

**INCREASING THE STUDENTS' READING COMPREHENSION OF REPORT
TEXT WITH SOCRATIVE APPLICATION**
(A Pre-Experimental at the Tenth Class at SMA NEGERI 14 MAKASSAR)



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

2022



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN

Skripsi atas nama **Vinky Audrini Sahrir** NIM **105351110417**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: 351 Tahun 1443 H/ 2022 M, tanggal 13 Syawal 1443 H/ 14 Mei 2022 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Sabtu 21 Mei 2022**.

Makassar, 20 Syawal 1443 H
21 Mei 2022 M

Panitia Ujian:

1. Pengawas Umum : Prof. Dr. H. Ambo Asse, M.Ag
2. Ketua : Erwin Akib, M.Pd., Ph.D.
3. Sekretaris : Dr. Baharullah, M.Pd.
4. Dosen Penguji :
 1. Dr. Radiah, M.Pd.
 2. Ariana, S.Pd., M.Pd.
 3. Maharida, S.Pd., M.Pd.
 4. Hilda Hafid, S.Pd., M.Pd.

Disahkan Oleh:

Dekan FKIP Universitas Muhammadiyah Makassar



Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 360 934



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

APPROVAL SHEET

Title : INCREASING THE STUDENTS' READING
COMPREHENSION OF REPORT TEXT WITH
SOCRATIVE APPLICATION (A Pre-Experimental at the
Tenth Class at SMA Negeri 14 Makassar)

Name : Vinky Audrini Sahrir

Reg. Number : 105351110417

Programmer : English Education Department Strata I (S1)

Faculty : Teacher Training and Education

Makassar, 23 Mei 2022

Approved By,

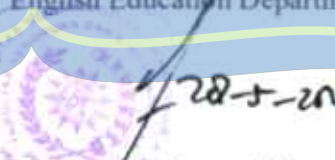
Consultant I

Consultant II

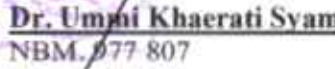

Dr. Radiah, M.Pd.
NIDN. 0911117004


Awalia Asbi, S.Pd., M.Pd.
NIDN. 0930407906


Dean of FKIP
Makassar Muhammadiyah University


Head of
English Education Department


Erwin Akib, M.Pd., Ph.D.
NBM. 860 934


Dr. Umni Khaerati Syam, S.Pd., M.Pd.
NBM. 077 807

APPROVAL SHEET

MAJELIS DIKILITBANG PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

APPROVAL SHEET

Title : Increasing the Student's Reading Comprehension of Report Text
with Sentence Apposition
Name : Vinky Nurfar Sahrie
Student's ID : 105351110417
Department : English Education Department
Faculty : Teacher Training and Education

After being checked and observed this thesis is now full of qualification to be examined.

Approved by

Consultant I
[Signature]
Dr. Hana, M.Pd.
NIDN. 0911117084

Consultant II
[Signature]
Dr. Hana, M.Pd.
NIDN. 0911117084

Head of FKIP
Universitas Muhammadiyah Makassar
[Signature]
Dr. Hana, M.Pd.
NIDN. 0911117084

Head of English Education Department
[Signature]
Dr. Umni Khairunnisa, M.Pd., M.Pd.
NIDN. 0911117084

UPT PERPUSTAKAAN DAN PENERBITAN

COUNSELING SHEET



UNIVERSITAS MUHAMMADIYAH
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 20 Makassar
Telp. (0411) 5130000
Email: pps@umh.ac.id
Web: www.umh.ac.id

بسم الله الرحمن الرحيم

COUNSELLING SHEET

Name : Vinky Andriani Sahrie
NIM : 20531010117
Department : Pendidikan Bahasa Inggris
Title : Increasing the Students' Reading Comprehension of Report Text
with Creative Application
Consultant I : Dr. Radiah, M.Pd.

Day / Date	Chapter	Note	Sign
11 March 2022		- Review the Discussion and Conclusion - Some Corrections in paragraph 4 of abstract - Some Corrections	
18 March 2022		- Some Corrections - Abstract - Discussion - Conclusion - Language - Some / little Corrections	

Makassar, March 2022
Approved by:
Head of English Education Department



Dr. Umami Khairati Syam, S.Pd., M.Pd.
NBM. 977.807



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PRODI PENDIDIKAN BAHASA INGGRIS

Year : 2022

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELLING SHEET

Name : Vinky Andriani Sahrie
NIM : 125351110417
Department : Pendidikan Bahasa Inggris
Title : Increasing the Students' Reading Comprehension of Report Text
with Iterative Application

Consultant : Dr. Radiah, M.Pd.

No.	Date	Chapter	Note	Sign
1	25 March 2022		- Little revisions in abstract - No CV yet?	
2	29 March 2022		- OK - Learn your thesis well and prepare yourself to be glorious - Make power points (the impor- tant points only not reading points)	

Makassar, Maret 2022

Approved by:

Head of English Education Department

Dr. Ghufron Syam, S.Pd., M.Pd.
NIM. 951407

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

COUNSELLING SHEET

Full Name : Vinky Andriani Sahrie
Student ID (NIM) : 10535110417
Department : English Education Department
Research Title : Increasing the Students Reading Comprehension of Report
Text with Socratic Application
Consultant II : Awaliz Azzis, S.Pd., M.Pd.

Date : 03/09/2022
Signature :
Consultant's Name :
Sign :

03/09/2022

Awaliz Azzis

20/09/2022

Consultant's Name

10/09/2022



Makassar
English Education Department
UPT Perustakaan dan Penerbitan
NIM- 877-807



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SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Vinky Audrini Sahrir

Nim : 105351110417

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : INCREASING THE STUDENTS' READING
COMPREHENSION OF REPORT TEXT WITH SOCRATIVE
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SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : Vinky Audrini Sahrir

Nim : 105351110417

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Keguruan dan Ilmu Pendidikan

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MOTTO

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MAKASSAR

“It’s not about whether I can. I have to do it!”

Fushiguro Megumi.

UPT PERPUSTAKAAN DAN PENERBITAN

ABSTRACT

Vinky Audrini Sahrir. 2022. *Increasing the Students Reading Comprehension of Report Text with Socrative Application (A Pre-Experimental at the Tenth Class at SMA Negeri 14 Makassar)*. Faculty of Teacher Training and Education, Muhammadiyah University of Makassar (Supervised by Radiah Hamid and Awalia Azis).

This research aimed to find out the increasing of students reading comprehension of report text by using Socrative Application, especially on literal comprehension and interpretive comprehension in 10th grade students of SMA Negeri 14 Makassar.

The research applied Pre-Experimental Method using one group pre-test and post-test research and collect data through pre-test and post-test instruments. The sample in this study was X MIPA 4 SMA Negeri 14 Makassar which amounted to 36 students. Samples was taken by using the Purposive Sampling Technique. The data obtained was also analyzed using SPSS Application version 25.

Based on the research findings, before utilizing the advantages of the Socrative Application, namely ease of use, educational benefits or instant feedback, and quiz format and assessment of student mean score on literal comprehension was 49.4 and interpretive comprehension was 41.6. After utilizing the advantages of the Socrative Application the average student on literal comprehension become 70, while for interpretive comprehension was 51.2. The occurrence of this significant increase in literal comprehension is due to the advantages of the Socrative Application which can increase students' literal comprehension while the absence of significant increase in students' interpretive comprehension occurs due to the difficulty of students linking conclusions on the Socrative Application. Therefore based on these results, it is recommended to use Socrative Application at reading comprehension, especially in literal comprehension.

Keywords: Socrative Application, Reading Comprehension, Report Text

ABSTRAK

Vinky Audrini Sahrir. 2022. *Peningkatan Pemahaman Membaca Siswa pada Teks Laporan dengan Aplikasi Socrative (Penelitian Pra-Eksperimental Siswa Kelas Sepuluh SMA Negeri 14 Makassar)*. Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar (dibimbing oleh Radiah Hamid dan Awalia Azis).

Penelitian ini bertujuan untuk mengetahui peningkatan pemahaman membaca siswa dari teks laporan dengan menggunakan Aplikasi Socrative, terutama pada pemahaman literal dan pemahaman interpretatif pada siswa kelas X MIPA 4 SMA Negeri 14 Makassar.

Penelitian ini menerapkan Metode Pra-Eksperimental dengan menggunakan satu grup untuk melakukan penelitian pada pre-test dan post-test dan mengumpulkan data melalui instrumen pre-test dan post-test. Sampel dalam penelitian ini adalah siswa kelas X MIPA 4 SMA Negeri 14 Makassar yang berjumlah 36 siswa. Sampel diambil dengan menggunakan teknik *Purposive Sampling*. Data yang didapatkan juga dianalisis menggunakan Aplikasi SPSS versi 25.

Berdasarkan temuan penelitian, sebelum memanfaatkan keunggulan Aplikasi Socrative, yakni kemudahan penggunaan, manfaat pendidikan atau umpan balik instan, dan format kuis dan penilaian rata-rata siswa pada pemahaman literal adalah 49.4 dan pemahaman interpretive adalah 41.6. Setelah memanfaatkan keunggulan dari Aplikasi Socrative rata-rata siswa pada pemahaman literal menjadi 70, sedangkan untuk pemahaman interpretive adalah 51.2. Terjadinya peningkatan pemahaman literal yang signifikan ini dikarenakan keunggulan Aplikasi Socrative yang dapat meningkatkan pemahaman literal siswa, sedangkan tidak adanya peningkatan signifikan pada pemahaman interpretive siswa terjadi karena sulitnya siswa dalam menarik kesimpulan pada Aplikasi Socrative. Oleh karena itu berdasarkan hasil tersebut, disarankan untuk menggunakan Socrative Application pada pemahaman membaca, terutama pada pemahaman literal.

Kata kunci: Aplikasi Socrative, Pemahaman Membaca, Teks Laporan

ACKNOWLEDGEMENT

The researcher would like to express her highest gratitude to the almighty Allah SWT, who has given guidance, blessing, and mercy to researcher in completing this thesis. and Shalawat are addressed to the final, chosen, religious messenger, the prophet Muhammad S.A.W. The researcher also wants to express the highest gratitude to her beloved parents, Ir. Muh. Sahrir and Shanty Dewi Yamaputri for all prayers, love, financial, and encouragement to researcher. Researcher realize that during the writing of this thesis, many people contribute to providing encouragement, advice, and instructions for the completion of this thesis. Therefore, the researcher would like to thanks to:

1. Prof. Dr. H. Ambo Asse, M.Ag, the Rector of Muhammadiyah University of Makassar.
2. Erwin Akib, S.Pd., M. Pd., Ph.D. the Dean of FKIP UNISMUH Makassar.
3. Dr. Ummi Khaerati Syam, S.Pd., M.Pd. the Head of English Education Department of FKIP UNISMUH Makassar, who gave her valuable authorities and suggestion in doing this thesis.
4. My biggest thanks to Dr. Radiah, M.Pd. as my first supervisor who has given her valuable time and patients, to support assistance and guidance to complete this thesis.

5. My biggest thanks to Awaliah Azis, S.Pd., M.Pd. as my second supervisor who has given their valuable time and patients, to support assistance and guidance to complete this thesis.
6. Thanks to all lecturers and staffs of Prodi English Education Department of FKIP UNISMUH Makassar Muhammadiyah for their guidance during the years of the researcher's study.
7. Dra. Hj. Nurhidayah Masri as Headmistress of SMA Negeri 14 Makassar who allowed her did reseach in the school her leads.
8. Drs. Anwar Masab, M.Pd. as English teacher of SMA Negeri 14 Makassar who had assisted her in collecting data during did the reseach.
9. Tuty Widyanti, S.Si., M.Kes. as Homeroom teacher of X MIPA 4 of SMA Negeri 14 Makasar who had given permission and direction to the researcher to conduct research in her class.
10. Students of X MIPA 4 of SMA Negeri 14 Makassar as samples of this research, you guys are great.
11. Her beloved siblings Vinka, Devi, Anugrah, Farhan, Akbar and her family who always gives inspiration and motivation to continue her thesis.
12. Her beloved friends from UKM Bahasa, Dependable Class, Bulan Maret Studio and also Divisi Bengkek. You guys are cool.
13. Her beloved support systems, Kak Ran, Mas Kuna, Jiro, Kang Yuuta, Kak Chris, Kak Ino, Abin, Sam, Aji, Ungmo, and Yusuf. Thank you so much, hope we can meet soon.

14. Finally, for everyone who has given the valuable suggestions, guidance, assistance, and advice to complete this thesis may Allah S.W.T. be with us now and happily ever after.

Billahi Fi Sabillil Haq Fastabiqul Khaerat

April 2022, Makassar

The Researcher,

Vinky Audrini Sahrir



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CHAPTER I

INTRODUCTION

A. Background

English is an international language that is mandatory for students to learn. Based on Government Regulation Number 19 of 2005 concerning National Education Standards, it is written that English is included in the range of subjects that are tested nationally starting from Junior High School to Senior High School. The position of English in the curriculum is already equal to that of PKN and Religion, because the Indonesian government prepares students to have good language skills. There are six reasons why English is very important to learn not only for educational purposes, but in the era of globalization 4.0 which requires English language skills (Rintaningrum, 2018).

According to Masduqi (2016) in learning English as foreign language, there are four skills that must be mastered, namely, speaking, writing, reading and listening. Each of these abilities is again classified into two groups, receptive abilities which include reading and listening, and productive abilities including speaking and writing. Although reading is classified as a receptive skill, by reading students can add vocabulary to support several other abilities.

In reading activities, students not only directly read without understanding the reading they read, but students are required to understand the reading which is referred to as reading comprehension. Snow (2002) states

understanding in reading comprehension is the process of giving rise and making meaning through an interaction with written language. According to Dijk & Kitsch (1983) understanding can also be interpreted as a process to create meaning from a text that has been read with the aim of obtaining meaning from the whole text rather than getting meaning from individual words or sentences. In the current era of globalization, the position of books has been replaced by electronic devices such as cell phones and computers. Also, today's students, who are very less motivated to read. Currently students' reading interest has decreased and they prefer to read directly at the end of the reading without going through the reading process from the beginning, middle, and end of the reading (Fatmawaty & Sholihah, 2020). Reading activities are also often replaced by activities such as playing games on mobile phones that make them motivated and no longer interested in reading books. The loss of interest and laziness of students in reading books, makes it difficult for teachers to conduct assessments to measure the extent to which students' ability to understand the reading text.

Because of the lack of interest in reading, students prefer to play mobile phone rather than read books, therefore it needs to be used sophisticated technological, in order to balance the craze of students who play mobile phone rather than reading books. Recent years, integration and use of technology enhance students' teaching and learning experiences in online collaborative classes (Toven-Lindsey, et al., 2015). The use of technology is certainly included with the availability of web applications 2.0 developed specifically for use in the learning process to help aspects of teaching and learning by using applications or

systems on the website and installing applications on mobile phones (Gan & Balakrishnan, 2017).

Socrative is a Students Response System that allows teachers to easily create and run online quizzes (Wahyuni et al., 2019). This app is easily accessible by teachers by visiting www.socrative.com. Socrative allows teachers to design learning activities as well as control online quizzes. Using Socrative can make it easier for teachers to check student responses where the teacher would get the results through email or as a file in the form of Excel (Awedh et al., 2014).

The solution described earlier is a way to increase students' reading comprehension skills through the Socrative Application. To conduct the research, researcher chose SMA Negeri 14 Makassar. After conducting observations and short interviews with English teacher of SMA Negeri 14 Makassar, researcher chose the 10th Grade especially in class X MIPA 4. While conducting observation, English teachers at SMAN 14 Makassar said that the transition of learning from offline to online makes students' reading interest decrease. Therefore, the researcher raised the title *"Increasing the Students' Reading Comprehension of Report Text with Socrative Application (A Pre-Experimental at the Tenth Class of SMA Negeri 14 Makassar)"*

B. Problem Statement

Based on the background, researcher formulate the following research question "How does Socrative Application increase the students' reading comprehension of report text at the Tenth Grade at SMA Negeri 14 Makassar?"

