

**THE EFFECTIVENESS OF INQUIRY-BASED LEARNING ON READING
COMPREHENSION AT 7TH GRADE OF SMP N 9 PURWOKERTO**



AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiyah and Teacher Training of state
Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto as a
Partial Fulfillment of requirements for Sarjana Pendidikan
(S.Pd) degree**

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Declare that the thesis I have compiled with the title, "**The Effectiveness of Inquiry-Based Learning on Reading Comprehension at 7th Grade of SMP N 9 Prwokerto**" is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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Assalamu'alaikum Wr.Wb

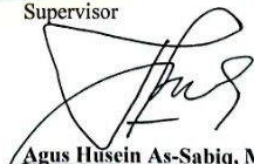
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MOTTO

"My success is the raindrops that my parents accommodates."

(Rita Armina)

وَأَفَوِّضُ أَمْرِي إِلَى اللَّهِ

“And I entrust affairs to Allah.”

(Q.s Ghafir: 44)



DEDICATION

I dedicate this an undergraduate thesis to:

My beloved parents

My beloved family

Precious self, Nuraiysah Sadiyah

And all the Reades



ACKNOWLEDGEMENT

In the name of Allah, the most graceful, the most. Praise be to Allah, for blessing me with his mercy and guidance to finish this thesis entitle "The Effectiveness of Inquiry Based Learning on Reading Comprehension at 7th Grade of SMP N 9 Purwokerto" could be completed.

This thesis presented as partial fulfillment of the requirement for obtaining the undergraduate degree of the Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto. The writer would like to express the deep gratitude and appreciation to:

1. Prof. Dr. H. Fauzi, M.Ag., as the Dean Faculty of Tarbiya and Teacher Training, State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
2. Prof. Dr. Suparjo, S. Ag., as the 1 Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
3. Dr. Nurfuadi, M.Pd.I., as the II Deputy Dean Faculty of Tarbiya and Teacher Training, State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
4. Prof. Dr. H. Subur, M.Ag., as the III Deputy Dean Faculty of Tarbiya and Teacher Training. State Islamic University of Profesor Kini Haji Saifuddin Zuhri Purwookerto.
5. Desi Wijayanti Ma'rufah, M. Pd., as Coordinator of English Education Study Program in Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
6. Agus Husein As Sabiq M.Pd S.Pd., as my academic advisory who always give supports, wide knowledge, motivation, and suggestions for finishing thesis.
7. All of the lectures in Faculty Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

8. All of the staff and official of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
9. Drs. Herry Nuryanto Widodo as the headmaster of SMP N 9 Purwokerto.
10. Fitri Tustiningsih, M.pd., as the English Teacher of SMP N 9 Purwokerto who has given me chance and guidance to do experiments in the class.
11. All of the staffs of SMP N 9 Purwokerto.
12. All of the students of the seventh grade of SMP N 9 Purwokerto who give me the chance and support to do the experiments.
13. My beloved parents, Edi Rohayadi and OtiH who loved me, supported me, and prayed for the best for me.
14. All of my big family who always give their attention and love for me.
15. All of my classmates of TBI C 2020, who shared memories and given togetherness.
16. All my friends at Islamic Boarding School EL-Furqan 3, it had been an amazing times we had spent together. Thank for the greatest years.
17. Everyone who has contributed and supported the researcher to finish research.
18. Last but not least, I wanna thank me, for hard work, for believing in me, for doing all this hard work, for having no days off, for never quitting, for just being me at all times.

The researcher is aware that there are several errors and inadequacies in this thesis. As a consequence, comments and criticism are always welcome. Hopefully, the thesis will be useful to the readers. Aamiin.

Purwokerto, December 7 2024.

This researcher,



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THE EFFECTIVENESS OF INQUIRY-BASED LEARNING ON READING COMPREHENSION AT 7TH GRADE OF SMP N 9 PURWOKERTO

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ABSTRACT

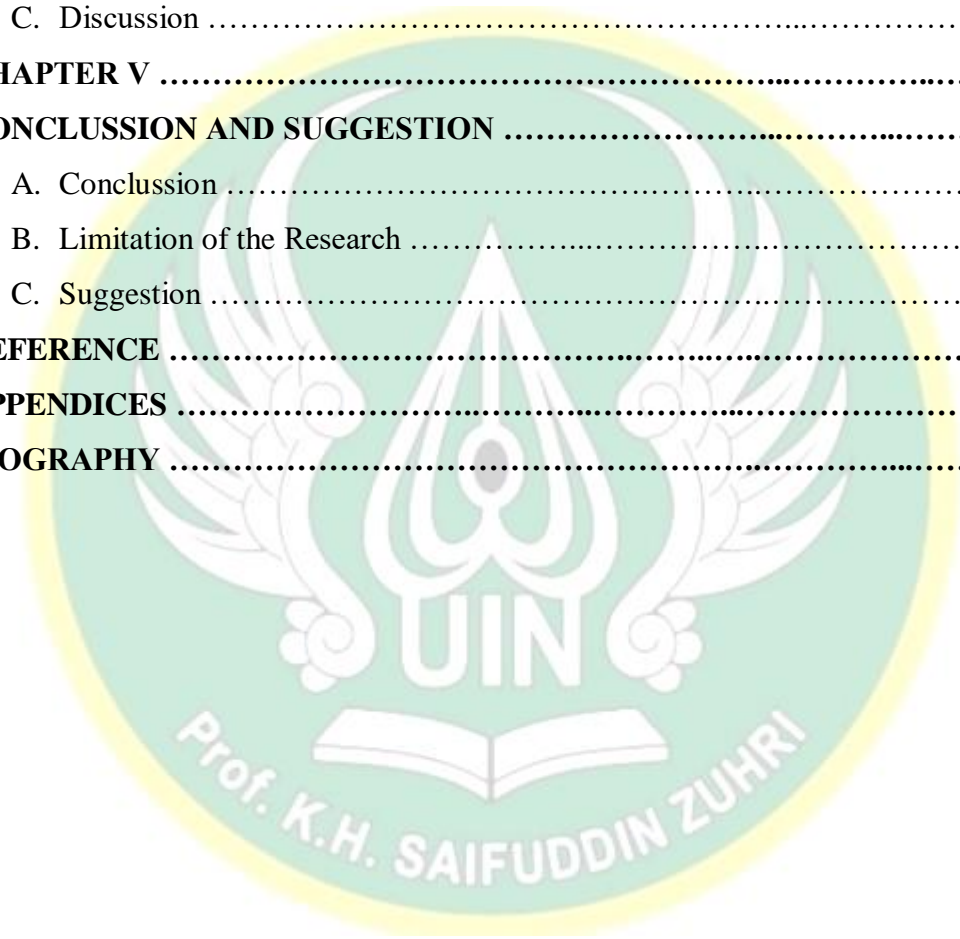
The purpose of this study is to find out whether the inquiry method has an effect on the students reading comprehension of seventh-grade students at SMP N 9 Purwokerto. A single-group pretest-posttest design was used in this quantitative experimental study. The research population is students in grade VII at SMP N 9 Purwokerto. Purposive sampling was used to select the research sample, which included 31 students. Purposive sampling is used to select samples, and class VII E serves as an experimental class. This study used multiple-choice questions for pre-test and post-test to collect data. The analysis of t-test data was carried out using IBM SPSS 27 for Windows. The results of the paired sample t-test showed significant differences in the English learning of students in the experimental class before and after treatment. The average score of the pre-test is 68.22, while the average score of the post-test is 80.00. The t-test uses a paired sample test in the experimental class. From the results of the t-test, a 2-tailed value of 0.000 was obtained, which means it was smaller than 0.05. Based on the results of the t-test, it can be concluded that H_a , the inquiry-based learning method is effective on reading comprehension, is accepted, and H_o , the inquiry-based method learning is not effective on reading comprehension, is rejected.

Keywords: Inquiry Based Learning, Reading Comprehension, Experimental Research.

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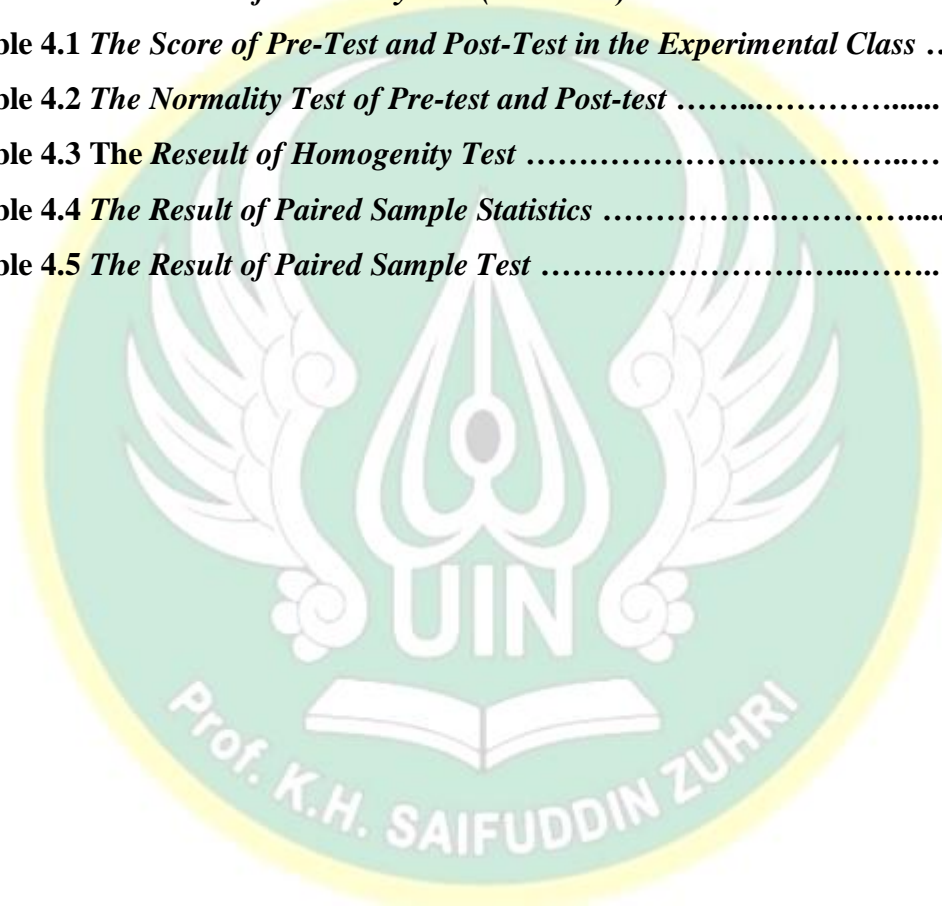
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CHAPTER I

INTRODUCTION

This chapter presents the essential elements of the research, including: Research Background, Definitions of Key Concepts, Research Questions, Objectives and Importance of the Research, Overview of the Paper's Structure.

A. Background of Study

Indonesian students often exhibit limited proficiency in English as a Foreign Language (EFL), particularly in their reading comprehension of written texts. Many students struggle to effectively understand English texts, resulting in poor performance in this subject area. This is because they are unable to read freely outside of class and can only learn the exercises in the textbook through direct study. This situation often leads to frustration among students due to the monotonous nature of their learning activities. The challenges related to literature in Indonesia—particularly concerning the understanding of written texts, independent reading, reading interest, and reading habits—cannot be addressed solely through the courses offered within the curriculum. Instead, it necessitates the implementation of engaging activities and strategies aimed at enhancing students' interest and fostering better reading habits. Consequently, research focused on reading comprehension is essential, as English as a Foreign Language (EFL) reading is affected by various factors, particularly teaching strategies that tend to be teacher-centered (Sholeh et al., 2020).

Reading comprehension is crucial not only for understanding the text itself but also for extracting information contained within it, contributing to broader learning and academic success. Effective reading comprehension typically relies on a solid grasp of language. Reading has now become a necessity. In reading comprehension, we can get the information we need by reading some text. Not only that, we can also develop knowledge by reading (Hidayat & Nurinayah, 2019).

Reading is a process that enables readers to comprehend the message that a writer intends to convey through written language or words. It implies that reading is the primary mechanism by which pupils can access the knowledge and subject matter that the curriculum has created for them. There are numerous advantages for students who read extensively and comprehend the reading material, including improved learning outcomes (Tirtayasa et al., 2021).

In reading, there are several factors that make students difficult to understand texts, such as lack of vocabulary, less grammatical understanding, lack of background knowledge, and anxiety (Martina et al., 2020). According to Haerazi & Irawan (2020) reading problems in English are problems related to language proficiency skills and related to reading skills and strategies. From these problems, it is necessary to increase student reading activities so the students are more interested in reading. One way that can be done is by giving reading books to students and using the reading challenge method. This method can be employed to motivate students to read a variety of books, with rewards provided at the end to encourage participation. Additionally, it is essential to integrate this method in a way that ensures students not only read the text but also comprehend its contents fully (Mujib & Setyawan, 2022).

Based on the results of preliminary analysis conducted in class 7 at SMP N 9 Purwokerto, it was found that students' reading abilities were not yet optimal. Many students struggled with reading English texts, having difficulty interpreting both the words and meanings within the text. One contributing factor to this challenge is that students are still in the transition period from elementary school to a higher level, which means they are adapting to new English lessons. In the learning process in class, teachers still predominantly use Indonesian when explaining. The learning process still uses the lecture method, namely the traditional teacher-centered method.

According to Murphy et al (2021) among the various teaching methods, lecture is widely known as the traditional teacher-centered method. The traditional lecture method makes students passive in acquiring

knowledge. In traditional learning methods, students are required only to attend and listen to the teacher's lectures and then collect facts from notes. This teaching method has proven to be less effective for today's students (Saira et al., 2021).

Asking questions and looking for information is a key component of the pedagogical method known as inquiry-based learning. This approach promotes the growth of critical thinking abilities by strengthening cognitive processes like self-regulation, interpretation, analysis, evaluation, and explanation. According to research, children who participate in inquiry-based learning exhibit notably stronger critical thinking skills than those who get instruction using traditional methods (Wale & Bishaw, 2020).

According to Sukaton (2018) This study explores how inquiry-based learning (IBL) can enhance reading comprehension and looks at how students feel about IBL's application. Inquiry-based learning aims to improve students' reading skills and encourage their interaction with materials complex. It trains all levels of comprehension as student progress through the IBL phases, aligning inquiry processes with reading comprehension strategies, provides teamwork and encourages complex textual learning, learning beyond applying IBL present in a reading context. Many comments about this course are well structured, Students gain significant insights from the text, which assists them in completing their assignments. They benefit from feedback provided by lecturers, contributing to a high-quality learning experience. Additionally, they learn effective strategies for understanding the text, which greatly aids their overall learning process.

Previous research has investigated the application of inquiry-based learning (IBL) in relation to reading comprehension. These studies suggest that IBL can enhance students' understanding and engagement with texts, promoting deeper comprehension skills. Ermawati (2018) she discovered that inquiry-based learning (IBL) can effectively enhance students' reading comprehension skills, fostering a deeper understanding of texts and encouraging critical engagement with the material. This research also provides

new insights for readers regarding language learning skills, especially reading comprehension. Inquiry Based Learning can be applied practically and pedagogically in Reading Comprehension learning. Then Lubis (2020) found that inquiry-based learning methods can influence students' reading comprehension. With inquiry-based learning methods, students can think and work independently and making students more active in the learning process. Additionally Wahab & Terasne (2020) the results of data analysis indicate that third-semester students of the Department of Teacher Education and Training exhibit specific patterns in their academic performance and engagement, highlighting areas for potential improvement and targeted support, Qamar al-Huda University, Bago, Central Lombok obtained high scores on the post-test which were treated using inquiry-based learning methods. This suggests that inquiry-based learning has a substantial effect on students' critical thinking in reading. It shows that IBL methods positively influence both critical thinking abilities and reading comprehension in students.

This study uses quantitative methods. The researcher conducted the research using the inquiry-based learning on reading comprehension method in class VII E SMP N 9 Purwokerto. This study analyzes the effectiveness of inquiry-based learning in reading. Consequently, the researcher intends to conduct a study titled “The Effectiveness of Inquiry-Based Learning on Reading Comprehension.”

B. Operational Definition

The researcher explains the definitions of the terms used in this study:

1. Reading Comprehension

Reading comprehension is defined as “The process of simultaneously extracting and constructing meaning through interaction and engagement with written language” (Butterfuss et al., 2020). Reading comprehension is a fundamental pillar of reading skills. When an individual reads a text, they engage in a series of complex cognitive processes. It can also be understood as the process of extracting information from a text and synthesizing various elements into a cohesive

understanding. This skill is crucial for effective communication and learning (Saputri et al., 2021).

Reading comprehension is a complex intellectual process that involves the ability to think critically about verbal concepts. In this context, concurrent reading comprehension occurs with a dual focus. During reading activities, readers actively engage by articulating the sounds represented in the writing and analyzing the language choices made by the author. For this reason, they must express the meaning in the text conveyed by the author (Rombot et al., 2020).

2. Inquiry-Based Learning

Inquiry-based learning encourages students to analyze the information they collect and create or process new knowledge (Prenc & Felder 2006). This method is connected to problem and project-based learning, where students use an inquiry-based attitude to solve problems with a relatively open-ended set of answers or to develop and complete projects. These activities can be assignments intended to be completed over the course of a semester or short-term assignments such as one session. These learning scenarios come in many shapes and sizes and can be formal or casual in structure (Kai et al., 2021).

The inquiry learning method is a prominent approach within the field of education. Linguistically, "inquiry" derives from the term "inquire," which involves engaging in questioning, seeking information, and conducting investigations. Inquiry can be defined as the pursuit of truth through asking questions and attempting to find answers. Inquiry-Based Learning (IBL) is characterized as a human effort to rationally explain phenomena that spark curiosity. Essentially, inquiry is linked to active engagement and the development of knowledge-seeking skills aimed at satisfying that curiosity (Husni, 2020).

C. Research Question

The following research questions can be developed in light of the background information described:

Is the use of Inquiry Based Learning Significantly effective on students reading comprehension at 7 grade SMP N 9 Purwokerto?

D. Objectives and Significances of The Research

1. Objective of the Research

To determine whether Inquiry-Based Learning significantly enhances reading comprehension among 7th grade students at SMP N 9 Purwokerto.

2. Significances of the Research

The researchers really hope that this research has significant benefits.

a. Theoretical Significances

The research is an enriching strategy in teaching reading comprehension.

b. Practical significances

1) For Students

This research aims to assist students in reaching their objectives and enhancing their reading comprehension skills.

2) For teachers

This research is expected to enrich their teaching strategy and provide many references for English teachers on how to teach Reading Comprehension.

3) For other Researchers

This research is expected to provide some information and contribute to strategies for teaching reading comprehension at SMP N 9 Purwokerto, and can inspire other researchers to conduct or even further research for strategies in reading comprehension.

E. Structure of the Research

The research structure acts as a framework for executing the study and outlines the topics to be covered. The organization consists of five chapters, each detailing specific aspects:

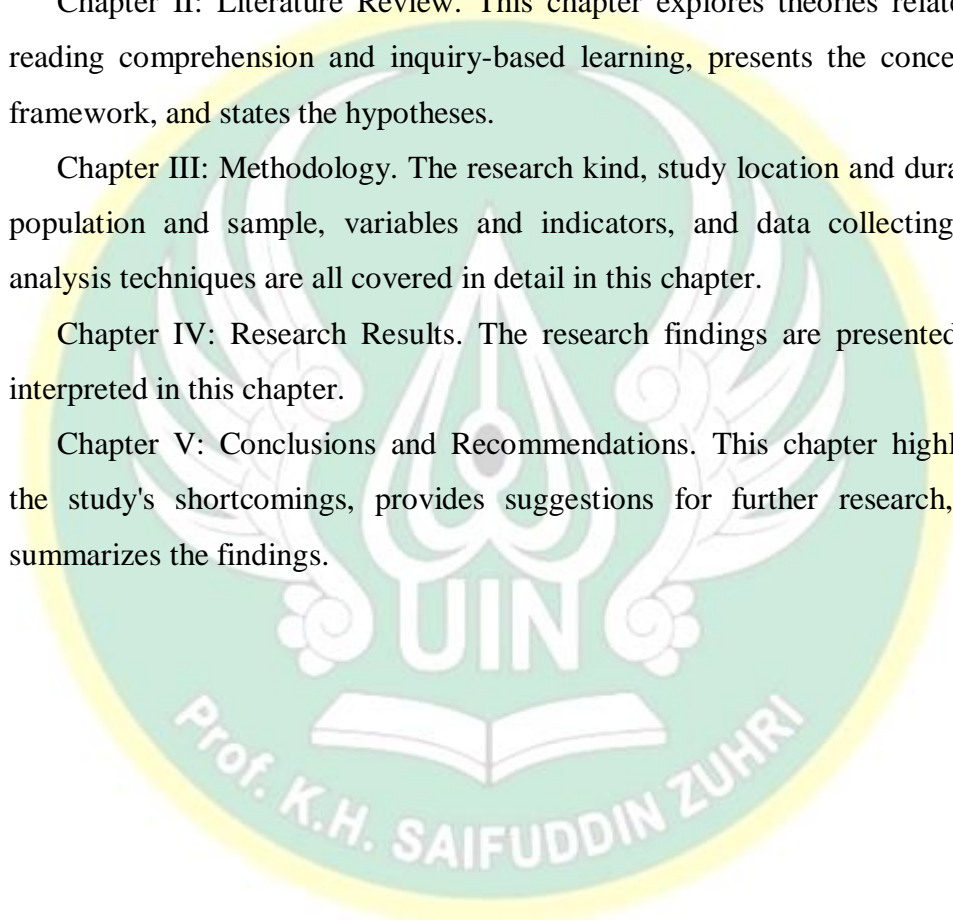
Chapter I: Introduction. The research backdrop, definitions of important words, research questions and objectives, study significance, and document structure are all covered in this chapter.

Chapter II: Literature Review. This chapter explores theories related to reading comprehension and inquiry-based learning, presents the conceptual framework, and states the hypotheses.

Chapter III: Methodology. The research kind, study location and duration, population and sample, variables and indicators, and data collecting and analysis techniques are all covered in detail in this chapter.

Chapter IV: Research Results. The research findings are presented and interpreted in this chapter.

Chapter V: Conclusions and Recommendations. This chapter highlights the study's shortcomings, provides suggestions for further research, and summarizes the findings.



CHAPTER II

LITERATURE REVIEW

The concepts and definitions that relate to this study and its variables are explained in this chapter. In addition to a few earlier studies that will be discussed in this part, theoretical sources are required to support this research.

A. Theoretical Framework

The theoretical framework supporting the studies on the effect of inquiry-based learning on reading comprehension will be discussed in this section. The purpose of this theoretical framework is to elucidate the theoretical ideas behind inquiry-based learning and how it may impact students' text comprehension skills. It is intended that this theoretical framework will offer comprehensive insights into the underlying mechanisms of the influence of inquiry-based learning on enhancing students' reading comprehension by referencing a variety of pertinent studies and research ideas.

1. Reading

a. Definition

Reading involves negotiating meaning within a text to facilitate understanding. It serves as a method for extracting information from written material. This process encompasses two interconnected components: Word recognition and comprehension are crucial components of reading skills, while comprehension involves grasping the meaning of words and sentences and relating them to the overall context of the text (Handayani, 2020).

Reading is an action done to gain knowledge about a subject or topic. Reading is a crucial life skill that people must master in order to succeed. People who read stay informed, current, and engaged. Reading is a process that is both active and receptive. The reader is actively looking for links between concepts in the text during this dynamic process. Reading involves gathering, processing, and analyzing information, which calls on the use of numerous mental processes. Additionally, many find delight in reading. Reading is more

than just recognizing letters; it also entails figuring out context and meaning. Information is arranged into identifiable patterns as one reads (Mckee, 2012).

b. The Process of Reading

Reading is a complex cognitive process that involves creating or deriving meaning from text. This process encompasses various skills, including decoding, comprehension, and critical thinking. Because reading is a complex process, it cannot be controlled and is also limited to one or two interpretations. This encourages in-depth exploration of the text for interpretation in reading (Sangia, 2018).

Reading comprehension is the process of creating or deriving meaning from text through the intricate cognitive process of decoding symbols. It serves as a tool for communication, language learning, and information and idea sharing. Like any language, reading involves a complex interaction between the reader and the text. The relationship is influenced by various factors, including the reader's attitude, prior knowledge, experiences, and the linguistic community they belong to. Additionally, these elements are influenced by cultural and societal contexts, which play a significant role in how text is interpreted and understood (Ali, 2022).

According to Fatmawan et al., (2023) good reading comprehension entails reading the words on the page, determining their meanings, figuring out the sense of each sentence, and much more. It is claimed that reading comprehension increases when tactics are explicitly taught and applied by the learner during reading.

Reading is a process in which a person looks at and processes the information in the brain. The brain is capable of reading; there is a reading. It is also possible to read in the heart without the tone by making a sound. Reading is a method of gathering information in order to comprehend the importance or meaning of the material being read (Ummah, 2019).

c. The Purpose of Reading

Reading is a purposeful activity. People read to acquire information, verify their existing knowledge, or simply for enjoyment. Additionally, Reading significantly improves one's grasp of the language being used. It is also essential for social engagement, as it keeps individuals informed about political, social, economic, and cultural matters within their country. Through reading, our attitudes, beliefs, norms, morals, judgments, and behaviors are shaped, ultimately influencing our thoughts and actions. The primary aim of reading is to link the ideas presented in a text with one's prior knowledge and experiences. Readers must be familiar with the topic they are reading in order to connect ideas (Helio duvaizem, 2009).

The purpose of reading is to give information to others, it can help us increase and improve our understanding of particular topics. Or, to put it another way, reading helps pupils learn more about the world they live in and acquire information. Reading helps us comprehend so that the message is accepted favorably. It is possible to draw the conclusion that when reading, the reader will actively discover the meaning of the text while also investigating its meaning while reading, asking questions once they have developed their own knowledge of it (Ummah, 2019).

d. Kinds of Reading

Kinds of reading is classified into two levels based on its purpose:

1) Extensive Reading

Extensive reading involves reading a large volume of material to achieve a general understanding of the content. Its aim is to foster good reading habits, enhance vocabulary and comprehension of structures, and stimulate interest in reading. The primary purposes of extensive reading are enjoyment and information gathering. This approach is also referred to as "supplementary reading" (Amelia Rizky, 2017).

