THE EFFECTIVENESS OF USING ONLINE COLLABORATIVE ANNOTATION BASED ON RECIPROCAL TEACHING INSTRUCTION ON STUDENTS' READING COMPREHENSION AT THE SECOND GRADE OF SMP KHOIRU UMMAH MALANG

THESIS

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DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG

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Submitted as a partial fulfillment of the requirements for for the degree of Sarjana in English Education Department Faculty of Education and Teacher Training State Islamic University of Malang.

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2022

APPROVAL SHEET

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The Effectiveness of Using Online Collaborative Annotation Based on Reciprocal Teaching Annotation on Students' Reading Comprehension on The Second Grade of SMP Khoiru Ummah Malang

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The Honorable,

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Assalamualaikum Wr. Wb

After conducting several times of guidance in terms of Content, Language, Writing Techniques, and after reading the students' thesis as follow:

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STATEMENT OF ORIGINALITY

STATEMENT OF ORIGINALITY

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I write this final project I order to accomplish the requirement for the bachelor degree is absolutely my own work that I have made through research. All quotation either direct or indirect, whether derived from literature sources and other sources has been accompanied with the origin of identity of the source in the scientific writing.

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MOTTO

إِنَّ ٱللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُواْ مَا بِأَنفُسِهِمّۗ

"Innallaha la yughoyyiru ma biqoumin hatta yughoyyiruma bi anfusihim"

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In the name of Allah, the most Gracious and the Most Merciful!

All praise to Allah SWT the Almighty and the Most Merciful for his blessing and mercies so that the researcher could start and finish this thesis report. Sholawat and salam also proposed to the prophet Muhammad SAW who has brought the human being from the darkness into the lightness.

First of all, the writer is willing to express the deepest gratitude to her beloved parents, **Ismail** and **Khoiriyah** who always give the unlimited affection, prayer, sacrifice, and support the writer in finishing this thesis. The writer would also like to convey to the advisors, **Dr Alam Aji Putera. M.Pd.** The most incredible honor and most profound appreciation dedicated their time to excellent advice, magnificent suggestion, encouragement and massive support during finishing this thesis.

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Malang, 26 January 2022

The Researcher

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LATIN ARABIC TRANSLITERATION GUIDELINES

The writing of the Arabic-Latin transliteration in this thesis is in accordance with the transliteration guidelines based on the joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia no. 158 of 1987 and no. 0543 b/U/1987 which can be broadly described as follows:

A. Letter

ا	=	A	ز	=	Z	ق	=	q
ت	=	T	ش	=	Sy	ل	=	l
ث	=	Ts	ص	=	Sh	م	=	m
ج	=	J	ض	=	Dl	ن	=	n
ح	=	H	ط	=	Th	و	=	w
خ	=	Kh	ظ	=	Zh	ه	=	h
د	=	D	ع	=	'	ء	=	,
ذ	=	Dz	غ	=	gh	ي	=	y

B. Long Vowel

Vowel (a) long   = â

Vowel (i) long   = î

Vowel (u) long   = û

C. Diphthong

او = aw

اي = ay

أَو = û

اِي = î

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ABSTRACT

Marom, Arina Bidziyah Ikal. (2022). *The Effectiveness of Using Online Collaborative Annotation Based on Reciprocal Teaching Instruction on Students Reading Comprehension at The Second Grade of SMP Khoiru Ummah Malang.* Thesis, Department of English Education, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang. Advisor: Dr. Alam Aji Putera, M.Pd.

Keyword : Effectiveness, Collaborative Annotation, Reciprocal Teaching

Reciprocal teaching (RT) strategy has been used to improve students' reading comprehension in face to face learning. However, little was known about how to use RT with the use of annotation tool to comprehend texts in distance learning. The purpose of this study is to investigate the effectiveness of using Online Collaborative Annotation based on RT Instruction on students' reading comprehension for junior high school students'. In the presents study the researcher used quantitative methodology with pre-experimental design. The data was collected from pre-test and post-test provided by 37 students of eight grade SMP Khoiru Ummah, resulting a total of 74 recordings found. To determine the effectiveness of the strategy, the data was analyzed by using Paired T-test with significance level (α) = 0.05 or 5%.

The findings showed that the value of Paired T-test is 0.000 < 0.05.. it can be concluded that the Online Collaborative Annotation based on RT Instruction is effective to improve students' reading comprehension. Thus, from a total of participant students showed that the post-test score improved after implementing RT strategy. Online annotation supported RT strategy by help students to discuss anytime and help them to review and revise their comprehension.

ABSTRAK

Marom, Arina Bidziyah Ikal Marom. (2022). *Keefektifan Penggunaan Online Collaborative annotation berdasarkan Instruksi Reciprocal Teaching Terhadap Penguasaan Reading Comprehension pada siswa kelas dua SMP Khoiru Ummah Malang.* Skripsi, Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Alam Aji Putera, M.Pd.

Keyword : Efektif, Collaborative Annotation, Reciprocal Teaching

Strategi reciprocal teaching (RT) telah digunakan untuk meningkatkan pemahaman membaca siswa dalam pembelajaran tatap muka. Namun, sedikit yang diketahui tentang cara menggunakan RT dengan penggunaan alat anotasi untuk memahami teks dalam pembelajaran jarak jauh. Tujuan dari penelitian ini adalah untuk mengetahui keefektifan penggunaan Anotasi Kolaboratif Online berdasarkan Instruksi RT terhadap pemahaman membaca siswa untuk siswa sekolah menengah pertama. Dalam penelitian ini peneliti menggunakan metodologi kuantitatif dengan desain pra-eksperimental. Data dikumpulkan dari pre-test dan post-test yang diberikan oleh 37 siswa kelas delapan SMP Khoiru Ummah, sehingga total 74 rekaman ditemukan. Untuk mengetahui keefektifan strategi, data dianalisis dengan menggunakan Paired T-test dengan taraf signifikansi $(\alpha) = 0{,}05$ atau 5%.

Hasil penelitian menunjukkan bahwa nilai Paired T-test adalah $0{,}000 < 0{,}05$. maka dapat disimpulkan bahwa Anotasi Kolaborasi Online berbasis RT Instruction efektif untuk meningkatkan pemahaman membaca siswa. Dengan demikian, dari total peserta menunjukkan bahwa skor post-test meningkat setelah menerapkan strategi RT. Anotasi online mendukung strategi RT dengan membantu siswa berdiskusi kapan saja dan membantu mereka meninjau dan merevisi pemahaman mereka.

مستخلص البحث

بذية اكل مرام, ارنا. (2022). فاعلية استخدام الشرح التعاوني عبر الإنترنت استنادًا إلى تعليمات التدريس التبادلية حول الفهم القرائي للطلاب في الصف الثاني من المدرسة المتوسطة الحكومية خير امة مالانج. أطروحة ، قسم اللغة الإنجليزية تادريس ، كلية التربية وتدريب المعلمين ، مولانا مالك إبراهيم الدولة الإسلامية جامعة مالانج.

مشرف : دكتور. عالم أجي بوتيرا ، الماجستير في التربية

الكلمة الرئيسية: شرح توضيحي فعال ، تعاوني ، تعليم متبادل

تم استخدام استراتيجية التدريس المتبادل (RT) لتحسين فهم القراءة لدى الطلاب في التعلم وجهًا لوجه. ومع ذلك ، لا يُعرف عن كيفية استخدام RT مع استخدام أدوات التعليقات التوضيحية لفهم النص في التعلم عن بعد. كان الغرض من هذه الدراسة هو تحديد فعالية استخدام التعليقات التوضيحية التعاونية عبر الإنترنت استنادًا إلى إرشادات RT حول فهم القراءة لدى الطلاب لطلاب المدارس الثانوية. في هذه الدراسة ، استخدم الباحث المنهج الكمي بتصميم ما قبل التجربة. تم جمع البيانات من الاختبار القبلي والبعدي الذي أجراه 37 طالبًا في الصف الثامن من مدرسة خوارو الأمة المتوسطة ، بحيث تم العثور على إجمالي 74 سجلًا. لتحديد فعالية الاستراتيجية ، تم تحليل البيانات باستخدام اختبار T الزوجي بمستوى أهمية $(\alpha) = 0.05$ أو 5٪.

أظهرت النتائج أن قيمة اختبار T الزوجي كانت $0.000 < 0.05$. يمكن الاستنتاج أن التعليقات التوضيحية التعاونية عبر الإنترنت القائمة على إرشادات RT فعالة لتحسين فهم القراءة لدى الطلاب. وبالتالي ، من إجمالي المشاركين الذين أظهروا أن درجات ما بعد الاختبار قد تحسنت بعد تنفيذ استراتيجية RT. تدعم التعليقات التوضيحية عبر الإنترنت استراتيجيات RT من خلال مساعدة الطلاب على إجراء مناقشات في أي وقت ومساعدتهم على مراجعة ومراجعة فهمهم.

