AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING BOOKVO APPLICATION
ON THE STUDENT'S READING COMPREHENSION
OF THE TENTH GRADE AT SMK NEGERI 1 SEKAMPUNG

By:

DIAH PRAVITA DAMAYANTI
NPM. 2101051009

TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION STUDY PROGRAM

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THE INFLUENCE OF USING BOOKVO APPLICATION
ON THE STUDENT'S READING COMPREHENSION
OF THE TENTH GRADE AT SMK NEGERI 1 SEKAMPUNG

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
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By:
DIAH PRAVITA DAMAYANTI
Students Number: 2101051009

Sponsor : Dr. Widhiya Ninsiana, M.Hum

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APPROVAL PAGE

Assalaamu'alaikum Wr. Wb

Title	:	THE INFLUENCE OF USING BOOKVO APPLICATION TOWARDS STUDENT'S READING COMPREHENSION OF TENTH GRADE AT SMK NEGERI 1 SEKAMPUNG
Name	:	Diah Pravita Damayanti
Students Number	:	2101051009
Department	:	English Education
Faculty	:	Tarbiyah and Teacher Training

APPROVED

To be discussed in the examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.

Wassalaamu'alaikum Wr. Wb

The Head of English Education Department

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

Metro, June 18nd, 2025
Sponsor

Dr. Widhiya Ninsiana, M.Hum.
NIP. 197209232000032002

NOTIFICATION LETTER

Number   :

Appendix   :

Matter   : **In order to hold the examined**
              Of Diah Pravita Damayanti

                              To: The Honorable the

                              Dean of Faculty of Tarbiyah and Teacher

                              Training

                              State Islamic Institute of Metro

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

Name   : Diah Pravita Damayanti

Students Number   : 2101051009

Title   : THE INFLUENCE OF USING BOOKVO APPLICATION
                  TOWARDS STUDENT'S READING COMPREHENSION OF
                  TENTH GRADE AT SMK NEGERI 1 SEKAMPUNG

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

Wassalamu'alaikum Wr. Wb

The Head of English Education Department

Metro, June 18nd, 2025
Sponsor

Dr. Much Deiniatur, M.Pd.B.I.   **Dr. Widhiya Ninsiana, M.Hum.**
NIP. 198803082015031006   NIP. 197209232000032002

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NOTA DINAS

Nomor   :

Lampiran   :

Perihal   : **Mohon dimunaqosyahkan Skripsi**

              Diah Pravita Damayanti

                         Kepada Yth,

                         Dekan Fakultas Tarbiyah dan Ilmu Keguruan

                         Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Nama   : Diah Pravita Damayanti

NPM   : 21010510009

Judul Skripsi   : THE INFLUENCE OF USING BOOKVO APPLICATION TOWARDS STUDENT'S READING COMPREHENSION OF TENTH GRADE AT SMK NEGERI 1 SEKAMPUNG

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris	Metro, 18 Juni 2025 Dosen Pembimbing
Dr. Much Deiniatur, M.Pd.B.I. NIP. 198803082015031006	**Dr. Widhiya Ninsiana, M.Hum.** NIP. 197209232000032002

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KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimill (0725) 47296; Website www.metrounlv.ac.ldE-mail: lainmetro@metrounlv.ac.ld

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BOARD OF EXAMINERS

Chairperson : Dr. Widhiya Ninsiana, M.Hum (...........................)

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The Dean of Tarbiyah and Teacher Training Faculty

Dr. Siti Annisah, M.Pd.
NIP. 198006072003122003

THE INFLUENCE OF USING BOOKVO APPLICATION ON THE STUDENTS READING COMPREHENSION OF THE TENTH GRADE AT SMK NEGERI 1 SEKAMPUNG

ABSTRACT

By:
DIAH PRAVITA DAMAYANTI

The purpose of this study is to determine whether there is a positive and significant influence of using Bookvo application on students' reading comprehension. The main problem faced by students is lack of reading comprehension. This study aims to discuss the effects of using Bookvo application on reading comprehension of the tenth-grade students at SMK Negeri 1 Sekampung.

This study used a quantitative research, with a quasi-experimental design. The research subjects were class X AKL 1 students as the experimental group and class X AKL 2 students as the control group. The sampling technique used cluster random sampling. Data were collected through documentation and tests. To obtain data, the researcher administered multiple-choice tests in the form of pre-tests and post-tests to the students. After collecting the data, the researcher analyzed it using SPSS 25 version software.

The results showed that the independent sample t-test was obtained sig. (2-tailed) value of 0.000, which means sig. (2-tailed) < 0.05. Thus, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It can be concluded that there is a positive and significant influence of using Bookvo application on the reading comprehension of tenth-grade students at SMK Negeri 1 Sekampung.

Keywords: *Bookvo Application, Reading Comprehension, Test*

PENGARUH PENGGUNAAN APLIKASI BOOKVO TERHADAP PEMAHAMAN MEMBACA SISWA KELAS SEPULUH SMK NEGERI 1 SEKAMPUNG

ABSTRAK

Oleh:
DIAH PRAVITA DAMAYANTI

Tujuan penelitian ini adalah untuk mengetahui apakah terdapat pengaruh positif dan signifikan dari penggunaan aplikasi Bookvo terhadap pemahaman membaca siswa. Masalah utama yang dihadapi oleh siswa adalah kurangnya pemahaman membaca. Penelitian ini bertujuan untuk membahas efek dari penggunaan aplikasi Bookvo terhadap pemahaman membaca pada siswa kelas sepuluh SMK Negeri 1 Sekampung.

Penelitian ini merupakan penelitian kuantitatif dengan menggunakan desain quasi-eksperimental. Subjek penelitian adalah siswa kelas X AKL 1 sebagai kelompok eksperimen dan siswa kelas X AKL 2 sebagai kelompok kontrol. Teknik pengambilan sampel yang digunakan adalah cluster random sampling. Data dikumpulkan melalui dokumentasi dan tes. Untuk memperoleh data, peneliti memberikan tes pilihan ganda berupa pre-test dan post-test kepada siswa. Setelah data terkumpul, peneliti menganalisis data tersebut dengan menggunakan software SPSS versi 25.

Hasil penelitian menunjukkan bahwa uji t sampel independen menghasilkan nilai sig. (2-tailed) sebesar 0,000, yang berarti nilai sig. (2-tailed) < 0,05. Dengan demikian, hipotesis alternatif (Ha) diterima dan hipotesis nol (Ho) ditolak. Hal ini dapat disimpulkan bahwa terdapat pengaruh positif dan signifikan penggunaan aplikasi Bookvo terhadap pemahaman membaca siswa kelas sepuluh di SMK Negeri 1 Sekampung.

Kata kunci: *Aplikasi Bookvo, Pemahaman Membaca, Tes*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

      Name   : Diah Pravita Damayanti

      St. Number   : 2101051009

      Department   : English Education Study Program

      Faculty   : Tarbiyah and Teacher Training

It 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 17, 2025
The reseacher,

Diah Pravita Damayanti
St Number. 2101051009

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama   : Diah Pravita Damayanti
NPM   : 2101051009
Prodi   : Tadris Bahasa Inggris
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, 17 Juni 2025
Yang Menyatakan,

Dian Pravita Damayanti
NPM. 2101051009

MOTTO

فَسْـَٔلُوٓاْ أَهْلَ ٱلذِّكْرِ إِن كُنتُمْ لَا تَعْلَمُونَ

"So ask those who have knowledge if you do not know"(Q.S An-Nahl, 43).

"Maka bertanyalah kepada orang yang mempunyai pengetahuan jika kamu tidak mengetahui."

DEDICATION PAGE

This undergraduate thesis is dedicated to:

My dear parents, Mr. Sugianto and Mrs. Sumini Apriyanti who always give the best support for me, always prayers for my success and also always being there for me in all condition. Thank you for your sacrifice and endless love.

My loving grandma, Ma'am Sumiatun Thank you for your love, care, and prayers for me.

My favorite little sister, Shena Thul Azizah thanks for your effort in helping our parents to finish my study.

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All lecturers of English Education Study Program of State Institute for Islamic Studies of Metro

All of my beloved friends, whom I cannot mention one by one

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Last but no least, thank you to myself who has been strong to finish this study.

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is one of the most important components in humans. Because language is used as a tool to communicate or express ideas, feelings, emotions, and convey information about something we need. Everyone needs to communicate in doing daily activities and interacting with other people in their lives. English is one of the most widely used languages in the world and an important language, because it is an international language.

In addition, English in Indonesia is learned and considered as a foreign language or second language. In the world of education in Indonesia, English is learned by students as one of the subjects in schools from Elementary School to University. Learning English is the first step for students to master a foreign language that will be useful in the future. English has many benefits, one of which is used as an official communication medium for many countries.

In learning English, reading is one of the important language skills besides writing, speaking and listening. Reading is the first step for students in comprehending a text. Reading means the activity of increasing knowledge from printed sources including textbooks. Especially in today's information era the use of the internet expands the reach to get the reading material they need. Because by reading, they can get information about everything they didn't know before by reading and developing critical thinking skills.

Reading is the activity of obtaining meaning from words or symbols, which leads to the end goal of reading, called comprehension.[1] Reading involves not only word recognition, but a deeper understanding of the meaning and context of what is being read. Therefore, it is important for us to understand what we are reading.

In reading, there is a term called reading comprehension. A reader should be prepared to comprehend what they are reading before beginning to read.[2] Reading comprehension is the ability to understand and capture meaning through interaction with a text, such as identifying the main idea, understanding the message, and making conclusions. Reading and reading comprehension is a unity that cannot be separated because comprehension becomes an important part of reading because reading is valueless if it is not comprehended.[3] On the other hand, some students think that English reading is one subject difficult and boring, because there are many aspects to learn it. To help students improve reading comprehension, teachers need strategies and media in their teaching and learning.

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[1] Jannatul Laily Noviabahari, Dian Palupi, and Rizka Maulina Wulandari, "EFL College Students' Reading Strategies for Comprehending Reading Texts," *NOBEL: Journal of Literature and Language Teaching* 14, no. 1 (2023): 72.

[2] Rima Mauli Ad, Cucu Sutarsyah, and Ujang Suparman, "An Analysis of Students'Problems in Finding Main Idea of Reading Text," *Journal Of English Teaching* 3, no. 7 (2014): 15.

[3] Al Khazaleh Saqr, "The Effect of Digital Reading on EFL Learners' Reading Comprehension," *VNU Journal of Foreign Studies* 33, no. 6 (2017): 59.

The researcher have conducted a pre-survey through teacher's document, on November 26, 2024 at the SMK Negeri 1 Sekampung of tenth grade students. It can be seen from the document attachment in table 1.1 below.

Table 1.1

**The Score of Students' Reading of The Tenth grades
of SMK N 1 Sekampung in The Academic Year of 2024/2025**

No.	Score	Frequency	Percentage	Criteria
1.	≥ 70	6 Students	16,22%	Complete
2.	≤ 70	31 Students	83,78%	Incomplete
Total		37 Students	100%	

Source: the score data from English teacher at SMK N 1 Sekampung

Based on the table above, we know that a Minimum Standard Criteria (MSC) for English at SMK Negeri 1 Sekampung is 70. It can be seen that the score incomplete is 83.78% with a total 31 students, and while the percentage which complete is 16.22% or 6 students. It means that the percentage of students who are incomplete is greater than the percentage of students who are complete. This indicates their reading comprehension is still lacking.

In addition the researcher found several common problems in students' reading, such as: First, students feel bored reading the English text because it is not interesting. Second, students have limited vocabulary so they find it difficult in understanding meaning of reading texts. Third, students cannot get the main idea of a paragraph or text. Fourth, students' motivation in reading are low.

In line with the above problems, those problems assumed that the students have problem in English learning process. Therefore, the researcher

wanted to use Bookvo application to know the influence in students reading comprehension.

Furthermore, with the development of digital technology, there are many platforms and applications which are faster and more accessible, such as digital books include customization features to adjust the text to individual preferences such as font size, background color, and reading speed of native audiobooks. This makes it easier, more enjoyable and helps students maintain their interest in reading.

Moreover, Bookvo application is one of e-book applications in English subject, it can be access by our mobile phones. This bookvo application allows users to read several stories that provide fiction and non-fiction writings with various genres. Fiction writings such as horror, novels, comedy, mystery, romance and non-fiction writings such as book writing tips, motivation, history and so on. The role of bookvo is to help students understanding and remembering what they have learned.

Based on the whole description above, the researcher was interested in conducting the research through Bookvo application in reading comprehension. Therefore, the researcher wrote a research report entitled "The Influence of Using Bookvo Application on the Students' Reading Comprehension of the tenth grade at SMK Negeri 1 Sekampung".

B. Problem Identification

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

1. The students have lack interest in reading English texts.

2. The students have low vocabulary.

3. The students reading comprehension are low.

4. The students are less motivated in reading comprehension.

C. Problem Limitation

The research was only limited to point 3 that is the students are low in reading comprehension at SMK Negeri 1 Sekampung. Therefore, the researcher used bookvo application, to know the influence in reading comprehension.

D. Problem Formulation

Based on the previous problems, the problem could be formulated as follows:

"Is there any positive and significant influence of using bookvo application on the reading comprehension of the tenth grade students at SMK Negeri 1 Sekampung in the Academic Year of 2024/2025?"

E. Objectives and Benefits of the Research

1. Objectives of the Research

The purpose of this study whether there is a positive and significant influence of using the Bookvo application on reading comprehension of

tenth grade students at SMK Negeri 1 Sekampung in The Academic Year of 2024/2025.

2. **Benefits of the Research**

This research is expected to be beneficial for students, teachers, and other research. The benefits from this research are the following:

a. For the Students

This research is expected to show the students are more interested and feel happy in learning English in reading comprehension by using the Bookvo Application as a learning tool.

b. For the Teachers

Provide ideas to English teachers about a digital technology to enrich learning media, especially reading, by using the Bookvo application to teach reading comprehension is more interesting and fun for students in the classroom.

c. For the Other Researhers

This research is expected to benefit other researchers by providing information on related topics. For the next researcher, this research can provide references related of using bookvo application in learning students' reading comprehension.

F. Prior Research

This research was conducted by considering several prior research. The first previous research was conducted by Desi Sastria Lumban Gaol, Nur Anjelina Safna, Vilmin Artinia Zebua, Kammer Tuahman Sipayung, and Ali Wafa, entitled "The Effect of Using the Cake Application on Vocabulary Mastery of Junior High School Students." The reseacrher, used quantitative research with experimental design methods. The total sample consisted of 20 students in class VIII of Junior High School Sidorame Medan. The sample obtained an average score of 42.65 for the pretest and an average score of 62.6 for the posttest. The results of this research show that there is a significant increase in students' vocabulary mastery by using cake application. Therefore, it can be concluded that learning vocabulary mastery by using the application is more effective than without using the application.[4]

In addition, the researcher considered the similarities and differences between this research and prior research. The similarities are the same using applications as learning media. Meanwhile, the differences is that the research conducted by Desi Sastria Lumban Gaol and other friends is vocabulary mastery while this research is reading comprehension. And the sample used in this research is tenth class students of SMK Sekampung while the prior research is eight class students of SMP Sidorame Medan.

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[4] Desi Sastria Lumban Gaol et al., "The Effect of Using Cake Application on Students' Vocabulary Mastery of Junior High School," *Journey: Journal of English Language and Pedagogy* 7, no. 2 (2024): 80.

