

The Effectiveness of Using Subtitled Video in Improving Students' Reading Skill at SMA Negeri 9 Luwu Utara

A Thesis

Submitted to the English Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree in English Education



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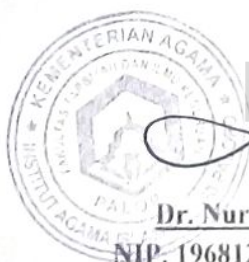
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The Researcher

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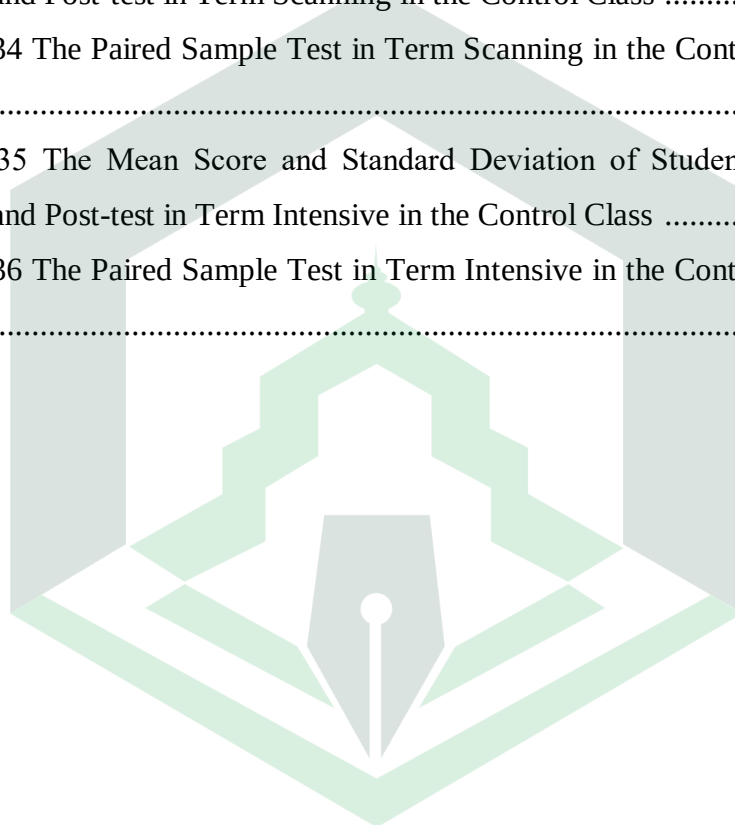
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ABSTRACT

Widya Kartika Putri, 2021. *“The Effectiveness of Using Subtitled Video in Improving Students’ Reading Skill at SMA Negeri 9 Luwu Utara”*. Thesis English Study Program Educational Department in the State Islamic Institute Palopo. Supervised by Dr. Hilal Mahmud, MM as the first consultant and Dewi Furwana, S.Pd.I., M.Pd as the second consultant.

This research is about the Effectiveness of Using Subtitled Video in Improving Students’ Reading Skills at SMA Negeri 9 Luwu Utara. The research question of this research was “Is The Use of Subtitled Video Effective in Improving Students’ Reading Skills at SMA Negeri 9 Luwu Utara?” The objective of the research is to find out whether or not the use of subtitled video is effective in improving students’ reading skills at SMA Negeri 9 Luwu Utara. The researcher applied a quasi-experimental design and conducted four meetings. The researcher administered pre-test, treatment, and post-test in experimental class and control class. The population of this research was the eleventh-grade students of SMA Negeri 9 Luwu Utara. The researcher used the purposive sampling technique. The sample of this research was 32 students. The researcher divided the samples into 16 students in the experimental class and 16 in the control class. The instrument used to collect data was a multiple-choice reading test. The data of this research was analyzed quantitatively by using SPSS 23. The students’ mean score in the post-test of the experimental class was higher than the mean score in the pre-test ($79.38 > 33.75$). The researcher found that the significant value was 0.000, and the alpha was 0.05 ($0.000 < 0.05$). The mean score of the students in the post-test of the control class was higher than the mean score in the pre-test ($68.13 > 33.12$). It means that the mean score of the post-test in the experimental class was higher than the mean score of the post-test in the control class ($79.38 > 68.13$). It indicates that the students’ achievement in the experimental class was higher than that in the control class. The researcher concluded that subtitled video is effective in improving students’ reading skills.

Keyword: Subtitled Video, Reading Skill

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CHAPTER I

INTRODUCTION

A. Background

English is one of the foreign languages learned by Indonesian students. It is crucial to learn English in the global era since competitions among countries are firm. Because of this reason, English plays an essential role in assisting Indonesian human resources. In addition, English need as an international language, so it can argue that English is a minimum requirement in facing the global era.

Although the students in Indonesia have studied English since Elementary school, most of them still have difficulties comprehending English texts¹. According to Ruston, two primary factors that affect students' reading comprehension are the students (vocabulary, interest, and reading strategy) and other parties surrounding them (teaching technique, material, and media)².

Reading skill is an impactful tool for obtaining a wide range of specific information involving science and technology. Reading also has an essential role in widening knowledge to access information and make meaning. Reading is not an easy process because it requires the work of the eye and brain to get information from the passage. So, to make the students read effectively,

¹Yuli Susanti Prihastuti, "Improving the Reading Comprehension of the Eighth Grade Students of SMPN 1 Wonosari by Using the Visualization Strategy in the Academic year of 2012/2013," (2013)

²Ruston, "Kontribusi Strategi Membaca dan Penguasaan Kosakata terhadap Kemampuan Memahami Alinea Bahasa Inggris Siswa Kelas II SMP Negeri 1 Ranah Batahan Kabupaten Pasaman Barat," (2006)

efficiently, and correctly, the teachers should prepare good material in teaching English, especially in reading, as mentioned in the Holly Al-Qur'an An-Nahl verse 125. It says:

إِلَىٰ لِسَانِي رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ نَاةٍ ۚ الْحَسَّ وَجَادِلْهُمْ بَالَّتِي أَحْسَنُهَا إِنَّ رَبَّكَ هُوَ أَعْلَمُ
أَدْعُ

بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Meaning:

“Invite to the way of your Lord with wisdom and good instruction, and argue with them in the best way. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is (rightly) guided.”

From the pre-observation conducted by the researcher, it finds that the students faced some problems with reading. Firstly, the students feel tired and tedious of the learning process full of tasks to read long texts. Secondly, students could not understand the texts they read because of a lack of vocabulary. So they only answer the question perfunctorily³.

Getting some information from reading text is one of the students' problems that have to be overcome by the teacher. Many students believe that this subject is hard to execute. As a result, their reading score is low. Therefore, the teacher must use teaching media that attract the student's attention to reading comprehension to solve these problems.

Therefore, the researcher suggests using a subtitled video to solve these problems. The researcher expected subtitled video can enhance the students'

³Interview conducted on January 7th, 2021.

comprehending of reading. According to Danan, videos enhanced with captions or subtitles can be a powerful educational tool in various ways. For example, they can 1) aid language learning by assisting students in visualizing what they hear and 2) improve language comprehension and greater depth of processing⁴. Besides that, Jan-Louis Kruger and Faans Steyn⁵ indicated a significant positive correlation between comprehension and subtitle reading.

Subtitled video is considered one of the most beneficial and effective ways to teach reading skills in the comprehension context. Using subtitled videos encourages the students to pay attention to the lesson, piques their interest in it, and fosters a positive learning environment in the classroom. Furthermore, the students can benefit greatly from broadening their communication, expressions, and phrases. Besides that, by watching videos with sound and pictures, students can have fun, relieve stress, and keep an open mind when learning and perceiving words, so they do not feel burdened when learning English.

In the second semester of the eleventh grade of SMAN 9 Luwu Utara in the academic year 2021/2022, the researcher agrees to conduct research entitled **“The Effectiveness of Using Subtitled Video in Improving Students’ Reading Skill at SMA Negeri 9 Luwu Utara”**.

B. Research Question

The research problem is “Is the use of Subtitled Video effective in improving students’ reading skills at SMA Negeri 9 Luwu Utara?”

⁴Martine Danan, “Captioning and Subtitling: Undervalued Language Learning Strategies,” *Meta: Journal des/Translators’ Journal* 49, no. 1 (2004), <https://doi.org/10.7202/009021ar>

⁵Jan Louis Kruger & Faans Steyn, “Subtitles and Eye Tracking: Reading and Performance,” *Reading Research Quarterly* 49, no. 1 (2014), <https://doi.org/10.1002/rrq.59>

C. The Objective of the Research

Based on the research question above, the objective of the research is to find out whether or not the use of subtitled video is effective in improving students' reading skills at SMA Negeri 9 Luwu Utara.

D. Significance of the Research

The significance of the research describes as follows:

1. Theoretically

The result of this research is expected to give a meaningful contribution to the readers. The research result can be helpful information for the readers to improve their strategy in reading. The study also can add to the body of knowledge about the advancement of teaching reading and can motivate similar research to be developed.

2. Practically

The result of the research is expected to be beneficial information for English teachers who are facing the same problem in improving students' reading skills. The researcher also hopes that students will not be bored in learning reading. The research result can use as a reference for those who want to research the English teaching and learning process.

E. Scope of The Research

The scope of the research focused on improving students' reading skills in the comprehension context of report text by using subtitled video at the eleventh-grade students of SMAN 9 Luwu Utara with considering some reading skills such as skimming, scanning, and intensive reading. The subtitled video used in this

research was English news. The duration of the English news video is about 3-9 minutes. The videos inform about the latest things happening in the world.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

Some of the previous research findings are as follows:

Gustian Pelani conducted the first research, which has relevance with this research, “The Effect of Subtitled Animated Cartoon Videos on Students’ Reading Comprehension (A Quasi-Experimental Study at The Sixth Grade Students of SDIT Al-Hasanah Kota Bengkulu).” This research tries to improve learners’ achievement in reading comprehension through subtitled animated cartoon videos. This study was experimental research. The research subject is sixth-grade learners of SDIT Al Hasanah Kota Bengkulu that consists of 52 students taken from two classes. The result of the research showed that the use of subtitled animated cartoons was effective in improving learners’ reading comprehension scores⁶.

Asni Furaidah, Ngadiso conducted the second research, which has relevance to this research, and Muhammad, “Watching Video With English Subtitle As An Alternative To Improve Reading Skill.” The research objective is to find out the correlation between watching a video with English subtitles and its contribution toward reading skills. The participating subjects in this research were the second-semester students of the English Education Department of Universitas

⁶Gustin Pelani, “The Effect of Subtitled Animated Cartoon Videos on Students’ Reading Comprehension (A Quasi-Experimental Study at the Sixth Grade Students of SDIT Al-Hasanah Kota Bengkulu),” *JOALL (Journal of Applied Linguistics and Literature)* 1, no. 2 (2016), <https://doi.org/10.33369/joall.v1i2.4176>

Sebelas Maret that consists of 33learners. The resulting study showed that the habit of watching a video with English subtitles is an alternative to improve reading skills⁷.

Dea Utami Permatasari conducted the third research that relates to this research, “The Effectiveness of Movie Subtitle to Improve Reading Comprehension.” Thesis, Department of English Language Education, Faculty of Education and Teacher Training, Ar-Raniry State Islamic University Darussalam. The research aim was to investigate whether movie subtitles can improve students’ reading comprehension. In conducting this research, the researcher collected data from tests and questionnaires. The subjects of this study were 26 learners of class X MIPA 4 SMAN 7 Banda Aceh. The result of the research showed that the learners’ result was sharply improv. There was a 60.11% increase from pre-test to post-test. Moreover, based on the analysis questionnaire, most of the learners gave positive responses to this technique. 69.2% of the learners agreed that movie subtitles could help them from reading text⁸.

The similarity of previous and present experimental research lies in the research method that remains the same. The difference lies in the subject of the study and the kind of subtitled video. The sample of the previous study were students of elementary school, the tenth-grade students of senior high school, and university students, while the subject of this research was the eleventh-grade students of Senior high school. Subtitled videos used in the previous study were

⁷Asni Furaidah, Ngadiso, and Muhammad, “Watching Video With English Subtitle As An Alternative To Improve Reading Skill,” *English Education Journal* 7, no. 2 (2019), <https://doi.org/10.20961/eed.v7i2.35814>.

⁸Dea Utami Permatasari, “The Effectiveness of Movie Subtitle to Improve Reading Comprehension,” (2018)

animated cartoon videos and movies. While in this research, the researcher used English news videos.

B. Literature Review

1. Concept of Reading Skill

a. Definition of Reading

Reading is a liveliness to process language messages by associating with language in written or printed form⁹. Carnie defines reading as procuring knowledge from the text and interpreting it. Reading is the capability to withdraw from the written manuscript and appropriately elucidate the data¹⁰. Carnie defines reading as the intelligence to extract information from a passage.

Reading, according to Dalek, is an active process that depends on both a writer's skill to deliver meaning utilizing words and the reader's ability to make an explanation from them¹¹. According to Dalek's theory, reading is a process that is dependent on the writer's ability to explain or deliver the meaning in a passage by utilizing the words and how the writer takes the idea to make a current word or subject of a sentence and then convert it to be sentence or paragraph.

Reading is a decision-making process. It entails making partial use of available minimal language cues chosen from perceptual input based on the reader's expectation. As this incomplete information is processed, preliminary decisions are made that will be confirmed, rejected, or refined as the reading progresses¹².

⁹Feng Liu, "A Short Analysis of the Nature of Reading," *English Language Teaching* 3, no. 3 (2010): 152.

¹⁰Carnie, *Instruction Reading*, (Colombus Ohio: Meri Publishing Company, 1990), 30.

¹¹Anter Nancy, *Critical Reading for College and Beyond*, (New York: Mc Grow Hill, 2004), 5.

¹²Kenneth S Goodman, "A Psycholinguistic Guessing Game," *Journalist of the Reading Specialist* 6, no. 4 (1967): 126-127.

Reading is an advanced method during which the reader constructs propositional by supplying relevant information within the comprehension method rather than merely matching the word to its meaning¹³.

Reading is an advanced activity that involves a range of things that return from the reader and external factors. In addition, reading also can be regarded as a product of humankind's ability to be told from the environment and not a capability that's natural or inborn instinct.

Reading, according to the opinions expressed above, is a process of locating meaning in a text. When someone reads, he is attempting to comprehend the text and has discovered the main idea. Reading can thus define as the process of understanding a text and determining its meaning.

b. Definition of Reading Skill

Reading skills facilitate students to change articles into meaning and attain comprehension, independence, and fluency goals¹⁴. According to Davies, reading skills include; recognizing word meaning, appealing conclusions, recognizing the writer's method, identifying the passage mood, and discovering answers to queries¹⁵. According to Munby, reading skills involve: identifying the language script; concluding the meaning, use of unaccustomed lexical items; considering explicitly and implicitly stated information, the sentences communicative value, conceptual message, relations in the sentences, and the text parts through

¹³Gao Yang Chen and Ruja Pholsward, "The Use of Subtitled English Cartoon Movies to Support Reading Comprehension of Chinese Elementary School Students," (2011)

¹⁴Harry Azhar Ramli, "The Use of "Inside Out" Movie's Subtitles to Improve Reading (A Case Study at SMK-PP Saree)," (2020): 11.

¹⁵Millevica Bojovic, "Reading Skills and Reading Comprehension in English for Specific Purposes," (2010): 1.

rhetoical cohesion devices; identifying indicators and the main point of information in writing; differentiating the main idea with supporting detail; selective interaction of relevant specks from the text; base reference skills; scanning, skimming, transcoding data from charts/diagrams¹⁶.

According to Grabe and Stoller, skills for reading mean linguistic processing capabilities automatic in their use and combination. They mention several skills that use to deal with different kinds of reading purposes, namely: (1) scanning, (2) skimming, (3) inferencing, (4) evaluating and integrating information, and (5) selecting, making critique, and composing information. Reading skill involves some aspects which can be applied and coordinated in their use for the reading process. The features include: skimming for gist or main idea, scanning for explicit information, inferring implicit information based on context, guessing the words' meaning, and recognizing word references¹⁷.

From the opinions above, the researcher concludes that reading skill is the ability to interpret a piece of written text information.

c. Types of Reading Skill

1) Scanning Skill

Scanning is a reading technique for certain information such as numbers, letters, and steps¹⁸. Scanning in reading is a skill for quickly

¹⁶Ibid.

¹⁷Asni Furaidah, Ngadiso and Muhammad, "Watching Video With English Subtitle As An Alternative to Improve Reading Skill," *English Education* 7, no. 2: 259.

¹⁸Audrey Ningtyas, "The Effect of Video Game Towards Students' Reading Comprehension of Narrative Text," (2016): 12.
<http://repository.uinjkt.ac.id/dspace/handle/123456789/33626>

looking through reading discourse to discover a piece of specific information such as a name, fact, a statistic, and a date¹⁹.

Liu Feng said that scanning is reading selectively to attain particular goals such as locating the name of person or place, date, number, and the event²⁰. It uses when the readers want to find a specific message without necessarily understanding the rest of a passage of text²¹.

For scanning assessment, Brown stated that the test taker needs to locate:

- a) The setting for a narrative story
- b) A name, place, or date in an article
- c) The main divisions of a unit
- d) The main research findings in a technical report
- e) The result reported in a particular cell in a table
- f) Particularistic data needed
- g) The fee of an item on a carte.

In conclusion, scanning skill is a reading skill used to find a piece of specific information or detail such as name, date, place, and so on in a passage.

2) Skimming Skill

¹⁹Trans Martina, "The Correlation Between Students' Understanding of Skimming and Scanning Techniques and Their Reading Comprehension on Expository Text at Dwi Sejahtera Vocational High School Pekanbaru," Universitas Islam Negeri Sultan Syarif Kasim Riau (2017)

²⁰Feng Liu, "Contribution Skimming and Scanning Techniques to the Reading Ability at A High School," 7, (2011): 28.

²¹Trans Martina, op. Cit. Page 29.

Skimming is a reading technique that includes the learners reading the material immediately to get a general understanding²². Skimming is a way to read in which the readers immediately read the text to get the point of the text. It also provides readers with the advantage of predicting the text purpose, main idea, and possibly supporting ideas²³.

Liao stated that skimming is a reading technique in which the reader quickly reads the passage and looks through the whole text to get the main ideas²⁴. According to Nuttall, skimming is rapidly through a written text to determine its point²⁵.

Assessment for skimming is straightforward according to Brown, the test taker skimming the passage and answers the following questions:

- a) What is the main idea of this passage?
- b) What sort of writing is this passage (manual, article, novel)?
- c) What is the writer's purpose in this passage?
- d) What category of writing this passage (narrative, expository, technical)?
- e) How easy or arduous do you think this passage will be?
- f) What do you feel you will learn from the passage?

²²Audrey Ningtyas, "The Effect of Video Game Towards Students' Reading Comprehension of Narrative Text," (2016): 12.
<http://repository.uinjkt.ac.id/dspace/handle/123456789/33626>

²³Abdul Hadi Setiawan, "The Use of Skimming and Scanning Techniques in Reading Comprehension for TOEFL," (2019): 15-16.

²⁴Guoqiang Liao, "On The Development of Reading Ability," *Theory and Practice in Language Studies*1, no. 3 (2011): 303.

²⁵Christine Nuttall, *Teaching Reading Skills in A Foreign Language*, (London: Heinemann Educational Books, 1996)

g) How beneficial will this passage be for you?

In conclusion, skimming skill is a reading skill that quickly read all the manuscript to get a general understanding of, main idea and topic in a passage.

