USING EXTENDING CONCEPT THROUGH LEARNING ACTIVITY (ECOLA) TECHNIQUE TO IMPROVE STUDENTS' READ ING COMPREHENSION


A THESIS

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

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FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2024

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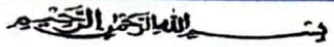
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i

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ii

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Day / Date	Chapter	Note	Sign
6/7/2024		- Abstract - Aknoldemnt - Population & Sample - Revie the treatment	
10/7/2024		- Revise the Panctuation. - Conclusion	
13/7 2024		give more explanation about lateral - Lesson plan	
16/7/2024		- Instrument - Documentation.	
18/7/2024		Acc	

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11 Juli 2024	Chapter V	Conclution	
16 Juli 2024		Bibliography	

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iv

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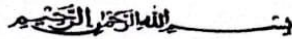
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v

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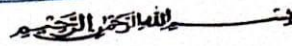
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Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, 2 September 2024
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Liza Ain Azisiyah

MOTTO AND DEDICATION

"You may hate something while it is very good for you, and you may love something while it is very bad for you; Allah knows and you do not know."
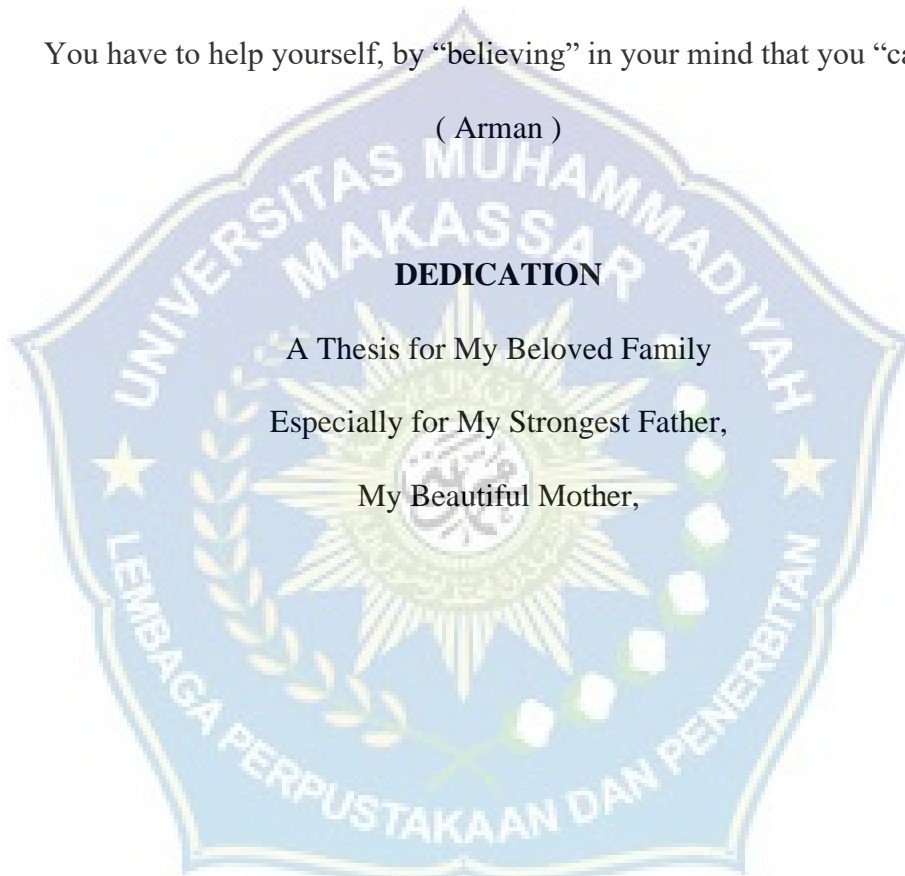
(QS Al-Baqarah: 216)

You have to help yourself, by "believing" in your mind that you "can".

(Arman)

DEDICATION

A Thesis for My Beloved Family

Especially for My Strongest Father,

My Beautiful Mother,

ABSTRAC

Liza Ain Azisiyah, 2024. *Using Extending Concept Through Learning Activity (ECOLA) Technique To Improve Students' Reading Comprehension*. Department of English Education at the Faculty of Teacher Training and Education, University of Muhammadiyah Makassar. Supervised by HJ. Ilmiah and Achmad Basir.

The purpose of this study was to determine whether the use of ECOLA technique can improve students' reading comprehension in terms of literal comprehension at MA Al-Hidayah Lemoa. This research applied Pre-Experimental design by using Quantitative approach. The population of this stu dy were MA Al-Hidayah Lemoa students consisting of 17 students. Then, the sample of this study is class X taken using total sampling technique consisting of 17 students.

The data collection process with pre-test and post-test using multiple choice by analyzing the data using SPSS. The results of the study found that the use of the ECOLA technique in the learning process to improve students' reading comprehension in terms of literal comprehension was considered effective based on the data obtained where the average value of the pre-test was 48.82 and the post-test was 85.88. It can be seen that the average value of the post-test is higher than the average value of the pre-test. And proven again from the results of the "paired sample test" analysis using SPSS with a significance value of 0.000 <0.05. Based on the decision making, if the significance value is smaller than 0.05, H0 is rejected and H1 is accepted. Based on these results, it can be concluded that the ECOLA technique can improve students' reading comprehension in terms of literal comprehension.

Keywords: ECOLA Technique, Reading Comprehension, Literal Comprehension.

ABSTRAK

Liza Ain Azisiyah, 2024. *Menggunakan Teknik Memperluas Konsep Melalui Aktivitas Belajar (ECOLA) Untuk Meningkatkan Pemahaman Membaca Siswa*, Jurusan Pendidikan Bahasa Inggris di Fakultas Keguruan dan Ilmi Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh HJ. Ilmiah dan Achmad Basir.

Tujuan dari untuk mengetahui apakah dengan penggunaan ECOLA teknik dapat meningkatkan pemahaman membaca dalam hal pemahaman literal siswa di MA Al-Hidayah Lemoa. Penelitian ini menerapkan desain Pre-Experimental dengan menggunakan pendekatan Kuantatif. Populasi penelitian ini adalah siswa MA Al-Hidayah Lemoa yang terdiridari 17 siswa. Kemudian, sampel dari penelitian ini yaitu kelas X diambil menggunakan teknik total sampling yang terdiri dari 17 siswa.

Proses pengambilan data dengan pre-test dan post-test menggunakan soal pilihan ganda dengan melakukan analisis data menggunakan SPSS. Hasil dari penelitian ditemukan bahwa penggunakan ECOLA teknik dalam proses pembelajaran untuk meningkatkan pemahaman membaca dalam hal liteal comprehension siswa dinilai efektif berdasarkan data yang diperoleh dimana nilai rata-rata pada pre-test 48.82 dan post-test 85.88 dapat dilihat bahwa nilai rata-rata dari post-test lebih tinggi daripada nilai rata-rata pre-test. Serta dibuktikan lagi dari hasil analisis "paired sample test" menggunakan SPSS dengan nilai signifikansi 0.000 < 0.05. Berdasarkan dari pengambilan keputusan yaitu jika nilai signifikansi lebih kecil daro 0.05 makan H0 ditolak dan H1 diterima. Berdasarkan darihasil tersebut dapat disimpulkan bahwa ECOLA teknik dapat meningkatkan pemahaman membaca siswa dalam hal pemahaman literal.

Kata Kunci: ECOLA Teknik, Pemahaman Membaca, Pemahaman Literal.

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In the drafting of this thesis, the researcher realized that much help, support, advice, and direction were given by many. In this section, specially grateful to the author's extended family, especially my beloved parents, my role model, my father Abdul Jalil and Mother Jamilah, who always pray, educate, give advice. Thank you for all the support both in the form of moral and material support to the author during his education. Special thanks also to my brothers, sisters, and cousin who have always been with me until my current age, thank you for your support and assistance in all matters to me and also highest appreciation to:

1. Dr. Ir. H. Abd. Rakhim Nanda, S.T., M.T., IPU Rector of Universitas Muhammadiyah Makassar.

2. Erwin Akib, S.Pd., M.Pd., Ph.D., Dean of the Faculty of Teacher Training and Education at Universitas Muhammadiyah Makassar.

3. Dr. Ummi Khaerati Syam, S.Pd., M.Pd., Head of the English Department at Universitas Muhammadiyah Makassar.

The researcher know that is thesis was still far from perfect. Therefore, the researcher expects criticism and suggestions for the perfection of this thesis, Finally, the researcher hope this research was helpful for the future and the interest of readers and future researchers.

Makassar, 13 Juli 2024

The Researcher

Liza Ain Azisiyah

COVER

LIST OF TABLE

LIST OF FIGURE

LIST OF APPENDIX

CHAPTER 1
INTRODUCTION

A. Backround of the research

In our daily life, we use language as a tool in communication. By applying language, individuals can convey the idea, feeling, and information to someone else. There are many languages used to communicate with each other in the world, including English which is used as an international language. According to Van Thao et al. (2020) one of the first languages taught formally to students from elementary school to college is English, because although English is a foreign language, many things must be understood in English such as books, journals and other information and English is used as a means of communicating with other people around the world.

The four components of English that we need to understand are speaking, listening, reading, and writing. Reading is one of the four skills that is most crucial since it allows us to learn a lot and discover new information that broadens our perspectives. According to Kohar et. al (2022), Reading is another English language ability that deals with what is expressed or suggested in reading content. Reading is an activity that demands a high level of concentration or focus in order to get information. It involves a person gathering information from a passage and pouring it into writing Nanda et al. (2018). If this is not met, written and implicit messages will not be captured or understood and the read operation will not be successful.

According to Silalahi et al. (2022), Reading comprehension is the brain's capacity to take in larger meanings and issues in order to comprehend and investigate social phenomena that are present in reading texts. It's crucial for readers to be able to assess and examine what they read critically in order to get high reading comprehension. While speaking, writing, and listening are all different from reading, reading also calls for the use of critical thinking abilities in order to incorporate new concepts and information into the text. Students find it difficult to understand the reading text.

To help students comprehend reading well, students need useful techniques to improve their reading ability. Reading comprehension is as important as the reading activity itself, reading is about understanding what you read. Furthermore, reading comprehension allows students to extract information from the text they read. However, not all children find reading texts interesting. Students engaged in reading activities should not just skim the text without understanding it, but should read with comprehension skills to gain a deeper understanding of the material and gain knowledge from it.

Various factors affect reading comprehension in one way or another. Examples include vocabulary, back-end knowledge of reading context, grammatical knowledge, knowledge of word meanings, and various reading strategies. Therefore, teachers in class must develop reading strategies that are effective enough to boost students' level of reading comprehension (Nevo et al. 2020). Hidayat and Rohati (2020) state that Reading helps readers think more clearly, which is a huge benefit. Reading a book helps readers develop their

critical thinking skills because it forces them to consider and visualize various aspects of the story, such as the characters and storyline. Reading often will help them greatly by encouraging their brain to be more perceptive and absorb more knowledge. Additionally, it forces readers to read with sustained attention. Reading has an impact on people's capacity for thought in addition to helping them acquire new information. This skill will be the foundational growth of moral, linguistic, and emotional intelligence. Furthermore, its development shapes people's personalities. Consequently, reading is crucial for students' development.

Based on my observation and information from teacher at MA Al-Hidayah Lemoa, I found that many students have difficulty in identifying main concepts and finding supporting details in a reading passage. This is because students lack knowledge about good reading comprehension techniques. Whereas, students' vocabulary mastery is also very minimal and makes it difficult for students to understand the text and find the meaning conveyed in a reading text.

In solving the students difficulties about understanding text, the researcher concludes that teachers need a strategy or technique to improve students' reading comprehension. One of techniques is Extending Concept Through Learning Activity that the researcher apply to increase students' reading comprehension level. Through the stages of this technique, language problems and reading comprehension is minimized.

The researcher investigate the issue of "Using Extending Concept Through Learning Activity (Ecola) Technique To Improve Students' Reading Comprehension" based on the previously provided explanation.

B. Problem Statement

Based on the background above, the researcher formulate the problem statement is "Does the use of Extending Concept Through Learning Activity (ECOLA) technique improve students Reading Comprehension in terms of Literal Comprehension"?

C. Objective of the Research

Based on the previous problem formulation, the purpose of this research is "To find out the whether use of Extending Concept Through Learning Activity (ECOLA) technique improve students Reading Comprehension in terms of Literal Comprehension".

D. Significance of the Research

Based on the findings of this study, the researcher hopes to offer the following benefits:

1. For the Reader

   The result of this research can provide information. Regarding the whether use of Extending Concept Through Learning Activity (ECOLA) Technique to improve students Reading Comprehension in terms Literal Comprehension.

2. For the Researchers

   The result of this research can be used as a reference for other researchers who focus on the use of Extending Concept Through Learning Activity technique in teaching students' Reading Comprehension.

