# THE EFFECT OF USING THE T2S APPLICATION TO IMPROVE STUDENTS' READING SKILL AT THE EIGHTH GRADE SMPN 1 BAEBUNTA SELATAN

A Thesis

Submitted to the English Language Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo in Partial Fulfillment of the Requirement for S.Pd. Degree in English Education

IAIN PALOPO

Composed by:

AYU ANDIRA

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
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2022**

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Ayu Andira
Reg. Number 18 0202 0138

THESIS APPROVAL

This thesis entitled **"The Effect of Using T2S Application to Improve Students' Reading Skills at the Eight Grade SMPN 1 Baebunta Selatan"**, which was written by **Ayu Andira**, Reg. Number 18 0202 0138, a student of the English Language Education Study Program Tarbiyah and Teacher Training Faculty State Institute of Palopo, has been examined and defended in the **Munaqasyah** session which was carried out on November 17th, 2022. Coincided with Rabiul Akhir, 22nd 1444 H, it is authorized and acceptable as fulfillment for an undergraduate degree in English Language Education Study Program.

Palopo, November 21st 2022

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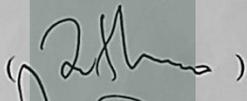
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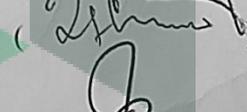
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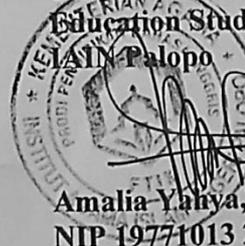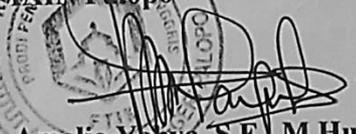
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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

"In the name of Allah, the most gracious and most merciful."

السَّلاَمُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُبِسْمِ اللهِ الْحَمْدُ للهِ وَالصَّلاَةُ وَالسَّلاَمُ

عَلىَ رَسُولِ اللهِ، لَا حَوْلَ وَ لَا قُوَّةَ اِلَّا بِاللهِ وَ بَعْدُ

"All Praise to Allah SWT, His blessings and greetings may receive the mercy of the great Prophet Muhammad S.A.W."

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The researcher hopes this thesis can give some value to the English education research program students and readers, especially in teaching-learning. The researcher admits this thesis is not perfect, so the researcher accepts readers' suggestions to improve it. The researcher hopes this thesis was helpful and positively contributed to the readers and others.

Palopo, 13th September 2022
The researcher,

Ayu Andira
Reg No. 18 0202 0138

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ABSTRACT

Ayu Andira, 2022. *"The Effect of Using T2S Application to Improve Student Reading Skill at the Eight Grade SMPN 1 Baebunta Selatan."* Thesis English Research Program Educational Department in the State Islamic Institute Palopo Supervised by Masruddin and Rusdiansyah.

This thesis aims to determine the effect of the T2S application on improving students reading skills in the Eight-grade SMPN 1 Baebunta Selatan. This study relied on Experimental Research. As a research approach, it uses a pre-experimental design. The data were collected by giving pre-test and post-test, formulated in a reading test to answer several questions. The pre-test and post-test data were initially tabulated and examined in percentages. The population of this research was students in the eighth grade of SMPN 1 Baebunta Selatan, with a total number of 87. Sampling was taken by purposive sampling consisting of 15 students. SPSS 23 was used to conduct the analysis. The results of the data analysis showed that the calculated t_{count} is 8.503) with the df (degree of freedom)= 14. Next, the t_{table} is (2.131) with the df (degree of freedom) = 14, and the standard of significance = 5%. The facts imply that t_{count} is greater than t_{table} ($t_o > t_t$). It can conclude that. The T2S Application effectively improves students' reading skills at SMPN 1 Baebunta Selatan.

Keywords: English Teaching, T2S Application, Reading Skill
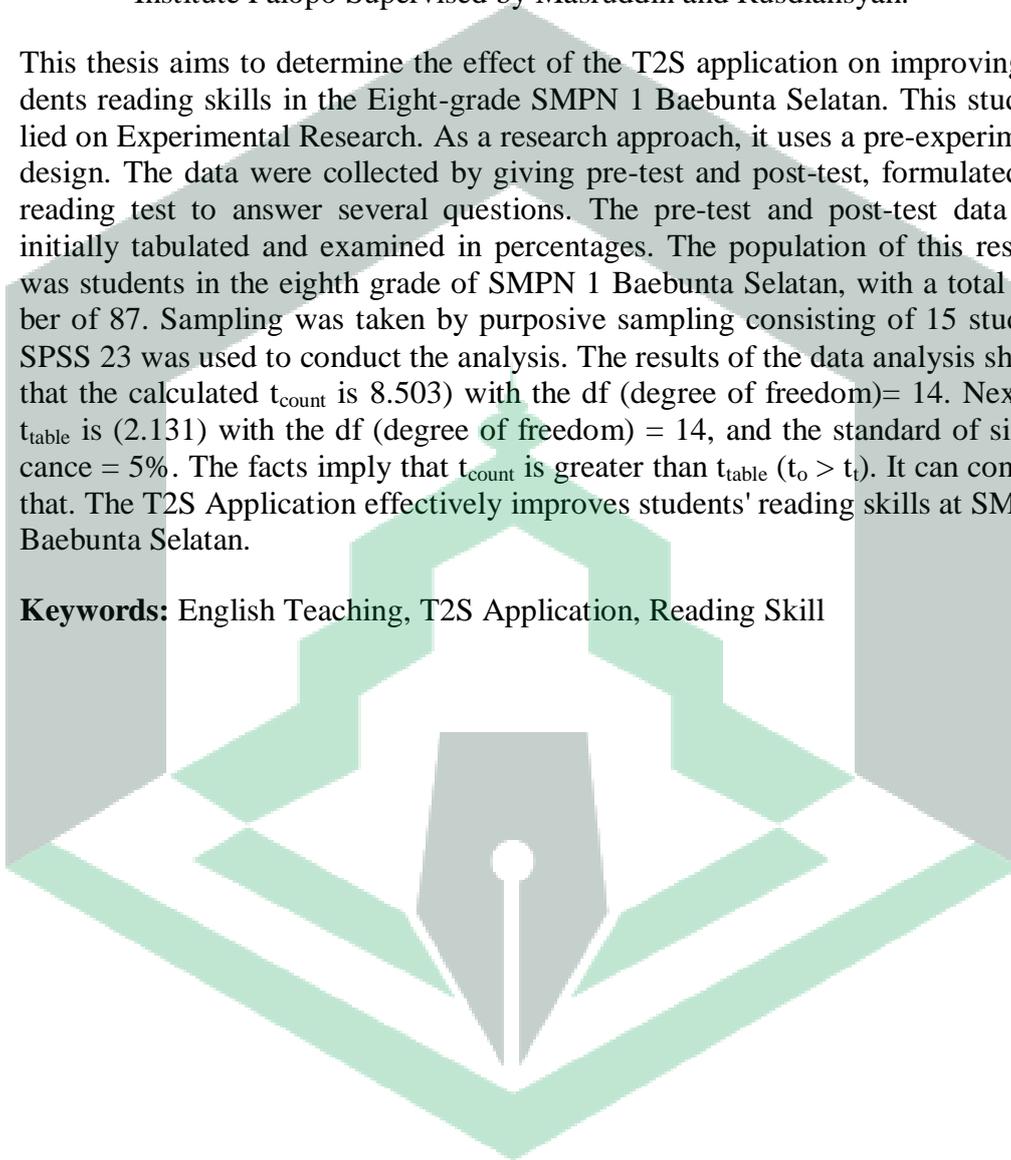
CHAPTER I

INTRODUCTION

A. Background

A language is a unique tool everyone uses in their routines in conveying data and communicating with others. Language cannot be separated this situation from culture because each country's language is different, so the behavior of meeting speakers of dialects is different. The ability to convey from a total perspective is the ability to speak, especially the ability to understand and convey spoken or written texts that are recognized in four language skills: writing, speaking, reading, and listening. These four abilities are used to react or talk in public activities.[1]

Reading is one of the language experts that should dominate in English learning, close to speaking, writing and listening abilities. In reading, the researcher should comprehend the importance of the test they read. Adjacent to that, reading is also significant for the understudies because by reading books, the understudies can discover the data and get information. Reading is about understanding written text, a complex activity involving perceptions and thought.[2] Reading is tied in with understanding composing texts. It's an intricate action that includes both insight and thought.[3] Moreover, David Nunan states that reading is typically considered a singular action where the reader communicates with the text discon-

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[1]Setyawati, N, "Improving Confidence And English Language Speaking Skills Using Role Play Technique With Talk Show For 8th Grade Students; A Case Research Smp N 1 Karanggeneng Lamongan", *Edulitics, Education, Literature, And Linguistics,* 4 (1), (2019): p 38-45, http://e-jurnal.unisda.ac.id/index.php/edulitic/article/view/1529.

[2] Elizath S. Pang, Et.al, "Teaching Reading", (Chicago: 2003), p. 6.

[3]David Nunan, "*Language Teaching Methodology"*, (Sydney: phonex elt, 1995), p. 72.

nection. Reading is expertise, which everybody should need to make due in this world, and knowing how to read in English is an ability that is presently not helpful just for English speakers.[3] English has turned into the most widely used language in the world, and without knowing how to read in English, endurance on the planet was genuinely challenging.[4]

Reading is a window to the world. It is said like that because, by reading, we get a lot of knowledge and information all over the globe on printed pages such as textbooks, newspapers, magazines, novels, or other media. This means we can get the meaning or knowledge we need from the text we read and understand. Therefore, the researcher tries to understand the importance of this research in his book. From the statement above, it could conclude that reading is getting meaning from written text. In learning reading, we must have the skills to understand or identify the contents of the text because reading skills are critical. Reading skill is an activity to get information through the text that is read and understand the ideas related in the written text, which involves the cooperation of several components.[5]

Reading skills are special abilities that make readers read written forms because expressive language is anything registered with independence, understanding, and fluency and interacts with messages mentally. Reading questions builds a foundation for identifying and clarifying meaning and purpose; this affects the reading method. Reading skills must be developed to generate new

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[4] Emohammed Al-Backey and Sathi Veeraghava Reddy, "Developing English Reading Skills amomg the Young Arab (Libyan) Lbearners". I*nternational Journal Of Education and Training*, Vol 12, (2015): p. 25-31,,http://injet.upm.edu.my/.

[5] Tarigan and Henry Guntur, "*Reading as a Language Skil''*, 4 (Bandung: Angkasa, 2009), p. 18-25.

knowledge and skills. Reading texts is essential to teaching and learning, especially in reading class.

Literature social facts based on the results of the National Library of Indonesia survey, entitled results of the research of Indonesian community reading culture in 11 provinces (28 regencies/cities), it is found that most of the respondents (65%) spend their spare time doing other activities than reading. In contrast, another 35% of respondents only did reading activities. The dominant activities other than reading are watching television (as many as 21% of respondents) and playing games or social media through smartphones, tablets, and computers (as many as 21% of respondents). The survey also found that the respondents surveyed generally do reading activities on average only 2 to 4 times a week with less than 2 hours of reading time per day (included in the low category). The low reading activity can also be seen from the average in a week of only completing 0-100 pages of reading. In line with the results of the National Library of Indonesia survey, the group of literate people was into three. One of the groups is those who are technically and functionally literate. They can read and use it to complete assignments and work but have not used these skills as a habit to increase knowledge, entertain, or express themselves through writing. Based on the explanation above, it is exciting to research the influence of students' perceptions of reading gardens and reading interest on reading habits in Elementary School.[6]

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[6]Faisal, M, "The Influence of Students' Perceptions About Reading Gardens and Reading Interest on Reading Habits of Elementary School Students". In The 2nd International Conference of Linguistics and Culture (ICLC-2), *Atlantis Press*, v. 623, (2021): p. 64-70, https://www.atlantis-press.com/article/125967687.pdf.

Based on the researcher's observation at SMPN 1 Baebunta Selatan, students have learned reading, but some of them do not understand the meaning of the stories. Students are less interested and motivated to learn to read because it is difficult to read well, so they lack the confidence to appear in front of their friends to read. Furthermore, there are no intriguing reading learning media. Each web-based learning media might work with learning specific parts of a language, yet not others.[7] Implies that the decision to internet learning media that isn't educated erratically in language learning might be hard for understudies and an exercise in futility. Then again, if you get great learning media, it makes it more straightforward for understudies and works on their capacities.[8]

One way to improve reading skills is the use of learning media needed to facilitate students in learning to read, and the use of media that researchers use is the T2S application. T2S is a learning application that can make students more motivated to read because, using this application, they can repeat the reading to understand the meaning of the story they read. This application makes it easier for students to read English texts because it is equipped with several features. You can use the audio quality to read text and web pages, convert text to audio files, and display a highlight color to mark reading text. It means that even illiterate people use this application. They can read and write directly. Text to Voice is also

    [7] Iva Murfiana , "Observation" (SMPN 1 Baebunta Selatan, 2021).
    [8] Rezaee, A. A and Sharbafshoar, N, *"Investigating The Effect Of Using Multiple Sensory Modes Of Glossing Vocabulary Items In A Reading Text With Multimedia Annotations"*, English Language Teaching, 4 (2011): p. 25-34. https://eric.ed.gov/?id=EJ1080729.

an android application released on 5 June 2016 by HE SOFT. This application is used to read aloud text and web pages and convert text to audio files.[9]

This study aims to determine the effect of using the T2S application as a solution: this is one way to motivate students to understand cheerful texts. This research does not touch on reading comprehension, but by repeating reading the story, they can improve their reading skill. Using the T2S application as a learning medium increases students' reading interest and makes it easier for them to read English texts and understand their meaning. This application makes it easy for students to learn vocabulary because there is a feature in the application to color the words in the text. Students who lack vocabulary data can make them more aware of the many new vocabularies they get from reading textbooks. Applying this learning-to-read application can increase the enthusiasm of students to lbearn and become more creative. It also helps to communicate English well cause they can listen to the pronunciation of the reading text they read and understand. Based on the description above, the researcher is interested in the title "**The Effects of Using T2S application to Improve Students Reading Skill at 8th Grad e SMPN 1 Baebunta Selatan".**

B. Problem Statement

Based on the background of the problem described above, the researcher formulates a research question. Does the use of the T2S application effectively improve students reading skills in learning at 8th Grade SMPN 1 Baebunta Se-latan?

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[9]Vidhiasi, Dhion Meitreya, "The Combination Of "Batu Asimtut" And "T2s: Text To Voice–Read Aloud" Application To Improve Listening Skill". 3 (2019): p. 4-6. https://www.researchgate.net/.

C. The objective of the Research

Related to the formulation of the problem described above, the purpose of this research is to determine whether or not the use of the T2S application improves the reading skill of the 8th Grade SMPN 1 Baebunta Selatan.

D. Significances of the Research

The result of this research is expected to give two advantages. Those are theoretical and practical.

a. Theoretically Advantages

This research is expected to give insight into improving students reading skills for SMPN 1 Baebunta Selatan, especially in 8th Grade.

