THE EFFECT OF USING MULTIMEDIA-BASED VISUALIZATION COMBINED WITH LISTEN READ DISCUSS STRATEGY ON STUDENTS' READING COMPREHENSION OF EXPLANATION TEXT

THESIS

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



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Assalamu'alaikum Wr. Wb.

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THE EFFECT OF USING MULTIMEDIA-BASED VISUALIZATION COMBINED WITH LISTEN-READ-DISCUSS STRATEGY ON STUDENTS' READING COMPREHENSION OF EXPLANATION TEXT

I state that the thesis is ready to be submitted to Education and Teacher Trainer Faculty UIN Walisongo Semarang to be examined at Munaqosyah session. *Wassalamu'alaikum Wr. Wb.*

> Semarang, 27 September 2022 The Advisor,

Dr. Siti Tarwiyah, M.Hum, NIP. 19721108 199903 2 001

DEDICATION

This thesis is dedicated to:

- My beloved parents (Mr. Abdul Aziz and Mrs. Sri Sulistyowati) who who always give me endless support and prays.
- 2. My beloved sister, Nidia Reva Azti.
- 3. My big family who always support and motivate me.
- 4. All my friends who always give support and prays.

ΜΟΤΤΟ

قُل لَّن يُصِيبَنَا إِلَّا مَا كَتَبَ اللَّهُ لَنَا هُوَ مَوْلَانَا ، وَعَلَى اللَّهِ فَلْيَتَوَكَّلِ الْمُؤْمِنُونَ

"Say, 'Nothing will befall us except what Allah has ordained for us. He is our master, and in Allah let the believers put their trust." (QS. At-Taubah:51)

"I believe we learn what we are meant to learn, and some of us are simply meant to learn things the hard way."

(James R. Doty)

ABSTRACT

TITLE	:	THE EF	FECT	OF	USING	MULT	IMEDIA-
		BASED	VISU	UALIZ	ZATIO	N CO	MBINED
		WITH L	ISTEN	REA	D DISC	USS ST	RATEGY
		ON	ST	UDEN	NTS'	R	READING
		COMPR	EHENS	SION	OF	EXPLA	NATION
		TEXT					
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PROGRAM	:	ENGLIS	H EDU	CATI	ON DE	PARTM	IENT

In reading comprehensiom classroom, it is important to use reading instruction technique with suitable kinds of visualization media to teach student. Since the previous studies investigated the effect of multimedia on students' reading comprehension but did not specifically use Listen Read Discuss strategy. Therefore, the current research objective is to know the effect of using Multimedia-Based Visualization combined with Listen Read Discuss strategy on EFL students' reading comprehension of explanation text. The population of this research was 11th grade students of SMA Walisongo Pecangaan, Jepara, and quasiexperimental design was used to achieve the objective of the research. Reading test was used to collect data from 60 students in both experimental and control class through pre-test and post-test. The result of t-test showed that t_{count} (5,2235) > t_{table} (2,0017). So, H₀ is rejected and H_a is accepted. It means that there is significant difference between students' reading comprehension who were taught using multimediabased visualization combined with listen read discuss in experimental class and students who were not taught using multimedia-based visualization combined with listen read discuss in control class. It can be concluded that using multimedia-based visualization combined with listen read discuss strategy is effective to teach reading comprehension of explanation text.

Keywords: Explanation text, Listen-Read-Discuss, Multimedia, Teaching strategy.

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Shalawat and Salam always dedicated to Prophet Muhammad SAW who brings us from the darkness to the brightness.

In finishing this thesis, I realized that this thesis would not be completed without the help, advice, guidance, and support from various sides. In this chance, I would like sincerely thank to:

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Finally, the writer realizes that this thesis is still far from being perfect. The writer will happily accept any suggestions and criticisms in order to make this thesis better. The writer hopes this thesis can be useful for the improvement of English teaching and learning process, especially for the writer and for the readers in general. Amen.

Semarang, December 2022 The writer,

Wilsa Bravida 1803046070

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CHAPTER I INTRODUCTION

This chapter is divided into several sections which discuss about background of the research, research question, objectives of the study, and significances of the study.

A. Background of the Research

Reading is one of four basic skills in communicating, it seems simple but very complicated process. Reading is a complex process where readers will get information after reading printed pages.¹ Students should be able to perceive and pronounce the printed words, letters, signs, and symbols by electing the meaning.

In the process of reading, both visual and non-visual information are connected to each other. The visual information gained from reading the source is associated together with the non-visual information stored in the brain to make meaning formed during the act of reading. It means that the information stored in the brains gained from reading is the same important as information that printed in the source to understanding meaning.²

¹ Stallfter. (1969). www.ukessays.com. Retrieved on 10 January, 2022, from Definition of Reading:

https://www.ukessays.com/essays/languages/definition-of-reading.php

² Andrew P. (Andrew Paul) Johnson, *Teaching Reading and Writing*: A *Guidebook for Tutoring and Remediating Students*, 2008.

Reading comprehension is a term used to diagnose skills that are needed to understand and apply information gained from written material.³ This statement is supported by Harris & Sipay (1980), who said that reading comprehension ability is a set of skills that is taught so that people can obtain information and understand and can show the information that has been obtained as the output of reading activities from printed language.⁴

As Allah SWT said about the importance of reading in the holy Al-Qur'an:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي حَلَقَ ﴿١﴾ حَلَقَ الْإِنسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنسَانَ مَا لَمُ يَعْلَمُ ﴿٥﴾

Proclaim! (or Read) in the name of the Lord and Cherisher, who created. Created man, out of a (mere) clot of congealed blood. Proclaim! And the Lord is Most Beautiful. He who taught (the use of) the pen. Taught men that which he knew not. (Al-Alaq/96: 1-5).⁵

³ Olson, J.P and M.H Diller. *Learning to Teach Reading in Elementary School.* London. MacMillan Publishing Company, 1982.

⁴ Harris, A.J. and E.R. Sipay.1980. How to Increase Reading ability. New York: Longman Inc.

⁵ Maulana Muhammad Ali, 'The Holy Qur'an: Arabic Text with English Translation and Commentary', *Journal of Qur*, 11.1 (2009), 132–35.

According to the verses above, it is indicated that the key of education is the ability to read. Through reading, humans can explore and develop their knowledge.

In learning reading, there are different underlying factors can contribute to problems with reading fluency. Word recognition issues can make it harder to understand English, which frequently results in understanding issues. Fluent reading is essential for comprehension because effortful reading diverts attention from understanding.⁶

Based on the preliminary research conducted by the researcher at the eleventh grade of SMA Walisongo Pecangaan Jepara, the researcher interviewed the teacher and some students. The result of the interview shows that most students' obstacles in reading are the lack of vocabulary and difficulties in comprehending reading text. Besides, the use of multimedia is rare and usually focused on textbooks. So, it makes students bored and didn't focus during class.

Nowadays, as the development of knowledge and technology, teachers are also required to develop their skills and strategies to teach. Teacher should move from conventional teaching in the class as in line with today's needs. In order to make students interested in learning, and make them motivated in

⁶ Perfetti, C.A. (1985). Reading ability. New York, NY: Oxford University Press.

learning, it is better for English teachers to use interactive media in their teaching and learning process to make the class more essential and fun.⁷

Multimedia is a learning tool that combines five basic types of media such as video, graphics, sound, animation, and text to create and support education environment to be more influential.⁸ The term 'interactive multimedia itself can refer to a set of digital media to support the creation of a better learning environment such as text, images, video, sound, and animation.⁹

There have been ocean of research studies that investigate text comprehension from different angles such as teaching methods, teaching media, reading strategies, etc.¹⁰ Latinia, N., et al (2020) conducted a multimedia eye-tracking study investigating whether reading medium affects students' processing and integration of textual and pictorial information.¹¹ A study

⁷ Ruis, et al. Instructional Media: Module of MGMP BERMUTU.

Depdiknas: Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan Bahasa, 2009.

⁸ Abhaya Asthana, 'Multimedia in Education - Introduction, The Elements of, Educational Requirements, Classroom Architecture and Resources, Concerns', *Computer Communications*, 2009.

⁹ Sharma Ramesh & Mishra Sanjaya, *Interactive Multimedia in Education and Training*, 2011 https://doi.org/10.4018/978-1-59140-393-7>.

¹⁰ Nahid Majidi and Nader Assadi Aydinlu, 'The Effect of Contextual Visual Aids on High School Students' Reading Comprehension', *Theory and Practice in* Language Studies, 6.9 (2016), 1827 https://doi.org/10.17507/tpls.0609.15>.

¹¹ Natalia Latini, Ivar Bråten, and Ladislao Salmerón, 'Does Reading Medium Affect Processing and Integration of Textual and Pictorial Information? A

conducted by Samat, A. & Aziz, A. (2020) about the effect of multimedia learning in teaching reading comprehension among indigenous pupils.¹² Research by Nadirah et al. (2020) investigates whether the use of interactive multimedia could improve students' ability and attract their interest in reading comprehension.¹³ Research done by Tampubolon, A. & Panjaitan, N. B. (2019) about comparative study to find the difference in students' reading comprehension improvement between those who were taught using Listen-Read-Discuss strategy and those who were taught using Think-Pair-Share strategy.¹⁴ Research conduct by Niknejad, S., & Rahbar, M. (2015) investigate about kind of visual media (dynamic or static) that can improve students' reading comprehension especially in EFL classroom.¹⁵ Studies conduct by

Multimedia Eye-Tracking Study', *Contemporary Educational Psychology*, 62.April (2020), 101870 https://doi.org/10.1016/j.cedpsych.2020.101870. ¹² Mohamad Subaidi bin Abdul Samat and Azlina Abdul Aziz, 'The

Effectiveness of Multimedia Learning in Enhancing Reading Comprehension Among Indigenous Pupils', *Arab World English Journal*, 11.2 (2020), 290– 302 <https://doi.org/10.24093/awej/voll1no2.20>.

¹³ Nadirah and others, 'Interactive Multimedia In EFL Classroom: A Study Of Teaching Reading Comprehension At Junior High School In Indonesia', *Journal of Advanced English Studies*, 3.2 (2020), 131–45 ">http://sastra.unifa.ac.id/journal/index.php/jes/article/view/92>.

¹⁴ Apricia Tampubolon and Nelson Balisar Panjaitan, 'A Comparative Study between TPS and LRD Strategy to Enhance Students' Reading

Comprehension', Acuity : Journal of English Language Pedagogy, Literature and Culture, 4.2 (2019), 128–52

https://doi.org/10.35974/acuity.v4i2.1041>.

¹⁵ Saloomeh Niknejad and Behzad Rahbar, 'Comprehension through Visualization: The Case of Reading Comprehension of Multimedia-Based

Dwiono, R. (2017) and Pebriana, N. et al. (2019) about the use of Listen Read Discuss strategy on teaching and learning reading comprehension.^{16 17}

The researcher chose multimedia-based visualization because multimedia-based visualization leads EFL learners to better reading comprehension. A study conducted at an Iran Language Institute (ILI) found that by using visualization, learners increased their motivation in studying by experiencing different ways to learn reading. The study proves that visualization media is innovative so that it can give students the opportunity to be involved in an interactive learning process and can help students to develop their reading comprehension. Furthermore, this study recommends teachers to use reading instruction technique with suitable kinds of visualization media to teach in their classrooms.¹⁸ This finding is supported by research done in one primary school located in Kluang, Malaysia. The study has also made it clear how important it is to plan the lesson with the proper combination of

Texts', International Journal of Educational Investigations, 2.5 (2015), 144–51.

¹⁶ Rija Dwiono, 'Listen-Read-Discuss in Teaching and Learning Reading Comprehension : A Case Study of Private', 433–42.

¹⁷ Pebriana, E., Saputri, S., & Qonaatun, A. (2019). The Effectiveness of Listen-Discuss Strategy (LRD) Toward Reading Students'

Comprehension. *Journal of English Language Teaching and Literature* (*JELTL*), 2(1), 16-22.

¹⁸ Saloomeh Niknejad and Behzad Rahbar, 'Enhancing EFL Learners' Reading Comprehension Ability through Multimedia-Based Visualization', *Journal of Applied Linguistics and Language Research*, 2.6 (2015), 119–27.

multimedia and visualization techniques to help students understand comprehension texts.¹⁹

Based on that finding, in this research, the researcher chose Listen Read Discuss as the reading instruction technique to teach students. Listen Read Discuss strategy first introduced by Manzo and Casale as a lesson design that can enhanced one's comprehension through the three stages of lesson formats.²⁰ The familiar and simple format of the design is expected to create interaction between teacher and students. Listen Read Discuss is effective in improving students reading comprehension. A study conducted at MTS Nurul Falah Kresek showed that the students who were taught using Listen Read Discuss strategy showed improved ability in reading comprehension than the students who didn't.²¹ On the contrary, a study conducted by Dwiyono at a private senior high school in Lampung showed that the teaching and learning process by using Listen Read Discuss was still less effective and not maximal. During his research, many problems were faced by the teacher and the students during the process of teaching and learning. On the other hand, the classroom atmosphere while teaching and learning by using Listen Read Discuss where the students looked active in learning reading

¹⁹ bin Abdul Samat and Abdul Aziz.

²⁰ Anthony Manzo and Ula Price Casale, 'Listen-Read-Discuss: A Content Reading Heuristic.', *Journal of Reading*, 28.8 (1985), 732–34.

²¹ Pebriana, E. and others.

comprehension by using Listen Read Discuss. But many of them looked less responsive and did not have motivation.²²

Since the previous research studies investigated the effect of multimedia on students' reading comprehension but did not specifically use Listen Read Discuss strategy. Therefore, the current research investigate the use of multimedia-based visualization combined with Listen Read Discuss strategy as the teaching method to enhance students' reading comprehension; with focus on using video illustration as media to teach in senior high school level.

B. Research Questions

Does Multimedia-Based Visualization combined with Listen Read Discuss strategy have significant effect on improving EFL students' reading comprehension?

C. Research Objective

This study investigate the effect of using Multimedia-Based Visualization combined with Listen Read Discuss strategy on EFL students' reading comprehension of explanation text in reading comprehension classrooms.

²² Dwiono.

D. Pedagogical Significance

- 1. Visual media combined with Listen Read Discuss strategy is expected to increase students' interest in learning English, especially their reading comprehension.
- Give more experience or add reading input for readers about the use of multimedia-based visualization and Listen Read Discuss strategy in Teaching English.

CHAPTER II THEORETICAL REVIEW

A. Previous Research

A study done by Nadirah et al. (2020) about the effect of using interactive multimedia in EFL reading comprehension classroom investigate the use of interactive multimedia to improve and make students interested in reading comprehension classrooms. The participants of the study were 81 students of Eighth Grade of SMP Negeri 4 Panca Rijang. The researcher used reading test and questionnaire as instrument to collect data. The result of data analysis showed that the students who used interactive multimedia claimed that they are interested in the use of interactive multimedia than use the conventional technique. The use of interactive multimedia also improved their reading comprehension. From the research, unfortunately, the researcher didn't mention what kind of media they used specifically in reading classrooms.²³ The similarity with the current study was the use of multimedia to teach reading. The differences with the current study are the previous study used mix-method, investigate students' interest in learning, and focused on narrative text while the current study uses quantitative research method, focused on

²³ Nadirah and others.

explanatory text, and investigate multimedia-based visualization combined with LRD strategy.

Research done by Abdulrahaman, M. D. (2020) entitle 'Multimedia tools in the teaching and learning processes: A systematic review' investigate different multimedia tools in the teaching and learning process with a view to identifying the existing multimedia-based tools, understanding their usage, application areas and impacts on education system through a systematic review of the scientific published studies. The researcher used 78 articles which had been shortlisted for analysis. Each article was reviewed and information extracted from it for tabulation. The result of the study showed that the majority of multimedia solutions used for teaching and learning target the pedagogical content of the subject of interest and the solution's user audience, while the technologies and components built into the development of the various multimedia tools have contributed to their success when used on various target groups and subjects.²⁴ The similarity with the current study was the use multimedia as a tool for teaching. The difference with the current study was the previous study using qualitative method and systematic review while the current study using quantitative method and experimental design.

²⁴ M. D. Abdulrahaman and others, 'Multimedia Tools in the Teaching and Learning Processes: A Systematic Review', *Heliyon*, 6.11 (2020), e05312 <https://doi.org/10.1016/j.heliyon.2020.e05312>.

A research done by Samat, Mohamad & Abdul Aziz, Azlina. (2020) about The Effectiveness of Multimedia Learning in Enhancing Reading Comprehension Among Indigenous Pupils investigate the effect of multimedia learning in teaching reading comprehension among indigenous pupils. It also explores the elements that influence multimedia effectiveness in enhancing reading comprehension among indigenous pupils. 20 indigenous pupils in one primary school located in Kluang, Malaysia. The researchers used two instruments in conducting the research, which were semi-structured interview and test. The result of the study shows that the use of multimedia learning in teaching reading comprehension is advantageous since the usage of scaffolded media components comprehension. numerous However, audio is the least efficient at assisting students in understanding the material.²⁵ The difference with the current study is the previous study used action research while current study used experimental design, the instruments were using interview and test while the current study used reading test. The similarity with the current study was the use of multimedia to teach reading.

A study done by Tarchi, C. et. al (2020) entitle '*Learning* from text, video, or subtitles: A comparative analysis' investigate the influence of media (text, video, or subtitled video) on students' learning outcomes. Participants were undergraduate students from

²⁵ bin Abdul Samat and Abdul Aziz.

a University located in central Italy. Students were enrolled in an Educational Psychology course included in an undergraduate program in Education. The final sample included 247 participants who were Italian and spoke Italian as their primary language. The study's findings supported the notion that all situations in immediate comprehension were substantially equivalent. On the other hand, the results supported the negative impact of subtitled videos on the deep learning outcomes.²⁶ The difference with current study was the previous study not specify the teaching method. The similarity with the current study were the previous study used video as teaching media and used experimental design.

A study entitle 'A Comparative Study between TPS and LRD Strategy to Enhance Students' Reading Comprehension' was done by Tampubolon, A. & Panjaitan, N. B. (2019) investigate whether there is any significant difference in students' reading comprehension enhancement between those who were taught using Listen-Read-Discuss strategy and those who were taught using Think-Pair-Share strategy. The participants this study were two classes of eight-grade SMPN 10 Cimahi, Bandung. The findings of this study indicated that both classes have improved their reading comprehension based on the mean score. In addition,

²⁶ Christian Tarchi, Sonia Zaccoletti, and Lucia Mason, 'Learning from Text, Video, or Subtitles: A Comparative Analysis', *Computers and Education*, 160.March 2020 (2021), 104034

<https://doi.org/10.1016/j.compedu.2020.104034>.

there was no significance difference between students taught using the TPS and those taught using the LRD strategy. It indicate that both approaches were effective at improving students' reading comprehension.²⁷ The difference with current study was the previous study used comparative design while the current study used experimental design. The similarity with the current study was both study used Listen Read Discuss as teaching method.

A Research done by Pebriana, E. et al (2019) entitle '*The Effectiveness of Listen-Discuss Strategy (LRD) Toward Reading Students' Comprehension'* investigate the effect of using Listen Read Discuss Strategy (LRD) strategy toward students' reading comprehension at the eighth grade of MTS Nurul Falah Kresek. The participants of this study were 40 students of Eighth Grade of MTS Nurul Falah Kresek. The result shows that the students who were taught using Listen Read Discuss strategy showed improved ability in reading comprehension than the students who didn't.²⁸ The difference with current study is the previous study used Listen Read Discuss on students' reading comprehension of narrative text while the current study use multimedia-based text combined with Listen Read Discuss on students' reading comprehension of explanation text. The similarity with the current study is the use of LRD in teaching reading.

²⁷ Tampubolon and Panjaitan.

²⁸ Pebriana, E. and others.

B. Literature Review

1. Reading Comprehension

There have been many research studies that investigate text comprehension from different angles.²⁹ Reading comprehension is one of the most important skills for us to have and it is undoubtedly important in everyday life, no matter which strategies and techniques that are different for each person to use.³⁰ Reading comprehension is a term used to diagnosing skills that are needed to understand and apply information gained from written material.³¹ This statement is supported by Harris & Sipay (1980), who said that reading comprehension ability is a set of skills that is taught so that people can obtain information and understand and can show the information that has been obtained as the output of reading activities from printed language.³²

From the explanation above, it can be concluded that reading comprehension is a set of skills that allow people to gain knowledge from written material.

²⁹ Majidi and Aydinlu.

³⁰ Ivana Cimermanová, 'Using Comics with Novice EFL Readers to Develop Reading Literacy', *Procedia - Social and Behavioral Sciences*, 174 (2015), 2452–59 https://doi.org/10.1016/j.sbspro.2015.01.916>.

³¹ Olson, J.P and M.H Diller. *Learning to Teach Reading in Elementary School.* London. MacMillan Publishing Company, 1982.

³² Harris, A.J. and E.R. Sipay.1980. How to Increase Reading ability. New York: Longman Inc.

2. Explanation Text

Khusi (2017) said that explanation text is a text that explains why an event occured or a process that explains the form of a phenomenon. An explanation comes from questions related to why and how an event could occur (Andyani, Saddhono, & Mujyanto, 2016). Explanation is a text which tells processes relating to forming of natural, social, scientific, and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history textbooks. According to Mark Anderson and Kathy Anderson (1997: 82) says that the explanation text type is often used to tell how and why thing (phenomena) occur in nature.

Generic Structure of Explanation Text

- General statement: stating the phenomenon issues which are to be explained.
- Sequenced of explanation: stating a series of steps which explain the phenomena.
- Concluding statement: conclude the phenomenon issues.

Purpose of Explanation Text

- Explanation is a text which tells processes relating to forming of natural, social, scientific, and cultural phenomena.
- To explain how or why something happens.

It can be concluded that explanation text is one of text genres which purpose is to explain how and why an event formed or occurred. Explanation text also has three generic structures that are commonly used.

3. Listen Read Discuss

Listen Read Discuss strategy first introduced by Manzo and Casale (1985) as a lesson design that can enhanced one's comprehension for a non-fiction reading selection. This technique has familiar appearance with the three stages of lesson formats. The familiar and simple format of the design is expected to create interaction between teacher and students.

Listen-Read-Discuss, is a strategy that helps students comprehend text by building their prior knowledge of the topic in advance to reading the text. Students begin using this strategy by listening to a presentation of the content they are going to read. Students then read the text selection and once finished they participate in a discussion that has them compare and contrast the information their learned while reading to the information presented to them at the beginning. The purpose of the LRD strategy is to have students orally comprehend the specific content by engaging in classroom discussions.³³

³³ Mikki Modjeski. 2010. Listen-Read-Discuss [LRD]. Comprehension Strategies. https://comprehensionstrategiesmikkimodjeski.weebly.com/listen-read-discuss.html

According to Manzo and Casale (1985) there are benefits of learning through Listen Read Discuss strategy, such as: Listen Read Discuss strategy lesson format offers a simple and familiar approach to gain background knowledge and make reading easier, facilitate students with lower reading ability to be able to read at the necessary grade level, also Listen Read Discuss Strategy enable the needs between teacher, student, and text which is desired but difficult to achieve.³⁴

Listen Read Discuss strategy is a simple lesson format that can help students in understanding text by enhancing their prior knowledge of the subject in advance of reading the text.

4. Multimedia

Multimedia learning is learning from words and pictures. People who learn through multimedia do not only absorb information from words but also deeply absorb information from both words and images or visualizations.³⁵ Several research have suggested that using multimedia is useful and effective to teach students' reading comprehension (Nadirah et al., 2020; Niknejad & Rahbar, 2015; Torabian &

³⁴ Manzo and Casale.

³⁵ Richard E. Mayer, *The Cambridge Handbook of Multimedia Learning, Second Edition, The Cambridge Handbook of Multimedia Learning, Second Edition,* 2014 https://doi.org/10.1017/CB09781139547369>.