E. Scope of the Research

The scope of this study is limited the use of Extending Concept Through Learning Activity Technique as a solution in improving students' reading comprehension focuses on students' reading comprehension in terms of Literal Comprehension.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Research Findings

In this section, the researcher found several previous research findings related to this study.

Haerazi and Irawan (2021), found that using The Extending Concept Through Learning activity (ECOLA) technique is suitable for teaching reading comprehension skills to students with high motivation and self-efficacy.

Setyowati and Susilawati (2023), found that The learning process of critical reading using the Extending Concept Through Learning activity (ECOLA) technique has been shown to increase students' motivation to learn and to actively ask questions and express their opinions.

Pratama et al. (2022), the results of this study show that there is a significant difference in reading comprehension between students who are trained to use language activities to expand concepts and students who are not. Students that employ the Extending Concept Through Learning activity technique learn ho w to formulate conclusions, comprehend The core idea more thoroughly, and acquire the language necessary to read the texts with comprehension. Based on the previous research findings above, it is similar to the research the researcher will analyze the effect of using Extending Concept Through Learning Activity technique. The difference with all the studies above is that the researchers focused on knowing The using of Extending Concept Through Learning activity (ECOLA) Technique In Terms of Literal Comprehension.

B. Some Partinent Ideas

1. The Concept of Extending Concept Through Learning activity (ECOLA)

   a. Definition of (ECOLA) Technique

   The Extending Concept through Language Activities (ECOLA) technique was invented by Smith-Burke (1982) who states that ECOLA (Extending Concept through Language Activities), which shows efforts to connect speaking, writing, listening, and reading in order to improve reading skills. These skills are useful for assessing and tracking student comprehension.

   According to Haerazi and Irawan (2020) Extending Concepts Through Language Activities (ECOLA) is a reading technique that aims to engage students in active learning through immersive language activities. The purpose of this technique is to improve students' natural reading comprehension. The ECOLA technique can help with reading comprehension. This is possible because this method includes a procedure for keeping track of the interpretation's outcomes. Furthermore, by using the ECOLA technique, students can be encouraged to talk about efficient ways to grasp concepts. The goal of the discussion process used in this method is to strengthen and improve the learners' capacity for teamwork. Working together is a calculated move to get better at and comprehend reading.

   b. Advantages of using ECOLA Technique

   The advantage of using Extending Concept Through Learning Activity (ECOLA) Technique is that it encourages students to discuss effective

strategies to gain good understanding, where the discussion process in the ECOLA technique is able to build students' ability to work together in teams. With the application of ECOLA, the atmosphere in the classroom during the learning process becomes more dynamic. Students will be train to respond and their arguments become better. In addition, teacher and students can give feedback to each other during the discussion process which makes the learning atmosphere more enjoyable. Also the teacher can monitor how students read and how they interpret what they have read.

c. Steps by steps of Implementation ECOLA Technique

According to Haerazi and Irawan (2020) there are five stages of using the ecola technique in the learning process: 1) Establish Reading objectives that are communicate. 2) Read silently for purpose and obligation. 3) Use writing exercise to demonstrate understanding. 4) Hold discussions and provide meaning clarification. 5) Write and Contrast.

Ecola stages can be described below:

1) Establish reading objectives that are communicative

a) In this stages Teacher Activities is " Students should be encouraged to have a brief conversation to decide the goal of the reading assignments and give brief a explanation of reading materials".

b) In this stages Students Activities is "Students choose their own reading goals after having a brief conversation. Students enact their own aims to read in the class.

2) Read silently for purpose and obligation

    a) In this stages Teacher Activities is "Students should be reminded of their reading objectives. Assist pupils in understanding what they read by considering their motivations".

    b) In this stages Students Activities is "Students use their prior knowledge to inform how they understand the concepts they have studied".

3) Use writing exercises to demonstrate understanding

    a) In this stages Teacher Activities is "Assist pupils in conducting self-reflection. Students should be encouraged to write on topics they find confusing"

    b) In this stages Students Activities is "Pupils communicate what they don't comprehend. All of the reading-related questions are written down by the students. Students enquire about the issues that other students are facing".

4) Hold discussions and provide meaning clarification

    a) In this stages Teacher Activities is "Assign students to groups, with a maximum of four members per group, and set a time restriction. Establish discussion rules".

    b) In this stages Students Activities is "Students compare answers, debate the interpretation's outcomes, and revise their original conclusion. Every student responds to the other and explains how they arrived at their conclusion".

5) Write and contrast

 a) In this stages Teacher Activities is" Invite students to talk about their completed interpretations".

 b) In this stages Students Activities is" Students share the methods they used to comprehend the reading. Pupils put down what they have learned from the assigned reading. In class, students present an alternative viewpoint and compare it with others. Completely".

2. Concept of Reading

 a. Definiton of Reading

  Syakur (2020) states that reading is a means of acquiring knowledge from written text. Reading is an activity that requires the use of one's eyes, memory, intellect, and understanding to understand the material that has been written by the author. The more often students read a reading, it will be easier for students to understand the meaning in a text, it is very important for students to read often considering that with a lot of reading there will be a lot of information that can be obtained.

  Balan et al. (2019) state that reading is the act of interpreting words, phrases, and sentences in a meaningful way. Consequently, reading comprehension is the capacity to grasp the text's substance, interpret its meaning, and apply it to one's prior knowledge or experience. According to Pradani (2021), reading is also useful for understanding all the information contained in the reading text which is intended to provide insight (intellectual development) for readers for years to come, stimulate

education, reduce stress levels, increase vocabulary, and broaden horizons. Because many things can be obtained by diligent reading, it is very important for all to be able to always read diligently so that our knowledge horizons are wider. Including understanding the various developments in science and technology that are now produced can also be helped by reading.

b. Benefits of Reading

Fadillah et al. (2018) state that Reading is a really simple activity that we may do anywhere, at any time, and in any way we choose. The benefits of reading are numerous. Among the many benefits related to reading are:

1. First, Reading might help someone feel more confident in themselves. The act of reading is how a person occupies their mind with the words they read. If someone lacks the knowledge or information they wish to provide, they will be less confident. If not, someone with the necessary knowledge and information will be confident. Students who read a lot of sources will, for example, feel more comfortable presenting their papers in class than those who don't. Pupils who have studied material or gained knowledge from a variety of sources will be more eager to present their work to their peers. Reading is the source of all knowledge and information.

2. Second, Reading helps readers think more clearly, which is a huge benefit. Reading helps readers develop their critical thinking skills because it forces them to consider and visualize various aspects of the story, such as the characters and storyline. Reading often will help them greatly by

encouraging their brain to be more perceptive and absorb more knowledge. Additionally, it forces readers to read with sustained attention. Reading has an impact on people's capacity for thought in addition to their ability to acquire knowledge. This skill will be the foundational growth of moral, linguistic, and emotional intelligence. Furthermore, its development shapes people's personalities.

3. Reading Comprehension

   a. Definiton of Reading Comprehension

   Lustyantie and Kasan (2020) state that Reading comprehension is one of the important skills, which can help students to obtain information from a variety of English-language sources that require reading ability. Reading is an activity in which the reader takes notes on all they learn from a passage and records it from their perspective. To learn information, reading is an activity that requires a high level of focus or concentration. Sirait et al. (2020) state that Reading comprehension as the ability to determine the meaning, purpose, and target audience of a piece of writing. Understanding the reading material's contents, both directly and implicitly, is the goal of reading comprehension. A number of other lesser abilities are involved with reading, which is a complex skill. A rather lengthy procedure should be included for someone to be able to acquire a level of knowledge (Ardhian 2020).

b. Types of Reading Comprehension

Reading comprehension is an interactive activity that involves several components; some call for prior knowledge and efficient learning strategies from the students in order to accomplish a given objective. As such, it may be to blame for the disparity in reading comprehension abilities.

Based on its goal, reading comprehension is divided into four levels, (Richard, 2010).

1. Literal comprehension is the process of reading a passage in order to comprehend, retain, or recollect the explicit information it contains. It entails reading for general knowledge. It indicates that the pupils are able to learn most of the material from the text. Additionally, the knowledge that the students learn from the text from start to finish can be recalled by them.

2. Critical Comprehension: Reading to make a comparison between the material in a text and what they already know and believe. It indicates that the pupils evaluate and contrast the texts' ideals and their own understanding of them. For this comprehension, pupils must be more analytical in their reading comprehension.

3. Inferential Comprehension: Reading to discover information that isn't stated clearly in a passage; inferring; relying on the reader's knowledge and intuition. It indicates that the pupils' goal is to identify particular textual content. Students that use inferential comprehension are better able to extract information from lengthy texts.

4. Appreciate comprehension: Reading a passage aloud to elicit a valuable emotional or other response. It refers to guiding the pupils through an emotional reaction to a reading. This comprehension differs from the three other comprehensions that covered text comprehension. Enjoy reading comprehension more deeply, readers.

Each student has a different level in getting information from the text. In this study, the researcher examined how students' abilities in literal comprehension.

4. Literal Comprehension

According to Nurjanah and Putri (2022), Literal Comprehension is the least sophisticated form of comprehension is valued. But, it is imperative that pupils acquire this ability. Budi (2023) state that Literal reading comprehension is the ability to understand data and facts that are clearly mentioned in the text. Literal comprehension techniques such as keyword search, skimming, and scanning can help readers find information more quickly.

Literal comprehension is the process of reading a passage in order to comprehend, retain, or recollect the explicit information it contains. It entails reading for general knowledge. It indicates that the pupils are able to learn most of the material from the text. Additionally, the knowledge that the students learn from the text from start to finish can be recalled by them. Students should be able to replicate the author's facts in literal

comprehension, including comprehending word meanings, remembering concepts that have been conveyed, summarizing ideas, remembering key concepts, and identifying the order in which information or events occur. The components of literal comprehension include main idea.

5. Main Idea

The major idea of the text refers to the author's intended message, idea, point, concept, or meaning for the reader. It might also be known as the central idea or the governing idea. It is important for us, the reader, to comprehend the fundamental idea that the author is trying to convey. Finding the primary concept serves the objective of assisting pupils in discovering the paragraph's thesis or central notion. The most significant point made in a paragraph is known as the primary idea. It is the cornerstone around which every other sentence is constructed. The primary idea of the paragraph might be found in several places according to the author. Typically, a paragraph's opening sentence contains the major idea.

Supporting sentences usually come after the main idea, which is typically located at the beginning. Frequently, the writer starts with evidence to support the main thesis and ends with it in the final sentence. Occasionally, the writer will introduce the subject in a few phrases, position the key concept in the center, and then provide supporting details. Thus, the primary idea could be mentioned in the beginning, middle, or end.

C. Conceptual Framwork

Figure 2.1 Conceptual Framework

```
┌──────────────┐      ┌──────────────┐      ┌──────────────┐
│    Input     │ ───▶ │   Process    │ ───▶ │   Output     │
└──────┬───────┘      └──────┬───────┘      └──────┬───────┘
       │                     │                     │
┌──────┴───────┐   ┌─────────┴──────┐   ┌──────────┴───────┐
│   Reading    │   │  Teaching and  │   │  Improving the   │
│ Comprehension│   │    Learning    │   │ students Reading │
│              │   │  process using │   │ Comprehension in │
│              │   │     ECOLA      │   │  terms of Literal│
│              │   │   Technique    │   │  Comprehension   │
└──────────────┘   └────────────────┘   └──────────────────┘
```
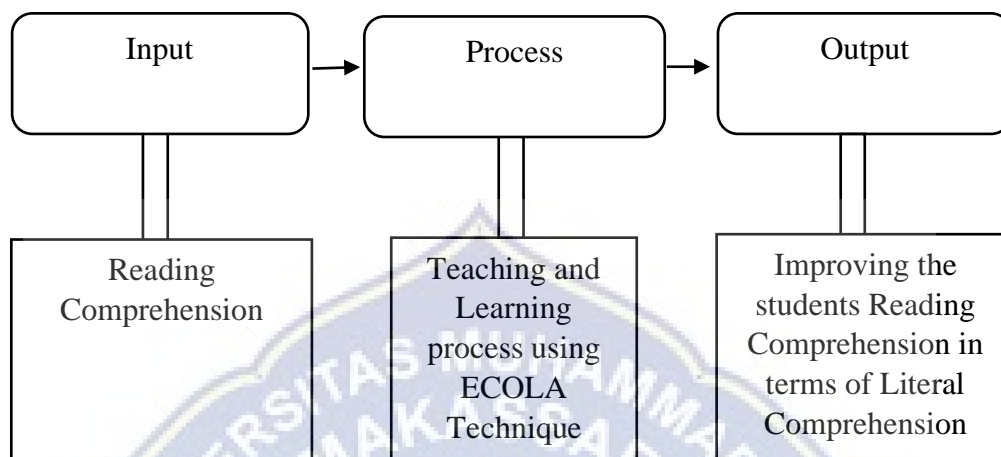
The students' reading comprehension is referred to as "input" in the above figure. In the diagram above, the terms "process" and "output" denote the application of the Extending Concept Through Learning Activity (ECOLA) Technique in the pre-experiment and, respectively, the enhancement of students' reading comprehension through the use of the ECOLA Technique.

