

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF USING WORDWALL WEBSITE TOWARDS THE  
STUDENTS' READING COMPREHENSION AT SMK MA'ARIF NU 04  
DARURROHMAH SUKADANA**

**By:**

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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1447 H/2025 M**

**THE INFLUENCE OF USING WORDWALL WEBSITE TOWARDS THE  
STUDENTS' READING COMPREHENSION AT SMK MA'ARIF NU 04  
DARURROHMAH SUKADANA**

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

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1447 H/ 2025 M**



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Title : THE INFLUENCE OF USING WORDWALL WEBSITE  
TOWARDS THE STUDENTS' READING COMPREHENSION  
AT SMK MA'ARIF NU 04 DARURROHMAH SUKADANA

Name : Julia Rahma Sari

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Department : English Education

Faculty : Tarbiyah and Teacher Training

**APPROVED**

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*Assalamu'alaikum, Wr. Wb*


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AT SMK MA'ARIF NU 04 DARURROHMAH SUKADANA

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

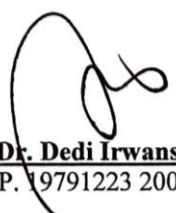
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di-Tempat

*Assalamu'alaikumWr.Wb.*

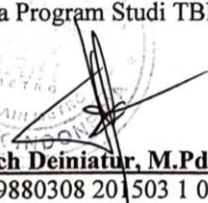
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TOWARDS THE STUDENTS' READING COMPREHENSION  
AT SMK MA'ARIF NU 04 DARURROHMAH SUKADANA

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

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

*Wassalamu'alaikumWr.Wb.*

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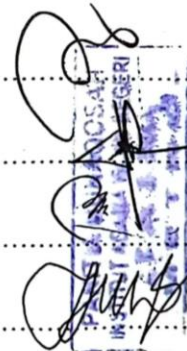
**RATIFICATION PAGE**

No. 13-2699/In.28.1/J/PP.00.9/07/2025

An Undergraduate thesis entitled: "THE INFLUENCE OF USING WORDWALL WEBSITE TOWARDS THE STUDENTS' READING COMPREHENSION AT SMK MA'ARIF NU 04 DARURROHMAH SUKADANA", written by Julia Rahma Sari, student number: 2101051019, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, June 26<sup>th</sup>, 2025 at 08.00 - 10.00 WIB.

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**THE INFLUENCE OF USING WORDWALL WEBSITE TOWARDS THE  
STUDENTS' READING COMPREHENSION AT SMK MA'ARIF NU 04  
DARURROHMAH SUKADANA**

**ABSTRACT**

**By:  
JULIA RAHMA SARI**

This study aims to determine whether the use of the *Wordwall* website has a positive and significant influence on students' reading comprehension at SMK Ma'arif NU 04 Darurrohman Sukadana. This study was conducted based on the results of a pre-survey which showed that students' reading comprehension was still low. Therefore, *Wordwall* was implemented as an interactive learning media to help students improve their understanding of descriptive texts.

This research applied a quantitative method with a one-group pre-test and post-test design. The sample consisted of 18 tenth-grade students from the automotive class. The data were collected using multiple-choice tests focused on reading comprehension and analyzed using SPSS 25.

The results shows that the significance value (Sig. 2-tailed) was 0.000. Since the probability value is less than  $\alpha$  (0.05), the alternative hypothesis ( $H_a$ ) is accepted. This indicates a positive and significant influence of using the *Wordwall* website on students' reading comprehension. Furthermore, the t-observed value was 18.9, which is greater than the t-table value of 1.7 at the 5% significance level. These findings confirm that the *Wordwall* website effectively improves the reading comprehension of tenth-grade students at SMK Ma'arif NU 04 Darurrohman Sukadana.

**Keywords:** *Descriptive Text, Reading Comprehension, Quantitative Research, Wordwall Website.*

**PENGARUH PENGGUNAAN SITUS WEB WORDWALL TERHADAP  
PEMAHAMAN MEMBACA SISWA DI SMK MA'ARIF NU 04  
DARURROHMAH SUKADANA**

**ABSTRAK**

**OLEH:  
JULIA RAHMA SARI**

Penelitian ini bertujuan untuk menentukan apakah penggunaan situs web *Wordwall* memiliki pengaruh positif dan signifikan terhadap pemahaman membaca siswa di SMK Ma'arif NU 04 Darurrohmah Sukadana. Penelitian ini dilakukan berdasarkan hasil survei awal yang menunjukkan bahwa pemahaman membaca siswa masih rendah. Oleh karena itu, *Wordwall* diterapkan sebagai media pembelajaran interaktif untuk membantu siswa meningkatkan pemahaman mereka terhadap teks deskriptif.

Penelitian ini menggunakan metode kuantitatif dengan desain satu kelompok pre-test dan post-test. Sampel terdiri dari 18 siswa kelas X jurusan otomotif. Data dikumpulkan menggunakan tes pilihan ganda yang berfokus pada pemahaman membaca dan dianalisis menggunakan SPSS 25.

Hasil menunjukkan bahwa nilai signifikansi (Sig. 2-tailed) adalah 0.000. Karena nilai probabilitas kurang dari  $\alpha$  (0.05), hipotesis alternatif ( $H_a$ ) diterima. Hal ini menunjukkan adanya pengaruh positif dan signifikan dari penggunaan situs web *Wordwall* terhadap pemahaman membaca siswa. Selain itu, nilai t-observasi sebesar 18.9, yang lebih besar dari nilai t-tabel sebesar 1.7 pada tingkat signifikansi 5%. Temuan ini membuktikan bahwa situs web *Wordwall* secara efektif meningkatkan pemahaman membaca siswa kelas X di SMK Ma'arif NU 04 Darurrohmah Sukadana.

**Kata Kunci:** *Teks Deskriptif, Pemahaman Membaca, Penelitian Kuantitatif, Situs Web Wordwall.*



## STATEMENT OF RESEARCH ORIGINALITY

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

Metro, 17 June 2025  
The Researcher



**Julia Rahma sari**  
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Program Studi : Tadris Bahasa Inggris (TBI)

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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.

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Mahasiswa ybs,



**Julia Rahma Sari**  
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## MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

"And do not despair, for Allah will not burden anyone beyond his ability."

(Al-Baqarah: 286)

*"No matter what situation, just don't give up even if you feel like giving up."*

*—Mark Lee—*

## **DEDICATION PAGE**

This Undergraduate Thesis is Dedicated to:

1. My beloved parents Mr. Badri and Mrs. Siti Aisah. Thank you for every sacrifice, for the endless support and sincere prayers you have given me throughout every stage of life. Your unwavering love and encouragement have been my greatest strength.
2. My younger brother and sister, Ilham Cahyadi and Syakira Riana. Thank you for being a constant source of motivation and joy. Your presence has always given me the strength to keep going and become a better version of myself as your older sister.
3. My sponsor Prof. Dr. Dedi Irwansyah, M.Hum., who has patiently guided me throughout the process of completing this undergraduate thesis. Thank you for your invaluable guidance and support.
4. My beloved friends Faizah, Melia, and Sabila. Thank you for your unwavering support and for always being there through the ups and downs of my university journey. Your presence has made this chapter of my life more meaningful and unforgettable.

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Alhamdulillah Robbil'alamin, All praise and gratitude be to Allah SWT, the Lord of all the universe who has bestowed countless blessings on His servants, including the ease and guidance given to researcher in completing the thesis entitled “The Influence of Using Wordwall Website Towards the Students' Reading Comprehension at SMK Ma'arif NU 04 Darurrohman Sukadana”. Shalawat and greetings are always poured out to the most beloved messenger, our Prophet Muhammad SAW, who has brought us from the times of darkness to the times of brightness.

The researcher realises that the completion of this thesis cannot be separated from valuable help and advice from various parties. Their support and guidance have been invaluable in this process. Therefore, the researcher would like to extend her heartfelt appreciation and sincere thanks to:

1. Prof. Dr. Ida Umami, M.Pd., Kons., as the Rector of Metro State Islamic Institute.
2. Dr. Siti Annisah, M.Pd., as the Dean of the Faculty of Tarbiyah and Teacher Training.
3. Dr. Much Deniatur, M.Pd, B.I., as the Head of the English Education Department of IAIN Metro.
4. Prof. Dr. Dedi Irwansyah, M.Hum., the supervisor who has taken the time to provide guidance, suggestions, and advice in completing this undergraduate thesis.

5. The principal, teachers, and all those who have helped at SMK Ma'arif NU 04 Darurrohmah Sukadana.

Metro, June 26, 2025

The Researcher

A handwritten signature in black ink, appearing to be 'Julia' followed by a stylized surname.

**Julia Rahma Sari**

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## CHAPTER I INTRODUCTION

### A. Background of Study

English is an international language that has a very important role in the era of globalization. It is widely used as a communication tool in various fields, such as science, technology, business, and education. Mastering English is no longer an option, but a necessity especially in this era of globalization. In learning English, there are four basic skills that students must master, namely listening, speaking, reading, and writing. One of the skills that are important in learning English is reading. Reading ability is considered very important because reading provides access to a variety of information and insights that can increase students' knowledge and comprehension.

Reading is a process of receiving, understanding, and interpreting information carried out by the reader to understand the meaning of the messages conveyed by the author through written media.<sup>1</sup> Reading is a process of interaction between the writer and the reader through text that allows the reader to expand knowledge and understand the meaning contained in the writing. This activity is very important for every individual because through reading we can gain knowledge and various information. Therefore, the ability to read comprehension becomes very important to capture the

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<sup>1</sup> Putu Santi Oktarina, Ni Putu Lila Sri Hari, and Ni Made Winda Ambarwati, "The Effectiveness of Using Picture Book to Motivate Students Especially Young Learners in Reading," *Yavana Bhasha: Journal of English Language Education* 1, no. 1 (2020): 72–79, <https://doi.org/10.25078/yb.v1i1.1379>.

content of a writing. Reading also helps us broaden our horizons to new things that we did not know before. This activity has a great influence on developing a learner's mindset and improving language and communication skills. Students who possess good reading comprehension skills are also more capable of obtaining information from various sources.<sup>2</sup>

However, reading comprehension is often a challenge for many students. Some studies show that low reading comprehension skills can be caused by various factors, including students' limited vocabulary. On the other hand, the students' motivation in learning English is also often an obstacle. Many students perceive English as a difficult subject and irrelevant to their daily lives. The low literacy culture among students also exacerbates the situation, as they are not used to reading or using English in their lives. As a result, the students' ability to communicate, and understand texts in English is limited. These problems point to the need for a more innovative and inclusive approach to English language learning in schools. The development of interactive learning methods and the provision of relevant and interesting teaching materials are important steps to overcome this challenge. Thus, learning English is not only a means to fulfill the demands of the curriculum, but also a useful life skill for students in facing a competitive global era.

In line with the above problems, on the 26th of November, 2024 the researcher conducted a pre-survey at SMK Ma'arif NU 04 Darurrahmah Sukadana to find out the students' reading problems at the school. The

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<sup>2</sup> Linda Septiyana et al., "Development of Islamic Text-Based Reading Materials with a Genre-Based Approach," *Pedagogy: Journal of English Language Teaching* 10, no. 2 (2022): 169–82, <https://doi.org/10.32332/joelt.v10i2.5228>.

researcher interviewed the English teacher at the school to identify problem in learning, particularly in students' reading comprehension. The researcher asked the English teacher several questions related to students' performance, including the most common difficulties students face in reading comprehension, their classroom behavior during English lessons, and their test scores. According to the results of the interview, English grades especially in their reading comprehension were low due to the students' lack of interest in learning and students' limited vocabulary. During learning, students tend to be silent and less interactive. Pre-survey data related to students is presented in the following table:

**Table 1.1**  
**The score of students' reading comprehension in the tenth grade of SMK**  
**Ma'arif NU 04 Darurrohman Sukadana**

No	Grade	Frequency	Percentage	Criteria
1	<72	18 Students	100%	Incomplete
2	≥72	0 Students	0%	Complete
<b>Total</b>		18 Students	100%	

*Source: The English Teacher archive, taken on November 26<sup>th</sup>, 2024*

Based on the table above, many students failed reading comprehension tests. 100% of the students have not achieved the minimum mastering criteria (MMC), as seen from the survey results which show that all students in the class did not get good test scores. This indicates that students' reading comprehension is still very limited. That is why learning innovations that engage students' interest in learning are needed to build student interaction.

Therefore, the researcher is interested in using the *Wordwall* website to help students increase their reading comprehension. In this study, the reading materials used focus on descriptive texts, which are generally taught in grade ten and aim to describe a specific person, place or thing in detail. To support this, *Wordwall* is used as an innovative digital learning tool that provides interactive games and quizzes to make the learning process more interesting. *Wordwall* is an education-based website application that serves as an interactive, fun learning media and can also increase students' participation in learning activities.<sup>3</sup> Through its various features, *Wordwall* can be used to support students' comprehension of descriptive text by strengthening vocabulary, sentence structure, and comprehension through engaging and student-centered activities. In this case, the researcher formulated the undergraduate thesis entitled: **The Influence of Using Wordwall Website Towards the Students' Reading Comprehension at SMK Ma'arif NU 04 Darurrohman Sukadana.**

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<sup>3</sup> Susi Mulyawati and Erna Budiarti, "The Effect of Wordwall Media on Early Childhood Language Skills at TKIT Al-Kaukaba," *JSRET (Journal of Scientific, Research, Education, and Technology)* 3, no. 3 (2024): 961–70.

## **B. Problem Identification**

By considering the background of the research based on the problems obtained from the results of the pre-survey research, the following problems can be recognized:

1. The students' lack of enthusiasm in learning English.
2. The students' poor reading comprehension skills.
3. The students' lack of vocabulary.
4. The students' lack of interest in learning English.

## **C. Problem Limitation**

Based on the problem identification, the researcher focused on students' poor reading comprehension so as to reduce the scope of the research problem. The researcher used *Wordwall* as a media source by using quantitative research. Therefore, the undergraduate thesis was entitled “The Influence of Using Wordwall website Towards the Students' Reading Comprehension at SMK Ma'arif NU 04 Darurrohmah Sukadana”.

## **D. Problem Formulation**

The researcher formulated the problem in this study as follows:

Is there a positive and significant influence of using *Wordwall* on the reading comprehension of tenth grade students at SMK Ma'arif NU 04 Darurrohmah Sukadana?



## **E. Objectives and Benifit of The Study**

### **1. The Objective of Study**

This study aimed to determine whether *Wordwall* has a positive and significant influence on reading comprehension of tenth grade students at SMK Ma'arif NU 04 Darurrohmah Sukadana.

### **2. The benefit of study**

#### **a. For the students**

*Wordwall* is supposed to increase motivation and can encourage students to actively participate in reading comprehension activities. then by utilising various activities such as quizzes, matching games and sorting exercises, students can understand the text better.

#### **b. For the teachers**

Wordwall's flexibility can inspire teachers to design creative and innovative activities, making reading comprehension lessons more interesting.

#### **c. For others researcher**

This study can be used as a reference for researchers who want to explore the application of interactive digital platforms such as *Wordwall* in improving reading comprehension. Furthermore, this study integrates technology into reading learning, so it can provide an opportunity for further research on innovative teaching practices.

