RUNNING TEXT MEDIA TO IMPROVE READING ALOUD INTRODUCTION TEXT SKILLS FOR SEVENTH GRADE STUDENTS OF SMPN 2 PEGANDON

THESIS

Submitted in Partial Fulfillment of the Requirement for Degree of Bachelor of Education in English Language Education

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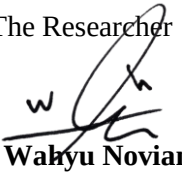

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ABSTRAC

Title : **RUNNING TEXT MEDIA TO IMPROVE READING ALOUD INTRODUCTION TEXT SKILLS FOR SEVENTH GRADE D STUDENTS OF SMPN 2 PEGANDON**
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Reading is a window to the world. By reading we will get varioustypes of information from various sources. There are many kinds of knowledge that we can master because of the reading process. Therefore, it can be concluded that reading is an important and basic language skill to be mastered. Running text is basically running text that is displayed on electronic media displays such as LCD/Television that we have known so far. The purpose of this research is to explain effectiveness of running text media to improve reading aloud skills. In this research the writer used simple experimental design (Pretest Posttest non equivalent Control Grub Design). The experiment class is a VII D consist 32 students, and the control class is the VII C class which consist of 32 students. The total of sample is 64 students. The results of the research that have been described show that student achievement in the experimental class is better than the scores of students in the control class for the post-test. This can be proven by the students' scores before and after treatment. Before treatment, the average value of the experimental class was 29.84 and the control class was 32.50. Running text media was applied in the experimental class to improve students' introduction skill achievement and the average value of the experimental class of 81.88 and the control class of 43.13. So it can be concluded that the running text media introduction skill has a significant effect on increasing introduction skill students seven grade d in SMPN 2 Pegandon.

Keyword: Running Text Media, Introduction Text, Reading.

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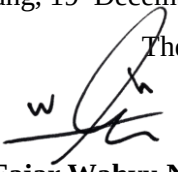

Fajar Wahyu Novianto

MOTTO

“START EVERYTHING WITH BISMILLAH”

TABLE OF CONTENT

THESIS STATEMENT ii

RATIFICATION iii

ADVISOR NOTE iv

ABSTRAC v

ACKNOWLEDGEMENT vi

MOTTO viii

TABLE OF CONTENT ix

LIST OF TABLE xii

CHAPTER I INTRODUCTION 1

A. Background Of The Research 1

B. Objective Of The Research 9

C. Research Limitation 10

D. Question Of The Research 11

E. Objective Of The Research 11

F. Pedagogical Significance 11

CHAPTER II LITERATURE REVIEW, THEORY BASIS FRAMEWORK OF THINKING AND HYPOTHESES 13

A. Literature Review 13

B. Theory 18
a. Running Text Media 18
b. Reading Skills 21
c. Reading Aloud 24
d. Introduction Text 27
e. The Use Of Running Text 28
C. Hypotesis 29
CHAPTER III RESEARCH METHOD 31
A. Research Design 31
B. Experimental Formula 32
C. Setting Of The Research 34
a. Place of The Research 34
b. Time of The Research 36
D. Population And Sample 38
a. Population 38
b. Sample 38
E. Variables 39
F. Method Of Collecting Data 40
G. Instrument 41

H. Methods Of Analyzing Data 41
1. Normality Test 41
2. Validity 42
3. Reliability 43
4. Hypothesis test 45
CHAPTER IV RESEARCH FINDING AND ANALYSIS 48
A. Research Finding 48
a. Result of data research 48
b. Result of data analysis 51
B. Discussion 58
CHAPTER V CONCLUSION AND SUGGESTION 61
A. Conclusion 61
B. Suggestion 62
REFFERENCE 64
APPENDIX 68

LIST OF TABLE

Table 3.1 The Research Design.....33

Table 3. 2 Research Schedule.....37

Table 4. 1 Result of pre test and post test.....48

Table 4. 2 Descriptive statistic 51

Table 4. 3 Result validity test.....52

Table 4. 4 Reliability Statistics.....55

Table 4. 5 Test of normality 56

Table 4. 6 Paired sample test.....57

Table 4.7 Paired samples statistic.....58

CHAPTER I
INTRODUCTION

In this part, researcher discuss about the background of the study, the research question, and the objective of research.

A. Background Of The Research

Reading is a window to the world. By reading we will get varioustypes of information from various sources. There are many kinds of knowledge that we can master because of the reading process. Therefore, it can be concluded that reading is an important and basic language skill to be mastered. Reading is like food and drink.[1] Every human being needs food and drink because both are basic needs to survive.

Reading is an interaction between the reader and the writer. Interaction occurs indirectly but is interactive. The interaction that occurs will run well if the reader is able to read the writing well. So that better reading skills are needed to find out the author's intent. Reading is a complex activity that includes physical activities related

[1] Yesi Makunti, 'Peningkatan Keterampilan Membacakan Teks Berita Dengan Metode Penampilan Melalui Media Teks Berjalan Pada Siswa Kelas VIII SMP Negeri 2 Tengaran Kabupaten Semarang', *Disastra* , 1.1 (2019), 41–52 <http://ejournal.iainbengkulu.ac.id/index.php/disastra>.

to reading, namely eye movement and visual acuity.[2] Mental activity includes memory and understanding. People can read well if they are able to see the letters clearly, are able to move their eyes agilely, remember language symbols correctly and have sufficient reasoning to understand reading.

The importance of reading is also conveyed in the Qur'an surah al-alaq verse 1, which reads اقْرَأْ In this verse Allah commands to read. Therefore reading skills are important for someone because they can support the entire learning process. As for the method of teaching reading, there are many models, one of which is the method of reading aloud. The method of reading aloud if applied properly will help students in improving their reading skills. The method of learning to read aloud is a reading activity where the reader will read by voicing the writing that is read by reading aloud with the right intonation so that listeners and readers themselves can catch the information conveyed by the author.

Reading skills are also useful for someone to expand knowledge, insight and explore messages written in written form. Especially for a student who is sitting in school.[3] The ability of

[2] Susana Beto, 'Peningkatan Kemampuan Membaca Nyaring Menggunakan Media Cerita Bergambar Pada Mata Pelajaran Bahasa Indonesia Untuk Siswa Kelas Ii Sd Negeri Dukuh 2 Sleman', *Journal of Chemical Information and Modeling*, 53.9 (2019), 1689–99.Beto.

[3] 'TJE - Thematic Journal of Education ISSN 2249-9822 TJE - Thematic Journal of Education ISSN 2249-9822 Thematics Journals PVT . LTD . Address : A-9 , Local Shopping Complex , B-Block , Naraina Vihar , Ring

students to read can determine their absorption in exploring knowledge. But in reality, the reading ability of the students of SMP Negeri 2 Pegandon is still low.

One of these factors is that in the 2022/2023 school year, our world of education is still overshadowed by the outbreak of the Omicron variant of the Covid-19 virus. After a long time of conducting Distance Learning (PJJ) activities, the Kendal District Education Office has begun to allow schools to conduct face-to-face learning, but this is still limited. This learning model is often known as Limited Face-to-face Learning (PTMT). This policy is the wisest choice for the world of education because the situation is not yet fully possible. However, face-to-face learning can be held even though the intensity of learning hours and the number of students in the class are limited. This restriction also applies in other cases such as not being allowed to gather, limited group discussion activities, limited hours of subjects etc. In addition, health protocols are strictly maintained to reduce the risk of transmission.

The ineffectiveness of implementing PJJ during that time, of course, caused many bitter memories, especially in learning the language. Competency loss or delay in knowledge and skills can be felt significantly after students start PTMT. Many students have the status of junior high school students, however, their competence and

skills are still not sufficient. Even for some students who do not get full support during online learning, it will be obvious to experience degradation or decrease in competence. This means that many students experience delay in increasing competence and skills that are not in accordance with their age. This is the reason for teachers to make this unusual condition a challenge in order to be able to accelerate in an effort to reduce lag. For teachers to make learning innovations, it is actually a mirror that the teacher has made efforts in maximum service. In essence, to be able to provide better services, teachers must make breakthroughs or become innovators in their classes.

On the other hand, online learning actually contains wisdom, namely purifying the responsibility of the family or parents of students towards the education of their children. The essence of complete learning is the existence of cooperation or public concern for education. Parents accompany their sons and daughters in their intellectual development. The government made various breakthroughs and programs. The community works together to support or support the growth and development of the world of education.

Based on empirical experience in the field, the barriers to online learning that commonly occur so far are the inaccessibility of teachers in guiding students directly and the ineffectiveness of families in assisting students in learning. The limitations of supporting facilities and the lack of synchronization between the school and the

community. The factors that have been mentioned earlier are the factors causing many students not to progress in their studies during the pandemic. Likewise with other subjects that cannot be separated from reading activities. If this is allowed, it is certain that the stages of learning on it will not be achieved as well.

In the class VII English subject, which is about self-introduction material, teachers have difficulty, especially in terms of improving their reading aloud. Many students are not confident in pronouncing sentences orally. It is proven that many students are slow in expressing vocabulary and sentences at the end of the lesson.

Based on the results of discussions with teachers at SMP Negeri 2 Pegandon, it shows that one of the difficulties for teachers in implementing reading skills learning is the strict health protocol that must be applied. This condition is one of the barriers to direct interaction between students and teachers. The factor of wearing masks also clearly interferes with the quality of the voices of teachers and students in reading. The sound will be indistinctly pronounced because it is blocked by the mask. With the existence of a protocol to always keep the distance between students who read aloud and other friends or the teacher as listeners, the sound quality cannot be fully absorbed/imitated by listeners (students). The teacher must be extra loud so that students can hear each reading properly.

Switching from PJJ to PTMT has no impact on student development, especially aloud reading achievement. In fact, if there is a breakthrough that can be implemented properly, it will certainly be

useful and can support other teaching materials in the future. Likewise, learning English in class VII has experienced PTMT activities, which have been running for several months. Based on observations before the results indicate, that teachers have not used the method of reading aloud well. The teacher teaches the material, the teacher reads it in front of the class, teaches introductory texts and examples. In learning to read aloud the teacher only gives examples of how to read from the introductory text in the textbook. Next, students take turns practicing reading aloud.

Based on interview with the teacher at SMPN 2 Pegandon, Mr. Sidi Narbuko, S.Pd. M.Si. At the beginning of PTMT in learning alaoud reading skills, students did not progress or did not match their age level. Many students stammer, wrong pronunciation, fluency, inaccurate intonation, and clarity of voice volume in reading become new problems in reading skills. This is due to lack of intensity of students practice during pandemic. In addition, the lack of media and learning resources is one of the problems. Therefore, it is necessary to increase training in an effort to improve their skills with running text media. This media is considered simple and possible because it is affordable for students but still safe because the learning process keeps the distance between teachers and students during the learning process.

Running text is basically running text that is displayed on electronic media displays such as LCD/Television that we have known so far. We also usually see this media at the gates of schools, mosques

or institutions that inform a service so that it is easy to see. This media can actually be a substitute for information boards or other electronic media to display certain information. We usually find this media on television screens in our homes. Impressions of running writing are usually at the bottom of the television screen that presents short information. TV viewers can watch main screen shows but also can get news snippets that are urgent or important to read.

