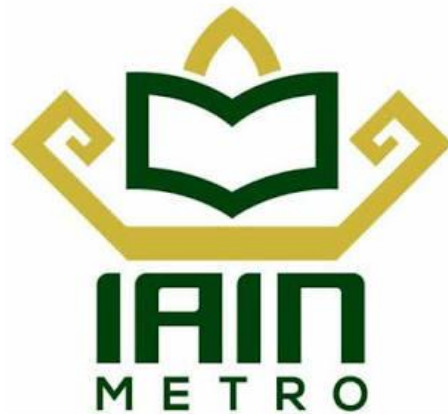


**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF ADJUNCT DISPLAY STRATEGY**

**ON READING COMPREHENSION OF THE ELEVENTH GRADERS**

**AT SMK NEGERI 1 METRO**



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**STATE ISLAMIC INSTITUTE (IAIN) METRO**

**1445 H/ 2024 M**

**THE INFLUENCE OF ADJUNCT DISPLAY STRATEGY  
ON READING COMPREHENSION OF THE ELEVENTH GRADERS  
AT SMK NEGERI 1 METRO**

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

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ON READING COMPREHENSION OF THE ELEVENTH  
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*Assalamu'alaikum, Wr. Wb*

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


*Wassalamu'alaikum Wr. Wb*

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*Assalamu 'alaikumWr. Wb.*

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Sudah kami setuju dan dapat dimunaqsyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

*Wassalamu 'alaikumWr. Wb.*

Mengetahui,  
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RATIFICATION PAGE

No. B.1256/1h.2g-1/D/PP.00-9/02/2024

An Undergraduate thesis entitled: THE INFLUENCE OF ADJUNCT DISPLAY STRATEGY ON READING COMPREHENSION OF THE ELEVENTH GRADERS AT SMK NEGERI 1 METRO. Written by: Rizka Mutiara Annisa, Student Number 2001050027, English Education Department, had been examined (Munaqsyah) in Tarbiyah and Teacher Training Faculty on Tuesday, February 20<sup>th</sup>, 2024 at 10:00– 12:30 a.m

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**ABSTRACT**  
**THE INFLUENCE OF ADJUNCT DISPLAY STRATEGY ON READING  
COMPREHENSION OF THE ELEVENTH GRADERS AT SMK NEGERI  
1 METRO**

**By:**  
**RIZKA MUTIARA ANNISA**

The objective of this research to know there is positive and significant influence adjunct display strategy on reading comprehension of eleventh-grade students enrolled in the Tourism Skills Program at SMK Negeri 1 Metro during the 2023–2024 academic year. The issues addressed in this research specifically revolve around analyzing reading comprehension abilities, identified through a thorough problem analysis.

This research adopts a quantitative approach, taking the form of an experiment to investigate the correlation between variables among eleventh-grade students in the Tourism Skills Program at SMK Negeri 1 Metro. The study encompasses a population of 32 students, with the sample derived from a comparison of pre-test and post-test scores among the eleventh-grade students in the Tourism Skills Program at SMK Negeri 1 Metro. The sampling technique was applied comprehensively. The research employs tests, documentation, and observation as instruments. Tests serve as the primary method to gauge English learning outcomes and are conducted through pre- and post-test assessments. Observation and documentation complement the research methodology.

Results from the paired t-test indicate a Sig (2-tailed) value of 0.000, which is less than 0.05, indicating a discernible difference in student learning outcomes between the pre-test and post-test. Consequently, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted, signifying a positive impact resulting from the application of the adjunct display strategy. Furthermore, data analysis reveals a notable increase in the maximum score from 75.00 in the pre-test to 90.00 in the post-test, underscoring a positive and significant influence stemming from the implementation of the adjunct display strategy on the reading comprehension of eleventh-grade students in the Tourism Skills Program at SMK Negeri 1 Metro.

**Keywords:** *Reading Comprehension, Adjunct Display Strategy.*

**ABSTRAK**  
**PENGARUH PENGGUNAAN STRATEGI ADJUNCT DISPLAY**  
**(TAMPILAN TAMBAHAN) TERHADAP PEMAHAMAN MEMBACA**  
**SISWA KELAS XI PARIWISATA SMK NEGERI 1 METRO**

**By:**  
**RIZKA MUTIARA ANNISA**

Tujuan penelitian ini adalah untuk mengetahui adanya pengaruh positif dan signifikan penggunaan strategy adjunct display (tampilan tambahan) terhadap kemampuan pemahaman membaca pada siswa tingkat XI Program Keahlian Pariwisata di SMK Negeri 1 Metro selama tahun pelajaran 2023/2024. Permasalahan yang diangkat dalam penelitian ini berfokus pada kemampuan pemahaman membaca, yang telah diidentifikasi berdasarkan analisis masalah.

Penelitian ini bersifat kuantitatif dan berupa eksperimen, pada siswa kelas XI Program Keahlian Pariwisata di SMK Negeri 1 Metro. Populasi penelitian melibatkan 32 siswa, dengan sampel yang diambil dari perbandingan nilai pre-test dan post-test siswa kelas XI Program Keahlian Pariwisata di SMK Negeri 1 Metro. Teknik pengambilan sampel dilakukan secara keseluruhan. Instrumen penelitian terdiri dari tes, dokumentasi, dan observasi. Tes digunakan sebagai metode utama untuk mengukur hasil belajar bahasa Inggris siswa, dilakukan dalam dua tahap yaitu pre-test dan post-test. Observasi dan dokumentasi menjadi metode pendukung dalam penelitian ini.

Hasil pengujian menggunakan uji t-test berpasangan menunjukkan nilai Sig (2-tailed) sebesar 0,000, yang lebih kecil dari 0,05, menandakan adanya perbedaan hasil belajar siswa antara pre-test dan post-test. Oleh karena itu, hipotesis nol ( $H_0$ ) ditolak dan hipotesis alternatif ( $H_a$ ) diterima, menunjukkan bahwa penerapan Adjunct Display Strategy memiliki pengaruh positif. Analisis data juga menunjukkan peningkatan nilai maksimum dari pre-test sebesar 75,00 menjadi post-test sebesar 90,00, menandakan adanya pengaruh yang positif dan signifikan dari penggunaan Adjunct Display Strategy terhadap pemahaman membaca siswa kelas XI Program Keahlian Pariwisata di SMK Negeri 1 Metro.

**Keywords:** *Reading Comprehension, Adjunct Display Strategy.*



## STATEMENT OF RESEARCH ORIGINALITY

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



## MOTTO

وَأُخْرَىٰ تُحِبُّونَهَا نَصْرٌ مِّنَ اللَّهِ وَفَتْحٌ قَرِيبٌ وَبَشِيرٌ لِّلْمُؤْمِنِينَ ۝ ١٣

“Other gifts that you like (namely) help from Allah  
and victory that is near (time)” (Q,S Asshof:13)

“Optimism is the faith that leads to achievement, nothing can be done without  
hope and confidence”

-Hellen Keller-

## **DEDICATION PAGE**

This Thesis is dedicated to:

My beloved parents Mr. Tolib and Mrs. Nuning, who always teach me to be good person, to be strong woman, always pray for me, for my thesis, for my task, for everything. You are my motivation why I finished my thesis, my task, and my school.

Elsa, Wulan, Isti, Desta, Shilvia, Gading and Putri my lovely best friends, I need thank you for every minutes in this beautiful four years. It's for our victory trip.

The last but not least, I wanna thank me, I wanna thank me for believing me, I wanna thank me for doing this hard work, I wanna thank me, having no days off, I wanna thank me for never quitting.

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Alhamdulillah Robbil ‘Alamin, first all the researcher would like to express her deepest praise and gratitude to Alloh SWT who has given her blessing and merciful to complete my Undergraduate Thesis, Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW.

The researcher realizes that many people had given their helps and useful suggestion for the finishing of this Undergraduate Thesis with the title THE INFLUENCE OF ADJUNCT DISPLAY STRATEGY ON READING COMPREHENSION OF ELEVENTH GRADERS AT SMKN 1 KOTA METRO. Without the assistance of them, their proposal would never have existed. Thisfore, the researcher would like to express her appreciation and sincere thank to:

1. Prof. Dr. Siti Nurjanah, M. Ag. PIA, the Rector of State Islamic Institute of Metro.
2. Dr. Zuhairi, M.Pd, Dean of Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deniatur, M.Pd, B.I the head of English Education Department of IAIN Metro.
4. Dr. Ahmad Subhan Roza, M.Pd, my supervisor who has spent a of time to give guidance, suggestion, and advice in the accomplishment of their research.
5. Tolib Firmansyah and Nuning Ristiana Wati my beloved parents who have given me support, motivation, prayer and working hard to see me success to finish her study. And my beloved young brother Farid who supports me.

6. I want to express my appreciation to my beauty bestie Isti, Wulan, Desta, Shilvia, Elsa, Gading, and Riska who encourage me to finish on My Undergraduate Thesis.

Metro, 22 February 2023

The Researcher

A handwritten signature in black ink, appearing to read 'Rizka Mutiara Annisa' with a horizontal line underneath.

**Rizka Mutiara Annisa**

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Language is one of the important aspects of human life. The function of language is to communicate with each other. Language learners must master four language skills. The four skills that all language learners must master are Listening, Writing, Reading and Speaking. Among the four skills, reading is the most important language skill to be developed and given special emphasis in the classroom. Reading helps in mental development and is known to stimulate the eye muscles. Reading is an activity that involves a greater degree of concentration and adds to the conversational skills of the reader. It is fun that enhances the knowledge gained, consistently.

Reading is about looking for information about the text. Reading is not easy to learn because reading needs maximal reading skill. Many problem that faced by readers when they want to achieve a purpose of reading. Those problem are about reading habit, reading technique, eye work, motivation, and reading interest. Maximum reading skill cannot be achieved, if there are still any bad habits when they are reading. One of the readers' bad habit is 2 interpret word by word of the text. Therefore, it is not effective because they need much time to interpret all the word of the text. Maximal reading skill cannot be achieved if do not have mastery of readings' techniques. And then, without motivation and the high of reading interest, maximal reading skill cannot be achieved too.

In SMK Negeri 1 Metro, reading is the main activities. Most of the material in senior high school is about discourse or text. The students should learn reading effectively in order they can be find the information according to a text. But, the students feel bored and lazy when they must read a text, even less answer the questions about the text. They are difficulties to answer the question according a text because they do not know how to get information of the text easily and they need much time for understanding a text exactly. Moreover, the students have low motivation in reading comprehension and teaching method used by the teacher of the students are unattractive and monotonous. Therefore, the students need something to solve those problems. In motivating students to read, teachers should find out some method that can attract the students' motivation and interest. The students need Startegy that can be motivate and increase their ability, especially in reading skills. If the students are interested in what they do, they will enjoy their teaching learning process and more understand about the material given.

In fact, there are some kinds of reading method. However, they do not choose and use one of the effective method in reading. In fact, some students in reading comprehension interpret word by word which is inefficient in reading comprehension.

Based on the result of an interview with English teachers at Eleventh Graders SMK Negeri 1 Metro, they said that the level of students reading comprehension is low, because either teacher or student have not used yet the Adjunct Display Strategy in reading comprehension. This statement corroborate by the result of pre survey at the Eleventh graders of SMK Negeri 1 Metro, only 10% the students

who passed for the material of reading and 90% the students failed with the highest grade 78 and the lowest grade 15 with the minimum mastery criteria (KKM) for English is 70, the data can be known as follows:

**Table 1**  
**Score Students Based on Prasurvey**

No	Students Name	The Reading Result	
		Score	Category
1.	ABNC	78	Complete
2.	ARS	58	Incomplete
3.	ADP	50	Incomplete
4.	APP	58	Incomplete
5.	ASW	55	Incomplete
6.	AFA	20	Incomplete
7.	ASH	60	Incomplete
8.	AF	55	Incomplete
9.	AA	35	Incomplete
10.	BA	33	Incomplete
11.	DR	18	Incomplete
12.	DPL	23	Incomplete
13.	DO	60	Incomplete
14.	DSS	25	Incomplete
15.	DA	51	Incomplete
16.	EAAP	13	Incomplete
17.	ES	63	Incomplete
18.	FWR	35	Incomplete
19.	FS	33	Incomplete
20.	IPL	30	Incomplete
21.	JW	60	Incomplete
22.	JA	49	Incomplete
23.	KP	69	Incomplete
24.	LATC	68	Incomplete
25.	RK	43	Incomplete
26.	RP	40	Incomplete
27.	RF	15	Incomplete
28.	RM	39	Incomplete
29.	RF	72	Complete
30.	SH	60	Incomplete
31.	SAA	30	Incomplete
32.	SDW	45	Incomplete
33.	YS	35	Incomplete
<b>Total</b>		<b>1.478</b>	

In addition, the reading comprehension of the eleventh graders at SMK Negeri 1 Metro is categorized in two categories of reading comprehension assessment, there are:

**Table 2**  
**The Data of Pre Survey Result of Reading Comprehension Among the**  
**Eleventh Graders at SMK Negeri 1 Metro**  
**In the Academic Year of 2023/ 2024**

No.	Grade	Frequency	Percentage	Criteria
1.	>70	2	10%	Complete
2.	<70	31	90%	Incomplete
Total		33	100%	

Based on the data above, many students failed in reading test. It means that they do not have well on readings' comprehension of the text. From the result of pre survey it can be seen that just 2 Students for 32 students has good score in reading comprehension test, it can be said that 90% of the students do not reach minimum requirement yet. The researcher assume that to motivate the students in learning English especially reading comprehension is low, the researcher interested for using adjunct display strategy for helping students' reading comprehension. The researcher assume that to motivate the students in learning English especially reading comprehension, the researcher interested for using Adjunct Display Strategy for helping student's reading comprehension. The researcher choose the problem based learning method because in the Eleventh graders have studied about reading comprehension and they need a strategy for study it and they must be read to get the main ideas quickly.



In the words, one teaching strategy that can be used in the process of learning reading comprehension is adjunct display. This is because the use of adjunct display is expected to focus and motivate students on the learning process and reading comprehension. Thisfore, based on the above description, the researcher intends to apply an adjunct display learning strategy to conduct a quantitative study. It is important to investigate whether using adjunct display can have a positive and significant impact on Reading Comprehension. In this case, the researcher constructs the research proposal entitled: **THE INFLUENCE OF ADJUNCT DISPLAY STRATEGY ON READING COMPREHENSION OF ELEVENTH GRADERS AT SMK NEGERI 1 METRO.**

#### **B. Identification of the Problems**

Based on the above issues, the researcher faces some major issues, such as:

1. The students are not interested in reading comprehension.
2. The students have low vocabulary.
3. The students have have low structural and grammatical abilities.
4. The students cannot meet the minimum requiremen

#### **C. Problem Limitation**

Based on the identification problems, the researcher limits the research problems by focusing on the students' low Reading Comprehension. In this case, the researcher addresses their problem by planning to conduct quantitative experimental research using a adjunct display strategy.

#### **D. Problem Formulation**

The problem formulation of their research is constructed: is there any positive and significant influence of adjunct display strategy on reading comprehension of eleventh graders at SMK NEGERI 1 METRO?

#### **E. Objective and Benefits of the Research**

##### 1. Objective of the Research

The purpose of the study is to know there is positive and significant influence of adjunct display strategy on reading comprehension of the eleventh graders at SMK NEGERI 1 METRO.

##### 2. Benefits of the Research

Hopefully, researcher is beneficial for the students, the teacher, and the other researcher. The benefits of their study are as follows:

###### a. For the Students

- 1) To enable the students to increased reading comprehension in the most efficiency way.
- 2) To enable the students would enjoy reading and they will also get great advantage in doing the national final examination because there are many of the test item require the ability to skim texts.

###### b. For the Teacher

- 1) To enable given English teachers some ideas of various ways of teaching reading to students in the classroom.

2) To enable the teachers to know the advantages of adjunct display strategy to teach reading comprehension more effectively and interestingly for students.

c. For the Other Researcher

The study is expected to benefit other researcher by providing information on the important effects of adjunct display strategy on reading performance. In addition, study not only provides information on the theory of the impact of adjunct display strategies on reading comprehension but also features concrete examples and evidence from research data on the application of adjunct display strategies on reading comprehension. The research may help other researcher by providing an alternative or a reference for them. Thisfore, it is hoped that other researcher will develop their work in another form of research.

