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APPENDIXES

APPENDIX I**SILABUS**

School : MA Nurul Jadid
Subjects : English
Class / Semester : XII/1 (one)
Academic Year : 2021/2022

Core Competencies:

KI 1 : Appreciate and practice the teachings of their religion

KI 2 : Demonstrate honest, disciplined, responsible, caring behavior (mutual cooperation, cooperation, tolerance, peace), polite, procedural and proactive, as part of the solution to various problems in interacting effectively with the rock and natural environment as well as in placing oneself as a reflection of the nation in the association of the world

KI 3 : Understand, apply, and analyze procedural, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, state, and civilization related to the causes of phenomena and events, and apply procedural knowledge in specific fields of study according to their talents and interests to solve problems

KI 4 : Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what they learn in school independently, acting effectively and creatively, and being able to use methods according to scientific rules

| Kompetensi Dasar | Materi Pembelajaran | Indikator | Kegiatan Pembelajaran | Nilai Karakter | Alokasi Waktu | Sumber Belajar | Penilaian |
|--|------------------------------|--|--|---|---------------|-----------------------------------|--------------------------------------|
| Why Don't You Visit Seattle? | | | | | | | |
| 3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan | Why Don't You Visit Seattle? | 3.5.1 Mengidentifikasi struktur teks pada teks untuk menyatakan dan menanyakan tentang diikuti oleh perintah/saran, sesuai | • Menyimak dan menirukan beberapa contoh interaksi pengandaian diikuti oleh perintah/saran, yang diperagakan | ➤ Religius ➤ Mandiri ➤ Gotong royong ➤ Kejujuran | 6 JP | • Buku Pegan gan Guru mata Pelaja | • Lisan • Tertulis • Penugasan |

| Kompetensi Dasar | Materi Pembelajaran | Indikator | Kegiatan Pembelajaran | Nilai Karakter | Alokasi Waktu | Sumber Belajar | Penilaian |
|--|---------------------|---|--|--|---------------|---|---|
| <p>tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan if dengan imperative, can, should).</p> <p>4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> | | <p>3.5.2 dengan konteks penggunaannya Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan if dengan imperative, can, should)</p> <p>3.5.3 Menemukan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya</p> <p>4.5.1 Melakukan percakapan tertulis untuk</p> | <p>dengan ucapan dan tekanan kata yang benar.</p> <ul style="list-style-type: none"> • Mengidentifikasi ungkapan pengandaian dengan saran dari contoh-contoh yang ada, dilihat dari isi dan cara pengungkapannya. • Bertanya dan mempertanyakan terkait fungsi sosial/struktur teks/unsur kebahasaan yang digunakan dalam interaksi yang dipelajari. • Mencoba secara mandiri secara lisan dan tertulis melakukan tindakan komunikatif terkait pengandaian. • Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan terkait dengan pengandaian sesuai dengan konteks penggunaannya. | <p>➤ Kerjakeras ➤ Percaya diri ➤ Kerjama</p> | | <p>ran Bahasa Inggris Kelas XII Revisi 2018</p> <p>• Buku Pegan gan Siswa mata Pelajaran Bahasa Inggris Kelas XII Revisi 2018</p> | <ul style="list-style-type: none"> • Portofolio • Praktik |

| Kompetensi Dasar | Materi Pembelajaran | Indikator | Kegiatan Pembelajaran | Nilai Karakter | Alokasi Waktu | Sumber Belajar | Penilaian |
|--|--------------------------|--|---|--|---------------|---|--|
| | | <p>memaparkan, menanyakan, dan merespon ungkapan menyatakan dan menanyakan tentang keharusan dan responnya.</p> <p>4.5.2 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> | <ul style="list-style-type: none"> • Melakukan tindakan memberi dan meminta informasi terkait pengandaian • Melakukan refleksi tentang proses dan hasil belajarnya. | | | | |
| Creating Captions | | | | | | | |
| 3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk teks caption, dengan memberi dan meminta | Creating Captions | 3.3.1 Menjelaskan fungsi social beberapa teks khusus dalam bentuk teks caption, dengan memberi dan meminta informasi terkait gambar/ foto/ | <ul style="list-style-type: none"> • Mencermati beberapa caption beserta fotonya dari koran • Menyimak dan menirukan guru membacakan semua caption, dan ucapan dan | <ul style="list-style-type: none"> ➤ Religius ➤ Mandiri ➤ Gotong royong ➤ Kejujuran ➤ Kerjake ran | 4 JP | <ul style="list-style-type: none"> • Buku Pegan gan Guru mata Pelajar an | <ul style="list-style-type: none"> • Lisan • Tertulis • Penugasan • Portofolio |

