THE IMPACT OF DIGITAL TEXT ON STUDENT'S READING SKILL
(A Quasi-Experimental Study at First Grade Students of SMA 3 Rejang Lebong in Academic Year 2022/2023)

THESIS

This Thesis is Submitted to Fulfill the Requirement for 'Sarjana' Degree in English Tadris Study Program

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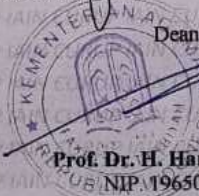
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Assalamualaikum Wr. Wb.

Setelah mengadakan pemeriksaan dan bimbingan serta perbaikan maka kami berpendapat skripsi mahasiswa yang bernama Lydia Hasana NIM 19551034, yang berjudul *"The Impact of Digital Text on Student's Reading Skill (A Quasi-Experimental Study at First Grade Students of SMA N 3 Rejang Lebong in Academic Year 2022/2023)"* sudah dapat diajukan dalam sidang munaqasah Institut Agama Islam Negeri (IAIN) Curup.

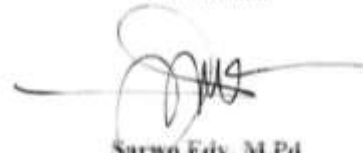Demikian permohonan ini kami ajukan, terima kasih.

Wassalammualaikum Wr. Wb.

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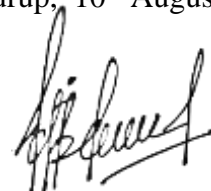Researcher

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PREFACE

All praises given to Allah SWT, the writer had finally finished writing his thesis entitled "The Impact of Digital Text on Student's Reading Skill (A Quasi Experimental Study at the First Grade Students of SMA 3 Rejang Lebong in Academic Year 2022/2023)"

This thesis is submitted as a part of the completion for bachelor degree in English Tadris Study Program of IAIN Curup. The writer realizes this thesis far from being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes this thesis will be really useful to those who are interested in this field of study.

Curup, 10th August 2023

Lydia Hasana
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بسم الله الرحمن الرحيم

In the name of Allah, The Beneficent, The Merciful

All praises to Allah who has given the writer Blessing and Mercy upon the writer in completing the last assignment in her study. Peace and salutation always be upon to the prophet Muhammad shallallahu 'alaihi wasallam, his family, his companions, and also his followers.

In this occasion, the writer would like to express her greatest appreciation, honour and gratitude to her beloved parents (Mr. Asnawi, A.Md. and Mrs. Umu Naziah, S.Ag.), for their valuable supports and moral encouragement in motivating the writer to finish this thesis.

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The writer hopes and wishes for all the people who have been there during her academic life to have Allah's blessings. May Allah help them in everything and give them success in this world and hereafter. The writer realize that this thesis is far from perfection. Therefore, it would be a pleasure to give constructive comments and any kinds of suggestion from the reader in order to create a better research paper in the future.

Curup, 10th August 2023

Researcher

Lydia Hasana
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MOTTO AND DEDICATION

Motto

"work for a cause not for applause"

This thesis is dedicated to:

- My beloved parents, Asnawi, A.md and, Umu Naziah, S.Ag. Thanks a lot for always care and encourage me in all ups and downs through this collage journey.

- My siblings: Meika Selviana, S.Pd, M Aril Akbar, M Raffi Alhafizd. Thank you for always remind me that I have a comfort home to back, and I have you all to share and care each other. Hopefully, we will make our parents proud of us in the future.

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- My home, State Islamic Institute of Curup

ABSTRACT

Hasana,Lydia. 2023 **: The Impact of Digital Text on Student's Reading Skill (A Quasi Experimental Study at Tenth Grade of SMA 3 Rejang Lebong in Academic Year 2022/2023)**

Advisor **: Dr. Eka Apriani, M.Pd.**

Co-advisor **: Sarwo Edy, M.Pd**

This study aimed to find out whether there is any significant effect of digital text on student's reading skill at tenth grade students of SMA 3 Rejang Lebong. This study design as quasi-experimental research, since there are two classes are taken as the sample of the study, which are 35 students X IPA 2 and 35 students X IPA 3, and classify into experimental class and control class. The experimental class was taught by using digital text while the control class taught by printed text. Moreover, this research is conducted through the following procedures; pre-test, treatments, and post-test. The data analyzed is gained through reading test. There was significant different between the students who were taught by using digital text and those who were taught by using printed text. It can be seen from the post-test result. The mean score in experimental class was 63.29 and the mean score in control class was 56.91. From the result of t-test obtained 2.21 while t-table was 1,67. It was proved that t-test obtained higher than t-table (2.21>1,67) which the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Finally, it can be concluded that digital text is effective on student's reading skill.

Key words: *Digital Text, Reading Skill*

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CHAPTER I

INTRODUCTION

In this chapter, researcher discusses with regards to research's background and emphasizes significance impact of employing digital text as an interactive instructional media towards students' reading skills. The questions of the research, research's objectives, delimitation, hypothesis, and the operational definitions are presented to focus the scope of this research thesis.

A. Background of the Research

Reading is a crucial skill that should be accomplished by students in English language. In general, reading refers to the capacity of a person in understanding what they have read and derive the content of the text. Caroline defined reading as a combination of competencies that includes the interpretation and derivation meaning from the written word.[1] Additionally, Amin pointed out that reading skill might be regarded as the capability to comprehend reading content.[2] In other word, Reading is a complex skill, due to it is primarily concern with the ability to comprehend and interpret the reading's contents. In accordance with the previous definitions, it could be drawn simply that by having reading skill someone is capable to understand reading content both explicitly and implicitly.

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[1] Muslima Erkaboyeva, Muslimaxon Bahodirjon Qizi. "The Concepts of "Reading" And "Authentic Materials" in English Methodology." *Scientific progress* 2, no. 2 (2021): 1700-1705.
[2] Md Amin. "Developing reading skills through effective reading approaches." *International Journal of Social Science and Humanities* 4, no. 1 (2019): 35-40.

Nowadays, reading becomes an essential skill to be acquired for students especially for English as a foreign language (EFL) student. Due to, the majority of available informations are provided in English which presents a challenge for students from countries where English is not the primary language. In order to comprehend the information, such students should master English first. According to Pardede, there are several reasons why EFL learners should master reading skill. First, EFL students learn English in a society where English does not exist as the main spoken language. Thus, reading might help them overcome for the lack of input toward English language. Second, numerous studies have demonstrated the importance of reading for personal intellectual development, higher education, work success, and career advancement. Third, reading skills are improve learner's knowledge of other aspects in learning a language.[3] Thus, Reading is considered to be one of the most crucial skills to develop when learning a language because it helps students to improve their language skills and will assist them in the future.

Regarding to the importance role of reading for the students, teachers must pay careful attention when teaching reading. The media that is used in the process of teaching and learning has to well-designed so it will lead the students to catch the material well and make higher academic achievement. As explained by Nadirah et al, in their research that good educator must make an improvement to their teaching media so the student easy to understand what the teacher teaches to them, and it will affect positively to the student's

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[3] Parlindungan Pardede. "Factors attributed to contradictory research findings in print reading vs. digital reading effectiveness: A Literature Review." (2019): 194-208.

performance.[4] To sum up, media of teaching must be considered as a crucial thing in teaching reading because by having good reading skill students can raise better academic achievement.

In 21st century, teachers demand to integrate a lot of Information and Communication Technology (ICT) in classroom. Due to, technology integration in the classroom has been recognized as a significant method to enhance the efficacy of the teaching and learning process. The use of technology in the classroom offers several advantages, including raising students' levels of critical thinking, enhancing the effectiveness of their preferred learning methods, and reducing the restriction of traditional texts being limited to written words and visuals.[5] Additionally, developing English Language Teaching (ELT) content using information and communication technologies (ICT) helps learners improve their English proficiency and makes the content easier to understand.[6] This reality also supported with the regulation of Ministry of Education and Culture Affairs in Indonesia No. 68 of 2014 about one of the concerns within the scope of 2013 is the use of Information Communication Technology (ICT) as a learning concept in English language teaching, with the goal of improving students' learning autonomy and communicative development.

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[4] Nadirah, Andi Asrifan, K. J. Vargheese, and Haedar Haedar. "Interactive multimedia in EFL classroom: a study of teaching reading comprehension at junior high school in Indonesia." *Journal of advanced english studies* 3, no. 2 (2020): 131-145.

[5] Safak Kaman, and Ihsan Seyit Ertem. "The effect of digital texts on primary students' comprehension, fluency, and attitude." *Eurasian Journal of Educational Research* 18, no. 76 (2018): 147-164.

[6] Muthmainnah, Riswanto, Santiana, Nurul Fadhillah, Eka Apriani, and Syafryadin. "DEVELOPING ELT MATERIALS-ICT BASED AMID COVID-19." *English Review: Journal of English Education* 10, no. 2 (2022): 713-728.

Considering that technology is crucial in the 21st century learning, teachers are unable to remain quietly. Instead, they need to be adaptable. However, teachers are not always interested to change. As stated by Prensky, teachers who were not raised in the digital age tend to believe that students remain the same as they have been throughout their lives, and same teaching strategies that worked for them as students will also work for their current students.[7] But in today's world, that assumption is no longer true. Teachers must be adaptable, which means they must begin to believe that integrating technology into the classroom is an effective method to increase educational quality.

In phenomena, depending on the preliminary observation that researcher have conducted in Senior High School 3 Rejang Lebong. Researcher found that in learning process teacher still use printed reading material which is textbook where researcher assume this media of teaching is no longer relevant for students in this period of time. Therefore, this inappropriate media led the students to face some difficulties in reading activity. It can be seen from student's answer on interview session with researcher. The first case is related to student's enthusiast. Media of teaching that presented without any visual or interactive pictures make the learning activity become monotonous. Second, wasting time. read a lot of books to find out the correct resources that students looking for may take a lot of time to spent. Moreover, students only have two options for having a reading material which are come to the library or just

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[7] Abraham Oriji, and Young Denson Torunarigha. "Digitized education: Examining the challenges of digital immigrant educators in the face of net generation learners." *KIU Journal of Social Sciences* 5, no. 4 (2020): 337-347.

ordered the book. The third problem is lack of practicality, a lot of reading material that offered in printed words make students think twice to always bring and open their reading material everywhere.

Based on phenomena above, it seems that teacher must have an interactive teaching media to support the students to acquire reading skill. The fact that students nowadays discover several texts in digital forms known as digital text is currently essential in the research field of reading and comprehending texts.[8] According to Balas, digital text typically refers to reading activity that may be carried out on any kind of computer, such as on a desktop or portable computer screen which has special software in it. Beside formed in digital format, digital text also provides some features that teacher could use to prepare various material for the student and make student deeply comprehend the literal meaning of the passage. As explain by Chen May Oh et al, digital texts on digital devices have impressively offered a huge variety of material to read which not only captivated students with varied topics but also brought a reading practice that can enhance their reading skills.[9] Additionally, Griffin Mewoh et al, explained that by having reading activity through smartphone plays a role in triggering student's reading skill. Due to, those students who are reading through digital text have unlimited access of

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[8] Sarah A Sullivan, and Sadhana Puntambekar. "Learning with digital texts: Exploring the impact of prior domain knowledge and reading comprehension ability on navigation and learning outcomes." *Computers in Human Behavior* 50 (2015): 299-313.

[9] Chen May Oh, Pramela Krish, and Afendi Hamat. "Reading on Smartphones: Students' Habits and Implications for Reading Skills." *Computer Assisted Language Learning* 23, no. 1 (2022): 259-277.

information to enhance their reading skill.[10] In brief, digital texts can be understood as the books presented on computer or tablet screens and provide opportunities for the student to engage with the text by using the features offered in digital text and has the implications towards students reading skill.

As mentioned above, to facilitate digital text as the media of teaching reading, researcher than used instructional scaffolding as the strategy for applying digital text in classroom. Scaffolding defined as one of strategy in teaching reading that refers to a process for preparing the situation to make the students entry easily and successfuly in learning. Then, progressively stepping back and turning over the duty to the students as they become capable enough for handling it. Referring to Amerian and Mehri, scaffolding requires helping, assisting, and guiding the students before they are able to learn independently.[11]

Researcher believe this strategy is appropriate for students read digital text. Because, using instructional scaffolding strategy bring so much advantages for student itself which a teacher gives a temporary assistance and helps a students know how to do something so that the learner will later be able to complete a similar task alone. Moreover, when the students skilled enough to read digitally they will be more enthusiast to read the text in digital form which may enrich students in getting new knowledge, much information, and

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[10] Griffin Mewoh, Andi Hamzah Fansury, Maulina Maulina, and Ramli Ramli. "Smartphone Roles in Triggering Students'reading Skill." *Klasikal: Journal of Education, Language Teaching and Science* 4, no. 2 (2022): 223-231.

[11] Hawa Rahma, Chong Oi Leng, and Rohaidah Mashudi. "Innovative Educational Practice for Impactful Teaching Strategies through Scaffolding Method." *Asian Journal of University Education* 16, no. 4 (2020): 53-60.

up to date to the news around the world. In addition, Ince Dian and Widi explained on their research that by implemented scaffolding strategy in reading digital text contribute to the enhancement of students' reading abilities.[12]

Considering the phenomena above and regarding the importance of reading skill to be acquired by students. Therefore, the present study seeks to work on digital text through instructional scaffolding strategy towards students reading skill. To address the impact of digital text, the researcher has to firstly find out the demographic information about student's reading skill. Hence, this study is initiated by assessing students' reading skill and followed by seeking the impact of digital text through instructional scaffolding strategy on students' reading skill. The media and teaching material used at first grade in Senior High School 3 Rejang Lebong. In accordance with the syllabus used in school researcher took one material which is recount text. To this end, this research proposal is titled **The Impact of Digital Text on Students' Reading Skill.** This study is beneficial because it contributes to providing an informative resource about affective way for students to acquire reading skill, in which other lecturers or academicians can utilize this resource as a vicarious experience.

B. Research Questions

According to background of the research, these following are the problem of this research:

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[12] Ince Dian Aprilyani Azir, and Widi Sriyanto. "Improving English reading digital text Skills for multimedia students through the scaffolding method." *Ethical Lingua: Journal of Language Teaching and Literature* 8, no. 2 (2021): 369-377.

1. How is student's reading skill under teach with printed text?

2. How is student's reading skill under teach with digital text?

3. Is there a significant differences between students teach with printed text and digital text?

C. Objectives of the Research

The present research attempts to answer the questions presented in the research problem. As a result, the research's objectives were:

1. This study aims to find out the student's reading skill under teach with printed text.

2. This study aims to investigate the student's reading skill under teach with digital text.

3. To know the significant differences between students teach with printed text and digital text.

D. Delimitation of the Research

In this present research, researcher used two classes serve as the Experiment class and Control class with eight meetings for both classes include material field which is recount text as representative of text genre learnt by first grade student of SMA 3 Rejang Lebong. In experiment class, researcher use digital text as the media of teaching, therefore the text presented in digital format such as pdf and Microsoft Word with some digital features which are

hypertext, highlight, and multimodal text. Meanwhile, printed text used in control class such us textbook and text presented on paper.

E. Operational Definition

1. Reading Skill

    Richards and Schmidt state that in second and foreign language instruction, students' reading skill refers to the qualities required for skilled reading, such as recognizing reading content, capturing sequencing, highlighting specific details, making inferences, establishing comparisons, and making predictions.[13] In this research, reading skill is the ability of first grade at SMAN 3 Rejang Lebong in recognizing reading content, capturing sequencing, highlighting specific details, making inferences, establishing comparisons, and making predictions of reading recount text specifically.

2. Digital Text

    According to Balas, digital text typically refers to reading activity that may be carried out on any kind of computer, such as on a desktop or portable computer screen which has special software in it.[14] In this research, the students of first grade at SMAN 3 Rejang Lebong are principally have reading activity by using electronic devices as the media in teaching and learning process.

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[13] Parlindungan Pardede. "Integrated skills approach in EFL classrooms: A literature review." (2019): 147-159.

[14] Blikstad-Balas, Marte, and Kirsti Klette. "Still a long way to go: Narrow and transmissive use of technology in the classroom." *Nordic Journal of Digital Literacy* 15, no. 1 (2020): 55-68.

3. Printed Text

Printed text is a text that can be done without any special software or technology tools. In this research, printed text refers to a text that presented in paper where most of the time teacher used as their media of teaching. Moreover, students of first grade at SMAN 3 Rejang Lebong are principally have reading activity by using text book.

4. Instructional Scaffolding Strategy

Referring to Amerian and Mehri, this term defines as one of strategy in teaching reading that refers to a process for preparing the situation to facilitate the student's entrance and achievement in learning. Then, progressively stepping back and turning over the duty to the students as they become capable enough for handling it.[15] In this research, instructional scaffolding strategy used as the strategy to facilitate digital text as the media of teaching for first grade at SMAN 3 Rejang Lebong.

5. Recount text

As stated by Mark and Kathy Anderson, recount text is a textual content that retell historical events, generally presented in the sequence in which they occurred.[16] In this research, recount text used as the topic to focus the research because this material is one of text genre learnt by first grade of SMA N 3 Rejang Lebong.

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[15] Hawa Rahma, *Op.Cit*

[16] Rury Durriyah,. *The effectiveness of using small group discussion on students' reading comprehension of recount text.* Bachelor's thesis, UIN Syarif Hidayatullah Jakarta: Fakultas Ilmu Tarbiyah dan Keguruan, 2017.

F. Hypothesis

Hypothesis is an assumption about predicted relationship between phenomena. Furthermore, a hypothesis is a temporary answer to the research problem. The hypothesis is stated as follows:

H_0 : There is no significant impact of digital text on students reading skill.

H_1 : There is significant impact of digital text on students reading skill

G. Significance of the Research

The results of this research are projected to assist in the development of English language instruction. The findings would be beneficial to students, lecturers, educators, institutions, and other academics in particular. Students are required to apply the study's findings to improve their reading skills and comprehend the meaning of the reading material provided by the teacher. The findings assist teachers and instructors in their professional life since they may utilize digital text to help them generate reading material for students more efficiently. Other researchers may utilize the analysis findings to do similar studies on diverse subjects.

H. Organization of the Research

This research organizes into five chapters; Chapter I, this chapter includes research's background, research question, objective of the research, delimitation of the research, operational definitions, hypothesis, significant of the research and research's organization. Chapter II, it describe about literature

review that involves theories about the understanding of reading skill, the teaching reading (principle teaching reading, and teaching reading in senior high school), digital text (definition of digital text, and the advantages and disadvantages), instructional scaffolding strategy (definition of scaffolding strategy, types of scaffolding strategy, and procedure of scaffolding strategy in teaching reading), recount text (definition of recount text, generic structure, language features, and example of recount text), assessing students reading skill, and the last is related findings. Chapter III, it discusses about the research methodology which are research design, population and sample, procedure of the research, instrument of the research, techniques of collecting and analyzing data. Chapter IV, it discusses about finding and discussion involving students' reading skill before taught by using digital text, after taught by using digital text and the impact of using digital text on student's reading skill. Chapter V describes conclusion and suggestions.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Literature

1. **Reading Skill**

   a. **Understanding Reading Skill**

   Language skills generally consist of four skills, which are: listening skills, speaking skills, reading skills, and writing skills. According to Richards & Schmidt, Reading and listening are sometimes referred as the passive or receptive skill, whereas speaking and writing are the active or productive skills.[17] It means that through listening and reading, an individual receives information as language input, and by speaking and writing, they generate language output depending on the language inputs. Despite of the ability for someone to receive a knowledge, reading skill also considered as the abilities for someone to capture information or ideas provided by the writer through written language, and analyze ideas discovered, both explicit and implicit. According to Richards and Schmidt, reading skill refers to the ability to recognize fundamental ideas, grasp sequence, notice particulars, draw conclusions, make comparisons, and formulate predictions.[18] In short, reading skill is one of skill in learning a language whereas learners are able to get a new

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[17] Parlindungan Pardede. "Integrated skills approach in EFL classrooms: A literature review." (2019): 147-159.