Text that moves at a certain speed will help readers to focus more on the sentences on the screen display. The possibility of error is smaller when compared to having to read directly the information sheet in the form of paragraphs. It is less likely for readers to miss or slip lines of writing as usual that happens to readers when reading some paragraphs. Strengthened by the results of research which says that learning media that use running texts are expected to increase student concentration so that it is expected to be an effective medium to improve student's skills in reading texts.[4] With these advantages, this media can be used by teachers to help students focus more on learning to read. The teacher can adjust the speed of movement of writing according to the needs of students during the process of practicing reading. In addition, the teacher can arrange it with a more attractive appearance so that students are not bored and are more focused on learning

[4] Makunti. Page 43

From the results of observations, students' reading aloud is still low. There are only a few students who are able to read quite well and the results of process observation in general are also still low because many students are not enthusiastic and are not confident in their abilities. Reading aloud by using the introduction text in the textbook is not directly effective. The teacher's lack of clarity when reading because it was blocked by a mask caused the students to not clearly pronounce each word. Likewise, when students read, the teacher could not identify students' reading errors. This is due to the effect of keeping the distance between students and teachers in the interaction process. Low sound quality and social distancing conditions are the cause. As a result, the learning process does not develop. Students are not interested in learning the material and as a result students are not effective in learning to read aloud. Besides, the limitations of learning facilities also contribute to create an unfavorable atmosphere. The language laboratory has not been facilitated to meet the needs of students. The non-permanent installation of LCDs in the classroom also contributed to this problem. This makes teachers have to look for alternatives to find solutions to problems.

Running text media is expected to be a solution to the problems encountered. Furthermore, the teacher creates the media according to the urgent needs of students in its procurement. By utilizing this media, students can be helped in improving their reading skills according to the demands of literacy activities that are currently

being promoted. Media is not commonly used in learning but becomes a breakthrough for teachers. With teacher creativity, teachers can create useful media to support the development of the skills needed into learning activities.

The use of running text media makes teachers the subject of change so that teachers are no longer trapped in daily routines. Because it is fully realized that the teacher is the one who understands everything in the class. So it is natural that the teacher is the one who can solve every problem in the class. In addition, the success of the teacher in presenting media that is in accordance with the conditions and quality is a measure of the success of the teacher in guiding his students. By utilizing appropriate media, it is expected to improve students' reading skills. Class conditions that are saturated and monotonous certainly will not change the learning process.

B. Objective Of The Research

The complexity of the problems caused by the pandemic has had a major impact on student learning progress. Although we cannot deny this incident, at least we can reduce its impact so that it does not spread. From the background of the problems raised above, it can be identified that the existing problem is students' reading ability in the introduction text for class VII.

The weakness of students' reading skills is caused by several factors that come from the students themselves, the teacher and the accompanying environmental situation.

Factors from students include: 1) lack of intensity of practice; 2) have not fully mastered the previous material as the basis for the next material; 3) lack of self-confidence because it has been a long time not practicing because of online learning; 4) students are used to being relaxed and uncontrolled during PJJ.

Teacher factors include: 1) the inaccessibility of teachers in interacting with students during the pandemic; 2) lack of learning innovations carried out; 3) there is no suitable media for learning reading aloud skills; 4) teachers are not fully ready to face the unusual PTMT.

Environmental situation factors include: 1) ineffective PJJ activities; 2) lack of family attention during the pandemic; 3) limited carrying capacity of learning facilities, 4) PTMT which is not profitable in learning to read aloud, and 5) There are restrictions due to health protocols that reduce the intensity and quality of student-teacher interaction.

C. Research Limitation

Based on the results of the practice activities, the intensity of reading aloud is low. Factors causing the poor grades of students are

caused by many things. Due to the extent of the problem and the limited time, cost, and available references, in this study the researcher limited the problems related to reading aloud or reading aloud introduction text and media preparation of running text in the learning process. By utilizing this media, it is hoped that the learning process and the value of reading aloud skills can increase.

D. Question Of The Research

Based on the background of the problem and the conditions in the school, the writer proposes the formulation of the problem as follows;

1. How is the effectiveness of running text media to improve reading aloud skills?

E. Objective Of The Research

Based on the formulation of the problem, the objectives of this study are as follows;

1. To explain effectiveness of running text media to improve reading aloud skills

F. Pedagogical Significance

The significance of this writing might be expected as follows;

1. Teachers: teachers can provide appropriate media to improve reading aloud skills by running text media. This media can then be used in the future in an effort to improve the reading quality of students.
2. Students: can practice reading aloud with running text media so that the intensity of the activities is carried out and the intensity is maintained but still maintains the health protocol (prokes) from the threat of Covid-19 transmission, especially the omicron type that is spreading.
3. Schools: improve the quality of learning in the PTMT period. Schools can encourage other teachers to do the same in an effort to improve services to students through other learning innovations.

CHAPTER II

LITERATURE REVIEW, THEORY BASIS FRAMEWORK OF THINKING AND HYPOTHESES

This chapter will present previous research and theoretical review

A. Literature Review

There are many research results related to learning to read aloud. However, there is still limited research on the use of running text media for learning media. So that it becomes an interesting study to be explored to be used as a reference for learning reading skills in language subjects.

Some Previous Thesis also use this media is ”Peningkatan Keterampilan Membacakan Teks Berita Dengan Metode Penampilan Melalui Media Teks Berjalan Pada siswa kelas VIII SMP Negeri 2 Tengaran Kabupaten Semarang”. In her research, Yesi used performance method to increase students' creativity in reading the news that concludes in the instructional method.[5]

Thesis with the title The Effect of Application of Reading Aloud Method on Reading Skills of Class II Students of MI Madani Alauddin Paopao. The results showed that there was an effect of

[5] Wardah An Nuriyah, ‘Stimulating Students’ Creativity In Writing Through Marquee Media (Running Text) Of The Tenth Grade Students At Man 2 Jombang.’, *Http://Repo.Uinsatu.Ac.Id/*, 2019 <https://repositorio.flacsoandes.edu.ec/bitstream/10469/2461/4/TFLACSO-2010ZVNBA.pdf>.

students' reading skills after being taught the reading aloud method. The average score before being taught was 52.41 and the average score after being taught using the reading aloud method increased to 83.43. From the results of inferential statistical analysis, the results of SPSS 23 calculations show that there is an influence shown by the sign value < ² 0.05 (0.037 <0.05).[6]

Thesis with the title Improving the Ability to Read Aloud Through Komakas Media. Komakas is an acronym for used newspapers and magazines. The form of classroom action research is an iterative cycle design. Collecting data with tests and observations using quantitative and qualitative data analysis. The result is that the commakas media can improve the ability to read aloud with a result of 62.6 in the first cycle. In the second cycle it has increased to 72.4 so that it can be concluded that the commakas media can improve the aloud reading skills of the second grade students of SD Negeri Windusari I.[7]

Thesis with the title Improving Reading Skills aloud Using Word Card Media for Class II Students at SDN 55 Padang Lambe,

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[6] megawati Faisal, 'Pengaruh Penerapan Metode Reading Aloud Terhadap Keterampilan Membaca Peserta Didik Kelas II MI Madani Alauddin Paopao', *Pengaruh Penerapan Metode Reading Aloud Terhadap Keterampilan Membaca Peserta Didik Kelas II MI Madani Alauddin Paopao,* 2017.

[7] Kapita Selekta, Bahasa Indonesia, and Aan Ahmad Huda, 'Program Studi Pendidikan Guru Sekolah Dasar Kampus Sumedang', *Fonologi*, 2017.

Wara Barat District, Palopo City. The research used classroom action research method with two cycles. The assessment indicators are intonation, pronunciation, clarity and reading fluency. The result of the pre-cycle value was 67.66 with a completeness of 33.33% and increased to 72.6 in the first cycle with a completeness of 80%. In the second cycle the value increased to 83.46 with 100% completeness. The conclusion is that the use of interesting media such as word card media can improve reading aloud skills.[8]

A journal by Nurlaily Sofyan, The Effectiveness Of Reading Aloud Strategy In Concerning Students' Reading Skills,[9] 2021. Reading Aloud strategy used in the teaching reading skills, which means the teachers and students pronounced the word loudly in front of the class to get the information. The strategy is rewarding for students to understand the reading texts. Then, the researchers used a reading test as an instrument to know the students' competence in reading skills. This research used Quasi-Experimental Design. The

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[8] Fitriani, F. (2018). Keterampilan Membaca Nyaring Dengan Menggunakan Media Kartu Kata. *Pedagogik Journal of Islamic Elementary School*, *1*(1), 37–46. https://doi.org/10.24256/pijies.v1i1.378

[9] Nurlaily Sofyan, Jusmin HJ Wahid, and Nirwan H Idris, 'The Effectiveness of Reading Aloud Strategy in Concerning Students' Reading Skills', *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 8.1 (2021), 11 <https://doi.org/10.33394/jo-elt.v8i1.3564>.

result was proved that the score in the experimental class was 61 with a standard deviation was 8.20 and the post-test score was 69.1 with a standard deviation was 8.22 then the score of pre-test in the control class was 56.5 with a standard deviation was 8.53 and post-test was 60.40 with standard deviation was 9. 68. The results achieved from both tests were different. Next, the t-test score both in class was 0, 00. It means that the hypothesis is accepted, it concluded that the implementation of the reading aloud strategy can improve students' reading skills competence.

A Journal by Federico Batini, Reading Aloud and First Language Development: A Systematic Review,[10] 2020. In this study shows that training, both intensive and non intensive, via shared books reading focused on the acquisition and enhancement of vocabulary, is actually effective in improving the language as a whole, as well as concept and content knowledge. In light of this, it is important to recognize and affirm the crucial role played by teachers, parents and experts in promoting and supporting children's language development, through the practice of reading aloud.

Thesis using method of generating learning media "Running Text Based on Media Proshow" in MI Rejosari Pringsurat is known as

[10] Federico Batini and others, 'Reading Aloud and First Language Development: A Systematic Review', *Journal of Education and Training Studies*, 8.12 (2020), 49 <https://doi.org/10.11114/jets.v8i12.5047>.

"Running Text Based Media Proshow".[11] Has contributed to the development of media reading materials. Proven by Based on the significance value, tcount = 5.709 with Sig. (2-tailed) 0.000 and tcount = 5.709 with Sig. (2-tail) 0.000. The table of t values must first be seen with db = N - 2 before proceeding to the next step. In this case, db = 20 - 2 = 18 because the number of samples analyzed is 20 students. By using the value of db = 18 and testing it at the 5% significance threshold, the t-table value = 0.688366 is obtained. Considering tcount > t table, or 5.709 > 0.68836, and Sig.(2-tailed) = 0.00000.05, then H0 is rejected, while H1 is accepted as an alternative. There is a successful use of pro-show media on the learning outcomes of science subjects at MI Rejosari Pringsurat, it can be determined after examining the data.

From the results of the research review above, it can be concluded that 1) interesting media can improve the learning process, 2) the method of learning to read aloud is very good for improving reading skills, 3) running text media is still rarely done by research but it is very interesting to try, 4) running text text media is an alternative media during the pandemic because of many limitations during the learning interaction process in the classroom.

[11] Magister Pendidikan, 'Progam Pasca Sarjana Pendidikan Guru Madrasah Ibtidaiyah (Pgmi) Institut Agama Islam Negeri Salatiga 2021', 2021.

B. Theory

a. Running Text Media

Media are various types of components in the student's environment that can stimulate them to learn.[12] Media as one component of teaching that is very influential on the learning process. With the media that supports and is appropriate in the learning process, it will be able to improve the quality of student learning outcomes. Learning media is used as a channel to convey subject matter to students

In the learning process, the information can be in the form of a number of skills or knowledge that need to be mastered by students. Learning media is also considered very effective to increase students' learning motivation which then also increases student achievement. Therefore, it is necessary to use media as a tool in the environment so that it can stimulate student learning and activate the learning process.

Some of the functions of the media in learning to read, namely, provide motivation to students in reading, can attract students' attention, motivate students to want to read, attract students' attention, can make it easier for teachers and students to carry out learning according to the material being taught. He further stated that the main function of learning media is as a teaching aid that also influences the climate, conditions, and learning environment that is arranged and

[12] Beto. Page 25

created by the teacher, so that the media becomes one of the main elements for the continuity of the teaching and learning process.[13]

Running text is one of the electronic media that can display running text and animation which usually uses LED lights. The LED lights used also have various colors, some have only one color such as red, yellow, blue, green and white or can also have a combination of colors.

