

**UTILIZING MULTIMODAL MEDIA TO FACILITATE EFL  
STUDENTS' READING COMPREHENSION IN  
DESCRIPTIVE TEXT**

**THESIS**

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



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is purely my work. I am completely responsible for the content of thesis. Other writers' opinions and findings in this thesis are quoted or cited based on ethical standards.

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*Assalamu'alaikum Wr. Wb.*

To inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

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*Wassalamu'alaikum Wr. Wb.*

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## ABSTRACT

Title : Utilizing Multimodal Media to Facilitate Students' Reading Comprehension in Descriptive Text  
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This study aims to explain the effectiveness of using multimodal media to enhance the reading comprehension of descriptive texts among EFL (English as a Foreign Language) students. Multimodal media, which integrate text, images, audio, and video, are designed to enrich students' learning experiences and engagement. The research employed a quantitative method with a pre-experimental One Group Pretest-Posttest design, using only an experimental class without a control group. The participants were 22 eighth graders at SMP Ya BAKII 1 Kesugihan, Cilacap, in the academic year 2024/2025, selected through purposive sampling. Instruments included a reading comprehension test with 15 multiple-choice questions and 5 essay questions. Data were collected through a pre-test to assess initial comprehension, a treatment using multimodal media, and a post-test to measure improvement. Paired sample t-test analysis showed a significant increase in scores from an average of 55.41 in the pre-test to 81.32 in the post-test, with a significance value of 0.000. These findings indicate that multimodal media effectively improve students' reading comprehension and provide an engaging and interactive learning experience.

**Keywords:** *Descriptive Text, EFL, Multimodal Media, Reading Comprehension*

## DEDICATION

In the name of Allah Azza Wa Jalla, the Lord of this world, the beneficent and merciful. This research is done because of many supports and motivation. With sincerity and humanity, I dedicate this thesis to:

- Beloved campus, UIN Walisongo Semarang especially
- Education and Teacher Training Faculty and English Education Departement.
- All of the lecturers who have educated and taught the writer.
- Beloved family who always spend their time to support the writer.
- All of friends who always give the writer solution and support to finish this thesis.

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The author realizes that in disclosure, presentation, discussion, as well as in the choice of words in thesis are still many shortcomings are caused by limited experience owned by the author. However, with guidance, help and assistance from various parties so lacking in this thesis can be resolved.

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Finally, the researcher realizes that this thesis is still far from being perfect; therefore, the researcher will be happy to accept constructive criticism in order to make it better. The researcher hopes that this thesis will be beneficial for everyone especially in developing teaching and learning process.

Semarang, 28 November 2024  
Author,

**Auges Amalia Diva**

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# CHAPTER I

## INTRODUCTION

This chapter describes the research background, research question, research objective, and pedagogical significance of the study.

### **A. Background of the Study**

One of the most important skills for students to acquire when learning English is reading. The most important way by which students can enhance their foreign language proficiency is through reading. Alderson (2000) proficiency in reading skills can significantly contribute to students' success, not only in learning English but also in other subjects that involve reading tasks. Moreover, strong English reading abilities are vital for students, as they are important for expanding knowledge and play a key role in academic success and future career development.

The main goal of reading is to achieve comprehension from what we read. According to Kitson (2010), reading comprehension involves the active construction of meaning through the interaction of the reader and the text. Muhid et al., (2020) describe reading comprehension as the process of deriving meaning from a text. They further state that the goal of reading comprehension is to grasp the overall message of the text rather than focusing on the meanings of individual words or sentences.

From this definition, it can be inferred that reading is an active process where readers utilize their prior knowledge to interpret and make sense of the content they are reading.

One of the main problems of EFL learners, particularly secondary school learners is their poor performance in reading comprehension tests. Reading comprehension is the complex process of acquiring meaning from the text being read (Muzammil & Saifullah, 2021). Students' reading comprehension is improved when teachers are interactive, ask questions about text structure, link texts to background knowledge, and engage students in asking questions (Ukrainetz, 2015). EFL learners may struggle with reading English due to its complexity compared to their native language. This is problematic for comprehension success because teachers are unable to easily access the reader's thinking, making it more difficult to provide advice and help. As a result, many students who do not receive adequate assistance and direction from their teachers may fail to become proficient EFL readers.

Therefore, an important type of reading material that can significantly enhance reading comprehension skills is descriptive text. Descriptive text plays a significant role in language learning, particularly for EFL students. It focuses on providing detailed and vivid descriptions of people, places, objects, or events. The primary purpose of descriptive text is to create a clear picture in

the reader's mind, utilizing sensory details and rich language to engage the reader's imagination. According to Derewianka (1990), descriptive texts aim to "describe a particular person, place or thing," using specific attributes and characteristics to bring the subject to life. In the context of EFL learners, engaging with descriptive texts helps students enhance their vocabulary, understand the use of adjectives and adverbs, and develop their ability to convey intricate details in English. By mastering descriptive text, students can improve their overall language proficiency, which is crucial for academic success and effective communication. Moreover, the ability to understand and produce descriptive text allows learners to express themselves more fully and accurately, contributing to their confidence and competence in using English in various contexts.

It is therefore a central part of the secondary school curriculum. Using a multimedia interaction strategy through a computerized intervention combining different modalities, where the child is the constructor of the events, might be one way to increase the ability to understand a text (Fälth et al., 2023). Multimodal learning is a modern approach that incorporates different modes or media in the learning process. Each mode works together to enhance students' understanding and mastery of concepts. Offering a variety of learning methods encourages students to explore and develop their skills more effectively.

In recent years, Information Communication Technology (ICT) has provided EFL learners with many opportunities to learn English with relative ease through conforming them to multimodal media (Baharani & Ghafournia, 2015). Multimodal media are closely linked to digital technologies since many digital texts combine various modalities, including aural, visual, gestural, spatial, and linguistic elements, to convey meaning. Multimodal media focus on comprehending the different forms of knowledge representation and meaning-making, analyzing discourse by examining the role of semiotic resources like language, gestures, and images. It also involves using multiple modalities, such as visual and aural components, to create meaning and understanding how these elements work together to form a coherent text (Ekşi & Yakışık, 2015).

Multimodal media are increasingly recognized as a powerful tool in language education, especially for enhancing reading comprehension among EFL students. These media integrate multiple modes of communication, such as text, images, audio, and video, to create a richer and more engaging learning experience. The use of multimodal media is particularly effective because it aligns with the varied learning styles of students, catering to visual, auditory, and kinesthetic learners simultaneously. According to Lim et al., (2022), multimodal approaches to teaching and learning enable students to process

information through multiple sensory channels, which can lead to deeper understanding and retention of material.

Moreover, multimodal media facilitate the integration of linguistic and non-linguistic elements, making abstract concepts more concrete and accessible. Kress (2010) highlights that multimodal texts allow for a more dynamic interaction between the learner and the content, as they engage with different semiotic resources that can complement and reinforce each other. For instance, pairing descriptive text with relevant images or videos can help EFL students visualize and better comprehend complex vocabulary and grammar structures.

Recent studies explored how different types of multimodal media could support multilingual students in both literacy and cultural identity development. For example, second language learners interpret meanings through multimodal modes with both images and sounds, which are more powerful for expressing their literacy comprehension (Toohey et al., 2015). Multimodal media also facilitate language learners to recognize their cultural identity by exploring representations and cultural comparisons through different types of texts (Park, 2018). Also, digital media have been examined that can facilitate EFL in various literacy skills for meeting the needs of daily life as social citizens, so teachers need to help students better connect multiple technologies with literacies (Hutchison & Beschorner, 2015). As

this case, multimodalities allow numerous formats for multilingual students to combine all of the resources they have received to construct meanings, which would be advantageous to strengthen their language abilities and demonstrate their knowledge of the learning materials.

In this research, the researcher explained multimodal media for reading text in students, how they are able to use picture text and video to stimulate their reading desire, but if viewed from the current situation the application of reading using picture book has been applied but has not been maximized, even though every time students have their own potential depending on how they are directed. Therefore, this under-maximized potential becomes a persistent problem, the potential must still be maximized in an appropriate and sustainable manner. Therefore, it is necessary to do research because this problem needs to be solved.

On this occasion, the researcher is interested to do research in SMP Ya BAKII 1 Kesugihan Cilacap. Based on observation made by researcher, the teacher said that students are interested in reading were still very low, their understanding deep of reading is not yet formed if boring learning media is used. The teacher always tried to find all way and always used different way to make the students understand. The teacher should think about interesting strategies to teach reading in class, and one of the strategies for learning to read is using pictures.

Therefore, the purpose of this study was to determine whether using multimodal media in language learning classes was significant effects on secondary school language learners' performance on reading comprehension tests. In this research the writer uses multimodal as a media to facilitate student reading comprehension skills and the students are relax and easy to understand. So, the researcher conducted research under title *Utilizing Multimodal Media to Facilitate EFL Students' Reading Comprehension in Descriptive Text*.

#### **B. Research Question**

How is the effectiveness of using Multimodal Media to Facilitate EFL Students' Reading Comprehension in Descriptive Text?

#### **C. Research Objective**

Regarding the problem statement, the researcher decided the purpose of this research is to explain the effectiveness of using Multimodal Media to Facilitate EFL Students' Reading Comprehension in Descriptive Text.

#### **D. Limitation of the Study**

As explained in the background, the researcher limits the study to students' comprehension of reading descriptive by using multimodal media, in addition this research is limited to the setting where the study is conducted. And this research only focuses on utilizing multimodal media to facilitate students reading comprehension skills, specifically this research only focuses on

the students eight graders of SMP Ya BAKII 1 Kesugihan Cilacap 2024/2025 were chosen as the subject of this research.

### **E. Pedagogical Significance**

This study is important for three reason:

#### 1. For Student

It is hoped that can facilitate student reading comprehension by using Multimodal Media. By incorporating various media such as images, audio, and video alongside traditional text, students can gain a deeper understanding of the material. Different modalities can provide additional context, explanations, or examples that aid comprehension, especially for complex or abstract concepts.

#### 2. For Teacher

This learning expects to enrich teacher's strategies in teaching. This research provides support to English teachers to find the best method of teaching reading. The researcher hopes that the results of this study can be useful for other teachers in applying methods that can help teachers increase students' interest in teaching reading.

#### 3. For other researchers, they can use this study as a reference to conduct the next research.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents previous research and theoretical review.

#### **A. Previous Research**

There are some researches done and related to this topic, those are:

The first research conducted by Vina Nurviyani, Didi Suherdi, and Iwa Lukmana with the title “Developing Students’ Reading Skill through Making Multimodal Inferences”. The article emphasized the importance of teaching students to make multimodal inferences to enhance their reading comprehension skills. It highlighted that incorporating strategies that require students to integrate both visual and verbal information can significantly improve their ability to understand and interpret texts (Nurviyani et al., 2020).

The article focused on improving students' reading skills by teaching them to make multimodal inferences. The study was conducted with 20 students from an English education program in West Java, Indonesia. The findings show that students' reading skills significantly improved after they were taught to make multimodal inferences. By the second cycle of the study, 85% of students achieved scores higher than 87. However, some students faced difficulties integrating visual and verbal information due to incomplete background knowledge. The study highlighted the

effectiveness of using multimodal inference strategies in enhancing reading comprehension.

This research has similarities with the research that was conducted, focus on enhancing reading comprehension among EFL students through the use of multimodal strategies. The studies emphasize the integration of various media types, such as visual and verbal information, to improve students' understanding of texts. They highlight the effectiveness of these strategies in overcoming language barriers and enhancing comprehension, particularly in specific text types like descriptive texts. Additionally, the studies acknowledge challenges that arise, such as gaps in students' background knowledge, but ultimately demonstrate that multimodal approaches can significantly improve reading skills in an EFL context. This research has difference with the research that was carried out, developing students' reading skills by encouraging them to make inferences using multimodal texts, which involve multiple modes like visual and verbal cues.

The second research conducted by Siti Mariam, Catur Kepirianto, Sayyidatul Fadlilah, Priyono, and Sholahuddin with the title “Boosting Students’ Reading Comprehension Skill Using Multimodal Descriptive Texts Based Google Site”. The article emphasized the effectiveness of using multimodal descriptive texts based on Google Sites to improve students' reading comprehension skills. It highlighted the implementation of this

method in a classroom setting, showing that students not only improved their reading comprehension but also became more engaged and motivated in the learning process (Mariam et al., 2023).

The article showed that the use of multimodal descriptive texts via Google Sites had a profound impact on students' reading comprehension skills. Through the implementation of this approach in a classroom setting, it was shown that students not only achieved better comprehension of the reading material but also became more actively involved and motivated in their learning process. The integration of these digital tools made the learning experience more dynamic and engaging, which in turn fostered a deeper understanding of the content. Additionally, the article highlighted that the students' increased enthusiasm was a direct result of the interactive and visually stimulating nature of the multimodal texts, which combined various forms of media such as images, videos, and hyperlinks. This approach made the reading material more accessible and appealing, catering to different learning styles and preferences. Overall, the article demonstrated that incorporating technology into traditional educational practices can significantly enhance the effectiveness of teaching and learning, leading to better academic outcomes and a more positive attitude toward learning among students.

This research has similarities with the research that was conducted, that both focus on enhancing EFL (English as a

Foreign Language) students' reading comprehension of descriptive texts through the use of multimodal media. The research projects recognize the importance of incorporating digital tools, such as videos, images, and interactive content, to make reading more engaging and effective. This research has difference with the research that was carried out, this article specifically emphasized the use of Google Sites as the platform for delivering these materials and assesses the impact on student engagement in a classroom setting. In contrast, my research takes a broader approach, focusing not only on the platform but also on the role of teachers in motivating students and creating a conducive learning environment. Additionally, the latter includes more detailed classroom action research with iterative cycles of planning, action, observation, and reflection, highlighting its comprehensive approach to the integration of multimodal media in EFL instruction.

The third research conducted by Ika Lestari Damayanti and Yusnita Febrianti with the title “Multimodal Literacy: Unfolding Reading Path in Children’s Picture Book and its Potential for EFL Classrooms”. This article emphasized the significance of reading habits among students and advocates for the use of multimodal text in ESL classrooms to enhance these habits (Damayanti & Febrianti, 2020).

This article showed the significance of reading habits among students and suggests the integration of multimodal text in ESL classrooms to enhance these habits. It underscores the benefits of using multimodal text, including heightened motivation, diverse experiences, better comprehension skills, and authentic material. The paper advocates for teachers to create their own multimodal text to support students in developing strong reading habits. Additionally, it stresses the involvement of various stakeholders like parents, teachers, and school administrators in promoting multimodal text in language learning to enhance students' reading habits. Teachers are encouraged to introduce a variety of multimodal texts to engage students and enhance their understanding of the subject matter. Educators are also advised to be mindful of their students' reading challenges and strategies to cultivate better reading habits.

This research has similarities with the research that was conducted, the research emphasized the importance of utilizing multimodal to enhance students' reading skills and habits in ESL classrooms. The difference in this study emphasized the importance of reading habits among students and suggests integrating multimodal in ESL classrooms to improve these habits.

The fourth research conducted by Siti Mariam, Catur Kepirianto, Ma'rifatul Fadhilah, and Nafisah Mardhiana with the title "Utilizing Quipper School for Improving Reading

Comprehension of Recount Text". The article focused on examining the effectiveness of the Quipper School platform in improving students' reading comprehension of recount texts. It specifically explored how this digital tool was utilized during the COVID-19 pandemic to facilitate online learning and engaged students in a public high school setting in Semarang, Indonesia. The study also aimed to describe the level of student engagement with the platform and the challenges faced by both students and teachers in adapting to online learning environments (Mariam et al., 2022).