Tajadini, 2017; Marzban, 2011; Mahavanti, 2017; Majidi & Aydinlu, 2016). But does reading medium affect reading comprehension? In research done by Latina et al. (2020), students who read the illustrated text on paper showed more integrative processing during reading than the students who read exactly the same text on a computer. There was no main effect of reading medium on integrated understanding. Otherwise. integrative processing positively affected comprehension performance, resulting in a mediated effect of medium on comprehension via integrative reading processing. Mahayanti (2017), reported that from the research was done, it was found that in that school setting needed other kinds of strategy and interactive media to help the students being active in learning. The researcher then developed a media to improve their reading competency which meet all the requirements of syllabus, good media, and good materials.36

The process of multimedia-assisted learning changed from a traditional one-way mode to a two-way mode. Learners not only read or listen to the multimedia content but they also have more flexibility to explore and learn with the

³⁶ N. W. S. Mahayanti, 'Developing Calf (Contextual, Attractive, Logical, and Fun) Media To Teach Reading for Young Learners', *International Journal of Language* and Literature, 1.2 (2017), 106 https://doi.org/10.23887/ijll.v1i2.12536>.

interactive content.³⁷ According Nadirah et al. (2020), there was significant difference between achievement of the students who used interactive multimedia and those who did not use interactive multimedia (conventional technique) in reading comprehension.³⁸ Another strong point of using multimedia is that it will match to the level of users and their individual characteristics.³⁹

Multimedia is a learning tool that integrates types of media to create and support an educational environment. Multimedia enables the student to not only read or listen to the multimedia content but also help students to fully comprehend the information offered to them.

5. The Concept of Multimedia-Based Visualization

Cimermanová (2015), claimed that students will be more sensitive to contextual concepts that allow them to develop their reading skills if they are trained to exploring images, visuals, and fonts if balanced with the use of appropriate reading strategies will lead them to the increase

³⁷ Kao, G. Y.-M., Tsai, C., Liu, C.-Y., & Yang, C.-H. (2016). *The effects of high/low interactive electronic storybooks on elementary school students' reading motivation, story comprehension and chromatics concepts. Computers & Education, 100, 56–70.*

³⁸ Nadirah and others.

³⁹ Amir Marzban, 'Investigating the Role of Multimedia Annotations in Efl Reading Comprehension', *Procedia - Social and Behavioral Sciences*, 28 (2011), 72–77 https://doi.org/10.1016/j.sbspro.2011.11.015>.

of autonomy.⁴⁰ The research done by Niknejad & Rahbar (2015), proved that reading comprehension while using dynamic visualization would lead to better comprehension among EFL learners. Dynamic visualization increased the motivation of learners improve their reading to comprehension as they experienced different ways to learn reading.⁴¹ Study conducted by Torabian & Tajadini (2017) shows that animated films as visual media have been proved to improve students 'reading comprehension skills. Animated films have also been shown to have a strong influence in attracting students' attention and allowing students to relate the meaning of texts quickly. For example, students will be easily involved actively in learning activities using films in presentations, of course by actively combining presentation activities with controlled practices. 42

The majority of multimedia solutions used for teaching and learning target the pedagogical content of the subject of interest and the solution's user audience, while the technologies and components built into the development of

⁴⁰ Cimermanová.

⁴¹ Niknejad and Rahbar, 'Enhancing EFL Learners' Reading Comprehension Ability through Multimedia-Based Visualization'.

⁴² Asefeh Torabian and Massoud Tajadini, 'Fostering EFL Learners' Reading Comprehension: Animation Film Technique', *Advances in Language and Literary Studies*, 8.2 (2017), 55

<https://doi.org/10.7575/aiac.alls.v.8n.2p.55>.
the various multimedia tools have contributed to their success when used on various target groups and subjects.⁴³

Based research done by Niknejad & Rahbar (2015), proved the reasons why reading comprehension while using visualization would lead to better comprehension among EFL learners⁴⁴:

- Visualization help learners to improve their reading comprehension and enhancing learners' motivation in reading comprehension as they tried dan experienced different ways to learn reading.
- Visualization was a very innovative way and help the participants to improve their reading comprehension. It made participants of the study to joined the learning process by interactive visual and activities.
- It was, also, found that by using visualization module as the one investigated in this study, EFL learners more opportunities to communicate in EFL classes.
- The results of this study also suggest EFL teachers to choose the appropriate kind of visualization, reading instructions techniques, and text selections to achieve good results in their classroom.

⁴³ Abdulrahaman and others.

⁴⁴ Niknejad and Rahbar, 'Enhancing EFL Learners' Reading Comprehension Ability through Multimedia-Based Visualization'.

There is positive effect of the uses of multimedia and visual aids on students' comprehension of content. Both multimedia and visual aids can help students ease their difficulties in learning through multimedia technologies such as websites, videos, photos, etc.⁴⁵ The majority of reading comprehension issues are related to grasping complex concepts, interpreting foreign words, and manipulating information to respond to comprehension questions. Multimedia learning offers a solution to all of these issues since it enables students to visualize the textual content, which is beneficial for indigenous students.⁴⁶

Based on the explanation above, it can be concluded that multimedia-based visualization is a tool that combines various types of media which enable to visualize the textual content of the media. Multimedia-based visualization also would lead students to better comprehension.

6. The Implementation of Teaching Reading using Multimedia-Based Visualization with Listen Read Discuss

Teaching reading involves more than just providing the text and getting the students to read it completely. In order for

 ⁴⁵ Noha Halwani, 'Visual Aids and Multimedia in Second Language Acquisition', *English Language Teaching*, 10.6 (2017)
 https://doi.org/10.5539/elt.v10n6p53>.
 ⁴⁶ bin Abdul Samat and Abdul Aziz.

students to study more enthusedly and easily, teachers must develop their reading instruction technique. LRD is an effective strategy for getting reluctant readers involved in class discussions. Students who are unable to read the complete text on their own could still learn at least the surface level of the material because it is first introduced orally. In this research, the researcher will combine the use of LRD with visual-based media to know how it's influence on students' reading comprehension.

Implementations:

- Listen: The teacher delivers a lecture on the reading's subject matter. Including a visual-based media as a graphic organizer of the explanation text that will be discussed.
- b. Read: Students read the explanation text with the intention of coming to a different understanding or interpretation of the material.
- c. Discuss: The teacher facilitated a class discussion of the material. Encourage students to reflect on the differences between their reading of the content and the teacher's presentation.

The results of research conducted by Manzo and Casale (1985) then followed later by McKenna (1994) showed that Listen Read Discuss can be a solution to problems that students

faced in comprehension such as limited vocabulary and prior knowledge.⁴⁷

Research done by Cimermanová (2015), claimed that students will be more sensitive to contextual concepts that allow them to develop their reading skills if they are trained to exploring images, visuals, and fonts if balanced with the use of appropriate reading strategies will lead them to the increase of autonomy.⁴⁸ It is important for the teacher to choose an appropriate reading strategy to teach in reading classroom. Hence, in Listen Read Discuss strategy, the teacher covers the content selection.⁴⁹ Based on that situation, the researcher wants to combine Listen Read Discuss strategy with Multimedia-based visualization media to know their effect on students' comprehension of explanation text as the text selections.

C. Conceptual Framework

A conceptual framework refers to a set of interconnected ideas that explain a phenomenon or a group of phenomena in detail, or that show how a phenomenon works or relates to its constituent

⁴⁷ Maryanne Gambell, Michael C. McKenna, and Steven A. Stahl, 'Assessment for Reading Instruction', *Canadian Journal of Education / Revue Canadienne de l'éducation*, 27.2/3 (2002) <https://doi.org/10.2307/1602226>.

⁴⁸ Cimermanová.

⁴⁹ Manzo and Casale.

elements.⁵⁰ Conceptual framework used by researcher as a visual model to illustrates the relationship between the variables.⁵¹ Conceptual framework of this research can be seen in the chart below:



⁵⁰ Guntur Guntur, 'A Conceptual Framework for Qualitative Research: A Literature Studies', *Capture : Jurnal Seni Media Rekam*, 10.2 (2019), 91–106 https://doi.org/10.33153/capture.v10i2.2447>.

⁵¹ John W Creswell, 'Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research', *Educational Research*, 2012.

In reading comprehension classroom, it is important for teacher to use reading instruction technique with suitable kinds of visualization media to teach the student. Based on the concept above, there are three stages of the research. In the initial condition, after the researcher conduct preliminary research, it was found that the learning activity was too focused on textbook and rarely use multimedia. After knowing the initial condition, the researcher gave treatment to the students. The researcher chose LRD strategy to help students improve their reading comprehension because LRD strategy can help students to gain background knowledge and make reading easier. Also, the researcher chose multimedia-based visualization as it leads EFL students to better comprehension. The last stage is the final condition. In the final condition, the researcher conducts post-test to test students' condition after giving the treatment. It is to know the relationship between the use of multimedia-based visualization combined with Listen Read Discuss strategy as the independent variable (X) and students' reading comprehension of explanation text as the dependent variable (Y). Then, the outcome of the final condition is to determine whether multimedia-based visualization combined with LRD strategy have significant effect on students' reading comprehension or not.

D. Hypotheses

A research hypothesis is a precise, understandable, and testable proposition or prediction about the likely results of a scientific research study based on a certain characteristic of a population, such as presumptive differences between groups on a single variable or correlations between variables.⁵² Based on the definition of the hypotheses above, the hypotheses of this study are:

- H₀: Multimedia-based visualization combined with Listen Read
 Discuss strategy has no significant effect on students' reading comprehension.
- H_a: Multimedia-based visualization combined with Listen Read
 Discuss strategy has a significant effect on students' reading comprehension.

⁵² Paul Lavrakas, *Encyclopedia of Survey Research Methods*, *Encyclopedia of Survey Research Methods*, 2012 https://doi.org/10.4135/9781412963947>.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

This research applied quantitative research design. The researcher chose quantitative research design to achieve the objective of this research. Quantitative research is a research design based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity.⁵³ Quantitative research data is presented in the form of numbers and analysis using statistics.⁵⁴ Based on the research method, the researcher is interested to use quasi-experimental design in which participants are divided into experimental group and control group.

Experimental design is used to test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.⁵⁵ In this research, the researcher used quasi-experimental design because the study was carried out in three intact classrooms of English as a foreign language. To accomplish the research objective, quasi-experimental research employed a pretest, immediate posttest, and delayed posttest design. For comparison

⁵³ C.R. Kothari, *Research Methodology: Methods and Techniques - C. R. Kothari - Google Books, New Age International,* 2004.

⁵⁴ Aek Phakiti, *Experimental Research Method in Language Learning*, (USA: Bloomsbury Academic, 2014.

⁵⁵ Creswell.

purposes, one class acted as the control group.⁵⁶ In Quasiexperiments, the researcher used assignment, but not random assignment of participants to groups. This is due to practical limitations in participant availability and the prohibition to create artificial groups.⁵⁷ In this research, two classes have been chosen randomly by the researcher as experimental and control class. The experimental class was taught explanation text using multimediabased visualization combined with Listen Read Discuss strategy, while the control class was taught explanation text without using multimedia-based visualization combined with Listen Read Discuss strategy. The design of experimental design could be described as follows⁵⁸:

Table 3.1

The design of experimental design

Experimental	01	Х	02
Control	03	Y	04

In which:

- 01 = pre-test for experimental class
- 02 = post-test for experimental class
- 03 = pre-test for control class

⁵⁶ Phakiti.

⁵⁷ Creswell.

⁵⁸ Sugiyono, 'Metode Penelitian Pendidikan. Bandung', *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, Dan R&D)*, 2015.

- 04 = post-test for control class
- X = treatment by using multimedia-based visualization with LRD strategy
- Y = treatment without using multimedia-based visualization with LRD strategy

B. Settings and Participants of the Research

1. Settings

This research was conducted at SMA Walisongo Pecangaan, located at Jl. Jepara – Kudus Gang Kemantren 9 Pecangaan Kulon, Pecangaan, Jepara. The participants were class XI IPS 1 and XI IPS 2 the academic year 2021/2022. This research was conducted from 10^{th} May – 17^{th} May 2022 to collect the research data.

2. Participants

The participants of this research are all eleventh-grade students of SMA Walisongo Pecangaan academic year 2021/2022. The population of this study is 95 students of 11th grade students of SMA Walisongo Pecangaan. The population is the entire element that will be used as an inference area in which there is an entire subject to be studied.⁵⁹ The students are spread into three classes. The participants of the research were chosen from the class that is homogenous, which is XI IPS 1

⁵⁹ Sugiyono.

and XI IPS 2. Each class consist of 30 students. The researcher then chose two classes randomly as experimental group and control group. Class XI IPS 1 was the control class and class XI IPS 2 was the experimental class.

C. Variables and Indicators

A characteristic or attribute of a person or a group that can be measured or seen by researchers that differs between the people or organizations under study is known as a variable.⁶⁰ Dependent variables and independent variables are used in this research. Independent variables are sometimes called manipulated or experimental variables, while dependent variables are variables that are affected by independent variables. Then, from the variables, indicators can be made to support the variables.

1. Dependent Variable

An attribute or quality that depends on or is affected by the independent variable is known as a dependent variable.⁶¹ The dependent variable of this research is students' reading comprehension of explanation text. The indicators of the Dependent Variable are:

Identifying the social function of explanation text. a.

⁶⁰ H. H Fraenkel, J. R., Wallen, N. E., & Hyun, 'How to Design and Evaluate Research in Education', McGrawHill, 2017. ⁶¹ Creswell.

- b. Identifying the generic structure and language features of explanation text.
- c. Identifying the meaning of words in reading material of explanation text.
- d. Identifying the main idea of a paragraph in reading material of explanation text.
- e. Identifying detailed information in reading material of explanation text.
- 2. Independent Variable

An aspect or quality that has an impact on the dependent variable is referred to as an independent variable.⁶² The independent variable of this research is using multimedia-based visualization and Listen Read Discuss strategy to teach reading comprehension of explanation text.

The indicators of Independent Variable are:

- a. Using video illustrations as learning media to support learning activities.
- b. Observing video illustrations about explanation text.
- c. Discussing the text content in the group discussion in the stage 'Discuss' of Listen Read Discuss.
- d. Answering the questions after completing the three stages of Listen Read Discuss.

⁶² Creswell.

D. Methods of Collecting Data

To collect research data, the researcher used reading test. Reading test used as the performance measurement of students' achievements. There are two kind of test that are used in this research, which are pre-test and post-test. Pre-test is administered to the participants before given the treatment. Meanwhile, post-test is administered after the treatment given to the participants.

E. Instruments

Instruments are used to collect data. In this research, the researcher used reading test to measure students' achievements and performance. Because of that reason, reading test is considered a part of achievement test. Achievement test or an ability test is a test to determine a person's knowledge or skill in a particular field or subject.⁶³

In this research, the researcher used two kinds of reading test which is pre-test and post-test. But before the reading test administered to the students, a try-out test is administered to made sure the validity and reliability of the instrument. Tryout test was administered to the students from different sample but still from the same population, which is class XI IPA. Tryout test consists of 35 test items in the form of multiple-choice. The students are given 60 minutes to complete the test. (See appendix 16)

⁶³ Fraenkel, J. R., Wallen, N. E., & Hyun.

After the data from the try-out test is obtained, then the researcher measure the validity and reliability of the instrument. Validity allows the researcher to draw reliable inferences about the characteristics of the individuals investigated, while reliability gives consistent findings to an instrument.⁶⁴ (See appendices 4 & 5)

After the instrument had been considered valid and reliable, then the instrument for pre-test and post-test can be arranged.

F. Methods of Analyzing Data

After collecting the data, the researcher is going to analyze the data by using inferential analysis. Inferential analysis will be used to analyze data since this research compare two groups; experimental group and control group, which also relate two or more variables.⁶⁵

There were three tests that must be done before analyzing the data, which are prerequisite test, try-out test, and hypothetical test.

1. Prerequisite Test

In prerequisite test, the analyzed data must be ensured to be normally distributed. Then the data from both experiment group and control group must be ensured

⁶⁴ Fraenkel, J. R., Wallen, N. E., & Hyun.

⁶⁵ Creswell.

homogenous. In the prerequisite there are two tests that must be done, namely:

a. Normality Test

Normality test is used to determine whether the sample used is from a normal population or not. In this research, the researcher used Chi-Square to test the normality of the sample. The formula as follows:

$$x^{2} = \sum_{i=1}^{k} \frac{(O_{i} - E_{i})}{E_{i}}$$

In which:

 $x^2 = chi squared$

 $O_i = observed value (actual value)$

 E_i = expected value.

b. Homogeneity Test

After the data indicated normal with normality test, then the data proceed with homogeneity test from the sample. In this research, the researcher used F test. F Test is used to test whether the sample from the same population or not. The steps as follows:

 Calculate variants of both classes (experimental and control class), with the formula:

$$s_1^2 = \frac{\sum (x-\bar{x})^2}{n_1 - 1}$$
 and $s_2^2 = \frac{\sum (x-\bar{x})^2}{n_2 - 1}$

Where:

 s_1^2 = variant of the experimental class

 s_2^2 = variant of the control class

 n_1 = the number of students in the experimental class

 n_2 = the number of students in the control class

2) Determine the value of F, with the formula:

$$F = \frac{biggest \ variance}{smallest \ variance}$$

- 3) Determine the value of df = n-1
- 4) Determine the value of F_{table} with $\alpha = 5\%$
- 5) Determining the distribution homogeneity with test criteria:

If $F_{count} < F_{table}$, the data considered as homogeneous, in the other hand, if $F_{count} > F_{table}$, the data is not homogeneous.

2. Try-out Test

Try-out test is used to ensure whether the research instrument used has been tested for its validity and reliability.

a. Validity Test

Validity test is used to measure whether the instrument is valid or not. In this research, the researcher used content validity and item validity to check the validity of the instruments. 1) Content Validity

Content validity is used to compare the learning material that has been learned by students with the contents of the instrument to be tested. To meet its content validity, the test adapted with the textbook and based on the syllabus for 11th grade senior high school students.

2) Item Validity

Item validity used to measure the validity of the test items. The researcher used Pearson Product Moment to measure the item validity. The researcher gave the try out test to the students from the different sample but still from the same population.

b. Reliability Test

After the instrument indicated valid with validity test, then the instrument proceed with reliability test. Reliability test is used to measure the reliability of the instrument. In this research, the researcher used formula Kuder Richardson *K-R 21* to measure the reliability of the instrument. This formula is used to test items that use multiple choice with four options, three options, etc. The formula as follows:

$$r_i = \frac{K}{K-1} \left(1 - \frac{M(K-M)}{K.S_t^2}\right)$$

In which:

r	= reliability for the whole test
St^2	= all test variants
Κ	= Number of items in the test
М	= average score

The criteria of reliability test are:

0.91 - 1.00 = very high reliability 0.71 - 0.90 = high reliability 0.41 - 0.70 = medium reliability 0.21 - 0.40 = low reliability $0.0 - \le 0.20 =$ very low reliability

3. Hypothetical Test

To test the hypotheses which were formed, testing the average of post-test was used. Average test was used to know whether there was different average on the post-test of experimental and control class. The researcher used T-test to test the difference in the average.

The hypotheses to be tested in the following research are:

 $H_0 = \mu_1 \le \mu_2$: There is no significant effect of Media-based visualization combined with Listen Read

Discuss strategy on students' reading comprehension

 $H_a = \mu_1 > \mu_2$: There is a significant effect of Media-based visualization combined with Listen Read Discuss strategy on students' reading comprehension.

> If the data analyzed as normal and homogenous, the researcher used t-test to test the hypotheses. The formula as follows:

$$t = \frac{X1 - X2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

To calculate the standard deviation:

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

In which:

 X_1 = the average score (the mean) of the experimental group

 X_2 = the average score (the mean) of the control group

S = standard deviation

 n_1 = the number of the students in the first experimental group, and

 n_2 = the number of the students in the second experimental group.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. The Descriptions of Research

To explain the effect of using multimedia-based visualization combined with listen-read-discuss strategy on students' reading comprehension of explanation text, the researcher did analysis of quantitative data. The participants of the research is eleventh grade students of SMA Walisongo Pecangaan. Before the activities were conducted, the researcher determine the lesson plan and learning material used for teaching. After the research was conducted, the researcher got the research data that is obtained by using pre-test and post-test in both experimental and control class. The subjects of the research was divided into two classes; experimental class (XI IPS 2) and control class (XI IPS 1). The total number of participants are 60 students. The research was conducted on $10^{\text{th}} - 17^{\text{th}}$ May 2022 with the following activities:

Table 4.1

No	Date	Activity
1.	10 th May 2022	Try-out test
2.	12 th May 2022	Pre-test in experimental and control
		class.

The Schedule of the Research

3.	14 th May 2022	• Day 1 in teaching using multimedia-
		based visualization and LRD strategy
		in experimental class.
		• Day 1 teaching without using
		multimedia-based visualization and
		LRD strategy in control class.
4.	15 th May 2022	• Day 2 in teaching using multimedia-
		based visualization and LRD strategy
		in experimental class.
		• Day 2 teaching without using
		multimedia-based visualization and
		LRD strategy in control class.
5.	16 th May 2022	• Day 3 in teaching using multimedia-
		based visualization and LRD strategy
		in experimental class.
		• Day 3 teaching without using
		multimedia-based visualization and
		LRD strategy in control class.
6.	17 th May 2022	Post-test in experimental and control
		class.

After the data was collected, the researcher analyzed the data to prove the truth of the hypotheses that had been formulated using Microsoft Excel and SPSS 25.

B. Data Analysis

1. Analysis of Try-Out Test

Try-out test is used to ensure whether the research instrument used has been tested for its validity and reliability. Try-out test was conduct before pre-test and post-test was held. The researcher gave try-out test to class XI IPA which consisted of 35 students. The number of items were 35 questions in form of multiple choices.

a. Validity Test

Validity test is used to measure whether the instrument is valid or not. In this research, the researcher used content validity, item validity, and test re-test to check the validity of the instruments.

1) Content Validity

Content validity is used to compare the learning material that has been learned by students with the contents of the instrument to be tested. To meet its content validity, the test adapted with the textbook and based on the syllabus for eleventh grade senior high school students.

2) Item Validity

Item validity used to measure the validity of the test items. The researcher gave the try out test

to the students from the different sample but still from the same population. The researcher gave tryout test to class XI IPA which consisted of 35 students. The try-out test was held on 10th May 2022. The number of items were 35 questions in form of multiple choices.

After the data from try-out test obtained, the researcher then evaluated the test items that were tested in the test to get the valid items. In this research, the researcher used point biserial correlation to test the validity of the test items. Based from the result of the computation, the item considered valid if r_{pbi} value is bigger than r_{table} value. The result of item validity showed that there were 23 items from 35 items for try-out test were considered valid. The items that considered valid were: 1, 2, 3, 4, 5, 7, 8, 9, 11, 15, 17, 18, 20, 21, 23, 24, 25, 26, 31, 32, 33, 34, 35. Then, the researcher took 20 test items to use in the reading test.