Walking text media (marquee) is a learning media in the form of an HTML program to make text so that it can move/walk, which is a command that we can set as we wish. From the description it can be seen that through running text media, one can set the duration of the reading time that will be used and adjust the number of words, sentences, or paragraphs that will be displayed in the reading.[14]

For that reason, many people choose running text as a means of advertising because apart from a very attractive appearance, running text itself has an attraction for people around who see it. As

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[13] Fitriani, F. (2018). Keterampilan Membaca Nyaring Dengan Menggunakan Media Kartu Kata. *Pedagogik Journal of Islamic Elementary School*, *1*(1), 37–46. https://doi.org/10.24256/pijies.v1i1.378 Page 41

[14]Fauzia, S., & Afnita, A. (2020). Pengaruh Media Teks Berjalan Terhadap Keterampilan Membaca Teks Berita Siswa Kelas Viii Smp Negeri 7 Padang. *Jurnal Pendidikan Bahasa Indonesia*, *8*(1), 101. https://doi.org/10.30659/j.8.1.101-110 Page 103

we are aware, that the human sense of sight in the form of the eye is very interested in a bright, colorful, striking, and other view of its surroundings.

Running text or often called moving sign is an electronic media that is very useful to be used as an advertising medium, as well as an information notification tool and for office decoration or urban beauty. In its development, display running text is now present not only to display a series of running texts, but also to display images or logos.

With technology that is so fast, the development of various kinds of electronic displays, making many display manufacturers think hard to be able to create new breakthroughs in terms of displays, one of which is the emergence of various kinds of LED displays. Starting from sizes that can be adjusted to your needs to colors that can be adjusted to the wishes and developments of the times.

Not surprisingly, technology which is accompanied by human expertise in creating new things, cannot be separated from human needs that are increasing day by day. In the beginning, running text was only used to display running text, where the number of characters and the shape of the written characters were limited. With technological advances, now we can find many running texts that have been combined to display logos or images, even the mode of movement of the writing is getting better. varies. This includes utilization in the fields of education and learning. Therefore, it is

appropriate that this interesting media can be used by teachers in an effort to improve student learning

b. Reading Skills

Reading skills have an important role in human life. Someone who has reading skills will certainly be able to communicate in written language. Even with reading skills, a person is able to dig up information, add insight, and deepen knowledge. However, not everyone is able to read effectively. In order to be able to read effectively, a strategy, technique, or method is needed.

Reading is essentially a complex thing that involves many things, not just reciting writing, but also involving visual, thinking, psycholinguistic, and metacognitive activities. As a visual process, reading is a process of translating written symbols (letters) into spoken words. As a thinking process, reading includes word recognition, literal comprehension, interpretation, critical reading, and creative comprehension activities.[15]

Reading is the activity of decoding print sound or the activity of deciphering printed (written) codes into sound, in other words sounding printed/written codes. The ability to read is something that is

[15] Suparni. (2017). Peningkatan Hasil Belajar Membaca Teks Berita Menggunakan Media Teks Berjalan. *Peningkatan Hasil Belajar Membaca Teks Berita Menggunakan Media Teks Berjalan*, 32.

vital in an educated society. Introducing new knowledge to children is not an easy thing so that educators need seriousness in presenting it. Patience and thoroughness are important factors in achieving the goals expected by educators.[16]

Reading skills are really needed by anyone who begins to enter the world of information through written media, both with books and other media, including increasingly advanced networks. Therefore, reading language skills require special training and strategies in order to obtain optimal results from what we want. In reading students need to pay attention to their reading sentences, this is very important for reading comprehension. As explained in the research entitled Informing the Science of Reading: Students' Awareness of SentenceLevel Information Is Important for Reading Comprehension.[17]

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[16]Sudiarta, I. W. (2017). Pengaruh Metode Jolly Phonics Terhadap Kemampuan Membaca Dan Menulis Permulaan Bahasa Inggris Pada Anak Kelompok B TK Mahardika Denpasar. *Jurnal Ilmiah Pendidikan Dan Pembelajaran PPs Universitas Pendidikan Ganesha*, *1*(3), 240–251. https://ejournal.undiksha.ac.id/index.php/JIPP/article/view/11974/7645 Page 242

[17] Elizabeth MacKay and others, 'Informing the Science of Reading: Students' Awareness of Sentence-Level Information Is Important for Reading Comprehension', *Reading Research Quarterly*, 56.S1 (2021), S221–30 <https://doi.org/10.1002/rrq.397>.

Learning English should be automatic, without making it too difficult to analyze the language, think too deeply about structure or grammar, and consciously remember the rules of the language.[18] Therefore, in line with this opinion, learning to read is to develop knowledge and apply written symbols with meaning, so that a change occurs in the child, from this there is a stimulus to make it easier for students to learn to read by reading, a strategy is needed.

Reading skills also require development reading habits, in a study entitled Developing and Sustaining Reading Habits Among Teenagers.[19] It is concluded that reading is very important in cultivating a reading habit to help students learn. The discussion about reading habits is also explained in the thesis entitled Reading Habits and Their Influence on Academic Achievement Among Students at Asia Pacific International University.[20] Another study also discusses

[18] I Wayan Sudiarta, 'Pengaruh Metode Jolly Phonics Terhadap Kemampuan Membaca Dan Menulis Permulaan Bahasa Inggris Pada Anak Kelompok B TK Mahardika Denpasar', *Jurnal Ilmiah Pendidikan Dan Pembelajaran PPs Universitas Pendidikan Ganesha*, 1.3 (2017), 240–51 <https://ejournal.undiksha.ac.id/index.php/JIPP/article/view/11974/7645>. Page 241

[19] Azlin Norhaini Mansor and others, 'Developing and Sustaining Reading Habit Among Teenagers', *Asia-Pacific Education Researcher*, 22.4 (2013), 357–65 <https://doi.org/10.1007/s40299-012-0017-1>.

[20] Sasikala Balan, Josephine Esther Katenga, and Amanda Simon, 'Reading Habits and Their Influence on Academic Achievement Among Students at Asia Pacific International University', *Abstract Proceedings International*

reading habits with the research title The Effects of Reading Habits on Test Performance by Foundation-level Omani Students[21] which investigates the effects of reading habits among college-level foundation Omani students and their impact on the participants' performance in tests.

c. Reading Aloud

Reading in terms of whether or not the reader's voice is heard when reading is divided into two types, namely reading silently (silent reading) and reading aloud or reading aloud (oral reading or aloud reading).

Reading aloud is a reading activity by voicing the writings he reads with the right intonation so that listeners and readers can catch the information conveyed by the author, whether in the form of thoughts, attitudes or experiences.[22]

Reading aloud is not just reading but has suprasegmental characteristics including; stress, pause, intonation, duration and pitch.[23] Agree with what has been said above that in reading aloud

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Scholars Conference, 7.1 (2019), 1490–1516 <https://doi.org/10.35974/isc.v7i1.928>.

[21] Sarath W. Samaranayake, Suneeta Kositchaivat, and Vachira Jantarach, 'The Effects of Reading Habits on Test Performance by Foundation-Level Omani Students', *Arab World English Journal*, 13.2 (2022), 37–49 <https://doi.org/10.24093/awej/vol13no2.3>.

[22] Beto. Page 16

[23] Fitriani Fitriani, 'Keterampilan Membaca Nyaring Dengan Menggunakan Media Kartu Kata', *Pedagogik Journal of Islamic*

activities, it is not only voicing the written symbols in the reading, but also paying attention to aspects that must be mastered in reading aloud.

Reading aloud is an activity carried out by teachers, students or with other people in understanding the contents of the reading. In reading aloud, especially in class, there are several things that need to be considered, namely proper pronunciation, phrases, intonation, pronunciation, fluency, loudness and mastering simple punctuation marks such as periods (.), commas (,), question marks (?) and an exclamation point (!).[24]

Some of the goals in reading aloud are, having fun, perfecting in reading aloud, having certain strategies, updating their knowledge about a topic, connecting new experiences with previous experiences.[25] In learning a foreign language, reading aloud is closer to pronunciation than the ability to remember it. Materials are selected according to the content and readings that are relatively easy to understand.

Reading aloud has many benefits, especially for students. the benefits and importance of reading aloud for students as follows; a) giving examples to students of the process of reading positively, b) exposing students to enrich their vocabulary, c) giving students new

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Elementary School, 1.1 (2018), 37–46 <https://doi.org/10.24256/pijies.v1i1.378>. Page 39

[24] Fitriani. Page 40

[25] Fitriani. Page 40

information, d) introducing students from different literary genres, and e) giving students the opportunity to listen and use their power and his imagination.[26]

There are many factors that affect students' reading ability, both early reading and reading aloud. These factors are physiological, intellectual, environmental, and psychological.[27] Seprti penelitian berjudul The Effectiveness of Teaching English by Using Reading Aloud Technique towards EFL Beginners,[28] This research presents the effectiveness of teaching English by using reading aloud technique towards EFL beginners focused on freshmen who studied English Intensive Course during June to August 2014. However, twenty students were chosen as samplings to conduct the research based on reading aloud technique in order to evaluate the learner's capability of learning and understanding English language concentrated on reading comprehension skill.

Another study that discusses reading aloud is research entitled The Effect of Interactive Reading Aloud on Student Reading Comprehension, Reading Motivation and Reading Fluency.[29] This study aims

[26] Beto. Page 18
[27] Selekta, Indonesia, and Huda. Page 24
[28] Pimanmas Ninsuwan, 'The Effectiveness of Teaching English by Using Reading Aloud Technique towards EFL Beginners', *Procedia - Social and Behavioral Sciences*, 197.February (2015), 1835–40 <https://doi.org/10.1016/j.sbspro.2015.07.243>.
[29] Sümeyra Ceyhan and Mustafa Yıldız, 'The Effect of Interactive Reading Aloud on Student Reading Compre-Hension, Reading Motivation and Reading

to examine the effect of interactive reading aloud (IRA) lessons on students' reading comprehension levels , reading motivation, and reading fluency skills. A mixed experimental design was used to model the study. This study was conducted in a Turkish public school in the academic year 2017–2018, with 62 second-grade students, 22 in the first experimental group, 20 in the second experimental group, and 20 in the control group, and it lasted for 11 weeks.

d. Introduction Text

Self-introduction text is a story about yourself starting from your name, age, hobbies, work and others so that people around you can get to know you well.

Introducing yourself is generally one of the most memorable moments in life. If your introduction is considered unique and different from the others, your name will definitely be a lot to remember and not easily forgotten.

Self introduction is one of the most important parts in conversation. Before learning another thing the students have to be able to introduce them self using the target language. Self introduction is become the easiest material but gives crucial effect. If someone has

Fluency*', *International Electronic Journal of Elementary Education*, 13.4 (2020), 421–31 <https://doi.org/10.26822/iejee.2021.201>.

got the wrong way in introducing her/himself it may give a bad effect such as misunderstanding in the conversation.[30]

One of the studies involving introductory text material is a thesis entitled development of board game media in English subjects, the subject matter of greeting and introduction for class VII at Dewantara Middle School, Surabaya.[31] In this study, the researcher conducted research with introduction text material which was applied using game media through research and development research. From the results of the study showing an increase in student scores, it was concluded that the average post-test result was 83.52 higher than the pre-test average result, which was 56.17.

e. The Use Of Running Text

Running text is a tool that functions to display information, advertisements, warnings and others that are formal or non-formal. Submission of information using running text media is an interesting innovation as a form of implementation of current information technology developments. People often feel bored reading information

[30] Hafidza Nash'ul Amrina, 'Teaching English Self Introduction Through Character Building- Based Material', 22, 2018, 5–7.
[31] Desy Ayu Ainurrohmah, 'Pengembangan Media Board Game Pada Mata Pelajaran Bahasa Inggis Materi Pokok Greeting And Introduction Kelas VII Di SMP Dewantara Surabaya', *Jurnal Mahasiswa Teknologi Pendidikan*, 9.2 (2018) <https://jurnalmahasiswa.unesa.ac.id/index.php/jmtp/article/view/31372>.

through good news through print media, the internet and others. Therefore, running text is needed in this globalization era to convey certain information and give an interesting nuance when viewed. Currently running text is generally controlled by a computer to adjust the information that appears in the running text as desired by the user.