C. Objective of the Research

Based on the research question, the objective of this research were to find out the increasing of students' reading comprehension by using Socrative Application at the Tenth Grade at SMA Negeri 14 Makassar.

D. Significance of the Research

The significance of the research is divided into two parts, theoretically and practically. Theoretically, it is hoped that this study can be added to reference of reading comprehension in Socrative Application to improve reading comprehension capabilities, especially report text. While for practical, providing English teachers with assessment media that can be used for English learning especially reading comprehension and providing new experiences for students in English learning especially using Socrative Application. Also, the researcher created a logbook in which the logbook is explained about how to use the Socrative Application.

E. Scope of the Research

This research talks about increasing reading comprehension by using Socrative Application in reading learning, especially report text which it was carried out at the Tenth Grade of SMA Negeri 14 Makassar. The research is limited on reading comprehension which are divided into four, namely literal, critical, interpretive, and creative, the researcher studied about literal comprehension which is main idea and supporting ideas, and interpretive comprehension which is conclusion of the text.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Studies

Related the research to be carried out, researcher needs to review previous studies with similar topics to find out the similarities and differences. The first research came Roviqoh et al. (2021) with the research title *the Effectiveness of Socrative in Learning Reading Comprehension at Ninth Grade Junior High School Al Hidayah*. The purpose of this study was to investigate that there are significant differences between students who are taught using Socrative Application and not taught using Socrative Application. The research method used by researchers is Quasi-Experimental. The results of this study showed that there was an increase in reading comprehension of students who used Socrative Application.

The second research came from Kaya & Balta (2016) with the research title *Taking Advantages of Technologies: Using the Socrative in English Language Teaching Classes*. The purpose of this study was to look at the effectiveness of Socrative Application in increasing student engagement during English classes. Participants from the study were 191 of 297 students of the second semester of the 2014-2015 school year. The results of this study suggest that Socrative Application could increase student engagement in English classes.

Then, the third research came from Hussein (2019) with the research title *the Impact of Using Socrative Based Formative Assessment to Enhance Student Achievement in a Nutrition Course: A Digital Forward Assessment*. This study aimed to describe the impact of using Socrative Application as a formative assessment based on feedforward. Then, this study used an experimental design and the participants of this study were 47 nutrition students, which were divided into 23 students who entered the experimental group, while the rest entered the control group. The results of this study indicated that there was significant increase in the post-test results of the experimental group which is the impact of the implementation of Socrative Application as a formative assessment.

The fourth research is from Fatmawaty and Sholihah (2020) with the title *the Effect of Applying Socrative on Students' Reading Ability*. This study aimed to determine the effect of using Socrative Application on students in the 4.0 era who did something using the internet and computers. The results of the questionnaire showed that there were differences in students' abilities before and after being given treatment. In which, the result is that the 10th grade students of Computer and Network Engineering at SMK 1 Baureno prefer to read online, which is using Socrative Application rather than offline reading.

From several previous studies, there are differences and similarities with the research design that the researcher did. For similarities, the four studies used Socrative Application applications in the learning process, both in the use of Socrative Application as a place of assessment, and also Socrative

Application as a way to increase students' engagement or reading interest in the classroom. The researcher also used Socratic Application for increasing students' reading comprehension in learning English, especially in learning reading. Then, for the difference itself, there are several methods used, some use quasi-experimental research and some use questionnaires, while researcher use pre-experimental research to conduct research. The researcher also used the Socratic Application to improve students' reading comprehension whether there is an increase in literal, critical or both. And also, another difference is that the learning components studied, there are those who promote vocabulary learning, English learning for English Specific Purpose, general lesson, while the researcher raise reading learning which is devoted to report text material.

B. The Concept of Reading

1. Definition of Reading

There are several reading notions described by experts, therefore researcher summarized them into several.

According to Leu & Kinzer (1987) reading is an interactive activity and an improvement process involving learned skills. These activities specifically unite and can be influenced by internal and external variables positively and negatively. In another hand, Rahman (2007) argues that reading is a complex process of building writers' ideas to get meaning from print, or it can be said that reading is an active activity that not only knows words, but can know the message in the reading. Furthermore, according to Sangia (2014) who explained that reading skills are one of the most powerful ways to get information, including scientific and

technical information. Therefore, reading is a prerequisite for an advanced society. In addition, reading in an educational context certainly has a significant effect on students' learning abilities. The more they read, the more knowledge they gained.

The researcher can conclude that reading is an activity that can add information or knowledge from readers. Reading also includes complex activities and can be known by several factors both internal and external and the blessing is either positive or negative. Reading is one of the tools to build ideas based on the information obtained.

2. Types of Reading

There are two types of reading according to Harmer (2007), namely Extensive and Intensive reading with the following explanation :

1) Extensive Reading

According to Bamford & Day (1997) extensive reading is a long text reading activity like a useful book for self-pleasure. This reading activity frees students to choose the books they read. The purpose of extensive reading is to cultivate self-pleasure, improve language skills, and pleasure while reading. Extensive reading means "fast reading" "Book by book". They argued that the reader's attention should be on the meaning, not the language of the text.

Then, according to Hafiz and Tudor (1989) explained that extensive reading is an activity to find the main idea or main point of reading, and look for more specific information from a long reading. Ferdila (2014) stated the benefits of extensive reading activities are making students improve reading skills, easy to get information, and gain new knowledge.

According to Palmer et al. (1985) there are advantages and disadvantages of extensive reading as follows :

1) Advantages :

- a) Improve reading skills.
- b) Gain confidence when reading.
- c) Can improve the ability to think from reading.
- d) Motivated to read more.
- e) Better prepared to continue education better because it has a lot of knowledge due to more reading.

2) Disadvantages :

- a) This extensive reading activity takes time to prepare the material for reading. And sometimes, some difficulties in administration.
- b) Students with upper middle ability certainly have the convenience to do extensive reading activities, while students with lower middle ability certainly get difficulty in avoiding extensive reading activities.
- c) It is difficult to get students interested in reading periodically.

2) Intensive Reading

According to Brown (2000) intensive reading is commonly referred to as "Narrow Reading" which involves students to read carefully in order to get information in the reading. Intensive reading calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and etc

(Brown, 2000). He draws an analogy to intensive reading as a "zoom lens" strategy.

According to Palmer et al. (1985) intensive reading also has the advantages and disadvantages:

1) Advantages

- a) It provides a basis for studying structure, vocabulary and idioms.
- b) This provides a basis for students to develop greater control language.
- c) It provides an examination at the level of understanding individual.

2) Disadvantages

- a) There is little actual reading practice because it is small amount of text. In a class with multiple reading abilities, students may can't read at their own level because of everyone in the class was reading the same material.
- b) The text may not be attracted to the reader because it was chosen by the teacher.
- c) There is less opportunity to learn language patterns because of the small amount of text.
- d) Because practice and assessment usually follow intensively reading, students may associate reading with testing and not pleasure.

C. The Concept of Report Text

1. Definition of Report Text

According to Horn & Nevill (2006) report text is one form of text taught in high school. In addition to report text, some forms of text taught in high school are narrative text, descriptive text, and recount text. Report text

includes the original text without any exaggeration. Report text conveys information as it is through analytical and detailed observations.

Researcher can conclude that report text is one form of text taught in English learning. This report text is useful to convey information or report observations without any additions that are not from the information obtained.

2. Generic Structure of Report Text

Generic structure of report text is divided into two parts according to Gerot & Wignell (1994), namely :

- a. General Classification is to provide a general explanation of something to be reported.
- b. Description is to describe something that is reported in detail and without any meaningless additions.

3. Language Features of Report Text

According to Gerot & Wignell (1994) Report text also has language features, namely:

- a. Introduce aspects broadly and generally.
- b. Use conjunctions that connect both ideas or logical connectors.
- c. Use simple present tense.
- d. There are no consecutive temporal conjunctions.

D. The Concept of Reading Comprehension

1. Definition of Reading Comprehension

According to Ahmadi, et al. (2013) reading Comprehension is the ability of readers to find the meaning or meaning of the reading they read. Reading comprehension can also be interpreted as a complex cognitive ability that can give the reader the ability to integrate text information with the reader's background knowledge and produce explanations of mental representations (Meneghetti, et al., 2006).

Rumelhart (1976) stated that reading comprehension activities create interactions between readers and reading that can involve language skills, cognitive information, and world knowledge (Rumelhart, 1976). It can be concluded that reading comprehension is an activity or one of the most important reading activities in which readers can interpret and give meaning to the text they read in accordance with language skills, previously acquired knowledge and cognitive information from readers.

2. Levels of Reading Comprehension

According to Burns et al. (1984) there are four levels where these levels are used as a reference to find out how much students understand the reading material they read.

a. Literal Comprehension

In this level, when students reading, they got directly the information in the reading. The basis of literal understanding is the main idea, the

understanding of vocabulary, the meaning of sentences, and the meaning of paragraphs.

b. Interpretive Comprehension

At the interpretive comprehension level, students can draw conclusions from their readings. Skills of interpretive comprehension include: Inferring key ideas, inferring causation, concluding pronoun and adjectival references, inferring omitted words, detecting the mood and goals of the author in writing and drawing conclusions from reading.

c. Critical Comprehension

In the critical comprehension level, students become active readers to evaluate written material and draw conclusions about their accuracy, suitability, and timing. Critical comprehension depends on literal comprehension, and understanding implied ideas is important.

d. Creative Comprehension

At this level, readers are required to think as they read. Through creative comprehension, readers create new ideas, solutions to problems, and new ways to see things from ideas gained from reading text.

E. The Concept of Socrative

1. Definition of Socrative

Socrative is a tool (web 2.0) that is often used as a formative assessment in the classroom. Based on the explanation on its website www.socrative.com, Socrative Application was founded by Amit Moimon, Michael West, and Benjamin Berte under the auspices of Showbie Inc. 2011

in Canada. According to Maslawati et al. (2019) Socrative is one of the learners response system that is widely used to attract student involvement in the learning process. In this application, there is also a quiz feature, and can monitor student responses instantly and in real time. Socrative makes it easier for teachers to ask questions to students in various ways through Socrative features and quickly get information about student responses that would be processed in the future (McLaughlin & Yan, 2017).

The purpose of using Socrative in the learning process is to assess whether student understanding and involvement is improved compared to teaching that uses other systems such as mixed or traditional (Dakka, 2015). According to Fatmawaty & Sholihah (2020) there are five menus in Socrative, namely :

a. Launch

On the launch page in Socrative Application can be interpreted as the main page where there are many choices of features in it, seperti quiz, space race, ticket exit, and quick question.

b. Quizzes

On the quizzes page we can create quizzes where you can choose quiz forms such as, multiple choices, right or wrong, and short answers.

c. Rooms

Through the teacher's account, we can see how many students enter the teacher's rooms, and teachers can create groups in the rooms feature.

d. Reports

The reports feature is useful for viewing activities performed on Socrative Application.

e. Results

This feature provides the results of answers or response results from students to teachers through Socrative Application and e-mails. Students can also see the final results they work on when pressing the finish and there are three options to see the final results of their tests, namely get reports, view chart, and to launch.

2. Guide to Use Socrative

According to Kaya & Balta (2016) here are the guide for using Socrative Application for teacher and for students.

a. For Teacher

- 1) Create an account through www.socrative.com.



- 2) Create a room and name the room into a class name.



- 3) Teachers can create quizzes by pressing "Manage Quizzes" and then "Create Quiz" (short answers, multiple choices, and right or wrong) name the quiz and then enter it into a previously created room.



- 4) Go back to the "Main Menu" and then press "Quiz-Based Activities".



- 5) Select the quiz that has been created, and then the quiz begins. While the quiz is running, what is on the instructor screen is the form of "Live Result".



- 6) After the quiz is over, press "End Activity" and the results of the quiz will be sent by e-mail or can be accessed directly.



- 4) Submit the quiz when you finish answering the entire quiz.

- 5) The results of the quiz can be seen when the teacher gives the results.

3. Advantages & Disadvantages

Decker (2013) described the advantages and disadvantages of Socrative Application, namely :

a. Advantages of Socrative

1) Appearance

There is no advertising and can be accessed easily because the appearance of this Socrative is displayed with a bright color so it is easily distinguished.

2) Daily Setup

If the teacher chooses to write the quiz first it can be done online or through a spreadsheet with a simple color code.

3) Ease of Use

It is easily accessible and used because of its simple appearance. Teachers and students can use it easily with a little technical skill.

4) Educational Benefits

Quickly get reciprocity or results from quizzes that have been done.

5) Quiz Format and Grading

There are several formats for creating quizzes, such as multiple choice, short answers, and right or wrong. Teachers can create problems online or through spreadsheets with simple color codes. When conducting quizzes, teachers can see firsthand each student's answer or process.

6) Registration

Only teachers have to create an account via email, while students do not need an account to log in.

7) Teacher Control

There is no student intervention after entering the rooms, but the teacher can be in control of the activities in the rooms.

8) Tips/Help

It can be easily found when confused in using Socrative applications.

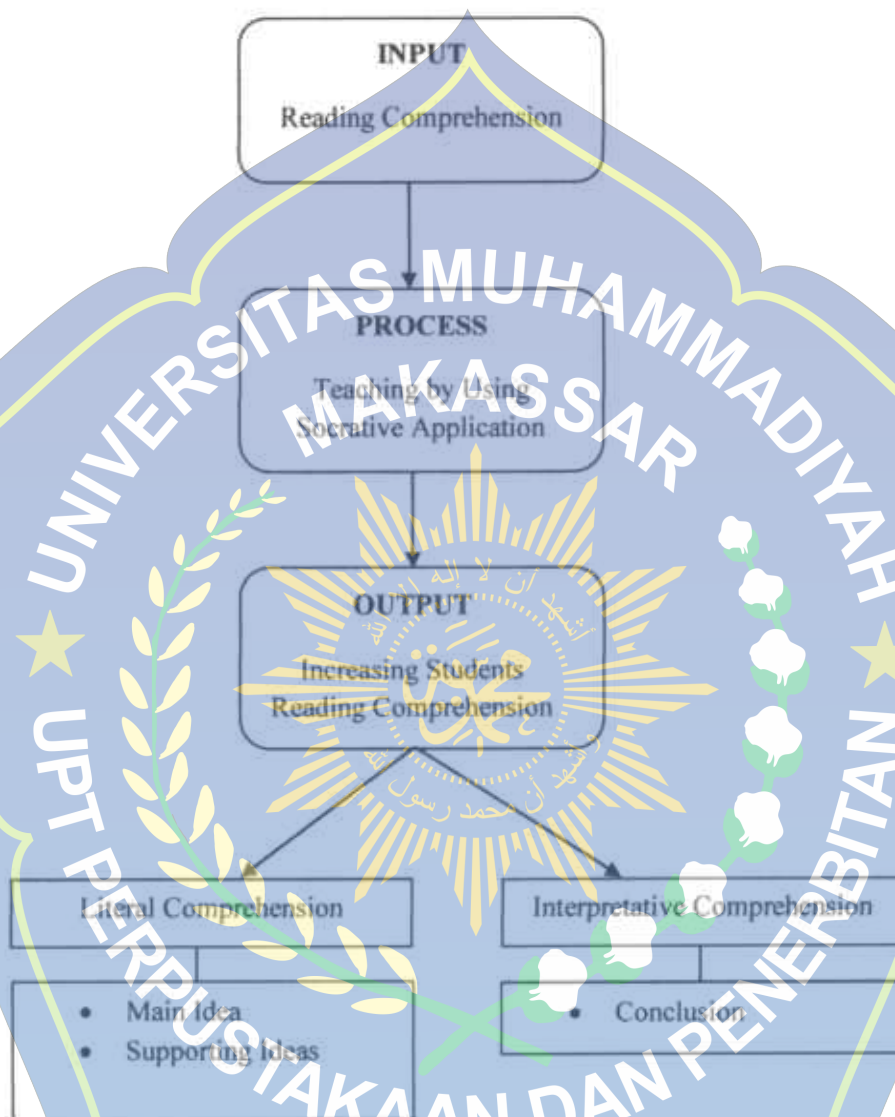
b. Disadvantages of Socrative

1) Teachers are required to rewrite questions they had planned in advance on the app, and could not be copied through word documents.

