamental to learning in all the subjects the teachers teach.⁵ This means that reading comprehension really needs to be mastered so that students do not misunderstand the essence of the information. Reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text.⁶ To understand a reading, the reader must rely on himself. Readers must be able to use the knowledge they already have, so that they can then interpret and reflect on what is written in the existing reading text. Reading comprehension is, ultimately, the result of the thinking one gains when one engages with a text.⁷ Thus the reader is also required to think critically in understanding the reading information.

⁴ Doug Buehl, *Classroom Strategies for Interactive Learning* (Portland: Stenhouse Publisher, 2017), 5.

⁵ Doug Buehl, *Classroom Strategies for Interactive Learning* (Portland: Stenhouse Publisher, 2017), 3.

⁶ Peter Westwood, *What Teacher Need to Know about Reading and Writing Difficulties* (Victoria: ACER Press, 2008), 31.

⁷ Doug Buehl *Classroom Strategies for Interactive Learning* (Portland: Stenhouse Publisher, 2017), 98.

Based on all the descriptions above, it is concluded that reading without understanding cannot be called reading. Reading comprehension are needed to minimize misunderstandings between the information the author wants to convey and the understanding of a reader. It is known that in this modern era, reading material is not always about written texts in books or leaflets but can come from anywhere, for example online magazines. Therefore, someone is required to really understand what they read before being able to conclude and share the information they get with others.

2. The Models of Reading Comprehension

In the reading process, it is necessary to have a series of activities carried out by the reader to understand the contents of the reading comprehensively. This effort can be done by applying reading models. There are several reading models that can be done by students, including:⁸

a. Bottom-up Model

A bottom-up reading model is a reading model that emphasizes the written or printed text, it says that reading is driven by a process that results in meaning (or, in other words, reading is driven by text) and that reading proceeds from part to whole.

⁸ Feng Liu, "A Short Analysis of the Nature of Reading", English Language Teaching Vol. 3, No.3 September 2010, 154.

b. 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 is driven by meaning and proceeds from whole to part. It is also known as concept-driven model.

c. Interactive Model

An interactive model covers both letter features or 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.

3. Assessment of Reading Comprehension

An assessment of reading comprehension could be expected to assess several/all of these different aspects of comprehension. In assessing reading comprehension there are several aspects that need to be considered which include⁹:

a. Main idea (topic)

Main idea is core of a paragraph. The main idea is very important because in the main idea the reader can find out what the author is trying to convey through his writing. When the reader does not know which part contains the main idea, then the reader is considered not yet proficient in reading.

⁹ H. Douglas Brow, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, Inc., 2004), 206.

b. Expression/idioms/phrases in context

Expressions/idioms/phrases in context relate to when and where something is said. This section should include all the information available to understand what the proper use of expressions looks like. So the reader must also know where or what expression is being explained in the reading text.

c. Inference (implied detail)

After reading, a reader must know the conclusions that are usually drawn from the evidence and reasons in the reading. Conclusions can also be drawn from a combination of prior knowledge and information in the text.

d. Grammatical features

Grammar is also needed in the assessment of reading. Grammar is a grammar that governs every sentence. When someone's grammatical features are good, other people will also easily understand what is being conveyed.

e. Detail (scanning for specifically stated detail)

This section will test the reader's knowledge of the information contained in the text, especially those that have been specifically mentioned. Examples such as what, where, when the event occurred.

f. Excluding facts not written (unstated details)

Unstated details usually refer to terms that are less familiar, thus requiring further explanation. Readers can understand it by relating to the sentences that appear before and after it.

g. Supporting idea(s)

This section contains information or ideas that are more specific about the overall subject of writing. This sentence will also clarify the direction of the main idea.

h. Vocabulary in context

Many English words have more than one meaning. If a reader finds a word that has more than one meaning, it would be nice for someone to understand a word or sentence by looking at the context first, so that there are no misunderstandings.

B. Concept of “That Was Then This Is Now” Strategy

1. Definition of “That Was Then This Is Now” Strategy

The *That Was Then This Is Now* strategy was designed to encourage students to think about what they already know, relate the information to what they read from a text, and to visualize the text content.¹⁰ This means that the use of this strategy can encourage students to think more deeply about a reading topic. In addition, students can also practice their confidence by visualizing the results of what they have learned from a topic.

According to Sethna, the *That Was then This Is Now* is a strategy that students sketch some things that they know about the topic and then write a summary about what they already know. After they read a section on the topic, they sketch what they have learned and write a summary statement.¹¹ This means

¹⁰ Judy Tilton Brunner, *I Don't Get It!: Helping Students Understand What They Read* (Lanham: Rowman & Littlefield Publisher, Inc., 2011), 91.

¹¹ Melisa Sethna, *Literacy Skills and Strategies for Content Area Teachers* (Chicago: Mundelein High School, 2011), 6.

that students are asked to make statements before or after reading the topic of the text. The purpose of this activity is for students to be able to compare information between before and after reading the text given related to the topic.

Learning to read using the *That Was Then This Is Now* strategy can be done individually or in groups. The group activity is followed by a reports and discussion session in which the groups share their ideas about the book with the entire class; thus, the entire class gets exposed to many different ideas regarding the themes and events of the book.¹² So the whole class can also increase their knowledge about the topic being discussed. Thus their knowledge does not only know what is in their minds.

2. Benefits of “That Was Then This Is Now” Strategy

Benefits is something that produces good or helpful results or effect. There are some benefits of the *That Was Then This Is Now* strategy:¹³

- a. Being able to be done individually or with a small group
- b. Encouraging creativity
- c. Requiring only moderate advance preparation from the teacher
- d. Being novel method of activating background knowledge
- e. Facilitating mental imaging
- f. Being helpful in classroom with students having a wide range of academic ability
- g. Requiring students to compare and contrast information

¹² Barbara M. Linde, *Litplan Teacher Pack for That Was Then, This Is Now* (Clayton: Prestwick House, 1997), 6.

¹³ Judy Tilton Brunner, *I Don't Get It!: Helping Students Understand What They Read* (Lanham: Rowman & Littlefield Publisher, Inc., 2011), 91.

3. Teaching Steps Using “That Was Then This Is Now” Strategy

There are many techniques to include in this strategy. This is a technique that teachers can use to teach reading. Judy Tilton Brunner says that there are eleven procedures for *That Was Then This Is Now*. The procedures of this strategy are:¹⁴

- a. The teacher identifies a topic and introduces it to the students.
- b. The teacher divides students into groups of three to four.
- c. The teacher asks students to draw a vertical line in the center of a sheet of paper.
- d. At the top of the column on the left, the teacher asks students to write the words “That was then . . .”
- e. At the top of the column on the right, the teacher asks students to write the words “. . . this is now.”
- f. In the column on the left, the teacher asks students to draw some of the things they already know about the topic.
- g. At the bottom of the left side of the paper, the teacher tells students to write a summary statement. This statement can be tied to the drawing, or it can provide supplemental information.
- h. The teacher asks students to read the text.
- i. After completing the reading assignment, the teacher instructs students to draw a representation of what they learned from the reading in the column on the right.

¹⁴ Ibid., 91.

- j. The teacher tells them to write a summary statement under the column on the appropriate.
- k. The teacher asks students to compare and contrast the information before and after sketches with a partner, with other groups, or with the whole class.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

This research uses quantitative research. The purpose of this research is to get information the influence between independent variable. There are two variables in this research including of independent variable (X) and dependent variable (Y). The independent variable (X) is *That Was Then This Is Now* strategy and the dependent variable (Y) is Students' Reading Comprehension. Therefore, the explanation of *That Was Then This Is Now* strategy on students' reading comprehension.

The theoretical framework in this research is "if *That Was Then This Is Now* strategy is applied perfectly in the process of English teaching learning, so the student Reading Comprehension will be good. Whereas, if *That Was Then This Is Now* strategy is not applied perfectly towards process of teaching and learning, so students reading comprehension will be bad.

2. Paradigm

Based on the theoretical framework above, the researcher describes the paradigm as follows:

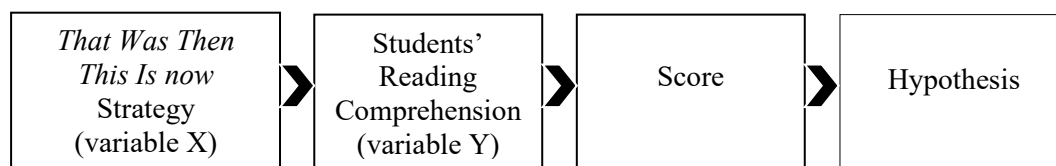


Figure 1. Paradigm The Influence of That Was Then This Is Now Strategy on the Students' Reading Comprehension

Based on the figure above, *That Was Then This Is Now* will give the influence for the Students' Reading Comprehension. The researcher assumes that there are positive and significant *That Was Then This Is Now* strategy on students' Reading Comprehension.

D. Hypothesis

A key feature of all hypotheses is that each must make a prediction.¹⁵ Hypothesis is simply an educated and testable guess about the answer to your research question. Based on theoretical framework and paradigm, there are two kinds of hypothesis of this research as follow:

a. Hypothesis Formulation

The hypothesis formulation has two types, namely the null hypothesis and the alternative hypothesis. The null hypothesis is a statement of zero difference, which is commensurate with saying that in the underlying population(s) there is zero effect/correlation present.¹⁶ The null hypothesis is a hypothesis that is directly tested using probability theory, represented by the symbol H_0 . Meanwhile, the alternative hypothesis states that in the underlying population the

¹⁵ Alan S. Kaufman & Nadeen L. Kaufman, *Essentials of Research Design and Methodology* (Canada: John Wiley & Sons, Inc., 2005), 8.

¹⁶ David J. Sheskin, *Parametric and Nonparametric Statistical Procedures*, 2nd ed. (London: Chapman & Hall/CRC, 2000), 857.

sample represents, for both cells/categories, the observed frequency of a cell is not equal to the expected frequency of the cell.¹⁷ Alternative hypothesis testing confirms the opposite of H_0 and usually represents a statement of the difference between the means or the relationship between the variables. The null and alternative hypothesis tests are logically contradictory because they cannot both be true at the same time.

(Ha): There is a positive and significant influence of *That Was Then This Is Now* strategy on the students' reading comprehension of the eleventh grades at SMA N 1 Way Bungur.

(Ho): There is no positive and significant influence of *That Was Then This Is Now* strategy on the students' reading comprehension of the eleventh grades at SMA N 1 Way Bungur.

b. Statistical Hypothesis

In determining the level of statistical significance, the researcher determines the Statistical Hypothesis as follows:

If $F_o \geq F_{\text{table}}$, then (Ho) is rejected, (Ha) is accepted.

If $F_o < F_{\text{table}}$, then (Ho) is accepted, (Ha) is rejected.

¹⁷ Ibid., 232.

CHAPTER III

RESEARCH METHOD

A. Research Design

A research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems.¹ In the other words, the existence of a research design can make research more structured. This research uses a quantitative research method with a Quasi-Experimental research design because the researcher wants to know the effect of using the strategy *That Was Then This Is Now* on students' reading comprehension. Quasi-experimental is a research design that guides the researcher to use control and experimental group but does not randomly assign participant to group.² Meanwhile, to find out whether or not there is an influence of this strategy, the researcher conduct this research using a Non-Equivalent control group design as experimental designs in educational research involves an experimental group and a control group both given a pre-test and a post-test.³

In this research design, the researcher involved two class groups. The researcher gave different treatment to the two groups where the first group as the experimental class was given treatment using the strategy *That Was Then This Is Now* before carrying out the post-test, meanwhile the second group as the control class was given treatment by using another teaching strategy. In this case, the

¹ Ranjit Kumar, *Research Methodology: A Step-by-Step Guide for Beginners*, 3th ed. (London: SAGE Publications. inc., 2011). 95.

² John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Thousand Oaks: SAGE Publication Ltd., 2014). 219.

