

**IMPROVING STUDENTS READING COMPREHENSION BY USING
RETELLING STRATEGY AT GRADE X OF SMA NEGERI 1 TANJUNGPINANG**



SKRIPSI

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HAJI TANJUNGPINANG**

2023

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**Submitted as a Partial for the Undergraduate Degree in English Language Education
(S.Pd)**

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2023

MOTTO

“I don’t know how I feel when I’m dead, but I don’t wait to regret the way I lived”

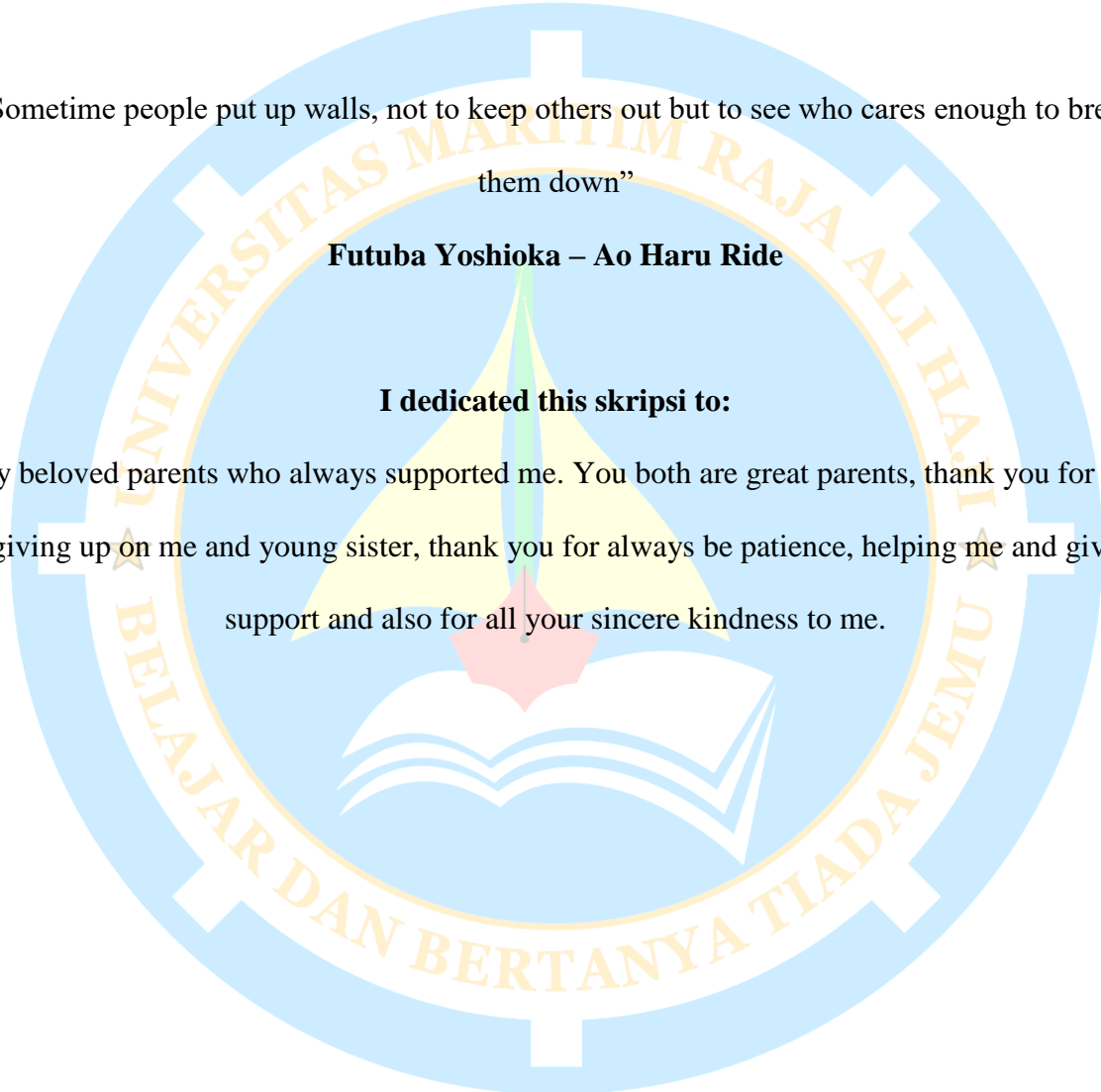
Yuji Itadori - Jujutsu Kaisen

“Sometime people put up walls, not to keep others out but to see who cares enough to break them down”

Futuba Yoshioka – Ao Haru Ride

I dedicated this skripsi to:

My beloved parents who always supported me. You both are great parents, thank you for not giving up on me and young sister, thank you for always be patience, helping me and give support and also for all your sincere kindness to me.



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Praise and appreciation are given to God, who always blesses and who always blesses and strengthens the researcher finished this skripsi "Improving Students Reading Comprehension Using Retelling Strategy at Grade X of SMAN 1 Tanjungpinang." As part of the prerequisite for an S-1 degree. This skripsi would be incomplete without the assistance, support, and suggestions of several people. As a result, the researcher wishes to express his gratitude and appreciation to:

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8. Last but not least, I really want to thank you to myself for completing this skripsi with patience, I want to thank me for believing me, and also want to thank me for doing all this hard work.

The researcher realized this skripsi still have many mistakes and needs more advice, comments, and criticism to be a good skripsi. May Allah ease everything and give His Bless to you.

Tanjungpinang, August 2023

Belladona Annisa Reva

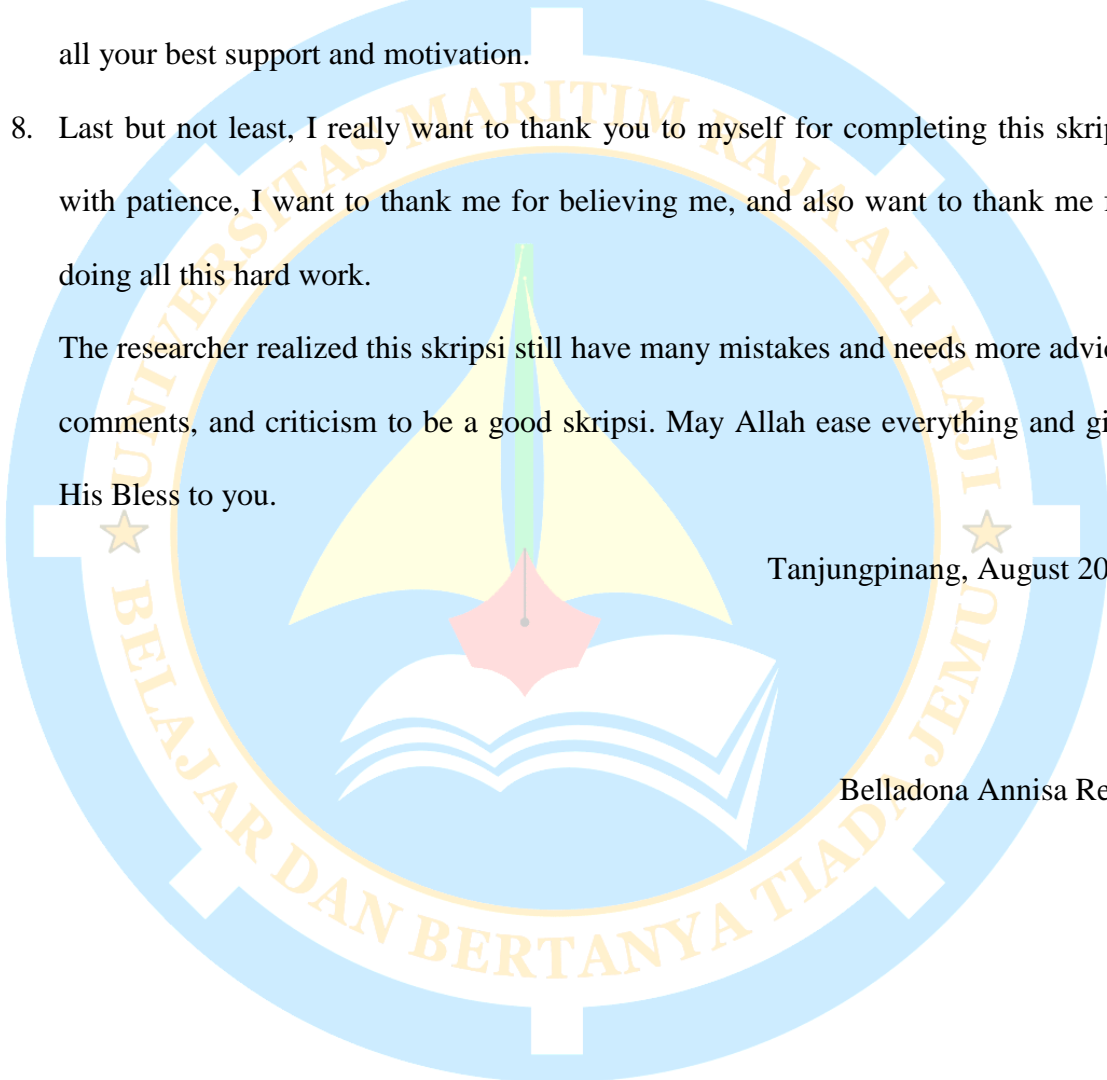


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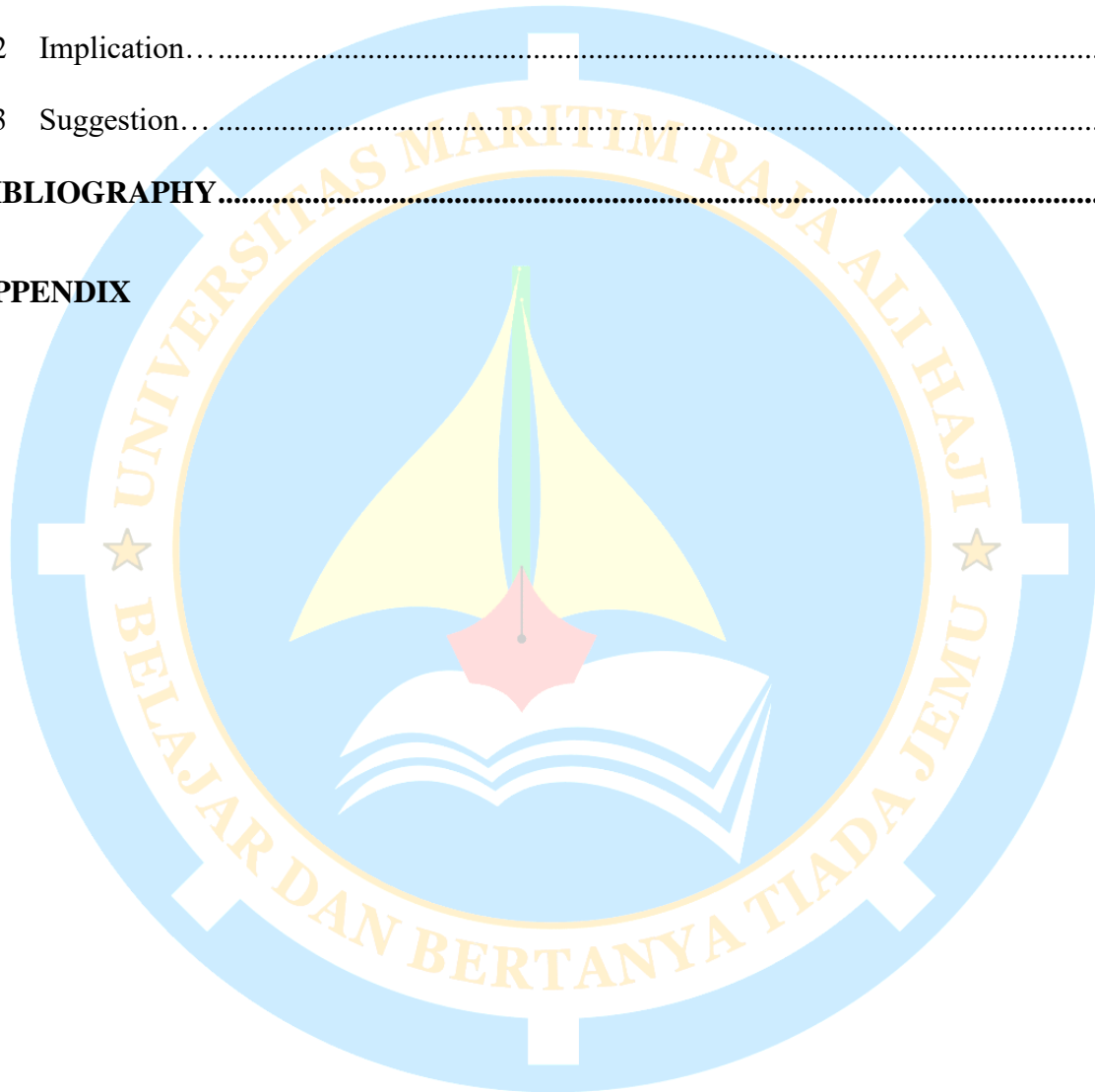
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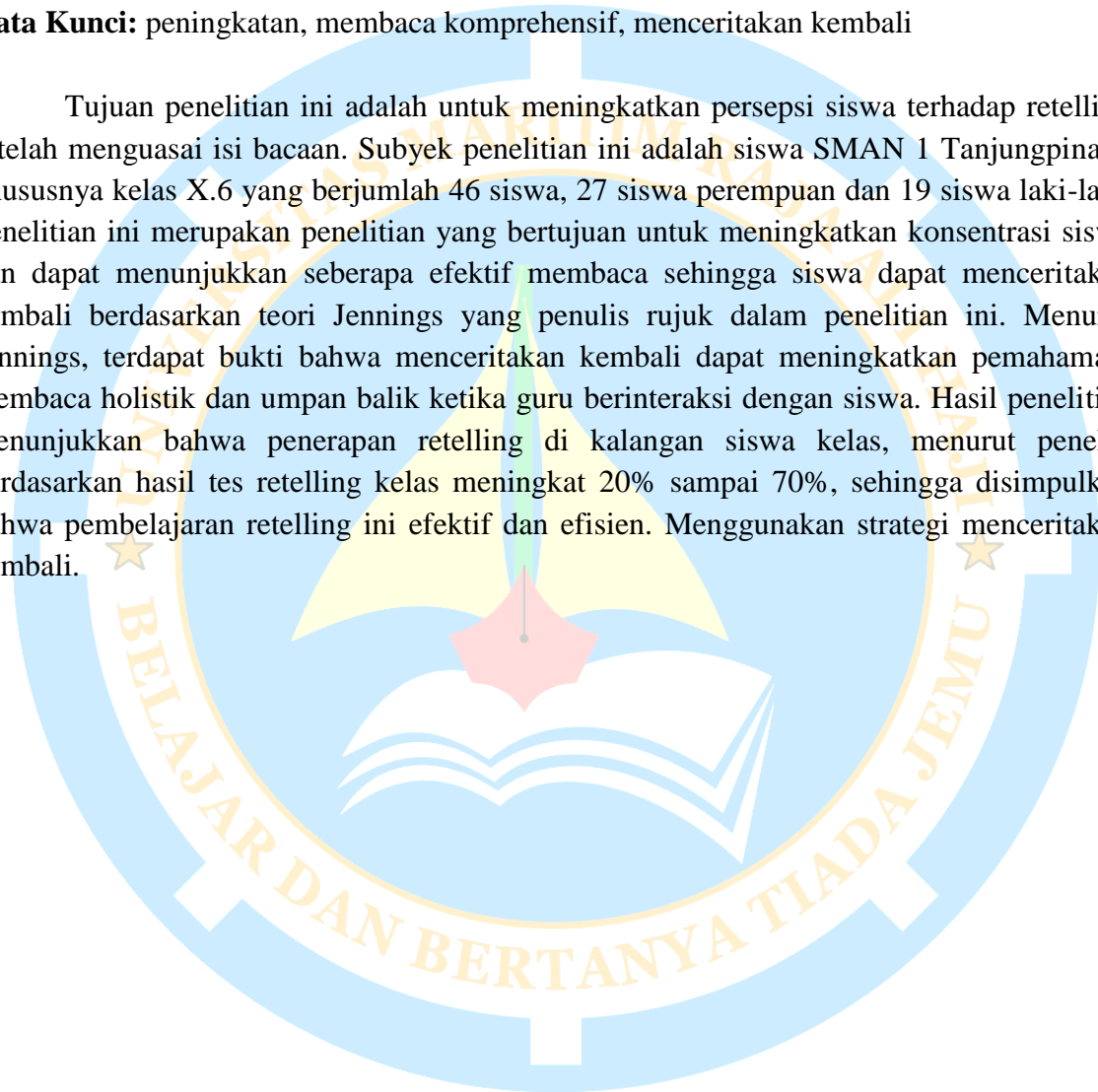


ABSTRAK

Annisa Reva, Belladona. 2023. Improving Students Reading Comprehension by Using Retelling Strategy at Grade X of SMAN 1 Tanjungpinang. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Maritim Raja Ali Haji. Pembimbing: (I) Assist. Prof. Dewi Murni, S.S., M.Hum. (II) Assist. Prof. Satria Agust., S.S., M.Pd.

Kata Kunci: peningkatan, membaca komprehensif, menceritakan kembali

Tujuan penelitian ini adalah untuk meningkatkan persepsi siswa terhadap retelling setelah menguasai isi bacaan. Subyek penelitian ini adalah siswa SMAN 1 Tanjungpinang khususnya kelas X.6 yang berjumlah 46 siswa, 27 siswa perempuan dan 19 siswa laki-laki. Penelitian ini merupakan penelitian yang bertujuan untuk meningkatkan konsentrasi siswa dan dapat menunjukkan seberapa efektif membaca sehingga siswa dapat menceritakan kembali berdasarkan teori Jennings yang penulis rujuk dalam penelitian ini. Menurut Jennings, terdapat bukti bahwa menceritakan kembali dapat meningkatkan pemahaman, membaca holistik dan umpan balik ketika guru berinteraksi dengan siswa. Hasil penelitian menunjukkan bahwa penerapan retelling di kalangan siswa kelas, menurut peneliti berdasarkan hasil tes retelling kelas meningkat 20% sampai 70%, sehingga disimpulkan bahwa pembelajaran retelling ini efektif dan efisien. Menggunakan strategi menceritakan kembali.