## F. Prior Research

This research was conducted by considering several related studies that have been conducted by several previous researchers. The first relevant research was conducted by Wijayanti, Setyowati, and Wiyaka.<sup>4</sup> This study aims to determine the effectiveness of using *Wordwall* media in improving students' vocabulary mastery in descriptive text in class VII E SMP Negeri 6 Semarang. This research is a Classroom Action Research (CAR) conducted in two cycles. The research subjects consisted of 34 students. The data collected were quantitative scores from pre-test and post-test consisting of 20 multiple choice questions. The results of cycle I showed that the students' average score increased from 56 to 69, but did not meet the success criteria. Therefore, cycle II was implemented with the group discussion method and the addition of pictures. The results of cycle II showed a significant improvement, with the average student score reaching 80 and more than 75% of students scoring above the minimum standard (74). This study shows that the use of *Wordwall* media is effective in improving students' vocabulary skills.

The second related research was conducted by Putri, Huda, and Devanti.<sup>5</sup> This study aims to evaluate the effect of using *Wordwall* on the quality of students' writing skills. This study used a quantitative design with

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<sup>4</sup> K S Wijayanti, T Setyowati, and Wiyaka, "Improving Students' Vocabulary on Descriptive Text by Using Word Wall Media on Seventh Grade of Junior High School," *Seminar Nasional PPG UPG RIS*, (2023): 878–88.

<sup>5</sup> Nike Fadilah Putri, Tanzil Huda, and Yeni Mardiyana Devanti, "The Effect of Wordwall on the Quality of EFL Students' Writing Skill," *Acuity: Journal of English Language Pedagogy, Literature, and Culture* 9, no. 2 (2024): 281–92, <https://doi.org/10.35974/acuity.v9i2.3350>.

an ex-post facto approach. Data was collected from students who had used *Wordwall* and compared with students who used printed textbooks. The research subjects of this study consisted of 60 grade X students from two high schools in Jember, with 30 students using *Wordwall* and 30 students using textbooks. Data analysis using SPSS showed that the average writing skill score of students using *Wordwall* was 16.17, while students using printed textbooks obtained an average of 14.43. These results indicate that the use of *Wordwall* has a significant positive impact on the quality of students' writing skills. This study concludes that the application of *Wordwall* significantly improves the quality of students' writing skills.

The third related research was conducted by Purwanti, Sudar, Dewi, and Anastasi.<sup>6</sup> This study aims to improve students' motivation, vocabulary acquisition, and text comprehension through the use of *Wordwall* application. The study was conducted in two cycles, each consisting of several sessions. Students were divided into groups, and they used the *Wordwall* application to understand vocabulary and discuss the content of the narrative text taught. The average score of students' reading comprehension increased from 68.66 in the first cycle to 72.46 in the second cycle. There was a significant percentage increase in students' reading comprehension, with a difference of about 26.17% for the first cycle and 5.54% for the second cycle. This study concludes that the application of *Wordwall* is effective in improving students'

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<sup>6</sup> Sri Purwanti et al., "The Effect Of Word Wall Application On Students' Reading Comprehension," *Scripta* 11, no. 1 (2019): 12, <https://doi.org/10.37729/scripta.v1i1l.4855>.

reading comprehension, and can help overcome the problem of low motivation and vocabulary mastery.

Based on the explanation of previous research above, there are differences between previous research and this research. The difference between this study and previous studies is that the researcher focuses on the influence of using *Wordwall* websites on students' reading comprehension, especially on descriptive text. The three previous studies used *Wordwall* to teach reading comprehension specifically on narrative text, writing skills, and vocabulary mastering for junior high school. Furthermore, the previous studies used classroom action research (CAR) as the research method and quantitative method with ex-post facto approach, while the researcher used a quantitative research method with a one-group pre-test and post-test design, which is a type of pre-experimental design.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Reading

##### 1. Definition of Reading

Reading is one of the skills that students must master in English. Reading is an important activity in life that allows individuals to update their knowledge. Apart from being a source of information and an enjoyable activity, reading also acts as a means of expanding an individual's comprehension of language.<sup>7</sup> Nurdiana and Amelia suggest that reading is a complex cognitive process where the reader interprets symbols to understand or gain meaning. This activity serves as a way to obtain language, communicate, and convey information and ideas.<sup>8</sup>

According to Nunan reading is not a passive activity. Reading is classified as a receptive rather than passive skill because it involves complex thought processes. When reading, the written word gives the reader the opportunity to reflect deeply on the content of the text. The permanent character of writing allows readers to go back and reread the text as many times as necessary until they understand the writer's intended meaning.<sup>9</sup> In this

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<sup>7</sup> Intan Rani Aritionang, Sandi Lasmana, and Deti Kurnia, "The Analysis of Skimming and Scanning Technique To Improve Students in Teaching Reading Comprehension," *PROJECT (Professional Journal of English Education)* 1, no. 2 (2019): 101, <https://doi.org/10.22460/project.v1i2.p101-106>.

<sup>8</sup> Nurdiana and Rizki Amelia, *Interpretive Reading* (Pekanbaru: Kreasi Edukasi, 2017), 1.

<sup>9</sup> David Nunan, *Teaching English to Speakers Others Language an Introduction* (New York: Routledge, 2015), 63.

way, reading becomes an active process in which the reader critically reconstructs meaning based on the written words.

In other words, reading can be defined as the process of understanding written text with the aim of finding meaning and information contained in the text. Reading is not only receptive but also active because it involves comprehension, analysis, and reflection on the content of the text. This process allows the reader to process information from the text to achieve a thorough understanding.

## **2. Definition of Reading Comprehension**

Reading comprehension is the ability to understand and process the text read effectively.<sup>10</sup> Reading comprehension aims to help students understand written language. According to Klingner as cited in Widyaningrum and Mubasyira, reading comprehension is the process of constructing meaning by integrating various complex aspects that include word reading ability, knowledge of vocabulary and the world, and reading fluency. Reading comprehension includes the ability to interpret words, understand meaning, and connect ideas conveyed in a text.<sup>11</sup>

In addition, reading comprehension can be defined as the ability to identify the ideas conveyed by the author, both explicit and implicit in the text. the essence of reading comprehension is to capture all the information

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<sup>10</sup> Nurdianingsih, "Teachers' Strategies in Teaching Reading Comprehension", 285.

<sup>11</sup> Winda Widyaningrum, "Improving Students' Reading Comprehension Skill Using Peer-Assisted Learning Strategy," *KREDO : Jurnal Ilmiah Bahasa Dan Sastra* 3, no. 2 (2020): 4, <https://doi.org/10.24176/kredo.v3i2.4225>.

that the author wants to convey. This ability also involves the skills of linking words in the text, understanding ideas, and recognising the relationship between ideas conveyed in a text.<sup>12</sup>

Furthermore, Harris and Hodges as cited in Brassell and Rasinski state that reading comprehension is not a passive process in which meaning immediately emerges once the reader reads the text. Instead, reading comprehension involves the creation of meaning from written communication through a mutually influential and thorough interaction between the reader and the message in the text. This definition also underlines that reading comprehension requires the active involvement of the reader. Such engagement involves the utilization of prior knowledge about the topic of the text.<sup>13</sup> This means that the reader does not just read the words, but also thinks, analyses, and connects the content of the text with pre-existing knowledge to understand the text correctly. Comprehension of the text is influenced by what the reader already knows, so each person can capture different meanings depending on their knowledge. Thus, reading is not just about reading words, but also about understanding what the author means. Through understanding the text, the reader can capture the message or information that the author wants to convey.

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<sup>12</sup> Ibid., 5.

<sup>13</sup> Danny Brassell and Timothy Rasinski, *Comprehension That Works : Taking Students beyond Ordinary Understanding to Deep Comprehension* (United States, America: Shell Education, 2008), 16.

### **3. Types of Reading Comprehension**

In considering assessment procedures, there are usually several types of reading performance identified, and these used to organize various assessment tasks. There are four types of reading which are as follows:<sup>14</sup>

#### **a. Perceptive**

Perceptive reading is a reading process that focuses on the ability to understand small components of text, such as letters, words, punctuation, and other graphic symbols.

#### **b. Selective**

This category is often used in assessment formats, where different types of tasks are given to measure reader comprehension. The aim is to measure a reader's ability to recognize language elements, such as vocabulary, grammar, or discourse features, in a short text. Commonly, the tasks used include activities such as matching information, answering true/false questions, selecting answers in multiple-choice questions, or answering based on picture clues. The text can be simple sentences, short paragraphs, or simple diagrams and graphs.

#### **c. Interactive**

Interactive reading involves reading a text consisting of a few paragraphs to a page or more, where the reader actively interacts with the text to comprehend its meaning. In this process, the reader uses schema to help comprehend the content of the text, so the final comprehension is the result of

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<sup>14</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practice* (San Francisco: Longman, Pearson Education, 2004).



the interaction between the reader and the text. Examples of texts suitable for interactive reading include anecdotes, short narrative and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and others. The purpose of this type of reading task is to identify important features in the text, such as lexical, symbols, grammar, and discourse, and afterwards retain the information that has been understood.

#### **d. Extensive**

Extensive reading refers to reading texts longer than one page, including professional articles, essays, technical reports, short stories and books. The purpose of assessment in this activity is to measure the reader's general comprehension of the text as a whole, not to focus on small details. Most extensive reading tasks use a top-down processing approach.

In this study, the researcher used interactive reading type as an approach in comprehending descriptive text. This type of reading emphasizes the reader's active involvement in processing information, not only at the level of word recognition, but also in comprehending the broader meaning through the relationship between sentences in the text. In descriptive text, students need to interpret the details given as well as understand the overall description of the object being described. Therefore, interactive reading was chosen as it allowed students to interact with the text more intensely. Moreover, this type of reading is in line with the aim of the study, which focuses on students' ability to comprehend main ideas, details, vocabulary, grammatical features, and supporting information based on Brown's reading indicators.

#### **4. Indicators of Reading Comprehension**

In the process of preparing reading comprehension tests, there are several indicators of reading comprehension that need to be considered. By considering various indicators of reading comprehension, test development can be structured more purposefully and effectively. The indicators are as follows:<sup>15</sup> (a) Main Idea (Topic); (b) Expression/Idioms/Phrases in Context; (c) Inference (Implied Detail); (d) Grammatical Features; (e) Detail (Scanning for a Specifically Stated Detail); (f) Excluding Facts Not Written (Unstated details); (g) Supporting Ideas; (h) Vocabulary in Context.

#### **5. Measurement of Reading Comprehension**

There are several reasons why assessing reading skills and the knowledge involved is necessary. These reasons include to promote learning, assess to monitor progress, provide feedback, diagnose problems, and measure proficiency levels.<sup>16</sup> Comprehension tests can use different forms of questions. Reading comprehension question types are used as the main tool to focus on comprehending the content of the text. The reading comprehension question types are as follows:<sup>17</sup>

##### **a. Pronominal Question, Imperatives**

These questions require learners to provide a written answer, which can be one word to several paragraphs. In comprehension questions, short

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<sup>15</sup> Brown.

<sup>16</sup> I. S. P. Nation, *Teaching ESL/EFL Reading and Writing, Teaching ESL/EFL Reading and Writing* (New York: Routledge, 2009), 75.

<sup>17</sup> *Ibid*, 77-79.

answers are usually required, and this type of question is called a short answer question.

**b. True/False, Yes/No, Alternatives Question, Multiple-choice**

These types of questions are grouped together because the answer is already contained in the question or instruction, so learners do not need to write down their answer. Multiple-choice questions emphasize details and more general aspects of the text. The correct answer is not always longer or shorter than the distractor option.

**c. Transfer Information**

Incomplete diagrams can be used to test text comprehension. Students read the text and then fill in the diagram with short notes. The advantage is that they can convey a lot of information without having to write long. However, the disadvantage is that it is difficult to provide consistent assessment.

Furthermore, to further classify and analyze reading comprehension, Barrett's Taxonomy of reading comprehension provides a structured framework that categorizes different levels of understanding. This taxonomy helps teachers and researchers assess how well students interact with a text, ranging from basic recall of information to more advanced cognitive skills such as inferring and evaluating. By implementing Barrett's Taxonomy, reading comprehension tests can be designed to measure not only the ability to identify explicit details but also the capacity to interpret, analyze, and

appreciate a text. The following table presents the Barrett's Taxonomy levels and their descriptions:<sup>18</sup>

**Table 2.1**  
**Barrette's Taxonomy**

<b>Level</b>	<b>Type of Cognitive Demand</b>	<b>Description</b>
1	Literal Comprehension	Recognizing or recalling explicitly stated details, main ideas, sequences, comparisons, cause and effect relationships, and character traits.
2	Reorganization	Organizing, classifying, outlining, summarizing, or synthesizing information from the text.
3	Inferential Comprehension	Using background knowledge, textual clues, and reasoning to infer main ideas, supporting details, character traits, or predicting outcomes that are not explicitly stated.
4	Evaluation	Making judgments about reality or fantasy, fact or opinion, validity, appropriateness, and desirability based on internal or external criteria.
5	Appreciation	Responding emotionally to the text, identifying with characters, and reacting to the author's use of language, imagery, and literary techniques.

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<sup>18</sup> Cheryl Reeves, *Developing a Framework for Assessing and Comparing the Cognitive Challenge of Home Language Examinations* (Pretoria: Umalusi, 2012) 36.

## **B. The Concept of Descriptive Text**

### **1. Definition of Descriptive Text**

According to Rohman and Rizqiya descriptive text is a type of text that describes the shape, characteristics, or appearance of an object, person, animal, or place. The main purpose is to provide a detailed description of an object.<sup>19</sup> Besides focusing on physical descriptions, descriptive text also provides additional details to help readers understand the subject better. Urunami et al. stated that descriptive text presents information about a certain thing such as a description of an object through writing. In general, this text provides information about the subject, facts, and behavior.<sup>20</sup> Descriptive is a text that describes an object with a clear and detailed explanation. Through description, the writer tries to create a strong impression so that the reader can understand, feel, and imagine the object described. Therefore, description helps the reader get a clearer picture of the subject being discussed.<sup>21</sup>

In other words, descriptive text serves as an important tool to convey detailed and clear information about an object, person, animal, or place. By providing clear and specific descriptions, descriptive text allows readers to visualize, understand, and connect with the subject being discussed. Through the use of sensory details and factual information, descriptive text increases

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<sup>19</sup> Manap Abdul Rohman and Rissa San Rizqiya, "Writing Descriptive Text By Using Two-Stay Two-Stray Technique: Students' Response," *Professional Journal of English Education* 4, no. 6 (2021): 1021.

<sup>20</sup> Dewi Purnamasari, Didin Nuruddin Hidayat, and Lia Kurniawati, "An Analysis of Students' Writing Skill on English Descriptive Text," *English Education: Jurnal Tadris Bahasa Inggris* 14, no. 1 (2021): 104, <https://doi.org/10.24042/ee-jtbi.v14i1.7943>.

<sup>21</sup> *Ibid.*

understanding and engagement, making it easier for the reader to form a mental image of the topic. In the end, this type of text plays an important role in enriching the reader's understanding of the subject being described.

## **2. The Generic Structure of Descriptive Text**

There are two schematic structures of descriptive text, namely:<sup>22</sup>

### **a. Identification**

This part serves as an introduction to the object to be described. Identification provides general information about the object, such as name, type, or category, so that the reader can understand the context clearly before going into a more detailed description.

