**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF USING BAAMBOOZLE
ON THE STUDENTS' READING COMPREHENSION
OF THE TENTH GRADE OF SMK NEGERI 1 METRO**

**By:**

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**TARBIYAH AND TEACHER TRAINING FACULTY**

**ENGLISH EDUCATION STUDY PROGRAM**

**STATE ISLAMIC INSTITUTE OF METRO**

**1447 H / 2025 M**

# THE INFLUENCE OF USING BAAMBOOZLE
# ON THE STUDENTS' READING COMPREHENSION
# OF THE TENTH GRADE OF SMK NEGERI 1 METRO

Presented as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Study Program

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## APPROVAL PAGE

Title : THE INFLUENCE OF USING BAAMBOOZLE TOWARD STUDENTS' READING COMPREHENSION AT THE TENTH GRADE OF SMK NEGERI 1 METRO
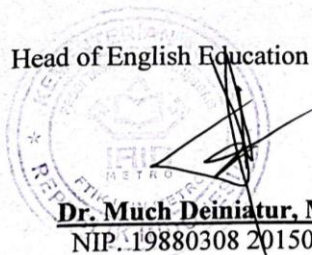
Name : Sabila Dea Pitaloka

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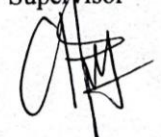
Faculty : Tarbiyah and Teacher Training

## APPROVED

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

Metro, 19 June 2025

Head of English Education Departement

Supervisor

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## NOTIFICATION LETTER

Number      :
Appendix    : -
Matter      : **In order to hold the munaqosyah
             of Sabila Dea Pitaloka**

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

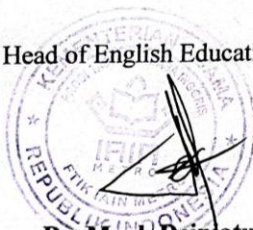*Assalamu'alaikum, Wr. Wb*

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

Name           : Sabila Dea Pitaloka
Student Number : 2101050024
Department     : English Education
Faculty        : Tarbiyah and Teaching Training
Title          : THE INFLUENCE OF USING BAAMBOOZLE TOWARD STUDENTS' READING COMPREHENSION AT THE TENTH GRADE OF SMK NEGERI 1 METRO

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

*Wassalamu'alaikum Wr. Wb*

Metro, 19 June 2025

Head of English Education Departement                                   Sponsor

**Dr. Much Deiniatur, M.Pd.B.I**                          **Dr. Ahmad Subhan Roza, M. Pd**
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## NOTA DINAS

Nomor      :
Lampiran   : -
Perihal     : **Mohon Dimunaqosyahkan Skripsi**
                 **Saudari Sabila Dea Pitaloka**

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

*Assalamu'alaikumWr.Wb.*

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

Name           : Sabila Dea Pitaloka
Student Number : 2101050024
Fakultas       : Tarbiyah dan Ilmu Keguruan
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Judul Skripsi  : THE INFLUENCE OF USING BAAMBOOZLE TOWARD STUDENTS' READING COMPREHENSION AT THE TENTH GRADE OF SMK NEGERI 1 METRO

      Sudah kami setujui 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.*

Mengetahui,                           Metro, 19 Juni 2025
Ketua Program Studi TBI               Pembimbing

**Dr. Much Deiniatur, M.Pd.B.I**         **Dr. Ahmad Subhan Roza, M. Pd**
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**RATIFICATION PAGE**

No. B-2721/In.28.1/J/PP.00.9/07/2025

An Undergraduated thesis entitled: "THE INFLUENCE OF USING BAAMBOOZLE ON THE STUDENTS' READING COMPREHENSION OF THE TENTH GRADE OF SMK NEGERI 1 METRO" written by: Sabila Dea Pitaloka, Student Number 2101050024, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Thursday, June 26th, 2025 at 08.00 - 10.00 WIB.

**BOARD OF EXAMINERS:**

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Examiner II : Ning Setio Wati, M.Pd (...............................)

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# THE INFLUENCE OF USING BAAMBOOZLE
# ON THE STUDENTS' READING COMPREHENSION
# OF THE TENTH GRADE OF SMK NEGERI 1 METRO

## ABSTRACT
### By:
### SABILA DEA PITALOKA

This research aims to determine whether there is a positive and significant influence of using the Baamboozle application on the reading comprehension of tenth grade students at SMK Negeri 1 Metro.

This research employs a quantitative method with a pre-experimental one-group pre-test and post-test design. The population in this study consists of all tenth grade students in the Accounting major at SMK Negeri 1 Metro, with 36 students as the sample. Data was collected through pre-test and post-test assessments, supported by documentation. Data analysis was conducted using paired sample t-test with the assistance of SPSS.

The analysis results calculated using SPSS version 25 showed Sig. (2-tailed) value of 0.000. Therefore, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted because $0.000 < 0.05$. This proves that there is a positive and significant influence of the Baamboozle application on students' reading comprehension in the tenth grade at SMK Negeri 1 Metro.

**Keywords:** *Baamboozle, Quantitative Research, Reading Comprehension*

# PENGARUH PENGGUNAAN BAAMBOOZLE
## TERHADAP PEMAHAMAN MEMBACA SISWA DI KELAS SEPULUH
## SMK NEGERI 1 METRO

## ABSTRAK
### Oleh:
### SABILA DEA PITALOKA

Penelitian ini bertujuan untuk mengetahui apakah terdapat pengaruh positif dan signifikan dari penggunaan aplikasi Baamboozle terhadap pemahaman membaca siswa kelas sepuluh SMK Negeri 1 Metro.

Penelitian ini menggunakan metode kuantitatif dengan desain pre-eksperimental one-group pre-test dan post-test. Populasi dalam penelitian ini adalah seluruh siswa kelas sepuluh jurusan Akutansi di SMK Negeri 1 Metro, dengan 36 siswa sebagai sampel. Data dikumpulkan melalui tes pre-test dan post-test, serta didukung dengan dokumentasi. Data dianalisis menggunakan uji paired sample t-test dengan bantuan SPSS.

Hasil analisis yang dihitung menggunakan SPSS versi 25 menunjukkan nilai Sig. (2-tailed) = 0,000. Oleh karena itu, hipotesis nol (Ho) ditolak dan hipotesis alternatif (Ha) diterima karena 0,000 < 0,05. Hal ini membuktikan bahwa terdapat pengaruh positif dan signifikan dari penggunaan aplikasi Baamboozle terhadap pemahaman membaca siswa di kelas sepuluh SMK Negeri 1 Metro.

**Kata Kunci:** *Baamboozle, Pemahaman Membaca, Penelitian Kuantitatif*

# STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

    Name               : Sabila Dea Pitaloka

    Student Number    : 2101050024

    Department       : English Education Study Program

    Faculty            : Tarbiyah and Teacher Training

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

Metro, June 18, 2025
The Researcher

**Sabila Dea Pitaloka**
St.ID. 2101050024

# ORISINALITAS PENELITIAN

Saya yang bertanda tangan di bawah ini :

Nama : Sabila Dea Pitaloka

NPM : 2101050024

Program Studi : Tadris Bahasa Inggris (TBI)

Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, 18 Juni 2025
Mahasiswa ybs,

**Sabila Dea Pitaloka**
NPM. 2101050024

# MOTTO

فَاِنَّ مَعَ الْعُسْرِ يُسْرًا

"Indeed, with hardship comes ease"

(QS Al-Insyirah: 5)


"Doing your best is different from seeking perfection. Focus on the process, not
the result. Sometimes, letting go of 'perfect' helps."

-Jeon Wonwoo-

# DEDICATION PAGE

This undergraduate thesis is dedicated to:

1. My beloved mother, Surati, who has always given me endless prayers, support, and love since I was a child. All your sacrifices and guidance have brought me to this moment. You are my motivation to complete my thesis, my assignments, and my studies.

2. My Supervisor, Dr. Ahmad Subhan Roza, M.Pd, who has provided guidance, direction, and valuable suggestions during the process of writing this thesis. Your support and time have been an essential part of completing this work.

3. My dear friends, Julia, Faizah, Melia, Bela, and Dhea. Thank you for being the best support system along this journey. You all have always been by my side, encouraging me, helping me, and sharing happiness amid challenges. Our friendship is an irreplaceable gift, and I am very grateful to have you all in my life.

4. My almamater, the Faculty of Education and Teacher Training at the State Islamic Institute of Metro, where I have been gaining knowledge and developing myself all this time.

# ACKNOWLEDGEMENT

*Alhamdulillahi Robbil' Alamin*, first of all, the researcher would like to praise Allah SWT. God of the universe, who has given extraordinary pleasure to his servants, one of which is making it easy for the researcher to complete this undergraduate thesis entitled "The Influence of Using Baamboozle Toward Students' Reading Comprehension at Tenth Grade of SMK Negeri 1 Metro". In the second place, sholawat and greetings are always given to the role model of Muslims in the world, the Prophet Muhammad SAW who has brought us from the times of darkness to the times of brightness.

The researcher realizes that many people have given their help and useful suggestions for the finishing of this proposal. Without the assistance of them, their proposal would never have existed. Therefore, the researcher would like to express her appreciation and sincere thanks to:

1. Prof. Dr. Ida Umami, M.Pd.Kons., The Rector of State Islamic Institute of Metro.

2. Dr. Siti Annisah, M.Pd, The Dean of the Faculty of Tarbiyah and Teacher Training.

3. Dr. Much Deniatur, M.Pd.B.I, The Head of the English Education Study Program of IAIN Metro.

4. Dr. Ahmad Subhan Roza, M.Pd, the supervisor who has taken the time to provide guidance, suggestions, and advice in completing this undergraduate thesis.

5.  The principal, teachers, and all the staff of SMK Negeri 1 Metro who have helped the researcher conducted the research.

The researcher apologizes if there are errors in writing this research. The researcher also hopes that what the researcher makes can be useful for those who read it. Critics and suggestions for the improvement of this undergraduate thesis are highly expected and will be accepted as part of producing better research. In the end, the researcher hopes that the result of the research carried out can be useful for the development of English education.

Metro, June 26, 2025
The Researcher

Sabila Dea Pitaloka

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# CHAPTER I
# INTRODUCTION

## A. Background of Study

Language enables humans to develop and utilize complex communication systems, fostering interaction, collaboration, and connection. This research center on English, widely acknowledged as a global language and used either as a first or second language in nearly every country.[1] Furthermore, English has held the status of an official international language for many years. Consequently, in Indonesia's education system, English is a core subject taught from elementary schools to universities. It has also been firmly established as a mandatory component of the curriculum at all educational levels.

In learning English, students need to build competence in four essential skills: listening, speaking, reading and writing. One of the essential skills that needs to be acquired is reading. According to Juniarta, reading is an important English language skill for students to master, as it allows them to discover new concepts, gain information, expand knowledge, and enjoy the process. Reading improves students' understanding of their lessons, supports the development of critical thinking, and broadens their perspectives. Better reading comprehension

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[1] David Crystal, *English as a Global Language (2nd Edition)* (New York: Cambridge Univesity Press, 2003), 112, https://doi.org/10.1007/978-1-137-32505-1.

contributes significantly to students' overall progress and growth in various areas of learning.[2]

A pre-survey on November 19, 2024 involving the tenth grade students at SMK Negeri 1 Metro was conducted to analyze their reading comprehension skill through English assignments and interviews with English teacher. Reading comprehension problems among students often lie in difficulties identifying main ideas, text details, understanding vocabulary in context, and drawing inferences from information implied in the text. Many students have difficulty in distinguishing the main idea from supporting details, as well as missing important information in the text. Lack of vocabulary is also a barrier, as students have difficulty understanding new words and phrases in context, so they are less able to distill relevant information from the reading. In addition, students' poor grammatical understanding makes it difficult for them to comprehend complex sentence structures, which in turn influences their skill in interpreting the meaning of the text in depth.[3]

These problems contribute to a lack of motivation and interest in reading. Insights gained from the pre-survey highlighted the need for more effective teaching strategies to improve students' reading comprehension. The findings from the pre-survey are summarized in the table below:

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[2] Sri Wahyuni and Dwi Styaningsih, "The Effectiveness of Quizizz as Web-Based Learning Media in Teaching Reading Comprehension," *Internasional Journal of Multidisciplinary Edcational Research (IJOMER)* 1, no. 2 (2023): 180, https://doi.org/10.30762/ijomer.v1i2.1769.

[3] Suci Lestari, The English Teacher of SMK Negeri 1 Metro, *Interview on reading comprehension problems in tenth grade students*, Metro, Lampung: November 19th, 2024.

**Table 1. 1**
**Students' scores based on the Pre-Survey**

| No | Grade | Frequency | Percentage % | Criteria |
|----|-------|-----------|--------------|----------|
| 1 | ≥ 70 | 8 students | 22 % | Complete |
| 2 | ≤ 70 | 28 students | 78 % | Incomplete |
| | Total | 36 students | 100 % | |

Source: The teacher's archive, taken on November 19, 2024.

The pre-survey data showed that of the 36 students in the tenth grade analyzed, only 8 students (22%) achieved a score ≥ 70, considered complete in reading comprehension. In contrast, 28 students (78%) scored ≤ 70, meaning they were considered incomplete in reading comprehension. This data indicates a significant problem in students' reading ability, where most students did not reach the expected standard in reading and comprehending texts in English.

The teaching and learning process of reading comprehension often faces several problems. Long texts often cause students to lose interest, which hinders their ability to retain information. When students lose interest, they find it difficult to stay motivated and usually fail to understand the main ideas of a text. To address these problems, teachers can employ a variety of learning apps to support students in developing comprehensive reading skill.

An application in reading comprehension learning can provide many benefits. For example, applications can present more interesting texts with images, games, or interactive quizzes. Moreover, integrating

technology into the classroom can enhance students' motivation and boost their academic performance. Teachers can also use app data to monitor student progress and provide more appropriate guidance.

Based on the explanation above, it is clear that choosing the right application is crucial to achieving effective learning outcomes. Interactive and engaging applications can help transform traditional teaching into more active learning. One of the applications that can be used for reading comprehension learning was the use of Baamboozle, which was chosen by the researcher because it is designed by integrating game elements into the learning process, thus increasing students' motivation and participation. By integrating applications such as Baamboozle, educators can create a more engaging and impactful learning experience. Due to this, the researcher will conduct research with the title "The Influence of Using Baamboozle on the Students' Reading Comprehension of the Tenth Grade of SMK Negeri 1 Metro".

