

**READING ALOUD VERSUS SILENT READING: COMPARING
READING COMPREHENSION STRATEGY IN SECOND-GRADE
JUNIOR HIGH SCHOOL STUDENTS**

THESIS

Presented to State Islamic University of
Kiai Haji Achmad Siddiq Jember
In partial fulfillment of the requirement
For Bachelor's Degree of *Sarjana Pendidikan* (S.Pd)
English Education Study Program
Islamic and Language Education Department
Faculty of Tarbiyah and Teacher Training



By:

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FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC AND LANGUAGE EDUCATION DEPARTMENT
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NOVEMBER 2023**

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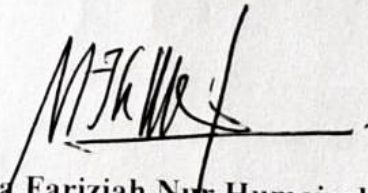
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degree of Bachelor's Degree (S.Pd)
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MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ الَّذِي عَلَّمَ بِالْقَلَمِ

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمُ

“Recite in the name of your Lord who created, Created man from a clinging substance, Recite, and your Lord is the most Generous, Who taught by the pen, Taught man that which he knew not.” (Q.S. Al ‘Alaq: 1-5)¹



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¹ Translate From QuranEnc.com, Terjemahan makna Alquran Alkarim - Terjemahan Berbahasa Inggris - Sahih Internasional, accessed July 2 2023, https://quranenc.com/id/browse/english_saheeh/96

DEDICATION

This undergraduate thesis is honorably dedicated to:

1. My beloved parents. My father Hasibuwan and my mother Yuli Wisma Ningsih thank you for always support all my education until I get a bachelor's degree. For instance, thank you for being my primary motivation to complete this thesis and raise my dreams, always accepting me in my good and worst situations. Also, thank you for all encouragement, inspiration, and greatest prayers that have always been offered to me during this undergraduate study.
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The researcher considers that in carrying out the research and writing this thesis, many people have also given their valuable guidance, correction, assistance, suggestions, and advice for his completion of this thesis.

In relation to accomplishing of this thesis, researcher would like to express great honor and gratitude to:

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7. The Principle of MTs Unggulan Nuris Jember, who granted me to conduct this research.

Finally, researcher hopes this thesis will provide advantages not only for researcher, but also for readers. Researcher will welcome and appreciate any constructive suggestion and critics.

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Jember, November 2023
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ABSTRACT

Febi Dwi Yuliana, 2023: *Reading Aloud Versus Silent Reading: Comparing Reading Comprehension Strategy In Second-Grade Junior High School Students.*

Keywords: Reading Aloud, Silent Reading, Reading Comprehension

Reading plays an important role in English learning. The phenomenon shows that many students still have difficulties in reading comprehension that caused by students who also don't know how to use proper strategies to read. Some reading techniques can be applied to students in a level of junior high school. Reading aloud is one of the reading techniques that challenge students to verbally interact with texts, peers, and teachers. Then, silent reading is one of the reading techniques that helps examine their private skills of own and in developing their ideas secretly and they spend a maximum of time for silent reading in classrooms. However, some research has examined to differences between reading aloud and silent reading on students' reading comprehension. However it have limited attention in the Junior High School context.

Thus, this research aims to answer the research question there is "Do students who read aloud perform differently in reading comprehension tests than those who read silently?" and the research objective is to investigate whether or not there are differences between students reading aloud and silent reading reading in reading comprehension tests. This research was conducted on second-grade students in two classes, who had two reading habits, namely reading aloud and silent reading at the Islamic Junior High School of Nuris Jember.

The method used in this research was a causal-comparative design. The variables of this research were reading aloud and silent reading as independent variables and students' reading comprehension as dependent variables. This research used purposive and convenience sampling, 12 students read by reading aloud from 8G, and 12 students read by silent reading from 8E. The researcher investigates the 8G and 8E differences between reading aloud and silent reading on students' reading comprehension. The instrument used to gather the data was 1 reading test, especially in recount text consisting of 20 multiple-choice questions, the test has indicator for reading comprehension test there are main idea, factual Or detail information, vocabulary, referent and inference. Also, the reading test was valid with validity test and good criteria for reliability test.

The results show that there is a difference between reading aloud and silent reading on students' reading comprehension especially in recount text. But not much significant difference because the average is only 2 points score different. However, the reasons why the differences are so slight need further research..The score of students read by reading aloud has an average of 83 and the average of students read silently is 85.8. Then, the t-table in this research shows that H₀ is accepted, and there is a difference between reading aloud and silent reading on students' reading comprehension in second-grade in Islamic Junior High School of Nuris Jember. So, this research recommended for another researcher to have background knowledge. Also, recommended that teachers use reading aloud or silent reading in the teaching and learning process.

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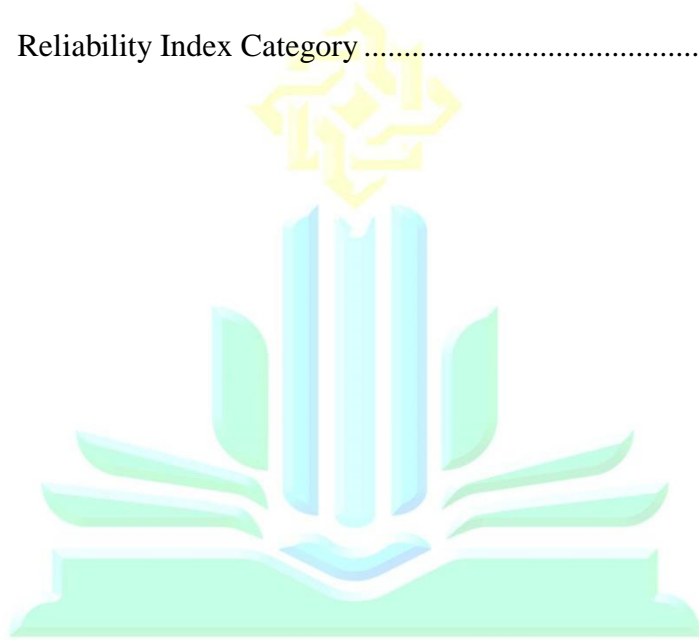
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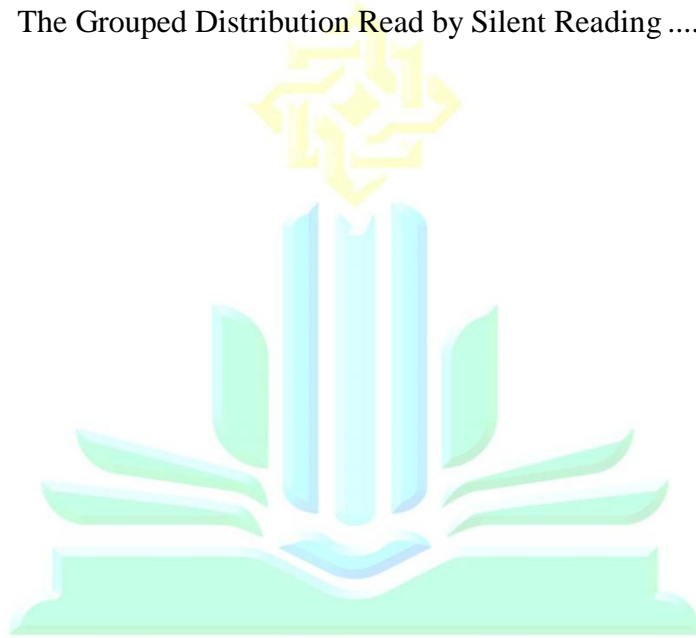
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CHAPTER I

INTRODUCTION

A. Research Background

The importance of reading comprehension in English language instruction is growing. Numerous scholars have examined reading as a crucial learning job, employing various reading techniques and approaches. Numerous venerable reading comprehension researches have addressed it.² Reading requires comprehension and written content knowledge. Comprehending written content entails memorizing every word, applying it to real-world situations and elucidating its logic, meaning, and objectives. Students have read successfully if they can finish it.³

Four qualities are necessary for students to master English. Reading is a one-way method for being fluent in the English language. The other four are speaking, listening, writing, and reading. Students can increase their knowledge with reading by expand their vocabulary, learn how to pronounce words, and more.⁴ However, reading is an issue many students face. Students frequently struggle with the reading process.

² Muhammad Khalid Mahmood Sajid and Hafixhah Kassim, Comparison Of Reading Aloud Strategies Versus Silent Reading Strategies Used On Pakistani University Students' Reading Comparison For Reading Proficiency & Literal Reading Skills, *European Journal of Education Studies* Vol 5, (2019): 113, <http://dx.doi.org/10.46827/ejes.v0i0>.

³ Eka Dewi Fithrotunnisa, *The Comparative Analysis of Students' Learning Style on Their Achievement In Reading Skill*, Syarif Hidayatullah State Islamic University, Jakarta, 2015, page 1

⁴ Nurul Annisa, *A Comparison Between Reading Aloud and Silent Reading in Understanding Recount Text*, Semarang State University, (Semarang 2010): 3

Reading problems are a widespread issue among students, according to Saadi. He claimed that a lot of students have reading issues.⁵ Next, there are two ways that reading may be used in a classroom: aloud and silent.

Since most students have better listening comprehension than reading comprehension, reading aloud to them is beneficial.⁶ There are five purposes for reading aloud in foreign language instruction, there are: (1) Assist students with their pronunciation. Reading aloud can help students improve their pronunciation fully. Read-aloud content is composed of texts that have particular requirements and themes. In addition to pronouncing each word correctly, we need to arrange the pauses and split the meaning groups according to the content. (2) Students who have flawless oral English should speak fluently and pronounce words correctly. To convey distinct characters or set a mood, try reading with expression and varying the loudness (soft-loud), tone (gentle-rough), and pitch (high-low). Reading aloud can improve our spoken English and encourage us to talk more. (3) Gain a deeper comprehension. Reading aloud causes the original concept, sentiment, attitude, and style to be expressed again in voice. As a result, required reading not only helps students pay close attention and stimulate their senses and imaginations but also enables them to comprehend original material accurately and

⁵ Ibrahim Abdu Saadi, An Examination of The Learning Styles of Saudi Preparatory School Students Who Are High or Low In Reading Achievement, Thesis of Victoria University, (201):4, <https://vuir.vu.edu.au/id/eprint/19421>

⁶ Lynda Delo, Reading Aloud, National Science Teachers association Summer, (2008): 1, <https://go.gale.com/ps/i.do?id=GALE%7CA182468786&sid=sitemap&v=2.1&it=r&p=EAIM&sw=w&userGroupName=anon%7Ebc9f667d&aty=open-web-entry>

thoroughly. (4) Strengthen the knowledge; reading aloud can be a practice to compensate for the absence of conversational English since it has a broad variety of topics, vocabulary, and grammar. (5) Increase the classroom atmosphere. After a time, especially in demanding classes, students may become weary and bored in the classroom. Then, reading aloud help them come back to class.⁷

The researcher included three previous studies that addressed the effects of reading aloud and silent reading on students' reading comprehension, even though several prior studies have examined the differences between the two reading practices. The first research is entitled "A Comparison Between Reading Aloud and Silent Reading In Understanding Recount Text" by Nurul Annisa. The result of the study showed Students found that reading aloud helped them grasp English, particularly in regards to comprehending recount texts. The experimental class's score of 79,5 and the control class's score of 73, with a difference of 6.5, serve as evidence. It occurred due to the experimental class's active participation from the teacher and students. The study's findings indicate that reading aloud can help students become proficient at reading recounted texts.⁸

Silent reading can be used in the classroom to engage students in reading for pleasure. This method involves setting aside a specific amount of class time for silent reading, during which students choose books that

⁷ Lianguang Huang, Reading Aloud in the Foreign Language Teaching, Asian Social Science Vol 6, no.4 (2010): 149, [10.5539/ass.v6n4p148](https://doi.org/10.5539/ass.v6n4p148)

⁸ Nurul Annisa and others.

suit their reading levels and read them silently. Research on the potential benefits of silent reading in the context of ESL revealed that using silent reading as instruction enhanced motivation, attitudes, and reading comprehension. Conversely, a greater number of studies on the potential effects of SSR in EFL settings have been carried out with university-level EFL learners, and the results have shown the following benefits: increased reading comprehension and rate, as well as reading motivation and attitudes toward reading.⁹

The silent reading program uses thirty minutes before class to spark students' interest in reading. Students reading texts or books are the main focus of this activity. According to the study, students should spend as much time as possible reading silently in class to examine their private skills and develop their ideas in private.¹⁰

The second research entitled “Investigating The Comparative Effects Of Sustained Silent Reading, Assisted Repeated Reading, And Traditional Reading” by Merve Savasci and Ayse Semra Akyel. Based on their data, Practicing reading silently for extended periods, especially at higher proficiency levels, greatly enhances reading comprehension more than ARR (Assisted Repeated Reading) and TR (Traditional Reading).

This conclusion also appears to be supported by qualitative data from

⁹ Merve Savasci and Ayse Semra Akyel, Investigating The Comparative Effects Of Sustained Silent Reading, Assisted Repeated Reading, And Traditional Reading, TEFLIN Journal Vol 33 , no.1 (2022):175, <https://journal.teflin.org/index.php/journal/article/download/1528/370>

¹⁰ Muhammad Khalid Mahmood Sajid and Hafixhah Kassim, Comparison Of Reading Aloud Strategies Versus Silent Reading Strategies Used On Pakistani University Students' Reading Comparison For Reading Proficiency & Literal Reading Skills, European Journal of Education Studies Vol 5, (2019): 116

student reflections and interviews. According to P1, SSR, and reflection, one participant said, "I read five books up until this point and (reading them) provided me to[...] understand more efficiently." According to interview data, most SSR participants (n = 10, 67%) believed they had improved their comprehension. However, the relatively small amount of reading—which is thought to be a predictor of successful reading comprehension—meant that the ARR and TR instructions had no discernible impact on comprehension.¹¹

The third research entitled “Comparison of Reading Aloud Strategies Versus Silent Reading Strategies Used on Pakistani University Students’ Reading Comparison For Reading Proficiency & Literal Reading Skill” by Muhammad Khalid Mahmood Sajid and Hafizhah Kassim. The study showed that the similarity between reading aloud and silent reading is The teacher should take a balanced approach when it comes to reading aloud and silent reading. Both reading aloud and silently are essential components of the learning process since they help students learn significant amounts of information. While the distinctions between silent and aloud reading. As follows: Read-aloud significantly influenced students' ability to read in their native tongue. Although it was initially believed that silent reading was not beneficial for EFL students, it became clear that silent reading was crucial, particularly for word-by-word reading. After data was collected utilizing a questionnaire and survey

¹¹ Merve Savasci and Ayse Semra Akyel and others.

approach, it was shown that weak and average students were performing well using read-aloud tactics. The findings indicated that both college-level pupils and younger children benefited from reading-aloud techniques. Students spend as much time as possible reading silently in class because it helps them examine their private talents and develop their thoughts secretly.¹²

From the researcher experienced during PLP at Islamic Junior High School of Nuris Jember, the second-grade students in two classes have difficulties when comprehend the reading text in English. So, they have different ways to try comprehending the reading text. There are by reading aloud and silent reading.

Based on the previous study above, the results showed that reading aloud and silent reading have a different impact on each student, according to habits and several factors that occur in students.

Furthermore, the researcher conducted this study to investigate the differences between reading aloud and silent reading on students' reading comprehension, especially in second-grade at Islamic Junior High School of Nuris Jember. The researcher used a quantitative approach and causal-comparative design for this study.

Based on the research background above, the researcher is interested in researching **“Reading Aloud Versus Silent Reading:**

¹²Muhammad Khalid Mahmood Sajid and Hafizhah Kassim, Comparison of Reading Aloud Strategies Versus Silent Reading Strategies Used on Pakistani University Students' Reading Compariosn For Reading Proficiency & Literal Reading Skill, European Journal of Education Studies Vol 5, (2019): 3

Comparing Reading Comprehension Strategy In Second-Grade Junior High School Students.”

B. Research Question

The following research question was addressed: Do students who read aloud perform differently in reading comprehension test than those who read silently?

C. Research Objective

Based on formulation of the research above, this study aims to investigate the differences between reading aloud and silent reading on students reading comprehension in second-grade Junior High School.

D. Research Significance

The results of this research are expected to provide the following benefits:

1) Theoretical Benefits

It is expected that English education students would utilize the study's findings as a reference in research and development of further English learning resources in reading skills.

b. This study expands the body of knowledge in science, particularly in innovative English language learning materials that focus on improving students' reading comprehension.

2) Practical Benefits

a. For English Studies Teachers

The study is expected to be one of the factors taken into account by English teachers during the teaching and learning process, enabling students to comprehend English readings with ease in accordance with the techniques that the students require, such as reading aloud or silently.

b. For Researchers

It is expected that this study provide valuable background information for researchers.information, particularly when it comes to researchers studying English reading comprehension using two distinct methods—reading aloud and silently—which are validated by reading assessments given to students. As a result, this research may take the shape of written work by the researchers.

E. Research Scope

1) Research Variable

An individual's attribute, trait, or value is the research variable. Researchers have established that some variations of an activity may be analyzed and inferences taken from them. There are two different types of variables in this study:

a. Depended Variable

A variable that is subject to the impact or outcome of an independent variable is called a dependent variable. There are several names for the dependent variable, such as response, endogenous, or dependent. A variable is one that does not have the

ability to influence other variables, but is instead described by another variable. Students' reading comprehension is the dependent variable (Y) in this study.

b. Independent Variable

Independent variables are those that influence, cause, or modify dependent variables. There are independent variables at all times.

In general, one can modify, monitor, and test independent variables to ascertain their link (influence) to other variables. Reading loudly and silently are the independent variables (X) in this research.

2) Variable Indicators

After the research variables are fulfilled, then proceed with develop variable indicators that become empirical references or guidelines in research. Empirical indicators is used as a basis for making items or points in making tests. The indicators of this research variable are:

- a. Reading Comprehension: Main idea, factual and detail information, vocabulary, referent and inference
- b. Reading Aloud: Pronunciation, intonation, articulation and clarity
- c. Silent Reading: Without being followed by movement and sound movements, use visual memory and doesn't use physical activity that produces good products in the form of sound

F. Definition of Key Terms

Some definitions of the major concepts used in this study are provided in order to make them clear, there are:

- 1) Reading Comprehension: Students comprehend English material when they can understand the meaning or comprehend some information from a text, especially recount text. Students have to understand English. Reading the text requires knowledge of vocabulary to make it easier for them. Reading comprehension is important for students' academic activity, regardless of gender, level of proficiency, the educational institute the learners attend and field of study. Indicators of students' reading comprehension include Main idea, factual and detailed information, vocabulary, referent and inference. Students are supposed to define and understand the main idea or the topic from the recount text; students can find factual and detailed information, usually the answer to 5W 1H question; students can define every word or phrase that they meet in the text; students can understand the use of referent word and know the use in the recount text, and students can conclude the content of the recount text.

- 2) Reading Aloud: Reading aloud is a technique of using a loud voice while reading English text with the right pronunciation and intonation according to the content of the text. When students read aloud, they can practice pronunciation correctly—especially students who use English as a foreign language, like in Indonesia. It takes a habit to be

familiar with English vocabulary so that students are not embarrassed to practice it. In this study, the teacher provides reading materials and then informs students. Then, the students Read, followed by students taking turns.

- 3) Silent Reading: Silent reading is a reading technique that can be used to understand an English text. Silent reading is usually done to understand a text quickly, reading quickly, understanding the content, living the content, and re-expressing the content of the reading. In this study, a student performs silent reading without being followed by movement and sound movements, uses visual memory and doesn't engage in physical action that generates beneficial outcomes, such as sound. The assigned material has to be read aloud by students.

G. Research Delimitation

This research was conducted to find out if there were differences students used reading aloud and silent reading in reading comprehension using a reading test especially use recount text. This research was conducted in second grade students in two classes, who had two reading habits, namely reading aloud and silent reading at the Islamic Junior High School of Nuris Jember.

H. Research Assumption

In this study, the researcher assumes that There is a difference between reading aloud and silent reading on students' reading

comprehension in second grade at Islamic Junior High School of Nuris Jember.