## **F. Prior Research**

The study will be conducted in considering several related studies conducted by several previous investigators. The first relevant research was done by Alba Rubio, Eduardo Vidal-Abarca, and Marian Serrano-Mendizábal 17 August 2022<sup>1</sup>. Applying quantitative method in the type of quasi-experimental, and observation with test. The purpose of the present study was

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<sup>1</sup> Alba Rubio, Eduardo Vidal-Abarca, and Marian Serrano-Mendizábal, “How to assist the students while learning from text? Effects of inserting adjunct questions on text processing”, University of Valencia, Spain, *Instructional Science* (2022) 50:749–770. 17 August 2022.

to examine the effect of completing adjunct question strategy to investigate how the timing of comprehension questions (i.e., inserted versus post-reading) influences college students' text processing and learning of complex conceptual knowledge. The total sample consisted of 84 freshmen from the Faculty of Teacher Training at the University of Valencia, Spain. The results of their study indicate that using the Adjunct strategy is more effective and efficient, especially in reading does not waste much time and makes it easier to answer questions from reading.

A second related study was conducted by Matthew T. Mccrudden, Montana K. McCormick And Erin M. Mctigue June 2011<sup>2</sup>. Applying hypothesis nonequivalence. The purpose of the present study was to examine the effect of completing adjunct display with different spatial features on students' understanding of a complex system. The total sample consisted 59 undergraduates from southeastern university in the USA. The result of the study indicated that using adjunct display strategy more effective when spatial features depict explicit relationship between relevant ideas and it promoted their understanding.

The third study was conducted at Department of English Studies, Faculty of Pedagogy and Fine Arts, by Adam Mickiewicz University, Kalisz

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<sup>2</sup> Matthew T. Mccrudden, Montana K. McCormick And Erin M. Mctigue, "Do The Spatial Features Of An Adjunct Display That Readers Complete While Reading Affect Their Understanding Of A Complex System?", *International Jnal of Science and Mathematics Education* (2011) 9: 163Y185. 2011

by Sholeh Moradi, Shera Ghahari, and Mohammad Abbas Nejad 2020<sup>3</sup>. Applying quantitative method in the type of quasi-experimental studies using non-equivalent control group designs. The purpose of the present study to showed that adjunct display or adjunct aids were more efficient than texts as they produced significantly higher scores on comprehension than texts did. The total sample consist of 120 students` from six different classes took part in the current study for some credit. They were all junior students 80 females and 40 males. The results of their study indicate that using the Adjunct strategy is lead to better text comprehension than text display do, as well as which text enhancement technique (input based vs. output based) is more suitable for learners` text comprehension.

Based on the three studies above, the researchers focused on influence students' reading comprehension. This is related to the problems faced by teachers and students in learning reading comprehension SMK Negeri 1 Metro. By applying the adjunct display strategy, the researcher hopes that this will be an effective strategy for teaching students in reading comprehension and livening up the classroom atmosphere.

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<sup>3</sup> Sholeh Moradi, Shera Ghahari, and Mohammad Abbas Nejad, "Studies in Second Language Learning and Teaching", Department of English Studies, Faculty of Pedagogy and Fine Arts, Adam Mickiewicz University, Kalisz, SLLT 10 (2). 2020. 359-384. 2020

## CHAPTER II

### THEORETICAL REVIEW

#### A. Concept of Reading Comprehension

##### 1. Nature of Reading Comprehension

###### a. Definition of Reading

Reading is both a cognitive and a sociocultural process<sup>4</sup>. Reading is a skill that can be trained. Reading basically uses a reading structure that starts with the title first, then the first paragraph, then the content, and then the end. Mastering reading skill is very important because by reading students will get new, wider information, knowledge, and insights<sup>5</sup>.

Some people can draw conclusions just by reading the title, but their method is not effective. In order for us to read and gain new knowledge, reading must follow a structure. Reading is also a highly imaginative skill. When people read, brain works to visualize what they are reading.

Reading can usually be done aloud or spoken slowly and heartily.

Reading, Thisfore, is the process of pronouncing the Bible through texts

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<sup>4</sup> Burns, Anne and Joseph Siegel. *International Perspectives On Teaching The F Skills In Elt Listening, Speaking, Reading, Writing*, School of Languages and Social Sciences Birmingham, UK. Pg 7. 2018

<sup>5</sup> Linda Septiyana, Widhiya Ninsiana, Eka Yuniasih and Farida Nur Laily. *Development of Islamic Text Based Reading Materials with a Genre Based Approach*, Institut Agama Islam Negeri Metro, Volume 10, Number 2, Pg 170 December 2022

with the aim of recognizing the content and meaning of the text. Reading instruction is viewed as a linear, systematic process with letter sounds taught first (phonemic awareness), followed by letter–sound correspondence (phonics), and then syllables, words, sentences, and so on people need to pay attention to the structure of the sentences in order to facilitate their comprehension.

Reading is a behavior that is often carried out by humans An important point to understand in reading is that reading can have other important effects, such as academic success and social-emotional success. Reaing means not only knowing something but also understanding something related to what readers read<sup>6</sup>. Reading is composed of three separate components. Reading comprehension, the purpose of reading, depends on:

1. Quickly recognize words in the text.
2. Understand the language in the text, and
3. Apply strategies to achieve reading goals for what reading<sup>7</sup>.

Furthermore, it is concluded that reading consist of three separate components. That is, reading is also a skill that everyone needs to practice and prossess, which means that reading is also an important skill. This are many benefits that reading brings us.

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<sup>6</sup> Marleen F. Westerveld, Rebecca M. Armstrong, Georgina M. Barton, *Reading Success in the Primary Years\_ An Evidence-Based Interdisciplinary Approach to Guide Assessment and Intervention*, Company Springer Nature Singapore. 2020. Chapter 1.p.g 2

<sup>7</sup> McKenna, Michael and Stahl, Katheirina A. Dougherty, *Assessment for Reading Instruction*, New York. 2015.p.g 22

Reading is essential in today's society, and teaching children to become proficient readers is one of the main goals of primary education. Although it looks easy at first glance, it is actually difficult to read. Reading is considered very important in education because education certainly involves knowledge, and knowledge can be obtained through reading. This is also a slogan, "Reading opens a window to the world." Their once again emphasizes that reading is a very important skill.

### **b. Definition of Reading Comprehension**

Reading comprehension is taken to include both written and signed texts. The purpose of reading is to read texts to gain a particular meaning or insight<sup>8</sup>. Reading in their case requires reading comprehension. Reading comprehension helps readers understand the purpose of reading and the knowledge it contains.

Reading comprehension is like music, every sentence has meaning. The same applies to reading<sup>9</sup>. Reading comprehension requires a fairly high degree of human concentration, as it is not easy to find meaning and purpose in reading. Reading comprehension is thought to be complicated, but in essence, the better readers read, the easier it is to reach the reading goals.

Reading comprehension is the totality of simultaneous control between understanding the meaning of language and directly carrying out

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<sup>8</sup> French edition: Cadre européen commun de référence p les langues: apprendre, enseigner, évaluer, *Common European Framework Of Reference For Languages: Learning, Teaching, Assessment*, Council of Europe. April 2020

<sup>9</sup> Keller, Daniel, *Chasing Literacy Reading and Writing in an Age of Acceleration*, American University Presses. 2013



comprehension is very effective because it is not enough just to read the text but also to be able to understand what readers are reading and convert it into knowledge<sup>10</sup>.

### **c. Conclusion of Reading comprehension**

Reading comprehension is the ability to understand while reading. A good reading should follow the structure, and a good structure should start from top to bottom. Its meaning begins with the reading of the title and ends with the conclusion of the last sentence of the reading. But it's not just about reading; readers can also imagine and read to gain important new knowledge. Reading also helps improve thinking skills. Reading is a skill that can open a window to the world. Their proves that reading is one of the most important things in the world of education.

## **2. Reading Process**

According to Indira Gandhi<sup>11</sup> here are some descriptions and steps of the reading process, are as follows:

As readers attend the sessions at the study center, readers will find that This are f steps followed in a reading lesson:

- a. Introduction: Here the tutor explains the purpose for reading the selected textual extract or portion and gives readers all a setting for the text to be read. Then the tutor presents a background of appropriate

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<sup>10</sup> Cartwright, Kelly B. *Executive Skill an Reading Comprehension*, New York London. 2023.p.g. 38

<sup>11</sup> Gandhi, Indira, *BEGLA-138 Reading & Speaking Skill*, National Open University School of Humanities. 2020

information for the text to be read, and selects as well as introduces the new vocabulary necessary to comprehend the main ideas in the text.

- b. The reading: This is generally an oral exercise for the beginners, usually consisting of listening to the passage read aloud, or listening and following along. Later on, reading is procedural and repetitive or slow and silent.
- c. Comprehension tasks: After one or more readings are done, certain questions are set on the passage studied in order to elicit factual or inferential information based upon the understanding of the textual extract.
- d. Review and related exercises: These may consist of summary, review, stylistic analysis, précis writing and other formative and summative exercises to enhance the understanding and to evaluate the ability of comprehension and identification of salient points of the reading passage.

During a reading lesson in the sessions at the study centre, the following steps should be carefully followed:

- 1) In the study centre, as the tutor reads aloud, readers all should listen attentively and follow the text as the lines on a page are progressively pronounced or spoken aloud.
- 2) The tutor will occasionally stop to highlight the meanings of words in between the reading and engage in discussion on specific portions during gaps in reading.

- 3) The tutor will read and engage readers all to repeat, listen and read along, following her/her pronunciation and then proceed to make readers all highlight important portions.
- 4) The tutor will elicit questions or conduct a discussion on stylistic or grammatical points of importance.
- 5) The tutor will generate and supervise discussion on theme and content.
- 6) As all of their happens, readers all are interested to read silently or practice reading aloud individually with the tutor's permission. Three types of questions may follow from the tutor for discussion:
  - a) Effectively Informative or factual: those which begin with what, when, where, who, how many, etc.
  - b) Inferential: those questions which may be answered by evaluating the information given such as: did the hero feel scared by the villain's intimidating manner and aggressive threats?
  - c) Interpretative: questions relating to the author's opinion and a reader's judgment about the style and content of the text.

### 3. Teaching Reading

Reading teaching is divided into three techniques: extensive reading, intensive reading, and oral reading<sup>12</sup>.

1. Extensive reading refers to a culture and practice of reading through cultivating the habit of copious reading. In their approach, This is no overt focus on teaching reading or implementing reading within an instructional setting. The best way for learners to improve their reading skills is to read a variety and a large quantity of comprehensible material according to their respective levels of linguistic proficiency.
2. Intensive reading refers to the practice of reading skills in an instructional setting. Readers are exposed to a variety of materials and assigned activities such as answering comprehension questions on the passage they have read. Learners need to look for critical information in the passage they are reading, and make inferences, etc. Intensive reading is instruction-based and forms the core of improving reading skills.
3. Oral reading does attract attention in multiple learning contexts; it is an integral part of reading especially in non- native English language contexts.

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<sup>12</sup> Patel, M. F. and Jain, Praveen M. 2008. *ENGLISH Language Teaching*. (Jaipur : Sunrise Publisher & Distributors)

#### 4. Reading Assessment

##### a. Definition of Reading Assessment

The purpose of these informal reading assessments is for teachers to examine the graphophonic, semantic, and syntactic clues the reader uses. The teacher calculates what type of errors or miscues the reader most often makes<sup>13</sup>.

Reading questions cover Basic Information skills, Inferencing skills, and Reading to Learn skills. These are ten question types<sup>14</sup>. When determining the purpose of reading, several questions must be asked to achieve the objectives derived from the reading.

##### b. Aspects of Reading Assessment

The table below presents indicators of reading, providing a visual representation of aspects related to reading assessment<sup>15</sup>.

**Table 3**  
**Indicator of Reading**

No.	Indicator
1	Main idea (Topic)
2	Expression/idioms/phrases in context
3	Inference (implied detail)
4	Grammatical features
5	Detail (scanning for a specifically stated detail)
6	Excluding facts not written (unstated details)
7	Supporting idea(s).
8	Vocabulary in context

<sup>13</sup> Devries, A. Beverly, "Literacy Assessment & Intervention For Classroom Teachers", (Southern Nazarene University London. 2015)

<sup>14</sup> McGraw Hill, *The Official Guide To The Toefl Ibt Test*, (United States of America. 2021)

<sup>15</sup> H. Douglas Brown. *Language Assessment Principles and Classroom Practices*, (San Francisco State University, 2004), 206.

Analyzing the indicator mentioned earlier, one can deduce that the essence of reading comprehension lies in the deep engagement between the reader and the author. This engagement is crucial for effective communication, allowing students, as readers, to grasp the content of the text through recognition. To implement reading indicators in questions, we can find out through several readings in the text, including descriptive text, narrative text, and exposition text. In this discussion the researcher uses exposition text.

c. Concept of Exposition Text

The concept of an exposition text revolves around culturally specific text types achieved through language use. Analytical exposition as a genre, involves defining, detailing components, and providing examples of the text being explained.

According to Djuanda, analytical exposition is viewed as an argumentative text, where researchers present viewpoints, ideas, or thoughts on a topic, requiring attention or explanation without explicit efforts to persuade readers<sup>16</sup>. Additionally exposition is a text genre designed to reveal reality to readers, aiming to establish belief in its factual nature<sup>17</sup>. In summary, analytical exposition is a type of text that presents viewpoints and arguments without overt attempts to persuade, with a focus on exposing the reality to convince readers of its factual basis.

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<sup>16</sup> O.S. Djuharie, "*Genre*" (Bandung: Yrama Widhya. 2007) P.31

<sup>17</sup> Siahaan, S and Shinoda K, "*Generic Text Structure 1*" (Yogyakarta: Graha Ilmu

#### d. Generic Structure of Analytical Exposition

the generic structure of an analytical exposition text comprises several key elements:

1) Thesis : in the thesis section, the researcher introduces the main topic or idea discussed, typically placed in the first paragraph of the analytical exposition text.

2) Argument: this section, emphasizes the significance of the discussed topic, presenting multiple arguments or opinions that support the researcher's idea. Analytical exposition texts often feature more than two arguments, as the presence of multiple arguments enhances reader confidence.

3) Reiteration

Placed at the end of the text, the reiteration, also known as the conclusion, restates the researcher's position. It summarizes the key points of the analytical exposition, reinforcing the researcher's standpoint<sup>18</sup>.

### 5. Rubric

Rubric list competencies that students are expected to master. Unlike checklists, rubrics are scoring guides for particular assignments or for an evaluation period within the school year. Most rubrics describe three or levels of achievement or performance. Each level gives as a detailed explanation of the degree of mastery and/or a numerical score.

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<sup>18</sup> *Ibid*, 51

Often the same rubric is used for similar assignment through-out the year so it can document student growth in a particular area<sup>19</sup>.

So rubric is the guide to learning how to conduct consistent assessments can also be used as a tool to measure and evaluate student performance and assignments. Using a scoring rubric can be considered consistent or objective, which can also help readers over time.

**Table 4**  
**Rubric for Reading Skill Assessment**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Identifies Important Information	The student list all the main points of the article without the text in front of her/her	The student list all the main points of the texts, but uses the texts for reference	The student lists all but one of the texts. He/she does not highlight any unimportant points	The student cannot list important information on accurately
Identifies Detail	The student recalls several detail for each main point without referring to the texts	The student recalls several detail for each main point, but needs to refer to the article occasionally	The student identifies most details for each main point when looking at the texts	The student cannot locate details with accuracy
Identifies Fact	The students accurately locates at least	The student accurately locates 4 facts	The student accurately locates 4 facts	The student struggles locating

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<sup>19</sup> Beverly A. DeVries - Literacy Assessment and Intervention for Classroom Teachers- Routledge (2014).Pdf,"n.d., 149.



	5 facts in the text and gives a clear explanation of why This are facts rather than opinions	in the text and gives a reasonable explanation of why they are facts rather than opinions	in the text, though explanation is weak	facts in the text
Identifies Opinion	The student accurately locates at least 5 opinions in the text and gives a clear explanation of why This are opinion rather than facts	The student accurately locates 5 opinions in the text and gives a reasonable explanation of why they are opinion rather than facts	The student accurately locates 5 opinions in the text, though explanation is weak	The student struggles locating opinion in an text
Relates Graphics to Text	The student accurately to the text explains hoe each graphic/diagram is related to the text and accurately determain wheter each agrees	The student accurately explain how each graphic/diagram is related to the text	The student accurately explains how some graphic/diagram related to text	The student has difficulty relating graphic ad diagram to the text

## **B. The Concept of Strategy**

### **1. Definition of Strategy**

Learning is basically an effort to direct the students into the learning process so that they can get the learning objectives in accordance with what is expected. learning objectives can be achieved if formulated with the right strategy<sup>20</sup>. From their, It is concluded that the basis of learning to achieve learning is strategy. Strategies have a great impact on student comprehension. Learning strategies certainly facilitate not only understanding for students but also learning for teachers. However, teachers are still expected to be proactive and creative in choosing and defining learning strategies for their students.