### **b. Description**

In this part, the object that has been introduced previously is described in detail. The aspects described may include physical characteristics, properties, functions, or other unique things that make the object different from others. The purpose of description is to give the reader a clear description and details so that they can imagine the object in question more clearly.

In descriptive text, these two parts function to make the text easy to understand. Identification serves as an introduction to introduce the object, while description provides a more detailed explanation so that the reader can imagine the object more clearly.

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<sup>22</sup> Qorina Aulia Syifa, Abdul Kodir Al-Baekani, and Mansyur Srisudarso, "Junior High School Students' Difficulties in Writing Descriptive Text," *JIIIP - Jurnal Ilmiah Ilmu Pendidikan* 5, no. 10 (2022): 4471, <https://doi.org/10.54371/jiip.v5i10.1044>.

### 3. The Language Features of Descriptive Text

In descriptive text, there are several language features or grammatical features that are the main characteristics of this type of text. These features function to convey information clearly and in detail about the object, place, person, or phenomenon being described. The grammatical features in descriptive text are as follows:<sup>23</sup>

- a. Specific participant: Refers to a particular subject that is specific, not general, and usually only one.
- b. Simple present tense: Descriptive text uses the simple present tense because it tells the facts or situations being described.
- c. Linking verbs / relational process: used to describe characteristics or relationships between parts, such as is, are, has, have, belongs to etc.
- d. Action verbs / material and behavioral process: Used to show the activity or action performed by the subject.
- e. Adjectives and adverbs: Adjectives to clarify nouns, and adverbs to add information to verbs.
- f. Adverbial phrases: An adverbial phrase that provides additional information such as manner, place, or time.

Furthermore, by understanding these grammatical features, readers can more easily identify the structure, meaning, and important information in descriptive texts, thus supporting comprehensive reading skills.

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<sup>23</sup> Shafira Khairina Anggun, "An Analysis of Descriptive Text in English Textbook Using Transitivity Sysytem," *Journal of English and Education* 4, no. 1 (2016): 150.

## C. The Concept of Wordwall Website

### 1. Definition of Wordwall

*Wordwall* is an online platform designed to help teachers and educators create interactive learning activities. Through Wordwall, users can create various types of activities such as quizzes, educational games, puzzles, and interactive exercises that can be customized to suit learning needs. *Wordwall* is a website that provides various educational games designed to be fun tools and evaluation media for students. This platform is easily accessed by students through their gadgets or laptops. This media can be designed to encourage group learning activities while involving students in the process of making and using it.<sup>24</sup>

In addition, the *Wordwall* website offers features that can be used such as quizzes, matching activities, pairing tasks, anagrams, word scrambling, word searches, grouping exercises, and others. Teachers can choose and adjust these features to the material to be delivered. Then, the games that have been created can be directly sent via WhatsApp, Google Classroom, or others through a link.<sup>25</sup> Afterwards, not only does the platform support online learning for daily tests and assignments, *Wordwall* can also be used for offline

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<sup>24</sup> Rohmatin, "The Use Of Wordwall-Based Educational Games to Improve Students' Vocabulary Skills in English Language Learning," *EDUTECH: Jurnal Inovasi Pendidikan Berbantuan Teknologi* 3, no. 1 (2023): 82, <https://doi.org/10.51878/edutech.v3i1.2039>.

<sup>25</sup> I Wayan Mertha and Mahfud Mahfud, "History Learning Based on Wordwall Applications To Improve Student Learning Results Class X Ips in Ma As'Adiyah Ketapang," *International Journal of Educational Review, Law And Social Sciences (IJERLAS)* 2, no. 5 (2022): 606, <https://doi.org/10.54443/ijerlas.v2i5.369>.



evaluation.<sup>26</sup> Teachers can download the materials that have been created and print them out.

In other words, *Wordwall* is a very effective learning media for educators in creating an interactive and fun learning experience. By utilizing *Wordwall*, teachers can optimize the learning process and increase student engagement, thus creating a more enthusiastic and productive learning environment.

## **2. Advantages and Disadvantages Using Wordwall Website**

### **a. Advantages of Wordwall**

*Wordwall* has several advantages. The first, *Wordwall* has various interesting features that can attract students' attention because it is game-based. Then, *Wordwall* is suitable for all subjects and encourages students to be creative. *Wordwall* also helps build character through cooperation with friends, and the process of using it is simple.<sup>27</sup> In addition, some of the other advantages of *Wordwall* are that the basic option is free and there are various templates to choose from. games created can be directly sent via WhatsApp, Google Classroom, or other means. Finally, the platform offers many types of games, such as crossword puzzles, quizzes, randomized cards, etc.<sup>28</sup>

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<sup>26</sup> Umar et al., "Using Word Wall Website As A Strategy To Improve Students' Vocabulary Mastery," *Journal on Education* 5, no. 3 (2023): 9656.

<sup>27</sup> Rohmatin, "The Use Of Wordwall-Based Educational Games to Improve Students' Vocabulary Skills in English Language Learning.," 82.

<sup>28</sup> Mulyawati and Budiarti, "The Effect of Wordwall Media on Early Childhood Language Skills at TKIT Al-Kaukaba.," 964.

### **b. Disadvantages of Wordwall**

*Wordwall* has some disadvantages. The first is that making games in *Wordwall* takes quite a long time, but teachers can prepare games or quizzes that will be given to students before the learning begins. Then, because of the enthusiasm of the students, the teacher might struggle to discipline the students.<sup>29</sup> Furthermore, free users can only use a few templates, and game creation is limited. If teachers want to use all templates and create unlimited learning games, then teachers have to pay. Finally, *Wordwall* requires a stable internet connection so not all students can access it, especially in areas with limited networks.

### **3. The Procedure of Wordwall for Teaching**

There are several steps that teachers can take to operate *Wordwall*, which are as follows:<sup>30</sup>

- a. The teacher opens the *Wordwall* website at wordwall.net first.
- b. After the page is open, the teacher must sign in to the *Wordwall* account first in order to use all types of games in the *Wordwall*.
- c. After successfully signing in to the *Wordwall*, teachers can continue by selecting the “Create Activity” menu. There, teachers can choose the type of game that suits their needs.

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<sup>29</sup> Rohmatin, “The Use Of Wordwall-Based Educational Games to Improve Students’ Vocabulary Skills in English Language Learning.”

<sup>30</sup> Aryani Purnaning Rahmawati and Putu Ranti Wijayanti, “Implementing Joyful Learning Strategy Using Wordwall in Order to Improve Reading Comprehension Skills,” *Proceedings Series on Physical & Formal Sciences* 3 (2022): 33–34, <https://doi.org/10.30595/pspfs.v3i.261>.

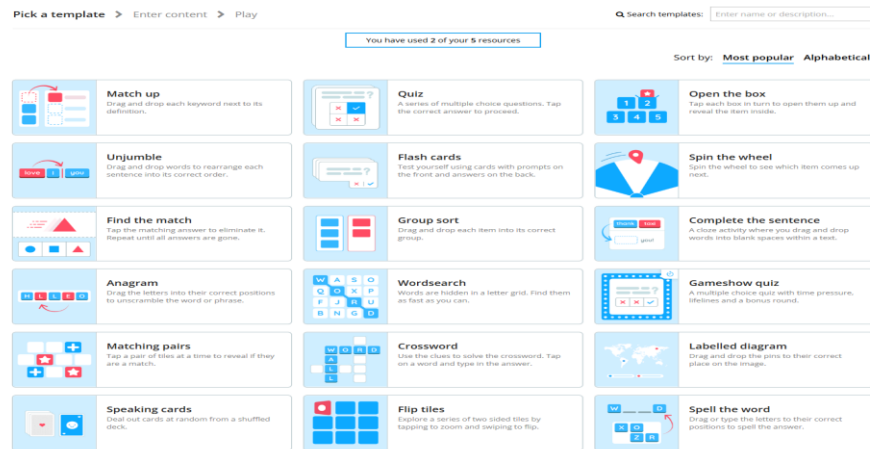


Figure 2.1 : Wordwall Template

- d. After choosing the type of game, the next step is to create questions that are relevant to the material that the teacher wants to convey through the game.
- e. When all the questions are finished, the teacher can click the “Done” button to complete the game creation process.
- f. Before the game is game is shared with students, teachers are advised to review the “Options” section. At this stage, the teacher can adjust some important settings, such as:
  - 1) **Timer:** The teacher can determine the time duration of the game and choose the method of counting time, whether “Count Up” or “Count Down”.
  - 2) **End of Game:** The teacher can choose whether or not to show the correct answer at the end of the game.
  - 3) **Leaderboard:** Teachers can also choose how many students' names will be shown in the ranking table.

- g. After finishing customizing the options, the teacher only needs to click “Apply to This Activity”.
- h. If the teacher is sure that the game is ready to use, they can share it with the students and start playing.

## D. Theoretical Framework and Pradigm

### 1. Theoretical Framework

This study aimed to collect data regarding the relationship between independent and dependent variables. independent variable (X) and dependent variable (Y). The independent variable in this study was the use of *Wordwall*, while the dependent variable was students' reading comprehension.

### 2. Pradigm

Paradigm is a simple framework that includes the main elements of the research, shows the direction of the research, and how each element is interconnected. Based on the theoretical framework above, the researcher illustrated the paradigm as follows:

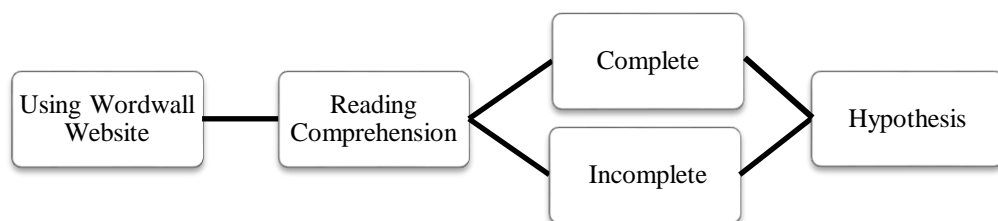


Figure 2. 2 : The Scheme of Paradigm

Based on the paradigm above, if the students' reading comprehension scores achieve the passing criteria, then the use of *Wordwall* website is effectively applied so that it has a positive and significant influence. Otherwise, if the students' reading comprehension scores do not achieve the passing criteria, then the use of *Wordwall* website is not effective. Therefore, the use of *Wordwall* website does not have a positive and significant influence on students' reading comprehension.

#### **E. Research Hypothesis**

A hypothesis can be described as a provisional statement proposed as an alternative solution to a problem or as a standard for understanding a particular phenomenon. The researcher formulated the hypotheses as follows:

Ha : There is a positive influence of using *Wordwall* website towards the students' reading comprehension at SMK Ma'arif NU 04 Darurrohman Sukadana.

Ho : There is no positive influence of using *Wordwall* website towards the students' reading comprehension at SMK Ma'arif NU 04 Darurrohman Sukadana.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

In conducting research, a proper research design serves as an important framework that guides the entire data collection process. According to Creswell, a research design is a plan used in research with qualitative, quantitative, or mixed approaches to determine the steps in the research process.<sup>31</sup>

Furthermore, this research design was conducted using quantitative research. Quantitative research is a method used to test an objective theory by looking at the correlation between various variables. These variables can be measured using certain instruments, resulting in data in the form of numbers which are then analysed using statistical procedures.<sup>32</sup> Then, researcher used an experimental design model in the form of pre-experiment research with a one-group pretest-posttest design. In this research design, there is only one group that is given a pre-test before treatment and a post-test after treatment is given.<sup>33</sup> Researcher conducted research on tenth grade students of SMK Ma'arif NU 04 Darurrohmah Sukadana.

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<sup>31</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed-Methods Approach*, SAGE Publication, Inc. (United States, America: SAGE Publications, Inc., 2014), 12.

<sup>32</sup> *Ibid*, 4.

<sup>33</sup> Donald Ary et al., *Introduction to Research in Education (8th Edition)* (Canada: Wadsworth, Cengage Learning, 2010), 303.

## B. The Operational Definition of Variable

The operational definition of a variable is a way of determining how a variable will be measured in research. In addition, it is an explanation that makes a variable clear and testable so that research can be conducted more effectively. Furthermore, a variable can be defined as a characteristic or attribute possessed by an individual or organisation that can be measured or observed by a researcher and varies between individuals or organizations studied. In other words, variables are aspects that researchers want to collect and analyse to answer research objectives.<sup>34</sup> Variables are categorised into independent and dependent variables, each of which is defined according to its role in the research.

Based on the explanation above, the operational definition of variables is as follows:

### 1. Independent Variable

Independent variables are variables that cause or influence an outcome. These variables are often referred to as treatment, manipulation, antecedent, or predictor variables because they contribute to determining changes in other variables.<sup>35</sup> The independent variable (X) in this research was the *Wordwall* website, which is used as a tool in learning to improve students' reading comprehension. In this research, the use of *Wordwall* was applied in the learning process of reading comprehension as part of the treatment given to students.

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52. <sup>34</sup> Creswell, *Research Design: Qualitative, Quantitative, and Mixed-Methods Approach*,

<sup>35</sup> *Ibid.*

## 2. Dependent Variable

The dependent variable is the variable that is affected by the independent variable. In other words, this variable shows the result or impact of changes that occur due to the independent variable. The dependent variable is also referred to as the criterion variable, consequent, output, effect, or response variable.<sup>36</sup> The dependent variable (Y) in this study was reading comprehension, which is defined as students' ability to recognise and understand the text, including identifying the main idea, topic, and other aspects. In this study, students are expected to be able to identify and analyze the content of the text well. To measure this ability, researcher refer to reading comprehension indicators formulated based on Brown's theory. The indicators used include:

1. Students are able to understand the main idea of the text
2. Students can understand phrases, idioms or expressions of the text
3. Students are able to understand detailed information of the text
4. Students are able to understand the inference (Implied Detail) of the text
5. Students are able to understand the grammatical structure of sentences of the text
6. Students can understand the unstated details of the text
7. Students are able to understand the supporting ideas of the text
8. Students are able to understand vocabulary based on the context of the text.

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<sup>36</sup> *Ibid.*



Furthermore, to assess students' reading comprehension, researcher used a multiple choice test of 20 questions. Each question has one correct answer and three exemptions, with an objective scoring system. The final score is calculated quantitatively, where each correct answer is given 1 point and the wrong answer is given 0 points. The maximum total score is 20, then adjusted to a final score on a scale of 100 using the formula:

$$\text{Final score} = \left( \frac{\text{Nuber of correct answer}}{20} \right) \times 100$$

This scoring model was chosen to ensure objectivity and ease in interpreting students' reading comprehension results.

### **C. Population, Sample, and Sampling Technique**

#### **1. Population**

According to Ary et.al, a population is defined as all members of a well-defined class of people, events, or objects.<sup>37</sup> In the context of statistics, population is the main focus because it is used as the basis for collecting data and drawing conclusions. Populations can be large-scale, such as the entire population of a country, or more specific, such as students in a school. The population in this study are all class X students of SMK Ma'arif NU 04 Darurrohmah as many as 33 students, which are divided into 3 classes, namely class X Automotive, class X Accounting, and class X Multimedia.

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<sup>37</sup> Donald Ary et al., *Introduction to Research in Education* (Canada: Wadsworth, Cengage Learning, 2010), 148.