I. Research Hypothesis

A temporary solution or assumption about a problem that the researcher has made is called a hypothesis. It is considered transient since the veracity of the information must be established using statistical analysis and the gathered data. The hypotheses in this study include:

- 1) H_0 : There is difference between reading aloud and silent reading on students reading comprehension in second-grade at Islamic Junior High School of Nuris Jember
- 2) H_a : There is no difference between reading aloud and silent reading on students reading comprehension in second-grade at Islamic

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CHAPTER II

LITERATURE REVIEW

A. Previous Study

The earlier research aimed to find concepts for comparisons so that subsequent studies would be consistent with its findings. In this section, the researcher enumerates the numerous previous study findings pertinent to the inquiry. There are the following previous studies related to this research are as follows:

The first previous study that the writer uses is Adults Reading Aloud: A Survey of Contemporary Practices in Britain by Sam Duncan and Mark Freeman (2019) from the British Journal of Educational Studies; in their study, they analyze that increased some participants' knowledge of the benefits of reading aloud. The researcher argue that this has implications not only for future research in this area and how students understand the role of reading in adult life but also for the conceptualization of reading in education. The findings demonstrated that reading aloud occurs in a variety of contexts and life domains for a variety of reasons and that it is significantly associated with aspects of the life course, identity formation, and performance.¹³

A second previous study that the writer uses is Evaluation of The Reading Habits of Indian Students (Reading Aloud and Reading Silently) from

¹³ Sam Duncan and Mark Freeman, Adults Reading Aloud: A Survey of Contemporary Practices in Britain, British Journal of Educational Studies, (2019):1, [10.1080/00071005.2019.1610555](https://doi.org/10.1080/00071005.2019.1610555)

Low, Middle and High-Class Schools by Lalit Gehlot, Hailah A Al-Khalaf, and Himani Gehlot (2020) from Academic Journals Educational Research and Reviews, in their study they analyze that reading habit can assist kids in overcoming obstacles related to their class. A child typically transitions from early childhood's traditional loud reading stage to quiet reading. It is crucial to understand the characteristics of both. This study tried to evaluate the conventional reading habits of Indian children from lower, medium, and upper socioeconomic backgrounds based on the results of a survey utilizing semi-structured questionnaires and to suggest some novel ways. To collect qualitative data for this study, a longitudinal study was conducted. The results demonstrated the significance of realizing that while silent reading is inevitable in secondary or tertiary education, loud reading is crucial in primary education. Reading aloud to a child keeps the outside world quiet and helps them concentrate on the reading script. The subconscious mind becomes more active when reading quietly, but there is a risk that it become diverted by physical obstacles.¹⁴

Third previous study that is used by the writer is A Comparison of Reading Aloud, Silent Reading and Follower Reading. Which is Best for Comprehension? According to Hector Garcia Rodicio (2017) from the Journal for The Study of Education and Development, in their study theoretically, there are advantages and disadvantages to every type of reading, according to their research problem. It is, therefore, challenging to

¹⁴ Lalit Gehlot, Evaluation of The Reading Habits of Indian Students (Reading Aloud and Reading Silently) from Low, Middle and High Class Schools, Academic Journals Educational Research and Reviews Vol 15, no.2 (2020):12, [10.5897/ERR2019.3760](https://doi.org/10.5897/ERR2019.3760)

decide which type is more effective based on this. Which form is best for comprehension is the research question that this study aims to answer. The solution could help create efficient teaching methods. The findings showed that reading aloud and quietly did not affect the participants' performance. This agrees with the primary discovery of earlier studies.¹⁵

A fourth previous study used by the writer is Silent Reading and Reading Aloud for Better Comprehension and Speaking Motivation: A Comparative Study by Rabindra Subedi (2022) from *Kanakai Journal*; in their research, they had a research problem. This study aimed to determine which reading strategy—aloud or silent—is better for improving secondary students' speaking motivation and comprehension when teaching English as a second language. This study compared the effects of reading silently and loudly on speaking motivation and comprehension. Reading aloud improves comprehension and encourages speaking more than silent reading, according to the researcher's experimental design results.¹⁶

A fifth previous study that is used by the writer is *The Effects of Teacher's Reading Aloud Versus Students' Silent Reading on Surface and Deep Level Comprehension: A Quasi-Experimental Study from a Tertiary Context* by Elif Kemalglu-Er (2019) from *RumeliDE Journal of*

¹⁵ Hector Garcia Rodicio, A Comparison of Reading Aloud, Silent Reading and Follower Reading. Which is Best for Comprehension?, *Journal for The Study of Education and Development*, (2017):5, <https://www.tandfonline.com/doi/abs/10.1080/02103702.2017.1364038>

¹⁶ Rabindra Subedi, Silent Reading and Reading Aloud for Better Comprehension and Speaking Motivation: A Comparative Study, *Kanakai Journal Vol .2, no.1 (2022):15, [10.1037/h0100101](https://doi.org/10.1037/h0100101)*

Language and Literature Studies, in their research they have research problem that there are two ways that reading is practiced in the classroom: students reading silently and teachers reading aloud. The modes are significant because they offer different ways for students to be exposed to the target language in the classroom. Each of them has benefits and drawbacks of its own. A control group and an experimental group were included in this quasi-experimental study. The results showed that while the teacher's reading aloud and the students' silent reading conditions did not significantly differ in surface-level comprehension, the students' silent reading was significantly more effective than the teacher's reading aloud in deep-level comprehension.¹⁷

Table 2.1

Similarities and Differences of the Studies

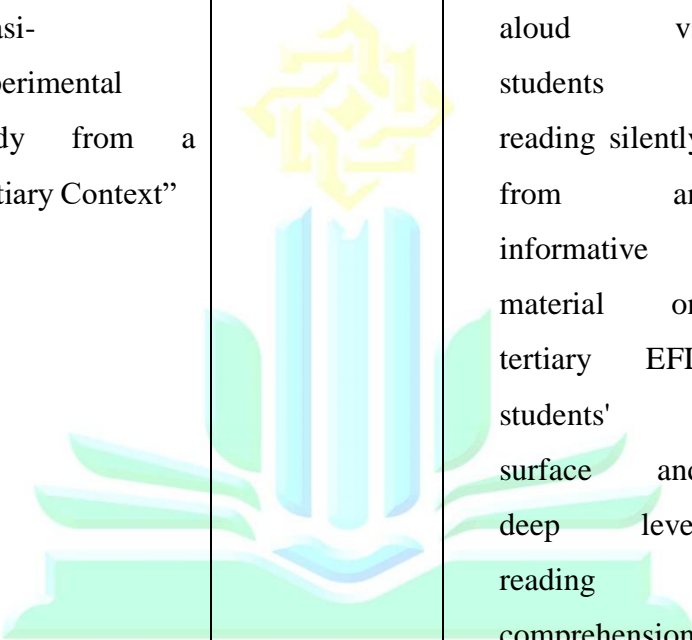
No	Previous Studies (Researcher, Year, Type, Title)	Similarities	Differences	
			Previous Research	This Research
1	Sam Duncan and Mark Freeman (2019) a Multistrand research design entitled “Adults Reading Aloud: A Survey Of Contemporary	a. To research Reading Aloud in reading performance	a. This research used Multistrand and questionnaire as research design and instrument b. This research used reading	a. The research used causal comparative design and reading test as instrument b. The research used reading

¹⁷ Elif Kemalolu-Er, The Effects of Teacher’s Reading Aloud Versus Students’ Silent Reading on Surface and Deep Level Comprehension: A Quasi-Experimental Study from a Tertiary Context, RumeliDE Journal of Language and Literature Studies, (2019)

	Practices In Britain”		aloud for adult c. Held in Britain	aloud and reading silent for teenages c. Held in Islamic Junior High School of Nuris Jember
2	Lalit Gehlot, Hailah A Al-Khalaf, and Himani Gehlot (2020) a longitudinal study was done to obtain qualitative data entitled “Evaluation of The Reading Habits of Indian Students (Reading Aloud and Reading Silently) from Low, Middle and High Class Schools”	a. To research Reading aloud and reading silently	a. The research objective is to evaluate the customary reading habits of Indian youngsters from lower, medium, and upper socio economic backgrounds and to provide some novel recommendations in light of survey findings. b. The research used longitudinal	a. The research objective is to know the differences between reading aloud and silent reading on students reading comprehension b. The research used causal comparative design and quantitative data c. The research used reading

			<p>study was done to obtain qualitative data</p> <p>c. The research used document and questionnaire</p> <p>d. Held in India</p>	<p>as instrument</p> <p>d. Held in Islamic Junior High School of Nuris Jember</p>
3	<p>Hector Garcia Rodicio (2017), a quantitative approach entitled “A Comparison of Reading Aloud, Silent Reading and Follower Reading. Which is Best for Comprehension?”</p>	<p>a. To research and compare reading aloud and silent reading on reading comprehension</p> <p>b. Use quantitative approach</p>	<p>a. The research objective is to find out comparison of reading aloud, silent reading and follower reading which form is best for comprehension.</p> <p>The answer might be useful for designing effective classroom practices</p> <p>b. This research has 3 independents variable there are reading</p>	<p>a. The research objective is to know the differences between reading aloud and silent reading on students reading comprehension</p> <p>b. This research has 2 independent variables there are reading aloud and</p>

			aloud, reading silent and follower reading	reading silent
4	Rabindra Subedi (2022) an Experimental Design entitled “Silent Reading and Reading Aloud for Better Comprehension and Speaking Motivation: A Comparative Study”.	a. To research and compare reading aloud and silent reading b. Use quantitative approach	a. Using experimental design b. The research objective is evaluates the benefits of silent and spoken reading on motivation to talk and understanding c. Focus on speaking	a. Using causal comparative design b. The research objective is to know the differences between reading aloud and silent reading on students reading comprehensi on c. Focus on reading
5	Elif Kemaloglu-Er (2019) a quasi ex- perimental design entitled “The Effects of Teacher’s Reading Aloud Versus Students’ Silent	a. To research effects of reading aloud and silent reading	a. Using quantitative design (quasi- experimental) b. This research objective is significant as it is the first of its	a. Using Quantitative design (causal comparative) b. The research objective is

	Reading on Surface and Deep Level Comprehension: A Quasi- Experimental Study from a Tertiary Context”		kind investigating the impact of a teacher reading aloud vs students reading silently from an informative material on tertiary EFL students' surface and deep level reading comprehension	to The research objective is to know the differences between reading aloud and silent reading on students reading comprehensi on
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Based on the explanation of previous research above, the research's similarities are focused on comparing reading aloud and silent reading on students' reading comprehension. At the same time, the differences focus on the research design and research objective. However, based on previous research, no one has specifically studied junior high school students with limited attention in the Junior High School context. Therefore, researcher conducted this research at the age of teenagers, especially in Islamic Junior High Schools.

B. Theoretical Framework

a. Reading

1) Definition of Reading

Reading, according to the BNR authors, is "the process of constructing meaning from written texts," and it's a complex skill that necessitates the coordination of several related sources of information.

Reading as defined by the RAND Reading Study Group as "the process of extracting and constructing meaning through interaction and involvement with written language," in light of the renewed emphasis on texts and contexts.¹⁸

Interpreting written texts for meaning is what is meant to be understood by the term "reading." The reading process involves a number of subskills and phenomena, including the reader's prior knowledge of the text, the meaning derived from the text's context, and the meaning derived from the text's surface. Additionally, a lot of language instructors provide their students with a reading strategy known as forward and backward reading, which makes it easier for them to comprehend the text.¹⁹

2) Indicator of Reading

The great reader has the capacity to:

- a) Connect the meaning and experiences of the readers with the realistic picture (give vocabulary a sufficient amount of weight).

¹⁸ Katherine K. Frankel, From "What is Reading?" to What is Literacy?, *Journal Of Education* Vol 196, no.3 (2016):7

¹⁹ Tojiboyev Isaqjon Madolimovich, Strategies and techniques for improving EFL learners' reading skills, "Involta" *Innovation Scientific Journal* Vol 1, no. 11 (2022): 95

- b) Recognize the word's context and choose the definition that best suits it.
- c) Give meaning to units that get bigger: phrases, sentences, paragraphs, and clauses.
- d) Assemble literal and denotative significance (be able to reply to detailed questions about a text):
 1. Identify and understand the main idea.
 2. Identify and go over important details or truths.
 3. Follow headings given in the material.
 4. Understand how one segment flows into another.
 5. Recognize connections that are expressly expressed, such as cause-and-effect and contrast-comparison.²⁰

b. Reading Comprehension

The process of "comprehending" must occur when reading; it is the goal of reading for students to gain understanding of what they read. Understanding a text's ideas and how they relate to one another beyond just the words is known as comprehension. In order for students to grasp the main ideas of a text when working on reading comprehension, they must be able to comprehend the words, sentences, and entire text in relation to the context.

²⁰ Muhammad Fatkhul Munjid, Exploring The Students' Reading Strategies On Tenth Grade Of Senior High School, Semantic Scholar, (2021): 89-90

Reading comprehension is a sophisticated cognitive skill that necessitates the ability to combine textual information with the reader's past knowledge in order to create a mental image.²¹

From the foregoing discussion, it is clear that reading comprehension is a sophisticated cognitive process that involves employing the reader's past knowledge of the text to help create the meaning of the text in a deliberate and careful manner.

c. Types of Reading Comprehension

1) Literal Reading

Understanding information that is simply expressed in easily understood material is a component of literal reading comprehension. The students insisted on memorization of the text's contents in order to respond to the question in its literal sense.

2) Interpretive

Reading imperative is a level of comprehension that goes beyond literal comprehension because it requires the reader to read between the lines and take in information that is suggested or implied but not explicitly stated in the text.

3) Critical Reading

The cycle of critical reading entails applying a standard to assess the content's potential and coming to a definite conclusion.

²¹ Lia Rosari and Yan Mujiyanto, The Effectiveness Of Know-Want-Learned And Collaborative Strategic Reading Strategies To Teach Reading Comprehension To Students With Positive And Negative Attitudes, English Education Journal Vol 6, no. 2 (2016):34-35

In basic reading, the reader must compile, deconstruct, and synthesize the content's data.

4) Creative Reading

When a reader reads creatively, they must think outside of the author's text and use their imagination. The reader needs to come up with a fresh alternate solution to the ones the author provided.²²

d. Strategies For Reading Comprehension

Ten of these tactics are listed below, all of which you may use in your classroom instruction:

1) Determine the purposes in reading

Effective reading involves knowing why you are reading something in the first place. The reader can therefore filter out potentially distracting information because they know what they are looking for. Verify the students' motivation for reading the material.

2) To help with bottom-up decoding, use grapheme rules and patterns (particularly for starting level learners)

One of the challenges that students face when learning to read in English at the beginner level is recognizing the distinctions between written and spoken English. They could need explanations

²² Muhammad Fatkhul Munjid, Exploring The Students' Reading Strategies On Tenth Grade Of Senior High School, Semantic Scholar, (2021):89

and guidance on particular English orthographic peculiarities and traditions.

- 3) For comparatively quick understanding, use effective silent reading strategies (for intermediate to advanced levels)

Students in the intermediate to advanced levels don't have to be fast readers, but you can help them become more productive by teaching them a few reading guidelines:

- a) It's not necessary for you to "pronounce" each word to yourself
- b) Attempt to visually perceive multiple words at once, preferably phrases
- c) If a word isn't absolutely necessary to comprehend, omit it

and try to deduce its meaning from its context

- 4) Skim the text for the key points.

Skimming is the process of quickly scanning an entire text for the main ideas. One benefit of skimming a passage is that readers can anticipate its goal, its primary subject, or its thesis statement, as well as some of the ideas that are being developed and supported.

- 5) Scan the text for specific information

To extract specific information without having to read the entire text is the goal of scanning. When working with genres such

as schedules, manuals, forms, and the like in general or vocational English, scanning is crucial.

6) Use semantic mapping or clustering

Using the semantic mapping or clustering concepts technique, the reader can bring some order to the chaos.. Although creating these kinds of semantic maps can be done alone, students can also use effective group work techniques to help the passage acquire order and hierarchy.

7) Assume when you're not sure

Students can make educated guesses about word meanings, discourse relationships, grammatical relationships, content manipulations, and other things. By encouraging students to use efficient compensatory strategies to fill in competency gaps, teachers can assist students in becoming accurate guessers.

8) Analyze vocabulary

Here, a few strategies are helpful: Look for easily identifiable roots, search for prefixes and suffixes that may give clues, seek for grammatical context that may transmit information, and search the semantic context for clues.

9) Make the distinction between suggested and actual meanings.

Because not every language can be accurately interpreted by paying attention to its exact syntactic surface structure, readers

must fulfill specific standards. Usually, one must deduce implied meaning by analyzing pragmatic data.

10) Use discourse producers as a means of relationship processing

Manu discourse makers in English use phrases, clauses, and sentences to indicate relationships between ideas. Understanding these makers well can significantly improve students' reading proficiency.²³

e. Indicator of Reading Comprehension

1) Main Idea, chief The most crucial element in a paragraph or text should be the idea. It is expected of the reader to identify and comprehend the reading text's primary idea or topic. The key

distinction between a main idea and a topic is that the former is the primary concept of the text, whereas the latter is typically expressed as a phrase. Readers can determine what the reading text is generally telling them by using their ability to comprehend main and supporting ideas. By making connections between the text's other information and the ideas we assume it supports, we can search for the text's main ideas.

2) Factual or Detail Information, the answers to the 5W 1H questions typically contain the detailed information. Locating specific reading objectives, such as identifying a name, location, number,

²³ H. Douglas Brown, Teaching By Principles An Interactive Approach to Language Pedagogy, Pearson ESL: (England, 2000): 310

or date, requires selective reading in order to find detail information. When a reader needs to find a specific piece of information without necessarily understanding the entire text, they use it..

- 3) Vocabulary, Readers must infer the meaning of specific words or phrases from context in order to understand vocabulary. Students come across certain words or phrases in sentences when reading a material. Naturally, every word or phrase has a distinct meaning in isolation. Nevertheless, when it comes to reading comprehension, students shouldn't define every word or phrase they come across because words and phrases may have multiple meanings when combined with other words. Thus, deciphering its meaning is a crucial ability to understand the author's original message.

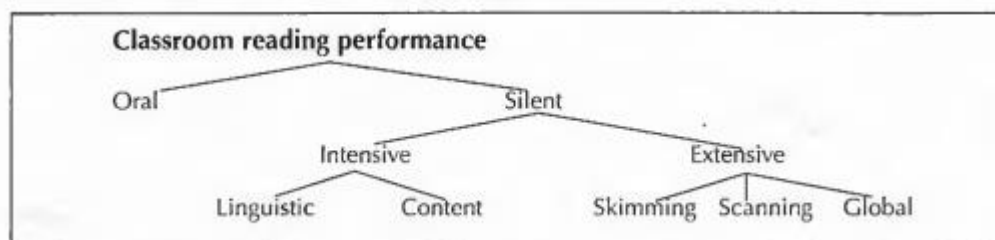
- 4) Referent, Repeating a term or phrase after it has already been used is known as using a referent word. Usually, rather than repeating it, pupils might refer to it. Referent terms, including she, he, it, they, this, her/him, and many more, are typically brief and almost always pronouns.

It can aid pupils in understanding the book's entire content when they are able to recognize and grasp the use of referent words in the reading text. It also aids in preventing misconceptions or incorrect interpretations of the reading material.

- 5) Inference, Inference is the final element of reading comprehension. An concept that is suggested in a text but not explicitly expressed is known as an inference. It is a method by which readers can infer meaning from the text's substance.²⁴

f. Types of Classroom Reading Performance

Figure 2.1 Classroom Reading Performance



1) Reading Aloud (Oral Reading)

Reading aloud is a common practice in educational settings.

Reading aloud is a practice that helps people become better readers and listeners. A reader can learn more and comprehend a greater number of words by reading aloud. In order for students to participate in class activities actively and with great proficiency in learning.²⁵

Reading a book aloud entails making noises that other people can hear. Reading aloud serves a number of purposes in education, including the teaching of English. There are five purposes for reading aloud in English language instruction:

²⁴ Ika Oviyanti dkk, An Analysis On The Ability Comprehending A Reading Text By The Sixth Year Students, Jurnal Pendidikan dan Pembelajaran Khatulistiwa Vol 4, no. 1 (2015): 3-4

²⁵ Mega Fuji Rahayu and Prativi Khilyatul Auliya, The Implementation Of Reading Aloud Through Virtual Meeting On Efl Primary Students In Thailand, Journal of English Education Literature and Linguistics Vol 4, no. 1 (2021): 31-32

- a) Get familiar with pronunciation; when reading aloud, use the appropriate rhythm, intonation, and emphasis. As a result, reading aloud helps improve pronunciation greatly.
- b) Speak English better. Therefore, reading aloud helps us not only speak English more fluently but also develop our language skills, particularly in speaking.
- c) Gain a deeper comprehension; in actuality, reading aloud causes all of the original content—idea, sentiment, attitude, and style—to emerge in the form of voice.
- d) Enhance knowledge: Reading aloud helps enhance knowledge related to pronunciation, grammar, and vocabulary.
- e) Enhance classroom atmosphere: Reading aloud allows us to share the thrill, suspense, emotion, and pure joy of the moment. As a result, it can enhance the classroom atmosphere effectively.²⁶

2) The Implementation Reading Aloud in Classroom

Since read-aloud programs have been shown to be effective in elementary schools, they may be a good strategy to use when trying to improve foundational knowledge and early literacy. The interactive Read Aloud repetition component is referred to as the "Read-Aloud steps" in order to increase reading literacy, namely:

²⁶ Ardhy Supraba, The Implementation of Reading Aloud in Developing Students' Speaking Skill, *Journal of Language Teaching and Learning Linguistics and Literature* Vol 8, no. 1 (2020): 146-147

- a) Reading introduction: after assigning readings, the instructor notifies the class;
- b) After the instructor reads aloud from the materials, pupils take turns doing the same;
- c) A brief conversation about the reading material.²⁷

Reading aloud may be used with a variety of techniques.

Implementing reading aloud involves a number of strategies, including: (a) reading the book multiple times; (b) creating learning objectives and questions; (c) enhancing students' background knowledge; (d) determining where students should make predictions; and (e) coming up with opportunities for students to delve deeper into the narrative. This tactic may be

applied to introduce concepts for learning, expand vocabulary, direct attention, and pose queries.²⁸

3) Indicator of Reading Aloud

a) Pronunciation

The goal of teaching students how to pronounce English correctly is to aid them with pronunciation. Students who pronounce words clearly are easier to comprehend and generate comprehensible sounds.

²⁷ Endah Wredati Rahayu and Ali Mustadi, The Read-Aloud Method to Develop Reading Literacy at the School's Educational Park, *Jurnal Prima Edukasia* Vol 10, no. 2 (2022):105

²⁸ Mega Fuji Rahayu and others

Pronunciation analysis is now a crucial component in teaching English to speakers of other languages.²⁹

b) Intonation

In order to hold the attention of the audience when reading aloud, students must make their reading sound engaging. Pupils can accomplish this by using tone when speaking. To make what you're reading come to life, this entails speaking the words with expression and energy.³⁰

c) Articulation

Because reading and speaking share similar processing and learning mechanisms, she contends that orthographic input improves speech learning and evocatively connects these benefits to a person's speech patterns and motor control.

Both reading aloud and producing speech are incremental processes in which individuals often plan and deliver shorter snippets of speech than the entire message they wish to convey. The process of addressing articulation planning begins as soon as the pertinent data regarding the

²⁹ Dyna Ariyani dkk, Improving Students' Pronunciation By Using Reading Aloud In Junior High School, *Jurnal Pendidikan dan Pembelajaran*, (2015): 2

³⁰ Reading Out Loud,
<https://www.bbc.co.uk/bitesize/topics/zs44jxs/articles/z8pbf82#:~:text=When%20we%20read%20something%20out,you're%20reading%20to%20life.>

unit to be planned—that is, the stressed syllable's phonemes and stress position—becomes active.³¹

4) Silent Reading

Silent reading may include subcategories such as extensive and intensive reading. When students read extensively, they usually focus on the linguistic or semantic nuances of the texts they are reading. For the purpose of comprehending literal meaning, intensive reading draws students' attention to grammatical forms, discourse makers, and other surface structure details..

