

THE USE OF BIGAWESOME19 WEBSITE IN TEACHING READING COMPREHENSION AT SMP NEGERI 7 PALOPO

A Thesis

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



Composed By:

WIRAYOUDA B TALORO

1902020069

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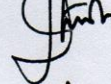
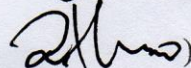
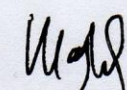
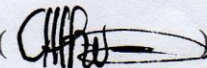

Wirayouda B Taloro

THESIS APPROVAL

This thesis entitled The Use of BIGAWESOME19 Website in Teaching Reading Comprehension at SMP Negeri 7 Palopo, which is written by Wirayouda B Taloro, Registration Number 1902020069, 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 Wednesday, 11th december 2024/Jumadil Akhir 9th 1446 H. It has been approved by the examiners as requirement to pursue the title of Sarjana Pendidikan (S.Pd).

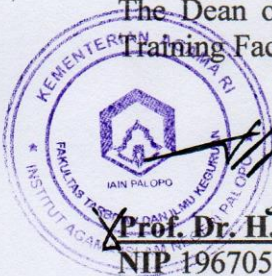
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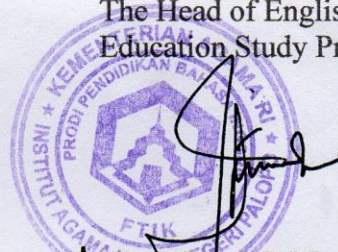
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آلِهِ وَصَحْبِهِ أَجْمَعِينَ، أَمَّا بَعْدُ

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Palopo, 5 November 2024

The Researcher,

Wirayouda B Taloro

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ABSTRACT

Wirayouda B Taloro, 2024. *“The Use of Bigawesome19 Website in Teaching Reading Comprehension at SMP Negeri 7 Palopo”* A thesis of English Language Education Study Program of Faculty of Education and Teacher Training Faculty, State Islamic Institute of Palopo. Supervised by Wahibah and Fadhliyah Rahmah Muin.

This research aim to examine the use of *Bigawesome19* website in teaching reading comprehension at the third-grade student of SMP Negeri 7 Palopo. This study employed a pre-experimental design using a one-group pretest-posttest approach. The sample was selected using a purposive sampling technique, which included 22 students of the IX A class as a sample. The data collection was conducted through a reading test with Narrative text. The data were analyzed using the SPSS 20 version. The results indicate the effectiveness of *Bigawesome19* website in students reading comprehension, with the average post-test score exceeding the pre-test score. This was further substantiated by a significant p-value of 0.000, which is less than 0.05. ($0.00 < 0.05$). Students' perceptions indicated that the material provided is easy to understand, and can be accessed at any time, and it looks attractive and easy to use so that learning is more flexible and not boring. The research concludes that *Bigawesome19* can be an effective medium in teaching students' reading comprehension.

Keyword: *Reading Comprehension, Bigawesome19 Website, Teaching Reading*

CHAPTER I

INTRODUCTION

A. Background

In the era of globalization, English has taken on a crucial role in enabling communication on an international scale. It serves as the primary language in various government institutions and is commonly used as a universal means of communication in numerous nations. Furthermore, English is widely utilized as the language of exchange in international conferences, seminars, workshops, and similar events.¹ In language learning, including English, there are four main skills that need to be developed: reading, listening, speaking, and writing. Reading and listening are categorized as receptive skills, while speaking and writing are considered productive skills.² The act of reading can be broken down into two fundamental skills: decoding and understanding (Songsiri, 2007; Sulam et al., 2019). Decoding is a specific skill that can be taught and measured well. On the other hand, comprehension is a more complicated ability because it is influenced by various factors, such as the context and purpose of reading (Syakur, 2018).³

Reading is a key skill that is critical to achieving success in a variety of educational contexts. Brown states that reading is one of the four language skills that must be mastered by students who study languages. With good reading skills, students '

¹ Devi Ismayanti et al., "The Students' Ability in Translating English Idiom," *Dinamis*, 2021.

² M Bojovic, "Reading Skills and Reading Comprehension in English for Specific Purposes," no. September (2010): 1–5.

³ Abd. Syakur, Zainal Fanani, and Rulam Ahmadi, "The Effectiveness of Reading English Learning Process Based on Blended Learning through 'Absyak' Website Media in Higher Education," *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* 3, no. 2 (2020): 763–72, <https://doi.org/10.33258/birle.v3i2.927>.

chances of developing and progressing intellectually will increase significantly, thus enlarging their potential.⁴ Reading habits can be formed and instilled through the implementation of reading activities consistently, creating a foundation of interest that, over time, becomes a habit.

The students obviously faced difficulties in their reading skills. Many consider learning English to be a daunting challenge. They often have difficulty finding the main idea in the text and answering comprehension questions well, which causes their reading results to be below the expected standard. To overcome this problem, teachers are advised to increase student interest in the subject matter by using interesting and interactive learning media. In addition, the results of pre-observation show that teachers and students have not utilized technology in the learning process. Therefore, the researcher felt compelled to introduce the use of the website as an effort to provide a different and more interesting learning experience for students.

Researchers conducted initial observations by interviewing English teachers and students in SMP Negeri 7 Palopo. From the results of the interview, a number of problems related to the reading ability of students were identified. The main problems revealed include: 1) low student interest in Reading; 2) limited reading comprehension in English; 3) Learning media that are considered less interesting; 4) Limited Time available for reading activities; and 5) inadequate resources and learning materials.

Website-based learning allows the integration of various learning media, such as text, audio, video, and interactivity that can increase student motivation and

⁴ Bojovic, "Reading Skills and Reading Comprehension in English for Specific Purposes."

involvement in the learning process. According to research by Cahyani and Cahyono (2021), the use of information technology, including websites, in teaching English can significantly improve students' reading and writing skills.⁵ In addition, learning websites can also provide interactive exercises that allow students to practice their language skills independently.

In accordance with the issues previously outlined, this study employs a web-based learning media with the objective of assisting students in developing English reading comprehension through flexible scheduling and location. In alignment with these goals, the researcher intends to undertake a study on "The Use of Bigawesome19 Website in Teaching Reading Comprehension at SMP Negeri 7 Palopo".

B. Research Question

Based on the background above, the researcher formulates research question as follow:

Is the use of Bigawesome19 website effective in teaching reading comprehension at SMP Negeri 7 Palopo?

C. Research Objective

Based on the formulation of the research question, the objective are to find out the effectiveness of Bigawesome19 website in teaching reading comprehension in SMP Negeri 7 Palopo.

⁵ Davidson-Shivers, G. V., Rasmussen, K. L., & Lowenthal, P. R. (2006). Web-based learning. *USA: Merrill-Prentice Hall*.

D. Research Significances

The significance of this research is divided into two categories, namely:

1. Theoretical Significances

Through this study, researcher hope the results obtained can contribute as a reference in finding and evaluating effective media to improve students' reading comprehension, as well as a foundation for subsequent research.

2. Practical Significances

- a. For the teacher: the results of this study are expected to provide assistance to teachers in choosing appropriate media to improve students' reading comprehension, especially for English teachers in the third grade of SMP Negeri 7 Palopo.
- b. For the Students: The utilizing of website-based learning media is expected can boost students' confidence and motivation in English reading.
- c. For the Future Researcher: It is expected that the results of this study can be a useful reference for subsequent research in carrying out the study.

E. Research Scope

The scope of this research is the implementation of the teaching reading comprehension at SMP Negeri 7 Palopo using the Bigawesome19 website. The researcher used quantitative research method with a pre-experimental design for this study with a pre-test, treatment, and post-test. The researcher focus on Narrative text.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Study

The researcher summarizes previous research related to this research, as follows:

Astuti et al (2020). In their study entitled “*The Development of Web-Based Learning using Interactive Media for Science Learning on Levers in Human Body Topic*”. Integrated curriculum is a popular way to develop 21st-century skills, but most of the materials are written on the books separately. Furthermore, web-based learning is an online learning media that can be accessed using an internet connection anytime and anywhere. In order to solve this problem, this study designed a website education that uses interactive content to assist students in learning levers in the human body topic as one of the integrated science materials. The process of developing an educational website consists of three steps: (1) analysis, (2) design, (3) construction making. This research method used descriptive method, and the experts' judgment will evaluate it on content, language, and media/IT. The questionnaires used the technology acceptance model (TAM) and five-dimensional interactivity to investigate the readability of the subjects' perception responses.⁶ The research subject was three science teachers and 31 students on private Junior High School in Bandung. According to the result, generally, it has a good evaluation of each aspect. But, the website education needs a strong signal to access for not taking load time consumer.

⁶ Lia Astuti, Yaya Wihardi, and Diana Rochintaniawati, “The Development of Web-Based Learning Using Interactive Media for Science Learning on Levers in Human Body Topic,” *Journal of Science Learning* 3, no. 2 (2020): 89–98, <https://doi.org/10.17509/jsl.v3i2.19366>.

The similarity in this study is to assess the efficacy of web-based learning model as a medium of student learning. While the difference between this study and the previous study is that this study used quantitative research methods with pre-experiment design, while the previous study used research and development methods.

K. Sabar and A. Rahman wrote a journal entitled "*The Using Web (E-Learning) In Learning Process In Briton International English School Of Makassar*". The aims of the research are to reveal the role and function of the multimedia center and the added value achieved by the students by using Web (E-Learning) in multimedia center in Briton International English school of Makassar. The research was a descriptive qualitative study conducted Central Office of Briton International English School of Makassar located on Jl. Lasinrang. The metohod of obtaining the data were recording, interview to 7 informants, class observation, documentation, and literature study. The data were analysed by using Miles dan Huberman interactive model. The results of the research reveal that multimedia center in Briton International English School of Makassar has a role as supporting facility for syllabus of English learning process in Briton International English School of Makassar. It functions as a facility to access the Web (E- Learning), as interesting and attractive learning facility to the students since they are more closely related to information and communication technology of English learning process, and a facility for the students to get together and have a discussion.⁷ The similarity of the two studies is that they both examine

⁷ Kurniawan Sabar and Asfah Rahman, "The Using Web (E-Learning) In Learning Process In Briton International English School Of Makassar," *Jurnal Komunikasi KAREBA* 1, no. 4 (2011): 444-56.

the impact of using websites as a medium. However, there are also striking differences between them. The previous study used a qualitative descriptive design, while this study used a pre-experimental research design.

Wijayani et al (2023) wrote a journal entitled “*Game Website-Based English Learning Developed for Elementary School Students in Fourth Grade*”. This research aims to develop learning media in the form of game for elementary school students' in learning English. This study uses a design and development (D&D) methodology and the ADDIE model. The research subject is the fourth- grade elementary school students. The instrument used was a questionnaire and observations. And the data analysis used is descriptive qualitative and descriptive quantitative. The resulting data are in the form of (1) the design and development results using the ADDIE method (analysis, design, development, implementation, and evaluation). (2) To obtain product validity and effectiveness results from expert judgment, teacher, and product trial to students. From the results of expert judgment, very valid results were obtained. And the students' results are very valid, and several things need to be revised again to perfect the product.⁸ The two studies are similar in that they both use websites as a medium. However, there is also a striking difference between the two, namely the previous study used the design and development method with a focus on developing website games as a medium, while this study used pre-experimental design and with a focus on using the website "BIGAwesome19".

⁸ Erna Wijayani Ni Luh Kadek, Putu Kerti Nitiasih, and Luh Gd. Rahayu Budiarta, “Game Website-Based English Learning Developed for Elementary School Students in Fourth Grade,” *Jurnal Pendidikan Bahasa Inggris Undiksha* 10, no. 3 (2023): 257–64, <https://doi.org/10.23887/jpbi.v10i3.58117>.