The following is a list of principles that often characterize extensive reading according to Nation & Waring (2013) The reading material is easy

- a) Students read as much as they can.
- b) The reading is private and quiet.
- c) Reading is a gift in itself.
- d) Extensive reading courses have input sequences that focus on meaning and fluency sequences.
- e) Reading speed is usually faster rather than slower.
- f) Provide a variety of reading materials on various topics.
- g) Students choose what they want to read.
- h) The purpose of reading primarily revolves around enjoyment and the acquisition of information.
- i) Teachers provide guidance and advice to their students.
- j) Teachers act as role models for readers.

2) Intensive Reading

Intensive reading is studying content carefully and is done in the style of short sentence exercises, practicing vocabulary and general discussions are techniques in intensive reading, reading texts must be chosen as well as possible to achieve better results. The objective of intensive reading is to help students derive detailed meanings from texts. This approach emphasizes the development of essential reading skills, including identifying main ideas, recognizing text connectors, and improving vocabulary and grammar knowledge (Taembo, 2023). The characteristics of intensive reading include:

- a) Readers have the goal of obtaining information and knowledge.
- b) Deep understanding of the narrow scope and methods of material read slowly and carefully, and
- c) The results of the quality of reading

e. Reading Training Activity

According to Robertson & Nunn (2010), the steps that must be followed when carrying out reading comprehension strategies, the as following:

1) Diagnosis

Finding and assessing students' existing methods is essential to raise their awareness of various linguistic tactics.

Numerous techniques, including as observation, questionnaires, interviews, diaries, self-report surveys, and think-aloud exercises, can be used to achieve this.

2) Preparation

Learning strategies encompass the various techniques and approaches that individuals use to enhance their learning experiences. These strategies can be classified into three main categories: cognitive (related to thinking and comprehension), metacognitive (involving awareness and management of one's learning), and motivational (affecting the desire to engage in learning).

3) Instruction

To teach learning strategies successfully, it's important to follow a structured approach that includes explanation, demonstration, practice, and integration. Here's a breakdown of how to implement each step: explanation, demonstration, practice, and integration. This approach helps students understand and apply the strategies effectively, enhancing their overall learning experience.

4) Evaluation

Assist students in assessing their own use of strategies by encouraging self-reflection and evaluation. Additionally, review all training strategies and make adjustments to the training components as needed to ensure effectiveness and relevance.

2. Reading Comprehension

a. Definition

Reading comprehension consists of two main elements: word recognition and understanding. It plays a crucial role in teaching English, as it is essential for grasping the meaning of text and interpreting passages in a meaningful way. They are incapable of mastering the challenging skill of reading. On the other hand, understanding is the act of constructing the text's meaning by tying it to past experiences and knowledge. Reading comprehension in this context refers to the process of deriving meaning from text (Fatmawan et al., 2023).

Reading comprehension involves obtaining and constructing meaning from written text by recognizing symbols and understanding the context behind them. It also includes discovering relationships between words and concepts. Effective readers utilize strategies such as connecting their background knowledge to the text, summarizing key details and conclusions, and asking questions to enhance their understanding. This process is a crucial and challenging skill in language learning, especially in international assessments like IELTS and TOEFL (Samiei & Ebadi, 2021). According to Amelia Rizky (2017), reading comprehension includes the following:

- 1) Utilizing personal knowledge and experiences to engage with the text
- 2) Set reading goals, make sure they are achieved and aligned with the text
- 3) Employing strategies and skills to create understanding both during and after the reading process.
- 4) Adapt the strategy to the reader and target text
- 5) Know the purpose of the text
- 6) Distinguish between facts and opinions, and
- 7) Draw reasonable conclusions.

b. Reading Comprehension Model

Reading comprehension involves three essential models that play a crucial role in the reading process. These models assist readers in understanding texts and addressing challenges they may encounter while reading. The three models of reading comprehension are detailed as follows:

1) The bottom-up models

Visual and meaningful reading emerges through analytical processes applied to linguistic signals in written texts. Meaning is then constructed by combining small visual linguistic parts little by little to become one complete meaning. Readers are linguistic code breakers from written texts to reveal hidden meanings in the text.

2) The top-down models

The top-down model highlights that readers derive meaning from a text by drawing on their experiences and interpreting it through the lens of their prior knowledge. The top-down reading model focuses on what the reader brings to life. Both processes work together to ensure accurate and rapid processing of information.

3) The interactive

The interactive model integrates elements of both the bottom-up and top-down approaches, highlighting the connection between the reader and the text. This model perceives reading as a mutual interaction, rather than simply a one-way transfer of information. It underscores the idea that readers actively engage with the text, decoding its content while also applying their prior knowledge and experiences to enhance comprehension (Berkane, 2021).

3. Inquiry Based Learning

a. Definition

Inquiry-based learning is a method that involves students in active Reading, seeking information and understanding to produce curiosity in the learning process. This approach prioritizes student-centered learning, focusing on a series of activities that promote active engagement. It encourages students to develop their abilities to research and investigate in a systematic, critical, logical, and analytical manner (Cahya & Katemba, 2023).

The inquiry method is an educational approach that motivates students to explore and examine a problem through investigation. Within this inquiry-based learning model, elements such as understanding, knowledge transfer, critical thinking skills, problem-solving abilities, and science communication skills significantly influence the learning experience. This method emphasizes students actively seeking knowledge, information, or truth through questioning and exploration. This method does not require asking questions, but rather asking the right questions. Each question leads to deeper understanding and more questions (Harahap et al., 2022).

Through inquiry-based learning, which promotes student-centered learning and guarantees that the results are maintained for a long time, students actively discover and explore their own learning. Students have the chance to develop their own knowledge via research and exploration in inquiry-based learning. Students can also gain metacognitive skills the capacity to observe and control one's own thought processes through inquiry-based learning. Students can become more self-reliant learners and cultivate a lifelong learning capacity by mastering these abilities. Teachers are not the main source of information in inquiry; rather, they serve as guides and facilitators. This enables students to take a more active role in their own education and information acquisition (Nurdiana et al., 2024).

b. Types of Inquiry Based Learning

According to Gholam (2019) there are 4 types of students inquiry based learning, the following is:

- 1) **Structured Inquiry:** Students adhere to the teacher's instructions, and the whole class participates in the inquiry process.
- 2) **Controlled Inquiry:** In this approach, the teacher chooses a specific topic and determines the resources that students will utilize to explore and answer the guiding question.
- 3) **Guided Inquiry:** In this model, the teacher identifies the topic and formulates the guiding question, but students are empowered to develop their own products or solutions based on their exploration.
- 4) **Free Inquiry:** Students independently choose their topic without being limited to a designated subject.

c. Steps of Inquiry Based Learning

According to Gunardi (2020) here are six steps in inquiry-based learning, which are as follows:

- 1) **Orientation**
The teacher prepares students for the learning process by outlining the topic, objectives, and expected outcomes of their learning.
- 2) **Formulate the problem**
Teachers guide and facilitate students to formulate and understanding the problems.
- 3) **Formulate a hypothesis**
Teachers assist students in developing their hypothesis skills by presenting various questions that encourage them to formulate temporary answers or consider multiple estimates of possible solutions to the problem being studied.

4) Collecting Data

The teacher guides students by posing questions that stimulate critical thinking and encourage them to seek the necessary information.

5) Testing a hypothesis

The teacher assists students in determining the accepted answers based on the data and information gathered through data collection. A key aspect of testing a hypothesis is assessing the students' confidence in the answers they provide.

6) Formulate conclusion

The teacher guides students in describing their findings based on the results of hypothesis testing. This process helps students reach accurate conclusions, and the teacher highlights which data is relevant to their analysis.

d. Benefits of Inquiry Based Learning

The following are the benefit of Inquiry Based Learning:

- 1) Strengthens Curriculum Material
- 2) Prepares the Mind for Learning
- 3) Encourages a More Profound Comprehension of the Material
- 4) Makes Learning Enjoyable
- 5) Fosters Self-Motivation and Independence
- 6) Applicable in Various Classroom Settings
- 7) Provides Tailored Instruction (Grant et al., 2017).

e. Advantages and Disadvantages of Inquiry Based Learning

According to (Prasetyo & Rosy, 2020) that the advantages and disadvantages of inquiry based learning is as follows:

1) Advantages

- a) Education that focuses on the harmonious growth of cognitive, emotional, and physical skills.
- b) Creating an environment that allows students to learn in ways that suit their individual learning preferences.

- c) Inquiry-based learning aligns with contemporary educational psychology, which views learning as a transformation in behavior.
 - d) It can meet the needs of students with exceptional abilities.
- 2) Disadvantages of Inquiry based learning
- a) Managing student engagement and achievement can be challenging.
 - b) Planning lessons can be challenging when they do not align with students' learning habits.
 - c) To implement it, it takes a long time so teachers often it's hard to fit it into a more defined time.
 - d) Success is measured by a student's proficiency in the subject matter, making it challenging for every teacher to effectively implement inquiry-based learning..

4. Guided Inquiry

The concept of "guided inquiry" involves a structured and closely supervised approach where an instructional team, comprising teachers and school librarians, guides students through curriculum-based inquiry units. This method aims to foster a deep understanding of a subject while gradually promoting independent learning. Grounded in Kuhlthau's Information Search Process (ISP), guided inquiry is a constructivist educational strategy that enhances students' ability to learn from diverse sources and deepen their understanding of the curriculum content. A concepts-based approach to teaching and learning information is used in guided inquiry. The fundamental ideas of finding, assessing, and using information are taught to students; these ideas can be applied to a variety of information-seeking and information-using scenarios. Choosing the information that will be most helpful in completing the task at hand is the basic idea behind information evaluation (Kuhlthau et al., 2015).

In this guided inquiry method, the teacher leads students through the assignment by asking preliminary questions and discussing them.

Teachers actively participate in identifying problems and the phases involved in solving them. Students who have a low inquiry-based learning experience benefit from the use of guided inquiry. With guided inquiry, students learn to understand concepts in learning with direction from the teacher. With this method, students will be given relevant tasks to complete individually or in discussion groups so that they can solve problems and draw conclusions on their own (Hambali & Handayani, 2021).

B. Review of previous studies

Several previous studies are pertinent to this research, particularly those conducted by educator exploring the implementation of inquiry-based learning on reading comprehension are as follows:

First the title of the research conducted by Ramasari (2020) entitled: "Teaching Reading Comprehension for Tenth Grade Students by Applying the Inquiry-Based Learning Approach" to assess how well students in the tenth grade learn to read using the inquiry learning methodology. This study aims to determine whether implementing this approach improves reading comprehension skills among the students involved. Researchers found that students' reading abilities were still low. They also lack motivation to improve their reading skills. Researchers advise teachers to apply the Inquiry Based Learning method because it can help students practice their learning abilities. In other words, the inquiry approach is effectively applied to teaching reading.

The second study by Ahmed & Hassan (2020) the study titled "The Effect of Inquiry-Based Approach on the Development of Reading and Writing Skills of University EFL Students" was carried out at a private university in Kurdistan, Iraq. Employing a quasi-experimental design, the study included both a control group and an experimental group. Initially, both groups completed a pre-test, and the results were found to be comparable. While the experimental group used inquiry-based learning (IBL) strategies, the control group received instruction using conventional approaches. This study's

primary goal was to evaluate how inquiry-based learning (IBL) affected students' writing and reading abilities. The findings demonstrated that IBL encourages students to actively participate in class activities. This level of engagement suggests that IBL effectively captures students' attention and encourages their involvement. Moreover, the study emphasizes that IBL can enhance academic achievement by motivating students through interactive learning experiences, ultimately leading to improved reading and writing skills.

The third study is study by Al-Khamaiseh (2023) in the study titled "The Effect of Inquiry-Based Learning Strategy on EFL Tenth-Grade Students' Reading Comprehension," two groups of thirty students each were formed: a control group and an experimental group. The aim of the study was to evaluate how different learning styles influenced reading comprehension, using pre- and post-reading comprehension tests for assessment. The experimental group received instruction using the inquiry-based learning (IBL) methodology, while the control group received traditional teaching methods. The study's objective was to determine how well IBL enhances reading comprehension in tenth-grade EFL students. The results from the tests before and after the learning intervention were analyzed to evaluate the differences in reading comprehension skills between the two groups, used traditional methods according to the twentieth grade teacher's book. This study sought to determine the effects of inquiry-based learning (IBL) tactics on the reading comprehension of female EFL students in Jordan's tenth grade. The research demonstrated that the IBL teaching method enhances both reading comprehension and student participation in the classroom. Following the implementation of IBL strategies, there was a notable increase in student involvement in the learning process, with students actively discussing the material. Students can use their past experiences and expertise in relation to the text and this method encourages interaction between them. The experimental group performed better than the control group, per the results, which showed a substantial statistical difference.

These three studies share both similarities and differences with the present study. They all used experimental techniques to assess how inquiry-based learning (IBL) affects reading comprehension, which is one of the obvious similarities. The difference is that this study did not use a control group, only one experimental group in its research, and this research is also in the treatment of only using guided inquiry. By using inquiry-based learning, this study also seeks to improve reading comprehension skills among students.

Based on the research, it can be concluded that the Inquiry-Based Learning (IBL) method offers numerous benefits for education when effectively applied. It has the potential to boost students' motivation to learn and helps them develop essential learning skills, improve students' reading comprehension, and make students have better English learning outcomes. So, this method is very effective for teachers to use in teaching reading comprehension to students.

C. Conceptual Framework

A conceptual framework helps to make sense of and bring together a collection of ideas that will be employed in study or research endeavor. As it is very contextual and frequently focused on a specific research problem or methodology, there aren't many universal guidelines that govern how to go about this. Additionally, a lot of uncertainty and imprecision exist in the vocabulary employed to describe this material (Mathers, 2021).

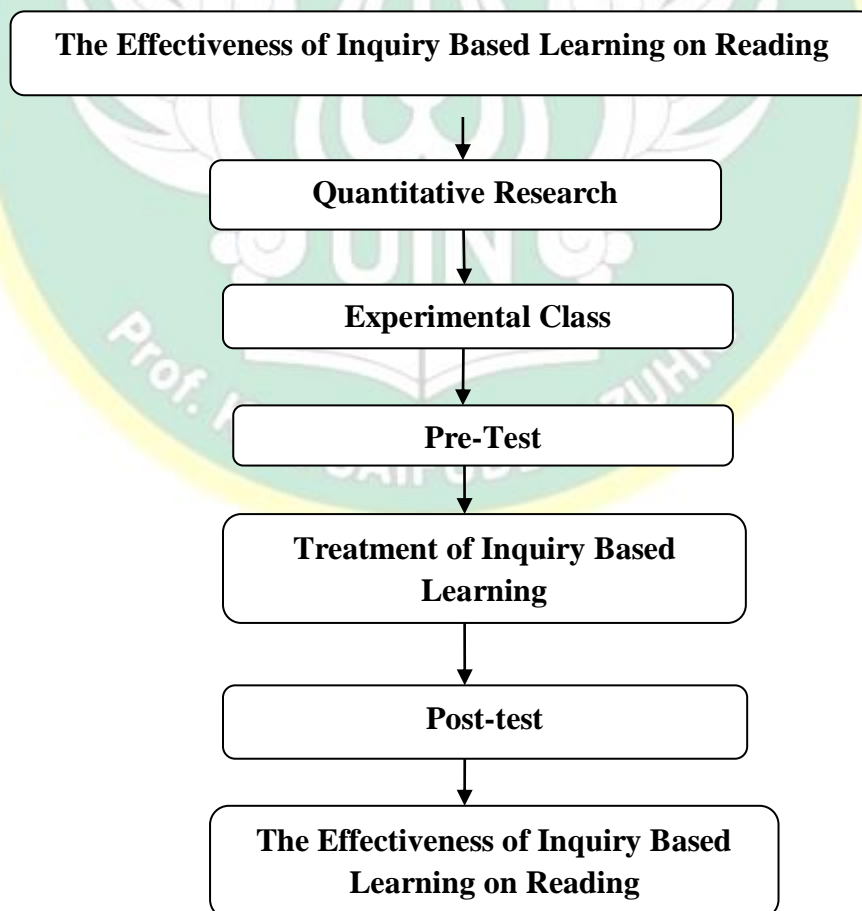
The ability to implement inquiry-based learning guides teachers through several key steps in the learning process: focus on the problem framing, hypothesis generation, evidence collection, hypothesis testing, and conclusion. In this study, the directed inquiry method was used in the teaching and learning process, students are asked to find concepts through the necessary instructions from the teacher. Teachers can also provide explanations as necessary when students are experimenting. Generally used for students who have no learning experience using the question method, in

the early stages, more orientation is introduced, and little by little the orientation decreases (Salamun et al., 2023).

Using the conceptual framework as a guide, the author plans to investigate how well inquiry-based learning (IBL) affects students' reading comprehension. Findings out if IBL significantly affects seventh-grade students' reading skills at SMP N 9 Purwokerto is the primary objective of this study.

In a boarder context, the conceptual definition provided in the study help clarify how inquiry-based learning influences reading comprehension. They establish a foundation for understanding the relationship between IBL and students engagement in reading activities, thus enriching the overall research insight. By focusing on this relationship, the study aims to demonstrate the possible advantages of using inquiry-based learning method in the classroom to improve students' comprehension what they read.

Tabel 2.1 Conceptual Framework



D. Hypothesis

The research hypothesis used in this study is related to Implementation Inquiry Based Learning to teaching Reading Comprehension. There are two kinds of hypothesis:

- 1) Ha: The Inquiry Based Learning method is effective on Reading Comprehension.
- 2) Ho: The Inquiry Based Learning method is not effective on Reading Comprehension.



CHAPTER III

METHODOLOGY

The following essential elements are included in this chapter's outline of the research methodology: Research Design, Research Location, Population and Sample, Research Variables and Indicators, Data Collection Techniques, Data Analysis.

A. Research Design

A formal, impartial, and rigorous deductive methodology that use methodical techniques to produce and improve knowledge for problem-solving is known as quantitative research. This research type aims to explain phenomena by collecting detailed and consistent numerical data, which can be analyzed using mathematical methods, particularly statistics. It typically addresses questions related to what, who, where, when, why, and how questions. The core components of quantitative research are logic, statistics, and objectivity. It entails original research in which the researcher chooses the study's subject, develops precise and targeted research questions, gathers quantifiable data from participants, and applies statistical techniques to analyze this data. The investigation is conducted in an objective and unbiased manner, ensuring the integrity of the research findings (Mohajan, 2020).

The experimental method is defined as the study of the relationship between measured and manipulated variables. This approach enables researchers to establish cause-and-effect relationships by controlling and manipulating specific variables while observing their effects on other variables. This allows researchers to improve the conditions in which researchers live, and thereby achieve more accurate results. This allows him to attribute some outcomes to specific antecedents, rather than to a series of ill-defined antecedents (Pandey & Mishra, 2023). This study used a one group pre-experimental research design and did not include a control group. The pre-experimental design employed in this study included the One Shot, One Group case study, a Fixed-Group Comparison, and Pretest-Posttest (pre-test and post-test for one group). To gauge any alterations or impacts on pre-experimental

groups, researchers administered a pre-test and a post-test. This approach allows for the assessment of the impact of the intervention on the participants' outcomes.

Table 3.1 Research Design

Class	Pretest	Treatment	Posttest
E	O1	X	O2

The diagram is shown as follows:

One Shot Case Study

X O2

One Group Pretest-Posttest Study

O1 X O2

Static Group Comparison Study

X O2

O2

Explanation :

X = Treatment

O1 = Pretest

O2 = Posttest

One group is assessed both before and after receiving the same therapy in a one-group pretest-posttest design. Usually, this design entails three crucial steps:

1. Administering a Pretest: This initial assessment measures the dependent variable to establish a baseline.
2. Providing the Experimental Treatment (X): Participants receive the intervention or treatment designed to influence the dependent variable.
3. Administering a Posttest: After the treatment, another assessment measures the dependent variable to evaluate any changes resulting from the intervention (Harahap et al., 2022).

B. Research Site and Participants

1. Place of the Research

This research was conducted at SMP N 9 Purwokerto. Observations made on May 19, 2024, in class VII E revealed several indications of problems, particularly related to reading comprehension and the teaching methods employed by teachers during English lessons. The prevalent teaching method utilized by English teachers at SMP N 9 Purwokerto primarily relies on a question-and-answer format, where the teachers dominate the interaction, and students primarily act as passive recipients of information. This approach may limit students' engagement and understanding of the material.

2. Time of the Research

This research was conducted from October 2024 to November 2024, during the first semester following the observations made in May 2024 at Class VII E of SMP N 9 Purwokerto. Conducting the research over an entire semester allows for a more comprehensive and optimal investigation, free from the constraints of limited time. This extended timeframe enables the researchers to collect more data and analyze the effects of the intervention more thoroughly.

Table 3.2 Time of The Research

<i>No</i>	<i>Class</i>	<i>Meeting</i>	<i>Time</i>
1.	VII E	Pre-test	Friday, 25 th October 2024
2.	VII E	Treatment	Thrusday, 31 th october 2024.
3.	VII E	Treatment	Friday, 1 st November 2024.
4.	VII E	Treatment	Thrusday, 7 th November 2024

5.	VII E	Treatment	Friday, 8 th November 2024.
8.	VII E	Post-test	Thrusday, 14 th November 2024.

C. Population and Sample

1. Population

Population refers to a broader category that includes objects or subjects possessing specific attributes and traits identified by the researcher for study, allowing for the formulation of conclusions (Sugiyono, 2020). The participants in this study are seventh-grade pupils, who are the primary focus of the study. Specifically, the population includes students from Class VII at SMP N 9 Purwokerto during the 2024/2025 academic year. This grade comprises 8 classes, each containing between 30 and 32 students. Consequently, the total population for this study amounts to 256 students.

2. Sample

A sample is a portion of the population that represents its size and makeup. Findings derived from the sample are used to draw conclusions about the entire population. Therefore, it is essential that the samples selected from the population are truly representative to ensure the validity and reliability of the research results (Sugiyono, 2020). The population sample used in this study amounted to 31 students from class VII E, this research use the purposive sampling. According Andrade (2021), purposive sample is a sample determined for a purpose that is relevant to the research. Purposive sampling, sometimes referred to as judgment sampling, is a technique used in research to efficiently and rapidly reduce the pool of possible participants. No knowledge or predetermined number of informants is required for non-random techniques Thomas (2022). The object of this research is inquirybased learning on reading comprehension at 7th grade SMPN 9 Purwokerto.

D. Variable of the Research

Research variables are the characteristics, traits, or values associated with individuals, objects, or activities that exhibit specific differences. Researchers identify these variables to study them, ultimately enabling the drawing of conclusions based on the findings (Sugiyono, 2020). Two factors are involved in this study, specifically:

1. Independent variables

According Sugiyono (2020), these variables are often referred to as driving variables, predictors, or antecedents. Independent variables are those that exert influence or cause changes in dependent variables. They are manipulated or observed to determine their effect on the outcomes of the study. In this research, inquiry-based learning methods become independent variables.

2. Dependent variables

Dependent variables are often referred to as output variables, criteria, consequences. Dependent variables are the outcomes that are influenced by or result from changes in independent variables (Sugiyono, 2020). In this research, the dependent variable is the reading comprehension ability of Class VII students at SMP N 9 Purwokerto.

E. Technique of Data Collection

Tests are used as part of the data collection method used in this study. Data is gathered according to the research instruments designed for the study. The tests aim to measure the presence or absence of the characteristics being investigated. Specifically, the tests are categorized into two types: pre-test and post-test, both formatted as multiple-choice questions. The results from these pre-tests and post-tests are analyzed to assess student performance, particularly focusing on their abilities in reading comprehension. This method makes it possible to assess the educational intervention's effect on students' reading abilities in a straightforward manner.

1. Pre-Test

To evaluate students' past knowledge and comprehension of the subjects to be taught, a pre-test is given prior to the delivery of instructional materials. This initial evaluation helps determine the extent to which students have mastered the relevant content. It is crucial that the pre-test material aligns closely with the subjects being taught to ensure that the results accurately reflect students' existing knowledge and readiness for new learning (Magdalena1 et al., 2021). The pre-test was given to Class VII E for research. Students take the pre-test in order to determine their reading comprehension proficiency.

2. Treatment

The experimental class will get a therapy following the administration of a pre-test, namely learning using the Inquiry Based Learning (IBL) method to find out its effectiveness on students' reading comprehension skills in grade VII E at SMPN 9 Purwokerto. Therefore, the pre-test followed by the treatment.

3. Post-Test

The post-test is conducted at the conclusion of the learning process to evaluate students' understanding in class VII E of the material and key concepts covered. This test is designed to assess the extent of students' comprehension of the topics that have been taught. The material for the post-test is directly related to the content presented during instruction. Teachers can assess the efficacy of the educational program by comparing the pre-test and post-test outcomes. If students demonstrate improved understanding after the learning process, it indicates that the instructional methods were successful (Magdalena1 et al., 2021). A good post-test for the experimental class will be administered by the researcher at the conclusion. From this post-test we can find out whether there are significant differences in students' reading abilities after learning using the Inquiry Based Learning Strategy and before using learning with Inquiry-Based Learning on Reading Comprehension in class VII E.

F. Validity and Reliability

a. Validity Test

Validity is the ability to obtain data in accordance with the intended use of a measuring instrument. For research to produce useful results, measurement tools must measure what they are intended to measure. The use of valid measuring instruments has a high level of validity. conversely, less valid instruments have low validity (Surucu & Maslacki, 2020).

The validity test for this research was conducted at SMP N 9 Purwokerto, involving a sample of 31 students from Class VII E. According to Sanaky (2021) to assess the suitability of an item for use in a test, a significance test is typically performed. The correlation coefficient is analyzed at a significance level of 0.05.

If an item shows a significant link with the overall score, it is considered legitimate. In particular, if the crucial value given in the correlation table (r table) for a two-sided test at the 0.05 significance level is greater than or equal to the computed correlation coefficient (r count), the instrument or question items are considered valid. The r table value, which acts as a standard for assessing validity based on the sample size of 31 students at the designated significance level, must be compared to the validity test findings in order to guarantee the validity of each question item.