CHAPTER I

INTRODUCTION

This chapter discussed several points related to research. It consist of Bacground of the Study, Research Question, Research Objective, Significance of the study, Limitation of the study and definition of the key term.

1.1 Background of the Study

Teaching English Language for Junior High School in Indonesia focuses on increasing the competence to use English language in various context both oral and written communication, That is expected to be able equip students to achieve functional literacy levels, the aims is to use English to meet daily needs. (Nina & Husni, 2020) sated that English learning is designed to provide experience in using English Text to understand and apply conceptual, factual and procedural knowledge related to the phenomena and event through listening, speaking, writing and reading activity. Between the four skill of language learning, Reading play an important role because it is ability to understand text as factor to success in academic (Nina & Husni, 2020). There are several skills to master reading as a process (Pratiwi, 2016) Those skill are identifying the structure of text, Identifying the context and identifying the meaning. (Alharbi, 2015) adds identify the topic, predicting, guessing, reading for general understanding, reading for specific, reading for detail information and reading for interpreting text. It means that students' reading skill is essential to learning and necessary to students to get new knowledge on textbox (Nina & Husni, 2020).

However students of Junior High School find some problems in enriching their reading skill. The main problem are the lack of understanding the main message of the text and low motivation in reading. (Pratiwi, 2016) the problem that tended to fail in acquiring the meaning of the text students had limited vocabulary, lack of fluency, reading strategies and the lack of media that is applied in reading instruction. Therefore, these problems can be resolve with applies variety of method, strategy and media.

Since the implement of distance learning, It's essential to make learning easier in an asynchronous online course structure. (Adams & Wilson, 2020). The growth of technology has shifted readers' paper activity to internet based ones. The development of technology has created various design such as collaborative content creation, asynchronous communication and cross platform connections, that modify for processing information through active interaction with other. (Yeh et al., 2017) As a way to make online reading more convenient, various online annotation systems have been developed such as Hylighter, Diigo, Dinosys, Ucat, Webannot (Krouska, 2018) these system provide users to discuss and annotate online text and fostering new level of knowledge by collecting information from other users to facilitate deeper reading.

One of the strategy that can be used in teaching reading during distance learning is Online Collaborative Annotation. Online collaborative annotation is working collaboratively on an online document (web-page), such collaboration involve multiple student making annotation on digital platform to deconstruct assigned course reading. Which mean that Collaborative annotation incorporates

principles from a research field including computer supported collaborative learning and Annotation method. (Adam and Wilson, 2020) stated that the advantages of utilizing Collaborative Annotation in particular in terms of helping students in constructively engaging with reading material. Furthermore, (Clark & Marry, 2013) Social Annotation facilitated richer discussion that were likely to generate learning gains for individual students.

There are some research related to Collaborative annotation strategy that will support this research, (Chen et al., 2021)pointed out that Collaborative annotation has proven to be effective in improving reading skills. (Chen & Chen, 2014) Using Collaborative reading annotation can improve interactive discussions and reduce the time spend of irrelevant discussions and improve high level thinking. also stated that the strategy improved not only students academic achievement but also their motivation and attitudes toward learning. In addition, (Chan & Pow, 2020) The social annotation facilitating collaborative inquiry-based learning. Social annotation tool is useful and also effective to facilitating students collaborative inquiry based learning. Furthermore, (Marissa K.L.E, 2020) examine the function of the collaborative annotation of Hypothes.is platform, and the finding is that collaborations using social annotation webpage could provide opportunities for peer-learning and active-engagement that would help students in facing challenge of tackling threshold concepts.

Based on the explanation above, some studies have found positive effect when using online annotation on reading. The researcher identified that the effect of online annotation on students' reading ability was frequently evaluated. But the

actual process of how students employed online annotation to facilitated reading activity was generally overlocked. Furthermore, The concern of careful instructional design in combination with online annotation rarely underexplored. To support this research (Zarzour & Sellami, 2017) recommended to applied Collaborative Annotation approach to different scenarios and application. In addition, (Seng & Yeh, 2017) recommend to applied Reciprocal Teaching of Collaborative dialogues that occurs through online annotation to support reading comprehension. Based on those research GAP above writer has interested in researching "The Effectiveness of Using Online Collaborative Annotation based on Reciprocal Teaching Instruction on Students Reading Comprehension at The Second Grade of SMP Khoru Ummah Malang".

1.2 Research Question of The Study

Based on the background are identified above, the research question of the study is "Is there any significant different of using Online Collaborative Annotation based on Reciprocal Teaching Instruction in the level of reading comprehension of second grade SMP Khoiru Ummah Malang?

1.3 Objective of the Study

Based on the background are identified above, The objective of this study is to find out the effectiveness of using Online Collaborative Annotation strategy based on RT Instruction in the level of reading comprehension of the second grade of students SMP Khoiru Ummah Malang..

1.4 Significance of the Study

The result of this research extended to give contribution toward English development not only theoretically but also practically especially in teaching reading skill. Theoretically, The writers expected this study providing an insightful information both of students, teacher and the researcher. Practically, This study provide communicative strategy to teach reading for EFL learners that may possibly help teacher to teach reading ability during Distance learning or blended learning. The researcher believed that the significance above will be reached by the assumption of there is significant different in the level of reading comprehension of using Online Collaborative learning based on the Reciprocal Teaching Instruction for Second Grade of SMP Khoiru Ummah.

1.5 Hypothesis

As tentative answer to the research question, The research Hypothesis (H_0) is the Online Collaborative Annotation based on RT Instruction has no significant different on the level of reading comprehension of second grade SMP Khoiru Ummah Malang. If the researcher can disproves null Hypothesis, she discovers an (H_a) is the effectiveness of the level of reading comprehension can be achieved significantly by the second grade of SMP Khoiru Ummah after applied Online Collabortive Annotation based on RT Instruction.

1.6 Limitation of The Study

The problem of this study focuses on the effectiveness of the application of online collaborative annotation based on RT Instruction in learning Reading comprehension of English text. The subject of the study was taken from 31

students from SMP Khoiru Ummah Malang. The researcher chose the school as a subject because during the birth of Covid-19 the school implements online learning and the students will be drilled with reading comprehension material to be able to equip students to achieve functional literacy levels and it is expected to habituate students with AKM questions (assessment kompetensi minimum). The treatment is given to the student participant to read a given material using Google Docs to highlight and annotate the text. The treatment is conducted for 4 times in 2 weeks. The instrument used for data collection in this research were pre-and post-test. The identification of effectiveness is measured and identified by using a t-test to compare the average score of the pre-test and post-test.

1.7 Definition of key terms

Based on the research proposal title that will be researched, The researcher explained several definitions of key terms regarding the title above:

- **Effectiveness** comes from the word effective, and in everyday language it is termed the usefulness of a particular tool or job, can produce results, have effects, and have consequences.

- **Reading comprehension** is a complicated, cognitive, meaning-constructing process involving interaction between the reader, the text, and the context.

- **Online Collaborative Annotation** is learning collaboratively on an document web-page that involve multiple students making annotation on a digital platform to deconstruct assigned course reading.

- **Reciprocal Teaching** is a learning strategy to encourage students to develop skills possessed by effective readers and learners such as summarizing, asking questions, clarifying, predicting and responding to what is read. This method is used either in pairs or in small groups.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed several theories that are relevant to strengthen the researchers' study.

2.1 Reading Comprehension

2.1.1 General Concept of Reading

Reading is an important part of language learning, it must be mastered by EFL Learners for both children and adults as a key elements for their intellectual enrichment to opens up new worlds and opportunities, It is also enables students to gain more information, new knowledge, and improve their vocabulary that will help them to achieve language learning objectives.

Reading is defined as the act of making sense of a context. So, it does not means that every reading could result in comprehension.(Bayat, 2020) it will useful for students' academic enrichment. There are five central idea behind reading 1). idea of meaning, 2) Transfer meaning of text to another, 3). transfer massage from writer to reader, 4). How we get meaning from writer. and 5). How the writer, reader, and text all contribute to the process. (Ismail et al., 2020)

2.1.2 Aims of reading

There are some purposes in reading a text stated by many linguistics. the aims of reading it will contribute reader to understand about what they read. there are two main reason why people reading are: reading for pleasure, which mean they

read freely and enthusiastic to read. and reading for getting information in order to find out something or to do something with the information.(Grellet, 1981)

William classifies reading into three area; first, reading for obtaining general information from the text. second, to get specific information from the text. last, for pleasure or for interest. reading forgetting general information such as read a newspaper to know the updated event or news. read to get specific information from the text such as read a journal, book, article and etc. and reading pleasure such as read a novel or comic.