3) Intensive Reading Skill

Nation stated that intensive reading might be a tool to enhance students' grasp of language elements, their mastery of reading methods, and also their comprehension ability²⁶. Intensive reading, also known as silent reading, is a classroom-based activity where learners concentrate on semantic or linguistic passage detail. Intensive reading directs learners' concern to writing markers, grammatical structures, and other surface details to comprehend literal meaning, implication, and rhetorical relationships. Intensive reading can also refer to content-related read that commences due to subject material adversity²⁷.

Intensive reading practice is a critical starting spot because it enables students to identify what a text says, does, and means through its language, context, and structure. Intensive reading plays an essential role in assisting students to acquire fluency, first in the critical areas of word confession and vocabulary and then in establishing better skills in reading comprehension. Intensive reading practice can intentionally

²⁶I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), 25.

²⁷Endang Sri Rahayu, "The Use of Tri-Focus Steve Snyder and Intensive Reading Techniques to Teach Reading Comprehension," (2018)

focus on patterns of text organization, essential core vocabulary, and text processing varieties required to comprehend any text.

In conclusion, intensive skill is a reading skill used to comprehend the content and find specific details or explicit information.

d. Reading Aspects

These are five aspects to the process of reading:

1) Phonics

Phonics is the relationship that exists between letter symbols and sounds. These sound-symbol connections combine to form words. Without phonics, words are just squiggles and lines on a page.

2) Phonemic awareness

Because both include the relation between words and sounds, phonemic awareness and phonics are tightly associated. While phonics is the relation between letters and sounds, phonemic awareness is understood as the terms form from phonemes (small units of sound in language).

3) Vocabulary

Vocabulary means the words used in a language. The readers must first know the vocabulary to read terms. The reader would be frustrating and fruitless if all of the vocab were unfamiliar. Limited vocabulary can not make someone master English even though he has proficiency in other aspects. Learners often achieve fewer than their potential when they lack glossary and approaches to attain new vocabulary and may

dishearten from taking advantage of language learning possibilities surrounding them, such as watching television, listening to native speakers, or listening to the radio²⁸.

4) Fluency

Fluency refers to the reader's ability to read quickly, accurately, and expressively. Thus it entails the reader to apply and merge multiple reading skills at the same time. As long as oral readings are the most commonly used to assess fluency, great readers also demonstrate this skill when reading quietly.

5) Reading Comprehension

Reading comprehension is the most complicated feature of reading. It entails the reader to take upon general thinking skills, not only all the four aspects of reading. When a reader engrosses with a passage, she can demand and replying queries about the text besides summarizing what she has read²⁹.

e. Report Text

According to Barker, a report text is a piece of writing which intends to define something in a general approach. Report text is a kind of text that describes the knowledge by telling the usual message to report the news. The social objective of report text is to display knowledge about something. They commonly

²⁸Riri Yanti Sarhang and Dewi Furwana, "Developing Students' Vocabulary By Using Magic Box Game At SMPN 8 Palopo," *FOSTER: Journal of English Language Teaching* 1, no. 2 (October 2020): 98,

²⁹K12 Reader, "The Five Essential Components of Reading," <https://www.k12reader.com/the-five-essential-components-of-reading/#:~:text=There%20are%20five%20aspects%20to,to%20create%20the%20reading%20experience>.

define a whole variety of things. Whether natural made: the planets, mammals, culture, transportation, or countries of religion³⁰.

Based on Ningsih and Rosa, a report text is a kind of text to analyze and define the way things are, concerning a range of natural and social phenomena in the environment. Report text has a connection with some daily life context such as news on the television, scientific reports in a book, news in the newspaper³¹.

2. Subtitled Video

a. Definition of Subtitle Video

Subtitles, according to Spanakaki, are textual variants of dialogue in movies and television shows typically shown at the underside of the screen. They can be either a lettered translation of a conversation in a foreign language or a written providing the dialogue in the same language with or without additional information³².

Based on The National Captioning Institute, captions are the process of exchanging the audio part of a video production into text that appears on a television screen. The caption is typical in that it uses upper-case letters on a black background. On the order hand, subtitles define as the permanently affixed onscreen text that represents a program's narration, dialogue, music, or sound effects. Subtitles usually appear at the underside center of the television screen.

³⁰Ray Barker, *Literacy Connection*, (New York: A catalog record for this book is available from the British Library, 2000)

³¹Ivony Septia Ningsih and Rusdi Noor Rosa, "Research-based Writing as a Technique in Writing a Report Text to Senior High School," *Journal of English Language Teaching* 1, no. 2 (September 2013): 21.

³²Katia Spanakaki, "Translating Humor for Subtitling," *Translation Journal* 11, no. 2 (2007)

According to the Cambridge English Dictionary, subtitles are words that surface at the bottom of a film or television program to explain what people are saying³³. According to Merriam Webster's Collegiate Dictionary, subtitles defines as a lettered declaration or part of dialogue emerging on the screen that performs as a translation at the underside of a motion picture or television program in a foreign language³⁴.

Longman Dictionary of Contemporary English defines video as “a copy of a television program or movie, or a series of events recorded on videotape” or “a process of recording or revealing movies, television programs, or real events on videotape.”³⁵ Video is a type of visual aid that is visible with both pictures and sound. In language teaching and learning, video is an effective means of communication as a powerful source of information and competent support³⁶.

Based on the statements above, subtitled video is visual aids with sound, pictures, and the written form of the spoken language at the bottom of the image. Through subtitles, viewers trippingly understand the plot or information to be delivered in the video.

b. Advantages and Disadvantages of Subtitled Video

Some advantages of using subtitled video such as:

- 1) Students may grasp the way to pronounce many words,

³³<https://dictionary.cambridge.org/dictionary/english/subtitle>. December 27, 2020

³⁴<https://www.merriam-webster.com/dictionary/subtitle>. December 27, 2020.

³⁵<https://www.ldoceonline.com/dictionary/video>. 4 Mei 2021.

³⁶Naning Puji Rahayu, “The Effectiveness of Using English Subtitled Video Towards Students’ Vocabulary Achievement at MTs Al-Huda Bandung,”(2014)

- 2) Students may learn to process text in the foreign language quickly and increase quick reading by trying to maintain with the subtitles along with the dialogues,
- 3) Students may develop word recognition skills,
- 4) Students can conceive the humor that would be difficult to identify without the captions help,
- 5) Subtitles allow learners to follow the plot easily.
- 6) A caption can reinforce the understanding of English context-bound expressions and help learners to acquire new vocabulary and idioms,
- 7) Subtitles can enhance students' concentration in following lines,
- 8) Subtitles can motivate students to study English outside the classroom context³⁷.

Many watchers think that subtitles are an annoyance because they cover up visual information and mitigate the movie's credibility³⁸. Other than that, there are traditional perceptions that subtitles interfere and are a source of idleness. Also, there is a belief that subtitles compose a degree of bondage on the subtitles.

Another disadvantage of using subtitles is that they may divert the viewers' concern away from the screen. Watchers must alternate their attention

³⁷Ibid.

³⁸Noa Talavan Zanon, "Using Subtitles to Enhance Foreign Language Learning," (2006), http://www.ugr.es/portalin/articulos/PL_numero6/talavan.pdf

between images and subtitles to follow the program. When the viewers focus on the subtitle, they may ignore the information in the image³⁹.

c. Teaching Reading by Using Subtitled Video

Teaching reading is a challenge for a teacher because not all learners can comprehend what they have read. Subtitles use can play a crucial part in the reading class to help surmount this problem. Video with subtitled makes it the students more possible to remember the message. Viewing the subtitled words in meaningful and stimulating conditions can increase the language learning process, advance the comprehension of the content, and improve vocabulary.

Text in the arrangement of subtitles assists students to notice a dialogue that loses otherwise possibly. When unsubtitled TV shows and movies can build a sense of insubstantial and discomfort for learners, the merger of subtitles presents instant feedback and good affirmation that assists in creating a feeling of conviction in students. That sense of assurance can motivate and help them feel ready to watch foreign movies, news, television with or without the bolster of subtitles soon⁴⁰.

There are some theories concerning this issue. Harmer and Shahedah state that subtitled videos could use in teaching. Viewers can observe the actors, body movements, places, conditions, or emotions in the subtitled video. Stempleski and Tomalin assume that video can function as a text. They stated that subtitles in the

³⁹Dea Utami Permatasari, "The Effectiveness of Movie Subtitle to Improve Reading Comprehension," (2018)

⁴⁰Naning Puji Rahayu, "The Effectiveness of Using English Subtitled Video Towards Students' Vocabulary Achievement at MTs Al-Huda Bandung," (2014)

video could inform the readers about the language used; the video will present crucial evidence about context, behavior, and character⁴¹.

d. Steps of Using Subtitled Video in Teaching Reading Skill

Commonly, there are several procedures of using a video clip in teaching, according to Berk:

- 1) Select a specific part to reflect the main content of the video.

The teacher can choose some important clips and discuss them with the learners.

- 2) Organize instruction for learners' activities and questions about what they have to hear, see and search.

The teacher must prepare the guidelines well to lead the learners in gaining the learning purposes. The instruction consists of what the learners have to acquire and what they do after watching the video.

- 3) Introduce the video concisely.

Clarifying what the students will watch is necessary to activate their prior knowledge and comprehend the information.

- 4) Play the video.

The teachers have to facilitate the learners to concentrate on what they watch when playing the video.

- 5) Stop the video at any part to highlight a section or replay it for exercises.

- 6) Set a time for consideration on what they have viewed.

⁴¹Pitria Supangesti, Gatot Sutapa, and Urai Salam, "Using Video Subtitles to Improve Students Reading Comprehension in Narrative Text," *Jurnal Pendidikan dan Pembelajaran Khatulistiwa* 7, no. 5: 2

This activity is advantageous to associate data that correlates to the learners to train their communicative proficiency, especially in presenting information verbally.

7) Compose an active learning activity.

The teachers' capacities in running suitable techniques are needed to create effective teaching and learning activities⁴².

e. How Decide Good Video for Teaching

1) Pick the Right Education Video

Choose a good video that suits with curriculum need.

2) Essential Video Support Tool

Teachers and students can get the most out of video by utilizing the essential video support tools and available resources. The video must accompany by instruments that allow users to explore and investigate the content. The use of video should support by a dictionary, thesaurus, a word glossary, and an online encyclopedia.

3) Keep it Short and Crisp,

According to numerous studies, the average attention span is only 7-15 minutes. As a result, rather than projecting a big film, it is preferable to show educational videos to students last 7-15 minutes. With a short video, educators can focus on both the introduction and the key points. Educators can make teaching more captivating by

⁴²Ronald A Berk, "Multimedia Teaching with Video Clips: TV, Movies, Youtube, and mtvU in the College Classroom," *International Journal of Technology in Teaching & Learning* 5, no. 1 (2009)

combining text and video rather than simply showing long videos with no breaks.

4) Quality of Video is Important

Ensure the visual and audio quality of the video is good and playback facility is available in the classroom. Another consideration for educators is screen size and brightness⁴³.

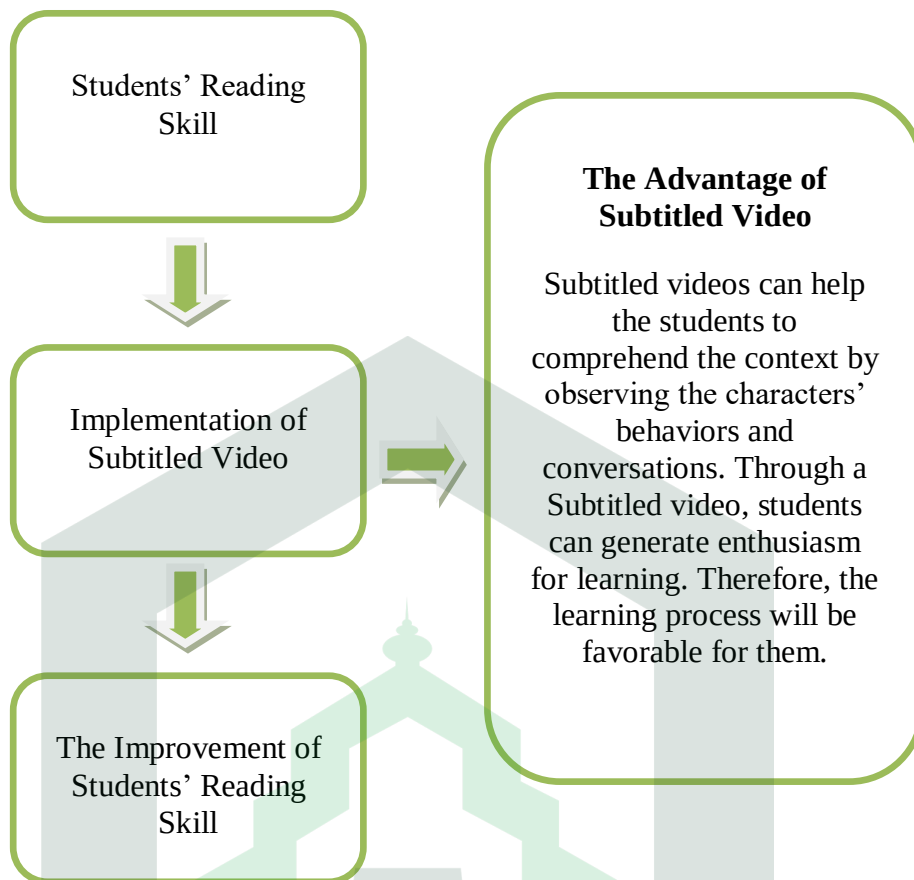
C. Conceptual Framework

Getting some information from reading text is one of the learner's difficulties that have to defeat by the teacher. Many learners feel tired and tedious of the learning that full of tasks to read long texts also feel this topic is arduous to do. So, their reading record is poor. As a result, the teacher should select an appropriate media that can captivate the learner's reading skills to accomplish this problem.

Zanon stated that reading and subtitles are related since subtitled videos present intercourse of image, sound, and text. This combination is necessary for foreign language learning⁴⁴. Subtitled video can be implemented in teaching reading because it can attract students' attention to the learning process also help them to increase their understanding of reading.

⁴³Prasanna Bharti, "Tips for Choosing and Using Educational Videos in Your Classroom," February 5, 2015, <https://edtechreview.in/trends-insights/insights/1770-tips-for-choosing-and-using-educational-videos-in-your-classroom>

⁴⁴Noa Talavan Zanon, "Using Subtitles to Enhance Foreign Language Learning," (2006), http://www.ugr.es/portalin/articulos/PL_numero6/talavan.pdf



D. Hypothesis

The researcher formulates the hypothesis as follows, based on the theoretical assumption above:

H₁: The use of subtitledvideo is effective in improving students reading skills.

H₀: The use of subtitledvideo is not effective in improving students reading skills.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher applied quasi-experimental research. Based on Creswell, quasi-experimental research is research where the researcher has to retain the students in the extant classroom while ingesting the research⁴⁵. Based on the research background, the researcher offered a subtitled video as the solution for the students to improve their reading skills. The researcher applied quasi-experimental research to attempt to know whether subtitled video can affect students' reading skills or not. Two classes became samples in this research, namely the experimental class and control class. Both of the groups received a pre-test and post-test. The experimental group received the treatment by using a subtitled video. However, the material taught in each group was similar.

Experimental research design may also categorize how great they manage the fulminations to internal validity: pre-experimental, true-experimental, and quasi-experimental⁴⁶. In this research, the researcher conducted a quasi-experimental design.

The design is as follows:

Table 3.1 The Research Design

⁴⁵John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 3 edition (New Jersey: Pearson Education International, 2008).

⁴⁶Donald Ary et al., *Introduction to Research in Education*, 6 edition (Belmont, California: Wadsworth Group, 2002)

Experimental Class	Pre-test	Treatment teaching reading by using subtitled video	Post-test
Control Class	Pre-test	Teaching reading by conventional teaching	Post-test

B. Time and Place of the Research

This research focused on applicated subtitled videos to improve students' reading skills in the comprehension context of SMAN 9 Luwu Utara, at Trans Cendana Putih street, Mappedeceng. The researcher conducted this research in six meetings.

Table 3.2 Time of the research

	Jan	Feb	March	April	May	June	July	Aug	Sep
Pre Observation	✓								
Proposal Seminar					✓				
Giving Pre- Test							✓		
Giving								✓	

Treatment									
Giving Post-Test								✓	
Result Seminar									
UT									

C. Variable Operational Definition of the Research

1. Students' Reading Skill

Reading skill is the ability to create an interpretation of information from written text. Reading is an essential skill that must master by learners. It would encourage students to understand the meaning of text learned in school. Students' reading skill is the dependent variable of the research.

2. Subtitled Video

Subtitled video is visual aids with sound, pictures, and the written form of the spoken language at the bottom of the image. Through subtitles, the viewers easy to understand the storyline or information to be communicated in the video. Subtitled video is the independent variable of the research.

D. Population and Sample of the Research

The population of the research involved all the eleventh-grade learners at SMAN 9 Luwu Utara that consists of six classes specifically, XI IPA 1, XI IPA 2, XI IPA 3, XI IPS 1, XI IPS 2, and XI IPS 3. There were 145 students in the academic year of 2021/2022.

In this research, the researcher used a purposive sample. Purposive sampling is a technique to take samples based on considerations. The researcher chose the subject based on the ability of the students to access the internet. Therefore, the researcher takes class XI IPA 3 (experimental class) that consists of 16 learners, and class XI IPA 2 (control class) that consists of 16 learners. So, the total number of samples was 32 students.

E. Instrument of the Research

The instrument had an essential role in the research. An instrument is a device to obtain data necessitated in a study. The instrument of this research is a reading test that consists of pre-test and post-test. Both pre-test and post-test consist of ten multiple-choice questions. Three questions to measure students' skimming skills, four questions to measure students' scanning skills, and three questions to measure students' intensive reading skills.

The subtitled video used in this research is English news. The duration of the English news video is about 3-9 minutes. The videos inform about the latest things happening in the world.

F. The Procedure of the Research

The technique of gathering data explain as follow:

1. Pre Test

The researcher gave a pre-test to the learners to measure the students' reading skills. The researcher attempted to locate whether the learners could answer the test correctly or not by giving the pre-test. The researcher conducted a pre-test consisting of 10 multiple-choice questions. The researcher sent the test to the Whatsapp group and asked the learners to answer it. The result of the pre-test became the evaluation before using subtitled video in teaching reading was implemented in the class.

2. Treatment in the Experimental Class

a. First meeting

The school implemented online learning, so the students learned through the Whatsapp group. In the first meeting, the researcher greeted the learners and checked the attendance list. The researcher explained the definition of scanning skills, some question examples, and how to answer them. The researcher gave a test to measure the students' scanning skill in comprehending the video explanation then the researcher sent the link of the subtitled video entitled "Face masks recycled into school chairs and toolboxes." to the Whatsapp group. The researcher explained briefly again to strengthen the students' understanding of the lesson before closing the meeting.

b. Second meeting

In the second meeting, the researcher greeted the learners and checked the attendance list. The researcher explained the definition of skimming skills, some question examples, and how to answer them. The

researcher gave a test to measure the students' skimming skill in comprehending the video explanation then the researcher sent the link of the subtitled video entitled "Guatemalans starve as heat kills crops." to the Whatsapp group. The researcher explained briefly again to strengthen the students' understanding of the lesson before closing the meeting.

c. Third meeting

In the third meeting, the researcher greeted the learners and checked the attendance list. The researcher explained the definition of intensive skills, some question examples, and how to answer them. The researcher gave a test to measure the students' intensive skill in comprehending the video explanation then the researcher sent the link of the subtitled video entitled "The Amazon is on Fire." to the Whatsapp group. The researcher explained briefly again to strengthen the students' understanding of the lesson before closing the meeting.

d. Fourth meeting

In the fourth meeting, the researcher greeted the students and checked the attendance list. The researcher explained briefly about scanning skills, skimming skills, and intensive skills. The researcher gave a test to measure the students' scanning, skimming, and intensive skill in comprehending the video explanation then the researcher sent the link of the subtitled video entitled "India Variant Under Investigation in the UK." to the Whatsapp group. The researcher explained briefly again to

strengthen the students' understanding of the lesson before closing the meeting.

