THE USE OF NOTICING REFORMULATION TASK TECHNIQUE TO IMPROVE STUDENTS' READING SKILLS

**(A Classroom Action Research at The Eleventh Grade of SMK Negeri 1 Jeneponto)**

A THESIS

Submitted to the Faculty of Theacher Training and Education Muhammadiyah University of Makassar in Partial Fulfillment of Requirement for the Degree of English Department

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2023**

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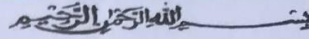
LEMBAR PENGESAHAN

Skripsi atas nama **Yurista Ayu Puspita** NIM **105351109819,** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 024 Tahun 1445 H/2024 M, tanggal 18 Rajab 1445 H/30 Januari 2024 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 **Jum'at 2 Februari 2024**.

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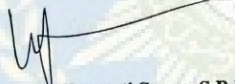|		
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15/10/23		→ See my correction on Chapter 3 → Change into past form.	
29/10/23		→ Elaborate your ideas in discussions by inserting experts' ideas related your topics	

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Friday 06/oct 23	II	Citation (year: page) ..p. 10.	
	III	Some gramar mistake Action in cycle 2 must be stated. (p. 39)	
Monday 09/oct 23		no copy of table. (p.41). see notes p. 45.	
Tuesday 10/oct 23		Discussion	
Tuesday 24/10/23	IV V	Discussion Concluding	
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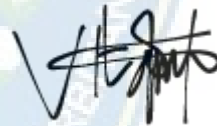Reading Skills At the Eleventh Grade of SMK Negeri 1

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Yang Membuat Pernyataan

Yurista Ayu Puspita

MOTTO

"Allah knows what you need

not what you want"

ABSTRACT

Yurista Ayu Puspita, 2023. *The Use of Noticing Reformulation Task Technique to Improve Students' Reading Skills (A Classroom Action Research at the Eleventh Grade SMK Negeri 1 Jeneponto),* supervised by Ummi Khaerati Syam and Herlina Daddi. Thesis of English Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

The objective of this research is to find out the use of Noticing Reformulation Task (NRT) Technique in improving students reading interpretive skills especially main idea and conclusion at the eleventh grade Year Students of SMK Negeri 1 Jeneponto.

The researcher used Classroom Action Research (C.A.R). It was consisted of two cycles. In each circel consisted of four meetings, Planning, Action, Observation, and Reflection. The research subject was the students' in class XI. Jasa Boga; it consisted of 27 students with all students 27 women. The researcher obtained the data by using reading test and observation sheet.

Based on the research findings and discussions in the previous chapter, it could be concluded that using Noticing Reformulation Task technique can improve the students' interpretive reading skills at Class XI Jasa Boga of SMK Negeri 1 Jeneponto. It is proved by the students' achievement in circel II is higher than circel I and D-Test where the D-Test the students' mean score achievement in interpretive reading skills is 4.31, but after evaluation in circel I the students' interpretive reading skills becomes 5.20 and circel II 7.19. Besides, Noticing Reformulation Task (NRT) technique is able to make the students more active in learning process, especially in reading activities.

Keyword: Reading, Teaching, CAR, NRT, Students'
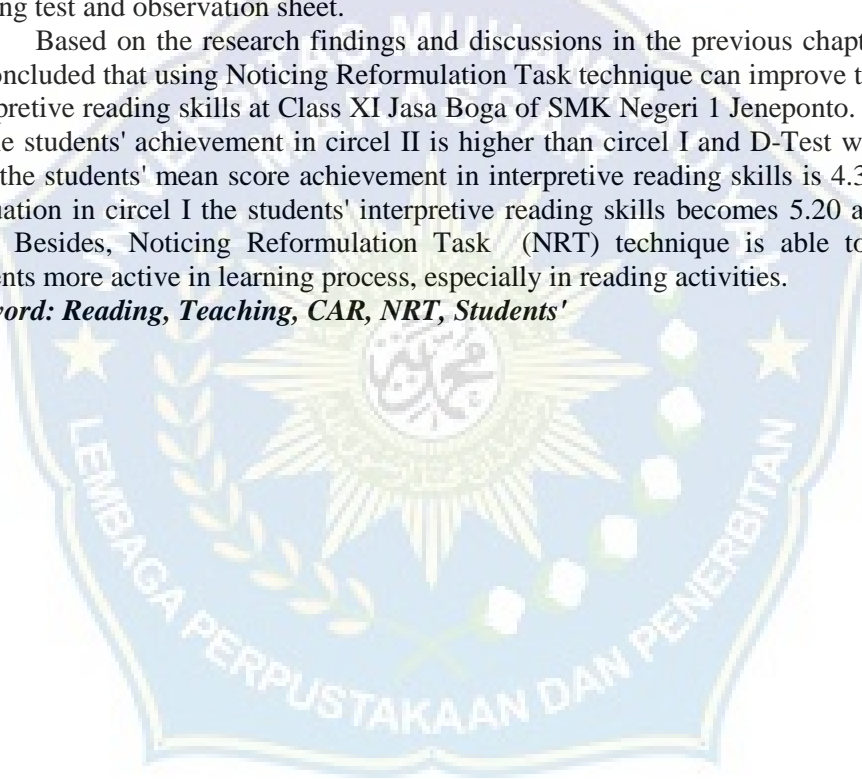
ABSTRAK

Yurista Ayu Puspita, 2023. Meningkatkan Pemahaman Membaca Siswa melalui Memperhatikan, Tugas Reformulasi, (NRT) teknik, (Penelitian Tindakan Kelas di Kelas XI SMK Negeri 1 Jeneponto), diawasi oleh Ummi Khaerati Syam dan Herlina Daddi. skripsi Jurusan Bahasa Inggris, Fakultas Pendidikan dan Pelatihan Guru, Universitas Muhammadiyah Makassar.

Tujuan dari penelitian ini adalah untuk mengetahui penggunaan teknik NRT dalam meningkatkan pengetahuan membaca siswa terutama ide utama dan membuat kesimpulan pada Siswa Kelas Sebelas SMK Negeri 1 Jeneponto. Peneliti menggunakan Penelitian Tindakan Kelas (C.A.R). Itu terdiri dari dua siklus. Dalam setiap siklus terdiri dari empat pertemuan. Subjek penelitian adalah siswa kelas XI Jasa Boga, terdiri dari 27 siswa dengan dalam sekelas wanita semua. Peneliti memperoleh data dengan menggunakan tes membaca dan lembar observasi.

Berdasarkan temuan penelitian dan diskusi pada bab sebelumnya, dapat disimpulkan bahwa menggunakan Memperhatikan, Tugas Reformulasi, (NRT) teknik dapat meningkatkan pengetahuan membaca interpretive siswa di Kelas XI Jasa Boga SMK Negeri 1 Jeneponto. Hal ini dibuktikan dengan prestasi belajar siswa pada siklus II yang lebih tinggi dari siklus I dan D-Test dimana pada D-Test pencapaian nilai rata-rata siswa dalam pemahaman membaca interpretive adalah 4.31, tetapi setelah evaluasi pada siklus I pemahaman membaca interpretive siswa menjadi 5.20 dan siklus II 7019. Selain itu, Teknik Memperhatikan, Tugas Reformulasi, (NRT) mampu membuat siswa lebih aktif dalam proses pembelajaran, terutama dalam kegiatan membaca.

Kata kunci: Membaca, Mengajar, Penelitian Tindakan Kelas, NRT, Siswa

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The Researcher
Yurista Ayu Puspita

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CHAPTER I

INTRODUCTION

A. Background

Reading is a crucial component of learning for students as they progress through their education. Reading cannot be viewed as a standalone subject in our study because it is involved in both language acquisition and the learning of other subjects. As required by Harris in Rudianto (2012), reading is a process that incorporates participation in the teaching-learning process through internalized reading of texts and externalized applications of texts that are challenging to comprehend or explain.

People can increase their knowledge by reading, which promotes ongoing personal development and allows them to adapt to societal change. As stated by Harvey (1992) and Rudianto (2012), reading in language should be done to perform in a specific thing of astonishing information that refers to the knowing condition of extending experience where we are.

Meanwhile, It is commonly acknowledged that reading proficiency is essential for successful learning across the board in the classroom. Learning challenges in reading will negatively affect a child's performance in all academic subjects. In the modern age, reading has increased rather than decreased the importance of the need for people to have appropriate literacy abilities, which is a prerequisite for adults to participate well in the community.

This is the fundamental idea of reading comprehension for readers to fully understand what they have read, they must be able to understand the text

correctly. Irwin in Klinner in Beta (2011) indicates that the reading process can be expanded by extending the reading of the core idea and message process of knowledge, which needs summarizing the reading process and successfully structuring the reading process.

The researcher believes that reading should not be disregarded because of how crucial it is. If anybody is concerned about it, they can expand their knowledge by reading a variety of books. The mastery of reading in English is, thus, the extrusion of each topic. Reading takes us outside of ourselves and our own country. Reading is a technique that aids in world understanding. We can widen our horizons and learn new things by reading.

In light of the aforementioned situation, the researcher wishes to explore a method that would enable people to read naturally and fluently to the point where they can read anything virtually instantly without sacrificing comprehension or explanation. In that situation, the researcher would elaborate on one of the four skills specifically, reading comprehension that has turned into a difficulty.

Based on the results of researcher discussion with eleventh grade students majoring in office, that in reading they don't understand the meaning of the main reading, they find it very difficult to interpret reading in English, where they have to use google translate to make it easier for them to read, on the other hand they don't really understand the meaning of reading given by the teacher. and the researcher can conclude that students' reading comprehension at school is not above average in the KKM is 70 score.

The research titled "***The use of Noticing Reformulation Task (NRT) Technique to Improve Students' Reading skills in the Eleventh Grade of SMK***

Negeri 1 Jeneponto" will be conducted by the researcher in light of this fact." It is one technique used to check for and correct comprehension while reading.

Additionally, because the strategy's implementation incorporates both students' and teachers' creativity in the reading learning process, it would encourage students to enhance their reading skills and support them in the teaching-reading process in the classroom. It demonstrates how the NRT technique can be developed to use grouping at random.

The researcher employs reading construction during the teaching-learning process by reading a text while the students recontextualize the text based on how their peers read it. This is an example of creativity in action. Due to their shared interest in the book, reading by focusing on text at random, and reading competitions for each group in the reading learning process, students are driven to read the text.

B. Problem Statement / Research Question

Related to the background above, the researcher formulates research questions as follows:

1. How is the improvement of students' reading skills in terms of finding the inferring main idea the through the use of Noticing-Reformulation Task (NRT) at the XI. Jasa Boga grade of SMK Negeri 1 Jeneponto?

2. How is the improvement of students' reading skills in terms of finding the drawing conclusion interpretive comprehension of recount text through the use of Noticing Reformulation Task (NRT) at the XI. Jasa Boga grade of SMK Negeri 1 Jeneponto

C. Research Objectives

The research aims to find out the objective as in the following:

1. To find out the students' improvement of students' reading skills in terms of finding the main idea the through the use of Noticing Reformulation Task (NRT) at the XI. Jasa Boga grade of SMK Negeri 1 Jeneponto

2. To find out the students' improvement of students' reading skills in terms of finding the conclusion through the use of Noticing Reformulation Task (NRT) at the XI. Jasa Boga grade of SMK Negeri 1 Jeneponto

D. Research Significance

The result of the study is expected to be piece of useful information and positive contribution to the English learners to improve their reading skills, which deals with Noticing Reformulation Task (NRT) and main idea and conclusion.

E. Research Scope

This research is restricted to the use of Noticing Reformulation Task (NRT) in improving the students' reading skills, refers to the interpretive comprehension inferring main idea, and drawing conclusion. It is focused on recount text

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with some priveous related studies, some partinent ideals, and the theoritical framework

A. Previous Related Research Findings

Many researchers here been reported to expose the ability in reading skills that related:

1 Yasser, (2015) in his thesis increasing the english Reading achievement through NRT Technique of the elevent grade at SMK 1 Jeneponto. He found that NRT is effective to improve pronounciation of the student fricative and affricative consonant become 4.2 and 4.2 whereas in cycle II 6.4 and 6.6.

2 Ishak, (2012) after evaluation in cycle I the students' pronunciation ability of English front and central vowel become 4.6 and 4.7 and cycle II 6.7 and 6.8. Apart from this, NRT (Noticing-Reformulation Task) was able to make the students were active in learning process, especially in pronunciation spot.

3. Smith and Backman, (2005) article are different, it makes logical to examine the intonation patterns. If a tape script was prepared by the student or teacher after the initial recording in step 2 and the one-on-one setting, a teacher might give students pronunciation samples for impromptu texts.

B. Some Pertinent Ideas

1. Concept of Reading

The idea of reading It takes a lot of effort and time to master the

sophisticated, deliberate, participatory, understanding, and flexible activity of reading. Reading is versatile, so readers can use a variety of tactics to read effectively Bojovic (2010) Moreover, reading is unquestionably a crucial activity for enhancing language proficiency, according to Patel and Jain (2008). Thus reading is a process that begins with deciphering what is written and ends with creating meaning through a dialogue between the author and the reader. In order to understand what you are reading, you must carefully rebuild the author's thoughts.

Reading is a purposeful activity. (Sheeba and Ahmad, 2018) contend that the goal of reading affects how to approach reading comprehension. Understanding the prices displayed on the menu is necessary for someone who wants to know if she can afford to eat at a certain restaurant, but they don't have to know what each appetizer's name is. A person who reads poetry for pleasure needs to be able to identify the words the poet employs and the combinations they make, but they do not need to be able to pinpoint the major concept and supporting elements. In a nutshell, reading is an activity that tries to learn important information.

Reading is an extremely difficult task. It necessitates focus. Reading requires visuals. The written words must generate meaningful thought units; in addition to being able to recognize the symbols in front of them, readers must also be able to interpret what they are reading in

light of their own experiences and backgrounds. They must also be able to extrapolate these ideas into judgments, applications, and conclusions Habibullah (2012). Reading requires deep comprehension, which makes it a challenging task.

2. Reading Skills

Perfetti (2001) defined a person's performance on a reading skills as a definitional component of their reading ability. The researcher will identify and group the pupils into some categories based on the evaluation results. It will serve as a guide for the researcher as they choose what to do with them.

The reader uses their reading ability to anticipate text content, pick out important details, arrange and mentally synthesize information, check their level of understanding, fix comprehension breakdowns, and align their comprehension output with their goals. Every reader has a unique reading style that they use to accomplish what is right for them. For students to easily understand material, the teacher needs impart some skills. The students can make reading more enjoyable and productive by using the strategies.

Reading for academic purposes seeks to teach readers new information. When learning causes a mental shift from ignorance to knowledge, learning is successful. After learning anything, students need to grasp it in order to put it to use in real life or at the very least to pass an exam. The students should possess the ability to read texts with

appropriate understanding in order to achieve this effective process.

According to Brown (2004), there are two main reading skills. Both macro- and micro-skills are involved. The ability to deal with graphemes, orthographic patterns, and linguistic cues is a microskill that readers must possess. These are the lists of reading comprehension skills Brown, (2004).

a. Recognize a core of words, and interpret word order patterns and their significance.

b. Retain chunks of language of various lengths in short-term memory.

c. Process writing at an efficient rate of speed to suit the purpose.

d. Distinguish among the distinctive graphemes and orthographic patterns of English.

e. Identify patterns, rules, and elliptical forms as well as grammatical word classes (nouns, verbs, etc.), systems (such as tense, agreement, and pluralization), and patterns.

f. Be aware that several grammatical forms might represent the same concept.

g. Identify coherent techniques in written discourse and their function in indicating how clauses relate to one another.

Readers must employ their discourse knowledge, understanding of how written texts serve as a means of communication, inference skills, scanning, and skimming strategies when working on their macro-skills. The ability to comprehend a text well depends on the reader's

macro skills. According to Brown (2004), the following are the reading macro-skills:

a. Identify the communication functions of written texts according to form and purpose.

b. Understand the rhetorical forms of written discourse and their significance for interpretation.

c. To infer links and connections between ideas, events events, etc., to determine causes and consequences, and to identify relationships between exemplification, generalization, new information, supporting idea, main idea.

d. Recognize literal meanings from implication

e. Recognize references that are culturally distinctive and interpret them in the context of the relevant cultural schemata.

f. Create and employ a variety of reading techniques, including skimming, scanning, identifying discourse markers, inferring word meanings from context, and activating schemata for text interpretation.

Understanding of Reading skills on the based on a expert:

According to Tarigan (1998) reading is a procedure used by readers to read and comprehend texts but is not acknowledged by writers through words or foreign language media. Harjasujana Ahmad S. reading is a project that uses appropriate peneltian to accurately represent symbol. As a result, they are able to understand the material they are reading in a useful way. This statement is true.

Jirrah Burhan (2012) state that reading is a task that is carried out according to a few key principles, namely understanding, recognizing, and applying. Aggrement by Bonomo and Finochiaro (1973) Reading can be loosely defined as "adding meaning to and deriving meaning from printed or written material," as well as "meeting and understanding the art or meaning that is contained within the text." When it comes to hayati manuscript, Reading activities serves as both a arrest and a means of understanding ideas. The process of studying begins with mechanistic activities, After the process in question has concluded, there are institutions and reason that are working, including comprehension and meaning processes. In addition to this, studying stresses consistency and punctuality in a variety of areas, including competence or language proficiency, ongoing knowledge, and loose references to proper living.

From a variety of above study tips, it can be inferred that studying involves understanding concepts, ideas, or ideas, whether they are present in the bacaan or not. By doing this, knowledge becomes a product that may be used in membaca activities rather than a physical struggle during reading St.y. Slamet is the author of "Essence of reading" (2008). Reading is the single most receptive type of written material in variety of language. Reading skills can develop independently, separate from skills listen and talking but in a population with a longstanding literary tradition, frequently in a way that is integrated with reading develop speak ability.

3. Process of Reading

According to Sheeba and Ahmad, (2018) state reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences and paragraphs that encode meaning. According to Professional Development Services for Teachers (2012), the reading process is a complex and multi-dimensional consists of three elements.

Pre-Reading activities:

This points covers some steps as following

1. The teacher gives a brief overview of the subject, chooses a key idea, and then selects a phrase, image, or term for the class to start a conversation with.

2. The instructor asks the class to brainstorm all of their knowledge on the subject. Brainstorming is crucial because it allows students to add to their knowledge by hearing others' ideas and explanations. It also enables teachers to assess the level of prior knowledge that their students have on a subject. By showing weak academic students that they do know something about the subject being studied, this also gives them more confidence.

3. The instructor displays a master list of the students' suggestions on the board.

Whilst-Reading Activities

This point also contains some elements, namely

1. To confirm their prediction, the pupils carefully read the text.

2. Following the students' reading of the material, the teacher provides an explanation based on the overall meaning of the text.

3. Once the teacher explained a passage, the students were instructed to write a synopsis of the text.

4. Based on their summaries, the students write the text's structure.

   Post-Reading Activities

This part contains some aspects either:

1. The students will use the vocabulary from the text to compose an article or essay.

2. The pupils will be expected to discuss their thoughts on the text.

   a. Kinds of Reading

   There are two different kinds of reading. They are extensive reading and intensive reading Sabouri (2016)

   a. A lot of reading involves skimming and scanning. If the texts chosen by the students are ones that they will be interested in reading, extensive reading activities can help learners develop into self-directed individuals who are seeking meaning.

   b. During intensive reading, students study a page to understand its meaning and become familiar with its writing techniques. Students can practice these strategies fundamentally through this reading, which is based on a variety of materials. These techniques can either be learner- or text-related.