2.1.3   Reading Comprehension

The goal of reading is to comprehend text. Reading comprehension is combine of two important component both language comprehension and word reading skill.(Hjetland et al., 2019) which mean that the ability of reader to read the words from the text and the ability to understand the meaning from the text.

According to (Rassaei, 2015) Reading comprehension is the processs of constructing and extracting meaning through interaction and involvement with text language.(Ismail et al., 2020) Furthermore, Reading comprehension is a complicated, cognitive, meaning constructing process which involves the interaction of the reader, the text, and the context. because reading comprehension is not just understanding the gist of the text but more detailed information of the text is necessary, in order to find out something or to do something with the information.(Grellet, 1981)

2.2 Collaborative Annotation in Reading Classroom

Annotation is the addition of "a note of a text". (Kalir et al., 2020) Annotation is a technique of active reading behavior and reflect readers thinking processes which aims to enhance memorization and enables students to think about and solve problems. According to (Kiewra, 1989) The method facilitate students' learning and cognitive process and allowing them to convert their basic prior knowledge into high-level cognitive pattern. According to (Yeh et al., 2017) Annotation help students to get new vocabulary, reduce students' cognitive load and better reflect on the textual information also understand various pieces of textual information.(Yeh et al., 2017) Furthermore, (Marshalll, 1997) stated that there are six major purposes of annotation which are to highlight a key word, to increase understanding, to explain, notify of problem to be solved, doodling and emphasize. In Addition, Annotation helps readers to analyze, clarify content, and memorize.(Chen chencm@nccu.edu.tw & Tsay mytsay@nccu.edu.tw, 2017)

With the developing of Web 2.0 technologies various feature to facilitate teaching and learning such as Blog, Social Networking sites and social bookmarking tools. Those feature provide a platform to share student's idea and facilitate students to learn in different location and work pattern.(Chen & Chen, 2014) Furthermore, (Chen chencm@nccu.edu.tw & Tsay mytsay@nccu.edu.tw, 2017) developed a prototype Web 2.0 with features such as supporting multiple users to make annotations at the same document simultaneously and suggesting annotation function based on existing annotation strings for collaboratively making annotations on historical documents by multiple humanities researchers

who are distant from each other,(Chen et al., 2021) such as Diigo (Estellés, Moral, & González,2010), Hypotheses.es, Kami and Google Docs that allows students to working collaboratively in annotating digital text in order to add new knowledge, create knowledge and share idea by expressing different perspective by reading digital text with annotation. Several research have explained the effectiveness of digital collaborative reading annotation for promoting reading performance. (Chen & Chen, 2014) Collaborative annotations of online annotated text can help students obtain a deeper and broader understanding compared to digital content without annotations. Furthermore, collaborative annotation of online annotation tools can benefit collaborative reading and promote reading performance. (Chen, & Chin, 2004) Indicated that using Collaborative reading annotation can improve interactive discussion and high level thinking also can reduce the time spent on irrelevant discussions. (Chen, & Chin, 2014).

Based on the explanation above, several researchers have found positive effect when using online annotation on reading. The researcher identified that the effect of online annotation was often evaluated on reading skill but ignoring the actual process of how students applied online annotation to facilitated reading activity. In addition, The concern of careful instructional design of online annotation rarely researched. One of instructional design to strategically make the optimum use of online collaborative annotation is reciprocal teaching.

2.3 Reciprocal Teaching

Reciprocal teaching is learning-strategy to improve understanding. First developed by Palinscar and Brown in 1984. This method is designed to encourage students to develop skills possessed by effective readers and learners, such as summarizing, asking questions, clarifying, predicting and responding to what they read. This method is used either in pairs or in small groups. (Huda, 2013). Firstly, Predicting task; Students allow to adding notes in the title and write down their prediction. Secondly, Clarifying task: students allow to annotate or mark unknown vocabulary with definition or derive the difficult concept through group discussion. Third, Questioning Task; students mark important sentence and add note to the possible comprehension question. And Summarizing Task: students write summaries of the reading text.

Reciprocal teaching in reading classes has been identified as an effective teaching strategy for improving reading comprehension, Peer support and encouragement, metacognitive enhancement, and strategy acquisition (Yeh et al., 2017) The development of technology has provided an opportunity to implement reciprocal teaching strategy in online classroom. (Yang, 2017). For example Tsang and (Yeh, 2017) Designed a 12- week implement Reciprocal teaching integrated with online annotation with predicting, clarifying, questioning and summarizing strategy using Google Docs tool. the study identified the implementation of Reciprocal Teaching strategy using annotation tool to improve low achieving students' reading comprehension in online learning environment. The results showed that after practicing RT strategies with the annotation tool, students' reading comprehension improved. Questioning and predicating

strategies were two of the most effective strategies for promoting successful collaborative reading among students. Summarizing and clarifying were less useful strategies because the low-achieving students faced language difficulties when clarifying and summarizing. The study support positive effect of reciprocal teaching strategy on reading comprehension and students integration in online instruction.

2.4 Previous Study

The first study was conducted by (Chen & Chen, 2014) conducted the research entitled *" Enhancing digital reading performance with a collaborative reading annotation system"* the research used quasi experimental research to presents collaborative reading annotation system with a reading annotation and reading annotation interactive discussion scaffold. the subject use elementary school in Taiwan. the research found that using Collaborative reading annotation can improve interactive discussion and high level thinking also can reduce the time spent on irrelevant discussions. lastly, the researcher recommend to compare Junior high school students to determine whether the effectiveness of the CRAS-RAIDS system differs by academic levels and the researcher recommend to further study to focus on whether research result can be transferred to other articles.

The next study was done by (Zarzour & Sellami, 2017) conducted research entitled " A linked data-based collaborative annotation system for increasing learning achievement" the study found a significant positive correlation between

learning achievement and quality of private annotation as well as between learning achievement and quantity of shared annotation indicating that students annotation activities can effectively improve students' learning performance. However, the research has several limitations, so the researcher recommend the current study should adapt the system to different scenarios and applications.

The next previous study was done by (Chan & Pow, 2020) conducted research entitled "The role of social annotation in facilitating collaborative inquiry based learning" the study explore wheter a social annotation tool may help facilitate students collaborative inquiry based learning assigment" this study examine whether a social annotation tool may help facilitate students' collaborative inquiry based learning. the result from the research found that social annotation tool is useful and effective in facilitating students collaborative inquiry based learning but there were no significant changes in their collaborative inquiry based learning assignment. the researcher recommend to further study to focus on how to better utilize social annotation in students collaborative inquiry based learning.

The next previous study was done by (Yeh et al., 2017) conducted research entitled "The use of online annotations in reading instructions and its impact on students' reading progress and process" this study use 54 participant of English Language learners at University levels, the participants were recruited to read with online annotations based on the Reciprocal Teaching procedure (Predicting, Clarifying, Questioning and summarizing). the result shown that all of the participant significantly improved their reading comprehension with the support

of online annotation, with the overall aim of enhancing the students reading comprehension and reading process. in addition, the researcher recommend the future study to build on this understanding when implementing instruction with online annotation.

The next previous study was done by (Tseng & Yeh, 2018) conducted research entitled "Integrating Reciprocal Teaching in an online environment with an annotation feature to enhance low achieving students' English reading comprehension" this study use 22 low-achieving EFL students. The instrument use Pre and Post test reading comprehension. And the result showed that the students' reading comprehension improved after practicing rt strategy and promote successful collaborative reading.

Based on the explanation above, some studies have found positive effect when using online annotation on reading. The researcher identified that the effect of online annotation on students' reading ability was frequently evaluated. But the actual process of how students employed online annotation to facilitated reading activity was generally overlocked. Furthermore, The concern of careful instructional design in combination with online annotation rarely underexplored. To support this research (Zarzour & Sellami, 2017) recommended to applied Collaborative Annotation approach to different scenarios and application. In addition, (Seng & Yeh, 2017) recommend to applied Reciprocal Teaching of Collaborative dialogues that occurs through online annotation to support reading comprehension. Based on those research GAP above writer has interested in researching "The Effectiveness of Using Online Collaborative Annotation based

on Reciprocal Teaching Instruction on Students Reading Comprehension at The Second Grade of SMP Khoru Ummah Malang".

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides research methods applied in this research such as research design, data source, research instruments, data collections and data analysis.