The use of running text media as a learning tool has been carried out several times, one example is in a study entitled Stimulating Students' Creativity in Writing Through Marquee Media (Running Text) of the Tenth Grade Students at MAN 2 Jombang.[32] In this study using marque media (running media) to convey learning.

In this research, the use of running text media in conveying material to students is used as the main media in addition to material from books and the internet. The use of running text media is expected to increase students' interest in learning and can improve students' ability to read reading aloud.

C. Hypotesis

Hypotesis is the provisional answer to the problems of the research, the theoreticallly considered possibly or highest the level of truth. It is provisional truth determined by researcher that should be tested and proved.

[32] Wardah An Nuriyah, 'Stimulating Students' Creativity in Writing Through Marquee Media (Running Text) of the Tenth Grade Students at MAN 2 Jombang', 2019 <https://www.ptonline.com/articles/how-to-get-better-mfi-results>.

Kinds of hypothesis which are used here are: Zero hypothesis (Ho), is the hypothesis which state that there is not any significant effect of the object of the research. It is also caled with negative hypoyhesis and alternative hypothesis (Ha), is the hypothesis which state that there is any significant effect of the object of the research. It also called with positive hypothesis.

The criteria of the test of hypothesis as follow:

Ha : There is significant effect of running text media to improve reading aloud introduction text skills for seventh grade d students of SMPN 2 Pegandon.

Ho : There is not any significant effect of running text media to improve reading aloud introduction text skills for seventh grade d students of SMPN 2 Pegandon.

CHAPTER III
RESEARCH METHOD

In this chapter will discuss the research method used in this research. Those are research design, location and time of the research, population, sample, the technique of data collection, and technique of data analysis.

A. Research Design

This Research is quantitative method, and the disign of research is experimental research. Experimental research as the description and analysis of what will be or what will occur, under carefully controlled condition[33]. In this research the writer used simple experimental design (Pretest Posttest non equivalent Control Grub Design). In a simple experimental design, there are two groups selected not randomly. One group acted as the control group and another group acted as the experimental group. That group givent treatment is refferd to as the experimental group, while the group not given treatment is called the control group. Then in the period the predetermined time is given to the experimental group treatment. After the treatment is complete, measurements are taken on both group. Comparison of result between the two groups shows the effect

[33] Addis Ababa, Lake Bishoftu Guda, and Lake Koriftu, 'Chapter Iii : Research Methodology', 867 (2018), 70–114.

of the treatment given. The control group that has been given treatment over a certain period of time.

The study/research variables are running text media and reading aloud or reading aloud skills in the introduction text. By optimizing the media that is considered appropriate for students, it is expected to be able to overcome the problem of increasing their reading aloud skills. In other side there also two groups in this research, which are experimental group and control group.

B. Experimental Formula

Research used a quasi experimental design with Nonequivalent Control Design. In this design, there were experimental and control groups who were not choosen randomly. The experimental group was a group that was treated with running text media, that is class VII D. While the control group was the group that was not given treatment (conventional method), that is class VII C.

The following is a drawing of the research design carried out by researchers:

Table 3.1 The Research Design

Control Group	O1	X1	O2
Experimental Group	03	X2	O4

Explanation:

O1 : Pretest pada kelas kontrol

X1 : Pembelajaran metode Konvensional

O2 : Posttest pada kelas kontrol

O3 : Pretest pada kelas eksperiment

X2 : Pembelajaran menggunakan Running Text Media

O4 : Post Test pada kelas eksperiment

This research begins by giving a pretest to the control class and the experimental class for homogeneity test. The experimental class was treated by applying a learning model using running text media, while in the control class still using conventional learning. After giving different treatments, a posttest were given to determine the learning outcomes related to the material provided and student

learning activeness. Besed on the learning outcomes were used to compare learning outcomes and learning activeness between the experimental and control classes.

C. Setting Of The Research

a. Place of The Research

The place of research is at SMP Negeri 2 Pegandon in class VII semester I for the academic year 2022/2023. This school has the following vision and mission: Develop intellectual, emotional, social, and spiritual intelligence in an effort to produce high school graduates who are intelligent, have strong characters, have strong personalities, and have noble character.

This vision is always instilled in students in every activity at this school. Despite this vision and mission, ideas and suggestions for adjustments or changes began to emerge. This is because of the demands of the needs in the new curriculum, namely the independent curriculum that has been declared by the government.

Until now in the academic year 2022/2023, the number of students in grades 7, 8 and 9 is 575 students. This school has achieved many achievements in the field of sports, especially in the Annual Competition activities. However, other extra activities such as Scouts,

Paskibra, Tambourine, PMR, Pencak silat are also encouraged to move forward and develop together.

In general, based on the results of interviews with teachers and observations in class, each class has its own character and characteristics in the process of learning English. Generally, students really like learning English, but because of the stigma that English is difficult, many don't like it for various reasons. Therefore, there is a need for a solution to overcome this problem so that it does not become a burden for students in learning. It needs intensity in practice and developed according to the level of development and ability of each student to answer the challenge.

In general, they already recognize and can use cellphones/androids as learning media. The cellphone has become a friend to them because it has been used as a learning medium during the PJJ period. The online learning policy turned out to have an unfavorable impact on the use of smartphones. Many of the students actually explore games or social media that do not support positive learning. Many students are addicted to playing games compared to the use of learning media during PTMT. Therefore, it is a challenge to use smarthphone devices as learning media that is useful in learning.

Class VII D has a passive character in learning however they have a strong desire to be able to master reading skills. The number of students in one class is 32 students with 16 boys and 16 girls. While

class VII C consists of 32 students. This habit of playing smarthphone is what we try to direct in making English learning more effective with running text media.

The factors indicated by the achievement of low reading skills in grade VII D are, the factor of unfavorable class hours. The English lesson schedule for this class is relatively late so that energy is drained and lacks concentration or fails to focus. Many students put their heads on the table, yawning, talking to themselves as a sign that they are no longer fit to receive lessons. Another contributing factor is the low skills of students in English and also coupled with monotonous learning activities. So that causes the low attitude of students in accepting learning.

b. Time of The Research

The research period is from October to December 2022. After doing PJJ for so long, there are many problems and delays in students' knowledge and skills. The problem is then selected and considered important and urgent to find a solution. The study was adapted to the SK/KD hybrid curriculum that was implemented during the pandemic. Then look for ideas and innovations as solutions to solve the problem. These ideas and ideas have their underlying basis or reference as a theory. References can be obtained from books, reference papers and articles, the results of other people's research works or from other related media.

The phases of the research can be seen in the following table.

Table 3. 2 **Research Schedule**

No	Activity	September	October	November	December
1	Observation permision		√		
2	Proposal Preparation		√		
3	Giving Pre test			√	
4	Conducting the research			√	
5	Giving Treatment to experimental group and Control Group			√	
6	Giving Post Test			√	

D. Population And Sample

a. Population

Population is not only about quantitative of the subject or object that is going to learnt, but also involves the whole characteristics of the subject or object.[34] Population is group of people want to generalize.[35] Based on the definition above can be concluded that the population is a group of subjects that have certain characteristics uses by the researcher.

The researcher will conduct this research in SMP Negeri 2 Pegandon for the 2022/2023 academic year in semester 1, which is located at Grogol Satu, Jl. Sunan Ampel No.41, Grogol Dua, Rejosari, Kec. Ngampel, Kabupaten Kendal, Jawa Tengah 51357. The total number of population 575 students.

b. Sample

The sample of this study is selected by using purposive sampling technique. In conducting quasi eksperimental study, the control and the experimental group must be as similar possible as in

[34] Prof.Dr.Sugiyono, *Metode Penelitian Kuantitaif,Kualitatif Dan R&D, Alfabeta*, 2013. Page 80

[35] Daniel Muijiz, *Quantitative Research., Nursing Standard (Royal College of Nursing (Great Britain) : 1987)*, 2013, XXVII <https://doi.org/10.7748/ns2013.06.27.43.59.s52>. Page 15

gender, achievement, or ability.[36] Class VII D and VII C will be the sample in this study. Both of the class habe similar characteristics and english score. The experiment class is a VII D consist 32 students, and the control class is the VII C class which consist of 32 students. The total of sample is 64 students.

E. Variables

In this study there are two variables. They are Independent Variable (x) and Dependent Variable (y).

1. The independent variable (x)

   Independent variable is the variable that the experimenter expects to influence the other.[37] The independent variable in this research is the use of running text media.

2. The dependent variable (y)

   Dependent variable is variable that measures the influence of the independent variable.[38] Dependent variable in this study is student reading aloud skills.

[36] Muijiz, XXVII. Page 28
[37] Creswell, 'Chapter III', *Routledge Library Editions: Linguistics Mini-Set A General Linguistics*, 10–11 (2013), 57–89 <https://doi.org/10.7312/bens93892-005>. Page 26

F. Method Of Collecting Data

The techniques of data collection will be used by the qualitative and quantitative data :

Test is a question which is used to measure competence knowledge, intelegence, and ability of talent which is possessed by individual or group to collect data.[39] In this study, the researcher gave a pretest before treatment and posttest after teaching student in two classes, namely the experimental class and the control class.

The instrument of the test in this research is objective test. Objective is frequently criticized on the grounds that they are simpler to answer than subjective test. Objective test are divided into transformation, completion, combination, addition, rearrangement, matching correct and incorrect (true/false) and multiple choice.[40] The writter used multiple choice types. The test consists of 20 items with 4 alternative option. Alternative option includes one correct and three incorrect answer.

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[38] Creswell. Page 26
[39] M. Chabib Thoha, 'Of April 2011 to 21', April, 2011, 26–35. Page 29
[40] Thoha. Page 29

G. Instrument

The instrument in this study will use test will be given to sample of population, those are class VII D and VII C in SMP Negeri 2 Pegandon. This instrument is used to obtain information that can be used as data to be processed using SPSS. SPSS itself is a tool to test the relationship between variables, both among latent variables and with indicator or manifest variables.

In this research, is used a test as an instrument to collect the information of the students. The test use pre-test and post-test. Nunan state the group that receive the new treatment is called the experimental group and the group that receives a different treatment or is treated as usual is called control group.[41] The test was given for both control and experimental groups.

H. Methods Of Analyzing Data

1. Normality Test

It is used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. The normality test with Chi-square is done tofind out thr distribution data.

[41] David Nunan and Louis Trimble, 'Research Methods in Language Learning English for Science and Technology-A Disco~~rse Approach', 1992. Page 41

The writer used Chi-square formula, as follows:

$$X^2 = \sum_{i=1}^{k} \frac{(Oi - Ei)^2}{Ei}$$

Citted from Sudjana[42]

Where:

X2 = Chi-square

Oi = Frequency that was obtained from data

Ei = Frequency that was hoped

K = The sum of interval class

2. Validity

Validity relates to the accuracy of the measuring instrument against the concept being measure, so that it actually measure what it is supposed to measure. Therefor, validity is the mos important requirement in an evaluation tool (test). A test can be said to have high

[42] Sujdana, *Metode Statistika*, 2005. Page 275

validity if the test can measure what is actually being measured, namely measuring certain specific goals with the material or content of the lesson provided. The higher the validity test kit, more targeted. The following formula is used to calculate the coefficients correlation.

$$r_{xy} = \frac{n\Sigma XY - \Sigma X \Sigma Y}{\sqrt{\left(n\Sigma X^2 - (\Sigma X)^2\right)\left(n\Sigma Y^2 - (\Sigma Y)^2\right)}}$$

r_{xy} = The correlation coefficient between the variables X and Y

n = Number of samples (test participants)

X = X item score

Y = Y item score

3. Reliability

Realiability refers to the stability or the consistency of the test score, beside having high validity, a good test should have high realibility too. Heaton state that realibility is a necessary characteristic of any good test, for it to be valid at all. A test must first be reliable as a measureing instrument.[43] In this study, the reliability of the test was

[43] Grant Henning, 'Writing English Language Test. Heaton, J. B. London and New York: Longman, 1988, 192 Pp., £6.50 (Longman

measured by comparing the obtained score with r-score product moment. Thus, if the obtained score was higher than the table r-score, it could be said that the test was reliable.