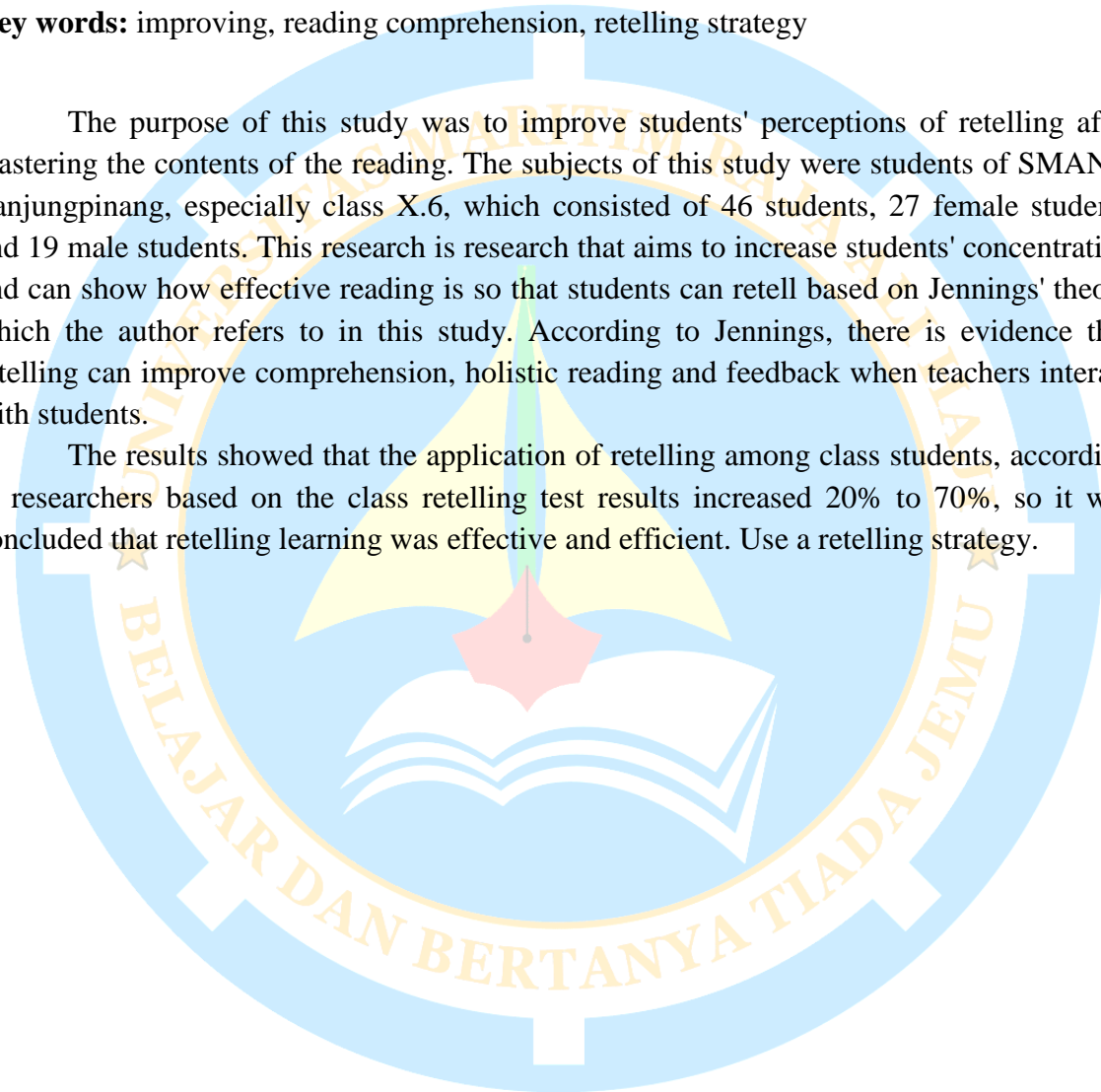
ABSTRACT

Annisa Reva, Belladona. 2023. *Improving Students Reading Comprehension by Using Retelling Strategy at Grade X of SMAN 1 Tanjungpinang*. Skripsi. English Language Study Program, Faculty of Teacher Training and Education, Universitas Maritim Raja Ali Haji Tanjungpinang. Advisor: (I) Assist. Prof. Dewi Murni, S.S., M.Hum. (II) Assist. Prof. Satria Agust., S.S., M.Pd.

Key words: improving, reading comprehension, retelling strategy

The purpose of this study was to improve students' perceptions of retelling after mastering the contents of the reading. The subjects of this study were students of SMAN 1 Tanjungpinang, especially class X.6, which consisted of 46 students, 27 female students and 19 male students. This research is research that aims to increase students' concentration and can show how effective reading is so that students can retell based on Jennings' theory which the author refers to in this study. According to Jennings, there is evidence that retelling can improve comprehension, holistic reading and feedback when teachers interact with students.

The results showed that the application of retelling among class students, according to researchers based on the class retelling test results increased 20% to 70%, so it was concluded that retelling learning was effective and efficient. Use a retelling strategy.



CHAPTER I

INTRODUCTION

1.1 Research background

There are four skills in learning English: writing, reading, and speaking listening. All of these skills must be understood by students through communication. These skills should be mastered without ignoring each other. Of its four aspects described above, students must master the skill of reading. This is confirmed by students, tests or exams.

Reading comprehension plays a significant part of human life. Since they inform the person of new information, their function is significant. The purpose is to use the information gained from the author's written words to enrich the student's experience and improve their intellectual abilities. In Indonesia, English is not a native language, but we need to learn English for the future. Reading is one of the most important things in learning English. Reading comprehension is the most common way of building importance through the coordination of numerous intricate cycles, including reading words, knowledge of word and world information, and fluency Graham (2007). Readers can understand texts if they can communicate with them. able to interpret and extract information from written text correctly. Thus, reading comprehension is a sort of connection between the readers and the text through composed images to absorb data from the composed text. Reading is a skill that is not easy for students to grasp when learning English. Due to the increase in direct communication in foreign languages, the process of reading comprehension as a skill and as a channel of

language input has become an educational focus requiring research. Reading is a process that requires a very high level of understanding that students need to understand. By reading, they can be informed, entertained and educated. Due to the increase in direct communication in foreign languages, the process of reading comprehension as a skill and as a channel of language input has become an educational focus requiring research. Reading is a process requiring a very high level of understanding that students must understand. By reading, they can be informed, entertained and educated. Due to the increase in direct communication in foreign languages, the process of reading comprehension as a skill and as a channel of language input has become an educational focus requiring research. Reading is a process that requires a very high level of understanding that students need to understand. By reading, they can be informed, entertained and educated. Reading is a process that requires a very high level of understanding that students need to understand. By reading, they can be informed, entertained and educated. Reading is a process that requires a very high level of understanding that students need to understand. By reading, they can be informed, entertained and educated. Reading is a process that requires a very high level of understanding that students need to understand. By reading, they can be informed, entertained and educated.

Reading is a fluid process where the reader combines the text's information with their own background knowledge to create meaning, Nunan (2003). Reading understands the text being read and concentrates on the material. can do. When reading, memorize all the details of the plot in order to understand the content. It will improve your concentration and memory. Reading helps you understand the text you are reading and focus on the material. When reading, memorize all the details of the plot in order to understand the content. Improves concentration and

memory. Reading is a basic skill that students need to be taught, but many struggle with it. They are not interested in reading because they always think that reading is boring, because it is difficult to understand the main thing, it is difficult to get information, or they have a small vocabulary.

Therefore, reading comprehension is one of the key achievement factors for students. Reading habits are considered one of the factors that improve reading comprehension. Therefore, in order to further develop understanding perception, it is important to improve students' reading skills. The benefits of reading are immeasurable. Developing the habit of reading opens up new worlds for students and expands their horizons.

We all know that reading is a thought process. Reading is an extremely intricate and difficult process in which several factors influence each other. Researchers believe that English reading habits support a student's ability to comprehend a text because students have a deductive reading comprehension.

(Jennings, Caldwell and Lerner, 2014), retelling is a technique used to decide how well an understudy grasps a specific story. Using retelling as a powerful tool to improve understanding and appreciation. Repetition gives teachers an idea of how students gather the information presented in the text. By observing and analyzing student reading comprehension during retelling, Students will remember and find important information when teachers present it to them. To start rereading, ask students to retell the story they just finished reading. Then the students read the text. In the wake of reading, request that students recount the story as though they were telling it to someone who has

never read it. After the students retell the information they memorized from the story,

Based on the experience during the conditional learning practice process at SMA Negeri 1 Tanjungpinang, the researchers argue that (1) students only read the main points and do not understand them; (2) they do not know the meaning of the word (3) and usually cannot place information in texts or sequences that students do not understand when reading; To achieve the goals of the curriculum, students must master the texts of reading comprehension. The researchers hope to explore reading through its use in reading classes. It can be read alone or in a group. But in this study, the researcher focused on only one retelling strategy.

According to Macceca (2007), the Retell strategy is very simple and beneficial for all ages. Reformulating strategy is a good approach for readers. Retelling is a learning strategy that helps students stop reading a small section of text and retell what they read before moving on to the next section. Many students continue to read their choice even if they do not understand what they have read.

The retelling strategy is very easy to use, the researcher passes the text to the student, the student reads as far as his hands can, closes the text, memorizes it and tries to retell it to a friend. Another similar study found this strategy to be very effective. This can be evidenced by the final grade of the student, which indicates that he understood the text. What makes this study different from others is that it aims to see if his Retell strategy is more effective in terms of student reading comprehension.

1.2 Problem Identification

The problems that researchers find are described in the previous section.

There are several problems that students face:

- 1 Students had difficulty understanding English texts.
- 2 They were unsure of what the word meaning.
- 3 They were unable to extract information from the text. They don't know about reading comprehension.

Due to all of the above problem, this study is only for students reading comprehension.

1.3 Limitation of the problem

The researcher focus to students understanding reading comprehension using retelling in Grade X of SMA Negeri 1 Tanjungpinang.

1.4 Formulation of the problem

Based on the research place, the research question is figured out as follows: "How does the retelling strategy improve students reading comprehension at grade X SMAN 1 Tanjungpinang?"

1.5 Purpose of the research

The purpose of this research is to explain to improve reading comprehension using retelling strategy of X grade students SMAN 1 Tanjungpinang.

1.6 Benefits of the study

This study has some benefits that are useful for:

1. For schools, teachers may have new student learning strategies.
2. This study can be used as a reference for beginning researchers wishing to

conduct relevant research.

3. This research helps meet the requirements of a researcher for a bachelor's degree in teaching English.

1.7 Definition of key terms

The researchers provide some definitions of the terms utilized in this review so that the reader can understand and have the same perception. These definitions are also intended to avoid misunderstandings and ambiguities. They are:

a Reading

Reading is a process involving word acknowledgment, comprehension, fluently, and motivation. Learn how readers make use of these facts to make sense of their printed material.

b Reading comprehension.

★ Reading comprehension is understanding and interpreting of what is read is called comprehension. To comprehend composed material precisely, students should be able to: (1) Think about what they read. (2) Connect what you read with what you already know. 3) Pay attention to what you read.

c Retelling strategy

A method for assessing students' understanding of a particular story. Retelling can be a compelling technique for further developing perception and appreciation.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Review of the related theory

This study focuses on the effect of the Retell strategy on the reading comprehension of grade X SMA Negeri 1 Tanjungpinang students. There are so many terms that come from different theories. These terms are intended to convey a clear concept of this study.

2.2 Retelling Strategy

A retelling strategy is a method for assessing a student's understanding of a particular story. According to Jennings, Caldwell, and Lerner, retelling can be an effective method for improving comprehension and appreciation. Teachers get an idea of how students understand what is being recounted by paying attention and figuring out how students understand the retelling, and the teacher also detects students' difficulty with retelling. then ask students to retell the story they just finished reading, according to Lerner (2014). Guidelines for evaluating paraphrasing are provided by Leslie and Caldwell (2001) and Caldwell (2008). should be included in the story. Include :

- The presence of the main characters;
- Character characteristics;
- The problem that is presented in the story;
- Solution to this problem (or conclusion)
- Events presented in sequential order;

- The capacity to incorporate just occasions that are vital to the story and prohibit occasions that are not.

Signs that the Retelling might not be mature:

- Referring to all characters as "he", "she" or "they"
- Point by point depiction of just the primary page or section of the story

According to Jennings (2014), "there is evidence that students who retell stories improve their understanding." Students' reading comprehension improves when teachers provide feedback on the retelling. Rereading strategies are commonly used when reading. After reading the text, students work on an oral or written retelling to better understand the elements of the story. Students can take a photo of the story to retell the story as they read. Students can also use props and images to tell stories. The video above shows an example where the teacher uses a retelling rope to retell the story "Mercy Watson thinks like a pig". Paraphrasing the ropes enables students to visualize the story's sequence and other elements. Written retellings often use a graphic organizer that asks questions and provides images of each element of the story. Primary school students were able to tell stories using pictures. You read fast because you don't understand what you are reading. Students are also willing to share knowledge and share their experience with each other. This means that successful educating and learning in the study hall can be easily accomplished.

2.3 Teaching reading using retelling strategy

Retelling actually uses cognitive abilities that help students think about what they have read and remember it. According to Anderson (1999), one way to improve reading comprehension is to summarize, take notes, and memorize the main ideas of a text. Morrow (1986) concludes that retelling is one of the few exercises he can do both as an appraisal and as a teaching procedure. A useful method of assessing student understanding is repetition. Organizing what you read and explaining it to others, answering certain questions after reading, you help understanding. With the help of a teacher, students who have difficulty reading or speaking the story can write it in their own words.

From the previous description, we can conclude that the retelling strategy is one of the methods for improving reading comprehension. Retelling techniques can further develop the doubles' ability to reason decisively and expand their ability to interpret story structure. Experts offer various strategies. One strategy is to retell. Paraphrasing techniques are used to convey the main points of a passage. Much research has been done on retelling techniques to improve student reading comprehension. Research has been substantially successful in developing reading learning. According to Fang Lin (2010), "memory is a cognitive process that is critical to the use of language." It shows that human memory assumes a significant part in language procurement. Memory is a reminder

Retelling is also the process of restoring the meaning of a text. By quoting Fang Lin in the retelling, students work to build information. He also argues that retelling is the process of repeating necessary information from the original,

appealing to the readers information and what they already know, and reconstructing the original without regard to the original as it was read. specified. Rephrasing in this case is the process of restoring meaning without using words or phrases from the original text. Lu-Fang Lin adds, "Through the process of reflection, rereading can strengthen the reader's memory of incoming information." Based on the above explanation, it is the retelling that can improve the reader's understanding and subsequent comprehension of the story.

2.4 Teaching Steps of retelling strategy

Retelling is a complex skill. It requires information on the construction of the text, comprehension of vocabulary, the skill to review and summarize are required. This is also a valuable skill. Research shows that repeating speech improves understanding and vocabulary. For students struggling with memory, consideration, or speech processing, retelling that is predictable procedures help learn skills. Students' know what's in store and are bound to test their comprehension as they read and tune in. Students will work on the text again and again, following a repetitive routine of speech. This is especially beneficial for students with poor working memory and verbal processing. If you are reading you can read the text for the first time to get a general understanding. The underlying retelling will assist you with recognizing holes in their comprehension and prepare you for specific questions. Re-reading the text with support helps students focus on the details, increasing their chances of success. For all learners, especially ELLs, previewing Additionally, there are numerous opportunities to interact with new vocabulary and text structure when reading a text multiple

times. Pictures (counting pictures of text), props or word banks furnish understudies with jargon in various configurations. Additionally, while summarizing, you ought to utilize the words you read or heard in the text. More, this means opportunities to develop oral and composed language and understanding. There are numerous opportunities to interact with new vocabulary and text structures when reading and previewing text multiple times. Pictures (counting pictures of text), props or word banks furnish understudies with jargon in various configurations. Additionally, while summarizing, you ought to utilize the words you read or heard in the text. As a result, there will be more chances to improve one's oral and written language skills and comprehension. There are numerous opportunities to interact with new vocabulary and text structures when reading and previewing text multiple times. Pictures (counting pictures of text), props or word banks provide students with vocabulary in a variety of formats. Additionally, while summarizing, you ought to utilize the words you read or heard in the text. As a result, there will be more chances to improve one's oral and written language skills and comprehension. As a result, there will be more chances to improve one's oral and written language skills and comprehension. There are numerous opportunities to interact with new vocabulary and text structures when reading and previewing text multiple times. Students are provided with vocabulary in a variety of formats through the use of pictures—including pictures of text—props, or word banks. Likewise, when paraphrasing, you should use the words you listened to or read in the text This entails more opportunities to develop oral and written language and understanding. This means more

opportunities to develop oral and written language and understanding. Previewing and reading text multiple times provides many opportunities to interact with new vocabulary and text structures. Pictures (including pictures of text), props or word banks provide students with vocabulary in a variety of formats. Also, when paraphrasing, you should use the words you listened to or read in the text. This implies more chances to foster oral and composed language and understanding. props or word banks furnish understudies with jargon in different arrangements. Likewise, while reading, you ought to utilize the words you read or heard in the text. This implies more chances to foster oral and composed language and understanding. props or word banks furnish understudies with jargon in different configurations. Additionally, you should use the words you read or heard in the text when paraphrasing. As a result, there will be more chances to improve one's oral and written language and understanding.

In class, practice repeating what you read. That is, read short texts (fiction or popular science). Then ask students to retell what they read in their own words. Rereading is an important reading comprehension skill.

Here are five simple steps:

1. **Preview the book.** Discuss the name and pictures with your students.
2. **Read a book.** You can read a book, your student can read a book, or you can read it together.
3. **Ask your students to retell what they read.** Try not to give such a large number of clues and don't pose such a large number of inquiries.

Retelling will provide you with a smart thought of what your understudies comprehended.

4. Reread the book.

- 5. Ask your students to retell again.** This time, ask your students to recite five fingers by raising one hand. In this action, your youngster will utilize various fingers to address five distinct pieces of the book retelling: who (characters/key figures), what (struggle/key occasions), where (setting), while (likewise setting), and why. (permission/motives). Your understudy will highlight each finger as they retell. Assuming your kid is experiencing difficulty, return to the book for pieces of information.

2.5 Advantages and disadvantages of retelling strategy

2.5.1 Advantages

- a Students are stimulated and motivated to be confident in order to speak English and express themselves.
- b Students add the frequency of speech activity.
- c Help students understand the meaning of the picture.
- d Students can learn how to pronounce words correctly.
- e Stimulating student ideas and creativity.

2.5.2 Disadvantages

- a Can't portray movement like the movie does.
- b Students may misunderstand the meaning when they speak.
- c Students may make mistakes in pronunciation of words and cause anxiety.

d Students find it difficult to pronounce words correctly.

2.6 Reading

2.6.1 Definition of reading

According to Grellet (1981), Reading requires active practice. It generally includes forecast, speculating, testing and asking yourself questions. Therefore, when developing a reading comprehension exercise, this should be taken into account. By systematically reading the text from the title and illustrations, or by concluding the story from previous paragraphs, students' ability to reason can be improved.

According to Saburi (2016), Reading is an interactive process in which readers can use effective reading to create meaningful textual representations strategies. Effective reading strategies are considered important skills that have been given special attention to the student's ability to understand what they read.

According to Pokharel (2018), reading is one of the key language abilities that permits readers to glean some significant experience, for example reading is the way to knowledge.

According to Putra et al. (2014), reading is one of the last skills to master for a number of important reasons. From Based on the above definitions, it can be concluded that reading is an important skill that students should master. Reading is the process of interpreting written text through interaction.

2.6.2 Purpose of reading

According to Harmer (1998), students read text in English either for their careers. This means that students want to know information that is important for their future career. Then for study. This means that students focus on the material, but students need to invest a great deal of energy to get what they have read. The latter is reading for pleasure, sometimes students only read when they feel free and satisfied with what they have read.

In addition, according to Cheon & Ma in Anderson (2014), there are three typical reading purposes:

1. Reading for pleasure

Reading for pleasure is usually done by the reader of his own free will, in anticipation of the satisfaction he will receive from the act of reading. Readers choose materials for reflection of their choice, at a convenient time and place for them.

2. Reading for information

At the point when readers need to find the information, the reader must read carefully. Because it can build understanding of the text, which will allow the reader to get some information.

3. Reading to learn something new

The reader reads to learn something new when they have a need for some task and it is needed in their future. In addition, reading to learn something new also provides new information to the reader.

2.6.3 Types of reading

There are several types of reading suggested by one of the experts.

According to Fideles (2009), there are five types of reading:

a. Scanning

This is a quick text view to get a specific part of information.

b. Skimming

By quickly skimming through the text to get a sense of the overall material, eyes run pretty fast, catching the titles of the chapters, their beginning and endings and first sentences of paragraphs.

c. Subvocalization

This reading is very slow and methodical, either saying the words aloud or at least with the "voice" in your head. It's laborious, but very slow. We tend to use it when trying a recipe for the first time or following the building instructions for something we have bought.

d. Light reading

This reading is quite fast, without concentration or worrying about every word. We often use it when reading an enjoyable novel.

e. Study reading

Learning reading involves thinking about what you read so that it can be understood and remembered. It needs to be worked on, allocating time for reflection, reflection, analysis, criticism, comparison, notes taken, highlighting and emphasizing points, considering and evaluating arguments, summing up.

2.7 Definition of Reading comprehension

Reading comprehension is a complex combination of automatic and strategic cognitive processes that enable the reader to construct a mental representation of the text. This mental representation serves as the foundation for subsequent actions like retelling, question-and-answer, or application of textual information.