3. Treatment in the Control Class

a. First meeting

In the first meeting, the researcher greeted the learners and checked the attendance list. The researcher explained the definition of scanning skills, some question examples, and how to answer them. The researcher taught the students how to grasp a text entitled "Drone." Then the researcher delivered a test entitled "Otter" to gauge the learners' scanning skill in comprehending the text explanation. The researcher explained briefly again to strengthen the students' understanding of the lesson before closing the meeting.

b. Second meeting

In the second meeting, the researcher greeted the learners and checked the attendance list. The researcher explained the definition of skimming skills, some question examples, and how to answer them. The researcher taught the students how to grasp a text entitled "Laptop." Then the researcher delivered a test entitled "Mobile Phone" to gauge the learners' skimming skill in comprehending the text explanation. The researcher explained briefly again to strengthen the students' understanding of the lesson before closing the meeting.

c. Third meeting

In the third meeting, the researcher greeted the learners and checked the attendance list. The researcher explained the definition of intensive skills, some question examples, and how to answer them. The researcher taught the students how to grasp a text entitled “Mouse-Deer.” Then the researcher delivered a test entitled “Cats” to gauge the learners’ intensive skill in comprehending the text explanation. The researcher explained briefly again to strengthen the students’ understanding of the lesson before closing the meeting.

d. Fourth meeting

In the fourth meeting, the researcher greeted the learners and checked the attendance list. The researcher explained briefly about scanning skills, skimming skills, and intensive skills. The researcher taught the students how to grasp a text entitled “Tuition Center.” Then the researcher delivered a test entitled “Continents” to gauge the learners’ scanning, skimming, and intensive skill in comprehending the text explanation. The researcher explained briefly again to strengthen the students’ understanding of the lesson before closing the meeting.

4. Post Test

The researcher administered the post-test after the learners got treatments. The post-test that consists of 10 multiple choice questions was sent to the Whatsapp group by the researcher. The result of the scoring compared with the pre-test then. In this matter, the researcher knew how

considerably the effectiveness of using subtitled video as the tools in teaching reading.

G. Data Analysis

Data analysis is a method to examine the data to recognize the outcome of the research. The researcher analyzed the data by applying procedures as follow:

1. Scoring the learners' reading test of pre-test and post-test by using the following formula:

$$\text{Score} = \frac{\text{The total of the students' correct answer}}{\text{The total of items}} \times 100$$

For example, if the learner cumulative correct answer is 8, the point is 80 with estimated as follows:

The cumulative correct answers are 8

The entire numbers of the test are 10

$$\frac{8}{10} \times 100 = 80 \text{ (Good)}$$

Table 3.3 The Classification Score for Test

A	81 – 100	Very Good
B	61 – 80	Good
C	41 – 60	Fair
D	21 – 40	Poor
E	1 - 20	Very Poor

2. Calculate the mean score, standard deviation, and t-test between reading skill accomplishment of the experimental and control class by using SPSS 23.



IAIN PALOPO

CHAPTER IV

FINDINGS AND DISCUSSION

A. Finding

To collect data in this research, the researcher used pre-test and post-test to collect data, as the researcher has explained in the previous chapter. The pre-test and post-test intend to collect data on students' reading skills in two groups, namely experimental and control classes. Teaching reading in the experimental group used subtitled video, while the control class used conventional teaching. The following descriptions are the presentation of the research results.

1. The Result of the Student Reading Test

This section describes and analyzes the test before and after the treatment. The pre-test and post-test gave to the students in the experimental class and control class. This section deals with the result presentation of the students' reading skills in pre-test and post-test of the experimental group compared with the control class by using subtitled video as teaching media.

a. The Students' Score of Experimental Class

In this classification, the researcher has presented the percentage of the students' pre-test and post-test of the experimental class. It showed the students' scores in the experimental group before treatment using subtitled video and after the treatment.

**Table 4.1 The score of students reading scores in the pre-test in the
experimental class**

Responden t	Correct answer			Total correct answer	Score	Classification
	Skim ming	Scann ing	Inten sive			
R1	2	1	1	4	40	Poor
R2	2	2	1	5	50	Fair
R3	1	2	0	3	30	Poor
R4	1	2	0	3	30	Poor
R5	1	2	1	4	40	Poor
R6	2	0	1	3	30	Poor
R7	1	2	0	3	30	Poor
R8	0	1	1	2	20	Very poor
R9	3	1	2	6	60	Fair
R10	1	0	1	2	20	Very poor
R11	1	1	0	2	20	Very poor
R12	3	1	1	5	50	Fair
R13	2	2	1	5	50	Fair

R14	2	1	0	3	30	Poor
R15	0	2	0	2	20	Very poor
R16	1	1	0	2	20	Very poor

Table 4.2 The score of students reading scores in the post-test in the experimental class

Respondent	Correct answer			Total correct answer	Score	Classification
	Skimming	Scanning	Intensive			
R1	2	4	2	8	80	Good
R2	3	4	3	10	100	Very good
R3	2	4	2	8	80	Good
R4	2	3	1	6	60	Fair
R5	2	3	2	7	70	Good
R6	2	4	2	8	80	Good
R7	2	4	2	8	80	Good
R8	2	4	2	8	80	Good
R9	3	4	2	9	90	Very good

R10	2	4	2	8	80	Good
R11	0	2	1	3	30	Poor
R12	2	4	2	8	80	Good
R13	3	4	3	10	100	Very good
R14	2	4	2	8	80	Good
R15	3	4	3	10	100	Very good
R16	2	4	2	8	80	Good

Table 4.3 The rating percentage of students' pre-test and post-test in the experimental class

No	Classification	Score	Pretest		Posttest	
			F	P	F	P
1.	Very good	81-100	-	0%	4	25%
2.	Good	61-80	-	0%	10	62,5%
3.	Fair	41-60	4	25%	1	6,25%
4.	Poor	21-40	7	43,75%	1	6,25%
5.	Very poor	1-20	5	31,25%	-	0%

Total	16	100%	16	100%
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Table 4.3 showed that most of the students in the experimental class categorize as fair, poor, and very poor before giving treatment. There were four students or 25% in the fair category, seven or 43.75% were in the poor category, and five or 31.25% were in the very poor category.

After giving the treatment, there was a significant difference in students' reading skills. It proved by the result of the post-test in the experimental class in which there were four students or 25% in the very good category, ten students or 62.5% were in a good category, one student or 6.25% in the fair category, and one student or 6.25% were in the poor category.

The following tables show the students' pre-test and post-test results of each reading skill in the experimental class.

Table 4.4 Students' pre-test and post-test scores in term skimming in the experimental class

Respondents	Pre-test			Post-test		
	Correct answer	Score	Classification	Correct answer	Score	Classification
R1	2	67	Good	2	67	Good
R2	2	67	Good	3	100	Very good
R3	1	34	Poor	2	67	Good

R4	1	34	Poor	2	67	Good
R5	1	34	Poor	2	67	Good
R6	1	34	Poor	2	67	Good
R7	1	34	Poor	2	67	Good
R8	0	0	Very poor	2	67	Good
R9	3	100	Very good	3	100	Very good
R10	1	34	Poor	2	67	Good
R11	1	34	Poor	0	0	Very poor
R12	3	100	Very good	2	67	Good
R13	2	67	Good	3	100	Very good
R14	2	67	Good	2	67	Good
R15	0	0	Very poor	3	100	Very good
R16	1	34	Poor	2	67	Good

**Table 4.5 The rating percentage of students' pre-test and post-test in term
skimming in the experimental class**

Pretest	Posttest
---------	----------

No	Classification	Score	F	P	F	P
1.	Very good	81-100	2	12,5%	4	25%
2.	Good	61-80	4	25%	11	68,75%
3.	Fair	41-60	-	0%	-	0%
4.	Poor	21-40	8	50%	-	0%
5.	Very poor	1-20	2	12,5%	1	6,25%
Total			16	100%	16	100%

Table 4.5 shows the categories of the students before treatment. There were two students or 12.5% in the very good category, four students or 25% were in a good category, eighth or 50% were in the poor category, and two students or 12.5% were in the very poor category.

After giving the treatment, there was a significant difference in students' skimming skills. It proved by the post-test result in the experimental class in which there were four students or 25% in the very good category, eleventh students or 68.75% were in a good category, and one student or 6.25% were in the very poor category.

Table 4.6 Students' pre-test and post-test scores in term scanning in the experimental class

Respondents	Pre-test			Post-test		
	Correct	Score	Classificat	Correct	Score	Classificati

	answer		ion	answer		on
R1	1	25	Poor	4	100	Very good
R2	2	50	Fair	4	100	Very good
R3	2	50	Fair	4	100	Very good
R4	2	50	Fair	3	75	Good
R5	2	50	Fair	3	75	Good
R6	0	0	Very poor	4	100	Very good
R7	1	25	Poor	4	100	Very good
R8	1	25	Poor	4	100	Very good
R9	1	25	Poor	4	100	Very good
R10	0	0	Very poor	4	100	Very good
R11	1	25	Poor	2	50	Fair
R12	1	25	Poor	4	100	Very good
R13	2	50	Fair	4	100	Very good
R14	1	25	Poor	4	100	Very good

R15	2	50	Fair	4	100	Very good
R16	1	25	Poor	4	100	Very good

Table 4.7 The rating percentage of students' pre-test and post-test in term scanning in the experimental class

No	Classification	Score	Pretest		Posttest	
			F	P	F	P
1.	Very good	81-100	-	0%	13	81,25%
2.	Good	61-80	-	0%	2	12,5%
3.	Fair	41-60	6	37,5%	1	6,25%
4.	Poor	21-40	8	50%	-	0%
5.	Very poor	1-20	2	12,5%	-	0%
Total			16	100%	16	100%

Table 4.7 showed that most of the students in the experimental class categorize as fair, poor, and very poor before giving treatment. There were six students or 37.5% in the fair category, eight students or 50% were in the poor category, and two students or 12.5%, were in the very poor category.

After giving the treatment, there was a significant difference in students' scanning skills. Based on the post-test result in the experimental class, there were

thirteen students or 81.25% in the very good category, two students or 12.5% were in a good category, and one student or 6.25% were in the fair category.

Table 4.8 Students' pre-test and post-test scores in term intensive in the experimental class

Respondents	Pre-test			Post-test		
	Correct answer	Score	Classification	Correct answer	Score	Classification
R1	1	34	Poor	2	67	Good
R2	1	34	Poor	3	100	Very good
R3	0	0	Very poor	2	67	Good
R4	0	0	Very poor	1	34	Poor
R5	1	34	Poor	2	67	Good
R6	1	34	Poor	2	67	Good
R7	0	0	Very poor	2	67	Good
R8	1	34	Poor	2	67	Good
R9	2	67	Good	2	67	Good
R10	1	34	Poor	2	67	Good

R11	0	0	Very poor	1	34	Poor
R12	1	34	Poor	2	67	Good
R13	1	34	Poor	3	100	Very good
R14	0	0	Very poor	2	67	Good
R15	0	0	Very poor	3	100	Very good
R16	0	0	Very poor	2	67	Good

Table 4.9 The rating percentage of students' pre-test and post-test in term intensive in the experimental class

No	Classification	Score	Pretest		Posttest	
			F	P	F	P
1.	Very good	81-100	-	0%	3	18,75%
2.	Good	61-80	1	6,25%	11	68,75%
3.	Fair	41-60	-	0%	-	0%
4.	Poor	21-40	8	50%	2	12,5%
5.	Very poor	1-20	7	43,75%	-	0%
Total			16	100%	16	100%

Table 4.9 showed that most of the students in the experimental class as the good, poor, and very poor category before giving treatment. One student or 6.25% in the good category, eight students or 50 % were in the poor category, and seven students or 43.75% were in the very poor category.

After giving the treatment, there was a significant difference in students' intensive skills. Based on the post-test result in the experimental class, there were three students or 18.75% in the very good category, eleventh students or 68.75% were in a good category, and two students or 12.5% in the poor category.

b. The Students' Score of Control Class

Students' scores of pre-test and post-test classify into five classifications. The following table is data obtained from the control class before and after treatment.

Table 4.10 The score of students reading scores in the pre-test in the control class

Respondent	Correct answer			Total correct answer	Score	Classification
	Skimming	Scanning	Intensive			
R1	2	0	1	3	30	Poor
R2	0	2	2	4	40	Poor
R3	0	2	0	2	20	Very poor
R4	2	1	0	3	30	Poor

R5	1	1	0	2	20	Very poor
R6	1	1	1	3	30	Poor
R7	1	0	1	2	20	Very poor
R8	0	2	2	4	40	Poor
R9	1	2	1	4	40	Poor
R10	0	1	3	4	40	Poor
R11	0	1	3	4	40	Poor
R12	1	2	1	4	40	Poor
R13	1	1	1	3	30	Poor
R14	1	1	2	4	40	Poor
R15	1	1	2	4	40	Poor
R16	0	3	0	3	30	Poor

Table 4.11 The score of students reading scores in the post-test in the control class

Respondent	Correct answer			Total correct answer	Score	Classification
	Skimming	Scanning	Intensive			

R1	3	2	2	7	70	Good
R2	2	4	2	8	80	Good
R3	2	3	1	6	60	Fair
R4	1	1	0	2	20	Very poor
R5	2	4	2	8	80	Good
R6	2	4	3	9	90	Very good
R7	2	2	3	7	70	Good
R8	2	4	2	8	80	Good
R9	2	4	3	9	90	Very good
R10	2	3	3	8	80	Good
R11	2	3	2	7	70	Good
R12	2	2	2	6	60	Fair
R13	1	1	0	2	20	Very poor
R14	2	2	3	7	70	Good
R15	2	3	3	8	80	Good
R16	2	2	3	7	70	Good

Table 4.12 The rating percentage of students' pre-test and post-test in the control class

No	Classification	Score	Pretest		Posttest	
			F	P	F	P
1.	Very good	81-100	-	0%	2	12,5%
2.	Good	61-80	-	0%	10	62,5%
3.	Fair	41-60	-	0%	2	12,5%
4.	Poor	21-40	13	81,25%	-	0%
5.	Very poor	1-20	3	18,75%	2	12,5%
Total			16	100%	16	100%

Based on **Table 4.12**, the pre-test result is that thirteen students, or 81.25% were in the poor category, and three students, or 18.75%, were in the very poor category. In line with the result of the post-test in the control class shown in the table above, two students or 12.5% were in the very good category, ten students or 62.5% were in a good category, two students or 12.5%, were in the fair category, and two students or 12.5% were in the very poor category.

Table 4.13 Students' pre-test and post-test scores in term skimming in the control class

Respondents	Pre-test	Post-test
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	Correct answer	Score	Classifica tion	Correct answer	Score	Classifica tion
R1	2	67	Good	3	100	Very good
R2	0	0	Very poor	2	67	Good
R3	0	0	Very poor	2	67	Good
R4	2	67	Good	1	34	Poor
R5	1	34	Poor	2	67	Good
R6	1	34	Poor	2	67	Good
R7	1	34	Poor	2	67	Good
R8	0	0	Very poor	2	67	Good
R9	1	34	Poor	2	67	Good
R10	0	0	Very poor	2	67	Good
R11	0	0	Very poor	2	67	Good
R12	1	34	Poor	2	67	Good
R13	1	34	Poor	1	34	Poor

R14	1	34	Poor	2	67	Good
R15	1	34	Poor	2	67	Good
R16	0	0	Very poor	2	67	Good

**Table 4.14 The rating percentage of students' pre-test and post-test in term
skimming in the control class**

No	Classification	Score	Pretest		Posttest	
			F	P	F	P
1.	Very good	81-100	-	0%	1	6,25%
2.	Good	61-80	2	12,5%	13	81,25%
3.	Fair	41-60	-	0%	-	0%
4.	Poor	21-40	8	50%	2	12,5%
5.	Very poor	1-20	6	37,5%	-	0%
Total			16	100%	16	100%

Based on the data shown in **Table 4.14**, the pre-test result shows two students or 12.5% in the good category, eight students or 50% were in the poor category, and six students or 37.5% were in the very poor category. In line with the post-test result in the control class shown in the table above, one student or

6.25% were in the very good category, thirteen students or 81.25% were in a good category, and two students or 12.5%, were in the poor category.

Table 4.15 Students' pre-test and post-test scores in term scanning in the control class

Respondents	Pre-test			Post-test		
	Correct answer	Score	Classification	Correct answer	Score	Classification
R1	0	0	Very poor	2	50	Fair
R2	2	50	Fair	4	100	Very good
R3	2	50	Fair	3	75	Good
R4	1	25	Poor	1	25	Poor
R5	1	25	Poor	4	100	Very good
R6	1	25	Poor	4	100	Very good
R7	0	0	Very poor	2	50	Fair
R8	2	50	Fair	4	100	Very good
R9	2	50	Fair	4	100	Very good
R10	1	25	Poor	3	75	Good

R11	1	25	Poor	3	75	Good
R12	2	50	Fair	2	50	Fair
R13	1	25	Poor	1	25	Poor
R14	1	25	Poor	2	50	Fair
R15	1	25	Poor	3	75	Good
R16	3	75	Good	2	50	Fair

Table 4.16 The rating percentage of students' pre-test and post-test in term scanning in the control class

No	Classification	Score	Pretest		Postest	
			F	P	F	P
1.	Very good	81-100	-	0%	5	31,25%
2.	Good	61-80	1	6,25%	4	25%
3.	Fair	41-60	5	31,25%	5	31,25%
4.	Poor	21-40	8	50%	2	12,5%
5.	Very poor	1-20	2	12,5%	-	0%
Total			16	100%	16	100%

Based on the data shown in **Table 4.16**, the result of the pre-test is there was one student or 6.25% in the good category, five students or 31.25% were in the fair category, eight students or 50% were in the poor category, and two students or 12.5% were in the very poor category. In line with the result of the post-test in the control class shown in the table above, five students or 31.25% were in the very good category, four students or 25% were in a good category, five students or 31.25% were in the fair category, and two students or 12.5% were in the poor category.

Table 4.17 Students' pre-test and post-test scores in term intensive in the control class

Respondents	Pre-test			Post-test		
	Correct answer	Score	Classification	Correct answer	Score	Classification
R1	1	34	Poor	2	67	Good
R2	2	67	Good	2	67	Good
R3	0	0	Very poor	1	34	Poor
R4	0	0	Very poor	0	0	Very poor
R5	0	0	Very poor	2	67	Good
R6	1	34	Poor	3	100	Very good

R7	1	34	Poor	3	100	Very good
R8	2	67	Good	2	67	Good
R9	1	34	Poor	3	100	Very good
R10	3	100	Very good	3	100	Very good
R11	3	100	Very good	2	67	Good
R12	1	34	Poor	2	67	Good
R13	1	34	Poor	0	0	Very poor
R14	2	67	Good	3	100	Very good
R15	2	67	Good	3	100	Very good
R16	0	0	Very poor	3	100	Very good

Table 4.18 The rating percentage of students' pre-test and post-test in term intensive in the control class

No	Classification	Score	Pretest		Posttest	
			F	P	F	P
1.	Very good	81-100	2	12,5%	7	43,75%
2.	Good	61-80	4	25%	6	37,5%

3.	Fair	41-60	-	0%	-	0%
4.	Poor	21-40	6	37,5%	1	6,25%
5.	Very poor	1-20	4	25%	2	12,5%
Total			16	100%	16	100%

Based on **Table 4.18**, the result of the pre-test is there were two students or 12.5% in the very good category, four students or 25% were in a good category, six students or 37.5% were in the poor category, and four students or 25% were in the very poor category. In line with the result of the post-test in the control class shown in the table above, seven students or 43.75% were in the very good category, six students or 37.5% were in a good category, one student or 6.25% were in the poor category, and two students or 12.5% were in the very poor level.

c. The Comparison Between The Students' Scores of Pre-test and Post-test in Experimental Class and Control Class

The following tables are the result of the students' scores of pre-test and post-test in the experimental class and control class. The tables show the difference score on the mean score and standard deviation of both groups.