To calculate the reliability of the test, the writer used the formula as follows :

$$r_{11} = \{\frac{k}{k-1}\}\{\frac{V_t - \Sigma pg}{V_t}\}$$

Where :

r_{11} = Reliabilty of instrument

k = Total of question valid

p = The proportion of correct answer

q = The proportion of incorrect answer

Vt = Varians total

Handbooks for Language Teachers)', *System*, 1990, 114–15 <https://doi.org/10.1016/0346-251X(90)90037-6>.

The researcher uses criterion by Arikunto to determine wheter the best is reliable or unreliable, as follows:

0.80 < r11 = 1.00 : Reliability degree is very high

0.60 < r11 = 0.80 : Reliability degree is high

0.40 < r11 = 0.60 : Reliability degree is medium

0.20 < r11 = 0.40 : Reliability degree is low

0.80 < r11 = 0.20 : Reliability degree is very low

The test instruments are reliable if r_o is higher than r_t.[44]

4. Hypothesis test

To respond the objectives of the study, the researcher examined the data in the following steps. Firstly, the test was done in both groups, experimental group that using running text media introduction text skill and control group without using running text media intoduction skill (using conventional method to teach introduction text). Secondly, the result of the test was scored by using analytic scale. Thirdly, the means score of the two groups were determined. Finally, the two mean were compared by applying T-test

[44] AY Rusdyantoro, 'Chapter III Research Methodology 3.1 Research ...', *Экономика Региона*, July, 2018, 32. Page 72

formula. T-test was used to differentiate if the students' result of students' inroduction text skill by using running text media and without using running text media was significant or not.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Cited from Sudjana[45]

Where :

X_1 = The mean score of the experimental group

X_2 = The mean score of control group

[45] Sudjana, *Metode Statistika*, 2005. Page 208

n_1 = The number of the experimental group

n_2 = The number of the control group

s = Standard deviation

s^2 = Variance

H_o is rejected and H_a is accepted, if the score is lower tahn the t-table score using a significance alpha of 0.5. H_o is rejected, meaning H is accepted : "Running text media to improve reading aloud intoduction text skill for sevent grade D students of SMPN 2 Pegandon".

CHAPTER IV

RESEARCH FINDING AND ANALYSIS

In this chapter, the researcher presents the data that got from the subject of the study.

A. Research Finding

a. Result of data research

The Mean Score and Standard Deviation of The Students for Experimental Group:

Table 4.1 Result of pre test and post test

Code	Experimental class		Control class	
	Pre test	Post test	Pre Test	Post test
1	35	80	25	40
2	30	80	30	45
3	25	80	25	35
4	30	85	25	30
5	40	85	40	50

6	30	85	30	35
7	30	80	30	40
8	35	80	30	40
9	25	80	35	40
10	20	80	30	50
11	30	80	20	30
12	25	95	35	45
13	30	80	30	35
14	25	80	30	40
15	30	80	30	35
16	35	80	30	45
17	35	80	30	45
18	35	80	40	45
19	30	80	35	45
20	35	85	45	50

21	35	80	35	50
22	30	80	45	60
23	35	80	40	40
24	20	85	35	55
25	25	75	30	45
26	35	85	40	50
27	25	80	35	55
28	30	80	35	40
29	25	80	30	50
30	30	85	30	30
31	30	80	30	45
32	25	95	30	40
Mean	29.84	81.88	32.50	43.13
Deviation	4.833	4.164	5.680	7.487

The writer used IBM SPSS Statistics 23 program to analyze the mean and devian in both experimental and controlled class. The result was presented as the table below:

Table 4.2 Descriptive statistic

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest Eksperimen	32	20	40	29,84	4,833
PostTest Eksperimen	32	75	95	81,88	4,164
PreTest Kontrol	32	20	45	32,50	5,680
PostTest Kontrol	32	30	60	43,13	7,487
Valid N (listwise)	32				

b. Result of data analysis

1. Validity test

Data normality of this research used therefor, validity is the most important requirement in an evaluation tool (test). A test can be said to have high validity if the test can measure what is actually being measured, namely measuring certain specific goals with the materials or content of the lesson provided. The higher, the validity test kit, the more targeted. The results of calculations based IBM SPSS Statistics 23 program for validity are as follows :

Table 4.3 Result validity test

No soal	Pearson correlation	Nilai sig.	Conclusion	Interpretation
Soal 1	,113	,053	Valid	Very Low
Soal 2	,166	,036	Valid	Very Low
Soal 3	,223	,022	Valid	Low
Soal 4	,107	,056	Valid	Very Low
Soal 5	,081	,065	Valid	Very Low
Soal 6	,177	,033	Valid	Very Low
Soal 7	,236	,019	Valid	Low
Soal 8	,207	,025	Valid	Low

Soal 9	,223	,022	Valid	Low
Soal 10	,058	,075	Valid	Very Low
Soal 11	,075	,068	Valid	Very Low
Soal 12	,253	,016	Valid	Low
Soal 13	,196	,028	Valid	Very Low
Soal 14	,147	,042	Valid	Very Low
Soal 15	,075	,068	Valid	Very Low
Soal 16	,178	,033	Valid	Very Low
Soal 17	,249	,017	Valid	Low
Soal	,031	,086	Valid	Very Low

18				
Soal 19	,003	,098	Valid	Very Low
Soal 20	,031	,086	Valid	Very Low
If the value of sig. <0.05 then the instrument of the question can be said to be “VALID”				

Intrepretation of validity values

0.800-1.00 = Very High

0.600-0.799 = High

0.400-0.599 = Enough

0.200-0.0399 = Low

0.000-0.199 = Very Low

From the table above, it can be concluded that there are 20 question is valid. 20 question also the validity is calculated betwen low- very low.

2. Reliability test

In this reliability test we use the Cronboach's alpha method. The result is as follows :

Table 4.4 Reliability Statistics

Crobach's Alpha	N of Items
.878	20

The value of the reliability test measurement according to the provisions put forward by Heale and Twyeross is 0.70, so that according to the data above the test results are at least greater than r11, namely 0.80 with the calculation results 0.878 or 0.878 > 0.80 then the item is declared **reliable**

if alpha value > 0.7 means sufficient reliability, whereas if alpha > 0.80 this indicates that all items are reliable and all tests consistently have strong reliability. Or, some interpret it as follows:

If alpha > 0.90 then the reliability is perfect. If the alpha is between 0.70 – 0.90 then the reliability is high. If the alpha is 0.50 – 0.70 then the reliability is moderate. If alpha < 0.50

then the reliability is low. If the alpha is low, it is possible that one or more items are not reliable.

3. Normality Test

Data Normality of this research used IBM SPSS Statistic 23 Program to analyze and was presented as the tables below:

Table 4.5 Test of normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	PreTestEksperimen	,200	32	,002	,906	32	,009
	PostTestEksperimen	,392	32	,005	,646	32	,005
	PreTestControl	,264	32	,005	,901	32	,007
	PostTestControl	,131	32	,179	,956	32	,207

Lilliefors Significance Correction

Based on the output data above, it is known that the significance value (Sig.) for all data both on the Kolmogorov-Smirnov test and the Shapiro-Wilk test > 0.05, it can be concluded that the research data is normally distributed.

4. Hypotesis test

Data hypothesis test of this research is paired sample t-test and used IBM SPSS Statistics 23 program to analyze and was presented as the tables below:

Table 4.6 Paired sample test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTest Eksperimen - PostTest Eksperimen	-52,031	6,703	1,185	-54,448	-49,614	-43,909	31	,000
Pair 2	PreTest Kontrol - PostTest Kontrol	-10,625	5,644	,998	-12,660	-8,590	-10,649	31	,000

1. Based on the output pair 1 obtained the value of sig. (2 tailed) of 0.000 <0.05, t count < t table where t count here is -43.909 and t table is 1.99897, so it can be concluded that t count (-43.909) < t table (1.99897) it can be concluded that there is a difference in the average student learning outcomes for the experimental class pretest and posttest experimental class (using running text media)

2. Based on the output pair 1 obtained the value of sig. (2 tailed) of 0.000 <0.05, t count < t table where t count here is -10.649 and t table is 1.99897, so it can be concluded that t count (-10.649) < t table (1.99897) it can be concluded that there is a difference in the average student learning outcomes for the control class pretest and posttest control class (using conventional method)

Table 4.7 Paired samples statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest Eksperimen	29,84	32	4,833	,854
	PostTest Eksperimen	81,88	32	4,164	,736
Pair 2	PreTest Kontrol	32,50	32	5,680	1,004
	PostTest Kontrol	43,13	32	7,487	1,323

The result is :

There is a significant effect before (pretest) use method running text media and after (posttest) using running text media introduction skill. Because t count < t table, namely tcount here is -43.909 and t table is 1.99897, it can be said that there is a significant difference so that it can be interpreted that there is an effect of running text media to improve reading alod introduction skill, meaning H0 is rejected and Ha is accepted.

B. Discussion

The results of the research that have been described show that student achievement in the experimental class is better than the scores of students in the control class for the post-test. It was explained that there was a significant difference between the increase in students' introduction skill in the experimental class that used running text media and the control class that did not use running text media or use

conventional methods. This can be proven by the students' scores before and after treatment. Before treatment, the average value of the experimental class was 29.84 and the control class was 32.50. Based on the average value of the pre-test of the two classes, it can be seen that the experimental class has a lower score than the control class. Reading aloud introduction skill using running text media was applied in the experimental class to improve students' introduction skill achievement. This is the same as the Thesis using the method of generating learning media "Running Text Based on Media Proshow" in MI Rejosari Pringsurat which shows significant results in the use of running text media the same as that used in this research.

During the treatment in the experimental class, introduction skill was given by running text media. Students were more active and happy to participate in class activities. Therefore, by using this method in teaching, the post-test scores of the experimental class students had higher scores than the control class. It can be seen from the average value of the experimental class of 81.88 and the control class of 43.13.

After calculating the normality test using IBM SPSS Statistics Version 23, it can be proven that the experimental and control class data on the pre-test and post-test are normally distributed. The results of the pre-test showed that the Kolmogrov-Smirnov data in the experimental class was 0.200 and the control class was 0.264. Higher than the significance value of 0.05. Then, the post-test results also

showed that the Kolmogrov-Smirnov data in the experimental class was 0.392 and the control class was 0.131. This value is higher than the significance value of 0.05. As stated in the results of the normality test, all data used in this study were normal.

The discussion of the data confirms that teaching using running text media introduction skill has a significant effect in student's introduction skill. This is indicated by the increase in students' introduction skill who got better scores than students who did not running text media treatment. All of this proves that the use of media as a teaching method which in this study uses running text media can improve student introduction skill because the learning media here must be in line with the curriculum especially in the merdeka curriculum which is already technology-based, should be appropriate for the students needs, and should be fit the purpose of the education. In making material based on character building, the teacher should integrate the curriculum with the purpose of character building itself.[46] In addition, teaching reading aloud introduction skill using running text media shows a positive effect to be applied to students, especially the seven grade d students of SMPN 2 Pegandon.

[46] Nash'ul Amrina. Page 137

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestions of the research, especially the suggestion to the teacher.

