

**THE EFFECT OF GOOGLE CLASSROOM AS A BLENDED LEARNING
MEDIA INTEGRATED WITH INFERENCE STRATEGY ON STUDENTS'
READING ABILITY
(AN EXPERIMENTAL STUDY AT GRADE X SMAN 6 BENGKULU SELATAN)**

THESIS

Submitted as a Partial Requirements for Degree of Sarjana Pendidikan (S.Pd)
In English Education Study Program Tarbiyah and Tadris Faculty
UIN Fatmawati Sukarno Bengkulu



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MOTTO

If you can't fly then run, if you can't run then walk, if you can't walk then crawl, but whatever you do you have to keep moving forward.

(Martin Luther King Jr)

DEDICATION

In the name of Allah the Beneficent and the Merciful, the final project is dedicated to:

1. Feeling grateful to Allah SWT for all the pleasure, strength, patience in living life.
2. For my beloved parent, Mr. Barsan and, Mrs.Tasiartini , love and respect are always for them. Thank you very much for your support, prayer, and patience to make my education success.
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6. Staff and employees of TBI UIN FAS Bengkulu Study Program
7. My almamater UIN FAS Bengkulu

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “The Effect of Google Classroom as Blended Learning Media Integrated with Inference Strategy to Improve Students’ Reading Ability (An Experimental Study at Grade X SMAN 6 Bengkulu Selatan)” 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.

Bengkulu 2021



Echa Ananda Sari

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Finally, the researcher realized that this thesis is still far from being perfect. Therefore, any suggestion and constructive critics are always welcome.

Bengkulu, November 2021

The researcher

Echa Ananda Sari

ABSTRACT

Echa Ananda Sari, 2021. The Effect of Google Classroom as Blended Learning Media Integrated with Inference Strategy to Improve Students' Reading Ability (An Experimental Study at Grade X SMAN 6 Bengkulu Selatan). Thesis for English Education Study Program, Faculty of Tarbiyah and Tadris, Bengkulu State Islamic Institute.

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There were some facts that indicated the problem in reading skill at Grade X of SMAN 6 Bengkulu Selatan. First, students' interest of reading was still low. Second, students had difficulties in understanding the text. They got it difficult in understanding sentences, finding the meaning of the sentences or only understood the broad outline of the text content. The students needed a lot of time in understanding the text, they did not use chance to read English text either at home or in English lesson. The students had difficulties in doing exercises. It may be caused by the teaching and learning system which has been changed during pandemic era of Covid-19. Those all made their achievement became low and caused failure in teaching and learning process. The objective of this research is to investigate whether there is a significant effect of using Google Classroom as Blended Learning Media Integrated with Inference Strategy toward Students' Reading Ability. The design of this research was quasi experiment. In this design, two classes were used, they were experimental class and control class. The instrument on this research is reading test which aims to measure students' reading comprehension. The data in this research was analyzed by using SPSS v.20. It was to calculate the pre-test and post-test result. The finding of this research showed that there was a significant effect of using Google Classroom as Blended Learning Media Integrated with Inference Strategy toward Students' Reading Ability with the t-count of post test = 5,518 > t-table with the sig. (2-tailed) = 0,000 < 0,05 which means that H_0 was rejected. It can be concluded that there was a significant effect of using Google Classroom as Blended Learning Media Integrated with Inference Strategy to improve students' reading ability at grade X SMAN 6 Kota Bengkulu.

Keywords: *Google Classroom, Inference Strategy, Reading Ability*

ABSTRAK

Echa Ananda Sari, 2021. Pengaruh Google Classroom Sebagai Media Blended Learning Terintegrasi Dengan Strategi Inferensi Terhadap Peningkatan Kemampuan Membaca Siswa (Studi Eksperimental Pada Kelas X SMAN 6 Bengkulu Selatan). Skripsi untuk Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri Bengkulu.

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Ada beberapa fakta yang menunjukkan adanya masalah dalam keterampilan membaca di kelas X SMAN 6 Bengkulu Selatan. Pertama, minat baca siswa masih rendah. Kedua, siswa mengalami kesulitan dalam memahami teks. Mereka mengalami kesulitan dalam memahami kalimat, menemukan makna kalimat atau hanya memahami garis besar isi teks. Siswa membutuhkan banyak waktu dalam memahami teks, mereka tidak menggunakan kesempatan untuk membaca teks bahasa Inggris baik di rumah maupun dalam pelajaran bahasa Inggris. Siswa mengalami kesulitan dalam mengerjakan soal. Hal ini mungkin disebabkan oleh sistem belajar mengajar yang telah berubah selama era pandemi Covid-19. Semua itu membuat prestasi mereka menjadi rendah dan menyebabkan kegagalan dalam proses belajar mengajar. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan penggunaan Google Classroom sebagai Media Blended Learning Terintegrasi dengan Strategi Inferensi terhadap Kemampuan Membaca Siswa. Desain penelitian ini adalah quasi eksperimen. Dalam perancangan ini digunakan dua kelas yaitu kelas eksperimen dan kelas kontrol. Instrumen dalam penelitian ini adalah tes membaca yang bertujuan untuk mengukur pemahaman membaca siswa. Data dalam penelitian ini dianalisis dengan menggunakan SPSS v.20. Itu untuk menghitung hasil pre-test dan post-test. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan penggunaan Google Classroom sebagai Media Pembelajaran Blended Learning Terintegrasi dengan Strategi Inferensi terhadap Kemampuan Membaca Siswa dengan $t\text{-hitung post test} = 5,518 > t\text{-tabel dengan sig. (2-tailed)} = 0,000 < 0,05$ yang berarti H_0 ditolak. Dapat disimpulkan bahwa terdapat pengaruh yang signifikan penggunaan Google Classroom sebagai Media Blended Learning Terintegrasi dengan Strategi Inferensi terhadap peningkatan kemampuan membaca siswa kelas X SMAN 6 Kota Bengkulu.

Kata kunci : Google Classroom, Strategi Inferensi, Kemampuan Membaca

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CHAPTER I

INTRODUCTION

A. Background of the Research

COVID-19 has changed the lifestyles of people around the world, people are advised to keep their distance and limit travel as often as possible. and these security measures apply to education as well. In Indonesia, all schools and universities are closed until now. The state government has recommended distance learning and additional learning materials by online system (Ministry of Health of Republic Indonesia, 2020). Although the government has not issued joint guidelines for online education in response to the COVID-19 pandemic, online education has been implemented in certain schools and universities depending on their status. This situation impacts the teaching and learning system, especially teaching language, especially English.

Based on the hadith narrated by Imam Tirmidzi, the Holy Prophet ordered one of His secretaries named Zaid bin Tsabit to study the Syriac language which , was used by the Jews at that time, this was motivated by the many letters that came to the Prophet peace be upon him, but the Prophet was affraid that there would be additions and subtractions if he ordered the Jews to reply to these letters (Hakim, 2017). That is the reason why language becomes an important thing to be taught, including English language.

English is worldwide language that is learned by the entire nation in the world. Not only learned but also used as daily language for communicating with others or simply called English as a second languages or English as foreign

language. It is used to have interaction over the sea, technology literacy skill, and even to develop the knowledge. Someone must prepare her/himself with knowledge and skills in English language that are needed and suitable with world of work.

In Indonesia, English is the foreign language that was taught to the student as one of compulsory subject from Elementary school up to college or University (Berns, 2013). Like other subject, English has its own curriculum which was needed for successful in learning and teaching process. A curriculum usually includes the objective, a list of teaching point and suggestion for evaluation. One of important skill in English is reading skill.

Reading is one of skills in English which is to make people get an information from what they read in order to be able to reach the comprehension. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. But some of people argue that reading some article or textbook is easy but reading with comprehension is more difficult (Nunan, 2003). Actually, reading skill is very important for students such as; the students can get information from they read, the students can add their knowledge and can enlarge the way of their thinking by reading any text. So the students should have skill in reading to add their information and enrich their knowledge.

Reading for most students is considered to be not an easy thing to do: 1) students may not be able to read the words themselves; 2) or the student may understand each word and even each sentence, but fail to understand the

relationships between the sentences and the meaning of the text as a whole; 3) the student may not have sufficient ability to understand more familiar genres of text, but rather, the student may only falter when faced with challenging, knowledge demanding text; 4) the student as the reader may lack the requisite knowledge or reading strategies necessary to overcome such challenges (McNamara, 2009).

Based on the previous interview to the English teacher who teaches English at Grade X of SMAN 6 Bengkulu Selatan, it was found that mostly tenth grade of senior high school students had a problem in English subject, especially in reading. According to data from the English teacher, the students' reading comprehension was still low. It could be seen from the students' achievement reading score, there are 45% of students from 26 students got score 50, then 25% students got 55, and 30% students got 60 in reading test score. Moreover, there were some facts that indicated the problem. First, students' interest of reading was still low. Second, students had difficulties in understanding the text. They got it difficult in understanding sentences, finding the meaning of the sentences or only understood the broad outline of the text content. The students needed a lot of time in understanding the text, they did not use chance to read English text either at home or in English lesson. The students had difficulties in doing exercises. It may be caused by the teaching and learning system which has been changed during pandemic era of Covid-19. Those all made their achievement became low and caused failure in teaching and learning process.

To solve the reading problems above, the researcher found out one of strategy that can be used, the strategy is inference strategy. According to Jeff

(2005), inference strategy is one of the reading strategies, in which the readers try to comprehend and understand the reading text by drawing their personal meaning from the text. Here, the readers or students draw conclusions from their own prior knowledge, their knowledge of pronouns and antecedents, and their knowledge of the relationship between explicitly stated information and implied information.

Making inferences refers to information that is implied or ‘inferred’. This means that the information is never clearly stated. In fact, writers often ‘tell’ the readers more than they say directly. They give them hints that help readers “read between the lines”. Using these clues to give readers a deeper understanding of their reading is called ‘inferring’. By ‘inferring’, readers go beyond the surface details to see other meanings that the details suggest or imply (not stated). When the meanings of words are not stated clearly in the context of the text, they may be implied – that is, suggested or hinted at. When meanings are implied, readers may ‘infer’ them. Smith (2004) said his opinion about inferences in this way: “Inferences are evidence-based guesses. They are the conclusions a reader draws about the unsaid based on what is actually said. Inferences drawn while reading are much like inferences drawn in everyday life”.

During pandemic era, the use of technology becomes popular trend in teaching and learning system all around the world including Indonesia. Online learning becomes one of solution to avoid the spreading of Covid-19 in education system(Luthra and Mackenzie (2020). Online teaching and learning absolutely needs an interesting and easy to use technology for students and teachers. One of

the technology that frequently used by teachers in teaching online is Google Classroom.

Google Classroom is a virtual classroom provided by Google. It is for academic institutions to create blended learning to simplify, create, distribute, and grade assignments in a paperless way. So, the teachers can be engaged with the students online delivering materials, discussing any topic and submitting assignments. By using the Google Classroom, the teacher can encourage students to learn materials more creatively. Besides, its availability on their own smartphones, the learning process can be easily accessed by students wherever and whenever they want. Google Classroom as a free web-based learning management platform that supports all people who have Google account to create and manage online classes. It assists the teachers to create and organize assignment quickly, provide feedback efficiently, and communicate with their classes easily. Google Classroom aims to help teachers manage the creation and collection of students' assignments by utilizing Google Docs, Google Drive, and other apps so that it supports paperless environment (Iftakhar, 2016).

The implementation of inference strategy enhanced by Google Classroom can be as an alternative way to solve the students' reading problems especially during pandemic era nowadays. Therefore, to know how effective of using Google Classroom integrated with inference strategy in improving students' reading ability, the researcher will conduct a research entitled "The Effect of Google Classroom as Blended Learning Media Integrated with Inference Strategy to

Improve Students' Reading Ability (An Experimental Study at Grade X SMAN 6 Bengkulu Selatan).

B. Problem Statement

Based on the background above, the problems can be identified as follows;

- a. The students' reading comprehension was still low. It could be seen from the students' achievement reading score, there are 45% of students from 26 students got score 50, then 25% students got 55, and 30% students got 60 in reading test score.
- b. Students' interest of reading was still low
- c. Students had difficulties in understanding the text. They got it difficult in understanding sentences, finding the meaning of the sentences or only understood the broad outline of the text content
- d. The students needed a lot of time in understanding the text, they did not use chance to read English text either at home or in English lesson.
- e. The students had difficulties in doing exercises from their teacher.
- f. The online learning media used makes the students bored.

C. Research Question

Based on the problem above, the research question can be formulate as follow: Is there any significant effect of using Google Classroom as Blended Learning Media Integrated with Inference Strategy toward Students' Reading Ability?

D. Limitation of Problem

In order to focus on the topic of research in this thesis, the researcher limits the scope of this study. The researcher limits the problem of this study on the students' reading comprehension that was still low at grade tenth students of SMAN 6 Bengkulu Selatan. Therefore to solve the problem, the researcher will conduct a research about implementation of inference Strategy using Google Classroom in teaching reading at grade tenth students of SMAN 6 Bengkulu Selatan.

E. Objective of the Research

The objective of this research is to know whether there is a significant effect of using Google Classroom as Blended Learning Media Integrated with Inference Strategy toward Students' Reading Ability.

F. Significance of the Research

1. Theoritically

To help the researcher to find out the alternative way of teaching reading, especially report and to produce the relevant and valid knowledge for their class to improve their teaching. Students get the case of organizing ideas or the information they have a coherent into a report text and in accordance with the generic structure of the text. Teachers know exactly the needs and problem faced by English language learning by students. Furthermore, they can provide appropriate measures to overcome them.

2. Practically

It can be used as a model to improve the students' ability in reading comprehension, and it may guide, help and encourage students to express their ideas, opinion, and thought into paper.

G.Operational Definitions

The definition of key terms based on the title about are:

a. Reading comprehension

Students' reading comprehension refers to the students' ability to read text, process it and understand its meaning. In this study, students' reading comprehension refers to the score that the students got after doing the test that was prepared by the researcher.

b. Inference strategy

Inference strategy is one of the reading strategies, in which the readers try to comprehend and understand the reading text by drawing their personal meaning from the text. Here, the readers or students draw conclusions from their own prior knowledge, their knowledge of pronouns and antecedents, and their knowledge of the relationship between explicitly stated information and implied information (Jeff, 2005).

c. Google Classroom

Google Classroom is a tool which facilitates students and teacher collaboration; also teacher can create and distribute assignments for students in an online classroom for free.

d. Blended Learning Media

Blended learning is a mixing or combination of online learning, offline learning, and face-to-face learning, in offline learning students can operate the learning sequence eventhough it is not connected to internet through the application program. Blended Learning media means the application program that is used in offline and online learning.