1) Validity Test by IBM SPSS 27 of Pre-Test

Table 3.3 The Result of Pre-Test Validity

No	R table Df=(n-2)	R count	Category
Question_1	0,3610	0,661	VALID
Question_2	0,3610	0,661	VALID
Question_3	0,3610	0,909	VALID
Question_4	0,3610	0,306	INVALID
Question_5	0,3610	0,583	VALID
Question_6	0,3610	0,707	VALID
Question_7	0,3610	0,570	VALID
Question_8	0,3610	-0,402	INVALID
Question_9	0,3610	0,890	VALID
Question_10	0,3610	0,615	VALID
Question_11	0,3610	0,630	VALID
Question_12	0,3610	0,147	INVALID
Question_13	0,3610	0,077	INVALID
Question_14	0,3610	0,641	VALID
Question_15	0,3610	0,609	VALID
Question_16	0,3610	0,311	INVALID
Question_17	0,3610	0,228	INVALID
Question_18	0,3610	0,683	VALID

Question_19	0,3610	0,531	INVALID
Question_20	0,3610	0,108	INVALID
Question_21	0,3610	0,799	VALID
Question_22	0,3610	0,013	INVALID
Question_23	0,3610	0,833	VALID
Question_24	0,3610	0,691	VALID
Question_25	0,3610	0,563	VALID
Question_26	0,3610	0,909	VALID
Question_27	0,3610	0,592	VALID
Question_28	0,3610	0,199	INVALID
Question_29	0,3610	0,801	VALID
Question_30	0,3610	0,707	VALID

Ten of the thirty multiple-choice questions were deemed invalid due to their failure to meet the validity criteria, as determined by the validity analysis using IBM SPSS 27. Once the invalid questions have been eliminated, the remaining 20 questions that are considered valid can be used as a pre-test for the experimental class.

2) Validity Test by IBM SPSS 27 of Post-Test

Table 3.4 The Result of Pos-Test Validity

No	R Table Df = (n-2)	R Count	Category
Question_1	0,3610	0,661	INVALID
Question_2	0,3610	0,661	INVALID
Question_3	0,3610	0,909	INVALID
Question_4	0,3610	0,306	VALID
Question_5	0,3610	0,583	INVALID
Question_6	0,3610	0,707	VALID
Question_7	0,3610	0,570	VALID
Question_8	0,3610	0,645	VALID
Question_9	0,3610	0,571	VALID
Question_10	0,3610	0,645	VALID
Question_11	0,3610	0,648	VALID
Question_12	0,3610	0,521	VALID
Question_13	0,3610	0,041	INVALID
Question_14	0,3610	0,703	VALID
Question_15	0,3610	0,609	VALID
Question_16	0,3610	0,645	VALID
Question_17	0,3610	0,540	VALID
Question_18	0,3610	0,390	INVALID

Question_19	0,3610	0,299	INVALID
Question_20	0,3610	0,85	INVALID
Question_21	0,3610	0,608	VALID
Question_22	0,3610	0,600	VALID
Question_23	0,3610	0,532	VALID
Question_24	0,3610	0,590	VALID
Question_25	0,3610	0,550	VALID
Question_26	0,3610	0,087	INVALID
Question_27	0,3610	-0,207	INVALID
Question_28	0,3610	0,558	VALID
Question_29	0,3610	0,669	VALID
Question_30	0,3610	0,513	VALID

The validity analysis revealed that 10 out of the 30 multiple-choice questions did not satisfy the validity criteria, rendering them invalid. Once the invalid items have been removed, the remaining 20 valid questions can be utilized as a pre-test for the experimental class.

b. Reliability Test

The ability of a measuring device to yield consistent findings is known as reliability. The results of these measurements can only be trusted if several measurements carried out on the same group of subjects obtained relatively similar measurement results (Matondang, 2009). According to Budiastuti & Bandur, (2014), The most suitable test for evaluating internal consistency is Cronbach's Alpha. From 0 (no reliability) to 1 (perfect

reliability), the alpha coefficient values range from 0. To determine the alpha coefficient, follow these steps:

- 0 = (no reliability)
- > 0.70 = (Acceptable reliability)
- > 0.80 = (good reliability)
- 0.90 = (excellent reliability) and
- 1 = (perfect reliability).

The outcomes of the pre-test and post-test reliability tests, which were carried out using IBM SPSS Version 25, are described in detail below:

1) Reliability Test of Pre-test

Table 3.5 The Result of Reliability Test (Pre-Test)

Reliability Statistics	
Cronbach's	
Alpha	N of Items
.725	30

The Cronbach's Alpha value for the pre-test of the multiple-choice question instrument used in this study is 0.725, according to the Reliability Statistics table. Given that this number is higher than 0.70, the instrument is considered trustworthy and is inside the allowed reliability range. This suggests that the questions consistently measure the intended construct of reading comprehension among the students.

2) Reliability Test of Post-test

Table 3.6 The Result of Reliability Test (Pre-Test)

Reliability Statistics	
Cronbach's	
Alpha	N of Items
.729	31

The multiple-choice question instrument used in this study has a Cronbach's Alpha value of 0.725 for the Post-Test, according to the Reliability Statistics table. This score, which is higher than 0.70, shows that the instrument is dependable and fits into the acceptable reliability range.

G. Technique of Data Analysis

The data analysis approach used in this study is inferential statistical analysis. To assess the data, the research employed the following tests:

1. Normality Test

According to Setyawan (2021) distribution is one way to express the normality of data, whether it is normal or not. This is one of the very important functions of statistics. To or predict events that very complex and vast. In the normality test, normality tests come in two varieties: Shapiro-Wilk and Kolmogorov-Smirnov. Their uses are as follows: Kolmogorov-Smirnov is suitable for large samples ($n > 50$), while Shapiro-Wilk is appropriate for small samples ($n \leq 50$). Because the sample size in this study was less than fifty, the researcher used the Shapiro-Wilk test. If both the Shapiro-Wilk and Kolmogorov-Smirnov tests provide values greater than 0.05, the data can be regarded as regularly distributed.

2. Homogeneity

A precondition for statistical analysis, to find out if two or more sample data groups are from populations with the same variance, the homogeneity test is used. In other words, homogeneity means the dataset to be studied has the same characteristics. Homogeneity testing is carried out to provide belief that a group of manipulated data in a series of analyses derived from populations has a homogeneous variance. Homogeneity tests can be performed with a variety of methods; some methods that are quite familiar are Barlett, Hartley, Cochran, Levene, and others. The data is considered homogeneous in the homogeneity test if the significance value (p) is greater than or equal to 0.05. Conversely, if the significance value (p) is less than 0.05, the data is not homogeneous (Iyan

Nurdiyan Haris, 2018). Homogeneity test computations are performed both manually and through applications utilizing SPSS 22 for Windows software.

3. Hypothesis Test

a. T-test

This study used a t-test to assess how well inquiry-based learning affected reading comprehension. A statistical technique for comparing the mean differences between two groups or treatments is the t-test. For the purposes of this test, it is assumed that the data in each group has a normal distribution. The primary objective of the t-test is to ascertain whether the mean differences between the two groups are statistically significant (Marisya, 2017).

In this study, the researchers utilized a one-sample t-test for data analysis. This statistical method evaluates whether the mean of a sample is equivalent to a predetermined population mean (μ_0). The alternative hypothesis (H_1) proposes that the population mean (μ) differs from the specified value (μ_0), whereas the null hypothesis (H_0) claims that the population mean (μ) is equal to this specified value (μ_0). Consequently, the following is an expression of the hypotheses: In H_0 , $\mu = \mu_0$, and in H_1 , $\mu \neq \mu_0$. Here, H_0 stands for the original hypothesis, and H_1 for the working or alternate hypothesis (Wahyudi et al., 2023). One sample t-test formula as follows:

$$t_{hit} = \frac{\bar{x} - \mu_0}{\frac{s}{\sqrt{n}}}$$

Explanation:

t = calculated t value

μ_0 = parameter value

x = sample average

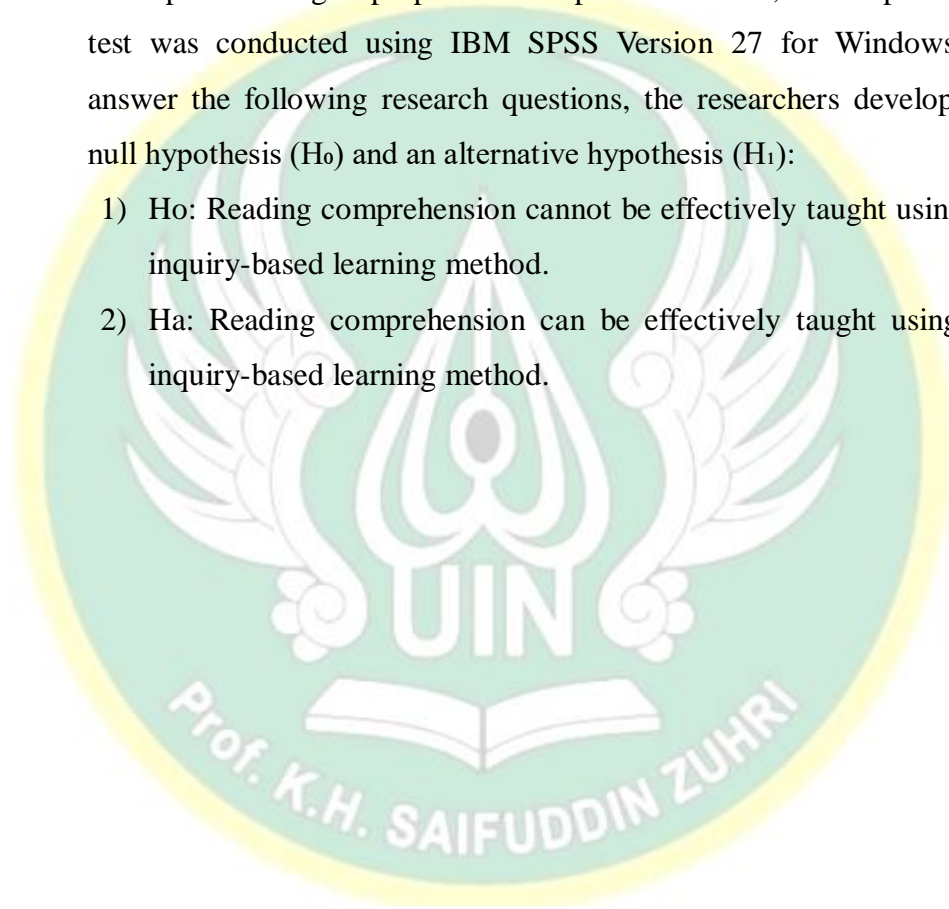
n = number of samples

s = sample standard deviation

Finding a significant difference between the means of two paired samples is the goal of the paired sample t-test. This study assessed the impact of inquiry-based learning on students' reading comprehension using the paired sample t-test. In order to determine whether there had been any notable changes. This approach compared the experimental class's pretest and posttest results.

To ascertain whether there was a significant difference between the experimental group's pre-test and post-test scores, an independent t-test was conducted using IBM SPSS Version 27 for Windows. To answer the following research questions, the researchers developed a null hypothesis (H_0) and an alternative hypothesis (H_1):

- 1) H_0 : Reading comprehension cannot be effectively taught using the inquiry-based learning method.
- 2) H_a : Reading comprehension can be effectively taught using the inquiry-based learning method.



CHAPTER IV

FINDINGS AND DISCUSSION

This study explained the findings and discussion.

A. Findings

1. Data Description

This study was conducted at SMPN 9 Purwokerto and used a one-group pre-test-post-test design. The primary goal was to evaluate the impact of the inquiry-based learning approach on reading comprehension instruction. Comparing the results of the pre-test and post-test following therapy is essential to assessing the efficacy of the inquiry-based learning strategy. This comparison will assist in determining whether the approach has an impact on improving pupils' reading comprehension abilities.

Students in the seventh grade at SMPN 9 Purwokerto participated in this study. Samples were chosen from the population of seventh-grade pupils using a purposive selection technique. Thirty-one pupils from class VII E were specifically designated as the experimental class and administered the treatment. To determine the efficacy of the inquiry-based learning strategy, assessments were conducted both before and after. This approach allows researchers to assess any changes in reading comprehension resulting from the treatment.

The technique of collecting data included both pre-tests and post-tests. On October 25, 2024, the experimental class was given the pre-test before the treatment began. The experimental class then participated in four therapy sessions that used the inquiry-based learning method, with the information in line with what is taught in schools today. On November 8, 2024, following therapy, the post-test was given.

IBM SPSS Version 27 for Windows was used to analyze the pre-test and post-test outcomes. This study evaluated the efficacy of the inquiry-based learning method using a paired sample t-test.

2. Treatment Description

This research was carried out at SMP N 9 Purwokerto, with the treatment focused on one experiment in grade VII E. The experimental class totaled 31 students in the 2024/2025 school year. The implementation is as follows:

1) First meeting

The first meeting took place on Friday, October 25, 2024. During this session, students were administered a pre-test prior to the treatment. Following the pre-test, the students were introduced to the material related to greetings.

2) Second meeting

Thursday, October 31, 2024, is the second meeting, and a guided inquiry method is used in this study. The researcher explained the learning objectives and presented a PowerPoint about introducing self-material. Students read and observe the material and try to formulate questions related to the content contained in the PowerPoint. Students apply the introduction of self-material to daily life assisted by the guidance of researchers. Students collect the words or sentences used in the introduction of self, and the researcher responds to the opinions given by the students. Students are given an introducing self text and read the text. Every student who dares to read first in front of the class, the researcher will reward them. In this case, there are still many students who have difficulty in reading. To overcome this, researchers help and guide students in reading. Researchers and students draw conclusions from the demonstrations that have been conducted.

3) Third meeting

The date of the third meeting was Friday, November 1, 2024. In the third meeting, the students were more comfortable and adapted to the researcher. Students are very happy when researchers come and walk into the classroom. Students read the material that has been studied before; the researcher displays a PowerPoint and explains

about the Introducing Other material. Students are given the text Introducing Other, and then students read and observe the text to try to formulate questions assisted and guided by the researcher. Students collect some words or sentences in the text of Introducing Others. Then students transform the material of introducing others in daily life, every student who wants to give an opinion will be rewarded by the researcher, and the researcher responds to the opinions conveyed by the students. The researcher gave an LKPD question about introducing others. Students and researchers make conclusions based on the demonstrations that have been carried out.

4) Fourth meeting

The fourth meeting was held on Thursday, November 7, 2024. In the fourth meeting, the researcher explained the learning objectives, and students reread the material about the introduction and others. Students create groups in pairs, and then students are given the text Introducing one self and others, and they read the text. Students are given questions related to the Introducing Oneself and Others text they have read, and students work on the questions. Students collect the results of their discussions. Then students are asked to read the text, Introducing Oneself and Others in front of the researcher; this meeting, students were more fluent in reading, and many students actively asked about the meaning of the vocabulary they read. The researcher observes and guides students in reading the text Introducing Oneself and Others. In this meeting, students were more fluent in reading, and many students actively asked about the meaning of the vocabulary they read. Researchers and students together draw conclusions about the learning that has been learned.

5) Fifth meeting

The fifth meeting was held on Friday, 8th November, 2024. In the fifth meeting, researcher explains the learning objectives that will be carried out. Students make groups of 3-4 people. Each group chooses

a number in which there are questions about the definition, purpose, text structure, characteristics, linguistic elements, and analysis of the introducing self and others text. Each group discusses to answer the questions they get. In this study, it formed students to be able to work in teams and divide tasks, and students were happy to do it. So that students do not get bored, learning is interrupted by icebreaking. In front of the class, each group presented the outcomes of their conversation, and the other group provide feedback to groups that have practiced or presented the result of their discussion. Researchers and students together draw conclusions about the learning that has been learned.

6) Last meeting

The final meeting took place on Friday, November 8, 2024. During this session, the post-test was finished by the students after the learning process.

3. The Result Data of Pre-test and Post-test

The pre-test and post-test results for the experimental class, class VII E of SMPN 9 Purwokerto, are summarized as follows. On October 25, 2024, the pre-test was administered, and on November 8, 2024, the post-test was conducted. The findings demonstrate that the experimental class's reading comprehension was enhanced by the inquiry-based learning strategy. The findings are as follows:

Table 4.1 The score of the Pre-test and Post-test in the experimental class.

No	Students Lable	Pre-test	Post-test
1.	Student_1	85	90
2.	Student_2	75	85
3.	Student_3	85	90
4.	Student_4	90	95
5.	Student_5	80	95
6.	Student_6	20	35

7.	Student_7	95	100
8.	Student_8	75	90
9.	Student_9	55	85
10.	Student_10	65	75
11.	Student_11	85	90
12.	Student_12	85	90
13.	Student_13	65	85
14.	Student_14	50	55
15.	Student_15	65	85
16.	Student_16	45	85
17.	Student_17	60	70
18.	Student_18	45	70
19.	Student_19	75	90
20.	Student_20	75	85
21.	Student_21	70	85
22.	Student_22	65	70
23.	Student_23	75	90
24.	Student_24	60	60
25.	Student_25	40	45
26.	Student_26	55	60
27.	Student_27	80	90
28.	Student_28	80	85
29.	Student_29	80	90
30.	Student_30	80	100
31.	Student_31	60	70
SUM		2155	2480
MEAN		68,23	80
SCORE MIN		20	35
SCORE MAX		85	100

Table 4.1 displays the outcomes of the pre-test and post-test that were given to the experimental class. The pre-test average score was calculated at 68.23 based on preliminary statistics. Since the minimum criterion score is 75, this suggests that the students exhibited inadequate reading comprehension skills. Pre-test scores ranged from a minimum of 20 to a maximum of 85, indicating significant diversity. The average grade of 80.00 on the post-test, which produced 31 data points, showed that pupils had improved their scores and gone above and beyond the required minimum. The post-test results showed a minimum score of 35 and a maximum score of 100.

B. Data Analysis

1. Normality Test

We can determine whether the sample distribution is normal by applying the normality test. IBM SPSS 27 Windows is used to test normality. To check for normality, researchers used the Shapiro-Wilk calculation. The following criteria determine whether the normalization test for inference is accepted or rejected:

Ha is accepted if sig. $a > 0,05$

Ha is rejected if sig. $a < 0,05$

Table 4.2 The Normality Test of Pre-test and Post-test

Tests of Normality		
Shapiro-Wilk		
Statistic	Df	Sig.
.941	31	.088
.937	31	.067
a. Lilliefors Significance Correction		

As seen in the above table, the Shapiro-Wilk test was employed to evaluate the data's normality because the sample size was less than fifty. In the event that the significance value (sig.) exceeds 0.05, the data can be

regarded as regularly distributed. The experimental class's pre-test score has a significant value of 0.088, and its post-test score is 0.67, as shown in Table 4.2. The Shapiro-Wilk test's decision-making criteria are used to determine that the pre-test and post-test findings are regularly distributed.

2. Homogeneity Test

A homogeneity test is conducted to ascertain whether the distribution in the pretest-posttest data is carried out. This test was based on the experimental class's pretest and posttest results. The data variance is regarded as homogeneous if the significance value (Sig.) is greater than 0.05. On the other hand, if the significance value is 0.05 or below, it means that the variances are not homogeneous. This criterion serves as the foundation for this test's decision-making (Iyan Nurdiyan Haris, 2018). The Levene statistical test was used to determine the homogeneity test results, which are as follows:

Table 4.3 The Result of Homogeneity Test

		Test of Homogeneity of Variance			
		Levene			
		Statistic	df1	df2	Sig.
Learning objectives	Based on Mean	.167	1	60	.684
	Based on Median	.461	1	60	.500
	Based on Median and with adjusted df	.461	1	59.994	.500
	Based on trimmed mean	.249	1	60	.620

The significant value based on the mean, as indicated by the data in Table 4.3, was 0.684, which was greater than the value sig. 0.05, which means that the data was homogeneous.

3. Hypothesis Test

a. T-test

1) Paired Sample T-test

To assess the effectiveness of inquiry-based learning on reading comprehension, a t-test will be conducted comparing the initial and final test scores. Below is a summary table of the t-test results for the experimental class.

Table 4.4 The Result of Paired Sample Statistics

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	68.23	31	16.810	3.019
	Posttest	80.00	31	15.759	2.830

According to the findings of the descriptive analysis, the pre-test's average score was 68.23, while the average score for the post-test rose to 80.00. With a total of 31 students participating, as reflected by the value of N, this shows that using the inquiry-based learning method resulted in a significant improvement in scores from the pre-test to the post-test. Consequently, it can be concluded that implementing inquiry-based learning techniques significantly enhances the reading comprehension skills of seventh-grade students.

Table 4.5 The Result of Paired sample Test

		Paired Samples Test							
		Paired Differences			95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	Sig. (2-tailed)
Pa	Pretest -	-	8.808	1.582	-15.005	-8.543	-7.443	30	.000
ir	Posttest	11.774							
l									

The findings in Table 4.5 indicate that the t-test's significant value (Sig.) is 0.000, which is below the alpha level of 0.05. Consequently, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

- a. Ho: Students' scores on the pre-test and post-test before and after group treatment are identical (rejected).
- b. H1: The pre-test and post-test results of the pupils before and after group treatment differ (accepted).

Thus, it is possible to draw the conclusion that, when employing the inquiry-based learning approach, The findings of the pre-test, which was conducted prior to therapy, and the post-test, which was conducted following treatment, differ significantly.

C. Discussion

Assessing the effect of inquiry-based learning on reading comprehension at SMP N 9 Purwokerto was the aim of this study. The researcher used a quantitative approach and a one-group pre-test-post-test design. This approach was selected to compare the variations in reading comprehension scores within the same class before and after the inquiry-based learning approach was implemented.

The researcher used the IBM SPSS 27 program to perform a normality test on the pre- and post-test data for the experimental class. The analysis shows that the data has a normal distribution. Specifically, the post-test had a

significance value of 0.067 and the pre-test for the experimental class had a significance value of 0.088.

The researcher evaluated the hypothesis using a t-test after doing a normality test using IBM SPSS Statistics 27. The experimental class, which had a sample size of 31, had an average pre-test score of 68.23 and an average post-test score of 80.00, according to the results of the paired sample t-test. The pre-test and post-test standard deviations were 16.810 and 15.759, respectively. Additionally, the mean standard errors for the pre-test and post-test were 3.019 and 2.830, respectively.

The results of the descriptive analysis confirm the statistical hypothesis, according to the paired samples t-test. We may draw the conclusion that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The significance result for the experimental class's paired samples t-test was 0.000, which is below the 0.05 alpha level. This demonstrates how the average scores of the experimental classes exposed to the inquiry-based learning approach differed dramatically before and after treatment. These findings suggest that inquiry-based learning can be used to increase reading comprehension.

According to Kendeou et al., (2016) reading comprehension is necessary for grasping the linguistic and cognitive processes associated with understanding texts, as well as for offering precise insights, verifiable predictions. However, this intrinsic intricacy restricts our capacity to develop such a theory with the necessary accuracy. Many readers have difficulty with reading comprehension because it's a complicated. Since reading comprehension is crucial for both academic performance and long-term success, especially for bridging achievement gaps, efforts to avoid and improve reading comprehension issues must continue.

For students, reading is also important and indispensable, as their reading ability is largely responsible for their academic achievement. Poor reading comprehension increases the likelihood that they will struggle to succeed in their studies, or at least, make progress. However, children will have a better

chance of succeeding in their studies if they have good reading skills (Mujib & Setyawan, 2022).

Inquiry-based learning is an effective method that employs inductive approaches in the educational process. It serves as a powerful strategy for engaging students and fostering deeper interest in their learning. This approach is rooted in a learner-centered philosophy, prioritizing student engagement over the mere transmission of established content. As a hands-on learning method, inquiry-based learning encourages discussions, questions, and problem-solving activities. Its primary aim is to immerse students in diverse real-world situations and environments, providing them with opportunities to experience contexts beyond the traditional classroom setting. A teacher must set an example for children by contributing and expanding their ideas, examining, and coming up with creative ways to introduce them to ideas and material of extraordinary value (Joseph et al., 2022).

Based on the arguments and statistical findings discussed, the inquiry-based learning approach is a successful teaching method, particularly for enhancing reading comprehension. This method actively engages students in developing their skills while providing them with opportunities to explore, discover, and achieve their learning objectives. This study found that using the inquiry method to teach reading at SMP N 9 Purwokerto produced favorable outcomes as it introduced a novel approach that had not been previously utilized. The t-test results also showed significant results, as inquiry-based teaching had an impact on students' understanding of reading in SMP N 9 Purwokerto.

BAB V

CONCLUSION AND SUGGESTION

This chapter outlines the conclusions drawn and offers recommendations for English teachers, students, and other researchers.

A. Conclusion

Inquiry-based learning's effect on seventh-grade students' reading comprehension at SMP N 9 Purwokerto is the aim of this study. Pre-test and post-test average scores were compared to collect data, which IBM SPSS Statistics 27 for Windows was then used to analyze. According to the t-test results, students' reading comprehension is considerably enhanced by the inquiry-based learning strategy.

The average scores for the pre-test and post-test were 68.22 and 80.00, respectively. Additionally, the t-test analysis showed that, at a 2-tailed significance level of 0.000, which is below the 0.05 limit, the t-count exceeded the t-table value. The null hypothesis (H_0) was rejected as a result of this finding because there is no difference was rejected.

In conclusion, the findings show a significant increase in scores when the inquiry-based method to reading comprehension was used. The higher post-test scores compared to the pre-test results indicate that inquiry-based learning is effective on reading comprehension in class VII E at SMP N 9 Purwokerto.

B. Limitations

The following are some of the limitations of this study:

1. Most of them have to do with how little time is spent on research.
2. Pretest and posttest questions are only given 20 questions.
3. There are only four multiple-choice options in the question section: A, B, C, and D.
4. Only guided research that is a form of research is used. and
5. The sample used is small,
6. he outcomes of this study could vary if applied to a larger population or if different types of media were utilized.

C. Suggestions

1. For Students

The inquiry method encourages students to observe the material being taught, facilitating a deeper understanding of the subject matter. This strategy allows students to share their thoughts with both teachers and peers, fostering meaningful discussions and enhancing collaborative learning.

2. For Teacher

It is recommended that English teachers, particularly in junior high schools, adopt the inquiry-based learning method in their English instruction. This approach allows for dynamic discussions between students and teachers and encourages observation of various aspects of the material, especially in the context of teaching reading.

3. For Other Researcher

Given the limitations of this study, it is recommended that future researchers explore additional avenues in the same field, particularly focusing on the use of inquiry methods in reading instruction. Such research is crucial as it will enhance understanding and provide valuable insights for educators and researchers alike.