A. Conclusion

Based on the data described in the previous chapter, then it can be concluded that the running text media is effective in improve reading adoud introduction text. The conclusion above is supported by the analyzed data by using the IBM SPSS Statistics 23 program. The data explains that the average score experimental class increased by 52.04 points; from 29.84 to 81.88. in short, the experimental class has a higher average value than the control class after being given treatment given.

Based on hypothesis testing shows that sig. The value of 2 tails (p) is less than (p <); (0.000 < 0.05). The data also shows that t count is smaller than t table, namely -43.909(t count) < 21.99897(t table). which means that H0 (zero hypothesis) is rejected and Ha (alternative hypothesis) is accepted.

So it can be concluded that the running text media introduction skill has a significant effect on increasing reading aloud introduction skill students seven grade d in SMPN 2 Pegandon.

B. Suggestion

Based on the research that had been conducted, the researcher would like to present some suggestions for the teachers, students, and other researchers who are interested in this particular field.

1. For Teacher

   Media running text is recommended to be applied in reading skills. The characteristics of this media that can be set for speed can be used optimally for teachers in practicing literacy. Students will focus more on helping the speed of the eyes moving during reading when compared to reading text that is lined up.

2. For Student

   Practically this research is a solution for teachers in increasing students' concentration while reading. For students, this media is expected to be used to make it more interesting for them to get used to reading anywhere and anytime.

3. For Researcher

   This is useful for future researchers to conduct research with larger data samples, diverse learning methods, find different types of research findings, etc. In addition, a quasi-experimental method is needed so that researchers have valid conclusions and

see improvements in research findings whether the results are consistent or not.

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APPENDIX

Appendix 1. Pre-Reseach Letter of Permission

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185 Telepon
024-7601295, Faksimile 024–7615387

Nomor: 5691/Un.10.3/D1/TA.00.01/12/2022 2 Desember 2022
Lamp : -
Hal : Mohon Izin Riset
a.n. : Fajar Wahyu Novianto
NIM : 1803046056

Yth.
Kepala sekolah SMPN 2 Pegandon
di Kendal

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama	: Fajar Wahyu Novianto
NIM	: 1803046056
Alamat	: Damarsari RT05/RW01, Kec. Cepiring, Kab. Kendal
Judul skripsi	: Running Text Media To Improve Reading Aloud Introduction Text Skills For Seventh Grade D Students Of Smpn 2 Pegandon

Pembimbing :
1. Dra. Hj. Ma'rifatul Fadhilah, M.Ed.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di

berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 7 hari, mulai tanggal 5 Desember 2022 sampai dengan tanggal 10 Desember 2022

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

Mahfud Junaedi

Tembusan :
Dekan FITK UIN Walisongo (sebagai laporan)

Appendix 2. Lesson Plan of Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

(HYBRID 2022)

Sekolah	: SMP N 2 Pegandon
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/Ganjil
Materi Pokok	: Mengenalkan diri dan orang lain
Alokasi Waktu	: 4x30 Menit

Kompetensi Dasar

3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. {Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; *pronoun (subjective, objective, possessive)*

4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

Indikator Pembelajaran

3.2.1 Peserta didik mampu berkenalan, memperkenalkan diri sendiri/orang lain.
3.2.2 Peserta didik mampu berinteraksi baik memulai maupun menanggapi
3.2.3 Peserta didik mampu menyebutkan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya
Peserta didik mampu mengenali Verba: *be, have, go, work, live* (dalam simple present tense)

Peserta didik mampu mengenali Subjek *Pronoun*: *I, You, We, They, He, She, It*
Peserta didik mampu mengenali Kata ganti *possessive: my, your, his, dsb.*

4.2.1 Peserta didik mampu Mengisi formulir identitas diri dengan tepat.
Contoh.
Name : Agustina Putri
Address : Perumahan Greenland no. 60, Sumberejo, Kaliwungu
Hobby : *singing and vlogging*

4.2.2 Peserta didik mampu Membuat paragraph singkat tentang diri sendiri
My name is …
My family and friends usually call me …
I live in …
I like …

4.2.3 Peserta didik mampu Memperkenalkan diri sendiri secara lisan
Hi, friends. My name is… I would like to tell you all about me/ I would like to introduce myself/ It's my pleasure to introduce myself to you

Tujuan pembelajaran

Melalui bahan ajar berbasis aktivitas ini, peserta didik bisa menuliskan ulang teks deskriptif terkait orang.

Media : Daring, Group WA, Google classroom
Alat/Bahan : HP android
Sumber Belajar : Buku Pegangan peserta didik (Pembelajaran Berbasis Aktivitas), Youtube, Google.

Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan

1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin dengan cara memanggil nama peserta didik atau mengirimkan link absensi menggunakan google form dan

mengaktifkan *Whatsapp Video Conference* (jika menggunakan)

2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.
3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan&manfaat) dengan mempelajarimateri.

Kegiatan Inti

1. Peserta didik melihat video ilustrasi di youtube dan proyektor dengan media running text tentang *Self introductions* and *how to introduce people toother*.
2. Peserta didik melengkapi dialog rumpang terkait dengan meminta dan memberi informasi tentangsifat dan tindakan orang. (*wordwall*)
3. Peserta didik melengkapi kalimat rumpang (*pronoun*) dengan kata-kata yang disediakan pada kolom. (*wordwall*)

Penutup

1. Peserta didik menyimpulkan Self introduction dan introduction text material ke orang lain
2. Guru menyimpulkan kegiatan dengan menekankan kembali poin poin penting

Penilaian hasil pembelajaran

1. Penilaian Pengetahuan
   Tes online, Matching, Pilihan ganda, uraian, melalui *Google form*, dll.
2. Penilaian Ketrampilan
   Berupa penilaian kerja dengan mencari gambar tokoh idola dan mendeskripsikan mereka

Kendal, 1 November 2022

Mengetahui
Kepala SMP N 2 Pegandon

Guru Mata Pelajaran

Sucipto, S.Pd., M.Si
NIP: 196301031986011001

Sidi Narbuko, S.Pd., M.Si
NIP: 197412222008011005

Appendix 3. Lesson Plan of Control Class

RENCANA PELAKSANAAN PEMBELAJARAN

(HYBRID 2022)

Sekolah	: SMP N 2 Pegandon
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/Ganjil
Materi Pokok	: Mengenalkan diri dan orang lain
Alokasi Waktu	: 4x30 Menit

Kompetensi Dasar

3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. {Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; *pronoun (subjective, objective, possessive)*

4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

Indikator Pembelajaran

3.3.1 Peserta didik mampu berkenalan, memperkenalkan diri sendiri/orang lain.

3.3.2 Peserta didik mampu berinteraksi baik memulai maupun menanggapi

3.3.3 Peserta didik mampu menyebutkan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya

Peserta didik mampu mengenali Verba: *be, have, go, work, live* (dalam simple present tense)

Peserta didik mampu mengenali Subjek *Pronoun*: *I, You, We, They, He, She, It*

Peserta didik mampu mengenali Kata ganti *possessive: my, your, his, dsb.*

4.2.4 Peserta didik mampu Mengisi formulir identitas diri dengan tepat.
Contoh.
Name : Agustina Putri
Address : Perumahan Greenland no. 60, Sumberejo, Kaliwungu
Hobby : *singing and vlogging*

4.2.5 Peserta didik mampu Membuat paragraph singkat tentang diri sendiri
My name is …
My family and friends usually call me …
I live in …
I like …

4.2.6 Peserta didik mampu Memperkenalkan diri sendiri secara lisan
Hi, friends. My name is… I would like to tell you all about me/ I would like to introduce myself/ It's my pleasure to introduce myself to you

Tujuan pembelajaran

Melalui bahan ajar berbasis aktivitas ini, peserta didik bisa menuliskan ulang teks deskriptif terkait orang.

Media : Daring, Group WA, Google classroom
Alat/Bahan : HP android
Sumber Belajar : Buku Pegangan peserta didik (Pembelajaran Berbasis Aktivitas), Youtube, Google.

Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan

4. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin dengan cara memanggil nama peserta didik atau mengirimkan link absensi menggunakan google form dan mengaktifkan *Whatsapp Video Conference* (jika menggunakan)
5. Mengaitkan materi/tema/kegiatan pembelajaran yang akan

dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.

6. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan&manfaat) dengan mempelajarimateri.

Kegiatan Inti

1. Peserta didik melihat video ilustrasi di youtube dan di buku pegangan peserta didik tentang *Self introductions* and *how to introduce people toother.*
2. Peserta didik melengkapi dialog rumpang terkait dengan meminta dan memberi informasi tentangsifat dan tindakan orang. (*wordwall*)
3. Peserta didik melengkapi kalimat rumpang (*pronoun*) dengan kata-kata yang disediakan pada kolom. (*wordwall*)

Penutup

3. Peserta didik menyimpulkan Self introduction dan introduction ke orang lain
4. Guru menyimpulkan kegiatan dengan menekankan kembali poin poin penting

Penilaian hasil pembelajaran

3. Penilaian Pengetahuan
   Tes online, Matching, Pilihan ganda, uraian, melalui *Google form*, dll.
4. Penilaian Ketrampilan
   Berupa penilaian kerja dengan mencari gambar tokoh idola dan mendeskripsikan mereka

Kendal, 1 November 2022

Mengetahui
Kepala SMP N 2 Pegandon

Guru Mata Pelajaran

Sucipto, S.Pd., M.Si
NIP: 196301031986011001

Sidi Narbuko, S.Pd., M.Si
NIP: 197412222008011005

Appendix 4. Modul

MODUL

A. TUJUAN PEMBELAJARAN

Membaca dan Memirsa

Melalui pendekatan saintifik dengan menggunakan model PJJ Daring, peserta didik mampu menganalisis, menangkap makna fungsi sosial, struktur teks dan unsur kebahasaan teks lisan dan tertulis berbentuk perkenalan diri secara kritis, kreatif dan mandiri terkait topik Informasi Terkait Jati Diri dan Hubungan Keluarga dan orang lain dengan tingkatan kelancaran dan ketepatan yang optimal.

Menulis dan Mempresentasikan

Melalui pendekatan saintifik dengan menggunakan model Hybrid, peserta didik mampu merancang dan mempresentasikan teks lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks terkait topik Informasi Terkait Jati Diri dan Hubungan Keluarga. Peserta didik juga diarahkan supaya mampu bekerja sama, percaya diri dan bertanggung jawab dalam kegiatan pembelajaran.

B. PEMAHAMAN BERMAKNA

Peserta didik mampu mengaplikasikan bagaimana memperkenalkan diri dalam kehidupan sehari hari secara tepat dan lancar.

C. PERTANYAAN PEMANTIK

Have you ever introduced yourself to new person in English? What information do you tell to that person?

D. PERSIAPAN PEMBELAJARAN

1. Melakukan pengecekan absen dan berdoa menurut agama dan kepercayaan masing-masing
2. Melakukan asesmen diagnosis kognitif dan non kognitif

Asesmen diagnosis non kognitif	Asesmen diagnosis kognitif
1. Apa kabarmu? Bagaimana perasaanmu hari ini? 2. Apa yang membuatmu masih	Based on the informations in video and text, please answer these question:

tertarik belajar hari ini (Motivasi belajar)? 3. Jika tidak tertarik, apa yang membuatmu tidak tertarik? 4. Adakah kendala yang kamu hadapi ketika belajar bahasa Inggris? 5. Apa saja kegiatan yang kamu lakukan selama belajar dari rumah? 6. Apa yang kamu lakukan. apabila tidak mengikuti sesi kelas online? 7. Apa orangtuamu lakukan untuk membantumu ketika belajar dari rumah? Apakah kamu nyaman ketika belajar ditemani orangtua? 8. Bagaimana gaya belajar yang kamu harapkan dan inginkan agar kamu tertarik belajar dan pembelajaran menyenangkan?? 9. Apa harapan kamu untuk pembelajaran kita selama Hybrid ini? 10. Apa tugas yang paling sulit dikerjakan selama belajar Hybrid?	1. What comes to your mind when you hear the words: Announcement?: 2. Why do you need to make an announcement! 3. Is there any difference between spoken and written announcement?