Fakhomah et al (2020) wrote a journal entitle “*Teacher’s Experience and Beliefs: Teaching English by Integrating Web-based Learning*”. This study wants to delve deeper understanding into how an English teacher’s beliefs and experience towards web-based learning in English teaching learning process. A narrative inquiry study was conducted towards the participant who has used web- based learning for language teaching and learning at a non-formal school. The teacher’s lesson plans and interview were used for collecting the data. The data were coded and analyzed using Thematic Analysis Single Case Study. The result of this study showed that the participant has positive beliefs toward web-based learning for teaching and learning English.⁹ The similarity of this study with previous research, which looks at how websites can be used to teach and learn English. The big difference between them is that the first study focuses on how teachers experience and believe in using websites, while this study focus on how to improve students ' reading through websites.

Soussi Khalid wrote a journal entitle “*Web-based Learning: Characteristics, Practices, Challenges and Recommendations*”. The present research attempts an overview of web-based learning (WBL/online) technologies and a description of their status of understanding, in the literature. The paper also tries to explain it can be adapted for various online education environments. The paper has also touched on the foundations of design, advantages, and obstacles of evaluation in online learning. The best practices and feedback of learners and educators have also been touched upon in the present review of literature. Due to swift advances in technology

⁹ Desy Nur Fakhomah, Abdul Asib, and Dewi Rochsantiningsih, “Teacher’s Experience and Beliefs: Teaching English by Integrating Web-Based Learning,” *Randwick International of Education and Linguistics Science Journal*, 2020.

today, the research points to the fact that institutions are in need of being acquainted with the fast emerging tools every now and then. There is a continuous need for digital literacy as a key skill for instructors who are committed to quality online learning, and developing individuals' ICT knowledge is an urgent need for WBL.¹⁰ The similarities of both of them explain how this technology can be a medium of learning in various online education environments. While the difference between these two studies is that previous researcher used quasi-experimental in their research, while this study used pre-experimental design.

Based on the findings previously described, the researcher concluded that there are similarities between the study and the research to be carried out, namely the use of websites as a medium in the process of teaching and learning English. The difference is that the five researchers above use different methods in their research, previous research used descriptive methods and design and development research, while my research used pre-experimental research.

¹⁰ International Journal and Khalid Soussi, "Web-Based Learning : Characteristics , Practices , Challenges and Recommendations," no. March (2020), <https://doi.org/10.21275/SR20312135240>.

B. Some Pertinent Ideas

1. Concept of Reading

a. Definition of Reading

Reading is a complex cognitive process, which involves translating symbols to understand the meaning of words and sentences. It is a basic skill that allows individuals to access information, communicate ideas and acquire knowledge in various subjects, especially English. Reading requires the brain to interpret language, transforming written text into thoughts and ideas. This process involves different stages, including recognizing words, analyzing sentence structure, and drawing relationships between previous knowledge and new information.¹¹

Reading comprehension includes: recognizing the meaning of words, making conclusions, identifying the techniques used by the author, understanding the atmosphere in each passage, as well as finding answers to the questions asked.

Reading comprehension also includes: recognizing language text, inferring meaning, understanding the use of unfamiliar vocabulary, capturing information conveyed explicitly or implicitly, understanding conceptual meaning, communicative value in sentences, and relationships between sentences and parts of text through lexical cohesion devices; identifying important indicators and points in discourse; distinguishing main ideas from supporting details; extracting relevant

¹¹ Ratri Handayani and Francisca Maria Ivone, "The Readability Level of Reading Texts in Erlangga Straight Point Series : English for Eleventh Grade Students," 2020, 1579–87.

points selectively from text; basic reference skills; speed reading, scanning, and transforming information from diagrams or charts.¹²

b. Kind of Reading

There are different types of reading, such as :

1) Intensive Reading

Pollar et al.(2011) said intensive reading is considered an important tool for improving reading comprehension..¹³ Intensive reading refers to a deep and thorough study of a topic. In intensive reading, the reader may encounter unfamiliar vocabulary, different idiomatic expressions, ideas implied in the text, and so on.¹⁴

2) Extensive Reading

The main purpose of reading is to obtain information from the provided text. The purpose of extensive reading is not linguistic. When doing extensive reading, the reader focuses on understanding the overall meaning or idea of the text. This is known as 'reading for information'. Teachers can help students develop skills in finding, evaluating, organizing, and retaining information that has been read. These academic skills can be developed if teachers are provided with support with an appropriate academic environment and a well-structured curriculum. To encourage extensive reading, students should preferably be provided with material that interests them. Giving new material to read will be very beneficial (Bowen et al, 1985: 240).

¹² Bojovic, "Reading Skills and Reading Comprehension in English for Specific Purposes."

¹³ Abbas Pourhosein Gilakjani and Narjes Sabouri, "How Can Students Improve Their Reading Comprehension Skill ?," no. June 2016 (2017), <https://doi.org/10.5296/jse.v6i2.9201>.

¹⁴ B William Dharma Raja, "ARTICLE TEACHERS ' ROLE IN FOSTERING READING SKILL : By" 1, no. 4 (2011): 1–10.

This type of reading includes materials such as journals, magazines, and daily newspapers. Teachers can start reading clubs at school and give each student the opportunity to engage in a variety of reading activities. Success in reading is greatly influenced by the initiative taken by students as well as the positive attitude they have towards reading activities.¹⁵

According to Carrell and Eisterhold (1983 as cited in Alyousef 2005), extensive reading activities can help learners become independent individuals in the search for meaning, as long as they are carried out using texts chosen by students, so that they will be more interested in what they read.¹⁶

3) Skimming

Skimming is a reading technique that allows the reader to cover a lot of material quickly without having to read each word in depth. This technique can be a very useful tool for efficient reading if applied correctly. However, it should be noted that skimming is less suitable for materials of a technical or highly detailed nature, as it can lead to a less precise or erroneous understanding.

Skimming is also a speed reading technique used to get the main idea or general idea of a text. The reader glances at the headings, subheadings, and first and last paragraphs to understand the content. In a similar way to how one can scan a movie review to ascertain the plot and opinion of the reviewer, or how one can quickly read

¹⁵ Raja. "ARTICLE TEACHERS ' ROLE IN FOSTERING READING SKILL"

¹⁶ Gilakjani and Sabouri, "How Can Students Improve Their Reading Comprehension Skill ?"

the report to understand the subject matter and conclusions of the report.¹⁷ This is useful for deciding whether a text is worth reading in detail.

4) Scanning

Scanning is used when someone is looking for specific information or an answer to a specific question, while skimming is used to get a general idea of the content of the text. According to Nuttall, scanning aims to provide an initial assessment of the relevance of the text to a specific purpose. For example, when looking to find out if a book on gardening covers a particular method of vegetable cultivation, scanning allows the reader to quickly evaluate whether the book fits their needs.¹⁸

c. Reading Strategie

Reading is a fundamental skill that enables individuals to locate messages and information. It is one of the four basic language skills and is essential for communication.¹⁹ The main principle is to utilize the vocabulary, language patterns, and background experience of students to form reading texts, so that reading becomes a very meaningful and enjoyable process.²⁰

Reading is a complex process, involving the relationship between the text and the reader. Over the years, experts have developed various theories to explain how

¹⁷ Yuyun Ruqiyat Said and Puteri Nafiah Tabitah, "The Effectiveness of Speed Reading Technique in Narrative Text to Improve Students' Reading Ability," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 2023.

¹⁸ Raja, "ARTICLE TEACHERS' ROLE IN FOSTERING READING SKILL : By."

¹⁹ Fengbin Zhu et al., "Retrieving and Reading : A Comprehensive Survey on Open-Domain Question Answering," n.d., 1–21.

²⁰ Masruddin, "The Efficacy of Using Language Experience Approach in Teaching Reading Fluency to Indonesian EFL Students," no. 4 (2016): 317–28.

the reading process occurs.²¹ The following reading theories are some popular reading theories:

- 1) Bottom-Up Theory: the reading process starts from the individual recognition of letters, words and sentences. The reader builds the meaning of the text gradually, starting from the smallest units (letters) until reaching an overall understanding. For example, when reading, we first recognize letters, then organize them into words, then understand sentences, and finally understand whole paragraphs.²²
- 2) Top-Down theory: the reading process starts from the knowledge and experience of the reader. The reader uses background knowledge, context, and expectations to understand the text as a whole. Example. when reading a detective novel, we use our knowledge of the detective story to predict the storyline and understand the meaning between the lines.
- 3) Interactive theory: the reading process involves the interaction between bottom-up and top-down factors. The reader constantly switches between using hints from the text (bottom-up) and background knowledge (top-down) to build meaning.²³ For example, when reading a scientific article, we might use a dictionary to understand unfamiliar words (bottom-up), but also use our knowledge of the topic to understand broader concepts (top-down).

²¹ Sarvenaz Khatib, "Applying the Reader-Response Approach in Teaching English Short Stories to EFL Students," *Journal of Language Teaching and Research* 2, no. 1 (2011): 151–59, <https://doi.org/10.4304/jltr.2.1.151-159>.

²² Xiaoguang Zhao and Lei Zhu, "Schema Theory and College English Reading Teaching," *English Language Teaching* 5, no. 11 (2012): 111–17, <https://doi.org/10.5539/elt.v5n11p111>.

²³ Mohammad Reza Ahmadi and Abbas Pourhossein Gilakjani, "Reciprocal Teaching Strategies and Their Impacts on English Reading Comprehension," *Theory and Practice in Language Studies* 2, no. 10 (2012): 2053–60, <https://doi.org/10.4304/tpls.2.10.2053-2060>.

- 4) Schema Theory: The Role of schemas (organized sets of knowledge) in understanding texts. The reader uses relevant schemes to understand and integrate new information from the text with existing knowledge. For example, when reading a recipe, we use a schematic on how to cook to understand the steps that must be done.²⁴
- 5) The Theory of Constructivism states that the reader actively constructs meaning from the text. The reader not only receives information from the text, but also interprets and transforms the information based on their experiences and views. For example, two people reading the same novel may have different understandings due to their different backgrounds and experiences. The implementation of reading strategies is a crucial element in facilitating students' engagement in reading activities (Susanti, 2020).²⁵ The ability to read English is widely regarded as one of the primary objectives in the teaching of English at the college and university level. This is because reading is an objective measure of students' proficiency in the language.

A reading strategy is a deliberate and customizable plan that the reader applies to a variety of texts. This strategy shows how the reader understands the task at hand, the textual instructions they follow, their understanding of the text they have read, as well as their reaction when faced with difficulties. To make it easier for students to understand reading texts, educators need to teach reading strategies in English

²⁴ Abbas Fadhilabd Ali, Sabeeha Hamza Dehham, and Abd Ali Nayif Hasan, "Investigating Iraqi EFL Teachers and Students' Perceptions on Using Web-Based Learning Strategy in Learning English," *Res Militaris* 12, no. 2 (2022): 5510–25.

²⁵ Zhao and Zhu, "Schema Theory and College English Reading Teaching."

classes, which requires teaching reading strategies with the right steps (Graves, Connie, & Bonnie, 1998).²⁶

The Global reading strategy consists of 13 items that represent a series of reading strategies that focus on a thorough analysis of the text. Examples include “evaluating what to read or ignore, noting text characteristics, guessing what the material is about, etc”.²⁷ These strategies can be viewed as a general and deliberate approach to reading, with the aim of preparing the reader for reading activities.

The second subcategory (problem solving strategies) includes 8 items that focus on strategies for overcoming difficulties when the text becomes difficult to understand. Examples of these strategies include rereading for better understanding, returning to the text when losing concentration, pausing to think, and so on. These strategies provide readers with a plan of action that helps them navigate the text more skillfully.

The third subcategory (supporting reading strategies) consists of 9 items that mainly concern the use of external reference sources, noting, underlining or circling information, as well as other practical strategies that can be considered functional or supporting strategies. These strategies provide supportive mechanisms to help maintain engagement in the reading process.

²⁶ Ahmadi and Gilakjani, “Reciprocal Teaching Strategies and Their Impacts on English Reading Comprehension.”