While reading a text closely is done in order to gain a general understanding of what is typically a somewhat longer text.

The benefits of reading a lot can occasionally assist students in overcoming their inclination to read for comprehension rather than to look up unfamiliar words or conduct excessive analysis.³²

Students' reading abilities could be enhanced by practicing silent reading, which is a crucial skill in the teaching of reading comprehension. A great deal of information was obtained by silent reading. When teaching reading, there are some benefits to employing Sustained Silent Reading. In order to understand the text's messages, students must first become engaged and competitive. They also be inspired to learn from the texts they read. Therefore, sustained silent reading is not just a means of

³¹ Simone Sulpizio and Sachiko Kinoshita, Editorial: Bridging Reading Aloud and Speech Production, *Frontiers In Psychology*, (2016): 2

³² H. Douglas Brown and others

evaluating past knowledge; it is also a method that can be learned by studying rules and turning it into a continuous activity as opposed to a one-time review. Thus, any attempt to increase students' reading comprehension would benefit greatly from sustained silent reading.³³

The concept of self-selected reading (SSR) stems from the observation that students who choose their own reading materials are more likely to read with interest because they are reading about subjects they enjoy. This can increase students' motivation to read and foster a lifelong habit of reading, which may enhance their language skills and reading comprehension. Furthermore, according to some sources, SSR has improved students' reading motivation and attitude in addition to their English proficiency.³⁴

The growth of other areas of students' reading proficiency, especially when silent reading is modified, indicates that silent reading is beneficial in improving students' reading attitudes.³⁵

Among the indicators of silent reading are: Instead of using movement or sound, students engage in reading activities that aim to fully understand the text while making connections between it

³³ Muhammad Fathoni, Khoirul Wafa etc, The Use Of Sustained Silent Reading To Improve Student's Reading Comprehension At Tenth Grade Of Smk Pemuda Taruna, Hospitality Vol 7, no. 2 (2018): 25

³⁴ Ni Made Kristin Natalia etc, Students' Perception of Sustained Silent Reading (SSR) on Reading Comprehension in SMPN 1 Abang, Journal Of Educational Study Vol 1, no. 3 (2021):183

³⁵ Ratna Andhika Mahaputri and Iis Nur Aisyah, Comparing The Students' Reading Comprehension Competence Through Reading Aloud And Silent Reading Among Indonesian Efl Learners In Senior High School, Academic Journal PERSPECTIVE: Language, Education and Literature Vol 7, no. 1 (2019): 25

and their own experiences and knowledge. Silent reading involves using visual memory to read by actively using their eyes and memories. This is due to the fact that silent reading simply results in a profound comprehension of the reading content that has been read, rather than using physical activity that creates nice goods in the form of sound.³⁶

5) The Implementation Silent Reading in Classroom

According to Garan and DeVoodg, suggest that SSR (Sustained Silent Reading) comes in many variations of implementation, However, the pure reading period consists mostly of students selecting their own books or texts during class without instructor guidance, supervision, skill-building, or evaluation. In order to implement SSR, some instructors identify the kind of book and how many books their students have read. Others utilize evaluations, create a reading checklist to monitor their students' reading progress, and start a conversation about the texts or books that their students have read. Giving students at least 15 to 30 minutes to read a book of their choosing is how SSR is accomplished, regardless of how differently teachers are involved in it.³⁷

According to Khusnul Khotimah, There was a lot of silence in the classroom during the silent reading exercise. Everyone was advised to stop doing anything but reading silently. Not one pupil engaged in conversation

³⁶ Husnul Khotimah, The Comparison Between Oral And Silent Reading To Understand A Fable At The Second Grade Students Of Smpn 2 Pattallassang, Alauddin State Islamic University of Makassar, (2019):11

³⁷ Ni Made Kristin Natalia and others

or struck up a discussion with an adjacent student. Even the instructor, as she saw the circumstances. The instructor served as an example for the pupils, acting as a role model. Students engaged in a variety of activities during the 15 minutes of silent reading, including: 1) knowledge-building and tutorials; 2) material self-selection; 3) silent reading; 4) brief sharing sessions; and 5) individual and group reflection that improved their feeling of reflection.

After reading silently for fifteen minutes, they felt as though they had gained more awareness. They realized that reading silently had given them more lexical resources, enhanced reading comprehension and skills, greater motivation and confidence, a way to connect with the outside world, and a chance to practice concentration. The approach did a good job of showing how important the teacher's involvement was in carrying out the assigned 15 minutes of quiet reading. The capacity of teachers to create a pleasant learning environment, increase student motivation, and provide engaging activities is seen to be one of the main contributors to students' positive attitudes.³⁸

³⁸ Khusnul Khotimah, Engaging Students In 15-Minute Silent Reading In English Class: Students' Perceived Benefits, *Abjadia:International Journal of Education*, Vol 05, no. 02 (2020): 153

CHAPTER III

RESEARCH METHOD

A. Research Approach and Design

In this research, the researcher used a quantitative approach. This research used causal-comparative research in which the investigator compares two or more groups in terms of a cause (or independent variable) that has already happened.³⁹

This research aims to compare reading aloud and silent reading on students' reading comprehension in second grade in the Islamic Junior High School of Nuris Jember. To find out the answer to research problems in this study, the researcher used the comparative study as the research design.⁴⁰

The researcher used the causal-comparative design. The causal-comparative design involves selected two or more groups that differ on a particular variable of interest and compared them to another variable. These two variations of the same basic design (sometimes called a criterion-group design) are as follows:⁴¹

³⁹ W John Creswell and J David Creswell, *Research Design: Qualitative, Quantitative Adn Mixed Methods Approaches*, *Journal of Chemical Information and Modeling*, 2018.

⁴⁰ Ratna Andhika Maha Putri and Iis Nur Aisiyah.

⁴¹ Joseph Perea, *Causal Comparative Research (Ex-Post Facto Research)*, Zamboanga State College Of Marine Science and Technology), 2022, page 370

Table 3.1 The Causal Comparative Designs

Group	Independent Variable	Dependent Variable
I	C1 (Group possesses characteristic 1)	O (Measurement)
II	C2 (Group possesses characteristic 2)	O (Measurement)

The researcher selected a criterion-group design. In order to know the differences between reading aloud and silent reading on students' reading comprehension. In this study, two groups from 2 classrooms investigated reading aloud and silent reading. Additionally, the researcher gave the reading test for each group to know the differences. The research design can be presented as follows:

Table 3.2 Research Design

Name of Class	Group	Independent Variable	Dependent Variable
8G	I	C1 (Reading Aloud)	O1 (Reading Test)
8E	II	C2 (Silent Reading)	O2 (Reading Test)

Where:

C1: The group of reading aloud from 8G

C2: The group of silent reading from 8E

O1: Reading test for 8G

O2: Reading test for 8E

In this research, the researcher asked the group of reading aloud (8G) and group of silent reading (8E) to read a similar topic about recount text. Then, they must to solved the similar test about reading comprehension especially about recount text.

B. Population and Sample

The researcher conducted the research in the Islamic Junior High School of Nuris Jember. Because the researcher had prior teaching expertise during PLP and could negotiate with the English instructor regarding teaching English, particularly in reading, the researcher selected this location. According to the researcher's experienced, the students had problems learning English subjects, especially in reading comprehension. The 8G students, based on the researcher's experienced during PLP, have read-aloud habits in class because they still lack vocabulary, and students experience difficulties pronouncing English and feel bored while learning English without oral reading. Then, the researcher asked recommendation from an English teacher for this research.

So, the researcher investigated at 8G class about reading aloud. Then, the 8E students have silent reading habits in class because they are

more focused while reading English material without oral reading. So, the researcher investigated at the 8E class about silent reading. As a result, the researcher investigates the 8G and 8E differences between reading aloud and silent reading on students' reading comprehension.

So, the researcher investigated at the 8E class about silent reading. Before conducting this research, the researcher negotiated with an English teacher in 8G and 8E. Then, the researcher explained the purpose and step by-step of this study. The teacher accepted this research to conduct in this school. As a result, the researcher investigated the 8G and 8E differences between reading aloud and silent reading on students' reading comprehension.

The population of this research was the second-grade students of Islamic Junior High School of Nuris Jember, especially in 8G and 8E classes, which consist of 24 students; each class consisted of 12 students in 8G and 12 students in 8E.

In this study, researchers used purposive sampling. Purposive sampling is a sampling strategy used when they already have specific targets with attributes relevant to the study.⁴² Researchers have found a sample according to the population that meets the criteria in this study. The criteria were two classes had the same quality of knowledge in second grade in this school. Then, the two class has a different habit for reading. There are reading aloud and silent reading. Two classes were selected to

⁴² Teknik Purposive Sampling: Definisi, Tujuan, dan Syarat,
<https://www.sampoernauniversity.ac.id/id/purposive-sampling-adalah/>, 2022

be the subject of this research, which consisted of 24 students. The researcher used convenience sampling too in two classes to get the participants with negotiated with 8G and 8E class about this research. Convenience sampling is a technique used by researcher when selecting samples by including available students to be participant in the research.⁴³ So, from 8G the reading-aloud class consists of 12 students and 8E the silent reading class consists of 12 students, and for the rest there are have tahfidz schedule.

Table 3.3 Sample of Second Grade in Islamic Junior High School of Nuris Jember

No.	Group	Class	Students
1.	Reading Aloud	8G	12
2.	Silent Reading	8E	12
	Total		24

C. Data Collection Technique

The researcher conducted this research for the one-time test. A reading test has been given to determine the students' reading comprehension; the reading test results from reading aloud have been compared with silent reading groups to see the differences in students' reading comprehension.

⁴³ Deri Firmansyah, Dede, "Teknik Pengambilan Sampel Umum dalam Metodologi Penelitian: Literature Review", *Jurnal Ilmiah Pendidikan Holistik (JPH)*, no. 2 (Agustus 2022):106

The procedures for collecting the data are as follows:

First, the researcher met with the school administration and English teacher to convey the intended purpose and step-by-step that conducted research at the school by bringing a letter investigated differences between reading aloud at 8G, silent reading at 8E and 8I as a participant to make reliability for the reading test in Islamic Junior High School of Nuris Jember. Then, the English teacher accepted this research, to the next step was to give the permit letter to do research in this school.

Second, the researcher brought the permit letter to the school administration. Then, the researcher negotiated this research to investigate differences between reading aloud at 8G and silent reading at 8E and 8I as a participant to make reliability for the reading test in Islamic Junior High School of Nuris Jember. The researcher needs three days to conduct this research. After that, the school administration accepted the permit letter. So, the researcher can do research activity based on a schedule the English teacher gave the researcher on the 07th – 09th of June 2023.

Third, on the day of the research activity, ensure the reliability test. From English teacher recommendation, the researcher entered the 8I class because the class had to complete the reading comprehension test can used the reading aloud, silent reading strategy or not. Before that, researcher explained this research and negotiated with the students that wanted to be the participants, and 13 students join for this research. Then, the researcher gave four reading texts about recount text to the students and the

instructions that they must read during 5 minutes for each recount text. After that, they must answer the reading test. The reading was performed aloud or silently, and the reading test was conducted over one hour.

Fourth, the second day of the research activity. The researcher entered the reading aloud class in 8G, researcher explained this research and negotiated with the students that wanted to be the participants, and 12 students join for reading aloud class. Then, the researcher gave four reading texts about recount text to the students and gave the instructions that they must read with reading aloud for 5 minutes for each text. After that, the researcher gave them the reading test. So, for every recount text they must read aloud, the students can answer the question themselves on the reading test. The reading-aloud performance and reading test were conducted during the first and second hours of 8G class. Whether oral reading or silent reading. The purpose is to know students' text comprehension to collect the data.

Fifth, third day of the research activity. The researcher the silent reading class in 8E, researcher explained this research and negotiated with the students that wanted to be the participants, and 12 students join for silent reading class. Then, the researcher gave four reading texts about recount text, and gave them the instructions that they must read with silent reading for 5 minutes for each text, and then the students can answer the question by themselves on the reading test. The silent reading performance

and reading test are conducted for one hour during the first and second hours of the 8E class.

Fourth, the researcher conducts the data analysis based on data collection of reading tests from reading aloud and silent reading groups.

D. Research Instrument

This reading exam, which consists of 20 multiple-choice questions, is the research tool. There are four answer options, one right response, and three distracting replies. The test based on the material in the syllabus for the second grade of Junior Islamic High School of Nuris Jember. The researcher used multiple choices for the test and the form of multiple-choice items is used for the following reason:

- 1) It is an objective test type
- 2) This type of a reading test is recount text consist of writer experiences about holiday.
- 3) The reading test conduct from material that used in second grade of Junior High School of Nuris Jember based on the reading comprehension indicator from syllabus and English book.
- 4) There are 20 multiple choices with 4 recount texts.
- 5) There are four options A, B, C and D. One of the options is the answer while the other is the distracters.

The test assessed students reading comprehension. The reading test based on the reading comprehension indicator, there are main idea, factual

and detail information, referent and inference. The reading test's scoring system prioritized accurate responses. Five points are given for a right response, and zero for an incorrect one.

Table 3.4 Blue-print of The Reading Test

No.	Indicator of Reading Comprehension	Instruction	Types of Test	Question Number
1.	Main Idea	The teacher presents a recount text, and the teacher ask students to find the main idea of the text	Multiple Choice	1,3,6,11 and 16
2.	Factual or Detail Information	The teacher presents a recount text, and the teacher ask students to find the factual and detail information of the text	Multiple Choice	4,5,8,15, and 17
3.	Vocabulary	The teacher presents a recount text, and the teacher ask students to find the correct vocabulary of the text	Multiple Choice	9, 18, and 20
4.	Referent	The teacher presents a recount text, and the teacher ask students to	Multiple Choice	7, 10, 12, and 14

		find the referent of the text		
5.	Inference	The teacher presents a recount text, and the teacher ask students to find the conclusion	Multiple Choice	2, 13. and 19

1. Validity Test

The validity test was examined in this study using content, face, and construct validity. The researcher constructed reading tests using the information found in the Junior Islamic High School of Nuris Jember's second grade syllabus in order to determine the reading tests' content validity. Prior to scheduling the experiments, the researcher produced the plan.

Face validity is a subcategory of content validity in which professionals are consulted on whether an instrument accurately assesses the intended idea.⁴⁴ In this test, researcher asked the experts such as, English lecturer and English teacher to measure the reading test.

Then, to obtain the construct validity, the instrument arranged to measure the students' reading comprehension adapted from Brown theory which the indicator selected is suitable with the syllabus for second grade of junior high school. Also, these indicators are viewed as challenges that students face when reading the text. The following indicator are determining main idea, factual and detail information, vocabulary, referent

⁴⁴ Roberta Heale and Alyson Twycross, Validity and reliability in quantitative studies, BMJ Journa Vol 18(3), 2015, page 66

and inference. One adjustment was made to the instrument validity test results, namely in the form of question indications. The researcher revised the instrument and revalited it to the expert. So, the final result for this reading test is valid to used in this study and ready to be tested for reliability. For the data from experts in Appendix VIII.

2. Reliability Test

Reliability relates to the consistency of a measure. When taking a test designed to gauge motivation, a participant needs to provide about the same answers each time.⁴⁵ The Kuder-Richardson technique is used in this study to analyze the instrument's internal consistency to determine its reliability. The Kuder-Richardson Formula 20, or KR-20, is a commonly used measure of an exam's internal consistency dependability where questions have two possible answers: correct or incorrect, like the multiple-choice exam used in this study. The researcher conducted the test of the instrument on several students in the second grade of Islamic Junior High School of Nuris Jember. The selected students did not come from the 8G or 8E class. Then, the test results are analyzed using the KR 20 formula. The formula of KR 20 is:

$$\frac{K}{K-1} \left[1 - \frac{\sum pq}{S^2} \right]$$

Where:

K = the number of items in the test

p = the proportion of the examinees who got the item correct

⁴⁵ Roberta Heale and Alyson Twycross and others

q = the proportion of the examinees who got the item incorrect

s^2 = the variance (var) of the scores

\sum_{pq} = the summation of the product of p and q

According to Miller, Linn & Gronlund, the reliability index category should be based on the correlation coefficients in Picture 3.1:

Figure 3.1. Reliability Index Category

Reliability Index	Criteria
0.81 – 1.00	Very good
0.61 – 0.80	Good
0.41 – 0.60	Quite
0.21 – 0.40	Poor
0.00 – 0.20	Very poor

The researcher conducted the reliability test during first hours of English subject through 81 students of the second grade at Islamic Junior High School of Nuris Jember. The data show that the reliability index was 1,0. The result showed that the test is in very good criteria and ready to tested the students. For the calculating data in Appendix VII.

3. Data Analysis

The data was acquired by the researcher from the test results. It was examined to determine the various reading styles needed for reading comprehension. The independent sample test or T-test was utilized in this research to ascertain the hypothesis. The independent samples t-test compares two sample means from unrelated groups. It suggests that several people are adding points to each group. This test aims to determine

whether the samples differ from one other.⁴⁶ Whether there are differences between students' reading comprehension while reading aloud and silently. Still, the following procedures is used to process the test results for the students:

- a. Measuring the test score of the students

$$X = \frac{P}{N} \times 100\%$$

Where:

X = Score

P = Total number of right answers

N = Total number of elements

- b. Finding out the mean score, the variance, and the standard deviation

1) Mean score:

The average test score is calculated by dividing the total number of exam outcomes by the total number of exam takers.

Using the formula, the mean score was determined:

$$M = \frac{\sum x}{N}$$

Where:

M = The mean score

$\sum x$ = total of every point scored

N = The number of samples

⁴⁶ National University Academic Success Centre, Independent Sample T-Test, (2023), <https://resources.nu.edu/statsresources/IndependentSamples#:~:text=The%20independent%20samples%20t%20test,are%20different%20from%20each%20other.>

2) Range

The range is the difference between the highest and lowest achievable score. The formula is:

$$\text{Range (R)} = \text{Highest score} - \text{Lowest score}$$

3) Variance

Variance is the amount of dispersion from standard deviation. The following formula is:

$$S^2 = \frac{\sum f (x_i - \bar{x})^2}{\sum f}$$

4) Standard Deviation

$$SD = \sqrt{S^2}$$

Where:

SD = Standard Deviation

S^2 = The Variance

c. Finding out the significant difference

Students' reading comprehension is examined to determine the differences between reading aloud and silently. Used the "t-test," the researcher To verify the current hypothesis, the researcher employed the t-test. In this instance, the study's hypothesis was a comparison between two independent samples. Therefore, the separated variance and pooled variance formulae, which represent the t-test formula, might be employed to test the comparative hypothesis of two independent samples. The

number of samples and variant data from both groups are utilized to determine the formula. For more details, follow the explanation below:

1) The t-test formula may be used to calculate both separated variance and pooled variance if the sample sizes are identical ($n_1 = n_2$) and the variances of the two groups are homogenous. The formula for the degree of freedom in a t-table is $df = n_1 + n_2 - 2$.

2) The t-test formula pooled variance can be used if the variances of the two groups are homogenous and the sample sizes are uneven ($n_1 \neq n_2$). The formula for the degree of freedom in a t-table is $df = n_1 + n_2 - 2$.

3) The t-test formula may be used to calculate both separated variance and pooled variance if the sample sizes are equal ($n_1 = n_2$) and the variances of the two groups are different. In a t-table, the degree of freedom is either $df = n_1 - 1$ or $df = n_2 - 1$.

4) The t-test formula may be used to separate variance if the sample sizes are different ($n_1 \neq n_2$) and the variances of the two treatment groups are heterogeneous. The number of samples from groups one and two in this study was equal. In the meanwhile, the following formula was used to determine the homogeneity of the variance:

$$F\text{-count} = \frac{\text{Highest Variance}}{\text{Lowest Variance}}$$

Still, the researcher used a t-table to confirm the homogeneity of the variance. The variance is homogenous if the F-count is less than the T-table. The variance is heterogeneous, however, if the F-count is greater than the T-table.

The score difference between silent and loudly reading was examined by the researcher. To determine the significant difference, the data analysis method used statistical analysis with the t-test. The formula was:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

Where:

X1 : Mean data of first group

X2 : Mean data of second group

S1²: Varian data of first group

S2²: Varian data of second group

N1 : Sum sample of first group

N2 : Sum sample of second group

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the study findings, which include data description, data analysis, hypothesis testing, and data interpretation.