[18] Kawa Abdlkareem Sherwani, and Mohammad Kiani Harchegani. "The Impact of Multimodal Discourse Analysis on the Improvement of Iraqi EFL Learners' Reading Comprehension Skill." *Journal of Tikrit University for Humanities* 29, no. 12, 2 (2022): 1-19

information and do a follow up activity that has deeper understanding with the knowledge.

Reading is a dynamic process that requires both comprehension and recognizing abilities. Gray categorizes reading as a form of experience. Reading connects us to great authors' ideas and their written accounts of their experiences. Reading is an active activity in which the reader engages with the content in order to derive meaning, this creation of meaning requires a lot of effort from the reader. Reading is a perceptual process that involves perceiving an object or symbol and converting it into what is known as an idea; then, ideas are turned into concepts and many aspects of thinking. Additionally, Reading is an activity of meaning negotiation, the reader contributes a set of conceptual frameworks for interpreting the text, and it gets the result of that interaction in the teaching and learning of a second language.[19]

Depending to the following definitions above, the researcher can take a conclusion that reading is a receptive skill that helps students in second and foreign language instruction understand printed words by detecting significant ideas, grasping sequence, noting particulars, generating inferences, making comparisons, and creating predictions. Additionally, the researcher can assert that reading is the capacity to

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[19] Zul Rengur, and Sugirin Sugirin. "The effectiveness of using comic Strips to increase students' reading comprehension for the eighth grade students of SMPN 1 Pundong." In *6th International Conference on Educational Research and Innovation (ICERI 2018)*, pp. 511-515. Atlantis Press, 2019.

comprehend written English and transforming it into image, Images are transformed into concepts and various dimensions of thought.

b. The Goals of Reading

Reading is a skill that students must acquire to improve their understanding, specifically of the English language. The researcher believes that understanding the reasons of reading is one method for improving student's reading skill. There are several goals of reading that have been put out by numerous experts. Rivers and Temperely cover seven primary goals of reading : First, to gather knowledge in order to fulfill a purpose or because we are sincerely interested in a subject. Second, to receive directions on how to carry out some duties for our daily lives or jobs (e.g. knowledge about how an appliance operates); Third, to perform in something, play a game, or solve a puzzle; Fourth, to read and comprehend business letters or to correspond with pals; Fifth, to be aware of upcoming events, their locations, and their availability; Sixth, to be aware of what is occurring or has occurred (as reported in publications such as magazines and newspapers); and Seventh, for having excitement or pleasure.[20] Besides, Grellet identifies two primary motivations for reading: first, reading for enjoyment; and second, seeking

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[20] Wilga M Rivers, and Mary S. Temperley. *A Practical Guide to the Teaching of English as a Second or Foreign Language*. Oxford University Press, 200 Madison Ave., New York, NY 10016, 1978.

for information through reading (in order to discover something or perform something with the knowledge obtained).[21]

Reading plays a significant role for readers in the above-mentioned purposes. It is clear that reading can be used for organization, research, and to get a broad perspective. Additionally, we can recognize reading as educational material.

2. Teaching Reading

a. The Principles for Teaching Reading

The teachings principles are the chief guide to make teaching and learning process become productive and successful. In line with a statement before, Richard and Schmidt emphasize that principles in teaching are the ideas and opinions that educators have about successful methods of instruction and learning. These ideas and opinions form the foundation for some of their choices. According to Harmer there are six principles underlying reading instruction;[22]

First, Reading does not qualify as a passive activity, means reading is a very physically demanding activity. To accomplish effectively, one must understand what the terms signify, identify the image they are creating, understand the arguments, as well as determining whether one agrees with them. If these steps are not taken, and if students do not

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[21] Dina Fitriana. "Reading Strategies In English As Foreign Language Students At English Education & Literature Program." *EDUKATIF: JURNAL ILMU PENDIDIKAN* 4, no. 3 (2022): 3498-3514.

[22] Yuni Deviyanti Resia. "Teaching And Learning Reading Comprehension By Using Visualization Strategy at The First Semester of The Eighth Grade of Mts Assalam Tanjung Sari South Lampung in Academic Year Of 2020/2021." Phd Diss., Uin Raden Intan Lampung, 2021.

accomplish the steps, then they just learn the surface information from the text and rapidly forget it.

Second, Students must be interested in what they are reading. Students who are lack motivated in what they are doing and not engaged with the reading content are less likely to gain from it than those who are. When people are sincerely driven by the subject or task, they gain a lot through the things they are looking at.

Third, students should be taught how to react to the substance of a reading book rather than just the language. It is crucial to analyze reading texts to determine how language is used, how many paragraphs are there, and how frequently relative clauses are used. However, the text's meaning or "massage" is just as essential, and teachers should give their students the chance to react to it in some way. It is crucial that students be given the freedom to communicate how they truly feel about the subject, since this will encourage interest in the language and the issue on an individual basis.

Fourth, Prediction is an important aspect of reading. When reading materials written in own native language, one typically has a fair notion of the subject before beginning to read. Book covers provide the reader a suggestion about what is inside; images and headlines give readers a signal about the content of articles; and reports give readers a sense of what to expect before they even open the book. When someone gets a hint, such as a book cover, headline, or word-processed page, their brain

immediately begins to predict what they will read, expectations are created, and the active reading process is ready to commence. In order for students to anticipate what will happen, teachers should provide them with "hints." They will become more attentive and proficient readers as a result.

Fifth, connect the assignment to the topic being discussed. Students could be given Hamlet's famous monologue "to be or not to be" and asked to count how many times the infinitive is uttered. Teachers could ask the students to list the ingredients on a restaurant menu in alphabetical order. Both duties may have valid explanations, but they appear a little absurd at first sight. Teachers are likely to be more concerned in the meaning of Hamlet and the actual ingredients of the dish. Once a choice has been made regarding the reading text that the students will read, teachers must select following reading tasks, such as the proper questions, interesting and practical puzzles, etc. The most intriguing passage can be ruined by questions that are boring and inappropriate, but the most ordinary passage can be made genuinely engaging by giving the students activities that are both creative and difficult.

Sixth, succeed teachers make extensive use of reading texts. There are many sentences, words, thoughts, descriptions, etc. in every reading material. It makes no sense to just assign reading, have students finish it, and then have them go on to anything else. Excellent teachers incorporate

the reading material into engaging class activities, employing the subject for additional discussion and activities and afterwards it will be useful for activation and learning.

b. Teaching Reading in senior high school

Teaching defines as an instruction or delivering a particular skill to someone. According to Brown, teaching is an activity of encouraging and leading learning as well as providing the learner with the materials and the environment that necessary for learning.[23] Additionally, definition of teaching is to demonstrate or assist someone in learning a skill, offering knowledge, causing someone to know or comprehend something, and providing guidance for studying. Following the definition before, teaching is the practice of assisting and directing students as they learn and expand their knowledge.

According to Eddie Wouldliam, there are three essential steps that must be taken when teaching reading:[24] First, pre-reading activity. The goals of pre-reading exercises are: to present and create interest about the subject, to inspire students by providing a motivation to read, and to give the text some linguistic preparation. Second, while reading activity. The intentions of while reading duties are: to identify the goal of the reading, to comprehend the text's structure, and to clarify the content. Third, there

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[23] Leanna Archambault, Heather Leary, and Kerry Rice. "Pillars of online pedagogy: A framework for teaching in online learning environments." *Educational Psychologist* 57, no. 3 (2022): 178-191.

[24] Elsa Rovicoh. "The Effect Of Guessing Meaning Of Unfamiliar Word Toward Students' Reading Comprehension (An Experimental Research On Third Grade Students Of Mts Nurul Kamal Sambirejo)." PhD diss., IAIN Curup, 2018.

are post-reading activities. Past-reading exercises aim to provide additional activity, to reflect on what they have read, and to establish connections among the concepts presented in the book and their own expertise, interests, or viewpoints.

In senior high school, there are actually several reading competencies that student has to accomplish according to the regulation of ministry of education and culture affairs. The content of the basic compotence and indicator competence for senior high school students especially first grade can be seen in the table below:

Table 2.1
Standart and Indicator Compotence of Reading Skill
for First Grade Senior High School Students[25]

Basic Competence	Indicator Competence
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	3.7.1 Menentukan fungsi sosial teks recount terkait peristiwa bersejarah 3.7.2 Menganalisis struktur teks teks recount terkait peristiwa bersejarah 3.7.3 Menemukan unsur kebahasaan dalam bentuk teks recount terkait peristiwa bersejarah 3.7.4 Meresume teks recount sederhana terkait peristiwa bersejarah
4.7 Teks *recount* – peristiwa bersejarah	4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis, pendek dan sederhana terkait peristiwa bersejarah

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[25] English Syllabus for X grade of SMAN 3 Rejang Lebong

F	4.7.2	Menyusun teks *recount* lisan dan tulis,pendek dan sederhana, terkait peristiwa bersejarah,dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

from the foregoing explanation, it may be inferred that teaching helps learning rather than providing information or study techniques. Additionally, first grade students of SMA 3 Rejang Lebong seek to accomplish some reading competences which are understanding the main ide, make some comparison within the information stated on the passage, analyze some explicit information, and summarize the content of the text. Therefore, teachers have to consider much with the steps when teaching reading so it will lead the students to accomplish the indicator competences that created by the ministry of education and culture.

3. Instructional Scaffolding Strategy

a. Definition of Scaffolding Strategy

Scaffolding in education refers to the process of giving an instructional framework from teachers to students. Learning through scaffolding has several advantages. Scaffolding will encourage learners to think creatively, increasing their excitement, and gain more knowledge. Scaffolding is an approach that conforms to Vygotsky's theory of Zone Proximal Development (ZPD). The idea examines the ability of children who have problems carrying out their own duties and

require the assistance of people with better abilities such as teachers, parents, or colleagues. According to Kurniasih, The term scaffolding refers to the function of individuals or teams who are more competent of assisting students in their learning and growth.[26]

Scaffolding in learning is a teacher's strategy to teach a difficult skill that requires assistance in finishing the activity. The teacher gives complete and continuous guidance to students until they have developed a knowledge of the content being taught. After students have gained understanding, the teacher's scaffolding should be reduced. Referring to Amerian and Mehri, Scaffolding is a strategy in reading instruction that refers to the process of creating an atmosphere to ensure students can enter simply and successfully. Then, gradually stepping back and giving over the responsibility to the students after they gain the necessary skills.[27]

b. **Types of Scaffolding Strategy**

There are several theories that apply scaffolding strategies. According to Walqui, there are six types of scaffolding implementation;[28] (1) Modeling, modeling is a practice that provides concrete examples based on the material. Students were invited to analyze the text using words like describe, compare, summarize, and assess. Students must be

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[26] Naili Luma'ati Noor. "Scaffolding Process Based on Error Analysis in Solving the Problem: Second Order Differential Equation." *Jurnal Pendidikan Matematika (Kudus)* 5, no. 1 (2022): 79-92.

[27] Hawa Rahma, *Op.Cit*

[28] Mounir Harraqi. "Review of Aida Walqui's scaffolding instruction for English language learners: A conceptual framework." *American Journal of Arts and Design* 2, no. 3 (2017): 84-88.

able to follow clear examples. (2) Bridging, Bridging is a practice used to stimulate students existing knowledge so that they can generate proficient reading as a form of speech. The instructor's way of bridging is to ask students to share their experiences relevant to the topic to be introduced or learnt in lessons. (3) Contextualizing, in this type of scaffolding, the teacher can draw analogies from student experience. Using everyday language. As a result, students will be able to quickly comprehend what is being taught. (4) Schema building, schema building is concerned with students' general knowledge, which can lead them to a more specific understanding. The teacher uses a variety of learning exercises to help students understand. In constructing reading assignments, for example, teachers can ask students to look over literature by highlighting the title and subtitle, images and descriptions, chart titles, and so on. (5) Re-presenting text, the approach of re-presenting material is used by teachers to encourage students to compare the style of speech employed in a particular work with what is used in another. (6) Metacognitive awareness, metacognition awareness relates to how students control their ideas or information, implement what they have learnt, and gain comprehension in performing their tasks.

c. The Procedure of Scaffolding Strategy in Teaching Reading

According to Martha, there are some steps of implementing scaffoldings in the class. They are:[29]

1. The instructor does it. the instructor demonstrates how to complete an unfamiliar or tricky assignment, for instance, the teacher may present a partially done recount text and guide as he or she outlines the context, generics structure, illustrates, and connection on recount text among the details describe on it.

2. The class does it. The instructor and students collaborate to complete the assignment or lesson. Students can contribute information to the recount text. Students complete their own versions of recount text while the instructor puts their feedback.

3. The group does it. Students complete a visual of recount text with a partner or in a small cooperative group.

4. The individual does it. This is the stage of self-directed practice where students individually can exhibit their lesson or activity. Forming a graphic on the text to display appropriate connections among material and receiving the necessary experience to enable them accomplish the activity or lesson independently and quick.

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[29] Mariyah Chedo. "The Influence of Scaffolding Strategy to Develop Students' Reading Comprehension Skill on Descriptive Text at The First Semester of The Tenth Grade at Smk Pgri 4 Bandar Lampung in The Academic Year Of 2018/2019." Phd Diss., Uin Raden Intan Lampung, 2018.

4. Digital Text

a. Definition of Digital text

Every researcher defines digital text differently. Some might argue that digital text is a a book created digitally and presented on a screen, such as a computer or a Personal Digital Assistant (PDA). Similarly, Tosun stated digital text is a piece of material created entirely in a digital format and capable of being viewed, accessed, and uploaded on a desktop computer, any hand-held device with a screen, or any custom-designed electronics. On the other hands, digital text may be created using electronic devices.[30] Additionally, according to Balas, digital text may be created on any type of computer system, like a desktop or handheld computer screen with specific software.[31] It means, to read an electronic book on a computer, readers have to download necessary software.

Next, some experts argue that despite form in digital format, digital text also considered as a text that has some digital features that can help students to engage with the text content. According to Julie Coiro, the term digital reading refers to the integration of text into diverse multimedia contexts found in electronic media. One could argue that not all on-screen text is digital. Texts must fulfill two requirements in order

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[30] Nilgun Tosun. "A study on reading printed books or e-books: Reasons for student-teachers preferences." *Turkish Online Journal of Educational Technology-TOJET* 13, no. 1 (2014): 21-28.

[31] E. Andrew Balas. Suzanne Austin Boren, and Gordon D. Brown, eds. *Information technology strategies from the United States and the European Union: Transferring research to practice for health care improvement*. Vol. 76. IOS Press, 2000.

to be considered as digital:[32] First, the incorporation of reading modalities related to location and gesture, as well as verbal, transcribed, graphic, touch-screen, and several other ways of expression. Second, use a variety of connecting features, such as hyperlinks, to connect the content. According to Plester and Wood, the idea of literacy goes beyond written communication. It includes formats that permit the communication of ideas through various resources, such as visual, audio, or spatial resources.

It is possible to draw conclusions from the previous explanation that digital text is the text that presented in digital format and has some features as the qualification for text to called it as digital.

b. Advantage and Disadvantage of Digital Text

Numerous studies have contrasted between printed and digital text. According to these studies, printed and digital text each have advantages and disadvantages that are distinct from one another. The portability of digital text has been proven to be one of its benefits. In her research, Byars discovered that students' preference for digital texts was mostly influenced by portability.[33] Khalid further said that instead of bringing heavy books to class, each student only has to bring a Personal Digital Assistant (PDA) while using digital material. The benefit of reading digital text turns becomes the disadvantages of printed material. Khalid

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[32] Julie Coiro. "Toward a Multifaceted Heuristic of Digital Reading to Inform Assessment, Research, Practice, and Policy," *Reading Research Quarterly* 56, no. 1 (2021): 9–31, https://doi.org/10.1002/rrq.302.

[33] Mikayla Nicole Byars. "Printed books versus digital books." (2015).

said that reading books requires kids to carry 20 pounds of various textbooks. In other words, if students would like to read over than one book, they must bring a large number of books. At this moment, students who desire to read a variety of books may find that digital text is the best option.

Other benefits of digital text include the simplicity of taking notes and time savings. Here, Tosun outlined about using digital text may simplify taking notes and allow for customized font size. Jeong added that reading digital text saves readers time since they don't need to go to the library, because they can just input the information or book materials that they want to read. Besides, research has also shown that reading digital text might strain student's eyes. Tanner clarified that reading digital text can make readers' eyes dry since the screen is closer to their eyes than reading printed material.[34] While Jhonson and Buck discovered that the brightness, contrast, and screen resolution of digital devices can be damaging to the eyes and brain.[35] This may be a benefit of reading on paper since, according to Byars' study, students prefer reading on paper because it is easier on their eyes.

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[34] M. Julee Tanner. "Digital vs. print: Reading comprehension and the future of the book." *School of Information Student Research Journal* 4, no. 2 (2014): 6.

[35] Genevieve Johnson, and G. Buck. "Electronic books versus paper books: pre-service teacher preference for university study and recreational reading." *International Journal of Humanities Social Sciences and Education* 1, no. 8 (2014): 13-22.

c. **The Procedure of Digital Text Through Scaffolding Strategy**

According to the theories that already explained above, researcher make the procedure of digital text through scaffolding strategy by integrating steps in teaching reading sequence of learning activity, types of scaffolding strategy to focus the purpose of learning, and the procedure of scaffolding strategy in teaching reading as a learning activity that students did in classroom. They are:

1. Pre-reading, researcher gives a text in digital format and added some digital features that can helping students to understand the text, after that describes the information contained on it.

2. While reading, students read the text digitally and perform the task or lesson in collaboration with an accomplice or a small collaborative team to complete an exercises of recount text

3. Post-reading, each student performs the material or activity by explaining about what has been read, and to make connections between the text's ideas and their own knowledge, interests, or perspectives

5. **Recount text**

a. **Definition of Recount Text**

Recount text represents one of the readings material that students in the tenth grade learn in school. Recounting is an activity in which we tell others about an event that occurred in our life. It may be related to what

we did over the weekend or maybe our holiday experience from last year. As stated by Mark and Kathy Anderson, recount text is a textual content that retell past events, generally in the sequence in which they occur.[36] It implies, recount text is a text that talking about something which occurred in past times and giving others information regarding what happened and when it happened in chronological sequence.

b. Generic Structure of Recount Text

Mark and Kathy Anderson assert the recount text's structure is divided into some components. They are orientation, series of events, and re- orientation. The following is a further explanation:[37]

1. Orientation

The orientation is the opening paragraph where it gives general information like the setting, and those involved or what is taking part. It describes when the events occurred, who participated in, what came about, where the events happened, and sometimes the explanation for the incidents.

2. Series of events

After presenting the reader an overview of the story, the second paragraph began with a series of events. This section describes what happened in chronological order. It provides further facts about the

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[36] Rury Durriyah. "The effectiveness of using small group discussion on students' reading comprehension of recount text." Bachelor's thesis, UIN Syarif Hidayatullah Jakarta: Fakultas Ilmu Tarbiyah dan Keguruan, 2017.

[37] Adenia Rizki, I. R. N. A. W. A. T. I. "Generic Structure Analysis Of Monologue Texts Found In "Smart English Textbook" For X Grade Senior High School Published By Mgmp Team In Central Java." Phd Diss., Uin Prof. Kh Saifuddin Zuhri, 2022.

story, including who, what, where, and when. Then, this section describes how the characters in a personal, a factual recount, or an imaginative recount respond to the complexity. It involves their emotions as well as what they do. Use conjunctions or connectives such as: first, then, next, lastly, and so on to tell the events in chronological sequence. The reader is provided the narrator's perspective.

3. Re-orientation

The final section known as re-orientation, it is where writers wrap up the entire narrative. This part is called re-orientation because it often refers back to particulars of the information provided in the orientation paragraph.