H. Hypothesis

In order to answer the research question, the following hypotheses are proposed, the null hypothesis (H₀) and the alternative one (H₁). If the null hypothesis (H₀) is rejected, the alternative one (H₁) will be accepted. And vice versa, if the null hypothesis is accepted, then the alternative one will be rejected.

The hypothesis is:

H₁= There is significant effect of using Google Classroom as Blended Learning Media Integrated with Inference Strategy toward Students' Reading Ability

H₀= There is no significant effect of using Google Classroom as Blended Learning Media Integrated with Inference Strategy toward Students' Reading Ability

CHAPTER II

LITERATURE REVIEW

A. Literature Review

1. Reading

a. Definition of Reading

Reading is one of skills in English to make the people get an information from what they read, and information from a text, it needs a thinking process in order to be able to reach the comprehension. But some of people argue that reading some article or textbook is easy but read with comprehension is more difficult. Actually, Reading skill is very important for students such as ; the students can get information from they read, the students can add their knowledge, students can enlarge the way of their thinking by reading any text (Nunan, 2003). So the students should have skill in reading to add their information and enrich their knowledge.

Reading is the one of the important skill. Through reading students can get new ideas, obtain needed information, can support for their ideas, help to complete their assignments and additional their motivation to know all of the world, not only as an important skill for the student in their life but also as an important aspect in the national final exam. The student know that an important of reading but for many students, reading is a tedious job, especially in English reading because they are consider that english is complicated , they are can not understand the meaning of the text, and in Indonesia English as a foreign language.

The definitions of reading are variously stated by some experts. McNamara (2009) stated that reading comprehension is a foundation to students' overall academic success in school. Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Without the skills of reading comprehension and the motivation for reading to learn, students' academic progress is limited. Readers who are metacognitively aware are able to monitor their understanding while reading, deploying and manoeuvring within their strategy repertoires to address any gaps when deriving meaning from text, thus facilitating comprehension.

b. Definition of Reading Comprehension

Comprehension is a developmental skill in ascribing idea beginning at the word level and proceeding to attaching meaning to an entire reading selection. According to Seyed (2010), the word comprehension refers to the ability to go beyond the words, to understand the ideas conveyed in the entire text. Reading comprehension is the process of extracting meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

c. The Purpose of Reading Comprehension

According to Grabe and Stoller (2002), the purpose of reading are:

1) Reading for general understanding

Reading for general understanding is the most basic purpose for reading. Reading for general understanding is also found as the most complex than it commonly assumed. Reading for general understanding when it is accomplished

by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time. Because of its demands for processing efficiency, reading for general understanding is more difficult to master than reading to learn.

2) Reading to search for simple information

Reading to search for information is a common reading ability. The reader only reads the surface to look for the simple information without having to think the material deeply. In reading to search, the reader typically scans the text for a specific piece of information or a specific word. So, it can be said that reading to search is useful for the readers to find as well as to figure out the information needed by scanning and skimming the text.

3) Reading to learn from the text

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. It requires abilities to: Remember main ideas as well as a number of details that elaborate the main and supporting ideas in text, Recognize and build rhetorical frames that organize the information in the text, Link the text to the reader's knowledge base. Reading to learn is usually carried out at a reading rate somewhat slower than the general reading comprehension. In addition, it makes stronger inferential demands than general comprehension to connect text information with background knowledge.

4) Reading to integrate information, write and critique text

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple resources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal.

d.Kinds of Reading

Brown (2008) states that there are two types of classroom reading performance, those are oral and silent reading. Oral reading is preferred to the beginning level. At the beginning and intermediate level, oral reading can serve as an evaluative check on processing skills, double as pronunciation check, and serve to add some extra students' participation while silent reading is better to the advance one. Silent reading can be subcategorized into intensive and extensive reading.

Intensive reading is usually a classroom-oriented activity in which students focus on the linguistics or semantics details of passage. Intensive reading call students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications and rhetorical relationship, while extensive reading is carried out to achieve a general understanding of a usually somewhat longer text. In the other word extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. Most extensive reading is performed outside of class time (Brown, 2008).

e. Teaching Reading Comprehension

In reading strategy there are namely predicting, skimming, scanning, inferring guessing of new words, self monitoring (Harvey and Gouvids, 2000 as cited in Daunis and Lams, 2007).

1) Predicting

Predicting means predicts what is in the text, predicting involves thinking about what might happen next in the text. predicting be applied by the reader by using images, title text, as well as the personal experiences of the reader. but to determine whether the reader correctly predicting the use of text and reader confirm or disprove predictions to support the text.

2) Skimming

Skimming is one way the reader for quick reading which aims to get an overview or general idea and the essence of a text. used skimming readers who want to get a specific information in a manner that does not skip reading sought. in skimming techniques: Use of quick glance through the pages, pay attention to the title, read the opening sentence and the conclusion, read the first and last sentence of the paragraph to find the main idea.

3) Scanning

Scanning is a technique to reading quickly by scanning information in the search without reading the entire text. This technique often used when the reader just want to find information specific to a quick reading without seeing or reading all the contents of the text, usually by looking at the title of the text, table of contents and so on. Most readers know about the information or answers that will

be search, so the reader will be concentrate on specific answer. In this way, we can say that scanning is reading quickly intervening to locate specific information

4) Inffering

Prezler(2006) said that “inferences are evidence -based guesses i.e. in case of reading; students use their prior knowledge to make inferences about the text”. Inferences are often referred to as what you “read between the lines” that means the author wants the reader to make the jump to the same conclusion the author has made. The inferences are the conclusions that a reader draws about the unsaid passage based on what is actually said by the author.

5) Guessing The Meaning of New Words

One of the most difficult problems that make an obstacle for students in the comprehension of reading is unfamiliar/new words or lack vocabulary. The ability to guess meaning from context is a useful skill to practice and try to improve. As stated by Langan (1986), there are many things that could help students such as: (1) Guess the meaning of the text which surrounds it (2) the way the word is formed (3) background knowledge of the students about the subject.

6) self monitoring

A students must take responsibility for their own behavior, and able to make changes, then these students have done one step to self-monitor Reviews their performance. self-monitor also serves as the academic and behavioral assessment of students in improving their academic performance and behavior towards the better(Webber et al., 1993).

7) Summarizing

Oxford (2006) defines “summarizing as a short description of the main ideas or points of something without any details. Tips for teaching comprehension strategy : Making connections, Learners make personal connections from the text with: something in their own life (text to self), another text (text to text), something occurring in the world (text to world). (2) Predicting, Learners use information from graphics, text and experiences to anticipate what will be read/viewed/heard and to actively adjust comprehension while reading/viewing/listening. (3) Questioning, Learners pose and answer questions that clarify meaning and promote deeper understanding of the text. (4) Monitoring,Learners stop and think about the text and know what to do when meaning is disrupted.(5) Visualising, Learners create a mental image from a text read/viewed/heard. (6) Summarising, Learners identify and accumulate the most important ideas and restate them in their own words.Summary

Based on the theory, reading is one of skills in English to make the people get an information from what they read, and information from a text, it needs a thinking process in order to be able to reach the comprehension. But some of people argue that reading some article or textbook is easy but read with comprehension is more difficult. Actually, Reading skill is very important for students such as ; the students can get information from they read, the students can add their knowledge, students can enlarge the way of their thinking by reading any text. The indicators of reading are:

1. Finding main idea
2. Finding specific information

3. Making Inference

4. Finding reference and understanding vocabulary

2. Making Inference Strategy

a. Definition of Making Inference Strategy

Making inferences refers to information that is implied or ‘inferred’. This means that the information is never clearly stated. In fact, writers often ‘tell’ the readers more than they say directly. They give them hints that help readers “read between the lines”. Using these clues to give readers a deeper understanding of their reading is called ‘inferring’. By ‘inferring’, readers go beyond the surface details to see other meanings that the details suggest or imply (not stated). When the meanings of words are not stated clearly in the context of the text, they may be implied – that is, suggested or hinted at. When meanings are implied, readers may ‘infer’ them. Smith (2008) said his opinion about inferences in this way: “Inferences are evidence-based guesses. They are the conclusions a reader draws about the unsaid based on what is actually said. Inferences drawn while reading are much like inferences drawn in everyday life”.

Power (2013) said her opinion about making inferences: “Proficient readers use their prior knowledge about a topic and the information they have gleaned in the text thus far to make predictions about what might happen next. When teachers demonstrate or model their reading processes for students through think-alouds, they often stop and predict what will happen next to show how inferring is essential for comprehending text”. Another opinion is from Preszler (2006) below:

“One of the most difficult skills young readers need to learn is the skill to read what doesn’t appear in black and white on the written page. In other words, the skill to infer. In order to infer meaning, readers must combine the information that the author has written with their own experiences—both reading experiences and life experiences.” (Preszler, 2006)

It has been explained before, that in reading, students’ prior knowledge is really important to help the students understand what the text is about. It is also very beneficial to help students make inference in reading. Inferring in reading is figuring out answers from the facts to which readers have access. In this case, to infer a text means to go beyond literal interpretation and to open up a world of meaning that is deeply connected to their lives. When the readers (students) read inferentially, they are involved with the text at a higher level – reflecting on information, making judgments, and drawing conclusions in response to what they are reading. In other word, they become personally engaged with and connected to the deeper meaning of the text that results in enhanced understanding and increased learning and retention.

b. Steps of Inference Strategy

Norris and Phillips (1987) in Phillips (2007) explain 10 strategies of inference:

1). Strategy 1 – Rebinding

Strategy 1 is used when a reader suggests or hypothesizes a possible interpretation, *immediately* realizes that this interpretation conflicts with previous information, and then substitutes another interpretation. In essence, the reader binds (connects) all the information up to a point but then changes the interpretation (rebinds) to make it a better or more plausible fit.

- 2). Strategy 2 - Questioning a default interpretation and/or a direct or indirect conflict.

A reader's initial interpretation may trigger a knowledge schema which the reader may or may not continue to maintain. The reader may have misinterpreted certain data and/or made incorrect assumptions based on the data available. Strategy 2 is used when subsequent information is in conflict and, rather than questioning the current interpretation, the reader questions a *previous interpretation* and/or accompanying assumptions.

- 3). Strategy 3 Shifting of focus.

Strategy 3 is used when the immediate information cannot be readily resolved within a reader's interpretation and the reader addresses related questions which have not yet been considered

- 4). Strategy 4 - Analyzing alternatives.

Strategy 4 is used when a reader does not settle on any one interpretation of the data, but raises more than one possibility and remains tentative until more information is available. Words indicating tentativeness and the recognition of alternatives such as, "probably," "maybe," "or," "might," "I think," are often used with this strategy.

- 5). Strategy 5 - Assigning an alternate case.

Strategy 5 is used when information cannot be interpreted to fit with an existing interpretation and subsequent information does not provide a solution, and the reader temporarily digresses from the ongoing interpretation.

- 6). Strategy 6 – Confirming an immediate prior interpretation.

Strategy 6 is used when a reader confirms an interpretation on the basis of information immediately following it.

7). Strategy 7 - Confirming a non-immediate prior interpretation.

Strategy 7 is used when a reader considers alternate interpretations to the one already made, but on the basis of subsequent information reverts to the earlier interpretation, confirming it as the choice.

8). Strategy 8 – Assuming a default interpretation and transforming information.

Strategy 8 is used when a reader makes an incorrect interpretation and then misconstrues new data presented in an attempt to confirm that interpretation in spite of inconsistencies.

9). Strategy 9 – Withholding or reiterating information.

Strategy 9 is used when a reader either is silent in response to requests for information or rephrases a previously-made interpretation without the addition of any new information.

10). Strategy 10 – Empathizing with the experiences of others.

Strategy 10 is used when a reader, through personal identification with the story, projects himself or herself into the situation and experiences another's condition. This empathizing becomes a part of the reader's interpretation without a loss of story focus or the introduction of inconsistencies with either the text or the reader's interpretation.

Furthermore, Collins, Brown, and Larkin (1980) in Phillips (1987) explain 5 steps of inference strategy, they are:

- 1). *Rebinding* – occurs when a value that is bound to a variable slot leads to a conflict and thence another binding for that variable is tried by readers.
- 2). *Questioning a Default – Interpretation* happens when readers recognize that they are not progressing in their understanding of the text so they question their use of the information by trying to come up with another interpretation;
- 3). *Near or Distant – Shifting of Focus* comes about when readers see that they are unable to progress in their current line of thinking so they move from a question they are unable to solve to one which opens up other options;
- 4). *Questioning a Direct or Indirect Conflict* takes place when readers identify a conflict between interpretation which was either just made or previously made and subsequent new information;
- 5). *Case Analyzing and Most Likely Case Assignment* – occurs when readers tentatively consider a number of alternative interpretations and then decide which seems to be the most plausible.

Based on the theory, making inferences refers to information that is implied or ‘inferred’. This means that the information is never clearly stated. In fact, writers often ‘tell’ the readers more than they say directly. They give them hints that help readers “read between the lines”. Using these clues to give readers a deeper understanding of their reading is called ‘inferring’. By ‘inferring’, readers go beyond the surface details to see other meanings that the details suggest or imply (not stated). When the meanings of words are not stated clearly in the context of the text, they may be implied – that is, suggested or hinted at. The indicators of making inference are:

1. Rebinding
2. Questioning a Default – Interpretation
3. Near or Distant – Shifting of Focus
4. Questioning a Direct or Indirect Conflict
5. Case Analyzing and Most Likely Case Assignment

3. Google Classroom

a. Definition of Google Classroom

Nowadays, using technology in the learning process is a common thing and has been a successful trend for educational institutions. In English Language Teaching (ELT), teachers are leaning towards technology by using different technological tools that have changed the traditional chalk-duster based classroom into modern Information and Communication Technology (ICT) based classroom. Recently, different attempts have been taken to promote and support teachers to adopt technology in education. The computer which is connected to the internet is very useful in providing a lot of lesson materials for any kind of subject, especially for English. There are many applications on the internet which are more sophisticated and accessible for English materials. As confirmed by Case and Truscott (1999), computer based reading instruction is used for supporting students' interaction with texts, and increasing learning independence through an ability to gain and to choose texts or learning materials they needed. The media allows students to read various texts, check the new vocabularies, learn some challenging grammars, do the exercises and even write feedback associated with face to face teachercentered learning. One application that supports the learning

process is Google Classroom. Google Classroom is a virtual classroom provided by Google. It is for academic institutions to create blended learning to simplify, create, distribute, and grade assignments in a paperless way. So, the teachers can be engaged with the students online delivering materials, discussing any topic and submitting assignments. By using the Google Classroom, the teacher can encourage students to learn materials more creatively. Besides, its availability on their own smartphones, the learning process can be easily accessed by students wherever and whenever they want.