A. Findings

The test's data results served as the research's findings. Descriptive statistics displayed in tables and stated quantitatively would be used to explain the data. The researcher explained the data findings in the following ways to make them understandable:

1. Students' score

The test results were used to determine student comprehension scores about the recount text.

a. The reading aloud scores of the students

After the test score computation by the researcher, it was discovered that when reading aloud, the average score was 83, and the total score was 1000. 90 was the highest score, while 70 was the lowest. Thus, the researcher generated the group data distribution based on the data score. The scores were categorized using the following procedures to simplify the data:

a) Assessing the data's range (R)

$R = \text{highest score} - \text{lowest score}$

$$= 95 - 70 = 25$$

b) Assessing the number of interval classes (K)

$$\begin{aligned} K &= 1 + 3,3 \log (n) \\ &= 1 + 3,3 \log 12 \\ &= 1 + 3,3 \times 1,07 = 4 \end{aligned}$$

c) Assessing the length of interval classes (P)

$$P = \frac{R}{K} = \frac{25}{4} = 6$$

d) Making the table and distribution chart for the collected data

Chart 4.1. The Grouped Distribution read By Reading Aloud

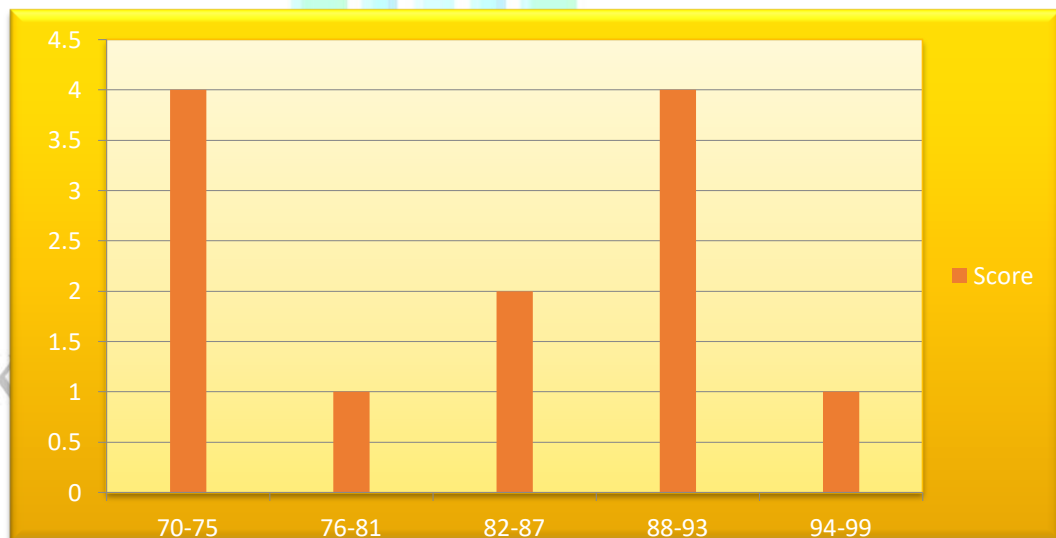


Table 4.1. The Frequency of Students' Score Who Read by Reading Aloud

Score	Frequency
70-75	4
76-81	1
82-87	2
88-93	4

94-99	1
Total	12

According to the data statistic above, the chart for group data distribution by reading aloud showed that the frequency of students' score who read by reading aloud. So there were 4 students who got low scores in the range 70-75, with details of 1 student got the lowest score, namely 70 and 3 others got 75.

Then the highest score, namely 95, was obtained by 1 student.

b. The score obtained by students who read silently

Following the test's computation, the researcher discovered that the total score for silent reading was 1030, with an average of 85,5. 80 was the lowest possible score, while 90 was the best.

Thus, the researcher generated the group data distribution based on the data score. The scores were categorized using the following procedures to streamline the score data:

a) Assessing the range of the data (R)

$$R = \text{highest score} - \text{lowest score}$$

$$= 90 - 80 = 10$$

b) Calculating how many interval classes there are (K)

$$K = 1 + 3,3 \log (n)$$

$$= 1 + 3,3 \log 12$$

$$= 1 + 3,3 \times 1,07 = 4$$

c) Calculating the interval classes' length (P)

$$P = \frac{R}{K} = \frac{10}{4} = 3$$

d) Making the table and distribution chart for the collected data

Chart 4.2. The Grouped Distribution Read by Silent Reading

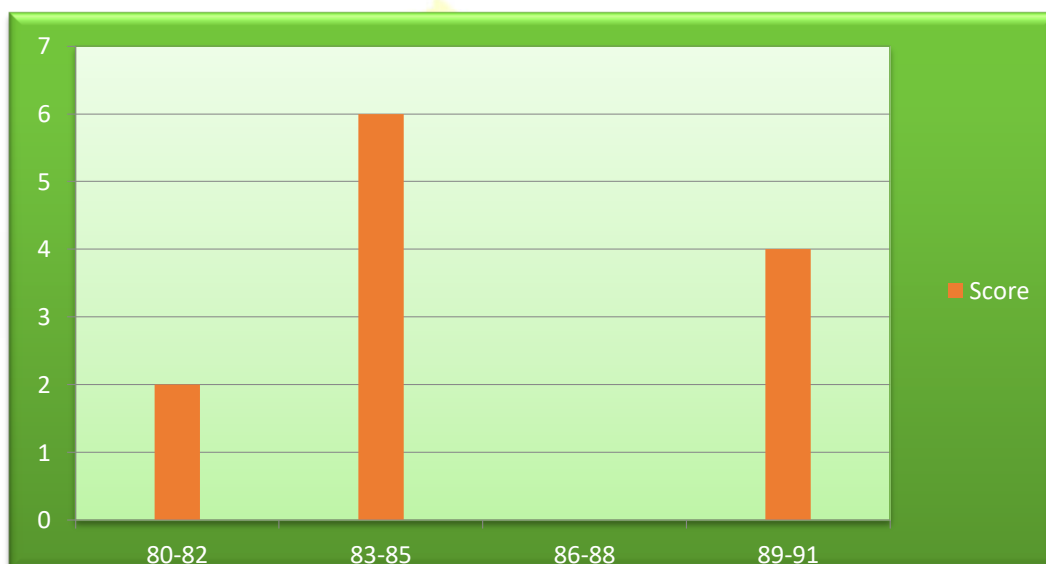


Table 4.2. The Frequency of Students' Score Who Read by Silent Reading

Score	Frequency
80-82	2
83-85	6
86-88	0
89-91	4
Total	12

According to the data statistic above, the chart for group data distribution by silent reading shows that the frequency of students' score who read by silent reading. So there were 2 students who got low scores in

the range 80-82, with details of 2 students got the lowest score, namely 80. Then the highest score, namely 90, was obtained by 4 student.

2. The Sum Score of Reading Aloud and Silent Reading

The information on students' understanding of recount texts, including the reading scores for both kinds, is shown above. This study aims to determine the various reading styles needed to comprehend a recall text at the Islamic Junior High School of Nuris Jember's Second Grade and whether or not reading aloud differs from silent reading in this regard. To respond to the query, the researcher added the results of the two types of reading. For a clear comprehension, the information is as follows:

a. Students Score Reading Aloud

Table 4.3. Group Distribution of Students Score Reading Aloud

No.	Students Score	Frequency	Midpoint	Sum Score
1.	70-75	4	72,5	290
2.	76-81	1	78,5	78,5
3.	82-87	2	84,5	169
4.	88-93	4	90,5	362
5.	94-99	1	96,5	96,5
Total		12		996
Mean				83

There were six different class interval numbers based on the data given. The table reveals that the lowest score was obtained by four students in the period 70–75, indicated that four students who read aloud received the lowest scores. The greatest score was obtained by one student in the interval 94–99, with a score of 95. Additionally, students received 996 total points, with an average of 83. Overall, the statistics showed that students who read aloud often received lower scores.

b. Students Score Silent Reading

Table 4.4. Group Distribution of Students Score Silent Reading

No.	Students Score	Frequency	Midpoint	Sum Score
1.	80-82	2	81	162
2.	83-85	6	84	504
3.	86-88	0	87	0
4.	89-91	4	90	360
Total		12		1026
Mean				85,5

There were six different class interval numbers based on the data given. The chart reveals that two students had the lowest score—80–82—while four students received the highest score—90—in the interval 89–91. These two students were the only ones

who did not read silently. In addition, student overall scores came to 996, with an average of 85, 5. Overall, the statistics showed that children who read aloud generally scored highly.

c. Mean, Score, Variance, and Standard Deviation

The read-by-oral and read-by-silent reading frequency distribution table contained the test, which includes the mean, variance, standard deviation, maximum score, and minimum score from the table below.

Table 4.5. Descriptive Statistics of Reading Aloud and Silent Reading

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
RA	12	70	95	83.33	8.072	65.152
SR	12	80	90	85.83	3.589	12.879
Valid N (listwise)	12					

According to the statistics above, there were 12 samples from the reading-aloud exam and 12 from the quiet reading test. Thus, a minimum score of 70 for reading aloud and 80 for reading silently is required. There is a maximum score of 95 for reading aloud and 90 for reading silently. Reading aloud yields an average of 83,33, whereas reading silently yields an average of 85,83. The standard deviation reveals that the data from reading aloud is 8,072, and the data from quiet reading is 3,589. The data on variance comes from both reading aloud and silent reading, with 65,152 and 12,879. To ascertain the test hypothesis, the researcher

employed an independent sample t-test based on the score, mean, standard deviation, and variance results; it means the average from reading aloud and silent reading has a difference.

3. Hypothesis of Test

The researcher examined the statistical hypothesis. The statistical hypothesis test used in this investigation was the t-test, which has a significant $\alpha = 0.05$, as shown in the table below. After computing the data, the researcher evaluated his hypothesis using the statistical hypothesis test.

Table 4.6. Result of Reading Aloud and Silent Reading.

Group Statistics										
		Class	N	Mean	Std. Deviation	Std. Error Mean				
Reading Test		8G	12	83.33	8.072	2.330				
		8E	12	85.83	3.589	1.036				

Independent Samples Test										
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Reading Test	Equal variances assumed	12.252	.002	-.980	22	.338	-2.500	2.550	-7.788	2.788
	Equal variances not assumed			-.980	15.185	.342	-2.500	2.550	-7.929	2.929

The previously mentioned table demonstrates that while reading aloud had a lower mean score than silent reading, it had a bigger variation and standard deviation. The t-test and t-table scores support the following statistical hypothesis in this study:

a. If $t\text{-value} < t\text{-table}$, it means that H_0 is accepted and H_a is rejected.

b. If $t\text{-value} > t\text{-table}$, it means that H_a is accepted and H_0 is rejected.

After some calculations, the researcher discovered that the t -value was $-0,980$ and the t -table was $0,338$. Furthermore, it was determined that either H_0 is accepted and H_a is rejected, or the t -value was less than the t -table ($-0,980 < 0,338$). There is difference between reading aloud and silent reading in second-grade Islamic Junior High School of Nuris Jember.

The data was homogeneous for the homogenous t -table, as shown by the result $0,338 > 0,05$. According to the statistics, there were two reading classes: one for silent reading and the other for reading aloud. For second-graders at Islamic Junior High School of Nuris Jember, reading comprehension differs based on whether they read silently or loudly.

B. Discussion

Two key findings from the hypothesis testing and data analysis are discussed in the data description section of the study. The first is using multiple choice in the reading exam, and the second is the data on students' understanding of recounting texts through both silent and aloud reading.

Before administering the exam to the students, the researcher informed them of the purpose of the study. The researcher asked the students who wanted to participate in this research and make sure that 8E students use reading aloud and 8G use silent reading for

their reading habit. Twelve students read silently because the English subject schedule in 8E class is run together with tahfidz subject. They can choose to join in English subject or tahfidz subject. So, 12 students chose to join in English subject to follow the reading test from the researcher. Then, 12 students who read by reading aloud, there is 8G. The researcher gave a reading test about recount text and questions consisting of 20 multiple-choice choices.

The researcher discussed the circumstances of students who read silently and those who read aloud in the following section. Next, the researcher compared reading silently and out loud.

Students' scores vary widely; according to the data collected, the student with the lowest score who read aloud scored 70.

Only a small percentage of students achieved high scores; only three received 75, and one received the maximum score of 95. According to calculations, the average score of students who read aloud is 83, meaning they are classified as strong readers on average.

They were reading with voicing the text, namely reading aloud. It can help students read with nice intonation and practice pronunciation.⁴⁷ The behavior of the students reading aloud in 8G is a little bit noisy because students read in little voice, but it is still full of their sound in the class. The students read by mouth movements and some use pen to point the text.

⁴⁷ Nurlaily Sofyan etc, *The Effectiveness Of Reading Aloud Strategy In Concerning Students' Reading Skills*, Jo-ELT (Journal of English Language Teaching), Vol.8 No.1, 2021, p.12

The ratings of the students who read silently were also different. The student who got the lowest score of 80 obtained three students, and four students got 90 as the highest score, which indicated that more than one student was reading silently got high scores. The average of students who read silently is 85,8.

When students read aloud, they behave differently than when they read the text. The students have a heart-felt knowledge of the material since they read it silently. The majority of quiet reading time in classrooms is used for students to examine their private talents and develop their thoughts in private.⁴⁸

Based on the average, students who read by silent reading have a higher average than students who read by reading aloud. However, students with silent reading have high averages, too. 4 students with read aloud have low scores at intervals 70-75, but not only students who read by reading aloud have low scores. The two silent readers had poor results at intervals 80–82 compared to students who read aloud. Less students who read silently also received worse marks. However, it is undeniable that some students who read aloud also received good results, indicating that they can comprehend the entire material.

⁴⁸ Muhammad Khalid Mehmood Sajid and Hafizoah Kassim, *Comparison Of Reading Aloud Strategies Versus Silent Reading Strategies Used On Pakistani University Students' Reading Comparison For Reading Proficiency & Literal Reading Skills*, European Journal of Education Studies, Vol. 5 No. 9, 2019, p. 114

Based on the results, reading aloud or silent reading is a good type for reading comprehension; in Islamic Junior High School Nuris Jember, students who read by silent reading get higher scores than those who read by reading aloud. But not much significant difference because the average is only 2 points different. And t-table shows that H_0 is accepted.

From the explanation and data described above. Showed that this study supports several previous studies. Sam Duncan and Mark Freeman conducted the first previous study.⁴⁹ This research showed that Reading aloud may be done in many different ways, for various reasons, in various settings and life domains. It greatly impacts identity development, performance, and other parts of the life course.

The second previous study was conducted by Lalit Gehlot, Hailah A Al-Khalaf, and Himani Gehlot.⁵⁰ The findings showed that it is important to understand that loud and silent reading benefit primary and secondary level education. So, reading aloud and silent reading have differences. The third previous study conducted by Hector Garcia Rodicio⁵¹ The findings showed that following their respective readings aloud and quietly, the participants' performances were comparable;

⁴⁹ Sam Duncan and Mark Freeman, *Adults Reading Aloud: A Survey of Contemporary Practices in Britain*, *British Journal of Educational Studies*, (2019):1

⁵⁰ Lalit Gehlot, *Evaluation of The Reading Habits of Indian Students (Reading Aloud and Reading Silently) from Low, Middle and High Class Schools*, *Academic Journals Educational Research and Reviews Vol 15, no.2 (2020):12*

⁵¹ Hector Garcia Rodicio, *A Comparison of Reading Aloud, Silent Reading and Follower Reading. Which is Best for Comprehension?*, *Journal for The Study of Education and Development*, (2017):5

neither was significantly different from the other because Participants reading aloud, who had to articulate clearly and smoothly, comprehended as much as they did reading under the silent condition. Accordingly, adapting the reading pace to certain constraints has no cognitive costs, at least for students in the last track of primary school. The fourth previous study was conducted by Rabindra Subedi⁵² The researcher used an experimental design, and the results showed that reading aloud and silent reading differ since reading aloud improves comprehension and speech encouragement more than quiet reading. The fifth previous study conducted by Elif Kemalglu-Er⁵³ The findings demonstrated that while there was no appreciable difference in surface-level comprehension between the teacher's reading aloud and the students' quiet reading conditions, the students' silent reading was significantly more successful than the teacher's reading aloud for deep level comprehension.

Furthermore, the findings of this study support the theory that reading aloud and silent reading have differences. Husnul Khatimah found that reading aloud and silent reading have differences in understanding fable text in the Second Grade of Junior High

⁵² Rabindra Subedi, Silent Reading and Reading Aloud for Better Comprehension and Speaking Motivation: A Comparative Study, *Kanakai Journal* Vol .2, no.1 (2022):15

⁵³ Elif Kemalglu-Er, The Effects of Teacher's Reading Aloud Versus Students' Silent Reading on Surface and Deep Level Comprehension: A Quasi-Experimental Study from a Tertiary Context, *RumeliDE Journal of Language and Literature Studies*, (2019)

School.⁵⁴ Thus, the results also support the research by Andrea D. Hale et al., which found no discernible differences between reading aloud and silently. The current findings imply that making students read aloud rather than silently does not impede but rather may improve student comprehension.⁵⁵

In summary, the researcher found different habits from two classes in Second Grade in Junior High School of Nuris Jember. There are 8G with reading aloud habit and 8E with silent reading habit. Two classes have the same knowledge, so they comprehend the text with their habit. Based on the data, they have differences in comprehending recount text. Furthermore, the students enjoyed while they did habit to read the recounted text.

So, The results of this research have several implications, including 1) implications for the teacher's perspective on the techniques used by students in reading comprehension, namely the existence of reading aloud and silent reading techniques. This research can help teachers find appropriate reading techniques in teaching and learning activities in the classroom, 2) implications for other researchers, namely that they can have other knowledge about junior high school students' reading techniques, namely the differences in

⁵⁴ Husnul Khotimah, *The Comparison Between Oral And Silent Reading To Understand A Fable At The Second Grade Students Of Smpn 2 Pattalassang*, Alauddin State Islamic University of Makassar, (2019):11

⁵⁵ Andrea D. Hale, *Comparing Comprehension Following Silent and Aloud Reading across Elementary and Secondary Students: Implication for Curriculum-Based Measurement*, *The Behavior Analyst Today* Vol. 8, No.1 (2007):18

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the findings of this study conducted in the second grade at Islamic Junior High School of Nuris Jember, particularly in classes 8E and 8G, students that read silently perform has different with students by read aloud. There are differences, in reading comprehension test especially about recount text, the average student reading aloud is 83, while the average score for students with silent reading is 85. The results of the hypothesis testing show that the t-value was less than the t-table ($0,980 < 0,338$) it was determined that either H_0 is accepted and H_a is rejected. It can be conclude that there is difference between reading aloud and silent reading on students reading comprehension in second-grade at Islamic Junior High School of Nuris Jember.

B. Suggestion.

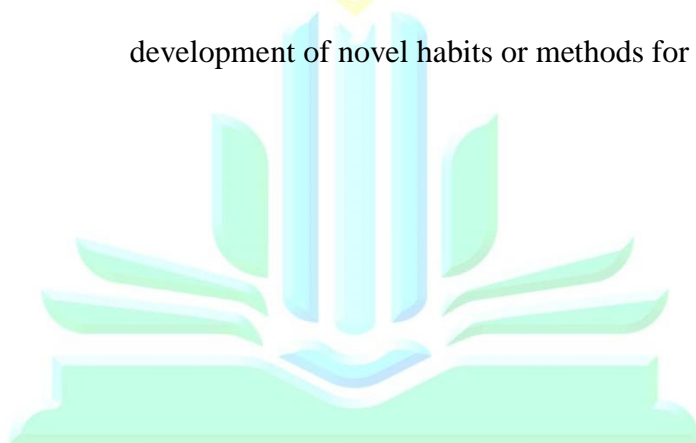
The researcher made the following recommendations in light of the research's findings:

1. For Teacher

The study recommends that English teachers implement reading habits that are appropriate for each student in order to increase students' enjoyment of the English language, particularly when it comes to reading skills.

2. For Further Researcher

The researcher recommends that other researchers utilize this study as a source or a reference for similar research difficulties comparing silent versus aloud reading using the causal-comparative design approach. Additionally, the researcher expects that further study on this topic enable the development of novel habits or methods for learning English.



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Appendix I. Declaration Of Authenticity

DECLARATION OF AUTHORSHIP

The undersigned below:

Nama : Febi Dwi Yuliana

Place, date of birt : Bondowoso, 06 February 2001

Address : Gang Antik 3, kel. Dabasah, kec. Bondowoso, kab.
Bondowoso

Faculty : Education and Teaching Training

Program : English Education

State that thesis entitled “**Reading Aloud Vs Silent Reading: Exploring Reading Comprehension In Second-Grade Junior High School Students**” is truly own work. Except for those cited in the quotation and bibliography, it does not include any writings or publications that have already been authored or published by another individual. And the only person accountable if anyone objected is me.