²⁷ Santi Istiqomah, Rohmani Nur Indah, and Edwin Nuvianto Al Aziz, “Difficulties and Strategies of Learning English Reading Skills in Large Classes: A Systematic Literature Review,” *Journal of English Language Teaching and Learning (JETLE)* 4, no. 2 (2023): 70–83, <https://doi.org/10.18860/jetle.v4i2.20362>.

d. The Importance of Reading Comprehension in English

Reading comprehension are very important in learning English, and there are several reasons why they are crucial:²⁸

- 1) Expanding Vocabulary: Reading various texts in English helps students expand their vocabulary. Through context and the use of words in sentences, they can understand the meaning of new words and how to use them.
- 2) Improve Grammar Understanding: By reading, students can see sentence structure and grammar usage directly.²⁹ This helps them understand grammar rules and how to apply them in their own writing.
- 3) Improves Critical Thinking Skills: Reading different texts, be they fiction, non-fiction, or news articles, helps students develop critical thinking skills. They learn to analyze information, evaluate arguments, and draw conclusions.
- 4) Improve Writing Skills: Reading diverse material provides examples of how writers organize ideas and convey messages. It provides a model for students to develop their writing skills, including style, structure, and use of language.
- 5) Improve Listening and Speaking Skills: Learning to read is often connected to other activities such as listening and speaking. For example, reading dialogue in a book or text followed by a discussion or presentation helps strengthen listening and speaking skills.

²⁸ Zizhen Yan, "Research on the Cultivation of Non-English Majors' English Reading Interest: POA Teaching Mode in the Internet + Era," *Journal of Physics: Conference Series* 1533, no. 2 (2020), <https://doi.org/10.1088/1742-6596/1533/2/022090>.

²⁹ Murat Hişmanoğlu, "Journal of Language and Linguistic Studies Vol.1, No.1, April 2005 Teaching English Through Literature Murat Hişmanoğlu," *English* 1, no. 1 (2005): 53–66, <http://www.doaj.org/doi/func=abstract&id=817621>.

- 6) **Increase Cultural Knowledge:** Reading different types of texts in English provides insight into different cultures, histories, and perspectives. This is important for understanding the context and broader meaning of the language.
- 7) **Increases Confidence:** As students feel more comfortable with their reading abilities, they become more confident in using English in a variety of situations, whether for communication or in academic assignments.

Overall, reading comprehension serve as a strong foundation in English language learning and support various other aspects of language ability.

2. Website as Teaching Media

a. Website Definition

A Website is a set of web pages that present information in the form of text, images, sounds, and others, which are arranged in hypertext format and can be accessed through software called a browser.³⁰

The Website is one of the most used platforms to search for various information and as a means of communication. A website consists of a group of pages on the internet that contain text, media, and applications.

b. Web History

The Web was first developed by Sir Timothy Tim Berners-Lee, although at first the web was not yet connected to the network. The Web became popular when in the late 80s, it began to connect with the internet. At that time, at the CERN laboratory

³⁰ Hamzah Hartono, "Pengertian Website," *Pengertian Website Dan Fungsinya*, 2012, 10–35.

in Geneva, Switzerland, it was announced that the web could be accessed through a network and could be owned by anyone.

In the history of the web, browsers were used as tools for browsing the internet, with the first popular browser being Internet Explorer. Internet Explorer is used as an application to access the web through a computer. As part of the historical development of the web, the definition of web 2.0 appeared in the late 90s. Web 2.0 is defined as a collaborative and informative web, with the aim of facilitating interaction between users. The presence of wikis, blogs and social networks characterizes it. Web 2.0 was first proposed by Chris Anderson and Tim O'reilly.³¹

According to Dillon, Schoenthaler, and Vossen (2017: 1), since the early 1990s, the World Wide Web has changed personal and professional lives. The Web is evolving into a platform that continues to evolve and become a global library of information that can be accessed through search engines and portals.³²

c. Types of Website

The types of websites are grouped by purpose and function, according to Ebook, German, and Mysch.id there are seven types of websites.³³ Such as:

³¹ Sir Timothy and Tim Berners, "Sejarah Web," 2005.

³² dan tim Sebok, Vermat, "Definisi Website," *Paper Knowledge . Toward a Media History of Documents* 7, no. 2 (2018): 107–15.

³³ Sebok, Vermat, and the team. "Definisi Website." *Paper Knowledge . Toward a Media History of Documents* 7, no. 2 (2018): 107–15.

1) Search Engine

Search engines are software used to search for websites, web pages, images, videos, news, maps, and other information relevant to a particular topic.

2) E-commerce

An e-commerce website, better known as an online store, can be owned by an individual or a company. This Website displays products or services to be sold by their owners or partners. Based on such information, the main purpose of this website is to make a profit through sales and services offered.

3) Company Website

In contrast to an e-commerce website, a company website contains a company profile. The main focus of a company's website is on the introduction of a product or service, not on sales. This aims to make potential buyers more familiar with the products, services and benefits offered.

4) Agency and Organization

This website is owned by an agency or non-profit organization, both government and private. The main purpose of the Website is to disseminate information about the agency's work program, activity reports and more. In Indonesia, official websites of government agencies usually use domains .go.id, while organizations typically use .org or .or.id.

5) Education Website

Educational websites present information from educational institutions, ranging from higher education to basic education, even early childhood education. To create an educational website, an educational institution, school, or university must submit a special application to PANDI (Indonesian Internet Domain Name Manager). Higher education websites generally use extensions .ac.id, while school websites usually use extensions .sch.id.

6) News, Weather, Sports, and Other Mass Media

This website contains newsworthy material, including stories and articles related to recent events, Life, finance, politics, weather, and sports.

7) Social Media

Social media websites are the most popular sites among internet users. Through this website, users can easily share information, make friends, or follow the latest news from someone personally. Some people also utilize social media for professional purposes and to make money, such as by selling physical, digital products, or services.³⁴ According to We Are Social (2022), search engines, social Media, and E-Commerce are the most popular and most visited platforms in the world.³⁵

³⁴ Mysch.id, "Jenis-Jenis Website," 2021.

³⁵ Dzulfikar Fathur Rahman, "10 Website Yang Paling Sering Di Kunjungi Di Dunia," 2022.

d. Using Website in Teaching English

The teaching of English encompasses more than merely enhancing language abilities; it also encompasses fostering an awareness and appreciation of the rich cultural diversity linked to the language.³⁶ Recently, the use of web-based tools for learning English, often referred to as e-learning, has experienced rapid expansion. This growth is primarily attributed to three key factors: improved internet accessibility, the availability of diverse online learning platforms, and the demand for more flexible and interactive learning approaches.³⁷

The utilization of websites in the field of English pedagogy offers a multitude of advantages.

- 1) Accessibility: The availability of learning materials at any given moment, provided there is an internet connection, allows students to pursue their studies at their own pace.
- 2) Interactivity: A significant number of English-learning websites are equipped with a variety of interactive features, including quizzes, exercises, and games, which contribute to an enhanced learning experience that is both engaging and effective.³⁸

³⁶ Dewi Furwana et al., "Unlocking the Potential: Exploring the Impact of Online Assessment in English Language Teaching," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 2024.

³⁷ Murat Hişmanoğlu, "Journal of Language and Linguistic Studies Vol.1, No.1, April 2005 Teaching English Through Literature Murat Hişmanoğlu."

³⁸ Yan, "Research on the Cultivation of Non-English Majors' English Reading Interest: POA Teaching Mode in the Internet + Era."

- 3) Personalization: Students can customize learning materials according to their individual needs and ability levels.
- 4) Variety of materials: The website offers a variety of learning materials, including text, audio, video, and animation, which can help to maintain student engagement.

The principal characteristics of English-learning websites can be enumerated as follows:³⁹

- 1) The availability of a plethora of study materials, encompassing grammar, vocabulary, speaking, and writing skills.
- 2) The incorporation of interactive exercises, including quizzes, exercises, and games, designed to assess students' comprehension.
- 3) The presentation of learning media, such as text, audio, video, and animations, which facilitate the learning process.
- 4) The establishment of discussion forums, which provide a platform for students and teachers to interact and exchange ideas.
- 5) The incorporation of evaluation tools, which enable the measurement of students' learning progress.

e. Teaching Media

Teaching Media are important tools that significantly increase the effectiveness and engagement of learning activities. They encompass all the resources used by educators to convey educational content to students, with the aim of achieving

³⁹ Bojovic, "Reading Skills and Reading Comprehension in English for Specific Purposes."

specific learning objectives. According to Munadi (2013) in Wirawan (2020), the media include⁴⁰:

1) Visual Media

Visual Media are teaching tools that engage the sense of sight. They can be divided into two categories: verbal and nonverbal. Verbal messages are those that are not presented in written form, while nonverbal messages are communicated through symbols and written formats. Various forms of visual media include:

a) Verbal Visual

Verbal visual Media, such as images, help convey ideas in learning and improve student understanding. These include stick figures, which are simple outlines of objects, and paintings, which offer an artistic and symbolic representation of situations. Both types increase the clarity and engagement of educational content.

b) Nonverbal Visual

Books are a form of communication that relies more on Written Language than spoken language. They use the written word to convey information without sound. As an educational tool, books are made for public use, especially by students in schools. Similarly, comics are an effective teaching resource that uses simple cartoon characters and straightforward storytelling to get the message across. Its attractive

⁴⁰ Fajar Wirawan, "A Study on The Teaching Media Used by The English Teacher at SMP Muhammadiyah 2 Malang," *Jurnal Ilmiah Profesi Pendidikan* 5, no. 2 (2020): 89–95, <https://doi.org/10.29303/jipp.v5i2.115>.

format makes it very interesting in the teaching and learning process, attracts the interest of students and makes the material more accessible.

2) Audio Media

Incorporating audio media into learning can enhance learning by adding a new dimension to education. Audio Media can learn content in an engaging way, providing an alternative for students to traditional text-based learning. For many students who use mobile devices frequently, listening to audio may be more in line with their daily routine compared to reading. Examples of audio media include cassettes, CDs, and radio broadcasts.

3) Audiovisual Media

Audio-visual Media refers to teaching methods that combine sight and sound. It can be divided into two categories: pure audio-visual media and non-pure audio-visual media. Pure audio-visual Media combine sound and image into a single format, such as film, television, and video. Non-pure audio-visual Media include tools such as slides, opaque projectors, and overhead projectors (OHP).

The Internet is a versatile tool for learning and teaching, valued for its accessibility and ease of use. Students engage with the internet both at school and at home, utilizing a variety of online platforms to support their education.

3. Bigawesome19 Website

a. Concept of Bigawesome19 Website

The BigAwesome19 Website is a digital platform designed to support technology-based learning. This Website is designed and created by Muh.Fiqri, S.Pd. in 2023. BigAwesome19 Website is a website that contains English learning that can help students in learning. This Website can be accessed easily and can be accessed anywhere and anytime. The main focus of BigAwesome19 is to provide materials that meet the needs of modern learning, with attention to aspects of suitability, accessibility, and effectiveness in learning.

One of the main advantages of BigAwesome19 is the variety of interactive texts available on this platform. This website provides various types of texts, ranging from narrative stories, to descriptive texts that are arranged according to the student's ability level. In addition, these texts are equipped with features such as vocabulary help, comprehension help, and main idea support, all of which are designed to educate students to understand the content of the reading in depth. With this website, students can train and improve their reading comprehension, such as finding complete information, drawing conclusions, and understanding the moral message of the text.

The design of the Website is intuitive and easy to use, so students of different ages and technology skill levels can interact with it easily. Students can study different categories of texts, choose material that suits their interests, and apply their understanding through personal. This ongoing interface engages students to focus on learning without feeling overwhelmed by the complexity of the technique.



b. Features of Bigawesome19 Website

1. Interactive Reading Materials

BigAwesome19 provides a variety of reading materials designed to capture student's attention while improving their reading comprehension. The available texts include several genres, such as narrative stories and descriptive texts. Each reading can be adjusted in difficulty, so students can learn gradually. This feature helps students understand the content of the text gradually without feeling overwhelmed, while providing challenges that match their level of competence.





2. Vocabulary Assistance

One of the great features of BigAwesome19 is vocabulary support. With this feature, students not only understand the meaning of words in a particular context but also expand their overall vocabulary. This feature is very helpful especially for students who are still in the early stages of mastering English.