2) There is no flexibility to modify the application to fit the needs of the teacher. But, because of the lack of flexibility to modify the application can make it easier for users who are not familiar with the feature.

F. Conceptual Framework

In the conceptual framework, the researcher wants to explain the steps to achieving the researcher's goals where the objective of the research is to find out if there is an improvement after using Socratic Application in reading comprehension of report text. The Experimental class received a pre-test to find out the ability to read comprehension before using Socratic Application. When administering treatment, researcher used Socratic Application as a learning medium reading comprehension, and in the end researcher was conduct a post-test to find out the cognitive improvement of students in reading comprehension after using Socratic Application. After that, the researcher saw if there is an increase in literal comprehension or interpretive comprehension.



G. Hypothesis

In this study, the hypothesis is as follows :

H_1 : There is a significant increase in student reading comprehension using Socratic Application.

H_0 : There is no significant increase in student reading comprehension using Socratic Application.

CHAPTER III

METHODOLOGY

In this chapter, researcher wants to know does Socrative Application increase students reading comprehension of report text. Researcher used Pre-Experimental research types in conducting research.

A. Research Design

In this research, the researcher used Quantitative Research Approach. Each variable in the study, it was be measured on the instrument, so that the data can be analyzed using statistical procedures. For the research method, the researcher used Pre-Experimental Research method, where the researcher would test an idea to determine whether the idea affects the dependent variable. Therefore, the researcher decided to use a Pre-Experimental Research design in which the researcher was taking the samples by using the Purposive Sampling Technique. Experimental research method are used if researcher want to know the causal influence between independent variable (X) and dependent variable (Y).

Pre-test	Treatment	Post-test
O1	X	O2

Table 3.1 Pre-Experimental Research Design

(Gay, 1981)

- O1 : Pre-test
 X : treatment
 O2 : Post-test

As illustrated above, researcher use pre-experimental design so there is only one class that used as a place to research, no comparison class or control class. Treatment was done after the pre-test. After that, the researcher provide treatment by applying the Socratic Application, and in the end was done with post-test which be assessed the reading comprehension of students.

B. Population and Samples of the Research

1. Population

Population is a collection of people or subjects in the area and time to be studied. For this research, Tenth Grade of SMA Negeri 14 Makassar is the population. In SMA Negeri 14 Makassar, there are 11 classes of tenth and there are 396 totals of tenth grade students.

2. Sample

Sample is part of the population studied. The sample is part of the population that is used as a research subject that represents members of the population. Researcher used the Purposive Sampling Technique because after a short observation and interview with the English teacher at SMAN 14 Makassar said class X MIPA 4 should get more treatment to increase reading comprehension skills.

C. Variable Research

In this study the variables used are:

1. Independent Variable

Independent variables are those that are investigated for their effect on dependent variable. In this research Socrative Application is the independent variable.

2. Dependent Variable

Dependent variable is a variable that is expected to be influenced by independent variable. In this research, reading comprehension for report text in the Tenth Grade at SMA Negeri 14 Makassar is the dependent variable. The indicators in reading comprehension that researcher used are literal and interpretive.

D. Research Instrument

To conduct the study, researcher used tools to collect data from the study. In this study, researcher used pre-test and post-test as a tool to collect data, which the score of the results of the test is the researcher's data. The data obtained was be compared before students use Socrative Application and after use Socrative Application. The questions to be given amount to 10 numbers of multiple choice. The researcher used scoring rubrics for pre-test and post-test.

No.	Score	Description
1.	1	The answer is correct
2.	0	The answer is false

Table 3.2 Scoring Rubric

(Ardiansyah, 2021)

Researcher also used score classification to determine the results of students' pre-tests and post-tests.

Score	Classification
91 – 100	Very Good
76 – 90	Good
61 – 75	Fairly
51 – 60	Poor
Score less than 50	Very Poor

Table 3.3 Score Classification

(Depdikbud, 2017)

E. Data Collection

To collect the data, researcher used a pre-test before using Socrative Application, and using post-test using Socrative Application, researcher also provide treatment using Socrative Application to experimental class.

The following researcher explain the steps of data collection in this study:

1. Preparing Lesson Plan

The researcher prepare a lesson plan that used to teach in the classroom. The lesson plan created use material about report text.

2. Preparing Test

The researcher adopted some questions that have previously been validated from some of the previous thesis results. The total questions were given as many as 10 numbers of multiple choice. The questions were given are based on literal comprehension and interpretive comprehension.

3. Pre-Test

Pre-test conducted in experimental class using paper-based material that contains question material about report text. Questions provided as many as 10 numbers of which 5 literal comprehension questions and 5 interpretive comprehension questions

4. Giving Treatment

Treatment were given to experimental class about explanations using Socratic Application as a learning medium for reading comprehension, especially in report text with the following explanation :

- a. Students would be briefed on the use of Socratic Application before learning begins.
- b. Students would get learning about report text through Socratic Application.
- c. Students would be directed to answer questions using the Socratic Application.

5. Post-Test

Post-test was done in experimental class after treatment using Socratic Application. Post-test also performed through Socratic

Application. Questions provided as many as 10 numbers of which 5 literal comprehension questions and 5 interpretive comprehension questions

6. Assessment of Test Results

In comparing test results, an assessment is also needed. The assessment of test results carried out based on the rubric score.

F. Data Analysis

The data that had been collected through the pre-test and post-test were analyzed in the form of inferential statistics which uses t-test. The researcher were analyzed the data using SPSS, the following steps are :

1. Scoring pre-test & post-test

$$\text{Score} = \frac{\text{total correct answer}}{\text{total number items}} \times 100$$

(Depdikbud, 1985)

2. To find student improvement by using the formula:

$$\% = \frac{x_2 - x_1}{x_1} \times 100$$

Note:

% = The students' improving

X1 = The mean score of post-test

X2 = The mean score of pre-test

(Gay, 2006)

3. Hypothesis Test

This test carried out to prove that the hypothesis (H_1) and null hypothesis (H_0) are proposed in this study, which :

H_1 : There is a significant increase in student reading comprehension using Socratic Application.

H_0 : There is no significant increase in student reading comprehension using Socratic Application.

Then the following formula used :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{n(n-1)}}}$$

Where:

$$\bar{D} = \frac{\sum D}{n}$$

Notation:

t = test of significant

$\bar{D}$ = the mean score of total deviation

$\sum D$ = sum of total difference

$\sum D^2$ = square of the sum of total score difference

n = the total of the subject

l = a consonant number

(Gay, 2006)



CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The findings of this study explain that the use of Socratic Application as a medium in the process of reading comprehension the researcher want to know whether there is an increase or not to students' reading comprehension. The increase in student reading comprehension can be seen with the results of the data that has been collected, the data in question is the value of the student's pre-test and post-test. The results of the data that have been obtained show that there is an increase in reading comprehension in students' post-test scores, therefore the use of Socratic Application can improve students' reading comprehension abilities. Further explanations of the data can be seen below:

1. The Increase in Students' Literal Comprehension Using Socratic Application

In students' literal comprehension there is a difference in scores on pre-test and post-test, which when pre-test students do not understand about the indicators in literal comprehension that main ideas and supporting idea.

LITERAL COMPREHENSION	Pre-Test	Post-Test	Improvement (%)
			Pre Test – Post Test
	49.4	70	29%

Table 4.1 The Increase in Stundets' Literal Comprehension

As seen on the table, at the pre-test of students' literal comprehension ability with an average of 49.4 (Very Poor) after treatment using the Socratic Application, the average student at the time of post-test is 70 (Fairly) thus, the improvement between pre-test and post-test students is 29%.

Therefore, the researcher conclude that there is an increase in the ability of literal comprehension students when using Socratic Application which can be seen from the average presented on the table. A clearer explanation can be seen in the graph below:



Figure 4.1 The Increase in Students' Literal Comprehension

2. The Increase in Students' Interpretive Comprehension Using Socratic Application

In students' interpretive comprehension there is a difference in scores on pre-test and post-test, which when pre-test students do not understand about the indicators in literal comprehension that main ideas and supporting idea.

INTERPRETIVE COMPREHENSION	Pre-Test	Post-Test	Improvement (%)
			Pre Test – Post Test
	41.6	51.2	18.75%

Table 4.2 The Increase in Students' Interpretive Comprehension

As seen on the table, before using Socratic Application the level of interpretive comprehension students were at an average of 41.6 (Very Poor), after being given treatments using Socratic Application the average students' ability at interpretive comprehension was at an average of 51.2 (Poor), with an improvement percentage is 18.75%. The researcher concluded that there was an increase in students' interpretive comprehension abilities after using the Socratic Application. Improvements to student interpretive comprehension can be seen through the table below.

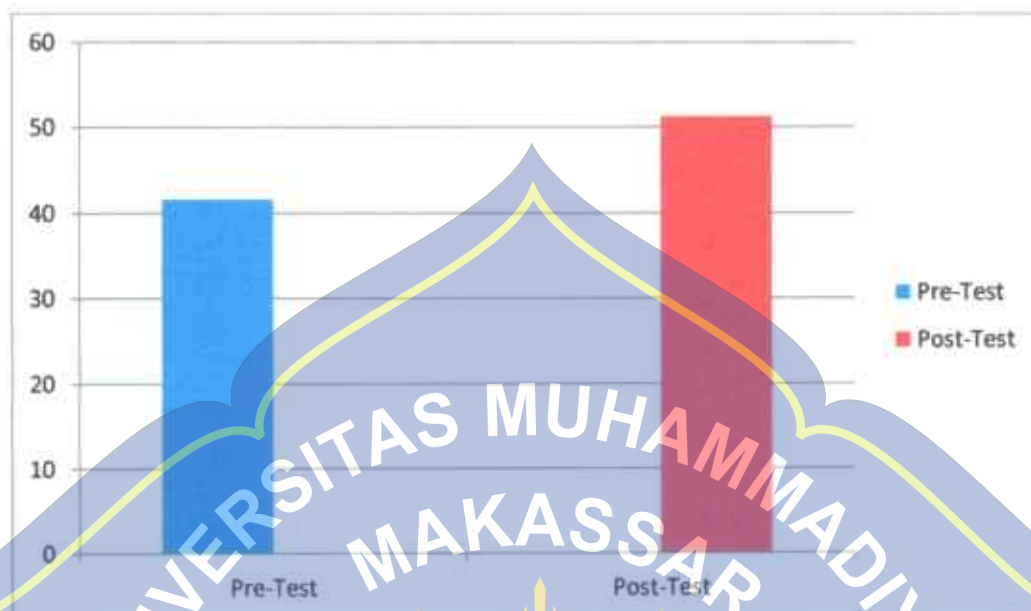


Figure 4.2 The Increase of Students' Interpretive Comprehension

3. The Increase in Students' Reading Comprehension

After getting different improvements in pre-test and post-test at both reading comprehension levels, namely literal comprehension and interpretive comprehension, the researcher describe the average in general.

INDICATORS	PRE-TEST	POST-TEST
Literal Comprehension	49.4	70
Interpretive Comprehension	41.6	51.2
Reading Comprehension	46.67	61.39

Table 4.3 The Increase in Students' Reading Comprehension

Based on the table above, the average student in general at the time of pre-test is 46.67 (Very Poor) while after being given treatment the average student increases to 61.39 (Fairly) with an improvement percentage is 23.97%.

The researcher can conclude that there is an increase when students use Socratic Application in reading comprehension learning compared to before treatment. This is shown in the graph below:

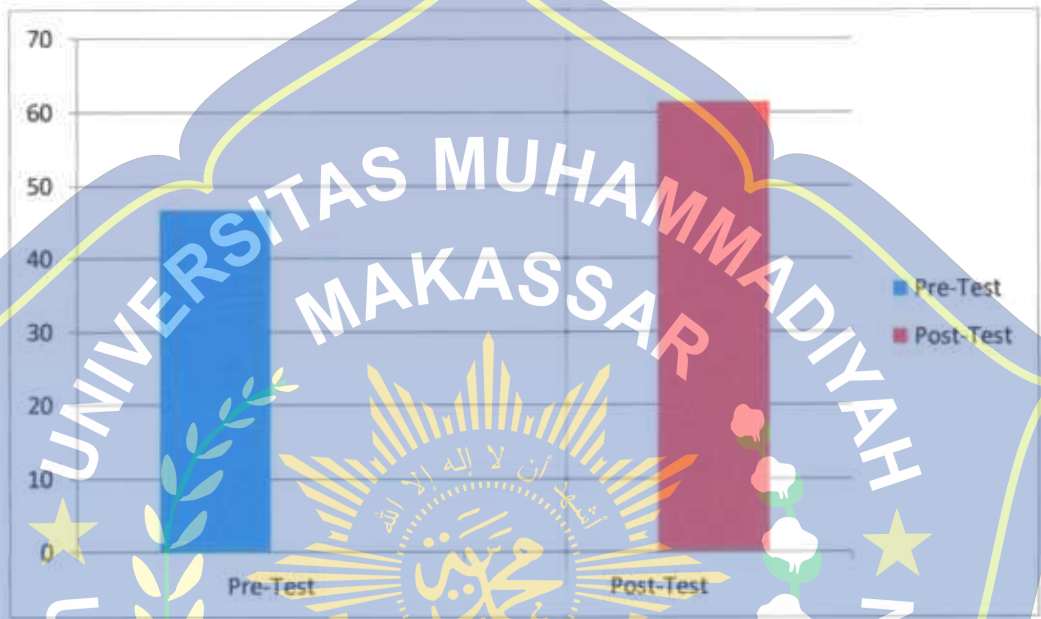


Figure 4.3 The Increase in Students' Reading Comprehension

- 4. Percentage in Students Achievement
 - a. Percentage in Literal Comprehension Achievement

The table below shows the percentage of students before getting treatments using Socratic Application and after getting treatment using Socratic Application.

No.	Score	Classification	Pre- Test		Post-Test	
			Freq	(%)	Freq	(%)
1.	91 – 100	Very Good	4	11.1	13	36.1
2.	76 – 90	Good	5	13.9	10	27.8
3.	61 - 75	Fairly	0	0	0	0

4.	51 - 60	Poor	8	22.2	7	19.4
5.	Score less than 50	Very Poor	19	52.7	6	16.7
TOTAL			36	100%	36	100%

Table 4.4 Percentage in Students' Literal Comprehension Achievement

Based on the table above, the frequency of pre-test showed that 19 students got very poor score with a percentage of 52.7% and only 4 students who got very good score with a percentage of 11.1%. After getting treatment and doing post-test, the frequency of post-test there are 13 students get very good score with a percentage of 36.1% which is an increase compared to when pre-test there are only 4 students who get very good score.

