THE EFFECT OF AUDITORY, INTELLECTUALLY, AND REPETITION (AIR) MODEL ON STUDENTS' READING COMPREHENSION AT ELEVENTH GRADE OF SMAN 8 SOUTH BENGKULU

THESIS

Submitted as a partial requirement for the degree of *Sarjana Pendidikan* (S.Pd) in English Education Study Program Tarbiyah and Tadris Faculty Fatmawati Sukarno State Islamic University of Bengkulu

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"There is nothing more beautiful than patience, sincerity and gratitude"

(Vesi Putri Adini)

DEDICATION

Bismillahirrahmanirrahim

In the name of Allah the beneficent and the merciful, the final project is dedicated to:

- ➢ Allah SWT and Prophet Muhammad SAW
- ➢ My beloved parents, My father (Abdurahman), my mother (Nini Harma Tuti) and my brother (Heru-Al Gozi). Thank you for the love, prayers, time, and support that you give me. I love you to the moon and back.
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PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "The Effect of Auditory, Intellectually, And Repetition (Air) Model on Students' Reading Comprehension at Eleventh Grade of SMAN 8 South Bengkulu" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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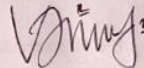NIP 197007011999031002   NIM 1811230041

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ABSTRACT

Vesi Putri Adini. (2022). "The Effect of Auditory, Intellectually, And Repetition (Air) Model on Students' Reading Comprehension at Eleventh Grade of SMAN 8 South Bengkulu". Thesis English Education Study Program, Tarbiyah And Tadris Faculty, States Universitas Islam Fatmawati Sukarno Bengkulu.

Advisors: 1. Riswanto, Ph.D   2. Zelvia Liska Afriani, M.Pd

The purpose of this study was to determine whether there was an effect of the Auditory, Intellectually, And Repetition (Air) Model on Reading Comprehension in understanding the explanation text. This study used a Quasi-Experimental research design. In this study, the sample size was 48 students, including 24 students in the experimental class (XI IPS 2) and 24 students in the control class (XI IPS 1) at SMAN 8 South Bengkulu taken by purposive sampling. The experimental class has given the treatment using the Auditory, Intellectually, And Repetition AIR Model, while the control class did not use the AIR Model. The researchers collect data by administering tests twice, namely a pretest and a post-test. Prior to administering the post-test, the researcher administered four treatments in the experimental and control classrooms using different teaching models. The instrument employed in this study was a set of 20 valid multiple-choice questions. The data from the pre-test and post-test were examined using the t-test. The learning outcomes were as follows: First, the experimental class's mean score was 37,29, whereas the control class was 40,83. And for the post-test

findings reveal that the experimental class has an average value of 81.25 while the control class has an average value of 70.42. Second, the sample score of the independent T-test shows the significant value (2 tailed) is 0,000 <0.05. In other words, Ho was rejected and Ha was accepted. In brief, Auditory, Intellectually, And Repetition (AIR) Model can be one of effective ways in teaching reading for eleventh grade students.

Keywords: Reading Comprehension, Auditory, Intellectually, And Repetition (Air) Model, Explanation Text.

ABSTRAK

Vesi Putri Adini. (2022). "Pengaruh Model Pembelajaran Auditory, Intellectually, Dan Repetition (AIR) Terhadap Pemahaman Membaca Siswa Kelas XI SMAN 8 Bengkulu Selatan". Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah Dan Tadris Universitas Islam Negeri Fatmawati Sukarno Bengkulu.

Tujuan penelitian ini adalah untuk mengetahui ada tidaknya pengaruh Model Auditory, Intellectually, And Repetition (AIR) terhadap Reading Comprehension dalam memahami teks eksplanasi. Penelitian ini menggunakan desain penelitian Quasi Eksperimental. Dalam penelitian ini besar sampelnya adalah 48 siswa yang terdiri dari 24 siswa kelas eksperimen (XI IPS 2) dan 24 siswa kelas kontrol (XI IPS 1) di SMAN 8 Bengkulu Selatan yang diambil secara purposive sampling. Kelas eksperimen diberikan perlakuan menggunakan Model AIR Auditory, Intellectually, dan Repetition, sedangkan kelas kontrol tidak menggunakan Model AIR. Peneliti mengumpulkan data dengan melakukan dua kali tes, yaitu pretest dan posttest. Sebelum memberikan post-test, peneliti memberikan empat perlakuan di kelas eksperimen dan kontrol dengan menggunakan model pengajaran yang berbeda. Instrumen yang digunakan dalam penelitian ini adalah 20 pertanyaan pilihan ganda yang valid. Data hasil pre-test dan post-test diperiksa menggunakan uji-t. Hasil belajar adalah sebagai berikut: Pertama, nilai rata-rata kelas eksperimen adalah 37,29, sedangkan kelas kontrol adalah 40,83. Dan untuk hasil post-test diketahui bahwa kelas eksperimen memiliki nilai rata-rata 81,25 sedangkan kelas

kontrol memiliki nilai rata-rata 70,42. Kedua, sample score dari independent T-test menunjukkan nilai signifikan (2 tailed) yaitu 0,000 < 0,05. Dengan kata lain, Ho ditolak dan Ha diterima. Singkatnya, Model Auditory, Intellectually, And Repetition (AIR) dapat menjadi salah satu cara yang efektif dalam pengajaran membaca untuk siswa kelas sebelas.

Kata kunci: Reading Comprehension, Auditory, Intellectually, And Repetition (AIR) Model, Explanation Text.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Students in English classes must be able to master four skills: speaking, listening, reading, and writing. Reading is one of the language skills that every individual must possess, and it has a significant impact on those who wish to learn something. Reading can provide a clearer explanation as well as a wealth of information, knowledge, and skill. Reading is a process to understand the meaning of writing and which needs attention as important matters relating to the information contained in the reading that is read because not all words in the reading are important things that must be remembered and understood (Fitri & Gani, 2020). The process of reading is to get information from the written text; from the writer to the reader. Reading entails more than just seeing words clearly, accurately pronouncing printed words, and grasping the meaning of isolated words. Reading needs both

thinking and feeling. Reading is more than just looking at and pronouncing words in a text; it is also about comprehending all of the text's components (Muslaini, 2017)

The reader and the text must interact in order to master reading comprehension. To grasp the author's point of view, the reader must decipher the meaning of the written words. Furthermore, reading is a vital activity in one's life because it allows one to keep up with current events and information. Reading is also important for developing our language skills (M.F Patel,2007)

Reading is all about comprehension (Tankersley, 2003). When listening, speaking, reading, and writing, comprehension needs to make sense of words. Good readers read with a goal in mind and use their prior experiences and expertise to decipher the material. Making connections is crucial to understanding. Reading comprehension is a two-way conversation between the reader and the author that takes place through the text. As said by Febriani H & Jono A.A. (2021) Reading without being able to comprehend the

material feels like a waste of time. According to this interpretation, comprehension is evidence of having read. Furthermore, comprehension does not occur as a result of reading. It's what you think about before, during, and after you read. The reader's abilities, knowledge, and experiences have an impact on the act of reading (Supono,2009). This statement also supported by (Munjid et al., 2018) is a challenging cognitive process that builds the text's meaning intentionally, thoughtfully, and with the help of the reader's prior understanding of the text. And the researcher focuses on the Explanation text. An explanation text is a text that explains the process of the occurrence or creation of natural phenomena, social or cultural. The explanation text's goal is to explain "why" and "how" phenomena occur. It is widely seen in science, geography, and history textbooks (Aritonang M S, 2018)

Improving the quality of learning is one way to improve the quality of education. As a basis for determining students' advantages and disadvantages, evaluations of learning

outcomes should be utilized to plan and implement learning activities that will improve student learning outcomes. Harmer (2007) A strategy is a course of action used by a teacher in order to achieve one or more of her teaching-learning objectives. The strategy may also be thought of as a basic direction that is set for the educational process in general terms. Readers that are successful grasp the materials they read by employing a range of reading methods. The more complicated the texts are, the greater the number of methods that are expected to be used. (Abidin M. J. A. & Riswanto, 2012). One of the strategies that can be applied is Auditory, Intellectually, and Repetition (AIR). The grand theory of Auditory, Intellectually, and Repetition (AIR) model was constructivism, which is based on the premise that students actively construct their own knowledge. Pieget (1971), Brunner (1973), and Vgotsky (1978) were the first to propose constructivism learning theory. (Manurung & Sagita, 2019)defines Learning by listening to oneself and others, talking to oneself, and exchanging ideas and concepts with

others are all examples of auditory learning in the context of existing learning. AIR learning models are a type of learning model that focuses on three aspects: (1) auditory, in which learners learn by listening; (2) intellectual, in which learners learn via thinking; and (3) repetition, in which learners learn in order to be effective. The Auditory, Intellectual, and Repetition (AIR) training model is comprised of three components. First, students must be taught to listen and to have the courage to speak their thoughts (auditory). Following that, students are taught to solve problems in a creative and intellectual manner (intellectual), and last, students are taught to recall the content that has been learned (repetition), resulting in the student becoming more active and creative.

In line, (Meier, 2000)Auditory learning entails talking and listening, whereas intellectual learning entails problem solving and reflection. Our auditory minds are more powerful than we think. Even when we aren't aware of it, our ears are constantly capturing and storing auditory

information. Several key parts of our cerebrum are active when we produce our own sounds by talking. Student involvement in problem solving activities, analyzing experiences, working on strategic planning, generating ideas creatively, searching and filtering information, finding questions to ask, creating mental models of ideas, creating personal meaning and predicting the implications of an idea will all help students develop aspects of intellectually in learning, it has been argued. So, the teacher must be able to stimulate, direct, maintain and increase the intensity of students' thinking processes for the sake of achieving maximum student learning motivation. Repetition aim of deepening and broadening the understanding of students who need to be trained through problem solving, assignments, and quizzes. Repetition in learning activities is meant so that students' knowledge is deeper, complemented by delivering questions in the form of practice assignments or quizzes (Suherman,2008). In the AIR Model learning, students are required to use their senses to understand something, are

required to think to solve problems, and quizzes or assignments that serve to recall the lessons that have been done. Thus, in this AIR model, students are needed to be independent, actively solve problems with discussion, read independently. However, in addition to its advantages, the Auditory, Intellectual, and Repetition model has a number of disadvantages, including the fact that it takes time, requires a resource-rich learning environment, and requires learners to be literate. As a result, if the teacher and students can collaborate in the process of learning, the advantages and disadvantages of the Auditory, Intellectual, and Repetition models will be effective in the learning process, and the students can get what they want from the learning process.

After the researcher held pre-observations at SMAN 8 South Bengkulu which means that the researcher get preliminary data, namely data collected by teachers, that students are required to study reading comprehension with some identified problems, the most common reading difficulties that students encounter, the first of which is

vocabulary, mastery of new vocabulary that is difficult to understand. Among the problems are technical vocabulary, super ordinates, synonyms, antonyms, and terms with numerous meanings, to name just a few. Because of a scarcity of terminology, students will have difficulty comprehending the book as a whole. For the effect, many students struggle with reading. They still lack reading ability and interest, as evidenced by trouble in comprehending the purpose of the text. When students are reading a novel, they frequently encounter difficulties. When students are assigned a novel to read, they are usually unable to complete it. They are only able to say a sign word and get no understanding from reading the book. Also because pronunciation in English and their original language are different, they get a great deal of difficulty reading. The second problem is unfamiliar texts, they are unable to comprehend it because they have no idea what is the topic of the text. Background knowledge is used by the student to incorporate information from a text into his prior knowledge. Furthermore, cultural

differences have an impact on reading comprehension. Reading difficulties are caused by students' lack of understanding of the other culture, an unfamiliar cultural context, cultural content knowledge, and vocabulary knowledge. The last problem is Students think learning English is difficult. Therefore, students do not have an interest in learning English further. They think learning English is boring with teacher centered learning methods and also not varied. This will almost certainly result in issues understanding the reading content, which may be due to a delay in mastering other basic English skills.

Based on the explanation above, the writer wants to apply the AIR model in improving students' ability in reading comprehension with the title **"The Effect of Auditory, Intellectually, And Repetition (Air) Model on Students' Reading Comprehension at Eleventh Grade of SMAN 8 South Bengkulu".**

B. Identification of the Problem

Based on the detailed description of the background above, the following are the problems faced by the teacher and continued by the students as follows:

1. Students have limited vocabulary and difficulty identifying new vocabulary

2. The students have difficulties getting information from the reading text (grammatical error, unfamiliar texts, and text difficulty level)

3. The applied method by the teacher is not productive and not effective

4. Students have low motivation in learning Reading Comprehension

C. Limitation of the Problem

Based on the research background above, the researchers will focus on the using Auditory, Intellectually, and Repetition (Air) method to improve reading comprehension at Eleventh Grade of SMAN 8 South Bengkulu.

D. Research Questions

Based on the research background above, the problem formulations of this will be:

1. Is there a significant effect of teaching Auditory, Intellectually, Repetition (Air) Model on Students' Reading Comprehension at Eleventh Grade of SMAN 8 South Bengkulu?

E. Research Objective

The objectives of this research will be as follow:

1. To investigate the significant effect of teaching Auditory, Intellectually, and Repetition (Air) Model on Students' Reading Comprehension at Eleventh Grade of SMAN 8 South Bengkulu?

F. Significance of the Research

This research hopefully will be used as the reference for the next researchers who intend to conduct studies related to this field. After that, the results of this study are expected to

contribute to the teaching and learning process of English, as follows:

1. Theoretical Contribution:

   In terms of the theoretical contribution, it is anticipated that the findings of this study would provide credence to the findings of earlier studies and the theory on the application of Auditory, Intellectually, and Repetition (AIR) Model on students' Reading Comprehension at Eleventh Grade of Senior High School.

2. Practical Contribution:

   a) For students

      This can motivate students to be enthusiastic about learning and easily understand learning materials about Reading Comprehension by the teacher in using Auditory, Intellectually, and Repetition (Air) Model.

b) For teachers

Teachers can provide effective strategies for teaching reading comprehension

c) For the next researcher

Hopefully, this research will help future scholars gain a better understanding of educational research. Aside from that, individuals can gain research experience that they can apply while dealing with others.

G. Operational Definition of Key Terms

Knowing these key terms makes this research easier for researchers and other readers to understand. The key terms associated with this research consist of reading comprehension and Auditory, Intellectually, and Repetition (Air) Model.

1. Reading comprehension

Reading comprehension is the capacity to comprehend and interpret information contained in a

text. If you don't comprehend what you're reading, it's a waste of time. They are inseparable and can't be apart from one another. These two verbs are interchangeable: to understand and to comprehend. It indicates that you should read. Comprehending what is being read and deducing the meaning from the text is the core of the reading process. (Pang et al., 2003)

2. Auditory, Intellectually, Repetition (AIR)

Auditory, Intellectually, and Repetition (AIR) learning models is a learning model that is concern in three aspects; first, auditory learn through listen, sec, intellectually, learn through think, and third, repetition, learn in order to be effective. According to (Manurung & Sagita, 2019) definition of auditory learning in the context of existing knowledge: it is learning through listening to one's own voice and that of others, talking to one's own voice, and explaining ideas and thoughts with other people.

CHAPTER II

LITERATURE REVIEW

This chapter delves into theories and reviews results that are relevant to research. The purpose of these reviews is to provide essential background information for the study. The literature reviews include all sources relevant to the study.

