THE EFFECT OF EDMODO APPLICATION ON STUDENTS' READING COMPREHENSION
(An Experimental Research of the Ninth Grade Students of UPT SPF SMPN 34 BULUKUMBA)

A Thesis

Submitted to the faculty of training and education Muhammadiyah University of Makasssar in partial fulfiment of the recruitment for the degree of education English department

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MOTTO AND DEDICATION

"Dream, Believe and Make it Happen"

I dedicate this a simple opus as a proof of my love for my parents and my husband. They never stop to keep pray and work hard for me and my siblings. And also, my the only one daughter who will be my best support system. I wish I could make everyone proud of me. For every supports, help and kindness from my beloved friends.

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<div align="right">

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ABSTRACT

Arika Mayasari, 2021. *The Effect of Edmodo Application on Students' Reading Comprehension at UPT SPF SMPN 34 Bulukumba (An Experimental Research)* under the thesis of English Education Department the Faculty of Teachers Training and Education Muhammadiyah University of Makassar, guided by Nur Qalbi And Saiful.

This study was aimed to looking for the effect of students' reading comprehension through Edmodo application. In learning reading, Students face problem that is caused by many aspects and factors where it is very crucial for students in English subject. It proven by the students prefer to translate the difficult words in Google translate or ask their friend than try to guess the meaning from the context. The second problem is teaching technique used by the teacher. How the teacher handle and the way deliver the material in the class becomes a problem affecting the students' reading comprehension.

This research used pre-experimental research. It consisted of 3 steps; they were pre-test, treatment, and post-test. There were 20 students of SMPN 34 Bulukumba involved in this research. In analyzing the data, the researcher applied some steps like, scoring the students' correct answer of pre-test and post-test by using a formula, Classifying the score of the students into following criteria, Statistics (SPSS).

The findings of the study indicated that, the using of Edmodo application gave improvement for students' reading comprehension. This was proven by the average score before treatment (Pre-Test) was 47.50 and the average score after treatment (Post-Test) has given was 82.00, the percentage of improvement was 34.50%. This means that, there is improvement on students' reading comprehension especially in determined main idea and supporting detail on procedure text.

Keywords: Reading Comprehension, the Effect, Edmodo Application.

ABSTRAK

Arika Mayasari, 2021. *The Effect of Edmodo Application on Students' Reading Comprehension at UPT SPF SMPN 34 Bulukumba (An Experimental Research).* Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar (Dibimbing oleh Nur Qalbi dan Saiful).

Penelitian ini bertujuan untuk menemukan pengaruh pemahaman membaca siswa melalui aplikasi Edmodo. Dalam membaca, siswa menghadapi masalah yang disebabkan oleh banyak aspek dan faktor yang sangat krusial bagi siswa dalam mata pelajaran Bahasa Inggris. Hal ini dibuktikan denngan siswa lebih memilih menerjemahkan kata-kata sulit di Google Translate atau bertanya kepada temannya daripada mencoba menebak makna dari konteksnya. Masalah kedua adalah teknik mengajar yang digunakan oleh guru. Bagaimana guru menangani dan cara menyampaikan materi dikelas menjadi masalah yang memengaruhi pemahaman membaca siswa.

Penelitian ini menggunakan penelitian pra-eksperimental. Penelitian ini terdiri dari tiga langkah; yaitu pre-test, treatment, dan post-test. Penelitian ini melibatkan 20 siswa SMPN 34 Bulukumba. Dalam menganalisis data, peneliti menerapkan beberapa langkah seperti, menilai jawaban benar siswa dari pretest dan posttest dengan menggunakan rumus, mengklasifikasikan skor siswa ke dalam kriteria berikut, statistik (SPSS).

Temuan penelitian menunjukkan bahwa, penggunaan aplikasi Edmodo memberikan peningkatan pemahaman membaca siswa. Hal ini dibuktikan dengan rata-rata skor sebelum perlakuan (pretest) adalah 47,50 dan rata-rata skor setelah perlakuan (posttest) diberikan adalah 82,00, persentase peningkatannya adalah 34.50%. Artinya, ada peningkatan pemahaman membaca siswa terutama dalam menentukan ide pokok dan detail pendukung pada teks prosedur.

Kata Kunci: Pemahaman Membaca, Efek, Aplikasi Edmo

CHAPTER I

INTRODUCTION

A. Background

Reading is essential skill for English as second languages. Reading is essential to master in order to make sure success not only learning English, but also in several content where reading in English necessary. Student nowadays, encounter the great demands of reading activity since all knowledge is in the written form. The students should have a good reading ability to discover the content of the text (Nunan, 2003).

According to Harmer (2007: 99) stated that in the first place, many students want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. It is also stated by Saiful (2019:18435) that reading is one of the important factors in learning all language teaching. The students must learn new words continually as they learn structure and as they practice sound system, but most of the students were not interested and motivated at all.

Reading is a special number to students or reader. There're a lot of students often reading as one of essential aim to be able to pleasure for their future and read information and their study goal (Richard, 2002). Reading is very necessary for the student's improvement in second language activities for their academic purposes. It's also useful for students in their environment moreover most of student use reading as a tools for gaining their improvement (Troike in Huda 2017).

Based on the explanation above, there're many definition of reading. So, the researcher concludes that reading is essential for the students due to it can increase their knowledge and to improve how they way they're thinking include improvement of their verbal intelligence, moral and emotional.

In learning reading, Students face problem that is caused by many aspects and factors where it is very crucial for students in English subject. According to Ogano (2012), reading may be described by difficulties in single word of reading, sounding out words/letters, reading sight words, comprised of syllables which are also made up of single sounds or phoneme. There are several factors affecting the students' reading comprehension. According to Ruston (2006:3-5) those factors can be categorized into two main factors: from the students (internal factor) and around students (external factor). The external factor related with teaching method, material and media related to interest, vocabulary, and reading strategy.

In relation to this, Indonesian students are still low in reading achievement. World Bank and IEA (2008) cited in Furqon (2014) describes that in East of Asian , Indonesian people had lowest level in reading English text. Indonesian student of reading skills is lower than other countries. The mean score of Indonesian students' was 397 while the OECD average score was (OECD,2016). The Position rank of Indonesia in PISA reading is 62th out of countries participating reported from Program for International students Assessment (PISA) 2015 (OECD2016). The data showed that Indonesian's reading skill is still poor.

Based on the previous researcher and interviewed together with English teacher in UPT SPF SMPN 34 BULUKUMBA those factors also become problems of students there. In learning reading, Students face problem that is caused by many aspects and factors where it is very crucial for students in English subject. It proven by the students prefer to translate the difficult words in Google translate or ask their friend than try to guess the meaning from the context. Although the teacher often give several kinds of text for them to enrich their vocabularies but at home they don't read the text.

The second problem is teaching technique used by the teacher. How the teacher handle and the way deliver the material in the class becomes a problem affecting the students' reading comprehension. Even though the teacher implemented k-13 in teaching learning process but the teacher didn't completely understand execute every stage. Sometimes the teacher gives limited explanation about the text. The teacher just asked several questions of the type of the text without more explanation. And it makes students hard to increase their reading comprehension due to the technique used by the teacher not clear and make them feel bored.

The last problem is students' interest. Students' interest is very essential point in teaching learning process. When the teacher can attract students' interest, it will increase students' motivation and the class will run well. But in reality when the students in English reading activity they can't focus on the text. Sometimes the students stop reading and talking with their friends or playing each other. When the teacher star to discuss the text, some of students don't give response even the teacher should repeat the instruction due to some

of students stay quiet and not pay attention. When the teacher points some of them, they are surprise and suddenly read the text. And some of them give wrong answer because they not focus and not pay attention to the teacher.

So the researcher has duty to attract students' attention so they can interest in reading. We should create students' motivation so the student will gain their reading and comprehend text easily. Nowadays, methods of teaching English language have developed rapidly. The teacher should try to apply the one more effective and efficient Method. So the researcher wants to apply Edmodo Application as Media in teaching learning process.

Haygood et al in Alimudin (2017) stated that Edmodo is a private micro-blogging service which provides a free and secure learning platform. Hourdequin in Alimudin (2017) stated that although Edmodo is a free site, it is private in a sense that it only permits teachers to create groups for their students who could only join through a group code sent by their teachers. The teacher can control group activities, create quizzes/ assignments/ crossword puzzles, and keep track of students' progress. This innovated platform is found to be very useful for both students and teachers as their interaction is not only limited inside the classroom, because Edmodo allows online interaction at anytime and anywhere.

According Looi and Yusop (2011:6) integrating Edmodo in teaching and learning provides some pedagogical benefits. Firstly, Edmodo allows students to post comments, send notes, links, files, alerts, assignments, events, and direct messages to the instructor. This can be a bridge used by student and teacher in learning process.

Secondly, online discussion on Edmodo encourages incidental learning to take place. Teacher or other student can give feedback in student question although in different places. Teacher also can give badge as reward in the student assignment. This will motivate them to engage in the learning activities. Lastly, Edmodo provides students with a sense of community and engagement in their learning.

A number of recent studies Hastomo (2016) have proven many benefit of using Edmodo in teaching and learning activities. Edmodo was found more effective in teaching activity. Also the students can use Edmodo to help them being an autonomous learner. This also happened in Purnawarman, Susilawati, and Sundyana (2016). Their study found that Edmodo allowing the students to work independently within groups, Edmodo provides students with a sense of community and engagement in their learning and enabling the students to take parts in learning situations.

In addition Manowong (2016) found that Edmodo can be used as an effective supplementary tool in the classroom because of its features and benefits. Edmodo allows teachers and students to stay connected without difficulty and many Edmodo features allow students to participate and get actively engaged.

Based on the explanation above the researcher intends to research under the title *The Effect of Edmodo Application on Students' Reading Comprehension.* The research will be conducted in UPT SPF SMPN 34 BULUKUMBA.

B. Problem Statement

Based on the background above, the researcher formulates the questions of problem as follow: "Does the use of Edmodo application can improve the students' reading comprehension at UPT SPF SMPN 34 BULUKUMBA?".

C. Research Objective

Based on the problem statements above, the objective of the research is to find out whether the Use of Edmodo Application Improve the Students' Reading Comprehension at UPT SPF SMPN 34 BULUKUMBA or not.

D. Significant of the Study

1. For the researcher, this research is expected to give a good understanding about Edmodo Application to Improve Students' Reading Comprehension at UPT SPF SMPN 34 BULUKUMBA.

2. For the teachers, this research will provide information about the use of Edmodo Application Improve Students' Reading Comprehension at UPT SPF SMPN 34 BULUKUMBA. It is expected to help teacher to know further what the students' needs in their Reading Comprehension.

3. For the next researcher, it can be a reference for the the next researcher in term of matching the teaching method with learning styles student practice in conducting a further related research.

E. The Scope of the study

This study restricted to find out the students' improvement Reading comprehension use of Edmodo Application, especially main idea in procedure text. The research was conducted in Ninth Grade of UPT SPF SMPN 34 BULUKUMBA.

