

**THE IMPACT OF USING POP-UP CARD ON READING  
COMPREHENSION PERFORMANCE OF INDONESIAN  
EFL JUNIOR HIGH SCHOOL STUDENTS  
UNDERGRADUATE THESIS**

**Arranged as One of Partial Fulfillment of the Requirement to Obtain a  
Bachelor's Degree in English Education Department**



By :

Annisa Putri Pramesti

2223190076

**DEPARTMENT OF ENGLISH FACULTY OF  
TEACHER TRAINING AND EDUCATION UNIVERSITY OF  
SULTAN AGENG TIRTAYASA**

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## THESIS APPROVAL

It is hereby stated that this Undergraduate Thesis:

Title : The Impact of Using Pop-Up Card on Reading Comprehension  
Performance of Indonesian EFL Junior High School Students  
Name of Student : Annisa Putri Pramesti  
Student Number : 2223190076  
Faculty : Teacher Training and Education

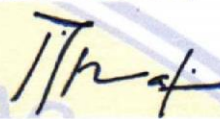
has been assessed and defended on July, 5<sup>th</sup> 2023 through Undergraduate Thesis Assessment in Department of English Education, Faculty of Teacher Training and Education, University of Sultan Ageng Tirtayasa and declared PASS / FAIL.

Date 10/02/2024  
Thesis Advisor I,



**Dr. Murti Ayu Wijayanti, M.Pd**  
NIP 198210242008012008

Date 16/02/2024  
Thesis Advisor II,



**Dhafid Wahyu Utomo, M.A**  
NIP 198407122010121007

Date 16/02/2024  
Chairperson,



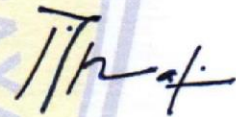
**Dr. Siti Aisah., M.Hum**  
NIP 197703242005012001

Date 19/02/2024  
First Examiner,



**Dr. Murti Ayu Wijayanti, M.Pd**  
NIP 198210242008012008

Date 16/02/2024  
Second Examiner,



**Dhafid Wahyu Utomo, M.A**  
NIP 198407122010121007

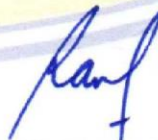
Approved by

Date 21/02/2024  
Dean of Teacher Training and Education,



**Dr. H. Fadlullah, S.Ag., M.Si**  
NIP 197712302002121003

Date 19/02/2024  
Head of English Education,



**Dr. Siti Suharsih, M.Pd.**  
NIP 197608052001122003

## PRONOUNCEMENT

Hereby, the researcher of this undergraduate thesis:

Title : The Impact of Using Pop-Up Card on Reading Comprehension  
Performance of Indonesian EFL Junior High School Students

Name of Student's : Annisa Putri Pramesti

Student's ID : 2223190076

Faculty : Teacher Training and Education Faculty

They stated wholeheartedly that the researcher initially made this undergraduate thesis. It is neither plagiarism nor made by others. The things related to other people's works are written in quotation and included within references. If it is proved that the researcher cheats, the researcher is ready to take responsibility.

Serang, June 21<sup>th</sup>, 2023



Annisa Putri Pramesti

NIM: 2223190076

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**Annisa Putri Pramesti**

**2223190076**

**ENGLISH EDUCATION DEPARTMENT**

**ABSTRACT**

The purpose of the study was to find out the impact of using pop-up card on students' reading comprehension. The researcher employed a quantitative approach with a quasi-experimental design. The researcher chose VIII C as the experimental class and VIII D as the control class, both of them consisted of 30 students. In collecting the data, the researcher used instrument in the form of multiple choice question. Try out was conducted at the first step to get the data. Following the tryout, the researcher gave a pre-test to both classes. The researcher used a pop-up card to provide treatment in the experimental class and a textbook in the control class. Following the treatment, the researcher gave a post-test to both classes. The data was examined by the researcher using an independent t-test. Then the result of t test showed that the value of significant generated Sig. (P-value) was  $0.023 < \alpha$  was  $0.05$ . It means,  $H_a$  is accepted and  $H_o$  is rejected. Based on the computation, it can be concluded that there was significant impact of using pop-up card on students' reading comprehension at the eighth grade of SMPN 13 Kota Serang.

**Key words:** *Pop-up card, reading comprehension, EFL*

## **CURRICULUM VITAE**



The researcher's name is Annisa Putri Pramesti. She was born in Kebumen on August 24, 2001. Her mother is Sunarti. She finished her study at SDN Kalideres 13 Petang in 2013, SMPN 186 Jakarta in 2016, and SMAN 84 Jakarta in 2019.

The researcher continued her study in the same year at the University of Sultan Ageng Tirtayasa and took English Education Department as her major. The researcher dreams that one day, she can be graphic designer.

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

In order to successfully acquire English, junior high school students need to master four skills. The four abilities are speaking, reading, writing, and listening. Speaking and writing are referred to as productive skills because they involve language creation (Harmer 2001:246). Reading and listening are referred to as receptive skills because they involve students in getting the messages. Reading is a crucial skill because it allows students to access a variety of knowledge.

Reading is an ability that has an important role for students. According to McDonough *et.al* (2013), reading is an activity that students must learn in learning English as a foreign language (EFL). Through reading, students are expected to be able to find information from texts, identify main ideas, identify explicit or implicit texts, and understand the purpose of texts. In reading, not only read the text but also students must understand and comprehend the meaning of the text.