Reading comprehension is important, not so much about understanding the text, but rather for the understand learning setting. According to Collingwood in Jane (2015), The complex task of reading comprehension necessitates the coordination of numerous cognitive abilities and skills. A decent perusing cognizance will rely upon a decent comprehension of the language overall. This requires and comprehension of individual words and the sentences they form. Understanding usually requires integrating the meaning of these words and sentences into a significant entirety:

Reading comprehension is a complex activity involving several variables McKee (2012). According to Marimuthu et al. (2010), The thinking process by which a reader selects facts, information, or ideas is known as reading comprehension from printed materials.

2.7.1 Aspects of Reading Comprehension

The parts of understanding comprehension is human information handling.

1. Human Information Processing

The following is a summary of how the human mind processes information: approaching tangible data is in a real sense put away in

tactile stores, and data from long-lasting memory is recovered to coordinate it. The relevance of the identified information to current operations is then evaluated; be chosen or not chose for additional handling. Because the contents of working memory are constantly changing as the sensory stores continue to function, some information is temporarily stored there. The chose data is shipped off long-lasting or long haul memory. All of the information from the past that is not currently active is stored in permanent memory, which uses it to interpret new experiences.

2.7.2 Technique of Reading Comprehension

In the past part, we took a gander at how to move toward perusing to assist you with better figuring out, process, dissect, and eventually recollect data. In this section, we will go even further, helping you to distinguish more specific supporting details from the main ideas in a passage in order to improve your comprehension skills. Pattern recognition can help you organize your thoughts according to the source. Examples of such patterns include:

- **Main/controlling ideas** (found in thematic proposals)
- **Key Details**(located within paragraphs)
- **patterns**(form the structure of a paragraph or section)
- **Inferences** (usually not written and must be concluded by the reader)

Many individuals read to recall this, and don't perceive the key thoughts, the critical subordinate nuances, the places that are equivalent to

these thoughts, and the ends that can be drawn. Making a guide of these features will assist you with recalling what you read and grasp it. Several exercises to practice recognizing the main and supporting ideas in various patterns are included in this section.

2.7.3 Taxonomy of Reading Comprehension

Reading score is a measure of the value of reading comprehension. The goals of the learning process are evaluated according to its three aspects of Bloom's taxonomy: cognitive; Emotional; Psychomotor. Therefore, reading comprehension tests should cover the three aforementioned aspects.

Here are 6 levels of Bloom's reading taxonomy:

- Create

Definition: Assemble elements into another rational or practical entirety. elemental reorganization into new patterns or structures (creating new play sets, writing articles, or developing alternatives based on criteria, writing plays, inventing products, and creating music). This level's relevant learning outcome verbs are as follows: coordinate, gather, build, collect, consolidate, accumulate, form, make, develop, make, plan, create, conceptualize, form, produce, speculate, incorporate, imagine, make, make due, adjust . , arrange, execute, plan, get ready, make, propose, rearrange, rebuild, revamp, change, rework, distinguish, incorporate, and compose.

- Evaluate

Definitions: make decisions in light of measures and standards (e.g. identify inconsistencies or errors in a process or product, determine if observed data leads scientists to conclude which of two techniques to tackle an issue, judge the nature of an item). disciplinary standards). The fitting learning result action words for this level are: judge, judge, approve, evaluate, compare, infer, weigh, compare, convince Do, justify, measure, rank, evaluate, recommend, verify, evaluate, choose, standardize, support, test. and Confirm.

- Analyze

Definition: Break down materials into their component parts and note how each element relates to one another or potentially to the general design and reason (for example unique (examination of connections between various creatures and plants; analysis of relationships between various characters in a work). ; examination of connections between various establishments in the public arena).

Suitable learning outcome verbs for this level: break down, request, decay, arrange, group, analyze, associate, contrast, dismantle, perceive, graphically, recognize, distinguish, recognize, discrete, make sense of, recognize, coordinate, stock, request, sort out, link, separate and structure.

- Applicable

Definition: Using information or skills in new situations (eg, solving relevant problems using Newton's second law, performing multivariate statistical analysis using previously unseen datasets). Suitable learning result action words at this level include: calculate, apply, perform, classify, complete, calculate, demonstrate, dramatize, apply, investigate, perform, experiment, generalize, explain, implement, reason, and interpret Do, manipulate, change, manipulate, organize, outline, predict, decide, communicate, translate, and use.

- Understand

Definition: Demonstrate understanding through one or more explanations (eg, classification of mental illness, comparison of ritual practices in two different religions). The relevant learning outcome verbs for this level are: summarize, order, clarify, correlate, classify, clarify, classify, compare, calculate, infer, contrast, defend, graphically, distinguish, argue, distinguish, evaluate, explain, explain, expand, extrapolate . , summarize, illustrate, describe, infer, interpolate, interpret, compare, outline, paraphrase, predict, rearrange, rearrange, rearrange, express, paraphrase, summarize, transform, translate.

- Remember

Definition: Retrieving, recalling, or recognizing relevant information from long-term memory (for instance, remembering the

parts of a bacterial cell or the dates of important events in US history). Action words pertinent to learning results at this level include: refer to, characterize, make sense of, distinguish, mark, list, look at, name, frame, refer to, recollect, report, imitate, separate, show, demonstrate, arrange Do and say.

2.8 Report Text

2.8.1 Definition of report text

The text of the report is the text that represents detailed information anything at all based on research. Susilohadi (2008), defines report text as text that generalizes or categorizes something. The discussions start with an overall explanation that presents the subject. Realities (parts, characteristics, propensities and conduct of the subject) can be depicted in the portrayal. Wardiman et al (2008) add that the main thing we should know about is the overall definition and order of every thing we mean to write as a detailed text. Additionally, it makes it crystal clear that report text is distinct from descriptive text. Expressive text has the capability of giving a clarification on a specific subject. Likewise, the body of the report is a logical letter sorted as genuine, portraying data from Sundem (2006), George and Palilonis (2006) and Latham (2002). According to DiPrince (2005), the report's text differs from a persuasive article in that the latter must present an opinion, whereas the report's body does not. Sanctuary (2004) proposes that most understudies will experience enlightening writing as school reports. Writing to inform is what reports are all about. He also argues that there is a

difference between writing to inform and other types of presentation, such as personal stories and writing to persuade.

According to Greenville (2001), the text of a report might request direct data in some coherent request and examine various perspectives regarding the matter: Present one side, then present the other side, and then settle on one side. Also, he might request that you look at or think about a few unique things. According to Duygu (2001), when writing a report's text, it is not suggested that information be discussed, but that one should usually write to depict the data. In a nutshell, a report body is a piece of writing that describes and categorizes information in general references.

2.8.2 Purpose of report text

Purpose of the text of the report inform about certain functions of the participant. In addition, another explanation to the text of the report is the text form containing detailed scientific explanations about the object. The text of the report consists of only two parts. The two sections are general classification and descriptions.

2.8.3 Report text structure

a. General classification

It is part of the structure of the text of the report, which contains a general grouping of the objects under discussion. This section usually contains basic information about the object. Discussed groups include information, for example, if the body of the report discusses animals,

general groups might include their scientific names, types of food, and the things or aspects most famous of those objects.

b. Description

The description is part of the text structure of the report, which contains a more detailed description of the object under discussion. For example, physical condition and functions, habitat and long life.

2.9 Review of the related study

Appropriate studies are needed to follow up on previous studies by other investigators. There is a wealth of research related to restructuring strategies with unique goals. This study is related to the work of the researcher. (Ismail Irvan, 2014) investigated the effectiveness of storytelling to improve the vocabulary of his 8th grade students in SMPN 8 Palopo. and one of his students was engaged in the strategy of retelling.

Rudiawan Jupri (2020) focuses on "retelling techniques for reading comprehension by students in English in high school." "This 'High School Improvement' strategy aims to improve reading comprehension based on explanatory texts using the 'Retelling' XI strategy for the high school class. The study is both quantitative and qualitative, with researchers collecting qualitative data using quantitative data reading. tests, observations, diary entries, and interview sheets. The researchers found that implementing his RCRR using descriptive text was appropriate and improved student reading comprehension.

Prihastuti (2013) also focused on student reading comprehension in his study "Improving Reading Comprehension in Grade 8 SMP Negeri 1 Wonosari Students Using 2012/2013 Visualization Strategies". increase.

The above study is relevant to this study because the focus is similar to that of retelling strategies. However, there are differences between previous studies and the present study. Researchers want to find a student at SMA Negeri 1 Tanjungpinang. Data collection methods are before and after the test. The quality of a student's reading comprehension is evaluated using rubric scores.

2.10 Theoretical framework

According to Grabbe (2009), The act of taking information from a written text is called reading. Reading is important skill in many situations, especially in education. Reading is crucial to education and learning as it helps students in the learning process. However, some students find it difficult to read. Students do not understand information from texts for many reasons, including the lack of vocabulary, which impairs reading comprehension and makes it difficult to understand the text. One of the skills that students ought to have is reading have. However, some high school students have weak reading skills. Klinger (2007) defines Reading comprehension is a complicated process in which many parts work together. Reading short sentences is the activity of extracting information from a written text.

2.11 Conceptual Framework

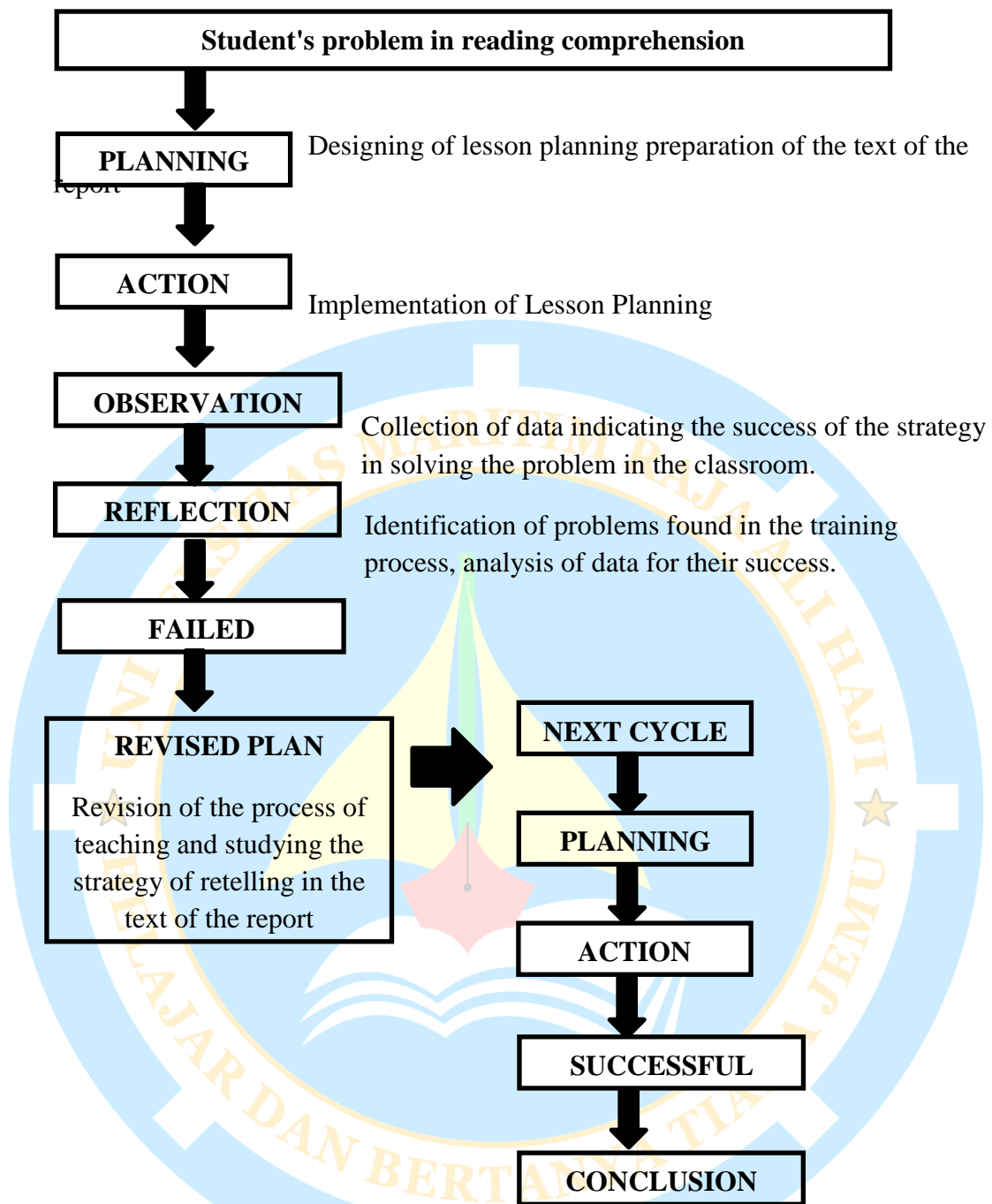


Figure 2.10 Conceptual framework

CHAPTER III

RESEARCH METHOD

3.1 Research Design

According to Ari (2010), research design is a plan for how researchers will conduct research in order to expand and improve our understanding of a group or phenomenon in their context. This is one of the most important parts of conducting research, applying methods of analysis and collecting data. The study design was in view of the data gave by the subjects at the time of data collection.

According to Barnes (1999) the plan of this review was the Class Action Research (CAR). This research is classified as action research because it deals with problem solving problems and the main objectives of these phases are planning, action and observation and consideration. This plan was coordinated by researchers and students to solving reading problems for X.6 students at SMA N 1 Tanjungpinang. The new plan has been executed more efficiently and provides greater adaptation to unpredictability in the field and previously unknown obstacles. The researcher then completed the reading comprehension learning process plan in class X.6 and, using retelling strategies, the researcher was instructed in situations in which critical informed behavior took place. observed the effect After completing the observations, these effects were reflected to overcome deficiencies as a basis for further planning. Researchers went

through such stages until they found that the treatment was effective. These steps were taken by researchers until they found that the treatment worked. On fig. Figure 4 depicts the concept of action research as introduced by Kemmis and McTaggart, 1988, in Burns, 1999:

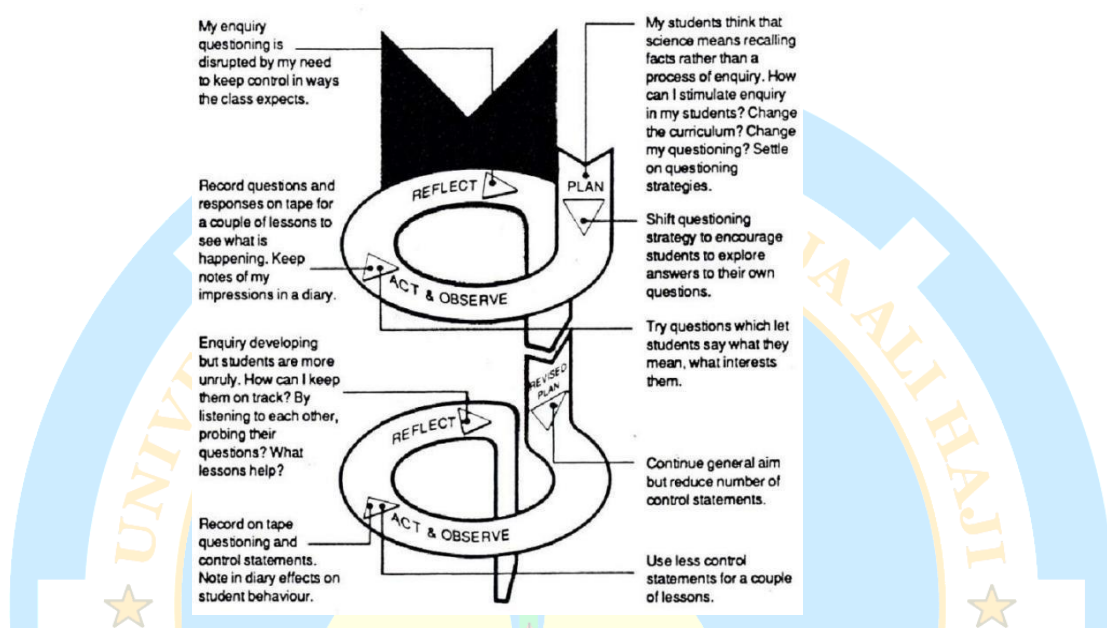


Figure 4: Action Research Cycles (adapted from McTaggart (1998) in Burns (1999))

3.1 Place, Time, and Subject of research

3.1.1 Place of Research

This study was completed at SMA Negeri 1 Tanjungpinang, Jalan dr. Soetomo, Bukit Chermin Village, West Tanjung Pinang District, Tanjung Pinang City, Riau Islands Province. SMA N 1 Tanjung Pinang has several facilities to support the educating and growing experience. There is one of them language laboratory. The language room is located next to the mosque. The school does not have many classrooms because the students attend field classes. Each class is medium in size and is occupied by 46 students. Each

class was equipped with a speaker, a TV and a whiteboard that hung on the wall in front of the class. This school also has an internet connection available to all school members. Students who are hesitant to bring a real dictionary use an available internet connection to use online dictionaries,

3.1.2 Time of research

To determine the period during which the study was conducted, the timing of the study should be agreed in accordance with the planned activities. The events are held from March 16, 2023 to April 13, 2023.

3.1.3 Research subject

According to Mk. Millan (1993). A research subject is a person who participates in a research study or is being studied as part of a data collection. According to (Darlington and Scott, 2002), qualitative researchers should be "able to give a full and detailed account of the experience being studied."

In this study, the researchers took students in class X.6 of the 2023 academic year at SMA Negeri 1 Tanjungpinang as test subjects. It is hoped that data will be available on the reading problems experienced by students in class X.6. There are 46 students in the class.

3.2 Research Instrument

The most important thing in research is equipment. According to Sugishirono (2015), instruments are instruments for measuring natural phenomena and observable social will. When collecting data, the researchers

used the test as a tool to assess student comprehension of the news text they read. According to Arikunto (2010), a test consists of a progression of inquiries, works out, or different means to gauge the abilities, information, insight, capacities, or gifts of an individual or gathering. A researcher needs data to know the outcome of a study, and a researcher needs tools to gather information. The study here, this researcher used a checklist of tests and observations as a tool.

a. Test

The students were given two tests, Cycle 1 and Cycle 2. The test itself was provided as a printed file. She had thirty (30) items in total. The student answered the question in half an hour. The researchers administered reading tests to students to quantify their understanding perception. Understanding cognizance tests use the text of a report and the researchers aimed to see if students could successfully answer the questions. According to Aedi (2010), a student's correct or incorrect response was used to evaluate a student's comprehension of a text. The test is different decision. which can be utilized to quantify information, skill, perspectives and capacities. Davis (2009) says that the types of tests are:

- Multiple Choices: Different decision things can be utilized to quantitative both straightforward information and complex ideas.

Table 3.3 Reading comprehension score

No.	Aspect	Indicator	Number of questions
1	main idea	Students identify the main idea of the passage.	1,8,18
2	Specific Information	The student understands especially in the passage	2,14,15, 16
3	Link	Students can find the meanings of the words in the passages.	6,7,9,12,13

b. Observation sheet

The observation sheet was used to determine the activities of students during the time spent educating and learning in the study hall. In this study, an observation sheet was used to observe study subjects from multiple perspectives. The aspects that were observed were the attitude of the student's attention during the training and the activity of the students in asking and answering questions.

Observation Sheet Table

No	Indicators	Yes	No
1.	Students listen and pay attention to the explanation of the researcher.		
2.	The student can identify the text information that was given		
3.	Students actively participate in teaching Activities		
4.	Students can ask questions about this text.		
5.	The student actively participates in the learning process		
6.	Students can interact with the researcher during the discussion		
7.	Students ask a question if they don't understand		

3.4 Research Procedure

3.4.1 Reconnaissance

At this stage, the researchers observed the teaching and learning processes in class X.6 in order to collect data and identify problems in this class. The researcher then pass the observation sheet to the English teacher about her teaching and learning processes. Collecting all the information from the observations, the researchers found obstacles during the time spent educating and learning, identified critical issues and drew conclusions.