Google Classroom can be accessed through computer and mobile phone (Google Classroom User Manual, n.d.). Teachers can utilize that phone to make students read hortatory exposition text through Google Classroom. As the result, it supplies learning atmosphere that is more relax as it allows students to interact dynamically with classroom content, and they are also more focused on the learning experiences (Heggart & Yoo, 2018).. Learning by using mobile phone also develops students' critical thinking skill in problem-solving process.

Google Classroom is a tool which facilitates students and teacher collaboration; also teacher can create and distribute assignments for students in an online classroom for free. It makes teachers simply build groups to share assignments and announcements. Google Classroom can be a tool that makes learners become active participants. Teachers can create active lessons which are student-centered, collaborative, and unforgettable just through Google Classroom, because it provides easy-to-use learning features with students of all categories able to cooperate. Google Classroom is helpful to all of learner categories and

including adult learners. It also has some benefits such as paperless, can be accessed anywhere and everywhere as long as there is internet connection and from any devices, to communicate between teachers and students, to give feedback to students, and personalized learning. It has a learning feature that makes teachers create and handle assignments actively and also provide feedback to students. So, Google Classroom makes it easier for teachers to handle students work.

b. The steps of using Google Classroom

Tomlinson and Whittaker (2013:45) mentioned that there are steps of using Google Classroom, such as:

- 1) During the weekly face-to-face sessions, for the duration students and teachers discuss a variety of materials, the selection of which is made based on their interests and taking into account their learning needs.
- 2) Then the students are offered a series of activities and exercises to help them to improve different aspects of writing and the language. Their choice is conditioned by the course syllabus and at the beginning of the course many decisions are based on error analysis of the students' work made by the teacher.
- 3) During the face to face sessions students do brainstorming and prepare their essay's outline. In addition, depending on time availability, the students are asked to work on their own to freewrite on the topic of their essay and then discuss what they have written with their peers.

- 4) This work then continues to the online, which students can access from home during the week. In that website the students post their works in progress or completed ones.
- 5) The students are asked to post their works in online at least one day before a face-to-face session to leave their peers some time for commenting on their work. In general, they are asked to comment on at least one other person's work so as to not overwhelm them with the amount of work and to encourage them to do it.
- 6) After that the students should revise their essay drafts based on the comments of their peers and the teacher.

c. The Advantages and Disadvantages of Using Google Classroom

1) The Advantages of Google Classroom

Janzen, M. (2014), points out the following benefits of using Google Classroom.

a) Easy to use

It is very easy to use. "Google Classroom's design purposefully simplifies the instructional interface and options used for delivering and tracking assignments; communication with the entire course or individuals is also simplified through announcements, email, and push notifications."(Janzen, 2014)

b) Saves time

Google classroom is designed to save time. It integrates and automates the use of other Google apps, including docs, slides, and

spreadsheets, the process of administering document distribution, grading, formative assessment, and feedback is simplified and streamlined.

c) Cloud-based

Google Classroom presents more professional and authentic technology to use in learning environment as Google apps represent a significant portion of cloud-based enterprise communications tools used throughout the professional workforce.

d) Flexible

This app is easily accessible and useable to instructors and learners in both face-to-face learning environments and fully online environment. This enables educators to explore and influence flipped instructional methods more easily as well as automate and organize the distribution and collection of assignments and communications in multiple instructional milieus.

e) Free

Google Classroom itself is not necessarily available to learners without access to an educational institution. But anyone can access to all the other apps, such as Drive, Docs, Spreadsheets, Slides, etc. simply by signing up for a Google account.

f) Mobile-friendly

Google Classroom is designed to be responsive. It is easy to use on any mobile device. Mobile access to learning materials that are attractive

and easy to interact with is critical in today's web connected learning environments.

2) The Disadvantages of Google Classroom

Disadvantages in blended learning includes:

- a) The amount of online media that requires supporting facilities and infrastructure
- b) Uneven facilities owned by students such as android, computers and internet access
- c) Lack of knowledge or technology stutter

From the explanation above, there are advantages and disadvantages of using Google Classroom in teaching learning process. Using Google Classroom is useful for teachers, students, and parents. Teachers can share the material everywhere and every time. Teachers can also give a quiz or assignment to students if teachers cannot attend in classroom. Students can do it online in everywhere and every time while parents can control the children's activities. Besides it, Google Classroom will be difficult to be accessed when teachers, students, and parents having limited signal.

d. The Use of Google Classroom for ELT in Indonesia (Trend in Curriculum)

Google classroom (or in Bahasa Indonesia, *ruang kelas Google*) is a learning platform that can be devoted to any educational scope that is intended to help to find a way out of the difficulties experienced in making paperless assignments. This software has been introduced as part of Google Apps for Education (GAFE) since August 12, 2014. It is easier for teachers and students to

carry out the learning process more deeply through this application. This is because both teachers and students can collect assignments, distribute assignments, and assess assignments without being bound by the lesson deadline. It can work in unidirectional process as it can serve the teachers' strategies and styles on one hand and students' perception, understanding, and effective participation in different classroom skills. Learning activities in the mobile is one of the challenging in higher education for Curriculum 13. Google class room is a learning management system that can be used to provide teaching materials, integrated test assessments. It is different with learning media, the other advantages of Google class room media are problems of effectiveness and efficiency in learning. As confirmed by Case and Truscott (1999), computer based reading instruction is used for supporting students' interaction with texts, and increasing learning independence through an ability to gain and to choose texts or learning materials they needed.

Based on the result of the research from Sukmawati and Nensia (2019) who found that students who used google classroom felt excited using online learning. This application can be accessed easily. It can be found by gadget such as computer, laptop, notebook and handphone. In addition, students can focus on their discipline because lecturer gives time to submit the assignment. Students can see the instruction of classwork about what the topic and deadline of assignment are. If the students are late to submit, notification will give information in lecturer's account. Next, students easily submit assignment anywhere via handphone. The forms were word, audio, Their knowledge become more increase

about online learning. Students are faster to obtain information. Google classroom become useful media to learn English. By google classroom, students and lecturer can make interaction. There was also a private comment. Here, students communicate with a lecturer anything relating to the topic. There was also space to interact between student and other students.

Google Classroom can be a tool that makes learners become active participants. Teachers can create active lessons which are student-centered, collaborative, and unforgettable just through Google Classroom, because it provides easy-to-use learning features with students of all categories able to cooperate. Google Classroom is helpful to all of learner categories and including adult learners. It also has some benefits such as paperless, can be accessed anywhere and everywhere as long as there is internet connection and from any devices, to communicate between teachers and students, to give feedback to students, and personalized learning. It has a learning feature that makes teachers create and handle assignments actively and also provide feedback to students. So, Google Classroom makes it easier for teachers to handle students work. The indicators of Google Classroom are:

1. Technology
2. Internet Connection
3. Distance Learning

B. Review of Previous Studies

There are several previous studies that support this present research about inference strategy. The first study found is the study conducted by Jumiati (2014),

the findings of the research is that Inference Strategy can improve the students' reading comprehension in literal comprehension. It was proved by 74% of improvement which indicates that post-test value was higher than the pre-test while pre-test was 47, 73 and post-test 83, 22.

The second study was conducted by Mukti (2017). This study tried to reveal whether there is a significant difference in the students' reading comprehension of the eighth grade students who are taught using inference strategy and those who are not, in the academic year of 2016/2017. The result of this research showed that there is a significant difference in the students' reading comprehension of the students who are taught using inference strategy and those who are not at the 0,014 level of significance. It means that the use of inference strategy has significant effect on the students' reading comprehension .

Third, a study by Attaprechakul (2013). The objective of this study was to explore inference strategies in order to read journal articles successfully. There were Eighty-eight graduate students as the participants who read a set of texts on education and economic growth and answered comprehension questions. Twenty-four of the participants also volunteered for an in-depth interview. The findings showed that students usually relied on their bottom-up processing. They skipped difficult parts, especially technical information and graphic illustrations. They sought help from friends to enhance their understanding. Overall, they were successful at interpreting the thesis statement, the gist of the section, the meaning of the tested words and clause. However, they were less able to infer the underlying argument, the tone of the article, and the attitudes of others toward the

research findings. A substantial number of students also failed to utilize information from section headings and the organization of research articles to guide their reading tasks.

All of previous studies above conducted research about using inference strategy in teaching reading, it was similar to this present research which also will conduct a research about using inference strategy in teaching reading. However, the differences of this present research and previous research are the subject of the research and the learning tool that is used in this research. The previous research was done in face to face or offline learning while this present research will conduct a research of implementation inference strategy by online learning using Google Classroom as the tool of learn.

C. Theoretical Framework

The theoretical framework for this study is outlined in figure 1.

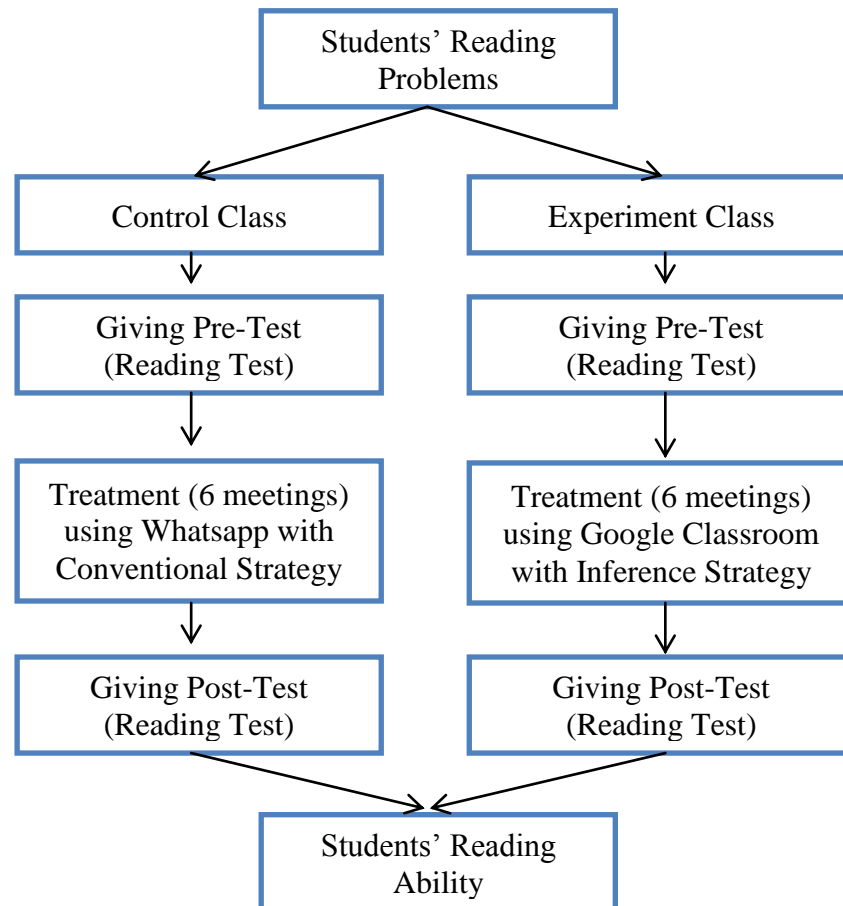


Figure 2.1. Conceptual Framework

CHAPTER III

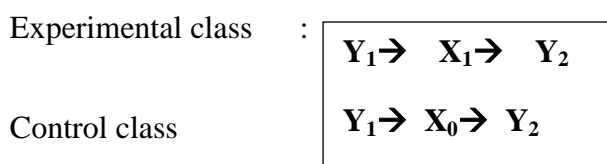
RESEARCH METHOD

A. Research Design

The design of this research was quasiexperiment. In this research, two variables – independent variable and dependent variable – were used. Inference strategy became the independent variable that influenced the dependent one which is students' reading ability.

In this design, two classes were used, they were experimental class and control class. The experimental class was the one with inference strategy as the treatment for the students' reading ability. Meanwhile, the control class was the one with conventional method as the treatment for the students' reading ability. Additionally, in this design, pre-test was given to both classes as well as post-test. Pre-test was given initially before the treatment. Meanwhile, post-test was given finally after the treatment.

The following chart is the design of this research (Sugiyono, 2009):



Where :

| | | |
|-------------------|---------|-----------------------------------|
| Y_1 = pre-test | X_1 = | treatment with inference strategy |
| Y_2 = post-test | X_0 = | treatment with direct instruction |

B. Population and Sample

1. Population

The population of this research was all of the tenth grade students of SMAN 6 Bengkulu Selatan. The students were taken as the population of this research because they got low score in reading based on the result of midterm from the English teacher. The total number of the students was 150 students and they were divided into five classes. See the following table for more detail:

Table 3.1: The Population of the Research

| O | Class | The Number of the Students | Male | Female | Mean Score |
|--------------------------|----------|----------------------------|------|--------|------------|
| | X1 Class | 30 | 11 | 19 | 60,2 |
| | X2 Class | 30 | 10 | 20 | 60,3 |
| | X3 Class | 30 | 11 | 19 | 61,8 |
| | X4 Class | 30 | 10 | 20 | 61,4 |
| | X5 Class | 30 | 11 | 19 | 62,5 |
| The Number of Population | | 150 students | | | |

2. Sample

The sample is a smaller group to be analyzed which is drawn from the population. Sugiyono (2003:119) stated that the sample is some part of the total and characteristic that is has of the population. Since there are only two classes to become the sample of research, the researcher took the sample from two classes

above which had equal meanscore of reading test that were given by researcher on pre-test, the class XI got meanscore 60,2 and class X2 got meanscore 60,3 . The sample of this research was taken by using purposive sampling technique (Sugiyono, 2003). The sample of this research are class X1 and X2 since both classes had similar ability in reading mid test score from English teacher who taught English in SMAN 6 Bengkulu Selatan. As the result of mid test score, the reading score of class X1 was 60,30 and Class X2 was 60,20. It was proved by the reading meanscore both classes were almost similar, moreover the English teacher also said that both classes had problem in reading comprehension, especially in answering inference questions.

C. Research Instrument

Instrument has important function in this research. Instrument is one of the significant steps in conducting this research. Arikunto (2006) stated that instrument is a tool or facilities that is used by researcher. Therefore, the researcher must choose some instruments in the process of collecting data. Instrument is a tool to collect a data which is needed in aresearch. The instrument on this research is reading test which aims to measure students' reading comprehension.