A. Concept Reading

1. Definition of Reading

Speaking, reading, listening, and writing are the four skills that should be mastered in order to effectively communicate in English. It cannot be argued the most important ability to have is reading. It is important to define reading in the context of reading instruction in order to avoid misunderstandings and erroneous interpretations of the definition of reading. It has been defined and evaluated in a variety of ways by a variety of experts. According to (Anggraini et al., 2020) Reading is one of the English language abilities that plays an

important part in assisting students in learning a foreign language. They can easily learn English by reading books or materials written in the language, which includes learning new vocabulary, idioms, phrases, etc. For this activity to help students improve their English, they must be working hard. In other words, reading activities can benefit children in a variety of ways, such as by providing them with information, enjoyment, and knowledge.

According to (Ismail H, 2017) Reading is a means of written language communication that takes the form of texts. It is the most effective way to learn about a variety of topics in life, such as science and technology. People can learn a lot of things by reading. For anyone who wants to learn whatever information is necessary, reading plays a crucial role and becomes a daily necessity. For those learning English as a second language, reading is an essential skill. For the majority of students, it is the most crucial skill to master in order to succeed in both learning English and any other subject where reading in English is

required. Students will advance and develop more in all other areas of learning with improved reading skills.

In higher education, reading becomes more important as a means of gaining knowledge. Reality reading is beneficial to readers because it aids in the assimilation and dissemination of information. Reading is the process of extracting a message from a text written in orthographic symbols by a writer. The writer encodes the message, and the reader decodes the message (Razali K & Razali I, 2013). Furthermore, reading is an important activity. Readers must understand what they are reading and what the words mean when they read a text. It will make it easier for the reader to grasp the text's main points, resulting in a successful reading activity.

Interaction between the reader and the text is required for mastering reading skills. To understand the writer's point of view, the reader must decode the meaning of the written words. According to (Qrqez & Rashid, 2017), Reading is the most significant activity in any language

class, not only as a source of information and a pleasurable pastime but also as a means of consolidating and expanding one's language skills. In order to construct meaning, readers must employ prior information while reading.

Other ESL skills are intertwined with reading. Furthermore (Zuhra, 2015) stated Reading will be best improved in conjunction with writing, listening, and speaking activities. Reading, in other words, has a positive impact on students' writing, listening, and speaking abilities, and it should be taught with the other three language skills. The students pick up some words while reading that they will utilize in writing or speaking. They can, for example, increase their vocabulary and enhance their writing skills by reading.

In addition (Tampubolon et al., 2022) stated reading is a tool for learning a language, communicating, and exchanging ideas. It is a complicated relationship between the text and the reader, just as in other languages.

Reading provides learners with a wealth of knowledge about the world around them and allows them to become involved in many sectors of life such as science, technology, commerce, politics, societal, and educational issues. Furthermore, reading skills may fascinate students because they are not only used for academic purposes, but also to renew their minds. In other words, reading is critical for students.

From the explanation above, the researcher concludes that reading is a two-way conversation between the reader and the text. Readers interact with the text automatically in order to extract the most important information. If the readers are focused to the reading process, it can help them comprehend the text more easily.

2. Definition of Reading Comprehension

According to (Pang et al., 2003), stated reading is about comprehending written texts. It entails both perceptions and cognition. It is also an interaction process

between the reader and the text that leads to text comprehension. A letter, words, phrases, and paragraphs are used to encode meaning in the text. Febriani H (2015) also add Reading comprehension is considered as the core for reading process. The reader makes use of their prior knowledge, abilities, and techniques in order to decipher the meaning. Reading is one of the skills that must be studied since it enables students to comprehend what the author is conveying to the reader. As a consequence, reading is one of the talents that must be mastered. This is in line with (Pang et al., 2003) The process of deriving meaning from connected text is known as comprehension. It includes both knowledges of vocabulary and thinking and reasoning. As a result, comprehension is an active one, not a passive process. This active participation includes the application of prior knowledge. It entails deducing meaning from a writer's words and expressions when communicating information, ideas, and points of view.

According to (Kissau & Hiller, 2013) The importance of reading comprehension abilities for students increases as they advance in their academic careers and the emphasis shifts from learning to read to reading to learn. Students' capacity for comprehension is a true cross-disciplinary competenc. In line, (Nurdiana & Amelia R, 2017)Reading comprehension is the process of getting meaning from written language and making up new meaning by interacting with it. We use the words "extracting" and "constructing" to show both how important the text is and how little it tells us about how well someone can read. Galda and Beach (2001) say that comprehension is made up of three parts:

a) The one performing the understanding (the reader).

b) the material to be understood

c) the action of which comprehension is a component

According to (Pang et al., 2003) The process of connecting existing knowledge to new information discovered in written texts is known as reading comprehension. Reading without comprehension is a waste of time(Febriani H & Jono A.A., 2021). They are intrinsically intertwined and can never be separated. It implies that reading comprehension is the essence of the reading process, since it entails deducing meaning from what is read and the context of the text. (Stroller, 2013)

Reading comprehension is an engaging process that occurs through the text as a transaction between both the reader and the author. Furthermore, comprehension is not something that occurs as a result of reading. It is the evaluation that actually occurs before, during, and after reading. The reader's talents, abilities, knowledge, and experiences all have an impact on the act of reading.

Reading, on the other hand, is comprehension. It signifies that they are not truly reading if they can read the words of a text but do not comprehend what they are

reading. The amount and ease with which readers grasp is determined by both internal and external factors. The reader, the reading activity, and the text are all important factors in reading comprehension (Nurdiana & Amelia R, 2017).

From some of the above understandings, the researcher concludes that Reading comprehension is an understanding process that occurs both before, during, and after reading to find meaning from a text, processing the information and then interpreting it appropriately.

3. **The purpose of Reading**

How you read is determined by the aim of your reading. You are not required to read each item on your reading list word for word from beginning to end. Depending on the 'goal' of your reading, skimming, scanning, and cautious, intentional reading are all abilities that can be utilized to reading academic books.

Reading serves a variety of academic goals, but just two are evident in the modern classroom. The first is

for recreational purposes. You'd think that leisure and academic reading would exist in separate realms, but they don't in the modern classroom. Making connections between what you already know and what you need to know is usually the major goal of your reading. Knowing why you're reading improves your odds of comprehending what you're reading. There are a variety of reasons why you might be reading a specific material.

a) Enjoyment and Pleasure

This is quite likely the most compelling argument to read anything. You selected the stuff with the intention of having fun. Reading amuses and even relaxes you. However, this will almost never be the aim of the reading you must do for your university studies.

b) Useful Information

The goal is to learn something that you can use or use in a real-life circumstance.

Laboratory manuals, computer manuals, instruction booklets, and recipe books are all examples of texts that you might consult for specialized information.

c) To acquire a general idea

The goal is to gain an overall idea of the subject, evaluate whether it is relevant, valuable, and current, and get a sense of how the author approaches the topic. When you:

1) are given a lengthy reading list for an assignment;

2) are conducting preliminary library research for an essay, tutorial, research report, or other similar assignment; or

3) need to determine which texts are most relevant or useful for your assignment, this is likely

to be the primary goal of your reading.

d) To track down particular data

Sometimes you know exactly what you're looking for but aren't sure where to look. You could be looking for:

1) a specific quotation

2) evidence to support a certain argument

3) information on a specific person or event d. a map

4) a diagram

5) a statistic or table of statistics, for example.

6) You may need to study multiple books or sites to get this type of knowledge. In these situations, you'll be reading

with the goal of narrowing
down the information you need.

e) Determine the theme's primary notion Rather
than specific phrases or so-called facts, look
for the core themes. Look for deeper
meanings once you've identified a major
idea:

1) What proof is being offered to
back it up?

2) Is there any evidence that
contradicts it?

3) Are there any links between the
key points and what you
already know?

4) How does the speaker's
message correspond to what
you've read in the relevant
literature?

5) To get a thorough and critical comprehension of the subject. We know what we're going to get after reading based on the theories above. When people read anything, they have a goal in mind.

4. Skills in Reading Comprehension

Students must read frequently and use specialized approaches to enhance their reading abilities. There are four basic sorts of reading abilities: scanning, reading intensively, and reading extensively

a) Skimming

(Beale, 2013) defines skimming means finding for the main points. Skimming is used when a person is less concerned with total comprehension and more concerned with locating key points and major details.

b) Scanning

According to (Ways, 2014), scanning is a strategy for triggering and extracting crucial information and concepts such as names, numbers, and precise facts. When readers scan the material, they frequently focus on the author's use of organizers like bold type, writing, numbers, colors, and signal words like first, second, and so on.

c) Intensive reading

Learners can obtain a better comprehension of language aspects and control over their reading techniques by studying reading texts in depth. Intensive reading is reading carefully in order to comprehend the content, and it should be done with students and teachers.

d) Extensive Reading

Extensive reading is a strategy for teaching reading in which learners read a wide number of things at their level in a foreign language; they read for broad, overall meaning, and information while having enjoyment. (Day and Bamford, 2004).

5. **The Principle of Teaching Reading**

Reading is crucial for students' vocations, learning goals, and pleasure (Harmer,2001). When learning a new language, reading can be quite beneficial as part of the learning process. It gives students opportunities to learn about language and its vocabulary, as well as grammar and punctuation, as well as how to form phrases, paragraphs, and texts.

Teaching reading promote some principles, according to Harmer, and they are identified as follows:

a) Reading is not a skill that can be learned passively. Students must not just scratch

the surface of the text but also comprehend what the words imply in order to be effective readers.

b) Students must be interested in what they're reading. The teacher is responsible for involving the students in the teaching or reading process. He (she) could entice them to participate by providing them with engaging reading materials.

c) Students must be taught to react to the content of a reading material rather than just the language utilized. The teaching of reading not only allows students to acquire the language used in the text but also provides them with an opportunity to respond to the meaning and message of the text as well.

d) Prediction is a significant component in reading comprehension. It is critical for the

teacher to introduce the idea of the book before asking the students to read it aloud to them. It will offer them a better picture of what to expect and will heighten their interest in the project. It will also improve their reading skills and make them more engaged readers.

e) Make sure the task is appropriate for the topic. Following their reading, students must complete a task relevant to the reading text's content.

f) Good teachers make full use of reading texts in their lessons. Thus, after the reading, the teacher should incorporate the reading material into engaging class activities, such as by posing a discussion question and giving extra chores to the students in the classroom.

6. **The Difficulties of Reading Text**

According to (Satriani, 2018) Students' difficulty reading and comprehending English-language texts are caused by a number of significant factors, including their low reading desire, which prevents them from developing a reading habit, and their weak reading abilities. Another factor contributing to the students' difficulty is that they lack the underlying information necessary to grasp the texts, that they have not fully retained the teachings, and/or that they have never read a work of a comparable nature. The pupils had trouble understanding the materials because of their inadequate vocabulary and bad grammar. To get over their challenges in this situation, the students will need to build a sufficient vocabulary and learn how to utilize it correctly in context.

The other opinion (Al-Jarrah & Ismail, 2018), The biggest challenge for students is their inability to identify the sorts of texts or text structures they read. This is

followed by their lack of focus, difficult words, and grammatical expertise. It is also clear that the main challenge experienced by EFL students in terms of anxiety is having problems composing responses, even though the majority of them do not have anxiety issues. The majority of the respondents do not have issues with environmental elements, and they tend to grasp reading materials more when they are reading in a less loud setting and favorable weather than when they are reading in a noisy environment and unfavorable weather. Additionally, the primary method employed by EFL learners to assist them is to translate a word's or sentence's meaning into their native tongue.

There are so many challenges faced by teachers in improving students' reading, because in Indonesian high school students' interest in reading is still very lacking, therefore students' knowledge of information is still very far behind. In same line (Lestari et al., 2020) Students in their senior year of high school often have

trouble understanding what they read such as Grammatical Pattern, Cultural Context and Shared Experience.

B. Text

1. Type of Text

Oxford Advanced Learner's Dictionary (1987) stated Text is the major written or printed element of a book or page, as opposed to notes in a book or page.

Pardiyono (2007) defines text as being a word of meaning realization that "formed an information, message, or thoughts in a succession of phrases organized rhetorically and within a precise genre linguistically" (paraphrased). While this may be true for the sorts of sentences (simple, compound, complex and complex compound), a written text is primarily a succession of meaning-delivery sentences that enable the reader to absorb the information, message or concept in a precise and effective manner.

According to Pardiyono (2007:19), there are several sorts of text.

a. A description text is a type of written text with one purpose: to provide information about a certain thing (human or nonhuman).

b. Recount the text It is a type of genre that serves the purpose of retelling events with the intention of informing or entertaining the reader

c. Report It is a genre that describes the way things are in relation to the order of natural, man-made, and social phenomena in the environment, as well as the way things are described in the environment.

d. An explanation text is a type of written text that describes how an object or phenomenon works or that explains how a process of information is obtained.

e. Narrative text is a type of genre written text that entertains or teaches the reader about activities by incorporating conflict, climax, and resolution. Consider the word novel.

f. Procedure It's a genre that describes the process of completing something through a sequence of processes or steps.

g. New items text is a type of written text that informs the reader about current events and other natural phenomena. A journalist usually writes it for publication in a newspaper.

h. Exposition (Analytic) It's a genre whose purpose is to persuade readers or participants that anything in the event is connected.

i. Discussion It's type of a genre with the purpose of presenting (at least) one point of view on a topic.

In limitation of the text, the researcher only focuses on Explanation text to improve the reading comprehension by using AIR model.

2. Explanation Text

Curriculum 2013 has been implemented in SMAN 8 South Bengkulu. For grade XI, writing and comprehending an Explanation text is one of a skill that student must to be mastered. Explanation text is a text that describes the process of the occurrence or creation of natural phenomena, social or cultural. This explanation text is typically used to explain a process or a natural phenomenon. The process of rain, the occurrence of floods, the process of landslides, and others are examples. The explanation text's goal is to explain "why" and "how" occurrences occur. It is usually seen in science, geography, and history textbooks. Then they must

understand the explanation text's communicative purpose, rhetorical structure, and grammatical patterns. It can assist students in the creation of explanation texts (Aritonang, 2018)

Education in Ulfah et all (2017) When writing explanations, the author begins by establishing the existing phenomenon, then goes on to explain why or how the phenomenon occurs.

a. Communicative Purpose of the Explanation Text

The goals of the text that the writer wishes to convey to the readers are referred to as communicative purposes. According to Pardiyono (2007), communicative purpose text explanation is extremely effective in explaining how the prose of a work, a natural or social occurrence occurs

b. Rhetorical Structure of the Explanation Text

Rhetorical structure is intended to describe text rather than the processes of creating, reading, and comprehending it. According to Pardiyono (2007), the generic structure or rhetorical structure of the explanation text is a general statement and explanation sequence. a) A general statement about the topic contains an explanation about a thing or phenomenon with the goal of explaining the process that led to the occurrence of that thing or phenomenon. b) The explanation sequence includes an explanation of the process of occurrence or formation of a thing or phenomenon. It means that in rhetorical structure of explanation text, there are two parts: general statement and sequence of explanation.

c. Grammatical Patterns

According to Pardiyono (2007), the explanation text's grammatical patterns include using simple present tense to explain the process of something happening and declarative sentences in positive or negative form.

3. **Language features in Explanation Text**

According to Davies (2000), there are some language features of explanatory text:

a) The text is written in the present tense.

b) The keywords used to explain the process or phenomenon are action verbs.

c) Sentences that are clear, logical, and precise, with clear subject-verb agreement.

d) Technical terms that are relevant to the subject and help to clarify it.

e) To aid in the explanation process, descriptive language is required. To connect time

sequences, adverbs and prepositions are used: first, then, after, next, and finally.

f) An event, phenomenon, or process, is usually the subject of the explanation, but not a person.

g) In the text, pronouns are used to replace words that have already been introduced.