3.4.2 Planned

After reconnaissance observations were made, the researcher developed several plans for selecting actions that could be taken in the field. The researcher worked with the teacher in planning the. The goal of this campaign was to improve students' reading comprehension through a retelling strategy. The action plan used Class Action Research (CAR) and the researcher teach using the material that is currently running in the class.

3.4.3 Action

Actions are carried out consciously and under control. This is a variant of prudent practice. Practices are perceived as ideas for action, and these actions are used as a basis for developing follow-up actions,

actions with the intention of improving the situation.

3.4.4 Observe

Observation must be planned and responded to with an open mind. The subject of consideration is the overall process of the actions involved, their consequences (intended and unintended), the circumstances and limitations of the planned actions, and the problems that arise in the respective contexts.

3.5 Technique of collecting data

The data collection technique in this study is both qualitative data and quantitative data.

3.5.1 Quantitative Data

Quantitative data consisted of a learning comprehension test; The test is a form of multiple choice question to measure competence, knowledge, intelligence, and talent.

3.5.2 Qualitative Data

Data on student activity and teacher activity comes from observations. The data was used to monitor the process and development of students' activities and teachers' activities in the process of teaching and learning.

The researcher used an observation checklist to collect information about the students for observation. In the classroom during teaching and learning.

3.6 Technique of Analyzing Data

Data analysis was the next step in this study after data collection. This study used subjective and quantitative information. In the learning process, qualitative data was used to describe the situation, and quantitative data was used to test student grades. The researcher used two data analysis methods to apply this data:

a. Qualitative method

The teaching-learning process used a descriptive qualitative technique to understand student behavior. This method provides a comprehensive description of the lesson situation in the classroom.

b. Quantitative method

First, the researcher used the following formula to find the mean of each cycle's test:

Keep in mind:

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

3.7 The Criteria of Success

In this study, the success criteria are analyzed using a post-test. Based on preliminary research, only 25% of students passed the minimum completion criteria. The study was successful when half or more than 50% of students could pass a score of ≥ 75 based on the minimum criteria completeness, Kriteria Ketuntasan Minimal (KKM), adapted from the

SMA Negeri 1 Tanjungpinang school agreement. At the very least, students must achieve 75 points to improve good learning outcomes. If the action's success criterion has been met, it implies that the following Class Activity Exploration (Vehicle) activity has been halted, yet in the event that this condition has not yet been met, then an elective activity will be acted in the following cycle.

Evaluation Criteria Table

Value range	Criteria
90 – 100	Very good
80 – 89	Good
70 – 79	Enough
0 – 69	Not getting through

Source: Modified Hasana (2016)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Research Finding

4.1.1 Data Description

The study used both quantitative and qualitative data. To calculate quantitative data, the average test scores of students were used. In contrast, subjective information were acquired from the perception sheet with SMAN 1 Tanjungpinang students and documentation. This study was done in class X, especially class X.6 with 46 students. This study was executed over two cycles. There were four phases to each cycle: planning, taking action, observing, and reflecting. The main cycle comprised of three gatherings and the subsequent cycle comprised of three gatherings. At the last gathering of each cycle and at the second cycle, students were given a test consisting of Test I for Cycle I and Test II for Cycle II.

4.1.2 Quantitative Data

Quantitative data was obtained from class testing results over two cycles and two meetings. Students were offered a text test on reading the report. a student's average score prior to the first cycle was 60, which is even less than the minimum criterion of 75. In cycles I and II, students scored the following points:

Table 4.1 Student evaluation

No.	Name	Pre-Test	Cycle I	Cycle II	Post Test
1.	ARGF	70	80	80	78
2.	ISP	73	77	83	76
3.	AIR	83	75	75	75
4.	AW	78	73	83	83
5.	CL	77	70	80	93
6.	RN	86	70	100	93
7.	AB	78	68	78	78
8.	AJ	78	66	76	80
9.	AIN	70	65	75	83
10.	CY	75	63	83	75
11.	N	75	63	93	83
12.	TF	85	63	93	80
13.	V	77	63	93	87
14.	AAP	84	60	80	74
15.	DTL	87	60	90	86
16.	FA	88	60	90	73
17.	LF	77	60	90	80
18.	RFNKP	76	60	90	80
20.	SCF	77	60	90	80
21.	MAAG	75	60	100	79
22.	DR	78	57	77	87
23.	AATA	79	56	86	74
24.	BF	70	56	86	86
25.	IV	86	56	86	73
26.	MFBK	77	56	86	80
27.	SF	85	56	86	80
28.	WF	87	56	86	80
29.	EJW	87	55	85	79
30.	JM	86	53	83	87
31.	MYS	73	53	83	93
32.	MTS	80	53	83	93
33.	NAF	80	53	83	93
34.	RDD	80	53	83	80
35.	E	79	50	80	90
36.	E	74	50	80	90
37.	MAS	75	50	80	90
38.	MIW	77	50	80	90
39.	RI	75	50	80	90
40.	RS	78	50	80	93
41.	SR	75	50	80	86
42.	NDA	77	46	76	85
43.	RP	72	46	76	83

44.	FM	88	45	75	80
45.	FPA	77	43	73	80
46.	LF	76	40	76	79
Total Score		3.540	3.005	3.761	3.755
Average		77	66.4	82	82

Source: Researcher data, 2023

4.1.3 Qualitative data

a. Observation

The observation was completed by a researcher using perception to obtain data on her counterparts' ability to comprehend and comprehend given classroom materials during training and growing experience applied to the text of the report.

4.2 Data Analysis

4.2.1 Quantitative Data

At the end of each cycle, the researcher gave a test. It was found that the average student scores increased from Test I to Test II. Below are the test results.

Table 4.3 Student assessment for Test I

No	Name	Cycle I	Assessment Criteria
1.	ARGF	80	Good
2.	ISP	77	Enough
3.	AIR	75	Enough
4.	AW	73	Enough
5.	CL	70	Enough
6.	RN	70	Enough
7.	AB	68	Not Passed
8.	AJ	66	Not Passed
9.	AIN	65	Not Passed
10.	CY	63	Not Passed
11.	N	63	Not Passed
12.	TF	63	Not Passed
13.	V	63	Not Passed

14.	AAP	60	Not Passed
15.	DTL	60	Not Passed
16.	FA	60	Not Passed
17.	LF	60	Not Passed
18.	RFNKP	60	Not Passed
20.	SCF	60	Not Passed
21.	MAAG	60	Not Passed
22.	DR	57	Not Passed
23.	AATA	56	Not Passed
24.	BF	56	Not Passed
25.	IV	56	Not Passed
26.	MFBK	56	Not Passed
27.	SF	56	Not Passed
28.	WF	56	Not Passed
29.	EJW	55	Not Passed
30.	JM	53	Not Passed
31.	MYS	53	Not Passed
32.	MTS	53	Not Passed
33.	NAF	53	Not Passed
34.	RDD	53	Not Passed
35.	E	50	Not Passed
36.	E	50	Not Passed
37.	MAS	50	Not Passed
38.	MIW	50	Not Passed
39.	RI	50	Not Passed
40.	RS	50	Not Passed
41.	SR	50	Not Passed
42.	NDA	46	Not Passed
43.	RP	46	Not Passed
44.	FM	45	Not Passed
45.	FPA	43	Not Passed
46.	LF	40	Not Passed
Total Score		3.055	
Average		66.4	

Source: researcher data, 2023

In light of the table over, the absolute understudy score is 3,055. The quantity of understudies who stepped through the exam was 46. Then, at that time, a typical score was as follows:

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

$$X = \frac{3005}{46}$$

$$X = 66.41 = 66.4$$

Based on the calculations above, students have increased reading comprehension. The average was 66.4, where this value no longer meets the school's minimum criteria of 75. To make it easier to know, the table below shows the number of students who passed:

Table Summary of cycle I criteria

Criteria	Number of students
Very good	2
Good	8
Enough	11
Not Passed	25
Total	46

Sources Researcher data, 2023

Based on the table above, 21 understudies passed the base models and 25 understudies didn't pass the 75 least measures. The following formula was utilized by the researcher in order to determine the proportion of students who met the minimum requirements:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{21}{46} \times 100\%$$

$$P = 45.65\%$$

Based on the above calculations, only 45.65% (21 students) of all X.6 understudies who stepped through the exam passed the skill. Moreover, the minimum target used by the researcher was 80%, while in this first cycle only 45.65% of students passed the competency. If many students still score below or below 75, the researcher should take some further action.

After the implementation of cycle II Students took the second test in class to find out the result of cycle II. The results of the student's test can be found below.

Table 4.5 Student scores for Test II

No	Name	Cycle II	Assessment Criteria
1.	MAAG	100	Very Good
2.	RN	100	Very Good
3.	N	93	Very Good
4.	TF	93	Very Good
5.	V	93	Very Good
6.	DTL	90	Very Good
7	FA	90	Very Good
8.	LF	90	Very Good
9.	RFNKP	90	Very Good
10.	SCF	90	Very Good
11.	AATA	86	Good
12.	BF	86	Good
13.	IV	86	Good
14.	MFBK	86	Good
15.	SF	86	Good
16.	WF	86	Good
17.	AIN	85	Good
18.	EJW	85	Good
20.	AW	83	Good
21.	CY	83	Good
22.	ISP	83	Good
23.	JM	83	Good
24	MYS	83	Good
25	MTS	83	Good
26.	MFBK	83	Good
27.	SF	83	Good

28.	WF	80	Good
29.	EJW	80	Good
30.	JM	80	Good
31.	MYS	80	Good
32.	MTS	80	Good
33.	NAF	80	Good
34.	RDD	80	Good
35.	E	80	Good
36.	E	80	Good
37.	MAS	80	Good
38.	MIW	78	Enough
39.	RI	77	Enough
40.	RS	76	Enough
41.	SR	76	Enough
42.	NDA	76	Enough
43.	RP	75	Enough
44.	FM	75	Enough
45.	FPA	73	Enough
46.	LF	65	Not Passed
Total Score		3.761	
Average		82	

Source: 2023 researcher data

★ Based on the table above, the students' total score is 3,761, what's more, the quantity of understudies who stepped through the exam was 46 understudies.

The average score then was:

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

$$X = \frac{3761}{46}$$

$$X = 81.76 = 82$$

The above calculations show that the student's reading comprehension has improved. The typical value was 82, and currently this value, which exceeds the school's baseline rules, is 75. The table below is intended to simplify the determination of the number of passing students:

Table Summary of cycle II criteria

Criteria	Number of students
Very good	10
Good	26
Enough	9
Not Passed	1
Total	46

Source Researcher data 2023

Based on the table above, 45 students passed the minimum criteria. And 1 student who did not pass the 75 minimum criteria. The following formula was utilized by the researcher in order to determine the proportion of students who met the minimum criteria:

$$P = \frac{F}{N} \times 100\%$$

$$P = x \times 100\% \frac{45}{46}$$

$$P = 97.82\%$$

Based on the calculation above, 97.82% of class X.6 students have reached above minimum criteria, meaning that only 45 students have met the criteria, unfortunately there is still only 1 student who cannot reach the minimum criteria. In particular, 10 students received an A (Excellent), 26 students received a B (Good), 9 students received a C (Fair), and 1 student failed the test. It can be reasoned that in the II cycle it was arranged as success, as the reading skills of students improved. Below is a summary of the student's percent improvement outcomes.

Table 4.7 Percentage improvement in student achievement

No.	Name	Cycle I	Cycle II	Result
1.	ARGF	80	80	0%
2.	ISP	77	83	8%
3.	AIR	75	75	0%
4.	AW	73	83	14%
5.	CL	70	80	14%
6.	RN	70	100	43%
7.	AB	68	78	0%
8.	AJ	66	76	15%
9.	AIN	65	75	54%
10.	CY	63	83	32%
11.	N	63	93	48%
12.	TF	63	93	48%
13.	V	63	93	48%
14.	AAP	60	80	33%
15.	DTL	60	90	50%
16.	FA	60	90	50%
17.	LF	60	90	50%
18.	RFNKP	60	90	50%
20.	SCF	60	90	50%
21.	MAAG	60	100	67%
22.	DR	57	77	35%
23.	AATA	56	86	57%
24.	BF	56	86	54%
25.	IV	56	86	54%
26.	MFBK	56	86	60%
27.	SF	56	86	54%
28.	WF	56	86	67%
29.	EJW	55	85	60%
30.	JM	53	83	54%
31.	MYS	53	83	57%
32.	MTS	53	83	48%
33.	NAF	53	83	57%
34.	RDD	53	83	65%
35.	E	50	80	57%
36.	E	50	80	50%
37.	MAS	50	80	60%
38.	MIW	50	80	43%
39.	RI	50	80	65%
40.	RS	50	80	60%
41.	SR	50	80	50%
42.	NDA	46	76	54%

43.	RP	46	76	60%
44.	FM	45	75	48%
45.	FPA	43	73	48%
46.	LF	40	76	54%
Average		3.005	3.761	46%

Source: 2023 researcher data

Based on the result shown above, only 1 student had a drop in score, while 45 students had an increase in reading comprehension. The maximum increase in points was 100% when students scored 50 points in Cycle I and then received 100 points in Cycle II. The class average also increased by 46% from 66.4 to 82. In conclusion, the retelling strategy teaching material worked superbly and actually in aiding understudies learn reading comprehension in the X.6 SMAN 1 Tanjungpinang class.

4.2.2 Qualitative data

a. Cycle I

i. Planning

In the first phase of Cycle I, a plan was drawn up. The researcher developed an example plan based on the topics identified by the teacher. The theme of the retelling of the strategy in the text of the report, the schedule of actions will be at the fourth meeting. Time distribution 130 minutes. The researcher also prepared a test at the fourth meeting to gather information to figure out the understudies' perusing cognizance score.

ii. Acting

Implementation of planning in the first cycle was carried out at the third meeting:

1) First meeting

The first meeting of cycle I took place on March 16, 2023 with a total of 46 students. As a teacher, this researcher had classes starting at 07.30-9.45 in the morning. At the first meeting for Cycle I, class started when some students were still confused by the researcher and busy with their friends, but the class would be helpful. The specialist went about as an educator in the study hall, in view of the illustration plan ready by the scientist earlier. The researcher also explained to the students a short explanation of the text of the report as teaching material. First, the researcher opened the class with a greeting, taking into account student attendance and greeting each student. Before starting to use the retelling strategies, the researcher asked the students' opinions about reading comprehension. The researcher tried to build the students' background knowledge.

The researcher then explained what the retelling strategies are about. The researcher also asked the students to ask if they had obstacles or something they didn't understand. The researcher then asked the students to be active in learning activities at the next meeting.

2) Second meeting

The second lesson of the first cycle took place on March 23, 2023. Classes start at 07.30-09-45. The learning process is transferred from the first meeting. The researcher had a small discussion about the difficulty of retelling with the students. So, the researcher asks the student to search for the text of the report on Google, and then the students retell their text in front of their class. Finally, the researcher told the students to be ready for a text report test at the

next meeting.

3) Third meeting

The last meeting of Cycle I took place on March 30, 2023. The researcher and teacher talked a little with the students about the difficulties of understanding the text. The researcher then asks the student about the retelling strategy and a problem the students may have. after that, the researcher asked the students to prepare their pens, and then the researcher gave the students a multiple-choice test. The researcher and the teacher watched the students complete the test. After 30 minutes, students complete a multiple-choice test.

iii. Observation

In this observation, the researcher recorded each action, comment, and certain behavior of the students. This means that at this stage, the behavior of students and their answers in the learning process were recorded using an observation sheet. There were a few students who were still a little noisy and many of them did not actively participate in the classes.

iv. Reflecting

After the implementation of the material, the researcher discussed the course of the 1st cycle and the result of the 1st test with the teacher according to the result of the 1st test, only 21 students or 45.65% of students passed the minimum criteria. The researcher feels a little disappointed because less than half of the students did not meet the minimum criteria. They still did not understand what a retelling strategy is. And the researcher asked the students what they didn't understand about the retelling strategy. And the material has been done in the next Lesson Plan of Cycle II.

b. Cycle II

i. Planning

In the previous cycle, students demonstrated their reading comprehension and 21 students met the minimum criteria. However, many students still have difficulty learning to read, as evidenced by their I score on the test. The lesson plan that was used in the previous cycle will have some changes. This cycle was expected to improve the reading comprehension of all students in class X.6 SMAN 1 Tanjungpinang. In addition, the researcher prepared Test II and tested students for data collection. The cycle was held in the third meeting. The time allotted for each meeting is 130 minutes.

ii. Acting

The implementation of planning in cycle II was completed in the third gathering:

1) First meeting

On March 30, 2023, 46 students took part in the first meeting of the II cycle. In this exam, the scientist as an educator began classes from 07:30 to 09:45. The researcher began by asking and answering questions about the subject from the previous cycle. The researcher also tried to draw attention to some aspects of the first cycle that have not yet been completed. The specialist also explained to the understudies the purpose of creating a scientist and provided the understudies with further clarification of the retelling as educational material. The analyst also informs the understudies that it is normal to make mistakes in the educational experience.

2) Second meeting

The second session of the II cycle took place on April 6, 2023. Beginning of classes from 07.30 to 09.45. The learning process was carried over from the first meeting. The teacher had a short discussion with the students about the retelling strategy, an example of retelling and how to retell the text of the report. Students gave answers that made it easier for them to understand the material when viewing the text of the report. Thus, the researcher gives the students the opportunity to search the text of the report on Google, then they go out one by one in front of the class to practice retelling.

3) Third meeting

The last lesson of the II cycle took place on April 13, 2023. The classes started from 07:30 to 09:45. The researcher asked students about retelling strategies and problems students might have. The researcher then asks the students to prepare their pen for the test. The researcher then gives the students a multiple choice. The researcher and teacher watched as the students completed the test. After 30 minutes, students collect their work.

It was decided that the result of this cycle is better than the result of the previous cycle. The researcher made every effort to educate students and motivate them to develop deeper reading comprehension by retelling strategy material.

i. Observing

At this stage, the perception was completed in order to find out the exercises of the understudies during the educational training, namely:

1. Students turned out to be more interested and serious researchers than in

the previous cycle.

2. When they were told that mistakes were often made in the learning process, most of them began to feel more confident.
 3. The analyst saw that they had no problems during the test.
- ii. Reflecting

After completing the activities in cycle II, the cooperation of doubles in responses to the teacher improved and became more dynamic. In addition, the ability of students to understand what they read has improved. In addition, learning by growing experience can be considered quite well done. First, the students were able to better use and master their vocabulary, and they rarely mispronounced words. In addition, stunt doubles will be encouraged to be content with practice and watching a different retelling strategy. They became more confident in reading comprehension.

4.3 Discussion

This study involved 46 students who participated in SMAN 1 Tanjungpinang. This study examines student achievement in reading comprehension after implementing a retelling strategy. After implementing the activity in Cycle I and Cycle II, it can be said that student reading comprehension can be improved through the use of learning materials and student participation.