Reading comprehension test is the test that used for measuring the students' reading comprehension to the material given. This test also aimed to know the students' improvement in their reading comprehension before and after the treatment. It was given at the pre and post treatment. The researcher used multiple choice forms (A B C D E options) since the final test in Senior High

School level always in the form of multiple choice questions, and there were twenty five items of question for pre-test (experiment and control) and twenty five items of question for post-test (experiment and control) that was adapted from English Textbook for grade X published in 2014. The instrument was tried out first to find out the validity and reliability of the questions of test (see appendix 1&2). The level of difficulties between pre-test and post-test are similar since the researcher constructed the reading questions in similar level for pre-test and post-test.

Table 3.4. Grid of Reading Instrument Test

| o | Indicator | Number of Test Item |
|---|--|------------------------------------|
| | Reading for finding main idea | 1, 7, 12, 14, 18, 23 |
| | Reading for identifying specific information | 2, 3, 6, 9, 13, 15, 17, 22, 24, 25 |
| | Reading for making inference | 4, 5, 8, 16 |
| | Reading for understanding vocabulary | 11, 20 |
| | Reading for determining references | 2, 10, 19, 21 |

D. Technique for Collecting Data

Test is a process to measure students' ability and knowledge about material that is given, competence, intelligence and talent that can belong to individual or group. According to Ary and friends as quoted in Sukardi (2008), a test is a set of stimuli presented to individual in order to elicit responses on the basis of which a numerical score can be assigned. Test may be constructed

primarily as devices to reinforce learning and to motivate the students or primarily means of assessing the students' performance in language.

1. Administering Pre-test

The step before applying inference strategy in doing research, the researcher gave pre-test to the experimental and control group to know the students' ability in reading. It was given in the beginning of lesson. In this research, the test was administered in multiple choice form. Pre-test is important for getting data about students' ability before receiving the treatment.

2. Description of the treatment

This stage was handled by the researcher as a teacher in doing the treatment. Since in this research the researcher divided the classes into two – experimental class and control class, the treatment for the two classes is different one each other. The treatment used in the experimental class is that by using inference strategy through Google Classroom. Meanwhile, the treatment used in the control class is that by using direct instruction strategy. The treatment was conducted in eight meetings which are similar to the research done by Sugiar (2013).

3. Administering Post-test

The step after applying inference strategy in doing research, the researcher gave post-test to the experimental and control group to know the students' ability in reading after give treatments. It was given in the ending of research. In this research, the test was administered in multiple choice form. Conducting post-test is important for getting data or score the students' after received the treatment.

Moreover, the research activity planning both Control and Experiment class can be seen as follows.

Table 3.2 Research Activity Planning

| Meeting | Activity | | Time Allocation |
|---------|--|---|-----------------|
| | Experiment Class | Control Class | |
| 1 | Administering Pre-Test | | 2 x 45 minutes |
| 2 | Introducing of Google Classroom to the students as learning tool for teaching reading | Introducing of Zoom Cloud Meeting to the students as learning tool for teaching reading | 2 x 45 minutes |
| 3 -4 | Implementing Inference Strategy using Google Classroom | Implementing conventional strategy (Asking Question strategy) using Zoom Cloud Meeting | 4 x 45 minutes |
| 5 -7 | Giving the students some text to be discussed together with the teacher by implementing inference strategy | Giving the students some text to be discussed together with the teacher | 6 x 45 minutes |
| 8 -9 | Giving quiz to the students to answer some questions in reading text | Giving task to the students to answer some questions in reading text | 4 x 45 minutes |
| 1 0 | Administering Post-Test | | 2 x 45 minutes |

E.Data Collecting Technique

The data in this research was analyzed by using SPSS v.20. It was to calculate the pre-test and post-test result. The procedure for data analysis technique is as follows:

3.5.1 Normality test

Normality test was used to know whether the data is distributed normally. To know whether the data have normal distribution or not, the value of $\alpha = 0.05$ is used as the standard. The hypotheses for testing the normality are as follows:

H_0 : The data is normally distributed

H_1 : The data is not normally distributed

The data is considered normally distributed when $p\text{-value} > \alpha = 0.05$

3.5.2 Homogeneity test

Homogeneity test was used to know the homogeneity of variance of the data. In order to know whether the data is homogenous or not, the following steps should be considered:

a. Formulate the hypothesis

From the topic of the research, the hypothesis is formulated as follows:

H_0 : The variances before having treatment are equal

H_1 : The variances before having treatment are not equal

b. H_0 is accepted or rejected, $\alpha = 0.05$ is used.

The variances are considered homogenous when the $p\text{-value} > \alpha = 0.05$

3.5.3 Hypothesis Testing

It consists of four steps:

- a. The research hypothesis are reviewed
- b. T-Count is calculated,
- c. T-table is consulted (2 tailed test $\alpha=0,05$)

For formula A= $df= n_1+n_2-2$; for formula B, n_1 o n_2 is whichever is smaller

d. T-count is compared with t-table.

There are two possibilities:

- 1) If $t_{count} \geq t_{table}$; (sig. $p \leq 0,05$) H_1 was accepted and H_0 was rejected
- 2) If $t_{count} < t_{table}$; (sig. $p > 0,05$) H_0 was accepted and H_1 was rejected

F. Validity and Reliability

1. Validity

Validity refers to the extent to which an instrument measured what it claimed to measure (Ary et al, 2009: 225). It means that the test was valid when it measures what is supposed to measure. Validity test criteria using SPSS is if significance $< 0,05$, then the question item in the question text is valid. The researcher only took the valid questions which can be used for instrument of this research. The invalid question was removed from the instrument.

2. Reliability Test

Reliability refers to our measure repeatedly delivering the same (or near same) results. To know the reliability of instruments used in this research, the researcher tried them out before conducting them into the pretest and posttest. The tests are administered to fifteen students randomly at X grade of SMAN 6 Bengkulu Selatan. After getting the data, the researcher analyzed them by using SPSS 20.0. The categorial in reliability test is in the table below.

Table 3.5
The Criteria of Reliability

| The Reliability Value | The Criteria |
|------------------------------|-----------------------|
| 0,80 – 1,00 | Very High Reliability |
| 0,60 – 0,80 | High Reliability |
| 0,40 – 0,60 | Moderate Reliability |
| 0,20 – 0,40 | Good Reliability |
| 0,00 – 0,20 | Low Reliability |

(Sugiyono, 2010)

G. Research Timeline

The research schedule was as follows:

| o | Activity | Time Allocation | | | | |
|----------|---|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| | | 1st Month | 2nd Month | 3rd Month | 4th Month | 5th Month |
| | Title Submission | | | | | |
| | Title Approvement | | | | | |
| | Pre-Observation and Writing Proposal | | | | | |
| | Consultation with Supervisors | | | | | |
| | Proposal Seminar | | | | | |
| | Collecting the Data | | | | | |
| | Writing the Result & Conclusion (Final Thesis) | | | | | |
| | Thesis Examination | | | | | |
| | Revision | | | | | |

CHAPTER IV

RESULT AND DISCUSSION

A. Result

This chapter discusses the result of the research conducted at tenth grade students of SMAN 6 Bengkulu Selatan. This chapter provides some findings and discussion about the effect of Google Classroom as blended learning media integrated with inference strategy to improve students' reading ability. This chapter consists of the description of the data, normality and homogeneity analysis, and the data analysis by using Independent sample t-test. The data was taken from pre-test and post-test that were given in experimental class and control class.

1. Validity and Reliability of Instruments

After trying out the instrument, the researcher analyzed the valid items of questions. From 30 item test, 25 items were found to be valid. After did the validity test, the researcher did the reliability test to know whether the all items of reading instrument were reliable or not. The result of reliability test revealed that the instrument was reliable with $\alpha = 0,778$ for total item was 25. It means that the instrument was valid and reliable. The data description of students' reading pre- and post-test score will be explained in detail.

2. Description of Pre-Test

The data description of pre-test result can be seen in the table below.

Table 4.1
Data Description of Pre-Test

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Pretest Control | 33 | 44.00 | 76.00 | 66.24 | 8.452 |
| Pretest Experiment | 33 | 52.00 | 84.00 | 66.18 | 8.431 |
| Valid N (listwise) | 33 | | | | |

Table 4.1 showed that there were total sample of each class 33 students. The minimum pre-test score of control class was 44, the maximum was 76 with mean= 66,24 and standard deviation= 8,452. For pre-test of experiment class, the minimum pre-test score was 52, the maximum was 84 with mean= 66,18 and standard deviation= 8,431. It can be concluded that there was no slightly different the meanscore of pretest of control class and experiment class.

3. Description of Treatment Activities

The treatment of this research was done after giving pre-test to the students. The researcher did the treatment in eight meetings. The treatment given was different for experimental and control group. The experimental group was taught by using inference strategy through Google Classroom as blended learning, while control group was taught by using direct instruction strategy which was usually used by the teacher in teaching reading comprehension through Whatsapp Group activity.

In doing the treatment, the teacher did some steps of using inference strategy in experiment class. First, the teacher introduced recount text, then the teacher also introduced the inference strategy and how to apply it in reading. The teacher gave the students a passage with questions that follow. After that, the teacher asked the students to identify inference questions in which they have the words “suggest”, “imply”, or “infer”. Moreover, the teacher asked the students to trust the page which means that the students only use the passage to prove that the inference they select is the correct one. In other words, their inference was corrected because they used details in the passage to prove it.

Furthermore, the teacher asked the students to hunt for clues, such as *supporting details, vocabulary, character's actions, descriptions, dialogue, and more*. The teacher asked the students to narrow down the choices and to have more practice in making inference. And the last, the teacher discussed the answer of the reading passages with the students. All of the steps of using inference strategy above was used in doing treatment for experiment class in eight meetings. The researcher did similar steps in the first until eighth meeting. The researcher saw that the students were not quite anthusiast in using inference strategy in the first meeting, some students seem confused in applying this strategy. However, in the last meeting, the students looked more active and anthusiast in reading passage using inference strategy. Based on the teachers' observation during the treatment, this strategy also can motivate the students to be an active readers eventhough the learning process done by online learning.

The treatment of control class was also done in eight meetings. However, the treatment was done using direct instruction strategy which was usually used by the teachers in teaching reading. The steps of treatment in control class; the teacher gave the students introduction about recount text, then the teacher gave the students a passage with questions that follow. The teacher asked the students to identify the key words or the clues in the questions. The teacher asked the students to match the clues with the appropriate statements available in the passage. The teacher asked the students to narrow down the choices. The teacher asked the students to have more practice on reading. Finally, the teacher discussed the answer of the reading passages with the students. However, in control class, the students seem not more interested in reading through direct instruction strategy. There were some students who got bored in the class. To conclude, the students seem more motivated and active in reading by using inference strategy rather than direct instruction strategy.

The step after doing treatment was administering post-test, the researcher gave post-test to the experimental and control group to know the students' ability in reading after giving the treatments. It was given in the end of the research. In this research, the test was administrated in multiple choice form.

4. Description Post-Test Data

The data description of post-test result can be seen in the table below.

Table 4.2
Data Description of Post-Test

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---------------------|----|---------|---------|-------|----------------|
| Posttest Control | 33 | 56.00 | 76.00 | 67.09 | 6.516 |
| Posttest Experiment | 33 | 60.00 | 88.00 | 75.75 | 6.240 |
| Valid N (listwise) | 33 | | | | |

Table 4.2 showed that there were total sample of each class 33 students. The minimum post-test score of control class was 56, the maximum was 76 with mean= 67,09 and standard deviation= 6,516. For post-test of experiment class, the minimum pre-test score was 60, the maximum was 88 with mean= 75,75 and standard deviation= 6,240. To conclude, the meanscore of pretest of control group was 66,24, pretest of experiment group was 66,18, then the meanscore of posttest of control group was 67,09 and the posttest score of experiment group was 75,75. Therefore, to see wether the data was normal and homogen or not, it was showed in the following description.

5. Normality and Homogeneity Test

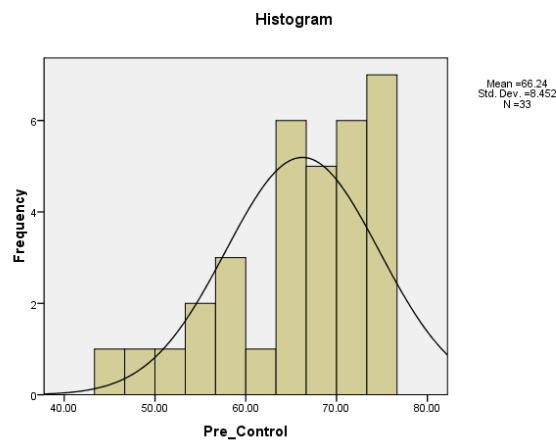
a. Normality Test

Before analyzing the hypothesis, the researcher did normality and homogeneity test. The normality test in this research used Kolmogorov-Smirnov of SPSS v.20 for windows with criteria $p > 0.05$. The normality test result of pre- and post-test was displayed in the table below.

Table 4.3 The Normality Test of Pre-test Score in Control Group

| | | Pretest Control |
|--------------------------------|----------------|-----------------|
| N | | 33 |
| Normal Parameters ^a | Mean | 66.2424 |
| | Std. Deviation | 8.45218 |
| Most Extreme Differences | Absolute | .146 |
| | Positive | .124 |
| | Negative | -.146 |
| Kolmogorov-Smirnov Z | | .839 |
| Asymp. Sig. (2-tailed) | | .482 |

a. Test distribution is Normal.

**Figure 1. The Histogram of Normality Test of Control Group (Pre-Test)**

The Kolmogorov- Smirnov test of the pre-test in control group showed that significance was 0,482. Since the significance value (0,482) was higher than 0.05, it could be concluded that the data obtained were considered normal. If the data is normal, it means the data was suitable to be analyzed by using Independent sample t-test Analysis. But before the data was analyzed by using Independent

sample t-test Analysis, the data needed to be homogenous first. The result of the homogeneity test of the data will be described on the next pages.

Table 4.4 The Normality Test of Pre-test Score in Experiment group

| | | Pretest Experiment |
|--------------------------------|----------------|--------------------|
| N | | 33 |
| Normal Parameters ^a | Mean | 66.1818 |
| | Std. Deviation | 8.43154 |
| Most Extreme Differences | Absolute | .119 |
| | Positive | .102 |
| | Negative | -.119 |
| Kolmogorov-Smirnov Z | | .681 |
| Asymp. Sig. (2-tailed) | | .743 |

a. Test distribution is Normal.