Reading comprehension is the ability to understand the entire content of a text that is read. The goal obtained from reading comprehension is to get information or messages from a text. According to Horowitz (2014) reading comprehension is a complex cognitive process that the reader must also be intentional and thoughtful

while reading, monitoring the words and their meaning as reading progresses. Thus, students not only read but can also gain understanding and obtain information.

However, based on the researcher's pre-observation in SMPN 13 Kota Serang, the researcher found the fact that the students at eighth grade had difficulties in comprehending English text. Based on the data given by the teacher about the result of Mid-term in eighth grade, the students' average score of Mid-term test was under standard of Minimal Score Criteria for English lesson in that school which 72. The teacher also said that the students did not understand what they have read, lack of interest, and motivation. In addition, during the learning process, teacher use more media in the form of textbooks. Books that only contain writing in the form of paragraphs make students feel bored and lazy to read. The lack of visuals in the book makes it less interesting to study it. Therefore, the teacher needs media that have interesting visuals in them to attract students' attention. One of the media that fit these characteristics is the Pop-up card.

A pop-up card is a card with moving parts or three-dimensional elements that can move when the pages are opened to visualize the story in a more interesting way. (Dzuanda, 2019). It can help students to illustrate their experience in the past time and tell their story of with interesting pictures. By stimulating students' imaginations and creativity as well as their cognitive and visual faculties, pop-up card help to foster interactive learning and increase reading interest (Ma & Wei, 2015). The learning process with Pop-up card media will be much more fun because the media can increase

students' interest and attention in the learning process. According to Mayer in Marshall (2002, cited in Wardah, et. al, 2017:3) the pictures presented in the Pop Up make the learners' comprehension improved.

There have been several studies conducted that discuss the use of pop-up card in learning English. Arifin (2019) studied that by applying pop-up card media was effective in increasing students' reading comprehension. Another researcher, Dewani *et. al* (2020) even develop their pop-up card as learning media to improve the critical reading skills of grade IV students elementary school. Wibowo (2020) also said that pop-up card was an effective media of teaching speaking. From several previous studies, it can be concluded that the use of pop-up card can improve students' abilities in learning English.

Based on several studies above, further research needs to be carried out using different research locations, different skill, and different research designs to find out more about the impact of using pop-up card as learning media. Therefore, in this study, the researcher was focus on improving reading comprehension for eighth grade at SMPN 13 Kota Serang.

## **1.2 Identification of the Study**

Based on the background above, some of the problems experienced by students in reading comprehension are:

- a) The learning media used is still monotonous.

- b) The majority of the students feel unenthusiastic when reading.
- c) The majority of the students do not understand the meaning of the text they read.

### **1.3 The Limitation of the Study**

In this study, the researcher limit the problems to be studied. The researcher will focus on the impact of using pop-up card on students' reading comprehension skill in grade 8 students at SMPN 13 Kota Serang.

### **1.4 The Problem of the Study**

The researcher formulated the problem of the study as follow: “Is there any significant impact of using the pop-up card on the eighth grade students’ reading comprehension at SMPN 13 Kota Serang?”.

### **1.5 The Objective of the Study**

Based on the research problem above, the objective of the study is as follows: “To know whether or not there is a significant impact of using the pop-up card on the eighth grade students’ reading comprehension at SMPN 13 Kota Serang”.

### **1.6 Significances of the Study**

The results of this research are expected can be useful information, inspire and make a positive contribution to English teachers, especially in teaching reading comprehension using pop-up card media.



## **1.7 Operational Definitions**

- a) Pop-up card is a media in the form of card that is folded in half and when opened a three-dimensional character will appear from it.
- b) Reading comprehension is the ability to understand a paragraph or text with the aim of getting information or messages including the main idea and the entire contents of the text.

## **1.8 Organization of the Study**

The organization of the study are:

The first chapter is introduction. It consists of background of the study, identification of the study, the limitation of the study, the formulation of the study, the objective of the study, significances of the study, operational definitions, and organization of the study

The second chapter is literature review. The chapter contains theoretical framework, previous studies, and hypothesis.

The third chapter is research methodology. It consists of research design, population and sample, data collecting technique, data analysis technique and research procedure.

The fourth chapter is result and discussion. It consists of result findings and discussion.

The fifth chapter is conclusion and suggestion. It consists of the conclusion and suggestion.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

##### **2.1.1 The Definition of Reading**

Several experts have provided definitions of what reading means. Reading is a very important skill that must be learned by students since reading cannot be separated in the teaching and learning process. Reading is an essential activity in any class, not only as a source of information but also as a way of consolidating and expanding one's ideas and language.

According to Hoerunnisa and Suherdi (2017: 2), reading is the process of examining a collection of written symbols in order to derive meaning from them. It means that reading is a visual and cognitive activity. Readers use their eyes to receive textual signals (letters, punctuation marks, and spaces) and their minds to interpret or process them into sentences, phrases, and paragraphs during reading.

