

**APPLYING ECOLA TECHNIQUE TO IMPROVE STUDENTS'
READING COMPREHENSION AT THE TENTH
GRADE OF SMKN 2 PALOPO**

A Thesis

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



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2023**

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- 1. Amalia Yahya, S.E., M.Hum**
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2023**

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Palopo, Sept 29th 2023

Regards



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Applying Ecola Technique To Improve Students' Reading Comprehension

At The Tenth Grade Of Smkn 2 Palopo

yang ditulis oleh :

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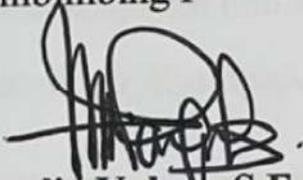
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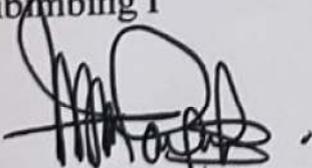
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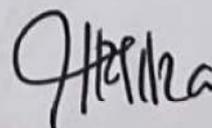
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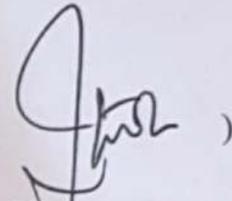
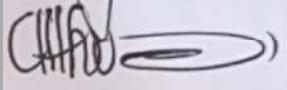
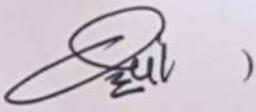
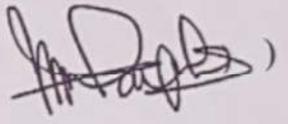
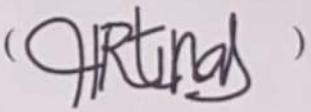
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THESIS APPROVAL

This thesis entitled Applying ECOLA Technique to Improve Students Reading Comprehension at the Tenth Grade of SMKN 2 Palopo, which is written by Tiara Maharani, Registration Number 1902020032, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Monday, 9th October 2023/ Rabiul Awal 23th 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

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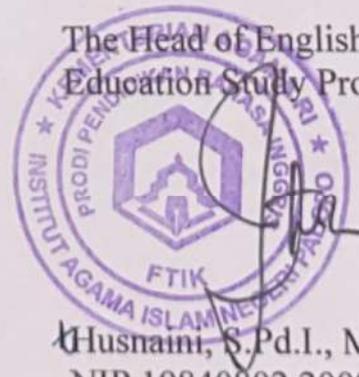
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Alhamdulillah RabbilAlamin, all praise Allah swt, who gives us some mercies and blessings so that the researcher could finish this thesis entitled "*Applying ECOLA Technique to Improve Students Reading Comprehension at the Tenth Grade of SMKN 2 Palopo*". Shalawat and salam may be given to our prophet Muhammad SAW, for safety and peace be upon him.

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The researcher hopes this thesis can give some value to the students of the English Department, English teachers, and readers. The researcher admits that this thesis is not perfect, so the researcher will accept suggestions from the readers to improve it. The researcher hopes that this thesis will be beneficial to everyone.

Finally, the researcher, hopefully, Allah SWT, will bless all who have helped the researcher, and the researcher hopes this thesis can be helpful and contribute positively to readers and others.

Palopo, 21 September 2023

Tiara Maharani
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ABSTRACT

Tiara Maharani, 2023. *"Applying ECOLA Technique to Improve Students Reading Comprehension at the Tenth Grade of SMKN 2 Palopo,"* a thesis of the English Language Education Study Program, Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo. Amalia Yahya, S.E., M.Hum. (Consultant 1) and St. Hartina, S.Pd., M.Pd. (Consultant 2).

This research aims to determine the effectiveness of using ECOLA (Extending Concept through Language Activities) technique to improve reading comprehension at SMKN 2 Palopo. This study used a pre-experimental research design that focused on a one-group pre-test and post-test design. The population of this study was all tenth grade students of SMKN 2 Palopo consisting of 95 students divided into three classes. The sample was taken using random sampling technique, which consisted of 28 students. The research instrument used was reading test and interview. The data were analyzed using Paired Sample T-test and calculated with SPSS 22. The result of this research found that. There is an improvement on students reading comprehension. It can be proved by the students' post-test score (36.96) which is higher than the pre-test score (23.39). In addition, the probability value is smaller than 0.05 ($0.000 < 0.05$). It is indicated, that alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. Students' perceptions of the ECOLA technique have a positive impact on improving students' reading comprehension. Twenty-five students said the ECOLA technique could improve their reading comprehension. However, there were three students who found the technique difficult and boring. It can be concluded that the use of ECOLA Technique is effective in improving students' reading comprehension. The students considered the ECOLA technique have a positive impact on improving reading comprehension. It easier for students to understand reading texts, there is interaction in discussions between students and group members which can enhance the learning experience. Thus, ECOLA technique can be recommended to used in teaching reading comprehension.

Keywords: *Reading Comprehension, ECOLA Technique, Descriptive Text*

CHAPTER I

INTRODUCTION

A. Background

Reading Comprehension is an important aspect of language learning, especially English as a second or foreign language.¹ It is an important subject of study because reading is one of the factors that can make students successful in their studies depending on their greatest part of reading ability. It is a process of getting the message conveyed by the author through the media in the form of words or written language.² It is an attempt to understand, evaluate, and also recognize the author's idea of reading text. It is the ability to understand the material given by others and to catch the content of the message or information of the text.

The main purpose of reading is to seek and gain information from the source or book being read. By reading and paying special attention to the nuances of language, we will gain a lot of knowledge. Since people read various scholarly works, such as magazines, academic books, and other works, their reading is related to daily life. The benefit of reading quran we will get knowledge. As narrated by Ibn Majah, Al-Baihaqi, Ibn Abdil barr and Ibn Adi, from Anas bin Malik who said that studying knowledge is obligatory for every Muslim.

¹ Duquette, L. *The Role of Reading Comprehension in Language Learning*. TESL Canada Journal, 34(1), (2017) 1-15.

² Pardo-Ballester, C., & Rodriguez Valls, F. *Reading Strategies in Foreign Language Comprehension and Memory: A Cognitive Approach*. Porta Linguarum: revista internacional de didáctica de las lenguas extranjeras, (10), (2008) 91-104.

In Quran Allah in Surah Al-'Alaq verses 1-5: Knowledge

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۝١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝٢ اقْرَأْ وَرَبُّكَ
الْأَكْرَمُ ۝٣ الَّذِي عَلَّمَ بِالْقَلَمِ ۝٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝٥

The meaning : 1) Read (call) the name of God who created you; 2) He created man with blood. 3) Read, and your Lord is the Glorious One, 4) He taught (man) with a pen, 5) He taught people unknown.

Reading comprehension is very important for students to know in reading. Understanding of reading is no less important than the reading activity itself. When students read the thing that must be achieved is to understand what the content of the reading is. Then understanding in reading students are able to find information from the material they have read. However, not all students are interested in reading the text. In order for reading activities to provide benefits from the lessons read³. It is necessary to read with good comprehension skills so that reading activities are not just skimming without knowing the contents but, reading comprehension gives a deep impression of what is read and can obtain information from what has been read.

However, not all students are interested in reading the text.

Currently, reading is considered an important thing in people's lives. Because by reading a person can understand the words that are expressed or spoken by someone. Almost every aspect of life involves reading activities. Although

³ Fitria Syarifah, "Implementation Of The Extending Concept Model Throught Language Activities To Improve The Faculty Of Tarbiyah And Teacher's Teaching At Ar-Raniry Darussalam Negeri Islam University Banda Aceh 2021 M / 1442 H Implementation Of The Extending Concept Model T," *UNIVERSITAS ISLAM NEGERI AR-RANIRY DARUSSALAM BANDA ACEH*, 2021, 46–50.

reading activities will have a positive impact on us, it is still often found that it is difficult to foster interest in reading, especially in students. Reading problems that are often encountered in general are; 1) Lack of student interest in reading a passage; 2) Lack students cannot understand the content of the reading that has been read; 3) Lack students do not unfocus in reading activities. This problem is caused by lack of facilities, media, or reading strategies for students. learning that is read is less interesting / appropriate in the reading read by students. This will affect students' ability to read.

Before the researcher decided on this title, the researcher made observations first and the researcher conducted interview with English teachers and students at SMKN 2 Palopo. There are some problems found in students' reading comprehension. Based on the results of interview with teachers and students, it can be concluded that the problems that usually arise from some students and teachers are; 1) lack of interest/passion in reading; 2) lack students' of reading comprehension in English; 3) the technique used is just that. While the problems that usually arise from teachers are; 1) limited scheduled time; 2) it not enough resources and materials.

Based on the interview results at SMKN 2 Palopo, it shows that students' reading ability in English is still less progress. In addition, students also feel that they do not understand the content of the text. Students also feel uninterested in English lessons because it is considered a difficult subject. Researcher are looking for effective solutions to improve students' reading comprehension.

Based on the above problems, the researcher tried to use the technique to overcome students' problems in reading. The ECOLA (Extending Concept through Language Activities) technique developed by Smith-Burke is a way to bring together reading, writing, speaking, and listening with the aim of developing reading comprehension. With the technique, all four language skills are practiced by students.

Based on the problem above, the researcher conducted a research which entitled “*Applying ECOLA Technique to Improve Students Reading Comprehension at the Tenth Grade of SMKN 2 Palopo*”.

B. Problem Statement

Based on the background above, the researcher formulation of the research question:

1. Does the application of ECOLA technique improve students reading comprehension at the tenth grade of SMKN 2 Palopo?
2. What are the students perceptions toward the application of ECOLA technique for reading comprehension?

C. Objective of the Research

Related to the above research, the objective of the research are:

1. To determine whether the application of the ECOLA technique can improve the reading comprehension of tenth grade of SMKN 2 Palopo.
2. To find out the students' perceptions toward the application of the ECOLA technique for reading comprehension.

D. Significance of the Research

There are two significances of this research, namely:

1. Theoretical Significance

This research, it is hoped that it can added insight to readers regarding reading comprehension through the ECOLA technique and become a reference for other researcher.

2. Practical Significance

a. For Teachers

The results of the learning process can be used by teachers as a guide and a temporary step to improve reading instruction. With the application of the ECOLA technique, it is expected that students will be more focused and understand the material being studied. This eases the burden on teachers in the learning process. Suggests teaching other English skills, such as: speaking, listening, and writing.

b. For Students

Learning outcomes for students can encourage their comprehension of learning English, particularly reading comprehension, and make the teaching and learning process enjoyable and build together. It is thought that this will deeped their comprehension.

c. For Other Researchers

Other researchers can do additional research on teacher activities in enhancing student learning using the findings of this study as a reference. This

study is anticipated to serve as a compass for earlier studies to give reading learning more consideration.

E. Scope of the Research

The scope of the study is limited to language teaching through the ECOLA technique for tenth grade students of SMKN 2 Palopo. This research used the ECOLA technique. This research focused on using descriptive text in reading comprehension.

F. Operational Definition of Terms

To guide the topic of this research easily, the definition of terms is explained as follow:

1. Reading comprehension is the ability to read a text, understand its meaning, and integrate it with what the reader has already learned. This skill is based on two skills that naturally go together: reading (being able to draw symbols on the page) and understanding another language (being able to understand the meaning of words and sentences).
2. The ECOLA (Extending Concept through Language Activities) technique developed by Smith-Burke is an attempt to integrate reading, writing, speaking and listening for the purpose of developing reading comprehension. Ecola technology is a tool for integrating reading, writing, speaking and drawing. The purpose of integrating reading, writing, speaking and listening is to improve reading capacity.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

There are several previous studies related to this research, such as:

Haerazi & L. Irawan in their research entitled “*The Effectiveness of ECOLA Technique to Improve Reading Comprehension in Relation to Motivation and Self-Efficacy*”. The results of the research using the ECOLA technique can improve students' reading comprehension skills because of the monitoring process of the interpretation results⁴. The researcher concludes that the similarities between the researcher and the previous research are both using the ECOLA technique to improve reading comprehension. The difference is improving reading comprehension in relation to motivation and self-efficacy while this research focus on reading comprehension.

Nurhidayati & Pardimin in their research entitled “*Application of ECOLA (Extending Concept through Language Activities) technique to increase students' interest in reading*”. This type of research is classroom action research (CAR). Classroom action research is research that describes the cause-and-effect of treatment, as well as describes what happens when treatment is given, and describes the entire process from the beginning of the treatment to the impact of the treatment. The results showed that the ECOLA technique could increase

⁴ Haerazi and Lalu Ari Irawan, “The Effectiveness of ECOLA Technique to Improve Reading Comprehension in Relation to Motivation and Self-Efficacy,” *International Journal of Emerging Technologies in Learning* 15, no. 1 (2020): 67.

students' interest in reading⁵. The similarity between the researcher and the previous research is that they both use the ECOLA technique. However, the difference is that the previous study used the PTK method to increase students' interest in reading while the researcher used the experimental method to improve comprehension.

Ari Rahmawati in her research entitled “*Effectiveness Of Ecola Technique (Extending Concepts Through Language Activities) On Learning To Read Review Text Understanding On Students Of Class Viii Smp Negeri 9 Tangerang Selatan Study Year 2019/2020*” This research uses experimental research methods. The result is ECOLA technique is more effective in learning to read comprehension of review text compared to using lecture method⁶. The researcher concludes that the similarities between the researcher and the previous research are both using the ECOLA technique. The difference is that the previous researcher learned to read comprehension of review texts on students while the researcher improved reading comprehension by summarizing the text.

R. Pratama, S. Wagiyo & P. Rahman in their research entitled “*Using Extending Concept through Language Activities (ECOLA) Technique to Improve Students' Reading Comprehension Skill*” Based on the statistical analysis, there is a significant difference of significant reading comprehension ability between

⁵ N Nurhidayati and P Pardimin, “Application of the ECOLA Technique (Extending Concept through Language Activities) to Increase Students' Interest in Reading,” *Wiyata Dharma: Jurnal Penelitian*, 9, no. 1 (2021): 22.

⁶ Rahmawati Ari, “Effectiveness Of Ecola Technique (Extending Concepts Through Language Activities) On Learning To Read Review Text Understanding On Students Of Class Viii Smp Negeri 9 Tangerang Selatan Study Year 2019/2020,” *Angewandte Chemie International Edition*, 6(11), 951–952. (UIN Syarif Hidayatullah Jakarta, 2021).

students taught by using ECOLA (Extending Concept through Language Activities) and students taught without using ECOLA (Extending Concept through Language Activities). As a result, the researcher hypothesis is accepted and the null hypothesis is rejected⁷. The similarity between researchers and previous studies is that both use the ECOLA technique. The difference is that the previous researcher used a quasi-experiment method and a control class while the researcher used a pre-experiment and did not use a control class.

W. Atika M, Y Zakaria A & B Febrianto in their research entitled “*The Effectiveness of the Ecola Learning Method (Extending Concept Through Language Activities) on Reading Comprehension Skills*” The application of the ECOLA method in this study is expected to be able to improve the level of learning effectiveness in reading comprehension skills, skillfully discussing and interpreting the results of discussions on the content of reading and providing responses and arguments properly.⁸ The similarity between researchers and previous studies is that both use the ECOLA technique to improve reading comprehension. The difference is that the previous researcher used the literature review method while the researcher used the pre-experiment method.

⁷ Riyadi Pratama, Supiah Wagiyono, and Priyunggo Karunia Rahman, “Using Extending Concept through Language Activities (ECOLA) Technique to Improve Students ’ Reading Comprehension Skill” *English Education Journal* 2, no. 2 (2022): 94–103.

⁸ W A Mailasari, Y Z Anshari, and B Febriyanto, “The Effectiveness of the Ecola Learning Method (Extending Concept Through Language Activities) on Reading Comprehension Skills,” *Prosiding Seminar*, 2021, 124.

B. Theoretical Review

1. The Concept of Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is the process of transferring knowledge through the mind's ability to understand the information read. Comprehension means understanding. Reading without comprehension is empty. (Kirby, 2014)⁹. Reading comprehension is a process carried out by readers to obtain information, messages, and meanings contained in a story or news. A person is said to be successful in reading comprehension if they are able to understand all the contents of the reading well.

Reading comprehension means understanding what you read. Active thinking depends not only on the student's understanding but also on his experience and previous knowledge. According to Brown, Reading Comprehension is an interactive process between the text and the reader's existing knowledge. The skills and process of comprehension can be taught at a particular level, and within a given text, students can master the application of that process at that level. However, as the amount of material and type of text varies, so does the process. Reading is the activity of acquiring and understanding information¹⁰

Reading comprehension is a reading skill accompanied by an effort to understand the meaning of the text being read. Gentile (2017) argues that

⁹ Kirby J, "Reading Comprehension: Its Nature and Development," *Canadian Language and Literacy Research Network*, 2014, 67–69.

¹⁰ Brown, *Defenition of Reading*, New Jersey: Practice Hall., 1994.

understanding text is a complex task in reading that includes making inferences, monitoring understanding, processing before, during and after reading. This opinion shows that reading comprehension is an advanced level of reading activities where the reader's understanding of the meaning of the reading content is needed.¹¹ It is the ability to read a passage and understand the main idea, purpose, and overall meaning of the passage.

b. The Importance of Reading Comprehension

Reading comprehension is important to teach students, because by reading, students used a variety of abilities to understand the reading they read. It is no less important than the reading activity itself¹². When students read, the thing that must be achieved is understanding. With an understanding of reading, students are able to understand the information and learning materials they read.

The important role of reading for the development of science, it is necessary to make efforts to improve students reading comprehension. Reading can make it easier for students to understand a book or something they read. By reading, it will increase students insight or knowledge. Reading comprehension is very important and good. Students will probably not find any difficulties when reading a text or story.

Reading is very important because reading is a process carried out to obtain messages or information from something that is read. In addition to

¹¹ Gentile M, *Strategie Di Comprensione Nell'apprendimentoda Testo Scritto Comprehension Strategies in Learning from Text*, 2017, 89-90.