C. Hypothesis

Sugiyono (2019) state that a hypothesis is a provisional solution to the problem statement. Since it is still a transient state, the truth must be demonstrated using the gathered empirical facts.

Based on the problem research, the researcher formulated the following hypothesis:

1. Alternative hypothesis (H1):

    In this research, the alternative hypothesis (H1) said that the use of Extending Concept Through Learning Activity (ECOLA) Technique improve students' Reading Comprehension

2. Null hypothesis (H0):

    In this research, the null hypothesis (H0) said that the use of Extending Concept Through Learning Activity (ECOLA) Technique does not improve students' Reading Comprehension.
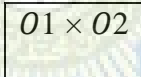
CHAPT ER III

RESESARCH METHODOLOGY

A. Research Design

To conduct this study, the researcher employed pre-experimental design and quantitative methodologies. According to Creswell (2019), quantitative research is carried out using experimental designs. The purpose of experimental research is to determine whether methods, theories, or techniques will have an impact on dependent variables or results. Additionally, a causal relationship between the dependent and independent variables can be ascertained through experimentation. A pre-test and post-test strategy may be used by researchers to determine the treatment's outcomes in this investigation. The following is an illustration of the design:

$$O1 \times O2$$

Explanation:

$O1$: Pre-test (Before Treatment)

X : Treatment

$O2$: Post-test (After Treatment)

B. Population and Sample

1. Population

This research at MA Al-Hidayah Lemoa which located in desa Bontolempangan, Kec. Bontolempangan, Kab. Gowa, Prov. Sulawesi Selatan. The population of this research is the student's of MA AL-Hidayah Lemoa. The total number of population is around 17 students'.

2. Sample

The research subjects were students of class X grade of MA AL- Hidayah Lemoa, in this class totals 17 students. The researcher use a Total sampling tecnique to take a sample of the population, because in this school there is only 1 class in each level.

C. Research Variable

There are two Variables in this study, namely dependent variable and independent variable, those are:

1. Dependent variable (X) is students Reading Comprehension.
2. Independent variable (Y) is Extending Concept Through Learning Activities (ECOLA) Technique

This study used students' Reading Comprehension in terms of Literal Comprehension.

D. Research Instrument

A research instrument is a tool commonly used to observe and measure natural and social phenomena observed (Sugiyono, 2015). In this study, researcher collect data through pre-test and post-test.

1. Pre-Test

Pre-test is a test conducted with the aim of knowing the initial knowledge of students before being given treatment. The type of pre-test used is multiple choice with a total of 20 questions.

2. Post-Test

According to Effendy (2016), the post-test is carried out with the aim of knowing students' knowledge after being given treatment. The type of post-test used is multiple choice with a total of 20 questions. Assessing students' correct answers from the Pre-Test and Post-Test used the following formula:

$$\text{Students' Score} = \frac{\text{The Number of Students' Correct Answer}}{\text{The Number of Tests}} \times 100$$

Agung (2022)

E. Data Collection

The data collection procedure in this study is as follows:

1. Pre-test

   Students were given a pre-test to assess their knowledge in reading comprehension before they receive treatment. The pre-test consists of 20 multiple-choice questions.

2. Treatment

   Treatment was given to the students by using the Extending Concept through Activity (ECOLA) Technique over four sessions as part of the teaching and learning process.

1) The first treatment, the researcher introduced and explained the ECOLA learning technique that used in learning to understand reading.

2) The second treatment, the researcher provided material to students about reading comprehension and understanding, examples, about deskriptif teks.

3) The third treatment, the researcher divided the students into 3-4 people in each group and gave the reading text for each group to read.

4) After that, the researcher gave the text to each group and the students read silently and discussed what they understood with their group mates, and students asked questions if there were things they did not understand.

5) After reading, students discussed what they understand with their group mates and write down what they understand from the text they have read.

6) After that, the researcher and students together read the text and find the main point of the text.

7) The researcher gave questions that must be answered by students, and after answering these questions the researcher and students together check the answers that have been answered by students.

8) The last treatment, the researcher evaluated the learning and motivates

3. Post-test

After the treatment, a post-test given to see how well the students improve their reading comprehension skills. This will done to assess the treatment and determine whether the Extending Concept through Activity (ECOLA) Technique has successfully improved students' reading comprehension skills.

F. Data Analysis

After the data from all respondents were collected, then data analysis was carried out. The data analysis techniques used in this study are:

1. Descriptive statistical analysis

Descriptive statistical analysis aims to describe the reading comprehension obtained by students from the experimental group. The reading comprehension was then compared with the following grouping of student learning outcomes (Ruhamah: 2018), namely:

Table 3.1 Measurement scale of Literal Comprehension

Score	Categorization
89 – 100	Excellent
79 – 88	Good
66 – 78	Fair
46 – 65	Poor
0 – 45	Very Poor

(Ruhamah: 2018)

2. Analytical inferential statistics

Inferential statistical analytical in this study serves to test the hypothesis. Before conducting a hypothesis test, testing is first carried out by analysis, namely the normality test.

a. Normality test

After the data is obtain, the analysis prerequisite test is carrie out, namely the Normality test. The normality test in this study used the Shapiro-Wilk test due to n<50, using the Statistical Pachage for Social Science

(SPSS) system version 25. As for the test criteria, if the significance value (2-tailed) > 0.05, then the data is normally distributed while if the significance value (2-tailed) is < 0.05, then the data is not normally distribute.

b. Test the Hypothesis

If the conditions for hypothesis testing have been met, namely the data obtained are normally distribute, then the hypothesis test was done with a paired sample t test using the SPSS program version 25. If the data is not normally distribute, then the alternative used is non-parametric statistics, namely the Wilcoxon test.

The paired sample t test used the SPSS version 25 program with the following test criteria:

1) If the significance value (2-tailed) < 0.05 then H0 is rejected and H1 is accepted.
2) If the significance value (2-tailed) > 0.05 then H0 is accepted and H1 is rejected.

A. Research Findings

This research was conducted on grade X students of MA Al-Hidayah Lemoa. The results of the data analysis were obtained from pre-test and post-test given to students. Pre-test is a test ability test given to students before being given treatment, while the post-test is given after students get treatment. The data obtained is presented in descriptive statistical analysis and inferential statistical analysis, described as follows:

1. Descriptive Statistical Analysis Results

a. *Pre - test* Descriptive Statistical Analysis Results

Based on the scores obtained from the pretest results of class X, the average (mean) of 17 students is 48.82 with the lowest score of 20 and the highest score of 75. The frequency distribution can be seen in the table below:

Table 4.1 Frequency Distribution of Class X Pre-Test Score

No	Classification	Score	Frequency	Percentage
1.	Excellent	89 – 100	0	0%
2.	Good	79 – 88	0	0%
3.	Fair	66 – 78	3	17.64 %
4.	Poor	46 – 65	7	41.18 %
5.	Very Poor	0 – 45	7	41.18 %
	Total			100%

Based on table 4.1 frequency data from the percentage of class X pre-test scores shows that out of 17 students, there are 3 students who get Fair scores with scores between 66-78 (17.64%), 7 students who get less scores with scores 46-65 (41.18%), 7 students who get very poor scores with scores 0-45 (41.18%).

Based on the data, it can be concluded that students still have difficulties in reading comprehension, especially in Literal comprehension. There was only 1 student who achieved the set score.

For more details, it can be seen in the distribution of data based on the frequency distribution list on the following frequency distribution histogram:

Figure 4. 1 Frequency Histogram of Class X Pre-Test Score

b. *Post - test* **Descriptive Statistical Analysis Results**

Based on the scores obtained from the students' post-test results (class X), the average (mean) of 17 students is 85.88 with the lowest score is 65 and the highest score is 100.

The frequency distribution can be seen in the table below:

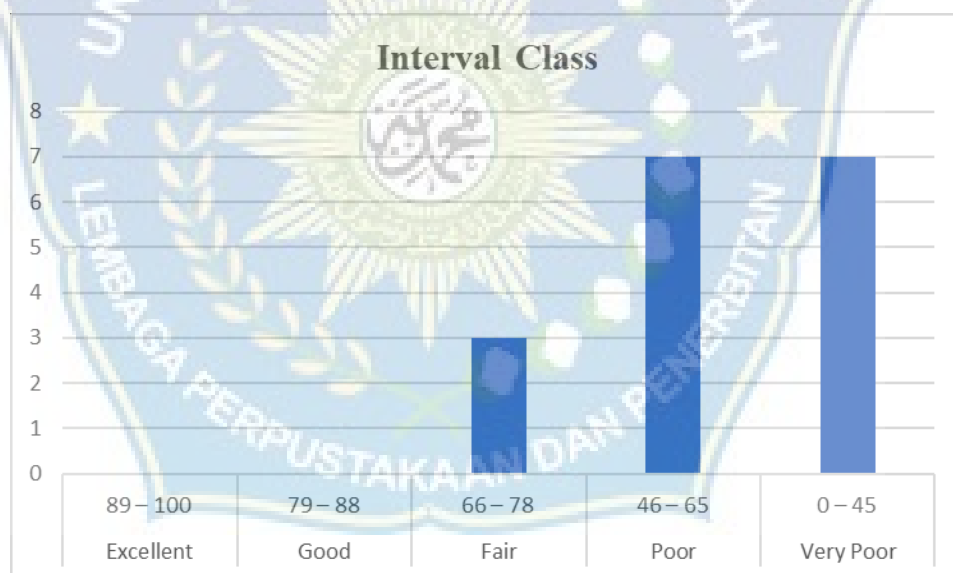**Table 4.2 Frequency Distribution of Class X *Post-Test* Score**

No	Classification	Score	Frequency	Percentage
1.	Excellent	89 – 100	8	47.05%
2.	Good	79 – 88	6	35.30%
3.	Fair	66 – 78	2	11.76%
4.	Poor	46 – 65	1	5.89 %
5.	Very Poor	0 – 45	0	0 %
	Total			100%

Based on the frequency distribution data table of the percentage ofexperimental class post-test scores, showed a significant increase from 17 students, there were 8 students who scored very well with scores between 89-100 (47.05%), 6 students scored good with scores between 79-88 (35.30%), 2 students scored fair with scores between 66-78 (11.76%), and only 1 student scored poorly with a score between 46-6 (5.89%).

Based on these data, it can be concluded that students' reading comprehension in terms of Literal Comprehension has increased after being given treatment using the ECOLA learning technique. There were only 2 students, 1

student with a score of 65 and 1 with a score of 70, whose scores were below the KKM set at 75, meaning that after the post-test there were 15 students whose scores reached or exceeded the KKM.

For more details, it can be seen in the distribution of data based on the frequency distribution list on the following histogram frequency distribution on the following:

Figure 4. 2 Frequency Histogram of Class X Post-Test Score
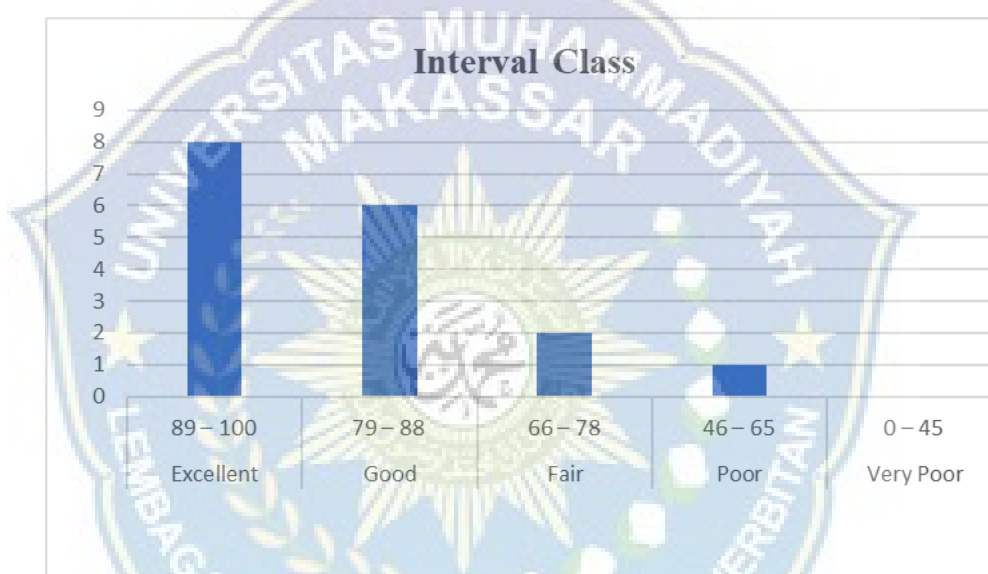
For detailed descriptive analysis results can be seen in table 4.3 Descriptive Analysis Results using SPSS version 25 (Appendix 4).