Several reading styles are frequently employed in literature, according to Liu (2010):

a. Skimming, also known as reading for gist or rapid reading, is employed when a reader wishes to quickly understand the core concept (or ideas) of a paragraph.

b. Scanning is selective reading for extremely narrow reading objectives, such as locating a number or date. It is employed when a reader only has to identify a certain piece of information and does not need to comprehend the entire text or paragraph.

c. Search reading is the process of finding information on certain subjects. The reader needs facts or knowledge to provide answers to predetermined questions. In contrast to scanning, search reading seeks out specific essential ideas, whereas scanning makes no attempt to do so. Also, it differs from skimming in that the reader is not required to comprehend the entirety of the text because the search for information is led by specified subjects.

d. To the exclusion of all others, careful reading is the style of reading that many educators and psychologists prefer. It is connected to reading for learning, and as a result, to reading textbooks.

b. Level of Reading Comprehension

There are various levels of reading comprehension. Literal comprehension, interpretive comprehension, critical reading, and

creative reading are the four stages of reading comprehension, according to Wulandari (2013)

1) Literal comprehension

Higher level understanding requires reading for literal comprehension, which entails learning information that is directly expressed in a selection. Literal comprehension is based on understanding the primary ideas, specifics, causes and effects, and sequence that have been expressed. It is also crucial to comprehend terminology, sentence structure, and paragraph meaning. This form of reading comprehension is the result of literal reading. It necessitates the capacity to: (1) track down specific facts; (2) recognize events that are directly reported; (3) determine the answers to questions based on the facts; (4) classify or categorize information; and (5) summarize the information presented in a selection. To recognize stated primary ideas, said details, stated causes and effects, and stated sequences are some of the foundations of literal comprehension. Here is how it works:

a. Recognizing stated main ideas

According to Willawan (2012:46), the reading selection's major idea is its key argument or core idea. Typically, it is a full sentence that sums up all of the ideas from the paragraph. Willawan (2012) state that the primary idea statement is connected to the majority of the sentences in the paragraph, can be anywhere in the paragraph, and can

be either explicit or inferred. A paragraph's core concept is the focal point around which the entire paragraph is structured. Though not always, it is usually stated in a topic sentence.

b Recognizing stated details

The specific, clearly expressed details that make up a paragraph or passage's basic material serve as the foundation for its key concepts, cause-and-effect linkages, inferences, etc. Recognizing specifics is crucial while completing tasks on the concepts of sequence and direction.

c Recognizing stated cause and effect

An essential talent is the ability to identify and comprehend the cause-and-effect relationship in a textual paragraph. When the relationship is made clear, it is regarded as a literal skill.

d Recognizing sequence

Time-order words like now, before, while, when, yet, after, and so on indicate sequence, or the order in which events in a paragraph or chapter occur.

e Following directions

Almost all good homework requires the ability to read and follow instructions. Literal reading comprehension is thought to include this ability. Some of the tasks listed under those topics are excellent to use in training kids to

follow written directions because they require understanding specifics and order.

2) Interpretive comprehension

Making assumptions or reading between the lines are both parts of interpretive comprehension. It is the process of drawing conclusions from ideas that are inferred rather than given explicitly. Inferences are drawn by the reader based on their schemata. Although they have the requisite schemata or background knowledge, children do not naturally draw conclusions and have less prior knowledge than adults. He continues by saying that at least four abilities are necessary for using inferential reading effectively: (1) identifying implicit meanings, (2) speculating about possible consequences, (3) generalizing, and (4) reaching conclusions. While using interpretive reading for this term. According to him, interpretative reading is the process of drawing conclusions from ideas that are implicit rather than explicit. They suggest the following abilities for interpretive reading:

a) Inferring main ideas of passages in which the main ideas are not directly stated

The reader must deduce certain information connected to the core notion for some choices. Before asking pupils to decide on a selection's major idea on their own, the teacher should demonstrate the steps they must take. Each alternative should be compared to the selection's

specifications, and any that fall short should be rejected by the teacher. Students will get better at recognizing the indicated primary concept in their own language as they practice and get more experience. As the students gain ability, the teacher can lengthen the passages, starting with paragraphs without explicitly specified theme phrases and working their way up to the complete selection

b) Inferring cause and effect relationships when they are not directly stated

A cause and effect that has been implied in the text occasionally has to be deduced by the reader. Children may learn more about causes and effects by aloud brainstorming about them

c) Inferring referents of pronouns

A pronoun's relationship to its referent is rarely, if ever, explicitly stated in writing, making it necessary to make an inference.

d) Inferring referents of adverbs

Adverbs occasionally make references to other words or groups of words without a clear relationship being indicated. Teachers can use examples to demonstrate the link before letting kids experience making their own connections on their own

e) Inferring omitted words

The literary device known as the ellipsis is used to indicate when a word has been left out and is nevertheless "understood" in writing. Some students may struggle with ellipses, therefore teachers should once again present examples, explain the structure, and then have students practice deciphering sentences.

f) Detecting the author's purpose in writing

Every writer writes with a certain goal in mind, whether it is to enlighten, amuse, persuade, or accomplish something else. By telling them a sequence of stories, explaining the purpose of each one, and then asking them to identify the reasons of additional stories, teachers might inspire their students to question, "Why was this written?"

g) Drawing conclusion

A reader must combine data gleaned from various sources, or locations within a single source, in order to derive conclusions. Cartoons are a great tool for improving this understanding ability. Asking questions regarding statements that indicate specific facts is another strategy for assisting in drawing conclusions.

3 Critical Reading

Reading critically involves analyzing written information, comparing the concepts found within with

standards, and coming to judgments about their correctness, suitability, and timeliness. It calls for the reader to analyze what they have read critically. Literal and interpretative comprehension are necessary for critical reading, and it's crucial to understand implicit concepts

4 Creative Reading

Reading creatively means going beyond what the author has written. Just like critical reading, it asks readers to think while they read, and it also encourages them to engage their imaginations.

The researcher comes to the conclusion that reading comprehension refers to the comprehending, assessing, and utilization of information learned through the text's symbols, which requires any level of concentration. The author emphasizes literal aspects of reading comprehension.

4   Problem of Teaching Reading

Humans use reading as a tool to interact with others through written communication. Regrettably, many teachers struggle with or face difficulties when attempting to teach reading. The lack of preparation on the part of the teacher and the students' low vocabulary, in Maulida's opinion, are the two main issues that teachers encounter when teaching reading. Moreover, Solikhah (2018) came to the conclusion that the shortcomings are due to empirical inadequacies in the Indonesian context of reading instruction. The five cases that

make up the issues are as follows:

a. The Mastery of the Basics

   The understanding of fundamental structural patterns and a sufficient vocabulary make up the fundamentals of reading. The difficulty of teaching reading in the Indonesian environment causes issues for both the teacher and the students. The class only meets once a week and is typically quite large. Most of the time, we need complete textbooks for subjects like biology and economics because we can't locate any simpler texts that meet our needs. A lengthy English text may be difficult for the teacher to understand, or the teacher may not have the necessary background or reading habits. The students' lack of motivation is the worst.

b. The Habit of Slow Reading

   Students attempt to read very slowly in Indonesian context, acting as though they want to comprehend every word of the passage. If they do not understand a phrase or an expression, they do not hesitate to look up word by word in the dictionary so that the reading is quite slow. Reading requires the readers to look up the definitions of essential words and expressions. In order to accomplish this, readers can infer the keywords' meanings from the context. Readers must therefore practice reading quickly while comprehending. Reading intriguing and lengthy materials requires a great deal of practice to

become fast. As we practice, our approximation of the writer's intended message will become more accurate.

c. Figuring out Inferences, Implications, and Main Ideas

Students who have mastered these elements will be able to make accurate inferences, determine the consequences of what they have read, and accurately identify the key concepts of the text. Because they were unable to recognize the primary idea, draw the appropriate conclusions, and comprehend the implications accurately, the majority of pupils did not comprehend the material well.

d. Text Selection

Teachers lack confidence when selecting their texts for the classroom. Most English textbooks are used by teachers, thus adjustments are not necessary. Teachers use the textbook in accordance with its exercises and contents. In this regard, teachers are preoccupied with teaching objectives that need them to elicit vocabulary words that will be designed in the passage, curriculum-outlined passage subjects, and activities that will provide grammar practice. In actuality, teachers seem to find choosing texts to be challenging.

e. Exercises to Include

Activities that come after the reading passage have raised concerns since they force teachers to use artificially similar teaching methods. The standard comprehension exercise style consists of a

passage followed by a set of comprehension questions that the author has written to help the students understand the text. Generally, four-option multiple-choice questions or true-false questions are given beneath the text. Teachers frequently use the same methods for explaining one passage after another, which makes it monotonous for pupils to observe the same approaches. Exercise modifications are challenging to implement since they require time and effort. Hence, there isn't a decent exercise that has questions about informational facts, inferences, implications, and implicit responses. The ability to understand the fundamentals, the practice of reading slowly, identifying inferences, implications, and main ideas, text selection, and the inclusion of activities are some issues with teaching reading.

Moreover, reading comprehension issues have long been a common difficulty in EFL teaching-learning environments, according to Kasim and Raisha (2017). Many studies have demonstrated that the majority of EFL students frequently struggle to understand English texts. Reading comprehension challenges can be classed into linguistic and non-linguistic reading problems

2. **Solution of Problem in Teaching Reading**

The teacher must use teaching methods that are appropriate for both the students' and the teacher's reading-related difficulties. According to Dymock and Nicholson (2010), high 2 techniques are a

straightforward and efficient method designed to improve students' all-around talents. The High 2 methods are

a. Questioning

The learner has three options for inquiry types: immediate, think and seek, and beyond the text. What are the facts here? is a good factual question to ask regarding the text. What does the author want me to conclude based on the information is an illustration of a think and search query. What is not being said in this text that I should check by doing some background research is an example of a query that goes beyond the text. In order to activate background information, effective readers also ask themselves questions before reading.

b. Analyzing Text Structure

Within paragraphs or longer texts, text structure serves as an organizational tool that is appropriate for the genre and purpose. So that students can absorb all of the expository text structures (such as cause-and-effect, description, and problem-solution), teachers must teach each type of expository text structure. It is not possible to transfer knowledge of one form of expository text structure, such as sequence, to another type, such as description.

5 The Roles of Teachers in Teaching Reading

In teaching reading, teachers have some important

action. According to Habibullah (2012), a teacher has important roles of teaching reading.

a. Readers are created by readers, so as a reading instructor, you should demonstrate that you are a reader by carrying books, referring to books while you teach, reading out passages that might be of interest to your pupils, discussing what you are currently reading, and handling books with care.

b. The teacher is the most crucial component in a reading lesson since her demeanor affects the pupils' behavior and performance. A reading skills teacher should give her students the freedom to try out different reading styles in an anxiety-free environment, practice so they can master the skills (reading strategies), and pressure in the form of timing and persuasion.

6 Previous Related Study

The earlier related investigations were also mentioned in this section. Shehu (2015) conducted the first previous study in order to learn what the students thought about the difficulties they had when trying to understand texts. The results demonstrated that early learning instructors' biggest obstacle to teaching reading was a lack of resources. Also, they stated that they lacked adequate training in effective reading instruction techniques. The goals of the current study and the prior journal article were to identify the issue and its resolution. The

following Gündomuş (2018). The purpose of this research was to discover the challenges that primary school teachers have in the primary reading and writing instruction, and to find out their solution offers for eliminating these obstacles. The findings of this study indicated that obstacles include teaching cursive, parental disinterest, and student unreadiness.

Songbatumis is the third (2017). The study made an effort to look at the difficulties faced by English teachers at MTsN Taliwang as well as the measures they took to address such difficulties. The findings of this study indicate that the teachers faced difficulties as a result of their insufficient training, poor command of instructional techniques, unfamiliarity with Technology, lack of professional development, insufficient facilities and resources, and time constraints. Using different teaching methods and strategies in the classroom, matching students' skill levels and learning environments, controlling the classroom, utilizing the resources at hand, providing motivating feedback, and engaging in self-reflection were the solutions. Both the prior journal article and the current study used interviews and the Indonesian study to identify the issue and potential solutions in reading instruction. Meanwhile, the researcher took the MtsN Taliwang, but this study was conducted in Vocational High School Karya Andalas

Palembang.

Together with speaking, listening, and writing, reading is one of the English language skills. It is the method for deciphering textual communication. Reading, As claimed by Nuttal's definition (2000:2), refers to the interaction between the writer's and the reader's minds. It is the process by which the reader tries to decipher the author's meaning or message. The reader attempts to infer the meanings the author intended, understands the message, and feels the author's meaning. In accordance with Pang (2003) reading is comprehending written materials. He claims that word recognition and understanding are two interconnected steps in the reading process. Although comprehension is the act of deriving the meaning of words, sentences, and connected material, word recognition is defined as the process of understanding how written symbols match to one's spoken language. He continues, "The reader can help them grasp written texts if they have previous information, vocabulary, grammatical expertise, experience with text, and other tactics."

Kimbly state that and Garmezy in Brown (2000) teaching is defined as the activities that demonstrate or assist someone in learning how to do something, provide instructions, lead them through a course of study, give them knowledge,

cause them to know something, help them understand something, or impart new knowledge. Brown (2000) said that "instruction cannot be defined separately from learning. Teaching is creating the right environment for learning by directing and assisting it for the students. Learning, on the other hand, is the process of acquiring knowledge. According to the definitions given above, teaching is defined as providing assistance, facilitation, and directions on how to learn and acquire knowledge. Here, the instructor is the target because it is his or her responsibility to assist the pupils in acquiring English as a second language.

1. Definition of NRT (Noticing-Reformulation Task)

    Observing a Reformulation Work Smith and Beckman (2005) noted that the main concept outline of the journal of the NRT (Noticing Reformulation Task) states that we study the most recent research on teaching English while building the course's strand. Aside from the rather obvious but nonetheless comforting notion that explicitly teaching pronunciation, especially suprasegmental, is successful, two principles that have been shown to be useful for teaching other skills to advanced learners include observing and reformulation

    a. Noticing

According to Schmidt and Frota (1986), two types of noticing are prerequisites for acquisition:

1) In order for input to become "intake," learners must pay attention to the linguistic characteristics of the material they are exposed to.

2) Learners must "see the gap," or compare the state of their developing linguistic system to the input that is available. Moreover, Sharwood Smith (1993) claims that actions and procedures involving input augmentation, whereby specific elements of the input are made conspicuous to assist their becoming intake, help customers notice.

b. Reformulation

In agreement Thornbury (1997) describes a noticing method for teaching written grammar. Through this, students are taught to pay attention to both their own production and feedback from native speakers. He continues by recommending a comparison of two and refers to this as "noticing the gap" Thus, noticing is a method of case analysis that is founded on the reasoning and accomplishment of a certain source. In that situation, it is also being observed by the mind, the eye, or the attention, which indicates that it is being observed as a result of the mind reacting to an observation that is being processed.

Reformulation also fits with a task-based, or fluency-to-accuracy, instructional style that "encourages learners to make the greatest use of whatever language they have." It makes the assumption that students will figure out how to encode the meanings they already know in order to attain the goal by Willis (1990)

c. Task

Long (1985) opined a task is a piece of work completed for oneself or another, voluntarily or in exchange for compensation. Hence, some examples of jobs are painting a fence, clothing a child, completing a form, purchasing shoes, booking a flight, borrowing a book from the library, passing a driving test, composing a letter, etc.

In line with Oxford Learner's Handy Dictionary (2008:454), it is a necessary yet difficult or unpleasant piece of work. It is given by a particular teacher to gauge the caliber of the class, and it also serves as a motivator to enhance the students' learning outcomes. Weighing a patient, organizing letters, booking a hotel, writing a check, locating a street address, and assisting a stranger cross the street. In other words, by "task" is understood the 101 activities that people accomplish on a daily basis at work, pleasure, and everything in between.

It is stated by Richards et al (1986) that a task is an activity or action that is completed as a result of processing or understanding language (i.e., as a response). For instance, drawing a map while listening to instructions and following commands may be referred to as a task. Usually, language teaching requires the teacher to specify what will be considered as successful completion of the task.

The Noticing-Reformulation Task (NRT) is one of the methods used in teaching reading to understand the relationship between the text and the recording that is given. This method can also be used as an assessment method, as it was intended to be, provided that the students have already mastered the pertinent phonological or phonetic theory that is used for the analyses, modeling, and speech of noticing. The method can be modified to be used as a teaching aid in a lesson. The steps are as follows

a. Establishing the Context: To provide context for a brief written text that pupils are given, a stimulus is presented to them (such as a picture, a video, or an item). Usually, the text is narrated or describes the stimuli.

b. First output: students read a brief sentence onto a tape that lasts for about 10 to 30 seconds.

c. Listening to recordings of their own speech, students

analyze their own pronunciation using a few phonetic parameters. A worksheet is provided with focused questions for students to respond regarding their pronunciation of certain items in the book.

d. Following that, students are given a recording of a model reading of the text.

e. Then, in accordance with a worksheet provided, they analyze the model text in search of the desired phonetic qualities.

f. Identifying the discrepancy: Using their analyses as a reference, learners compare their own reading to the model reading.

g. Reformulation: Students practice and get ready for a second recording, trying to fix any mistakes they found.

h. Informed output students re-record the text. Comparing their first and second recordings, students reflect on any advancements or persistent faults.

C. The Conceptual Framework

English reading skills if it demonstrates students' accomplishments and their ability to comprehend texts that are based on their main idea and conclusion. This can be seen in the examples below.

The following is the theoretical framework for this research Noticing Reformulation Task (NRT) technique can be used to improy:

The theoretical framework underlying in this research is given below:
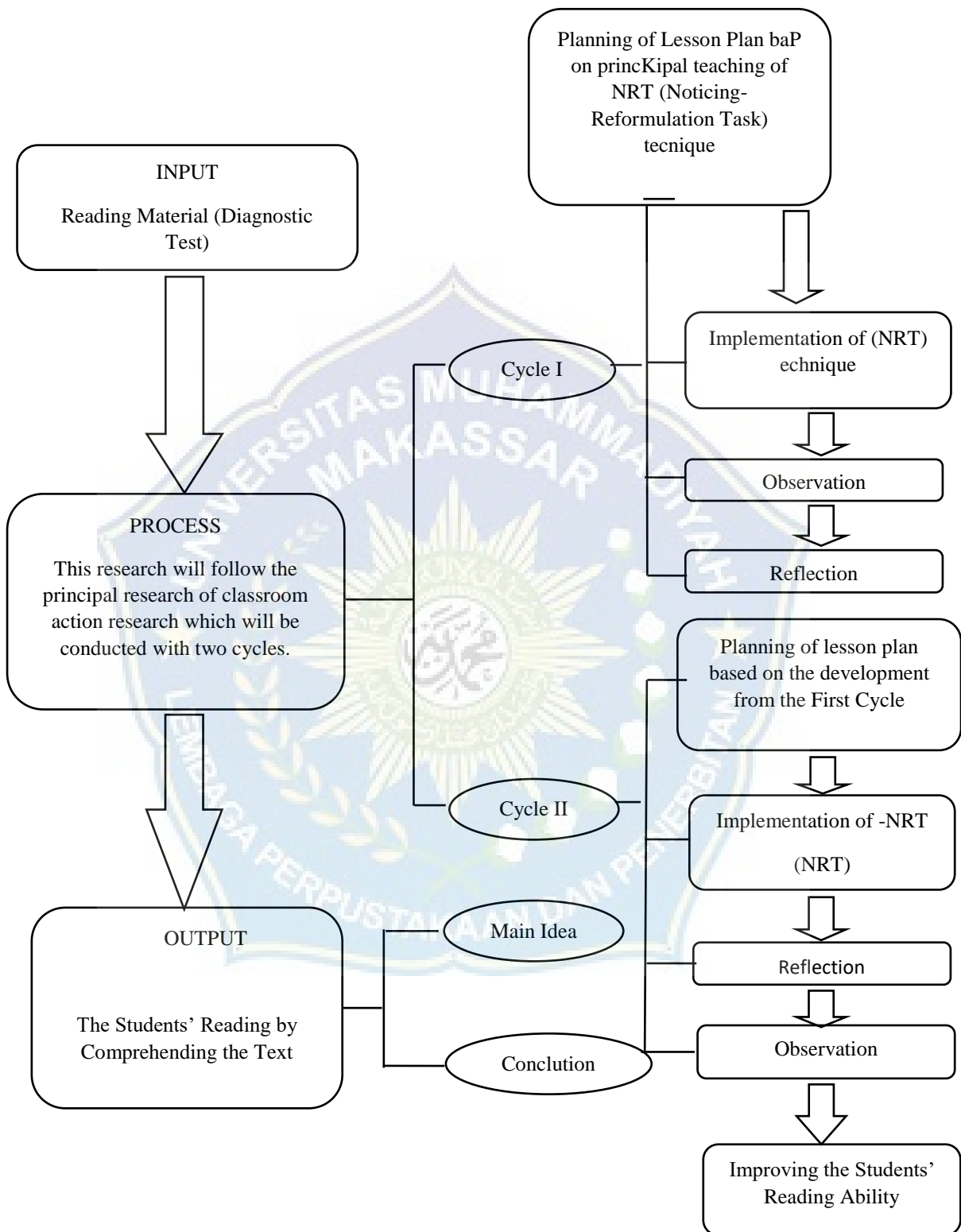
Figure 2.1 Conceptual Framework
The structure above demonstrates how variables and indicators are