To summarize, recount text involves orientation, which explains the time and location of the narrative, the sequence of events, which explains the chronological order of the story's events, and re-orientation, which concludes the story.

c. **Language Features of Recount Text**

Anderson and Anderson state that, some lingustic feautures of Recount text are; (1) The utilization of the past tense for recalling events, (2) Descriptive words define who, what, when, where, and how, and (3) Words that indicate the sequence of events (for example, first, next, then)

d. **Example of Recount Text**

Table 2.2

Example of Recount text

Title: My Holiday	
Orientation	I visited Mount Bromo last week. I stayed at my friend's house in Probolinggo, East Java. There is a large garden with bright flowers and a little pool at the house.
Event	Me and my friend view mount Batok in the morning, the view was wonderful. We were riding horse, it was terrifying, but it also entertaining. Next, we continued to have a better look at the mountain, and captured some footage of the amazing scenery. Afterwards, we rested then ate lunch under a large tree. We visited the Wonokromo Zoo before heading home. We returned back to home in the late afternoon.
Reorientation	We were exhausted. However, I thought having a vacation like this was a lot of fun. I'm hoping that my next vacation will be more fascinating.

B. Assessing Student's Reading Skill

The main goal of assessment is to enhance the teaching and learning process, particularly for the students. According to Barret's Taxonomy, there are five levels for generating questions for comprehension or tests for reading assessment that describes below:

Table 2.3

Rubric for Depeloving Test of Reading Assesment [38]

Objevtives	Five levels for developing a test for reading assessment	Indicators	Types of Question
To figure	1. Literal	recognize the	Detail

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[38] Thomas C Barrett. "The Barrett taxonomy: cognitive and affective dimensions of reading comprehension." *HM Robinson, Innovation and change in reading instruction* (1968): 1-30.

out student's abilities in reading skill by using digital text	Recognition or Recall	idea, event, and information explicitly in the text.	main ideas
			sequence
			comparison
			cause and effect
			character traits
	2. Reorganization	Analyze, synthesis, and/or organize ideas or information explicitly stated in the selection.	classifying
			outlining
			summarizing
			synthesizing
	3. Inferential	comprehension that is used when students synthesize the content of their literal understanding and then relate it to their knowledge.	supporting details
			main idea
			sequence
			comparisons
			cause and effect relationship,
			character traits,
			predicting results
			figurative language.
	4. Evaluation	Deals with judgement and focuses on qualities of accuracy, acceptability, and desirability, worth or probability of accuracy.	judgment of reality or fantasy
			judgment of fact or opinion
			judgment of adequacy or validity,
			judgment of appropriateness,
			judgment of desirability.
	5. Appreciation	involves cognitive reading abilities that related to the	an emotional response to the substance

		psychology of the reader and the aesthetic impact of the election.	identification of character and incident
			the reaction of the author's language
			imagery

Table 2.4

Qualification Score of Reading Test[39]

No	Qualification	Score
1	Very good	86 - 100
2	Good	71 - 85
3	Fair	56 - 70
4	Poor	41 - 55
5	Very poor	< 40

C. Review of Related Findings

Some research in the same field have been found by researcher. First, research with the tittle "The Effect of Digital Texts on Primary Students' Comprehension, Fluency, and Attitude" by Safak Kaman, and Ihsan Seyit Ertem. They had investigated the effect of digital text readings on reading comprehension, reading fluency, and reading attitude of 4th grade student in four primary schools. This study is driven by the phenomenon of reading digital texts on mobile devices, which are popular in many countries due to their flexibility and extended charging periods. The results showed that using

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[39] Ankur Joshi, Saket Kale, Satish Chandel, and D. Kumar Pal. "Likert scale: Explored and explained." *British journal of applied science & technology* 7, no. 4 (2015): 396.

digital texts improved fluency and reduced reading errors, but it had no effect on students' reading attitudes and had a short-term effect on comprehension.[40]

Second, the recent research that is conducted by Griffin Mewoh, Andi Hamzah Fansury, Maulina, Ramli, with the tittle "Smartphone Roles in Triggering Students' Reading Skill." They had investigated to find and share the role of smartphone in triggering students reading skill duo to the role of smartphone in the field of education has become a major support for teachers and students in learning and teaching areas. As a result, those students who are reading through digital text (smartphone) have unlimited access of information to enhance their reading skills than those who are not. [41]

Third, research that conducted by Chen May Oh, Pramela Krish, and Afendi Hama with the title Reading on Smartphones: Students' Habits and Implications for Reading Skills. They investigate the digital reading habits of L2 Malaysian pre-university students on smartphones through observations of their screen recordings and open-ended interviews. According to the findings, digital texts on phones have incredibly offered a huge variety of material to Read that not only engaged students in with varied issues but also gave a reading exercise that could sharpen their reading abilities at the same time.[42]

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[40] Safak Kaman, and Ihsan Seyit Ertem. "The effect of digital texts on primary students' comprehension, fluency, and attitude." *Eurasian Journal of Educational Research* 18, no. 76 (2018): 147-164.

[41] Mewoh, Griffin, Andi Hamzah Fansury, Maulina Maulina, And Ramli Ramli. "Smartphone Roles In Triggering Students'reading Skill." *Klasikal: Journal Of Education, Language Teaching And Science* 4, No. 2 (2022): 223-231.

[42] Chen May Oh, Pramela Krish, and Afendi Hamat. "Reading on Smartphones: Students' Habits and Implications for Reading Skills." *Computer Assisted Language Learning* 23, no. 1 (2022): 259-277.

Based on the findings above, some studies have done a research in the same field which is doing the investigation to seek the effect of digital text by comparing with printed text, and the results show that by using digital text student show a slightly improvement in reading skill. However, no previous studies have talked about The Impact of digital text by stressing the features that digital text have. In other word, in this research students not just command to read the text digitally but the researcher also insert some tools that could helping students to enrich their reading skill. Hence, researching this topic is an effort to fulfill the existing literature gap of research in the same field.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The present research is classified as a type of quasi-experimental research with a non-equivalent controlled group design, with digital text serving as the independent variable and student reading skill serving as the dependent variable. According to Kimberley, the nature of quasi-experiment is the manipulation of the independent variable without randomization. In nonequivalent group design, the researcher selects existing groups that look identical, but only one of the groups receives treatment.[43] The sample was divided into two groups: experimental and control. In this research, the experimental group indicated the class that given the treatment with digital text as the media of teaching. Where, the control group just use the text with printed format or by the media of teaching usually used by the English teacher previously. Then, pre-test and post-test of both groups used to answer research question. The design model is described as follows:

Tabel 3.1

Quasi Experimental Design (non-equivalent controlled group)

X	T_1	O	T_3
Y	T_2	-	T_4

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[43] Burkholder, Gary J., Kimberley A. Cox, Linda M. Crawford, and John H. Hitchcock, eds. *Research design and methods: An applied guide for the scholar-practitioner*. Sage Publications, 2019.

Description:

X   : Experimental group

Y   : Control group

T_1 : Pre test for the experimental group

T_2 : Pre test for the control group

T_3 : Post test for the experimental group

T_4 : Post test for the control group

O   : Treatment for experimental group

−   : Non treatment for control group

B. Population and Sample

1. Population

The population could be defined as the entire set of components which the researcher intends to derive conclusions.[44] In this research, the researcher recruited all of first grade students of SMA N 3 Rejang Lebong to participate in this study. On the basis of quasi-experimental method, the essential characteristic is the lack of randomization and the use of a particularly exciting group. Therefore, the sample in this research does not collect from individuals, instead of taking in classes form**.** The population of this research thesis showed on the table below:

Table 3.2

The Number of Population[45]

NO	CLASS	M	F	TOTAL
1	X IPA 1	11	25	36
2	X IPA 2	10	25	35
3	X IPA 3	11	24	35
4	X IPS 1	15	18	33
5	X IPS 2	14	19	33
6	X IPS 3	17	16	33

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[44] Donald R Cooper, Pamela S. Schindler, and J. K. Sharma. *Business research methods, 12/E (SIE)*. McGraw-Hill Education, 2018.

[45] The data given by English teacher of SMAN 3 Rejang Lebong

SUM UP OF POPULATION	205

2. Homogeneity Sampling

The researcher employed homogeneity sampling to choose which classes would be utilized as the sample in the present research. The homogeneity test was given to first-grade students at SMA N 3 Rejang Lebong. The scores of students homogeneity test were then administered through calculating the average score from every class, then researcher attended two classes, which had homogenous score as the control group and the experimental group. The mean scores are shown in the table below:

Table 3.3

The result of mean score from the population[46]

NO	CLASS	MEAN SCORE
1	X IPA 1	60.77
2	X IPA 2	55.88
3	X IPA 3	54.51
7	X IPS 1	50.66
8	X IPS 2	47.63
9	X IPS 3	38.66

The researcher chose two classes with homogeneous scores from the homogeneity test. The two groups are X IPA 3 as the control group with a mean score of 54.51 and X IPA 2 as the experiment group with a mean score of 55.88.

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[46] Ibid

3. Sample

A sample is a representative group of population that used to reflect the characteristics of the entire population. Creswell says, sample is a subset of the intended population studied by the researcher in order to generalize the target population.[47] In this research, there are two classes as the sample in this study. The author of the study selected the sample by considering the mean scores of students' grades from the researcher's homogeneity test. Two classes than classify into experimental group and control group by using lucky spin application. The result showed that X IPA 2 as experimental group and X IPA 3 as control group.

C. Procedure of the Research

The purpose of this research thesis is to determine the impact of two distinct groups, the experimental group and control group. Therefore, the experimental receive the treatment with digital text as the media of teaching. Where, the control group just use the text with printed format. Moreover, researcher use instructional scaffolding strategy to both groups for make the experiment process run effectively.

The treatment given to students within eight meetings, where each meeting will be conducted in one time being period for English subject which is 90 minutes and researcher as the teacher in both classes. Additionally, the pre-test is offered to the students before the treatment, while the post-test is

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[47] John W. Creswell., and J. David Creswell. *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications, 2017.

administered after the treatment. The research procedure is figured out in lesson plan below:

1. Procedure in Experimental Group

In experimental group, the researcher uses digital text as media of teaching. The learning activities include these:

Table 3.4

Procedure in Experimental Group

Lesson Plan	
Class	X IPA 2
Topic	Recount text
Sub Topic	Historical Event
Time Allocation	90 Minutes
Aspect of Skill	Reading Skill
A. Learning Objectives	
a. Students can identify the social function of the text. b. Students can summarize a short recount text. c. Students have the ability to recognize the tenses used in the text. d. Students can recognize linguistic features and general structure in recount text.	
B. Learning Media, Tools/Materials & Learning Resources	
- **Media:** Digital text with highlight, hypertext, and multimodal feature - **Tools:** Laptop, and Infocus projector - **Learning resources:** Practical English Learning Book for SMA/MA Class X Semester 2 2013 Curriculum (Published by CV Viva Pakarindo)	
C. Learning Activities	
Pre-activity	1. The researcher begins the class with greetings and praying, then checks the attendance list as a disciplinary attitude. 2. The researcher conducts brainstorming to test whether students are ready to follow the current lesson 3. researcher gives a text in digital format and added

	some digital features that can helping students to understand the text 4. researcher describes the information contained on it and do one type of scaffolding strategy based on students need.
While activity	1. Students are assigned to read the recount text digitally and use the features of digital text that already provided by the researcher. 2. Students read the recount text provided by the teacher to assess the social role, structure of the text, and linguistic features. 3. Students complete the assignment and lesson with a colleague or a small collaborative team to complete a recount text exercise.
Post-activity	1. Students demonstrate their lesson or task by explaining about what has been read, and to make connections between the text's ideas and their own knowledge, interests, or perspectives. 2. Researcher give the brief explanation about what the students going to learn next week.

2. Procedure in Control Group

The printed text is used as teaching material by the researcher in the control group. Within the learning activities as follow:

Table 3.5

Procedure in Control Group

Lesson Plan	
Class	X IPA 3
Topic	Recount text
Sub Topic	Historical event
Time Allocation	90 Minutes
Aspect of Skill	Reading Skill
A. Learning Objectives	
a. Students can identify the social function of the text. b. Students can summarize a short recount text. c. Students have the ability to recognize the tenses used in the text.	

	d. Students can recognize linguistic features and general structure in recount text.
B. Learning Media, Tools/Materials & Learning Resources	
	- **Media:** Printed text which is text book used by students - **Tools:** Marker, and whiteboard - **Learning resources:** Practical English Learning Book for SMA/MA Class X Semester 2 2013 Curriculum (Published by CV Viva Pakarindo)
C. Learning Activities	
Pre-activity	1. The researcher begins the class with greetings and praying, then checks the attendance list as a disciplinary attitude. 2. The researcher conducts brainstorming to test whether students are ready to follow the current lesson 3. researcher gives a text in printed format 4. researcher do one type of scaffolding strategy based on students need.
While activity	1. Students are assigned to read the recount text in printed format 2. Students read the recount text provided by the teacher to assess the social role, structure of the text, and linguistic features. 3. Students complete the assignment and lesson with a colleague or a small collaborative team to complete a recount text exercise.
Post-activity	1. Students demonstrate their lesson or task by explaining about what has been read, and to make connections between the text's ideas and their own knowledge, interests, or perspectives. 2. Researcher give the brief explanation about what the students going to learn next week.

D. Technique of Collecting Data

The data required to answer the research questions was quantitative. The pre-test and a post-test are used to collect quantitative data. The following is the procedure in collecting data:

1. **Pre- test**

    Before begin the lessons, learners receive a pre-test to determine their previous reading skill and which types of scaffolding strategy that suitable to implemented to students. The pre-test has been conducted by researcher on 3rd of May 2023. The pre-test is set up in the multiple-choice question with 25 items include the material field as recount text. The field of material is based on the syllabus of first grade second semester at SMAN 3 Rejang Lebong. The researcher conducts the pre-test in one out-of-time session. The time given for conducting the pre-test to both of groups was ninety minutes in length.

2. **Post-test**

    The researcher provided a post-test at the end of the meeting. In the post-test, the researcher additionally employs one out-of-time meeting for data collection following developing study treatments. The post-test has been conducted by researcher on 12th of July 2023. The post-test is likewise designed in a multiple-choice format with 25 questions covering the subject assessed including recount text, and the time allocated for administering post-tests for the two groups is no longer than ninety minutes. Finally, the researcher gets the pre-test and post-test scores for both sets of participants,

as well as the comparison between them. Following the collection of data, the researcher arrived at the conclusion that there is a considerable influence of digital text on learners reading skills. There are two types of initial scores acquired in current experimental study, which are as follows:

1. A score demonstrating the students' pre-existing skills in reading.
2. A score indicating the students' development in reading skill

E. Instruments

A research instrument is necessary in a research project. In order to acquire the necessary data, the current study's data was gathered by carrying out a reading tests (Pre-test and Post-test) to first-grade learners at SMAN 3 Rejang Lebong. The reading testing is a tool used to assess how well participants comprehend the content delivered. This study employs two types of testing, those are pre-test and post-test. A pre-test serves to assess students reading skills before they get treatment, and a post-test is utilized to assess the outcome of the treatment. These are the stages that researchers use while developing and assembling the test:

1. Writing blueprint

Before creating the items of the question, the researcher prepared an illustration of the experiment's instrument to serve as a reference for test planning. The blueprint, also known as an assessment content requirement, consists of establishing the syllabus, setting the test purpose, and giving the degree of understanding. Therefore, for create a blueprint in this research,

researcher integrate the level for developing reading test based on Barret's

taxonomy with the basic and indicator competence in syllabus at first grade

students of SMAN 3 Rejang Lebong. After classifying the operational

words use on the syllabus, researcher conclude that the level for reading

skill test at first grade of Senior High School is level 1 until level 3. The

blueprint is figured out on table below:

Table 3.6

Blueprint of Instrument (Reading skill test)[48]

Indicator Competence	levels for developing a test for reading assessment	Types of Question	Item of Question
Menentukan fungsi sosial teks recount	1. Literal Comprehension (Recognition and Recall)	Detail	1,2,15
		main ideas	3,6
Menganalisis struktur teks recount		Sequence	4,11
		Comparison	7,14
		cause and effect	22,18
		character traits	24,25
Meresume teks recount sederhana	2. Reorganization	Classifying	10
		Outlining	13
Menemukan unsur kebahasaan dalam bentuk teks recount		Summarizing	19
		Synthesizing	21
Menangkap makna secara kontekstual terkait fungsi sosial, struktur	3. Inferential	supporting details	5
		main idea	8
		sequence	9

[48] Thomas C Barrett. "The Barrett taxonomy: cognitive and affective dimensions of reading comprehension." *HM Robinson, Innovation and change in reading instruction* (1968): 1-30.

teks, dan unsur kebahasaan teks *recount*		comparisons	12
Menyusun teks *recount* lisan dan tulis,pendek dan sederhana,		cause and effect relationship,	16
		character traits,	17
		predicting results	20
		figurative language.	23

2. Write the Reading Test

The reading test consists of guidelines and test items. The material being taught should be clear in order for learners could grasp the question of reading assessment. In the present research, the researcher created 25 multiple-choice items that span three levels for producing a reading assessment based on Barret's taxonomy. The tests consist of a pre-test and a post-test.

3. Expert Validation

An expert is required by the researcher to validate the instrument. In this research, the expert validation is the lecture of English Tadris Study Program which is Nastiti Handayani, M.Pd. The researcher submitted the reading test to expert validation in order to obtain comments and feedback. In the professional validation form, there are two criteria stated: coherence between the statements and indicators stated in theory, and the accuracy of grammatical aspects used in the instrument.

4. First revision

The goal of the initial revision is to determine whether there is an item that need to be modified. The researcher revises the assessment depending on expert guidance.

5. Trying out the test

The goal of the trial test is to generate the required data using a relatively valid instrument. The try out is offered to another class aside from the experimental and control classes for one time. Yet, the class that is being tried out should be at precisely the same degree as the subject of the current research, which means the same grade. The try out in this research is carried out in X IPA 1 on 2nd of May 2023.

6. Analyzing tryout test

The try out's score than used to administrated the reliability, item difficulties, item discrimination, and validity of the instrument. The computation is carried out automatically by the SPSS Application. Here is an explanation:

a. Reliability

The researcher examine the reliability of the test. The test is reliable if it has consistent result as the previous one. To obtain the reliability, the researcher analyze the outcome reliability estimation by using SPSS. The researcher use it because of practical consideration.

Table 3.7

The Index Range and Interpretation of Reliability[49]

	Index range	Interpretation
Reliability	< .40	Low
	.40 - .69	Moderate
	70 - .1.00	High

Table 3.8

The Result of Reliability Analysis

Guttman Split-Half Coefficient	**Pre-Test**	**Post-Test**
	0.924	0.887

Based on the results of SPSS calculation, the analysis of reliability showed that the score calculation was 0.924 for Pre-Test and 0.887 for the Post-Test. Both of scores classified into high range of reliability, as a result it was clearly that the instrument used in this study was reliable, and the researcher was not required to conduct additional tests for the instruments. *Appendix 13*

b. Item difficulty

The item difficulty levels are ranging from 00 to 1.00. The score of 1.00 is the easiest. These are the item difficulty categories:

Table 3.9

The Index Range and Interpretation of Item Difficulty[50]

Index Range	**Category**	**Interpretation**
80-100	Very easy	Should be revised
60-79	Easy	Possible to be retained
40-59	Moderate	Possible to be retained

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[49] Donald Ary, Lucy Cheser Jacobs, Christine K. Sorensen Irvine, and David Walker. *Introduction to research in education*. Cengage Learning, 2018.

[50] Robert L. Ebel, and David A. Frisbie. "Essentials of educational measurement." (1991).

20-39	Difficult	Possible to be retained
00-19	Very Difficult	Should be revised

The findings of assessing the item's level of difficulties are then used as a guideline to determine whether some test questions should be changed or not.