## 2. Sample

According to Ary et.al, a sample is part of a population.<sup>38</sup> A research sample refers to a group of individuals, groups, or cases selected from a larger population to participate in a study. Creswell also explains that a sample is a subgroup of the target population that is studied to gain conclusions that can represent the population. So, the purpose of using a sample is to make conclusions about the whole population without having to study every individual in it.<sup>39</sup>

Furthermore, the sample that the researcher took in this study was the tenth grade Automotive of SMK Ma'arif NU 04 Darurrohman Sukadana which consists of 18 students.

## 3. Sampling Technique

In research, sampling techniques play an important role to ensure the research results are accurate and can represent the entire population. Fraenkel and Wallen state that sampling is the process of selecting individuals or groups from a population to represent the entire population in a study.<sup>40</sup> A properly selected sampling technique ensures that the data collected is relevant.

In selecting the sample in this research, the researcher used simple random sampling technique. Simple random sampling is a sampling technique in which each member of the population has an equal chance of

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<sup>38</sup> *Ibid.*

<sup>39</sup> Creswell, *Research Design: Qualitative, Quantitative, and Mixed-Methods Approach*.

<sup>40</sup> Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun, *How to Design and Evaluate Research in Education (8th Edition)* (New York: McGraw-Hill, 2012), 91.

being selected as a sample.<sup>41</sup> This technique is included in the probability sampling method, which means that sample selection is carried out randomly without considering certain characteristics of individuals in the population. In this study, researcher applied simple random sampling by randomly selecting samples from the existing population, so that each member has an equal chance of being selected. This technique was chosen because it provides a fair opportunity for each individual and ensures that sample selection is carried out objectively and systematically.

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

Data collection technique is the process used to collect data in research. In data collection techniques, there are two steps that researcher used in this research, namely:

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

In language research, tests are one of the data collection techniques used to systematically measure learners' abilities or competencies. According to Brown, a test is a systematic method used to measure a person's ability in a particular domain.<sup>42</sup> A test can be a series of questions, tasks, or instructions designed to obtain responses from test participants which are then evaluated based on certain criteria. In addition, Brown emphasises that tests must have high validity and reliability so that the results obtained are reliable.<sup>43</sup> Then, the use of tests allows researcher to collect quantitative data that can be analysed

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<sup>41</sup> *Ibid*, 94.

<sup>42</sup> Brown, *Language Assessment: Principles and Classroom Practice*, 3.

<sup>43</sup> *Ibid*, 5.

objectively. There are two tests that researcher used in this study, which are as follows:

a. Pre-test

The pre-test was given before applying the treatment using *Wordwall* website to determine the students' ability in reading comprehension. The researcher gave some questions related to the text to the students. The researcher used multiple choice questions to assess students' reading comprehension. Thus, the researcher conducted the treatment after giving the pretest to the students.

b. Post-test

The post-test was conducted at the last meeting after the treatment to evaluate whether the treatment had an influence on students learning outcomes in the classroom. The improvemet in learning results could be seen if the average post-test score is higher than the pre-test score.

## 2. Documentation

Documentation is one of the techniques used in data collection. Creswell states that documentation is collecting information from written materials such as reports, official records, and archived data to complement primary data sources.<sup>44</sup> Furthermore, Researcher used this technique to obtain data about:

a. History of the establishment of SMK Ma'arif NU 04 Darurrohmah Sukadana.

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<sup>44</sup> John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research (4th Edition)* (United States, America: Pearson Education, Inc., 2012), 223.

- b. Vision and mission of SMK Ma'arif NU 04 Darurrohmah Sukadana
- c. The condition of the students of SMK Ma'arif NU 04 Darurrohmah Sukadana.
- d. Students score grades.

## **E. Research Instrument**

Research instruments are tools used by researcher to collect data in accordance with predetermined data collection techniques. In this study, the instruments used were as follows:

### **1. Instrument Blueprint**

The instrument blueprint is a systematic design used to prepare a research measuring instrument in accordance with the objectives to be achieved. In this study, the instrument used is the reading test consisting of 20 multiple choice questions. Each item had four answer choices, namely A, B, C, and D, with only one correct answer. The text chosen to create the test is a descriptive text. This test was designed to measure students' ability to comprehend descriptive texts in English. Each item is based on reading comprehension indicators, such as identification of main information, specific details, meaning of words in context, and inference from the text.

### **2. Instrument Calibration**

Instrument calibration is the process of ensuring that the measuring instruments used in research have a high level of accuracy and reliability. Instrument calibration involves checking and adjusting measuring instruments so that the measurement results remain consistent and in accordance with the

research objectives. This process is very important to reduce measurement errors and increase the validity of the data obtained.<sup>45</sup> Therefore, the researcher conducts validity and reliability tests to ensure that the research instrument meets the required standards. By conducting validity and reliability tests, researcher ensure that the instruments used in this study can be trusted and provide accurate and consistent results in measuring the variables studied.

#### **F. Data Analysis Technique**

In this study, data were analysed using inferential statistical tests to measure differences in pre-test and post-test results in one group. Before conducting hypothesis testing, a normality test is first conducted to determine whether the pre-test and post-test data are normally distributed. Some methods commonly used in normality tests are the Shapiro-Wilk test and the Kolmogorov-Smirnov test. The Shapiro-Wilk test is used for small samples of less than 50 respondents, while the Kolmogorov-Smirnov test can be used for larger samples. In this study, the normality test was carried out using SPSS to facilitate data analysis. According to the testing criteria, if the Sig. (2-tailed)  $> \alpha$  or  $p > 0.05$  then  $H_0$  is accepted and the data is declared normally distributed.

Furthermore, if the data is normally distributed, hypothesis testing is carried out using the paired sample t-test. Paired Sample t-test is one of the

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<sup>45</sup> Fraenkel, Wallen, and Hyun, *How to Design and Evaluate Research in Education (8th Edition)*, 148.

parametric statistical tests used to compare two averages of the same sample, which are measured in two different conditions, such as before and after treatment. This test aims to determine whether there is a significant difference between the two measurements. The Paired Sample t-test is used when data are paired or dependent, such as in a pre-test and post-test research design in one group.<sup>46</sup> In this study, the Paired Sample t-test was conducted using SPSS to facilitate the data analysis process. The decision making criteria in this test are as follows:

If the Sig. (2-tailed) < 0.05 then  $H_0$  is rejected and  $H_a$  is accepted (there is a significant influence).

If the Sig. (2-tailed) > 0.05 then  $H_0$  is accepted and  $H_a$  is rejected (there is no significant influence).

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<sup>46</sup> Julie Pallant, *SPSS Survival Manual: A Step-by-Step Guide to Data Analysis Using SPSS (3th Edition)* (Australia: McGraw-Hill Education, 2007), 237.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Research Result**

##### **1. Description of Research Location**

SMK Ma'arif NU 4 Darurrohmah is a private vocational high school under the auspices of the Darurrohmah Islamic Boarding School Foundation. The school is located at Jl. Ponpes Darurrohmah, Dusun Banding, Sukadana Tengah, Sukadana Subdistrict, East Lampung Regency, Lampung Province. The school was established on August 22, 2008, and operates under the supervision of the Ministry of Education and Culture. Since its establishment, the school has been committed to providing quality vocational education integrated with strong religious and moral values. Furthermore, SMK Ma'arif NU 4 Darurrohmah is currently under the leadership of Mr. Oman Rohman, M.Pd.I as the principal.

##### **a. Vision and Mission of SMK Ma'arif NU 04 Darurrohmah Sukadana**

The vision of SMK Ma'arif NU 04 Darurrohmah Sukadana is religious, authentic, faithful, skilled, innovative, and peaceful. Furthermore, the mission is (1) Provide quality-oriented learning through intra-curricular and extracurricular activities. (2) Improve the ability to worship and practice faith in God Almighty. (3) Establish cooperation with the environment, relevant institutions, and the industrial sector. (4) Improve science and technology competencies to compete in higher education and the job market.



(5) Fostering brotherhood among people, communities, and families based on akhlaqul karimah.

**b. The Quantity of the Students of SMK Ma'arif NU 04 Darurrohmah Sukadana**

In the 2024/2025 academic year, the total number of students at SMK Ma'arif NU 04 Darurrohmah Sukadana was 126 students. Of this total number, 42% of students are male and 58% are female. The details of the number of students in each expertise program (majors) can be seen in the following table:

**Table 4.1**  
**The Quantity of the Students of SMK Ma'arif NU 04 Darurrohmah Sukadana**

No	Skills Programe	Nuber of Classes			Total	Presentage
		10	11	12		
1	Accountancy	9	13	15	37	29%
2	Multimedia (MM)	6	16	18	40	32%
3	Automotive (TKR)	18	15	16	49	39%
<b>Total</b>		<b>33</b>	<b>44</b>	<b>49</b>	<b>126</b>	<b>100%</b>

## 2. The Description of Research Result

### a. The Results of Pre-Test

On May 5th, 2025, researcher gave a pre-test to X grade Automotive students to measure their reading comprehension of descriptive text before researcher gave treatment using the *Wordwall* website. Researcher gave a pre-test consisting of 20 multiple choice questions. The results of the pre-test are presented in the following table:

**Table 4.2**  
**Pre-Test Results of Students' Reading Comprehension at Class X**  
**Aautomotive SMK Ma'arif NU 04 Darurrohmah Sukadana**

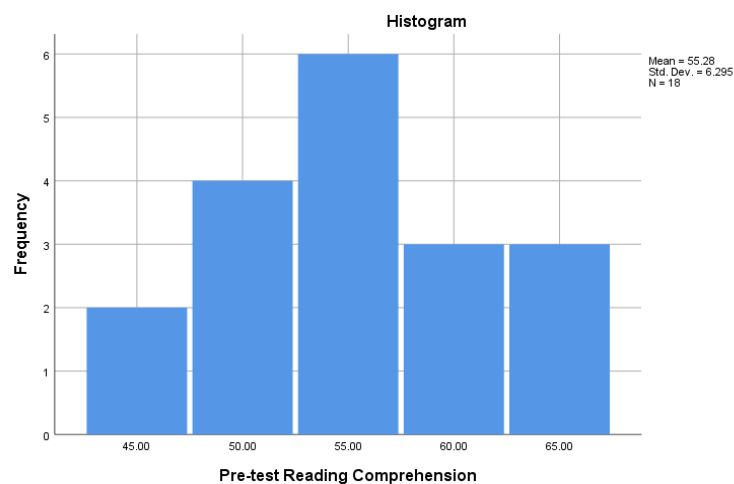
No.	Students Name	Score	Criteria
1	AFB	45	Incomplete
2	AF	55	Incomplete
3	AHS	65	Incomplete
4	AS	50	Incomplete
5	AAP	50	Incomplete
6	DA	55	Incomplete
7	DS	55	Incomplete
8	FAR	45	Incomplete
9	JF	50	Incomplete
10	MA	60	Incomplete
11	MIT	65	Incomplete
12	MMA	55	Incomplete
13	PK	60	Incomplete
14	RA	55	Incomplete
15	RP	50	Incomplete
16	RA	55	Incomplete
17	RS	65	Incomplete
18	RS	60	Incomplete
<b>High Score</b>		<b>65</b>	
<b>Low Score</b>		<b>45</b>	
<b>Average of the Students' Score</b>		<b>55</b>	

Furthermore, the percentage of students' pre-test scores can be seen in the following table:

**Table 4.3 The Percentage of Pre-test**

No	Grade	Frequency	Percentage	Criteria
1	<72	18 Students	100%	Incomplete
2	$\geq 72$	0 Students	0%	Complete
<b>Total</b>		18 Students	100%	

Based on the pre-test results in table 4.2, it can be seen that the highest score achieved by students was 65, while the lowest score was 45, with an average score of 55. Furthermore, it can be seen in Table 4.3 that 100% or all students scored below 72 and did not meet the minimum mastering criteria (MMC). This indicates that all students have a low level of reading comprehension. To give a clearer picture of the score distribution, the following histogram illustrates the frequency of students' pre-test scores:



**Figure 4.1 : Histogram of Pre-test**

Based on the histogram above, it can be seen that the distribution of pre-test reading comprehension scores of 18 students is divided into five intervals, with the highest frequency in the range of 55–60 which includes 6 students. Intervals 45–50 and 50–55 each include 4 students, while interval 60–65 includes 3 students. Meanwhile, the 40–45 score range had the fewest students, with only two students. This histogram shows that most students were in the middle range, especially at a score of 55. None of the students achieved or exceeded the minimum mastering criteria (MMC) of 72, indicating that before the treatment was carried out the students' reading comprehension in general did not meet the established passing standards.

#### **b. The Results of Post-Test**

Researcher conducted a post-test on May 6th, 2025 by giving a multiple choice test to the students. The test consisted of descriptive texts about places. This post-test was given after the treatment was implemented, with the aim of measuring students' reading comprehension of descriptive text. The post-test results are presented in the following table:

**Table 4.4**  
**Post-Test Results of Students' Reading Comprehension at Class X**  
**Aotomotive SMK Ma'arif NU 04 Darurrohmah Sukadana**

<b>no</b>	<b>Students Name</b>	<b>Score</b>	<b>Criteria</b>
1	AFB	70	Incomplete
2	AF	85	Complete
3	AHS	90	Complete
4	AS	75	Complete
5	AAP	85	Complete
6	DA	80	Complete
7	DS	75	Complete

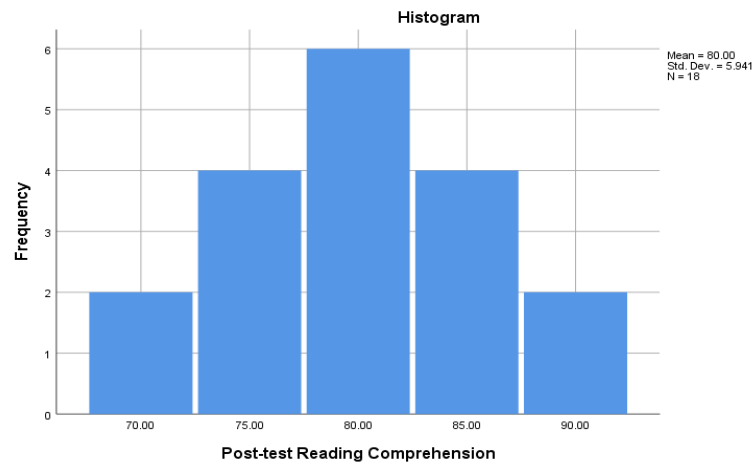
8	FAR	75	Complete
9	JF	80	Complete
10	MA	80	Complete
11	MIT	85	Complete
12	MMA	70	Incomplete
13	PK	80	Complete
14	RA	80	Complete
15	RP	75	Complete
16	RA	90	Complete
17	RS	85	Complete
18	RS	80	Complete
<b>High Score</b>		<b>90</b>	
<b>Low Score</b>		<b>70</b>	
<b>Average of the Students' Score</b>		<b>80</b>	

Furthermore, the percentage of students' post-test scores can be seen in the following table:

**Table 4.5**  
**The Percentage of Pre-test**

No	Grade	Frequency	Percentage	Criteria
1	<72	2 Students	11%	Incomplete
2	$\geq 72$	16 Students	89%	Complete
<b>Total</b>		18 Students	100%	

Based on the post-test results in Table 4.4, it can be seen that the highest score achieved by students was 90, while the lowest score was 70, with an average score of 80. Furthermore, Table 4.5 shows that 89% or 16 students achieved the minimum mastering criteria. On the other hand, 11% or 2 students did not achieve the minimum mastering criteria (MMC). The data indicates an improvement in students' reading comprehension after the treatment. To give a clearer picture of the score distribution, the following histogram illustrates the frequency of students' post-test scores:



**Figure 4.2 : Histogram of Post-test**

Based on the histogram above, it can be seen that student scores are evenly distributed, with most students scoring in the middle range of 75 to 85, with the highest frequency of 6 students scoring 80. This visualization supports the numerical data presented previously and reinforces that most students have achieved or exceeded the minimum mastering criteria (MMC) after learning with *Wordwall*.