¹² Resti Agistiasari, "The Effectiveness of Ecola Technique (Extending Concepts Through Language Activities) on Reading Comprehension Learning of Children's Stories in Students of Class Vii Smp Negeri 2 Wonosobo" 2015, 77-78.

obtaining information, reading is also useful for understanding all the information contained in the reading text so that it can become a provision of knowledge in the future. Nowadays, reading is considered as something important in people's lives. Because by reading one can understand the words spoken by someone. Almost every aspect of life involves reading.

c. Purpose of Reading

According to Grabe William and L. Fredrika, the category of purpose for reading includes being.¹³

1. Reading to search for information

Reading to search for information is a common reading skill, although some researchers consider it a relatively independent cognitive process. It is used so often in reading tasks that is probably best seen as a type of reading ability.

2. Reading to skim quickly

Reading to skim is a common part of many reading tasks and it's a useful skill in itself. It's a combination of strategies for guessing where the key passages of the text are and applying basic reading comprehension to those segments of the text until a general idea.

3. Skimming

Skimming consists of quickly one's eyes across a whole text to get the gist. It gives readers the advantage of being able to predict the purpose of the passage, the main topic or message, and possibly some of the developing or supporting ideas.

¹³ Grabe, William and Stoller, Fredericka, "Teaching and Researching Reading," *Britain: Pearson Education*, 2002, 105-108.

4. Scanning

Scanning, its purpose is to extract certain specific information without reading through the whole text. So, the exercises of this strategy may ask students to look for names or dates, find a definition of an essential concept, or list a certain number of supporting details. In vacation or general English, scanning is important in dealing with general like schedules, manuals, forms, etc.

5. Reading to learn from text

Reading to learn from text is usually done in academic and professional fields. In situations where a person must learn a great deal of information from a text, it requires abilities to remember main ideas, recognize and build rhetorical frames and link the text to the reader base.

6. Reading to integrate information

Reading to integrate information requires additional determination of the relative importance of complementary, mutually supportive, or conflicting information and a rhetorical framework for accommodating information from multiple sources.

7. Reading to write and reading to critique texts

Reading to write and reading to critique texts may be task variants of reading for integrating information. Both require the ability to create, select, and critique information from text.

8. Reading for general comprehension

Reading for general comprehension when achieved by skilled and fluent readers require strong skills to process word very quickly and automatically, to form general meaning representation of main ideas, and to process many in a very limited amount of time.

Wolley (2011 : 15) who says that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences¹⁴. Reading has a purpose, one of which is the basic ability that must be possessed by everyone, the ability to read becomes important in a society because by reading we can find out various information from text, both written and pictorial.

Grellet (1981: 4) says that there are two main reasons for reading;

1) Reading for Pleasure

Becoming a lifetime reader is predicated on developing a love of reading (Sanacore, 2002). Although reading for pleasure has not been a research priority, studies are accumulating that emphasise the importance of reading for pleasure for both educational as well as personal development¹⁵

2) Reading for Information

To know something or to do something with the information obtained¹⁶.

¹⁴ Woolley. 2011. Reading Comprehension: Assisting Children with Learning Difficulties, DOI 10.1007/978-94-007-1174-7_2. Springer Science: Business Media B.V, 82-85.

¹⁵ Christina Clark and Kate Rumbold, *Reading for Pleasure: A Research Overview*, National Literacy Trust, 2006, 50-55.

¹⁶ Grellet, F. 1981, *Developing Reading Skills*. Cambridge: Cambridge University Press.

Reading words has different purposes. Readers can know and feel happy if they read information or stories that match what they need. This means that readers will have an expectation of what they will read before they actually do. The purpose of reading comprehension is to obtain a thorough understanding of information about a reading. In addition, students are also expected to be able to retell or understand the stories that have been read.

d. Types of Reading

According to Patel and Jain the types of reading.¹⁷

1. Intensive Reading

In this type of reading, learners read a page to find the meaning and to be familiar with the strategies of writing. Through this reading, students can get fundamental practice in performing these strategies based on a series of materials. These strategies can be either text-related or learner-related. The first involves the recognition of text organization and the second involves strategies such as linguistics, schematics, and metacognitive strategies.

2. Extensive Reading

Extensive reading refers to reading the students often (but not exclusively) out of the classroom. They may read a novel, web pages, newspapers, magazines, or other reference material. Furthermore, this type of literature (short stories, novels, magazines, and newspaper articles) is usually a private matter. Extensive reading should involve reading for pleasure.

¹⁷ Patel, M. F. & Jain, Praveen M, "English Language Teaching," *Sunrice Publish & Distributor*, 2008, 88-90.

3. Aloud Reading

Reading aloud is a fundamental form of classroom organization and discipline. When reading aloud, students are faced with written sentences that have never been spoken. The purpose of reading aloud is to achieve or improve a student's speaking ability and pronunciation.

4. Silent Reading

Silent reading is a very important skill in English Classes. This reading should be used to improve the reading comprehension of learners. Silent reading is done to get a lot of information. Silent reading allows students to read in complete silence without making sounds on their lips. It helps students read fast, easily, and fluently. It aids comprehension and expands the student's vocabulary.

e. Kinds of text in Reading

There are several types of text types in reading below:

1) Descriptive

Descriptive text is a text which describes a person, thing, place and certain condition in particular. Commonly a descriptive text will describe a particular thing, place, or someone. A descriptive text is structured with general identification and followed by detail description. In Identification paragraph, descriptive text will explore to answer the question of who, what when and where. In this study, researchers focused more on using description text.

2) Report

Report text tries to explain the detail of things as they are. It often starts discussion with brief definition or classification about the thing discussed

3) Procedurel

Procedurel text is one of genre in According to the generic structure, a procedure text is organized through sequenced arrangement, they are goal, equipment, and steps. All these elements, however, are not strictly applied to any instructional text.

4) Explanation

Explanation text in some way is similar to procedure text. Explanation passage often make description about how something happens or why the thing occurs. Meanwhile a procedure text brings the instruction on how to make something happen completely. Explanation text often use technical terms related to the thing which is being explained. Explanation text is commonly compose in the mode of simple present tense.

5) Narrative

According to Madison Smart Bell - the narrative design - or what we call form or structure, is of first and final importance to any work of fiction. In that structure, we will find elements of story; characterization, point of view, theme and plot. Plot is the way of the story constructed. When we read a text, we can call it narrative as we see the following generic structure inside the text.

6) Anecdotal

Anecdotal text is similar to narrative. What distinguishes them is their generic structure. Anecdotes are not just about funny stories as we often hear them.¹⁸

2. The Concept of ECOLA Technique in English

a. Definition of ECOLA Technique

The ECOLA technique is a technique for reading activities, this technique also integrates other language skills, namely writing, speaking, and listening. These skills are useful for interpreting and monitoring students' understanding (Tierney, et al., 1990: 154)¹⁹. Technique ECOLA (Extending Concepts through Language Activities) is a technique used in reading activities by integrating four basic language skills to achieve reading comprehension. The ECOLA (Extending Concept through Language Activities) technique was developed by Smith-Burke.

Smith-Burke developed the ECOLA technique as an attempt to integrate reading, writing, speaking, and listening with the aim of developing reading comprehension. this understanding is useful for interpreting and monitoring student comprehension. With the ECOLA Technique (Expanding Concepts through Language Activities) all four language skills are performed by students.

¹⁸ Jie Y. Park, "A Different Kind of Reading Instruction: Using Visualizing to Bridge Reading Comprehension and Critical Literacy," *Journal of Adolescent & Adult Literacy*, 2012, 77–85.

¹⁹ Tierney, Robert J, dkk, 1990. Reading Strategies and Practices a Compendium. USA: Allyn and Bacon, 63-64.

b. Purpose of ECOLA Technique

The ECOLA technique (Expanding Concepts through Language Activities) aims to improve reading comprehension²⁰. In addition, the ECOLA technique helps students to discuss effective strategies to achieve good comprehension. The discussion process carried out in this technique aims to build and improve students' ability to collaborate in teams or groups.

Expanding in the ECOLA technique is that students can expand their reading comprehension by using the ECOLA technique. The meaning of the concept in the ECOLA technique is that the ECOLA technique has a concept that is effectively used in improving reading comprehension. The meaning of reading activities in the ECOLA technique is that language activities have many reading activities that students can read in the ECOLA technique.

The purpose of this article is to present a new sequence of comprehension activities called Extending Comprehension through Language Activities (ECOLA) and the rationale underlying this sequence. Many of the activities will be quite familiar to most teachers. It is the sequence of activities and the principles underlying them that can help in developing students' independence in understanding. Designed to help junior and senior high school students become

²⁰ Haerazi and Irawan, "The Effectiveness of ECOLA Technique to Improve Reading Comprehension in Relation to Motivation and Self-Efficacy." *International Journal of Emerging Technologies in Learning* 15, no. 1 (2020), 91-93.

"independent comprehenders" of content and subject matter, ECOLA focuses on comprehension rather than learning strategies²¹

c. Advantages of ECOLA Technique (Extending Concept Throught Language Activities)

The ECOLA (Extending Concept Throught Language Activities) technique encourages students to discuss effective strategies to gain good understanding. The discussion process using the technique is able to build students' ability to work together in groups/teams²². With the application of this technique model, the situation in the teaching and learning process becomes vivid. Students are also taught to give their responses or opinions during the learning process. The learning atmosphere became more enjoyable.

The ECOLA technique has the advantage of being able to build students to work together in teams so that the atmosphere of the learning process is more dynamic. Students are trained to respond and their arguments become better. Zuchdi (2012: 120) argues that the ECOLA technique can improve reading comprehension skills. This happens because technique contains the process of

²¹ J.C Harste, C.L Burke, and V.A. Woodward, *Children's Language and World: Initial Encounters with Print, Bridging the Gap: Reader Meets Author*, 1982, 48.

²² Fitria Syarifah, "Implementation Of The Extending Concept Model Throught Language Activities To Improve The Faculty Of Tarbiyah And Teacher's Teaching At Ar-Raniry Darussalam Negeri Islam University Banda Aceh 2021 M / 1442 H Implementation Of The Extending Concept Model T" (UNIVERSITAS ISLAM NEGERI AR-RANIRY DARUSSALAM BANDA ACEH, 2021), 112.

monitoring the results of interpretation. In addition, technique encourages students to discuss effective strategies to obtain good understanding.²³

3. The Use of The ECOLA Technique in Teaching Reading Comprehension

The use of the ECOLA technique can improve reading comprehension. This happens because the method contains the process of monitoring the results of interpretation. In addition, the technique helps students to discuss effective or good strategies to obtain good understanding. Such as determining the purpose of the reading, determining the main idea and title of the reading.

The Extending Concept Language Activities learning framework learning framework lies in the following learning experiences:

a. Reading with a purpose

The purpose of reading the text was developed based on the intent of the author and some of the reasons why educators choose readings. Nevertheless, the goals remain to be determined by the student read

b. Written responses

Students are expected to make interpretations that are expressed in writing activities. The interpretation can be revisited after the discussion.

²³ W A Mailasari, Y Z Anshari, and B Febriyanto, "The Effectiveness of the Ecola Learning Method (Extending Concept Through Language Activities) on Reading Comprehension Skills," *Prosiding Seminar*, 2021, 127.

c. Discussion

Discussion is seen as the basis for generating ideas, testing goals, evaluating, making meaning, and considering the effectiveness of the strategies used in reading.

d. Self Monitoring

The student or students are encouraged to express their confusion, to interpret independently, and engage in a discussion about strategies for reading comprehension as well.

Implementation Stage of Expanding Concepts Through Expanding Language Activities Extending Concept Throught Language Activities is built through five stages five stages, namely, setting a communicative purpose for reading, reading silently for a purpose and task standards. Realizing understanding through writing activities, conducting discussion and clarifying meaning, writing and comparing.

a. Setting communicative objectives

Teachers can encourage students to have in-class discussions to determine the purpose of their reading. In reading, it is the students who determine their own purpose in reading. The purpose of reading can be based on consideration of the author's purpose. Students can also determine their purpose by considering the reasons why the teacher provides reading materials. By specifying the purpose means that the student understands what the writer is trying to convey.

b. Reading silently

Students are reminded of their purpose for reading so that The students are reminded of their purpose for reading so that they realize that they need to be able to support their interpretations with ideas from the reading based on their background knowledge or reasoning. Smith Burke and Darmiyati Zuchdi suggest that it is feasible for different students with different purposes when reading.

c. Realizing understanding through writing activities

The aim of this stage is to develop students' ability to self-monitoring and begin to learn to express what they do not understand. During this stage, each student writes responses to all reading questions and objectives. In writing the responses, students guarantee that their answers will be kept confidential. Students are encouraged to interpret and write down everything that is confusing about the reading passage. To clarify the issue, students are encouraged to ask other students. It is the responsibility of other students to explain how they dealt with the problem. With this kind of activity, there will be a question and answer between students, where students must master and understand the reading.

d. Discussion

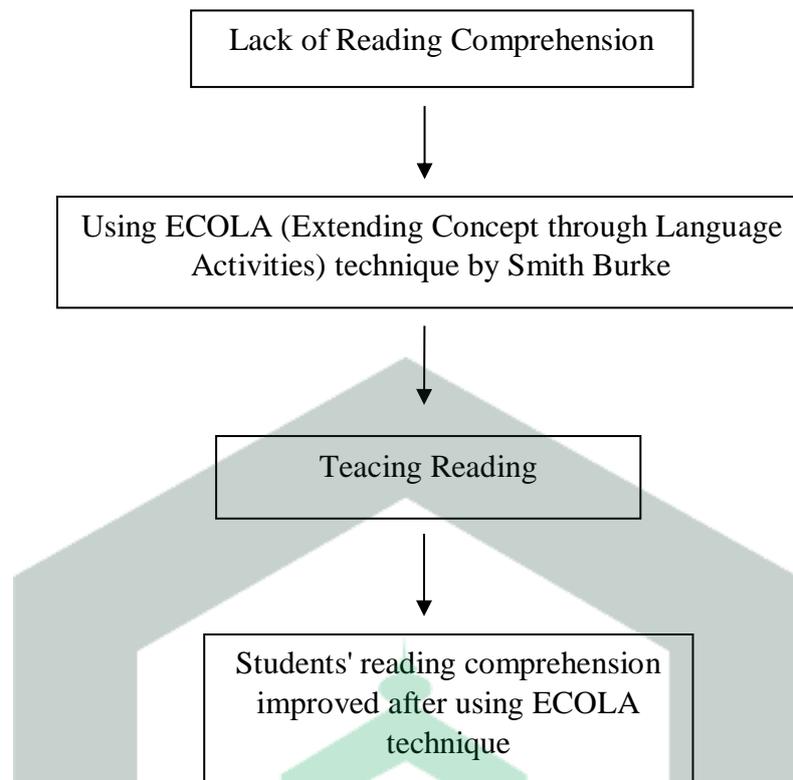
Students are divided into groups of no more than three and given a time limit. given a specific time limit, they are expected to discuss their interpretations, compare responses, and modify their conclusions. Each student is expected to understand the content of the passage they read. So that during the discussion, they are able to answer questions from other groups.

e. Writing and comparing

The final step that students should take, either in small groups or individually, is to come up with other interpretations or individually, is to come up with other interpretations. If this is done in groups, the consensus should be enriched by discussion and agreement. After reviewing the completed interpretations, students are encouraged to comprehend the reading. In addition, the Extending Concept Through Language Activities technique encourages students to always discuss effective strategies to obtain good understanding. The discussion process carried out in this technique builds students' ability to work together. The cooperation that is established is a strategic step to improve and gain better understanding in reading.

C. Conceptual Framework

The conceptual framework describes what the researcher intends to do this research systematically. This study aims to determine the effectiveness of using the ECOLA technique to improve reading comprehension. The conceptual framework underlying this study is depicted in the diagram below:



The conceptual framework above shows the research process in the teaching and learning process. In this study, researcher used the ECOLA technique to improve students' reading comprehension. The researcher used pre-test and post-test to ensure students' reading comprehension.

Pre-test is a test given to students before treatment. Treatment is an action given to students to determine the effect of the method given. After giving treatment to students, researchers gave a post-test to check students' reading comprehension. From the test results, researchers can see whether students' reading comprehension has improved after being given treatment or there is no improvement and focus.

D. Hypothesis

The statistical hypothesis of this research is given as follow:

1. (H₀) The use of ECOLA technique is not effective to improve students reading comprehension at the tenth grade of SMKN 2 Palopo.
2. (H_a) The use of ECOLA technique is effective to improve improve students reading comprehension at the tenth grade of SMKN 2 Palopo.



CHAPTER III

METHOD OF THE RESEARCH

A. Research Method

In this research method, researcher applied pre-experimental research. Pre-experimental research focused on one group given a test (pre-test and post-test) and treatment without class comparison. This research is used to find out whether the ECOLA (Extending Concept through Language Activities) technique can improve students' reading comprehension. This study involved one group of students with a pre-test, treatment, and post-test design. The research design can be described as follows:

Pre-Test	Treatment	Post-Test
O ₁	X	O ₂

Notation :

O₁: Pre-test

X : Treatment by Using ECOLA Technique

O₂: Post-test

B. Time and Location of the Research

1. Time of the Research

Activity	Time
Pre-test	Thursday, 30 August
Treatment	31-7 September
Post-test	Friday, 8 September.

2. Location of the Research

This research study was conducted at SMKN 2 Palopo, which is located in Palopo Dr. Ratulangi street, Balandai, Bara District, Palopo City, South Sulawesi Selatan, Indonesian, 91914.

C. Variable of the Research

In this research there are two variable, which are:

1. The independent variable is ECOLA Technique.

The ECOLA (Extending Concept through Language Activities) technique developed by Smith-Burke is an attempt to integrate reading, writing, speaking, and listening with the aim of developing reading comprehension.

2. The dependent variable is the students' reading comprehension.

Reading comprehension is the ability to read a text and understand its meaning. Reading comprehension is also a process that readers do to get the message that the author wants to convey.

D. Population and Sample

1. Population

Population is the whole subject of research. In this study, researcher chose the Motorcycle Engineering & Business class X department consisting of 95 students at SMKN 2 Palopo as the population in this study.

2. Sample

The researcher applied random sampling technique in selecting the research sample. The research sample was taken randomly because all classes at SMKN 2 Palopo are homogeneous, where the level of English proficiency of students in all classes is the same. In this study, the researcher took 1 class as a sample, namely the tenth class of Motorcycle Engineering & Business B which amounted to 28 students.