### **2. Kinds of Learning Strategy**

In general Learning strategies can be classified into several categories cognitive, metacognitive, management, and motivational. Cognitive strategies aim to acquire and deepen the understanding of the content within the domain studied, as well as improve retrieval and transfer of knowledge. These include reading, highlighting, note-taking, summarizing, paraphrasing, elaboration, organization, generation, retrieval practice, and self-testing, etc.

Metacognitive strategies are based on the individual's understanding of learning and cognition. They rely on her or her ability to assess the learning process to identify strengths and weakness. Metacognition involves

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<sup>20</sup> Mohammad Fatkhurrokhman, Suroso Mukti Leksono, Sulaeman Deni, Ramdani Ageng Tirtayasa, Ikman Nur Rahman, "Learning Strategies Of Productive Lesson At Vocational High School In Serang City", Volume 8, No 2, June 2018 (163-172)

planning learning activities, monitoring the process during learning, and evaluating results.

Management strategies aim to create optimal learning conditions, particularly by the learner's ability to find and evaluate information. Motivational strategies trigger the drive to engage in learning. These are several relevant aspects, including:

- a) The mindset of the learner
- b) Her or her beliefs about the value of the learning activity
- c) The source of motivation (intrinsic or extrinsic)

### **3. The Importance of Learning Strategy**

Based on the above understanding, it is concluded that learning strategies are very important and are very helpful in improving students' learning and thinking abilities. This is the greatest task of a teacher. Every teacher must inevitably come up with new ideas for new learning strategies so that the students will not get bored and become more understanding.

The purpose of learning is certainly to improve thinking skills and the quality of student education. Of course, with strategy, these goals are easily achieved. Learning strategies have become necessary to improve thinking skills and the quality of student education. Of course, with strategy, these goals are easily achieved. Learning strategies have become necessary. Without a strategy in the lesson, students will have difficulty understanding the learning, and the expected learning goals will not be achieved.

## C. The Concept of Adjunct Display

### 1. Definition of Adjunct Display

Discussion, retelling, summaries, essays—these represent ways in which students demonstrate that they have made the information their own. Plan activities that necessitate the use of the adjunct display students worked hard to complete. Based on the theory adjunct displays are a learning strategy to make information more accessible to students, including while reading<sup>21</sup>. As readers implement their strategy, readers can use charts, concept maps, and additional lines to mark important information. Adjunct display is a procedure used to more quickly find information in reading, especially in looking for information, goals and themes in a reading text that is read<sup>22</sup>. It means that, adjunct display strategy is learning strategy that results from the process of reading towards the understanding to can the information. adjunct display strategy is in fact a learning strategy that results from the process of reading towards the understanding to can the information. In adjunct display strategy, student can be read the text and student analyze about indicator of reading.

### 2. The Advantages of Adjunct Display

The advantages of adjunct display have four advantages they are:

1. Adjunct display it will be easier for students to remember.
2. Adjunct display helps students create accurate information.
3. Adjunct display can be used to reduce wasted reads.

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<sup>21</sup> Fisher, Douglas, William G. Brozo, Nancy Frey, Gay Ivey, *50 Instructional Routines to Develop Content Literacy*, (United States of America). 2015

<sup>22</sup> McCrudden, M. T., McCormick, M. K., & McTigue, E. M. (2011). *Do the spatial features of an adjunct display that readers complete while reading affect their understanding of a complex system?* (International Journal of Science and Mathematics Education), 9(1), 163–185.

4. Adjunct display reduces the strain on students' memory when recalling information<sup>23</sup>.

### **3. The Important of Adjunct Display**

Each strategy certainly has many advantages, such as additional advertising strategies. The strategy is used very effectively in learning, especially in reading comprehension. An additional display is the ability to add readings to make information easier to obtain. Additionally used are diagrams, concept maps, and important underlines in the texts people read, and architecture can also be used. These are all applications of the auxiliary display strategy. In addition to the ease of use, teachers and students also feel the benefits, as they don't have to read the text over and over again for information. Because This are easy-to-remember signs.

### **4. Principles of Adjunct Display**

They are three principles of adjunct display<sup>24</sup>:

1. Reflecting the structure of the information.
2. Providing graphic organizer to students.
3. Requiring students to use to transform information.

### **5. Step by Step of Adjunct Display**

There are six steps by adjunct display<sup>25</sup>:

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<sup>23</sup> Matthew T, McCrudden; Gregory, Schraw; Stephen, Lehman, "The Use of Adjunct Display to Facilitate Comprehension of Casual Relationship in Expository Text." (An International Jnal of The Learning Sciences), v37 n1 p65-86 Januari 2009

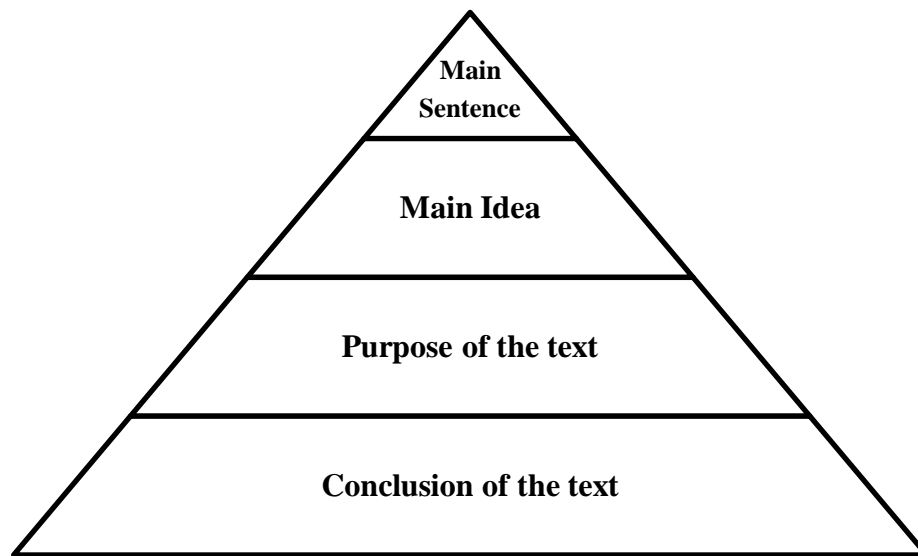
<sup>24</sup> Douglas Fisher - 50 *Instructional Routines to Develop Content Literacy-Pearson Education*, University of South Carolina, Aiken. (2016). P.g., 15

<sup>25</sup> Douglas Fisher - 50 *Instructional Routines to Develop Content Literacy-Pearson Education*, University of South Carolina, Aiken. (2016). P.g., 16

1. The teacher selects an adjunct display that matches the concepts of the students will be reading.
2. The teacher decides she use the selected adjunct display as a blank form or partially completed with key words and phrases.
3. The teacher distributes the adjunct display and review it with students. The teacher discusses the main idea or themes of the topic, and explain the reasoning for selecting the type of organizer. The teacher tells the students that passage they are about to read contains information that is structured in a form similar to the adjunct display. Inexperienced students may assume their means a linear organization, so readers may need to model how information is extracted from the text.
4. The teacher informs students of the ultimate purpose of the activity. Whether they are to recall and retell information, write a summary, or give an oral presentation, students will perform better when they know the purpose for collecting the information.
5. As students read and complete the adjunct display, the teacher circulates and assist students who are having difficulty.
6. After students have complete the adjunct display, the teacher reviews the information and transition students to their next task-transforming the information verbally or in written form.

## 6. The Example of Adjunct Display

This is the examples of adjunct display strategy with the Hierarchy Pyramid.



From the example provided, it's evident that employing a pyramid structure stands as an effective adjunct display strategy. Utilizing this approach notably facilitates students in locating responses within reading passages, typically posed as queries in reading comprehension exercises. Such a method offers an uncomplicated, swift, and engaging approach, ensuring students find joy and avoid boredom while enhancing their reading comprehension text.

## D. Theoretical Framework and Paradigm

### 1. Theoretical Framework

Theoretical framework is a concept of hypothesis between independent variable and dependent variable in order to giving answer to problem accurate. The variable could be divide be quantitative and

qualitative variable. Thisfore, influencing variable and effect variable. Influencing variable as independent variable (x) and effect variable as dependent variable (y).

In the research there are two variables. The independent variable is Adjunct Display strategy and dependent variable is Reading skill.

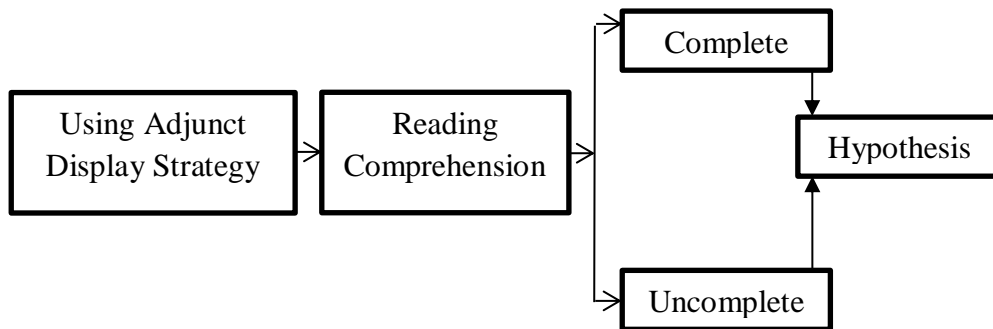
Reading skill is significant factor in language learning process that gave an understanding and information for students to apply and achieve maximum achievements. So, reading comprehension is the ability to understand while reading. A good reading should follow the structure, and a good structure should start from top to bottom.

In this case, the researcher gave alternative by using combining Adujunct Display strategy. Adjunct display strategy is a learning strategy to make information more accessible to students, including while reading. As readers implement their strategy, readers can use charts, concept maps, and additional lines to mark important information. The strategy could be help students' to be more active and comprehend is reading, but also o share ideas to understand the full information.



## 2. Paradigm

Based on the theoretical framework above, the researcher illustrated the paradigm of combining Adjunct Display strategy on students' reading skill in the following chart:



**Figure 1: The Scheme of Paradigm**

Based on the figure of paradigm above the researcher explained that the criteria of paradigm can describe: if the students score of reading comprehension ability is passed, its means that the adjunct display strategy is good to be applied, so there is positive and significance by using adjunct display strategy. However, if the students' score of reading comprehension ability is failed, its means that the adjunct display strategy is cannot be applied. Therefore, there is no positive and significant influence by using adjunct display strategy on the students reading comprehension Skill.

## E. Hypothesis

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

### 1. Hypothesis Formulation

The following hypothesis can be developed for their study based on aforementioned supposition:

- a. Null Hypothesis (Ho): There is no asignificant influence of using Adjunct Display strategy on the Students' Reading Comprehension at Eleventh grade of SMKN 1 Kota Metro in Academic year 2022/2023
- b. Alternative Hypothesis (Ha): There is a significant influence of using Adjunct Display strategy on the Students' Reading Comprehension at Eleventh grade of SMKN 1 Kota Metro in Academic year 2022/2023

## **2. Statistical Hypothesis**

In their conducted, statistical hypothesis were formulated as follows:

- a. If the significance value (2-tailed)  $< 0,05$  Ho is rejection and Ha is acceptance.
- b. If the significance value (2-tailed)  $> 0,05$ , Ho is accepted and Ha is rejection.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Quantitative research is a theory test that examines factors for which the research method also involves groups<sup>26</sup> it is concluded. Quantitative research is explained not only in numbers but also in text. The research typically focuses on the development using techniques or strategies.

Type of the research is experimental research. Experimental research refers to the study of the casual relationship associated with an independent variable and dependent variable is controlled to determine its effect on the dependent variable<sup>27</sup>.

The design of the research was conducted by using experimental design. The model of the experimental design of the research is quasi-experimental research. Quasi experimental is a form of experimental research, the researcher was used the one-group pre test-post test, with the single group being given pre test before treatment and a post test after the treatment and then their result will be compared. This design can be illustrated as follow:

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<sup>26</sup> Creswell, John W; Creswell, J. David, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, Los Angeles London New Delhi Singapore Wasington DC and Melbne. 2023. 39

<sup>27</sup> A. Thyer, Bruce, *Experimental Research Designs In Social Work Theory and Applications*, Columbia University Press New York. 2023

**Tabel 5**  
**The True Experimental Design**

Pre-test	Treatment	Post-test
$V_2$	X1	$V_2$
	X2	

### **B. Operational Definition of Variable**

#### 1. Independent Variable

The independent variable is variable that probably causes, influences is effects the outcome. The independent variable of this research is adjunct display strategy. To measure the implementation of strategy, the researcher was used observation technique. The researcher was used an observational approach, assigning a score of 1 to each student's work at each step of the additional display strategy and a score of 0 if the student is unable to work on each step. Independent variable display supplemental strategies in their study included:

- a. Students can read correctly.
- b. Students can read with correct pronunciation of vocabulary.
- c. Students can read with correct grammar without reading anything other than the text.
- d. Students can correctly group the reading structure by seeing the main idea of the reading and the purpose of the reading so that they can complete the reading.

## 2. Dependent variable

The measured and observed variable is called dependent variable. Sometimes dependent variable is a variable that presumed to be influence by one or more independent variables<sup>28</sup>. Dependent variable of this research is student reading comprehension. To measure the student's reading comprehension, a test was used. The type of test used is the composition test.

In their case, the author asks the student to read a general knowledge text. Their indicator-dependent variable consists of:

- a. Students can read correctly.
- b. Students can read with correct pronunciation of vocabulary.
- c. Students can read with correct grammar without reading anything other than the text.
- d. Students can correctly group the reading structure by seeing the main idea of the reading and the purpose of the reading so that they can complete the reading.

## C. Population, Sample, and Sampling Technique

### 1. Population

A population sometimes called is a target population or the set off elements. Population is the large groups to which a researcher wants to generalize or her sample the result<sup>29</sup>. Thus, population is a generalize that explain the subject, event or object to be studied and make a conclusions.

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<sup>28</sup> R. Burke Johnson and Larry Christensen, *Educational Research Quantitative, Qualitative and Mixed Approaches*. (Los Angeles, London, New Delhi, Singapore, Washington DC. 2014)., p.g. 92.

<sup>29</sup> *Ibid*, 346

The population of this research was consisted all of the eleventh graders in tourism class of SMK Negeri 1 Metro. The major in SMK Negeri 1 Metro have the six majors there are: Accountancy (AKL), Marketing (BD/BDP), Office (OTKP/MP), Hospitality, Culinary, Tourism. The total population was 1.440 students.

## **2. Sample**

Sample is part of population. Sample is the process of drawing a sample from population<sup>30</sup>. The sample in the research most effective way to accurately represent a significant population. It involves choosing a subset of the population for measurement in the research. The sample must accurately mirror and stand for the overall population. Based on these principles, this research was use the eleventh class tourism that consist of 32 students.

## **3. Sampling Technique**

The researcher was used cluster random sampling as sampling cluster technique in this research. Cluster sampling is a form or types of sampling in which clusters are randomly selected<sup>31</sup>. Sampling technique is a way to decide the sample which is appropriate with data source and gives attention in characteristics and distributing population in order to get representative sampling. The sampling technique applied in this research was the cluster random sampling that is determined sample by using consideration. The sampling of this research the researcher selected class consist of 32 students. Both male and female are involved in this research.

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<sup>30</sup> *Ibid*, 343

<sup>31</sup> *Ibid*, 359

The students are almost at the same age, and both of students have different characteristics and achievements.

#### **D. Data Collection Technique**

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

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

Test is a method used to measure a persons ability, knowledge, and performance in a given realm<sup>32</sup>. The other statement that test is a exercise or same question for a persons used to measure a intelligent, knowledge, skills, ability by individual or groups. Test is usually performed by used that element of the survey and determining how it work. There are two tests in their research as follows:

##### **a. Pre-test**

Pre-test was gave to the experimental before giving a treatment to measure student's reading comprehension. The experimental class acquire the same pre-test. To measure the student's reading comprehension, by reading test. The type of test used is multiple choice which contain the test. In their case the researcher gives reading texts containing general information, are which readers have to determine for the self what the main sentences, principles, aims, and conclusions of the reading are.