## B. Identification of the Problem

Based on the research background above, the researcher identified several student problems related to reading comprehension in tenth grade students at SMK Negeri 1 Metro. Problems with students' reading comprehension are identified as follows:

1. The student's vocabulary is restricted, making it difficult to comprehend English.

2. Students' skills in comprehending reading content are still low.

3. Students' motivation to learn English is low.

4. Students have low structural and grammar skills.

5. Students lack interest in understanding a long text.

## C. Limitation of the Problem

Based on several problem identifications above, the researcher limited the problem to the students' low skill in comprehending the content of reading and their low motivation to learn English. As a result, the researcher conducted research on the tenth grade students of SMK Negeri 1 Metro by using the quantitative method with the title "The Influence of Using Baamboozle on the Students' Reading Comprehension of the Tenth Grade of SMK Negeri 1 Metro".

## D. Formulation of the Problem

Based on the problems mentioned above, the researchers formulated the problem as follows:

"Is there any positive and significant influence of using Baamboozle Application on the Students' Reading Comprehension of the Tenth Grade of SMK Negeri 1 Metro?"

**E. Objective and Benefits of the Study**

**1. Objective of the Study**

Based on the problem formulation above, the objective of this research is to find out whether there is a positive and significant influence of using Baamboozle for the students' reading comprehension of the tenth graders of SMK Negeri 1 Metro.

**2. Benefits of the Study**

**a. For the Students**

This research will be beneficial in enhancing students' reading comprehension, increasing motivation, encouraging active participation, and building students' confidence in understanding text through the use of Baamboozle application.

**b. For the Teacher**

This research will benefit teachers by enhancing the effectiveness of teaching reading comprehension. By using the Baamboozle application, teachers can make lessons more interesting, interactive, and motivating, thus increasing student participation and interest in learning.

**c. For the Other Researcher**

This research will benefit other researchers as a reference for similar research regarding the use of Baamboozle application in reading learning. This research can also serve as a basis for further research, such as applying Baamboozle to other skills or

contexts. In addition, this study also provides evidence of the effectiveness of educational technology in enhancing students' skills and offers an opportunity to adapt this app to different learning environments.

**F. Prior Research**

This research was conducted by considering several related studies that have been conducted by several previous researchers. The first related research was conducted by Meta Sukma Puspita and Nukmatus Syahria with the title *"The Utilization of Baamboozle Game to Support Young Learners' Speaking Performance"*.[4] This journal discusses the use of digital games, specifically Baamboozle, in improving students' speaking skills in grade 1. The research used a qualitative approach with a case study method, which involved interviews with five students and observations with field notes. The results showed that the games made learning more engaging and fun, reducing students' anxiety and boosting their confidence in speaking. The study concludes that digital games can make learning more effective and encourage students to actively participate in English lessons.

The second related research was conducted by Alifia Rifda Arini and Pratnyawati Nurudin Suwarso with the title *"EFL Students'*

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[4] Meta Sukma Puspita and Nukmatus Syahria, "THE UTILIZATION OF BAAMBOOZLE GAME TO SUPPORT YOUNG LEARNERS ' SPEAKING PERFORMANCE," *The 2nd International Conference on Language and Language Teaching (InCoLLT 2023)*, 2023, 198–207.

*Perception Towards The Use of Baamboozle for Vocabulary Learning".*[5] This journal explores EFL (English as a Foreign Language) students' perceptions of using Baamboozle, a technology-based gamification tool, in vocabulary learning. The study was conducted in Malang, Indonesia, with a qualitative approach involving semi-structured interviews with high and low achieving students. This study found that students felt more motivated and engaged than traditional methods. They found Baamboozle fun and effective for remembering new vocabulary. The journal highlights that technology-based learning can improve students' long-term retention and create a more interactive environment with competitions and rewards supporting previous research on the benefits of gamification.

The third related research was conducted by Irma Halimatun Sakdiyah, Elis Housing Maolida, and Vina Nurviyani with the title *"Utilizing Baamboozle in Developing Students' English Grammar Mastery".*[6] This journal discusses using Baamboozle, a game-based learning tool, to improve students' mastery of English grammar in a vocational high school in West Java. The study used the Classroom Action Research (CAR) method consisting of two cycles, involving 21 students as participants. Data were collected through classroom observation, tests, and questionnaires. The results showed a significant

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[5] Alifia Arini and Pratnyawati Suwarso, "EFL STUDENTS' PERCEPTION TOWARDS THE USE OF BAAMBOOZLE FOR VOCABULARY LEARNING," *ELTIN Journal: Journal of English Language Teaching in Indonesia* 12, no. 1 (2024): 97–110.

[6] Irma Sakdiyah, Elis Maolida, and Vina Nurviyani, "UTILIZING BAAMBOOZLE IN DEVELOPING STUDENTS' ENGLISH GRAMMAR MASTERY," *JALL (Journal of Applied Linguistics and Literacy)* 8, no. 1 (2024): 132–42, https://doi.org/10.25157/jall.v8i1.12755.

improvement in students' mastery of grammar. The average score of students' grammar test before the cycle was 45.7, which increased to 72.8 at the end of cycle I, and reached 91.9 at the end of cycle II. In addition, the questionnaire revealed positive student responses, highlighting that Baamboozle helped them understand grammar better, boosted their confidence, and encouraged active participation. Students also appreciated the engaging and enjoyable learning atmosphere created by this application.

Based on the three previous studies, this study has similarities and differences with them. The main similarity is that all three studies used Baamboozle as an interactive learning tool to increase student engagement. However, several differences can be identified. In terms of methodology, the first and second studies used a qualitative approach with a case study design, while the third study applied classroom action research. In contrast, this study uses a quantitative method. Additionally, the studies differ in their research focus areas. The first study investigated students' speaking skills, the second focused on vocabulary mastery, and the third explored grammar mastery. Meanwhile, this study specifically examines the influence of Baamboozle on students' reading comprehension.

# CHAPTER II
# THEORETICAL REVIEW

## A. The Concept of Reading

### 1. The Description of Reading

Among the four main skills in English, reading is one of the most important for students to master. It plays a crucial role in helping students acquire new knowledge and information, which supports their overall learning process. According to Brown, reading is the most essential skill in an educational context, as it is the main indicator to assess students' overall language ability.[1] This is also supported by Smith who describes that reading as an imaginative and constructive process characterized by four key elements: it is purposeful, selective, anticipatory, and rooted in comprehension. The reader must actively manage and take control of all these aspects during the reading process.[2]

Hedgcock also explains that reading is a multifaceted process involving the interplay between cognitive strategies employed by the reader and the various forms of information present in the text. Earlier approaches to reading instruction often emphasized either bottom-up processes, aimed at decoding and understanding the text, or top-down

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[1] H. Douglas Brown, *Principles of Language and Teaching (5th Editon)* (San Francisco: Pearson Longman, 2007), 185.

[2] Frank Smith, *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read (6th Edition)* (New Jersey, London: Lawrence Erlbaum Associates, Publishers, 2004), 3, https://doi.org/10.4324/9780203142165.

techniques, which focused on utilizing the reader's prior knowledge and predictive abilities.[3] Additionally, Brown and Yule highlight that reading entails developing the ability to make "reasonable interpretations" of written material.[4]

Based on the explanations of the experts above, it can be concluded that reading is an activity that involves various aspects. Reading is not only about comprehending the meaning of the words in the text, but it is also a process of making reasonable interpretations to understand the content of the text as a whole. In other words, reading can be defined as an active process that includes four main characteristics, namely purpose, selectivity, anticipation, and comprehension.

## 2. The Kinds of Reading

According to Brown, here are four types of reading that are commonly used, especially in the learning and assessment process:[5]

### a. Perceptive Reading

This type of reading involves basic skills in recognizing written forms. Students focus on small parts of the text such as letters, words, punctuation, or special symbols. For example,

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[3] John S. Hedgcock and Dana R. Ferris, *Teaching Readers of English: Students, Text, and Contexts* (United Kingdom: Routledge, 2009), 49, https://doi.org/10.4324/9781315465579.
[4] Kristin Lems, Leah D. Miller, and Tenena M. Soro, *Teaching Reading to English Language Learners* (New York, London: The Guilford Press, 2010), 170.
[5] H. Douglas Brown, *Language Assessment: Principles and Classrom Practice* (New York: Longman, Pearson, 2004), 189.

students are asked to distinguish the letters b and d, recognize correct spelling, or copy words. Perceptive reading is usually used at an early level to practice basic skills in reading.

**b. Selective Reading**

Selective reading is done to understand short information in the form of short sentences or paragraphs. The goal is to test comprehension of words, sentence structure, or meaning in short texts. Examples of tasks can include matching words with pictures, choosing right/wrong answers, or filling in the blanks. This type of reading tests whether students can capture important information from short pieces of text.

**c. Interactive Reading**

This type of reading involves longer texts, usually consisting of several paragraphs. The reader must comprehend the text as a whole, using prior knowledge to understand the purpose of the text. Examples of texts are short stories, advertisements, instructions, or letters. In interactive reading, students need to interpret meaning, understand the relationship between sentences, and recognize the general structure and content of the text.

**d. Extensive Reading**

Extensive reading is reading a long text such as an article, report, short story, or book. The goal is not to understand every little detail, but to understand the content as a whole. This type of

reading is usually done outside of class or over a longer period. Readers are required to understand the main idea, main message, and storyline as a whole.

3. **The Indicators of Reading**

Brown identifies several standard criteria for assessing students' reading comprehension.[6] There are eight reading indications listed below.

**Table 2. 1**
**Indicators of Reading**

| No | Indicators |
|----|-----------|
| 1 | Main idea (topic) |
| 2 | Expressions/idioms/phrases in context |
| 3 | Inference (implied detail) |
| 4 | Grammatical features |
| 5 | Detail (scanning for specifically stated detail) |
| 6 | Excluding facts not written (unstatued detail) |
| 7 | Supporting ideas |
| 8 | Vocabulary in context |

According to the indicator above, the preparation process for the reading comprehension test must take into account the completeness of the reading comprehension indicators.

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[6] Brown., 206.

## B. The Concept of Reading Comprehension

### 1. The Description of Reading Comprehension

Talking about comprehension as one of the characteristics of reading, Mikulecky and Jeffries describe comprehension as a key aspect of reading, emphasizing that it involves understanding the meaning of a text and linking its ideas to the reader's existing knowledge.[7] Similarly, Snow defines reading comprehension as the process of deriving and constructing meaning through engagement and interaction with written language, highlighting three essential components, namely the reader, the text, and the purpose or activity of reading.[8] This suggests that reading comprehension is a complex process requiring readers to draw upon their prior knowledge to fully understand the text.

Smith also supports the idea that readers understand the meanings of words by interpreting them within their context, using their existing knowledge to comprehend and learn new terms. This ability to interpret words is closely tied to vocabulary mastery, as Smith further explains that a strong vocabulary provides a stable foundation for determining the likely meanings and pronunciations of unfamiliar words. When readers are familiar with both the meanings

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[7] Beatrice S. Mikulecky and Linda Jeffries, *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills, Readiing Faster* (New York: Pearson Longman, 2007), 74.

[8] Catherine Snow, *Reading for Understanding: Toward an R&D Program in Reading Comprehension* (Santa Monica: RAND, 2002), 11, https://doi.org/10.7249/mr1465.0.

and pronunciations of words, they can easily understand and pronounce new vocabulary without difficulty.[9]

In conclusion, reading comprehension is a complex and interactive process that requires readers to construct meaning by connecting the text with their prior knowledge and reading purpose. According to Mikulecky, Jeffries, Snow, and Smith, reading comprehension involves understanding not just individual words, but also how those words function within context. It depends heavily on the reader's background knowledge, vocabulary mastery, and the ability to engage meaningfully with the text. Therefore, reading comprehension is not a passive activity, but an active process that integrates cognitive skills, language knowledge, and contextual understanding.

2. **The Level of Comprehension**

Reading comprehension is divided into three levels: literal, inferential, and critical comprehension.[10]

a. **Literal Comprehension**

Literal comprehension is the basic level of comprehension, where the reader understands facts or information directly stated in the text, such as characters' names or settings. This level of

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[9] Smith, *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read (6th Edition),* 165.

[10] Danny. Brassell and Timothy V.. Rasinski, *Comprehension That Works : Taking Students Beyond Ordinary Understanding to Deep Comprehension* (United States, America: Shell Education, 2008), 17.

comprehension involves skills such as identifying the main idea, following the sequence of events, and using text clues. Questions at this level ask about the main idea, events, or character roles.

b. **Inferential Comprehension**

Inferential comprehension involves concluding implied information in the text. Readers need to combine information from the text with their knowledge. For example, if a character carries an umbrella on a cloudy day, readers may infer that he or she is anticipating rain. This level is more complex as it requires the processing of information.

c. **Critical Comprehension**

Critical Comprehension is the highest level of comprehension that involves judging the content of the text. Readers evaluate the reliability of characters, the quality of information or the literary value of the text, and form opinions based on the evidence in the text. This skill is essential for understanding complex ideas, making informed judgments, and developing critical thinking and analytical abilities. It requires in-depth analysis and depends on the reader's background and experience, making it difficult to measure objectively.

### 3. The Measurement of Reading Comprehension

Comprehension tests can use various types of questions with diverse topics and need to consider their reliability, validity, and practicality. Here are some forms of comprehension tests.[11]

a. Pronominal Questions, Imperatives

Pronominal and imperative questions require learners to provide written answers. Short-answer questions are common for comprehension tests, as they allow more questions to be answered, enhancing the test's reliability and validity. These questions effectively assess literal comprehension, inference, application, and critical responses by requiring learners to construct answers based on the text.

b. True/False, Yes/No, Alternative Questions and Multiple-choice

True/False, Yes/No, Alternative and Multiple Choice questions have in common that the answers are already provided in the question or instruction, so learners do not need to make up answers and simplify scoring. Multiple-choice questions, although challenging to design, are very reliable and practical, especially for large-scale testing, as they allow for easy scoring, including computer-based methods. These questions usually include a subject matter with four options and one correct answer. Effective multiple-choice test preparation includes ensuring that the

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[11] I. S. P. Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge, 2008), 77-79, https://doi.org/10.4324/9780203891643.

exemptions are reasonable and the answers are not easily guessed without reading the text.

c.  Information Transfer

The incomplete information transfer diagram is a tool to assess text comprehension. Learners read the text and complete the diagram with short notes. This method allows learners to cover many points without requiring lengthy writing. However, the disadvantage is the challenge of maintaining consistency in assessment.