CHAPTER II

PREVIOUS OF RELATED LITERATURE

A. Previous Related Research Findings

There are some previous of related findings about this research are:

Hastomo (2016) in his journal entitles The Effectiveness of Edmodo to Teach Writing Viewed from Students' Motivation. He concludes that Edmodo application was effective to increase students' motivation and also improve students' writing. This study refers to an experimental study on the effectiveness of Edmodo media to teach writing at one of Senior High school in Bandar Lampung. The samples were two classes namely experimental class which was taught using Edmodo and control class which was taught without Edmodo To gain the data, two instruments were used namely writing test and motivation test. The data were analyzed by using Multifactor Analysis of Variance ANOVA 2x2 and Tukey test. Before conducting the ANOVA test, pre-requisite test namely normality and homogeneity test were conducted. The findings of this research are: (1) Edmodo is more effective than Picture Series to teach writing; (2) The students with high motivation have better writing skill than those having low motivation; and (3) There is an interaction between teaching media and students 'motivation in teaching writing.

Adin (2017) in her journal entitles The Effect of Edmodo on Students' Writing Skill in Reading Text. The participants of the study were 9 students of Excellent Class of a Senior High School in Tulungagung, Indonesia. A pre-experimental study was employed as the research design to investigate the effectiveness of Edmodo in recount writing instruction. Following the research

design, the students participated as both experimental and control groups. They did pretest at the beginning of this study, received treatment, and did posttest at the end of the study. The finding of the study revealed that the null hypothesis could be rejected. The convention to reject the null hypothesis is that when the p-value of the obtained statistics is less than 0.05. The finding showed that p-value was less than 0.05 (0.006<0.05). Referring to the data, there was enough evidence indicating that the null hypothesis could be rejected, and thus it could be concluded that using Edmodo was effective to teach recount text. This study attempts to contribute to the improvement of teaching writing by maximizing the use of ICT tools. Using Edmodo, both students and teachers can have a safe online environment to conduct more effective and sustainable teaching and learning process.

Alimuddin (2017) in his journal entitles The Effect of Edmodo to the First Grade Students' Reading Comprehension of English Department of University of Nusantara PGRI Kediri. This research was a quantitative research which the subject of the research was University of Nusantara PGRI Kediri first grade students. This research was conducted on 9-23 of May 2017. The data of the research was taken using pre-test and post-test and the difference of the score to know the effect of Edmodo in students' reading comprehension. The result of this research showed that there was effect of Edmodo in students' reading comprehension.

Humairah (2018) in The Effect of Using Edmodo Application to Foster Students' Writing of Narrative Text. The samples of this study were 50 students, which were classified into the controlled class and the

experimental class through purposive sampling technique. The method used in this research was a quantitative method. The design used was a quasi-experimental study and the instrument of this research was test that consisted of pre-test and post-test form. Based on the results of statistical calculation from pre-test in the experimental class, the average of study result gained in tests with the average value was 58.08 and the average of study result gained in post-tests was 72.64. Whereas in posttest of after applying Edmodo application enhanced 14.56 point from pre-test in the experimental class. From this research finding, it shows that Edmodo application gives a significant effect on students' writing of narrative text.

The previous researcher uses Edmodo application in improving students' reading comprehension and writing skill. The similarity between this researcher and previous researcher is the using Edmodo application as media. And the different between this researcher and previous researcher is some researcher was used descriptive design, quays, and this researcher will use pre-experimental research.

B. Reading Comprehension

1. The Concept of Reading

a. Definition of Reading

Reading generally explained as an activity to take the information from the graphic or printed text. The reading activity is also covers with several aspects as stated by Wolf that reading is a complex activity involved many roles of reader inference, knowledge, and experience in a process of gaining meaning of the text (Wolf, 2007 in Hedgcock and Ferris, 2009).

Reading is active activity in gaining an idea of graphic and printed text (Seuss, 2008).

Mahdalena (2007:8) states that reading is a process to convey the message or information. By reading, the reader will know about the reading and challenged to response the ideas of the author. In order to make the message or information that comes from the author can be understood and comprehended easily by the reader.

Reading is very necessary for the student's improvement in second language activities for their academic purposes. It's also useful for students in their environment moreover most of student use reading as a tools for gaining their improvement (Troike, 2006).

The definition above clarify that the reading is a complex process in order to gain something from written or printed form. Readers' experience and knowledge also have a big part in reading. Reading as a cognitive process different with the old theory covered reading as a behavioral process. The behavioral theory cannot be used in the concept of discovery learning that hooks the student be more active. Tarigan (1987) defined that reading is a process that is carried and used by the reader to get information and message.

Based on the definition above the researcher concluded that reading is an active cognitive process of getting the author's idea through interpreting the written symbols. In the process of reading, the reader is influence by this past experiences, language background, cultural framework and the purpose of reading.

b. Kinds of Reading

There are several kinds of reading according to Indriati in Irmayani (2019) classifies reading into four kinds, namely: reading aloud, silent reading and speed reading

1) Reading aloud

Reading aloud is very important device that cannot be over looked in achieving the goal because it is a great aid in the developing our habits to practice, in reading aloud. The students will get experience as many times as possible.

2) Silent reading

Silent reading strengthens the reader to know the meaning of words. It helps reader become good in comprehension. Silent reading is one of skill to investigate what we want to write to discuss and gain the conclusion.

3) Speed reading

Speed is a kind of reading that uses to increase comprehension and speed in reading. The speed should run next to comprehension due to it is very essential for students. The value of speed reading it depends of the reading material.

4) Oral reading

In oral reading, a reader vocalizes the printed words one by one. So, a reader who does oral reading can practice and try to improve his pronunciation, stress and intonation. In oral

reading the students will get experience in producing the sound which should be practice as many times as possible.

c. **The Function of Reading**

There are several functions of reading (Grabe, 2002 in Troike, 2006) as follow:

1) Reading to discover data: sweep or look content for a particular theme, word, or expression.

2) Reading for general comprehension: get the fundamental thoughts and at any rate some supporting thoughts and data.

3) Reading to learn: comprehend the primary thoughts and store implications and supporting points of interest in a rational authoritative casing.

4) Reading to investigate and assess: Furthermore, think about content substance; incorporate it with earlier learning, and judge quality and fittingness of writings in connection to what is now thought about the point.

d. **The Process of Reading**

According to Burns (1992:6) there are eight processes in reading. They are:

1) *Sensory Process* means perceives the printed symbol visually

2) *Perceptual Process* means interpret what they see as symbols or words.

3) *Sequential Process* means follow the linear, logical, and grammatical patterns of the written words.

4) *Experiential Process* means relate words back to direct experiences to give the words meaning.

5) *Thinking process* means make inferences from and evaluate the material.

6) *Learning Process* means remember what they learned in the past and incorporate new ideas and facts.

7) *Associational Process* means recognize the connections between symbols and sounds, between words and what they represent

8) *Affective Process* means deal with interest and attitudes the affect the task of reading

9) *Constructive Process* means put everything together to make sense of the material.

e. **The Aspect of Reading**

According to Alexander (1988:10 as cited kamalia) that there some aspects of reading which have been suggested by well-known authorities:

1. Visual in Sensory Aspect of Reading

The role of eye in reading is the most essential thing. Where without eye, someone cannot read, even less understand the meaning of the message in printed materials. When reading someone must focus his eyes on a text. During the reading process, eye movement is considered as one that determines reading speed and comprehension.

2. Sequential Aspect of Reading

   The written material generally has sequences on a page, namely, the sequence from left-to-right side and from top to bottom. Therefore, someone's eyes must follow these sequences when reading.

3. Thinking Aspect of Reading

   Reading without involving thinking process is useless. Therefore when reading, someone must involve thinking process. Furthermore, he explains that when reading, a reader relates the message potential meaning to what is already known in order to comprehend the message.

4. Associational Aspect of Reading

   Reading process involves several types of association. When reading, a reader associates the spoken words with the written words, and spoken words with ideas and objects.

5. Learning Aspect of Reading

   A person who wants to know and understand a written message, he will take the material and read it. He reads word by word, sentence by sentence, paragraph by paragraph and so on. During the reading process, he relates the meaning of the words being read with his background knowledge. Hence, the meaning or information obtained through reading increase his knowledge. Finally, the knowledge influences his behavior and action.

6. Main Idea

The main idea of passage or reading is the central thought or message, in contrast to the term *topic,* which refers to the subject under discussion, the term *main idea* refers to the point or thought being. The main idea of a paragraph is the primary point or concept that the author wants to communicate to the readers about the topic. Hence, in a paragraph, when the main idea is stated directly, it is expressed in what is called the *topic sentence.* It gives the overarching idea of what the paragraph is about and is supported by the details in subsequent sentences in the paragraph. In a multi-paragraph article, the main idea is expressed in the *thesis statement,* which is then supported by individual smaller points.

Finding the main idea is critical to understanding what you are reading. It helps the details make sense and have relevance, and provides a framework for remembering the content. Try these specific tips to pinpoint the main idea of a passage.

1) Identify the Topic

Read the passage through completely, then try to identify the topic. Who or what is the paragraph about? This part is just figuring out a topic like "cause of World War I" or "new hearing devices;"

don't worry yet about deciding what argument the passage is making about this topic.

2) Summarize the Passage

After reading the passage thoroughly, summarize it in your own words in **one sentence**. Pretend you have just ten to twelve words to tell someone what the passage is about—what would you say?

3) Look at the First and Last Sentences of the Passage

Authors often put the main idea in or near either the first or last sentence of the paragraph or article, so isolate those sentences to see if they make sense as the overarching theme of the passage. Be careful: sometimes the author will use words like *but*, *however*, *in contrast*, *nevertheless*, etc. that indicate that the second sentence is actually the main idea. If you see one of these words that negate or qualify the first sentence that is a clue that the second sentence is the main idea.

4) Look for Repetition of Ideas

If you read through a paragraph and you have no idea how to summarize it because there is so much information, start looking for repeated words, phrases, or related ideas. Read this example paragraph:

A new hearing device uses a magnet to hold the detachable sound-processing portion in place. Like other aids, it converts sound into vibrations, but it is unique in that it can transmit the vibrations directly to the magnet and then to the inner ear. This produces a clearer sound. The new device will not help all hearing-impaired people—only those with a hearing loss caused by infection or some other problem in the middle ear. It will probably help no more than 20 percent of all people with hearing problems. Those people who have persistent ear infections, however, should find relief and restored hearing with the new device.

7. Supporting Details

Supporting Details provide information to clarify, prove, or explain the main idea. These details demonstrate the validity of the main idea. They often list parts, aspects, steps, or examples of the main idea. Or sometimes they may list the causes of it, effects from it, or ways in which it shows itself to be true. There are two types of supporting details: major and minor

1) Major Details

It explains the main idea. it is more specific than the main idea. And provide the examples, reasons, statistics and studies that help make the main idea

clear and convincing. answer readers' questions about the main idea.