Table 3.10

The Result of Item Difficulty Analysis

Pre-Test		Post-Test	
Very easy	-	Very easy	-
Easy	8,9,12,23,24	Easy	2,4,7,12,20
Moderate	1,2,3,4,5,7,11, 14,15,16,17,19, 20,22,25	Moderate	1,3,6,8,9,11, 13,14,15,16, 18,19,21,23,24
Difficult	6,10,13,18,21	Difficult	5,10,17,22,25
Very Difficult	-	Very Difficult	-

According to the results of the table above, all of the items in instrument are categorize into good range of question difficulties. Moreover, none of the items that should be revised by the researcher. *Appendix 13*

c. Item Discrimination

The following explanations describes about item discrimination: An index range that is closest to 1.00 is preferable. The item discrimination classification based on Ebel's standards, as stated in the table below:

Table 3.11

The Index Range and Interpretation of Item Discrimination[51]

Index Range	Interpretation
< 0.199	Very poor item
.20-.24	Poor item
.25-.39	Good item
> .40	Very good item

Table 3.12

The Result of Item Discrimination Analysis

Pre-Test		Post-Test	
Very poor item	-	Very poor item	-
Poor item	-	Poor item	-
Good item	12,21,25	Good item	1,14,19,25
Very good item	1,2,3,4,5,6,7,8,9,10, 11,13,14,15,16,17,18, 19,20,21,22,23,24	Very good item	2,3,4,5,6,7,8,9,10, 11,12,13,15,16,17, 18,20,21,22,23,24

Based on the results of the SPSS calculation, the analysis of item discrimination shown that some of the questions are classified into good range of item, and the rest are very good item, as a result it was clear that the research instrument has pass the item discrimination without any revision. *Appendix 13*

d. Validity

Three principles are used to assess the test's validity which are : take the material of validity test, hiring a judgment from the expert, and taking the test.

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[51] Ibid

Table 3.13

The Index Range and Interpretation of Validity[52]

Index Range	Interpretation
0.800 – 1.000	Highest
0.600 – 0.800	High
0.400 – 0.600	Enough
0.200 – 0.400	Low
0.000 – 0.200	Lowest

Table 3.14

The Result of Validity Analysis

Pre-Test		Post-Test	
Highest	-	Highest	-
High	2,4,5,11,13,15, 16,17,19	High	3,4,7,17,23,24
Enough	1,3,6,7,8,9,10,12, 14,18,20,21,22 23,24,25	Enough	1,2,5,6,8,9,10,11,12, 13,14,15,16,18,19, 20,21,22,25
Low	-	Low	-
Lowest	-	Lowest	-

According to the results shown on the table above, all of the items in instrument are categorize into good range of validity. Some question in high range and the rest are in enough range. Moreover, it can be drawn that the instruments in this research are valid. *Appendix 13*

e. Final Revision

The researcher completes the last revision after obtaining the validity and reliability. After the final modification, the research instrument is completed. *Appendix 12*

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[52] Arikunto Suharsimi. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta. 2010

F. Technique of Analyzing Data

The researcher relies on the following points while analyzing the data:

1. Mean score

     The researcher uses the following formula to get the mean score of the

pre-test and post-test control groups:

$$M_y = \frac{\sum Y}{N}$$

Where:

M_y : Mean score of control group
$\sum Y$: The sum of students' scores in control group
N   : The amount of students at control group

     Furthermore, in order to obtain the average score of pre and post-test

results within the experimental group, the researcher applies the following

formula:

$$M_x = \frac{\sum X}{N}$$

Where:

M_x : Mean score of experimental groups
$\sum X$: The sum of students' scores in experimental group
N   : The amount of students at experimental group

2. Standard Deviation

     The researcher uses the following formula to calculate the standard

deviation of scores when performing the study at the control group:

$$SDy = \sqrt{\frac{\sum Y^2 - \frac{(\sum \bar{Y})^2}{N}}{N-1}}$$

Where:

SDy : Standard deviation of control group

Y : Score of control group

$\bar{Y}$: Mean score of control group

N : The number of students at control group

Furthermore, the researcher uses the following formula to calculate the standard deviation of scores when performing the study at the experimental group:

$$SDx = \sqrt{\frac{\sum X^2 - \frac{(\sum \bar{X})^2}{N}}{N-1}}$$

Where:

SDx : Standard deviation of experimental group

X : Score of experimental groups

$\bar{X}$: Mean score of experimental groups

N : The number of students at experimental group

3. Normality Test

A normality test is used after the data has been collected, the normality test is used by the researcher to determine if the data distribution is normal or not. Furthermore, the researcher employs statistical computation in this study by employing the Statistical Package for Social Science (SPSS) for the normality test. The assumptions for the normality test are listed below.:

Ho : the data are normally distributed

Ha : the data are not normally distributed

While the approval or rejection criteria for the normality test are:

Ho is accepted if Sig (pvalue) $\geq \alpha = 0.05$

Ha is accepted if Sig (pvalue) $< \alpha = 0.05$

4. Hypothesis testings

     In quasi-experimental designs, researchers attempt to establish a cause-and-effect relationship between an independent and dependent variable, but they do not only on random assignment. Therefore, hypothesis testing is necessary in quasi-experimental designs to determine whether the independent variable has a significant effect on the dependent variable.[53] In order to test the hypothesis, the researcher employ the statistical formula shown below:

$$t = \frac{M_x - M_y}{\sqrt{\frac{Sx^2}{N_x} + \frac{Sy^2}{N_y}}}$$

Where:
t   : test
M_x : Mean score of the post-test at experimental group
M_y : Mean score of the post-test at control group
S_X : Standard deviation of post-test result at experimental group
S_y : Standard deviation of post-test result at control group
N_X : The number of students at experimental group
N_y : The amount osf students at control group

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[53] Lauren Thomas. "Quasi-experimental design| Definition, types & examples." *knowledge base, Methodology, An introduction to quasi-experimental designs, https://www. scribbr. com* (2020).

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

1. Student's Reading Skill in Control Group (Using Printed Text)

a. The Result of Pre-Test in Control Group

To collect preliminary data before the learning processes begin, the pre-test was administrated to the students. The pre-test has been done on 3rd may 2023. The researcher gave 25 multiple choice questions to students, where one correct answer would be multiplied with 4 points; therefore, student will get 100 points if answer all the question correctly. The outcome of the pre-test result is shown in the table below, where students' names are represented by their attendance list sequence.

Table 4.1

The Score of Student's Pre-Test in Control Class

No	Name of Students	Y	Y²
1	Student 1	56	3136
2	Student 2	60	3600
3	Student 3	40	1600
4	Student 4	52	2704
5	Student 5	36	1296
6	Student 6	48	2304
7	Student 7	44	1936
8	Student 8	80	6400
9	Student 9	48	2304
10	Student 10	60	3600
11	Student 11	48	2304
12	Student 12	40	1600
13	Student 13	36	1296
14	Student 14	48	2304
15	Student 15	60	3600

16	Student 16	68	4624
17	Student 17	60	3600
18	Student 18	52	2704
19	Student 19	64	4096
20	Student 20	60	3600
21	Student 21	32	1024
22	Student 22	72	5184
23	Student 23	60	3600
24	Student 24	68	4624
25	Student 25	52	2704
26	Student 26	68	4624
27	Student 27	40	1600
28	Student 28	32	1024
29	Student 29	52	2704
30	Student 30	64	4096
31	Student 31	80	6400
32	Student 32	64	4096
33	Student 33	52	2704
34	Student 34	60	3600
35	Student 35	56	3136
	SUM	1912	109728

The table above showed the data of student's pre-test result, it includes Y as the total score of student's correct answer and Y^2 as the square of student's total score. Next, the data will be analyzed by calculated the mean score and standard deviation in order to have a comparison toward student's reading skill after teaching by using printed text in control group has finished. The result of calculation showed below:

i. **Mean Score**

$$M_y = \frac{\sum Y}{N}$$

$$M_y = \frac{1912}{35}$$

$$M_y = 54.63$$

ii. **Standard Deviation**

$$SDy = \sqrt{\frac{\sum y^2 - \frac{(\sum \bar{y})^2}{N}}{N-1}}$$

$$SDy = \sqrt{\frac{109728 - \frac{(1912)^2}{35}}{35-1}}$$

$$SDy = \sqrt{\frac{109728 - \frac{3655744}{35}}{35-1}}$$

$$SDy = \sqrt{\frac{109728 - 104450}{34}}$$

$$SDy = \sqrt{\frac{5278}{34}}$$

$$SDy = \sqrt{155.23}$$

$$SDy = 12.46$$

Based on the data presented above, the computation of 35 students' pre-test scores in the control group revealed that they have a mean score of 54.63 and a standard deviation of 12.46.

b. **The Result of Post-Test in Control Group**

In order to comprehend the state of the student's reading skill after the printed text media was implemented, researcher gave a post- test to 35 students in control class or X IPA 3. The post-test has been done on 12th July 2023; the researcher gave 25 multiple choice questions to students that has same indicators as pre-test. The post-test has same

calculation with pre-test whereas one correct answer would be multiplied

with 4 points; therefore, student will get 100 points if answer all the

question correctly. The following table shows the results of the post-test

in control class:

Table 4.2

The Score of Student's Post-Test in Control Class

No	Name of Students	Y	Y^2
1	Student 1	52	2704
2	Student 2	52	2704
3	Student 3	36	1296
4	Student 4	56	3136
5	Student 5	40	1600
6	Student 6	40	1600
7	Student 7	52	2704
8	Student 8	88	7744
9	Student 9	56	3136
10	Student 10	52	2704
11	Student 11	60	3600
12	Student 12	44	1936
13	Student 13	52	2704
14	Student 14	56	3136
15	Student 15	64	4096
16	Student 16	72	5184
17	Student 17	56	3136
18	Student 18	68	4624
19	Student 19	68	4624
20	Student 20	64	4096
21	Student 21	36	1296
22	Student 22	76	5776
23	Student 23	68	4624
24	Student 24	64	4096
25	Student 25	60	3600
26	Student 26	60	3600
27	Student 27	36	1296
28	Student 28	40	1600
29	Student 29	56	3136
30	Student 30	60	3600
31	Student 31	84	7056
32	Student 32	60	3600
33	Student 33	48	2304

34	Student 34	56	3136
35	Student 35	60	3600
	SUM	1992	118784

The table above showed the data of student's post-test result, it includes Y as the total score of student's correct answer and Y^2 as the square of student's total score. Next, the data will be analyzed by calculated the mean score and standard deviation in order to have a comparison toward student's reading skill score previously. The result of calculation showed below:

i. Mean Score

$$M_y = \frac{\sum Y}{N}$$

$$M_y = \frac{1992}{35}$$

$$M_y = 56.91$$

ii. Standard Deviation

$$SDy = \sqrt{\frac{\sum y^2 - \frac{(\sum \bar{y})^2}{N}}{N-1}}$$

$$SDy = \sqrt{\frac{118784 - \frac{(1992)^2}{35}}{35-1}}$$

$$SDy = \sqrt{\frac{118784 - \frac{3968064}{35}}{35-1}}$$

$$SDy = \sqrt{\frac{118784 - 113373}{34}}$$

$$SDy = \sqrt{\frac{5411}{34}}$$

$$SDy = \sqrt{159.15}$$

$$SDy = 12.62$$

Based on the statistics presented above, The assessment of the post-test scores of 35 students in the control group revealed that they had a mean score of 56.91 and a standard deviation of 12.62.

c. **The Analysis of Pre-Test and Post-Test in Control Group**

It has the essential purpose of encountering five aspects score while cultivating the results of both pre- and post-tests in the control group. This analysis has purpose to seek student's reading skill in control class after 8 meeting of learning activity. In other word, this analysis will answer the first research question of this research. They comprised the highest, lowest, total, mean, and standard deviation scores. According to the data shown in tables 4.1 and 4.2, the following five aspects may be noticed in table 4.3

Table 4.3

Five Aspect Score

Group	Highest Score		Lowest Score		Total Score		Mean Score		Standard Deviation	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
Control	80	88	32	36	1912	1992	54.63	56.91	12.46	12.62

According to the table presented above, the maximum pre-test score obtained by two students in the control group consisting of 35

students is 80, while the lowest score obtained by two students is 32. Meanwhile, in the post-test, one student received the highest score of 88, while three students had the lowest score of 36. Before calculating the average score, the researcher examines the total score of 35 students, which was 1912 in the pre-test and 1992 in the post-test. Based on the overall score, the mean score was discovered to be 54.63 in the pre-test and 56.91 in the post-test. The researcher then computed the standard deviation of the pre-test and post-test results. The pre-test standard deviation was 12.46 and the post-test standard deviation was 12.62.

2. **Student's Reading Skill in Experimental Group (Using Digital Text)**

   a. **The Result of Pre-Test in Experimental Group**

      In this reserach, digital text was applied in the experimental class which refered to X IPA 2 class. To obtain preliminary data before the learning process was started, the researcher firstly administered a pre-test to students. The pre-test has been done on 3rd may 2023, the researcher gave 25 multiple choice questions whereas one correct answer would be multiplied with 4 points; therefore, student will get 100 points if answer all the question correctly. The outcome of the pre-test score is shown in the table below, where students' names are represented by their attendance list order:

Table 4.4

The Score of Student's Pre-Test in Experimental Group

No	Name of Students	X	X^2
1	Student 1	52	2704

2	Student 2	56	3136
3	Student 3	44	1936
4	Student 4	72	5184
5	Student 5	52	2704
6	Student 6	56	3136
7	Student 7	52	2704
8	Student 8	60	3600
9	Student 9	68	4624
10	Student 10	44	1936
11	Student 11	68	4624
12	Student 12	72	5184
13	Student 13	44	1936
14	Student 14	40	1600
15	Student 15	68	4624
16	Student 16	36	1296
17	Student 17	74	5476
18	Student 18	56	3136
19	Student 19	48	2304
20	Student 20	60	3600
21	Student 21	48	2304
22	Student 22	52	2704
23	Student 23	48	2304
24	Student 24	60	3600
25	Student 25	60	3600
26	Student 26	45	2025
27	Student 27	32	1024
28	Student 28	56	3136
29	Student 29	52	2704
30	Student 30	56	3136
31	Student 31	60	3600
32	Student 32	72	5184
33	Student 33	72	5184
34	Student 34	80	6400
35	Student 35	72	5184
	SUM	2215	144689

The table above showed the data of student's pre-test result, it includes Y as the total score of student's correct answer and Y^2 as the square of student's total score. Next, the data will be analyzed by calculated the mean score and standard deviation in order to have a comparison toward student's reading skill after teaching by using digital

text in experimental group has finished. The result of calculation showed
below:

i. Mean Score

$$M_X = \frac{\sum X}{N}$$

$$M_X = \frac{1987}{35}$$

$$M_X = 56.77$$

ii. Standard Deviation

$$SDx = \sqrt{\frac{\sum x^2 - \frac{(\sum \bar{x})^2}{N}}{N-1}}$$

$$SDx = \sqrt{\frac{117533 - \frac{(1987)^2}{35}}{35-1}}$$

$$SDx = \sqrt{\frac{117533 - \frac{3948169}{35}}{35-1}}$$

$$SDx = \sqrt{\frac{117533 - 112805}{34}}$$

$$SDx = \sqrt{\frac{4728}{34}}$$

$$SDx = \sqrt{139.06}$$

$$SDx = 11.79$$

Based on the data presented previously, the computation of 35
students' pre-test scores in the experimental group revealed that they had
a mean score of 56.77 and a standard deviation of 11.79.

b. The Result of Post-Test in Experimental Group

In order to comprehend the state of students' reading skills after the implementation of digital text media, the researcher administered a post-test to 35 students in the experimental class or X IPA 2. The post-test has been done on 12th July 2023. The researcher gave 25 questions to students that has same indicators as pre-test. The post-test has same calculation with pre-test whereas one correct answer would be multiplied with 4 points; therefore, student will get 100 points if answer all the question correctly. The following table shows the results of the post-test in the experimental class:

Table 4.5

The Score of Student's Post-Test in Experimental Group

No	Name of Students	X	X^2
1	Student 1	60	3600
2	Student 2	64	4096
3	Student 3	52	2704
4	Student 4	80	6400
5	Student 5	48	2304
6	Student 6	60	3600
7	Student 7	56	3136
8	Student 8	56	3136
9	Student 9	76	5776
10	Student 10	40	1600
11	Student 11	76	5776
12	Student 12	60	3600
13	Student 13	52	2704
14	Student 14	56	3136
15	Student 15	64	4096
16	Student 16	44	1936
17	Student 17	80	6400
18	Student 18	64	4096
19	Student 19	52	2704
20	Student 20	72	5184
21	Student 21	56	3136

22	Student 22	64	4096
23	Student 23	60	3600
24	Student 24	72	5184
25	Student 25	68	4624
26	Student 26	55	3025
27	Student 27	56	3136
28	Student 28	48	2304
29	Student 29	64	4096
30	Student 30	68	4624
31	Student 31	72	5184
32	Student 32	80	6400
33	Student 33	76	5776
34	Student 34	88	7744
35	Student 35	76	5776
	SUM	2215	144689

The table above showed the data of student's post-test result, it includes Y as the total score of student's correct answer and Y^2 as the square of student's total score. Next, the data will be analyzed by calculated the mean score and standard deviation in order to have a comparison toward student's reading skill score previously. The result of calculation showed below:

i. **Mean Score**

$$M_X = \frac{\sum Y}{N}$$

$$M_X = \frac{2215}{35}$$

$$M_X = 63.29$$

ii. **Standard Deviation**

$$SDx = \sqrt{\frac{\sum y^2 - \frac{(\sum \bar{y})^2}{N}}{N-1}}$$

$$SDx = \sqrt{\frac{144689 - \frac{(2215)^2}{35}}{35 - 1}}$$

$$SDx = \sqrt{\frac{144689 - \frac{4906225}{35}}{35 - 1}}$$

$$SDx = \sqrt{\frac{144689 - 140179}{34}}$$

$$SDx = \sqrt{\frac{4510}{34}}$$

$$SDx = \sqrt{132.62}$$

$$SDx = 11.52$$

Based on the data presented above, the computation of 35 students' post-test scores in the experimental group revealed that they have a mean score of 63.29 and a standard deviation of 11.52.

c. **The Analysis of Pre-Test and Post-Test in Experimental Group**

It also has the essential function of encountering five aspects score when cultivating the results of pre-test and post-test in the experimental group. This analysis has purpose to seek student's reading skill in experimental class after 8 meeting of treatments. In other word, this analysis will answer the second research question of this research. They included the highest, lowest, total, mean, and standard deviation scores. According to the data shown in tables 4.4 and 4.5, the following five scores may be noticed in table 4.6:

Table 4.6

Five Aspect Score

Group	Highest Score		Lowest Score		Total Score		Mean Score		Standard Deviation	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
Experimental	80	88	32	40	1987	2215	56.77	63.29	11.79	11.52

According to the data above, in the experimental class involving 35 students, the highest pre-test score was 80 obtained by one student, and the lowest result was 32 obtained by one student. Meanwhile, in the post-test, one student received the highest score of 88, while another had the lowest score of 40. Before calculating the mean score, the researcher examines the total score of 35 students, which reached 1987 in the pre-test and 2215 in the post-test. Based on the overall score, the mean score was determined to be 56.77 in the pre-test and 63.29 in the post-test. The researcher then computed the standard deviation in the pre-test and post-test results. The pre-test standard deviation was 11.79 while the post-test standard deviation was 11.52.

3. The Impact of Digital Text on Student's Reading Skill

The impact was identified based on a comparison of data obtained by the control and experimental groups. In addition, this analysis has purpose to seek the differences between student's reading skill in control and experimental class after 8 meeting of treatments. In other word, this analysis will answer the third research question of this research. To explain the comparison of the data owned by those groups, the researcher relied on four

aspects as the guidelines. The four criteria were mean score, standard deviation, and the passing grade of student's standard of competence in SMA 3 Rejang Lebong based on the curriculum. The table below presented to have clearer comparison:

Table 4.7

The Comparative Result Between Control and Experimental Group

Group	Mean Score		Standard Deviation		Students who Get the score > 75		Students who Get the score < 75	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
Control	54.63	56.91	12.46	12.62	3	4	32	31
Experimental	56.77	63.29	11.79	11.52	1	8	34	27

According to the scores provided in the table above, the mean of pre-test score in the control group was 54.63, and the mean of post-test score was 56.91. In terms of standard deviation, the pre-test result has a standard deviation of 12.46, whereas the post-test result has a standard deviation of 12.62. Furthermore, three students had scores higher than 75 on the pre-test, while 32 received scores less than 75. Meanwhile, in the post-test, 4 students received scores higher than 75, and 31 students had scores under 75.