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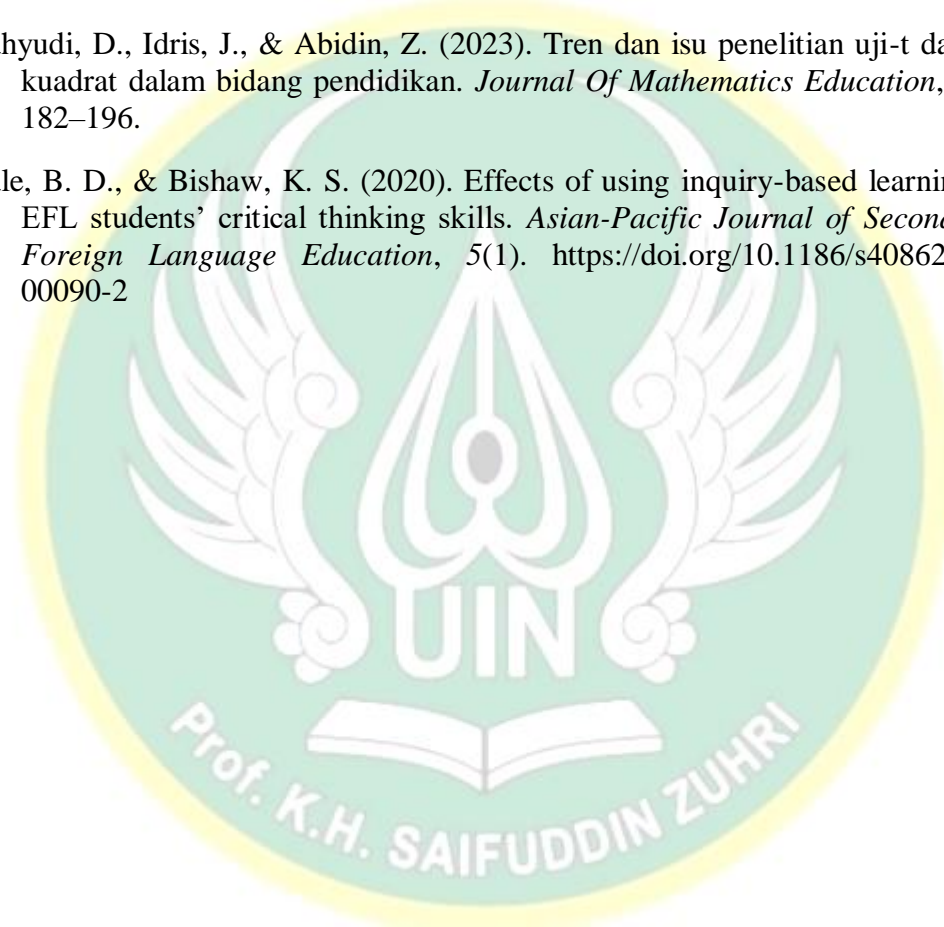
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APPENDICES

Appendix 1. Certificate of The Research



PEMERINTAH KABUPATEN BANYUMAS
SMP NEGERI 9 PURWOKERTO
Jl. Jatisari 25 ☎ (0281) 631009 Purwokerto ✉ 53125
Fax. 0281631009 email : smpn9purwokerto@yahoo.com website : smpn9pwt.sch.id



SURAT KETERANGAN Nomor : 400.3.5 / 1346 / XII / 2024

Yang bertanda tangan di bawah ini :

Nama : Drs. HERRY NURYANTO WIDODO
NIP : 19650130 199512 1 002
Pangkat/Golongan Ruang : Pembina Tk. I IV/b
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama : NURAIYSAH SADIHAH
NIM : 2017404132
Jurusan / Prodi : Tadris Bahasa Inggris
Semester : IX (Sembilan)
Perguruan Tinggi : Universitas Islam Negeri Purwokerto

Telah melaksanakan Observasi / Riset Individu di SMP Negeri 9 Purwokerto dengan judul **"The effectiveness of Inquiry based learning on Reading comprehension at 7 grade of SMP N 9 Purwokerto"**

Mulai dari tanggal : 27 September 2024
Sampai dengan tanggal : 27 November 2024

Demikian surat keterangan ini kami buat , untuk dapat digunakan sebagaimana mestinya

Purwokerto, 6 Desember 2024

Kepala Sekolah



Drs. HERRY NURYANTO WIDODO
NIP.19650130 199512 1 002

Appendix 2. Instrument Validity Expert

SURAT KETERANGAN VALIDASI INSTRUMENT

Yang bertanda tangan dibawah ini:

Nama : Muflihah, S.S., M.Pd.

NIP : 19720923200032001

Setelah membaca, menelaah dan mencermati instrument berupa pre-test dan post-test yang akan digunakan untuk penelitian dengan judul "THE EFFECTIVENESS OF INQUIRY BASED LEARNING ON READING COMPREHENSION AT 7 GRADE OF SMP N 9 PURWOKERTO" yang dibuat oleh:

Nama : Nuraiysah Sadiah

NIM : 2017404132

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa lembar instrumen penelitian tersebut,

<input type="checkbox"/>	Layak digunakan
<input checked="" type="checkbox"/>	Layak digunakan dengan revisi
<input type="checkbox"/>	Tidak layak digunakan

Catatan (bilaperlu)

grammar and punctuation
.....
.....
.....

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 29 Oktober 2024

Validator



Muflihah, S.S., M.Pd.
NIP. 19720923200032001

Appendix 3. Documentation of Teaching and learning Activity



Appendix 4. Research Instrument (Pre-Test) Trial Class

Soal Pre-Test

Name :

S. Number :

Class :

Choose the correct answer by crossing (x) the letter A, B, C, or D.

“GOOD LUCK!”

Text for numbers 1-3

Hello! My name is Shakira. I am fourteen years old. I'm an 8th grade student at SMP Nusa Bangsa Jakarta. I'm from Palembang, and here I live in South Jakarta. Nice to meet you.

1. The text tells about?
 - A. Introducing someone
 - B. Introducing self
 - C. Introducing other
 - D. Introducing else
2. Where does Shakira live?
 - A. West Jakarta
 - B. East Jakarta
 - C. South Jakarta
 - D. North Jakarta
3. Good morning. I would like to introduce myself. My name is Deri. I am a student. I live on Suniarja Street in Bandung
The statement above describes...
 - A. Introducing self
 - B. Reporting news
 - C. Inviting someone

D. Introduce other

Read the following text for questions 4-7.

My name is Rahmat. I am the youngest in the family. I am fourteen years old and four years younger than my elder brother. I have short, straight hair, bright eyes, and a friendly smile. Sometimes I am rather naughty at home, but I usually do what I am asked to do. I am very interested in sports. I play football and tennis at school. I am the best badminton player in my family.

4. What is the text mostly about?
 - A. Rahmat
 - B. Rahmat's hobby
 - C. Rahmat's Family
 - D. Rahmat appearance
5. From the text, we know that Rahmat
 - A. He is the youngest in his family.
 - B. He is a younger brother.
 - C. Has short wavy hair
 - D. He is a friendly boy.

6. The word "naughty" in the sentence "Sometimes I am rather naughty at home" is closest in meaning to:

A. Good
B. Bad
C. Clever
D. Kind

7. "I am very interested in sports."

The underlined word can be replaced with...

A. Dislike sport
B. Really like sport
C. I hate sports very much.
D. Sports not entertaining

Text for numbers 8-9

Hi, everybody. My name is Lorena Zetana. You can call me Loru. I am from Italy. I like reading and listening to music. I have a lot of books. My favorite book is Harry Potter, and my favorite character is Dumbledore. I think he is smart.

8. The text tells about?
- A. Gratitude
B. Asking for help
C. Introducing oneself
D. Introducing someone else
9. Why does Lorena like Dumbledore?
- A. He is humble
B. He is scary.
C. He is smart

D. He is cute.

For questions numbers 10-12, choose the correct words to complete the text.

I have a close friend. (10).....Angga Firmansyah. I usually call him Angga. He comes from Karawang. He (11).....on 8th August, two thousand and five. He lives (12).....Kesatuan 96 street Bandung; he studies in SMP Yadika Cicalengka at Grade 7.

10.Angga Firmansyah

A. She is
B. I'm
C. He is
D. They are

11. He on the tenth of August, two thousand and five

A. years old
B. is born
C. was born
D. birthday on

12. He lives..... Kesatuan, 96 Street, Bandung; he studies in SMP Yadika Cicalengka at Grade 7.

A. at
B. in
C. on
D. of

Text for numbers 13-17

Good morning, all. Let me introduce myself. My name is Faiz Rizqi Aji. You

can call me Faiz. I was born in Bandung on 26 July 2011. I now live in Lubuk Pakam. Right now I study at Junior High School, State Two Purwokerto. My favorite subjects are English and chemistry. I want to be a scientist. I like reading, watching, and biking. My favorite foods are fried rice and iced tea. I am the first child in my family. I have a little sister; she is a junior high school student. My father is a policeman. His name is Rudi Kurniawan. While my mother is a housewife. I love my family more than anything. Well, that's my introduction this time. Pleased to meet you.

13. The text above contains about?
- A. Introduction oneself
 - B. Introduction to someone else
 - C. Gratitude
 - D. Asking for help
14. What is your favorite subject?
- A. English and Biology
 - B. English and Chemistry
 - C. Sociology and Chemistry
 - D. Biology and sociology
15. What are his aspirations?
- A. Doctor
 - B. Police
 - C. Teacher
 - D. Scientist

16. What's his favorite food?

- A. Fried chicken and iced tea
 - B. Fried rice and iced tea
 - C. Fried rice and lemon tea
 - D. Fried chicken and lemon tea
17. The word "favorite" in the sentence "My favorite subjects are English and Chemistry" is closest in meaning to:
- A. Best
 - B. Worst
 - C. Least
 - D. Most

Text for numbers 18-25

Hello, Alia. Let me introduce myself. My name is Hanna. I don't like reading, but I love drawing and painting. I know your name from my friend, Carla. She told me that you sent her an email telling her that you would like to have more pen pals from the US. I'd like to be your E-pal. You sound cool!

I guess I'd better tell you something about myself first. I'm 16 years old, and I attend Thomas Edison High School here in Minneapolis, Minnesota, USA. I have two brothers and two half sisters, and I'm the middle child. My father died a few years ago, so my mother runs the house and the family business. My father was a barista.

I have lots of hobbies. I like listening to music, mostly classical music and folk music, but I don't play an instrument. At school, I'm on the basketball team. I spend most of my extracurricular time playing basketball.

I'm into animals very much. My sister and I have three dogs. They need lots of attention, as you can imagine. My favorite subjects at school are art and geography. I think I'd like to become a park ranger when I graduate; perhaps work for the National Park Service.

18. What's Hanna's like?

- A. Reading and drawing
- B. Painting and reading
- C. Drawing and swimming
- D. Drawing and painting

19. How does Alia contact Hanna?

- A. By telephone
- B. Via SMS
- C. Via email
- D. Via WhatsApp

20. How many members are in Hanna's family?

- A. Four people
- B. Five people
- C. Six people
- D. Seven people

21. What are Hanna's hobbies?

- A. listening to the music
- B. Reading a book
- C. Watching the movie
- D. Writing

22. The word "mostly" in the sentence "I like listening to music mostly classical music and folk music" is closest in meaning to:

- A. Rarely
- B. Never
- C. Always
- D. Mainly

23. What genre is Hanna's music?

- A. Classical and jazz
- B. Folk and rock
- C. Rock and jazz
- D. Classical and folk

24. What animal does she have?

- A. Cat
- B. Dog
- C. Rabbit
- D. bird

25. What profession would she like to have after graduation from her school?

- A. Programmer
- B. Entrepreneur
- C. Firefighter
- D. Park Ranger

Read this text to answer the following questions for numbers 26-28.

Hi, friends! I would like to introduce my family. There are five people in my family: my father, my mother, my younger sister, my little brother, and myself. My father is Herry. He's a farmer. My mother is Yulia. She's a housewife. My younger sister is Elsa. She is a student of SD Bunga Menur. My little brother, Erick, does not go to kindergarten yet. He's in playgroup.

26. What does the writer's father do?
- A. He is a student
 - B. He is a doctor.
 - C. She is a housewife
 - D. He is a farmer.
27. Who studies at SD Bunga Menur?
- A. Mr. Henry
 - B. Mrs. Yulia
 - C. Elsa
 - D. Erick
28. What does the writer say to introduce his family?
- A. I would like to introduce my family.
 - B. Hi, Friends!
 - C. There are five people in my family.
 - D. My father is Mr. Henry

Read this text to answer the following questions for numbers 29-30

Good morning, all. Allow me to introduce myself. My name is Ruby Anindita. I was born in Padang on 30 November 2011. Now I live in Bandung. Right now I am staying at my uncle's house.

Now allow me to introduce myself further. I like things that smell adventurous and small things like reading, watching, and spending my free time doing nothing. And I don't like singing because my voice is bad.

Okay, now about me and my family. I am the second child in my family. I have a little sister, and she is a kindergarten student. My father is a teacher of English, which is named Dodi Sudirman. While my mother is a housewife. I love my family more than anything. Well, that's my introduction this time. Pleased to meet you.

29. Which paragraph provides the most information about Ruby Anindita's family?
- A. Paragraph 1
 - B. Paragraph 2
 - C. Paragraph 3
 - D. Paragraph 4
30. What does Rubby dislike?

- A. Reading
- B. Watching
- C. Singing
- D. Drawing

Appendix 5. Research Instrument (Post-Test) Trial Class

Soal Post-Test

Name :

S. Number :

Class :

Choose the correct answer by crossing (x) the letter A, B, C, or D.

“GOOD LUCK!”

Text for Numbers 1-2

Allow me to introduce myself to you all. My name is Nurul Afifah. You can call me Nurul. I come from Sidrap. I live at twelve Sultan Hasanuddin Street, Sidrap. It is a pleasure to meet you all.

1. Allow me to introduce myself.
The underlined word has the same meaning as.....
 - A. Deduce
 - B. Contest
 - C. Acquait
 - D. Dedicate
2. Where is Nurul's from?
 - A. Sidrap
 - B. Jakarta
 - C. Bandung
 - D. Jogja



Text for Numbers 3-4

Hello! I'm Aru from Japan. I will stay in Indonesia for three months. I like sports, especially

badminton. I joined a badminton club in Japan. I also like traveling. I want to learn Indonesian traditional dances. I hope you can teach me.

3. How long will Aru stay in Indonesia?
 - A. One month
 - B. Two months
 - C. Three months
 - D. Three weeks
4. What are Aru's hobbies?
 - A. Playing badminton and traveling
 - B. Playing badminton only
 - C. Collecting books
 - D. Drawing Manga

For questions, number 5-8, choose the correct words to complete the text.

Hi! My name is Santoso. I'm twelve years old. I'm a student (5).....a junior high school in Parung, Bogor. My father's name is Sukanto and my

mother's name is Anisah. I have two sisters. Salma is eight (6).....and Atiyah is only four. Salma is an elementary student and Atiyah is still in kindergarten. My parents own a fish farm. They (7).....a large fish pond. The fish pond is always full of gourmis. I help them feed the fish in the morning (8).....afternoon. The gouramis are fat.

5. I'm a student..... a junior high school.
- at
 - in
 - on
 - for
6. Salma is eightand Atiya is only four.
- years old,
 - junior high school
 - come from
 - was born
7. They a large fish pond.
- haven't
 - has
 - have
 - hasn't
8. I help them feed the fish in the morning..... afternoon.
- with
 - at

- in
- and

Text for numbers 9-12

Good morning, all. Allow me to introduce myself. My name is Faiz Rizqi. I was born in Bandung on 26 July 2012. I now live in Garut. Right now I am staying at my aunt's house.

Now allow me to introduce myself further. I like things that smell adventurous and small things like reading, watching, and spending my free time doing nothing.

Okay, now about me and my family. I am the first child in my family. I have a little sister, and she is a high school student. My father is a Police officer. His name is Joko Kurnia. While my mother is a housewife, her name is Farida Anita. I love my family more than anything. Well, that's my introduction this time. Pleased to meet you.

9. Who is Faiz's little sister?
- A high school student
 - A police officer
 - A teacher
 - A university student
10. What does Faiz like to do in his free time?
- Fishing



- B. Cooking
 - C. Doing nothing
 - D. Playing soccer
11. Which paragraph provides the most information about Faiz Rizqi's family?
- A. Paragraph 1
 - B. Paragraph 2
 - C. Paragraph 3
 - D. Paragraph 4
12. What is the main purpose of the text?
- A. To discuss Faiz Rizqi's hobbies
 - B. To introduce Faiz Rizqi
 - C. To describe Faiz Rizqi's family
 - D. To share Faiz Rizqi's life story

Read the following text for questions 13 to 16

Hi! I'm Noni. There are five people in my family: my dad, my mom, my elder brother, my little sister, and myself. My father is Mr. Hery. He is a doctor. My mother is Mrs. Yulia. She is a housewife. My big brother is Doni. He is a student of SMA Ksatria. My little sister is Fani. She is still in kindergarten. I love my family.

13. How many members does Noni have in her family?

- A. Five people
 - B. Six people
 - C. Seven people
 - D. Eight people
14. What roles do Noni's parents have in the family?
- A. Mrs. Yulia is a doctor, and Mr. Heri is a teacher.
 - B. Mrs. Yulia is a housewife and Mr. Heri is a doctor.
 - C. Mr. Heri is a farmer, and Mrs. Yulia is a housewife.
 - D. Mr. Heri is a doctor and Mrs. Yulia is a teacher.
15. What is Noni's little sister's educational status?
- A. In preschool
 - B. In first grade
 - C. In elementary school
 - D. In kindergarten
16. What is the name of Noni's elder brother?
- A. Dini
 - B. Ani
 - C. Doni
 - D. Fani

Read the following text for questions 17 to 21

I have a new friend. Her name is Jessica. She is Singaporean. She just moved to Bandung from Changi,



Singapore. She is 13 years old. Now she studies in my school, SMP Negeri 13 Bandung. She is in the seventh grade, just like me. She enjoys studying in our school because she has a lot of friends here.

17. The word "moved" in the sentence "She just moved to Bandung" is closest in meaning to:
- A. Relocated
 - B. Stayed
 - C. Traveled
 - D. Visited
18. What does the word "studies" mean in the sentence "Now she studies in my school."
- A. Plays
 - B. Works
 - C. Eats
 - D. Learns
19. What grade is she now?
- A. Sixth grade
 - B. Seventh grade
 - C. Eight grade
 - D. Ninth grade
20. Where is she studying now?
- A. SMP Negeri 3 Bandung
 - B. SMP Negeri 12 Bandung
 - C. SMP Negeri 13 Bandung
 - D. SMP Negeri 2 Bandung

21. Why does Jessica enjoy studying at her new school?

- A. She doesn't have any friends.
- B. She doesn't like the teachers.
- C. She has a lot of friends.
- D. She doesn't like the food.

Read the following text for questions 22-25

I have a classmate; let me introduce my friend. His name is Ahmad. There are five people in Ahmad's family. They are Ahmad's father, his mother, his elder brother, his little sister, and himself. His father is Mr. Atmaja. He is a pilot. His mother is Ms. Sita. She is a teacher. His elder brother's name is Farhan. He is a 9th-grade student at SMP Widyatama. His sister's name is Melisa. She is a student in elementary school.

22. The text tells us about Ahmad's...

- A. Classmate
- B. Family
- C. hobby
- D. Sisters

23. I have a classmate; let me introduce my friend.

The underlined sentence shows us the expression of.

- A. Introducing herself
- B. Introducing ourselves
- C. Introducing someone

D. Introducing oneself

24. Where do you think Mrs. Atmaja goes to work? To

- A. School
- B. An airport
- C. A hospital
- D. A police station

25. From the text, we know that...

- A. Mr. and Mrs. Atmaja have three children.
- B. Mr. Atmaja does his job at home.
- C. Melisa has a brother and a sister.
- D. Farhan is younger than Yuni.

Text for numbers 26-30

This is me. My name is Sultan Rahman. You can call me Sultan. I'm sixteen years old. I'm from Indonesia, and I live in Probolinggo. I am a student. I study at Harapan Pelita Junior High School. I am in eleventh grade. My favorite teacher is an English teacher. I live with my mom, father, and grandmother. I am a single child. I love playing tennis, but I don't like football. My favorite colors are blue and gray. My mom is a midwife, and my father is a lecturer. They have holidays on Saturday and Sunday.

26. I love playing tennis but I don't like football.

Sultan tells about his...?

- A. Like and dislike
- B. Daily Activity
- C. Hobby
- D. Leisure time

27. I am a single child.

The underlined word has the same meaning...

- A. One child
- B. Child with siblings
- C. Not an only child
- D. Only kid

28. What are the sports he likes?

- A. Football
- B. Badminton
- C. Basketball
- D. Tennis

29. What is his favorite teacher?

- A. English teacher
- B. Math teacher
- C. Biology teacher
- D. Sociology teacher

30. Which days are holidays for Sultan's parents?

- A. Friday and Saturday
- B. Saturday and Sunday
- C. Wednesday and Thursday
- D. Monday and Tuesday



KUNCI JAWABAN PRE-TEST

- | | | |
|-------|-------|-------|
| 1. B | 11. C | 21. A |
| 2. C | 12. A | 22. D |
| 3. A | 13. A | 23. D |
| 4. D | 14. B | 24. B |
| 5. A | 15. D | 25. D |
| 6. B | 16. B | 26. D |
| 7. B | 17. C | 27. C |
| 8. D | 18. D | 28. A |
| 9. C | 19. C | 29. C |
| 10. C | 20. C | 30. C |

KUNCI JAWABAN POST-TEST

- | | | |
|-------|-------|-------|
| 1. C | 11. C | 21. C |
| 2. A | 12. B | 22. B |
| 3. C | 13. A | 23. C |
| 4. A | 14. B | 24. B |
| 5. A | 15. D | 25. A |
| 6. A | 16. C | 26. A |
| 7. C | 17. A | 27. D |
| 8. D | 18. D | 28. D |
| 9. A | 19. B | 29. A |
| 10. C | 20. C | 30. B |



Appendix 6. Treatment Sheet of Pre-Test Experimental Class

Soal Pre-Test

Name :

S. Number :

Class :

Choose the correct answer by crossing (x) the letter A, B, C, or D.

“GOOD LUCK!”

Text for numbers 1-3

Hello! My name is Shakira. I am fourteen years old. I'm an 8th grade student at SMP Nusa Bangsa Jakarta. I'm from Palembang, and here I live in South Jakarta. Nice to meet you.

1. The text tells about?
 - A. Introducing someone
 - B. Introducing self
 - C. Introducing other
 - D. Introducing else
2. Where does Shakira live?
 - A. West Jakarta
 - B. East Jakarta
 - C. South Jakarta
 - D. North Jakarta
3. Good morning. I would like to introduce myself. My name is Deri. I am a student. I live on Suniarja Street in Bandung. The statement above describes...
 - A. Introducing self
 - B. Reporting news
 - C. Inviting someone

D. Introduce other

Read the following text for questions 4-6.

My name is Rahmat. I am the youngest in the family. I am fourteen years old and four years younger than my elder brother. I have short, straight hair, bright eyes, and a friendly smile. Sometimes I am rather naughty at home, but I usually do what I am asked to do. I am very interested in sports. I play football and tennis at school. I am the best badminton player in my family.

4. From the text, we know that Rahmat
 - A. He is the youngest in his family.
 - B. He is a younger brother.
 - C. Has short wavy hair
 - D. He is a friendly boy.
5. The word "naughty" in the sentence "Sometimes I am rather naughty at home" is closest in meaning to:
 - A. Good
 - B. Bad

C. Clever

D. Kind

6. "I am very interested in sports."

The underlined word can be replaced with...

A. Dislike sport

B. Really like sport

C. I hate sports very much.

D. Sports not entertaining

Text for number 7

Hi, everybody. My name is Lorena Zetana. You can call me Loru. I am from Italy. I like reading and listening to music. I have a lot of books. My favorite book is Harry Potter, and my favorite character is Dumbledore. I think he is smart.

7. Why does Lorena like Dumbledore?

A. He is humble

B. He is scary.

C. He is smart

D. He is cute.

For questions numbers 8-9, choose the correct words to complete the text.

I have a close friend. (8).....Angga Firmansyah. I usually call him Angga. He comes from Karawang. He (9).....on 8th August, two thousand and five. He livesKesatuan 96 street Bandung; he studies in SMP Yadika Cicalengka at Grade 7.

8.Angga Firmansyah

A. She is

B. I'm

C. He is

D. They are

9. He on the tenth of August, two thousand and five

A. years old

B. is born

C. was born

D. birthday on

Text for numbers 10-11

Good morning, all. Let me introduce myself. My name is Faiz Rizqi Aji. You can call me Faiz. I was born in Bandung on 26 July 2011. I now live in Lubuk Pakam. Right now I study at Junior High School, State Two Purwokerto. My favorite subjects are English and chemistry. I want to be a scientist. I like reading, watching, and biking. My favorite foods are fried rice and iced tea. I am the first child in my family. I have a little sister; she is a junior high school student. My father is a policeman. His name is Rudi Kurniawan. While my mother is a housewife. I love my family more than anything. Well, that's my introduction this time. Pleased to meet you.

10. What is your favorite subject?

- A. English and Biology
- B. English and Chemistry
- C. Sociology and Chemistry
- D. Biology and sociology

11. What are his aspirations?

- A. Doctor
- B. Police
- C. Teacher
- D. Scientist

Text for numbers 12-16

Hello, Alia. Let me introduce myself. My name is Hanna. I don't like reading, but I love drawing and painting. I know your name from my friend, Carla. She told me that you sent her an email telling her that you would like to have more pen pals from the US. I'd like to be your E-pal. You sound cool!

I guess I'd better tell you something about myself first. I'm 16 years old, and I attend Thomas Edison High School here in Minneapolis, Minnesota, USA. I have two brothers and two half sisters, and I'm the middle child. My father died a few years ago, so my mother runs the house and the family business. My father was a barista.

I have lots of hobbies. I like listening to music, mostly classical music and folk music, but I don't play an

instrument. At school, I'm on the basketball team. I spend most of my extracurricular time playing basketball.

I'm into animals very much. My sister and I have three dogs. They need lots of attention, as you can imagine. My favorite subjects at school are art and geography. I think I'd like to become a park ranger when I graduate; perhaps work for the National Park Service.

12. What's Hanna's like?

- A. Reading and drawing
- B. Painting and reading
- C. Drawing and swimming

13. What are Hanna's hobbies?

- A. listening to the music
- B. Reading a book
- C. Watching the movie
- D. Writing

14. What genre is Hanna's music?

- A. Classical and jazz
- B. Folk and rock
- C. Rock and jazz
- D. Classical and folk

15. What animal does she have?

- A. Cat
- B. Dog
- C. Rabbit

D. bird

16. What profession would she like to have after graduation from her school?

- A. Programmer
- B. Entrepreneur
- C. Firefighter
- D. Park Ranger

Read this text to answer the following questions for numbers 17-18.