2) Minor Details

It explains a major detail. It is even more specific than major details. It usually repeats key points and adds colorful detail. It may or may not be important enough to include in reading notes.

2. The Concept of Comprehension

a. Definition of Comprehension

Duke (2003) stated that Comprehension is a process where the readers make meaning by associating with the text through experience and basic knowledge. Comprehension is ability how the way we understand the important things or meaning. Capacity will improve based on the objective of reading.

b. The types of Comprehension

There are several types of comprehension that Burns (1992:258) classifies into four types. They are:

1) Literal comprehension means take in ideas that are directly stated. Recognizing stated main ideas, details, causes and effects, and sequences is the basis of literal comprehension, and a thorough understanding of vocabulary, sentence meaning, and paragraph meaning is important.

2) Interpretive comprehension means read between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated.

3) Critical comprehension means evaluating written material – comparing the ideas discovered in the material with known standards and drawing conclusions about their appropriateness, accuracy and timeliness.

4) Creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just as critical reading does, and also requires them to use their imagination.

3. The Concept of Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is a procedure in which the readers develop importance utilizing as the building materials the data on the printed page and the learning put away in the reader's head (Samuels in Harvey & Goudvis, 2000).

Reading comprehension is a complex development that includes the cooperation of various psycho-linguistic procedures (Hedgcock & Ferris, 2009).

From the definitions above the researcher can conclude that reading comprehension is the ability to understanding the overall of written or printed text. But more than that, comprehension involves much more than merely being able to answer simple questions of fact about a text. Reading comprehension expands the reader mind to catch over all messages in a text. In reading comprehension the reader possible to retell his finding in his own word (Adler & Doren, 1972).

b. **The Aspect of Reading Comprehension**

According to Duke & Pearson (2002). The aspect of reading comprehension divided into several aspects, those are:

1) Setting purposes for reading

2) Previewing and predicting

3) Activating prior knowledge

4) Monitoring, clarifying, and fixing

5) Visualizing and creating visual representations

6) Drawing inferences

7) Self-questioning and thinking aloud

8) Summarizing and retelling

c. **Level of Reading Comprehension**

Reading is an essential skill for English as second or foreign language students. They will be able to read and to

gain the comprehension of the written text with the strengthened of reading skill. They learn to read gradually from the easiest to the most difficult one. With the strengthened reading skills, they will make greater progress and attain greater development in all academic areas.

The development of abilities to react the written language with meaning and thought is factors affecting the process of language comprehension. Specific abilities in this area include the continuous development of word meaning, the ability to recognize the structure of written language, and the ability to understand sentence structure.

Meanwhile, reading comprehension divided into three reading comprehension levels; literal comprehension, infer ential comprehension and evaluative comprehension (Allonzo, et al, 2009).

1) Literal Comprehension

Literal comprehension refers to understanding ideas and information explicitly stated in the passage. The literal levels of compression is fundamental to all reading skills at any level because a reader must first understand what the author said before he can draw an inference or make evaluation. In literal comprehension, it is hope the students can recognize the details such as fact and main idea.

2) Inferential Comprehension

Inferential comprehension refers to understanding of ideas and information not explicitly stated in the passage. To get inferences or implied meanings from the reading material he read between the lines. Inferences are some ideas that a reader receives when he goes beneath the surface to sense relationship, put facts and ideas together to draw conclusion and make generalization. In these levees, the students can infer supporting details, main idea which is not explicitly stated, and relationship of cause and effect.

3) Critical Comprehension

Critical comprehension refers to analyzing, evaluating, and personally reacting to information presented in the passage. Critical reading requires a higher degree of skill development and perception, because it involves evaluation, making of a personal judgment on the accuracy, value of what is being read. It means questioning, comparing and evaluating.

d. **Types of text in reading comprehension**

1. Descriptive Text aims to explain to the reader about a person, place, or thing in detail. The Structure of this text are :Identification, description. Tenses used in descriptive text is Simple Present tense.

2. Recount Text aims to telling the reader about events that have happened in the past. The structure of this text are : Orientation (introduction), events, reorientation (conclusion). In the recount text, the tenses used are past tense.

3. Narrative Text aims to entertain readers and to tell stories or history. The structure of this text are : orientation (introduction), complication (conflict), resolution (troubleshooting), reorientation (conclusion). The tenses used in narrative text is past tense.

   Narrative and recount text are almost the same. Both of them tell events in the past and both use the past tense (simple past tense, simple past continuous tense, or past perfect tense). The difference is that narrative text is in the form of fairy tales, legends, folklore, while recount text is usually in the form of a biography, or to share personal experiences. Another thing that distinguishes between narrative and recount text is the structure of the text. In narrative text, it tells the conflict that occurred while in recount text there is no conflict.

4. Report Text aims to convey information to the reader about something as it is as a result of research. The structure of this text are : general classification,

description. Report text used the simple present tense in the text.

5. News Item Text aims to provide information to readers about an event. The structure: newsworthy events (incidents), event background and the sources.

6. Explanation Text aims to explain the reader about the process of occurrence of natural phenomena. The structure: general statement, explanation, closing (cover). Explanation text uses simple present tense in the text and explains the cause and effect of the phenomenon.

7. Analytical Exposition Text aims to notify readers of important events/cases. The structure: thesis (introduction), arguments, reiteration (conclusion).

8. Hortatory Exposition Text aims to persuade the reader how something can be done. The structure: Thesis (introduction), arguments, recommendation (recommendation for completion).

9. The difference between analytical and hortatory exposition text is that analytical text answers the question "How is or how will" (how) while hortatory text answers the question "How should" (how should). For example, the question "How will you prepare for holiday" will be explained through analytical text. The question "How

should you spend your holiday" will be explained through a hortatory exposition text.

10. Procedure Text aims to helping readers to make something. The structure of this text are the goal (aim,purpose,plan), materials/equipment, step/method (how to make something).

11. Discussion Text aims to submitting information and opinions on issues that occur. The structure: Issues, argument (pro-contra) and conclusion.

12. Review Text aims to provide criticism or evaluation of something to be conveyed to the reader. The structure: orientation (introduction), evaluation, interpretative recount (interpretation), evaluation, and then evaluation summation (last evaluation).

13. Anecdote Text aims to telling the reader of a pleasant or unusual event. The structure: Abstract (introduction), orientation (introduction), crisis, reaction, coda (closing).

C. The Concept of Edmodo

1. Definition of Edmodo

Edmodo was discovered by Jeff O'Hara and Nick Borg since 2008 (Balasubramanian, 2014). Edmodo is an online application that can help teaching and learning process in and outside of the class. Edmodo can be

applied by using smartphone and website to make an online group of practice (Ekici, 2017).

Adin (2017) also states that Edmodo is utilized to supply a modest way for teachers to construct the online classroom, and build students to communicate with the teacher and the other students whenever and wherever, and is learning medium that provides games, free of advertisements, and also the other distractions. It is like what Kongchan (as cited in Purnawarman et al., 2016, p. 242) points out that "Edmodo is very modesty, almost similar to Facebook, and provides space for teachers, students, and even parents to maximize teaching and learning process".

Furthermore, from the definitions above, the writer comes to conclusion that Edmodo is a simple learning medium that provides several features that can help students to get ease in learning anytime and anywhere.

2. The Features of Edmodo

According to www.edmodo.com, Edmodo has several features to support the learning process.

a. Polling

Polling is one of the features that can only be used by the teacher. This feature is usually used by the teacher to find out students' responses about certain things. This Edmodo feature is a very good way to get instant feedback about a task, and so on.

b. Assignment

Assignment is used by teachers to give assignments to students online. This feature comes with the deadline and attach files feature so that students can submit assignments in the form of a file directly to the teacher. Teachers can directly give an assessment of the results of the task that has been done by students. Furthermore, scores given are automatically stored in the grade book features.

This feature is very useful and this feature is one of the main features that really help the researcher during the research. because by using this feature, it will be easier for the teacher to give assignments to students. In this feature, the teacher can find out which students have done the assigned tasks and the teacher can find out which students have submitted assignments according to the set time. or in other words, the teacher can find out which student assignments are ready to be checked.

c. File and Link

In this feature, the teacher and students can send messages by attaching files and links to class groups. The attached file applies to all types of extensions.

d. Quiz

Quiz is used to provide an online exam in the form of multiple choice, short field, a matter of wrong, or question about matching the description. Quiz can only be made by the teacher,

while students only do it. This feature comes with deadlines. The calculation of scores on each item on the quiz is done automatically for the kind of multiple-choice questions and a short field, while scoring a matter of description must be checked by the teacher beforehand.

e. *Grade book*

The grade book feature is used as a student grade record. Giving values can be done by the teacher and can be filled manually or automatically. However, filling in values automatically can only be done based on the results of the Assignment and Quiz scores.

f. *Parent codes*

This feature serves to provide an opportunity for parents of each student to join in monitoring the learning activities and achievements of their children; the teacher must access the code for the parents of the students and then share it to each parent.

g. *Library*

This feature is used as a place to store various learning resources with diverse content. With the library feature, teachers can upload teaching materials, material, presentations, reference sources, images, and videos, audio and other digital content. Links and Files that contained in the Library can be shared with both students and groups. Students can also add content that shared by the teacher into the library.

h. Award Badges

This feature is used to give an award to both students and groups. Awards can be determined by the teacher itself so that it does not prevent the creativity of the teacher in giving awards.

3. **The Advantages and Disadvantages of Using Edmodo Application**

(Humairah: 2018) In using Edmodo application, there are several advantages and disadvantages are as follows:

a. **Advantages**

1. Edmodo has many features that allow quiz and polling. It also provide timer, so the assignment can be done in the same time. Teachers are able to respond online through the site to the students.

2. Edmodo is easy to use. Even there are so many features and tools, teachers and students can learn to use the tool in a short period of time and therefore will be more inclined to use it for classroom discussion, content and learning management.

3. Students can interact each other. On Edmodo, students can post any contents and material in the group. Students can share their assignment in the group and their friends will give likes and comments. They can give positive feedback and suggestion.

4. Edmodo is safe and interesting. Edmodo provides teachers and students with privacy and a safe space for digital learning.

5.Teachers can connect to all teachers around the world by following some teachers communities which exists based on their interest. They can exchange material each other and it is very helpful.

b. Disadvantages

1. Edmodo application is that it is not available in off-line form. The process of using Edmodo requires internet network. If students do not have access to a computer and the internet or a mobile device, they would not be able to use the tool.

2. The use of language programs that are still in English. Sometimes it is difficult for other subject teachers who want to use edmodo but have limitations in using English, or parents and students who do not to understand English.