Furthermore, the second research was conducted by Muhammad Thahirul Ghulam, H. Lalu Nurtaat, Husnul Lail, and I Made Sujana, entitled 'The Effectiveness of Using Webtoon Application in Teaching Reading Comprehension in Grade Eight of SMP Negeri 11 Mataram.' In this research, the research method used was quantitative. The total sample consisted of 56 students at eight class of SMP Negeri 11 Mataram. The sample obtained an average score of 60.46 for the pretest and an average score of 73.86 for the posttest. The results of this study show that there is a significant difference in the pre-test and post-test scores that have been given to students. Thus, it can be concluded that webtoon apps are effective in teaching reading to improve students' reading comprehension, and the material presented through webtoon apps makes students become more engrossed in the content, which leads to better comprehension of the text.[5]

The similarities between the prior research and this research is that they both conducted research on reading comprehension, and the method used is quantitative, while the differences is that the prior research used webtoon application as learning media while this research uses bookvo application.

In addition, The third research was conducted by Siti Yunita Ramadhanti, Nurhaedah Gailea, and Sutrisno Sadji Evenddy, entitled "The Effect of Using Wattpad Application on Student Reading Comprehension in Narrative Text". In this research, the research method used is quantitative. The total sample

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[5] Muhammad Thahirul Ghulam et al., "The Effectiveness of Using Webtoon Applications in Teaching Reading Comprehension at The Eighth Grade of SMP Negeri 11 Mataram," *Jurnal Ilmiah Profesi Pendidikan* 8, no. 2 (2023): 49.

consisted of 30 students of class X MAN 2 Tanggerang. The results of this research show that the use of Wattpad application has a significant effect on improving students' reading comprehension. Therefore, it can be concluded that there is an effect of using the Wattpad application on students' reading comprehension.[6]

Furthermore the similarities of this research with prior research is the language skills studied, namely, reading and the methods used. Meanwhile, the differences between this research and prior research is the type of application used as learning media.

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[6] Siti Yunita Ramadhanti, Nurhaedah Gailea, and Sutrisno Sadji Evenddy, "The Influence of Using Wattpad Application Toward Students' Reading Comprehension in Narrative Text," *Jurnal Education and Development* 9, no. 2 (2021): 72.

CHAPTER II

THEORETICAL REVIEW

A. Reading Comprehension

1. The Concept of Reading

a. The Definition of Reading

In learning English, there are four basic skills, one of them is Reading. According to Andrea Smith, and Jay Feng, reading is the introduction of symbols of written language a stimulus that helps the process of memorizing what is read.[1] It means that reading is an activity carried out by the reader to obtain and process words into a meaning that can be understood by the reader, and conclude the message that the author wants to convey. In other words, the reader must understand the content of the text.

Meanwhile, Katherine K. Frankel, Bryce L. C. Becker, Marjorie W. Row, and P. David Pearson state that reading is an activity related to strategy, motivation, and involvement.[2] It means that reading is an active process that requires a lot of practice. In other words, in reading we must have skills that continue to develop.

In addition, as noted by Grabe and Stoller, reading can be taught as a way to draw information from text and to form an interpretation of

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[1] Andrea Smith and Jay Feng, "Literature Circle and Gifted Students: Boosting Reading Motivation and Performance," *Online Submission*, (2018) 36.

[2] Katherine K. Frankel et al., "From ' What Is Reading ?' To What Is Literacy ?," *Jurnal of Education* 126, no. 2002 (2015): 19.

that information.[3] It means reading is also gateway for students to get information and knowledge in educational process.

Yingjie explains said the reading is the fundamental complement for writing texts as an output part of language learning.[4] Therefore, effective reading is essential for the successful language learners.

Based on the explanation above, it can be concluded that reading is considered simple, but actually reading is something complex and involves many things, not just memorizing the writing, but also involves a critical thinking process which includes comprehending, telling the meaning of written symbols by involving vision, eye movements, and memory.

b. The Purpose of Reading

There are many various academic purposes in reading activity. The main purpose of every reader is to understand all the information in the reading text. Thus, understanding the content of a reading passage is a very important factor. Therefore, a reader who has clear goals will easily understand the content of the reading, because he will focus on the goals he wants to achieve. As quoted by William Grabe and Xiangying Jiang that classified the purpose of reading into:

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[3] William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading* (New York: Routledge, 2020), P.16.

[4] Yingjie, "An Analysis of Processing EFL Reading Comprehension at a Junior High School," *International Journal of English and Education* 5, no. 4 (2016): 218.

1) Getting specific information

Reading to get information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that is probably best seen as type of reading ability.

2) For basic comprehension (getting main ideas and identifying topics)

Reading activities that aim to understand the general content or the point of a text, such as the main idea, topic, and main message that the writer wants to convey.

3) To learn from the text

Reading to learn has been defined as developing an organized under- standing of how the main ideas, supporting information, and factual details of the text form a coherent whole [5]

c. Models of Reading

In reading comprehension, there are three models that must be considered, namely:[6]

1) The Bottom-Up Model (Text Driven)

The bottom-up model emphasizes that reading starts from the recognition of small elements (such as alphabets, syllables and words) to overall comprehension such as, translating them into

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[5] William Grabe and Xiangying Jiang, "Assessing Reading," *The Companion to Language Assessment* First Edit (2014): 6.

[6] Emerald Dechant, *Understanding and Teaching Reading: An Interactive Model* (Britania Raya: Taylor & Francis, 2013). P.107.

sounds, and translating meaning. The reading process is linear and moves from lower to higher levels.

2) Top-Down Model (Concept-Driven)

The top-down model is the process of predicting meaning by using experience, background knowledge and context. Readers focus more on content than technical details. For example, when reading the headline "Heavy Rain in Jakarta", readers directly predict the content of the text about flooding or congestion.

3) Interactive Model

The Interactive Model combines bottom-up and top-down processes. Reading is seen as a two-way process, where the reader utilizes phonetic knowledge to recognize a new word while comprehending its context from the whole sentence.

2. The Concept of Reading Comprehension

a. The Definition of Reading Comprehension

Reading and reading comprehension are inseparable because without comprehension, the reading process becomes a mechanical activity that does not bring new meaning or knowledge. on the other hand, without good reading skills, it is difficult to achieve a deep understanding of the text. Both must work together to produce an effective and meaningful reading activity.

According to Jane Oakhill, Kate Cain and Carsten Elbro, reading comprehension is a process that involves several steps and critical

thinking process that requires a combination of different cognitive skills and abilities. which involves the interaction of language and thought in the reading process to get the message contained in the text and conclude the content of the reading.[7] In simple terms it can be concluded that reading comprehension is reading activities to understand the content of reading as a whole, both explicit and implied from reading material.

Additionally, M.F. Patel and Praveen M. Jain claim that reading comprehension involves understanding the meaning of context, vocabulary, grammatical structure and concepts. Reading reinforces the vocabulary.[8] It means that reading comprehension aims to provide practice on sentences that use new patterns.

Furthermore, Janette K. Klingner, SharonVaughn, and Alison Boardman stated that Reading comprehension is a complex process that involves multiple components. In this process, readers do not simply read words, but also use their prior knowledge and specific strategies to understand the content of the text. Furthermore, the level of comprehension is influenced by the characteristics of the text itself, such as the reader's interest in the topic and their understanding of the text's type or structure. Therefore, reading comprehension occurs through the

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[7] Jane Oakhill, Kate Cain, and Carsten Elbro, *Understanding And Teaching Reading Comprehension* (New York: Routledge, 2015), P.22.

[8] Dr. M.F. Patel and Praveen M. Jain, *English Language Teaching* (Jaipur: Vaishali Nagar, 2008), P.133.

interaction between the reader's abilities and the content of the text.[9] It means effective reading comprehension also involves regulating thinking while reading as well as good working memory to hold the key ideas together.

Nurdiana and Rizki Amelia explain that reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved. When the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader.[10] It means that to comprehend the text the readers need to use some strategies before, during and after reading.

Based on the definition of the experts above, it can be concluded that reading comprehension is at the heart of the reading process for it allows individuals to make sense of the text within their own experiences. It requires children to look closely at texts in order to derive meaning and to make decisions based on what has been stated or inferred.

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[9] Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties* (United States of America: Guilford Press, 2007), P. 8.

[10] Nurdiana and Rizki Amelia, *Interpretive Reading* (Pekanbaru: Edukasi Kreasi, 2017), P. 6.

b. Indicator of Reading Comprehension

There are some criteria that are often used to measure students reading comprehension, they are:[11]

1) Main idea.

2) The topic of the text.

3) Reference

4) Supporting ideas.

5) Vocabulary in context.

6) Structure of the text.

Based on the indicator above, the essence of reading comprehension lies in the deep involvement between the reader and the writer. Therefore, by understanding and applying these indicators, one's reading comprehension can develop in a structured and directed manner.

c. Strategies For Reading Comprehension

There are some strategies in reading comprehension that can be use to help the readers comprehend the text. Those strategies can be explained, as follows:[12]

1) Vocabulary knowledge

Vocabulary knowledge is an important component of comprehension as decoding the words in a text is fundamental to understanding the overall meaning and context.

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[11] H. Duoglas Brown, *Language Assessment Principles and Classroom Practices* (San Francisco: State University, 2004), P. 104.

[12] Edge, *Reading Skills & Strategies Level 5* (INC: Seddleback, 2022), P. 4.

2) Activating prior knowledge

Readers are more motivated, and comprehend more, when they are reading for a purpose that makes sense to them. The following are important begin reading strategies: Prior knowledge about the purpose of the reading, Prior knowledge about the topic, and Prior knowledge about type of text.

3) Pre-reading and predicting

Prereading prepares students for the content, focus, organization, and level of difficulty of challenging comprehension material. The goal of prereading is to give students an overview of the topic, book, or story to be read so they can develop mental templates upon which to pattern the new information. Prereading can include activities to build interest and attention, explore keywords, create connections and background knowledge, and establish reading goals.

Predicting is fundamental in reading comprehension because predicting involves prior knowledge and sets expectations for active reading. predicting is the process of making precise predictions about what will happen next in a text or situation based on available information.[13]

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[13] Gerald Duffy, *Explaining Reading*, (New York: The Guildford Press, 2009), P. 101.

4) Mental imaging

Imaging requires the reader to use prior knowledge and predict. In this case, the prior knowledge the reader uses is experience with words and descriptive language. Readers use descriptive language to create a "picture in their mind" about what is happening. It means that they predict what imagery the author wants to convey.

5) Self-questioning

Personal students cannot exactly mimic what they do because the process depends on individual prior knowledge.

6) Summarizing

Summarizing is a strategy of retelling the main ideas and key points of a text in a shorter and more coherent way. Summarizing helps readers focus on the main message of the text and reinforces understanding. It means that the summaries should be interconnected with each other within each paragraph that represents the whole paragraph.

7) Semantic mapping

This strategy involves creating diagrams or "maps" that illustrate how different pieces of information connect and group meaningful text ideas. This technique helps readers understand and remember information by visually organizing it in a meaningful way. Semantic map making can be done in groups or individually.

d. The Asssessment of Reading Comprehension

In order to know the achievement that students get in their reading comprehension that it should be measure by using the reading assesments. There are several reasons for assessing reading, the skills and knowledge involved in reading. These reasons include assessing to monitor student progress, assessing to measure proficiency, to detect barriers to learning, and to increase motivation to learn. Here are some ways to assess reading comprehension such as: Pronominal Questions, Imperatives, True/False, Yes/No, Alternative Questions, Multiple-choice and Information Transfer.[14]

Meanwhile, to measure students' reading comprehension there are several common aspects that become instruments in this assessment :

1) Literal comprehension: Questions about specific information, main ideas, determining topics and basic elements such as time, place and characters in the text.

2) Inferential comprehension: Questions that ask students to draw conclusions from the text.

3) Critical comprehension: Questions that ask students to identify the purpose of the text.

Based on several types of reading that have been explained above, researcher focused on literal reading.

While, there are several formats in reading assessment, which are:

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[14] I. S. P. Nation, *Teaching ESL/EFL Reading and Writing* (New York, 2009), P. 77.

1. Assessment Format

   a) Number of question: 20

   b) Maximum score for each question: 1

   c) Total maximum score: 100

2. Score Formula

   The total score can be calculated using the following formula:

   $s = \dfrac{r}{n} \times 100$

   notes:

   s = the score of the test

   r = total of tests that are correct

   n = the total item.

3. Score Interpretation

   90 – 100 : Excellent

   70 – 89 : Good

   50 – 69 : Needs Improvement

   20 – 49 : Poor

B. The Concept of Bookvo Application

1. Definition of Bookvo Application

Figure 2.1 Bookvo Logo

In today's digital era, one of the apps that can be used to teach reading is Bookvo, created by Bohdan Synytsia. *BOOKVO* app is an English learning app designed to improve reading skills for users through English stories and books. it is available on multiple platforms, including Android and iOS, to support learning anytime and anywhere. The app is short story-based, containing a wide variety of short story titles.

Meanwhile, This app is suitable for English learners at any level, as it offers a fun approach to learning with engaging stories. Users can read or listen to books for free, although premium subscriptions are available for additional features.

So this app is very interesting and makes it easier for us to read. Description of the *BOOKVO,* English Stories Android App Developed by *BOOKVO* - Learn Languages Listed in Education Category. Current Version Is 4.4.0, Updated on November 18, 2024. According to Google Play, English Stories reached over 306 Thousand Download Downloads.

English Stories Currently Has 1 Thousand Reviews With an Average Voting Score of 5.0.[15]

2. The Features and The Function of *BOOKVO* Application

1) There are some features of *BOOKVO* Application:

    a. 3.000 stories

    b. Readings supported by Translator

    c. Audiobooks for Every Book Available

    d. Easy to save and manage your favorite items (the user can save new words and stories they discover for later access or relearning)

    e. Teaches readers to know how to pronounce in English

    f. Remind learning English (Easy to use, easy to understand, easy to practice and to improve reading skills quickly, get more useful and practical English)

2) The Function of *BOOKVO* Application

The function of this app is to support English learning including improving reading comprehension. With a wide selection of stories, the user can read independently to improve English reading comprehension and speed. This application also makes it easier for beginner readers who have a small vocabulary, because this application provides translation both per word and per sentence quickly and effectively. The features in this

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[15] Google play store.*"Reading English Stories Application"* https://play. google.com/store/apps/details?id=com.mmt.*BOOKVO.*=web_share, accesed on October 21, 2024

BOOKVO application are also complete, making it easier for us to improve our reading skills.[16]

3. **Benefits of *BOOKVO* Application**

There are several benefits of using *BOOKVO* Application:

a. Fun learning

As a game-based learning application, it will create fun and interesting learning, because English learning in this application is packaged easily and simply.

b. Increase English vocabulary

Students can expand their vocabulary through English books and stories on bookvo app, with the feature to translate words instantly.

c. Easy to use and free

The app is suitable for a wide range of users, both beginners and advanced. Most features are available for free so users can enjoy quality literature. Although there is a premium option for more access.

d. Flexibility in learning

The user can read the stories anytime and anywhere, whether at relax time or traveling making it a flexible learning tool.

4. **Disadvantages of *BOOKVO Application***

There are several disadvantages of using *BOOKVO* Application:

a. Not All Features Are Free

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[16] *Ibid.*

Many important features or popular books can only be accessed after subscribing.

b. Need a Device and Internet Connection

Requires a device (mobile phone/tablet) and sometimes a stable internet connection.