## C.  The Concept of Baamboozle

### 1.  The Description of Baamboozle

Baamboozle is a digital learning platform that offers interactive and accessible activities to enhance classroom engagement. Baamboozle serves as a valuable tool for teaching, emphasizing the importance of making learning enjoyable. Baamboozle helps educators reinforce essential concepts while ensuring all students remain actively involved in the learning process.[12]

In addition, Baamboozle is an online educational game resembling a quiz competition that does not require students to create an account. The benefits of the Baamboozle website include its

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[12] Hiba Qureshi and Sahib Khatoon, "The Impact of Gamification Tools on Reading Comprehension Skills: A Comparative Study of Kahoot! Quzizz and Baamboozle of English Language Learners," *Pakistan Languages and Humanities Review (PLHR)* 7, no. 4 (2023): 182–183, https://doi.org/10.47205/plhr.2023(7-IV)16.

convenience, flexibility for both online and offline learning, and the ability to combine learning with play. This interactive approach keeps students engaged and prevents boredom, particularly when learning English.[13] This game-based platform encourages teamwork by allowing students to collaborate in teams and compete against each other. Teachers might choose games based on the content being taught, both for instructional and recreational purposes. Furthermore, all participants can actively participate in this game as each group will take turns answering questions.[14]

From the description above, it can be concluded that Baamboozle is a versatile and engaging digital learning platform that utilizes gamification to enhance the classroom learning experience. Its user-friendly design, access without the need for an account, and compatibility with both online and offline learning environments make it a practical tool for educators. By combining fun, competition, and collaboration, Baamboozle captures students' attention, reinforces key concepts, and encourages active participation, ensuring that learning is fun and effective. The platform's ability to motivate students through interactive and team-based formats highlights the importance of

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[13] Mega Ega Wardani and Siti Maryatul Kiptiyah, "Game-Based Learning Model with Baamboozle Media Based on Artificial Intelligence Increases Student Engagement and Learning Outcomes," *Jurnal Ilmiah Sekolah Dasar* 8, no. 2 (2024): 294, https://doi.org/10.23887/jisd.v8i2.67141.

[14] Syukur Saud, Nur Aeni, and Laelah Azizah, "Leveraging Bamboozles and Quizziz to Engage EFL Students in Online Classes," *International Journal of Language Education* 6, no. 2 (2022): 171, https://doi.org/10.26858/ijole.v6i2.24301.

gamification in driving enthusiasm and engagement in the learning process.

## 2. The Procedures of Baamboozle for Teaching

Educators can tailor games to match the curriculum and accommodate different learning styles, promoting collaboration through its team-based quiz structure. Utilizing a laptop and projector, students respond to questions displayed on the screen, with immediate feedback on whether their answers are correct or incorrect. Typically, games feature 2 to 4 teams that earn points and use "Power-Ups" to introduce fun elements such as bonus points or special actions. The game's progress is continuously shown on the projector. Here are the procedures for creating your own game in Baamboozle.[15]

1) Sign up or log in at www.baamboozle.com.

2) Click "+Game" and enter game details.

3) Create questions and answers, then save and close.

4) Click "Play" to start the game.

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[15] A'isah Maudy Nur Rohmah and Hertiki, "Challenges and Opportunities of Baamboozle in Teaching English Vocabularies at Secondary Level from Students ' Perspective," *The 3rd International Conference on Language and Language Teaching*, 2024, 28.

**Figure 2. 1 Baamboozle Application**

3. **Advantages and Disadvantages of Baamboozle**

   a. **Advantages of Baamboozle**

   There are several advantages that make Baamboozle a valuable tool for eduators.[16] One significant strength is the uniqueness of each game, as the questions are randomized from a pool created by the game designer, ensuring variety in every session. In addition, the platform allows teachers to customize games according to their students' needs, such as adjusting the timer, enabling students to ask questions, or modifying team names. Another benefit is that the platform requires minimal preparation, since thousands of games created by other teachers are readily accessible and can be easily selected. Furthermore, Baamboozle is highly versatile platform that can be used in both online and face-to-face learning environments and can be used on

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[16] Elis Tuti Winaningsih, Fajar Syarif, and Pahrurroji, "Baamboozle's Effectiveness in Increasing Learning Motivation in Islamic Studies," *Jurnal Ilmiah Pendidikan (Tarbawiyah)* 6, no. 2 (2022): 131, https://doi.org/10.32332/tarbawiyah.v6i2.5385.

various devices such as projectors, smartboards, or online platforms. It is also accessible without requiring an account or special code, which simplifies the login process for students. Lastly, teachers can design and launch games efficiently, saving time while maintaining student engagement.

**b. Disadvantages of Baamboozle**

There are several limitations of using Baamboozle that educators should consider. One concern is the limited access to features in its free version, as a subscription is required for full functionality, which is offered on a monthly or yearly basis.[17] Another limitation is the platform's reliance on a stable internet connection, which may pose challenges in environments with limited connectivity. In addition, Baamboozle may occasionally experience technical issues that could disrupt classroom activities. Concerns related to data privacy have also been raised, particularly when the platform is used by younger students.[18] Despite these challenges, thoughtful integration and appropriate use of the platform can help minimize these drawbacks and ensure a more secure and effective learning experience.

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[17] M. A Alimova, "Using the Internet Service Baamboozle When Creating a Gamified Educational Environment in English Classes," *American Journal of Pedagogical and Educational Research* 8, no. 1 (2023): 111.

[18] Rohmah and Hertiki, "Challenges and Opportunities of Baamboozle in Teaching English Vocabularies at Secondary Level from Students ' Perspective.", 28-29.

## D. Theoretical Framework and Paradigm

### 1. Theoretical Framework

This research examines the influence of Baamboozle, an interactive gamified learning tool, toward reading comprehension at tenth grade students at SMK Negeri 1 Metro. This research is based on two main variables, namely the independent variable (X) and the dependent variable (Y). The use of the Baamboozle app serves as the independent variable (X), while reading comprehension is the dependent variable (Y).

Reading comprehension is essential for academic and career success as it requires students to comprehend, interpret, and analyze written text effectively. As the dependent variable, reading comprehension represents the outcome influenced by the teaching method used in this research. Baamboozle as the independent variable provides a fun and engaging way to enhance learning through interactive games and activities.

This research assumes that Baamboozle's interactive features can improve students' reading comprehension. By boosting engagement and motivation, Baamboozle helps students focus, understand texts better, and expand their vocabulary. Baamboozle supports active learning, which highlights the role of motivation and participation in better learning outcomes.

## 2. Paradigm

The paradigm is a framework that contains the main elements of the research that show the focus of the research and the relationship between these elements. Based on the theoretical framework described above, the researcher presents the paradigm as follows:
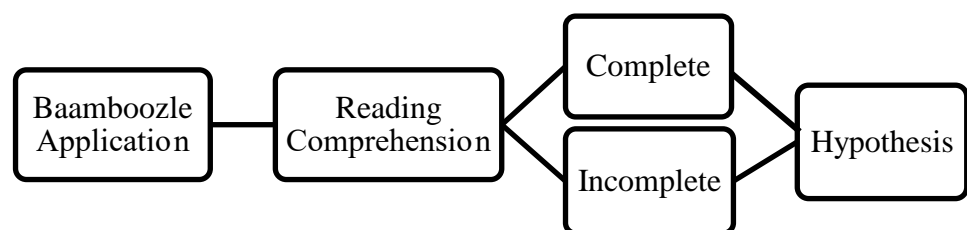


**Figure 2. 2 The Scheme of Paradigm**

Based on the paradigm above, the researcher concludes that if students achieve a complete reading comprehension score, it indicates that the Baamboozle application is effective as an interactive learning tool because it shows a positive and significant influence. Conversely, if students' reading comprehension scores are incomplete, it indicates that Baamboozle is not effective as it does not have a positive or significant impact on students' reading comprehension.

## E. Hyphotesis

A hypothesis is a temporary statement describing the expected relationship between variables in a study. A hypothesis serves as a possible answer to research questions, but the investigation results may

support or reject the hypothesis without proving the hypothesis completely.[19]

Based on the above statement, the hypothesis is divided into two types, namely the null hypothesis and the alternative hypothesis. The null hypothesis states that there is no relationship or influence between variables. Conversely, the alternative hypothesis states that there is a relationship or influence as expected. The researcher developed this hypothesis based on the following conceptual assumptions:

1. Alternative Hypothesis

   $H_a$: There is a good and significant influence of using the Baamboozle application on the students' reading comprehension in the tenth grade of SMK Negeri 1 Metro.

2. Null Hypothesis

   $H_0$: There is no good or significant influence of using the Baamboozle application on the students' reading comprehension in the tenth grade of SMK Negeri 1 Metro.

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[19] Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Intoduction to Research in Education (8th Edition)* (USA: Wadsworth, Cengage Learning, 2010), 81.

# CHAPTER III
# RESEARCH METHOD

## A. Research Design

In this study, researcher employed a quantitative approach, which involves collecting numerical data and analyzing it using appropriate mathematical and statistical methods.[1] Specifically, the researcher employed an experimental design to evaluate the effect of a treatment or intervention on an outcome, while controlling for other influencing factors.[2]

Moreover, among the various types of experimental design, this study adopted a one-group pre-test post-test design, classified as a pre-experimental model. In this design, a single group is given a pre-test to assess their initial condition, followed by a treatment and a post-test to evaluate the results.[3] Although this design does not have a control group to compare, the one-group pre-test post-test design allows researcher to evaluate the results of the treatment more accurately, because the

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[1] Daniel Muijs, *Doing Quantitative Research in Education* (London: SAGE Publications Ltd, 2004), 1, https://doi.org/10.1007/978-3-031-19900-4_11.
[2] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (3rd Edition)* (California: SAGE Publications Inc, 2009), 145-146, https://doi.org/10.4324/9781003411505-2.
[3] Moh Mahmud and Syahria Ulya, "The Effect of Direct Method in Teaching Speaking Skill," *Journal of English Language and Pedagogy* 1, no. 1 (2021): 91.

comparison is made based on the results before and after treatment in the same group.[4]

Through the use of a pre-experimental research and a one-group pre-test post-test design, this research effectively demonstrates how the use of Baamboozle influences students' reading comprehension by evaluating their performance before and after the treatment, focusing on tenth grade students at SMK Negeri 1 Metro. This design can be illustrated as follows:

**Table 3. 1**
**Pre-Experimental Design**

| Pre-Test | Treatment | Post-Test |
|----------|-----------|-----------|
| $O_1$ | $X$ | $O_2$ |
|  | $X$ |  |

## B. The Operational Definition of Variables

The operational definition of variables refers to the precise and measurable way a researcher defines and measures concepts or variables in the research. The operational definition of variables in this research is as follows:

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[4] Wahyu Purnomo, Ardayati, and Ani Fiani, "Teaching Reading Comprehension: A Pre-Experimental Research of Story Mapping Strategy," *Dharma Acariya Nusantara: Jurnal Pendidikan, Bahasa Dan Budaya* 2, no. 2 (2024): 41, https://doi.org/10.47861/jdan.v2i2.1152.

## 1. Independent Variable

The independent variable is the element that the researcher believes may relate to or influence the dependent variable in some way.[5] The independent variable in this study was the use of Baamboozle, a game-based interactive learning platform. It was implemented as a classroom tool to enhance students' engagement and motivation during reading activities. In this study, Baamboozle was used in four learning sessions through interactive quiz games. Students worked in groups to answer various reading-related questions presented in the platform, including multiple-choice, fill-in-the-blank, and image-based tasks. The quiz materials were aligned with the descriptive texts used in the lessons. The implementation of Baamboozle was designed to provide a fun and competitive learning environment while supporting students' understanding of the reading material.

## 2. Dependent Variable

The dependent variable is a variable that is presumed to be influenced by one or more independent variables.[6] The dependent of variable in this research was students' reading comprehension. Reading comprehension refers to students' skill to extract meaning

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[5] Graeme Keith Porte, *Appraising Research in Second Language Learning : A Practical Approach to Critical Analysis of Quantitative Research* (Amsterdam: John Benjamins Publishing Company, 2002), 23.

[6] R. Burke Johnson and Larry Christensen, *Educational Research : Quantitative, Qualitative, and Mixed Approaches (5th Edition)* (United States, America: SAGE Publications Inc, 2014), 91.

from a text by identifying the main idea, topic, and key elements. This research evaluates students' skills in analyzing a text by focusing on aspects such as supporting details, grammatical structures, inferences, and contextual vocabulary. To evaluate this, the researcher gave a test that required students to ensure their answers aligned with the text's content. The test results revealed the students' comprehension levels and the effect of the independent variable on their performance.

## C. Population, Sample, and Sampling Technique

### 1. Population

According to Ary, the larger group that is the target of generalization is called the population. A population comprises a well-defined class of people, events, or objects.[7] In other words, the population includes all elements relevant to the research objectives and becomes the target from which the research sample may be taken for analysis.

The population of this research is all tenth grade students majoring in Accounting (AKL) at SMK Negeri 1 Metro. The tenth grade Accounting Department consists of three classes with a total of 106 students.

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[7] Ary, Jacobs, and Sorensen, *Intoduction to Research in Education (8th Edition).*, 148.

## 2. Sample

A sample is a small portion of the population selected for observation and analysis.[8] A good sample is a statistical representation of the population of interest and is large enough to answer its research questions.[9] In this research, the researcher selected one class out of three existing Accounting (AKL) classes as the research sample. The researcher chose AKL 2 class which contained 36 students as the research sample.

## 3. Sampling Technique

Sampling is the process of selecting a statistically representative sample of individuals from a population of interest.[10] Sampling is essential technique in research because the population is often too large to include everyone as participants. The sampling technique used in this research was purposive sampling.

Johnson and Christensen concluded that in purposive sampling, researchers determine the characteristics of the population of interest and then try to find individuals who have these characteristics.[11] Thus, the researcher used purposive sampling to select the tenth grade AKL 2 program containing 36 students as the research sample.

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[8] Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology: Tools and Tehnique* (Romania: Bridge Center, 2015), 43, https://doi.org/10.1007/978-981-16-6281-2_5.

[9] Umair Majid, "Research Fundamentals: Study Design, Population, and Sample Size," *Undergraduate Research in Natural and Clinical Science and Technology (URNCST) Journal* 2, no. 1 (2018): 3, https://doi.org/10.26685/urncst.16.

[10] Ibid.