D. Conceptual framework

INPUT	PROCESS	OUTPUT
READING MATERIAL	TEACHING BY USING EDMODO	THE STUDENTS IMPROVEMEN T IN READING COMPREHENSI ON
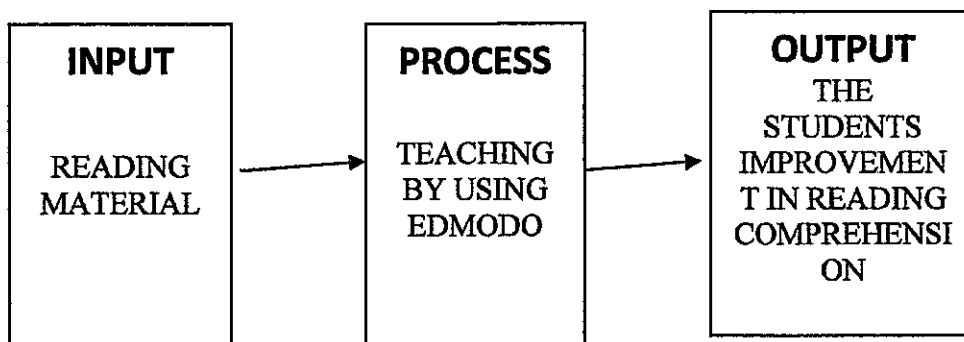
Figure 2.1: Conceptual Framework

The conceptual above show that it first coming up when the researcher examine the student to know the basic knowledge by giving pre-test. After the researcher know their score, the researcher will implement Edmodo application in learning activity process during four meeting. After conduct the treatment, the researcher will examine the student by using past-test. Its aims to know there is improvement or not before and after given treatment by using Edmodo Application.

E. Hypothesis

Based on the above theory can be arranged hypothesis as follows :

H_1 : There is an effect of using Edmodo application on students' reading comprehension.

H_0 : There is no effect of using Edmodo Application on students' reading comprehension.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used pre-experimental. Pre-experimental is a research that used to looking for the effect of certain treatments. The research used one group pretest posttest design in order to find out whether the Use of Edmodo Application Improve the Students' Reading Comprehension. In this research, pretest (O1) was given before the researcher teaches by using Edmodo application and in order to measure the students' competence before they were given the treatment. Then, treatments were given in four times. And, posttest (O2) was given after teaching by using Edmodo application and to measure how far the students' improvement after they get the treatment. According to Sugiyono (2016:111) the research designs could be represented a follows:

Explanation:

$$O_1XO_2$$

O_1 : Pre-test

X : Treatment

O_2 : Post-Test

B. Variable

The variable of this research was factorial design by using of pre-test and post-test. In this research, there were two variables as follows:

1. Independent Variable (X)

The independent variable in this research is Edmodo Application

2. Dependent Variable (Y)

The dependent variable in this research is teaching reading comprehension.

C. Population and Sample

1. Population

The population of this research was all of students of ninth grade in UPT SPF SMPN 34 BULUKUMBA. There are 2 classes of the ninth grade that consisted of 40 students.

2. Sample

The researcher used purposive sampling technique. Because the researcher determined the sample based on information from the teacher and looking the characteristics of the class. The researcher chose class IX.A that consists of 20 students.

D. Research Instrument

The researcher used test as research instrument. There were two test; pre-test and post-test. There were 20 items of multiple choices. Pre-test was used to measure the prior knowledge of the students in Reading Comprehension, and the posttest was used to measure the treatment that has been given.

E. Technique of Data Collection

The procedures of collecting data in this research were as follows:

1. Pre-test

Before doing the treatment, the students were given pre-test to know their basic knowledge in reading comprehension. The test consisted a reading comprehension test in multiple choice forms.

2. Treatment

After giving the pre-test and the researcher continued to give treatments by using Edmodo application. The treatments conducted in four meetings.

The procedures of the treatment are as follows:

a. Opening activities

1) Teacher gives apperception

2) Teacher gives some stimulus such as show the picture or video to students to attract their attention

b. Lesson activities

1) The teacher explains what Edmodo Application is;

2) The teacher explains how to use Edmodo Application Learning;

3) Teacher divided students into several group and each group consist of 5 or 6 students;

4) Teacher asks to every group to open Edmodo Application and ask them to click "Procedure Text" folder;

5) The teacher asks the group representatives to come forward to take the number 1-6;

6) All groups will discuss their material related Procedure text, after that each group should present in front of the class.

7) Teacher and students together will verify and make sure that the information is valid.

c. Closing activities

1) The teacher summarized the learning material.

2) The teacher closed the class

3. Post-test

After the treatment, the post-test was conducted to find out the students' achievement in reading comprehension. It is used to check the result of the treatments; it is useful to know whether the Use of Edmodo effective to improve the students' reading comprehension.

F. Technique Data Analysis

In analyzing the data, the researcher applied some steps as follows:

1. Scoring the students' correct answer of pre-test and post-test by using this formula:

$$Score : \frac{Students'\ Correct\ Answer}{The\ number\ of\ items} \times 100$$

(Depdikbud, 2017 : 93)

2. Classifying the score of the students into following criteria:

The mean score of the students was classified in to seven levels as follows:

Table 3.1 Scoring Criteria

No.	Score	Mark
1.	96 – 100	Excellent
2.	86–95	Very good
3.	76–85	Good
4.	66–75	Fairly good
5.	56–65	Fairly
6.	36–55	Poor
7.	0–35	Very poor

(Depdikbud, 2017)

The researcher used 20 numbers of items for pretest and posttest. To get the score for every student, the researcher divided the students' correct answer with the number of items and times 100. After getting students' score, it can be categorized by using the table above.

3. Statistic (SPSS)

SPSS is an application that used to carry out advanced statistical analysis, data analysis with machine learning algorithms, string analysis, and bog data analysis that can be integrated to build a data analysis platform. This data analyzed by used SPSS Version 2.4.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

This section presents the effect of Edmodo application in Students' Reading Comprehension at SMP 34 Bulukumba. The process of collecting data applied pre-test, treatment, post-test. Pre-test be given before the beginning of the teaching learning process. It is done to determine the students' initial score before treatment. In this activity, the researcher prepared 1 text to read for 20 students. In order to assess students after treatment, the researcher applied post-test at the last meeting. It is applied to find the extent of development and effect of the learning and treatment process that has been given during the previous meetings.

Table 4.1. Descriptive Analysis Test

Deskriptif Statistics					
	N	Minimum	Maximum	Mean	Std.deviation
Pre-Test	20	20	70	47.50	14.464
Post-test	20	70	90	82.00	6.156
Valid n (listwise)	20				

Based on the table descriptive statistics above, it can be seen that each test, pre-test and post-test, which has been participated by 20 students who has different maximum and minimum scores and different mean and standard deviation values. It can be seen in the pre-test, the minimum value is 20 while the maximum value is 70. Then, in post-test, the minimum value is 70 and and the maximum value is 90.

With each total mean or difference in the pre-test is 47.50 and in the post-test is 82.00. with a standard deviation of 14.464 on the pre-test and 6.156 on the post-test. It can concluded that, there is an effect or influence from the using edmodo application in improving students' reading skills.

Table 4.2. Classification Pre-Test and Post-Test

No	Classification	Pre-Test		Post-Test	
		F	%	F	%
1	Excelent (96-100)	-	-	-	-
2	Very Good (86-95)	-	-	5	25%
3	Good (76-85)	-	-	10	50%
4	Fairly Good (66-75)	1	5%	5	25%
5	Fairly (56-65)	4	20%	-	-
6	Poor (36-55)	11	55%	-	-
7	Very Poor (0-35)	4	20%	-	-
	Total	20	100%	20	100%

Table 4.3 Mean score and Improvement Pre-test and Post-Test

Kind of Test	Mean Score	Improvement
Pre-Test	47.50	34.50
Post-Test	82.00	

Based on the table above, There is mean score 47.50% for pre-test and 82.00% for post-test in the mean score. So, there is 34.50% Improvement for students.

Table 4.4. Paired Sample T-Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	47.50	20	14.464	3.234
	Post-Test	82.00	20	6.156	1.375

Based on the table above, There is mean score 47.50 for pre-tes t and 82.00 for post-test in the mean score. So, there is standard deviation 14.464 pre test and 6.156 post test

Table 4.5 Paired Sample Correlation

Paired Sample Correlations				
		N	20	Sig.
Pair 1	Pre-Test & Post-Test	20	.266	.257

Based on the table above, paired sample correlations Pre-test & Post-Test .266 significant .257

Interpretation:

- Based on the output of the paired sample t test above, the significance (2-tailed) value is 0.000 < 0.05.

- So, it can be concluded that there is a differences in the average student learning outcomes in the pre-test and post-test in the use of Edmodo applications in Reading Comprehension learning.

Description:

- Paired sample test is used to determine whether there is a difference in the average sample obtained.

- The requirement before carrying out this test is the data in the process must be normally distributed.

- The paired sample t test used in this study was used to answer the problem of Formulation *"Does the use of Edmodo Application improve students' Reading Comprehension in SMP 34 Bulukumba?"*

B. Discussion

1. Main Idea

Based on the students' results of pre-test and post-test, there were increasing on determined the main idea of reading text in post-test. We might see in the findings above that using Edmodo Application is given an effect to all students in determined main idea of reading text who given by researcher.

The description of data collection using the Edmodo application showed that students were stimulated. It is supported by the frequency and percentage of the students' pre-test and post-test scores. Students' grades after applied this application to determine the main idea of procedure text in English learning through Edmodo application. It was better than before being given treatment to the students. Based on the basic results, the percentage of students' scores in reading comprehension before using Edmodo application showed that students' reading comprehension in ninth

grade is poor. Some students are interested in learning English so that their English is good, but in determining supporting details in reading comprehension are still poor. In treatment, at the first meeting, the researcher found that most students had problem in reading comprehension, because most students still had difficulty in dealing with text reading comprehension in the form of procedure text. The second meeting, the students tried to remember what reading comprehension was and also practiced in determining the main idea and supporting details. At the third meetings, the students were active in the class and were also able to complete their assignments. The fourth and fifth meeting, students can determined the main idea and supporting detail in reading comprehension on the text given by the researcher and finally, the students tried to find a main idea from a procedure text and pay attention to the explanation given by the researcher to them at the end of the lesson.

2. Supporting Details

After treatment in the class, we continued give post-test to all students to see the effect of using Edmodo application. It showed that, there is increase (82.00) after giving treatment to all students, especially in determining supporting details in a reading text using this Edmodo Application.

After the researcher implemented Edmodo application in English language learning, especially reading comprehension, until the last meeting for treatment, the researcher gave a post-test to measure the students' grades. After giving the post-test the researcher tried to measure the students' reading

comprehension improvement. In the pre-test, the researcher got an average score of 47.50 and the post-test got an average score of 82.00. Researcher found that, the increase in students' reding comprehension on the pre-test to post-test was 34.50%. It means that, after being given treatment using Edmodo application, the students' reading comprehension got Good scores.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After having discussion in the previous chapter, the researcher summaries about the result of the discussion based on the statement of the problem as follow : The effect of Edmodo application for students' Reading Comprehension at SMP 34 Bulukumba is an effectiveness way or media to improve students' reading comprehension at SMP 34 Bulukumba. It was proved by the mean score of the pre-test and the mean score of the post-test,it means after using this application, students can improve students' reading comprehension especially to identify easily main idea and supporting details of the reading text.