5. **How to use the *BOOKVO* Application**

This application is very easy to access at The BOOKVO application has a small storage so that if you downloaded this application, the storage space on Android would not be full because this application has a small storage. Here the procedur of using BOOKVO application:

a. You could download this application on Android via Google Play Store.
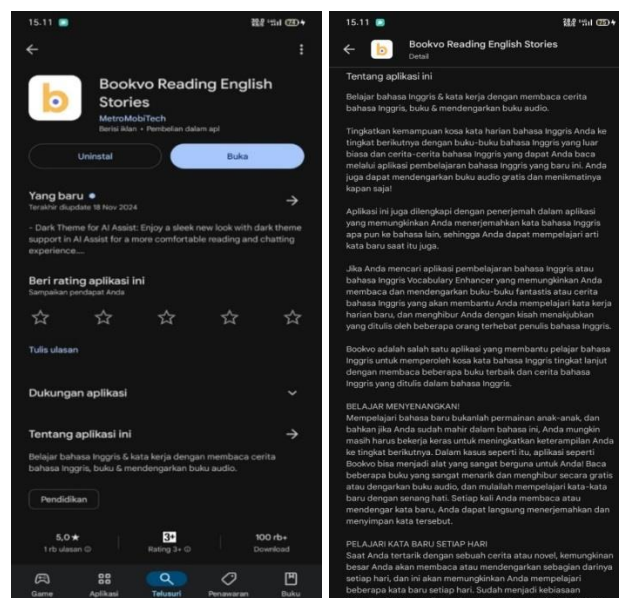
Figure 2.2 Bookvo application.

b. Find stories to read
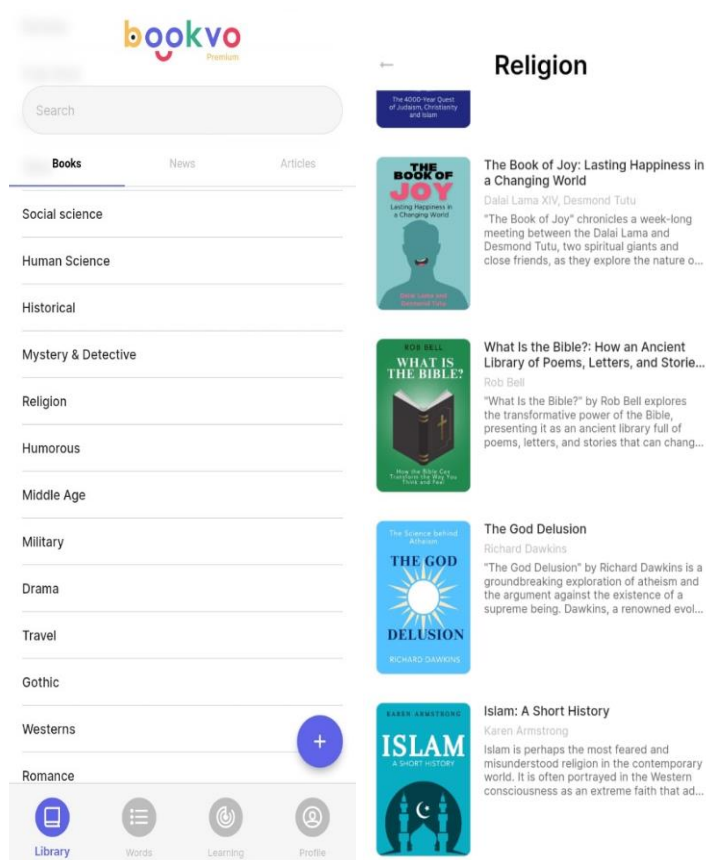
Figure 2.3 Bookvo Home Screen

If you have downloaded it, then you will open the main feature in the BOOKVO application. There will be several groupings of storybooks including fiction and non-fiction. To search, enter the title of the story or keyword words, such as romance, action, fan fiction, etc. Storybook discovery is based on tags and keywords. In the various sub-stories, if we select one of the sub-stories, then the sub-story has several kinds of story titles in it.[17]

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[17] Google play store. *"Reading English Stories Application"* https://play.google.com/store/apps/details?id=com.*BOOKVO*.=web_share, accesed on October 21, 2024

c. Claim a title

Once you have decided to read it, click the blue button that says "read". When you click to read, you will be given the option to add the title to your library or reading list or reading list. When you click on either, a story will be added.

d. Read the book
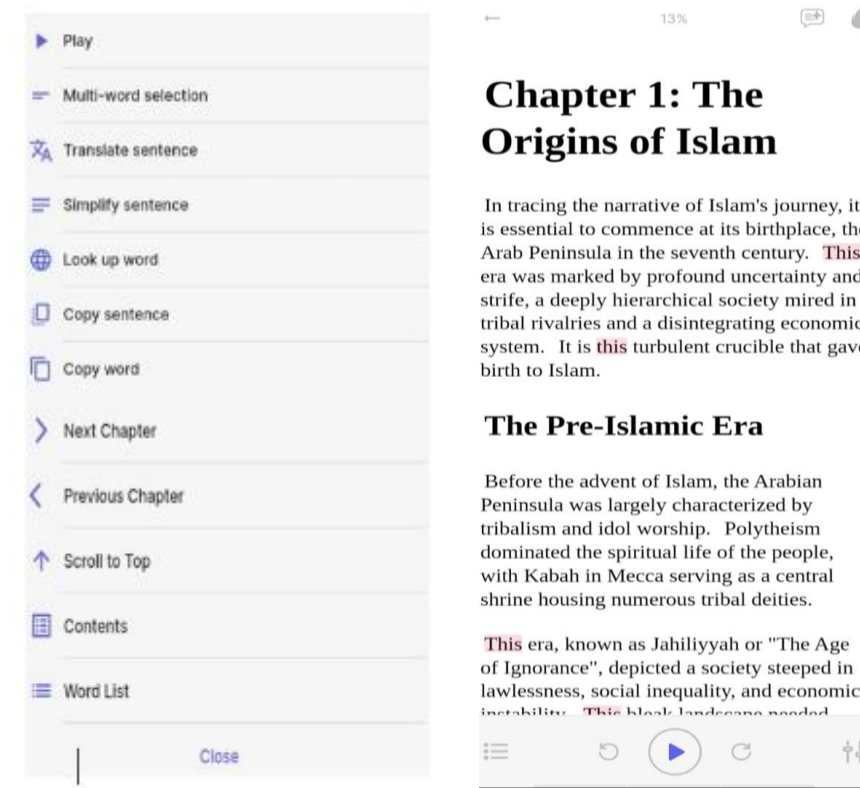
When we click on one of the story titles, a feature will appear as shown above. In Figure 7, there are three rows on the left side of the main page of this app. The three rows contain features such as sub topics, pronunciation, audio, translation, and more.[18]

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[18] Google play store. *"Reading English Stories Application"* https://play. google.com/store/apps/details?id=com.*BOOKVO.*=web_share, accesed on October 21, 2024
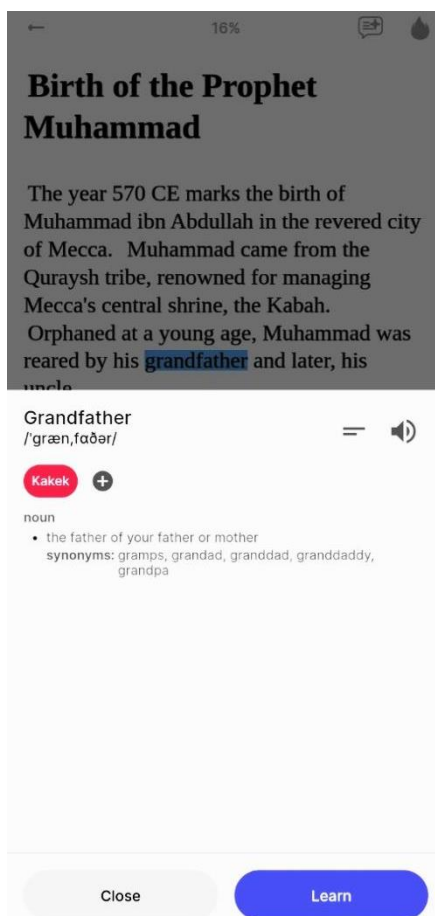
The image above, is the display if we translate a short story short story from English into Indonesian either per word or per sentence if we don't know the meaning. the meaning.[19]

6. The Use Of Bookvo Application In Teaching Reading

In teaching reading, teachers can use several strategies that can make students more interested and easy to understand the content of what they have read. In this case, the teacher must be smart in choosing the strategy that will be used in the learning process. One of the strategies that can be

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[19] *Ibid.*

used by teachers is by using media or technology that can help teachers to make the class more active and also make students' reading comprehension better.

The researcher decided to use the bookvo application in teaching reading because bookvo is a reading application suitable for teenagers to young adults, but because of the variety of genres in the bookvo application, the author thinks that this application is also suitable for various ages but still requires direction from the teacher in teaching teenagers. Not only fiction but also non-fiction is available in bookvo. Thus bookvo is suitable for many topics in reading. The use of bookvo in teaching reading can also be one of the ways that teachers can use to improve students' reading comprehension.

From the explanation above, to measure students' understanding of the content of the story, and to train students' comprehension, the researcher will be implementing the steps of using bookvo application in reading comprehension learning, as follows:

1) The teacher creates questions about the story in the app.

2) Students read the story in the bookvo app.

3) After reading, students summarize what they have read.

4) Students fill in the answers to the questions given by the teacher based on the story they have read.

The steps tell that students have to make a summary after reading and try to answer the questions given by the teacher.

C. Concept of Narrative Text

1. Definition of Narrative Text

Narrative text is one of English text types. Narrative text defined as the representation of an event or a series of events, consisting of story and narrative discourse, story is an event or sequence of events (the action), and narrative discourse is those events as represented. Some examples of narrative text are fantasy novel, historical fiction and stories.[20]

Narrative text is a text talks about something interesting that has purpose to amuse, entertain the readers. It means that narrative text answers the question who, when, where, what and why about the characters involved in the story. In other words, narrative text has a positive impact on improving student learning. Therefore, learning is not only about giving material bus also.[21]

Based on the descriptions, it can be said that narrative text is a story to entertain and amuse the audience and the content of story is followed of climax and also resolution in the end of the story. Therefore, the most common narrative texts found are fairy tales, folk tales and fictional stories.

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[20] H. Porter Abbott, *The Cambridge Introduction to Narrative* (Cambridge University Press, 2002)

[21] Lubis, Rayendriani Fahmei, "Narrative Text," English Education: English Journal for Teaching and Learning 5, no.2 (2017): 1-14.

2. **Structure of Narrative Text**

Narrative text consists of several elements, To make it clear, the explaination as follows:

a. Orientation

Introducing the characters of the story, the time and place the story happened. (who, what, when, and where).

b. Complication

An initiating event, the event that starts the main character on a series of series of event to solve the problem.

c. Resolution

The resolution is the section that concludes the story. It provides a solution to the conflict, bringing the storyline to an end. The resolution can result in a happy ending or tragic, sad ending.

d. Coda

A closing part with a moral, reflection, or what happens after.

3. **Kinds of Narrative Text**

According to Neo, there are some types of narrative texts, among others:[22]

a. Humor

A humorous narrative is one of that aims to make audience laugh as a part of telling story. Humor is a funny story that is entertaining and does not have a separate message that the author wants to convey to the reader.

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[22] Ernest Neo, *Narrative for 'O' Level,* (Malaysia: Longman, 2005), p. 58.

Example:

'Setengah Jalan'. The novel entitled Setengah Jalan is the work of Ernest Prakasa, which tells the story of his life at the age of 35. In this book there are humorous elements that make readers laugh, but there are also real stories about Ernest's life experiences in the world of cinema, comics and writing.

b. Historical Feature

Historical stories tell about events in the past that have historical value. Historical stories usually contain stories or origin facts about past events that have historical value. In Indonesia itself, the narrative story that is included in the historical narrative is the Diponegoro War.

Example:

Diponegoro's war story. The Diponegoro War, also known as the Java War, was one of the major wars in Java. This war involved Dutch troops and the Javanese population. The war led by Prince Diponegoro took place in Jogja, which began because of Dutch interference in the internal affairs of the Jogja Sultanate.

c. Romance

Romance is a type of essay that generally contains the love story of the characters told in it. For example, Romeo and Juliet, I'm One of Those Fool Men. The romance narrative typically tells of two lovers who overcome difficulties to end up together.

Example:

Romeo and Juliet is a romance about two young people who fall in love. But they can't be together because of their family backgrounds. Romeo is from the Montague family and Juliet is from the Capulet family. These two rich Italian families have been enemies for a long time.

d. Fantasy

Fantasy story is an essay created relying on someone's imagination in which there will be various types of stories.

Example:

The Harry Potter movie is one example of a fantasy story, which tells the story of a wizard named Harry Potter who fights against the enemy who killed his parents.

e. The Diary Novels

A novel is a long essay that tells a person's life. This type of narrative has the text presented like diary entries.

Example:

Laut Bercerita – Leila S. Chudori. Laut Bercerita tells the story of a student and activist named Laut who lived during the New Order era. The novel tells how difficult it was for students to voice their opinions until finally Laut and his friends faced torture. This work by Leila S. Chudori is an example of a recommended short historical novel because it enables readers to learn about the past.

f. Science Fiction

According to Basil Davenport, Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know. Some examples of science fiction are:

1) To the Moon from the Earth by Jules Verne.

2) Starship Trooper by Robert Heinlein.

3) A Space Odyssey by Arthur C. Clarke.

In this study, researcher used historical feature stories so that students not only read about fairy tales, but also learn about the history of heroes in Indonesia, and foster a sense of nationalism in each student.

4. **Language Features of Narrative Text**

Anderson outlines the key language features of narrative text as follows:

a. Nouns

Nouns play a crucial role in narrative text as they identify and specify the characters, objects, and places that are central to the plot.

b. Adjectives

Adjectives contribute to the richness of the narrative by providing descriptive details (such as: old, young, beautiful, thin, tall, crowded, etc.) about the characters and the setting.

c. Verbs

Verbs are fundamental in narrating actions and events. Verbs describe the dynamic aspect of the story by expressing the actions, movements, and behaviors of the characters.

d. Time Words

Time words are essential for establishing a clear timeline and sequence of events in a narrative text.

e. Simple Past Tense

The use of simple past tense is common in narrative texts as it tells of actions or events that have happened in the past.

By using these language features effectively, narrative texts can engage readers or listeners by painting vivid pictures, conveying a sense of time and place, and bringing stories to life through interesting characters and dynamic actions.

D. Theoretical Framework and Paradigm

1. Theoretical Framework

The researcher used a quantitative method. There are two variables in this research, the independent variable (X) is Bookvo Application and dependent variable (Y) is students reading comprehension.

The theoretical framework in this research is "if Bookvo Application is applied effectively in reading comprehension will be good. Conversely, if Bookvo App is not applied perfectly in reading comprehension it will be poor."

2. Paradigm

Based on the theoretical framework above, the researcher illustrates the paradigm as follow:
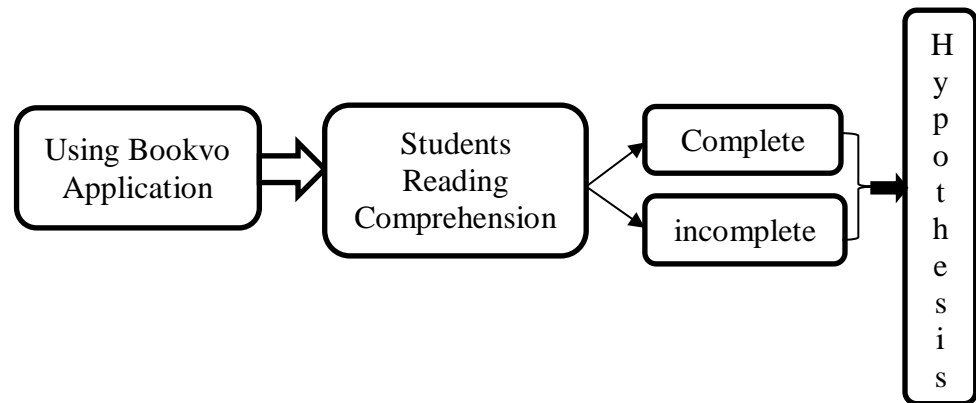
Image 9 The bookvo application of paradigm

Based on the paradigm above, this paradigm can describe: If students using Bookvo Application and reading comprehension is complete the test, it means there is positive and significant effect of using Bookvo Application in Reading Comprehension at Tenth Graders of SMK Negeri 1 Sekampung. However, if the use of Bookvo Application and reading comprehension is incomplete, so there is no positive or significant effect of using Bookvo Application in Reading Comprehension at Tenth Graders of SMK Negeri 1 Sekampung.