The article discusses the use of the Quipper School platform to enhance students' reading comprehension of recount texts, particularly during the COVID-19 pandemic when learning shifted to online modes. The study aimed to explain how Quipper School was used to improve students' reading comprehension and to describe student engagement with this digital tool. Using a qualitative descriptive research design, interviews and documentation were conducted with eleventh-grade students and an English teacher at a public high school in Semarang, Indonesia. The findings revealed that Quipper School was beneficial for both students and teachers during the online learning process, as students could easily access reading materials and became more engaged in learning through discussions and interactive content provided by the platform. The study highlighted the role of digital media in education, especially when traditional classroom

interactions are limited, and emphasized the need for teachers to develop technical skills to effectively utilize digital platforms.

This research has similarities with the research that was carried out, that enhance EFL students' reading comprehension by leveraging digital tools or media. Also the common goal of utilizing digital resources to support reading comprehension in an EFL context. The difference in this study is in the types of media and text genres they focus on: the article utilizes Quipper School, a specific online learning platform, to improve students' comprehension of recount texts, while the research to be carried out explores the use of multimodal media, which includes various formats such as videos, images, and text, to enhance the understanding of descriptive texts.

The fifth research conducted by Muhammad Sholahuddin, Siti Mariam, and Catur Kepirianto with the title “Designing an Interactive Model for Enhancing Reading Comprehension on Multimodal Descriptive Text Utilizing Google Site”. The research study focuses on the development and testing of an interactive model called EzRead, designed to enhance students' reading comprehension skills through multimodal descriptive text materials (Sholahuddin et al., 2023).

The article showed that the interactive model called EzRead, designed to enhance reading comprehension through descriptive text materials on the Google Site platform, was effective in improving students' comprehension skills. The study

indicated positive outcomes and highlighted the potential of the model to enhance reading comprehension in the classroom. The interactive and engaging features of the EzRead website were found to be beneficial in improving student engagement and comprehension. The study involved analyzing student and teacher needs, creating the EzRead website, and evaluating its effectiveness through pre and post-tests. The results indicated positive outcomes, suggesting the potential of the model to improve reading comprehension in the classroom by providing interactive and engaging learning materials.

This research has similarities with the research that was carried out, conducted on utilizing multimodal to facilitate EFL students' reading comprehension skills in descriptive texts aligns with the study evaluating the effectiveness of the EzRead website in enhancing reading comprehension through multimodal descriptive text materials on the Google Site platform. The study emphasized the significance of interactive and engaging learning materials in improving students' comprehension abilities. The difference in this study emphasizes is this study using EzRead website in enhancing reading comprehension through multimodal descriptive text materials on the Google Site platform.

The research conducted by Linda Fälth, Irma Brkovic, Gordana Kerestes, Idor Svensson, Erland Hjelmquist, and Tomas Tjus, titled “The Effects of a Multimodal Intervention on the Reading Skills of Struggling Students: An Exploration Across

Countries” focuses on utilizing multimodal interventions to enhance reading comprehension, spelling, and decoding skills among struggling readers. This study specifically investigated the effectiveness of the Omega-IS program in two different countries, Sweden and Croatia, with distinct educational systems and orthographic complexities (Fälth et al., 2023).

The article showed that the Omega-IS program, which incorporates interactive features such as text-to-speech and animations to enhance reading comprehension, was effective in improving literacy skills. The study demonstrated positive outcomes in both countries, highlighting the importance of multimodal approaches in supporting struggling readers. By providing motivational and interactive learning experiences, the intervention fostered engagement and skill development. The research included pre- and post-tests to evaluate the program’s impact on reading comprehension, decoding, and spelling, yielding significant improvements during the intervention period.

This research has similarities with the research that was carried out, their shared focus on multimodal strategies to address challenges in reading comprehension, particularly for students learning English as a foreign language. The difference this study emphasizes is its focus on using the Omega-IS program to enhance reading skills in struggling readers across different linguistic and educational contexts, while the EFL study

specifically targets improving descriptive text comprehension for EFL learners using multimodal media.

## **B. Literature Review**

### **1. Multimodal Media Theory**

#### **1.1 Definition of Multimodal Media**

Multimodal media is a dynamic approach to communication that leverages multiple modes to convey information, enhancing comprehension and engagement. According to Kress (2010), multimodal media utilizes many modes such as audio, visual, and nonvisual elements to communicate effectively. Callow (2013) further elaborates that the integration of these modes can significantly enrich the material being presented, making it a powerful educational tool.

The application of multimodal media in education is particularly significant. It provides diverse learning resources that aid in understanding complex information. For example, images within a text can serve as guides to help readers grasp the author's message more effectively. This is crucial for understanding spoken language through multimodal interpretation, which can illuminate the intricacies of a discussion by combining spoken words with corresponding visuals (Callow, 2013; Kress, 2010).

The theoretical frameworks underpinning compositional meanings in visual design are essential for mapping a student's reading path through a text. This analytical process acknowledges that individuals can communicate simultaneously in multiple ways, necessitating the comprehension of both text and images. Thus, multimodal media is especially appropriate for early-stage learning, facilitating a richer interaction between text and images (Kress et al., 1996).

Research on multimodal media extends beyond defining multimodality. It includes approaches like semiotic resource analysis and interpretation, focusing on the significance of visual symbols in text-image communication. This research underscores the importance of understanding how visual symbols function within texts to convey deeper meanings (Royce & Bowcher, 2007).

The integration of multimodal media into educational practices continues to evolve, with ongoing studies highlighting its potential to enhance reading comprehension and overall learning experiences for students. These studies demonstrate that multimodal media not only supports traditional literacy skills but also fosters critical thinking and interpretative abilities

through the combined use of various semiotic resources (Jewitt, 2010; Kress & van Leeuwen, 2001).

Multimodal media also supports differentiated instruction, catering to the diverse learning styles and needs of students. For instance, visual learners benefit from the integration of images and videos, while auditory learners gain from the inclusion of spoken text and sound effects. This adaptability makes multimodal media a valuable tool for inclusive education, ensuring that all students have access to the content in a way that suits their learning preferences (Dalton, 2014; Tomlinson, 2001).

Moreover, the use of multimodal media aligns with the current digital landscape, where students are constantly interacting with various forms of media in their daily lives. By incorporating these familiar modes into educational settings, teachers can create more relevant and relatable learning experiences. This not only enhances engagement but also prepares students for the complex communicative demands of the 21st century (Gomez et al., 2010; Serafini & Gee, 2014).

## **1.2 Specification of Multimodal Media**

In using the above-mentioned theoretical steps, an analysis stage must be completed and the image must be positioned as a language in the sense that it is thought

to resemble a verbal language as well. According to Kress & Van Leeuwen (1996), the context of the image and its modes can impact the reader's thoughts and actions to the next stage of the message contained in a text. The study must also take into account the framing and colors employed, as these elements can convey specific meanings influenced by the events depicted in the image.

After examining the image, the analysis proceeds by displaying another image or describing one that is simpler to examine. This analysis is said to be more powerful and easier since it employs critical thinking skills to identify connections between the data. According to Barthes & Heath (1977), a good picture requires accuracy; sometimes we have to find what is absent, but the information that is present is far more valuable for study, and a proper analysis cannot exist without a thorough description. This theory posits that the best analysis can be facilitated by explaining what is drawn.

Integrating verbal and visual cues is crucial to assist young learners in comprehending the idea of reading in its entirety. Furthermore, identification, critical analysis, and significance are performed; in this context, mastery of the connotation and denotation of the employed elements is highly beneficial. Jewitt (2008)

notes that the relationship between the visual and verbal can better convey the meaning of pictures and illustrations without relying solely on the author's written words.

Using a combination of words and pictures to communicate a text's meaning in multiple ways is easier and produces better outcomes than using none at all. According to Kress (2010), communication can occur during the reading process through multimodal approaches, such as focusing on directed visual and verbal representations and forming a mental record of what we see. This record is then used in conjunction with semiotic techniques to describe the meaning of each text, capable of decoding signals from pictures to aid readers in understanding the plot.

### **1.3 Characteristic of Multimodal Media**

Since it requires many modes to be blended in order to provide the reader with a deeper comprehension, multimodal text is extremely sophisticated in its presentation. A number of studies also demonstrate that adopting this multimodal text has a good effect on readers: boosting creativity, improving comprehension of the material, and strengthening the analytical (McDermott, 2010).

The characteristics of reading multimodal text (Zamzamy, 2021):

- a. Visual images: The images ‘show’ including layout, size, shape, colour, line, angle, position, perspective., screen, frames, icons, links, hyperlinks.
- b. Use of senses: visual, tactile, hearing, kinesthetic.
- c. Interpersonal meaning: developed through visual ‘voice’: positioning, angle, perspective – ‘offers’ and ‘demands’.
- d. Visual style: choice of medium, graphics, animation, frames, menu board, hypertext links.
- e. Visual imagery: use of color, motifs, icons, repetition.

The reading pathway makes use of non-sequential, nonlinear vectors. The reader has more options and chances to engage in dialogue.

Many people communicate in many ways currently. The communication that is discussed in this study encompasses more than just the author's words to the reader; it also involves the reader's interpretation of the meaning that is conveyed, which is derived from language as well as additional components like images, colors, and others.

Furthermore from that, the capacity to clearly and concisely explain a phenomenon using images and illustrations, as well as to tell and demonstrate a tale, also makes use of images to convey the stories (Hermawan & Sukyadi, 2017).

## **2. Teaching Reading Comprehension**

### **2.1 Definition of Reading Comprehension**

The word comprehension comes from the Latin word *comprehendere*, which means “to seize or “take in the mind” (Ferlazzo & Sypniewski, 2018). Reading instruction must include comprehension instruction since it is a crucial component of the reading process. The readers' main goal is to understand the text. Furthermore, reading is done for comprehension. Readers are not reading if they can read the words but do not comprehend what they are reading. Understanding is not something that "happens" all at once; rather, it is a process that unfolds over time (Blachowicz & Ogle, 2008). Lems et al., (2017) define reading comprehension as the ability to construct meaning from a given written text. It's an adaptable skills that changes based on the kind of content and the goal of reading.

Regardless of the various methods and procedures that each person uses, reading comprehension

is one of the most crucial abilities we may possess and is definitely useful in daily life (Cimermanová, 2015). The phrase "reading comprehension" refers to the diagnostic process of the abilities required to comprehend and apply information found in written materials (Marpaung, 2022). According to Harris & Sipay (1978), reading comprehension ability is a set of abilities that are taught to people so that they can gather information, comprehend it, and demonstrate it as a result of reading activities from written language.

Furthermore, proficient comprehension helps listeners and readers learn new material, become familiar with and aware of unfamiliar terminology, communicate effectively, and succeed academically (Snowling et al., 2009). If readers engage with the material effectively, these reading comprehension goals can be achieved. It is affected by a variety of elements, one of which being readers' previous comprehension of the text that will be read; students who have this knowledge will find it simpler to comprehend the text. In order for students to fully absorb the material and grasp its meaning, it is necessary to provide them with background information and information about it.

## **2.2 Definition and Purpose of Teaching Reading**

Teaching is a complicated process that involves more than just imparting knowledge from the teacher to the students. Teaching is not an easy job, but it is an important one, and it can be significantly achieving when teachers watch their student's improvement and realize that they were a part of it, says Jeremy Harmer. While it's true that there are instances when teachers and students can be challenging and stressful, it's important to keep in mind that teaching can also be quite pleasurable (Harmer, 2015). In terms of an explanation of teaching, the researcher comes to the conclusion that it consists of activities and maintaining an environment that promotes learning so that students can make progress toward their learning objectives. There are usually two or more components to teaching reading. Initially, it can be used to instruct students who are picking up reading for the first time. Instructional students who are already proficient readers in their native tongue is the subject of a second instructional strategy.

Teaching reading is an interesting job for an expert. It implies that while learning to read is a difficult linguistic feat, it is also natural and simple. It takes work and gradual skill development for many kids.

Furthermore, teaching reading calls for a high level of knowledge and proficiency that must be developed over many years by study and supervised practice (Mariam et al., 2023).

Teaching reading is a critical and essential part of learning a language. Teachers must study for several years in order to prepare and develop their knowledge and skills. To accomplish learning objectives, educators must be imaginative and inventive in their use of potent teaching methods. The following are the strategies: anticipation guide strategy, highlighting strategy, and visualization strategy.

According to Smith (2004), there are individuals who seem to think that learning to read is an especially difficult task. In addition, teaching and learning with texts are challenges in today's classrooms, where the demands inherent in the teaching of content standards can easily lead to covering. Additionally, it is believed that teaching reading is a goal at all educational levels and is essential to success in other courses (Vacca et al., 2008).

The purpose of reading instruction is to improve students' ability to read English texts more quickly and effectively. In order to accomplish this goal, students

must first establish it in their brains before engaging in any reading activities. Reading serves a function even though it is primarily done for enjoyment. Reading is the greatest way to integrate reading skills, even though the manner of reading instruction varies depending on the region. The curriculum nevertheless places a strong emphasis on teaching skills application. Pre-reading, activities during reading, and activities after reading/post-reading are the three reading stages that are employed in classrooms.

### **2.3 Stages of Reading in Classroom**

In teaching reading, there are three stages of teaching reading process that should be considered by the teacher. This is in line with Mariam (2016). They are as follow:

a. Pre-reading activity

The teacher's goal in this exercise is to get the students interested in the subject matter. Through skimming and scanning exercises, the students were assisted in identifying the subject and some of the provided material. They were also led to become familiar with some of the vocabulary contained in the reading text. The sole purpose of this activity is to pique students' attention and sustain their drive and excitement throughout the reading assignment.

b. Activity while reading

The reading process's most crucial task is this one. The students begin reading the material and fully understand it. The instructor helps the pupils identify the major ideas in each paragraph, understand all of the material thoroughly, and attempt to deduce certain vocabulary words. The teacher urges the pupils to concentrate on reading throughout this activity so that they will be able to comprehend and remember what they have already read.

c. Post-reading activity

The teacher will help the students make sense of what they have read, educate them how to read well, and help them realize that reading should involve both comprehension and understanding.

According to the definition given above, a teacher should focus on the three activities that will be used in the teaching of reading: pre-reading, while-reading, and post-teaching activities. Additionally, it is imperative that teachers consider how to help their pupils acquire reading skills so they can transfer knowledge. This includes teaching them how to become proficient readers and helping them realize that reading should involve both comprehension and understanding.

### **3. Descriptive Text**

#### **3.1 Definition of Descriptive Text**

Descriptive text is a text used by the author to describe something, it can be in the form of objects, places, people, animals, and others (Knapp & Watkins, 2005). The writing model makes sense, describing terms, affiliations, actions, characteristics, and more. In order to provide the reader the sense that they are seeing or experiencing it directly.

The descriptive text also has several structures or stages. There are element structures in the descriptive text. These serve as an identification and description in general. Identification defined as the process of recognizing and introducing particular parts, such as those pertaining to people, things, places, animals, and other subjects. The description is set up to provide an explanation of the participant's traits, attributes, identity, and habits.