The problem of teaching English to the educational reading experience in the 10th grade SMAN 1 Tanjungpinang before doing the retelling technique was that students had trouble improving vocabulary in reading comprehension. In the initial cycle, the students were given new vocabularies related to the topic

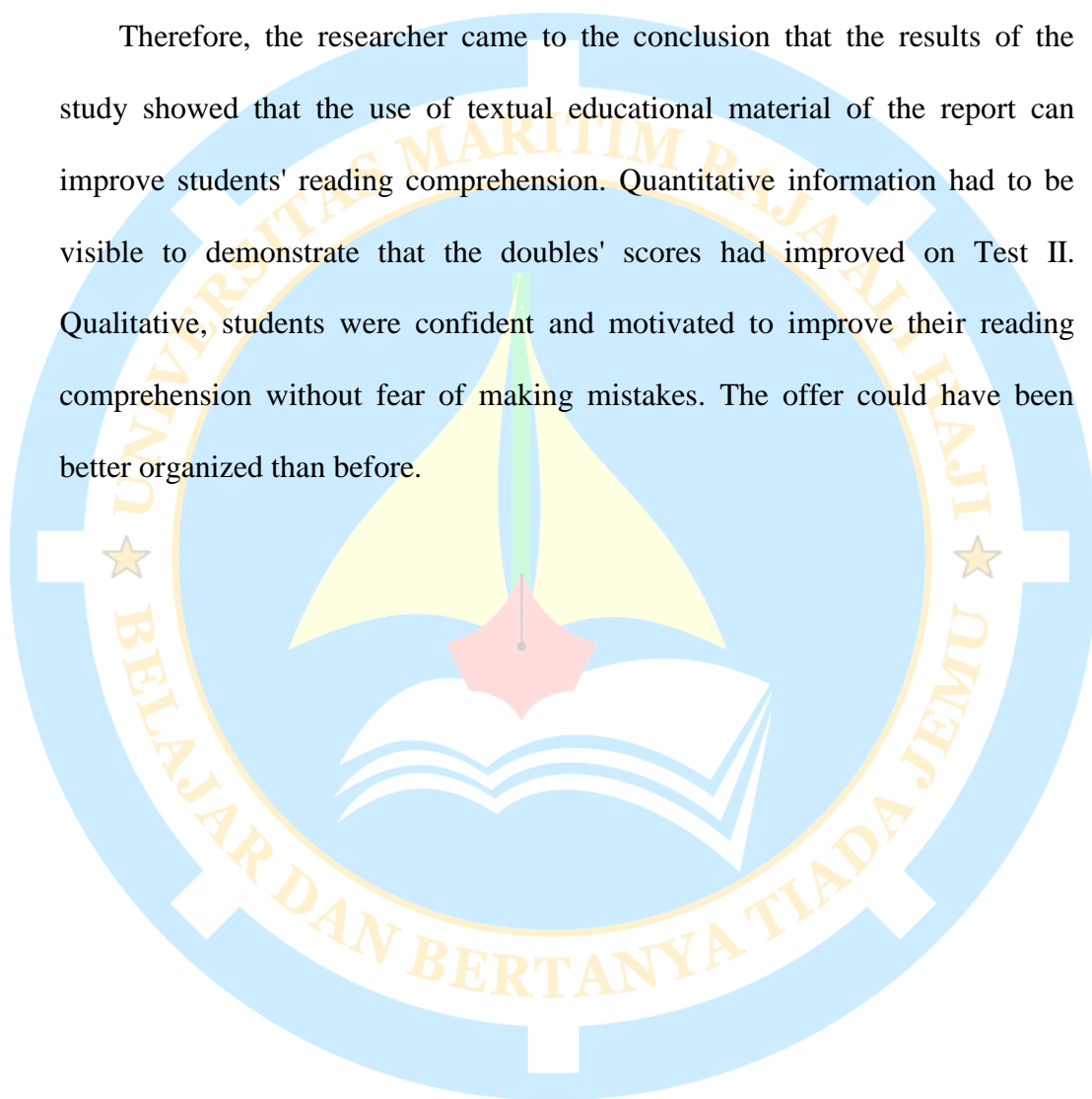
of the material “Car Crash”, which was told by the researcher. The student was eager to learn the importance and study closely with the teacher and scholar. However, when it came to understanding the practice, the doubles demonstrated that they would have been better off not understanding English. They did not want to go to the class to read the text of the report because they could not understand the vocabulary of each sentence in the text. Gradually, most of the doubles did not figure out how to surpass the climax of the base models in the cycle.

In the subsequent cycle, the analyst asks the students to search for the text of the report on Google, and then they demonstrate the practice in front of the class and retell it again. The author of the study stated that this cycle is aimed at getting them to practice more. This supports the theory of Brown (1978), who argued that a clear explanation is necessary to present the material in a way that allows students to better understand the topic. The students became more serious and enthusiastic because they had practice before.

In view of the meetings of the stunt doubles about their experience of using the English illustration retelling technique to further develop the stunt comprehension skills, they felt that the retelling was exceptionally entertaining for them. They could understand numerous new vocabularies when they tried to read without fear or shyness. Before implementation they were shy about trying to read and always said we couldn't read, and before implementation they were worried about their reading ability class. Little by little, after the second cycle II, all the stand-ins told the analyst without hesitation that they could understand awareness.

Based on the explanation above, the researcher found that the highest reading comprehension score. The use of the retelling strategy was also helpful in understanding recognition. As Algafar (2017) points out, stunt doubles have a more reliable way of coping with learning, which then affects the stunt double's inspiration and scientific value.

Therefore, the researcher came to the conclusion that the results of the study showed that the use of textual educational material of the report can improve students' reading comprehension. Quantitative information had to be visible to demonstrate that the doubles' scores had improved on Test II. Qualitative, students were confident and motivated to improve their reading comprehension without fear of making mistakes. The offer could have been better organized than before.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In conclusion, the use of retelling makes students more thorough in reading and participates more enthusiastically in the lessons. Students are more enthusiastic about reading so that they can retell it, exchange ideas more easily, and are not ashamed to ask questions. The impact on the teacher is that the teacher manages to create an effective and enjoyable learning experience through the connection between the retelling of the reading process. Meanwhile, with retelling, students who achieve curriculum will experience an increase in the learning process as well as a higher level of student comprehension. This is considered quite satisfactory by educators and researchers as success rates have been achieved.

Based on learning from the students' reading, the strategy of retelling the scores at the beginning of the cycle is carried out at the end of each cycle. From a student's on a test and the student's percentage of improved scores. The students' scores on the second test after cycle I showed that there were still many students who did not improve, but the consequences of the students' results on the third test (cycle II) showed that there was an improvement in student scores. . The implications of this information exam show that reading comprehension by understudies who were taught the retelling strategy successfully improved students' reading comprehension.

5.2 Implication

It can be concluded that the studies conducted there resulted in an improvement

based on the results of two study cycles (cycle I and cycle II). Students' reading comprehension improved as a result of the successful implementation of the retelling strategy. Reading comprehension by students can improve the retelling strategy learned.

5.3 Suggestion

1. For an English teacher

An English teacher can use the retelling system to teach reading comprehension and learn English in the classroom so that the educational experience can be more powerful. Further development of the understudy's visual perception can help the understudies understand the material and use it in every activity. Using a retelling strategy is one way to improve students' reading skills when learning English. For teachers, it can also create a different learning environment that is enjoyable and can help students learn and remember the subject.

2. students

students need more practice in further developing their reading comprehension so they can better understand English. They also need to motivate themselves to study and practice every day to achieve the best results. For students, the strategy can also be used both at school and at home.

3. Other Researcher

Another researcher should track an additional range of activities and benefits in order to work on scanning understanding of the understudies using the retelling strategy. For analysts, the implications

of this review can be used as knowledge to add insight into strategies for using retelling to improve students' reading comprehension skills.

4. For school institutions

School institutions should encourage educators to work on the nature of learning, especially speaking English about understanding using a variety of strategies.



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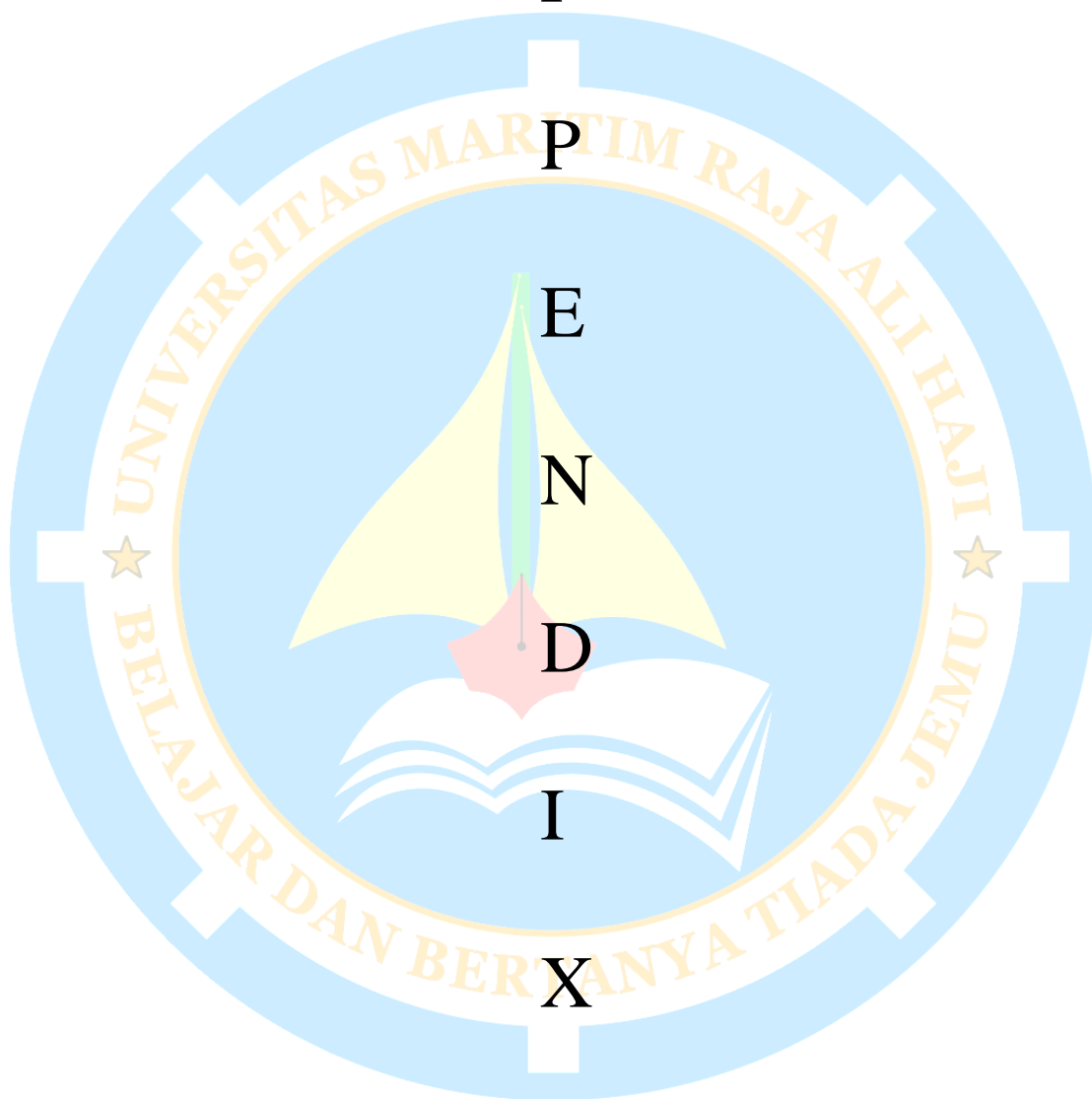
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D

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X



Appendix 1: Adjar Module (Merdeka Mengajar)

INFO UMUM

A. IDENTITAS MODUL

Nama Penyusun	: Belladona Annisa Reva
Satuan Pendidikan	: SMA
Kelas/Fase	: X (Sepuluh) – E
Mata Pelajaran	: Bahasa Inggris
Prediksi Alokasi Waktu	: 2 JP (45x3)
Tahun Penyusun	2023

B. KOMPETENSI AWAL

- Peserta didik sebelum mengikuti pembelajaran belum mampu untuk menyelesaikan masalah yang berkaitan dengan report text dalam kehidupan sehari-hari, setelah menyelesaikan pembelajaran peserta didik mampu untuk menyelesaikan masalah yang berkaitan dengan report text.
- Sebelum menyelesaikan pembelajaran peserta didik belum mampu memahami dan melaporkan masalah yang berkaitan dengan report text yang digunakan dalam kehidupan sehari-hari.
- Peserta didik sebelum menyelesaikan pembelajaran belum mampu untuk menyusun teks dalam bentuk report dalam kehidupan sehari-hari, setelah mengikuti pembelajaran siswa mampu untuk memproduksi teks dalam bentuk report dalam kehidupan sehari-hari.

C. PROFIL PELAJAR PANCASILA

- **Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.**
Berdoa pada saat memulai dan mengakhiri pelajaran, serta santun dalam berdiskusi kelompok.
- **Kebinekaan global**
Setelah melakukan observasi peserta didik akan lebih mengenal daerahnya dan menuangkan pikirannya pada suatu text berbentuk report text.
- **Befikir kritis**
Siswa akan mengembangkan kemampuan bernalar setelah memperoleh dan memproses informasi tentang teks laporan (report text).
- **Gotong Royong**
Ditunjukkan melalui peserta didik saling melakukan Kerjasama dalam kelompok belajar.

- **Kreatif**

Siswa dapat mengembangkan kemampuan kreatif setelah membuat text dalam bentuk text of report ke dalam suatu buku yang berbentuk ensiklopedia.

D. SARANA DAN PRASARANA

- | | |
|-----------------------|----------------------------|
| 1. Gawai | 4. Buku Teks |
| 2. Laptop/Komputer PC | 5. Papan tulis/White Board |
| 3. Akses Internet | 6. Lembar Kerja |

E. TARGET PESERTA DIDIK

Peserta didik regular/typical: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

F. MODEL PEMBELAJARAN

blended learning melalui model pembelajaran dengan menggunakan Project Based Learning (PBL) terintegrasi pembelajaran berdiferensiasi berbasis *Social Emotional Learning* (SEL).

KOMPETENSI INTI

A. TUJUAN PEMBELAJARAN

Peserta didik mampu memahami pengertian, fungsi secara social dan unsur kebahasaan text report terkait topik lingkungan fisik dan social masyarakat. Mampu menganalisis beberapa text. Serta peserta didik mampu menganalisis beberapa contoh texts report sesuai dengan konteks tujuan yang hendak dicapai.

Fase E: Elemen *Menulis-Mempresentasikan*

Pada ahir fase E peserta didik membuat perencanaan, menulis, mengulas dan menguang berbagai jenis typee teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dala bentuk cetak dan digital.

B. PEMAHAMAN BERMAKNA

- Reading comprehension is the ability to process written text, understand its meaning, and integrate it with what the reader already knows.
- Retelling is a short, consistent routine that students can use to remember, organize, and summarize a text. With this retelling, students practice important comprehension skills, including: identifying key details, understanding the structure of the text.

- Report text is text that provides information about something as it is. This is the result of systematic observations and analyses. A factual report is used as a way to better understand a living or non-living subject.

C. PERTANYAAN PEMANTIK

- What do you know about reading comprehension? What are the 5 types of reading comprehension?
- What do you think about the text of the report? What does the text of the report say?
- What do you know about the retelling strategy?
- What is retelling in reading comprehension?

D. KEGIATAN PEMBELAJARAN

PERTEMUAN KE-1

Kegiatan Pendahuluan (10 menit)

- Pendidik memberi salam, menyapa peserta (menanyakan kabar, mengecek kehadiran dan kesiapan peserta didik)
- Salah satu peserta didik memimpin doa dilanjutkan penegasan pendik tentang pentingnya berdo'a sebelum memulai kegiatan dalam rangka menanamkan keikinan yang kuat terhadap Tuhan yang Maha Esa
- Peserta didik dan pendidik melakukan tanya jawab mengenai kegiatan hari ini.
- Peserta didik menyampaikan hal-hal penting yang akan didapatkan dalam pertemuan pembelajaran hari ini bagi kehidupan sehari-hari

Kegiatan Inti (90 menit)

Exercise 1

- Peneliti memberikan pertanyaan untuk menstimulus pengetahuan peserta didik. What do you know about reading comprehension?
- Peserta didik menyimak sebuah video text of the report.
- Peneliti mendorong peserta didik untuk mencatat hal-hal penting dalam video materi.
- Peserta didik melakukan diskusi dari hasil pengamatan peserta didik didalam video materials text report dengan menanyakan apa yang sudah di tangkap dari video yang sudah di tampilkan.
- Peneliti mengapresiasi peserta didik yang telah memaparkan pemahamannya tentang materi.

Merencanakan Project


- Peserta didik diminta untuk mengerjakan soal multiple choice berjumlah 30 soal dalam waktu 45 menit.
- Setelah selesai mereka mengumpulkan soal-soal yang sudah diisi jawaban masing-masing.

Kegiatan Penutup (10 menit)

- Siswa dan peneliti menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/firmatif asesmen, dan refleksi peneliti untuk mengetahui ketercapaian process pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Peneliti mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdo'a.

PERTEMUN KE-2

Kegiatan Pendahuluan (10 menit)

- Do'a, absense, menyampaikan tujuan pembelajaran, dan menyampaikan hasil test
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3)  betnalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti (90 menit)

Memonitor kemajuan penyelesaian test

- Peserta didik diberi kesempatan untuk bertanya mengenai kesulitan dalam mengerjakan soal
- Peneliti memberikan semangat kepada peserta didik bahwa mereka pasti bisa menyelesaikan soal.

Mengevaluasi and refleksi proses

- Peneliti memberikan kesempatan peserta didik untuk mengevaluasi tentang apa yang mereka pahami selama pembelajaran dan test.
- Peneliti memberikan kesempatan peserta didik untuk menyampaikan opini mereka selama mengerjakan soal termasuk (pengalaman, dan kesulitan yang mereka alami)

Kegiatan Penutup (10 menit)

- Siswa dan peneliti menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi peneliti untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.

- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Peneliti mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi untuk tetap semangat belajar dan diakhiri dengan do'a.

PERTEMUAN KE-3

Kegiatan Pendahuluan (10 menit)

- Doa; abscess; menenampakan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran.
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan Profil Pelajar Pancasila; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) betnalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti (90 menit)

- Peneliti menyampaikan pada peserta didik untuk mencari sebuah tex laporan di google dengan memperhatikan konteks dan tujuan penulisan.
- Peneliti meminta peserta didik untuk maju satu persatu ke depan kelas untuk mempresentasikan report text yang mereka dapatkan dari google dan dengan menggunakan retelling strategy
- Kemudian peneliti meminta peserta didik untuk memikirkan dan mencari tahu tentang fakta-fakta mengenai topik.
- Peneliti juga meminta peserta didik agar membedakan topik yang mereka bahas.

Kegiatan Penutup (10 menit)

- Siswa dan peneliti menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi peneliti untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Peneliti mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi untuk tetap semangat belajar dan diakhiri dengan do'a.

Appendix 2: Cycle test

The following text is for questions 1 to 5.

The giraffe is the tallest animal in the world. Its weight is approximately 1360 pounds, and the height can vary from 4.8 to 5.5 meters. The giraffe has a special trademark. They have two small horns on their heads and a very long neck. Giraffes have huge earthy eyes and are protected by thick and long eyebrows. Her body is covered with a remarkable specimen, joined by earth-coloured patches all over her body.

Like camels, giraffes can go quite a long time without drinking, on the basis that giraffes can depend on the water contained in the leaves they eat. Giraffes choose their food very carefully. They always eat young leaves growing on the tops of trees. Their blade-shaped tongue helps them cut extremely hard branches.

At the age of five, female giraffes can become pregnant, and the gestation period is 15 months. As a rule, female giraffes bear one cub, and in some cases two cubs at once. Giraffes give birth while standing. From a height of 1.5 meters, they drop the baby to the ground just before it is born. After birth, a baby giraffe can stand for about 20 minutes and start suckling within an hour.

1. What is the text above?
 - A. Report text
 - B. Description
 - C. Narrative text
 - D. fake
2. The text tells us about
 - A. giraffe reproduction
 - B. strange animals
 - C. The tallest animal
 - D. baby giraffe
3. Unique characteristic of the giraffe?
 - A. Two horns on the head
 - B. Their long neck
 - C. brown spot
 - D. Their food
4. Was the second paragraph mostly discussed?
 - A. giraffe food
 - B. giraffe characteristic
 - C. giraffe life
 - D. giraffe reproduction
5. The word "it" in the third paragraph means?
 - A. Neck
 - B. Horn
 - C. baby giraffe
 - D. Food

The following text is for questions 6 to 8.

Perhaps the strangest-looking animal is the anteater. Their long head and nose appear to be cylinders, and they have no teeth.