Jember, 27 November 2023

Author



Febi Dwi Yuliana

SRN T20196018

Appendix II. Matrix of Research

MATRIX OF RESEARCH

FEBI DWI YULIANA

T20196018

Title	Variable	Indicator	Source of Data	Research Method	General Question
Differences Between Reading Aloud and Silent Reading on Students Reading Comprehension at Second Grade in Islamic Junior High School of Nuris Jember	<ul style="list-style-type: none"> Reading Comprehension 	<ol style="list-style-type: none"> Main Idea Factual and Detail Information Vocabulary Referent Inference 	<ol style="list-style-type: none"> Primary Data <p>Score from reading test students at second grade in Islamic Junior High School of Nuris Jember</p>	<ol style="list-style-type: none"> Approach and kinds of research: Causal Comparative Design, Quantitative approach Data collecting: Reading Test 	Do students who read aloud perform differently in reading comprehension then those who reading silently?
	<ul style="list-style-type: none"> Reading Aloud 	<ol style="list-style-type: none"> Pronunciation Intonation Articulation 			

	<ul style="list-style-type: none"> • Silent Reading 	<p>4. Clarity</p> <ol style="list-style-type: none"> 1. Without being followed by movement and sound movements 2. Use visual memory 3. Doesn't use physical activity that produces good products in the form of sound 			
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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan	:	MTs Unggulan Nuris
Kelas/ Semester	:	VIII (Delapan) / Genap
Topik	:	Recount Text (Simple Past Tense)
Alokasi Waktu	:	4 JP

A. Tujuan Pembelajaran

Pertemuan ke-1

Melalui kegiatan pembelajaran menggunakan model pembelajaran *Whole Language* yaitu *Reading Aloud*, Setelah mempelajari materi recount text dan kalimat past tense melalui buku paket Bright an English grade: VIII dan power point, siswa mampu menunjukkan kalimat berbentuk simple past tense yang terdapat pada teks personal recount dengan benar, setelah menunjukkan kalimat simple past tense secara tertulis siswa mampu mengidentifikasi adverb of time dan adverbial conjunction yang digunakan dalam simple past tense dengan tepat. dengan rasa ingin tahu, pantang menyerah, Setelah memahami bentuk kalimat simple past tense pada teks recount siswa mampu menyusun kalimat simple past tense dengan abverb of time yang sesuai dan benar. dengan perilaku kerja sama, kolaborasi serta dengan kegiatan diskusi dan Tanya jawab didalam kelas, peserta didik menunjukkan percaya diri dan pantang menyerah serta mampu berkomunikasi, menunjukkan sikap terbuka, menghargai pendapat. Selain itu, peserta didik mampu menyusun kalimat simple past tense siswa mampu menggabungkan kalimat simple past tense yang telah disusun untuk membentuk paragraph sederhana dengan baik dengan sikap jujur, disiplin, santun. Selain itu, peserta didik dapat mengembangkan kemampuan berpikir tingkat tinggi, berpikir kritis, kreatif dan berliterasi dengan baik.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetendi Dasar	Indikator Pencapaian Kompetensi
3.11 Membandingkan fungsi sosial, struktur teks, dan unsu kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	Pertemuan 1 3.11.1 Menunjukkan buku paket bahasa inggris dan power point recount text yang menunjukkan unsur tentang bentuk simple past tense yang terdapat pada teks personal recount (<i>IPK Pendukung</i>) 3.11.2 Mengidentifikasi penggunaan Simple Past Tense beberapa teks personal recount lisan dan tulis (<i>IPK pendukung</i>)
4.11. 1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount) 4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	Pertemuan 1 4.11.1 Menggabungkan kalimat simple past tense yang telah disusun untuk membentuk paragraph sederhana (recount text). (<i>IPK Pendukung</i>) 4.11.2 Merancang sebuah teks personal recount yang sesuai dengan struktur teks dan unsur kebahasaan (<i>IPK Pendukung</i>)

C. Materi Pembelajaran

1. Materi Reguler

Ada 2 rumus untuk membuat contoh kalimat Simple Past Tense yaitu:

1. Rumus Simple Past Tense Menggunakan Kata Kerja Verb 2 dan Did
2. Rumus Simple Past Tense Menggunakan Was dan Were

Rumus Simple Past Tense (Verb 2 dan Did)
(+) Subject + verb 2 (-) Subject + did not + verb 1 (?) Did + subject + verb 1
Rumus Simple Past Tense (Was dan Were)
(+) Subject + was / were + noun / adverb / adjective (-) Subject + was not / were not + noun / adverb / adjective (?) Was / Were + subject + noun / adverb / adjective

Example : 1. *She stayed in Bali last week.*

2. *Tia read the story last Monday*

3. *I bought the house three years ago.*

Example :

➤ **Menggunakan Did**

1. (+) *Tania bought a necklace last week.* (Tania membeli sebuah kalung minggu lalu.)

2. (-) *Tania did not buy a necklace last week.* (Tania tidak membeli kalung minggu lalu.)

3. (?) *Did Tania buy a necklace last week?* (Apakah Tania membeli kalung minggu lalu?)

➤ **Menggunakan tobe (was/were)**

4. (+) *Tania was in the jewelry shop this morning* (Tania berada ditoko perhiasan tadi pagi)

5. (-) *Tania was not in the jewelry shop this morning* (Tania tidak berada ditoko perhiasan tadi pagi)

6. (?) *Was Tania in the jewelry shop this morning?* (Apakah Tania berada ditoko perhiasan tadi pagi?)

• **Fungsi Sosial dari text:**

1) **Fungsi sosial:** Melaporkan dan mengambil teladan. (lampiran 1)

2) **Struktur teks : Dapat mencakup**

- orientasi

- urutan kejadian/kegiatan
- orientasi ulang

3) Unsur kebahasaan

- Kalimat deklaratif dan interogatif dalam *Simple Past tense*
- Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dan sebagainya.
- tanda baca dan tulisan tangan

4) Topik

Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI

1) The definition of Recount text

A recount text is a kind of text to retell the series of events or experiences which happened to the participant in the past in a chronologically order. According to Anderson (1998) recount is a piece of text that retells events aimed to give the audience a description of what happened, when it happened and why it occurred. Recount text can be factual information, such as a new story or procedural information, telling a family holiday, etc.

2) The purpose of Recount Text

The purpose of recount text is to inform or to entertain the reader about events or experiences that happened in the past.

3) The Types of Recount Text

There are several types of recount text; personal recount, biography, factual recount, imaginative recount and historical Recount.

a) Personal Recount

Personal recount is a recount that retelling an activity that writer or speaker has been personally involved in (e.g.my trip to the farm, diary, etc.).

b) Biography

Biography text is a detailed description or account of a person's life and written by someone else, it is nonfiction text. It is based on the research. This biography recount text varies from national hero to an international artist.

c) Factual Recount

Factual recount is a recount that recording the particulars of an accident, e.g. report of a science experiment, Journals, police report, news report, and historical recount.

d) Imaginative Recount

Imaginative recount is a recount that entertaining the readers by recreating imaginary world events as if they were real, motion language, specific detail and first person narration are used to impact and appeal the writing, e.g A day in the life of a pirate. An imaginative recount is one way to recreate a story, experience, or an event. It differs from personal and factual recounts. In a lesson plan that involves an imaginative recount, one would ask the author to take on an imaginary role as he/she describes an event, written piece, or experience.

e) Historical Recount

Historical Recount is a text that used to explain and retell factual events in the past that has historical values. Unlike personal recounts, the writer of a historical recount doesn't need to be personally involved in the event they are writing about.

4) Generic Structure of Recount Text

The generic structure of recount text consists of Orientation, Events and reorientation. The detail explanation among them as follows:

a) Orientation

It gives the readers the background information needed to understand the text, such as who was involved, where the event took place, and when it happened.

b) Events

It describes series of events that happened in the past and the events are presented in a chronological sequence.

c) Re-orientation

It is optional. Stating personal comment of the writer about the event or what happened in the end.

5) The Language Feature of Recount Text

The language features of the recount text are as follows:

a) Using the simple past tense, past continuous tense, past perfect tense,

and past perfect continuous tense.

- b) Using temporal sequence, e.g. On Saturday. On Monday, On Sunday
- c) Frequent use is made of words which link events in time, such as next, later, when, then, after, before, first, at the same time, as soon as, etc.
- d) Focus on a specific participant, e.g. I (the writer), we
- e) Using the conjunctions, such as: then, before, after, etc.
- f) Using an action verb, e.g. went, stayed.

Materi Remedial

Pertemuan 1: Mengidentifikasi kosa kata (Vocabulary), penggunaan Simple Past Tense, penggunaan adverb of time dan time conjunction beberapa teks personal recount lisan dan tulis

Materi Pengayaan

Pertemuan 1 : Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi pendek dan sederhana, sesuai dengan konteks penggunaannya

A. Pendekatan/Model/Metode Pembelajaran

Pertemuan 1

Pendekatan : Konstruktivisme

Model Pembelajaran : Whole Language (Reading Aloud)

Metode Pembelajaran : Diskusi, Tanya jawab, penugasan, ICT

B. Media/Alat dan Sumber Pembelajaran

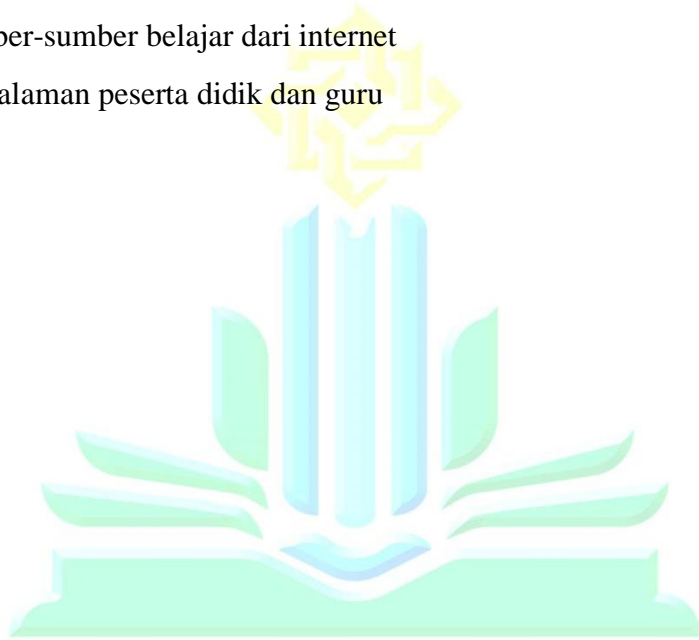
Media/Alat :

- LKPD, Power point, Laptop, LCD, paper manila, speaker, whiteboard, buku paket Bright an English grade: VIII, kamus bahasa inggris, pengalaman peserta didik dan guru.

Sumber Pembelajaran :

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- “ When English Rings a Bell : Buku siswa/Kementrian Pendidikan dan Kebudayaan Edisi Revisi Jakarta : Kementrian Pendidikan dan Kebudayaan 2017. Hal 167-196.
- <https://englishcoo.com/contoh-kalimat-simple-past-tense/YouTube>
- Youtube : <https://youtu.be/X0Bcrgtu3hk>
- <https://www.youtube.com/watch?v=sjxg496iDY0>
- Sumber-sumber belajar dari internet
- Pengalaman peserta didik dan guru



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C. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Peserta didik menerima salam kemudian Guru dan siswa berdoa bersama (PPK-Religius) 2. Guru memeriksa kehadiran peserta didik (PPK-Nasionalis) 3. Guru menciptakan pembelajaran yang menyenangkan dengan saling menyayangi kabar dengan peserta didik dan memastikan peserta didik siap menerima pelajaran 4. Guru mengingatkan materi sebelumnya tentang simple past tense dan menunjuk siswa membuat contoh kalimat 5. Guru memberitahukan materi pelajaran, tujuan pembelajaran dan kegiatan pembelajaran (4C Communication) 6. Peserta didik membentuk kelompok terdiri dari 5-6 orang 7. Guru membagikan LKPD /bahan ajar kepada peserta didik 	10 Menit
Kegiatan Inti	<p><i>Fase 1.Pemberian rangsangan (stimulation)</i></p> <p>Peserta didik diberi motivasi dan rangsangan dengan cara:</p>	50 menit

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	<p>8. Guru Bertanya pada peserta didik untuk memancing rasa ingin tahunya dengan memberikan pertanyaan tentang pengalaman yang masa lalu.</p> <p>9. Guru memberi intruksi untuk membaca buku paket bahasa inggris tentang Recount text kepada siswa menggunakan reading aloud</p> <p>10. Kemudian Guru menayangkan power point yang berisi Recount text kepada siswa</p> <p><i>Fase 2. Belajar dalam Kelompok (Teams)</i></p> <p>11. Guru bertanya tentang beberapa pertanyaan kepada siswa tentang adverb of time dan adverbia conjunctive yang terdapat pada recount text yang ditayangkan tadi.</p> <p>12. Siswa menjawab pertanyaan guru dan kemudian siswa memberikan penjelasan antar sesama siswa menurut pemahaman mereka dari kegiatan yang mereka peroleh terkait pertanyaan dari temannya untuk melatih rasa percaya diri. (PPK:Percaya</p>	

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	<p style="text-align: center;">Diri)</p> <p>13. Guru memberi contoh-contoh kalimat simple past tense</p> <p>14. Guru menyuruh ketua kelompok mengambil kertas yang isinya tentang pilihan (kocokan) sebuah paragraph yang akan dibuat sebuah recount text.</p> <p>15. Siswa maju mengambil kertas pilihan(kocokan) dan melihat LKPD yang sudah tersedia kemudian siswa memulai menyusun gambar dan membuat kalimat tersebut menjadi sebuah paragraf recount text.</p> <p style="text-align: center;">Fase 3. Pengumpulan data (data collection)</p> <p>16. Peserta didik bekerja sama dalam kelompok untuk mengumpulkan informasi untuk:</p> <ul style="list-style-type: none"> - Guru memberi siswa LKPD tentang teks recount yang sudah disediakan dan siswa diminta untuk menyusun kalimat tersebut menjadi satu bentuk paragraf yang benar. <p style="text-align: center;">4C:Collaboration,</p> <p>- Guru meminta siswa untuk menggabungkan kalimat-</p>	

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	<p>kalimat yang telah disusun menjadi satu paragraf yang saling berkesinambungan dan runtut</p> <p>18. Peserta secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman yang sedang dipelajari (PPK:Disiplin, Literasi)</p> <p>Fase 4. Pengolahan data (data processing)</p> <p>19. Peserta didik berdiskusi:</p> <ul style="list-style-type: none"> - Guru menilai aspek sikap dan memeriksa hasil pekerjaan sambil keliling melihat pekerjaan siswa (PPK Kerja Sama) <p>20. Peserta didik mengolah informasi dan menganalisis hasil diskusi dengan kelompok</p> <p>Fase 5. Pembuktian (Verification)</p> <p>21. Setiap kelompok mempresentasikan hasil kerjaan kelompoknya dan menempelkan di papan tulis untuk menumbuhkan rasa percaya diri.</p> <p>22. Beberapa peserta didik yang lain bertanya atau memberikan tanggapan secara santun dari presentasi yang disampaikan. (4C:critical thinking)</p> <p>23. Guru memberi penguatan kepada peserta didik yang telah memberikan respon secara positif.</p> <p>24. Guru mengevaluasi dan memberikan penguatan dengan memberikan Game (index card Match/kartu pintar)</p> <p>25. Guru memberikan Ice breaking/game tentang index card match yang menarik agar siswa tidak bosan serta siswa dapat menyimpulkan paragraph teks recount sesuai dengan generic structure dan menjabarkan dengan benar</p> <p>26. Guru menyuruh perwakilan siswa untuk maju dan</p>	

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	<p>berpasangan sesuai dengan pilihan ice breaking</p> <p>27. Guru bersama peserta didik membuktikan kartu pintar tersebut cocok atau tidak yang terdapat pada teks personal recount.(1-2 kali putaran saja)</p>	
Penutup	<p>28. Peserta didik bersama guru menyimpulkan tentang hal-hal penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.</p> <p>29. Setelah peserta didik melakukan presentasi dan game guru mengajak peserta didik lainnya memberi penghargaan dengan mengajak peserta didik lainnya memberikan tepuk tangan.</p> <p>30. Peserta didik dibimbing melakukan refleksi tentang materi yang sudah dipelajari, refleksi terhadap proses pembelajaran yang sudah berlangsung, dan refleksi terhadap hasil belajar dan sikap.</p> <p>31. Guru memberikan tes mandiri sebagai bahan evaluasi keberhasilan pembelajaran tentang bentuk past tense yang terdapat pada teks personal recount</p> <p>32. Guru memberi penugasan PR sebagai tindak lanjut dalam pembelajaran</p> <p>33. Guru memberikan informasi materi pertemuan berikutnya mengidentifikasi adverb of time dan adverbial conjunction yang digunakan dalam recount text</p> <p>34. Guru mengakhiri kegiatan pembelajaran dengan mengajak peserta didik berdoa, dilanjutkan dengan memberi salam</p>	20 menit

F. Penilaian Proses dan Hasil Pembelajaran

Teknik Penilaian:

- Penilaian Sikap : Penilaian antar teman
Penilaian Pengetahuan : Tes tulis berupa tugas individu
Penilaian Keterampilan : Penilaian Unjuk Kerja

Bentuk Instrumen:

- Penilaian Sikap : Lembar Penilaian Antar Teman
Penilaian Pengetahuan : Soal uraian
Penilaian Keterampilan : Lembar penilaian unjuk kerja



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G. Pembelajaran Remedial dan Pengayaan:

Pembelajaran Remedial :

- 1) Jika terdapat 75% peserta didik yang belum memenuhi kriteria ketuntasan minimal (KKM) setelah melakukan tes formatif, maka akan diberikan pembelajaran tambahan sebagai remedial terhadap IPK yang belum tuntas
- 2) Tahapan remedial dilaksanakan melalui Remedial Teaching ataupun tutor sebaya, atau penugasan, dan diakhiri dengan tes.
- 3) Tes remedial dilakukan sebanyak 1 kali, apabila setelah itu belum mencapai ketuntasan, maka remedial dilakukan dengan penugasan tanpa tes kembali.

Pembelajaran Pengayaan :

Peserta didik yang telah mencapai ketuntasan maka akan diberikan program pengayaan

Jember, 02 Mei 2023

Kepala Madrasah

Guru Mata Pelajaran

Dr.Hasanatul Khalidiyah, M.Pd.I

Devi Apriliani P., S.Pd.

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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan	:	MTs Unggulan Nuris
Kelas/ Semester	:	VIII (Delapan) / Genap
Topik	:	Recount Text (Simple Past Tense)
Alokasi Waktu	:	4 JP

D. Tujuan Pembelajaran

Pertemuan ke-1

Melalui kegiatan pembelajaran menggunakan model pembelajaran *Whole Language* yaitu *Silent Reading*, Setelah mempelajari materi recount text dan kalimat past tense melalui buku paket Bright an English grade: VIII dan power point, siswa mampu menunjukkan kalimat berbentuk simple past tense yang terdapat pada teks personal recount dengan benar, setelah menunjukkan kalimat simple past tense secara tertulis siswa mampu mengidentifikasi adverb of time dan adverbial conjunction yang digunakan dalam simple past tense dengan tepat. dengan rasa ingin tahu, pantang menyerah, Setelah memahami bentuk kalimat simple past tense pada teks recount siswa mampu menyusun kalimat simple past tense dengan abverb of time yang sesuai dan benar. dengan perilaku kerja sama, kolaborasi serta dengan kegiatan diskusi dan Tanya jawab didalam kelas, peserta didik menunjukkan percaya diri dan pantang menyerah serta mampu berkomunikasi, menunjukkan sikap terbuka, menghargai pendapat. Selain itu, peserta didik mampu menyusun kalimat simple past tense siswa mampu menggabungkan kalimat simple past tense yang telah disusun untuk membentuk paragraph sederhana dengan baik dengan sikap jujur, disiplin, santun. Selain itu, peserta didik dapat mengembangkan kemampuan berpikir tingkat tinggi, berpikir kritis, kreatif dan berliterasi dengan baik.

E. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetendi Dasar	Indikator Pencapaian Kompetensi
3.11 Membandingkan fungsi sosial, struktur teks, dan unsu kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	Pertemuan 1 3.11.1 Menunjukkan buku paket bahasa inggris dan power point recount text yang menunjukkan unsur tentang bentuk simple past tense yang terdapat pada teks personal recount (<i>IPK Pendukung</i>) 3.11.3 Mengidentifikasi penggunaan Simple Past Tense beberapa teks personal recount lisan dan tulis (<i>IPK pendukung</i>)
4.11. 1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount) 4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	Pertemuan 1 4.11.3 Menggabungkan kalimat simple past tense yang telah disusun untuk membentuk paragraph sederhana (recount text). (<i>IPK Pendukung</i>) 4.11.4 Merancang sebuah teks personal recount yang sesuai dengan struktur teks dan unsur kebahasaan (<i>IPK Pendukung</i>)

F. Materi Pembelajaran

1. Materi Reguler

Ada 2 rumus untuk membuat contoh kalimat Simple Past Tense yaitu:

3. Rumus Simple Past Tense Menggunakan Kata Kerja Verb 2 dan Did
4. Rumus Simple Past Tense Menggunakan Was dan Were

Rumus Simple Past Tense (Verb 2 dan Did)
(+) Subject + verb 2 (-) Subject + did not + verb 1 (?) Did + subject + verb 1
Rumus Simple Past Tense (Was dan Were)
(+) Subject + was / were + noun / adverb / adjective (-) Subject + was not / were not + noun / adverb / adjective (?) Was / Were + subject + noun / adverb / adjective

Example : 1. *She stayed in Bali last week.*

2. *Tia read the story last Monday*

3. *I bought the house three years ago.*

Example :

➤ **Menggunakan Did**

1. (+) *Tania bought a necklace last week.* (Tania membeli sebuah kalung minggu lalu.)

2. (-) *Tania did not buy a necklace last week.* (Tania tidak membeli kalung minggu lalu.)

3. (?) *Did Tania buy a necklace last week?* (Apakah Tania membeli kalung minggu lalu?)

➤ **Menggunakan tobe (was/were)**

4. (+) *Tania was in the jewelry shop this morning* (Tania berada ditoko perhiasan tadi pagi)

5. (-) *Tania was not in the jewelry shop this morning* (Tania tidak berada ditoko perhiasan tadi pagi)

6. (?) *Was Tania in the jewelry shop this morning?* (Apakah Tania berada ditoko perhiasan tadi pagi?)

• **Fungsi Sosial dari text:**

1) **Fungsi sosial:** Melaporkan dan mengambil teladan. (lampiran 1)

2) **Struktur teks :** Dapat mencakup

- orientasi
- urutan kejadian/kegiatan
- orientasi ulang

3) Unsur kebahasaan

- Kalimat deklaratif dan interogatif dalam *Simple Past tense*
- Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dan sebagainya.
- tanda baca dan tulisan tangan

4) Topik

Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI

1) The definition of Recount text

A recount text is a kind of text to retell the series of events or experiences which happened to the participant in the past in a chronologically order. According to Anderson (1998) recount is a piece of text that retells events aimed to give the audience a description of what happened, when it happened and why it occurred. Recount text can be factual information, such as a new story or procedural information, telling a family holiday, etc.

2) The purpose of Recount Text

The purpose of recount text is to inform or to entertain the reader about events or experiences that happened in the past.

3) The Types of Recount Text

There are several types of recount text; personal recount, biography, factual recount, imaginative recount and historical Recount.

a) Personal Recount

Personal recount is a recount that retelling an activity that writer or speaker has been personally involved in (e.g. my trip to the farm, diary, etc.).

b) Biography

Biography text is a detailed description or account of a person's life and written by someone else, it is nonfiction text. It is based on the research. This biography recount text varies from national hero to an international artist.

c) Factual Recount

Factual recount is a recount that recording the particulars of an accident, e.g. report of a science experiment, Journals, police report, news report, and historical recount.

d) Imaginative Recount

Imaginative recount is a recount that entertaining the readers by recreating imaginary world events as if they were real, motion language, specific detail and first person narration are used to impact and appeal the writing, e.g A day in the life of a pirate. An imaginative recount is one way to recreate a story, experience, or an event. It differs from personal and factual recounts. In a lesson plan that involves an imaginative recount, one would ask the author to take on an imaginary role as he/she describes an event, written piece, or experience.

e) Historical Recount

Historical Recount is a text that used to explain and retell factual events in the past that has historical values. Unlike personal recounts, the writer of a historical recount doesn't need to be personally involved in the event they are writing about.