Hi, friends! I would like to introduce my family. There are five people in my family: my father, my mother, my younger sister, my little brother, and myself. My father is Herry. He's a farmer. My mother is Yulia. She's a housewife. My younger sister is Elsa. She is a student of SD Bunga Menur. My little brother, Erick, does not go to kindergarten yet. He's in playgroup.

17. What does the writer's father do?

- A. He is a student
- B. He is a doctor.
- C. She is a housewife
- D. He is a farmer.

18. Who studies at SD Bunga Menur?

- A. Mr. Henry
- B. Mrs. Yulia
- C. Elsa
- D. Erick

Read this text to answer the following questions for numbers 19-20

Good morning, all. Allow me to introduce myself. My name is Ruby Anindita. I was born in Padang on 30 November 2011. Now I live in Bandung. Right now I am staying at my uncle's house.

Now allow me to introduce myself further. I like things that smell adventurous and small things like reading, watching, and spending my free time doing nothing. And I don't like singing because my voice is bad.

Okay, now about me and my family. I am the second child in my family. I have a little sister, and she is a kindergarten student. My father is a teacher of English, which is named Dodi Sudirman. While my mother is a housewife. I love my family more than anything. Well, that's my introduction this time. Pleased to meet you.

19. Which paragraph provides the most information about Ruby Anindita's family?

- A. Paragraph 1
- B. Paragraph 2
- C. Paragraph 3
- D. Paragraph 4

20. What does Rubby dislike?

- A. Reading
- B. Watching
- C. Singing
- D. Drawing

Appendix 7. Treatment Sheet of Post-Test Experimental Class

Soal Post-Test

Name :

S. Number :

Class :

Choose the correct answer by crossing (x) the letter A, B, C, or D.

“GOOD LUCK!”

Text for Number 1



Hello! I'm Aru from Japan. I will stay in Indonesia for three months. I like sports, especially badminton. I joined a badminton club in Japan. I also like traveling. I want to learn Indonesian traditional dances. I hope you can teach me.

1. What are Aru's hobbies?
 - A. Playing badminton and traveling
 - B. Playing badminton only
 - C. Collecting books
 - D. Drawing Manga

For questions, number 2-4, choose the correct words to complete the text.

Hi! My name is Santoso. I'm twelve years old. I'm a student (5).....a junior high school in Parung, Bogor. My father's name is Skanto and my mother's name is Anisah. I have two

sisters. Salma is eight (6).....and Atiyah is only four. Salma is an elementary student and Atiyah is still in kindergarten. My parents own a fish farm. They (7).....a large fish pond. The fish pond is always full of gourmis. I help them feed the fish in the morning (8).....afternoon. The gouramis are fat.

2. Salma is eightand Atiyah is only four.
 - A. years old,
 - B. junior high school
 - C. come from
 - D. was born
3. They a large fish pond.
 - A. haven't
 - B. has
 - C. have
 - D. hasn't
4. I help them feed the fish in the morning..... afternoon.
 - A. with

9. What roles do Noni's parents have in the family?

- A. Mrs. Yulia is a doctor, and Mr. Heri is a teacher.
- B. Mrs. Yulia is a housewife and Mr. Heri is a doctor.
- C. Mr. Heri is a farmer, and Mrs. Yulia is a housewife.
- D. Mr. Heri is a doctor and Mrs. Yulia is a teacher.

10. What is Noni's little sister's educational status?

- A. In preschool
- B. In first grade
- C. In elementary school
- D. In kindergarten

11. What is the name of Noni's elder brother?

- A. Dini
- B. Ani
- C. Doni
- D. Fani

Read the following text for questions 12 to 13

I have a new friend. Her name is Jessica. She is Singaporean. She just moved to Bandung from Changi, Singapore. She is 13 years old. Now she studies in my school, SMP Negeri 13 Bandung. She is in the seventh grade, just like me. She enjoys studying in our

school because she has a lot of friends here.

12. The word "moved" in the sentence "She just moved to Bandung" is closest in meaning to:

- A. Relocated
- B. Stayed
- C. Traveled
- D. Visited

13. Why does Jessica enjoy studying at her new school?

- A. She doesn't have any friends.
- B. She doesn't like the teachers.
- C. She has a lot of friends.
- D. She doesn't like the food.

Read the following text for questions 14-17

I have a classmate; let me introduce my friend. His name is Ahmad. There are five people in Ahmad's family. They are Ahmad's father, his mother, his elder brother, his little sister, and himself. His father is Mr. Atmaja. He is a pilot. His mother is Ms. Sita. She is a teacher. His elder brother's name is Farhan. He is a 9th-grade student at SMP Widyatama. His sister's name is Melisa. She is a student in elementary school.

14. The text tells us about Ahmad's...

- A. Classmate
- B. Family

- B. at
- C. in
- D. and

Text for numbers 5-8

Good morning, all. Allow me to introduce myself. My name is Faiz Rizqi. I was born in Bandung on 26 July 2012. I now live in Garut. Right now I am staying at my aunt's house.

Now allow me to introduce myself further. I like things that smell adventurous and small things like reading, watching, and spending my free time doing nothing.

Okay, now about me and my family. I am the first child in my family. I have a little sister, and she is a high school student. My father is a Police officer. His name is Joko Kurnia. While my mother is a housewife, her name is Farida Anita. I love my family more than anything. Well, that's my introduction this time. Pleased to meet you.

5. Who is Faiz's little sister?
 - A. A high school student
 - B. A police officer
 - C. A teacher
 - D. A university student
6. What does Faiz like to do in his free time?

- A. Fishing
- B. Cooking
- C. Doing nothing
- D. Playing soccer

7. Which paragraph provides the most information about Faiz Rizqi's family?
 - A. Paragraph 1
 - B. Paragraph 2
 - C. Paragraph 3
 - D. Paragraph 4
8. What is the main purpose of the text?
 - A. To discuss Faiz Rizqi's hobbies
 - B. To introduce Faiz Rizqi
 - C. To describe Faiz Rizqi's family
 - D. To share Faiz Rizqi's life story

Read the following text for questions 9 to 11

Hi! I'm Noni. There are five people in my family: my dad, my mom, my elder brother, my little sister, and myself. My father is Mr. Hery. He is a doctor. My mother is Mrs. Yulia. She is a housewife. My elder brother is Doni. He is a student of SMA Ksatria. My little sister is Fani. She is still in kindergarten. I love my family.

- C. hobby
- D. Sisters

15. I have a classmate; let me introduce my friend.

The underlined sentence shows us the expression of.

- A. Introducing herself
- B. Introducing ourselves
- C. Introducing someone
- D. Introducing oneself

16. Where do you think Mrs. Atmaja goes to work? To

- A. School
- B. An airport
- C. A hospital
- D. A police station

17. From the text, we know that...

- A. Mr. and Mrs. Atmaja have three children.
- B. Mr. Atmaja does his job at home.
- C. Melisa has a brother and a sister.
- D. Farhan is younger than Yuni.

Text for numbers 18-20

This is me. My name is Sultan Rahman. You can call me Sultan. I'm sixteen years old. I'm from Indonesia, and I live

in Probolinggo. I am a student. I study at Harapan Pelita Junior High School. I am in eleventh grade. My favorite teacher is an English teacher. I live with my mom, father, and grandmother. I am a single child. I love playing tennis, but I don't like football. My favorite colors are blue and gray. My mom is a midwife, and my father is a lecturer. They have holidays on Saturday and Sunday.

18. What are the sports he likes?

- A. Football
- B. Badminton
- C. Basketball
- D. Tennis

19. What is his favorite teacher?

- A. English teacher
- B. Math teacher
- C. Biology teacher
- D. Sociology teacher

20. Which days are holidays for Sultan's parents?

- A. Friday and Saturday
- B. Saturday and Sunday
- C. Wednesday and Thursday
- D. Monday and Tuesday

Appandex 8. Lesson plan

Modul Ajar Kelas VII Materi Introducing Self and Other

Kurikulum Merdeka

MODUL AJAR BAHASA INGGRIS	
Komponen	Deskripsi
Nama Penyusun	Nuraiysah Sadiyah
Kelas/ Fase	VII/ D
Materi	Introducing self or Other
Alokasi	2x40 Menit
Jumlah Pertemuan	4 Kali Pertemuan
Capaian Umum	<p>Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.</p>
Capaian Pembelajaran	<p>Pada akhir fase D, siswa membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri.</p>

	Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Profil pelajar Pancasila	<ol style="list-style-type: none"> 1. Beriman dan bertakwa 2. Bernalar kritis 3. Berkebhinekaan global 4. Gotong royong
Sarana dan prasaran	Papan tulis, spidol, ruang kelas, worksheet, LCD Proyektor.
Pendekatan dan metode pembelajaran	Guided Inquiry
Pertanyaan Pemantik	<ul style="list-style-type: none"> - Do you know how to introduce yourself when meeting new people? - Do you know to greet someone? - Do you know how to introduce other people?
Tujuan Pembelajaran	Peserta didik dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan introducing self or other, serta responnya, sesuai dengan konteks penggunaannya.
Daftar Pustaka	https://youtu.be/yLgjJbCTFiA?si=FkMWarX1MC47wzbH . https://youtu.be/blcet-ASCCc?feature=shared . https://www.pjarbelajar.id/blog/materi-introduction-kelas-10

Pertemuan Ke-1		
Kegiatan	Pembelajaran	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru melakukan salam pembuka. 2. Pendidik memeriksa kondisi dan kebersihan kelas. 3. Guru dan peserta didik berdoa untuk memulai pembelajaran. 4. Pendidik memeriksa kehadiran peserta didik 	10 Menit
Apersepsi	<ol style="list-style-type: none"> 5. Guru memberikan pertanyaan tentang materi yang dipelajari sebelumnya dengan menghubungkan materi yang akan dipelajari. 6. Guru memberikan pertanyaan pemantik. 7. Peserta didik merespon pertanyaan dari guru. 	
Ruang lingkup	<ol style="list-style-type: none"> 8. Mengaitkan kejadian sehari-hari dengan materi. 9. Memberikan gambaran tentang manfaat mempelajari materi dalam kehidupan sehari-hari. 10. Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. 	
Kegiatan Inti		
Orientasi	- Guru menampilkan PPT tentang materi Introducing self.	

	-	
Merumuskan Masalah	<ul style="list-style-type: none"> - Siswa membaca dan mengamati materi introducing self. - Siswa mencoba untuk merumuskan pertanyaan yang berkaitan dengan power point. 	60 Menit
Merumuskan Hypothesis	<ul style="list-style-type: none"> - Siswa mencoba membuat pertanyaan dibantu oleh guru tentang “Apa fungsi melakukan perkenalan? Dan “Mengapa penting mengenali diri sendiri” 	
Mengumpulkan Data	<ul style="list-style-type: none"> - Siswa mentransformasikan materi introducing self dengan kehidupan sehari-hari siswa. - Siswa mengumpulkan beberapa kata/kalimat yang digunakan dalam Introducing self or other. - Guru memberikan respon atas pendapat yang disampaikan oleh siswa. 	
Menguji Hypothesis	<ul style="list-style-type: none"> - Guru memberikan teks tentang introducing self. - Siswa membaca teks introducing self. 	
Merumuskan Kesimpulan	<ul style="list-style-type: none"> - Siswa mengambil kesimpulan dari demonstrasi yang telah dilakukan. - Siswa diminta untuk meriview materi yang telah dipelajari 	
Menganalisis dan mengevaluasi	<ul style="list-style-type: none"> - Melalui bimbingan guru, siswa dapat memahami materi tentang introducing self 	

<p>proses pemecahan masalah</p>		
<p>Penutup</p>	<ol style="list-style-type: none"> 1. Guru memberikan kesimpulan terhadap materi yang telah diajarkan. 2. Pendidik menyampaikan agenda pertemuan berikutnya. 3. Guru dan siswa mengakhiri pembelajaran dengan membaca hamdalah. 	<p>10 Menit</p>



Pertemuan Ke-2		
Kegiatan	Pembelajaran	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru melakukan salam pembuka. 2. Pendidik memeriksa kondisi dan kebersihan kelas. 3. Guru dan peserta didik berdoa untuk memulai pembelajaran. 4. Pendidik memeriksa kehadiran peserta didik. 	10 Menit
Apersepsi	<ol style="list-style-type: none"> 5. Guru memberikan pertanyaan tentang materi yang dipelajari sebelumnya dengan menghubungkan materi yang akan dipelajari. 6. Guru memberikan pertanyaan pemantik. 7. Peserta didik merespon pertanyaan dari guru. 	
Ruang Lingkup	<ol style="list-style-type: none"> 8. Mengaitkan kejadian sehari-hari dengan materi. 9. Memberikan gambaran tentang manfaat mempelajari materi dalam kehidupan sehari-hari. 10. Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. 	
Kegiatan Inti		
Orientasi	<ul style="list-style-type: none"> - Siswa membaca materi mengenai introducing self or other. - Guru memberikan teks tentang Introducing other. 	

	<ul style="list-style-type: none"> - Siswa diminta untuk mengamati teks tentang Introducing other. 	60 Menit
Merumuskan Masalah	<ul style="list-style-type: none"> - Setelah siswa mengamati teks Introducing Self. - Siswa mencatat poin penting yang ada di dalam teks introducing other. - Siswa mencoba merumuskan pertanyaan yang berkaitan dengan teks introducing other. 	
Merumuskan Hypothesis	<ul style="list-style-type: none"> - Siswa mencoba membuat pertanyaan “Apa fungsi melakukan perkenalan?” dan “Mengapa penting mengenali diri sendiri” 	
Mengumpulkan Data	<ul style="list-style-type: none"> - Siswa mentransformasikan apa yang dilihat siswa dalam video dengan kehidupan sehari-hari siswa. - Siswa mengumpulkan beberapa kata/kalimat yang digunakan dalam Introducing self. - Guru memberikan respon atas pendapat yang disampaikan oleh siswa. 	

Pertemuan Ke-3		
Kegiatan	Pembelajaran	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru melakukan salam pembuka. 2. Pendidik memeriksa kondisi dan kebersihan kelas. 3. Guru dan peserta didik berdoa untuk 	

	<p>memulai pembelajaran.</p> <p>4. Pendidik memeriksa kehadiran peserta didik.</p>	10 Menit
Apersepsi	<p>5. Guru memberikan pertanyaan tentang materi yang dipelajari sebelumnya dengan menghubungkan materi yang akan dipelajari.</p> <p>6. Guru memberikan pertanyaan pemantik.</p> <p>7. Peserta didik merespon pertanyaan dari guru.</p>	
Ruang Lingkup	<p>8. Mengaitkan kejadian sehari-hari dengan materi.</p> <p>9. Memberikan gambaran tentang manfaat mempelajari materi dalam kehidupan sehari-hari.</p> <p>10. Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan</p>	
Kegiatan Inti		
Orientasi	<ul style="list-style-type: none"> - Siswa membaca materi mengenai Introducing self or other. - Siswa mengamati video contoh dialog atau percakapan introducing other. 	60 Menit
Merumuskan Masalah	<ul style="list-style-type: none"> - Siswa diminta untuk membuat kelompok secara berpasangan - Siswa diberi teks introducing self and others - Siswa membaca dan mengamati teks tersebut. 	

<p>Merumuskan Hypothesis</p>	<ul style="list-style-type: none"> - Guru membuat pertanyaan “bagaimana siswa dapat membaca dan memahami teks introducing self and others. 	
<p>Mengumpulkan Data</p>	<ul style="list-style-type: none"> - Siswa diberikan soal terkait teks introducing self and others. - Siswa diminta untuk mengerjakan soal tersebut. - Guru memberikan respon atas pendapat yang disampaikan oleh siswa. 	
<p>Menguji hypothesis</p>	<ul style="list-style-type: none"> - Siswa diminta untuk mengumpulkan soal yang telah dikerjakan - Siswa diminta untuk membaca teks introducing self and others - Guru mengamati dan membimbing siswa dalam membaca. 	
<p>Merumuskan Kesimpulan</p>	<ul style="list-style-type: none"> - Siswa mengambil kesimpulan dari demonstrasi yang telah dilakukan. - Setiap kelompok membuat dialog atau percakapan tentang introducing self and other. 	
<p>Menganalisis dan mengevaluasi proses pemecahan masalah</p>	<ul style="list-style-type: none"> - Melalui bimbingan guru, siswa melakukan evaluasi tentang LKPD yang telah dikerjakan 	

Penutup	<ul style="list-style-type: none"> - Guru memberikan kesimpulan terhadap materi yang telah diajarkan. - Pendidik menyampaikan agenda pertemuan berikutnya. - Guru dan siswa mengakhiri pembelajaran dengan membaca hamdalah. 	10 Menit
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Pertemuan Ke-4		
Kegiatan	Pembelajaran	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru melakukan salam pembuka. 2. Pendidik memeriksa kondisi dan kebersihan kelas. 3. Guru dan peserta didik berdoa untuk memulai pembelajaran. 4. Pendidik memeriksa kehadiran peserta didik 	10 Menit
Apersepsi	<ol style="list-style-type: none"> 5. Guru memberikan pertanyaan tentang materi yang dipelajari sebelumnya dengan menghubungkan materi yang akan dipelajari. 6. Guru memberikan pertanyaan pemantik. 7. Peserta didik merespon pertanyaan dari guru. 	
Ruang lingkup	<ol style="list-style-type: none"> 8. Mengaitkan kejadian sehari-hari dengan materi. 9. Memberikan gambaran tentang manfaat mempelajari materi dalam 	

	<p>kehidupan sehari-hari.</p> <p>10. Pendidik menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.</p>	
Kegiatan Inti		
Orientasi	- Guru menjelaskan tentang tujuan pembelajaran yang akan dilakukan	60 Menit
Merumuskan Masalah	<ul style="list-style-type: none"> - Siswa membuat kelompok yang terdiri dari 3-4 orang - Setiap kelompok memilih angka yang didalamnya terdapat pertanyaan tentang definisi, tujuan, struktur teks, ciri-ciri, unsur kebahasaan dan analisis introducing self and others. 	
Merumuskan Hypothesis	- Guru membuat pertanyaan tentang “Apakah Siswa mampu memahami fungsi sosial, struktur teks, unsur kebahasaan dan isi yang terkandung pada teks introducing self or other.	
Mengumpulkan Data	<ul style="list-style-type: none"> - Siswa menjawab soal yang telah dikerjakan - Siswa mengumpulkan hasil diskusinya 	
Menguji Hypothesis	<ul style="list-style-type: none"> - Guru meminta siswa untuk membaca dan mempresentasikan hasil diskusinya didepan kelas - Kelompok lain memberikan tanggapan kepada kelompok yang telah mempraktekan atau 	

	mempresentasikan hasil dialog yang telah dibuatnya.	
Merumuskan Kesimpulan	- Guru dan Siswa mengambil kesimpulan dari demonstrasi yang telah dilakukan.	
Menganalisis dan mengevaluasi proses pemecahan masalah	- Melalui bimbingan guru, siswa dapat mengevaluasi tentang kegiatan yang telah dilakukan.	
Penutup	<ol style="list-style-type: none"> 1. Guru memberikan kesimpulan terhadap materi yang telah diajarkan. 2. Pendidik menyampaikan agenda pertemuan berikutnya. 3. Guru dan siswa mengakhiri pembelajaran dengan membaca hamdalah. 	10 Menit

Guru Mata Pelajaran



Fitri Tustiningsih, M.pd.
NIP. 198008032008012031

Purwokerto, 10 Oktober 2024
Mahasiswa



Nuraiysah Sadiyah
2017404132

Text Introducing Oneself

Hey there, I'm Anna. You most likely don't know me, so here I write a short introduction myself. My full name is Anna Mariana and I come from Indonesia. I'll turn 18 on March 27th this year. My adulthood is only one week away! I am a girl of average height. Last time I checked. I was 159cm tall. I have brown skin, or in my language it's commonly known as "sawo matang". My hair is shoulder length and black in colour. My eyes are dark brown and I have a pointed nose. Because of my features, people often thought of me as Indian descendant. My interest as of now is mainly about k-pop girlgroup. I love the girlgroup "Papapu" from South Korea. Their voices are so beautiful and their antics make me laugh out loud. You definitely should try to listen to their music! I like vtubers too. My favorites are vtubers from "Hobolife Japan". They are so chaotically funny that I always laugh watching their streams.

Text Introducing Others (family and other people)

Hi class, I'm Lina. I'm going to tell you about my family. There are five people in my family, my father, my mother, my older brother, my younger sister, and I. My father is 45 years old and he works in a bank as an accountant. My mother is 43 years old and a housewife. She's very good at cooking and sewing clothes. In her free time, she usually sews simple clothes for me and my sister. My older brother is 20 years old and he's a university student. He rarely stays home because he's very busy with his classes. Finally, my younger sister is 13 years old. She is a first year middle school student. She really likes.

Introducing Myself and Others

Hello everyone! My name is Sarah, and I am 12 years old. I live in Jakarta with my parents and my younger brother. I am in the seventh grade at SMP Harapan Bangsa. My favorite subjects are English and Science because I love learning about different cultures and how things work in nature. In my free time, I enjoy reading books, especially fantasy novels, and playing badminton with my friends. I also like to draw and paint. Art is a way for me to express my feelings and creativity.

Now, let me introduce my best friend, Lisa. Lisa is also 12 years old and is in the same class as me. She has long black hair and loves to wear colorful clothes. Lisa is very friendly and always makes everyone laugh. Her favorite subject is Math, and she dreams of becoming an engineer one day. I also want to introduce my brother, Daniel. He is 8 years old and loves playing video games. Daniel is very energetic and always full of ideas. He enjoys drawing superheroes and wants to be an artist when he grows up. In conclusion, I am happy to share a little about myself and the people I care about. I believe that getting to know each other helps us build strong friendships.

LEMBAR KERJA PESERTA DIDIK

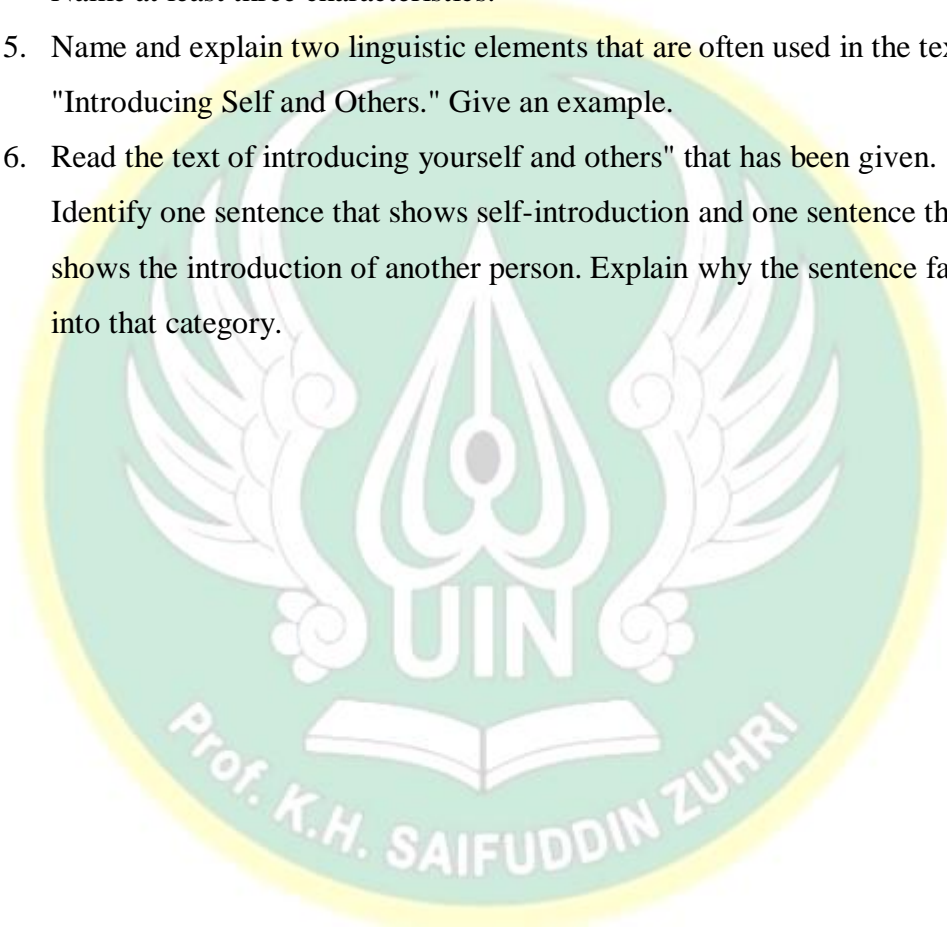
Answer the questions below correctly!

1. Who is the name of the author of this text?
2. What is Lisa's ambition?
3. Who are the other family members introduced by Sarah?
4. What does Daniel want to be when he grows up?
5. Why does Sarah feel happy sharing about herself and the people she loves?



Group Assignments

1. What does the text "Introducing Self and Others" mean?
2. Mention two goals of creating the text "Introducing Self and Others."
3. Name and explain the three main parts of the text structure of Introducing Self and Others."
4. What are the characteristics of the text "Introducing Self and Others"? Name at least three characteristics.
5. Name and explain two linguistic elements that are often used in the text "Introducing Self and Others." Give an example.
6. Read the text of introducing yourself and others" that has been given. Identify one sentence that shows self-introduction and one sentence that shows the introduction of another person. Explain why the sentence falls into that category.



Kriteria Penilaian

1. Pemahaman Konsep (30 poin) Menjawab definisi dan tujuan dengan jelas dan tepat (15 poin) Menjelaskan struktur dan ciri-ciri dengan baik (15 poin)
2. Analisis Teks (30 poin) Mengidentifikasi unsur kebahasaan dengan akurat (15 poin) Melakukan analisis yang mendalam tentang cara memperkenalkan diri dan orang lain (15 poin)
3. Diskusi Kelompok (20 poin) Partisipasi aktif dalam diskusi (10 poin) Kemampuan untuk menyampaikan pendapat dan mendengarkan pendapat orang lain (10 poin)
4. Presentasi (20 poin) Penyampaian hasil diskusi secara jelas dan terstruktur (10 poin) Penggunaan bahasa yang baik dan benar (10 poin)

Nilai Akhir 100

Purwokerto, 10 Oktober 2024

Mengetahui

Guru Mata Pelajaran

Mahasiswa



Fitri Tustiningsih, M.Pd.
NIP. 198008032008012031

Nuraiysah Sadiyah
NIM. 2017404132

Appendix 9. Treatment Sheet of Pre-Test Trial Class

Soal Pre-Test

Name : LELA Riada

S. Number :

Class : VIII

Choose the correct answer by crossing (x) the letter A, B, C, or D.