### **c. Normality Test**

Before conducting further statistical analysis, one important step that needs to be taken is to conduct a normality test. The normality test was carried out to determine whether the data in this study came from a normally distributed population. This test is needed to ensure that the statistical analysis techniques used, especially parametric analysis, can provide accurate results. The normality test was carried out using SPSS 25, and the results of the normality test in this study are as follows:

**Table 4.6**  
**The Results of the Normality Test Using SPSS**

Tests of Normality							
	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Test	Pre Test	.184	18	.108	.922	18	.139
Score	Post Test	.167	18	.200 <sup>*</sup>	.932	18	.209
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the results of the normality test using the Shapiro-Wilk test, the significance value obtained is 0.139 for pre-test data and 0.209 for post-test data. The test criteria used is if the significance value (Sig.)  $> \alpha$  (0.05), then the null hypothesis ( $H_0$ ) is accepted, which indicates that the data is normally distributed. Since both significance values are greater than 0.05, it can be concluded that the pre-test and post-test scores are normally distributed. Therefore, the data meets the assumption of normality and can be analyzed using parametric statistical tests, namely the paired sample t-test using SPSS 25.

#### **d. Homogeneity Test**

To examine whether the variances of the pre-test and post-test scores are equal, a homogeneity of variance test was carried out. The homogeneity test in this study was conducted using Levene's test, and the results are presented as follows:

**Table 4.7**  
**The Results of the Homogeneity Test Using SPSS**

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Test Score	Based on Mean	.084	1	34	.774
	Based on Median	.046	1	34	.832
	Based on Median and with adjusted df	.046	1	33.893	.832
	Based on trimmed mean	.089	1	34	.767

Based on the results above, all significance values obtained from the various calculation methods are greater than 0.05. This indicates that the variances between the pre-test and post-test scores are not significantly different, meaning that the data meet the assumption of homogeneity of variance. As a result, the assumption is fulfilled, and it is appropriate to proceed with parametric statistical analysis such as the paired sample t-test.

#### **e. Hypothesis Testing**

Hypothesis testing is carried out to determine whether there is a significant effect of using the *Wordwall* website on student reading comprehension at SMK Ma'arif NU 04 Darurrohmah Sukadana. The hypothesis in this study is formulated as follows:

- 1) Alternative Hypothesis ( $H_a$ ): There is a positive influence of using *Wordwall* website towards the students' reading comprehension at SMK Ma'arif NU 04 Darurrohmah Sukadana.



- 2) Null Hypothesis (Ho): There is no positive influence of using *Wordwall* website towards the students' reading comprehension at SMK Ma'arif NU 04 Darurrohman Sukadana.

Furthermore, to determine the acceptance or rejection of the above hypothesis, a hypothesis testing procedure was carried out using Paired Sample t-test through SPSS software. This test compares students' reading comprehension scores before and after given treatment with learning activities using *Wordwall* website. The decision-making process is guided by the following criteria:

- 1) If the significance value (Sig. 2-tailed)  $< 0.05$ , then Ho is rejected and Ha is accepted, which means that there is a significant difference and the treatment has an influence.
- 2) If the significance value (Sig. 2-tailed)  $> 0.05$ , then Ho is accepted and Ha is rejected, which indicates that the treatment has no significant influence.

Based on the statistical analysis using the Paired Sample t-test, the following results were obtained:

**Table 4.8**  
**The Results of the Paired Samples T-Test Using SPSS**

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-24.722	5.550	1.308	-27.482	-21.962	-18.899	17	.000

Based on the output of the Paired Sample t-test, it is found that the significance value (Sig. 2-tailed) is 0.000, which is less than 0.05. This indicates that there is a significant difference between students' pre-test and post-test scores after being given treatment using the *Wordwall* website. Therefore,  $H_0$  is rejected and  $H_a$  is accepted. This means that there is a positive and significant influence of using *Wordwall* on the reading comprehension of tenth grade students at SMK Ma'arif NU 04 Darurrohman Sukadana.

In addition to looking at the significance value, the decision can also be reinforced by comparing the t-observed and t-table values. The decision-making formula is as follows:

- 1) If  $t_{\text{observed}} > t_{\text{table}}$ , then  $H_a$  is accepted and  $H_0$  is rejected.
- 2) If  $t_{\text{observed}} < t_{\text{table}}$ , then  $H_a$  is rejected and  $H_0$  is accepted.

Based on the SPSS output, the observed t-value is -18.899 with a degree of freedom (df) of 17. Since this study uses a confidence interval of the difference of 95%, the significance level used is 5% or 0.05. The t-table value at a significance level of 5% (0.05) as seen from the t-distribution table is 1.740. Since the absolute values are being compared, the value -18.899 is considered as 18.899. Thus,  $t_{\text{observed}} = 18.899$  is greater than  $t_{\text{table}} = 1.740$ , or can be represented as  $1.740 < 18.899$ . Therefore, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected.

Furthermore, the mean value (average score difference) of -24.722 indicates that after the treatment, the average student score increased by

approximately 24.72 points from the pre-test to the post-test. The standard deviation value of 5.550 indicates that the variation in data around the mean difference is relatively small and shows that the changes in scores between students are relatively consistent, which means that most students experienced similar improvements. Based on these results, it can be concluded that the use of *Wordwall* has a positive and significant influence on the reading comprehension of the tenth grade students at SMK Ma'arif NU 04 Darurrohman Sukadana.

## **B. Discussion**

The result of this research showed that the use of *Wordwall* website gave a significant influence on students' reading comprehension. Based on the pre-test results, the students' average score was 55, and none of the students reached the minimum mastery criteria. After the treatment using *Wordwall*, the post-test average increased to 80, with 89% of students achieving the minimum standard. The statistical analysis using paired sample t-test showed a significance value of  $0.000 < 0.05$ , which means there was a statistically significant difference between pre-test and post-test scores. This indicates that the use of *Wordwall* had a positive and significant influence on students' reading comprehension.

This improvement shows that *Wordwall* not only contributes to increasing student motivation, but also strengthens their comprehension skills. The interactive and game-based activities provided by *Wordwall* encourage active student engagement. These activities support various aspects

of reading comprehension, including identifying main ideas, understanding vocabulary in context, recognizing grammatical patterns, and identifying specific details, which are crucial for effectively understanding the text.

Furthermore, these findings support previous studies that show the positive impact of *Wordwall* on English learning. As an example, Wijayanti et al. found that *Wordwall* improved students' vocabulary mastery and encouraged active participation in class.<sup>47</sup> In addition, Putri, Huda, and Devanti showed that students who used *Wordwall* achieved higher writing performance compared to those who used traditional printed textbooks.<sup>48</sup> Additionally, research by Purwanti et al. reported that *Wordwall* supports students' reading motivation and helps improve overall comprehension, particularly in narrative texts.<sup>49</sup> These studies, along with the findings in this research, support the idea that the use of interactive digital tools such as *Wordwall* can enhance student engagement in learning.

Although this study has similarities with previous research in terms of media and general objectives, it specifically focuses on reading comprehension using descriptive texts. Descriptive texts are a genre commonly taught in high schools. Therefore, rather than emphasizing new or different contexts, this study focuses on contributing evidence that *Wordwall*

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<sup>47</sup> Wijayanti, Setyowati, and Wiyaka, "Improving Students' Vocabulary on Descriptive Text by Using Word Wall Media on Seventh Grade of Junior High School."

<sup>48</sup> Putri, Huda, and Devanti, "The Effect of Wordwall on the Quality of EFL Students' Writing Skill."

<sup>49</sup> Purwanti et al., "The Effect Of Word Wall Application On Students' Reading Comprehension."

can be effectively used to support reading comprehension of descriptive texts used in high schools.

In conclusion, although descriptive texts are a common part of the curriculum at various school levels, this study provides additional evidence that digital platforms such as *Wordwall* can be used effectively to help improve students' understanding of English texts. This study contributes to strengthening previous findings regarding the benefits of using game-based interactive media that can increase student engagement in the reading learning process.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the research conducted at SMK Ma'arif NU 04 Darurrohmah Sukadana, it can be concluded that the use of Wordwall website has a positive and significant influence on students' reading comprehension in descriptive text. This conclusion is supported by the increase in students' average score from 55 in the pre-test to 80 in the post-test. The statistical test used was the Paired Sample t-test, which showed a significance value (Sig. 2-tailed) of 0.000. According to the criteria, if the value of Sig. (2-tailed)  $< 0.05$ , then the Null Hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis ( $H_a$ ) is accepted. Since  $0.000 < 0.05$ , it can be concluded that there is a significant difference in students' reading comprehension before and after the implementation of Wordwall. Therefore, the use of Wordwall can be considered as an effective digital learning media that has a positive influence on the reading comprehension of tenth grade students at SMK Ma'arif NU 04 Darurrohmah Sukadana.

## **B. Suggestion**

Based on the findings of this research, the researcher provides several suggestions as follows:

### **1. For the Students**

Students are expected to participate actively in every learning activity, especially when using digital learning tools such as Wordwall. They are encouraged to focus, respond to each task seriously, and use the opportunity to improve their reading comprehension.

### **2. For the Teachers**

Teachers are encouraged to utilize interactive platforms such as Wordwall to make reading lessons more engaging and effective. By using varied and game-based activities, teachers can foster students' interest and improve their comprehension of English texts.

### **3. For the Headmaster**

The headmaster is encouraged to support the use of digital learning media by providing adequate facilities such as internet access and equipment. In addition, creating a supportive environment where teachers feel motivated and free to explore and apply innovative learning methods such as the use of Wordwall can help improve the quality of teaching and student engagement.

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# **APPENDICES**

MODUL AJAR BAHASA INGGRIS FASE E KELAS X	
INFORMASI UMUM	
A. IDENTITAS MODUL	
Nama Penulis	Julia Rahma Sari
Institusi	SMK Ma'arif NU 04 Darurrohmah Sukadana
Tahun Pelajaran	2024/2025
Jenjang Sekolah	SMK
Bidang Keahlian	TKR
Mata Pelajaran	Bahasa Inggris
Kelas/Fase	X/Fase E
Materi	Descriptive Text (Places)
Elemen	Reading-Viewing
Capaian Pembelajaran (CP)	<p>Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.</p>

Alokasi Waktu	2 JP x 45 Menit
<b>B. Kopetensi awal</b>	
<ul style="list-style-type: none"> <li>➤ Peserta didik mampu memahami definisi dan fungsi sosial dari descriptive text</li> <li>➤ Peserta didik mampu memahami tentang tenses, noun, adjective, dan relating verb yang sering digunakan dalam descriptive text</li> </ul>	
<b>C. Profil Pelajar Pancasila</b>	
<ul style="list-style-type: none"> <li>➤ Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia</li> <li>➤ Gotong Royong</li> <li>➤ Mandiri</li> <li>➤ Bernalar Kritis</li> </ul>	
<b>D. Media, Alat dan Sumber Pembelajaran</b>	
<ul style="list-style-type: none"> <li>➤ Media pembelajaran : bahan ajar, LKPD, Website Wordwall</li> <li>➤ Alat : Laptop, proyektor, white board, sepidol</li> <li>➤ Sumber Pembelajaran : E-Book</li> </ul>	
<b>E. Target Peserta Didik</b>	
<ul style="list-style-type: none"> <li>➤ Peserta didik reguler</li> <li>➤ Kelas X TKR</li> <li>➤ Jumlah 18 siswa</li> </ul>	
<b>F. Model Pembelajaran</b>	
Genre Based Approach (GBA)	

<b>KOPETENSI INTI</b>	
<b>A. Tujuan Pembelajaran</b>	
<ul style="list-style-type: none"> <li>➤ Siswa mampu mengidentifikasi struktur teks dan ciri kebahasaan dari descriptive text tentang tempat.</li> <li>➤ Siswa mampu menentukan ide pokok, informasi rinci, dan makna kosakata berdasarkan konteks dari teks deskriptif.</li> <li>➤ Siswa mampu menyimpulkan informasi dari berbagai teks deskriptif tentang tempat.</li> </ul>	
<b>B. Pemahaman Bermakna</b>	
<ul style="list-style-type: none"> <li>➤ Peserta didik dapat mendeskripsikan dan menjelaskan ciri- ciri suatu objek dengan baik menggunakan kalimat yang sederhana</li> <li>➤ Peserta didik dapat menggunakan kalimat descriptive dalam kehidupan sehari-hari</li> </ul>	
<b>C. Pertanyaan Pemantik</b>	
<ul style="list-style-type: none"> <li>➤ Have you ever visited an interesting place?</li> <li>➤ What place was it, and where is it located?</li> <li>➤ What do you remember the most from that place?</li> <li>➤ Do you know this place?</li> </ul>	
<b>D. Kegiatan Pembelajaran</b>	
<b>Pendahuluan (10 menit)</b>	
<ul style="list-style-type: none"> <li>- Guru membuka pembelajaran dengan salam dan menyapa peserta didik</li> <li>- Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran</li> <li>- Guru menyampaikan tujuan pembelajaran</li> <li>- Guru memberikan motivasi dengan cara memberi gambaran mengenai manfaat mempelajari materi yang akan dipelajari dalam kehidupan sehari-hari</li> </ul>	
<b>Kegiatan Inti Pertemuan Pertama (70 menit)</b>	
<b>Building Knowledge of Field (BKoF)</b>	

- Menanyakan pertanyaan pemantik dan menampilkan sebuah gambar
- Have you ever visited an interesting place?
- What place was it, and where is it located?
- What do you remember the most from that place?
  
- Do you know this place?



- Diskusi tentang tempat-tempat terkenal di Indonesia dan dunia
- Siswa menyebutkan ciri fisik tempat tersebut
- Guru memperkenalkan kosakata dan contoh kalimat descriptive

### **Modelling of Text (MoT)**

- Guru menyampaikan materi mengenai descriptive text
- Guru dan siswa membaca bersama contoh teks descriptive
- Mengidentifikasi struktur teks dan menjelaskan unsur kebahasaan yang terdapat dalam text yang telah di baca

### **Joint Construction of Text (JCOT)**

- Guru meminta peserta didik untuk membentuk kelompok yang terdiri dari 4 atau 5 orang
- Siswa bermain Wordwall *Open the Box* yang akan di tampilkan guru melalui proyektor
  - Kelompok bergiliran untuk memilih 1 box pertanyaan, kemudian mencocokkan dengan jawaban
  - Siswa di beri kesempatan 1 menit untuk berdiskusi dan memilih

jawaban yang benar

- Jawaban benar mendapat 5 point
- Total point di hitung, kelompok dengan point tertinggi menang.