4) Generic Structure of Recount Text

The generic structure of recount text consists of Orientation, Events and reorientation. The detail explanation among them as follows:

a) Orientation

It gives the readers the background information needed to understand the text, such as who was involved, where the event took place, and when it happened.

b) Events

It describes series of events that happened in the past and the events are presented in a chronological sequence.

c) Re-orientation

It is optional. Stating personal comment of the writer about the event or what happened in the end.

5) The Language Feature of Recount Text

The language features of the recount text are as follows:

a) Using the simple past tense, past continuous tense, past perfect tense,

and past perfect continuous tense.

- b) Using temporal sequence, e.g. On Saturday. On Monday, On Sunday
- c) Frequent use is made of words which link events in time, such as next, later, when, then, after, before, first, at the same time, as soon as, etc.
- d) Focus on a specific participant, e.g. I (the writer), we
- e) Using the conjunctions, such as: then, before, after, etc.
- f) Using an action verb, e.g. went, stayed.

Materi Remedial

Pertemuan 1: Mengidentifikasi kosa kata (Vocabulary), penggunaan Simple Past Tense, penggunaan adverb of time dan time conjunction beberapa teks personal recount lisan dan tulis

Materi Pengayaan

Pertemuan 1 : Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi pendek dan sederhana, sesuai dengan konteks penggunaannya

D. Pendekatan/Model/Metode Pembelajaran

Pertemuan 1

Pendekatan : Konstruktivisme

Model Pembelajaran : Whole Language (Silent Reading)

Metode Pembelajaran : Diskusi, Tanya jawab, penugasan, ICT

E. Media/Alat dan Sumber Pembelajaran

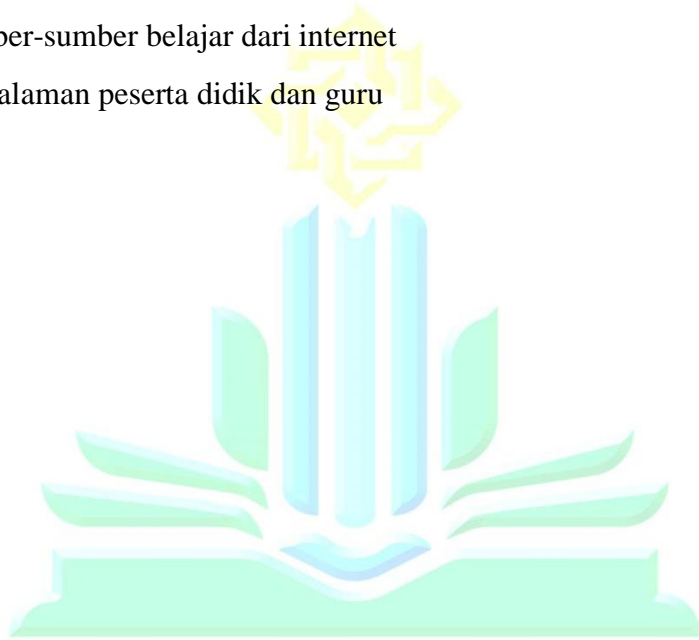
Media/Alat :

- LKPD, Power point, Laptop, LCD, paper manila, speaker, whiteboard, buku paket Bright an English grade: VIII, kamus bahasa inggris, pengalaman peserta didik dan guru.

Sumber Pembelajaran :

- Nur Zaida, yuniarwidiastutik dkk. 2017 .Bright An English untuk SMP/MTs kelas VIII. Jakarta:Erlangga

- “ When English Rings a Bell : Buku siswa/Kementrian Pendidikan dan Kebudayaan Edisi Revisi Jakarta : Kementrian Pendidikan dan Kebudayaan 2017. Hal 167-196.
- <https://englishcoo.com/contoh-kalimat-simple-past-tense/Youtube>
- Youtube : <https://youtu.be/X0Bcrgtu3hk>
- <https://www.youtube.com/watch?v=sjxg496iDY0>
- Sumber-sumber belajar dari internet
- Pengalaman peserta didik dan guru



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F. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
<p>Pendahuluan</p>	<ol style="list-style-type: none"> 1. Peserta didik menerima salam kemudian Guru dan siswa berdoa bersama (PPK-Religius) 2. Guru memeriksa kehadiran peserta didik (PPK-Nasionalis) 3. Guru menciptakan pembelajaran yang menyenangkan dengan saling menyayangi kabar dengan peserta didik dan memastikan peserta didik siap menerima pelajaran 4. Guru mengingatkan materi sebelumnya tentang simple past tense dan menunjuk siswa membuat contoh kalimat 5. Guru memberitahukan materi pelajaran, tujuan pembelajaran dan kegiatan pembelajaran (4C Communication) 6. Peserta didik membentuk kelompok terdiri dari 5-6 orang 7. Guru membagikan LKPD /bahan ajar kepada peserta didik 	<p>10 Menit</p>
<p>Kegiatan Inti</p>	<p><i>Fase 1. Pemberian rangsangan (stimulation)</i> Peserta didik diberi motivasi dan rangsangan dengan cara:</p>	<p>50 menit</p>

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	<p>8. Guru Bertanya pada peserta didik untuk memancing rasa ingin tahunya dengan memberikan pertanyaan tentang pengalaman yang masa lalu.</p> <p>9. Guru memberi intruksi untuk membaca buku paket bahasa inggris tentang Recount text kepada siswa menggunakan silent reading</p> <p>10. Kemudian Guru menayangkan power point yang berisi Recount text kepada siswa</p> <p><i>Fase 2. Belajar dalam Kelompok (Teams)</i></p> <p>11. Guru bertanya tentang beberapa pertanyaan kepada siswa tentang adverb of time dan adverbia conjunctive yang terdapat pada recount text yang ditayangkan tadi.</p> <p>12. Siswa menjawab pertanyaan guru dan kemudian siswa memberikan penjelasan antar sesama siswa menurut pemahaman mereka dari kegiatan yang mereka peroleh terkait pertanyaan dari temannya untuk melatih rasa percaya diri. (PPK:Percaya</p>	

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	<p style="text-align: center;">Diri)</p> <p>13. Guru memberi contoh-contoh kalimat simple past tense</p> <p>14. Guru menyuruh ketua kelompok mengambil kertas yang isinya tentang pilihan (kocokan) sebuah paragraph yang akan dibuat sebuah recount text.</p> <p>15. Siswa maju mengambil kertas pilihan(kocokan) dan melihat LKPD yang sudah tersedia kemudian siswa memulai menyusun gambar dan membuat kalimat tersebut menjadi sebuah paragraf recount text.</p> <p style="text-align: center;">Fase 3. Pengumpulan data (data collection)</p> <p>16. Peserta didik bekerja sama dalam kelompok untuk mengumpulkan informasi untuk:</p> <ul style="list-style-type: none"> - Guru memberi siswa LKPD tentang teks recount yang sudah disediakan dan siswa diminta untuk menyusun kalimat tersebut menjadi satu bentuk paragraf yang benar. <p style="text-align: center;">4C:Collaboration,</p> <p>- Guru meminta siswa untuk menggabungkan kalimat-</p>	

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	<p>kalimat yang telah disusun menjadi satu paragraf yang saling berkesinambungan dan runtut</p> <p>18. Peserta secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman yang sedang dipelajari (PPK:Disiplin, Literasi)</p> <p>Fase 4. Pengolahan data (data processing)</p> <p>35. Peserta didik berdiskusi:</p> <ul style="list-style-type: none"> - Guru menilai aspek sikap dan memeriksa hasil pekerjaan sambil keliling melihat pekerjaan siswa (PPK Kerja Sama) <p>36. Peserta didik mengolah informasi dan menganalisis hasil diskusi dengan kelompok</p> <p>Fase 5. Pembuktian (Verification)</p> <p>37. Setiap kelompok mempresentasikan hasil kerjaan kelompoknya dan menempelkan di papan tulis untuk menumbuhkan rasa percaya diri.</p> <p>38. Beberapa peserta didik yang lain bertanya atau memberikan tanggapan secara santun dari presentasi yang disampaikan. (4C:critical thinking)</p> <p>39. Guru memberi penguatan kepada peserta didik yang telah memberikan respon secara positif.</p> <p>40. Guru mengevaluasi dan memberikan penguatan dengan memberikan Game (index card Match/kartu pintar)</p> <p>41. Guru memberikan Ice breaking/game tentang index card match yang menarik agar siswa tidak bosan serta siswa dapat menyimpulkan paragraph teks recount sesuai dengan generic structure dan menjabarkan dengan benar</p> <p>42. Guru menyuruh perwakilan siswa untuk maju dan</p>	

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	<p>berpasangan sesuai dengan pilihan ice breaking</p> <p>43. Guru bersama peserta didik membuktikan kartu pintar tersebut cocok atau tidak yang terdapat pada teks personal recount.(1-2 kali putaran saja)</p>	
Penutup	<p>44. Peserta didik bersama guru menyimpulkan tentang hal-hal penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.</p> <p>45. Setelah peserta didik melakukan presentasi dan game guru mengajak peserta didik lainnya memberi penghargaan dengan mengajak peserta didik lainnya memberikan tepuk tangan.</p> <p>46. Peserta didik dibimbing melakukan refleksi tentang materi yang sudah dipelajari, refleksi terhadap proses pembelajaran yang sudah berlangsung, dan refleksi terhadap hasil belajar dan sikap.</p> <p>47. Guru memberikan tes mandiri sebagai bahan evaluasi keberhasilan pembelajaran tentang bentuk past tense yang terdapat pada teks personal recount</p> <p>48. Guru memberi penugasan PR sebagai tindak lanjut dalam pembelajaran</p> <p>49. Guru memberikan informasi materi pertemuan berikutnya mengidentifikasi adverb of time dan adverbial conjunction yang digunakan dalam recount text</p> <p>50. Guru mengakhiri kegiatan pembelajaran dengan mengajak peserta didik berdoa, dilanjutkan dengan memberi salam</p>	20 menit

H. Penilaian Proses dan Hasil Pembelajaran

Teknik Penilaian:

- Penilaian Sikap : Penilaian antar teman
Penilaian Pengetahuan : Tes tulis berupa tugas individu
Penilaian Keterampilan : Penilaian Unjuk Kerja

Bentuk Instrumen:

- Penilaian Sikap : Lembar Penilaian Antar Teman
Penilaian Pengetahuan : Soal uraian
Penilaian Keterampilan : Lembar penilaian unjuk kerja



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I. Pembelajaran Remedial dan Pengayaan:

Pembelajaran Remedial :

- 4) Jika terdapat 75% peserta didik yang belum memenuhi kriteria ketuntasan minimal (KKM) setelah melakukan tes formatif, maka akan diberikan pembelajaran tambahan sebagai remedial terhadap IPK yang belum tuntas
- 5) Tahapan remedial dilaksanakan melalui Remedial Teaching ataupun tutor sebaya, atau penugasan, dan diakhiri dengan tes.
- 6) Tes remedial dilakukan sebanyak 1 kali, apabila setelah itu belum mencapai ketuntasan, maka remedial dilakukan dengan penugasan tanpa tes kembali.

Pembelajaran Pengayaan :

Peserta didik yang telah mencapai ketuntasan maka akan diberikan program pengayaan

Jember, 02 Mei 2023

Kepala Madrasah

Guru Mata Pelajaran

Dr.Hasanatul Khalidiyah, M.Pd.I

Devi Apriliani P., S.Pd.

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Appendix IV. Reading Test Instrument

Reading Test Instrument

Name:

Class:

Instruction: Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, or d)

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahma, Syiwa and Wisnu temples. They are really amazing. We visited only Brahma and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus

1. The text above mainly discusses about.....

- A. the writer's trip to Yogyakarta
- B. the writer's first visit to Prambanan
- C. the writer's impression about the guide
- D. the writer's experience at Yogya Kraton

Jawaban: A. the writer's trip to Yogyakarta

2. The text is written in the form of a.....

- A. recount
- B. narrative
- C. report
- D. descriptive

Jawaban: A. recount

3. The purpose of the text is to.....

- A. tell past events
- B. entertain readers

- C. describe the smugglers
- D. inform readers about events of the day

Jawaban: A. tell past events

4. What are the big temples in Prambanan?

- A. paria, brahmana, and temples
- B. brahmana, syiwa, and wisnu temples
- C. wisnu, syiwa, and borobudur temples
- D. borobudur, syiwa, and brahmana temples

Jawaban: B. brahmana, syiwa, and wisnu temples

5. When did they go home?

- A. On Saturday morning
- B. On Friday evening
- C. On Thursday evening
- D. On Friday afternoon

Jawaban: B. On Friday evening

Text 2

The following test is for question 6 to 10.

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart.

Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chit-chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream. She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She believed that her hard work would be paid off. Vandra was amazed at the horse cart rider's story. What a great woman.

6. What is the text about?
- A. A horse cart rider's hard work.
 - B. Vandra's experience on a train.
 - C. Vandra's travelling experience.
 - D. The life story of a horse cart rider.

Jawaban: C. Vandra's travelling experience.

7. "It was his first experience of traveling by train" **His** of the bolded phrases its mean....

- A. Vandra uncle's
- B. Vandra
- C. Vandra aunt's
- D. Woman with horse cart

Jawaban: B. Vandra

8. Why did Vandra take a great respect to the horse cart's rider?

- A. She struggled for the succes
- B. She lived with her three children
- C. She was simple, but had a great dream
- D. She was the only woman who rode a horse card

Jawaban: C. She was simple, but had a great dream

“She never gave up.“

9. What is the closest meaning of the bolded phrase?

- A. Felt sorry
- B. Surrendered
- C. Complained
- D. Fought against

Jawaban: B. Surrendered

10. “To his surprise.” His of the bolded phrases its mean....

- A. Vandra
- B. Vandra uncle's
- C. Vandra aunt's
- D. Woman with horse cart

Jawaban: A. Vandra

Text 3

The following test is for question 11 to 15.

My elder sister and i are moving into a new house this weekend, so we decided to do shopping to furnish the place.

First, we went to an appliance store not too far from our new house, and we bought a refrigerator for the kitchen. You really can't live without one because you have to keep your food cold or frozen so it doesn't spoil. Then, we bought a washing machine to wash and dry our clotes. We don't want to go to a laundromat to do this every week like we used to do when we are in a boarding house. Next, we bought a rice cooker. We certainly need one because it can make life easier. You simply put the rice into the cooker and press the cooking

button, then you can do other chores while the cooker is cooking the rice finally, we picked up a microwave oven. if we are in a hurry and don't have time to cook, we can place the food in the microwave and heat it up quickly.

We haven't purchased everything we need to furnish our new place, but we think we have the basic appliances to make life more comfortable for now.

11. The text tells us about the writer and her sister's

- A. new house
- B. household chores
- C. shopping experience
- D. activities at new house

Jawabab: D. activities at new house

12. "We bought a refrigerator for the kitchen" **We** of the bolded phrases its mean....

- A. The writer and her sister's
- B. The writer and her mother's
- C. The writer and her uncle's
- D. The writer and her father's

Jawaban: A. The writer and her sister's

13. From the text, it can be inferred that the writer and her sister....

- A. bought a dishwasher
- B. just moved to a new house
- C. use to wash their clothes
- D. stay at a boarding house at the time

Jawaban: B. just moved to a new house

14, "... so it doesn't spoil" (Paragraph 2)

The word 'it' refers to

- A. the rice
- B. the food
- C. the house
- D. the refrigerator

Jawaban: D. the refrigerator

15. When the writer and her sister moving into a new house?

- A. This weekend
- B. Last weekend
- C. On Sunday
- D. On Monday

Jawaban: A. This weekend

Text 4

The following text is for question 16 to 20.

Holiday to The Zoo

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals.

After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go of the rope, but he was ok.

During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so much fun activities at many places at the zoo.

16. What is the text about?

- A. The writer's holiday to the zoo
- B. The writer's holiday to the beach
- C. The writer's holiday to the museum
- D. The writer's holiday to the park

Jawaban: A. The writer's holiday to the zoo

17. Where the writer saw birds and reptiles?

- A. On the park
- B. On the nocturnal house
- C. On the restaurant
- D. On the house

Jawaban: B. On the nocturnal house

18. "I went to the zoo to see the" What the phrase to complete the text?

- A. Birds
- B. Elephant
- C. Crocodile
- D. Lizard

Jawaban: B. Elephant

19. From the text above, it can be inferred that the writer and her family....

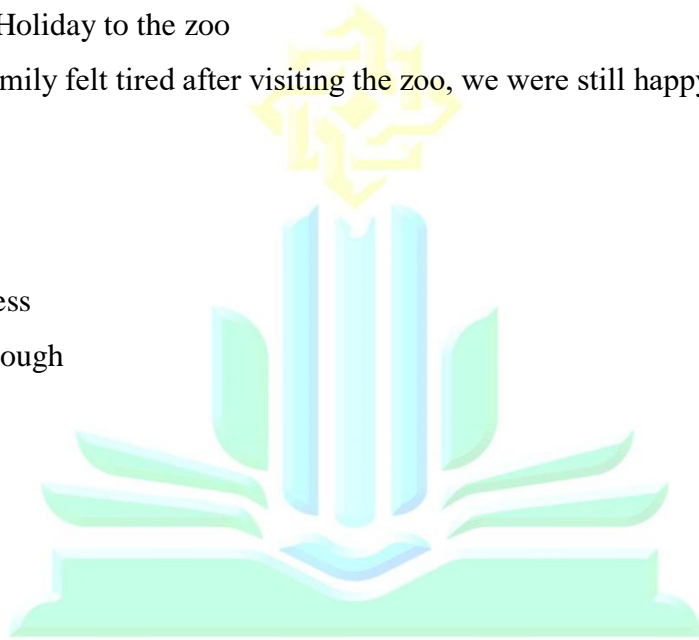
- A. Holiday to the zoo
- B. Holiday to the beach
- C. Holiday to the her grandmother houses
- D. Holiday to the museum

Jawaban: A. Holiday to the zoo

20. ... our family felt tired after visiting the zoo, we were still happy.

- A. Since
- B. Because
- C. Although
- D. Nevertheless

Jawaban: C. Although



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Appendix IV. Research Permission



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Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-2793/In.20/3.a/PP.009/06/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Unggulan Nuris Jember

JL.PANGANDARAN 48 ANTIROGO JEMBER

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196018

Nama : FEBI DWI YULIANA

Semester : Semester delapan

Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Differences Between Reading Aloud and Silent Reading On Students Reading Comprehension At Second Grade in Islamic Junior High School Of Nuris Jember" selama 3 (tiga) hari di lingkungan lembaga wewenang Bapak/Ibu Dr. Hasanatul Khalidiyah, M.Pd.I

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 02 Juni 2023

an. Dekan,

Wakil Dekan Bidang Akademik,





MADRASAH TSANAWIYAH
MTs UNGGULAN NURIS JEMBER
TERAKREDITASI "A"

NSM. 121 235 090 137 NSPN: 20581594
Jl. Pangandaran 48 Antiraga - Jember 68125 Telp. (0331) 335389 Jember
Email : mtsunggulannuris@gmail.com

SURAT KETERANGAN SELESAI PENELITIAN
Nomor : 529 / MTs.UN – Jbr/ M / 11 / 2023

Yang bertanda tangan dibawah ini:

Nama : **Dr. Hasanatul Khalidiyah, M.Pd.I.**
Jabatan : Kepala Madrasah MTs Unggulan Nuris

Menerangkan bahwa :

Nama : Febi Dwi Yuliana
TTL : Bondowoso, 06 Februari 2001
NIM : T20196018
Program Studi : Tadris Bahasa Inggris
Judul Penelitian : *“Reading Aloud vs Silent Reading : Exploring Reading Comprehension In Second Grade Junior High School Students”*

Benar-benar telah melakukan penelitian di lembaga kami selama 30 hari.

Demikian surat keterangan selesai penelitian dibuat untuk digunakan sebagaimana mestinya.

Jember, 23 November 2023
Kepala Madrasah





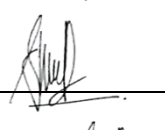

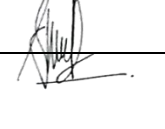

Hasanatul Khalidiyah, M.Pd.I

Appendix VII. Journal Of Research

Journal Of Research

Name: Febi Dwi Yuliana

NIM: T20196018

No.	Time	Research Subject	Activity	Signature
1.	05 Juni 2023	Headmaster of MTs Unggulan Nuris Jember	Submission of research permit	
2.	05 Juni 2023	English Teacher	Negotiation about this research	
3.	07 Juni 2023 08.00-09.00	8I Students	Realibility Test	
4.	08 Juni 2023 11.30-12.30	8G Students (Reading Aloud Class)	Reading Test	
5.	09 Juni 2023 11.30-12.30	8E Students (Silent Reading Class)	Reading Test	
6.	10 Juni 2023	English Teacher and Headmaster of MTs Unggulan Nuris Jember	Permit for end the research	

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Jember, 12th June 2023

Kepala MTs Unggulan Nuris Jember


Dr. Hasanah Kholidiyah, M.Pd.I

Appendix IX. Realibility Test

Score of 8I Class

No.	Name	Score
1	Inggrid Etika W	95
2	Kiara Rayza W.A	95
3	Ulfatul Layla	100
4	Nita Arini R	100
5	Rislina Sasy Kirana	95
6	Kania Firnanda A.Z	100
7	Ayunda Aulia V	100
8	Annida Alifah	100
9	Intan Putri F.D	95
10	Nadiva Dlifana Maramisy	95
11	Kharidah Ikhris Nafiah	100
12	Nisaan Nahdliyah	100
13	Kasih Febi Aurellia Azahra	100

Statistics

Totalscore

N	Valid	13
	Missing	0
Variance		.256

RSITAS ISLAM NEGERI
JI ACHMAD SIDDIQ
J E M B E R

Totalscore

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19	5	38.5	38.5
	20	8	61.5	100.0
Total	13	100.0	100.0	

Sum of PQ

Statistics

Pq

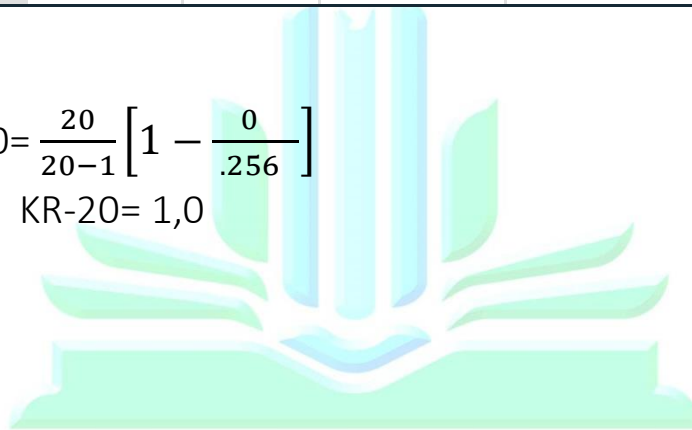
N	Valid	20
	Missing	1

Sum	0
-----	---

		Pq			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	0	17	81.0	85.0	85.0
	0	2	9.5	10.0	95.0
	0	1	4.8	5.0	100.0
	Total	20	95.2	100.0	
Missing	System	1	4.8		
Total		21	100.0		

$$KR-20 = \frac{20}{20-1} \left[1 - \frac{0}{.256} \right]$$

$$KR-20 = 1,0$$



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix X. Validation of Test

Catatan:

.....