3. Multimedia Integration

To improve text comprehension, BigAwesome19 integrates multimedia elements such as images, videos and animations. For example, descriptive texts are often supplemented with relevant images, while narrative stories can have short videos that summarize the storyline. This combination of text and multimedia is in line with the theory of dual coding, which states that information conveyed through text and visuals is easier for students to understand and remember.

4. Customizable Learning Paths

One of the innovative features of BigAwesome19 is the ability to customize the student's learning path. Teachers can choose specific materials that suit the needs of the class or individual students, while students can also specify texts that match their interests. This feature enables a personalized and flexible learning approach, which is highly effective in meeting diverse learning needs.

c. Steps in Using BigAwesome19 Website in Teaching Reading

Using BigAwesome19 in teaching reading involves a series of systematic steps to ensure students achieve optimal learning outcomes. First, the teacher introduces the website to the students, explaining its features and how it will support their reading skills. This includes navigating the interface, accessing reading materials, and using interactive tools such as annotations or quizzes. Next, the teacher assigns specific reading texts available on BigAwesome19, tailored to the students' proficiency levels and the learning objectives. During the reading activity, students are encouraged to employ strategies such as skimming for main ideas and scanning for specific information, using the website resources to support their understanding. After reading, the teacher facilitates discussions or assigns tasks, such as summarizing the text or identifying moral lessons, to reinforce comprehension. By following these steps, BigAwesome19 becomes an effective tool for enhancing students' reading comprehension in an interactive and engaging manner.

4. Narrative Text

a. Definition of Narrative Text

Narrative text is a type of writing that tells a story, usually involving characters, settings, plot, and sequence of events. The main purpose of narrative texts is to entertain, provide information or share experiences through storytelling. This type of text is also used to develop imagination, cultural awareness, and comprehension skills by encouraging readers to think about sequence, cause and effect, and character development.

Narrative text is a type of text suitable for narrating activities or events in the past, describing experiences full of challenges and their completion. These texts usually aim to entertain and often convey moral lessons to the reader (Pardiono 2007: 94).⁴¹

b. The Generic Structure of Narrative Text

According to Siahaan (2008: 73), the general structure of a narrative text includes the establishment of characters, setting, and time. The steps in compiling a narrative text are:⁴²

- 1) Orientation : This part introduces the setting, characters, and background of the story. It answers the basic questions of who, where, when, and what, providing context for the reader to understand the narrative's starting point.
- 2) Evaluation : a stepping back evaluate the plight.

⁴¹ Rodearta Purba, "Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique," no. C (2018): 0–3.

⁴² Nurul Fitra Islamia, "Improving Students' Reading Comprehension Through Jigsaw Model In Ninth Grade Mts . Batusitanduk English Language Education Study Program Education And Teacher Training Faculty Improving Students' Reading Comprehension Through Jigsaw Model In Ninth Grad," No. 1902020017 (2023).

- 3) **Compilation:** The complication introduces a problem or conflict that the characters must face. This part builds suspense and keeps the reader engaged, often with rising action as challenges escalate.
- 4) **Resolution:** The resolution is where the conflict is resolved, and the story comes to a satisfying conclusion. It answers how the problem was addressed or resolved, often leaving the reader with a sense of closure.
- 5) **Re-orientation:** optional

c. Language Features of Narrative Text

Narrative texts use specific language features to create a vivid story and engage the reader. Here are some common language features in narrative texts:

- **Past Tense:** Narratives are often written in the past tense, as they recount events that have already occurred.⁴³
- **Action Verbs:** These verbs describe the actions of the characters and events, helping the story move forward.
- **Direct and Indirect Speech:** Dialogue or quoted speech is frequently used to bring characters to life and convey interactions.
- **Descriptive Language and Adjectives:** Descriptive words create imagery, making it easier for readers to visualize settings, characters, and emotions.
- **Time Connectives and Sequencing Words:** Words like “then,” “after,” “before,” “later,” and “finally” help organize the sequence of events, making the story easier to follow.

⁴³ Fadli Amin And Achmad Yudi Wahyudin, “The Impact Of Video Game : ‘ Age Of Empires II ’ Toward Students ’ Reading Comprehension On Narrative Text” 3, No. 1 (2022): 74–80.

- **Specific Nouns:** Rather than general nouns, narratives use specific nouns to make the story more detailed and engaging.
- **Adverbs:** These words modify verbs, adding detail about how, when, or where an action occurs, often to create mood or pace.
- **Figurative Language:** Metaphors, similes, and personification add depth and appeal to the story by creating vivid comparisons.
- **Personal Pronouns:** Narratives often use personal pronouns (he, she, they) to help readers connect with characters and to avoid repetition.

C. Conceptual Framework

The conceptual framework is the roadmap that guides the researcher in carrying out this research in a systematic manner. This study is set to uncover the incredible effectiveness of using the Bigawesome19 website in teaching reading comprehension. The conceptual framework that underpins this study is illustrated in the diagram below:

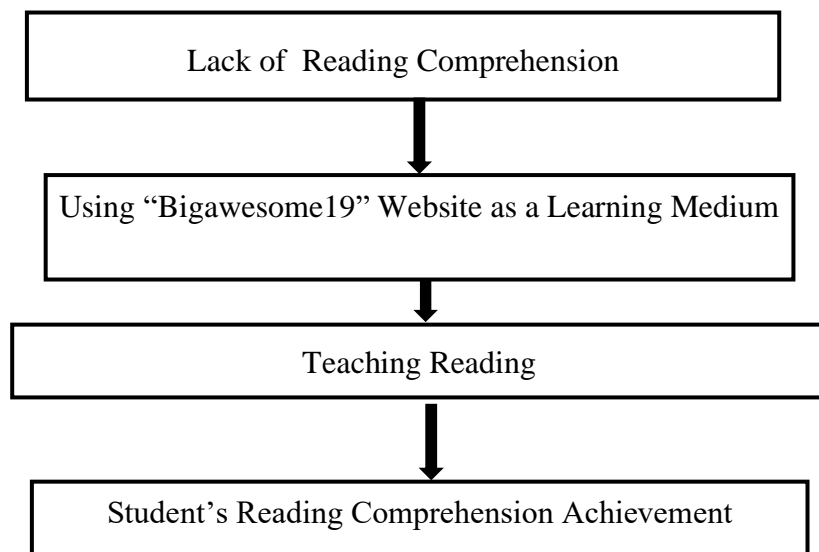


Chart 2.1 Conceptual Framework

D. Hypothesis

The research hypothesis is formulated as follows:

1. H0: The use of Bigawesome19 Website is not effective in Teaching Student's Reading Comprehension.
2. H1: The use of Bigawesome19 Website is effective in Teaching Student's Reading Comprehension.

CHAPTER III

RESEARCH METODOLOGY

A. Research Design

In this study, researcher used a pre-experimental research design (one group pretest-posttest) with a quantitative approach. According to Creswell (2009), experiments aim to test an idea, practice, or procedure to find out if the Experiment affects the outcome or the dependent variable.⁴⁴

This study aimed to assess the effectiveness of the use of the site Bigawesome19 by measuring students' reading comprehension through pre-test and post-test evaluation to determine any significant improvement. The research design is described as follows:

Pre-Test	Treatment	Post-Test
X1	T	X2

Notes : X1 = Pre-test

T = Treatment

X2 = Post-test

⁴⁴ John W. Creswell, "Qualitative, Quantitative, and Mixed-Methods Methods Approaches," *Microbe Magazine* 4, no. 11 (2009): 485–485, <https://doi.org/10.1128/microbe.4.485.1>.

B. Research Variable

This study involved two variables, the independent variable and the dependent variable.

1. The independent variable is Bigawesome19 website.
2. The dependent variable is the students' reading comprehension.

C. Research Time and Location

The research was conducted from October 15th to 30th, 2024, in accordance with the school's calendar, schedule, and timetable for teaching English classes. The location of this research was SMP Negeri 7 Palopo at Jl. Andi Pangeran No. 6, *Kota Palopo*, Prov. Sulawesi Selatan.

D. Research Population and Sample

1. Population

The population refers to the entire group of individuals or elements that serve as the focus of interest in a research study⁴⁵. The population of this research were all of students in third-grade of SMP Negeri 7 Palopo. The School consists of two classes for the third-grade: IX A, IX B, with the total students of the two classes are 47 students.

2. Sample

The researcher employed a purposive sampling method and selected IX A class with total 22 students at SMP Negeri 7 Palopo as the research sample. The

⁴⁵ Rustan Santaria, "Konsep Dasar Metodologi Penelitian Panduan Praktis Penyelesaian Studi," 2016.

Researcher used purposive sampling because the researcher found a lack of students' ability of English.

E. Research Instrument

Instruments in this study in the form of tests. Researcher gave students a narrative text reading test consisting of multiple-choice questions and essays of 20 numbers to measure students' understanding before and after treatment. These tests include pre-test and post-test. Pretest was used to measure students' reading comprehension by using the Bigawesome19 website before the treatment was given by the teacher. While the post-test is used to measure the ability of students after using the site Bigawesome19.

F. Research Procedure of Data Collection

1. Giving Pre-test

Before the treatment, researcher conducted a pre-test to assess students' abilities. A Pre-test is given at the first meeting, with 20 questions to be answered by students within 30 minutes based on their understanding. The purpose of this pre-test is to measure students' reading comprehension before the treatment is carried out.

2. Giving Treatment

The researcher taught the students about narrative text and had designed procedures to analyze the students' reading comprehension. There were six meetings as part of the treatment aimed at improving students' reading comprehension using Bigawesome19 Website. The steps were explained as follows:

a. First Meeting

1) Opening

- a) The researcher greeted the students and asked how they were doing. Then the researcher invited each student to pray according to their own religion.
- b) The researcher gave warm up.

2) Main Activity

- a) The researcher gave a explanation about Narrative text (basic elements).
- b) The researcher introduced the Big Awesome 19 website as a learning medium and showed how to access it.
- c) Students are required to access the BigAwesome19 website using their device.
- d) Researcher divided students into several groups.
- e) Researcher asked each group to identify elements of the narrative text of the story that has been provided on the website
- f) Students discuss their findings in groups.
- g) Each group read out their findings, and then the researcher provided corrections to students.

3) Closing

- a) The students were able to ask questions dealed to the material.
- b) The researcher asked the students to conclude the material.
- c) The researcher closed the class with motivational words and greeting.

b. Second Meeting

1) Opening

- a) The researcher greeted the students and asked how they were doing. Then the researcher invited each student to pray according to their own religion.
- b) The researcher gave warm up.

2) Main Activity

- a) The researcher gave a explanation about Narrative text (structure and characteristics).
- b) Students are required to access the BigAwesome19 website using their device.
- c) Researcher divided students into several groups.
- d) Researcher asked each group to identify structure and characteristic of the narrative text of the story that has been provided on the website
- e) Students discuss their findings in groups.
- f) Each group read out their findings, and then the researcher provided corrections to students.

3) Closing

- a) The students were able to ask questions dealed to the material.
- b) The researcher asked the students to conclude the material.
- c) The researcher closed the class with motivational words and greeting.

c. Third Meeting

1) Opening

- a) The researcher greeted the students and asked how they were doing. Then the researcher invited each student to pray according to their own religion.

b) The researcher gave warm up.

2) Main Activity

a) The researcher gave a explanation about Narrative text (main idea).

b) Students are required to access the BigAwesome19 website using their device.

c) Researcher distributed worksheets to each student.

d) Students read the narrative text with a focus on finding the main idea in each section (orientation, complication and resolution).

e) The researcher asked students to write down the main idea of each part of the story on a worksheet.

f) The researcher provided corrections to students.

3) Closing

a) The students were able to ask questions dealed to the material.

b) The researcher asked the students to conclude the material.

c) The researcher closed the class with motivational words and greeting.

d. Fourth Meeting

1) Opening

a) The researcher greeted the students and asked how they were doing. Then the researcher invited each student to pray according to their own religion.

b) The researcher gave warm up.