1. Practically

a) For the teachers

This research is supposed to help teachers get alternative ways to lbearn. The teacher could use interesting reading texts and the T2S application to help students read the correct English text to improve their reading skills.

b) For the students

This research makes students more interested in reading English texts cause there is an application that teaches how to read correctly to increase their confidence when reading in front of an audience and improve their reading skills.

c) For the further research

The research gave a new technique to motivate students to improve their reading skills.

E. Scope of the Research

The scope of this research is the effect of the T2S application on understanding the meaning of the narrative text of the 8th Grade SMPN 1 Baebunta Selatan.

F. Definition of Terms

1. Reading is a process of getting meaning or information from various media. It means we can get the sense or knowledge we need from reading texts.

2. The purpose of the T2S application is to motivate students to read the correct English text so that they can find out the meaning of the story they read
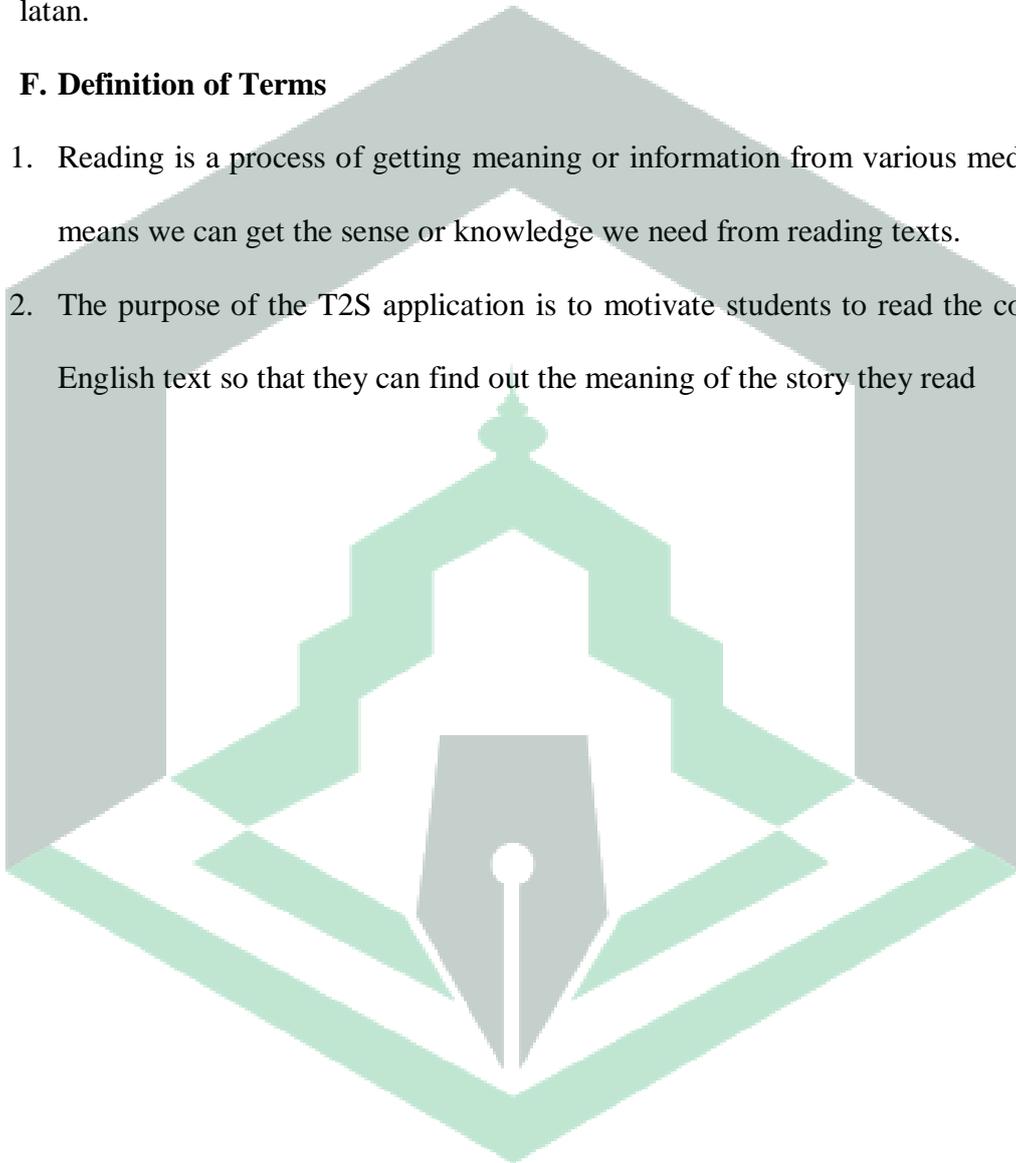
CHAPTER II

REVIEW OR RELATED LITERATURE

A. Previous Research

In this research, the researcher collected several relevant opinions from previous studies regarding the need to use applications and improve students' reading skills. Some of them are:

The first related previous research result by Siti Reski Nanda, entitled "The use of Quiz application in Improving Student's reading comprehension Skill at SMKN 3 Takalar". The research investigated the use of quiz applications in further developing understudies reading appreciation ability. A Pre-test configuration was utilized for just one class of the 10th graders at one school Takalar selected with complete testing as a test. The information was obtained through a pretest and a post-test. The Reading appreciation appraisal covered distinguishing primary thought, recognizing supporting subtleties, recognizing references, getting jargon, and making derivations. Tests are the gathering chosen from the populace for perception in a review. It very well may conclude the understudies' scores on the tween pre-test and post-test had importance unique.[10] The difference tween this research and the previous research is that this research focused on investigating the use of quiz applications in further developing understudies reading appreciation ability.

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[10] Nanda, S. R., Abdul, N. B, and Daddi, H, "The Use Of Quizizz Application In Improving Students' Reading Comprehension Skill At SMKN 3 Takalar", *An Experimental Research*, 1 (2), (2018*)*: p 21-23, https://digilibadmin.unismuh.ac.id/upload/6421-Full_Text.pdf.

The second related research found by Claudia Afriani, entitled "The Application of Inquiry Strategy to Improve Students' Ability in Reading Skill," aims from this research is to find out whether the Inquiry Strategy can improve students' ability in reading skills or not. The population of this research is the eighth grade of SMPN 1 Gorontalo. The researcher used the quantitative method and applied experiment research. The student's scores are still average based on standard competence at school. The formal competence at the school is that the students must understand the meaning of the short and straightforward functional text relevant to daily life.[11] The difference tween this research with the previous study is the researcher found out whether the Inquiry Strategy can improve students' ability in reading skills and focus on correcting pronunciation.

Nova Masluha found the third previous related research, entitled "Research on Edmodo Application to Improve Teaching Reading Skill at the First Grade of SMKN 01 Kamal". The researcher expected how far a student could write, especially in narrative text. The researcher has observed that some under research are exhausted and still have challenges in reading. This exploration is to know the utilization of understudies' understanding expertise and react in under research reading ability in account text. A specialist has utilized the Edmodo application in mixed mastering of the understudies reading ability in account text. This review leads understudies in 10th grade at SMKN 1 Kamal. This decision depends on the reasonable truth that students have had difficulty concentrating in the language

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[11] Ram and Claudia Afryani N. "The Application of Inquiry Strategy to Improve Students' Ability in Reading Skill", *The Experimental Research at Eighth Grade students' of SMPN 1 Gorontalo in Academic ybears 2010/2011*, (2012): p 1-3, http://siat.ung.ac.id/ files/wisuda/2012-1-88203-321407012-bab1-18082012085852.pdf.

from semester one to this semester. The gathering of the information should be relevant to the issue of exploration.[12] The difference between this research with the previous study is that this research is interested in under research in instructing and acquiring reading expertise by utilizing Edmodo in blended learning and the answer for tackling those challenges in achieving understanding expertise.

The fourth related previous research result by Nurwanti, entitled "The Application of Cooperative Learning: Jigsaw Ii Technique In Improving Students' Reading Comprehension of Expository Text." The research was directed to determine whether the utilization of the Jigsaw II strategy further develops the reading understanding fundamentally better compared to the utilization of the conventional method of the 11th-grade understudies of SMA Negeri 8 Takalar. It covered understudies' strict cognizance. The two gatherings were given pre-test and post-test. A pre-test was regulated to treat understudies' bearlier information on their understanding ability. The post-test controlled later treatment to gauge the method's impacts diversely that understudies have a low capacity for English, particularly reading.[13] The difference between this research and the previous study is that this research focused on using the T2S application to improve student reading skills. The previous research focused on applying the Jigsaw II method in learning.

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[12] Masluha, Nova, Moh Arief Wahyudi, and Moh Hafidz. "Research on Edmodo Application to Improve Teaching Reading Skill at the First Grade of SMKN 01 Kamal", *SELL Journal: Scope of English Language Teaching, Linguistics, and Literature*, 6.1 (2021): 64-75, https://doi.org/ 10.31597/ sl.v6i1.593.

[13] Nurwanti, N., Asrifan, A, and Haedar, H, "The Application Of Cooperative Learning: Jigsaw Ii Technique In Improving Students'reading Comprehension Of Expository Text", *Journal of Advanced English Studies*, 2(1), (2019): 31-40, http://sastra.unifa.ac.id/journal/index.php /jes/article/view/52.

Sri Widia Ningsih conducted the previous related research entitled "The Use of Blended Learning Through Google Classroom Application To Improve The Students' Reading Comprehension In Narrative Text." The research aims to determine the effectiveness of using the Blended Learning technique in teaching reading to second-grade students of Man 2 Model Mataram. In this examination, the analyst utilized one gathering pretest-posttest plan of pretrial. In this plan, the pre-test and post-test were given to take the score of the under research's improvement and then instructed by utilizing mixed learning through the Google classroom application. The instructor ought to have fitting media to help the understudies get the material regarding account texts. One media that could utilize is the Google classroom application since using the Google classroom application can save time, keep classes coordinated and further develop a correspondence with under research.[14] The difference between this research and the previous research is that the researcher focuses more on finding the effectiveness of using the blended learning technique in teaching reading and mixed learning through the Google classroom application.

The research result implies that they have the same goal to improve students reading skills, and even though they use different applications but have the same function. The application has the process of making students interested in reading. This research uses a quantitative research method experiment. The interesting thing that distinguishes this research is that it is student-friendly because it

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[14] Sri Widia Ningsih, "The Use Of Blended Learning Through Google Classroom Application To Improve The Students' Reading Comprehension In Narrative Text". *Thesis: University Of Nahdlatul Ulama Jepara*, 4 (2), (2020): p 5-36, http://eprints.unisnu.ac.id/id/eprint/798/1/161320000258-cover.pdf

can be used via mobile phones and could share on social media. Then, the use of this application can also be adjusted to the speed and ability of the user's vision. Then achieve the common goal of improving students' reading skills. Then, the implementation process is carried out by following the existing technology trends.

B. Literature Review

1) Reading

a. Teaching reading

Teaching is the training system to foster new information and get data to the understudies. Teaching and practicing many different reading strategies could be time-consuming and sometimes challenging for the student. Therefore, language teachers are encouraged to try teaching different types of reading strategies that match the needs of students and their level of English proficiency and suit the genres of texts, especially if and when students have difficulty understanding texts, mainly if they use inappropriate strategies in doing so.[15]

The students reading fluency improved significantly. It would help if you chose meaningful stories that connect to real-life situations to keep the students interested in the entire reading process.[16] Teaching strategies could be interpreted as planning activities to achieve specific educational goals. The learning strategy

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[15] Ali, A. M., & Razali, A. B. A Review of Studies on Cognitive and Metacognitive Reading Strategies in Teaching Reading Comprehension for ESL/EFL Lbearners. *Engl ish Language Teaching*, vol: *12*(6), (2019): 94-111. https://eric.ed.gov/?id=EJ1215830.

[16] Omar, A & Saufi, M. Storybook read-aloud to enhance students' comprehension skills in ESL classrooms: A case research. Dinamika Ilmu, 15(1), (2015), 99-113. http://journal.uinsi.ac.id/index.php/dinamika_ilmu/article/view/89.

is an action plan (activity plan), including using methods and utilizing various resources or strengths in learning to achieve specific learning objectives.[17]

The students' reading fluency improved significantly. You should choose meaningful stories that connect to real-life situations to keep the students interested in the entire reading process.

b. Kinds of teaching strategies in teaching reading

1) Active Reading

Active reading is a method used to read a text actively. Actively what is meant here is questioning the content, visualizing the reading and connecting a point with the knowledge already possessed, and evaluating the text that has en read.[18]

2) Speed Reading

The speed reading method is a reading method that prioritizes speed using eye movements and is carried out without a sound, which aims to obtain precise and accurate information in a short time, which is carried out by stages of providing reading text to recognize words quickly.[19]

3) Critical Reading

Critical reading is a way to find an idea or understanding from a library material by not looking at a library material or a sentence as listed but seeing if

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[17]Dirman Qodir, Mohamad Firdaus, *Teaching Strategy (Strategi pemlajaran dan pemilihannya)*,Jakarta,Juni2008.https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Dirman+Qodir%2C+Mohamad+Firdaus%2C+Teaching+Strategy. Accessed on march 23 2022.

[18]Masharipova, F & Mizell, K. Active reading strategies in content-based instruction. *Central Asian Problems of Modern Science and Education*, (1), (2021), p:37-56.

[19] Durukan, E. Impact of speed reading training on reading speeds and comprehension skills of secondary school students. *Kıbrıslı Eğitim Bilimleri Dergisi*, *15*(2), (2020), 184-193. https://www.ceeol.com/sbearch/article-detail?id=966624.

there are other ideas or meanings. The answer to an assignment that asks for your opinion on a task and your opinion on a piece of writing to analyze.[20]

b. Reading Skill

1) Definition reading skill

The brain and eyes are used chiefly during reading. The brain must determine the meaning of the communication after the eyes have received it.[21]

Reading is essential in learning both sides of it: listening, writing, and speaking. Reading is closely related to the ability to articulate written texts and understand their meaning or content. Because the teacher knows ideas through language and the adjustment of his mind, reading is not just spelling words in a sentence. The reader can also understand all the concepts conveyed through the written text. Reading is difficult because readers do not know how to read effectively.

Reading is defined as the act of reading something and the process by which something is understood the Oxford Lbearner's Pocket Dictionary. Reading involves thinking, gleaning information from the text on a subject, and picking up new knowledge. One of the English language abilities that are important to master is reading because a good reader is essential to our success in learning from books.

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[20] Aghajani, M., & Gholamrezapour, E. Critical Thinking Skills, Critical Reading and Foreign Language Reading Anxiety in Iran Context. *International Journal of Instruction*, *12*(3), (2019). 219-238. https://eric.ed.gov/?id=EJ1230093.

[21] Jeremy harmer, "Longman Handbooks for Language Teachers the Practice of English Language Teaching", *New edition Malaysia Longman*, (2000): 190, http://thuvien.thanglong.edu.vn/.