“GOOD LUCK!”

Salah: 22
Benar: 8

Text for numbers 1-3

Hello! My name is Shakira. I am fourteen years old. I'm an 8th grade student at SMP Nusa Bangsa Jakarta. I'm from Palembang, and here I live in South Jakarta. Nice to meet you.

- The text tells about?
- A. Introducing someone
 - B. Introducing self
 - C. Introducing other
 - D. Introducing else

2. Where does Shakira live?

- A. West Jakarta
- B. East Jakarta
- C. South Jakarta
- D. North Jakarta

- Good morning. I would like to introduce myself. My name is Deri. I am a student. I live on Suniarja Street in Bandung

The statement above describes...

- A. Introducing self
- B. Reporting news
- C. Inviting someone

D. Introduce other

Read the following text for questions 4-7.

My name is Rahmat. I am the youngest in the family. I am fourteen years old and four years younger than my elder brother. I have short, straight hair, bright eyes, and a friendly smile. Sometimes I am rather naughty at home, but I usually do what I am asked to do. I am very interested in sports. I play football and tennis at school. I am the best badminton player in my family.

What is the text mostly about?

- A. Rahmat
- B. Rahmat's hobby
- C. Rahmat's Family
- D. Rahmat appearance

5. From the text, we know that Rahmat

- A. He is the youngest in his family.
- B. He is a younger brother.
- C. Has short wavy hair
- D. He is a friendly boy.

2

The word "naughty" in the sentence "Sometimes I am rather naughty at home" is closest in meaning to:

- A. Good
- B. Bad
- C. Clever
- D. Kind

"I am very interested in sports."

The underlined word can be replaced with...

- A. Dislike sport
- B. Really like sport
- C. I hate sports very much.
- D. Sports not entertaining

Text for numbers 8-9

Hi, everybody. My name is Lorena Zetana. You can call me Loru. I am from Italy. I like reading and listening to music. I have a lot of books. My favorite book is Harry Potter, and my favorite character is Dumbledore. I think he is smart.

8. The text tells about?

- A. Gratitude
- B. Asking for help
- C. Introducing oneself
- D. Introducing someone else

Why does Lorena like Dumbledore?

- A. He is humble
- B. He is scary.
- C. He is smart

D. He is cute.

For questions numbers 10-12, choose the correct words to complete the text.

I have a close friend. (10).....Angga Firmansyah. I usually call him Angga. He comes from Karawang. He (11).....on 8th August, two thousand and five. He lives (12).....Kesatuan 96 street Bandung; he studies in SMP Yadika Cicalengka at Grade 7.

.....Angga Firmansyah

- A. She is
- B. I'm
- C. He is
- D. They are

11. He on the tenth of August, two thousand and five

- A. years old
- B. is born
- C. was born
- D. birthday on

He lives..... Kesatuan, 96 Street, Bandung; he studies in SMP Yadika Cicalengka at Grade 7.

- A. at
- B. in
- C. on
- D. of

Text for numbers 13-17

Good morning, all. Let me introduce myself. My name is Faiz Rizqi Aji. You

can call me Faiz. I was born in Bandung on 26 July 2011. I now live in Lubuk Pakam. Right now I study at Junior High School, State Two Purwokerto. My favorite subjects are English and chemistry. I want to be a scientist. I like reading, watching, and biking. My favorite foods are fried rice and iced tea. I am the first child in my family. I have a little sister; she is a junior high school student. My father is a policeman. His name is Rudi Kurniawan. While my mother is a housewife. I love my family more than anything. Well, that's my introduction this time. Pleased to meet you.

13. The text above contains about?

- A. Introduction oneself
- B. Introduction to someone else
- C. Gratitude
- D. Asking for help

14. What is your favorite subject?

- A. English and Biology
- B. English and Chemistry
- C. Sociology and Chemistry
- D. Biology and sociology

15. What are his aspirations?

- A. Doctor
- B. Police
- C. Teacher
- D. Scientist

16. What's his favorite food?

- A. Fried chicken and iced tea
- B. Fried rice and iced tea
- C. Fried rice and lemon tea
- D. Fried chicken and lemon tea

17. The word "favorite" in the sentence "My favorite subjects are English and Chemistry" is closest in meaning to:

- A. Best
- B. Worst
- C. Least
- D. Most

Text for numbers 18-25

Hello, Alia. Let me introduce myself. My name is Hanna. I don't like reading, but I love drawing and painting. I know your name from my friend, Carla. She told me that you sent her an email telling her that you would like to have more pen pals from the US. I'd like to be your E-pal. You sound cool!

I guess I'd better tell you something about myself first. I'm 16 years old, and I attend Thomas Edison High School here in Minneapolis, Minnesota, USA. I have two brothers and two half sisters, and I'm the middle child. My father died a few years ago, so my mother runs the house and the family business. My father was a barista.

I have lots of hobbies. I like listening to music, mostly classical music and folk music, but I don't play an instrument. At school, I'm on the basketball team. I spend most of my extracurricular time playing basketball.

I'm into animals very much. My sister and I have three dogs. They need lots of attention, as you can imagine. My favorite subjects at school are art and geography. I think I'd like to become a park ranger when I graduate; perhaps work for the National Park Service.

18. What's Hanna's like?

- A. Reading and drawing
- B. Painting and reading
- C. Drawing and swimming
- D. Drawing and painting

19. How does Alia contact Hanna?

- A. By telephone
- B. Via SMS
- C. Via email
- D. Via WhatsApp

20. How many members are in Hanna's family?

- A. Four people
- B. Five people
- C. Six people
- D. Seven people

21. What are Hanna's hobbies?

- A. listening to the music
- B. Reading a book
- C. Watching the movie
- D. Writing

22. The word "mostly" in the sentence "I like listening to music mostly classical music and folk music" is closest in meaning to:

- A. Rarely
- B. Never
- C. Always
- D. Mainly

23. What genre is Hanna's music?

- A. Classical and jazz
- B. Folk and rock
- C. Rock and jazz
- D. Classical and folk

24. What animal does she have?

- A. Cat
- B. Dog
- C. Rabbit
- D. bird

25. What profession would she like to have after graduation from her school?

- A. Programmer
- B. Entrepreneur
- C. Firefighter
- D. Park Ranger

Read this text to answer the following questions for numbers 26-28.

Hi, friends! I would like to introduce my family. There are five people in my family: my father, my mother, my younger sister, my little brother, and myself. My father is Herry. He's a farmer. My mother is Yulia. She's a housewife. My younger sister is Elsa. She is a student of SD Bunga Menur. My little brother, Erick, does not go to kindergarten yet. He's in playgroup.

26. What does the writer's father do?

- ~~A~~ He is a student
- ~~B~~ He is a doctor.
- C She is a housewife
- D He is a farmer.

27. Who studies at SD Bunga Menur?

- A. Mr. Henry
- B. Mrs. Yulia
- C. Elsa
- ~~D~~ Erick

28. What does the writer say to introduce his family?

- A. I would like to introduce my family.
- ~~B~~ Hi, Friends!
- C. There are five people in my family.
- D. My father is Mr. Henry

Read this text to answer the following questions for numbers 29-30

Good morning, all. Allow me to introduce myself. My name is Ruby Anindita. I was born in Padang on 30 November 2011. Now I live in Bandung. Right now I am staying at my uncle's house.

Now allow me to introduce myself further. I like things that smell adventurous and small things like reading, watching, and spending my free time doing nothing. And I don't like singing because my voice is bad.

Okay, now about me and my family. I am the second child in my family. I have a little sister, and she is a kindergarten student. My father is a teacher of English, which is named Dodi Sudirman. While my mother is a housewife. I love my family more than anything. Well, that's my introduction this time. Pleased to meet you.

29. Which paragraph provides the most information about Ruby Anindita's family?

- A. Paragraph 1
- B. Paragraph 2
- ~~C~~ Paragraph 3
- D. Paragraph 4

30. What does Rubby dislike?

- A. Reading
- B. Watching
- C. Singing
- D. Drawing

Appendix 10. Treatment Sheet of Post-Test Trial Class

Soal Post-Test

Name : Avara Mdira .S.W
S. Number : 03
Class : 7E

Choose the correct answer by crossing (x) the letter A, B, C, or D.

“GOOD LUCK!”

Text for Numbers 1-2

Allow me to introduce myself to you all. My name is Nurul Afifah. You can call me Nurul. I come from Sidrap. I live at twelve Sultan Hasanuddin Street, Sidrap. It is a pleasure to meet you all.

- A. Allow me to introduce myself.
The underlined word has the same meaning as....
- A. Deduce
 - B. Contest
 - C. Acquaint
 - D. Dedicate

2. Where is Nurul's from?
- A. Sidrap
 - B. Jakarta
 - C. Bandung
 - D. Jogja

Text for Numbers 3-4



Hello! I'm Aru from Japan. I will stay in Indonesia for three months. I like sports, especially

badminton. I joined a badminton club in Japan. I also like traveling. I want to learn Indonesian traditional dances. I hope you can teach me.

3. How long will Aru stay in Indonesia?

- S=3
B=27
- A. One month
 - B. Two months
 - C. Three months
 - D. Three weeks

4. What are Aru's hobbies?

- A. Playing badminton and traveling
- B. Playing badminton only
- C. Collecting books
- D. Drawing Manga

For questions, number 5-8, choose the correct words to complete the text.

Hi! My name is Santoso. I'm twelve years old. I'm a student (5).....a junior high school in Parung, Bogor. My father's name is Sukanto and my

mother's name is Anisah. I have two sisters. Salma is eight (6).....and Atiyah is only four. Salma is an elementary student and Atiyah is still in kindergarten. My parents own a fish farm. They (7).....a large fish pond. The fish pond is always full of gourmis. I help them feed the fish in the morning (8).....afternoon. The gouramis are fat.

8. I'm a student..... a junior high school.

A. at

B. in

C. on

D. for

6. Salma is eightand Atiya is only four.

A. years old,

B. junior high school

C. come from

D. was born

7. They a large fish pond.

A. haven't

B. has

C. have

D. hasn't

8. I help them feed the fish in the morning..... afternoon.

A. with

B. at

C. in

D. and

Text for numbers 9-12

Good morning, all. Allow me to introduce myself. My name is Faiz Rizqi. I was born in Bandung on 26 July 2012. I now live in Garut. Right now I am staying at my aunt's house.

Now allow me to introduce myself further. I like things that smell adventurous and small things like reading, watching, and spending my free time doing nothing.

Okay, now about me and my family. I am the first child in my family. I have a little sister, and she is a high school student. My father is a Police officer. His name is Joko Kurnia. While my mother is a housewife, her name is Farida Anita. I love my family more than anything. Well, that's my introduction this time. Pleased to meet you.

9. Who is Faiz's little sister?

A. A high school student

B. A police officer

C. A teacher

D. A university student

10. What does Faiz like to do in his free time?

A. Fishing

- B. Cooking
- C. Doing nothing
- D. Playing soccer

11. Which paragraph provides the most information about Faiz Rizqi's family?

- A. Paragraph 1
- B. Paragraph 2
- C. Paragraph 3
- D. Paragraph 4

12. What is the main purpose of the text?

- A. To discuss Faiz Rizqi's hobbies
- B. To introduce Faiz Rizqi
- C. To describe Faiz Rizqi's family
- D. To share Faiz Rizqi's life story

Read the following text for questions 13 to 16

Hi! I'm Noni. There are five people in my family: my dad, my mom, my elder brother, my little sister, and myself. My father is Mr. Hery. He is a doctor. My mother is Mrs. Yulia. She is a housewife. My big brother is Doni. He is a student of SMA Ksatria. My little sister is Fani. She is still in kindergarten. I love my family.

13. How many members does Noni have in her family?

- A. Five people
- B. Six people
- C. Seven people
- D. Eight people

14. What roles do Noni's parents have in the family?

- A. Mrs. Yulia is a doctor, and Mr. Hery is a teacher.
- B. Mrs. Yulia is a housewife and Mr. Hery is a doctor.
- C. Mr. Hery is a farmer, and Mrs. Yulia is a housewife.
- D. Mr. Hery is a doctor and Mrs. Yulia is a teacher.

15. What is Noni's little sister's educational status?

- A. In preschool
- B. In first grade
- C. In elementary school
- D. In kindergarten

16. What is the name of Noni's elder brother?

- A. Dini
- B. Ani
- C. Doni
- D. Fani

Read the following text for questions 17 to 21

I have a new friend. Her name is Jessica. She is Singaporean. She just moved to Bandung from Changi,

Singapore. She is 13 years old. Now she studies in my school, SMP Negeri 13 Bandung. She is in the seventh grade, just like me. She enjoys studying in our school because she has a lot of friends here.

17. The word "moved" in the sentence

"She just moved to Bandung" is

closest in meaning to:

- A. Relocated
- B. Stayed
- C. Traveled
- D. Visited

18. What does the word "studies" mean in the sentence "Now she studies in my school.

- A. Plays
- B. Works
- C. Eats
- D. Learns

19. What grade is she now?

- A. Sixth grade
- B. Seventh grade
- C. Eight grade
- D. Ninth grade

20. Where is she studying now?

- A. SMP Negeri 3 Bandung
- B. SMP Negeri 12 Bandung
- C. SMP Negeri 13 Bandung
- D. SMP Negeri 2 Bandung

21. Why does Jessica enjoy studying at her new school?

- A. She doesn't have any friends.
- B. She doesn't like the teachers.
- C. She has a lot of friends.
- D. She doesn't like the food.

Read the following text for questions 22-25

I have a classmate; let me introduce my friend. His name is Ahmad. There are five people in Ahmad's family. They are Ahmad's father, his mother, his elder brother, his little sister, and himself. His father is Mr. Atmaja. He is a pilot. His mother is Ms. Sita. She is a teacher. His elder brother's name is Farhan. He is a 9th-grade student at SMP Widyatama. His sister's name is Melisa. She is a student in elementary school.

22. The text tells us about Ahmad's...

- A. Classmate
- B. Family
- C. hobby
- D. Sisters

23. I have a classmate; let me introduce my friend.

The underlined sentence shows us the expression of.

- A. Introducing herself
- B. Introducing ourselves
- C. Introducing someone

D. Introducing oneself

24. Where do you think Mrs. Atmaja goes to work? To

- A. School
- B. An airport
- C. A hospital
- D. A police station

25. From the text, we know that...

- A. Mr. and Mrs. Atmaja have three children.
- B. Mr. Atmaja does his job at home.
- C. Melisa has a brother and a sister.
- D. Farhan is younger than Yuni.

Text for numbers 26-30

This is me. My name is Sultan Rahman. You can call me Sultan. I'm sixteen years old. I'm from Indonesia, and I live in Probolinggo. I am a student. I study at Harapan Pelita Junior High School. I am in eleventh grade. My favorite teacher is an English teacher. I live with my mom, father, and grandmother. I am a single child. I love playing tennis, but I don't like football. My favorite colors are blue and gray. My mom is a midwife, and my father is a lecturer. They have holidays on Saturday and Sunday.

26. I love playing tennis but I don't like football.

Sultan tells about his...?

- A. Like and dislike
- B. Daily Activity
- C. Hobby
- D. Leisure time

27. I am a single child.

The underlined word has the same meaning...

- A. One child
- B. Child with siblings
- C. Not an only child
- D. Only kid

28. What are the sports he likes?

- A. Football
- B. Badminton
- C. Basketball
- D. Tennis

29. What is his favorite teacher?

- A. English teacher
- B. Math teacher
- C. Biology teacher
- D. Sociology teacher

30. Which days are holidays for Sultan's parents?

- A. Friday and Saturday
- B. Saturday and Sunday
- C. Wednesday and Thursday
- D. Monday and Tuesday

Appendix 11. Treatment Sheet of Pre-Test Experimental Class

Soal Pre-Test

Name : *Abinaya Arzaq S*

S. Number : 01

Class :

Choose the correct answer by crossing (x) the letter A, B, C, or D.

"GOOD LUCK!"

Text for numbers 1-3

Hello! My name is Shakira. I am fourteen years old. I'm an 8th grade student at SMP Nusa Bangsa Jakarta. I'm from Palembang, and here I live in South Jakarta. Nice to meet you.

1. The text tells about?
A. Introducing someone
 B. Introducing self
C. Introducing other
D. Introducing else
2. Where does Shakira live?
A. West Jakarta
B. East Jakarta
 C. South Jakarta
D. North Jakarta
3. Good morning. I would like to introduce myself. My name is Deri. I am a student. I live on Suniarja Street in Bandung
The statement above describes...
 A. Introducing self
B. Reporting news
C. Inviting someone

D. Introduce other

Read the following text for questions 4-6.

My name is Rahmat. I am the youngest in the family. I am fourteen years old and four years younger than my elder brother. I have short, straight hair, bright eyes, and a friendly smile. Sometimes I am rather naughty at home, but I usually do what I am asked to do. I am very interested in sports. I play football and tennis at school. I am the best badminton player in my family.

4. From the text, we know that Rahmat
 A. He is the youngest in his family.
B. He is a younger brother.
C. Has short wavy hair
D. He is a friendly boy.
5. The word "naughty" in the sentence "Sometimes I am rather naughty at home" is closest in meaning to:
 A. Good
B. Bad

- C. Clever
- D. Kind

6. "I am very interested in sports."

The underlined word can be replaced with...

- A. Dislike sport
- B. Really like sport
- C. I hate sports very much.
- D. Sports not entertaining

Text for number 7

Hi, everybody. My name is Lorena Zetana. You can call me Loru. I am from Italy. I like reading and listening to music. I have a lot of books. My favorite book is Harry Potter, and my favorite character is Dumbledore. I think he is smart.

7. Why does Lorena like Dumbledore?
- A. He is humble
 - B. He is scary.
 - C. He is smart
 - D. He is cute.

For questions numbers 8-9, choose the correct words to complete the text.

I have a close friend. (~~Ø~~).....Angga Firmansyah. I usually call him Angga. He comes from Karawang. He (~~Ø~~).....on 8th August, two thousand and five. He lives at Kesatuan 96 street Bandung; he studies in SMP Yadika Cicalengka at Grade 7.

8.Angga Firmansyah

- A. She is
- B. I'm
- C. He is
- D. They are

9. He on the tenth of August, two thousand and five

- A. years old
- B. is born
- C. was born
- D. birthday on

Text for numbers 10-11

Good morning, all. Let me introduce myself. My name is Faiz Rizqi Aji. You can call me Faiz. I was born in Bandung on 26 July 2011. I now live in Lubuk Pakam. Right now I study at Junior High School, State Two Purwokerto. My favorite subjects are English and chemistry. I want to be a scientist. I like reading, watching, and biking. My favorite foods are fried rice and iced tea. I am the first child in my family. I have a little sister; she is a junior high school student. My father is a policeman. His name is Rudi Kurniawan. While my mother is a housewife. I love my family more than anything. Well, that's my introduction this time. Pleased to meet you.

10. What is your favorite subject?

- A. English and Biology
- B. English and Chemistry
- C. Sociology and Chemistry
- D. Biology and sociology

11. What are his aspirations?

- A. Doctor
- B. Police
- C. Teacher
- D. Scientist

Text for numbers 12-16

Hello, Alia. Let me introduce myself. My name is Hanna. I don't like reading, but I love drawing and painting. I know your name from my friend, Carla. She told me that you sent her an email telling her that you would like to have more pen pals from the US. I'd like to be your E-pal. You sound cool!

I guess I'd better tell you something about myself first. I'm 16 years old, and I attend Thomas Edison High School here in Minneapolis, Minnesota, USA. I have two brothers and two half sisters, and I'm the middle child. My father died a few years ago, so my mother runs the house and the family business. My father was a barista.

I have lots of hobbies. I like listening to music, mostly classical music and folk music, but I don't play an

instrument. At school, I'm on the basketball team. I spend most of my extracurricular time playing basketball.

I'm into animals very much. My sister and I have three dogs. They need lots of attention, as you can imagine. My favorite subjects at school are art and geography. I think I'd like to become a park ranger when I graduate; perhaps work for the National Park Service.

12. What's Hanna's like?

- A. Reading and drawing
- B. Painting and reading
- C. Drawing and swimming
- D. Drawing and painting

13. What are Hanna's hobbies?

- A. listening to the music
- B. Reading a book
- C. Watching the movie
- D. Writing
- A. Mainly

14. What genre is Hanna's music?

- A. Classical and jazz
- B. Folk and rock
- C. Rock and jazz
- D. Classical and folk

15. What animal does she have?

- A. Cat
- B. Dog
- C. Rabbit

D. bird

16. What profession would she like to have after graduation from her school?

- A. Programmer
- B. Entrepreneur
- C. Firefighter
- D. Park Ranger

Read this text to answer the following questions for numbers 17-18.

Hi, friends! I would like to introduce my family. There are five people in my family: my father, my mother, my younger sister, my little brother, and myself. My father is Herry. He's a farmer. My mother is Yulia. She's a housewife. My younger sister is Elsa. She is a student of SD Bunga Menur. My little brother, Erick, does not go to kindergarten yet. He's in playgroup.

17. What does the writer's father do?

- A. He is a student
- B. He is a doctor.
- C. She is a housewife
- D. He is a farmer.

18. Who studies at SD Bunga Menur?

- A. Mr. Henry
- B. Mrs. Yulia
- C. Elsa
- D. Erick

Read this text to answer the following questions for numbers 19-20

Good morning, all. Allow me to introduce myself. My name is Ruby Anindita. I was born in Padang on 30 November 2011. Now I live in Bandung. Right now I am staying at my uncle's house.

Now allow me to introduce myself further. I like things that smell adventurous and small things like reading, watching, and spending my free time doing nothing. And I don't like singing because my voice is bad.

Okay, now about me and my family. I am the second child in my family. I have a little sister, and she is a kindergarten student. My father is a teacher of English, which is named Dodi Sudirman. While my mother is a housewife. I love my family more than anything. Well, that's my introduction this time. Pleased to meet you.

19. Which paragraph provides the most information about Ruby Anindita's family?

- A. Paragraph 1
- B. Paragraph 2
- C. Paragraph 3
- D. Paragraph 4

20. What does Rubby dislike?

- A. Reading
- B. Watching
- Singing
- Drawing

S = 5
B = 15

Soal Pre-Test

Name : Adiva Siman Azhalia
S. Number : 02
Class : 7E

Choose the correct answer by crossing (x) the letter A, B, C, or D.

“GOOD LUCK!”

Text for numbers 1-3

Hello! My name is Shakira. I am fourteen years old. I'm an 8th grade student at SMP Nusa Bangsa Jakarta. I'm from Palembang, and here I live in South Jakarta. Nice to meet you.

1. The text tells about?
A. Introducing someone
 B. Introducing self
C. Introducing other
D. Introducing else
2. Where does Shakira live?
A. West Jakarta
B. East Jakarta
 C. South Jakarta
D. North Jakarta
3. Good morning. I would like to introduce myself. My name is Deri. I am a student. I live on Suniarja Street in Bandung
The statement above describes...
 A. Introducing self
B. Reporting news
C. Inviting someone

D. Introduce other

Read the following text for questions 4-6.

My name is Rahmat. I am the youngest in the family. I am fourteen years old and four years younger than my elder brother. I have short, straight hair, bright eyes, and a friendly smile. Sometimes I am rather naughty at home, but I usually do what I am asked to do. I am very interested in sports. I play football and tennis at school. I am the best badminton player in my family.

4. From the text, we know that Rahmat
 A. He is the youngest in his family.
B. He is a younger brother.
C. Has short wavy hair
D. He is a friendly boy.
5. The word "naughty" in the sentence "Sometimes I am rather naughty at home" is closest in meaning to:
A. Good
 B. Bad

S = 5
B = 15

Soal Pre-Test

Name : Adiva Siman Azhalia
S. Number : 02
Class : 7E

Choose the correct answer by crossing (x) the letter A, B, C, or D.

“GOOD LUCK!”

Text for numbers 1-3

Hello! My name is Shakira. I am fourteen years old. I'm an 8th grade student at SMP Nusa Bangsa Jakarta. I'm from Palembang, and here I live in South Jakarta. Nice to meet you.

1. The text tells about?
 - A. Introducing someone
 - B. Introducing self
 - C. Introducing other
 - D. Introducing else
2. Where does Shakira live?
 - A. West Jakarta
 - B. East Jakarta
 - C. South Jakarta
 - D. North Jakarta
3. Good morning. I would like to introduce myself. My name is Deri. I am a student. I live on Suniarja Street in Bandung
The statement above describes...
 - A. Introducing self
 - B. Reporting news
 - C. Inviting someone

D. Introduce other

Read the following text for questions 4-6.

My name is Rahmat. I am the youngest in the family. I am fourteen years old and four years younger than my elder brother. I have short, straight hair, bright eyes, and a friendly smile. Sometimes I am rather naughty at home, but I usually do what I am asked to do. I am very interested in sports. I play football and tennis at school. I am the best badminton player in my family.

4. From the text, we know that Rahmat
 - A. He is the youngest in his family.
 - B. He is a younger brother.
 - C. Has short wavy hair
 - D. He is a friendly boy.
5. The word "naughty" in the sentence "Sometimes I am rather naughty at home" is closest in meaning to:
 - A. Good
 - B. Bad

- A. English and Biology
- B. English and Chemistry
- C. Sociology and Chemistry
- D. Biology and sociology

11. What are his aspirations?

- A. Doctor
- B. Police
- C. Teacher
- D. Scientist

Text for numbers 12-16

Hello, Alia. Let me introduce myself. My name is Hanna. I don't like reading, but I love drawing and painting. I know your name from my friend, Carla. She told me that you sent her an email telling her that you would like to have more pen pals from the US. I'd like to be your E-pal. You sound cool!

I guess I'd better tell you something about myself first. I'm 16 years old, and I attend Thomas Edison High School here in Minneapolis, Minnesota, USA. I have two brothers and two half sisters, and I'm the middle child. My father died a few years ago, so my mother runs the house and the family business. My father was a barista.

I have lots of hobbies. I like listening to music, mostly classical music and folk music, but I don't play an

instrument. At school, I'm on the basketball team. I spend most of my extracurricular time playing basketball.

I'm into animals very much. My sister and I have three dogs. They need lots of attention, as you can imagine. My favorite subjects at school are art and geography. I think I'd like to become a park ranger when I graduate; perhaps work for the National Park Service.