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<sup>32</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (New York: Longman, 2004),03.

b. Post-test

After giving the treatment, the researcher was gave the post-test to the experimental class to find out the result of the treatment researcher use of adjunct display strategy is effective or not to teach ability student's in reading. To measure the student's reading comprehension, by reading test. The type of test used is the composition test.

## 2. Documentation

Documentation is one of many process accompanying audit work, and its main objective is to lay out in writing all activities and relating to an audit<sup>33</sup>. The instrument which will be used for documentation method is books, magazine, note, data from internet, interview and others. The researcher uses the documentation method to get some information about:

- a. The brief history of SMK Negeri 1 Metro.
- b. The condition teachers and officials employes in SMK Negeri 1 Metro.
- c. The quantity of the students of SMK Negeri 1 Metro.
- d. Organization structure of SMK Negeri 1 Metro.
- e. The arsip score of SMK Negeri 1 Metro.

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<sup>33</sup> Henning Kagermann, William Kinney, et al, *Internal Audit Handbook*. (Germany, 2008), 432



## E. Research Instrument

### 1. Skill Reading Test

To identify the student's reading comprehension of the eleventh grade of SMK Negeri 1 Metro, the researcher was apply reading test. The test is measuring the ability of the students in reading the composition on the reading topic.

The test consisted of pre-test and post-test, of their research was in the form of that asked the student read the text that had been gave and analyze it.

### 2. Data Analysis Technique

As Marczyk, Geoffrey R. assume that *T*-test are used to test mean differences between two groups, in general, they require a single dischotomous independent variable ( e.g., an experi-mental and a control group) and a single continuous dependent variable.<sup>34</sup>

To answer the question “can adjunct display strategy give influence student's in reading comprehension at the eleventh graders of SMK Negeri 1 Metro”. The researcher analysis the data by paired sample t-test from SPSS 25 version.

This is the formula of Paired t-test :

$$t = \frac{D}{\left(\frac{SD}{\sqrt{N}}\right)}$$

t = calculate t value

D = Average measurements for samples 1 and 2

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<sup>34</sup> Marczyk, Geoffrey R, *Essentials Of Research Design And Methodology.*, p. 221

SD = Standard deviation of measurements for samples 1 and 2

N = Number of samples

To interpret the paired sample t-test, it must first be prioritized :

a. Value  $\alpha$

b. df (degree of freedom) = N-k

c. for paired sample t-test df = N-1

d. compare the calculated t value with t table

so, the calculated t is compared with the significance level of 95%. The decision making criteria are :

- 1) If the significance value (2-tailed)  $< 0,05$  Ho is rejection and Ha is acceptance.
- 2) If the significance value (2-tailed)  $> 0,05$ , Ho is accepted and Ha is rejection.

## **CHAPTER IV**

### **RESEARCH RESULT AND DISCUSSION**

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

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

###### **a. The Brief History of SMK Negeri 1 Metro**

SMK Negeri 1 Metro brief history of the establishment (originally named SMEA) created and established on August 1, 1965, with the support of the SMEA Negeri 1 Metro committee. The establishment of the SMEA Negeri 1 Metro committee began on January 1, 1965, and was protected by a single chessboard consisting of the following members: Central Lampung Provincial Chief Central Lampung Provincial Chief Police Resort Command 611 Central Lampung Provincial Commander Kodim 0411 Central Lampung students began their studies on August 1, 1965. The location of the investigation was SMEP Negeri Metro (currently SMPN 3 Metro). A brief history of the establishment of SMK Negeri 1 Metro the SMEA preparation was then belatedly inaugurated as SMEA Negeri 1 Metro on August 1, 1965 by Mr. Ismangun of the National Secondary Education Directorate of Lampung Province.

In 1970, the researcher facility was moved to SMEA Negeri 1 Metro, Jalan Kemili 15A Metro, Central Lampung City, but the school was still in an unfinished state. The land for the building

was provided by the level II Local Government of Central Lampung regency at the end of 1967, and it was constructed by the central government at a cost of RP. 139,000.000.00 (139 million rupees) .

Currently, contracts are processed through resumes, director Zen Datu and his family. His information was handed over administratively to the local office of the Lampung Provincial Directorate in 1973. From SMEA preparation to now, there are following the names of the principals in charge of SMK Negeri 1 Metro and the year of duty:

**Table 6**  
**Information Regarding The Name**  
**Of The Principal From One Year To The Next.**

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

SMK Negeri 1 Metro is located at Jalan Kemiri 15A Iring Mulyo, East Metro District, Metro City. Bounded by: adjoins residential areas to the north; south collides with Pecan Road; and west borders SMK Negeri 3 Metro.

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

1) Vision

To be an excellent school with noble character and environmental awareness.

2) Mission

- a) Implementing the management and administration of schools in a professional, accountable, and democratic manner by applying appropriate technology based on the principles of school-based management.
- b) To conducting the learning process and counselling service in a professional, competent, and responsible manner in accordance with the established curriculum using the latest technology.
- c) Formulating and develop the school curriculum periodically by integrating values of noble character, environmental conversation, and technological development, as well as the needs and potential of the area, with the involvement of all stakeholders.

- d) Integrating the values of dignity and noble character into the curriculum and day-to-day life. Integrate knowledge and techniques of preservation of the living environment in curricula and everyday life to create a school environment free of air pollution, noise, and odor pollutants so as to provide convenience in the maintenance of the educational process.
- e) Involving the world of business, industry, partner institutions, and society in the process of education and training in accordance with the principles of dual system education.
- f) Implementing the educational process by promoting the discipline, order, and responsibility of all parties in the education process on the basis of established academic guidelines.
- g) Preserving, protecting, and managing the habitat in an optimal manner ( Reuse, Reduce, Recycle)

### 3) Purpose

SMK Negeri 1 Metro operates in a clean, orderly, healthy, harmonious, mutually respectful, and disciplined environment at all times while carrying out the process of educating and training students. We aim to be one of the leading schools of the highest quality, and its graduates can

participate in the world of work and live successfully in society.

c. School Identity of SMK Negeri 1 Metro

Name of School : SMK Neeri 1 Metro  
 NPSN/NSS : 10807612 / 401126104001  
 Adress : Jalan Kemiri No. 4 15A Iringmulyo, Kec.  
 Metro Timur, Kota Metro  
 Postal Code : 34111  
 Phone : 0725 41295  
 E-mail : [smkn1metro@gmail.com](mailto:smkn1metro@gmail.com)  
 Website : <https://smkn1metro.sch.id>

d. The Data of the Teachers and Employers in SMK Negeri 1 Metro

**Table 7**  
**List Of Names of Teachers Majoring on Marketing Management**

No	Name	Subject
1	Hendri, S.Pd	Digital Branding and On Bording
	NIP. 19840201 201402 1 001	Waka Bid. Kurikulum & MM
2	Fitrianingsih, S.Pd, M.Pd	PPKn
	NIP. 19810806 200604 2 010	Mulok PAK
		Waka Bid. Kesiswaan
3	Ana Rosada, S.Pd.	Digital Marketing and Operation
	NIP. 19860728 201001 2 012	Waka Bid. Sarana dan Prasarana
4	Suharni, S.E	Penataan Produk
	NIP. 19740620 200312 2 002	Mepel Pilihan (Penataan Produk)
		Kaprogkeh. Keahlian Bisnis Daring dan Pemasaran
5	Mamik Suratmi, S.Pd	Pengelolaan Bisnis Ritel
	NIP. 19660514 199303 2 006	Dasar - Dasar Pemasaran
6	Eko Setianingsih, SE.	Dasar - Dasar Pemasaran
	NIP. 19731120 200501 2 006	Perencanaan Bisnis dan Komunikasi Bisnis

7	Henra Fitriyanti JRI, SE	Penataan Produk
	NIP. 19760924 201001 2 005	Projek Kreatif dan KWU
9	Bekti Ardarani, S.Pd	Bisnis Online
		Informatika
10	Filma Eka Santika, M.Pd.	Pendidikan Agama Islam dan Budi Pekerti
11	Meilina, S.Pd	Bahasa Indonesia
	NIP. 19800529 200902 2 001	
12	Vivin Refi Astuti, S.Pd	Matematika
	NIP. 19831214 200902 2 001	
13	Lydia Sukma, S.Pd.	Sejarah Indonesia
	NIP. 19831007 200903 2 002	
14	Umi Ma'rifah, S.Pd.	Bahasa Inggris
	NIP. 19810208 200604 2 014	
15	Meidy Wardhana Putra, S.Pd	Pendidikan Jasmani, Olah Raga dan Kesehatan
	NIP. 19910512 201502 1 001	
16	Wiwini Ariyanti, S.Pd	Bimbingan Konseling (BK)
	NIP. 19870117 201502 2 001	
17	Oong Setianto, S.Pd.	Matematika

**Table 8**  
**List Of Names of Teachers Majoring on Office Management**

No	Name	Subject
1	Endang Supriati, SE	Dasar - Dasar MP
	NIP. 19730405 200604 2 016	Projek Kreatif dan KWU
		Peminatan
		Kaprogkeh. MP
2	Dra. Titin Suyanti	OTK Sarana dan Prasarana
	NIP. 19651026 199702 2 001	Peminatan
		Ka. Bengkel Otomatisasi & Tata Kelola Perkantoran
3	Sulis Ernawati, S.Pd	OTK Humas
	NIP. 19790314 200604 2 018	Dasar Kejuruan
		Produk Kreatif dan KWU
4	Ririn Widayati Nur Hidayat, S.Pd	OTK Kepegawaian
	NIP. 19720218 200701 2 009	Dasar Kejuruan



5	Gusnetty Jayasinga, S.E, M.Pd.	Produk Kreatif dan KWU
	NIP. 19740808 200501 2 006	
6	Dyah Ayu Novitasari, SE	OTK Keuangan
	NUPTK. 2452 7626 6430 0033	OTK Humas
7	Rosita Dewi, S.Pd.	Pendidikan Agama Islam dan Budi Pekerti
8	Tutik Suwanti, S.Pd	PPKn
	NIP. 19680923 200701 2 018	Mulok PAK
9	Arsewenda Rachma Yunita, S.Pd	Bimbingan Konseling (BK)
	NUPTK. 4948 7656 6621 0132	
10	Hanan Wijaya, S.Pd	Pendidikan Jasmani, Olah Raga dan Kesehatan
	NUPTK. 3344 7626 6320 0033	
11	David Yonic Wihelmina, S.Th	Pendidikan Agama Kristen dan Budi Pekerti
	NIP. 19841105 200902 1 001	
12	Aminudin Zakki, S.Pd	Matematika
	NIP. 19820802 200902 1 002	

**Table 9**  
**List Of Names of Teachers Majoring in Accounting**

No	Name	Subject
1	Fahrisyah, S.Pd.	Kepala Sekolah
	NIP. 19820221 200604 1 005	
2	Siti Muamanah, S.Pd	Komputer Akuntansi
	NIP. 19781215 200212 2 004	Praktikum Akuntansi Lembaga/ Instansi
		Kaprogkeh. Akuntansi dan Keuangan Lembaga
3	Dra. Sri Suryatiningsih	Produk Kreatif dan KWU
	NIP. 19661123 199203 2 006	
4	Nurasih Fithriani, S.Pd	Komputer Akuntansi
	NIP. 19761010 200312 2 011	Administrasi Pajak
		Praktikum Akuntansi Perusahaan Jasa, Dagang dan Manufaktur
5	Sampe Pakpahan, S.Pd	Akuntansi Keuangan
	NIP. 19700502 200502 1 002	Praktikum Akuntansi Perusahaan Jasa, Dagang dan Manufaktur
6	Anna Syamuthia, S.E	Dasar Kejuruan AKL
	NIP. 19800320 200501 2 014	Akuntansi Keuangan

		Praktikum Akuntansi Perusahaan Jasa, Dagang dan Manufaktur
		Ka.Bengkel Akuntansi dan Keuangan Lembaga
7	Jarwoto, S.Pd	Dasar Kejuruan AKL
	NIP. 19700619 200701 1 005	IPAS
8	Puput Deriasari, S.Pd	Produk Kreatif dan KWU
	NIP. 19840903 201402 2 001	Dasar Kejuruan AKL
9	Lusia Rini Natalia, S.Pd	Praktikum Akuntansi Lembaga/ Instansi
	NIP. 19861227 201402 2 001	Mapel Pilihan
10	Fariani, S.Pd	Mapel Pilihan
	NIP. 19810211 200502 2 005	Praktikum Akuntansi Perusahaan Jasa, Dagang dan Manufaktur
		Praktikum Akuntansi Lembaga/ Instansi
11	Safa'at Malik, S.Ag	Pendidikan Agama Islam dan Budi Pekerti
	NIP. 19750828 201001 1 008	
12	Elizabeth Budiningrum K, S.Pd	PPKn
	NIP. 19751119 200902 2 001	Mulok PAK
13	Azriyanies, S,Pd	Bahasa Indonesia
	NUPTK. 4160755656300033	
14	Retno Nurjayanti, S.Pd	Matematika
	NIP. 19721220 200604 2 004	
15	Suci Lestari, S.S., M.Pd.	Bahasa Inggris
	NIP. 19770405 200604 2 020	
16	Hendroza, S.Kom	Informatika
	NIP. 19731217 200312 1 003	
17	Aprialia Puspita, S.Pd.	Bimbingan Konseling (BK)
18	Bekti Satriadi, S.Pd	Bimbingan Konseling (BK)
	NIP. 19770923 200312 1 001	Waka Bid. Hubungan Masyarakat dan Industri
19	Sukarsih Rahayu, S.Ag	Pendidikan Agama Budha dan Budi Pekerti
	NIP. 19840426 200902 2 006	
20	Dhea Indah Khotimah, S.Pd.	IPAS

**Table 10**  
**List Of Names of Teachers Majoring in Tourism**

No	Name	Subject
1	Adhynin, A.Md.	Dasar UPW
		Pengelolaan Meeting, Incentive, Conference dan Exhibition
		Perencanaan dan Pengelolaan Perjalanan Wisata
		Projek Kreatif dan KWU
		Kaprogkeh. UPW
2	N. Siti Maryamah, S.Psi.	Pemesanan dan Perhitungan Tarif Penerbangan
		Pemanduan Perjalanan Wisata
		Projek Kreatif dan KWU
		Bimbingan Konseling (BK)
		Ka. Bengkel UPW
3	Almateus Nanang R, S.Pd	Pendidikan Agama Khatolik dan Budi Pekerti
	NIP. 19820101 200902 1 004	
4	Uswatun Khasanah, S.Si	IPAS
	NIP. 19820412 200101 2 020	
5	Valentina Siwi NW, S.Pd. M.Pd	Bahasa Inggris
	NIP. 19781007 200804 2 002	
6	Gustini, S.Pd.	Bahasa Indonesia
	NIP. 19700808 202121 2 004	
7	Husnul Khotimah, S.Pd.	Bimbingan Konseling (BK)
8	Nur Anisya	Bahasa Inggris
		Projek Kreatif dan KWU

**Table 11**  
**List Name of Teachers Majoring in Hospitality**

No	Name	Subject
1	Ermawati Purnomo, S.Pd	Laundry
	NIP. 19760424 200604 2 018	Dasar Perhotelan
		Kaprogkeh. Perhotelan
2	Susi Pancawati, S.Pd	Food and Beverage
	NIP. 19770109 200604 2 002	Mapel Pilihan
		Dasar Perhotelan
3	Rahmawaty Melinda BN, S.ST.Par	Front Office

	NIP. 19840822 200902 2 001	Dasar Perhotelan
4	Puji Yudowaluyo, S.Pd	House Keeping
	NIP. 19770708 201001 1 004	Laundry
		Dasar Perhotelan
5	Dahrul Ahmad Ahyarudin, S.Pd	Front Office
	NIP. 19851216 201101 1 003	Bahasa Inggris
6	Dwita Meriani, S.Pd	Produk Kreatif dan KWU
	NIP. 19730904 200312 2 007	Dasar Perhotelan
7	Dionisius Pramadi, S.Tr. Par	House Keeping
		Dasar Perhotelan
		Mapel Pilihan
8	Sri Sugiarti, S.Ag	Pendidikan Agama Islam dan Budi Pekerti
	NIP. 19720201 200604 2 007	
9	Tina Susanti, S.Ag, M.Pd	Pendidikan Agama Hindu dan Budi Pekerti
	NIP. 19860308 200902 2 004	
		SMK Negeri 3 Metro
		SMK KP Gajah Mada 1 Metro
10	Yati Oktiyana, S.Pd	Bahasa Indonesia
	NIP. 19761013 200604 2 004	
11	Adnan Puspa Wijaya, S.Pd.	Matematika
	NIP. 19870821 201101 1 002	
12	Anatri Sumartika, S.Pd.	Sejarah Indonesia
		IPAS
13	Nur Aminah, S.Pd	Bahasa Inggris
	NIP. 19720125 199512 2 001	
14	Susanto	Seni Budaya
	NUPTK. 3663 7536 5320 0002	Mulok Bahasa Lampung
16	Reftilia	Bimbingan Konseling (BK)
		Mulok Bahasa Lampung