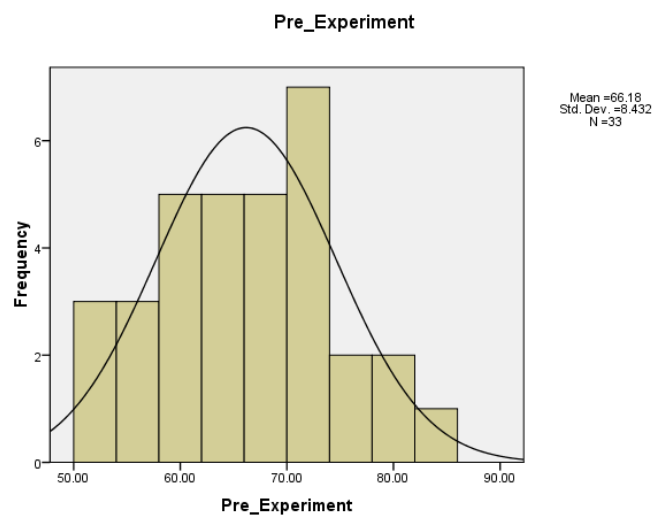


Figure 2. The Histogram of Normality Test of Experiment Group (Pre-Test)

The Kolmogorov- Smirnov test of the pre-test in experiment group showed that significance was 0,743. Since the significance value (0,743) was higher than 0.05, it could be concluded that the data obtained were considered normal. If the

data is normal, it means the data was suitable to be analyzed by using Independent sample t-test Analysis. But before the data was analyzed by using Independent sample t-test Analysis, the data needed to be homogenous first.

Table 4.5 The Normality Test of Post-test Score in Control Group

| | | Posttest Control |
|--------------------------------|----------------|------------------|
| N | | 33 |
| Normal Parameters ^a | Mean | 67.0909 |
| | Std. Deviation | 6.51616 |
| Most Extreme Differences | Absolute | .259 |
| | Positive | .225 |
| | Negative | -.259 |
| Kolmogorov-Smirnov Z | | .838 |
| Asymp. Sig. (2-tailed) | | .424 |

a. Test distribution is Normal.

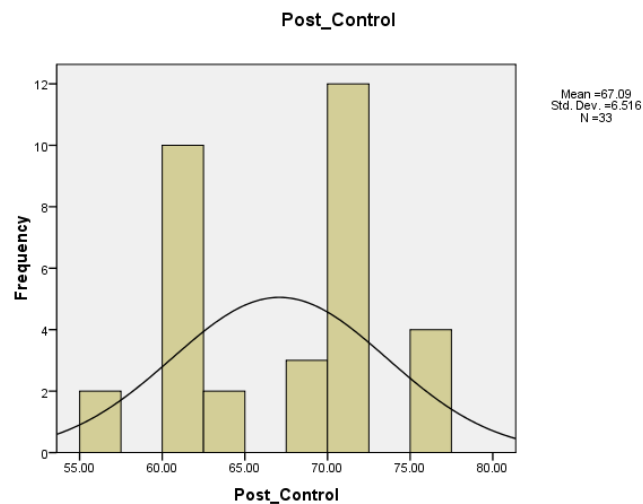


Figure 3. The Histogram of Normality Test of Control Group (Post-Test)

The Kolmogorov- Smirnov test of the post-test in control group showed that significance was 0,424. Since the significance value (0,424) was higher than 0.05, it could be concluded that the data obtained were considered normal. If the data is normal, it means the data was suitable to be analyzed by using Independent sample t-test Analysis. But before the data was analyzed by using Independent t-test Analysis, the data needed to be homogenous first. The result of the homogeneity test of the data will be described on the next pages.

Table 4.6 The Normality Test of Post-test Score in Experiment group

| | | Posttest Experiment |
|--------------------------------|----------------|---------------------|
| N | | 33 |
| Normal Parameters ^a | Mean | 75.7576 |
| | Std. Deviation | 6.24014 |
| Most Extreme Differences | Absolute | .212 |
| | Positive | .151 |
| | Negative | -.212 |
| Kolmogorov-Smirnov Z | | 1.221 |
| Asymp. Sig. (2-tailed) | | .102 |

a. Test distribution is Normal.

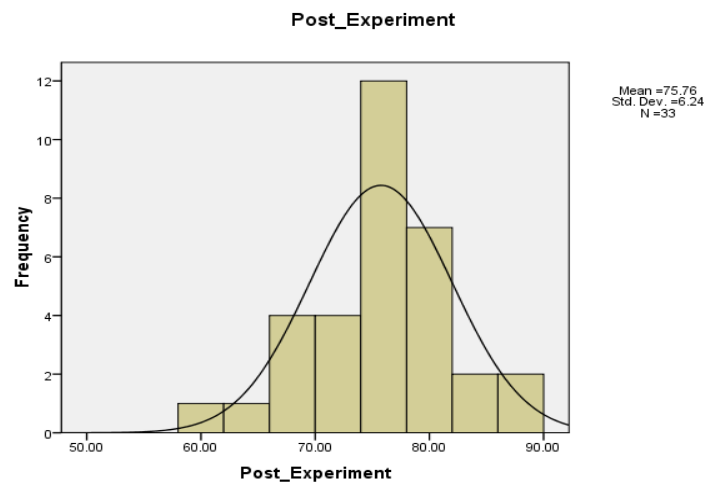


Figure 4. The Histogram of Normality Test of Experiment Group (Post-Test)

The Kolmogorov- Smirnov test of the pre-test in experiment group showed that significance was 0,102. Since the significance value (0,102) was higher than 0.05, it could be concluded that the data obtained were considered normal. If the data is normal, it means the data was suitable to be analyzed by using Independent sample t-test Analysis. But before the data was analyzed by using Independent sample t-test Analysis, the data needed to be homogenous first.

b. Homogeneity Test

The output of homogeneity test was on the table 4.7.

Table 4.7
Output of Homogeneity Test

| Data | Levene Statistic | df1 | df2 | Sig. |
|-----------|------------------|-----|-----|------|
| Pre-Test | .029 | 1 | 64 | .866 |
| Post-Test | 3.041 | 1 | 64 | .086 |

The sig.of levene analysis of pre and post test= 0,866 and 0,086 were more than 0,05. It means that the data was not different significantly but homogenous. Since the data was distributed normally and homogenous, the researcher did Independent sample t-test analysis test to examine the hypothesis.

6. Hypothesis Testing using Independent Sample t-test

To know the difference of students' score between experiment and control group on the aspect of reading ability, the researcher analyzed the students' score before and after the treatment. The result can be seen on the following table.

Table 4.8
Analysis of Independent Sample t-test

| No | Group | Test | Mean | Mean Difference | Significant |
|-----------------|------------|------|-------|-----------------|-----------------|
| 1 | Experiment | Pre | 66.18 | 8.666 | |
| | | Post | 75.75 | | |
| 2 | Control | Pre | 66.24 | 0.060 | |
| | | Post | 67.09 | | |
| t-count | | Pre | | 0,029 | |
| | | Post | | 5,518 | |
| t-table | | | | 1,677 | |
| Sig. (2-tailed) | | Pre | | 0,977 | Not Significant |
| | | Post | | 0,000 | Significant |

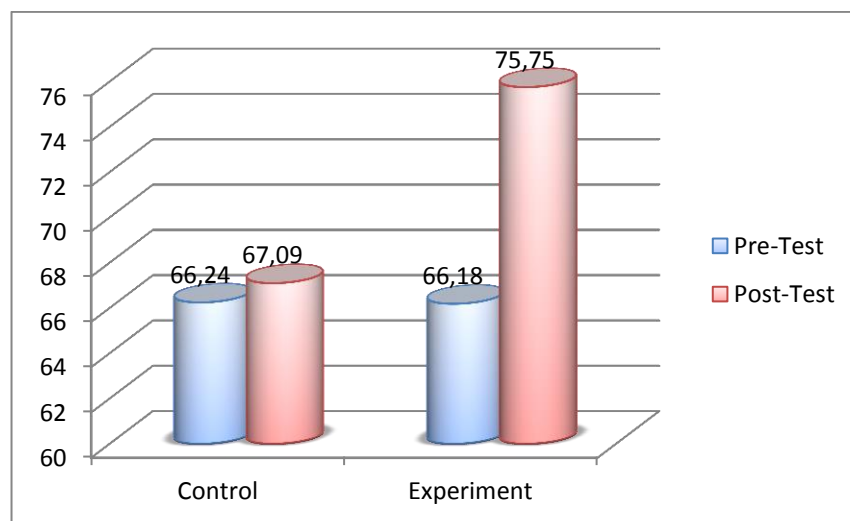
1) Result of Pre-Test

From table 4.8, it can be proved that the mean difference was 8,666 for experiment and 0,060 for control class. The t-count value for pre-test = 0,029 < t-table = 1,677 showed that H_0 was accepted which means there was no significant difference between these two groups for reading ability before treatment.

2) Result of Post-Test

While, for post-test, the $t\text{-count} = 5,518 > t\text{-table}$ with the sig. (2-tailed) = $0,000 < 0,05$ which means that H_0 was rejected . In other words, inference strategy using Google Classroom is effective in improving students' reading comprehension.

The graphic below showed the significant different of meanscore between control and experiment class.



Graphic 1. The Different of Pre-Test and Post-Test Score

Regarding to graphic 1, the students' reading ability meanscore on pre-test between control and experiment group was slightly similar with 66,24 for control class and 66,18 for experiment class. However, in the post test, the reading score of experiment class was higher that control class with 67,09 for control class and 75,75 for experiment class. Therefore, there was no significant different of students' meanscore after the treatment in control class while there was a significant different of students' reading meanscore after the treatment in experiment class. It can be concluded that there was a significant effect of using

Google Classroom as Blended Learning Media Integrated with Inference Strategy to improve students' reading ability.

B. Discussion

The students' poor reading skill became the problem that was discussed in this research. To solve this problem, the researcher did a treatment which aimed to investigate whether using Google Classroom as Blended Learning Media Integrated with Inference Strategy can improve the students' reading ability or not. The researcher divided the sample into two groups, experiment group and control group. Moreover, after doing the treatment the researcher found that inference strategy using Google Classroom was effective in improving students' reading comprehension. Based on the teachers' observation during the treatment, this strategy also can motivate the students to be an active readers even though the learning process done by online learning, the students were seemed more active and enthusiast in reading passage using inference strategy. This finding can answer the research question of this research which means that there was a significant effect of using Google Classroom as Blended Learning Media Integrated with Inference Strategy to improve students' reading ability.

The improvement of students' reading score after the treatment using inference strategy may be caused some reasons as Power (2013) said that proficient readers use their prior knowledge about a topic and the information they have gleaned in the text thus far to make predictions about what might happen next. When teachers demonstrate or model their reading processes for students through think-alouds, they often stop and predict what will happen next to show

how inferring is essential for comprehending text. Moreover, the use of inference strategy can drive the students to inquire their priorities in reading a text especially for literal comprehension. As Zweirs (2005) states that making inferences is often described as making a logical guess or “reading between the lines”. If readers use no other resources than their own background knowledge to create meaning, their comprehension of a subject is limited. On the other hand, using only text disallows the validity of their personal point of view, no connection is made, and only literal comprehension may result. When readers infer they are personally engaged with the text, are more of the author’s purpose, and are processing to deeper meaning.

Furthermore, the research finding revealed that by using the Google Classroom, the teacher can encourage students to learn materials more creatively. Besides, its availability on their own smartphones, the learning process can be easily accessed by students wherever and whenever they want. Google Classroom as a free web-based learning management platform that supports all people who have Google account to create and manage online classes. It assists the teachers to create and organize assignment quickly, provide feedback efficiently, and communicate with their classes easily. Google Classroom aims to help teachers manage the creation and collection of students’ assignments by utilizing Google Docs, Google Drive, and other apps so that it supports paperless environment (Iftakhar, 2016).

This research finding also confirmed some finding from previous studies. The first study found is the study conducted by Jumiati (2014), the findings of the

research is Inference Strategy can improve the students' reading comprehension in literal comprehension. It was proved by 74% of improvement which indicates that post-test value was higher than the pre-test while pre-test was 47, 73 and post-test 83, 22.

The second study was conducted by Mukti (2017). This study tried to reveal whether there is a significant difference in the students' reading comprehension of the eighth grade students who are taught using inference strategy and those who are not, in the academic year of 2016/2017. The result of this research showed that there is a significant difference in the students' reading comprehension of the students who are taught using inference strategy and those who are not at the 0,014 level of significance. It means that the use of inference strategy has significant effect on the students' reading comprehension .

Third, a study by Attaprechakul (2013). The objective of this study was to explore inference strategies in order to read journal articles successfully. There were Eighty-eight graduate students as the participants who read a set of texts on education and economic growth and answered comprehension questions. Twenty-four of the participants also volunteered for an in-depth interview. The findings showed that students usually relied on their bottom-up processing. They skipped difficult parts, especially technical information and graphic illustrations. They sought help from friends to enhance their understanding. Overall, they were successful at interpreting the thesis statement, the gist of the section, the meaning of the tested words and clause. However, they were less able to infer the underlying argument, the tone of the article, and the attitudes of others toward the

research findings. A substantial number of students also failed to utilize information from section headings and the organization of research articles to guide their reading tasks.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding of this research, the conclusion of this research mentioned that there was a significant effect of using Google Classroom as Blended Learning Media Integrated with Inference Strategy to improve students' reading ability at grade X of SMAN 6 Bengkulu Selatan.

The improvement of students' reading score after the treatment using inference strategy may be caused by some reasons, such as by using inference strategy the students used their prior knowledge about a topic and the information they have gleaned in the text thus far to make predictions about what might happen next and when the students infer the text, they personally engaged with the text, the author's purpose, and the processing to deeper meaning.

B. Suggestion

There are some suggestions offered by the researcher;

1. Special for English teacher, Google Classroom as Blended Learning Media Integrated with Inference Strategy is one of the methods that can be considered to improve the students' reading competence in the classroom especially in teaching English for PTTM (*Pembelajaran Tatap Muka Terbatas*) recently.
2. The use of Google Classroom as Blended Learning Media Integrated with Inference Strategy is useful to improve the students' reading comprehension. The teacher's guidance while teaching and learning was needed to get better achievement.

3. More research studies with EFL readers should be executed to further investigate the effectiveness of Google Classroom as Blended Learning Media Integrated with Inference Strategy reading comprehension.

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APPENDIX

APPENDIX 1

5.2 KOMPETENSI INTI DAN KOMPETENSI DASAR BAHASA INGGRIS PEMINATAN SMA/MA

KELAS X

Tujuan kurikulum mencakup empat kompetensi, yaitu (1) kompetensi sikap spiritual, (2) sikap sosial, (3) pengetahuan, dan (4) keterampilan. Kompetensi tersebut dicapai melalui proses pembelajaran intrakurikuler, kokurikuler, dan/atau ekstrakurikuler.