F. Hypothesis

Based on the theories will explained above, it can be posed a hypothesis as follow:

1. **Hypothesis Formulation**

   a. Alternative Hypothesis (H_a): There is a positive and significant Influence of using Bookvo Application Toward Students' Reading Comprehension at Tenth Graders of SMK Negeri 1 Sekampung in Academic year 2024/2025.

   b. Null Hypothesis (H_o): There is no positive and significant Influence of using Bookvo Application Toward Students' Reading Comprehension at Tenth Graders of SMK Negeri 1 Sekampung in Academic year 2024/2025.

2. **Statistical Hypothesis**

   In their conducted, statistical hypothesis were formulated as follow:

   a. If sig (2-tailed) < 0.05. (H_o) is rejected and (H_a) is accepted.

   b. If sig (2-tailed) > 0.05. (H_o) is accepted and (H_a) is rejected.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design is a plan and procedure designed to analyze, collect and interpret data with the aim of assisting researcher to answer the questions under consideration.[1] The design in this research used quantitative methods. Quantitative methods involve numerical data and statistical analysis with the aim of drawing conclusions or testing hypotheses.[2]

In this research, the design used is experimental research. The experimental research design is to compare two or more groups. The type of experimental research, used by researcher is Quasi-experimental design to investigate whether there is an influence between one variable and another variable. In this research, researcher used two class as a comparison, namely, class X AKL 1 as an experimental class that is given treatment using bookvo application and class X AKL 2 as a control class it will not given treatment. This research was conducted on X grade students of SMK Negeri 1 Sekampung. The following is a research design that can be shown.

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[1] John W. Creswell, "Research Desaign Qualitative, Quantitative, and Mixed-Methods Research," *Microbe Magazine*, (2009): 22.

[2] Anthony James Veal, *Research Methods for Leisure and Tourism*, (Harlow, United Kingdom: Pearson, 2018),P. 50.

Table 3.1
The Research Design

Experimental Class	Pre-test	Treatment by using bookvo application	Post-test
Control Class	Pre-test	Treatment does not use bookvo application	Post-test

B. The Operational Definition of Variables

1. Independent Variable

The independent variable is referred to as the cause variable, which is assumed to be the variable that influence change in the second dependent variable. The independent variable is presented as variable X in mathematical notation, variable X in this research is bookvo application. The researcher used an observation sheet as a measuring instrument of this variable. There are several indicators as follows:

a. The students will create fun and interesting in English learning.

b. The students are able to expand their vocabulary.

c. The students are able to use bookvo application in reading.

d. The students are able to read the stories on the bookvo application in a flexible manner.

2. Dependent Variable

The dependent variable (Y) is the variable that is observed and measured to determine the effect of the independent variable. Reading comprehension is the dependent variable in this research. Students' reading comprehension refers to their capacity to extract meaning from reading a

text. The researcher will measure students reading comprehension through a test in the form of multiple-choice questions. There are several indicators as follows:

a. The students are able to comprehend the main idea in the paragraph of story.

b. The students are able to identify supporting ideas in the text.

c. The students are able to determine the topic of reading.

d. The students are able to draw conclusions in the text.

e. The students are able to understand the vocabulary in the text.

f. The students are able to recognize the structure of the text.

C. Population, Sample and Sampling Technique

1. Population

Population is defined as the whole group, which is the target of research and has certain characteristics that are relevant to the research objectives.[3]

In other words, the population of this research is all the students of tenth grade at SMK Negeri 1 Sekampung in the academic year 2024/2025. The total population is 183 students of five classes.

2. Sample

Sample is a selected representation of the whole population. To represent the population of the research.[4]

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[3] Geoffrey Marczyk, David Dematteo, and David Festinger, *Essentials of Research Design and Methodology* (Canada: John Wiley & Sons, 2005),P. 95.

[4] Dr. Prabhat Pandey and Dr. Meenu Mishra Pandey, *Research Methodology: Tools and Techniques* (Bridge Center: Buzau, Al. Marghiloman, 2021),P. 40.

The research sample as respondents are tenth grade students at SMK Negeri 1 Sekampung. The sample of this research include two classes, namely class X AKL 1 consist 37 students and X AKL 2 consist 35 students. Thus, the total sample number is 72 students. One class will be designated as the experimental class and the other one as the control class by the researcher.

3. Sampling Technique

The researcher used a cluster random sampling approach of this research. A probability sampling approach called cluster random sampling in which the population is divided into small groups called clusters. Then, several clusters are randomly selected, and data is collected from all individuals within the selected clusters, to be sampled.[5] From the total population is 183 students in five classes, that is two classes will be selected. One class as the experimental class, while the other class as the control class.

D. Data Collecting Technique

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

1. Test

Test is the most commonly applied assessment tools used to measure the abilities or skills of individuals in education.[6] To evaluate both variables in this research, test is used as a data collection strategy. The researcher assessed students' reading comprehension by using a test, the type of test is

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[5] *Ibid.*, P.52.

[6] Dickson Adom, Jephtar Adu Mensah, and Dennis Atsu Dake, "Test, Measurement, and Evaluation: Understanding and Use of the Concepts in Education," *International Journal of Evaluation and Research in Education* 9, no. 1 (2020): 109.

multiples choice, consisting of 20 questions with four options A, B, C and D.

In this research, the reseracher conducted the pre-test and post-test as follows:

a. Pre-test

The pre-test was given on the first meeting before the treatment to measure students' reading comprehension. The researcher used a reading test in the form of a multiple-choice test where students will be given a text and several questions.

b. Post-test

After giving the treatment, the researcher was given a post-test to find out the results of treatment whether the use of bookvo application has an effect or not in students' reading comprehension.

2. Documentation

The collecting data is documentation. Documentation in research involves accurate recording and analysis of archives relevant to the research topic. The research used documentation instruments to get detail information about the profile, history and organization structure at SMK Negeri 1 Sekampung.

E. **Research Instrument**

The research instrument in this study is a reading comprehension test in the form of 20 multiple-choice questions designed to measure students' ability to understand English narrative text relevant to the Bookvo application material, with the aim of identifying the effect of using Bookvo on students' reading comprehension.

This instrument consists of a pre-test and post-test given to the experimental and control groups, with each question having four answer choices and only one correct answer. The preparation of questions based on reading comprehension indicators such as main idea, supporting idea, the topic, reference, vocabulary meaning, and sturucre of the text.

The scoring was done by giving a value of 1 for correct answers and 0 for incorrect, and the final score was calculated by the formula (number of correct/number of questions) $\times$ 100.

F. **Data Analysis Technique**

Data analysis technique is a systematic procedure used to process data collected during research, based on the issues raised to make it easier to understand. Meanwhile, data analysis in quantitative research aims to provide categories, and produce a meaning and find what is the center of research.

To answer the question "Is there any positive and significant influence of using Bookvo application on reading comprehension of tenth grade students at SMK Negeri 1 Sekampung in the academic year 2024-2025". Researchers analyzed the data using the Independent Sample T-test with the IBM SPSS

(Statistical Package for the Socia Sience) statistics version 25 application program. This test was used because it is effective in comparing the means of two unpaired samples to determine whether there was a significant difference between them. Data analysis techniques in this research used hypothesis testing, normality test, homogeneity test and t-test by independent t-test.

1. **Hypothesis Testing**

Hypothesis testing is a procedure carried out for the purpose of deciding whether to accept or reject the null hypothesis. In order to test whether there is a difference in students learning outcomes using bookvo application and not using bookvo application, the t-test is used.[7] The t-test is a statistical test used to determine average differences between two groups, experimental class and control class, by using SPSS version 25 for Windows to process the data. After the researcher knows normal and homogeneous results, the criteria for acceptance or rejection of hypothesis testing are: if Sig. $< \alpha = 0.05$, Ha is accepted. If Sig. $> \alpha = 0.05$, Ho is rejected to determine the significant difference between the post-test in the experimental class and the post-test in control class.

2. **Normality test**

The normality distribution test was a test to measure whether our data has a normal distribution or not. To find out normality test

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[7] I Putu Ade Andre Payadnya, *Panduan Penelitian Eksperimen Beserta Analisis Statistik dengan SPSS* (Yogyakarta : Deepublish, 2018), P. 75.

researcher used a Kolmogrov-Smirnov. Bellows are the hypothesis for normality test are:

    a) Ho: Data is not normally distributed if sig value <0.05

    b) Ha: Data is normally distributed if sig value >0.05[8]

3. Homogeneity Test

Homogeneity testing aims to verify that the analyzed data is sourced from populations with minimal dissimilarity, ensuring their comparability.

The hypotheses for the homogeneity test are as follows:

1) Null Hypothesis (Ho): The variances of the data is not homogeneous if Sig. < 0.05

2) Alternative Hypothesis (Ha): The variances of the data is homogeneous if Sig > 0.05

4. T-test

Based on the previous explanation that the normality and homogeneity, the researcher used a t-test by independent t-test for the hypothetical test. The hypothesis as follows:

Ha: There is a significant difference effect after used Bookvo on the reading comprehension of the tenth grade at SMK Negeri 1 Sekampung.

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[8] Imam Ghozali, *Aplikasi Analisis Multivariat dengan Program SPSS* (Semarang : Badan Penerbit Universitas Diponogoro, 2006), P. 112.

Ho: There is no significant difference effect after used Bookvo on the reading comprehension of the tenth grade at SMK Negeri 1 Sekampung.

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

Ho is rejected if the Sig. value > α 0.05

Ha is accepted if the Sig. value < α 0.05

CHAPTER IV
RESEARCH RESULT AND DISCUSSION

A. Research Result

In this research, there was a results and findings section, which explains what the researcher discovered after analyzing the data. This answers the research questions that have been presented in the introduction. The researcher conducted 2 test activities, that is pre test and post test. Researcher uses AKL 1 as an experimental class and AKL 2 class as a control class. The researcher conducted a pre-test on the 2 classes, then applied different media to find out whether bookvo application made a difference in students' final results. The final results of the control class and experimental class were obtained through the post-test.

1. Description of Research Data

a. The Students Pre-Test Result of X AKL 2 (Control Class)

On May 21, 2025, the researcher conducted a pre-test to assess students' proficiency in reading comprehension before giving the post-test. The pre-test was conducted by the researcher using multiple choices with 20 questions. Results of the pre-test can be seen as follows:

Table 4.1

The Result of Pre-Test (Control Class)

No	Score	Frequency	Petcentage
1	30-35	5	14%
2	36-41	7	20%
3	42-47	4	11%
4	48-53	6	17%
5	54-59	2	6%
6	60-65	9	26%
7	66-71	2	6%
	total	35	100%

Based on the data presented in Table 4.1, about the results of pre-test in control class, followed by 35 students. The minimum standard criteria for English subjects is 70, and based on the data above, there are 2 students or 6% who achieved the criteria, and 33 students or 94% get scores under 70.

Figure 4.1

The Bar Chart of Frequency and Percentage Distribution

Based on Figure 4.1 about the results of pre-test in control class, it can be seen percentage and frequency distribution above, the test was followed by 35 students who became the researcher sample, it can be divided: First, the number of students that got score 30 – 35 (14%) was 5 students. Then, the number of students that got score 36 – 41 (20%) was 7 students. Furthermore, the number of students that got score 42 – 47 (11%) was 4 students and the number of students that got score 48-53 (17%) was 6 students, score 54 – 59 (6%) was 2 students and score 60-65 (26%) was 9 students. The last the number of students that got score 66 - 71 (6%) was 2 students, with the highest score was 70 and the lowest score was 30.

b. The Students Pre-Test Result of X AKL 1 (Experimental Class)

On May 22, 2025, this was done to determine students' reading comprehension abilities before giving treatment. The pre-test was conducted by researcher using multiple choice. Results of the pre-test can be seen as follows:

Table 4.2

The Result of Pre-Test (Experimental Class)

No.	Scores	Frequency	Percentage
1	40-45	10	27%
2	46-51	9	24%
3	52-57	3	8%
4	58-63	7	19%
5	64-69	3	8%
6	70-75	5	14%
	Total	37	100%

Based on the data presented in Table 4.2, about the results of pre-test in experimental class, followed by 37 students. The minimum standard criteria for English subjects is 70, and based on the data above, there are 5 students or 14% who achieved the criteria, and 32 students or 86% get scores under 70.

Frequency Distribution of Students Pre-Test (Experimental Class)

Figure 4.2
The Bar Chart of Frequency and Percentage Distribution

Based on Figure 4.2 about the results of pre-test in experimental class, it can be seen percentage and frequency distribution above, the test was followed by 37 students who became the researcher sample, it can be divided: First, the number of students that got score 40 – 45 (27%) was 10 students. Then, the number of students that got score 46 – 51 (24%) was 9 students. Furthermore, the number of students that got score 52 – 57 (8%) was 3 students and the number of students that got score 58-63 (19%) was 7 students and score 64 – 69 (8%) was 3 students. The last the number of

students that got score 70 - 75 (14%) was 5 students, with the highest score was 75 and the lowest score was 40.

    c. The Students Post-Test Result of X AKL 2 (Control Class)

The post-test in control class was conducted on May 21, 2025. In post-test, researcher used multiple choice questions to evaluate the students' results. The post-test scores can be identified as follows:

Table 4.3
The Result of Post-Test (Control Class)

No.	Scores	Frequency	percentage
1	40-45	7	20%
2	46-51	4	11%
3	52-57	6	17%
4	58-63	7	20%
5	64-69	5	14%
6	70-75	6	17%
	total	35	100%