E. ASESMEN

Teknik penilaian melalui observasi, tulisan, penugasan. (Asesmen Formatif)

F. PENGAYAAN DAN REMEDIAL

1. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

2. Remedial

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

G. REFLEKSI PESERTA DIDIK DAN GURU

Guru memberitahukan hasil penilaian selama proses pembelajaran kepada siswa kemudian berdiskusi membahas apa yang kurang dipahami siswa, bagaimana perjalanan kerja sama siswa dan

membahas model apa yang akan digunakan untuk kegiatan selanjutnya.

Appendix 5. Experimental class attendance list

Experiment Class (VII D)

NO	NAMA		
1	Ahmad Ali Subadar		
2	Ahmad Rofiq Ramadhani		
3	Aliyatur Rosyidah		
4	Aulia Oktaviani		
5	Chintya Ahsya Resti		
6	David Khusnul Khuluq		
7	Dina Aulia Anastasya		
8	Eva Dwi Nur Syafrotul Putri		
9	Fiky ananta		
10	Ghayda wulandari		
11	Irna Nur Auliya		
12	M. Marsel Aldiano		
13	Milaniatun Najwa Khoiriyyah		
14	Muchamad Didik Kurniawan		
15	Muhamad Bayu Setiawan		
16	Muhamad Ilham Ramadhan		
17	Muhammad Aditya		

	Hidayatullah		
18	Muhammad Choirul Anam		
19	Muhammad Fikri Aditya		
20	Muhammad Kevin Dwi Pratama		
21	Muhammad Syahrul Ikhsan		
22	Natasya Putri Andini		
23	Nur Fitriana Putri		
24	Pujiati		
25	Ragil Adi Prayetno		
26	Rima Duwik Mulyani		
27	Saifullah Ma'shum Alfarizqi		
28	Shifa Fauziah		
29	Siti Laelatul Munawaroh		
30	Tri Rachma Hapsari		
31	Wijia Danuarta		
32	Wulan Apriliani		

Appendix 6. Control class attendance list
Control Class (VII C)

NO	NAMA		
1	Adfi Cahaya mafada		
2	Ahmad Nur Faizin		
3	Alfina Ayu Maesaroh		
4	Atiqotun Nisya		
5	Bagas Wisara Aryaguna		
6	Charisa Fitriani		
7	Dewi Nurul Aeni		
8	Eka Putra Alamsyah		
9	Elza Syifa Ajzuna		
10	Firka Lutvi Apriliansyah		
11	Intan Habibatussajidah		
12	Muhammad Fahril Hakim		
13	Migut Julya Silfana		
14	Muathok Ahmad Albakhr		
15	Muhamad Bagus Ilham Maulana		
16	Muhamad Ifan Maulana		
17	Muhammad Adi		

18	Muhammad Chairul Aziz		
19	Muhammad Ferry Gunawan		
20	Muhammad Iqbal Akmal		
21	Muhammad Rizqi		
22	Natasya Arifiani		
23	Nur Alia Natasya		
24	Oktareza Mahda Surya		
25	Oktaviona Adila Putri		
26	Reyna Adelia Rasya		
27	Rizki Hanung Bramantyo		
28	Shavira Putri Oktavia		
29	Sinta Soraya Hasyim		
30	Siti Tadzkia Dara Ayunda		
31	Wahyu Setyawan		
32	Winda Arifatun Nisa		

Appendix 7. Pre Test Question Exsperimental

PRE TEST

A. Choose the correct answer by crossing (X) for a, b, c, or d!

1. Dinda is a new member of Mawar English Club. She introduced herself.
   Dinda : ladies and gentlemen...

   a. I am happy to meet you
   b. Let me introduce you to the audiences
   c. Let me introduce myself
   d. May I introduce my friend
2. Hanif : Excuse me, ... I am Hanif Irham from SMP Tunas Kartika
   Indra : I'm Indra, from SMP Media Citra. How do you do?

   a. Allow me to say goodbye b. Allow me to know yourself
   c. Allow me to introduce myself
   d. Allow me to introduce them
3. Ayu : Hi, ... ? My name is Ayu Glad to see you
   Fitria : Hi Ayu Glad to meet you, too. I am Fitria

   a. May I help you?
   b. May I introduce myself
   c. Do you know me
   d. May I know you
4. Diana wants to introduce Meika to her brother.
   Diana : Meika, this is my brother, Bilal, and Bilal this is Diana.
   Bilal : ...

   a. Hi, nice to meet you
   b. Are you okay?
   c. How is she?
   d. Don't mention it
5. Aira : Ayla, I'd like you to meet my friend, Rizka
   Ayla : Hi, Rizka
   Rizka : Hello Ayla. You look familiar, ... before?

a. will we meet
b. did we meet
c. have we met
d. could we meet

6. Raka : Hello, I am Raka. A new student here.
   Chika : Hello Raka Glad to meet you, too..

   a. I am Chika
   b. Her name is Chika
   c. I know Chika
   d Chika is my friend
7. X : I'd like to introduce my friends, ...
   Y : How do you do? He has talked about you.
   a. These are Chandra and Rifki
   b. This is my friends
   c. Here is my friend
   d. Those are yours
8. Teacher: Class, ... Rihana
   Rihana : Nice to meet you
   Students : Nice to meet you, too
   a. Let me introduce you to her
   b. We are happy to have you here
   c. Please tell us something
   d. This is our new friend
9. Joana : Excuse me, allow me to introduce myself. My name is Joana. I am a new student here.
   Anna : Nice to meet you. My name is Anna. How do you do?
   Joana : ...
   a. I'm OK
   b. Nice
   c. How do you do?
   d. Not too bad, Anna
10. Ifa : Hi Desy, nice to meet you here. By the way ... . His name is Bayu
    Desy : Nice to meet you. My name is Desy
    Bayu : Nice to see you, too. I am Bayu, a student here.
    a. Here i am

b. This is my friend
c. You know him
d. He is a student

Read the dialogue that will be displayed and answer the questions number 11-15

11. Where is Raka coming from?
    a. Semarang
    b. Medan
    c. Aceh
    d. Bali
12. Where does Raka live now?
    a. Melati street number 45
    b. Kijang streeet number 12
    c. Medan, Sumatera Utara
    d. jakarta
13. With whom does Raka live?
    a. Parents
    b. Grandparents
    c. Uncle
    d. Grandma
14. 14. Does Raka have phone?
    a. Yes, he has
    b. No, he will not
    c. No, he doesn't
    d. Yes, he does
15. It can be stated from the text that
    a. Arya has known Raka for a long time
    b. Raka has just moved to Semarang from Medan
    c. Raka has met Arya before
    d. Raka live with his parents

Read the text that will be displayed to answer number 16 – 20

16. The purpose of the text is to ...
    a. describe Vina Meliana
    b. give information about Vina Meliana's personal identity

c. retell Vina's experience
d. inform what the food Vina likes

17. 17 How old is Vina in 2020?
    a. 11
    b. 12
    c. 13
    d. 14
18. Are Vina's birth place and her address same?
    a. Yes, they do
    b. No, they do not
    c. Yes, they are
    d. No, they are not
19. It can be conclude from the text that....
    a. Vina will have birthday on July
    b. She is the 7th grade student of junior high school now
    c. She lives with her parents
    d. She has phone number
20. The word 'drink' has the closest meaning to...
    a. food
    b. meal
    c. menu
    d. beverage

Answer Key

Pre Test	
1	**C**
2	**C**
3	**B**
4	**A**
5	**C**
6	**A**
7	**A**
8	**D**
9	**C**
10	**B**
11	**B**
12	**B**
13	**D**
14	**C**
15	**B**
16	**B**
17	**B**
18	**D**
19	**B**
20	**D**

Appendix 8. Pre Test Question Control

PRE TEST

A. Choose the correct answer by crossing (X) for a, b, c, or d!

1. Dinda is a new member of Mawar English Club. She introduced herself.
   Dinda : ladies and gentlemen...

   a. I am happy to meet you
   b. Let me introduce you to the audiences
   c. Let me introduce myself
   d. May I introduce my friend
2. Hanif : Excuse me, ... I am Hanif Irham from SMP Tunas Kartika
   Indra : I'm Indra, from SMP Media Citra. How do you do?

   a. Allow me to say goodbye
   b. Allow me to know yourself
   c. Allow me to introduce myself
   d. Allow me to introduce them
3. Ayu : Hi, ... ? My name is Ayu Glad to see you
   Fitria : Hi Ayu Glad to meet you, too. I am Fitria

   a. May I help you?
   b. May I introduce myself
   c. Do you know me
   d. May I know you
4. Diana wants to introduce Meika to her brother.
   Diana : Meika, this is my brother, Bilal, and Bilal this is Diana.
   Bilal : ...

   a. Hi, nice to meet you
   b. Are you okay?
   c. How is she?
   d. Don't mention it
5. Aira : Ayla, I'd like you to meet my friend, Rizka
   Ayla : Hi, Rizka
   Rizka : Hello Ayla. You look familiar, ... before?

a. will we meet
b. did we meet
c. have we met
d. could we meet

6. Raka : Hello, I am Raka. A new student here.
   Chika : Hello Raka Glad to meet you, too..

   a. I am Chika
   b. Her name is Chika
   c. I know Chika
   d Chika is my friend
7. X : I'd like to introduce my friends, ...
   Y : How do you do? He has talked about you.
   a. These are Chandra and Rifki
   b. This is my friends
   c. Here is my friend
   d. Those are yours

8. Teacher: Class, ... Rihana
   Rihana : Nice to meet you
   Students : Nice to meet you, too
   a. Let me introduce you to her
   b. We are happy to have you here
   c. Please tell us something
   d. This is our new friend
9. Joana : Excuse me, allow me to introduce myself. My name is Joana. I am a new student here.
   Anna : Nice to meet you. My name is Anna. How do you do?
   Joana : ...
   a. I'm OK
   b. Nice
   c. How do you do?
   d. Not too bad, Anna
10. Ifa : Hi Desy, nice to meet you here. By the way ... . His name is Bayu
    Desy : Nice to meet you. My name is Desy

Bayu : Nice to see you, too. I am Bayu, a student here.
a. Here i am
b. This is my friend
c. You know him
d. He is a student

Read the dialogue below and answer the questions number 11-15

Arya is talking to a new friend in his class. Arya is introducing himself to him

Arya : Hello, I am Arya, My full name is Arya Kamandika. What is your name?
Raka : I am Raka. My complete name is Raka Iswara. I have just moved from Medan, Sumatra Utara, Where do you live?
Arya : I live at Melati street number 45. And what is your address?
Raka : My address is Kijang street number 12. I live with my grandmother here. My parents are still in Medan. They work there
Arya : What is your phone number?
Raka : I'm sorry, i have no phone.