Reading is an interaction between the reader and the writer, according to the explanations of various experts above. Where readers attempt to grasp textual symbols such as letters, punctuation, and spaces in order to construct a meaning from the text. As a result, readers must blend the information in the text with their prior knowledge in order to construct a meaning from the text. Reading is also a source of information, happiness, or enjoyable activities, and it is an essential

activity in the teaching and learning process for developing perspectives and understanding of foreign cultures.

Three models have been described by Nunan (2015: .67-69) for reading proses. There are bottom-up reading, top-down reading and interactive reading:

- a. The bottom-up reading starts by matching each letter in the alphabet with the corresponding sound and then combining them into words. For example, when we read the word cat, we mentally sound the letter 'c,' 'a,' 't,' then we combine it to create the word 'cat.' These words are combined to form phrases, clauses, and sentences, and then combined to construct longer texts, such as paragraphs. The goal in the bottom-up reading is just to read the word.
- b. The top-down reading starts with the background knowledge of the reader to be able to understand the text. The teacher emphasizes meaning-generating practices within the top-down reading method, rather than learning the bottom-up skills of a letter, sound, and word comprehension. Top-down processing relates to how our minds use the knowledge that has already been brought into the brain by one or more sensory systems.
- c. In the interactive reading, the method includes the components of both the top-down and bottom-up styles. Top-down models assume that understanding is there inside the reader. The reader's background

knowledge allows the reader to make predictions about the content of the text. On the other side, in the bottom-up model, students begin with basic concepts such as letter recognition, building up phrases, and arriving at complete texts to understand. By combining the elements of both models, a second-language students can effectively integrate them to achieve understanding.

According to Patel and Jain (2008:117-118), there are two types of readings:

a. Intensive Reading

Intense reading is associated with further development in language acquisition under the direction of the teacher. Intensive reading will give the foundation for describing structural issues and increasing vocabulary and language skills. Intensive reading materials would be the source for classroom activities. It is not only read and discussed in-depth, sometimes evaluated as a foundation for writing tasks in the target language. Intensive reading is reading the article or reading the passage. In this reading, the learner reads the texts to gain information or comprehension. The purpose of this reading is to read a short text. This reading provided for the intent of obtaining specific information. Usually, learners read a book to get the knowledge is the

type of intensive reading. There are several characteristics of intensive reading:

- This reading lets students build an active vocabulary.
- In this reading, the teacher plays an important role.
- Language items have been developed
- The purpose of this reading is to use vocabulary actively.
- Intensive reading is reading aloud
- In intensive reading, the habit of speaking was emphasized, and intonation, stress, accent, and rhythm may be corrected through intense reading.

#### b. Extensive Reading

Extensive reading materials are chosen at a lower level than intensive reading materials. Extensive reading seeks to train students to read in the target language quickly and effortlessly for pleasure without the assistance of the teacher. Extensive reading assignments can be articles, newspapers, or magazines in a foreign language with students' interests or want to read. To prevent students from becoming involved in the very difficult reading of articles, the teacher is strongly encouraged to explain the relationship of articles to be read in accordance with readers' specific interests. Harmer (2007, p.283) stated that one of the basic criteria of successful extensive reading learning is

that students should be reading materials they can understand. If they struggle to comprehend each word, they can hardly read it for pleasure, which is not the main goal of this activity. In this activity, students want to know about something they want to know. The students do not care about specific or important information after their reading. They just need updated information from what they need. Here, there is some characteristic of extensive reading:

- Extensive reading helps the learner to build up active vocabulary. Extensive reading is silent reading
- The subject is emphasized in extensive reading.
- The students have an important role in the extensive reading because they have to ask for action.
- The goal of extensive reading is to improve the knowledge of learners
- Good reading habits may be developed through intensive reading.

Readers will read in various ways depending on the aim of their reading.

Grabe & Stoller (2013: 7-9) explained the reading purpose into four categories:

- a. Reading to search for simple information and reading to skim

Reading for simple information is so commonly used to read that it is most likely considered a reading skill. Usually, when the reader

searching for the information, the reader scan the text for a particular word, information, or a certain sentence. As an example, the reader generally search through a phone book to find important elements, like an address or a telephone number. In prose texts, the reader often slow down to process the context of a sentence or word in search of clues to suggest that the reader are on the right page, paragraph, or chapter.

Reading to skim is a regular part in several reading activities and a valuable skill on its own. It includes a variety of techniques for predicting where important information may be found in the text and then applying simple reading comprehension skills to those sections of the text before a general idea is created. In this activity, the reader reads the first few sentences of an article and quickly identifies certain words or phrases that are important to the reader rather than the text as a whole.

b. Reading to learn from texts

Reading to learn generally takes place in academic or professional situations when an individual must know a lot of information from a book. It needs the ability to: memorize main ideas as well as a variety of specifics and create rhetorical frames that structure the material in the text and connect the text to the knowledge base of the reader. Besides, word recognition demands are stronger than

a general understanding of relating text information to background knowledge.

c. Reading to integrate information, write, and critique text

Reading to integrate information needs further choices on the relative relevance of complementary, relative supportive or contradictory information and the probable reconstruction of a rhetorical framework in order to accommodate information from many sources is necessary when integrated information is being read. These skills include a critical assessment of the reading material so that the reader can decide which information to incorporate and how to integrate it to achieve the reader's purpose.