In addition, the explanation about language features also adds by Hyland. Hyland (2009:5) Several language characteristics of explanation texts are mentioned, including the use of topic-specific vocabulary, the use of words that identify cause and effect online, and the use of words that identify time relationship. For example, following, then, and using the simple present tense are all acceptable options.

4. **Concept of Reading Comprehension in Explanation Text**

It is impossible to overestimate the importance of comprehension in the reading process. That's because

comprehension is the most important aspect of reading. It suggests that the purpose of reading is to comprehend the material. Reading comprehension is influenced by three variables. The first factor is that the reader comprehends the linguistic structures of the text. The second component is the reader's capacity to exert metacognitive control over the stuff being read. This implies that the reader may keep track of and reflect on his or her own level of knowledge while reading the content. The third and most crucial element determining understanding is the reader's background in the material and terminology being given (Tankersley, 2003). In addition, according to (Brown, 2004), Some components of reading are used to test students' comprehension of what they are reading. They are as follows: the primary concept, the expression/idiom/in context, the inference, the grammatical aspects, the detail, the exclusion of unwritten facts, the supporting idea, and the language employed in the essay's context.

An explanation is a type of text that explains how a phenomenon or why something in the world occurs (Aprianti et al., 2018). It signifies that the goal of an explanation text is to describe how and why something acts the way it does or why something occurs. Reading comprehension in explanation texts is defined as a process of obtaining information about the occurrence or creation of natural phenomena, social phenomena, or cultural phenomena, which includes the main idea and supporting ideas as well as expression/idiom/inference and grammatical features. Detail is excluded, as are facts that are not written, and vocabulary in context are also excluded.

C. **Auditory, Intellectually, Repetition (AIR) Learning Model**

1. **Definition of Auditory, Intellectually, Repetition (AIR)**

   A learning model is a type of learning in which the process of learning is depicted from beginning to end and

is provided specifically by the teacher. In other terms, a learning model is a container or framework for the implementation of an approach, method, strategy, or learning technique in a particular situation.(Helmiati, 2012)

The concept of the learning model according to (Afandi et al., 2013) that a learning model is a strategy or pattern which is used as a guide in preparing classroom or tutorial learning The learning model refers to the learning technique that will be employed, which includes the teaching goals, phases in educational processes, educational environment, and management class.

Based on the explanation above, the writer can conclude Learning model is a procedure or pattern systematically used as a guide to achieving goals learning in which there are strategies, techniques, methods, materials, media and learning assessment tools.

AIR (Auditory, Intellectually, and Repetition) is a learning approach that focuses on three aspects: (1)

auditory (learning through listening), (2) intellectually (learning through thinking), and (3) repetition learning (learning in order to more effective). The AIR (Auditory, Intellectual, and Repetition) training model is based on three elements. First, students must learn to listen and muster the courage to express their opinions (auditory). Following that, students are taught to solve problems creatively (intellectual), and finally, students are taught to recall material learned (repetition), causing them to become more active and creative.

AIR has more advantages in teaching and learning process. It will encourage students to have creative thinking get learners' participation, and build effective learning communities. In a summary, the AIR model is a student-centered learning approach that develops ability to think critically, risk-taking, and creative capabilities, as well as problem-solving abilities, motivation, and the ability to transfer information to new contexts. It aims to help students understand what they need to study, build

abilities for working in groups, enhance communication skills, assert and defend viewpoints with evidence and solid reasoning, and become more flexible in their information processing.

On other hand, Sitohang et all (2018) Auditory – Intellectual Repetition learning is a model of learning that focuses on the classroom for students, in which students work in small groups or individually to actively create their own knowledge. In order to improve students' capacities for creative thought, teachers need to first provide an environment that is favorable to and enjoyable for learning. The AIR model of learning is one of the models of learning that may be utilized to develop students' capabilities of creative thinking. (Hobri et al., 2021)Also added the three elements that the AIR learning approach focused on are auditory, intellectual, and repetition. Auditory learning refers to the speaking, listening, presenting, arguing, expressing ideas, and answering activities that students engage in. Students are

taught to solve issues, develop ideas, and apply them intellectually. While repetition is repetition, it refers to intensifying the way kids are taught through homework or tests. Giving students homework and tests will improve their problem-solving skills and sense of responsibility.

2. The Procedures of AIR Model

According to (Huda M., 2017), some procedures of the Auditory, Intellectually, and Repetition (AIR) learning model include:

a) Students are divided into several groups, each with four to five members.

b) Students can listen and pay more attention to what the teacher says.

c) Each group talks about what they learned, writes down what they agreed on, and then provides it to the class (auditory).

d) During the conversation, students identify issues or problems with the subject.

e) Each group considers how to put the findings of the conversation to use in order to enhance their problem-solving skills (intellectual).

f) Following the conclusion of the talk, students are given an assignment or exam to complete in order to review the material (repetition).

2. **The Advantages of AIR Model**

According (Shoimin, 2014) there are some advantages of Auditory, Intellectually, and Repetition (AIR) learning model, there as:

a) Students participate more actively in their studies and express their opinions more frequently.

b) Students engage in more active learning and frequently express their ideas.

c) Students have more possibilities to apply their knowledge and abilities in a comprehensively.

d) Students with limited skills can come up with their own solutions to problems.

e) Students have an innate desire to provide evidence or explanation.

f) Students have a wealth of experience in determining a solution to a problem.

3. The Disadvantages of AIR Model

According (Shoimin, 2014) there are some disadvantages of Auditory, Intellectually, and Repetition (AIR) learning model, such as:

a) It is not a chore to create and prepare meaningful problems for students. Efforts to minimize teachers should be better prepared so that they can identify the problem

b) Presenting problems in a way that students can understand is difficult, so many students struggle with how to respond to the problems presented.

c) High-ability students may be unsure or concerned about their responses.

D. **Previous Study**

There are three previous studies related to methods or strategies regarding Reading Comprehension and Auditory, Intellectually, and Repetition (AIR). The first study by Galuh Pramaisheila (2020) namely entitled, entitled, "The Implementation Of Auditory - Intellectually - Repetition in Listening Activities in Eighth Grade Students of SMPN 1 Jumantono in The Academic Year Of 2020/2021." The researcher has provided evidence in the form of four different claims. 58% of the student body has decided that they agree with the sixth proposition. This indicates that they consider auditory, intellectual, and repetitive approaches to be appropriate for learning and listening. And regarding statement number 7, 43.8 percent of the student body is in agreement with it. The conclusion that can be drawn from this is that they experience an environment conducive to active learning when the Auditory-Intellectually-Repetition approach is used in listening exercises. The remaining 45.3 percent of

respondents picked the neutral option for statement number 9. This indicates that pupils do not really perceive that there is a distinction between learning via strategies such as 68 Auditory – Intellectually – Repetition and learning through other approaches. And with regard to the tenth assertion, 42.2 percent of students are in agreement that the Auditory-Intellectually-Repetition approach helps them feel more focused on listening and listening when they are learning how to listen. The researcher drew the conclusion that the Auditory – Intellectually – Repetition model works in both classroom in class and online platforms listening activities. Furthermore, the Auditory – Intellectually – Repetition method is extremely beneficial to teachers in listening activities; teachers experience numerous benefits as a result of implementing the Auditory – Intellectually – Repetition model.

The second study By Aldona Fitria Fiveronika (2015) entitled "The Use of Air (Auditory, Intellectual, Repetition) Method to Improve Student's Reading Ability

at Eight Grade of SMPN 2 Pulung in Academic Year 2014/2015" The researcher used Classroom Action Research method with cycle 1 and cycle 2. The researcher came to the conclusion that teaching using the auditory, intellectual, and repetition (AIR) learning model can improve students' reading ability. The respondents admitted that this learning model would motivate them to participate actively and enthusiastically in the teaching learning of Reading.

The third study by Rati Sagita (2018) entitled "The Effectiveness Of Applying Auditory, Intellectually, And Repetition (Air) Learning Model In Improving The Students' Learning Outcomes On Listening Procedural Text". The researcher concluded the research findings for of SMA PAB 4 SAMPALI, Students' listening learning result can be improved by using the auditory, intellectual, and repetition (AIR) learning model. Students' scores improved from Cycle I to Cycle II, from the first to the second meeting, and from the third to the fourth meeting.

Cycle II students scored 86,34, which was higher than the mean of students' scores in Cycle I, which was 72,68, and the mean of the Pre-test, which was 48,04. So, Auditory, Intellectually, And Repetition (Air) Learning Model can increase the Students' Learning Outcomes on Listening Procedural Text.

E. **Hypothesis**

A hypothesis is a prediction about how factors will interact that may be tested through study (Leavy & Patricia, 2017). Hypotheses are often utilized in experimental and quasi-experimental procedures and survey research. A hypothesis is thus designed to test or assess the relationship among variables.

1) There is no significant effect of using Auditory, Intellectually, Repetition (AIR) Model on students Reading Comprehension (H0)

2) There is a significant effect of using Auditory, Intellectually, Repetition (AIR) Model on students Reading Comprehension (H1)

CHAPTER III

RESEARCH METHOD

A. Research Design

In this case investigation, the researcher using a Quantitative-experimental approach to collect the data. According to Sugiyono (2021) Quantitative research techniques, according to Sugiyono (2021), are founded on positivism and are used to evaluate a certain population or sample, gather data, employ research tools, and analyze quantitative/statistical data in order to test a hypothesis.

According to (Rukminingsih et al., 2020) Experimental research is one of quantitative research where the researcher manipulates one or more independent variables, controlling for other relevant variables, and observing the effects of manipulation of the dependent variable. The purpose of experimental research is to determine whether a causal relationship exists between two or more variables.

In the Experimental research, the writer used quasi experimental research and nonequivalent control group

design. This is the development of True experimental design that is difficult to implement, especially in the field of social and educational. Although this design includes a control group, it does not entirely control extraneous variables that influence experimental research results (Rukminingsih et al., 2020). Nonequivalent control group design in this design there are two groups that are not chosen at random given a pretest to determine the difference in initial conditions between the experimental group and control group (Ibrahim A et al., 2018)

The intents for the researcher choosing none equivalent control group design are:

1. Because the researcher did not use randomization while selecting a sample to participate in the study.

2. In this study researcher apply two groups (class control and experiment) aims to make it easy to compare the effects of using the AIR model and conventional model

3. Because researcher is using pretest and posttest

4. In this study, data collection and the frequency are conducted over a period of time that is before and after treatment.

The goals of this research are to know the significant effect of using Auditory, Intellectually, Repetition (AIR) Model on reading comprehension at the eleventh grade students of SMAN 8 South Bengkulu. Before beginning treatment, each group takes a pretest to determine the extent of the students' prior reading comprehension knowledge. In this study, The experimental group got AIR Model treatment, while the control group was the group that did not got treatment AIR model or just using conventional strategy. Furthermore, both groups were given a posttest to know the result of using AIR strategy in Explanation text on students' reading comprehension. According to (Sugiyono, 2019) The research design can be seen in the table below:

Table 3.1

Nonequivalent Control Group Design

O_1	X	O_2
O_3		O_4

Where:

O_1 = Pre-test of experimental group

O_2 = Post-test of experimental group

O_3 = Pre-test of control group

O_4 = Post-test of control group

The following stages of experimental research are described

in detail:

1. Conduct preliminary observations and apply for a
    school license.

2. Creating instruments, consulting with experts, and
    testing instruments used in research

3. Coordination with English teachers in class at SMAN
    8 South Bengkulu

4. Conducting a pre-test in each class prior to treatment.

5. Conducting research activities (treatment of students using Auditory, Intellectually, and Repetition) for four meetings.

6. Carry out a posttest after students are given treatment

7. Perform a data analysis of the research findings.

B. Subject and object of the Research

The subjects in this study were eleventh grade students of SMAN 8 South Bengkulu. While the object in this study is students' reading comprehension using the Auditory, Intellectually Repetition learning model (AIR).

C. Population and Sample

1. Population

According to (Sugiyono,2019) the population is a broad term that refers to a group of objects or subjects that have certain qualities and characteristics that researchers have determined should be studied and conclusions drawn. The population of this research was

all at the Eleventh grade students of SMAN 8 South Bengkulu. Totaling the students at eleventh grade was 125 students and divided into 5 classes.

Table 3.2

Population of this research

No	Class	Number of Students
1	XI MIPA 1	24
2	XI MIPA 2	24
3	XI IPS 1	24
4	XI IPS 2	24
5	XI IPS 3	25
	Total	125

2. Sample

The sample according to (Sugiyono,2019) is a component of the population's size and characteristics. Samples obtained from a population can be used by researchers if the population is big and researchers are unlikely to investigate everything in the population owing to a lack of funding, energy, or time. The researcher using Purposive sampling to chosen the

sample. Purposive sampling is sampling technique with certain considerations. The advantage of this technique is that it is easy, fast and relevant to the purpose of the research (Winarni, 2018)

The author picked the sample by conducting an interview with one of the English professors at the institution and going through the list of students' grades from each individual class. It is possible to draw the conclusion that the students in the class with abilities that are comparable to one another are those in the XI IPS 1 and XI IPS 2 groups. Whereas XI IPS 2 will serve as the experimental group, and XI IPS 1 will serve as the control group. Because those students adhered to all of the treatment offered from the very beginning to the very end of the study, the author chose 24 students from this class to serve as the sample for the process of data analysis. This was done because those students participated in the research.

Tabel 3.3

The Sample of this research

Class	Students		Total
	Male	Female	
Control (XI Mipa 1)	9	15	24
Experiment (XI Mipa 2)	8	16	24

D. Research Instrument

A research instrument is a tool chosen and used by researchers to collect data in order for the activity to become systematic and facilitated. (Nuryadi et al., 2017).

1. Test

In this study, the writer just utilized test (Pre-test and Post-test) to gather the data. The researcher utilized multiple-choice as a tool to assess student reading comprehension of explanation text. The kind of the exam was multiple choice tests that composed of 20 items. Every question item consisted of five alternatives (a, b, c, d, and e). The percentage of every question was

5. So, the overall score was 100 if the students could answer all the question properly.

Table 3.4

The scale of meaningful participation

Percentage	Categories
71-100	High
41-70	Middle
10-40	Low

The procedure for collecting data for the experimental group is below:

a) Pre-test

The purpose of the pre-test is to measure the students' comprehension based on their score. A total of 20 items were used in the pre-test. It was a reading comprehension test.

b) Treatment

The treatment conducted for the experimental group by using AIR Model was applied for four meetings based on the lessons plan that make before

c) Post-test

Following treatment, a post-test was administered and analyzed as the research's final data. The post-test administered was identical to the pre-test.

While, the procedure of collecting data for control group:

a. Pre test

Pre-tests were administered to the control group to determine students' reading comprehension. The test was identical to that given to the experimental group.

b. Conventional Strategy

In this study, the teaching of reading comprehension for control group by using conventional strategy or classical method. It means, in control group, the writer did not use AIR Mdel in learning process.

c. Post-test

Following treatment, a post-test was administered and analyzed as the research's final data. The test was identical to that given to the experimental group.

2. Validity

Validity is a metric that indicates an instrument's level of reliability. If an instrument can measure what is desired, it is said to be valid. When an instrument can accurately reveal data from the variables being studied, it is said to be valid. The instrument's high and low validity indicate how closely the data collected matches the description of the variable in question (Sundayana R., 2018).