related to one another. The NRT technique is one of two variables, and it affects the students' reading ability, which is the other variable. The key concepts of this study are one of the components of English content that refers to the text meaning that is formed of paragraph coherence, and they are one of the primary ideas relating to how the text is built from it feature. The lesson will test students' reading skills using the NRT technique. Its effectiveness may be measured by looking at how well pupils learned the core idea and the information after using it. The students' reading skills will advance from low level to high level if they can correctly comprehend the reading features (main idea, and conclusion)
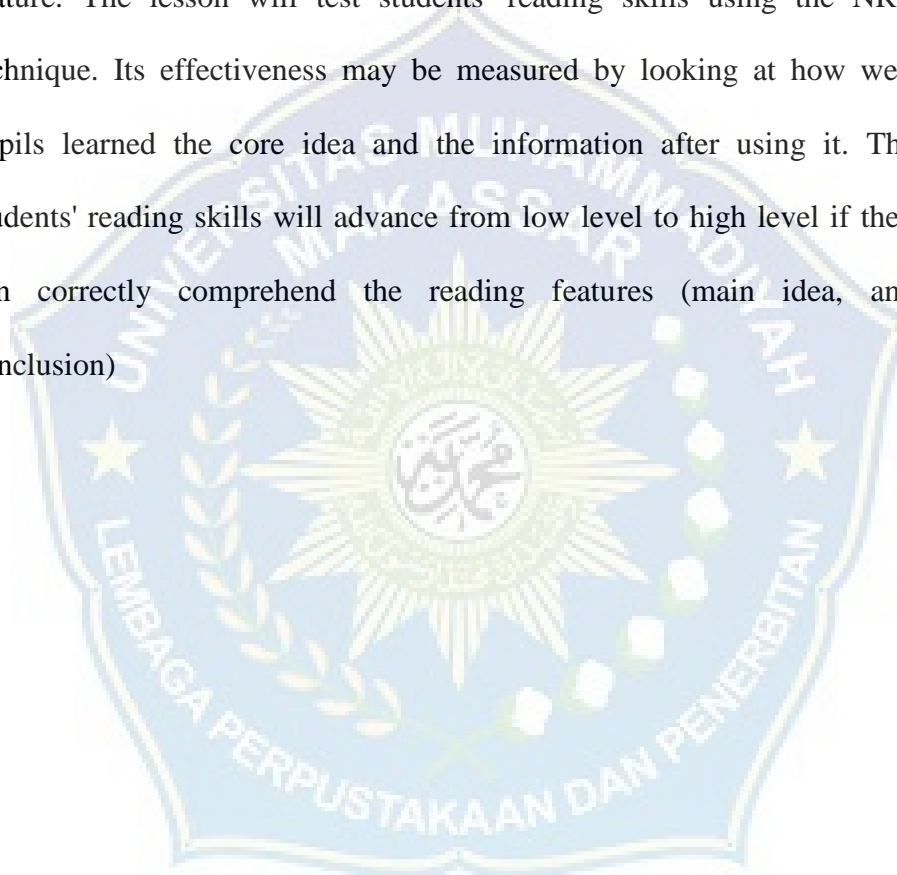
CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

In this research, the researcher employed Classroom Action Research (CAR), which consisted of two cycles and four phases: planning, doing, observing, and reflecting. Each part of the action research process that the researcher described can be succinctly defined as follows.
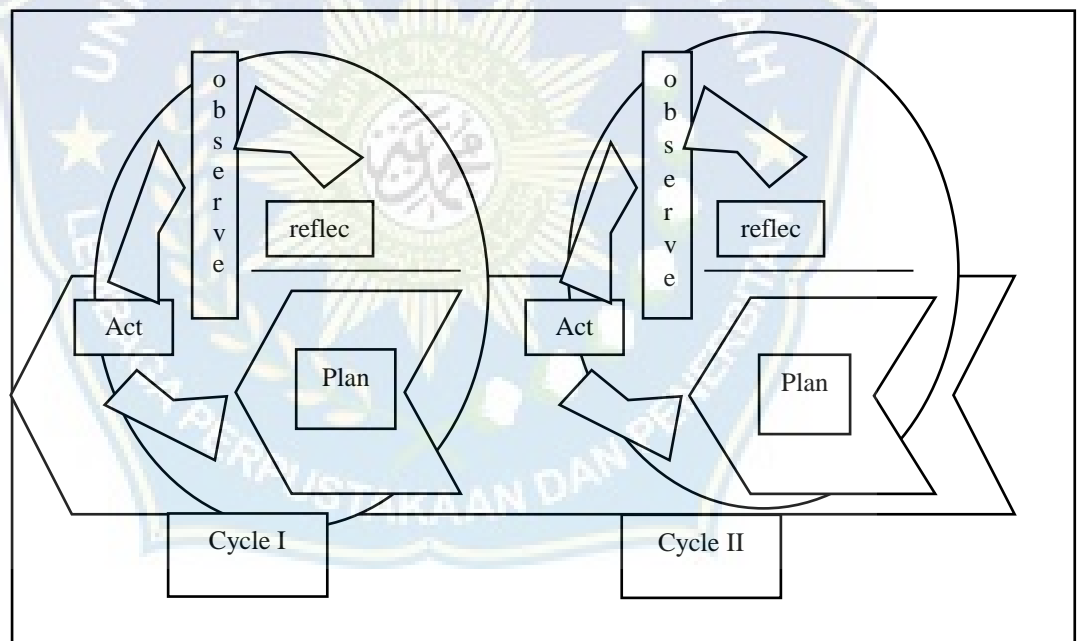
Figure 3.1 The Cycle of CAR Adaptation

1. Schedule

This classroom action research was carried out at SMK Negeri 1 Jeneponto. Class XI students of SMK Negeri 1

Jeneponto were the focus of this research. Especially class XI.

Catering Services in the 2023 academic year.

2. Circel

Two cycles of this classroom action research were completed. It meant that two cycles of the NRT, which helps pupils improve their reading skills, were conducted in the classroom.

Cycle

There are four steps in each cycle of this class action research, and they are as follows:

1. Planning

2. Acting or action

3. Observation

4. Reflection
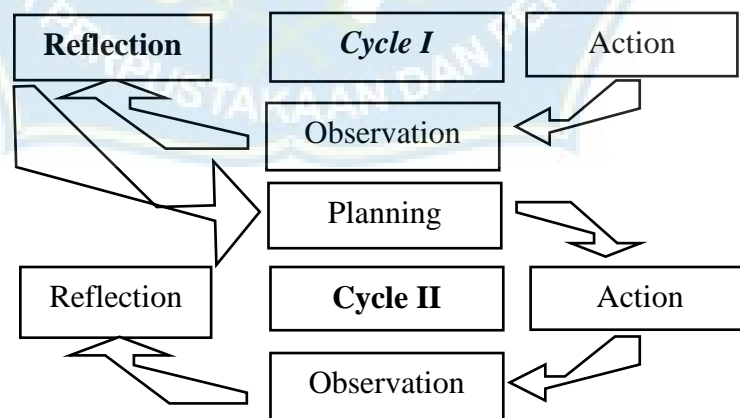
Figure 3.3   The scheme of Classroom Action Research

Cycle 1

The Action, Planning, Reflection and, observation, phases of the first cycle of this classroom action research were as follows:

1. Planning

   a. Creating a lesson plan based on the syllabus, preparing lesson planning materials, and basing it on the instruction of reading skills

   b. Developing an instrument evaluation that was utilized in classroom action research cycles

   c. Creating an observation paper to record the students' activities

2. Action

   a. The teacher presented some explanations about NRT and how to use this approach during the first meeting. She also discussed the technique's basic course and important language. After that, the instructor divided the class into groups of between five and six, with a maximum of four students in each group, and instructed/encouraged the students to write personal recounts in their recount texts.

   b. During the second class, the teacher had the students read their personal essays while she assessed their reading abilities using the NRT.

   c. Once the students read aloud from the text one by one, the teachers evaluated their reading skills.

(

Two people in each group read the material in accordance with the teacher's instructions, after which the group's other members pay attention to their friend.)

d. At the third meeting, the teacher rectified a number of errors that were making it difficult for the students to read the words. She then had the students listen to the recording again as she discussed the errors she had heard in their own reading of the text. (Correcting the pupils' errors in each group's reading assignment was)

e. In the fourth meeting, the teacher showed the students how to use the simulated description reading text to describe an object and a location before asking them to read the text's contents again because NRT had mirrored them.

(In the same way as the first phase, which was to read the material again after receiving corrections from the instructor or hearing the recording tool's results)

3. Observation

a. Keeping notes of all the students' activities during each class period allowed the researcher to gauge how much the students' skill level had improved.

b. recognizing and noting every issue that arose during the teaching-learning process based on the organized observation

paper

c. Completing the evaluation that was used to assess the study's findings to determine how much improvement had been made.

d. Providing students the opportunity to offer suggestions for action research.

4. Reflection

The purpose of reflection was to evaluate, comprehend, and wrap up the first cycle's activities by looking at the outcomes of the action process. The teacher looked at the first cycle to determine if the action met the success criteria or not, and she then looked at the evaluation at the conclusion of the cycle to determine why it didn't.

Cycle 2

In cycle 2 also consisted of same as activity with cycle 1 they were:

1. Planning

a. Continuing the activity that was done in the first cycle

b. Making lesson planning, preparing material and observation form for four meetings

c. Repairing the weakness in the first cycle

A. Repairing action research

2. Action

In this stage, action was done to improve the result based on the cycle 1 reflection.The teaching variations carried out in cycle 2 were using reading

texts from students' personal experiences and daily life at home and using reading text variations from Google related to recount text.

3. Observation

Actually the observation at the cycle II was same as the observation at the cycle I.

4. Reflection

Based on the observation results and personal notes from the action activity, the researcher came to a conclusion about the effectiveness of applying NRT to improve students' reading skills at the Jasa Boga Grade of the eleventh grade students of SMK Negeri 1 Jeneponto.

B. Research Variables and Indicators

1. Variables

Keeping in mind that variables there are one of the most crucial components of research, there where be two different types of variables used in this study. These can be separated into two variables. There where independent variables, or the variable that affects the other variables, and dependent variables.

a. The reading skills of the children makes up the dependent variable.

b. The Noticing Reformulation Task (NRT) approach is an independent variable.

2. Indicator

Refferring to this research that whose be conducted hereby, there are two Indicators of it, They are Main idea and draw conclusion which used recount text by applying the method in the class of XI Jasa Boga at SMK Negeri 1 Jeneponto.

C. Population and Sample

The population of this research was the eleventh grade student of SMK Negeri 1 Jeneponto on academic year 2023. The total of the population were 27 students which spread into one classes.

D. Research Instrument

There were two instruments used:

1. Observation sheet

The purpose of the observation sheet was to gather information about the students' participation and engagement in the learning process.

The researcher included a score in the observation sheet to examine how well the students engaged with the tasks and materials during the teaching and learning process. The following was be a description of the students' active participation:

Table 3.1. The Students' Activeness Participation Assessment

No.	The Students' Activeness Participation	Score	Indicator
1	Very Active	4	Students' response to the material very active
2	Active	3	Students' response to the material actively
3	Fairly active	2	Students' response to the material just once or twice.
4	Not active	1	Students just sit down during the activity without doing something.

The graph above demonstrated that all pupils who met certain criteria, including highly active, active, reasonably active, and not active, were included. Whether the student responded to the material in a very active,

somewhat active, or inactive manner. Hence, the student's participation in the

teaching-learning process was assessed using the NRT in the classroom.

2. Reading Test

Using NRT, a reading test was conducted to see whether students'

reading skills had improved after instruction

Table 3.2. Scoring Rubric of Main Idea

No.	Criteria	Score
1.	The answer includes a clear generalization that states or implies the main idea	4
2.	The answer states or implies the main idea from the story	3
3.	Indicator inaccurate or incomplete understanding of main Idea	2
4.	The answer include minimal or no understanding of main Idea	1
5.	No answer	0

Harrmer in Rauf (2012: 32)

Table 3.3. Scoring Rubric of conclusion

No.	Criteria	Score
1.	Conclucion reflects resource readings in development of idea it is excellent	4
2.	Conclusion reflects readings in development of idea it is good.	3
3.	Conclusion reflect only reading in development of idea it is poor.	2
4.	Conclusion do not reflect any reading of resources in development idea.	1

(Pollard, 2007: 17)

E. Data Collection

The researcher employed two tools to gather the data an observation sheet and a reading test.

1. Observation Sheet

In order to gather information on the students' presence and involvement in the teaching and learning process through the student participation sheet during the test in the classroom, the researcher watched the students' activity in following the teaching and learning process in the class.

2. Reading Test

In order to gauge the pupils' progress, the researcher administered a reading skills exam in the form of reading text. The kind of reading test employed in this study for reading was a form of descriptive reading. The researcher separated the class into groups and asked each group's representative to read the passage using the proper reading they had learn.

Students' test results were scored based on the reading skills of one aspect:

Table 3.4 The assessment of students' reading comprehension competence.

Classification	Score	Criteria
Excellence	9-10	No or one error of comprehension
Very good	7-8	Two-three errors of comprehension
Good	5-6	Four-five errors of comprehension
Poor	3-4	Six-seven errors of comprehension
Very poor	1-2	Almost all errors of comprehension

(Depdikbud, 1985:5)

F. Data Analysis

The researcher would amine the data using the students' observation sheet and reading test, The researcher would grade the students' reading skills using categorizing abilities in the following way :

1 Classifying students" reading comprehension

No.	Classification	Range
1.	Excellent	9.6 – 10
2.	Very good	8.6 – 9.5
3.	Good	7.6 – 8.5
4.	Fairly good	6.6 – 7.5
5.	Fairly	5.6 – 6.5
6.	Poor	3.6 – 5.5
7.	Very poor	1 – 3.5

2 **Scoring Rubric of Main Idea**

No	Criteria	Score
1.	The answer includes a clear generalization that states or implies the main idea	4
2.	The answer states or implies the main idea from the story	3
3.	Indicator inaccurate or incomplete understanding of main Idea	2
4.	The answer include minimal or no understanding of main Idea	1
5.	No answer	0

3 **Scoring Rubric of conclusion**

No.	Criteria	Score
1.	Conclucion reflects resource readings in development of idea it is excellent	4
2.	Conclusion reflects readings in development of idea it is good.	3
3.	Conclusion reflect only reading in development of idea it is poor.	2
4.	Conclusion do not reflect any reading of resources in development idea.	1

$$Scoring = \frac{Correct\ answer\ score}{Maximum score} x10$$

CHAPTER IV

FINDINGS AND DISCUSSION

The research's findings and analysis are presented in this chapter. The results are comprised of data gathered through observation sheets and tests to track students' progress in learning reading skills after receiving treatment in the first and second cycles of the research. These data were obtained through achievement tests to track students' progress after receiving reading skills instruction using NRT techniques.

A. Findings.

The results of the research show that teaching reading comprehension using the NRT technique can enhance students' reading comprehension both in terms of locating main idea and in terms of conclusion. The following provides further interpretations of the data analysis.

1. The Students' Achievement of Main Ideas and Conclusion in Reading Skills.

As a result of their evaluations of cycles I and II, the students in SMK 1 Jeneponto's XI Jasa Boga class have improved their major ideas, which are centered on learning:

Table 4.1. The Students' Improvement of Main Ideas in Reading Skills.

No	Scoring Aspect	Diagnostic Test	Cycle 1	Cycle 2	Improvemen (%)	
					DT-CI	CI-CII
1	Main Ideas	4,2	5,2	7,1	23,80 %	36,53 %

The table above demonstrates that the diagnostic test assessment of the students' progress in main ideas is poor (4.2) prior to the implementation of the

45

NRT technique. However, following implementation of the NRT technique in cycle I, the assessment of the students' reading skills improves in each result of cycle I (5.2), which is higher than the diagnostic test. This indicates that the pupils' reading skills has improved, yet this is seen as fair, therefore the researcher decides to set up cycle II. Cycle II's assessment is better than Cycle I's (7.1 > 5.2), and it is rated as Good, indicating that the pupils' reading skills has improved. As a result, there was a bigger improvement between the diagnostic test and cycle I than cycle II (23.80 % vs. 36.53 %). It is rated as reasonably to good. Based on the aforementioned percentages, there has been a significant improvement in students' reading skills after using the NRT Technique in cycles I and II.

To plainly understand how the pupils' reading skills has improved in light of the following explanation:
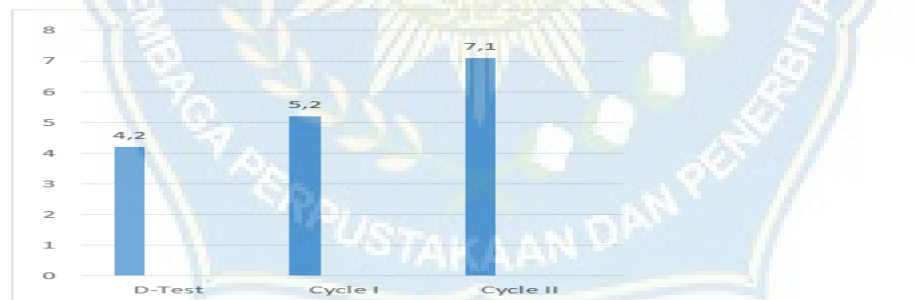
Figure 4.1. The chart of indicators of reading skills in cycle I and cycle II.

According to the graph above, the diagnostic test result was 4.2 and cycle I result was 5.2. Even though the kids' performance is rated as fair, it indicates that they have improved. This implies that cycle I's aim was not yet attained. The researcher then made the decision to arrange cycle II 7.1, After

implementing the NRT technique, there is a noticeable improvement in the students' reading skills, particularly for the important themes that are displayed in the chart with clarity.

Table 4.2. The Students' Improvement of Conclusion in Reading Skills.

No	Scoring Aspect	Diagnostic Test	Cycle 1	Cycle 2	Improvement (%)	
					DT-CI	CI-CII
1	Conclucion	4,3	5,2	7,2	20,93 %	38,46 %

The aforementioned table demonstrates how much the kids' progress in reading skills prior to implementation indicated that the diagnostic test evaluation was 4.3. However, following the application of the NRT technique in Cycle I, the assessment of the students' reading skills has improved in each of the results, with an average of 5.2, which is greater than the results of the diagnostic test, However, this is rated as reasonably. The researcher decides to carry on with cycle II as a result. Cycle II's evaluation is higher than Cycle I's (7.2 > 5.2). Therefore, (20.93 % > 38.46 %) represents the improvement in content from cycle I to cycle II. This demonstrates that the NRT approach has significantly improved the performance of students in cycles I and II

To clearly show the pupils' reading skills improving in terms of coming

to   the   conclusion:
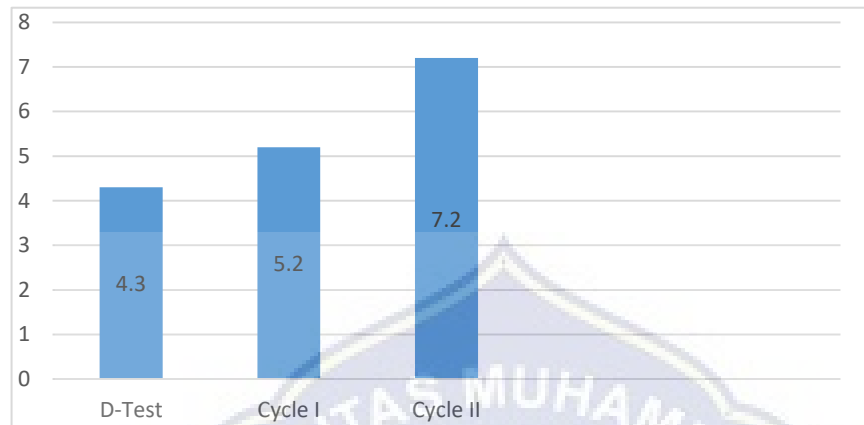
Figure 4.2. The chart of indicators of reading skills in cycle I and cycle II.