B. Suggestion

a. For the researchers, it uses as references for those who want to conduct a research in an English teaching process. This research can contribute to the future research to help and find out the effective application or media for teaching reading comprehension.

b. For the students, the students are able to improve their reading skill because they learn and get knowledge from this application and make it easier to improve their reading comprehension by using Edmodo Application.

c. For the English teachers, teachers have a very valuable experience in using a new media by some application. Help the teachers in enrich knowledge and references about the media that improve reading comprehension to find out the best learning-teaching process.

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APPENDICES

Name: _____

Class: _____

Read the text carefully, answer the question correctly and mark it in your answer sheet!

(The following text is for questions number 1 to 5)

MIXED ICE (ES CAMPUR)

Ingredients:

½ of avocado

3 tbs. of condensed milk

1 can of coconut water and coconut shavings

Some ice cubes

How to make it:

Cut the avocado into small pieces.

Put ice cubes into the glass.

Fill ½ of the glass with some coconut water and coconut shavings.

Add the sliced avocado.

Add the condensed milk on the top of avocado.

MIXED ICE is ready to be served.

Combine flour and baking powder

1. The text tells you ....

    a. How to make Mixed Ice

    b. How to mix ice

    c. About avocado

    d. How to eat Mixed Ice

2. You need the following things to make Mixed Ice, EXCEPT ....

    a. Avocado

b. Ice cubes

c. Condensed milk

d. Sugar

3. How much coconut water and coconut shavings do you need?

a. 1 glass

b. ½ glass

c. ½ can

d. ¼ glass

4. How many servings can you get form the recipe?

a. One

b. Two

c. Three

d. Four

5. You need 3 tbs of condensed milk. The underlined word is the abbreviation of ....

a. Spoon

b. Teaspoon

c. Tablespoon

d. Cup

(The following text is for questions number 6 and 7.)

How to turn on a computer

Turn the power supply on.

Turn the computer on

Turn the monitor on

How to turn off a computer

Click start menu

Click Turn Off.

Click Turn Off again.

Turn the monitor then the power supply off.

6. To turn on a computer, first we have to turn the ... on.

    a. Monitor

    b. Power supply

    c. Start menu

    d. Computer

7. We must ... the "Turn Off" after we click start menu if we want to turn off computer.

    a. click

    b. press

    c. turn

    d. Push

(The following text is for questions number 8 to 17.)

How to Install CD-ROM

* Turn off your computer and unplug power cord from power outlet.

* Carefully remove the computer cover.

* Set the Master/Slave jumper on the rear panel of drive.

* (To get best results, we strongly suggest that you connect your device to the Secondary IDE port as the MASTER device.)

* Connect the IDE cable to the drive.

* Connect the 4-pole power cable to the drive.

* Connect the audio cable (if applicable).

* Carefully slide the drive into the empty bay and mount it. Then replace the computer cover.

* Plug your computer back to power outlet and then turn the power on.

8. The text above shows us
how to ....

a. unpack CD-ROM

b. install
the CD-
ROM

c. uninstall
CD-ROM

d. remove CD-ROM from our computer

9. What is the purpose of the text?

a. To explain how to install CD-ROM

b. To tell the readers how to connect computers using CD-ROM.

c. To discuss the influence of CD-ROM on the computer work.

d. To measure the effectiveness of computer working
with CD-ROM installed.

10. What should be done first before installing the CD-ROM?

a. Remove the computer cover

b. Unplug all other devices first

c. Turn off the computer and unplug the power cable

d. Turn the computer on before installing CD-ROM

11. What does the writer strongly recommend in order to get
the best result of the CD-ROM installation?

a. That we remove the computer cover first.

b. That the computer should be turned off before installing CD-
ROM.

c. That the CD-ROM is set as Master device in the Secondary
IDE.

d. That CD-ROM is set as Master device in Primary IDE

12. We have to connect the CD-ROM to the following types of
cable, EXCEPT ....

a. Power cable

b. Audio cable

c. IDE cable

d. Monitor cable

13. What part of the CD-ROM should be set if you want to
    apply CD-ROM as Master or Slave?

    a. Motherboard slot

    b. IDE slot

    c. Cable power

    d. Master/Slave Jumper

14. "Connect the audio cable (if applicable)." The sentence implies
    ....

    a. You may not turn the computer on before connecting the
       cable.

    b. Your CD-ROM may not work properly if you do not
       connect the cable.

    c. It is not necessary to connect the cable if it is not valid

    d. Reinstall the CD-ROM if you have not connected the cable.

15. "Connect the IDE cable to the drive." The word 'drive' in
    the sentence refers to ....

    a. CD-ROM

    b. Jumper

    c. Motherboard

    d. Computer

16. "Carefully slide the drive into the empty bay and mount it."
    The word 'bay' in the sentence is similar in meaning to ....

    a. Jumper

    b. Cable

    c. Button

    d. Compartment

17. Plug your computer back to power outlet and then turn the
    power on.

    The word 'outlet' in the sentence is similar in meaning to ....

    a. Button

    b. Channel

c. Cable

d. Port

(Read the following text to answer questions number 18 to 20.)

How to Clean an LCD Screen

1. Shake up the detergent and put it 15 — 20 cm away

   from the LCD screen.

2. Spray on the LCD screen surface directly.

3. Cleanse gently using the fabric cleanser or brush.

You can also do the following steps:

1. Spray the detergent on the fabric cleanser.

2. Clean the LCD screen surface to make it as bright as a new one.

18. What should you do to detergent first?

    a. Spray it

    b. Clean it

    c. Put it away

    d. Shake it up

19. Before cleaning the screen surface, we spray the detergent

    on the screen surface directly or spray it on ....

    a. Our fingers

    b. The paper

    c. The fabric cleanser

    d. The brush

20. "Cleanse gently with the fabric cleanser or brush" (step

    3). What does the underlined word mean?

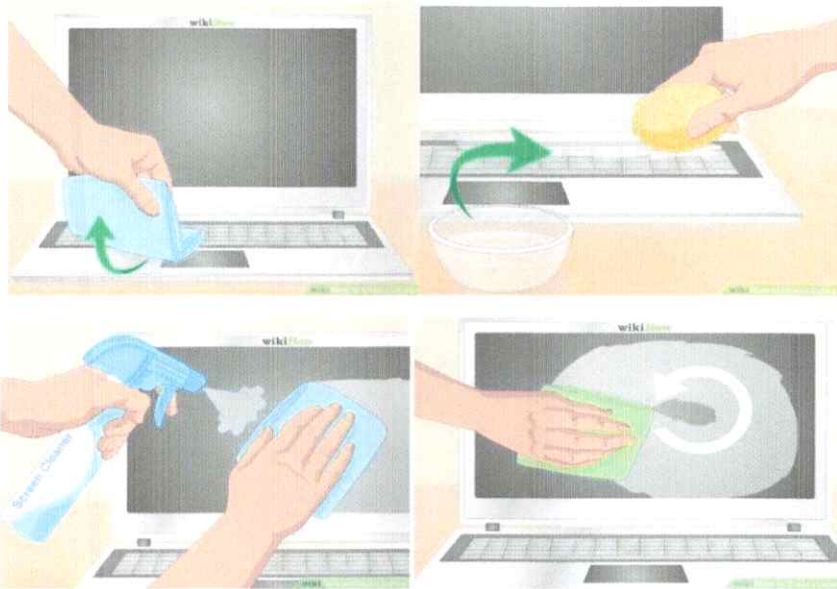   a. Carefully

    b. Directly

    c. Harshly

    d. Cleanly

Name: _____

Class: _____

Read the text carefully, answer the question correctly and mark it in your answer sheet!

(Read the following text to answer questions number 1 to 5)

How to Clean Your Laptop

First, take the right cleaning supplies for your laptop. For the screen you should use a special screen cleaner, a towel or cloth, a can of compressed air, and some isopropyl alcohol. After that, if you want to clean the laptop with the keys still attached you will need to use the can of compressed air. Do not hold the can upside down; simply tilt it and spray. If you are having trouble spraying, you can always tilt your laptop; just try not to damage it in the process. Continue spraying until you have removed as much as dirt as you can. After that, clean out the ports along the sides of the

laptop. Use the compressed air again. Spray all of the connector ports until they are nice and clean. Finally, spray a special screen cleaning solution to the screen and wipe the screen by using a clean cloth. Remember that do not use normal soap as it can damage the screen and decrease performance.

1. What is the third step to clean your laptop?
   a. Remove the mouse, CD, and USB which connected
   b. Spray all of the connect or ports
   c. Turn off the laptop
   d. Use the can of compressed air

2. What will happen if you use soap to clean the screen?
   a. The screen will be seen as new screen
   b. The screen will be totally clean
   c. The laptop will be blank
   d. The screen will be damaged

3. What do we use to clean out the ports along the laptop?
   a. Asoap
   b. Acleancloth
   c. A compressedair
   d. Ascrew

4. What can we use to clean thescreen?
   a. Isopropyl alcohol andabrush
   b. A can of fresh water andscreen cleaner
   c. A towel and a can of compressedair
      A soap and acloth

5. How many steps mentioned in the text?
   a. One
   b. Two
   c. Three
   d. Four

(Read the following text to answer questions number 6 to 10)

SELAMAT BELAJAR :D

How to Operate a Computer and to Make a Document on It

There are several steps to operate a computer and make a document using Microsoft word. First, plug the cable into the socket and turn your computer on. Second, wait a moment while your computer is loading the data. Next, enter a password if you use it. If you forget the password, you can use password hint to make you remember the password. Then, the computer will scan itself about viruses. After that, you can choose the program we need to make a document. For example you want to type a document in word. Then, you can click "start menu" and after that choose "Microsoft Word". Next, click "file" to have a blank document to type. Finally, type your document and save your work in the computer.

6. How many steps mentioned in the text?

    a. Five   b. Six   c. Seven   d. Eight

7. What is password hint?

    a. An application to type a document

    b. A tool helps you remember the password

    c. A tool to have a blank document

    d. A program to save your work in your compute

8. Why should we wait in the second step?

   a. The computer is loading the data

   b. The computer is scanning the viruses

   c. The computer is saving our work

   d. The computer is preparing Microsoft Word

9. What should we do if we want to type a document in our computer?

   a. Choose password hint

   b. Click "Start Menu"and"File"

   c. Click "Start Menu" and "MicrosoftWord"

   d. Make the computer in standbymode

10. What is the purpose of thetext?

   a. To tell the steps to make a passwordhint

   b. To make and evaluate a computer program

   c. To save your work in the computer

   d. To operate the computer and to type inWord

(Read the following text to answer questions number 11 to 14)

How to Create a Gmail Account

First of all, open the Gmail website and click the red "CREATE AN ACCOUNT" button in the top-right corner. This will take you to the "Create a new Google account" page. Second, fill the data identification. Come up with a username. Your username will become your new Gmail email address. Have a backup or two handy in case your desired name is already taken. If your user name is not available. You will be given several related options, or you can try a different one. You also need to fill your first and last name, and create and confirm the password. Third, fill out the rest of the request

information. You will need to enter your birthday for age verification, your gender, your phone number in case you lose access to your account, and a verification email address. You will also need to enter which country you reside in. fourth, click next step after you complete the CAPTCHA. This is a verification tool that ensures that a real person is creating the account. Fourth, choose the photo that you want to be your profile picture. You can click "snap a photo" to take a photo in the moment or click "upload an image" to choose from your computer. The last, click "continue to Gmail". As soon as you click this button, your account is successfully created and ready to use.