The experimental group had a pre-test mean score of 56.77 and a post-test mean score of 63.29. In terms of standard deviation, the pre-test result has a standard deviation of 11.79, whereas the post-test result has a standard deviation of 11.52. Furthermore, in the pre-test, just one student had a score higher than 75, whereas 34 students received a score less than 75.

Meanwhile, in the post-test, 8 students had scores higher than 75, and 27 students received scores lower than 75.

Looking at the data in table 4.7, it is clear that the experimental class reach better score than the control class. It may be shown by comparing the mean scores between the two groups. The table below provides more detailed information:

Table 4.8
The Range of Increasing Score Between Control and
Experimental Group

Group	Mean Score		The Range of Increasing Score in Pre-Test and Post-Test.
	Pre- Test	Post- Test	
Control	54.63	56.91	2.28
Experimental	56.77	63.29	6.52

According to the table above, the range of rising scores on the control class from pre-test to post-test was 2.28 points, with the mean score in pre-test being 54.63 and the mean score in post-test being 56.91. Beside, in the experimental class, the range of rising score from pre-test to post-test was 6,52 points, with the pre-test mean score is 56.77 and the post-test mean score is 63.29.

Based on the range of increasing scores in the pre-test and post-test, the treatment given in the experimental class was clearly effective. To obtain further information about the data of both groups, the researcher creates the table below:

Table 4.9

The Score of Pre-Test and Post-Test in Control and

Experimental Group

No	Subject	Control Group		Experimental Group	
		Pre-Test	Post-Test	Pre-Test	Post-Test
1	Student 1	56	52	52	60
2	Student 2	60	52	56	64
3	Student 3	40	36	44	52
4	Student 4	52	56	72	80
5	Student 5	36	40	52	48
6	Student 6	48	40	56	60
7	Student 7	44	52	52	56
8	Student 8	80	88	60	56
9	Student 9	48	56	68	76
10	Student 10	60	52	44	40
11	Student 11	48	60	68	76
12	Student 12	40	44	72	60
13	Student 13	36	52	44	52
14	Student 14	48	56	40	56
15	Student 15	60	64	68	64
16	Student 16	68	72	36	44
17	Student 17	60	56	74	80
18	Student 18	52	68	56	64
19	Student 19	64	68	48	52
20	Student 20	60	64	60	72
21	Student 21	32	36	48	56
22	Student 22	72	76	52	64
23	Student 23	60	68	48	60
24	Student 24	68	64	60	72
25	Student 25	52	60	60	68
26	Student 26	68	60	45	55
27	Student 27	40	36	32	56
28	Student 28	32	40	56	48
29	Student 29	52	56	52	64
30	Student 30	64	60	56	68
31	Student 31	80	84	60	72
32	Student 32	64	60	72	80
33	Student 33	52	48	72	76
34	Student 34	60	56	80	88
35	Student 35	56	60	72	76
	Total	**1912**	**1992**	**1987**	**2215**
	Mean Score	**54.63**	**56.91**	**56.77**	**63.29**

B. Normality Test

The test of normality is one of plenty requirements for doing the t-test, the goal was to determine whether the data from both groups were normally distributed. the normality test was performed using Komogrov-Smirnov and Shapiro-Walk through SPSS application. The final result is describe as follows:

Table 4.10

The Result of Normality Test

Student's Reading Skill Assessment	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
	Pre-Test Experimental Group	.115	35	.200[*]	.969	35	.409
	Post-Test Experimental Group	.108	35	.200[*]	.977	35	.648
	Pre-Test Control Group	.124	35	.192	.971	35	.464
	Post-Test Control Group	.120	35	.200[*]	.958	35	.200
a. Lilliefors Significance Correction *. This is a lower bound of the true significance.							

From the table above the result showed that all of the test from both classes have Sig (pvalue) $\geq \alpha = 0.05$. The score of p can be checked through the Sig. In table of Kolmograv-Smirnov coloumns. Therefore, Ho of normality test is accepted or the data obtained in this research was considered normally distributed because both classes significances are above 0.05.

C. Hypothesis Test

The t-test formula was used by the researcher to investigate the hypothesis. The goal of the t-test is to determine if the "t" obtained represents a

significant difference between the mean scores of the control and experimental classes. Actually, based on the researcher's investigation of the data offered by both groups, the researcher attempted to guarantee that digital text has an impact on students reading skill. The computation was constantly required since it can more reliably decide whether the hypothesis alternative may be accepted or not. The t-formula is used to calculate the data for both groups, as shown in the presentation below:

Table 4.11

The Result of Post Test in Control and Experimental Class

No	Subject	Control Group		Experimental Group	
		Y	Y^2	X	X^2
1	Student 1	52	2704	60	3600
2	Student 2	52	2704	64	4096
3	Student 3	36	1296	52	2704
4	Student 4	56	3136	80	6400
5	Student 5	40	1600	48	2304
6	Student 6	40	1600	60	3600
7	Student 7	52	2704	56	3136
8	Student 8	88	7744	56	3136
9	Student 9	56	3136	76	5776
10	Student 10	52	2704	40	1600
11	Student 11	60	3600	76	5776
12	Student 12	44	1936	60	3600
13	Student 13	52	2704	52	2704
14	Student 14	56	3136	56	3136
15	Student 15	64	4096	64	4096
16	Student 16	72	5184	44	1936
17	Student 17	56	3136	80	6400
18	Student 18	68	4624	64	4096
19	Student 19	68	4624	52	2704
20	Student 20	64	4096	72	5184
21	Student 21	36	1296	56	3136
22	Student 22	76	5776	64	4096
23	Student 23	68	4624	60	3600
24	Student 24	64	4096	72	5184
25	Student 25	60	3600	68	4624
26	Student 26	60	3600	55	3025

27	Student 27	36	1296	56	3136
28	Student 28	40	1600	48	2304
29	Student 29	56	3136	64	4096
30	Student 30	60	3600	68	4624
31	Student 31	84	7056	72	5184
32	Student 32	60	3600	80	6400
33	Student 33	48	2304	76	5776
34	Student 34	56	3136	88	7744
35	Student 35	60	3600	76	5776
	Total	**1992**	**118784**	**2215**	**144689**
	Mean Score	**56.91**	**-**	**63.29**	**-**

1. Standard Deviation of Post-Test Result in Experimental Group

N_1 = 35

$\sum X$ = 2215

$\sum X^2$ = 144689

M_1 = 63.29

S_1 = ……?

$$S_1 = \sqrt{\frac{\sum y^2 - \frac{(\sum \bar{y})^2}{N}}{N-1}}$$

$$S_1 = \sqrt{\frac{144689 - \frac{(2215)^2}{35}}{35-1}}$$

$$S_1 = \sqrt{\frac{144689 - \frac{4906225}{35}}{35-1}}$$

$$S_1 = \sqrt{\frac{144689 - 140179}{34}}$$

$$S_1 = \sqrt{\frac{4510}{34}}$$

$$S_1 = \sqrt{132.62}$$

$$S_1 = 11.52$$

2. Standard Deviation of Post-Test Result in Control Group

N_1 = 35

$\sum Y$ = 1992

$\sum Y^2$ = 118784

M_2 = 63.29

S_2 = ...?

$$S_2 = \sqrt{\frac{\sum y^2 - \frac{(\sum \bar{y})^2}{N}}{N-1}}$$

$$S_2 = \sqrt{\frac{118784 - \frac{(1992)^2}{35}}{35-1}}$$

$$S_2 = \sqrt{\frac{118784 - \frac{3968064}{35}}{35-1}}$$

$$S_2 = \sqrt{\frac{118784 - 113373}{34}}$$

$$S_2 = \sqrt{\frac{5411}{34}}$$

$$S_2 = \sqrt{159.15}$$

$$S_2 = 12.62$$

3. The "t" Calculation

M_1 = 63.29

M_2 = 56.91

S_1 = 11.52

S_2 = 12.62

N_1 = 35

N_2 = 35

t   =......?

$$t = \frac{M_1 - M_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

$$t = \frac{63.29 - 56.91}{\sqrt{\frac{(11.52)^2}{35} + \frac{(12.62)^2}{35}}}$$

$$t = \frac{6.38}{\sqrt{3.79 + 4.55}}$$

$$t = \frac{6.38}{\sqrt{8.34}}$$

$$t = \frac{6.38}{2.89}$$

$$t = 2.21$$

T_{test} $= 2.21$

Df $= N_1 + N_2 - 2$

$= 35 + 35 - 2$

$= 68$

T_{table} $= 1.67$

T_{test}	$= 2.21$	$T_{test} > T_{table}$	H_1 Accepted
T_{table}	$= 1.67$	$2.21 > 1.67$	H_0 Rejected

According to the findings, there is a substantial difference between students who learned using digital text compared to those who were learned using printed text. In accordance to the post-test results, the mean score in the experimental class was 63.29, whereas the mean score in the control class was 56.21. Additionally, the outcome of the t-test computation was 2.21, whereas the t table was 1.67. It demonstrated that the result of the t-test was higher than

the t-table (2.21 > 1.67). Nevertheless, the alternative hypothesis (H1) was accepted whereas the null hypothesis (H0) was rejected. Finally, it is possible to infer that digital text has an impact on students' reading skill.

D. Discussion

1. Student's Reading Skill in Control Group (Using Printed Text)

From the previous chapter it has been explain about the result of pre-test and post-test in control class. Based on the result of five aspect score comparison between those tests, it shows that printed text in control class make an improvement in four aspects of score. First, students hire 2.28 points improvement of mean score from pre-test to post-test. second, student in control class get the lowest score in 36 points while in highest score student could achieve 88 for post-test. Third, from the accumulation of total score students hire 80 increasing points. Unfortunately, based on the calculation of the standard deviation student in control class has an increasing score compare with pre-test. It means students in control class have an enhancement of score variation, in other word some students got improvement and others remain the same score.

From the foregoing explanation, researcher conclude that in control class where the printed text was implemented students could hire better score in post-test than pre-test. But from the standard deviation there are still some students that not have so much improvement in achieving a good score in reading test.

2. Student's Reading Skill in Experimental Group (Using Digital Text)

In experimental class, researcher found that there is so much improvement on student's reading skill. Because, based on the result of five aspect score comparison between pre-test and post-test from students who were taught by printed text, it showed that they have an improvement in all aspects. First, students hire 6.52 points improvement of mean score from pre-test to post-test. second, in highest and lowest score aspect student has the increasing points where the highest score become 88 and the lowest score become 40. Third, from the accumulation of total score students hire 228 increasing points. and the last, based on the calculation of the standard deviation student in experimental class also has the improvement in the range variation of post-test score whereas the standard deviation decreased 0.27 points compare with pre-test.

Furthermore, students in experimental class also look more enthusiast for learning reading skill, various features that digital text has help students to encounter any difficulties in reading. Besides, practicality of digital text also helps students for having many readings material with less paper used. It supported by Chen May Oh et al, that Digital texts on phones have impressively offered a huge variety of material to read that not only captivated students with varied ideas but also given a reading exercise that may enhance their reading skill.

It means digital text that implemented in experimental class obviously effective on student's reading skill. Because, not only can raise their score

in reading tests, digital text also could help students to address their difficulties in reading activities.

3. **The significant Impact of digital text on student's reading skill**

In accordance with the result of score calculation from both of experimental and control group, it was discovered that digital text had significant impacts on students' reading skills, particularly in the experimental class. The outcome of the computation for the experimental group indicated that they had a higher score than the control group, which was taught through printed text. The researcher described the whole data set in the following words:

Referring the data description, the pre-test was used to assess students reading skill before the treatments are offered to students. The pre-test results revealed that the experimental class's mean score was higher above the control class. The experimental class has a mean score 56.77, whereas the controlled class has a mean score 54.63. Following that, the experimental class received digital text treatment for approximately eight meetings, whereas the control class just received printed material. After the treatment, a post-test was administered to assess students' reading skill in both classes. The post-test results showed that the experimental class had a mean score that was greater than the control class, the experimental class has a mean score 63.29, whereas the controlled class has a mean score 59.91. It demonstrates that digital text was successful in enhancing students reading skills.

Furthermore, the writer did a statistical hypothesis analysis using the t-test procedure to support the previous conclusion. The t-test shows that T_{test} score of post-test is 2.21 which is higher than T_{table} (1.67). It signifies that there is a statistically significant difference between the experimental and control groups in the post-test because the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. It also demonstrates that digital text has a considerable impact on students' reading skills.

From the research finding, researcher also found the improvement of student's enthusiast for learning reading skill, various features that digital text has help students to encounter any difficulties in reading. Besides, practicality of digital text also helps students for having many readings material with less paper used. It supported by Chen May Oh et al, that digital texts on phones have impressively offered a huge variety of material to read that not only captivated students with varied ideas but also given a reading exercise that may sharpen their reading skill. Moreover, the benefit of using digital text in classroom can lead the students to have an improvement in reading skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

As previously describe in the research problem, the present research intended to asses whether there was a substantial impact of reading skill at first grade students on SMA 3 Rejang Lebong in academic year 2022/2023 which they were taught using digital text and students taught by using printed text. According to the findings presented in the chapter's research previously, it revealed the result of mean score calculation from the control and experimental classes. Furthermore, the t-test calculation result revealed that the experimental group outscored the control group, and when the t-test is compared to the t-table, the final outcome is t-test > t-table. (2.21 > 1.67).

The conclusion may be reached based on the results mentioned above that the null hypothesis (H0) is rejected, whereas the alternative hypothesis (H1) is accepted. It indicates that students who receive instruction using digital text outperform students who are instructed using printed text. Finally, the researcher came to the following conclusion: there was a significant effect of digital text on student's reading skill at first grade of SMA 3 Rejang Lebong in academic year 2022/2023.

B. Suggestion

After done the research which find out the impact of digital text on student's reading skill, the researcher makes a few suggestions for those who will probably to be involved in this research field.

1. For the teacher, the teacher should regard digital text as one of the alternative media that may be used for enhancing students' reading activities. the use of this media would make it easier for teachers to encourage students turn into active readers and helping students to understand reading material offered by the teacher.

2. For the students, the students could try learning with digital text as one of the strategy to improve their reading skill. Because, learning with digital text could be the right choice for their reading practice. Beside provide various features, digital text also provides many resources and could make student's reading activity more practical.

3. For further research, the researcher who wants to conduct the study in the same field. The researcher hopes this study can be continued for more complex problem or could be a resources to support another research.

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Appendix 1. SK Pembicpmbing

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage http://www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id

Nomor : 312 Tahun 2023

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	:	a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
		b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	:	1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
		2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
		3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
		4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
		5.	Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
		6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
		7.	Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	:	1.	Surat Rekomendasi dari Ketua Prodi TBI Nomor :B-137/FT.5 /PP.00.9/05/2023
		2.	Berita Acara Seminar Proposal Pada Hari Senin, 17 April 2023

M E M U T U S K A N :

Menetapkan

| Pertama | : | 1. | Dr. Eka Apriani, M.Pd | 19900403 201503 2 005 |
| | | 2. | Sarwo Edy, M. Pd | 2007068102 |

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A	:	Lydia Husuna
N I M	:	19551034
JUDUL SKRIPSI	:	**The Impact of Digital Text on Students' Reading Skill through Instructional Scaffolding Strategy**

Kedua	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berla ku ;

Ditetapkan di Curup,
Pada tanggal 02 Mei 2023
Dekan,

Hamengkubuwono

Tembusan :
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

Appendix 2. Surat Rekomendasi Penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 345/T/PP.00.9/06/2023   2 Mei 2023
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

Kepada Yth. **Kepala Dinas Penanaman Modal dan**

Pelayanan Terpadu Satu Pintu (PTSP)

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Lydia Hasanah
NIM : 19551034
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : The Impact of Digital Text on Students' Reading Skill

Waktu Penelitian : 16 Mei 2023 s.d 16 Agustus 2023
Lokasi Penelitian : SMAN 3 Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I,

Dr. Sakut Anshori, S.Pd.I., Hum
NIP. 19831020 200604 1 002

Tembusan : disampaikan Yth ;
1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip

Appendix 3. Surat Dinas Penanaman Modal dan PTSP

PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
Jalan S. Sukowati No. 60 Telp. (0732) 24622 Curup

S U R A T   I Z I N
Nomor : 503/257/IP/DPMPTSP/V/2023

TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG

Dasar:
1. Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
2. Surat dari Wakil Dekan 1 Fakultas Tarbiyah IAIN Curup Nomor : **322/In.34/FT/PP.00.9/05/2023** Tanggal 2 Mei 2023 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama / TTL	: Lydia Hasana / Lumpatan , 07 Mei 2002
NIM	: 19551034
Pekerjaan	: Mahasiswa
Program Studi / Fakultas	: Tadris Bahasa Inggris (TBI) / Tarbiyah
Judul Proposal Penelitian	: **The Impact of Digital Text on Student's Reading Skill (Quasi Experimental Study at First Grade Student of SMA N 3 Rejang Lebong in Academic Year 2022/2023)**
Lokasi Penelitian	: SMA Negeri 3 Rejang Lebong
Waktu Penelitian	: 2 Mei 2023 s/d 2 Agustus 2023
Penanggung Jawab	: Wakil Dekan 1 Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :
a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku
b) Selesai melakukan penelitian agar melaporkan / menyampaian hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon
d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati / mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya

Ditetapkan di : Curup
Pada Tanggal : 2 Mei 2023

Plt Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
Kabupaten Rejang Lebong

AGUS, SH
Pembina / IV. a
NIP. 19780810 200903 1 004

Tembusan :
1. Kepala Badan Kesbangpol Kab. RL
2. Wakil Dekan 1 Fakultas Tarbiyah IAIN Curup
3. Kepala SMA Negeri 3 Rejang Lebong
4. Yang Bersangkutan
5. Arsip

Appendix 4. Surat Keterangan Selesai Penelitian

PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 3 REJANG LEBONG
Jalan DR A K GAN, Desa Pahlawan, Kec. Curup Utara, Kab. Rejang Lebong.
Fax. 23084, http://www.sman3curup.net

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor :   /SMAN3RL/VII/2023

Yang bertanda tangan di bawah ini :

Nama   : Rosdi, S.Pd
NIP   :19681102 199801 001
Jabatan   : Kepala Sekolah

Menerangkan dengan sebenarnya bahwa :

Nama   : Lydia Hasana
NIM   : 19551034
Program Studi   : Tadris Bahasa Inggris
Fakultas Tarbiyah : Tarbiyah IAIN Curup
Waktu Penelitian : 02-05-2023 s.d 02-08-2023

Nama tersebut adalah benar-benar telah melaksanakan kegiatan penelitian dalam rangka penyusunan skripsi yang berjudul **"The Impact of Digital Text on Student's Reading Skill (A Quasi Experimental Study at First Grade of SMAN 3 Rejang Lebong in Academic Year 2022/2023)."**

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Curup, 17 Juli 2023
Kepala Sekolah

Rosdi, S.Pd
NIP 19681102 199801 001

Appendix 5. Kartu Bimbingan Skripsi

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Lydia Hasana
NIM : 19550034
FAKULTAS/PRODI : Tarbiyah / Tadris Bahasa Inggris

PEMBIMBING I : Dr. Eka Apriani, M.pd.
PEMBIMBING II : Sarwo Edy, M.pd.
JUDUL SKRIPSI : The Impact of Digital Text on Student's Reading Skill

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Lydia Hasana
NIM : 19550034
FAKULTAS/PRODI : Tarbiyah / Tadris Bahasa Inggris

PEMBIMBING I : Dr. Eka Apriani, M.pd.
PEMBIMBING II : Sarwo Edy, M.pd.
JUDUL SKRIPSI : The Impact of Digital Text on Student's Reading Skill

Pembimbing I,
NIP. 19900401 2015 03 2005

Pembimbing II,
NIP. 2007068/02

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	14/05/2023	Perbaikan Instrumen penelitian		
2	16/05/2023	Revisi & Meeting Prosedur penelitian		
3	23/05/2023	Evaluasi proses Mengajar		
4	06/06/2023	evaluasi proses Penelitian		
5	09/06/2023	Kalkulasi data penelitian		
6	21/06/2023	Revisi Bab 4		
7	26/06/2023	Revisi Pembahasan & hasil		
8	20/07/2023	Acc sidang Skripsi		

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	08/05/2023	Instrumen penelitian		
2	16/05/2023	prosedur penelitian		
3	18/05/2023	evaluasi Bahan Ajar		
4	22/05/2023	evaluasi Research question		
5	08/06/2022	Revisi Bab 4		
6	14/06/2023	finding & Discussion		
7	20/06/2023	evaluasi Teori yang diuji		
8	26/07/2023	Acc sidang skripsi		

SILABUS

Bahasa Inggris Umum

Satuan Pendidikan   : SMA/MA

Kelas   : X (Sepuluh)

Semester   : Genap

Kompetensi Inti   :

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

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

- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa	• Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan • Struktur Teks Dapat mencakup:	- Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks - Menyalin teks tsb dalam buku teks masing-masing

bersejarah sesuai dengan konteks penggunaannya	- orientasi - urutan kejadian/kegiatan - orientasi ulang	mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks
4.7 Teks recount – peristiwa bersejarah 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah 4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Unsur Kebahasaan - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbia penghubung waktu: first, then, after that, before, when, at last, finally, dsb. - Adverbia dan frasa preposisional penujuk waktu - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI	- Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.