.....

.....

.....

.....

.....

.....

Jember, 28 Mei 2023

Validator

Ninuk Indrayani, M. Pd

NIP. 197802102009122002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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 Website [www.http://tik.uinkhas-jember.ac.id](http://tik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

VALIDATION FORM OF TEST

Petunjuk pengisian format penelaahan butir soal:

Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!

Berilah tanda cek (✓) pada kolom "ya" bila soal yang ditelaah sudah sesuai dengan kriteria dan beri tanda cek (✓) pada kolom "tidak" bila soal yang ditelaah tidak sesuai dengan kriteria. Kemudian tuliskan alasan pada kolom catatan atau pada teks soal dan perbaikannya.

No	Pertanyaan	Ya	Tidak	Komentar
1	Apakah instrumen sesuai dengan kompetensi dasar dan indikator untuk siswa kelas VIII?	✓		
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?	✓		
3	Apakah indikator instrument mencakup semua aspek <i>reading comprehension</i> yang terdiri dari identifying main idea, factual and detail information, referent and inference?		✓	<i>Need to have a balance number of items of each indicator</i>
4	Apakah instruksi dapat dipahami siswa?	✓		
5	Apakah alokasi waktu dengan soal yang disediakan sesuai?	✓		
6	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?	✓		
7	Apakah instruksinya sudah sesuai dengan kisi-kisi?	✓		

Catatan:

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

Jember, 27 Mei 2023

Validator

Devi Apriliani, S.Pd

NIP.



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VALIDATION FORM OF TEST

Petunjuk pengisian format penelaahan butir soal:

Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!

Berilah tanda cek (✓) pada kolom "ya" bila soal yang ditelaah sudah sesuai dengan kriteria dan beri tanda cek (✓) pada kolom "tidak" bila soal yang ditelaah tidak sesuai dengan kriteria. Kemudian tuliskan alasan pada kolom catatan atau pada teks soal dan perbaikannya.

No	Pertanyaan	Ya	Tidak	Komentar
1	Apakah instrumen sesuai dengan kompetensi dasar dan indikator untuk siswa kelas VIII?	✓		
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?	✓		
3	Apakah indikator instrument mencakup semua aspek <i>reading comprehension</i> yang terdiri dari <i>identifying main idea, factual and detail information, referent and inference</i> ?	✓		
4	Apakah instruksi dapat dipahami siswa?	✓		
5	Apakah alokasi waktu dengan soal yang disediakan sesuai?	✓		
6	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?	✓		
7	Apakah instruksinya sudah sesuai dengan kisi-kisi?	✓		

Appendix XI. Students Score of Reading Aloud (8G) and Silent Reading (8E)

Reading Aloud (8G):

No.	Name	Score
1	Farhatus M	90
2	Aprillia Bulan	90
3	Aliffiatuz Z	90
4	Mastna Abidatun Bahiroh	85
5	Zahwa Putri Arofah	85
6	Emily Juliana M	90
7	Emira Zackya Azzahra	95
8	Hilda Aira A	80
9	Nur Qistina Damia	75
10	Septiabela Ramadhana	75
11	Mega Putri Aulia	75
12	Safitri Dini F.	70

Silent Reading (8E):

No.	Name	Score
1	Ahmad Fakhri Aryasatya	80
2	M. Fahmi Azka S	85
3	Fausta Warsa Admaja	85
4	Ahmad Harisun Nafi'	90
5	Rizky Rifallah	90
6	Ahmad Raffi H	90
7	Vito Estiawan H	80
8	Cheril Dwi A	90
9	Hamdan Khoiril Wafa	85
10	M. Hasbullah N.M	85
11	Raihan Arrazaq M	85
12	Rayhan Firdausi Ahla	85

Reading Test

Name: Aprilia Bulan

Class: 86

Instruction: Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, or d)

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel di Paksi which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were perantara lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus

- 1. The text above mainly discusses about.....
 A. the writer's trip to Yogyakarta
 B. the writer's first visit to Prambanan
 C. the writer's impression about the guide
 D. the writer's experience at Yogya Kraton

2. The text is written in the form of a.....

- A. recount
- B. narrative
- C. report
- D. descriptive

3. The purpose of the text is to.....

- A. tell past events
- B. entertain readers
- C. describe the smugglers
- D. inform readers about events of the day

4. What are the big temples in Prambanan?

- A. paria, brahmana, and temples
- B. brahmana, syiwa, and wisnu temples
- C. wisnu, syiwa, and borobudur temples
- D. borobudur, syiwa, and brahmana temples

5. When did they go home?

- A. On Saturday morning
- B. On Friday evening
- C. On Thursday evening
- D. On Friday afternoon

Text 2

The following text is for question 6 to 10.

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart.

Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream.

She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She believed that her hard work would be paid off. Vandra was amazed at the horse cart rider's story. What a great woman.

6. What is the text about?

- A. A horse cart rider's hard work.
- B. Vandra's experience on a train.
- C. Vandra's travelling experience.
- D. The life story of a horse cart rider.

7. "It was his first experience of traveling by train" His of the bolded phrases its mean....

- A. Vandra uncle's
- B. Vandra
- C. Vandra aunt's
- D. Woman with horse cart

8. Why did Vandra take a great respect to the horse cart's rider?

- A. She struggled for the success

Reading Test Instrument

Name: Rizky P. Malich

Class: VIII E

Instruction: Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, or d)

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus

1. The text above mainly discusses about.....
 A. the writer's trip to Yogyakarta
B. the writer's first visit to Prambanan
C. the writer's impression about the guide
D. the writer's experience at Yogya Kraton
2. The text is written in the form of a.....
 A. recount
B. narrative
C. report
D. descriptive
3. The purpose of the text is to.....
 A. tell past events
B. entertain readers
C. describe the smugglers
D. inform readers about events of the day

4. What are the big temples in Prambanan?

- A. paria, brahmmana, and temples
- B. brahmmana, syiwa, and wisnu temples
- C. wisnu, syiwa, and borobudur temples
- D. borobudur, syiwa, and brahmmana temples

5. When did they go home?

- A. On Saturday morning
- B. On Friday evening
- C. On Thursday evening
- D. On Friday afternoon

Text 2

The following text is for question 6 to 10.

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart.

Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chit-chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream.

She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She believed that her hard work would be paid off. Vandra was amazed at the horse cart rider's story. What a great woman.

6. What is the text about?

- A. A horse cart rider's hard work.
- B. Vandra's experience on a train.
- C. Vandra's travelling experience.
- D. The life story of a horse cart rider.

7. "It was his first experience of traveling by train" His of the bolded phrases its mean....

- A. Vandra uncle's
- B. Vandra
- C. Vandra aunt's
- D. Woman with horse cart

8. Why did Vandra take a great respect to the horse cart's rider?

- A. She struggled for the success

Reading Test Instrument

Name: **Almad Harisur Nafi**

Class: **8E**

Instruction: Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, or d)

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus

1. The text above mainly discusses about.....
 A. the writer's trip to Yogyakarta
B. the writer's first visit to Prambanan
C. the writer's impression about the guide
D. the writer's experience at Yogya Kraton

2. The text is written in the form of a.....
 A. recount
B. narrative
C. report
D. descriptive

3. The purpose of the text is to.....
 A. tell past events
B. entertain readers
C. describe the smugglers
D. inform readers about events of the day

4. What are the big temples in Prambanan?

- A. paria, brahmmana, and temples
- B. brahmmana, syiwa, and wisnu temples
- C. wisnu, syiwa, and borobudur temples
- D. borobudur, syiwa, and brahmmana temples

5. When did they go home?

- A. On Saturday morning
- B. On Friday evening
- C. On Thursday evening
- D. On Friday afternoon

Text 2

The following text is for question 6 to 10.

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart.

Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chit-chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream.

She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She believed that her hard work would be paid off. Vandra was amazed at the horse cart rider's story. What a great woman.

6. What is the text about?

- A. A horse cart rider's hard work
- B. Vandra's experience on a train.
- C. Vandra's travelling experience.
- D. The life story of a horse cart rider.

7. "It was his first experience of traveling by train" His of the bolded phrases its mean....

- A. Vandra uncle's
- B. Vandra
- C. Vandra aunt's
- D. Woman with horse cart

8. Why did Vandra take a great respect to the horse cart's rider?

- A. She struggled for the success

Reading Test Instrument

Name: M. Fahmi A 2405

Class: 8

Instruction: Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, or d)

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmama, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmama and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus

1. The text above mainly discusses about.....
 A. the writer's trip to Yogyakarta
B. the writer's first visit to Prambanan
C. the writer's impression about the guide
D. the writer's experience at Yogya Kraton
2. The text is written in the form of a.....
 A. recount
B. narrative
C. report
D. descriptive

3. The purpose of the text is to.....

- A. tell past events
B. entertain readers
C. describe the smugglers
D. inform readers about events of the day

4. What are the big temples in Prambanan?

- A. paria, brahmama, and temples
- B. brahmama, syiwa, and wisnu temples
- C. wisnu, syiwa, and borobudur temples
- D. borobudur, syiwa, and brahmama temples

5. When did they go home?

- A. On Saturday morning
- B. On Friday evening
- C. On Thursday evening
- D. On Friday afternoon

Text 2

The following text is for question 6 to 10.

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart.

Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chit-chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream.

She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She believed that her hard work would be paid off. Vandra was amazed at the horse cart rider's story. What a great woman.

6. What is the text about?

- A. A horse cart rider's hard work.
- B. Vandra's experience on a train.
- C. Vandra's travelling experience.

D. The life story of a horse cart rider.

7. "It was his first experience of traveling by train" His of the bolded phrases its mean....

- A. Vandra uncle's
- B. Vandra
- C. Vandra aunt's
- D. Woman with horse cart

8. Why did Vandra take a great respect to the horse cart's rider?

- A. She struggled for the success

85

Reading Test Instrument

Name: Rahyan Firdausi Ahla

Class: 8E

Instruction: Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, or d)

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmmana and Syiwa temples, because Wisnu temple is being re. ovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus

- The text above mainly discusses about.....
 A. the writer's trip to Yogyakarta
 B. the writer's first visit to Prambanan
 C. the writer's impression about the guide
 D. the writer's experience at Yogya Kraton
- The text is written in the form of a.....
 A. recount
 B. narrative
 C. report
 D. descriptive
- The purpose of the text is to.....
 A. tell past events
 B. entertain readers
 C. describe the smugglers
 D. inform readers about events of the day

4. What are the big temples in Prambanan?

- A. paria, brahmmana, and temples
- B. brahmmana, syiwa, and wisnu temples
- C. wisnu, syiwa, and borobudur temples
- D. borobudur, syiwa, and brahmmana temples

5. When did they go home?

- A. On Saturday morning
- B. On Friday evening
- C. On Thursday evening
- D. On Friday afternoon

Text 2

The following text is for question 6 to 10.

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart.

Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chit-chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream.

She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She believed that her hard work would be paidoff. Vandra was amazed at the horse cart rider's story. What a great woman.

6. What is the text about?

- A. A horse cart rider's hard work.
- B. Vandra's experience on a train.
- C. Vandra's travelling experience.
- D. The life story of a horse cart rider.

7. "It was his first experience of traveling by train" His of the bolded phrases its mean....

- A. Vandra uncle's
- B. Vandra
- C. Vandra aunt's
- D. Woman with horse cart

8. Why did Vandra take a great respect to the horse cart's rider?

- A. She struggled for the succes

85

Reading Test Instrument

Name: Raihan Anazaq M

Class: VIII E

Instruction: Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, or d)

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were ~~levi~~ by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus

- 1. The text above mainly discusses about.....
- A. the writer's trip to Yogyakarta
- B. the writer's first visit to Prambanan
- C. the writer's impression about the guide
- D. the writer's experience at Yogya Kraton

- 2. The text is written in the form of a.....
- A. recount
- B. narrative
- C. report
- D. descriptive

- 3. The purpose of the text is to.....
- A. tell past events
- B. entertain readers
- C. describe the smugglers
- D. inform readers about events of the day

4. What are the big temples in Prambanan?

- A. paria, brahmana, and temples
- B. brahmana, syiwa, and wisnu temples
- C. wisnu, syiwa, and borobudur temples
- D. borobudur, syiwa, and brahmana temples

5. When did they go home?

- A. On Saturday morning
- B. On Friday evening
- C. On Thursday evening
- D. On Friday afternoon

Text 2

The following test is for question 6 to 10.

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart.

Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chit-chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream.

She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She believed that her hard work would be paidoff. Vandra was amazed at the horse cart rider's story. What a great woman.

6. What is the text about?

- A. A horse cart rider's hard work.
- B. Vandra's experience on a train.
- C. Vandra's travelling experience.
- D. The life story of a horse cart rider.

7. "It was his first experience of traveling by train" His of the bolded phrases its mean....

A. Vandra uncle's

B. Vandra

C. Vandra aunt's

D. Woman with horse cart

Why did Vandra take a great respect to the horse cart's rider?

A. She struggled for the success

85

Reading Test Instrument

Name: M. Hadj Sultan N.M

Class: 8F

Instruction: Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, or d)

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmama, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmama and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus

- 1. The text above mainly discusses about.....
 - A. the writer's trip to Yogyakarta
 - B. the writer's first visit to Prambanan
 - C. the writer's impression about the guide
 - D. the writer's experience at Yogya Kraton

- 2. The text is written in the form of a.....
 - A. recount
 - B. narrative
 - C. report
 - D. descriptive

- 3. The purpose of the text is to.....
 - A. tell past events
 - B. entertain readers
 - C. describe the smugglers
 - D. inform readers about events of the day

4. What are the big temples in Prambanan?

- A. paria, brahmama, and temples
- B. brahmama, syiwa, and wisnu temples
- C. wisnu, syiwa, and borobudur temples
- D. borobudur, syiwa, and brahmama temples

5. When did they go home?

- A. On Saturday morning
- B. On Friday evening
- C. On Thursday evening
- D. On Friday afternoon

Text 2

The following text is for question 6 to 10.

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart.

Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream.

She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She believed that her hard work would be paid off. Vandra was amazed at the horse cart rider's story. What a great woman.

6. What is the text about?

- A. A horse cart rider's hard work.
- B. Vandra's experience on a train.
- C. Vandra's travelling experience.
- D. The life story of a horse cart rider.

7. "It was his first experience of traveling by train" His of the bolded phrases its mean....

- A. Vandra uncle's
- B. Vandra
- C. Vandra aunt's
- D. Woman with horse cart

8. Why did Vandra take a great respect to the horse cart? is rider?

- A. She struggled for the success
- B. She was a woman with horse cart
- C. She believed that her hard work would be paid off
- D. She was amazed at the horse cart rider's story

Reading Test Instrument

Name: Hamdan Khoiril Waga

Class: 8E

Instruction: Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, or d)

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmama and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus

1. The text above mainly discusses about.....
 A. the writer's trip to Yogyakarta
B. the writer's first visit to Prambanan
C. the writer's impression about the guide
D. the writer's experience at Yogya Kraton

2. The text is written in the form of a.....

- A. recount
B. narrative
C. report
D. descriptive

3. The purpose of the text is to.....

- A. tell past events
B. entertain readers
C. describe the smugglers
D. inform readers about events of the day

4. What are the big temples in Prambanan?

- A. paria, brahmama, and temples
 B. brahmama, syiwa, and wisnu temples
C. wisnu, syiwa, and borobudur temples
D. borobudur, syiwa, and brahmama temples
5. When did they go home?

- A. On Saturday morning
 B. On Friday evening
C. On Thursday evening
D. On Friday afternoon

Text 2

The following text is for question 6 to 10.

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart.

Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chit-chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream.

She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She believed that her hard work would be paidoff. Vandra was amazed at the horse cart rider's story. What a great woman.

6. What is the text about?

- A. A horse cart rider's hard work.
B. Vandra's experience on a train.
 C. Vandra's travelling experience.
D. The life story of a horse cart rider.

7. "It was his first experience of traveling by train" His of the bolded phrases its mean....

- A. Vandra uncle's
 B. Vandra
C. Vandra aunt's
D. Woman with horse cart

8. Why did Vandra take a great respect to the horse cart's rider?

- A. She struggled for the success

Reading Test

Name: Alifrahuz 2

Class: 8C

Instruction: Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, or d)

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. / 4 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus

- 1. The text above mainly discusses about.....
 - A. the writer's trip to Yogyakarta
 - B. the writer's first visit to Prambanan
 - C. the writer's impression about the guide
 - D. the writer's experience at Yogya Kraton
- 2. The text is written in the form of a.....
 - A. recount
 - B. narrative
 - C. report
 - D. descriptive

3. The purpose of the text is to.....

- A. tell past events
- B. entertain readers
- C. describe the smugglers
- D. inform readers about events of the day

4. What are the big temples in Prambanan?

- A. paria, brahmama, and tempies
- B. brahmama, syiwa, and wisnu temples
- C. wisnu, syiwa, and borobudur temples
- D. borobudur, syiwa, and brahmama temples

5. When did they go home?

- A. On Saturday morning
- B. On Friday evening
- C. On Thursday evening
- D. On Friday afternoon

Text 2

The following text is for question 6 to 10.

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart.

Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream.

She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She believed that her hard work would be paid off. Vandra was amazed at the horse cart rider's story. What a great woman.

6. What is the text about?

- A. A horse cart rider's hard work.
- B. Vandra's experience on a train.
- C. Vandra's travelling experience.
- D. The life story of a horse cart rider.

7. "It was his first experience of traveling by train" His of the bolded phrases its mean....

- A. Vandra uncle's
- B. Vandra
- C. Vandra aunt's
- D. Woman with horse cart

8. Why did Vandra take a great respect to the horse cart's rider?

- A. She struggled for the success

85

Reading Test

Name: Mastha abidatun bahrroh

Class: VIII C (85)

Instruction: Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, or d)

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogyakarta. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus

- 1. The text above mainly discusses about.....
 - A. the writer's trip to Yogyakarta
 - B. the writer's first visit to Prambanan
 - C. the writer's impression about the guide
 - D. the writer's experience at Yogya Kraton

- 2. The text is written in the form of a.....
 - A. recount
 - B. narrative
 - C. report
 - D. descriptive

- 3. The purpose of the text is to.....
 - A. tell past events
 - B. entertain readers
 - C. describe the smugglers
 - D. inform readers about events of the day

4. What are the big temples in Prambanan?

- A. paria, brahmana, and temples
- B. brahmana, syiwa, and wisnu temples
- C. wisnu, syiwa, and borobudur temples
- D. borobudur, syiwa, and brahmana temples

5. When did they go home?

- A. On Saturday morning
- B. On Friday evening
- C. On Thursday evening
- D. On Friday afternoon

Text 2

The following text is for question 6 to 10.

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart.

Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark-skinned and looked strong. Along the journey, they had a chit-chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream.

She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She believed that her hard work would be paid off. Vandra was amazed at the horse cart rider's story. What a great woman.

6. What is the text about?

- A. A horse cart rider's hard work.
- B. Vandra's experience on a train.
- C. Vandra's travelling experience.
- D. The life story of a horse cart rider.

7. "It was his first experience of traveling by train" His of the bolded phrases its mean....

- A. Vandra uncle's
- B. Vandra
- C. Vandra aunt's
- D. Woman with horse cart

8. Why did Vandra take a great respect to the horse cart's rider?

- A. She struggled for the success

Reading Test Instrument

Name: Ahmad Ruffi H

Class: VII E

Instruction: Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, or d)

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogyakarta Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. at 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus

1. The text above mainly discusses about.....
 A. the writer's trip to Yogyakarta
 B. the writer's first visit to Prambanan
 C. the writer's impression about the guide
 D. the writer's experience at Yogyakarta Kraton

2. The text is written in the form of a.....

- A. recount
 B. narrative
 C. report
 D. descriptive

3. The purpose of the text is to.....

- A. tell past events
 B. entertain readers
 C. describe the smugglers
 D. inform readers about events of the day

4. What are the big temples in Prambanan?

- A. paria, brahinana, and temples
- B. brahmana, syiwa, and wisnu temples
- C. wisnu, syiwa, and borobudur temples
- D. borobudur, syiwa, and brahmama temples

5. When did they go home?

- A. On Saturday morning
- B. On Friday evening
- C. On Thursday evening
- D. On Friday afternoon

Text 2

The following text is for question 6 to 10.

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart.

Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chit-chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream.

She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She believed that her hard work would be paid off. Vandra was amazed at the horse cart rider's story. What a great woman.