According to the study Noprianto (2017), descriptive writing makes use of the following linguistic qualities, which are outlined below:

- a. Make particular characters the major focus;
- b. Make use of the present tense as the principal tenses;

- c. Utilize relational processes or linking verbs (is, are, has, have, belongs to) often when characterizing and categorizing the characteristics or roles of the individuals involved;
- d. Distribute more description (participants' actions and behaviors in the text) by using action verbs or material and behavioral processes;
- e. When describing the experience, use a mental verb or mental procedure;
- f. Add details to participant (nouns) and action (verb) to provide a detailed description of the topic by using adjectives and adverbs;
- g. Adverbial phrases can be used to explain additional information regarding method, location, or time.

### **3.2 The Generic Structure of Descriptive Text**

The generic structures, also known as text structures, play a crucial role in shaping how readers interpret and understand the content. Descriptive texts, in particular, consist of two primary structural elements: identification and description. Understanding these components is essential for both writers and readers as they influence the overall perception and clarity of the text.

- a. Identification

Identification serves as the introductory phase where the subject or object to be described is presented. This initial step sets the stage for the detailed information that follows. According to Indah (2022), the identification component involves recognizing and naming the object, providing a general overview, and preparing the reader for a more in-depth exploration.

b. Description

The description phase follows identification, offering a detailed account of the object's attributes. This can include various aspects such as physical characteristics, behavior, qualities, and specific actions. Indah (2022) emphasizes that this part of the structure is critical for conveying the full picture of the subject, enabling readers to visualize and understand it comprehensively.

The use of a clear generic structure in descriptive texts is pivotal for effective communication. It not only aids in organizing the information logically but also enhances the reader's ability to process and retain the content. As noted by Myskow & Gordon (2020), a well-structured descriptive text can significantly improve comprehension and engagement by providing a clear

roadmap of what to expect and how the details interconnect.

In educational settings, teaching students about the generic structure of descriptive texts can improve their writing skills. According to Rusmawan (2017), when students understand these structural elements, they are better able to organize their ideas and express themselves clearly. This knowledge also helps in developing critical reading skills, as students learn to identify and analyze the key components of the texts they encounter.

### **C. Conceptual Framework**

Four language skills should be mastered and learned by students in English learning. They are speaking, writing, listening, and reading. Because reading provides children with a wealth of information, it is a necessary language skill. As a result, reading instruction needs to be done carefully and successfully.

There are a lot more entertaining and fascinating media available these days. Laziness in reading is a common reading issue among students. In order to get kids interested in reading, the researcher employed this media, especially descriptive writing.

Suppose the researcher used Multimodal as media to teach reading comprehension of descriptive text. In that case, the student can understand the story easily because the video and picture is one of the most exciting audio-visual media

(Murtiningsih et al., 2023). Using multimodal media to facilitate students' reading comprehension in descriptive text is beneficial for several reasons. Multimodal media, such as interactive websites or educational videos, offer diverse sensory experiences that engage students effectively. This approach is particularly advantageous for beginners learning English, as it helps them not only understand the content of descriptive texts but also grasp the structural elements. For instance, students can comprehend how descriptive texts present detailed information about people, places, or events. Additionally, they can analyze how language is used to create vivid descriptions and evoke sensory experiences.

Most teachers in SMP Ya BAKII 1 Kesugihan Cilacap primarily use lecturing to teach reading, leading students to be more passive and bored in class. The researcher integrated multimodal media. This approach is rooted in constructivism, which supports the idea that multimodal media can stimulate active learning by encouraging students to explore and connect new information with their existing knowledge.

In this study, the primary focus is to explore how the utilization of multimodal media can enhance English as a Foreign Language (EFL) students' reading comprehension in descriptive texts. Multimodal media encompasses various forms such as text, images, audio, and video, designed to increase student engagement and provide diverse modalities for information processing. The independent variable in this framework is the

multimodal media itself, while the dependent variable is reading comprehension, which includes students' abilities to understand vocabulary, grasp main ideas, make inferences, and interpret descriptive language. Within this framework, cognitive processes, affective responses, and linguistic competence serve as mediating variables influencing the relationship between multimodal media and reading comprehension. Constructivist learning theory and multimodal learning theory provide the theoretical foundation to investigate how integrating media with multiple modalities can enhance language learning in the context of EFL. Through this approach, empirical evidence supporting the effectiveness.

#### **D. Hypotheses**

In this research, the hypotheses are associative. A statement indicating hypothesis regarding the relationship between two or more variables is known as an associative hypothesis (Sugiyono, 2017).

Based on the research question, the hypotheses of the research are:

Ho : utilizing multimodal media is ineffective in facilitating students reading comprehension of descriptive text.

Ha : utilizing multimodal media effectively facilitates students reading comprehension of descriptive text.

## CHAPTER III

### METHOD OF RESEARCH

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

#### A. Research Design

The researcher used the quantitative method in this research and employed a pre-experimental design: The One Group Pretest-Posttest design. This design is used for one experimental group with two measures (Creswell, 2014). In this model, before starting treatment which was utilizing multimodal media to facilitate EFL students' reading comprehension in descriptive text, the researcher conducted a pre-test and gave a post-test to explain the effectiveness of integrating multimodal media in teaching reading comprehension of descriptive text.

The following is a drawing of the research design carried out by Sugiyono (2018):

*Table 3.1: The Research Design of Pre-Experimental.*

Pre-test	Treatment	Post-test
O <sub>1</sub>	X	O <sub>2</sub>

## **B. Research Setting**

This research was conducted at SMP Ya BAKII 1 Kesugihan Cilacap for the academic year 2024/2025 in semester 1, which is located at Jalan Kemerdekaan Timur, Cilacap, Central Java. This school was chosen because based on observations. This school has a shortage in teaching Reading and Writing. This school has three classes, namely grade seven, grade eight and grade nine. The researcher chose eight graders because Descriptive text material is found in eight grade.

## **C. Population and Sample**

### **1. Population**

According to Sugiyono (2018), population includes all of the characteristics of the subject or item that will be learned in addition to its quantitative aspects. Muijs (2010) defines population as a group of people who wish to generalize. It is clear from the definition above that the population is a collection of subjects that the researcher employs and who have specific features.

The researcher conducted this research in SMP Ya BAKII 1 Kesugihan for the 2024/2025 academic year in semester 1, which is located at Jalan Kemerdekaan Timur, Kesugihan, Cilacap, Central Java. The total number of populations is 210 students, focusing on grade 8 students of SMP Ya BAKII 1 Kesugihan.

## 2. Sample

The sample of this research is the VIII-E class of SMP Ya BAKII 1 Kesugihan Cilacap, which consists of 22 eighth-grade students as an experimental class. The sampling method used is the purposive sampling method. The purposive sampling method is a technique in which samples are selected based on specific characteristics that are relevant to the research. One of the purposive sampling criteria in this study was selecting students who lacked adequate understanding in reading comprehension. This method is often used when the researcher aims to focus on particular traits of the population that are of interest and ensures that the selected samples can provide the most relevant and insightful data for the study (Creswell, 2014). The selected participants, eighth-grade students from SMP Ya BAKII 1 Kesugihan Cilacap, were chosen because descriptive text materials are part of their curriculum, and their reading comprehension levels were observed to be below the expected standard. By focusing on this group, the research aimed to gather meaningful data and address the specific learning needs of students struggling with descriptive texts.

### **D. Variables**

Variable is all the things in any form determined by the researcher to be studied so that it is obtained. Then the researcher concluded. Theoretically, a variable is a property, a person, or an

item that differs from one person or one object to another (Sugiyono, 2018).

A variable can also be a characteristic from research or a particular activity, such as height, weight, motivation, attitude, or discipline. These are examples of human attributes. Three characteristics of an object are size, color, and shape. The activity or business's variables include ingredients, selling value, production technology, advertising, and marketing. As stated in the description above, a research variable is a trait, characteristic, or value of an individual, an item, or an activity that the researcher has chosen to be examined and determined upon.

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

#### 1. The independent variable

The independent variable is the variable that the experimenter expects to influence the other. In this research, the independent variable is the use of multimodal media.

#### 2. The dependent variable

The dependent variable is the variable that is measured to assess the effect of the independent variable. In this research, the dependent variable is reading comprehension skills of descriptive text.

## **E. Methods of Collecting Data**

This research can be considered complete because data gathering techniques are the most crucial item a researcher needs to finish and obtain. The researcher could not process the data or move the investigation to the next level without data collection. For the purpose to conduct experiment research, the researcher decided to test a hypothesis in this study. The test was conducted to determine the effectiveness of multimodal media in reading comprehension test, and this test was carried out twice, before and after the treatment. Some of the steps involved in conducting research are as follows:

### **1. Pre-test**

The purpose of the method test is to evaluate students' abilities in text reading comprehension. The test conducted to determine baseline abilities in both the experimental. The test results were then compare with the post-test results. One pre-test and one post-test conducted out by the researchers. Following data collection, data analysis were done to determine how well students' reading comprehension improved when reading using multimodal media.

Pre-test applied in experiment, it is conducted in first meeting before multimodal media was given by the researcher. There were 15 multiple-choice and 5 essay questions on the pre-test.

## 2. Post-test

At this stage of the test, a post-test was also carried out in both classes and conducted after the treatment. Several pictures of reading descriptive texts were given to assess the effectiveness of the multimodal media strategy on students' reading comprehension based on the post-test scores. The test consisted of 15 multiple-choice and 5 essay questions. Both the pre-test and post-test were designed with the same difficulty level and included identical indicators to measure the students' comprehension. However, the contexts of the questions in the post-test differed from those in the pre-test to ensure that students were tested on their understanding rather than their ability to memorize the previous test content. Then, the results of the pre-test and post-test were compared.

## 3. Observation

Observation is the technique which used by the researcher. The goal is to gather basic information. Before implementing the research treatment, the researcher watched the respondent's activities in the classroom and the instructional process to determine the issue that occurred there.

## 4. Documentation

The process of learning about the students' test results for this research involves gathering data by taking pictures.

## **F. Instruments**

The instrument in this study used test that was given to sample of the population, this is the VIII-E class of SMP Ya BAKII 1 Kesugihan Cilacap. This instrument is used to obtain information that can be used as data to be processed using SPSS 25. SPSS is a tool to test the relationship between variables, both among latent variables and with indicator or manifest variables (Acock, 2013). This research used a test as an instrument to collect the information of the students. Sugiyono (2017) said that there are two instruments: test and non-test. The test measures student achievement in the study, and the non-test measures students' attitudes during the learning process.

## **G. Methods of Analyzing Data**

The data in this study were obtained from many quantitative data, and the data were collected and analyzed as follows:

### **1. Analysis of descriptive statistic**

A descriptive statistic is used to analyze data by describing the data collected during the process. The definition of descriptive statistic itself is a statistic that describes or provides an overview of the object under study through sample or population data as it is, without analyzing and making conclusions that apply in general (Sugiyono, 2017).

The steps through this analysis are as follows:

a. Average (Mean)

Find the mean of pre-test and post-test scores using the formula:

$$Me = \frac{\sum x}{N}$$

$Me$  = Mean Score

$\sum x$  = Total Score

$N$  = Number of Student

b. Percentage of mean

$$p = \frac{f}{N} \times 100\%$$

$P$  = Number Percentage

$f$  = The frequency which is looking for as a percentage

$N$  = Number of sample respondents

2. Analysis Instrument

Analysis Instrument are needed to determine whether the instrument used is truly valid and reliable. Trials are conducted to obtain good research instruments. To determine whether the instrument is good, validity and reliability analysis must be known.

a. Validity Test

A validity test is a test carried out to measure the accuracy and precision of a variable related to its function in a study. Validity in research is the degree of accuracy of a measuring instrument to the object being measured

(Sahabuddin et al., 2021). The validity test in an objective test will only have two possible answers, namely correct and incorrect, each question item that is answered correctly is generally given a score of 1 (one), while each wrong answer is given a score of 0 (zero). To determine the validity of the question item, the product moment correlation formula is used, the complete formula is as follows:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Description:

$r_{xy}$  = correlation coefficient between variable X and variable Y

N = number of respondents

$\sum X$  = total score of each item X

$\sum Y$  = total score of each item Y

$\sum XY$  = number of multiplications of X and Y

Furthermore, the calculated r value is consulted with the critical price of r product moment with a significance level of 5%. If the calculated r value > r table, then the question item is said to be valid. Conversely, if the calculated r value < r table, then the question item is not valid (Radyuli et al., 2019).

## b. Reliability Test

The research instrument must meet the next requirement, namely reliability. If a research instrument can measure a variable at one time and can also be used at another time to regulate the same variable, it is called reliability. So reliability is the ability of a measuring instrument to remain consistent even though there is a change in time (Syahrums & Salim, 2012).

The concept of reliability is the extent to which the results of a measurement used are consistently reliable and free from measurement errors. While the reliability test of the instrument is to determine whether the data produced is reliable or robust. A test is said to be reliable if the test provides consistent results, meaning that if the same object is applied, the results will remain the same or relatively the same. To determine the reliability of the objective test, the KR-20 formula is used, namely:

$$r_{11} = \left( \frac{n}{n-1} \right) \left( \frac{St^2 - \sum p_i q_i}{St^2} \right)$$

Description:

$r_{11}$  = test reliability

$n$  = number of questions

$st^2$  = score variance

$p_i$  = proportion of subjects who answered correctly on an item

$$q_i = 1 - p_i$$

### 3. Hypothesis Analysis

This data processing stage is done by collecting data using pretest and posttest. Before analyzing the data, its normality must be tested first.

#### a. Normality Test

The normality test serves to determine whether the data is normally distributed or not. The normality test used in this study is the Shapiro Wilk normality test. The following is Shapiro Wilk's formula:

$$T_3 = \frac{1}{D} \left[ \sum_{i=1}^k a_i (X_{n-i+1} - X_i) \right]^2$$

Note:

$$D = \sum_{i=1}^n (x_i - \bar{x})^2$$

$a_i$  = Shapiro Wilk coefficient test

$X_{n-i+1}$  = Number  $n-i+1$  in the data

$X_i$  = The  $i$  number in the data

The following hypothesis is used for the normality test:

- 1) If the significance value is  $> 0.05$ , the data is normally distributed.
- 2) If the significance value is  $< 0.05$ , the data is not normally distributed

#### b. Homogeneity Test

Homogeneity test is a prerequisite test in statistical analysis to prove whether two or more sample data groups come from populations with the same variance or not. Homogeneity testing is carried out to provide confidence that the group of data manipulated in a series of analyzes comes from populations that have homogeneous variances (Widana & Muliani, 2018)

The homogeneity test carried out in this study was the *Lavene* method and used the SPSS version 25.

The following is a guideline for making decisions on homogeneity tests:

- 1) If the significance value is  $> 0.05$ , the two data groups are declared homogeneous
- 2) If the significance value is  $< 0.05$ , the two data groups are not homogeneous

#### 4. Analysis Inferential Statistic

The researcher used the statistical technique T (T-test) in inferential statistics.