³ Donald T. Campbell & Juliam C. Stanley, *Experimental and Quasi-Experiment Al Designs for Research* (Boston: by Houghton Mifflin Company, 1963). 47.

researcher will see if there is a comparison of the results between the experimental class and the control class.

Table 2. Non-Equivalent Control-Group Design⁴

Class	Pre-Test	Dependent Variable	Post-Test
A (Experiment)	O ₁	X	O ₂
B (Control)	O ₁	-	O ₂

(Source: John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*)

Description:

A : Experimental Class

B : Control Class

O₁ : Pre-test

X : Treatment

O₂ : Post-test

Based on the type of research above, in this study the researcher has aim at describing the effect of using *That Was Then This Is Now* strategy on students' reading comprehension based on the indicators of each variable, then collect data that is quantitative and then analyze by using analysis statistics. The researcher conduct this research of the eleventh graders at SMA N 1 Way Bungur.

B. Operational Definition of Variable

Operational definition is a definition given to a variable to give an indicator or specifications about the activities in measuring in measuring the

⁴ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Thousand Oaks: SAGE Publication Ltd., 2014). 220.

variable. There are two variables in this research, while the operational definition of variables are follow:

1. Independent Variable

An independent variable is variable (probably) cause, influence or effect outcome. They are also called treatment.⁵ The independent variable of this research is *That Was Then This Is Now* strategy which is defined as a strategy that encourage students to think about what they already know, relate the information to what they read from a text, and to visualize the text content. The indicators of independent variable of this research include of, as follow:

- a. Students are able to design a table *That Was Then This Is Now* by drawing a vertical line in the middle, writing *That Was Then* on the left column and *This Is Now* on the appropriate column.
- b. Students are able to describe what they have already known about the topic given by the teacher with sentences in the column *That Was Then*.
- c. Students are able to make a summary in the base column on the left.
- d. Student are able to read the text given by the teacher comprehensively.
- e. Students are able to complete *This Is Now* column based on the information what they have read in the appropriate column.
- f. Students are able to write a summary statement in the lower appropriate column.
- g. Students are able to compare the information obtained between before and after reading.

⁵ R. Burke Johnson & Larry Crishtensen, *Educational Research: Quantitative, Qualitative and Mixed Approaches*, 5th ed. (California: SAGE Publications. inc., 2014).

2. Dependent Variable

Dependent variable is a variable that depend on the independent variable. It is the outcomes or results of influence of the independent variable.⁶ Dependent variable of this research is reading comprehension. Moreover, based on the explanation above, in this research the researcher use *That Was Then This Is Now* strategy to conduct a treatment for the students the eleventh graders of SMA N 1 Way Bungur. In addition, the researcher collect the data by using a reading comprehension test. Dependent variable indicators of this study include:

- a. Students are able to understand the main idea in each paragraph in the reading text.
- b. Students are able to understand the grammatical features contained in the reading text.
- c. Students are able to draw conclusions from reading text.
- d. Students are able to understand detailed information in the reading text.
- e. Students are able to understand facts that are not written in the text.
- f. Students are able to understand supporting ideas.
- g. Students are able to understand vocabulary in context.

⁶ Elizabeth DePoy. *Introduction to Research Understanding and Applying Multiple Strategies*, 5edt (Missouri: Elsevier, 2016), 116.

C. Population, Sample and Sampling Technique

1. Population

Population is all individuals of interest to the researcher.⁷ In this case, the population of this study are the eleventh graders of SMA N 1 Way Bungur with a total of 42 students consisting of IPA and IPS classes.

Table 3. Data of Class XI SMA N 1 Way Bungur

No.	Class	Total Students
1.	XI IPA	21
2.	XI IPS	21
Total		42

2. Sample

Sample is composed of the set of individuals selected for the study.⁸ This research is a Quasi-Experimental study, so that the researcher make the class XI IPA which consists of 21 students as the experimental class and the class XI IPS which consists of 21 students as the control class.

3. Sampling Technique

The researcher use cluster random sampling technique in this research. This 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 researcher use the XI IPA as experimental class in this research.

⁷ Alan S. Kaufman and Nadeen L. Kaufman, *Essentials of Research Design and Methodology* (Canada: John Wiley & Sons, Inc., 2005), 18.

⁸ Elizabeth DePoy, *Introduction to Research Understanding and Applying Multiple Strategies*, 5ed (Missouri: Elsevier, 2016), 191.

D. Data Collection Technique

In the data collecting procedure, there are three steps that have to follow in this research:

1. Test

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

a. Pre-test

Pre-test was given before giving a treatment to measure students' reading comprehension. The pre-test is in the form of reading test conducted by both of the groups.

b. Post-test

After giving the treatment, the researcher gave a the post-test to find out the result of the treatment whether the use of *That Was Then This Is Now* strategy is effective or not to teach students' reading comprehension. The post-test is in the form of reading test carried out by both of the groups.

2. Documentation

Documentation is one of many processes accompanying audit work, and its main objective is to lay out in writing all activities and facts relating to an audit.⁹ The instrument 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:

⁹ Henning Kagermann et al., *Internal Audit Handbook*. (Germany: Springer Science & Business Media, 2008) 432.

- a. The vision and mission of SMA N 1 Way Bungur.
- b. The condition teachers and officials employees in SMA N 1 Way Bungur.
- c. The quantity of the students of SMA N 1 Way Bungur.
- d. The infrastructure of SMA N 1 Way Bungur.

3. Observation

An important component in any scientific investigation is observation. In the context of science, observation means more than just observing the world around us to get ideas for research. This strategy is hoped that to get information about the process of English learning activity by the use of *That Was Then This Is Now* strategy. In this research the researcher is the only one participant to observe the eleventh graders of SMA N 1 Way Bungur.

E. Research Instrument

3. 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 analysing the results.¹⁰ It is the instrument that is consist of some basic concept to manage the target learning outcome. The construct of the instrument blueprint that is developed, this is used to develop the tests. The steps of instrument blueprint are:

- 1) The teacher determines the learning objectives based on the syllabus.
- 2) The teacher determines type of material that will be tested to the students.

¹⁰ Ranjit Kumar, *Research Methodology: A Step-By-Step Guide For Beginners* (London: Sage Publication, Ltd., 2011). 95.

- 3) The students have to do the reading test based on the material given by the teacher. The test consists of pre-test and post-test.

4. Instrument Calibration

Calibration is the process of checking and adjusting the accuracy of measuring instruments by comparing them with standards or benchmarks. It is needed to ensure that the measurement results are accurate and consistent with other instruments.¹¹ Therefore, the researcher use validity and reliability test.

- a. Validity refers to the accuracy of the inferences or interpretations you make from the test scores.¹² Research validity refers to the correctness or truthfulness of the inferences that are made from the results of the study. The researcher use the Pearson Correlation test which is a type of SPSS test.
- b. Reliability means that scores from an instrument are stable and consistent.¹³ Research ability is present when the same results would be obtained if the study were conducted again. In SPSS, the researcher use the Cronbach's test.

5. 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 students' name list and teacher's name.

¹¹ Chung Chow Chan et al., *Analytical Method Vlidation and Instrument Performance Verification* (Hoboken: John Wiley & Sons, Inc., 2004). 14.

¹² Ibid, 239.

¹³ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th ed. (Boston: Pearson Education, Inc. 2012). 88.

F. Data Analysis Technique

To know whether *That Was Then This Is Now* strategy give influence toward students' in teaching reading comprehension at the eleventh graders of SMA N 1 Way Bungur, the researcher use inferential statistic to find out the significant different between pre-test and post-test in experimental group.

1. Normality Test

The normality test is used to know whether the data in experimental class and control classes are normally distributed. This analysis aims to determine the final data used normally distributed. The normality tests are supplementary to graphical assessment of normality.¹⁴ In this research, the researcher used statistical computation by using SPSS (Statistical Package for Social Science) for normality. The tests of normality employed are Kolmogrov–Smirnov dan Shapiro-Wilk.

2. Homogeneity Test

Homogeneity testing is of the highest importance for the certification of reference materials, as it should demonstrate the validity of the certified values and their uncertainties in the analysis of individual units or portions thereof.¹⁵ The homogeneity test is used to find out whether the data is obtained from homogeneous sample or not. In this research, the researcher used statistical computation by using SPSS (Statistical Package for the Social Science) for homogeneity of test. The test of homogeneity employing Levene statistic test.

¹⁴ Asghar Ghasemi, Saleh Zahediasl, “*Normality Tests for Statistical Analysis: A Guide for Non-Statisticians*”, Kowsar: Internal Journal of Endocrinology & Metabolism 10(2):486-489 (2012). 486.

¹⁵ Jean Pauwels, Andree Lamberty, and Heinz Schimmel, “*Homogeneity Testing of Reference Materials*”. Springer-Verlaag, journal 3:51-55 (1998).

3. Hypothesis Test

Hypothesis testing is how we can answer questions about is the relationship positive or negative, is the relationship strong or weak, is the relationship reliable, and is the relationship relevant.¹⁶ If the normality test and homogeneity test are met, the next researcher use an independent sample t-test. The research hypothesis is that there is an effect of using the strategy *That Was Then This Is Now* on learning outcomes. In this case, the researcher used statistical computation by using SPSS (Statistical Package for Social Science) for hypothetical of test. The purpose of using SPSS in this case is to practicality and efficiency in the study.

In testing the influences of variable to another variable, SPSS (Statistical Package for the Social Science) is outer native way to computer the influence. In this case, in investigating the influence variable X to variable Y in quasi-experimental study the researcher use SPSS26.0.

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:¹⁷

- a. Opening SPSS26.0 applications for windows.
- b. Loading the excel file with all the data.
- c. Opening Show data view.
- d. Copying the grades of pre-test and post-test in the data view.

¹⁶ Ylva B Almquist, Sahar Ashir and Lars Brannstrom, *A Guide to Quantitative Methods*, (Swedia: Stockholm, 2016). 103.

¹⁷ Alan Bryman & Duncan Cramer, *Quantitative Data Analysis With SPSS 12 and 13* (New York: Routledge, 2005), 186.

- e. Opening variable view by changing VAR.1 to be pre-test and VAR.2 to be post-test.
- f. Editing label VAR.1 to be pre-test and VAR.2 to be post-test.
- g. Selecting analyze, compare means, paired sample T-test.
- h. Moving pre-test and post-test to the appropriate.
- i. Selecting OK.

Independent Sample t-test Guidelines:

- a. If the probability or Sig. $< \alpha$ (0.05), then the null hypothesis (H_0) is rejected.
- b. If the probability or Sig. $> \alpha$ (0.05), then the alternative hypothesis (H_a) is accepted.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

A. Research Setting Description

SMA N 1 Way Bungur is an educational unit with a high school level in Way Bungur District which was established in 2014. SMA N 1 Way Bungur located at Way Pengubuan Street No. 1 Tambah Subur, Way Bungur District, East Lampung Regency, Lampung Province. Learning at SMA N 1 Way Bungur is carried out in a full day system which is carried out for 5 days. In carrying out its activities, SMA N 1 Way Bungur is under the auspices of the Ministry of Education and Culture. This school has B accreditation, based on certificate 75/BAN-SM/LPGX/2018.

SMA N 1 Way Bungur has a vision and mission. The vision of the school is “Becoming a School that is able to Produce Students with Character” with the indicators are: (a) the existence of good religious behavior, discipline, and courtesy of all school members, (b) there are academic and non-academic achievements at the regency and provincial levels, (c) the existence of good school governance in accordance with applicable laws. Meanwhile the mission of the school are: (a) increasing the faith and devotion of all school members, (b) improving the disciplinary behavior of all school members, (c) improving polite behavior among school members, (d) enhancing the coaching and development of students' talents, interests and abilities in the academic and non-academic fields,

(e) improving professional skills and the quality of cooperative relationships between teachers and employees, (f) improving school governance.¹

SMA N 1 Way Bungur is currently led by Heru Pujianto, and has 18 teachers and 2 administrators. The educational history of all of them is 2 master graduates, 18 bachelor graduates, and 1 high school graduate. Out of a total of 21 teaching and education staff, 5 are civil servants and 16 others are honorary staff.