| Kompetensi Dasar | Materi Pembelajaran | Indikator | Kegiatan Pembelajaran | Nilai Karakter | Alokasi Waktu | Sumber Belajar | Penilaian |
|--|---------------------|---|--|---|---------------|---|---|
| <p>informasi terkait gambar/foto/tabel/grafik/bagan, sesuai dengan konteks penggunaannya</p> <p>4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk caption terkait gambar/ foto/ tabel/ grafik/ bagan.</p> <p>4.3.2 Menyusun teks khusus dalam bentuk teks caption terkait gambar/ foto/ tabel/ grafik/ bagan, dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> | | <p>3.3.2 tabel/ grafik/ bagan, sesuai dengan konteks penggunaannya Mengidentifikasi struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk teks caption, dengan memberi dan meminta informasi terkait gambar/foto/tabel/grafik/bagan, sesuai dengan konteks penggunaannya</p> <p>3.3.3 Menjelaskan unsur kebahasaan beberapa teks khusus dalam bentuk teks caption, dengan memberi dan meminta informasi terkait gambar/foto/tabel/grafik/bagan, sesuai dengan konteks penggunaannya</p> <p>4.3.1.1 Menyajikan makna secara kontekstual terkait fungsi sosial,</p> | <p>tekanan kata yang benar.</p> <ul style="list-style-type: none"> • Mencermati satu tabel yang menganalisis unsur-unsur caption, bertanya jawab, dan kemudian menerapkannya untuk menganalisis beberapa caption lainnya • Mengumpulkan beberapa caption dari koran beserta gambar/foto/tabel/grafik/bagan. Dalam kerja kelompok: saling membacakan, menganalisis dengan tabel • Membuat caption untuk beberapa foto pribadi: Menggunakan tabel yang sama, merancang untuk membuat caption foto-foto tersebut • Menempelkan di dinding kelas untuk dibaca temannya | <p>ras</p> <ul style="list-style-type: none"> ➤ Percaya diri ➤ Kerjasa ma | | <p>Bahasa Inggris Kelas XII Revisi 2018</p> <p>• Buku Pegan gan Siswa mata Pelajaran Bahasa Inggris Kelas XII Revisi 2018</p> | <ul style="list-style-type: none"> • Praktik |

| Kompetensi Dasar | Materi Pembelajaran | Indikator | Kegiatan Pembelajaran | Nilai Karakter | Alokasi Waktu | Sumber Belajar | Penilaian |
|------------------|---------------------|--|---|----------------|---------------|----------------|-----------|
| | | <p>struktur teks, dan unsur kebahasaan teks khusus dalam bentuk caption terkait gambar/foto/tabel/grafik/bagan</p> <p>4.3.2.1 Membuat teks khusus dalam bentuk teks caption terkait gambar/foto/tabel/grafik/bagan, dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> <p>4.3.2.2 Mempresentasikan teks khusus dalam bentuk teks caption terkait gambar/foto/tabel/grafik/ bagan, dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> | <ul style="list-style-type: none"> • Membahas captionnya dengan teman dan guru yang datang membaca • Melakukan refleksi tentang proses dan hasil belajarnya | | | | |

APPENDIX II

LESSON PLAN

| | |
|------------------|-------------------------------|
| School | : MA Nurul Jadid |
| Subjects | : English |
| Class / Semester | : XII/1 (one) |
| Academic Year | : 2021/2022 |
| Main Subject | : Reading Comprehension |
| Material | : Why don't you visit seattle |
| Time Allocation | : 3 x 50 Minutes |

A. STANDARD OF COMPETENCIES

Understand, apply, analyze and evaluate factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, statehood, and related civilizations causes of phenomena and events, and applying knowledge procedural in a specific field of study according to their talents and interests to solve problems.

B. BASIC COMPETENCY

3.5 Apply social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to presuppositions followed by orders/suggestions, according to the context of their use.