Their front paws are the main places of power for exceptionally equipped with highly curved hooks, with which they tear open the webs of insects and termites, and then, when the bugs run out, use their long sticky tongues to lick them with incredible speed.

True insectivores are hunted down in the swamps and woodlands of Focala and South America. Textured insectivores, or pangolins, are hunted in Africa and tropical Asia.

Although they actually belong to other groups of animals, a number of other insect-eating animals are sometimes referred to as anteaters.

One of them is a bear insect that lives in the fields of South and Central Africa. He has long erect ears, but short unpolished hooks, a practically bare tail, and is yellow-brown in color. Its teeth are smaller than those of real ants.

6. The text tells us...
 - A. A story about anteaters.
 - B. Anteaters report.
 - C. Anteater discussion.
 - D. Description of anteaters.
7. From the above passage, we can deduce that...
 - A. All ants are friends of other insects.
 - B. Ants live in disgusting places.
 - C. Ants are classified as predators.
 - D. Ants belong to the order of insects.
8. What is a bear ant?
 - A. The animal has long erect ears and small teeth.
 - B. The animal looks like a pangolin.
 - C. The animal does not have a sticky tongue
 - D. The animal does not like to eat ants.

The following text is for questions 9 to 12.

Residents of Pangkal Penang can now enjoy a well-known theme park comparable to those in Jakarta and Bandung. Bhayangkara Park of Pangkal Pinang Bangka Belitung, also known as Babel Bhay Park, is the name of this brand new theme park.

Babel Bhai Park is located near the Bangka Belitung provincial administration building. To be more specific, it is next to the Bangka Belitung Region Police Headquarters. The area of the recreational zone is being leased for a year and the contract may be extended for public needs. The office complex looks and feels better thanks to this park.

This park has some unique photo spots where you can relax and take pictures for your social media accounts. These items are named in light of the divisions in Polda Kepulauan Bangka Belitung. Dirlantas Polda Babel Traffic Park, Sarpras Polda Babel Hobbit House, Brimob Polda Babel Bird Park, Ditreskrimsus Polda Babel Outdoor Playground and many other parks.

There is also a unique photo zone, a jogging track around the lake and a cafe decorated with containers. Various activities can be offered to visitors. Children can learn a lot in this park. There they can play and learn the rules of the road.

9. People will be interested to visit this place because of...
 - A. Letters from Babel Bhai Park.
 - B. Educational place for children.
 - C. Unique theme park.
 - D. Cafe decoration.
10. The theme park takes its name from...
 - A. Attractions of parks.
 - B. The place is next to the police headquarters.
 - C. Voting in social networks.
 - D. Names of police departments.
11. What exercises can visitors do in the park?
 - A. Jogging
 - B. Bowling
 - C. Diving
 - D. Swimming
12. “.....the contract may be extended for public needs.”
The underlined word has the closest meaning to...
 - A. Increased
 - B. extended
 - C. elongated
 - D. Rectified

The following text is for questions 13 to 15.

Paddlefish is the common name for a ray-finned fish. An elongated, paddle-shaped nose describes it with tiny antennae, a huge mouth with fine teeth, and along the gill rakers.

The plankton-eating American paddlefish (*Polyodon spathula*) and the fish-eating Chinese paddlefish (*Psephurus Gladius*) are the only extant representatives of these fish.

Sharks and paddlefish are not closely related. However, they have skeletons and heterocercal tail fins with deeply forked forks that resemble sharks.

Paddlefish provides significant financial, environmental and taste qualities. Paddlefish and sturgeon have been used to produce caviar (caviar), which is called caviar, in the last century. Paddlefish and sturgeon are the two main types of freshwater caviar.

Their special shape and huge size also add to the enjoyment of people, including sport fishing. However, the paddlefish population has declined significantly, among other things, as a result of exploitation and habitat change.

13. After reading the text, it is expected that readers ...
 - A. Use paddlefish.
 - B. Sell and buy paddlefish.
 - C. Paddlefish are bred in aquariums.
 - D. Save the paddlefish from extinction.
14. We know from the text that the paddlefish...
 - A. have a general shape.
 - B. Have a small and long mouth.
 - C. Skeletons are like sharks.
 - D. Mainly exploited for meat.

15. Why is the paddlefish population declining?
- They are predators.
 - They are difficult to swallow.
 - People are destroying their habitat.
 - People use them for commercial purposes.

The next test is for questions 16 to 17.

In 1987, UNESCO declared the Great Wall of China one of the greatest wonders of the world and a World Heritage Site. Like a great mythical serpent, the Peerless Wall spans deserts, fields, mountains, and levels, stretching some 8,851.8 kilometers (5,500 miles) from east to west of China. Some sites that have been here for more than two thousand years are now destroyed or disappeared. Despite this, its architectural splendor and historical significance still make it one of the most popular tourist destinations worldwide.

The longest structure ever built is the Great Wall of China. It was raised entirely by hand. The main part of the wall has a length of about 3460 kilometers. One of the greatest segments of the incomparable wall on Mount Badaling near Beijing rises to about 11 meters. At the base, this section has a width of about 7.5 meters, and at its peak - almost 6 meters. Viewing platforms are located at a distance of 90 to 180 meters along the wall.

16. We know from the text that the Great Wall is...
- Located in southeast China
 - Built with high technology
 - Built Without Technology
 - The longest structure in the world
17. What makes people come to the Great Wall?
- Its highest and longest stretches
 - Its longest structure ever built
 - Its deserts, meadows, mountains and plateaus
 - Its architectural grandeur and historical significance.
18. Why did the writer write the text?
- To define the Great Wall of China
 - Criticize the Great Wall of China
 - Describe the Great Wall of China
 - In honor of the Great Wall of China

The next test is for questions 19 to 20.

Ladies and gentlemen, take the life jacket that's under your seat in case of an emergency. Put the vest over your head and then attach the ribbons around your belly. The jacket must not be inflated until you have left the aircraft. The cover will naturally expand by pulling on the string, however, if not, you can blow on the chip to make it swell. A light is attached to the jacket to attract attention. The life jacket should only be removed in an emergency.

The use of televisions, AM and FM radios and tape recorders, players and any mobile phones on board is restricted as they interfere with correspondence and navigation. We hope that your flight will be pleasant.

19. Where is the life jacket located?
- Overhead
 - around the waist
 - Outside the plane
 - In the back of the seat
20. What can interfere with the operation of the navigation system?
- Table
 - Cell phones
 - Life vest
 - attached light
21. What is the purpose of the text?
- Inform readers about the function of the life jacket.
 - Describe a way to save lives with a life jacket.
 - Tell readers about the rules of safe flight
 - Explain the process of evacuating people during a disaster
22. "...because they interfere with the communication and navigation system...".
The underlined word is close in meaning to...
- Change
 - Destroy
 - stimulate
 - Bother

The next test is for questions 23 to 24.

The platypus is a semi-aquatic mammal endemic to eastern and northern Australia, including Tasmania. This is one of the five extreme types of monobass. The only mammal that lays eggs and does not give birth to live young. The body and wide, flat tail of these animals are covered with thick brown fur that holds the clutch, including the ear, to keep the animals warm. He uses his tail to tell stories. He has webbed feet and a large net for robbers. These are species that are closer to ducks than to any known mammal. Weight varies considerably from 0.7 to 2.4 kg, with males being larger than females. The total length of the male averages 50 cm, while the female is about 45 cm. The average temperature of the platypus is 32 degrees Celsius, and not 37 degrees Celsius, as in placental mammals.

23. What animal is the monologue talking about?
- Octopus
 - Platypus
 - Hippopotamus
 - mosquitoes
24. How much does the Platypus weigh?
- 0.7-2.4 kg
 - 0.7-2.5 kg
 - 0.7-2.6 kg
 - 0.7-2.7 kg

The next test is for questions 25 to 26.

A polar bear is a bear that lives in the Arctic Ocean and its surrounding seas. An adult male weighs about four hundred to six hundred and eighty kilograms, while an adult

female is about half that. Although closely related to the brown bear, it has paws that occupy a narrow ecological niche with many bony characteristics adapted to low temperatures, locomotion on snow, ice, open water, and seal hunting, which make up a large part of its diet. Although most polar bears are born on land, they spend most of their time at sea, hence its name meaning "sea bear", and they can only hunt constantly from the ice. Spends most of the year in the frozen sea.

25. How much does an adult male bear weigh?
- 400-480 kg
 - 400-680 kg
 - 400-780 kg
 - 400-800 kg
26. Where did the animal live?
- In the Indian Ocean
 - In the Pacific
 - In the North Atlantic Ocean
 - In the Arctic Ocean

The next test is for questions 27 to 30.

Mosquitoes are small insects belonging to the Diptera order and the Culicidae family. The word "mosquito" comes from Spanish, which means "little fly". Mosquitoes are easy to distinguish from other insects due to their thin, segmented body, three pairs of thin legs, and one pair of wings. It also has elongated mouthparts to sip aquatic algae or the blood of adult females.

The life cycle of a mosquito includes the egg, larva, pupa and adult stages. The adult female lays her eggs on the surface of the water. The eggs hatch into larvae that feed on organic material and aquatic algae. The larvae turn into pupae and the pupae turn into adult mosquitoes. Each stage lasts about 5 days, depending on the environment.

Adult females have a proboscis that helps them feed on blood during the breeding stage. Blood supplies protein and iron, which are important for egg production. During a bite, a mosquito transfers its saliva to the host. This saliva often causes an itchy rash. In many cases, mosquito saliva also carries pathogens to the host.

27. Which statement is correct based on the text above?
- Mosquitoes are small
 - The word mosquito comes from English
 - Mosquitoes are not insects
 - Adult female mosquitoes do not feed on blood.
28. What is the main idea of paragraph 3?
- Mosquito life cycle
 - The pathogen can be transmitted through mosquito bites
 - Mosquitoes are easy to spot
 - Adult females lay eggs
29. What is a synonym for the word "feed"?
- Mosquito life cycle
 - The pathogen can be transmitted through mosquito bites
 - Mosquitoes are easy to spot
 - Adult females lay eggs
30. Based on the above text, the following statement is true, except that...

- A. Adult females feed on fatty procedural eggs.
- B. The life cycle of mosquitoes consists of eggs, larvae, pupae and adult stages.
- C. Mosquitoes, saliva can transmit the pathogen
- D. Adult females do not need iron and protein for eggs.



Appendix 3: Observation results


Observation sheets for supervising teachers

Class: X.6

Subject: English

No	Indicators	Yes	No
1.	The students listen and pay attention to the researcher's explanation	✓	
2.	The student's can identify the information of the text has been given	✓	
3.	The students actively participate in teaching learning activities		✓
4.	The students can make a question related to the text given		✓
5.	The student active in learning process	✓	
6.	The students can interact with the researcher during the discussion		✓
7.	The students ask question if they do not understand	✓	

Guru Mata Pelajaran


Nadaa Nisriina Harmanita, S. Pd

Mahasiswa Peneliti


Belladona Annisa Reva


Observation sheets for supervising teachers

Class: X.6


Subject: English

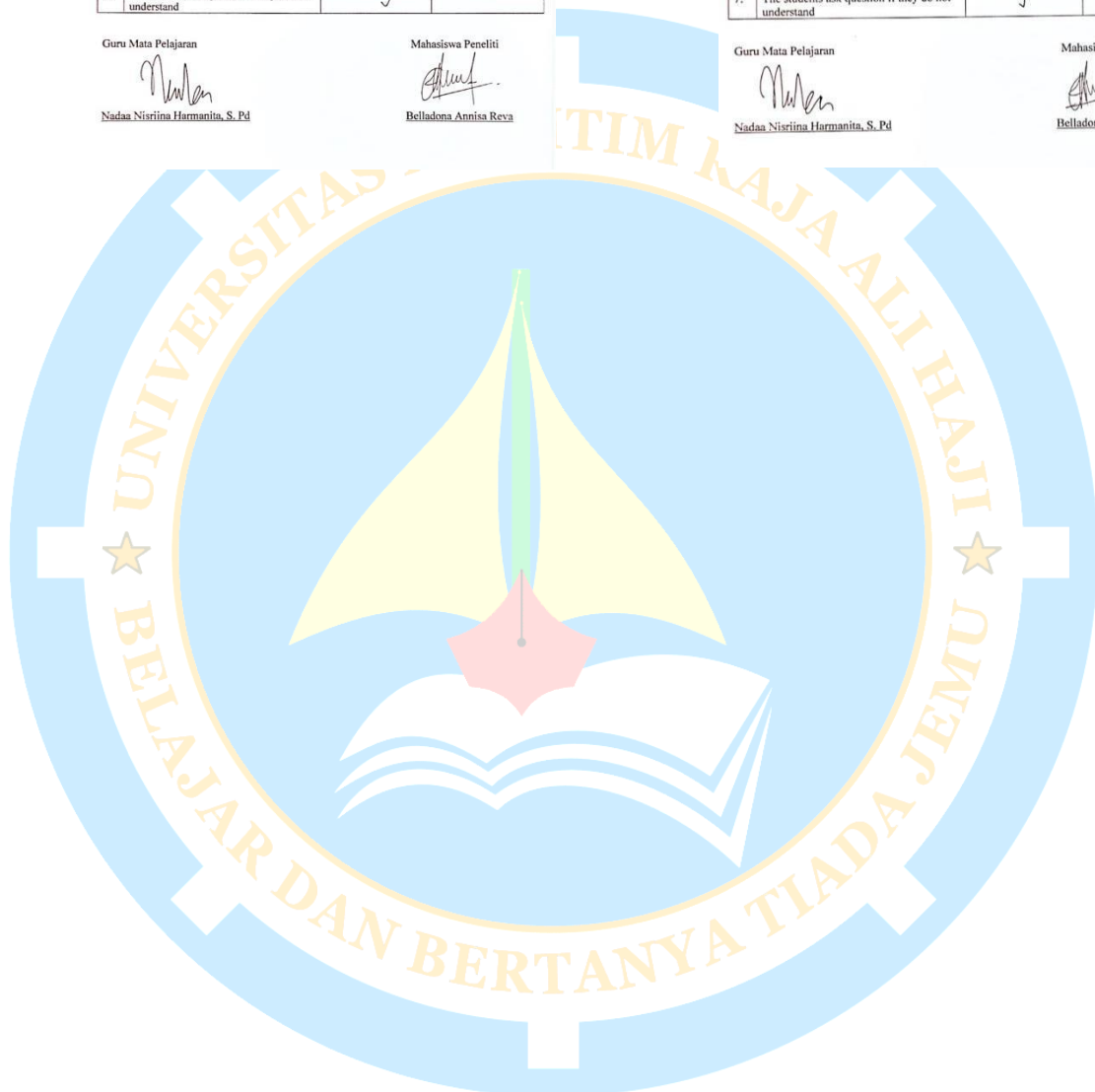
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4.	The students can make a question related to the text given	✓	
5.	The student active in learning process	✓	
6.	The students can interact with the researcher during the discussion	✓	
7.	The students ask question if they do not understand	✓	

Guru Mata Pelajaran


Nadaa Nisriina Harmanita, S. Pd

Mahasiswa Peneliti


Belladona Annisa Reva



Appendix 4: Test results cycle 1

PRE-TEST CYCLE 1

NAME: Ferdinand ID: 46

CLASS: 10A

The following text is for questions 1 to 5.

The giraffe is the highest animal in the world. Its height can reach 4.6 to 5.5 meters and its weight is about 1260 pounds. Giraffes have unique characteristics. They have a very long neck and two small horns on its head. Giraffes have big brown eyes and are protected by thick and long eyelashes. Her body is covered with a unique pattern that is attached by brown spots all over their body.

Just like animals, giraffes can survive without drinking for a long time because giraffes can rely on the water contained in the leaves they eat. Giraffes are very selective in choosing food. They always eat young leaves that grow in the tree tops. Their tongue shaped like a hair helps them to get branches that are very hard.

Female giraffes can start pregnant at the age of five years, with a gestation period of 15 months. Commonly female giraffes bear one baby, but sometimes two babies at once. Giraffes bear their baby in a standing position. When the baby is about to be born, they drop it to the ground from a 1.5 meter height. A baby giraffe can stand for about 20 minutes after being born, and begin breastfeeding within an hour of birth.

1. What kind of text is above?
 A. Report text
 B. Descriptive text
 C. Narrative text
 D. Spoof

2. The text tells us about?
 A. Giraffe's reproduction
 B. The giraffe animals
 C. The highest animal
 D. Baby giraffe

3. The unique characteristic of a giraffe is?
 A. Two horns on its head
 B. Their long neck
 C. Brown spots
 D. Their food

4. The second paragraph mainly discussed?
 A. Giraffe's food
 B. Giraffe's characteristic
 C. Giraffe's life
 D. Giraffe's reproduction

5. The word "or" in the third paragraph refers to?
 A. Neck
 B. Horn
 C. Baby giraffe
 D. Food

The following text is for questions 6 to 8.

Ant-eaters are perhaps the most curious-looking animals. Their long head and snout look like tubes and they have no teeth.

Their front legs are very strong and armed with heavily curved claws with which they break open the nests of ants and termites and, when the insects rush out, use their long, sticky tongues to lick them up at great speed.

True ant-eaters are found in the swamps and forests of Central and South America. Scaly ant-eaters, or pangolins, are found in Africa and tropical Asia.

Various other insect-eating animals are sometimes called ant-eaters, although they really belong to other groups of animals.

One of them is the ant-bear, which lives on the plains of South and Central Africa. This has long, erect ears but short blunt claws, an almost hairless tail, yellow-brown in color. Unlike the true ant-eater, it has small teeth.

6. The text tells us...
 A. the story of ant-eaters
 B. the report of ant-eaters
 C. the discussion of ant-eaters
 D. the description of ant-eaters

7. From the passage above, we can conclude that...
 A. ants are friends of other insects
 B. ants are classified as predators
 C. ants belong to the insect group
 D. What is the ant-bear?

8. The animal has long, erect ears and small teeth.
 A. The animal looks like a pangolin
 B. The animal has no sticky tongue
 C. The animal does not like to eat ants

The following text is for questions 9 to 12.

This day the people of Pangkal Pinyau can enjoy an iconic theme park like those in other big cities, such as Bandung and Jakarta. This new theme park is known as Widyadukera Park of Pangkal Pinyau Bangka Belitung or Habel Hany Park.

Habel Hany Park is located near the administration office complex of Bangka Belitung Province. To be precise, it sits beside the Police Force headquarters of Iliria's Belitong region. The area of the park is only rented for a year and the contract will possibly be extended for public needs. This park makes the office complex become more attractive and beautiful.

This park has several places to relax and take pictures for your social media with several unique themes. These themes are named based on the divisions in Polda Kepulauan Bangka Belitung. They are Traffic Park from Dirlantas Polda Habel, Habel House from Supranas Polda Habel, Habel Park from Binnas Polda Habel, Outdoor Playground from Ditroknasas Polda Habel, and many other parks.

There are also a jogging track around the lake, unique photo spots, and a cafe made of containers as decorations. Visitors may have several activities there. This park can be an educational place for children. They can play and learn about traffic regulations there.

9. People will be interested to visit the place because of...
 A. the letters of Habel Hany Park
 B. the education place for children
 C. the unique theme park
 D. the decoration of the cafe

10. The theme park gets their names from
 A. the attractions the park have

The location near the police headquarters
 C. the social media voting
 D. the names of the police divisions

11. What activities can visitors do in the park?
 A. jogging
 B. Bowling
 C. Diving
 D. Swimming

12. "...the contract will possibly be extended for public need"
 A. The underlined word has the closest meaning to...
 B. widened
 C. lengthened
 D. straightened

The following text is for questions 13 to 15.

Paddlefish is the common name for ray-finned fish. An elongated, paddle-like snout characterizes it with minute barbels, a large mouth with minute teeth, and strong gill rakers.

There are only two modern species of these fish, i.e. the plankton-feeding American paddlefish (*Polyodon spathula*) and the piscivorous Chinese paddlefish (*Psephurus gladius*).