In the 2022/2023 Academic Year, the number of students at SMA N 1 Way Bungur was recorded at 147 students. It is known from the data that the number of students in class XII is 53 students, class XI is 42 students, and class X is 52 students.

In supporting education, the existence of good infrastructure and facilities is very necessary. Since its establishment until now, SMA N 1 Way Bungur has at least 6 classrooms, 2 canteens, 2 student toilets, 2 teacher toilets, a library, principal's room, teacher's room, administration room, computer laboratory, biology laboratory, UKS room, school yard, and musholla.

B. Validity and Reliability Test

1. Validity Test

To find out whether the questions used in a test are valid or not, it is necessary to do a validity test. The questions used can be said to be valid if:

- a. If the value of $r_{\text{observed}} > r_{\text{table}}$, then the item is valid. If $r_{\text{observed}} < r_{\text{table}}$, then the item not valid.

¹ Curriculum of SMA N 1 Way Bungur

- b. If Sig. (2-tailed) < 0.05 and the Pearson Correlation 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.

The results of testing the validity of the questions can be seen in the following table:

Table 4. The Result of Validity Test

No.	Question Item	Pearson Correlation	Sig. (2-tailed)
1.	Question 1	.627**	.000
2.	Question 2	.570**	.000
3.	Question 3	.409*	.015
4.	Question 4	.593**	.000
5.	Question 5	.611**	.000
6.	Question 6	.658**	.000
7.	Question 7	.479**	.004
8.	Question 8	.561**	.000
9.	Question 9	.626**	.000
10.	Question 10	.704**	.000
11.	Question 11	.341*	.045
12.	Question 12	.682**	.000
13.	Question 13	.530**	.001
14.	Question 14	.652**	.000
15.	Question 15	.447**	.007
16.	Question 16	.562**	.000
17.	Question 17	.412*	.014
18.	Question 18	.572**	.000
19.	Question 19	.458**	.006
20.	Question 20	.458**	.006

Based on the table above, it can be seen that the results of calculating the validity of the multiple choice items are 20 questions with twelfth grade respondents of 35 students where the Sig. (2-tailed) ranges from 0.000 to 0.045 while the r_{table} is 0.05. Therefore, all question items are said to be valid.

2. Reliability Test

Reliability test is used to find out whether an instrument can be trusted enough to be used as a data measuring tool or not. Following are the results of the reliability test conducted with Cronbach's Alpha:

Table 5. The Result of Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.882	20

From the calculation results obtained, it is known that Cronbach's Alpha is 0.882. This means that the test that was tried out proves to be reliable or consistent with a high interpretation because Cronbach's Alpha > 0.7 so that it can be used in a study.

C. The Influence of *That Was Then This Is Now* Strategy

1. Pre-test

a. Result of Pre-test in Experimental Class

The pre-test was conducted on Thursday, April 13, 2023. The pre-test was carried out by researchers to find out students' reading comprehension before being given treatment. The pre-test used in this study is in the form of multiple choice. The results of the pre-test values can be seen as follows:

Table 6. The Result of Pre-test in Experiment Class

No.	Name of Students	Class	Grade
1.	AAS	XI IPA	70
2.	AWS	XI IPA	70
3.	AD	XI IPA	75
4.	AF	XI IPA	80
5.	AMW	XI IPA	70
6.	CDM	XI IPA	35
7.	DE	XI IPA	50

8.	DhE	XI IPA	60
9.	DW	XI IPA	65
10.	DAY	XI IPA	65
11.	ESB	XI IPA	55
12.	EAS	XI IPA	50
13.	MES	XI IPA	45
14.	MRS	XI IPA	65
15.	NAS	XI IPA	70
16.	RNJ	XI IPA	60
17.	RFP	XI IPA	75
18.	RY	XI IPA	55
19.	R	XI IPA	40
20.	RA	XI IPA	55
21.	SMS	XI IPA	50
Total			1.260
Average			60
Minimum			35
Maximum			80

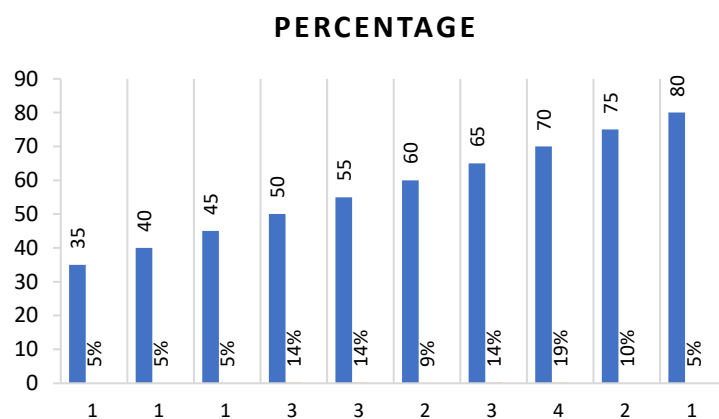


Figure 2. The Chart of Percentage Pre-test in Experimental Class

Based on table 6 regarding the results of the pre-test in the experimental class and figure 1 regarding the percentage distribution above, the test was attended by 21 students. The highest score is 80 and the lowest score is 35 with a total score of 1.260. It can be concluded that of the 21 students as the research sample there is one student who gets a score of 35 (5%), one student gets a score of 40 (5%), one student gets a score of 45 (5%), three students gets a score of 50 (14%), three students gets a score of 55 (14%), two students gets a score of 60

(9%), three students gets score of 65 (14%), four students scored 70 (19%), two students scored 75 (10%), and one student scored 80 (5%).

The minimum standard criteria for English is 75, and based on the data there are 3 students who achieve the KKM score, and 18 students get a failing score with a score of < 75 .

b. Result of Pre-test in Control Class

The pre-test was carried out on Thursday, April 13, 2023. The researcher conducted a pre-test in the control class to find out students' reading comprehension before carrying out the post-test. The pre-test used in this study is a multiple choice test. The results of student scores can be identified as follows:

Table 7. The Result of Pre-test in Control Class

No.	Name of Students	Class	Grade
1.	AS	XI IPS	50
2.	AA	XI IPS	70
3.	AG	XI IPS	40
4.	DD	XI IPS	60
5.	FA	XI IPS	65
6.	FN	XI IPS	50
7.	GAN	XI IPS	40
8.	GAS	XI IPS	55
9.	MAG	XI IPS	55
10.	MKA	XI IPS	70
11.	MMH	XI IPS	75
12.	MA	XI IPS	65
13.	MWP	XI IPS	35
14.	NPAM	XI IPS	55
15.	O	XI IPS	40
16.	PMM	XI IPS	30
17.	P	XI IPS	35
18.	R	XI IPS	45
19.	SS	XI IPS	55
20.	SN	XI IPS	40

21.	MYPA	XI IPS	40
Total			1.070
Average			50.95
Minimum			30
Maximum			75

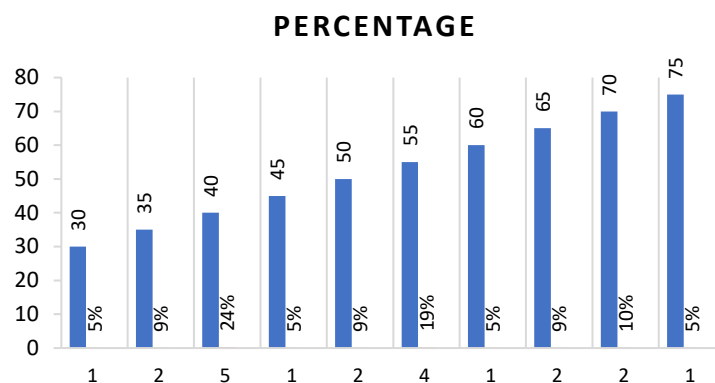


Figure 3. The Chart of Percentage Pre-test in Control Class

Based on table 7 regarding the results of the pre-test in the control class and figure 2 regarding the percentage distribution above, the test was attended by 21 students. The highest score is 75 and the lowest score is 30 with a total score of 1.070. It can be concluded that of the 21 students as the research sample, there is one student who gets a score of 30 (5%), two students gets a score of 35 (9%), five students gets a score of 40 (24%), one student gets a score of 45 (5%), two students gets a score of 50 (9%), four students gets a score of 55 (19%), one student gets score of 60 (5%), two students scored 65 (9%), two students scored 70 (10%), and one student scored 75 (5%).

The minimum standard criteria for English is 75, and based on the data there is 1 student who achieves the KKM score, and 20 students get a failing score with a score of < 75 .

2. Treatment

a. First Treatment

The first treatment was carried out by the researcher on Friday, May 5, 2023 at 08.00 – 09.10 a.m. In this study, the researcher acted as an English teacher. In starting the teaching and learning process, the researcher started by praying, greeting, checking attendance and asking about the condition of the students.

After that, the researcher gave students learning materials regarding explanation reading texts in reading comprehension. The researcher explains about the explanation text, especially the theme and structure of the explanation text, the first topic is "Brawl".

In this meeting, the researcher explained how to use the *That Was Then This Is Now* strategy. Then the researcher asked the students to form a discussion group consisting of 4 to 6 people. The researcher asked students to write down what they knew about a topic with the theme "Brawl" in the That Was Then column and then make a summary below it. Then the researcher gave a text on the theme "Brawl". Then the researcher asked the students to write down what they got after reading the text. After everything was finished, the researcher asked students to argue between groups.

Before the class time was up, the researcher gave motivation to students and reminded them to keep studying at home. The last is the closing of the meeting.

b. Second Treatment

The second treatment was carried out by the researcher on Friday, May 12, 2023. This time the research was better than the first, because the students had started to understand what they had to do. The topic at this second meeting was "Bullying".

After explaining the material, the researcher told the students that they had to write down what they knew before and after reading the topic text and discussing the *That Was Then This Is Now* strategy like the first meeting. The procedure is the same as the previous treatment. After that the researcher and students discussed together, then the researcher gave the opportunity to students to ask if they did not understand.

c. Third Treatment

The third treatment was carried out by the researcher on Friday, May 19, 2023. In this session, the topic was "Juvenile Delinquency". The researcher told the students that they had to write down what they knew before and after reading the topic text and discussing the *That Was Then This Is Now* strategy like the first and second meetings. The procedure is still the same as the previous treatment. Students began to look interested in the learning process.

3. Post-test

a. Result of Post-test in Experimental Class

The post-test was conducted on Friday, May 19, 2023. The post-test was completed in the last program of this study after being given treatment to students.