Reading is a way to get information from something that has en written. Reading involves the introduction of symbols that make up a language. Reading and hbearing is the second most common way to get information. Information gleaned from reading can include entertainment, especially when reading fiction or humor.

c. Intensive Skill

A test or passage reading involves intensive reading. When reading, students use it to gain knowledge or perform analysis. Intensive reading is a technique for concentrating on a passage's specifics without speaking. It is often used in settings where students can read without distraction. Intensive reading can also refer to reading because of problems with the subject.[22]

Intensive reading allows a reader to carry out a detailed analysis inside the class, led by the teacher, in which vocabulary and grammar points are studied in a short passage. Intensive reading is reading for the call or total accuracy. It is an activity in a class way of using the task. It deals with detailed content research and linguistic research. The goal of this reading is to read shorter text. The task is done to carry out to get specific information. Intensive reading provided a fundamental difficulty of structure, and for extending knowledge of vocabulary and idioms, it also provided material for developing more significant control of the language of speech and writing.[23]

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[22] Endang Sri Rahayu , "The Use of Tri Focus Steve and Intensive Reading Techniques to Teach Reading Comprhension. *Doctoral dissertation, IAIN SALATIGA,* (2018), vol: 4, p: 35. http://e-repository.perpus.iainsalatiga.ac.id/2166/.
[23] Mart, C. Combining extensive and intensive reading to reinforce language learning. *Journal of Educational and Instructional Studies in the World*, (2015). vol:5(4), p:85-90. https://files.eric.ed.gov/fulltext/EJ1243026.pdf.

Intensive reading is a way to focus on the details of a passage without saying anything. It's typically used in classrooms, where students can read without interruption. Intensive reading can refer to reading due to a subject matter obstacle.

2. Narrative Text

The narrative text is a confusing story, and it attempts to track down the goals to tackle the issues. A significant piece of account text is the story mode, the arrangement of techniques used to convey the account through a cycle portrayal.[24] Taking everything into account, Narrative text is a text retelling of the story that occurred previously. The story has characters who are human and not human. The motivation hind the account text is to engage and to give virtue to the audience or reader. From the story message, the understudies receive the notification about demeanor, standards, and appropriate conduct, and in the story text, the understudies also find out about language.

Many various sources of narrative text can be found in the form: of fables (stories about animals like humans), fairy stories (the story is fantastic, full of wonders), mysteries, science fiction, romance, horror stories, legends, historical narrative, personal experience, but in this research discussing fables. Where is the fable short stories that happen in the past, which is the characteristic of the animal? In the fable created by Aesop, he is a storyteller or an enslaved person who lived in ancient Greece. Thus, that is called Aesop's Fable. There are many kinds of fable stories.

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[24] Aries Munand, "Narrative Text: Definition, Purposes, Generic Structures and Example of Narrative Text", Sebtemr 23, 2014, http://duoulala.blogspot.com/2013/07/ narrative -text-definition-purposes.html. Accesed on Maret 24, 2022.

A fable is a kind of story that tells about animals. The main actors of the story could be the same as the characters human. They can speak, sing, to act as humans do. Fable refers to a short story intended to teach a moral lesson, is not based on fact, and often has an animal as the character". It means that by using Aesop's fable, the students get many moral lessons.[25]

a. Generic Structure of Narrative Text[26]

1) Orientation

The research tells the audience about the characters and setting of the story and when the action is happening. Different cultures have different customs when it comes to greeting others.

2) Complication

The story seems to be predicated on the expectation of trouble, with events unfolding in a way that seems likely to lead to some complication. It wouldn't be so interesting if there were something. There was no accident. This complication involved the main character of the main story, often serving as a temporal guide toward reaching their goal. Narratives mirror our life's difficulties and constantly reassure us that they are resolvable. Sometimes unforeseen events happen that lead to the problem.

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[25]Jufri, J, "Using Aesop's Fable to Teach Reading Comprehension of Narrative Text at Junior High School", *Journal of English Language Teaching*, 7(4), (2018): p:714-715, http://ejournal.unp.ac.id/ index.php /jelt/article/view/101695.

[26]Wong, A., Plasek, J. M., Montecalvo, S. P., & Zhou, L. Natural language processing and its implications for the future of medication safety: a narrative review of recent advances and challenges. *Pharmacotherapy: The Journal of Human Pharmacology and Drug Therapy*, v:*38*(8), (2018), p: 822-841.

3) Resolution

A resolution of the complication is achieved. The difficulty can be solved for better or worse, but it is often left entirely unsolved, even if this is naturally possible in certain types of stories, which leaves us who knows how the ending goes. This is the last of the story.

4) Re-orientation/Coda

This is a closing remark to the story, and it is optional. It consists of a moral lesson, advice, or teaching from the research.

Sometimes generic structure narrative text can contain Orientation, Complication, Evaluation, Resolution, and Reorientation. Even though "Evaluation" and "Reorientation" it is optional, they could be added or not. The evaluation contains controlling and evaluating a love adventure, or conflict Reorientation includes the conclusion of the end story.

3. Text to Voice (T2S) Application

a. Definition of T2S Application

T2S or text-to-voice applications are learning applications that can make it easier for students to read English text because it is equipped with audio that can be used to read aloud text and web pages and convert text to audio files.

With this application, everybody can read articles essentially by tuning in, too, as individuals can compose enough by talking, as it were. It implies that even though unskilled individuals utilize this application, they can read and write straightforwardly. This application is used to read resoundingly text and website pages, and convert text to sound record". The application helps you download the

audio file into a separate file that you can merge or transfer to your computer to perform other work. This was much more convenient for you when it was easier to handle the audio file.[27]

b.   How To Use the T2S Application

1) Download the T2S application.

2) Open the T2S Application and then click the left button and select open
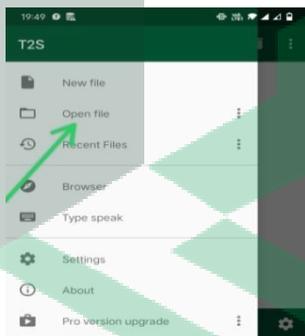
3) Choose the type of file you are using, and then click the story

27 Vidhiasi, Dhion Meitreya, "The Combination Of Batu Asimtut and T2S Application To Improve Listening Skill", *Archipelago Maritime Academy*, (2019): p. 4-6, https://www. re-searchgate.net/.

4) The display of the selected file,
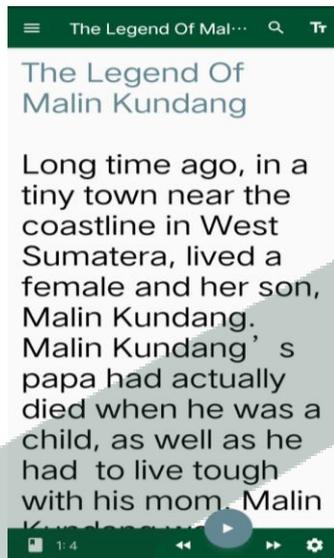
5) In this section, you can set the speed of sound and also repeat the sentences

    you want to listen to again

6) You click voice or language from the image above, and the image appbears low. Then you can change the language based on what you want.
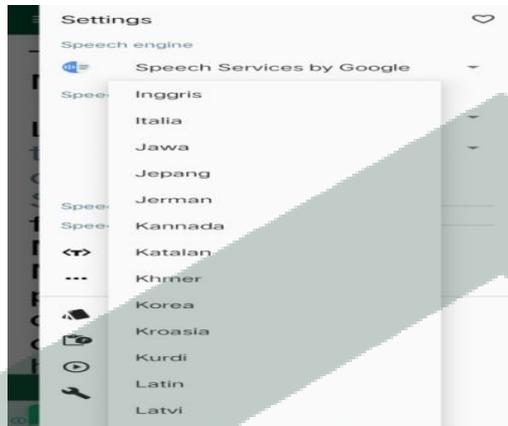
7) Here's a look at where the sound kept going. Wherever you are, or whatever was opened on your phone.
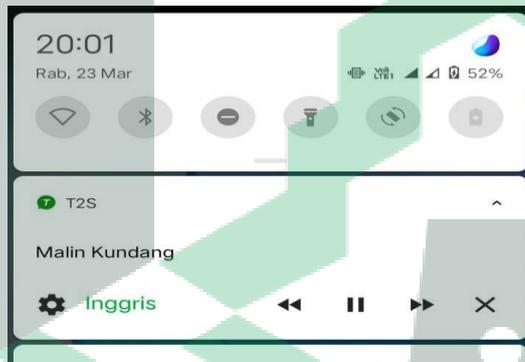
c. Teaching reading with the T2S Application

1) The researcher directs students to open the T2S application on their respective cellphones

2) The researcher distributed the students reading files about fables on their respective cell phones.

3) The students opened the reading file in the T2S application. The researcher directed the students to pay attention to the reading text, and then the researcher read the story text.

4) After the researcher finished reading, the students were asked to read the story text together using the T2S application. Then the researcher corrected the incorrect reading method and answered some questions.

5) After the students know how to read correctly, the researcher translates the reading text together with the students then the students have to understand the reading text and the structure.

6) The researcher gave the story text to the students along with some questions about the content of the story text.

d. The purpose of the T2S Application

1) talk any text that can choose on the screen

2) permit reader to be read with an assortment of voices

3) please read the text in its present area so it very well may see in the context

4) feature each word, or sentence, as it is being read to make it more straightforward to follow the message

5) permit a decision of foundation and text colors while featuring

C. Conceptual Framework

The conceptual framework in this study is explained with the background of the theoretical structure used for research purposes in finding data, analyzing data, and making conclusions. Researchers focus on teaching reading through the T2S Application. Based on the preseason above, the researcher concluded that the ability to read English and understand the meaning of the story and read the story correctly. Therefore, if they listen to story reading files in English in this application, they will find it easier to read and understand the stories they read. Continu-

ously reading the story will be easier for students to answer questions related to the story's content.

The processes are formulated as follows:

Chart 1. Conceptual Framework


```
┌─────────────────────────────────┐
│ Teaching reading skill to        │
│ understanding the meaning        │
└─────────────────────────────────┘
              │
              ▼
┌─────────────────────────────────┐        ┌──────────────────────────────┐
│ By using T2S Application         │───────▶│ This media is able to motivate│
└─────────────────────────────────┘        │ students to read because it   │
              │                             │ consists of several interesting│
              ▼                             │ features so that students are │
┌─────────────────────────────────┐        │ able to read correctly and    │
│ Student achievement in reading   │        │ understand the meaning of the │
└─────────────────────────────────┘        │ stories that have been read.  │
                                            └──────────────────────────────┘
```
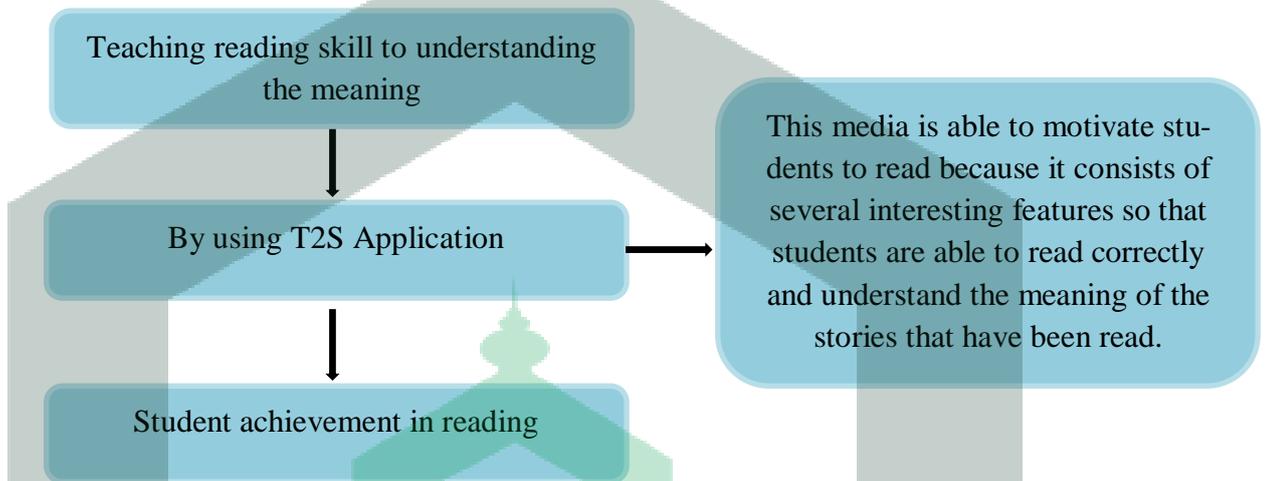
D. The hypothesis of the Research

To test the hypothesis, this research used a statistical hypothesis formulated as follows:

H_0: The use of the T2S Application does not effectively improve students reading skills in the Eighth grade SMPN 1 Baebunta Selatan.

H_1: The use of T2S effectively improves students reading skill in the Eighth grade SMPN 1 Baebunta Selatan.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Method

This research is classified as the pre-experimental method. The research employed the pre-test and post-test design to know the effect of using the T2S application to improve student reading skills at SMPN 1 Baebunta Selatan.

The design of this research was described as follows:

$$O_1 \; X \; O_2$$

O_1: Pre-test value (before treatment)

X: Treatment

O: Post-test value (after treatment)

B. Time and Place of the Research

This research was conducted at SMPN 1 Baebunta Selatan, which location at Lara, kec. Baebunta Selatan, kab, Luwu Utara. It was shown for three weeks, starting from August 31th up to September $16^{th,}$ 2022, in academic ybears 2021/2022. Seven meetings included pre-test and post-test

C. Populations and Sample

1. Population

The population of this research was the eight grade students of SMPN 1 Baebunta Selatan. The population of this research consists of 3 Classes, so the populations of this research are 87 students.

2. Sample

The sample of this research consists of 15 students as the sample class. The sampling technique in this research was total sampling. The researcher focused on students in the eighth grade of SMPN 2 Baebunta Selatan.

D. Instrument of the Research

The instrument of this research is the reading test. The test consists of a pre-test, treatment, and post-test. Treatment was using an application to teaching and learning. The post-test was used to measure students' reading after using the T2S Application. The text contains a fabled theme that includes several stories. This test is to test and find out student understanding.

E. The procedure of Data Collection

The procedure of data collecting is described as low:

1. Pre-test

For using the application, the researcher gave a pre-test to students to find out the student's prior knowledge about reading. Implementation is carried out for students to get treatment. The researcher was doing some activities:

a. The researcher collected the data by doing a reading test using the instrument of the test.

b. Each student was tested overall by the researcher.

c. The test was based on the points of the device. From here, the researcher took students' performance into data.

2. Treatment

The researcher provided treatment after the pre-test. Treatment was carried out on 15 students. This study prepared several steps to improve their ability to read and understand the meaning of stories. There are five meetings in carrying out the treatment, as for the steps are as follows

1) The researcher explains the narrative test and fable material that will be studied. Researchers introduce the T2S application to students and direct students to download the application.

2) The researcher directs students to open the T2S application on their respective cell phones and explains how to use this application

3) The researcher distributed reading files about fables with each theme in each meeting, where there were stories of elephant and mouse, goldilocks and three bears, the fox and the crow, mouse deer and crocodile, and the donkey and the tiger on their cell phones.

4) The students open reading files in the T2S application. The researcher directs students to pay attention to the reading text, and the students are asked to read the story text together using the T2S application.

5) After students know how to read correctly, the researcher translates the reading text with the students then students must understand the reading text and its structure.

6) The researcher gave the students some questions about the content of the story text that had been read before to find out how far the students understood the meaning.