Appendix 7. Lesson Plan of Experimental Group

First Meeting	
School	SMAN 3 Rejang Lebong
Subject	English
Class	X IPA 3
Topic	Recount text
Sub Topic	Historical event
Time Allocation	90 Minutes
Aspect of Skill	Reading Skill

A. Learning Objectives:
   Analyze some explicit information of recount text related to historical events

B. Learning Media, Tools/Materials & Learning Resources

- **Media:** Digital text with highlight features and hypertext.
- **Tools:** Laptop, and Infocus projector
- **Learning resources:** Practical English Learning Book for SMA/MA Class X Semester 2 2013 Curriculum (Published by CV Viva Pakarindo)

C. Learning Activities

Pre-activity	1. Researcher open the class by greeting and praying to start learning, then checks the presence of students as a disciplinary attitude 2. Researcher conduct brainstorming to test whether students are ready to follow the current lesson 3. researcher give a recount text in digital format
While activity	1. Students are assigned to read the recount text digitally 2. Researcher gives the instruction to the students 3. Students analyze the recount text given by the researcher to determine the information on the text. 4. Researcher gives some hypertext to help students understand some unfamiliar word/terms 5. Students using highlight feature for determine the information 6. Students perform the task or lesson with a partner or a small cooperative group to complete an exercise of

	recount text
Post-activity	1. Students demonstrate their lesson or task by explaining about what has been learned 2. Researcher give the brief explanation about what the students going to learn next week.

Second Meeting	
School	SMAN 3 Rejang Lebong
Subject	English
Class	X IPA 3
Topic	Recount text
Sub Topic	Historical event
Time Allocation	90 Minutes
Aspect of Skill	Reading Skill

A. Learning Objectives:
  Determine main idea of recount text related to historical events

B. Learning Media, Tools/Materials & Learning Resources

- **Media:** Digital text with highlight features and hypertext.
- **Tools:** Laptop, and Infocus projector
- **Learning resources:** Practical English Learning Book for SMA/MA Class X Semester 2 2013 Curriculum (Published by CV Viva Pakarindo)

C. Learning Activities

Pre-activity	1. Researcher open the class by greeting and praying to start learning, then checks the presence of students as a disciplinary attitude 2. Researcher conduct brainstorming to test whether students are ready to follow the current lesson 3. researcher give a recount text in digital format
While activity	1. Students are assigned to read the recount text digitally 2. Researcher gives the instruction to the students 3. Students analyze the recount text given by the researcher to determine the main idea in each

	paragraph.
	4. Researcher gives some hypertext to help students understand some unfamiliar word/terms
	5. Students using highlight feature for determine paragraph
	6. Students perform the task or lesson with a partner or a small cooperative group to complete an exercise of recount text
Post-activity	1. Students demonstrate their lesson or task by explaining about what has been learned
	2. Researcher give the brief explanation about what the students going to learn next week.

Third Meeting	
School	SMAN 3 Rejang Lebong
Subject	English
Class	X IPA 3
Topic	Recount text
Sub Topic	Historical event
Time Allocation	90 Minutes
Aspect of Skill	Reading Skill

A. Learning Objectives:

Determine the social function of recount text related to historical events

B. Learning Media, Tools/Materials & Learning Resources

- **Media:** Digital text with highlight features
- **Tools:** Laptop, and Infocus projector
- **Learning resources:** Practical English Learning Book for SMA/MA Class X Semester 2 2013 Curriculum (Published by CV Viva Pakarindo)

C. Learning Activities

Pre-activity	1. Researcher open the class by greeting and praying to start learning, then checks the presence of students as a disciplinary attitude

	2. Researcher conduct brainstorming to test whether students are ready to follow the current lesson 3. researcher give a recount text in digital format 4. researcher describe the information about social function of the text 5. researcher giving clear examples how to determine the social function correctly (Modeling Strategy)
While activity	1. Students are assigned to read the recount text digitally 2. Students analyze the recount text given by the researcher to determine the social function 3. Students using highlight feature for determine the social function 4. Students perform the task or lesson with a partner or a small cooperative group to complete an exercise of recount text
Post-activity	1. Students demonstrate their lesson or task by explaining about what has been learned 2. Researcher give the brief explanation about what the students going to learn next week.

Fourth Meeting	
School	SMAN 3 Rejang Lebong
Subject	English
Class	X IPA 3
Topic	Recount text
Sub Topic	Historical event
Time Allocation	90 Minutes
Aspect of Skill	Reading Skill
A. Learning Objectives: Analyzing the structure of recount text related to historical events	
B. Learning Media, Tools/Materials & Learning Resources	
- **Media:** Digital text with highlight features	

- **Tools:** Laptop, and Infocus projector - **Learning resources:** Practical English Learning Book for SMA/MA Class X Semester 2 2013 Curriculum (Published by CV Viva Pakarindo)	
C. Learning Activities	
Pre-activity	1. Researcher open the class by greeting and praying to start learning, then check the presence of students as a disciplinary attitude 2. Researcher conduct brainstorming to test whether students are ready to follow the current lesson 3. Researcher give a recount text in digital format 4. Researcher describe general information about generic structure of the text (Schema Building Strategy)
While activity	1. Students are assigned to read the recount text digitally 2. Students analyze the generic structure of recount text given by the researcher 3. Students using highlight feature for differentiate the structure 4. Students perform the task or lesson with a partner or a small cooperative group to complete an exercise of recount text
Post-activity	1. Students demonstrate their lesson or task by explaining about what has been learned 2. Researcher give the brief explanation about what the students going to learn next week.

Fifth Meeting	
School	SMAN 3 Rejang Lebong
Subject	English
Class	X IPA 3
Topic	Recount text
Sub Topic	Historical event
Time Allocation	90 Minutes
Aspect of Skill	Reading Skill
A. Learning Objectives:	

	Finding linguistic elements in the form of recount text related to historical events

B. Learning Media, Tools/Materials & Learning Resources

- **Media:** Digital text with highlight features
- **Tools:** Laptop, and Infocus projector
- **Learning resources:** Practical English Learning Book for SMA/MA Class X Semester 2 2013 Curriculum (Published by CV Viva Pakarindo)

C. Learning Activities

Pre-activity	1. Researcher open the class by greeting and praying to start learning, then check the presence of students as a disciplinary attitude 2. Researcher conducts brainstorming to test whether students are ready to follow the current lesson 3. Researcher gives a recount text in digital format 4. Researcher describes language features usually used in recount text. 5. Researcher shows another type of text for giving a clear differentiation about language features of recount text (re-presenting text strategy)
While activity	1. Students are assigned to read the recount text digitally 2. Students analyze the language features used in recount text given by the researcher 3. Students using highlight feature on the phrase they have found 4. Students perform the task or lesson with a partner or a small cooperative group to complete an exercise of recount text
Post-activity	1. Students demonstrate their lesson or task by explaining about what has been learned 2. Researcher give the brief explanation about what the students going to learn next week.

Sixth Meeting	
School	SMAN 3 Rejang Lebong
Subject	English

Class	X IPA 3
Topic	Recount text
Sub Topic	Historical event
Time Allocation	90 Minutes
Aspect of Skill	Reading Skill

A. Learning Objectives:

Simple Past Tense in the form of recount text related to historical events

B. Learning Media, Tools/Materials & Learning Resources

- **Media:** Digital text with highlight features and multimodal text
- **Tools:** Laptop, and Infocus projector
- **Learning resources:** Practical English Learning Book for SMA/MA Class X Semester 2 2013 Curriculum (Published by CV Viva Pakarindo)

C. Learning Activities

Pre-activity	1. Researcher open the class by greeting and praying to start learning, then check the presence of students as a disciplinary attitude 2. Researcher conducts brainstorming to test whether students are ready to follow the current lesson 3. Researcher gives a recount text in digital format 4. Researcher describes simple past tense used in recount text. 5. Researcher make analogies based on student experience. Using the language used in everyday life. (Contextualizing Strategy).
While activity	1. Students are assigned to read the recount text digitally 2. Students analyze simple past tense used in recount text given by the researcher 3. Students using highlight feature on the phrase they have found 4. Students perform the task or lesson with a partner or a small cooperative group to complete an exercise of recount text

Post-activity	1. Students demonstrate their lesson or task by explaining about what has been learned
	2. Researcher give the brief explanation about what the students going to learn next week.

Seventh Meeting	
School	SMAN 3 Rejang Lebong
Subject	English
Class	X IPA 3
Topic	Recount text
Sub Topic	Historical event
Time Allocation	90 Minutes
Aspect of Skill	Reading Skill

A. Learning Objectives:
   Resume simple recount text related to historical events

B. Learning Media, Tools/Materials & Learning Resources

- **Media:** Digital text with highlight features
- **Tools:** Laptop, and Infocus projector
- **Learning resources:** Practical English Learning Book for SMA/MA Class X Semester 2 2013 Curriculum (Published by CV Viva Pakarindo)

C. Learning Activities

Pre-activity	1. Researcher open the class by greeting and praying to start learning, then checks the presence of students as a disciplinary attitude
	2. Researcher conduct brainstorming to test whether students are ready to follow the current lesson
	3. Researcher give a recount text in digital format
	4. Researcher give simple recount text about historical event that happened around student's environment (bridging strategy)
While activity	1. Students are assigned to read the recount text digitally
	2. Researcher use some multimodal picture to give simple

	illustration of the historical event
	3. Students analyze the text and give simple summary about the text
	4. Students perform the task or lesson with a partner or a small cooperative group to complete an exercise of recount text
Post-activity	1. Students demonstrate their lesson or task by explaining about what has been learned
	2. Researcher give the brief explanation about what the students going to learn next week.

Eight Meeting	
School	SMAN 3 Rejang Lebong
Subject	English
Class	X IPA 3
Topic	Recount text
Sub Topic	Historical event
Time Allocation	90 Minutes
Aspect of Skill	Reading Skill

A. Learning Objectives:

   Exercises recount text related to historical events

B. Learning Media, Tools/Materials & Learning Resources

- **Media:** Digital text with multimodal text
- **Tools:** Laptop, and Infocus projector
- **Learning resources:** Practical English Learning Book for SMA/MA Class X Semester 2 2013 Curriculum (Published by CV Viva Pakarindo)

C. Learning Activities

Pre-activity	1. Researcher open the class by greeting and praying to start learning, then checks the presence of students as a disciplinary attitude
	2. Researcher conduct brainstorming to test whether students are ready to follow the current lesson

	3. Researcher give a recount text in digital format
	4. Researcher give some question related to the material that have been learned by students in classroom.
	5. Researcher let students manage their thoughts or knowledge, apply what they have learned, and have gained understanding in completing their job (Metacognitive Awareness)
While activity	1. Students are assigned to read the recount text digitally
	2. Researcher use some multimodal picture to give simple illustration of the historical event
	3. Students analyze the text
	4. Students perform the task or lesson with a partner or a small cooperative group to complete an exercise of recount text
Post-activity	1. Students demonstrate their lesson or task by explaining about what has been learned
	2. Researcher give the brief explanation about what the students going to learn next week.

Appendix 8. Lesson Plan of Control Group

First Meeting	
School	SMAN 3 Rejang Lebong
Subject	English
Class	X IPA 3
Topic	Recount text
Sub Topic	Historical event
Time Allocation	90 Minutes
Aspect of Skill	Reading Skill

A. Learning Objectives:

Analyze some explicit information of recount text related to historical events

B. Learning Media, Tools/Materials & Learning Resources

- **Media:** Textbook and LKS.
- **Tools:** Paper, Whiteboard and Marker
- **Learning resources:** Practical English Learning Book for SMA/MA Class X Semester 2 2013 Curriculum (Published by CV Viva Pakarindo)

C. Learning Activities

Pre-activity	1. Researcher open the class by greeting and praying to start learning, then checks the presence of students as a disciplinary attitude 2. Researcher conduct brainstorming to test whether students are ready to follow the current lesson 3. researcher give a recount text in printed format
While activity	1. Students are assigned to read the recount text 2. Researcher gives the instruction to the students 3. Students analyze the recount text given by the researcher to determine the information on the text. 4. Students perform the task or lesson with a partner or a small cooperative group to complete an exercise of recount text

| Post-activity | 1. Students demonstrate their lesson or task by explaining about what has been learned |
| | 2. Researcher give the brief explanation about what the students going to learn next week. |

Second Meeting	
School	SMAN 3 Rejang Lebong
Subject	English
Class	X IPA 3
Topic	Recount text
Sub Topic	Historical event
Time Allocation	90 Minutes
Aspect of Skill	Reading Skill

A. Learning Objectives:
   Determine main idea of recount text related to historical events

B. Learning Media, Tools/Materials & Learning Resources

- **Media:** Textbook and LKS.
- **Tools:** Paper, Whiteboard and Marker.
- **Learning resources:** Practical English Learning Book for SMA/MA Class X Semester 2 2013 Curriculum (Published by CV Viva Pakarindo)

C. Learning Activities

Pre-activity	1. Researcher open the class by greeting and praying to start learning, then checks the presence of students as a disciplinary attitude
	2. Researcher conduct brainstorming to test whether students are ready to follow the current lesson
	3. researcher give a recount text in printed format
While activity	1. Students are assigned to read the recount text
	2. Researcher gives the instruction to the students
	3. Students analyze the recount text given by the researcher to determine the main idea in each paragraph.

	4. Students perform the task or lesson with a partner or a small cooperative group to complete an exercise of recount text
Post-activity	1. Students demonstrate their lesson or task by explaining about what has been learned
	2. Researcher give the brief explanation about what the students going to learn next week.

Third Meeting	
School	SMAN 3 Rejang Lebong
Subject	English
Class	X IPA 3
Topic	Recount text
Sub Topic	Historical event
Time Allocation	90 Minutes
Aspect of Skill	Reading Skill

A. Learning Objectives:
   Determine the social function of recount text related to historical events

B. Learning Media, Tools/Materials & Learning Resources

- **Media:** Textbook and LKS.
- **Tools:** Paper, Whiteboard and Marker.
- **Learning resources:** Practical English Learning Book for SMA/MA Class X Semester 2 2013 Curriculum (Published by CV Viva Pakarindo)

C. Learning Activities

Pre-activity	1. Researcher open the class by greeting and praying to start learning, then checks the presence of students as a disciplinary attitude
	2. Researcher conduct brainstorming to test whether students are ready to follow the current lesson
	3. researcher give a recount text in printed format
	4. researcher describe the information about social function of the text

	5. researcher giving clear examples how to determine the social function correctly (Modeling Strategy)
While activity	1. Students are assigned to read the recount text 2. Students analyze the recount text given by the researcher to determine the social function 3. Students perform the task or lesson with a partner or a small cooperative group to complete an exercise of recount text
Post-activity	1. Students demonstrate their lesson or task by explaining about what has been learned 2. Researcher give the brief explanation about what the students going to learn next week.

Fourth Meeting	
School	SMAN 3 Rejang Lebong
Subject	English
Class	X IPA 3
Topic	Recount text
Sub Topic	Historical event
Time Allocation	90 Minutes
Aspect of Skill	Reading Skill

A. Learning Objectives:
   Analyzing the structure of recount text related to historical events

B. Learning Media, Tools/Materials & Learning Resources

- **Media:** Textbook and LKS.
- **Tools:** Paper, Whiteboard and Marker.
- **Learning resources:** Practical English Learning Book for SMA/MA Class X Semester 2 2013 Curriculum (Published by CV Viva Pakarindo)

C. Learning Activities

Pre-activity	1. Researcher open the class by greeting and praying to start learning, then check the presence of students as a disciplinary attitude

	2. Researcher conduct brainstorming to test whether students are ready to follow the current lesson
	3. Researcher give a recount text in printed format
	4. Researcher describe general information about generic structure of the text (Schema Building Strategy)
While activity	1. Students are assigned to read the recount text
	2. Students analyze the generic structure of recount text given by the researcher
	3. Students perform the task or lesson with a partner or a small cooperative group to complete an exercise of recount text
Post-activity	1. Students demonstrate their lesson or task by explaining about what has been learned
	2. Researcher give the brief explanation about what the students going to learn next week.

Fifth Meeting	
School	SMAN 3 Rejang Lebong
Subject	English
Class	X IPA 3
Topic	Recount text
Sub Topic	Historical event
Time Allocation	90 Minutes
Aspect of Skill	Reading Skill

A. Learning Objectives:
  Finding linguistic elements in the form of recount text related to historical events

B. Learning Media, Tools/Materials & Learning Resources

- - **Media:** Textbook and LKS.
- - **Tools:** Paper, Whiteboard and Marker.
- - **Learning resources:** Practical English Learning Book for SMA/MA Class X Semester 2 2013 Curriculum (Published by CV Viva Pakarindo)

C. Learning Activities	
Pre-activity	1. Researcher open the class by greeting and praying to start learning, then check the presence of students as a disciplinary attitude 2. Researcher conducts brainstorming to test whether students are ready to follow the current lesson 3. Researcher gives a recount text in printed format 4. Researcher describes language features usually used in recount text. 5. Researcher shows another type of text for giving a clear differentiation about language features of recount text (re-presenting text strategy)
While activity	1. Students are assigned to read the recount text 2. Students analyze the language features used in recount text given by the researcher 3. Students perform the task or lesson with a partner or a small cooperative group to complete an exercise of recount text
Post-activity	1. Students demonstrate their lesson or task by explaining about what has been learned 2. Researcher give the brief explanation about what the students going to learn next week.

Sixth Meeting	
School	SMAN 3 Rejang Lebong
Subject	English
Class	X IPA 3
Topic	Recount text
Sub Topic	Historical event
Time Allocation	90 Minutes
Aspect of Skill	Reading Skill

A. Learning Objectives:

Simple Past Tense in the form of recount text related to historical events

B. Learning Media, Tools/Materials & Learning Resources	
- **Media:** Textbook and LKS. - **Tools:** Paper, Whiteboard and Marker. - **Learning resources:** Practical English Learning Book for SMA/MA Class X Semester 2 2013 Curriculum (Published by CV Viva Pakarindo)	
C. Learning Activities	
Pre-activity	1. Researcher open the class by greeting and praying to start learning, then check the presence of students as a disciplinary attitude 2. Researcher conducts brainstorming to test whether students are ready to follow the current lesson 3. Researcher gives a recount text in printed format 4. Researcher describes simple past tense used in recount text. 5. Researcher make analogies based on student experience. Using the language used in everyday life. (Contextualizing Strategy).
While activity	1. Students are assigned to read the recount text 2. Students analyze simple past tense used in recount text given by the researcher 3. Students perform the task or lesson with a partner or a small cooperative group to complete an exercise of recount text
Post-activity	1. Students demonstrate their lesson or task by explaining about what has been learned 2. Researcher give the brief explanation about what the students going to learn next week.