The diagnostic test score is 4.3, according to the graph above, and cycle I

score is 5.2. It signifies that even though their performance is still rated as fair, the

kids have improved. This implies that cycle I's aim was not met as well. The

researcher then made the decision to organize cycle II (7.2). As a result, there has

been a noticeable improvement in the pupils' reading skills, which is shown in the

chart when an action is taken using the NRT technique.   .

1. **The Students' Improvement Reading Skills Through NRT Technique.**

Following are some explanations of how the NRT technique helped the

students in XI Jasa Boga class at SMK 1 Jeneponto enhance their reading skills:

Table 4.3. The Students' Improvement Main Ideas and Conclucion in Reading Skills Through NRT Technique.

No	Variables	Diagnostic Test Score	Cycle I Score	Cycle II Score	Improvement (%)	
					DT-CI	CI-CII
1.	Main Ideas	4,2	5,2	7,1	23,80%	36,53%

2.	Conlucion	4,3	5,2	7,2	20,93%	38,46%
	$\sum X$	8,5	10,4	14,3	44,73%	74,99%
	$\overline{X}$	4,25	5,2	7,15	22,35%	37,49%

The table above demonstrates that the students' main ideas and conclusions are weak (4.25) before implementation, but that after implementation in cycle I, the assessment of their reading comprehension improves in each cycle I result (5.2), which is greater than the diagnostic test. This indicates a development of the pupils' reading understanding. However, as this is sufficiently categorized, the researcher chooses to organize in cycle II. The improvement from the diagnostic test to cycle I was greater than from the diagnostic test to cycle II (22.35% 37.49%), which was classified as fairly to good, and the assessment of cycle II is greater than from cycle I (7.15> 5.2) it classified as good, indicating an improvement in the students' reading comprehension. Based on the aforementioned percentages, adopting the NRT approach has significantly improved the performance of the students. To plainly understand how the pupils' reading comprehension has improved in light of the following explanation:
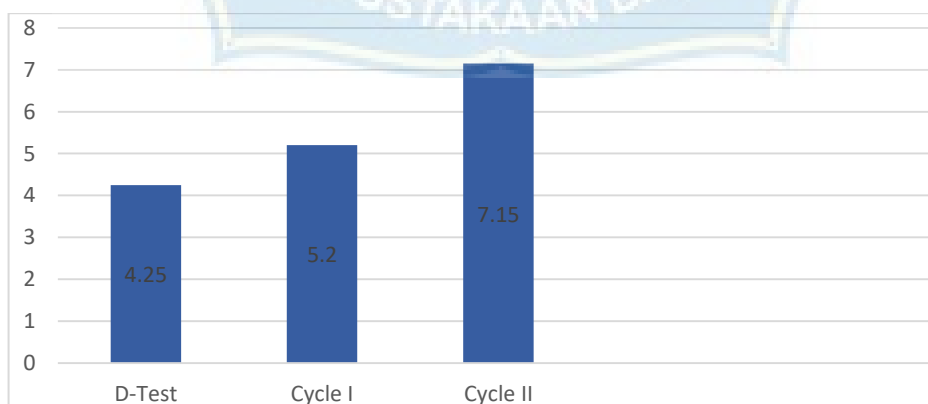
Figure 4.3. The students' improvement in reading skills

The graph above demonstrates that students' reading comprehension improved more in the diagnostic test for cycle II than it did in the diagnostic test for cycle I (5.2 vs. 7.15), with scores ranging from pretty to good. There has been a noticeable improvement since cycle I and cycle II evaluations. After using the NRT technique, the actions of the students are clearly displayed in the chart.

2. The Percentage of the Students' Main Ideas in Reading Skills.

The percentage of students that successfully mastered their primary ideas with the NRT technique was displayed in the table below. The fact that the test value in cycle II was higher than the test value in cycle I supports it.

Table 4.4 The classification and percentage of the students' main ideas in reading skills through NRT Technique.

No.	Classification	Score	Diagnostic Test		Cycle I		Cycle II	
			F	%	F	%	F	%
1.	Excellent	9,6-10	-	-	-	-	-	-
2.	Very good	8,6-9,5	-	-	-	-	-	-
3.	Good	7,6-8,5	-	-	-	-	3	11,11%
4.	Fairly Good	6,6-7,5	-	-	-	-	24	88,88%
5.	fairly	5,6-6,6	-	-	3	11,11 %	-	-
6.	Poor	3,6-5,5	23	85,18 %	24	88,88 %	-	-
7	Very Poor	0-3,5	4	14,81 %	-	-	-	-
	Total		**27**	**100**	**27**	**100**	**27**	**100**

Based on the data from the results examination, it was found that certain students in the diagnostic test and cycle I still lacked the main idea, while 24

pupils (88.88%) had a poor grade. Since there has been a considerable improvement after taking additional activity and receiving feedback in cycle II, where 24 students (88.88%) received fairly good, and 3 students (11.11%) earned rather good grades.

3. The Percentage of the Students' Conclusion in Reading Skills.

By comparing the results of the students' Diagnostic Test with those of their tests from cycles I and II, it is possible to see the difference made by the NRT technique in increasing the students' comprehension of reading.

Table 4.5. The classification and percentage of the students' conclucion in reading skills through NRT technique.

No.	Classification	Score	Diagnostic Test		Cycle I		Cycle II	
			F	%	F	%	F	%
1.	Excellent	9,6-10	-	-	-	-	-	-
2.	Very good	8,6-9,5	-	-	-	-	-	-
3.	Good	7,6-8,5	-	-	-	-	3	11,11%
4.	Fairly good	6,6-7,5	-	-	-	-	24	88,88%
5.	Fairly	5,6-6,5	-	-	2	7,40%	-	-
6.	Poor	3,6-5,5	26	96,29%	25	92,59%	-	-
7.	Very Poor	0-3,5	1	3,70%	-	-	-	-
	Total		27	100	27	100	27	100

Based on the data from the observations, it was determined that while all of the students scored poorly on the diagnostic test, some of the students knew a

bit that was relevant to the issue. However, cycle I showed a dramatic improvement, with 2 students (7.40%) receiving fair grades and 25 students (92.59%) receiving poor grades. Cycle II results showed some pupils had made improvements conclusion Reading skills were better in cycle II than in cycle I, with 24 students (88.88%) scoring moderately well, 3 students (11.11%) scoring well.

4. The Result of the Students' Activeness in Learning Process.

The results of the observer's observations of the students' participation in the teaching and learning process regarding the application of the NRT Technique in enhancing the students' reading skills in class XI Jasa Boga at SMK 1 Jeneponto, which was conducted in two cycles over eight meetings, were recorded on an observation sheet. It was plain to observe in the following table.

Table 4.6. Result of the students' activeness each meeting in cycle I and II

CYCLE	MEETINGS				AVERAGE SCORE	IMPROVEMENT
	I	II	III	IV		
I	76,85	66,66	71,29	79,62	27,26%	3,08%
II	84,25	77,77	78,70	87,03	30,34%	

Based on the data from observations, observation sheet, the table above explains the average level of student activity in the teaching and learning process. The procedure the students engaged in throughout each meeting is displayed in the table above. 76.85%, 66.66%, 71.29%, and 79.62% are the cycle I percentages from the first meeting to the fourth meeting. Additionally, from the first meeting to the fourth meeting, the percentages for cycle II were 84.25%, 77.77%, 78.70%,

and 87.03%. Additionally, cycle I average score is 27.26%, while cycle II's average score is 30.34%. As a result, there has been a 3.08% increase in student activity. Look at the following chart to see the progress clearly:
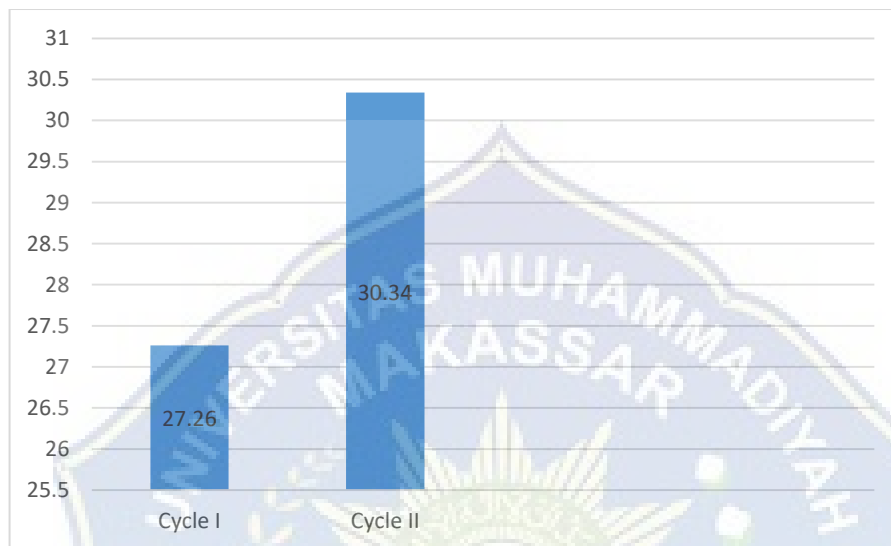
Figure 4.4. The students' observation in learning reading skills.

The graph up top illustrates how students in grade XI Jasa Boga at SMK 1 Jeneponto were observed as they learned reading skills using the NRT method. The status of the pupils during the teaching and learning process of reading from cycle I to cycle II is shown in the chart above. According to the graph, there has been a change in pupils' reading learning situations, going from 27.26% to 30.34%.

B.   Discussions.

1. Students' improvement inferring main idea

Higher level literal comprehension requires reading for literal comprehension, which requires learning information expressed directly in a

selection. Literal understanding is based on understanding the main idea, specificity, cause and effect, and the sequence that has been expressed. It is also important to understand terminology, sentence structure, and paragraph meaning. Where students are able to understand the meaning of the reading and the conclusions from the reading, The researcher used the "NRT Technique" to perform classroom action research after administering a diagnostic exam to determine the students' prior English reading comprehension. The researcher found that the eleventh grade pupils in SMK 1 Jeneponto had very poor main ideas that needed to be improved after giving them a diagnostic test. The children's diagnostic test results were all really subpar. Additionally, the students' performance on the diagnostic exam is relatively lacking.

The text presents letters, words, sentences and paragraphs that encode meaning based on what is described. After the researcher provides reading or text, students are able to understand the reading or content of the text. After deciding to use the NRT Technique to improve the students' reading abilities, the researcher prepared to finish cycle I, which consists of four stages: planning, action, observation, and reflection. The study found that understanding the material was still difficult and perplexing for the students in cycle 1. Following an analysis of the students' reading challenges, the researcher had to devise a solution. When the researcher decided to finish cycle II, the lesson plan was revised. Throughout cycle II, the students provided the researcher with positive comments. Students are engaged in class to a moderate extent. They performed better in cycle II, and they might find learning enjoyable.

The researcher decided to stop this cycle after the second cycle's results showed that pupils' reading comprehension had significantly improved. This is shown by the research findings described above. As a last reflection, discussing the study results with the topic instructor is the last step in the action research method. These results are intended to offer a framework for assessing the research theories. Subject teachers and researchers agree that the Noticing Reformulation Task (NRT) is a helpful tool for improving students' reading abilities. This research has also improved the reading abilities of children and the classroom environment.

2. Students' improvement inferring drawing conclusion

The coperative learning as the creation of an active learning environment. It has therefore truly addressed the concerns brought up by the circumstances in the classroom. Using the Noticing Reformulation Task (NRT), as this study does, encourages students to engage more fully in the teaching and learning process. Talking and sharing ideas with other group members gives them the chance to hone their social skills. As reading instruction is taught and learned, this really increases the motivation and interest of the students. This is apparent when they are conversing as a group.

Apart from that, the majority of students still actively participate in class discussions by doing things like presenting the results of their group discussions to the class, offering commentary on other groups' answers, asking the class a question from their own group, and answering questions from other groups. Despite adding some noise to the classroom, it is a significant barrier. As a sign of

student participation in the teaching and learning process, this noise actually aids in learning.

Researchers will identify and group students into several categories based on the evaluation results. In accordance with the research results with this definition, students are able to read both individually and in groups. This theory is related to the observations that the researchers made during the implementation of NRT in reading classes. The researchers saw that when students used four reading strategies preview, click-and-sound strategies, manually repeating the audio, taking the gist of it, and finishing it collaboratively they seemed to use their time as efficiently as possible to finish the assignment based on their own job descriptions. In addition to their personal obligations, they are responsible for their group projects. Hence, it is improbable that this would motivate students to assume more accountability for finishing the assignments that have been assigned to them in accordance with their own assignment descriptions and cooperating with their group members to finish their group assignments.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestion.

A. Conclusion.

The researcher makes the following conclusions in light of the research findings and discussion in the preceding chapter.

1. Students' improvement inferring main idea

From the implementation of the NRT technique in cycle I, the assessment of the students' reading skills improves in each result of cycle I (5.2), which is higher than the diagnostic test. This indicates that the pupils' reading skills has improved, yet this is seen as fair, therefore the researcher decides to set up cycle II. Cycle II's assessment is better than Cycle I's (7.1 > 5.2), and it is rated as Good, indicating that the pupils' reading skills has improved. As a result, there was a bigger improvement between the diagnostic test and cycle I than cycle II (23.80 % vs. 36.53 %). It is rated as reasonably to good. Based on the aforementioned percentages, there has been a significant improvement in students' reading skills after using the NRT Technique in cycles I and II.

2. Students' improvement inferring drawing conclusion

Through the use of the NRT Technique, the observation results of students' involvement in the teaching and learning process greatly increased. It was demonstrated by the increase in the students' mean activeness score from cycle I to cycle II, which went from 27.26% to 30.34%. Additionally, it indicates

that the kids are becoming more engaged in their use of the NRT Technique to learn to read.

B. Suggestion.

Based on the conclusion above, the reseacher addresses the following suggesstion and recommendation.

1. It is recommended that teachers employ the NRT technique as a substitute while instructing students in reading skills.

2. It is advised that English teachers employ the NRT technique while delivering reading comprehension lessons because it is successful in raising students' accomplishment levels.

3. By conducting or utilizing classroom action research in numerous courses, teachers try to mobilize all of their skills to improve the quality of the learning process as a responsibility.

4. The NRT technique is used in research because it can provide students with ample opportunities to develop their reading skills and because it is a fun way to learn.

5. It is recommended that the teacher assist the pupils in extending their reading of the key concepts and drawing conclusions about what they have learnt.

6. The pupils are supposed to increase their comprehension of what they read as they learn to read using the NRT Technique.

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APPENDIX A

DIAGNOSTIC TEST

Read the recount text carefully and then answer the question!

The following test is for question 1 to 4.
One holiday, Vandra visited his aunt in a village. It was his first experience of traveling by train, but he enjoyed it. He arrived at the railway station at 3 p.m. His uncle's house was not far from the railways station, so he decided to go there by horse   cart.
Vandra stopped a horse cart. To his surprise, the rider was a woman. She was dark skinned and looked strong. Along the journey, they had a chit-chat. The rider told him about her life. She is a wife with three children. She was simple, but had a great dream. She wanted her children to be successful. As a mother, she was willing to work hard for her children's education. She never gave up. She belived that her hard work would be paid off.
Vandra was amazed at the horse cart rider's story. What a great woman.

1. What is the text about?
   A. A horse cart rider's hard work.
   B. Vandra's experience on a train.
   C. Vandra's travelling experience.
   D. The life story of a horse cart rider.
2. What was the horse cart's rider like?
   A. Honest
   B. Generous
   C. Kindhearted
   D. Hard working
3. Why did Vandra take a great respect to the horse cart's rider?
   A. She struggled for the succes
   B. She lived with her three children
   C. She was simple, but had a great dream
   D. She was the only woman who rode a horse card
4. "She never **gave up.**"
   What is the closest meaning of the bolded phrase?
   A. Felt sorry
   B. Surrendered
   C. Complained
   D. Fought against

The following test is for question 5 to 8.
At the frist break, Arin went to the school library. As usual, she walked towrds she fiction section, her favourite one. She took an interesting storybook from the shelf, then sat at the corner. The book was about a handsome and brave prince

who tried to free a princess from a giant. Arin way very sleepy. She didn't realise that she fell asleep while reading. On her dream, she was the princess who was saved by the prince. The giant didn't let Arin go. He held her strongly and she struggled to get loose. Consequently she fell down to the ground. Suddenly, Arin heard people laughing. She opened her eyes and saw several students looking and laughing   at   her. Arin was confused, but she finaly realised what had happened. She dreamt about the story in the book she read. For matters wors, she tell down from the chair due to her dream.

5. Why is the text written?
   A. To relate Arin's experience
   B. To amuse readers by telling a story
   C. To describe Arin's activity during the break
   D. To tell readers the story of a giant and a princess
6. In Arins's dream, the giant …. her.
   A. pulled
   B. pushed
   C. captured
   D. released
7. What kind of books does Arin like to read?
   A. Storybooks
   B. Biography books
   C. Science books
   D. Engineering books
8. What did Arin probably feel when her schoolmates laughed at her?
   A. Bored
   B. Upsed
   C. Jealous
   D. Embarrassed

The following test is for question 9 to 12.
On Monday morning Adi woke up late.. Before leaving for school, his mother reminded him of having breakfast, but he refused. He was afraid of being late. Adi arrived at school only one minute before the bell rang. All students walked towards the school yard. They would have a flag hoisting ceremony. It was very hot and the sun shone very brightly. During the ceremony, Adi felt dizzy and his eyes were blurred. He tried to stand up still, but he could bot hold on. He trembled and fainted.

He didm't know what happened next . When he opened her eyes, he was in the medical room with his class teacher and Riski, his best friend. Riski gave him a glass of hot tea and a piece of bread.

9. What is the main idea of paragraph one?
   A. Adi woke up late.
   B. Adi skipped breakfast.
   C. Adi was afraid of arriving late at school.
   D. Adi's mother reminded him of having breakfast.

10. Where did Adi tremble and faint?
    A. At home
    B. In his classroom
    C. At the school yard
    D. In the medical room
11. What would happen if Adi had breakfast?
    A. His mother would be angry with him
    B. He could attend the ceremony well
    C. He would arrive at school early
    D. He missed the hoisting flag ceremony
12. From the text we know that …
    A. nobody cared about Adi
    B. Adi arrived late at school
    C. Adi felt unwell during the ceremony
    D. Riski stood up next to Adi during the ceremony

The following test is for question 13 to 16.

I just returned from my holiday in my uncle's house in Malang. During the time, i visited many interesting places, such as Jatim Park 1 and 2, Museum Angkut, Batu Night Spectacular and Mount Bromo. However, the most memorable is my trip to mount Bromo. However, the most memorable is my trip to Mount Bromo. It is the most exotic place i've ever seen.

At that time i went with my uncle's family. We went there by car in middle of night and arrived at around 3:30 a.m. There were already many people there. They all wore thick jackets, gloves and beanies, so did we. It was so cold that we were going to freeze. Soon, we could adapt to the weather. Later on we moved to Penanjakan Peak to see the sunrise. Later on we witnessed such a magnificent sunrise. Luckily, the weather was so fine that we all could see that shinning golden ball very clearly. Then, we walked up to the top of Mount Bromo. It was really hard because we had to walk through thick sand desert while it was rather cold. Arriving at the top, it was so amazing! Trush me, you should go there one day. What a wonderful place!

Overall my last holiday is the best moment of my life. I wash i have another chance to explore Malang City.