Based on the results of 5 meetings, this application motivates students to want to read and keeps students good at practicing reading and understanding the meaning of stories. The more practice they get, the more they can read correctly and understand the meaning of the text they read

3. Post-test

After giving treatment, the researcher provides a post-test. The researcher gives a post-test that aims to identify students' reading after giving treatment. Furthermore, the results of the pre-test and post-test are calculated to measure whether the effect of using the T2S application can improve students' reading ability or not.

F. The technique of Data Analysis

This research was conducted at SMPN 1 Baebunta Selatan. The approach used in this research is quantitative, and the types of analysis used in this research use the Pre- Experimental method. The research sample is students in the eighth grade of SMPN 2 Baebunta Selatan consisting of an experimental class with a total of fifteen students as a group that receives treatment in the form of learning using the T2S Application. Quantitative data in the form of initial test scores and final test with the following steps:

1. Scoring student answer

Table 3.1 There are several assessments used in reading:[28]

No	Criteria	Score
1	The meaning and the structure are correct	4
2	The meaning is correct, and some errors in the structure	3
3	Some errors in meaning and structure	2
4	The meaning and structure are incorrect	1
5	No answer	0

2. To analyze the data, the researcher uses the following steps:

a) Scoring the students' correct answers on pre-test and post-test

$$\text{Score} = \frac{he\ total\ of\ the\ students'\ correct\ answer}{maximum\ score} \times 100$$

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[28]Hasnawati, **"**Interactive Strategy Trainer For Active Reading And Thinking (Istart) For the Student Reading Comprehension", *Exposure,* 6(1), (2017): p 118-138. https://www.researchgate.net/figure/Scoring-Rubric-of-Reading-Comprehension_tbl2_323367790.

Table 3.2 Categories and score of reading[29]

The score of reading	Categories
90 – 100	Very good
70 – 89	Good
50 – 69	Fair
30 – 49	Poor
0 – 29	Very poor

b) In determining the mean score, standard deviation, test of significance, and standard significance, the researcher calculated it by using SPSS 23.

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[29] Anas Sudijono, Pengantar Statistik Pendidikan Jakarta, PT Radjawali Persada, 2009.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In the previous chapter, the researcher mentioned applying the pre-test and post-test to collect the data in this research. The pre-test and post-test aim to accumulate the students' reading skills in a group that refers to the pre-experimental method. In applying this method, the researcher used the T2S Application as learning media in teaching. The results of the research can be seen as follows.

1. The result of the Students' Reading Test

This stage is aimed to explain and analyze the result of the student's test fore and after the treatment phase. In the experimental group class, the researcher served pre-test and post-test

a) Pre Test

The students' pre-test score in reading skills is measured by calculating the reading skill:

Table 4.1 Table pre-test score

Students	Score of Reading	Categories
S1	75	Good
S2	70	Good
S3	65	Fair
S4	75	Good
S5	75	Good

S6	70	Good
S7	80	Good
S8	80	Good
S9	80	Good
S10	65	Fair
S11	70	Good
S12	75	Good
S13	70	Good
S14	70	Good
S15	60	Fair

Table 4.1 Display the result of students' pre-test scores before being given treatment by the research. This table shows that twelve students got good and three got the fair.

The researcher used SPSS 23 to measure the mean score of students' correct and incorrect answers. These results can be seen in the descriptive statistical table, which is shown in Table 4.2

Table 4.2 The mean score of students' correct-incorrect answers to the Pre-test

	N	*Range*	*Minimum*	*Maximum*	*Mean*	*Std. Deviation*
Pre-test	15	20	60	80	72.00	5.916

It shows that the highest score is 80 and the lowest is 60. sides, it also indicates that the mean score of the students in the pre-test is 72.00, and the standard deviation is 5.916.

Table 4.3 The rating percentage score of the student's correct and incorrect answers in the pre-test

No	Classification	Score	Frequency	Percentage
1	Very Good	90-100	-	0%
2	Good	70-89	12	80%
3	Fair	50-69	3	20%
4	Poor	30-49	-	0%
5	Very	0-29	-	0%
	Total		15	100%

Based on the percentage of students scoring in the pre-test above, the researcher found that 12 students (80%) got good, and three students (20%) got paired. From the data above, it could be seen in the table above that only twelve were good, and three pairs indicated students' reading was not yet excellent and still low.

b) Post-test

The researcher shows the students' complete scores in the post-test. The tabulation of students' scores in the post-test can be seen in the table.

Table 4.4 Table post-test score

Students	Score of Reading	Categories
S1	95	Very Good
S2	95	Very Good
S3	90	Very Good
S4	95	Very Good
S5	100	Very Good
S6	100	Very Good
S7	100	Very Good
S8	85	Good
S9	85	Good
S10	80	Good
S11	80	G ood
S12	90	Very Good
S13	95	Good
S14	100	Very Good
S15	80	Very Good

On the other side, the researcher formulated scores for students on reading, which was treated using the T2S Application to improve students' reading skills. For the post-test, the researcher presents the students' complete scores in reading and uses SPSS 23 to ensure the students' mean score of the correct answers. The

table indicates 12 good and three fair scores. The findings are summarized in Table 4.4.

The mean, standard deviation, and the rate percentage of students' reading scores were percentages in Table 4.5, and the score was calculated using SPSS 23.

Table 4.5 The mean score Correct-Incorrect answers in post-test

	N	*Range*	*Minimum*	*Maximum*	*Mean*	*Std. Deviation*
Post-test	15	20	80	100	91.67	7.237

Table 4.5 Display the standard deviation of 7.237, the student's scores of correct and incorrect responses after treatment using the T2S Application by the researcher and provided in the form of table rate percentage scores. Table 4.5 shows that the highest score of students is 100, and the lowest is 80.

Table 4.6 The percentage score of the student's correct and incorrect answers in the post-test

No	Classification	Score	Frequency	Percentage
1	Very Good	90-100	10	66,6%
2	Good	70-89	5	33,4%
3	Fair	50-69	-	0%
4	Poor	30-49	-	0%
5	Very	0-29	-	0%
	Total		15	100%

Based on the percentage of students scoring in the pre-test above, the researcher found that ten students (66,6%) got very good and five (33,4%) got good. The other showed that none of the students got fair, poor, or very poor. From the data above, it can be seen in the table above that students' reading skills improve.

2. **The comparison of students' Reading in pre-test and post-test**

Besides showing the mean score in the students' reading, this research also presents the total means score and standard deviation. The research use SPSS 23 analysis to determine if the pre-test and post-test were substantially different and the acceptability of the research hypothesis. The outcome e is presented in table 4.10 of paired sample statistical and correlation. In addition, there are paired sample tests. The result is provided in the following tables:

Table 4.7 Paired Sample Statistics

		Mean	N	Std, Deviation	Std, Error Mean
	Pre-test	72.00	15	5.916	1.528
Pair 1	Post-test	91.67	15	7.237	7.237

Table 4.7 displays that the mean score of the students' pre-test was 72.00, and the post-test was 91.67. The standard deviation of the pre-test was 1.528, and the standard deviation of the post-test was 7.237. It concluded that after using the T2S Application, the student's scores improved from 72.00 to 91.67.

Table 4.8 Paired samples correlation

		N	Correlation	Sig
Pair 1	Pre-test & Post-test	15	083	768

In paired sample table 4.11, the correlation of the students' reading fore and after treatment is 083, according to the pre-test and post-test correlations presented above. It means there was a significant relationship between tween students' reading and descriptive text fore and after treatment.

Table 4.9 Paired Sample Test

		Paired Samples Test							
		Paired Differences							
				Std.	95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	pre-test – post-test	-19.667	8.958	2.313	-24.627	-14.706	-8.503	14	.000

According to table 4.11, the paired sample test showed t0 (count) = 8.503 and df (degree of freedom) = 14. Based on the analysis result, the researcher concluded that t0 (count) was higher than it (table)

8.503>2.131

Based on the result t_c (count) > t_t (table), the H_o hypothesis was rejected, and the H_1 hypothesis was automatically accepted. The using T2S Application was effective in improving students' reading skills in the Eight grade at SMPN 1 Baebunta Selatan.

B. Discussion

This research aims to determine whether or not the T2S application can improve student reading skills at the Eight-grade SMPN 1 Baebunta Selatan. The findings show that the mean score obtained by students from the pre-test is 72.00, while the average score in the post-test is 91.00. The results indicate that the post-test results after the experimental treatment are much higher than the pre-test. Value of Sig. (2-tailed) is $0.000 < 0.05$ which means the null hypothesis (H_0) is rejected. Then, the alternative hypothesis (H_1)is accepted that using the T2S application in teaching reading effectively improves students' reading skills in the Eight-grade SMPN 1 Baebunta Selatan.

The research process gins with a pre-test before carrying out the learning process, which has en carried out for five meetings using a mobile phone and T2S application to research reading. Then the students did a post-test to see the learning outcomes from the previous treatment. The researcher had 15 students who took this research's pretest, treatment, and post-test.

During the treatment, the researcher found several problems in the class, such as:

1. The students are still shy and nervous about standing up in front of their friends

2. Some students still miss pronunciation, making it difficult to read English text.

3. Students' English mastery is still low

Several efforts were made to minimize some of the obstacles experienced of students are as follows:

1. Students are given examples first by the researcher and students who dare to appbear first so that other students can be brave and confident.

2. Students practice reading with the pronunciation feature in the application, and students read in turn

3. Students are given words that are still unfamiliar to find their meaning.

In treatment, the researcher asked the students what they knew about fables, their meaning, and whether they often read English stories. Then, the researcher gave several stories to include in the T2S application later. Furthermore, students practice reading using the application, and in the production section, they answer some questions to find out how far they understand the meaning of the stories they have read.

After completing the treatment, the researcher improved the students through the pre-test and post-test. Some of the developments that exist in students are as follows: In the pre-test, each student got the text of the story and, for appearing in front of the researcher, practiced how to read the story correctly, but when the student seemed to read there were many misspelled pronunciations without knowing whether it was true or not and some of his other friends repeated the same mistakes and only a few who understand the contents of the story read. Meanwhile, in the post-test, when reading the story, students more or less pronounced, and all students better understood the story's content. Students master how to read stories fluently and know the contents of previous reports because they practice reading by using the application and understand the story's content by repeating the material.

In conducting learning, researchers apply fun learning with various activities with the application. Application as learning media so that students are more creative and could stimulate the way of thinking and improve understanding of the material provided. In line with Khoiriyah S., students were learning with good interest if the teacher could teach in a fun way.[30] This means that the teacher must assess creative and inventive learning by presenting the subject matter in a straightforward but understandable manner. Learning by an application could stimulate thought and enhance comprehension of the narrative materials that students read.

Learning media is needed to make learning easier for students and make them more interested in learning because learning is fun. The use of media that the researcher uses is the T2S Application. T2S applications read text and web pages aloud and convert text to audio files. With this application, everyone can read correctly. In addition, Simanjuntak,Y. M said that using the method is essential when teaching English so students can readily understand what the teacher is explaining[31]. Because it makes it easier for students to understand and utilizing this technique has several advantages, the research concludes that contextual redefinition is very beneficial in teaching reading.

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[30] Khoiriyah, S. (2021, April). The Application Of Mind Mapping To Teach Reading Of Narrative Text. In *National Seminar Of Pbi (English Language Education.)*, (*8.2*), p.133-142. 609-Article Text-1102-1-10-20210401 (1).pdf.

[31] Simanjuntak, Y. M. The Effect Of Using Contextual Redefinition Strategy On Students'reading Narrative Text Of Eleventh Grade At Sma N 8 Medan. *Jetal: Journal Of English Teaching & Applied Linguistic*, v *1*(1), (2019) p: 28-32. Article%20text-487-2-10-20210511.Pdf

The application of learning media in the form of the T2S application helps students read the story ahead and answer questions. They seem more confident because they don't feel worried about being wrong or not understanding the meaning of the story cause they have lbearned how to read correctly with the features in the application. Husna's opinion also relates to research results that using media increases students' self-confidence to carry out all reading literacy indicators even though it still makes mistakes.[32]

Based on the explanation above, it is known that the use of the T2S application can help students increase interest in learning and self-confidence and also can improve students' reading skills, especially understanding the meaning of the stories.

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[32] Husna, N. Reading Literacy, Mathematical Literacy, and Self-Confidence of Junior High School Students in Singkawang. *Journal of Education, Teaching and Learning*, v 5(2), (2020). p: 253-262. article_218680.pdf.

BAB V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The use of the T2S application is effective in improving students' reading skills at the Eight-grade SMPN 1 Baebunta Selatan. The evidence is explained as follows:

The researcher used learning media in the form of applications. Where the application used was the T2S application. An application is used to read the text correctly and convert the reader to an audio file. Learning media is needed to make learning easier for students, and make them more interested in learning because learning is fun. The T2S application helps students be more confident in appearing to read in front of the class because they do not feel worried about being wrong or not understanding the story's meaning because they have learned to read correctly with the features in the application.

The researcher's procedure stages a significant difference between before and after giving a treatment using the T2S application. The pre-test and post-test results show that the students' mean score in the post-test stage is higher than in the pre-test (91>72). In addition, the value of t_0 (t_{count}) is 8.503 with the df (degree of freedom) value is 15, while the t_t (t_{table}) for the standard of significant level 0,05% on df=14 is 2131. The results showed a considerable difference tween the students' average scores in the pre-test and post-test after calculating SPSS 23. The null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted.

B. Suggestions

According to the findings in the previous chapter, this research is suggested to be considered as one of the learning methods in teaching. The researcher divided sections to suggest:

1. To Teachers

Teachers can use T2S applications to improve students' reading skills because by using learning media through mobile phones, students are more interested and enthusiastic to lbearn. Before that, the teacher must understand how to use a mobile phone, especially the T2S application for teaching. Researchers hope that teachers can use technology well in the learning process.

2. To Students

Students should lbearn more using this T2S application to improve their reading skills. Also, as a student, you should be able to take full advantage of all the facilities available, being a perfect place to study and access more science materials and knowledge quickly.

3. To another Researcher

Researchers can test the efficacy of using T2S applications in various elements of English skills in the future, considering that this application consists of several features that can be used for reading. T2S applications also are used as a learning method, not only for reading but can also be used for research on the skills you want to study.