Table 4.19 The mean score and standard deviation of the students'

pre-test score

Group	Sample	Mean Score	Standard Deviation
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Experimental	16	33,75	13,102
Control	16	33,12	7,932

Based on **Table 4.19** above, the mean score of the pre-test in the experimental class was 33.75, and the control class was 33.12. From the table above, it can conclude that the mean score of the experimental group was the same as the control class because both groups were in the same category. In line with this, we can conclude that both the experimental group and control class have the same or relatively the same baseline knowledge in reading. In addition, the researcher presents the difference in the students' reading skills after giving treatment to both the experimental and control class. The experimental group learns by using subtitled video, while the control class was not. The result of the post-test is as follows.

Table 4.20 The mean score and standard deviation of the students' post-test score

Group	Sample	Mean Score	Standard Deviation
Experimental	16	79,38	16,919
Control	16	68,13	20,726

Table 4.20 shows that the mean scores of both the experimental and control classes differed after treatments. The mean score of the post-test for the

experimental class was higher than the control class ($79.38 > 68.13$) and the standard deviation for the experimental group was 16.919, and the control class was 20.726. It means that, after giving the treatment, the result of the experimental group was higher than the control class. It proved that the treatment by using subtitled video gave improvement to the students' reading skills.

2. The Analysis of Students' Score of Experimental Class and Control Class

a. Paired Sample t-Test Analysis in Experimental Class

This part describes the test before and after the treatment was given to the students in the Experimental class.

Table 4.21 The mean score and standard deviation of students' pre-test and post-test in the experimental class

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	16	20	60	33,75	13,102
Posttest	16	30	100	79,38	16,919
Valid N (listwise)	16				

Table 4.21 showed a difference between the mean score of pre-test and post-test in the experimental class. The mean score of the post-test was higher than the mean score of the pre-test ($79.38 > 33.75$). It means that there was an improvement after giving a treatment by using subtitled video. The standard deviation of the post-test was higher than the standard deviation of the pre-test ($16.919 > 13.102$).

Table 4.22 The Paired Sample Test of Experimental Class

	Paired Differences	T	df	Sig. (2-
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	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				tailed)
				Lower	Upper			
Pair 1 Pretest - Posttest	-45,625	16,721	4,180	-54,535	-36,715	-10,915	15	,000

The result of the paired sample t-test, paired sample difference in mean between pre-test and post-test of reading skill in the experimental class was -45.625 with standard deviation was 16.721, and t-obtained -10.915 and the degree of freedom was 15.

From the table above, the researcher concluded that the probability value was higher than alpha (α) ($0.000 < 0.05$). It means that H_1 was accepted and H_0 rejected. It means there was a significant difference in students' reading skills before and after the treatment by using subtitled videos in the experimental class.

b. Paired Sample t-Test Analysis of Reading Skill in Experimental Class

This part describes the test in skimming, scanning, and intensive before and after treatment in the Experimental class.

Table 4.23 The mean score and standard deviation of students' pre-test and post-test in term skimming in the experimental class

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	16	0	100	46,25	29,415
Posttest	16	0	100	71,06	23,918
Valid N (listwise)	16				

Based on the table above, the mean of students' skimming skill pre-test in the experimental class was 46.25, and the standard deviation was 29.415. The

mean students' skimming skill post-test in the experimental group was 71.06, and the standard deviation was 23.918.

Table 4. 24 The paired sample test in term skimming in the experimental class

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-24,813	33,351	8,338	-42,584	-7,041	-2,976	15	,009

The result of the paired sample t-test, paired sample difference in mean between pre-test and post-test of reading skill in term skimming in the experimental class was -24.813 with the standard deviation was 33.351. From the table above, the significant value was 0.009, which is smaller than 0.05 ($0.009 < 0.05$). It can state that the research hypothesis (H_1) was accepted and the null hypothesis (H_0) rejected.

Table 4.25 The mean score and standard deviation of students' pre-test and post-test in term scanning in the experimental class

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	16	0	50	31,25	17,078
Posttest	16	50	100	93,75	14,434
Valid N (listwise)	16				

Based on the table above, the mean of students' scanning skill pre-test in the experimental class was 31.25, and the standard deviation was 17.078. The

mean students' scanning skill post-test in the experimental group was 93.75, and the standard deviation was 14.434.

Table 4. 26 The paired sample test in term scanning in the experimental class

		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest - Posttest	-62,500	24,152	6,038	-75,370	-49,630	10,351	15	,000

The result of the paired sample t-test, paired sample difference in mean between pre-test and post-test of reading skill in term scanning in the experimental class was -62.500 with standard deviation was 24.152. From the table above, the significant value was 0.000, which is smaller than 0.05 ($0.000 < 0.05$). It can state that the research hypothesis (H_1) was accepted and the null hypothesis (H_0) rejected.

Table 4. 27 The mean score and standard deviation of students' pre-test and post-test in term intensive in the experimental class

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	16	0	67	21,19	20,904
Posttest	16	34	100	69,06	18,933
Valid N (listwise)	16				

Based on the table above, the mean of students' intensive skill pre-test in the experimental class was 21.19, and the standard deviation was 20.904. The

average students' intensive skill post-test in the experimental group was 69.06, and the standard deviation was 18.933.

Table 4.28 The paired sample test in term intensive in the experimental class

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-47,875	24,279	6,070	-60,812	-34,938	-7,888	15	,000

The result of the paired sample t-test, paired sample difference in mean between pre-test and post-test of reading skill in term intensive in the experimental class was -47.875, and standard deviation was 24.279. From the table above, the significant value was 0.000, which is smaller than 0.05 ($0.000 < 0.05$). It can state that the research hypothesis (H_1) was accepted and the null hypothesis (H_0) rejected.

The difference between pre-test and post-test reading skills in term skimming in the experimental class was 24.813, scanning skill was 62.500, and intensive skill was 47.875. It can state that the improvement of students' scanning skills in the experimental class was more significant than the improvement of students' skimming skills and intensive skills in the experimental class.

c. Paired sample t-Test Analysis in Control Class

This part describes the test before and after the treatment was given to the students in the Control class.

Table 4.29 The mean score and standard deviation of students' pre-test and post-test in the control class

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	16	20	40	33,12	7,932
Posttest	16	20	90	68,13	20,726
Valid N (listwise)	16				

Based on the table above, the mean of students' reading skill pre-test in the control class was 33.12, and the standard deviation was 7.932. The average students' reading skill post-test in the control class was 68.13, and the standard deviation was 20.726.

Table 4.30 The Paired Sample Test of Control Class

		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Interval of the Difference				
					Lower				Upper
Pair 1	Pretest - Posttest	-35,000	20,331	5,083	-45,833	-24,167	-6,886	15	,000

The result of the paired sample t-test, paired sample difference in mean between pre-test and post-test of reading skill in the control class was -35.000 with standard deviation was 20.331, and t-obtained -6.886 and the degree of freedom was 15. From the table above, the significant value was 0.000, which is

smaller than 0.05 ($0.000 < 0.05$). It can state that the research hypothesis (H_1) was accepted and the null hypothesis (H_0) rejected.

d. Paired Sample t-Test Analysis of Reading Skill in Control Class

This part describes the test in skimming, scanning, and intensive before and after treatment the students in the Control class.

Table 4. 31 The mean score and standard deviation of students' pre-test and post-test in term skimming in the control class

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	16	0	67	25,38	22,984
Posttest	16	34	100	64,94	14,604
Valid N (listwise)	16				

Based on the table above, the mean of students' skimming skill pre-test in the control class was 25.38, and the standard deviation was 22.984. The mean students' skimming skill post-test in the control class was 64.94, and the standard deviation was 14.604.

Table 4. 32 The paired sample test in term skimming in the control class

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-39,563	27,919	6,980	-54,439	-24,686	-5,668	15	,000

The result of the paired sample t-test, paired sample difference in mean between pre-test and post-test of reading skill in term skimming in the control

class was -39.563 with the standard deviation was 27.919. From the table above, the significant value was 0.000, which is smaller than 0.05 ($0.000 < 0.05$). It can state that the research hypothesis (H_1) was accepted and the null hypothesis (H_0) rejected.

Table 4.33 The mean score and standard deviation of students' pre-test and post-test in term scanning in the control class

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	16	0	75	32,81	19,830
Posttest	16	25	100	68,75	26,615
Valid N (listwise)	16				

Based on the table above, the mean of students' scanning skill pre-test in the control class was 32.81, and the standard deviation was 19.830. The average of students' scanning skill post-test in the control class was 68.75, and the standard deviation was 26.615.

Table 4.34 The paired sample test in term scanning in the control class

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-35,938	28,822	7,206	-51,296	-20,579	-4,987	15	,000

The result of the paired sample t-test, paired sample difference in mean between pre-test and post-test of reading skill in term scanning in the control class was -35.938 with the standard deviation was 28.822. From the table above, the

significant value was 0.000, which is smaller than 0.05 ($0.000 < 0.05$). It can state that the research hypothesis (H_1) was accepted and the null hypothesis (H_0) rejected.

Table 4.35 The mean score and standard deviation of students' pre-test and post-test in term intensive in the control class

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	16	0	100	42,00	33,335
Posttest	16	0	100	71,00	34,092
Valid N (listwise)	16				

Based on the table above, the mean of students' intensive skill pre-test in the control class was 42.00, and the standard deviation was 33.335. The average students' intensive skill post-test in the control class was 71.00, and the standard deviation was 34.092.

Table 4. 36 The paired sample test in term intensive in the control class

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-29,000	38,173	9,543	-49,341	-8,659	-3,039	15	,008

The result of the paired sample t-test, paired sample difference in mean between pre-test and post-test of reading skill in term intensive in the control class was -29.000 with the standard deviation was 38.173. From the table above, the significant value was 0.008, which is smaller than 0.05 ($0.008 < 0.05$). It can state

that the research hypothesis (H_1) was accepted and the null hypothesis (H_0) rejected.

The difference between pre-test and post-test reading skills in term skimming in the control class was 39.563, while scanning skill was 35.938, and intensive skill was 29.000. It can state that the improvement of students' skimming skills in the control class was more significant than the improvement of students' scanning skills and intensive skills in the control class.

B. Discussion

Getting some information from reading text is one of the students' problems that have to be overcome by the teacher. Many students believe that this subject is hard to execute. The students faced some problems with reading, such as first, the students feel tired and tedious of the learning process full of tasks to read long texts. Secondly, students could not understand the texts they read because of a lack of vocabulary. Therefore, the researcher suggests using a subtitled video to solve these problems. The researcher expected subtitled video can enhance the students' comprehending of reading.

Based on the method of the research, there are three steps of the teaching and learning process. The first step is the researcher administered a pre-test to the experimental class and control class. The pre-test aims to know the students' earlier reading skills before they get treatment. The result of the students' pre-test in both groups showed that their reading skill was low.

The second step is that the researcher gave treatment to both the experimental class and control class. The experimental group learns by using

subtitled video while the control class with conventional teaching. During the learning process in the experimental group, the students were enthusiastic and enjoyed the learning process. While in the control class, most of the students were not motivated and bored to learn.

The last step was giving a post-test to the students in the experimental class and control class. The post-test result shows an improvement in the students' reading skills in the experimental and control group. The score of the experimental group was higher than the control class.

The experimental and control class have the same reading skill level, as indicated by the reading pre-test before the treatment. The mean score of the pre-test in the experimental group was 33.75, and the mean score of the control class was 33.12.

Based on the result of the study, the following interpretations are present to strengthen the value of the research. After doing the post-test, the result showed a statistically significant effect in reading skills between students who learn by using subtitled video and those who were not. The post-test mean score in the experimental class was higher than the control class ($79.38 > 68.13$). It can understand that subtitled videos offer a significant effect on students' reading skills. The significant value is 0.000 which is smaller than 0.05 ($0.000 < 0.05$). It can state that the research hypothesis (H_1) was accepted, and the null hypothesis (H_0) reject. It means there are significant differences in the reading skill of students who learn by using subtitled videos.

This research result was in line with previous research conducted by Harry Azhar Ramli⁴⁷ whose found that video with English subtitles can improve students' reading skills and make the students more live, active, and enjoyable. According to Patria Supangesti et., al⁴⁸., video subtitles helped the students improve reading skills in the comprehension context. The research showed that the use of video subtitles gave positive implications which affected learning improvement. Video subtitles assisted the students in understanding the text, interpreting words, and improving their vocabulary. The research also revealed that students became more active and confident while discussing subtitled video applications.

This research findings support the theories by Canning⁴⁹, "video is the selection and sequence of messages in audio-visual context." It helps to represent the text in visual form. It can also make viewers easy to understand the messages delivered by visual clues provided in the video. By watching, the students can see facial expressions, gestures, postures, and the environment. The students can get the idea by synchronizing what they read and watch by using subtitled videos.

The implementation of subtitled video in this research showed that subtitled video is one of the appropriate teaching and learning aids that provide positive results from teaching and learning English. By watching videos with sound and pictures, students can have fun, relieve stress, and keep an open mind

⁴⁷Harry Azhar Ramli, "The Use of "Inside Out" Movie's Subtitles to Improve Reading (A Case Study at SMK-PP Saree)," (2020)

⁴⁸Patria Supangesti, Gatot Sutapa, and Urai Salam, "Using Video Subtitles To Improve Students' Reading Comprehension In Narative Text," *Jurnal Pendidikan dan Pembelajaran Khatulistiwa* 7, no. 5: (2018)

⁴⁹Christine Canning-Wilson, "Practical Aspects of Using Video in the Foreign Language Classroom," *The Internet TEST Journal* 6, no. 11: 36—1

when studying and perceiving words, so they do not feel burdened when learning English.

Furthermore, this result is supported by some previous research like as discussed in Chapter 2. The previous research conduct by Gustian Pelani⁵⁰, Asni Furaidah et., al⁵¹., and Dea Utami Permatasari⁵². The similarities between those research with this research lie in the result. The results show that subtitled video is an effective medium to improve students reading skills and a recommended teaching aid in teaching reading skills. The difference lies in the subject of the study and the kind of subtitled video. The sample of the previous study were students of elementary school, the tenth-grade students of senior high school, and university students, while the subject of this research was the eleventh-grade students of Senior high school. Subtitled videos used in the previous study were animated cartoon videos and movies. While in this research, the researcher used English news videos.

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⁵⁰Gustin Pelani, "The Effect of Subtitled Animated Cartoon Videos on Students' Reading Comprehension (A Quasi-Experimental Study at the Sixth Grade Students of SDIT Al-Hasanah Kota Bengkulu)," *JOALL (Journal of Applied Linguistics and Literature)* 1, no. 2: (2016), <https://doi.org/10.33369/joall.v1i2.4176>

⁵¹Asni Furaidah, Ngadiso, and Muhammad, "Watching Video With English Subtitle As An Alternative To Improve Reading Skill," *English Education Journal* 7, no. 2: (2019), <https://doi.org/10.20961/eed.v7i2.35814>

⁵²Dea Utami Permatasari, "The Effectiveness of Movie Subtitle to Improve Reading Comprehension," (2018)

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the findings, data analysis, and the discussion in the previous chapter, the researcher came to the research conclusion and suggestion as follows:

A. Conclusion

Based on the data, it can conclude that the use of subtitled video is effective in improving students' reading skills. The procedure shows a significant difference between before and after giving a treatment by using subtitled video. Based on the result of the pre-test and post-test experimental class, the mean score of the pre-test is 33.75 and the mean score of the post-test 79.38. Whereas the pre-test and post-test control class result, the mean score pre-test is 33.12, and the mean score of post-test is 68.13. It indicates that the student's achievement in the experimental class was higher than that in the control class. In conclusion, subtitled videos can be promote teaching reading skills because this media meaningfully gave a positive outcome in improving the students' reading skills.

B. Suggestion

Based on the finding of this research, some suggestions need to be forward to have a good quality of teaching and learning process. The researcher would like to give some ideas. They are as follows:

1. For the teacher

Subtitled video could use as an alternative media in teaching English, especially in improving students' reading skills. This research indicates that

students have high scores in reading tests and are more enthusiastic about learning. Some efficient steps for using subtitled video in teaching reading like:

- a. Choose a good video that suits with curriculum need
- b. Choose a video that is appropriate to students' level
- c. Prepare tools such as laptop or smartphone
- d. Explain about reading skill
- e. Explain how to watch a video with an English subtitle

2. For the student

Students can find other media for learning English as their second language that also entertains them while enhancing their reading skills, especially their comprehension in reading. Students recommend extending their experience outside the research to try another subtitled video to improve their reading skills. Some preparation that must do by a student to use subtitled video to learn reading skill like:

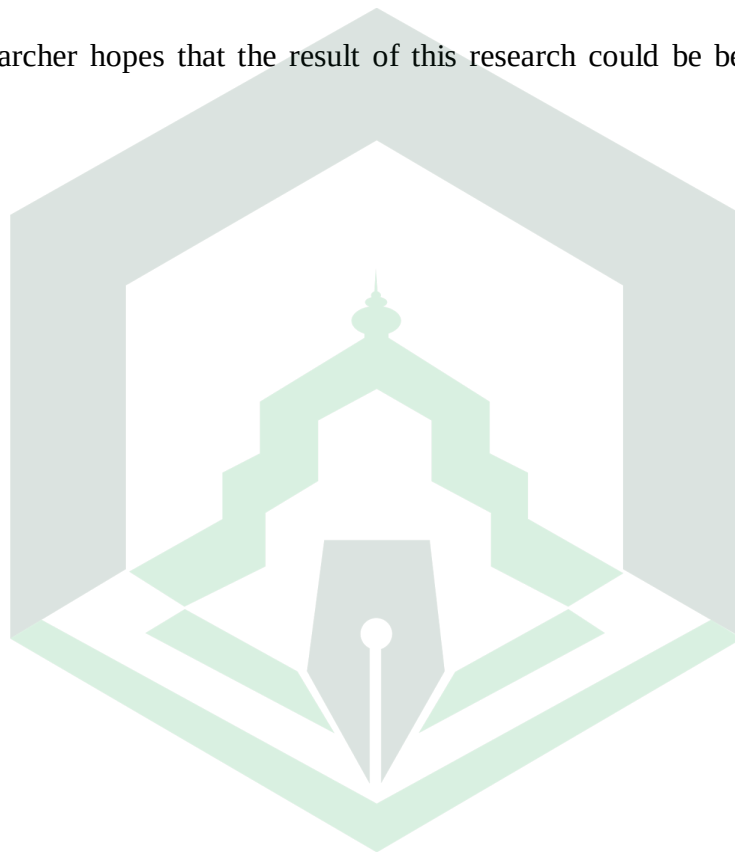
- a. Prepare tools such as laptop or smartphone
- b. Choose videos according to their need
- c. Prepare dictionary

3. For the other researchers

This research could be a reference for future researchers that wish to know more about audio-visual media in learning English as a foreign language. For the future researcher, the researcher hopes to investigate deeply related to students' reading skills in senior high schools by using a different kind of subtitled video. The researcher also hopes future researchers can use subtitled videos in offline

teaching and learning in the classroom. In addition, the researcher wishes the next researcher could add the number of question items to more measure the students' improvement in each reading skill.