13. What is the next mainly about?
    A. The writer's experience in Mount Bromo.
    B. The writer's impression about the sunrise.
    C. The writer's unforgettable holiday in Malang.
    D. The writer's trip to climb a mount for the first time.
14. What is the main idea of the second paragraph?
    A. The place was full of visitors.
    B. The writer went to Bromo by car.
    C. The writer arrived at her destination.
    D. The weather at the moment awas very cold.
15. From the text we know that…
    A. the writer went Bromo with her cousin
    B. the sky was cloudy when the morning broke

C. it is quite easy to pass through the sand

D. the writer wore a thick jacket and beanie

16. "They all wore thick jackets, gloves and beanies, so did **we**." (Paragraph 2)

What does the bolded word refer to?

A. The writer's uncle family

B. The visitors of Mount Bromo

C. The writer and her uncle's family

D. The people who the writer saw on her arrival.

The following test is for question 17 to 20.

Last week my friend and i were bored after two weeks of holidays, so we rode our bicycles to a beach, which is only five kilometres from where we live. When we arrived at the beach, we were surprised to see only a few visitors there. After having a quick dip in the ocean, which was really cold, we realised why there were not many people there. it was also quite windy. After we bought several hot chips at the take-away store nearby, we rode our bicycles down the beach for a while , on the hard, damp part of the sand. We had the behind us. Unwittingly, we were many miles down the beach. Before we made the long trip back we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, we realised that all the way back we would be riding into the strong wind.

When we finally arrived home, we were both totally exhausted!

17. The text mainly tells us about….

A. the situation at the beach

B. the writer and his friend's reason to a beach

C. the writer and his friend's long holiday

D. the writer and his friend's vacation at a beach

18. At that time the beach was ….

A. quiet

B. sunny

C. crowded

D. very clean

19. From the text it can be concluded that ….

A. the water of the beach is quite warm

B. the beach is very close to the writer's house

C. the writer felt tired because of cycling hard

D. there was no food stall opened at the moment

20. People rarely went to the beach…. the water was very cold.

A. so

B. but

C. and

D. since

APPENDIX B

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   **: SMK NEGERI 1 JENEPONTO**

Mata pelajaran   **: Bahasa Inggris**

Kelas/semester   **: XI**

Waktu   **: 2X90 menit**

Pertemuan   **: I (Siklus I)**

Standar Kompetensi: **Membaca (reading)**

Memahami makna teks tulis fungsional dan bacaan pendek sederhana berbentuk *recount text* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar: Membaca nyaring bermakna teks tulis fungsional dan bacaan berbentuk *recount text* dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

Indikator pencapaian kompetensi

- Mengidentifikasi *main idea* dan *concluclion* dalam teks bacaan
- Menemukan informasi yang tepat untuk menjawab pertanyaan
- Menjawab pertanyaan berdasarkan isi teks bacaan
- Memahami isi bacaan

I. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat,

1 Membaca teks essay berbentuk *recount text*.
2 Menentukan *main idea* dan *conclucion* dalam teks bacaan.
3 Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca.

2 **Materi Pembelajaran**   **:** Recount Text

- Narrative is a text which retells events or experiences in the past.
- Types of recount text

Read the text carefully

Fell from the Ladder

Last week, the rain was falling so heavily. I found that there were some leaks on the roof. To fix it up, I needed a ladder so that I could climb up to the roof. It was Sunday at 2 in the afternoon, I brought the ladder and set it up to the roof. Water from the leaks made the foothold wet. At that time, I was too confident and not careful. I thought I was strong enough to avoid slipping. When the ladder became more wet, I already felt the slippery surface. However, I did not pay attention and kept climbing. Disaster came when my brother forgot to hold the ladder.

As soon as he turned away, I suddenly lost my balance. Only seconds afterwards, I slipped from the ladder and fell to the floor. It happened so fast that I needed several minutes to realize what was really going on. Then, my two elder brothers checked me out and asked if I was okay. After that, they carried me to a more comfortable place. Later on, they gave me first aid.

Finally I was brought to the nearest doctor so that I got proper medical attention. It was my fault that I was not careful with the hazardous situation.

Metode Pembelajaran/Teknik : NRT Technique

Langkah- langkah Kegiatan

Kegiatan (waktu)	Fase	Kegiatan pembelajaran
Pendahulu an 20menit	Menyampaikan tujuandan motivasi siswa	-Menjelaskan teknik yang akan digunakan dalam pembelajaran yaitu NRT - Menjelaskan pentingnya materi yang akan di pelajari berikut kompetensi yang harus di kuasai siswa. -Tanya jawab terkait materi pembelajaran.
Inti (60 menit)	Menyajikan informasi	Memberikan informasi : - Menjelaskan tentang variabel yang harus dicapai. - Menekankan siswa pada teknik pembelajaran NRT
	Activities	-Guru menjelaskan materi tentang recount text -Guru meminta agar siswa untuk berkelompok dan memberikan materi reading yang akan di baca

		dan di pahami. - Guru dan siswa membaca selama 20 menit tanpa ada gangguan. -guru bersama-sama dengan siswa mengklarifikasi bacaan yang kurang di mengerti.
	Evaluasi	-mengevaluasi pemahaman siswa terkait materi yang di berikan -menjawab pertanyaan berdasarkan teks bacaan
	Penutup (10menit)	-Mengumumkan nilai pencapaian masing-masing siswa -Merangkum: membantu siswa merangkum hasil belajar yang diperoleh melalui kegiatan.

Sumber Belajar

1. Buku paket siswa (*English in Focus* 2)

2. Media internet

Penilaian

Teknik/jenis : Interview dan tugas individual

Bentuk instrumen   : Pertanyaan lisan dan tes tertulis

Rubrik Penilaian

a. Classifying students" reading comprehension

No.	Classification	Range
1.	Excellent	9.6 – 10
2.	Very good	8.6 – 9.5
3.	Good	7.6 – 8.5
4.	Fairly good	6.6 – 7.5
5.	Fairly	5.6 – 6.5
6.	Poor	3.6 – 5.5
7.	Very poor	0 – 3.5

b. Scoring students correct answer in reading comprehension

Criteria	Score
The meaning and grammar are correct	4
The meaning is correct and some errors of grammar	3
Some errors of meaning and grammar	2
The meaning and grammar are incorrect	1
No answer	0

- The students" reading in Interpretive comprehension:

Scoring Rubric of Main Idea

Criteria	Score
The answer includes a clear generalization that states or implies the main idea	4
The answer states or implies the main idea from the story	3

	Indicator inaccurate or incomplete understanding of main Idea	2
	The answer include minimal or no understanding of main Idea	1
	No answer	0

Scoring Rubric of conclusion

No.	Criteria	Score
1.	Conclucion reflects resource readings in development of idea it is excellent	4
2.	Conclusion reflects readings in development of idea it is good.	3
3.	Conclusion reflect only reading in development of idea it is poor.	2
4.	Conclusion do not reflect any reading of resources in development idea.	1

$$Scoring = \frac{Correct\ answer\ score}{Maximum score} \times 10$$

Jeneponto,   2023

Mahasiswa Peneliti

YURISTA AYU PUSPITA

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah   : **SMK NEGERI 1 JENEPONTO**

Mata pelajaran   : **Bahasa Inggris**

Kelas/semester   : **XI**

Waktu   : **2X90 menit**

Pertemuan   : **II (Siklus I)**

Standar Kompetensi: Membaca (reading)

Memahami makna teks tulis fungsional dan bacaan pendek sederhana berbentuk *recount text* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar: Membaca nyaring bermakna teks tulis fungsional dan bacaan berbentuk *recount text* dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

Indikator pencapaian kompetensi

- Mengidentifikasi *main idea* dan *conclucion* dalam teks bacaan
- Menemukan informasi yang tepat untuk menjawab pertanyaan
- Menjawab pertanyaan berdasarkan isi teks bacaan
- Memahami isi bacaan

I. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat,

1 Membaca teks bacaan berbentuk *recount text*.
2 Menentukan *main idea* dan *conclucion* dalam teks bacaan.
3 Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca

II. Materi Pembelajaran   **:** Recount text
The generic structure of recount text

Read the text carefully!

Hepatitis

   In 2015, I got hepatitis. As a result, I had to be hospitalized for 7 days. This is because I like to buy snack randomly. While in the hospital, I could only lie down weakly.

   Every day, I have no appetite. I also had to take 8 medicinal pills three times a day.

   After 7 days, I was allowed to go home from the hospital. Then, I promised not to buy snack randomly again.

III. Metode Pembelajaran/Teknik   : NRT Technique

Langkah-langkah Kegiatan **Kegiatan (waktu)**	**Fase**	**Kegiatan pembelajaran**
Pendahuluan 20menit	Menyampaikan tujuan dan motivasi siswa	-Menjelaskan teknik pembelajaran yang akan digunakan dalam pembelajaran yaitu NRT - Menjelaskan pentingnya materi yang akan di pelajari berikut kompetensi yang harus di kuasai siswa. -Tanya jawab terkait materi pembelajaran.
Inti (60 menit)	Menyajikan informasi	Memberikan informasi : - Menjelaskan tentang variabelyang harus dicapai. - Menekankan siswa pada teknik yaitu *NRT*
	Activitas	-Guru menjelaskan materi tentang recount text.

		-Guru meminta agar siswa berkelompok dan memberikan materi reading yang akan di baca dan di pahami. - Guru dan siswa membaca selama 20 menit tanpa ada gangguan. -guru bersama-sama dengan siswa mengklarifikasi bacaan yang kurang di mengerti.
	Evaluasi	-mengevaluasi pemahaman siswaterkait materi yang di berikan -menjawab pertanyaan berdasarkan teks bacaan
Penutup (10menit)		-Mengumumkan nilai pencapaianmasing-masing siswa -Merangkum : membantu siswamerangkum hasil belajar yang diperoleh melalui kegiatan.

IV. Sumber Belajar

a. Buku paket siswa (*English in Focus* 2)

b. Media internet

V. Penilaian

a. Teknik/jenis   : Interview dan tugas individual

b. Bentuk instrumen   : Pertanyaan lisan dan tes tertulis
c. Rubrik Penilaian

- Classifying students" reading comprehension

No.	Classification	Range
1.	Excellent	9.6 – 10
2.	Very good	8.6 – 9.5
3.	Good	7.6 – 8.5
4.	Fairly good	6.6 – 7.5
5.	Fairly	5.6 – 6.5
6.	Poor	3.6 – 5.5
7.	Very poor	0 – 3.5

- Scoring students correct answer in reading comprehension

Criteria	Score
The meaning and grammar are correct	4
The meaning is correct and some errors of grammar	3
Some errors of meaning and grammar	2
The meaning and grammar are incorrect	1
No answer	0

- The students" reading in Interpretive comprehension:

1 Scoring Rubric of Main Idea

Criteria	Score
The answer includes a clear generalization that states or implies the main idea	4
The answer states or implies the main idea from the story	3

	Indicator inaccurate or incomplete understanding of main Idea	2
	The answer include minimal or no understanding of main Idea	1
	No answer	0

2 Scoring Rubric of conclusion

No.	Criteria	Score
1.	Conclucion reflects resource readings in development of idea it is excellent	4
2.	Conclusion reflects readings in development of idea it is good.	3
3.	Conclusion reflect only reading in development of idea it is poor.	2
4.	Conclusion do not reflect any reading of resources in development idea.	1

Jeneponto, **2023**
Mahasiswa Peneliti

YURISTA AYU PUSPITA

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah   : SMK NEGERI 1 JENEPONTO

Mata pelajaran   : Bahasa Inggris

Kelas/semester   : XII

Waktu   : 2X90 menit

Pertemuan   : III (Siklus I)

Standar Kompetensi: Membaca (reading)

Memahami makna teks tulis fungsional dan bacaan pendek sederhana berbentuk *recount text* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar: Membaca nyaring bermakna teks tulis fungsional dan bacaan berbentuk *recount text* dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

Indikator pencapaian kompetensi

- Mengidentifikasi *main idea* dan *conclucion* dalam teks bacaan
- Menemukan informasi yang tepat untuk menjawab pertanyaan
- Menjawab pertanyaan berdasarkan isi teks bacaan
- Memahami isi bacaan

I. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat,

1 Membaca teks essay berbentuk *recount text*.
2 Menentukan *main idea* dan *conclucion* dalam teks bacaan.
3 Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca

II. Materi Pembelajaran   :

Recount TextRead the following text!
Skipped the Physics Class
This is something that happened when I was in junior high school. Skipping the class was not a new thing for many students. However, skipping physics class always gave me more adrenaline. At that time, I was still 14 years old. It was Thursday in 5th lesson hours. We should have a physics class from the 5th until 6th lesson hours.

When in junior high school, physics was my biggest enemy at school. After the 4th lesson hour finished, I was almost ready to leave the class. Unfortunately, the time left was too little. Nevertheless, I did not give up so easily. When the teacher was writing something on the white board, I sneaked out through the back door. After that, I ran to the back of the school.

There was a high wall which also served as a fence. While running, I jumped trying to jump over the wall. But I failed to jump over it. Next, I ended up hurting myself instead. Eventually, some teachers came out from their classes and helped me. Then, I stayed in school not in the classroom but in the student health unit.

Metode Pembelajaran/Teknik : NRT Technique

Langkah- langkah Kegiatan

Kegiatan (waktu)	Fase	Kegiatan pembelajaran
Pendah uluan Menit	Menyampaikan tujuan dan motivasi siswa	-Menjelaskan teknik yang akan digunakan dalam pembelajaran yaitu NRT - Menjelaskan pentingnya materi yang akan di pelajari berikut kompetensi yang harus di kuasai siswa
		-Tanya jawab terkait materi pembelajaran.

Inti (60 menit)	Menyajikan informasi	Memberikan informasi menjelaskan tentang variabelyang harus dicapai. Menekankan siswa pada teknik yaitu *NRT*
	Activitas	-Guru menjelaskan materi tentang text recount. -Guru meminta agar siswa berkelompok dan memberikan materi reading yang akan di baca dan di pahami. - Guru dan siswa membaca selama 20 menit tanpa ada gangguan. -Guru bersama-sama dengan siswamengklarifikasi bacaan yang kurang di mengerti
	Evaluasi	-mengevaluasi pemahaman siswa terkait materi yang di berikan -menjawab pertanyaan berdasarkan teks bacaan
Penutup (10menit)		-Mengumumkan nilai pencapaian masing-masing siswa -Merangkum membantu siswa

Sumber Belajar

1. Buku paket siswa (*English in Focus* 2)

2. Media internet

Penilaian

 b. Teknik/jenis   : Interview dan tugas individual

 c. Bentuk instrumen   : Pertanyaan lisan dan tes tertulis

d. Rubrik Penilaian

- Classifying students" reading comprehension

No.	Classification	Range
1.	Excellent	9.6 – 10
2.	Very good	8.6 – 9.5
3.	Good	7.6 – 8.5
4.	Fairly good	6.6 – 7.5
5.	Fairly	5.6 – 6.5
6.	Poor	3.6 – 5.5
7.	Very poor	0 – 3.5

- Scoring students correct answer in reading comprehension

	Criteria	Score
	The meaning and grammar are correct	4
	The meaning is correct and some errors of grammar	3
	Some errors of meaning and grammar	2

	The meaning and grammar are incorrect	1
	No answer	0

- The students" reading in Interpretive comprehension:

1. **Scoring Rubric of Main Idea**

Criteria		Score
	The answer includes a clear generalization that states or implies the main idea	4
	The answer states or implies the main idea from the story	3
	Indicator inaccurate or incomplete understanding of main Idea	2
	The answer include minimal or no understanding of main Idea	1
	No answer	0

2. **Scoring Rubric of conclusion**

No.	Criteria	Score
1.	Conclucion reflects resource readings in development of idea it is excellent	4
2.	Conclusion reflects readings in development of idea it is good.	3
3.	Conclusion reflect only reading in development of idea it is poor.	2
4.	Conclusion do not reflect any reading of resources in development idea.	1

Jeneponto,   2023
Mahasiswa Peneliti
YURISTA AYU PUSPITA

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah : SMK NEGERI 1 JENEPONTO
Mata pelajaran : Bahasa Inggris
Kelas/semester : XI
Waktu : 2X90 menit
Pertemuan : IV (Siklus I)
Standar Kompetensi: **Membaca (reading)**

Memahami makna teks tulis fungsional dan bacaan

pendek sederhana berbentuk *recount text* yang berkaitan

dengan lingkungan sekitar

Kompetensi Dasar: Membaca nyaring bermakna teks tulis fungsional dan bacaan

berbentuk *recount text* dan sederhana dengan ucapan,

tekanan dan intonasi yang berterima yang berkaitan

dengan lingkungan sekitar

Indikator pencapaian kompetensi

- Mengidentifikasi *main idea* dan *conclucion* dalam teks bacaan
- Menemukan kesimpulan yang tepat dalam bacaan
- Menjawab pertanyaan berdasarkan isi teks bacaan
- Memahami isi bacaan

I. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat,

1 Membaca teks essay berbentuk *recount text*.
2 Menentukan *main idea* dan *conclucion* dalam teks bacaan.
3 Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca

II. Materi Pembelajaran : Recount Text

Read the following text!

Came Late to School

Last Monday, I came late to my school because I played playstation untill 2.00 am
in the night. Because that I woke up late.

I woke up about 6.45 am and the class would be began at 7.00 am. I ran to bathroom to take a bath. I usually had a breakfast after took a bath, but in that day I did not do that.

I always went to school by my motorcycle. But in that day, I forgot where I put the key. So, I went to the school by public transportation. It made me took a longer time.

I arrived at school at 7.30 am, I ran to my class but I saw my teacher has stood in front of the class to teach. I entered to my class and of course my teacher was angry to me because I came late.

It was my bad experience and I hoped I would not do that again.

III. Metode Pembelajaran/Teknik   : NRT Technique

IV. Langkah- langkah Kegiatan

Kegiatan (waktu)	Fase	Kegiatan pembelajaran
Pendahuluan 20 menit	Menyampaikan tujuandan motivasi siswa	-Menjelaskan teknik yang akan digunakan dalam pembelajaran yaitu NRT - Menjelaskan pentingnya materi yang akan di pelajari berikut kompetensi yang harus di kuasai siswa. -Tanya jawab terkait materi pembelajaran.
Inti (60 menit)	Menyajikan informasi	Memberikan informasi :
		- menjelaskan tentang variable yang harus dicapai. - Menekankan siswa pada metode yaitu *NRT*
		-Guru menjelaskan materi tentang text recount. -Guru meminta agar siswa berkelompok dan memberikan materi reading yang akan di baca dan di

	Activitas	pahami. - Guru dan siswa membaca selama 20 menit tanpa ada gangguan. -Guru bersama-sama dengan siswa mengklarifikasi bacaan yang kurang dimengerti
	Evaluasi	-mengevaluasi pemahaman siswa terkait materi yang di berikan -menjawab pertanyaan berdasarkan teks bacaan
Penutup(10 menit)		-Mengumumkan nilai pencapaian masing-masing siswa -Merangkum: membantu siswa merangkum hasil belajar yang diperoleh melalui kegiatan.