To ensure that the measuring validity is accurate., the following steps are needed:

a. Calculating the correlation for each item of the measuring instrument with the formula Pearson/Product Moment, as follows:

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

Where:

r : Correlation Coefficient

x : item score value

y : total score

N : Number of Respondents

b. Perform calculations with the t test with the formula:

$$t_{hitung} = r \frac{\sqrt{n-2}}{\sqrt{(1-r^2}}$$

Where:

r = Correlation coefficient of r count

n = Total of respondents

c. Look for the table with that trabet (dk = n-2).

d. Make conclusions, with the following test criteria:

If t count > t table means valid, or

If t count S t table means invalid

3. **Realibility**

The research instrument's reliability is defined as a tool that consistently produces consistent results (consistent, steady). If the measurement is delivered to the same topic, the results must remain the same (roughly the same) even if it is done by various persons, at different times, and in different places. People, settings, and surroundings have no effect on him. Reliable measuring instruments are those that have a high level of accuracy. (Sundayana,2018).

To test the reliability of the measuring instrument, as a follows:

$$r_i = \frac{k}{(k-1)}\left\{1 - \frac{M(k-M)}{k(s_t^2)}\right\}$$

Where:

r_i : Many of the questions

M : Total mean

S_i^2 : of the total variances

The decision to test the reliability of the instrument from Guilford as follows:

Table 3.5

Realibility Test

Reliability Coefficient (r)	Interpretation
$0,00 \leq r < 0,20$	Very low
$0,20 \leq r < 0,40$	Low
$0,40 \leq r < 0,60$	Moderate
$0,60 \leq r < 0,80$	High
$0,80 \leq r < 1,00$	Very High

E. Data Collection Technique

The technique or approaches that a researcher could employ to acquire data were referred to as data collection techniques. Data collection can be viewed as a set of research activities aimed at gathering a large amount of field data in order to answer a research question or test a hypothesis. It would be used in this study as a pre-test, treatment, and post-test.

1. Pre-Test

The pre-test would be performed before doing treatment. In order to investigate the students' writing

abilities, both the experimental and control groups were given the same pre-test. Both the experimental and control groups will be asked to write a response to the given text.

2. **Treatment**

The treatment would be done after the group that was being studied had a pre-test done. Conventional method would be used to teach the students. The same material was used to teach both groups.

3. **Post-Test**

The reading comprehension test was used as a post-test. It would give once the treatment was completed. The goal was to collect data on the treatment's outcome so that the effect on students' reading comprehension could be determined using the Auditory, Intellectual, and Repetition (AIR) Model.

F. Technique of Data Analysis

The process of searching for and assembling data from the Test is known as data analysis (Pre-test and Post-test). The data is processed and analyzed after it has been obtained. The goal of data analysis is to reduce the amount of information in a form that is clear and easy to understand. The data analysis in this research is using T-test.

The researcher used SPSS Statistics 26 to analyse the data from the pre- and post-tests collected. If the data is normal, the researcher uses the Paired Test, but if the data is not normal, the researcher uses the Wilcoxon test to investigate the influence of Auditory, Intellectual, and Repetition Model. The researcher would use Homogeneity Test, if the data is Homogeneous, to examine students who were taught using Auditory, Intellectually, and Repetition Model and without Auditory, Intellectually, and Repetition Model. If the data is not Homogeneous, the researcher would use Mann Whitney Test.

G. Research Procedure

The procedures to conducted this research by the researcher is:

1. Conduct pre-observation and select experimental class and control class

2. Make lesson plans based on the syllabus using the AIR learning model in four meetings

3. To design an instrument that will be a question of pre-test and post-test, the instrument given consists of twenty multiple choice questions with answer choices (a, b, c, d, and e)

4. Conducting research where the experimental class and control class are each carried out a pre-test

5. Conducted treatment in the control class by the researcher for 4 meetings, and the control class was given treatment using conventional strategies by the teacher

6. Do post-test in each class, namely the control class and the experimental class

7. Processing the data obtained from the pre-test and post-

test of each class using SPSS version 26

8. Presenting the data that has been obtained to the judges

CHAPTER IV

RESULTS AND DISCUSSION

In this chapter presents the result of the experiment. This chapter discusses about the result and discussion of the data, the data consists of, normality test, homogeneity test, learning outcomes of reading ability, paired-sample T-test control group and experiment group pre-test and post-test, and the last is the result of independent sample test in pre-test and post-test both of classes.

A. Results

In this case investigation, the analysis of the data used quasi-experiment study, with none-equivalent control group design. The result of the research is presented in the form of tables, graphs, and descriptions of the data. The data displayed showed that the effect of Auditory, Intellectually and Repetition (AIR) Model on students' reading comprehension at eleventh grade of SMAN 8 South Bengkulu. This study, consist of two class name control class

and experiment class. Where, control class used conventional strategy and experiment class used AIR Model. Both control class and experiment class were given the same pre-test and post-test, the findings of the research is to know the significant effect of reading ability between experiment class using AIR model and control class using conventional strategy.

After conducted the data, data were analyzed using SPSS version 26 software.   The researcher must analyze the normality and homogeneity distribution before analyzing the data using an Independent sample T-test. The result as follows:

1. **Normality Test**

Before analyzing the data, normality test should be measured to conduct the data is normally distributed or not, the data could be normal distributed if the probability is higher than 0,05. Analyzing normality test is used Kolmogorov-Smirnov test, because the data is less than 50 data. The results are as a follows:

a.   **Normality test on Pre-test in control and experiment class**

Normality test result on Pre-test in control and experiment class students' are presented in Table 4.1 below:

Table 4.1

Normality test result on Pre-test in control and experiment class

One-Sample Kolmogorov-Smirnov Test

		Students' Reading Comprehension (Control-Pretest)	Students Reading Comprehension (Experiment-Pretest)
N		24	24
Normal Parameters[a,b]	Mean	40.83	37.29
	Std. Deviation	23.063	19.166
Most Extreme Differences	Absolute	.144	.148
	Positive	.142	.148
	Negative	-.144	-.090
Test Statistic		.144	.148
Asymp. Sig. (2-tailed)		.200[c,d]	.186[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the Kolmogorov-Smirnov test above, both of experimental and control pre-test class it showed significant probability (sig) p>0,05. Where, control class sig was 0,200>0,05, and also experiment class sig was 0,186. This means, the data both of control and experiment class pre-test has normally distributed

b. Normality test on Post-test in control and experiment class

Normality test result on Pre-test in control and experiment class students' are presented in Table 4.2 below:

Table 4.2

Normality test result on Post-test in control and experiment class

One-Sample Kolmogorov-Smirnov Test

		Students' Reading Comprehension (Control-Posttest)	Students' Reading Comprehension (Experiment-Posttest)
N		24	24
Normal Parameters[a,b]	Mean	70.42	81.25
	Std. Deviation	8.958	7.409
Most Extreme Differences	Absolute	.144	.152
	Positive	.144	.140
	Negative	-.108	-.152
Test Statistic		.144	.152
Asymp. Sig. (2-tailed)		.200[c,d]	.159[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the Kolmogorov-Smirnov test above, both of experimental and control pre-test class it showed significant probability (sig) p>0,05. Where, control class sig was 0,200>0,05, and also experiment class sig was 0,159>0,05. This means, the data both

of control and experiment class pre-test has normally
distributed.

2. Homogeneity Test

Homogeneity test aims to test similarity of control
class and experiment class. The test used Levene test, the
result is presented in the following table:

Table 4.3

Test of homogeneity of variances

		Levene Statistic	df1	df2	Sig.
Students Reading Comprehension	Based on Mean	.844	1	46	.363
	Based on Median	.764	1	46	.387
	Based on Median and with adjusted df	.764	1	45.067	.387
	Based on trimmed mean	.743	1	46	.393

The table above describes the results of the
homogeneity test using the Levene Test for Students
Reading Comprehension (Experiment) and Students
Reading Comprehension (Control) data, the p-value is
0.363. Because the p value> 0.05, the data on Students

Reading Comprehension (Experiment) and Students Reading Comprehension (Control) are said to be the same or homogeneous.

3. Learning Outcomes of Reading Ability

After obtained normal distribution and homogeneous data, the next section is explains and analyzed the learning outcomes of reading ability in pre-test and post-test after doing the treatment. Where, In Experiment class used Auditory, Intellectually, and Repetition (AIR) Model and Conventional Strategy in Control class to improve reading ability.

a. The Description of pre-test and post-test of Control class

The result of the reading ability test in Pre-test and Post-test of experimental class, are presented on the table below:

Table 4.4

The result of pre-test and post-test of control class

	N	Minimum	Maximum	Mean	Std. Deviation
Control Class Pre-test	24	10	75	40.83	23.063
Control Class Post-test	24	55	90	70.42	8.958

Based on the table above, it's known that learning outcomes in the control class using sample (N) consist of 24 students, the lowest score obtained from the pre-test control was 10 and the highest score was 55 so the average score obtained was 40.83. Meanwhile, the Post-test obtained the lowest score of 75 and the highest score of 90 obtained an average score of 70.42. Beside that, it would be described on diagram histogram below:

Figure. 4.1 Histogram of students learning result Pretest

control class
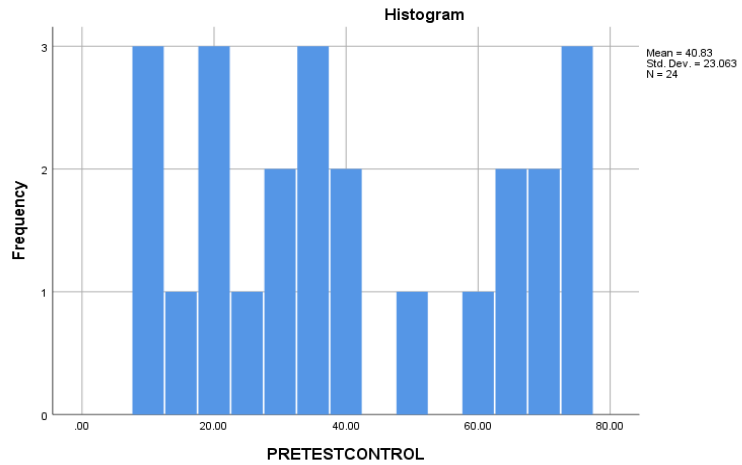
Figure. 4.2 Histogram of students learning result Posttest

control class
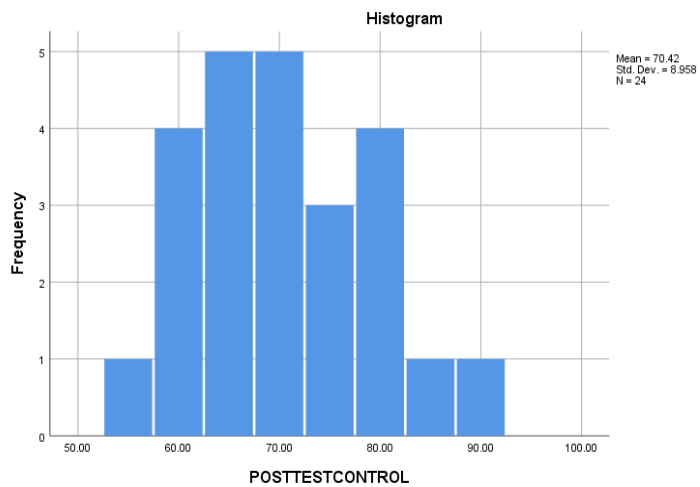
b.   The Description of pre-test and post-test of Experimental class

The result of the reading ability test in Pre-test and Post-test of experimental class, are presented on the table below:

Table 4.5

The result of pre-test and post-test of Experimental class

	N	Minimum	Maximum	Mean	Std. Deviation
Experiment Class Pre-test	24	10	75	37.29	19.166
Experiment Class Post-test	24	65	95	81.25	7.409

Based on the table above, it's known that learning outcomes in the control class using sample (N) consist of 24 students, the lowest score obtained from the post-test

control was 10 and the highest score was 75 so the average score obtained was 37.29. Meanwhile, the Post-test obtained the lowest score of 65 and the highest score of 95 obtained an average score of 81.25. Besides that, it would be described on diagram histogram below:

Figure. 4.3 Histogram of students learning result Pretest Experiment class
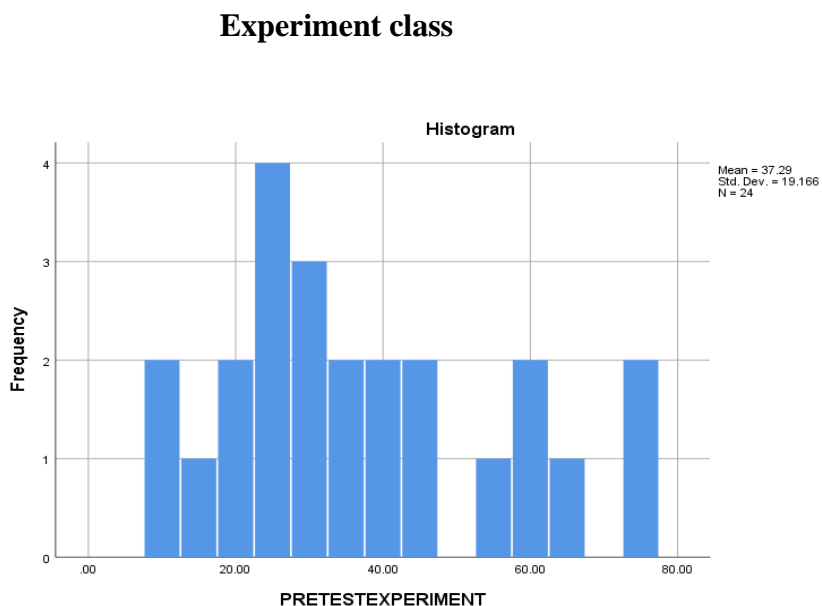
Figure. 4.4 Histogram of students learning result Postest

Experiment class
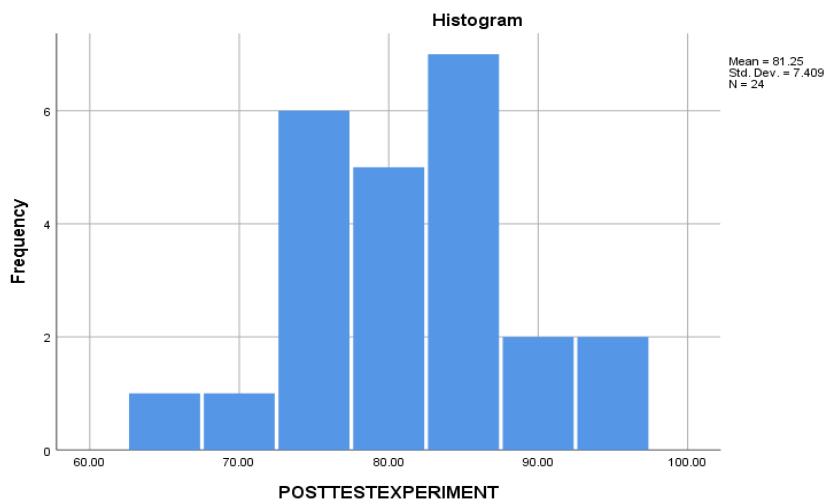
4. **Paired Sample T-test**

In sample T-test in pairs, the researcher compared the average value of pre-test and post-test students' in both of class. This because researcher want to conduct or compare the average value between two related groups. Th result are as follows:

a. **Paired Sample T-test in control Class**

The result of sample T-test in control class are presented in table 4.6 below:

Table 4.6

The result Paired Samples Statistics Pre-test in control class

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Students Reading Comprehension (Control-Posttest)	70.42	24	8.958	1.829
	Students Reading Comprehension (Control-Pretest)	40.83	24	23.063	4.708

The table above describes the mean (Mean) and Standard Deviation (Std. Deviation) values for Students' Reading Comprehension (Control-Posttest) and Students' Reading Comprehension (Control-Pretest). From the table, it is known that Students' Reading Comprehension (Control-Posttest) with an average value (Mean) of 70.42 and a Standard Deviation value (Std. Deviation) of 8.958, while Students Reading Comprehension (Control-Pretest)

with an average value of The mean (Mean) is 40.83 and the Standard Deviation (Std. Deviation) is 23.063. So it could be concluded all of the data that were signifance mean scores in pre-test and post-test higher than pre-test. Another table as follow below:

Table 4.7
Paired Samples Test in control class

			Pair 1 Students Reading Comprehension (Control-Posttest) - Students Reading Comprehension (Control-Pretest)
Paired Differences	Mean		29.583
	Std. Deviation		16.934
	Std. Error Mean		3.457
	95% Confidence Interval of the Difference	Lower	22.433
		Upper	36.734
T			8.558
Df			23
Sig. (2-tailed)			.000

The table above describes the results of the difference Mean test between Students Reading Comprehension (Control-Posttest) and Students Reading Comprehension (Control-Pretest) using the

Paired Samples t-Test. Paired Samples t-Test was used because the data on Students Reading Comprehension (Control-Posttest) and Students Reading Comprehension (Control-Pretest) were normally distributed.