Finally, the researcher realized that this thesis is far from being perfect. Therefore, constructive critic and advice expect for the perfection of the study. The researcher hopes that the result of this research could be beneficial for the readers.



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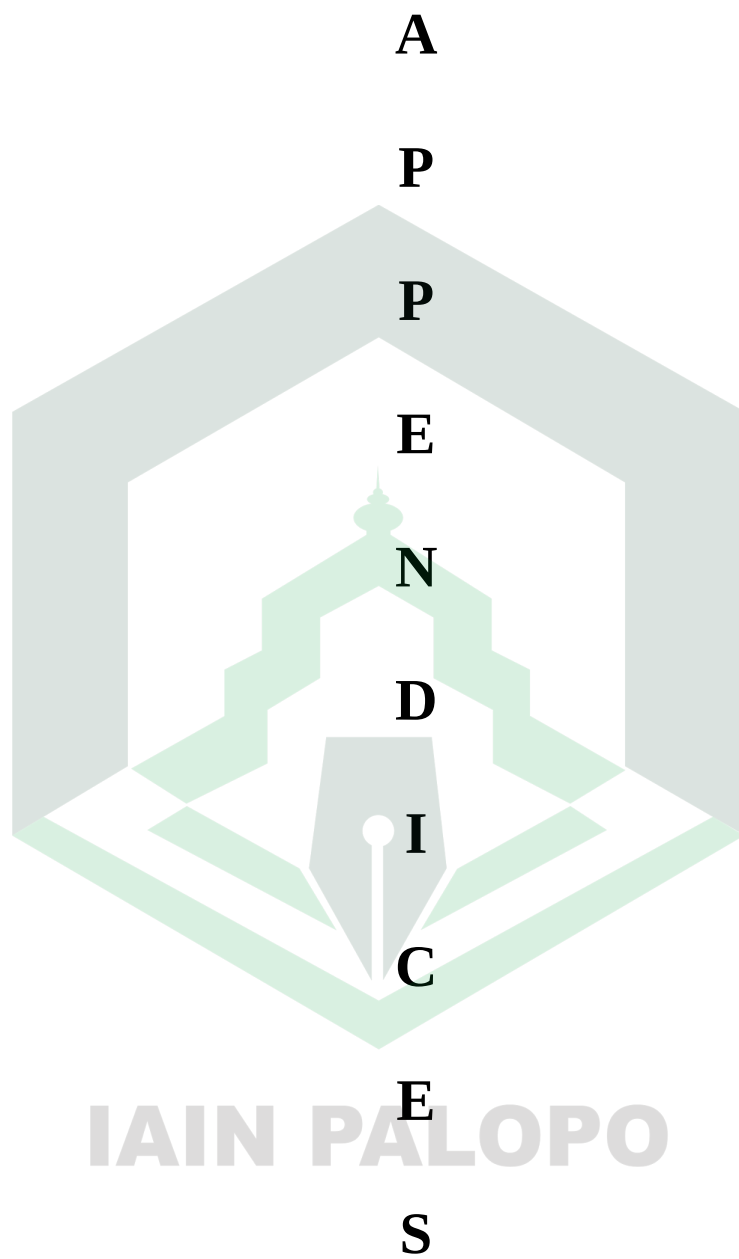
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Experimental Class

ScorePreEx					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	5	31,3	31,3	31,3
	30	5	31,3	31,3	62,5
	40	2	12,5	12,5	75,0
	50	3	18,8	18,8	93,8
	60	1	6,3	6,3	100,0
	Total	16	100,0	100,0	

ScorePostEx					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	6,3	6,3	6,3
	60	1	6,3	6,3	12,5
	70	1	6,3	6,3	18,8
	80	9	56,3	56,3	75,0
	90	1	6,3	6,3	81,3
	100	3	18,8	18,8	100,0
	Total	16	100,0	100,0	

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Control Class

ScorePreCon

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	3	18,8	18,8	18,8
	30	5	31,3	31,3	50,0
	40	8	50,0	50,0	100,0
	Total	16	100,0	100,0	

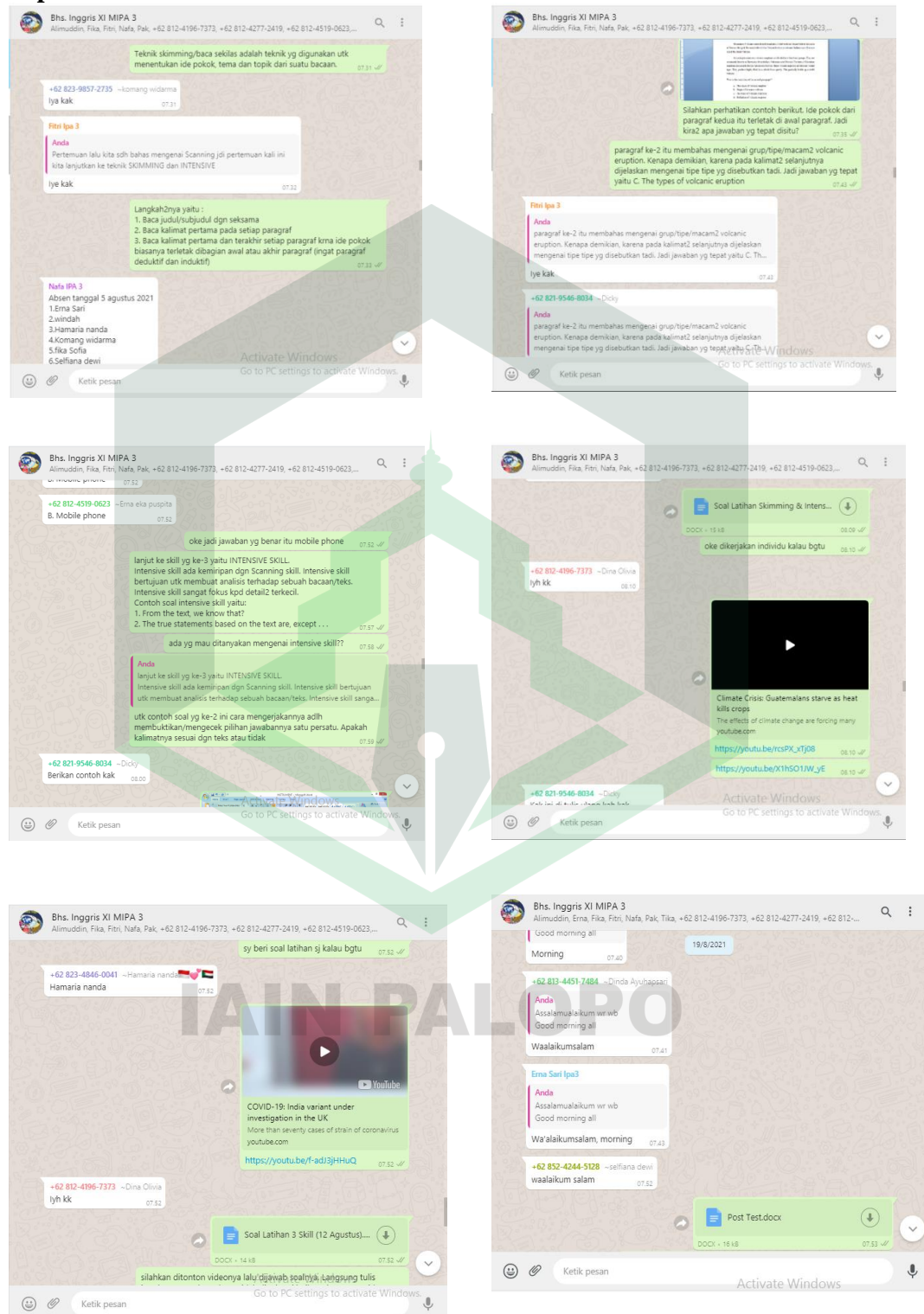
ScorePostCon

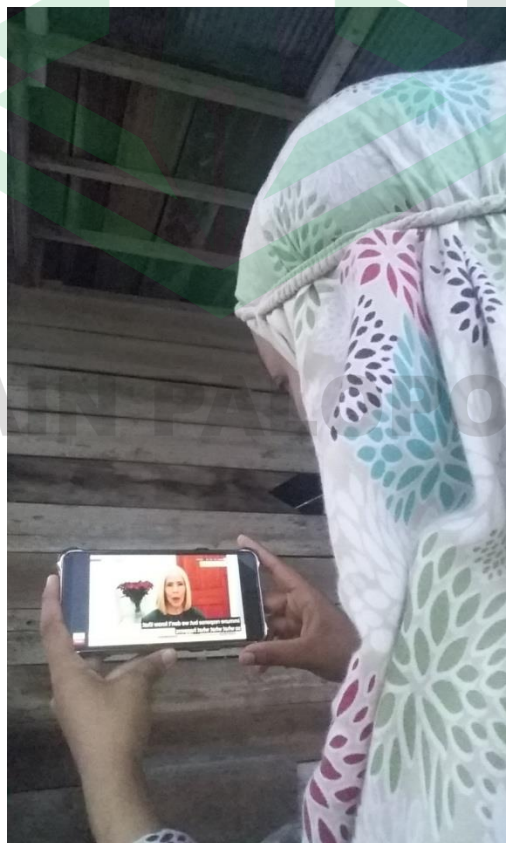
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	2	12,5	12,5	12,5
	60	2	12,5	12,5	25,0
	70	5	31,3	31,3	56,3
	80	5	31,3	31,3	87,5
	90	2	12,5	12,5	100,0
	Total	16	100,0	100,0	

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Documentation

Experimental Class

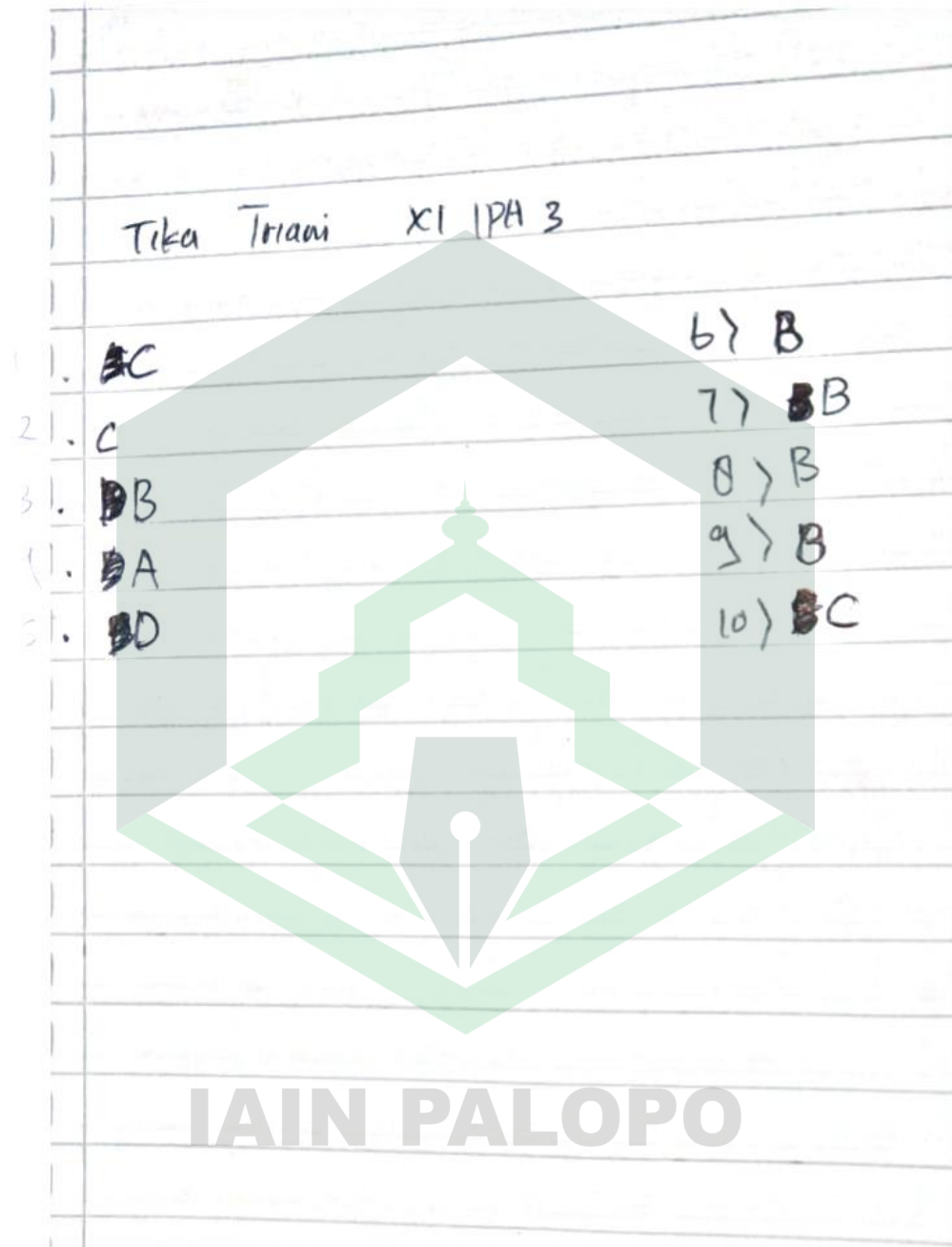




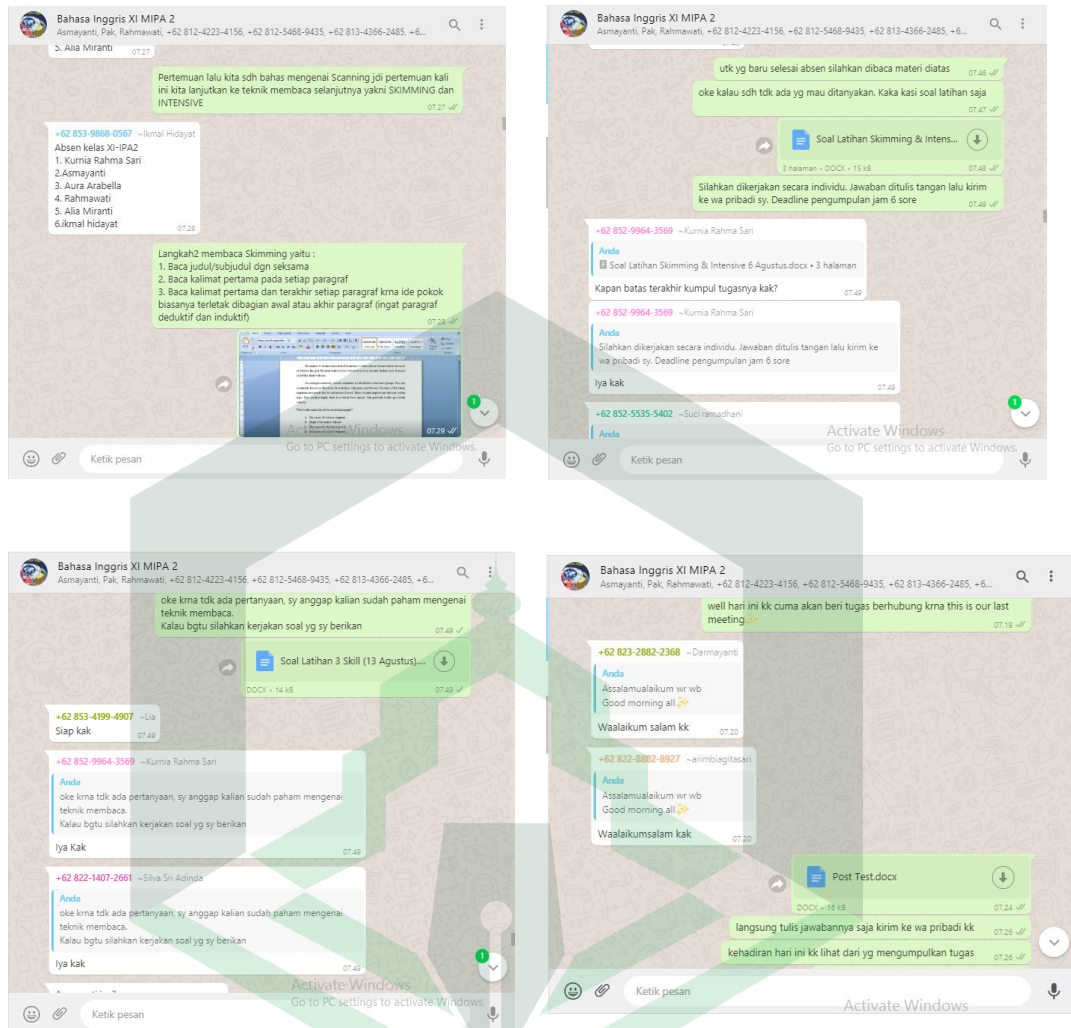
50

MAIN PALOPO

Post-test



Control Class



IAIN PALOPO

Pre-test

PRE TEST

Name : VIA FEBRIANI

Class : XI IPA 2

Kecak and Fire Dance

It's always good when your flight on holiday is on time. After a 1,5- hour flight from Jakarta to Denpasar, the first thing in mind was trying to catch up the Kecak and Fire Dance at the pura (Balinese Hindu Temple) Uluwatu. Located at the southwest tip of Bali, Uluwatu takes about an hour drive from Ngura Rai Airport.

As the sun sets in the majestic background of the arena, show starts. A group made around formation and began to chant "cak . . cak . . cak . . ." and made other sound. This must be the world's most colossal acapella group. The Kecak in Uluwatu adopt Hindu epic, Rama and Sinta – a story of love, friendship and courage. The dialogues are in Balinese. To keep up with the story, the visitors receive handouts in their own language from English, Japanese, Russian, Korean and Chinese.

As the breathtaking background of the sun meets the horizon and its magical color appear, the story comes to its climax. The mystical aura provided by the chants is topped with a spectacular scene as Hanoman, the monkey god and the guy in this story, escaping from the ring of fire set the evil characters. At the end of the day, good always prevails against evil.

The dancer from Sanggar Karang Boma were spectacular and entertaining. They performed several comical acts interaction to entertain the audience, to make them as part of the show. "I made Leper", the dancer club's spokesman explained. Made added that by doing this they have done their part of preserving the culture, and promoting tourism at the same time.