In addition to the increase, there was also a decrease in the frequency and percentage of students who got a very poor score which was initially 19 students with a percentage of 52.7% after getting treatment by using Socratic Application, there were only 6 students who got a very poor score with a percentage of 16.7%. The researcher can conclude that there is an increase in percentage of students' literal comprehension after completing treatment by using Socratic Application as a learning medium. Data can also be seen below:

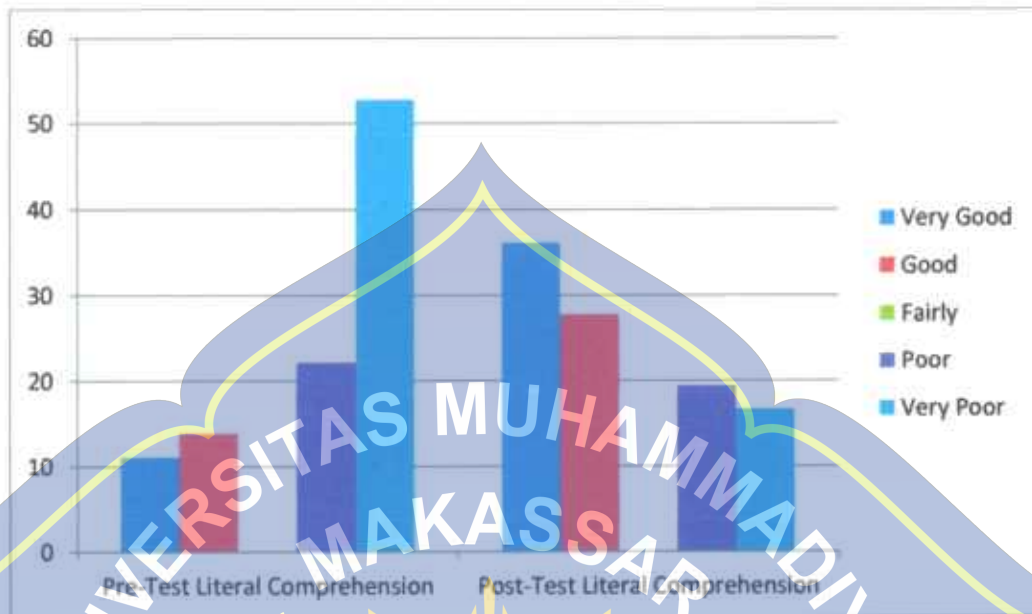


Figure 4.4 Percentage in Students' Literal Comprehension Achievement

b. Percentage in Interpretive Comprehension Achievement

The data in the table below shows the percentage of interpretive comprehension of students before using the Socratic Application in the pre-test column and after getting treatment using the Socratic Application in the post-test column

No.	Score	Classification	Pre- Test		Post-Test	
			Freq	(%)	Freq	(%)
1.	91 – 100	Very Good	0	0	9	25.0
2.	76 – 90	Good	7	19.4	4	11.1
3.	61 - 75	Fairly	0	0	0	0
4.	51 - 60	Poor	10	27.8	6	16.7
5.	Score less than 50	Very Poor	19	52.7	17	47.2
TOTAL			36	100%	36	100%

Table 4.5 Percentage in Students' Interpretive Comprehension Achievement

Based on the data in the table above, before getting treatment, the frequency of students getting a very poor score is 19 students with a percentage of 52.7% while those who get a good score there are only 7 students with a percentage of 19.4%. After treatment, the frequency of students who get a very poor score decreased and only 17 students with a percentage of 47.2%. Then based on the post-test column, the frequency of students who get a very good score there are 9 students with a percentage of 25.0% compared to previously none.

The researcher conclude that there is an increase in percentage in interpretive comprehension students after completing treatment by using Socrative Application as a learning medium. Data on the percentage of interpretive comprehension achievement is shown in the form of graphs as follows:

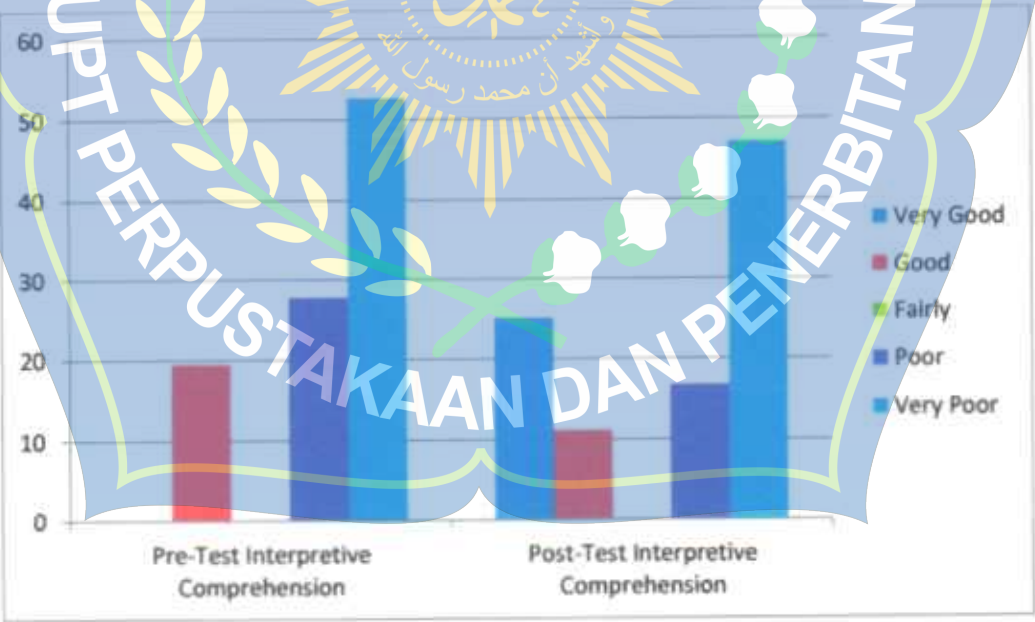


Figure 4.5 Percentage in Students' Interpretive Comprehension Achievement

c. Percentage in Reading Comprehension Achievement

The data below is the percentage of student achievement in reading comprehension which includes literal comprehension and interpretive comprehension.

No.	Score	Classification	Pre- Test		Post-Test	
			Freq	(%)	Freq	(%)
1.	91 – 100	Very Good	0	0	6	16.7
2.	76 – 90	Good	5	13.9	7	19.4
3.	61 – 75	Fairly	7	19.4	5	13.9
4.	51 – 60	Poor	3	8.3	8	22.2
5.	Score less than 50	Very Poor	21	58.3	10	27.7
TOTAL			36	100%	36	100%

Table 4.6 Percentage in Students' Reading Comprehension Achievement

Based on the data on the table, the frequency of students on the pre-test that set the score very poor as many as 21 students with a percentage of 58.3% is inversely proportional when students have received treatment using Socrative Application with the frequency of students on the post-test which is only 10 students with a percentage of 27.7%. With this evidenced that there is a decrease in the frequency of students after getting treatment using Socrative Application as a learning medium.

The increase after using the Socrative Application can be seen in the post-test column, the frequency of students getting a very good score of 6 students with a percentage of 16.7, compared to the previous frequency of students who get a

very good score does not exist. The researcher can draw conclusions based on the data presented that there was an increase in students after using socrative application as a medium of learning. The data above is also presented in graphic form :



Figure 4.6 Percentage of Students' Reading Comprehension Achievement

5. Hypothesis Testing

The results of this study were tested using a t-test inferential analysis format called Paired-Sample Test which is to test differences or comparative tests to find out the significant differences of two learning outcomes in paired samples, in this case the data processed is pre-test and post-test is a paired data. With decision-making criteria based on the value of probability obtained. If the significance value sig. (2-tailed) > 0.05 then H_0 received H_1 rejected. Meanwhile, if the value of significance sig. (2-tailed) < 0.05 then H_0 is rejected and H_1 is accepted. The

results of the students' t-test reading comprehension analysis using Socrative Application as a learning medium as follows:

a. Literal Comprehension

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE_TEST_LC- POST_TEST_LC	-20.556	31.521	5.256	-31.223	-9.888	-3.912	35	0.000

Table 4.7 T-Test of Students' Literal Comprehension

In the table above it is clearly seen that Sig. (2-tailed) is at a value of 0.000. Therefore, the conclusion of the t-test on literal comprehension is $0,000 < 0,05$ where H_0 is rejected and H_1 is accepted. So, there is a significant increase on literal comprehension.using Socrative Application.

b. Interpretive Comprehension

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE_TEST_IC- POST_TEST_IC	-9.611	38.793	6.465	-22.737	3.514	-1.487	35	0.146

Table 4.8 T-Test of Students' Interpretive Comprehension

In the table above it is clearly seen that Sig. (2-tailed) is at a value of 0.146. Therefore, the conclusion of the t-test on literal comprehension is $0,146 > 0,05$

where H_0 is accepted and H_1 is rejected. So, there is no significant increase in students interpretive comprehension.

c. Reading Comprehension

Paired Samples Test								
		Paired Differences			95% Confidence Interval of the Difference		t	df
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper		
Pair 1	PRE_TEST_RC POST_TEST_RC	-14.722	28.333	4.722	-24.309	-5.136	-3.118	35
								0.004

Table 4.9 T-Test of Students' Reading Comprehension

In the table above it is clearly seen that Sig. (2-tailed) is at a value of 0.004. Therefore, the conclusion of the t-test on reading comprehension is $0.004 < 0.05$ where H_1 is accepted and H_0 is rejected. So, there is a significant increase in students reading comprehension using Socratic Application.

B. Discussion

Based on the results of research that has been explained in the findings, the use of Socratic Application can improve the reading comprehension ability of students in Tenth Grade of SMAN 14 Makassar. Before the treatment, students do not know about determining the main idea, supporting ideas and conclusion of the text. This is evidenced by the average student score in reading comprehension is in the very poor category. Then after getting treatment by using the Socratic Application during the reading comprehension learning process, the average score

of reading comprehension students increased by 23.97% according to the information on table 4.3.

1. The Increase of Students in Reading Comprehension with Using Socratic Application

In the research that has been done by researcher, it can be analyzed that the achievement of reading comprehension students using Socratic Application there is an increase in the average score presented in the findings. This shows an increase in the use of students' reading comprehension skills by using Socratic Application. In accordance with a statement from Maslawati et al (2019) which said that Socratic Application is one of the learners response system used to increase student involvement in the learning process. This is also shown in table 4.9 on the hypothesis test (t-test) which shows a significant difference between before and after using the Socratic Application in reading comprehension. This refers to the findings of Roviqoh et al. (2021) that there is a significant difference between students who use Socratic Application and students who do not use Socratic Application.

In the use of Socratic Application in the reading comprehension learning process as stated by Kaya & Balta (2016) the use of Socratic Application can increase student engagement in the reading comprehension learning process, this is evidenced by the enthusiasm of students during learning. Further explanation about literal comprehension and interpretative comprehension results could be presented in the next sessions.

a. Literal Comprehension

The indicators that researcher wanted to achieve in literal comprehension are main idea and supporting idea. Using Socratic Application as a reading comprehension learning medium, researcher found differences when they had not used the Socratic Application shown with the pre-test score, and when they used the Socratic Application with this was indicated by the post-test score. When the pre-test took, researcher used paper-based and saw student results that were still difficult in determining main ideas and supporting ideas. After obtaining the results of the pre-test, researcher treated students and explained material about the report text using the Socratic Application. Compared to using traditional techniques according to Dakka (2015) that the use of Socratic Application can increase student understanding and student engagement compared to traditional ways.

By utilizing the advantages of Socratic Application, which according to Decker (2013) Socratic Application has the advantage of easy to use so that students become enthusiastic and easy to use Socratic Application media. Then, during treatment, they can see the progress of their learning outcomes and can also increase participation in the learning process. By using Socratic Application media, students become more active in trying to answer questions from researcher through Socratic Application according to McLaughlin & Yan (2017) stated that Socratic Application has many interesting features and students also get results from the questions they answer instantly. Researcher and students also had a joint discussion on the material taught.

After that, the advantages of Socrative Application that can increase student literal comprehension is quiz format and grading, where students easily answer questions about report text in Socrative Application (Decker, 2013). Then, at the end of the study, researcher conducted a post-test to see if there was an increase in literal comprehension or not. The results of the study showed that there was an increase in students' literal comprehension. It was also shown in the hypothesis test (t-test) that there were significant differences before and after using the Socrative Application. Therefore, by utilizing the advantages of Socrative Application are easy of use, educational benefits or instant feedback, and quiz format and grading can increase students' literal comprehension.

b. Interpretive Comprehension

The next indicator is interpretive comprehension where researcher wanted to know the ability of students to draw conclusions in report text. According to Burns et al. (1984) said that interpretive comprehension is the ability to draw conclusions from the content of the reading. Therefore, during the treatment, students use the Socrative Application to draw conclusions from the report text presented on the application.

Results obtained after researcher provided post-tests to students showed that there was no significant increase this was also indicated by the results of the hypothesis test (t-test) on interpretive comprehension students. The absence of significant increase in interpretive comprehension results indicates that students

are difficult and not suitable to draw conclusions in the contents of the report text through the Socratic Application.

Based on the above explanation, the use of Socratic Application can increase student literal comprehension by utilizing the advantages of Socratic Application itself, namely ease of use, educational benefits, and quiz format and grading. As for interpretive comprehension, students are still difficult and unsuitable to use the Socratic Application to draw conclusions. This is shown from the results of the hypothesis test that there was no significant increase in the interpretive comprehension of students.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two parts. The first part describes the conclusions based on data analysis and findings in the previous chapter. The next part is suggestion based on finding and conclusions from research.

A. Conclusion

There was a significant increase in literal comprehension which can be seen from the student's mean score from 49.4 to 70 with an improvement percentage of 29%. Meanwhile, the absence of significant increase in interpretive comprehension is indicated by the mean score of students which was initially 41.6 to 51.2 with an improvement percentage of 18.75%. For the reading comprehension itself, students showed a significant increase in the student's mean score from 46.67 to 61.39.

This significant increase in literal comprehension occurs because researcher utilized the advantages of the Socrative Application itself, namely ease of use, educational benefits or instant feedback, and quiz format and grading. In another hand, the absence of significant increase in interpretive comprehension is due to the difficulty of students drawing conclusions through the Socrative Application. Therefore, the use of Socrative Application can be used in the reading comprehension learning process, especially in literal comprehension.

B. Suggestion

The researcher would like give suggestions to teachers, next researchers and readers who read this research. The suggestions are expected to be :

1. For English Teacher at X MIPA 4 of SMA Negeri 14 Makassar

a. The use of Socrative Application as a learning medium is an alternative in the reading comprehension especially in literal comprehension learning process.

b. Socrative Application is suitable in the learning process of reading comprehension, especially in materials that explain literal comprehension. Because, with the use of Socrative Application students are more serious in finding answers, do not feel bored and the learning process becomes more interactive because of the diverse features that Socrative Application has.

2. For the next researcher

a. It is suggested to use this thesis as a reference reference with the same or different discussion topics.

b. It is recommended to conduct a deeper study on Socrative Application because there are still many areas or things that can be done with Socrative Application in the learning process.

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Appendix A. Pre & Post Test

Read the text carefully then answer the following question based on the text!

Fish come in an amazing variety of shapes and colors, but they all have three things in common. All fish live in water, have fins and use gills to get oxygen from the water.

A female fish releases eggs in water. This process is called spawning. However, there are also some fishes, like shark and dolphin, which give birth to live young.

Fish eggs range in size from a barely visible dot to the size of a pea. Fish eggs hatch within several days of spawning or some weeks later, depending on the species and the water temperature.

Fish have the same five senses as humans have: sight, hearing, touch, smell and taste. They use their senses to look for food, avoid predators find a partner to spawn with and find their way around their habitat. Fish can also differentiate color, just as people do.