2) Main Activity

a) The teacher explains each of the language features in the narrative text:

- Past Tense: used to describe events in the past.
- Time Conjunction

- Adverb of time

- b) Students are required to access the BigAwesome19 website using their device.
- c) The researcher gave instructions to students to read the narrative text and marked examples of each of the above language features.
- d) The researcher provided corrections to students.

3) Closing

- a) The students were able to ask questions dealt to the material.
- b) The researcher asked the students to conclude the material.
- c) The researcher closed the class with motivational words and greeting.

e. Fifth Meeting

1) Opening

- a) The researcher greeted the students and asked how they were doing. Then the researcher invited each student to pray according to their own religion.
- b) The researcher gave warm up.

2) Main Activity

- a) The teacher explains each of the language features in the narrative text:
 - Specific Character
 - Action Verb
 - Direct Speech
- b) Students are required to access the BigAwesome19 website using their device.
- c) The researcher gave instructions to students to read the narrative text and marked examples of each of the above language features.
- d) The researcher provided corrections to students.

3) Closing

- a) The students were able to ask questions dealt to the material.
- b) The researcher asked the students to conclude the material.
- c) The researcher closed the class with motivational words and greeting.

f. Six Meeting

1) Opening

- a) The researcher greeted the students and asked how they were doing. Then the researcher invited each student to pray according to their own religion.
- b) The researcher gave warm up.

2) Main Activity

- a) The researcher gave an explanation about Narrative text (moral message)
- b) The researcher provided an overview of the importance of finding moral messages to increase students ' understanding of the values contained in the story.
- c) Students are required to access the BigAwesome19 website using their device.
- d) The researcher recalls the structure of the narrative text (orientation, complication, resolution) and explains that moral messages often appear after the resolution of the story.
- e) The researcher divided students into several groups.
- f) The researcher instructs students to read narrative texts with a focus on conflict and its resolution. Then, students record the main idea and the main elements of the story (characters, setting, conflict, and resolution).

- g) Then students discuss to find the moral of the story based on the actions and decisions of the characters.
- h) Each group read out their findings and named the moral values they deduced from the story.
- i) The researcher provided corrections to students.

3) Closing

- a) The students were able to ask questions dealt to the material.
- b) The researcher asked the students to conclude the material.
- c) The researcher closed the class with motivational words and greeting.

3. Giving Post-test

After the treatment, the researcher gave a post-test at the last meeting. The final Test is given to each student in the class, with a procedure similar to the pre-test. Researchers distributed post-test questions to students and gave them 30 minutes to complete tasks based on their understanding after treatment. The post-test results are then compared with the pre-test results to evaluate the improvement and progress of students' understanding.

G. Research Procedure of Data Analysis

To understand the level of students' scores, the following classifications:

1. Scoring classification.

$$\text{Score} = \frac{\text{Students' score}}{\text{maximum score}} \times 100$$

2. Classifying the Score Based on the Student's Answer⁴⁶

Tale 3.1 The Classification of Student's Answer 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

3. Calculating the Mean Score of Student's Answer

The researcher employed statistical calculation using SPSS (Statistical Package for the Social Sciences) to assess the hypothesis. The use of SPSS aims to improve the efficiency of data analysis, including obtaining descriptive statistics, frequency distributions, and T-test results.

4. Criteria of Hypothesis Acceptability.

If $H_0 > H_1$ = Reject null hypothesis.

If $H_0 < H_1$ = Receive null hypothesis.

⁴⁶ Herry Widyastono, "Kurikulum Tingkat Satuan Pendidikan," *Jurnal Pendidikan Dan Kebudayaan* (Jakarta: Depdikbud, 2007).

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

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 20 to calculate the score.

Table 4.1 Students' Reading Comprehension Scores on Pre-test

No	Sample	Students Correct Answer	Score of Test	Classification
1	S1	5	25	Fair
2	S2	5	25	Fair
3	S3	5	25	Fair
4	S4	6	30	Fair
5	S5	11	55	Average
6	S6	6	30	Fair
7	S7	5	25	Fair
8	S8	5	25	Fair
9	S9	12	60	Average
10	S10	9	45	Average
11	S11	9	45	Average
12	S12	5	25	Fair
13	S13	6	30	Fair
14	S14	8	40	Fair
15	S15	7	35	Fair
16	S16	7	35	Fair
17	S17	4	20	Poor
18	S18	7	35	Fair
19	S19	7	35	Fair
20	S20	3	15	Poor
21	S21	4	20	Poor
22	S22	4	20	poor

Table 4.1 shows students' overall pre-test scores. It was found that the pre-test grades showed that four students received poor grades, fourteenth students received fair grades, and four students received average grades. SPSS 20 is used to calculate the average ability of students. The results can be seen in the descriptive table below:

Table 4.2 Descriptive Statistics of Student's Pre-test Score

	N	Mean	Std. Deviation	Minimum	Maximum
Pre-test	22	31.81	11.500	15	60
Valid (listwise)	N 22				

Table 4.2 shows the descriptive statistics of students' pre-test scores. This table explains that the highest student score is 60 and the lowest score is 15. It also states that the mean student pre-test score is 31.81 with a standard deviation of 11.500.

Table 4.3 Percentage Distribution of Students' Score in Pre-Test

Classification	Score Range	Pre-test	
		Frequency	Percentage
Excellent	81-100	-	-
Good	61-80	-	-
Average	41-60	4	18%
Fair	21-40	14	64%
Poor	<20	4	18%
Total		22	100%

In table 4.3 it can be seen that students' reading comprehension before being given treatment. From all of the students, there was 4 student (18%) got the average score, 14 students (64%) got the fair score, and 4 students (18%) got the poor score.

2. The Result of Students Reading in the 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 20 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	Classification
1	S1	16	80	Good
2	S2	17	85	Excellent
3	S3	10	50	Average
4	S4	17	85	Excellent
5	S5	5	25	Fair
6	S6	18	90	Excellent
7	S7	5	25	Fair
8	S8	5	25	Fair
9	S9	16	80	Good
10	S10	5	25	Fair
11	S11	15	75	Good
12	S12	16	80	Good
13	S13	18	90	Excellent
14	S14	10	50	Average
15	S15	5	25	Fair
16	S16	12	60	Average
17	S17	13	65	Good
18	S18	6	30	Fair
19	S19	18	90	Excellent
20	S20	5	25	Fair
21	S21	10	50	Average
22	S22	13	65	Good

Table 4.4 shows students' overall post-test scores. It was found that the post-test scores showed that the fair value of seven students, the average value of four students, the good value of six students, and the excellent value of five students . SPSS 20 is used to calculate the average ability of students. The results can be seen in the descriptive table below:

4.5 Table Descriptive Statistics of Student's Post-test Score

	N	Mean	Std. Deviation	Minimum	Maximum
Post-test	22	57.95	25.711	25	90
Valid N (listwise)	22				

Table 4.5 shows the descriptive statistics of students' post-test scores. It can be explained that the highest student score is 90 and the lowest is 25. It is also mentioned that the average student post-test score is 57.95 with a standard deviation of 25.711.

Table 4.6 Percentage Distribution of Students' Score in Post-Test

Classification	Score Range	Post-test	
		Frequency	Percentage
Excellent	81-100	5	22%
Good	61-80	6	28%
Average	41-60	4	18%
Fair	21-40	7	32%
Poor	<20	-	-
Total		22	100%

Table 4.6 it can be seen that students' reading comprehension after being given treatment. From all of the students, there was 4 students (18%) got the average score, 7 students (32%) got the fair score, 6 students (28%) got the good score, and 5 students (22%) got the excellent score. This means that students' reading comprehension improved after using the Bigawesome19 Website. Looking at the mean score of students' in pre-test and post-test, the researcher calculated it by using SPSS 20. The result was presented in to the table, descriptive statistic as follows:

Table 4.7 Descriptive Statistics of Student's Pret-test and Post-test

	N	Mean	Std. Deviation	Minimum	Maximum
Pre-test	22	31.81	11.500	15	60
Post-test	22	57.95	25.711	25	90
Valid N (listwise)	22				

Table 4.7 shows that the standard deviation in the pre-test is 11.500 and 25.711 in the post-test. It also shows that the average score of students in the pre- match is 31.81 and the average score of students in the post-test is 57.95. The results of the table above show that the average value of students on the post-test was higher than the average value of students on the pre-test. It was concluded that using a Bigfawesome19 website is effective in students reading comprehension.

To determine whether the pre-test and post-test were significantly different and to assess the acceptability of the hypothesis of this research, used tests analysis and calculated using SPSS 20. The results are presented in the table of paired samples statistics, paired z-sample correlations, and paired samples t-test. They were presented in the following tables:

Table 4.8 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	31.81	22	11.500	2.451
	Posttest	57.95	22	25.711	5.481

According to Table 4.8 sample statistics of pre-test and post-test above, standard deviation in the pre-test is 11.500 and 25.711 in the post-test. Furthermore, the pre-test standard deviation error 2.451, and the post-test standard deviation error is 5.481. The table above also showed that the mean score in the pre-test is 31.81, and the post-test is 57.95. It concluded that the student's scores improved from 31.81 to 57.95.

Table 4.9 Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	22	-.027	.905

In paired samples table 4.9. The correlation of the student's ability before and after treatment is 0.27, according to the pre-test and post-test correlations presented above. There was a significant relationship between student's ability to read narrative text before and after treatment.

Table 4.10 Paired Samples Test Results

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-test - Pair 1 Post-test	-26.136	28.449	6.065	-38.750	-13.522	-4.309	21	.000

Table 4.10 showed the correlation of the pre-test and post-test paired samples. The results of the sample t-test detailed test showed a significant number between the pre-test and post-test besides the 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, indicating a significant difference between the two tests. The results showed that Bigawesome19 website can be effective in students' reading comprehension.

B. Discussion

This study aims to assess how effective the use of Bigawesome19 website in teaching students' reading comprehension in third grade students of SMP Negeri 7 Palopo. The results showed that Bigawesome19 website as a learning medium can effective in teaching students' reading comprehension. The average score of students in the pre-test was 31.81, while after the implementation of the Bigawesome19 website, the average score on the post-test increased to 57.95. The study began with the implementation of pre-test before the treatment process was carried out, followed by six meetings using Bigawesome19 website as a learning medium that discusses the topic of narrative text at each meeting. Next, students participate in a post-test to evaluate the results of treatment. In total, 22 students were involved in pre-test, and post-test. Pre-test sampling is done directly with worksheets reading questions given by the researcher.

Prior to treatment, students demonstrated a reading comprehension level that was below average. The researcher provided the treatment, and the students were able to understand the material and apply it. During the treatment process, the researcher presented material about the narrative text, including the basic elements, structure and characteristics, grammar, and moral message. The researcher provide the students with stories, which they access directly through the website Bigawesome19. The students then read the stories one by one. Some students encountered difficulties during the treatment process. Some lacked vocabulary in English, while others faced challenges due to a lack of technological readiness, such as unstable internet connections. Furthermore, some students lack the technical

abilities to use the website effectively, which slows down the learning process. Another obstacle is the limited time in class, which makes it difficult to complete all the material designed on the website. These factors require a solution. Students are provided with vocabulary that helps them read and understand narrative text stories. They can also carry out technological training for teacher and students, as well as more effective time management during learning.

After giving the treatment, the researcher gave a post test to see the improvement of students' reading comprehension and calculate the score. From the results of students' grades, students' reading comprehension increased. Researcher found that using the Bigawesome19 website as a learning medium is effective in students' reading comprehension. Students become more involved and better understand the material. In line with Cahyani and Cahyono (2021) that the use of information technology, including websites, in teaching English can significantly improve students' reading comprehension.⁴⁷ In addition, learning websites can also provide interactive exercises that allow students to practice their language skills independently. Fakhomah et al (2020) also stated that the result of their study showed that the participant has positive beliefs toward web-based learning for teaching and learning English.⁴⁸

Learning to read by using Bigawesome19 website as a learning media is proven to be effective and interesting to be applied in the current era. Bigawesome19

⁴⁷ Alfi Suci Dirgantari and Healty Susantiningdyah, "Web-Based Learning Material for Raising Students' Levels of Awareness and Use of Reading Strategies," *PUPIL: International Journal of Teaching, Education and Learning*, 2021.