### **Kegiatan Inti Pertemuan Kedua (70 menit)**

#### **Building Knowledge of Field (BKoF)**

- Review singkat mengenai materi pada pertemuan sebelumnya
- What is a descriptive text?
- What are the structures?
- Guru menampilkan gambar tempat lalu siswa menebak nama dan ciri-cirinya

#### **Modelling of Text (MoT)**

- Guru dan siswa membaca **satu teks deskriptif bersama-sama**
- Menandai dan membahas kosakata penting dan frasa descriptive dalam teks
- Menentukan main idea dari text dan mengidentifikasi informasi detail yang terdapat dalam teks bersama-sama
- Guru menjelaskan strategi menjawab soal reading seperti:
  - Mencari kata kunci
  - Skimming dan scanning
  - Memahami konteks kalimat

#### **Independent Construction of the Text (ICoT)**

- Siswa mengerjakan soal kuis pemahaman membaca secara individu di website wordwall melalui link yang telah guru berikan
- Guru memantau pekerjaan siswa melalui layar laptop dan memastikan semua siswa mengerjakan kuis
- Setelah selesai guru membahas jawaban yang benar bersama-sama

### **Penutup (10 menit)**

- Peserta didik menyampaikan apa saja yang sudah dipelajari pada



pertemuan ini dengan menjawab pertanyaan-pertanyaan reflektif

- What are things we have learned today?
  - How do you feel about learning today?
- Guru mengajak peserta didik untuk menyimpulkan tentang poin-poin penting yang muncul dalam kegiatan/ materi.
  - Guru menutup pembelajaran dengan mengucapkan salam penutup

### **E. Asesment**

#### **1. Assessmen vormative**

Dilakukan selama proses pembelajaran untuk mengetahui pemahaman siswa terhadap materi secara bertahap. Guru memberikan umpan balik langsung sebagai dasar untuk perbaikan pembelajaran.

- Observasi dan Diskusi Kelas
- Game Interaktif (Wordwall - Open the Box)

#### **2. Assesmen Sumatif**

Dilakukan di akhir pembelajaran sebagai evaluasi terhadap hasil belajar secara individu. Tujuannya untuk menilai pemahaman akhir siswa terhadap descriptive text

- Latihan Soal Reading Comprehension menggunakan Wordwall

### **F. Refleksi Guru**

1. Apakah saya sudah memahami cukup baik materi dan aktifitas pembelajaran ini?
2. Apakah siswa terlihat aktif dan terlibat dalam proses pembelajaran?
3. Apakah aktivitas yang saya berikan sudah sesuai dengan kemampuan siswa?
4. Apakah saya sudah memberikan umpan balik yang cukup kepada siswa, baik dalam kelompok maupun individu?

## Materi Pembelajaran

### Descriptive Text

Descriptive text is a text that explains and describes a person, place, or thing. It uses adjectives and adverbs. It aims to describe a person, place or thing. It consists of the identification of a person, place or thing and their description.

### Generic Structure of descriptive Text

1. Identification

This part introduces and identifies the subject being described. It gives a general overview or basic information about a specific person, place, object, or animal.

2. Description

This part provides more detailed information about the subject. It includes physical appearance, characteristics, functions, behavior, location, or other specific features related to the subject.

### Language Features

1. Descriptive text focuses on a specific subject, such as a person, place, thing, or event, that is being described. For example, *your favorite place, a historical building, or a famous monument*.
2. Descriptive texts often use the present tense to describe something as it is, especially when stating general facts or characteristics.

For example:

- It has three floors
  - The park is clean
3. Linking verbs like *is, are, has, have* are frequently used to connect the subject to its description. These verbs help explain or describe the qualities of the subject.

For example:

- The museum is large
  - It has many visitors
4. Adjectives are used to describe the characteristics of the subject, including physical appearance, qualities, or features.

For example:

- tall building
  - green trees
  - friendly atmosphere
5. Prepositional phrases are used to show the location or relationship of the subject in space.

For example:

- next to the river
- on the hill
- in the center of the city

### Examples of Adjectives for Place

General Aspect	Physical Appearance
Historical	Tall
Beautiful	Wide
Unique	Ancient
Quiet	Clean
Crowded	Modern

### Example of descriptive text about places



#### **Prambanan Temple**

Prambanan Temple is the largest Hindu temple complex in Indonesia, located near Yogyakarta, Central Java. It was built in the 9th century and dedicated to Trimurti, the three main Hindu gods: Brahma, Vishnu, and Shiva. The temple is famous for its towering and elegant architecture, with tall, slender structures. Within the complex, there are many temples, but the most iconic is the Shiva Temple, which houses a large statue of Shiva as the central deity.

The beauty of Prambanan Temple is not only in its size but also in the intricate reliefs that decorate its walls. These reliefs depict stories from the Ramayana and Bhagavad Gita epics. The temple is also recognized as a UNESCO World Heritage site, making it an important cultural landmark. In addition to being a popular tourist destination, Prambanan is often used for cultural performances, such as the Ramayana Ballet, which takes place in the temple grounds at night.

**APD**  
**INSTRUMENT BLUEPRINT**  
**READING COMPREHENSION**

**PRE-TEST**

No.	Indicator of Test	Type of Test	Number of Item Test	Total
1.	Main Idea	Multiple Choice	1, 8, 15	20
2.	Expression / idiom/ phrase in context		7, 17	
3.	Inference (Implied Detail)		10, 19	
4.	Grammatical Features		5, 14	
5.	Stated Detail		2, 9, 16	
6.	Unstated details		4, 13	
7.	Suporting Idea		6, 11, 18	
8.	Vocabulary in Context		3, 12, 20	

**POST-TEST**

No.	Indicator of Test	Type of Test	Number of Item Test	Total
1.	Main Idea	Multiple Choice	1, 8, 15	20
2.	Expression / idiom/ phrase in context		9, 17	
3.	Inference (Implied Detail)		3, 14	
4.	Grammatical Features		6, 11	
5.	Stated Detail		4, 10, 18	
6.	Unstated details		7, 20	
7.	Suporting Idea		5, 12, 16	
8.	Vocabulary in Context		2, 13, 19	

## READING TEST

### PRE-TEST

Choose a, b, c or d for the correct answer!

*Read to answer questions 1-7*

#### The Eiffel Tower

The Eiffel Tower is one of the most famous landmarks in the world. Located in Paris, France, it was built in 1889 for the World's Fair. Designed by Gustave Eiffel, this iron structure stands at a height of about 324 meters, including its antennas. For over 40 years, it was the tallest man-made structure in the world.

The tower has three levels that are accessible to the public. Visitors can use elevators or stairs to reach the top and enjoy a panoramic view of Paris. At night, the tower lights up, creating a magical atmosphere that attracts millions of tourists every year. Apart from being a popular tourist destination, the Eiffel Tower is also used for broadcasting radio and television signals.

(Source: <https://www.aminlimpo.com/2023/11/the-eiffel-tower-descriptive-text.html?m=1>)

1. What is the main idea of the passage?
  - A. The history of Paris
  - B. The beauty of French architecture
  - C. The Eiffel Tower as a famous and functional landmark
  - D. How to travel to France
  
2. Which of the following is **true** based on the text?
  - A. The Eiffel Tower was built in 1989
  - B. The Eiffel Tower is only 100 meters tall
  - C. Gustave Eiffel was the designer of the tower
  - D. The Eiffel Tower has four levels



**Read to answer questions 8-14**

### **Mount Fuji**

Mount Fuji, located in Japan, is the highest mountain in the country, standing at 3,776 meters. It is a dormant volcano that is considered a symbol of Japan and is one of the most recognizable mountains in the world. Mount Fuji has inspired countless works of art, poems, and songs throughout history. It is known for its near-perfect symmetrical cone shape, which makes it an iconic landmark.

Every year, thousands of tourists and climbers visit Mount Fuji, especially during the climbing season in July and August. The climb to the summit is challenging, but many people make the effort to reach the top for a breathtaking view. The mountain is also a popular spot for photography, especially during the early morning when the sunrise paints the sky with stunning colors. Around the base of Mount Fuji, there are beautiful lakes, forests, and hot springs that attract visitors year-round.

(Source: <https://www.mountabove.com/how-to-describe-mount-fuji/>)

8. What is the main idea of the passage?
  - A. Mount Fuji's history and cultural significance
  - B. The best time to climb Mount Fuji
  - C. The geographical features of Mount Fuji
  - D. The cultural impact of Mount Fuji
9. What is one of the features that makes Mount Fuji unique?
  - A. It is located in Europe
  - B. It has a perfect symmetrical cone shape
  - C. It is the tallest mountain in the world
  - D. It is an active volcano
10. What can be inferred about Mount Fuji's importance to Japan?
  - A. It is considered a natural disaster risk
  - B. It serves as a significant cultural and national symbol
  - C. It is mostly visited for its hot springs



D. It is not well known outside of Japan

11. According to the passage, when is the best time to climb Mount Fuji?

A. During the winter season

B. In the early morning

C. During the climbing season (July and August)

D. In the autumn season

12. "The climb to the summit is challenging...."

Which of the following is the closest meaning of the word "challenging"?

A. easy

C. difficult

B. dangerous

D. fun

13. All of the following statements are true about Mount Fuji, *except*....

A. mount Fuji is the highest mountain in Japan.

B. mount Fuji erupts actively every year.

C. mount Fuji has a nearly perfect cone shape.

D. many people take photos of Mount Fuji at sunrise.

14. "The mountain is also a popular spot for photography, especially during the early morning...."

What tense is used in this sentence?

A. simple present

C. future tense

B. past continuous

D. simple past

*Read to answer questions 15-20*

### **The Great Wall of China**

The Great Wall of China is one of the most famous landmarks in the world. It was built over 2,000 years ago during the Qin Dynasty, primarily as a defense against invasions. The wall stretches for more than 13,000 miles, from the Bohai Sea in the east to the Gobi Desert in the west. Its primary purpose was to protect the northern borders of China from enemy forces, and it has been an important symbol of China's strength and unity.

The wall is made of various materials, including brick, stone, wood, and earth, depending on the region. Over the centuries, it has been repaired and rebuilt multiple times. Today, it is one of the most popular tourist attractions in the world, with millions of visitors traveling from all over the globe to hike along its ancient paths.

(Source: <https://www.scribd.com/document/393864515/Descriptive-Text-the-Great-Wall-of-China>)

15. What is the main idea of the passage?
- A. The Great Wall's historical importance
  - B. The materials used to build the Great Wall
  - C. The Great Wall as a popular tourist destination
  - D. The construction process of the Great Wall
16. According to the passage, which of the following materials was **not** used to build the Great Wall?
- A. Brick
  - B. Stone
  - C. Wood
  - D. Concrete

17. What does the phrase “symbol of China’s strength” mean in paragraph 1 about the Great Wall?
- A. It is used to train Chinese soldiers
  - B. It reflects China's long history and power
  - C. It is where Chinese people live
  - D. It represents the country's weakness
18. The Great Wall of China stretches for more than 13,000 miles. Which of the following is **true** about the Great Wall?
- A. It is located in Europe
  - B. It was built only in one year
  - C. It extends from east to west China
  - D. It was constructed in the modern era
19. Which of the following can be inferred from the text about the Great Wall of China?
- A. The Great Wall was never repaired after its construction.
  - B. The Great Wall's purpose was mainly for defense, not tourism.
  - C. The Great Wall is mostly made of brick and stone.
  - D. The Great Wall was built by modern technology.
20. The Great Wall has been repaired and rebuilt over the years. What does the word "rebuilt" in this sentence mean?
- A. Built again
  - B. Built for the first time
  - C. Built by a different culture
  - D. Built using new technology

## READING TEST

### POST-TEST

Choose a, b, c or d for the correct answer!

***Read to answer questions 1-6***

#### London

London is one of the largest cities in the world, and one-sixth of all the people in England, Wales, and Scotland live in or near it. The centre or City of London is quite small, only about one square mile. However, the area known as Greater London is much larger and has a population of over 8 million.

London has grown rapidly during the last 100 years. This is because many of the roads and railways in the country meet at London. It is not only the most important port in Britain but also the most important city in the Commonwealth.

There are many factories in London. These make things that people need such as clothes and furniture. There are many important banks and companies in London, too, and every year many thousands of businessmen from all over the world visit London. At London Airport, which is a few miles outside the city, an aeroplane lands or takes off every minute of the day.

*(Source: Heaton, J.B. & Methold, K. (1973). Reading with Understanding 3.*

*Yogyakarta: Kanisius.)*

1. Which aspect of London is mainly discussed in the first paragraph?
  - A. Its tourist attractions
  - B. The economic activities within the city
  - C. The relationship between London and surrounding cities
  - D. The geographical and population characteristics of the city



***Read to answer questions 8-14***

### **Bali**

Bali is one of Indonesia's most famous tourist destinations. Located in the westernmost end of the Lesser Sunda Islands, Bali is known for its forested volcanic mountains, iconic rice paddies, beaches, and coral reefs. The island is also known for its highly developed arts, including traditional and modern dance, sculpture, painting, leather, metalworking, and music.

Bali is a part of the Coral Triangle, the area with the highest biodiversity of marine species. Tourism-related business makes up 80% of its economy. Visitors can enjoy cultural landmarks like the Uluwatu Temple or natural beauty like Mount Batur. The local people are predominantly Hindu, and they practice a unique form of Balinese Hinduism.

(Source: <https://www.aminlimpo.com/2023/11/descriptive-text-about-bali-indonesia.html?m=1>)

8. What is the main idea of the text?
  - A. Bali is an island with unique culture and tourism attractions
  - B. Bali is a large island in the Pacific Ocean
  - C. Bali exports coral to other countries
  - D. Bali has few cultural attractions
  
9. What does the phrase "Coral Triangle" most likely refer to?
  - A. A triangle-shaped island
  - B. An area with high marine biodiversity
  - C. A mountain with coral
  - D. A traditional dance
  
10. What is the economic base of Bali?
 

A. Fishing	C. Tourism
B. Manufacturing	D. Agriculture

11. Which sentence uses simple present tense?
- A. Bali has been known for its arts
  - B. Visitors enjoyed the beaches
  - C. The island is known for its rice paddies
  - D. Many tourists visited Bali
12. Why do visitors come to Bali?
- A. To escape from their countries
  - B. To enjoy its culture and nature
  - C. To mine gold
  - D. To study in universities
13. What word in the passage is closest in meaning to "diverse"?
- A. Volcanic
  - B. Biodiversity
  - C. Unique
  - D. Coral
14. Which of the following can be inferred from the text about Bali?
- A. Bali's economy is not dependent on tourism.
  - B. Bali is famous for its natural beauty and cultural landmarks.
  - C. Bali has a low level of biodiversity in its marine life.
  - D. Bali's arts and crafts are not well-developed.

***Read to answer questions 15-20***

### **Raja Ampat**

Raja Ampat is an archipelago located in West Papua, Indonesia. The name "Raja Ampat" means "Four Kings," referring to the four main islands: Waigeo, Misool, Salawati, and Batanta. This region is known for its extraordinary biodiversity, both on land and underwater, making it one of the most popular diving destinations in the world. The clear blue waters, vibrant coral reefs, and diverse marine life, including manta rays, sea turtles, and hundreds of species of fish, attract divers and nature lovers from all over the world.

In addition to its rich marine life, Raja Ampat is also home to several indigenous communities who have lived in harmony with nature for centuries. These communities continue to practice traditional fishing methods and preserve

their unique cultures. Raja Ampat's pristine environment and the efforts of local conservation groups have helped protect its delicate ecosystem, making it a natural paradise for both visitors and researchers.