1. What does paragraph 1 tell us about?
 - a. Fish characteristics
 - b. Fish shapes
 - c. Fish color
 - d. Fish senses
 - e. Fish eggs
2. "This process is called spawning" (paragraph 2) "spawning" means...
 - a. Living together
 - b. Laying eggs
 - c. getting eggs
 - d. Giving birth
 - e. Having eggs

3. Which of the species of fish that give birth based on the text above?

- a. Shark and dolphin
- b. Fish and dolphin
- c. Shark and whale
- d. whale and dolphin
- e. Fish and dolphin

4. The word "visible" (paragraph 3) deals with ...

- a. Able to be heard
- b. Able to be feel
- c. Able to be found
- d. Able to be tasted
- e. Able to be seen

5. What does paragraph 3 talk about...

- a. Fish species
- b. Fish characteristics
- c. Fish live
- d. Fish color
- e. Fish eggs

6. Why do not the fish eggs hatch in a certain time?

- a. Because it depends on the water temperature and the habit of the fish
- b. Because the fish have many species and the water temperature is constant
- c. Because different species and water temperature may have different time of hatching
- d. Because it depends on the species of the fish and the air temperature
- e. Because it depends on the water types

7. What is the main idea of paragraph 4?

- a. Fish have the same senses from humans have
- b. The use of fish senses
- c. Fish can also differentiate color
- d. Fish have different senses as humans have
- e. Fish have to find partner

8. Below are the use of fish senses, except ...

- a. to look for food
- b. to find the way
- c. to differentiate color
- d. to find the predator to spawn
- e. to find their way around their habitat

9. What does the text tell us about?

- a. Female Fish
- b. Fish
- c. Shark
- d. Dolphin
- e. Whale

10. Which of the following statements below is TRUE based on the text above?

- a. All of the fish species live in the water and lay eggs
- b. Neither the fish nor the people can differentiate color
- c. Fish eggs hatch depends on the species, and the temperature of water
- d. Fish have the same senses as humans except hearing to avoid predators
- e. Fish only have one color

(Adopted from Ifah, 2015)

Appendix B. Answer Key

Multiple Choice

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

Appendix C. Lesson Plan

Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan : SMA Negeri 14 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : X / Genap
Materi Pokok : Factual Reports (Report Text)
Text Alokasi Waktu : 4 x 45 menit (2x Pertemuan)

A. Kompetensi Inti

- KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak

terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar (KD), Indikator Pencapaian Kompetensi

NO	KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
	3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks report lisan dan tulis dalam bentuk informasi mengenai flora dan fauna yang terakap dalam mata pelajaran lain di kelas X sesuai dengan konteks penggunaannya.	3.8.1 Menjabarkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks report lisan dalam bentuk informasi mengenai flora dan fauna dengan memberi dan mengidentifikasi melalui buku dan sumber internet
	4.8 Menyusun teks report lisan dan tulis, dalam bentuk informasi mengenai flora dan fauna, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.8.1 Mempresentasikan teks report lisan mengenai flora dan fauna, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

B. Tujuan Pembelajaran

Dengan menerapkan Socrative Application dalam proses pembelajaran, siswa dapat menjabarkan dan mempresentasikan teks report lisan mengenai informasi flora dan fauna, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks, dengan disiplin, penuh tanggung jawab, percaya diri dan bekerja sama.

C. Materi Pembelajaran

1. Fungsi Sosial

Menyampaikan informasi hasil pengamatan dan analisa yang sistematis. Informasi yang dijelaskan dalam information report text biasanya bersifat umum, baik itu alamiah ataupun buatan seperti binatang mamalia, planet, bebatuan, tumbuh-tumbuhan, negara bagian, budaya, transportasi, dan lain sebagainya.

2. Struktur Teks

Information report text hanya memiliki dua struktur umum (generic structure) yaitu :

- General classification; pernyataan umum yang menerangkan subjek laporan, keterangan, dan klasifikasinya.
- Description; tells what the phenomena under discussion; in terms of parts, qualities, habits or behaviors; biasanya memberikan gambaran fenomena-fenomena yang terjadi; baik bagian-bagiannya, sifatsifatnya,

kebiasaannya, ataupun tingkah lakunya. Intinya adalah penjabaran dari klasifikasi yang disajikan dengan ilmiah.

3. Unsur Kebahasaan

- Menggunakan *general nouns*, seperti Panda;
- Menggunakan *relating verbs* untuk menjelaskan ciri, misalnya; They are tame animal and they are kind of raccoon;
- Menggunakan *action verbs* dalam menjelaskan perilaku; In the wild nature it will also catch fish and hunt small birds and rodents, like bamboo rats;
- Menggunakan *present tense* untuk menyatakan suatu yang umum, misalnya Today, pandas are found in six isolated forest areas in Sichuan, Gansu, and Shaanxi provinces in China.;
- Menggunakan istilah *technical terms* atau teknis ilmiah, misalnya Pandas have claws to protect their selves from danger.

D. Model/ Metode Pembelajaran

1. Pendekatan Pembelajaran : Scientific & TPACK
2. Model/Metode Pembelajaran : Problem Based Learning with Socartive Application
3. Teknik : Games, Diskusi & Tanya Jawab

E. Media, Alat & Sumber Belajar

Media Belajar

- Bahan Tayang (foto /video dan Power Point)
- Microsoft Word File
- PDF File
- Google Drive
- Aplikasi Socrative.

Alat Belajar

- LCD Proyektor
- Laptop
- Handphone
- Spidol
- Papan Tulis

Sumber Belajar

1. <https://inggrisonline.com/pengertian-generic-structure-ciri-recount-text-dan-contoh/>
2. Buku Paket Bahasa Inggris

F. Kegiatan Pembelajaran

Kegiatan Pendahuluan

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu	4C
Kegiatan Pendahuluan: <u>Orientasi peserta didik pada masalah</u>	Guru: <u>Orientasi peserta didik pada masalah</u> - Melakukan persiapan dengan salam pembuka dan berdoa untuk memulai pembelajaran. - Memeriksa kehadiran peserta didik sebagai sikap disiplin. - Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran dengan menginstruksikan untuk mengatur nafas (<i>inhale dan exhale</i>).	10 Menit	Religiusitas Disiplin
	<u>Apersepsi</u> Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. (<i>Pretest</i>)		
	<u>Motivasi</u> - Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. - Menyampaikan bahwa jika materi ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang:		

	• Peserta didik diarahkan untuk membuka aplikasi Socrative • Guru menjelaskan tentang tata cara penggunaan Socrative yang akan dipakai dalam proses pembelajaran: ➢ Masuk ke aplikasi socrative atau mengaksesnya melalui www.socrative.com. ➢ Masuk ke ruangan yang disediakan oleh guru. ➢ Mulai kuis dan jawab kuis yang ditampilkan di layar. ➢ Kirimkan kuis saat Anda selesai menjawab seluruh kuis. ➢ Hasil kuis dapat dilihat ketika guru memberikan hasilnya.			<i>Communication</i>
<u>Menjawab pertanyaan</u>	• Peserta didik memulai menjawab soal yang berada di dalam aplikasi Socrative	20 menit		Critical Thinking
<u>Menganalisis dan mengevaluasi proses pembelajaran</u>	• Peserta didik menyampaikan pendapat tentang soal yang telah mereka jawab dan mengenai teks report yang telah mereka baca • Guru menyampaikan jawaban siswa yang sempurna dan yang belum sempurna, diikuti dengan pertanyaan ke siswa mengapa dan apa alasan guru memilih siswa tersebut dengan jawaban yang sempurna dan belum sempurna . (reward dan punishment).	20 menit		<i>Creativity</i> Percaya diri
HOTS				
Catatan Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap disiplin, rasa percaya diri, tanggungjawab, dan bekerja sama.				

Kegiatan Penutup

Kegiatan	Deskripsi	Alokasi Waktu	4C
Kegiatan penutup	- Guru memberikan <i>guided questions</i> tentang apa saja yang sudah dipelajari dan manfaat apa yang bisa diambil dari materi untuk kehidupan sehari-hari. (Post Test) - <i>What do you know about report text and how to apply report text in your life?</i> - Guru menanyakan bagian dari pembelajaran mana yang paling disukai. - Guru menunjuk salah satu siswa untuk memimpin doa untuk mengakhir pembelajaran.	10 menit	Religiuitas

PERTEMUAN KEDUA

Kegiatan Pendahuluan

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu	4C
Kegiatan Pendahuluan: <u>Orientasi peserta didik pada masalah</u>	Guru: <u>Orientasi peserta didik pada masalah</u> - Melakukan persiapan dengan salam pembuka dan berdoa untuk memulai pembelajaran. - Memeriksa kehadiran peserta didik sebagai sikap disiplin. - Menyiapkan fisik dan psikis	10 Menit	Religiuitas Disiplin

peserta didik dalam
mengawali kegiatan
pembelajaran dengan
mengsintruksikan untuk
mengatur nafas (*inhale dan
exhale*).

Apersepsi

- Mengajukan pertanyaan yang ada kaitannya dengan pelajaran yang akan dilakukan. (*Pretest*)

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Menyampaikan bahwa jika materi ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang:

➤ Fungsi sosial, struktur teks dan unsur kebahasaan teks report terkait (mengenai teknologi)

- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.
- Mengajukan pertanyaan.

Pemberian Acuan

- Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari
- Menyampaikan garis besar cakupan materi.
- Menyampaikan metode pembelajaran dan teknik penilaian yang akan

	digunakan.		
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Kegiatan Inti

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu	4C
Kegiatan Inti: <u>Menviapkan peserta didik untuk belajar</u>	• Peserta didik akan dibagi menjadi beberapa kelompok yang dimana dalam kelompok tersebut terdiri dari 5 orang. • Mereka diminta untuk memusatkan perhatian pada fungsi sosial, struktur teks dan unsur kebahasaan teks bacaan yang akan mereka baca. • Peserta didik membaca teks bacaan yang disajikan oleh guru secara bersama-sama.	15 menit	Communication Scientific (Mengamati)
<u>Membimbing peserta didik</u>	• Setelah membaca teks report bersama-sama, guru memberikan deskripsi tugas yaitu mencari tahu tentang generic structure dari teks report yang telah mereka baca. • Masing-masing kelompok berdiskusi mengenai tugas yang diberikan oleh guru. • Setelah berdiskusi, guru mengarahkan masing-masing kelompok (yang kali ini diwakilkan oleh ketua kelompok) untuk memasuki aplikasi Socrative: ➤ Masuk ke aplikasi socrative atau mengaksesnya melalui www.socrative.com.	20 menit	Creativity Percaya Diri Collaborative Tanggung jawab
			Communication

	➢ Masuk ke ruangan yang disediakan oleh guru. ➢ Mulai kuis dan jawab kuis yang ditampilkan di layar. ➢ Kirimkan kuis saat Anda selesai menjawab seluruh kuis. ➢ Hasil kuis dapat dilihat ketika guru memberikan hasilnya		
<u>Menjawab pertanyaan</u>	• Masing-masing kelompok bersaing untuk menjawab pertanyaan dengan benar.	20 menit	Critical Thinking
<u>Menganalisis dan mengevaluasi proses pembelajaran</u>	• Masing-masing kelompok menyampaikan hasil diskusi yang telah mereka lakukan di awal pembelajaran yaitu mencari generic structure dari teks yang mereka baca • Guru menyampaikan jawaban siswa yang sempurna dan yang belum sempurna, diikuti dengan pertanyaan ke siswa mengapa dan apa alasan guru memilih siswa tersebut dengan jawaban yang sempurna dan belum sempurna . (reward dan punishment).	15 menit	Creativity Percaya diri HOTS
Catatan Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap disiplin, rasa percaya diri, tanggungjawab, dan bekerja sama.			

Kegiatan Penutup

Kegiatan	Deskripsi	Alokasi Waktu	4C
Kegiatan penutup	• Guru memberikan <i>guided questions</i> tentang apa saja yang sudah dipelajari dan manfaat apa yang bisa diambil dari materi untuk kehidupan sehari-hari.	10 menit	

	(Post Test) - How does text report affect your life? - Guru menanyakan bagian dari pembelajaran mana yang paling disukai. - Guru menunjuk salah satu siswa untuk memimpin doa untuk mengakhir pembelajaran.		Relijiusitas
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G. Penilaian

a. Sikap

Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru.

Kriteria	Sangat Baik 4	Baik 3	Cukup 2	Kurang 1
Disiplin	Mampu menjalankan aturan dengan kesadaran diri	Mampu menjalankan aturan pengarahannya guru	Kurang mampu menjalankan aturan	Belum mampu menjalankan aturan
Tanggung Jawab	Tertib mengikuti instruksi dan selesai tepat waktu	Tertib mengikuti instruksi dan selesai tidak tepat waktu	Kurang tertib mengikuti instruksi dan selesai tidak tepat waktu	Tidak tertib dan tidak menyelesaikan tugas
Percaya Diri	Tidak terlihat ragu-ragu	Terlihat ragu-ragu	Memerlukan bantuan guru	Belum menunjukkan kepercayaan diri
Bekerja Sama	Mampu bekerja sama dengan teman kelompok	Bekerja sama dengan teman kelompok, tetapi lebih dominan bekerja sendiri	Bekerja dengan kelompok, tetapi mengambil keputusan sendiri	Bekerja sendiri tanpa diskusi dengan teman kelompok.

Catatan :

- ✓ Total Nilai Penilaian Observasi Guru = Jumlah dari akumulasi nilai Displin, Tanggung Jawab, Percaya Diri dan Bekerja Sama.
- ✓ Nilai Penilaian Observasi Guru = (Nilai Displin + Nilai Tanggung Jawab + Nilai Percaya Diri + Nilai Bekerja Sama)

➤ **Penilaian Diri**

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu.

NO	DESKRIPSI	SANGAT BAIK (4)	BAIK (3)	CUKUP (2)	KURANG (1)
1.	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.				
2.	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara				
3.	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.				
4.	Saya ikut serta dalam mengkritik dan memberi masukan pada teman .				
5.	Saya ikut serta dalam menanggapi masukan dan tanggapan teman.				
6.	Saya mengikuti rangkaian diskusi sesuai dengan deskripsi tugas dan instruksi guru secara sistematis				

Catatan :

Total Nilai Penilaian Diri = Jumlah dari akumulasi nilai Deskripsi Penilaian Diri 1,2,3,4,5 dan 6.

Catatan :

✓ Total Nilai Penilaian Diri = Jumlah dari akumulasi nilai Deskripsi Penilaian Diri 1,2,3,4,5 dan 6.

✓ Nilai Penilaian Diri = (Nilai Deskripsi Penilaian Diri 1 + Nilai Deskripsi Penilaian Diri 2 + Nilai Deskripsi Penilaian Diri 3 + Nilai Deskripsi Penilaian Diri 4 + Nilai Deskripsi Penilaian Diri 5 + Nilai Deskripsi Penilaian Diri 6).

✓ **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya.

NO	DESKRIPSI	SANGAT BAIK (4)	BAIK (3)	CUKUP (2)	KURANG (1)
1.	Mau menerima pendapat teman.				
2.	Memberikan solusi terhadap permasalahan.				
3.	Tidak memaksakan pendapat sendiri kepada anggota kelompok.				
4.	Tidak marah saat diberi kritik.				
5.	Memberikan kesempatan teman untuk menyampaikan pendapat.				
6.	Memberikan kesempatan teman untuk memberi tanggapan dari kelompok lain.				
7.	Memberikan kesempatan teman untuk menyangkal pendapat orang lain.				