Table 4.2

Validity of test item

Criteria	r _{table}	Number of	total
		question	

Valid	0,3338	1, 2, 3, 4, 5, 7,	23
		8, 9, 11, 15,	
		17, 18, 20, 21,	
		23, 24, 25, 26,	
		31, 32, 33, 34,	
		35.	
Invalid		6, 10, 12, 13,	12
		14, 16, 19, 22,	
		27, 28, 29, 30	
Invalid		23, 24, 25, 26, 31, 32, 33, 34, 35. 6, 10, 12, 13, 14, 16, 19, 22, 27, 28, 29, 30	12

The following is item validity of number 1, as the other items also use the same formula. (See appendix 4)

Table 4.3

The computation of item validity test

No.	Code	X	Y	X2	Y2	XY
1	T-1	0	15	0	225	0
2	T-2	1	25	1	625	25
3	T-3	1	24	1	576	24
4	T-4	1	22	1	484	22
5	T-5	0	14	0	196	0
6	T-6	0	20	0	400	0
7	T-7	0	27	0	729	0
8	T-8	1	18	1	324	18

9	T-9	1	23	1	529	23
10	T-10	0	24	0	576	0
11	T-11	0	23	0	529	0
12	T-12	1	21	1	441	21
13	T-13	1	34	1	1156	34
14	T-14	1	29	1	841	29
15	T-15	0	14	0	196	0
16	T-16	1	29	1	841	29
17	T-17	1	29	1	841	29
18	T-18	1	25	1	625	25
19	T-19	1	20	1	400	20
20	T-20	1	21	1	441	21
21	T-21	1	21	1	441	21
22	T-22	1	21	1	441	21
23	T-23	0	15	0	225	0
24	T-24	0	20	0	400	0
25	T-25	1	24	1	576	24
26	T-26	1	34	1	1156	34
27	T-27	1	29	1	841	29
28	T-28	1	34	1	1156	34
29	T-29	1	21	1	441	21
30	T-30	1	25	1	625	25
31	T-31	1	34	1	1156	34

32	T-32	1	23	1	529	23
33	T-33	1	20	1	400	20
34	T-34	0	15	0	225	0
35	T-35	0	15	0	225	0
SUM	24	808	24	19812	606	

The formula as follows:

$$\gamma_{\rm pbi} = \frac{Mp - Mt}{St} \sqrt{\frac{p}{q}}$$

In which:

M_p	:	The average	score	of	student	who	can
		answer right					
			0				

- M_t : The average of total score
- S_t : The standard deviation of total score
- p : The student proportion of who can answer right
- q : The student proportion of who answer wrong

Criteria :

The item is valid if $r_{pbi} > r_{table}$

From the table, obtained data:

 $Mp = \frac{\textit{total score of students who get right answer on item number 1}}{\textit{total students who get right answers on item number 1}}$

$$=\frac{606}{24}=25,25$$

$$Mt = \frac{\text{total score of whole students}}{\text{total of students}} = \frac{808}{35} = 23$$

$$P = \frac{Total students who get right answer on item number 1}{total of students}$$
$$= \frac{24}{35} = 0,68$$

$$q = 1 - p = 1 - 0,68 = 0,32$$

St =
$$\sqrt{\frac{19812 - \frac{(808)^2}{35}}{35}} = 5,75$$

 $\gamma_{\text{pbi}} = \frac{Mp - Mt}{St} \sqrt{\frac{p}{q}}$
 $= \frac{25,25 - 23}{5,75} \sqrt{\frac{0,68}{0,32}}$
 $= 0,39 \sqrt{2,125}$
 $= 0,5556$

From the result of computation above, the value of r_{count} was 0,5556. It obtained that r_{table} for $\alpha = 5\%$ with N = 35 was 0,3338. Because $r_{count} > r_{table}$, so the item number 1 is valid.

b. Reliability Test

After the instrument indicated valid with validity test, then the instrument proceed with reliability test. Reliability test is used to measure the reliability of the instrument. In this research, the researcher used formula Kuder Richardson K-R 21 to measure the reliability of the instrument. This formula is used to test items that use multiple choice with four options, three options, etc. The formula as follows:

$$r_i = \frac{K}{K-1} (1 - \frac{M(K-M)}{K \cdot S_t^2})$$

In which:

r	= reliability for the whole test
St^2	= all test variants
Κ	= Number of items in the test
М	= average score

The criteria of reliability test are:

0.91 - 1.00 = very high reliability 0.71 - 0.90 = high reliability 0.41 - 0.70 = medium reliability 0.21 - 0.40 = low reliability $0.0 - \le 0.20 =$ very low reliability **Reliability test for 20 items:**

$$r_{i} = \frac{K}{K-1} \left(1 - \frac{M(K-M)}{KS_{t}^{2}}\right)$$
$$= \frac{20}{20-1} \left(1 - \frac{10,628(20-10,628)}{20(32,06)}\right)$$
$$= 1,053 \left(1 - \frac{99,6}{642,27}\right)$$
$$= 1,053 (0,845)$$
$$= 0,889$$

From the result of computation above, it was found that r_i was 0,889 with number of items (K) was 20 and significance level (α) was 5%. From the criteria mentioned above, 0,889 was categorized as high reliability. So, it can be concluded that the reliability of the instrument was high reliability.

2. Analysis of Pre-Test

The researcher conducted pre-test in order to know students' ability before giving the treatment. The pre-test was given on 12th May 2022 both in experimental and control class. The result of students' pre-test of experimental class and control class can be seen in the table below.

The researcher conducted pre-test in order to know students' ability before giving the treatment. The pre-test

was given on 12th May 2022 both in experimental and control class. The result of students' pre-test of experimental class and control class can be seen in the table below.

Table 4.4

List of Pre-Test Score of	Experimental	l and	Control	Class
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	PRE-TEST DATA								
Experimen	ntal Class (XI IPS 2)	Control Class (XI IPS 1)						
No.	Code	Score	No.	Code	Score				
1	E-1	50	1	C-1	50				
2	E-2	50	2	C-2	45				
3	E-3	30	3	C-3	40				
4	E-4	35	4	C-4	40				
5	E-5	40	5	C-5	35				
6	E-6	40	6	C-6	55				
7	E-7	55	7	C-7	40				
8	E-8	35	8	C-8	40				
9	E-9	25	9	C-9	60				
10	E-10	30	10	C-10	45				
11	E-11	15	11	C-11	35				
12	E-12	45	12	C-12	40				
13	E-13	45	13	C-13	40				
14	E-14	45	14	C-14	40				
15	E-15	35	15	C-15	35				
16	E-16	35	16	C-16	50				
17	E-17	40	17	C-17	45				
18	E-18	30	18	C-18	45				
19	E-19	40	19	C-19	50				
20	E-20	30	20	C-20	55				

21	E-21	25	21	C-21	35
22	E-22	45	22	C-22	30
23	E-23	30	23	C-23	30
24	E-24	30	24	C-24	35
25	E-25	55	25	C-25	55
26	E-26	30	26	C-26	30
27	E-27	50	27	C-27	35
28	E-28	40	28	C-28	45
29	E-29	40	29	C-29	65
30	E-30	45	30	C-30	45

 The Normality Test of Pre-Test of Experimental Class and Control Class

Normality test is used to measure weather the data were normally distributed or not in experimental and control class.

The hypotheses formulas are:

 $H_0 =$ the data normally distributed

 H_a = the data not normally distributed

The criteria of the hypotheses for normality test were:

H₀ was accepted if $x_{count}^2 < x_{table}^2$ H_a was accepted if $x_{count}^2 > x_{table}^2$ With $\alpha = 5\%$ and df = K-1

First, the researcher analyzed the normality of the experimental class. The result of normality test of experimental class can be seen in the table below:

Table	4.5
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No	Interv al	Oi	Limit Class	Z	P(Z)	Pi	Ei	X ²
1	15-21	1	14,5	-2,565	0,005	0,029	0,897	0,011
2	22-28	2	21,5	-1,81	0,035	0,11	3,309	0,518
3	29-35	11	28,5	-1,056	0,145	0,235	7,079	2,171
4	36-42	6	35,5	-0,301	0,381	0,293	8,796	0,888
5	43-49	5	42,5	0,452	0,674	0,211	6,351	0,287
6	50-56	5	49,5	1,207	0,886	0,088	2,663	2,049
			56,5	1,961	0,975			
S	SUM	30						5,927

The result of normality test of experimental class

With $\alpha = 0,05$ and dk = 6-1, x^2 table = 11,07 and x^2 count = 5,927. It can be concluded that x^2 count $< x^2$ table. So, the data can be considered as normally distributed.

Next, the researcher analyzed the normality test of control class. The result of normality test of control class can be seen in the table below:

Table 4.6

The Result of Normality test of Control Class

No	Interval	Oi	Limit Class	Z	P(Z)	Pi	Ei	X ²
1	30-35	9	29,5	-1,392	0,081	0,144	4,344	4,99
2	36-41	7	35,5	-0,749	0,226	0,23	6,918	0
3	42-47	6	41,5	-0,107	0,457	0,246	7,394	0,262
4	48-53	3	47,5	0,535	0,703	0,176	5,303	1

5	54-59	3	53,5	1,177	0,88	0,085	2,551	0,078
6	60-65	2	59,5	1,82	0,965	0,027	0,823	1,68
			65,5	2,463	0,993	0,823		
	SUM	30						8,013

With $\alpha = 0.05$ and dk = 6-1, x^2 table = 11.07 and x^2 count = 8.013. It can be concluded that x^2 count $< x^2$ table. So, the data can be considered as normally distributed.

2) The Homogeneity Test of Pre-Test of Experimental Class and Control Class

Homogeneity test is used to test whether the sample from the same population or not.

 $H_0 = \sigma_1^2 = \sigma_2^2$ $H_a = \sigma_1^2 \neq \sigma_2^2$

The criteria of the hypotheses for homogeneity test were:

 H_0 was accepted if $F_{count} < F_{table}$

 H_a was accepted if $F_{count} > F_{table}$

With $\alpha = 5\%$ and df = n-1

Table 4.7

No	Class	Me	N	Varia	F _{cou}	East	Criteria
110	Clubs	an	11	nce	nt		
1.	Experim ent	38	30	90,68	1,1	1,86	Homoge
2.	Control	43	30	80,34	2		

The Result of Homogeneity Test of Pre-Test of

Experimental and Control Class

To calculate the sample data of homogeneity test, the researcher used F test. The calculation can be described as below:

$$F = \frac{biggest \ variance}{smallest \ variance} = \frac{90,68}{80,34} = 1,12$$

From the calculation of F test of experimental and control class above, it is known that the biggest variance was 90,68 and the smallest variance was 80,34. It was obtained that F_{count} was 1,12. With $\alpha = 5\%$ and df = N-1, It was found that F_{table} (5%) = 1,86. Since the result of table and calculation above showed that $F_{count} < F_{table}$, so H₀ was accepted. It can be concluded that the data of pre-test from both experimental and control class have the same variance or homogeneous. 3. Analysis of Post-Test

Post-Test was done after giving treatment in both experimental and control class. Both experimental and control class' post-test was conducted on 17th May 2022.The experimental class taught by using multimedia-based visualization combined with Listen Read Discuss strategy, while the control class taught without using multimediabased visualization combined with Listen Read Discuss strategy. The data analysis of post-test includes: normality test, homogeneity test, and hypothetical test. The result of students' post-test of experimental class and control class can be seen in the table below.

Table 4.8

List of Post-Test Score of Experimental and Control Class

No	Experime (XI l	ental Class IPS 2)	Control Class (XI IPS 1)		
	Code	Score	Code	Score	
1	E-1	60	C-1	45	
2	E-2	75	C-2	45	
3	E-3	70	C-3	40	
4	E-4	70	C-4	45	
5	E-5	60	C-5	55	
6	E-6	50	C-6	60	
7	E-7	70	C-7	70	

8	E-8	70	C-8	55
9	E-9	95	C-9	30
10	E-10	70	C-10	65
11	E-11	85	C-11	50
12	E-12	50	C-12	65
13	E-13	55	C-13	60
14	E-14	70	C-14	75
15	E-15	80	C-15	65
16	E-16	55	C-16	40
17	E-17	50	C-17	50
18	E-18	90	C-18	55
19	E-19	85	C-19	55
20	E-20	65	C-20	50
21	E-21	95	C-21	40
22	E-22	85	C-22	75
23	E-23	70	C-23	55
24	E-24	50	C-24	40
25	E-25	80	C-25	65
26	E-26	85	C-26	55
27	E-27	75	C-27	65
28	E-28	70	C-28	60
29	E-29	80	C-29	60
30	E-30	70	C-30	50

 The Normality Test of Post-Test of Experimental Class and Control Class

Normality test is used to measure weather the data were normally distributed or not in experimental and control class.
The hypotheses formulas are:

 H_0 = the data normally distributed

H_a = the data not normally distributed

The criteria of the hypotheses for normality test were:

H₀ was accepted if $x_{count}^2 < x_{table}^2$

 H_a was accepted if $x_{count}^2 > x_{table}^2$

With $\alpha = 5\%$ and df = K-1

First, the researcher analyzed the normality of the experimental class. The result of normality test of experimental class can be seen in the table below:

Table 4.9

The result of normality test of experimental class

Ν	Interv	0	Limit	Z	P(Z)	Pi	Ei	X ²	
0	al	1	Class		, ,			-	
1	50-57	6	49,5	-1,74	0,04	0,09	2,8	3,62	
2	58-65	3	57,5	-1,10	0,13	0,18	5,57	1,18	
3	66-73	9	65,5	-0,46	0,31	0,24	7,44	0,32	
4	74-81	5	73,5	0,17	0,56	0,22	6,69	0,43	
5	82-89	4	81,5	0,809	0,79	0,13	4,06	0	
6	90-97	3	89,5	1,449	0,92	0,05	1,65	1,08	
			97,5	2,088	0,98				
SUM		3 0						6,65	

Based on the table above, with $\alpha = 5\%$ and df

= 6 - 1 = 5, it was obtained that $x^2_{\text{count}} = 6,65$ and x^2_{table}

= 11,07. So, $x_{count}^2 < x_{table}^2$, and H_0 was accepted. It can be concluded that the data was normally distributed.

Second, the researcher then analyzed the data's normality of control class. The result of normality test of control class can be seen in the table below:

Table 4.10

N 0	Interv al	Oi	Limit Class	Z	P(Z)	Pi	Ei	X ²
1	30-37	1	29,5	-2,34	0,00 9	0,04	1,34	0,08
2	38-45	7	37,5	-1,60	0,05	0,13	4,18	1,89
3	46-53	4	45,5	-0,86	0,19	0,25	7,71	1,77
4	54-61	10	53,5	-0,12	0,45	0,28	8,41	0,29
5	62-69	5	61,5	0,61	0,73	0,18	5,43	0,03
6	70-77	3	69,5	1,35	0,91	0,06	2,07	0,4
			77,5	2,09	0,98			
SUM		30						4,51

The result of normality test of control class

Based on the table above, with $\alpha = 5\%$ and df = 6 - 1 = 5, it was obtained that $x^2_{count} = 4,51$ and x^2_{table} = 11,07. So, $x^2_{count} < x^2_{table}$, and H₀ was accepted. It can be concluded that the data was normally distributed. 2) The Homogeneity Test of Post-Test of Experimental and Control Class

Homogeneity test is used to test whether the sample from the same population or not.

 $H_0 = \sigma_1^2 = \sigma_2^2$ $H_a = \sigma_1^2 \neq \sigma_2^2$

The criteria of the hypotheses for homogeneity test were:

H₀ was accepted if F_{count} < F_{table}

 H_a was accepted if $F_{count} > F_{table}$

With $\alpha = 5\%$ and df = n-1

Table 4.11

The Result of Homogeneity Test of Post-Test

N	Class	Me	N	Varia	Facunt	Ftable	Criteria
0	Cluss	an	11	nce	I count		
1	Experim	71	3	177,0			
1.	ent	/1	0	4	1 44	1.86	Homoge
2	Control	54,	3	122,2	1,11	1,00	neous
۷.	Collutor	6	0	9			

To calculate the sample data of homogeneity test, the researcher used F test. The calculation can be described as below:

$$F = \frac{biggest \ variance}{smallest \ variance} = \frac{177,04}{122,29} = 1,44$$

From the calculation of F test of experimental and control class above, it is known that the biggest variance was 177,04 and the smallest variance was 122,29. It was obtained that F_{count} was 1,44. With α = 5% and df = N-1, It was found that F_{table} (5%) = 1,86. Since the result of table and calculation above showed that $F_{count} < F_{table}$, so H₀ was accepted and H_a was rejected. It can be concluded that the data of pre-test from both experimental and control class have the same variance or homogeneous.

4. Hypothetical Test

To test the hypotheses which were formed, testing the average of post-test was used. Average test was used to know whether there was different average on the post-test of experimental and control class. The researcher used Ttest to test the difference in the average.

The hypotheses are:

 $H_0 = \mu_1 \le \mu_2$: There is no significant effect of Media-based visualization combined with Listen Read

Discuss strategy on students' reading comprehension

There is a significant effect of Media-based $H_a = \mu_1 > \mu_2$: visualization combined with Listen Read Discuss strategy on students' reading comprehension.

The testing criteria were:

With $\alpha = 5\%$, and $df = n_1 + n_2 - 2$

 H_0 was accepted if $t_{count} > t_{table}$

Ha was accepted if $t_{count} < t_{table}$

The calculation can be described as below:

First, find the value of standard deviation (s) a) The known data:

X ₁	= 71,167	$x_2 = 54,667$
s_{1}^{2}	= 13,306	$s_2^2 = 11,059$
n_1	= 30	$n_2 = 30$
$s = \sqrt{\frac{(n_1)}{n_1}}$	$\frac{(n_1 - 1)s_1^2 + (n_2 - 1)}{n_1 + n_2 - 2}$	$)s_{2}^{2}$
$=\sqrt{\frac{(30-1)^{3}}{2}}$	13,306 +(30-1)11,05 30+30-2	59
= \sqrt{149,67}		
=12,234		

b) Second, find the value of t (t_{count}) or known as t-test calculation:

$$t = \frac{x_1 - x_2}{\sqrt[s]{\frac{1}{n_1} + \frac{1}{n_2}}}$$
$$= \frac{71,167 - 54,667}{\frac{12,234}{\sqrt{\frac{1}{30} + \frac{1}{30}}}}$$
$$= 5,2235$$

Based on the computation above, it was obtained that the average score of post-test of the experimental class who were taught by using multimedia-based visualization combined with Listen Read Discuss strategy was 71,167 and the standard deviation (s) was 13,306. While the average score of post-test of control class who were taught without using multimedia-based visualization combined with Listen Read Discuss strategy was 54,667 and the the standard deviation (s) was 11,059. t_{table} value = $(1 - \alpha)(n_1 + n_2 - 2)$ with the df value 30 + 30 - 2 = 58 by $\alpha = 5\%$, it was obtained that t_{table} = 2,0017 and t_{count} = 5,2235. It means that t_{count} (5,2235) is bigger than t_{table} (2,0017).

Because $t_{count} > t_{table}$, it can be concluded that H_a is accepted and H_0 is rejected. It means there is significant difference of post-test result between experimental and control class. That means there is significant difference between teaching explanation text using multimedia-based visualization and without multimedia-based visualization. It can be said that teaching explanation text using multimediabased visualization is effective.

C. Discussion of Research Findings

The research had been conducted since $10^{\text{th}} - 17^{\text{th}}$ May, 2022. The research divided into some steps, there were: pre-test, treatments, and post-test. Based on the finding result, the students' scores before and after the treatments given were different. At the beginning of the research, students were given pre-test to know their achievement in reading test of explanation text before the researcher gave treatments. The result showed that none of the students in both experimental and control class were shown great results. The mean score for pre-test of experimental class was 38 and the mean score for pre-test of control class was 43. Both mean scores of experimental class and control class were below the minimum completeness criteria (KKM).

Afterward, the researcher gave the students treatments. The treatments were different for experimental class and control class. The experimental class was taught explanation text using multimedia-based visualization combined with Listen Read Discuss strategy, while the control class was taught explanation text using problem-based learning.

After treatments were admistered, the researcher then gave post-test to the students in both experimental and control class. The post-test was conducted to know students' differences of achievements before the treatments and after the treatments. The result of post-test showed that students' post-test mean score of experimental class was 71 and students' post-test mean score of control class was 54,6. Based on the result of post-test, the students' score in experimental class was higher than students in control class. It means that the students who taught by using multimedia-based visualization combined with listen read discuss strategy got better result than the students who taught by using problem-based learning.

From the description of data collected, the used of multimedia-based visualization combined with listen read discuss strategy to teach explanation text improved students' reading comprehension. It was supported by the result of students' pre-test and post-test scores.

Based on the result data analysis of the hypothetical test, the result of t-test was obtained that the value of $t_{count} = 5,2235$ and the value of $t_{table} = 2,0017$. It is showed that $t_{count} (5,2235) >$ $t_{table} (2,0017)$. So, it can be concluded that H_a was accepted and H_0 was rejected. It means there is a significant difference between the students' reading comprehension who were taught explanation text by using multimedia-based visualization combined with listen read discuss strategy and without multimedia-based visualization combined with listen read discuss strategy. It can be said that teaching explanation text using multimedia-based visualization combined with listen read discuss strategy is effective at improving students' reading comprehension of explanation text.

It had been supported by the previous research that the use of multimedia learning in teaching reading comprehension is advantageous since the usage of numerous media components scaffolded comprehension.⁶⁶ In this research, multimedia-based visualization help students grasp the lesson material more easily with the combination of media and the teaching method used. This study confirm that students perceived higher self-efficacy in learning from a video rather than learning from printed text.⁶⁷ This study also confirm the use of interactive multimedia improved students' reading comprehension.⁶⁸ As Niknejad and Rahbar recommend teachers to use reading instruction technique with suitable kinds of visualization media to teach in their

⁶⁶ bin Abdul Samat and Abdul Aziz.

⁶⁷ Tarchi, Zaccoletti, and Mason.

⁶⁸ Nadirah and others.

classrooms to achieve good results in their classroom.⁶⁹ Based on that reason, Listen Read Discuss was chosen as the suitable teaching method to teach students reading comprehension. Listen Read Discuss strategy lesson format offers a simple and familiar approach to gain background knowledge and make reading easier, facilitate students with lower reading ability to be able to read at the necessary grade level.⁷⁰

It had been supported by the previous research that was done by Pebriana, E. et. al. that the students who were taught using Listen Read Discuss strategy showed improved ability in reading comprehension than the students who didn't.⁷¹ This research also confirm the findings of the research done by Tampubolon & Panjaitan that Listen Read Discuss was effective at improving students' reading comprehension.⁷²

In conclusion, the researcher affirms that listen read discuss strategy combined with multimedia-based visualization is one combination within teaching strategy and teaching media that effective in teaching reading and improving students' reading comprehension. Students learn to focus as individually in the first and second steps of listen read discuss strategy, and

⁶⁹ Niknejad and Rahbar, 'Enhancing EFL Learners' Reading Comprehension Ability through Multimedia-Based Visualization'.

⁷⁰ Manzo and Casale.

⁷¹ Pebriana, E. and others.

⁷² Tampubolon and Panjaitan.

then participate actively in the class as they can discuss the learning material with their friends in a group discussion. The multimedia-based visualization also made students more focused and not feel bored during the learning activity.

D. Limitation of the Research

The researcher realized that this research had not been carried out optimally. There were some limitations in this research that could be addressed in future research. Some limitations of this research were:

- This research was limited in SMA Walisongo Pecangaan academic year 2021/2022 and only used class XI IPS 1 and XI IPS 2 as the sample. So, when the same research in another school, it is possible that different results will be gained.
- This research was done in a short time. It makes the implementation of the process could not be done maximally, but it was enough to fulfill all the requirements of this research.
- 3. The researcher was still lack of experience and knowledge for doing the research, it make the implementation process of this research was less smooth. But the researcher tried to do and present this research as well as possible.
- 4. Considering all the limitations above, there is a need to do more research about the effect of multimedia-based

visualization combined with listen read discuss strategy on students' reading comprehension of explanation text, so that more optimal results will be gained.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

In this research, the researcher conduct the research at SMA Walisongo Pecangaan academic year 2021/2022. Based on the results, it can be concluded that using multimedia-based visualization combined with listen read discuss strategy is effective to teach reading comprehension of explanation text. It can be seen through the average score of post-test of experimental class and control class. The average post-test score of experimental class was 71,167 and the average posttest score of control class was 54,667. It means that the average post-test score of experimental class (XI IPS 2) was higher than average post-test score of control class (XI IPS 1). It also proved by the result of t-test of post-test between experimental and control class. The result showed that $t_{count} = 5,2235$ and t_{table} = 2,0017, with α = 5% and df = (n₁ + n₂ - 2). It means that t_{count} $(5,2235) > t_{table}$ (2,0017). So, H₀ is rejected and H_a is accepted. It means that there is significant difference between students' reading comprehension who were taught using multimediabased visualization combined with listen read discuss in experimental class and students who were not taught using multimedia-based visualization combined with listen read discuss in control class.