12. What's Hanna's like?

- A. Reading and drawing
- B. Painting and reading
- C. Drawing and swimming
- D. Drawing and painting

13. What are Hanna's hobbies?

- A. listening to the music
- B. Reading a book
- C. Watching the movie
- D. Writing

14. What genre is Hanna's music?

- A. Classical and jazz
- B. Folk and rock
- C. Rock and jazz
- D. Classical and folk

15. What animal does she have?

- A. Cat
- B. Dog
- C. Rabbit

D. bird

16. What profession would she like to have after graduation from her school?

- A. Programmer
- B. Entrepreneur
- C. Firefighter
- D. Park Ranger

Read this text to answer the following questions for numbers 17-18.

Hi, friends! I would like to introduce my family. There are five people in my family: my father, my mother, my younger sister, my little brother, and myself. My father is Herry. He's a farmer. My mother is Yulia. She's a housewife. My younger sister is Elsa. She is a student of SD Bunga Menur. My little brother, Erick, does not go to kindergarten yet. He's in playgroup.

17. What does the writer's father do?

- A. He is a student
- B. He is a doctor.
- C. She is a housewife
- D. He is a farmer.

18. Who studies at SD Bunga Menur?

- A. Mr. Henry
- B. Mrs. Yulia
- C. Elsa
- D. Erick

Read this text to answer the following questions for numbers 19-20

Good morning, all. Allow me to introduce myself. My name is Ruby Anindita. I was born in Padang on 30 November 2011. Now I live in Bandung. Right now I am staying at my uncle's house.

Now allow me to introduce myself further. I like things that smell adventurous and small things like reading, watching, and spending my free time doing nothing. And I don't like singing because my voice is bad.

Okay, now about me and my family. I am the second child in my family. I have a little sister, and she is a kindergarten student. My father is a teacher of English, which is named Dodi Sudirman. While my mother is a housewife. I love my family more than anything. Well, that's my introduction this time. Pleased to meet you.

19. Which paragraph provides the most information about Ruby Anindita's family?

- A. Paragraph 1
- B. Paragraph 2
- C. Paragraph 3
- D. Paragraph 4

20. What does Rubby dislike?

- A. Reading
- B. Watching
- C. Singing
- D. Drawing

Soal
B-18

Soal Pre-Test

Name : Ferdina Zahira Firdaus (Firda)

S. Number : 15

Class : VII E

Choose the correct answer by crossing (x) the letter A, B, C, or D.

“GOOD LUCK!”

Text for numbers 1-3

Hello! My name is Shakira. I am fourteen years old. I'm an 8th grade student at SMP Nusa Bangsa Jakarta. I'm from Palembang, and here I live in South Jakarta. Nice to meet you.

1. The text tells about?

- A. Introducing someone
- B. Introducing self
- C. Introducing other
- D. Introducing else

2. Where does Shakira live?

- A. West Jakarta
- B. East Jakarta
- C. South Jakarta
- D. North Jakarta

3. Good morning. I would like to introduce myself. My name is Deri. I am a student. I live on Suniarja Street in Bandung

The statement above describes...

- A. Introducing self
- B. Reporting news
- C. Inviting someone

D. Introduce other

Read the following text for questions 4-6.

My name is Rahmat. I am the youngest in the family. I am fourteen years old and four years younger than my elder brother. I have short, straight hair, bright eyes, and a friendly smile. Sometimes I am rather naughty at home, but I usually do what I am asked to do. I am very interested in sports. I play football and tennis at school. I am the best badminton player in my family.

4. From the text, we know that Rahmat

- A. He is the youngest in his family.
- B. He is a younger brother.
- C. Has short wavy hair
- D. He is a friendly boy.

5. The word "naughty" in the sentence "Sometimes I am rather naughty at home" is closest in meaning to:

- A. Good
- B. Bad

Clever

D. Kind

6. "I am very interested in sports."

The underlined word can be replaced with...

A. Dislike sport

Really like sport

C. I hate sports very much.

D. Sports not entertaining

Text for number 7

Hi, everybody. My name is Lorena Zetana. You can call me Loru. I am from Italy. I like reading and listening to music. I have a lot of books. My favorite book is Harry Potter, and my favorite character is Dumbledore. I think he is smart.

7. Why does Lorena like Dumbledore?

A. He is humble

B. He is scary.

He is smart

D. He is cute.

For questions numbers 8-9, choose the correct words to complete the text.

I have a close friend. (~~8~~).....Angga Firmansyah. I usually call him Angga. He comes from Karawang. He (~~9~~).....on 8th August, two thousand and five. He lives ^{at} Kesatuan 96 street Bandung; he studies in SMP Yadika Cicalengka at Grade 7.

~~8~~.Angga Firmansyah

She is

B. I'm

C. He is

D. They are

~~9~~. He on the tenth of August, two thousand and five

A. years old

is born

C. was born

D. birthday on

Text for numbers 10-11

Good morning, all. Let me introduce myself. My name is Faiz Rizqi Aji. You can call me Faiz. I was born in Bandung on 26 July 2011. I now live in Lubuk Pakam. Right now I study at Junior High School, State Two Purwokerto. My favorite subjects are English and chemistry. I want to be a scientist. I like reading, watching, and biking. My favorite foods are fried rice and iced tea. I am the first child in my family. I have a little sister; she is a junior high school student. My father is a policeman. His name is Rudi Kurniawan. While my mother is a housewife. I love my family more than anything. Well, that's my introduction this time. Pleased to meet you.

10. What is your favorite subject?

- A. English and Biology
- B. English and Chemistry
- C. Sociology and Chemistry
- D. Biology and sociology

11. What are his aspirations?

- A. Doctor
 - B. Police
 - C. Teacher
 - D. Scientist
- A. Fried chicken and lemon tea

Text for numbers 12-16

Hello, Alia. Let me introduce myself. My name is Hanna. I don't like reading, but I love drawing and painting. I know your name from my friend, Carla. She told me that you sent her an email telling her that you would like to have more pen pals from the US. I'd like to be your E-pal. You sound cool!

I guess I'd better tell you something about myself first. I'm 16 years old, and I attend Thomas Edison High School here in Minneapolis, Minnesota, USA. I have two brothers and two half sisters, and I'm the middle child. My father died a few years ago, so my mother runs the house and the family business. My father was a barista.

I have lots of hobbies. I like listening to music, mostly classical music and folk music, but I don't play an

instrument. At school, I'm on the basketball team. I spend most of my extracurricular time playing basketball.

I'm into animals very much. My sister and I have three dogs. They need lots of attention, as you can imagine. My favorite subjects at school are art and geography. I think I'd like to become a park ranger when I graduate; perhaps work for the National Park Service.

12. What's Hanna's like?

- A. Reading and drawing
- B. Painting and reading
- C. Drawing and swimming
- D. Drawing and painting

13. What are Hanna's hobbies?

- A. listening to the music
 - B. Reading a book
 - C. Watching the movie
 - D. Writing
- A. Mainly

14. What genre is Hanna's music?

- A. Classical and jazz
- B. Folk and rock
- C. Rock and jazz
- D. Classical and folk

15. What animal does she have?

- A. Cat
- B. Dog
- C. Rabbit

D. bird

16. What profession would she like to have after graduation from her school?

A. Programmer

B. Entrepreneur

C. Firefighter

D. Park Ranger

Read this text to answer the following questions for numbers 17-18.

Hi, friends! I would like to introduce my family. There are five people in my family: my father, my mother, my younger sister, my little brother, and myself. My father is Herry. He's a farmer. My mother is Yulia. She's a housewife. My younger sister is Elsa. She is a student of SD Bunga Menur. My little brother, Erick, does not go to kindergarten yet. He's in playgroup.

17. What does the writer's father do?

A. He is a student

B. He is a doctor.

C. She is a housewife

D. He is a farmer.

18. Who studies at SD Bunga Menur?

A. Mr. Henry

B. Mrs. Yulia

C. Elsa

D. Erick

Read this text to answer the following questions for numbers 19-20

Good morning, all. Allow me to introduce myself. My name is Ruby Anindita. I was born in Padang on 30 November 2011. Now I live in Bandung. Right now I am staying at my uncle's house.

Now allow me to introduce myself further. I like things that smell adventurous and small things like reading, watching, and spending my free time doing nothing. And I don't like singing because my voice is bad.

Okay, now about me and my family. I am the second child in my family. I have a little sister, and she is a kindergarten student. My father is a teacher of English, which is named Dodi Sudirman. While my mother is a housewife. I love my family more than anything. Well, that's my introduction this time. Pleased to meet you.

19. Which paragraph provides the most information about Ruby Anindita's family?

A. Paragraph 1

B. Paragraph 2

C. Paragraph 3

D. Paragraph 4

20. What does Rubby dislike?

- A. Reading
- B. Watching
- C. Singing
- D. Drawing

Soal Pre-Test

Name : Chavel Prayogi . A.

S. Number : 16

Class : 7E

S = 11
B = 9

Choose the correct answer by crossing (x) the letter A, B, C, or D.

“GOOD LUCK!”

Text for numbers 1-3

Hello! My name is Shakira. I am fourteen years old. I'm an 8th grade student at SMP Nusa Bangsa Jakarta. I'm from Palembang, and here I live in South Jakarta. Nice to meet you.

1. The text tells about?
 - A. Introducing someone
 - B. Introducing self
 - C. Introducing other
 - D. Introducing else
2. Where does Shakira live?
 - A. West Jakarta
 - B. East Jakarta
 - C. South Jakarta
 - D. North Jakarta

3. Good morning. I would like to introduce myself. My name is Deri. I am a student. I live on Suniarja Street in Bandung

The statement above describes...

- A. Introducing self
- B. Reporting news
- C. Inviting someone

D. Introduce other

Read the following text for questions 4-6.

My name is Rahmat. I am the youngest in the family. I am fourteen years old and four years younger than my elder brother. I have short, straight hair, bright eyes, and a friendly smile. Sometimes I am rather naughty at home, but I usually do what I am asked to do. I am very interested in sports. I play football and tennis at school. I am the best badminton player in my family.

4. From the text, we know that Rahmat
 - A. He is the youngest in his family.
 - B. He is a younger brother.
 - C. Has short wavy hair
 - D. He is a friendly boy.

5. The word "naughty" in the sentence "Sometimes I am rather naughty at home" is closest in meaning to:

- A. Good
- B. Bad

- A. English and Biology
- B. English and Chemistry
- C. Sociology and Chemistry
- D. Biology and sociology

11. What are his aspirations?

- A. Doctor
- B. Police
- C. Teacher
- D. Scientist

Text for numbers 12-16

Hello, Alia. Let me introduce myself. My name is Hanna. I don't like reading, but I love drawing and painting. I know your name from my friend, Carla. She told me that you sent her an email telling her that you would like to have more pen pals from the US. I'd like to be your E-pal. You sound cool!

I guess I'd better tell you something about myself first. I'm 16 years old, and I attend Thomas Edison High School here in Minneapolis, Minnesota, USA. I have two brothers and two half sisters, and I'm the middle child. My father died a few years ago, so my mother runs the house and the family business. My father was a barista.

I have lots of hobbies. I like listening to music, mostly classical music and folk music, but I don't play an

instrument. At school, I'm on the basketball team. I spend most of my extracurricular time playing basketball.

I'm into animals very much. My sister and I have three dogs. They need lots of attention, as you can imagine. My favorite subjects at school are art and geography. I think I'd like to become a park ranger when I graduate; perhaps work for the National Park Service.

12. What's Hanna's like?

- A. Reading and drawing
- B. Painting and reading
- C. Drawing and swimming
- D. Drawing and painting

13. What are Hanna's hobbies?

- A. listening to the music
- B. Reading a book
- C. Watching the movie
- D. Writing

14. What genre is Hanna's music?

- A. Classical and jazz
- B. Folk and rock
- C. Rock and jazz
- D. Classical and folk

15. What animal does she have?

- A. Cat
- B. Dog
- C. Rabbit

D. bird

16. What profession would she like to have after graduation from her school?

- A. Programmer
- B. Entrepreneur
- C. Firefighter
- D. Park Ranger

Read this text to answer the following questions for numbers 17-18.

Hi, friends! I would like to introduce my family. There are five people in my family: my father, my mother, my younger sister, my little brother, and myself. My father is Herry. He's a farmer. My mother is Yulia. She's a housewife. My younger sister is Elsa. She is a student of SD Bunga Menur. My little brother, Erick, does not go to kindergarten yet. He's in playgroup.

17. What does the writer's father do?

- A. He is a student
- B. He is a doctor.
- C. She is a housewife
- D. He is a farmer.

18. Who studies at SD Bunga Menur?

- A. Mr. Henry
- B. Mrs. Yulia
- C. Elsa
- D. Erick

Read this text to answer the following questions for numbers 19-20

Good morning, all. Allow me to introduce myself. My name is Ruby Anindita. I was born in Padang on 30 November 2011. Now I live in Bandung. Right now I am staying at my uncle's house.

Now allow me to introduce myself further. I like things that smell adventurous and small things like reading, watching, and spending my free time doing nothing. And I don't like singing because my voice is bad.

Okay, now about me and my family. I am the second child in my family. I have a little sister, and she is a kindergarten student. My father is a teacher of English, which is named Dodi Sudirman. While my mother is a housewife. I love my family more than anything. Well, that's my introduction this time. Pleased to meet you.

19. Which paragraph provides the most information about Ruby Anindita's family?

- A. Paragraph 1
- B. Paragraph 2
- C. Paragraph 3
- D. Paragraph 4

20. What does Rubby dislike?

- A. Reading
- B. Watching
- C. Singing
- D. Drawing

S: A
B: 16

Soal Pre-Test

Name : Rezky Earlyta Meilovelv

S. Number : 27

Class : VII E

Choose the correct answer by crossing (x) the letter A, B, C, or D.

“GOOD LUCK!”

Text for numbers 1-3

Hello! My name is Shakira. I am fourteen years old. I'm an 8th grade student at SMP Nusa Bangsa Jakarta. I'm from Palembang, and here I live in South Jakarta. Nice to meet you.

1. The text tells about?
- A. Introducing someone
 - B. Introducing self
 - C. Introducing other
 - D. Introducing else
2. Where does Shakira live?
- A. West Jakarta
 - B. East Jakarta
 - C. South Jakarta
 - D. North Jakarta
3. Good morning. I would like to introduce myself. My name is Deri. I am a student. I live on Suniarja Street in Bandung
- The statement above describes...
- A. Introducing self
 - B. Reporting news
 - C. Inviting someone

D. Introduce other

Read the following text for questions 4-6.

My name is Rahmat. I am the youngest in the family. I am fourteen years old and four years younger than my elder brother. I have short, straight hair, bright eyes, and a friendly smile. Sometimes I am rather naughty at home, but I usually do what I am asked to do. I am very interested in sports. I play football and tennis at school. I am the best badminton player in my family.

4. From the text, we know that Rahmat
- A. He is the youngest in his family.
 - B. He is a younger brother.
 - C. Has short wavy hair
 - D. He is a friendly boy.
5. The word "naughty" in the sentence "Sometimes I am rather naughty at home" is closest in meaning to:
- A. Good
 - B. Bad

S: A
B: 16

Soal Pre-Test

Name : Rezky Earlyta Meilovelv

S. Number : 27

Class : VII E

Choose the correct answer by crossing (x) the letter A, B, C, or D.

“GOOD LUCK!”

Text for numbers 1-3

Hello! My name is Shakira. I am fourteen years old. I'm an 8th grade student at SMP Nusa Bangsa Jakarta. I'm from Palembang, and here I live in South Jakarta. Nice to meet you.

1. The text tells about?
- A. Introducing someone
 - B. Introducing self
 - C. Introducing other
 - D. Introducing else
2. Where does Shakira live?
- A. West Jakarta
 - B. East Jakarta
 - C. South Jakarta
 - D. North Jakarta
3. Good morning. I would like to introduce myself. My name is Deri. I am a student. I live on Suniarja Street in Bandung
- The statement above describes...
- A. Introducing self
 - B. Reporting news
 - C. Inviting someone

D. Introduce other

Read the following text for questions 4-6.

My name is Rahmat. I am the youngest in the family. I am fourteen years old and four years younger than my elder brother. I have short, straight hair, bright eyes, and a friendly smile. Sometimes I am rather naughty at home, but I usually do what I am asked to do. I am very interested in sports. I play football and tennis at school. I am the best badminton player in my family.

4. From the text, we know that Rahmat
- A. He is the youngest in his family.
 - B. He is a younger brother.
 - C. Has short wavy hair
 - D. He is a friendly boy.
5. The word "naughty" in the sentence "Sometimes I am rather naughty at home" is closest in meaning to:
- A. Good
 - B. Bad

- C. Clever
- D. Kind

6. "I am very interested in sports."

The underlined word can be replaced with...

- A. Dislike sport
- B. Really like sport
- C. I hate sports very much.
- D. Sports not entertaining

Text for number 7

Hi, everybody. My name is Lorena Zetana. You can call me Loru. I am from Italy. I like reading and listening to music. I have a lot of books. My favorite book is Harry Potter, and my favorite character is Dumbledore. I think he is smart.

7. Why does Lorena like Dumbledore?

- A. He is humble
- B. He is scary.
- C. He is smart
- D. He is cute.

For questions numbers 8-9, choose the correct words to complete the text.

I have a close friend. (9).....Angga Firmansyah. I usually call him Angga. He comes from Karawang. He (8).....on 8th August, two thousand and five. He lives at Kesatuan 96 street Bandung; he studies in SMP Yadika Cicalengka at Grade 7.

8.Angga Firmansyah

- A. She is
- B. I'm
- C. He is
- D. They are

9. He on the tenth of August, two thousand and five

- A. years old
- B. is born
- C. was born
- D. birthday on

Text for numbers 10-11

Good morning, all. Let me introduce myself. My name is Faiz Rizqi Aji. You can call me Faiz. I was born in Bandung on 26 July 2011. I now live in Lubuk Pakam. Right now I study at Junior High School, State Two Purwokerto. My favorite subjects are English and chemistry. I want to be a scientist. I like reading, watching, and biking. My favorite foods are fried rice and iced tea. I am the first child in my family. I have a little sister; she is a junior high school student. My father is a policeman. His name is Rudi Kurniawan. While my mother is a housewife. I love my family more than anything. Well, that's my introduction this time. Pleased to meet you.

10. What is your favorite subject?

- A. English and Biology
- B. English and Chemistry
- C. Sociology and Chemistry
- D. Biology and sociology

11. What are his aspirations?

- A. Doctor
- B. Police
- C. Teacher
- D. Scientist

Text for numbers 12-16

Hello, Alia. Let me introduce myself. My name is Hanna. I don't like reading, but I love drawing and painting. I know your name from my friend, Carla. She told me that you sent her an email telling her that you would like to have more pen pals from the US. I'd like to be your E-pal. You sound cool!

I guess I'd better tell you something about myself first. I'm 16 years old, and I attend Thomas Edison High School here in Minneapolis, Minnesota, USA. I have two brothers and two half sisters, and I'm the middle child. My father died a few years ago, so my mother runs the house and the family business. My father was a barista.

I have lots of hobbies. I like listening to music mostly classical music and folk music, but I don't play an

instrument. At school, I'm on the basketball team. I spend most of my extracurricular time playing basketball.

I'm into animals very much. My sister and I have three dogs. They need lots of attention, as you can imagine. My favorite subjects at school are art and geography. I think I'd like to become a park ranger when I graduate; perhaps work for the National Park Service.

12. What's Hanna's like?

- A. Reading and drawing
- B. Painting and reading
- C. Drawing and swimming
- D. Drawing and painting

13. What are Hanna's hobbies?

- A. listening to the music
- B. Reading a book
- C. Watching the movie
- D. Writing

14. What genre is Hanna's music?

- A. Classical and jazz
- B. Folk and rock
- C. Rock and jazz
- D. Classical and folk

15. What animal does she have?

- A. Cat
- B. Dog
- C. Rabbit

D. bird

16. What profession would she like to have after graduation from her school?

A. Programmer

B. Entrepreneur

C. Firefighter

D. Park Ranger

Read this text to answer the following questions for numbers 17-18.

Hi, friends! I would like to introduce my family. There are five people in my family: my father, my mother, my younger sister, my little brother, and myself. My father is Herry. He's a farmer. My mother is Yulia. She's a housewife. My younger sister is Elsa. She is a student of SD Bunga Menur. My little brother, Erick, does not go to kindergarten yet. He's in playgroup.

17. What does the writer's father do?

A. He is a student

B. He is a doctor.

C. She is a housewife

D. He is a farmer.

18. Who studies at SD Bunga Menur?

A. Mr. Henry

B. Mrs. Yulia

C. Elsa

D. Erick

Read this text to answer the following questions for numbers 19-20

Good morning, all. Allow me to introduce myself. My name is Ruby Anindita. I was born in Padang on 30 November 2011. Now I live in Bandung. Right now I am staying at my uncle's house.

Now allow me to introduce myself further. I like things that smell adventurous and small things like reading, watching, and spending my free time doing nothing. And I don't like singing because my voice is bad.

Okay, now about me and my family. I am the second child in my family. I have a little sister, and she is a kindergarten student. My father is a teacher of English, which is named Dodi Sudirman. While my mother is a housewife. I love my family more than anything. Well, that's my introduction this time. Pleased to meet you.

19. Which paragraph provides the most information about Ruby Anindita's family?

A. Paragraph 1

B. Paragraph 2

C. Paragraph 3

D. Paragraph 4

20. What does Rubby dislike?

D. bird

16. What profession would she like to have after graduation from her school?

A. Programmer

B. Entrepreneur

C. Firefighter

D. Park Ranger

Read this text to answer the following questions for numbers 17-18.

Hi, friends! I would like to introduce my family. There are five people in my family: my father, my mother, my younger sister, my little brother, and myself. My father is Herry. He's a farmer. My mother is Yulia. She's a housewife. My younger sister is Elsa. She is a student of SD Bunga Menur. My little brother, Erick, does not go to kindergarten yet. He's in playgroup.

17. What does the writer's father do?

A. He is a student

B. He is a doctor.

C. She is a housewife

D. He is a farmer.

18. Who studies at SD Bunga Menur?

A. Mr. Henry

B. Mrs. Yulia

C. Elsa

D. Erick

Read this text to answer the following questions for numbers 19-20

Good morning, all. Allow me to introduce myself. My name is Ruby Anindita. I was born in Padang on 30 November 2011. Now I live in Bandung. Right now I am staying at my uncle's house.

Now allow me to introduce myself further. I like things that smell adventurous and small things like reading, watching, and spending my free time doing nothing. And I don't like singing because my voice is bad.

Okay, now about me and my family. I am the second child in my family. I have a little sister, and she is a kindergarten student. My father is a teacher of English, which is named Dodi Sudirman. While my mother is a housewife. I love my family more than anything. Well, that's my introduction this time. Pleased to meet you.

19. Which paragraph provides the most information about Ruby Anindita's family?

A. Paragraph 1

B. Paragraph 2

C. Paragraph 3

D. Paragraph 4

20. What does Rubby dislike?

- A. Reading
- B. Watching
- C. Singing
- D. Drawing

Soal Pre-Test

Name : Sashy Kirana Hanny Pratista
S. Number : 28
Class : 7E

Choose the correct answer by crossing (x) the letter A, B, C, or D.

“GOOD LUCK!”

Text for numbers 1-3

Hello! My name is Shakira. I am fourteen years old. I'm an 8th grade student at SMP Nusa Bangsa Jakarta. I'm from Palembang, and here I live in South Jakarta. Nice to meet you.

1. The text tells about?
 - A. Introducing someone
 - B. Introducing self
 - C. Introducing other
 - D. Introducing else
2. Where does Shakira live?
 - A. West Jakarta
 - B. East Jakarta
 - C. South Jakarta
 - D. North Jakarta
3. Good morning. I would like to introduce myself. My name is Deri. I am a student. I live on Suniarja Street in Bandung
The statement above describes...
 - A. Introducing self
 - B. Reporting news
 - C. Inviting someone

D. Introduce other

Read the following text for questions 4-6.

My name is Rahmat. I am the youngest in the family. I am fourteen years old and four years younger than my elder brother. I have short, straight hair, bright eyes, and a friendly smile. Sometimes I am rather naughty at home, but I usually do what I am asked to do. I am very interested in sports. I play football and tennis at school. I am the best badminton player in my family.

4. From the text, we know that Rahmat
 - A. He is the youngest in his family.
 - B. He is a younger brother.
 - C. Has short wavy hair
 - D. He is a friendly boy.
5. The word "naughty" in the sentence "Sometimes I am rather naughty at home" is closest in meaning to:
 - A. Good
 - B. Bad

- A. English and Biology
- B. English and Chemistry
- C. Sociology and Chemistry
- D. Biology and sociology

11. What are his aspirations?

- A. Doctor
- B. Police
- C. Teacher
- D. Scientist

Text for numbers 12-16

Hello, Alia. Let me introduce myself. My name is Hanna. I don't like reading, but I love drawing and painting. I know your name from my friend, Carla. She told me that you sent her an email telling her that you would like to have more pen pals from the US. I'd like to be your E-pal. You sound cool!

I guess I'd better tell you something about myself first. I'm 16 years old, and I attend Thomas Edison High School here in Minneapolis, Minnesota, USA. I have two brothers and two half sisters, and I'm the middle child. My father died a few years ago, so my mother runs the house and the family business. My father was a barista.

I have lots of hobbies. I like listening to music, mostly classical music and folk music, but I don't play an

instrument. At school, I'm on the basketball team. I spend most of my extracurricular time playing basketball.

I'm into animals very much. My sister and I have three dogs. They need lots of attention, as you can imagine. My favorite subjects at school are art and geography. I think I'd like to become a park ranger when I graduate; perhaps work for the National Park Service.

12. What's Hanna's like?

- A. Reading and drawing
- B. Painting and reading
- C. Drawing and swimming
- D. Drawing and painting

13. What are Hanna's hobbies?

- A. listening to the music
- B. Reading a book
- C. Watching the movie
- D. Writing

14. What genre is Hanna's music?

- A. Classical and jazz
- B. Folk and rock
- C. Rock and jazz
- D. Classical and folk

15. What animal does she have?

- A. Cat
- B. Dog
- C. Rabbit

D. bird

16. What profession would she like to have after graduation from her school?

A. Programmer

B. Entrepreneur

C. Firefighter

D. Park Ranger

Read this text to answer the following questions for numbers 17-18.

Hi, friends! I would like to introduce my family. There are five people in my family: my father, my mother, my younger sister, my little brother, and myself. My father is Herry. He's a farmer. My mother is Yulia. She's a housewife. My younger sister is Elsa. She is a student of SD Bunga Menur. My little brother, Erick, does not go to kindergarten yet. He's in playgroup.