Catatan :

- ✓ Total Nilai Penilaian Teman Sebaya = Jumlah dari akumulasi nilai Deskripsi Penilaian Teman 1,2,3,4,5, dan 7.
- ✓ Nilai Penilaian Observasi Guru = (Nilai Deskripsi Penilaian Teman 1 + Nilai Deskripsi Penilaian Teman 2 + Nilai Deskripsi Penilaian Teman 3 + Nilai Deskripsi Penilaian Teman 4 + Nilai Deskripsi Penilaian Teman 5 + Nilai Deskripsi Penilaian Teman 6 + Nilai Deskripsi Penilaian Teman 7).

b. Pengetahuan

NO	DESKRIPSI	1	2	3	4
1.	Menjabarkan fungsi sosial teks report	Tidak mampu menjabarkan fungsi sosial teks report	Mampu menjabarkan fungsi sosial teks report tetapi kurang tepat	Mampu menjabarkan fungsi sosial teks report dengan tepat dan sedikit sistematis	Mampu menjabarkan fungsi sosial teks report dengan baik dan sistematis.
2.	Menjabarkan struktur teks, teks report	Tidak mampu menjabarkan struktur teks teks report	Mampu menjabarkan struktur teks teks report tetapi kurang tepat	Mampu menjabarkan struktur teks teks report dengan tepat dan sedikit sistematis	Mampu menjabarkan struktur teks teks report dengan baik dan sistematis.
3.	Menjabarkan unsur kebahasaan teks report	Tidak mampu menjabarkan unsur kebahasaan teks report	Mampu menjabarkan unsur kebahasaan teks report tetapi kurang tepat	Mampu menjabarkan unsur kebahasaan teks report dengan tepat dan sedikit sistematis	Mampu menjabarkan unsur kebahasaan teks report dengan baik dan sistematis.
4.	Menjabarkan topik/ide pokok setiap paragraph teks report	Tidak mampu menjabarkan topik/ide pokok setiap paragraph teks report	Mampu menjabarkan topik/ide pokok setiap paragraph teks report tetapi kurang tepat	Mampu menjabarkan topik/ide pokok setiap paragraph teks report dengan tepat dan sedikit	Mampu menjabarkan topik/ide pokok setiap paragraph teks report dengan baik dan

				sistematis	sistematis.
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Catatan :

- ✓ Total Nilai Pengetahuan = Jumlah dari akumulasi nilai Deskripsi Penilaian Pengetahuan 1,2,3, dan 4.
- ✓ Nilai Pengetahuan = Nilai Deskripsi Pengetahuan 1 + Nilai Deskripsi Pengetahuan 2 + Nilai Deskripsi Pengetahuan 3 + Nilai Deskripsi Pengetahuan 4.

c. Ketrampilan

N O	DESKRIPSI	1	2	3	4
1.	Kelancaran (<i>smoothness</i> dan <i>self confidence</i>)	Berbicara dengan banyak jeda	Berbicara terlalu lambat	Berbicara dengan kecepatan normal	Berbicara dengan lancar
2.	Keakuratan (<i>grammar</i> dan <i>vocabulary</i>)	Kesalahan berbicara membuat pesan sulit dipahami	Kesalahan berbicara menimbulkan kebingungan	Konten berbicara bisa dimengerti, tidak lebih dari satu kesalahan pengucapan kata.	Sedikit kesalahan dalam berbicara sehingga pesan tersampaikan.
3.	Kemampuan presentasi	Berbicara dengan volume yang hampir tidak terdengar, tanpa ekspresi dan tidak komunikatif.	Berbicara kurang jelas dan sedikit komunikatif.	Berbicara dengan suara lembut tapi masih bisa dimengerti dan cukup komunikatif.	Berbicara dengan jelas dengan ekspresi muka yang bagus dan komunikatif.
4.	Keakuratan (<i>Pronunciation</i>)	Berbicara dengan banyak pengucapan yang salah dan tidak bisa dimengerti.	Berbicara dengan pengucapan yang salah tetapi masih bisa dimenegrti	Berbicara dengan sedikit kesalahan pengucapan	Berbicara dengan pengucapan yang benar

Catatan :

- ✓ Total Nilai Ketrampilan = Jumlah dari akumulasi nilai Deskripsi Penilaian Ketrampilan 1,2,3, dan 4.
- ✓ Nilai Ketrampilan = Nilai Deskripsi Ketrampilan 1 + Nilai Deskripsi Ketrampilan 2 + Nilai Deskripsi Ketrampilan 3 + Nilai Deskripsi Ketrampilan 4.



Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan : SMA Negeri 14 Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : X / Genap
Materi Pokok : Factual Reports (Report Text)
Text Alokasi Waktu : 4 x 45 menit (2x Pertemuan)

D. Kompetensi Inti

- KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

E. Kompetensi Dasar (KD), Indikator Pencapaian Kompetensi

NO	KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
	3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks report lisan dan tulis dalam bentuk informasi mengenai flora dan fauna yang tercakup dalam mata pelajaran lain di kelas X sesuai dengan konteks penggunaannya.	3.8.1 Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks report lisan dan tulis dalam bentuk informasi mengenai flora dan fauna dengan memberi dan mengidentifikasi melalui buku dan sumber internet.
	4.8 Menyusun teks report lisan dan tulis, dalam bentuk informasi mengenai flora dan fauna, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan	4.8.1 Mempresentasikan teks report lisan mengenai flora dan fauna, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

sesuai konteks.

B. Tujuan Pembelajaran

Dengan menerapkan Socratic Application dalam proses pembelajaran, siswa dapat menjabarkan dan mempresentasikan teks report lisan mengenai informasi flora dan fauna, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks, dengan disiplin, penuh tanggung jawab, percaya diri dan bekerja sama.

C. Materi Pembelajaran

4. Fungsi Sosial

Menyampaikan informasi hasil pengamatan dan analisa yang sistematis. Informasi yang dijelaskan dalam information report text biasanya bersifat umum, baik itu alamiah ataupun buatan seperti binatang mamalia, planet, bebatuan, tumbuh-tumbuhan, negara bagian, budaya, transportasi, dan lain sebagainya.

5. Struktur Teks

Information report text hanya memiliki dua struktur umum (generic structure) yaitu :

- General classification; pernyataan umum yang menerangkan subjek laporan, keterangan, dan klasifikasinya.
- Description; tells what the phenomena under discussion; in terms of parts, qualities, habits or behaviors; biasanya memberikan gambaran fenomena-fenomena yang terjadi; baik bagian-bagiannya, sifat-sifatnya, kebiasaannya, ataupun tingkah lakunya. Intinya adalah penjabaran dari klasifikasi yang disajikan dengan ilmiah.

6. Unsur Kebahasaan

- Menggunakan *general nouns*, seperti Jasmine;
- Menggunakan *relating verbs* untuk menjelaskan ciri, misalnya; In India, some varieties of Jasmine are used for religious purposes;
- Menggunakan *action verbs* dalam menjelaskan perilaku; misalnya The flower can grow up to 3 meters high and 2 meters wide.;
- Menggunakan *present tense* untuk menyatakan suatu yang umum, misalnya It releases its fragrance mostly after the sun sets especially nearing the full moon.;
- Menggunakan istilah *technical terms* atau teknis/ilmiah, misalnya The soil in the pots should be kept moist but possible for the water to go through it for optimum growth

H. Model/ Metode Pembelajaran

4. Pendekatan Pembelajaran : Scientific & TPACK

5. Model/Metode Pembelajaran : Problem Based Learning with Socratic Application

6. Teknik

: Games, Diskusi & Tanya Jawab

I. Media, Alat & Sumber Belajar

Media Belajar

- Bahan Tayang (foto /video dan Power Point)
- Microsoft Word File
- PDF File
- Google Drive
- Aplikasi Socrative.

Alat Belajar

- LCD Proyektor
- Laptop
- Handphone
- Spidol
- Papan Tulis

Sumber Belajar

3. <https://inggrisonline.com/pengertian-generic-structure-ciri-recount-text-dan-contoh/>
4. Buku Paket Bahasa Inggris

J. Kegiatan Pembelajaran

PERTEMUAN KETIGA

Kegiatan Pendahuluan

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu	4C
Kegiatan Pendahuluan: <u>Orientasi peserta didik pada masalah</u>	Guru: <u>Orientasi peserta didik pada masalah</u> • Melakukan persiapan dengan salam pembuka dan berdoa untuk memulai pembelajaran. • Memeriksa kehadiran peserta didik sebagai sikap disiplin. • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran dengan mengsintruksikan untuk	10 Menit	Relijiusitas Disiplin

mengatur nafas (*inhale dan exhale*).

Apersepsi

- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. (*Pretest*)

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Menyampaikan bahwa jika materi ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang:
 - Fungsi sosial, struktur teks dan unsur kebahasaan teks report terkait (mengenai flora dan fauna)
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.
- Mengajukan pertanyaan.

Pemberian Acuan

- Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari
- Menyampaikan garis besar cakupan materi.
- Menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.

Kegiatan Inti

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu	4C
Kegiatan Inti: <u>Menyiapkan peserta didik untuk belajar</u>	• Peserta didik memusatkan perhatian kepada teks bacaan yang disajikan oleh guru. • Mereka diminta untuk memusatkan perhatian pada fungsi sosial, struktur teks dan unsur kebahasaan teks bacaan yang akan mereka baca. • Peserta didik membaca teks bacaan yang disajikan oleh guru.	15 menit	Scientific (Mengamati)
<u>Membimbing peserta didik</u>	• Peserta didik diminta untuk menemukan generic structure dari teks bacaan yang telah mereka baca • Peserta didik diarahkan untuk membuka aplikasi Socrative • Guru menjelaskan tentang tata cara penggunaan Socrative yang akan dipakai dalam proses pembelajaran: ➢ Masuk ke aplikasi socrative atau mengaksesnya melalui www.socrative.com. ➢ Masuk ke ruangan yang disediakan oleh guru. ➢ Mulai kuis dan jawab kuis yang ditampilkan di layar. ➢ Kirimkan kuis saat Anda selesai menjawab seluruh kuis. ➢ Hasil kuis dapat dilihat ketika guru memberikan hasilnya	15 menit	Communication Collaborative Tanggung jawab
<u>Menjawab</u>	• Peserta didik memulai menjawab	20 menit	Critical

<u>pertanyaan</u>	soal yang berada di dalam aplikasi Socrative		Thinking
<u>Menganalisis dan mengevaluasi proses pembelajaran</u>	• Peserta didik menyampaikan pendapat tentang soal yang telah mereka jawab dan mengenai teks report yang telah mereka baca • Guru menyampaikan jawaban siswa yang sempurna dan yang belum sempurna, diikuti dengan pertanyaan ke siswa mengapa dan apa alasan guru memilih siswa tersebut dengan jawaban yang sempurna dan belum sempurna . (reward dan punishment).	20 menit	Creativity Percaya diri HOTS
Catatan Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap disiplin, rasa percaya diri, tanggungjawab, dan bekerja sama.			

Kegiatan Penutup

Kegiatan	Deskripsi	Alokasi Waktu	4C
Kegiatan penutup	• Guru memberikan <i>guided questions</i> tentang apa saja yang sudah dipelajari dan manfaat apa yang bisa diambil dari materi untuk kehidupan sehari-hari. (Post Test) - <i>What do you know about today's material?</i> • Guru menanyakan bagian dari pembelajaran mana yang paling disukai. • Guru menunjuk salah satu siswa untuk memimpin doa	10 menit	Relijiusitas

	untuk mengakhir pembelajaran.		
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PERTEMUAN KEEMPAT

Kegiatan Pendahuluan

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu	4C
Kegiatan Pendahuluan: <u>Orientasi peserta didik pada masalah</u>	Guru: <u>Orientasi peserta didik pada masalah</u> - Melakukan persiapan dengan salam pembuka dan berdoa untuk memulai pembelajaran. - Memeriksa kehadiran peserta didik sebagai sikap disiplin. - Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran dengan mengsintruksikan untuk mengatur nafas (<i>inhale dan exhale</i>). <u>Apersepsi</u> - Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. (<i>Pretest</i>) <u>Motivasi</u> - Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. - Menyampaikan bahwa jika <i>materi</i> ini dikerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat	10 Menit	Relijiusitas Disiplin

	menjelaskan tentang: ➤ Fungsi sosial, struktur teks dan unsur kebahasaan teks report terkait (mengenai teknologi) • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung. • Mengajukan pertanyaan. Pemberian Acuan • Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari • Menyampaikan garis besar cakupan materi. • Menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.		
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Kegiatan Inti

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu	4C
Kegiatan Inti: <u>Menviapkan peserta didik untuk belajar</u>	• Peserta didik akan dibagi menjadi beberapa kelompok yang dimana dalam kelompok tersebut terdiri dari 5 orang. • Mereka diminta untuk memusatkan perhatian pada fungsi sosial, struktur teks dan unsur kebahasaan teks bacaan yang akan mereka baca. • Peserta didik membaca teks bacaan yang disajikan oleh guru	15 menit	Communication Scientific (Mengamati) Creativity Percaya Diri

	secara bersama-sama.		
<u>Membimbing peserta didik</u>	• Setelah membaca teks report bersama-sama, guru memberikan deskripsi tugas yaitu mencari tahu tentang generic structure dari teks report yang telah mereka baca • Masing-masing kelompok berdiskusi mengenai tugas yang diberikan oleh guru. • Setelah berdiskusi, guru mengarahkan masing-masing kelompok (yang kali ini diwakili oleh ketua kelompok) untuk memasuki aplikasi Socrative: ➢ Masuk ke aplikasi socrative atau mengaksesnya melalui www.socrative.com. ➢ Masuk ke ruangan yang disediakan oleh guru. ➢ Mulai kuis dan jawab kuis yang ditampilkan di layar. ➢ Kirimkan kuis saat Anda selesai menjawab seluruh kuis. ➢ Hasil kuis dapat dilihat ketika guru memberikan hasilnya	20 menit	Collaborative Tanggung jawab <i>Communication</i>
<u>Menjawab pertanyaan</u>	• Masing-masing kelompok bersaing untuk menjawab pertanyaan dengan benar.	20 menit	Critical Thinking

<u>Menganalisis dan mengevaluasi proses pembelajaran</u>	- Masing-masing kelompok menyampaikan hasil diskusi yang telah mereka lakukan di awal pembelajaran yaitu mencari generic structure dari teks yang mereka baca - Guru menyampaikan jawaban siswa yang sempurna dan yang belum sempurna, diikuti dengan pertanyaan ke siswa mengapa dan apa alasan guru memilih siswa tersebut dengan jawaban yang sempurna dan belum sempurna . (reward dan punishment).	15 menit	Creativity Percaya diri HOTS
Catatan Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap disiplin, rasa percaya diri, tanggungjawab, dan bekerja sama.			

Kegiatan Penutup

Kegiatan	Deskripsi	Alokasi Waktu	4C
Kegiatan penutup	- Guru memberikan <i>guided questions</i> tentang apa saja yang sudah dipelajari dan manfaat apa yang bisa diambil dari materi untuk kehidupan sehari-hari. (Post Test) - <i>How does text report affect your life?</i> - Guru menanyakan bagian dari pembelajaran mana yang paling disukai. - Guru menunjuk salah satu siswa untuk memimpin doa untuk mengakhir pembelajaran.	10 menit	Relijiusitas

K. Penilaian

a. Sikap

➤ Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru.

Kriteria	Sangat Baik 4	Baik 3	Cukup 2	Kurang 1
Disiplin	Mampu menjalankan aturan dengan kesadaran diri	Mampu menjalankan aturan pengarahannya guru	Kurang mampu menjalankan aturan	Belum mampu menjalankan aturan
Tanggung Jawab	Tertib mengikuti instruksi dan selesai tepat waktu	Tertib mengikuti instruksi dan selesai tidak tepat waktu	Kurang tertib mengikuti instruksi, selesai tidak tepat waktu	Tidak tertib dan tidak menyelesaikan tugas
Percaya Diri	Tidak terlihat ragu-ragu	Terlihat ragu-ragu	Memerlukan bantuan guru	Belum menunjukkan kepercayaan diri
Bekerja Sama	Mampu bekerja sama dengan teman kelompok	Bekerja sama dengan teman kelompok, tetapi lebih dominan bekerja sendiri	Bekerja dengan kelompok, tetapi mengambil keputusan sendiri	Bekerja sendiri tanpa diskusi dengan teman kelompok.

Catatan :

✓ Total Nilai Penilaian Observasi Guru = Jumlah dari akumulasi nilai Displin, Tanggung Jawab, Percaya Diri dan Bekerja Sama.

✓ Nilai Penilaian Observasi Guru = (Nilai Displin + Nilai Tanggung Jawab + Nilai Percaya Diri + Nilai Bekerja Sama)

➤ Penilaian Diri

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap

bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu.