E. Instrument of the Research

1. Reading Test

In this study, researcher used a the ECOLA (Extending Concept through Language Activities) technique. That is, the test is an instrument given by the research which aims to determine the student's score. The research instrument consisted of 20 questions consisting of 15 multiple choice questions, 5 essay questions. The tests were given to students twice, namely pre-test and post-test. The pre-test is intended to determine students' reading comprehension before treatment. While the post-test aims to determine the improvement of students' reading comprehension after being given treatment.

2. Interview Questions

The researcher interviewed twenty eight students as participants to find out their perceptions of used of the ECOLA technique. The interview were conducted online through WA. The language used in interviewing students was Indonesian to get a detailed subjective description from the informant's perspective. Unstructured interviewed fall under the category of in-depth interviewed, which are easier to conduct than structured interviews. The aim is to find information openly about a problem by asking for opinions and ideas from the informants (Sugiyono, 2014)²⁴. In conducting interview, researcher read and recorded what was explained by the informants.

F. Procedure of Collecting Data

In this study, the instrument used was a reading test. The purpose of the reading test is to determine the level of student understanding in reading.

1. Pre-test

In the pre-test, the researcher gave a pre-test at the first meeting. This test aims to determine students' initial knowledge about reading comprehension. The researcher provided a description text that must be read by students to answer the questions that will be given. The questions consisted of 15 multiple choice questions and 5 essay questions.

²⁴ Sugiyono, "Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D," *Bandung:Eidos*, 2014.

2. Treatment

After the researcher had given a pre-test to the students, the researcher gave the treatment using the ECOLA technique for four meetings with 60 minutes at each meeting. The steps of the treatment were as follows:

Opening Class

- a. The researcher started the lesson by greeting, praying, asking for news, and checked the students' attendance list.
- b. The researcher gave warm-up before entering the lesson

Running Class

- 1) The researcher explained the learning objectives
- 2) The researcher explained to the students about reading comprehension
- 3) The researcher introduced the ECOLA technique
- 4) The researcher divided the students into 3 until 4 people in a group
- 5) The researcher gave the reading text that was be read by each group.
- 6) Students read silently and looked for the main idea and discussed it in the reading text, students asked questions if there are things that are not understood.
- 7) The researcher provided assistance to students who asked questions by giving hints.

8) Students may opened the dictionary if there is anything they want to know the meaning.

9) After reading, students written back what they understand from the text they have read.

10) The researcher provided assistance to students who asked questions by providing clues

11) Students discussed what they understand from the text with their group material.

12) After discussed, the researcher and students together read the text and looked for the main idea of the text.

13) After that, the researcher shared question sheets that students had to answered.

14) After finishing answered the questions, the researcher and students together corrected the answered that had been answered by the students.

15) The researcher evaluated the learning and given feedback on the material that has been learned.

Closing

- a. The researcher checked the students' answered.
- b. The researcher gave suggestions, conclusions, and close the class.
- c. Provided motivation to students

The topics for each meeting:

First meeting: School

Second meeting: Fruit

Third Meeting: Animal

Four meetings: Doctor

3. Post - Test

The post-test was distributed to the students after the treatment. The researcher evaluated the students with the same text in the pre-test. This test aims to determine the development of students' reading comprehension after the treatment. The questions consisted of 15 multiple choices and 5 essays.

4. Interview

The researcher interviewed students through the WhatsApp application. Researcher contacted all students who became the research sample to find out what students' perceptions of the ECOLA technique were.

G. Technique of Analysis Data

1. The analysis of the ECOLA Technique

The data collected was be used to determine whether or not the experimental research achieved good results on the mastery of reading comprehension of tenth grade students at SMKN 2 Palopo.

After collecting the data, the next step was to analyze the data. The data were the results of the pre-test and post-test. The data analysis technique involves several steps which are described as follows:

- a) The students' correct answers were scored by using the following formula:

$$\text{Score} = \frac{\text{total correct answer}}{\text{total test item}} \times 100$$

- b) The students' scores were classified based on the following classification

Table 3.1

Classification of score

Score	Correct Answer	Classification
81-100	17-20	Excellent
61-80	13-16	Good
41-60	9-12	Average
21-40	5-8	Fair
0-20	0-4	Poor

- c) The rate percentage of the students' scores was calculated by using the following formula:

$$P = \frac{f}{N} \times 100$$

Note:

P = Percentage

F = Frequency

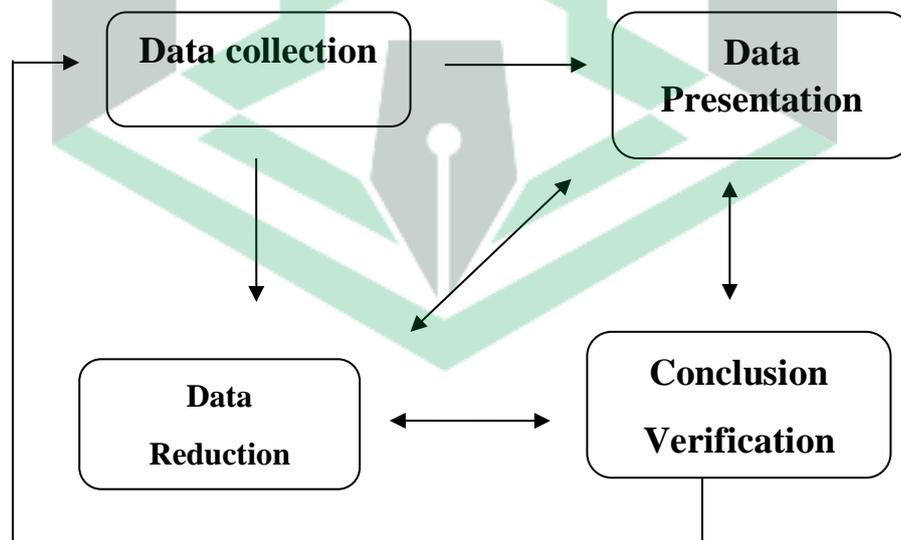
N = Number of sample

- d) The researcher looked for the mean score and standard deviation using SPSS.

2. The analysis of the Interview result

The process of collecting data systematically to facilitate researcher in obtaining conclusions. According to Bogdan in Sugiyono, data analysis is the process of systematically searching and compiling data obtained from interviewed, field notes, and other materials so that it can be easily understood and the findings can be shared with others²⁵.

According to Miles & Huberman (1992: 16), the analysis consists of three streams of activities that coincide, namely: data reduction, data presentation, and concluding/verification²⁶. The three lines in more detail are as follows:



²⁵ Bogdan and Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif, Dan R&D," Bandung: Alfabeta, 2017.

²⁶ Milles dan Huberman, "Analisis Data Kualitatif," Jakarta: Universitas Indonesia Press, 1992.

a) Data reduction

Data reduction is part of the analysis. Data reduction is a form of analysis that sharpens, classifies, directs, discards unnecessary, and organizes data so that final conclusions can be drawn and verified. With data reduction, researcher do not need to interpret it as quantification. Qualitative data can be simplified and transformed in various ways: through rigorous selection, summary or brief description, categorizing it in a broader pattern, and so on. Sometimes it is also possible to convert data into numbers or rankings, but this is not always wise.

b) Data presentation

Miles & Huberman limit a presentation as structured information that allows concluding and taking action. They believe better representations are critical for valid qualitative analysis, including various matrices, graphs, networks, and charts. Everything is designed to combine organized information in a coherent and easy-to-reach form. In this way, an analyzer can see what is going on and determine whether to draw the correct conclusion or to proceed with the analysis in the advice suggested by the presentation as something that might be useful.

c) Conclusion verification

According to Miles & Huberman, concluding is only part of an activity from the complete configuration. The conclusions were also verified during the research. The verification may be as brief as the rethinking that went through the analyzer's (researcher's) mind while he is writing, a review of field notes, or it may be as thorough and laborious as reviewing and brainstorming among

colleagues to develop intersubjective agreements or also extensive efforts to place copies of a finding in another data set. In short, the meanings that emerge from other data must be tested for their truth, robustness, and compatibility, that is, their validity. The conclusion does not only occur during the data collection process but needs to be verified.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research in the form of grades and student learning outcomes at school, as well as explaining in detail about the results of the pre-test and post-test after being given treatment using the ECOLA (Extending Concept through Language Activities) Technique.

A. Findings

In this case, the study looked at the students' pre-test and post-test scores as well as the mean and standard deviation of their pretests and post-tests. The data collected from the students' pre-test and post-test served as the main instrument in this study. The pre-test was given before the treatment, and the post-test gave after the treatment - analyzing the students' scores before and after the pre-test and post-test.

1. The result of Students reading in the Pre-Test

In this section, the researcher displays the total score of students' ability on the pre-test, the mean and standard deviation of the students' pre-test, and the percentage of students' pre-test score. The researcher has presented them in tables and used SPSS 22 to calculate the score.

Table 4.1
Scoring of the students Reading test in pre-test

No	Students	Students Correct Answer	Scoring Of The Students	Category
1	S1	5	25	Fair
2	S2	5	25	Fair
3	S3	6	30	Fair
4	S4	7	35	Fair
5	S5	5	25	Fair
6	S6	6	30	Fair
7	S7	3	15	Poor
8	S8	5	25	Fair
9	S9	3	15	Poor
10	S10	4	20	Poor
11	S11	4	20	Poor
12	S12	3	15	Poor
13	S13	6	30	Fair
14	S14	5	25	Fair
15	S15	9	45	Average
16	S16	5	25	Fair
17	S17	3	15	Poor
18	S18	3	15	Poor
19	S19	5	25	Fair
20	S20	3	15	Poor
21	S21	4	20	Poor
22	S22	4	20	Poor
23	S23	7	35	Fair
24	S24	4	20	Poor
25	S25	3	15	Poor
26	S26	6	30	Fair
27	S27	4	20	Poor
28	S28	4	20	Poor

Table 4.1 displays the students' overall pre-test scores. It was found that the pre-test score showed that fourteen students poor score, thirteen students fair

score, and one student average score. SPSS 22 was used to calculate the mean score of students' ability. The results can be seen in the descriptive table below:

Table 4.2
The mean score of students' in pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pretest	28	15	45	23.39	7.460
Valid N (listwise)	28				

Table 4.2 shows the descriptive statistics of students' pre-test scores. This table explains that the highest student score is 45 and the lowest score is 15. It also states that the mean student pre-test score is 23.39 with a standard deviation of 7.460.

Table 4.3
Rate percentage of students' scoring in pre-test

Classification	Score	Frequency	Percentage
Excellent	81-100	-	-
Good	61-80	-	-
Average	41-60	1	4%
Fair	21-40	13	46%
Poor	≤20	14	50%
Total		28	100%

In table 4.3 it can be seen that students' reading comprehension before being given treatment. From all of the students, there was 1 student (4%) got the average score, 13 students (46%) got the fair score, and 14 students (50%) got the poor score.

2. The result of Students' reading test in Post-Test

In this section, the researcher displays the total score of students' ability on the post-test, the mean and standard deviation of the students' post-test, and the percentage of students' post-test score. The researcher has presented them in tables and used SPSS 22 to calculate the score.

Table 4.4
Scoring of the Students' Reading Test in Post-test

No	Students	Students Correct Answer	Scoring Of The Students	Category
1	S1	8	40	Fair
2	S2	7	35	Fair
3	S3	8	40	Fair
4	S4	5	25	Fair
5	S5	5	25	Fair
6	S6	9	45	Average
7	S7	10	50	Average
8	S8	7	35	Fair
9	S9	6	30	Poor
10	S10	7	35	Poor
11	S11	8	40	Poor
12	S12	6	30	Poor
13	S13	9	45	Average
14	S14	8	40	Fair
15	S15	12	60	Average
16	S16	7	35	Fair
17	S17	8	40	Fair
18	S18	6	30	Fair

19	S19	8	40	Fair
20	S20	5	25	Fair
21	S21	7	35	Fair
22	S22	6	30	Fair
23	S23	10	50	Average
24	S24	7	35	Fair
25	S25	6	30	Fair
26	S26	9	45	Average
27	S27	7	35	Fair
28	S28	6	30	Fair

Table 4.4 displays the students' overall post-test score. It was found that the post-test scores showed that four students poor score, eighteen students fair score, and six students average score. SPSS 22 was used to calculate the average score of students' ability. The results can be seen in the descriptive table below:

Table 4.5
The mean score of students' in post-test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
posttest	21	25	60	36.19	8.501
Valid N (listwise)	21				

Table 4.5 shows the descriptive statistics of students' post-test scores. It can be explained that the highest student score is 60 and the lowest is 25. It is also mentioned that the average student post-test score is 36.19 with a standard deviation of 8.501.

Table 4.6
Rate percentage of students' scoring in post-test

Classification	Score	Frequency	Percentage
Excellent	81-100	-	-
Good	61-80	-	-
Average	41-60	6	21%
Fair	21-40	18	64%
Poor	≤20	4	15%
Total		28	100%

Table 4.6 it can be seen that students' reading comprehension after being given treatment. From all of the students, there was 6 students (21%) got the average score, 18 students (64%) got the fair score, and 4 students (15%) got the poor score. This means that students' reading comprehension improved after using ECOLA Technique. Looking at the mean score of students' in pre-test and post-test, the researcher calculated it by using SPSS 22. The result was presented in to the table, descriptive statistic as follows.

Table 4.7
The mean score and standard deviation in pre-test and post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pretest	28	15	45	23.39	7.460
posttest	28	25	60	36.96	8.315
Valid N (listwise)	28				

Table 4.7 displays that the average standard deviation of the pre-test (23.39) with a standard deviation of (7.460), while the standard deviation of the post-test (36.96) with a standard deviation of (8.315). The results from the table

above show that the average value of students in the post-test is higher than the average value of students in the pre-test. This concludes that the use of the ECOLA technique is effective in improving reading comprehension.

Table 4.8
The paired samples statistic of pre-test and post-test

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	23.39	28	7.460	1.410
	posttest	36.96	28	8.315	1.571

Table 4.8 the pre-test mean score was 23.39 with a standard deviation of 7.460 while the post-test mean score was 36.96, with a standard deviation of 8.315. This shows that the mean score of the post-test is higher than the pre-test. The results show that the ECOLA technique is effective in improving students' reading comprehension.

Table 4.9
The paired samples correlation of pre-test and post-test

		Paired Samples Correlations		
		N	Correlation	Sig.
Pair 1	pretest & posttest	28	.948	.000

Table 4.9 explains that the correlation score of the pre-test and post-test is 0.948. According to Cohen's correlation, if the correlation value is 0.50-1.0, it indicates that the two variables have a strong relationship. The significant value is

0.000 < 0.5, which indicates that there is a significant impact of using the ECOLA technique in students' reading comprehension. The results of this study can be concluded that the ECOLA technique can significantly improve students' reading comprehension.

Table 4.10
The pairs sample t-test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test – Post-Test	-13.571	2.673	.505	-14.608	-12.535	-26.870	27	.000

Table 4.10 informs the paired sample correlation of pre-test and post-test. The results of the detailed sample t-test show a significant number between the pre-test and post-test in addition to the significant value (2-tailed) $p = 0.000$, < 0.05 . The null hypothesis (H_0) and this study is rejected, and the alternative hypothesis (H_a) is accepted where there is a significant difference between the two tests. The results of this study indicate that the ECOLA technique can improve reading comprehension.

3. The result of the Interview

Based on the results of interviews with students, the following was the description of the research question :

a. “Does the ECOLA technique improve your reading comprehension?”

S1: After I use the ECOLA technique, I can understand the text that I read.

S2: Yes, of course! The ECOLA technique can improve my reading comprehension.

S3: Yes, this technique can improve my reading comprehension, which at first I did not understand, so I understand.

S4: No, this technique cannot improve my reading comprehension.

S5: This technique could not improve my reading comprehension because I felt that I did not understand the text that was shared

Based on the results of the interviews above, it can be concluded that the ECOLA technique has a positive impact and also a negative impact in improving students' reading comprehension. Of the twenty-eight students who had been interviewed, two fifty-five gave positive responses that the ECOLA technique could improve reading comprehension but three students gave negative responses that the ECOLA technique did not contribute much in improving reading comprehension.

b. "What's interesting in the ECOLA technique?"

S1: The interesting thing that I get from this technique is that the learning model is not boring.

S2: The interesting thing about the ECOLA technique is that we not only read but also write and speak.

S3: The interesting thing about this technique is that we are taught to work together with group friends.

S4: There are no interesting things that I got from this technique.

S5: I don't think there is anything interesting about this technique, but it teaches us to work together in a group.

Based on the results of interviews with twenty-eight students, it was found that twenty-five students said that the interesting thing about the ECOLA technique is that it is not only reading but also speaking, writing and listening. They can work together with their friends in groups. Nevertheless, three students gave the opinion that ECOLA is difficult and boring.

B. Discussion

This research was conducted to determine the improvement of students' reading comprehension through ECOLA technique. The description of data collected from students' reading comprehension is comprehension in English for more details. The sample of this study was tenth grade students of SMKN 2 Palopo with a total population of 95 students. Based on the findings from the data analysis, the researcher determined the effectiveness of using the ECOLA Technique. The mean score of the students' pre-test was 23.39 and the mean score of the post-test was 36.96. Determined from the data analysis, the standard deviation of the pre-test was 7.460 and the standard deviation of the post-test was 8.315. Paired sample correlation of pre-test and post-test. The paired sample t-test results showed significant numbers between the pre-test and post-test with a significant value (2-tailed) $p = 0.000, < 0.05$. The null hypothesis (h_0) and this study were rejected, and the alternative hypothesis (h_a) was accepted where there was a significant difference between the two tests. The correlation value of the pre-test and post-test was 0.948. According to Cohen's correlation, if the correlation value is 0.50-1.0, it indicates that the two variables have a strong relationship. The significant value is $0.000 < 0.5$, which indicates that there is a significant impact of using the ECOLA technique in students' reading comprehension.

At the beginning of the meeting, the researcher explained what the ECOLA technique was and how it was applied during learning. The researcher divided the students into 8 groups, each group had three to four group members. After that the researcher distributed reading texts that would be read silently by

students. After reading the students will write down what they understand from the text they read and then the researcher distributes questions that students will work on together. Students discuss to determine the right answer to the question. After all students/groups answer the questions, the researcher calls each group to read out the questions and their answers and the researcher together with the students corrects the answers.