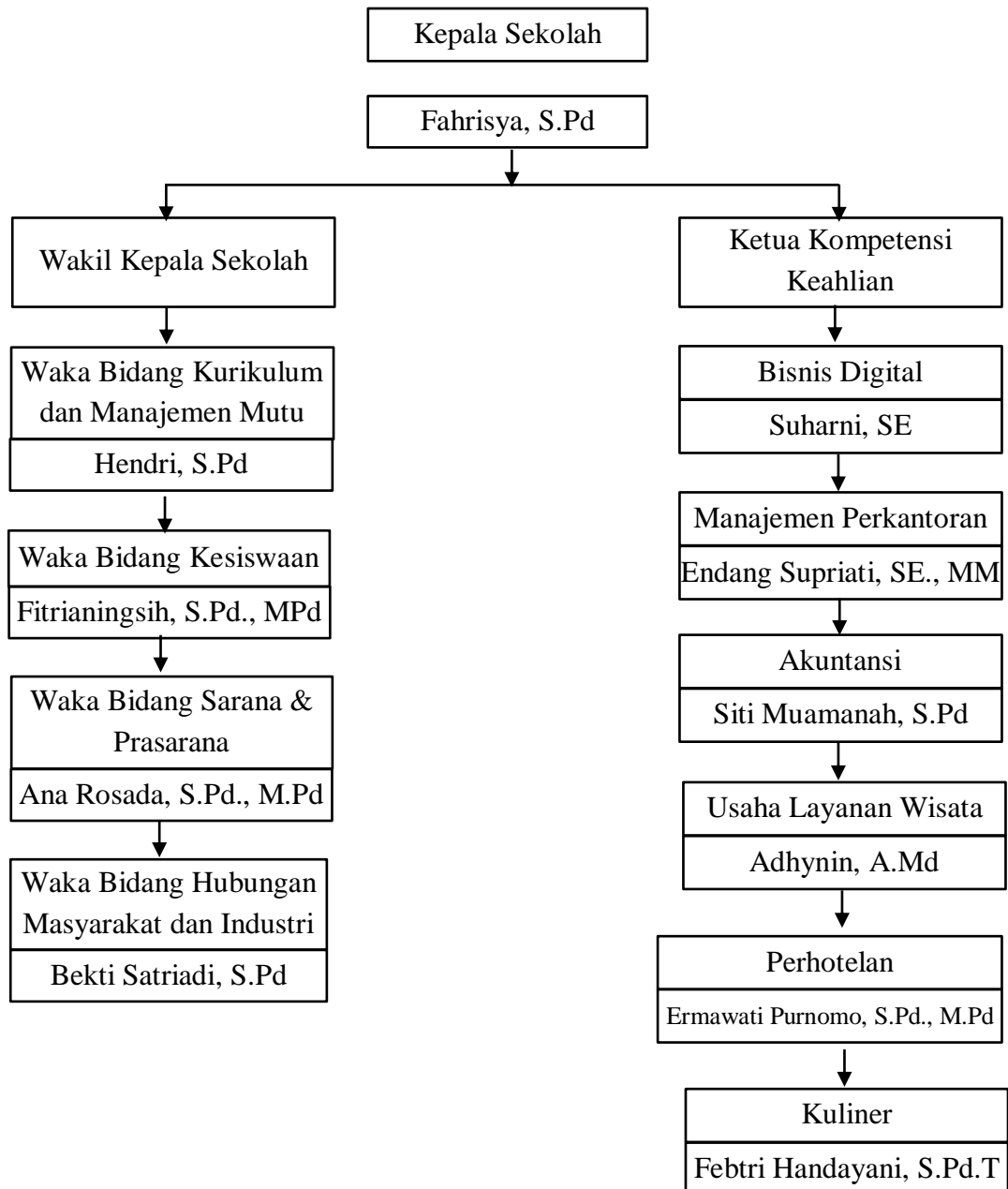
**Table 12**  
**List Name of Culinary Department Teachers**

No	Name	Subject
1	Febtri Handayani, S.Pd.T.	Produk Pastry dan Bakery
	NIP. 19840204 201001 2 009	Kaprogkeh. Tata Boga
2	Af'idatul Muhajjalina, S.Pd.	Pengelolaan dan Penyajian Makanan
	NIP. 19691225 200501 2 009	Projek Kreatif dan KWU
3	Shofia Maisuri, S.Pd	Produk Cake dan Kue

	NIP. 19690510 200701 2 019	Produk Pastry dan Bakery
4	Sri Wirawati, S.Pd.	Produk Cake dan Kue
	NIP. 19740427 200604 2 006	Dasar- Dasar Kuliner IPAS
5	Zuli Astuti, S.Pd.T.	Pengolahan dan Penyajian Makanan
	NIP. 19850708 200902 2 002	Dasar- Dasar Kuliner Kepala Bengkel Tata Boga
6	Aprialita, S.Pd	Projek Kreatif dan KWU
	NIP. 19710219 200604 2 008	
7	Novdilia Sari, S.Pd	Tata Hidang
	NUPTK. 6455 7636 6530 0063	Dasar- Dasar Kuliner Mapel Pilihan
8	Ratri Hening Pahayu	PPKn
		Mulok PAK
9	Agus Rianto, S.Pd	Matematika
	NIP. 19660604 199103 1 011	
10	Oong Setianto, S.Pd.	Matematika
11	Norma Ika Damasanti, S.S	Bahasa Inggris
	NIP. 19770524 200604 2 003	
12	Ketut Andi Artike, S.Pd	Seni Budaya
	NIP. 19870723 201101 1 006	
13	Ardi Kismawan, M.Pd.	Pendidikan Agama Islam dan Budi Pekerti
14	Eka Loraena,S.Psi	Bimbingan Konseling (BK)
15	Esty Ratna Sari, S.Pd.	Bimbingan Konseling (BK)
16	Neti Septina. S.Kom	Informatika
	NIP. 19830925 201001 2 018	
17	Nurul Fithriya, S.Pd	Pendidikan Jasmani, Olah Raga dan Kesehatan
	NIP. 19770830 200902 2 001	

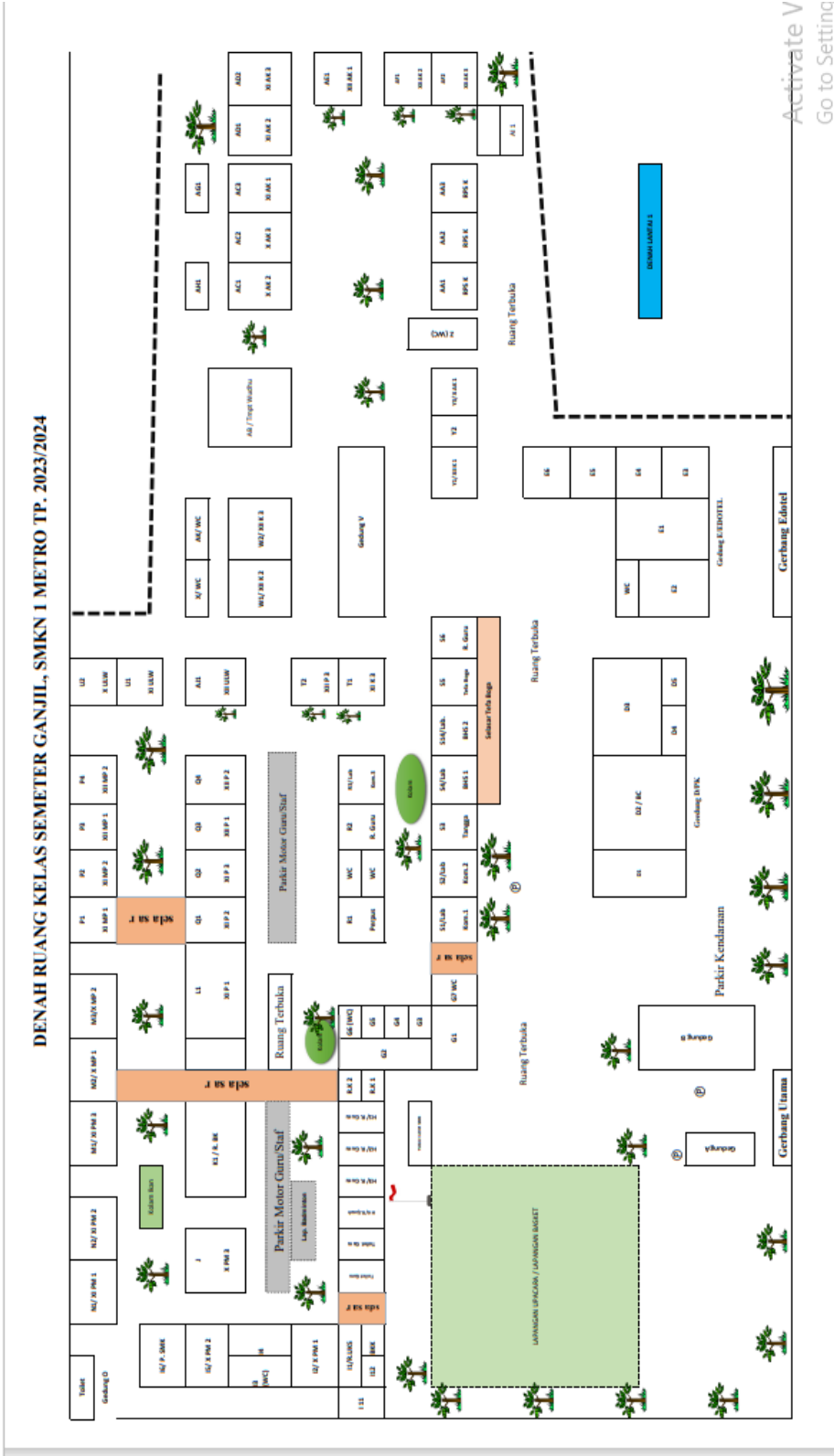
## e. The Structure Organization of SMK Negeri 1 Metro

figure 2 Structure Organization of SMK Negeri 1 Metro



f. Location Sketch of SMK Negeri 1 Metro

Figure 3 Sketch of SMK Negeri 1 Metro



Activate V  
Go to Setting

## g. Student Data SMK Negeri 1 Metro

In the academic year 2022/2023, SMK Negeri 1 Metro has a total student enrollment of 1.440 individuals. Among them, 70% are female, while 23% are male. The table below illustrates the distribution of students across various expertise programs (majors) at SMK Negeri 1 Metro :

**Table 13**  
**Recapitulation of students in SMK Negeri 1 Metro**

No	Skills Programme	Number of Classes			Total	Presentage
		10	11	12		
1	Accountancy (AKL)	108	107	106	321	22,9%
2	Marketing (BD/BDP)	108	105	104	317	22,01%
3	Office (OTKP/MP)	72	36	72	180	12,50%
4.	Hospitality	104	103	93	300	20,83%
5.	Culinary/ Catering	98	65	66	229	15,90%
6.	Tourism Service Business	35	32	26	93	646%
<b>Jumlah</b>		<b>525</b>	<b>448</b>	<b>467</b>	<b>1.440</b>	<b>100%</b>



## h. The Condition of Facilities SMK Negeri 1 Metro

The condition of facilities in SMK Negeri 1 Metro is stated below:

**Table 14**  
**The Condition of Facilities SMK Negeri 1 Metro**

No	Room Name	Condition		Total
		Good	Bad	
1.	Headmaster's Room	√	-	1
2.	Vice Headmaster's Room	√	-	1
3.	Staffroom	√	-	1
4.	Library	√	-	1
5.	Teacher's Room	√	-	6
6.	Classroom	√	-	35
7.	Computer Room	√	-	1
8.	Practice's Room	√	-	3
9.	Laboratory Room	√	-	4
10.	Konseling Room	√	-	2
11.	Student's Toilet	√	-	17
12.	Teacher's Toilet	√	-	8
13.	Basket Ball Court	√	-	1
14.	Osis Room	√	-	1
15.	Parking Area	√	-	1
16.	Mosque	√	-	1
17.	Canteen	√	-	1
18.	School Medical Room	√	-	1
19.	Multipurpose Building	√	-	1

## 2. Description of Research Data

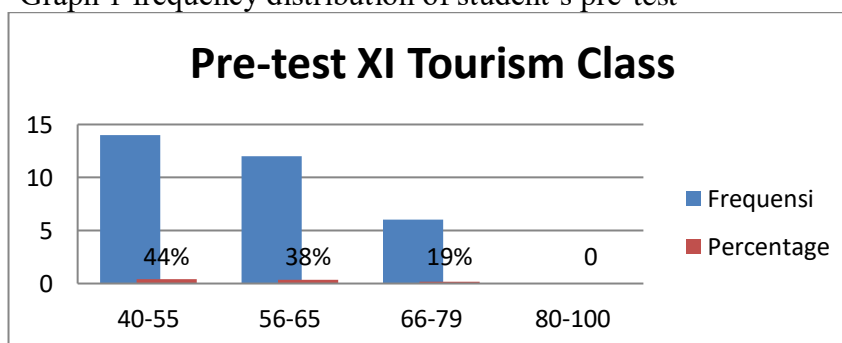
### a. The Student Pre-test Result of XI Tourism Class

On January 17th, 2024, the investigator administered a preliminary test to assess the foundational understanding of students regarding exposition text in multiple-choice reading comprehension before initiating the intervention. The researcher use the population of tourism class the eleventh graders and 32 students sample.. The score of the students it can see in the appendices 8. The researcher explained the percentage of pre-test and post-test score. The outcomes of the initial test are presented below:

**Table 16**  
**Frequency Distribution Of Student's Pre-Test**  
 (The data it can see on Appendices 8)

No	Interval		Frequensi	Percentage
1	40	55	14	44%
	56	65	12	38%
	66	79	6	19%
	80	100	0	0
Jumlah			32	100%

Graph 1 frequency distribution of student's pre-test



Based on the table and graph frequency distribution above, it can be inferred that 32 students as the research sample can be divided:

- 1) For the class interval of 40-55, there were 14 students or 44%
- 2) For the class interval of 56-65, there were 12 students or 38%
- 3) for the class interval of 66-79, there were 6 students or 19%
- 4) For the class interval of 80-100, there were no student.

Based on the data above it can be seen that only six students whose scores reached the KKM (70) and 26 students who did not pass the test.

**b. The Student Post-test Result of XI Tourism Class**

After reviewing the initial outcomes of the pre-test on 23 January 2024 for Analytical Exposition test in multiple-choice reading comprehension, the researcher implemented Adjunct Display Strategy as an intervention to enhance students' comprehension of descriptive text. It's important to note that the researcher recognized challenges students faced in multiple-choice reading comprehension and introduced the Adjunct Display Strategy to assess its potential positive and significant impact.

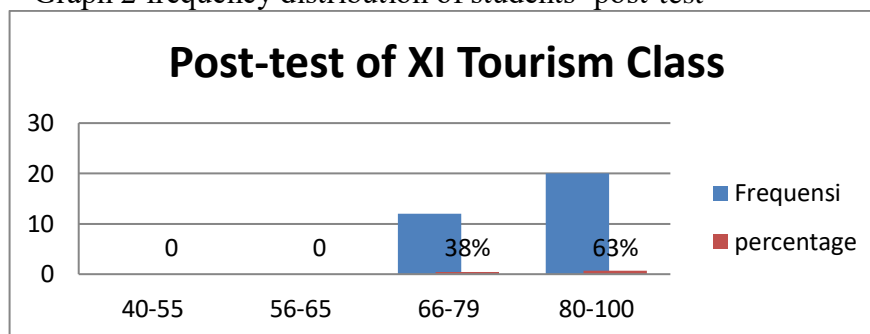
Moreover, subsequent to providing the XI Tourism Class students with the Adjunct Display Strategy treatment and ensuring their comprehension, the researcher administered a post-test to evaluate their proficiency in Analytical Exposition text within the

context of multiple-choice reading comprehension. Refer to appendix 8 for comprehensive data. The post-test results are presented below.