C. INDICATOR

- 3.5.1 Identify the structure of the text in the text to state and ask about followed by commands/suggestions, according to the context of its use
- 3.5.2 Analyzing social functions, text structures, and linguistic elements of spoken and written transactional interaction texts involving the act of giving and asking for information related to presuppositions followed by orders/suggestions, according to the context of their use
- 3.5.3 Finding linguistic elements in the text to state and ask about presuppositions if a situation/event/event occurs in the future, according to the context of its use

D. LEARNING METHODS

1. BDA reading technique (pre-reading, whilst-reading, post-reading)

E. MEDIA AND LEARNING SOURCES

1. Media : Whiteboard, marker and fable text.
2. Learning Resources: Revised 2018 Class XII English Teacher Handbook and the 2018 Revised Class XII English Student Handbook written by Utami Widiati, Zuliaty Rohmah, Furaidah and published by the Center for Curriculum and Books, Balitbang, Ministry of Education and Culture.

F. STEP LEARNING

First Meeting

A. Introductory Activity (15')

- The teacher prepares students to start the learning process by open the class with greetings and praying.
- The teacher greets the students such asking student condition and fill attendance list.
- The teacher introduces herself and let students ask about herself.
- The teacher gets to know the students by asking them to introduce themselves in English.
- The teacher informs that today they will conduct a pre-test.

B. Core Activities (30')

- The teacher distributes the pre-test questions.
- The students do the pre-test questions.
- The teacher supervise students in doing pre-test questions.
- The teacher asks students to review and correct their answer before collecting the pre-test.
- The teacher asks student to collect their answer.

C. Closing (5')

- The teacher gives students the opportunity to ask questions.
- The teacher greets and closes the meeting.

Second Meeting**A. Introductory Activity (10')**

- The teacher prepares students to start the learning process by open the class with greetings and praying.
- The teacher greets the students such asking student condition and fill attendance list.
- Reviewing a bit of the previous material.
- Brainstorming by making schema to activate students' prior knowledge (pre-reading).
- Invite students to predict the material that will be learned.
- Inform about learning objectives and materials that will be learned.

B. Core Activities (30')

- The teacher distributes the material to all students.
- The teacher asks students to read the text entitle "Ten Little Cookies"
- The teacher asks one of student to guide her friends to read loudly.
- The teacher asks students to make a group with their seatmate to discuss and guess the meaning of the text.
- The teacher asks the meaning of the text to every group.
- The teacher invites the student to describe setting and events in the text.
- The teacher asks students to retell the text depend on their understanding.
- The teacher asks questions relate to the text to know whether students have comprehended the text or not.

C. Closing (10')

- The teacher gives students the opportunity to ask questions.
- The teacher invites students to review the schema concept in pre-reading and correct it by matching it with the text they have read.
- Teachers and students make conclusions about the material that has been studied.
- The teacher greets and closes the meeting.

Third Meeting**A. Introductory Activity (10')**

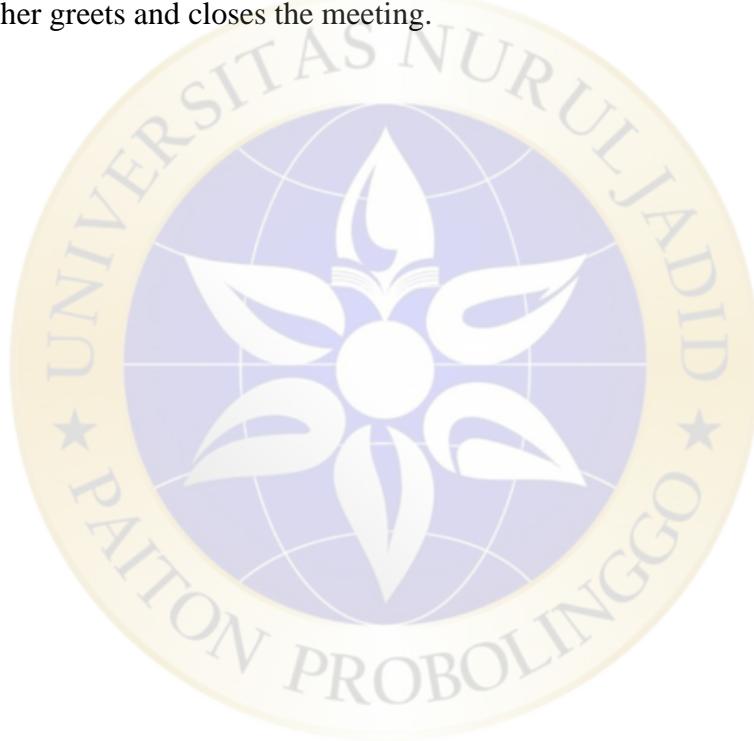
- The teacher prepares students to start the learning process by open the class with greetings and praying.
- The teacher greets the students such asking student condition and fill attendance list.
- Reviewing a bit of the previous material.
- Brainstorming by making schema to activate students' prior knowledge (pre-reading).
- Invite students to predict the material that will be learned.
- Inform about learning objectives and materials that will be learned.