3.1 Subject of The Research

The population of the research is SMP Khoiru Ummah Malang. This school is located on Jl. Raya Madyopuro Gg. I, Penjaraan, Madyopuro, Kec. Kedungkandang, Malang, Jawa timur 65139. This school was chosen as the object of research because with the implementation of distance learning the school implements online learning and the students will be drilled with reading comprehension material to be able to equip students to achieve functional literacy levels and it is expected to habituate students with AKM questions (assessment kompetensi minimum).

3.2 Method and Design of The Research

This research uses a quantitative approach with applied Pre Experimental research to measure the effectiveness and detailed analysis of the learning strategy. Quantitative research is based on the philosophy of positivism which emphasizes objective phenomena and is studied using numbers, statistical management, and controlled experimental structures (Nana Syaodih, 2016). The reason why the researcher chooses a pre-experimental design is that the aim is to establish as certain as possible the effectiveness of online collaborative annotation-based Reciprocal Teaching instruction on students' reading comprehension in Junior High School students.

To collecting the data the researcher use One Group Pre and Post-test, illustration of One Group Pre-test and Post-test Based on (Nana Syaodih, 2016) in their book with title "*Metodology Penelitian Pendidikan*". The illustration of the design as follow:

Group   Pra-test   Treatment   Post-Test

A   ➔ 0   ➔ X   ➔ 0

Based on the table above this design involves three steps. first, there is one class that is testing Pre-test. Second, Applying annotation in reading and how to effectively annotate a text using the RT procedure (predicting, clarifying, questioning, and summarizing task); and third, giving a Post-test after being given treatment to determine the effectiveness of the strategy. In this research, the researcher uses this research to provide an accurate result because it can compare with the situation before being treated.

3.3 Population and Sample of Research

The population of the research is eight grade of SMP Khoiru Ummah. The total subject of the research are 30 students from 8B Class. They were the students that should be able to comprehend in analyzing text. This research use Non Probability Sampling. By using saturation sampling, the determination of the sample if all members of the population are used as samples in the study because the population is relatively small.

3.4 Research Instrument.

The instrument used for data collection in this research is test. The test is a systematic procedure for observing one or more of a person's characteristics, especially those related to ability (intelligence tests and special aptitude tests) and capability (competency tests and learning outcomes tests. in this study using a multiple choice test which aims to determine the effect of online collaborative annotation based on RT instruction on reading comprehension. This research use pre and post-test and the test will implementing multiple choice test and using Google form test. The test used is only to measure the cognitive domain.

3.5 Validity and Reliability of Test.

Before the instrument being distributed to the research participant, the test has to be checked for its validity and reliability.

3.5.1 The Validity

Valid which mean a tool to measure the validity of an instrument. the validity shows the understanding of the suitability between the items with the intention of doing the research.

In this case after the instrument is constructed about the aspects to be measured based on a certain theory, then further consulted with experts (Expert judgment) before applying to the sample, 31 participant non sample from other school are selected as the trial sample, Then measured using the *product moment correlation coefficient* formula by using SPSS Statistic 16.0. This validation is to find out the validity of the instrument. the results of the calculation of r_{xy} are then compared with the *r* table. with a significance level of 5%. if *r* count is greater

than r table, then the difference is significant, so that the instrument is declared valid. The Product Moment formula is:

$$\text{Pearson } r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x2) - (\sum X)2\}\{(n \sum y2) - (\sum y\}}}$$

Table 3. 1 Validity of the Instrument

Butir	Pearson correlation	Sig.	r tabel	Kesimpulan
Soal1	0.496	0.005	0,361	Valid
Soal2	0.779	0.000	0,361	Valid
Soal5	0,691	0.000	0,361	Valid
Soal6	0.391	0.030	0,361	Valid
Soal9	0.784	0.000	0,361	Valid
Soal11	0.532	0.002	0,361	Valid
Soal12	0.496	0.005	0,361	Valid
Soal13	0.524	0.002	0,361	Valid
Soal18	0.779	0.000	0,361	Valid
Soal19	0.691	0.000	0,361	Valid
Soal20	0.684	0.000	0,361	Valid
Soal21	0.496	0.005	0,361	Valid
Soal24	0,532	0.002	0,361	Valid
Soal25	0.619	0.000	0,361	Valid
Soal26	0.638	0.000	0,361	Valid
Soal28	0.682	0.000	0,361	Valid
Soal34	0.579	0.001	0,361	Valid
Soal35	0.784	0.000	0,361	Valid
Soal38	0,496	0.005	0,361	Valid
Soal40	0.779	0.000	0,361	Valid

Sumber: data primer diolah 2022

3.5.2 The Reliability

Reliability indicates the degree of the consistency of scores obtained by the subject when the same instrument is performed on the subject repeatedly. Reliability test is used formula *Cronbach alpha* and analyzed using SPSS 16.0 for

windows. As for making decisions for reliability testing, a construct or variable is said to be reliable if it has Cronbach's Alpha > 0.70 and is declared unreliable if it gives a Cronbach Alpha value < 0.07. (Nunnally,1994). The reason for testing the instrument using Cronbach's Alpha is to detect inconsistent questions. Cronbach's

Alpha Formula is: $r= \left[\frac{k}{(k-1)}\right]\left[1 - \frac{\Sigma\delta_b^2}{\delta_t^2}\right]$

Definition: $r =$ koefisiensi realibilitas alpha cronbach

K= banyaknya butir pertanyaan atau banyaknya soal

$\Sigma\delta\frac{2}{b} =$ total varians butir

$\delta\frac{2}{t} = total\ varians$

If Alpha > 0.90 then the reliability is perfect. If Alpha between 0.70-0.90 then high reliability. If the alpha is 0.50-0.70 then it is moderately reliable. If alpha < 0.50 then the reliability is low. If the alpha is low, it is possible that one or more items are not reliable. the result of the reliability as mentioned above:

Table 3. 2 Realibility of The Instrument

Case Processing Summary

	N	%
Valid	31	100.0
Excluded[a]	0	.0
Total	31	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.921	20

3.6 Data Collection

The data collection in this research used instrument pre and post test to measuring the effectiveness of students learning outcome after treated and the participations record from Google Docs. The data refers to the participant' result comprehension multiple choice. This experimental procedure is carried out in the following steps:

3.6.1 Preparation and developing instrument

In order to get the data, the researcher do an observations at the school that will be studied to identify problems that exist in school. After that, Literature study, is used to obtain information by utilizing literature relevant to the research to be carried out as a reference. Next, make an instrument test and compiling research instruments and then consulting expert lecturers to get the feasibility and validity of the instrument.

3.6.2 The research implementation stage

Table 3. 3 Time Line of Reciprocal Teaching

Meeting	Activities	Collected data
Meeting 1	Pre-test	Pre-test
Meeting 2	The instructor introduces the Google Docs annotation features.	None

Meeting 3	The researcher demonstrates how to use Google Docs' annotation features to perform predicting and questioning strategies.	None
Meeting 3	The instructor demonstrated how to use Google Docs' annotation features to perform clarifying and summarizing strategies.	None
Meeting 4	Students practice to annotated narrative text using the four strategies	None
Meeting 5	Students annotated narrative text using the four strategies	Students annotation record of the four strategies
Meeting 6	Took post test	Post test

3.6.3 Final step

The last stage in this research is processing the data or analyzing the data that has been obtained to answer the problem formulation in this research. to analyzing the data the researcher use SPSS 16.0 software.

3.7 Data Analysis Technique

Data analysis techniques used in this study are post-test and pre-test, the data analyzed using inferential statistic to measure the effectiveness of applying Online Collaborative Annotation using RT instruction on the students reading comprehension. the steps of this research involved the following formula:

3.7.1 Scoring pre-test and post-test

Data are categorized quantitatively based on the categorization technique established by the national education department. the researcher takes a standard value of 100, using the formula:

$$\text{Students' Score}: \bar{X} \frac{\sum X \ (Total \ of \ Correct \ answer \ x \ standard \ value)}{N \ (total \ of \ score)} \times 100$$

Table 3. 4 Scoring Scale

Scoring Scale	Definition
0-39	Extremely satisfying
40-59	Fairly satisfying
60-74	Moderately satisfying
75-84	Satisfying
85-100	Very satisfying

3.8 Analyzing Data

3.8.1 Normality Test

The formulated hypothesis was tested with parametric statistics, using a *Kolmogorov Smirnov* as the next step in analyzing the data. If the data generated from the normality test is normally distributed then the *Paired Sample T-test* formula is used and if the data is not normally distributed then the *Wilcoxon* formula is used. The data is normally distributed if the Sig value > 0.05. In this case is analyze through SPSS 16.0.