The test used is a multiple choice test. The results of the students' post-test scores are as follows:

Table 8. The Result of Post-test in Experimental Class

No.	Name of Students	Class	Grade
1.	AAS	XI IPA	75
2.	AWS	XI IPA	80
3.	AD	XI IPA	85
4.	AF	XI IPA	85
5.	AMW	XI IPA	75
6.	CDM	XI IPA	55
7.	DE	XI IPA	70
8.	DhE	XI IPA	70
9.	DW	XI IPA	75
10.	DAY	XI IPA	75
11.	ESB	XI IPA	70
12.	EAS	XI IPA	70
13.	MES	XI IPA	65
14.	MRS	XI IPA	75
15.	NAS	XI IPA	75
16.	RNJ	XI IPA	75
17.	RFP	XI IPA	80
18.	RY	XI IPA	70
19.	R	XI IPA	65
20.	RA	XI IPA	60
21.	SMS	XI IPA	65
Total			1.515
Average			72.14
Minimum			55
Maximum			85

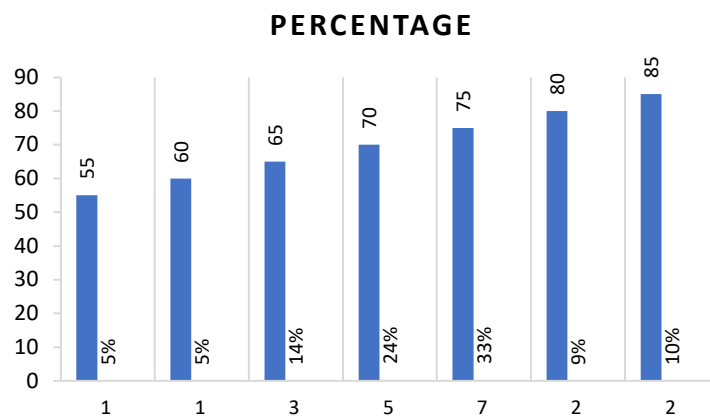


Figure 4. The Chart of Percentage Post-test in Experimental Class

Based on table 8 regarding the results of the post-test in the experimental class and figure 3 regarding the percentage distribution above, the test was attended by 21 students. The highest score is 85 and the lowest score is 55 with a total score of 1.515. It can be concluded that of the 21 students as the research sample, there is one student who gets a score of 55 (5%), one student gets a score of 60 (5%), three students gets a score of 65 (14%), five students gets a score of 70 (24%), and seven students gets a score of 75 (33%), two students gets a score of 80 (9%), and two student scored 85 (10%).

The minimum standard criteria for English is 75, and based on the data there are 11 students who achieve the KKM score, and 10 students get a failing score with a score of < 75 .

b. Result of Post-test in Control Class

The post-test was conducted on Friday, May 19, 2023. The post-test was carried out in the control class as the last program in this study to find out the comparison between the classes that were given treatment and those that were not given treatment. The test used is multiple choice. The results of the students' post-test scores are as follows:

Table 9. The Result of Post-test in Control Class

No.	Name of Students	Class	Grade
1.	AS	XI IPS	65
2.	AA	XI IPS	75
3.	AG	XI IPS	55
4.	DD	XI IPS	70
5.	FA	XI IPS	70
6.	FN	XI IPS	60
7.	GAN	XI IPS	55
8.	GAS	XI IPS	65
9.	MAG	XI IPS	65

10.	MKA	XI IPS	75
11.	MMH	XI IPS	80
12.	MA	XI IPS	65
13.	MWP	XI IPS	50
14.	NPAM	XI IPS	65
15.	O	XI IPS	55
16.	PMM	XI IPS	40
17.	P	XI IPS	50
18.	R	XI IPS	50
19.	SS	XI IPS	60
20.	SN	XI IPS	45
21.	MYPA	XI IPS	50
Total			1.265
Average			60.23
Minimum			40
Maximum			80

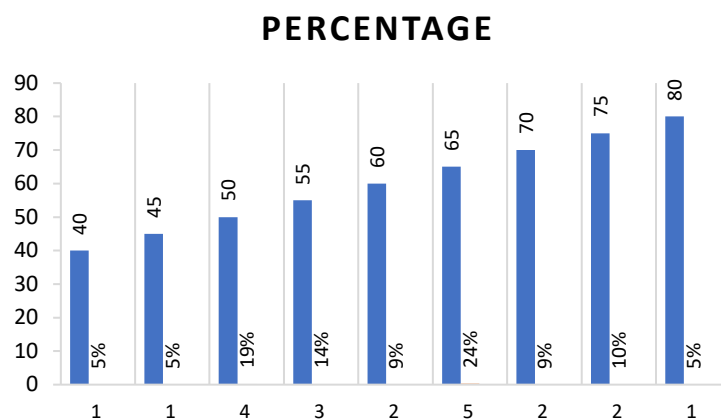


Figure 5. The Chart of Percentage Post-test in Control Class

Based on table 9 regarding the results of the post-test in the control class and figure 4 regarding the percentage distribution above, the test was attended by 21 students. The highest score is 80 and the lowest score is 40 with a total score of 1.265. It can be concluded that of the 21 students as the research sample, there is one student who gets a score of 40 (5%), one student gets a score of 45 (5%), four students gets a score of 50 (19%), three students gets a score of 55 (14%), two students gets a score of 60 (9%), five students gets a score of 65 (24%), two

students got a score of 70 (9%), two students got a score of 75 (10%), and one student got a score of 80 (5%).

The minimum standard criteria for English is 75, and based on the data there are 3 students who achieve the KKM score, and 18 students get a failing score with a score of < 75 .

4. Interpretation

a. Hypothesis Testing

Hypothesis testing is used to determine whether or not there is a significant influence of variable X on variable Y. Therefore it is necessary to carry out normality and homogeneity tests to determine whether the data is normally distributed and homogeneous. If it has been proven to be normal and homogeneous, then the hypothesis testing that was used next is the independent sample t-test.

1) Normality Test

The normality test is a test used to find out whether the data is normally distributed. The statistical tests used for this test are the Kolmogorov-Smirnov and Shapiro-Wilk which were carried out with the SPSS application.

Ho: the data collected is not normally distributed if the Sig. < 0.05

Ha: the data collected is normally distributed if the Sig. > 0.05

Table 10. The Result of Normality Test
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Posttestexperiment	.172	21	.106	.949	21	.328
Posttestcontrol	.149	21	.200*	.968	21	.693

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the data above, it can be concluded that the significance for all data on Kolmogrov-Smirnov and Shapiro-Wilk shows that the results are > 0.05 , namely 0.106 for the experimental class and 0.200 for the control class or it can be concluded that $r_{\text{observed}} > r_{\text{table}}$, which means that the test data is normally distributed.

2) Homogeneity Test

Homogeneity test is a test used to find out whether a data is normally distributed or not. The statistical test used is the lavene statistic assisted by the SPSS application.

Ho: the variation of the data is not homogeneous if the Sig. < 0.05

Ha: the variation of the data proves to be homogeneous if the Sig. > 0.05

Table 11. The Result of Homogeneity Test
Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Posttest experiment	Based on Mean	2.420	5	12	.097
	Based on Median	1.217	5	12	.359
	Based on Median and with adjusted df	1.217	5	6.319	.399
	Based on trimmed mean	2.306	5	12	.109

Based on the table above it can be concluded that the overall value of the calculation shows that the sig. > 0.05 , then Ha is accepted. It means that the data used is homogeneous.

3) Independent Sample T-test

In hypothesis testing, the independent sample t-test is used to compare the averages of two groups (the experimental group and the control group) having the same average or not after treatment in the experimental class.

Ho: there is no significant influence of using the *That Was Then This Is Now* strategy on students' reading comprehension

Ha: there is a significant influence of using the *That Was Then This Is Now* strategy on students' reading comprehension

Table 12. The Result of Independent Sample T-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest experiment	Equal variances assumed	3.531	.068	4.183	40	.000	11.905	2.846	6.152	17.657
	Equal variances not assumed			4.183	35.929	.000	11.905	2.846	6.132	17.678

Based on the table above, it can be concluded that Sig. (2-tailed) of post-test is $0.000 < 0.005$, then Ha is accepted and Ho is rejected. This means that there is a significant influence of using the *That Was Then This Is Now* strategy on students' reading comprehension.

In addition, from the table above it is also known that the t_{observed} is 4.183 with a df of 40 for a 95% confidence interval of the difference. After considering the t-test using df 40, it is found that:

Table 13. The Critical Value of F-table

Level of Significant	5%	1%
Df	1.684	2.423

It can be seen that the critical value of the t-test (t_{table}) for the 5% level is 1.684, while the critical value of 1% is 2.423. This means that the t_{observed} is higher than the t_{table} or can be written $1.684 < 4.183 > 2.423$. The values above indicate that there is a positive and significant influence of the *That Was Then This Is Now* strategy on eleventh grade students' reading comprehension at SMA N 1 Way Bungur based on the results of the students' pre-test and post-test.

D. Discussion

This research was conducted on the eleventh grade students of SMA N 1 Way Bungur using 2 class samples, namely class XI IPA as the experimental class and XI IPS as the control class. The researcher uses this class because the class has difficulties in reading comprehension. Based on this problem, the researcher conducted a treatment in the form of using the *That Was Then This Is Now* strategy in the experimental class to find out whether the strategy was able to influence students' reading comprehension to improve or not.

Based on the results of the initial observations that the researchers conducted at SMA N 1 Way Bungur, teaching and learning activities were still focused on teachers and textbooks only. This certainly makes students less

enthusiastic and less active in participating in the teaching and learning process so that it has an impact on low student learning outcomes. Whereas after the researchers carried out the treatment with the *That Was Then This Is Now* strategy, learning became more active than before. This is shown from the learning outcomes of class XI IPA taught by researchers using the *That Was Then This Is Now* strategy which has the highest score of 85 and the lowest score of 55 with an average post-test score of 72.14. Meanwhile, the learning outcomes for class XI IPS taught by the English teacher had the highest score of 80 and the lowest score of 40 with an average post-test score of 60.23.

The results of this study are in line with the results of research conducted by Aisyah and Siska, on the tenth graders of SMA PGRI 1 Padang². Researchers also conducted research to determine the influence of the *That Was Then This Is Now* strategy. The results showed that the t_{observed} is greater than the t_{table} , with the details of the t_{observed} is 2.47 while the t_{table} is 2.07. Thus, it can be concluded that teaching reading using the *That Was Then This Is Now* strategy has a positive and significant influence on the students' teaching reading.

Based on the results of the researcher's analysis, this study shows the results of the independent sample t-test on the post-test value data obtained by $t_{\text{observed}} = 4.183$ with Sig. (2-tailed) is worth 0.000. The value of the t_{table} distribution can be seen from $df = 40$ with the Sig. level $\alpha = 0.05$ is 0.000. Because $t_{\text{observed}} > t_{\text{table}}$ ($4.183 > 1.684$) and Sig. (2-tailed) $0.000 < 0.05$, then H_0

² Siti Aisyah & Siska, "The Influence of Using *That Was Then This Is Now* Strategy Towards Students Reading Comprehension (A Study at First Grade of SMA PGRI Padang)", *Jurnal Pendidikan Bahasa Inggris Unissula*, Vol.2, No.2 (2013).

is rejected and H_a is accepted. It was shown from the post-test results of the experimental class that the initial average value was 60 which increased to 72.14 after the treatment was carried out. So based on the results obtained, the researchers concluded that this strategy can provide a positive and significant influence on teaching reading and provide solutions for teachers to improve students' reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the study, the researcher concluded that the use of the *That Was Then This Is Now* strategy can help students teaching reading. The pre-test scores obtained by students were categorized as low, after being given treatment with the *That Was Then This Is Now* strategy in the experimental class, the students could more easily understand reading. This is evident from the results of the students' pre-test and post-test.

The students' scores after using the *That Was Then This Is Now* strategy in teaching reading increased with the acquisition of an average pre-test score which was initially 60 increased to 72.14. These data indicate that there are significant differences in students' abilities between before and after being given treatment.

The results of the hypothesis testing using the independent sample t-test with the help of the SPSS 26.0 application show that the post-test results show that the value of $t_{\text{observed}} = 4.183$ with Sig. (2-tailed) is worth 0.000. The value of the t_{table} distribution can be seen from $df = 40$ with the Sig level. $\alpha = 0.05$ is 0.000. Because $t_{\text{observed}} > t_{\text{table}}$ ($4.183 > 1.684$) and Sig. (2-tailed) $0.000 < 0.05$, then H_0 is rejected and H_a is accepted.

Based on the results of this analysis, the researcher concluded that the *That Was Then This Is Now* strategy influences the students' students reading comprehension of the eleventh grade at SMA N 1 Way Bungur.

B. Suggestion

Based on the conclusions of this study, the researcher would like to provide some suggestions.

1. For the Teacher

Teachers can apply interesting strategies during learning, for example by using the *That Was Then This Is Now* strategy so that students more easily understand the material presented by the teacher.

2. For the Students

Students can be more actively involved in the learning taught by the teacher in order to better understand the material in English class.