In the second meeting students began to understand how to apply the ECOLA technique but there were some students who still did not seem to understand the ECOLA technique and in the third and fourth meetings some students already understood how to apply the ECOLA technique. However, after being given the treatment the researcher saw that not all students were serious in participating in learning and there were some students who were lazy to follow the learning and were absent in several meetings. According to researchers, teacher creativity is needed to improve student understanding. One of them is by using the ECOLA technique. Researchers chose the ECOLA technique as a learning technique to improve reading comprehension because students are not only told to read but also write, listen and speak so that students are not bored.

After giving the treatment using ECOLA technique to the students, the researcher gave a post-test to ensure the improvement of ECOLA technique in reading comprehension. The researcher found that students could understand the text better than before the treatment. The teaching and learning process in the classroom showed that the use of ECOLA technique was effective to teach in terms of students' reading comprehension. During the teaching and learning

process in the classroom, most of the students enjoyed and understood when they applied this technique.

The result of this research is in line with the previous research Rahmawati in her research found that the ECOLA technique is more effective in learning to read comprehension of review texts than using the lecture method²⁷. Also, Haerazi & Irawan, this technique can improve students' reading comprehension skills because it contains a process of monitoring the results of interpretation. This technique can also encourage students to discuss, write, and compare their ideas to gain a good understanding of the text read²⁸. The results showed that the ECOLA technique can increase students' interest in reading. In addition, Nurhidayati & Pardimin the application of ECOLA (Extending Concept through Language Activities) technique can increase students' interest in reading.²⁹ Motivation is considered the key to successful learning and teaching of reading in general. Motivation has a positive effect to support the learning process in the classroom because students who have high motivation will get better learning achievement.

The advantage of the ECOLA technique for teaching reading is that it not only teaches students to read but also to speak, write and listen, besides that students are taught to express their opinions in the learning process. Students work

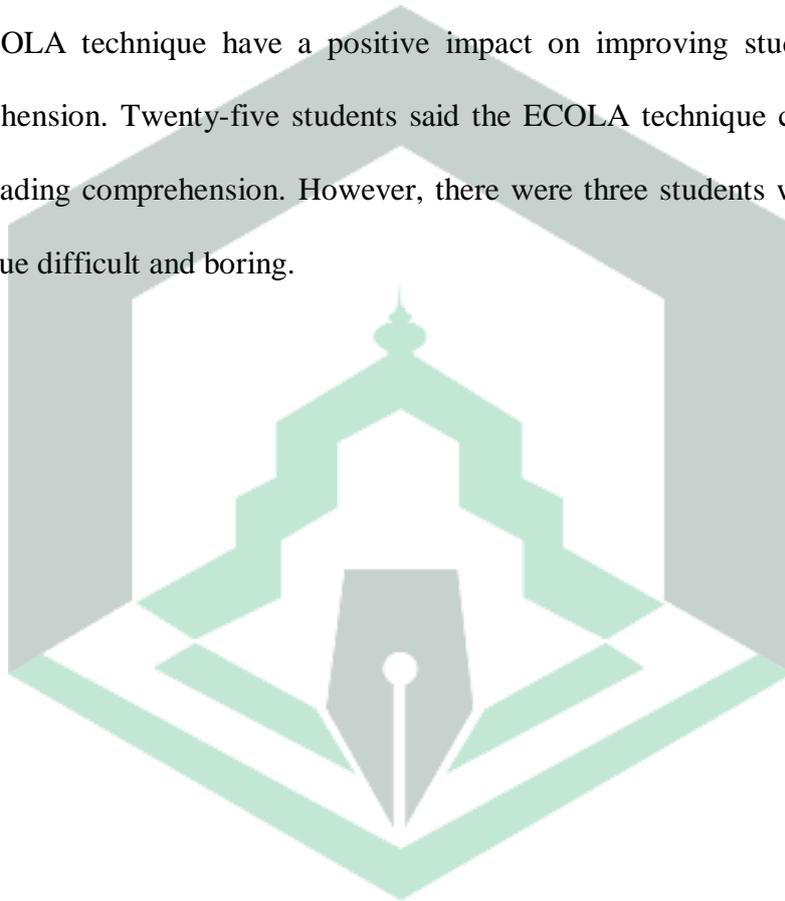
²⁷ Rahmawati Ari, "Effectiveness Of Ecola Technique (Extending Concepts Through Language Activities) On Learning To Read Review Text Understanding On Students Of Class Viii Smp Negeri 9 Tangerang Selatan Study Year 2019/2020."

²⁸ Haerazi and Irawan, "The Effectiveness of ECOLA Technique to Improve Reading Comprehension in Relation to Motivation and Self-Efficacy."

²⁹ Nurhidayati and Pardimin, "Application of the ECOLA Technique (Extending Concept through Language Activities) to Increase Students' Interest in Reading."

together in groups and discuss with their group mates to exchange opinions on what they understand.

The researcher interviewed students through the WhatsApp application. Researcher contacted all students who became the research sample to find out what students' perceptions of the ECOLA technique were. Students' perceptions of the ECOLA technique have a positive impact on improving students' reading comprehension. Twenty-five students said the ECOLA technique could improve their reading comprehension. However, there were three students who found the technique difficult and boring.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After applying ECOLA technique as learning media in the treatment, it can be concluded that. The use of ECOLA technique is effective to improve the reading comprehension of tenth grade students of SMKN 2 Palopo. This can be proven by the students' post-test score (36.96) which is higher than the pre-test score (23.39). In addition, the probability value is smaller than 0.05 ($0.000 < 0.05$). Students' perceptions of the ECOLA technique have a positive impact on improving students' reading comprehension. Twenty-five students said the ECOLA technique could improve their reading comprehension. However, there were three students who found the technique difficult and boring.

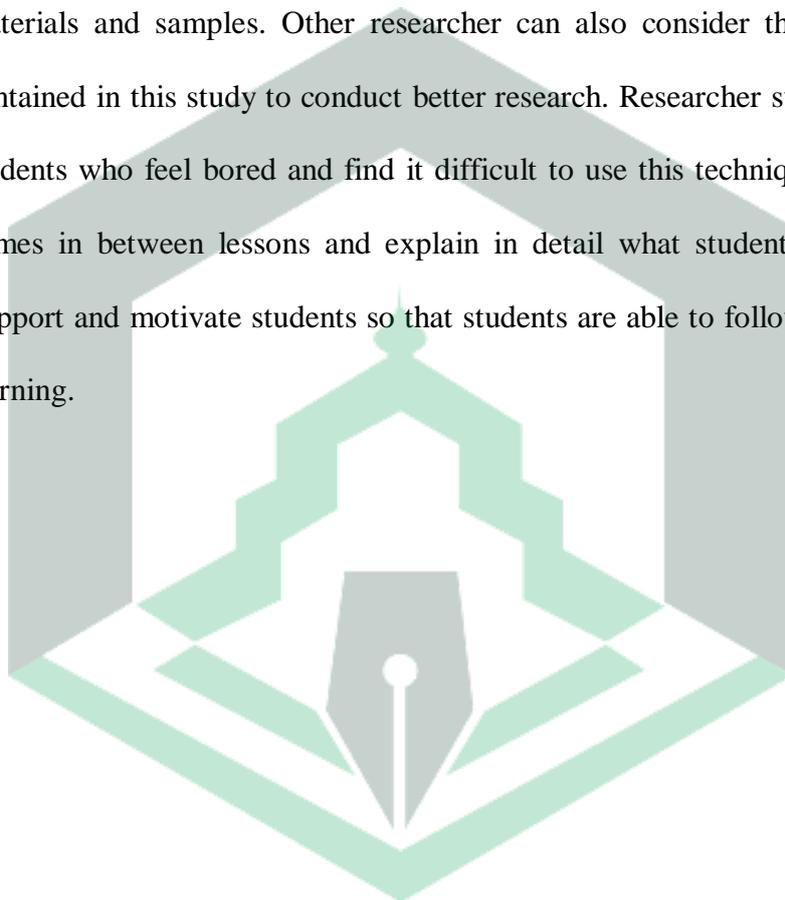
B. Suggestion

Based on the explanation in the previous chapter, the researcher presented a suggestion are:

1. The teacher should be able to use an appropriate method, technique, or media to change the students' minds that learning English is boring. The teacher should be flexible and understand the student's needs to make the teaching-learning process fun, enjoyable, and attractive. Add other skill
2. The students should try to contribute ideas and be active participants in the classroom learning process. By doing so, students enjoy in English and pay attention to the teacher's explanation. That way, they can grasp the material

given by the teacher. Students should also have high motivation to learn English, especially on reading comprehension.

3. Other researcher who want to conduct research using the ECOLA technique can use the results of this study as a source for conducting research and as an additional reference for further relevant research, of course with different materials and samples. Other researcher can also consider the weaknesses contained in this study to conduct better research. Researcher suggestions for students who feel bored and find it difficult to use this technique try to play games in between lessons and explain in detail what students have to do. Support and motivate students so that students are able to follow the existing learning.



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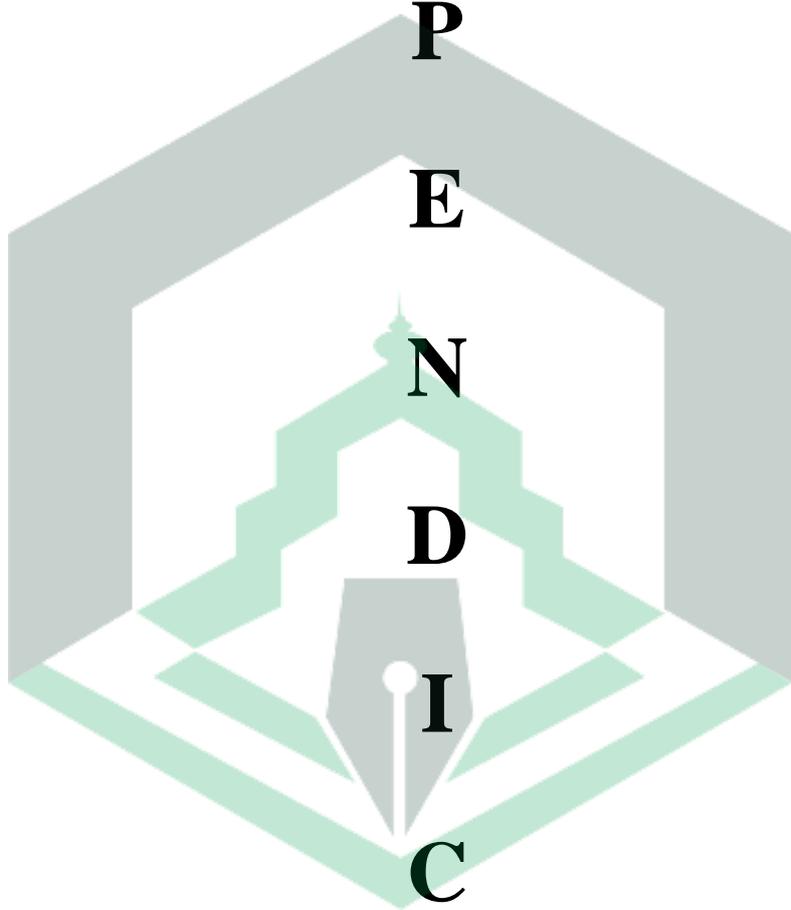
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APPENDICES 1

MODUL AJAR

A. INFORMASI UMUM

1. Identitas Modul

- a. Nama Penyusun : Tiara Maharani
- b. Nama Institusi : SMKN 2 PALOPO
- c. Tahun : 2023-2024
- d. Kelas : X / B (Motorcycle Business Engineering)
- e. Mata Pelajaran : Bahasa Inggris
- f. Alokasi waktu : 60 menit (4 x Pertemuan)
- g. Fase : E
- h. Elemen : Membaca/menyimak

2. Kompetensi Awal

- a. Peserta didik mengetahui teks deskripsi
- b. Peserta didik mengetahui isi dari teks deskripsi
- c. Peserta didik mengetahui isi dari teks deskripsi

3. Profil Pelajar Pancasila (PPP)

Profil Pelajar Pancasila yang ingin dicapai adalah peserta didik yang bernalar kritis, dan kreatif

4. Sarana dan Prasarana

Papan tulis, spidol, handout dan worksheet

5. Target Peserta Didik

Peserta didik cerdas istimewa berbakat dan peserta didik reguler

6. Model Pembelajaran

Model pembelajaran berbasis kontekstual

B. KOMPONEN INTI

1. Tujuan Pembelajaran

Peserta didik mampu membaca dengan baik, meningkatkan pemahaman membaca dan menyimpulkan apa isi teks

2. Kriteria Ketuntasan Tujuan Pembelajaran (KKTP)

Melalui model pembelajaran *teknik ECOLO*, peserta didik dapat:

- a. Siswa mengetahui isi dari text
- b. Siswa memahami isi dari teks

- c. Siswa menyimpulkan isi dari teks

3. Pemahaman Bermakna

- a. Melalui teknik ECOLA diharap mampu meningkatkan pemahaman membaca siswa terhadap deskriptive teks

4. Assesmen

- a. Awal pembelajaran,
- b. Saat proses pembelajaran,
- c. Akhir pembelajaran

Pertanyaan Pemantik

- 1. Apa saja yang ada di sekolah?
- 2. Di mana biasa anda lihat buah?
- 3. Apa saja hewan yang biasa anda lihat?
- 4. Di mana kita bisa melihat dokter?

Persiapan Pembelajaran

- 1. Memastikan semua sarana prasarana, alat, dan bahan tersedia
- 2. Memastikan keadaan kelas kondusif
- 3. Mempersiapkan bahan
- 4. Mempersiapkan lembar kerja siswa

KEGIATAN PEMBELAJARAN	
Pertemuan	: 1 - 4
Pendahuluan	<ul style="list-style-type: none"> 1. Peneliti membuka pelajaran dengan salam dan mengajak peserta didik untuk berdoa bersama-sama, memperhatikan kesiapan peserta didik, memeriksa kehadiran. 2. Peneliti memberikan motivasi dan peneliti memberikan pemanasan tentang materi sebelum masuk ke pelajaran
Kegiatan Inti	<ul style="list-style-type: none"> 1. Peneliti membagi siswa menjadi 3 sampai 4 orang dalam satu kelompok 2. Peneliti memberikan teks bacaan yang harus dibaca oleh masing-masing kelompok. 3. Siswa membaca dalam hati dan mencari ide pokok dan mendiskusikannya dalam teks bacaan, siswa bertanya jika ada hal-hal yang belum dimengerti. 4. Peneliti memberikan bantuan kepada siswa yang bertanya dengan memberikan petunjuk. 5. Siswa boleh membuka kamus jika ada kata yang ingin diketahui artinya. 6. Setelah membaca, siswa menuliskan kembali apa yang mereka pahami dari teks yang telah dibaca. 7. Peneliti memberikan bantuan kepada siswa yang bertanya dengan memberikan petunjuk 8. Siswa mendiskusikan apa yang mereka pahami dari

teks dengan teman sekelompoknya.

9. Setelah berdiskusi, peneliti dan siswa bersama-sama membaca teks dan mencari ide pokok dari teks tersebut.
10. Setelah itu, peneliti membagikan lembar pertanyaan yang harus dijawab oleh siswa.
11. Setelah selesai menjawab pertanyaan, peneliti dan siswa bersama-sama mengoreksi jawaban yang telah dijawab oleh siswa.
12. Peneliti mengevaluasi pembelajaran dan memberikan umpan balik tentang materi yang telah dipelajari.

Penutup : 1. Peneliti memeriksa jawaban siswa.
2. Peneliti memberikan saran, kesimpulan, dan menutup kelas.
3. peneliti menutup pembelajaran dengan berdo'a bersama.

PEMBELAJARAN DIFERENSIASI

1. Para siswa harus mencoba untuk menyumbangkan ide dan menjadi partisipan aktif dalam proses pembelajaran di kelas. Dengan begitu, siswa dapat lebih tertarik dengan bahasa Inggris dan memperhatikan penjelasan guru. Siswa juga harus memiliki motivasi yang tinggi untuk belajar bahasa Inggris, terutama dalam hal membaca pemahaman.
2. Guru dapat menggunakan metode, teknik, atau media yang tepat untuk mengubah pikiran siswa bahwa belajar bahasa Inggris itu membosankan. Guru harus fleksibel dan memahami kebutuhan siswa untuk membuat proses belajar-mengajar menjadi menyenangkan, menyenangkan, dan menarik.
3. Saran peneliti untuk siswa yang merasa bosan dan sulit menggunakan teknik ini cobalah untuk melakukan permainan disela-sela pembelajaran dan jelaskan secara detail apa yang harus dilakukan siswa. Dukung dan beri motivasi kepada siswa agar siswa mampu mengikuti pembelajaran yang ada.

REFLEKSI (GURU)

1. Apa yang dapat saya lakukan dalam pembelajaran teknik ECOLA dalam kehidupan sehari-hari untuk mendorong partisipasi aktif dari semua siswa?
2. Bagaimana saya menggunakan variasi metode pengajaran dalam pembelajaran teknik ECOLA dalam kehidupan sehari-hari untuk memenuhi kebutuhan beragam siswa di kelas ini?
3. Bagaimana saya mendorong peserta didik untuk mengambil inisiatif dalam pembelajaran teknik ECOLA dalam kehidupan sehari-hari dan mengembangkan keterampilan mandiri?

4. Apa yang saya lakukan untuk memotivasi siswa dan membuat pembelajaran dalam pembelajaran teknik ECOLA dalam kehidupan sehari-hari menarik bagi mereka?
5. Apa yang saya lakukan untuk membantu siswa mengatasi kesulitan belajar dalam pembelajaran teknik ECOLA dalam kehidupan sehari-hari dan bagaimana saya menangani perbedaan kemampuan di kelas?
6. Bagaimana saya memberikan umpan balik yang konstruktif kepada siswa untuk membantu mereka meningkatkan pemahaman dan keterampilan mereka?
7. Bagaimana saya mengintegrasikan teknologi dalam pembelajaran dalam pembelajaran teknik ECOLA dalam kehidupan sehari-hari dan apakah ada cara untuk meningkatkan penggunaannya?