1. What is the main idea of the second paragraph?

- a. The performance of Kecak and Fire Dance
- b. The dancer made around formation
- c. The visitors receive the handouts
- ☒ d. Kecak and Fire Dance are colossal acapella group

2. The true statements based on the text are, **except** . . .

- ☒ a. Kecak and Fire Dance is a traditional dance from Sumatra
- b. The Kecak adopt the Hindu epic "Rama and Sinta"

40

Post-test

21A FEBRIANI XI-IPA 2 Bhs-Inggris Date: 20-08-20

1. A (Skimming)
2. C (Intensive)
3. B (Skimming)
4. A (Intensive)
5. B (Intensive)
6. B (Skanning)
7. B (Skanning)
8. B (Skimming)
9. B (Skimming)
10. C (Intensive)

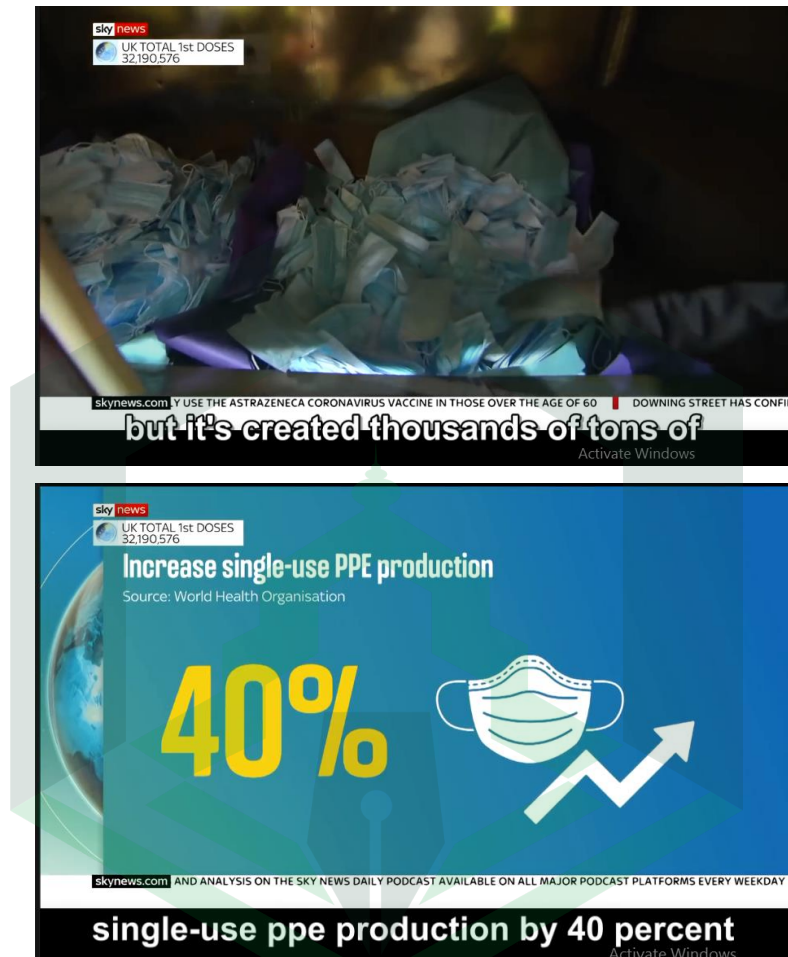


IAIN PALOPO

Subtitled Video

1. Face Masks Recycled into School Chairs and Toolboxes

<https://youtu.be/ci31UiaTifc>



2. Guatemalans Starve as Heat Kills Crops

https://youtu.be/rcsPX_xTj08





3. The Amazon is on Fire

https://youtu.be/X1hSO1JW_yE





4. India Variant Under Investigation in the UK

<https://youtu.be/f-adJ3jHHuQ>



RENCANA PELAKSANAAN PEMBELAJARAN

Kelas Eksperimen

Sekolah : SMAN 9 Luwu Utara
Mata Pelajaran: Bahasa Inggris
Kelas/Semester: XI IPA 1
Materi Pokok : Reading Skill (Scanning Skill)
Alokasi Waktu: 2x45 minutes

A. Tujuan pembelajaran

Siswa dapat memahami makna yang terkandung dalam bacaan dengan teknik scanning skill

B. Aktivitas Pembelajaran: Pertemuan ke-1

Pendahuluan

1. Guru memperkenalkan diri
2. Guru mengecek kehadiran siswa

Kegiatan Inti

1. Guru menyampaikan tujuan pembelajaran
2. Guru menjelaskan cara memahami informasi dalam bacaan dengan menggunakan teknik scanning skill
3. Guru melatih scanning skill siswa dengan menggunakan subtitled video
4. Siswa menonton subtitled video yang berjudul "Face Masks Recycled into School chairs and Tool boxes"
5. Siswa mencatat informasi penting yang terdapat didalam video
6. Siswa menjawab pertanyaan yang berkaitan dengan subtitled video yang telah ditonton
7. Guru membahas soal latihan bersama siswa

Penutup

1. Siswa diberikan kesempatan untuk bertanya
2. Guru mengulas kembali secara singkat mengenai scanning skill
3. Guru menutup pembelajaran

C. Penilaian

Tes tertulis

Subtitled Video: “Face Masks Recycled into School Chairs and Toolboxes”

<https://youtu.be/ci31UiaTifc>



Watch the video then answer the questions below!

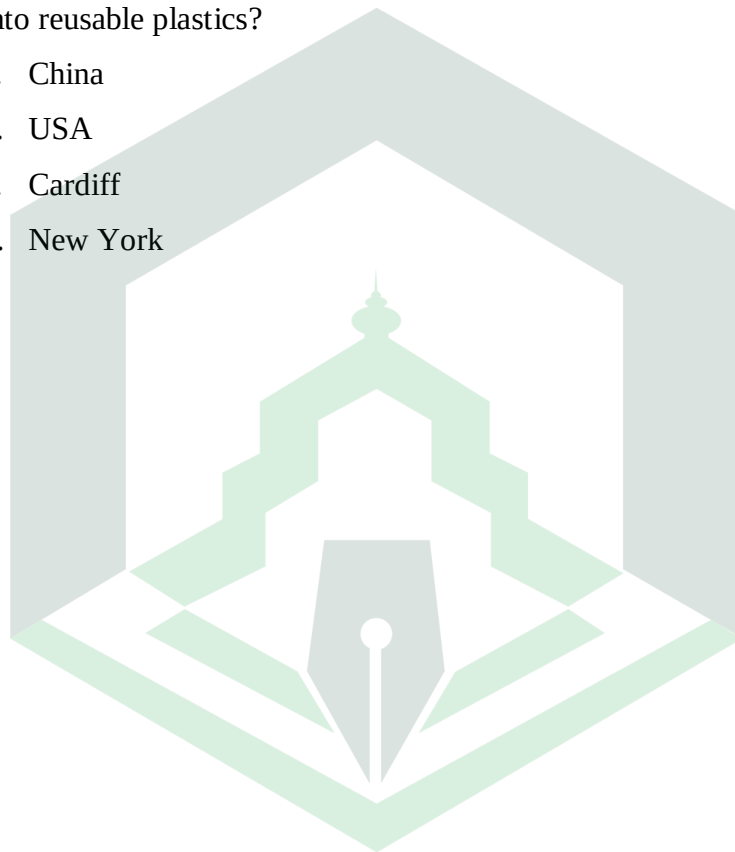
Name :

Class :

1. How much the increasing of single-use PPE production based on WHO?
 - a. 60%
 - b. 40%
 - c. 20%
 - d. 50%
2. What is the name of the company employee that becomes interviewees?
 - a. Stephen Freeland
 - b. Matthew Freeland
 - c. Stephen Rapson
 - d. Matthew Rapson
3. How many single-use face masks have been used in the UK in the last 12 months?

a. 116 million	c. 19,2 billion
b. 116 billion	d. 19,2 million
4. Why there so many single-use face masks, gowns, and curtains waste?

- a. Because people like to use it
 - b. Because it has been vital to the fight against covid in the pandemic era
 - c. Because there is increased production of it
 - d. Because single-use face mask, gown, and curtain are the new fashion item
5. Where is the company that supplies specialist machines to convert PPE into reusable plastics?
- a. China
 - b. USA
 - c. Cardiff
 - d. New York



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RENCANA PELAKSANAAN PEMBELAJARAN

Kelas Eksperimen

Sekolah : SMAN 9 Luwu Utara
Mata Pelajaran: Bahasa Inggris
Kelas/Semester: XI IPA 1
Materi Pokok : Reading Skill (Skimming Skill)
Alokasi Waktu: 2x45 minutes

A. Tujuan pembelajaran

Siswa dapat memahami makna yang terkandung dalam bacaan dengan teknik skimming skill

B. Aktivitas Pembelajaran: Pertemuan ke-2

Pendahuluan

1. Guru memperkenalkan diri
2. Guru mengecek kehadiran siswa

Kegiatan Inti

1. Guru menyampaikan tujuan pembelajaran
2. Guru menjelaskan cara memahami informasi dalam bacaan dengan menggunakan teknik skimming skill
3. Guru melatih skimming skill siswa dengan menggunakan subtitled video
4. Siswa menonton subtitled video yang berjudul "Guatemalans Starve as Heat Kills Crops"
5. Siswa mencatat informasi penting yang terdapat didalam video
6. Siswa menjawab pertanyaan yang berkaitan dengan subtitled video yang telah ditonton
7. Guru membahas soal latihan bersama siswa

Penutup

1. Siswa diberikan kesempatan untuk bertanya
2. Guru mengulas kembali secara singkat mengenai skimming skill
3. Guru menutup pembelajaran

C. Penilaian

Tes tertulis

Subtitled Video: “Guatemalans Starve as Heat Kills Crops”

https://youtu.be/rcsPX_xTj08



Watch the video then answer the questions below!

Name :

Class :

1. What is the main idea of the video?
 - a. Children in Guatemala suffering from malnutrition
 - b. Food crisis and local crops destruction caused by climate change in Guatemala
 - c. Volunteer aid workers a handful of Guatemalans are all at stopping families from starving to death
 - d. A combination of no rain, intense heat, and a hurricane destroyed 100 % of local crops
2. The video mostly talks about . . .
 - a. Guatemala produces the best quality of crops
 - b. Children in Guatemala do not suffer from malnutrition
 - c. The effects of climate change in Guatemala
 - d. The benefit of climate change in Guatemala
3. From the statements below, which the best statement that can support the

topic/main idea?

- a. A Combination of no rain, intense heat, and a hurricane destroys the local crops and makes Guatemalans have to suffer from the food crisis.
 - b. The tell-tale signs of malnutrition are everywhere, children with bloated stomachs get almost no help.
 - c. There was very little their families can do for them, little food and parasite infested water is a deadly mix Guatemala
 - d. The dry corridor stretches through the central American countries of El Salvador, Honduras, Nicaragua until eastern Guatemala
4. The video tell us about . . .
- a. Guatemala drought cause food crisis and affliction
 - b. Guatemalans are affluent
 - c. There are no men in Guatemala
 - d. People in Guatemala suffering from dangerous disease
5. What is the main point of the farmer statements?
- a. The plants died because of infection
 - b. The plants died due to stable weather so there are no crops
 - c. The plants died from being attacked by wild animals
 - d. The plants died due to unstable weather so there are no crops

IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN

Kelas Eksperimen

Sekolah : SMAN 9 Luwu Utara
Mata Pelajaran: Bahasa Inggris
Kelas/Semester: XI IPA 1
Materi Pokok : Reading Skill (Intensive Skill)
Alokasi Waktu: 2x45 minutes

A. Tujuan pembelajaran

Siswa dapat memahami makna yang terkandung dalam bacaan dengan teknik intensive skill

B. Aktivitas Pembelajaran: Pertemuan ke-3

Pendahuluan

1. Guru memperkenalkan diri
2. Guru mengecek kehadiran siswa

Kegiatan Inti

1. Guru menyampaikan tujuan pembelajaran
2. Guru menjelaskan cara memahami informasi dalam bacaan dengan menggunakan teknik intensive skill
3. Guru melatih intensive skill siswa dengan menggunakan subtitled video
4. Siswa menonton subtitled video yang berjudul "The Amazon is on Fire"
5. Siswa mencatat informasi penting yang terdapat didalam video
6. Siswa menjawab pertanyaan yang berkaitan dengan subtitled video yang telah ditonton
7. Guru membahas soal latihan bersama siswa

Penutup

1. Siswa diberikan kesempatan untuk bertanya
2. Guru mengulas kembali secara singkat mengenai intensive skill
3. Guru menutup pembelajaran

C. Penilaian

Tes tertulis

Subtitled Video: “The Amazon is on Fire”

https://youtu.be/X1hSO1JW_yE



Watch the video then answer the questions below!

Name :

Class :

1. From the statements below, the correct statement based on the video is . . .
 - a. The town of Sao Felix Do Xingu in Para state never immersed in smoke
 - b. The local mayor openly criticize the powerful ranchers or the Brazilian government
 - c. This is not the first time the Amazon rainforest goes up in flames
 - d. Farmers believe that the land can't be farmed while preserving the rainforest
2. From the video, we can infer that . . .
 - a. Christavo Costa spent the last two days fighting fires engulfing his farm
 - b. The local mayor said that the wildfire in Amazon is a very big concern
 - c. Farmers believe that the land can be farmed while preserving the rainforest
 - d. The fires wild in the Amazon rainforest are burned cocoa farm and shrouded the communities with smoke

3. From the video, we know that . . .
 - a. The wildfire in the Amazon rainforest affect the rivers and the communities
 - b. Cattle graze while the rainforest behind them goes up in flames
 - c. The rainforest, the rivers, and the communities of the Amazon are not shrouded in smoke
 - d. Christavo Costa spent the last three days fighting fires engulfing his farm
4. Why did the farmer say that the Brazilian governor is a liar?
 - a. Because they said there weren't fires in the Amazon but it always happens and burns everything
 - b. Because they broke their promise to give farms to the farmer
 - c. Because they burn the rainforest for their importance
 - d. Because they broke their promise to give the farmers some aids
5. From the statements below, the correct statement based on the video is . . .
 - a. The governments struggle to get their voices heard in parts of the rainforest that have already been replaced by farmland and fires
 - b. The governments believe that the land can be farmed while preserving the rainforest
 - c. The farmers believe that the land can be farmed while preserving the rainforest
 - d. The farmers struggle to get their voices heard in parts of the rainforest that have already been replaced by factory and fires

RENCANA PELAKSANAAN PEMBELAJARAN

Kelas Eksperimen

Sekolah : SMAN 9 Luwu Utara

Mata Pelajaran: Bahasa Inggris

Kelas/Semester: XI IPA 1

Materi Pokok : Reading Skill (Scanning, Skimming dan Intensive Skill)

Alokasi Waktu: 2x45 minutes

A. Tujuan pembelajaran

Siswa dapat memahami makna yang terkandung dalam bacaan dengan teknik scanning, skimming dan intensive skill

B. Aktivitas Pembelajaran: Pertemuan ke-4

Pendahuluan

1. Guru memperkenalkan diri
2. Guru mengecek kehadiran siswa

Kegiatan Inti

1. Guru menyampaikan tujuan pembelajaran
2. Guru menjelaskan cara memahami informasi dalam bacaan dengan menggunakan teknik scanning, skimming dan intensive skill
3. Guru melatih scanning, skimming dan intensive skill siswa dengan menggunakan subtitled video
4. Siswa menonton subtitled video yang berjudul "India Variant Under Investigation in the UK"
5. Siswa mencatat informasi penting yang terdapat didalam video
6. Siswa menjawab pertanyaan yang berkaitan dengan subtitled video yang telah ditonton
7. Guru membahas soal latihan bersama siswa

Penutup

1. Siswa diberikan kesempatan untuk bertanya
2. Guru mengulas kembali secara singkat mengenai scanning, skimming dan intensive skill
3. Guru menutup pembelajaran

C. Penilaian

Tes tertulis

Subtitled Video: “India Variant Under Investigation in the UK”

<https://youtu.be/f-adJ3jHHuQ>



Watch the video then answer the questions below!

Name :

Class :

1. What is the topic of the video?
 - a. India corona virus variant is under investigation in the UK
 - b. UK corona virus variant is under investigation in Edinburgh
 - c. Brazil corona virus variant is under investigation in the UK
 - d. UK corona virus variant is under investigation in South Africa
2. Where is the majority place of corona virus infection in the UK?
 - a. Scotland
 - b. Wales
 - c. London
 - d. England
3. From the video, we can infer that . . .
 - a. There are two variants of corona virus that emerged in India namely Kent variant and b1351
 - b. Corona virus variant with a double mutation has been detected in the UK after having first emerged in India
 - c. The date rate because of new corona virus variant in India is up to 70 deaths
 - d. More than 100 cases of a new corona virus variant have been discovered in the UK
4. There are false statements based on the video, **except** . . .

- a. There are had over 300.000 corona virus cases in some states of India
 - b. More than 100 cases of a new corona virus variant have been discovered in the UK
 - c. Prof. Linda Bauld mention some variant of corona virus namely Kent variant, b1617 and b1351
 - d. The news anchor said that London is the majority place of corona virus infection in the UK
5. From the statements below, the correct statement based on the video is . . .
- a. Scotland is the majority place of corona virus infection in the UK
 - b. The new variant of corona virus first identified in India in February 2021
 - c. There are had over 200.000 corona virus cases in some states of UK
 - d. Maharastra has the highest number and badly affected of corona virus cases
6. When was the new variant of corona virus first identified in India?
- a. In September 2020
 - b. In February 2021
 - c. In November 2020
 - d. In March 2021
7. What was happen in the state of India, Maharastra?
- a. It has the highest number and badly affected of corona virus cases of any Indian states.
 - b. It has the smallest number of corona virus cases of any Indian states.
 - c. It was where the corona virus Kent variant first emerged.
 - d. It was where the corona virus b1351 variant first emerged.
8. Who is Linda Bauld?
- a. Secretary of State
 - b. Head of Edinburgh university
 - c. Chair of Public Health of Edinburgh University
 - d. News anchor
9. What is the name of the coronavirus variant that first emerged in India?
- a. b1615
 - b. b1351
 - c. Kent variant
 - d. b1617

10. What determines the new coronavirus variant move to a variant of concern?
- a. Because there are high number cases of infection both in India and UK
 - b. Because the new coronavirus variant different from the other variant
 - c. Because there is no differences between the new coronavirus and other variant
 - d. Because there are small number of infection cases both in India and UK



IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN

Kelas Kontrol

Sekolah : SMAN 9 Luwu Utara
Mata Pelajaran: Bahasa Inggris
Kelas/Semester: XI IPA 1
Materi Pokok : Reading Skill (Scanning Skill)
Alokasi Waktu: 2x45 minutes

A. Tujuan pembelajaran

Siswa dapat memahami makna yang terkandung dalam bacaan dengan teknik scanning skill

B. Aktivitas Pembelajaran: Pertemuan ke-1

Pendahuluan

1. Guru memperkenalkan diri
2. Guru mengecek kehadiran siswa

Kegiatan Inti

1. Guru menyampaikan tujuan pembelajaran
2. Guru menjelaskan cara memahami informasi dalam bacaan dengan menggunakan teknik scanning skill
3. Guru melatih scanning skill siswa dengan menggunakan teks bacaan
4. Guru meminta siswa untuk membaca dan memperhatikan informasi tersurat yang terdapat pada teks yang berjudul "Drone"
5. Guru meminta siswa membaca teks yang berjudul "Otter" dan menjawab pertanyaan yang berkaitan dengan teks yang telah dibaca
6. Guru membahas soal latihan bersama siswa

Penutup

1. Siswa diberikan kesempatan untuk bertanya
2. Guru mengulas kembali secara singkat mengenai scanning skill
3. Guru menutup pembelajaran

C. Penilaian

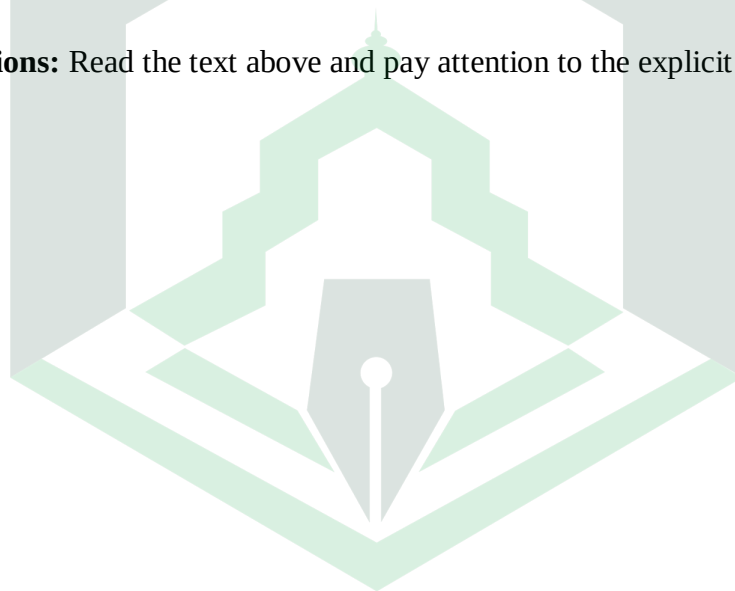
Tes tertulis

Drone

A drone is an unmanned aircraft. The term drone, more widely used by the public, refers to the resemblance of dumb-looking navigation and loud-and-regular motor sounds to the male bee. Drone is also known as an unmanned aerial vehicle (UAV), as an unmanned aircraft system (UAS), or by several other names.