**Table 17**  
**Frequency Distribution of Students' Post-Test**  
(The data we can see on Appendices)

No	Interval		Frequensi	Percentage
1	40	55	0	0
	56	65	0	0
	66	79	12	38%
	80	100	20	63%
Jumlah			32	100%

Graph 2 frequency distribution of students' post-test



Based on the table frequency and graph 3 distribution above, it can be inferred that 32 students as the research sample can be divided:

- 1) For the class interval of 40-55, there were 0 students or 0 %
- 2) For the class interval of 56-65, there were 0 students or 0 %
- 3) For the class interval of 66-79, there were 12 students or 38%
- 4) For the class interval of 80-100, there were 20 students or 63%

Examining the provided data reveals that every student, equivalent to 100%, achieved scores meeting or exceeding the Minimum Competence Criteria (KKM) of 70. This leads to the conclusion that the employment of the adjunct display strategy has been validated in

enhancing reading comprehension. In summary, the post-test results were classified as successful, indicating an overall positive impact in assisting students with their comprehension.

### 3. Hypothesis Testing

Differences in Increasing Learning Outcomes in the Score of Pre-test and Post-test class XI Tourism. The researcher used normality and homogeneity tests to know that the data is normal and includes homogeneity data. in order to prove that this data is valid and there is a significant change effect.

#### a. Normality and Homogeneity Test

**Table 18**  
**Case Processing Summary Pre-Test and Post-Test**

Case Processing Summary							
		Cases					
		Valid		Missing		Total	
kelas		N	Percent	N	Percent	N	Percent
Reading	pretest	32	100.0%	0	0.0%	32	100.0%
	posttest	32	100.0%	0	0.0%	32	100.0%

The Table of Case Processing Summary shows the number of students are 32 students. Missing 0 indicates that the missing data is zero, thus there is no data that has not been processed. The table below shows the data is normally distributed or not.

**Table 19**  
**Test of Normality in Pre-test and Post-test**

Tests of Normality							
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
Kelas		Statistic	Df	Sig.	Statistic	Df	Sig.
Reading	Pretest	.266	32	.000	.864	32	.001
	Posttest	.297	32	.000	.776	32	.000

a. Lilliefors Significance Correction

In the process of assessing normality using the Kolmogorov-Smirnov test, the Pre-test data yielded a significance value of 0.001, while the post-test data also resulted in a significance value of 0.000. The obtained significance values for both the pre-test and post-test normality tests are below 0.05, indicating that the data is distributed normally. Following the normality test, a homogeneity test was conducted. The results are as follows:

**Table 20**  
**Test of Homogeneity of Variance in Pre-test and Post-test**

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
hasil treatment	Based on Mean	7.606	1	62	.008
	Based on Median	2.660	1	62	.108
	Based on Median and with adjusted df	2.660	1	55.878	.109
	Based on trimmed mean	7.987	1	62	.006

Considering the information provided earlier about the homogeneity test using Levene's test, it is observed that the obtained p-values were all greater than 0.05, indicating that the data exhibits homogeneity. Additionally, the results of the normality tests for both pretest and posttest indicate that the data is normally distributed and homogeneous. Subsequently, to assess the differences in the data, the researcher opted for the Paired Sample t-test.

**Table 21**  
**Descriptive Statistics**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	32	50.00	75.00	60.6250	8.20602
Posttest	32	75.00	90.00	82.8125	6.08243
Valid N (listwise)	32				

Based on data above the number of students for the Tourism class as many as 32 score of pre-test with mean of 60.6250. And the number of students for the post-test with mean of 82.8125

**Table 22**  
**Test in One Sample Test**

One-Sample Test						
	Test Value = 0					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pretest	41.792	32	.000	60.625	57.67	63.58
Posttest	77.018	32	.000	82.813	80.62	85.01

Sig. (2-tailed) of 0.000. The value of .Sig. (2-tailed) indicates smaller than 0.05, there are differences in student learning outcomes between pretest and posttest.

Hypothesis:

Ho = There is no positive and significant the influence of using adjunct display strategy on the students reading comprehension at the eleventh grade students of SMK Negeri 1 Kota Metro

Ha = There is a positive and significant the influence of using adjunct display strategy on the students reading

comprehension at the eleventh grade students of SMK Negeri 1 Kota Metro.

If the significance value (2-tailed)  $< 0,05$   $H_0$  is rejection and  $H_a$  is acceptance. If the significance value (2-tailed)  $> 0,05$ ,  $H_0$  is accepted and  $H_a$  is rejection. The above test obtained.Sig (2-tailed) value of 0.000, which is less than 0.05, so there is a difference in student learning outcomes between the pre-test and post-test. This means that  $H_0$  is rejected and  $H_a$  is accepted, meaning that there is a positive and significant The Influence Of Using Adjunct Display Strategy on The Students Reading Comprehension in.

## **B. Discussion**

The researcher initiated the study by administering a pre-test to evaluate the initial reading comprehension proficiency of students at the beginning of the research. The findings from the pre-test revealed a low level of reading comprehension ability among the students, with only 2 out of 32 students meeting the KKM threshold of 70.

Subsequently, the researcher selected and implemented Analytical Exposition as a treatment to investigate the potential significant impact of the Adjunct Display Strategy on students' reading comprehension. The treatment consisted of two sessions, conducted on January 18, 2023, and January 22, 2023. Following the completion of the treatment, a post-test was administered. Analysis of the post-test data indicated an improvement in scores, with all students surpassing the KKM of 70.



This positive trend was further corroborated by employing the Paired Sample t-test. If the significance value (2-tailed)  $< 0,05$   $H_0$  is rejection and  $H_a$  is acceptance. If the significance value (2-tailed)  $> 0,05$ ,  $H_0$  is accepted and  $H_a$  is rejection. The above test obtained Sig (2-tailed) value of 0.000, which is less than 0.05. Consequently, the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_a$ ) was accepted, affirming the positive and substantial influence of utilizing the adjunct display strategy on the reading comprehension of eleventh-grade students at SMK Negeri 1 Metro.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Adjunct Display Strategy is one of the strategies for learning to read. To understand the text easier and faster, the reader needs Adjunct Display Strategy. Based on the analysis and result of the research, the researcher concludes that the Adjunct Display Strategy has a positive and significant influence of students reading comprehension. It can be used as a strategy for learning reading comprehension and it can influence in reading comprehension. It can be seen from the result of the results test by using a Paired Sample t-test that is significant the value (2-tailed)  $< 0,05$  Ho is rejection and Ha is acceptance. If the significance value (2-tailed)  $> 0,05$ , Ho is accepted and Ha is rejection. The above test was obtained. Sig (2-tailed) value of 0.000, which is smaller than 0.05, so there is a difference in student learning outcomes between the experimental classes. This means that Ho is rejected and Ha is accepted, meaning that there is a positive and significant The Influence of Using Adjunct Display Strategy on the Students Reading Comprehension at the Eleventh Grade Students of SMK Negeri 1 Metro

#### B. Suggestion

Based on the findings of the study, the following recommendations are proposed for the relevant stakeholders:

1. For Teachers:
  - a. It is recommended that teachers provide guidance to students on effective text comprehension.

- b. Teachers are encouraged to incorporate the Problem-Based Learning method into their reading comprehension instruction. This approach aims to enhance students' understanding of reading comprehension in a more efficient and rapid manner.

2. For Students:

- a. Students are advised to dedicate effort to analyzing reading texts thoroughly.
- b. It is suggested that students cultivate a habit of regular reading to improve their overall reading skills.
- c. Students are encouraged to engage in reading texts using the Problem-Based Learning method for a more comprehensive understanding.

3. For the Headmaster:

- a. The headmaster is recommended to enhance and ensure the availability of facilities that support the learning process.
- b. It is suggested that the headmaster actively observes and monitors teachers during the learning process to ensure effective implementation of instructional strategies.

These recommendations aim to contribute to the improvement of the overall learning experience, fostering a conducive environment for both teachers and students to enhance reading comprehension skills.

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# APPENDICES



## **PERANGKAT PEMBELAJARAN**

**MATA PELAJARAN** : BAHASA INGGRIS  
**KELAS / SEMESTER** : XI / GENAP  
**MATERI POKOK** : *Analytical Exposition Text*

## RENCANA PELAKSANAAN PEMBELAJARAN

<b>SEKOLAH</b> :SMKN 1 METRO <b>PELAJARAN</b> :BAHASA INGGRIS	<b>KELAS / SEMESTER</b> : XI / 1 <b>ALOKASI WAKTU</b> : 2 x 45 menit	<b>PERTEMUAN Ke</b> : 1 <b>KD</b> : 3.4:4.4.1:4.4.2
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**MATERI :**  
*Exposition Text*

### A. TUJUAN

<ul style="list-style-type: none"> <li>• Mengidentifikasi perbedaan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya.</li> <li>• Mengidentifikasi makna serta kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis, terkait isu actual.</li> <li>• Menyusun teks eksposisi analitis tulis.</li> </ul>
---

### B. LANGKAH – LANGKAH PEMBELAJARAN

**MEDIA:**

- Work sheet atau lembar kerja (siswa)
- Lembar penilaian
- Penggaris, spidol, dan papan tulis

<b>PENDAHULUAN</b>	<ul style="list-style-type: none"> <li>• Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti, berdoa, absensi, dan menyiapkan pelajaran.</li> <li>• Guru menjelaskan tujuan pembelajaran, kompetensi, literasi, dan karakter yang harus dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks analytical exposition.</li> </ul>
<b>Kegiatan Literasi</b>	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca, dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi Teks Eksposisi Analisis.
<b>Critical Thinking</b>	Guru memberikan kesempatan siswa untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan factual sampai ke pertanyaan yang bersifat actual. Pertanyaan ini harus tetap berkaitan dengan materi <i>Teks Eksposisi Analitis</i> .



<b>Collaboration</b>	Peserta didik diberikan soal latihan terdiri dari 20 soal mengenai <i>Teks Eksposisi Analitis</i> untuk dikerjakan secara individu dan menjawab soal tersebut pada lembar jawaban yang telah disediakan.
<b>Communication</b>	Peserta didik menukar hasil latihan individu kepada temannya untuk dikoreksi dan dibahas bersama-sama.
<b>Creativity</b>	Gurudan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Teks Eksposisi Analitis</i> . Peserta didik kemudian diberi kesempatan untuk menyampaikan kembali hal-hal yang belum dipahami.
<b>Penutup</b>	<ul style="list-style-type: none"> <li>• Guru bersama peserta didik merefleksikan pengalaman belajar.</li> <li>• Guru memberikan penilaian lisan secara acak dan singkat.</li> <li>• Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa.</li> </ul>

### C. PENILAIAN PEMBELAJARAN

-Sikap : Lembar Pengesahan obseravasi diskusi	-Pengesahan : Test Tertulis	-Keterampilan: kinerja &
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Guru Bahasa Inggris

Metro, 18 Januari 2024  
Mahasiswa / Peneliti

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## RENCANA PELAKSANAAN PEMBELAJARAN

<b>SEKOLAH</b> :SMKN 1 METRO <b>PELAJARAN</b> :BAHASA INGGRIS	<b>KELAS / SEMESTER</b> : XI / 1 <b>ALOKASI WAKTU</b> : 2 x 45 menit	<b>PERTEMUAN Ke</b> : 2 <b>KD</b> : 3.4:4.4.1:4.4.2
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**MATERI :**  
*Exposition Text*

### A. TUJUAN

<ul style="list-style-type: none"> <li>• Mengidentifikasi perbedaan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya.</li> <li>• Mengidentifikasi makna serta kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis, terkait isu actual.</li> <li>• Menyusun teks eksposisi analitis tulis.</li> </ul>
---

### B. LANGKAH – LANGKAH PEMBELAJARAN

<b>MEDIA:</b> ➤ Work sheet atau lembar kerja (siswa) ➤ Lembar penilaian ➤ LCD Proyektor/slide presentasi (ppt) <b>Alat / Bahan</b> ➤ Penggaris,spidol, dan papan tulis ➤ Laptop & infocus
---

<b>PENDAHULUAN</b>	<ul style="list-style-type: none"> <li>• Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti, berdoa, absensi, dan menyiapkan pelajaran.</li> <li>• Guru menjelaskan tujuan pembelajaran, kompetensi, literasi, dan karakter yang harus dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks analytical exposition.</li> </ul>
<b>Kegiatan Literasi</b>	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca, dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi Teks Eksposisi Analisis.
<b>Critical Thinking</b>	Guru memberikan kesempatan siswa untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan factual sampai ke pertanyaan yang bersifat actual.

		Pertanyaan ini harus tetap berkaitan dengan materi <i>Teks Eksposisi Analitis</i> .
	<b>Collaboration</b>	Peserta didik dibentuk ke dalam beberapa kelompok terdiri dari 6-7 orang untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Teks Eksposisi Analitis</i> .
	<b>Communication</b>	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, meemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.
	<b>Creativity</b>	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Teks Eksposisi Analitis</i> . Peserta didik kemudian diberi kesempatan untuk menyampaikan kembali hal-hal yang belum dipahami.
	<b>Penutup</b>	<ul style="list-style-type: none"> <li>• Guru bersama peserta didik merefleksikan pengalaman belajar.</li> <li>• Guru memberikan penilaian lisan secara acak dan singkat.</li> <li>• Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa.</li> </ul>

#### D. PENILAIAN PEMBELAJARAN

-Sikap : Lembar Pengesahan obseravasi diskusi	-Pengesahan : Test Tertulis	-Keterampilan: kinerja &
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## SILABUS PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris

Status Pendidikan : SMK

Kelas : XI (sebelas)

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

<b>Kompetensi Dasar</b>	<b>Materi Pembelajaran</b>	<b>Kegiatan Pembelajaran</b>
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar	<b>Teks eksposisi analitis</b> <b>Fungsi Sosial</b> Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab	<b>Mengamati</b> Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi	<b>Struktur teks Menyebutkan</b> pokok permasalahan terhadap sesuatu yang hangat dibicarakan Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung.	Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis <b>Mempertanyakan(questioning)</b> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar

<p>fungsional</p> <p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.</p> <p>4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum</p>	<p>Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut</p> <p><b>Unsur Kebahasaan:</b> Kalimat Simple Present Conditional Clauses Modals</p>	<p>berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</p> <p><b>Mengeksplorasi</b> Siswa mencari beberapa text eksposisi analitis dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu. Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat</p> <p><b>Mengasosiasi</b> Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok</p>
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Mengetahui,  
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Fahrisya, S.Pd.  
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**Instrument Blueprint**  
**Reading Comprehension Test**

No	Indicators	Numbers of Items (Pre-test)	Numbers of Items (Post-test)	Total	Types of Test	Answer Key (Pre-test)	Answer Key (Post-test)
1	Main idea	6	1	20	Multiple Choice	A	B
		16	6			B	C
		18	17			A	B
2	Expression/Idioms/Phrases in context	8	4			B	C
			8				A
3	Inference (Implied detail)	1	2			A	A
		5	3			B	A
		12				B	
4	Gramatical Features	9	5			C	D
		13	10			A	A
		14	14			C	C
		15	15			D	A
5	Detail (scanning for a specifically stated detail)	2	12			C	B
		4	18			C	C
		7				D	
		20		B			
6	Excluding facts not written	11	7	D	D		
			13		B		
			19		A		
7	Supporting idea(s)	10	9	A	C		
		17		D			
8	Vocabullary	3	11	D	D		
			20		D		
9	Reference	19	16	C	D		

### Reading Comprehension Test. (PRE-TEST)

Read the following text carefully, and choose the correct answer (a,b,c,d or e) on the answer sheet.

#### Text 1

Read the following text and then answer the question number 1 to 5.

#### Vegetarians

There are many reasons why people become vegetarians, including personal health, the environment, and the economy.

A vegetarian is a person who does not eat meat, poultry, and fish. Vegetarians mostly eat fruit, vegetables, legumes, grains, seeds, and nuts. Vegetarians also consume eggs and dairy products, but they avoid meat products, such as beef, chicken stocks, and gelatin.

According to research, vegetarians have a lower risk of heart disease, high cholesterol, diabetes, obesity, and high blood pressure. This may happen due to a healthy vegetarian diet, which has low fat but high fiber.

However, a vegetarian diet can be high in fat if it includes **excessive** amounts of fatty snacks, fried food, whole dairy products, and eggs.