11. What is CAPTCHA?

   a. A tool ensures you as a real person   c. A button to snap a photo

   b. Our Gmail account   d. Your image profile

12. Why s hould we enter our birthdays, gender, and telephone numbers?

     a. To ensure that we are exist

     b. To ensure that we have internet connection

     c. Just in case when we lose access to our account

  d. The government regulation

13. What should we do if we want to choose a photo from our gallery as a profile picture?

     a. Click continue to Gmail   c. Click snap a photo

     b. Click upload an image   d. Click create an account

14. What is the purpose of the text?

     a. To tell the steps to make Gmail account

     b. To change our photo profile

     c. To tell about CAPTCHA

     d. To share our Google account

(Read the following text to answer questions number 15 to 17)

ORAGANIC FERMENTATION BACTERIA TO INCREASE CATTLE PRODUCTIVITY

EM- 4 is a mixture of micro-organisms that gives the benefit for cattle growth and product.

Usage:

1. Decrease smell pollution
2. Balance mutual micro-organisms
3. Increase quality and quantity of cattle product

How to use:

1. To get satisfying result, dissolve 1cc EM-4 per liter water every day

2. Spray 1 cc EM-4 per liter of water every week on the floor, wall, and manure.

15. This text tells us about …

    a. Organism

    b. Fermentation

    c. cattle product

    d. contact address

16. One of the benefits of the product is …….

    a. for growing cattle bacteria

    b. for increasing smell pollution

    c. for producing cattle manure and organic fermentation bacteria

    d. for increasing micro organisms

17. What will you do to get satisfying result?

    a. Dissolve 1 cc EM-4 per liter of water every two days.

    b. Dissolve 4 cc EM-1 per liter of water every week.

    c. Dissolve 1 cc EM4 per liter of water every week.

    d. Dissolve 4 cc EM-1 per liter of water per day.

(Read the following text to answer questions number 18 to 20)

Here are the ingredients that you need for making this simple food; fine minced meat, eggs, tapioca-flour, garlic, red onion, white pepper, and salt. To make the food, you can follow the following instruction. First, mix garlic, red onion, salt, and white pepper in mortar or mixer. Second step, mix the spice-mixture with the eggs, the tapioca-flour and the minced meat. After that, mix them using your fingers, add a cup of water, and keep on working until the mixture feels soft and smooth. Then, boil some water in a rather large pot, at least about two liters. Next, start rolling the mixture into small meatballs. The last step, lower the meatball into the boiling water and when they float up to the surface, the meatball is ready to serve.

18. How many steps mentioned in thetext?

    a. Seven   b.Six   c.Five   d. Four

19. What the title text above?

    a. How to make meatball

    b. How to make cake

    c. How to make fried rice

  d. How to make simple food

20. The statement below is true, EXCEPT....

    a. The last step is lowering the meatballs into boiling water.

    b. We must fix the ingredients until it feels soft and smooth.

    c. We must roll the mixture into small meatballs

    d. We need six ingredients to make the food

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 3.4/4.4)

Sekolah	: UPT SPF SMPN 34 BULUKUMBA
Mata pelajaran	: BAHASA INGGRIS
Kelas/Semester	: IX (Sembilan) / I (Ganjil)
Materi Pokok	: Procedure Text *This is how you do it*
Alokasi Waktu	:6JP

A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompotensi Dasar	Indikator
	3.4Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks, prosedur lisan dan tulis dengan meminta dan memberi informasi terkait resep makanan/minuman, manual, pendek dan sederhana,	3.4.1.Mengidentifikasi fungsi sosial, struktur teks dan struktur kebahasaan teks-teks *procedure,* tulis pendek dan sederhana, sederhana terkait dengan resep makanan/minuman 3.4.2. Mengidentifikasi fungsi sosial struktur teks dan unsur kebahasaan teks-teks procedur

	sederhana dengan konteks penggunaannya.	lisan pendek sederhana terkait dengan resep makanan/minuman 3.4.3. Menyimpulkan test-test procedure yang lisan pendek dan sederhana terkait dengan resep makanan/minuman.

No	Kompotensi Dasar	Indikator
1.	4.4 Menangkap makna secara kontekstual terkait fungsi social,struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual	4.4.1. Melengkapi teks rumpang procedure dengan kata tertentu dengan tepat. 4.4.2. Mendasain teks procedure sesuai Langkah yang benar

*) Nilai Karakter: bertanggung jawab, **kerjasama,** dan percaya diri

B. Tujuan Pembelajaran
   Pertemuan Pertama

1. Melalui **kegiatan curah pendapat dengan media utama yaitu aplikasi Edmodo dan WA group** serta **penayangan video youtube** (link youtube akan dikirimkan melalui aplikasi Edmodo), peserta didik dapat mengidentifikasi struktur teks procedure tentang resep makanan pendek dan sederhana, sesuai dengan konteks penggunaannya dengan **cermat** dan **kritis**. menentukan persamaan dan perbedaan fungsi sosial, struktur teks, dan unsur kebahasaan teks-teks *procedural* tulis pendek dan sederhana terkait.

Pertemuan Kedua

2. Melalui **diskusi dan kerja kelompok** serta link dari **tayangan youtube, peserta didik dapat** menyimpulkan isi teks procedure tentang resep makanan pendek dan sederhana yang telah dipelajari dengan dengan **cermat** dan **kritis.**

3. Melalui **diskusi dan kerja kelompok** , **peserta didik** dapat mengaitkan keterkaitan antar langkah dalam teks prosedur tentang resep makanan pendek dan sederhana sesuai dengan konteks penggunaannya bersama – sama (kolaboratif).

4. Secara individu, peserta didik dapat melengkapi teks rumpang procedure tentang resep makanan pendek dan sederhana dengan kata penghubung (konjungsi) dengan tepat.

Pertemuan Ketiga

5. Melalui tayangan video teks prosedur lisan dan tulis sederhana berbentuk resep makanan/minuman, peserta didik dapat **membuat** teks prosedur lisan dan tulis sederhana berbentuk resep makanan/minuman secara **sistematis dan mandiri**.

6. Setelah menyusun teks prosedur lisan dan tulis sederhana berbentuk resep makanan/minuman, peserta didik menyajikannya dengan kalimat yang **komunikatif** dan **percaya diri**.

C. Materi Pembelajaran

MATERI REGULER:

1. Faktual

   Jenis Teks: *Procedure*

   Topik :

   Cara memasak, melakukan permainan, menggunakan atau mengoperasikan peralatan, mengerjakan proyek, tips kesehatan dsb., dengan memberikan keteladanan tentang perilaku disiplin, efisien, ramah lingkungan, tanggung jawab.

2. Konseptual

   a. Fungsi sosial:

      Menguraikan cara melakukan sesuatu langkah demi langkah untuk mencapai hasil terbaik secara efisien, menghindari kecelakaan, kerusakan, pemborosan.

   b. Unsur kebahasaan:

      1) Tata bahasa, kalimat imperatif, negatif dan positif

      2) Ungkapan dan kosa kata yang lazim digunakan dalam: resep dan manual

      3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, *the, this, those,my, their* dsb secara tepat dalam frase nominal.

      4) Ucapan, tekanan kata, intonasi

      5) Ejaan dan tanda baca

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3. Prosedural Struktur teks :

   a. Tujuan /goal/ tittle
   b. Bahan (tidak selalu harus ada)/ *materials*
   c. Langkah-langkah secara berurut)/ *steps/ methods*

4. Metakognitif

   Pengetahuan tentang bagaimana peserta didik menyadari akan cara-cara terbaik untuk mempelajari materi faktual, konseptual, dan prosedural tentang jenis teks *information report.*

5. Materi pengayaan dan remedial berbasis pada materi pembelajaran di atas sesuai dengan kebutuhan peserta didik di masing-masing sekolah.

PROCEDURE TEXT : RECIPE

Meaning?

Procedure Text is a piece of text that give us instructions for doing something. Its purpose is to provide instructions for making something, doing something or getting somewhere.

✓ **RECIPE**

A set of instructions telling you how to prepare and cook food, including a list of what food is needed for this. (www.dictionary.cambridge.org)

Generic Structure

GOAL/AIM:

It contain an introductory statement or title that gives the aim or goal of the procedure

INGREDIENTS:

This part describes the elements we need to make make something.

This may be a list.

Example:

paragraph.

left out in some procedures.

STEPS/METHODS:

This part describes the set of instructions.

- Numbers can be used to show first, second, third, etc.
- The order is usually important.
- Words such as now, next and after this can be used
- The steps usually begin with a command such as add, stir, or push

Purpose

1. to show how something is done through sequence of steps which enable the reader to achieve the goal
2. to describe how food is completely made through a sequence of actions or steps

Language Features

- Using simple present tense
- Using adverbial of sequence or using temporal adjective. (first, finally)
- Using imperative sentences or command (add some sugar, break the egg)
- Using action verbs. (cut, mix, stir, put)
- Using conjunctions to link a process to another process (after, before, while)
- Using adverb of time to express details of time.
- Using precise terms and technical language
- Using noun or noun groups (bowl, glass, and a glass of water)

CREATED BY ANISA FATIKHAH FAJARINI

One Way to Stay Healthy During Covid-19:
Making Indonesian Jamu (Herbal Balinese Drink)

Throughout Indonesia, Jamu is considered a medicinal drink and offers healing for the body. Traditionally, this is drunk one glass a day each morning. Jamu juice is known as a blood cleanser, a weight loss solution and has anti - inflammatory, anti-oxidant and antiseptic properties. It also assists in reducing cholesterol.

Here's our own recipe for Indonesian Jamu (Herbal Balinese Drink):

Ingredients:

1 litre of water
10cm long mother turmeric (peeled and chopped)
10cm long ginger (peeled and chopped)

2 tbps tamarind (seeds and pulp)
2 tbsp palm sugar

Procedure:

In a blender, blend the water with the turmeric and galangal. Add to a pot and bring to a boil. Then add the tamarind and the palm sugar. Simmer for 30 minutes before straining. Add honey and lemon juice before serving.

Jamu can be drunk hot or cold and the proportions can be varied depending on what you like.