3. For the Headmaster

The principal must support the learning carried out by the teacher by preparing adequate facilities.

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APPENDICES

Appendix 1

SILABUS

: SMA N 1 Way Bungur
 : Bahasa Inggris
 : XI / 2 (Genap)
 : 2 JP / Minggu
 : 2022/2023

Satuan Pendidikan
 Mata Pelajaran
 Kelas/Semester
 Alokasi Waktu
 Tahun Pelajaran

Standar Kompetensi (KI)

- KI-1 dan KI-2** : Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI-4** : Memunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
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 terdapat dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> Fungsi Sosial Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> fenomena identitas gejala rangkain penjelasan Unsur Kebahasaan <ul style="list-style-type: none"> Adverbia, <i>first, then, following, finally</i> Hubungan sebab-akibat (<i>if-then, so, as a consequence, since, due to, because of, thereby</i>). 	<ul style="list-style-type: none"> Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks explanation Mengidentifikasi bagian-bagian struktur teks report Memahami struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang terdapat dalam mata pelajaran lain di kelas XI Memahami unsur kebahasaan dari teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang terdapat dalam mata pelajaran lain di 	<ul style="list-style-type: none"> Religius Mandiri Gotong royong Kejujuran Kerja keras Percaya diri Kerja sama 	<ul style="list-style-type: none"> Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan menganalisis cara penggunaannya, seperti yang dicontohkan Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana. Menempatkan teks masing-masing di dinding kelas untuk 	8 JP	<ul style="list-style-type: none"> Buku Pemuaan g Kurikulum in 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendi kbud. Revisi Tahun 2016 Kamus Bahasa Inggris 	<ul style="list-style-type: none"> Lisan Tertulis Penugasa n Unjukbo ja Portofoli o

Appendix 1

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>4.3. Memangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang terakap dalam mata pelajaran lain di kelas XI</p>	<ul style="list-style-type: none"> - Kalimat pasif, dalam proses yang <i>present</i> - Uraian, tekamun kata, intonasi, ejaan, tanda baca, dan tulisan tangan - Topik - Benda-benda alam manusia, seperti air, penguapan, hujan dengan paparan yang menambahkan perilaku yang terakap dalam KI 	<p>kelas XI</p> <ul style="list-style-type: none"> • Membuat teks-teks tentang fenomena alam pendek dan sederhana • Membuat teks-teks tentang fenomena sosial pendek dan sederhana • Menampilkan dan mempresentasikan teksnya kepada teman-teman yang datang membaca 		<p>dibaca temannya</p> <ul style="list-style-type: none"> - Mempresentasikan teksnya kepada teman-teman yang datang membaca - Melakukan langkah yang sama dengan topik fenomena sosial - Melakukan refleksi tentang proses dan hasil belajarnya 		<ul style="list-style-type: none"> ♦ Pengajaran an peserta didik dan guru 	



Mengetahui,
Kepala Sekolah

[Signature]

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Way Bungur, Juli 2022
Guru Mata Pelajaran

[Signature]

I Wawanendra Oikmana, S.Pd.

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMA N 1 Way Bungur
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI / Genap
Topik	: <i>Explanation Text (How plane can fly?)</i>
Skills	: <i>Reading</i>
Alokasi Waktu	: 2 JP

A. Kompetensi Inti

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI-4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
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	3.8.1 Mengidentifikasi struktur teks eksplanasi dengan mengelompokkan bagian-bagian teks pada tabel yang disediakan.
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	4.8.1 Menjawab pertanyaan berbentuk pilihan ganda terkait fungsi sosial, struktur teks dan unsur kebahasaan teks eksplanasi dengan cara memilih jawaban yang benar.

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C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran berbasis teks atau *genre*, peserta didik diharapkan dapat:

1. Mengidentifikasi struktur teks explanation dengan mengelompokkan bagian-bagian teks pada tabel yang disediakan.
2. Menjawab pertanyaan berbentuk pilihan ganda terkait fungsi sosial, struktur teks dan unsur kebahasaan teks eksplanasi dengan cara memilih jawaban yang benar dan mendapatkan nilai di atas kriteria ketuntasan minimal (KKM) 75.

D. Bahan Ajar / Materi Pembelajaran

1. Fungsi Sosial
Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena.
2. Struktur Teks
Dapat mencakup:
 - a. Fenomena
 - b. Identitas gejala
 - c. Rangkaian penjelasan
 - d. Penutup
(*optional*)
3. 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 tulisan tangan
4. Topik
Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI.
5. Contoh Teks

Brawl

Brawl is a process of attacking or fighting each other which is carried out in groups and occurs between one group and another because there is a problem.

Fights know no age. The parties involved in the brawl can be teenagers, adults, and even minors.

The most common brawls are brawls between students.

(Source: <https://www.celebrities.id/read/>)

E. Strategi Pengajaran: That Was Then This Is Now

F. Media Pembelajaran

1. Media: Worksheet

Appendix 2

2. Alat/Bahan: Spidol dan papan tulis

G. Kegiatan Pembelajaran

Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
A. Kegiatan Pendahuluan		10 menit
Orientasi, apersepsi, motivasi	<ol style="list-style-type: none"> 1. Peserta didik memberikan salam dan mengkondisikan diri siap belajar. (<i>character building</i>) 2. Ketua kelas memimpin do'a. 3. Mengecek kehadiran siswa. 4. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik. 5. Merangsang pemikiran peserta didik dengan menyinggung pembicaraan yang berhubungan dengan materi yang akan dipelajari. 6. Menyampaikan tujuan pembelajaran tentang <i>explanation text</i>. 7. Memberikan gambaran tentang manfaat mempelajari <i>explanation text</i> dalam kehidupan sehari hari. 	
B. Kegiatan Inti		70 menit
	<p><u>Mengamati</u></p> <ol style="list-style-type: none"> 1. Siswa diberi rangsangan untuk memusatkan perhatian pada topik materi, dengan seksama mengamati <i>explanation text</i> bertemakan <i>How plane can fly?</i>. 2. Siswa mengamati teks tentang <i>How plane can fly?</i> dan mencoba mengaitkan hubungannya dengan materi. 	
	<p><u>Menanya</u></p> <ol style="list-style-type: none"> 3. Siswa mencoba mengidentifikasi karakteristik dari <i>explanation text</i> berdasarkan topik yang akan dipelajari (<i>critical thinking</i>) 4. Siswa mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi <i>explanation text</i> berdasarkan topik yang telah diberikan. 5. Siswa bersama guru merumuskan <i>problem statement</i> tentang tujuan, struktur teks dan unsur kebahasaan dari <i>explanation text</i>. 	
	<p><u>Mengumpulkan informasi</u></p> <ol style="list-style-type: none"> 6. Siswa secara berkelompok terdiri dari 4-5 orang, mengumpulkan informasi yang relevan untuk menjawab rumusan pertanyaan 	

Appendix 2

	<p>yang telah diidentifikasi. (<i>collaboration</i>)</p> <p>7. Siswa mendesain tabel dengan menggambar garis vertical di tengah dengan menuliskan <i>that was then</i> di sebelah kiri dan <i>this is now</i> di sebelah kanan</p> <p>8. Siswa mengidentifikasi dengan seksama topik tentang <i>explanation text</i> yang disajikan untuk dipelajari dengan menghubungkannya dengan apa yang telah mereka ketahui dalam kehidupan sehari-hari dan mencoba menginterpretasikannya di kolom sebelah kiri, dan menuliskan kesimpulannya pada kolom sebelah kiri bagian bawah.</p> <p>9. Siswa diberikan teks bacaan sesuai topik yang telah diberikan dan secara aktif melakukan kegiatan literasi dengan membaca teks guna menambah pengetahuan dan pemahaman tentang materi <i>explanation text</i> yang sedang dipelajari.</p> <p>10. Siswa melengkapi kolom bagian <i>this is now</i> berdasarkan informasi yang didapat dari teks yang telah mereka baca berdasarkan teks, dan membuat kesimpulan pada kolom <i>this is now</i> bagian bawah.</p>	
	<p><u>Mengolah Informasi/Mengasosiasikan</u></p> <p>11. Siswa berdiskusi dalam kelompok membahas dan membandingkan pengetahuan yang telah mereka dapatkan mengenai materi <i>explanation text</i> antara sebelum dan sesudah diberikannya teks. (<i>collaboration and creative</i>)</p> <p>12. Siswa baik mandiri maupun kelompok membahas latihan dan guru memberikan <i>feedback</i> atas pekerjaan siswa tersebut.</p>	
	<p><u>Mengkomunikasikan</u></p> <p>13. Menyampaikan hasil diskusi tentang materi <i>explanation text</i>, untuk mengembangkan sikap jujur, pro-aktif, bertanggungjawab (<i>communication</i>)</p> <p>14. Siswa bersama dengan guru mereview materi yang sudah dipelajari.</p> <p>15. Siswa mengerjakan lembaran evaluasi pembelajaran secara individu yang termuat dalam (<i>character building</i>)</p>	
C. <u>Kegiatan Penutup</u>		10 menit
Refleksi dan Penutup	<p>1. Siswa bersama guru menyimpulkan materi tentang <i>explanation text</i>; fungsi sosial, struktur teks, dan unsur kebahasaannya.</p> <p>2. Siswa merefleksikan penguasaan materi</p>	*

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	<p>tentang <i>explanation text</i> yang telah dipelajari.</p> <ol style="list-style-type: none"> 3. Guru menyampaikan tindak lanjut atas kegiatan pembelajaran. 4. Guru menyampaikan materi untuk pertemuan berikutnya. 5. Berdoa 	
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Guru Mata Pelajaran


I Wayan Endra Okmana, S.PdWay Bungur, 02 April 2023
Mahasiswa Peneliti

Ayu Syeh Sabandari

Mengetahui,
Kepala SMAN 1 Way Bungur



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Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMA N 1 Way Bungur
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI / Genap
Topik	: <i>Explanation Text (Bullying)</i>
Skills	: <i>Reading</i>
Alokasi Waktu	: 2 JP

A. Kompetensi Inti

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya
 KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
 KI-3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
 KI-4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
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	3.8.1 Mengidentifikasi struktur teks eksplanasi dengan mengelompokkan bagian-bagian teks pada tabel yang disediakan.
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	4.8.1 Menjawab pertanyaan berbentuk pilihan ganda terkait fungsi sosial, struktur teks dan unsur kebahasaan teks eksplanasi dengan cara memilih jawaban yang benar.

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C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran berbasis teks atau *genre*, peserta didik diharapkan dapat:

1. Mengidentifikasi struktur teks explanation dengan mengelompokkan bagian-bagian teks pada tabel yang disediakan.
2. Menjawab pertanyaan berbentuk pilihan ganda terkait fungsi sosial, struktur teks dan unsur kebahasaan teks eksplanasi dengan cara memilih jawaban yang benar dan mendapatkan nilai di atas kriteria ketuntasan minimal (KKM) 75.

D. Bahan Ajar / Materi Pembelajaran

1. Fungsi Sosial
Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena.
2. Struktur Teks
Dapat mencakup:
 - a. Fenomena
 - b. Identitas gejala
 - c. Rangkaian penjelasan
 - d. Penutup (*optional*)
3. 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 tulisan tangan
4. Topik
Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI.
5. Contoh Teks

Bullying

Bullying is a form of aggressive behavior in which a person intentionally inflicts harm on another person. It can take many forms, including physical, verbal, and emotional abuse.

Bullying has been found to hurt the well-being of children and adolescents, leading to academic difficulties, mental and physical health issues, and even suicide. Bullying is often perpetrated by a person in a position of power, such as an older child or an adult. It can also take place within a group of peers, with one student acting as the leader and other members joining in to support the leader's behavior.

In order to address bullying, it is important to take a proactive stance and create an environment in which bullying is not accepted. Schools should create anti-bullying policies that are enforced, and students should be taught to identify bullying behavior and intervene when they witness it.