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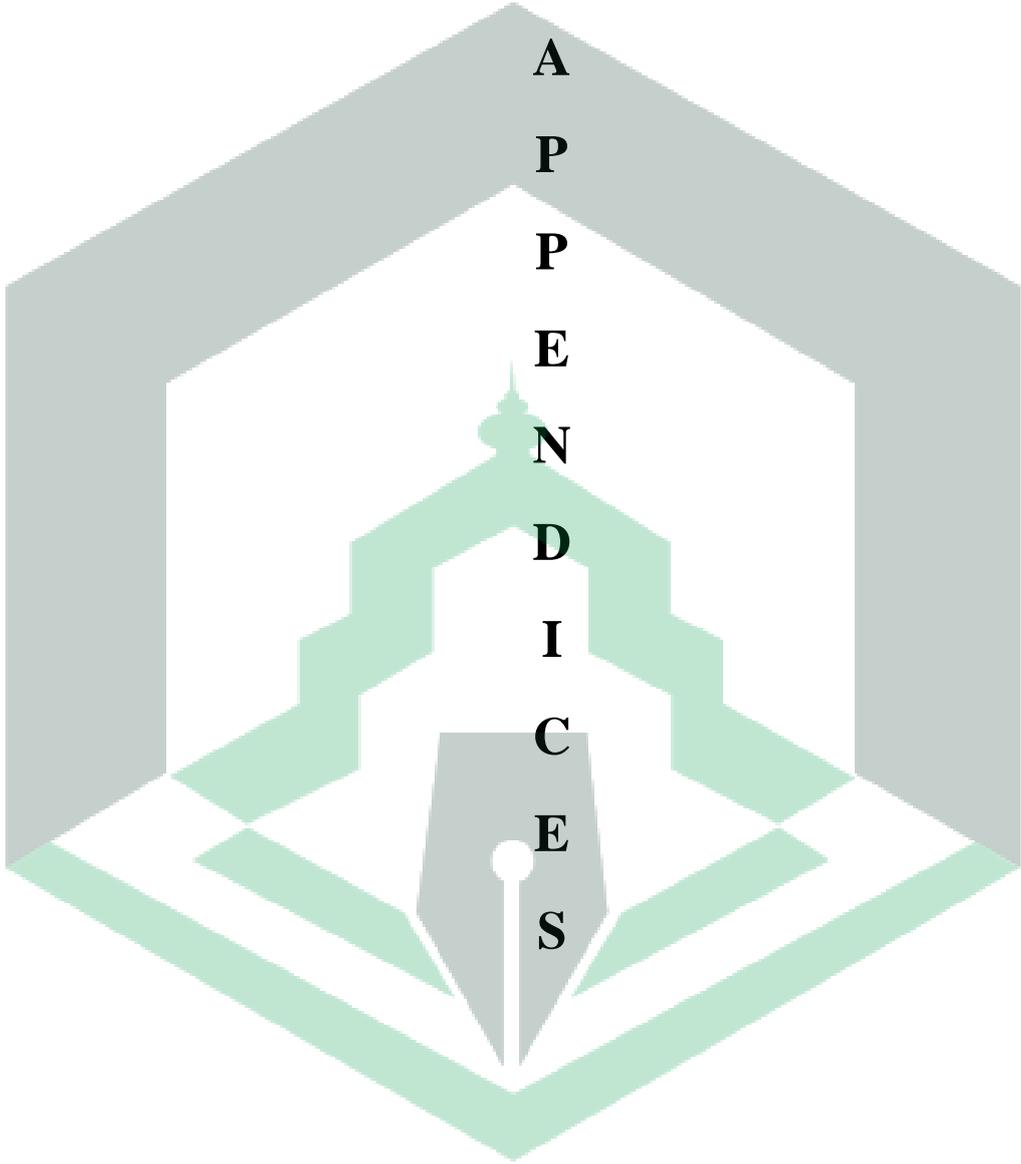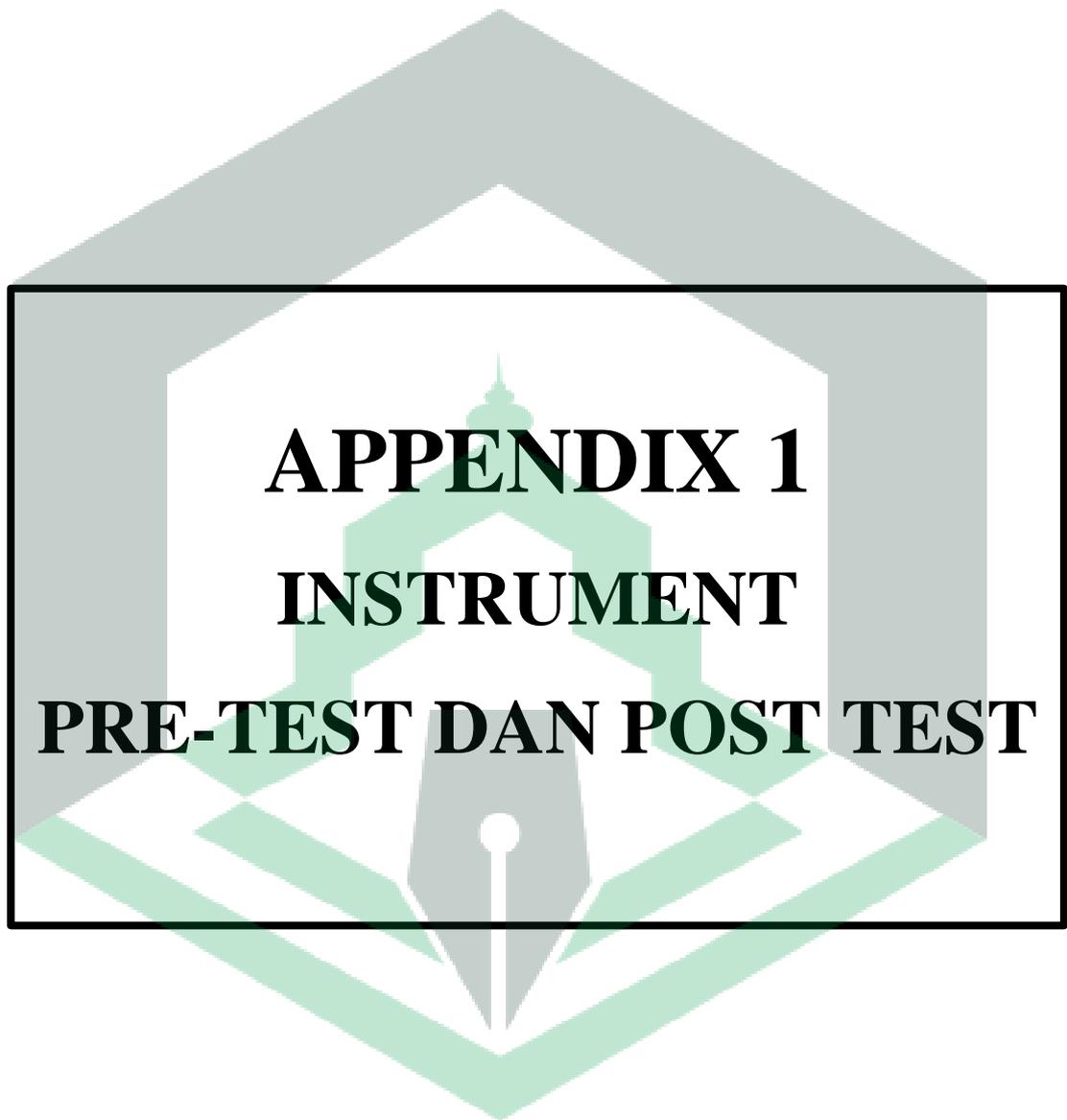
APPENDIX 1
INSTRUMENT
PRE-TEST DAN POST TEST

INSTRUMENT PRE-TEST OF READING SKILL

In the Pre-Test, the researcher gives the topics "the Ant and the Dove."

Direction:

➤ Please read the story carefully!

➤ Understand the story and answer the questions low!

Adventure Mae

One day, a couple of swallows moved their nest together with their hatchlings. They had told their young to stay together and not to stray. But the youngest hatchling, Mae, was very adventurous. He was learning to fly and was distracted easily.

Mae looked around her while flying. She always stayed hind to watch the flowers and insects. The mother swallow had warned Mae to remain with them. However, when they all started to fly, Mae stopped again and again to admire the beautiful things.

Soon, he realized that he was lost. Mae sbearched but couldn't find his parents; he cried, regretting that he didn't listen to his parents. With a glimmer of hope, Mae started flying again and called his parents

A parrot family saw the stranded swallow and tried to help him. Soon they found the swallow family. Mae apologized for not listening to people his parents and thanked the parrot for the timely help.

Mae Petualang

Suatu hari, Sepasang burung walet sedang memindahkan sarang mere-karsama dengan tukik mereka. Mereka telah mengatakan kepada anak-anak mere-ka untuk tetap rsama dan tidak menyimpang. Tapi tukik termuda, Mae,sangat suka rtualang. Dia baru saja lajar terbang dan mudah teralihkan perhatiannya.

Mae melihat sekelilingnya saat terbang. Dia selalu tinggal dilakang untuk memperhatikan bunga dan serangga. Induk burung layang-layang telah mem-peringatkan Mae untuk tinggal rsama mereka. Namun, ketika mereka semua mulai terbang, Mae rhenti lagidan lagi untuk mengagumi hal-hal yang indah.

Segera, dia menyadari bahwa diatersesat. Mae mencari tetapi tidak dapat menenmukan orang tuanya. Dia menangis menyesali bahwa dia tidak mendengar-kan orang tuanya. Dengan secercah harapan, Mae mulai terbang lagi dan me-manggil orang tuanya.

Sebuah keluarga burung o melihat burung walet yang terdampar danmen-coba membantunya. Segera mereka menemukan keluarga walet. Mae meminta maaf karena tidak mendengarkan orang tuanya dan rterima kasih kepada burung o atas bantuan tepat waktu.
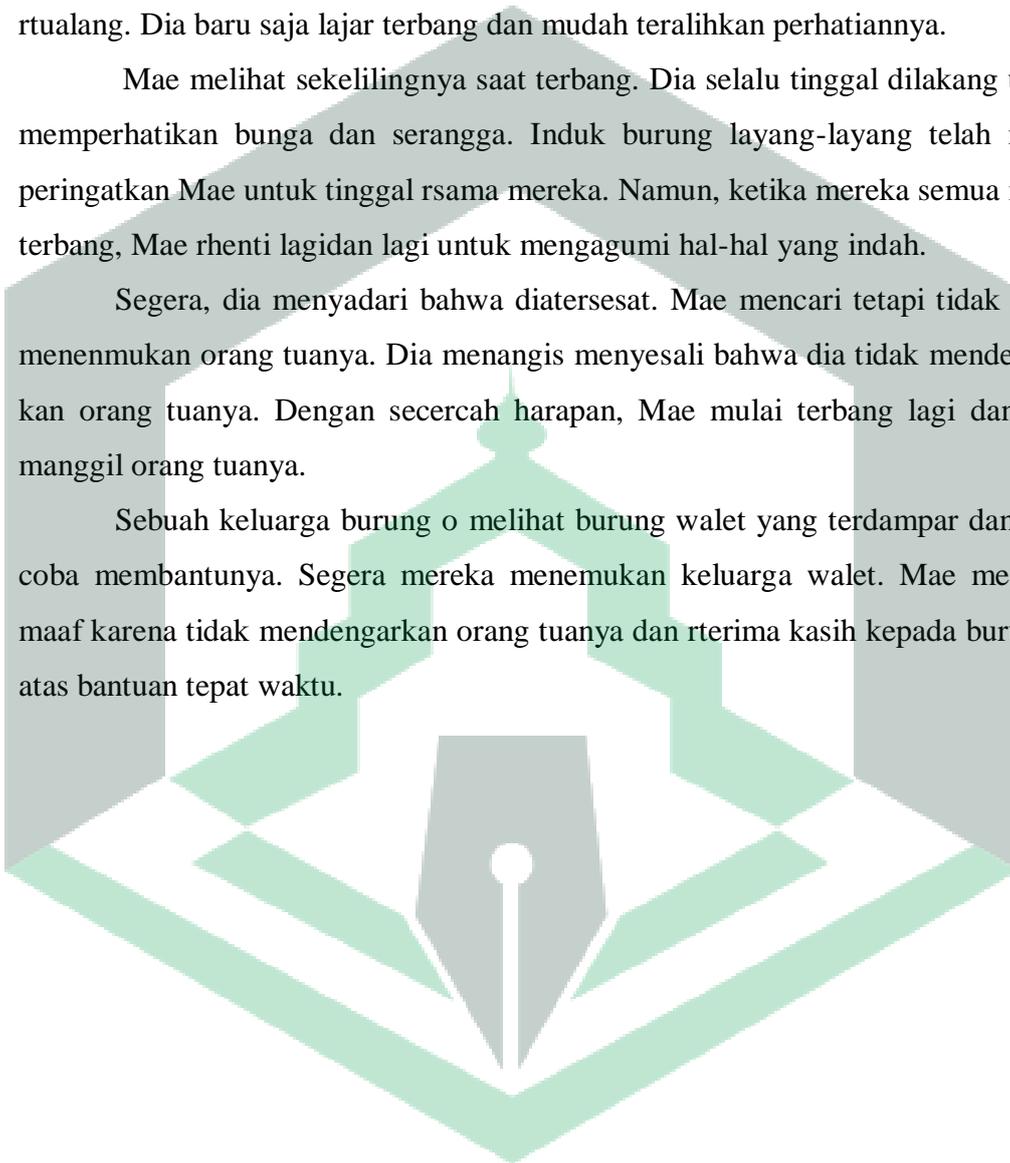
Name:

Class:

Please answer the questions low!

No.	Questions	Score			
		1	2	3	4
1.	What is the text about?				
2.	Where was the story happen?				
3.	Who is the main character of the story?				
4.	Who helps mae return home?				
5.	What is the moral value of the text above?				

INSTRUMENT POST-TEST OF SPEAKING SKILL

In the Post-Test, the researcher gives the topics "The Lion and The Mouse

Direction:

➢ Read the story and understand the meaning!

➢ Please answer the questions low!

THE ANT AND THE DOVE

An ant has en walking for some time. It reaches the end of the forest. Now, the ant feels thirsty and wants to find some water. It walked a little more until it reached a large water spring. It climbs up to fields of grass and makes it's way up. Suddenly, it tripped and fell into the water.

Luckily, a dove was flying over the water spring. The dove has seen the ant fore. Witnessing the struggle to get out of the water. The dove thinks that the ant must need help. It is definitely in great danger and can sink and drown anytime.

The dove flies close to the water's surface. The dove grabs a leaf from a nearby tree. The dove dropped it immediately toward the struggling ant. Then the ant saw the leaf swim toward it. It manages to climb up there. The ant row the leaf to dry ground and is finally safe and sound.

While the dove is flying around, a hunter spots the dove, and the hunter is ready to take a shot, unaware of the nearby dove. The ant happens to be near the hunter. As the hunter focus on the dove, the ant climbs on the hunter's feet and bites him on the heel. Feeling a sting in his feet. The hunter dropped his gun. It gives the dove time to fly away quickly, far from the area.

SEMUT DAN MERPATI

Seekor semut telah rjalan rapa kali. Jangkauannya sampai ke ujung hutan. Sekarang, semut merasa haus dan ingin mencari air. Ia rjalan sedikit lagi sampai tiba di mata air yang sangat sar. Ia memanjat ke ladang rumput dan membuatnya naik. Tiba-tiba, ia tersandung dan jatuh ke air.

Untungnya, seekor merpati terbang di atas mata air. Merpati pernah melihat semut selumnya. Melihat, perjuangan untuk keluar dari air. Merpati rpikir bahwa semut pasti membutuhkan bantuan. Sudah pasti dalam bahaya sar dan bisa tenggelam dan tenggelam kapan saja.

Merpati terbang mendekati permukaan air. Merpati mengambil sehelai daun dari pohon terdekat. Merpati segera menjatuhkannya ke arah semut yang sedang rjuang. Kemudian semut melihat daun itu renang ke arahnya. Ia rhasil memanjat ke sana. Semut mendayung daun ke tanah yang kering dan akhirnya aman dan sehat.