Therefore, Reading to write and reading to critical text can be a task to combine information. They both need the ability to select, criticize, and compose information from a text. Both purposes represent typical academic activities that require reading skills for integrating information.

d. Reading for general comprehension

Reading for general comprehension is the main goal of reading. The word "reading processes" applies to cognitive activity, including skills, techniques, and information available to the reader. Reading for general understanding by a skilled, fluent reader needs very quick and



automated word processing, a strong skill of forming a summary of the key idea, and efficient coordination of multiple processes within very short time limits. Also, Linse (2005:71, cited in Ikhsan, 2017: 110) explained that the purpose of reading is to grasp the meaning of the writer in the understanding of the topic. In doing the reading task, the reader has a variety of purposes. It may be an activity to obtain knowledge, information and entertainment.

### **2.1.2 The Teaching Reading Process**

Being able to read English is a skill that must be mastered by students. To learn it, teachers need to have a strategy when teaching reading. According to Akyol, Çakiroğlu, and Kuruyer (2014) reading has four strategies:

#### **a. Pre-Reading Activity**

In this activity, students have still not wanted to join the reading activity, and the teacher is trying to activate students' knowledge of the subject under discussion. Students are guided to identify the topic and some of the knowledge presented by skimming and scanning activities. Students are also directed to know some of the vocabulary that is used in the reading text. This activity is implemented just to attract students' attention, motivation, and enthusiasm before the end of the reading activity.

#### **b. Whilst-reading activity**

This activity is generally considered to be at the core of the reading process. Students continue to read the text and grasp all the information in the text. Students are also guided to identify important ideas for each paragraph, comprehensively understand all the information, and try to include any vocabulary clues. In this activity, the teacher allows students to focus on reading to easily understand and know what they have read so far.

c. Post-Reading Activity

It is the end of the reading segment. In this activity, the teacher tries to evaluate students' understanding of the reading text. Valuation involves vocabulary, grammar, meaning, and summarizing of the purpose of the author. Besides, to know these things, the teacher presents an activity to the students. As a result, it can be concluded that teaching reading comprehension is an activity carried out by a teacher through language learning. The teacher can guide students to the meaning of what they've read. In the teaching reading process, the teacher should pay attention to the three activities to be carried out: pre-reading, reading, and post-reading. Besides, it can also be crucial for the teacher to think about developing information in reading that can allow students to transfer knowledge, be a successful reader, and remember that reading itself can include both comprehension and understanding.

### **2.1.3 Reading Comprehension**

The definition of reading in general is an activity to understand the meaning of the writing that is read. According to Smith (2004), Reading is a communication activity that involves giving messages from the messenger to the recipient. That means that through reading, people will obtain information about various texts, such as written or printed information from newspapers, magazines and brochures. As a student, reading is a skill that has an important role in facilitating students in learning a foreign language, where through reading students are expected to be able to find information from texts, identify main ideas, identify explicitly or implicitly from texts, and understand the purpose of texts.

Reading requires students to not only read but also to get reading comprehension from the content. According to Horowitz (2014), reading comprehension is a more sophisticated reading process in which the reader must be intentional and wiser while reading in order to monitor the words and understand the meaning of the text.

As a result, it is possible to conclude that reading comprehension is a crucial role for students in order to assess students' ability to understand the text. Students will not understand the information communicated in the text if they do not understand the contents of the text they read.

#### **2.1.4 Reading Comprehension Performance in EFL context**

Reading comprehension is the ability to get meaning from what is read. The factors that affect EFL learners' reading comprehension skill are susceptibility to the text structure, making of conclusion, and comprehension checking (Meniado, 2016). For EFL learners, the reader does not require to have a perfect linguistic competence, whenever if the texts are not complicated in terms of linguistic structure and if they are accessible for the readers' cognitive capacity (Smith, 1997). It means that readers can deal with foreign readings if these texts are easy to understand. That is why in this study it was decided to use short stories because they are simple as well as accessible for the eighth students' proficiency level.

#### **2.1.5 Recount Text**

According to the current 2013 curriculum, recount text is one of the types of text taught in 8th grade in Junior High School. Recount text is a type of text that tells the story of the past (Hood, 2013). In most cases, the writer recounts their own former experiences or situations. The objective of the text is to retell past events in order to explain someone's story in chronological order.

Based on the explanation above, it is possible to conclude that recount text is a basic text that shows the previous events that one has experienced. Its goal is either to inform or to entertain the audience. On the other hand, the major

objective of a recount text is to provide a platform for the writer to discuss events and actions that occurred in the past that are relevant to his/her experiences.

According to Barwick (1999), there are four varieties of recounts, each with a varied level of language and material depending on the audience and purpose:

1. A personal recount

A personal recount recalls an experience had by the writer or speaker. It can take the form of an oral story, a letter, or a diary entry, and it comprises personal and emotional remarks and stories. It is written in the first person, with personal pronouns such as "I" and "we" being utilized. Although the sequence of recounting may change, the details of who, what, when, where, and why are all covered.

2. Factual recount

A chronological recall recounts a sequence of events and evaluates their significance. This can be portrayed in film, television, or video as a historical reenactment, a science experiment, a traffic report, or sports report. Students should use print and technology resources to conduct substantial research on unknown themes for their recounts at this point. Appropriate technical terminology, precise facts of time, place, and manner, and recounting with

appropriate explanations and reasons all assist readers in recreating what occurred precisely.