B. Suggestion

Based the conclusion above, the researcher would like to offer some suggestions. Suggestion are given to:

- 1. Teacher
 - a. In teaching English, teacher may consider using Listen Read Discuss strategy to teach reading comprehension on explanation text. It can make students participate actively in the class, either as an individual or as a group.
 - b. Teacher should carefully manage the time. Teacher should manage the time for each session well, to make sure the learning objectives are achieved using each steps of the listen read discuss strategy.
 - c. English teacher can use multimedia-based visualization as a media to teach explanation text. But make sure to choose the learning material properly and carefully.
- 2. Students
 - a. Students must have motivation and study harder to learn English.
 - b. Students should enrich their vocabulary in order to get better knowledge in English. Either by English

textbook given by the school, or other sourches that can facilitate their growth.

- c. Students must focus during the lesson and spare time to practice on their own.
- 3. Future Researchers

This study has added to the inventory of research concerning with the effect of multimedia-based visualization combined with listen read discuss strategy on students' reading comprehension of explanation text. The researcher would like to suggest the future researchers to develop future researches using different focuses such as using multimedia-based visualization combined with listen read discuss strategy on different teaching material, method of study, or different subjects.

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APPENDICES

Appendix 1

The Subject List of Try-out Class (XI IPA)

No	Nama Siswa	Code
1	Abdul Azis	T-1
2	Ahmad Eka Aji Saputro	T-2
3	Ahmad Fajar Budi Susyanto	T-3
4	Ahmad Pramudya Sulistiadi	T-4
5	Ahsan Khoirul Basyar	T-5
6	Alfa Chasan Chilmi	T-6
7	Aqshal Aditya	T-7
8	Arian Miftah Falahuddin	T-8
9	Arina Sabila	T-9
10	Bella Talitha Zaneta	T-10
11	Dia Ayu Wulandari	T-11
12	Eni Naili Soraya	T-12
13	Enjellina Diyah Maharani	T-13
14	Fara Azani	T-14
15	Faza Chusnul Abid	T-15
16	Irma Yuni Sofia	T-16
17	Kamila Fadhilatun Nur	T-17
18	Laila Rofi'atun Lutfiyyah	T-18
19	Lailatul Fitrianah	T-19
20	Muhammad Afrido	T-20

21	Muhammad Khoirul Anam	T-21
22	Muhammad Rama Adira	T-22
23	Nadia Khoirun Nisa'	T-23
24	Nadia Silvia Nabila	T-24
25	Nela Famelia Putri F.	T-25
26	Ngesti Ud Himatul Jannah	T-26
27	Noviana Azzahroh	T-27
28	Nurus Shifatul Ulya	T-28
29	Rhamy Ahmad Maulana Ibrahim	T-29
30	Rizky Putri Nabila	T-30
31	Rochmatun Awwalia	T-31
32	Rokhimah	T-32
33	Tuhrikhul Utsman	T-33
34	Deri Setiawan	T-34
35	Ade Arif Maulana	T-35

The Subject List of Experimental Class (XI IPS 2)

No.	Name	Code
1	Aditya Firmansyah	E-1
2	Ahmad Ainur Shofan	E-2
3	Ahmad Riki Ridwan	E-3
4	Akbar Rosyid	E-4
5	Alex Daniel Ferdiansyah	E-5
6	Andre Adi Wibowo	E-6
7	Annisa Zani Br. Tarigan	E-7
8	Cindy Fatika Sari	E-8
9	Dara Safina Annaja	E-9
10	Devi Yuliana	E-10
11	Eric Tendi Cahaya S.	E-11
12	Fathur Rohman	E-12
13	Habib Riziq Asy Syihab	E-13
14	Indah Fatmawati	E-14
15	Indah Rohmawati	E-15
16	Intan Ellia Lidyawati	E-16
17	Khoirun Nafika	E-17
18	Muhammad Ainul Wafa	E-18
19	Muhammad Alfan Nida	E-19
20	Muhammad Arif S.	E-20
21	Muhammad Faiq S. N.	E-21
22	Muhammad Irvan	E-22
23	Muhammad Khoirul M.	E-23
24	Najwa Nisvia Adha	E-24

25	Nanda Shelfiana Putri	E-25
26	Navatus Sahilda	E-26
27	Nisa Izzatul Muafiroh	E-27
28	Tegar Adira Saputra	E-28
29	Teguh Wahyu Prasetyo	E-29
30	Uswatun Khasanah	E-30

The Subject List of Control Class (XI IPS 1)

No.	Name	Score
1	Abeliya Anggraini	C-1
2	Aini Yunida Safitri	C-2
3	Al Firda Nurul Aini	C-3
4	Anggi Fitrianingrum	C-4
5	Arul Elvansyah	C-5
6	Bellinda Sari Saputri	C-6
7	Bintang Eka Yudhistyra	C-7
8	Dian Maulana Aditya	C-8
9	Dian Sifana	C-9
10	Dipto Syarif Ibnu B.	C-10
11	Fadla Fauzan Dika	C-11
12	Fitrianingsih	C-12
13	Fydhia Ellyanti	C-13
14	Hana Farkhatus Tsania	C-14
15	Imam Mukhidin	C-15
16	Isfina Nur Faizah	C-16
17	Khikmatun Nafisah	C-17
18	Muhammad Ainur Rifqi	C-18
19	Muhammad Azaim Zubair	C-19
20	Muhammad Iqbal Abdi P.	C-20
21	Muhammad Zidan Al Manzis	C-21
22	Rikhatun Jannah	C-22
23	Rizal Maulana Aditya	C-23
24	Rohmat Erwin Santoso	C-24
25	Sitia Zulaikhotun Nisa	C-25

26	Vanessa Revalina Putri	C-26
27	Widya Nafi'atul Khasanah	C-27
28	Yunita Aliya Sari	C-28
29	Zaenal Arifin	C-29
30	Zaenal Ikhwan	C-30

No	Code	Nomor Item							
NO		1	2	3	4	5	6	7	8
1	T-1	0	1	0	0	1	1	1	0
2	T-2	1	1	0	0	1	1	0	1
3	T-3	1	1	1	0	1	1	1	1
4	T-4	1	1	0	0	1	1	1	1
5	T-5	0	1	0	0	0	1	0	0
6	T-6	0	0	0	0	1	1	0	0
7	T-7	0	1	1	1	1	1	1	0
8	T-8	1	1	0	1	0	1	0	1
9	T-9	1	1	0	1	1	1	0	1
10	T-10	0	1	0	0	1	1	0	1
11	T-11	0	1	0	1	1	1	1	0
12	T-12	1	1	1	0	1	1	0	1
13	T-13	1	1	1	1	1	1	1	1
14	T-14	1	1	0	1	1	1	1	1
15	T-15	0	1	0	0	0	1	1	0
16	T-16	1	1	0	1	1	1	1	1
17	T-17	1	1	0	1	1	1	1	1
18	T-18	1	1	1	1	0	1	0	1
19	T-19	1	1	1	0	0	0	0	1
20	T-20	1	1	1	0	1	1	0	1
21	T-21	1	1	1	0	1	1	0	1
22	T-22	1	1	1	0	1	1	0	1
23	T-23	0	1	0	1	0	1	0	0
24	T-24	0	1	1	1	1	1	0	0
25	T-25	1	1	0	1	0	1	1	1
26	T-26	1	1	1	1	1	1	1	1
27	T-27	1	1	0	1	1	1	1	1
28	T-28	1	1	1	1	1	1	1	1
29	T-29	1	1	0	0	0	1	0	1
30	T-30	1	1	0	0	1	1	0	1
31	T-31	1	1	1	1	1	1	1	1
32	T-32	1	0	0	1	0	1	0	1
33	T-33	1	0	0	1	1	1	0	1
34	T-34	0	1	0	0	1	1	0	0
35	T-35	0	1	0	0	1	1	0	0
	ΣX	24	32	13	18	26	34	15	25
	Мр	25,25	23,28125	25,84615	26,11111	24,38462	23,17647	26,73333	25,2
	Mt	23,08571	23,08571	23,08571	23,08571	23,08571	23,08571	23,08571	23,08571
	р	0,685714	0,914286	0,371429	0,514286	0,742857	0,971429	0,428571	0,714286
	q	0,314286	0,085714	0,628571	0,485714	0,257143	0,028571	0,571429	0,285714
	ST	5,753863	0.110090	0.26970	0 541047	0 202601	0.001072	0 5 4 0 0 1	0 590007
	rpol (rcount)	0,555003	0,110388	0,308/9	0,541047	0,383091	0,031315	0,54901	0,580997
	ket	Valid	Dron	Valid	Valid	Valid	Dron	Valid	Valid
			5.0p	· and	. and	. and	5.0p	. and	· unu

Validity test of the Instrument

nomor item									
9	10	11	12	13	14	15	16	17	18
0	0	1	1	1	1	0	1	0	0
1	1	0	1	1	1	0	0	1	1
0	1	1	0	1	0	1	1	0	1
1	1	1	0	1	1	1	1	1	0
0	1	0	1	1	1	0	1	1	0
1	1	1	1	1	0	1	1	0	1
1	0	1	1	1	1	1	1	1	1
1	1	1	1	1	0	0	1	1	0
1	1	0	1	0	0	0	0	1	1
1	1	1	1	1	1	1	1	1	1
0	1	1	0	1	1	0	1	1	1
1	1	1	1	1	1	0	1	1	0
1	1	1	1	1	1	1	1	1	1
1	1	1	0	1	1	1	1	1	1
0	1	0	1	1	1	0	1	1	0
1	1	1	0	1	1	1	1	1	1
1	1	1	0	1	1	1	1	1	1
1	1	1	1	1	1	0	1	1	1
0	1	0	1	1	1	1	0	1	1
1	1	1	1	1	1	0	1	1	0
1	1	1	1	1	1	0	1	1	0
1	1	1	1	1	1	0	1	1	0
1	1	0	1	1	1	0	1	1	0
1	1	0	1	1	1	1	1	1	0
0	1	1	1	1	1	1	0	1	1
1	1	1	1	1	1	1	1	1	1
1	- 1	1	- 0	- 1	- 1	- 1	- 1	1	1
1	- 1	1	1	- 1	- 1	1	- 1	1	- 1
- 1	- 1	1	- 1	- 1	- 1	- 1	- 1	- 0	- 1
- 1	- 1	1	- 1	- 1	- 1	- 1	- 1	1	- 1
1	1	1	1	1	<u> </u>	1	1	1	1
1	1	0	- 1	- 1	1	0	- 1	1	1
	- 1	1	- 1	- 1	- 1	0	- 1	1	- 1
0	1	1	- 1	- 1	- 1	0	- 1	0	1
0	1	1	1	1		0	1	0	0
25	72	27	28	31	21	18	21	20	22
24.96	22 21212	21 21 22222	20	24 23 08824	22 27258	26 61111	23 09677	22	26 18182
23 08571	23,21212	24,2222	22,23	23,00024	23,32233	23,01111	23,03077	24,00037	23,10102
0.714286	0.942857	0.771429	0.8	0.971429	0.885714	0.514286	0.885714	0.828571	0.628571
0.285714	0.057143	0.228571	0.2	0.028571	0.114286	0.485714	0.114286	0.171429	0.371429
0,2007 - 1	0,0072.2	0,2200.2		0,0200.2	0,11.200	0,1007 _ 1	0,11.200	0,1/1/1	0,072.22
0,515046	0,089239	0,362869	-0,29049	0,002555	0,114603	0,630464	0,005351	0,375689	0,699996
0,3338	0,3338	0,3338	0,3338	0,3338	0,3338	0,3338	0,3338	0,3338	0,3338
Valid	Drop	Valid	Drop	Drop	Drop	Valid	Drop	Valid	Valid

nomor item												
19	20	21	22	23	24	25	26	27	28			
1	0	0	1	0	0	0	0	1	1			
1	1	1	0	1	1	1	1	1	1			
1	0	0	0	0	1	1	0	1	1			
1	0	0	0	0	1	0	0	1	0			
1	0	0	1	0	0	0	0	1	1			
0	1	1	1	0	0	1	1	1	1			
1	0	0	1	1	0	1	0	1	1			
1	0	0	0	0	1	0	0	1	1			
1	1	1	1	0	1	1	1	1	1			
1	0	0	1	0	1	1	0	1	1			
1	0	0	0	1	0	1	0	1	1			
1	0	0	1	0	1	0	0	1	1			
1	1	1	1	1	1	1	1	1	0			
1	0	0	0	1	1	1	0	1	1			
1	0	0	0	0	0	0	0	1	1			
1	0	0	0	1	1	1	0	1	1			
1	0	0	0	1	1	1	0	1	1			
1	0	0	1	1	1	1	0	1	0			
1	0	0	1	0	1	1	0	0	1			
1	0	0	1	0	1	0	0	1	1			
1	0	0	1	0	1	0	0	1	1			
1	0	0	1	0	1	0	0	1	1			
1	0	0	0	0	0	0	0	1	1			
1	0	0	1	0	0	0	0	1	1			
1	0	0	1	1	1	1	0	1	0			
1	1	1	1	1	1	1	1	1	0			
1	0	0	0	1	1	1	0	1	1			
1	1	1	1	1	1	1	- 1	1	0			
1	0	- 0	1	0	1	1	- 0	1	0			
1	0	0	- 1	0	1	- 1	0	1	1			
1	1	1	1	1	1	- 1	1	1	0			
0	1	1	0	1	1	- 1	1	1	1			
0	- 0	- 0	1	- 0	1	1	- 0	- 1	1			
1	0	0	- 1	0	- 0	- 0	0	- 1	1			
1	0	0	1	0	0	0	0	1	1			
32	8	8	23	14	25	22	8	34	27			
23,28125	28.375	28.375	22,95652	28.5	25,2	26,18182	28.375	23,17647	21,48148			
23,08571	23,08571	23,08571	23,08571	23,08571	23,08571	23,08571	23,08571	23,08571	23,08571			
0,914286	0,228571	0,228571	0,657143	0,4	0,714286	0,628571	0,228571	0,971429	0,771429			
0,085714	0,771429	0,771429	0,342857	0,6	0,285714	0,371429	0,771429	0,028571	0,228571			
0,110989	0,500381	0,500381	-0,03109	0,768309	0,580997	0,699996	0,500381	0,091972	-0,51221			
0,3338	0,3338	0,3338	0,3338	0,3338	0,3338	0,3338	0,3338	0,3338	0,3338			
Drop	Valid	Valid	Drop	Valid	Valid	Valid	Valid	Drop	Drop			

				v	<u>۷</u> ۸۶			
29	30	31	32	33	34	35	T	17
1	1	0	0	0	0	0	15	225
1	1	1	0	0	1	0	25	625
1	1	1	1	1	0	1	24	576
1	1	0	1	1	0	1	22	484
1	1	0	0	0	0	0	14	196
1	0	1	0	1	0	0	20	400
0	1	1	1	1	1	1	27	729
1	1	0	0	0	0	0	18	324
1	1	1	0	0	0	0	23	529
1	1	1	0	1	0	0	24	576
1	1	1	1	0	1	1	23	529
1	1	0	0	0	0	0	21	441
1	1	1	1	1	1	1	34	1156
1	1	1	1	1	1	1	29	841
1	1	0	0	0	0	0	14	196
1	1	1	1	1	1	1	29	841
1	1	1	1	1	1	1	29	841
1	1	1	0	0	1	0	25	625
1	1	1	0	1	0	0	20	400
1	1	0	0	0	0	0	21	441
1	1	0	0	0	0	0	21	441
1	1	0	0	0	0	0	21	441
1	1	0	0	0	0	0	15	225
1	1	0	0	1	0	0	20	400
0	1	1	0	1	1	0	24	576
1	1	1	1	1	1	1	34	1156
1	1	1	1	1	1	1	29	841
1	1	1	1	1	1	1	34	1156
0	1	1	0	1	0	0	21	441
1	1	1	0	1	0	0	25	625
1	1	1	1	1	1	1	34	1156
1	0	1	0	0	1	0	23	529
1	0	1	0	0	0	0	20	400
1	1	0	0	0	0	0	15	225
1	1	0	0	0	0	0	15	225
32	32	22	12	18	14	12	808	19812
23	23,28125	26,18182	29	26,61111	28,5	29	ΣY	ΣΥ^2
23,08571	23,08571	23,08571	23,08571	23,08571	23,08571	23,08571		
0,914286	0,914286	0,628571	0,342857	0,514286	0,4	0,342857		
0,085714	0,085714	0,371429	0,657143	0,485714	0,6	0,657143		
L								
-0,04865	0,110989	0,699996	0,742454	0,630464	0,768309	0,742454		
0,3338	0,3338	0,3338	0,3338	0,3338	0,3338	0,3338		
Drop	Drop	Valid	Valid	Valid	Valid	Valid		

No	Codo		-	-				-			lte	m Nun	nber					-				STIM
NO	coue	1	3	4	5	7	8	9	11	15	17	18	21	23	25	26	31	32	33	34	35	5014
1	T-1	0	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	3
2	T-2	1	0	0	1	0	1	1	0	0	1	1	1	1	1	1	1	0	0	1	0	12
3	T-3	1	1	0	1	1	1	0	1	1	0	1	0	0	1	0	1	1	1	0	1	13
4	T-4	1	0	0	1	1	1	1	1	1	1	0	0	0	0	0	0	1	1	0	1	11
5	T-5	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
6	T-6	0	0	0	1	0	0	1	1	1	0	1	1	0	1	1	1	0	1	0	0	10
7	T-7	0	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	16
8	T-8	1	0	1	0	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	6
9	T-9	1	0	1	1	0	1	1	0	0	1	1	1	0	1	1	1	0	0	0	0	11
10	T-10	0	0	0	1	0	1	1	1	1	1	1	0	0	1	0	1	0	1	0	0	10
11	T-11	0	0	1	1	1	0	0	1	0	1	1	0	1	1	0	1	1	0	1	1	12
12	T-12	1	1	0	1	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	7
13	T-13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
14	T-14	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	17
15	T-15	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	2
16	T-16	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	17
17	T-17	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	17
18	T-18	1	1	1	0	0	1	1	1	0	1	1	0	1	1	0	1	0	0	1	0	12
19	T-19	1	1	0	0	0	1	0	0	1	1	1	0	0	1	0	1	0	1	0	0	9
20	T-20	1	1	0	1	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	7
21	T-21	1	1	0	1	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	7
22	T-22	1	1	0	1	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	7
23	T-23	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	3

24	T-24	0	1	1	1	0	0	1	0	1	1	0	0	0	0	0	0	0	1	0	0	7
25	T-25	1	0	1	0	1	1	0	1	1	1	1	0	1	1	0	1	0	1	1	0	13
26	T-26	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
27	T-27	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	17
28	T-28	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
29	T-29	1	0	0	0	0	1	1	1	1	0	1	0	0	1	0	1	0	1	0	0	9
30	T-30	1	0	0	1	0	1	1	1	1	1	1	0	0	1	0	1	0	1	0	0	11
31	T-31	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
32	T-32	1	0	1	0	0	1	1	0	0	1	1	1	1	1	1	1	0	0	1	0	12
33	T-33	1	0	1	1	0	1	0	1	0	1	1	0	0	1	0	1	0	0	0	0	9
34	T-34	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2
35	T-35	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2

k	20
k-1	19
m	10,62857143
k-m	9,371428571
St ²	32,06386555

k/k-i	1,052631579
m(k-m)	99,60489796
k*st	641,2773109
m(k-m)/k*st	0,15532266
1-m(k-m)/k*st	0,84467734

The criteria of reliability test are:

- 0.91 1.00 = very high reliability
- 0.71 0.90 = high reliability
- 0.41 0.70 = medium reliability
- 0.21 0.40 = low reliability
- $0.0 \le 0.20 =$ very low reliability

Reliability test for 20 items:

$$r_{i} = \frac{K}{K-1} \left(1 - \frac{M(K-M)}{K.S_{t}^{2}}\right)$$
$$= \frac{20}{20 - 1} \left(1 - \frac{10,628(20 - 10,628)}{20(32,06)}\right)$$
$$= 1,053 \left(1 - \frac{99,6}{642,27}\right)$$
$$= 1,053 (0,845)$$
$$= 0,889$$

From the result of computation above, it was found that ri was 0,889 with number of items (K) was 20 and significance level (α) was 5%. From the criteria mentioned above, 0,889 was categorized as high reliability. So, it can be concluded that the reliability of the instrument was high reliability.

PRE-TEST DATA										
Expe	rimental Class	(XI IPS 2)	Control Class (XI IPS 1)							
No.	Code	Score	No.	Code	Score					
1	E-1	50	1	C-1	50					
2	E-2	50	2	C-2	45					
3	E-3	30	3	C-3	40					
4	E-4	35	4	C-4	40					
5	E-5	40	5	C-5	35					
6	E-6	40	6	C-6	55					
7	E-7	55	7	C-7	40					
8	E-8	35	8	C-8	40					
9	E-9	25	9	C-9	60					
10	E-10	30	10	C-10	45					
11	E-11	15	11	C-11	35					
12	E-12	45	12	C-12	40					
13	E-13	45	13	C-13	40					
14	E-14	45	14	C-14	40					
15	E-15	35	15	C-15	35					
16	E-16	35	16	C-16	50					
17	E-17	40	17	C-17	45					
18	E-18	30	18	C-18	45					
19	E-19	40	19	C-19	50					
20	E-20	30	20	C-20	55					
21	E-21	25	21	C-21	35					
22	E-22	45	22	C-22	30					

PRE-TEST SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS

23	E-23	30	23	C-23	30
24	E-24	30	24	C-24	35
25	E-25	55	25	C-25	55
26	E-26	30	26	C-26	30
27	E-27	50	27	C-27	35
28	E-28	40	28	C-28	45
29	E-29	40	29	C-29	65
30	E-30	45	30	C-30	45

POST-TEST DATA										
Experi	mental Class	(XI IPS 2)	Cor	ntrol Class	(XI IPS 1)					
No.	Code	Score	No.	Code	Score					
1	E-1	60	1	C-1	45					
2	E-2	75	2	C-2	45					
3	E-3	70	3	C-3	40					
4	E-4	70	4	C-4	45					
5	E-5	60	5	C-5	55					
6	E-6	50	6	C-6	60					
7	E-7	70	7	C-7	70					
8	E-8	70	8	C-8	55					
9	E-9	95	9	C-9	30					
10	E-10	70	10	C-10	65					
11	E-11	85	11	C-11	50					
12	E-12	50	12	C-12	65					
13	E-13	55	13	C-13	60					
14	E-14	70	14	C-14	75					
15	E-15	80	15	C-15	65					
16	E-16	55	16	C-16	40					
17	E-17	50	17	C-17	50					
18	E-18	90	18	C-18	55					
19	E-19	85	19	C-19	55					
20	E-20	65	20	C-20	50					
21	E-21	95	21	C-21	40					
22	E-22	85	22	C-22	75					

POST-TEST SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS
23	E-23	70	23	C-23	55
24	E-24	50	24	C-24	40
25	E-25	80	25	C-25	65
26	E-26	85	26	C-26	55
27	E-27	75	27	C-27	65
28	E-28	70	28	C-28	60
29	E-29	80	29	C-29	60
30	E-30	70	30	C-30	50



NORMALITY TEST OF PRE-TEST OF EXPERIMENTAL CLASS

With $\alpha = 0.05$ and dk = 6-1, x^2 table = 11.07 and x^2 count = 5.927. It can be concluded that x^2 count $< x^2$ table.