From the table, it is known that the Paired Samples t-Test (t-count) test value is 8.558 and the t-table is 2.069 with a p-value of 0.000. Because the t-count>t-table or p<0.05, it is said that there is an a difference Mean between Students Reading Comprehension (Control-Posttest) and Students Reading Comprehension (Control-Pretest).

b. Paired Sample T-test in Experiment Class

The result of sample T-test in experiment class are presented in table 4.8 below:

Table 4.8

Paired Samples Statistics in Experiment class

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Students Reading Comprehension (Experiment-Posttest)	81.25	24	7.409	1.512
	Students Reading Comprehension (Experiment-Pretest)	37.29	24	19.166	3.912

The table above describes the mean (Mean) and Standard Deviation (Std. Deviation) values for Students Reading Comprehension (Experiment-Posttest) and Students Reading Comprehension (Experiment-Pretest). From the table, it is known that Students Reading Comprehension (Experiment - Posttest) with an average value (Mean) of 81.25 and a Standard Deviation value of 7.409, while Students Reading Comprehension (Experiment-Pretest) with an average value of The mean (Mean) is 37.29 and the Standard Deviation is 19.166. So it could be concluded

all of the data that were significance mean scores in
pre-test and post-test higher than pre-test. Another
table as following below:

Table 4.9

Paired Samples Test in experiment class

			Pair 1 Students Reading Comprehension (Experiment-Posttest) - Students Reading Comprehension (Experiment-Pretest)
Paired Differences	Mean		43.958
	Std. Deviation		16.745
	Std. Error Mean		3.418
	95% Confidence Interval of the Difference	Lower	36.888
		Upper	51.029
T			12.861
Df			23
Sig. (2-tailed)			.000

The table above describes the results of the
average difference test between Students Reading
Comprehension (Experiment-Posttest) and Students
Reading Comprehension (Experiment-Pretest) using
the Paired Samples t-Test. Paired Samples t-Test was

used because the data on Students Reading Comprehension (Experiment-Posttest) and Students Reading Comprehension (Experiment-Pretest) were normally distributed.

From the table, it is known that the Paired Samples t-Test (t-count) test value is 12.861 and the t-table is 2.069 with a p-value of 0.000. Because the t-count>t-table or p<0.05, it is said that there is an average difference between Students' Reading Comprehension (Experiment-Posttest) and Students' Reading Comprehension (Experiment-Pretest).

5. **Independent Sample Test**

Table 4.10

Group Statistics control and experiment class

	Group	N	Mean	Std. Deviation	Std. Error Mean
Students Reading Comprehension	Experiment	24	81.25	7.409	1.512
	Control	24	70.42	8.958	1.829

The table above describes the mean and Standard Deviation values for Students Reading Comprehension

(Experiment) and Students Reading Comprehension (Control). From the table, it is known that Students Reading Comprehension (Experiment) with an average value (Mean) of 81.25 and a Standard Deviation value (Std. Deviation) of 7.409, while Students Reading Comprehension (Control) with an average value (Mean) of 70.42 and the value of Standard Deviation (Std. Deviation) of 8.958.

Table 4.11
Independent Samples Test control and experiment class

			Students Reading Comprehension	
			Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F		.844	
	Sig.		.363	
t-test for Equality of Means	T		4.565	4.565
	Df		46	44.435
	Sig. (2-tailed)		.000	.000
	Mean Difference		10.833	10.833
	Std. Error Difference		2.373	2.373
	95% Confidence Interval of the Difference	Lower	6.057	6.052
		Upper	15.610	15.614

The table above describes the results of the average difference test between Students Reading Comprehension (Experiment) and Students Reading Comprehension (Control) using the Independent Samples t-Test. The Independent Samples t-Test was used because the data on Students Reading Comprehension (Experiment) and Students' Reading Comprehension (Control) were normally distributed.

From the table it is known that the value of the Independent Samples t-Test (t-count) is 4.565 and the t-table is 2.014 with a p-value of 0.000. Because the value of $p<0.05$, it is said that there is an average difference between Students' Reading Comprehension (Experiment) and Students' Reading Comprehension (Control). The researcher's hypothesis H0 is rejected and H1 is accepted, this means that there is a significant effect on the Auditory, Intellectually, And Repetition (Air) Model

on Students Reading Comprehension at Eleventh Grade of SMAN 8 South Bengkulu.

B. Discussion

The goals of this study aims to determine the effect of Auditory, Intellectually, And Repetition (Air) Model on Students Reading Comprehension. The research was conducted at the eleventh grade students' of SMAN 8 South Bengkulu. The results of the study stated that the number of students in eleventh grade was 24 students. The number of samples in this study was 24 samples from the eleventh grade students' of of SMAN 8 South Bengkulu as an experimental group class. In the experimental group class, given the students' initial abilities called pre-tests, then given the treatment by using Auditory, Intellectually, And Repetition (Air) Model, After being given the treatment, the students measured the final ability called the posttest. In control class, doing the pre-test, and given conventional strategy by the teacher, after that take a post-test to know students' ability.

Prior to analyzing the data, a normality test should be performed to determine if the data is normally distributed or not; the data may be regularly distributed if the probability is greater than 0.05. Based on the Kolmogorov-Smirnov test above, both of experimental and control pre-test and post-test class it showed significant probability (sig) p>0,05. This means, the data both of control and experiment class pre-test has normally distributed.

Based on the finding result of pre-test and post-test of control group before and after doing conventional strategy was given. In pre-test of control group, the result average score (Mean) of students' reading comprehension is 40.83, in post-test which showed that the result average score (Mean) of students' reading comprehension is 70.42.

Based on the finding result of pre-test and post-test of Experiment group before and after the treatment Auditory, Intellectually, And Repetition (Air) Model was

given. In pre-test of control group, the result average score (Mean) of students' reading comprehension is 37,29 in post-test which showed that the result average score (Mean) of students' reading comprehension is 81.25.

According to Independent sample test on table above, there is significant effect using Auditory, Intellectually, And Repetition (Air) Model to increase reading ability. When the pre-test was carried out in the control class, the average score was 40.83 and the experimental class was given an average score of 37.29, it can be said that the learning ability between the control class and the experimental class is almost the same. But after treatment for each class, the control class was obtained with an average value of 40.83 to 70.42. while the experimental class obtained an average value of 37.29 to 81.25. So it can be concluded The researcher's hypothesis H0 is rejected and H1 is accepted, this means that there is a significant effect on the Auditory, Intellectually, And Repetition (Air) Model on Students Reading

Comprehension at Eleventh Grade of SMAN 8 South Bengkulu.

The result of this study are line with research conducted by Rati Sagita (2018) entitled "The Effectiveness Of Applying Auditory, Intellectually, And Repetition (Air) Learning Model In Improving The Students' Learning Outcomes On Listening Procedural Text". The researcher concluded the research findings for of SMA PAB 4 SAMPALI, Students' listening learning result can be improved by using the auditory, intellectual, and repetition (AIR) learning model. Students' scores improved from Cycle I to Cycle II, from the first to the second meeting, and from the third to the fourth meeting. 86,34 was the Cycle II students' average score, which was higher than the Cycle I students' average score of 72,68 and the Cycle I students' average score of 48,04. Students' learning outcomes on procedural text may be improved by using the Auditory, Intellectual, and Repetition (Air) Learning Model.

Another study conducted by Galuh Pramaisheila (2020) namely entitled, "The Implementation Of Auditory - Intellectually - Repetition in Listening Activities in Eighth Grade Students of SMPN 1 Jumantono in The Academic Year Of 2020/2021." The researcher has provided evidence in the form of four different claims. 58% of the student body has decided that they agree with the sixth proposition. This indicates that they consider auditory, intellectual, and repetitive approaches to be appropriate for learning and listening. And regarding statement number 7, 43.8 percent of the student body is in agreement with it. The conclusion that can be drawn from this is that they experience an environment conducive to active learning when the Auditory-Intellectually-Repetition approach is used in listening exercises. The remaining 45.3 percent of respondents picked the neutral option for statement number 9. This indicates that pupils do not really perceive that there is a distinction between learning via strategies such as 68 Auditory – Intellectually

– Repetition and learning through other approaches. And with regard to the tenth assertion, 42.2 percent of students are in agreement that the Auditory-Intellectually-Repetition approach helps them feel more focused on listening and listening when they are learning how to listen.The researcher drew the conclusion that the Auditory – Intellectually – Repetition model works in both classroom in class and online platforms listening activities. Furthermore, the Auditory – Intellectually – Repetition method is extremely beneficial to teachers in listening activities; teachers experience numerous benefits as a result of implementing the Auditory – Intellectually – Repetition model.

From the explanation above, the researcher discovered a significant effect on students' reading comprehension by using the Auditory, Intellectually, and Repetition (Air) Model. Reading is a two-way conversation between the reader and the text. Readers interact with the text automatically in order to extract the

most important information. If the readers are focused to the reading process, it can help them comprehend the text more easily. Reading aims so students must apply a learning model that is interesting to them so that they can learn text reading comprehension to the maximum and form a habit of reading. The purpose of reading is the reader can understand the meaning of the author conveyed through the text

BAB V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research which has been conducted in SMAN 8 South Bengkulu entitled "The Effect of Auditory, Intellectually, And Repetition (Air) Model on Students Reading Comprehension at Eleventh Grade of SMAN 8 South Bengkulu". From the previous chapter, the researcher concludes that there significant effect of Auditory, Intellectually, And Repetition (Air) Model of reading ability. Students in the experiment class can significantly improve their reading ability compared to the control class. the average value increase in students learning outcomes in the experimental class is much higher than average value Pre-test result of 37.29 to 81.25 post-test. Meanwhile, the average value of control class from the pre-test was was 40.83 to 70.82. The researcher's hypothesis H0 is rejected and H1 is accepted, this means that there is a significant effect on the

Auditory, Intellectually, And Repetition (Air) Model on Students Reading Comprehension at Eleventh Grade of SMAN 8 South Bengkulu.

B. Suggestion

Based on the result of the research above, from the discussion and conclusions described above, the researcher given some the following suggestions:

1. For students

It is recommended for students to be able to practice Auditory, Intellectually, and Repetition (Air) Model because this can motivate students to be enthusiastic about learning and easily understand learning materials about Reading Comprehension.

2. For teachers

It is recommended for teachers to applying Auditory, Intellectually, and Repetition (Air) Model because this learning model can increase students reading comprehension.

3. For the next researcher

For future researcher, Hopefully, this research will help future scholars gain a better understanding of educational research especially to increase reading comprehension with Learning Model. However, it can be also alternative source for future research to get better and accurate result.

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Bahasa Inggris Umum

Satuan Pendidikan   : SMA/MA
Kelas   : XI (Sebelas)
Kompetensi Inti   :

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan should, can)	• FungsiSosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks - Memulai - Menanggapi (diharapkan /di luar dugaan) • Unsur Kebahasaan - Ungkapan yang menunjukkan saran dan tawaran, dengan	- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisisaran dan tawaran dengan ucapan dan tekanan kata yang benar
4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		- Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan sekolah dan sekitarnyauntuk membuat serangkaian saran dan tawaran untuk

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	modal *should* dan *can* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI	memperbaikinya - Melakukan refleksi tentang proses dan hasil belajarnya
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion) 4.2 Menyusun teks interaksi transaksional, lisan dan tulis,	• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks - Memulai - Menanggapi	- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud - Bertanya dan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	(diharapkan /di luar dugaan) • Unsur Kebahasaan - Ungkapan menyatakan pendapat *I think, I suppose, in my opinion* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinka n munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhka n perilaku yang termuat di KI	mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnyadan kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan	• Fungsi Sosial Menjaga hubungan interpersonal dalam konteks	- Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
sekolah/tempat kerja sesuai dengan konteks penggunaannya 4.3 Teks undangan resmi 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja 4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	resmi • **Struktur Teks** Dapat mencakup: - Sapaan - Isi - Penutup • **Unsur Kebahasaan** - Ungkapan dan istilah yang digunakan dalam undangan resmi - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • **Topik** Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapatmenumb uhkan perilaku yang termuat di KI • **Multimedia**	- Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar - Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan - Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai - Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya - Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	Layout yang membuat tampilan teks lebih menarik.	
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya	• Fungsi Sosial Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis	- Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda. - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya
4.4 Teks eksposisi analitis 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual 4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Struktur Teks Dapat mencakup - Pendapat/pandangan - Argumentasi secara analitis - Kesimpulan • Unsur Kebahasaan - Ungkapan seperti *I believe, I think* - Adverbia *first, second, third ...* - Kata sambung *Therefor, consequently, based on the arguments* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,*	- Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya - Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar - Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya. - Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI	belajarnya
3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice) 4.5. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Fungsi Sosial Mendeskripsikan, memaparkan secara obyektif • Struktur Teks - Memulai - Menanggapi (diharapkan /di luar dugaan) • Unsur Kebahasaan - Kalimat deklaratif dan interogatif dalam passive voice - Preposisi *by* - Nomina singular dan plural dengan atau	- Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beeberapa negara dengan banyak menggunakan kalimat pasif - Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar - Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melakukan refleksi

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI	tentang proses dan hasil belajarnya
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya	• Fungsi Sosial Menjalin kedekatan hubungan antar pribadi • Struktur Teks Dapat mencakup - Tempat dan tanggal - Penerima - Sapaan - Isi surat - Penutup • Unsur Kebahasaan - Ungkapan keakraban yang lazim	- Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar. - Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat
4.6 Teks surat pribadi 4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya 4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	digunakan dalam surat pribadi - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pengalaman, informasi, hallain yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI	pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya - Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya - Melakukan refleksi tentang proses dan hasil belajar
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan because of ..., due to ..., thanks to ...) 4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan	• Fungsi Sosial Menjelaskan, memberikan alasan, mensyukuri, dsb. • Struktur Teks - Memulai - Menanggapi (diharapkan /di luar	- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataansebab akibat - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	dugaan) • Unsur Kebahasaan - Kata yang menyatakan hubungan sebab akibat: *because of ..., due to ..., thanks to ...* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI.	hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan pernuataan sebab akibat dan kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnyadan kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks	• Fungsi Sosial	- Membaca beberapa teks information report

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya	Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena • Struktur Teks Dapat mencakup: - fenomena - identitas gejala - rangkaian penjelasan	terkait mata pelajaran lain di Kelas IX - Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaanya, seperti yang dicontohkan - Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda - Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana.
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI	• Unsur Kebahasaan - Adverbia *first, then, following, finally* - Hubungan sebab-akibat (*if – then, so, as a consequence, since, due to, because of, thanks to* - Kalimat pasif, dalamtenses yang *present* - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda-benda	- Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya - Mempresentasikan teksnya kepada teman-teman yang datang membaca - Melakukan langkah yang sama dengan topik fenomena sosial - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran
		non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhka n perilaku yang termuat dalam KI	
3.9	Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	• Fungsi sosial Mengembang kan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan - Kosa kata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhk an perilaku yang termuat di KI	- Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca - Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya - Menyimak, dan menirukan guru membaca lirik lagu secara bermakna - Menyebutkan bagian-bagian yang terkait dengan pesan-pesantertentu - Membahas pemilihan kata tertentu terkait dengan tema lagu - Melakukan refleksi tentang proses dan hasil belajarnya
4.9	Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK		

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CONTROL CLASS

Sekolah	: SMAN 8 Bengkulu Selatan
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/Genap
Materi	: *Explanation Text*

Alokasi waktu   : 1 Pertemuan (1 x 45 Menit)

A. Kompetensi Inti

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan	• Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks explanation • Mengidentifikasi bagian-bagian struktur teks report • Memahami struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI

	memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya	• Memahami unsur kebahasaan dari teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI
4.8	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI	• Membuat teks-teks tentang fenomena alam pendek dan sederhana • Membuat teks-teks tentang fenomena sosial pendek dan sederhana • Menampilkan dan mempresentasikan teksnya kepada teman-teman yang datang membaca

Kegiatan Pembelajaran Pembukaan (10 Menit)

- Guru melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran.
- Guru memeriksa kehadiran peserta didik sebagai sikap disiplin
- Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- Guru mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya.
- Guru memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Guru menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.
- Guru memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Guru memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung.