The emphasis is on language that reveals time sequence (before shifting, while they were, after a number) using evaluative language (important, significance, influence, achievement) and emphasizing assessment language (extraordinary, successes, influence, achievement). This recount is typically written in the third person, utilizing the pronouns he, she, and they. It could be written in the passive voice..

### 3. Imaginary recount

The imagined aspects of a literary or story recount are placed in a realistic setting. Character development is emphasized by the narrator's expressive reactions to the occurrences. The order of the details may alter, but who, what, when, and where remain. The literary recount is often written in the first person using me or us, establishing a relationship between the writer and reader or speaker and listener, for example, my diary as a youngster in space.

### 4. Procedural Recount

Procedural recounts document, either orally or in writing, the sequential procedures required to obtain a result. This is written after a process has been completed. Procedural recounts can be found in how-to books, information books, television, films, and books. The emphasis is on the correct order of sequence, the use of appropriate language for the topic, and the usage of time

conjunctions. Diagrams and drawings are frequently included to help clarify the processes.

## 5. Critical Recount

A critical recount examines a topic and comments on and evaluates its positive and bad elements. Selected details are presented to support the case, but this retelling may not be chronologically ordered. It's usually written in the first or third person, with me or we, although it can also be expressed in the passive voice. A retelling of Antarctica exploration, for example, may critically analyze the damage inflicted to the environment and ecosystem by this exploration.

### **2.1.6 Generic Structure of Recount Text**

According to Dirgeyasa (2016) explained the generic structures of recount text as follows:

1. Orientation : Orientation begins with the first paragraph, which provides background information about who, what, where, and when. It also introduces the participants, the location, and the time.
2. Events : Tell what happened and in what order, and describe a series of events that occurred in the past. A record of occurrences, usually recounted in chronological sequence and labeled; event 1, event 2, event
- 3.

3. Re-orientation : A conclusion of the story. Re-orientation it is consist of optional-closure of events/ending. It's concluding paragraph that may include a personal comment of the writer to the story (not always necessary)

### **2.1.7 Language Features of Recount Text**

The language aspects of recount text, according to Pardede (2014), are:

1. Proper noun to identify those participated in the recount text.
2. Indicate the location and time with adverbs and phrases adverb.
3. The use of the past tense to describe an occurrence.
4. Words that indicate the sequence of events (for example, first, next, then).

### **2.1.8 Assessing Reading Comprehension of Recount Text**

Understanding the content of the reading material is an important factor in judging reading comprehension. Understanding reading text requires some reading skills. identifying the core idea, getting information from the text, identifying important facts, supporting details, getting an opinion from the text, and coming to a conclusion are all required. According to King and Stanly in Minarnis (2012), there are five components of reading comprehension that may assist students in reading carefully:

1. Finding Factual Information



Students must scan particular details to obtain accurate information. Questions that begin with who, when, or where usually necessitate a factual response. Factual information is required to understand the circumstances of a certain event, the people who were involved, who a specific person was, or where something occurred.

## 2. Finding Main Idea

The main idea of a paragraph is the author's message about the issue. It is frequently stated openly or implicitly. Finding the main idea of a paragraph can assist students grasp the paragraph on the first reading and also help them recall the content afterwards. A paragraph's major concept emerges.

## 3. Finding the Meaning of the Vocabulary in Context

The reader must utilize or develop the capacity to guess the meaning of vocabulary in context. Because a dictionary cannot find all of the meanings of words in the text. As a result, the reader must guess unknown words by comparing the close meaning of unfamiliar words to the text and the topic of the text that is read.

## 4. Identifying Reference

Every text has a structure. It is not merely a random collection of sentences. The text's components are meaningfully tied to one another. Recognizing how a

text has been arranged will help the reader grasp it better. It is vital to grasp how the sentences are related in order to comprehend the text. Words like "it", "this", "that", "here", "there", and so on.

## 5. Making Inference

Inference is frequently defined as making a logical guess or reading between the lines. Inference is similar to the chemical process of producing a chemical compound, in which two elements combine to form a new material. Readers create conclusions when they can integrate their personal experiences with information gleaned from what they read.

According to Howatt and Dakin in Minarnis (2012), there are five factors that should be included in teaching reading comprehension:

1. Information that is true. It clearly expresses and describes the actual situation in the text. There are no words like hope, wish, will, and so on.
2. The main idea. It is typically stated in the opening sentence or, in conclusion forms, in the last sentence.
3. Additional information. It usually comes after the main topic.
4. Reference. It must come before the provided term.
5. The definition of a word. Identifying the root of the terms or finding synonyms.

### **2.1.9 General Concept of Cooperative Learning**

Cooperative learning is a popular teaching strategy nowadays. According to Slavin (2008:4), cooperative learning is a type of instruction in which students cooperate in groups to complete a given task. This strategy can assist students develop leadership skills and the capacity to collaborate with others as a team. This method differs from other conversation methods in that it follows a specific procedure.

According to Manuel D and Harriet (2004:1), cooperative learning concepts are intended to engage students by transferring some of the material to them. Cooperative learning tactics are aimed to stimulate students' interest in learning and aid in key idea retention by encouraging them to engage in discussions.