V.   Sumber Belajar

      1.Buku paket siswa (*English in Focus* 2)

      2.Media internet

VI. Penilaian

  a. Teknik/jenis   : Interview dan tugas individual

  b. Bentuk instrumen   : Pertanyaan lisan dan tes tertulis

  c. Rubrik Penilaian

      • Classifying students" reading comprehension

No.	Classification	Range
1.	Excellent	9.6 – 10
2.	Very good	8.6 – 9.5
3.	Good	7.6 – 8.5
4.	Fairly good	6.6 – 7.5
5.	Fairly	5.6 – 6.5
6.	Poor	3.6 – 5.5
7.	Very poor	0 – 3.5

- Scoring students correct answer in reading comprehension

Criteria	Score
The meaning and grammar are correct	4
The meaning is correct and some errors of grammar	3
Some errors of meaning and grammar	2
The meaning and grammar are incorrect	1
No answer	0

- The students" reading in lnterpretive comprehension:

1. **Scoring Rubric of Main Idea**

	Criteria	Score
	The answer includes a clear generalization that states or implies the main idea	4
	The answer states or implies the main idea from the story	3

	Indicator inaccurate or incomplete understanding of main Idea	**2**
	The answer include minimal or no understanding of main Idea	**1**
	No answer	**0**

2. **Scoring of Rubrik Conclucion**

No.	Criteria	Score
1.	Conclucion reflects resource readings in development of idea it is excellent	4
2.	Conclusion reflects readings in development of idea it is good.	3
3.	Conclusion reflect only reading in development of idea it is poor.	2
4.	Conclusion do not reflect any reading of resources in development idea.	1

Jeneponto,   2023

Mahasiswa Peneliti

<u>YURISTA AYU PUSPITA</u>

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : **SMK NEGERI 1 JENEPONTO**

Mata pelajaran   : **Bahasa Inggris**

Kelas/semester   : **XI**

Waktu   : **2X90 menit**

Pertemuan   : **I (Siklus II)**

Standar Kompetensi: **Membaca (reading)**

Memahami makna teks tulis fungsional dan bacaan pendek sederhana berbentuk *recount text* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar: Membaca nyaring bermakna teks tulis fungsional dan bacaan berbentuk *recount text* dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

Indikator pencapaian kompetensi

- Mengidentifikasi *main idea* dan *concluclion* dalam teks bacaan
- Menemukan informasi yang tepat untuk menjawab pertanyaan
- Menjawab pertanyaan berdasarkan isi teks bacaan
- Memahami isi bacaan

Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat,

1. Membaca teks essay berbentuk *recount text*.
2. Menentukan *main idea* dan *conclucion* dalam teks bacaan.
3. Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca.

3. **Materi Pembelajaran**   : Recount Text

- Narrative is a text which retells events or experiences in the past.

- Types of recount text

Read the text carefully

A Trip to the National Zoo and Aquarium

Yesterday, my family and I went to the National Zoo and Aquarium to visit the new Snow Cubs and the other animals.

In the morning, when we got to the Zoo and Aquarium there was a great big line, so we had to wait awhile to get in.

After we entered the zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful.

At lunchtime Dad decided to cook a bbq. He cooked sausages so we could have sausage sandwiches. Mum forgot the tomato sauce so we had to eat them plain.

In the afternoon, we visited the aquarium. My brother was excited to see the sharks and the tropical fish. At the end of the day when we left we were going to go and get ice cream but we decided we were too tired so we drove straight home

Metode Pembelajaran/Teknik   : NRT Technique

Langkah- langkah Kegiatan

Kegiatan (waktu)	Fase	Kegiatan pembelajaran
Pendahulu an 20menit	Menyampaikan tujuandan motivasi siswa	-Menjelaskan teknik yang akan digunakan dalam pembelajaran yaitu NRT - Menjelaskan pentingnya materi yang akan di pelajari berikut kompetensi yang harus di kuasai siswa. -Tanya jawab terkait materi pembelajaran.
Inti (60 menit)	Menyajikan informasi	Memberikan informasi : - Menjelaskan tentang variabel yang harus dicapai. - Menekankan siswa pada teknik pembelajaran NRT
	Activities	-Guru menjelaskan materi tentang recount text -Guru meminta agar siswa untuk berkelompok dan memberikan materi reading yang akan di baca

		dan di pahami. - Guru dan siswa membaca selama 20 menit tanpa ada gangguan. -guru bersama-sama dengan siswa mengklarifikasi bacaan yang kurang di mengerti.
	Evaluasi	-mengevaluasi pemahaman siswa terkait materi yang di berikan -menjawab pertanyaan berdasarkan teks bacaan
Penutup (10menit)		-Mengumumkan nilai pencapaian masing-masing siswa -Merangkum: membantu siswa merangkum hasil belajar yang diperoleh melalui kegiatan.

Sumber Belajar

Buku paket siswa (*English in Focus* 2)

Media internet

Penilaian

Teknik/jenis : Interview dan tugas individual

Bentuk instrumen   : Pertanyaan lisan dan tes tertulis

Rubrik Penilaian

c. Classifying students" reading comprehension

No.	Classification	Range
1.	Excellent	9.6 – 10
2.	Very good	8.6 – 9.5
3.	Good	7.6 – 8.5
4.	Fairly good	6.6 – 7.5
5.	Fairly	5.6 – 6.5
6.	Poor	3.6 – 5.5
7.	Very poor	0 – 3.5

d. Scoring students correct answer in reading comprehension

Criteria	Score
The meaning and grammar are correct	4
The meaning is correct and some errors of grammar	3
Some errors of meaning and grammar	2
The meaning and grammar are incorrect	1
No answer	0

- The students" reading in Interpretive comprehension:

Scoring Rubric of Main Idea

Criteria	Score
The answer includes a clear generalization that states or implies the main idea	**4**
The answer states or implies the main idea from the story	**3**

Indicator inaccurate or incomplete understanding of main Idea	**2**	
The answer include minimal or no understanding of main Idea	**1**	
No answer	**0**	

Scoring Rubric of conclusion

No.	Criteria	Score
1.	Conclucion reflects resource readings in development of idea it is excellent	4
2.	Conclusion reflects readings in development of idea it is good.	3
3.	Conclusion reflect only reading in development of idea it is poor.	2
4.	Conclusion do not reflect any reading of resources in development idea.	1

$$Scoring = \frac{Correct\ answer\ score}{Maximum score} x10$$

Jeneponto,   2023
Mahasiswa Peneliti

YURISTA AYU PUSPITA

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah   : **SMK NEGERI 1 JENEPONTO**

Mata pelajaran   : **Bahasa Inggris**

Kelas/semester   : **XI**

Waktu   : **2X90 menit**

Pertemuan   : **II (Siklus II)**

Standar Kompetensi: Membaca (reading)

Memahami makna teks tulis fungsional dan bacaan pendek sederhana berbentuk *recount text* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar: Membaca nyaring bermakna teks tulis fungsional dan bacaan berbentuk *recount text* dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

Indikator pencapaian kompetensi

- Mengidentifikasi *main idea* dan *conclucion* dalam teks bacaan
- Menemukan informasi yang tepat untuk menjawab pertanyaan
- Menjawab pertanyaan berdasarkan isi teks bacaan
- Memahami isi bacaan

Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat,

1 Membaca teks bacaan berbentuk *recount text*.
2 Menentukan *main idea* dan *conclucion* dalam teks bacaan.
3 Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca

Materi Pembelajaran   **:** Recount text
The generic structure of recount text

Read the text carefully!

Travel on the Train for the First Time

Last year, I was Eighteen years old. I had graduated from my senior high school and I wanted to continue my education in Yogyakarta. I lived with my family in Cirebon for eighteen years So, I would live alone there and it was a new experience for me.

I went to Yogyakarta by train. Before I came to the train station, I did not know how to check-in. All the procedures were so new to me. Fortunately, a security guard helped me and gave me some directions to check-in. After that I entered the train and sat on the chair.

I listened to the song and I really enjoy when I was on the train. After 5 hours on the train , I finally arrived in Yogyakarta. I would start my new life in Yogyakarta. I was really excited to start my new adventure to the new city.

.

Metode Pembelajaran/Teknik : NRT Technique

Langkah-langkah Kegiatan **Kegiatan (waktu)**	**Fase**	**Kegiatan pembelajaran**
Pendahuluan 20menit	Menyampaikan tujuan dan motivasi siswa	-Menjelaskan teknik pembelajaran yang akan digunakan dalam pembelajaran yaitu NRT - Menjelaskan pentingnya materi yang akan di pelajari berikut kompetensi yang harus di kuasai siswa. -Tanya jawab terkait materi pembelajaran.
Inti (60 menit)	Menyajikan informasi	Memberikan informasi : - Menjelaskan tentang variabelyang harus dicapai. - Menekankan siswa pada teknik yaitu *NRT*
	Activitas	-Guru menjelaskan materi tentang recount text.
		-Guru meminta agar siswa berkelompok dan memberikan materi reading yang akan di baca dan di pahami. - Guru dan siswa membaca selama 20 menit tanpa ada gangguan. -guru bersama-sama dengan siswa mengklarifikasi bacaan yang kurang di mengerti.
	Evaluasi	-mengevaluasi pemahaman siswaterkait materi yang di berikan -menjawab pertanyaan berdasarkan teks bacaan

Penutup (10menit)		-Mengumumkan nilai pencapaianmasing-masing siswa -Merangkum : membantu siswamerangkum hasil belajar yang diperoleh melalui kegiatan.

Sumber Belajar

Buku paket siswa (*English in Focus* 2)

Media internet

Penilaian

Teknik/jenis   : Interview dan tugas individual

Bentuk instrumen   : Pertanyaan lisan dan tes tertulis
Rubrik Penilaian

- Classifying students" reading comprehension

No.	Classification	Range
1.	Excellent	9.6 – 10
2.	Very good	8.6 – 9.5
3.	Good	7.6 – 8.5
4.	Fairly good	6.6 – 7.5
5.	Fairly	5.6 – 6.5
6.	Poor	3.6 – 5.5
7.	Very poor	0 – 3.5

- Scoring students correct answer in reading comprehension

	Criteria	Score
	The meaning and grammar are correct	4
	The meaning is correct and some errors of grammar	3
	Some errors of meaning and grammar	2
	The meaning and grammar are incorrect	1

	No answer	0

- The students" reading in Interpretive comprehension:

Scoring Rubric of Main Idea

	Criteria	Score
	The answer includes a clear generalization that states or implies the main idea	**4**
	The answer states or implies the main idea from the story	**3**
	Indicator inaccurate or incomplete understanding of main Idea	**2**
	The answer include minimal or no understanding of main Idea	**1**
	No answer	**0**

Scoring Rubric of conclusion

No.	Criteria	Score
1.	Conclucion reflects resource readings in development of idea it is excellent	4
2.	Conclusion reflects readings in development of idea it is good.	3
3.	Conclusion reflect only reading in development of idea it is poor.	2
4.	Conclusion do not reflect any reading of resources in development idea.	1

Jeneponto,   2023
Mahasiswa Peneliti

YURISTA AYU PUSPITA

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah : **SMK NEGERI 1 JENEPONTO**

Mata pelajaran : **Bahasa Inggris**

Kelas/semester : **XII**

Waktu : **2X90 menit**

Pertemuan : **III (Siklus II)**

Standar Kompetensi: Membaca (reading)

Memahami makna teks tulis fungsional dan bacaan pendek sederhana berbentuk *recount text* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar: Membaca nyaring bermakna teks tulis fungsional dan bacaan berbentuk *recount text* dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

Indikator pencapaian kompetensi

- Mengidentifikasi *main idea* dan *conclucion* dalam teks bacaan
- Menemukan informasi yang tepat untuk menjawab pertanyaan
- Menjawab pertanyaan berdasarkan isi teks bacaan
- Memahami isi bacaan

Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat,

1 Membaca teks essay berbentuk *recount text*.
2 Menentukan *main idea* dan *conclucion* dalam teks bacaan.
3 Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca
   Materi Pembelajaran : Recount Text
   Read the following text!
   ### My Grandpa's Hometown
Two weeks ago, my family and I were in my grandpa's hometown. It is our annual

agenda every holiday at the end of Semester. Unfortunately, it was the rainy season there.

It rained almost every day there. We didn't have enough time to visit some tourist places there because of the rain. We had not enough sunlight even to dry up our laundry. As a result, we just stayed at home almost all day long.

Seeing the condition, we decided to make an interesting activity indoors to spend the holiday together. The activity we chose that day was making funny videos directed by me. Finishing the videos, we edited them and uploaded them to youtube.

By doing this, we could kill our boredom of staying at home because of the rain and make a creative activity instead.

Metode Pembelajaran/Teknik   : NRT Technique

Langkah- langkah Kegiatan

Kegiatan (waktu)	Fase	Kegiatan pembelajaran
Pendah uluan Menit	Menyampaikan tujuan dan motivasi siswa	-Menjelaskan teknik yang akan digunakan dalam pembelajaran yaitu NRT - Menjelaskan pentingnya materi yang akan di pelajari berikut kompetensi yang harus di kuasai siswa
		-Tanya jawab terkait materi pembelajaran.
Inti (60 menit)	Menyajikan informasi	Memberikan informasi menjelaskan tentang variabelyang harus dicapai. Menekankan siswa pada teknik yaitu *NRT*

	Activitas	-Guru menjelaskan materi tentang text recount. -Guru meminta agar siswa berkelompok dan memberikan materi reading yang akan di baca dan di pahami. - Guru dan siswa membaca selama 20 menit tanpa ada gangguan. -Guru bersama-sama dengan siswamengklarifikasi bacaan yang kurang di mengerti
	Evaluasi	-mengevaluasi pemahaman siswa terkait materi yang di berikan -menjawab pertanyaan berdasarkan teks bacaan
Penutup (10menit)		-Mengumumkan nilai pencapaian masing-masing siswa -Merangkum membantu siswa

Sumber Belajar

Buku paket siswa (*English in Focus* 2)

Media internet

Penilaian

Teknik/jenis   : Interview dan tugas individual

Bentuk instrumen : Pertanyaan lisan dan tes tertulis

Rubrik Penilaian

- Classifying students" reading comprehension

No.	Classification	Range
1.	Excellent	9.6 – 10
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5.	Fairly	5.6 – 6.5
6.	Poor	3.6 – 5.5
7.	Very poor	0 – 3.5

- Scoring students correct answer in reading comprehension

	Criteria	Score
	The meaning and grammar are correct	4
	The meaning is correct and some errors of grammar	3
	Some errors of meaning and grammar	2
	The meaning and grammar are incorrect	1
	No answer	0

- The students" reading in Interpretive comprehension:

Scoring Rubric of Main Idea

	Criteria	Score
	The answer includes a clear generalization that states or implies the main idea	**4**
	The answer states or implies the main idea from the story	**3**
	Indicator inaccurate or incomplete understanding of main Idea	**2**
	The answer include minimal or no understanding of main Idea	**1**
	No answer	**0**

3. **Scoring Rubric of conclusion**

No.	Criteria	Score
1.	Conclucion reflects resource readings in development of idea it is excellent	4
2.	Conclusion reflects readings in development of idea it is good.	3
3.	Conclusion reflect only reading in development of idea it is poor.	2
4.	Conclusion do not reflect any reading of resources in development idea.	1

Jeneponto,   2023
Mahasiswa Peneliti

YURISTA AYU PUSPITA

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah   : SMK NEGERI 1 JENEPONTO
Mata pelajaran   : Bahasa Inggris
Kelas/semester   : XI
Waktu   : 2X90 menit
Pertemuan   : IV (Siklus II)
Standar Kompetensi: **Membaca (reading)**

Memahami makna teks tulis fungsional dan bacaan

pendek sederhana berbentuk *recount text* yang berkaitan

dengan lingkungan sekitar

Kompetensi Dasar: Membaca nyaring bermakna teks tulis fungsional dan bacaan

berbentuk *recount text* dan sederhana dengan ucapan,

tekanan dan intonasi yang berterima yang berkaitan

dengan lingkungan sekitar

Indikator pencapaian kompetensi

- Mengidentifikasi *main idea* dan *conclucion* dalam teks bacaan
- Menemukan kesimpulan yang tepat dalam bacaan
- Menjawab pertanyaan berdasarkan isi teks bacaan
- Memahami isi bacaan

Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat,

1 Membaca teks essay berbentuk *recount text*.
2 Menentukan *main idea* dan *conclucion* dalam teks bacaan.
3 Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca

Materi Pembelajaran : Recount Text

Read the following text!

Chaotic Situation in The Market

Last month, I went to a traditional market to buy some daily needs. As usual, I go there alone and bring a shopping list.

After arriving at the market, I started searching for the things I needed one by one. While I was bargaining the price of some fruits, I saw a crowded situation where there was a thief beaten by a lot of people. It was so terrible. I didn't want to see the condition get worse so I called the police. A few minutes later, police came and calmed down the situation. Asking the fruit seller, I knew that the thief tried to steal someone's wallet but someone saw him and shouted loudly. After that, suddenly many people roughed him up.

It was a scary moment I experienced last week and I hoped that it would never happen again in the future.

Metode Pembelajaran/Teknik : NRT Technique

Langkah- langkah Kegiatan

Kegiatan (waktu)	Fase	Kegiatan pembelajaran
Pendahuluan 20 menit	Menyampaikan tujuandan motivasi siswa	-Menjelaskan teknik yang akan digunakan dalam pembelajaran yaitu NRT - Menjelaskan pentingnya materi yang akan di pelajari berikut kompetensi yang harus di kuasai siswa. -Tanya jawab terkait materi pembelajaran.
Inti (60 menit)	Menyajikan informasi	Memberikan informasi :
		- menjelaskan tentang variable yang harus dicapai. - Menekankan siswa pada metode yaitu *NRT*
		-Guru menjelaskan materi tentang text recount. -Guru meminta agar siswa berkelompok dan memberikan materi reading yang akan di baca dan di

	Activitas	pahami. - Guru dan siswa membaca selama 20 menit tanpa ada gangguan. -Guru bersama-sama dengan siswa mengklarifikasi bacaan yang kurang dimengerti
	Evaluasi	-mengevaluasi pemahaman siswa terkait materi yang di berikan -menjawab pertanyaan berdasarkan teks bacaan
Penutup(10 menit)		-Mengumumkan nilai pencapaian masing-masing siswa -Merangkum: membantu siswa merangkum hasil belajar yang diperoleh melalui kegiatan.

Sumber Belajar

1.Buku paket siswa (*English in Focus* 2)

2.Media internet

Penilaian

Teknik/jenis : Interview dan tugas individual

Bentuk instrumen : Pertanyaan lisan dan tes tertulis

Rubrik Penilaian

- Classifying students" reading comprehension

No.	Classification	Range

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7.	Very poor	0 – 3.5

- Scoring students correct answer in reading comprehension

Criteria	Score
The meaning and grammar are correct	4
The meaning is correct and some errors of grammar	3
Some errors of meaning and grammar	2
The meaning and grammar are incorrect	1
No answer	0

- The students" reading in lnterpretive comprehension:

Scoring Rubric of Main Idea

Criteria	Score
The answer includes a clear generalization that states or implies the main idea	4
The answer states or implies the main idea from the story	3

	Indicator inaccurate or incomplete understanding of main Idea	**2**
	The answer include minimal or no understanding of main Idea	**1**
	No answer	**0**

Scoring of Rubrik Conclucion

No.	Criteria	Score
1.	Conclucion reflects resource readings in development of idea it is excellent	4
2.	Conclusion reflects readings in development of idea it is good.	3
3.	Conclusion reflect only reading in development of idea it is poor.	2
4.	Conclusion do not reflect any reading of resources in development idea.	1

Jeneponto,   2023
Mahasiswa Peneliti

YURISTA AYU PUSPITA

APPENDIX C
TEACHING MATERIAL

The First Meeting

Fell from the Ladder

Last week, the rain was falling so heavily. I found that there were some leaks on the roof. To fix it up, I needed a ladder so that I could climb up to the roof. It was Sunday at 2 in the afternoon, I brought the ladder and set it up to the roof. Water from the leaks made the foothold wet. At that time, I was too confident and not careful. I thought I was strong enough to avoid slipping. When the ladder became more wet, I already felt the slippery surface. However, I did not pay attention and kept climbing. Disaster came when my brother forgot to hold the ladder.

As soon as he turned away, I suddenly lost my balance. Only seconds afterwards, I slipped from the ladder and fell to the floor. It happened so fast that I needed several minutes to realize what was really going on. Then, my two elder brothers checked me out and asked if I was okay. After that, they carried me to a more comfortable place. Later on, they gave me first aid.

Finally I was brought to the nearest doctor so that I got proper medical attention. It was my fault that I was not careful with the hazardous situation.

- Answer the question below!

1. What is the main idea of the first paragraph?

2. What is the main idea of the second paragraph?

3. What is the main idea of the third paragraph?

4. What happened in the story?

5. What day and what time did it rain at that time?

6. What events are felt in the story?

The second meeting

Read the recount text carefully and then answer the question!

Hepatitis

In 2015, I got hepatitis. As a result, I had to be hospitalized for 7 days. This is because I like to buy snack randomly. While in the hospital, I could only lie down weakly.