(Source: <https://www.bahasaenglish.com/219/contoh-descriptive-text-tentang-raja-ampat>)

15. What is the main idea of the text?
  - A. Raja Ampat is famous for its wildlife and traditional practices
  - B. Raja Ampat is an island in West Papua with popular beaches
  - C. Raja Ampat has only four main islands
  - D. Raja Ampat is a city known for its diving activities
16. Which of the following is a common activity in Raja Ampat?
  - A. Climbing Mount Bromo
  - B. Watching the sunrise over a mountain
  - C. Diving and exploring coral reefs
  - D. Trekking through rainforests
17. What is the significance of the name "Raja Ampat"?
  - A. It refers to the four kings of the islands
  - B. It means "Four Beautiful Islands"
  - C. It represents the four major tribes of the area
  - D. It describes the four types of fish found there
18. How many main islands make up Raja Ampat?
  - A. eight
  - B. five
  - C. four
  - D. seven
19. What is the antonym of the word "pristine" in the sentence "Raja Ampat's pristine environment"?
 

A. Polluted	C. Untouched
B. Clean	D. Preserved



20. All of the following are mentioned in the text about Raja Ampat *except*....
- A. Raja Ampat has been heavily affected by industrialization.
  - B. Raja Ampat is known for its clear blue waters and vibrant coral reefs.
  - C. Raja Ampat has four main islands named Waigeo, Misool, Salawati, and Batanta.
  - D. Raja Ampat is a popular destination for scuba diving.

**ANSWER KEY (PRE-TEST)**

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

**ANSWER KEY (POST-TEST)**

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

## ANSWER SHEET OF PRE-TEST

NAME : Refaldo Ardiansyah  
 CLASS : X TKR

55

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

<del>1</del>	<del>X</del>	B	C	D
2	A	B	<del>X</del>	D
<del>3</del>	<del>X</del>	B	C	D
4	A	<del>X</del>	C	D
5	A	B	<del>X</del>	D
<del>6</del>	A	B	C	<del>X</del>
7	A	B	<del>X</del>	D
8	<del>X</del>	B	C	D
<del>9</del>	A	B	<del>X</del>	D
<del>10</del>	A	B	C	<del>X</del>

11	A	B	<del>X</del>	D
12	A	B	<del>X</del>	D
<del>13</del>	<del>X</del>	B	C	D
14	<del>X</del>	B	C	D
<del>15</del>	A	B	<del>X</del>	D
16	A	B	C	<del>X</del>
17	A	<del>X</del>	C	D
18	A	B	<del>X</del>	D
<del>19</del>	A	B	C	<del>X</del>
<del>20</del>	A	B	<del>X</del>	D

## ANSWER SHEET OF PRE-TEST

NAME : Ahmad Hanafi Saputra  
 CLASS : X TKR

65

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

1	A	B	<del>X</del>	D
2	A	B	<del>X</del>	D
<del>3</del>	A	<del>X</del>	C	D
<del>4</del>	<del>X</del>	B	C	D
5	A	B	<del>X</del>	D
6	A	B	<del>X</del>	D
<del>7</del>	A	B	C	<del>X</del>
8	<del>X</del>	B	C	D
9	A	<del>X</del>	C	D
10	A	<del>X</del>	C	D

<del>11</del>	A	B	C	<del>X</del>
12	A	B	<del>X</del>	D
13	A	<del>X</del>	C	D
14	<del>X</del>	B	C	D
15	<del>X</del>	B	C	D
<del>16</del>	A	<del>X</del>	C	D
17	A	<del>X</del>	C	D
<del>18</del>	<del>X</del>	B	C	D
19	A	<del>X</del>	C	D
<del>20</del>	A	B	<del>X</del>	D

### Students' post-test scores on Wordwall

Rank	Name	Score
1st	Refaldo	18
2nd	A Hanafi	18
3rd	Ridho	17
4th	Andika	17
5th	Imam	17
6th	Farhan	17
7th	Dede andika	16
8th	Aji	16
9th	Rian	16
10th	Jefri	16
11th	M amin	16
12th	Padli	16
13th	Deka	15
14th	Rangga	15
15th	Fakih	15
16th	Ahmad saykoni	15
17th	Maulana	14
18th	Faisal	14
19th	-	-
20th	-	-

## THE STUDENTS' SCORES IN READING COMPREHENSION

### PRE-TEST

**School** : SMK Ma'arif NU 04 Darurrohmah Sukadana  
**Subject** : English  
**MCC** : 72  
**CLASS** : X Automotive

No.	Students Name	Score	Criteria
1	AFB	45	Incomplete
2	AF	55	Incomplete
3	AHS	65	Incomplete
4	AS	50	Incomplete
5	AAP	50	Incomplete
6	DA	55	Incomplete
7	DS	55	Incomplete
8	FAR	45	Incomplete
9	JF	50	Incomplete
10	MA	60	Incomplete
11	MIT	65	Incomplete
12	MMA	55	Incomplete
13	PK	60	Incomplete
14	RA	55	Incomplete
15	RP	50	Incomplete
16	RA	55	Incomplete
17	RS	65	Incomplete
18	RS	60	Incomplete
<b>High Score</b>		<b>65</b>	
<b>Low Score</b>		<b>45</b>	
<b>Average of the Students' Score</b>		<b>55</b>	

### POST-TEST

**School** : SMK Ma'arif NU 04 Darurrohmah Sukadana  
**Subject** : English  
**MCC** : 72  
**CLASS** : X Automotive

no	Students Name	Score	Criteria
1	AFB	70	Incomplete
2	AF	85	Complete
3	AHS	90	Complete
4	AS	75	Complete
5	AAP	85	Complete
6	DA	80	Complete
7	DS	75	Complete
8	FAR	75	Complete
9	JF	80	Complete
10	MA	80	Complete
11	MIT	85	Complete
12	MMA	70	Incomplete
13	PK	80	Complete
14	RA	80	Complete
15	RP	75	Complete
16	RA	90	Complete
17	RS	85	Complete
18	RS	80	Complete
<b>High Score</b>		<b>90</b>	
<b>Low Score</b>		<b>70</b>	
<b>Average of the Students' Score</b>		<b>80</b>	

# Activity 1

Date: \_\_\_\_\_

Name: \_\_\_\_\_

1. "The walls are covered with carvings, and the stairs are steep." That sentence functions as...

A ☐ Identification      B ☐ Description  
C ☐ Introduction      D ☐ Reorientation

2. "Borobudur is a famous Buddhist temple in Central Java, Indonesia." That sentence functions as...

A ☐ Identification      B ☐ Description  
C ☐ Reorientation      D ☐ Evaluation

3. "This place has large statues and a big open area. It's often visited by tourists." That sentence functions as...

A ☐ preview      B ☐ Evaluation  
C ☐ Identification      D ☐ Description

4. "This place is located in the center of the city. It has modern design and glass walls." That sentence functions as...

A ☐ Evaluation      B ☐ Reorientation  
C ☐ Identification      D ☐ Description

5. "The forest is dark and mysterious." Choose two adjectives in this sentence

A ☐ forest, is      B ☐ dark, mysterious  
C ☐ is, and      D ☐ the, forest

6. "It has beautiful lights and is very crowded at night." The word "beautiful" functions as...

A ☐ Verb      B ☐ Noun  
C ☐ Adjective      D ☐ article

7. Which sentence uses Simple present tense correctly?

A ☐ She going to the beach.  
B ☐ He plays football every Sunday.  
C ☐ They were tired.  
D ☐ i am gone.

8. "The sky is clear and blue." Choose two adjectives in this sentence

A ☐ clear, blue      B ☐ is, clear  
C ☐ blue, sky      D ☐ clear, sky

9. "The lake is calm and peaceful." Choose two adjectives in this sentence

A ☐ lake, is      B ☐ calm, lake  
C ☐ calm, peaceful      D ☐ the, is

10. "Mount Everest is the highest mountain in the world." That sentence functions as...

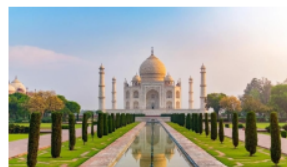
A ☐ conclusion      B ☐ Orientation  
C ☐ Identification      D ☐ Description

11. The Statue of Liberty is located in...



A ☐ London  
B ☐ New York  
C ☐ Sydney  
D ☐ Los Angeles

12. The Taj Mahal is located in...



A ☐ China      B ☐ Pakistan  
C ☐ India      D ☐ Japan

13. The Eiffel Tower is located in...



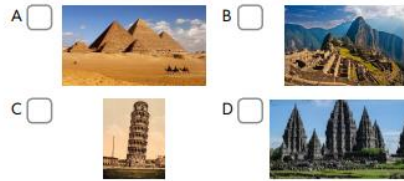
- A ☐ Mexico      B ☐ New York  
C ☐ Italy      D ☐ Paris

14. The Colosseum is located in...



- A ☐ Madrid      B ☐ Paris  
C ☐ Rome      D ☐ London

15. "This ancient structure has four triangular faces that meet at the top. It was originally built as a tomb for a Pharaoh in Egypt."



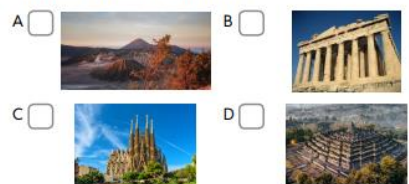
16. "This massive ancient structure in Peru consists of terraces built into a mountain and is known for its sophisticated dry-stone construction."



17. "This mountain is located in Japan. It is known for its symmetrical cone shape and is a popular subject in art and photography."



18. "This ancient temple is located in Indonesia and is known for its massive stone structure and intricate carvings. It is the largest Buddhist temple in the world."



19. Which sentence uses the Simple Present Tense correctly?

- A ☐ Mount Bromo erupted last month.  
B ☐ The city has many beautiful parks.  
C ☐ They were staying at the hotel yesterday.  
D ☐ The river is flowing fast during the rain.

20. Which sentence uses the Simple Present Tense correctly?

- A ☐ The beach looked amazing yesterday.  
B ☐ The beach will look amazing during sunset.  
C ☐ The beach looks amazing in the morning.  
D ☐ The beach was looking amazing last night.



## Activity 2

Date: \_\_\_\_\_

Name: \_\_\_\_\_

### 1. What is the main idea of the text?

#### Borobudur Temple

Borobudur Temple is one of the most famous tourist destinations in Indonesia. Located in Magelang, Central Java, it was built in the 9th century during the Syailendra dynasty. The temple has a unique design, with nine stacked platforms and a large central dome on the top. It is decorated with thousands of stone carvings and Buddha statues.

This temple is not only a place for tourism but also a place of worship for Buddhists. Many pilgrims come to Borobudur every year to walk around the temple in a ritual called *Pradaksina*. The temple has survived many natural disasters like earthquakes and volcanic eruptions, yet it still stands strong.

- A ☐ The Buddhist religion in Java  
 B ☐ The structure and function of Borobudur Temple  
 C ☐ How volcanic eruptions happen  
 D ☐ The Syailendra Dynasty in history

### 2. What does the phrase "place of worship" in the text mean?

#### Borobudur Temple

Borobudur Temple is one of the most famous tourist destinations in Indonesia. Located in Magelang, Central Java, it was built in the 9th century during the Syailendra dynasty. The temple has a unique design, with nine stacked platforms and a large central dome on the top. It is decorated with thousands of stone carvings and Buddha statues.

This temple is not only a place for tourism but also a place of worship for Buddhists. Many pilgrims come to Borobudur every year to walk around the temple in a ritual called *Pradaksina*. The temple has survived many natural disasters like earthquakes and volcanic eruptions, yet it still stands strong.

- A ☐ A place to play  
 B ☐ A place for shopping  
 C ☐ A place for religious activities  
 D ☐ A place for eating

### 3. What can we infer about why Borobudur is still standing today?

#### Borobudur Temple

Borobudur Temple is one of the most famous tourist destinations in Indonesia. Located in Magelang, Central Java, it was built in the 9th century during the Syailendra dynasty. The temple has a unique design, with nine stacked platforms and a large central dome on the top. It is decorated with thousands of stone carvings and Buddha statues.

This temple is not only a place for tourism but also a place of worship for Buddhists. Many pilgrims come to Borobudur every year to walk around the temple in a ritual called *Pradaksina*. The temple has survived many natural disasters like earthquakes and volcanic eruptions, yet it still stands strong.

- A ☐ The temple is rarely visited  
 B ☐ The temple is protected by the sea  
 C ☐ The temple has strong construction  
 D ☐ The temple was moved to a safer place

### 4. Which sentence is written in simple present tense?

#### Borobudur Temple

Borobudur Temple is one of the most famous tourist destinations in Indonesia. Located in Magelang, Central Java, it was built in the 9th century during the Syailendra dynasty. The temple has a unique design, with nine stacked platforms and a large central dome on the top. It is decorated with thousands of stone carvings and Buddha statues.

This temple is not only a place for tourism but also a place of worship for Buddhists. Many pilgrims come to Borobudur every year to walk around the temple in a ritual called *Pradaksina*. The temple has survived many natural disasters like earthquakes and volcanic eruptions, yet it still stands strong.

- A ☐ Many pilgrims come every year.  
 B ☐ It had a central dome on top.  
 C ☐ The temple survived many disasters.  
 D ☐ It was built in the 9th century.

### 5. When was Borobudur Temple built?

#### Borobudur Temple

Borobudur Temple is one of the most famous tourist destinations in Indonesia. Located in Magelang, Central Java, it was built in the 9th century during the Syailendra dynasty. The temple has a unique design, with nine stacked platforms and a large central dome on the top. It is decorated with thousands of stone carvings and Buddha statues.

This temple is not only a place for tourism but also a place of worship for Buddhists. Many pilgrims come to Borobudur every year to walk around the temple in a ritual called *Pradaksina*. The temple has survived many natural disasters like earthquakes and volcanic eruptions, yet it still stands strong.

- A ☐ In the 7th century  
 B ☐ In the 8th century  
 C ☐ In the 10th century  
 D ☐ In the 9th century

## 6. What is the main idea of the text?

**Mount Bromo**

Mount Bromo is an active volcano located in East Java, Indonesia. It is part of the Bromo Tengger Semeru National Park. Tourists visit Mount Bromo to watch the sunrise from its viewpoint, which offers a spectacular view of the surrounding landscape. The area is famous for its "sea of sand" and cool climate.

Although it is an active volcano, Mount Bromo is considered safe for visitors as long as there are no eruption warnings. People can hike up to the crater and see smoke coming out of it. The volcano is important not only for tourism but also for local culture and religion.

- A ☐ Dangerous mountains in Indonesia  
 B ☐ The beauty and culture of Mount Bromo  
 C ☐ The history of volcanoes  
 D ☐ Local foods in East Java

## 7. Which information is NOT mentioned in the text?

**Mount Bromo**

Mount Bromo is an active volcano located in East Java, Indonesia. It is part of the Bromo Tengger Semeru National Park. Tourists visit Mount Bromo to watch the sunrise from its viewpoint, which offers a spectacular view of the surrounding landscape. The area is famous for its "sea of sand" and cool climate.

Although it is an active volcano, Mount Bromo is considered safe for visitors as long as there are no eruption warnings. People can hike up to the crater and see smoke coming out of it. The volcano is important not only for tourism but also for local culture and religion.