B. Core Activities (30')

- The teacher distributes the material to all students.
- The teacher asks students to read the text entitle “Pretty Fish”
- The teacher asks one of student to guide her friends to read loudly.
- The teacher asks students to make a group with their seatmate to discuss and guess the meaning of the text.
- The teacher asks the meaning of the text to every group.
- The teacher invites the student to describe setting and events in the text.
- The teacher asks students to retell the text depend on their understanding.
- The teacher asks questions relate to the text to know whether students have comprehended the text or not.

C. Closing (10')

- The teacher gives students the opportunity to ask questions.
- The teacher invites students to review the schema concept in pre-reading and correct it by matching it with the text they have read.
- Teachers and students make conclusions about the material that has been studied.
- The teacher greets and closes the meeting.



LESSON PLAN

| | |
|------------------|-------------------------|
| School | : MA Nurul Jadid |
| Subjects | : English |
| Class / Semester | : XII/1 (one) |
| Academic Year | : 2021/2022 |
| Main Subject | : Reading Comprehension |
| Material | : Creating Caption |
| Time Allocation | : 3 x 50 Minutes |

A. STANDARD OF COMPETENCIES

3. Understand, apply, analyze and evaluate factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, statehood, and related civilizations causes of phenomena and events, and applying knowledge procedural in a specific field of study according to their talents and interests to solve problems.
4. Processing, reasoning, presenting, and creating in the concrete and abstract realms related to the development of what they learn in school independently and acting effectively and creatively, and being able to use methods according to scientific rules.

B. BASIC COMPETENCY

- 3.3. Distinguishing social functions, text structure, and linguistic elements of several special texts in the form of caption text, by giving and asking for information related to pictures/photos/tables/graphs/charts, according to the context of their use.
- 4.3.1 Capturing contextual meaning related to social functions, text structures, and linguistic elements of special texts in the form of captions related to pictures/photos/tables/graphs/charts.

C. INDICATOR

- 3.3.1 Explaining the social function of some special texts in the form of caption text, by giving and asking for information related to pictures/photos/tables/graphs/charts, according to the context of their use.
- 3.3.2 Identify the structure of the text, and the linguistic elements of some special texts in the form of caption text, by giving and asking for information related to pictures/photos/tables/graphs/charts, according to the context of their use.
- 3.3.3 Explaining the linguistic elements of some special texts in the form of caption text, by giving and asking for information related to pictures/photos/tables/graphs/charts, according to the context of their use.
- 4.3.1.1 Presenting contextual meaning related to social functions, text structure, and linguistic elements of special texts in the form of captions related to pictures/photos/tables/graphs/charts.

D. LEARNING METHODS

2. BDA reading technique (pre-reading, whilst-reading, post-reading)

E. MEDIA AND LEARNING SOURCES

5. Media : Whiteboard, marker and fable text.
6. Learning Resources: Revised 2018 Class XII English Teacher Handbook and the 2018 Revised Class XII English Student Handbook written by Utami Widiati, Zuliaty Rohmah, Furaidah and published by the Center for Curriculum and Books, Balitbang, Ministry of Education and Culture.

F. STEP LEARNING

Fourth Meeting

A. Introductory Activity (10')

- The teacher prepares students to start the learning process by open the class with greetings and praying.
- The teacher greets the students such asking student condition and fill attendance list.
- Reviewing a bit of the previous material.
- Brainstorming by making schema to activate students' prior knowledge (pre-reading).
- Invite students to predict the material that will be learned.
- Inform about learning objectives and materials that will be learned.

B. Core Activities (30')

- The teacher distributes the material to all students.
- The teacher asks students to pay attention to the images and read the notice text.
- The teacher asks one of student to guide her friends to read loudly.
- The teacher asks students to make a group with their seatmate to discuss and guess the images and the meaning of the text.
- The teacher asks the meaning of the text to every group.
- The teacher invites the student to describe setting and events in the text.
- The teacher asks students to retell the text depend on their understanding.
- The teacher asks questions relate to the text to know whether students have comprehended the text or not.

C. Closing (10')

- The teacher gives students the opportunity to ask questions.
- The teacher invites students to review the schema concept in pre-reading and correct it by matching it with the text they have read.
- Teachers and students make conclusions about the material that has been studied.
- The teacher greets and closes the meeting.