Based on the data presented in Table 4.3, about the results of post-test in control class, followed by 35 students. The minimum standard criteria for English subjects is 70, and based on the data above, there are 6 students or 17% who achieved the criteria, and 29 students or 83% get scores under 70.
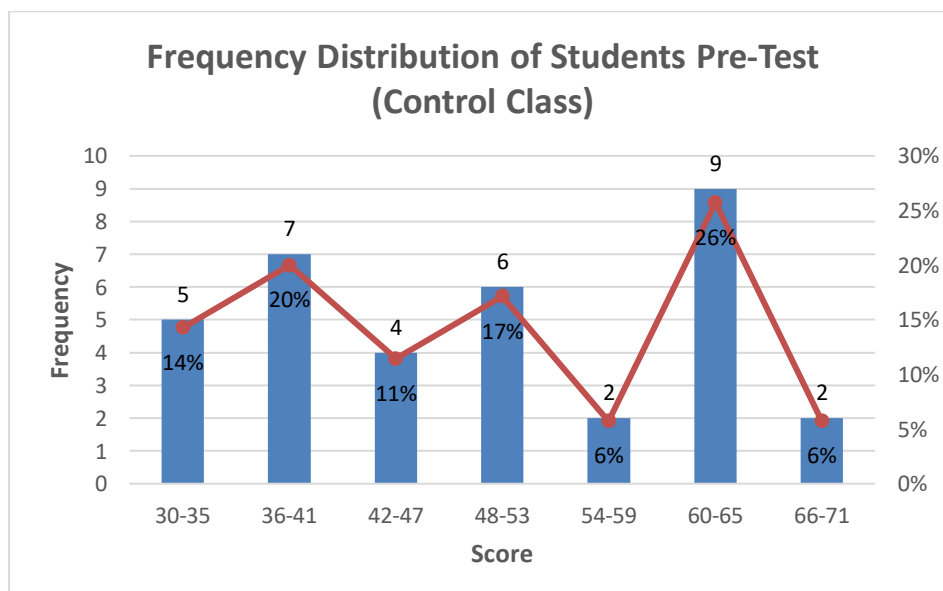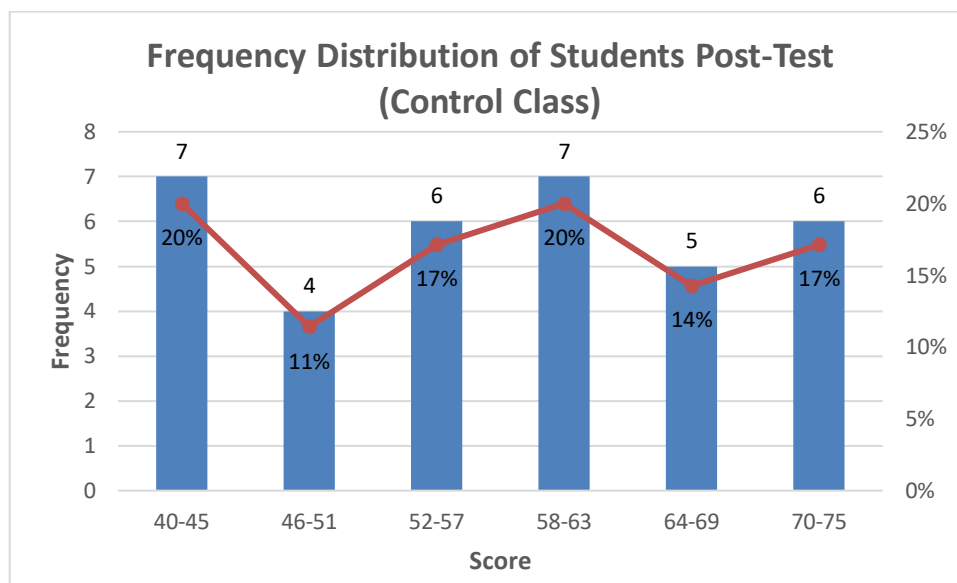
Figure 4.3
The Bar Chart of Frequency and Percentage Distribution

Based on Figure 4.3 about the results of post-test in control class, it can be seen percentage and frequency distribution above, the test was followed by 35 students who became the researcher sample, it can be divided: First, the number of students that got score 40 – 45 (20%) was 7 students. Then, the number of students that got score 46 – 51 (11%) was 4 students. Furthermore, the number of students that got score 52 – 57 (17%) was 6 students and the number of students that got score 58-63 (20%) was 7 students, score 64 – 69 (14%) was 5 students. The last the number of students that got score 70 - 75 (17%) was 6 students, with the highest score was 75 and the lowest score was 40.

d. The Students Post-Test Result of X AKL 1 (Experimental Class)

   After the previous meeting, on May 22, 2025, the researcher conducting the post-test. Before the researcher give the Post-test, researcher give the treatment to the students using the Bookvo Application with the title "Islam a Short History" by Karen Armstrong. Moreover, the researcher gave the Post-test to know the students on reading comprehension after use the treatment. The Post-test score result can be identified as follows:

Table 4.4
The Result of Post-Test (Experimental Class)

No.	Scores	Frequency	Percentage
1	50-55	3	8%
2	56-61	4	11%
3	62-67	3	8%
4	68-73	8	22%
5	74-79	5	14%
6	80-85	8	22%
7	86-91	6	16%
	total	37	100%

Based on the data presented in Table 4.4, about the results of post-test in experimental class, followed by 37 students. The minimum standard criteria for English subjects is 70, and based on the data above, there are 27 students or 73% who achieved the criteria, and 10 students or 27% get scores under 70.
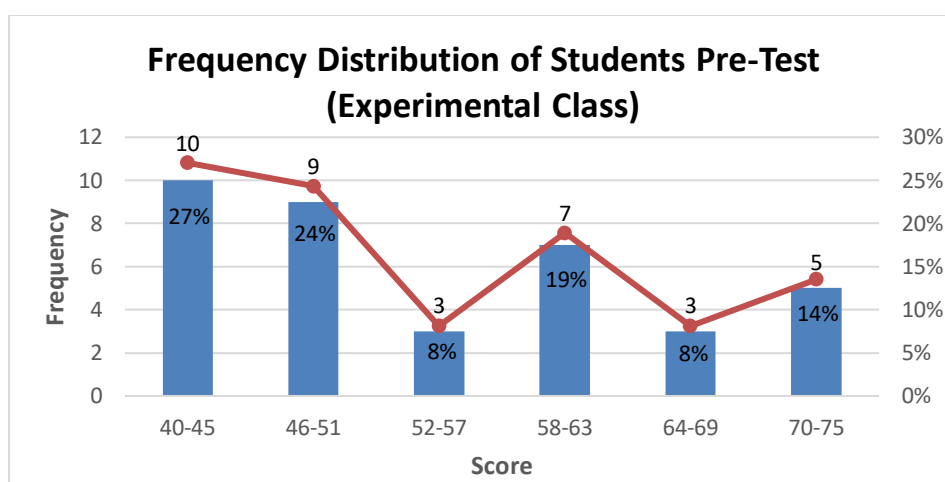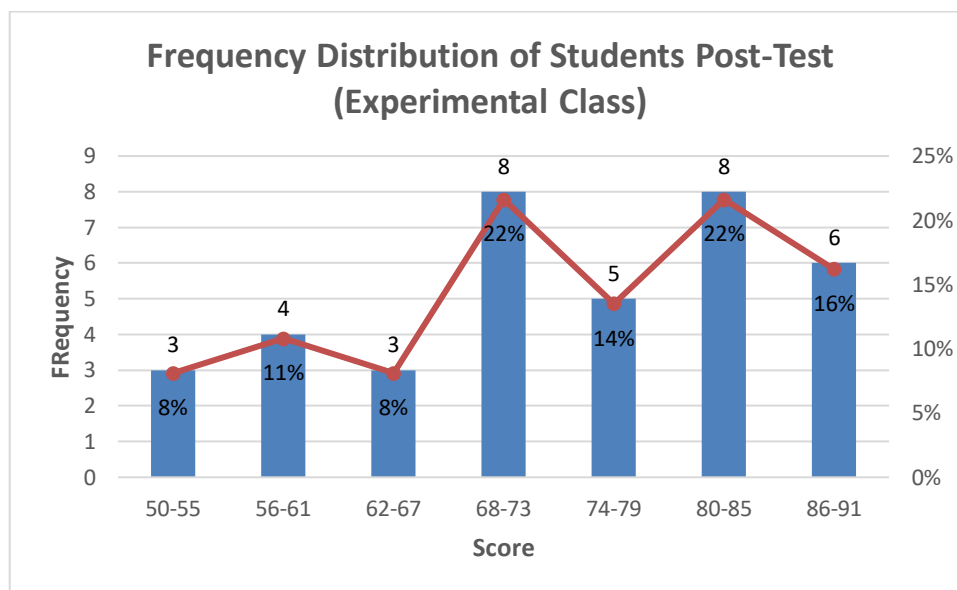
Figure 4.4
The Bar Chart of Frequency and Percentage Distribution

Based on Figure 4.4 about the results of post-test in experimental class, it can be seen percentage and frequency distribution above, the test was followed by 37 students who became the researcher sample, it can be divided: First, the number of students that got score $50 - 55$ (8%) was 3 students. Then, the number of students that got score $56 - 61$ (11%) was 4 students. Furthermore, the number of students that got score $62 - 67$ (8%) was 3 students and the number of students that got score 68-73 (22%) was 8 students, score $74 - 79$ (14%) was 5 students. The number of students that got score 80 - 85 (22%) was 8 students, the last the score 86-91 (16%) was 6 students with the highest score was 90 and the lowest score was 50.

2. Hypothesis Testing

Hypothesis testing is conducted to determine whether there is a significant influence of variable X on variable Y. The researcher first tested a normality and a homogeneity to ensure that the data is normal and homogeneous. To get the data about normally and homogeneity test the researcher used SPSS 25 for windows.

The first step the researcher took after obtaining the data was to perform normality and homogeneity tests on the data.

a. The Result of Normality Test

Table 4.5 Test of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Result	Experimental Class	.110	37	.200[*]	.944	37	.063
	Control Class	.125	35	.184	.951	35	.126
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the table above, it can be seen that the sig. (p value) Kolmogorov-Smirnov in the experimental class obtained a sig value. 0.200 and than in the control class obtained sig value. 0.184. The standard value is $>\alpha = 0.05$. This means the sig value in both classes was greater than standard value. So, based on these data it can be concluded that the data was normally distributed.

b. The Result of Homogeneity Test

Table 4.6 Homogeneity Test

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.627	1	70	.431
	Based on Median	.581	1	70	.449
	Based on Median and with adjusted df	.581	1	69.911	.449
	Based on trimmed mean	.610	1	70	.437

Based on the homogeneity test results above, the Significance (Sig.) values for all elements (based on mean, median, median with adjusted df, and trimmed mean) are greater than 0.05 (specifically 0.431, 0.449, 0.449, and 0.437). According to statistical conventions, if the Sig. value is > 0.05, the research data were considered homogeneous. Therefore, these results indicate that the data from this research were homogeneous. Based on the normality and homogeneity tests, the data are confirmed to be normal and homogeneous. Therefore, hypothesis testing using the Independent Sample t-test with SPSS 25 for Windows can be conducted.

c. **Result of Hypothesis Test**

Table 4.7 Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
			Group Statistics		
Result	Experiment Clas	37	73.65	11.586	1.905
	Control Clas	35	57.14	10.167	1.718

Based on the table above, it is known that the total of the student for the control class and experimental class is 72 students. The mean of control class is 57.14 while the experimental class it is 73.65 Thus, statistically descriptive it concluded there is a difference in the mean students learning outcomes between the control class and the experimental class. Furthermore, to prove whether this difference means significant or not, it is necessary to interpret the independent sample t-test table below:

Table 4.8 Independent Sample t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result	Equal variances assumed	.627	.431	6.411	70	.000	16.506	2.575	11.371	21.641
	Equal variances not assumed			6.434	69.619	.000	16.506	2.565	11.389	21.623

Independent Samples Test

The criteria acceptance or rejection of the hypothesis for the hypothetical T-test as following:

Ha is accepted if Sig. value <a 0.05

Ho is rejected if Sig. value >a 0.05

Based on the independent sample t-test in equal variances assumed, the value of significant generated Sig. (2-tailed) is 0.000. This clearly indicates that if the probability or Sig. value is less than α (0.05), the alternative hypothesis (Ha) is accepted. This means that there is a positive and significant influence of using Bookvo Application on the students' reading comprehension of the tenth grade SMK Negeri 1 Sekampung.

B. Discussion

This session talks about the discussion based on the research findings. It focuses the effect of using the Bookvo app on the reading comprehension of the tenth-grade students at SMK Negeri 1 Sekampung. Before conducting the research, the researcher administered a pre-test to assess the students' reading comprehension skills before the treatment. The pre-test was administered on May 21, 2025. After completing the treatment, a post-test was administered on May 22, 2025.

Based on the research data, the researcher analyzed that the mean score of Post test in experiment class and control class was different. In experiment class, students got a mean 73.65 was higher than control class. Furthermore, interpretation based on calculation of whether there is a positive and significant effect after using Bookvo Application on reading comprehension of students in class X SMK 1 Sekampung.

Furthermore, the data was analyzed using an independent sample t-test. The criteria of acceptance or rejection of hypotheses for the hypothetical T-test was if Sig.Value > a 0.05, the null hypothesis (Ho) was rejected, and if Sig.Value < a 0.05, the alternative hypothesis (Ha) was accepted. The test resulted in a Sig. (2-tailed) value of 0.000, which is less than 0.05. It means, Ha is accepted and Ho is rejected. There was a significant difference in the results between the control class and the experimental class. Based on these results, the researcher concluded that there is a positive and significant influence of using the Bookvo App on the

reading comprehension of the tenth-grade students at SMK Negeri 1 Sekampung.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research result, the researcher concluded that using Bookvo Application had an influence on the reading comprehension of the tenth grade students at SMK Negeri 1 Sekampung. Initially, the tenth graders AKL 1 of experimental class students who had low scored on the pre-test, based on data that 5 students or 14 % who achived the criteria, 32 students or 86% got score fail in pre-test for the score < 70, but after applying Bookvo Application they ware able to understanding the text more easily. Based on data post-test that 27 students or 73% who achived the criteria, 10 students or 27% got score fail in post-test for the score <70.

The average post-test score in the experimental class was 73.65, while the average pre-test score in the control class was 57.14. This indicates that the post-test scores of students in the experimental class were higher than those in the control class.

The statistical analysis supports this conclusion, with a Sig. (2-tailed) value of 0.000 in the independent samples t-test table, assuming equal variances, which is less than $\alpha = 0.05$, indicating that the alternative hypothesis (Ha) is accepted. Therefore, the reaserher concludes that using Bookvo had an influence on the reading comprehension of the tenth grade students at SMK Negeri 1 Sekampung.

B. Suggestion

Based on the research findings, the researcher offers the following suggestion:

1. For English Teachers

The teacher can try this application as a media in learning process to develop students on the reading comprehension. It can make the learning more enjoyable and make interest of the students.

2. For the Students

The researcher suggested for the students, especially at the tenth grade at SMK, there are many media or application that can students used. One of the media are Bookvo Application, this effective to enhance students on the reading comprehension.

3. For the Headmaster

In the present era, the methods and media needed to support learning must be updated, therefore the school must support English language learning by ensuring that facilities and resources are adequately provided.

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APPENDIXES

MODUL AJAR

Nama penyusun	Diah Pravita Damayanti
Sekolah	SMK Negeri 1 Sekampung
Tahun ajar	2024/2025
Mapel	BAHASA INGGRIS
Jenjang	SMA/SMK/MA
Kelas	X (Sepuluh)
Alokasi waktu	2 x 2 JP
Tahapan	Fase E
	Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/ pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.
Profil Pelajar Pancasila	Siswa yang beriman, bertaqwa kepada tuhan YME, mandiri dan berpikir kritis dan kreatif.
Konten Utama	Narrative Text
Model Pembelajaran	Offline (tatap muka)

Sumber Pembelajaran	Modul, Smartphone, Internet Source dan Sumber pendukung lainnya.
Media	Laptop, Smartphones, Bookvo Application.
Bentuk Penilaian	Assesmen tertulis (pilihan ganda)
Tujuan Pembelajaran	1) Peserta didik mampu mengidentifikasi fungsi sosial Narrative text. 2) Peserta didik mampu menganalisis struktur narrative text dan unsur kebahasaan dengan benar. 3) Menyimpulkan isi Narrative text dengan benar. 4) Menganalisa pesan moral narrative text dengan tepat.