REFLEKSI (PESERTA DIDIK)

No	Pernyataan	Ya	Biasa	Tidak
1	Berdasarkan hasil wawancara, dapat disimpulkan bahwa teknik ECOLA memberikan dampak positif dan juga dampak negatif dalam meningkatkan pemahaman membaca siswa. Dari dua puluh delapan siswa yang telah diwawancarai, dua puluh lima siswa memberikan tanggapan positif bahwa teknik ECOLA dapat meningkatkan pemahaman membaca namun tiga siswa memberikan tanggapan negatif bahwa teknik ECOLA tidak memberikan kontribusi yang banyak dalam meningkatkan pemahaman membaca.	25		3
2	Berdasarkan hasil wawancara dengan dua puluh delapan siswa, ditemukan bahwa dua puluh lima siswa mengatakan bahwa hal yang menarik dari teknik ECOLA adalah bahwa teknik ini tidak hanya membaca tetapi juga berbicara, menulis dan mendengarkan. Mereka dapat bekerja sama dengan teman-teman mereka dalam kelompok. Namun demikian, tiga siswa memberikan pendapat bahwa ECOLA sulit dan membosankan.	25		3
3	Saya bisa			
4	Saya dapat			

Catatan:

1. Apabila semua jawaban YA, SELAMAT, SUKSES!
2. Apabila terdapat jawaban TIDAK, PERLU INSTROPEKSI

3. Apabila jawaban TIDAK lebih dari separo jumlah pernyataan, harus MENGULANG

LAMPIRAN 1

ASESMEN

1. Asesmen Awal.

Asesmen ini dilakukan sebelum kegiatan pembelajaran dimulai untuk mengetahui kesiapan peserta didik dalam mengikuti pembelajaran; untuk mengetahui pengetahuan dan pemahaman peserta didik tentang recount text dalam kehidupan sehari-hari dengan menyampaikan pertanyaan berikut:

- a. Apakah teknik ECOLA dapat meningkatkan pemahaman membaca anda?
- b. Apa yang menarik dari teknik ECOLA menurut anda?

PEMETAAN PENGUASAAN KOMPETENSI PESERTA DIDIK HASIL ASESMEN AWAL

No	Kompetensi dan Lingkup Materi	Sudah	Belum
1	Menjelaskan cara untuk mengetahui		
2	Menjelaskan unsur kebahasaan yang di gunakan dalam recount text		

TINDAK LANJUT HASIL ASESMEN AWAL

No	Nama Siswa	No. Soal					Skor	Tindak Lanjut
		1	2	3	4	5		
1							Pembahasan selama pembelajaran
2							Tutor Sebaya
3							

2. Asesmen Formatif.

Asesmen formatif dilakukan oleh guru selama proses pembelajaran berlangsung, khususnya saat siswa melakukan kegiatan diskusi, presentasi dan refleksi.

- a. Teknik Asesmen : Observasi, Unjuk Kerja
- b. Bentuk Instrumen : Pedoman/lembar observasi

No	Nama Siswa	Aspek yang diamati			Skor			
		Ide/gagasan	Aktif	Kerjasama	1	2	3	4
1							
2							

3. Assesmen Sumatif
a. Asesmen Pengetahuan Teknik

Asesmen:

- Tes : Tertulis
- Non Tes : Observasi

Bentuk Instrumen:

- Asesmen tidak tertulis : Daftar pertanyaan
- Asesmen tertulis : Jawaban singkat

b. Asesmen Keterampilan

- Teknik Asesmen : Kinerja
- Bentuk Instrumen : Lembar Kinerja

LAMPIRAN 2

PENGAYAAN DAN REMEDIAL

A. Pengayaan

1. Pengayaan diberikan kepada peserta didik yang telah mencapai kompetensi dan tujuan pembelajaran.
2. Guru memberikan pertanyaan-pertanyaan yang lebih variatif dengan menambah keluasan dan kedalaman materi yang mengarah pada high order thinking
3. Program pengayaan dilakukan di luar jam belajar efektif.

B. Remedial

1. Diberikan kepada peserta didik yang belum mencapai kompetensi dan tujuan pembelajaran
2. Guru melakukan pembahasan ulang terhadap materi yang telah diberikan dengan cara/metode yang berbeda untuk memberikan pengalaman belajar yang lebih memudahkan peserta didik dalam memaknai dan menguasai materi ajar misalnya lewat diskusi dan permainan.
3. Program remedial dilakukan di luar jam belajar efektif. Diberikan kepada peserta didik yang membutuhkan bimbingan untuk memahami materi atau pembelajaran mengulang.

<p>Tekni ECOLA</p> <p>The ECOLA (Extending Concept through Language Activities) technique developed by Smith-Burke is an attempt to integrate reading, writing, speaking and listening for the purpose of developing reading comprehension.</p> <p>Smith-Burke developed the ECOLA technique as an attempt to integrate reading, writing, speaking, and listening with the aim of developing reading comprehension. this understanding is useful for interpreting and monitoring student comprehension. With the ECOLA Technique (Expanding Concepts through Language Activities) all four language skills are performed by students.</p> <p>Purpose of ECOLA Technique</p> <p>The ECOLA technique (Expanding Concepts through Language Activities) aims to improve reading comprehension³⁰. In addition, the ECOLA technique helps students to discuss effective strategies to achieve good comprehension. The discussion process carried out in this technique</p>	<p>Descriptive Text</p> <p>Descriptive text is a text which describes a person, thing, place and certain condition in particular. Commonly a descriptive text will describe a particular thing, place, or someone. A descriptive text is structured with general identification and followed by detail description. In Identification paragraph, descriptive text will explore to answer the question of who, what when and where.</p> <p>Purpose of descriptive text</p> <p>The purpose of descriptive text is to describe and show a person, a place, or a thing. This type of text is used to describe a person, place or thing in such a way that a picture is formed in the reader's mind.</p> <p>Structure of descriptive text</p> <p>In descriptive text, the parts that need to be written are:</p> <ul style="list-style-type: none"> • Identification <p>The first paragraph of a descriptive text is identification, which aims to identify the</p>
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aims to build and improve students' ability to collaborate in teams or groups.

Advantages of ECOLA Technique

The ECOLA method has the advantage of being able to build students to work together in teams so that the atmosphere in the learning process is more dynamic. In teams so that the atmosphere in the learning process is more dynamic. Students are trained to provide responses and their arguments become better. Argues that the ECOLA technique can improve reading comprehension skills. This happens because the ECOLA method contains a process of monitoring the results of interpretation. In addition, the ECOLA method encourages students to discuss effective strategies to gain good understanding.

Events

object being discussed. This section does not yet include the details of the object.

• Description

The next paragraph is description. This section describes the characteristics of the object that has been described at the beginning of the text. In this section, the object must be described in as much detail as possible so that the characteristics of the object can be clearly illustrated in the reader's mind.

Descriptive Text Characteristics

There are several characteristics of descriptive text that are important to know.

1. Describe in detail an object
2. Has an individualized nature
3. Explains objectively and clearly a discussion
4. The language used is easy to understand

Pertemuan 1

SCHOOL

SMP Negeri 2 Merauke is a very beautiful school. Starting from the beginning of entering the school, there are many trees arranged on each side of the fence. In the corridor, there are also many beautiful flowers planted using pots. In each classroom, there is a mini garden that is very beautiful and there are fruit trees such as guava, soursop and so on.

The school is not only beautiful, but its location far enough away from the main road makes this school very quiet, away from noise. The school environment is also very clean because the students, teachers and school guards are united in maintaining the cleanliness of the school environment.

There are 24 classrooms, 1 teacher's room, and several laboratories. The school buildings form a rectangle. In the center of the building there is a ceremony field, basketball court and futsal court. All rooms are painted using white color with brown list which makes the school look neat.

Pertemuan 2

FRUITS

Fruits have many varieties, where fruits are very fresh and also delicious to eat directly or processed as juice. And fruits are also very beneficial for the human body, such as apples can refresh facial skin, papaya can cure malaria, lime as a lowering cholesterol, and others.

The apple tree is a small, deciduous tree, reaching a height of 3 to 12 meters, with a wide crown and usually very twiggy.[2] The leaves are oval-shaped with a length of 5 - 12 centimeters and a width of 3 - 6 centimeters. Apple flowers bloom in spring, at the same time as the leaves germinate. The flowers are white

with pink blending that gradually fades. There are five petals on the flower, and it reaches a diameter of 2.5 to 3.5 centimeters. The fruit ripens in autumn, and is usually 5 to 9 centimeters in diameter. The core of the apple fruit has five gynoeciums arranged like a five-eyed star, each containing one to three seeds.

Apples are one of the most popular fruits in the world. Its sweet and fresh taste is the reason that makes this fruit special. Apples have a fruit shape that tends to be oval or round but not perfect. This fruit can be found in various colors such as green, reddish green, dark red and pink. The skin of the apple tends to be thin and shiny when ripe. For young apples, the skin looks rough with large pores that are more obvious to the eye. The flesh of the apple is white, sometimes yellowish and contains a lot of water when fresh. The flesh looks solid and hard but when bitten, it leaves a crunchy impression in the mouth.

Pertemuan 3

ELEPHANT

The Sumatran elephant (*Elephas maximus sumatranus*) is a species of the mammal class, which is a lactating animal, with a large size, weighing up to 4-6 tons. Elephants have a long trunk, which is a modification of the upper lip and nose, the ears are large and flared. Male elephants have a pair of tusks that extend forward, while female elephants generally do not have tusks, even if they may be very short and their skin color is gray to black. Elephants are herbivores, and their favorite foods are grass, leaves, twigs, tubers, vegetables, and sometimes fruits.

Elephants live in groups led by the eldest female elephant, with 10-30 members. They live on the move, migrating from one place to another on foot to find food sources and mate. Elephants are large mammals that live on land and easily adapt to human life, so we can find elephants as workers in timber plantations. Female elephants will mate at the age of nine years or more, gestation

length is 18-22 months and will give birth to offspring that weigh up to 100 kg or more. The birth interval of elephant calves from their mothers is about four years.

Pertemuan 4

DOKTER

Doctors are people who treat patients. Doctors know how to handle an illness, doctors study high until they get their degree and they are eligible to work in a hospital or health center. His services are so great that he treats and treats patients, many patients recover from illness because of his services. A doctor not only provides treatment, but also provides support and health advice to patients. They provide information on how to maintain health and prevent diseases that can help patients feel better.

However, the average length of Medical college will take around 5 to 6 years. The stages of medical students when entering to complete their studies are starting with S1 Medicine for approximately 3.5 years to 4 years. When you have completed S1 Medicine, you cannot immediately practice.

Mengetahui

Kepala UPT SMKN 2 Kota Palopo

Palopo, 2, October, 2023

Peneliti

HAKIM,S.Pd.,M.Pd

NIP : 19731015 200012 1 001

Tiara Maharani

APPENDICES 2

Pre-test

Pre-test

Name : MUH-FACHRUL Ramadan

Class : XI TBSM

Read the text and answer the questions!

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near KampungKraton, which was destroyed by the Dutch colonial.

The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

1. Masjid Sultan Suriansyah was constructed in the era of

- a. Banjar people
- b. Dutch colonial
- c. Kalimantan King
- d. Sultan Suriansyah

$$B = 4$$

$$S = 16$$

$$\frac{4}{20} \times 100 = 20$$

2. What is mainly discussed in the text?

- a. A king reign
- b. A palace complex
- c. An Islamic location
- d. A historical mosque

3. From the text we know that

- a. Some construction of the mosque takes the local style
- b. Banjar people burned down the mosque
- c. There is nothing special from this mosque
- d. The Dutch colonial built the mosque

Read the text and answer the questions!

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the center of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the center of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

1. What does the above text tell about?
- a. The history of Kediri
 - b. The famous products of Kediri
 - c. The description of Kediri
 - d. The people
2. Which one has a distinctive taste?
- a. The cigarette
 - b. The special food
 - c. The bean curd
 - d. The highly nutritious food
3. "Those who do not work here ..." (last sentence). The "those" word refers to
- a. The local people
 - b. The factory workers
 - c. The farmers
 - d. The traders

Read the text and answer the questions!

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

The text mainly focuses on

- a. Singapore
- b. Orchard Plantation
- c. Plaza and Mall
- d. Orchard road as business and entertainment center

8. Which statement is TRUE?

- a. At first Orchard Road is a crowded settlement
- b. Orchard road became business and entertainment center since 1974
- c. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction
- d. Orchard road is infamous place at Singapore

9. In the third paragraph the writer describes about?

- a. The location of Orchard Road
- b. The things that we can see at orchard road
- c. The direction to get to Orchard Road
- d. The history of Orchard Road

10. Words "it" in line 4 refers to?

- a. The plantation
- b. Luxury branded things
- c. The plaza
- d. Suburban street

11. The word "satisfy" in line eighth has the closet meaning with?

- a. Pleased
- b. Free
- c. Frighten
- d. Threat

Read the text and answer the questions!

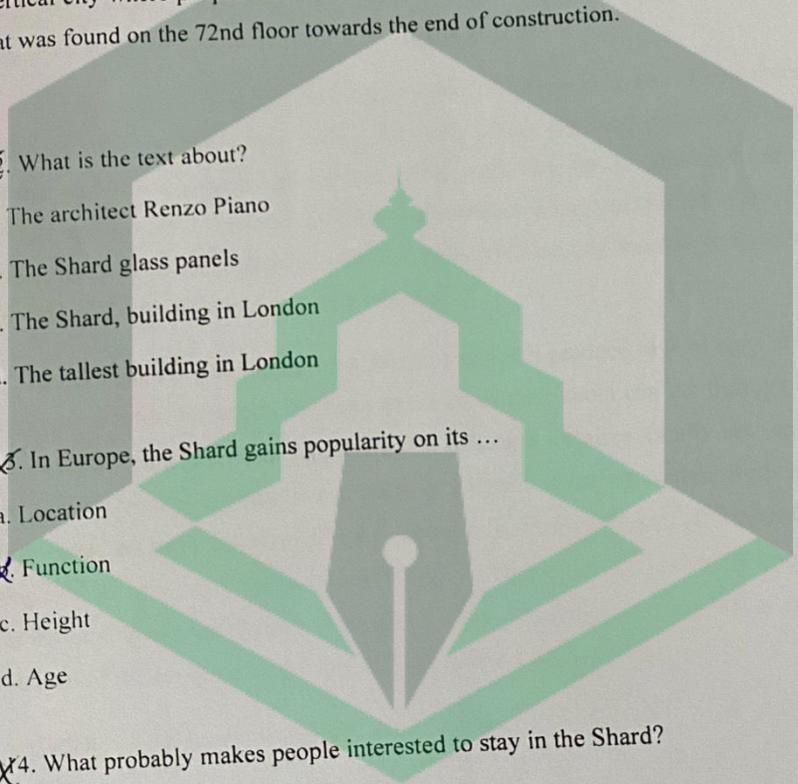
Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right

onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

The Shard is an 87-storey skyscraper, which sits in the heart of London. It is known as the shard of glass. Construction began in 2009 and was completed three years later in 2012, making it Western Europe's tallest building. Designed by architect Renzo Piano, The Shard is the second tallest free standing structure in the UK. Its exterior boasts 11,000 glass panels — that's equivalent in area to eight football pitches or two-and-a-half Trafalgar Squares.

The building was developed to have multiple uses, describes on the website as a 'vertical city where people can live, work and relax'. This motto was clearly taken on board that was found on the 72nd floor towards the end of construction.

- 
12. What is the text about?
- a. The architect Renzo Piano
 - b. The Shard glass panels
 - c. The Shard, building in London
 - d. The tallest building in London
13. In Europe, the Shard gains popularity on its ...
- a. Location
 - b. Function
 - c. Height
 - d. Age
14. What probably makes people interested to stay in the Shard?
- a. It has multiple uses
 - b. It is the tallest building in UK
 - c. It was built by famous architect
 - d. It is located in the heart of London

"... making it Western European's tallest building." What does the underlined word "it" refer to?

- a. The Shard
- b. The glass
- c. London
- Skyscraper

Read the text and answer the questions!

Turtles

Turtles are divided into two types based on where they live. First, there are water turtles, as many people know today. Secondly, there are land tortoises which are more expensive. All tortoises have a shell and tend to walk very slowly. The head and four legs are flexible and can move in and out of the shell. Protected tortoise species in Indonesia are the ambon tortoise, forsteni tortoise, sulawesi forest tortoise, pig-snouted tortoise, sun tortoise, labi-labi, and rote island snake-necked tortoise.

Turtles reproduce by laying eggs, and one egg can produce several eggs at once. Turtles do not have teeth. However, the bony structure of their snout can cut through anything they eat. Ambon tortoises usually eat pellets like fish, land tortoises usually eat vegetables. There are also turtles that are carnivores, such as alligator snapping turtles. Both land and water turtles need sunlight. Interestingly, when past infancy, the chances of a tortoise living a very long life are very high. There are even types of land turtles that have the opportunity to live for tens and hundreds of years. A distinctive feature possessed by turtles is the presence of a shell called the carapace on the dorsal and plastron on the ventral.

6. How long does a turtle live? 100 years

7. How do turtles reproduce? ~~laying~~ better

8. Where is the sulawesi turtle and ambon turtle from? as many people know today

9. What land and water turtles need?

10. What are the characteristics of turtles?

Post-test

$$B = 10 \quad S = 10$$

$$\frac{10}{20} \times 100 = 50$$

Post-test

Name : Sugilar to P.

Class : XI TBSM

Read the text and answer the question!

Natural Bridge National Park is luscious tropical rainforest.

It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

1. What is the function of paragraph 1?
 - a. As identification
 - b. As an orientation
 - c. As a thesis
 - d. As a classification

2. The text above is in form of.....
 - a. hortatory exposition
 - b. narrative
 - c. description
 - d. report

3. What is the communicative purpose of the text?
 - a. To present two points of views about natural bridge national park
 - b. To explain the bridge national park
 - c. To describe the bridge national park

d. To retell the bridge national park

4. Where is the natural bridge national park located?

a. 110 kilometers from South of Brisbane

b. 110 kilometers from Pacific Highway

c. 110 kilometers from Numinbah Valley

d. 110 kilometers from Lamington National Park

5. What the visitors will see in the night?

a. A common glow worm

b. The unique feature of the glow worms

c. A great dark cave

d. The unique rocks

6. The word 'luscious' in the text means.....

a. succulent

b. dense

c. dull

d. dry

Read the text and answer the question!

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people's coming to the Losari beach.

Losari is its waterfront of Makassar. The lengthy of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a

park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze.