The flight of UAVs may operate with various degrees of autonomy; either under remote control by a human operator, or fully autonomously, by computers. A UAV uses aerodynamic forces to provide vehicle lift and can fly autonomously or be piloted remotely. It can also be expendable or recoverable, and can carry a lethal or nonlethal payload.

Instructions: Read the text above and pay attention to the explicit information



IAIN PALOPO

Otter

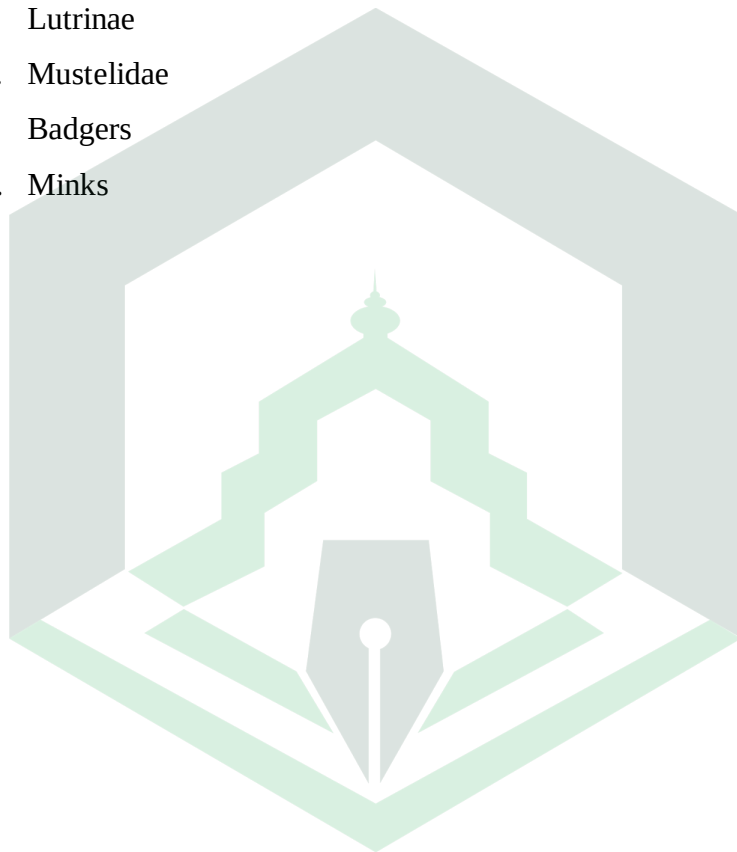
Otter is a common name for a carnivorous mammal in the subfamily Lutrinae. The 13 extant otter species are all semiaquatic, aquatic or marine, with diets based on fish and invertebrates. Lutrinae is a branch of the weasel family Mustelidae, which also includes badgers, honey badgers, martens, minks, polecats, weasels, and wolverins.

The word otter derives from the Old English word otor or oter. This, and cognate words in other Indo-European languages, ultimately stem from the Proto-Indo-European language root wodr, which also gave rise to the English word “water”.

An otter’s den is called a Holt or Couch. Male otters are called dogs or boars, females are called bitches or sows, and their offspring are called pups. The collective nouns for otters are bevy, family, lodge, romp (being descriptive of their often playful nature) or, when in water, raft.

1. What is the name of an otter’s nest?
 - a. Lutrinae
 - b. Sows
 - c. Bevy
 - d. Holt
2. What is the main food of otter?
 - a. Vertebrates
 - b. Plankton
 - c. Fish
 - d. Worm
3. How many extant otter species?
 - a. 11
 - b. 12
 - c. 13
 - d. 14

4. Here are the collective nouns for otters, **except** . . .
- a. Bevy
 - b. Lodge
 - c. Romp
 - d. Couch
5. What family does the weasel belong to?
- a. Lutrinae
 - b. Mustelidae
 - c. Badgers
 - d. Minks



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RENCANA PELAKSANAAN PEMBELAJARAN

Kelas Kontrol

Sekolah : SMAN 9 Luwu Utara
Mata Pelajaran: Bahasa Inggris
Kelas/Semester: XI IPA 1
Materi Pokok : Reading Skill (Skimming Skill)
Alokasi Waktu: 2x45 minutes

A. Tujuan pembelajaran

Siswa dapat memahami makna yang terkandung dalam bacaan dengan teknik skimming skill

B. Aktivitas Pembelajaran: Pertemuan ke-2

Pendahuluan

1. Guru memperkenalkan diri
2. Guru mengecek kehadiran siswa

Kegiatan Inti

1. Guru menyampaikan tujuan pembelajaran
2. Guru menjelaskan cara memahami informasi dalam bacaan dengan menggunakan teknik skimming skill
3. Guru melatih skimming skill siswa dengan menggunakan teks bacaan
4. Guru meminta siswa untuk membaca dan memperhatikan ide pokok keseluruhan teks maupun per paragraf yang terdapat pada teks yang berjudul "Laptop"
5. Guru meminta siswa membaca teks yang berjudul "Mobile Phone" dan menjawab pertanyaan yang berkaitan dengan teks yang telah dibaca
6. Guru membahas soal latihan bersama siswa

Penutup

1. Siswa diberikan kesempatan untuk bertanya
2. Guru mengulas kembali secara singkat mengenai skimming skill
3. Guru menutup pembelajaran

C. Penilaian

Tes tertulis

Laptop

Laptop, often called a notebook, is a portable personal computer with a clamshell form factor, suitable for mobile use. Although originally there was a distinction between laptops and notebooks, the former being bigger and heavier than the latter, as of 2014, there is often no longer any difference. Laptops are commonly used in a variety of settings, such as at work, in education, and for personal multimedia.

A laptop combines the components, inputs, outputs and capabilities of a desktop computer, including the display screen, speakers, a keyboard, and pointing devices (such as a touchpad or trackpad) into a single unit. Most 2016-era laptops also have integrated webcams and built-in microphones. The device can be powered either from a rechargeable battery or by mains electricity from an AC adapter. Laptops are diverse devices and specialised kinds, such as rugged notebooks for use in construction or convertible computers, have been optimized for specific uses. The hardware specifications, such as the processor speed and memory capacity significantly vary between different types, makes, and models.

Instructions: Read the text above and pay attention to the topic

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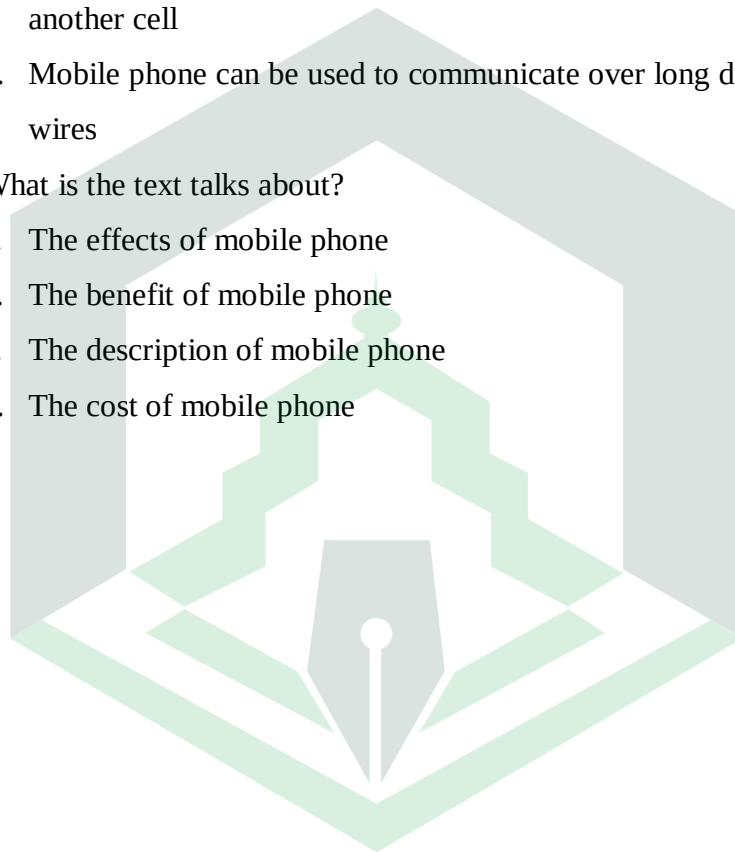
A mobile phone (also known as a wireless phone, or cellular telephone) is a very small portable radio telephone.

The mobile phone can be used to communicate over long distances without wires. It works by communicating with a nearby base station (also called a “cell site”) which connects it to the main phone network. As the mobile phone moves around, if the mobile phone gets too far away from the cell it is concerned to, that cell sends a message to another cell to tell the new cell to take over the call. This is called a “hand off,” and the call continues with the new cell the phone is connected to. The hand-off is done so well and carefully that the user will usually never even know that the call was transferred to another cell.

As mobile phones became more popular, they began to cost less money, and more people could afford them. Monthly plans became available for rates as low as US\$30 or US\$40 a month. Cell phones have become so cheap to own that they have mostly replaced pay phones and phone booths except for urban areas with many people.

1. What is the topic of the text?
 - a. Phone
 - b. Mobile phone
 - c. Cell site
 - d. Telephone
2. What is the main idea of the third paragraph?
 - a. Many people can buy a mobile phone
 - b. Mobile phone is so expensive to own
 - c. Payphone have replaced by phone booths
 - d. Mobile phone becomes cheaper because it's already popular
3. Which of the following would be the best title?
 - a. Phone
 - b. Mobile phone
 - c. Cell site

- d. Telephone
- 4. What is the main idea of the second paragraph?
 - a. Mobile phone can not be used to communicate over long distances without wires
 - b. Mobile phone works by communicating with a nearby base station
 - c. The user will usually never even know that the call was transferred to another cell
 - d. Mobile phone can be used to communicate over long distances without wires
- 5. What is the text talks about?
 - a. The effects of mobile phone
 - b. The benefit of mobile phone
 - c. The description of mobile phone
 - d. The cost of mobile phone



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RENCANA PELAKSANAAN PEMBELAJARAN

Kelas Kontrol

Sekolah : SMAN 9 Luwu Utara
Mata Pelajaran: Bahasa Inggris
Kelas/Semester: XI IPA 1
Materi Pokok : Reading Skill (Intensive Skill)
Alokasi Waktu: 2x45 minutes

A. Tujuan pembelajaran

Siswa dapat memahami makna yang terkandung dalam bacaan dengan teknik intensive skill

B. Aktivitas Pembelajaran: Pertemuan ke-3

Pendahuluan

1. Guru memperkenalkan diri
2. Guru mengecek kehadiran siswa

Kegiatan Inti

1. Guru menyampaikan tujuan pembelajaran
2. Guru menjelaskan cara memahami informasi dalam bacaan dengan menggunakan teknik intensive skill
3. Guru melatih intensive skill siswa dengan menggunakan teks bacaan
4. Guru meminta siswa untuk membaca dan memperhatikan informasi tersirat yang terdapat pada teks yang berjudul "Mouse-deer"
5. Guru meminta siswa membaca teks yang berjudul "Cats" dan menjawab pertanyaan yang berkaitan dengan teks yang telah dibaca
6. Guru membahas soal latihan bersama siswa

Penutup

1. Siswa diberikan kesempatan untuk bertanya
2. Guru mengulas kembali secara singkat mengenai intensive skill
3. Guru menutup pembelajaran

C. Penilaian

Tes tertulis

Mouse-Deer

Mouse-deer, are small ungulates that make up the family Tragulidae, the only members of the infraorder Tragulina. They are found mostly in forests in South and Southeast Asia, with a single species in the rainforest of Central and West Africa.

Mouse-deer have primitive features, closer to non-ruminants such as pigs. All species in the family lack of horns, but both sexes have elongated canine teeth. These are especially prominent in males, where they project out on either side of the lower jaw, and are used in fights. Their legs are short and thin, which make them lack in agility, but also helps them maintain a smaller profile to aid in running through the dense foliage of their environments.

They are solitary or live in pairs. The young are weaned at three months of age, and reach sexual maturity between five and 10 months. Parental care is relatively limited. Although they lack the types of scent glands found in most other ruminants, they do have a chin gland for making each other as mates or antagonists, and , in the case of the water chevrotain, anal and preputial glands for making territory. Their territories are relatively small, on the order of 13-24 hectares (32-59 acres), but neighbors generally ignore each other, rather than compete aggressively.

Instructions: Read the text above and pay attention to the implicit information

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Cats

Cats also called the domestic cat or house cat (with its scientific name: *Felis silvestris catus* or *Felis catus*) is a type of carnivorous mammal of the family Felidae. The word “cat” generally refers to a “cat” that has been tamed, but can also refer to the “big cats” such as lions and tigers.

Cats are considered as “perfect carnivore” with teeth and particular digestive tract. The first premolar and molar teeth form a pair of fangs on each side of the mouth that works effectively as a pair of scissors to tear the meat. Although these features also exist in the Canidae or dog, but these traits are better developed in cats. Unlike other carnivores, cats eat almost non vegetable substance. Bears and dogs sometimes eat berries, roots, or honey as a supplement, while cats only eat meat, usually freshly killed prey. In captivity, cats can not adapt to a vegetarian diet because they can not synthesize all the amino acids they need from plant material; it is in contrast with domesticated dogs, which commonly are fed a mixture of meat and vegetables and sometimes it can adapt to a completely vegetarian meal.

Cats have mingled with human life since at least 6000 BC, from the skeleton of the cat found on the island of Cyprus. The ancient Egyptians of 3500 BC have used cats to keep away the rats or other rodents from the barn where the crops were saved. Currently, the cat is one of the most popular pet in the world. Cats that his lines are recorded officially as a cat breeds or pure breed are Persian, Siamese, Manx, and the Sphinx. These kinds of cat are usually bred in official captivity animal. The number of purebred cat is only 1% of all cats in the world; the rest is a cat with mixed ancestry such as wild cats or domestic cats.

1. From the text, we know that . . .
 - a. Cat can adapt to a vegetarian diet
 - b. Dog can eat a mixture of meat and vegetables
 - c. Cat eat vegetables as a supplement
 - d. Dog can not adapt to a vegetarian diet

- 
2. The true statement based on the text is . . .
- a. Tiger can eat a mixture of meat and vegetables
 - b. Lion belongs to the Carnidae family
 - c. Dog only eat honey and berries
 - d. Cat has the ability to tear flesh better than dog
3. The true statements based on the text are, **except** . . .
- a. Cats also called the house cat
 - b. Cats are considered as perfect carnivore
 - c. Cat is one of the most popular pet in the world
 - d. Cat belongs to the Carnidae family
4. From the text, we can infer that . . .
- a. Dog can completely eat vegetarian meal
 - b. Lion can eat a mixture of meat and vegetables
 - c. Dogs are considered as perfect carnivore
 - d. Cat only eat fish and vegetables
5. The true statements based on the text are, **except** . . .
- a. Cats have mingled with human life since at least 6000 BC
 - b. The ancient Egyptians used cats to keep away the rats
 - c. People have been using cats to keep away the rats since 2500 BC
 - d. Sphinx is recorded officially as a cat breeds

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RENCANA PELAKSANAAN PEMBELAJARAN

Kelas Kontrol

Sekolah : SMAN 9 Luwu Utara

Mata Pelajaran: Bahasa Inggris

Kelas/Semester: XI IPA 1

Materi Pokok : Reading Skill (Scanning, Skimming dan Intensive Skill)

Alokasi Waktu: 2x45 minutes

A. Tujuan pembelajaran

Siswa dapat memahami makna yang terkandung dalam bacaan dengan teknik Scanning, Skimming dan intensive skill

B. Aktivitas Pembelajaran: Pertemuan ke-4

Pendahuluan

1. Guru memperkenalkan diri
2. Guru mengecek kehadiran siswa

Kegiatan Inti

1. Guru menyampaikan tujuan pembelajaran
2. Guru menjelaskan cara memahami informasi dalam bacaan dengan menggunakan teknik scanning, skimming dan intensive skill
3. Guru melatih scanning, skimming dan intensive skill siswa dengan menggunakan teks bacaan
4. Guru meminta siswa untuk membaca dan memperhatikan informasi tersirat yang terdapat pada teks yang berjudul "Tuition Center"
5. Guru meminta siswa membaca teks yang berjudul "Continent" dan menjawab pertanyaan yang berkaitan dengan teks yang telah dibaca
6. Guru membahas soal latihan bersama siswa

Penutup

1. Siswa diberikan kesempatan untuk bertanya
2. Guru mengulas kembali secara singkat mengenai scanning, skimming dan intensive skill
3. Guru menutup pembelajaran

C. Penilaian

Tes tertulis

Tuition Center

One of the educational institutions that are able to help you study outside of school is called tuition center. If you intend to boost your studying method, you can take the classes in a tuition center. Besides, it will help you understand school materials more.

There are several subjects such as mathematics, science, social, and English. Basically, these subjects are taught to follow the standard subjects that will be on the national exam. The four main subjects are specified for elementary and middle school students. Meanwhile, there will be replenishment for high school students such as geography, sociology, history in social subjects, and chemistry, physics, biology, advanced mathematics in science subjects.

Students commonly start their sessions after school, but some of them often come on the weekend as well. They will take two to four hours studying with a teacher. Students can take a maximum of two classes in a day. If they only take one class, then it will last for four hours at most, but with a one-time break. So, generally, they will have two hours straight before a thirty minutes break, and start again for another two hours.

Each tuition center has a different range of prices and a total of students per class. Mostly, there are three to five students in one class in order to keep the cooperative situation working. But for some places, it is common to put more than five students at once. As you can see, tuition center are not only a place to study with new friends, they are also beneficial to make students study in a more private space.

Instructions: Read the text above and pay attention to the explicit information, implicit information and the topic of the text.

There are seven continents and five oceans on our planet. The continents are the huge landmasses that are separated by the waters of the oceans. The seven continents on our planet are Africa, Asia, Antarctica, Europe, North America, and South America, and Oceania/Australia. These 7 continents vary in size and population numbers.

Asia is the largest continent in size. It has the biggest land area and the world's biggest population. This means most people on our earth live on the Asian continent. About 4.6 billion people live in Asia. The Asian continent has the most populous cities, which means there are the biggest cities in the world.

Australia/Oceania is the smallest continent on the planet. Strictly speaking, Oceania is a geographic region that includes Australasia, Polynesia, Micronesia, and Melanesia. About 43 million people live in Oceania. The most populous cities of the continent are Sydney, Melbourne, Brisbane, and Perth – all these cities are in Australia.

Meanwhile, Europe is considered to be the wealthiest and richest continent, however, there are poor regions especially in the eastern parts of the continent too. According to the United Nations, there are 44 countries in Europe.

Africa is the continent with the most countries. There are 54 countries on the African continent. About 1.3 billion people live in Africa. The largest cities of the African continent are Lagos/Nigeria, Kinshasa/DR Congo, and Cairo/Egypt. The oldest human fossils such as skeleton and skulls have been discovered in Africa, therefore the African continent is also referred to as the 'cradle of humankind'. Africa also houses the longest river in the world, the Nile, and the second-highest waterfalls in the world. The Tugela Falls in South Africa.

North America is a continent which is located entirely in the northern and western hemisphere. There are 23 countries in total on the North American continent. The world's largest island Greenland is located on the North American continent. About 580 million people live on the North American continent. South

America is a continent with many natural superlatives. About 430 million people live in South America. Antarctica is the smallest continent by population numbers. This means the huge continent is only sparsely populated. On Antarctica, there are only research stations for scientists and no permanent settlements. Antarctica is covered almost completely by ice.