2. Results of Inferential Statistical Analysis

Inferential analysis is intended to answer the hypothesis that has been formulated. However, before conducting a hypothesis test, a normality test is first carried out.

a. Normality Test

The normality test is carried out to test whether all variables are normally distributed or not. Normality test in this study using the Shapiro-wilk test because $n < 50$, using the Statistical Pachage for Social Science (SPSS) version 25 system. the test criteria:

1) If the significance value (2-tailed) > 0.05, then the data is normally distributed.

2) If the significance value (2-tailed) < 0.05, then the data is not normally distributed.

Normally distributed The test results table can be seen in table 4.4. Normality Test of Class X Data (Appendix 4). Based on the SPSS output table tests of normality in the section Shapiro-Wilk test, it is known that the significance value for the pre-test score Sig. is 0.830; and for the post-test Sig. is 0.250. Thus, it can be concluded that the data is because the significant value (sig) for all data is greater than 0.05 (sig. > 0.05).

b. Hypothesis Test

After conducting a normality test as a prerequisite test it turns out that resulted in the conclusion that the pretest and posttest data in the experimental class are normally distributed. Then testing the hypothesis using a parametric statistical test, namely the paired sample t test because derived from two variables that are paired with each other using the SPSS 25 program. The paired sample t test can be done with the following testing criteria as follows:

1) If the significance value (2-tailed) <0.05 then H0 is rejected and H1 is

accepted.

2) If the significance value (2-tailed) > 0.05 then H0 accepted and H1 rejected

The test produces paired sample statistic data (Appendix 4).

Based on the paired samples statistics output table of the two samples studied, namely the pre-test and post-test scores. For the pre-test value, an average (mean) of 48.82 was obtained. As for the post-test value, the average value (mean) is 85.88. The number of students used as research samples was 17 students. For the value of Std. Deviation (standard deviation) on the pre-test of 15.665 and post-test of 9.720. Finally, the value of Std. Error Mean for the pre-test was 3.799 and for the post-test was 2.358. Because the average value of learning outcomes in the pre-test 48.82 is smaller than the average value of the post-test 85.88, it can be concluded that there is a significant increase after the treatment is given, meaning that descriptively there is a difference in the average learning outcomes between the pre-test and post-test.

Furthermore, to prove whether the difference is really (significant) or not, it can be seen from the results of the paired sample t test in Table 4.5 Hypothesis Test Using Paired Sample t Test (Appendix 4).

Formulate a research hypothesis:

H1 : There is an average difference between pre-test and post-test learning

outcomes. test, which means that the use of ECOLA technique is

effective on improving reading comprehension in MA Al-Hidayah

Lemoa

H0   : There is no average difference between pre-test and post-test learning outcomes. test, which means that the use of ECOLA technique is not effective on improving reading comprehension in MA Al-Hidayah Lemoa

Based on the paired sample t test output table, it is known that the Sig. (2-tailed) is 0.000 <0.05. According to the basis for making decision if sig <0.05 then H0 is rejected and H1 is accepted. So It can be concluded that there is an average difference between the pre-test and post-test learning outcomes. post-test, which means that the use of ECOLA techique can improve the reading comprehension in terms of literal comprehension of X grade students of MA Al-Hidayah Lemoa.

B. Discussion

Based on the study's findings, the researcher discovered that learning Reading comprehension in terms of literal compehension through the ECOLA technique produced better learning outcomes. Achieved greater success in their reading comprehension studies. This may be observed from the findings of the data acquired from 17 students who did the pre-test and post-test. Table 4.2 further displays the 44.28 average score obtained on the pre-test. This average value was obtained before conducting treatment using ECOLA technique. Furthermore, the average value of the students' post-test increased to 85.88. This value was reached because pupils had carried out the treatment given by the researcher. Therefore, the average score of students' post - test is greater than the average score of the pre-test.

Based on the "paired sample test" using SPSS, it is known that the significance value obtained is 0.000 < 0.05. This can be seen from the decision-making rules where if the value of Sig. (2-tailed) < 0.05 then H0 is rejected and H1 is accepted. and H1 has been approved. This demonstrates how the application of the ECOLA technique might enhance the reading comprehension in terms of liteal comprehension of MA A-Hidayah Lemoa students in class X.

In learning that focuses on improving reading comprehension, students have experienced significant improvement after using the ECOLA technique in the learning process. In using the ECOLA technique in the learning process, students not only discuss, but the researcher also directs students to write down what they have understood then convey to other groups what they understand from the reading given and compare it with other groups. This will increase students' activeness in the teaching and learning process.

The ECOLA approach is used by defining it and outlining its application in the learning process. The students were then split up into five groups, each with three to four members, by the researcher. After that, the researcher delivered readings that would be read silently by students and jotted down what they comprehended from the text they had read. The researcher then provided questions that the students would work on in groups and debate to find the correct answers to. Following the completion of responses from each group, the researcher calls each group individually to go over the questions and answers and work together to correct the responses.

After giving treatment to students using the ECOLA technique, researchers gave a post-test to ensure the improvement of students' reading comprehension in terms of literal comprehension using the ECOLA technique. The researcher found that students were better at understanding the text than before treatment. The teaching and learning process in the classroom shows that the use of the ECOLA technique can improve students' reading comprehension in terms of literal comprehension during the teaching and learning process in the classroom. where most students can enjoy and understand when using this ECOLA technique.

According to research by Haerazi and Irawan (2020), students' reading comprehension skills can be enhanced by the ECOLA technique because it involves the monitoring of interpretation results and increases students' interest in reading. To help students better understand the text they have read, the technique can also motivate them to write, discuss, and compare ideas. Finally, Setyowati and Susilawati (2023) found that the ECOLA technique is very effective in improving critical reading comprehension and that students are more motivated to learn as well as active in asking questions and expressing their opinions. This means that students can find ideas more quickly, reason critically, analyze reading well, and possess the ability to evaluate reading.

From the results of the data analysis above, the researcher concluded that the ECOLA technique can have a significant effect on students because the test scores produced after the treatment are higher than the test scores before using the media. Generated after the treatment is higher than the test scores before using

the ECOLA technique. In other words, the use of ECOLA technique in improving students' reading comprehension in terms of literal comprehension, especially grade X students of MA Al-Hidayah Lemoa showed a positive effect.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results and discussion described in the previous chapter that incorporating the ECOLA technique into the learning process increases students' reading comprehension in terms of literal comprehension. The average score that students received on the two tests that were administered the pre-test, which was 48.82 and the post-test, which was 85.88 shows this. In the meantime, the post-test significance value is 0.250 and the pre-test significance value is 0.830 based on the data analysis findings in the Shapiro-Wilk table. The fact that the significance value is higher than $\alpha = 0.05$ indicates that the data obtained is normality distributed.

Based on the "Paired sample test" table in the previous chapter, the Sig (2-tailed) value is 0.05. Sig (2-tailed) is $0.000 < 0.05$. So that H0 is rejected and H1 is accepted. Therefore, it can be therefore, it can be concluded that the application of the ECOLA technique in the learning process can improve students' reading comprehension.

B. Suggessions

Several recommendations will be made to English teachers and researchers in light of the study's findings:

1. **English Teacher**

    The ECOLA technique is a tool that English teachers can use to enhance student learning. because using the ECOLA technique in the classroom can help students' reading comprehension in terms of literal comprehension, according to the research's findings. Furthermore, it has the potential to enhance the pedagogical and educational process, so fostering student engagement and preventing disinterest.

2. **Other researcher**

    This study aims to show the results of using ECOLA technique in the learning process to improve students' reading comprehension. Other researchers are expected to use this study as a reference before researchers take action related to ECOLA techniques that can improve students' reading comprehension and It is also hoped that other researchers may discover more strategies to help students with their reading comprehension.

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APPENDICES

Appendix 1. Lesson plan and Research Instruments

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : MA AL – HIDAYAH LEMOA

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : X/ Genap

Tahun Ajaran   : 2023/2024

Materi Pokok   : Deskriptif Teks

Alokasi waktu   : 4x Pertemuan

A. Kompetensi Inti

- KI-1: Menghargai dan menghayati ajaran agama yang dianutnya.

- KI-2: Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong) kerjasama, toleran, damai), santun, responsif dan pro- aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

- KI-3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual,dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

- KI-4: Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang hewan, orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	3.7.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan padateks diskriptif sederhana tentang hewan, orang, tempat wisata dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
4.8 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang hewan, orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.8.1 Mengidentifikasi teks deskriptif lisan dan tulis, sederhana tentang hewan, orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks. 4.8.1 Mendeskripsikan teks deskriptif lisan dan tulis, sederhana tentang hewan, orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Menunjukkan perilaku rasa ingin tahu, tanggung jawab, peduli, kerjasama, dalam melaksanakan komunikasi fungsional.

2. Menuliskan fungsi struktur teks, dan unsur kebahasaan pada teks Deskriptif sesuai dengan konteks penggunaannya.

3. Memahami isi dari teks deskriptif yang dibaca.

D. Materi Pembelajaran

1. Social Function

To describe something such as: a place, a fruit, an animal, a person, or an object so that an image is created in the reader's mind with the purpose of informing or entertaining.

2. Definition

Descriptive text is a type of text that describes the characteristics or traits of an object, be it a person, place, thing, or animal. The purpose of descriptive text is to give the reader a clear and detailed description of the object.

3. Languange Features

- Specific participant memiliki onjek tertentu, tidak bersifat umum dan unik (hanya untuk satu). Misalnya, Uncle Jack, Borobudur Temple.

- Adjective (Kata sifat) untuk memperjelas Noun (Kata benda). Misalnya a handsome man, a beautiful woman.

- Simple present tense, pola kalimat yang digunakan adalah simple present tense karena menceritakan fakta dari objek yang dideskripsikan.

- Action verb yaitu terdapat kata kerja yang menunjukkan sebuah kegiatan (aktivitas dapat dilihat). Misalnya run, walk, cut, etc.

4. Generic Structur

- Identification

  Identification begins with introducing or explaining the primary character that will be discussed.

- Description

  In order to create an image in the reader's mind, the description section includes precise and concise explanations of the traits, habits, and other aspects of the object being described.

4. Characteristic of Deskriptif teks, as follows:

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

5. Example of Deskriptif teks

Borobudur Temple

Borobudur temple is one of the most beatiful tourist resorts in indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserverd its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

Borobudur temple was built by Syailendra Dynasty during the eighth century. It needed more than two million river stones. It is biggest temple in the world. After going into some restorations, Borobudur is visited by more and more tourist, both domestic and foreign tourists. Most of them admire Borobudur temple because of its beauty, its elegance and the story of the relief on its walls.

Domestic tourists usually go there by bus or private cars, whilw foreign tourist like to join travel bureau because they don't need to think of the transporation, accomodation, and itinerary. There are some money chargers around the location. T makes them easier to chance their money. But some of them like to bring credit cards and checks

E. Metode Pembelajaran

Teknik Pembelajaran   : ECOLA Teknik

Metode   : Ceramah, diskusi, dan tanya jawab

F. Media Pembelajaran

- Worksheet atau lembar kerja pada siswa
- Laptop
- LCD
- Smartphone
- Penggaris, Spidol, Papan tulis

G. Sumber Belajar

- Buku Bahasa Inggris kelas X Kurikulum 2013
- Power Point presentation

- Buku referensi yang relevan

- Sumber lain dari internet

H. Langkah – langkah Pembelajaran

Pertemuan ke – 1

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Opening	1. Melakukan pembukaan dengan salam pembuka, dan berdoa untuk memulai pembelajaran. 2. Memeriksa kehadiran peserta didik 3. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.	15
Treatment	1. Siswa di berikan Pre-Test 2. Peneliti menanyakan kesulitan yang dialami peserta didik menjawab soal 3. Peneliti dan siswa berdiskusi	25
Closing	1. Peneliti dan siswa berdoa bersama dan mengucapkan salam sebelum meutup pembelajaran	5

Pertemuan Ke – 2

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Opening	1. Melakukan pembukaan dengan salam pembuka, dan berdoa untuk memulai pembelajaran. 2. Memeriksa kehadiran peserta didik 3. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.	15
Treatment	1. Peneliti memperkenalkan dan menjelaskan teknik pembelajaran ECOLA yang akan digunakan dalam proses pembelajaran 2. Peneliti memberikan dan menyampaikan materi tentang deskriptif Teks. 3. Peneliti membagi siswa ke dalam kelompok 3-4	45