Kegiatan Inti (30 Menit)

- Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi dengan cara menayangkan gambar/foto/video yang relevan, mengamati lembar kerja materi dan memberi contoh materi
- Guru memberi penjelasan tentang materi dan peserta didik menyimak informasi yang diberikan.
- Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar.
- Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan
- Peserta didik dibentuk dalam beberapa kelompok.
- Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara berdiskusi tentang data dari materi dan mengolah informasi dari materi.
- Peserta didik mengerjakan beberapa soal mengenai materi.
- Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data- data atau teori pada buku sumber
- Peserta didik mepresentasikan hasil diskusi

Kegiatan Penutup (5 Menit)

- Peserta didik membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi.
- Guru memberikan informasi sekilas tentang materi pertemuan selanjutnya.

Mengetahui   Masat,   2022

Kepala sekolah,   Guru mata pelajaran

Arpan, M.Pd   Margareta, M.P

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMA/MA	: SMA Negeri 8 Bengkulu Selatan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/2
Jenis Teks	: Explanation Text
Alokasi Waktu	: 1 x 45 menit

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".
- KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaanny	• Mengidentifikasi persamaan dan perbedaan fungsi sosial, makna teks, struktur teks dan unsur kebahasaan teks explanation • Mengidentifikasi bagian-bagian struktur teks explanation • Memahami struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI

	• Memahami unsur kebahasaan dari teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI	• Dapat menjawab, mengidentifikasi dan membedakan fungsi sosial, Unsur kebahasaan, dan struktur teks. • Membuat teks-teks tentang fenomena sosial pendek dan sederhana • Menampilkan dan mempresentasikan teksnya kepada teman-teman yang datang membaca

C. Tujuan Pembelajaran

1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.
2. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI

D. Materi Pembelajaran
1. Fungsi Sosial
   Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena
2. Struktur Teks
   Dapat mencakup:
   - fenomena
   - identitas gejala
   - rangkaian penjelasan
3. Unsur Kebahasaan
   - Adverbia first, then, following, finally
   - Hubungan sebab-akibat (if –then, so, as a consequence, since, due to, because of, thanks to)
   - Kalimat pasif, dalamtenses yang present
   - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

E. Metode Pembelajaran

1. Pendekatan : Kontruktivisme
2. Model Pembelajaran : Auditory, Intelectually, and Repetition (AIR)
3. Metode : Tanya jawab, diskusi dan presentasi

F. Media Pembelajaran

1. Media
   - Worksheet atau lembar kerja (siswa)
   - Lembar penilaian
2. Alat/Bahan
   - Penggaris, spidol, papan tulis

G. Sumber Belajar

1. Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016
2. Kamus Bahasa Inggris

H. Kegiatan pembelajaran

Pertemuan ke-1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan pendahuluan	• Siswa merespon salam dan merespon pertanyaan dari guru berhubungan dengan kondisi kelas. • Siswa ditanya tentang suatu fenomena dari sekeliling lingkungan • Siswa menerima informasi tujuan pembelajaran atau kompetensi dasar yang akan dicapai • Siswa memperoleh motivasi belajar secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari	**10 menit**
Kegiatan inti	• Siswa dibagi menjadi beberapa kelompok, masing m-masing kelompok terdiri dari 5-6 siswa • Guru membagikan lembar LKS • guru mengarahkan dan memberi petunjuk cara penyelesaian konsep yang ada di LKS	**30 menit**

(Auditory)

- Siswa mendapat penjelasan tentang fungsi sosial yang berkaitan dengan teks explanation dengan kehidupan sehrai-hari serta pengertian dari teks Explanation itu sendiri (Why and How is something happen)
- secara berkelompok siswa berbagi ide untuk memecahkan permasalahan dalam LKS *(Intellectualy)*
- diskusi kelompok (sharing) berbicara, mengumpulkan informasi, membuat model, mengemukakan gagasan untuk memecahkan permasalahan yang diajukan *(Intellectualy)*
- Wakil dari kelompok tampil di depan kelas untuk mempresentasikan hasil kerja kelompok, kelompok lain menanggapi, melengkapi, dan menyetujui kesepakatan *(Intellectualy)*
- seorang siswa wakil dari kelompok kawan menyimpulkan (Intellectualy).
- kegiatan penutupan siswa diberi kuis *(Repetition)*

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan penutup	- Siswa bersama-sama menyimpulkan pembelajaran - Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan	**5 menit**

Pertemuan ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan pendahuluan	- Siswa merespon salam dan merespon pertanyaan dari guru berhubungan dengan kondisi kelas. - Siswa mengingat kembali keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan. - Siswa mengingat kembali tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.	**10 menit**
Kegiatan inti	Siswa dibagi menjadi beberapa kelompok, masing m-masing kelompok terdiri dari 5-6	**30 menit**

	siswa	
	• Guru membagikan lembar LKS	
	• guru mengarahkan dan memberi petunjuk cara penyelesaian konsep yang ada di LKS *(Auditory)*	
	• Siswa mendapat penjelasan tentang unsur kebahasaan explanation text (first, then, following, finally / if –then, so, as a consequence, since, due to, because of, thanks to) *(Auditory)*	
	• secara berkelompok siswa berbagi ide untuk memecahkan permasalahan dalam LKS *(Intellectualy)*	
	• diskusi kelompok (sharing) berbicara, mengumpulkan informasi, membuat model, mengemukakan gagasan untuk memecahkan permasalahan yang diajukan *(Intellectualy)*	
	• Wakil dari kelompok tampil di depan kelas untuk mempresentasikan hasil kerja kelompok, kelompok lain menanggapi, melengkapi, dan menyetujui kesepakatan *(Intellectualy)*	
	• seorang siswa wakil dari kelompok kawan menyimpulkan (Intellectualy).	
	• kegiatan penutupan siswa diberi kuis *(Repetition)*	
Kegiatan penutup	• Siswa bersama-sama menyimpulkan pembelajaran	**5 menit**
	• Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan	

Pertemuan ke-3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan pendahuluan	• Siswa merespon salam dan merespon pertanyaan dari guru berhubungan dengan kondisi kelas.	**10 menit**
	• Siswa mengingat kembali keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan.	
	• Siswa mengingat kembali tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.	

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan inti	• Siswa dibagi menjadi beberapa kelompok, masing m-masing kelompok terdiri dari 5-6 siswa • Guru membagikan lembar LKS • guru mengarahkan dan memberi petunjuk cara penyelesaian konsep yang ada di LKS *(Auditory)* • Siswa mendapat penjelasan tentang struktur teks explanation (General statement (pernyataan umum) Sequenced explanation (penjelasan yang berurutan) *(Auditory)* • Secara berkelompok siswa berbagi ide untuk memecahkan permasalahan dalam LKS *(Intellectualy)* • Diskusi kelompok (sharing) berbicara, mengumpulkan informasi, membuat model, mengemukakan gagasan untuk memecahkan permasalahan yang diajukan *(Intellectualy)* • Wakil dari kelompok tampil di depan kelas untuk mempresentasikan hasil kerja kelompok, kelompok lain menanggapi, melengkapi, dan menyetujui kesepakatan *(Intellectualy)* • Seorang siswa wakil dari kelompok kawan menyimpulkan (Intellectualy). • kegiatan penutupan siswa diberi kuis *(Repetition)*	**30 menit**
Kegiatan penutup	• Siswa bersama-sama menyimpulkan pembelajaran • Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan	**5 menit**

Pertemuan Ke-4

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan pendahuluan	• Siswa merespon salam dan merespon pertanyaan dari guru berhubungan dengan kondisi kelas. • Siswa mengingat kembali keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan.	**10 menit**

	• Siswa mengingat kembali tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.	
Kegiatan inti	• Siswa dibagi menjadi beberapa kelompok, masing m-masing kelompok terdiri dari 5-6 siswa • Guru membagikan lembar LKS • guru mengarahkan dan memberi petunjuk cara penyelesaian konsep yang ada di LKS *(Auditory)* • Guru mengulang kembali keseluruhan materi tentan Explanation text yaitu Fungsi sosial, unsur kebahasaan dan struktur teks *(Auditory)* • Secara berkelompok siswa berbagi ide untuk memecahkan permasalahan dalam LKS *(Intellectualy)* • Diskusi kelompok (sharing) berbicara, mengumpulkan informasi, membuat model, mengemukakan gagasan untuk memecahkan permasalahan yang diajukan *(Intellectualy)* • Wakil dari kelompok tampil di depan kelas untuk mempresentasikan hasil kerja kelompok, kelompok lain menanggapi, melengkapi, dan menyetujui kesepakatan *(Intellectualy)* • Seorang siswa wakil dari kelompok kawan menyimpulkan (Intellectualy). • kegiatan penutupan siswa diberi kuis *(Repetition)*	**30 menit**
Kegiatan penutup	• Siswa bersama-sama menyimpulkan pembelajaran • Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan	**5 menit**

I. Penilaian
   1) Pre-Test mengidentifikasi dan mengerjakan soal berupa pilihan ganda
   2) Post-Test mengidentifikasi dan mengerjakan soal berupa pilihan ganda

 Guru Mata Pelajaran   Mahasiswa Penelitian

 Margareta, M.Pd   Vesi Putri Adini

Number of Questions	r-count	r-table	Description
Question 1	0,515	0,404	Valid
Question 2	0,448	0,404	Valid
Question 3	0,543	0,404	Valid
Question 4	0,448	0,404	Valid
Question 5	0,498	0,404	Valid
Question 6	0,443	0,404	Valid
Question 7	0,455	0,404	Valid
Question 8	0,437	0,404	Valid
Question 9	0,498	0,404	Valid
Question 10	0,486	0,404	Valid
Question 11	0,517	0,404	Valid
Question 12	0,460	0,404	Valid
Question 13	0,464	0,404	Valid
Question 14	0,437	0,404	Valid
Question 15	0,504	0,404	Valid
Question 16	0,444	0,404	Valid
Question 17	0,464	0,404	Valid
Question 18	0,423	0,404	Valid
Question 19	0,429	0,404	Valid
Question 20	0,410	0,404	Valid

VALIDITY OF THE INSTRUMENTS

KARTU SOAL BENTUL PILIHAN GANDA
READING COMPREHENSION
PRE-TEST AND POST-TEST

Sekolah : SMAN 8 Bengkulu Selatan
Alokasi Waktu : 45 Menit
Mata pelajaran : Bahasa Inggris
Jumlah / Bentuk soal : 20 / Pilihan Ganda
Kurikulum : Tahun 2013
Tahun Pelajaran : 2021/2022
Kelas : XI / Genap

Kompetensi Dasar	Skill	Materi Pokok	Indikator	No Soal/Kunci
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI,	Reading Comprehension	Explanation Text	• Mengidentifikasi persamaan dan perbedaan fungsi sosial, makna teks, struktur teks dan unsur kebahasaan teks explanation • Mengidentifikasi bagian-bagian struktur teks explanation • Memahami struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI • Memahami unsur kebahasaan dari teks explanation dalam memberi dan meminta	1. E 11. A 2. B 12. B 3. D 13. E 4. D 14. E 5. D 15. A 6. B 16. A 7. D 17. C 8. E 18. B 9. A 19. C 10. B 20. A

sesuai dengan konteks penggun aanny		informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI
4.8 Menang kap makna secara kontekst ual terkait fungsi sosial, struktur teks, dan unsur kebahasa an teks explanati on lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain dikelas XI		Dapat menjawab, mengidentifikasi dan membedakan fungsi sosial, Unsur kebahasaan, dan struktur teks. Membuat teks-teks tentang fenomena sosial pendek dan sederhana Menampilkan dan mempresentasik an teksnya kepada teman-teman yang datang membaca

Choose the correct answer below!

Read the following text to answer questions number 1 to 4

Photosynthesis

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

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

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

1. What step after the hydrogen combines with carbon dioxide from the air?
    a. Photosynthesis provides the chemical energy that is needed to produce these compounds
    b. Water drawn forms the soil to split into hydrogen and oxygen
    c. Food-making process that occurs in green plants
    d. Phosphorus from the soil-green plants can make starch, fat, protein, vitamins, and other complex compounds essential for life
    e. Oxygen from the water molecules is given off in the process
2. What are photosynthesis need?
    a. Water, light, oxygen, worm
    b. Soil, chlorophyll, sun, human
    c. Bug, air, oxygen, food
    d. Light, Carbon dioxide, humus
    e. Candle, vitamins, hydrogen
3. What the product of photosynthesis?
    a. Sugar

b. Food and O2
c. Root
d. Food
e. Branch

4. What kind of the text?
   a. Narrative text
   b. Hortatory text
   c. Discussion text
   d. Explanation text
   e. Descriptive text

Read the following text to answer questions number 6 to 10

The Process of Acid Rain

Acid rain is rain that is highly acidic because of sulfur oxides, nitrogen oxides, and other air pollutants dissolved in it. Normal rain is slightly acidic, with a pH of 6. Acid rain may have a value Acid rain can severely damage both plant and animal life. Certain lakes, for example, have lost all fish and plant life because of acid rain.

Acid rain comes from sulfur in coal and oil. When they burn, they make sulfur dioxide (SO2). Most sulfur leaves factory chimneys as the gaseous sulfur dioxide (SO2) and most nitrogen are also emitted as one of the nitrogen oxides (NO or NO2), both of which are gasses. The gasses may be dry deposited–absorbed directly by the land, by lakes or by the surface vegetation. If they are in the atmosphere for anytime, the gasses will oxidize (gain an oxygen atom) and go into solution as acids. Sulphuric acid (H2 SO4) and the nitrogen oxides will become nitric acid (HNO3). The acids usually dissolve in cloud droplets and may travel great distances before being precipitated as acid rain.

Catalysts such as hydrogen peroxide, ozone, and ammonium help promote the formation of acids in clouds. More ammonium (NH4) can be formed when some of the acids are partially neutralized by airborne ammonia (NH3). Acidification increases with the number of active hydrogen (H+) ions dissolved in acid. Hydrocarbons emitted by, for example, car exhausts will react in sunlight with nitrogen oxides to produce ozone. Although it is invaluable in the atmosphere, low-

level ozone causes respiratory problems and also hastens the formation of acid rain. When acid rain falls on the ground it dissolves and liberates heavy metals and aluminum (Al). When it is washed into lakes, aluminum irritates the outer surfaces of many fish. As acid rain falls or drains into the lake the pH of the lake falls. Forests suffer the effect of acid rain through damage to leaves, through the loss of vital nutrients, and through the increased amounts of toxic metals liberated by acid, which damage roots and soil microorganisms.