Paddlefish are not closely related to sharks. However, they have several body parts resembling sharks, such as their skeletons and deeply forked heterocercal tail fins.

Paddlefish provide important economic, ecological, and aesthetic values. During the last century, paddlefish and sturgeon have been commercially exploited for their eggs (roe) called caviar. Paddlefish and sturgeon are two of the most important fish for freshwater caviar.

Their unique shapes and large sizes also add to the joy of visitors for humans, including sport fishing. However, exploitation and habitat changes, among other factors, have significantly reduced the paddlefish population.

13. After reading the text, it is expected that the reader...
 A. consume paddlefish
 B. sell and buy paddlefish
 C. breed paddlefish in aquariums
 D. preserve paddlefish from extinction

14. From the text we know that paddlefish...
 A. have a common shape
 B. have a small and long mouth
 C. have similar skeletons as sharks
 D. are mostly exploited for its meat

15. Why does the population of paddlefish decrease?
 A. They are predators.
 B. They are difficult to breed.
 C. People destroy their habitats.
 D. People commercially exploit them.

The following text is for questions 16 to 17.

The Great Wall, one of the greatest wonders of the world, was listed as a World Heritage by UNESCO in 1987. Just like a gigantic dragon, the Great Wall winds up and down across deserts, grasslands, mountains and plateaus, stretching approximately 8,831.8 kilometers (5,500 miles) from east to west of China. With a history of more than 2000 years, some of the sections are now in ruins or have disappeared. However, it is still one of the most appealing attractions all around the world owing to its architectural grandeur and historical significance.

Great Wall of China is the longest structure ever built. It was erected entirely by hand. The main part of the wall is about 3,460 kilometers long. One of the highest sections of the Great Wall, on Mount Badaling, near Beijing, rises to about 11 meters high. This section is about 7.5 meters wide at its base and nearly 6 meters at the top. Watchtowers stand about 90 to 180 meters apart along the wall.

16. We know from the text that Great Wall is...
 A. Located in southeast China
 B. Built by using high technology
 C. Built without using technology
 D. The longest construction in the world

17. What makes people attracted to come to Great Wall?
 A. Its highest and long sections
 B. Its longest structure ever built
 C. Its deserts, grasslands, mountains and plateaus
 D. Its architectural grandeur and historical significance

18. Why did the writer write the text?
 A. To identify Great Wall of China
 B. To criticize Great Wall of China
 C. To describe of Great Wall of China
 D. To compliment Great Wall of China

The following text is for questions 19 to 21.

Lifeset and Goggles, in case of emergency, take the life jacket which is located under your seat. Put the life jacket over your head and then fasten the jacket tapes around your waist. Do not inflate the jacket until you left the aircraft. The jacket will be automatically inflated by pulling a cord, but if not, you can blow into the clip to inflate it. A light is attached to the jacket for attracting attention. The life jacket should be removed only in case of emergency.

The use of TV set, AM and FM radios and radio cassette recorder, walkman, and any mobile phones are prohibited as long as they interfere the communication and navigational systems. We wish you an enjoyable flight.

19. Where is the life jacket located?
 A. Over the head
 B. Around the waist
 C. Outside the aircraft
 D. In the back of the seat

20. What can interfere the navigational systems?
 A. Table
 B. Mobile phones
 C. The life jacket
 D. The attached light

21. What is the purpose of the text?
 A. To inform the readers about the function of a life jacket
 B. To describe the way how to save lives using a life jacket
 C. To tell the readers about the safe flight instructions
 D. To explain the process of life evacuation during the disaster

22. "...so they interfere the communication and navigational systems."
 A. Change
 B. Destroy
 C. Stimulate

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 A. Change
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 C. Stimulate

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13. After reading the text, it is expected that the reader...
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 C. breed paddlefish in aquariums
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14. From the text we know that paddlefish...
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The use of TV set, AM and FM radios and radio cassette recorder, walkman, and any mobile phones are prohibited as long as they interfere the communication and navigational systems. We wish you an enjoyable flight.

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 A. Table
 B. Mobile phones
 C. The life jacket
 D. The attached light

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 C. To tell the readers about the safe flight instructions
 D. To explain the process of life evacuation during the disaster

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 A. Change
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One of them is the ant-bear, which lives on the plains of South and Central Africa. This has long, erect ears but short blunt claws, an almost hairless tail, yellow-brown in color. Unlike the true ant-eater, it has small teeth.

6. The text tells us...
 A. the story of ant-eaters
 B. the report of ant-eaters
 C. the discussion of ant-eaters
 D. the description of ant-eaters

7. From the passage above, we can conclude that...
 A. ants are friends of other insects
 B. ants live in disgusting places
 C. ants are classified as predators
 D. ants belong to the insect group

8. The animal has long, erect ears and small teeth.
 A. The animal looks like a pangolin
 B. The animal has no sticky tongue
 C. The animal does not like to eat ants

The following text is for questions 9 to 12.

This day the people of Pangkal Pinyau can enjoy an iconic theme park like those in other big cities, such as Bandung and Jakarta. This new theme park is known as Widyadukera Park of Pangkal Pinyau Bangka Belitung or Habel Hany Park.

Habel Hany Park is located near the administration office complex of Bangka Belitung Province. To be precise, it sits beside the Police Force headquarters of Iliria's Belitong region. The area of the park is only rented for a year and the contract will possibly be extended for public needs. This park makes the office complex become more attractive and beautiful.

This park has several places to relax and take pictures for your social media with several unique themes. These themes are named based on the divisions in Polda Kepulauan Bangka Belitung. They are Traffic Park from Dirlantas Polda Habel, Habel House from Supranas Polda Habel, Habel Park from Binnas Polda Habel, Outdoor Playground from Ditroknasas Polda Habel, and many other parks.

There are also a jogging track around the lake, unique photo spots, and a cafe made of containers as decorations. Visitors may have several activities there. This park can be an educational place for children. They can play and learn about traffic regulations there.

9. People will be interested to visit the place because of...
 A. the letters of Habel Hany Park
 B. the education place for children
 C. the unique theme park
 D. the decoration of the cafe

10. The theme park gets their names from
 A. the attractions the park have

grow into pupae and the pupae change into adult mosquitoes. Each stage lasts around 5 days, depending on the environment.

Adult females have proboscis that help them feed on blood for their breeding stages. Blood supplies protein and iron which are important to produce eggs. During the bite, mosquito transfers its saliva to the host. This saliva often causes itchy rash. In many cases, mosquito's saliva also transfers pathogens to the host.

27. Which statement is true based on the text above?
 A. Mosquitoes are small.
 B. The word mosquito is derived from English.
 C. Mosquitoes are not insects.
 D. Adult female mosquitoes do not feed on blood.

28. What is the main idea of paragraph 3?
 A. Life cycle of mosquito.
 B. Mosquito bites can transfer pathogen.
 C. Mosquitoes are easily distinguished.
 D. Adult females produce eggs.

29. What is the synonym of word "feed on"?
 A. Life cycle of mosquito.
 B. Mosquito bites can transfer pathogen.
 C. Mosquitoes are easily distinguished.
 D. Adult females produce eggs.

30. Based on the text, mosquitoes are interesting organisms to read, except...
 A. Adult females feed on blood to produce eggs.
 B. Mosquitoes' life cycle consist of egg, larva, pupa, and adult stages.
 C. Mosquito, saliva can transfer pathogen.
 D. Adult females do not need iron and protein for their eggs.

grow into pupae and the pupae change into adult mosquitoes. Each stage lasts around 5 days, depending on the environment.

Adult females have proboscis that help them feed on blood for their breeding stages. Blood supplies protein and iron which are important to produce eggs. During the bite, mosquito transfers its saliva to the host. This saliva often causes itchy rash. In many cases, mosquito's saliva also transfers pathogens to the host.

27. Which statement is true based on the text above?
 A. Mosquitoes are small.
 B. The word mosquito is derived from English.
 C. Mosquitoes are not insects.
 D. Adult female mosquitoes do not feed on blood.

28. What is the main idea of paragraph 3?
 A. Life cycle of mosquito.
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 C. Mosquitoes are easily distinguished.
 D. Adult females produce eggs.

29. What is the synonym of word "feed on"?
 A. Life cycle of mosquito.
 B. Mosquito bites can transfer pathogen.
 C. Mosquito, saliva can transfer pathogen.
 D. Adult females produce eggs.

30. Based on the text, mosquitoes are interesting organisms to read, except...
 A. Adult females feed on blood to produce eggs.
 B. Mosquitoes' life cycle consist of egg, larva, pupa, and adult stages.
 C. Mosquito, saliva can transfer pathogen.
 D. Adult females do not need iron and protein for their eggs.

D. Dumbo

The following text is for questions 21 to 24

The platypus is a semi-aquatic mammal endemic to East to North Australia, including Tasmania. It is one of the few extant species of monotremes. The only mammal that lays eggs instead of giving birth to live young. The body and the broad flat tail of these animals are covered with dense brown fur, that traps a lot of insulating air to keep the animals warm. It uses its tail for storing fat. It has webbed feet and the large eel-like tail. There are species that are found in those of ditches, then to those who know mammals. Weight varies considerably from 0.7 to 2.4 kg with males being larger than females. And male average 50 cm total length while the female average approximately 45 cm. The platypus has an average temperature of 32 degrees Celsius rather than 37 degrees Celsius that is typical of the placental mammals.

21. What animal is being describe in the monologue?
 A. Octopus
 B. Platypus
 C. Hippopotamus
 D. Mosquito

24. How much does the Platypus weight?
 A. 0.7-2.4 kg
 B. 0.7-2.5 kg
 C. 0.7-2.0 kg
 D. 0.7-2.7 kg

The following text is for questions 25 to 26

The polar bear is a bear native to the Arctic Ocean and its surrounding seas. An adult male weighs about four hundred to six hundred and eighty kilograms, while an adult female is about half that size. Although it is closely related to the brown bear, it has genes to occupy a narrow ecological niche with many bony characteristics adapted to live in the snowy areas. For moving across the snow, ice, open water, and for hunting seals which make up most of its diet. Although most of polar bears are born on land, it spends most of its time at sea, hence its name meaning "stone bear" and can hunt consistently only from sea ice. It spends much of the year on frozen ice.

25. What does the adult male bear weigh?
 A. 400-480 kg
 B. 400-490 kg
 C. 400-700 kg
 D. 400-800 kg

26. Where did the animal live?
 A. In the Indian Ocean
 B. In Pacific Ocean
 C. In the North Atlantic Ocean
 D. In the Arctic Ocean

The following text is for questions 27 to 30

Mosquitoes are small insects belong to order Diptera and Culicidae family. The word "mosquito" is derived from Spanish that means little fly. Mosquitoes are easily distinguished from other insects due to their slender segmented body, three pairs of thin legs, and one pair of wings. It also has elongated mouthparts to sip aquatic algae or blood for adult females.

The life cycle of a mosquito includes egg stage, larva, pupa, and adult. Adult female lays eggs on water surface. The eggs hatch into larvae that feed on organic material and aquatic algae. The larvae

B. the location near the power transformer

C. the social media voting

D. if a review of the public decision

11. What exercise can visitors do in the park?
 A. Jogging
 B. Hiking
 C. Diving
 D. Swimming

12. ...the contact will possibly be extended for public use."
 The underlined word has the closest meaning to...
 A. enlarged
 B. widened
 C. lengthened
 D. strengthened

The following text is for questions 13 to 15

Paddlefish is the common name for ray-finned fish. An elongated, paddle-like most characteristic is with immense beak, a large mouth with minute teeth, and along gill rakers.

There are only two modern species of this fish, i.e. the plankton-feeding American paddlefish (*Polyodon spathula*) and the freshwater Chinese paddlefish (*Psephurus gladius*).

Paddlefish are not closely related to sharks. However, they have several body parts resembling sharks, such as their skeletons and deeply forked heterocercal tail fins.

Paddlefish provide important economic, ecological, and aesthetic values. During the last century, paddlefish and sturgeon have been commercially exploited for their eggs (roe) called caviar. However, exploitation and habitat changes, among other factors, have significantly reduced the paddlefish population.

13. After reading the text, it is expected that the reader:
 A. consume paddlefish.
 B. sell and buy paddlefish.
 C. breed paddlefish in aquarium.
 D. preserve paddlefish from extinction.

14. From the text we know that paddlefish:
 A. have a common shape.
 B. have a small and long mouth.
 C. have similar skeletons as sharks.
 D. are mostly exploited for its meat.

15. Why does the population of paddlefish decrease?
 A. They are predators.
 B. They are difficult to breed.
 C. People destroy their habitats.
 D. People commercially exploit them.

The following text is for questions 16 to 17

The Great Wall, one of the greatest wonders of the world, was listed as a World Heritage by UNESCO in 1987. Just like a gigantic dragon, the Great Wall winds up and down across deserts, grasslands, mountains and plateaus, stretching approximately 8,851 kilometers (5,500 miles) from east to west of China. With a history of more than 2000 years, some of the sections are now in ruins or

PRE-TEST CYCLE

NAME : Rizal Rizal

CLASS : X.A

The following text is for questions 1 to 5

The giraffe is the highest animal in the world. Its height can reach 4.8 to 5.5 meters and its weight is about 1360 pounds. Giraffe has unique characteristic. They have a very long necks and two small horns on its head. Giraffes have big brown eyes and are protected by thick and long eyelashes. Her body is covered with a unique pattern that is attached by brown spots all over their body.

Just like camels, giraffes can survive without drinking for a long time because giraffes can rely on the water contained in the leaves they eat. Giraffes are very selective in choosing food. They always eat that are very hard.

Female giraffes can start pregnant at the age of five years, with a gestation period of 15 months. Commonly female giraffes bear one baby, but sometimes two babies at once. Giraffes bear their baby high. A baby giraffe can stand for about 20 minutes after being born, and begin breastfeeding within an hour of birth.

1. What kind of text is above?
 A. Report text
 B. Descriptive text
 C. Narrative text
 D. Spoof

2. The text tells us about?
 A. Giraffe's reproduction
 B. The strange animals
 C. The highest animal
 D. Baby giraffe

3. The unique characteristic of a giraffe is?
 A. Two horns on its head
 B. Their long neck
 C. Brown spot
 D. Their food

4. The second paragraph mainly discussed?
 A. Giraffe's food
 B. Giraffe's characteristic
 C. Giraffe's life
 D. Giraffe's reproduction

5. The word "it" in the third paragraph refers to?
 A. Neck
 B. Horn
 C. Baby giraffe
 D. Food

The following text is for questions 6 to 8

Ant-eaters are perhaps the most curious-looking animals. Their long head and snout look like noses, and they have no teeth.

D. Dumbo

The following text is for questions 21 to 24

The platypus is a semi-aquatic mammal endemic to East to North Australia, including Tasmania. It is one of the few extant species of monotremes. The only mammal that lays eggs instead of giving birth to live young. The body and the broad flat tail of these animals are covered with dense brown fur, that traps a lot of insulating air to keep the animals warm. It uses its tail for storing fat. It has webbed feet and the large eel-like tail. There are species that are found in those of ditches, then to those who know mammals. Weight varies considerably from 0.7 to 2.4 kg with males being larger than females. And male average 50 cm total length while the female average approximately 45 cm. The platypus has an average temperature of 32 degrees Celsius rather than 37 degrees Celsius that is typical of the placental mammals.

21. What animal is being describe in the monologue?
 A. Octopus
 B. Platypus
 C. Hippopotamus
 D. Mosquito

24. How much does the Platypus weight?
 A. 0.7-2.4 kg
 B. 0.7-2.5 kg
 C. 0.7-2.0 kg
 D. 0.7-2.7 kg

The following text is for questions 25 to 26

The polar bear is a bear native to the Arctic Ocean and its surrounding seas. An adult male weighs about four hundred to six hundred and eighty kilograms, while an adult female is about half that size. Although it is closely related to the brown bear, it has genes to occupy a narrow ecological niche with many bony characteristics adapted to live in the snowy areas. For moving across the snow, ice, open water, and for hunting seals which make up most of its diet. Although most of polar bears are born on land, it spends most of its time at sea, hence its name meaning "stone bear" and can hunt consistently only from sea ice. It spends much of the year on frozen ice.

25. What does the adult male bear weigh?
 A. 400-480 kg
 B. 400-490 kg
 C. 400-700 kg
 D. 400-800 kg

26. Where did the animal live?
 A. In the Indian Ocean
 B. In Pacific Ocean
 C. In the North Atlantic Ocean
 D. In the Arctic Ocean

The following text is for questions 27 to 30

Mosquitoes are small insects belong to order Diptera and Culicidae family. The word "mosquito" is derived from Spanish that means little fly. Mosquitoes are easily distinguished from other insects due to their slender segmented body, three pairs of thin legs, and one pair of wings. It also has elongated mouthparts to sip aquatic algae or blood for adult females.

The life cycle of a mosquito includes egg stage, larva, pupa, and adult. Adult female lays eggs on water surface. The eggs hatch into larvae that feed on organic material and aquatic algae. The larvae

grow into pupae and the pupae change into adult mosquitoes. Each stage lasts around 5 days, depending on the environment.

Adult females have a proboscis that helps them feed on blood for their breeding stages. Blood supplies protein and iron which are important to produce eggs. During the later, mosquito's proboscis is adapted to cut into the host. This allows them to access their target. In some cases, mosquito's saliva also transfers pathogens to the host.

27. Which statement is true based on the text above?
 A. Mosquitoes are small.
 B. The word *proboscis* is derived from English.
 C. Mosquitoes are not insects.
 D. Adult female mosquitoes do not feed on blood.

28. What is the main idea of paragraph 3?
 A. Life cycle of mosquito.
 B. Mosquitoes have six transfer pathogens.
 C. Mosquitoes are easily distinguished.
 D. Adult female mosquito eggs.

29. What is the synonym of word "feed on"?
 A. Life cycle of mosquito.
 B. Mosquitoes have six transfer pathogens.
 C. Mosquitoes are easily distinguished.
 D. Adult female mosquito eggs.

30. Mosquitoes use saliva to cut into animals, use something sometimes to sting, change adult females feed on blood to produce eggs.
 A. Mosquitoes' life cycle consist of eggs, larva, pupa, and adult stages.
 B. Mosquitoes, saliva can transfer pathogens.
 C. Mosquitoes, saliva can transfer pathogens.
 D. Adult females do not feed from and promote for their eggs.

Their front legs are very strong and armed with heavily curved claws with which they break open the rest of ants and termites and then, when the insects push out, use their long, sticky tongues to lick them up at great speed.

Two ant-cats are found in the swamps and forests of Central and South America. Scaly ant-cats, or pangolins, are found in Africa and tropical Asia.

Various other insect-eating animals are sometimes called ant-eaters, although they really belong to other groups of mammals.

One of them is the anteater, which lives on the plains of South and Central Africa. It has long, erect ears but short blunt claws, an almost featureless, yellow-brown in color. Unlike the true ant-eater, it has small teeth.

31. The text tells us...
 A. The story of ant-eaters.
 B. The report of ant-eaters.
 C. The description of ant-eaters.
 D. The description of ant-eaters.

32. From the passage above, we can conclude that...
 A. all ants are friends of other insects.
 B. ants live in disgusting places.
 C. ants are classified as predators.
 D. ants belong to the insect group.

33. What is the ant-bear?
 A. The animal has long, erect ears and small teeth.
 B. The animal look like a pangolin.
 C. The animal has no sticky tongue.
 D. The animal does not like to eat ants.

The following text is for questions 9 to 12.

This day the people of Pangkal Pening can enjoy an iconic theme park like those in other big cities, such as Bandung and Jakarta. This new theme park is known as Bhayangkara Park of Pangkal Pening Bangka Belitung or Babal Bby Park.

Babal Bby Park is located near the administration office complex of Bangka Belitung Province. To be precise, it sits beside the Police Force headquarters of Bangka Belitung region. The area of the park, the office complex becomes more attractive and beautiful.