																			(Oi_Ei\A2/Ei		4,990055776	0,000959849	0,262827194	1,000184756	0,078691008	1,680372842	8,013091425
																		i	E	nilai harapaı	4,344107	6,918509	7,394043	5,303047	2,551882	0,823591	
																		i	Ы	(proporsi)	0,1448	0,2306	0,2465	0,1768	0,0851	0,0275	
								bar)^2	00	12	4	92	88	00	616			-	el Z	Atas	0,2267	0,4574	0,7038	0,8806	0,9657	0,9931	
								fi(xi-x	6	1:	2	1	33	8	26			1	lap	Bawah	0,0819	0,2267	0,4574	0,7038	0,8806	0,9657	
	35	41	47	53	59	65		(xi-xbar)^2	100	16	4	64	196	400	780		9,338094		7	Atas	-0,749618	-0,107088	0,535441	1,177971	1,8205	2,463029	
INTERVAL	-	-	-	-				xi-xbar	-10	-4	2	8	14	20		Ŀ,	94024			Bawah	-1,3921	-0,7496	-0,1071	0,53544	1,17797	1,8205	
	30	36	42	48	54	60		fi.xi	292,5	269,5	267	151,5	169,5	125	1275	42,	9,33809	-	s keias	Atas	35,5	41,5	47,5	53,5	59,5	65,5	
							-	xi	32,5	38,5	44,5	50,5	56,5	62,5		(i)/(Σfi)	xbar)^2/		вата	Bawah	29,5	32'22	41,5	47,5	53,5	59,5	
				9	9			fi	6	7	9	m	æ	2	30	(∑fi.>	'∑fi.(×i-			fi / Oi	6	7	9	3	3	2	30
30	65	30	35	450014	795373				35	41	47	53	59	65		r)	iation		core	_	35	41	47	53	59	65	
Ĺ				5,874	5,95.			×	•	•	•	•	•	'	\sim	e (Xba	rd dev		-test s	interva	•	•	•		•	•	
ч	max	min	range	К	Ь				30	36	42	48	54	60		averag	standa		pre		30	36	42	48	54	60	SUM

Appendix 9 NORMALITY TEST OF PRE-TEST OF CONTROL CLASS

With $\alpha = 0.05$ and dk = 6-1, x^2 table = 11.07 and x^2 count = 8.013. It can be concluded that x^2 count $< x^2$ table.

No.	Experiment Class	Control Class
1	50	35
2	50	45
3	30	40
4	35	40
5	40	35
6	55	40
7	40	55
8	35	40
9	25	60
10	30	45
11	15	35
12	45	40
13	45	40
14	45	40
15	35	50
16	35	50
17	40	45
18	30	45
19	40	50
20	30	55
21	25	35
22	55	30
23	30	30
24	30	35
25	45	55
26	30	30
27	50	35
28	40	45
29	40	65

HOMOGENITY TEST OF PRE-TEST OF EXPERIMENT AND CONTROL CLASS

30	45	45
SUM	1140	1290
n	30	30
Mean	38	43
Variance	90,68965517	80,34482759
Standard Deviation	9,52	8,96

 $F = \frac{biggest \ variance}{smallest \ variance} = \frac{90,68}{80,34} = 1,12$

With $\alpha = 5\%$ and df = N-1, It was found that $F_{table}(5\%) = 1,86$.

																		:3/CV13 :0/		3,628384912	1,186758795	0,325125652	0,431214783	0,000917666	1,087412515	6,659814324
																		Ei	nilai harapaı	2,808036	5,571352	7,444262	6,69971	4,061047	1,657479	
															_			Pi	(proporsi)	0,093601	0,185712	0,248142	0,223324	0,135368	0,055249	
							bar)^2	306667	533333	,36	88889	04444	553333	166667				el Z	Atas	0,133846	0,319558	0,5677	0,791024	0,926392	0,981641	
							fi(xi-xl	1915,3	292,05	31,	188,05	799,00	1469,6	4695,4				Tab	Bawah	0,040245	0,133846	0,319558	0,5677	0,791024	0,926392	
							(xi-xbar)^2	319,217778	97,3511111	3,4844444	37,6177778	199,751111	489,884444		-			Z	Atas	-1,1083918	-0,468935	0,17052182	0,80997866	1,44943549	2,08889233	
Ļ	57	95	73	81	89	26	xi-xbar	-17,8667	-9,86667	-1,86667	6,133333	14,13333	22,13333		_		12,51062		Bawah	-1,74785	-1,10839	-0,46894	0,170522	0,809979	1,449435	
INTERVA	-	-	-	-	•	-	fi.xi	321	184,5	625,5	387,5	342	280,5	2141		71,3667	12,5106	s Kelas	Atas	57,5	65,5	73,5	81,5	89,5	97,5	
	50	58	99	74	82	6	xi	53,5	61,5	69,5	77,5	85,5	93,5			<i) (∑fi)<="" td=""><td>-xbar)^2/r</td><td>Batas</td><td>Bawah</td><td>49,5</td><td>57,5</td><td>65,5</td><td>73,5</td><td>81,5</td><td>89,5</td><td></td></i)>	-xbar)^2/r	Batas	Bawah	49,5	57,5	65,5	73,5	81,5	89,5	
				_		1	y	9	3	6	2	4	3	30		(∑fi.)	v∑fi.(xi-		0	9	с	6	5	4	3	30
				9	8			57	65	73	81	89	67				iation	score	le	57	65	73	81	89	97	
30	95	50	45	5,87	7,66		×	•	•	•	•	•	•	M		e (Xbai	rd devi	t-test	interva	•	•	•	•	•	•	
L	max	min	range	К	Ь			50	58	99	74	82	06			average	standai	sod		50	58	99	74	82	06	SUM

NORMALITY TEST OF POST-TEST OF EXPERIMENTAL CLASS

Appendix 11

Based on the table above, with $\alpha = 5\%$ and df = 6 - 1 = 5, it was obtained that $x^2_{count} = 6,659$ and $x^2_{table} = 11,07$. So, $x^2_{count} < x^2_{table}$, and H_0 was accepted.

																	(Oi Ei)A2 /Ei	(OI-EI)''2/EI	0,08735974	1,89448757	1,78845862	0,29702485	0,03541787	0,40801193	4,51076057
																	Ei	nilai harapa	1,342457	4,184441	7,714421	8,418685	5,438901	2,078993	
																	Ρi	(proporsi)	0,044749	0,139481	0,257147	0,280623	0,181297	0,0693	
							(bar)^2	111111	44444	777778	11111	88889	333333	666667			bel Z	Atas	0,0542	0,1937	0,4509	0,7315	0,9128	0,9821	
							fi (xi-x	455,1	1244,	113,7	71,11	568,8	1045,	3498,			Tal	Bawah	0,0095	0,0542	0,1937	0,4509	0,7315	0,9128	
L	37	45	53	61	69	77	(xi-xbar)^2	455,11111	177,7778	28,44444	7,1111111	113,77778	348,44444			10,799177	Z	Atas	-1,6050606	-0,8642634	-0,1234662	0,617331	1,3581282	2,0989254	
INTERVA							xi-xbar	-21,3333	-13,3333	-5,33333	2,666667	10,66667	18,66667		333333	917692		Bawah	-2,34586	-1,60506	-0,86426	-0,12347	0,617331	1,358128	
	30	38	46	54	62	70	fi.xi	33,5	290,5	198	575	327,5	220,5	1645	54,83	10,79	Kelas	Atas	37,5	45,5	53,5	61,5	69,5	77,5	
							xi	33,5	41,5	49,5	57,5	65,5	73,5		<i) (σfi)<="" td=""><td>-xbar)^2/r</td><td>Batas</td><td>Bawah</td><td>29,5</td><td>37,5</td><td>45,5</td><td>53,5</td><td>61,5</td><td>69,5</td><td></td></i)>	-xbar)^2/r	Batas	Bawah	29,5	37,5	45,5	53,5	61,5	69,5	
				9	∞		IJ	1	2	4	10	5	3	30	(Σfi.)	vΣfi.(xi-		Oi	1	7	4	10	5	3	30
30	75	30	45	45001	02262			37	45	53	61	69	77		ar)	ation	core	1	37	45	53	61	69	77	
				5,87	7,66		×	•	•	'	•	•	•	\sim	ge (Xbi	rd devi	t-test s	interva	'	•	•	'	•	•	
L	max	min	range	К	Ь			30	38	46	54	62	70		averag	standa	post		30	38	46	54	62	70	SUM

NORMALITY TEST OF POST-TEST OF CONTROL CLASS

Appendix 12

Based on the table above, with $\alpha = 5\%$ and df = 6 - 1 = 5, it was obtained that $x^2_{\text{count}} = 4,510$ and $x^2_{\text{table}} = 11,07$. So, $x^2_{\text{count}} < x^2_{\text{table}}$, and H₀ was accepted.

HOMOGENITY POST-TEST OF EXPERIMENT AND CONTROL CLASS

No.	Experiment Class	Control Class
1	60	45
2	75	45
3	70	40
4	70	45
5	60	55
6	50	60
7	70	70
8	70	55
9	95	30
10	70	65
11	85	50
12	50	65
13	55	60
14	70	75
15	80	65
16	55	40
17	50	50
18	90	55
19	85	55
20	65	50
21	95	40
22	85	75
23	70	55
24	50	40
25	80	65

26	85	55
27	75	65
28	70	60
29	80	60
30	70	50
SUM	2135	1640
n	30	30
Mean	71,16666667	54,66666667
Variance	177,0402299	122,2988506
Standard Deviation	13,3	11,05

$$F = \frac{biggest \ variance}{smallest \ variance} = \frac{177,04}{122,29} = 1,44$$

With $\alpha = 5\%$ and df = N-1, It was found that F_{table} (5%) = 1,86.

LESSON PLAN FOR EXPERIMENTAL CLASS

School	: SMA Walisongo Pecangaan
Class/Semester : XI/ode	d semester
Subject	: English
Subject Matter	: Explanation Text
Time allocation	: 2 X 45 Minutes

A. Core Competence:

- 1. Appreciate and live the teachings of their religion.
- 2. Show honest, disciplined, responsible, caring behavior (mutual assistance, cooperation, tolerance, peace), polite, responsive, and pro-active and show attitudes as part of the solution to various problems, interact effectively with the social and natural environment in placing oneself as a reflection of the nation in world relations.
- 3. Understand, apply, analyze, and evaluate factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, state, and civilization related to the causes of phenomena and events, and apply procedural knowledge in specific fields of study according to their talents and interests to solve problems.

4. Processing, reasoning, presenting, and creating in the concrete and abstract realms are related to the development of what they learn in school independently and acting effectively and creatively, and being able to use methods according to scientific rules.

Dagia Competence	Indicator of competence							
Basic Competence	achievement							
3.8. Distinguish social	3.8.1. Students identify the							
functions, text structures,	important information from							
and linguistic elements of	the reading material of							
several oral and written	explanation text.							
explanation texts by giving	3.8.2. Students identify the							
and asking for information	meaning of words in							
related to natural or social	explanation text.							
phenomena covered in other	3.8.3. Students identify the							
subjects in class XI,	social function of explanation							
according to the context.	text.							
4.8. Capture contextual	4.8.1. Compose a paragraph							
meaning related to social	related to natural and social							
function, text structure, and	phenomena from an							
linguistic elements of oral	explanatory text by							
and written explanation	completing the blanks into the							

B. Basic Competence and Indicator:

texts, related to natural or	right text structure. Then,
social phenomena.	identify the language features
	of the text.
	4.8.2. Students find the main
	idea of each paragraph.

C. Learning Aims

- 1. Through discussion activities, students are able to identify the generic structure and language features of explanation text and students can interact actively so that students can foster an attitude of tolerance and cooperation.
- Through question-and-answer activities, students are able to identify the social function from the passage of the explanation text correctly so that it can encourage students to think critically and can communicate in appropriate communicative language.
- 3. Through observing a video visualization, students are able to identify information of explanation text correctly so that it can foster students' conscientious attitude.
- Through completing a worksheet, students are able to identify the meaning of words in an explanation text correctly and can foster students' honesty.
- 5. Through completing a worksheet, students are able to identify the main idea of a paragraph in the reading material of

explanation text correctly and can foster students' honest and conscientious attitude.

D. Teaching Material

a. Definition of Explanation Text

Explanation is a text which tells processes relating to forming of natural, social, scientific, and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography, and history textbooks.

How - explaining sequenced of events (process).

Why – explaining reasons for a process.

Example of explanation text:

- \Box Rain (natural phenomena)
- □ Volcanoes (natural phenomena)
- □ Tsunami (natural phenomena)
- \Box Poverty (social phenomena)
- \Box Corruption (social phenomena)

b. Social Function

It is used to explain how or why a certain phenomenon happens.

- c. Generic Structure
 - 1) General statement

General statement: stating the phenomenon issues which are to be explained.

- Sequenced of explanation Sequenced explanation: stating a series of steps which explain the phenomena.
- 3) Concluding statement (optional)

Part that put all the information together.

Name of	Text										
part											
Title	How Does an Earthquake										
	Happen?										
General	An earthquake is a shock wave										
Statement	that radiates to the Earth's surface from										
	underground. Causing a range of										
	effects from unnoticeable, mild tremors										
	to violent, prolonged shaking, an										
	earthquake is a natural phenomenon										
	that occurs frequently only in certain										
	areas of the world. The place where an										
	earthquake begins underground is										
	called the hypocenter, and the area on										

	the Earth's surface directly above the
	hypocenter is called the epicentre and
	receives the most powerful shock
	waves.
Sequenced of	Movement in the Earth's crust
explanation	causes an earthquake. The Earth is
	made of an inner core, an outer core,
	and a mantle, and the final layer is a thin
	crust covering the mantle, which is the
	surface of the Earth including all the
	oceans and continents. The crust is
	made of separate rocky portions called
	tectonic plates, which lie on the mantle
	like pieces of a jigsaw puzzle. But the
	jigsaw puzzle is mobile, and the plates
	move around. Some slide past each
	other horizontally, some push together
	and force the ground upward, some
	slide beneath another plate and some
	pull apart. Whenever a tectonic plate
	moves suddenly, this causes an
	earthquake.
	The sudden release of friction
	and pressure between tectonic plates

causes an earthquake. Tectonic plates are made of rough rock and cannot slide past each other smoothly. Friction prevents movement at the plate edges while the rest of the plates continue to move, causing a buildup in pressure. When the pressure overcomes the friction, the plates move suddenly, and shock from this sudden waves movement radiate through rock, soil, buildings, and water. Usually, small foreshocks occur at first, followed by one big mainshock. Aftershocks follow and can continue for weeks, months or even years.

Fault lines are the areas where two or more tectonic plates join, and it's in these areas most earthquakes occur. Well-studied fault lines include the San Andreas Fault that runs down the West Coast of North America and lines between Australia and Papua New Guinea, as well as in New Zealand, Tonga, Japan, and Taiwan. Earthquakes

	can also rarely occur in the middle of
	tectonic plates. Scientists aren't yet
	able to predict earthquakes, but people
	living near fault lines can help protect
	themselves by living in earthquake-
	protected housing and practicing
	earthquake drills.
Concluding	An earthquake damaged
Statement	buildings and land causes tsunamis and
	has many other disastrous effects.
	Violent shaking from an earthquake
	collapses buildings, which causes the
	most deaths and casualties, and
	destroys power lines and ruptures
	natural gas supply lines, causing fires.
	Land can also collapse or pull apart,
	causing more buildings to fall.
	Tsunamis occur after an earthquake on
	the ocean floor. The water shock wave
	travels through the ocean until it
	dissipates or meets land. If the wave
	meets land, the water piles up, creating
	a single wave or a series of large waves

that sweep inland, causing death and
destruction.

Source: https://www.text.co.id/explanation-text-aboutearthquake-lengkap-dengan-terjemahan-danpembahasan-materi/

- d. Language Features
 - 1) Using simple present tense
 - 2) Using abstract noun (no visible noun)
 - 3) Using Action verbs
 - 4) Containing explanation of the process
 - 5) Using passive voice
- e. Types of Explanation Texts

Explanation text is categorize according to the type of process they describe.

1. Sequential Explanation

Explanations that describe natural and non-natural phenomena, for example life cycles.

2. Cause and Effect Explanation

Expandition text that links cause and effect in explaining how and why an event occured, for example volcanoes.

f. Topic: Non-human objects, such as water, evaporation, rain, rainbow, etc.

E. Teaching Method

- 1. Approach : Scientific Approach
- 2. Method : Listen Read Discuss strategy

F. Media, Tools, and Source of Learning

Media	:	video	illustration,	PowerPoint,	text,
worksheets, picture	es				
Tools	: L	CD, whi	teboard, board	marker	
Source	: E	nglish fo	or XI Grade Te	xtbook BSE, En	ıglish
Dictionary					

G. Teaching Activities

1. First Meeting

Phase	Activities	Time
Pre-	• Teacher greets and guides the	10
activity	students to pray.	minutes
	• Teacher checks the students'	
	attendance.	

	• Teacher prepares students	
	physically and psychologically in	
	starting learning activities.	
	• Teacher delivers the meeting	
	learning objectives.	
	• Teacher informs the coverage of	
	the materials.	
Main	Listen	70
Activity	• Students observe the pictures that	minutes
	teacher shows in front of the class.	
	• Students try to guess what the	
	picture is about.	
	• Teacher briefly explains the	
	definition, social function, and	
	generic structure of explanation	
	text.	
	Read	
	• Students read their book chapter 8	
	'Explain This' page 100-102.	
	• Students ask questions related to	
	material that has not been	
	understood. Teacher gives other	
	students a chance to respond	
	before giving the answer.	

	• Students observe the video	
	illustration prepared by the	
	teacher and read the subtitle on the	
	video.	
	• Students retell in their words after	
	watch the video.	
	Discuss	
	• Teacher gives students another	
	text about explanation text.	
	• Students paired with their chair	
	mates to analyze the generic	
	structure of explanation text.	
	• Students with the guidance of the	
	teacher identify the social function	
	of the text.	
	• Students presenting their work in	
	front of the class	
Post-	• Teacher facilitates students to	10
activity	make a summary of learning	minutes
	material with question and	
	answer method.	
	• Students and teachers give	
	feedback on the learning process	
	and results.	

٠	The teacher invites students to	
	pray and close today's activities	
	with a greeting.	

2. Second Meeting

Phase	Activities	Time
Pre-	• Teacher greets and guides the	10
activity	students to pray.	minutes
	• Teacher checks the students'	
	attendance.	
	• Teacher prepares students	
	physically and psychologically in	
	starting learning activities.	
	• Teacher delivers the meeting	
	learning objectives.	
	• Teacher asks students about the	
	previous meeting material	
Main	Listen	70
activity	• Teacher recalling students'	minutes
	memory about previous meeting	
	material	
	• Teacher asks a student to read a	
	text in front of the class, the other	

students listen to their classmate
carefully
• After listening to their friend,
students try to guess what the text
is about, and the purpose of the text
to recall students' memory of
previous meeting material.
• Teacher explains briefly the
language features of the
explanation text.
Read
• Students read their textbook on
pages 102-106 about the language
features of explanation text that
shown in the Building Blocks.
• Students watch a video about
passive voice
• Students read a text about
'Tsunami' and identify the
language features of explanation
text.
• Students voluntary write their
answers on the whiteboard in front
of the class.

	Discuss	
	• Students make a group consist of	
	four and complete a worksheet	
	given by the teacher.	
	• Students search for an explanation	
	text from various sources by	
	themselves and discuss in their	
	group about the language features	
	of the text they have chosen.	
	• Students write their results of	
	group discussion on a piece of	
	paper.	
Closing	• Teacher asks students to make	10
activity	the results of their group	minutes
	discussion into PPT form as	
	homework.	
	• Teacher facilitates students to	
	make a summary of today's	
	learning.	
	e	
	• Students and teachers give	
	• Students and teachers give feedback on the learning process	

• The teacher invites students to	
pray and close today's activities	
with a greeting.	

3. Third Meeting

Phase	Activities	Time
Pre-	• Teacher greets and guides the	10
activity	students to pray.	minutes
	• Teacher checks the students'	
	attendance.	
	• Teacher prepares students	
	physically and psychologically in	
	starting learning activities.	
	• Teacher delivers the meeting	
	learning objectives.	
	• Teacher asks students about the	
	previous meeting material	
Main	Listen	65
activity	• Students present their results of	minutes
	group discussions in the last	
	meeting in front of the class.	

	• Students ask questions related to	
	material that has not been	
	understood.	
	Read	
	• Teacher asks students to compare	
	the explanation texts they have	
	found.	
	• Students read and compare the	
	texts (types, social function,	
	generic structure. language	
	features) individually.	
	Discuss	
	• Students make a group consist of	
	four and compare their works in	
	their group discussion.	
	• Students make a summary of the	
	text comparison.	
	• Students present their results of	
	group discussions in front of the	
	class.	
Closing	Teacher asks students to decide	15
activity	the main idea of each paragraph	minutes
activity	the main filea of each paragraph	minutes

	of an explanation text as
	homework.
•	Teacher facilitates students to
	make a summary of learning
	material with question and
	answer method.
•	Students and teachers give
	feedback on the learning process
	and results.
•	Teacher asks the students to
	make a reflection on today's
	lesson.
•	The teacher invites students to
	pray and close today's activities
	with a greeting.
1	

H. Assessment and Remidial

1. Knowledge Assessment Rubrics

Activity 1: Arrange the jumbled paragraphs and identify the text structure!

Aspect	Descriptions	Score

Identify the	Arrange the jumbled	Correct
text	paragraphs and	answer $= 25$
structure	complete the blanks	Wrong answer
	into the right text	= 0
	structure.	

Activity 3: Read the text following text and answer the questions!

Number of questions = 10

Each correct answer = 10

Each wrong answer = 0

Score = correct answer x 10

2. Skill Assessment Rubics

Activity 2

Form questions : Presentation

Spesification : Students retell in their words

about 'How does rain form and what is the water cycle?'

N	Na m	g	ran	nma	r	V	ocal Y	bula /	ır	pr	ono tio	unc on	ia		flue	ency	/
0	e	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

1			
2			
3			

Aspects	Score 4	Score 3	Score 2	Score 1
Pronunc	pronunc	there is a	difficult	almost
iation	iation	problem in	to	always
	can be	pronunciati	understa	wrong
	underst	on that	nd	in
	ood	makes the	because	pronunc
	even	listener	there	iation so
	with a	must be	are	it can't
	certain	very	problem	be
	accent	focused	s in	underst
		and	pronunc	ood
		sometimes	iation	
		causes	and the	
		misunderst	frequen	
		andings	cy is	
			frequent	
Gramm	almost	there are	there	gramma
ar	no	some	are	r is so
	gramma	grammatic	many	bad that
	tical	al errors	gramma	its very
	mistake	but it	tical	difficult
	s	doesn't	errors	to
		affect the	that	understa
		meaning	affect	nd
			the	
			meanin	

			1	
			g and	
			often	
			rearrang	
			e the	
			sentenc	
			es	
Vocabul	someti	often uses	using	Vocabul
ary	mes the	inappropri	the	ary is
	pronunc	ate	wrong	very
	iation is	vocabulary	vocabul	limited
	not right	so that the	ary so it	so it
	and	dialogue	can't be	doesn't
	requires	becomes	underst	allow to
	further	limited due	ood	explain
	explanat	to limited		
	ion due	vocabulary		
	to			
	inappro			
	priate			
	vocabul			
	ary			
Fluency	fluent,	not very	often	often
	very	fluent due	hesitate	stop and
	few	to language	and stop	be silent
	difficult	difficulties	because	during
	ies		of	the
			languag	explanat
			e	ion so
			limitatio	that
			ns	cannot
				retell

Scoring Guidliness:

Total score : $6,25 = \dots$ Maximum score = 100

Activity 4: *Read the text carefully then identify the language features of the text!*

Aspect	Descriptions	Score
Identify the	Read text carefully	Correct
language	and identify 5	answer = 20
features	language features on	Wrong answer
	the text	= 0
Total score		$20 \ge 5 = 100$

Activity 6: Read the text carefully then decide the main idea of each paragraph!