Material

a. Pengertian

Narrative Text adalah jenis teks yang menceritakan suatu rangkaian peristiwa secara kronologis yang saling terhubung. Biasanya cerita ini bersifat imajinatif atau hanya berupa cerita karangan si pembuat dengan tujuan untuk menghibur si pembaca.

b. Fungsi Sosial Narrative Text

Seperti yang sudah disebutkan pada bagian pengertian bahwa tujuan dari narrative text adalah menghibur (to entertain) dan memberikan pelajaran moral atau pesan kehidupan (to teach a moral lesson) kepada pembaca atau pendengar melalui cerita.

c. Jenis-jenis Narrative Text

Berikut ini merupakan beberapa jenis narrative text, yaitu:

1. Fables (Cerita tentang binatang yang bisa berbicara dan bertingkah seperti manusia).

2. Legends (Cerita rakyat yang berkaitan dengan asal-usul suatu tempat atau fenomena alam).

3. Myth (Cerita yang berhubungan dengan dewa-dewi, makhluk mitologi, atau kepercayaan zaman kuno. Biasanya menjelaskan tentang asal-usul dunia, manusia, atau kejadian alam).

4. Fairy Tale (Cerita khayalan yang penuh keajaiban, sihir, atau tokoh-tokoh ajaib seperti peri, penyihir, dan raksasa).

5. Folktale (Cerita tradisional yang diwariskan turun-temurun secara lisan. Biasanya menggambarkan kebijaksanaan, norma, dan budaya suatu Masyarakat).

6. Romance

7. Mysteries

8. Science fiction

9. Horror stories

10. Adventure stories

11. Slice of life

d. Generic Structure of Narrative Text

Generic structure narrative text merupakan beberapa tahapan yang biasanya digunakan dalam membuat sebuah cerita atau narrative text.

1. Orientation

Pada bagian ini, merupakan bagian untuk pengenalan. Yaitu pengenalan cerita tentang apa (what is the story about), siapa (who is the participant of the story), dimana cerita itu terjadi (where is the place setting), dan kapan cerita itu terjadi (when is the time setting).

2. Complication

Bagian ini merupakan bagian yang memunculkan permasalahan atau konflik yang terjadi di dalam sebuah cerita teks naratif bahasa Inggris. Bagian Complication ini juga merupakan bagian paling inti dari sebuah cerita narrative teks.

3. Resolution

Bagian ini merupakan sebuah solusi atau penyelesaian dari suatu konflik atau permasalahan yang ada di dalam cerita. Setiap permasalahan yang muncul dalam Narrative text harus memiliki penyelesaiannya. Penyelesaian tersebut bisa berupa akhir yang happy ending (menyenangkan) atau bisa juga berakhir sad ending (tragis atau menyedihkan).

4. Re-Orientation

Bagian ini merupakan pernyataan untuk menutup sebuah cerita dan ini bentuknya hanya opsional saja. Pernyataan yang disampaikan pada bagian Re-orientation ini bisa berupa pelajaran moral, nasihat atau pelajaran berharga dari si penulis cerita

e. **Language Features**

Language features pada narrative text adalah sebagai berikut:

1. Pola kalimat yang digunakan biasanya berupa Simple Past Tense

2. Permulaan kalimat biasanya diawali dengan kata keterangan waktu (Adverbs of Time) seperti long time ago, once, one, once upon a time.

3. Banyak menggunakan kata penghubung waktu

4. Terdapat dialog langsung antar tokoh cerita atau tanpa dialog antar tokoh.

Instrument penilaian

1. Multiple Choice

Jumlah Soal	Keterangan	Skor
20 Soal	Jawaban Benar	1
	Jawaban Salah	0

Jumlah Skor Maksimal   : 100

Penilaian   : <u>Jumlah Skor Perolehan</u> x 100
                                    Jumlah Soal

2. Standard of Assessment

Score	Explanation
≥70	Complete
<70	Incomplete

3. English score

No	Score	Criteria
1	90-100	Excellent : main idea, suporting idea, exculuding facts not written (unstated detail), vocabulary in context and details (scanning for spesifically stated detail) information from the text accurate and can be answered correcly according to the given indicators.
2	70-89	Good : main idea, suporting idea, exculuding facts not written (unstated detail), vocabulary in context and details (scanning for spesifically stated detail) information from the text accurate. All are interconected and relevant to the task, but lack adequate or appropriate suport.
3	50-69	Average : main idea, suporting idea, exculuding facts not written (unstated detail), vocabulary in context and details (scanning for spesifically stated detail) information from the text are few accurate and just half question is correct.
4	20-49	Poor : main idea, suporting idea, exculuding facts not written (unstated detail), vocabulary in context and details (scanning for spesifically stated detail) information from the text does not accurate, cannot answer the question properly.

Langkah – Langkah kegiatan pembelajaran

Pertemuan ke-1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu

kegiatan awal	1. Peserta didik dan peneliti memulai berdoa bersama.
	2. Peserta didik disapa dan melakukan pemeriksaan kehadiran bersama dengan peneliti.
	3. Peserta didik bersama dengan peneliti membahas tentang kesepakatan yang akan diterapkan dalam pembelajaran.
	4. Peneliti dan siswa melakukan ice breaking
	5. Peserta didik dan peneliti berdiskusi melalui pertanyaan pemantik:
	   a. Do you like to read stories?
	   b. What stories do you like?
	   c. What kind of the text do you usually read?
		15 Menit

Inti	1. Peneliti menjelaskan tentang teks narrative yang akan dipelajari, termasuk ciri-ciri dan struktur teks. 2. Peneliti memperlihatkan salah satu contoh tentang narrative text. 3. Peserta didik membaca dan mengamati contoh yang di tunjukkan oleh peneliti. 4. Tanya jawab untuk mengembangkan pemahaman materi dengan Peneliti memberikan beberapa pertanyaan dengan menggunakan cerita yang sudah dibagikan. 5. Ketika siswa kesulitan untuk menjawab, Peneliti memberikan clue kepada siswa untuk membantu agar siswa dapat menemukan jawaban. 6. Siswa mengerjakan soal evaluasi yang diberikan Peneliti.	65 Menit
Penutup	1. Peneliti dan peserta didik melakukan refleksi terkait keseluruhan proses pembelajaran yang telah dilalui	10 Menit

| | sehingga membangun semangat dan motivasi dalam belajar Inggris.
2. Peneliti bertanya terkait pembelajaran hari ini
- Materi apa yang telah kita pelajari hari ini?
- Apakah pembelajaran hari ini menyenangkan?
- Apakah penyampaian materi dipahami dengan baik?
3. Peneliti menutup dengan mengucap salam. | |

Pertemuan Ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu

kegiatan awal	1. Peserta didik dan peneliti memulai berdoa bersama.
	2. Peserta didik disapa dan melakukan pemeriksaan kehadiran bersama dengan peneliti.
	3. Peserta didik bersama dengan peneliti membahas tentang kesepakatan yang akan diterapkan dalam pembelajaran.
	4. Peneliti dan siswa melakukan ice breaking
	5. Peserta didik dan peneliti berdiskusi melalui pertanyaan pemantik:
	    d. Do you like to read stories?
	    e. What stories do you like?
	    f. What kind of the text do you usually read?
		15 Menit

Inti	6. Peneliti menjelaskan informasi tentang teks narrative yang akan dipelajari, termasuk ciri-ciri dan struktur teks. 7. Peneliti mengenalkan aplikasi reading (Bookvo) kepada siswa, seperti beberapa macam topik cerita (fiksi & non fiksi), fitur (audio, terjemah per kata, dll.	65 Menit

	8. Peneliti meminta peserta didik mencari cerita berjudul **"Romeo and Juliet"**, di aplikasi Bookvo. 9. Peserta didik mengerjakan soal evaluasi sesuai judul cerita yang diberikan oleh peneliti.	
Penutup	10. Peneliti dan peserta didik melakukan refleksi terkait keseluruhan proses pembelajaran yang telah dilalui sehingga membangun semangat dan motivasi dalam belajar Inggris. 4. Peneliti bertanya terkait pembelajaran hari ini - Materi apa yang telah kita pelajari hari ini? - Apakah pembelajaran hari ini menyenangkan? - Apakah penyampaian materi dipahami dengan baik? 11. Peneliti menutup dengan mengucap salam.	10 Menit

Pertemuan ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu

kegiatan awal	1. Peserta didik dan peneliti memulai berdoa bersama.
	2. Peserta didik disapa dan melakukan pemeriksaan kehadiran bersama dengan peneliti.
	3. Peserta didik bersama dengan peneliti membahas tentang kesepakatan yang akan diterapkan dalam pembelajaran.
	4. Peneliti dan siswa melakukan ice breaking
	5. Peserta didik dan peneliti berdiskusi melalui pertanyaan pemantik:
	    a. Do you like to read stories?
	    b. What stories do you like?
	    c. What kind of the text do you usually read?
		15 Menit

Inti	1. Peneliti menjelaskan tentang teks narrative yang akan dipelajari, termasuk ciri-ciri dan struktur teks. 2. Peneliti memperlihatkan salah satu contoh tentang narrative text berupa cerita Crying Stone. 3. Peserta didik membaca dan mengamati contoh yang di tunjukkan oleh peneliti. 4. Peserta didik diajak untuk mengidentifikasi dan mendiskusikan dari text yang dibaca. 5. Peneliti mengapresiasi peserta didik yang aktif selama pembelajaran dan memberikan feedback.	65 Menit
Penutup	1. Peneliti dan peserta didik melakukan refleksi terkait keseluruhan proses pembelajaran yang telah dilalui sehingga membangun semangat dan motivasi dalam belajar Inggris. 2. Peneliti bertanya terkait pembelajaran hari ini - Materi apa yang telah kita pelajari hari ini? - Apakah pembelajaran hari ini menyenangkan? - Apakah penyampaian materi dipahami dengan baik? 3. Peneliti menutup dengan mengucap salam.	10 Menit

PRE-TEST

Name :

Class :

Direcrion: Read the text carefully, then answer the question by giving a cross mark (x) on the correct option (A,B,C,D)!

Text 1 (for question 1-10)

The Legend of Lake Toba

A long time ago, a man named Toba lived in North Sumatra. One day, he caught a golden fish that turned into a beautiful woman. She said, "I was cursed. If you marry me, don't ever tell anyone I was once a fish." Toba agreed, and they married. Later, they had a son named Samosir.

As the boy grew older, he became naughty. One day, he forgot to bring food to his father in the field. Angry and hungry, Toba shouted, "You son of a fish!"

Suddenly, the sky turned dark, rain poured, and the earth shook. His wife was heartbroken because Toba broke his promise. Then a great flood came and drowned the village, forming a big lake. His wife and son disappeared.

That lake is now known as Lake Toba, and the island in the middle is called Samosir Island.

1. What is the main idea of the story?
   a. A man caught a magical fish and became rich
   b. A son caused a flood that destroyed a village
   c. A broken promise led to the creation of Lake Toba
   d. A boy turned into a fish and lived in a lake
2. Which of the paragraph shows orientation?
   a. Paragraph 1
   b. Paragraph 3
   c. Paragraph 2
   d. Paragraph 4
3. What is the topic about?
   a. A man who likes to eat fish
   b. A village that becomes a big city
   c. A boy who finds a golden fish
   d. The legend of lake toba
4. Why did the wife become heartbroken?

    a. Because her son got lost
    b. Because Toba shouted at her
    c. Because she missed her old life
    d. Because Toba broke his promise

5. Where did the story take place?
    a. Central Java
    b. Lake Toba, North Sumatra
    c. Jakarta
    d. Bali

6. What moral lesson can we learn from the story above?
    a. We should help poor people
    b. We must keep our promises
    c. We must break our promises
    d. we must respect others

7. What was the woman's condition for marrying Toba?
    a. He must never fish again
    b. He must build her a palace
    c. He must not tell anyone she was once a fish
    d. He must never leave her

8. What happened after Toba called his son "son of a fish"?
    a. The boy cried
    b. The wife turned into a fish
    c. The weather changed, and a big flood came
    d. Toba ran away

9. What is the conclusion of the story?
    a. Toba was happy because his son became a hero.
    b. The golden fish gave Toba a lot of money
    c. Toba's broken promise caused a big disaster that created Lake Toba
    d. Samosir became a fisherman like his father

10. What does the word **"flood"** mean in the story?
    a. A dry place without water
    b. A large amount of water covering land
    c. A small pond for fish
    d. A type of fish

Text 2 (for question 11-20)

Malin Kundang

A long time ago, in a small village near the coast of West Sumatra, lived a poor widow and her only son, Malin Kundang. They lived a simple life. Malin was a smart and hardworking boy. Every day, his mother worked as a cake seller to support them. When Malin grew up, he wanted to go to big city because a big ship was at the beach. One evening, Malin said to his mother,

Malin: "Mother, I've been thinking. I want to go to the city and look for a better life."

Mother: "The city?" his mother asked, surprised. "But you're still young, Malin."

Malin: "I'm old enough, Mother. I can work and send you money. We don't have to live in poverty forever."

Mother: His mother sighed. "If that's what you truly want, my son, then go. But promise me something—never forget your mother."

Malin: Malin hugged her tightly. "I promise, Mother. I will come back and take care of you."

Malin left his village on a merchant's ship. Time passed, and he worked very hard. He eventually became a successful and wealthy man. He married a beautiful woman from a noble family and lived in luxury. Over the years, he completely forgot his promise and his poor mother.

One day, Malin and his wife sailed to different islands to expand his business. Coincidentally, they docked at the village where Malin was born. When the villagers saw him, they recognized him and told his mother. Overwhelmed with joy, she rushed to the harbor to meet her long-lost son.

Mother: "Malin! My son!" she cried, running toward him.

Malin, who was standing beside his elegant wife, was shocked. He quickly stepped back.

"Who is this old woman?" his wife asked.

Malin: "She is... no one. Just a beggar"

The mother looked deeply into his eyes. "Malin... it's me, your mother. Don't you remember?"

Embarrassed by her appearance and afraid his noble wife would find out the truth, Malin yelled,

Malin: "Leave me alone, old woman! My mother died years ago!"

The villagers gasped. His mother was heartbroken.

With tears in her eyes, she fell to her knees and raised her hands to the sky.

Mother: "Oh, dear God," she cried, "if he is truly my son and he has forgotten his mother, then let him be punished!"

Suddenly, dark clouds covered the sky. A violent storm came out of nowhere. Strong waves struck Malin's ship. Thunder roared, and lightning flashed. The ship was destroyed in an instant.

Malin was thrown off the ship and washed ashore. In front of everyone, he slowly turned into stone. His body stiffened and became cold like a statue. That stone still stands near the beach to this day, believed by locals to be the cursed Malin Kundang.

11. What is the kind of the text above?

    a. Narrative text

    b. Recount text

    c. Procedure text

    d. Report text

12. What is the main idea of the first paragraph above?

    a. Malin's mother asked him to leave the village

    b. An old woman and son hate each other

    c. An old woman and son lived in a village

    d. A son was named Malin Kundang

13. How does Malin's mother react when Malin asks to leave?

    a. She agrees without any hesitation.

    b. She is sad but supports his decision.

    c. She tells him not to go.

    d. She asks him to wait until he is older.

14. What is the conclusion of the story above?

    a. Disrespecting parents can lead to regret and punishment

    b. Becoming rich means you can ignore your family

    c. A mother's love will never end, no matter what

    d. A son must travel far to find success in life

15. Where is the legend from?

    a. North Sumatra

    b. South Sumatra

    c. West Sumatra

    d. Sulawesi

16. How is the character of Malin Kundang after he became successful?

    a. Loyal and caring

    b. Honest and humble

    c. Kind and respectful

    d. Arrogant and ungrateful

17. In the story, Malin Kundang's mother "*prays*" for punishment. What is the synonym of the italic and bold word?

    a. Begs

    b. Curses

    c. Hopes

    d. Commands

18. What is the moral value of the story?

    a. Always respect and love your parents.

    b. Do not be an arrogant people

    c. Money is the most important thing in life.

    d. Never leave your home.