##### a. T-test (Paired Sample T-test)

The T-Test can also be understood as a test to compare research data obtained from 2 samples, either correlated (paired) or independent. To find the comparison/inference of pre-test and post-test, score using paired sample T-Test because compared data comes

from one respondent/dependent. The pre-test and post-test scores come from the same population. This T-test is to calculate the difference between the pre-test and post-test. The T-test can be formulated as follows:

$$t = \frac{\bar{x}_1 + \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left[ \frac{s_1}{\sqrt{n_1}} \right] \left[ \frac{s_2}{\sqrt{n_2}} \right]}}$$

$\bar{x}_1$  = Mean of Pretest

$\bar{x}_2$  = Mean of Post-test

$s_1$  = Standard Deviation of Pretest

$s_2$  = Standard Deviation of Posttest

$s_1^2$  = Variation of Pretest

$s_2^2$  = Variation of Post-test

$r$  = Correlation

$n$  = Subject of Sample

The steps to hypotheses testing are:

- 1) Finding the mean of the difference between the pretest and posttest ( $Md$ )

$$Md = \frac{\sum d}{N}$$

$Md$  = Mean of differences between pretest and post-test

$\sum d$  = Gain value (posttest – pretest)

$N$  = Subject of Sample

- 2) Finding the “ $\sum x^2d$ ”

$$\sum x^2d = \sum d - \frac{(\sum d)^2}{N}$$

$\sum x^2d$  = Number of squares deviation

$\sum d$  = Number of gain (posttest - pretest)

$N$  = Subject of sample

- 3) Determining the value of  $T_{hitung}$

$$t = \frac{Md}{\sqrt{\frac{\sum x^2d}{N(N-1)}}}$$

$Md$  = Mean from the differences of pretest and posttest

$X_1$  = Test value before treatment (pretest)

$X_2$  = Test value after treatment (posttest)

$D$  = Deviation of each subject

$\sum x^2d$  = Number of square deviations

$N$  = Subject of sample

- 4) Determining the decision-making rules or criteria that are significant using significant test rules:

If  $T_{hitung} > T_{tabel}$ ,  $H_0$  is rejected, and  $H_a$  is accepted. It means that the treatment or utilizing multimodal media to facilitate EFL students' reading comprehension in descriptive text is effective in eighth Grade of SMP Ya BAKII 1 Kesugihan Cilacap.

If  $T_{hitung} < T_{tabel}$ , then  $H_0$  is rejected, it means the treatment or utilizing multimodal media to facilitate EFL students' reading comprehension in descriptive text is ineffective in eighth Grade of SMP Ya BAKII 1 Kesugihan Cilacap.

- 5) Find  $T_{tabel}$  using t distribution table with level significance  $\alpha = 0,05$  dan  $dk = N-1$
- 6) Concluding whether utilizing multimodal media to facilitate EFL students' reading comprehension in descriptive text is effective or affects the learning outcomes of the eighth Graders of SMP Ya BAKII 1 Kesugihan Cilacap.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter discusses the data description, research findings (result), and the discussion. This section is the answer to the research question which has been formulated. In this chapter, the results of the data analysis are presented. The data were collected and then processed in response to the problem and elaborating the findings with existing theory.

#### **A. Research Findings**

The research finding answers the research question formulated before. Integrating multimodal media, including visual, audio, and textual elements, effectively facilitates students' reading comprehension of descriptive text. The researcher conducted the study and obtained complete data from the test instruments. Through the use of multimodal media, the researcher helped students improve their understanding of the descriptive text by providing various modes of input, making the material more engaging and accessible.

The visual media used, such as images and videos, provided concrete representations of descriptive content, which helped students grasp details about objects, people, and places described in the text. The auditory support, including sound and narration, aided students in associating sounds with words and phrases, improving their listening and reading skills simultaneously. The

combination of these media modes allowed the students, especially beginners, to better comprehend the descriptive language.

The researcher focused on explaining the generic structure of descriptive text, helping students recognize features like identification and description. To make the learning process more engaging, the researcher linked multimodal media to the generic structure of the descriptive text, encouraging students to express their opinions and thoughts in class confidently. The activities were grounded in discovery learning, allowing students to actively build their knowledge through exploration and interaction with different media.

During the treatment process, the researcher stimulated the students by introducing multimodal media that aligned with the descriptive content. The researcher created lesson plans following scientific approach steps, allowing students to explore, identify, and process descriptive information. Through this interactive approach, students identified and described key elements of the text, processed the data, and made generalizations, enhancing their comprehension.

This research highlights the importance of using multimodal media to minimize boredom and enhance engagement when teaching reading, particularly descriptive text. By incorporating visual, audio, and textual elements, students could grasp the content more easily and with greater interest. The findings

contribute to the effectiveness of using multimodal approaches in improving students' reading comprehension.

The research data collected is about the effectiveness of using multimodal media to facilitate students' reading comprehension in English as a Foreign Language (EFL) regarding descriptive texts. In this context, the independent variable (X) is the use of multimodal media, which includes visual, audio, and text elements. The dependent variable (Y) is the students' reading comprehension of descriptive texts.

The study conducted in the 8th grade at SMP Ya BAKII 1 Kesugihan Cilacap aims to explain the effectiveness of using multimodal media on students' reading comprehension of descriptive texts, employing a pretest and posttest treatment. The test format includes multiple-choice questions and essay assignments. In the essay assignment, students are asked to describe objects, people, or places based on the provided descriptive content. Additionally, they need to identify the general structure of descriptive texts and highlight key features.

The research design used is a Pre-Experimental Design with a One Group Pretest-Posttest Design. This study involves two measurements of the reading abilities of 8th-grade students. The first measurement (pre-test) is conducted to assess the condition of the sample before the treatment, specifically reading comprehension of descriptive text material for 8th grade, prior to

using multimodal media. The second measurement (post-test) is carried out to evaluate the reading comprehension abilities of students regarding the descriptive text material after using multimodal media. Subsequently, the study examines whether there is an effect of using multimodal media on the reading comprehension of descriptive texts among the 8th-grade students at SMP Ya BAKII 1 Kesugihan Cilacap.

The data analysis of students before the treatment were presented in the following statistics of pre-test scores on reading comprehension of descriptive text material for 8th-grade students at SMP Ya BAKII 1 Kesugihan Cilacap before the treatment. The distribution table of the research results is as follows:

*Table 4.1* **Frequency Distribution of Pre-test Scores**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	39-47	8	36.4	36.4	36.4
	48-56	4	18.2	18.2	54.5
	57-65	7	31.8	31.8	86.4
	66-74	1	4.5	4.5	90.9
	84-92	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

Based on the results in the table above, it is known that the pre-test scores obtained by the students show that 19 out of 22 students

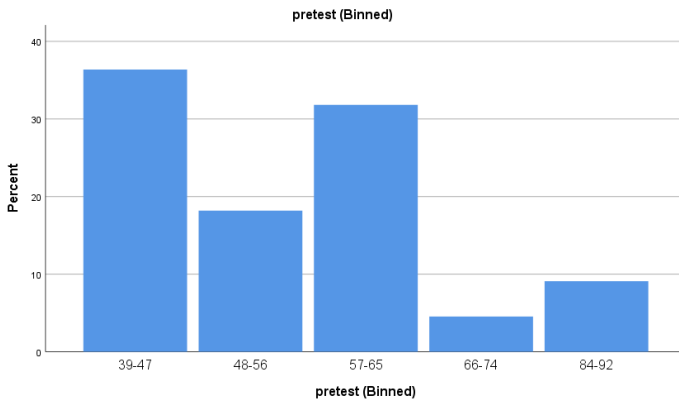
who were the subjects of the research scored below the criterion. Only 3 students achieved scores that met the criterion. The following is the calculation of the students' pre-test scores on reading comprehension of descriptive text material:

*Table 4.2 Descriptive Results of the Pre-test*

<b>Statistics</b>		
pretest		
N	Valid	22
	Missing	0
Mean		55.41
Median		54.50
Mode		40 <sup>a</sup>
Std. Deviation		13.323
Variance		177.491
Range		50
Minimum		39
Maximum		89
Sum		1219

Based on Table 4.2, it can be seen that the average (mean) score obtained in the pre-test is 55.41 from 22 students, with a standard deviation of 13.323. In terms of students' reading comprehension of descriptive text material, some students still received a score of 39.

The complete results are presented in the following bar chart:



**Figure 4.1 Bar Chart of Pre-test Scores Results**

Figure 4.1 illustrates the cumulative frequency percentage of pre-test scores for students' reading comprehension of descriptive text material in the 8th grade at SMP Ya BAKII 1 Kesugihan Cilacap before the treatment (pre-test). Based on this description, it is known that the highest cumulative frequency falls within the score interval of 39–47, accounting for 36%.

The description of the student data analysis before treatment is presented in the statistics of the posttest scores on reading comprehension of students in descriptive text material for grade 8 at SMP Ya BAKII 1 Kesugihan, Cilacap, after the treatment was given. The distribution table of the research results is as follows:

**Table 4.3 Frequency Distribution of Post-test Scores**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70-74	5	22.7	22.7	22.7
	75-79	5	22.7	22.7	45.5
	80-84	2	9.1	9.1	54.5
	85-89	9	40.9	40.9	95.5
	90-94	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

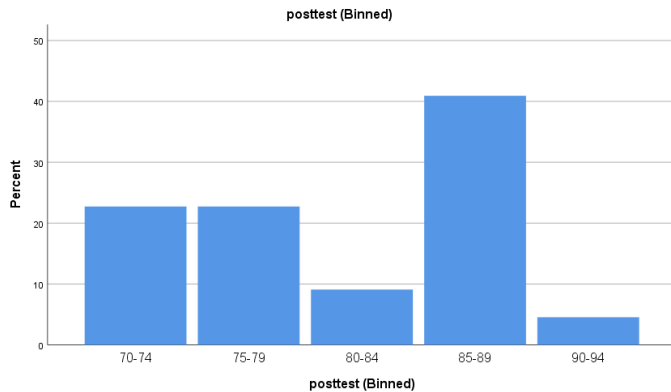
Based on the results in the table above, it is evident that the students' posttest scores showed an improvement. The majority of students scored between 75-100, with 17 students in this range, while 5 students scored between 70-74. The posttest results also indicated that students who previously scored below 60 experienced an improvement after the treatment was given. The following is the calculation of the posttest scores on students' reading comprehension in descriptive text material:

**Table 4.4 Descriptive Results of the Post-test**

<b>Statistics</b>		
posttest		
N	Valid	22
	Missing	0
Mean		81.32
Median		82.00
Mode		88
Std. Deviation		6.607
Variance		43.656
Range		21
Minimum		70
Maximum		91
Sum		1789

Based on the results in the table above, it is evident that there was an increase in the students' posttest scores. The class average increased from 55.41 to 81.32. Additionally, no students scored below 60 anymore. This proves that there was a significant improvement in the students' scores from the pretest to the posttest.

The complete results are presented in the following bar chart:



**Figure 4.2 Bar Chart of Post-test Score Results**

Figure 4.2 illustrates the cumulative percentage frequency of students' posttest scores on reading comprehension in descriptive text material for grade 8 at SMP Ya BAKII 1 Kesugihan, Cilacap, after the treatment (pre-test). Based on the description, it is known that the largest cumulative frequency is in the score range of 85-89, accounting for 40%.

## **B. Data Analysis**

Data analysis was an activity after data from all respondents were collected. In this research, the researcher used the one-group pre-test and post-test. However, the data analysis was carried out through the following stages:

### **1. Instrumental Analysis**

#### **a. Validity Test**

Validity testing is used to measure the legitimacy or validity of a questionnaire. A questionnaire is considered valid if its questions can reveal what is being measured by the questionnaire in a way that truly reflects the intended measurement (Sugiyono, 2017). The validity of an item can be determined by correlating the item score with the total score. If the correlation coefficient ( $r$ ) is above 0.05, it can be concluded that the item is valid. Conversely, if the coefficient is below 0.05, the item is considered invalid and should either be revised or discarded. In this study, the researcher used a computer software tool, IBM SPSS version 25, for validity testing. The detailed validity test results can be seen in the following table:

*Table 4.5 Validity of Pre-Test Multiple Choice*

<b>Variabel Pretest 1</b>	<b>R<sub>hitung</sub></b>	<b>R<sub>tabel</sub></b>	<b>Keterangan</b>
Soal 1	0,587	0,422	Valid
Soal 2	0,486	0,422	Valid
Soal 3	0,605	0,422	Valid
Soal 4	0,666	0,422	Valid
Soal 5	0,736	0,422	Valid
Soal 6	0,469	0,422	Valid
Soal 7	0,621	0,422	Valid
Soal 8	0,841	0,422	Valid
Soal 9	0,474	0,422	Valid
Soal 10	0,933	0,422	Valid
Soal 11	0,498	0,422	Valid
Soal 12	0,582	0,422	Valid
Soal 13	0,428	0,422	Valid
Soal 14	0,660	0,422	Valid
Soal 15	0,773	0,422	Valid

Source: SPSS data processing

In this study, it was found that the questions had an N value of 22. The determination of the critical value ( $R_{tabel}$ ) was based on a two-tailed test with a significance level of 0.05. Next, the degrees of freedom (df) were calculated using the formula  $df = n - 2$ . Therefore, the value of df is  $22 - 2 = 20$ . The critical value ( $R_{tabel}$ ) for the validity test in this analysis is 0.422. Based on the results of the validity test in the table above, it is known that all questions in the pretest variable 1 are declared valid. This is because the correlation value

( $R_{hitung}$ ) for the 15 questions is greater than the critical value ( $R_{hitung}$ ).

*Table 4.6 Validity of Pre-Test Essay*

<b>Variabel</b>	<b><math>R_{hitung}</math></b>	<b><math>R_{tabel}</math></b>	<b>Keterangan</b>
<b>Pretest 2</b>			
Soal 1	0,687	0,422	Valid
Soal 2	0,742	0,422	Valid
Soal 3	0,618	0,422	Valid
Soal 4	0,564	0,422	Valid
Soal 5	0,679	0,422	Valid

Source: SPSS data processing

In this study, it was found that the questions had an N value of 22. The critical value ( $R_{tabel}$ ) was determined based on a two-tailed test with a significance level of 0.05. Next, the degrees of freedom (df) were calculated using the formula  $df = n - 2$ . Therefore, the df value is  $22 - 2 = 20$ . The critical value ( $R_{tabel}$ ) for the validity test in this analysis is 0.422. Based on the results of the validity test in the table above, it is known that all questions in the pretest variable 2 are declared valid. This is because the correlation value ( $R_{hitung}$ ) for the 5 questions is greater than the critical value ( $R_{hitung}$ ).

### **b. Reliability Test**

Reliability testing is used to demonstrate and prove that a data instrument can be trusted enough to be used as a data collection tool because the instrument is considered

adequate (Sugiyono, 2018). The alpha coefficient is considered reliable when the Cronbach's Alpha value is greater than 0.6. The data were calculated using the IBM SPSS version 25 software. The results of the reliability testing for each variable can be seen in the following table:

*Table 4.7 Reability of Pre-Test Multiple Choice*

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.892	15

Based on the table above, it is known that the reliability test analysis for the pretest variable 1 obtained a reliable result, with a Cronbach's Alpha value of 0.892. A variable is considered reliable if the Cronbach's Alpha value is greater than 0.6, thus indicating that all the questions are reliable.

*Table 4.8 Reability of Pre-Test Essay*

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.669	5

Based on the table above, it is known that the reliability test analysis for the pretest variable 2 obtained a reliable result, with a Cronbach's Alpha value of 0.669. A variable is considered reliable if the Cronbach's Alpha value is greater than 0.6, thus indicating that all the questions are reliable.

## 2. Hypothesis Assumption Test

### a. Normality Test

The normality test is used to determine whether the data is normally distributed or not. The normality test needs to be conducted as one of the prerequisites for the T-test. In this research, the normality test uses the Shapiro-Wilk method. The Shapiro-Wilk method is used because the number of data points is less than 50. The data used for the normality test is taken from the reading comprehension test results of 8E grade students at SMP Ya BAKII 1 Kesugihan Cilacap for the 2024/2025 academic year.