Aspect	Descriptions	Score
Identify the	Decide the main	Correct
main idea of	idea of each	answer = 25
each paragraph	paragraph of the	Wrong answer
	text	= 0

Total score	25 x 4 = 100

3. Remedial

Remedial Tests are given to students who score below 75 (for knowledge and skills), provided that the number of students who join the remedial maximum 30% of the total number of students in the class. But if the number of students who are join the remedial reaches 50%, then remedial teaching is held first, then remedial tests are continued. Remedial is done by working on the same problem (*Attachment 1*).

Remedial assessment is carried out by:

Remedial score + Score before remedial 2 = Final score

APPENDIX

Appendix 1

Pictures



Source:

https://kabar24.bisnis.com/read/20210110/15/1340865/longsor-disumedang-11-meninggal-dunia-dan-puluhan-orang-masih-tertimbun



Source: https://www.gettyimages.com/photos/rainbow



Video illustration about explanation text

Source: https://www.youtube.com/watch?v=zBnKgwnn7i4

The title of the video is 'How does rain form and what is the water cycle?' by Met Office – Weather on Youtube. The duration of the video is 1 minutes and 47 seconds.

Video illustration about passive voice



Source: https://youtu.be/W1_IRU6zx9g

The title of the video is 'Active versus Passive Voice' by Dr. Jodie Salter on Youtube. The duration of the video is 3 minutes and 38 seconds.

Worksheet 1

Arrange the jumbled	l paragraphs a	and identify the	text structure!
---------------------	----------------	------------------	-----------------

No	Text	The name of
		part
	A tsunami can be generated when the sea	
	floor abruptly deforms and vertically	
	displaces the overlying water. Such large	
	vertical movements of the earth's crust can	
	occur at plate boundaries. Subduction of	
	earthquakes are particularly effective in	
	generating tsunami and occur where denser	
	oceanic plates slip under continental plates.	
	The term of "tsunami" comes from the	
	Japanese which means harbour ("tsu") and	
	wave ("nami"). A tsunami is a series of	
	waves generated when water in a lake or a	
	sea is rapidly displaced on a massive scale.	
	Tsunami always bring great damage. Most	
	of the damage is caused by the huge mass of	
	water behind the initial wave front, as the	
	height of the sea keeps rising fast and floods	
	powerfully into the coastal area.	
	As the displaced water mass moves under	
	the influence of gravity to regain its	
equilibrium, it radiates across the ocean like		
--	--	
ripples on a pond.		

Key answer of worksheet 1

No	Text	The name of	
		part	
2	A tsunami can be generated when the sea	Sequenced of	
	floor abruptly deforms and vertically	explanation	
	displaces the overlying water. Such large		
	vertical movements of the earth's crust		
	can occur at plate boundaries. Subduction		
	of earthquakes are particularly effective in		
	generating tsunami and occur where		
	denser oceanic plates slip under		
	continental plates.		
1	The term of "tsunami" comes from the	General	
	Japanese which means harbour ("tsu") and	statement	
	wave ("nami"). A tsunami is a series of		
	waves generated when water in a lake or a		
	sea is rapidly displaced on a massive scale.		
4	Tsunami always bring great damage. Most	Concluding	
	of the damage is caused by the huge mass	statement	
	of water behind the initial wave front, as		

	the height of the sea keeps rising fast and		
	floods powerfully into the coastal area.		
3	As the displaced water mass moves under	Sequenced	of
	the influence of gravity to regain its	explanation	
	equilibrium, it radiates across the ocean		
	like ripples on a pond.		

Worksheet 2

Read the text carefully then decide the main idea of each paragraph!

A cell phone is a great gadget in this modern world. What is a cell phone? A cell phone is actually a radio in certain way. Like a radio, by a cell phone we can communicate to other people in real time. Million people use cell phone for their communication. Even nowadays, people use cell phones to communicate in voice, written and data. Alexander Graham Bell is the person who make great change in the way people communicate to each other. He invented a telephone in 1876. While wireless radio was formally known in 18994 presented by Guglielmo Marconi. By these two technologies, then a cell phone was born.

However, do you know how actually cell phones work?

This short explanation on how a cell phone work is really wonderful. A cell phone or in long term "cellular telephone' works by transmitting signals of radio to towers of cellular. The towers are networked to a central switching station. The connection usually uses wire, fiber optic-cables, or microwave.

Then the central switching station which handles calls in certain given area is directed connected to the wire-based telephone system. Cellulars are pick up by the towers and relayed to another cellular telephone user or the user of wire-based telephone network.

The towers vary in the capacity and capability to receive signals. Some can receive the signal from short distance and the others can receive more distance. However, there are usually more than one tower in certain given area so that the system can handle the increasing telephone traffic.

Paragraph 1	Definition of cell phone and its
	history
Paragraph 2	How a cell phone works
Paragraph 3	The central switching station
	handles calls in certain given
	area and connected to the wire-
	based telephone system.
Paragraph 4	The towers vary in the capacity
	and capability to receive signals.

Key answer of worksheet 2

Worksheet 3

Read the text carefully then identify the language features of the text!

Tsunami

The term of "tsunami" comes from the Japanese which means harbour ("tsu") and wave ("nami"). A tsunami is a series of waves generated when water in a lake or a sea is rapidly displaced on a massive scale.

A tsunami will be generated when the seafloor abruptly deforms and vertically displaces the overlying water. Such large vertical movements of the earth's crust can occur at plate boundaries.

Subduction of earthquakes are particularly effective in generating tsunami and occur where denser oceanic plates slip under continental plates.

As the displaced water mass moves under the influence of gravity to regain its equilibrium, it radiates across the ocean like ripples on a pond.

Tsunami always brings great damage. Most of the damage is caused by the huge mass of water behind the initial wave front, as the height of the sea keeps rising fast and floods powerfully into the coastal area.

Key Answer of Worksheet 3 Language Features

1. Use simple present tense

A tsunami is a series of waves generated when water in a lake or a sea is rapidly displaced on a massive scale.

2. Use Passive Voice

A tsunami will be generated when the seafloor abruptly deforms and vertically displaces the

overlying water.

3. Use abstract noun : Vertical, Horizontal, Height

4. Conjuction of time

(**When** the seafloor abruptly deforms and vertically displaces the overlying water)

(When water in a lake or a sea is rapidly displaced on a massive scale).

5. Action verb : Movement, Moves

Worksheet 4

Read the text following text and answer the questions!

Metamorphosis of Butterfly

Butterflies have complete metamorphosis. In each stage, they have different name and form. The first stage of butterflies' metamorphosis is starting on eggs. They are laid on plants by the adult female butterfly from spring, summer or fall depending on the species of butterfly. After the egg hatching, it will turn into larva that is usually called by caterpillar. The job of the caterpillar is to eat the leaves. As the caterpillar grows it splits its skin and sheds it about 4 or 5 times. Food eaten at this time is stored and used later as an adult.

When the caterpillar is full grown and stops eating, it becomes a pupa. The pupa of butterflies is also called a chrysalis. Some of the species, the pupa may suspend under a branch, hidden in leaves or buried underground. The pupa of many moths is protected inside a cocoon of silk. This stage can last from a few weeks, a month or even longer. In this stage, special cells that were present in the larva are now growing rapidly. They will become the legs, wings, eyes and other parts of the adult butterfly. Many of the original larva cells will provide energy for these growing adult cells. The last stage is adult butterflies. They have long legs, long antennae, and compound eyes. They can also fly by using their large and colorful wings. The one thing they can't do is grow.

In conclusion, there are four stages in butterfly metamorphosis. They are egg, larva, pupa, and adult butterfly.

Adapted from: The Academy of Natural Sciences of Drexel University, https://ansp.org/exhibits/onlineexhibits/butterflies/lifecycle/

- 1. What is the text about?
- 2. What is the purpose of the text?

- 3. How many steps of metamorphosis of butterfly?
- 4. Why do caterpillars eat much as possible in their life?
- 5. Where does the larva live?
- 6. What is the second paragraph about?
- 7. "..... it becomes a pupa." The word it (In paragraph 3) refers to
- 8. In this stage, special cells that were present in the larva are now growing <u>rapidly</u>. The underlined word has similar meaning with
- 9. How long is the cocoon last?
- 10. Based on the text, what do you think about metamorphosis?

Key answer of worksheet 3

- 1. The text is telling about the process of photosynthesis
- 2. It is to explain the process of food-making in the plant
- 3. They do photosynthesis to produce their own food
- 4. Green plants use energy from light to combine carbon dioxide and water to make sugar and other chemical compounds
- 5. In a plant leaf contains chlorophyll
- 6. The role of light in the process of photosynthesis
- 7. Light
- 8. Complex
- It happens during the day because the process needs the light of the sun
- It is the process of food making in plant leaves by using energy from light to combine carbon dioxide and water to make sugar and other chemical compounds.

Appendix 15

LESSON PLAN FOR CONTROL CLASS

School	: SMA Walisongo Pecangaan
Class/Semester	: XI/odd semester
Subject	: English
Subject Matter	: Explanation Text
Time allocation	: 2 X 45 Minutes

A. Core Competence:

- 1. Appreciate and live the teachings of their religion.
- 2. Show honest, disciplined, responsible, caring behavior (mutual assistance, cooperation, tolerance, peace), polite, responsive, and pro-active and show attitudes as part of the solution to various problems, interact effectively with the social and natural environment in placing oneself as a reflection of the nation in world relations.
- 3. Understand, apply, analyze, and evaluate factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, state, and civilization related to the causes of phenomena and events, and apply procedural knowledge in specific fields of study according to their talents and interests to solve problems.

4. Processing, reasoning, presenting, and creating in the concrete and abstract realms are related to the development of what they learn in school independently and acting effectively and creatively, and being able to use methods according to scientific rules.

	Indicator of competence
Basic Competence	achievement
3.8. Distinguish social	3.8.1. Students identify the
functions, text structures,	important information from
and linguistic elements of	the reading material of
several oral and written	explanation text.
explanation texts by giving	3.8.2. Students identify the
and asking for information	meaning of words in
related to natural or social	explanation text.
phenomena covered in other	3.8.3. Students identify the
subjects in class XI,	social function of explanation
according to the context.	text.
4.8. Capture contextual	4.8.1. Compose a paragraph
meaning related to social	related to natural and social
function, text structure, and	phenomena from an
linguistic elements of oral	explanatory text by
and written explanation	completing the blanks into the

B. Basic Competence and Indicator:

texts, related to natural or	right text structure. Then,
social phenomena.	identify the language features
	of the text.
	4.8.2. Students find the main
	idea of each paragraph.

C. Learning Aims

- 1. Through discussion activities, students are able to identify the generic structure and language features of explanation text and students can interact actively so that students can foster an attitude of tolerance and cooperation.
- Through question-and-answer activities, students are able to identify the social function from the passage of the explanation text correctly so that it can encourage students to think critically and can communicate in appropriate communicative language.
- 3. Through observing a video visualization, students are able to identify information of explanation text correctly so that it can foster students' conscientious attitude.
- Through completing a worksheet, students are able to identify the meaning of words in an explanation text correctly and can foster students' honesty.
- 5. Through completing a worksheet, students are able to identify the main idea of a paragraph in the reading material of

explanation text correctly and can foster students' honest and conscientious attitude.

D. Teaching Material

a. Definition of Explanation Text

Explanation is a text which tells processes relating to forming of natural, social, scientific, and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography, and history textbooks.

How - explaining sequenced of events (process).

Why – explaining reasons for a process.

Example of explanation text:

- \Box Rain (natural phenomena)
- □ Volcanoes (natural phenomena)
- □ Tsunami (natural phenomena)
- \Box Poverty (social phenomena)
- \Box Corruption (social phenomena)

b. Social Function

It is used to explain how or why a certain phenomenon happens.

- c. Generic Structure
 - 1) General statement

General statement: stating the phenomenon issues which are to be explained.

- Sequenced of explanation Sequenced explanation: stating a series of steps which explain the phenomena.
- 3) Concluding statement (optional)

Part that put all the information together.

Name of	Text	
part		
Title	How Does an Earthquake	
	Happen?	
General	An earthquake is a shock wave	
Statement	that radiates to the Earth's surface from	
	underground. Causing a range of	
	effects from unnoticeable, mild tremors	
	to violent, prolonged shaking, an	
	earthquake is a natural phenomenon	
	that occurs frequently only in certain	
	areas of the world. The place where an	
	earthquake begins underground is	
	called the hypocenter, and the area on	

	the Earth's surface directly above the
	hypocenter is called the epicentre and
	receives the most powerful shock
	waves.
Sequenced of	Movement in the Earth's crust
explanation	causes an earthquake. The Earth is
	made of an inner core, an outer core,
	and a mantle, and the final layer is a thin
	crust covering the mantle, which is the
	surface of the Earth including all the
	oceans and continents. The crust is
	made of separate rocky portions called
	tectonic plates, which lie on the mantle
	like pieces of a jigsaw puzzle. But the
	jigsaw puzzle is mobile, and the plates
	move around. Some slide past each
	other horizontally, some push together
	and force the ground upward, some
	slide beneath another plate and some
	pull apart. Whenever a tectonic plate
	moves suddenly, this causes an
	earthquake.
	The sudden release of friction
	and pressure between tectonic plates

causes an earthquake. Tectonic plates are made of rough rock and cannot slide past each other smoothly. Friction prevents movement at the plate edges while the rest of the plates continue to move, causing a buildup in pressure. When the pressure overcomes the friction, the plates move suddenly, and shock from this sudden waves movement radiate through rock, soil, buildings, and water. Usually, small foreshocks occur at first, followed by one big mainshock. Aftershocks follow and can continue for weeks, months or even years.

Fault lines are the areas where two or more tectonic plates join, and it's in these areas most earthquakes occur. Well-studied fault lines include the San Andreas Fault that runs down the West Coast of North America and lines between Australia and Papua New Guinea, as well as in New Zealand, Tonga, Japan, and Taiwan. Earthquakes

	can also rarely occur in the middle of
	tectonic plates. Scientists aren't yet
	able to predict earthquakes, but people
	living near fault lines can help protect
	themselves by living in earthquake-
	protected housing and practicing
	earthquake drills.
Concluding	An earthquake damaged
Statement	buildings and land causes tsunamis and
	has many other disastrous effects.
	Violent shaking from an earthquake
	collapses buildings, which causes the
	most deaths and casualties, and
	destroys power lines and ruptures
	natural gas supply lines, causing fires.
	Land can also collapse or pull apart,
	causing more buildings to fall.
	Tsunamis occur after an earthquake on
	the ocean floor. The water shock wave
	travels through the ocean until it
	dissipates or meets land. If the wave
	meets land, the water piles up, creating
	a single wave or a series of large waves

that sweep inland, causing death and
destruction.

Source: https://www.text.co.id/explanation-text-aboutearthquake-lengkap-dengan-terjemahan-danpembahasan-materi/

- d. Language Features
 - 1) Using simple present tense
 - 2) Using abstract noun (no visible noun)
 - 3) Using Action verbs
 - 4) Containing explanation of the process
 - 5) Using passive voice
- e. Types of Explanation Texts

Explanation text is categorize according to the type of process they describe.

1. Sequential Explanation

Explanations that describe natural and non-natural phenomena, for example life cycles.

2. Cause and Effect Explanation

Expandition text that links cause and effect in explaining how and why an event occured, for example volcanoes.

f. Topic: Non-human objects, such as water, evaporation, rain, rainbow, etc.

E. Teaching Method

1.	Approach	: Scientific Approach
2.	Method	: Problem Based Learning (PBL)

F. Media, Tools, and Source of Learning

Media	: PowerPoint, text, worksheets, pictures
Tools	: whiteboard, boardmarker
Source	: English for XI Grade Textbook BSE, English
Dictionary	

G. Teaching Activities

1. First Meeting

Phase	Activities	Time
Pre-	• Teacher greets and guides the	10
activity	students to pray.	minutes
	• Teacher checks the students'	
	attendance.	
	• Teacher prepares students	
	physically and psychologically	
	in starting learning activities.	

	• Teacher delivers the meeting	
	learning objectives.	
	• Teacher informs the coverage of	
	the materials.	
Main	1. Problem Statement	70
Activity	• Students observe a picture	minutes
	given by the teacher.	
	• The teacher gives students	
	the opportunity to identify	
	as many questions as	
	possible related to the	
	image presented.	
	2. Organizing Students	
	• Students collect relevant	
	information to answer	
	questions that have been	
	identified through	
	observing pictures, reading	
	sources other than	
	textbooks, or based on their	
	prior knowledge.	
	• After collecting the	
	information to answer the	
	question, teacher gives	

	other students a chance to	
	respond their friends'	
	questions before giving the	
	answer.	
3.	Individual / Group	
	Investigations	
	• Students work on some	
	questions about explanation	
	text individually.	
	• Teacher ask the students to	
	make a small group consist	
	of 5 students.	
	• In the small group, students	
	discuss the structure of	
	explanation texts in giving	
	and asking for information	
	related to natural or social	
	phenomena in the textbook.	
4.	Develop and Present the Work	
	• Students in small group,	
	menuliskan hasil diskusi	
	mereka tentang tujuan dan	
	struktur teks eksplanasi	
	dengan rapi pada sebuah	

	kartas dan huku tulis	
	masing-masing.	
	• Each group representation	
	present their group	
	discussion in front of the	
	class.	
	5. Analyze and evaluate the	
	problem solving	
	• Students ask questions	
	about the presentation of	
	the material on the structure	
	of the explanation text and	
	other students are given the	
	opportunity to answer it.	
	• Students express opinions	
	on the presentations made	
	about the material of the	
	structure of the explanation	
	text and are responded to by	
	the presenting group.	
Post-	• Teacher facilitates students to	10
activity	make a summary of learning	minutess
	material with question and	
	answer method.	

Students and teachers give
feedback on the learning
process and results.
The teacher invites students to
pray and close today's
activities with a greeting.

2. Second Meeting

Phase	Activities	Time
Pre-	• Teacher greets and guides the	10
Activity	students to pray.	minutes
	• Teacher checks the students'	
	attendance.	
	• Teacher prepares students	
	physically and psychologically	
	in starting learning activities.	
	• Teacher delivers the meeting	
	learning objectives.	
	• Teacher informs the coverage of	
	the materials.	
Main	1. Problem Statement	70
Activity	• Students read their textbook	minutes
	on pages 102-106 about the	

		language features of	
		explanation text that shown	
		in the Building Blocks.	
	•	The teacher gives students	
		the opportunity to identify	
		as many questions as	
		possible related to the	
		Building Blocks about	
		language features of	
		explanation text.	
2.	Org	anizing Students	
	•	Students collect	
		information through	
		Building Blocks or reading	
		sources other than	
		textbooks.	
	•	After collecting the	
		information to answer the	
		question, teacher gives	
		other students a chance to	
		respond their friends'	
		questions before giving the	
		answer.	

3.	Individual / Group	
	Investigations	
	• Students divided into group	
	consist of 5 students.	
	• Students discuss their views and exchanging ideas with their group about the language features of explanation text that discussed based on their	
	 collected information. When students discuss in their group, teacher checked and supervies the group discussion and provides input or advice when needed. 	
	• Students in their group, read a text about 'Tsunami'	
	and identify the language	
4	reatures of explanation text.	
4.	Develop and Present the Work	
	• Students write the result of	
	their group discussion in	
	form of table that given by	
	the teacher.	
	• One of the groups present	
	the result of their group	

	discussion in front of the	
	class.	
	• Students in other groups	
	pay attention to the	
	presentation process.	
	5. Analyze and evaluate the	
	problem solving	
	 Students are allowed to comment on the results of their friend's presentation and allowed to correct if find errors. Teacher gives students short written test as knowledge assessment. The teacher gives feedback in the form of praise or other. 	
Post-	• Teacher facilitates students to	10
Activity	make a summary of learning	minutess
	material with question and	
	answer method.	
	• Students and teachers give	
	feedback on the learning	
	process and results.	

٠	The teacher invites students to			
	pray	and	close	today's
	activit	ies witl	h a greeti	ng.

3. Third Meeting

Phase	Activities	Time
Pre-	• Teacher greets and guides the	10
Activity	students to pray.	minutes
	• Teacher checks the students'	
	attendance.	
	• Teacher prepares students	
	physically and psychologically	
	in starting learning activities.	
	• Teacher delivers the meeting	
	learning objectives.	
	• Teacher informs the coverage of	
	the materials.	
Main	1. Problem Statement	70
Activity	• Students observe the pictures	minutes
	given by the teacher	
	• The teacher gives students	
	the opportunity to identify as	
	many questions as possible	

related to the social function,	
structure text, and language	
feature differences from the	
images presented.	
2. Organizing Students	
• Students collect relevant	
information to answer	
questions that have been	
identified through	
observing pictures,	
textbooks, reading sources	
other than textbooks, or	
based on their prior	
knowledge.	
• After collecting the	
information to answer the	
questions, teacher gives	
other students a chance to	
respond their friends'	
auestions before giving the	
answer	
• Students ensuer the	
• Students answer the	
worksneet given by the	
teacner.	

3.	Individual / Group	
	Investigations	
	• Students divided into	
	groups consist of 5	
	students.	
	• Students in small group	
	choose 2 text and discuss	
	about the differences of the	
	social function, structure	
	text, and language feature	
	of the text.	
4.	Develop and Present the Work	
	• Students write the result of	
	their group discussion	
	about the differences of the	
	social function, structure	
	text, and language feature	
	of the text in a folio paper.	
	• The result of group	
	discussion then will be	
	exchanged with other	
	groups' for peer-	
	assessment.	
	1	

	 5. Analyze and evaluate the problem solving Students in small group then will be assessing their friends' work in the form of comments and corrections. 	
Post- Activity	 Teacher facilitates students to make a summary of learning material with question and answer method. Students and teachers give feedback on the learning process and results. The teacher invites students to pray and close today's activities with a greeting. 	10 minutess

H. Assessment and Remidial

1. Knowledge Assessment Rubrics

Activity 1: Arrange the jumbled paragraphs and identify the text structure!

Aspect	Descriptions	Score
Identify the	Arrange the jumbled	Correct
text	paragraphs and	answer $= 25$
structure	complete the blanks	Wrong answer
	into the right text	= 0
	structure.	

Activity 3: Read the text following text and answer the questions!

Number of questions = 10

Each correct answer = 10

Each wrong answer = 0

Score = correct answer x 10

2. Skill Assessment Rubics

Activity 2

Assessment technique	: Performance
Form questions	: Presentation
Spesification	: Students retell in their words
	about 'How does rain form
	and what is the water cycle?'

N	Na m	grammar		r ^{vo}		ocal Y	bula /	ar	pr	ono tio	ounc on	ia		flue	ency	/	
0	e	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1																	
2																	
3																	

Aspects	Score 4	Score 3	Score 2	Score 1
Pronunc	pronunc	there is a	difficult	almost
iation	iation	problem in	to	always
	can be	pronunciati	understa	wrong
	underst	on that	nd	in
	ood	makes the	because	pronunc
	even	listener	there	iation so
	with a	must be	are	it can't
	certain	very	problem	be
	accent	focused	s in	underst
		and	pronunc	ood
		sometimes	iation	
		causes	and the	
		misunderst	frequen	
		andings	cy is	
			frequent	
Gramm	almost	there are	there	gramma
ar	no	some	are	r is so
	gramma	grammatic	many	bad that
	tical	al errors	gramma	its very
	mistake	but it	tical	difficult
	S	doesn't	errors	to
		affect the	that	understa
		meaning	affect	nd
			the	
			meanin	
			g and	

Vocabul ary	someti mes the pronunc iation is not right and requires further explanat ion due to inappro priate vocabul ary	often uses inappropri ate vocabulary so that the dialogue becomes limited due to limited vocabulary	often rearrang e the sentenc es using the wrong vocabul ary so it can't be underst ood	Vocabul ary is very limited so it doesn't allow to explain
Fluency	fluent, very few difficult ies	not very fluent due to language difficulties	often hesitate and stop because of languag e limitatio ns	often stop and be silent during the explanat ion so that cannot retell

Scoring Guidliness:

Total score : 6,25 = Maximum score = 100

Activity 4: Read the text carefully then identify the language features of the text!