(Source: <https://superonline.com/contoh-explanation-text/>)

Appendix 2

E. Strategi Pengajaran: That Was Then This Is Now

F. Media Pembelajaran

1. Media: Worksheet
2. Alat/Bahan: Spidol dan papan tulis

G. Kegiatan Pembelajaran

Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
A. Kegiatan Pendahuluan		10 menit
Orientasi, apersepsi, motivasi	<ol style="list-style-type: none"> 1. Peserta didik memberikan salam dan mengkondisikan diri siap belajar. (<i>character building</i>) 2. Ketua kelas memimpin do'a. 3. Mengecek kehadiran siswa. 4. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik. 5. Merangsang pemikiran peserta didik dengan menyinggung pembicaraan yang berhubungan dengan materi yang akan dipelajari. 6. Menyampaikan tujuan pembelajaran tentang <i>explanation text</i>. 7. Memberikan gambaran tentang manfaat mempelajari <i>explanation text</i> dalam kehidupan sehari hari. 	
B. Kegiatan Inti		70 menit
	<p><u>Mengamati</u></p> <ol style="list-style-type: none"> 1. Siswa diberi rangsangan untuk memusatkan perhatian pada topik materi, dengan seksama mengamati <i>explanation text</i> bertemakan <i>Bullying</i> 2. Siswa mengamati teks tentang <i>Bullying</i> dan mencoba mengaitkan hubungannya dengan materi. 	
	<p><u>Menanya</u></p> <ol style="list-style-type: none"> 3. Siswa mencoba mengidentifikasi karakteristik dari <i>explanation text</i> berdasarkan topik yang akan dipelajari (<i>critical thinking</i>) 4. Siswa mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi <i>explanation text</i> berdasarkan topik yang telah diberikan. 5. Siswa bersama guru merumuskan <i>problem statement</i> tentang tujuan, struktur teks dan unsur kebahasaan dari <i>explanation text</i>. 	

Appendix 2

	<p><u>Mengumpulkan informasi</u></p> <p>6. Siswa secara berkelompok terdiri dari 4-5 orang, mengumpulkan informasi yang relevan untuk menjawab rumusan pertanyaan yang telah diidentifikasi. (<i>collaboration</i>)</p> <p>7. Siswa mendesain tabel dengan menggambar garis vertical di tengah dengan menuliskan <i>that was then</i> di sebelah kiri dan <i>this is now</i> di sebelah kanan</p> <p>8. Siswa mengidentifikasi dengan seksama topik tentang <i>explanation text</i> yang disajikan untuk dipelajari dengan menghubungkannya dengan apa yang telah mereka ketahui dalam kehidupan sehari-hari dan mencoba menginterpretasikannya di kolom sebelah kiri, dan menuliskan kesimpulannya pada kolom sebelah kiri bagian bawah.</p> <p>9. Siswa diberikan teks bacaan sesuai topik yang telah diberikan dan secara aktif melakukan kegiatan literasi dengan membaca teks guna menambah pengetahuan dan pemahaman tentang materi <i>explanation text</i> yang sedang dipelajari.</p> <p>10. Siswa melengkapi kolom bagian <i>this is now</i> berdasarkan informasi yang didapat dari teks yang telah mereka baca berdasarkan teks, dan membuat kesimpulan pada kolom <i>this is now</i> bagian bawah.</p>	
	<p><u>Mengolah Informasi/Mengasosiasikan</u></p> <p>11. Siswa berdiskusi dalam kelompok membahas dan membandingkan pengetahuan yang telah mereka dapatkan mengenai materi <i>explanation text</i> antara sebelum dan sesudah diberikannya teks. (<i>collaboration and creative</i>)</p> <p>12. Siswa baik mandiri maupun kelompok membahas latihan dan guru memberikan <i>feedback</i> atas pekerjaan siswa tersebut.</p>	
	<p><u>Mengkomunikasikan</u></p> <p>13. Menyampaikan hasil diskusi tentang materi <i>explanation text</i>, untuk mengembangkan sikap jujur, pro-aktif, bertanggungjawab (<i>communication</i>)</p> <p>14. Siswa bersama dengan guru mereview materi yang sudah dipelajari.</p> <p>15. Siswa mengerjakan lembar evaluasi pembelajaran secara individu yang termuat dalam (<i>character building</i>)</p>	
C. <u>Kegiatan Penutup</u>		10 menit
Refleksi dan Penutup	1. Siswa bersama guru menyimpulkan materi tentang <i>explanation text</i> ; fungsi sosial, struktur teks, dan unsur kebahasaannya.	

Appendix 2

	<ol style="list-style-type: none"> 2. Siswa merefleksikan penguasaan materi tentang <i>explanation text</i> yang telah dipelajari. 3. Guru menyampaikan tindak lanjut atas kegiatan pembelajaran. 4. Guru menyampaikan materi untuk pertemuan berikutnya. 5. Berdoa 	
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Guru Mata Pelajaran

Way Bungur, 02 April 2023
Mahasiswa Peneliti

I Wayan Endra Okmana, S.Pd

Ayu Sveh Sabandari

Mengetahui,
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Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMA N 1 Way Bungur
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI / Genap
Topik	: <i>Explanation Text (How does Rain Fall?)</i>
Skills	: <i>Reading</i>
Alokasi Waktu	: 2 JP

A. Kompetensi Inti

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3 : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI-4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
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	3.8.1 Mengidentifikasi struktur teks eksplanasi dengan mengelompokkan bagian-bagian teks pada tabel yang disediakan.
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	4.8.1 Menjawab pertanyaan berbentuk pilihan ganda terkait fungsi sosial, struktur teks dan unsur kebahasaan teks eksplanasi dengan cara memilih jawaban yang benar.

Appendix 2

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran berbasis teks atau *genre*, peserta didik diharapkan dapat:

1. Mengidentifikasi struktur teks explanation dengan mengelompokkan bagian-bagian teks pada tabel yang disediakan.
2. Menjawab pertanyaan berbentuk pilihan ganda terkait fungsi sosial, struktur teks dan unsur kebahasaan teks eksplanasi dengan cara memilih jawaban yang benar dan mendapatkan nilai di atas kriteria ketuntasan minimal (KKM) 75.

D. Bahan Ajar / Materi Pembelajaran

1. Fungsi Sosial
Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena.
2. Struktur Teks
Dapat mencakup:
 - a. Fenomena
 - b. Identitas gejala
 - c. Rangkaian penjelasan
 - d. Penutup (*optional*)
3. 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 tulisan tangan
4. Topik
Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI.
5. Contoh Teks

Juvenile Delinquency

The phenomenon of juvenile delinquency can occur due to various factors. One of them is due to environmental factors, for example the wrong association or the wrong choice of friends.

There are many cases of juvenile delinquency caused by their mistakes in choosing friends. Just because they want to be recognized for their existence (existence) or want to be called 'slang', these teenagers end up 'joining in' even though what they are doing is clearly wrong.

Therefore, they need various insights and guidance in associating and choosing associates.

(Source: <https://www.celebrities.id/read/>)

E. Strategi Pengajaran: That Was Then This Is Now

Appendix 2

F. Media Pembelajaran

1. Media: Worksheet
2. Alat/Bahan: Spidol dan papan tulis

G. Kegiatan Pembelajaran

Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
A. Kegiatan Pendahuluan		10 menit
Orientasi, apersepsi, motivasi	<ol style="list-style-type: none"> 1. Peserta didik memberikan salam dan menkondisikan diri siap belajar. (<i>character building</i>) 2. Ketua kelas memimpin do'a. 3. Mengecek kehadiran siswa. 4. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik. 5. Merangsang pemikiran peserta didik dengan menyinggung pembicaraan yang berhubungan dengan materi yang akan dipelajari. 6. Menyampaikan tujuan pembelajaran tentang <i>explanation text</i>. 7. Memberikan gambaran tentang manfaat mempelajari <i>explanation text</i> dalam kehidupan sehari hari. 	
B. Kegiatan Inti		70 menit
	<p><u>Mengamati</u></p> <ol style="list-style-type: none"> 1. Siswa diberi rangsangan untuk memusatkan perhatian pada topik materi, dengan seksama mengamati <i>explanation text</i> bertemakan <i>How does Rain Fall?</i> 2. Siswa mengamati teks tentang <i>How does Rain Fall?</i> dan mencoba mengaitkan hubungannya dengan materi. 	
	<p><u>Menanya</u></p> <ol style="list-style-type: none"> 3. Siswa mencoba mengidentifikasi karakteristik dari <i>explanation text</i> berdasarkan topik yang akan dipelajari (<i>critical thinking</i>) 4. Siswa mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi <i>explanation text</i> berdasarkan topik yang telah diberikan. 5. Siswa bersama guru merumuskan <i>problem statement</i> tentang tujuan, struktur teks dan unsur kebahasaan dari <i>explanation text</i>. 	
	<u>Mengumpulkan informasi</u>	

Appendix 2

	<p>6. Siswa secara berkelompok terdiri dari 4-5 orang, mengumpulkan informasi yang relevan untuk menjawab rumusan pertanyaan yang telah diidentifikasi. (<i>collaboration</i>)</p> <p>7. Siswa mendesain tabel dengan menggambar garis vertical di tengah dengan menuliskan <i>that was then</i> di sebelah kiri dan <i>this is now</i> di sebelah kanan</p> <p>8. Siswa mengidentifikasi dengan seksama topik tentang <i>explanation text</i> yang disajikan untuk dipelajari dengan menghubungkannya dengan apa yang telah mereka ketahui dalam kehidupan sehari-hari dan mencoba menginterpretasikannya di kolom sebelah kiri, dan menuliskan kesimpulannya pada kolom sebelah kiri bagian bawah.</p> <p>9. Siswa diberikan teks bacaan sesuai topik yang telah diberikan dan secara aktif melakukan kegiatan literasi dengan membaca teks guna menambah pengetahuan dan pemahaman tentang materi <i>explanation text</i> yang sedang dipelajari.</p> <p>10. Siswa melengkapi kolom bagian <i>this is now</i> berdasarkan informasi yang didapat dari teks yang telah mereka baca berdasarkan teks, dan membuat kesimpulan pada kolom <i>this is now</i> bagian bawah.</p>	
	<p><u>Mengolah Informasi/Mengasosiasikan</u></p> <p>11. Siswa berdiskusi dalam kelompok membahas dan membandingkan pengetahuan yang telah mereka dapatkan mengenai materi <i>explanation text</i> antara sebelum dan sesudah diberikannya teks. (<i>collaboration and creative</i>)</p> <p>12. Siswa baik mandiri maupun kelompok membahas latihan dan guru memberikan <i>feedback</i> atas pekerjaan siswa tersebut.</p>	
	<p><u>Mengkomunikasikan</u></p> <p>13. Menyampaikan hasil diskusi tentang materi <i>explanation text</i>, untuk mengembangkan sikap jujur, pro-aktif, bertanggungjawab (<i>communication</i>)</p> <p>14. Siswa bersama dengan guru mereview materi yang sudah dipelajari.</p> <p>15. Siswa mengerjakan lembaran evaluasi pembelajaran secara individu yang termuat dalam (<i>character building</i>)</p>	
C. <u>Kegiatan Penutup</u>		10 menit
Refleksi dan Penutup	<p>1. Siswa bersama guru menyimpulkan materi tentang <i>explanation text</i>; fungsi sosial, struktur teks, dan unsur kebahasaannya.</p> <p>2. Siswa merefleksikan penguasaan materi tentang</p>	

Appendix 2

	<p><i>explanation text</i> yang telah dipelajari.</p> <p>3. Guru menyampaikan tindak lanjut atas kegiatan pembelajaran.</p> <p>4. Guru menyampaikan materi untuk pertemuan berikutnya.</p> <p>5. Berdoa</p>	
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Guru Mata Pelajaran


I Wayan Endra Okmana, S.PdWay Bungur, 02 April 2023
Mahasiswa Peneliti

Ayu Syeh SabandariMengetahui,
Kepala SMA N 1 Way BungurHeru Pujianto, S.Pd., M.SiN.P.19770406200501 1006

Appendix 3

The Blueprint of Reading Comprehension

No.	Test	Level of Barret Taxonomy	Features of Reading Comprehension	Question Items
1.	Pre-Test	Literal Comprehension	Main idea	3, 9, 17
		Inferential Comprehension	Expression	8, 11
		Inferential Comprehension	Inference	1, 10, 13
		Inferential Comprehension	Grammatical features	15
		Literal Comprehension	Detail	2, 5, 16
		Evaluation	Excluding facts not written	12, 6
		Literal Comprehension	Supporting idea	14, 18
		Inferential Comprehension	Vocabulary in content	4, 19, 7, 20
2.	Post-Test	Literal Comprehension	Main idea	7, 15
		Inferential Comprehension	Expression	4, 9
		Inferential Comprehension	Inference	3, 6, 12
		Inferential Comprehension	Grammatical features	19, 20
		Literal Comprehension	Detail	8, 14, 16, 20
		Evaluation	Excluding facts not written	17, 13
		Literal Comprehension	Supporting idea	1
		Inferential Comprehension	Vocabulary in content	2, 5, 11, 18

Appendix 4

PRE-TEST

Choose the correct answer between a, b, c, d, or e!