Seventh Meeting	
School	SMAN 3 Rejang Lebong
Subject	English
Class	X IPA 3
Topic	Recount text
Sub Topic	Historical event

Time Allocation	90 Minutes
Aspect of Skill	Reading Skill

A. Learning Objectives:

Resume simple recount text related to historical events

B. Learning Media, Tools/Materials & Learning Resources

- **Media:** Textbook and LKS.
- **Tools:** Paper, Whiteboard and Marker.
- **Learning resources:** Practical English Learning Book for SMA/MA Class X Semester 2 2013 Curriculum (Published by CV Viva Pakarindo)

C. Learning Activities

Pre-activity	1. Researcher open the class by greeting and praying to start learning, then checks the presence of students as a disciplinary attitude 2. Researcher conduct brainstorming to test whether students are ready to follow the current lesson 3. Researcher give a recount text in printed format 4. Researcher give simple recount text about historical event that happened around student's environment (bridging strategy)
While activity	1. Students are assigned to read the recount text 2. Students analyze the text and give simple summary about the text 3. Students perform the task or lesson with a partner or a small cooperative group to complete an exercise of recount text
Post-activity	1. Students demonstrate their lesson or task by explaining about what has been learned 2. Researcher give the brief explanation about what the students going to learn next week.

Eight Meeting	
School	SMAN 3 Rejang Lebong
Subject	English
Class	X IPA 3

Topic	Recount text
Sub Topic	Historical event
Time Allocation	90 Minutes
Aspect of Skill	Reading Skill

A. Learning Objectives:

   Exercises recount text related to historical events

B. Learning Media, Tools/Materials & Learning Resources

- **Media:** Textbook and LKS.
- **Tools:** Paper, Whiteboard and Marker.
- **Learning resources:** Practical English Learning Book for SMA/MA Class X Semester 2 2013 Curriculum (Published by CV Viva Pakarindo)

C. Learning Activities

Pre-activity	1. Researcher open the class by greeting and praying to start learning, then checks the presence of students as a disciplinary attitude 2. Researcher conduct brainstorming to test whether students are ready to follow the current lesson 3. Researcher give a recount text in printedl format 4. Researcher give some question related to the material that have been learned by students in classroom. 5. Researcher let students manage their thoughts or knowledge, apply what they have learned, and have gained understanding in completing their job (Metacognitive Awareness)
While activity	1. Students are assigned to read the recount text 2. Students analyze the text 3. Students perform the task or lesson with a partner or a small cooperative group to complete an exercise of recount text
Post-activity	1. Students demonstrate their lesson or task by explaining about what has been learned 2. Researcher give the brief explanation about what the students going to learn next week.

Appendix 9. Text of Recount

Meeting My Idol

Afgan has always been my favorite singer. I had always been thinking of how I would feel when I met him. Then I was suddenly hit by lightning when I found out Afgan was coming to town for a concert in a local auditorium. A day before the concert, there would be a meetand-greet event at a local radio station. Feeling excited, I packed all my Afgan's CDs to get his signature at the event.

On that bright and sunny Saturday morning, the radio station was full of Afganism (that's how Afgan's fans are called). They sat on the chairs prepared inside the radio station's lobby. Some stood in rows in the front yard of the radio station. A spot inside a lobby was prepared with a mini stage for Afgan's singing performance and a table for Afgan to sign Afganism's memorabilia. Finally, after about 40- or 50-minutes wait, Afgan showed up from inside the radio station. He smiled and waved to all Afganism who had been waiting excitedly saying, "Good morning. How are you all?" The crowd went crazy. The shouts sounded like a mix of "Fine, thank you" and screams of Afgan's name.

Then, he started the event by singing his hit single "Dia dia dia". Afganism went even crazier; they sang along with him throughout the song. Of course, I did too. I couldn't take my eyes off this amazing singer who had released three albums. When he was finished with the song, the host announced that it was time for autographing the memorabilia. I prepared my CDs and began to stand in the line. When I arrived at the table, I was speechless. It was unreal just seeing him that close. I thought it was really cool seeing him like that because he really just felt like a normal person, which was awesome. He asked my name so that he could write it on the CD to say "To Mia, Love Afgan". He was also very friendly, so I didn't feel too nervous when I had a chance to take pictures with him. He was just an amazing person. That was one of the best days in my personal life history.

The Battle of Surabaya

On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in remembrance of the Battle of Surabaya which started on that very date in the year 1945. The bloody battle took place because Indonesians refused to surrender their weaponry to British army. British Army at that time was part of the Allied Forces. The defiant Bung Tomo is the well-known revolutionary leader who played a very important role in this battle.

It all started because of a misunderstanding between British troops in Jakarta and those in Surabaya, under the command of Brigadier A.W.WS. Mallaby. Brigadier Mallaby already had an agreement with Governor of East Java Mr. Surya. The agreement stated that British would not ask Indonesian troops and militia to surrender their weapons.

However, a British plane from Jakarta dropped leaflets all over Surabaya. The leaflet told Indonesians to do otherwise on 27 October 1945. This action angered the Indonesian troops and militia leaders because they felt betrayed. On 30 October 1945, Brigadier Mallaby was killed as he was approaching the British troops' post near Jembatan Merah or Red Bridge, Surabaya. There were many reports about the death, but it was widely believed that the Brigadier was murdered by Indonesian militia. Looking at this situation, Lieutenant General Sir Philip Christison brought in reinforcements to siege the city.

In the early morning of 10 November 1945, British troops began to advance into Surabaya with cover from both naval and air bombardment. Although the Indonesians defended the city heroically, the city was conquered within 3 days and the whole battle lasted for 3 weeks. In total, between 6,000 and 16,000 Indonesians died while casualties on the British side were about 600 to 2000.

Battle of Surabaya caused Indonesia to lose weaponry which hampered the country's independence struggle. However, the battle provoked Indonesian and international mass to rally for the country's independence which made this battle especially important for Indonesian national revolution.

B.J. HABIBIE

Bacharuddin Jusuf Habibie known as BJ. Habibie was born on 25 June 1936. He was the Third President of the Republic of Indonesia (1998–1999). Habibie was born in Parepare, South Sulawesi Province to Alwi Abdul Jalil Habibie and R.A. Tuti Marini Puspowardojo. His father was an agriculturist from Gorontalo of Bugis descent and his mother was a Javanese noblewoman from Yogyakarta. His parents met while studying in Bogor. When he was 14 years old, Habibie's father died.

Following his father's death, Habibie continued his studies in Jakarta and then in 1955 moved to Germany. In 1960, Habibie received a degree in engineering in Germany, giving him the title Diplom-Ingenieur. He remained in Germany as a research assistant under Hans Ebner at the Lehrstuhl und Institut für Leichtbau, RWTH Aachen to conduct research for his doctoral degree.

In 1962, Habibie returned to Indonesia for three months on sick leave. During this time, he was reacquainted with Hasri Ainun, the daughter of R. Mohamad Besari. The two married on 12 May 1962, returning to Germany shortly afterwards. Habibie and his wife settled in Aachen for a short period before moving to Oberforstbach. In May 1963 they had their first son, Ilham Akbar Habibie, and later another son, Thareq Kemal Habibie.

When Habibie's minimum wage salary forced him into part-time work, he found employment with the Automotive Marque Talbot, where he became an advisor. Habibie worked on two projects which received funding from Deutsche Bundesbahn. Due to his work with Makosh, the head of train constructions offered his position to Habibie upon his retirement three years later, but Habibie refused.

Habibie did accept a position with Messerschmitt-Bölkow-Blohm in Hamburg. There, he developed theories on thermodynamics, construction, and aerodynamics known as the Habibie Factor, Habibie Theorem, and Habibie Method, respectively. He worked for Messerschmit on the development of the Airbus A-300B aircraft.

In 1974, he was promoted to vice president of the company. In 1974, Suharto requested Habibie to return to Indonesia as part of Suharto's drive to develop the country. Habibie initially served as a special assistant to Ibnu Sutowo, the CEO of the state oil company Pertamina. Two years later, in 1976, Habibie was made Chief Executive Officer of the new state-owned enterprise Industri Pesawat Terbang Nusantara (IPTN). In 1978, he was appointed as Minister of Research and Technology. Habibie was elected vice president in March 1998. On 21 May 1998, Suharto publicly announced his resignation and Habibie was immediately sworn in as president. Habibie's government stabilized the economy in the face of the Asian financial crisis and the chaos of the last few months of Suharto's presidency.

Since relinquishing the presidency, Habibie has spent more time in Germany than in Indonesia. However, he has also been active as a presidential adviser during Susilo Bambang Yudoyono's presidency. In September 2006, he released a book called Detik-Detik Yang Menentukan: Jalan Panjang Indonesia Menuju Demokrasi (Decisive Moments: Indonesia's Long Road Towards Democracy). The book recalled the events of May 1998.

CUT NYAK DHIEN

Cut Nyak Dhien was a leader of the Acehnese guerrilla forces during the Aceh War. She was born in Lampadang in 1848. Following the death of her husband Teuku Umar, she led guerrilla actions against the Dutch for 25 years. She was awarded the title of Indonesian National Hero on 2 May 1964 by the Indonesian government.

Cut Nyak Dhien was born into an Islamic aristocratic family in Aceh Besar. Her father, Teuku Nanta Setia, was a member of the ruling Ulèë Balang aristocratic class in VI mukim, and her mother was also from an aristocratic family. She was educated in religion and household matters. She was renowned for her beauty, and many men proposed to marry her. Finally, she married Teuku Cik Ibrahim Lamnga, the son of an aristocratic family, when she was twelve.

On 26 March 1873, the Dutch declared war on Aceh. In November 1873, during the Second Aceh Expedition, the Dutch successfully captured VI mukim in 1873, followed by the Sultan's Palace in 1874.

In 1875, Cut Nyak Dhien and her baby, along with other mothers, were evacuated to a safer location while her husband Ibrahim Lamnga fought to reclaim VI mukim. Lamnga died in action on June 29, 1878. Hearing this, Cut Nyak Dhien was enraged and swore to destroy the Dutch.

Sometime later, Teuku Umar proposed to marry her. Learning that Teuku Umar would allow her to fight, she accepted his proposal. They were married in 1880. This greatly boosted the morale of Aceh armies in their fight against Dutch. Teuku Umar and Cut Nyak Dhien had a daughter, Cut Gambang.

The war continued, and the Acehnese declared Holy War against the Dutch, and were engaged in guerrilla warfare. Undersupplied, Teuku Umar surrendered to the Dutch forces on September 30, 1893 along with 250 of his men. The Dutch army welcomed him and appointed him as a commander, giving him the title of Teuku Umar Johan Pahlawan. However, Teuku Umar secretly planned to betray the Dutch. Two years later Teuku Umar set out to assault Aceh, but he instead deserted with his troops taking with them heavy equipment, weapons, and ammunition, using these supplies to help the Acehnese. This is recorded in Dutch history as "Het verraad van Teukoe Oemar" (the treason of Teuku Umar).

The Dutch general Johannes Benedictus van Heutsz sent a spy to Aceh. Teuku Umar was killed during a battle when the Dutch launched a surprise attack on him in Meulaboh. When Cut Gambang cried over his death, Cut Nyak Dhien slapped her and then she hugged her and said: "As Acehnese women, we may not shed tears for those who have been martyred."

After her husband died, Cut Nyak Dhien continued to resist the Dutch with her small army until its destruction in 1901, as the Dutch adapted their tactics to the situation in Aceh. Furthermore, Cut Nyak Dhien suffered from nearsightedness and arthritis as she got older. The number of her troops was also decreasing and they suffered from lack of supplies.

One of her troops, Pang Laot, told the Dutch the location of her headquarters in Beutong Le Sageu. The Dutch attacked, catching Dhien and her troops by surprise. Despite desperately fighting back, Dhien was captured. Her daughter, Cut Gambang, escaped and continued the resistance. Dhien was brought to Banda Aceh and her myopia and arthritis slowly healed, but in the end, she was exiled to Sumedang, West Java because the Dutch were afraid she would mobilize the resistance of Aceh people. She died on 6 November 1908.

Appendix 10. Research Schedule

No	Experimental group		Control group	
	Date	**Topic**	**Date**	**Topic**
1	3 mei 2023	Pre-test	3 mei 2023	Pre-test
2	10 mei 2023	Analyze some explicit information of recount text	10 mei 2023	Analyze some explicit information of recount text.
3	17 mei 2023	Determine main idea of recount text	17 mei 2023	Determine main idea of recount text
4	24 mei 2023	Determine the social function of recount text. (Modelling Strategy)	24 mei 2023	Determine the social function of recount text.
5	31 mei 2023	Analyzing the structure of recount text (re-presenting text strategy)	31 mei 2023	Analyzing the structure of recount text
6	7 juni 2023	Finding linguistic elements in the form of recount text (contextualizing strategy)	7 juni 2023	Finding linguistic elements in the form of recount text
7	14 juni 2023	Simple Past Tense in the form of recount text related to historical events	14 juni 2023	Simple Past Tense in the form of recount text related to historical events
8	21 juni 2023	Resume simple recount text related to historical events (bridging strategy)	21 juni 2023	Resume simple recount text related to historical events
9	26 juni 2023	Exercises recount text related to historical events (metacognitive awareness)	26 juni 2023	Exercises recount text related to historical events
10	12 juli 2023	Post-test	12 juli 2023	Post-test

Appendix 11. Blueprint of The Test

Blueprint of Instrument (Reading skill test)

Adopted from Barret's Taxonomy

Indicator Competence	levels for developing a test for reading assessment	Types of Question	Item of Question
Menentukan fungsi sosial teks recount	2. Literal Comprehension (Recognition and Recall)	Detail	1,2,15
		main ideas	3,6
Menganalisis struktur teks recount		Sequence	4,11
		Comparison	7,14
		cause and effect	22,18
		character traits	24,25
Meresume teks recount sederhana	2. Reorganization	Classifying	10
		Outlining	13
Menemukan unsur kebahasaan dalam bentuk teks recount		Summarizing	19
		Synthesizing	21
Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount*	3. Inferential	supporting details	5
		main idea	8
		Sequence	9
		Comparisons	12
Menyusun teks *recount* lisan dan tulis,pendek dan sederhana,		cause and effect relationship,	16
		character traits,	17
		predicting results	20
		figurative language.	23

PRE-TEST

Recount Text

Time Allocation: 90 Minutes

Please read the instructions carefully! In this test, you will read several texts. Each text is followed by a few questions related to the text. You must choose the best answer (A), (B), (C), or (D) to each question. Then, give the sign (X) to your choice.

Read the text below to answer question number 1-5!

I spent my last summer holiday in Seoul, South Korea. I went there with my friends.

On the first day, I landed at Incheon Airport around 7 AM after 6 hours long flight. Then, I went to Seoul by train and checked in to the hotel I already booked. I decided to take a rest for a while. At night, I went to Hongdae, a famous district in South Korea. I went to eat traditional Korean food. On the next day, I went to the Gyeongbokgung Palace and National Museum. I also went to learn how to make Kimchi and see the scenery of Seoul from Seoul Tower. I went back to the hotel at 10 PM and immediately went to sleep.

I spent my last day in Myeongdong and bought some kinds of stuff and souvenirs for my family and friends. I also ate the street food there. I went to the airport at 3 PM because my flight was at 5 PM. I had a fantastic experience in South Korea and made wonderful memory with my friends. It was a great trip.

1. What does the text talks about?
   a. Someone flight story
   b. Eat Korean food
   c. **Summer holiday in Seoul**
   d. last day in Myeongdong

2. How long does it take to go to Seoul?
   a. 3 hours
   b. 4 hours

c. 5 hours
d. 6 hours

3. What did the writer do when he/she arrive in Seoul?
   a. Eat Korean food
   b. Checked in to the hotel
   c. Went to Hongdae
   d. Went to Gyeongbokgung Palace

4. What did the writer do after going to the National Museum?
   a. Went to sleep
   b. ate traditional Korean
   c. bought some kinds of stuff and souvenirs
   d. Made Kimchi and saw the scenery of Seoul

5. Do you think writer enjoyed the holiday in Seoul?
   a. I think so
   b. No, it has bad views
   c. It is not good for holiday
   d. No, because it has a bad memory

Read the text below to answer question number 6-10!

Last Wednesday was a tiring day. I spent my time doing a lot of activities, and I had no time to take a rest.

First, in the morning, I went cycling. After that, I went to school to study until 3 pm. After school, I went to the sports hall to play badminton until 8 pm. I played too seriously that I felt really tired. After that, I went home. But when I wanted to sleep, I remembered there was some homework I had to do. I did my homework until 11 pm. And finally, I could take a rest in my bed.

Those activities made me exhausted.

6. What happened to the writer last Wednesday?
   a. Went cycling
   b. did a lot of activities
   c. played badminton
   ~~d.~~ slept

7. Why did the writer feel really tired after playing badminton?
   a. Because he played in the morning
   b. Because he played at 11 pm
   c. Because he played too seriously

d. Because he remembered the homework

8. What is the main idea of the text above?
   a. Playing badminton
   b. Doing a homework
   c. Going to school
   d. Tiring day

9. What happened when the writer wanted to sleep?
   a. **Remembered there was some homework**

b. Went to bathroom
c. Called by father
d. Played badminton

a. Time of writer's activity
b. Place of writer's activity
c. **Activities last Tuesday**
d. Writer's feeling

10. Which information that NOT described in the text?

Read the text below to answer question number 11-15!

General Sudirman was a high-ranking Indonesian military officer during the Indonesian national revolution. He was the first commander-in-chief of the Indonesian Armed Forces; he continues to be widely respected in the country.

On the 12th of November 1945, at an election to decide the military's commander-in-chief in Yogyakarta. The 24 years old Sudirman was chosen over Oerip Soemohardjo in a close vote. While waiting to be confirmed, Sudirman ordered an assault on British and Dutch forces in Ambarawa. The ensuing battle and British withdrawal strengthened Sudirman's popular support, and he was ultimately confirmed on the 18th of December. General Sudirman commanded military activities throughout Java, including a show of force in Yogyakarta on the 1st of March 1949. When the Dutch began withdrawing, in July 1949, Sudirman was recalled to Yogyakarta and forbidden to fight further.

In late 1949 Sudirman's tuberculosis returned, and he retired to Magelang, where he died slightly more than a month after the Dutch recognized Indonesia's independence. He was buried at Semaki Heroes' Cemetery in Yogyakarta.

11. What did happen before the election was confirmed?
    a. Sudirman was chosen
    b. Sudirman commanded the military throughout Java
    c. Sudirman ordered an assault in Ambarawa
    d. Sudirman's tuberculosis returned

12. Based on the text above, which statement is true?
    a. Sudirman lost in a close vote
    b. Sudirman won in a close vote
    c. Oerip won in a close vote

d. Oriep was chosen

13. Which of the paragraph above talks about the sequence of events?
   a. First and Second Paragraph Paragraphs
   b. Second Paragraph
   c. Second and Third Paragraph Paragraphs
   d. Third Paragraph

14. Which one is the correct statement?
   a. On the 12th of November 1945 Sudirman was recalled to Yogyakarta
   b. On the 18 of December 1945 Sudirman commanded military throughout Java
   c. In July 1949, Sudirman died
   d. In late 1949 Sudirman's tuberculosis returned

15. What does the text talk about?
   a. **biography of General Soedirman**
   b. The family of Soedirman
   c. The death of Soedirman
   d. A spirit of Soedirman for the Indonesian Armed Forces

Read the text below to answer question number 16-20!