	4. Peneliti memberikan siswa gambar untuk di identifikasi dan membuat pertanyaan terkait gambar yang diberikan. 5. Kemudian siswa di berikan teks untuk menganalisis jawaban dari apa yang mereka pertanyakan sebelumnya dengan membaca dalam hati 6. Setelah membaca, siswa mendiskusikan dengan teman kelompoknya apa yang mereka pahami dan menuliskan apa yang mereka pahami menggunakan bahsa mereka sendiri dari teks yang telah mereka baca, serta menanyakan jika ada hal hal yang belum di mengerti. 7. Setelah itu perwakilan dari setiap kelompok memprentasikan apa yang telah mereka pahami secara bergantian dari teks yang di berikan. 8. Peneliti dan siswa bersama-sama membaca teks dan menemukan makna dari setiap teks. 9. Setelah itu, peneliti memberikan pertanyaan yang harus dijawab oleh siswa, dan setelah menjawab pertanyaan tersebut peneliti dan siswa bersama-sama mengoreksi jawaban yang telah dijawab oleh siswa. 10. Peneliti melakukan evaluasi dan umpan balik dari materi yang telah dipelajari dan memotivasi siswa untuk terus semangat dalam belajar bahasa Inggris.	
Closing	1. Peneliti dan siswa menyimpulkan materi pembelajaran. 2. Peneliti dan siswa berdoa bersama dan mengucapkan salam sebelum menutup pembelajaran.	5

Pertemuan ke – 3

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Opening	1. Melakukan pembukaan dengan salam pembuka, dan berdoa untuk memulai pembelajaran. 2. Memeriksa kehadiran peserta didik 3. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.	15
Treatment	1. Peneliti menanyakan kembali materi yang di pelajari pada pertemuan sebelumnya 2. Peneliti membagi siswa 3-4 orang dalam setiap kelompok 3. Peneliti memberikan siswa gambar untuk di identifikasi dan membuat pertanyaan terkait gambar yang diberikan. 4. Kemudian siswa di berikan teks untuk mencari jawaban dari apa yang mereka pertanyakan sebelumnya dengan membaca dalam hati 5. Setelah membaca, siswa mendiskusikan dengan teman kelompoknya apa yang mereka pahami dan menuliskan apa yang mereka pahami dari teks yang telah mereka baca, serta menanyakan jika ada hal hal yang belum di mengerti. 6. Setelah itu perwakilan dari setiap kelompok memprentasikan apa yang telah mereka pahami dari teks yang di berikan. 7. Setelah itu, peneliti dan siswa bersama-sama membaca teks dan menemukan makna dari setiap teks. 8. Setelah itu, peneliti memberikan pertanyaan yang	45

| | harus dijawab oleh siswa, dan setelah menjawab pertanyaan tersebut peneliti dan siswa bersama-sama mengoreksi jawaban yang telah dijawab oleh siswa.
 9. Peneliti melakukan evaluasi dan umpan balik dari materi yang telah dipelajari dan memotivasi siswa untuk terus semangat dalam belajar bahasa Inggris. | |

Pertemuan ke – 4

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Opening	1. Melakukan pembukaan dengan salam pembuka, dan berdoa untuk memulai pembelajaran. 2. Memeriksa kehadiran peserta didik 3. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.	15
Treatment	1. Peneliti menanyakan kembali materi yang di pelajari pada pertemuan sebelumnya 2. Peneliti membagi siswa ke dalam kelompok 3-4 3. Peneliti memberikan siswa gambar untuk di identifikasi dan membuat pertanyaan terkait gambar yang diberikan. 4. Kemudian siswa di berikan teks untuk mencari jawaban dari apa yang mereka pertanyakan sebelumnya dengan membaca dalam hati 5. Setelah membaca, siswa mendiskusikan dengan teman kelompoknya apa yang mereka pahami dan menuliskan apa yang mereka pahami dari	45

	teks yang telah mereka baca, serta menanyakan jika ada hal hal yang belum di mengerti.	
	6. Setelah itu perwakilan dari setiap kelompok memprentasikan apa yang telah mereka pahami dari teks yang di berikan.	
	7. Setelah itu, peneliti dan siswa bersama-sama membaca teks dan menemukan makna dari setiap teks.	
	8. Setelah itu, peneliti memberikan pertanyaan yang harus dijawab oleh siswa, dan setelah menjawab pertanyaan tersebut peneliti dan siswa bersama-sama mengoreksi jawaban yang telah dijawab oleh siswa.	
	9. Peneliti melakukan evaluasi dan umpan balik dari materi yang telah dipelajari dan memotivasi siswa untuk terus semangat dalam belajar bahasa Inggris.	

Pertemuan ke – 5

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Opening	1. Melakukan pembukaan dengan salam pembuka, dan berdoa untuk memulai pembelajaran. 2. Memeriksa kehadiran peserta didik 3. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.	15
Treatment	1. Peneliti menanyakan kembali materi yang di pelajari pada pertemuan sebelumnya 2. Peneliti membagi siswa ke dalam kelompok 3-4 3. Peneliti memberikan siswa gambar untuk di identifikasi dan membuat pertanyaan terkait gambar yang diberikan. 4. Kemudian siswa di berikan teks untuk mencari jawaban dari apa yang mereka pertanyakan	45

	sebelumnya dengan membaca dalam hati	
	5. Setelah membaca, siswa mendiskusikan dengan teman kelompoknya apa yang mereka pahami dan menuliskan apa yang mereka pahami dari teks yang telah mereka baca, serta menanyakan jika ada hal hal yang belum di mengerti.	
	6. Setelah itu perwakilan dari setiap kelompok memprentasikan apa yang telah mereka pahami dari teks yang di berikan.	
	7. Setelah itu, peneliti dan siswa bersama-sama membaca teks dan menemukan makna dari setiap teks.	
	8. Setelah itu, peneliti memberikan pertanyaan yang harus dijawab oleh siswa, dan setelah menjawab pertanyaan tersebut peneliti dan siswa bersama-sama mengoreksi jawaban yang telah dijawab oleh siswa.	
	9. Peneliti melakukan evaluasi dan umpan balik dari materi yang telah dipelajari dan memotivasi siswa untuk terus semangat dalam belajar bahasa Inggris.	
Closing	1) Peneliti dan siswa menyimpulkan materi pembelajaran. 2) Peneliti dan siswa berdoa bersama dan mengucapkan salam sebelum menutup pembelajaran.	5

Pertemuan ke – 6

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Opening	1. Melakukan pembukaan dengan salam pembuka, dan berdoa untuk memulai pembelajaran. 2. Memeriksa kehadiran peserta didik 3. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.	15
Treatment	1. Peneliti menjelaskan tentang deskriptif teks secara garis besar	25

	2. Siswa di berikan Post - Test	
	3. Peneliti menanyakan kesulitan yang dialami peserta didik menjawab soal	
	4. Peneliti dan siswa berdiskusi	
Closing	1. Peneliti dan siswa berdoa bersama dan mengucapkan salam sebelum menutup pembelajaran	5

Material and Assesment

1. Borobudur Temple

Borobudur temple is one of the most beatiful tourist resorts in indonesia. It is situated in central Java. Borobudur temple is one of the seven wonders of the world which needs to be preserverd its circumstances. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

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Domestic tourists usually go there by bus or private cars, whilw foreign tourist like to join travel bureau because they don't need to think of the transporation, accomodation, and itinerary. There are some money chargers around the location. T makes them easier to chance their money. But some of them like to bring credit cards and checks.

1. Where is Borobudur Temple located?

   a. Magelang, 90-km southeast of Semarang

   b. Yogyakarta, 42-km northwest of Magelang

   c. Semarang, 90-km northwest of Yogyakarta

   d. Magelang, 42-km southeast of Yogyakarta

Answer: a. Magelang, 90-km southeast of Semarang

2. What is the estimated age of Mendut Temple?
   a. Older than Borobudur Temple   c. Same age as Borobudur Temple

b. Younger than Borobudur Temple   d. Unknown

Answer: a. Older than Borobudur Temple

3. What is the purpose of Pawon Temple?

a. A place for people to cleanse their bodies and minds   c. A place for royal ceremonies

b. A place to store the ashes of King Indra's body   d. A place for meditation

Answer: b. A place to store the ashes of King Indra's body

4. What is the unique feature of Umbul Temple?

      a. It is a hot water bathing site

      b. It is a Buddhist temple

      c. It is a Hindu temple

      d. It is a Shinto temple

    Answer: a. It is a hot water bathing site

5. What is the purpose of showcasing Borobudur Temple at Travex 2024?

      a. To attract tourists from Laos to Indonesia

      b. To promote the temple's architectural beauty

      c. To showcase the temple's historical significance

      d. To promote the temple's cultural heritage

Answer: a. To attract tourists from Laos to Indonesia

2. The National Monument

      The National Monument (or Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The monument consist of a 117,7 m obelisk on a 45 m square platform at a height of 17 m.

      The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian agricultural tradition.

      The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00 – 15.00 every day throughout the week, except for the last Monday of the month the monument is closed.

1. Where is The National Monument located?

a. In Central Bandung   c. In Central Surabaya

b. In Central Medan   d. In Central Jakarta

3. When The National Monument was officially opened?

a. In 1961   c. In 1974

b. In 1962   d. In 1975

4. Which statement is not true?

a. Lingga resembles a rice pestle

b. Lingga resembles a mortar rice

c. Yoni resembles a mortar rice

d. There is a museum in the monument

5. Which statement is true?

a. The National Monument was built in President Soekarno's era

b. The National Monument was built in President Soeharto's era

c. The National Monument was built in President Habibie's era

d. The National Monument was built in President Gusdur's era

3. Tulus

Tulus is a singer who is unique and liked by many people. He has a fairly fat body and has a distinctive voice. So Tulus is very distinguishable from other Indonesian singers. Apart from being a singer, Tulus is also a songwriter

Tulus is also an architect graduated from the Catholic Parahyangan University in Bandung. Tulus started his career by singing jazz music. Through several events such as community events and campus events, Tulus further honed his talents. Through Sikuai Band, Tulus further developed his musical ability with other band members.

Tulus has the first album made by a famous producer, Ari Renaldi. The Tulus album was released by its own company, Tulus Record. Many of Tulus' songs have been able to become the top pop songs on many Indonesian radios. Even well-known magazines such as "Rolling Stone Indonesia" also named him Rookie Editor of the Year 2013.

1. Where did Tulus graduate from with a degree in architecture?

   a. University of Indonesia

   b. Catholic Parahyangan University in Bandung

   c. Bandung Institute of Technology

   d. Gadjah Mada University

Answer: b. Catholic Parahyangan University in Bandung

2. What was Tulus' first album produced by?

   a. Tulus Record   c. Sikuai Band

   b. Ari Renaldi   d. Catholic Parahyangan University

Answer: b. Ari Renaldi

3. What was the name of the magazine that named Tulus Rookie Editor of the Year 2013?

   a. Rolling Stone Indonesia   c. kompas

   b. Tempo   d. Jawa pos

Answer:a. Rolling Stone Indonesia

4. What was the name of the band Tulus was a part of?

a. Sikuai Band   c. Ari Renaldi Band

b. Tulus Record   d. Catholic Parahyangan University Band

Answer: a. Sikuai Band

5. What was the name of Tulus' record label?

   a. Tulus Record

   b. Sikuai Record

   c. Ari Renaldi Record

   d. Catholic Parahyangan University Record

Answer: a. Tulus Record

4. Bali Island

Bali is very famous island in Indonesia. Many tourists from all over the world visit Bali during the vacation. It is located between Java and Lombok. It has an area of 5620 square km. There are many interesting attractions in Bali, such as the beautiful beaches, the traditional performances, the local foods, the art shops, and so on. The two famous beaches in Bali Island are Kuta beach and Sanur beach.

First, Kuta beach is located in the South of Denpasar City, Badung regency. It is often visited by the tourists because of the beauty of the beach and the scenery. The beach has blue sea, white sand and several big coral stones. The sea waves are good for surfing. The sound of the sea wave is rhythmical and relaxing. Besides that, Kuta beach has a breathtaking bright shine orange sunset, at the edge of the beach.

Second, Sanur beach is located in East of Denpasar Town. This beach is surrounded by many art shops selling traditional crafts, clothes, and accessories. It is often visited by the tourists because of the wonderful beach and panorama. The beach has white sand and warm seawater. There are many shells in the sand. The sea waves are calm and good for swimming. The water is so clear that people can see the sea ecosystem through underwater, such as fish, coral reefs, and others. Besides that, Sanur beach has an awesome panorama with the beautiful sunrise in the morning.