The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse jet ski, boat races and traditional boat jolloro katinting, or become a transit point of rely of Sandeq traditional sailboats and yachts. In Losari there are also a few hotels. Some of them qualified as a tree stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

7. What is the main idea of the text?

- a. Losari beach is a awful place.
- b. Losari beach is a good place to visit.
- c. No body visit Losari beach.
- d. Many visitor on Pantai Gapura Hotel.

8. How many hotels does the writer mention?

- a. Six hotels.
- b. Five hotels.
- c. Four hotels.
- d. Three hotels.

9. Where is Losari beach located?

- a. Somewhere at Makassar City.
- b. Locate at Jalan Penghibur.
- c. Near Makassar City.
- d. Located only about 3 km from the center of Makassar (Karebosi Park).

Read the text and answer the question!

Elephant

The Sumatran elephant (*Elephas maximus sumatranus*) is a species of the mammal class, which is a lactating animal, with a large size, weighing up to 4-6 tons. Elephants have a long trunk, which is a modification of the upper lip and nose, the ears are large and flared. Male elephants have a pair of tusks that extend forward, while female elephants generally do not have tusks, even if they may be very short and their skin color is gray to black. Elephants are herbivores, and their favorite foods are grass, leaves, twigs, tubers, vegetables, and sometimes fruits.

Elephants live in groups led by the eldest female elephant, with 10-30 members. They live on the move, migrating from one place to another on foot to find food sources and mate. Elephants are large mammals that live on land and easily adapt to human life, so we can find elephants as workers in timber plantations. Female elephants will mate at the age of nine years or more, gestation length is 18-22 months and will give birth to offspring that weigh up to 100 kg or more. The birth interval of elephant calves from their mothers is about four years.

10. What is the text about...

- a. Elephant
- b. Turtle
- c. Cat
- d. Rabbit

11. Where do elephants live...

- a. Water
- b. Hill
- c. Land
- d. Snow

12. How do elephants reproduce by..

- a. Laying eggs
- b. Giving birth
- c. Ovoviviparous
- d. Ovivar

13. How the Elephant walks with...

- a. Slow
- b. Run
- c. Fast
- d. Relaxed

14. Elephants are foraging animals...

- a. Carnivores
- b. Herbivores
- c. Omnivores
- d. Mamalia

15. How many legs does an elephant have...

- a. 2 legs
- b. 4 legs
- c. 6 legs
- d. 8 legs

16. How long does an elephant last?

17. Where is the Sumatran elephant from? *Sumatra*

18. Which elephant is protected in Indonesia?

19. What are the characteristics of an elephant?

20. How far away is the mother elephant from the newborn calf? *4 years*

APPENDICES 3

INTERVIEW STUDENTS

Interview 1 : Students 1

Date : Saturday, 9 September 2023

Place : Whatsapp Application (Wa)

R : Assalamualaikum dek

S : Waalaikumussalam kak

R : Ada tugas ku tanya-tanya siswa, cuman 2 pertanyaanku dan bukan ji mengenai soal dek

S : Iyee apa kak?

R : Baik dek, jadi pertanyaan pertama apakah teknik ECOLA dapat meningkatkan pemahaman membaca anda?

S : setelah saya menggunakan teknik ECOLA, saya dapat memahami teks yang saya baca.

R : Oke, pertanyaan kedua, apa yang menarik dari teknik ECOLA?

R : Hal menarik yang saya dapatkan dari teknik ini adalah model pembelajarannya yang tidak membosankan

R : terimakasih bantuannya dek

S : sama-sama kak

Interview 2 : Students 2

Date : Saturday, 9 September 2023

Place : Whatsapp Application (Wa)

R : Assalamualaikum dek

S: Waalaikumussalam iye kak?

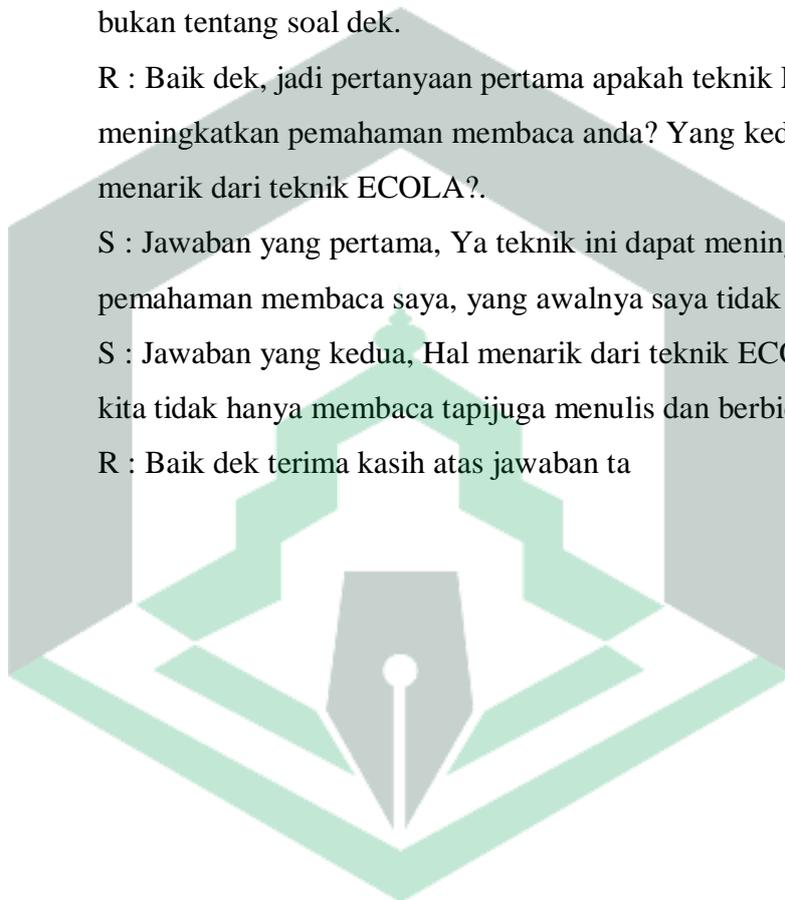
R : Ada tugas ku tanya-tanya siswa, cuman 2 pertanyaanku dan bukan tentang soal dek.

R : Baik dek, jadi pertanyaan pertama apakah teknik ECOLA dapat meningkatkan pemahaman membaca anda? Yang kedua, apa yang menarik dari teknik ECOLA?.

S : Jawaban yang pertama, Ya teknik ini dapat meningkatkan pemahaman membaca saya, yang awalnya saya tidak tau jadi tau.

S : Jawaban yang kedua, Hal menarik dari teknik ECOLA yaitu kita tidak hanya membaca tapijuga menulis dan berbicara

R : Baik dek terima kasih atas jawaban ta



Interview 3 : Students 3

Date : Saturday, 9 September 2023

Place : Whatsapp Application (Wa)

R : Assalamualaikum dek, saya Tiara yang mengajar di kelas ta itu hari

S: Waalaikumussalam, kenapa ki kak?

R : Ada tugas ku tanya-tanya siswa, 2 pertanyaanku dan bukan tentang soal dek.

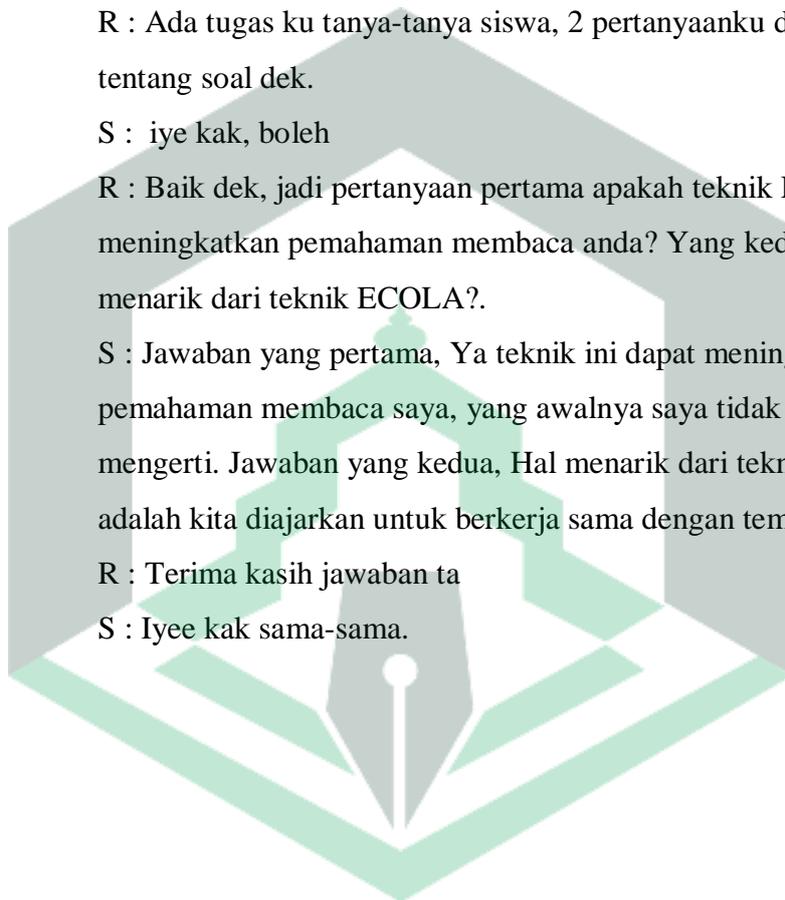
S : iye kak, boleh

R : Baik dek, jadi pertanyaan pertama apakah teknik ECOLA dapat meningkatkan pemahaman membaca anda? Yang kedua, apa yang menarik dari teknik ECOLA?.

S : Jawaban yang pertama, Ya teknik ini dapat meningkatkan pemahaman membaca saya, yang awalnya saya tidak mengerti jadi mengerti. Jawaban yang kedua, Hal menarik dari teknik ECOLA adalah kita diajarkan untuk berkerja sama dengan teman kelompok

R : Terima kasih jawaban ta

S : Iyee kak sama-sama.



Interview 4 : Students 4

Date : Saturday, 9 September 2023

Place : Whatsapp Application (Wa)

R : Assalamualaikum dek

S : Waalaikumussalam kak

R : Ada tugas ku tanya-tanya siswa, 2 pertanyaanku dan bukan tentang soal dek.

S : iye kak, boleh

R : Baik dek, jadi pertanyaan pertama apakah teknik ECOLA dapat meningkatkan pemahaman membaca anda? Yang kedua, apa yang menarik dari teknik ECOLA?.

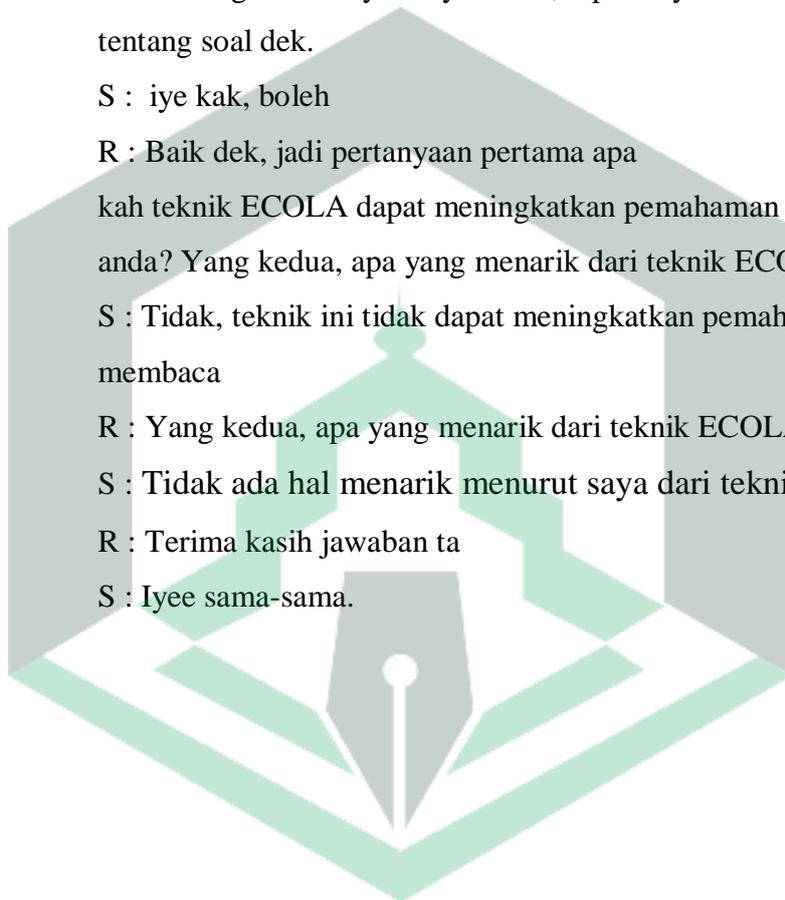
S : Tidak, teknik ini tidak dapat meningkatkan pemahaman membaca

R : Yang kedua, apa yang menarik dari teknik ECOLA?.

S : Tidak ada hal menarik menurut saya dari teknik ini

R : Terima kasih jawaban ta

S : Iyee sama-sama.



Interview 5 : Students 5

Date : Saturday, 9 September 2023

Place : Whatsapp Application (Wa)

R : Assalamualaikum dek

S : Waalaikumussalam kak

R : Ada pertanyaanku dan bukan tentang soal dek. Tentang teknik yang ku gunakan waktu mengajar

S : iye kak, boleh

R : Baik dek, jadi pertanyaan pertama apa

kah teknik ECOLA dapat meningkatkan pemahaman membaca anda? Yang kedua, apa yang menarik dari teknik ECOLA?.

S : Teknik ini tidak dapat meningkatkan pemahaman membaca saya karena saya merasa tidak memahami teks yang dibagikan

R : Yang kedua, apa yang menarik dari teknik ECOLA?.

S : Tidak ada hal menarik menurut saya dari teknik ini, tapi teknik ini mengajarkan kita untuk berkerja sama dalam kelompok

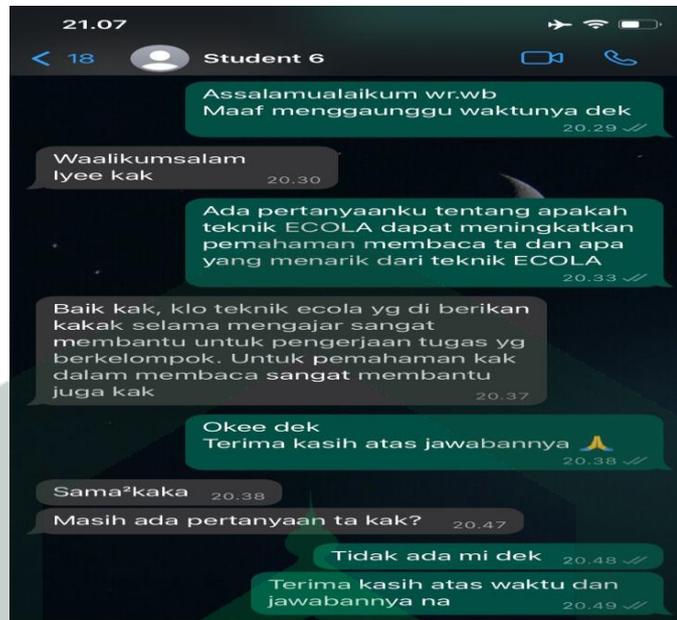
R : Terima kasih jawaban ta

S : Iyee kak sama-sama.

Interview 6 : Students 6

Date : Saturday, 11 September 2023

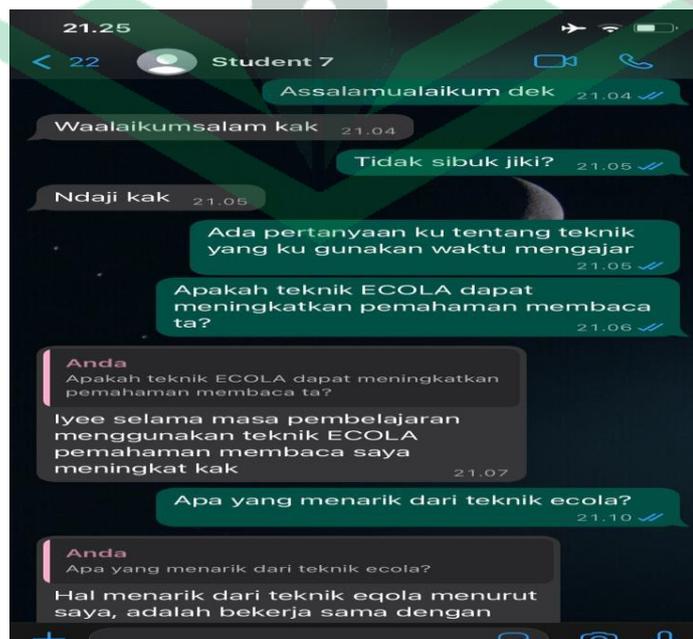
Place : Whatsapp Application (Wa)



Interview 7 : Students 7

Date : Saturday, 11 September 2023

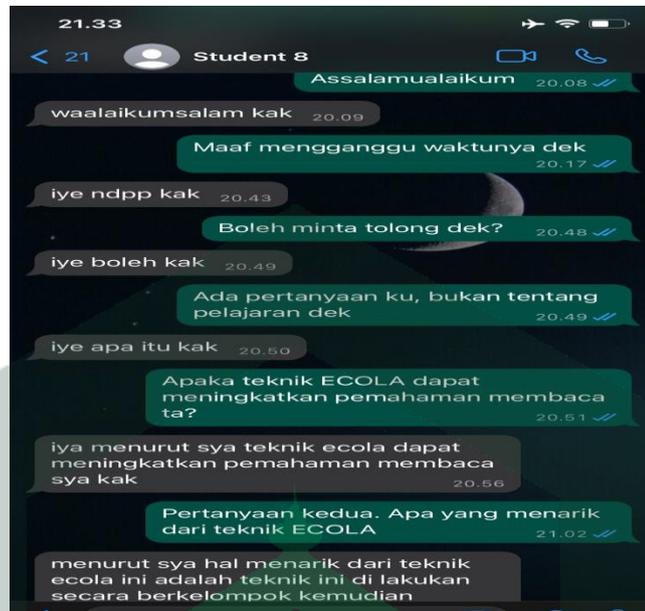
Place : Whatsapp Application (Wa)