### **2.1.10 Pop-up Card**

Pop-ups are one of the learning media. This learning media is packaged in three dimensions. Ruiz et al. (2014) stated that pop-up card or movable book is a piece of paper that contains three-dimensional elements that come out or move when opened and will become flat when closed. It is what makes the pop-up look like a real figure. According to Mayer in Marshall (2002, cited in Wardah, et. al, 2017:3) the pictures presented in the Pop Up make the learners' comprehension improved

Pop-up media is one of the interesting learning media because it has many types. Bernadette (2010) states that there are many types of pop-up media ranging from the simplest form (flaps), some have pictures that are folded on the sides to be pasted (v-folding), some have small poles to make the picture stand up (internal stand), has a display form consisting of pieces of paper arranged vertically (transformation), has a circular appearance (volvelles), has the form of sliding paper tabs that are pulled to display images (pull-tabs), some uses folded ribbons or ropes (carousel), and some have a cube or cylinder shape.

In this study, the researcher will use pop-up media in the form of card and use the internal stand technique to make images or text stand still so that it makes it easier for students to see the existing visualizations.

#### **2.1.11 Advantages and Disadvantages of Using Pop-up Card**

As a learning medium, pop-up card have advantages and disadvantages in their use. The advantage of pop-up card is that they are attractive to students because they have a three-dimensional image that supports them. This will help students to understand the text easily. In addition, the advantages of pop-up media are also supported by a statement from Dzuanda (2010) which states that pop-up media can provide a more interesting story, have moving images, have parts that can change shape, and some can even emit a sound. Pop-up media also provides surprises when opened which can stimulate reading enthusiasm and reinforce the information conveyed.

Despite the advantages, media pop-ups also have disadvantages. According to Dzuanda (2010: 2), the disadvantage of pop-ups is the costs incurred are more expensive than learning media in general. Therefore, to overcome the disadvantage, the researcher chose to use pop-up card which are more affordable.

## 2.2 Previous Studies

There have been several studies conducted that discuss the use of pop-up media in learning English using different variables, such as research that has been conducted by Arifin (2019) under the title "The Effect of Using Pop-up Books on the Eighth Grade Students' Reading Comprehension Achievement." Based on data analysis calculations, it was determined that the adoption of pop-up books had a substantial impact on the eighth grade students' reading comprehension success at SMPN 9 Jember in the 2019/2020 academic year. It was clear from the significance value of less than 0.05 (0.004) and the significant interval of 95% that the t-test analysis result was significant. As a result, the alternative hypothesis proposed in this study: "There is a significant effect of using pop-up books on the eighth grade students' reading comprehension achievement" was accepted.

Dewani *et.al* (2020) under the title "Development of Media Pop Up Card Folklore to Improve the Critical Reading Skills of Grade-IV Students Elementary School". The purpose of this study is to create a pop-up card folklore learning

media product that will help grade IV students in elementary school develop their critical reading skills. The media pop-up card folklore was concluded to effectively increase critical reading skills by a percentage of 90% with outstanding categories.

The last previous study was conducted by Wibowo (2020) entitled “The Effectiveness Of Pop-Up Card For Teaching Speaking Recount Text At The Eighth Grade Of SMPN 1 Babadan Ponorogo In The Academic Year 2019/2020”. The results of the research showed that, in the eighth grade of SMPN 1 Babadan Ponorogo, there was a significant difference in speaking recount text success between students who are taught using pop-up cards and those who are not. On the other hand, pop-up cards were a successful educating tool for speaking.

The similarities of the previous studies and this research is the media that used in teaching, namely pop-up card.

Meanwhile, the differences between previous studies and this research are the research location, the skill that will be improved, the research material, and also the research design.

### **2.3 Hypothesis**

The hypothesis of this study can be formulated as follows:

Ho : There is no significant impact of using pop-up card on students' reading comprehension at the eighth grade of SMPN 13 Kota Serang.

Ha : There is significant impact of using pop-up card on students' reading comprehension at the eighth grade of SMPN 13 Kota Serang

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## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1 Research Design**

The researcher employed a quantitative approach in this study to determine the impact of media pop-up cards on reading comprehension. Kowalczyk (2016) defined quantitative research methods as techniques that rely on statistics to explain the findings. The researcher primarily gathers quantitative data for a quantitative investigation. Quantitative data that are expressed clearly and used in quantitative analyses to anticipate the outcome of research inquiries are required (Fahmeena Odetta Moore, 2016).

The researcher conducted quantitative research based on experimental research. The most effective quantitative method for determining probable cause and effect is experimental (Creswell, John W.2012). A quasi-experimental design was used with a total of two groups: an experiment group and a control group. The experimental group will receive treatment using pop-up cards, while the control group will receive no treatment and will only be taught using a textbook. Both groups will also be given pre-test and post-test. However, the pre-test and post-test materials were the same for both the experimental groups and the control group.



## **3.2 Research Population and Sample**

### **3.2.1 Population**

According to Creswell (2012) a population is a group of individuals who have the same characteristic. The population of this research was taken from the students of grade eighth of SMPN 13 Kota Serang which has eighth classes from 8A-8H. The total number of the eighth class was 314 students.