Here are the results of the Shapiro-Wilk normality test calculations using SPSS 25:

*Table 4.9 Tests of Normality*

Tests of Normality							
Hasil	Kategori	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
	Pre-Test	.148	22	.051	.898	22	.087
Post-Test	.166	22	.133	.910	22	.087	

a. Lilliefors Significance Correction

Based on the results of the normality test above, it is known that the significance value of the Shapiro-Wilk test for the pre-test is  $0.087 > 0.05$  and for the post-test is  $0.087 > 0.05$ . This means that the pre-test and post-test data are

normally distributed. Since the data has been declared normally distributed, it meets the requirements for T-test analysis. For more detailed calculations, please refer to Appendix 11.

### **b. Homogeneity Test**

After it is known that both data are normally distributed, the next step is to do a homogeneity test. Homogeneity test serves to test the sample used is a homogeneous sample or not. The homogeneity test in this study used the Lavene method using the SPSS version 25 application. The following are the results of the Lavene Homogeneity test:

*Table 4. 10 Test of Homogeneity of Variance*

<b>Test of Homogeneity of Variance</b>					
		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	5.526	1	42	.304
	Based on Median	5.535	1	42	.441
	Based on Median and with adjusted df	5.535	1	27.59 7	.441
	Based on trimmed mean	5.478	1	42	.312

From the table above it can be seen that in the "Based on Mean" section the significance value is 0.304 which is greater than 0.05. Based on the hypothesis of homogeneity test which

was mentioned before, if the significance value is bigger than 0.05, the two data groups are declared homogeneous. So, it can be concluded that the sample used in this study is a homogeneous sample. For a more complete calculation can be seen in the Appendix 11.

### 3. Hypothesis Test

#### a. Paired T-test Analysis

The Paired T-Test is a hypothesis testing method where the data used is dependent (paired). The most common characteristic in paired cases is that one individual (research subject) receives two different treatments. Even though the same individual is used, the researcher still obtains two types of sample data, namely data from the first treatment and data from the second treatment. The following are the results of the hypothesis test data:

**Table 4.11 Hypothesis Test Results Data**

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Post-test	-25.90909	13.71099	2.92319	-31.98820	-19.82998	-8.863	21	.000

The table above illustrates the results of the mean difference test between the pre-test and post-test scores using the paired samples T-test. The paired samples T-test was used because the pre-test and post-test reading comprehension data on descriptive text were normally distributed.

From the table above, it is shown that the result of the Paired Samples T-Test has a Sig. (2-tailed) value of 0.000, which is smaller than the significance level of  $\alpha = 0.05$ . This indicates that there is a significant difference between the pre-test and post-test scores. Therefore, **H<sub>0</sub> is rejected**, and **H<sub>a</sub> is accepted**, meaning there is a significant difference between the pre-test and post-test scores. Thus, the average reading comprehension of the students after learning descriptive text shows a significant improvement compared to before the lesson.

### C. Discussion

Based on the analyzed research data, it can be understood that the researcher directly took on the role of the English teacher for the 8th-grade class at SMP Ya BAKII 1 Kesugihan Cilacap, focusing on the descriptive text material. The 8th-grade students, a total of 22 individuals, served as the subjects and were given the treatment of learning through the use of Multimodal Media. Prior to the treatment, a pre-test was conducted to assess the students' initial understanding of the material. When completing the pre-

test, most students answered the questions based solely on their existing abilities. The average pre-test score for the 8th-grade class was 55.41.

After obtaining the pre-test results, the next step was to conduct the learning process using Multimodal Media in the 8th-grade class. The post-test results showed an average learning outcome of 81.32. Based on the data analysis and discussion presented, it can be concluded that the implementation of Multimodal Media in teaching descriptive text material in the 8th grade at SMP Ya BAKII 1 Kesugihan Cilacap significantly improved students' understanding of the material. These findings align with the study by Rasyimah & Sari (2022), which revealed that the Problem-Based Learning model significantly enhances students' reading comprehension of descriptive texts. Similarly, Adam (2018) found that interactive learning strategies, such as the KWL (Know, Want to know, Learned) strategy, effectively improve students' reading comprehension of descriptive texts.

From the data collected, it can be concluded that there is a significant effect on students' reading comprehension after being treated with the use of Multimodal Media in descriptive text in the 8th grade. This is evidenced by the pre-test results, where the maximum score was 89 and the minimum score was 39, with an average of 55.41. In contrast, the post-test results showed a maximum score of 91 and a minimum score of 70, with an average of 81.32, resulting in 22 students achieving scores above the

minimum passing criteria (KKM). This finding is further supported by Mulyosari & Khosiyono (2023), who reported that the use of learning media significantly impacts student outcomes, especially in creating an engaging and interactive learning environment.

The results of the study indicate that Multimodal Media serves as a tool or medium utilized by teachers as facilitators in the learning process to convey lesson material to students. Additionally, Multimodal Media can be employed as an intermediary in the educational process to enhance both the effectiveness and efficiency of achieving learning objectives.

The use of Multimodal Media as a learning tool aims to create a learning environment that is enjoyable, engaging, and interactive. On the other hand, the implementation of Multimodal Media as a teaching aid requires the teacher's ability to make the media more directed and facilitate students in understanding the material being presented.

#### **D. Limitations of The Research**

The researcher realizes that in compiling this research, there are many limitations; besides, there are several obstacles, such as the researcher cannot do the research quickly and need many times to collect data and do treatment for the sample to school. This limitation makes the English teacher only provides three meetings

worrying that the children would fall behind in their original lessons.

This study focused on junior high school students, requiring the researcher to gain a deeper understanding of classroom dynamics and improve class management, as students at this age become more active. Due to their limited vocabulary, the students faced challenges in comprehending the narrative texts provided by the researcher. However, the researcher made an effort to guide the students from the very beginning during the treatment process.

The researcher also acknowledged several shortcomings during the study, as she was in poor health and sick for around three weeks while conducting the research, which affected her ability to carry it out effectively.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusions and some suggestions for this study. Some conclusions of this study are built based on the data analysis discussed in Chapter IV. The implications give some suggestions or recommendations for the lecturer and students. Some recommendations are proven to give information and guidance to conduct further research on the same issue as this study.

#### **A. Conclusion**

Based on the research titled “Utilizing Multimodal Media to Facilitate EFL Students’ Reading Comprehension in Descriptive Text,” it can be concluded that the use of Multimodal Media has a significant impact on students’ reading comprehension of descriptive text in the 8th grade at SMP Ya BAKII 1 Kesugihan Cilacap during the 2024/2025 academic year. This conclusion is supported by the average pretest score of 55.41, while the average posttest score was 81.32. The significance value in the paired samples t-test was 0.000, indicating that  $H_0$  is rejected and  $H_a$  is accepted.

#### **B. Suggestion**

Considering the result of the research, the researcher would like to give some suggestions to the subject teacher, students, and the next researcher.

## 1. The English Teacher

The research results indicate that students show greater interest in the classroom when the learning process, along with the teacher's media and methods, are engaging and enjoyable, compared to the traditional lecturing method. Additionally, students find it easier to grasp the learning material when the teacher uses appropriate media that aligns with both the lesson content and the students' individual characteristics. It is suggested that teachers conduct a needs analysis to better understand students' preferences and learning styles, enabling the selection or development of media that maximizes learning outcomes and student engagement.

## 2. The students

The research findings show that students possess a sufficient level of reading comprehension for descriptive texts. However, they struggle with vocabulary mastery, which hinders their ability to understand the descriptive because they often do not grasp the meanings of the words in the text. To improve, students need to be confident and motivated to learn English, and they should not feel embarrassed about making mistakes, as this will help them become more accustomed to study English more diligently. Furthermore, students should develop an interest in the subject, prompting teachers to employ engaging methods and media in their instruction.

### 3. The Further Researcher

In this study, the researcher only identified the gain in students' reading comprehension of descriptive text after conducting the treatment. The researcher hopes that future researchers will also identify students' perceptions of the use of multimodal media in learning English and other lessons. Additionally, future researchers are encouraged to use instruments that measure learning engagement to provide a deeper understanding of how multimodal media influences students' active participation and motivation during the learning process.

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# APPENDICES

## Appendix 1



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185  
Website: <http://frik.walisongo.ac.id>

Nomor : 3599/Un.10.3/D1/KM.00.11/08/2023

Semarang, 29 Agustus 2024

Lamp : -

Hal : Mohon Izin Riset

Kepada Yth.  
Kepala Sekolah SMP Ya BAKII 1 Kesugihan  
di tempat

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat, dalam rangka memenuhi tugas akhir penelitian skripsi pada mahasiswa prodi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, bersama ini kami sampaikan bahwa mahasiswa tersebut di bawah ini:

Nama : AUGES AMALIA DIVA  
NIM : 2103046187  
Tempat Tanggal Lahir: Cilacap, 08 Agustus 2003  
Alamat Rumah : Kesugihan Cilacap  
Alamat Kos : Mahad Ulii Albab Lil Bonat

Judul Skripsi/Tugas Akhir: *Utilizing Multimodal Media to Facilitate Students' Reading Comprehension Skills' in Descriptive*  
Pembimbing : Dr. Hj. Siti Mariani, M.Pd.

untuk melakukan riset di Sekolah SMP Ya BAKII 1 Kesugihan yang Bapak/Ibu pimpin. Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi/tugas akhir sebagaimana tersebut diatas.

Demikian atas perhatian dan terakbulnya permohonan ini disampaikan terima kasih.  
Wassalamu'alikum Wr.Wb.



Tembusan :  
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

## Appendix 2



YAYASAN BADAN AMAL KESEJAHTERAAN ITTIHADUL ISLAMIYAH KESUGIHAN (YA BAKII)

### SMP YA BAKII 1 KESUGIHAN

Terakreditasi A

NDS : C.16022003 - NIS: 200290 - NSS: 204030103032 - NPSN : 20300571  
Akta Notaris Yayasan: Ratih Seyowati, SH, MKn, Nomor: 35 Tanggal 25 Januari 2019  
SK Kementerian Hukum dan HAM RI No. AHU-0001758.AH.01.12. Tanggal 29 Januari 2019

Alamat: Jl. Raya Kesugihan No.135 Kesugihan - Cilacap Kp.53274 Tlp.(0282) 6181092  
Website: <http://speyasa.blogspot.com> - [www.speyasa.sch.id](http://www.speyasa.sch.id) - E-mail: [speyasayabakii@gmail.com](mailto:speyasayabakii@gmail.com)

#### SURAT KETERANGAN

Nomor : 421.3 / 075 / SMP.YBK.1 / IX / 2024

Yang bertanda tangan di bawah ini Kepala SMP YA BAKII 1 Kesugihan :

NAMA : MOHAMMAD NIKMATULLOH, S.HH  
Jabatan : Kepala Sekolah  
Unit Kerja : SMP YA BAKII 1 Kesugihan  
Alamat : Jl. Raya Kesugihan No. 135 Kesugihan – Cilacap

Menerangkan bahwa yang bersangkutan di bawah ini :

NAMA : AUGES AMALIA DIVA  
NIM : 2103046187  
Faq/Progd : Ilmu Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris

Yang bersangkutan benar-benar telah mengadakan Penelitian Skripsi di SMP YA BAKII 1 Kesugihan pada tanggal 31 Agustus s.d. 5 September 2024. Dengan judul,

“Utilizing Multimodal Media To Facilitate Efl Students’ Reading Comprehension In Descriptive Text”

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

Kesugihan, 6 September 2024  
Kepala Sekolah  
  
Mohammad Nikmatulloh, S.HH  
NH. -

Tembusan :  
1. UIN Walisongo

### Appendix 3

#### The Research Site Overview

##### A. SMP Ya BAKII 1 Kesugihan Profile

a.	Institution Name	SMP YA BAKII 1 KESUGIHAN
b.	NPSN	20300571
c.	School Status	Swasta
d.	Latest Accreditation	Terakreditasi “A”
e.	NPWP	316038918522000
f.	Bank Account	3012005759
g.	Address	Jl. Raya Kesugihan No.135
h.	Village	Kesugihan Kidul
i.	Subdistrict	Kesugihan
j.	Regency	Cilacap
k.	Province	Jawa Tengah
l.	Post Code	53274
m.	Geographic Location	-7,6192 (Lintang) 109,1212 (Bujur)
n.	Decree of School Establishment	09/Yabakii/A.1271/1/72
o.	Date of Establishment Decree	1968-01-01
p.	Ownership Status	Yayasan
q.	Operational Permit Decree	45/BMS/B/1970
r.	Date of Operational Permit Decree	1970-05-28

##### B. Characteristics of SMP YA BAKII 1 Kesugihan

###### 1. Student Characteristics

The student characteristics refer to the overall patterns of behavior and abilities shaped by both inherent traits and environmental influences, guiding their activities toward achieving their goals. Students at SMP YA BAKII 1 Kesugihan exhibit a high motivation for learning, as seen in their literacy and numeracy skills, as well as increased active participation in school activities, as reflected in their educational reports. The emotional development of students is also notable, with a significant decrease in bullying cases. Their social skills are well-developed, as they can collaborate, engage in discussions, and communicate effectively with both teachers and peers. The students also demonstrate excellent motor skills, as evidenced by their participation in various extracurricular activities such as basketball, martial arts (silat, tapak suci), soccer, and tennis. Their moral and spiritual development is reflected in behaviors like attending congregational Dhuhr prayers, participating in extracurricular activities like BTQ (Qur'an recitation) and hadroh, contributing to community initiatives such as Speyasa Berbagi (charity), and supporting the school's honesty canteen program.

The total number of students at SMP YA BAKII 1 Kesugihan is 704, consisting of 360 boys and 344 girls. Specifically, there are 111 boys and 112 girls in grade 7, 113 boys and 114 girls in grade 8, and 136 boys and 118 girls in grade 9.

## 2. Teacher and Educational Staff Characteristics

Teachers play a crucial role in the educational process in Indonesia, guiding students' character development and thought processes through a nurturing approach. At SMP YA BAKII 1 Kesugihan, teachers act as facilitators and motivators, providing direction for their students. The school has 37 teachers: 19 male and 18 female. Of these, 34 teachers hold a bachelor's degree (S1), 2 hold a master's degree (S2),

and 1 is currently pursuing a bachelor's degree. Additionally, 14 of the 37 teachers possess teaching certification.

Beyond the teaching staff, the educational support staff also play an essential role in the school's operations, handling administrative duties, management, development, supervision, and technical services. There are 12 educational support staff members: 7 male and 5 female. Among them, one holds a bachelor's degree (S1), one holds an associate degree (D3), seven have completed high school (SMA), and three have completed elementary school (SD).

### 3. Social, Economic, Cultural, and Environmental Characteristics

SMP YA BAKII 1 Kesugihan is located on Jl Raya Kesugihan No.135, Kec. Kesugihan, Kab. Cilacap, Central Java, with postal code 53274, and geographically, it is situated near Al Ihya Islamic boarding school to the north and the main road to the south. The strategic location provides several advantages: proximity to governmental offices (such as the agricultural office and family planning counseling center) facilitates coordination and communication, the community has a strong religious culture, and the school is equipped with adequate facilities, including Wi-Fi, and enjoys easy access to health services. The school environment is also clean and beautiful.

Despite these strengths, the school faces a few challenges: 1) the science laboratory is not yet fully representative, though this has not dampened the enthusiasm of the students or teachers. This is evidenced by the academic and non-academic achievements the school has attained. 2) The counseling room is less than ideal for providing student guidance and counseling services, though the students remain highly motivated to learn.