⁴⁸ Fakhomah, Asib, and Rochsantiningsih, "Teacher's Experience and Beliefs: Teaching English by Integrating Web-Based Learning."

website offers English learning, especially narrative text material, which is used to help student learn reading comprehension anytime and anywhere. This website will also be very helpful for teachers in teaching. The researcher found that most student were interested in learning to read through the website. This means that the media had an effect in increasing students ability to comprehend texts because these result were measured based on students pre-test and post-test evaluations.⁴⁹ Based on these findings, the researcher concluded that the used of website, especially Bigawesome 19 as a learning media effective in teaching student's reading comprehension and provide motivation to students, as well as make them enjoy the process of reading in English more.

⁴⁹ Riza Harani Bangun, Jubliana Sitompul, and Hesti Fibriasari, "Google Sites as Learning Media in the Material Development of Advanced Reading Comprehension," 2022.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Researcher have found that the use of the Bigawesome19 website is effective in teaching students' reading comprehension in third grade student's of SMP Negeri 7 Palopo, especially 9.A. According to the study, after six treatments using the "BigAwesome19" website, students were seen to be more fluent in understanding and analyzing texts. They show improvement in vocabulary, reading comprehension, as well as the critical ability to evaluate the content of the text. This is evidenced by the data t_0 (t-count) of 4,309 with a value of degrees of freedom (df) of 21, t_t (t-table) at $df = 21$ of 2,080. Therefore, it can be concluded that (t-count) is higher than t_t (t-table) and its significance value 0,05(5%). This means that the hypothesis (H_0) is rejected, and the alternative hypothesis is accepted (H_a). The results confirmed that Bigaqwsome19 website as an effective learning media in teaching students' reading comprehension in third grade students of SMP Negeri 7 Palopo.

B. Suggestion

Based on the explanation in the previous chapter, the researcher gives some suggestions as follows:

1. For the teachers

Teachers need to choose the right method, technique or medium to change students ' view that learning English is boring. Teachers need to be flexible and

understand the needs of students to create a fun, engaging, and enjoyable learning environment. In addition, teachers also need to add other skills to support a more effective learning process.

2. For the Students

Students are expected to actively participate in the learning process by providing ideas and being involved participants. Thus, students will enjoy learning English and focus more on the explanations given by the teacher. This will help them understand the material being taught. Students should also have a high motivation to learn English, especially in reading comprehension.

3. For the Further Researcher

Researchers who want to continue their research by using the website as a learning medium can take advantage of the results of this study as a reference for further research. Other researchers are expected to pay attention to the weaknesses contained in this study and consider ways to improve research in the future. A suggestion for students who find it difficult or bored in using the Website is to try playing the game in between lessons and ask for a more detailed explanation of the steps that need to be taken. In addition, it is important to support and motivate students so that they can follow the learning well.

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A P P E N D I C E S

APPENDIX I

RESEARCH PERMIT



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. K. H. M. Hasyim, No. 5, Kota Palopo, Kode Pos: 91921
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SURAT KETERANGAN PENELITIAN

NOMOR : 500.16.7.2/2024.0979/IP/DPMPTSP

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 2008 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Perizinan dan Nonperizinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : **WIRAYOUDA B TALORO**
Jenis Kelamin : **L**
Alamat : **Jl. Lanrang, Balla, Kec. Bajo, Kab. Luwu**
Pekerjaan : **Mahasiswa**
NIM : **1902020069**

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

THE USE OF BIGAWESOME 19 WEBSITE IN TEACHING READING SKILL AT SMP NEGERI 7 PALOPO

Lokasi Penelitian : **SMP Negeri 7 Palopo**
Lamanya Penelitian : **24 September 2024 s.d. 24 Desember 2024**

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. **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 Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : **24 September 2024**



Ditandatangani secara elektronik oleh :
Kepala DPMPTSP Kota Palopo
SYAMSURIADI NUR, S.STP
Pangkat : **Pembina IV/a**
NIP : **19850211 200312 1 002**

Tembusan, Kepada Yth.:

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

Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN)





PEMERINTAHAN KOTA PALOPO
DINAS PENDIDIKAN
SMP NEGERI 7 PALOPO
Alamat : Jl. Andi Pangeran No. 6 Kota Palopo



SURAT KETERANGAN PENELITIAN

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Dengan ini menyatakan bahwa mahasiswa yang tersebut namanya dibawah ini :


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Semester : XI (Sebelas)
Fakultas/ Jurusan : Tarbiyah Dan Ilmu Keguruan

Benar telah melaksanakan Penelitian di SMP Negeri 7 Palopo selama (tiga) Bulan. Terhitung mulai tanggal 24 September – 24 Desember 2024 untuk memperoleh data dalam rangka penyusunan Karya Ilmiah (Skripsi) yang berjudul " ***THE USE OF BIGAWSOME 19 WEBSITE IN TEACHING READING SKILL AT SMP NEGERI 7 PALOPO***"

Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Palopo, 29 September 2024

Kepala Sekolah,


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APPENDIX II
LESSON PLAN PPP

First Meeting

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	The Third-Grade Students/Junior High School
TOPIC	Narrative Text
OBJECTIVES	Students are able to identify the basic elements of the narrative text (title, main character, and ending).
MATERIALS	Paper, whiteboard, laptop and marker.
TIME	2 x 45 minutes
POTENTIAL PROBLEM	Lack of Vocabulary, Large Class, Mixed Ability, etc.

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
Greetings T: Assalamu'alaikum warahmatullahi wabarakatuh	T-SS	10 minutes

<p>R: Good morning! How are you today?</p> <p>Praying</p> <p>The research asks one of the students to lead a prayer before studying.</p> <p>Attention grabber</p> <p>T: clap one! clap two! clap three sssttt!</p> <p>S: clap one! clap two! clap three sssttt!</p> <p>Lead in</p> <ul style="list-style-type: none"> - When you were a child, did your parents tell you stories? - What story did you like most? 		
<p>Presentation</p> <ul style="list-style-type: none"> - The researcher gives a general explanation about Narrative text (basic elements). - The researcher introduced the Big Awesome 19 website as a learning medium and showed how to access it. - Students are required to access the BigAwesome19 website using their device. 	TTT	30 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> - Researcher divided students into several groups. - Researcher asked each group to identify elements of the narrative text of the story that has been provided on the website - Students discuss their findings in groups. - Each group read out their findings. 	T-SS	15 minutes

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> - The researcher repeats the material and checks the understanding of the narrative text. - The teacher provides input and conclusions <p>Closing</p> <ul style="list-style-type: none"> - The researcher closes the class with giving students motivation and greeting. 	T-SS	25 minutes

Second Meeting

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	The Third-Grade Students/Junior High School
TOPIC	Narrative Text
OBJECTIVES	Students are able to know the structure and characteristics in the narrative text after reading.
MATERIALS	Paper, whiteboard, laptop and marker.
TIME	2 x 45 minutes
POTENTIAL PROBLEM	Lack of Vocabulary, Large Class, Mixed Ability, etc.

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
Greetings T: Assalamu'alaikum warahmatullahi wabarakatuh R: Good morning! How are you today?	 T-SS	 10 minutes

<p>Praying</p> <p>The research asks one of the students to lead a prayer before studying.</p> <p>Attention grabber</p> <p>T: clap one! clap two! clap three sssttt!</p> <p>S: clap one! clap two! clap three sssttt!</p> <p>Lead in</p> <ul style="list-style-type: none"> - 1. When you were a child, did your parents tell you stories? 2. What story did you like most? 		
<p>Presentation</p> <ul style="list-style-type: none"> - The researcher gives a general explanation about Narrative text (Structure and characteristic). - Students are required to access the BigAwesome19 website using their device. - Students read stories with the aim of understanding structure (Orientation, Complication, Resolution) and finding new vocabulary. - The researcher provides questions to help students identify the structure of the narrative text, for example: "where does the story take place?", "What problems does the main character face?", and " how is the problem solved?" 	TTT	30 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> - Researcher divided students into several groups. - Researcher asked each group to identify structure and characteristic of the narrative text of the story that has been provided on the website. - Students discuss their findings in groups. - Each group read out their findings. 	T-SS	15 minutes

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> - The researcher repeats the material and checks the understanding of the narrative text. - The teacher provides input and conclusions <p>Closing</p> <ul style="list-style-type: none"> - The researcher closes the class with giving students motivation and greeting. 	T-SS	25 minutes

Third Meeting

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	The Third-Grade Students/Junior High School
TOPIC	Narrative Text
OBJECTIVES	Students are able to find and understand the main idea of the narrative text.
MATERIALS	Paper, whiteboard, laptop and marker.
TIME	2 x 45 minutes
POTENTIAL PROBLEM	Lack of Vocabulary, Large Class, Mixed Ability, etc.

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
Greetings T: Assalamu'alaikum warahmatullahi wabarakatuh R: Good morning! How are you today?	 T-SS	 10 minutes

<p>Praying</p> <p>The research asks one of the students to lead a prayer before studying.</p> <p>Attention grabber</p> <p>T: clap one! clap two! clap three sssttt!</p> <p>S: clap one! clap two! clap three sssttt!</p> <p>Lead in</p> <ul style="list-style-type: none"> - 1. When you were a child, did your parents tell you stories? 2. What story did you like most? 		
<p>Presentation</p> <ul style="list-style-type: none"> - The researcher gives a general explanation about Narrative text (Structure and characteristic). - Students are required to access the BigAwesome19 website using their device. - Students read the narrative text with a focus on finding the main idea in each section (Orientation, Complication, Resolution). 	TTT	30 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> - The researcher hands out worksheets containing several comprehension questions about the story 	T-SS	15 minutes

<p>being read, including multiple choice questions and short fills.</p> <ul style="list-style-type: none"> - Students work on the questions individually, using their understanding of the story to answer. 		
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Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> - The researcher repeats the material and checks the understanding of the narrative text. - The teacher provides input and conclusions <p>Closing</p> <ul style="list-style-type: none"> - The researcher closes the class with giving students motivation and greeting. 	T-SS	25 minutes

Fourth Meeting

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	The Third-Grade Students/Junior High School
TOPIC	Narrative Text
OBJECTIVES	Students are able to understand about the language features of narrative texts.
MATERIALS	Paper, whiteboard, laptop and marker.
TIME	2 x 45 minutes
POTENTIAL PROBLEM	Lack of Vocabulary, Large Class, Mixed Ability, etc.

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
Greetings T: Assalamu'alaikum warahmatullahi wabarakatuh R: Good morning! How are you today?	 T-SS	 10 minutes

<p>Praying</p> <p>The research asks one of the students to lead a prayer before studying.</p> <p>Attention grabber</p> <p>T: clap one! clap two! clap three sssttt!</p> <p>S: clap one! clap two! clap three sssttt!</p> <p>Lead in</p> <ul style="list-style-type: none"> - 1. When you were a child, did your parents tell you stories? 2. What story did you like most? 		
<p>Presentation</p> <ul style="list-style-type: none"> - The researcher gives a general explanation about Narrative text (Language Features). - Students are required to access the BigAwesome19 website using their device. 	TTT	30 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> - Researchers distribute worksheets to students - The researcher gives instructions for reading the narrative text and marks the language features of the text. - Researcher and students examine the answers together. 	T-SS	15 minutes

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> - The researcher repeats the material and checks the understanding of the narrative text. - The teacher provides input and conclusions <p>Closing</p> <ul style="list-style-type: none"> - The researcher closes the class with giving students motivation and greeting. 	T-SS	25 minutes

Fifth Meeting

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	The Third-Grade Students/Junior High School
TOPIC	Narrative Text
OBJECTIVES	Students are able to understand about the language features of narrative texts.
MATERIALS	Paper, whiteboard, laptop and marker.
TIME	2 x 45 minutes
POTENTIAL PROBLEM	Lack of Vocabulary, Large Class, Mixed Ability, etc.