Interview 8 : Students 8

Date : Saturday, 11 September 2023

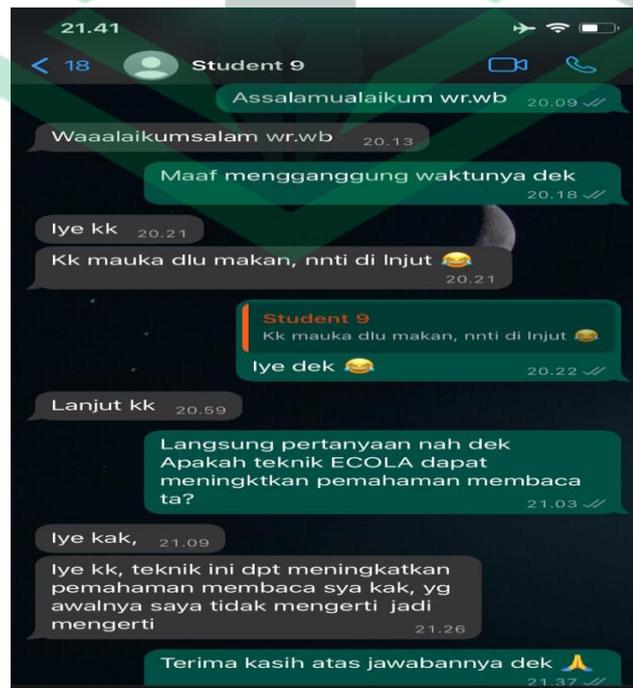
Place : Whatsapp Application (Wa)



Interview 9 : Students 9

Date : Saturday, 11 September 2023

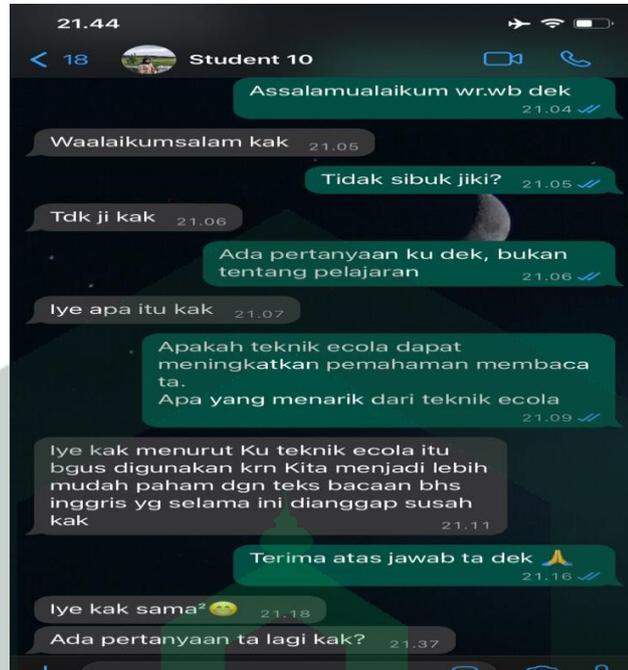
Place : Whatsapp Application (Wa)



Interview 10 : Students 10

Date : Saturday, 11 September 2023

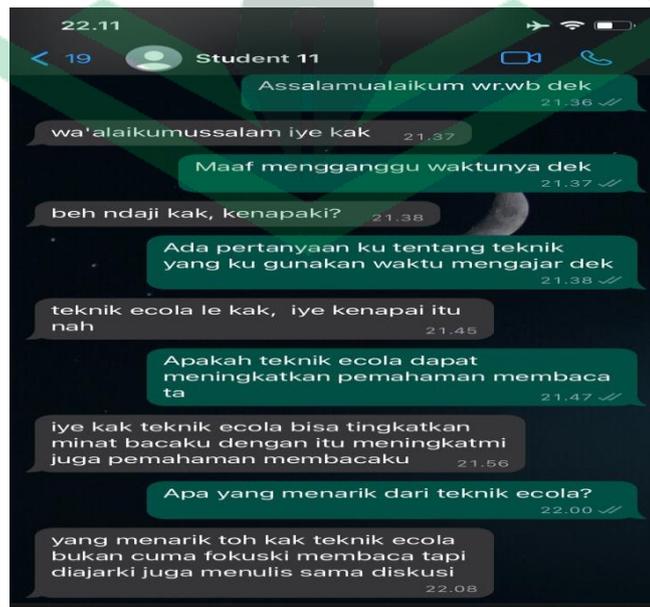
Place : Whatsapp Application (Wa)



Interview 11 : Students 11

Date : Saturday, 11 September 2023

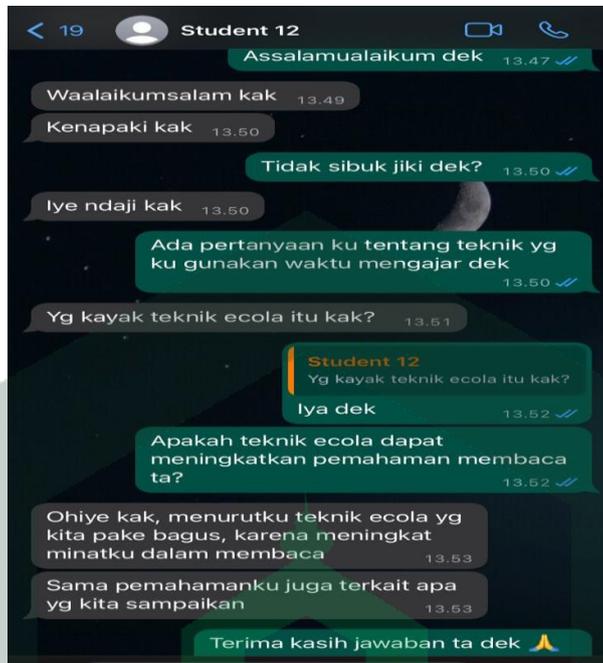
Place : Whatsapp Application (Wa)



Interview 12 : Students 12

Date : Saturday, 12 September 2023

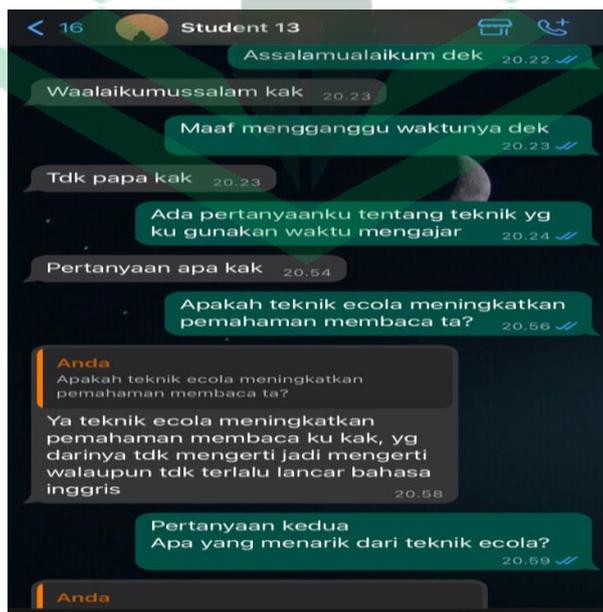
Place : Whatsapp Application (Wa)



Interview 13 : Students 13

Date : Saturday, 12 September 2023

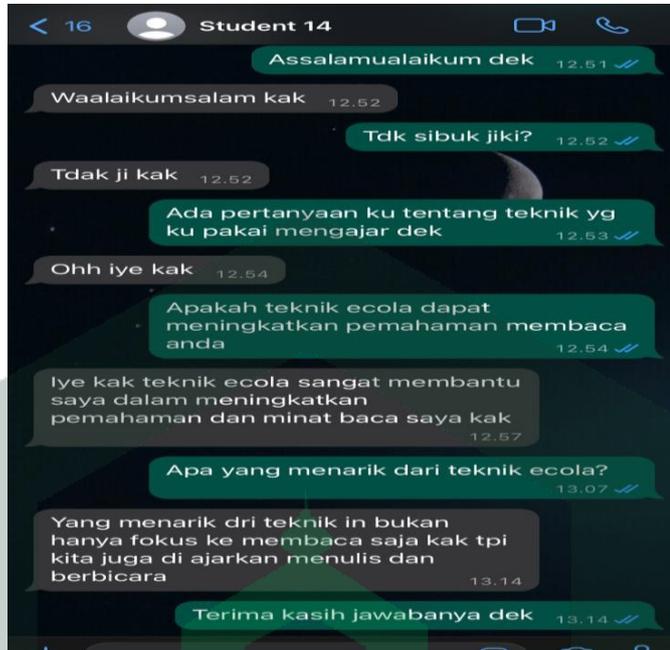
Place : Whatsapp Application (Wa)



Interview 14 : Students 14

Date : Saturday, 12 September 2023

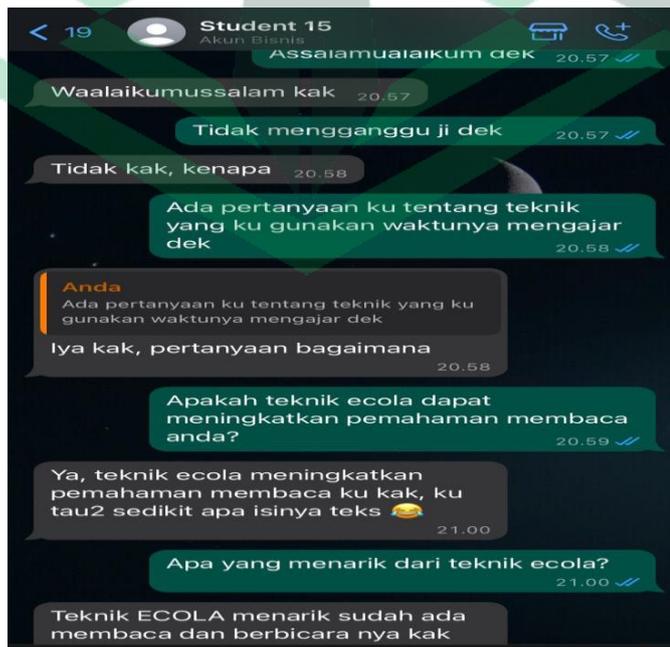
Place : Whatsapp Application (Wa)



Interview 15 : Students 15

Date : Saturday, 12 September 2023

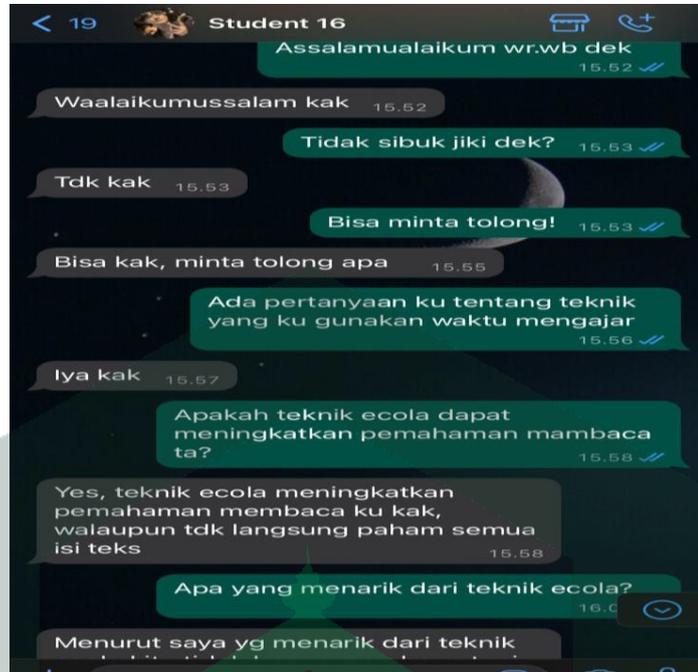
Place : Whatsapp Application (Wa)



Interview 16 : Students 16

Date : Saturday, 12 September 2023

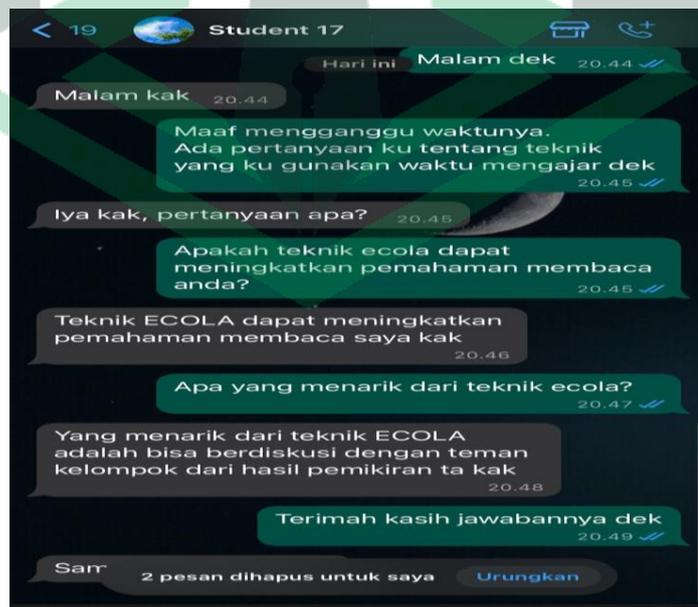
Place : Whatsapp Application (Wa)



Interview 17 : Students 17

Date : Saturday, 12 September 2023

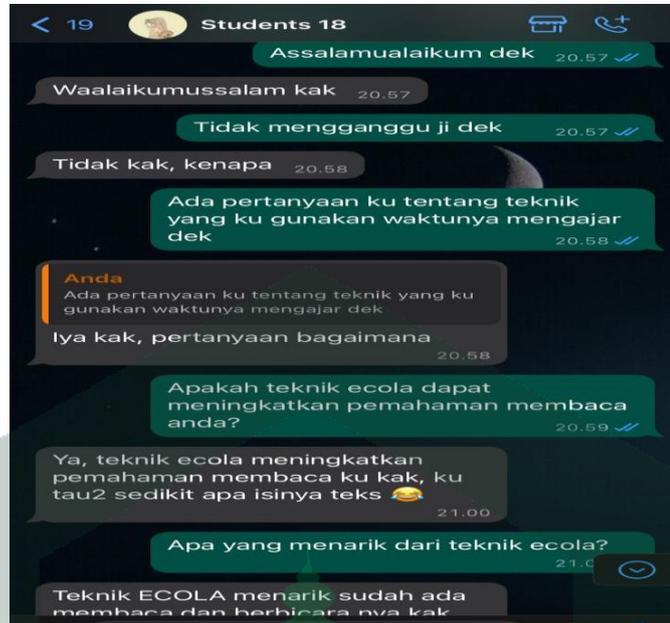
Place : Whatsapp Application (Wa)



Interview 18 : Students 18

Date : Saturday, 12 September 2023

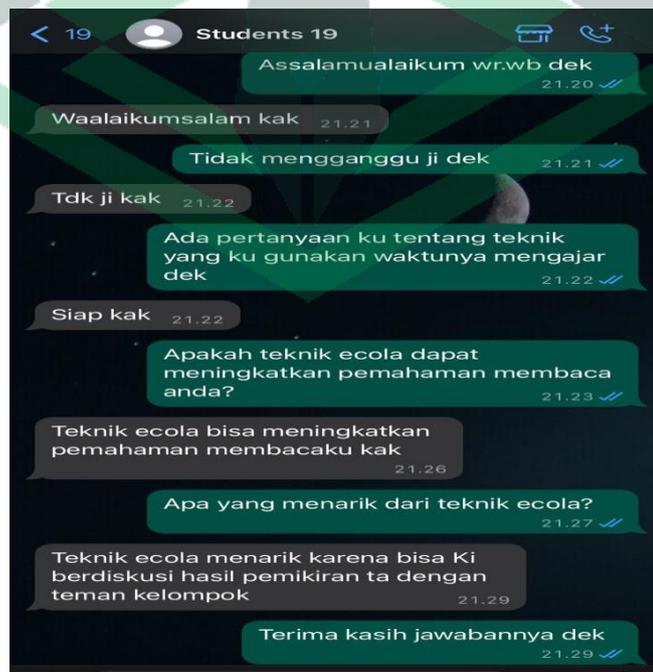
Place : Whatsapp Application (Wa)



Interview 19 : Students 19

Date : Saturday, 12 September 2023

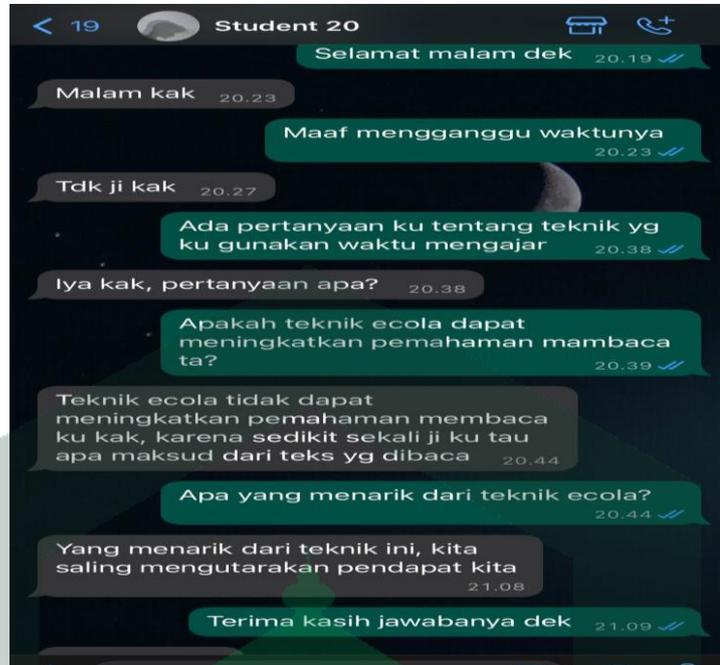
Place : Whatsapp Application (Wa)