Fifth Meeting

A. Introductory Activity (10')

- The teacher prepares students to start the learning process by open the class with greetings and praying.
- The teacher greets the students such asking student condition and fill attendance list.
- Reviewing a bit of the previous material.
- Brainstorming by making schema to activate students' prior knowledge (pre-reading).
- Invite students to predict the material that will be learned.
- Inform about learning objectives and materials that will be learned.

B. Core Activities (30')

- The teacher distributes the material to all students.
- The teacher asks students to pay attention to the images and read the warning text.
- The teacher asks one of student to guide her friends to read loudly.
- The teacher asks students to make a group with their seatmate to discuss and guess the images and the meaning of the text.
- The teacher asks the meaning of the text to every group.
- The teacher invites the student to describe setting and events in the text.
- The teacher asks students to retell the text depend on their understanding.
- The teacher asks questions relate to the text to know whether students have comprehended the text or not.

C. Closing (10')

- The teacher gives students the opportunity to ask questions.
- The teacher invites students to review the schema concept in pre-reading and correct it by matching it with the text they have read.
- Teachers and students make conclusions about the material that has been studied.
- The teacher greets and closes the meeting.

Sixth Meeting

A. Introductory Activity (10')

- The teacher prepares students to start the learning process by open the class with greetings and praying.
- The teacher greets the students such asking student condition and fill attendance list.
- Reviewing a bit of the previous material.
- The teacher informs that today they will conduct a post-test.

B. Core Activities (30')

- The teacher distributes the post-test questions.
- The students do the post-test questions.
- The teacher supervise students in doing post-test questions.
- The teacher asks students to review and correct their answer before collecting the post-test.
- The teacher asks student to collect their answer.

C. Closing (10')

- The teacher gives students the opportunity to ask questions.
- The teacher greets and closes the meeting.

APPENDIX III

ITEM ANALYSIS OF PRE-TEST RELIABILITY

| NO | NAME | NUMBER OF ITEM/SCORE | | | | | | | | | | TOTAL SCORES OF EACH STUDENTS | PERCENTAGE | X-Mean | Squared | Decision |
|----|----------------------------|----------------------|---|---|---|---|---|---|---|---|----|-------------------------------|------------|--------|---------|----------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | |
| | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | | |
| 1 | Aldona Novalika Rhomadhona | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 9 | 90 | 28 | 784 | PASS |
| 2 | Nur Aini | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 9 | 90 | 28 | 784 | PASS |
| 3 | Intan Ali Alfiyani | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 9 | 90 | 28 | 784 | PASS |
| 4 | Amilia Damayanti | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 8 | 80 | 18 | 324 | PASS |
| 5 | Arifah Firjani Amalia Hadi | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 8 | 80 | 18 | 324 | PASS |
| 6 | Davina Salsabila | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 8 | 80 | 18 | 324 | PASS |
| 7 | Habibah Khansa Fatimah | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 8 | 80 | 18 | 324 | PASS |
| 8 | Naila Mas'adatus Syarifah | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 8 | 80 | 18 | 324 | PASS |
| 9 | Alfira Aulia | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 7 | 70 | 8 | 64 | FAIL |
| 10 | Bela Nur Maulida | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 7 | 70 | 8 | 64 | FAIL |
| 11 | Dian Nuriska Cahyanti | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 7 | 70 | 8 | 64 | FAIL |
| 12 | Dila Safitri | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 7 | 70 | 8 | 64 | FAIL |
| 13 | Dwi Riskiawati | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 7 | 70 | 8 | 64 | FAIL |
| 14 | Fahirotul Jennah | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 7 | 70 | 8 | 64 | FAIL |
| 15 | Fikara | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 7 | 70 | 8 | 64 | FAIL |
| 16 | Imroathul Jamila | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 7 | 70 | 8 | 64 | FAIL |
| 17 | Kamaliatul Akmala | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 7 | 70 | 8 | 64 | FAIL |
| 18 | Savika Dwi Risqi Ilahi | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 7 | 70 | 8 | 64 | FAIL |
| 19 | Athifah Khairun Nisa | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 6 | 60 | -2 | 4 | FAIL |
| 20 | Della Indrian Maharani | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 6 | 60 | -2 | 4 | FAIL |