Sementara merpati terbang di sekitar tempat pemburu merpati. Pemburu siap untuk menembak merpati yang tidak sadar akan bahaya di dekatnya. Semut ketulan rada di dekat pemburu. Saat pemburu fokus pada merpati, semut naik ke kaki pemburu dan menggigit tumitnya. Merasakan sengatan di kakinya. pemburu itu menjatuhkan senjatanya. Ini memri merpati waktu untuk terbang jauh dengan cepat dari daerah tersebut.

Name:

Class:

Please answer the questions low!

No.	Questions	Score			
		1	**2**	**3**	**4**
1.	What is the text about?				
2.	What does the first paragraph tell about?				
3.	What is the character of the dove?				
4.	How does the dove help the ant?				
5.	What is the moral value of the text?				

APPENDIX 2
SURAT KETERANGAN VALI-DASI

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Magfirah Thayyib

Jabatan/Pekerjaan : Dosen PBI

Instansi Asal : IAIN Palopo

Menyatakan bahwa soal *pre-test* dengan judul:

The Effect of Using T2S Application to Improve Student Reading Skiil at the Eight Grade SMPN 1 Baebunta Selatan.

dari mahasiswa:

Nama : Ayu Andira

Program Studi : Pendidikan Bahasa Inggris

NIM : 18 0202 0138

(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

Perbaiki bentuk kata kerja pada rubrik test.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo,

Validator,

Dr. Magfirah Thayyib. S.S., M.Hum.

NIP. 198507192018012001

*coret yang tidak perlu

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Magfirah Thayyib, M.Hum

Jabatan/Pekerjaan : Dosen PBI

Instansi Asal : IAIN Palopo

Menyatakan bahwa soal *post-test* dengan judul:

The Effect of Using T2S Application to Improve Student Reading Skiil at the Eight Grade SMPN 1 Baebunta Selatan

dari mahasiswa:

Nama : Ayu Andira

Program Studi : Pendidikan Bahasa Inggris

NIM : 18 0202 0138

(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

Pertimbangkan untuk mencari teks narrative yg panjangnya tidak terlalu berbeda dengan teks di pretest

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo,

Validator,

Dr. Magfirah Thayyib. S.S., M.Hum.

NIP 19850719 201801 2 001

*coret yang tidak perlu

EPENDIX 3
DOKUMENTACION

1. PRE-TEST

Gambar 1.1

Students pre-tested by reading the story text entitled *"Adventure Mae"* to test their reading skills."

Gambar 1.2

After reading the story, the researcher gave several questions to determine students' understanding of the story they had read

2. TREATMENT

Gambar 2.1

**In the treatment, students practice reading stories correctly using the T2S application and its features.**

Gambar 2.2

The researcher explains how to use the T2S application

Gambar 2.3

**Students come forward to answer questions from the story text to find out their understanding**
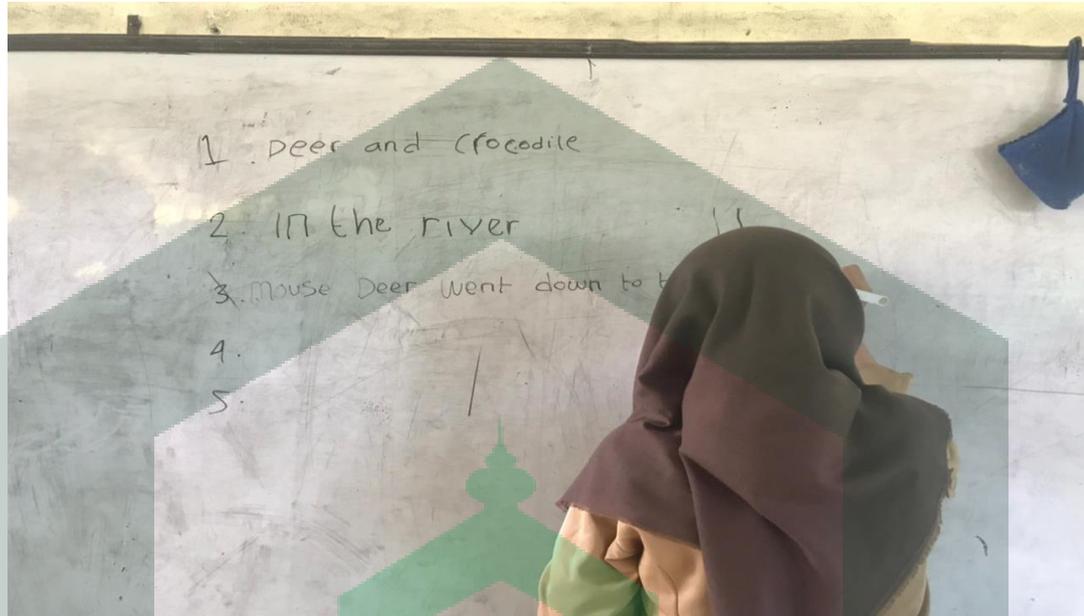
Gambar 2.4

Students come forward to read the story's text with the title "the donkey and Guizhou."

3. POST-TEST

Gambar 3.1

Students did a post-test by reading the story text entitled *"The Ant and the Dove"* to test their reading skills."
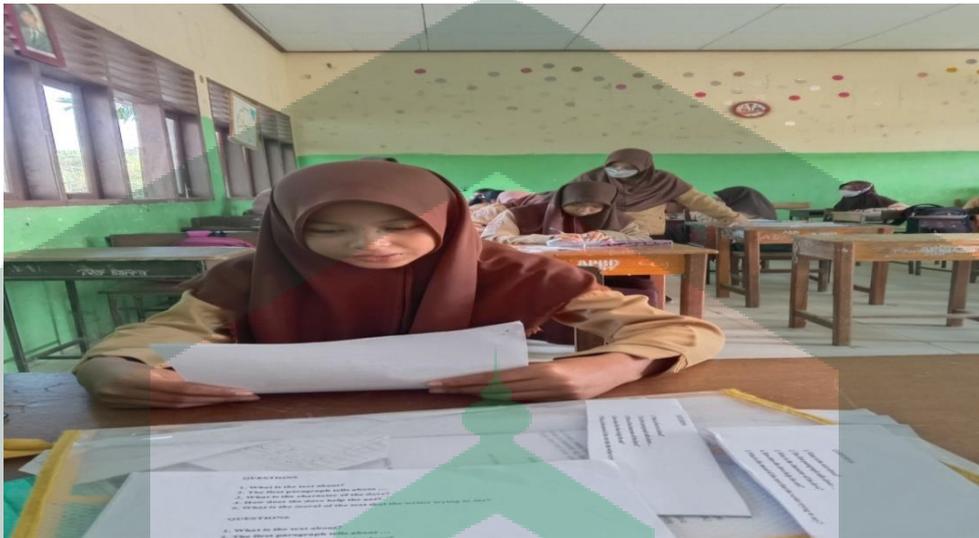
Gambar 3.2

After reading the story, the researcher gave several questions to determine students' understanding of the story they had read
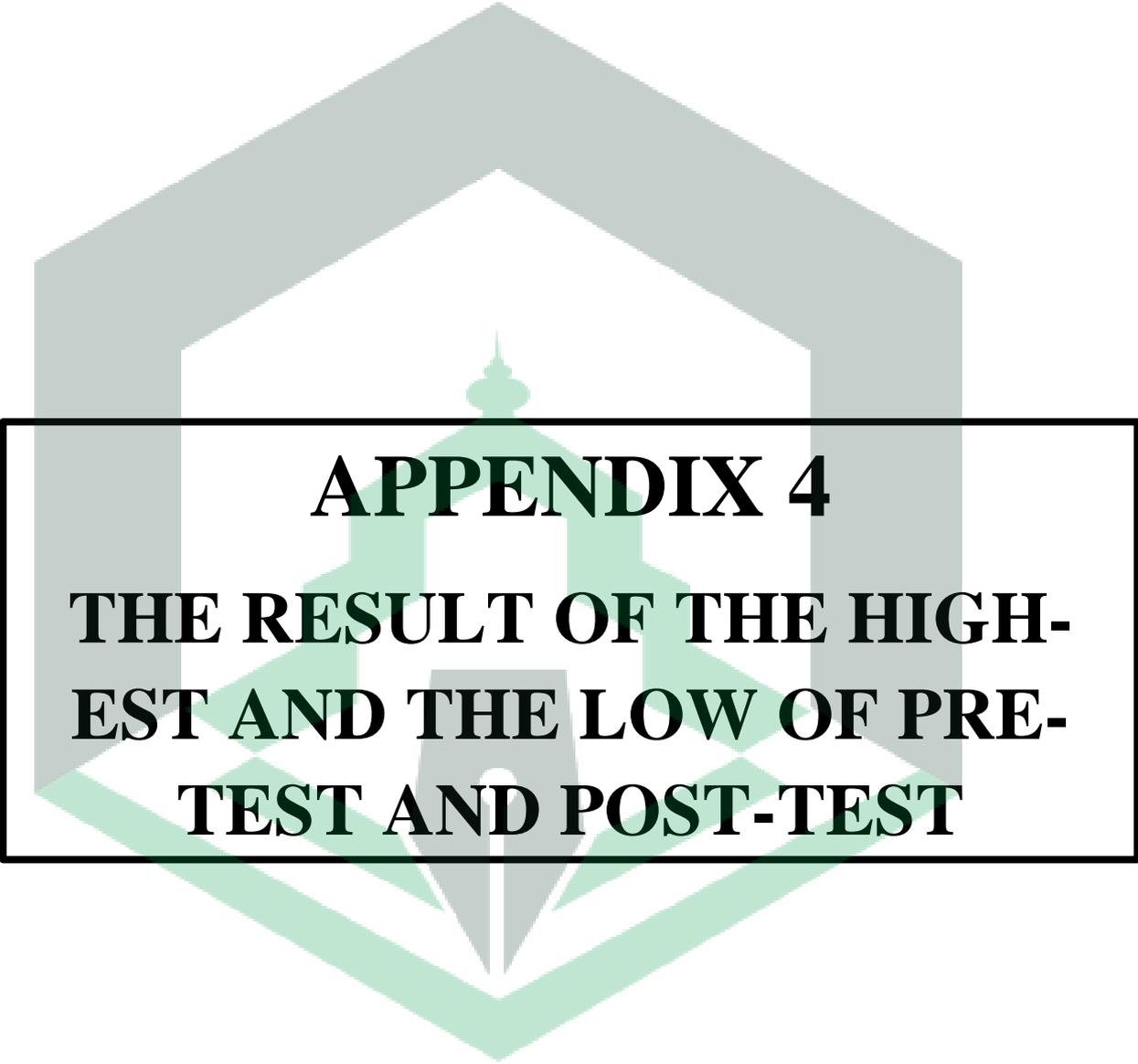
APPENDIX 4

THE RESULT OF THE HIGH-EST AND THE LOW OF PRE-TEST AND POST-TEST

PRE-TEST

Name : gresensia

Class : VIII A

Adventurous Mae

QUESTIONS

1. What is the title of the text? adventuroos mae ^
2. Where was the story happen? in des tal ^
3. Who is the main character of the story? mae 3
4. Who helped Mae return home? mae stared Flying again and calle out tohd
5. What was the moral value of the text above? always thanked the parrots For the timely help

Nama: Gresensia

Kelas: VIII A

Please answer the questions below!

| No.	Questions	Score			
		1	2	3	4
1.	What is the text about?				✓
2.	Where was the story happen?	✓			
3.	Who is the main character of the story?			✓	
4.	Who helped Mae return home?	✓			
5.	What was the moral value of the text about?			✓	

60

12

RESEARCH INSTRUMENT PRE-TEST

Name : Sitti Aisyah

Class : VIII A

Adventurous Mae

QUESTIONS

1. What is the text about? *adventurous mae* 4
2. The first paragraph tells about ...in *the sky* 4
3. What is the character of the dove? *Parrot Family* 1
4. How does the dove help the ant? *the parrot Family* 3
5. What is the moral of the text that the writer trying to say? *always listen to Parent* 4

~~...est hatchling, Mae, was ...~~ ~~....~~ ~~...wing She always ...ayed~~

7 Nama: Sitti Aisyah
  Kelas: VIII A

Please answer the questions below!

No.	Questions	Score			
		1	2	3	4
1.	What is the text about?				✓
2.	Where was the story happen?				✓
3.	Who is the main character of the story?	✓			
4.	Who help mae return home?			✓	
5.	What is the moral value of the text above?				✓

80

16

POST-TEST

RESEARCH INSTRUMENT POST-TEST

Name : gregersia

Class : Vııı A

QUESTIONS

1. What is the text about? The ant and Dove

2. The first paragraph tells about .Suddenly .It trips and Fell into water 3

3. What is the character of the dove? Cracacter of the dove is kind 7 toward ants

4. How does the dove help the ant? the dove dropped It immeditely toward ant,

5. What is the moral of the text that the writer trying to say? and we help 2

Nama: Grensia

Kelas:

Please answer the questions below!

No.	Questions	Score			
		1	2	3	4
1.	What is the text about?				/
2.	Where was the story happen?			✓	
3.	Who is the main character of the story?			-	
4.	Who help mae return home?			⌣	
5.	What is the moral value of the text above?		✓		

80

16

RESEARCH INSTRUMENT POST-TEST

Name : Sitti Aisyah

Class : VIII A

1. the ant and Dove 4

2. the ant Climbs up to field of grass and makes it way up. Suddenly, it trips and fell into the water 4

3. Character of the Dove is kind 4

4. the Dove grabs a leaft from a nearby tree. the Dove dropped it immediately toward the Struggling ant. 4

5. We have to help ieach Other 4

---

⑦ Nama: Sitti Aisyah

Kelas: VIII A

Please answer the questions below!