NO	DESKRIPSI	SANGAT BAIK (4)	BAIK (3)	CUKUP (2)	KURANG (1)
1.	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.				
2.	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara				
3.	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.				
4.	Saya ikut serta dalam mengkritik dan memberi masukan pada teman.				
5.	Saya ikut serta dalam menanggapi masukan dan tanggapan teman.				
6.	Saya mengikuti rangkaian diskusi sesuai dengan deskripsi tugas dan instruksi guru secara sistematis				

Catatan :

Total Nilai Penilaian Diri = Jumlah dari akumulasi nilai Deskripsi Penilaian Diri 1,2,3,4,5 dan 6.

Catatan :

✓ Total Nilai Penilaian Diri = Jumlah dari akumulasi nilai Deskripsi Penilaian Diri 1,2,3,4,5 dan 6.

✓ Nilai Penilaian Diri = (Nilai Deskripsi Penilaian Diri 1 + Nilai Deskripsi Penilaian Diri 2 + Nilai Deskripsi Penilaian Diri 3 +

Nilai Deskripsi Penilaian Diri 4 + Nilai Deskripsi Penilaian Diri 5 + Nilai Deskripsi Penilaian Diri 6.

➤ **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya.

NO	DESKRIPSI	SANGAT BAIK (4)	BAIK (3)	CUKUP (2)	KURANG (1)
1.	Mau menerima pendapat teman.				
2.	Memberikan solusi terhadap permasalahan.				
3.	Tidak memaksakan pendapat sendiri kepada anggota kelompok.				
4.	Tidak marah saat diberi kritik.				
5.	Memberikan kesempatan teman untuk menyampaikan pendapat.				
6.	Memberikan kesempatan teman untuk memberi tanggapan dari kelompok lain.				
7.	Memberikan kesempatan teman untuk menyangkal pendapat orang lain.				

Catatan :

- ✓ Total Nilai Penilaian Teman Sebaya = Jumlah dari akumulasi nilai Deskripsi Penilaian Teman 1,2,3,4,5, dan 7.
- ✓ Nilai Penilaian Observasi Guru = (Nilai Deskripsi Penilaian Teman 1 + Nilai Deskripsi Penilaian Teman 2 + Nilai Deskripsi Penilaian Teman 3 + Nilai Deskripsi Penilaian Teman 4 + Nilai Deskripsi Penilaian Teman 5 + Nilai Deskripsi Penilaian Teman 6 + Nilai Deskripsi Penilaian Teman 7 .

b. Pengetahuan

NO	DESKRIPSI	1	2	3	4
1.	Menjabarkan fungsi sosial teks report	Tidak mampu menjabarkan fungsi sosial teks report	Mampu menjabarkan fungsi sosial teks report tetapi kurang tepat	Mampu menjabarkan fungsi sosial teks report dengan tepat dan sedikit sistematis	Mampu menjabarkan fungsi sosial teks report dengan baik dan sistematis.
2.	Menjabarkan struktur teks report	Tidak mampu menjabarkan struktur teks report	Mampu menjabarkan struktur teks report tetapi kurang tepat	Mampu menjabarkan struktur teks report dengan tepat dan sedikit sistematis	Mampu menjabarkan struktur teks report dengan baik dan sistematis.
3.	Menjabarkan unsur kebahasaan teks report	Tidak mampu menjabarkan unsur kebahasaan teks report	Mampu menjabarkan unsur kebahasaan teks report tetapi kurang tepat	Mampu menjabarkan unsur kebahasaan teks report dengan tepat dan sedikit sistematis	Mampu menjabarkan unsur kebahasaan teks report dengan baik dan sistematis.
4.	Menjabarkan topik/ide pokok setiap paragraph teks report	Tidak mampu menjabarkan topik/ide pokok setiap paragraph teks report	Mampu menjabarkan topik/ide pokok setiap paragraph teks report tetapi kurang tepat	Mampu menjabarkan topik/ide pokok setiap paragraph teks report dengan tepat dan sedikit sistematis	Mampu menjabarkan topik/ide pokok setiap paragraph teks report dengan baik dan sistematis.

Catatan :

- ✓ Total Nilai Pengetahuan = Jumlah dari akumulasi nilai Deskripsi Penilaian Pengetahuan 1,2,3, dan 4.
- ✓ Nilai Pengetahuan = Nilai Deskripsi Pengetahuan 1 + Nilai Deskripsi Pengetahuan 2 + Nilai Deskripsi Pengetahuan 3 + Nilai Deskripsi Pengetahuan 4.

c. Ketrampilan

N O	DESKRIPSI	1	2	3	4
1.	Kelancaran (<i>smoothness</i> dan <i>self confidence</i>)	Berbicara dengan banyak jeda	Berbicara terlalu lambat	Berbicara dengan kecepatan normal	Berbicara dengan lancar
2.	Keakuratan (<i>grammar</i> dan <i>vocabulary</i>)	Kesalahan berbicara membuat pesan sulit dipahami	Kesalahan berbicara menimbulkan kebingungan	Konten berbicara bisa dimengerti, tidak lebih dari satu kesalahan pengucapan kata.	Sedikit kesalahan dalam berbicara sehingga pesan tersampaikan.
3.	Kemampuan presentasi	Berbicara dengan volume yang hampir tidak terdengar, tanpa ekspresi dan tidak komunikatif.	Berbicara kurang jelas dan sedikit komunikatif.	Berbicara dengan suara lembut tapi masih bisa dimengerti dan cukup komunikatif.	Berbicara dengan jelas dengan ekspresi muka yang bagus dan komunikatif.
4.	Keakuratan (<i>Pronunciation</i>)	Berbicara dengan banyak pengucapan yang salah dan tidak bisa dimengerti.	Berbicara dengan pengucapan yang salah tetapi masih bisa dimengerti	Berbicara dengan sedikit kesalahan pengucapan	Berbicara dengan pengucapan yang benar

Catatan :

- ✓ Total Nilai Ketrampilan = Jumlah dari akumulasi nilai Deskripsi Penilaian Ketrampilan 1,2,3, dan 4.
- ✓ Nilai Ketrampilan = Nilai Deskripsi Ketrampilan 1 + Nilai Deskripsi Ketrampilan 2 + Nilai Deskripsi Ketrampilan 3 + Nilai Deskripsi Ketrampilan 4.

L. PEMBELAJARAN REMEDIAL DAN PENGAYAAN

1. Remedial

Pembelajaran remedial dilakukan bagi siswa yang belum tuntas pencapaian kompetensi dasarnya.



Appendix D. Teaching Material

Pertemuan Pertama

REPORT TEXT

FISH

FLORA & FAUNA

REPORT TEXT

SOCIAL FUNCTION

Present information about something, as it is. It is as a result of systematic observation and analysis.

GENERAL CLASSIFICATION

Fish come in an amazing variety of shapes and colors, but they all have three things in common. All fish live in water, have fins and use gills to get oxygen from the water.

REPORT TEXT

GENERAL CLASSIFICATION

Provide a general explanation of something to be reported

DESCRIPTION

Describe something that is reported in detail and without any meaningless additions.

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Description

Fish have the same five senses as humans have: sight, hearing, touch, smell and taste.

FISH

Fish come in an amazing variety of shapes and colors, but they all have three things in common. All fish live in water, have fins and use gills to get oxygen from the water.

A female fish releases eggs in water. This process is called spawning. However, there are also some fishes, like shark and dolphin, which give birth to live young.

Fish eggs range in size from a barely visible dot to the size of a pea. Fish eggs hatch within several days of spawning or some weeks later, depending on the species and the water temperature.

Fish have the same five senses as humans have: sight, hearing, touch, smell and taste. They use their senses to look for food, avoid predators, find a partner to spawn with and find their way around their habitat. Fish can also differentiate color, just as people do.

General
Theme

Learning
Objectives

Activities
Materials

Assessment
Form

Technical
Form

1st Meeting

Align Quiz to Standard

Share

Add Question

1. Fish come in an amazing variety of shapes and colors, but they all have three things in common. All fish live in water, have fins and use gills to get oxygen from the water.

A female fish releases eggs in water. This process is called spawning. However, there are also some fishes, like shark and dolphin, which give birth to live young.

Fish eggs range in size from a barely visible dot to the size of a pea. Fish eggs hatch within several days of spawning or some weeks later, depending on the species and the water temperature.

Fish have the same five senses as humans have: sight, hearing, touch, smell and taste. They use their senses to look for food, avoid predators, find a partner to spawn with and find their way around their habitat. Fish can also differentiate color, just as people do.

(Adapted from Ifah, 2015)

Question :
What kind of the text is it?

Pertemuan Kedua

Expert Text

PANDA

Heri & Esono



Social Function

Present Information about something, as it is. It is as a result of systematic observation and analysis.

General Classification

Pandas are mammals. They are tame animal and they are kind of raccoon.

Description

Many people think that the pandas only eat stems, leaves and bamboo, but it will also eat berries, fruit, flowers, fungi, grass and insects. It also eat flowers like strawberries and roses which grow in its mountain habitat.

In the wild nature it will also catch fish and even small birds and rodents, like bamboo rats. This is not enough to live on, though, so it mainly eats various species of bamboo. Pandas have claws to protect their selves from danger.

Pandas are mammals. Originally, pandas lived in South and East China and parts of Myanmar and Vietnam.

Pandas are mammals and live in forest areas in Sichuan, China. Pandas live in high mountain areas, usually from 2,500 to 3,100 meters (8,200 to 10,200 feet) above sea level. They have natural forested areas with fir, spruce, and bamboo. Many people think that the pandas only eat stems, leaves and bamboo, but it will also eat berries, fruit, flowers, fungi, grass and insects. It also eats rodents like squirrels and roses which grow in its mountain habitat.

In the wild nature, it will also catch fish and even small birds and rodents, like bamboo rats. This is not enough to live on, though, so it mainly eats various species of bamboo.

Genre: 1 Relation: 2 Technique: 3 Action: 4 Process: 5

Verbs: 6 Tenses: 7

2nd Meeting



Align Quiz to Standard

Share

+ Add Question

1.

Pandas are mammals. They are tame animal and they are kind of raccoon. Originally, pandas lived in South and East China and parts of Myanmar and Vietnam.

Today, pandas are found in six isolated forest areas in Sichuan, Gansu and Shaanxi provinces in China. Pandas live in high mountainous areas, usually from 2,700 to 3,700 meters (8,500 to

bamboo, but it will also eat berries, fruit, flowers, fungi, grass and insects. It also eats flowers like crocuses and irises which grow in its mountain habitat.

In the wild nature it will also catch fish and hunt small birds and rodents, like bamboo rats. This is not enough to live on, though, so it mainly eats various species of bamboo. Pandas have claws to protect their selves from danger.

(Adopted from Ifah, J. 2015)

Question

Pandas lived in South and East Asia and parts of Thailand, Myanmar and Vietnam.

False



Pertemuan Ketiga

Report Card

JASMINE

Flora & Fauna



Social function



Present information about something, as it is. It is as a result of systematic observation and analysis.

General Classification



Jasmine is a native flower to some tropical areas in South Asia, Africa and Australia.

Description



The flower can grow up to 3 meters high and 2 meters wide. It releases its fragrance mostly after the sun sets especially in the full moon. Therefore, it is often associated with soothing night time events.



Jasmine: is most fragrant when in South Asia, Africa and Australia. In India, some varieties of Jasmine are used for religious purposes. The flower can grow up to 3 meters high and 2 meters wide.

Planting: The planting of Jasmine is started by putting some cuttings in 3 liter plastic bottles & water. After the plant grows, they are put into 5 liter pots. The pots should be kept moist but periodic over the water to get flowers in 3-4 months growth.

Advantages: There are some important advantages of Jasmine. In medication, this flower is often used for soothing headache, relaxing nerves and soothing stomach. Its oil is also widely used in the making of perfumes.

General flower

Relaxing herbs

Medicinal herbs

Soothing herbs

Perfume

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3rd Meeting

Align Quiz to Standard

Share

+ Add Question

1. Jasmine is a native flower to some tropical areas in South Asia, Africa and Australia. In India, some varieties of Jasmine are used for religious purposes. The flower can grow up to 3 meters high and 2 meters wide. It releases its fragrance mostly after the sun sets especially nearing the full moon. Therefore, it is often associated with soothing night-time moods.

The planting of Jasmine is started by putting some cuttings in 3 inch posts within 4 weeks. After the roots grow, they are put into 6 inch pots. The soil in the pots should be kept moist but possible for the water to go through it for optimum growth.

There are some important advantages of Jasmine. In medication, this flower is often used for soothing headaches, stimulating brain, and restoring balance. Its extract is also widely used in the making of perfume.

(Adopted from Mursal, N. 2021)

Question

What is the title of the

4th Meeting

Align Quiz to Standard

Share

+ Add Question

1. Cherry blossoms or sakura are cherry trees and their blossoms. Cherry trees are a symbol of spring for Japanese people. Hanami or Flower viewing is a traditional custom in spring to visit some places where sakura are blooming. Japanese people love cherry blossoms, but the origin of this flower is debatable. Some people believe that the flower is from Japan but some others believe

The unique fact of cherry blossom is that their flowers which grow earlier than the leaves. Cherry blossoms have many colors such as white, little pink, and red. Most of the flowers are white or pink with five petals, but there are some flowers with almost a hundred petals.

(Adopted from Mursal, N. 2021)

Question:
What is the characteristics of the sakura?

+ Add Question

2. Cherry blossoms or sakura are cherry trees and their blossoms. Cherry trees are a symbol of spring for

Appendix E. The Result of Data Analysis

1. List of Name of the Students X MIPA 4 of SMAN 14 Makassar

No.	SAMPLE	CODE
1	A. Ratu Mutiah Fadilla	S-1
2	Abdul Sulaiman	S-2
3	Adrian Rezky Pranatama	S-3
4	Albani Islamimulya Hafidza	S-4
5	Alya Nur Intan Ali	S-5
6	Annisya Paramita Wahyu	S-6
7	Dianti Kamaruddin	S-7
8	Farah Fadila Az-Zahra	S-8
9	Fenita Iva Sannar	S-9
10	Hikmah	S-10
11	Ilham	S-11
12	Irfansyah	S-12
13	Irwina Andriana	S-13
14	Ita Kadarsih Kerengjib	S-14
15	Laode Danu Danapati	S-15
16	M. Anugrah Ardiansyah	S-16
17	Meisty	S-17
18	Muh. Fachri Akbar D.	S-18
19	Muh. Rasul	S-19
20	Mih. Yusuf Ikhtiwan	S-20
21	Muh. Asmanul Gaffar	S-21
22	Muh. Fadil	S-22
23	Muhammad Daifan. A	S-23
24	Muhammad Fahrezy Arie	S-24
25	Muhammad Riffat Zaafarani Ros	S-25
26	Nabilah Putri Anastasya	S-26
27	Nadine Agnesia	S-27
28	Neza Artika Putri	S-28
29	Ni'matul Abidah Amir	S-29
30	Nur Ismah	S-30
31	Puspita Endah Sari	S-31
32	Putri Ananda Mustika	S-32
33	Rezky Pratiwi Irmawan	S-33
34	Sri Rahayu Brotowiyono	S-34
35	Stevanya Putri Florensya Fanggi	S-35
36	Thatiana Rahman	S-36