- A ☐ The height of Mount Bromo      B ☐ That Bromo is active  
 C ☐ That tourists like to hike there      D ☐ That people enjoy the sunrise

## 8. Why do tourists come to Mount Bromo?

**Mount Bromo**

Mount Bromo is an active volcano located in East Java, Indonesia. It is part of the Bromo Tengger Semeru National Park. Tourists visit Mount Bromo to watch the sunrise from its viewpoint, which offers a spectacular view of the surrounding landscape. The area is famous for its "sea of sand" and cool climate.

Although it is an active volcano, Mount Bromo is considered safe for visitors as long as there are no eruption warnings. People can hike up to the crater and see smoke coming out of it. The volcano is important not only for tourism but also for local culture and religion.

- A ☐ To see traditional markets  
 B ☐ To go swimming  
 C ☐ To watch the sunrise and explore the area  
 D ☐ To study at local schools

## 9. In the sentence "The area is famous for its sea of sand," what does "famous" mean?

**Mount Bromo**

Mount Bromo is an active volcano located in East Java, Indonesia. It is part of the Bromo Tengger Semeru National Park. Tourists visit Mount Bromo to watch the sunrise from its viewpoint, which offers a spectacular view of the surrounding landscape. The area is famous for its "sea of sand" and cool climate.

Although it is an active volcano, Mount Bromo is considered safe for visitors as long as there are no eruption warnings. People can hike up to the crater and see smoke coming out of it. The volcano is important not only for tourism but also for local culture and religion.

- A ☐ Very clean      B ☐ Very quite  
 C ☐ Expensive      D ☐ Well known

## 10. Where is Mount Bromo located?

**Mount Bromo**

Mount Bromo is an active volcano located in East Java, Indonesia. It is part of the Bromo Tengger Semeru National Park. Tourists visit Mount Bromo to watch the sunrise from its viewpoint, which offers a spectacular view of the surrounding landscape. The area is famous for its "sea of sand" and cool climate.

Although it is an active volcano, Mount Bromo is considered safe for visitors as long as there are no eruption warnings. People can hike up to the crater and see smoke coming out of it. The volcano is important not only for tourism but also for local culture and religion.

- A ☐ Central Java      B ☐ East Java  
 C ☐ West Java      D ☐ North Sumatera

## DOCUMENTATION









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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

Nomor : 5061/In.28/J/TL.01/11/2024  
Lampiran : -  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
Kepala Sekolah SMK MA'ARIF NU 04  
DARURROHMAH SUKADANA  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu Kepala Sekolah SMK MA'ARIF NU 04 DARURROHMAH SUKADANA berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **JULIA RAHMA SARI**  
NPM : 2101051019  
Semester : 7 (Tujuh)  
Jurusan : Tadris Bahasa Inggris  
Judul : THE INFLUENCE OF USING WORDWALL MEDIA  
TOWARDS THE STUDENTS READING COMPREHENSION

untuk melakukan prasurvey di SMK MA'ARIF NU 04 DARURROHMAH SUKADANA, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu Kepala Sekolah SMK MA'ARIF NU 04 DARURROHMAH SUKADANA untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 06 November 2024

Ketua Jurusan,



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



**YAYASAN PONDOK PESANTREN DARURROHMAH**  
**SEKOLAH MENENGAH KEJURUAN (SMK) MA'ARIF NU 04 DARURROHMAH**  
**PROGRAM STUDI : TEKNIK KENDARAAN RINGAN (TKR), DKV / MULTIMEDIA**  
**AKUNTANSI Dan KEUANGAN LEMBAGA**  
 Alamat : Jalan Raya Banding Sukadana-Srikaya RT.01 RW.01 Dusun Banding  
 Desa Sukadana Kecamatan Sukadana Kabupaten Lampung Timur

<b>NPSN : 10814085</b>	<b>NSS : 402120409027</b>	<b>NIS : 400270</b>
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### **SURAT KETERANGAN**

Nomor: 421.1/078/SMK.M.NU.04.DR/03/2025

Berdasarkan surat masuk Nomor : B-4879/ln.28/J/TL.01/10/2024 pada tanggal 10 Desember 2024 tentang Izin pelaksanaan Pra Survai Di SMKS Ma'arif NU 04 Darurrohmah dalam rangka penyelesaian Tugas Akhir / Skripsi mahasiswi atas nama :

Nama : JULIA RAHMA SARI  
 NPM : 2101051019  
 Semester : 7 (Tujuh)  
 Jurusan : Tadris Bahasa Inggris  
 Judul : THE INFLUENCE OF USING WORDWALL MEDIA TOWARDS THE STUDENTS'  
 READING COMPREHENSION AT SMK MA'ARIF NU 4 DARURROHMAH  
 SUKADANA

Pada prinsipnya kami memberikan izin dilakukannya pra survai di SMK Ma'arif NU 04 Darurrohmah oleh mahasiswa tersebut di atas guna untuk memenuhi Tugas Akhir Di IAIN Metro Lampung. Dan akan kami berikan fasilitas serta bantuan data-data yang dibutuhkan demi kelancaran pelaksanaan kegiatan tersebut.

Demikian surat keterangan ini kami berikan dan agar dapat dipergunakan sebagaimana mestinya.

Sukadana Tengah, 06 Maret 2025  
 Kepala Sekolah  
  
**H. OMAN ROHMAN, M.Pd.I**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Jalan Kl. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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

### RATIFICATION PAGE

The Research Proposal entitled: THE INFLUENCE OF USING WORDWALL WEBSITE TOWARDS THE STUDENTS' READING COMPREHENSION AT SMK MA'ARIF NU 04 DARURROHMAH SUKADANA, written by: Julia Rahma Sari Student Number: 2101051019, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Monday, March 17<sup>th</sup>, 2025 at 09.30 – 11.00 WIB.

### **BOARD OF EXAMINERS**

Chairperson	: Prof. Dr. Dedi Irwansyah, M.Hum	(.....)
Examiner I	: Dr. Widhiya Ninsiana, M.Hum	(.....)
Examiner II	: Yeasy Agustina Sari, M.Pd	(.....)
Secretary	: Leny Setiyana, M.Pd	(.....)

Head of English Education Department



**Dr. Much Deimatur, M.Pd.B.I**  
NIP. 198803082015031006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Nomor : 1192/In.28.1/J/TL.00/04/2025  
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 : **JULIA RAHMA SARI**  
NPM : 2101051019  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : **THE INFLUENCE OF USING WORDWALL WEBSITE TOWARDS THE STUDENTS READING COMPREHENSION AT SMK MA'ARIF NU 04 DARURROHMAH SUKADANA**

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, 19 April 2025

Ketua Jurusan,



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

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode dan pastikan diarahkan ke alamat <https://sisimik.metrouniv.ac.id/v2/cek-suratbimbingan.php?npm=2101051019>.  
**Token = 2101051019**





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**SURAT TUGAS**

Nomor: B-1366/In.28/D.1/TL.01/05/2025

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

Nama : JULIA RAHMA SARI  
NPM : 2101051019  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

- Untuk: 1. Mengadakan observasi/survey di SMK MA'ARIF NU 04 DARURROHMAH SUKADANA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING WORDWALL WEBSITE TOWARDS THE STUDENTS READING COMPREHENSION AT SMK MA'ARIF NU 04 DARURROHMAH SUKADANA".
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 : 05 Mei 2025

Wakil Dekan Akademik dan  
Kelembagaan,



**Dr. Tubagus Ali Rachman Puja**  
**Kesuma M.Pd**  
NIP 19880823 201503 1 007





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Nomor : B-1367/In.28/D.1/TL.00/05/2025  
Lampiran :-  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMK MA'ARIF NU 04  
DARURROHMAH SUKADANA  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1366/In.28/D.1/TL.01/05/2025, tanggal 05 Mei 2025 atas nama saudara:

Nama : **JULIA RAHMA SARI**  
NPM : 2101051019  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMK MA'ARIF NU 04 DARURROHMAH SUKADANA bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK MA'ARIF NU 04 DARURROHMAH SUKADANA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING WORDWALL WEBSITE TOWARDS THE STUDENTS READING COMPREHENSION AT SMK MA'ARIF NU 04 DARURROHMAH SUKADANA".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 05 Mei 2025  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dr. Tubagus Ali Rachman Puja**  
**Kesuma M.Pd**  
NIP 19880823 201503 1 007



**YAYASAN PONDOK PESANTREN DARURROHMAH**  
**SEKOLAH MENENGAH KEJURUAN (SMK) MA'ARIF NU 04 DARURROHMAH**  
**PROGRAM STUDI : TEKNIK KENDARAAN RINGAN (TKR),DKV / MULTIMEDIA**  
**AKUNTANSI Dan KEUANGAN LEMBAGA**  
 Alamat : Jalan Raya Banding Sukadana-Srikaya RT.01 RW.01 Dusun Banding Desa Sukadana  
 Kecamatan Sukadana Kabupaten Lampung Timur

**NPSN : 10814085**

**NSS : 402120409027**

**NIS : 400270**

### **SURAT KETERANGAN**

Nomor : 421.1/083/SMK.M.NU.04.DR/05/2025

Berdasarkan surat masuk Nomor : B-1367/ln.28/J/TL.00/05/2025 pada tanggal 06 Mei 2025 tentang Izin pelaksanaan Research Di SMKS Ma'arif NU 04 Darurrohmah dalam rangka penyelesaian Tugas Akhir / Skripsi mahasiswa atas nama :

Nama : **JULIA RAHMA SARI**  
 NPM : **2101051019**  
 Semester : **8 (Delapan)**  
 Jurusan : **Tadris Bahasa Inggris**  
 Judul : **THE INFLUENCE OF USING WORDWALL WEBSITE TOWARDS THE STUDENTS  
 READING COMPREHENSION AT AT SMK MA'ARIF NU 04 DARURROHMAH**

Pada prinsipnya kami memberikan izin dilakukanya RESEARCH di SMK Ma'arif NU 04 Darurrohmah oleh mahasiswa tersebut di atas guna untuk memenuhi Tugas Akhir Di IAIN Metro Lampung. Dan akan kami berikan fasilitas serta bantuan data-data yang dibutuhkan demi kelancaran pelaksanaan kegiatan tersebut.

Demikian surat keterangan ini kami berikan dan agar dapat dipergunakan sebagaimana mestinya.

Sukadana Tengah, 15 Mei 2025  
 Kepala Sekolah,  
  
**H. OMAN ROHMAN, M.Pd.I**



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

Nama : Julia Rahma Sari  
NPM : 2101051019

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	17/12 2024		<p>Chapter I</p> <ul style="list-style-type: none"> <li>- Mechanical aspect</li> <li>- Layout</li> <li>- Content</li> <li>- Previous regard</li> </ul> <p>(include last name only)</p> <p>* Please understand every single word.</p> <p>- Always bring the previous draft of your undergraduate thesis</p>	



Dr. Much Dediatur, M.Pd.B.I  
NIR. 198803082013031006

Dosen Pembimbing

Prof. Dr. Dedi Irwansyah, M.Hum  
NIR. 19791223 200604 1 001





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IAIN METRO**

Nama : Julia Rahma Sari  
NPM : 2101051019

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
2.	27/12 2024.		Chapter I @@ Please Continue to Chapter II	
3.	21/12/ 2024		Chapter II - style - grammatical aspect - Measurement of Reading Comprehension Barrett's Taxonomy	



**Dr. Much Deiniatur, M.Pd.B.I**  
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Dosen Pembimbing

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Nama : Julia Rahma Sari

NPM : 2101051019

Program Studi : TBI

Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4.	24/02/ 2025		<ul style="list-style-type: none"> <li>- Chapter II has been revised accordingly</li> <li>- Chapter III Use simple random sampling technique</li> <li>- Use SPSS in data analysis</li> </ul>	


**Dr. Much Deiniatur, M.Pd.B.I**  
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Dosen Pembimbing

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Nama : Julia Rahma Sari  
NPM : 2101051019

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
5	25/02 2025		Chapter III has been revised accordingly Chapter I, II, III are okay.  Acc for Proposal Seminar	



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Dosen Pembimbing

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IAIN METRO

Nama : Julia Rahma Sari  
NPM : 2101051019

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
6	30/04 2025		Research Instrument.  - Tambah "Sumber" Referensi pada teks yang digunakan:  - Teknik penulisan - Revisi	
7.	2/5 2025		Research Instrument A@@. You may collect your research data	

Mengetahui,  
Ketua Program Studi TBI

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NIP. 198803082015031006

Dosen Pembimbing

Prof. Dr. Dedi Irwansyah, M.Hum  
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Julia Rahma Sari  
NPM : 2101051019

Program Studi : TBI  
Semester : VIII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
8	24/05/ 2025	Mohon Lampirkan Kartu konsultasi sebelumnya agar saya bisa sudah sampai mana progresnya	
9	12/06 2025	Chapter IV Elaborasi Output Paired Sample Test	

Mengetahui  
Ketua Program Studi TBI

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Julia Rahma Sari  
NPM : 2101051019

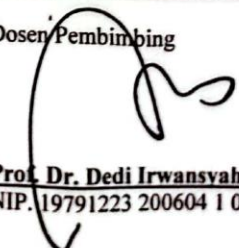
Program Studi : TBI  
Semester : VIII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
10.	16/06 2025	<ul style="list-style-type: none"> <li>Chapter IV and V have been revised accordingly</li> <li>- I need to see the abstract, table of content, appendix</li> <li>- Complete document</li> </ul>	
19.	17/06 2025 8.2m	<ul style="list-style-type: none"> <li>- Abstract!</li> <li>- AOA for Mungosy.</li> </ul>	

Mengetahui  
Ketua Program Studi TBI

  
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Nama : Julia Rahma Sari  
NPM : 2101051019

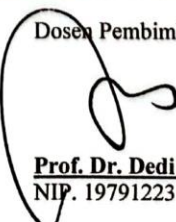
Program Studi : TBI  
Semester : VIII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
12	17/06 2025. (15.49 p.m)	Acc for Minapsykh abstract has been revised.	

Mengetahui  
Ketua Program Studi TBI

  
**Dr. Much Deimatur, M.Pd.B.I**  
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**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 : Julia Rahma Sari

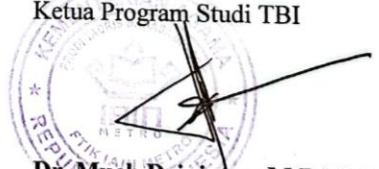
NPM : 2101051019

Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, Juni 2025  
Ketua Program Studi TBI

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





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

**NPP: 1807062F0000001**

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

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-200/In.28/S/U.1/OT.01/04/2025**

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

Nama : JULIA RAHMA SARI  
NPM : 2101051019  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101051019

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, 29 April 2025  
Kepala Perpustakaan,

Aan Giffoni, S.I.Pust.  
NIP.19920428 201903 1 009

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by \_\_



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## CURRICULUM VITAE



The name of the researcher is Julia Rahma Sari. She was born in Belimbing, Sukadana Jaya, on July 18<sup>th</sup> 2004. She is the first child of Mr. Badri and Mrs. Siti Aisah. She lives in Belimbing Village, Sukadana Jaya, Sukadana District, East Lampung Regency. She began her formal education at SDN 03 Sukadana Tengah and graduated in the academic year 2014/2015. She continued her education at SMPN 1 Sukadana, and graduated in 2017/2018. She then pursued her high school education at SMAN 1 Sukadana and successfully graduated in 2020/2021. Furthermore in 2021, she was accepted as a student at the State Institute for Islamic Studies (IAIN) Metro Lampung, majoring in English Education Department, Faculty of Tarbiyah and Teacher Training.