[11] Budi Rizka and Lismalinda, "The Influence of Problem-Based Learning Model on Students' Learning Outcomes in Aceh Private University," *Media Komunikasi FPIPS* 20, no. 1 (2021): 58, https://doi.org/10.23887/mkfis.v20i1.30430.

**D. Data Collection Technique**

In this research, the data were collected through a test, which served as the sole instrument to obtain information about students' reading comprehension. A test is a set of stimuli given to a person to elicit a response, based on which a numerical score can be assigned.[12] The test was administered in two stages, namely pre-test and post-test, to measure the students' comprehension before and after the treatment.

1. Pre-Test

The pre-test was conducted during the first meeting before the treatment. It was designed to measure students' initial reading comprehension ability. The test consisted of 20 multiple-choice questions based on a reading text. These questions were constructed based on several reading comprehension indicators, including identifying the main idea or topic, understanding expressions or idioms in context, making inferences from implied details, recognizing grammatical features, scanning for specifically stated information, excluding facts that are not mentioned in the text, identifying supporting ideas, and understanding vocabulary in context. Students then completed the test individually, and the results were used as baseline data for comparison with the post-test.

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[12] Ary, Jacobs, and Sorensen, *Intoduction to Research in Education (8th Edition).*, 201.

2. Post-Test

The post-test was administered in the last meeting after the treatment. It consisted of 20 multiple-choice questions with a similar structure, level of difficulty, and distribution of reading comprehension indicators as the pre-test. Students completed the test individually. The results were compared with the pre-test to identify improvements in reading comprehension and to assess the influence of using Baamboozle as a teaching tool.

**E. Research Instrument**

Research instruments are tools for carrying out data collection methods. In this study, the instrument serves to collect relevant information and consists of the following components.

**1. Instrument Blueprint**

A blueprint instrument is a detailed plan of how a study will be completed.[13] In this study, the blueprint focuses only on the test instrument used to measure students' reading comprehension.

The test instrument used in this research was a reading comprehension test in the form of multiple-choice questions. It consisted of 20 items, each with four answer options (A, B, C, and D). The test was administered in two stages namely; a pre-test given

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[13] Ranjit Kumar, *Research Methodology: A Step-by-Step Guide for Beginners (3rd Edirion)* (London: SAGE Publications Ltd, 2011), 91.

before the treatment and a post-test given afterward. Both tests were designed to assess students' comprehension of descriptive texts.

The questions in the test were developed based on eight indicators of reading comprehension namely; identifying the main idea or topic, understanding expressions or idioms in context, making inferences from implied details, recognizing grammatical features, scanning for specifically stated information, excluding facts not mentioned in the text, identifying supporting ideas, and understanding vocabulary in context.

## 2. Instrument Calibration

Instrument calibration is the process of testing and adjusting measuring instruments or analytical methods to provide accurate results according to reference standards.[14] Calibration instruments aim to identify and minimize measurement errors, improve data reliability, and ensure that the tools or methods used provide consistent and valid results according to analysis needs. Thus, in this research, the calibration instruments used by researchers are reliability and validity.

Reliability and validity are important concepts in evaluating research instruments. Reliability refers to the consistency and stability of instrument scores, while validity indicates the extent to which the

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[14] Chung Chow Chan et al., *Analytical Method Validation And Instrument Performance Verification* (New Jersey: John Wiley & Sons, Inc, 2004), 14.

scores measure what they are intended to.[15] These two concepts are interrelated. The ideal situation is achieved when scores from an instrument have both high reliability and strong validity, ensuring stable, consistent, and meaningful measurements.

## F. Data Analysis Technique

To investigate whether there is a positive influence or not of using Baamboozle application on the students' reading comprehension in the tenth grade Accounting program of SMK Negeri 1 Metro, the researcher used pre-experimental research with one group pre-test and post-test design and SPSS (Statistical Package for the Social Sciences) for Windows. Therefore, to get accurate results, the researcher must conducted several data tests to analyze the data.

1. Normality Test

The normality test aims to determine the possibility that sample data comes from a normally distributed population. The testing criteria are as follows.

a. If significance value $> \alpha$ (0,05), then the data is normal.

b. If significance value $< \alpha$ (0,05), then the data is not normal.

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[15] John W. Creswell, *Educational Research : Planning, Conducting and Evaluating Quantitative and Qualitative Research (4th Edition)* (United States, America: Pearson Education, Inc, 2012), 159.

2. Homogeneity Test

The homogeneity test is conducted to evaluate whether the variances of two or more samples are similar. The test criteria are as follows:

a. If significance value $> \alpha$ (0,05), then the data is homogeneous.

b. If significance value $< \alpha$ (0,05), then the data is not homogeneous.

3. Hypothesis Test

Hypothesis testing is a procedure that resulted in a decision on whether the hypothesis was accepted or rejected. The hypothesis to be tested in this research is whether or not there is a positive and significant influence of using the Baamboozle application on the students' reading comprehension. The hypothesis tested was as follows.

$H_0$ : There is no positive or significant influence of using the Baamboozle application toward the students' reading comprehension in the tenth grade of SMK Negeri 1 Metro.

$H_a$ : There is a positive and significant influence of using the Baamboozle application toward the students' reading comprehension in the tenth grade of SMK Negeri 1 Metro.

The criteria of acceptance and rejection of the hypothesis for hypothetical t-test is as follows:

a. If significance value $< \alpha$ (0.05), then the null hypothesis ($H_0$) is rejected and the alternative hypothesis ($H_a$) is accepted.

b. If significance value $> \alpha$ (0.05), then the null hypothesis ($H_0$) is accepted and the alternative hypothesis ($H_a$) is rejected.

# CHAPTER IV
# RESEARCH RESULT AND DISCUSSION

## A. Research Result

### 1. Description of Research Location

a. The Brief History of SMK Negeri 1 Metro

SMK Negeri 1 Metro, formerly known as SMEA, was established on August 1, 1965. This establishment began with the formation of the Metro State SMEA Committee on January 1, 1965 which was protected by the "Single Chess," consisting of the Regent of Central Lampung, the Chief Controller of Central Lampung, the Commander of the Central Lampung 0411 Military District Command, and the Central Lampung 611 Police Resort Command. The first teaching and learning activities were held at SMEP Negeri Metro, which is now known as SMPN 3 Metro. On August 1, 1965, the SMEA was officially established as SMEA Negeri 1 Metro by Mr. Ismangun from the Directorate of General Secondary Education of Lampung Province.

In 1970, the location of learning activities was moved to a new building on Jalan Kemiri 15A, Iring Mulyo, East Metro District, Metro City. The construction of the building was carried out by the Central Government with a budget of Rp. 139 million, while the land was provided by the Central Lampung Regional Government at the end of 1967. The construction of this building

was carried out by CV. Rumpun under the leadership of Mr. Zen Datu, with the administrative handover completed in 1973.

SMK Negeri 1 Metro has the following boundaries: the north is bordered by residential land, the south is bordered by Kemiri Street, and the west is bordered by SMK Negeri 3 Metro. Until now, the school continues to grow, along with the change of several principals who have led and contributed greatly to the progress of the institution. Since the preparation of SMEA until now, the following are the names of principals who have served at SMK Negeri 1 Metro and the years of their duties:

**Table 4. 1**
**Name and Time Period of Principal of SMK Negeri 1 Metro**

| No | Name | Year |
|----|------|------|
| 1 | A. Mashuri DM, BA | 1965 – 1966 |
| 2 | TMD Nasution | 1966 – 1968 |
| 3 | Drs. Soegiyanto | 1968 – 1975 |
| 4 | Dudun Abdullah | 1975 – 1983 |
| 5 | Drs. Basri DJ | 1983 – 1990 |
| 6 | Drs. Djoko Sampurno | 1990 – 1995 |
| 7 | Drs. Mashuri DM, BA | 1995 – 1999 |
| 8 | Drs. Rosyidi Zahari | 1999 – 2002 |
| 9 | Drs. Sudjadi Margono | 2002 – 2003 |
| 10 | Drs. Hj. Asnayus | 2003 – 2005 |
| 11 | Hj. Djumijati, S.Pd | 2005 – 2013 |
| 12 | Dra. Dwi Widyanngsih | 2013 – 2021 |
| 13 | Fahrisya, S.Pd | 2021 – now |

b. Vision, Mission, and Purpose of SMK Negeri 1 Metro

1) Vision

To become a school with excellence, noble character, and environmental awareness.

2) Mission

a) To organize school management and administration in a professional, accountable, and democratic manner by applying appropriate technology based on the principles of school-based management.

b) Organizing the learning process and counseling guidance services in a professional, quality, and responsible manner, by utilizing the established curriculum by utilizing the latest technology.

c) Compile and develop the school curriculum periodically by integrating noble character values, environmental preservation, technology development, and regional needs and potentials by involving all stakeholders.

d) Integrate noble character values in the curriculum and daily life.

e) Integrating environmental conservation knowledge and techniques in the curriculum and daily life to create a school environment free of air pollution, noise pollution,

and odor pollution, to provide comfort in the implementation of the educational process.

f) Organizing extracurricular activities, self-development, and other non-academic activities, and facilitating them with adequate facilities and competent trainers.

g) Involving the business world, the industrial world, partner institutions, and the community in the education and training process through the principles of dual system education.

h) Carry out the education process by prioritizing discipline, order, and responsibility from all parties in the education process based on predetermined academic guidelines.

i) Preserve, protect, and manage the environment optimally.

j) Prioritizing the utilization of recycling using 3R (Reuse, Reduce, Recycle).

3) Purpose

SMK Negeri I Metro in carrying out the education and training process for students is to become a school of superior quality, always in a clean, neat, healthy, harmonious, respectful, and disciplined environment towards an advanced school and its graduates can take part in the world of work and live successfully in society.

c. School Identity of SMK Negeri 1 Metro

Name of School    : SMK Negeri 1 Metro

NPSN/NSS    : 10807612 / 401126104001

Adress    : Jalan Kemiri No. 4, 15A Iringmulyo, Kec. Metro Timur, Kota Metro

Postal Code    : 34111

Phone    : 0725 41295

E-mail    : smkn1metro@gmail.com

Website    : https://smkn1metro.sch.id

d. Student Data SMK Negeri 1 Metro

In academic year 2025/2026, SMK Negeri 1 Metro had a total of 1,495 students. From these total, 23% are male students, while the remaining 77% are female students. The following table illustrates the distribution of students by skill program and grade level at SMK Negeri 1 Metro:

**Table 4. 2**
**Recapitulation of the number of students at SMK Negeri 1 Metro**

| No | Skill Program | Number of Class | | | Total | Persentage |
|----|---------------|-----|-----|-----|-------|------------|
|    |               | 10  | 11  | 12  |       |            |
| 1 | Accountancy (AKL) | 107 | 95 | 106 | 308 | 21% |
| 2 | Culinary/ Catering (K) | 102 | 100 | 82 | 284 | 19% |
| 3 | Office (MP) | 71 | 66 | 70 | 207 | 14% |
| 4 | Hospitality (P) | 107 | 92 | 92 | 291 | 19% |

| 5 | Marketing (BDP) | 106 | 98 | 102 | 306 | 20% |
|---|---|---|---|---|---|---|
| 6 | Touism Service Business (ULW) | 34 | 35 | 30 | 99 | 7% |
| **Total** | | **527** | **486** | **482** | **1495** | **100%** |

## 2. Description of Research Data

### a. The Result of Pre-Test

The researcher conducted a pre-test on April 25, 2025, to measure students' reading comprehension before the treatment was given. The pre-test was conducted during the first meeting to determine students' initial skills in understanding reading texts. The test used was a multiple-choice test consisting of 20 questions. The pre-test results can be seen in the table and figure below.

**Table 4. 3**
**Pre-Test Results of Students' Reading Comprehension**

| No | Name | PreTest Score |
|---|---|---|
| 1 | ARR | 55 |
| 2 | ALR | 45 |
| 3 | ARC | 40 |
| 4 | AAA | 50 |
| 5 | AS | 70 |
| 6 | AN | 50 |
| 7 | CAA | 40 |
| 8 | DPS | 55 |
| 9 | DVPA | 50 |
| 10 | EYS | 50 |
| 11 | FR | 40 |
| 12 | FA | 45 |
| 13 | FNH | 45 |

| 14 | HCP | 60 |
|----|-----|-----|
| 15 | ICP | 55 |
| 16 | IMS | 45 |
| 17 | JPL | 50 |
| 18 | KM | 45 |
| 19 | KSK | 55 |
| 20 | LM | 50 |
| 21 | LMS | 35 |
| 22 | MSW | 45 |
| 23 | MA | 50 |
| 24 | MRS | 45 |
| 25 | NF | 50 |
| 26 | NN | 55 |
| 27 | PNP | 40 |
| 28 | RR | 35 |
| 29 | SU | 55 |
| 30 | SLA | 60 |
| 31 | SKR | 50 |
| 32 | SA | 60 |
| 33 | TM | 45 |
| 34 | VAF | 35 |
| 35 | VAP | 55 |
| 36 | YM | 50 |
| **TOTAL** | | **1760** |
| **Score Max** | | **70** |
| **Score Min** | | **35** |
| **AVERAGE** | | **48,89** |
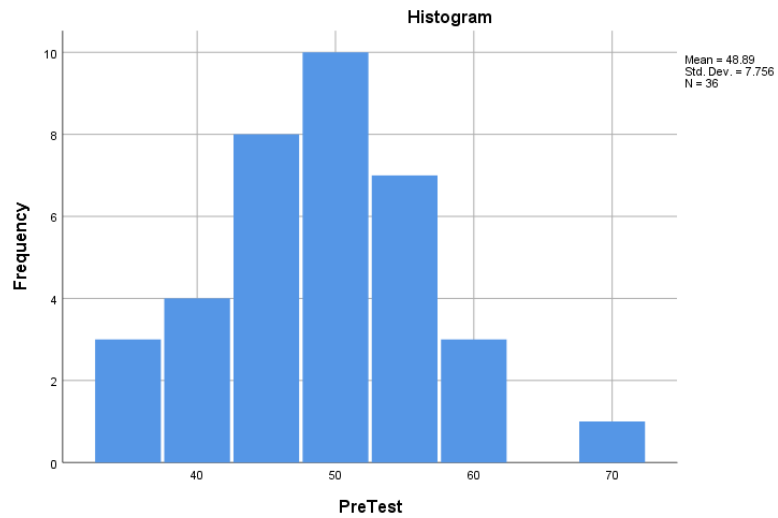
**Figure 4. 1 Histogram of Students' Pre-Test Scores in Reading Comprehension**

Based on the table and figure above, the pre-test involved 36 students to measure their initial reading comprehension skills. The table shows the individual scores of the students, with the highest score reaching 70 and the lowest score around 40, and an overall average score of 48.89. Moreover, the histogram supports this data by showing that 50% of students had scores between 45–55, which is the range with the highest frequency. 30% of students scored below 45, while the remaining 20% scored above 55. This data provides an initial description of the variation in students' pre-test scores before the treatment was administered.