1. Where is Bali Island located?

Answer: It is located between Java and Lombok

2. How wide Bali Island is?

Answer: It is 5620 square km

3. What are the attractions found in Bali Island?

Answer: The attractions found in Bali Island are the beautiful beaches, the traditional performances, the local foods, the art shops, and so on

4. What are the two famous beaches in Bali Island?

Answer: The two famous beaches in Bali Island are Kuta beach and Sanur beach

5. Why is Sanur beach often visited by the tourists?

Answer: It is often visited by the tourists because of the wonderful beach and panorama

I. Penilaian
1. Teknik: Tes Tertulis
2. Aspek Penelitian:
- Penguasaan terhadap teks deskriptif yang diberikan
- Ketepatan jawaban sesuai dengan pertanyaan yang diberikan
- Kedisiplinan
- kerjasama

I. Penilaian
1. Teknik: Tes Tertulis
2. Aspek Penelitian:
- Penguasaan terhadap teks deskriptif yang diberikan
- Ketepatan jawaban sesuai dengan pertanyaan yang diberikan
- Kedisiplinan
- kerjasama

Mengetahui   Makassar, Maret 2024

Guru Mata Pelajaran   Mahasiswa Peneliti

Budayati S.S   Liza Ain Azisiyah

INSTRUMENT OF PRE-TEST

Name   :

No. Absent   :

Class   :

Instruction : Read the text below and choose A, B, C, or D to answer questions 1-4!

Kuta Beach is one of the most popular tourist destinations in Bali. The soft white sand stretches wide, as if inviting visitors to relax. The rolling waves are a paradise for surfers. The towering coconut trees provide natural shade. Along the beach, food stalls and souvenir shops offer a variety of choices. The sound of crashing waves and chirping birds create a calm and soothing atmosphere.

1. What is the main attraction of Kuta Beach?

   a. Exotic black sand   c. Fir trees
   b. Tranquil waves   d. Soft white sand and challenging waves

2. Humans use the beach for what activities?

   a. Planting rice   c. Studying marine science
   b. Relaxing and surfing   d. Fishing

3. The right word to describe the atmosphere at Kuta Beach is...

   a. Crowded and noisy   c. Calm and soothing
   b. Deserted and quiet   d. Dark and creepy

4. Which is NOT a description in the text above?

   a. The colour of the beach sand
   b. The types of plants around the beach
   c. Activities done at the beach
   d. The types of fish that live in the sea

Read the text below and choose A, B, C, or D to answer questions 5-6!

Turkish Anggora cats have a long, soft and lustrous coat. The coat is often pure white or a combination of pastel colours. Its eyes are large and almond-shaped, giving it a mysterious look. The ears are long and pointed, adding to the beauty of its appearance. Turkish Anggora cats are known to be very active and playful.

5. The physical characteristics of Turkish Anggora cats are...

   a. Short and coarse fur   c. Long and lustrous fur
   b. Small and round eyes   d. Short and round ears

6. Turkish Anggora cats have a...

    a. Lazy and quiet   c. Fierce and aggressive

    b. Active and playful   d. Fearful and shy

Read the text below and choose A, B, C, or D to answer questions 7-10!

Mangrove forests are unique ecosystems located along the coastline. Mangrove trees have distinctive roots, namely supporting roots and breath roots. Supporting roots are used to support the tree so that it does not fall when hit by waves, while the breath roots are used to breathe because the soil around mangroves is often waterlogged. The leaves of mangroves are dark green and thick, which serves to reduce water evaporation. Mangrove forests play an important role in protecting the coast from abrasion, providing habitat for various animals, and filtering pollutants.

7. The part of the mangrove tree that functions to breathe is....

    a. Trunk   c. Supporting root

    b. Leaves   d. Breath root

8. The main function of the supporting roots in mangrove trees is...

    a. Absorb water   c. Supports the tree

    b. Produce fruit   d. Store food reserves

9. The colour of mangrove leaves is generally...

    a. Light green   c. Yellow

    b. Dark green   d. Red

10. One of the benefits of mangrove forests is....

    a. Causes flooding   c. Causes landslides

    b. Prevent abrasion   d. Reduces oxygen production

Read the text below and choose A, B, C, or D to answer questions 11-13!

Grapes are fruits that grow in bunches. They are round or oval in shape with a thin, smooth skin. Grapes vary in colour, some are green, purple, red, or even black. The flesh is soft and juicy with a sweet or sour flavour depending on the variety. Grape seeds are small and hard.

11. Which fruit grows in bunches?

    a. Bananas   c. Mango

    b. Grapes   d. Apple

12. The colour of the skin of grapes can vary, except...

    a. Green   c. Purple

    b. Yellow   d. Black

13. The flavour of grapes is generally...

    a. Bitter   c. Salty

    b. Sweet or sour   d. Unsalted

Read the text below and choose A, B, C, or D to answer questions 14-16!

The National Monument (or Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The monument consist of a 117,7 m obelisk on a 45 m square platform at a height of 17 m. The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian agricultural tradition.

The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00 – 15.00 every day throughout the week, except for the last Monday of the month the monument is closed.

14. Where is The National Monument located?

    a. In Central Bandung   c. In Central Surabaya

    b. In Central Medan   d. In Central Jakarta

15. When The National Monument was officially opened?

    a. In 1961   c. e. In 1975

    b. In 1962   d. c. In 1963

16. Which statement is true?

    a. The National Monument was built in President Soekarno's era
    b. The National Monument was built in President Soeharto's era
    c. The National Monument was built in President Habi bie's era
    d. The National Monument was built in President Gusdur's era

Read the text below and choose A, B, C, or D to answer questions 17-20!

Elephants are fascinating and powerful animals. Known for their long trunks and large tusks, elephants are herbivores that live in a variety of habitats, from tropical rainforests to the grasslands of Africa. In addition to their large body size, elephants also have incredible memories and complex social systems. Elephants

are often portrayed as symbols of wisdom and strength in the cultures of many societies around the world.

17. What body parts are elephants famous for?
    a. Tail   c. Trunk and tusk
    b. Legs   d. Ears
18 . Where can elephants live?
    a. Only in the north pole   c. Wide range of habitats
    b. Only in tropical rainforests   d. Only in the desert
19. Elephants are often considered a symbol of...
    a. Weakness   c. Strength and wisdom
    b. Stupidity   d. Speed
20. Elephants are a type of animal that eats...
    a. Meat   c. Insects
    b. Plants   d. Fish

INSTRUMENT OF POST-TEST

Name   :

No. Absent   :

Class   :

Read the text below and choose A, B, C, or D to answer questions 1-3!

A city park is a green open space located in the middle of the hustle and bustle of the city. This place is an oasis for city residents who want to take a moment to unwind. In city parks, we can find various types of plants, ranging from shady trees to colorful flowers. In addition, there are also various public facilities such as park benches, jogging trails, and children's play areas. City parks not only serve as a place for recreation, but also have an important role in maintaining environmental balance.

1. City parks function as...
    a. Animal shelters   c. Green open space.
    b. A place for garbage disposal   d. A parking lot for vehicles
2. What can we find in the city park?
    a. Tall buildingsb.   c. Various types of plantsand.
    b. Factoriesc.   d. Roads
3. Apart from being a place for recreation, city parks also function to..
    a. Increase air pollution
    b. Trigger traffic congestion
    c. Maintain the balance of the environmentand.
    d. Disturbing the tranquility of citizens

Read the text below and choose A, B, C, or D to answer questions 4-6!

The lion is one of the largest and most powerful carnivorous animals in the world. Known for their majestic features, lions have yellowish-brown fur and manes around the neck and head of males. Lions live in the grasslands of Sub-Saharan Africa and parts of Asia. They are skilled hunters and form strong social groups, known as packs. In the cultures of many African tribes, lions are often regarded as symbols of strength, courage and pride.

4. What animal has been called one of the largest and most powerful in the world?
    a. Tiger   c. Bear
    b. Lion   d. Wolf
5. The color of a lion's fur is generally...
    a. Black   c. Brownish yellow
    b. White   d. Red

6. Which body part of the male lion has dense fur?
   a. Tail   c. Chest
   b. Legs   d. Neck and head

Read the text below and choose A, B, C, or D to answer questions 7-11!

Korea, with its unique cultural richness and advanced technology, has become a popular destination for international travelers. The country is famous for its rich cultural heritage, including traditional dance, music, fine arts, and architecture. In addition, Korea is also known for its delicious and diverse traditional foods, such as kimchi, bulgogi, and bibimbap. In addition, Korea's technological advancements are also an attraction for travelers, with its advanced electronic products, thriving entertainment industry, and its contribution to the fashion world. With its unique combination of tradition and modernity, Korea offers an unforgettable travel experience for anyone who visits.

7. What makes Korea a popular destination for international travelers?
   a. Beautiful nature   c. Low price
   b. Unique culture and technology   d. Tropical weather

8. What are some of Korea's famous cultural heritages?
   a. Dance, music, fine arts, and traditional architecture
   b. Movies, dramas, and pop music
   c. Fashion and beauty
   d. Fast food

9. The famous traditional Korean food is....
   a. Sushi and ramen   c. Pizza and pasta
   b. Kimchi, bulgogi, and bibimbap   d. Hamburger and fries

10. What is the attraction of Korea in terms of technology?
   a. Advanced electronic products, growing entertainment industry, and contribution to the fashion world
   b. Poor public transportation system
   c. Weak infrastructure
   d. Low level of education

11. What does Korea offer for tourists?
   a. A boring travel experience   c. A slow and relaxed life
   b. A unique blend of tradition and modernity   d. Lack of tourist attractions

Read the text below and choose A, B, C, or D to answer questions 12-14!

Losari Beach is one of the most popular tourist destinations in Makassar City, South Sulawesi. Located right in the center of the city, this beach offers a stunning view with its long coastline, soft white sand, and clear sea water. Along the beach, there are many food stalls and Makassar food vendors that offer a variety of delicious dishes, such as pisang epe, sop konro, and coto Makassar. In addition,

Losari Beach is also a popular place to enjoy the spectacular sunset, where many visitors gather here to enjoy the beautiful scenery while enjoying food and drinks.

12. Where is Losari Beach located?
    a. Bali   c. Makassar
    b. Jakarta   d. Lombok

13. What is the name of one of Makassar's specialties that can be found at Losari Beach?
    a. Chicken satay   c. Soto Betawi
    b. Pisang epe   d. Rendang

14. What can visitors enjoy around Losari Beach?
    a. Only the beach view   c. Water activities like snorkeling
    b. Lively nightlife   d. Various kinds of local culinary

Read the text below and choose A, B, C, or D to answer questions 15-17!

A city park is a vase in the midst of the hustle and bustle of the city. Shady trees tower high, shading the teak park benches. Colorful flowers bloom, their fragrance filling the air. A clear fish pond is home to a variety of ornamental fish, complementing the beauty of the garden.

15. What is meant by "oasis" in the text?
    a. A desert   c. A crowded city
    b. A place that is cool and shady d. A wilderness

16. What materials were used to make the park benches?
    a. Iron   c. Teak wood
    b. Plastic   d. Stone

17. What makes the air in the park fragrant?
    a. Shady trees   c. A clear fish pond
    b. Blooming flowers   d. Park benches

Read the text below and choose A, B, C, or D to answer questions 18-20!

The Eiffel Tower is an icon of Paris, France. The iron tower towers over the Champ de Mars and is one of the most famous buildings in the world. Built in 1889, the tower was initially criticized for being an eyesore in Paris. However, over time, the Eiffel Tower has become a symbol of engineering sophistication and an attraction for tourists from all over the world.

18. Where is the Eiffel Tower located?
    a. London, England   c. Rome, Italy
    b. New York, United States   d. Paris, France

19. Why did many people initially criticize the construction of the Eiffel Tower?
    a. Because it was too short
    b. Because it was considered to spoil the beauty of the city

c. Because it is too expensive

d. Because it was built in the wrong place

20. What makes the Eiffel Tower so famous?

a. Because of its unique shape

b. Because of its long history

c. Because it symbolizes technical sophistication

d. All answers are correct

Appendix. 2
Research Results

Students Score In Pre – Test

No	Nama Siswa	Correct Answer	Pre-Test
1.	AS	4	20
2.	AM	6	30
3.	AM	7	35
4.	AAA	14	70
5.	AAA	6	30
6.	E	11	55
7.	H	14	70
8.	IA	10	50
9.	IA	11	55
10.	MNA	10	50
11.	MRA	9	45
12.	NHA	12	60
13.	RA	7	35
14.	SWS	12	60
15.	S	8	40
16.	SS	15	75
17.	TAN	10	50
	Total		830
	Mean		48.82

Students Score In Post – Test

No	Nama Siswa	Correct Answer	Post-Test
1.	AS	15	75
2.	AM	13	65
3.	AM	16	80
4.	AAA	19	95
5.	AAA	16	80
6.	E	18	90
7.	H	19	95
8.	IA	17	85
9.	IA	18	90
10.	MNA	18	90
11.	MRA	17	85
12.	NHA	20	100
13.	RA	14	70
14.	SWS	19	95
15.	S	16	80
16.	SS	19	95
17.	TAN	18	90
	Total		1460
	Mean		85.88

**Appendix. 3
Students Work**

INSTRUMENT OF PRE-TEST

Name : Alif Saputi

No. Absent :

Class : Sepulu

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

Instruction : Read the text below and choose A, B, C, or D to answer questions 1-4!