The surrounding community consists of laborers, farmers, small traders, private employees, civil servants, fishermen, and livestock breeders, with a middle-income economic level and an average educational background of high school. Located near various public facilities such as markets, banks, shops, offices, and schools, SMP YA BAKII 1 Kesugihan benefits from a broad geographical area with abundant natural resources. This setting has fostered students' creativity and practical skills, including batik craftsmanship, local culinary arts, and participation in unique cultural traditions such as Sedekah Laut (sea offerings), Sedekah Bumi (earth offerings), and Kuda Lumping (a traditional dance). To enhance these potentials, the school collaborates with small- and medium-sized enterprises and local natural resource industries.

### C. Vision and Mission of SMP YA BAKII 1 Kesugihan

#### a. Vision of SMP YA BAKII 1 Kesugihan

"Excellent in Achievement, Exemplary in Morality, and Characterized by Pancasila Values"

With the following indicators:

1. Achieving graduates who excel in academic performance.
2. Achieving graduates with literacy competencies.
3. Achieving graduates with numeracy competencies.
4. Achieving graduates who excel in sports activities.
5. Achieving graduates who excel in youth scientific activities.
6. Achieving graduates who excel in skill-based activities.
7. Achieving graduates who are intelligent and competitive in various competitions across all fields.
8. Achieving graduates whose behavior reflects faith and piety to God Almighty.
9. Achieving graduates with global diversity.
10. Achieving graduates who demonstrate a sense of cooperation (gotong royong).

11. Achieving graduates who are independent.
12. Achieving graduates who are creative.
13. Achieving graduates who possess critical thinking skills.
14. Achieving graduates who perform worship both ritually and through action.
15. Achieving graduates with the 6S traits (smile, greet, salute, polite, courteous, and patient).
16. Achieving graduates who are disciplined, honest, and possess a high sense of solidarity.
17. Achieving graduates who can create a clean and healthy environment.

b. Mission of SMP YA BAKII 1 Kesugihan

To achieve the above vision, long-term activities are carried out with the following directions:

1. Achieving graduates who excel in academic performance.
2. Achieving graduates with literacy competencies.
3. Achieving graduates with numeracy competencies.
4. Achieving graduates who excel in sports activities.
5. Achieving graduates who excel in youth scientific activities.
6. Achieving graduates who excel in skill-based activities.
7. Achieving graduates who are intelligent and competitive in various competitions across all fields.
8. Achieving graduates whose behavior reflects faith and piety to God Almighty.
9. Achieving graduates with global diversity.
10. Achieving graduates who demonstrate a sense of cooperation (gotong royong).
11. Achieving graduates who are independent.
12. Achieving graduates who are creative.
13. Achieving graduates who possess critical thinking skills.
14. Achieving graduates who perform worship both ritually and through action.
15. Achieving graduates with the 6S traits (smile, greet, salute, polite, courteous, and patient).

16. Achieving graduates who are disciplined, honest, and possess a high sense of solidarity.
17. Achieving graduates who can create a clean and healthy environment.

#### D. Objectives of SMP YA BAKII 1 Kesugihan

##### 1. National Education Goals

The goal of national education is to develop students' potential to become individuals who are faithful and pious to God Almighty, possess noble character, are healthy, knowledgeable, competent, creative, independent, and become democratic and responsible citizens.

##### 2. Primary Education Goals

The goal of primary education is to establish the foundation of intelligence, knowledge, personality, noble character, and skills necessary for independent living and further education. The general goal of SMP Merdeka is to enhance students' character excellence, potential, and achievement, fostering individuals who are faithful and pious to God Almighty, possess noble character, are healthy, knowledgeable, competent, creative, independent, and create schools that embody environmental culture.

##### 3. Objectives of SMP YA BAKII 1 Kesugihan by the academic year 2024/2025, it is expected that:

- a. 98% of students will practice the teachings of their religion according to their stage of adolescent development.
- b. 88% of students will understand their own strengths and weaknesses.
- c. 90% of students will exhibit self-confidence.

- d. 95% of students will demonstrate care for the protection, preservation, and management of a clean and healthy environment.
- e. 95% of students will adhere to social rules in a broader community.
- f. 88% of students will have literacy competency skills.
- g. 88% of students will have numeracy competency skills.
- h. 80% of students will respect the diversity of religion, culture, ethnicity, race, and socioeconomic class within the national scope.
- i. 90% of students will seek and apply information from their surroundings and other sources logically, critically, and creatively.
- j. 80% of students will demonstrate logical, critical, creative, and innovative thinking skills.
- k. 80% of students will demonstrate the ability to learn independently according to their potential.
- l. 80% of students will demonstrate the ability to analyze and solve problems in everyday life.
- m. 80% of students will describe natural and social phenomena.
- n. 85% of students will responsibly utilize the environment.
- o. 90% of students will apply the values of unity in society, the nation, and the state to achieve unity in the Unitary State of the Republic of Indonesia.
- p. 80% of students will appreciate national arts and culture.
- q. 80% of students will appreciate the value of work and possess the ability to contribute.
- r. 95% of students will practice clean, healthy, fit, and safe living, and utilize their free time well.
- s. 94% of students will communicate and interact effectively and courteously.
- t. 85% of students will understand the rights and responsibilities of themselves and others in social interactions.
- u. 85% of students will appreciate differing opinions.

- v. 90% of students will demonstrate an interest in reading and writing simple short texts.
- w. 85% of students will demonstrate listening, speaking, reading, and writing skills in basic Indonesian and English.
- x. 85% of students will possess the knowledge necessary to continue to secondary education.
- y. 85% of students will embody the characteristics of the Pancasila student profile through projects aimed at strengthening Pancasila and appreciation for societal developments.
- z. 85% of students will possess entrepreneurial skills that can be relied upon in their lives.

E. Data on Educators and Educational Personnel

No	Nama Guru	Mata Pelajaran
1	Mohammad Nikmatulloh, S.H.I	
2	Wihdatul Husna, S.S	B.Arab
3	Dra. Yudhi Amriyati	Pkn
4	Manarotul Baidho, S.E.	Qur'an Hadist
		Pkn
5	Sri Kusmiatun, S.Pd.I	Matematika
		Pkn
6	Subikhah, S.Pd. M.M.	Matematika
7	Dimas Wildan Permadi, S.Pd.	Matematika
8	Ana Fikri Fitriyas, S.Pd.	Matematika
9	Suprpto, S.Pd.Ind.	B.Indonesia
10	Muharir, S.Pd.	B.Indonesia
11	Yola Eca Lestari, S.Pd	B.Indonesia
12	Mohammad Ihya Ul - Millah	Penjasorkes
		B.Indonesia
13	Mokhamad Aris, S.Pd	IPA
		SBK/Prakarya
14	Alfiatun, S.Pd	IPA

		SBK/Prakarya
15	Yuyun Umi Kulsum K N, S.Pd.	IPA
16	Nani Lestari, S.Pd.Ing	B.Ingggris
17	Sunardi, S.Pd. Ing	B.Ingggris
18	Muhaemin, S.I.P	B.Ingggris
19	Eko Mardiko Kurniawan,S.Pd	IPS
20	Lubadul Fikri, S.Pd.I.	IPS
21	H. Lubbul Umam, SE.	Aqidah
22	Sugito, S.Pd	Prakarya
23	Uswatin Atikah, S.Psi	Prakarya
		BP
24	Atiqurohman, S.E	SKI
		IPS
		BP
25	Izah Masfufah, S.Kom.I.	SKI
		Prakarya
		BP
26	Nadia Fauzia, S.Sos.	Aqidah
		B arab
		BP
27	Edi Casedi, S.Sos.I	Informatika
28	Ahmad Solihudin, S.Pd.I	Informatika
29	Rosita	Penjasorkes
30	Faizin, S.H.I	Penjasorkes
31	Zuliati, S.Ag	PAI
		SKI
		Aqidah
32	Siti Muslihati, S.Ag	PAI
		Fiqih
		Bahasa Jawa
33	Wijhatu Amalina, S.Pd.I	PAI
		Fiqih
34	Fathiyah, S.Pd.I	PAI
		Fiqih
35	Hasbi Abdilah Al Aziz, S.Pd	B.Jawa
36	Nurmansyah	Qur'an Hadist

		IPS
		Fiqih
37	M. Futuukhan Laili Rozaqi	Fiqih
		IPA
		Qur'an Hadist
38	Tri Puji Rahayu	Bahasa Arab
		B Indonesia
39	Muhammad Solahudin Al Ayubi	Qur'an Hadist
		IPA
40	Fajrur Hanif Fahmi, S.Sos.	B Indonesia
		IPS
41	Rochyati Ulil Hidayah	IPS
		B Indonesia

## Appendix 4

### Pre-Test

#### Instructions:

- Answer all the questions by choosing the most appropriate answer for the multiple choice questions and providing clear and complete answers for the essay questions.

- Time: 60 minutes

#### Multiple-Choice Questions

1. What is the main purpose of a descriptive text?
  - a. To explain how something works
  - b. To describe a person, place, or thing
  - c. To tell a story
  - d. To argue a point
2. Which of the following is NOT typically found in a descriptive text?
  - a. Detailed description
  - b. Logical arguments
  - c. Use of adjectives
  - d. Sensory details
3. In a descriptive text, which tense is most commonly used?
  - a. Present continuous
  - b. Simple past
  - c. Simple present
  - d. Present perfect
4. What is the best way to describe a place in a descriptive text?
  - a. By giving facts
  - b. By using sensory details
  - c. By telling a story
  - d. By comparing it to another place
5. Which sentence is a good example of a descriptive text?
  - a. "The car needs a new engine."
  - b. "She argued that the movie was great."
  - c. "The sunset was a blend of orange, pink, and purple hues."
  - d. "He solved the math problem quickly."
6. Which word is an adjective commonly used in descriptive texts?
  - a. Running

- b. Quickly
  - c. Beautiful
  - d. Often
7. How does a descriptive text typically start?
- a. With an introduction to the topic
  - b. With a conclusion
  - c. With a list of facts
  - d. With a question
8. What is the function of adjectives in a descriptive text?
- a. To show action
  - b. To connect ideas
  - c. To describe nouns
  - d. To ask questions
9. Which of the following best describes a descriptive text about a person?
- a. It includes the person's opinions and beliefs
  - b. It describes the person's appearance and characteristics
  - c. It tells a story about the person
  - d. It lists the person's achievements
10. Which sentence best uses sensory details in a descriptive text?
- a. "The dog is friendly."
  - b. "The dog has four legs."
  - c. "The dog's fur felt soft and warm."
  - d. "The dog likes to play."
11. What is the purpose of using sensory details in a descriptive text?
- a. To make the description more vivid and engaging
  - b. To provide factual information
  - c. To present a logical argument
  - d. To summarize the main points
12. Which of the following would NOT be a good topic for a descriptive text?
- a. My favorite teacher
  - b. How to bake a cake
  - c. A trip to the beach
  - d. The view from my window
13. In a descriptive text, what is the role of the conclusion?
- a. To introduce new ideas

- b. To summarize the description
  - c. To present an argument
  - d. To provide instructions
14. What type of descriptive text describe a natural scene?
- a. Descriptive biography
  - b. Descriptive place
  - c. Descriptive event
  - d. Descriptive object
15. Which sentence is a weak example of a descriptive text?
- a. "The mountains were tall and majestic."
  - b. "The car is red."
  - c. "The flowers in the garden bloomed in vibrant colors."
  - d. "The cake had a rich chocolate aroma."

#### Essay Questions

1. Explain what a descriptive text is and provide an example.
2. Mention and explain three main characteristics of descriptive text.
3. Write a descriptive paragraph about your favorite place.
4. Why is the use of adjectives important in descriptive text? Provide examples.
5. Describe a famous person you admire in a paragraph. Explain their physical characteristics and the traits you admire.

Source: Buku Bahasa Inggris Kelas 8: "Bahasa Inggris: When English Rings a Bell", Kementerian Pendidikan dan Kebudayaan Republik Indonesia.

## Appendix 5

### Post-Test

#### Multiple-Choice Questions

1. What is the main purpose of a descriptive text?
  - a. To entertain the reader
  - b. To describe a person, place, or thing in detail
  - c. To inform about a process
  - d. To persuade the reader to agree with an opinion
2. Which of the following is not a characteristic of a descriptive text?
  - a. Uses detailed sensory information
  - b. Focuses on specific details
  - c. Includes dialogue and conversation
  - d. Uses many adjectives
3. Which of the following sentences best fits a descriptive text about a beach?
  - a. "The beach was crowded last weekend."
  - b. "The beach is known for its clear water and soft white sand."
  - c. "We decided to visit the beach on a sunny day."
  - d. "The beach has been cleaned regularly by volunteers."
4. What is typically included in the identification section of a descriptive text?
  - a. Detailed descriptions of the subject
  - b. The introduction of the subject being described
  - c. Arguments and opinions about the subject
  - d. A summary of the subject
5. Which word best completes the sentence: "The garden is full of \_\_\_\_ flowers"?
  - a. Delicious
  - b. Bright
  - c. Noisy
  - d. Friendly
6. What type of language is predominantly used in descriptive texts?
  - a. Persuasive
  - b. Narrative
  - c. Expository
  - d. Descriptive

7. In a descriptive text, which sense is typically used to describe food?
  - a. Sight
  - b. Hearing
  - c. Taste
  - d. Touch
8. Which sentence would likely be found in a descriptive text about a forest?
  - a. "The forest has a variety of wildlife."
  - b. "Many people visit the forest every year."
  - c. "Forest conservation is important."
  - d. "The forest was declared a national park in 1995."
9. What is the role of adjectives in descriptive text?
  - a. To provide actions
  - b. To describe nouns
  - c. To connect ideas
  - d. To explain processes
10. Which of the following sentences uses sensory details?
  - a. "The flower is red."
  - b. "The flower smells sweet and its petals are soft."
  - c. "The flower is in the garden."
  - d. "The flower blooms in the spring."
11. In the sentence "The old house creaked and groaned with every gust of wind," what is being described?
  - a. The appearance of the house
  - b. The sound the house makes
  - c. The history of the house
  - d. The location of the house
12. Which of these is a descriptive text about a person?
  - a. "John graduated from high school in 2010."
  - b. "John has curly black hair and bright blue eyes."
  - c. "John is planning to study abroad."
  - d. "John's favorite subject is mathematics."
13. Which sentence best describes a bustling city?
  - a. "The city has a large population."
  - b. "The city is known for its historical landmarks."
  - c. "The city streets are filled with the sounds of honking cars and chattering people."

- d. "The city government recently improved public transportation."
14. Which of the following is not typically used in descriptive text?
- Adjectives
  - Adverbs
  - Dialogue
  - Sensory details
15. What is the primary focus of descriptive text?
- To present a problem and solution
  - To describe the main events in a story
  - To provide detailed descriptions of people, places, or things
  - To give instructions or directions

### **Essay Questions**

- Write a descriptive paragraph about your classroom. Include details about its appearance and atmosphere.
- Describe your favorite animal. Include physical characteristics and behaviors that make it unique.
- Explain the importance of using sensory details in descriptive text. Provide examples to support your explanation.
- Describe a memorable place you have visited. Include details about what you saw, heard, smelled, and felt.
- Write a descriptive paragraph about a person you admire. Describe their physical appearance and personality traits.

Source: Buku Bahasa Inggris Kelas 8: "Bahasa Inggris: When English Rings a Bell", Kementerian Pendidikan dan Kebudayaan Republik Indonesia.

## Appendix 6

### Lesson Plan

Education Units: SMP Ya BAKII 1 Kesugihan, Cilacap, Jawa Tengah

Subject Matter : English Language

Class/Semester : VIII/I

Main Subject : Functional Text; Descriptive Text

Time Allocation: 2 x 40 minutes

#### A. Main Competence

5. Understand the meaning of functional written texts and simple short essays descriptive and recount related to the surrounding environment.