### **3.2.2 Sample**

The sample is part of the number and characteristics of the population that have been analyzed. The sample is a subgroup of the target population that the authors plan to generalize to the target population (Creswell, 2012:141). Because the population is too large, the researcher must do sampling. The researcher used a random sampling technique.

The random sampling technique is one of the sampling techniques where all individuals in the population both individually and in groups are given the same opportunity to be selected as members of the data sample (Sohibun & Ade, 2017:122). The random sampling technique is the process of selecting several samples at random from a larger group (sampling population) which is the basis for predicting a sample taken.

Based on the random sampling, class VIII D was selected as the control group and class VIII C as the experimental group, each group consists of 30 students. The experimental group received treatment by using pop-up card, while the control group did not use pop-up card and taught using a textbook. However, the pre-test and post-test materials were the same for both the experimental groups and the control group.

### **3.3 Data Collection Technique**

#### **3.3.1 Pre-test**

The researcher gave the pre-test about recount text to the students before being given treatment. This aims to determine the basic reading comprehension of students before being given treatment and also the average value of students. The test is carried out by giving multiple choice questions. Students answer the questions on the answer sheet. Then the researcher conducted an assessment based on their answers on the test. (Appendix 1)

#### **3.3.2 Post-test**

After treatment, a post-test was given to determine the results of students' reading comprehension after being taught using Pop-up card medium. The researcher drew conclusions based on the outcomes of the students' post-test by comparing their scores before and after treatment (Appendix 1).

### **3.4 Data Analysis Technique**

#### **3.4.1 Validity Test**

Pearson Product Moment Correlation was used in this research and this applied the computer program on SPSS 26 version to know validity of the test which consist of 45 item multiple choice. The researcher gave the try-out of the test to students from the different sample. The way to determine whether an item is valid or not is by compare between  $r$  count and  $r$  table. Furthermore, to know the criteria of validity as follows:

If  $r$  count  $>$   $r$  table : It indicate the items is valid

If  $r$  count  $<$   $r$  table : it indicate the items is not valid

#### **3.4.2 Reliability Test**

The reliability of measuring instrument is a degree of consistency with which measures whatever it is measuring (Ary, et.al, 2009:236). In order to get reliability in this research, the researcher used Spearman Brown formula in SPSS 26 version program.

#### **3.4.3 Normality Test**

The normality was used to know whether the distribution of score each group in pre-test and post-test was normal or not. In this research, the researcher

used computation by using SPSS 26 version program. The test of normality employed are The Shapiro-Wilk formula. The test criteria is as follows:

If the value  $(p) > \text{significant } (\alpha = 0.05)$  it means the data is normally distributed.

If the value  $(p) < \text{significant } (\alpha = 0.05)$  it means the data is not normal.

#### **3.4.4 Homogeneity Test**

A homogeneity test used to know the similarity of the populations. To calculate the data, the researcher was used the SPSS Statistics version 26 with Levene Statistic. It is compared with the sig. value and p-value then specify whether the data homogeneous or not with the following criteria:

1. Significant level of = 0.05
2. If sig. value  $> 0.05$  then the data homogeneous
3. If sig. value  $< 0.05$  then the data is not homogeneous.

#### **3.4.5 Hypothesis Test**

The data was analyzed using the  $t_{test}$  by the researcher. It was used to compare the reading comprehension abilities of two groups of students. The first group consists of students who are taught using Pop-up Card media, while the second group consists of students who are not taught using Pop-up Card media.

The result was calculated by the researcher using the SPSS 26 version program.

The following are the hypothesis testing criteria:

- a. Ho is accepted if Sig. >  $\alpha = 0.05$
- b. Ha is accepted if Sig. <  $\alpha = 0.05$

### 3.4.6 The Effect Size (r)

The effect size independent t test, according to Coolidge (2000:151), refers to how strongly the independent variable effects the dependent variable. The following formula was used by the researcher to calculate the value of effect size (r):

$$r = \sqrt{\frac{t^2}{t^2 + df}}$$

Where:

r : effect size

$t^2$  : t count from the calculation of t test

d.f : degree of freedom

To calculate the value of effect size (r), the researcher used these steps as follow:

1. Calculate the value if effect size (r) by using this formula:

$$r = \sqrt{\frac{t^2}{t^2 + df}}$$

2. Interpret the value of effect size ( $r$ ) by seeing this scale:

**Table 3 1 Effect Size**

<b>Effects Size</b>	<b>r count</b>
Small	0.100
Medium	0.234
Large	0.371

(Coolidge, 2000:151)

### **3.5 Research Procedure**

There are several procedures that researcher need to do in collecting data:

1. The researcher conducted preliminary research by observing.
2. Determine which classes the experimental and control groups belong to.
3. Created experimental and control group materials and testing.
4. Give the experimental group treatment by teaching reading comprehension with pop-up cards, whereas the control group is taught reading with textbooks.
5. Examine the reading comprehension post-test and pre-test findings.
6. Draw conclusions from the analysis results to answer research questions.
7. Created a report on the post-test and pre-test results.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

#### **4.1 Research Findings**

This study was conducted at SMPN 13 Kota Serang from May 4<sup>th</sup> to May 30<sup>th</sup>, 2023. The purpose of this study was to determine whether or not pop-up cards had an effect on eighth-grade students' reading comprehension at SMPN 13 Kota Serang. This study's sample consisted of VIII C as the experimental group and VIII D as the control group. There were 30 students in each class.