Kuta Beach is one of the most popular tourist destinations in Bali. The soft white sand stretches wide, as if inviting visitors to relax. The rolling waves are a paradise for surfers. The towering coconut trees provide natural shade. Along the beach, food stalls and souvenir shops offer a variety of choices. The sound of crashing waves and chirping birds create a calm and soothing atmosphere.

1. What is the main attraction of Kuta Beach?

 a. Exotic black sand   c. Fir trees
 b. Tranquil waves   d. Soft white sand and challenging waves

2. Humans use the beach for what activities?

 a. Planting rice   c. Studying marine science
 b. Relaxing and surfing   d. Fishing

3. The right word to describe the atmosphere at Kuta Beach is...

 a. Crowded and noisy   c. Calm and soothing
 b. Deserted and quiet   d. Dark and creepy

4. Which is NOT a description in the text above?

 a. The colour of the beach sand
 b. The types of plants around the beach
 c. Activities done at the beach
 d. The types of fish that live in the sea

Read the text below and choose A, B, C, or D to answer questions 5-6!

Turkish Anggora cats have a long, soft and lustrous coat. The coat is often pure white or a combination of pastel colours. Its eyes are large and almond-shaped, giving it a mysterious look. The ears are long and pointed, adding to the beauty of its appearance. Turkish Anggora cats are known to be very active and playful.

5. The physical characteristics of Turkish Anggora cats are...

 a. Short and coarse fur   c. Long and lustrous fur
 b. Small and round eyes   d. Short and round ears

6. Turkish Anggora cats have a...

 a. Lazy and quiet   c. Fierce and aggressive
 b. Active and playful   d. Fearful and shy

Read the text below and choose A, B, C, or D to answer questions 7-10!

Mangrove forests are unique ecosystems located along the coastline. Mangrove trees have distinctive roots, namely supporting roots and breath roots. Supporting roots are used to support the tree so that it does not fall when hit by waves, while the breath roots are used to breathe because the soil around mangroves is often waterlogged. The leaves of mangroves are dark green and thick, which serves to reduce water evaporation. Mangrove forests play an important role in protecting the coast from abrasion, providing habitat for various animals, and filtering pollutants.

7. The part of the mangrove tree that functions to breathe is...

 a. Trunk   c. Supporting root
 b. Leaves   d. Breath root

8. The main function of the supporting roots in mangrove trees is...

 a. Absorb water   c. Supports the tree
 b. Produce fruit   d. Store food reserves

9. The colour of mangrove leaves is generally...

 a. Light green   c. Yellow
 b. Dark green   d. Red

10. One of the benefits of mangrove forests is...

 a. Causes flooding   c. Causes landslides
 b. Prevent abrasion   d. Reduces oxygen production

Read the text below and choose A, B, C, or D to answer questions 11-13!

Grapes are fruits that grow in bunches. They are round or oval in shape with a thin, smooth skin. Grapes vary in colour, some are green, purple, red, or even black. The flesh is soft and juicy with a sweet or sour flavour depending on the variety. Grape seeds are small and hard.

11. Which fruit grows in bunches?

 a. Bananas   c. Mango
 b. Grapes   d. Apple

12. The colour of the skin of grapes can vary, except...

 a. Green   c. Purple
 b. Yellow   d. Black

13. The flavour of grapes is generally...

 a. Bitter   c. Salty
 b. Sweet or sour   d. Unsalted

Read the text below and choose A, B, C, or D to answer questions 14-16!

The National Monument (or Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The monument consist of a 117,7 m obelisk on a 45 m square platform at a height of 17 m. The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian agricultural tradition.

The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00 – 15.00 every day throughout the week, except for the last Monday of the month the monument is closed.

14. Where is The National Monument located?

 a. In Central Bandung   c. In Central Surabaya
 b. In Central Medan   d. In Central Jakarta

15. When The National Monument was officially opened?

 a. In 1961   c. In 1975
 b. In 1962   d. In 1963

16. Which statement is true?

 a. The National Monument was built in President Soekarno's era
 b. The National Monument was built in President Soeharto's era
 c. The National Monument was built in President Habi bie's era
 d. The National Monument was built in President Gusdur's era

Read the text below and choose A, B, C, or D to answer questions 17-20!

Elephants are fascinating and powerful animals. Known for their long trunks and large tusks, elephants are herbivores that live in a variety of habitats, from tropical rainforests to the grasslands of Africa. In addition to their large body size, elephants also have incredible memories and complex social systems. Elephants are often portrayed as symbols of wisdom and strength in the cultures of many societies around the world.

17. What body parts are elephants famous for?

 a. Tail   c. Trunk and tusk
 b. Legs   d. Ears

18. Where can elephants live?

 a. Only in the north pole   c. Wide range of habitats
 b. Only in tropical rainforests   d. Only in the desert

19. Elephants are often considered a symbol of...

 a. Weakness   c. Strength and wisdom
 b. Stupidity   d. Speed

20. Elephants are a type of animal that eats...

 a. Meat   c. Insects
 b. Plants   d. Fish

INSTRUMENT OF PRE-TEST

Name : Syabila Syawwiyah

No. Absent :

Class : X (sepuluh)

$\frac{15}{20} \times 100 = 75$

Instruction : Read the text below and choose A, B, C, or D to answer questions 1-4!

Kuta Beach is one of the most popular tourist destinations in Bali. The soft white sand stretches wide, as if inviting visitors to relax. The rolling waves are a paradise for surfers. The towering coconut trees provide natural shade. Along the beach, food stalls and souvenir shops offer a variety of choices. The sound of crashing waves and chirping birds create a calm and soothing atmosphere.

1. What is the main attraction of Kuta Beach?
   a. Exotic black sand
   b. Tranquil waves
   c. Fir trees
   X. Soft white sand and challenging waves

2. Humans use the beach for what activities?
   a. Planting rice
   X. Relaxing and surfing
   c. Studying marine science
   d. Fishing

3. The right word to describe the atmosphere at Kuta Beach is...
   a. Crowded and noisy
   b. Deserted and quiet
   c. Calm and soothing
   X. Dark and creepy

4. Which is NOT a description in the text above?
   a. The colour of the beach sand
   b. The types of plants around the beach
   c. Activities done at the beach
   X. The types of fish that live in the sea

Read the text below and choose A, B, C, or D to answer questions 5-6!

Turkish Anggora cats have a long, soft and lustrous coat. The coat is often pure white or a combination of pastel colours. Its eyes are large and almond-shaped, giving it a mysterious look. The ears are long and pointed, adding to the beauty of its appearance. Turkish Anggora cats are known to be very active and playful.

5. The physical characteristics of Turkish Anggora cats are...
   a. Short and coarse fur
   b. Small and round eyes
   X. Long and lustrous fur
   d. Short and round ears

6. Turkish Anggora cats have a...
   a. Lazy and quiet
   X. Active and playful
   c. Fierce and aggressive
   d. Fearful and shy

Read the text below and choose A, B, C, or D to answer questions 7-10!

Mangrove forests are unique ecosystems located along the coastline. Mangrove trees have distinctive roots, namely supporting roots and breath roots. Supporting roots are used to support the tree so that it does not fall when hit by waves, while the breath roots are used to breathe because the soil around mangroves is often waterlogged. The leaves of mangroves are dark green and thick, which serves to reduce water evaporation. Mangrove forests play an important role in protecting the coast from abrasion, providing habitat for various animals, and filtering pollutants.

7. The part of the mangrove tree that functions to breathe is....
   a. Trunk
   X. Leaves
   c. Supporting root
   d. Breath root

8. The main function of the supporting roots in mangrove trees is...
   a. Absorb water
   b. Produce fruit
   X. Supports the tree
   d. Store food reserves

9. The colour of mangrove leaves is generally...
   a. Light green
   X. Dark green
   c. Yellow
   d. Red

10. One of the benefits of mangrove forests is....
    a. Causes flooding
    X. Prevent abrasion
    c. Causes landslides
    d. Reduces oxygen production

Read the text below and choose A, B, C, or D to answer questions 11-13!

Grapes are fruits that grow in bunches. They are round or oval in shape with a thin, smooth skin. Grapes vary in colour, some are green, purple, red, or even black. The flesh is soft and juicy with a sweet or sour flavour depending on the variety. Grape seeds are small and hard.

11. Which fruit grows in bunches?
    a. Bananas
    X. Grapes
    c. Mango
    d. Apple

12. The colour of the skin of grapes can vary, except...
    a. Green
    b. Yellow
    c. Purple
    X. Black

13. The flavour of grapes is generally...
    a. Bitter
    X. Sweet or sour
    c. Salty
    d. Unsalted

Read the text below and choose A, B, C, or D to answer questions 14-16!

The National Monument (or Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The monument consist of a 117,7 m obelisk on a 45 m square platform at a height of 17 m. The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian agricultural tradition.

The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00 – 15.00 every day throughout the week, except for the last Monday of the month the monument is closed.

14. Where is The National Monument located?
    a. In Central Bandung
    b. In Central Medan
    c. In Central Surabaya
    X. In Central Jakarta

15. When The National Monument was officially opened?
    a. In 1961
    b. In 1962
    X. c. In 1975
    d. c. In 1963

16. Which statement is true?
    X. The National Monument was built in President Soekarno's era
    b. The National Monument was built in President Soeharto's era
    c. The National Monument was built in President Habi bie's era
    d. The National Monument was built in President Gusdur's era

Read the text below and choose A, B, C, or D to answer questions 17-20!

Elephants are fascinating and powerful animals. Known for their long trunks and large tusks, elephants are herbivores that live in a variety of habitats, from tropical rainforests to the grasslands of Africa. In addition to their large body size, elephants also have incredible memories and complex social systems. Elephants are often portrayed as symbols of wisdom and strength in the cultures of **many** societies around the world.

17. What body parts are elephants famous for?
    a. Tail
    b. Legs
    c. Trunk and tusk
    X. Ears

18. Where can elephants live?
    a. Only in the north pole
    b. Only in tropical rainforests
    X. Wide range of habitats
    d. Only in the desert

19. Elephants are often considered a symbol of...
    a. Weakness
    X. Stupidity
    c. Strength and wisdom
    d. Speed

20. Elephants are a type of animal that eats...
    a. Meat
    X. Plants
    c. Insects
    d. Fish

INSTRUMENT OF POST-TEST

Name : Nur Hikmah Al-Fadilah

No. Absent : 12

Class : ×

20/20 ×100 = 100

Read the text below and choose A, B, C, or D to answer questions 1-3!

A city park is a green open space located in the middle of the hustle and bustle of the city. This place is an oasis for city residents who want to take a moment to unwind. In city parks, we can find various types of plants, ranging from shady trees to colorful flowers. In addition, there are also various public facilities such as park benches, jogging trails, and children's play areas. City parks not only serve as a place for recreation, but also have an important role in maintaining environmental balance.

1. City parks function as...
   a. Animal shelters
   b. A place for garbage disposal
   c. Green open space.
   d. A parking lot for vehicles
2. What can we find in the city park?
   a. Tall buildings.
   b. Factories .
   c. Various types of plantsan
   d. Roads
3. Apart from being a place for recreation, city parks also function to..
   a. Increase air pollution
   b. Trigger traffic congestion
   c. Maintain the balance of the environmental.
   d. Disturbing the tranquility of citizens

Read the text below and choose A, B, C, or D to answer questions 4-6!

The lion is one of the largest and most powerful carnivorous animals in the world. Known for their majestic features, lions have yellowish-brown fur and manes around the neck and head of males. Lions live in the grasslands of Sub-Saharan Africa and parts of Asia. They are skilled hunters and form strong social groups, known as packs. In the cultures of many African tribes, lions are often regarded as symbols of strength, courage and pride.

4. What animal has been called one of the largest and most powerful in the world?
   a. Tiger
   b. Lion
   c. Bear
   d. Wolf
5. The color of a lion's fur is generally...
   a. Black
   b. White
   c. Brownish yellow
   d. Red
6. Which body part of the male lion has dense fur?
   a. Tail
   b. Legs
   c. Chest
   d. Neck and head

Read the text below and choose A, B, C, or D to answer questions 7-11!

Korea, with its unique cultural richness and advanced technology, has become a popular destination for international travelers. The country is famous for its rich cultural heritage, including traditional dance, music, fine arts, and architecture. In addition, Korea is also known for its delicious and diverse traditional foods, such as kimchi, bulgogi, and bibimbap. In addition, Korea's technological advancements are also an attraction for travelers, with its advanced electronic products, thriving entertainment industry, and its contribution to the fashion world. With its unique combination of tradition and modernity, Korea offers an unforgettable travel experience for anyone who visits.