At the same time, a vegetarian diet can be simple and easy to prepare. Therefore, a vegetarian diet must be well-planned to prevent and treat certain diseases.

source by internet in the link <https://brainly.co.id/tugas/44728131>

1. Why does a vegetarian have a lower risk many disease? They ...
  - A. Eat vegetables every time.
  - B. Consumes low-fat but high-fiber food.
  - C. Avoid excessive amounts of fatty snacks.
  - D. Have well-planned agenda of what to eat.
2. According to the text, which of the following statements is true?
  - A. Eggs do not contain any fat or fiber

- B. Vegetarians may not eat fatty snack
  - C. Being a vegetarian help keep your body strong.
  - D. Vegetarians do not consume gelatin.
3. “... if it includes excessive amounts of fatty ...”

What is the synonym of the word excessive ?

- A. Little
  - B. Decent
  - C. Very few
  - D. Too many
4. What is the purpose of the text?
- A. To inform the readers.
  - B. To tell a story to the readers.
  - C. To persuade to the readers.
  - D. To describe about vegetarians.

### **Text 2**

5. What meal is not consumed by vegetarians?
- A. Dairy products
  - B. Fried food
  - C. Milk
  - D. Nuts.



Read the following text and then answer the question number 6 to 9.

### Online Shopping

The internet has generated many changes in our lives. It has changed the way we communicate and access information.

The internet also has changed the way we buy things. In today's life, online shopping is growing rapidly. It has become a new culture in every country.

Buying things online is very easy. The only things to do is go to a certain website, which sells the product you need. The search engine on the web also enables us to find things fast with various choices.

After the product is chosen and the payment is made, the online shopper should only wait for three to five days until the thing purchased comes to his/her door. Another good advantages of online shopping is that things may be cheaper than in real stores.

In the other hand, online shopper should be careful in choosing products. Sometimes, you do not get what you need. Another big problem is the quality of the things can be less than similar items in real stores. That's the reason why online shoppers must **thoroughly** check products offered. *Source by internet in the link <https://www.englishcafe.co.id/ujian-nasional-analytical-exposition/>*

6. What does the text mainly talk about?
  - A. The advantages and disadvantages of online shopping.
  - B. The benefits of online shopping.
  - C. The procedure of shopping online.
  - D. The deficiencies of online shopping.
  
7. How can online shoppers choose products? They have to ...
  - A. Go to real shops
  - B. Have an account.
  - C. Login to their email
  - D. Visit the sho site.
  
8. "...shoppers must **thoroughly** check products offered."

What does the underlined word mean?

  - A. Extremely
  - B. Completely
  - C. Carelessly
  - D. Accurately.

9. What kind of the tense which is mostly used in an analytical exposition?
- A. Simple past tense
  - B. Future perfect tense
  - C. Simple present tense
  - D. Past perfect tense

**Text 3**

Read the following text and then answer the question number 10 to 15.

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Firstly, cars, as we all know contribute the most of pollution in the world. Cars emit a deadly gas causes illnesses such as bronchitis, lung cancer, and trigger of asthma. Some of these illness are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander every where and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers. Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someone. In conclusion, cars should be banned from the city for the reasons listed. *Source by internet in the link <https://zetza.wordpress.com/2011/07/08/soaljawaban-b-inggris-analytical-text/>*

10. What the title text above?
- A. Cars Should be Banned in the City.
  - B. Cars cause Pollution.
  - C. Car Giant Killer Street.
  - D. Car cause noise of the city.
11. The following sentences are true, except ...
- A. The cars contribute the most of pollution in the word.
  - B. Cars are very noisy.
  - C. Cars today are our roads biggest killers.

- D. The cars can accelerate the transport.
12. What one of the diseases caused by pollution?
- A. HIV / AIDS
  - B. Bronchitis
  - C. Cholera
  - D. Liver
13. What type of the text above?
- A. Analytical
  - B. Report
  - C. Description
  - D. Narrative
14. Which paragraph is called arguments?
- A. I and II.
  - B. II and IV.
  - C. II, III, and IV
  - D. All paragraph.
15. What are the generic structures of analytical exposition?
- A. Orientation, Complication, Resolution.
  - B. Orientation, Argument, Coda.
  - C. Thesis, Arguments, Recommendation.
  - D. Thesis, Arguments, Reiteration.

## **Text 2**

Read the following text and then answer the question number 16 to 20.

### Giraffe

Giraffe is the highest animal in the world. Its height can reach 4.8 to 5.5 meters and its weight about 1360 pounds. Giraffe has a unique characteristic. They have a very long neck and two small horns on its head. Giraffes have big brown eyes and protected by thick and long eyebrows. Her body is covered with a unique pattern that is attached by brown spots all over their body.

Just like camels, giraffes can survive without drinking for long time because giraffes can rely on the water contained in leaves they eat. Giraffes are very selective in choosing food. They always eat young leaves that grow in the tree tops. Their tongue shaped like a knife help them to cut branches which are very hard.

Female giraffes can start pregnant at the age of five years, with a gestation period of 15 months. Commonly female giraffe bear one baby, but sometimes two babies at once. Giraffes bear its baby with a standing position. When the baby is about to be born, they just drop *it* to the ground from a 1.5 meter of height. Baby giraffe can stand with about 20 minutes since being born, and begin breastfeeding within an hour of birth. *Source by the internet <https://ambizeducation.com/the-unique-characteristic-of-giraffe-is/>*

16. The text tells us about?
- A. Giraffe's reproduction.
  - B. The highest animals.
  - C. The strange animals.
  - D. Baby giraffe.
17. The unique characteristic of giraffe is?
- A. Their food
  - B. Two horns on its head
  - C. Brown spot
  - D. Their long neck
18. The second paragraph mainly discussed about?
- A. Giraffe's food
  - B. Giraffe's characteristic
  - C. Giraffe's life
  - D. Giraffe's baby
19. The word *it* in third paragraph refers to?
- A. Neck
  - B. Horn

C. Baby giraffe

D. Food

20. What is giraffe usually eats?

- A. Branch of tree
- B. Leaves of tree
- C. Trunk of tree
- D. Twig of tree.

### **Reading Comprehension Test. (POST TEST)**

**Read the following text carefully, and choose the correct answer (a,b,c,d or e) on the answer sheet.**

#### **Text 1**

Read the following text and then answer the question number 1 to 5.

#### **The Unhealthy Fast Food**

Fast food nowadays is considered a normal eating venture. People are not just eating out on special occasions or weekends anymore. It means that all the time they mostly eat fast foods. However is fast food good for health?

Fast food has its popularity in the 1940's. Within a few years, fast-food operations ***popped up*** everywhere. With the compelling rise in fast-food restaurants since the 1940's, oddly it started the rise is obesity and cancer during that same time period.

Fast food is highly processed with a wide array of additives. To ensure fast food's low cost, the fast food products are made with highly-processed ingredients to give it shelf-life, to hold consistency, and to enhance flavor. Fast food is altered from its original healthy form.

It is not the calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues.

So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving. Source by internet in the link <https://pontianak.tribunnews.com/2023/08/22/35-soal-ulangan-harian-bahasa-inggris-kelas-11-sma-dan-kunci-jawaban-tahun-ajaran-20232024?page=3>

1. What is the main idea of the text?
  - A. There is no risk in eating fast food.
  - B. The risk of consuming fast food.
  - C. The benefit of eating fast food.
  - D. People love eating fast food
2. Why did fast food maker processed it with highly-processed ingredients?
  - A. To give fast food shelf-life, to hold consistency, and to enhance flavor.
  - B. To make fast food more delicious and healthy.
  - C. To make fast food consumable with low cost.
  - D. To make fast food nutritional and priceless.
3. What is the conclusion based on the text above?
  - A. Fast food are made with highly- processed ingredients.
  - B. Fast food is not good for health and nothing nutritional.
  - C. Fast food contains chemical additives which damage health.
  - D. Fast food is made with MSG and aspartame.
4. “*fast-food operations popped up everywhere.*”  
What is the closest meaning of popped up ?
  - A. Spread
  - B. Occurred
  - C. Appeared
  - D. Performed
5. What kind of text above?
  - A. Report text.
  - B. Narrative text.
  - C. Descriptive text.
  - D. Analytical Exposition text.



## **Text 2**

Read the following text and then answer the question number 6 to 10.

### **Integrated Pest Management**

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.

Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.

Secondly, pests can gradually become **resistant** to pesticides. This means that newer and stronger ones have to be developed.

Lastly, some pesticides affect non target plants and animals such as fish and bees.

This affects the ecology and environment as well.

So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment. Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock. *Source by internet in the link <https://pontianak.tribunnews.com/2023/08/22/35-soal-ulangan-harian-bahasa-inggris-kelas-11-sma-dan-kunci-jawaban-tahun-ajaran-20232024?page=3>*

6. What can you say about paragraph two and four?
- A. The fourth paragraph supports the idea stated in paragraph two.
  - B. Both paragraphs tell about how pesticides affect the quality of farm products.
  - C. Both paragraphs tell about the disadvantages of using pesticides.
  - D. The statement in paragraph is contrary to the statement in paragraph four.
7. Which of the following is not directly affected by pesticides used?
- A. Animals
  - B. Plants.
  - C. Environment.
  - D. Ecology.
8. “*Secondly, pests can gradually become **resistant** to pesticides*”  
The word resistant in the sentence above means...
- A. Unaffected
  - B. Weak
  - C. Damage
  - D. Fragile
9. One of the disadvantages of using chemical pesticides is ...
- A. Killing fish and bees.
  - B. Increasing crops productivity.
  - C. Causing the pests to become inactive.
  - D. Creating balanced ecosystem.
10. We usually call the first paragraph as ....
- A. Thesis.
  - B. Argument.
  - C. Conclusion.
  - D. Reiteration.

### **Text 3**

Read the following text and then answer the question number 11 to 15.

Smoking in the restaurants is just not disturbing harmful to others and dangerous for the smokers.

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good and not to be put off by foul smelling smoke.

Another reason smoking should not be allowed in restaurant is the harm it can do to others. Passive smoking that is breathing in smoke made by a smoker can lead to asthma attacks and even cancer.

Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just in restaurants.

Therefore, smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants.

Source by internet in the link <https://pontianak.tribunnews.com/2023/08/22/35-soal-ulangan-harian-bahasa-inggris-kelas-11-sma-dan-kunci-jawaban-tahun-ajaran-20232024?page=3>

11. "It must not be **allowed** because it is rude,..."

The synonym of the word **allowed**

is ...

- A. Forbidden
- B. Banned
- C. Stopped
- D. Permitted

12. What is the purpose of the text?
- A. To inform the readers about the effect of smoking.
  - B. To persuade to the readers that smoking in a restaurant should be banned.
  - C. To tell a story to the readers about the active and passive smokers.
  - D. To describe about smoking to the readers
13. There are the reason why smoking in restaurants isn't allowed, expect...
- A. Dangerous
  - B. Polite
  - C. Harmful
  - D. Impolite
14. "*Firstly, smoking in a restaurant is impolite*"
- The sentence above characterize as .....
- .....of the text.
- A. Thesis
  - B. Reiteration
  - C. Arguments
  - D. Supporting details
15. Since we can find a thesis, arguments and reiteration in the text, so we can conclude that this text belongs to ....
- A. Analytical exposition
  - B. Description
  - C. Procedure
  - D. anecdote

#### **Text 4**

Read the following text and then answer the question number 16 to 20.

#### Space Travel Should be Stopped

Space travel should be stopped for many reasons. Firstly, it is totally **unsafe** as proven by the Colombia Space Shuttle disaster. Thousand people have been killed in accidents. Secondly, *it* costs billions and billions dollars every day just to put fuel into rockets. Professor Smith from the Spend Money on People Not Space Association agrees that space travel is a waste of time and money. Further, space travel is altering the world's weather pattern as evidenced by the record of high temperatures this summer in Cobar. Everyone knows that if God wanted us to fly in space we should have been born with space suits. Stop space before it destroys the earth.

Source by internet in the link <https://pontianak.tribunnews.com/2023/08/22/35-soal-ulangan-harian-bahasa-inggris-kelas-11-sma-dan-kunci-jawaban-tahun-ajaran-20232024?page=3>

16. "Secondly, *it* costs billions ..."

What does the word *it* refer to?

- A. The rockets' fuel
- B. The Colombia Space Shuttle
- C. The accidents of Colombia Space Shuttle
- D. Space travel

17. What is the main idea of the text?

- A. Air travel
- B. Space Travel
- C. Rocket travel
- D. Road Travel

18. How many reasons are stated in the text dealing with the point that Space travel should be stopped?
- A. One
  - B. Two
  - C. Three
  - D. Four
19. Which is not true based on the text above...
- A. Space travel offer benefits to the earth.
  - B. Space travel should be stopped
  - C. Space travel costs billions and billions of dollars everyday
  - D. Space travel is unsafe
20. *“Firstly, it is totally unsafe as proven ...”*
- What is the synonym of word unsafe ?
- A. Strong
  - B. Protected
  - C. Stable
  - D. Dangerous

### Key Answer Pre-test and Post-test

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

Daftar Hadir Siswa

Kelas XI Pariwisata

No	Nama Siswa	Tanda Tangan	
1	Achmad Bintang Nur Cahyo	1	
2	Ade Riza Saputra		2
3	Adelia Devika Putri	3	
4	Ageng Praja Pratama		4
5	Ahsani Setya Wuri Astuti	5	
6	Ajeng Febriana Alfia		6
7	Ajeng Syahfrilica Harzeti	7	
8	Aji Fahrudin		8
9	Alvin Alhabsi	9	
10	Baba Abraham		10
11	Dandi Ramadhan	11	
12	Devi Puji Lestari		12
13	Dinda Oktaviani	13	
14	Dinda Silviana Sari		14
15	Dio Armada	15	
16	Eka Ajeng Ari Praswita		16
17	Enggar Septiano	17	
18	Fariski Wildan Ramadani		18
19	Ferli Sanjaya	19	
20	Intan Puji Lestari		20
21	Jassika Wulandari	21	
22	Jhordy Andriansyah		22
23	Kesia Pransiska	23	
24	Lusy Aditya Tri Cristianto		24
25	Raditya Kresna	25	
26	Rahmanda Poetra		26
27	Randi Firmansyah	27	
28	Revy Mareshta		28
29	Sabrina Hariyani	29	
30	Sela Ayu Andini		30
31	Shidiq Dwi Wibowo	31	
32	Yogi Syahputra		32



<b>Nama Siswa</b>	<b>Pre-Test</b>	<b>Post-Test</b>
ABNC	65	75
ARS	50	85
ADP	50	90
APP	75	75
ASWA	50	90
AFA	65	75
ASH	65	90
AF	65	75
AA	70	85
BA	65	85
DR	65	85
DPL	65	75
DO	55	85
DSS	55	90
DA	50	75
EAAP	55	75
ES	65	75
FWR	65	75
FS	75	85
IPL	50	85
JW	70	85
JA	70	85
KP	50	85
LATC	50	90
RK	65	85
RP	55	90
RF	50	75
RM	65	85
SH	65	90
SAA	55	75
SDW	70	85
YS	55	90

THE ANSWER SHEETS OF PRE-TEST

90

Name: Inon Rupi Lestari

Class : XII PARIWISATA .....

No	Jawaban			
1	A	<del>B</del>	<del>C</del>	<del>D</del>
2	A	B	<del>C</del>	<del>D</del>
3	A	B	<del>C</del>	<del>D</del>
4	A	B	<del>C</del>	<del>D</del>
5	A	B	<del>C</del>	<del>D</del>
6	A	B	<del>C</del>	<del>D</del>
7	A	B	<del>C</del>	<del>D</del>
8	A	B	<del>C</del>	<del>D</del>
9	A	B	<del>C</del>	<del>D</del>
10	A	B	<del>C</del>	<del>D</del>

No	Jawaban			
11	A	<del>B</del>	<del>C</del>	<del>D</del>
12	A	B	<del>C</del>	<del>D</del>
13	A	<del>B</del>	<del>C</del>	<del>D</del>
14	<del>A</del>	B	<del>C</del>	<del>D</del>
15	<del>A</del>	B	<del>C</del>	<del>D</del>
16	<del>A</del>	B	<del>C</del>	<del>D</del>
17	A	B	<del>C</del>	<del>D</del>
18	A	<del>B</del>	<del>C</del>	<del>D</del>
19	A	B	<del>C</del>	<del>D</del>
20	A	<del>B</del>	<del>C</del>	<del>D</del>

B = 10  
S = 10

THE ANSWER SHEETS OF PRE-TEST

65

Name: Alvina Pratama Nur Cahya

Class : XII PARIWISATA .....