Rumusan Kompetensi Sikap Spiritual adalah “Menghayati dan mengamalkan ajaran agama yang dianutnya”. Adapun rumusan Kompetensi Sikap Sosial adalah “Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia”.

Kedua kompetensi tersebut dicapai melalui pembelajaran tidak langsung (*indirect teaching*), yaitu keteladanan, pembiasaan, dan budaya sekolah, dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi siswa.

Penumbuhan dan pengembangan kompetensi sikap dilakukan sepanjang proses pembelajaran berlangsung, dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter siswa lebih lanjut.

Kompetensi Pengetahuan dan Kompetensi Keterampilan dirumuskan sebagai berikut, yaitu siswa mampu:

| KOMPETENSI INTI 3 (PENGETAHUAN) | KOMPETENSI INTI 4 (KETERAMPILAN) |
|--|--|
| 3. memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan | 4. mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu |

| | |
|--|--|
| <p>humanioradenganwawasan kemanusiaan, kebangsaan, kenegaraan, danperadabanterkait penyebabfenomenadankejadian, sertamenerapkanpengetahuan proseduralpadabidangkajian yang spesifiksesuaidenganbakatdan minatnyauntukmemecahkan Masalah</p> | <p>menggunakanmetodesesuai kaidahkeilmuan</p> |
| <p>KOMPETENSI DASAR</p> | <p>KOMPETENSI DASAR</p> |
| <p>3.1 Membedakanfungsi sosial, struktur teks, danunsurkebahasaanbeberapa teks<i>recount</i>lisandantulisdalam bentukbiografidenganmemberidan meminta informasi terkait tokoh terkenal, sesuaidengan konteks penggunaannya</p> | <p>4.1 Teks<i>recount</i>dalam bentukbiografi</p> <p>4.1.1 Menangkapmaknasecara kontekstualterkaitfungsi sosial, strukturteks, danunsurkebahasaan teks <i>recount</i> lisandantulis, dalam bentukbiografiterkaittokohterkenal</p> <p>4.1.2 Menyusunteks<i>recount</i>lisandan tulis, dalam bentukbiografi, terkait tokohterkenal, dengan memperhatikanfungsi sosial, strukturteks, danunsur kebahasaan, secarabenardansesuai Konteks</p> |
| <p>3.2 Membedakanfungsi sosial, struktur teks, danunsurkebahasaan beberapateks khususdalam bentuk brosur, leaflet, banner, danpamflet, denganmemberidanmeminta informasiterkaitpromosi barang/jasa/kegiatan sesuaidengan konteks penggunaannya</p> | <p>4.2 Brosur, leaflet, banner, dan pamphlet</p> <p>4.2.1 Menangkapmaknasecara kontekstualterkaitfungsi sosial, strukturteks, danunsurkebahasaan brosur, leaflet, banner, danpamflet terkaitpromosibarang/jasa/kegiatan</p> <p>4.2.2 Menyusunteks khusus brosur, leaflet, banner, danpamfletterkait promosibarang/jasa/kegiatan, dengan memperhatikanfungsi sosial, strukturteks, danunsur kebahasaan, secarabenardansesuai</p> |

| | | Kontek |
|-----|---|---|
| 3.3 | Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>report</i> lisan dan tulis dengan memberi dan meminta informasi terkait teknologi yang tercakup dalam mata pelajaran lain di Kelas X sesuai dengan konteks penggunaannya | 4.3 Teks <i>report</i> 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>report</i> lisan dan tulis, terkait teknologi yang tercakup dalam mata pelajaran lain di Kelas X 4.3.2 Menyusun teks <i>report</i> lisan dan tulis, terkait teknologi yang tercakup dalam mata pelajaran lain di Kelas X, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks |
| 3.4 | Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA | 4.4 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA |

SYLLABUS FOR EXPERIMENT CLASS/GROUP

| | | |
|-----------------|---|-------------------------|
| Nama Sekolah | : | SMAN 6 Bengkulu Selatan |
| Mata Pelajaran | : | Bahasa Inggris |
| Kelas/Semester | : | X/1 |
| Tahun Pelajaran | : | 2021 |
| Materi Pokok | : | Recount Text |
| Skill | : | Reading & Speaking |
| Waktu | : | 8x45 Menit |

A.Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural 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.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B.Kompetensi Dasar dan Indikator Pencapaian Kompetensi

| o | Kompetensi Dasar | Indikator Kompetensi | Pencapaian |
|---|---|--|------------|
| | 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana | 3.9.1.Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks recount sederhana tentang | gambaran |

| | | |
|--|---|--|
| | <p>tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</p> <p>4.13.Menangkap makna dalam teks <i>recount</i> lisan dan tulis sederhana.</p> | <p>kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab.</p> <p>3.9.2.Mengurai gambaran umum dan informasi tertentu dari teks <i>recount</i> sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab.</p> <p>4.13.1.Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana sederhana tentang kegiatan/kejadian/peristiwa.</p> <p>4.13.2.Menyunting teks <i>recount</i> sederhana lisan sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> |
|--|---|--|

C.Tujuan Pembelajaran

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menganalisis dan menangkap makna teks *recount* sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.

E.Materi Pembelajaran

Teks *recount* sederhana lisan dan tulis

Fungsi sosial :

to tell/ to retell past events for the purpose of informing or entertaining.

| Generic Structure | Text |
|---|---|
| <p>Orientation (Pengenalan: Who, When, Where, dll)</p> | <p>Last holiday my family and I went to Jakarta. We visited my uncle's house. It had a big garden and a lot of colorful flowers and tennis court.</p> |
| <p>Events:</p> | <p>On Friday my nephew and I went to National Museum and</p> |

| | |
|--|--|
| (Urutan Peristiwa) | went up to the top of monument which had the golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city. On Saturday we went to Ancol beach to see DuniaFantasiand Dolphin show. |
| Reorientation (Penutup cerita, rangkuman rentetan peristiwa) | On Sunday we went to Ragunan Zoo and then we went home. We really enjoyed our holiday. |

Lexico Grammatical Features

1. Focus on specific participant
2. Used action verbs and simple past tense (V2), example: was, were, spent, visited, etc.
3. Use time connectives, example: then, after that, when.
4. Chronologically.

F. Metode Pembelajaran

- Pendekatan : Cooperative Learning
- Metode : Inference Strategy

G. Media, Alat dan Sumber Pembelajaran

- Media : Teks recount dan lembar kerja peserta didik.
- Alat : Google Classroom
- Sumber : Lembar Kerja Siswa Bahasa Inggris kelas X.

H. Langkah-Langkah Kegiatan Pembelajaran

| Kegiatan | Nilai-nilai karakter | Waktu (menit) |
|--|--|--|
| Pendahuluan | | |
| Guru : <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pelajaran. • Memeriksa kehadiran peserta didik sebagai sikap disiplin. • Ice breaking. • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung. | s if Komunikat | 5 5 |
| Kegiatan Inti | | |

| | | |
|---|------------------------|-----------|
| <ul style="list-style-type: none"> • Peserta didik akan diingatkan kembali tentang materi recount text. • Peserta didik diberi kesempatan untuk bertanya. • Peserta didik akan dibagi menjadi 5 kelompok, masing-masing kelompok akan diberi 1 teks recount. • Setiap kelompok mendapatkan 1 teks recount beserta beberapa soal tentang teks tersebut. • Setiap grup harus memiliki ketua. ketua disini dapat dipilih oleh anggota kelompok yang lain dengan memilih anggota yang cakap dalam berbicara. • Materi di bagi menjadi 5 – 6 bagian(dibagikan untuk setiap anggota grup). • Setiap siswa di berikan satu bagian dari materi untuk dipelajari. | <p>Rasa ingin tahu</p> | <p>30</p> |
| <ul style="list-style-type: none"> • Siswa harus diberikan waktu untuk membaca dan memahami bagiannya paling tidak dua kali. • Satu siswa dari setiap jigsaw grup yang memiliki bagian materi sama membentuk grup atau kelompok yang disebut grup ahli atau expert grup. Dalam expert grup mereka diberikan waktu untuk mendiskusikan poin penting dan menyiapkan materi yang akan mereka sampaikan pada grup awal mereka. • Para siswa kembali ke grup awal atau jigsaw grup. • Siswa menyampaikan bagian materi yang mereka diskusikan pada grup expert secara berurutan sesuai materi. Anggota kelompok yang lain dapat bertanya pada siswa yang sedang menyampaikan materi. • Guru mengawasi proses diskusi dan mengatasi masalah yang terjadi pada grup. • Kuis harus diberikan di akhir | <p>Percaya diri</p> | <p>35</p> |

| | | |
|--|--|---|
| sehingga para siswa sadar kegiatan belajar tersebut tidak hanya untuk kesenangan dan permainan tetapi juga ada penilaian untuk proses tersebut. | | |
| Kegiatan Penutup | | |
| <ul style="list-style-type: none"> • Peserta didik dengan bimbingan guru membahas kesulitan yang mereka temui dalam aktivitas pembelajaran. • Peserta didik mendapatkan umpan balik terhadap proses dan hasil pembelajaran. • Guru menginformasikan tentang materi pembelajaran berikutnya. | | 5 |

Bengkulu, Mei 2021

Mengetahui,

Kepala SMAN 6 Bengkulu Selatan

Mahasiswa penelitian

(.....)

(.....)

SYLLABUS FOR CONTROL CLASS/GROUP

| | | |
|-----------------|---|-------------------------|
| Nama Sekolah | : | SMAN 6 Bengkulu Selatan |
| Mata Pelajaran | : | Bahasa Inggris |
| Kelas/Semester | : | X/1 |
| Tahun Pelajaran | : | 2021 |
| Materi Pokok | : | Recount Text |
| Skill | : | Reading & Speaking |
| Waktu | : | 2x45 Menit(8 Meetings) |

A.Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
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3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural 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.
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| | | |
|--|---|--|
| | <p>tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</p> <p>4.13.Menangkap makna dalam teks <i>recount</i> lisan dan tulis sederhana.</p> | <p>kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab.</p> <p>3.9.2.Mengurai gambaran umum dan informasi tertentu dari teks <i>recount</i> sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab.</p> <p>4.13.1.Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana sederhana tentang kegiatan/kejadian/peristiwa.</p> <p>4.13.2.Menyunting teks <i>recount</i> sederhana lisan sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> |
|--|---|--|

C.Tujuan Pembelajaran

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menganalisis dan menangkap makna teks *recount* sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.

E.Materi Pembelajaran

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| <p>Events:</p> | <p>On Friday my nephew and I went to National Museum and</p> |

| | |
|--|--|
| (Urutan Peristiwa) | went up to the top of monument which had the golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city. On Saturday we went to Ancol beach to see DuniaFantasiand Dolphin show. |
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1. Focus on specific participant
2. Used action verbs and simple past tense (V2), example: was, were, spent, visited, etc.
3. Use time connectives, example: then, after that, when.
4. Chronologically.

F. Metode Pembelajaran

- Pendekatan : Scientific Approach
- Metode : Tanya jawab, diskusi dan bertukar pendapat.

G. Media, Alat dan Sumber Pembelajaran

- Media : Teks recount dan lembar kerja peserta didik.
- Alat : Whatsapp Group
- Sumber : Lembar Kerja Siswa Bahasa Inggris kelas X

H. Langkah-Langkah Kegiatan Pembelajaran

| Kegiatan | Nilai-nilai karakter | Waktu (menit) |
|--|---|--------------------|
| Pendahuluan | | |
| Guru : <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pelajaran. • Memeriksa kehadiran peserta didik sebagai sikap disiplin. • Ice breaking. • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung. | Religiositas Komunikatif | 5 5 |
| Kegiatan Inti | | |
| <ul style="list-style-type: none"> • Peserta didik akan diingatkan | Rasa ingintahu | 30 |

| | | |
|--|----------------------------|-----------|
| <p>kembali tentang materi recount text.</p> <ul style="list-style-type: none"> • Peserta didik diberi kesempatan untuk bertanya. • Peserta didik akan dibagi menjadi 5 kelompok, masing-masing kelompok akan diberi 1 teks recount. • Setiap kelompok mendapatkan 1 teks recount beserta beberapa soal tentang teks tersebut. | | |
| <ul style="list-style-type: none"> • Setiap anggota kelompok harus mengerti isi dari teks yang di berikan dengan cara bertukar pikiran sesama anggota kelompok. • Setiap kelompok menjawab pertanyaan tentang teks yang diberikan. • Salah satu anggota masing-masing kelompok harus maju kedepan kelas untuk menceritakan kembali isi teks yang sudah diberikan. | <p>diri</p> <p>Percaya</p> | <p>35</p> |
| <p>Kegiatan Penutup</p> | | |
| <ul style="list-style-type: none"> • Peserta didik dengan bimbingan guru membahas kesulitan yang mereka temui dalam aktivitas pembelajaran. • Peserta didik mendapatkan umpan balik terhadap proses dan hasil pembelajaran. • Guru menginformasikan tentang materi pembelajaran berikutnya. | | <p>5</p> |

Bengkulu, Mei 2021

Mengetahui,

Kepala SMAN 6 Bengkulu Selatan

Mahasiswa penelitian

(.....)

(.....)

INSTRUMENT

READING COMPREHENSION FOR PRE-TEST

Choose the correct answer by crossing (x) a, b, c, d, or e on the answer sheet!

Total Item : 25 items
Time Allocation : 90 Minutes

The following text is for questions 1 to 6

I remember the day when I first got Sandy, my 7 year old cat. I wanted to name her because she was so cute. My older sister Michelle convinced me to name her Sandy Bucket instead; so we could call her Sandy for short. I was so attached to Sandy. Every time I saw her, I couldn't walk away, I would just have to hug her. I even slept at the end of my bed, so I can hug her the whole night even though I was freezing.

I always remember so many fun times with Sandy. Like when we would run and jump off the end of our pier, and Sandy would chase after us. When I was scared or mad, I would just hug Sandy and everything wouldn't be so bad.

But one night, right before I went to bed, my mom let her out. While I went to sleep, my mom went to call Sandy back in. But she didn't come in, so I thought she maybe went inside my neighbor's house. As my mom and dad went outside to look for Sandy, I became really worried. They couldn't find her. Every ten minutes they would go out to look for her, so I went to bed hoping she was safe. I just thought she got lost and would come back tomorrow.

The next day was the worst. My mom woke us early and told me and my sister, Michelle, that Sandy died last night. I was so sad and did not want to do anything that day. When I was going to school, I could not stop crying. At school all my friends made me cards and tried to make me stop crying, but I couldn't. my teacher would always look at me and ask why I was crying. Even my friends was crying with me.