No.	Questions	Score			
		1	2	3	4
1.	What is the text about?				✓
2.	The first paragraph tells about?				✓
3.	What is the character of the dove?				✓
4.	How does the dove help the ant?				✓
5.	What is the moral value of the text?				✓

100

20
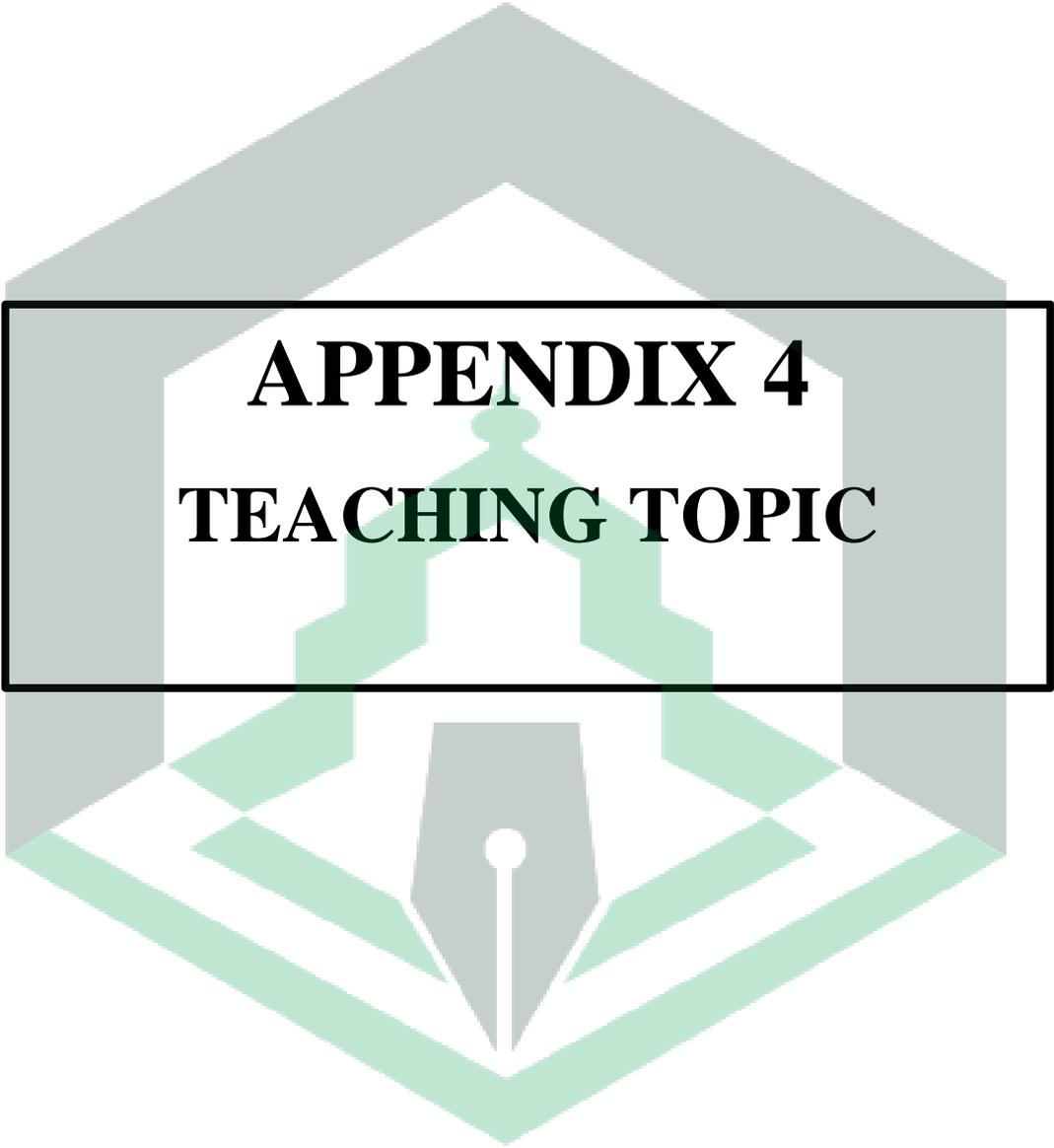
APPENDIX 4
TEACHING TOPIC

MEETING 1

Reading (Elephant and Mouse)

There is a village that its inhabitants abandoned cause it was destroyed after an bearthquake. However, the mice living in the town decided to stay and use their homes.

On the outskirts of this village, there is a lake where herds of elephants regularly visit to bathe and drink water.

The road to the lake must pass through the village the rats are looking for. On the way to the town, the elephants trampled the mice while walking there.

So, the mouse king decided to meet the elephant.

He told them, "O elephant, when you travel through the village; many rats are trampled underfoot. We would be very grateful if you could consider changing your route. We remember and return the favor when you need it. "

The elephant king laughed, "We are giant elephants. What help can you rat for us? However, we respected your request and changed our route. "

After a few days, trapped and trapped in a net made by hunters.

They fiercely struggled to escape but in vain. The elephant king remembered the promise made by the mouse king.

So he sent his fellow elephants, who were lucky and not trapped, to ask the mouse king to come and help them.

Soon, all the mice came and started biting the net and watching the elephants.

The elephant king was very grateful to the rat, and he never underestimated the rat again.

Question

1. What is the title of the text above?
2. Where is the elephant bathed and drinking water?
3. What did make the elephant trapped?

4. Who has trapped the elephant?

5. What is the moral value of the story?

MEETING 2

Reading (Goldilock and Three bbears)

Once upon a time, there were three bears, a Papa bear, a Mama bear, and a Baby bear. One day, the three ars sat down to breakfast. "This porridge is too hot! Said Papa bear. This porridge is too hot!" said Mama bear. "This porridge is too hot!" said Baby bear. "Let's go for a walk!" said Mama bear. "When we came back, our porridge was just right."

Along came Goldilocks. She walked into the houses. She saw three bowls of porridge. "This is too hot," said Goldilocks. "This is too cold, "said Goldilocks. "This is just right!" said Goldilocks. And she ate all up. She ate Baby ar's porridge. Then Goldilocks went into the living room. She saw three chairs. 'This is too hard," said Goldilocks. "This is too soft," said Goldilocks. "This is just right!" said Goldilocks. Then crash, the chair broke. Goldilocks felt tired. She went into the room. She saw three ds. "This d is too hard," said Goldilocks. "This d is too soft," said Goldilocks. "This d is just right!" said Goldilocks. And she fell fast asleep.

The three bears came home. They went into the kitchen. "Someone's en eating my porridge," said Papa bear. "Someone's been eating my porridge," said Mama bear. "Someone's en eating my porridge," said Baby bear. "And they ate it all up!" The three cars went into the living room. "Someone's ben sitting in my chair!" said Papa bear. "Someone's en sitting in my chair!" said Mama ar. "Someone's been sitting in my chair!" said Baby bear. "

And now it's broken! "The three cars went into the room. "Someone's en sleeping in my bed!" said Papa bear. "Someone's en sleeping in my bed!" said Mama ar. "Someone's en sleeping in my bed!" said Baby ar. And here she is!" Goldilocks woke up. She saw three angry bears looking at her. Goldilocks jumped out of d. She ran out of the house. And she never came back again.

Question

1. What is the title of the text above?
2. How many ars are there? Mention it!
3. What did they have for breakfast?
4. Why did the three ars go for a walk?
5. What is the moral value of the text?

MEETING 3

Reading (The Fox and The Crow)

One day, a crow was on a tree branch, holding a piece of meat in her home. When a fox was passing by the tree, he saw the crow and smelled her piece of mouth-watering beef. His tummy rumbled. "Hmmm, the meat looks so tasty; I do love to have a nice bit of it," the fox said.

Now the crafty fox approached the crow and greeted her. "Good day to you, madam! You look just perfect today. I have never seen such a silky set of feathers for," said the fox sneakily.

"And what a beautiful color it is, so luscious and dark. If all the animals in this wood had said that you have a terrible voice, I would have called you the most beautiful and graceful bird in this wood. However, what they say cannot be true. I am sure that your voice must surpass all of the other birds here, just as your figure does. Oh, if only I could bear it," the fox continued.

The crow was flattered to bear such kind words. She could not resist her desire to show off her voice. She lifted her head and opened her home. At that very moment, the meat fell. "Thank you, madam," said the fox after quickly snapping the falling heart.

The fox then said, "As a favor, I gave you a piece of wise advice for the future. If somebody flatters you, think carefully fore you decide to trust him!

Question

1. What is the title of the text above?
2. Where is the story happen?
3. Why the crow lost the meat?
4. What happens with the crow?
5. What is the moral value of the fox?

MEETING 4

Reading (Deer and Crocodile)

One day, Mouse Deer went to the river to drink. But he knew the crocodile might wait underwater to eat him, so he said out loud. "I wonder if the water's warm. I'll put it in my leg and find out." Of course, Mouse Deer didn't put in his leg. He picked up a stick instead and put one end into the water. Chomp! The crocodile grabbed the bar and pulled it underwater. Mouse Deer laughed. "Ha… ha…ha… Stupid crocodile! Cant, you tell the difference tween a stick and a leg?" Then Mouse Deer ran off to drink somewhere else.

The next day, Mouse Deer wanted to cross the river. He tried to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that the crocodile looked like a log when he floated. When he crossed the river, Mouse Deer didn't want to be eaten by a crocodile. He had an idea. He called out loud, "Crocodile!" Crocodile rose from the water, "Hello, Mouse Deer. Have you come to my lunch?" Mouse Deer smiled. "Sorry, not today, crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he can prepare enough meals for you."

"Really…? Tell us what to do," said the crocodile. "You must line up from this side of the river to the other side," said Mouse Deer. The crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto the crocodile's back. "One," he counted. He jumped onto the next crocodile, "Two." And the next crocodile, "Three." Mouse Deer kept jumping until he arrived on the other side of the river. "How many are there?" asked the crocodile. "Just enough," said Mouse Deer. He laughed as he ran to the forest.

Question

1. What is the title of the text above?
2. Where does the story happen?

3. What did make the deer want to cross the river?

4. What is the idea of the deer?

5. What is the moral value of the story?

MEETING 5

Reading (The Donkey and The Tiger)

Once upon a time, there was no donkey in Guizhou. So someone shipped one there, but finding no use for it, he set it loose at the foot of the mountain.

A tiger ran out from the mountain. When he saw this big tall thing, he thought it must be divine.

He quickly hid in the forest and surveyed it from a distance. Sometimes later, the tiger ventured a little nbearer but still kept a respectful distance.

One day the tiger came out again. Just then, the donkey gave a loud bray. Thinking the donkey would eat him, the tiger hurriedly ran away. After a while, he sneaked back and oversaw the donkey. He wanted to know its strength. He found that though it had a considerable body, it seemed to have no unique ability.

After a few days, the tiger gradually became accustomed to its braying and was no longer afraid. Sometimes he even came nbear and circled the donkey.

Later the tiger came bolder. Once he walked in front of the donkey and purposely bumped it. This made the donkey so angry that it struck out his hind legs and kicked him wildly.

Seeing this, the tiger was very gleeful, 'Such as big thing as you can do so little! With a roar, he pounced down on the donkey and ate it up.

Question

1. What is the title of the text above?
2. Where is the tiger stay?
3. What did make the tiger afraid of the donkey?
4. What happens with the donkey?
5. What is the moral value of the text?

APPENDIX 5
LESSON PLAN

LESSON PLAN (TREATMENT 1)

School	: SMPN 1 Baebunta Selatan
Class	: VIII A
Skill	: Reading
Time	: 60 minute
Meeting	: 1st meeting
Subject/ Topic	: Fable (Elephant and Mouse)
Objectives	: Students can use the T2S Application for reading
Materials	: Mobile phone, T2S App, pen, and Book

Present Activities	Details	Time
Greeting	▪ The researcher started the class by greeting, then greeted the students and asked how they were doing. ▪ Class gins by reading a prayer ▪ The researcher checks studentattendance	10 minutes

	▪ The researcher explains the purpose and objectives of the research	
Attention grab	▪ To regulate the course of learning, the researcher uses the following attention grabs: *R: Focus on me* *Ss: Focus on you*	1 minute
Lead-in	▪ Researchers introduce T2S application to students ▪ The researcher shows how to use the T2S application ▪ Researcher explained the outline of how to use the application and how to add a story.	15 minutes
Practice Activities	**Details**	**Time**
Personal Control	▪ The researcher directs students to download the T2S Application	35 minutes

	▪ The researcher provides examples by practicing "The Ant and Elephant" using the T2S application ▪ The researcher gave "The Ant and Elephant" texts to the students. The research practice and the student following. ▪ The researcher directed the student to read the story with the feature T2S Application and translate the story together. ▪ The research provides students to understand the meaning of the story.	
Produce Activities	**Details**	**Time**
Result	▪ Students answer the question from the story .	10 minutes
Closing	▪ Researcher provides opportunities	

	for students to ask questions	4 minutes
	▪ Researchers provide motivation and suggestions regarding learning	
	▪ The class is closed by reading hamdalah and prayer.	

Lara, August 30th, 2022

Signed by,

Teacher of SMPN 1 Baebunta Selatan   The researcher,

Nur Istiqamah Zakaria, S.Pd.   Ayu Andira

LESSON PLAN (TREATMENT 2)

School	: SMPN 1 Baebunta Selatan
Class	: VIII A
Skill	: Reading
Time	: 60 minute
Meeting	: 2nd meeting
Subject/ Topic	: Fable (Goldilocks and Three ars)
Objectives	: Students can use the T2S Application for reading
Materials	: Mobile phone, T2S App, pen, and Book

Present Activities	Details	Time
Greeting	▪ The researcher started the class by greeting, then greeted the students and asked how they were doing. ▪ Class gins by reading a prayer ▪ The researcher checks studentattendance	10 minutes

	■ The researcher explains the purpose and objectives of the research	
Attention grab	■ To regulate the course of learning, the researcher uses the following attention grabs: *R: Snake is coming* *Ss: ssssttttttttttt*	1 minute
Lead-in	■ The researcher determines student to add the story file to the Application ■ The researcher explains the topic of the s A story about "Goldilocks and Three ars."	15 minutes
Practice Activities	**Details**	**Time**
Personal Control	■ The researcher explains the topic of the story about Goldilocks and Three ars.	35 minutes

	The researcher provides examples by practicing reading "Goldilocks and Three ars" using the T2S application	
	The research practice and the student following.	
	Research instructs the students to understand the meaning of the story together and practice reading the features of the application	
	Students come forward one by one to read the story	
Produce Activities	**Details**	**Time**
Result	Students answer the question from the story .	10 minutes
Closing	Researcher provides opportunities	

		for students to ask questions	4 minutes
		▪ Researchers provide motivation and suggestions regarding learning	
		▪ The class is closed by reading hamdalah and prayer.	

Lara, September 1st, 2022

Signed by,

Teacher of SMPN 1 Baebunta Selatan   The researcher,

Nur Istiqamah Zakaria, S.Pd.   Ayu Andira

LESSON PLAN (TREATMENT 3)

School	: SMPN 1 Baebunta Selatan
Class	: VIII A
Skill	: Reading
Time	: 60 minute
Meeting	: 3rd meeting
Subject/ Topic	: Fable (The Fox and The Crow)
Objectives	: Students can understand the meaning
Materials	: Mobile phone, T2S App, pen, and Book

Present Activities	Details	Time
Greeting	▪ The researcher started the class by greeting, then greeted the students and asked how they were doing. ▪ Class gins by reading a prayer ▪ The researcher checks studentattendance	10 minutes

	▪ The researcher explains the purpose and objectives of the research	
Attention grab	▪ To regulate the course of learning, the researcher uses the following attention grabs: *R: Focus on Me* *Ss: Focus on You*	1 minute
Lead-in	▪ The researcher determines student to add the story file to the Application ▪ The researcher explains the story's topic, "The Fox and The Crow."	15 minutes
Practice Activities	**Details**	**Time**
Personal Control	▪ The researcher provides examples by practicing reading"The Fox and The Crow." using the T2S application	35 minutes

	▪ The research practices how to read the story text correctly by using the T2S Application and the students following. ▪ Research instructs the students to form 3 groups containing five people in each group. By having fist, students with the same number have come, group friends. ▪ The researcher gave students time to lbearn and understand the story and then take a turn reading the story.	
Produce Activities	**Details**	**Time**
Result	▪ All groups answer the question together .	10 minutes
Closing	▪ Researcher provides opportunities	

	for students to ask questions	4 minutes
	▪ Researchers provide motivation and suggestions regarding learning	
	▪ The class is closed by reading hamdalah and prayer.	