No	Jawaban			
1	A	<del>B</del>	<del>C</del>	<del>D</del>
2	A	<del>B</del>	<del>C</del>	<del>D</del>
3	A	B	<del>C</del>	<del>D</del>
4	A	B	<del>C</del>	<del>D</del>
5	A	<del>B</del>	<del>C</del>	<del>D</del>
6	A	B	<del>C</del>	<del>D</del>
7	A	B	<del>C</del>	<del>D</del>
8	A	<del>B</del>	<del>C</del>	<del>D</del>
9	A	B	<del>C</del>	<del>D</del>
10	A	B	<del>C</del>	<del>D</del>

No	Jawaban			
11	A	B	<del>C</del>	<del>D</del>
12	A	<del>B</del>	<del>C</del>	<del>D</del>
13	A	<del>B</del>	<del>C</del>	<del>D</del>
14	A	B	<del>C</del>	<del>D</del>
15	<del>A</del>	B	<del>C</del>	<del>D</del>
16	<del>A</del>	B	<del>C</del>	<del>D</del>
17	<del>A</del>	B	<del>C</del>	<del>D</del>
18	<del>A</del>	B	<del>C</del>	<del>D</del>
19	A	B	<del>C</del>	<del>D</del>
20	A	<del>B</del>	<del>C</del>	<del>D</del>

B = 13  
S = 7

THE ANSWER SHEETS OF POST TEST

95

Name: .....

Class : XII PARIWISATA .....

No	Jawaban			
1	A	<del>B</del>	<del>C</del>	<del>D</del>
2	A	<del>B</del>	<del>C</del>	<del>D</del>
3	A	<del>B</del>	<del>C</del>	<del>D</del>
4	A	B	<del>C</del>	<del>D</del>
5	A	B	<del>C</del>	<del>D</del>
6	A	B	<del>C</del>	<del>D</del>
7	A	B	<del>C</del>	<del>D</del>
8	A	B	<del>C</del>	<del>D</del>
9	A	B	<del>C</del>	<del>D</del>
10	A	B	<del>C</del>	<del>D</del>

No	Jawaban			
11	A	B	<del>C</del>	<del>D</del>
12	A	B	<del>C</del>	<del>D</del>
13	A	B	<del>C</del>	<del>D</del>
14	A	B	<del>C</del>	<del>D</del>
15	A	B	<del>C</del>	<del>D</del>
16	A	B	<del>C</del>	<del>D</del>
17	A	B	<del>C</del>	<del>D</del>
18	A	B	<del>C</del>	<del>D</del>
19	A	B	<del>C</del>	<del>D</del>
20	A	B	<del>C</del>	<del>D</del>

B = 15  
S = 9

- Moni Kelompok 1  
 Devi Rupi Lestari  
 Silka Ayu Andini  
 Dico Armada  
 Eka Ajeng Ar Rana  
 Ayu Febriana  
 Randa Firmansyah

THE ANSWER SHEETS OF POST TEST

90

Name: .....

Class : XII PARIWISATA .....

No	Jawaban			
1	A	<del>B</del>	<del>C</del>	<del>D</del>
2	A	<del>B</del>	<del>C</del>	<del>D</del>
3	A	<del>B</del>	<del>C</del>	<del>D</del>
4	A	<del>B</del>	<del>C</del>	<del>D</del>
5	A	B	<del>C</del>	<del>D</del>
6	A	B	<del>C</del>	<del>D</del>
7	A	B	<del>C</del>	<del>D</del>
8	A	B	<del>C</del>	<del>D</del>
9	A	B	<del>C</del>	<del>D</del>
10	A	B	<del>C</del>	<del>D</del>

No	Jawaban			
11	A	B	<del>C</del>	<del>D</del>
12	A	<del>B</del>	<del>C</del>	<del>D</del>
13	A	<del>B</del>	<del>C</del>	<del>D</del>
14	A	B	<del>C</del>	<del>D</del>
15	A	B	<del>C</del>	<del>D</del>
16	A	B	<del>C</del>	<del>D</del>
17	A	B	<del>C</del>	<del>D</del>
18	A	B	<del>C</del>	<del>D</del>
19	A	B	<del>C</del>	<del>D</del>
20	A	B	<del>C</del>	<del>D</del>

- Ecempe Lana :  
 Aisani Setya Wati Adani  
 Yogi Sapta Pura  
 Lusy Aditya Tri Cakraendo  
 Dinola Sivanara Sari  
 Sabrina Astoria  
 Adelia Devika Putri  
 Ajeng Sifafrilia Horzetti
- B = 18  
S = 1



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

Jalan Ki. Hajar Dewantara Kampus 15 A Inngmulyo 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-2284/In.28/J/TL.01/05/2023  
Lampiran : -  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
Kepala Sekolah SMKN 1 METRO  
SMKN 1 METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **RIZKA MUTIARA ANNISA**  
NPM : 2001050027  
Semester : 6 (Enam)  
Jurusan : Tadris Bahasa Inggris  
Judul : THE INFLUENCE OF ADJUNCT DISPLAY STRATEGY ON  
READING COMPREHENSION OF TWELEVTH GRADERS  
AT SMKN 1 METRO

untuk melakukan prasurvey di SMKN 1 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi. ...

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 15 Mei 2023  
Ketua Jurusan,



**Andianto M.Pd**  
NIP 19871102 201503 1 004



**PEMERINTAH PROVINSI LAMPUNG**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SEKOLAH MENENGAH KEJURUAN NEGERI 1 METRO**  
Jalan Kemiri No. 4 Iringmulyo Kecamatan Metro Timur Kota Metro Kode Pos : 34112  
Telp. (0725) 41295-42774 Fax. (0725) 41295 NPSN : 10807612 NSS -401126104001  
e-mail : smkn1metro@gmail.com website:smkn1metro.sch.id



Nomor : 070/258/V.01/421.5/2023

Lampiran : -

Perihal : **Izin Pra Survey**

Yth. : Ketua Jurusan Pendidikan Tadris Bahasa Inggris  
Institut Agama Islam Negeri Metro  
di

Tempat

Sehubungan dengan surat saudara Nomor : B-2284/In.28/J/TL.01/05/2023 tanggal 15 Mei 2023 perihal tersebut pada pokok surat.

Dengan ini kami sampaikan bahwa pada prinsipnya kami dapat memberikan izin pra survey kepada:

Nama : Rizka Mutiara Annisa  
NPM : 2001050027  
Jurusan : Pendidikan Tadris Bahasa Inggris

Dengan catatan :

1. Mentaati peraturan dan tata tertib yang berlaku di SMK Negeri 1 Metro.
2. Segala sesuatu yang timbul akibat pra survey menjadi tanggung jawab mahasiswa yang bersangkutan.

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



Metro, 22 Mei 2023  
Kepala Sekolah

**FAHRISYA, S.Pd**  
NIP 19820221 200604 1 005



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

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

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

Nomor : B-0389/In.28/D.1/TL.00/01/2024  
Lampiran : -  
Perihal : **IZIN RESEARCH**

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

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-0390/In.28/D.1/TL.01/01/2024, tanggal 24 Januari 2024 atas nama saudara:

Nama : **RIZKA MUTIARA ANNISA**  
NPM : 2001050027  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMK NEGERI 1 METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK NEGERI 1 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF ADJUNCT DISPLAY STRATEGY ON READING COMPREHENSION OF THE ELEVENTH GRADERS AT SMK NEGERI 1 METRO".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 24 Januari 2024  
Wakil Dekan Akademik dan  
Kelembagaan,



Dra. Isti Fatonah, MA  
NIP.196705311993032003



PEMERINTAH PROVINSI LAMPUNG  
**SMK NEGERI 1 METRO**

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



Metro, 01 Februari 2024

Nomor : 070/078/V.01/SMKN.1/2024

Lampiran : -

Perihal : Izin Research

Kepada Yth.

Wakil Dekan Akademik dan Kelembagaan Fakultas Tarbiyah dan Ilmu Keguruan

Institut Agama Islam Negeri Metro

Di Tempat

Sehubungan dengan surat saudara Nomor : B-0389/In.28/D.1/TL.00/01/2024 tanggal, 24 Januari 2024 perihal tersebut pada pokok surat.

Dengan ini kami sampaikan bahwa pada prinsipnya kami dapat memberikan izin research kepada:

Nama : Rizka Mutiara Annisa

NPM : 2001050027

Jurusan : Pendidikan Tadris Bahasa Inggris

Dengan catatan :

1. Mentaati peraturan dan tata tertib yang berlaku di SMK Negeri 1 Metro.
2. Segala sesuatu yang timbul akibat pra survey menjadi tanggung jawab mahasiswa yang bersangkutan.

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

Kepala Sekolah,  
  


**FAHRISYA, S.Pd**  
NIP 19820221 200604 1 005



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

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

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

Nama : Rizka Mutiara Annisa  
NPM : 2001050027

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	16/ Juni 2023		Bimbingan judul	
2.	15/sep 2023		Konsultasi hasil Prasurvei . Revisi Bab 1-3 .	
3.	24/Nov 2023		Revisi Bab 2 (tambah Rubric + advantages Ad.)	
c	01/Des 2023			

Mengetahui  
Ketua Program Studi TBI



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

Dosen Pembimbing

**Dr. Ahmad Subhan Roza, M.Pd.**  
NIP. 197506102008011014



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

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

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

Nama : Rizka Mutiara Annisa  
NPM : 2001050027

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	03 Januari 2023		<i>Mr. Instrumen</i>	<i>Rizka</i>

Mengetahui  
Ketua Program Studi TBI

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

Dosen Pembimbing

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





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

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

**APPROVAL PAGE**

Title : THE INFLUENCE OF ADJUNCT DISPLAY STRATEGY ON  
READING COMPREHENSION OF TWELEFTH GRADERS AT  
SMKN 1 METRO  
Name : Rizka Mutiara Annisa  
NPM : 2001050027  
Department : English Education  
Faculty : Tarbiyah and Teacher Training

**APPROVED BY:**

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

Metro, 01 Desember 2023  
Sponsor

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



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

**NOTA DINAS**

Nomor :  
Lampiran : -  
Perihal : **Mohon Diseminarkan Proposal  
Rizka Mutiara Annisa**

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

*Assalamu'alaikum Wr. Wb.*

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

Nama : Rizka Mutiara Annisa  
NPM : 2001050027  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : English Education  
Judul : THE INFLUENCE OF ADJUNCT DISPLAY STRATEGY  
ON READING COMPREHENSION OF TWELEFTH  
GRADERS AT SMKN 1 METRO

Sudah kami dapat persetujuan dan dapat diajukan untuk diseminarkan,  
demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

Mengetahui  
Ketua Program Studi TBI



**Dr. Much Deniatur, M.Pd. B. I**  
NIP. 1988 0308 2015031 006

Metro, 01 Desember 2023  
Sponsor

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



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

**NOTIFICATION LETTER**

Number :  
Appendix : -  
Matter : **In order to Hold the Seminar  
of Rizka Mutiara Annisa**

To:  
The Honorable the Head of Tarbiyah Department  
of State Islamic Institute (IAIN) of Metro



*Assalamu'alaikum Wr. Wb.*


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

Name : Rizka Mutiara Annisa  
St. Number : 2001050027  
Faculty : Tarbiyah and Teacher Training Faculty  
Department : English Education  
Title : THE INFLUENCE OF ADJUNCT DISPLAY  
STRATEGY ON READING COMPREHENSION OF  
THE TWELEFTH GRADERS AT SMKN 1 METRO

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

*Wassalamu'alaikumWr. Wb.*

  
The Head of English Education Department  
  
**Dr. Much Deniatur, M.Pd, Bl.**  
NIP. 1988 0308 201503 1 006

Metro, 01 Desember 2023  
Sponsor  
  
**Dr. Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014



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

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

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

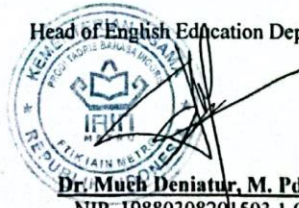
**RATIFICATION PAGE**

The Research Proposal entitled: THE INFLUENCE OF ADJUNT DISPLAY STRATEGY ON READING COMPREHENSION OF THE ELEVENTH GRADERS AT SMKN 1 METRO written by: Rizka Mutiara Annisa, Student Number: 2001050027, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Desember, 19<sup>th</sup>, 2023 at 08.00 – 09.30 a.m.

**BOARD OF EXAMINERS**

Chairperson	: Dr. Ahmad Subhan Roza, M. Pd	(.....)
Examiner I	: Dr. Umi Yawisah, M. Hum	(.....)
Examiner II	: Yeasy Agustina Sari, M.Pd	(.....)
Secretary	: Yuniarti, M.Pd	(.....)

Head of English Education Department



**Dr. Much Deniatur, M. Pd.B.I.**  
NIP. 19880308201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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**SURAT TUGAS**

Nomor: B-0390/In.28/D.1/TL.01/01/2024

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

Nama : RIZKA MUTIARA ANNISA  
NPM : 2001050027  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMK NEGERI 1 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF ADJUNCT DISPLAY STRATEGY ON READING COMPREHENSION OF THE ELEVENTH GRADERS AT SMK NEGERI 1 METRO".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Mengetahui,  
Pejabat Setempat

  
M. Hafidz

Dikeluarkan di : Metro  
Pada Tanggal : 24 Januari 2024

Wakil Dekan Akademik dan  
Kelembagaan,



Dra. Isti Fatonah, MA  
NIP. 196705311993032003



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

Jalan Ki. Hajar Dewantara Kampus 15 A Ringmulyo Metro Timur Kota Metro Lampung 34111

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

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

Nama : Rizka Mutiara Annisa  
NPM : 2001050027

Program Studi : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	18 Januari 2024		BAB 4	
2.	23 Januari 2024		Acc BAB 4-5	
3.	25 Januari 2024		Abstrak	
4.	06 pebruari 2024		Acc Abstrak/Appendix	
5.	07 feb 24		Revisi Munggaran	

Mengetahui,  
Ketua Program Studi TBI



Dr. Much Dejiatur, M.Pd.B.I.  
NIP. 1988010120015031006

Metro, 05 Februari 2023  
Pembimbing

Dr. Ahmad Subhan Roza, M.Pd  
NIP. 1975061020080101014



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

NPP: 1807062F0000001

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

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-39/In.28/S/U.1/OT.01/01/2024**

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

Nama : RIZKA MUTIARA ANNISA  
NPM : 2001050027  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 2001050027

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, 24 Januari 2024  
Kepala Perpustakaan

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



**KEMENTERIAN 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) 47296.  
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

#### SURAT KETERANGAN BEBAS PUSTAKA

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 : Rizka Mutiara Annisa  
NPM : 2001050027  
Prodi : Tadris Bahasa Inggris  
Judul Skripsi : THE INFLUENCE OF ADJUNCT DISPLAY STRATEGY ON  
READING COMPREHENSION OF THE ELEVENTH GRADERS  
AT SMK NEGERI 1 METRO

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 30 Januari 2024

Ketua Prodi TBI





RIZKA MUTIARA ANNISA  
2001050027 ("THE INFLUENCE  
OF ADJUNCT DISPLAY  
STRATEGY ON READING  
COMPREHENSION OF THE  
ELEVENTH GRADERS AT SMK  
NEGERI 1 METRO")

by Munaqosyah TBI

Submission date: 12-Feb-2024 08:43AM (UTC+0700)

Submission ID: 2264272121

File name: 44\_Rizka\_Mutiara\_Annisa-2001050027\_070532.docx (480.83K)

Word count: 12528

Character count: 68475



RIZKA MUTIARA ANNISA 2001050027 ("THE INFLUENCE OF  
ADJUNCT DISPLAY STRATEGY ON READING COMPREHENSION  
OF THE ELEVENTH GRADERS AT SMK NEGERI 1 METRO")

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## DOCUMENTATION

1. The researcher asks permission to carry out the research



2. Pre-test



3. Treatment 1



4. Treatment 2



5. Post-test



## **CURRICULUM VITAE**



The researcher was born in the village of Metro, Provinsi Lampung on January 12 2002, the last son of the couple Mr. Tolib and Mrs. Nuning. The Researcher have Young Brother, the name is Farid Researcher have the first school at TK Dharma Wanita and finish it in 2008, and join in the elementary school at SD N 1 Bumi Sentosa and was end in 2014, then have a junior high school at Mts Bustanul ‘Ulum and finish the education in 2017, after that the researcher have senior high school at MA Bustanul ‘Ulum and that in Anak Tuha, Kecamatan Central Lampung then complete it in 2020. After that the researcher continue the study at the Metro State Islamic Institute (IAIN) Faculty of Tarbiyah and Teacher Training, Departement of English Education (TBI) strating in semester 1 in 2020 for have a undergraduate education.