3.8.2 Hypothesis Test

Hypothesis testing conducted in this research using the *paired t-test (t-test)* with significance level (α) = 0.05 or 5% The provisions are as follows:

a. If $Sig < 0.05$ then the null hypothesis is rejected and the alternative hypothesis is accepted. This indicates that there is a significant difference in the mean between the two variables studied.

b. If $Sig > 0.05$ then the null hypothesis is accepted and the alternative hypothesis is rejected. This indicates that there is no significant difference in the mean between the two variables studied.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result of the study and discussion. The data were collected from Pre and post test score.

4.1 Research Findings

The findings provide the result of students' reading comprehension scores obtained from pre and post test to examine the significance and hypothesis testing. The test is divided into T-test that supported by normality and homogeneity test to ensure the result appropriately.

4.1.1 Description of The Data

Data description was described the obtained data on students' reading comprehension after and before treatment by using Reciprocal Teaching instruction with an annotation on online class. The presented data consist of standard error, standard deviation, means and figure.

4.1.1.1 The Result of The Pre-test

The result of students' reading comprehension score in the pre-test was discovered in Appendix I. For the lowest score was 25 and the highest score was 70. The result of pre-test can be classified as follows:

Table 4. 1 The Result of Students' Pre Test

Scoring Scale	Definition	Frequency	Percentage
0-39	Extremely satisfying	11	30%
40-59	Fairly satisfying	21	57%
60-74	Moderately satisfying	5	13%
75-84	Satisfying	0	0

85-100	Very satisfying	0	0
Total		37	100%

Based on the table 4.1 it can be concluded that among 37 students, there were 30% of students classified as extremely satisfying, which means around 19 people in this criterion get a value range from 0-39. Then, 57% of students classified as fairly satisfying, which means about 21 people in this criterion get a value range from 40-59. This range showed the dominant percentage of the pre-test. Others, there were 13 % of students classified as Moderately Satisfying, which means about 5 people in this criterion get a score range from 60-74.

4.1.1.2 The Result of Post-test

The result of students' reading comprehension score in the post-test was discovered in appendix 1. For the lowest score was 70 and the highest score was 95. The result of post test can be classified as follows:

Table 4. 2 The Result of Students' Post Test

Scoring Scale	Definition	Frequency	Percentage
0-39	Extremely satisfying	0	0
40-59	Fairly satisfying	0	0
60-74	Moderately satisfying	9	24%
75-84	Satisfying	24	65%
85-100	Very satisfying	4	11%
Total		37	100%

Based on the table 4.2 it can be concluded that among 37 students, there were 24% of students classified as moderately satisfying, which means about 9 people in this criterion get a score range from 60-74. Then, 65% of students classified as satisfying, which means about 24 people in this criterion get a score range from

75-84 This range showed the dominant percentage of the pre-test. Others, there were 11 % of students classified as very Satisfying, which means about 4 people in this criterion get a score range from 85-100.

4.2 Normality Test

The formulated hypothesis were tested with parametric statistics, using a Colmogorov Smirnov as the next step in analyzing the data. If the data generated from the normality test is normally distributed then the Paired Sample T-test formula is used and if the data is not normally distributed then the Wilcoxon formula is used. The data is normally distributed if the Sig value > 0.05. The data were calculated by using SPSS 16.0 which can be described as follows:

Table 4. 3 The Result of Normality Test

		PRETEST	POSTTEST
N		37	37
	Mean	44.19	79.46
	Std. Deviation	12.830	6.539
	Absolute	.098	.197
	Positive	.096	.197
	Negative	-.098	-.182
Kolmogorov-Smirnov Z		.594	1.197
Asymp. Sig. (2-tailed)		.873	.114

Based on Table 4.3 Kolmogorov-Smirnov normality test for the value of pre-test learning outcomes obtained Z count is 0.098 and the Z table value of N = 37 is 0.224 so 0.244> 0.05. This shows that the pre-test learning outcomes data comes from a population that is normally distributed. Likewise, the normalized gain

value obtained p-value 0.873 > 0.05, which indicates that the sample data comes from a normally distributed population.

Kolmogorov-Smirnov normality test for the value of post-test learning outcomes obtained Z count is 0.182 and the Z table value of N = 37 is 0.224 so 0.182> 0.05. This shows that the post-test learning outcomes data come from a population that is normally distributed. Likewise, the normalized gain value obtained p-value 0.114 > 0.05, which indicates that the sample data comes from a normally distributed population.

4.3 Hypotheses Test

The average test of student learning outcomes after being taught with the RT instructor with annotation tools (posttest) was carried out using the One Sample T Test because the data obtained were normally distributed. This data analysis uses SPSS (Statistical Package for Social Science) software. With the test criteria if the significance value> 0.05 then Ho is accepted and Ha is rejected, whereas if the significance is <0.05 then Ha is accepted and Ho is rejected. The results of data analysis in this study are:

Table 4. 4 The Result of Paired Sample Test

	Paired Differences					t	Df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRETEST – POSTTEST	-35.270	12.073	1.985	-39.296	-31.245	-17.770	36	.000

Table 4.4 shows that the results of the T test used to analyze the results of the different reading comprehension learning tests obtained a Sig (2-tailed) of 0.000 due to Asymp. Sig (2-tailed) < 0.05 then Ha is accepted and Ho is rejected, which means there is a significant difference in student learning outcomes between before and after learning. The results of the T test showed that there were differences in student learning motivation between before and after using Reciprocal Teaching instruction with online annotation tools.

4.4 Discussion

This study has two variables that become the object of research, namely the independent variable Reciprocal Teaching with Annotation Tool, Meanwhile, the dependent variable is the result of learning reading comprehension in English subject in Narrative Text. The researcher took one experimental class with a total of 37 students in grade 8. At the beginning and end of learning, the test questions used were multiple choice tests which had been tested for validity and reliability. The learning process was carried out for 6 meetings.

After collecting the data and analyzing data from pre-test and post-test of the students' participation, the sores were analyzed using one sample Kolmogorov Smirnov to know the normality of data distribution before Hypothesis test using Paired Sample T-Test. The students reading test consist of 20 items divided into four theme of narrative text: A Touch of Gold, A Woman and The Wolves, Two Brothers, Prince of Blambangan. With a full score of 100. Based on the reliability test of Multiple Choice test was 0,921, which means that the data was High reliability. A Multiple Choice test was collected from each of the 37 students to

explore the significant difference of integrating RT in an online class with an annotation tool between pre-test and post test score.

After the researcher implemented the RT strategy in an online class with an annotation tool in the second grade of SMP Khoiru Ummah Malang and analyzed the result of data. The result of this research concluded as the following:

1. There was significant difference of the implement of RT in an Online Class with an Annotation tool on the students reading comprehension of SMP Khoiru Ummah Malang.

   Regarding to the alternative Hypothesis (H1) That assumed "There was the difference of the level of reading comprehension can be achieved significantly by the second grade of SMP Khoiru Ummah Malang after applied RT in an online class with an annotation tool " is accepted. It was proven by the T-Test Result with the sig value 0,000 which was lower than 0,05. Which means that there is a significant average difference between pre-test and post-test learning outcomes in a second grade of SMP Khoiru Ummah after implementing the RT strategy with an Annotation Tool. Most of the students showed that the result of pre test and post test score are differently. This result can indicate that using RT with an annotation tool in online class gave an impact on the students reading comprehension. Practically the students can create the active reading behavior correctly. The students can use online annotation using RT instruction by predicting, Questioning , clarifying and summarizing in order to find out the difficult part in reading English text.

The reason above are strongly supported the alternative Hypothesis to be accepted in this research.

The results of this study in line with the previous research (Tseng & Yeh, 2018) found that the result of the Integrating Online Annotation and RT instruction can improve students of EFL learners reading comprehension and The result showed that questioning and predicating is dominant useful by students during online annotation. In this research, integrating annotation tool with RT instruction empowered the students to easily respond and see the other users' question or respond in online learning. Which means that this strategy is allowed students to share question and answer by linking to a specific text. With reviewing text in the form of annotation and the students can respond with their agreement or disagreement with other users prediction's. different with face to face earning in this strategy make reading more comfortable and enjoyable because students can add picture, diagram, hyperlink and etc to revise or clarify other users answer.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter includes parts. The first part is about the conclusions of the study and the second part provides suggestions related to this study for the teacher and the future research.