Interview 20 : Students 20

Date : Saturday, 12 September 2023

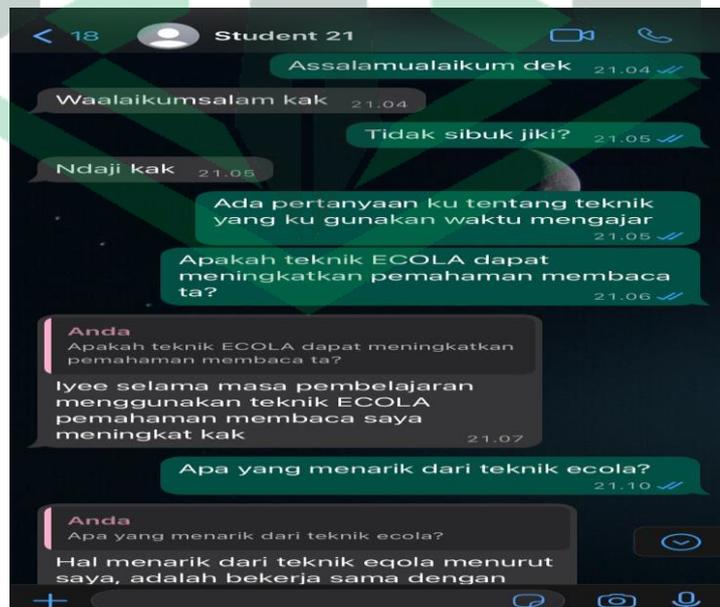
Place : Whatsapp Application (Wa)



Interview 21 : Students 21

Date : Wednesday, 13 September 2023

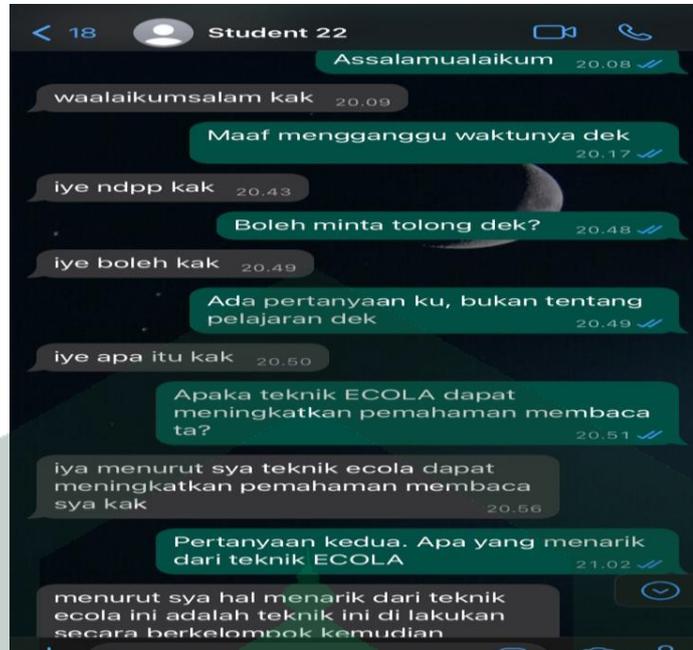
Place : Whatsapp Application (Wa)



Interview 22 : Students 22

Date : Wednesday, 13 September 2023

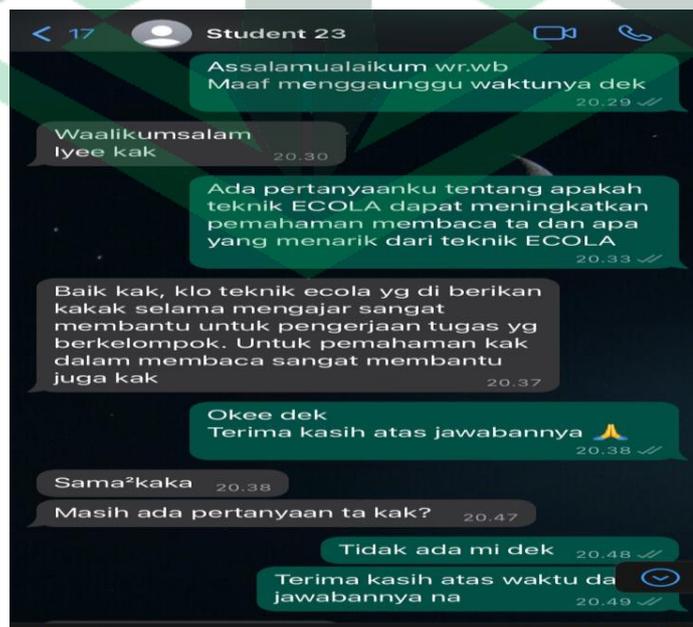
Place : Whatsapp Application (Wa)



Interview 23 : Students 23

Date : Wednesday, 13 September 2023

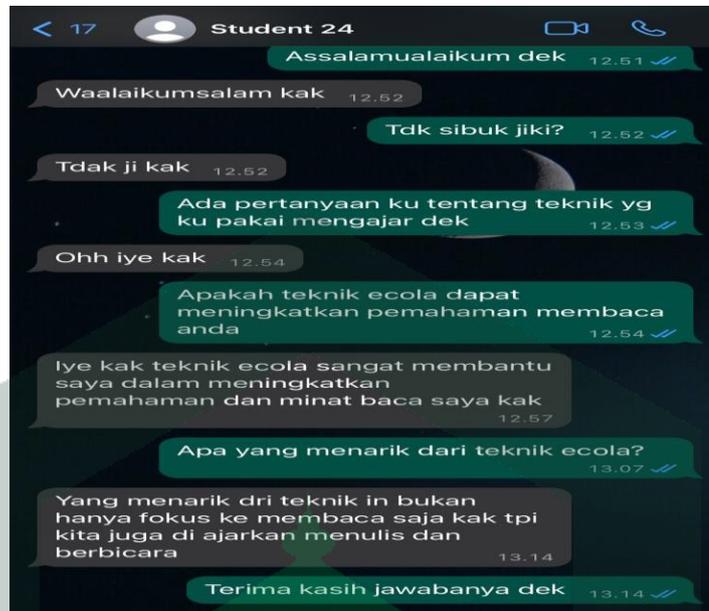
Place : Whatsapp Application (Wa)



Interview 24 : Students 24

Date : Wednesday, 13 September 2023

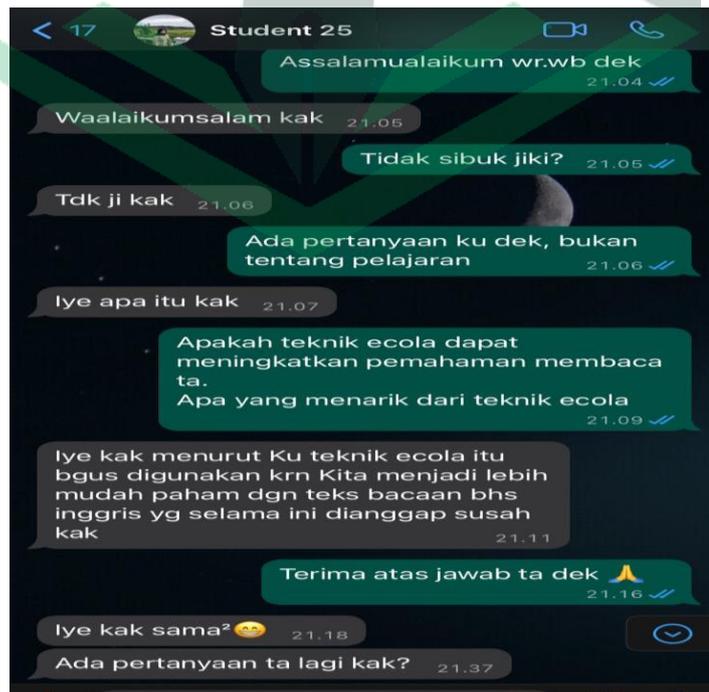
Place : Whatsapp Application (Wa)



Interview 25 : Students 25

Date : Wednesday, 13 September 2023

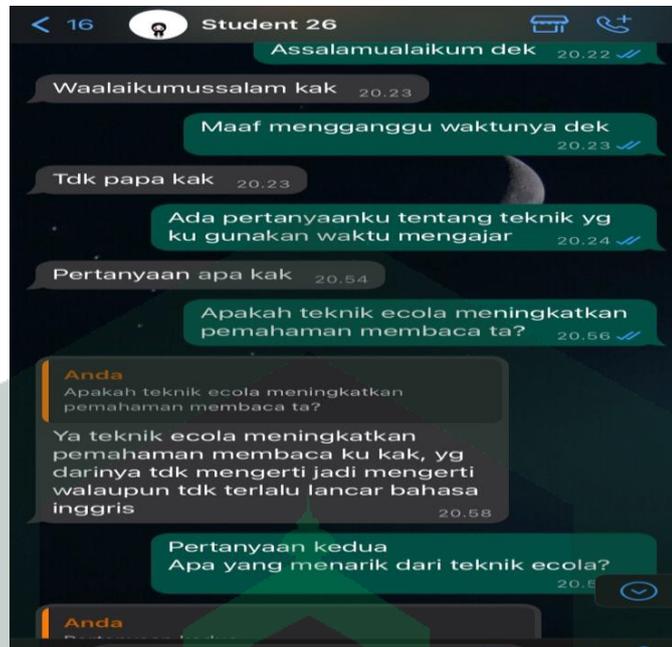
Place : Whatsapp Application (Wa)



Interview 26 : Student 26

Date : Wednesday, 13 September 2023

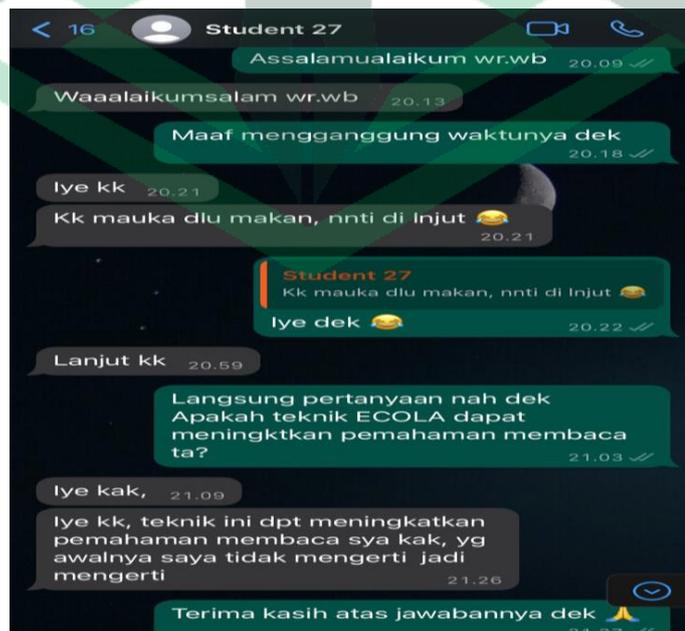
Place : Whatsapp Application (Wa)



Interview 27 : Student 27

Date : Wednesday, 13 September 2023

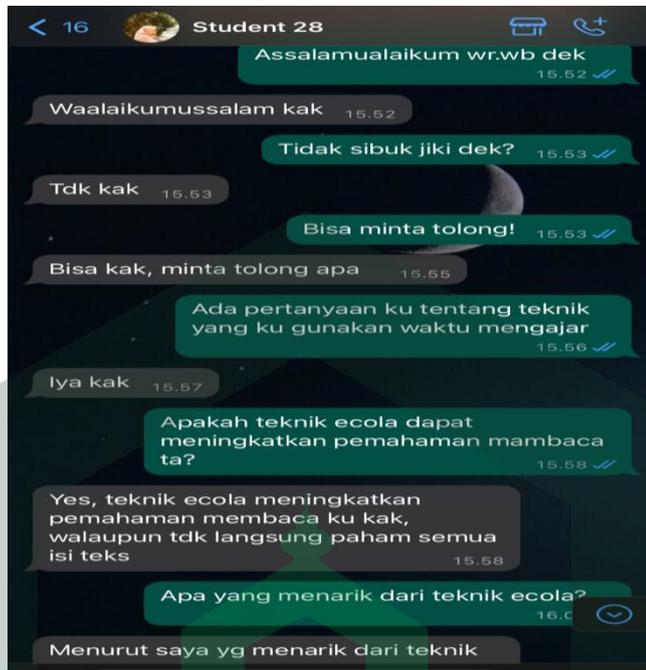
Place : Whatsapp Application (Wa)



Interview 28 : Students 28

Date : Wednesday, 13 September 2023

Place : Whatsapp Application (Wa)



APPENDICES 4

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dr. Masruddin, S.S., M.Hum
Jabatan/Pekerjaan : Dosen
Instansi Asal : IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:

Applying Ecola Technique To Improve Students' Reading Comprehension At The Tenth Grade Of SMKN 2 Palopo

dari mahasiswa:

Nama : Tiara Maharani
Program Studi : Pendidikan Bahasa Inggris
NIM : 19 0202 0032

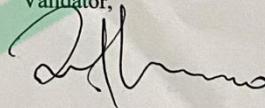
(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

.....
.....
.....

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 14 Agustus 2023

Validator,



Dr. Masruddin, S.S., M.Hum

NIP.19800613 200501 1 005

*coret yang tidak perlu



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 J. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpom : (0471) 326048

ASLI

IZIN PENELITIAN
 NOMOR : 1166/IP/DPMPTSP/VIII/2023

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : TIARA MAHARANI
 Jenis Kelamin : Perempuan
 Alamat : Jl. We Cudai Kota Palopo
 Pekerjaan : Mahasiswa
 NIM : 1902020032

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

APPLYING ECOLA TECHNIQUE TO IMPROVE STUDENT'S READING COMPREHENSION AT THE TENTH GRADE OF SMKN 2 PALOPO

Lokasi Penelitian : SMK NEGERI 2 PALOPO
 Lamanya Penelitian : 28 Agustus 2023 s.d. 28 Oktober 2023

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
 2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
 3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
 4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
 5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.
- Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal : 29 Agustus 2023
 a.n. Kepala Dinas Penanaman Modal dan PTSP
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK K. SIGA, S.Sos
 Pangkat : Penata Taji
 NIP. 19830414 200701 1 005

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



PEMERINTAH PROVINSI SULAWESI SELATAN
SMK NEGERI 2 PALOPO
Jl.Dr.RatulangiBalandai (0471) 22748 Kota Palopo Sulawesi Selatan
Website : <http://www.smkn2-palopo.sch.id>.E.mail:smkn2_palopo@yahoo.co.id



SURAT KETERANGAN TELAH PENELITIAN
Nomor :421.5/118-UPTSMKN2/PLP/DISDIK

Yang bertanda tangan dibawah ini kepala UPT SMK Negeri 2 Palopo menerangkan bahwa :

Nama : **HAKIM,S.Pd.,M.Pd**
NIP : 19731015 200012 1 001
Pangkat / Gol : Pembina Utama Muda IV/c
Jabatan : Kepala UPT SMK Negeri 2 Palopo
Unit kerja : SMK Negeri 2 Palopo

Menyatakan bahwa :

Nama : **TIARA MAHARANI**
NIM : 1902020032
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswi
Alamat : Jl. We Cudai Kota Palopo

Bahwa yang bersangkutan diatas benar telah melaksanakan penelitian pada SMK Negeri 2 Palopo pada tanggal 28 Agustus sampai 08 September 2023 dengan judul : **"APPLYING ECOLA TECHNIQUE TO IMPROVE STUDENT'S READING COMPREHENSION AT THE TENTH GRADE OF SMKN 2 PALOPO"**.

Demikian surat keterangan ini kami buat, untuk dipergunakan sebagaimana mestinya.

Palopo, 15 September 2023
Kepala UPT SMKN 2 Palopo



Hakim,S.Pd.,M.Pd
NIP : 197310152000121001

APPENDICES 5 Documentation



Figure 1 : the researcher gave the pre-test to students



Figure 2 : the researcher gave the pre-test to students



Figure 3 : The first meeting is treatment 1. The material presented is about School to students



Figure 4 : The second meeting is treatment 2. The material presented is about Fruit to students



Figure 5 : The third meeting is treatment 3. The material presented is about Animals to students



Figure 6 : The fourth meeting is treatment 4. The material presented is about Doctor to students

The researcher gave Post-test



Figure 7 : the researcher gave the post-test to students

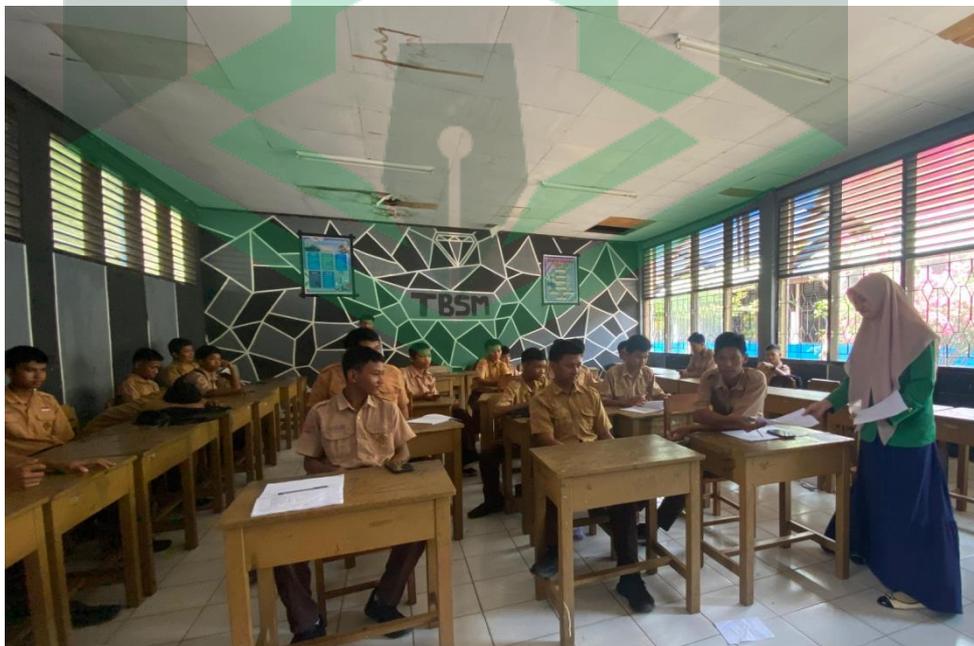


Figure 8 : the researcher gave the post-test to students

BIOGRAPHY



Tiara Maharani, born in Palopo December 4, 2001. The author is the first of four children of Ansar Dahlan and Kartini Nippi. The author's basic education was completed in 2013 at SDN 11 Dangerakko. In 2013 continued his education at SMPN 4 Palopo until 2016. And then continued his education at SMK Negeri 2 Palopo. She continued again for her undergraduate degree (S1) at the Palopo State Islamic Institute (IAIN Palopo). She took the English Education Study Program at the Faculty of Tarbiyah and Teacher Training. She wrote her thesis with the title "Applying ECOLA Technique to Improve Students Reading Comprehension at the Tenth Grade of SMKN 2 Palopo"