**b. The Result of Post-Test**

After the students were given treatment using the Baamboozle application and understood the material taught, the researcher administered a post-test to measure the students' reading comprehension skills. This post-test was conducted to determine the students' learning outcomes after receiving treatment. The post-test instrument consisted of multiple-choice questions with the same pattern and level of difficulty as the pre-test. The results of this post-test aim to identify changes in students' learning outcomes, particularly in their reading comprehension skills, after the treatment was administered. The post-test results are presented in the following table and histogram.

**Table 4. 4**
**Post-Test Results of Students' Reading Comprehension**

| No | Name | PostTest Score |
|----|------|----------------|
| 1 | ARR | 75 |
| 2 | ALR | 70 |
| 3 | ARC | 80 |
| 4 | AAA | 80 |
| 5 | AS | 90 |
| 6 | AN | 75 |
| 7 | CAA | 75 |
| 8 | DPS | 80 |
| 9 | DVPA | 65 |
| 10 | EYS | 80 |
| 11 | FR | 75 |
| 12 | FA | 75 |
| 13 | FNH | 75 |
| 14 | HCP | 85 |
| 15 | ICP | 80 |

| | | |
|---|---|---|
| 16 | IMS | 85 |
| 17 | JPL | 80 |
| 18 | KM | 75 |
| 19 | KSK | 85 |
| 20 | LM | 75 |
| 21 | LMS | 70 |
| 22 | MSW | 75 |
| 23 | MA | 85 |
| 24 | MRS | 70 |
| 25 | NF | 75 |
| 26 | NN | 70 |
| 27 | PNP | 65 |
| 28 | RR | 60 |
| 29 | SU | 80 |
| 30 | SLA | 90 |
| 31 | SKR | 85 |
| 32 | SA | 80 |
| 33 | TM | 80 |
| 34 | VAF | 70 |
| 35 | VAP | 85 |
| 36 | YM | 75 |
| **TOTAL** | | **2775** |
| **Score Max** | | **90** |
| **Score Min** | | **60** |
| **AVERAGE** | | **77,08** |
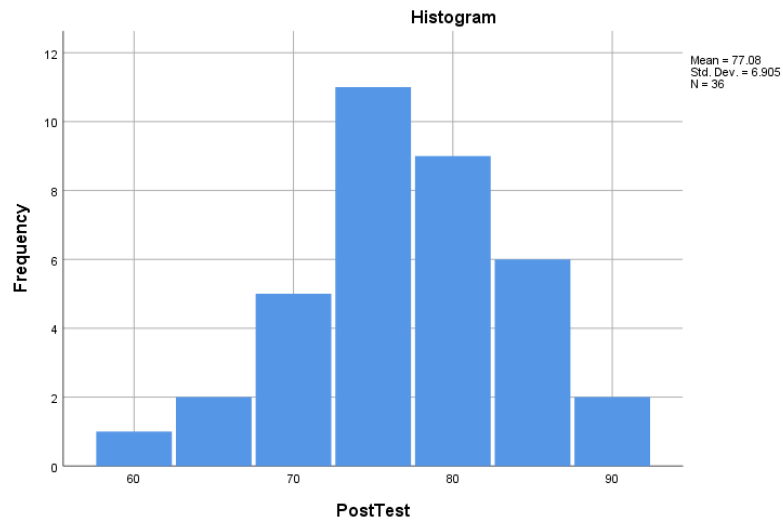
**Figure 4. 2 Histogram of Students' Post-Test Scores in Reading Comprehension**

Based on the table and figure above, the post-test involved 36 students to measure their reading comprehension skills after being given treatment using Baamboozle. The table shows the individual scores of the students, with the highest score reaching 90 and the lowest score around 60, and an overall average score of 77.08. Furthermore, the histogram supports this data by showing that 47.2% of students had scores between 75–80, which is the range with the highest frequency. 27.8% of students scored below 75, while the remaining 25% achieved scores above 80. This data provides an overview of the improvement in students' scores after receiving the treatment using the Baamboozle application.

c. **The Result of Normality Test**

The normality test was conducted to determine whether the collected data were normally distributed. This test is important to ensure that the data fulfills the assumption of normal distribution, which is the basis for parametric statistical analysis. In this research, the researcher used SPSS 25 to obtain the results of the normality test. The decision-making guidelines are as follows:

(1) If significance value $> \alpha$ (0.05), then the data is normally distributed.

(2) If significance value $< \alpha$ (0.05), then the data is not normally distributed.

**Table 4. 5**
**The Result of Normality Test**

| | Tests of Normality | | | | | |
|---|---|---|---|---|---|---|
| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| PreTest | .140 | 36 | .071 | .952 | 36 | .119 |
| PostTest | .159 | 36 | .022 | .951 | 36 | .111 |
| a. Lilliefors Significance Correction | | | | | | |

Based on the table above, the results of the normality test using Shapiro-Wilk show that the significance value (Sig.) for the pre-test data is 0.119, which is higher than 0.05. This indicates that the pre-test data is normally distributed. However, in the post-test data, the significance value (Sig.) is 0.111, which is also higher than 0.05, so the post-test data is also normally distributed. Thus,

both the pre-test and post-test data meet the assumption of normal distribution.

**d. The Result of Homogenity Test**

The homogeneity test is used to determine whether the variances of two or more distributions are the same. To obtain homogeneity test data, the researcher used SPSS 25 for Windows. The decision guidelines in the homogeneity test are as follows:

(1) If the significance value (Sig. Based on Mean) > 0.05, the data is considered homogeneous.

(2) If the significance value (Sig. Based on Mean) < 0.05, the data is considered non-homogeneous.

**Table 4. 6**
**The Result of Homogenity Test**

| Test of Homogeneity of Variance | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| | Based on Mean | .218 | 1 | 70 | .642 |
| | Based on Median | .129 | 1 | 70 | .720 |
| Nilai Test | Based on Median and with adjusted df | .129 | 1 | 69.409 | .720 |
| | Based on trimmed mean | .238 | 1 | 70 | .627 |

Based on the table above, the homogeneity test results show that the significance value (Sig.) for "Based on Mean" is 0.642. Because the significance value (Sig.) is higher than 0.05, it can be concluded that the data used in this research is homogeneously distributed.

e. **The Result of Hypothetical Test**

The hypothesis test was conducted to determine whether there any significant influence of the independent variable (use of Baamboozle) on the dependent variable (students' reading comprehension) in tenth-grade students at SMK Negeri 1 Metro.

Based on the results of normality and homogeneity tests, the data were found to be normally distributed and homogeneous. Therefore, a paired sample t-test using SPSS 25 was applied to analyze the significance of the treatment influence, with the hypothesis stated as follows:

$H_0$ : There is no positive or significant influence of using the Baamboozle application toward the students' reading comprehension in the tenth grade of SMK Negeri 1 Metro.

$H_a$ : There is a positive and significant influence of using the Baamboozle application toward the students' reading comprehension in the tenth grade of SMK Negeri 1 Metro.

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

(1) If significance value $< \alpha$ (0.05), then the null hypothesis ($H_0$) is rejected and the alternative hypothesis ($H_a$) is accepted.

(2) If significance value $> \alpha$ (0.05), then the null hypothesis ($H_0$) is accepted and the alternative hypothesis ($H_a$) is rejected.

**Table 4. 7**
**The Result of Paired Sample T-Test**

| 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 | PreTest - PostTest | -28.194 | 6.112 | 1.019 | -30.263 | -26.126 | -27.676 | 35 | .000 |

The results of the Paired Sample T-Test show a Sig. (2-tailed) = 0.000, which is lower than α = 0.05, so the null hypothesis ($H_0$) is rejected and the alternative hypothesis ($H_a$) is accepted. This indicates a significant difference between the pre-test and post-test scores. In other words, the use of Baamboozle has a positive and significant influence on the reading comprehension of tenth grade students at SMK Negeri 1 Metro.

## B. Discussion

The results of this research indicate that using the Baamboozle application has a positive and significant influence on the reading comprehension of tenth grade students at SMK Negeri 1 Metro. This is seen from the increase in the average student score from 48.89 on the pre-test to 77.08 on the post-test. This significant improvement, validated by the results of paired sample t-test (Sig. = 0.000), demonstrates that

Baamboozle is an effective learning tool for enhancing students' reading comprehension.

Furthermore, these results are in alignment with several previous studies. For example, research by Alifia Arini and Pratnyawati Suwarso found that Baamboozle was able to increase student motivation and engagement in vocabulary learning.[1] In addition, Irma Sakdiyah, Elis Maolida, and Vina Nurviyani also reported the effectiveness of Baamboozle in improving grammar mastery.[2] However, this study contributes further by showing that Baamboozle is not only effective for vocabulary and grammar but also for improving reading comprehension, demonstrating the broad potential of this application in language learning.

Similar conclusions were also obtained in a study conducted by Linda Septiyana, Widhiya Ninsiana, Eka Yuniasih, and Farida Nur Laily, who developed Islamic text-based reading teaching materials using a genre-based approach. The study showed that the genre-based approach, systematically implemented through the stages of building knowledge, modeling, joint construction, and independent construction, was able to improve students' reading skills, particularly in identifying main ideas, understanding vocabulary, and obtaining detailed information from texts. Additionally, the results of the pilot test on university students showed a

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[1] Arini and Suwarso, "EFL STUDENTS' PERCEPTION TOWARDS THE USE OF BAAMBOOZLE FOR VOCABULARY LEARNING."

[2] Sakdiyah, Maolida, and Nurviyani, "UTILIZING BAAMBOOZLE IN DEVELOPING STUDENTS' ENGLISH GRAMMAR MASTERY."

very positive response, with an average score of 3.22 on a scale of 4, which falls into the "very good" category.[3]

These findings strengthen the results of this study, which also applied a genre-based approach in the joint construction phase and combined it with digital media (Baamboozle) to encourage active student engagement in understanding texts. The integration of interactive digital tools in the genre-based approach helps students understand texts contextually through meaningful activities.

Therefore, several factors contributed to the success of Baamboozle in this study. The interactive and game-based features of this application proved effective in attracting students' attention and maintaining their motivation during learning. The teamwork format encouraged collaboration and active participation, while the visual and audio elements provided additional context that aided comprehension of the text content. This study has both theoretical and practical significance, supporting the effectiveness of gamification in improving learning outcomes and demonstrating that the integration of applications like Baamboozle can create a more engaging and effective English language learning environment.

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[3] 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.

# CHAPTER V
# CONCLUSION AND SUGGESTION

## A. Conclusion

This research shows that the use of the Baamboozle application has a positive and significant influence on the reading comprehension of tenth grade students at SMK Negeri 1 Metro. Based on the results of the pre-test and post-test, there was an increase in the average score from 48.89 to 77.08 after the treatment using the Baamboozle application. The statistical test using paired sample t-test showed a significance value of 0.000, which is lower than 0.05, indicating that the alternative hypothesis is accepted, meaning that Baamboozle has proven effective in enhancing students' reading comprehension.

The Baamboozle application has proven to enhance student engagement in learning, motivate students to participate actively, and help students comprehend texts more engagingly. Through features such as interactive quizzes, game elements, and team-based formats, Baamboozle makes learning more interesting. Teachers also find it easier to deliver content creatively, which demonstrates that Baamboozle is a highly suitable learning tool for technology-based education.

**B. Suggestion**

Based on the results of the research, the following suggestions can be given to teachers, students, and future researchers:

1. For Teachers

    Teachers are advised to use the Baamboozle application in reading lessons to increase student participation. The interactive and gamified features help create a fun and competitive learning environment. Teachers can also combine this application with other teaching methods to make learning more varied.

2. For Students

    Students are supposed to actively use the Baamboozle application not only in class but also independently to enhance their reading comprehension and expand their vocabulary.

3. For Future Researchers

    Further research could explore the effects of Baamboozle on other English language skills, such as speaking or writing. More complex research designs, such as full-scale experiments or true experiments, are also recommended to strengthen the results. Additionally, it is important to test this app in online learning or blended learning models to better understand its benefits.

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# APPENDICES

## INSTRUMENT BLUEPRINT
## READING COMPREHENSION

**PRE-TEST**

| No | Indicators of Test | Type of Test | Number of Item Test | Total |
|----|--------------------|--------------|---------------------|-------|
| 1 | Main Idea | | 1, 8 | |
| 2 | Expression / Idiom/ Phrase In Context | | 14, 17 | |
| 3 | Inference/ Implied Detail | Multiple Choice | 3, 16 | |
| 4 | Grammatical Features | | 4, 13, 18 | 20 |
| 5 | Stated Detail | | 2, 9, 15 | |
| 6 | Unstated Detail | | 5, 12 | |
| 7 | Supporting Ideas | | 6, 11, 20 | |
| 8 | Vocabulary In Context | | 7, 10, 19 | |

**POST-TEST**

| No | Indicators of Test | Type of Test | Number of Item Test | Total |
|----|--------------------|--------------|---------------------|-------|
| 1 | Main Idea | | 1, 8, 19 | |
| 2 | Expression / Idiom/ Phrase In Context | | 2, 11, 16 | |
| 3 | Inference/ Implied Detail | Multiple Choice | 6, 12 | |
| 4 | Grammatical Features | | 7, 13 | 20 |
| 5 | Stated Detail | | 3, 9, 15 | |
| 6 | Unstated Detail | | 5, 18 | |
| 7 | Supporting Ideas | | 10, 14 | |
| 8 | Vocabulary In Context | | 4, 17, 20 | |

# PRE-TEST

Direction :
1. Write your name on your answer sheet!
2. Read the text then answer the question by crossing A, B, C, D or E
3. You may not cheat with your friends!
4. Check your answer before submitting!

*Read the following text to answer questions number 1 to 7*

The Eiffel Tower is an iron tower located in Paris, France. It was built in 1889 and is a famous symbol of France. The tower is visited by millions of people from around the world every year. It is the tallest building in Paris and was designed by Gustave Eiffel for the 1889 World's Fair.