Every day, I have no appetite. I also had to take 8 medicinal pills three times a day.

After 7 days, I was allowed to go home from the hospital. Then, I promised not to buy snack randomly again.

- Answer the question below!

    1. What is the main idea of the first paragraph?

    2. What is the main idea of the second paragraph?

    3. What is the main idea of the third paragraph?

    4. What year did this happen?

    5. What cause hepatitis?

    6. How long was he in the hospital?

Read the recount text carefully and then answer the question!

Skipped the Physics Class

This is something that happened when I was in junior high school. Skipping the class was not a new thing for many students. However, skipping physics class always gave me more adrenaline. At that time, I was still 14 years old. It was Thursday in 5th lesson hours. We should have a physics class from the 5th until 6th lesson hours.

When in junior high school, physics was my biggest enemy at school. After the 4th lesson hour finished, I was almost ready to leave the class. Unfortunately, the time left was too little. Nevertheless, I did not give up so easily. When the teacher was writing something on the white board, I sneaked out through the back door. After that, I ran to the back of the school.

There was a high wall which also served as a fence. While running, I jumped trying to jump over the wall. But I failed to jump over it. Next, I ended up hurting myself instead. Eventually, some teachers came out from their classes and helped me. Then, I stayed in school not in the classroom but in the student health unit.

- Answer the question below!

1. What is the main idea of the first paragraph?

2. What is the main idea of the second paragraph?

3. What is the main idea of the third paragraph?

4. What age did he pass physics class?

5. On what day is the physics clock?

6. What happens when he wants to drop out of school?

Read the recount text carefully and then answer the question!

Came Late to School

Last Monday, I came late to my school because I played playstation untill 2.00 am in the night. Because that I woke up late.

I woke up about 6.45 am and the class would be began at 7.00 am. I ran to bathroom to take a bath. I usually had a breakfast after took a bath, but in that day I did not do that.

I always went to school by my motorcycle. But in that day, I forgot where I put the key. So, I went to the school by public transportation. It made me took a longer time.

I arrived at school at 7.30 am, I ran to my class but I saw my teacher has stood in front of the class to teach. I entered to my class and of course my teacher was angry to me because I came late.

- Answer the question below!

1. What is the main idea of the first paragraph?

2. What is the main idea of the second paragraph?

3. What is the main idea of the third paragraph?

4. What day is he late for school?

5. What caused him to wake up late?
6. Why does he use public transportation to school?

The fifth meeting
Read the recount text carefully and then answer the question!
A Trip to the National Zoo and Aquarium

Yesterday, my family and I went to the National Zoo and Aquarium to visit the new Snow Cubs and the other animals.

In the morning, when we got to the Zoo and Aquarium there was a great big line, so we had to wait awhile to get in.

After we entered the zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful. At lunchtime Dad decided to cook a bbq. He cooked sausages so we could have sausage sandwiches. Mum forgot the tomato sauce so we had to eat them plain.

In the afternoon, we visited the aquarium. My brother was excited to see the sharks and the tropical fish. At the end of the day when we left we were going to go and get ice cream but we decided we were too tired so we drove straight home.

- Answer the question below!

1. What is the main idea of the first paragraph?

2. Wat is the main idea of the second paragraph?

3. Wat is the main idea of the third paragraph?

4. What day is he late for school?

5. What caused him to wake up late?
6. Why does he use public transportation to school?

The six meeting
Read the recount text carefully and then answer the question!
Travel on the Train for the First Time

Last year, I was Eighteen years old. I had graduated from my senior high school and I wanted to continue my education in Yogyakarta. I lived with my family in Cirebon for eighteen years So, I would live alone there and it was a new experience for me.

I went to Yogyakarta by train. Before I came to the train station, I did not know how to check-in. All the procedures were so new to me. Fortunately, a security guard helped me and gave me some directions to check-in. After that I entered the train and sat on the chair.

I listened to the song and I really enjoy when I was on the train. After 5 hours on the train , I finally arrived in Yogyakarta. I would start my new life in Yogyakarta. I was really excited to start my new adventure to the new city.

- Answer the question below!

1. What is the main idea of the first paragraph?

2. What is the main idea of the second paragraph?

3. Wat is the main idea of the third paragraph?

4. What day is he late for school?

5. What caused him to wake up late?
6. Why does he use public transportation to school?

The seventh meeting
Read the recount text carefully and then answer the question!
My Grandpa's Hometown

Two weeks ago, my family and I were in my grandpa's hometown. It is our annual agenda every holiday at the end of Semester. Unfortunately, it was the rainy season there.

It rained almost every day there. We didn't have enough time to visit some tourist places there because of the rain. We had not enough sunlight even to dry up our laundry. As a result, we just stayed at home almost all day long.

Seeing the condition, we decided to make an interesting activity indoors to spend the holiday together. The activity we chose that day was making funny videos

directed by me. Finishing the videos, we edited them and uploaded them to youtube.

By doing this, we could kill our boredom of staying at home because of the rain and make a creative activity instead.

- Answer the question below!

1.   What is the main idea of the first paragraph?

2.   What is the main idea of the second paragraph?

3.   Wat is the main idea of the third paragraph?

4.   What day is he late for school?

5.   What caused him to wake up late?
6.   Why does he use public transportation to school?

The eight meeting
Read the recount text carefully and then answer the question!
Chaotic Situation in The Market

Last month, I went to a traditional market to buy some daily needs. As usual, I go there alone and bring a shopping list.

After arriving at the market, I started searching for the things I needed one by one. While I was bargaining the price of some fruits, I saw a crowded situation where there was a thief beaten by a lot of people. It was so terrible. I didn't want to see the condition get worse so I called the police. A few minutes later, police came and calmed down the situation. Asking the fruit seller, I knew that the thief tried to steal someone's wallet but someone saw him and shouted loudly. After that, suddenly many people roughed him up.

It was a scary moment I experienced last week and I hoped that it would never happen again in the future.

- Answer the question below!

1.   What is the main idea of the first paragraph?

2.   What is the main idea of the second paragraph?

3.   Wat is the main idea of the third paragraph?

4.   Wat day is he late for school?

5.   What caused him to wake up late?

6..   Why does he use public transportation to school?*APPENDIX D*

Read the text carefully and then answer the question!

(Questions 1-2)

Fort Knox, Kentucky, is the site of a U.S. army post, but it is even more renowned for the Fort Knox Bullion Depository, the massive vault that contains the bulk of the U.S. government's gold deposits. Completed in 1936, the vault is housed in a two-story building constructed of granite, Line steel, and concrete; the vault itself is made of steel and concrete and has a door that weighs more than twenty tons. Naturally, the most up-to-date security devices available are in place at Fort Knox, and the army post nearby provides further protection**.**

1. Which of the following best describes the topic of the passage?

A The city of Fort Knox, Kentucky

B The federal gold depository

C The U.S. army post at Fort Knox

D Gold bullion

2. Which of the following would be the best title for this passage?

A The Massive Concrete Vault

B Fort Knox Security

C Where the United States Keeps Its Gold

D A Visit to Kentucky

(Question 3-4)

One identifying characteristic of minerals is their relative hardness, which can be determined by scratching one mineral with another. In this type of test, a harder mineral can scratch a softer one, but a softer mineral is unable to scratch the harder one. The Mohs' hardness scale is used to rank minerals according to hardness. Ten minerals are listed in this scale, ranging from talc with a hardness of 1 to diamond with a hardness of 10. On this scale, quartz (number 7) is harder than feldspar (number 6) and is therefore able to scratch it; however, feldspar is unable to make a mark on quartz.

3. Which of the following best states the subject of this passage?

A The hardness of diamonds

B Identifying minerals by means of a scratch test

C Feldspar on the Mohs' scale

D Recognizing minerals in their natural state

4. The main idea of this passage is that …

A the hardness of a mineral can be determined by its ability to make a mark on other minerals

B diamonds, with a hardness of 10 on the Mohs' scale, can scratch all other minerals

C a softer mineral cannot be scratched by a harder mineral

D talc is the first mineral listed on the Mohs' scale

(Questions 5-6)

Hurricanes generally occur in the North Atlantic from May through November, with the peak of the hurricane season in September; only rarely will they occur from December through April in that part of the ocean. The main reason for the occurrence of hurricanes during this period is that the temperature on the water's surface is at its warmest and the humidity of the air is at its highest.

Of the tropical storms that occur each year in the North Atlantic, only about five, on the average, are powerful enough to be called hurricanes. To be classified as a hurricane, a tropical storm must have winds reaching speeds of at least 117 kilometers per hour, but the winds are often much stronger than that; the winds of intense hurricanes can easily surpass 240 kilometers (10) per hour.

5. The passage mainly discusses …
A how many hurricanes occur each year
B the strength of hurricanes
C the weather in the North Atlantic
D hurricanes in one part of the world

6. The best title for this passage would be ….
A The North Atlantic Ocean
B Storms of the Northern Atlantic
C Hurricanes: The Damage and Destruction
D What Happens from May through November

(Questions 7–9)

Henry Wadsworth Longfellow (1807-1882) was perhaps the best-known American poet of the nineteenth century. His clear writing style and emphasis on the prevalent values of the period made him popular with the general public if not always with the critics. He was particularly recognized for Line his longer narrative poems Evangeline, The Song of Hiawatha, and The Courtship of Miles Standish, in which he told stories from American history in terms of the values of the time.

Evangeline was set during the French and Indian War (1754–1763), when the British forced French settlers from Nova Scotia; two lovers, Gabriel and Evangeline, were separated by the British, and Evangeline devoted her lifetime to the search for Gabriel. With its emphasis on sentimental, undying love, *Evangeline* was immensely popular with the public.

In The Song of Hiawatha, Longfellow depicted the noble life of the American Indian through the story of the brave Hiawatha and his beloved wife Minehaha. The tear-inspiring poem follows Hiawatha through the tragedies and triumphs of life, ending with the death of Minehaha and Hiawatha's departure into the sunset in his canoe. The Courtship of Miles Standish takes place during the early period of the settlement of New (15) England, a period which was viewed as a time of honor and romance. In this poem centered around a love triangle, Miles Standish asks his friend John Alden to propose to Priscilla Mullins for him; John Alden ends up marrying Priscilla Mullins himself, and it takes time for his friendship with Miles Standish to recover. As with Longfellow's other narrative poems, the emphasis on high ideals and romance made the poem extremely popular.

7. Which of the following best describes the main idea of the passage?
A American history is often depicted in poetry.

B Longfellow described American history even though people really did not enjoy it.

C The popularity of Longfellow's poems results from his stress on the values of the people.

D Longfellow wrote long narrative poems that were not always popular with the critics.

8. The best title of the passage is …

A Longfellow's Popular Appeal

B Historical Narrative Poems

C The Lyric, Dramatic, and Narrative Poems of Longfellow

D Longfellow and the Critics

9. The subject of the fourth paragraph is …

A Nobility and honor in the poems of Longfellow

B The love triangle involving Miles Standish

C The popular appeal of The Courtship of Miles Standish

D The period of the early settlement of New England

Text 1

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread, etc.

Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produce.

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money. So, from now on we should consume fresh local groceries to reduce global warming.

10. The type of the text above is ….

    A. analytical exposition

    B. hortatory exposition

    C. narrative

    D. discussion

11. The generic structures of the text are ….

    A. Thesis – arguments – recommendation

    B. General statement – sequential explanation

    C. Newsworthy events – background events – sources

    D. Thesis – arguments – reiteration

12. The text gives us information about …. …
   A. The ways to minimize global warning
   B. The ways to increase global warning
   C. The effects of global warning
   D. The importance of consuming local groceries

13. To reduce the global warming we should ….
   A. Buy import product
   B. Buy expensive clothes
   C. Consume frozen foods
   D. Consume fresh foods

14, We are helping reduce the amount of global warming" (Paragraph 2) The word **reduce** can be replaced by ….
   A. Increase
   B. Decrease
   C. Improve
   D. Add

Text 2
Smoking in restaurants is not just disturbing. It must not be allowed because it is rude, harmful to others and dangerous for the smokers.
Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul smelling smoke.
Another reason smoking should not be allowed in restaurant is the harm it can do to others. Passive smoking that is breathing in smoke made by a smoker can lead to asthma attacks and even cancer.
Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just in restaurants.
Therefore, smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants.
15. Smoking in the restaurants must be avoided because……
   A. All answers are correct
   B. It is impolite

C. It's dangerous to the smokers

D. It can cause hearth and lung disease

16. We have many reasons to say that smoking must be avoided. The word reasons mean…..

    A. conclusion

    B. point of view

    C. argument

    D. reinforcement

17. What is the purpose of the text?

    A. To inform the readers to the readers

    B. To persuade to the readers

    C. To describe to the readers

    D. To tell a story to the readers

18. The synonym of the word dangerous in the text is……

    A. rude

    B. impolite

    C. health risk

    D. harmful

19. Smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants. The sentence above characterize as….. of the text

    A. thesis

    B. arguments

    C. reiteration

    D. topic sentence

20. Smoking in restaurant should not be allowed. It means that…..

    A. people should do smoking in restaurant

    B. people should not do smoking in restaurant

    C. people must not smoking in restaurant

    D. people is not suggested smoke in restaurant

TEST OF CYCLE II

Main idea

1.   What is the main idea of the first paragraph?

A.   The trip to Saung Angklung Mang Udjo started very early

B.   The audience was cheerful and refreshed after the show

C.   The master of ceremony taught the audience to play Angklung

D.   The visitors were asked to join the performing children to dance

Main idea

2. What did the students do before the show?

A. Playing popular songs on Angklung

B. Making Sundanese hot drink Bandrek

C. Learning how to do traditional dances

D. Going around the gallery that sells Sundanese handicraf

Main idea

3. Why did the master of ceremony speak in English?

A. The audience was all foreigners

B. To make the performance more attractive

C. It would encourage the audience to join the performance

D. There were foreigners among the audiences in the hall

Text 2 about Camping

Hendra and I camped in the mountain last weekend. It was very beautiful and very quiet there. The air wash fresh. The location of our camp site was on the top of a hill, so we could see the scenery around us. It was amazing, It was green everywhere. It was also easy to get water as it was near a small river. You see the water is as clear as a crystal. We brought a lot of food from home. There were some noodles, cans of sardines, soft drink, and biscuits. Hendra brought cooking utensils for cooking noodle. On the first day, we spent our time setting up tent and exploring the surrounding area. I was happy to find that there were many campers there. At night, after we had dinner, we met other campers. We catted and played guitar. It was fun meeting people who had the same hobby. It was not frightening at all at night in the forest as it was very noisy that night. We laughed

and sang, and some campers even danced. We went to bed almost dawn. No wonder we got up late the following day. We hiked with others campers until afternoon. We did not realize that it was almost 5 in the afternoon and we had to go back home soon. It was really nice. I planned to go there again on the next long holiday. I would ask other friends to join.

Conclucion

4.   What was amazing according to the writer of the text?

A.   The location of the campsite

B.   The fresh air of the mountain

C.   The scenery around the campsite

D.   The small river in the mountain

Conclucion

5. What did the writer do on the second day of their camping activity?

A. They chatted and played guitay

B. They had a greet and meet activity

C. They hiked with the other campers

D. They laughed and sang songs together

Conclucion

6. "...we spent our time setting up the tent and exploring the surrounding are." (paragraph) What does the word "exploring" mean?

A. Traveling through to learn about it

B. Going backward and forward to watch something

C. Observing carefully to examine something

D. Looking for something in surrounding area

Text 3 about Visiting Pen pal's House

Last weekend, I visited my pen pal's house. His Name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional fooD. I liked it very much. After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures with those beautiful birds. After visiting the bird

cage, Anto and I went to the flower garden not far from his house. We took a rest and had lunch under a big tree and watch butterflies flying above colourful flowers. In the afternoon, we swam in the pool in the backyard. It was so fun. I really enjoyed my time with Anto.

Main idea

7.   The text above tells us about ….

A.   A holiday at a friend's place
B.   A picture of bird

C.   A big bird cage

D.   A big garden

Main idea

8. What is the last paragraph about?

A. Anto had butterflies as his pet

B. The writer's friend is a good swimmer

C. There are a lot of flowers in Anto's house

D. The writer had a good time with his friend

Main idea

9. Where did the writer spend his afternoon?

A. Under a tree

B. Inside big bird cage

C. In the flower garden

D. In the swimming pool

Conclucion

10. From the text, we know that the writer ….

A. Had gone and visited many places during his holiday

B. Lived in the same village with his pen pal, Anto

C. Liked butterflies and swimming very much

D. Spent his holiday at friend's house

Text 4 about Joining Marathon

Last year I joined the Chicago Marathon, my first marathon contest. I had to run 26,2 miles to complete it. It was hard. At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decided that I had to join another marathon the following year.

Main idea

11.   What is the text about?

A.   The writer's activities of watching Chicago marathon contest.

B.   The writer's wonderful feeling after watching marathon.

C.   The writer's good achievement in marathon.

D.   The changing of the writer's feeling after joining the marathon.

Conclucion

12. To improve his achievement, the writer …

A. Asked for advice how to run well

B. Practiced hard with other participants

C. Planned to join another marathon

D. Ran faster and faster

Conclucion

13. What was the writer's intention when he decided to join his first marathon?

A. He would get the winner

B. He just wanted to get an experience

C. He planned to join another marathon

D. He wanted to complete 26,2 miles run

Conclucion

14. "… I change my mind." (Paragraph 2) The word "mind" is closest in meaning to …

A. Decision

B. Ambition

C. Thought

D. Suggestion

Text 5 about Accompanying Friend

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to the clothes section. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter. Thirty minutes later, I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking areA. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home. When I arrived home, my mother told me that my friend calleD. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking areA. He just went home. I was very tireD. There was no other choice, I had to walk home again. When I arrived home, I was so tired. I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

Main idea

15.   The text above is about …

A.   An embarrassing day

B.   Shopping with mother

C.   The writer and his friend

D.   My friend and his motorcycle

Conclucion

16. The writer couldn't contact his friend because ….

A. He went home alone

B. His cell phone was broken

C. He was in the parking area

D. His friend was still choosing a shirt

Conclucion

17. From the story above we can conclude that there was a problem because ….

A. The writer couldn't contact his friend

B. The writer's friend was in the clothes section

C. The writer and his friend couldn't ride the motorcycle

D. The writer and his friend decided to go to the department store

Text 6 abbout Preparing Birthday

On my daughter's 1st birthday, I made a cake for her. I decorated it with the Disney characters, Mickey Mouse and Donald Duck. It was such a wonderful experience for me. My wife inspired me to make this special birthday cake. She is very good at making cakes. On that day, I went and got all items for the cake. I had never made a cake before, so I felt a little bit nervous. Before I made the cake, I imagined how to decorate it, then I started right away. I chose the flavour. I made a cake with chocolate flavour. I followed the steps in the recipe carefully. And finally I could make it. It was not bad at all. All the people and the children who were invited to the birthday party liked the cake. I was very prouD. My wife told the guests that I made the birthday cake. I felt satisfied when they were surprised that I could make a cake. Since then making cakes has become one of my hobbies.