5. What is the text mainly about?
   a. The definition of acid rain
   b. The process of acid rain
   c. The effect of acid rain
   d. **Acid rain**
   e. Rain

6. The acid of normal rain is…. then the acid rain
   a. Higher
   b. **Lower**
   c. Denser
   d. Severer
   e. The same

7. What is the result of the burning of the coal and oil?
   a. Ammonium
   b. Nitri acid
   c. Sulphuric acid
   d. **Sulfur dioxide**
   e. Airborne ammonia

8. The sulfur oxides and nitrogen oxides will …. in the air.
   a. Be absorbed directly by the vegetation
   b. Dissolved in the lake water and land
   c. Emit another sulfur gas
   d. Radiate an oxygen atom
   e. **Gain an oxygen atom**

9. Which of the following is not true about acid rain?
   a. **It contains lower pH than the normal rain**
   b. It has higher pH than the normal rain
   c. It can damage animal and plant life
   d. It contains dangerous gasses
   e. It endangers water life

10. What is the purpose of the text?
    a. To report the acid rain in general
    b. **To explain the process of acid rain**

c. To persuade the reader to prevent acid rain
d. To discuss the danger of acid rain in the air
e. To present two different opinions on acid rain process

Read the following text to answer questions number 11 to 14

Biodiesel is a clean-burning substitute for petroleum-based diesel fuel. Biodiesel is made of vegetable oil.

To make or manufacture Biodiesel, you must first start with raw materials. The raw materials needed in the production of Biodiesel are a small amount of methanol and a ready supply of vegetable products. One of the most common vegetables used in the production of Biodiesel is corn, although depending on the geographic location of the manufacturing facility many other plants are used as well (rapeseed, soybeans, flaxseed, etc.). The first step is to use the raw vegetable product to make vegetable oil. Vegetable oil by itself will not be what you need to power a car, from here it has to be processed into Biodiesel.

The process for converting vegetable oil into Biodiesel is sometimes called ester interchange. To complete this process the vegetable oil has to be combined with a smaller amount of methanol and then put in the presence of a small quantity of an alkaline catalyst (for example, 5% to 1% sodium hydroxide). Vegetable oil is made up of so-called triglycerides, which is a compound of the trivalent alcohol glycerin with three fatty acids. The goal of ester interchange is to separate the glycerin molecule from the three fatty acids and replace it with three methanol molecules. This process then yields roughly 90% Biodiesel and 10% of glycerin byproduct. The glycerin byproduct can be used in a number of other chemical processes for different industries

11. What is the text about?
    a. **The process of making Biodiesel**
    b. The use of the Biodiesel.
    c. The advantage of using the Biodiesel.
    d. The benefit of producing the Biodiesel.
    e. The development of the Biodiesel product.
12. What are interchanged in the process of ester interchange?
    a. The three fatty acids with the glycerin molecules.
    b. **The glycerin molecule with three methanol molecules**

c. Methanol with the three fatty acids.

d. Vegetable oil with methanol

e. Methanol and alkaline catalyst.

13. According to the text, one of the advantages in using biodiesel is…

a. It is cheap.

b. it only uses vegetable oil.

c. it uses replaceable materials.

d. it can be done in small industry.

e. **it gives less pollution than petroleum**

14. "The process for converting vegetable oil…"(Paragraph 3). The word "converting" is closest in meaning to…

a. Producing

b. Separating

c. Attaching

d. Processing

e. **Changing**

Read the following text to answer questions number 15 to 17

The Human Digestive System

Human body is made up of countless millions of cells. Food is needed to built up new cells and replace the worn out cells. However, the food that we take must be changed into substances that can be carried in the blood to the places where they are needed. This process is called digestion.

The first digestive process takes place in the mouth. The food we eat is broken up into small pieces by the action of teeth, mixed with saliva, a juice secreted by glands in the mouth. Saliva contains digestive juice which moisten the food, so it can be swallowed easily. From the mouth, food passes through the esophagus (the food passage) into the stomach. Here, the food is mixed with the juices secreted by the cells in the stomach for several hours. Then the food enters the small intestine. All the time the muscular walls of the intestine are squeezing, mixing and moving the food onwards.

In a few hours, the food changes into acids. These are soon absorbed by the villi (microscopic branch projections from the intestine walls) and passed into the bloodstream.

15. What is the text about?
    a. **The digestive system**
    b. The digestive juice
    c. The method of the digestive system
    d. The process of intestine work
    e. The food substances
16. From the text above, we imply that ….
    a. **a good process of digestive system will help our body becoming healthier.**
    b. no one concerned with the process of digestive system for their health.
    c. the digestive system is needed if we are eating the food instantly.
    d. every body must conduct the processes of digestive system well.
    e. the better we digest the food we eat, the healthier we will be.
17. "Human body is made up of countless millions of cells." (Paragraph 1) The phrase "made up" means ….
    a. Produced
    b. Managed
    c. Arranged
    d. Completed
    e. **constructed**

Read the following text to answer questions number 18 to 20

How Does Covid-19 Spread?

People in the world are shocked with the emergence of covid-19. This virus becomes a pandemic which has contaminated people all around the world. What is Covid-19? Covid-19 is a very infectious disease caused by a new kind of coronavirus. Is it dangerous? How can it spread to humans?

Firstly, the virus is supposed to spread primarily from person-to-person. These viruses can spread between persons who are in contact approximately in about 6 feets.

Secondly, covid-19 can also range via respiratory dewdrops produced while an infected person coughs or sneezes. These drops can land in the noses or mouths of persons who are nearby. Or they can feasibly be inhaled to the lungs.

Thirdly, it is spread by any human interaction with infected objects or surfaces. It may be likely that a person can catch up COVID-19 by touching objects devouring the virus. Then they drop the virus to their own nose, mouth, or eyes.

How easily a virus blowout from person-to-person can vary. These viruses are highly spreadable. Therefore, we have to be alert and keep following health protocol.

18. What is the text mainly about?
    a. The definition of covid-19
    b. How does Covid-19 spread
    c. Prevention from covid-19
    d. The process of Covid-19 Spread
    e. The effect of coronavirus

19. According to the text, How Does Covid-19 Spread, *Except?*
    a. Via respiratory dewdrops produced while an infected person coughs
    b. Spread by any human interaction with infected objects or surfaces
    c. When touching objects and then using disinfectant
    d. Spread primarily from person-to-person
    e. by touching objects devouring the virus

20. "it is spread by any human interaction with infected objects or surfaces" (Paragraph 1) The phrase "It" means ….
    a. Covid-19
    b. Person
    c. Spread
    d. Dangerous
    e. lungs

Attendance list control class

	NAMA	1	2	3	4	5	6
1	AFRAN SULTARI						
2	AGNEZA ANGGRAINI						
3	ALDI MARDIANSA						
4	AMYKA AKBAR NUGRAHA						
5	ARIEN RAHMADANIA						
6	DAVID						
7	DESCA DWI DAYANTI						
8	DONDRI YONADA						
9	ELIA SETRI						
10	FEMAS RILANGGA						
11	FICKY KURNIAWAN CHOVA						
12	HELPI PEBRIANTI						
13	LENA NOPITA SARI						
14	M. REZKY FERDYANSHA						
15	MININ NURHASANA						
16	MUHAMMAD ZUKRI						
17	NETTA PLORA ZITTA						
18	RAFFI ATHALLAH						
19	RAFIKA VILARAW						
20	RAHMA TRI SUSANTI						
21	REYNALDI HAKIM						
22	ROMADAN HAFIZ						
23	TENIKA MAHYUNI						
24	THOMAS LIIDIL ADHA						

Attendance List Experiment Class

	NAMA	1	2	3	4	5	6
1	AISYAH SULASTRI						
2	AKBAR ADEN SYAPUTRA						
3	ALDO SYAHPUTRA						
4	ANDA SURYADI						
5	ARIS PRASTYO						
6	DAMUSMAN						
7	DONI						
8	ERZA MAYA LESTARI						
9	FEMAS						
10	FIPILI SAPUTRA						
11	FITRI ANITA						
12	IZUL FAJRI						
13	JUNIZAR HARMIZON						
14	LIKA PUTRI YANA						
15	MARLEN APRIANTO						
16	MINDRA						
17	MUNIKA LESTARI						
18	NOVITA RAHMADANI						
19	RAPLES EKOZA						
20	RIA AMELIA						
21	SANJI ITO PELANI						
22	SELTA						
23	TORA FADILLA AMELLISA						
24	YELA ANGGRAINI						

Control pre-test

1	1	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1	6	30
2	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	15	75
3	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	2	10
4	0	0	0	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	3	15
5	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	0	0	1	14	70
6	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	0	0	0	1	1	14	70
7	1	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	1	1	1	7	35
8	0	0	1	1	0	1	1	1	1	0	1	1	0	0	1	1	1	0	1	1	13	65
9	0	1	0	0	0	0	1	0	0	0	0	1	0	1	0	0	0	0	0	0	4	20
10	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	2	10
11	1	0	0	0	0	0	0	1	0	0	0	1	0	1	0	1	1	0	0	0	6	30
12	1	1	1	0	0	0	0	0	1	1	1	0	1	0	0	0	0	1	1	1	10	50
13	1	1	0	0	0	0	1	1	0	0	0	0	0	1	1	1	0	0	0	0	7	35
14	0	0	0	0	1	1	1	1	1	1	1	0	0	1	0	1	0	1	1	1	12	60
15	1	1	0	1	1	1	0	1	1	1	1	1	0	0	1	1	0	0	1	0	13	65
16	1	1	1	0	1	1	1	0	1	1	1	1	0	1	0	0	1	1	1	1	15	75
17	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	4	20
18	1	0	0	0	1	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	5	25
19	0	1	1	0	0	1	0	0	1	0	0	1	1	0	0	1	1	0	0	0	8	40
20	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	15	75
21	0	0	0	1	1	0	0	1	1	1	1	0	0	0	0	0	1	0	1	0	8	40
22	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1	4	20
23	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	2	10
24	1	1	1	0	0	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	7	35

Control post-test

1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	0	0	14	70
2	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	16	80
3	0	1	0	1	0	1	0	1	1	1	1	1	1	1	0	1	0	0	1	1	13	65
4	0	1	1	1	1	1	0	1	0	1	1	0	1	1	0	1	0	1	1	0	13	65
5	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	16	80
6	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	0	15	75
7	1	1	1	0	1	1	1	0	1	0	1	0	0	1	1	1	1	1	0	1	14	70
8	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	18	90
9	1	1	1	0	0	1	1	0	0	1	1	1	1	1	0	0	0	0	1	1	12	60
10	1	1	1	1	1	1	0	0	0	1	0	1	1	0	0	1	1	1	1	0	13	65
11	1	1	1	1	1	0	0	1	0	0	1	1	0	1	1	1	1	0	1	0	13	65
12	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	85
13	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	0	1	0	0	13	65
14	0	0	1	1	1	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	14	70
15	1	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	1	0	0	1	14	70
16	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	0	1	1	1	16	80
17	1	1	1	1	1	0	1	1	0	0	0	1	1	0	0	1	0	1	0	1	12	60
18	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	0	1	0	1	0	14	70
19	1	1	1	0	0	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	15	75
20	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	16	80
21	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	0	1	0	15	75
22	0	1	0	1	0	1	1	1	1	0	0	0	1	1	1	1	1	0	1	0	12	60
23	1	1	1	1	0	0	0	0	0	1	1	1	1	1	0	0	0	0	1	1	11	55
24	1	1	1	0	0	0	1	1	1	1	1	1	0	0	0	1	1	1	0	0	12	60

Experiment pre-test

1	0	0	1	1	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	5	25
2	0	0	0	0	0	0	0	0	1	1	0	1	1	0	0	0	0	1	0	1	6	30
3	0	1	0	1	1	0	0	1	0	1	0	0	0	1	1	1	1	1	1	1	12	60
4	1	1	1	1	0	1	0	1	0	1	0	0	1	1	0	1	0	1	0	0	11	55
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2	10
6	0	0	0	0	0	1	1	1	1	1	1	0	0	0	0	0	0	0	1	1	8	40
7	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	1	0	1	0	0	5	25
8	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	0	0	15	75
9	0	0	1	0	0	0	1	0	0	1	1	0	1	1	0	0	0	0	0	0	6	30
10	0	0	0	0	1	1	0	0	0	1	1	1	1	0	0	0	1	1	0	0	8	40
11	0	0	1	1	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	5	25
12	1	1	0	0	0	1	1	0	1	0	0	1	0	1	0	1	1	1	1	1	12	60
13	0	1	0	1	0	1	1	1	1	0	1	1	1	1	0	1	0	1	1	0	13	65
14	0	0	1	1	1	0	1	1	1	0	1	0	1	1	0	0	0	0	0	0	9	45
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17	0	0	0	1	1	1	1	1	0	0	0	1	0	0	0	1	0	0	0	0	7	35
18	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	3	15
19	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	1	0	0	4	20
20	0	1	1	0	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	6	30
21	0	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	0	15	75
22	0	0	0	1	0	1	0	1	1	1	1	0	1	0	1	1	0	0	0	0	9	45
23	0	0	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1	1	5	25
24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2	10

Experiment post-test

1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	0	15	75
2	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	17	85
3	1	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	16	80
4	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	18	90
5	1	1	1	1	1	0	1	1	1	1	1	0	0	1	0	0	1	1	1	1	15	75
6	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	0	16	80
7	1	1	1	1	1	1	0	0	1	0	1	1	1	0	1	1	1	0	1	1	15	75
8	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	17	85
9	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	0	1	15	75
10	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	17	85
11	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	17	85
12	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	17	85
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	19	95
14	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	18	90
15	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	19	95
16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	17	85
17	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	16	80
18	1	1	1	1	1	1	1	1	0	0	0	1	0	0	1	1	1	1	1	1	15	75
19	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	1	1	16	80
20	0	1	1	0	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	15	75
21	1	1	1	1	0	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	16	80
22	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	17	85
23	1	1	1	1	1	1	0	0	0	1	0	1	1	0	1	1	1	0	1	1	14	70
24	1	0	0	0	1	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	13	65

Rekap nilai kelas control dan experiment

NO	CONTROL		EXPERIMENT	
	PRETEST	POSTEST	PRETEST	POSTEST
1	30	70	25	75
2	75	80	30	85
3	10	65	60	80
4	15	65	55	90
5	70	80	10	75
6	70	75	40	80
7	35	70	25	75
8	65	90	75	85
9	20	60	30	75
10	10	65	40	85
11	30	65	25	85
12	50	85	60	85
13	35	65	65	95
14	60	70	45	90
15	65	70	20	95
16	75	80	35	85
17	20	60	35	80
18	25	70	15	75
19	40	75	20	80
20	75	80	30	75
21	40	75	75	80
22	20	60	45	85
23	10	55	25	70
24	35	60	10	65

Documentation at Experiment class

Documentation at Control class

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor : 5055 /In.11/F.1I/PP.009/ 11/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan TadrisInstitut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiwa/NIM	Prodi	Judul
1	Riswanto,Ph.D 197204101999031004	P 1	Vesi Putri Adini 1811230041	TBI	The Effect of Auditory Intellectually, and Repetition AIR on Students Reading Comprehension at Eleventh Grade of SMAN 8 South Bengkulu
2	Zelvia Liska Afriani, M.Pd 199404202018012003	P II			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian,hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 22 November 2021