The Eiffel Tower is 324 meters tall and has 81 floors. For many years, it was the tallest building in the world until the Chrysler Building in New York was built in 1930. However, in 1957, an antenna was added to the top, making the Eiffel Tower the tallest tower in Paris.

The Eiffel Tower has three levels for visitors. To get to the first and second levels, visitors can use the stairs or an elevator. The highest level can only be reached by elevator. There are restaurants on the first and second levels. The Eiffel Tower is also a popular place for films because it is such an iconic symbol of Paris.

1. What is the main idea of the text?
   a. The Eiffel Tower is the tallest building in the world.
   b. The Eiffel Tower is an iconic landmark in Paris with historical significance.
   c. Gustave Eiffel built the Eiffel Tower to house restaurants.
   d. The Eiffel Tower is a symbol of modern architecture.

2. How tall is the Eiffel Tower?
   a. 81 meters
   b. 324 meters
   c. 324 feet
   d. 81 feet

3. Based on the text, it can be concluded that the Eiffel Tower...
   a. Was once the tallest building in the world before 1930.
   b. Is the tallest structure in the world today.
   c. Was only intended to be temporary but became permanent.
   d. Was designed to be the tallest building in the world.

4. Which sentence shows a comparison of time?
    a. "The Eiffel Tower is the tallest building in Paris."
    b. "For many years, it was the tallest building in the world."
    c. "There are restaurants on the first and second levels."
    d. "Millions of people visit the tower every year."

5. Which of the following details is NOT mentioned in the text?
    a. The year the Eiffel Tower was built
    b. The name of the designer
    c. The number of visitors annually
    d. The location of the Eiffel Tower

6. Why did the Eiffel Tower become the tallest building in Paris again in 1957?
    a. It was reconstructed to be taller.
    b. The Eiffel Tower was extended by another 50 meters.
    c. The Chrysler Building was destroyed.
    d. An antenna was added to the top of the tower.

7. What does the word '*iconic*' in the text most likely mean?
    a. Modern and innovative
    b. Large and tall
    c. Famous and representative
    d. Historical and ancient

*Read the following text to answer questions number 8 to 14*

Parangtritis Beach is a famous tourist destination located in Kretek District, Bantul, Yogyakarta Special Region, Indonesia. It is situated about 27 kilometers south of Yogyakarta city and is known for its stunning natural beauty.

The beach offers a breathtaking view with a tall cliff on the left and a large rock on the right, standing guard against the waves. The sand is clean, with white foam turning gray, while the combination of green nature around the beach adds to its charm. In the afternoon, the beauty of Parangtritis Beach becomes even more magical, with a golden-red sunset painting the sky, and the beach water glistening under the sun's warm rays. The cool breeze and warm sun create a relaxing atmosphere, making it a perfect time to enjoy the surroundings.

Parangtritis Beach is always busy with visitors. Children play in the sand, and people of all ages enjoy the fresh sea breeze. Visitors can also take a horse ride or use a carriage to reach the coral reef area, where they can admire more of the area's natural beauty. This beach is not only a place to relax but also a popular spot for various activities.

8. What is the text mainly about?
   a. The activities available at Parangtritis Beach
   b. The natural beauty and attractions of Parangtritis Beach
   c. The history of Parangtritis Beach
   d. The location of Parangtritis Beach

9. What can visitors do to reach the coral reef area?
   a. Walk along the beach
   b. Take a horse ride or carriage
   c. Use a boat
   d. Climb the cliff

10. The word '*breathtaking*' in the text is closest in meaning to:
    a. Terrifying
    b. Boring
    c. Stunning
    d. Dangerous

11. Why is the beach especially magical in the afternoon?
    a. The waves are calmer.
    b. The cliff and rocks are more visible.
    c. The sunset creates a beautiful golden-red sky.
    d. Visitors can enjoy horse rides.

12. Which of the following activities is NOT mentioned in the text?
    a. Swimming in the ocean
    b. Riding a horse
    c. Playing in the sand
    d. Taking a carriage ride

13. Which sentence contains an error in the use of Simple Present Tense?
    a. The cliffs near the beach are tall and majestic.
    b. The beach becomes very crowded during holidays.
    c. Visitors enjoy horse rides along the shoreline.
    d. People enjoys the fresh breeze by the sea.

14. What does the phrase '*standing guard against the waves*' imply about the large rock?
    a. The rock protects the beach from waves.
    b. The rock blocks visitors from swimming.
    c. The rock is part of the sand.
    d. The rock is used for climbing activities.

*Read the following text to answer questions number 15 to 20*

The Grand Canyon is a massive natural canyon located in Arizona, USA. It is approximately 277 miles (446 kilometers) long, up to 18 miles (29 kilometers) wide, and over a mile (1,600 meters) deep. The canyon was formed over millions of years by the Colorado River. It is one of the most famous natural landmarks in the world and a UNESCO World Heritage Site.

The Grand Canyon is renowned for its stunning views. The canyon walls display a variety of colors, such as red, orange, and brown, created by layers of rock. The dry landscape features large rock formations, steep cliffs, and the Colorado River flowing at the bottom. Popular spots like the South Rim attract visitors to enjoy breathtaking views or take photos. The canyon is also home to diverse wildlife, including bighorn sheep and condors. Visiting during sunrise or sunset enhances the experience, as the changing light beautifully transforms the colors of the rocks, making the Grand Canyon an unforgettable sight.

15. What creates the colors of the canyon walls?
    a. The Colorado River
    b. Sunset and sunrise
    c. Layers of rock
    d. Wildlife

16. What can be inferred about why many tourists visit the South Rim of the Grand Canyon?
    a. It has the widest part of the canyon.
    b. It offers the best views and access points.
    c. It is the only place where wildlife can be seen.
    d. It has the deepest part of the canyon.

17. What does the phrase '*breathtaking views*' most likely mean in the context of the text?
    a. Views that are extremely beautiful and impressive
    b. Views that make people lose their breath due to high altitude
    c. Views that are scary because of the steep cliffs
    d. Views that are ordinary but calming

18. What part of speech is '**stunning**' in the phrase "*stunning views*"?
    a. Noun
    b. Verb
    c. Adjective
    d. Adverb

19. What does the word '**unique**' mean in the sentence "*the Grand Canyon offers a unique and unforgettable experience*"?
    a. Common and ordinary
    b. One of a kind and special
    c. Strange and unusual
    d. Boring and predictable

20. Why are sunrise and sunset considered the best times to visit the Grand Canyon?
    a. The colors of the rocks are more vivid and striking during these times.
    b. These times provide a unique opportunity to photograph the canyon's changing light.
    c. Visitors can avoid the crowds during these hours, making the experience more peaceful.
    d. The light at these times enhances the colors of the rocks, creating magical views.

# POST-TEST

Direction :
1. Write your name on your answer sheet!
2. Read the text then answer the question by crossing A, B, C, D or E
3. You may not cheat with your friends!
4. Check your answer before submitting!

---

*Read the following text to answer questions number 1 to 7*

The Colosseum is an ancient amphitheater located in the center of Rome, Italy. It was built between 70-80 AD and could hold up to 50,000 spectators. The Colosseum was used for gladiator fights, animal hunts, and other public shows. Today, it is a famous historical site and one of the most visited places in the world.

The Colosseum is made of stone and concrete and has four levels. The first three levels have large arches supported by columns. The lower levels were for the rich, while the upper levels were for the poor. Inside, there was a wooden floor covered in sand, and below it were underground rooms where gladiators and animals waited before going into the arena.

Over the years, the Colosseum has been damaged by earthquakes and fires. Despite this, much of it is still standing, and visitors can walk through the arena and explore the corridors. The Colosseum is especially beautiful at night when it is lit up, showing off its grand architecture. It remains a powerful symbol of ancient Rome's strength and entertainment.

1. What is the main purpose of the text?
   a. To describe the architecture and history of the Colosseum.
   b. To explain the rules of gladiator fights in the Colosseum.
   c. To compare the Colosseum with modern stadiums.
   d. To analyze the impact of natural disasters on historical buildings.

2. What does the phrase *'covered in sand'* in the second paragraph mean?
   a. The arena floor was hidden under sand to prevent damage.
   b. Sand was used to soak up blood during fights.
   c. Sand was part of the building material for the Colosseum.
   d. The sand was there to entertain the spectators.

3. According to the text, what material was the Colosseum made of?
   a. Marble and sand.
   b. Stone and concrete.
   c. Brick and wood.

      d.  Metal and stone.

4. What does the word '*corridors*' in the third paragraph most likely mean?
   a. Narrow paths for animals.
   b. Underground rooms for gladiators.
   c. Passageways or hallways inside the Colosseum.
   d. Rows of seats for spectators.

5. Which of the following is NOT mentioned in the text?
   a. The exact number of shows held in the Colosseum.
   b. The Colosseum's capacity to hold spectators.
   c. The architectural levels of the Colosseum.
   d. The activities conducted in the Colosseum.

6. What can be inferred about the seating arrangement in the Colosseum?
   a. The seating was randomly assigned.
   b. The arrangement reflected the social hierarchy of Roman society.
   c. The upper levels were more expensive than the lower levels.
   d. Only the rich were allowed to attend events.

7. Which sentence from the text uses the present tense?
   a. "The Colosseum is made of stone and concrete and has four levels."
   b. "It was built between 70-80 AD and could hold up to 50,000 spectators."
   c. "Over the years, the Colosseum has been damaged by earthquakes and fires."
   d. "Inside, there was a wooden floor covered in sand."

*Read the following text to answer questions number 8 to 13*

Komodo Island is one of Indonesia's most famous islands, located in East Nusa Tenggara Province. This island is part of Komodo National Park, a UNESCO World Heritage Site, and is renowned as the natural habitat of the Komodo dragon, the largest living lizard on Earth. With its remarkable natural beauty and unique wildlife, Komodo Island has gained international recognition as a top travel destination for nature enthusiasts and adventure seekers.

Komodo Island is celebrated for its diverse and captivating landscapes, including savannas, rolling hills, and pristine beaches. Among its most famous attractions is Pink Beach, which features sand with a reddish hue caused by crushed coral fragments mixed with white sand. The crystal-clear waters surrounding the island are home to vibrant marine life, making this area a prime location for snorkeling and diving. The underwater world near Komodo Island boasts colorful coral reefs and various species of tropical fish, providing unforgettable underwater experiences.

The island is also home to the iconic Komodo dragon, a massive lizard that can grow up to three meters in length. Visitors can join guided trekking tours to observe these fascinating creatures in their natural environment under the supervision of park rangers. Apart from the Komodo dragons, Komodo Island is inhabited by other wildlife such as deer, wild boars, and various bird species. For those who enjoy outdoor activities, the island offers hiking trails that lead to panoramic viewpoints, providing magnificent views of the surrounding sea and landscapes. This unique blend of wildlife, marine ecosystems, and scenic beauty makes Komodo Island a truly extraordinary destination.

8. Which statement best summarizes the overall focus of the text about Komodo Island?
   a. Komodo Island is a UNESCO World Heritage Site that features remarkable wildlife and natural beauty.
   b. Komodo Island is famous for its snorkeling and diving spots.
   c. Komodo dragons are the main attraction of Komodo Island.
   d. Visitors to Komodo Island can explore hiking trails and Pink Beach.

9. What types of wildlife, besides Komodo dragons, can be found on Komodo Island?
   a. Tigers, deer, and crocodiles.
   b. Sea turtles, manta rays, and Komodo dragons.
   c. Elephants, leopards, and colorful fish.
   d. Deer, wild boars, and various bird species.

10. Which detail supports the idea that Komodo Island is a great destination for marine enthusiasts?
    a. The presence of Komodo dragons on the island.
    b. The rugged terrain offering panoramic hiking trails.
    c. The crystal-clear waters teeming with vibrant marine life.
    d. The inclusion of Komodo Island in a UNESCO World Heritage Site.

11. What does the phrase *'teeming with marine life'* most likely mean in the context of the text?
    a. The waters are calm and perfect for boating activities.
    b. The waters are known for their colorful coral formations.
    c. The waters are shallow and warm, ideal for wading.
    d. The waters are full of a wide variety of sea creatures.

12. Based on the text, what can be inferred about Komodo Island's tourism?
    a. Komodo Island primarily attracts visitors who enjoy observing Komodo dragons in their natural habitat.
    b. Visitors come to Komodo Island for both wildlife observation and outdoor adventures like hiking.
    c. Komodo Island offers mainly peaceful activities like lounging on beaches and swimming.
    d. The island is known for its exclusive activities, which are only suitable for experienced travelers.

13. Which of the following sentences uses adjectives to describe the characteristics of Komodo Island?
    a. Komodo Island is located in East Nusa Tenggara.
    b. The island is home to Komodo dragons and other wildlife.
    c. Komodo Island is famous for its stunning landscapes and vibrant marine life.
    d. Visitors can take trekking tours to see the Komodo dragons.

*Read the following text to answer questions number 14 to 20*

The Taj Mahal is a famous white marble mausoleum located in Agra, India. It was built by Emperor Shah Jahan in memory of his wife Mumtaz Mahal, who passed away in 1631. This stunning monument is recognized as one of the Seven Wonders of the World and attracts millions of tourists every year.

The Taj Mahal is known for its magnificent architecture. The main building is a large dome made of white marble, surrounded by beautiful gardens, fountains, and a reflecting pool. The intricate carvings and delicate stonework add to the beauty of the monument. The Taj Mahal is particularly breathtaking at sunrise and sunset, when the changing light makes the marble surface glow with soft colors.

Visitors to the Taj Mahal can explore the surrounding gardens, walk along the pathways, and enjoy the peaceful atmosphere. The monument is also famous for its symmetrical design, where every part of the structure is perfectly aligned. The Taj Mahal stands as a symbol of love and devotion, and it continues to be one of the most visited and admired landmarks in the world.

14. What supports the idea that the Taj Mahal's design is remarkable?
    a. It glows with soft colors during sunrise and sunset.
    b. It is made of expensive materials like white marble.
    c. It is a popular tourist attraction.
    d. Every part of the structure is perfectly aligned.

15. What material was used to build the Taj Mahal?
    a. Granite.
    b. Sandstone.
    c. White marble.
    d. Limestone.

16. What does the phrase *'breathtaking at sunrise and sunset'* in the second paragraph mean?
    a. The Taj Mahal looks ordinary during these times.
    b. The Taj Mahal's gardens are visible only during these times.
    c. The Taj Mahal is extremely beautiful when the light changes.
    d. The Taj Mahal is hidden in shadows during sunrise and sunset.