7. What makes Korea a popular destination for international travelers?
   a. Beautiful nature
   b. Unique culture and technology
   c. Low price
   d. Tropical weather
8. What are some of Korea's famous cultural heritages?
   a. Dance, music, fine arts, and traditional architecture
   b. Movies, dramas, and pop music
   c. Fashion and beauty
   d. Fast food
9. The famous traditional Korean food is....
   a. Sushi and ramen
   b. Kimchi, bulgogi, and bibimbap
   c. Pizza and pasta
   d. Hamburger and fries
10. What is the attraction of Korea in terms of technology?
   a. Advanced electronic products, growing entertainment industry, and contribution to the fashion world
   b. Poor public transportation system
   c. Weak infrastructure
   d. Low level of education
11. What does Korea offer for tourists?
   a. A boring travel experience
   b. A unique blend of tradition and modernity
   c. A slow and relaxed life
   d. Lack of tourist attractions

Read the text below and choose A, B, C, or D to answer questions 12-14!

Losari Beach is one of the most popular tourist destinations in Makassar City, South Sulawesi. Located right in the center of the city, this beach offers a stunning view with its long coastline, soft white sand, and clear sea water. Along the beach, there are many food stalls and Makassar food vendors that offer a variety of delicious dishes, such as pisang epe, sop konro, and coto Makassar. In addition, Losari Beach is also a popular place to enjoy the spectacular sunset, where many visitors gather here to enjoy the beautiful scenery while enjoying food and drinks.

12. Where is Losari Beach located?
   a. Bali
   b. Jakarta
   c. Makassar
   d. Lombok
13. What is the name of one of Makassar's specialties that can be found at Losari Beach?
   a. Chicken satay
   c. Soto Betawi
   b. Pisang epe
   d. Rendang
14. What can visitors enjoy around Losari Beach?
   a. Only the beach view
   b. Lively nightlife
   c. Water activities like snorkeling
   d. Various kinds of local culinary

Read the text below and choose A, B, C, or D to answer questions 15-17!

A city park is a vase in the midst of the hustle and bustle of the city. Shady trees tower high, shading the teak park benches. Colorful flowers bloom, their fragrance filling the air. A clear fish pond is home to a variety of ornamental fish, complementing the beauty of the garden.

15. What is meant by "oasis" in the text?
   a. A desert
   b. A place that is cool and shady
   c. A crowded city
   d. A wilderness
16. What materials were used to make the park benches?
   a. Iron
   b. Plastic
   c. Teak wood
   d. Stone
17. What makes the air in the park fragrant?
   a. Shady trees
   b. Blooming flowers
   c. A clear fish pond
   d. Park benches

Read the text below and choose A, B, C, or D to answer questions 18-20!

The Eiffel Tower is an icon of Paris, France. The iron tower towers over the Champ de Mars and is one of the most famous buildings in the world. Built in 1889, the tower was initially criticized for being an eyesore in Paris. However, over time, the Eiffel Tower has become a symbol of engineering sophistication and an attraction for tourists from all over the world.

18. Where is the Eiffel Tower located?
   a. London, England
   b. New York, United States
   c. Rome, Italy
   d. Paris, France
19. Why did many people initially criticize the construction of the Eiffel Tower?
   a. Because it was too short
   b. Because it was considered to spoil the beauty of the city
   c. Because it is too expensive
   d. Because it was built in the wrong place
20. What makes the Eiffel Tower so famous?
   a. Because of its unique shape
   b. Because of its long history
   c. Because it symbolizes technical sophistication
   d. All answers are correct

INSTRUMENT OF POST-TEST

Name : AISA MUTIARA

No. Absent :

Class : X (Sepuluh)

13/20 ×100 = 65

Read the text below and choose A, B, C, or D to answer questions 1-3!

A city park is a green open space located in the middle of the hustle and bustle of the city. This place is an oasis for city residents who want to take a moment to unwind. In city parks, we can find various types of plants, ranging from shady trees to colorful flowers. In addition, there are also various public facilities such as park benches, jogging trails, and children's play areas. City parks not only serve as a place for recreation, but also have an important role in maintaining environmental balance.

1. City parks function as...
   a. Animal shelters
   b. A place for garbage disposal
   c. Green open space.
   d. A parking lot for vehicles
2. What can we find in the city park?
   a. Tall buildings
   b. Factories
   c. Various types of plants
   d. Roads
3. Apart from being a place for recreation, city parks also function to..
   a. Increase air pollution
   b. Trigger traffic congestion
   c. Maintain the balance of the environmental.
   d. Disturbing the tranquility of citizens

Read the text below and choose A, B, C, or D to answer questions 4-6!

The lion is one of the largest and most powerful carnivorous animals in the world. Known for their majestic features, lions have yellowish-brown fur and manes around the neck and head of males. Lions live in the grasslands of Sub-Saharan Africa and parts of Asia. They are skilled hunters and form strong social groups, known as packs. In the cultures of many African tribes, lions are often regarded as symbols of strength, courage and pride.

4. What animal has been called one of the largest and most powerful in the world?
   a. Tiger
   b. Lion
   c. Bear
   d. Wolf
5. The color of a lion's fur is generally...
   a. Black
   b. White
   c. Brownish yellow
   d. Red
6. Which body part of the male lion has dense fur?
   a. Tail
   b. Legs
   c. Chest
   d. Neck and head

Read the text below and choose A, B, C, or D to answer questions 7-11!

Korea, with its unique cultural richness and advanced technology, has become a popular destination for international travelers. The country is famous for its rich cultural heritage, including traditional dance, music, fine arts, and architecture. In addition, Korea is also known for its delicious and diverse traditional foods, such as kimchi, bulgogi, and bibimbap. In addition, Korea's technological advancements are also an attraction for travelers, with its advanced electronic products, thriving entertainment industry, and its contribution to the fashion world. With its unique combination of tradition and modernity, Korea offers an unforgettable travel experience for anyone who visits.

7. What makes Korea a popular destination for international travelers?
   a. Beautiful nature
   b. Unique culture and technology
   c. Low price
   d. Tropical weather
8. What are some of Korea's famous cultural heritages?
   a. Dance, music, fine arts, and traditional architecture
   b. Movies, dramas, and pop music
   c. Fashion and beauty
   d. Fast food
9. The famous traditional Korean food is....
   a. Sushi and ramen
   b. Kimchi, bulgogi, and bibimbap
   c. Pizza and pasta
   d. Hamburger and fries
10. What is the attraction of Korea in terms of technology?
    a. Advanced electronic products, growing entertainment industry, and contribution to the fashion world
    b. Poor public transportation system
    c. Weak infrastructure
    d. Low level of education
11. What does Korea offer for tourists?
    a. A boring travel experience
    b. A unique blend of tradition and modernity
    c. A slow and relaxed life
    d. Lack of tourist attractions

Read the text below and choose A, B, C, or D to answer questions 12-14!

Losari Beach is one of the most popular tourist destinations in Makassar City, South Sulawesi. Located right in the center of the city, this beach offers a stunning view with its long coastline, soft white sand, and clear sea water. Along the beach, there are many food stalls and Makassar food vendors that offer a variety of delicious dishes, such as pisang epe, sop konro, and coto Makassar. In addition, Losari Beach is also a popular place to enjoy the spectacular sunset, where many visitors gather here to enjoy the beautiful scenery while enjoying food and drinks.

12. Where is Losari Beach located?
    a. Bali
    b. Jakarta
    c. Makassar
    d. Lombok
13. What is the name of one of Makassar's specialties that can be found at Losari Beach?
    a. Chicken satay
    c. Soto Betawi
    b. Pisang epe
    d. Rendang
14. What can visitors enjoy around Losari Beach?
    a. Only the beach view
    b. Lively nightlife
    c. Water activities like snorkeling
    d. Various kinds of local culinary

Read the text below and choose A, B, C, or D to answer questions 15-17!

A city park is a vase in the midst of the hustle and bustle of the city. Shady trees tower high, shading the teak park benches. Colorful flowers bloom, their fragrance filling the air. A clear fish pond is home to a variety of ornamental fish, complementing the beauty of the garden.

15. What is meant by "oasis" in the text?
    a. A desert
    b. A place that is cool and shady
    c. A crowded city
    d. A wilderness
16. What materials were used to make the park benches?
    a. Iron
    b. Plastic
    c. Teak wood
    d. Stone
17. What makes the air in the park fragrant?
    a. Shady trees
    b. Blooming flowers
    c. A clear fish pond
    d. Park benches

Read the text below and choose A, B, C, or D to answer questions 18-20!

The Eiffel Tower is an icon of Paris, France. The iron tower towers over the Champ de Mars and is one of the most famous buildings in the world. Built in 1889, the tower was initially criticized for being an eyesore in Paris. However, over time, the Eiffel Tower has become a symbol of engineering sophistication and an attraction for tourists from all over the world.

18. Where is the Eiffel Tower located?
    a. London, England
    b. New York, United States
    c. Rome, Italy
    d. Paris, France
19. Why did many people initially criticize the construction of the Eiffel Tower?
    a. Because it was too short
    b. Because it was considered to spoil the beauty of the city
    c. Because it is too expensive
    d. Because it was built in the wrong place
20. What makes the Eiffel Tower so famous?
    a. Because of its unique shape
    b. Because of its long history
    c. Because it symbolizes technical sophistication
    d. All answers are correct

**Appendix. 4
Statistical Analysis
Table**

A. Descriptive Statistical Analysis

Table 4.3 Descriptive Statistical Analysis result

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	17	20	75	48.82	15.665
Post-Test	17	65	100	85.88	9.720
Valid N (listwise)	17				

B. Inferential Statistical Analysis

1. Normality Test

Table 4.4 Normality Test Data class X

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre - Test	.118	17	.200[*]	.971	17	.830
Post - Test	.193	17	.091	.934	17	.250
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

2. Hypothesis Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre - Test	48.82	17	15.665	3.799
	Post - Test	85.88	17	9.720	2.358

Table 4.5 Hypothesis Test Using the Paired Sample t -Test

			Paired Differences							Sig. (2-tailed)
						95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean		Lower	Upper	t	df	
Pair 1	Pre - Test - Post - Test	-37.059	8.112	1.968		-41.230	-32.888	-18.835	16	.000

Paired Samples Test

**Appendix. 5
Documentation**

PRE - TEST

TREATMENT

POST-TEST

**Appendix.6
Correspondence**

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Nim   : 105351104620

Program Studi : Pendidikan Bahasa Inggris

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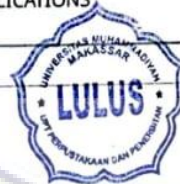|		
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Lamp : 1 (satu) Rangkap Proposal   01 Dzulhijjah 1445
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Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
di –
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Nama   : **LIZA AIN AZISIYAH**
No. Stambuk : **10535 1104620**
Fakultas   : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan   : **Pendidikan Bahasa Inggris**
Pekerjaan   : **Mahasiswa**

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"USING EXTENDINGCONCEPT THROUGH LEARNING ACTIVITY (ECOLA) TECHNIQUE TO IMPROVE STUDENTS READING COMPREHENSION"

Yang akan dilaksanakan dari tanggal 12 Juni 2024 s/d 12 Agustus 2024.

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

Ketua LP3M,

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NBM 1127761

06-24

Research Control

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Nama Mahasiswa : Liza Ain Azisiyah

NIM : 105351104620

Judul Penelitian : Using Extending Concept Through Learning Activity (ECOLA) Technique to Improve Students Reading Comprehension

Tanggal Ujian Proposal : 17 Mei 2024

Tempat/Lokasi Penelitian : MA AL-HIDAYAH LEMOA

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NBM 977 807

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Nama	: LIZA AIN AZISIYAH
Tempat/ Tanggal Lahir	: Gowa 29 Desember 2002
No Pokok	: 105351104620
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: Strata Satu (S I)

Benar telah melaksanakan kegiatan penelitian MA AL-HIDAYAH LEMOA di dalam rangka penyelesaian Skripsi dari tanggal 12 Juni 2024 sampai tanggal 12 Agustus 2024 dengan judul : *"Using Extending Concept Through Learning Activity (ECOLA) Technique to Improve Students Reading Comprehension"*

Demikian surat keterangan ini dibuat dengan sesungguhnya untuk dipergunakan sebagaimana mestinya.

Lemoa 20 Juli 2024
Kepala Madrasah

Budayati,SS

Curriculum Vitae

Liza Ain Azisiyah is the youngest child of Mr Abdul Jalil and Mrs. Jamilah. She was born on 29 December 2002 in Gowa, South Sulawesi. She has two sisters and 1 brother (Lely Tsalmiati, Rabiatul Adawiyah, and Azdar Izzawan). She started her education at SD Inpres Julumate'ne in 2008 - 2014, In 2014 she continued her junior high school education at SMP Negeri Julumate'ne, Continued his Junior High School education at MTs Al-Hidayah Lemoa then graduated in 2017, in the same year, she continued her Senior High School at MA Al-Hidayah Lemoa until 2020. Finally she continued her studies as an ordinary student specialising in English Education at the Faculty of Teacher Training and and Education Sciences at the University of Muhammadiyah Makassar in 2020. At the end of her studies, she was able to complete her thesis with the title Using Extending Concept Through Learning Activity (ECOLA) Technique To Improve Students Reading Comprehension.