11. Where is Raka coming from?
    a. Semarang
    b. Medan
    c. Aceh
    d. Bali
12. Where does Raka live now?
    a. Melati street number 45
    b. Kijang streeet number 12
    c. Medan, Sumatera Utara
    d. jakarta
13. With whom does Raka live?
    a. Parents
    b. Grandparents
    c. Uncle
    d. Grandma
14. 14. Does Raka have phone?

a. Yes, he has
b. No, he will not
c. No, he doesn't
d. Yes, he does

15. It can be stated from the text that
    a. Arya has known Raka for a long time
    b. Raka has just moved to Semarang from Medan
    c. Raka has met Arya before
    d. Raka live with his parents

Read the text to answer number 16 – 20

PERSONAL IDENTITY

Name	: Vina
Full name	: Vina Meliana
Place of birth	: Boyolali
Date of birth	: 12 Juni 2008
Religion	: Islam
Address	: Kenari Street 56 Semarang
Phone number	: -
School address	: SMP Nusa Bngsa
Grade	: 7th
Height	: 151 cm
Weight	: 40 Kg
Food	: Fried Chicken
Drink	: Capuccino Float

16. The purpose of the text is to ...
    a. describe Vina Meliana
    b. give information about Vina Meliana's personal identity
    c. retell Vina's experience
    d. inform what the food Vina likes
17. 17 How old is Vina in 2020?
    a. 11
    b. 12
    c. 13
    d. 14
18. Are Vina's birth place and her address same?

a. Yes, they do
b. No, they do not
c. Yes, they are
d. No, they are not

19. It can be conclude from the text that....
    a. Vina will have birthday on July
    b. She is the 7th grade student of junior high school now
    c. She lives with her parents
    d. She has phone number
20. The word 'drink' has the closest meaning to...
    a. food
    b. meal
    c. menu
    d. beverage

Answer Key

Pre Test	
1	**C**
2	**C**
3	**B**
4	**A**
5	**C**
6	**A**
7	**A**
8	**D**
9	**C**
10	**B**
11	**B**
12	**B**
13	**D**
14	**C**
15	**B**
16	**B**
17	**B**
18	**D**
19	**B**
20	**D**

Appendix 9. Post Test Question Exsperimental

POST TEST

Nama :

Read the dialogue that will be displayed and answer the questions number 1-5

1. Where is Raka coming from?
   a. Semarang
   b. Medan
   c. Aceh
   d. Bali
2. Where does Raka live now?
   a. Melati street number 45
   b. Kijang streeet number 12
   c. Medan, Sumatera Utara
   d. jakarta
3. With whom does Raka live?
   a. Parents
   b. Grandparents
   c. Uncle
   d. Grandma
4. 14. Does Raka have phone?
   a. Yes, he has
   b. No, he will not
   c. No, he doesn't
   d. Yes, he does
5. It can be stated from the text that
   a. Arya has known Raka for a long time
   b. Raka has just moved to Semarang from Medan
   c. Raka has met Arya before
   d. Raka live with his parents

Read the text that will be displayed to answer number 6 – 10

6. The purpose of the text is to ...
   a. describe Vina Meliana
   b. give information about Vina Meliana's personal identity

c. retell Vina's experience
d. inform what the food Vina likes

7. 17 How old is Vina in 2020?
   a. 11
   b. 12
   c. 13
   d. 14
8. Are Vina's birth place and her address same?
   a. Yes, they do
   b. No, they do not
   c. Yes, they are
   d. No, they are not
9. It can be conclude from the text that....
   a. Vina will have birthday on July
   b. She is the 7th grade student of junior high school now
   c. She lives with her parents
   d. She has phone number
10. The word 'drink' has the closest meaning to...
    a. food
    b. meal
    c. menu
    d. beverage

Choose the correct answer by crossing (X) for a, b, c, or d!

11. Dinda is a new member of Mawar English Club. She introduced herself.
    Dinda : ladies and gentlemen...

    a. I am happy to meet you

    b. Let me introduce you to the audiences

    c. Let me introduce myself

    d. May I introduce my friend

12. Hanif : Excuse me, ... I am Hanif Irham from SMP Tunas Kartika

Indra : I'm Indra, from SMP Media Citra. How do you do?

a. Allow me to say goodbye b. Allow me to know yourself

c. Allow me to introduce myself

d. Allow me to introduce them

13. Ayu : Hi, ... ? My name is Ayu Glad to see you
Fitria : Hi Ayu Glad to meet you, too. I am Fitria

a. May I help you?

b. May I introduce myself

c. Do you know me

d. May I know you

14. Diana wants to introduce Meika to her brother.
Diana : Meika, this is my brother, Bilal, and Bilal this is Diana.
Bilal : ...

a. Hi, nice to meet you

b. Are you okay?

c. How is she?

d. Don't mention it

15. Aira : Ayla, I'd like you to meet my friend, Rizka
Ayla : Hi, Rizka
Rizka : Hello Ayla. You look familiar, ... before?

a. will we meet

b. did we meet

c. have we met

d. could we meet

16. Raka : Hello, I am Raka. A new student here.
    Chika : Hello Raka Glad to meet you, too..

    a. I am Chika

    b. Her name is Chika

    c. I know Chika

    d Chika is my friend

17. X : I'd like to introduce my friends, ...
    Y : How do you do? He has talked about you.
    a. These are Chandra and Rifki
    b. This is my friends
    c. Here is my friend
    d. Those are yours
18. Teacher: Class, ... Rihana
    Rihana : Nice to meet you
    Students : Nice to meet you, too
    a. Let me introduce you to her
    b. We are happy to have you here
    c. Please tell us something
    d. This is our new friend
19. Joana : Excuse me, allow me to introduce myself. My name is Joana. I am a new student here.
    Anna : Nice to meet you. My name is Anna. How do you do?
    Joana : ...
    a. I'm OK
    b. Nice
    c. How do you do?
    d. Not too bad, Anna
20. Ifa : Hi Desy, nice to meet you here. By the way ... . His name is Bayu
    Desy : Nice to meet you. My name is Desy
    Bayu : Nice to see you, too. I am Bayu, a student here.

a. Here i am
b. This is my friend
c. You know him
d. He is a student

Answer Key

Post Test	
1	B
2	B
3	D
4	C
5	B
6	B
7	B
8	D
9	B
10	D
11	C
12	C
13	B
14	A
15	C
16	A
17	A
18	D
19	C
20	B

Appendix 10. Post Test Question Control

POST TEST

Nama :
Kelas :

Read the dialogue below and answer the questions number 1-5

Arya is talking to a new friend in his class. Arya is introducing himself to him

Arya : Hello, I am Arya, My full name is Arya Kamandika. What is your name?
Raka : I am Raka. My complete name is Raka Iswara. I have just moved from Medan, Sumatra Utara, Where do you live?
Arya : I live at Melati street number 45. And what is your address?
Raka : My address is Kijang street number 12. I live with my grandmother here. My parents are still in Medan. They work there
Arya : What is your phone number?
Raka : I'm sorry, i have no phone.

1. Where is Raka coming from?
   a. Semarang
   b. Medan
   c. Aceh
   d. Bali
2. Where does Raka live now?
   a. Melati street number 45
   b. Kijang streeet number 12
   c. Medan, Sumatera Utara
   d. jakarta
3. With whom does Raka live?
   a. Parents
   b. Grandparents
   c. Uncle
   d. Grandma
4. 14. Does Raka have phone?

a. Yes, he has
b. No, he will not
c. No, he doesn't
d. Yes, he does

5. It can be stated from the text that
   a. Arya has known Raka for a long time
   b. Raka has just moved to Semarang from Medan
   c. Raka has met Arya before
   d. Raka live with his parents

Read the text to answer number 6 – 10

PERSONAL IDENTITY

Name	: Vina
Full name	: Vina Meliana
Place of birth	: Boyolali
Date of birth	: 12 Juni 2008
Religion	: Islam
Address	: Kenari Street 56 Semarang
Phone number	: -
School address	: SMP Nusa Bngsa
Grade	: 7th
Height	: 151 cm
Weight	: 40 Kg
Food	: Fried Chicken
Drink	: Capuccino Float

6. The purpose of the text is to ...
   a. describe Vina Meliana
   b. give information about Vina Meliana's personal identity
   c. retell Vina's experience
   d. inform what the food Vina likes
7. 17 How old is Vina in 2020?
   a. 11
   b. 12
   c. 13
   d. 14
8. Are Vina's birth place and her address same?

a. Yes, they do
b. No, they do not
c. Yes, they are
d. No, they are not

9. It can be conclude from the text that....
   a. Vina will have birthday on July
   b. She is the 7th grade student of junior high school now
   c. She lives with her parents
   d. She has phone number
10. The word 'drink' has the closest meaning to...
   a. food
   b. meal
   c. menu
   d. beverage

Choose the correct answer by crossing (X) for a, b, c, or d!

11. Dinda is a new member of Mawar English Club. She introduced herself.
   Dinda : ladies and gentlemen...

   a. I am happy to meet you
   b. Let me introduce you to the audiences
   c. Let me introduce myself
   d. May I introduce my friend
12. Hanif : Excuse me, ... I am Hanif Irham from SMP Tunas Kartika
   Indra : I'm Indra, from SMP Media Citra. How do you do?

   a. Allow me to say goodbye
   b. Allow me to know yourself
   c. Allow me to introduce myself
   d. Allow me to introduce them
13. Ayu : Hi, ... ? My name is Ayu Glad to see you
   Fitria : Hi Ayu Glad to meet you, too. I am Fitria

   a. May I help you?
   b. May I introduce myself
   c. Do you know me

d. May I know you

14. Diana wants to introduce Meika to her brother.
    Diana : Meika, this is my brother, Bilal, and Bilal this is Diana.
    Bilal : ...

    a. Hi, nice to meet you
    b. Are you okay?
    c. How is she?
    d. Don't mention it
15. Aira : Ayla, I'd like you to meet my friend, Rizka
    Ayla : Hi, Rizka
    Rizka : Hello Ayla. You look familiar, ... before?

    a. will we meet
    b. did we meet
    c. have we met
    d. could we meet
16. Raka : Hello, I am Raka. A new student here.
    Chika : Hello Raka Glad to meet you, too..

    a. I am Chika
    b. Her name is Chika
    c. I know Chika
    d. Chika is my friend
17. X : I'd like to introduce my friends, ...
    Y : How do you do? He has talked about you.
    a. These are Chandra and Rifki
    b. This is my friends
    c. Here is my friend
    d. Those are yours

18. Teacher: Class, ... Rihana
    Rihana : Nice to meet you
    Students : Nice to meet you, too
    a. Let me introduce you to her
    b. We are happy to have you here

c. Please tell us something
d. This is our new friend

19. Joana : Excuse me, allow me to introduce myself. My name is Joana. I am a new student here.
    Anna : Nice to meet you. My name is Anna. How do you do?
    Joana : ...
    a. I'm OK
    b. Nice
    c. How do you do?
    d. Not too bad, Anna
20. Ifa : Hi Desy, nice to meet you here. By the way ... . His name is Bayu
    Desy : Nice to meet you. My name is Desy
    Bayu : Nice to see you, too. I am Bayu, a student here.
    a. Here i am
    b. This is my friend
    c. You know him
    d. He is a student

Answer Key

Post Test	
1	B
2	B
3	D
4	C
5	B
6	B
7	B
8	D
9	B
10	D
11	C
12	C
13	B
14	A
15	C
16	A
17	A
18	D
19	C
20	B

Appendix 11. Running Text material

Arya is talking to a new friend in his class. Arya is introducing himself to him

Arya : Hello, I am Arya, My full name is Arya Kamandika. What is your name?
Raka : I am Raka. My complete name is Raka Iswara. I have just moved from Medan, Sumatra Utara, Where do you live?
Arya : I live at Melati street number 45. And what is your address?
Raka : My address is Kijang street number 12. I live with my grandmother here. My parents are still in Medan. They work there
Arya : What is your phone number?
Raka : I'm sorry, i have no phone.

PERSONAL IDENTITY

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Appendix 12. Documentation

Discussion between teacher and headmaster SMPN 2 Pegandon

Students are sleepy because of the last hour of class

Discussion with teacher of SMPN 2 Pegandon

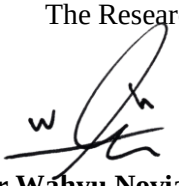
Giving some treatment in the class

CURRICULUM VITAE

Name : Fajar Wahyu Novianto
Place and date of birth : Kendal, 30 November 2000
Addres : Damarsari RT05/RW01, Cepiring, Kendal
Educational Background :

1. SD Negeri 2 Damarsari
   Year 2006 – 2012
2. SMP Negeri 1 Cepiring
   Year 2012 – 2015
3. SMA Negeri 1 Cepiring
   Year 2015 -2018
4. Uin Walisongo Semarang
   Year 2018 - 2023

Semarang, 23 December 2022
The Researcher



Fajar Wahyu Novianto
1803046056