1. What is the name of the smallest continent?
 - a. Asia
 - b. Europe
 - c. Antarctica
 - d. South America
2. The true statements based on the text are, **except** . . .
 - a. The population numbers in South America are higher than Africa
 - b. Europe is the wealthiest and richest continent
 - c. There are no permanent settlements in Antarctica
 - d. Perth is one of the most populous cities in Australia
3. Which of the following would be the best title?
 - a. Oceans
 - b. Asia
 - c. Earth
 - d. Continents
4. Which continent is the longest river in the world located?
 - a. Australia
 - b. Europe
 - c. Antarctica
 - d. Africa
5. What is the text talks about?
 - a. Division of continents
 - b. Asia continent
 - c. Antarctica continent
 - d. Names of oceans

- 
6. What is the main idea of the second paragraph?
- About 4.6 billion people live in Asia
 - Asia is the largest continent and the world's biggest population
 - Most people live on the Asian continent
 - Asia is considered to be the wealthiest and richest continent
7. The true statements based on the text are, **except** . . .
- The world's largest island Greenland is located on the North American continent.
 - Africa houses highest waterfalls in the world
 - There are seven continents on the earth
 - There are 44 countries in Europe
8. From the text, we know that . . .
- There are 44 countries in Africa
 - About 430 million people live in Antartica continent
 - The total number of countries in Europe is more than in North America
 - There are poor regions especially in the eastern parts of the Asia continent
9. Where are the oldest human fossils found?
- Antartica
 - South America
 - North America
 - Africa
10. How many countries in the North America Continent?
- 54
 - 44
 - 23
 - 43

PRE TEST

Name :

Class :

Kecak and Fire Dance

It's always good when your flight on holiday is on time. After a 1,5- hour flight from Jakarta to Denpasar, the first thing in mind was trying to catch up the Kecak and Fire Dance at the pura (Balinese Hindu Temple) Uluwatu. Located at the southwest tip of Bali, Uluwatu takes about an hour drive from Ngura Rai Airport.

As the sun sets in the majestic background of the arena, show starts. A group men made around formation and began to chant “cak. . .cak. . .cak. . .” and made other sounds. This must be the world's most colossal acapella group. The Kecak in Uluwatu adopt the Hindu epic, Rama and Sinta – a story of love, friendship and courage. The dialogues use Balinese. To keep up with the story, the visitors receive handouts in their own languages from English, Japanese, Russian, Korean and Chinese.

As the breathtaking background of the sun meets the horizon and its magical colors appear, the story comes to its climax. The mystical aura provided by the chants is topped off with a spectacular scene as Hanoman, the monkey god and the guy in this story, escapes a ring of fire set the evil characters. At the end of the day, good always prevails against evil.

The dancer from Sanggar Karang Boma were spectacular and entertaining, with several comical acts interaction to entertain the audience, to make them as part of the show too, “I made Leper”, the dancer club's spokesman explained. Made added that by doing so, they have done their part of preserving the culture, and promoting tourism at the same time.

1. What is the main idea of the second paragraph?
 - a. The performance of Kecak and Fire Dance
 - b. The dancer made around formation
 - c. The visitors receive the handouts
 - d. Kecak and Fire Dance are colossal acapella group
2. The true statements based on the text are, **except** . . .
 - a. Kecak and Fire Dance is a traditional dance from Sumatra
 - b. The Kecak adopt the Hindu epic “Rama and Sinta”
 - c. The visitors receive handouts in their own languages
 - d. The dancers are from Sanggar Karang Boma
3. How does the writer feel after watching the Kecak and Fire dance?
 - a. She feels bored and tedious when watch the performance
 - b. She regrets to watch the performance
 - c. She is mesmerized with the performance
 - d. She is terrified watching the performance
4. How does the dancer entertain the audience?
 - a. The dancer invited the audience to dance together
 - b. The audience are entertained with several comical acts interaction
 - c. The dancer entertained the audience with several dangerous attraction
 - d. The audience are allowed to join the performance
5. How many times to reach the Pura Uluwatu from the airport?
 - a. 1,5- hour
 - b. 2 hours
 - c. 1 hour
 - d. 3 hours

GAPSCO Futsal Tournament

GAPSCO, which stands for “PSKD 3 Competition”, is an annual tournament held by all PSKD schools in turn. This year, it’s PSKD 3’s turn to host. Seventeen participating schools from all over Jakarta were grouped into two categories: Junior High and Senior High. Through the futsal matches, the event aims to built sportsmanship among students from various schools.

With more crowds digging Futsal, it’s no surprise that many schools, including PSKD 3, are holding an annual Futsal Tournament. Derived from the Portuguese futebol de salao and Spanish futbol de salon, Futsal is an indoor football sport. Different from soccer, it’s played between two teams of five players, including a goalkeeper. Also, Futsal is played with a smaller ball which bounces less than the normal soccer ball.

GAPSCO 2011 was held from March 28 to April 1. This three-day event was opened with a dance to pump up the scene. During the Futsal tournament, all teams were in high spirit to compete and focused on winning the trophy. Using the competition schema, the teams advance after defeating opponents through preliminaries, quarter-final, semifinals, and finals. Participants say, winning is more than trying to get the Rp. 750,000 cash prize for the winner or the Rp. 500,000 for the runner up. They all had great time.

HET chatted with one of the student council member, our very own STARTEEN finalist, Destanya Zefanya, about her school event. “It was not an easy ask to do, especially finding sponsors to support this event”, said Tanya. “We went through a couple of changes in our proposal, which is a good experience for us (students council), as we get to learn how to make a good proposal and negotiate with companies, etc.” HET witness how the PSKD 3’s hard work paid off with four sponsors, and how they made GAPSCO 2011 a success! GAPSCO 2012 will be held in the same venue, PSKD 3.

6. The true statements based on the text are, **except** . . .
- a. PSKD 3 competition is an annual tournament which held by PSKD school
 - b. PSKD 3's is turn to host in tournament schools
 - c. Futsal matches is to build sportsmanship among students from different school
 - d. The participants are several school from Jakarta between elementary and junior high
7. What is the purpose of the tournament based on the text?
- a. To maintain sportsmanship among students from different school
 - b. To get the cash prize of the futsal tournament
 - c. To have a great time of the futsal tournament
 - d. To learn how to make a good proposal and negotiate with companies
8. What is the main idea of the fourth paragraph?
- a. The students try to find sponsors to support competition
 - b. PSKD 3's students had made the competition successfully
 - c. Destanya Zefanya is one of the student council members
 - d. The students learn to make a good proposal of the competition
9. How many players in a futsal team?
- a. 5
 - b. 6
 - c. 7
 - d. 11
10. What is the main idea of the third paragraph?
- a. The futsal competition was held in 3 days was opened with a dance
 - b. During the competition all teams had a fantastic situation
 - c. All teams want to be a winner in the competition
 - d. The winner will get the Rp 750.000- cash prize in the competition

POST TEST

Name :

Class :

Nine traditional Balinese dances have been recognized as part of the world's intangible cultural heritage following a UNESCO session in Namibia on Wednesday.

Balinese dances included on the list were the Barong Ket, Joged Bumbung, Legong Keraton, Topeng Sidhakarya, Baris Upacara, Sanghyang Dedari and Rejang dances, as well as the Wayang Wong and Gambuh dance dramas.

"We are very pleased with the recognition; it enables Bali to receive protection in terms of traditional dance preservation as well as economic benefits in the future," said Bali Cultural Agency head Dewa Putu Beratha on Wednesday night as quoted by Antara news agency.

During the UNESCO session, Indonesia's proposal regarding the dances reportedly ranked 18th among a total of 35 countries.

"The nine dances represent Balinese dance as a whole based on their historical concept, function and style," said Dewa.

According to Dewa, the Rejang, Sanghyang Dedari and Baris Upacara dances represented the Wali dance, which is usually performed during processions. Meanwhile, the Topeng Sidhakarya dance and Gambuh and Wayang Wong dance dramas are part of the Bebali dance, known as semi-sacred and ceremonial dance. The Legong Keraton, Joged Bumbung and Barong Ket dances are a representation of the Balih-Balihan dance that serves social and entertainment purposes.

The Wali dance is said to have originated between the eighth and 14th centuries. The Bebali dance and Balih-Balihan dances are believed to have come from the 14th-19th century and 19th centuries, respectively.

“The community has actively played an important role in preserving these traditional dances, especially the Wali dance. Meanwhile, the Bali provincial administration and its city and regency administrations should increase their role in preserving the Bebali and Balih-Balihan dances during tourist events,” said Dewa.

1. What is the main idea of the text?
 - a. Nine Balinese dances are the part of the world’s cultural heritages
 - b. Nine Balinese dances represent Balinese dances
 - c. UNESCO recognizes nine Balinese dances
 - d. Balinese community play an important role in preserving their traditional dances
2. The true statements based on the text are, **except** . . .
 - a. The Bebali dance is believed originated in 19th century
 - b. The UNESCO recognition on the nine Balinese dances will be economically beneficial for Bali
 - c. The Balih-Balihan dance is said to have come from the 11th century
 - d. The nine Balinese dances represent the culture and life of its community

IAIN PALOPO

Volcanic Eruption

Volcanic eruption have caused some of the worst disasters in the world. They can wipe out entire cities and kill thousands of people.

The name of volcano comes from Roman term. It derives from vulcan which is the name of Roman fire god. Romans believed that Vulcan lived on a volcanic Italian coast. Romans called the island vulcano.

According to scientists, volcanic eruptions are divided into four basic groups. They are commonly known as Hawaiian, Strombolian, Vulcanian and Peleean. The term of Hawaiian eruptions are named after the volcanoes in Hawaii. These volcanic eruptions are the least violent type. They produce highly fluid lava which flows quietly. This gradually builds up a shield volcano.

Strombolian eruptions are named after Stromboli. These result from the constant release of gas from the magma. As the gas escapes, it produces tephra that piles up, turning into a cinder cone. Strombolian eruptions happen when sticky magma plugs the central vent. This makes the magmatic gas build up pressure until it blasts. The magma is turned into volcanic dust and bombs.

Vulcanian eruptions which comes from the ancient Roman belief, are more violent than the Strombolian eruption. Vulcanian eruption happens and brings magma which is more viscous. Vulcanian explosions are usually larger and noisier than the Strombolian eruptions.

Peleean eruptions are famous as the most violent kind of volcanic eruptions. The name of peleean comes from the eruption of Mount Pelee, Martinique in 1902. It killed almost 38 thousands people. A peleean eruption occurs when the magmatic gas build up tremendous pressure. This causes violent explosions with glowing clouds of hot ash and dust.

3. What is the main idea of the second paragraph?
 - a. The cause of volcanic eruption
 - b. Origin of the name volcano
 - c. The types of volcanic eruptions
 - d. Definition of volcanic eruption
4. The true statements based on the text are, **except** . . .
 - a. Vulcanian eruption is the most violent kind of volcanic eruptions
 - b. The name of volcano comes from Roman term
 - c. Volcanic eruptions divide into four basic groups namely Hawaiian, Strombolian, Vulcanian and Peleean

- d. Volcanic eruptions have caused some of the worst disasters in the world
- 5. The true statement is . . .
 - a. A peleeen eruption occurs when the magmatic gas release up tremendous pressure
 - b. Vulcanian eruptions happen when sticky magma plugs the central vent
 - c. Strombolian eruption happens and brings magma which is more viscous
 - d. Vulcanian explosions are usually larger and noisier than the Strombolian eruptions
- 6. What is Vulcan?
 - a. A type of eruption
 - b. A name of Roman fire god
 - c. The name of the mountain
 - d. Italian coast
- 7. What kind of volcanic eruption that occurs when the magmatic gas build up tremendous pressure?
 - a. Hawaiian
 - b. Peleeen
 - c. Strombolian
 - d. Vulcanian

IAIN PALOPO

An earthquake (also known as a tremor or temblor) is the result of a sudden release of energy in the Earth's crust that creates seismic waves. Earthquakes are recorded with a seismometer, also known as a seismograph. The moment magnitude (or the related and mostly obsolete Richter magnitude) of an earthquake is conventionally reported, with magnitude 3 or lower earthquakes being mostly imperceptible and magnitude 7 causing serious damage over large areas. Intensity of shaking is measured on the modified Mercalli scale.

At the Earth's surface, earthquakes manifest themselves by shaking and sometimes displacing the ground. When a large earthquake epicenter is located offshore, the seabed sometimes suffers sufficient displacement to cause a tsunami. The shaking in earthquakes can also trigger landslides and occasionally volcanic activity.

In its most generic sense, the word earthquake is used to describe any seismic event, whether a natural phenomenon or an event caused by humans, that generates seismic waves. Earthquakes are caused mostly by rupture of geological faults, but also by volcanic activity, landslides, mine blasts, and nuclear experiments. An earthquake's point of initial rupture is called its focus or hypocenter. The term epicenter refers to the point at ground level directly above the hypocenter.

8. What does earthquake cause?
 - a. It is caused mostly by thunder
 - b. It is caused mostly by rupture of geological faults
 - c. It is caused mostly by human activity
 - d. It is caused mostly by unbalancing of the nature
9. What is the text talks about?
 - a. Earth
 - b. Earthquake
 - c. Tsunami
 - d. Flood
10. Earthquakes are caused mostly by... **except**
 - a. Volcanic activity
 - b. Mine blasts
 - c. Storm
 - d. Landslides

Pre Test

The Question Items

No.	Question Items	Categories
1.	1	Skimming
2.	2	Intensive
3.	3	Intensive
4.	4	Scanning
5.	5	Scanning
6.	6	Intensive
7.	7	Scanning
8.	8	Skimming
9.	9	Scanning
10.	10	Skimming

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Post Test

The Question Items

No.	Question Items	Categories
1.	1	Skimming
2.	2	Intensive
3.	3	Skimming
4.	4	Intensive
5.	5	Intensive
6.	6	Scanning
7.	7	Scanning
8.	8	Scanning
9.	9	Skimming
10.	10	Scanning

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LEMBAR VALIDASI PAKAR
TENTANG KEVALIDATAN DAN KEPRAKTISAN BAHAN AJAR
BERUPA RPP

Petunjuk: Berilah tanda (✓) pada kolom dibawah ini sesuai dengan butir-butir pernyataan. Lembar validasi ini bertujuan untuk mengetahui validasi RPP Penelitian.

NO	ASPEK	KOMPONEN/INDIKATOR	SKOR			
			1	2	3	4
1.	Isi (content)	A. Meliputi satuan pendidikan, kelas, semester, program, mata pelajaran dan alokasi waktu.				✓
		B. Kompetensi isi sesuai dengan yang telah ditetapkan.				✓
		C. Kompetensi dasar sesuai dengan standar kompetensi.				✓
		D. Indikator sesuai dengan kompetensi dasar.			✓	
		E. Tujuan pembelajaran sesuai dengan indikator pembelajaran.			✓	
		F. Materi pembelajaran yang disampaikan relevan.			✓	
		G. Menggunakan pendekatan metode pembelajaran yang sesuai.			✓	
		H. Menggunakan alat dan bahan, media berupa sumber belajar yang sesuai.			✓	
		I. Kegiatan pembelajaran terdiri atas pendahuluan, kegiatan inti 5 M (mengamati, menanya, mengumpulkan data, mengasosiasi dan			✓	

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		mengkomunikasikan) dan menutup.					
		J. Kegiatan inti sesuai dengan penerapan pembelajaran kontekstual.				✓	
		K. Menggunakan penilaian yang sesuai yaitu aktivitas siswa, beserta ranah, sikap dan keterampilan.				✓	
		A. Identikasi RPP jelas				✓	
		B. Komponen RPP sesuai dengan K13				✓	
		C. Setiap komponen diuraikan dengan jelas				✓	
2.	Struktur dan Navigasi (construct)	D. Setiap komponen terurut dan terstruktur				✓	
		E. Langkah-langkah pembelajaran diurutkan secara sistematis				✓	
		F. Uraian kegiatan setiap pertemuan jelas				✓	
		G. Format penulisan sesuai dengan kaidah				✓	
		A. Bahasa yang digunakan sesuai dengan EYD				✓	
3.	Teks bahasa	B. Menggunakan bahasa sederhana dan mudah dimengerti				✓	
		C. Rumusan kalimat tidak menimbulkan penafsiran ganda atau salah penafsiran				✓	
4.	Sumber belajar	A. Penentuan sumber belajar didasarkan pada standar kompetensi, kompetensi dasar, materi ajar, kegiatan pembelajaran dan indikator pencapaian kompetensi.				✓	

Keterangan:

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Skor 4 : Sangat Setuju

Skor 3 : Setuju

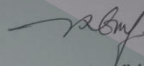
Skor 2 : Kurang Setuju

Skor 1 : Tidak Setuju

Saran:

Cendana Putih,

Validator



Robin Amrullah, S.Pd.

IAIN PALOPO

**LEMBAR VALIDASI PAKAR
TENTANG KEVALIDATAN SOAL PRE-TEST DAN POST-TEST**

Petunjuk: Berilah tanda (✓) pada kolom dibawah ini sesuai dengan butir-butir pernyataan. Lembar validasi ini bertujuan untuk mengetahui validasi soal pre-test dan post-test penelitian.

NO	ASPEK	INDIKATOR	SKOR			
			1	2	3	4
1.	Validitas isi	A. Sesuai dengan kompetensi dasar			✓	
		B. Sesuai dengan indikator pembelajaran			✓	
		C. Sesuai dengan kurikulum K13			✓	
		D. Sesuai dengan sumber belajar			✓	
		E. Kebenaran konsep dari materi telah sesuai			✓	
		F. Sesuai dengan alokasi waktu			✓	
		G. Materi yang diujikan relevan			✓	
		H. Memuat jenjang kognitif			✓	
		I. Tingkat kesukaran bervariasi			✓	
2.	Validitas muka	A. Kebahasaan susunan kalimat			✓	
		B. Font huruf berukuran normal			✓	
		C. Kejelasan tanda baca			✓	
		D. Kalimat tidak menimbulkan tafsiran lain			✓	
		E. Kalimat soal mudah dipahami			✓	
		F. Menggunakan jenis huruf yang normal			✓	
		G. Kesesuaian menggunakan kata yang di			✓	

		<i><u>bold/italic/underline/normal</u></i>				
		H. Kejelasan petunjuk cara mengerjakan atau menjawab butir-butir soal			✓	
		A. Kalimat yang digunakan tidak menyinggung hati seseorang			✓	
		B. Sesuai dengan perkembangan siswa			✓	
		C. Sesuai dengan situasi nyata			✓	
3.	Validitas konstruk	D. Mencakup berbagai macam materi yang luas dan bersifat komprehensif			✓	
		E. Ada keterkaitan antar konsep			✓	
		F. Memberikan penguatan			✓	
		G. Memiliki lebih dari satu cara penyelesaian			✓	
		H. Melibatkan logika dan penalaran			✓	

Keterangan:

Skor 4 : Sangat Setuju

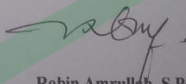
Skor 3 : Setuju

Skor 2 : Kurang Setuju

Skor 1 : Tidak Setuju

Saran

Cendana Putih,
Validator


Robin Amrullah, S.Pd.



INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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SURAT KETERANGAN

No. 693/In.19/FTIK/PBI/PP.00.9/10/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Widya Kartika Putri
NIM : 17 0202 0097
Semester : IX (Sembilan)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 24 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 27 Oktober 2021

Mengetahui,
Ketua Prodi,

Admin Turnitin PBI,

Amalia Yahya, S.E., M.Hum.
NIP 197710132005012006

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001

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