You can keep this in a glass bottle in the fridge for up to 1 week.
https://www.palatesensations.com/blog/one-way-to-stay-healthy-during-covid-19-making-indonesian-jamu-herbal-balinese-drink

C. Metode Pembelajaran

Pendekatan   : Kerangka TPACK

Model   : Project Based Learning

Metode   : Diskusi, Penugasan, Proyek, Tanya Jawab, Presentasi,

Praktik

D. Media, Alat, dan Sumber Pembelajaran

1. **Media**

    Gambar makanan dan minuman

    Video Clip tentang prosedur pembuatan makanan dan minuman

    ➤ https://www.youtube.com/watch?v=PN_4IpCgVIQ Slide PPT akan

    dikirimkan melalui aplikasi Edmodo.

2. **Alat**

    Realia benda **dan boardmaker**

3. **Sumber Belajar**

    a. Kementerian Pendidikan dan Kebudayaan. 2013. Bahasa
        Inggris: ThinkLocally Act Globally. Jakarta:

    b. Buku referensi: Zaida, Nur, 2018, Bright An English Course for
        Junior HighSchool

        Students for Grade 9, Jakarta: Penerbit Erlangga.

D. Kegiatan Pembelajaran

Pertemuan Pertama

1. Kegiatan Pendahuluan (10 menit)
Orientasi

a. Guru bersama peserta didik saling memberi dan menjawab salam
    pembuka serta menyampaikan kabarnya masing-masing (*greeting*).

b. Guru mengecek kehadiran peserta didik dengan mengirimkan sapaan
    sekaligus absen dan memberi motivasi kepada peserta didik di
    beranda aplikasi Edmodo serta menganjurkan mereka untuk
    mengikuti aturan pemerintah berkaitan dengan Covid 19 dilanjutkan
    dengan berdo'a.

c. Guru menyiapkan peserta didik secara psikis dan fisik untuk
    mengikuti proses pembelajaran.

Apersepsi

a. Guru mengaitkan materi/*tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/*tema/kegiatan* sebelumnya.

b. Guru mengingatkan kembali materi prasyarat dengan bertanya.

c. Guru mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan:

1) *Have you ever read a procedural text before?*
2) *What kinds of procedural text that you have read?*
3) *What is information you can find in a procedural text ?*

d. Peserta didik menyimak apersepsi dari guru tentang pelajaran sebelumnya secara kontekstual sesuai manfaat dan mengaitkan dengan pengalamannya sebagai bekal pelajaran berikutnya.

Pemberian Acuan

a. Guru memberikan gambaran tentang manfaat mempelajari pelajaran yangakan dipelajari.

b. Guru menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung

c. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.

d. Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, danKKM pada pertemuan yang berlangsung

e. Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai denganlangkah-langkah pembelajaran.

f. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yangakan dicapai

2. **Kegiatan Inti Pertemuan Pertama**

a. Peserta didik mengamati slide gambar tentang menu resep makanan/minuman favorit untuk meningkatkan imunitas dimasa pandemi covid-19

b. Guru memaparkan materi *written procedural text* dalam file PPT di aplikasi Edmodo.

c. Guru mengemukakan pertanyaan esensial yang bersifat ekspl pengetahuan yang telah dimiliki siswa berdasarkan pengal belajarnya yang bermuara pada penugasan peserta didik dalam melakukan suatu aktivitas.
➤ *What do you know about immunity-boosting drink or j recipes?*
➤ *Can you give examples?*

➤ *Do you know steps to make those drink or food?*

d. Dengan pertanyaan pengarah dari guru, peserta didik berdiskusi untuk mengidentifikasi kosakata, tata bahasa tetang kalimat imperatif, fungsi sosial dan struktur teks.

e. Peserta didik berdiskusi tentang *written procedural text* melalui aplikasi Edmodo dan WA Group.

f. Peserta didik membuat catatan penting berbentuk mind map bisa secara manual atau dengan aplikasi *mindly* berdasarkan penjelasan yang dibagikan guru terkait dengan focus pengamatan fungsi sosial , isi teks, dan struktur teks.

3. Kegiatan Penutup

a. Peserta didik bersama-sama guru merefleksi kegiatan dan target yang dicapai

b. Peserta didik bersama guru membuat kesimpulan tentang point-pointpenting yang muncul dalam kegiatan pembelajaran yang baru saja dilakukan

c. Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran di dalam kelas

d. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

e. Guru mengajak peserta didik untuk berdoa sebelum kelas berakhir.

f. Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Kedua

1. Kegiatan Pendahuluan (10 menit)

Orientasi

a. Guru bersama peserta didik saling memberi dan menjawab salam pembuka serta menyampaikan kabarnya masing-masing (*greeting*), masih melalui aplikasi Edmodo.

b. Guru mengecek kehadiran peserta didik dengan mengirimkan sap˜˜˜ sekaligus absen dan memberi motivasi kepada peserta didik di bera aplikasi Edmodo serta menganjurkan mereka untuk mengikuti atu____ pemerintah berkaitan dengan Covid 19 dilanjutkan dengan berdo'a.

c. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran

Apersepsi

a. Guru mengaitkan materi/*tema/kegiatan* pembelajaran yang akan dilakukandengan pengalaman peserta didik dengan materi/*tema/kegiatan* sebelumnya.

b. Guru mengingatkan kembali materi prasyarat dengan bertanya.

c. Guru mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yangakan dilakukan:

➢ *How well can you cook?*

➢ *What things can you cook?*

➢ *Where do you find your recipes?*

➢ *What is your favorite recipe?*

➢ *What's your opinion of TV cookery programmes?*

d. Peserta didik menyimak apersepsi dari guru tentang pelajaran sebelumnya secara kontekstual sesuai manfaat dan mengaitkan dengan pengalamannya sebagai bekal pelajaran berikutnya.

Pemberian Acuan

a. Guru memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.

b. Guru menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.

c. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.

d. Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung.

e. Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

f. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

2. Kegiatan Inti Pertemuan Pertama

a. Peserta didik mengamati video tentang cara membuat resep makanan/minuman favorit

b. Guru memaparkan materi *video procedural text* melalui video yang dikirimkan pada beranda aplikasi Edmodo atau link sebagai berikut https://www.youtube.com/watch?v=PN_4IpCgVIQ

c. Guru mengemukakan pertanyaan esensial yang bersifat eksplorasi pengetahuan yang telah dimiliki siswa berdasarkan pengalaman belajarnya yang bermuara pada penugasan peserta didik melakukan suatu aktivitas.

➢ *What do you know about the video you havewatched?*

➢ *What is the purpose of that video?*

> *Do you know steps to make those drink or food on the video?*
> What are the verbs used on the video?

d.   Dengan pertanyaan pengarah dari guru, peserta didik berdiskusi untuk mengidentifikasi kosakata, tata bahasa tetang kalimat imperatif, fungsi sosial dan struktur teks yang digunakan dalam video tersebut.

e.   Peserta didik secara mandiri mengerjakan latihan soal pemahaman tentang materi melalui aplikasi Edmodo, tepatnya pada fitur yang bernama Quiz.

4. Kegiatan Penutup

1. Peserta didik bersama-sama guru merefleksi kegiatan dan target yang dicapai.

2. Peserta didik bersama guru membuat kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru saja dilakukan.

3. Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran didalam kelas.

4. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

5. Guru mengajak peserta didik untuk berdoa sebelum kelas berakhir.

6. Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Ketiga

1. Kegiatan Pendahuluan

Orientasi

a. Guru bersama peserta didik saling memberi dan menjawab salam pembuka serta menyampaikan kabarnya masing-masing (*greeting*)

b. Guru mengecek kehadiran peserta didik dengan mengirimkan absen dan memberi motivasi kepada peserta didik di beranda aplikasi Edmodo s menganjurkan mereka untuk mengikuti aturan pemerintah berka dengan Covid 19 dilanjutkan dengan berdo'a.

c. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran

Apersepsi

a. Guru mengaitkan materi/*tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/*tema/kegiatan* sebelumnya.

b. Peserta didik menyimak apersepsi dari guru tentang pelajaran sebelumnya secara kontekstual sesuai manfaat dan mengaitkan dengan pengalamannya sebagai bekal pelajaran berikutnya.

Pemberian Acuan

a. Guru memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.

b. Guru menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.

c. Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.

d. Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung.

e. Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

f. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yangakan dicapai

g. Guru membentuk kelompok kerja

2. **Kegiatan Inti**

a. Guru Mengorganisir peserta didik untuk membuat *'Master Chef Video Project'* membuat makanan/minuman favorite untuk meningk imunitas dimasa pandemi covid-19 sesuai prosedur pemb proyek/produk meliputi topik/tema, persiapan alat, bahan, media, sumber yang dibutuhkan.

b. Guru dan peserta didik di beranda aplikasi Edmodo membicarakan aturan untuk disepakati bersama dalam proses penyelesaian proyek. Hal-hal yang disepakati: pemilihan aktivitas, waktu maksima : direncanakan, konsekuensi, tempat pelaksanaan proyek, hal-l dilaporkan, serta alat dan bahan yang dapat diakses untuk membantu penyelesaian proyek.

c. Peserta didik dengan bimbingan guru membuat draft awal rencana project berupa menyusun script narasi video.

d. Guru memberikan masukkan dan feedback selama proses perencanaan.

e. Hasil akhir dari video akan diunggah di media sosial peserta didik, lalu link nya akan dikirim Kembali ke fitur assignment pada aplikasi Edm~~

3. **Kegiatan Penutup**

a. Peserta didik bersama-sama guru merefleksi kegiatan dan target yang dicapai

b. Peserta didik bersama guru membuat kesimpulan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru saja dilakukan.

c. Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran didalam kelas.

d. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

e. Guru mengajak peserta didik untuk berdoa sebelum kelas berakhir.

f. Peserta didik dan guru mengucapkan salam perpisahan.

E. Penilaian

1. Sikap melalui pengamatan perilaku sikap spiritual dan sika]p social denganinstrumen penilaian sikap, komponen yang diamati:

   a. Bekerjasama dalam diskusi kelompok

   b. Bertanggung jawab

   c. Menggunakan bahasa yang baik dan benar

   d. disiplin

2. Pengetahuan melalui tes tertulis berupa mengisi dialog rumpang, menjodohkan, menyusun jumbled words terkait teks prosedur dengan instrumen dan rubrik penilaian pengetahuan.

3. Penilaian Keterampilan melalui pembuatan video monolog mengenai teks prosedur lisan resep makanan/minuman yang sederhana sesuai dengan instrumen dan kemudian di upload di sosial media dengan instrumen dan lembar ceklis penilaian Keterampilan.