5.1 Conclussions

Focusing on reading comprehension ability, the RT strategy with an Annotation tool was implemented on students at SMP Khoiru Ummah Malang. The result of the data analysis showed that the main students' reading comprehension in Pre-test is 44. Then the man off students' post test is 79. The data showed that the result of post-test is higher that pre-test. Which can be concluded that there is difference in students reading comprehension scores after using RT with Annotationtool. Before continued to Hypotesis testing, the Colmogorov Smirnov test used to know the normality of the data. The Normlity showed that the normalized gain value obtained p-value 0.873 > 0.05, which indicates that the sample data comes from a normally distributed population. And the T-Test result showed the numbere Sig (2-tailed) of 0.000 compareee to < 0.05. since the sig2 tailed is lower than 0,05, it can be assumed that Ha is accepted and Ho is rejected,. The result showed that There was significant difference of the implement of RT in an Online Class with an Annotation tool on the students reading comprehension of SMP Khoiru Ummah Malang. The result are in line to support the research by (Seng and Yeh, 2018) recommend to applied Reciprocal

Teaching of Collaborative dialogues that occurs through online annotation to support reading comprehension.

5.2 SUGGESTIONS

Based on the conclusion above, it has been proven that There was significant difference of the implement of RT in an Online Class with an Annotation tool on the students reading comprehension of SMP Khoiru Ummah Malang. This study might present some suggestions related to the next researchers. First, This study contributes to the part of reading comprehension strategy during online class, especially this research gives insightful theory by integrating Reciprocal Teaching with an Annotation Tool in Online classroom in this previous chapter.

Based on the several results of this research, this research has some limitations. This might be recommended to the further researchers who are interested in conducting in the same field. First, this study is only concerning with the impact after using reciprocal teaching with an annotation during online class on Students reading comprehension. Therefore, the next researchers are highly encouraged to the extent of the difficulty and benefit of using the strategy during teaching and learning process. Second, further researchers who are interested in this issue may do further and deeper research on the non-students' participants to capture the Indonesian reading comprehension in general. Third, the next researchers to promote the implementation of RT strategy with annotation on students' reading comprehension through another language skill such writing for the daily necessities.

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APPENDICES

Appendix I *Students Score of Pre Test and Post test*

Students Number	Skor Pre test	Skor Post Test
1	40	75
2	55	80
3	55	80
4	40	75
5	45	70
6	60	80
7	65	85
8	40	70
9	35	75
10	35	85
11	45	70
12	20	70
13	40	75
14	40	75
15	55	100
16	55	85
17	55	70
18	25	85
19	25	70
20	50	75
21	40	85
22	35	80
23	45	80
24	55	80
25	65	85
26	45	80
27	25	80
28	30	80
29	35	80
30	65	80
31	30	80
32	50	90
33	50	85
34	25	80
35	70	90
36	45	80
37	45	75

Appendix II *Time Line of Reciprocal Teaching*

Meeting	Activities	Collected data
Meeting 1	Pre-test	Pre-test
Meeting 2	The instructor introduces the Google Docs annotation features.	None
Meeting 3	The researcher demonstrates how to use Google Docs' annotation features to perform predicting and questioning strategies.	None
Meeting 3	The instructor demonstrated how to use Google Docs' annotation features to perform clarifying and summarizing strategies.	None
Meeting 4	Students practice to annotated narrative text using the four strategies	None
Meeting 5	Students annotated narrative text using the four strategies	Students annotation record of the four strategies
Meeting 6	Took post test	Post test

Appendix III *Syllabus*

SILABUS PEMBELAJARAN

Kompetensi Inti:

- **KI1 dan KI2:Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya		• Mengidentifikasi isi cerita teks fairytales yang didengar atau dibaca • Membacakan dongeng dengan ucapan, dan tekanan kata yang benar • Mengidentifikasi informasi dari isi teks yang sedang dibacakan. • Menyebutkan bagian-bagian cerita yang memuat pesan yang disebutkan					
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur		• Melengkapi ringkasan cerita dengan tepat sesuai cerita					

kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait *fairytales*	*long time ago, once upon a time, in the end, happily ever after* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan ● Topik Cerita yang memberikan 　- keteladanan dan dapat menumbuhkanpe rilaku yang termuat di KI	● Membacakan ringkasan dengan suara nyaring dalam kelompok masing- masing ● Menuliskan dengan tulisan tangan makna cerita terkait *fairytales, sangat pendek dan sederhana*		cerita yang memuat pesan yang disebutkan ● Membaca satu cerita lagi dan bertanya jawab dengan teman tentang isi ceritanya ● Melengkapi ringkasan cerita dengan kata-kata dan ungkapan yang yang tepat sesuai cerita ● Membacakan ringkasan dengan suara nyaring dalam kelompok masing-masing ● Melakukan refleksi tentang proses dan hasil belajarnya

Appendix IV *Research Instrument Grid*

KISI KISI INSTRUMENT OF RESEARCH

Mata Pelajaran : **Bahasa Inggris** **Kelas** : **VIII (Delapan)** **Tahun Ajaran** : 2021-2022

No	Kompetensi Dasar	Indikator	Indikator Soal	Materi	Bentuk Soal	Nomor Soal	Ranah Kognitif
1	3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.4Menyebutkan bagian-bagian cerita yang memuat pesan yang disebutkan	Siswa dapat menentukan tujuan dari text "A Touch of Gold"	Narrative Text	Pilihan ganda	1	C2
	3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1Mengidentifikasi isi cerita teks fairytales yang didengar atau dibaca	Siswa dapat mengidentifikasi suatu kejadian yang terdjadi dalam text.	Narrative Text	Pilihan ganda	2	C2
	3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.4Menyebutkan bagian-bagian cerita yang memuat pesan yang disebutkan	Siswa dapat menentukan pernyataan yang tidak sesuai dengan text.	Narrative Text	Pilihan ganda	3	C2
	3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1Mengidentifikasi isi cerita teks fairytales yang didengar atau dibaca	Siswa dapat menentukan struktur text (resolusi dalam text)	Narrative Text	Pilihan ganda	4	C2
	3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.4Menyebutkan bagian-bagian cerita yang memuat pesan yang disebutkan	Siswa dapat menentukan pesan dalam text.	Narrative Text	Pilihan ganda	5	C2
	3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek	3.7.3Mengidentifikasi informasi dari isi teks yang sedang dibacakan.	Siswa dapat mengidentifikasi tokoh.	Narrative Text	Pilihan ganda	6	C2

dan sederhana, sesuai dengan konteks penggunaannya						
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1Mengidentifikasi isi cerita teks fairytales yang didengar atau dibaca	Siswa dapat menentukan jawaban yang tepat sesuai dengan isi dari cerita tersebut.	Narrative Text	Pilihan ganda	7	C2
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1Mengidentifikasi isi cerita teks fairytales yang didengar atau dibaca	Siswa dapat menentukan jawaban yang tepat sesuai dengan isi dari cerita tersebut.	Narrative Text	Pilihan ganda	8	C2
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.4Menyebutkan bagian-bagian cerita yang memuat pesan yang disebutkan	Siswa dapat menentukan jawaban yang tepat sesuai dengan isi dari cerita tersebut.	Narrative Text	Pilihan ganda	9	C2
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1Mengidentifikasi isi cerita teks fairytales yang didengar atau dibaca	Siswa dapat menentukan jawaban yang tepat sesuai dengan isi dari cerita tersebut.	Narrative Text	Pilihan ganda	10	C2
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1Mengidentifikasi isi cerita teks fairytales yang didengar atau dibaca	Siswa dapat menentukan synonym kata "fetched"	Narrative Text	Pilihan ganda	11	C2
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1Mengidentifikasi isi cerita teks fairytales yang didengar atau dibaca	Siswa dapat menentukan jawaban yang tepat sesuai dengan isi dari cerita tersebut	Narrative Text	Pilihan ganda	12	C2
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1Mengidentifikasi isi cerita teks fairytales yang didengar atau dibaca	Siswa dapat menentukan jawaban yang tepat sesuai dengan isi dari cerita tersebut	Narrative Text	Pilihan ganda	13	C2
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan	3.7.1Mengidentifikasi isi cerita teks	Siswa dapat menentukan moral	Narrative	Pilihan	14	C2

memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya	fairytales yang didengar atau dibaca	value dalam cerita.	Text	ganda		
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1Mengidentifikasi isi cerita teks fairytales yang didengar atau dibaca	Siswa dapat menentukan jawaban yang tepat sesuai dengan isi dari cerita " two brothers"	Narrative Text	Pilihan ganda	15	C2
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1Mengidentifikasi isi cerita teks fairytales yang didengar atau dibaca	Siswa dapat menentukan jawaban yang tepat sesuai dengan isi dari cerita " two brothers"	Narrative Text	Pilihan ganda	16	C2
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1Mengidentifikasi isi cerita teks fairytales yang didengar atau dibaca	Siswa dapat menentukan gagasan pokok dalam cerita " two brothers"	Narrative Text	Pilihan ganda	17	C2
struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1Mengidentifikasi isi cerita teks fairytales yang didengar atau dibaca	Siswa dapat menentukan isi dari cerita "Prince of Blambangan"	Narrative Text	Pilihan ganda	18	C2
struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1Mengidentifikasi isi cerita teks fairytales yang didengar atau dibaca	Siswa dapat menentukan isi dari cerita "Prince of Blambangan"	Narrative Text	Pilihan ganda	19	C2
struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1Mengidentifikasi isi cerita teks fairytales yang didengar atau dibaca	Siswa dapat menentukan isi dari cerita "Prince of Blambangan"	Narrative Text	Pilihan ganda	20	C2