17. What does the writer's father do?

A. He is a student

B. He is a doctor.

C. She is a housewife

D. He is a farmer.

18. Who studies at SD Bunga Menur?

A. Mr. Henry

B. Mrs. Yulia

C. Elsa

D. Erick

Read this text to answer the following questions for numbers 19-20

Good morning, all. Allow me to introduce myself. My name is Ruby Anindita. I was born in Padang on 30 November 2011. Now I live in Bandung. Right now I am staying at my uncle's house.

Now allow me to introduce myself further. I like things that smell adventurous and small things like reading, watching, and spending my free time doing nothing. And I don't like singing because my voice is bad.

Okay, now about me and my family. I am the second child in my family. I have a little sister, and she is a kindergarten student. My father is a teacher of English, which is named Dodi Sudirman. While my mother is a housewife. I love my family more than anything. Well, that's my introduction this time. Pleased to meet you.

19. Which paragraph provides the most information about Ruby Anindita's family?

A. Paragraph 1

B. Paragraph 2

C. Paragraph 3

D. Paragraph 4

20. What does Rubby dislike?

- A. Reading
- B. Watching
- C. Singing
- D. Drawing

Appendix 12. Treatment Sheet of Post-Test Experimental Class

90

S: 2

Soal Post-Test

Name : Abinaya Arzaq S

S. Number : 01

Class : 7e.

Choose the correct answer by crossing (x) the letter A, B, C, or D.

"GOOD LUCK!"

Text for Number 1



Hello! I'm Aru from Japan. I will stay in Indonesia for three months. I like sports, especially badminton. I joined a badminton club in Japan. I also like traveling. I want to learn Indonesian traditional dances. I hope you can teach me.

1. What are Aru's hobbies?

- A. Playing badminton and traveling
- B. Playing badminton only
- C. Collecting books
- D. Drawing Manga

For questions, number 2-4, choose the correct words to complete the text.

Hi! My name is Santoso. I'm twelve years old. I'm a student (5).....a junior high school in Parung, Bogor. My father's name is Sukanto and my mother's name is Anisah. I have two

sisters. Salma is eight (2).....and Atiyah is only four. Salma is an elementary student and Atiyah is still in kindergarten. My parents own a fish farm. They (3).....a large fish pond. The fish pond is always full of gouramis. I help them feed the fish in the morning (4).....afternoon. The gouramis are fat.

- 2. Salma is eightand Atiyah is only four.
 - A. years old,
 - B. junior high school
 - C. come from
 - D. was born
- 3. They a large fish pond.
 - A. haven't
 - B. has
 - C. have
 - D. hasn't
- 4. I help them feed the fish in the morning..... afternoon.
 - A. with

S: 1

- B. at
- C. in
- and

Text for numbers 5-8

Good morning, all. Allow me to introduce myself. My name is Faiz Rizqi. I was born in Bandung on 26 July 2012. I now live in Garut. Right now I am staying at my aunt's house.

Now allow me to introduce myself further. I like things that smell adventurous and small things like reading, watching, and spending my free time doing nothing.

Okay, now about me and my family. I am the first child in my family. I have a little sister, and she is a high school student. My father is a Police officer. His name is Joko Kurnia. While my mother is a housewife, her name is Farida Anita. I love my family more than anything. Well, that's my introduction this time. Pleased to meet you.

5. Who is Faiz's little sister?
 - A high school student
 - B. A police officer
 - C. A teacher
 - D. A university student
6. What does Faiz like to do in his free time?

- A. Fishing
- B. Cooking
- Doing nothing
- D. Playing soccer

7. Which paragraph provides the most information about Faiz Rizqi's family?
 - A. Paragraph 1
 - B. Paragraph 2
 - Paragraph 3
 - D. Paragraph 4
8. What is the main purpose of the text?
 - A. To discuss Faiz Rizqi's hobbies
 - To introduce Faiz Rizqi
 - C. To describe Faiz Rizqi's family
 - D. To share Faiz Rizqi's life story

Read the following text for questions 9 to 11

Hi! I'm Noni. There are five people in my family: my dad, my mom, my elder brother, my little sister, and myself. My father is Mr. Hery. He is a doctor. My mother is Mrs. Yulia. She is a housewife. My elder brother is Doni. He is a student of SMA Ksatria. My little sister is Fani. She is still in kindergarten. I love my family.

9. What roles do Noni's parents have in the family?

- A. Mrs. Yulia is a doctor, and Mr. Heri is a teacher.
- B. Mrs. Yulia is a housewife and Mr. Heri is a doctor.
- C. Mr. Heri is a farmer, and Mrs. Yulia is a housewife.
- D. Mr. Heri is a doctor and Mrs. Yulia is a teacher.

10. What is Noni's little sister's educational status?

- A. In preschool
- B. In first grade
- C. In elementary school
- D. In kindergarten

11. What is the name of Noni's elder brother?

- A. Dini
- B. Ani
- C. Doni
- D. Fani

Read the following text for questions 12 to 13

I have a new friend. Her name is Jessica. She is Singaporean. She just moved to Bandung from Changi, Singapore. She is 13 years old. Now she studies in my school, SMP Negeri 13 Bandung. She is in the seventh grade, just like me. She enjoys studying in our

school because she has a lot of friends here.

12. The word "moved" in the sentence "She just moved to Bandung" is closest in meaning to:

- A. Relocated
- B. Stayed
- C. Traveled
- D. Visited

13. Why does Jessica enjoy studying at her new school?

- A. She doesn't have any friends.
- B. She doesn't like the teachers.
- C. She has a lot of friends.
- D. She doesn't like the food.

Read the following text for questions 14-17

I have a classmate; let me introduce my friend. His name is Ahmad. There are five people in Ahmad's family. They are Ahmad's father, his mother, his elder brother, his little sister, and himself. His father is Mr. Atmaja. He is a pilot. His mother is Ms. Sita. She is a teacher. His elder brother's name is Farhan. He is a 9th-grade student at SMP Widyatama. His sister's name is Melisa. She is a student in elementary school.

14. The text tells us about Ahmad's...

- A. Classmate
- B. Family

9. What roles do Noni's parents have in the family?

- A. Mrs. Yulia is a doctor, and Mr. Heri is a teacher.
- B. Mrs. Yulia is a housewife and Mr. Heri is a doctor.
- C. Mr. Heri is a farmer, and Mrs. Yulia is a housewife.
- D. Mr. Heri is a doctor and Mrs. Yulia is a teacher.

10. What is Noni's little sister's educational status?

- A. In preschool
- B. In first grade
- C. In elementary school
- D. In kindergarten

11. What is the name of Noni's elder brother?

- A. Dini
- B. Ani
- C. Doni
- D. Fani

Read the following text for questions 12 to 13

I have a new friend. Her name is Jessica. She is Singaporean. She just moved to Bandung from Changi, Singapore. She is 13 years old. Now she studies in my school, SMP Negeri 13 Bandung. She is in the seventh grade, just like me. She enjoys studying in our

school because she has a lot of friends here.

12. The word "moved" in the sentence "She just moved to Bandung" is closest in meaning to:

- A. Relocated
- B. Stayed
- C. Traveled
- D. Visited

13. Why does Jessica enjoy studying at her new school?

- A. She doesn't have any friends.
- B. She doesn't like the teachers.
- C. She has a lot of friends.
- D. She doesn't like the food.

Read the following text for questions 14-17

I have a classmate; let me introduce my friend. His name is Ahmad. There are five people in Ahmad's family. They are Ahmad's father, his mother, his elder brother, his little sister, and himself. His father is Mr. Atmaja. He is a pilot. His mother is Ms. Sita. She is a teacher. His elder brother's name is Farhan. He is a 9th-grade student at SMP Widyatama. His sister's name is Melisa. She is a student in elementary school.

14. The text tells us about Ahmad's...

- A. Classmate
- B. Family



- C. hobby
- D. Sisters

15. I have a classmate; let me introduce my friend.

The underlined sentence shows us the expression of.

- A. Introducing herself
- B. Introducing ourselves
- C. Introducing someone
- D. Introducing oneself

16. Where do you think Mrs. Atmaja goes to work? To

- A. School
- B. An airport
- C. A hospital
- D. A police station

17. From the text, we know that...

- A. Mr. and Mrs. Atmaja have three children.
- B. Mr. Atmaja does his job at home.
- C. Melisa has a brother and a sister.
- D. Farhan is younger than Yuni.

Text for numbers 18-20

This is me. My name is Sultan Rahman. You can call me Sultan. I'm sixteen years old. I'm from Indonesia, and I live

in Probolinggo. I am a student. I study at Harapan Pelita Junior High School. I am in eleventh grade. My favorite teacher is an English teacher. I live with my mom, father, and grandmother. I am a single child. I love playing tennis, but I don't like football. My favorite colors are blue and gray. My mom is a midwife, and my father is a lecturer. They have holidays on Saturday and Sunday.

18. What are the sports he likes?

- A. Football
- B. Badminton
- C. Basketball
- D. Tennis

19. What is his favorite teacher?

- A. English teacher
- B. Math teacher
- C. Biology teacher
- D. Sociology teacher

20. Which days are holidays for Sultan's parents?

- A. Friday and Saturday
- B. Saturday and Sunday
- C. Wednesday and Thursday
- D. Monday and Tuesday

85

Soal Post-Test

Name : ADIVA SILLAB AZHIA

S. Number : 02

Class : 7E

Choose the correct answer by crossing (x) the letter A, B, C, or D.

“GOOD LUCK!”

S = 3
B = 17

Text for Number 1



Hello! I'm Aru from Japan. I will stay in Indonesia for three months. I like sports, especially badminton. I joined a badminton club in Japan. I also like traveling. I want to learn Indonesian traditional dances. I hope you can teach me.

1. What are Aru's hobbies?

- Playing badminton and traveling
- B. Playing badminton only
- C. Collecting books
- D. Drawing Manga

For questions, number 2-4, choose the correct words to complete the text.

Hi! My name is Santoso. I'm twelve years old. I'm a student (5).....a junior high school in Parung, Bogor. My father's name is Sukanto and my mother's name is Anisah. I have two

sisters. Salma is eight (2).....and Atiyah is only four. Salma is an elementary student and Atiyah is still in kindergarten. My parents own a fish farm. They (3).....a large fish pond. The fish pond is always full of gouramis. I help them feed the fish in the morning (4).....afternoon. The gouramis are fat.

2. Salma is eightand Atiyah is only four.

- years old,
- B. junior high school
- C. come from
- D. was born

3. They a large fish pond.

- A. haven't
- B. has
- have
- D. hasn't

4. I help them feed the fish in the morning..... afternoon.

- A. with

- B. at
- C. in
- D. and

Text for numbers 5-8

Good morning, all. Allow me to introduce myself. My name is Faiz Rizqi. I was born in Bandung on 26 July 2012. I now live in Garut. Right now I am staying at my aunt's house.

Now allow me to introduce myself further. I like things that smell adventurous and small things like reading, watching, and spending my free time doing nothing.

Okay, now about me and my family. I am the first child in my family. I have a little sister, and she is a high school student. My father is a Police officer. His name is Joko Kurnia. While my mother is a housewife, her name is Farida Anita. I love my family more than anything. Well, that's my introduction this time. Pleased to meet you.

5. Who is Faiz's little sister?
 - A. A high school student
 - B. A police officer
 - C. A teacher
 - D. A university student
6. What does Faiz like to do in his free time?

- A. Fishing
- B. Cooking
- C. Doing nothing
- D. Playing soccer

7. Which paragraph provides the most information about Faiz Rizqi's family?
 - A. Paragraph 1
 - B. Paragraph 2
 - C. Paragraph 3
 - D. Paragraph 4
8. What is the main purpose of the text?
 - A. To discuss Faiz Rizqi's hobbies
 - B. To introduce Faiz Rizqi
 - C. To describe Faiz Rizqi's family
 - D. To share Faiz Rizqi's life story

Read the following text for questions 9 to 11

Hi! I'm Noni. There are five people in my family: my dad, my mom, my elder brother, my little sister, and myself. My father is Mr. Hery. He is a doctor. My mother is Mrs. Yulia. She is a housewife. My elder brother is Doni. He is a student of SMA Ksatria. My little sister is Fani. She is still in kindergarten. I love my family.

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- A. Mrs. Yulia is a doctor, and Mr. Heri is a teacher.
- B. Mrs. Yulia is a housewife and Mr. Heri is a doctor.
- C. Mr. Heri is a farmer, and Mrs. Yulia is a housewife.
- D. Mr. Heri is a doctor and Mrs. Yulia is a teacher.

10. What is Noni's little sister's educational status?

- A. In preschool
- B. In first grade
- C. In elementary school
- D. In kindergarten

11. What is the name of Noni's elder brother?

- A. Dini
- B. Ani
- C. Doni
- D. Fani

Read the following text for questions 12 to 13

I have a new friend. Her name is Jessica. She is Singaporean. She just moved to Bandung from Changi, Singapore. She is 13 years old. Now she studies in my school, SMP Negeri 13 Bandung. She is in the seventh grade, just like me. She enjoys studying in our

school because she has a lot of friends here.

12. The word "moved" in the sentence "She just moved to Bandung" is closest in meaning to:

- A. Relocated
- B. Stayed
- C. Traveled
- D. Visited

13. Why does Jessica enjoy studying at her new school?

- A. She doesn't have any friends.
- B. She doesn't like the teachers.
- C. She has a lot of friends.
- D. She doesn't like the food.

Read the following text for questions 14-17

I have a classmate; let me introduce my friend. His name is Ahmad. There are five people in Ahmad's family. They are Ahmad's father, his mother, his elder brother, his little sister, and himself. His father is Mr. Atmaja. He is a pilot. His mother is Ms. Sita. She is a teacher. His elder brother's name is Farhan. He is a 9th-grade student at SMP Widyatama. His sister's name is Melisa. She is a student in elementary school.

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- A. Classmate
- B. Family

- C. hobby
- D. Sisters

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The underlined sentence shows us the expression of.

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- A. School
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- C. A hospital
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17. From the text, we know that...

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- B. Mr. Atmaja does his job at home.
- C. Melisa has a brother and a sister.
- D. Farhan is younger than Yuni.

Text for numbers 18-20

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in Probolinggo. I am a student. I study at Harapan Pelita Junior High School. I am in eleventh grade. My favorite teacher is an English teacher. I live with my mom, father, and grandmother. I am a single child. I love playing tennis, but I don't like football. My favorite colors are blue and gray. My mom is a midwife, and my father is a lecturer. They have holidays on Saturday and Sunday.

18. What are the sports he likes?

- A. Football
- B. Badminton
- C. Basketball
- D. Tennis

19. What is his favorite teacher?

- A. English teacher
- B. Math teacher
- C. Biology teacher
- D. Sociology teacher

20. Which days are holidays for Sultan's parents?

- A. Friday and Saturday
- B. Saturday and Sunday
- C. Wednesday and Thursday
- D. Monday and Tuesday

90

Soal Post-Test

Name : Anif Wisnu H.

S. Number : 3

Class : 7E

Choose the correct answer by crossing (x) the letter A, B, C, or D.

“GOOD LUCK!”

Text for Number 1



Hello! I'm Aru from Japan. I will stay in Indonesia for three months. I like sports, especially badminton. I joined a badminton club in Japan. I also like traveling. I want to learn Indonesian traditional dances. I hope you can teach me.

- 1. What are Aru's hobbies?
 - A. Playing badminton and traveling
 - B. Playing badminton only
 - C. Collecting books
 - D. Drawing Manga

For questions, number 2-4, choose the correct words to complete the text.

Hi! My name is Santoso. I'm twelve years old. I'm a student (5).....a junior high school in Parung, Bogor. My father's name is Sukanto and my mother's name is Anisah. I have two

sisters. Salma is eight (2).....and Atiyah is only four. Salma is an elementary student and Atiyah is still in kindergarten. My parents own a fish farm. They (3).....a large fish pond. The fish pond is always full of gourmis. I help them feed the fish in the morning (4).....afternoon. The gouramis are fat.

- 2. Salma is eightand Atiya is only four.
 - A. years old,
 - B. junior high school
 - C. come from
 - D. was born
- 3. They a large fish pond.
 - A. haven't
 - B. has
 - C. have
 - D. hasn't
- 4. I help them feed the fish in the morning... .. afternoon.
 - A. with

b=18
s=2

- B. at
- C. in
- D. and

Text for numbers 5-8

Good morning, all. Allow me to introduce myself. My name is Faiz Rizqi. I was born in Bandung on 26 July 2012. I now live in Garut. Right now I am staying at my aunt's house.

Now allow me to introduce myself further. I like things that smell adventurous and small things like reading, watching, and spending my free time doing nothing.

Okay, now about me and my family. I am the first child in my family. I have a little sister, and she is a high school student. My father is a Police officer. His name is Joko Kurnia. While my mother is a housewife, her name is Farida Anita. I love my family more than anything. Well, that's my introduction this time. Pleased to meet you.

5. Who is Faiz's little sister?
- A. A high school student
 - B. A police officer
 - C. A teacher
 - D. A university student
6. What does Faiz like to do in his free time?

- A. Fishing
- B. Cooking
- C. Doing nothing
- D. Playing soccer

7. Which paragraph provides the most information about Faiz Rizqi's family?
- A. Paragraph 1
 - B. Paragraph 2
 - C. Paragraph 3
 - D. Paragraph 4
8. What is the main purpose of the text?
- A. To discuss Faiz Rizqi's hobbies
 - B. To introduce Faiz Rizqi
 - C. To describe Faiz Rizqi's family
 - D. To share Faiz Rizqi's life story

Read the following text for questions 9 to 11

Hi! I'm Noni. There are five people in my family: my dad, my mom, my elder brother, my little sister, and myself. My father is Mr. Hery. He is a doctor. My mother is Mrs. Yulia. She is a housewife. My elder brother is Doni. He is a student of SMA Ksatria. My little sister is Fani. She is still in kindergarten. I love my family.

9. What roles do Noni's parents have in the family?

- A. Mrs. Yulia is a doctor, and Mr. Heri is a teacher.
- B. Mrs. Yulia is a housewife and Mr. Heri is a doctor.
- C. Mr. Heri is a farmer, and Mrs. Yulia is a housewife.
- D. Mr. Heri is a doctor and Mrs. Yulia is a teacher.

10. What is Noni's little sister's educational status?

- A. In preschool
- B. In first grade
- C. In elementary school
- D. In kindergarten

11. What is the name of Noni's elder brother?

- A. Dini
- B. Ani
- C. Doni
- D. Fani

Read the following text for questions 12 to 13

I have a new friend. Her name is Jessica. She is Singaporean. She just moved to Bandung from Changi, Singapore. She is 13 years old. Now she studies in my school, SMP Negeri 13 Bandung. She is in the seventh grade, just like me. She enjoys studying in our

school because she has a lot of friends here.

12. The word "moved" in the sentence "She just moved to Bandung" is closest in meaning to:

- A. Relocated
- B. Stayed
- C. Traveled
- D. Visited

13. Why does Jessica enjoy studying at her new school?

- A. She doesn't have any friends.
- B. She doesn't like the teachers.
- C. She has a lot of friends.
- D. She doesn't like the food.

Read the following text for questions 14-17

I have a classmate; let me introduce my friend. His name is Ahmad. There are five people in Ahmad's family. They are Ahmad's father, his mother, his elder brother, his little sister, and himself. His father is Mr. Atmaja. He is a pilot. His mother is Ms. Sita. She is a teacher. His elder brother's name is Farhan. He is a 9th-grade student at SMP Widyatama. His sister's name is Melisa. She is a student in elementary school.

14. The text tells us about Ahmad's...

- A. Classmate
- B. Family

- C. hobby
D. Sisters

15. I have a classmate; let me introduce my friend.

The underlined sentence shows us the expression of.

- A. Introducing herself
B. Introducing ourselves
 C. Introducing someone
D. Introducing oneself

16. Where do you think Mrs. Atmaja goes to work? To

- A. School
 B. An airport
C. A hospital
D. A police station

17. From the text, we know that...

- A. Mr. and Mrs. Atmaja have three children.
B. Mr. Atmaja does his job at home.
C. Melisa has a brother and a sister.
D. Farhan is younger than Yuni.

Text for numbers 18-20

This is me. My name is Sultan Rahman. You can call me Sultan. I'm sixteen years old. I'm from Indonesia, and I live

in Probolinggo. I am a student. I study at Harapan Pelita Junior High School. I am in eleventh grade. My favorite teacher is an English teacher. I live with my mom, father, and grandmother. I am a single child. I love playing tennis, but I don't like football. My favorite colors are blue and gray. My mom is a midwife, and my father is a lecturer. They have holidays on Saturday and Sunday.

18. What are the sports he likes?

- A. Football
B. Badminton
C. Basketball
 D. Tennis

19. What is his favorite teacher?

- A. English teacher
B. Math teacher
C. Biology teacher
D. Sociology teacher

20. Which days are holidays for Sultan's parents?

- A. Friday and Saturday
 B. Saturday and Sunday
C. Wednesday and Thursday
D. Monday and Tuesday

Soal Post-Test

Name : Tasya Al Fricinta

S. Number : 29

Class : 7E

Choose the correct answer by crossing (x) the letter A, B, C, or D.

“GOOD LUCK!”

Text for Number 1



Hello! I'm Aru from Japan. I will stay in Indonesia for three months. I like sports, especially badminton. I joined a badminton club in Japan. I also like traveling. I want to learn Indonesian traditional dances. I hope you can teach me.

1. What are Aru's hobbies?

- A. Playing badminton and traveling
- B. Playing badminton only
- C. Collecting books
- D. Drawing Manga

For questions, number 2-4, choose the correct words to complete the text.

Hi! My name is Santoso. I'm twelve years old. I'm a student (5).....a junior high school in Parung, Bogor. My father's name is Sukanto and my mother's name is Anisah. I have two

sisters. Salma is eight (2).....and Atiyah is only four. Salma is an elementary student and Atiyah is still in kindergarten. My parents own a fish farm. They (3).....a large fish pond. The fish pond is always full of gouramis. I help them feed the fish in the morning (4).....afternoon. The gouramis are fat.

2. Salma is eightand Atiya is only four.

- A. years old,
- B. junior high school
- C. come from
- D. was born

3. They a large fish pond.

- A. haven't
- B. has
- C. have
- D. hasn't

4. I help them feed the fish in the morning..... afternoon.

- A. with

- B. at
- C. in
- D. and

Text for numbers 5-8

Good morning, all. Allow me to introduce myself. My name is Faiz Rizqi. I was born in Bandung on 26 July 2012. I now live in Garut. Right now I am staying at my aunt's house.

Now allow me to introduce myself further. I like things that smell adventurous and small things like reading, watching, and spending my free time doing nothing.

Okay, now about me and my family. I am the first child in my family. I have a little sister, and she is a high school student. My father is a Police officer. His name is Joko Kurnia. While my mother is a housewife, her name is Farida Anita. I love my family more than anything. Well, that's my introduction this time. Pleased to meet you.

5. Who is Faiz's little sister?
- A. A high school student
 - B. A police officer
 - C. A teacher
 - D. A university student
6. What does Faiz like to do in his free time?

- A. Fishing
- B. Cooking
- C. Doing nothing
- D. Playing soccer

7. Which paragraph provides the most information about Faiz Rizqi's family?
- A. Paragraph 1
 - B. Paragraph 2
 - C. Paragraph 3
 - D. Paragraph 4
8. What is the main purpose of the text?
- A. To discuss Faiz Rizqi's hobbies
 - B. To introduce Faiz Rizqi
 - C. To describe Faiz Rizqi's family
 - D. To share Faiz Rizqi's life story

Read the following text for questions 9 to 11

Hi! I'm Noni. There are five people in my family: my dad, my mom, my elder brother, my little sister, and myself. My father is Mr. Hery. He is a doctor. My mother is Mrs. Yulia. She is a housewife. My elder brother is Doni. He is a student of SMA Ksatria. My little sister is Fani. She is still in kindergarten. I love my family.

9. What roles do Noni's parents have in the family?

- A. Mrs. Yulia is a doctor, and Mr. Heri is a teacher.
- B. Mrs. Yulia is a housewife and Mr. Heri is a doctor.
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- D. Mr. Heri is a doctor and Mrs. Yulia is a teacher.

10. What is Noni's little sister's educational status?

- A. In preschool
- B. In first grade
- C. In elementary school
- D. In kindergarten

11. What is the name of Noni's elder brother?

- A. Dini
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I have a new friend. Her name is Jessica. She is Singaporean. She just moved to Bandung from Changi, Singapore. She is 13 years old. Now she studies in my school, SMP Negeri 13 Bandung. She is in the seventh grade, just like me. She enjoys studying in our

school because she has a lot of friends here.

12. The word "moved" in the sentence "She just moved to Bandung" is closest in meaning to:

- A. Relocated
- B. Stayed
- C. Traveled
- D. Visited

13. Why does Jessica enjoy studying at her new school?

- A. She doesn't have any friends.
- B. She doesn't like the teachers.
- C. She has a lot of friends.
- D. She doesn't like the food.

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I have a classmate; let me introduce my friend. His name is Ahmad. There are five people in Ahmad's family. They are Ahmad's father, his mother, his elder brother, his little sister, and himself. His father is Mr. Atmaja. He is a pilot. His mother is Ms. Sita. She is a teacher. His elder brother's name is Farhan. He is a 9th-grade student at SMP Widyatama. His sister's name is Melisa. She is a student in elementary school.

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18. What are the sports he likes?

- A. Football
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- C. Basketball
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19. What is his favorite teacher?

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- D. Sociology teacher

20. Which days are holidays for Sultan's parents?

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Soal Post-Test

Name : Yufi Eka Safitri

S. Number : 30

Class : 7E

Choose the correct answer by crossing (x) the letter A, B, C, or D.

“GOOD LUCK!”

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BIOGRAPHY

A. Profile

1. Name : Nuraiysah Sadiyah
2. Student number : 2017404132
3. Place/Date of Birth : Bekasi, 22 September 2002
4. Address : Cikarang, Karang Bahagia, Kab. Bekasi
5. Name of Father : Edi Rohayadi
6. Name of Mother : Oti

B. Formal Education

1. MI ANWARUSSA'ADAH 2014
2. SMPN 1 KARANG BAHAGIA 2017
3. MAN 1 BEKASI 2020
4. S1 UIN Prof. K.H. Saifuddin Zuhri Purwokerto

C. Organization Experience: ITC MAN 1 Bekasi

Purwokerto, 7 Desember 2024



Nuraiysah Sadiyah