The following text is for number 1-7!

Rainbow

Almost everyone very likes a natural phenomenon called the rainbow. To the extent that a lot of people create an art work like song, cake, and the other work after seeing the beautiful colors of the rainbow. But, do you know how the phenomenon of the appearance of the rainbow happens?

Rainbow occurs because of the refraction of light. The sunlight that shines in between the rain drops is refracted by the rain drops. This process separates the white light of the sunlight into a spectrum of different colors.

The spectrum of colors are red, orange, yellow, green, blue, indigo, and violet. Or what we often memorize as the abbreviation "ROY G BIV / mejikuhibiniu." Then the colors reflect in the back drops of rain, resulting the light which looks arched and becomes the rainbow.

(source: <https://katadata.co.id/>)

1. What can be inferred from the text above?
 - a. The process of refraction
 - b. The colors of the rainbow
 - c. The shining sun
 - d. **The rainbow occurrence**
 - e. The rainbow history
2. Why rainbow happens? That is caused by
 - a. the refraction of rain drops
 - b. the refraction of light
 - c. the refraction of colors
 - d. the refraction of spectrum
 - e. the refraction of rain
3. What is the main idea of the third paragraph?
 - a. **The colors of rainbow**
 - b. How rainbow happen
 - c. Where rainbow form
 - d. The sunshine colors
 - e. The mejikuhibiniu
4. "Rainbow occurs because of the refraction of light." (Paragraph 2)
The word "**occurs**" has close meaning to
 - a. process
 - b. awakened
 - c. **appears**
 - d. act
 - e. distributred
5. The following conditions are one's feeling when seeing a rainbow, except ...
 - a. amazed.
 - b. like.
 - c. happy.
 - d. tedious.
 - e. interested.

Appendix 4

6. What is rainbow based on the text?
 - a. The phenomena that make people afraid
 - b. The amazing phenomena that encourage the creation of art
 - c. The beautiful and memorable natural phenomena
 - d. The natural phenomena that occur due to rain
 - e. The long-standing natural phenomenon
7. “Or what we often memorize as the abbreviation "ROY G BIV / mejikuhibiniu” (paragraph 3). The word “**mejikuhibiniu**” refers to
 - a. the spectrum colors
 - b. the sunlight color
 - c. the light colors
 - d. the rain drops
 - e. the rainfall
8. “Almost everyone very likes a natural phenomenon called the rainbow”. What is not the correct expression for this sentence?
 - a. Have you got any comments on
 - b. What is your opinion about
 - c. Tell me about
 - d. How do you feel about
 - e. What do you think about

The following text is for number 9-14!

Floods are a natural phenomenon that occurs when water overflows or submerges land. Floods can be caused by heavy rainfall, melting snow and ice, overflowing rivers and lakes, or a combination of all three.

When water overflows land, it collects in low-lying areas, forming a large pool of water. As the water builds up and begins to move downstream, it can overwhelm rivers and streams, causing them to overflow their banks. This causes the water level to rise and can cause flooding in nearby areas.

Floods can cause extensive damage to property, disrupt transportation, and threaten lives. It is important to be prepared for floods by keeping informed about the risks in your area and making plans to protect yourself and your family.

(source: <https://superonline.com/>)

9. What the main idea of paragraph three?
 - a. Explain how ice melts
 - b. The process of saving the family
 - c. **The consequences of the flood**
 - d. The occurrence of flood
 - e. How to deal with flooding
10. What can be inferred about flood?
 - a. Flood is a terrible disaster
 - b. Flood is a condition of heavy rainfall
 - c. Flood is water that flows in a river
 - d. **Flood is water that overflows on land**
 - e. Flood is natural phenomenon
11. What does the expression *heavy rainfall* in the first sentence of paragraph 1 mean?
 - a. Low intensity rain
 - b. Rain with thunderstorm

Appendix 4

- c. Rain in desert areas
 - d. Rain accompanied by wind
 - e. Incessant rain
12. What needs to be considered in facing flooding?
- a. Waiting for government assistance
 - b. Selling flood-prone land
 - c. Elevate the house foundation built
 - d. **Be careful and make plans to protect family**
 - e. Make movements to other areas
13. What can be inferred from the text above?
- a. How to deal with floods
 - b. The cause of heavy rainfall
 - c. **How floods happen**
 - d. How the damage happened
 - e. How to protect yourself from flood
14. Which sentence does have function as a supporting idea?
- a. First sentence
 - b. Fourth sentence
 - c. Second sentence
 - d. Third sentence
 - e. Last sentence

The following text is for number 15-20!

How Plane Can Fly?

Now, almost everyday we see planes are flying above. Inside, there are hundreds of people sitting, walking, even running. Have you ever wondered why such a heavy metal object can float so freely in the air? How can the airplanes fly like birds?

Do you know that airplanes can generate energy? That is why this object can fly, because of the force. Such a force, scientifically called as Lift, can move an airplane upward. How come?

There are mainly four forces which contribute to fly an airplane. They are Weight, Thrust, Drag and Lift. How do those work? First, to move an airplane forward, the Thrust created by the engines must be greater than the force produced by the air resistance called as Drag. Second, to move the airplane upward, it needs enough forward motion. The airplane can only fly if the force of Lift is much greater than in Weight. This process can push an airplane to fly.

(Source: <https://berita.99.co/>)

15. What is the tenses of the first sentence of paragraph 1?
- a. Simple present tense
 - b. Past future tense
 - c. Present tense
 - d. Past tense
 - e. Simple future tense
16. What are kinds of thing that make plane fly?
- a. Wings, wind, and pilot
 - b. Pilot, engine, wings and air
 - c. Weight, Thrust, Drag and Lift
 - d. Thrust, lift, gravity, drag
 - e. Weight, air, drag and pilot

Appendix 4

17. What is the main idea of second paragraph?
 - a. How a plane flies
 - b. How the four forces work together to fly the plane
 - c. How the weight force works
 - d. The function of gravity
 - e. The function of plane
18. Which sentence does belong to supporting idea?
 - a. Now, almost everyday we see planes are flying above
 - b. Second, to move the airplane upward
 - c. There are mainly four forces which contribute to fly an airplane
 - d. They are Weight, Thrust, Drag and Lift
 - e. This process can push an airplane to fly
19. "Thrust is what keeps the plane moving forward"
The word "**Thrust**" has same meaning with
 - a. Energy
 - b. Power
 - c. Aerodynamic
 - d. Driving force
 - e. Strength
20. "They are Weight, Thrust, Drag and Lift". The word "**They**" refers to
 - a. Composition on the plane
 - b. Power that can fly the plane
 - c. Aircraft parts
 - d. Aircraft fuel
 - e. Energy used to fly

Answer Key Pre-test:

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

Appendix 5

POST-TEST

Choose the correct answer between a, b, c, d, or e!

The following text is for number 1-6!

Earthquake

An earthquake is a shaking of the ground caused by the sudden breaking and movement of large sections (tectonic plates) of the earth's rocky outermost crust.

Earthquakes are usually caused when a rock underground suddenly breaks along a fault. This sudden release of energy causes the seismic waves that make the ground shake. When two blocks of rock or two plates are rubbing catch on each other. 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.

(Source: <https://quizizz.com/>)

1. Which sentence does state the supporting idea in the text?
 - a. First sentences
 - b. Second sentence
 - c. Third sentence
 - d. Fourth sentence
 - e. Fifth sentence
2. "...sudden breaking and movement of large sections...".
Antonym of the underlined word is
 - a. slight
 - b. big
 - c. high
 - d. broad
 - e. great
3. What can be inferred from the text above?
 - a. The meaning of earthquake
 - b. The types of earthquake
 - c. The cause of earthquake
 - d. The effects of earthquake
 - e. The place where earthquake happens
4. What is the correct expression for the sentence fragment a shaking of the ground?
 - a. Just normal
 - b. Like
 - c. Scary
 - d. Flat
 - e. Exciting
5. Based on the first sentences, the word "**crust**" can be replaced by
 - a. cover
 - b. layer
 - c. rock
 - d. soil
 - e. ground
6. What can be inferred about the cause of earthquake?
 - a. The pressure is built up
 - b. The two blocks of rock are moving
 - c. The seismic waves are released
 - d. The rock underground suddenly breaks
 - e. The ground is moved

Appendix 5

The following text is for number 7-13!

Global warming is a term used to describe the increase in average global temperature due to human activities, such as burning fossil fuels and deforestation. As the Earth's temperature rises, it can cause a variety of impacts on the environment, including rising sea levels, altered weather patterns, and more extreme temperatures.

Global warming is caused by the release of greenhouse gases, such as carbon dioxide and methane, into the atmosphere. These gases trap heat and cause the Earth to warm up. This process has been accelerated in recent decades by human activities, such as burning fossil fuels and changing land use patterns.

Global warming is a serious issue that needs to be addressed. Taking steps to reduce emissions, conserve energy, and protect forests can help slow the process of global warming and reduce its impacts on the environment.

(Source: <https://superonline.com/>)

7. What is the main idea of second paragraph?
 - a. Global warming finding
 - b. Global warming process
 - c. Introduction to global warming
 - d. Factors that inhibiting global warming
 - e. Global warming inventions
8. Based on the text, which following true about global warming?
 - a. Many benefits during global warming
 - b. Good impact on the environment
 - c. Doesn't contain harmful gases
 - d. Not created by human
 - e. Greenhouse gases cause the earth to heat up
9. "As the Earth's temperature rises, it can cause a variety of impacts on the environment"
What is the correct expression for this sentence?
 - a. What do you think about
 - b. What atmosphere is it
 - c. Which one about
 - d. How much do you feel about
 - e. Whatever you feel about
10. "Global warming is a serious issue that needs to be addressed" (paragraph 3)
What is the tenses of this sentence?
 - a. Past future tense
 - b. Simple present tense
 - c. Present past tense
 - d. Past tense
 - e. Simple future tense
11. "Global warming is a term used to describe the increase in average global temperature due to human activities". What is the name of generic structure of that sentence?
 - a. Conclusion
 - b. Point of view
 - c. Question
 - d. Argument
 - e. General statement

Appendix 5

12. What can be inferred from the text above?
 - a. The unhealthy global warming
 - b. The global warming process
 - c. The global warming benefits
 - d. The poor global warming
 - e. The global warming state
13. Why does global warming happen?
 - a. The weather is not recommended
 - b. Less strategic place
 - c. The unhealthy around
 - d. Changing human activity
 - e. Unattractive activities

The following text is for number 14-20!

How does Rain Fall?

Rain is one of the main sources of fresh water for almost all people in the world. It provides suitable conditions for diverse ecosystems. It is also used as hydroelectric power plants and crop irrigation. But, do you know how rain happens?