Plt. Dekan,

ZUBAEDI

Tembusan:
1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Prodi
Tadris Bahasa Inggris
UIN Fatmawati Sukarno Bengkulu

Dengan hormat,
Saya yang bertanda tangan di bawah ini:
Nama : Vesi Putri Adini
NIM : 1811230041
Jurusan/Prodi : Bahasa/Tadris Bahasa Inggris
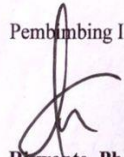Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.
Adapun judul saya sebelumnya adalah: **The Effect of Auditory, Intellectually, and Repetition (Air) on Students' Reading Comprehension at Eleventh Grade of SMAN 8 South Bengkulu** Menjadi: **The Effect of Auditory, Intellectually, and Repetition (Air) Model on Students' Reading Comprehension at Eleventh Grade of SMAN 8 South Bengkulu**
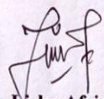Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

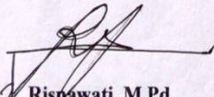Bengkulu, April 2022
Disetujui oleh,

Pembimbing I

Riswanto, Ph.D
NIP. 197204101999031004

Pembimbing II

Zelvia Liska Afriani, M.Pd
NIP.199404202018012003

Diketahui oleh,
Ketua Jurusan Bahasa

Risnawati, M.Pd
NIP. 197405231999032002

Nomor : 2313 /Un.23/F.II/PP.00.9/05/2022
Lamp. : -
Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Riswanto, Ph.D (Penyeminar I)

2. Andri Saputra, M.Sc (Penyeminar II)

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal   : Rabu, 25 Mei 2022

Tempat   : Ruang Munaqasah Jurusan Pendidikan Bahasa Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Vesi Putri Adini (1811230041)	08.00-08.50 WIB	The Effect of Auditory, Intellectually ,and Repetition (AIR) Model on Students' Reading Comprehension at Eleventh grade of SMAN 8 South Bengkulu
2.	Nevy Nuristi Ochtaviani (1811230124)	08.50-09.40 WIB	Comparison Of Tenth Grade Learning Outcomes In English Speaking Skills In Rural And Urban Schools (A Study At Senior High Schools Students In Bengkulu Province)
3.	Sukma Virgonita (1811230130)	09.40-10.30 WIB	Exploring EFL Student's Anxiety in Public Speaking Performance (study at 2nd grade students of SMK 4 South Bengkulu in academic year 2022/2023)
4.	Sartika Obian Ramadhan (1811230112)	10.30-11.20 WIB	The Effect of Using Fan-N-Pick Strategy on EFL Students' Speaking Ability (A quasi experimental research at 8th grade students of SMPN 18 Kota Bengkulu In Academic Year 2022/2023)
5.	Silvia Lusianti (1811230013)	11.20-12.00 WIB	The Effectiveness Of Online Media In Improving Students' English Pronunciation Skills

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 18 Mei 2022
Dekan,

Mulyadi

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Vesi Putri Adini, NIM : 1811230041 yang berjudul **"THE EFFECT OF AUDITORY, INTELLECTUALLY, AND REPETITION (AIR) MODEL ON STUDENTS' READING COMPREHENSION AT ELEVENTH GRADE OF SMAN 8 SOUTH BENGKULU".** Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Rabu, 25 Mei 2022

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, 02 Juni 2022

Penyeminar I   Penyeminar II

Riswanto, Ph,D   **Andri Saputra, M,Sc**
NIP . 197204101999031004   NIP. 199106262019031014

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Nomor: 2539/Un.23/F.II/PP.00.9/06/2022
Lamp. : -
Perihal: Ujian Komprehensif

Kepada Yth.
1. Achmad Ja'far Sodik, M.Pd.I
   (kompetensi UIN)

2. Risnawati, M.Pd
   (kompetensi jurusan/Prodi)

3. Drs.Nurhadi, M.A
   (Kompetensi Keguruan)

Assalamu'alaikum Wr. Wb.

Bersama ini kami mohon Bapak/Ibu untuk menjadi Penguji komprehensif Mahasiswa Prodi Tadris Bahasa Inggris, Jurusan Tadris Bahasa, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Selasa, 07 Juni 2022
Waktu   :13.30-14.00 WIB
Tempat   : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat

Adapun nama-nama mahasiswa:

NO	NAMA MAHASISWA	NIM
1	Vesi Putri Andini	1811230041
2	Azhari Akbar	1811230115
3	M.Fikri Al-Mubaraq	1811230123
4	Yeni Gusmadela	1811230070
5	Yuliza	1811230062

Demikianlah, agar dilaksanakan sebagaimana mestinya.

Bengkulu, 2 Juni 2022
Dekan,

MS Mulyadi

CS Dipindai dengan CamScanner

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DAFTAR NILAI UJIAN KOMPREHENSIF

Nama Mahasiswa   :   Vesi Putri Andini
N I M   :   1811230041
Program Studi   :   Tadris Bahasa Inggris

NO	ASPEK	INDIKATOR	PENGUJI	NILAI	TANDA TANGAN
1	Kompetensi UIN	1. Kemampuan membaca Al-quran 2. Kemampuan menulis Arab 3. Hafalan surat-surat pendek (Ad-Dhuha s/d An-Naas)	Achmad Ja'far Sodik, M.Pd.I	73	6-7-2022
2	Kompetensi Jurusan/Prodi	1. Hapalan ayat dan hadits yang berhubungnan dengan pendidikan (tarbiyah) 2. Language Skill, Vocabulary, grammar, Speaking, Writing, Reading 3. Linguistics: Psyicholinguistics, Socioling uistics, Phology, Semantics 4. Teaching skill, TEFL, LTR, ESP, CMD	Risnawati, M.Pd	85	29/-2022 /06
3	Kompetensi keguruan	1. Kemampuan memahami UU/PP yang berhubungan dengan Sistem Pendidikan Nasional 2. Kemampuan memahami kurikulum, silabus, dan desain pembelajaran 3. Kemampuan memahami metodologi, media dan sistem evaluasi pembelajaran 4. Kemampuan memahami 4 kompetensi keguruan (pedagogik, profesional, kepribadian, dan sosial) .	Drs.Nurhadi, M.A	75	
			JUMLAH	233	
			RATA-RATA	77,66	

Bengkulu,
Dekan,

Dr. Mus Mulyadi M.Pd
00514200031004

Nomor : 5359 /Un.23/F.II/PP.00.9/07/2022

Lamp. : -

Perihal : Ujian Skripsi

Bengkulu, 29 Juli 2022

Kepada Yth.
1. Dra.Khermarinah, M.Pd.I (Ketua)
2. Heny Friantary, M.Pd (Sekretaris)
3. Feny Martina, M.Pd (Penguji Utama)
4. Ixsir Eliya, M.Pd (Penguji II)
   di –
     Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Jum'at, 29 Juli 2022

Tempat : Ruang Munaqasah Jurusan Tarbiyah Lantai 3 Dekanat FTT

No	Nama/Nim	WAKTU (WIB)	Judul
1	Reza Juanda 1611230105	08.00-09.00 WIB	An Analysis of Code Mixing Used By Native Speaker In Teaching EFL Students Through Guruku Mr. D Youtube Channel
2	Vesi putri adini 1811230041	09.00-10.00 WIB	The Effect of Auditory, Intellectually, and Repetition (AIR) Model on Students' Reading Comprehension at Eleventh Grade of SMAN 8 South Bengkulu
3	Silvia Lusianti 1811230013	10.00-11.00 WIB	The Effectiveness of Online Media In Improving Students' English Pronunciation Skills

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dekan,

Mus Mulyadi

SURAT PERMOHONAN

Perihal   : Permohonan Penelitian di SMAN 8 Bengkulu Selatan

Kepada Yth. Arpan, M.Pd, Mat
Selaku Kepala Sekolah SMAN 8 Bengkulu Selatan

Dengan hormat, yang bertanda tangan dibawah ini:

Nama   : Vesi Putri Adini

Program Studi : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Tadris

Judul   : The Effect of Auditory, Intellectually,and Repetition (AIR) Model on Students' Reading Reading Comprehension at Eleventh Grade of SMAN 8 South Bengkulu.

Dengan surat ini saya memohon izin kepada Bapak Kepala Sekolah untuk melaksanakan penelitian di SMAN 8 Bengkulu selatan sehubungan dengan pengumpulan data guna penyusunan tugas akhir skripsi.

Demikian surat permohonan ini saya ajukan, atas izin Bapak saya ucapkan terima kasih.

Mengetahui
Kepala SMAN 8 Bengkulu Selatan

Bengkulu,   Juni 2022
Mahasiswa

Arpan, M.Pd, Mat
NIP.196906061992031007

Vesi Putri Adini
NIM. 1811230041

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Website: www.uinfasbengkulu.ac.id

Nomor   : 2738 / Un.23/F.II/TL.00/06/2022   15 Juni 2022
Lampiran : 1 (satu) Exp Proposal
Perihal   : **Mohon izin penelitian**

Kepada Yth,
Kepala SMAN 8 Bengkulu Selatan
Di –
     Bengkulu Selatan

Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul *"THE EFFECT OF AUDITORY, INTELLECTUALLY, AND REPETITION (AIR) MODEL ON STUDENTS' READING COMPREHENSION AT ELEVENTH GRADE OF SMAN 8 SOUTH BENGKULU".*

Nama   : Vesi Putri Adini
NIM   : 1811230041
Prodi   : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : SMAN 8 Bengkulu Selatan
Waktu Penelitian : 16 Juni s/d 25 Juli 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan

Mus Mulyadi

CS Dipindai dengan CamScanner

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : 867 / SMAN.8 / BS / PL / 2022

Yang bertanda tangan di bawah ini :

Nama   : **ARPAN, M.Pd. Mat**

NIP   : 19690606 199203 1 007

Pangkat / Golongan   : Pembina Tk I / IV.b

Jabatan   : Kepala SMA Negeri 8 Bengkulu Selatan

Menerangkan bahwa   :

Nama   : **Vesi Putri Adini**

NPM / NIM   : 1811230041

Program Studi   : Tadris Bahasa Inggris (TBI)

Telah melaksanakan kegiatan penelitian di SMA Negeri 8 Bengkulu Selatan, Jln. H. Rentama No. 03 Masat Kecamatan Pino, Kabupaten Bengkulu Selatan, tanggal 16 Juni 2022 s.d 25 Juli 2022. Dengan judul penelitian **"THE EFFECT OF AUDITORY, INTELLECTUALLY, AND REPETITION (AIR) MODEL ON STUDENTS' READING COMPREHENSION AT ELEVENTH GRADE OF SMAN 8 SOUTH BENGKULU"**

Demikian surat keterangan melaksanakan penelitian ini dibuat dengan sebenarnya atas perhatiannya terimak kasih.

Masat, 26 Juli 2022
Kepala Sekolah

ARPAN, M.Pd.Mat
NIP. 19690606199203 1 007

Cek turnitiin Vesi_TBI

by Vesi Putri

Cek turnitiin Vesi_TBI

ORIGINALITY REPORT

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Nama Mahasiswa : Vesi PUTRI ADINI

Pembimbing I/H : Riswanto, P.Hd

NIM : 1811230041

Jurusan : Tadris

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : The effect of Auditory Intelectually and Repetition on Students Air model Reading comprehension at Eleventh grad of SMAN 8 South Bengkulu.

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	7/12/2021	Penyerahan SK		
2.	19/1/2022	BAB II	Kajian literature + Scopus data + App Sch - Hub + Mendeley	
3.	21/1/2022	BAB II	Cek Teori dari data Scopus + parafrase	
4	18/2/2022	BAB III/ new proble telmin, + KPP 4X	Pebaix / SCopus.com	
5	2/3/2022	Acc seminar proposal		

Mengetahui,
Dekan

...adi . S. Ag., M.Pd
NIP. ...05 192000031004

Bengkulu, ...
Pembimbing I/II

Riswanto, ph D.
NIP. 197204 01999031004

Nama Mahasiswa : Vesi Putri Adini
NIM : 1811230091
Jurusan : Tadris
Program Studi : Tadris Bahasa Inggris

Pembimbing II : Zelvia Liska Afriani, M.pd
Judul Skripsi : The effect Of Auditory, Intellectual and repetition (AIK) Model on Students reading comprehension at Eleventh grade of SMAN 8 South Bengkulu.

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1.	02/2022 /03	Konsultasi judul	Read at least 15 reputable articles which has a relation to your topic	✓
2.	07/2022 /03	Chapter 1	- Your Background is still too broad, revise as suggested - Mind your grammatical mistakes	✓
3.	14/2022 /03	Chapter 1	Revise as suggested	✓
4.	21/2022 /03	Chapter 2	- Add more related theories - Read your grand theory	✓
5.	28/2022 /03	Chapter 3	- Read more about quantitative design - Start to make research instruments	✓
6.	02/2022 /03	Instrument	- Put the sources in your instruments	✓
7.	04/2022 /04	ACC Seminar Proposal		✓

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Bengkulu,

Pembimbing II

Zelvia Liska Afriani, M.Pd
NIP. 199404202018012003

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Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Veri putri Adini

Pembimbing I/II : Zelvia Liska Afriani, M.Pd

NIM : 1811230091

Jurusan : Tadris

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : The effect of Auditory, Intellectually, and Repetition (AIR) Model on students' reading Comprehention at Eleventh grade of SMAN 8 South Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	11/7/2022	Chapter 1-5	Revise as suggested	
2.	13/7/2022	chapter 4	Revise as suggested	
3.	18/7/2022	Chapter 1-5	Revise as suggested	
4.	20/7/2022	Journal article	Revise as suggested	
5.	20/7/2022	ACC to munagosap		

Mengetahui,
Dekan

Mulyadi, S.Ag., M.Pd.
005192000031004

Bengkulu, ... 2022

Pembimbing I/II

Zelvia Liska Afriani, M.Pd
NIP. 199404202018012003

Nama Mahasiswa : Vesi Putri Adini

Pembimbing I/Ħ : Riswanto, P.Hd

NIM : 1811230041

Jurusan : Tadris

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : The effect of Auditory, Intelectually and Repetition on Students' Reading Comprehension at Eleven grade of SMAN 8 South Bengkulu.

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	13/7/2022	Cek terultin + poreprase + srule	ploin	✓
2	20/3/2022	fase teaskit Artiual + Tunitin del	Relin	✓
3	21/7/2022	Cek Buslogue	←	✓
4	22/7/2022	Acc ujian srp		✓

Mengetahui,
Dekan

Dr. Mus Mulyadi, S.Ag., M.Pd.
NIP. 197005142000031004

Bengkulu, ...
Pembimbing I/Ħ

Riswanto Ph.D
NIP. 197204101999031004

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KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : VESI PUTRI ADINI
NOMOR INDUK MAHASISWA : 1811230041
PRODI : TADRIS BAHASA INGGRIS

NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Jumat 25/2022/3		Muhammad Febli Tanyah	1811230053	The effect of Implementing Tic-Tac Application with project-based learning on students' speaking skill	
2	Jumat 25/2022/3		Deanta Viomelka	1811230088	The effect of using Jumble words game contained with jumble words game on students' vocabulary mastery	
3	Jumat 25/2022/3		Winda Putri Ainiza	1811230082	The influence of mimicry memorization (MIM-MEM) method on EFL young learner' vocabulary mastery	
4	Jumat 25/2022/3		Elisa Dwi Utami	1811230023	Students Perception of the Wje Quiziz Application as An Assesment Tool in EFL class of UIN Fatmawati Sukarno Bengkulu	N
5	Jumat 25/2022/3		Hesy Dwi Fitriyanti	1811230066	The correlation between students' motivation in reading and their reading comprehension achievement in SMAN 1 Kota Bengkulu	