Aspect	Descriptions	Score
Identify the	Read text carefully	Correct
language	and identify 5	answer = 20
features	language features on	Wrong answer
	the text	= 0
Total score		$20 \ge 5 = 100$

Activity 6: *Read the text carefully then decide the main idea of each paragraph!*

Aspect	Descriptions	Score
Identify the	Decide the main	Correct
main idea of	idea of each	answer $= 25$
each paragraph	paragraph of the	Wrong answer
	text	= 0
Total score		25 x 4 = 100

3. Remedial

Remedial Tests are given to students who score below 75 (for knowledge and skills), provided that the number of students who join the remedial maximum 30% of the total number of students in the class. But if the number of students who are join the remedial reaches 50%, then

remedial teaching is held first, then remedial tests are continued. Remedial is done by working on the same problem (*Attachment 1*).

Remedial assessment is carried out by:

APPENDIX

Appendix 1 Pictures



Source:

https://asset.kompas.com/crops/6Ul2j9NW28e2DGa2aLaDmyA1 RII=/0x0:1620x1080/750x500/data/photo/2021/05/17/60a1f09ec 7275.jpg



Source: https://bagaimana.web.id/wpcontent/uploads/2018/08/Proses-Terjadinya-Petir-atau-Kilat_featured-image.jpeg



Source:

https://i.pinimg.com/originals/13/09/f4/1309f474b2e9d0c5f65f5d bc759f8e2b.jpg



Source:

https://www.worldatlas.com/r/w768/upload/b7/e8/4a/transpiratio n.png

Worksheet 1

Arrange the jumblea	l paragraphs an	nd identify the	text structure!
---------------------	-----------------	-----------------	-----------------

No	Text	The name of
		part
	Landslide occurs when the top layer of	
	the earth and stones apart from the main	
	part of the mountain or hill. This usually	
	happens because of high rainfall,	
	earthquakes, or volcanic eruptions. In	
	some cases, the exact cause is unknown.	
	Landslides can occur because of natural	
	faults and the weather on the soil and	
	rats. These cases are mainly in humid	
	and hot climate like in Indonesia.	
	Landslide is a geological process that	
	happen because of the movement of rock	
	mass or soil such as the fall of rocks or	
	clumps of soil which detached from the	
	main section of the mountain or hill.	
	Landslide usually happen in the	
	mountainous areas.	
So, landslide is one of the natural		
--	--	
disasters that harm. We should be wary		
especially if our house is in the area		
prone to landslide.		
A large landslide can destroy buildings		
and sweeps man in seconds. The		
building that is located on the mountain		
slopes can be at risk of landslide		
disasters. If the landslide happens, the		
house can be hit by a big rocks or house		
and its contens are damaged. The		
disaster also claims the lives of human		
bias in that house who do not have time		
to escape.		

Key answer of worksheet 1

No	Text	The name of
		part
2	Landslide occurs when the top layer of	Sequenced of
	the earth and stones apart from the	explanation
	main part of the mountain or hill. This	
	usually happens because of high	

	rainfall, earthquakes, or volcanic	
	eruptions. In some cases, the exact	
	cause is unknown. Landslides can	
	occur because of natural faults and the	
	weather on the soil and rats. These	
	cases are mainly in humid and hot	
	climate like in Indonesia.	
1	Landslide is a geological process that	General
	happen because of the movement of	statement
	rock mass or soil such as the fall of	
	rocks or clumps of soil which	
	detached from the main section of the	
	mountain or hill. Landslide usually	
	happen in the mountainous areas.	
4	So, landslide is one of the natural	Concluding
	disasters that harm. We should be	statement
	wary especially if our house is in the	
	area prone to landslide.	
3	A large landslide can destroy	Concluding
	buildings and sweeps man in seconds.	statement
	The building that is located on the	
	mountain slopes can be at risk of	

landslide disasters. If the landslide	
happens, the house can be hit by a big	
rocks or house and its contens are	
damaged. The disaster also claims the	
lives of human bias in that house who	
do not have time to escape.	

Worksheet 2

Read the text carefully then decide the main idea of each paragraph!

A cell phone is a great gadget in this modern world. What is a cell phone? A cell phone is actually a radio in certain way. Like a radio, by a cell phone we can communicate to other people in real time. Million people use cell phone for their communication. Even nowadays, people use cell phones to communicate in voice, written and data. Alexander Graham Bell is the person who make great change in the way people communicate to each other. He invented a telephone in 1876. While wireless radio was formally known in 18994 presented by Guglielmo Marconi. By these two technologies, then a cell phone was born. However, do you know how actually cell phones work?

This short explanation on how a cell phone work is really wonderful. A cell phone or in long term "cellular telephone' works by transmitting signals of radio to towers of cellular. The towers are networked to a central switching station. The connection usually uses wire, fiber optic-cables, or microwave.

Then the central switching station which handles calls in certain given area is directed connected to the wire-based telephone system. Cellulars are pick up by the towers and relayed to another cellular telephone user or the user of wire-based telephone network.

The towers vary in the capacity and capability to receive signals. Some can receive the signal from short distance and the others can receive more distance. However, there are usually more than one tower in certain given area so that the system can handle the increasing telephone traffic.

Key answer of worksheet 2

Paragraph 1	Definition of cell phone and
	its history
Paragraph 2	How a cell phone works
Paragraph 3	The central switching station
	handles calls in certain given

	area and connected to the		
	wire-based telephone system.		
Paragraph 4	The towers vary in the		
	capacity and capability to		
	receive signals.		

Worksheet 3

Read the text carefully then identify the language features of the text!

Tsunami

The term of "tsunami" comes from the Japanese which means harbour ("tsu") and wave ("nami"). A tsunami is a series of waves generated when water in a lake or a sea is rapidly displaced on a massive scale.

A tsunami will be generated when the seafloor abruptly deforms and vertically displaces the overlying water. Such large vertical movements of the earth's crust can occur at plate boundaries.

Subduction of earthquakes are particularly effective in generating tsunami and occur where denser oceanic plates slip under continental plates.

As the displaced water mass moves under the influence of gravity to regain its equilibrium, it radiates across the ocean like ripples on a pond.

Tsunami always brings great damage. Most of the damage is caused by the huge mass of water behind the initial wave front, as the height of the sea keeps rising fast and floods powerfully into the coastal area.

Key Answer of Worksheet 3

Language Features

1. Use simple present tense

A tsunami is a series of waves generated when water in a lake or a sea is rapidly displaced on a massive scale.

2. Use Passive Voice

A tsunami will be generated when the seafloor abruptly deforms and vertically displaces the

overlying water.

3. Use abstract noun : Vertical, Horizontal, Height

4. Conjuction of time

(When the seafloor abruptly deforms and vertically displaces the overlying water)

(When water in a lake or a sea is rapidly displaced on a massive scale).

5. Action verb : Movement, Moves

Worksheet 4

Read the text following text and answer the questions!

Metamorphosis of Butterfly

Butterflies have complete metamorphosis. In each stage, they have different name and form. The first stage of butterflies' metamorphosis is starting on eggs. They are laid on plants by the adult female butterfly from spring, summer or fall depending on the species of butterfly.

After the egg hatching, it will turn into larva that is usually called by caterpillar. The job of the caterpillar is to eat the leaves. As the caterpillar grows it splits its skin and sheds it about 4 or 5 times. Food eaten at this time is stored and used later as an adult.

When the caterpillar is full grown and stops eating, it becomes a pupa. The pupa of butterflies is also called a chrysalis. Some of the species, the pupa may suspend under a branch, hidden in leaves or buried underground. The pupa of many moths is protected inside a cocoon of silk. This stage can last from a few weeks, a month or even longer. In this stage, special cells that were present in the larva are now growing rapidly. They will become the legs, wings, eyes and other parts of the adult butterfly. Many of the original larva cells will provide energy for these growing adult cells. The last stage is adult butterflies. They have long legs, long antennae, and compound eyes. They can also fly by using their large and colorful wings. The one thing they can't do is grow.

In conclusion, there are four stages in butterfly metamorphosis. They are egg, larva, pupa, and adult butterfly.

Adapted from: The Academy of Natural Sciences of Drexel University,

https://ansp.org/exhibits/onlineexhibits/butterflies/lifecycle/

- 1. What is the text about?
- 2. What is the purpose of the text?
- 3. How many steps of metamorphosis of butterfly?
- 4. Why do caterpillars eat much as possible in their life?
- 5. Where does the larva live?
- 6. What is the second paragraph about?
- 7. "..... it becomes a pupa." The word it (In paragraph 3) refers to
- 8. In this stage, special cells that were present in the larva are now growing <u>rapidly</u>. The underlined word has similar meaning with
- 9. How long is the cocoon last?
- 10. Based on the text, what do you think about metamorphosis?

Key answer of worksheet 4

- 1. The text is telling about the process of photosynthesis
- 2. It is to explain the process of food-making in the plant
- 3. They do photosynthesis to produce their own food
- 4. Green plants use energy from light to combine carbon dioxide and water to make sugar and other chemical compounds
- 5. In a plant leaf contains chlorophyll
- 6. The role of light in the process of photosynthesis
- 7. Light
- 8. Complex
- It happens during the day because the process needs the light of the sun
- It is the process of food making in plant leaves by using energy from light to combine carbon dioxide and water to make sugar and other chemical compounds.

Appendix 16

RESEARCH INSTRUMENT (TRY OUT TEST)

Instructions:

- 1. Write down your name and class on the box above.
- 2. Read the text carefully then give cross mark (X) to the correct answer.
- 3. Given 60 minutes to answer 35 test items.

Read the following text carefully and answer the question 1-6 below!

Photosynthesis is a food-making process that occurs in green plants. It is the chief function of leaves. The word photosynthesis means putting together with light. Green plants use energy from light to combine carbon dioxide and water to make sugar and other chemical compounds. How is the light used in photosynthesis?

The light used in photosynthesis is absorbed by a green pigment called chlorophyll. Each food-making cell in a plant leaf contains chlorophyll in small bodies called chloroplasts. In chloroplast, light energy causes water drawn form the soil to split into hydrogen and oxygen. Let me tell you the process of photosynthesis, in a series of complicated steps, the hydrogen combines with carbon dioxide from the air, forming a simple sugar. Oxygen from the water molecules is given off in the process. From sugar together with nitrogen, sulphur, and phosporus from the soil-green plants can make starch, fat, protein, vitamins, and other complex compounds essential for life. Photosynthesis provides the chemical energy that is needed to produced these compounds.

Source:

https://pupujuniarriyadi.wordpress.com/2014/12/06/explanation -text-photosynthesis/

- 1. What is the purpose of the text?
 - A. It explains food-making process of a machines
 - B. It explains what photosynthesis is
 - C. It explains the use of oxygen on the process of photosynthesis
 - D. It explains the origin of the word photosynthesis
- 2. What process takes place in the chloroplast during photosynthesis?
 - A. Combine carbon dioxide and water to make sugar and other chemical compounds.
 - B. Absorb the green pigments of the plant.

- C. Light energy causes water drawn form the soil to split into hydrogen and oxygen.
- D. Process of making simple sugar.
- 3. What the product of photosynthesis ...
 - A. Sugar and Nitrogen
 - B. Root
 - C. Food and O2
 - D. Food
- 4. What is the main idea of the third paragraph?
 - A. The process of photosynthesis
 - B. The result of photosynthesis
 - C. The definition of photosynthesis
 - D. Raw materials needed to carry out photosynthesis
- 5. The word *complicated* in paragraph 3 has the same meaning with the words below except ...
 - A. Troublesome
 - B. Difficult
 - C. Hard
 - D. Exclusive
- 6. Which one is not the generic structure of explanation text?
 - A. General statement

- B. Sequence of explanation
- C. Reorientation event
- D. Concluding statement

Read the following text carefully and answer the question 8-17 below!

How Does Rain From and What Is The Water Cycle? Let's look at the size of rain and how raindrops fall first. We'll need the Sun when the Sun shines on water on the Earth's surface, the heat of the Sun warms the water turning it into an invisible gas called water vapour.

This process the changing of water into a gas is called evaporation because gases are lighter than liquids. Water vapor rises up into the sky and the further you move up and away from the Earth's surface the colder temperature gets, so in the sky the water vapor cools and changes back into tiny water droplets. This change is called condensation, and it is the opposite of evaporation.

Clouds are made up of tiny water droplets so when condensation occurs in the sky clouds form and grow. When water droplets bump into one another they stick together and grow in size they continue to grow until they are too heavy and fall as rain. They even grows they bump into one another on their journey from the cloud to the ground and every single raindrop that reaches the ground is made up of 1 million of the original tiny water droplets.

Raindrops fall on the ground surface or the Sun can shine on them and the whole process happens again. This is called the water cycle and keeps water moving from the ground to the sky providing the water needed for plants animals and people to survive.

Source: Met Office – Weather

- 7. What is the text about?
 - A. How the rain occurs
 - B. How clouds affect rain
 - C. Process of the changing water
 - D. How water turn into water vapour
- 8. What is the main idea of the first paragraph?
 - A. How water vapour was formed
 - B. The size of rain and how raindrops
 - C. The process of cloud was formed
 - D. The process of water change into a gas
- 9. According to the text, what is the step after clouds form?
 - A. They continue to grow until they are too heavy and fall as rain.

- B. Water droplets bump into one another, then they stick together.
- C. Water vapor rises up into the sky and the further you move up and away from the Earth's surface.
- D. They warm the water turning it into an invisible gas called water vapour.
- 10. What is the main idea of the third paragraph?
 - A. The process of evaporation
 - B. How water vapour was formed
 - C. The effect after rain falls on the ground
 - D. How cloud was formed and grow until they fall as rain
- 11. The word 'heat' on the first paragraph has the same meaning as...
 - A. warmth
 - B. hot
 - C. summer
 - D. growth
- 12. The process of the changing from water into a gas is called...
 - A. Condensation
 - B. Solidification

- C. Detoxification
- D. Evaporation
- 13. The word 'survive' on the last paragraph has the same meaning as...
 - A. perish
 - B. exist
 - C. joy
 - D. fade
- 14. The last paragraph of the text is called...
 - A. General statement
 - B. Sequence of explanation
 - C. Reorientation event
 - D. Concluding statement

Read the following text carefully and answer the

question 15-19 below!

Can lightning strike the same place twice? Let's figure out what makes it happen in the first place.

Lighting is electricity, and electricity involves tiny particles. Some particles have a positive charge and some have a negative charge. The two opposite charges pull towards each other like the north and south ends of magnets.

Usually electric charges are fairly balanced but the turbulent winds of a storm caused electric charges to separates within the cloud. Most lightning occurs within the cloud itself, but we're concerned about the lightning between clouds and the ground.

Lightning starts with negative charges moving from the clouds towards the ground. Scientists call it a stepped leader. Meanwhile an upward leader forms as positive charges move up from the ground usually from tall objects when a stepped leader and an upward leader meet, it makes a path for a much larger and brighter electric current to shoot up into the cloud. This is what we see in the sky as lightning. It happened so quickly that lightning seems to travel from the cloud to the ground.

When in fact the opposite is true. So, can lightning strike the same place twice? Absolutely. For example Toronto CN Tower is struck by lightning around seventy five times each year. In fact in August 2011 the tower was shocked a record-breaking 52 times in 84 minutes. But don't worry the tower was built to withstand it. So it's a safe place to be if lightning strikes once twice or even 52 times.

Source: Toronto Symphony Orchestra

- 15. What is the purpose of the text?
 - A. It explains how the lightning work
 - B. It explains how the electricity was formed
 - C. It explains the frequency of lightning can strikes
 - D. It explains where lightning usually strikes
- 16. In the explanation text there are several parts of the generic structure. What is the third paragraph called in the explanation text above?
 - A. General statement
 - B. Sequence of explanation
 - C. Reorientation event
 - D. Concluding statement
- 17. Based on each paragraph, what is generic structure of the text?
 - A. general statement general statement sequence of explanation - sequence of explanation – concluding statement

- B. general statement general statement sequence of explanation - sequence of explanation – sequence of explanation
- C. general statement general statement general statement sequence of explanation concluding statement
- D. general statement general statement sequence of explanation - sequence of explanation – concluding statement
- The word 'safe' in the fifth paragraph has the opposite meaning as...
 - A. vulnerable
 - B. hale
 - C. fast
 - D. healthy
- 19. What is the main idea of the second paragraph?
 - A. Lightning has two opposite charges
 - B. Lighting is electricity, and involves tiny particles
 - C. Lightning occurs within the cloud
 - D. Lightning starts with negative charges
- 20. Read the texts below and decide the social function of the texts!

Text 1

In Indonesia, we are very familiar with the word "tsunami". This natural disaster has ever killed thousands of lives in Banda Aceh a few years ago. Indonesia mourned, the world mourned. Then, how the Tsunami happens? Here is a brief explanation of the process of how the Asian tsunami happens.

Tsunamis can occur if there is a phenomenon which causes the displacement of large amounts of water in the ocean, such as volcanic eruptions, earthquakes, landslides, and meteors that fall to Earth. However, 90% of tsunamis is the result of underwater earthquakes.

Vertical movement in the Earth's crust in the bottom of the ocean causes a sudden up or down movement of sea floor which then causes the water balance disorders above it. This disturbance causes the occurrence of the flow of the massive sea water energy, that once it reaches the shore, it becomes huge waves resulting Tsunami.

Text 2

Flooding is a disaster which commonly happens in large and densely populated cities. In Indonesia, the floods hit Jakarta very often and cause many victims. Then, do you know the process of how flood happens? Pay attention to the following explanation.

The process of natural flooding is preceded by rain which falls to the surface of the earth. Then the rain water is absorbed by the ground surface and flows to the lower place. Once that condition happens, evaporation and the water appear to the surface of the land. Flooding can be disastrous for humans when floods happen in an area that people live because the water carries along objects like houses, bridges, cars, furniture and even people.

On the other hand, the process of non-natural flooding is usually caused by bad habits of humans who do not care about the environment, such as littering that can make water flow clogged. This makes the water deposited in landfills which gradually becomes more common. When water reservoirs can no longer hold water discharge, the water then overflows out the land and cause flooding. Source: https://www.englishiana.com/2016/08/20contoh-explanation-text-terjemahannya.html

	text 1	text 2
A.	to describe the readers	to describe the readers
	about tsunami	about flooding
B.	to entertain the readers	to entertain the readers
	about floods	about tsunami
C.	to inform the readers	to inform the readers
	about tsunami	about floods
D	to explain how	to explain how floods
	tsunami occur	happen

*Please fill in the blank with appropriate word for question 21-*25 below!

Tsunami

The term of "tsunami" comes from the Japanese which means harbour ("tsu") and wave ("nami"). A tsunami (21) a series of waves generated (22) water in a lake or a sea is rapidly displaced on a massive scale.

A tsunami will be generated (23) the seafloor abruptly deforms and vertically displaces the overlying water. Such large vertical (24) of the earth's crust can occur at plate boundaries.

Subduction of earthquakes are particularly effective in generating tsunami and occur where denser oceanic plates slip under continental plates.

As the displaced water mass (25) under the influence of gravity to regain its equilibrium, it radiates across the ocean like ripples on a pond.

Tsunami always brings great damage. Most of the damage is caused by the huge mass of water behind the initial wave front, as the height of the sea keeps rising fast and floods powerfully into the coastal area.

Adapted from: http://ewiahran.blogspot.com/2017/08/contoh-explanation-textbeserta-generic.html

21.

- A. isB. amC. are
- D. was

22.

- A. where
- B. when
- C. it
- D. which
- 23.
- A. where
- B. when
- C. who
- D. which
- 24.
- A. Height
- B. Blow
- C. Movements
- D. Blows
- 25.
- A. Moves
- B. Move
- C. Attack
- D. Flows

Read the following infographic and answer the questions 26-28!



Source:

https://images.app.goo.gl/RyGbJkdCNZrau64t8

- 26. What can we infer from the infographic?
 - A. There are four stages in the life cycle of a butterfly
 - B. Adult butterfly hatches their eggs and die after
 - C. Pupa needs leaves as their source of foods
 - D. Adult butterfly give birth to many larvae and then migrate to warmer places
- 27. What is the final stage of butterfly metamorphosis?
 - A. Adult butterfly
 - B. Egg
 - C. Larva
 - D. Cocoon

28. The word 'laid' in paragraph 1 has the same meaning as

••••

- A. Hatch
- B. Breed
- C. Sleep
- D. Put

Read the following text and answer the questions 29-30!

A total solar eclipse is a rare phenomenon with stunning visual effects. Many people are so eager to see this phenomenon when it happens since it can be considered as an extraordinary phenomenon. But, what causes this extraordinary phenomenon?

Several things need to occur at once and in a straight line to create a total solar eclipse. A total solar eclipse appears as the result of sequenced events. First, The Moon orbits the Earth once a month and eclipse happens when it lines up exactly with the Earth and the Sun. The moon must be exactly in the right size and distance to block the sun. Eclipse does not appear every month because the orbits of the Moon and Earth are sometimes tilted at an angle. Next, the sun, moon, and Earth need to line up in a straight line, with the moon between the sun and Earth. Finally, to see the full eclipse, you need to be standing in the correct spot on Earth because not all of the sun shine is covered by the moon since its size is 400 times bigger than the diameter of the moon even though it's also 400 times farther away from us than the moon.

Their different sizes and distances from the earth make the sun and the moon appear the same size and when the moon is exactly in front of the sun, it seems covering the entire disc of the sun. Therefore, for some areas which are located exactly under those two things will be dark because the sun light is blocked by the moon. When moon passes in front of the sun at the day time, it begins to cast a partial shadow (called the penumbra) onto Earth. At the height of the eclipse, the sun's light is entirely blocked, and the moon casts a full shadow called the umbra.

Source: https://www.englishiana.com/2016/03/contohexplanation-text-full-materi.html

29. What is the purpose of the text?

- A. It describes lunar eclipse
- B. It describes what ring solar eclipse is
- C. It explains how a solar eclipse happen
- D. It explains how a lunar eclipse happen

- 30. Based on the text, despite their different sizes, why moon seems covering the entire disc of the sun?
 - A. The Moon and Earth are sometimes tilted at an angle.
 - B. The sun's light is entirely blocked by Earth.
 - C. The distances and they need to line up in a straight line.
 - D. It happens when the moon passes in front of the sun at the night time.

Read the texts and answer the questions below! TEXT 1: Snow

The snowfall is always exciting, isn't it? In the snowfall you can crunch through the snow, make a snowman and play snowballs with your brother. Have you ever wondered how snow is made, though?

Snow occurs when water vapors in the air freeze before they can turn into water. This happens when the temperature in the clouds is very cold. Snowflakes are made up of crystals of ice that have formed around bits of dirt in the air. The snowflakes start out very small and grow. Each snowflake is different and might contain up to 200 crystals.

TEXT 2: How does Rain Fall?

Rain is one of the main sources of fresh water for almost all people in the world. It provides suitable conditions for diverse ecosystems. It is also used as hydroelectric power plants and crop irrigation. But, do you know how rain happens?

The rain's phenomenon is actually what we often call as "water circle." The concept of the water cycle involves the sun heating the Earth's surface water and causing the surface water to evaporate. Then the water vapor rises into the Earth's atmosphere. The water in the atmosphere cools and condenses into liquid droplets. The droplets grow bigger and heavier and fall to the earth as precipitation.