Mengetahui,   Bulukumba, Maret 2021
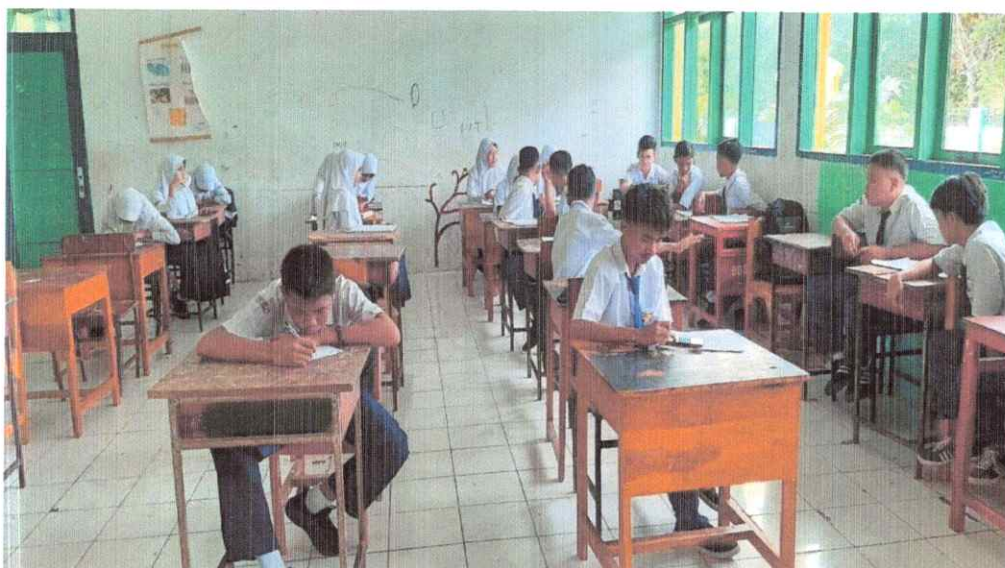
Kepala Sekolah   Guru Mapel,

Drs. Burhanuddin, MM   H.Raison, S.Pd., M.M
Nip. 19681228 199703 1 006   Nip. 19680517 199702 1001

HASIL NILAI PRE-TEST DAN POST TEST SISWA

No	P1	P2
1	45	75
2	40	80
3	45	80
4	25	85
5	30	70
6	20	75
7	55	90
8	55	90
9	70	80
10	65	75
11	65	85
12	45	80
13	65	75
14	65	90
15	50	90
16	30	85
17	40	80
18	55	90
19	40	80
20	45	85

(This is Learning Process in Edmodo Application)

(Researcher has given a pre-test to the students)

Throughout Indonesia, Jamu is considered a medicinal drink and offers healing for the body. Traditionally, this is drunk one glass a day each morning. Jamu juice is known as a blood cleanser, a weight loss solution and has anti-inflammatory, anti-oxidant and antiseptic properties. It also assists in reducing cholesterol.

Here's our own recipe for Indonesian Jamu (Herbal Balinese Drink):

Ingredients:
1 litre of water
10cm long mother turmeric (peeled and chopped)
10cm long galangal (peeled and chopped)
2 tbps tamarind (seeds and pulp)
2 tbsp palm sugar

Procedure:

In a blender, blend the water with the turmeric and galangal. Add to a pot and bring to a boil. Then add the tamarind and the palm sugar. Simmer for 30 minutes before straining. Add honey and lemon juice before serving.

Jamu can be drunk hot or cold and the proportions can be varied depending on what you like.

You can keep this in a glass bottle in the fridge for up to 1 week.

(Researcher gave a post-test)
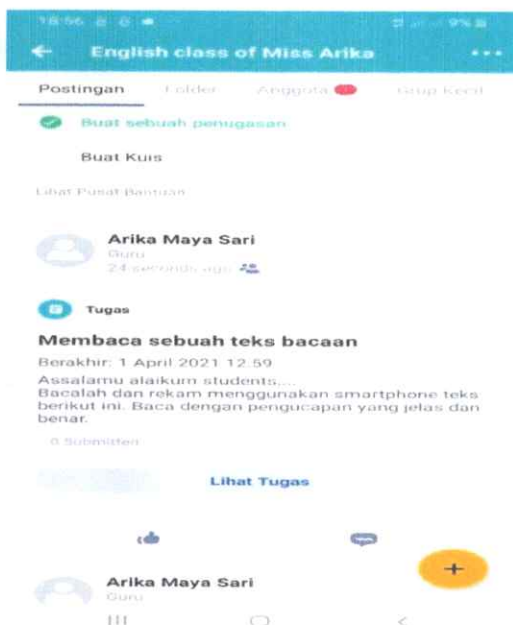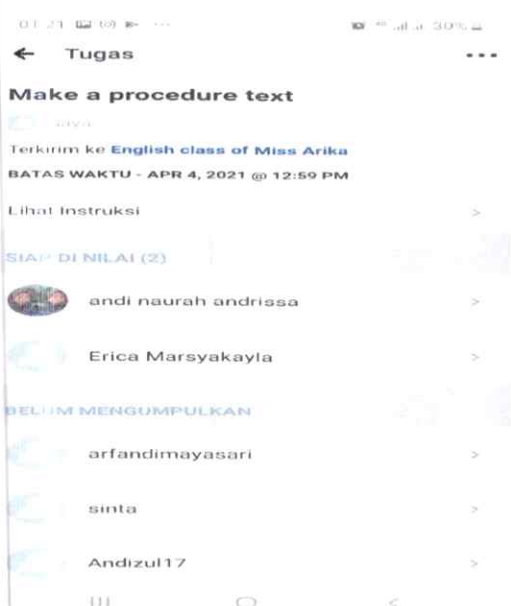
MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 E-mail :lp3munismuh@plasa.com

بسم الله الرحمن الرحيم

Nomor	: 1471/05/C.4-VIII/III/40/2021	<u>12 Sya'ban 1442 H</u>
Lamp	: 1 (satu) Rangkap Proposal	25 March 2021 M
Hal	: Permohonan Izin Penelitian	

Kepada Yth,
Bapak / Ibu Bupati Bulukumba
Cq. Ka. IP3 Balitbang Perpustakaan dan Kearsipan
di –

  Bulukumba

السلام عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 4985/FKIP/A.4-II/III/1442/2021 tanggal 24 Maret 2021, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama	:	**A.L ARIKA MAYA SARI**
No. Stambuk	:	**10535 660415**
Fakultas	:	**Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan	:	**Pendidikan Bahasa Inggris**
Pekerjaan	:	**Mahasiswa**

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

"The Effect of Edmodo Application on Students' Reading Comprehension"

Yang akan dilaksanakan dari tanggal 27 Maret 2021 s/d 27 Mei 2021.

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 katziraa.

السلام عليكم ورحمة الله وبركاته

Ketua LP3M,

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

03-21

PEMERINTAH KABUPATEN BULUKUMBA
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SPF SMP NEGERI 34 BULUKUMBA
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SURAT KETERANGAN
Nomor : 016 / 421.3/ SMP.34 / KP/ IV/ 2021

Yang bertanda tangan dibawah ini

Nama	: Drs. Burhanuddin, MM.
N I P	: 19681228 199703 1 006
Jabatan	: Kepala Sekolah
Unit Kerja	: UPT SPF SMP Negeri 34 Bulukumba

Dengan ini menerangkan bahwa

Nama	: A.L.ARIKA MAYA SARI
Nomor Pokok	: 10535660415
Program Studi	: Pendidikan Bahasa Inggris
Institusi	: Universitas Muhammadiyah Makassar
Alamat	: Puri Pallangga Mas II Blok E No. 14

Dengan Judul Skripsi

" The Effect of Edmodo Application on Students' Reading Comprehension "

    Benar telah melakukan penelitian di SMP Negeri 34 Bulukumba pada tanggal 27 Maret 2021 s.d 12 April 2021 dalam rangka penyelesaian pendidikan program sarjana FKIP Universitas Muhammadiyah Makassar .

Demikian Keterangan ini dibuat untuk digunakan sebagaimana mestinya

                    Bulukumba, 13 April 2021
                    Kepala UPT SPF SMPN 34 Bulukumba

                    Drs. BURHANUDDIN,MM
                    NIP. 19681228 199703 1 006

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

بسم الله الرحمن الرحيم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **A.L. ARIKA MAYA SARI**

NIM : **10535660415**

Judul Penelitian : *THE EFFECT OF EDMODO APPLICATION ON STUDENTS' READING COMPREHENSION*

Tanggal Ujian Proposal : **22/02/2021**

Tempat/Lokasi Penelitian : **UPT SPF SMPN 34 BULUKUMBA**

No	Hari/tanggal	KegiatanPenelitian	NamaGuru/terkait	ParafGuru/terkait
1	SENIN. 29.03.21	MENGHADAP KEPADA KEPSEK & GURU PAMONG	H.RAISON S.Pd MM	
2		PERKENALAN KEPADA SISWA	H.RAISON S.Pd MM	
3		MEMBERIKAN PRE-TEST MEMPERKENALKAN EDMODO	H.RAISON S.Pd MM	
4	KAMIS. 01.04.21	TREATMENT	H.RAISON S.Pd MM	
5	SENIN 5.04.2021	TREATMENT	H.RAISON S.Pd MM	
6	KAMIS. 8.04.21	TREATMENT.	H.RAISON S.Pd MM	
7	SENIN 12.04.21	MEMBERIKAN POST-TEST	H.RAISON S.Pd MM	
8				
9				
10				

BULUKUMBA ,.....APRIL.......2021

Mengetahui,

Ketua Jurusan

UmmiKhaerati Syam......M.Pd
NBM. 977 807

Pimpinan/Kepala sekolah,

Drs. Burhanuddin MM
NIP. 196812281997031006

Terakreditasi Institusi
BAN-PT

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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Telp   0811 1782101 (Secretary)
Email   prodibg@unismuh.ac.id
Web   bg.fkip.unismuh.ac.id

بِسْـــــمِ اللّٰـه الرحمن الرحيـــم

LETTER OF ACCEPTANCE
0334/BG-FKIP/LOA/B/IX/1443/2021

Dear A.L. ARIKA MAYA SARI

It is our pleasure to inform you that, after review your paper:
THE EFFECT OF EDMODO APPLICATION ON STUDENTS' READING
COMPREHENSION
The manuscript ID: 511
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of Computer Interaction in Education,** ISSN (paper) *2656-5218* ISSN (online) *2622-2418*. We appreciate your contribution.

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

Makassar, 16 September 2021 M
9 Shafar 1443 H

Head of English Education Department
Faculty of Teacher Training and Education

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

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THE EFFECT OF EDMODO APPLICATION ON STUDENTS' READING COMPREHENSION

From author/researcher

A.L. ARIKA MAYA SARI

ID: 10535660415

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Makassar,   **9 Shafar 1443** H

16 September 2021   M

Head of
English Education Department,

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

CURRICULUM VITAE

A.L. Arika Maya sari was born in Semarang, may 12th 1998. She is the first daughter of five siblings. Her father name is Muhammad Arianto and her mother name is Upik Kurniaty. She's finished her study in Elementry school at SD Negeri 168 Dangke on 2009, then she continued her study to Junior High School at SMPN 3 Bontobahari and success finished on 2012. And the same year, she was continued her study at MA Darul Arqam Muhammadiyah Gombara,Makassar and finished on 2015. After finished 3 years in Senior High School, on 2015 she was proceeded her study in Muhammadiyah University of Makassar, she accepted in English Education Department of Teacher Training Education Faculty.