Lara, September 5th, 2022

Signed by,

Teacher of SMPN 1 Baebunta Selatan

The researcher,

Nur Istiqamah Zakaria, S.Pd.

Ayu Andira

LESSON PLAN (TREATMENT 4)

School	: SMPN 1 Baebunta Selatan
Class	: VIII A
Skill	: Reading
Time	: 60 minute
Meeting	: 4th meeting
Subject/ Topic	: Fable (Mouse Deer and Crocodile)
Objectives	: Students can use understand the meaning of the story
Materials	: Mobile phone, T2S App, pen, book, marker and Whiteboard.

Present Activities	Details	Time
Greeting	▪ The researcher started the class by greeting, then greeted the students and asked how they were doing. ▪ Class gins by reading a prayer ▪ The researcher checks studentattendance	10 minutes

	▪ The researcher explains the purpose and objectives of the research	
Attention grab	▪ To regulate the course of learning, the researcher uses the following attention grabs: *R: Snake is coming* *Ss: ssssssstttt*	1 minute
Lead-in	▪ The researcher determines student to add the story file to the Application ▪ The researcher explains the story's topic, "Mouse Deer and Crocodile."	15 minutes
Practice Activities	**Details**	**Time**
Personal Control	▪ The researcher provides examples by practicing reading "Mouse Deer and Crocodile" using the T2S application	35 minutes

	▪ The research practices how to read the story text correctly by using the T2S Application and the students following. ▪ Research instructs the students to read the story text in sequence; each student reads two paragraphs and continues with the other students ▪ The researcher gave time to students to lbearn and understand the story, then chain reading gins	
Produce Activities	**Details**	**Time**
Result	▪ Students answer the question from the text and come forward to write the answer .	10 minutes
Closing	▪ Researcher provides opportunities	

	for students to ask questions	4 minutes
	▪ Researchers provide motivation and suggestions regarding learning	
	▪ The class is closed by reading hamdalah and prayer.	

Lara, September 9th, 2022

Signed by,

Teacher of SMPN 1 Baebunta Selatan   The researcher,

Nur Istiqamah Zakaria, S.Pd.   Ayu Andira

LESSON PLAN (TREATMENT 5)

School	: SMPN 1 Baebunta Selatan
Class	: VIII A
Skill	: Reading
Time	: 60 minute
Meeting	: 5th meeting
Subject/ Topic	: Fable (The Donkey and The Tiger)
Objectives	: Students can understand the meaning of the story
Materials	: Laptop, mobile phone, T2S App, pen, and Book

Present Activities	Details	Time
Greeting	▪ The researcher started the class by greeting, then greeted the students and asked how they were doing. ▪ Class gins by reading a prayer ▪ The researcher checks student attendance	10 minutes

	The researcher explains the purpose and objectives of the research	
Attention grab	▪ To regulate the course of learning, the researcher uses the following attention grabs: *R: Snake is coming* *Ss: Ssstttttt*	1 minute
Lead-in	▪ The researcher determines student to add the story file to the Application ▪ The researcher explains the story's topic, "The Donkey and The Tiger."	15 minutes
Practice Activities	**Details**	**Time**
Personal Control	▪ The researcher provides examples by practicing reading "The Donkey and The Tiger" using the T2S application	35 minutes

	The research practices how to read the story text correctly by using the T2S Application and the students following. Research instructs the students to sing the twinkle song and pass the marker until the music stops. After the student who got the marker was come forward to read the story and so on. The researcher gave time to students to lbearn and understand the story's meaning.	
Produce Activities	**Details**	**Time**
Result	Students answer the question from the text .	10 minutes
Closing	Researcher provides opportunities	

	for students to ask questions	
	▪ Researchers provide motivation and suggestions regarding learning	4 minutes
	▪ The class is closed by reading hamdalah and prayer.	

Lara, September 10th, 2022

Signed by,

Teacher of SMPN 1 Baebunta Selatan
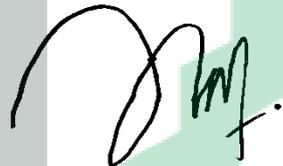
Nur Istiqamah Zakaria, S.Pd.

The researcher,

Ayu Andira
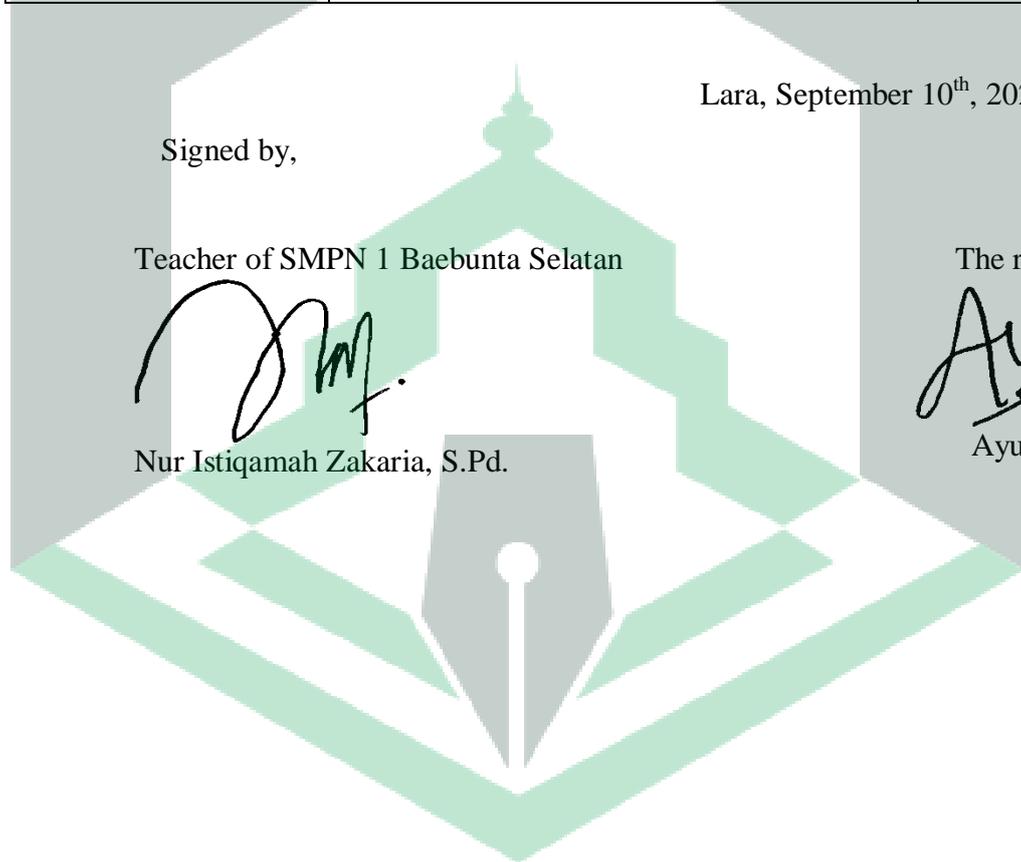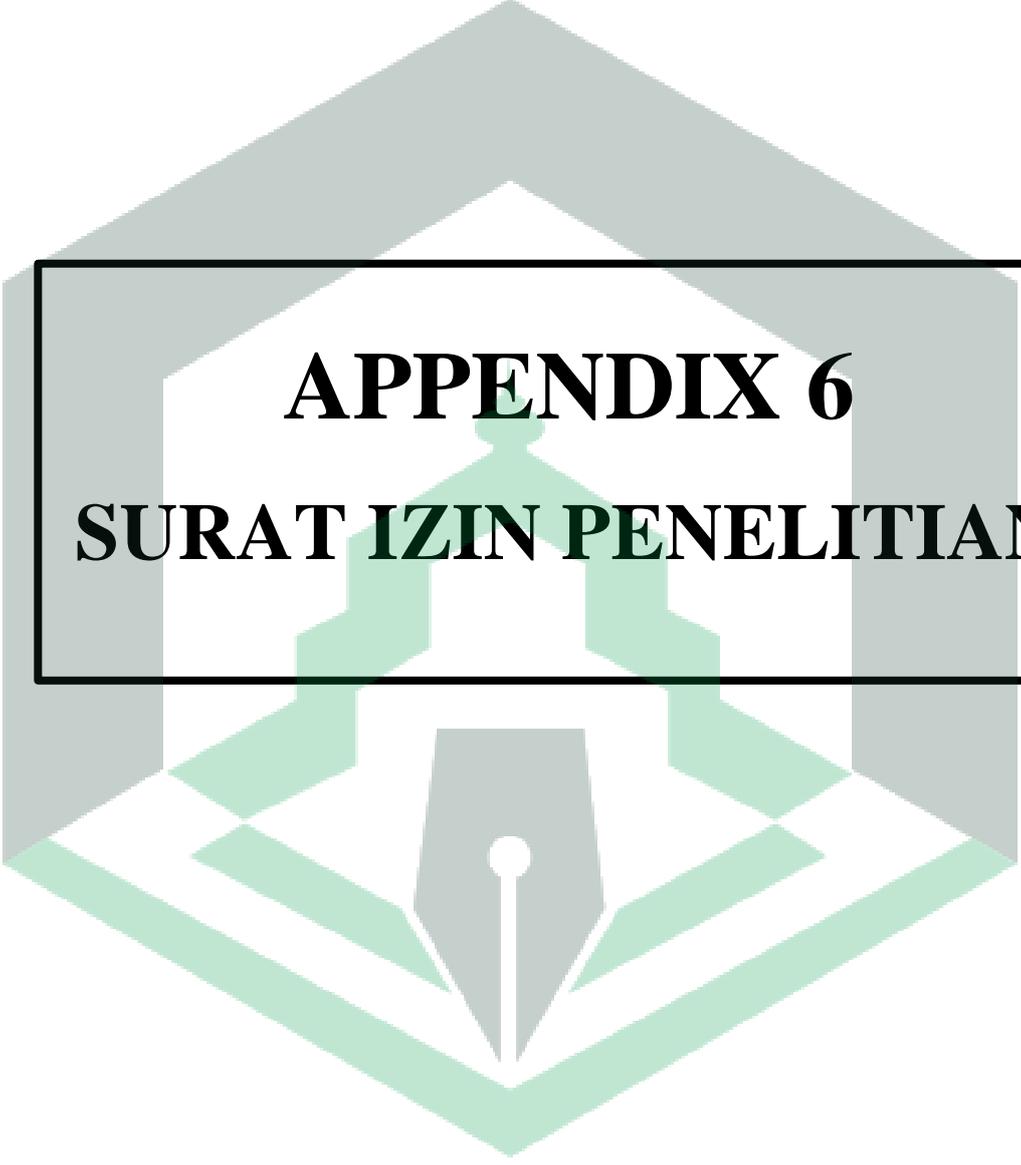
APPENDIX 6
SURAT IZIN PENELITIAN

PEMERINTAH KABUPATEN LUWU UTARA
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
(DPMPTSP)

Jalan Simpurusiang Kantor Gabungan Dinas No.27 Telp/Fax 0473-21536 Kode Pos 92961 Masamba

SURAT KETERANGAN PENELITIAN
Nomor : 20113/01618/SKP/DPMPTSP/VII/2022

Membaca	:	Permohonan Surat Keterangan Penelitian an. Ayu Andira beserta lampirannya.
Menimbang	:	Rekomendasi Badan Kesatuan Bangsa dan Politik Kabupaten Luwu Utara Nomor 070/286/VII/Bakesbangpol/2022 Tanggal 08 Juli 2022
Mengingat		1. Undang-Undang Nomor 39 Tahun 2008 tentang Kementrian Negara;
		2. Undang-Undang Nomor 23 Tahun 2014 tentang Pemerintahan Daerah;
		3. Peraturan Pemerintah Nomor 12 Tahun 2007 tentang Pembinaan dan Pengawasan Penyelenggaraan Pemerintah Daerah;
		4. Peraturan Presiden Nomor 97 Tahun 2014 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu;
		5. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 3 tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
		6. Peraturan Bupati Nomor 17 Tahun 2020 tentang Perubahan Kedua atas Peraturan Bupati Luwu Utara Nomor 11 Tahun 2018 tentang Pelimpahan Kewenangan Perizinan, Non Perizinan dan Penanaman Modal Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

MEMUTUSKAN

Menetapkan : Memberikan Surat Keterangan Penelitian Kepada :

Nama	:	Ayu Andira
Nomor Telepon	:	082269323682
Alamat	:	Dsn. Lara, Desa Lara Kecamatan Baebunta Selatan, Kab. Luwu Utara Provinsi Sulawesi Selatan
Sekolah / Instansi	:	Institut Agama Islam Negeri (IAIN) Palopo
Judul Penelitian	:	The Effect Of Using T2S Application to Improve Student Reading Skill At The Eight Grade SMPN 1 Baebunta Selatan
Lokasi Penelitian	:	SMPN 1 Baebunta, Desa Lara Kecamatan Baebunta Selatan, Kab. Luwu Utara Provinsi Sulawesi Selatan

Dengan ketentuan sebagai berikut

1. Surat Keterangan Penelitian ini mulai berlaku pada tanggal 25 Juli s/d 25 September 2022 (2 Bulan).
2. Mematuhi semua peraturan Perundang-Undangan yang berlaku.
3. Surat Keterangan Penelitian ini dicabut kembali dan dinyatakan tidak berlaku apabila pemegang surat ini tidak mematuhi ketentuan peraturan perundang-undangan yang berlaku.

Surat Keterangan Penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya dan batal dengan sendirinya jika bertentangan dengan tujuan dan/atau ketentuan berlaku.

Diterbitkan di : Masamba
Pada Tanggal : 11 Juli 2022

KEPALA DINAS

AHMAD, SE, SI
NIP : 196604151998031007

Retribusi : Rp. 0,00
No. Seri : 20113

DPMPTSP
www.dpmptsp.luwuutara.go.id

APPENDIX 7
SURAT KETERANGAN TE-LAH SELESAI MENELITI

SURAT KETERANGAN
Nomor : 421.3 / 108 / UPT.SMPN.1 – BBTS / IX / 2022

Yang bertanda tangan di bawah ini :

    Nama   : **Hj. RABAIYA, S.Ag**

    Jabatan   : Kepala UPT SMP Negeri 1 Baebunta Selatan

Dengan ini menerangan bahwa :

    Nama   : **AYU ANDIRA**

    N I M   : 082269323682

    Tempat/Tanggal Lahir : Lara, 23 Oktober 2000

    Fakultas   : Institut Agama Islam Negeri (IAIN) Palopo

    Program Studi   : Pendidikan Bahasa Inggris

Benar – benar telah mengadakan Penelitian pada UPT SMP Negeri 1 Baebunta Selatan pada tanggal 31 Agustus 2022 s/d 16 September 2022, dalam rangka melengkapi menyusunan Karya Ilmiah (Skripsi) dengan judul **"The Effect Of Using T2S Application to Improve Student Reading Skill At The Einght Grade UPT SMP Negeri 1 Baebunta Selatan"**.

Demikian Surat Keterangan ini diberikan untuk digunakan sebagiamana mestinya.

Lara, 23 September 2022
Kepala UPT SMPN 1 Baebunta Selatan,

Hj. RABAIYA, S.Ag
Pangkat : Pembina Tk.
NIP. 19730504 200701 2 028