19. How many character in the story above?

    a. 2

    b. 3

    c. 4

    d. 1

20. With whom did Malin Kundang live before success?

    a. His family

    b. His father

    c. His wife

    d. His mother

POST-TEST

Name :

Class :

Direcrion: Read the text carefully, then answer the question by giving a cross mark (x) on the correct option (A,B,C,D)!

Text 1 (for question 1-5)

Romeo and Juliet

A long time ago in the city of Verona, there were two powerful families: the Montagues and the Capulets. They hated each other for years. Romeo, a young Montague, fell in love with Juliet, a beautiful Capulet, at a party.

Even though their families were enemies, Romeo and Juliet secretly got married with the help of a kind priest named Friar Laurence. But soon, Romeo killed Juliet's cousin, Tybalt, in a fight. As punishment, Romeo was banished from Verona. Juliet was very sad. Her parents wanted her to marry another man, Paris.

Juliet planned to fake her death so she could run away with Romeo. She drank a special potion that made her look dead. But Romeo didn't know the plan. He thought Juliet had really died. Heartbroken, he drank poison and died beside her. When Juliet woke up and saw Romeo dead, she also took her life with a dagger. Their tragic death finally ended the hatred between the two families.

Answer the question below!

1. What is the topic about?
   a. Paris and Juliet
   b. Romeo and Juliet
   c. Capulet and Montague
   d. Romeo and Tybalt
2. Where do Romeo and Juliet meet?
   a. In the market
   b. In the garden
   c. At school
   d. At a party
3. What is the moral lesson of the story?
   a. Hate can lead to tragedy
   b. Love needs money
   c. Young people should not fall in love

d. It is good to hide secrets from family
4. What is the main idea of the first paragraph?
   a. Romeo and Juliet fight at a party
   b. Romeo and Juliet fall in love even though their families hate each other
   c. Romeo and Juliet come from friendly families
   d. Romeo and Juliet get married in public
5. What is the synonym of the word **"hate"** in this sentence? "Their families hate each other."
   a. Love
   b. Respect
   c. Dislike
   d. Forgive
6. Which of the paragraph shows orientation?
   a. 1
   b. 3
   c. 2
   d. Not all
7. What is the conclusion of the story *Romeo and Juliet?*

   a. Love is not real without family support
   b. Fighting between families can cause great sadness
   c. Juliet was not really in love with Romeo
   d. Romeo and Juliet lived happily ever after

Text 2 (for question 8-13)

Oliver Twist

Oliver Twist is a poor orphan boy born in a workhouse in England. From the beginning, his life is full of hardship and cruelty. He is mistreated, underfed, and unloved by the adults around him.

After escaping from the workhouse, Oliver goes to London, where he is taken in by a gang of young thieves led by a criminal named Fagin. Oliver is innocent and doesn't realize he is being trained to steal. On his first job, he is caught but later rescued by a kind man named Mr. Brownlow.

However, the gang kidnaps Oliver back, fearing he will reveal their secrets. Along the way, Oliver meets kind and cruel people, including Nancy, a woman who tries to help him, and the dangerous criminal Bill Sikes.

In the end, the truth about Oliver's family is revealed: he comes from a wealthy background. With help from Mr. Brownlow and other good people, Oliver escapes the gang forever. Fagin is arrested, Sikes dies, and Oliver finally finds a safe, loving home and happy life.

8. Where does most of Oliver's story take place?
   a. A small village
   b. A royal palace
   c. The city of London
   d. A boarding school
9. Who is Oliver Twist?
   a. A rich boy
   b. An orphan boy
   c. A teacher
   d. A king
10. What is the synonym of the word **"orphan"** as used in the story *Oliver Twist*?
    a. A rich child
    b. A lost child
    c. A child without parents
    d. A child with many toys
11. Why did the Fagin gang kidnap Oliver back?
    a. Because they were afraid that Oliver would reveal their secret
    b. Because they love Oliver
    c. Because Oliver has money
    d. Because Oliver wanted to go back
12. Who helped Oliver when he was in trouble?
    a. Bill
    b. Nancy
    c. Mr. Brownlow
    d. Fagin
13. Did Oliver find a happy life in the end?
    a. Yes
    b. No
    c. Not sure
    d. Maybe

Text 3 (for question 14-20)

Pride and Prejudice

A long time ago in England, there lived a family called the Bennets. They had five daughters. Their mother's biggest hope was to marry them off to rich men. One day, a wealthy gentleman named Mr. Bingley moved into the neighborhood. He brought his proud friend, Mr. Darcy.

Mr. Bingley liked Jane, the eldest Bennet daughter, while Mr. Darcy seemed cold and rude to Elizabeth, Jane's sister. Elizabeth disliked Darcy because of his pride, and Darcy thought Elizabeth was beneath him due to her lower social status.

Over time, Elizabeth met other people who gave her the wrong impression about Darcy. Meanwhile, Darcy secretly fell in love with Elizabeth but struggled

with his pride. When he finally confessed his love, Elizabeth rejected him, thinking he was arrogant and had hurt her family. Later, Elizabeth learned the truth Darcy was actually kind and had helped her family in secret. Her opinion began to change.

Darcy proposed again, this time with honesty and humility. Elizabeth accepted. They overcame their pride and prejudice, and their love grew strong and sincere.

14. What is the main idea of the third paragraph?
    a. Elizabeth thought Mr. Darcy was arrogant and rejected him
    b. Elizabeth and Jane were jealous of each other
    c. The Bennet family moved to a new neighborhood
    d. Elizabeth wanted to marry Mr. Bingley instead

15. Why did Elizabeth dislike Mr. Darcy at first?
    a. He insulted her family
    b. He wanted to marry her sister
    c. He was poor and shy
    d. He seemed proud and rude

16. Who is the main female character in the story?
    a. Jane
    b. Elizabeth
    c. Charlotte
    d. Mrs. Bennet

17. What is the synonym of the word "**impression**" in the third paragraph?
    a. Gift
    b. Memory
    c. Feeling
    d. Letter

18. How did Mr. Darcy feel about Elizabeth?
    a. He didn't like her at all
    b. He was in love with her
    c. He thought she was rich
    d. He wanted to marry her sister

19. What happened at the end of the story?
    a. Mr. Darcy and Elizabeth got married
    b. Elizabeth married Mr. Bingley
    c. Jane married Mr. Darcy
    d. Elizabeth stayed single

20. Where does most of the story in *Pride and Prejudice* take place?
    a. In London
    b. In a big city in America
    c. In the countryside of England
    d. In a village in France

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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   : 5355/In.28/J/TL.01/11/2024
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SEKOLAH SMK NEGERI 1
SEKAMPUNG
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu KEPALA SEKOLAH SMK NEGERI 1 SEKAMPUNG berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**DIAH PRAVITA DAMAYANTI**
NPM	:	2101051009
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF USING BOOKVO APPLICATION TOWARDS STUDENTS READING COMPREHENSION AT SMK NEGERI 1 SEKAMPUNG

untuk melakukan prasurvey di SMK NEGERI 1 SEKAMPUNG, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu KEPALA SEKOLAH SMK NEGERI 1 SEKAMPUNG untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 November 2024
Ketua Jurusan,

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

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 1 SEKAMPUNG
NPSN : 69970976   TERAKREDITASI "B"

Alamat : Jalan Wonosari Indah Desa Wonokarto Kecamatan Sekampung Kabupaten Lampung Timur 34382
Email:smkn1sekampung@gmail.com

Sekampung, 26 November 2024

Nomor : 421.5/176/V.01/SMKN.1SKP/2024

Lamp   : -

Perihal : Balasan Izin Pra Survey

Kepada Yth

Ketua Jurusan Fakultas Tarbiyah IAIN Metro

Di Tempat

Dengan Hormat,

Menanggapi surat yang Bapak/Ibu kirimkan dengan Nomor: 5355/In.28/J/TL.01/11/2024 dalam rangka penyelesaian tugas Akhir / Skripsi mengenai permohonan izin Pra Survey atas nama :

Nama	: DIAH PRAVITA DAMAYANTI
NPM	: 2101051009
Semester	: VII (TUJUH)
Program Studi	: Tadris Bahasa Inggris
Judul	: The Influence of Using Bookvo Application Towards Students Reading Comprehension At SMK Negeri 1 Sekampung'

Dengan ini memberikan izin Pra Survey di SMK Negeri 1 Sekampung

Demikian surat ini dibuat, untuk perhatian serta kemakluman dan Kerjasama Bapak/Ibu kami ucapkan terima kasih.

Mengetahui
Kepala SMK Negeri 1 Sekampung

MARTIN INDRA,S.T.,M.M.
Pembina Tk I/ (IV/b)
NIP. 19740222 200902 1 001

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-1648/In.28/D.1/TL.00/05/2025
Lampiran : -
Perihal   : **IZIN RESEARCH**

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

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1647/In.28/D.1/TL.01/05/2025, tanggal 21 Mei 2025 atas nama saudara:

Nama	:	**DIAH PRAVITA DAMAYANTI**
NPM	:	2101051009
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 21 Mei 2025
Wakil Dekan Akademik dan
Kelembagaan,

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

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 1 SEKAMPUNG
NPSN : 69970976   TERAKREDITASI "B"

Alamat : Jalan Wonosari Indah Desa Wonokarto Kecamatan Sekampung Kabupaten Lampung Timur 34382
Email:smkn1sekampung@gmail.com

Sekampung, 19 Juni 2025

Nomor : 421.5/074/V.01/SMKN.1SKP/2025

Lamp   : -

Perihal : Balasan Permohonan Izin Research

Kepada Yth

Wakil Dekan Akademik dan Kelembagaan

Di Tempat

Dengan Hormat,

Menanggapi Surat yang Bapak/Ibu kirimkan dengan Nomor: B-1648/In.28/D.1/TL.00/05/2025 mengenai permohonan izin Research atas nama :

Nama	: DIAH PRAVITA DAMAYANTI
NPM	: 2101051009
Semester	: 8 (Delapan)
Program Studi	: Tadris Bahasa Inggris
Judul	: The influence of Using Bookvo Application Towards Students Reading Comprehension At SMK Negeri 1 Sekampung.

Dengan ini memberikan izin Research di SMK Negeri 1 Sekampung

Demikian surat ini dibuat, untuk perhatian serta kemakluman dan Kerjasama Bapak/Ibu kami ucapkan terima kasih.

Mengetahui
Kepala SMK Negeri 1 Sekampung

MARTIN INDRA,S.T.,M.M.
Pembina Tk I/ (IV/b)
NIP. 19740222 200902 1 001

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 : Diah Pravita Damayanti   Program Studi : TBI
NPM : 2101051009   Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	05-01-25	- Penggunaan grammar (tenses) chapter 1 - 3 - Penambahan Theory pada Bab 2	
2.	17-01-25	- Revisi Bab 1 dan 3 - Bab 1 → Pra-survey → Problem limitation → Penggunaan Tenses - Bab 2 → Penjelasan mengenai Penilaian (assesment of Reading comprehension) → Penggunaan Tenses - Bab 3 → Penjabaran tentang Data Collecting Technique → Penjelasan mengenai Instrument Blueprint	

Mengetahui,
Ketua Program Studi TBI

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

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

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 : Diah Pravita Damayanti
NPM : 2101051009

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
3.	05-02-2025	- BaB 1 → bagian Prasurvei - BaB 3 → bagian Variabel x (alat ukur yg digunakan) → bagian Test	
4.	12-02-2025	- BaB 1 → bagian introduction → bagian penjelasan tentang prasurvei pada hasil data. → bagian hal 4 pada baris ke - 3 - BaB 3 → bagian independent variable (x)	
5.	17-02-2025	- BaB 3 → bagian Independent Variable (x) ○ Indikator	

Mengetahui,
Ketua Program Studi TBI

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

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

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 : Diah Pravita Damayanti   Program Studi : TBI
NPM : 2101051009   Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
6.	74-02-2025	- BaB 1 → bagian data hasil Prasurvey	
		- Penambahan kata pengantar	
		- Penjabaran Pada hasil data Prasurvey	
7.	04-03-2025	Acc proposal	

Mengetahui,
Ketua Program Studi TBI

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

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

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 : Diah Pravita Damayanti   Program Studi : TBI
NPM : 2101051009   Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
6.	04-02-2025	- BaB 1 → bagian data hasil Prasurvey - Penambahan kata pengantar - Penjabaran Pada hasil data Prasurvey	
7.	04-03-2025	Acc proposal	
8.	05-05-2025	konsultasi APD	
9.	08-05-2025	konsultasi APD	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198030820150\31006

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

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 : Diah Pravita Damayanti
NPM : 2101051009

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
10.	15-05-2025	Bimbingan APD Revisi sistematika sone & kisi-kisi sone. Bimbingan APD. Bimbingan untuk turun lapangan	

Mengetahui,
Ketua Program Studi TBI

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

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

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

RATIFICATION PAGE

The Research Proposal entitled: THE INFLUENCE OF USING BOOKVO APPLICATION TOWARDS STUDENTS READING COMPREHENSION OF TENTH GRADE AT SMK NEGERI 1 SEKAMPUNG, Written by: Diah Pravita Damayanti, Student Number: 2101051009, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Wednesday, March 19th, 2025 at 11.00 – 11.30 WIB.

BOARD OF EXAMINERS

Chairperson : Dr. Widhiya Ninsiana, M.Hum   (.............................)

Examiner I : Dr. Much Deiniatur, M.Pd B.I   (.............................)

Examiner II : Linda Septiyana, M.Pd   (.............................)

Secretary : Aisyah Sunarwan, M.Pd   (.............................)

Head of English Education Department

Dr. Much Ihsaniatur, M.Pd.B.I
NIP. 198803082015031006

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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-1647/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	:	**DIAH PRAVITA DAMAYANTI**
NPM	:	2101051009
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

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

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

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

Dikeluarkan di   : Metro
Pada Tanggal   : 21 Mei 2025

Wakil Dekan Akademik dan Kelembagaan,

Mengetahui,
Pejabat Setempat

MARYA INDRA, ST. M.M.
NIP 19710222 200902 1 001

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

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507, Faksimli (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

NOTA DINAS

Nomor   :
Lampiran   :
Perihal   : **Mohon di seminarkan Proposal**
               Diad Pravita Damayanti

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Proposal yang disusun oleh.