#### B. Basic Competence

5.3 Responding to the meaning and rhetorical steps in a simple short essay accurately, smoothly and acceptably relating to the surrounding environment in text in the form of procedures and reports.

#### C. Achievement Indicators

1. Students can capture specific information in descriptive text.
2. Students can identify meaning and ideas in descriptive text.
3. Students can identify aspects in descriptive text.

#### D. Character

1. Trustworthiness
2. Courage
3. Diligent
4. Responsibility
5. Care about the environment and social issues.

#### E. Learning Objectives

1. Students can capture specific information in descriptive text.
2. Students can identify meaning and ideas in descriptive text.
3. Students can identify aspects in descriptive text.

#### F. Material

1. Example of descriptive text

My Cat

My dad bought me a cat on my birthday. It is a male Maine Coon cat. I really love him as my pet. His name is Jiji. He has brown fur. His fur is really soft, and he likes to be rubbed on his belly. He has a long tail and a big body. I always play with him because he really enjoys it. Jiji is already a part of our family.

- a. What does the text tell about?
  - b. Why is the text called descriptive?
  - c. What is the generic structure of the text?
2. Social Function  
The purpose/ objective/ goal/ social function of a descriptive text is to describe a particular person/ animal/item/ place.
3. Structure text
- a. Identification
  - b. Description
4. Linguistic elements
- a. Words and grammar commonly used in descriptive texts such as characteristics of objects, animals and humans.  
Example: Big, Large, Stunning, Beautiful.
  - b. Grammar: using simple present in the form of instructions.

**(Subject) + Present tense forms of the verb (bare infinitive)**

- The elephant is a big animal

- c. The order of adjectives

What the adjective expresses	Examples
Quantity	four, ten, a few, several
Value/Opinion	delicious, charming, beautiful
Size	tall, tiny, huge
Temperature	hot, cold
Age	old, young, new, 14-year-old
Shape	square, round
Color	red, purple, green
Origin	Swedish, Victorian, Chinese
Material	glass, silver, wooden
Thing	Sofa, candle, bottle

d. Topic

Various activities include describing and explaining the characteristics of a place, person or thing.

**G. Media/tools, materials and learning resources**

1. Media/tools: laptop/computer, speakers, and LCD projector.
2. Material: audio, picture, games, and video
3. Learning Resources: internet (google/images/youtube/website) and E-books.

**H. Learning Methods**

Scientific Approach: Observing, Questioning, Experimenting, Associating, and Communicating.

**I. Learning Steps**

Opening Activity (10 Minutes)	
Orientation	<ol style="list-style-type: none"><li>1. The teacher greets and greets the students.</li><li>2. Students pray before starting the activity.</li><li>3. The teacher checks the attendance of students.</li></ol>
Stimulation	<ol style="list-style-type: none"><li>1. Asking preliminary questions: Do you like read something?</li></ol>
Motivation	<ol style="list-style-type: none"><li>1. Inform the material to be studied.</li><li>2. Provide an overview of the benefits of studying the material to be studied.</li><li>3. Deliver learning objectives and strategies.</li></ol>
Main Activity (60 Minutes)	
Observing	<ol style="list-style-type: none"><li>1. <b>Listen to Dialogue:</b> Students, with teacher guidance, listen to the dialogue provided in the e-book. This stage focuses on students gathering information through listening.</li><li>2. <b>Read Descriptive Text:</b> Students read the descriptive text given by</li></ol>

	<p>the teacher that corresponds to the dialogue they practiced. This allows students to observe the language and content of the text.</p>
Questioning	<ol style="list-style-type: none"> <li>1. <b>Ask about Difficult Words and Text Structure:</b> Students ask questions about difficult words and the structure of the descriptive text. The teacher guides the students in understanding these elements.</li> <li>2. <b>Teacher’s Explanation:</b> The teacher explains the structure of the text and the language features present in the text, helping students clarify their understanding.</li> </ol>
Experimenting (Gathering Information)	<ol style="list-style-type: none"> <li>1. <b>Watch Videos:</b> Students watch videos in the e-book to gather detailed information related to the descriptive text and its language features. This allows them to explore and experiment with the content further.</li> </ol>
Associating (Analyzing Information)	<ol style="list-style-type: none"> <li>1. <b>Discuss Adjectives and Nouns:</b> In pairs, students discuss the adjectives found in the descriptive text. They also identify adjectives and nouns within the text, linking their observations to the linguistic features.</li> <li>2. <b>Analyze Language Features:</b> Students work together to associate the adjectives with the nouns and understand how these language features are used in descriptive texts.</li> </ol>

Communicating	<ol style="list-style-type: none"> <li>1. <b>Read and Discuss:</b> Each pair reads the results of their discussion to the class. This allows them to communicate their findings and compare them with others.</li> <li>2. <b>Practice Dialogue:</b> In pairs, students create a dialogue based on the text and then practice it, applying what they've learned in a communicative context.</li> </ol>
<b>Closing Activity (10 Minutes)</b>	
<ol style="list-style-type: none"> <li>1. With the teacher's guidance, students make a resume about the essential points that arise in the learning activities that have just been carried out in website.</li> <li>2. Students convey the difficulties they face when learning in class in website.</li> <li>3. Student do the self-reflection in website.</li> <li>4. The teacher informs the activities that will be carried out at the next meeting</li> </ol>	

## J. Learning Resources

1. Contextual Teaching and Learning
2. [www.jagoanbahasainggris.com](http://www.jagoanbahasainggris.com)

## K. Assessment and Enrichment

### 1. Knowledge

#### a. Assessment Technique

Technique	Instrument Type	Instrument Item	Execution Time	Desc.
Written	Multiple Choice and Essay	Presented several narrative texts, students can determine the social	After learning is over	Assessment of learning

		function, structure of the text, and the moral message contained in the text.		
--	--	--	--	--

## 2. **Enrichment**

The teacher advises staying humble because the minimum completeness criteria are achieved. The teacher provides enrichment material in the form of assignments to improve reading skills in descriptive text.

Researcher

**Auges Amalia Diva**

# Appendix 7

**Description Text**  
by Auges Amalia Diva

Read to me

## ABC

# DESCRIPTIVE TEXT GRADE 8

Auges Amalia Diva

**MAIN COMPETENCE**

5. Understand the meaning of functional written texts and simple short essays descriptive and recount related to the surrounding environment.

**BASIC COMPETENCE**

5.3 Responding to the meaning and rhetorical steps in a simple short essay accurately, smoothly and acceptably relating to the surrounding environment in text in the form of procedures and reports.

**QUESTION**

**GIVE YOUR ANSWER HERE**

Do You Like Reading Book or Article?


Can You Describe Something?

Do You Like Talk Someone?

Click This

[Edit](#)


[Read to me](#)




**WHAT LEARN TODAY?**

# Descriptive Text


**LEARNING OBJECTIVES**



Students can capture specific information in descriptive text.



Students can identify meaning and ideas in descriptive text.



Students can identify aspects in descriptive text.

[Edit](#)

[Read to me](#)

**LISTEN THE FOLLOWING DIALOGUE, THEN REPEAT AFTER TEACHER**

Quesha: What? My dad brought me a cat for my birthday?

Ready? That's awesome! What kind of cat is it?

It is a male Maine Coon cat. I named him Jiji.

He has brown fur that's really soft, and he has a long tail and a big body.

He sounds adorable! Do you take him out for walks?

Yeah, I take him every going for walks. Some the current the neighborhood and he gets an exercise.

Jiji? That's a cute name. What does he look like?

He really is. I love him to death, and he's already become an important part of our family.

I bet he's a lot of fun. It sounds like Jiji is a big part of your family now.

That's great to hear. Hearing it sounds like a wonderful experience. It is really to have your.

Thanks, I can't wait to have him too. He's the best birthday present I could have asked for.

Click the button, below to listen the dialogue.

**LISTEN THE FOLLOWING DIALOGUE, THEN REPEAT AFTER TEACHER**

**NEXT** >>

[Edit](#)

[Read to me](#)

**IF WE ARRANGE THE SENTENCES ABOUT THE DOG IN THE DIALOGUE INTO A TEXT, WE WILL HAVE**

**A DESCRIPTIVE TEXT**

(Jika kita menyusun kalimat-kalimat tentang kucing pada dialog sebelumnya menjadi sebuah teks, maka teks tersebut disebut **TEKS DESKRIPSI**)

**EXAMPLE OF DESCRIPTIVE TEXT**

My Cat  
 My dad bought me a cat on my birthday. It is a male Maine Coon cat. I really love him as my pet. His name is Jiji. He has brown fur. His fur is really soft, and he likes to be rubbed on his belly. He has a long tail and a big body. I always play with him because he really enjoys it. Jiji is already a part of our family.

Edit
Description Text
By Auges Amalia Diva
Read to me

**CHECK YOUR UNDERSTANDING!**

**EXERCISE ABOUT THE TEXT...  
TEXT TEIL ABOUT!**

Identifikasi
Deskripsi
Identifikasi

The purpose/ objective/ goal/ social function of a descriptive text is to describe a particular person/ animal/item/ place.

Maksud/tujuan/sasaran /fungsi sosial teks deskriptif adalah untuk mendeskripsikan orang/hewan/benda/te mpat tertentu.

Edit
Description Text
By Auges Amalia Diva
Read to me

**DESCRIPTIVE TEXT**

is a text which describe a particular person, animal, place or item

**ITS CONSIST OF...**

- 1. Identification**  
which identifies the person, animal, place, or item
- 2. Description**  
which describes parts, qualities, physical appearance, and characteristic

**MY CAT**

**IDENTIFICATION**

"My dad bought me a cat on my birthday. It is a male Maine Coon cat. I really love him as my pet."

**DESCRIPTION**

"His name is Jiji. He has brown fur. His fur is really soft, and the fleas to be rubbed on his belly. He has a long tail and a big body. I always play with him because he really enjoys it. Jiji is already a part of our family."

Edit
Description Text
By Auges Amalia Diva
Read to me

**VIDEO MATERIAL**

**TIGER**

Tigers are the largest felines in the world. Many cultures consider the tiger to be a symbol of strength and courage. However, because hunting them is also a sign of bravery in some cultures, tigers are endangered; no more than 3,000 tigers are left in the wild.

Tigers have distinctive stripes, which help camouflage them when hunting prey. Some tigers have orange fur with black stripes; others are black with tan stripes, while with tan stripes or all white (ochon/ton). Average tigers are 1.5 to 2.1 m long and weigh around 76 to 225 kilograms. The largest tigers, the Siberian, also called Amur, are 2.3 meters long and weigh 300 kg. The smallest tiger is the Sumatran tiger. They grow to 1.5 to 2.1 m and weigh around 65 to 200 kg. Tigers also have very long tails, which can add 0.7 to 1.1 m to their overall length.



## Appendix 8

### Sample of Pre-Test

**PRE-TEST**

Name : Jenna Ontogon Magda  
Class : Viji 8

Score  
**52**

Instructions:

- Answer all the questions by choosing the most appropriate answer for the multiple choice questions and providing clear and complete answers for the essay questions.
- Time: 60 minutes

Multiple-Choice Questions 13 = 11

1. What is the main purpose of a descriptive text?
  - a. To explain how something works
  - b. To describe a person, place, or thing
  - c. To tell a story
  - d. To argue a point
2. Which of the following is NOT typically found in a descriptive text?
  - a. Detailed description
  - b. Logical arguments
  - c. Use of adjectives
  - d. Sensory details
3. In a descriptive text, which tense is most commonly used?
  - a. Present continuous
  - b. Simple past
  - c. Simple present
  - d. Present perfect
4. What is the best way to describe a place in a descriptive text?
  - a. By giving facts
  - b. By using sensory details
  - c. By telling a story
  - d. By comparing it to another place
5. Which sentence is a good example of a descriptive text?
  - a. "The car needs a new engine."
  - b. "She argued that the movie was great."

- c. "The sunset was a blend of orange, pink, and purple hues."
- d. "He solved the math problem quickly."
6. Which word is an adjective commonly used in descriptive texts?
- a. Running
- b. Quickly
- c. Beautiful
- d. Often
7. How does a descriptive text typically start?
- a. With an introduction to the topic
- b. With a conclusion
- c. With a list of facts
- d. With a question
8. What is the function of adjectives in a descriptive text?
- a. To show action
- b. To connect ideas
- c. To describe nouns
- d. To ask questions
9. Which of the following best describes a descriptive text about a person?
- a. It includes the person's opinions and beliefs
- b. It describes the person's appearance and characteristics
- c. It tells a story about the person
- d. It lists the person's achievements
10. Which sentence best uses sensory details in a descriptive text?
- a. "The dog is friendly."
- b. "The dog has four legs."
- c. "The dog's fur felt soft and warm."
- d. "The dog likes to play."
11. What is the purpose of using sensory details in a descriptive text?
- a. To make the description more vivid and engaging
- b. To provide factual information
- c. To present a logical argument

- d. To summarize the main points
- 12. Which of the following would NOT be a good topic for a descriptive text?
  - a. My favorite teacher
  - b. How to bake a cake
  - c. A trip to the beach
  - d. The view from my window
- 13. In a descriptive text, what is the role of the conclusion?
  - a. To introduce new ideas
  - b. To summarize the description
  - c. To present an argument
  - d. To provide instructions
- 14. What type of descriptive text would describe a natural scene?
  - a. Descriptive biography
  - b. Descriptive place
  - c. Descriptive event
  - d. Descriptive object
- 15. Which sentence is a weak example of a descriptive text?
  - a. "The mountains were tall and majestic."
  - b. "The car is red."
  - c. "The flowers in the garden bloomed in vibrant colors."
  - d. "The cake had a rich chocolate aroma."

1000  
15

Essay Questions

1. Explain what a descriptive text is and provide an example.
2. Mention and explain three main characteristics of descriptive text.
3. Write a descriptive paragraph about your favorite place.
4. Why is the use of adjectives important in descriptive text? Provide examples.
5. Describe a famous person you admire in a paragraph. Explain their physical characteristics and the traits you admire.

1. To explain how something works
2. Judul, tembak, latar belakang, tujuan, isi, paragraf
3. the cat is beautiful cute.
4. karena sangat ~~dekat~~ menarik. Wawancara informasi.
5. orang yang ~~gaya~~ ~~ber~~ Multitalenta Pintar, baik, cantik, ramah. dan sangat lucu.

## Appendix 9

### Sample of Post-Test

**POST-TEST**

Name : Zenny Dafeyon Alifah  
Class : VIII E

Score <b>73</b>
--------------------

Instructions:

- Answer all the questions by choosing the most appropriate answer for the multiple choice questions and providing clear and complete answers for the essay questions.
- Time: 60 minutes

Multiple-Choice Questions

1. What is the main purpose of a descriptive text?
  - a. To explain how something works
  - b. To describe a person, place, or thing
  - c. To tell a story
  - d. To argue a point
2. Which of the following is NOT typically found in a descriptive text?
  - a. Detailed description
  - b. Logical arguments
  - c. Use of adjectives
  - d. Sensory details
3. In a descriptive text, which tense is most commonly used?
  - a. Present continuous
  - b. Simple past
  - c. Simple present
  - d. Present perfect
4. What is the best way to describe a place in a descriptive text?
  - a. By giving facts
  - b. By using sensory details
  - c. By telling a story
  - d. By comparing it to another place
5. Which sentence is a good example of a descriptive text?
  - a. "The car needs a new engine."
  - b. "She argued that the movie was great."