| | | | | | | | | | | | | | | | | |
|--------------|------------------------------|----|----|----|----|----|----|----|----|----|----|----|------|-----|-------|------|
| 21 | Indah Karisma | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 6 | 60 | -2 | 4 | FAIL |
| 22 | Nafisatur Rosyidah | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 6 | 60 | -2 | 4 | FAIL | |
| 23 | Dina Khanifah Rahmatiningsih | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 6 | 60 | -2 | 4 | FAIL |
| 24 | Fadilah Lutfi | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 5 | 50 | -12 | 144 | FAIL | |
| 25 | Ihdha Mar'atun Nafilah | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 5 | 50 | -12 | 144 | FAIL | |
| 26 | Intan Nadani | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 5 | 50 | -12 | 144 | FAIL |
| 27 | Nadiyah Rani Aprilia | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 5 | 50 | -12 | 144 | FAIL |
| 28 | Jannatul Firdausi Nuzula | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 5 | 50 | -12 | 144 | FAIL |
| 29 | Lailatur Roihan | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 4 | 40 | -22 | 484 | FAIL |
| 30 | Nuris Syifak | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 4 | 40 | -22 | 484 | FAIL |
| 31 | Sitti Shafiyatir Rohmah | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 4 | 40 | -22 | 484 | FAIL |
| 32 | Wardatul Karomah | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 4 | 40 | -22 | 484 | FAIL |
| 33 | Nur Faizatuzzuhro | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 3 | 30 | -32 | 1024 | FAIL |
| 34 | Rika Agustina | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 30 | -32 | 1024 | FAIL |
| 35 | Saidatul Mufanafisa | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 3 | 30 | -32 | 1024 | FAIL |
| Total | | 27 | 21 | 23 | 20 | 16 | 27 | 27 | 26 | 19 | 11 | | 2170 | 0 | 10360 | |

Mean = 62

Variance = 296

Standard Deviation = 17,2

KR 20 = 1,02

APPENDIX IV**DISCRIMINATION INDEX****UPPER LEVEL**

| Rank/Items | | | | | | | | | | |
|-------------------|----------------------------|----|----|----|----|---|----|----|----|---|
| 1 | Aldona Novalika Rhomadhona | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 |
| 2 | Nur Aini | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 |
| 3 | Intan Ali Alfiyani | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| 4 | Amilia Damayanti | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 |
| 5 | Arifah Firjani Amalia Hadi | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 |
| 6 | Davina Salsabila | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 |
| 7 | Habibah Khansa Fatimah | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 |
| 8 | Naila Mas'adatus Syarifah | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 |
| 9 | Alfira Aulia | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 |
| 10 | Bela Nur Maulida | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 |
| 11 | Dian Nuriska Cahyanti | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 |
| 12 | Dila Safitri | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 |
| Sum of scores | | 11 | 10 | 11 | 10 | 7 | 10 | 11 | 11 | 9 |
| | | | | | | | | | | |

UNDER LEVEL

| Rank/Items | | | | | | | | | | |
|-------------------|--------------------------|---|---|---|---|---|---|---|---|---|
| 24 | Fadilah Lutfi | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 |
| 25 | Ihdha Mar'atun Nafilah | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| 26 | Intan Nadani | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 |
| 27 | Nadiyah Rani Aprilia | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 |
| 28 | Jannatul Firdausi Nuzula | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 |
| 29 | Lailatur Roihan | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 |
| 30 | Nuris Syifak | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 |

| | | | | | | | | | | | |
|----------------------|-------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----------|
| 31 | Sitti Shafiyatir Rohmah | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 |
| 32 | Wardatul Karomah | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 |
| 33 | Nur Faizatuzzuhro | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| 34 | Rika Agustina | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| 35 | Saidatul Mufanafisa | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 |
| Sum of scores | | 9 | 3 | 3 | 2 | 3 | 8 | 9 | 7 | 4 | 2 |
| Discrimination Index | | 0,2 | 0,6 | 0,7 | 0,7 | 0,3 | 0,2 | 0,2 | 0,3 | 0,4 | 0,3 |
| Upper Group. (p) | | 0,6 | 0,8 | 0,8 | 0,8 | 0,7 | 0,6 | 0,6 | 0,6 | 0,7 | 0,7 |
| Lower Group. (q) | | 0,5 | 0,2 | 0,2 | 0,2 | 0,3 | 0,4 | 0,5 | 0,4 | 0,3 | 0,3 |
| Sigma pq | | 0,2 | 0,2 | 0,2 | 0,1 | 0,2 | 0,2 | 0,2 | 0,2 | 0,2 | 2,0914383 |