17. What is the meaning of '*symmetrical*' as used in the text?
    a. Identical on both sides.
    b. Beautiful and intricate.
    c. Large and complex.
    d. Simple and modest.

18. Which of the following is NOT mentioned in the text about the Taj Mahal?
    a. The specific year it was completed.
    b. The materials used for its construction.
    c. The activities visitors can do at the site.
    d. The impact of sunlight on its appearance.

19. What is the main idea of the second paragraph?
    a. The Taj Mahal's gardens are beautiful and peaceful.
    b. The Taj Mahal's architecture is magnificent and intricate.
    c. The Taj Mahal is breathtaking at certain times of the day.
    d. The Taj Mahal is surrounded by fountains and a pool.

20. Which word is the antonym of '*magnificent*' as used in the second paragraph?
    a. Wonderful.
    b. Splendid.
    c. Glorious.
    d. Ordinary.

# KEY ANSWER PRE-TEST

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

# KEY ANSWER POST-TEST

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

**THE RESULT OF PRE-TEST AND POST-TEST**

| No | Name | Pre-Test | Post-Test |
|----|------|----------|-----------|
| 1 | ARR | 55 | 75 |
| 2 | ALR | 45 | 70 |
| 3 | ARC | 40 | 80 |
| 4 | AAA | 50 | 80 |
| 5 | AS | 70 | 90 |
| 6 | AN | 50 | 75 |
| 7 | CAA | 40 | 75 |
| 8 | DPS | 55 | 80 |
| 9 | DVPA | 50 | 65 |
| 10 | EYS | 50 | 80 |
| 11 | FR | 40 | 75 |
| 12 | FA | 45 | 75 |
| 13 | FNH | 45 | 75 |
| 14 | HCP | 60 | 85 |
| 15 | ICP | 55 | 80 |
| 16 | IMS | 45 | 85 |
| 17 | JPL | 50 | 80 |
| 18 | KM | 45 | 75 |
| 19 | KSK | 55 | 85 |
| 20 | LM | 50 | 75 |
| 21 | LMS | 35 | 70 |
| 22 | MSW | 45 | 75 |
| 23 | MA | 50 | 85 |
| 24 | MRS | 45 | 70 |
| 25 | NF | 50 | 75 |
| 26 | NN | 55 | 70 |
| 27 | PNP | 40 | 65 |
| 28 | RR | 35 | 60 |
| 29 | SU | 55 | 80 |
| 30 | SLA | 60 | 90 |
| 31 | SKR | 50 | 85 |
| 32 | SA | 60 | 80 |
| 33 | TM | 45 | 80 |
| 34 | VAF | 35 | 70 |
| 35 | VAP | 55 | 85 |
| 36 | YM | 50 | 75 |

# LESSON PLAN
# BAHASA INGGRIS

| IDENTITAS MODUL | |
|---|---|
| **Satuan Pendidikan** | : SMA / MA |
| **Instansi** | : SMK NEGERI 1 METRO |
| **Fase/Kelas** | : E / X (Sepuluh) |
| **Tahun** | : 2024/2025 |
| **Materi** | : Descriptive Text |
| **Alokasi Waktu** | : 2 kali pertemuan (2 x 90 menit) |

## CAPAIAN PEMBELAJARAN BAHASA INGGRIS FASE E

### MENYIMAK-BERBICARA (LISTENING-SPEAKING)

Peserta didik menggunakan Bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan Bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

### MEMBACA-MEMIRSA (READING-VIEWING)

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.

## MENULIS-MEMPRESENTASIKAN (WRITING-PRESENTING)

Peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

| Elemen Capaian | Reading-Viewing |
|---|---|
| **Topik** | Tourist Attraction |
| **Tujuan Pembelajaran** | 1) Peserta didik dapat mengidentifikasi tujuan komunikatif, struktur teks, dan ciri-ciri kebahasaan dari descriptive text secara benar dan sesuai konteks. <br><br> 2) Peserta didik mampu menemukan dan menjelaskan informasi penting, seperti nama, lokasi, ciri khas, sejarah, dan fasilitas yang ada di tempat wisata berdasarkan teks yang dibaca. <br><br> 3) Peserta didik dapat bekerja sama dalam kelompok untuk menjawab pertanyaan analitis yang terkait dengan teks deskripsi dan mempresentasikan hasil analisis secara jelas. |
| **Pemahaman Bermakna** | Setelah mempelajari modul ini, peseta didik |

|  | mengetahui: 1) Setiap teks deskripsi memiliki struktur yang jelas, yaitu Identification dan Description, yang membantu pembaca memahami informasi penting tentang suatu tempat. 2) Teks deskripsi bertujuan memberikan gambaran detail tentang suatu objek atau tempat sehingga pembaca dapat membayangkan atau memahami daya tariknya. 3) Penggunaan kata sifat dan detail dalam descriptive text memberikan kesan visual dan emosional yang membantu pembaca membayangkan keindahan atau keunikan tempat wisata. |
|---|---|
| **Profil Belajar Pancasila** | 1) Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia; 2) Bernalar Kritis; 3) Bergotong Royong. |
| **Sarana dan Prasarana** | Papan tulis, spidol, laptop, proyektor, handphone |
| **Model Pembelajaran** | Genre Based Approach (GBA) |

## KEGIATAN PEMBELAJARAN

### PERTEMUAN KE-1

**>>Kegiatan Pendahuluan**

1. Guru membuka dengan salam pembuka dan berdoa dilanjutkan dengan menyapa peserta didik, menanyakan kabar mereka dan memeriksa kehadiran siswa.

2. Guru membuka dengan pertanyaan pengantar: "*What is your favorite tourist spot, and what makes it interesting?*"

3. Guru menyampaikan tujuan pembelajaran pada pertemuan ini dan

memberikan gambaran tentang manfaat materi ini dipelajari dalam kehidupan sehari-hari.

4. Guru menjelaskan alur pembelajaran pada pertemuan ini.

>>**Kegiatan Inti**

Building Knowledge of the Field (BKoF)

1. Guru memberikan sebuah video yang berisi deskripsi dari sebuah tempat.



2. Peserta didik diberikan pertanyaan berdasarkan video seperti,

-) *What does the video describe?*

-) *What are the highlights of the place?*

3. Guru dan peserta didik mengkonfirmasi jawaban dan membahasnya.

4. Guru meminta peserta didik untuk menyebutkan apa saja kosakata yang sulit pada video tersebut.

5. Guru dan peserta didik bersama-sama mencari arti kata dari kosa kata tersebut.

Modelling of Text (MoT )

1. Guru menyampaikan materi mengenai pengertian description text, generic structures dan language features nya.

2. Guru memberikan contoh description text mengenai tempat bersejarah di Indonesia yang menjadi salah satu objek wisata.

3. Guru meminta siswa secara bergantian untuk membacakan description text yang telah di berikan.

4. Guru dan siswa bersama sama mengindentifikasi generic structure dan

language features yang terdapat pada description text yang telah di baca.

>>**Kegiatan Penutup**

1. Guru mengajak peserta didik untuk menyimpulkan tentang poin-poin penting yang muncul dalam kegiatan/ materi.

2. Guru mengajak peserta didik untuk melakukan refleksi terkait pembelajaran yang telah dilakukan, seperti:

    a. Apa yang sudah peserta didik pelajari dalam pertemuan hari ini?

    b. Apa saja kesulitan dan hambatan yang dialami peserta didik dalam mempelajari materi ini?

    c. Kosakata baru apa yang dipelajari?

3. Guru menginformasikan terkait materi selanjutnya.

## PERTEMUAN KE-2

>>**Kegiatan Pendahuluan**

1. Guru membuka dengan salam pembuka dan berdoa dilanjutkan dengan menyapa peserta didik, menanyakan kabar mereka dan memeriksa kehadiran siswa.

2. Guru mereview kembali materi pertemuan sebelumnya dengan memberikan beberapa pertanyaan seperti,

    -) *What do you remember about the structure of a description text?*

    -) *What are the language features of descriptive text?*

    -) *What vocabulary did you learn in the previous meeting?*

3. Guru menyampaikan tujuan pembelajaran pada pertemuan ini dan memberikan gambaran tentang manfaat materi ini dipelajari dalam kehidupan sehari-hari.

4. Guru menjelaskan alur pembelajaran pada pertemuan ini.

>>**Kegiatan Inti**

Building Knowledge of the Field (BKoF)

1. Guru memberikan sebuah video tentang deskripsi singkat dari sebuah tempat yang berisi rincian kata sifat serta kosakata terkait.
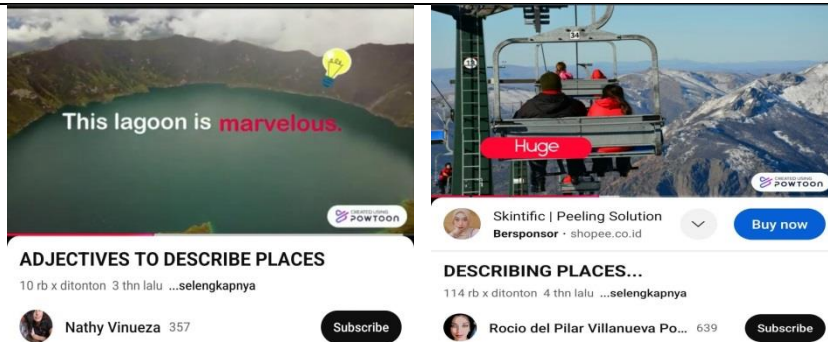
2. Peserta didik diminta untuk menulis kata sifat dan kosakata terkait yang disebutkan dalam video serta mencari arti dan memahami makna nya.

3. Guru secara acak memanggil beberapa peserta didik untuk membacakan kata sifat dan kosakata baru tersebut.

4. Guru dan peserta didik bersama-sama berdiskusi tentang arti dan makna dari kosakata yang tersebut.

Joint Construction of Text (JCoT)

*Activity 1*

1. Peserta didik dibagi menjadi 6 kelompok yang masing masing kelompok terdiri dari 6 anggota.

2. Guru menyiapkan 6 teks deskripsi berbeda tentang tempat wisata.

3. Setiap teks ditampilkan dalam slide tersendiri di fitur slideshow Baamboozle.

4. Setiap kelompok mendapatkan 1 teks dan bertugas membaca serta menganalisis informasi dalam teks tersebut.

5. Setiap kelompok akan diberikan waktu 5 menit untuk berdiskusi dan menjawab pertanyaan berikut:

     o  Apa nama tempat wisata dalam teks?

     o  Apa daya tarik utama yang disebutkan?

     o  Apa informasi unik atau menarik tentang tempat wisata ini?

     o  Fasilitas apa yang ditawarkan kepada wisatawan?

6. Setiap kelompok menyampaikan hasil diskusi mereka secara singkat (2-3 menit per kelompok).

*Activity 2*

1. Masih dengan kelompok yang sama, peserta didik akan melakukan permainan Baamboozle berupa quiz yang berkaitan dengan deskripsi tempat wisata.

2. Setiap kelompok bergantian memilih nomor untuk mendapatkan pertanyaan.

3. Jawaban harus didiskusikan dalam kelompok sebelum disampaikan ke guru. Jika jawabannya benar, maka kelompok akan mendapatkan skor namun jika jawaban salah, maka kelompok tidak akan mendapat skor.

**>>Kegiatan Penutup**

1. Guru mengajak peserta didik untuk menyimpulkan tentang poin-poin penting yang muncul dalam kegiatan/ materi.

2. Guru mengajak peserta didik untuk melakukan refleksi terkait pembelajaran yang telah dilakukan, seperti:

   a. Apa yang sudah peserta didik pelajari dalam pertemuan hari ini?

   b. Apa saja kesulitan dan hambatan yang dialami peserta didik dalam mempelajari materi ini?

   c. Kosakata baru apa yang dipelajari?

3. Guru dan peserta didik mengakhiri pembelajaran dengan membaca hamdalah/salam penutup.

**Assesmen/Penilaian Hasil Pembelajaran**

A. Assesmen Diskusi Kelompok

| Kriteria | Deskripsi Penilaian | Skor Maksimal |
|---|---|---|
| Kelengkapan Informasi | *Informasi yang disampaikan mencakup semua pertanyaan* | 50 |
| | Nama tempat wisata jelas disebutkan (10 poin). | |
| | Daya tarik utama dijelaskan dengan detail yang cukup (15 poin). | |

| | Informasi unik atau menarik dari tempat wisata diberikan dengan jelas (15 poin). | |
| | Fasilitas tempat wisata disebutkan dengan detail (10 poin). | |
| Kejelasan dan Struktur | *Kejelasan dan Struktur Penyampaian jawaban terstruktur dan mudah dipahami:* | 30 |
| | Informasi disampaikan dalam urutan yang logis dan sistematis (15 poin). | |
| | Penjelasan menggunakan bahasa yang jelas dan sesuai dengan deskripsi (15 poin). | |
| Kerja Sama Kelompok | *Kerja Sama Kelompok Seluruh anggota kelompok berkontribusi selama persiapan dan presentasi* | 20 |
| | Ada pembagian tugas yang jelas di dalam kelompok (10 poin). | |
| | Seluruh anggota kelompok ikut berperan aktif saat presentasi (10 poin). | |
| **Total Skor** | | **100** |

B. Assesmen Quiz

   1. Bobot per soal

   Karena setiap kelompok menjawab 5 soal dan skor maksimal adalah **100**, bobot per soal adalah:

$$\text{Skor per Soal} = \frac{Total\ Skor\ Maksimal}{Jumlah\ Soal\ per\ Kelompok} = \frac{100}{5} = 20\ poin$$

   2. Rumus Total Skor Kelompok

$$\text{Skor Kelompok} = (Jumlah\ Jawaban\ Benar) \times 20$$

C. Assesmen Test (Individu)

Multiple Choice

| Jumlah Soal | Keterangan | Skor |
|---|---|---|
| 20 butir soal | Jawaban Benar | 5 |
| | Jawaban Salah | 0 |

Jumlah Skor Maksimal    $: 20 \times 5 = 100$

Penilaian    $: \dfrac{Jumlah\ Jawaban\ Benar}{Jumlah\ Soal} \times 100$

| | |
|---|---|
| **Bahan Bacaan Peserta Didik** | Bahan ajar, Google/Website/Blog, Youtube |
| **Bahan Bacaan Guru** | Buku paket dan Google/Website/Blog |
| **Daftar Pustaka** | Astuti, Puji dkk. 2022. Buku Panduan Guru Bahasa Inggris: English for Change. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi<br><br>Hermawan, Budi dkk. 2022. Buku Panduan Guru Bahasa Inggris: Work in Progress. Jakarta: Pusat Perbukuan Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. |