*B = 18*

- c. "The sunset was a blend of orange, pink, and purple hues."  
d. "He solved the math problem quickly."
6. Which word is an adjective commonly used in descriptive texts?  
a. Running  
b. Quickly  
 c. Beautiful  
d. Often
7. How does a descriptive text typically start?  
 a. With an introduction to the topic  
b. With a conclusion  
c. With a list of facts  
d. With a question
8. What is the function of adjectives in a descriptive text?  
a. To show action  
 b. To connect ideas  
c. To describe nouns  
d. To ask questions
9. Which of the following best describes a descriptive text about a person?  
a. It includes the person's opinions and beliefs  
 b. It describes the person's appearance and characteristics  
c. It tells a story about the person  
d. It lists the person's achievements
10. Which sentence best uses sensory details in a descriptive text?  
a. "The dog is friendly."  
b. "The dog has four legs."  
 c. "The dog's fur felt soft and warm."  
d. "The dog likes to play."
11. What is the purpose of using sensory details in a descriptive text?  
 a. To make the description more vivid and engaging  
b. To provide factual information  
c. To present a logical argument

- d. To summarize the main points
12. Which of the following would NOT be a good topic for a descriptive text?
- My favorite teacher
  - How to bake a cake
  - A trip to the beach
  - The view from my window
13. In a descriptive text, what is the role of the conclusion?
- To introduce new ideas
  - To summarize the description
  - To present an argument
  - To provide instructions
14. What type of descriptive text would describe a natural scene?
- Descriptive biography
  - Descriptive place
  - Descriptive event
  - Descriptive object
15. Which sentence is a weak example of a descriptive text?
- "The mountains were tall and majestic."
  - "The car is red."
  - "The flowers in the garden bloomed in vibrant colors."
  - "The cake had a rich chocolate aroma."

#### Essay Questions

- Explain what a descriptive text is and provide an example.
- Mention and explain three main characteristics of descriptive text.
- Write a descriptive paragraph about your favorite place.
- Why is the use of adjectives important in descriptive text? Provide examples.
- Describe a famous person you admire in a paragraph. Explain their physical characteristics and the traits you admire.

1- It is a text which describes a particular person, animal, place or item

2- Identification

- Description

3- My favorite place is

because this place is comfy

4- Adjectives enhance the clarity and vividness of a description

Ex. <sup>bright</sup> ~~orange~~, delicious, beautiful

5- like the thing kind

*Appendix 10*

Pre-Test



Giving Lesson Material



The students are paying attention to the material in the e-book



The students are working on exercises in Wordwall



The students are watching and paying attention to the instructional video on YouTube.



The students are completing the final assessment on Quizizz



## Post-Test

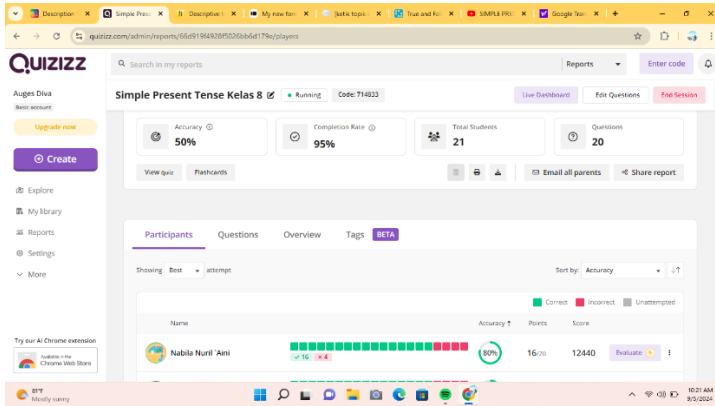


The students' responses to the prompt question via Padlet.

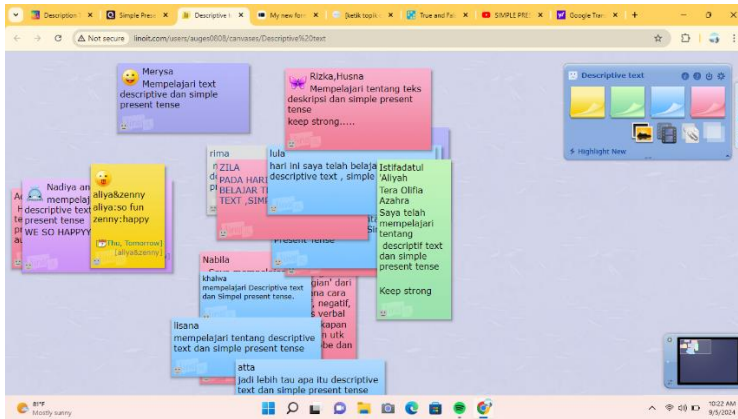
The screenshot shows a Padlet board with the following student responses:

- Friendly Badger** (2h): JENNY  
1. YES, I LIKE READING BOOK  
2. YES, I CAN  
3. YES, I LIKE
- Affectionate Tiger** (2h): Khatha Rikhdul Erza  
1. Yes, I like reading book  
2. Yes, I can  
3. Yes, I like
- Aweome Platypus** (2h): Istifadatul Aliyah  
1. Yes, I reading book  
2. Yes, I can  
3. Yes, I like talk someone
- Bubbly Robin** (2h): Ikaana shidin aliya  
1. yes, I like reading book and article  
2. yes, I can  
3. yes, I like talk someone
- Cheerful Narwhal** (2h): khaleassa
- Careful Elephant** (2h): Nama :Cahya Rosdina Putri  
Jintana Warah  
1.yes, I like reading book  
2.yes, I do  
3.yes, I can  
4.yes, I can  
5.yes, I like  
6.yes, I like talk someone
- Excited Orangutan** (2h): Name: Resti Handayani  
1. Yes, I reading book.  
2. Yes, I can  
3. Yes, I like
- Brave Ferret** (2h): INGANATUN NAZILA  
1. YES, I LIKE READING AND ARTICLE  
2. YES, I CAN  
3. YES, I LIKE
- Adorable Orangutan** (2h): hla syahalla niyallah  
1. yes, I like reading and article  
2. yes, I cant  
3. yes, I like
- Dependable Trout** (2h): res
- Friendly Badger** (2h): LULUAAAAAAAA
- Invaluable Bison** (2h):

## The students' scores on the final assessment



## The students' responses regarding today's lesson on the Linoit website.



Appendix 11

**Descriptive Results of the Pre-test**

<b>Statistics</b>		
pretest		
N	Valid	22
	Missing	0
Mean		55.41
Median		54.50
Mode		40 <sup>a</sup>
Std. Deviation		13.323
Variance		177.491
Range		50
Minimum		39
Maximum		89
Sum		1219

a. Multiple modes exist.  
The smallest value is shown

**Frequency Distribution of Pre-test Scores**

<b>pretest (Binned)</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	39-47	8	36.4	36.4	36.4
	48-56	4	18.2	18.2	54.5
	57-65	7	31.8	31.8	86.4
	66-74	1	4.5	4.5	90.9
	84-92	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

## Descriptive Results of the Post-test

### Statistics

posttest		
N	Valid	22
	Missing	0
Mean		81.32
Median		82.00
Mode		88
Std. Deviation		6.607
Variance		43.656
Range		21
Minimum		70
Maximum		91
Sum		1789

## Frequency Distribution of Post-test Scores

posttest (Binned)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70-74	5	22.7	22.7	22.7
	75-79	5	22.7	22.7	45.5
	80-84	2	9.1	9.1	54.5
	85-89	9	40.9	40.9	95.5
	90-94	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

# Validity of Pre-Test Multiple Choice

		Correlations																
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	PRETEST1	
P1	Pearson Correlation	1	-.144	.761**	.564*	.532	.033	.729	.560*	-.089	.500	-.304	.532	-.166	.595	.479	.587**	
	Sig. (2-tailed)		.522	.000	.006	.011	.885	.000	.007	.695	.018	.169	.011	.461	.016	.024	.001	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
P2	Pearson Correlation	-.144	1	.136	-.341	.049	-.255	-.270	.355	.351	.569**	.739**	-.274	.549	.300	.587**	.466*	
	Sig. (2-tailed)	.522		.546	.120	.829	.253	.224	.105	.109	.006	.000	.217	.008	.174	.004	.032	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
P3	Pearson Correlation	.161*	.136	1	.608**	.317	-.114	.587**	.332	-.192	.525*	-.009	.317	.181	.682**	.558**	.605**	
	Sig. (2-tailed)	.000	.546		.003	.151	.612	.004	.131	.393	.012	.969	.151	.419	.000	.007	.003	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
P4	Pearson Correlation	.564*	.341	.606*	1	.238	.115	.238	.378	-.168	.663**	.059	.450	.266	.521**	.751**	.666**	
	Sig. (2-tailed)	.006	.120	.003		.285	.609	.287	.083	.455	.001	.795	.021	.231	.013	.000	.001	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
P5	Pearson Correlation	.532	.049	.317	-.238	1	.519	.669**	.712**	.532	.657**	.217	.730**	-.840**	.419	.347	.736**	
	Sig. (2-tailed)	.011	.829	.151	.285		.014	.001	.000	.011	.001	.331	.000	.860	.852	.114	.000	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
P6	Pearson Correlation	.033	.255	-.114	.115	.518	1	.149	.491	.797**	.588**	.283	.225	.213	-.018	.831	.469*	
	Sig. (2-tailed)	.885	.253	.612	.609	.014		.608	.065	.000	.005	.202	.314	.341	.936	.890	.038	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
P7	Pearson Correlation	.729	-.270	.587**	-.238	.669**	.149	1	.653**	.231	.465*	.018	.669	.168	.379	.243	.621**	
	Sig. (2-tailed)	.000	.224	.004	.287	.001	.598		.001	.301	.029	.938	.001	.455	.892	.276	.002	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
P8	Pearson Correlation	.560*	.355	.332	-.378	.712**	.401	.653**	1	.519	.795**	.459	.439	.303	.395	.613**	.841**	
	Sig. (2-tailed)	.007	.105	.131	.083	.000	.065	.001		.013	.000	.032	.041	.170	.569	.002	.000	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
P9	Pearson Correlation	-.089	.351	-.192	-.189	.532	.797**	.231	.518	1	.462	.544	.158	.290	.801	.880	.474	
	Sig. (2-tailed)	.695	.109	.383	.455	.011	.000	.301	.013		.030	.008	.481	.191	.720	.724	.038	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
P10	Pearson Correlation	.500	.569	.529	.663*	.657**	.580*	.465	.795**	.462*	1	.526	.412	.487	.434	.658**	.933**	
	Sig. (2-tailed)	.018	.006	.012	.001	.001	.005	.029	.000	.030		.012	.057	.021	.044	.001	.000	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
P11	Pearson Correlation	-.304	.739**	-.009	.059	.217	.283	.018	.459*	.544*	.526*	1	-.673**	.717**	.177	.373	.498**	
	Sig. (2-tailed)	.169	.000	.969	.785	.331	.202	.938	.032	.009	.012		.000	.430	.087	.018	.018	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
P12	Pearson Correlation	.532	-.274	.317	.490	.730**	.225	.669**	.439	.158	.412	-.673**	1	-.840**	.419	.347	.582**	
	Sig. (2-tailed)	.011	.217	.151	.021	.000	.314	.001	.041	.481	.057	.745		.860	.852	.114	.004	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
P13	Pearson Correlation	-.166	.549**	.181	-.266	-.040	.213	.168	.303	.390	.497	.713**	-.540**	1	-.620	.211	.428**	
	Sig. (2-tailed)	.461	.008	.419	.231	.860	.341	.455	.170	.191	.021	.000	.860		.928	.345	.047	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
P14	Pearson Correlation	.505*	.360	.682**	.521**	.419	-.018	.379	.385	.681**	.434	.177	.419	-.028	1	.827**	.660**	
	Sig. (2-tailed)	.016	.174	.000	.013	.052	.936	.082	.069	.720	.044	.430	.052	.928		.000	.001	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
P15	Pearson Correlation	.479	.587**	.559**	.751**	.347	.031	.243	.613**	.880	.656**	.373	.347	.211	.827**	1	.773**	
	Sig. (2-tailed)	.024	.004	.007	.000	.114	.890	.276	.002	.724	.001	.087	.114	.345	.000		.000	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
PRETEST1	Pearson Correlation	.587**	.486	.605**	.666**	.736**	.469	.621**	.841**	.474	.933**	.480	.582**	.428	.669**	.773**	1	
	Sig. (2-tailed)	.004	.002	.003	.001	.000	.028	.002	.000	.026	.000	.018	.004	.047	.001	.000		.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

## Validity of Pre-Test Essay

### Correlations

		Q1	Q2	Q3	Q4	Q5	PRETEST2
Q1	Pearson Correlation	1	.086	.424*	.091	.752**	.687**
	Sig. (2-tailed)		.705	.049	.689	.000	.000
	N	22	22	22	22	22	22
Q2	Pearson Correlation	.086	1	.251	.779**	.217	.742**
	Sig. (2-tailed)	.705		.259	.000	.332	.000
	N	22	22	22	22	22	22
Q3	Pearson Correlation	.424*	.251	1	-.049	.499*	.618**
	Sig. (2-tailed)	.049	.259		.829	.018	.002
	N	22	22	22	22	22	22
Q4	Pearson Correlation	.091	.779**	-.049	1	-.118	.564**
	Sig. (2-tailed)	.689	.000	.829		.602	.006
	N	22	22	22	22	22	22
Q5	Pearson Correlation	.752**	.217	.499*	-.118	1	.679**
	Sig. (2-tailed)	.000	.332	.018	.602		.001
	N	22	22	22	22	22	22
PRETEST2	Pearson Correlation	.687**	.742**	.618**	.564**	.679**	1
	Sig. (2-tailed)	.000	.000	.002	.006	.001	
	N	22	22	22	22	22	22

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

## Reability of Pre-Test Multiple Choice

### Reliability Statistics

Cronbach's Alpha	N of Items
.892	15

## Reability of Pre-Test Essay

### Reliability Statistics

Cronbach's Alpha	N of Items
.669	5

### Tests of Normality

#### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE TEST	.148	22	.051	.898	22	.087
POST TEST	.166	22	.133	.910	22	.087

\*. This is a lower bound of the true significance

a. Lilliefors Significance Correction

### Test of Homogeneity of Variance

#### Test of Homogeneity of Variance

		Levene	df1	df2	Sig.
		Statistic			
HASIL	Based on Mean	5.526	1	42	.304
	Based on Median	5.535	1	42	.441
	Based on Median and with adjusted df	5.535	1	27.597	.441
	Based on trimmed mean	5.478	1	42	.312

## Hypothesis Test Results Data

### Paired Samples Test

		Paired Differences								
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	
					Lower	Upper				
Pair 1	pretest - posttest	-25.909	13.71099	2.92319	-31.98820	-19.82998	-8.863	21	.000	

## CURRICULUM VITAE

### A. Identity

Name : Auges Amalia Diva  
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Sex : Female  
Marital Status : Single

### B. History Education/Qualification

#### 1. Formal Education

- a. TK Ya BAKII 1 Kesugihan
- b. MI Ya BAKII 1 Kesugihan
- c. MI Ya BAKII 2 Kesugihan
- d. SMP Ya BAKII 1 Kesugihan
- e. SMA Ya BAKII 1 Kesugihan
- f. UIN Walisongo Semarang

#### 2. Non-Formal Education

- a. PP Al Ihya Ulumaddin Kesugihan Cilacap
- b. Ma'had Ulil Albab lil Banat Semarang