> **Supersemar**
>
> Supersemar is a document signed by Indonesian President Sukarno on March 11, 1966. It is said that it was giving commander to Lt. Gen. Suharto to act whatever "deemed necessary" to restore the chaotic situation during the Indonesian killings of 1965 – 1966.
>
> The abbreviation "Supersemar" is a play on the name of Semar, the mystic and powerful figure who commonly appears in Javanese mythology, including wayang puppet shows. The invocation of Semar was presumably intended to help draw on Javanese mythology to lend support to Suharto's legitimacy during the period of the transition of authority from Sukarno to Suharto.
>
> In effect, the Supersemar came to be seen as the key instrument of the transfer of executive   power   from   Sukarno   to   Suharto.

16. What is Supersemar?
   a. Commander to Lt.Gen.Suharto
   b. Deemed necessary
   c. Mystic and powerful figure
   d. Document signed by Sukarno on March 11, 1966

17. It can be inferred from the text that "semar" describe as…

a. Mystic figure
b. Scary figure
c. Horror figure
d. Spooky figure

18. Why was Sukarno creating Supersemar?
    a. He just wanted it
    b. Command Lt.Gen.Suharto to restore the chaotic situation
    c. For the transition of authority
    d. Lend supportive to Lt.Gen.Suharto

19. What can be concluded from the text?
    a. Lt.Gen.Suharto as the next president

b. Supersemar is a key instrument of executive transfer power
c. Javanese mythology as the main key
d. Deemed necessary

20. What is expected to happen with the use of "Supersemar" term?
    a. To command to Lt.Gen.Suharto
    b. Got a new revolution of Indonesia
    c. *to help draw on Javanese mythology to lend support to Suharto's legitimacy*
    d. Got new name

Read the text below to answer question number 21-25!

The Battle of Ambarawa

The Battle of Ambarawa was a battle between the newly formed Indonesian Army and the British Army that took place between the 20th of October and the 15th of December 1945 in Ambarawa, Indonesia.

On October 20, 1945, Allied troops under the command of Brigadier Bethell landed in Semarang to disarm the Japanese army. Initially, the troops were welcomed in the area. However, when Allied troops and NICA began to free and arm Dutch prisoners in Ambarawa and Magelang, many local residents were outraged. Indonesian troops under the command of Lieutenant Colonel M. Sarbini began to surround the Allied troops stationed in Magelang in retaliation for **their** attempt to disarm.

The fighting ended four days later, on the 15th of December 1945, when Indonesia managed to regain control of Ambarawa, and the Allies returned to Semarang.

---

21. How long did the battle of Ambarawa occur?
    a. A week
    b. A month
    c. A year
    d. A day

22. What caused the battle of Ambarawa?
    a. Because of Allied troops and NICA began to free and arm Dutch prisoners in Ambarawa
    b. Because of Indonesia newly formed the army
    c. Because Indonesia could regain control of Ambarawa
    d. Because Allied troops landed in Semarang

23. The underlined word in the second paragraph refers to?
    a. Indonesia Army
    b. Allied troops and NICA
    c. Brigadier Bethell
    d. Lieutenant Colonel M. Sarbini

24. Which paragraph that describes the sequence of events?
    a. First Paragraph
    b. Second Paragraph
    c. Third Paragraph
    d. None of those paragraphs

25. What is the purpose of the text?
    a. Tell the reader about *Colonel M. Sarbini*
    b. Tell the reader about *Brigadier Bethell*
    c. Tell the reader about the battle of Ambarawa
       Tell the reader about Indonesian Army

POST-TEST

Recount Text

Time Allocation: 90 Minutes

Please read the instructions carefully! In this test you will read several texts. Each text is followed by a few questions related to the text. You must choose the best answer, (A), (B), (C), or (D) to each question. Then, give the sign (X) to your choice.

Read the text below to answer question number 1-5!

Bandung as Sea of Fire

Bandung as Sea of Fire was a fire that occurred in the city of Bandung on March 24, 1946. Within seven hours, about 200,000 residents of Bandung burned their homes.

British troops as part of the Brigade MacDonald arrived in Bandung on October 12, 1945. Bandung was deliberately burned by TRI and local people. There were black smokes billowing high into the air everywhere. The British Army began to attack so fiercely. The greatest battle happened in the Village name Dayeuh Kolot, in South Bandung, where there was a large ammunition depot belonging to British. In this battle, Barisan Rakyat Indonesia destroyed the ammunition depot.

The strategy to fire Bandung was considered because the power of TRI and people's militia was not comparable to the British forces and NICA. This incident inspired to create the famous song "Halo, Halo Bandung"

---

2. What does the text talks about?
    a. British army
    b. Barisan Rakyat Indonesia
    c. **Historical event of Bandung**
    d. Halo-Halo Bandung

3. How long does it take for Bandung's residents to burn their home?
   a. 4 hours
   b. 5 hours
   c. 6 hours
   d. 7 hours

4. What did TRI and local people do when British army arrive in Bandung?
   a. Attack so fiercely
   b. Burned their home
   c. Attack British army
   d. Create a song Halo-halo Bandung

5. What did Bandung residents do to defeat British army?
   a. Burned their home
   b. Set a fire
   c. Create the famous song
   d. destroyed the ammunition depot

6. Do you think Bandung residents deliberately burned their home?
   a. Yes, I do. That is their strategy
   b. No, it burns by British army
   c. It is only to create black smokes
   d. No, because it happened by itself

Read the text below to answer question number 6-10!

Proclamation of Indonesian Independence

The Proclamation of Indonesian Independence was read at 10.00 a.m. on Friday, 17 August 1945.

the declaration marked the start of the diplomatic and armed resistance of the Indonesian National Revolution, fighting against the forces of the Netherlands and pro-Dutch civilians, until the latter officially acknowledged Indonesia's independence in 1949. The Netherlands declared that they had decided to accept de facto 17 August 1945 as Indonesia's independence date. The United Nations, who mediated in the conflict, formally acknowledge the date of independence as 27 December 1949.

The document was signed by Sukarno and Mohammad Hatta, who were appointed president and vice-president respectively the following day.

---

7. What was happened on 17 August 1945?
   a. Signed the document
   b. Proclamation
   c. Start the diplomatic

  d. Fighting against Dutch civilians

8. Why was the proclamation made?
  a. To drive away Netherlands civilians
  b. Accept de facto
  c. Marked the start of diplomatic and armed resisted
  d. Commanded by United Nation

9. What is the purpose of the text above?
  a. Tell readers about Netherlands
  b. Tell readers about Sukarno and Mohammad Hatta
  c. Tell readers about United Nation
  d. Tell readers about Indonesian Proclamation

10.   What was happened on 27 December 1949?
  a. **United Nation formally acknowledge the date**
  b. Appointed become president and vice president
  c. Mediated the conflict
  d. Indonesia's Independence Day

11. Which information that NOT describe on the text?
  a. Date of proclamation
  b. People who signed the document
  c. **Description of United Nation**
  d. Whose mediated the conflict

Read the text below to answer question number 11-15!

>   Cristiano Ronaldo was born on February 5, 1985, in Funchal, Madeira, Portugal. Manchester United paid £12 million to sign him in 2003 – a record fee for a player of his age. In the 2004 FA Cup Final, he scored Manchester's first three goals and helped them capture the championship. In 2008, he set a franchise record for goals scored. In 2009, Real Madrid paid a record $131 million for his service.
>
>   It was through his dad's work as an equipment manager at a boy's club that Ronaldo was first introduced to the game of soccer. By the time he was 10 years old, he was already recognized as a phenomenon – a kid who ate, slept and drank

the game. "All he wanted to do as a boy was playing football," his godfather, Fernao Sousa, recalled for British reporters, adding, "He loved the game so much that he'd miss meals or escape out his bedroom window with a ball when he was supposed to be doing his homework."

By his early teens, Ronaldo's talent and legend had grown considerably. After a stint with Nacional da liha da Madeira, he signed with Sporting Portugal in 2001. That same year, at the tender age of 16, Ronaldo turned heads with a impressing performance against Manchester United, wowing even his opponents with his footwork and deft skill. He made such an impression that a number of United players asked their manager to try and sign the young player. It was not long before the club paid Ronaldo's team more than £12 million for his services – a record fee for a player of his age.

11. What did happen when Ronaldo was 10 years old?
   a. He loved the game so much
   b. Manchester United paid £12 million to sign him
   c. Real Madrid paid a record $131 million for his service.
   d. stint with Nacional da liha da Madeira

12. Based on the text above which statement is true?
   a. Ronaldo signed with Sporting Portugal in 2004
   b. Ronaldo against Manchester United when he was 10 years old
   c. Cristiano Ronaldo was born in Funchal
   d. Real Madrid paid a record $12 million for his service.

13. Which of paragraph above talks about how Ronaldo introduced to football?
   a. First and Second Paragraph
   b. Second Paragraph
   c. Second and Third Paragraph
   d. Third Paragraph

14. Which one is the correct amount of Ronaldo paid record in 2009?
   a. $121 million
   b. $12 million
   c. $131 million
   d. $13 million

15. What is the text talk about?
    a. Biography of Cristiano Ronaldo's Family
    b. Cristiano Ronaldo Matches
    c. Cristiano Ronaldo paid record
    d. **Biography of Cristiano Ronaldo**

Read the text below to answer question number 16-20!

Last week was the first day I came late to school. I had never come late to school before

I was staying up late until 2 am which was very unusual for me. I set my alarm to 5 am. I woke up at 7 am and I did not hear my alarm rang. It turned out that my alarm was broken. I rushed to bathroom and changed to my school uniform. I ran to my school. When I arrived, I was punished for being late.

After school I bought two new alarms to prevent this happen again

16. How did the writer come late to school last week?
    a. Because he forgot about the schedule
    b. Because his mother not wake him up
    c. Because he set the alarm at 7 am
    d. **Because he staying up late at night**

17. What kind of person the writer is?
    a. **Wise**
    b. Cheerful
    c. Diligent
    d. Lazy

18. Why the writer bought new alarm?
    a. He just wants it
    b. **The old alarm is broken**
    c. For his brother's gift
    d. He is not bought it

19. What was happened in the end of the story?
    a. He did not care
    b. **He threw away the broken alarm**
    c. The writer regret for his mistake
    d. He did not come to school

20. What will happen if the writer coming late again to school?
    a. Still staying late at night
    b. Got new alarm
    c. **Got punishment**
    d. Got new uniform

Read the text below to answer question number 21-25!

I loved spicy food so much. Until one week ago, I got very sick because of spicy food.

When I was in my lunch break, I ate my favorite meatball and I put too much sauce in to my meatball. After I finished my lunch, my stomach felt like it was on fire. It was very painful that I left school early. I got fever and diarrhea for 3 days.

After three days, I got better and I promised not to eat too much spicy food anymore.

21. How long did the writer got fever and diarrhea?
    a. A week
    b. A month
    c. **Three days**
    d. Two days

22. What caused the writer got fever and diarrhea?
    a. **Eat spicy food**
    b. Eat meatball
    c. Eat curry food
    d. Eat delicious food

23. What is meant by the phrase *"....my stomach felt like it was on fire"*?
    a. He wants to vomit
    b. **He got stomachache because of spicy food**
    c. He wants to poop
    d. He got stomachache because eat too much

24. Which phrase that describe writer's feeling after eat spicy food?
    a. I loved spicy food so much
    b. It was very helpful
    c. I got better
    d. **It was very painful**

25. What is the purpose of the text?
    a. Tell the reader about spicy food
    b. Tell the reader about favorite food
    c. **Tell the reader about someone's experience**
    d. Tell the reader about stomachache

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.
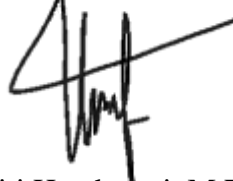
➤ The blue color words or statements mean the validator's additional point for your instrument.
➤ The red color means something that you need to revise or delete.

Suggestions from the validator:

➤ Make sure your questions are appropriate for the students' level of English Competence.

Curup, 2nd of May 2023

Validator

Nastiti Handayani, M.Pd

Appendix 13. Statistical Calculation of SPSS

a. Pre-Test Analysis

i. Reliability

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	.836
		N of Items	13[a]
	Part 2	Value	.830
		N of Items	12[b]
	Total N of Items		25
Correlation Between Forms			.860
Spearman-Brown Coefficient	Equal Length		.924
	Unequal Length		.925
Guttman Split-Half Coefficient			**.924**
a. The items are: Soal1, Soal2, Soal3, Soal4, Soal5, Soal6, Soal7, Soal8, Soal9, Soal10, Soal11, Soal12, Soal13.			
b. The items are: Soal13, Soal14, Soal15, Soal16, Soal17, Soal18, Soal19, Soal20, Soal21, Soal22, Soal23, Soal24, Soal25.			

ii. Item Difficulty

Statistics											
		Soal1	Soal2	Soal3	Soal4	Soal5	Soal6	Soal7	Soal8	Soal9	Soal10
N	Valid	36	36	36	36	36	36	36	36	36	36
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		.50	.56	.58	.44	.56	.33	.58	.61	.61	.33
		Soal11	Soal12	Soal13	Soal14	Soal15	Soal16	Soal17	Soal18	Soal19	Soal20
N	Valid	36	36	36	36	36	36	36	36	36	36
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		.56	.61	.33	.58	.42	.58	.58	.33	.56	.58

	Soal21	Soal22	Soal23	Soal24	Soal25
N	36	36	36	36	36
	0	0	0	0	0
Mean	.31	.53	.61	.61	.50

iii. Item Discrimination

Item-Total Statistics					
	Corrected Item-Total Correlation		Corrected Item-Total Correlation		Corrected Item-Total Correlation
Soal1	.404	Soal11	.577	Soal21	.355
Soal2	.612	Soal12	.390	Soal22	.493
Soal3	.540	Soal13	.583	Soal23	.496
Soal4	.596	Soal14	.425	Soal24	.442
Soal5	.612	Soal15	.663	Soal25	.352
Soal6	.408	Soal16	.602		
Soal7	.513	Soal17	.737		
Soal8	.407	Soal18	.500		
Soal9	.469	Soal19	.630		
Soal10	.509	Soal20	.504		

iv. Validity

		Statistics									
		Soal1	Soal2	Soal3	Soal4	Soal5	Soal6	Soal7	Soal8	Soal9	Soal10
T O T A L	Pearson Correlation	.464**	.656**	.589**	.642**	.656**	.465**	.565**	.465**	.523**	.559**
	Sig. (2-tailed)	.004	.000	.000	.000	.000	.004	.000	.004	.001	.000
	N	36	36	36	36	36	36	36	36	36	36
		Soal11	Soal12	Soal13	Soal14	Soal5	Soal16	Soal17	Soal18	Soal19	Soal20
	Pearson Correlation	.624**	.449**	.627**	.483**	.702**	.647**	.769**	.550**	.672**	.557**
	Sig. (2-tailed)	.000	.006	.000	.003	.000	.000	.000	.001	.000	.000
	N	36	36	36	36	36	36	36	36	36	36

	Soal21	Soal22	Soal23	Soal24	Soa25
Pearson Correlation	.412*	.547**	.548**	.498**	.415*
Sig. (2-tailed)	.012	.001	.001	.002	.012
N	36	36	36	36	36

b. Post-Test Analysis

i. Reliability

<table>
<tr><th colspan="4">Reliability Statistics</th></tr>
<tr><td rowspan="4">Cronbach's Alpha</td><td rowspan="2">Part 1</td><td>Value</td><td>.844</td></tr>
<tr><td>N of Items</td><td>13[a]</td></tr>
<tr><td rowspan="2">Part 2</td><td>Value</td><td>.807</td></tr>
<tr><td>N of Items</td><td>12[b]</td></tr>
<tr><td colspan="3">Total N of Items</td><td>25</td></tr>
<tr><td colspan="3">Correlation Between Forms</td><td>.803</td></tr>
<tr><td rowspan="2">Spearman-Brown Coefficient</td><td colspan="2">Equal Length</td><td>.891</td></tr>
<tr><td colspan="2">Unequal Length</td><td>.891</td></tr>
<tr><td colspan="3">Guttman Split-Half Coefficient</td><td>.887</td></tr>
<tr><td colspan="4">a. The items are: Soal1, Soal2, Soal3, Soal4, Soal5, Soal6, Soal7, Soal8, Soal9, Soal10, Soal11, Soal12, Soal13.</td></tr>
<tr><td colspan="4">b. The items are: Soal13, Soal14, Soal15, Soal16, Soal17, Soal18, Soal19, Soal20, Soal21, Soal22, Soal23, Soal24, Soal25.</td></tr>
</table>

ii. Item Difficulty

<table>
<tr><th colspan="13">Statistics</th></tr>
<tr><td></td><td></td><td>Soal1</td><td>Soal2</td><td>Soal3</td><td>Soal4</td><td>Soal5</td><td>Soal6</td><td>Soal7</td><td>Soal8</td><td>Soal9</td><td>Soal10</td></tr>
<tr><td rowspan="2">N</td><td>Valid</td><td>36</td><td>36</td><td>36</td><td>36</td><td>36</td><td>36</td><td>36</td><td>36</td><td>36</td><td>36</td></tr>
<tr><td>Missing</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td colspan="2">Mean</td><td>.58</td><td>.61</td><td>.47</td><td>.61</td><td>.33</td><td>.58</td><td>.61</td><td>.53</td><td>.58</td><td>.31</td></tr>
</table>

		Soal11	Soal12	Soal13	Soal14	Soal15	Soal16	Soal17	Soal18	Soal19	Soal20
N	Valid	36	36	36	36	36	36	36	36	36	36
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		.58	.61	.58	.58	.47	.56	.28	.47	.50	.61

		Soal21	Soal22	Soal23	Soal24	Soal25
N		36	36	36	36	36
		0	0	0	0	0
Mean		.50	.33	.56	.58	.33

iii. Item Discrimination

Item-Total Statistics					
	Corrected Item-Total Correlation		Corrected Item-Total Correlation		Corrected Item-Total Correlation
Soal1	.381	Soal11	.470	Soal21	.536
Soal2	.544	Soal12	.498	Soal22	.489
Soal3	.700	Soal13	.443	Soal23	.673
Soal4	.665	Soal14	.381	Soal24	.561
Soal5	.508	Soal15	.455	Soal25	.358
Soal6	.416	Soal16	.490		
Soal7	.599	Soal17	.588		
Soal8	.476	Soal18	.428		
Soal9	.534	Soal19	.376		
Soal10	.406	Soal20	.425		

iv. Validity

	Statistics					
T O T A L		Soal1	Soal2	Soal3	Soal4	Soa5
	Pearson Correlation	.443**	.594**	.737**	.704**	.560**
	Sig. (2-tailed)	.007	.000	.000	.000	.000
	N	36	36	36	36	36

Statistics											
		Soal6	Soal7	Soal8	Soal9	Soal10	Soal11	Soal12	Soal13	Soal14	Soal15
T O T A L	Pearson Correlation	.476**	.645**	.533**	.585**	.463**	.527**	.551**	.501**	.443**	.513**
	Sig. (2-tailed)	.003	.000	.001	.000	.004	.001	.000	.002	.007	.001
	N	36	36	36	36	36	36	36	36	36	36
		Soal16	Soal17	Soal18	Soal19	Soa20	Soal21	Soal22	Soal23	Soal24	Soal25
	Pearson Correlation	.546**	.631**	.488**	.439**	.483**	.588**	.542**	.712**	.611**	.419*
	Sig. (2-tailed)	.001	.000	.003	.007	.003	.000	.001	.000	.000	.011
	N	36	36	36	36	36	36	36	36	36	36

Appendix 14. Documentations

(Learning Process using Digital text in Experimental Class)

(Learning Process using Printed text in Control Class)

BIOGRAPHY

The researcher name is Lydia Hasana. She was born in Sekayu on May 7th 2002, She is the second child from mr Asnawi and ms Umu Naziah, she has 3 siblings, the researcher has finish her elementary school in 2013 then she finish junior high school in 2016, for senior high school she finish it in 2019.

In 2019 the researcher decided to continue her study in English Tadris study program IAIN Curup in academic year 2019 - 2023.