Main idea

18.   What does the text talk about?

A.   My daughter's 1st birthday

B.   Wonderful experience

C.   The first time of making a birthday cake

D.   Decorating a birthday cake

Main idea

19. What's the main idea of paragraph two?

A. The writer was inspired to make a birthday cake.

B. The writer decorated the cake with Disney characters.

C. The writer got the idea to make a birthday cake.

D. The writer was making the birthday cake

Conclucion

20. It was not bad at all. (Paragraph 2). The word "it" means…

A. A birthday cake

B. Birthday cake decoration

C. The flavour of birthday cake

D. The writer's daughter's 1st birthday party

APPENDIX E

THE RESULT OF THE STUDENTS' READING DIAGNOSTIC-TEST

Sample	Interpretive Reading Comprehension		Mean Score
	Main Ideas	**Conclucion**	
S-1	4.0	4.6	4.3
S-2	4.0	4.2	4.4
S-3	4.6	4.7	4.65
S-4	4.6	4.2	4.4
S-5	4.2	4.4	4.3
S-6	4.0	4.6	4.4
S-7	4.8	4.1	4.05
S-8	4.0	4.1	4.45
S-9	4.9	4.9	4.45
S-10	4.9	4.6	4.75
S-11	4.1	4.1	4.1
S-12	3.9	4.4	4.15
S-13	4.6	4.6	4.75
S-14	4.1	4.1	4.1
S-15	4.7	4.8	4.75
S-16	3.6	4.6	4.1
S-17	3.0	4.1	3.55
S-18	4.7	4.7	4.7
S-19	4.0	4.2	4.1
S-20	4.8	4.4	4.6
S-21	4.1	4.6	4.35
S-22	4.4	4.1	4.5
S-23	4.6	4.1	4.35
S-24	4.2	3.4	3.8
S-25	3.1	4.2	3.65

S-26	4.9	4.9	4.45
S-27	4.9	4.0	4.45
Total	115.7	117.7	116.6
Mean score	4.28518518518519	4.359225925926	4.31851851852

THE RESULT OF THE STUDENTS' READING TEST IN CYCLE I

Sample	Interpretive Reading Comprehension		Mean Score
	Main Ideas	Conclucion	
S-1	5.1	5.5	5.3
S-2	5.1	5.2	5.1
S-3	5.5	5.3	5.4
S-4	5.4	5.6	5.5
S-5	5.6	5.3	5.4
S-6	4.9	5.4	5.1
S-7	5.5	5.3	5.4
S-8	5.6	5.5	5.5
S-9	4.6	5.3	5.1
S-10	5	5.5	5.2
S-11	4.7	5.3	5
S-12	5	4.9	4.9
S-13	4.9	4.9	4.9
S-14	5.2	4.8	5
S-15	5.6	5.1	5.3
S-16	5.3	5.7	5.5
S-17	4.9	5.2	5.0
S-18	4.7	5.4	5.0
S-19	4.7	5.4	5.0
S-20	5.4	5.3	5.3
S-21	5.4	5.2	5.3
S-22	5.3	5.1	5.2
S-23	5.5	5.1	5.3

S-24	4.7	5.4	5.0
S-25	5.2	5.3	5.2
S-26	5.5	5.5	5.5
S-27	5.2	5.3	5.2
Total	140.8	142.8	140.6
Mean score	5.21481481481	5.28888888889	5.20740740741

THE RESULT OF THE STUDENTS' READING TEST IN CYCLE II

Sample			Mean Score
	Main Ideas	Conclucion	
S-1	7.1	7.3	7.2
S-2	7	7.1	7.0
S-3	7.1	7.4	7.2
S-4	6.8	7.3	7.0
S-5	6.8	7.2	7
S-6	7.6	7.3	7.4
S-7	7.3	7.1	7.2
S-8	7.2	6.9	7.0
S-9	7.7	7.3	7.5
S-10	7.2	7.3	7.2
S-11	6.8	7.4	7.1
S-12	6.6	7.2	6.9
S-13	7.0	7.2	7.0
S-14	7.0	7.1	6.8
S-15	7.5	7.4	7.4
S-16	7.2	7.6	7.4
S-17	7.3	7.7	7.5
S-18	7.2	7.0	7.1
S-19	7.3	7.2	7.2
S-20	7.1	6.9	7

S-21	7.1	7.5	7.3
S-22	7.3	7.3	7.3
S-23	6.8	7.7	7.2
S-24	7.3	7.5	7.4
S-25	7.5	6.9	7.2
S-26	7.6	7.2	7.4
S-27	7.2	7.2	7.3
Total	193.6	195.6	194.2
Mean score	7.17037037037	7.24444444444	7.19259259259

APPENDIX E

**THE RESULT OF OBSERVATION SHEET THE STUDENTS'
ACTIVENESS IN CYCLE I AND CYCLE II**

No	Students' Code	Cycle I				Cycle II			
		I	II	III	IV	I	II	III	IV
1	S-1	4	3	4	2	3	3	3	4
2	S-2	3	4	3	3	4	3	4	3
3	S-3	3	3	2	4	2	3	3	4
4	S-4	3	3	2	3	3	4	3	3
5	S-5	3	2	2	4	3	3	3	3
6	S-6	3	3	2	3	3	2	3	3
7	S-7	3	2	3	3	3	3	3	4
8	S-8	4	4	3	2	4	3	3	4
9	S-9	2	2	3	3	3	3	4	4
10	S-10	4	2	2	3	4	3	3	4
11	S-11	3	2	2	4	3	2	3	4
12	S-12	3	2	3	4	4	3	3	4
13	S-13	3	2	2	4	4	3	3	3
14	S-14	2	2	3	2	3	4	4	4
15	S-15	3	4	4	3	4	4	3	3
16	S-16	2	3	3	2	3	3	3	3
17	S-17	3	2	3	4	3	4	2	4
18	S-18	3	3	3	4	4	4	4	4
19	S-19	3	2	2	2	4	2	4	3
20	S-20	4	3	4	3	2	4	3	2
21	S-21	3	3	3	4	4	2	3	4
22	S-22	2	2	2	3	3	3	2	3
23	S-23	3	2	2	2	3	4	4	3
24	S-24	3	4	3	4	4	4	3	2
25	S-25	3	3	2	4	3	3	4	4
26	S-26	4	2	3	4	4	3	2	4
27	S-27	4	3	4	3	4	4	3	4

Total	83	72	77	86	91	84	85	94
Average	76,85	66,66	71,29	79,62	84,25	77,77	78,70	87,03

Note : 4 = Sangat Aktif (SA)   2 = Kurang Aktif (KA)
3 = Aktif (A)   1 = Tidak Aktif (TA)

ATTENDENT LIST OF THE STUDENTS' LEARNING PROCESS

No.	Sample	Attendent List								
		D-Test Cycle I				Cycle II				
		1	1	2	3	4	1	2	3	4
1	S_1	√	√	√	√	√	√	√	√	√
2	S-2	√	√	√	√	√	√	√	√	√
3	S-3	√	√	√	√	√	√	√	√	√
4	S-4	√	√	√	√	√	√	√	√	√
5	S-5	√	√	√	√	√	√	√	√	√
6	S-6	√	√	√	√	√	√	√	√	√
7	S-7	√	√	√	√	√	√	√	√	√
8	S-8	√	√	√	√	√	√	√	√	√
9	S-9	√	√	√	√	√	√	√	√	√
10	S-10	√	√	√	√	√	√	√	√	√
11	S-11	√	√	√	√	√	√	√	√	√
12	S-12	√	√	√	√	√	√	√	√	√
13	S-13	√	√	√	√	√	√	√	√	√
14	S-14	√	√	√	√	√	√	√	√	√
15	S-15	√	√	√	√	√	√	√	√	√
16	S-16	√	√	√	√	√	√	√	√	√
17	S-17	√	√	√	√	√	√	√	√	√
18	S-18	√	√	√	√	√	√	√	√	√
19	S-19	√	√	√	√	√	√	√	√	√
20	S-20	√	√	√	√	√	√	√	√	√
21	S-21	√	√	√	√	√	√	√	√	√
22	S-22	√	√	√	√	√	√	√	√	√
23	S-23	√	√	√	√	√	√	√	√	√
24	S-24	√	√	√	√	√	√	√	√	√
25	S-25	√	√	√	√	√	√	√	√	√
26	S-26	√	√	√	√	√	√	√	√	√
27	S-27	√	√	√	√	√	√	√	√	√

APPENDIX H (RESULT OF STUDENTS')

NAMA : EKA

Kls : X, JB

OC. p. 1

MI 1. A. A horse cart rider's hard work. X 7

MI 2. D. hard working ✓ 9

CCL 3. Q. ~~hard working~~ she struggled for the succes X 2

CCL 4. F. ~~she struggled for the succes~~

CCL 9. A. Felt sorry X 3

CCL 5. A. To Rlate arin's experience ✓ 9

CCL 6. C. captund ✓ 9

CCL 7. C. science books X X 2 3

CCL 8. A. Bord X ✓ 3 9

MI 9. A. adi woke up late.

CCL 10. B. in his school Yard X 3

MI 11. A. his mother wald be angry with him X 3

MI 12. A. nobody card about andi X 2

MI 13. B. the wrihr's impression about the Sunrise X 3

MI 14. A. the place was full of visitors X 2

MI 15. D. the writr wore a thick Jacket and beanice ✓ 9

CCL 16. A. The writer's uncle family X 2

MI 17. A. the situation at the beach X 2

MI 18. B. sunny X 3

CCL 19. A. the water of the beache is quite warm X 2

CCL 20. A. So X 2

Pictures 1. Highest D-Test score

Sampel 26

TEKS PERTAMA.

NAMA: PATTA HARI

KELAS: XI (JB)

" main idea."

3 1. c. gold bollion
3 2. b. Fort knox security
2 3. d. recognizing minerals by meas of a scraton test
2 4. c. a softer minelar cannot be scratend by a harder
         mineral
2 5. a. how many hurricanes occur each year
2 6. c. hurricaenes the demege and destruction
4 7. c. the popularity of longfelow's poens results from
         his strees on the velues of the people.
2 8. d. long fellow and the critis
4 9. c. the popular optean of the courtship of miles Stondish
2 10. d. people is not suggested smoke in restaurant

"conclusion"

4 1. a. analytical exposition
2 2. a. thesis — arguments — recommendation
3 3. c. the affects of global warning
2 4. b. buy expensive clothes
4 5. b. pacrease
4 6. a. all answers are correct
4 7. c. argument
4 8. b. To persuade to the readers
3 9. d. narmful
3 10. b. arguments

5.5

Pictures 2. Highest Cycle 1 score

Sampel 6

NAMA : Suci Rahmadani

kls : XI Jasa boga

"kunci Jawaban"

* main idea *

1   A = The trip to soung angklung wang udja stared very early.

2. P = going around the galerry that sells sundanese hand craf

3   D = There were foreigners among the audiences in the hall

4. A = A houday at a friend's place

5   D = The writer had a good time with his friend

6. P = in the swimming pool

7   O = The enanging of the writer's feeling aster joining the marathon

8. c = The writer and his friend

9. A = my daughter's 1st birthday

10 B = The writer was insprced to make a brtnday cake.

* conclucion *

1. c = The scenay around the campsite

2. c = They hiked with the otner campers

3. A = rrayeling through to learn about it

4. D = spent his holiday at frind's house

5. c = Planned to Join another marathon

6. B = he just wanted to get on experience

7. A = decision

8. B = his cell phone was broken

9. A = the writer couldn't contact his friend.

10 A = A birthday cake

Pictures 3. Highest cycle 2 score

APPENDIX I **(SK BEBAS PLAGIAT)**

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl. Sultan Alauddin NO.259 Makassar 90221 Tlp (0411) 866972,881593, Fax (0411) 865588

SURAT KETERANGAN BEBAS PLAGIAT

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

Nama   : Yurista Ayu Puspita

Nim   : 105351109819

Program Studi : Pendidikan Bahasa Inggris

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Makassar, 29 November 2023
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Kepala UPT- Perpustakaan dan Penerbitan,

Nurlinah, S.Hum., S.I.P
NBM. 964 591

Jl. Sultan Alauddin no 259 makassar 90222
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APPENDIX J **(Hasil Scan Plagiasi Per-bab)**

BAB I Yurista Ayu Puspita 105351109819

by Tahap Tutup

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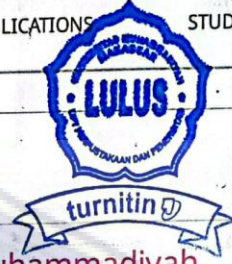
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BAB III Yurista Ayu Puspita 105351109819

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0%	0%	0%	0%
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PRIMARY SOURCES

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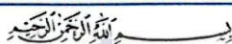Exclude bibliography   Off

APPENDIX K (SURAT PENGANTAR LP3M DARI FAKULTAS)

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

بسم الله الرحمن الرحيم

Nomor   : 141078/FKIP/A.4-II/VII/1444/2023
Lampiran   : 1 (Satu) Lembar
Perihal   : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
    Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	:	Yurista Ayu Puspita
Stambuk	:	105351109819
Program Studi	:	Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	:	Jeneponto / 12-02-2002
Alamat	:	Jl. Hv Worang Tamarunang

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: THE USE OF NOTICING REFORMULATION TASK TECHNIQUE TO IMPROVE STUDENTS' READING SKILLS

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum
Warahmatullahi
Wabarakatuh.

Makassar,   6 Jumadal Ula 1441 H
                12 Juli 2023 M

Dekan

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

APPENDIX L (SURAT PENELITIAN DARI LP3M)

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m6@unismuh.ac.id

Nomor : 1916/05/C.4-VIII/VII/1444/2023
Lamp : 1 (satu) Rangkap Proposal
Hal   : Permohonan Izin Penelitian

25 Dzulhijjah 1444 H
13 July 2023 M

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
di –
    Makassar

السلام عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 141078/FKIP/A.4-II/VII/1444/2023 tanggal 12 Juli 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama   : **YURISTA AYU PUSPITA**
No. Stambuk : **10535 1109819**
Fakultas   : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan   : **Pendidikan Bahasa Inggris**
Pekerjaan   : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"THE USE OF NOTICING REFORMULATION TASK TECHNIQUE TO IMPROVE STUDENTS' READING SKILLS"

Yang akan dilaksanakan dari tanggal 18 Juli 2023 s/d 18 September 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

السلام عليكم ورحمة الله وبركاته

Ketua LP3M,

Dr. Ir. Abubakar Idhan,MP.
NBM 101 7716

07-23

APPENDIX M (KARTU KONTROL PENELITIAN)

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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بســــــم اللّه الرحمن الرحيـــم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa	:	**Yurista Ayu Puspita**
NIM	:	**105351109819**
Judul Penelitian	:	*The use of Noticing Reformulation Task Technique to Improve Students' Reading Skills at SMKN 1 Jeneponto*
Tanggal Ujian Proposal	:	**08 Juni 2023**
Tempat/Lokasi Penelitian	:	**SMKN 1 Jeneponto**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Selasa, 08/08/2023	Penjelasan singkat mengenai main idea dan conclucion,	Dwi Tuti Handayani, S.Pd	
2	Selasa, 08/08/2023	Diagnostic test	Dwi Tuti Handayani, S.Pd	
3	Selasa, 15/08/2023	Penjelasan secara rinci/detail tentang NRT, kemudian penjelasan tentang main idea dan conclucion,	Dwi Tuti Handayani, S.Pd	

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بســــــم اللّه الرحمن الرحيـــم

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf
4	Selasa, 15/08/2023	Penerapan NRT dengan memberikan video kembali dengan transkrip video, dan mencari ide pokok dan kesimpulan pada video.	Dwi Tuti Handayani, S.Pd	
5	Selasa, 15/08/2023	Kemudian lanjut pemberian test siklus 1 pada tes ke 1 dan 2.	Dwi Tuti Handayani, S.Pd	
6	Selasa, 22/08/2023	Penerapan NRT technique dengan memberikan video kembali, dan membaca secara perorangan,	Dwi Tuti Handayani, S.Pd	
7	Selasa, 22/08/2023	Penjelasan kembali tentang bagaimana cara mencari ide pokok dan kesimpulan pada bacaan	Dwi Tuti Handayani, S.Pd	
8	Selasa, 22/08/2023	Pemberian tes siklus 1 pada tes ke 3 dan 4	Dwi Tuti Handayani, S.Pd	
9	Selasa, 29/08/2023	Penerapan NRT technique dengan memberikan video dan meminta siswa membacakan transkrip dengan penyebutan yang baik.	Dwi Tuti Handayani, S.Pd	
10	Selasa, 29/08/2023	Pemberian tes soal siklus 2 , Tes 1 dan 2	Dwi Tuti Handayani, S.Pd	
11	Selasa, 05/09/2023	Penjelasan kembali tentang main idea dan conclucion cara menemukan main idea dan conclucion dalam bacaan	Dwi Tuti Handayani, S.Pd	

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
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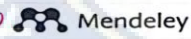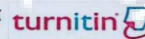| 12	Selasa, 05/09/2023	Pemberian soal tes ke 3 dan 4	Dwi Tuti Handayani, S.Pd	
13				
14				

Makassar. , 05 September 2023

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Kepala UPT. SMKN 1 Jeneponto

Dra. HJ. BASSE. T, M.Pd.I
NIP. 19650815 199703 2 001

APPENDIX N **(SURAT TELAH SELESAI MENELITI)**

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMK NEGERI 1 JENEPONTO
Alamat : Jl. Stadion No. 1 Telp. Jeneponto 92315
Website : http://www.esemka1jeneponto.sch.id, Email : esemka1_jpt@yahoo.co.id

SURAT KETERANGAN PENELITIAN
NOMOR : 070/256-UPT SMKN.1/JNP/DISDIK

Yang bertanda tangan di bawah ini, Kepala UPT SMK Negeri 1 Jeneponto, berdasarkan surat dari Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Bidang Penyelenggaraan Pelayanan Perizinan, Nomor: 73.4/585/IP/DPMPTSP/JP/VII/2023, tanggal 17-09-2023, menerangkan bahwa Mahasiswa tersebut di bawah ini:

Nama	: **YURISTA AYU PUSPITA**
NIM	: **105351109819**
Program	: **Pendidikan Bahasa Inggris**
Pekerjaan	: **Mahasiswa UNISMUH Makassar (S1)**
Alamat	: **HV. Worang Tamarunang**

Benar telah melakukan penelitian dalam rangka Penyusunan Skripsi untuk penyelasaian studi (S1) , di UPT SMK Negeri I Jeneponto, terhitung mulai tanggal 18 Juli 2023 s/d 18 September 2023.

Dengan judul penelitian:
"THE USE NOTICING REFORMULATION TASK TECHNIQUE TO IMPROVE STUDENTS' READING SKILLS".

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

Jeneponto, 07 September 2023
Kepala UPT SMKN 1 Jeneponto

Dra. HJ. BASSE. T, M.Pd.I
NIP.19650815 199703 2 001

BerAKHLAK bangga melayani bangsa SiPaKatau Disdik

SETULUS HATI - SEGENAP JIWA - SEKUAT RAGA MENCERDASKAN SULAWESI SELATAN | #CERDASKI

APPENDIX O (LOA)

**MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

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LETTER OF ACCEPTANCE
0871/BG-FKIP/LOA/B/XII/1445/2023

Dear YURISTA AYU PUSPITA

It is our pleasure to inform you that, after reviewing your paper:
THE USE OF NOTICING REFORMULATION TASK TECHNIQUE TO
IMPROVE STUDENTS' READING SKILLS AT THE ELEVENTH GRADE OF
SMKN 1 JENEPONTO
The manuscript ID: 1141
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 limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of Language Teaching and
Assessment,** ISSN (online) *2809-5707. ISSN* (printed) 2810-0468 . We appreciate
your contribution.

We will let you know if you must make any modification as the reviewer's
comments. Once your manuscript is moved to publishing, our production editor will
inform you. Please feel free to email us with any questions at
jlta@bg.unismuhmakassar.ac.id

Makassar, 7 December 2023 M
23 Jumadil Ula 1445 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI
LAMDIK

APPENDIX P (DOKUMENTASI PENELITIAN)

Pictures 4. Diagnostic test

Pictures 5. Giving NRT technique for Cycle 1

Pictures 6. Giving NRT technique for Cycle 2

Pictures 7. Take a picture with sweeties

CURRICULUM VITAE

Yurista Ayu Puspita, was born on February 12 2002 in Jeneponto Regency. She is the first child of the couple Sudirman and Asriani. In 2007 the researcher registered as a student at SD Negeri 112 Tamarunang, Jeneponto Regency and graduated in 2012. Then in the same year the researcher registered at SMP as a student at SMP Negeri 2 Binamu in Jeneponto and graduated in 2014. Then the researcher registered at SMK, namely at SMK Negeri 1 Jeneponto and graduated in 2019. In the same year the researcher registered to continue his studies at the Department English at Muhammadiyah Makassar University. At the end of her studies, she was able to complete her thesis entitled "The use of Noticing Reformulation Task (NRT) Technique to improve students' Reading Skills A Classroom Action Research at The Eleventh Grade of SMK Negeri 1 Jeneponto"