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
Greetings T: Assalamu'alaikum warahmatullahi wabarakatuh R: Good morning! How are you today?	 T-SS	 10 minutes

<p>Praying</p> <p>The research asks one of the students to lead a prayer before studying.</p> <p>Attention grabber</p> <p>T: clap one! clap two! clap three sssttt!</p> <p>S: clap one! clap two! clap three sssttt!</p> <p>Lead in</p> <ul style="list-style-type: none"> - 1. When you were a child, did your parents tell you stories? 2. What story did you like most? 		
<p>Presentation</p> <ul style="list-style-type: none"> - The researcher gives a general explanation about Narrative text (Language Features). - Students are required to access the BigAwesome19 website using their device. 	TTT	30 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> - Researchers distribute worksheets to students - The researcher gives instructions for reading the narrative text and marks the language features of the text. - Researcher and students examine the answers together. 	T-SS	15 minutes

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> - The researcher repeats the material and checks the understanding of the narrative text. - The teacher provides input and conclusions <p>Closing</p> <ul style="list-style-type: none"> - The researcher closes the class with giving students motivation and greeting. 	T-SS	25 minutes

Six Meeting

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	The Third-Grade Students/Junior High School
TOPIC	Narrative Text
OBJECTIVES	Students are able to understand the moral message contained in the narrative text.
MATERIALS	Paper, whiteboard, laptop and marker.
TIME	2 x 45 minutes
POTENTIAL PROBLEM	Lack of Vocabulary, Large Class, Mixed Ability, etc.

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
Greetings T: Assalamu'alaikum warahmatullahi wabarakatuh R: Good morning! How are you today?	 T-SS	 10 minutes

<p>Praying</p> <p>The research asks one of the students to lead a prayer before studying.</p> <p>Attention grabber</p> <p>T: clap one! clap two! clap three sssttt!</p> <p>S: clap one! clap two! clap three sssttt!</p> <p>Lead in</p> <ul style="list-style-type: none"> - 1. When you were a child, did your parents tell you stories? 2. What story did you like most? 		
<p>Presentation</p> <ul style="list-style-type: none"> - The researcher gives a general explanation about Narrative text (Moral Message). - The researcher provided an overview of the importance of finding moral message to increase students' understanding of the values contained in the story. - Students are required to access the BigAwesome19 website using their device. 	TTT	30 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> - Researcher divided students into several groups. 	T-SS	15 minutes

<ul style="list-style-type: none"> - Researcher instructs students to read narrative texts with a focus on conflict and its resolution. Then, students record the main idea and the main elements of the story (characters, setting, conflict, and resolution). - Then students discuss to find the moral of the story based on the actions and decisions of the characters. - Each group read out their findings and named the moral values they deduced from the story. 		
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Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> - The researcher repeats the material and checks the understanding of the narrative text. - The teacher provides input and conclusions <p>Closing</p> <ul style="list-style-type: none"> - The researcher closes the class with giving students motivation and greeting. 	T-SS	25 minutes

APPENDIX III

INSTRUMENT OF PRE-TEST AND POST-TEST

Pre-test

Nama :

Kelas :

The following text is for questions 1 to 15.

THE RATS AND THE ELEPHANTS

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephant in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the

nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

Source: (<https://www.bahasainggris.co.id/story-telling-pendek-the-elephants-and-the-rats-beserta-terjemahannya/>)

A. Read the text and choose the right answer!

1. What type of text is the above text? It is ...
 - a. Narrative text
 - b. Description text
 - c. Recount text
 - d. Procedure text
2. What destroyed the homes of all rats?
 - a. Group of mice did
 - b. The hunter did
 - c. Elephant-hunter did
 - d. A group of elephant did
3. What helped the elephant's herd free?
 - a. The elephant-hunter did
 - b. Entire group of rats did
 - c. The trapped elephants did
 - d. A group of king did

4. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
 - a. Identification
 - b. Orientation
 - c. Complication
 - d. Resolution
5. The word "Many of them.." " in the first sentence refers to...
 - a. A group of Elephant
 - b. The Rats
 - c. The Chief
 - d. The Mouse
6. Where did the group of mice live?
 - a. In a river
 - b. Under a tree
 - c. In a cave
 - d. On a hill
7. Why were the elephants trapped one day?
 - a. They were captured by hunters
 - b. They got stuck in the jungle
 - c. They were attacked by rats
 - d. They fell into a river

8. Who did the elephant king remember when the elephants were trapped?
 - a. The hunter
 - b. The king of the rats
 - c. The elephant's queen
 - d. A wise old elephant
9. What was the main problem faced by the rats in the story?
 - a. They were attacked by hunters
 - b. Their homes were destroyed by the elephants
 - c. They couldn't find food
 - d. They were trapped in nets
10. What can we learn from the story?
 - a. Strength is more important than intelligence
 - b. Friends should never ask for help
 - c. Even the smallest creatures can help others
 - d. Never trust anyone

B. Put a check mark on each column according to the statement, if the statement is true put a mark on the column true, and if the statement is false put a mark on the column false!

No.	Statement	True	False
11.	The elephants knowingly destroyed the homes of the rats while crossing the jungle.		
12.	The king of the elephants apologized to the rats and agreed to take another route.		
13.	Elephant hunters came to the jungle and trapped a group of rats in huge nets.		
14.	The king of the elephants asked the king of the rats for help to free his herd from the nets.		
15.	The rats were able to cut open the nets and free the trapped elephants.		

The following text is for questions 16 to 20.

The Legend of Mount Batur

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all of the houses and even the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

Source: (<https://www.ruangguru.com/blog/struktur-dari-narrative-text>)

Temples	Stupidity	Limestone
Barns	Batur	Destroyer

C. Complete the sentence by choosing words from the box!

16. The Balinese people faced difficulties when their _____ were almost empty,
and the new harvest was still far off.
17. In his anger and hunger, Kbo Iwo destroyed the houses and _____.
18. The villagers threw _____ into the hole to bury Kbo Iwo.
19. The water in the hole overflowed and formed Lake _____.
20. The Balinese people used Kbo Iwo's _____ to trick him into digging the well.

Post-Test

Name :

Class :

The following text is for questions 1 to 15.

Malin Kundang

A long time ago, in a smaller village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and his mother. His mother was a single parent had to live hard with her son.

Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish, he would bring it to his mother, or sold the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town, "Malin Kundang has become rich and now he is here".

An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well-dressed wife and his ship crews denied meeting that old lonely woman. For three times his mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!"

After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness.

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wracked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid a curse. Suddenly, he turned into a stone.

Source: ([https://blog.cakap.com/cerita-malin-kundang-dalam-bahasa-
inggris/](https://blog.cakap.com/cerita-malin-kundang-dalam-bahasa-
inggris/))

A. Read the text and choose the right answer!

1. Where did the story occur?
 - a. North Sumatera
 - b. West Sulawesi
 - c. West Sumatera
 - d. Kalimantan

2. When Malin's father gone?
 - a. When he was child
 - b. Before he sails
 - c. After he got married
 - d. When he was curse into stone
3. What he did usually do?
 - a. Sailing with fisherman
 - b. Catching fish
 - c. Trading
 - d. Helping merchants
4. Why did the merchant ask Malin Kundang to sail with him?
 - a. Because the merchant needs a crew
 - b. Because Malin needs money
 - c. Because Malin helped the merchant
 - d. Because his mother ordered it
5. "The villagers recognized him" (paragraph 4)

What does the underlined word refer to?

- a. Malin's father
- b. The Merchant
- c. Fisherman
- d. Malin Kundang

6. Which word in the fifth paragraph that means “shouted loudly”?
 - a. Released
 - b. Yelled
 - c. Denied
 - d. Begged
7. What did Malin Kundang do after he ordered his crews to set sail?
 - a. He would leave his mother
 - b. He would apologize
 - c. He laughed
 - d. He cursed his mother
8. What did his mother do eventually?
 - a. Forgave her son
 - b. She cursed her son
 - c. She left her son
 - d. She cried
9. What is the purpose of the story above?
 - a. To entertain the readers
 - b. To describe a particular person
 - c. To tell the experience
 - d. To explain the truth
10. What is the text organization of the first paragraph?
 - a. Reorientation
 - b. Complication

c. Resolution

d. Orientation

B. Put a check mark on each column according to the statement, if the statement is true put a mark on the column true, and if the statement is false put a mark on the column false!

No.	Statement	True	False
11.	Malin Kundang and his mother lived in a big city near the beach.		
12.	Malin Kundang helped a merchant by defeating pirates		
13.	Malin Kundang returned to his village after becoming wealthy.		
14.	Malin Kundang's mother recognized him immediately when she saw him.		
15.	Malin Kundang turned into stone because he apologized to his mother.		

The following text is for questions 16 to 20.

The Proud Peacock and the Humble Sparrow

In a lush garden, there lived a proud peacock who was admired by all the animals for his beautiful feathers. One day, a humble sparrow approached the peacock and said, “Your feathers are indeed beautiful, but do you think they are more important than your virtues?”

The peacock was offended by the sparrow’s words and said, “Of course, my feathers are more important than anything else. They are the reason why I am so admired.”

The sparrow replied, “But what use are your feathers if they do not reflect your inner beauty?”

The peacock was ashamed of his arrogance and decided to change his ways. He began to focus on his virtues and started to help other animals in need.

Soon, the peacock realized that his virtues were more important than his feathers, and he became a respected member of the animal kingdom. And the humble sparrow became his true friend, guiding him to become a better peacock.

Source:(<https://www.story.com/story/children-stories/the-humble-sparrow-and-the-proud-peacock-2>)

Admired	beauty	feathers
sparrow	peacock	food

C. Read the text carefully, then complete the sentence by choosing words from the box!

16. In a lush garden, there lived a proud _____ who was admired by all the animals for his beautiful feathers.
17. The humble _____ approached the peacock and said, “Your feathers are indeed beautiful, but do you think they are more important than your virtues?”
18. The peacock was offended by the sparrow’s words and said, “Of course, my feathers are more important than anything else. They are the reason why I am so _____.”
19. The sparrow replied, “But what use are your feathers if they do not reflect your inner _____?”
20. Soon, the peacock realized that his virtues were more important than his _____, and he became a respected member of the animal kingdom.

Pre-test

Nama : Fisel

Kelas : (9). (A)

$$B = 8$$

$$S = 12$$

$$\frac{8}{20} \times 100 = 40$$

The following text is for questions 1 to 15.

THE RATS AND THE ELEPHANTS

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephant in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

Source: (<https://www.bahasainggris.co.id/story-telling-pendek-the-elephants-and-the-rats-beserta-terjemahannya/>)

A. Read the text and choose the right answer!

1. What type of text is the above text? It is ...
 - ☒ a. Narrative text
 - ☐ b. Description text
 - ☐ c. Recount text
 - ☐ d. Procedure text
2. What destroyed the homes of all rats?
 - ☐ a. Group of mice did
 - ☒ b. The hunter did
 - ☐ c. Elephant-hunter did
 - ☐ d. A group of elephant did

3. What helped the elephant's herd free?

- ☒ a. The elephant-hunter did
- b. Entire group of rats did
- c. The trapped elephants did
- d. A group of king did

4. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?

- ☒ a. Identification
- b. Orientation
- ☒ c. Complication
- d. Resolution

5. The word "Many of them.." " in the first sentence refers to...

- ☒ a. A group of Elephant
- b. The Rats
- c. The Chief
- ☒ d. The Mouse

6. Where did the group of mice live?

- ☒ a. In a river
- ☒ b. Under a tree
- c. In a cave
- d. On a hill

7. Why were the elephants trapped one day?

- ☒ a. They were captured by hunters
- b. They got stuck in the jungle
- c. They were attacked by rats
- d. They fell into a river

8. Who did the elephant king remember when the elephants were trapped?

- ☒ a. The hunter
- b. The king of the rats
- ☒ c. The elephant's queen
- d. A wise old elephant

9. What was the main problem faced by the rats in the story?

- ☒ a. They were attacked by hunters
- b. Their homes were destroyed by the elephants
- c. They couldn't find food
- d. They were trapped in nets

10. What can we learn from the story?

- ☒ a. Strength is more important than intelligence
- b. Friends should never ask for help

c. Even the smallest creatures can help others

~~X~~ Never trust anyone

B. Put a check mark on each column according to the statement, if the statement is true put a mark on the column true, and if the statement is false put a mark on the column false!