2. Pre-Test & Post-Test Results

Respondents	SCORE			
	Pre-Test	Classification	Post-Test	Classification
S - 1	70	Fairly	90	Very Good
S - 2	40	Very Poor	80	Good
S - 3	30	Very Poor	40	Very Poor
S - 4	20	Very Poor	70	Fairly
S - 5	0	Very Poor	60	Poor
S - 6	50	Very Poor	100	Very Good
S - 7	30	Very Poor	0	Very Poor
S - 8	70	Fairly	90	Good
S - 9	70	Fairly	100	Very Good
S - 10	20	Very Poor	50	Very Poor
S - 11	80	Good	90	Good
S - 12	30	Very Poor	60	Poor
S - 13	70	Fairly	100	Very Good
S - 14	30	Very Poor	60	Poor
S - 15	60	Poor	60	Poor
S - 16	60	Poor	60	Poor
S - 17	70	Fairly	70	Fairly
S - 18	60	Poor	70	Fairly
S - 19	0	Very Poor	0	Very Poor
S - 20	40	Very Poor	50	Very Poor
S - 21	30	Very Poor	30	Very Poor
S - 22	70	Fairly	60	Poor
S - 23	40	Very Poor	70	Fairly
S - 24	40	Very Poor	60	Poor
S - 25	80	Good	70	Fairly
S - 26	20	Very Poor	60	Poor
S - 27	50	Very Poor	100	Very Good
S - 28	50	Very Poor	100	Very Good
S - 29	80	Good	90	Good
S - 30	40	Very Poor	0	Very Poor
S - 31	80	Fairly	100	Very Good
S - 32	80	Very Poor	80	Good
S - 33	70	Very Poor	0	Very Poor
S - 34	30	Very Poor	90	Fairly
S - 35	0	Very Poor	0	Poor
S - 36	20	Very Poor	0	Very Good
TOTAL	$\sum x = 1680$		$\sum x = 2210$	
MEAN SCORE (X)	X = 46.67		X = 61.39	

3. Pre-Test & Post-Test Results (Literal Comprehension)

Respondents	SCORE			
	Pre-Test	Classification	Post-Test	Classification
S - 1	80	Good	80	Good
S - 2	40	Very Poor	60	Poor
S - 3	20	Very Poor	60	Poor
S - 4	20	Very Poor	60	Poor
S - 5	0	Very Poor	80	Good
S - 6	40	Very Poor	100	Very Good
S - 7	40	Very Poor	0	Very Poor
S - 8	80	Good	100	Very Good
S - 9	60	Poor	100	Very Good
S - 10	20	Very Poor	80	Good
S - 11	80	Good	100	Very Good
S - 12	40	Very Poor	80	Good
S - 13	60	Poor	100	Very Good
S - 14	20	Very Poor	100	Very Good
S - 15	60	Poor	60	Poor
S - 16	60	Poor	80	Good
S - 17	60	Poor	100	Very Good
S - 18	60	Poor	80	Good
S - 19	0	Very Poor	0	Very Poor
S - 20	40	Very Poor	60	Poor
S - 21	20	Very Poor	60	Poor
S - 22	80	Good	100	Very Good
S - 23	40	Very Poor	80	Good
S - 24	40	Very Poor	80	Good
S - 25	60	Good	80	Good
S - 26	20	Very Poor	60	Poor
S - 27	100	Very Good	100	Very Good
S - 28	100	Very Good	100	Very Good
S - 29	80	VGood	80	Good
S - 30	20	Very Poor	0	Very Poor
S - 31	100	Very Good	100	Very Good
S - 32	100	Very Good	100	Very Good
S - 33	60	Poor	0	Very Poor
S - 34	40	Very Poor	100	Very Good
S - 35	0	Good	0	Very Poor
S - 36	40	Very Poor	0	Very Poor
TOTAL	$\sum x = 1780$		$\sum x = 2520$	

MEAN SCORE (X)	X = 49.44	X = 70
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4. Pre-Test & Post-Test Results (Interpretive Comprehension)

Respondents	SCORE			
	Pre-Test	Classification	Post-Test	Classification
S - 1	60	Poor	100	Very Good
S - 2	40	Very Poor	100	Very Good
S - 3	40	Very Poor	20	Very Poor
S - 4	20	Very Poor	80	Good
S - 5	0	Very Poor	40	Very Poor
S - 6	60	Poor	100	Very Good
S - 7	20	Very Poor	0	Very Poor
S - 8	60	Very Poor	80	Good
S - 9	80	Good	100	Very Good
S - 10	20	Very Poor	20	Very Poor
S - 11	80	Good	80	Good
S - 12	20	Very Poor	40	Very Poor
S - 13	80	Good	100	Very Good
S - 14	40	Very Poor	20	Very Poor
S - 15	60	Poor	60	Poor
S - 16	60	Poor	40	Very Poor
S - 17	80	Good	40	Very Poor
S - 18	60	Poor	60	Poor
S - 19	0	Very Poor	0	Very Poor
S - 20	10	Very Poor	40	Very Poor
S - 21	10	Very Poor	0	Very Poor
S - 22	60	Poor	20	Very Poor
S - 23	40	Very Poor	60	Poor
S - 24	40	Very Poor	40	Very Poor
S - 25	80	Good	60	Poor
S - 26	20	Very Poor	60	Poor
S - 27	0	Very Poor	100	Very Good
S - 28	0	Very Poor	100	Very Good
S - 29	80	Good	100	Very Good
S - 30	60	Poor	0	Very Poor
S - 31	60	Poor	100	Very Good
S - 32	60	Poor	60	Poor
S - 33	80	Good	0	Very Poor
S - 34	20	Very Poor	80	Good
S - 35	0	Very Poor	0	Very Poor
S - 36	0	Very Poor	0	Very Poor

TOTAL	$\sum x = 1500$	$\sum x = 1846$
MEAN SCORE (X)	$X = 41.66$	$X = 51.27$



5. The Improvement of the Students

a. The Improvement of the Students Reading Comprehension

$$\% = \frac{\text{Mean of Post Test} - \text{Mean of Pre Test}}{\text{Mean of Post Test}} \times 100$$

$$\% = \frac{61.39 - 46.67}{61.39} \times 100$$

$$\% = \frac{14.72}{61.39} \times 100$$
$$= 23.97 \%$$

b. The Improvement of the Students Literal Comprehension

$$\% = \frac{70 - 49.4}{70} \times 100$$

$$\% = \frac{20.6}{70} \times 100$$
$$= 29\%$$

c. The Improvement of the Students Interpretive Comprehension

$$\% = \frac{51.2 - 41.6}{51.2} \times 100$$

$$\% = \frac{9.6}{51.2} \times 100$$

$$= 18.75\%$$

6. Hypothesis Test

a. Reading Comprehension (Paired-Sample T-Test)

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PRE_TEST_RC - POST_TEST_RC	-14.722	28.333	4.722	-24.309	-5.136	-3.118	35	0.004

b. Literal Comprehension (Paired-Sample T-Test)

Paired Samples Test								
		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	PRE_TEST_LC - POST_TEST_LC	-20.556	31.527	5.255	-31.223	-9.888	-3.912	0.000

c. Interpretive Comprehension (Paired-Sample T-Test)

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE_TEST_IC - POST_TEST_IC	-9.611	38.793	6.465	-22.737	3.514	-1.487	35	0.146

Appendix F. Documentation

1. Students' Pre-Test



2. Students' Post-Test

3. Learning Process



4. Students' Tasks

Finished!

Score: 5/6

Percent: 83%

OK

REPORTER

3rd Meeting

Finish

Show Names

Show Responses

Show Results

NAME

BLUE

LIME

Magenta

Peach

Teal

violet

6 Class Total

Space Race

Blue

Magenta

Lime

Peach

Violet

Teal

UNIVERSITAS MUHAMMADIYAH MAKASSAR

UPT PERPUSTAKAAN DAN PENERBITAN



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PERPUSTAKAAN FKIP

SURAT KETERANGAN BEBAS PUSTAKA

NO. 78/IBP/3/FKIP/2022

Surat Keterangan Bebas Pustaka ini diberikan kepada:

Nama : Zarkasih Yunus, S.Pd

NBM : 988460

Jabatan : Pengelola Perpustakaan FKIP Universitas Makassar

Menerangkan dengan sebenarnya bahwa:

Nama : Yenny Andini Sohrir

Nim : 10535110417

Tempat Tanggal Lahir : Purutur, 3 Agustus 1999

Prodi : Pend. Bahasa Inggris

Surat mempunyai tanggapan (keterangan) pengembalian buku dan menyatakan bebas dari segala kewajiban dan peraturan Perpustakaan FKIP Universitas Muhammadiyah Makassar.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan dan dipergunakan sebagaimana mestinya.

Makassar, 20 Mei 2022

Pengelola
Perpustakaan FKIP

Zarkasih Yunus, S.Pd
NBM. 988460



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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UPT PERPUSTAKAAN DAN PENERBITAN

Alamat Kantor: Jl. Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Vinky Audrini Sahrir

NIM : 105351110417

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

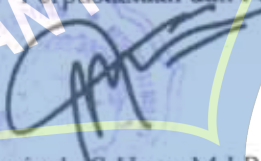
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Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

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seperlunya.

Makassar, 1 April 2022 ✓
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,


Nursinah, S. Hum, M.I.P
NBM. 964 591

VINKY AUDRINI SAHRIR
105351110417 BAB I

by Tahap Tutup



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Vinkys MUHASAH
Audrini Sahrir
105351110417 BAB IV

by Tahap Tutup



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5. Surat Penelitian

a. Surat Pengantar Penelitian dari FKIP



MAJLIS PENDIDIKAN TINGGI MUHAMMADIYAH
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UNIVERSITAS MUHAMMADIYAH
MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN



Erwin Akib, M.Pd, Ph.D
NIDN 0011194

b. Surat Pengantar Penelitian dari LP3M

 **MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH**
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN, PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 27B Telp. 8443022 Fax 08411963388 Makassar 90221 E-mail: dyjmuhammad@yahoo.com



Nomor : 132/05/C.4-VIII/I/43/2022 09 Jumadil akhir 1443 H
Lamp : 1 (satu) Rangkaian Proposal 12 January 2022 M
Hal : Permohonan izin Penelitian
Kepada Yth.
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala UPT P2T BAK-PT Prov. Sul-Sel
di -
Makassar

Berdasarkan surat dalam Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 8446/FKIP/A.4-IP/1443/2022 tanggal 10 Januari 2022, menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : VINKY AUDRINI SAHRIR
No. Stambuk : 10535 1110417
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa

Dermaksud melaksanakan penelitian pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Increasing the students reading comprehension of report text with cooperative application"

Yang akan dilaksanakan dari tanggal 17 Januari 2022 s/d 17 Maret 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan *Yazakumullahu khairan katsiran*.


Ketua LP3M
Dr. Akubakar Idhan, MP.
Telp. 101 7716

01-22

c. Surat Pengantar Penelitian dari Dinas Permodalan

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELenggaraAN PELAYANAN PERIZINAN

Nomor: 2542/SK/PTSP/2022
Lampiran: 1
Perihal: Izin Penelitian

Kepada Yth,
Kepala Dinas Pendidikan Prov. Sulsel

Berdasarkan Surat Keputusan UPTD/UMM Makassar Nomor: 132/SC/44/10/22 tanggal 12 Januari 2022
tentang: Izin Penelitian, Mahasiswa/peneliti, dan lain-lain.

Yang dikehendaki:
1. Izin Penelitian
2. Izin Penelitian

Sehubungan dengan hal tersebut, kami sampaikan bahwa izin penelitian yang dimaksudkan tersebut, dengan
maksudnya untuk meningkatkan kualitas penelitian yang dilakukan oleh mahasiswa/peneliti, dan lain-lain.

Demikian surat pengantar ini kami sampaikan, dengan harapan dapat diterima dan dilaksanakan dengan baik.
Atas perhatian dan kerjasamanya, kami ucapkan terima kasih.

Ditandatangani di Makassar
pada tanggal 12 Januari 2022

K.H. DENNY HAWAN SARDI, M.Si
Pangkat Pembina Utama Madya
No. 132/SC/44/10/22 1 003

Terselenggara:
1. Kepala UPTD/UMM Makassar
2. Peneliti

Ditandatangani 12 Jan 2022

Jl. Senggastra No. 5 Telp. (0411) 441077 Fax. (0411) 449930
Website: <http://www.dmdptpsulsel.go.id> Email: dmdptpsulsel@pro.go.id
Makassar 90221

d. Surat Keterangan Telah Melaksanakan Penelitian

**PEMERINTAH PROVINSI SULAWESI SELATAN**
DINAS PENDIDIKAN
SMA NEGERI 14 MAKASSAR
Alamat : Jl. Baji Minang No. 9 ☎ 0411-834 416 Makassar 90126
Website: <http://sman14mks.sch.id> Email : smanegeri14mks@gmail.com 

SURAT KETERANGAN PENELITIAN
Nomor : 422/012/SMAN.14/1/2022

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 14 Makassar menyatakan bahwa :

Nama	WINKY AULUMI KASRIR
Nomor Pokok	: 105351110417
Program Studi	: Pend. Bahasa Inggris
Pekerjaan	: Mahasiswa (SI)
Alamat	: Jl. Sir Alauddin No.259, Makassar

Yang bersangkutan telah selesai melakukan Penelitian di SMA Negeri 14 Makassar tanggal, 19 Januari s.d 2 Februari 2022, berdasarkan surat rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu, Nomor : 254/264.01/PTSP/2022 Tanggal 13 Januari 2022.

Dengan judul penelitian:

**"INCREASING THE STUDENTS READING COMPREHENSION OF
REPORT TEXT WITH SOCRATIVE APPLICATION"**

Dengan surat keterangan ini diberikan untuk dipergunakan sepenuhnya.

Februari 2022


Dra. Hj. Nur Indayah Masri
Kepala SMA Negeri 14 Makassar Tk.1
NIP. 19690824 199412 2 003

e. Kontrol Penelitian

MAJELIS DOKTERAL BANGSA MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : 1. Vicky Andriol Sahle
NIM : 18030118017
Judul Penelitian : Increasing the Students Reading Comprehension of Report Text with Narrative Application
Tanggal Uraian Proposal : 29 Desember 2021
Tempus Penelitian : 14 Januari 2022

No	Hal	Kegiatan Penelitian	Nama Dosen Pembimbing	Pengetahuan
1	14 Januari 2022	Mengantar surat ke dosen pembimbing	Dr. Yenny Kallu	
2	16 Januari 2022	Penyusunan proposal	Dr. Yenny Kallu	
3	17 Januari 2022	Penyusunan proposal	Dr. Yenny Kallu	
4	18 Januari 2022	Penyusunan proposal	Dr. Yenny Kallu	
5	19 Januari 2022	Penyusunan proposal	Dr. Yenny Kallu	

MAJELIS DOKTERAL BANGSA MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

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Terakreditasi S1, S2, S3, dan PT

Kapasitas 536A, Negeri 2022

Ketua Majelis Diklat Bangsa
FKIP Muhammadiyah Makassar

Ketua Majelis Diklat Bangsa
FKIP Muhammadiyah Makassar

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f. LoA (Letter of Acceptance)



MAJLIS DIKHLITBANG UM MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 139 Makassar
Telp. 0851 443021 (Gedung II)
Email: gjm@muhammadiyah.ac.id
Web: gjm.muhammadiyah.ac.id

LETTER OF ACCEPTANCE
0464 BG-FKIP/LOA/BTV/1412/2022

Dear VINKY AUDRINI SAHRIR

It is our pleasure to inform you that, after reviewing your paper,
**INCREASING THE STUDENTS READING COMPREHENSION OF REPORT
TEXT WITH SOCROCRATIVE APPLICATION**

The manuscript ID: 13

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	☒	☐
The author has submitted the manuscript through the open journal system (OJS)	☒	☐
The manuscript according to the instructions or description of the journal	☒	☐
Lat-T has been submitted by the author	☒	☐
The manuscript has followed the existing template	☒	☐
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Makassar, 15 April 2022 M
13 Rabiulhimmah 1443 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Fauzan Kharrati Syam, S.Pd., M.Pd.
NIM 977 807



Terakreditasi B

CURRICULUM VITAE



Yamaputri.

The researcher, Vinky Audrini Sahrir was born on August, 3rd 1999 in Pasuruan, East Java. She has two siblings, one sister and one brother. She is the second child from the marriage of her parents, Ir. Muh. Sahrir and Shanty Dewi

She began her education in SD Negeri Gunung Sari 1 Makassar and graduated in 2011. Then she continued her study in SMP Negeri 13 Makassar and graduated in 2014. Afterwards, she continued her study in SMA Negeri 9 Makassar and graduated in 2017. In the same year, she was accepted as a students in English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

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