When I got home I went to my room crying really loudly. I wanted to scream. I came downstairs and hugged my mom. She said we could get another cat. Then, she was trying to find a new cat on the internet. But I did not want another cat. I want Sandy. She never found one that looked like Sandy or at the same age or even in the same kind.

That night I slept with my mom and we prayed for Sandy. I kept thinking she was a ghost at the end of the bed, so I stayed closed to my mom. The next day I figured out that if Sandy was a ghost, she would not scare me or haunt me. She would be waiting for me to play with her.

I still think about Sandy every day and wish she could come back.

Source: Contextual English 1 for grade X of Senior High School

1. What is the main idea of the text ...
 - a. Sandy's dead
 - b. The lost of beloved cat
 - c. The careless of the writer's mom
 - d. Looking for Sandy
 - e. The writer slept with her mom

2. How could the cat got lost?
 - a. The cat played with another cat
 - b. The neighbour kept the cat in his/her house
 - c. Someone took the cat to the remote area
 - d. The thief took the cat
 - e. The writer's mom let the cat out one night

3. What did the writer's mom do to support the writer?
 - a. She slept with the writer
 - b. She supported to the policeman
 - c. She was trying to find a new cat on the internet
 - d. She bought a new cat
 - e. She gave the writer money

4. What is the purpose of the text?
 - a. To tell you about past event
 - b. To describe a place
 - c. To tell you a joke
 - d. To tell you a story
 - e. to persuade you to do something

5. Which step does the writer use to write the text?
 - a. Thesis > argument > recommendation
 - b. Orientation > events > re-orientation
 - c. Abstrak > orientation > crisis > reaction > coda
 - d. Orientation > evaluation > complication
 - e. Newsworthy events > background events > sources

6. What is the main idea of third paragraph?
 - a. I went to bed hoping she was safe
 - b. She would back tomorrow
 - c. Mom and dad went outside to look for Sandy
 - d. The writer's mom went to call Sandy back in
 - e. The writer's mom let Sandy out

Read the text carefully! Questions 7 to 10

One day I went to Bandung with my friend for a vacation. We went there on night bus when we arrived in Cianjur, the bus stopped for a rest. I got of the bus to get a cup of coffee, but my friend didn't. He went to a mosque to pray. It took only a few minutes to pray, but when I came out again the bus was not there. It had gone! Shocked and confused. I asked the shopkeeper about the bus. She said that the bus had departed about five minutes ago.

I tried to call my friend on my cell phone, but the battery was running low. I couldn't do anything but hope and pray. After several minutes, my wish came true. The bus came back! Got on the bus and walked to my seat. I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

I asked my friend why she didn't tell the driver that I was still outside.

"I did, I told him several times that you were outside, but he said that you were in the bus toilet because he saw a man going into the toilet," my friend replied, laughing. The other passengers smiled at me. I was so embarrassed.

Source: Contextual English 1 for grade X of Senior High School

7. What did the story tell us about?
 - a. The writer was left by the bus on his trip to Bandung
 - b. The writer arrived in Cianjur to visit his relatives
 - c. The writer could contact his friend with the cell phone
 - d. The writer got of the bus to get a cup a coffee
 - e. The writer and his friend enjoyed their trip to Bandung

8. What did the writer do when the bus stop for a rest in Cianjur?
 - a. drank a cup of coffee and prayed
 - b. bought souvenir and went to the toilet
 - c. drank a cup of coffee
 - d. drank a cup of milk and bought souvenir
 - e. drank a cup of coffee and went to the toilet

9. Why couldn't the writer cell his friend?
 - a. He didn't bring his cell phone
 - b. The battery was running low
 - c. The writer's cell phone was stolen
 - d. The writer's cell phone was broken
 - e. There was not any signal in his cell phone

10. How did the writer fell?
 - a. He felt happy
 - b. He felt awful

- c. He felt sad
- d. He felt angry
- e. He felt shy

The following text is for questions 36 to 40

TESSIE

We were moving house and dad asked me to help him sort out all the boxes in the storeroom. I hadn't been in the storeroom for aged and wondered what we would find. One wall was line with shelves, stacked with boxes almost to the ceiling there were many other wrapped up objects of different shafts and size Dad open the boxes and rummaged through them. I moved over to a wooden box and was just about to lift the lid when it toppled over. Everything fell out into a heap.

Be careful!' shouted dad, There may be something fragile in there

Then I saw it! My heart began to pound and my knees began to shake. It was a rubber ring. It had belonged to my beloved dog. Tessie. She died two years ago.

I was only four when we got Tessie. I chose her from among other puppies. She was my best friend. Although she had a basket in the kitchen she would creep up to my room at night and sleep in the bottom of the bed. If I was cold she would snuggle up next to me.

Tessie could do anything. She could beg and sit and shake a paw. I taught her to fetch things. One Christmas I bought her a rubber ring I wrapped it up in shiny paper and place it under Christmas tree. She played with it everyday. Tessie would wait at the front door when she knew it was time for me to come home from school. She would howl the panting with the rubber ring in front of her If didn't play, she would howl and wouldn't stop until I did. In the weekend we would take the ring to ihe playground and play for hours and hours until neither of us could run anymore.

Then one day Tessie fell ill. She didn't wait for me by the front door anymore and she didn't want to play with the ring I tried to encourage her, "Come on, Tessie. Come and play.

Seemed out of breath She couldn't walk very well and she wasn't eating properly. Mum and I took her to the vet. The vet shook her head and told us that Tessie was really sick

There,nothing they can do for her, 'mum whispered to me.

I went to the room where Tessie was waiting and said my goodbyes I felt her warm fur for the last time on my face and then I ran out side and cried. . . .

What's the matter, son?' asked Dad. He put an arm around my shoulder. We all miss her, 'said Dad sadly, 'She was a good dog, a really good dog. I nodded and put the ring hack in the box.

11. What kind of the text is that ?

- a. Recount
- b. Narrative
- c. Procedure
- d. Report
- e. news item

12. What is the generic structure of the text?

- a. orientation > event > re-orientation
- b. orientation > evaluation > complication > resolution > re-orientation
- c. goal > material > step
- d. newsworthy event > background event > source
- e. orientation > event > complication

13. What is the form of the text?

- a. Diary
- b. personal recount
- c. letters
- d. factual recount
- e. imaginative recount

14. What causes the boy have the flashback?

- a. he was moving house
- b. he found a rubber ring
- c. he found a dog
- d. he bought christmast tree
- e. he met a vet

15. The statement here is true

- a. the writer was moving home
- b. the writer bought Tessie a rubber ring
- c. Tessie had an accident
- d. Tessie was the writer's best friend
- e. Tessie died two years ago

I am so glad that today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when Mum called me this morning. I fell asleep again until Mum called me again. That snooze made me late.

I did not have time for breakfast. I was starving as I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He scolded me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgotten to put it in my bag the night before. I usually check my bag in the morning. I did not do this because I was late I had to do extra assignment as a punishment.

After Biology lesson, I did not tie my shoelace properly. I tripped over it. And fell down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day! I hope that I have much better one tomorrow.

16. What is the purpose of the text?

- a. To explain about something wrong
- b. To inform about the writer's activities
- c. To entertain the readers about the funny story
- d. To discuss about how to overcome the problem
- e. To retell about the writer's terrible day

17. The generic structure of the last paragraph is called

- a. reason
- b. re-orientation
- c. events
- d. orientation
- e. complication

18. What made everything went wrong?

- a. He got up late in the morning
- b. His came to school on time
- c. His bag was left at home
- d. He got punishment from his teacher
- e. His father was late to ride him

19. Which of the following statement is NOT TRUE according to the text?

- a. The writer didn't sleep a wink at that night
- b. He didn't hand in his homework
- c. He had breakfast before leaving for school
- d. He fell down the stairs
- e. His father rode him to school

Albert Einstein was born in 1879 in Germany. He graduated from the University of Zurich in Switzerland in 1905. In 1905 he also did some of his famous work in Physics. In 1919 he won the Noble Prize for Physics. Between 1919 and 1933 he lived in Germany and traveled a lot to talk to other scientists. Then, in 1933 he had to leave Germany because of Hitler and the Nazi Party. He moved to United States from 1933 until his death. He lived in Princetown, New Jersey. He died on 18th April 1955.

20. What is the topic of the text?

- a. The achievement of Albert Einstein
- b. The life of Albert Einstein
- c. Albert Einstein's childhood
- d. Albert Einstein's home town
- e. Albert Einstein's study

21. When did Albert Einstein win the Noble Prize?

- a. In 1905
- b. In 1919
- c. in 1933
- d. Between 1919 and 1933
- e. in 1955

22. Which of the following statements is TRUE according to the text?

- a. Albert Einstein was a Deutsch
- b. Albert Einstein won the Nobel Prizes for Chemistry
- c. Albert Einstein had done some famous work in Physics before 1905
- d. Albert Einstein had spent the rest of his life in America for 21 years
- e. Albert Einstein died on age of 75 years old

23. "In 1905 he also did some of his famous work in physics."

What is the similar meaning of the underlined word?

- a. Familiar good
- b. Excellent
- c. Well known
- d. Great
- e. Very good

I think my first memories started when I was about three or perhaps four years old. I remember falling from a tree and breaking my arms. I think I was playing in the garden of the big, old house we lived in. It was in a suburb of London. I can remember starting school when I was five.

There was a little boy called Thomas in the same class. He used to pull my hair when the teacher was not looking. One day I hit him on the head with a book and he began to cry. The teacher was very angry with me. I remember him saying, "Little girls don't do things like that." But since then Thomas never pulled my hair again.

24. The writer started studying in his school when she was years old.

- a. 3
- b. 5
- c. 4
- d. 6
- e. 7

25. Thomas never pulled the writer's hair again because

- a. He was afraid of the writer with the writer
- b. The writer was bigger than he was
- c. He was afraid of the teacher
- d. The teacher was angry
- e. He moved to another school

INSTRUMENT

READING COMPREHENSION FOR POST-TEST

Choose the correct answer by crossing (x) a, b, c, d, or e on the answer sheet!

Total Item : 25 items
Time Allocation : 90 Minutes

Read the text carefully and answer the questions no. 1 to 8

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus.

Source : Contextual English 1 for grade X of Senior High School

1. The text above mainly discusses about.....
 - a. the writer's trip to Yogyakarta
 - b. the writer's first visit to Prambanan
 - c. the writer's impression about the guide
 - d. the writer's experience at Yogya Kraton
 - e. the writer's impression about Borobudur

2. The text is written about.....
 - a. On going event
 - b. Past event
 - c. Best event
 - d. Comedy event
 - e. Story event

3. The purpose of the text is to.....
 - a. tell past events
 - b. entertain readers
 - c. describe the smugglers
 - d. report an event to the police

- e. inform readers about events of the day
4. What are the big temples in Prambanan?
 - a. angkor wat, syiwa, and sudra temples
 - b. paria, brahmana, and temples
 - c. brahmana, syiwa, and wisnu temples
 - d. wisnu, syiwa, and borobudur temples
 - e. borobudur, syiwa, and brahmana temples
 5. When did the writer go home?
 - a. On Saturday morning
 - b. On Friday evening
 - c. On Thursday evening
 - d. On Friday afternoon
 - e. On Saturday evening
 6. Why did the writer only visit Brahmana and Syiwa temples?
 - a. Because there was no wisnu temple
 - b. Because wisnu temple was amazing
 - c. Because wisnu temple was too small
 - d. Because wisnu temple was being repaired
 - e. Because wisnu temple was being destroyed
 7. Which temple was being renovated ?
 - a. Syiwa
 - b. Brama
 - c. Borobudur
 - d. Syiwa and wisnu
 - e. Wisnu
 8. Which of the following statements is true ?
 - a. The writer and the student went to jogjakarta for having a research
 - b. The writer went to borobudur first ant them to kraton
 - c. The writer was very disappointed with the guide
 - d. The writer left for Jakarta on Friday
 - e. Malioboro is very from dirgahayu hotel

Read the text and answer questions 9 to 12.

I am so glad that today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when Mum called me this morning. I fell asleep again until Mum called me again. That snooze made me late.

I did not have time for breakfast. I was starving as I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late

for teaching at his school and he was furious with me. He scolded me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgotten to put it in my bag the night before. I usually check my bag in the morning. I did not do this because I was late I had to do extra assignment as a punishment.

After Biology lesson, I did not tie my shoelace properly. I tripped over it. And fell down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day! I hope that I have much better one tomorrow.

Source: Contextual English 1 for grade X of Senior High School

9. What is the purpose of the text?
- To explain about something new
 - To inform about the writers activities
 - To entertain the readers about the funny story
 - To discuss about how to overcome a problem
 - To retell about the writer's terrible day
10. The generic structure of the last paragraph is called
- reason
 - re-orientation
 - events
 - orientation
 - complication
11. What made everything go wrong?
- He got up late in the morning his teacher
 - His came to school on time him
 - His bag was left at home
 - He got punishment from
 - His father was late to ride him
12. Which of the following statement is NOT TRUE according to the text?
- The writer didn't sleep a wink at that night
 - He didn't hand in his homework school
 - He had breakfast before leaving for school
 - He fell down the stairs
 - His father rode him to school

Read the text and answer questions 13 to 16.

I really enjoyed my holiday in Australia. Last Sunday I visited a marine park called Sea World which is at surfers' Paradise near Brisbane. It's Australia's largest marine park and I had a wonderful day there.

The first thing I saw was the Oceanorium where you can watch all sorts of sea fish and animal under water. There were huge turtles,

sharks, and a beautiful tropical sea fish. The most exciting thing was watching a man feeding the sharks. He wore a special diving suit. Then I watched the performance of sea animals. The saw was in a big outdoor swimming pool. There were killer whales, dolphins and sea lions, and they did all sort of fantastic things in the water. One of the girls in the show rode around the pool on the back of killing whale, and another girl rode underwater on the back of a big turtle. After the saw I had lunch. There were several big restaurant at the park and I had lunch in a restaurant that was shape like a ship! Then I watched a wonderful water-ski show which was held on a lake.

There were lots of other things to do at the park. There was lake cruising, a train ride, a big water slide, swimming pools, and an incredible roller coaster called the ‘corkscrew’- because it goes three loops upside down. But I wish I had gone on the roller coaster ride before lunch rather than after it!