No.	Statement	True	False
11.	The elephants knowingly destroyed the homes of the rats while crossing the jungle.	✓	
12.	The king of the elephants apologized to the rats and agreed to take another route.		✓
13.	Elephant hunters came to the jungle and trapped a group of rats in huge nets.		✓
14.	The king of the elephants asked the king of the rats for help to free his herd from the nets.	✓	
15.	The rats were able to cut open the nets and free the trapped elephants.	✓	

The following text is for questions 16 to 20.

The Legend of Mount Batur

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all of the houses and even the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

Source: (<https://www.ruangguru.com/blog/struktur-dari-narrative-text>)

Temples	Stupidity	Limestone
Barns	Batur	Destroyer

C. Complete the sentence by choosing words from the box!

- ✓ 16. The Balinese people faced difficulties when their barns were almost empty, and the new harvest was still far off.
- ✓ 17. In his anger and hunger, Kbo Iwo destroyed the houses and Temples.
- ✗ 18. The villagers threw Batur into the hole to bury Kbo Iwo.
- ✗ 19. The water in the hole overflowed and formed Lake stupidity.
- ✗ 20. The Balinese people used Kbo Iwo's limestone to trick him into digging the well.

Pre-test

Nama : MUHAMMAD AKMAL

Kelas : IX, A

$$\begin{array}{l} B = 7 \\ S = 13 \\ \frac{7}{20} \times 100 = 35 \end{array}$$

The following text is for questions 1 to 15.

THE RATS AND THE ELEPHANTS

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephant in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

Source: (<https://www.bahasainggris.co.id/story-telling-pendek-the-elephants-and-the-rats-beserta-terjemahannya/>)

A. Read the text and choose the right answer!

- ☒ What type of text is the above text? It is ...
- a. Narrative text
 - b. Description text
 - ☒ c. Recount text
 - d. Procedure text
- ☒ What destroyed the homes of all rats?
- a. Group of mice did
 - b. The hunter did
 - c. Elephant-hunter did
 - ☒ d. A group of elephant did

3. What helped the elephant's herd free?

- a. The elephant-hunter did
- ☒ b. Entire group of rats did
- c. The trapped elephants did
- d. A group of king did

4. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?

- ☒ a. Identification
- b. Orientation
- c. Complication
- d. Resolution

5. The word "Many of them.." in the first sentence refers to...

- a. A group of Elephant
- b. The Rats
- ☒ c. The Chief
- d. The Mouse

6. Where did the group of mice live?

- ☒ a. In a river
- b. Under a tree
- c. In a cave
- d. On a hill

7. Why were the elephants trapped one day?

- a. They were captured by hunters
- b. They got stuck in the jungle
- c. They were attacked by rats
- ☒ d. They fell into a river

8. Who did the elephant king remember when the elephants were trapped?

- a. The hunter
- ☒ b. The king of the rats
- c. The elephant's queen
- d. A wise old elephant

9. What was the main problem faced by the rats in the story?

- a. They were attacked by hunters
- b. Their homes were destroyed by the elephants
- ☒ c. They couldn't find food
- d. They were trapped in nets

10. What can we learn from the story?

- ☒ a. Strength is more important than intelligence
- b. Friends should never ask for help

- c. Even the smallest creatures can help others
- d. Never trust anyone

B. Put a check mark on each column according to the statement, if the statement is true put a mark on the column true, and if the statement is false put a mark on the column false!

No.	Statement	True	False
11.	The elephants knowingly destroyed the homes of the rats while crossing the jungle.	✓	
12.	The king of the elephants apologized to the rats and agreed to take another route.	✓	
13.	Elephant hunters came to the jungle and trapped a group of rats in huge nets.	✓	
14.	The king of the elephants asked the king of the rats for help to free his herd from the nets.	✓	
15.	The rats were able to cut open the nets and free the trapped elephants.		✓

The following text is for questions 16 to 20.

The Legend of Mount Batur

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all of the houses and even the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

Source: (<https://www.ruangguru.com/blog/struktur-dari-narrative-text>)

Temples	Stupidity	Limestone
Barns	Batur	Destroyer

C. Complete the sentence by choosing words from the box!

16. The Balinese people faced difficulties when their Batur were almost empty, and the new harvest was still far off.
17. In his anger and hunger, Kbo Iwo destroyed the houses and Temples.
18. The villagers threw Barns into the hole to bury Kbo Iwo.
19. The water in the hole overflowed and formed Lake Limestone.
20. The Balinese people used Kbo Iwo's destruction trick him into digging the well.

Post-Test

Name : WONA

Class : XI A

$$B = 13$$

$$S = 7$$

$$\frac{13}{20} \times 100 = 65$$

The following text is for questions 1 to 15.

Malin Kundang

A long time ago, in a smaller village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and his mother. His mother was a single parent had to live hard with her son.

Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish, he would bring it to his mother, or sold the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town, "Malin Kundang has become rich and now he is here".

An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well-dressed wife and his ship crews denied meeting that old lonely woman. For three times his mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!"

After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and anger.

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wracked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid a curse. Suddenly, he turned into a stone.

Source: (<https://blog.cakap.com/cerita-malin-kundang-dalam-bahasa-inggris/>)

A. Read the text and choose the right answer!

1. Where did the story occur?
 - a. North Sumatera
 - b. West Sulawesi
 - ☒ c. West Sumatera
 - d. Kalimantan
2. When Malin's father gone?
 - ☒ a. When he was child
 - b. Before he sails
 - c. After he got married
 - d. When he was curse into stone
3. What he did usually do?
 - ☒ a. Sailing with fisherman
 - b. Catching fish
 - c. Trading
 - d. Helping merchants
4. Why did the merchant ask Malin Kundang to sail with him?
 - a. Because the merchant needs a crew
 - b. Because Malin needs money
 - ☒ c. Because Malin helped the merchant
 - d. Because his mother ordered it
5. "The villagers recognized him" (paragraph 4)
What does the underlined word refer to?
 - a. Malin's father

b. The Merchant

c. Fisherman

☒ d. Malin Kundang

9. Which word in the fifth paragraph that means "shouted loudly"?

a. Released

☒ b. Yelled

c. Denied

d. Begged

☒ 10. What did Malin Kundang do after he ordered his crews to set sail?

a. He would leave his mother

b. He would apologize

c. He laughed

☒ d. He cursed his mother

☒ 11. What did his mother do eventually?

☒ a. Forgave her son

b. She cursed her son

c. She left her son

d. She cried

☒ 12. What is the purpose of the story above?

a. To entertain the readers

b. To describe a particular person

c. To tell the experience

☒ d. To explain the truth

☒ 13. What is the text organization of the first paragraph?

☒ a. Reorientation

b. Complication

c. Resolution

d. Orientation

B. Put a check mark on each column according to the statement, if the statement is true put a mark on the column true, and if the statement is false put a mark on the column false!

No.	Statement	True	False
✓ 11.	Malin Kundang and his mother lived in a big city near the beach.		✓
✓ 12.	Malin Kundang helped a merchant by defeating pirates	✓	
✓ 13.	Malin Kundang returned to his village after becoming wealthy.	✓	
✓ 14.	Malin Kundang's mother recognized him immediately when she saw him.	✓	
✓ 15.	Malin Kundang turned into stone because he apologized to his mother.	✓	

The following text is for questions 16 to 20.

The Proud Peacock and the Humble Sparrow

In a lush garden, there lived a proud peacock who was admired by all the animals for his beautiful feathers. One day, a humble sparrow approached the peacock and said, "Your feathers are indeed beautiful, but do you think they are more important than your virtues?"

The peacock was offended by the sparrow's words and said, "Of course, my feathers are more important than anything else. They are the reason why I am so admired."

The sparrow replied, "But what use are your feathers if they do not reflect your inner beauty?"

The peacock was ashamed of his arrogance and decided to change his ways. He began to focus on his virtues and started to help other animals in need.

Soon, the peacock realized that his virtues were more important than his feathers, and he became a respected member of the animal kingdom. And the humble sparrow became his true friend, guiding him to become a better peacock.

Source: (<https://www.story.com/story/children-stories/the-humble-sparrow-and-the-proud-peacock-2>)

Admired	beauty	feathers
sparrow	peacock	food

C. Read the text carefully, then complete the sentence by choosing words from the box!

✓ 6. In a lush garden, there lived a proud peacock who was admired by all the animals for his beautiful feathers.

✓ 7. The humble sparrow approached the peacock and said, "Your feathers are indeed beautiful, but do you think they are more important than your virtues?"

✓ 8. The peacock was offended by the sparrow's words and said, "Of course, my feathers are more important than anything else. They are the reason why I am so admired."

✓ 9. The sparrow replied, "But what use are your feathers if they do not reflect your inner beauty?"

✓ 10. Soon, the peacock realized that his virtues were more important than his feathers, and he became a respected member of the animal kingdom.

APPENDIX IV

INSTRUMENT VALIDATION

LEMBAR VALIDASI INSTRUMEN PENELITIAN

Judul:

A. Data Responden

Nama : St. Hartina, M.Pd
Usia : 33 tahun
Jenis Kelamin : Perempuan
Pendidikan : S2
Pengalaman Mengajar : 5 tahun

B. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi Pre-test dan post-test.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: tidak layak
 - 2: kurang layak
 - 3: cukup layak
 - 4: layak
 - 5: sangat layak
4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

C. Penilaian Kelayakan

NO	URAIAN	Kelayakan				
		1	2	3	4	5
I	Aspek Cakupan (Isi)					
a.	Butir-butir pertanyaan dalam Pre-test dan Post-test mencakup data yang berhubungan dengan cakupan isi materi yang akan digunakan dalam pengajaran reading.				✓	
b.	Butir-butir pertanyaan dalam Pre-test dan Post-test mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi yang akan digunakan dalam pengajaran reading.				✓	
c.	Butir-butir pertanyaan dalam Pre-test dan Post-test mencakup data yang berhubungan dengan aktivitas pembelajaran yang akan digunakan dalam pengajaran reading.				✓	
d.	Butir-butir pertanyaan dalam Pre-test dan Post-test mencakup data yang berhubungan dengan input materi yang akan digunakan dalam pengajaran reading.					✓

II	AspekBahasa						
a.	Butir-butir Pre-test dan Post-test dirumuskan dalam bahasa Inggris yang baik dan benar.					✓	
b.	Butir-butir Pre-test dan Post-test dirumuskan dalam bahasa Inggris yang efektif.					✓	
c.	Butir-butir Pre-test dan Post-test dirumuskan dalam bahasa Inggris yang efisien.					✓	
d.	Butir-butir Pre-test dan Post-test dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					✓	

D. Komentar

Perbaiki instruksi soal.

E. Saran

F. Kesimpulan

Instrument Pre-test dan Post-test ini (lingkari salah satu pilihan):

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

Palopo, 7 Oktober 2024
Penilai Kelayakan

[Signature]
ST-Hartina, M.Pd
NIP. 199109092019032021

APPENDIX V

DOCUMENTATION

Pretest



Treatment



Post-Test



BIOGRAPHY



Wirayouda B Taloro was born on August 2nd, 2001, in Palopo. He is the only child of Buhanuddin ST and Dra. Manoria Kasim. He began his education at SD Negeri 28 Balla in 2007 and graduated in 2013. He continued his SMP Negeri 1 Bajo graduating in 2016. After completing his junior high school education, He pursued his studies at SMA Negeri 5 Luwu and graduated in 2019. In the same year, he enrolled at the State Islamic Institute of Palopo, majoring in the English Language Education Study Program, Education and Teacher Training Faculty, and She completed her undergraduate degree in 2024. For her undergraduate degree, she wrote a thesis entitled ***“TheUse of BIGAWESOME19 Website in Teaching Reading Comprehension at SMP Negeri 7 Palopo”***.