Appendix V *Instrument of Research*

RESEARCH INSTRUMENT

Mata Pelajaran : Bahasa Inggris

Kelas   : VIII (Delapan)

Pokok Bahasan : Narrative Text

Waktu   : 60 Menit

Choose the correct answer based on the following question

Read the text and answer questions 1- 5

A TOUCH OF GOLD

King Midas is a very wealthy king. His hobby is collecting gold. From the time he got up in the morning to the time he went to bed, he would count his gold. One morning, as he was sitting alone in the garden, Dionysus, the god of wine, came to him and said, "Midas, I grand you a touch of gold. Whatever you touch, it will turn into gold. Be careful. What you think will bring you the most happiness might cause you the greatest grief." **(Paragraph 1)**

Midas was very happy, He did not need a Dionysus's warning. He touched a tree, and it turned to gold. He touched his palace, and it turn to gold. Midas danced joyfully. **(Paragraph2)**

Suddenly, he realized that he couldn't eat because when he touched the food, it turned to gold. He was very hungry and the worst thing happened when his daughter ran to him crying and complained that all the flowers in the garden had turned to gold. When Midas touched his beloved daughter, she turn to gold. He was extremely unhappy. **(Paragraph 3)**

Finally, Midas went back to Dionysus and said " Please take back your gift. I no longer want the golden touch. I realized that wealth does not always

bring happiness. Dionysus laughed, "I see that you have changed. Go and bathe in the river of Poctulus. The spell will be undone and your woe will be gone."
(Paragraph 4)

King Midas was relieved and happy. after he took a bath, he rushed into his palace. He poured the water to his daughter and she came back to life.
(Paragraph 5)

1. The text is intended to…
   a. persuade the readers   d. criticize the readers
   b. presents reader idea   e. negotiate the readers
   c. entertain the readers

2. What happened when King Midas touched water and food?
   a. it turned to gold   d. it disappeared
   b. more water appeared   e. it turned to diamond
   c. more food appeared

3. Which of the following statements is **NOT TRUE**?
   a. King Midas was very rich
   b. King Midas was very poor
   c. King Midas was very generous
   d. King Midas wanted to get richer and richer
   e. King Midas was finally changed his mind about the welfare.

4. The resolution of the text are found in?
   a. paragraph 1   d. paragraph 4
   b. paragraph 2   e. paragraph 5
   c. paragraph 3

5. From the text above, we can learn that…
   a. it's hard to get something
   b. being rich will make us happy
   c. wealth is not everything in our life
   d. our children must be the first consideration
   e. working hard must be done to get a better life.

Read the text and answer questions 6-14

A woman and the wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest. **(Paragraph 1)**

One day, a farmer's young wife want to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "It is getting dark. Let my son Ah Tim go with you through the forest". So, Ah Tim led the way and the young woman followed behind, carrying her baby. **(Paragraph 2)**

When they were in the forest, suddenly they saw the group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell in down. At once the wolves caught him. The young man cried to the wolves, "please eat my own son instead" then, she put her baby son on the ground in front the wolves and took her nephew away. **(Paragraph 3)**

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew. They ran back to the house and called for help. All men in the village fetched thick stick and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him. **(Paragraph 4)**

6. Who is Ah Tim?
    a. the young woman's brother
    b. the young's woman son
    c. the young woman's brother and nephew
    d. the young woman's brother son
    e. the young woman's nephew

7. Who walked in front when they were in the forest?

a. Ah Tim

                  d. her brother's nephew

b. the woman

                  e. the sister's son

c. the woman's son

8. How could the wolves catch Ah Tim?

  a. he was afraid

                  d. the woman cried

  b. he was stumbled by a stone

        e. he was happy

  c. he ran slowly

9. The woman gave her son to the wolves because….

  a. she loves her nephew than her son

  b. she thought about how her brother would be

  c. she wanted her son was eaten by wolves

  d. she was crazy

  e. she loves her son

10. What did the villagers bring stick for?

  a. for the weapon to beat the wolves

  b. to bring the woman's nephew

  c. for the fire woods

  d. for play

  e. for playing on jungles

11. The word "**fetched**" at paragraph 4 has a similar meaning to….

  a. received

               d. hit

  b. caught

               e. maintain

  c. got

12. From the passage we learn that the villagers were,,,,

  a. located in one huge area

  b. situated in a large district

  c. separated by untamed jungles

  d. wild and unsafe

  e. clean and unsave

13. The brother let her son go with his aunt as she left home because….

  a. Ah Tim wanted to see the wolves

b. his aunt wanted him to come long

c. Ah tim was bored to live with his parent

d. Ah tim would be a guardian for them

e. Ah Tim saw a group of wolves

14. What is the purpose for the writer by writing the story above?

    a. to describe the danger of village

    b. to entertain the readers of the story

    c. to tell the villagers' relationship

    d. to explain how important a relative is

    e. to negotiate readers

Read the text and answer questions 14-17

TWO BROTHERS

Long ago, there were two brother called Akomi and Ombah. They were ambitious and winning. Akomi the elder brother, said "If we become the king's employees , we can make laws to collect more moneyfrom the people. We will become very rich"

They went to see king Aruya. Akomi said "your Majesty, let us be your ministers, we will make good laws. All your subject will be happy. I am wish and clever. I know everything". King Aruya said agrily , "that's not true! Nobody knows everything. For example, do you know how many stars there are in the sky? Guards! Throw this liar into the river of crocodiles"

Ombah's hand trembeled. Then he thought to himself, " King Aruya will also punish me if I say the wrong thing. My brother said he know everything and his answer was wrong. So if I say the opposite, my answer was right." Ombah then said, the king Aruya your majesty, I know everything"

King Aruya said, " that is also a lie. Nobody knows nothing, truly! Everybody knows at least something. For the example, you know your father 's name, don't you? Guards! Throw him to the river of crocodiles, too.

15. The two brother's ambitions was to?

    a. become rich

    b. become ministers

    c. become a crocodile

    d. help the king make a good laws

    e. make the king's subject happy

16. Ombah said "**I know nothing**" because he…..

    a. did not want to lie to king aruya

    b. wanted to see the crocodiles

    c. did not know how many stars there

    d. thought that the answer would be right

    e. thought that the answer would be wrong

17. From the story we can say that…..

    a. kept many crocodiles

    b. could make good laws

    c. did not need any ministers

    d. be a gorgeous person

    e. disliked people who told lies.

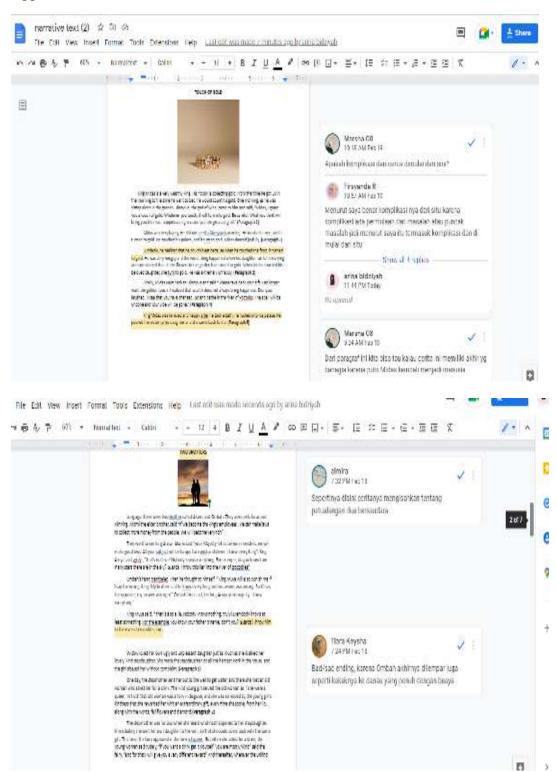**Text for number 18-20**

PRINCE OF BLAMBANGAN

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married.