6. What is the text about?

- A. A horse cart rider's hard work.
- B. Vandra's experience on a train.
- C. Vandra's travelling experience.
- D. The life story of a horse cart rider.

7. "It was his first experience of traveling by train" His of the bolded phrases its mean....

- A. Vandra uncle's
- B. Vandra
- C. Vandra aunt's
- D. Woman with horse cart

8. Why did Vandra take a great respect to the horse cart's rider?

- A. She struggled for the success

80

Reading Text Instrument

Name: Yito Estiawan H
Class: VII E

Instruction: Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, or d)

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus

- 1. The text above mainly discusses about.....
 A. the writer's trip to Yogyakarta
 B. the writer's first visit to Prambanan
 C. the writer's impression about the guide
 D. the writer's experience at Yogya Kraton

- 2. The text is written in the form of a.....
 A. recount
 B. narrative
 C. report
 D. descriptive

- 3. The purpose of the text is to.....
 A. tell past events
 B. entertain readers
 C. describe the smugglers
 D. inform readers about events of the day

4. What are the big temples in Prambanan?

- A. paria, brahmana, and temples
- B. brahmana, syiwa, and wisnu temples
- C. wisnu, syiwa, and borobudur temples
- D. borobudur, syiwa, and brahmana temples

5. When did they go home?

- A. On Saturday morning
- B. On Friday evening
- C. On Thursday evening
- D. On Friday afternoon

Text 2

The following text is for question 6 to 10.

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart.

Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chit-chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream.

She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She believed that her hard work would be paid off. Vandra was amazed at the horse cart rider's story. What a great woman.

6. What is the text about?

- A. A horse cart rider's hard work.
- B. Vandra's experience on a train.
- C. Vandra's travelling experience.
- D. The life story of a horse cart rider.

7. "It was his first experience of traveling by train" His of the bolded phrases its mean....

- A. Vandra uncle's
- B. Vandra
- C. Vandra aunt's
- D. Woman with horse cart

8. Why did Vandra take a great respect to the horse cart's rider?

- A. She struggled for the success

Reading Test Instrument

Name: *Cheril dwi A*

Class: *BE*

Instruction: Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, or d)

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus

- 1. The text above mainly discusses about.....
 A. the writer's trip to Yogyakarta
- B. the writer's first visit to Prambanan
- C. the writer's impression about the guide
- D. the writer's experience at Yogya Kraton

2. The text is written in the form of a.....

- A. recount
- B. narrative
- C. report
- D. descriptive

3. The purpose of the text is to.....

- A. tell past events
- B. entertain readers
- C. describe the smugglers
- D. inform readers about events of the day

4. What are the big temples in Prambanan?

- A. paria, brahmmana, and temples
- B. brahmmana, syiwa, and wisnu temple
- C. wisnu, syiwa, and borobudur temples
- D. borobudur, syiwa, and brahmmana temples

5. When did they go home?

- A. On Saturday morning
- B. On Friday evening
- C. On Thursday evening
- D. On Friday afternoon

Text 2

The following text is for question 6 to 10.

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart.

Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chit-chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream.

She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She believed that her hard work would be paid off. Vandra was amazed at the horse cart rider's story. What a great woman.

6. What is the text about?

- A. A horse cart rider's hard work.
- B. Vandra's experience on a train.
- C. Vandra's travelling experience.
- D. The life story of a horse cart rider.

7. "It was his first experience of traveling by train" His of the bolded phrases its mean....

- A. Vandra uncle's
- B. Vandra
- C. Vandra aunt's
- D. Woman with horse cart

8. Why did Vandra take a great respect to the horse cart's rider?

- A. She struggled for the success

85

Reading Test Instrument

Name: Fausta Warsa Admajo

Class: VIII E

Instruction: Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, or d)

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus

- The text above mainly discusses about.....
 A. the writer's trip to Yogyakarta
 B. the writer's first visit to Prambanan
 C. the writer's impression about the guide
 D. the writer's experience at Yogya Kraton
- The text is written in the form of a.....
 A. recount
 B. narrative
 C. report
 D. descriptive

- The purpose of the text is to.....
 A. tell past events
 B. entertain readers
 C. describe the smugglers
 D. inform readers about events of the day

4. What are the big temples in Prambanan?

- A. paria, brahmmana, and temples
- B. brahmmana, syiwa, and wisnu temples
- C. wisnu, syiwa, and borobudur temples
- D. borobudur, syiwa, and brahmmana temples

5. When did they go home?

- A. On Saturday morning
- B. On Friday evening
- C. On Thursday evening
- D. On Friday afternoon

Text 2

The following text is for question 6 to 10.

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart.

Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chit-chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream.

She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She believed that her hard work would be paid off. Vandra was amazed at the horse cart rider's story. What a great woman.

6. What is the text about?

- A. A horse cart rider's hard work
- B. Vandra's experience on a train.
- C. Vandra's travelling experience.
- D. The life story of a horse cart rider.

7. "It was his first experience of traveling by train" His of the bolded phrases its mean....

- A. Vandra uncle's
- B. Vandra
- C. Vandra aunt's
- D. Woman with horse cart

8. Why did Vandra take a great respect to the horse cart's rider?

- A. She struggled for the success

Reading Test Instrument

Name: Ahmad Fakhri Anwar
Class: VIII C

Instruction: Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, or d)

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmama, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmama and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus

- The text above mainly discusses about.....
 A. the writer's trip to Yogyakarta
 B. the writer's first visit to Prambanan
 C. the writer's impression about the guide
 D. the writer's experience at Yogya Kraton
- The text is written in the form of a.....
 A. account
 B. narrative
 C. report
 D. descriptive
- The purpose of the text is to.....
 A. tell past events
 B. entertain readers
 C. describe the smugglers
 D. inform readers about events of the day

4. What are the big temples in Prambanan?

- A. paria, brahmama, and temples
- B. brahmama, syiwa, and wisnu temples
- C. wisnu, syiwa, and borobudur temples
- D. borobudur, syiwa, and brahmama temples

5. When did they go home?

- A. On Saturday morning
- B. On Friday evening
- C. On Thursday evening
- D. On Friday afternoon

Text 2

The following text is for question 6 to 10.

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart.

Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chit-chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream.

She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She believed that her hard work would be paid off. Vandra was amazed at the horse cart rider's story. What a great woman.

6. What is the text about?

- A. A horse cart rider's hard work.
- B. Vandra's experience on a train.
- C. Vandra's travelling experience.
- D. The life story of a horse cart rider.

7. "It was his first experience of traveling by train" His of the bolded phrases its mean.....

- A. Vandra uncle's
- B. Vandra
- C. Vandra aunt's
- D. Woman with horse cart

8. Why did Vandra take a great respect to the horse cart's rider?

- A. She struggled for the success

75

Reading Test

Name: Nur Aistina Damia

Class: VIII G

Instruction: Read the text carefully then answer the questions by giving a cross mark (X)

on the answer sheet (a, b, c, or d)

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus

- 1. The text above mainly discusses about.....
- A. the writer's trip to Yogyakarta
- B. the writer's first visit to Prambanan
- C. the writer's impression about the guide
- D. the writer's experience at Yogya Kraton

- 2. The text is written in the form of a.....
- A. recount
- B. narrative
- C. report
- D. descriptive

- 3. The purpose of the text is to.....
- A. tell past events
- B. entertain readers
- C. describe the smugglers
- D. inform readers about events of the day

- 4. What are the big temples in Prambanan?

- A. paria, brahmana, and temples
- B. brahmana, syiwa, and wisnu temples
- C. wisnu, syiwa, and borobudur temples
- D. borobudur, syiwa, and brahmana temples

- 5. When did they go home?

- A. On Saturday morning
- B. On Friday evening
- C. On Thursday evening
- D. On Friday afternoon

Text 2

The following text is for question 6 to 10.

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart.

Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream.

She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She believed that her hard work would be paid off. Vandra was amazed at the horse cart rider's story. What a great woman.

- 6. What is the text about?

- A. A horse cart rider's hard work.
- B. Vandra's experience on a train.
- C. Vandra's travelling experience.
- D. The life story of a horse cart rider.

- 7. "It was his first experience of traveling by train." His of the bolded phrases its mean....

- A. Vandra uncle's
- B. Vandra
- C. Vandra aunt's
- D. Women with horse cart

- 8. Why did Vandra take a great respect to the horse cart's rider?

- A. She struggled for the success

70

Reading Test

Name: SAFITRI DIMI F.

Class: VIII 6

Instruction: Read the text carefully then answer the questions by giving a cross mark (X)

on the answer sheet (a, b, c, or d)

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus

- The text above mainly discusses about.....
 A. the writer's trip to Yogyakarta
 B. the writer's first visit to Prambanan
 C. the writer's impression about the guide
 D. the writer's experience at Yogya Kraton

- The text is written in the form of a.....
 A. recount
 B. narrative
 C. report
 D. descriptive

- The purpose of the text is to.....
 A. tell past events
 B. entertain readers
 C. describe the smugglers
 D. inform readers about events of the day

4. What are the big temples in Prambanan?

- A. paria, brahmana, and temples
- B. brahmana, syiwa, and wisnu temples
- C. wisnu, syiwa, and borobudur temples
- D. borobudur, syiwa, and brahmana temples

5. When did they go home?

- A. On Saturday morning
- B. On Friday evening
- C. On Thursday evening
- D. On Friday afternoon

Text 2

The following text is for question 6 to 10.

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart.

Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chit-chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream.

She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She believed that her hard work would be paid off. Vandra was amazed at the horse cart rider's story. What a great woman.

6. What is the text about?

- A. A horse cart rider's hard work.
- B. Vandra's experience on a train.
- C. Vandra's travelling experience.
- D. The life story of a horse cart rider.

7. "It was his first experience of traveling by train" His of the bolded phrases its mean....

- A. Vandra uncle's
- B. Vandra
- C. Vandra aunt's
- D. Womaa with horse cart

8. Why did Vandra take a great respect to the horse cart's rider?

- A. She struggled for the succes

75

Reading Test

Name: Mega Putri Aulia

Class: 06

Instruction: Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, or d)

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmama, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmama and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus

- 1. The text above mainly discusses about.....
 - A. the writer's trip to Yogyakarta
 - B. the writer's first visit to Prambanan
 - C. the writer's impression about the guide
 - D. the writer's experience at Yogya Kraton

- 2. The text is written in the form of a.....
 - A. recount
 - B. narrative
 - C. report
 - D. descriptive

- 3. The purpose of the text is to.....
 - A. tell past events
 - B. entertain readers
 - C. describe the smugglers
 - D. inform readers about events of the day

- 4. What are the big temples in Prambanan?
 - A. paria, brahmama, and temples
 - B. brahmama, syiwa, and wisnu temples
 - C. wisnu, syiwa, and borobudur temples
 - D. borobudur, syiwa, and brahmama temples
- 5. When did they go home?
 - A. On Saturday morning
 - B. On Friday evening
 - C. On Thursday evening
 - D. On Friday afternoon

Text 2

The following text is for question 6 to 10.

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart.

Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chit-chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream.

She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She believed that her hard work would be paid off. Vandra was amazed at the horse cart rider's story. What a great woman.

- 6. What is the text about?
 - A. A horse cart rider's hard work.
 - B. Vandra's experience on a train.
 - C. Vandra's travelling experience.
 - D. The life story of a horse cart rider.

- 7. "It was his first experience of traveling by train" His of the bolded phrases its mean....
 - A. Vandra uncle's
 - B. Vandra
 - C. Vandra aunt's
 - D. Woman with horse cart

- 8. Why did Vandra take a great respect to the horse cart's rider?
 - A. She struggled for the success

75

Reading Test

Name: Septibela Ramadhana

Class: 86

Instruction: Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, or d)

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus

- 1. The text above mainly discusses about.....
 - A. the writer's trip to Yogyakarta
 - B. the writer's first visit to Prambanan
 - C. the writer's impression about the guide
 - D. the writer's experience at Yogya Kraton

- 2. The text is written in the form of a.....
 - A. recount
 - B. narrative
 - C. report
 - D. descriptive

- 3. The purpose of the text is to.....
 - A. tell past events
 - B. entertain readers
 - C. describe the smugglers
 - D. inform readers about events of the day

4. What are the big temples in Prambanan?

- A. paria, brahmama, and temples
- B. brahmama, syiwa, and wisnu temples
- C. wisnu, syiwa, and borobudur temples
- D. borobudur, syiwa, and brahmama temples

5. When did they go home?

- A. On Saturday morning
- B. On Friday evening
- C. On Thursday evening
- D. On Friday afternoon

Text 2

The following text is for question 6 to 10.

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart.

Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chit-chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream.

She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She believed that her hard work would be paid off. Vandra was amazed at the horse cart rider's story. What a great woman.

6. What is the text about?

- A. A horse cart rider's hard work.
- B. Vandra's experience on a train.
- C. Vandra's travelling experience.
- D. The life story of a horse cart rider.

7. "It was his first experience of traveling by train" His of the bolded phrases its mean....

- A. Vandra uncle's
- B. Vandra
- C. Vandra aunt's
- D. Woman with horse cart

8. Why did Vandra take a great respect to the horse cart's rider?

- A. She struggled for the success

Reading Test

Name: Kilda Aira. A.

Class: VIII 6 / MTs Unggulan Turis

Instruction: Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, or d)

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahaya Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus

1. The text above mainly discusses about.....
 A. the writer's trip to Yogyakarta
 B. the writer's first visit to Prambanan
 C. the writer's impression about the guide
 D. the writer's experience at Yogya Kraton

2. The text is written in the form of a.....

- A. recount
- B. narrative
- C. report
- D. descriptive

3. The purpose of the text is to.....

- A. tell past events
- B. entertain readers
- C. describe the smugglers
- D. inform readers about events of the day

4. What are the big temples in Prambanan?

- A. paria, brahmama, and temples
- B. brahmama, syiwa, and wisnu temples
- C. wisnu, syiwa, and borobudur temples
- D. borobudur, syiwa, and brahmama temples

5. When did they go home?

- A. On Saturday morning
- B. On Friday evening
- C. On Thursday evening
- D. On Friday afternoon

Text 2

The following text is for question 6 to 10.

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart.

Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chit-chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream.

She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She believed that her hard work would be paid off. Vandra was amazed at the horse cart rider's story. What a great woman.

6. What is the text about?

- A. A horse cart rider's hard work.
- B. Vandra's experience on a train.
- C. Vandra's travelling experience.
- D. The life story of a horse cart rider.

7. "It was his first experience of traveling by train" His of the bolded phrases its mean....

- A. Vandra uncle's
- B. Vandra
- C. Vandra aunt's
- D. Woman with horse cart

8. Why did Vandra take a great respect to the horse cart's rider?

- A. She struggled for the success

95

Reading Test

Name: EMIRO ZACKYA AZZAHRA

Class: 8B/VIII B

Instruction: Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, or d)

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmara, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmara and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus

- 1. The text above mainly discusses about.....
 - A. the writer's trip to Yogyakarta
 - B. the writer's first visit to Prambanan
 - C. the writer's impression about the guide
 - D. the writer's experience at Yogya Kraton

- 2. The text is written in the form of a.....
 - A. recount
 - B. narrative
 - C. report
 - D. descriptive

- 3. The purpose of the text is to.....
 - A. tell past events
 - B. entertain readers
 - C. describe the smugglers
 - D. inform readers about events of the day

4. What are the big temples in Prambanan?

- A. paria, brahmara, and temples
- B. brahmara, syiwa, and wisnu temples
- C. wisnu, syiwa, and borobudur temples
- D. borobudur, syiwa, and brahmara temples

5. When did they go home?

- A. On Saturday morning
- B. On Friday evening
- C. On Thursday evening
- D. On Friday afternoon

Text 2

The following text is for question 6 to 10

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart.

Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chit-chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream.

She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She believed that her hard work would be paid off. Vandra was amazed at the horse cart rider's story. What a great woman.

6. What is the text about?

- A. A horse cart rider's hard work.
- B. Vandra's experience on a train.
- C. Vandra's travelling experience.
- D. The life story of a horse cart rider.

7. "It was his first experience of traveling by train" His of the bolded phrases its mean....

- A. Vandra uncle's
- B. Vandra
- C. Vandra aunt's
- D. Woman with horse cart

8. Why did Vandra take a great respect to the horse cart's rider?

- A. She struggled for the success

Reading Test

Name: *Emily Juliana M*

Class: *VIII 6*

Instruction: Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, or d)

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmama, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmama and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus

1. The text above mainly discusses about.....
 A. the writer's trip to Yogyakarta
 B. the writer's first visit to Prambanan
 C. the writer's impression about the guide
 D. the writer's experience at Yogya Kraton
2. The text is written in the form of a.....
 A. recount
 B. narrative
 C. report
 D. descriptive

3. The purpose of the text is to.....
 A. tell past event/s
 B. entertain readers
 C. describe the smugglers
 D. inform readers about events of the day

4. What are the big temples in Prambanan?

A. paria, brahmama, and temples
 B. brahmama, syiwa, and wisnu temples
C. wisnu, syiwa, and borobudur temples
D. borobudur, syiwa, and brahmama temples

5. When did they go home?

A. On Saturday morning
 B. On Friday evening
C. On Thursday evening
D. On Friday afternoon

Text 2

The following text is for question 6 to 10.

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart.

Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream.

She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She believed that her hard work would be paid off. Vandra was amazed at the horse cart rider's story. What a great woman.

6. What is the text about?

A. A horse cart rider's hard work
B. Vandra's experience on a train.
 C. Vandra's travelling experience.

D. The life story of a horse cart rider.

7. "It was his first experience of traveling by train" His of the bolded phrases its mean....

A. Vandra uncle's

B. Vandra

C. Vandra aunt's

D. Woman with horse cart

8. Why did Vandra take a great respect to the horse cart's rider?

A. She struggled for the success

Reading Test

Name: Fernando mgh

Class: B9

Instruction: Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, or d)

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirigahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmna, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmna and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus

1. The text above mainly discusses about.....
 A. the writer's trip to Yogyakarta
 B. the writer's first visit to Prambanan
 C. the writer's impression about the guide
 D. the writer's experience at Yogya Kraton

2. The text is written in the form of a.....

- A. recount
- B. narrative
- C. report
- D. descriptive

3. The purpose of the text is to.....

- A. tell past events
- B. entertain readers
- C. describe the smugglers
- D. inform readers about events of the day

4. What are the big temples in Prambanan?

- A. paria, brahmna, and temples
- B. brahmna, syiwa, and wisnu temples
- C. wisnu, syiwa, and borobudur temples
- D. borobudur, syiwa, and brahmna temples
- 5. When did they go home?

A. On Saturday morning

B. On Friday evening

C. On Thursday evening

D. On Friday afternoon

Text 2

The following text is for question 6 to 10.

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart.

Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream.

She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She believed that her hard work would be paid off. Vandra was amazed at the horse cart rider's story. What a great woman.

6. What is the text about?

A. A horse cart rider's hard work.

B. Vandra's experience on a train.

C. Vandra's travelling experience.

D. The life story of a horse cart rider.

7. "It was his first experience of traveling by train" His of the bolded phrases its mean....

A. Vandra uncle's

B. Vandra

C. Vandra aunt's

D. Woman with horse cart

8. Why did Vandra take a great respect to the horse cart's rider?

A. She struggled for the success

85

Reading Test

Name: Jehwa Putri Arofah

Class: 8G

Instruction: Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, or d)

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus

- The text above mainly discusses about.....
 A. the writer's trip to Yogyakarta
 B. the writer's first visit to Prambanan
 C. the writer's impression about the guide
 D. the writer's experience at Yogya Kraton
- The text is written in the form of a.....
 A. recount
 B. narrative
 C. report
 D. descriptive

- The purpose of the text is to.....
 A. tell past events
 B. entertain readers
 C. describe the smugglers
 D. inform readers about events of the day

4. What are the big temples in Prambanan?

- A. paria, brahmmana, and temples
- B. brahmmana, syiwa, and wisnu temples
- C. wisnu, syiwa, and borobudur temples
- D. borobudur, syiwa, and brahmmana temples

5. When did they go home?

- A. On Saturday morning
- B. On Friday evening
- C. On Thursday evening
- D. On Friday afternoon

Text 2

The following text is for question 6 to 10.

One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse cart.

Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chit-chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream.

She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She believed that her hard work would be paid off. Vandra was amazed at the horse cart rider's story. What a great woman.

6. What is the text about?

- A. A horse cart rider's hard work.
- B. Vandra's experience on a train.
- C. Vandra's travelling experience.
- D. The life story of a horse cart rider.

7. "It was his first experience of traveling by train" His of the bolded phrases its mean....

- A. Vandra uncle's
- B. Vandra
- C. Vandra aunt's
- D. Woman with horse cart

8. Why did Vandra take a great respect to the horse cart's rider?

- A. She struggled for the succes

CURRICULUM VITAE



A. Author Identity

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1. Kindergarden : TK Idhata Bondowoso
2. Elementary School : SDN Kotakulon 1
3. Junior high school : MTsN 2 Bondowoso
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C. Organization Experience

1. Pengurus Inti OSIM MAN Bondowoso (Januari 2017-Januari 2019)
2. Sekretaris Redaksi Organisasi Majalah Al-Mashalih MAN Bondowoso (Januari 2017-Januari 2019)
3. Sekretaris Bidang Keilmuan Organisasi Daerah IKMPB (Februari 2022-Maret 2023)

4. Sekretaris Organisasi ICIS (Institute of Culture and Islamic Studies)
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D. Achievement

1. Juara 1 Lomba Pidato Bahasa Indonesia Puteri Ajang AKSIOMA Kabupaten Bondowoso Th. 2015
2. Juara 2 Lomba Pidato Bahasa Indonesia Puteri Ajang AKSIOMA Kabupaten Bondowoso Th. 2016
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4. Juara Harapan 1 MTQ Virtual Pemuda Lomba Da'I Muda Puteri Ajang Piala Gubernur Kalimantan Selatan Tingkat Mahasiswa se-Indonesia



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