Nama   : Diah Pravita Damayanti

NPM   : 2101051009

Prodi   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Judul Skripsi   : THE INFLUENCE OF USING BOOKVO TOWARDS STUDENTS READING COMPREHENSION AT SMK NEGERI 1 SEKAMPUNG

Sudah kami dapat setujui dan dapat diajukan untuk diseminarkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Mengetahui   Metro,   Maret 2025
Ketua Prodi Tadris Bahasa Inggris   Dosen Pembimbing

Dr. Much Deinitur, M.Pd.B.I   **Dr. Widhiya Ninsiana, M.Hum.**
NIP. 198803082015031006   NIP. 197209232000032002

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

Name	: Diah Pravita Damayanti
Students Number	: 2101051009
Department	: English Education
Faculty	: Tarbiyah and Teacher Training Faculty
Title	: THE INFLUENCE OF USING BOOKVO TOWARDS STUDENTS READING COMPREHENSION AT SMK NEGERI 1 SEKAMPUNG

APPROVED BY:

To be discussed in the Proposal (seminar) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Head of English Education Department,

Dr. Mach Deniatur, M.Pd.B.I
NIP. 198803082015031006

Metro, March   2025
Sponsor

Dr. Widhiya Ninsiana, M.Hum.
NIP. 197209232000032002

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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
METRO Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number   :
Appendix   : -
Matter   : **In order to hold the seminar**
              Diah Pravita Damayanti

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

Assalamu'alaikum, Wr. Wb

    We have given guidance and enough improvement to research proposal script which is

written by:

Name	. Diah Pravita Damayanti
Students Number	: 2101051009
Department	: English Education
Faculty	: Tarbiyah and Teacher Training Faculty
Title	: THE INFLUENCE OF USING BOOKVO TOWARDS STUDENTS READING COMPREHENSION AT SMK NEGERI 1 SEKAMPUNG

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

Wassalamu'alaikum Wr. Wb

Head of English Education Department,

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

Metro, March   2025
Sponsor,

Dr. Widhiya Ninsiana, M.Hum.
NIP. 197209232000032002

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   : 1422/In.28.1/J/TL.00/05/2025
Lampiran   : -
Perihal   : **SURAT** *BIMBINGAN SKRIPSI*

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

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

Nama	:	**DIAH PRAVITA DAMAYANTI**
NPM	:	2101051009
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE INFLUENCE OF USING BOOKVO APPLICATION TOWARDS STUDENTS READING COMPREHENSION OF TENTH GRADE AT SMK NEGERI 1 SEKAMPUNG

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 07 Mei 2025
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0726) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Diah Pravita Damayanti
NPM : 2101051009
Program Studi : TBI
Semester : VIII

No	Hari/Tanggal	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
11.	11-06-2025	- Lengkapi semua lampiran - buat acc/liat dll BaB V - Interpretasi hasil dari Bab IV Bibliography harus pada kanan - kiri	
12.	14-06-2025	- Bagian Abstrak itu harus 1 spasi - Bagian Acknowledement tanggalnya di ganti dan tanda tanggn	
13.	19-06-2025	- Perbaikan Acknowledement di bagian to be	
14.	20-06-2025	Acc to Munaqosah	

Mengetahui,
Ketua Program Studi TBI

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

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum.
NIP. 197209232000032002

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47290.
Website. www.metrouniv.ac.id E-mail. iainmetro@metrouniv.ac.id

SURAT BEBAS PUSTAKA PRODI TBI

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

Nama	: Diah Pravita Damayanti
NPM	: 2101051009
Prodi	: Tadris Bahasa Inggris (TBI)
Judul Skripsi	: THE INFLUENCE OF USING BOOKVO APPLICATION TOWARDS STUDENTS'S READING COMPREHENSION OF TENTH GRADE AT SMK NEGERI 1 SEKAMPUNG

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

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro,   Juni 2025
Ketua Prodi TBI

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; perpustakaan@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-591/In.28/S/U.1/OT.01/06/2025

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

Nama	. DIAH PRAVITA DAMAYANTI
NPM	: 2101051009
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101051009.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.
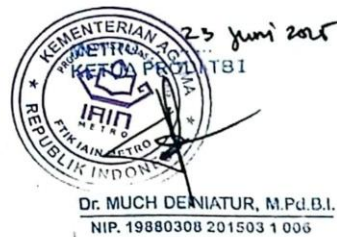
Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 19 Juni 2025
Kepala Perpustakaan,

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

SKRIPSI MUNAQOSYAH DIAH PRAVITA DAMAYANTI.docx

by Cek Turnitin

23 Juni 2025

Dr. MUCH DENIATUR, M.Pd.B.I.
NIP. 19880308 201503 1 006

SKRIPSI MUNAQOSYAH DIAH PRAVITA DAMAYANTI.docx

PRE-TEST

Name : Aina Sopiya A₂ - Zahra

Class : X Akuntansi 1

Direcrion: Read the text carefully, then answer the question by giving a cross mark (x) on the correct option (A,B,C,D)!

Text 1 (for question 1-10)

60

The Legend of Lake Toba

A long time ago, a man named Toba lived in North Sumatra. One day, he caught a golden fish that turned into a beautiful woman. She said, "I was cursed. If you marry me, don't ever tell anyone I was once a fish." Toba agreed, and they married. Later, they had a son named Samosir.

As the boy grew older, he became naughty. One day, he forgot to bring food to his father in the field. Angry and hungry, Toba shouted, "You son of a fish!"

Suddenly, the sky turned dark, rain poured, and the earth shook. His wife was heartbroken because Toba broke his promise. Then a great flood came and drowned the village, forming a big lake. His wife and son disappeared.

That lake is now known as Lake Toba, and the island in the middle is called Samosir Island.

1. What is the main idea of the story?
   a. A man caught a magical fish and became rich
   b. A son caused a flood that destroyed a village
   X A broken promise led to the creation of Lake Toba
   d. A boy turned into a fish and lived in a lake
2. Which of the paragraph shows orientation?
   X Paragraph 1
   b. Paragraph 3
   c. Paragraph 2
   d. Paragraph 4
3. What is the topic about?
   a. A man who likes to eat fish
   b. A village that becomes a big city
   c. A boy who finds a golden fish
   X The legend of lake toba
4. Why did the wife become heartbroken?
   a. Because her son got lost
   b. Because Toba shouted at her
   c. Because she missed her old life
   X Because Toba broke his promise

5. Where did the story take place?
   a. Central Java
   ✗ b. Lake Toba, North Sumatra
   c. Jakarta
   d. Bali

6. What moral lesson can we learn from the story above?
   a. We should help poor people
   ✗ b. We must keep our promises
   c. We must break our promises
   d. we must respect others

7. What was the woman's condition for marrying Toba?
   a. He must never fish again
   b. He must build her a palace
   ✗ c. He must not tell anyone she was once a fish
   d. He must never leave her

8. What happened after Toba called his son "son of a fish"?
   a. The boy cried
   b. The wife turned into a fish
   ✗ c. The weather changed, and a big flood came
   d. Toba ran away

9. What is the conclusion of the story?
   a. Toba was happy because his son became a hero.
   b. The golden fish gave Toba a lot of money
   ✗ c. Toba's broken promise caused a big disaster that created Lake Toba
   d. Samosir became a fisherman like his father

10. What does the word **"flood"** mean in the story?
    a. A dry place without water
    ✗ b. A large amount of water covering land
    c. A small pond for fish
    d. A type of fish

Text 2 (for question 11-20)

Malin Kundang

A long time ago, in a small village near the coast of West Sumatra, lived a poor widow and her only son, Malin Kundang. They lived a simple life. Malin was a smart and hardworking boy. Every day, his mother worked as a cake seller to support them. When Malin grew up, he wanted to go to big city because a big ship was at the beach. One evening, Malin said to his mother,

Malin: "Mother, I've been thinking. I want to go to the city and look for a better life."

Mother: "The city?" his mother asked, surprised. "But you're still young, Malin."

Malin: "I'm old enough, Mother. I can work and send you money. We don't have to live in poverty forever."

Mother: His mother sighed. "If that's what you truly want, my son, then go. But promise me something—never forget your mother."

11. What is the kind of the text above?

    a. Narrative text

    b. Recount text

    c. Procedure text

    d. Report text

12. What is the main idea of the first paragraph above?

    a. Malin's mother asked him to leave the village

    b. An old woman and son hate each other

    c. An old woman and son lived in a village

    d. A son was named Malin Kundang

13. How does Malin's mother react when Malin asks to leave?

    a. She agrees without any hesitation.

    b. She is sad but supports his decision.

    c. She tells him not to go.

    d. She asks him to wait until he is older.

14. What is the conclusion of the story above?

    a. Disrespecting parents can lead to regret and punishment

    b. Becoming rich means you can ignore your family

    c. A mother's love will never end, no matter what

    d. A son must travel far to find success in life

15. Where is the legend from?

    a. North Sumatra

    b. South Sumatra

    c. West Sumatra

    d. Sulawesi

16. How is the character of Malin Kundang after he became successful?

    a. Loyal and caring

    b. Honest and humble

    c. Kind and respectful

    d. Arrogant and ungrateful

17. In the story, Malin Kundang's mother "*prays*" for punishment. What is the synonym of the italic and bold word?

    a. Begs

    b. Curses

c. Hopes

d. Commands

18. What is the moral value of the story?

   a. Always respect and love your parents.

   b. Do not be an arrogant people

   c. Money is the most important thing in life.

   d. Never leave your home.

19. How many character in the story above?

   a. 2

   b. 3

   c. 4

   d. 1

20. With whom did Malin Kundang live before success?

   a. His family

   b. His father

   c. His wife

   d. His mother

POST-TEST

Name: ZAHRA ATIKA MAHARANI
Class: X AKI 1

Direcrion: Read the text carefully, then answer the question by giving a cross mark (x) on the correct option (A,B,C,D)!

Text 1 (for question 1-5)

Romeo and Juliet

A long time ago in the city of Verona, there were two powerful families: the Montagues and the Capulets. They hated each other for years. Romeo, a young Montague, fell in love with Juliet, a beautiful Capulet, at a party.

Even though their families were enemies, Romeo and Juliet secretly got married with the help of a kind priest named Friar Laurence. But soon, Romeo killed Juliet's cousin, Tybalt, in a fight. As punishment, Romeo was banished from Verona. Juliet was very sad. Her parents wanted her to marry another man, Paris.

Juliet planned to fake her death so she could run away with Romeo. She drank a special potion that made her look dead. But Romeo didn't know the plan. He thought Juliet had really died. Heartbroken, he drank poison and died beside her. When Juliet woke up and saw Romeo dead, she also took her life with a dagger. Their tragic death finally ended the hatred between the two families.

Answer the question below!

1. What is the topic about?
   a. Paris and Juliet
   ✘ Romeo and Juliet
   c. Capulet and Montague
   d. Romeo and Tybalt
2. Where do Romeo and Juliet meet?
   a. In the market
   b. In the garden
   c. At school
   ✘ At a party
3. What is the moral lesson of the story?
   ✘ Hate can lead to tragedy
   b Love needs money
   c Young people should not fall in love
   d. It is good to hide secrets from family
4. What is the main idea of the first paragraph?
   a Romeo and Juliet fight at a party
   ✘ Romeo and Juliet fall in love even though their families hate each other

    c Romeo and Juliet come from friendly families
    d Romeo and Juliet get married in public

5. What is the synonym of the word **"hate"** in this sentence? "Their families hate each other."
    a. Love
    b. Respect
    ✗ Dislike
    d. Forgive

6. Which of the paragraph shows orientation?
    ✗ 1
    b. 3
    c. 2
    d. Not all

7. What is the conclusion of the story *Romeo and Juliet*?
    a. Love is not real without family support
    ✗ Fighting between families can cause great sadness
    c. Juliet was not really in love with Romeo
    d. Romeo and Juliet lived happily ever after

Text 2 (for question 8-13)

Oliver Twist

Oliver Twist is a poor orphan boy born in a workhouse in England. From the beginning, his life is full of hardship and cruelty. He is mistreated, underfed, and unloved by the adults around him.

After escaping from the workhouse, Oliver goes to London, where he is taken in by a gang of young thieves led by a criminal named Fagin. Oliver is innocent and doesn't realize he is being trained to steal. On his first job, he is caught but later rescued by a kind man named Mr. Brownlow.

However, the gang kidnaps Oliver back, fearing he will reveal their secrets. Along the way, Oliver meets kind and cruel people, including Nancy, a woman who tries to help him, and the dangerous criminal Bill Sikes.

In the end, the truth about Oliver's family is revealed: he comes from a wealthy background. With help from Mr. Brownlow and other good people, Oliver escapes the gang forever. Fagin is arrested, Sikes dies, and Oliver finally finds a safe, loving home and happy life.

8. Where does most of Oliver's story take place?
    a. A small village
    b. A royal palace
    ✗ The city of London
    d. A boarding school

9. Who is Oliver Twist?
    a. A rich boy
    ✗ An orphan boy

c. A teacher

d. A king

10. What is the synonym of the word "**orphan**" as used in the story *Oliver Twist*?

    a. A rich child

    b. A lost child

    ✗ A child without parents

    d. A child with many toys

11. Why did the Fagin gang kidnap Oliver back?

    a. Because they were afraid that Oliver would reveal their secret

    b. Because they love Oliver

    ✗ Because Oliver has money

    d. Because Oliver wanted to go back

12. Who helped Oliver when he was in trouble?

    a. Bill

    ✗ Nancy

    c. Mr. Brownlow

    d. Fagin

13. Did Oliver find a happy life in the end?

    a. Yes

    b. No

    ✗ Not sure

    d. Maybe

Text 3 (for question 14-20)

Pride and Prejudice

A long time ago in England, there lived a family called the Bennets. They had five daughters. Their mother's biggest hope was to marry them off to rich men. One day, a wealthy gentleman named Mr. Bingley moved into the neighborhood. He brought his proud friend, Mr. Darcy.

Mr. Bingley liked Jane, the eldest Bennet daughter, while Mr. Darcy seemed cold and rude to Elizabeth, Jane's sister. Elizabeth disliked Darcy because of his pride, and Darcy thought Elizabeth was beneath him due to her lower social status.

Over time, Elizabeth met other people who gave her the wrong impression about Darcy. Meanwhile, Darcy secretly fell in love with Elizabeth but struggled with his pride. When he finally confessed his love, Elizabeth rejected him, thinking he was arrogant and had hurt her family.

Later, Elizabeth learned the truth Darcy was actually kind and had helped her family in secret. Her opinion began to change.

Darcy proposed again, this time with honesty and humility. Elizabeth accepted. They overcame their pride and prejudice, and their love grew strong and sincere.

14. What is the main idea of the third paragraph?

    ✗ Elizabeth thought Mr. Darcy was arrogant and rejected him

    b. Elizabeth and Jane were jealous of each other

    c. The Bennet family moved to a new neighborhood

d. Elizabeth wanted to marry Mr. Bingley instead

15. Why did Elizabeth dislike Mr. Darcy at first?
    a. He insulted her family
    b. He wanted to marry her sister
    c. He was poor and shy
    d. He seemed proud and rude

16. Who is the main female character in the story?
    a. Jane
    b. Elizabeth
    c. Charlotte
    d. Mrs. Bennet

17. What is the synonym of the word **"impression"** in the third paragraph?
    a. Gift
    b. Memory
    c. Feeling
    d. Letter

18. How did Mr. Darcy feel about Elizabeth?
    a. He didn't like her at all
    b. He was in love with her
    c. He thought she was rich
    d. He wanted to marry her sister

19. What happened at the end of the story?
    a. Mr. Darcy and Elizabeth got married
    b. Elizabeth married Mr. Bingley
    c. Jane married Mr. Darcy
    d. Elizabeth stayed single

20. Where does most of the story in *Pride and Prejudice* take place?
    a. In London
    b. In a big city in America
    c. In the countryside of England
    d. In a village in France

ANSWER SHEET

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

DOCUMENTATION

1. Pre-Test and Post-Test AKL 1 (Experiment Class)

2. Treatment AKL 1 (Experiment Class)

3. **Pre-test and Post-Test AKL 2 (Control Class)**

CURRICULUM VITAE

The researcher name is Diah Pravita Damayanti. She was born in Palembang, on April 26, 2003. And she is the first child of Mr. Sugianto and Mrs. Sumini Apriyanti. She began her education at TK Kartini in Oku Timur. Then, she continued her studies at Elementary School Negri 1 Oku Timur. After that, she attended Junior High School – Senior High School in Boarding School of Nurul Huda Tanah Merah. Finally, she enrolled as an undergraduate student in the English Department at the State Institute for Islamic Studies of Metro. In the future, she hopes to continue her study to the masters level.