Source: Contextual English 1 for grade X of Senior High Schoo

13. Which of the following sea animals is known as ‘killer’?
 - a. Sea lions
 - b. Dolphins
 - c. Seals
 - d. Turtles
 - e. Whales

14. What is the main idea of paragraph two?
 - a. There was a water-ski show held on a lake.
 - b. The sea animals performed fantastic things in the water.
 - c. The writer had lunch in one of the restaurants at the park.
 - d. The Oceanorium displayed all sorts of fish and animals under water
 - e. The writer visited the Oceanorium to watch all sorts of fish and performance

15. Which of the following had made the writer very excited?
 - a. Watching a girl riding on a back of a turtle
 - b. Watching a girl riding on a back of a whale
 - c. Watching a man feeding the shark
 - d. Riding the roller coaster
 - e. Water skiing on the lake

16. “There were huge turtles, sharks, and a beautiful tropical sea fish.” (Paragraph 2)
The antonym of the underlined word is
 - a. tiny
 - b. enormous
 - c. heavy
 - d. massive
 - e. wide

Text for questions 17 to 19

That morning I got dressed as usual. I was just leaving for school when I noticed that my shoes were filthy. I went back inside to polish them. Staying home those five extra minutes probably saved my life.

When I came outside again, my mother was on the lawn picking flowers. Somebody yelled, "Tsunami!" We thought it was an April Fool's joke. Then, I looked up and saw a huge wall of dirty water. My mother pushed me inside and slammed the door, just as the wave struck our house. It felt like we'd been hit by a train.

The wave picked up the house, and we floated away. Seawater came up to my knees. I decided to change clothes, in case we had to swim. When I opened the closet, the back wall was gone! All I could see past my hanging clothes were waves and dead fish. It looked like a strange painting.

Through the windows we could see people floating by, holding onto whatever they could. A boy was clinging to a piece of lumber. The waves carried us far out into Hilo Bay and back again three times.

Our family was fortunate. And I'm not nervous about tsunamis anymore. But when I got married, I told my husband, "We're not leaving at the beach. We are going to live in the mountains!"

Source : http://abidtinfaiz.blogspot.co.id/2015/04/soal-pilihan-ganda-multiple-choice_53.html retrieved on Monday, desember 21st 2015

17. When did the tsunamis happen?
- | | | |
|-------------|------------------|-------------------|
| a. In March | c. One morning | e. Some years ago |
| b. In April | d. Long time ago | |
18. Where did the writer finally shelter from the tsunamis?
- | | | |
|----------------------|--------------------|-----------------|
| a. In a factory wall | c. In a factory | e. In her house |
| b. At the beach | d. In the mountain | |
19. "Our family was fortunate" (Paragraph 6)
The underlined word can be replaced by
- | | | |
|-----------|---------------|------------|
| a. lucky | c. prosperous | e. lack of |
| b. famous | d. miserable | |

Text for questions 20 to 22

Late in the afternoon, the boys put up their tent in the middle of a field. As soon as this was done, they cooked a meal over an open fire. They were all hungry and the food smelt good. After a wonderful meal, they told stories and sang songs by the camp fire. But sometime later it began to rain. The boys felt tired so they put out the fire and crept into their tent. Their sleeping-bags were warm and comfortable, so they all slept soundly. In the middle of the night, two boys woke up and began shouting. The tent was full of water! They all leapt out of their

sleeping-bags and hurried outside. It was raining heavily and they found that a stream had formed in the field. The stream wound its way across the field and then flowed right under their tent.

Source : http://abidinfaz.blogspot.co.id/2015/04/soal-pilihan-ganda-multiple-choice_53.html retrieved on Monday, desember 21st 2015

20. The purpose of the text is
- a. to retell about camping in the field
 - b. to explain why the night was wet camping
 - c. to persuade readers to believe event
 - d. to tell what happened to the boys
 - e. to present a point of view about
21. Where did the stream flow? It flowed
- a. in the middle of the field
 - b. across the field
 - c. in front of the boys' tent
 - d. near the boys' tent
 - e. under the boys' tent
22. They told stories and songs after
- a. they had a meal began to rain
 - b. the stream was across the field
 - c. they slept soundly
 - d. the tent was full of water
 - e. it

Read the text carefully and answer the questions no. 23 to 25

Last week, I and my dad went to a store. We went there to buy some candies. In the store, the candies looked so good. I would have bought a lot of them but my dad said I could only have three. I gave the store owner the money for the candies. As we left the store, I ate one of the candies. It was yummy. I hope we come back soon.

'Last week, I and my dad went to a store'.

23. The sentence is the of the text.
- a. Description
 - b. Orientation
 - c. Identification
 - d. Events
 - e. Complocation
24. "I would have bought a lot of them but my dad said I could only have three. I gave the store owner the money for the candies. As we left the store, I ate one of the candies."
- The sentences is the ... of the text
- a. Description

- b. Orientation
- c. Identification
- d. Events
- e. Complocation

25. The type of the text is ...

- a. Spoof
- b. Newsitem
- c. Recount
- d. Narrative
- e. Report

Spss output

NORMALITY TEST

One-Sample Kolmogorov-Smirnov Test

| | | Pre_Control | Pre_Experiment | Post_Control | Post_Experiment |
|---------------------------------|----------------|-------------|----------------|--------------|-----------------|
| N | | 33 | 33 | 33 | 33 |
| Normal Parameters ^a | Mean | 66.2424 | 66.1818 | 67.0909 | 75.7576 |
| | Std. Deviation | 8.45218 | 8.43154 | 6.51615 | 6.24014 |
| Most Extreme Differences | Absolute | .146 | .119 | .259 | .212 |
| | Positive | .124 | .102 | .225 | .151 |
| | Negative | -.146 | -.119 | -.259 | -.212 |
| Kolmogorov-Smirnov Z | | .839 | .681 | .838 | 1.221 |
| Asymp. Sig. (2-tailed) | | .482 | .743 | .424 | .102 |
| a. Test distribution is Normal. | | | | | |

HOMOGENEITY TEST

Test of Homogeneity of Variances

| | Levene Statistic | df1 | df2 | Sig. |
|----------|------------------|-----|-----|------|
| PRETEST | .029 | 1 | 64 | .866 |
| POSTTEST | 3.041 | 1 | 64 | .086 |

ANOVA

| | | Sum of Squares | df | Mean Square | F | Sig. |
|----------|----------------|----------------|----|-------------|--------|------|
| PRETEST | Between Groups | .061 | 1 | .061 | .001 | .977 |
| | Within Groups | 4560.970 | 64 | 71.265 | | |
| | Total | 4561.030 | 65 | | | |
| POSTTEST | Between Groups | 1239.333 | 1 | 1239.333 | 30.451 | .000 |
| | Within Groups | 2604.788 | 64 | 40.700 | | |
| | Total | 3844.121 | 65 | | | |

INDEPENDENT SAMPLE T-TEST

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|----------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|----------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| PRETEST | Equal variances assumed | .029 | .866 | .029 | 64 | .977 | .06061 | 2.07824 | -4.09116 | 4.21238 |
| | Equal variances not assumed | | | .029 | 64.000 | .977 | .06061 | 2.07824 | -4.09117 | 4.21238 |
| POSTTEST | Equal variances assumed | 3.041 | .086 | -5.518 | 64 | .000 | -8.66667 | 1.57056 | -11.80422 | -5.52911 |
| | Equal variances not assumed | | | -5.518 | 63.880 | .000 | -8.66667 | 1.57056 | -11.80433 | -5.52900 |

VALIDITY

RESULT OF TRY OUT BASED ON SPSS

| Questions | Rxy | Sig. (2 tailed) | Validity |
|-----------|------|-----------------|-----------|
| 1 | .447 | .012 | Valid |
| 2 | .611 | .000 | Valid |
| 3 | .642 | .000 | Valid |
| 4 | .611 | .000 | Valid |
| 5 | .611 | .000 | Valid |
| 6 | .611 | .000 | Valid |
| 7 | .447 | .012 | Valid |
| 8 | .608 | .000 | Valid |
| 9 | .139 | .455 | Not Valid |
| 10 | .685 | .000 | Valid |
| 11 | .422 | .013 | Valid |
| | | | |
| 12 | .566 | .001 | Valid |
| 13 | .030 | .874 | Not Valid |

| | | | |
|----|------|------|-----------|
| 14 | .566 | .001 | Valid |
| 15 | .558 | .001 | Valid |
| 16 | .369 | .041 | Valid |
| 17 | .356 | .049 | Valid |
| 18 | .267 | .146 | Not Valid |
| 19 | .387 | .031 | Valid |
| 20 | .367 | .042 | Valid |
| 21 | .685 | .000 | Valid |
| 22 | .581 | .001 | Valid |
| 23 | .077 | .679 | Not Valid |
| 24 | .501 | .004 | Valid |
| 25 | .685 | .000 | Valid |
| 26 | .501 | .004 | Valid |
| 27 | .369 | .041 | Valid |
| 28 | .604 | .000 | Valid |
| 29 | .604 | .000 | Valid |
| 30 | .346 | .056 | Not Valid |

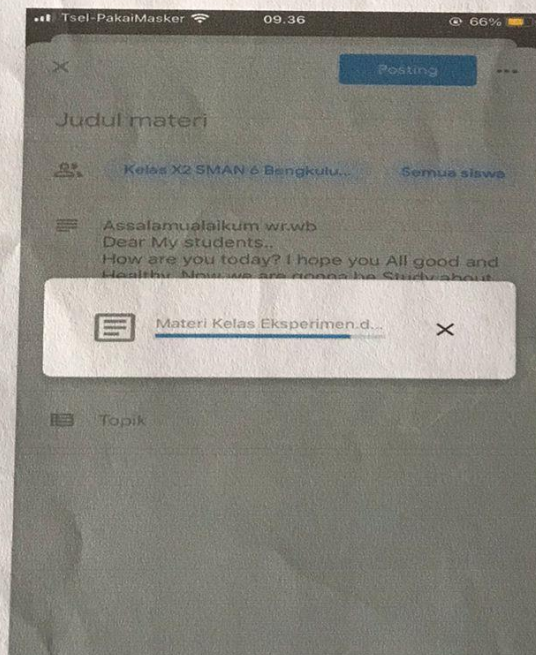
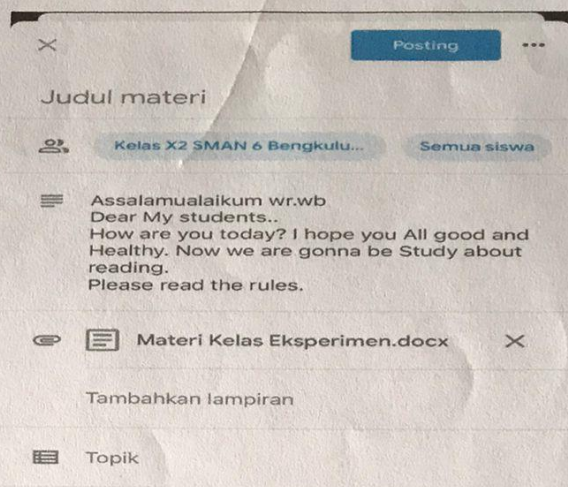
RELIABILITY TEST

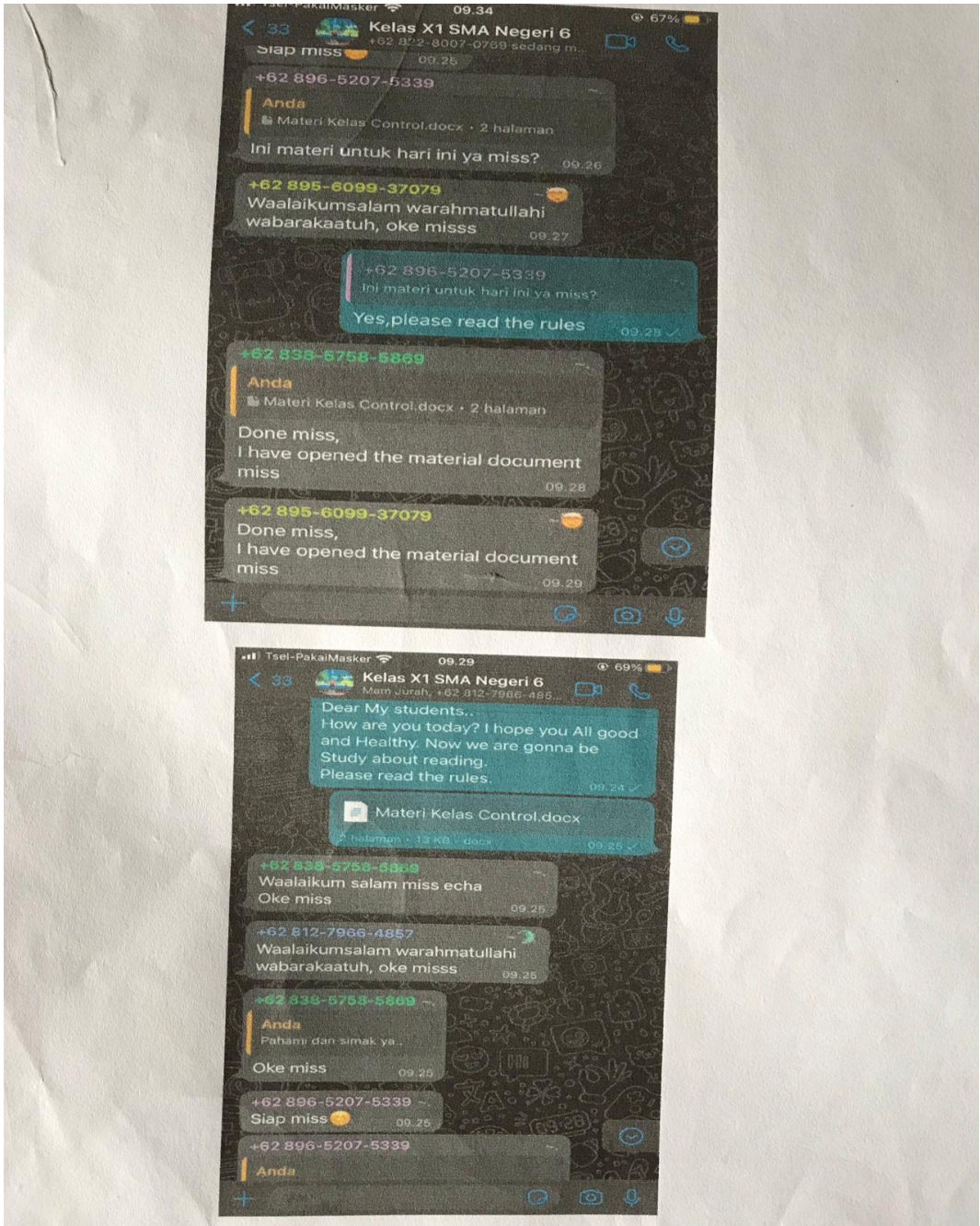
Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .834 | .830 | 30 |









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