The rain's phenomenon is actually what we often call as "water circle." The concept of the water cycle involves the sun heating the Earth's surface water and causing the surface water to evaporate. Then the water vapor rises into the Earth's atmosphere. The water in the atmosphere cools and condenses into liquid droplets. The droplets grow bigger and heavier and fall to the Earth as precipitation.

However, not all rain can reach the surface of the earth. Some evaporates while failing through dry air. This is what we call as "Virga", a phenomenon which is often seen in hot, dry desert regions.

(Source: <https://roboguru.ruangguru.com/>)

14. What happen to the droplet when it gets heavy?
 - a. Rise
 - b. Fall
 - c. Flow
 - d. Evaporates
 - e. Boiled
15. What is the main idea of second paragraph?
 - a. The concept of water cycle
 - b. The concept of water metamorphosis
 - c. The concept of water ransacking
 - d. The procces of nowing
 - e. The procces of watering
16. Where can we see Virga?
 - a. In damp areas
 - b. In wet but sometimes dry areas
 - c. In tropical areas
 - d. In hot and rainy areas
 - e. In hot and dry areas
17. What is the purpose of the text?
 - a. To inform the reader to the readers
 - b. To persuade to the readers
 - c. To describe about how does rain fall to the readers

Appendix 5

- d. To tell a story to the readers
 - e. To argue to the readers
18. “It provides suitable conditions for diverse ecosystems”. The word “**It**” refers to?
- a. Rain
 - b. Fire heat
 - c. Water heat
 - d. Ice
 - e. Global Warming
19. The rain’s phenomenon is actually what we often call as “water circle.”
What is the tenses of that sentence?
- a. Present future tense
 - b. Present past tense
 - c. Past future tense
 - d. Past tense
 - e. Simple present tense
20. Why does not all rain fall to the ground?
- a. It is evaporate by hot air
 - b. The water’s ascendancy from the sun heat
 - c. The cooling of air into droplets
 - d. The heat caused by the sun
 - e. The water boiling Phenomenon

Answer Key Post-test:

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

Appendix 6

The Students' Answer Sheet

The Result Students' Pre-test

ANSWER SHEET
PIS-1001

Name : Enza Yuli Prita W.
Class : VI/1A

Date: 5

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

No.	ANSWER
1	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
2	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
3	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
4	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
5	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
6	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
7	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
8	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
9	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
10	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
11	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
12	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
13	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
14	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
15	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
16	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
17	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
18	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
19	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
20	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
21	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
22	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
23	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
24	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
25	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D

ANSWER SHEET
PIS-1001

Name : Enza Yuli Prita W.
Class : VI/1A

Date: 5

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

No.	ANSWER
1	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
2	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
3	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
4	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
5	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
6	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
7	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
8	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
9	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
10	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
11	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
12	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
13	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
14	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
15	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
16	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
17	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
18	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
19	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
20	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
21	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
22	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
23	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
24	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
25	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D

Appendix 6

The Result Students' Post-test

ANSWER SHEET
POST-TEST

Name: Alham Ghani Fauzi Score: 75
Class: 11-01

Please give the answer (X) in 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: Yoni Pratiwi (2) Score: 75
Class: 11-01

Please give the answer (X) in 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

Appendix 7

The Result Students' Treatment

The result students' of treatment 1

Treatment I

Nama Kelompok

- Anisa Widiya Sari
- Nur Ansh Saleyer
- Rani Yuliana
- Elia Seta Bela

Tipe : Biak

That Was Then	That Is Now
Biak is different understanding. Usually occur between students. This concept is can be triggered by your attitude problem.	Biak is a fight between groups involve all water for from children path to other. Occur because misunderstanding one of group members.
Summary : Biak is disagreement between student members about an matter triggered by low position.	Summary Biak is fight between groups that involve all groups because of total misunderstanding but they taken care perfectly.

The result students' of treatment 2

Treatment II

Nama Kelompok

1. Rizka
2. Rizki Nurjan
3. Dina Erlangga
4. Laila Aludana Rani

Tipe : Bullying

That Was Then	That Is Now
Bullying is behavior in which someone treats another people is bad. Usually done by people who have no confidence think done by teachers. The example is isolating one of friend in class.	Bullying is the action of verbal, physical, and emotional. Can cause emotional problem. Born by someone who did dominant.
Summary Bullying is action in which physical and emotional the done intentionally to hurt others. Bullying is usually done by people who feel more or a power feeling not necessarily. Cyber is bullying if cyber media problem and how if our way had to solve it.	Summary Bullying is action in which physical and emotional the done intentionally to hurt others. Bullying is usually done by people who feel more or a power feeling not necessarily. Cyber is bullying if cyber media problem and how if our way had to solve it.

Appendix 8

DOCUMENTATION

Pre-test in Experiment Class



Pre-test in Control Class



Treatment 1



Appendix 8

Treatment 2



Treatment 3



Post-test in Experimental Class



Appendix 8

Post-test in Control Class





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Kl. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metro.univ.ac.id; e-mail: tarbiyah.iaim@metro.univ.ac.id

Nomor : B-1473/In.28.1/J/TL.00/03/2023
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Dedi Irwansyah (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama	: AYU SYEH SABANDARI
NPM	: 1901051013
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: THE INFLUENCE OF "THAT WAS THEN THIS IS NOW" STRATEGY ON THE STUDENTS' READING COMPREHENSION AT SMA N 1 WAY BUNGUR

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, 30 Maret 2023
Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id


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

Nama : Ayu Syeh Sabandari
NPM : 1901051013

Jurusan : Tadris Bahasa Inggris
Semester : VIII

No	Hari/Tanggal	Hal Yang Dibicarakan	Tanda Tangan Dosen
	30/05/ 2023	- Please revise Chapter V and reference accordingly Abstract & oke.	
	06/06/ 2023	Bring all documents - Cover - appendix f@ for Menang banyak	

Mengetahui
Ketua Jurusan TBI


Andianto, M. Pd
NIP. 198711022015031004

Dosen Pembimbing


Dr. Dedi Irwansyah, M. Hum
NIP. 197912232006041001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3638/In.28/J/TL.01/07/2022
Lampiran :-
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala SMA N 1 WAY BUNGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **AYU SYEH SABANDARI**
NPM : 1901051013
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : THE INFLUENCE OF ``THAT WAS THEN THIS IS NOW``
STRATEGY ON THE STUDENTS` READING
COMPREHENSION AT SMA N 1 WAY BUNGUR

untuk melakukan prasurvey di SMA N 1 WAY BUNGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 21 Juli 2022

Ketua Jurusan



Andianto M.Pd

NIP 19871102 01503 1 004



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMAN 1 WAY BUNGUR
LAMPUNG TIMUR
AKREDITASI B



NIS: 300530 NSS: 301120815053 NPSN: 69892474
Alamat: Jln. Way Pengubuan No. 1, Ds. Tambah Subur, Kec. Way Hungur, Kab. Lampung Timur (34192)
Email: smansa.wsbungur@ditra.lampung.go.id

SURAT KETERANGAN
Nomor : 240/022/11/SMA N/2022

Saya yang bertandatangan di bawah ini:

Nama : HERU PUJANTO, S.Pd.,MSi
NIP : 19770406 200501 1 006
Pangkat/ Golongan : IVa
Jabatan : Kepala Sekolah
Tempat Tugas : SMAN 1 Way Bungur
NPSN : 69892474
Alamat : Jln. Way Pengubuan No.1 Tambah Subur
Kecamatan : Way Bungur
Kab/Kota : Lampung Timur

Dengan ini menerangkan bahwa nama :

Nama : AYU SYEH SABANDARI
NPM : 1901051013
Program Study : Tadris Bahasa Inggris

Mahasiswa yang terlampir diatas , di **IZINKAN** untuk melaksanakan Penelitian Di SMA Negeri 1 Way Bungur Kab. Lampung Timur

Demikian surat ini kami sampaikan agar dapat digunakan sebagaimana mestinya.

Way Bungur, 24 Agustus 2022
Kepala SMA N 1 Way Bungur



HERU PUJANTO, S.Pd.,MSi
NIP.19770406 200501 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1820/In.28/D.1/TL.00/04/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA N 1 WAY BUNGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1821/In.28/D.1/TL.01/04/2023, tanggal 13 April 2023 atas nama saudara:

Nama : **AYU SYEH SABANDARI**
NPM : 1901051013
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 WAY BUNGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF "THAT WAS THEN THIS IS NOW" STRATEGY ON THE STUDENTS' READING COMPREHENSION AT SMA N 1 WAY BUNGUR".

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

Wassalamu'alaikum Wr. Wb.

Metro, 13 April 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-1821/In.28/D.1/TL.01/04/2023

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

Nama : **AYU SYEH SABANDARI**
 NPM : 1901051013
 Semester : **8 (Delapan)**
 Jurusan : **Tadris Bahasa Inggris**

- Untuk :
1. Mengadakan observasi/survey di SMA N 1 WAY BUNGUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF "THAT WAS THEN THIS IS NOW" STRATEGY ON THE STUDENTS' READING COMPREHENSION AT SMA N 1 WAY BUNGUR".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
 Pada Tanggal : 13 April 2023



Wakil Dekan Akademik dan Kelembagaan,



Dra. Isti Fatonah MA
 NIP 19670531 199303 2 003



**PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 WAY BUNGUR
LAMPUNG TIMUR**



Akreditasi : B
NIS: 300530 NSS: 301120815053 NPSN: 69892474

Alamat: Jln. Way Pengabuan No. 1, Ds. TambahSubur, Kec. Way Bungur, Kab. Lampung Timur (34192)
Email: smansa.waybungur@yahoo.co.id

**SURAT KETERANGAN
NO.420/036/11/ SMAN1WB/2023**

Saya Yang bertanda tangan di bawah ini :

Nama : HERU PUJANTO, S.Pd.,M.Si
NIP : 19770406200501 1 006
Pangkat/Golongan : Pembina / IV a
Jabatan : Kepala SMAN 1 Way Bungur

Dengan ini menyatakan bahwa :

Nama : AYU SYEH SABANDARI
NPM : 1901051013
Program Studi : Tadris Bahasa Inggris

Mahasiswa yang terlampir di atas, di izinkan untuk melakukan penelitian di SMAN 1 Way Bungur Kabupaten Lampung Timur.

Demikian surat ini di buat dengan sebenarnya agar dapat digunakan sebagaimana mestinya.

Way Bungur, 08 Mei 2023
Kepala SMAN 1 Way Bungur



HERU PUJANTO, S.Pd.,M.Si
NIP.19770406200501 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Ingmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-727/In.28/S/U.1/OT.01/06/2023**

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

Nama : AYU SYEH SABANDARI
NPM : 1901051013
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 1901051013

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, 9 Juni 2023

Kepala Perpustakaan



Dr. Asad, S. Ag., S. Hum., M.H., C.Me
NIP. 19750505 200112 1 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507, Faksimili (0725) 47295, Website: www.tarbiyah.metroainv.ac.id, e-mail: tarbiyah.ain@metroainv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA


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

Nama : Ayu Syeh Sabandari
NPM : 1901051013
Program Studi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada Program Studi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 06 Juni 2023
Ketua Program Studi TBI


Andiarto, M.Pd
NIP. 19871102 201503 1 004

CURRICULUM VITAE



The writer's name is Ayu Syeh Sabandari, who is usually called Ayu. The writer was born in Tanjung Qencono, November 17, 2000. She is the third of four children from the couple Mr. Sukiyo and Mrs. Sringatun. The writer took formal education at SD N 1 Tanjung Qencono in 2007 – 2013, after that the writer continued her education at SMP N 1 Way Bungur, then continued at SMA N 1 Purbolinggo. In 2019 the author was registered as an undergraduate student majoring in English at IAIN Metro Lampung. In 2019, she entered as an undergraduate student in English Education Program of State Institute for Islamic Studies (IAIN) Metro.