One day Sang Prabu made up his mind to settle the matter by a show of strength. After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot

his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

18. Why the wicked fairy did used her magic to make Raden Begawan unconscious?

    a. she didn't like Raden Begawan

    b. she didn't want Raden Prabu marry the princess

    c. she wanted Teja Nirmala to forget about her wedding

    d. **she didn't want the prince of Blambangan marry the princess**

    e. she didn't want the prince of Blambangan feel love with her

19. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?

    a. Princess Segara will have married with Raden Begawan

    b. Sang Prabu will not hold strength competition

    c. Raden Begawan will not die

    d. Teja Nirmala will stay in the Kahyangan

    e. **Wicked Fairy will not take Raden Begawan's life**

20. Which one of the following statements is false about Sang Prabu?

    a. Sang Prabu was a father of his only daughter

    b. Sang Prabu was a king of a kingdom in West Java

    c. **Sang Prabu was taken to Kahyangan by a wicked fairy**

    d. Sang Prabu was a wise man

    e. Sang Prabu didn't have a son

Appendix VI *Treatment*

Appendix VII *RPP*

RENCANA PELAKSANAAN PEMBELAJARAN

SEKOLAH	:	SMPI KHOIRU UMMAH MALANG
MATA PELAJARAN	:	BAHASA INGGRIS
KELAS/SEMESTER	:	VIII / GENAP
MATERI POKOK	:	TEKS NARATIF
ALOKASI WAKTU	:	4 JAM PELAJARAN
TAHUN PELAJARAN	:	2021/2022

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif
- Membandingkan teks naratif
- Menangkap makna dari teks naratif (mengidentifikasi gambaran umum, ide pokok paragraf, berbagai informasi tersurat dan tersirat, makna kata/frasa, rujukan kata, penamaan makna kata, kesimpulan dalam bacaan, pesan moral/amanat dalam cerita)

B. MEDIA BELAJAR, ALAT/BAHAN DAN SUMBER BELAJAR

- Media : Lembar Penilaian dan Buku Cetak Bahasa Inggris
- Alat/Bahan : Penggaris, spidol, papantulis, HP Android/laptop
- Sumber Belajar : Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris SMP/MTs Kelas 8. "*when English rings a bell*" Kemendikbud RI Tahun 2015, Internet, Tindakan Guru dan sumber lainnya yang relevan.

C. TAHAPAN PEMBELAJARAN

KEGIATAN PENDAHULUAN (20 MENIT)

Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.

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

Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dengan mempelajari materi: teks naratif

Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh

KEGIATAN INTI (120 MENIT)

Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi bahan bacaan terkait materi narrative text.
Berfikir Kritis	Guru memperkenalkan metode **collaborative annotation** dengan instruksi reciprocal teaching (**predicting, clarifying, questioning, summarizing**). Serta guru memberikan kesempatan peserta didik untuk mengidentifikasi hal yang belum difahami mulai dari pertanyaan yang bersifat factual sampai dengan pertanyaan yang bersifat hipotesis.
Kolaborasi	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi dan saling bertukar informasi text narrative menggunakan metode **collaborative annotation** dengan instruksi reciprocal teaching (**predicting, clarifying, questioning, summarizing**)
Komunikasi	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan di depan teman.
Kreatifitas	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait : fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.

KEGIATAN PENUTUP (20 MENIT)

Peserta didik membuat rangkuman/simpulan pelajaran tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan

D. MODEL/TEHNIK, STRATEGI DAN METODE PEMBELAJARAN : Presentasi, Diskusi, Tanya Jawab, Berkelompok Dan Penugasan

E. PENILAIAN DAN HASIL PEMBELAJARAN

- Penilaian Pengetahuan berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi, tanya jawab, kelompok dan penalaran serta penugasan.
- Penilaian Keterampilan berupa penilaian unjuk kerja dan penilaian portofolio.

Mengetahui
Kepala Sekolah

Guru Bahasa Inggris

Supriyati SH
NIY. 190591

Arina Ridziyah LM
NIP. -

Appendix VIII *Validation Sheet*

LEMBAR VALIDASI SOAL TES EVALUASI

Sebelum melakukan penilaian, Bapak/Ibu kami mohon mengisikan identitas secara lengkap terlebih dahulu.

A. IDENTITAS

Nama : Dr. Suparmi, M.Pd

NIP : 197704112016080 1 2 100

Instansi : UIN Maulana Malik Ibrahim Malang

B. PETUNJUK PENGISIAN

Berilah tanda *checklist* (√) pada kolom yang tersedia sesuai pada setiap butir penilaian dengan keterangan sebagai berikut.

Skor 1 : Sangat Kurang Setuju

Skor 2 : Kurang Setuju

Skor 3 : Setuju

Skor 4 : Sangat Setuju

No	Aspek Penilaian	Skor Penilaian			
		1	2	3	4
1	Kejelasan setiap butir soal.			√	
2	Kejelasan petunjuk pengerjaan soal.			√	
3	Ketepatan soal dengan kompetensi dasar.			√	
4	Butir soal berkaitan dengan materi.			√	
5	Kalimat soal sesuai dengan maksud pertanyaan.			√	
6	Pertanyaan tes evaluasi dapat digunakan untuk mengukur keefektifan bahan ajar.		√		
7	Kata-kata dalam soal tidak bermakna ganda.			√	
8	Bahasa yang digunakan mudah dipahami.			√	
9	Bahasa yang digunakan efektif.			√	
10	Penulisan sesuai EYD.		√		

A. PERTANYAAN PENDUKUNG

Bapak/Ibu dimohon untuk menjawab pertanyaan berikut ini.

1. Bagaimanakah kesimpulan penilaian secara umum mengenai soal tes evaluasi siswa ini?

   ○ Dapat digunakan tanpa revisi.

   ○ Dapat digunakan dengan revisi kecil.

   ☑ Dapat digunakan dengan revisi besar.

   ○ Belum dapat digunakan dan masih perlu konsultasi.

2. Apakah ada komentar dan saran perbaikan untuk penyusunan soal tes evaluasi ini?

   - Mohon diperhatikan jumlah kata dalam teks bacaan
   - Mohon diperhatikan penggunaan tanda baca, huruf besar / kecil, grammar
   - Baca catatan yang saya berikan di lembar soal

   Malang, 4 Februari 2011

   Dr. Suparni, M.Pd

Appendix Thesis Consultation logbook

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

SURAT KONSULTASI PROPOSAL SKRIPSI
JURUSAN TADRIS BAHASA INGGRIS

Nama   :
NIM   :
Judul   :

No	Tgl/Bln/Thn.	Materi Bimbingan	Tanda Tangan Pembimbing Proposal Skripsi
1			
2			
3			
4	31/03/2021	BAB 1 dan BAB 3	
5	03/05/2021	Instrumen, BAB 3	
6	26/07/2021	Instrumen Penelitian, BAB 1,2,3	
7	28/10/2021	Instrumen Penelitian, BAB 1,2,3, Instrument Penelitian.	
8	31/05/2022	Konsultasi draft skripsi	

Menyetujui,
Dosen Pembimbing

Malang, 25 Februari 2022
Mengetahui,
Ketua Jurusan TBI

Dr Alam Aji Putera M.Pd
NIP.19090421 20100201 1153

Dr. H. Langgeng Budianto M.Pd
NIP. 197110 14200312 1001

Appendix IX *Curriculum Vitae*

<p align="center">***CURRICULUM VITAE***</p>

Nama Lengkap   : Arina Bidziyah Ikal Marom

Tempat, Tanggal Lahir   : Malang, 26 September 1999

Jenis Kelamin   : Perempuan

Agama   : Islam

Fakultas. Jurusan   : FITK. Tadris Bahasa Inggris

Alamat Rumah   : Jl. Waringin Kembar RT 21 RW 03, Urek-
urek Krajan, Gondanglegi Kab Malang

No.HP/ Telepon   : 085875168885

Alamat E-mail   : bidziyah@gmail.com

Nama wali   : Ismail

Riwayat Pendidikan

1. 2003-2005   : RA Nahdlatusy Syubban
2. 2005-2011   : MI Nahdlatusy Syubban
3. 2012-2014   : MTs Al- Ihsan Blambangan
4. 2014-2017   : MAN Gondanglegi
5. 2017- 2022   : UIN Maulana Malik Ibrahim Malang

<p align="right">Malang, 2 Juni 2022</p>

<p align="right">Mahasiswa</p>

<p align="right">Arina Bidziyah Ikal Marom
NIM. 17180040</p>