However, not all rain can reach the surface of the earth. Some evaporates while falling through dry air. This is what we call as "virga", a phenomenon which is often seen in hot, dry desert regions.

source: https://www.englishiana.com/2016/08/20-contohexplanation-text-terjemahannya.html

31. According the texts above, what is the similarity between snow and rain?

- A. They are made of water but in different states of matter and final form
- B. Both final form is liquid
- C. They are made at atmosphere and condenses into liquid droplets before fall to Earth's surface
- D. Both can cause global warming
- 32. What is the reason the author wrote the two texts above?
 - A. To describe the difference between rainfall and snowfall
 - B. To explain how are snow and rain works
 - C. To entertain the readers about snow and rain works
 - D. To explain the readers about how water cycle and rainfall works
- 33. What is the difference of the text structure of text 1&2?

	text 1	text 2
A.	general statement – sequence of explanation	general statement – sequence of explanation
В.	general statement – sequence of explanation	general statement – sequence of explanation – concluding statement
C.	general statement – sequence of explanation	general statement – sequence of explanation -

		sequence of explanation
D.	general statement – sequence of explanation – concluding statement	general statement – sequence of explanation – concluding statement

- 34. Which statement best reflects the main point being made in text 1?
 - A. Snow is crystalline state of water vapor that falls as precipitation that made in the atmosphere
 - B. Snow happens when water vapor piled up in the earth's atmosphere freezes after they turn into water droplets
 - C. Snowflakes are created by crystals of ice then grow into varied form
 - D. Snowflake might contain up to 200 crystals
- 35. Which statement best reflects the main point being made in text 2?
 - A. The process of rain form also called as water cycle
 - B. The water cycle keeps water moving from the ground to the sky providing the water needed for plants animals and people to survive
 - C. Rain happen when the water vapor rises into the Earth's atmosphere then grow into cloud until its grow heaver and fall to the earth's surface is condensed water falling from a cloud

D. Rain is condensed water that falling from clouds after being freeze on Earth's atmosphere

KEY ANSWER OF TRY-OUT TEST

1. B	11. A	21. A	31. A
2. C	12. D	22. B	32. B
3. C	13. B	23. B	33. B
4. A	14. D	24. C	34. A
5. D	15. A	25. A	35. C
6. A	16. A	26. A	
7. A	17. C	27. A	
8. A	18. A	28. D	
9. A	19. B	29. C	
10. D	20. D	30. C	

Appendix 17

READING COMPREHENSION OF EXPLANATION TEXT (PRE-TEST)

Instructions:

4. Write down your name and class on the answer sheet.

- 5. Read the text carefully then give cross mark (X) to the correct answer.
- 6. Given 40 minutes to answer 20 test items.

Read the following text carefully and answer the question 1-4 below!

Photosynthesis is a food-making process that occurs in green plants. It is the chief function of leaves. The word photosynthesis means putting together with light. Green plants use energy from light to combine carbon dioxide and water to make sugar and other chemical compounds. How is the light used in photosynthesis?

The light used in photosynthesis is absorbed by a green pigment called chlorophyll. Each food-making cell in a plant leaf contains chlorophyll in small bodies called chloroplasts. In chloroplast, light energy causes water drawn form the soil to split into hydrogen and oxygen.

Let me tell you the process of photosynthesis, in a series of complicated steps, the hydrogen combines with carbon dioxide from the air, forming a simple sugar. Oxygen from the water molecules is given off in the process. From sugar together with nitrogen, sulphur, and phosporus from the soil-green plants can make starch, fat, protein, vitamins, and other complex compounds essential for life. Photosynthesis provides the chemical energy that is needed to produced these compounds.

36. What is the purpose of the text?

- A. It explains food-making process of a machines
- B. It explains what photosynthesis is
- C. It explains the use of oxygen on the process of photosynthesis
- D. It explains the origin of the word photosynthesis
- 37. What the product of photosynthesis ...
 - A. Sugar and Nitrogen
 - B. Root
 - C. Food and O2
 - D. Food
- 38. What is the main idea of the third paragraph?
 - A. The process of photosynthesis
 - B. The result of photosynthesis
 - C. The definition of photosynthesis
 - D. Raw materials needed to carry out photosynthesis
- 39. The word *complicated* in paragraph 3 has the same meaning with the words below except ...
 - A. Troublesome
 - B. Difficult
 - C. Hard
 - D. Exclusive

Read the following text carefully and answer the question 5-8 below!

How Does Rain From and What Is The Water Cycle? Let's look at the size of rain and how raindrops fall first. We'll need the Sun when the Sun shines on water on the Earth's surface, the heat of the Sun warms the water turning it into an invisible gas called water vapour.

This process the changing of water into a gas is called evaporation because gases are lighter than liquids. Water vapor rises up into the sky and the further you move up and away from the Earth's surface the colder temperature gets, so in the sky the water vapor cools and changes back into tiny water droplets. This change is called condensation, and it is the opposite of evaporation.

Clouds are made up of tiny water droplets so when condensation occurs in the sky clouds form and grow. When water droplets bump into one another they stick together and grow in size they continue to grow until they are too heavy and fall as rain. They even grows they bump into one another on their journey from the cloud to the ground and every single raindrop that reaches the ground is made up of 1 million of the original tiny water droplets.

Raindrops fall on the ground surface or the Sun can shine on them and the whole process happens again. This is called the water cycle and keeps water moving from the ground to the sky providing the water needed for plants animals and people to survive.

Source: Met Office – Weather

40. What is the text about?

- A. How the rain occurs
- B. How clouds affect rain
- C. Process of the changing water

- D. How water turn into water vapour
- 41. What is the main idea of the first paragraph?
 - A. How water vapour was formed
 - B. The size of rain and how raindrops
 - C. The process of cloud was formed
 - D. The process of water change into a gas
- 42. According to the text, what is the step after clouds form?
 - A. They continue to grow until they are too heavy and fall as rain.
 - B. Water droplets bump into one another, then they stick together.
 - C. Water vapor rises up into the sky and the further you move up and away from the Earth's surface.
 - D. They warm the water turning it into an invisible gas called water vapour.
- 43. The word 'heat' on the first paragraph has the same meaning as...
 - A. warmth
 - B. hot
 - C. summer
 - D. growth

Read the following text carefully and answer the question 9-11 below!
Can lightning strike the same place twice? Let's figure out what makes it happen in the first place.

Lighting is electricity, and electricity involves tiny particles. Some particles have a positive charge and some have a negative charge. The two opposite charges pull towards each other like the north and south ends of magnets.

Usually electric charges are fairly balanced but the turbulent winds of a storm caused electric charges to separates within the cloud. Most lightning occurs within the cloud itself, but we're concerned about the lightning between clouds and the ground.

Lightning starts with negative charges moving from the clouds towards the ground. Scientists call it a stepped leader. Meanwhile an upward leader forms as positive charges move up from the ground usually from tall objects when a stepped leader and an upward leader meet, it makes a path for a much larger and brighter electric current to shoot up into the cloud. This is what we see in the sky as lightning. It happened so quickly that lightning seems to travel from the cloud to the ground.

When in fact the opposite is true. So, can lightning strike the same place twice? Absolutely. For example Toronto CN Tower is struck by lightning around seventy five times each year. In fact in August 2011 the tower was shocked a recordbreaking 52 times in 84 minutes. But don't worry the tower was built to withstand it. So it's a safe place to be if lightning strikes once twice or even 52 times.

Source: Toronto Symphony Orchestra

- 44. What is the purpose of the text?
 - A. It explains how the lightning work
 - B. It explains how the electricity was formed
 - C. It explains the frequency of lightning can strikes
 - D. It explains where lightning usually strikes
- 45. Based on each paragraph, what is generic structure of the text?
 - A. general statement general statement sequence of explanation - sequence of explanation – concluding statement
 - B. general statement general statement sequence of explanation - sequence of explanation – sequence of explanation
 - C. general statement general statement general statement - sequence of explanation – concluding statement
 - D. general statement general statement sequence of explanation - sequence of explanation – concluding statement

- 46. The word 'safe' in the fifth paragraph has the opposite meaning as...
 - A. vulnerable
 - B. hale
 - C. fast
 - D. healthy

Please fill in the blank with appropriate word for question 12-14 below!

Tsunami

The term of "tsunami" comes from the Japanese which means harbour ("tsu") and wave ("nami"). A tsunami (12) a series of waves generated when water in a lake or a sea is rapidly displaced on a massive scale.

A tsunami will be generated (13) the seafloor abruptly deforms and vertically displaces the overlying water. Such large vertical movement of the earth's crust can occur at plate boundaries. Subduction of earthquakes are particularly effective in generating tsunami and occur where denser oceanic plates slip under continental plates.

As the displaced water mass (14) under the influence of gravity to regain its equilibrium, it radiates across the ocean like ripples on a pond.

Tsunami always brings great damage. Most of the damage is caused by the huge mass of water behind the initial wave front, as the height of the sea keeps rising fast and floods powerfully into the coastal area.

47.

A.	is
B.	am
C.	are
D.	was

48.

- A. where
- B. when
- C. who
- D. which

49.

- A. Moves
- B. Move
- C. Attack
- D. Flows

Read the following infographic and answer the question below!



Source: https://images.app.goo.gl/RyGbJkdCNZrau64t8

- 50. What can we infer from the infographic?
 - E. There are four stages in the life cycle of a butterfly
 - F. Adult butterfly hatches their eggs and die after
 - G. Pupa needs leaves as their source of foods
 - H. Adult butterfly give birth to many larvae and then migrate to warmer places

Read the texts and answer the questions 16-20 below! TEXT 1: Snow

The snowfall is always exciting, isn't it? In the snowfall you can crunch through the snow, make a snowman and play snowballs with your brother. Have you ever wondered how snow is made, though?

Snow occurs when water vapors in the air freeze before they can turn into water. This happens when the temperature in the clouds is very cold. Snowflakes are made up of crystals of ice that have formed around bits of dirt in the air. The snowflakes start out very small and grow. Each snowflake is different and might contain up to 200 crystals.

TEXT 2: How does Rain Fall?

Rain is one of the main sources of fresh water for almost all people in the world. It provides suitable conditions for diverse ecosystems. It is also used as hydroelectric power plants and crop irrigation. But, do you know how rain happens?

The rain's phenomenon is actually what we often call as "water circle." The concept of the water cycle involves the sun heating the Earth's surface water and causing the surface water to evaporate. Then the water vapor rises into the Earth's atmosphere. The water in the atmosphere cools and condenses into liquid droplets. The droplets grow bigger and heavier and fall to the earth as precipitation.

However, not all rain can reach the surface of the earth. Some evaporates while falling through dry air. This is what we call as "virga", a phenomenon which is often seen in hot, dry desert regions.

source: https://www.englishiana.com/2016/08/20-contoh-

explanation-text-terjemahannya.html

- 51. According the texts above, what is the similarity between snow and rain?
 - A. They are made of water but in different states of matter and final form
 - B. Both final form is liquid

- C. They are made at atmosphere and condenses into liquid droplets before fall to Earth's surface
- D. Both can cause global warming
- 52. What is the reason the author wrote the two texts above?
 - A. To describe the difference between rainfall and snowfall
 - B. To explain how are snow and rain works
 - C. To entertain the readers about snow and rain works
 - D. To explain the readers about how water cicle and rainfall works
- 53. What is the difference of the text structure of text 1&2?

	text 1	text 2
A.	general statement –	general statement –
	sequence of	sequence of explanation
	explanation	
В.	general statement -	general statement –
	sequence of	sequence of explanation
	explanation	- concluding statement
C.	general statement -	general statement -
	sequence of	sequence of explanation
	explanation	- sequence of
		explanation
D.	general statement -	general statement –
	sequence of	sequence of explanation
	explanation –	- concluding statement
	concluding statement	

54. Which statement best reflects the main point being made in text 1?

- A. Snow is crystalline state of water vapor that falls as precipitation that made in the atmosphere
- B. Snow happens when water vapor piled up in the earth's atmosphere freezes after they turn into water droplets
- C. Snowflakes are created by crystals of ice then grow into varied form
- D. Snowflake might contain up to 200 crystals
- 55. Which statement best reflects the main point being made in text 2?
 - A. The process of rain form also called as water cycle
 - B. The water cycle keeps water moving from the ground to the sky providing the water needed for plants animals and people to survive
 - C. Rain happen when the water vapor rises into the Earth's atmosphere then grow into cloud until its grow heaver and fall to the earth's surface is condensed water falling from a cloud
 - D. Rain is condensed water that falling from clouds after being freeze on Earth's atmosphere

READING COMPREHENSION OF EXPLANATION TEXT (POST-TEST)

Instructions:

- 1. Write down your name and class on the answer sheet.
- 2. Read the text carefully then give cross mark (X) to the correct answer.
- 3. Given 40 minutes to answer 20 test items.

Read the following text carefully and answer the question 1-4 below!

How Does Rain From and What Is The Water Cycle? Let's look at the size of rain and how raindrops fall first. We'll need the Sun when the Sun shines on water on the Earth's surface, the heat of the Sun warms the water turning it into an invisible gas called water vapour.

This process the changing of water into a gas is called evaporation because gases are lighter than liquids. Water vapor rises up into the sky and the further you move up and away from the Earth's surface the colder temperature gets, so in the sky the water vapor cools and changes back into tiny water droplets. This change is called condensation, and it is the opposite of evaporation.

Clouds are made up of tiny water droplets so when condensation occurs in the sky clouds form and grow. When water droplets bump into one another they stick together and grow in size they continue to grow until they are too heavy and fall as rain. They even grows they bump into one another on their journey from the cloud to the ground and every single raindrop that reaches the ground is made up of 1 million of the original tiny water droplets.

Raindrops fall on the ground surface or the Sun can shine on them and the whole process happens again. This is called the water cycle and keeps water moving from the ground to the sky providing the water needed for plants animals and people to survive.

Source: Met Office – Weather

- 1. What is the text about?
 - A. How the rain occurs
 - B. How clouds affect rain
 - C. Process of the changing water
 - D. How water turn into water vapour
- 2. What is the main idea of the first paragraph?
 - A. How water vapour was formed
 - B. The size of rain and how raindrops
 - C. The process of cloud was formed
 - D. The process of water change into a gas
- 3. According to the text, what is the step after clouds form?
 - A. They continue to grow until they are too heavy and fall as rain.
 - B. Water droplets bump into one another, then they stick together.

- C. Water vapor rises up into the sky and the further you move up and away from the Earth's surface.
- D. They warm the water turning it into an invisible gas called water vapour.
- 4. The word 'heat' on the first paragraph has the same meaning as...
 - A. warmth
 - B. hot
 - C. summer
 - D. growth

Please fill in the blank with appropriate word for question 5-7 below!

Tsunami

The term of "tsunami" comes from the Japanese which means harbour ("tsu") and wave ("nami"). A tsunami (5) a series of waves generated when water in a lake or a sea is rapidly displaced on a massive scale.

A tsunami will be generated (6) the seafloor abruptly deforms and vertically displaces the overlying water. Such large vertical movement of the earth's crust can occur at plate boundaries. Subduction of earthquakes are particularly effective in generating tsunami and occur where denser oceanic plates slip under continental plates.

As the displaced water mass (7) under the influence of gravity to regain its equilibrium, it radiates across the ocean like ripples on a pond.

Tsunami always brings great damage. Most of the damage is caused by the huge mass of water behind the initial wave front, as the height of the sea keeps rising fast and floods powerfully into the coastal area.

5.

- A. is
- B. am
- C. are
- D. was

6.

- A. where
- B. when
- C. who
- D. which

7.

- A. Moves
- B. Move
- C. Attack
- D. Flows

Read the texts and answer the questions 8-12 below!

TEXT 1: Snow

The snowfall is always exciting, isn't it? In the snowfall you can crunch through the snow, make a snowman and play snowballs with your brother. Have you ever wondered how snow is made, though?

Snow occurs when water vapors in the air freeze before they can turn into water. This happens when the temperature in the clouds is very cold. Snowflakes are made up of crystals of ice that have formed around bits of dirt in the air. The snowflakes start out very small and grow. Each snowflake is different and might contain up to 200 crystals.

TEXT 2: How does Rain Fall?

Rain is one of the main sources of fresh water for almost all people in the world. It provides suitable conditions for diverse ecosystems. It is also used as hydroelectric power plants and crop irrigation. But, do you know how rain happens?

The rain's phenomenon is actually what we often call as "water circle." The concept of the water cycle involves the sun heating the Earth's surface water and causing the surface water to evaporate. Then the water vapor rises into the Earth's atmosphere. The water in the atmosphere cools and condenses into liquid droplets. The droplets grow bigger and heavier and fall to the earth as precipitation.

However, not all rain can reach the surface of the earth. Some evaporates while falling through dry air. This is what we call as "virga", a phenomenon which is often seen in hot, dry desert regions.

source: https://www.englishiana.com/2016/08/20-contohexplanation-text-terjemahannya.html

- 8. According the texts above, what is the similarity between snow and rain?
 - A. They are made of water but in different states of matter and final form
 - B. Both final form is liquid
 - C. They are made at atmosphere and condenses into liquid droplets before fall to Earth's surface
 - D. Both can cause global warming
- 9. What is the reason the author wrote the two texts above?
 - A. To describe the difference between rainfall and snowfall
 - B. To explain how are snow and rain works
 - C. To entertain the readers about snow and rain works
 - D. To explain the readers about how water cicle and rainfall works
- 10. What is the difference of the text structure of text 1&2?

	text 1	text 2
А.	general statement – sequence of explanation	general statement – sequence of explanation

В.	general statement – sequence of explanation	general statement – sequence of explanation – concluding statement
C.	general statement – sequence of explanation	general statement – sequence of explanation - sequence of explanation
D.	general statement – sequence of explanation – concluding statement	general statement – sequence of explanation – concluding statement

- 11. Which statement best reflects the main point being made in text 1?
 - A. Snow is crystalline state of water vapor that falls as precipitation that made in the atmosphere
 - B. Snow happens when water vapor piled up in the earth's atmosphere freezes after they turn into water droplets
 - C. Snowflakes are created by crystals of ice then grow into varied form
 - D. Snowflake might contain up to 200 crystals
- 12. Which statement best reflects the main point being made in text 2?
 - A. The process of rain form also called as water cycle

- B. The water cycle keeps water moving from the ground to the sky providing the water needed for plants animals and people to survive
- C. Rain happen when the water vapor rises into the Earth's atmosphere then grow into cloud until its grow heaver and fall to the earth's surface is condensed water falling from a cloud
- D. Rain is condensed water that falling from clouds after being freeze on Earth's atmosphere

Read the following text carefully and answer the question 13-16 below!

Photosynthesis is a food-making process that occurs in green plants. It is the chief function of leaves. The word photosynthesis means putting together with light. Green plants use energy from light to combine carbon dioxide and water to make sugar and other chemical compounds. How is the light used in photosynthesis?

The light used in photosynthesis is absorbed by a green pigment called chlorophyll. Each food-making cell in a plant leaf contains chlorophyll in small bodies called chloroplasts. In chloroplast, light energy causes water drawn form the soil to split into hydrogen and oxygen. Let me tell you the process of photosynthesis, in a series of complicated steps, the hydrogen combines with carbon dioxide from the air, forming a simple sugar. Oxygen from the water molecules is given off in the process. From sugar together with nitrogen, sulphur, and phosporus from the soil-green plants can make starch, fat, protein, vitamins, and other complex compounds essential for life. Photosynthesis provides the chemical energy that is needed to produced these compounds.

- 13. What is the purpose of the text?
 - A. It explains food-making process of a machines
 - B. It explains what photosynthesis is
 - C. It explains the use of oxygen on the process of photosynthesis
 - D. It explains the origin of the word photosynthesis
- 14. What the product of photosynthesis ...
 - A. Sugar and Nitrogen
 - B. Root
 - C. Food and O2
 - D. Food
- 15. What is the main idea of the third paragraph?
 - A. The process of photosynthesis
 - B. The result of photosynthesis
 - C. The definition of photosynthesis

- D. Raw materials needed to carry out photosynthesis
- 16. The word *complicated* in paragraph 3 has the same meaning with the words below except ...
 - A. Troublesome
 - B. Difficult
 - C. Hard
 - D. Exclusive

Read the following infographic and answer the question below!





- 17. What can we infer from the infographic?
 - A. There are four stages in the life cycle of a butterfly
 - B. Adult butterfly hatches their eggs and die after
 - C. Pupa needs leaves as their source of foods

D. Adult butterfly give birth to many larvae and then migrate to warmer places

Read the following text carefully and answer the question 18-20 below!

Can lightning strike the same place twice? Let's figure out what makes it happen in the first place.

Lighting is electricity, and electricity involves tiny particles. Some particles have a positive charge and some have a negative charge. The two opposite charges pull towards each other like the north and south ends of magnets.

Usually electric charges are fairly balanced but the turbulent winds of a storm caused electric charges to separates within the cloud. Most lightning occurs within the cloud itself, but we're concerned about the lightning between clouds and the ground.

Lightning starts with negative charges moving from the clouds towards the ground. Scientists call it a stepped leader. Meanwhile an upward leader forms as positive charges move up from the ground usually from tall objects when a stepped leader and an upward leader meet, it makes a path for a much larger and brighter electric current to shoot up into the cloud. This is what we see in the sky as lightning. It happened so quickly that lightning seems to travel from the cloud to the ground.

When in fact the opposite is true. So, can lightning strike the same place twice? Absolutely. For example Toronto CN Tower is struck by lightning around seventy five times each year. In fact in August 2011 the tower was shocked a record-breaking 52 times in 84 minutes. But don't worry the tower was built to withstand it. So it's a safe place to be if lightning strikes once twice or even 52 times.

(Source: Toronto Symphony Orchestra)

- 18. What is the purpose of the text?
 - A. It explains how the lightning work
 - B. It explains how the electricity was formed
 - C. It explains the frequency of lightning can strikes
 - D. It explains where lightning usually strikes
- 19. Based on each paragraph, what is generic structure of the text?
 - A. general statement general statement sequence of explanation - sequence of explanation – concluding statement
 - B. general statement general statement sequence of explanation - sequence of explanation – sequence of explanation
 - C. general statement general statement general statement - sequence of explanation – concluding statement

- D. general statement general statement sequence of explanation sequence of explanation concluding statement
- 20. The word 'safe' in the fifth paragraph has the opposite meaning as...
 - A. vulnerable
 - B. hale
 - C. fast
 - D. healthy

Appendix 19

KEY ANSWER OF PRE-TEST AND POST-TEST

KEY ANSWER OF PRE-TEST

1.	В	6.	А	11.	А	16.	А
2.	С	7.	А	12.	А	17.	В
3.	А	8.	А	13.	В	18.	В
4.	D	9.	А	14.	А	19.	А
5.	А	10.	С	15.	А	20	С

KEY ANSWER OF POST-TEST

1.	А	6.	В	11.	А	16.	А
2.	А	7.	А	12.	С	17.	A
3.	А	8.	А	13.	В	18.	A
4.	А	9.	В	14.	С	19.	C
5.	А	10.	В	15.	D	20	А

Appendix 20

Documentation

(treatment in experimental class)





(treatment in control class)





(pre-test & post-test in experimental and control class)















KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN

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Semarang, 26 April 2022

Nomor : 2391/Un.10.3/D1/TA.00.01/04/2022 Lamp : -Hal : Pengantar Pra Riset A.n. : Wilsa Bravida NIM : 1803046070

Yth.

Bapak/Ibu Wali Dosen Di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama	;	Wilsa Bravida
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Alamat	:	Sowan Lor, RT 06 TW 02, Kecamatan Kedung, Kabupaten Jepara
Judul Skripsi	:	The Effect of Using Multimedia-Based Visualization Combined with Listen-Read-Discuss Strategy on Students' Reading Comprehension of Explanation text

Pembimbing : 1. Dr. Siti Tarwiyah, M.Hum.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 7 hari, mulai tanggal 10 Mei 2022 sampai dengan tanggal 17 Mei 2022.

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



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Yang bersangkutan telah melaksanakan Penelitian di SMA Walisongo Pecangaan pada tanggal 10 – 17 Mei 2022 guna penyusunan skripsi untuk melengkapi tugas studi tingkat Strata 1 (S1) dengan Judul *"The Effect of Using Multimedia-Based Visualization Combined with Listen-Read-Discuss Strategy on Students' ReadingComprehension of Explanation text"*.

Demikian surat keterangan ini dibuat dan agar dapat digunakan sebagaimana mestinya.



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