This park has several places to relax and take pictures for your social media with several unique themes. These themes are based based on the divisions in Polda Kepulauan Bangka Belitung. They are: Traffic Park from Detachment Polda Babal, Hobba House from Satuan Polda Babal, Buzul Park from Brigade Polda Babal, Outdoor Playground from Direktorat Polda Babal, and many other parks.

There are also a jogging track around the lake, a unique photo spot, and a cafe made of containers as a children. They can play and learn about traffic regulations there.

34. People will be interested to visit the place because of...
 A. the education place for children.
 B. the unique theme park.
 C. the decoration of the cafe.
 D. the decoration of the cafe.

35. The theme park gets their names from...
 A. the attractions the parks have.

PRE-TEST CYCLE 1
 NAME: (VICWA)
 CLASS: IX. 4

The following text is for questions 1 to 5.

The giraffe is the highest animal on the world. Its height can reach 4.8 to 5.5 meters and its weight is about 1360 pounds. Giraffes has unique characteristics. They have a very long neck and two small horns on its head. Giraffes have big brown eyes and are protected by thick and long eyelashes. Her body is covered with a unique pattern that is attached by brown spots all over their body.

Just like camels, giraffes can survive without drinking for a long time because giraffes can rely on the water contained in the leaves they eat. Giraffes are very selective in choosing food. They always eat young leaves that grow in the tree tops. Their tongue shaped like a knife help them to eat branches that are very hard.

Female giraffes can start pregnant at the age of five years, with a gestation period of 15 months. Commonly female giraffes bear one baby, but sometimes two babies at once. Giraffes bear their baby in a standing position. When the baby is about to be born, they sleep on the ground for a 1.5-meter height. A baby giraffe can stand for about 20 minutes after being born, and begins breastfeeding within an hour of birth.

1. What kind of text is above?
 A. Report text
 B. Descriptive text
 C. Narrative text
 D. Spoof

2. The text tells us about...
 A. Giraffe's reproduction
 B. The strange animals
 C. The highest animal
 D. Baby giraffe

3. The unique characteristics of a giraffe is...
 A. Two horns on its head
 B. Their long neck
 C. Brown spot
 D. Their food

4. The second paragraph mainly discussed...
 A. Giraffe's food
 B. Giraffe's characteristic
 C. Giraffe's life
 D. Giraffe's reproduction

5. The word "it" in the third paragraph refers to...
 A. Neck
 B. Horn
 C. Baby giraffe
 D. Food

The following text is for questions 6 to 8.

Ant-eaters are perhaps the most curious-looking animals. Their long head and insect look like tubes, and they have no teeth.

have disappeared. However, it is still one of the most appealing attractions all around the world owing to its architectural grandeur and historical significance.

Great Wall of China is the longest structure ever built. It was created entirely by hand. The main part of the wall is about 3,600 kilometers long. One of the highest sections of the Great Wall, on Liaoning Badaling, now being, stands to about 10 meters high. This section is about 7.5 meters wide as its base and nearly 6 meters at the top. Watchtowers stand about 90 to 180 meters apart along the wall.

16. We know from the text that Great Wall is...
 A. Located in southeast China
 B. Built by using high technology
 C. Built without using technology
 D. The longest construction in the world

17. What makes people attracted to come to Great Wall?
 A. Its highest and long section
 B. Its longest structure ever built
 C. Its towers, guardposts, watchtowers and platforms
 D. Its architectural grandeur and historical significance

18. Why did the writer write the text?
 A. To identify Great Wall of China
 B. To criticize Great Wall of China
 C. To describe Great Wall of China
 D. To compliment Great Wall of China

The following text is for questions 19 to 20.

Ladies and Gentlemen, in case of emergency, take the life jacket which is located under your seat. Put the life jacket over your head and then secure the jacket tapes around your waist. Do not surface the jacket until you left the aircraft. The jacket will be automatically inflated by pulling a cord, but if not, you can blow into the clip to inflate it. A light is attached to the jacket for attracting attention. The life jacket should be removed only in case of emergency.

The use of TV set, AM and FM radios and radio cassette recorder, walkman, and any mobile phones are prohibited on board as they interfere the communication and navigational system. We wish you an enjoyable flight.

19. Where is the life jacket located?
 A. Over the head
 B. Around the waist
 C. Outside the aircraft
 D. In the back of the seat

20. How can you inflate the life jacket?
 A. Table
 B. Mobile phones
 C. The life jacket
 D. The attached light

21. What is the purpose of the text?
 A. To inform the readers about the function of a life jacket
 B. To describe the way how to use items using a life jacket
 C. To tell the readers about the safety flight instructions
 D. To explain the process of life evacuation during the disaster

22. ... as they interfere the communication and navigational system.
 A. Change
 B. Disturb
 C. Stimulate

Disturb

The following text is for questions 23 to 24.

The platypus is a semi-aquatic mammal endemic to East to North Australia, including Tasmania. It is one of the five extant species of monotremes. The only mammal that lays eggs instead of giving birth to live young. The body and the broad flat tail of these animals are covered with dense brown fur, that traps a layer of including air to keep the animals warm. It uses its tail for staying afloat. It has webbed feet and the large lobbery's feet. These species that are closer to those of ducks, than to those any known mammals. Weight varies considerably from 0.7 to 2.4 kg with males being larger than females. And male averages 50 cm total length while the female average approximately 45 cm. The platypus has an average temperature of 32 degrees Celsius rather than 37 degrees Celsius that is typical of the placental mammals.

23. What animal is being describe in the monologue?
 A. Ostrich
 B. Platypus
 C. Hippopotamus
 D. Alligator

24. How much does the Platypus weight?
 A. 0.7-2.4 kg
 B. 0.7-2.5 kg
 C. 0.7-2.6 kg
 D. 0.7-2.7 kg

The following text is for questions 25 to 26.

The polar bear is a bear native to the Arctic Ocean and its surrounding seas. An adult male weighs about four hundred to six hundred and sixty kilograms, while an adult female is about half that size. Although it is closely related to the brown bear, it has grown to occupy a narrow ecological niche with many heavy characteristics adapted to the cold temperatures. Its moving across the snow, ice, open water, and for hunting seals which make up most of its diet. Although most of polar bears are born continuously only from sea ice. It spends much of the year on frozen sea.

25. What does the adult male bear weigh?
 A. 400-480 kg
 B. 400-580 kg
 C. 400-780 kg
 D. 400-800 kg

26. Where did the animal live?
 A. In the Indian Ocean
 B. In Pacific Ocean
 C. In the North Atlantic Ocean
 D. In the Arctic Ocean

The following text is for questions 27 to 30.

Monotremes are small insects belong to order Diptera and Culicidae family. The word "mosquito" is derived from Spanish that means little fly. Mosquitoes are easily distinguished from other insects due to their slender segmented body, three pairs of legs, and one pair of wings. It also has elongated mouthparts to sip, separate algae or blood for adult females.

The life cycle of a mosquito includes egg stage, larva, pupa, and adult. Adult female lays eggs on water surface. The eggs hatch into larvae that feed on organic material and aquatic algae. The larvae



Appendix 4: Test results cycle II

PRE-TEST CYCLE I

NAME : Rizky Naphelis 100

CLASS : X6

The following text is for questions 1 to 5.

The giraffe is the highest animal in the world. Its height can reach 4.8 to 5.5 meters and its weight is about 1360 pounds. Giraffes has unique characteristics. They have a very long necks and two small horns on its head. Giraffes have big brown eyes and are protected by thick and long eyelashes. Her body is covered with a unique pattern that is attached by brown spots all over their body.

Just like camels, giraffes can survive without drinking for a long time because giraffes can rely on the water contained in the leaves they eat. Giraffes are very selective in choosing food. They always eat young leaves that grow in the tree tops. Their tongue sloped like a knife help them to cut branches that are very hard.

Female giraffes can start pregnant at the age of five years, with a gestation period of 15 months. Commonly female giraffes bear one baby, but sometimes two babies at once. Giraffes bear their baby in a standing position. When the baby is about to be born, they drop it to the ground from a 1.5 meter height. A baby giraffe can stand for about 20 minutes after being born, and begin breastfeeding within an hour of birth.

1. What kind of text is above?
 - A. Report text
 - B. Descriptive text
 - C. Narrative text
 - D. Spoof
2. The text tells us about?
 - A. Giraffes reproduction
 - B. The strange animals
 - C. The highest animal
 - D. Baby giraffe
3. The unique characteristic of a giraffe is?
 - A. Two horns on its head
 - B. Their long neck
 - C. Brown spot
 - D. Their food
4. The second paragraph mainly discussed?
 - A. Giraffes food
 - B. Giraffes characteristic
 - C. Giraffes life
 - D. Giraffes reproduction
5. The word "it" in the third paragraph refers to?
 - A. Neck
 - B. Horn
 - C. Baby giraffe
 - D. Food

The following text is for questions 6 to 8.

Ant-eaters are perhaps the most curious-looking animals. Their long head and snout look like tubes, and they have no teeth.

Their front legs are very strong and armed with heavily curved claws with which they break open the nests of ants and termites and then, when the insects rush out, use their long, sticky tongue to lick them up at great speed.

True ant-eaters are found in the swamps and forests of Central and South America. Scaly ant-eaters, or pangolins, are found in Africa and tropical Asia.

Various other insect-eating animals are sometimes called ant-eaters, although they really belong to other groups of animals.

One of them is the ant-bear, which lives on the plains of South and Central Africa. This has long, erect ears but short blunt claws, an almost hairless tail, yellow-brown in color. Unlike the true ant-eaters, it has small teeth.

6. The text tells us ...
 - A. the story of ant-eaters.
 - B. the report of ant-eaters.
 - C. the discussion of ant-eaters.
 - D. the description of ant-eaters.
7. From the passage above, we can conclude that ...
 - A. all ants are friends of other insects.
 - B. ants live in disgusting places.
 - C. ants are classified as predators.
 - D. ants belong to the insect group.
8. What is the ant-bear?
 - A. The animal has long, erect ears and small teeth.
 - B. The animal looks like a pangolin.
 - C. The animal has no sticky tongue.
 - D. The animal does not like to eat ants.

The following text is for questions 9 to 12.

This day the people of Pangkal Pinang can enjoy an scenic theme park like those in other big cities, such as Bandung and Jakarta. This new theme park is known as Hibijangkara Park of Pangkal Pinang Bangka Belitung or Hibel Hiday Park.

Hibel Hiday Park is located near the administration office complex of Bangka Belitung Province. To be precise, it sits beside the Police Force headquarters of Bangka Belitung region. The area of the park is only rented for a year and the contract will possibly be extended for public needs. This park makes the office complex become more attractive and beautiful.

This park has several places to relax and take pictures for your social media with several unique themes. Those themes are named based on the divisions in Polda Kepulauan Bangka Belitung. They are Traffic Park, Outdoor Playground from Dineskrumun Polda Habel, Bird Park from Binobob Polda Habel, and Outdoor Playground from Dineskrumun Polda Habel, and many other parks.

There are also a jogging track around the lake, unique photo spots, and a safe made of consumer as decorations. Visitors may have several activities there. This park can be an educational place for children. They can play and learn about traffic regulations there.

9. People will be interested to visit the place because of ...
 - A. the letters of Hibel Hiday Park.
 - B. the education place for children
 - C. the unique theme park.
 - D. the decoration of the cafe.
10. The theme park gets their names from ...
 - A. the attractions the parks have.

B. the location near the police headquarters.

C. the social media voting.

D. the names of the police division.

11. What exercise can visitors do in the park?
 - A. Jogging
 - B. Biking
 - C. Diving
 - D. Swimming
12. "... the contract will possibly be extended for public need."
 - A. enlarged
 - B. widened
 - C. lengthened
 - D. straightened

The following text is for questions 13 to 15.

Paddlefish is the common name for ray-finned fish. An elongated, paddle-like snout characterizes it with minute barbels, a large mouth with minute teeth, and along gill rakers.

There are only two modern species of these fish, i.e. the plankton-feeding American paddlefish (*Polyodon spathula*) and the piscivorous Chinese paddlefish (*Psephurus gladius*).

Paddlefish are not closely related to sharks. However, they have several body parts resembling sharks, such as their skeletons and deeply forked heterocercal tail fins.

Paddlefish provide important economic, ecological, and aesthetic values. During the last century, paddlefish and sturgeon have been commercially exploited for their eggs (roe) called caviar. Paddlefish and sturgeon are two of the most important fish for freshwater caviar.

Their unique shapes and large sizes also add to the joy of name for humans, including sport fishing. However, exploitation and habitat changes, among other factors, have significantly reduced the paddlefish population.

13. After reading the text, it is expected that the reader ...
 - A. consume paddlefish.
 - B. sell and buy paddlefish.
 - C. breed paddlefish in aquariums.
 - D. preserve paddlefish from extinction.
14. From the text we know that paddlefish ...
 - A. have a common shape.
 - B. have a small and long mouth.
 - C. have similar skeletons as sharks.
 - D. are mostly exploited for its meat.
15. Why does the population of paddlefish decrease?
 - A. They are predators.
 - B. They are difficult to breed.
 - C. People destroy their habitats.
 - D. People commercially exploit them.

The following text is for questions 16 to 17.

The Great Wall, one of the greatest wonders of the world, was listed as a World Heritage by UNESCO in 1987. Just like a gigantic dragon, the Great Wall winds up and down across deserts, grasslands, mountains and plateaus, stretching approximately 8,851.8 kilometers (5,500 miles) from east to west of China. With a history of more than 2000 years, some of the sections are now in ruins on

have disappeared. However, it is still one of the most appealing attractions all around the world owing to its architectural grandeur and historical significance.

Great Wall of China is the longest structure ever built. It was erected entirely by hand. The main part of the wall is about 3,460 kilometers long. One of the highest sections of the Great Wall, on Mount Badaling, near Beijing, rises to about 11 meters high. This section is about 7.5 meters wide at its base and nearly 6 meters at the top. Watchtowers stand about 90 to 180 meters apart along the wall.

16. We know from the text that Great Wall is ...
 - A. Located in southeast china
 - B. Built by using high technology
 - C. Built without using technology
 - D. The longest construction in the world
17. What makes people attracted to come to Great Wall?
 - A. Its highest and long sections
 - B. Its longest structure ever built
 - C. Its deserts, grasslands, mountains and plateaus
 - D. Its architectural grandeur and historical significance
18. Why did the writer write the text?
 - A. To identify Great Wall of China
 - B. To criticize Great Wall of China
 - C. To describe of Great Wall of China
 - D. To compliment Great Wall of China

The following text is for questions 19 to 20.

Ladies and Gentlemen, in case of emergency, take the life jacket which is located under your seat. Put the life jacket over your head and then fasten the jacket tapes around your waist. Do not inflate the jacket until you left the aircraft. The jacket will be automatically inflated by pulling a cord, but if not, you can blow into the ship to inflate it. A light is attached to the jacket for attracting attention. The life jacket should be removed only in case of emergency.

The use of TV set, AM and FM radios and radio cassettes recorders, walkman, and any mobile phones are prohibited on board as they interfere the communication and navigational system. We wish you an enjoyable flight.

19. Where is the life jacket located?
 - A. Over the head
 - B. Around the waist
 - C. Outside the aircraft
 - D. In the back of the seat
20. What can interfere the navigational system?
 - A. Table
 - B. Mobile phones
 - C. The life jacket
 - D. The attached light
21. What is the purpose of the text?
 - A. To inform the readers about the function of a life jacket.
 - B. To describe the way how to save lives using a life jacket
 - C. To tell the readers about the safe flight instructions
 - D. To explain the process of life evacuation during the disaster as they interfere the communication and navigational system.
22. The underlined word is similar meaning with ...
 - A. Change
 - B. Distract
 - C. Stimulate

D. Distract

The following text is for questions 23 to 24.

The platypus is a semi-aquatic mammal endemic to East to North Australia, including Tasmania. It is one of the five extreme species of mono-dreams. The only mammal that lays eggs instead of giving birth to live young. The body and the broad flat tail of these animals are covered with dense brown hair to live young. The body and the broad flat tail of these animals are covered with dense brown hair to live young. It has fur, that traps a lay including ear to keep the animals warm. It uses its tail for store joy fat. It has fur, that traps a lay including ear to keep the animals warm. It uses its tail for store joy fat. It has fur, that traps a lay including ear to keep the animals warm. It uses its tail for store joy fat.

The platypus has an average temperature of 32 degrees Celsius rather than 37 degrees Celsius that is typical of the placental mammals.

23. What animal is being describe in the monologue?
 - A. Octopus
 - B. Platypus
 - C. Hippotamus
 - D. Mosquito
24. How much does the Platypus weight?
 - A. 0.7-2.4 kg
 - B. 0.7-2.5 kg
 - C. 0.7-2.6 kg
 - D. 0.7-2.7 kg

The following text is for questions 25 to 26.

The polar bear is a bear native to the Arctic Ocean and its surrounding seas. An adult male weighs about four hundred to six hundred and eighty kilograms, while an adult female is about half that size. Although it is closely related to the brown bear, it has paws to occupy a narrow ecological niche with many bony characteristics adapted to for cold temperatures, for moving across the snow, ice, open water, and for hunting seals which make up most of its diet. Although most of polar bears are born on land, it spends most of its time at sea, hence its name meaning maritime bear, and can hunt consistently only from sea ice. It spends much of the year on frozen sea.

25. What does the adult male bear weigh?
 - A. 400-480 kg
 - B. 400-680 kg
 - C. 400-780 kg
 - D. 400-800 kg
26. Where did the animal live?
 - A. In the Indian Ocean
 - B. In Pacific Ocean
 - C. In the North Atlantic Ocean
 - D. In the Arctic Ocean

The following text is for questions 27 to 30.

Mosquitoes are small insects belong to order Diptera and Culicidae family. The word "mosquito" is derived from Spanish that means little fly. Mosquitoes are easily distinguished from other insects due to their slender segmented body, three pairs of thin legs, and one pair of wings. It also has elongated mouthparts to sip aquatic algae or blood for adult females.

The life cycle of a mosquito includes egg stage, larva, pupa, and adult. Adult female lays eggs on water surface. The eggs hatch into larvae that feed on organic material and aquatic algae. The larvae

grow into pupae and the pupae change into adult mosquitoes. Each stage lasts around 5 days, depending on the environment.

Adult females have proboscis that help them feed on blood for their breeding stages. Blood supplies protein and iron which are important to produce eggs. During the bite, mosquito transfers its saliva to the host. This saliva often causes itchy rash. In many cases, mosquito's saliva also transfers pathogens to the host.

27. Which statement is true based on the text above?
 - A. Mosquitoes are small
 - B. The word mosquito is derived from English
 - C. Mosquitoes are not insects.
 - D. Adult female mosquitoes do not feed on blood
28. What is the main idea of paragraph 3?
 - A. Life cycle of mosquito
 - B. Mosquito bites can transfer pathogen
 - C. Mosquitoes are easily distinguished
 - D. Mosquitoes are easily distinguished
29. What is the synonym of word "feed on"?
 - A. Life cycle of mosquito
 - B. Mosquito bites can transfer pathogen
 - C. Mosquitoes are easily distinguished
 - D. Adult females produce eggs
30. Based on the text above, use following statement is true, except ...
 - A. Adult females feed on blood to produce eggs
 - B. Mosquitoes' life cycle consist of egg, larva, pupa, and adult stages
 - C. Mosquitoes, saliva can transfer pathogen
 - D. Adult females do not need iron and protein for their eggs

Appendix 5: Research certificate



PEMERINTAH PROVINSI KEPULAUAN RIAU DINAS PENDIDIKAN

SMA NEGERI 1 TANJUNGPINANG

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Pendidikan

Telah menyetujui pelaksanaan penelitian di SMA Negeri 1 Tanjungpinang dari tanggal 16 Maret s.d 13 April 2023, dengan judul **“Improving Students Reading Comprehension by Using Retelling Strategy at Grade X of SMAN 1 Tanjungpinang.”**

Demikian Surat Keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Tanjungpinang, 08 Mei 2023

Kepala Sekolah



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