APPENDIX V

OBSERVATION CHECKLIST

| NO. | STATEMENT | MEETING | | | | | |
|-----|--|---------|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. | Preparing the material | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2. | Control the classroom condition | x | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3. | Using time effectively | ✓ | x | ✓ | ✓ | ✓ | ✓ |
| 4. | Create a pleasant atmosphere in the classroom | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5. | Using learning media well | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 6. | Using understandable language when teaching | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 7. | Students pay attention to the researcher's explanation | x | x | ✓ | ✓ | ✓ | ✓ |
| 8. | Students can catch the material | x | x | ✓ | ✓ | ✓ | ✓ |
| 9. | Students are active in the learning | x | x | ✓ | ✓ | ✓ | ✓ |
| 10. | No students sleep in the class | x | x | ✓ | ✓ | ✓ | ✓ |
| 11. | Asking student's difficulties | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 12. | Giving opportunity for students to ask | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 13. | Conducting evaluation after explaining the material | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 14. | Students answer the question correctly | x | x | ✓ | ✓ | ✓ | ✓ |

APPENDIX VI

INSTRUMENT OF PRE-TEST AND POST-TEST

Please answer the following questions correctly.

The following text is for question 1 to 3.

Luca's grandpa lives on a farm. His grandpa has a big garden, and many animals. When Luca was little, he was afraid of the chickens. When he helped his grandpa feed the chickens, the chickens chased him, crying, "Cluck, cluck, cluck!" But his grandpa showed him how to shoo the chickens away with his hand, saying, "Shoo chicks, shoo chicks!" Luca still doesn't like the chickens much, but he isn't afraid of them now. He feels very grown up.

1. What is this whole story mostly about?
 - a. Grandpa's garden
 - b. Luca's grandpa
 - c. Luca and the chickens
 - d. Luca's favorite animal
2. Which of these is a small piece of information from the story that makes the story more interesting?
 - a. Luca drew a picture of the farm.
 - b. Luca doesn't like the chickens
 - c. Luca helped pick the vegetables.
 - d. The chickens said "Cluck, cluck, cluck!"
3. Where does the story take place?
 - a. In the kitchen
 - b. In the garden
 - c. In the yard
 - d. In the river

The following text is for question 9 to 10.

Alex's grandpa lives in a big city, on the 18th floor of an apartment building. From his grandpa's windows, Alex can see the whole city. Alex used to be afraid to look out the windows, because they were up so high. But his grandpa would sit with Alex, and point out all the interesting things in the city. Now, Alex likes to look out his grandpa's windows. He can see the library, the train station, and the park. He feels very grown up.

4. What is this whole story mostly about?
 - a. Alex takes a train ride
 - b. Alex rides the elevator
 - c. Alex's grandpa
 - d. Alex and his grandpa's windows
5. Which of these is a small piece of information from the story that makes the story more interesting?
 - a. Grandpa's apartment is on the 18th floor
 - b. The train station is a busy place
 - c. There is an elevator in Alex's grandpa's building
 - d. Alex feels very grown up

NOTICE

**Keep the Room
Clean!**

6. What does the Notice mean?
 - a. Do not throw rubbish in the room
 - b. Do not sleep in the room
 - c. Do not destroy everything in the room
 - d. Do not speak in the room

NOTICE

**Please return all books
when you have finished
using them!**

7. Where can you find the notice below?
 - a. At school
 - b. In library
 - c. In a room
 - d. At college



**Let's Maintain
Hygiene!
Wash hands before and
after eating.**

8. What is the notice about?
 - a. An order to keep clean
 - b. An invitation to clean hands
 - c. An appeal to maintain hygiene
 - d. An appeal to have a clean environment



**Don't touch the wire!
It may cause
electric shock.**

9. What is the caution about?

- a. Telling people to plug in the wire
- b. Forbidding people to touch the wire
- c. Explaining why the wire is dangerous
- d. Telling people how to connect the wire