Metro, 16 Mei 2025

Mengetahui,
Guru Mata Pelajaran

Mahasiswa Peneliti

**Suci Lestari, S.S., M.Pd.**
NIP. 19770405 200604 2 020

**Sabila Dea Pitaloka**
NPM. 2101050024

# Students' Answer Sheet

## ANSWER SHEET OF PRE-TEST

NAME : Vionita Amelia

CLASS : X Akuntansi 2

(55)

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

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

## ANSWER SHEET OF POST-TEST

NAME : Vionita Amelia

CLASS : X Akuntansi 2

(85)

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

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

## ANSWER SHEET OF PRE-TEST

NAME : Deslita Putri Siregar

CLASS : X AKL 2

(55)

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

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

## ANSWER SHEET OF POST-TEST

NAME : Deslita Putri Siregar

CLASS : X AKL 2

(80)

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

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

**ANSWER SHEET OF PRE-TEST**

NAME : Laura monica

CLASS : x Akuntansi 2

(50)

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

| 1 | A | B | C | D |
|---|---|---|---|---|
| 2 | A | B | C | D |
| 3 | A | B | C | D |
| 4 | A | B | C | D |
| 5 | A | B | C | D |
| 6 | A | B | C | D |
| 7 | A | B | C | D |
| 8 | A | B | C | D |
| 9 | A | B | C | D |
| 10 | A | B | C | D |

| 11 | A | B | C | D |
|----|---|---|---|---|
| 12 | A | B | C | D |
| 13 | A | B | C | D |
| 14 | A | B | C | D |
| 15 | A | B | C | D |
| 16 | A | B | C | D |
| 17 | A | B | C | D |
| 18 | A | B | C | D |
| 19 | A | B | C | D |
| 20 | A | B | C | D |

**ANSWER SHEET OF POST-TEST**

NAME : Laura monica

CLASS : x Akuntansi 2

(75)

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

| 1 | A | B | C | D |
|---|---|---|---|---|
| 2 | A | B | C | D |
| 3 | A | B | C | D |
| 4 | A | B | C | D |
| 5 | A | B | C | D |
| 6 | A | B | C | D |
| 7 | A | B | C | D |
| 8 | A | B | C | D |
| 9 | A | B | C | D |
| 10 | A | B | C | D |

| 11 | A | B | C | D |
|----|---|---|---|---|
| 12 | A | B | C | D |
| 13 | A | B | C | D |
| 14 | A | B | C | D |
| 15 | A | B | C | D |
| 16 | A | B | C | D |
| 17 | A | B | C | D |
| 18 | A | B | C | D |
| 19 | A | B | C | D |
| 20 | A | B | C | D |

**ANSWER SHEET OF PRE-TEST**

(55)

NAME : Kirania Surya kumara

CLASS : X Akuntansi 2

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

| 1 | A | B | C | D |
|---|---|---|---|---|
| 2 | A | B | C | D |
| 3 | A | B | C | D |
| 4 | A | B | C | D |
| 5 | A | B | C | D |
| 6 | A | B | C | D |
| 7 | A | B | C | D |
| 8 | A | B | C | D |
| 9 | A | B | C | D |
| 10 | A | B | C | D |

| 11 | A | B | C | D |
|----|---|---|---|---|
| 12 | A | B | C | D |
| 13 | A | B | C | D |
| 14 | A | B | C | D |
| 15 | A | B | C | D |
| 16 | A | B | C | D |
| 17 | A | B | C | D |
| 18 | A | B | C | D |
| 19 | A | B | C | D |
| 20 | A | B | C | D |

**ANSWER SHEET OF POST-TEST**

(85)

NAME : Kirania Surya kumara

CLASS : X Akuntansi 2

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

| 1 | A | B | C | D |
|---|---|---|---|---|
| 2 | A | B | C | D |
| 3 | A | B | C | D |
| 4 | A | B | C | D |
| 5 | A | B | C | D |
| 6 | A | B | C | D |
| 7 | A | B | C | D |
| 8 | A | B | C | D |
| 9 | A | B | C | D |
| 10 | A | B | C | D |

| 11 | A | B | C | D |
|----|---|---|---|---|
| 12 | A | B | C | D |
| 13 | A | B | C | D |
| 14 | A | B | C | D |
| 15 | A | B | C | D |
| 16 | A | B | C | D |
| 17 | A | B | C | D |
| 18 | A | B | C | D |
| 19 | A | B | C | D |
| 20 | A | B | C | D |

**ANSWER SHEET OF PRE-TEST** 55

NAME : Ica Cantika Putri
CLASS : X accounting 2

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

| 1 | A | B | C | D |
| 2 | A | B | C | D |
| 3 | A | B | C | D |
| 4 | A | B | C | D |
| 5 | A | B | C | D |
| 6 | A | B | C | D |
| 7 | A | B | C | D |
| 8 | A | B | C | D |
| 9 | A | B | C | D |
| 10 | A | B | C | D |

| 11 | A | B | C | D |
| 12 | A | B | C | D |
| 13 | A | B | C | D |
| 14 | A | B | C | D |
| 15 | A | B | C | D |
| 16 | A | B | C | D |
| 17 | A | B | C | D |
| 18 | A | B | C | D |
| 19 | A | B | C | D |
| 20 | A | B | C | D |

**ANSWER SHEET OF POST-TEST** 80

NAME : Ica Cantika Putri
CLASS : X Accounting 2

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

| 1 | A | B | C | D |
| 2 | A | B | C | D |
| 3 | A | B | C | D |
| 4 | A | B | C | D |
| 5 | A | B | C | D |
| 6 | A | B | C | D |
| 7 | A | B | C | D |
| 8 | A | B | C | D |
| 9 | A | B | C | D |
| 10 | A | B | C | D |

| 11 | A | B | C | D |
| 12 | A | B | C | D |
| 13 | A | B | C | D |
| 14 | A | B | C | D |
| 15 | A | B | C | D |
| 16 | A | B | C | D |
| 17 | A | B | C | D |
| 18 | A | B | C | D |
| 19 | A | B | C | D |
| 20 | A | B | C | D |

**ANSWER SHEET OF PRE-TEST** 60

NAME : Sarah Latifah a.
CLASS : X aki 2

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

| 1 | A | B | C | D |
| 2 | A | B | C | D |
| 3 | A | B | C | D |
| 4 | A | B | C | D |
| 5 | A | B | C | D |
| 6 | A | B | C | D |
| 7 | A | B | C | D |
| 8 | A | B | C | D |
| 9 | A | B | C | D |
| 10 | A | B | C | D |

| 11 | A | B | C | D |
| 12 | A | B | C | D |
| 13 | A | B | C | D |
| 14 | A | B | C | D |
| 15 | A | B | C | D |
| 16 | A | B | C | D |
| 17 | A | B | C | D |
| 18 | A | B | C | D |
| 19 | A | B | C | D |
| 20 | A | B | C | D |

**ANSWER SHEET OF POST-TEST** 90

NAME : Sarah Latifah a.
CLASS : X Akutansi 2

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

| 1 | A | B | C | D |
| 2 | A | B | C | D |
| 3 | A | B | C | D |
| 4 | A | B | C | D |
| 5 | A | B | C | D |
| 6 | A | B | C | D |
| 7 | A | B | C | D |
| 8 | A | B | C | D |
| 9 | A | B | C | D |
| 10 | A | B | C | D |

| 11 | A | B | C | D |
| 12 | A | B | C | D |
| 13 | A | B | C | D |
| 14 | A | B | C | D |
| 15 | A | B | C | D |
| 16 | A | B | C | D |
| 17 | A | B | C | D |
| 18 | A | B | C | D |
| 19 | A | B | C | D |
| 20 | A | B | C | D |

# 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; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor      : 1191/In.28.1/J/TL.00/04/2025
Lampiran  : -
Perihal      : SURAT *BIMBINGAN SKRIPSI*

Kepada Yth.,
Ahmad Subhan Roza (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
*Assalamu'alaikum Wr. Wb.*

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

| | | |
|---|---|---|
| Nama | : | **SABILA DEA PITALOKA** |
| NPM | : | 2101050024 |
| Semester | : | 8 (Delapan) |
| Fakultas | : | Tarbiyah dan Ilmu Keguruan |
| Jurusan | : | Tadris Bahasa Inggris |
| Judul | : | THE INFLUENCE OF USING BAAMBOOZLE TOWARD STUDENTS READING COMPREHENSION AT THE TENTH GRADE OF SMK NEGERI 1 METRO |

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

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 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://sismik.metrouniv.ac.id/v2/cek-suratbimbingan.php?npm=2101050024.
**Token = 2101050024**

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

# S U R A T   T U G A S
Nomor: B-1364/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 | : | **SABILA DEA PITALOKA** |
| NPM | : | 2101050024 |
| Semester | : | 8 (Delapan) |
| Jurusan | : | Tadris Bahasa Inggris |

Untuk :  1. Mengadakan observasi/survey di SMK NEGERI 1 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING BAAMBOOZLE TOWARD STUDENTS` READING COMPREHENSION AT THE TENTH GRADE OF SMK NEGERI 1 METRO".

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

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

Dikeluarkan di   : Metro
Pada Tanggal   : 05 Mei 2025

Mengetahui,
Pejabat Setempat

BEKTI·S

Wakil Dekan Akademik dan Kelembagaan,

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

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

Nomor      : B-1365/In.28/D.1/TL.00/05/2025
Lampiran : -
Perihal     : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK NEGERI 1 METRO
di-
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1364/In.28/D.1/TL.01/05/2025, tanggal 05 Mei 2025 atas nama saudara:

| | | |
|---|---|---|
| Nama | : | **SABILA DEA PITALOKA** |
| NPM | : | 2101050024 |
| Semester | : | 8 (Delapan) |
| Jurusan | : | Tadris Bahasa Inggris |

Maka dengan ini kami sampaikan kepada KEPALA SMK NEGERI 1 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK NEGERI 1 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING BAAMBOOZLE TOWARD STUDENTS` READING COMPREHENSION AT THE TENTH GRADE OF SMK NEGERI 1 METRO".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 05 Mei 2025
Wakil Dekan Akademik dan
Kelembagaan,

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

**PEMERINTAH PROVINSI LAMPUNG**

# SMK NEGERI 1 METRO

Jl. Kemiri No.4 15A Iringmulyo Kec. Metro Timur Kota Metro Kode Pos: 34112
Telp. (0725) 41295-42774 Fax. (0725) 41295 NPSN: 10807612 NSS: 401126104001
e-mail: smkn1metro@gmail.com website: smkn1metro.sch.id

Metro, 21 Mei 2025

Nomor : 070/235//V.01/SMKN.1/2025
Lampiran : -
Perihal : Izin Research

Kepada Yth.
Ketua Jurusan Tadris Bahasa Inggris
Institut Agama Islam Negeri Metro
Di Tempat

Sehubungan dengan surat saudara Nomor : B-1365/In.28/D.1/TL.00/05/2025 tanggal 05 Mei 2025 perihal tersebut pada pokok surat.

Dengan ini kami sampaikan bahwa pada prinsipnya kami dapat memberikan Izin Prasurvey kepada:

Nama : Sabila Dea Pitaloka
NPM : 2101050024
Jurusan : Tadris Bahasa Inggris

Dengan catatan :

1. Mentaati peraturan dan tata tertib yang berlaku di SMK Negeri 1 Metro.

2. Segala sesuatu yang timbul akibat research menjadi tanggung jawab mahasiswi yang bersangkutan.

Demikian untuk dijadikan periksa, atas perhatian dan kerjasamanya diucapkan terima kasih.

Kepala Sekolah,

FAHRISYA, S.Pd
NIP 19820221 200604 1 005

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

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

Nama : Sabila Dea Pitaloka          Program Studi : TBI
NPM : 2101050024                    Semester : VII

| No | Hari/ Tanggal | Pembimbing | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------|------------|------------------------------|------------------------|
| 1 | 4/2 2025 | | Eliminate all body notes | |
| 2 | 12/2 2025 | | Revise problem identification and adjust spacing as in the guidebook | |
| 3 | 20/2 2025 | | Add Observation and the picture of application | |
| 4 | 24/2 2025 | | Acc Seminar | |

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 2015031006

Dosen Pembimbing

Dr. Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

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

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

Nama : Sabila Dea Pitaloka          Program Studi : TBI
NPM : 2101050024                    Semester : VII

| No | Hari/ Tanggal | Pembimbing | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------|------------|------------------------------|------------------------|
|    | 22/4 2025     |            | *(tulisan tangan)*           | *(tanda tangan)*       |
|    |               |            |                              |                        |

Mengetahui,
Ketua Program Studi TBI

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

Dosen Pembimbing

**Dr. Ahmad Subhan Roza, M.Pd**
NIP. 19750610 200801 1 014

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

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

Nama : Sabila Dea Pitaloka
NPM : 2101050024

Program Studi : TBI
Semester : VIII

| No | Hari/ Tanggal | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|---|---|---|---|
| | 19/5 2025 | Revise all Chapter IV | |
| | 22/5 25 | Add a bar chart or frequency distribution | |
| | 26/5 25 | Acc Chapter IV | |
| | 11/6 25 | Revise chapter V | |
| | 12/6 25 | Acc Chapter V | |
| | 16/6 25 | Revise Abstract and Spacing | |

Mengetahui,
Ketua Program Studi TBI

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

Dosen Pembimbing

Dr. Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI METRO**
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Kepala Perpustakaan,

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# CURRICULUM VITAE

The researcher's name is Sabila Dea Pitaloka. She was born in Metro on July 26, 2003. She is the daughter of Mr. Sunardi and Mrs. Surati. She is the first child in her family. The researcher lives in Wonosari, Pekalongan, East Lampung. The researcher began her formal education at TK Aisyiyah Bustanul Athfal, Wonosari, Pekalongan, East Lampung, and graduated in 2009. She continued her education at SD Negeri 2 Wonosari, Pekalongan, East Lampung, and completed elementary school in 2015. After that, she pursued his secondary education at SMP Negeri 1 Pekalongan, East Lampung, and graduated in 2018. She continued his education to the senior high school level at Madrasah Aliyah Negeri 1 Metro, Lampung, and successfully graduated in 2021. The same year, she was accepted as a college student in the English Education Department at the Faculty of Tarbiyah and Teacher Training, State Islamic Institute (IAIN) Metro Lampung.