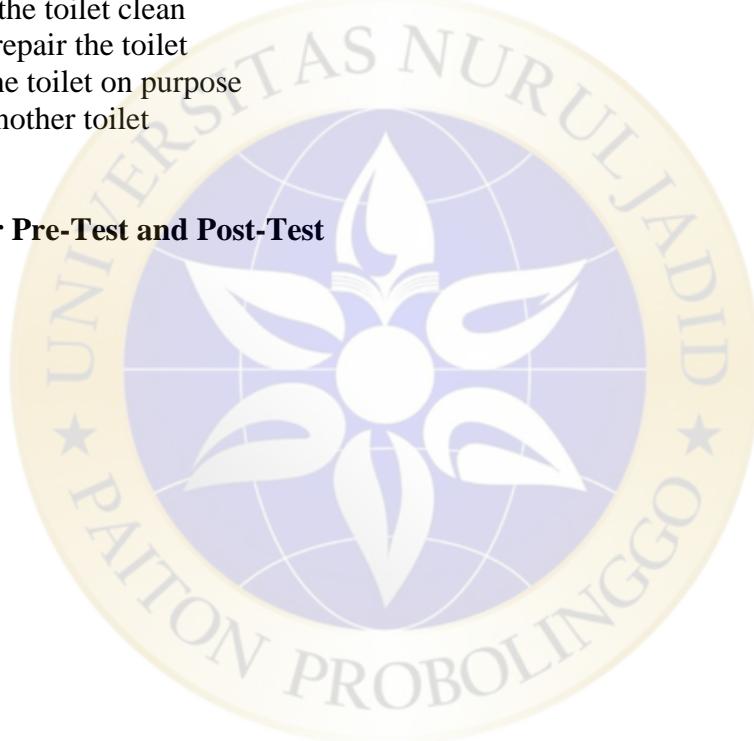
**Don't use this toilet!
It's being repaired.
Thank you.**

10. What should we do after reading the notice?

- a. Keep the toilet clean
- b. Help repair the toilet
- c. Use the toilet on purpose
- d. Use another toilet

Answer Key For Pre-Test and Post-Test

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



APPENDIX VII

Learning Materials

Creating caption

Researchers provide some images media for creating caption learning so that students can easily predict the meaning of notice and caution text.



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Sumber: https://all-free-download.com/icones-gratuites/variety/miscellaneous



SHORT FUNCTIONAL TEXT

NOTICE

BACK TO MATERI

NOTICE

What kind of short functional text are these?



SHORT FUNCTIONAL TEXT

BACK TO MATERI

What kind of short functional text are these?



Narrative Text

Read the passage. Then answer each question.

Ten Little Cookies

Ten little cookies, brown and crisp and fine. Grandma gave Baby one; then there were nine. Nine little cookies on a china plate. Betty took a small one; then there were eight. Eight little cookies, nice and round and even. The butcher boy ate one; then there were seven. Seven little cookies, much liked by chicks. The old hen ate one, then there were six. Six little cookies, when grandma went to drive. Betty had another one; then there were five. Five little cookies, placed too near the door. The little doggie ate one; then there were four. Four little cookies, brown as brown could be. Grandma took one for herself, then there were three. Three little cookies. When grandpa said, “I too, would like a very little one”; then there were two. Two little cookies fast did Betty run to give one to her mamma; then there was one. One little cookie and now our story is done. Baby Jane ate the last; then there was none.

Questions:

11. How many cookies were left after the butcher boy ate one?
12. Who ate the cookie placed near the door?
13. What kind of cookie did Grandpa eat?
14. How many cookies did Betty eat in all?

Answers:

1. How many cookies were left after the butcher boy ate one?
There were seven cookies left after the butcher boy ate one.
2. Who ate the cookie placed near the door?
The little doggie ate the cookie placed near the door.
3. What kind of cookie did Grandpa eat?
Grandpa ate a little cookie.
4. How many cookies did Betty eat in all?
Betty ate one cookie.

Read the short story. Then answer each question.

Pretty Fish

“Look, mom! See what a pretty fish! It is a little trout,” said John to his mother. John’s mother asked, “Where did you get it, John?” “Frank caught it in the brook. I went to the brook to splash in the water and I saw this little fish. Then I told Frank about the fish, and he ran to get his fishing rod. He put the rod into the water and caught the fish, and I put it into this bucket.” “Well, what will you do with it?” asked John’s mother. “I will keep it, mom,” replied John. “But, my boy, it will not live in that bucket. You should put it back into the brook,” replied his mother. John frowned. “I wish I could keep it. It is so pretty! May I put it into the pond?” “No, John,” said his Mom. “You must put it into the brook. A trout will not live in the warm pond. The trout needs to go back to its home: the clear, cold brook.”

Questions:

1. What kind of fish did John find?
2. How did Frank catch the fish?
3. Why can't the fish live in the pond?
4. What do you think will happen next in the story?

Answers:

1. What kind of fish did John find?
John found a trout.
2. How did Frank catch the fish?
Frank caught the fish with a fishing rod.
3. Why can't the fish live in the pond?
The water is much too warm for the trout in the pond.
4. What do you think will happen next in the story?
John will put the trout back in the brook.



APPENDIXE VIII

The Picture of Learning Activity