The first meeting began on May 17<sup>th</sup>, 2023, with the experimental class being treated. The researcher had not used the media during the first meeting of the experimental class. Because the students had forgotten the material given, the researcher initially repeated the material concerning recount text. Students take notes on the material presented by the researcher. The researcher began employing pop-up cards in the experimental class during the second and third meetings. When the pop-up card media was handed out, the students were enthusiastic and eager to learn. The control group in the treatment used textbooks that were previously available at school to conduct conventional lessons.

The instrument used by the researcher was test. The test were divided into two types, pre-test and post-test. Before pre-test and post-test were given to the experimental and control class, the researcher gave try out to know the validity and

reliability of test that was used as research instrument. The try out test was given to the participant out from sample. The researcher took VIII A consisted of 30 students as Try Out class. After got the validity and reliability of the test, the researcher conducted the pre-test and post-test to experimental and control class.

## 4.2 Result of Validity and Reliability

### 4.2.1 Validity of the Try-Out Test

The researcher conducted the try-out test to find out the validity of the test. The researcher examined the validity of test aimed to find out which the items of try-out test that can be used for pre-test and post-test. The try out test was multiple choices consisted of 45 items that has four options consisted of A, B, C, and D. The researcher analyzed the validity of the test by used Pearson Product Moment formula. The value  $t_{table}$  is 0,361 the result can be seen on (appendix 4)

The item test was valid when  $t_{count} \geq t_{table}$  and the item test was not valid when the  $t_{count} \leq t_{table}$  (Riduwan, 2013:98). Based on the result of validity try out test, there were 40 items that valid and 5 items were not valid. The items of try-out test that valid were number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 37, 38, 39, 40, 41, 42. The items of try out test that not valid were number 35, 36, 43, 44, 45.



The researcher found out the result of try out test (see appendix 4) showed that the item of try out that valid were 40 items, it means that it can be used for pre-test and post-test in experimental and control class. After got the result of validity of the test, the researcher divided the items into 20 items for pre-test and post-test.

#### 4.2.2 Reliability of the Test

To find out the reliability of the test, the researcher used Spearman Brown formula in SPSS 26 version program.

**Table 4. 1**

#### **The Result of Reliability Test**

##### **Reliability Statistics**

Cronbach's Alpha	Part 1	Value	.793
		N of Items	20 <sup>a</sup>
	Part 2	Value	.502
		N of Items	20 <sup>b</sup>
	Total N of Items		40
Correlation Between Forms			.669
Spearman-Brown Coefficient	Equal Length		.802
	Unequal Length		.802
Guttman Split-Half Coefficient			.767

The item test that indicated reliable if  $r_{11} > r$  table (Riduwan, 2013:107). The value of  $r$  table is 0,361 ( $dk = 30-2$  with  $\alpha 0.05$ ). Based on the result reliability of the test showed that 40 items of the try out were reliable with value  $r_{11} = 0,767$  whereas  $r$  table = 0,361. It means the instrument of the test can be used because  $r_{11} > r$  table,  $0,767 > 0,361$  (See Appendix 4)

### 4.3 Result of Pre-Test and Post-Test

**Table 4. 2**

#### **Descriptive Statistics of Pre-Test and Post-Test**

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental	30	25	70	45.17	14.232
Post-Test Experimental	30	45	80	63.83	9.886
Pre-Test Control	30	30	75	56.83	13.739
Post-Test Control	30	40	80	57.33	11.577
Valid N (listwise)	30				

Based on the table above, the result of the pre-test and post-test score showed:

1. The minimum pre-test score in experimental class was 25 and the score maximum was 70. The researcher also got the mean score in that class was 45.17.

2. The minimum post-test score in experimental class was 45 and the score maximum was 80. The researcher also got the mean score in that class was 63.83.
3. The minimum pre-test score in control class was 30 and the score maximum was 75. The researcher also got the mean score in that class was 56.83.
4. The minimum pre-test score in control class was 40 and the score maximum was 80. The researcher also got the mean score in that class was 57.33.

#### **4.4 Data Analysis**

##### **4.4.1 Normality Test**

The researcher tested normality test after got score of the students in pre-test and post-test used SPSS version 26. The researcher used Shapiro-Wilk technique to measure the data distributed normal or not. The test criteria is as follows:

If Significance  $> 0.05$  = data is normal distributed.

If Significance  $< 0.05$  = data is not normal distributed

**Table 4. 3 Test of Normality**

		<b>Tests of Normality</b>					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
The Result	Pre-test Experimental	.162	30	.042	.934	30	.063
	Post-test Control	.120	30	.200*	.951	30	.179
	Pre-test Control	.124	30	.200*	.934	30	.065
	Post-test Control	.137	30	.159	.949	30	.163

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the table above, the result of pre-test and post-test scores can be shown:

1. The sig. value of pre-test in experimental class showed 0.063, it means that  $0.063 > 0.05$  was normally distributed.
2. The sig. value of post-test in experimental class showed 0.179, it means that  $0.179 > 0.05$  was normally distributed.
3. The sig. value of pre-test in control class showed 0.065, it means that  $0.065 > 0.05$  was normally distributed.
4. The sig. value of post-test in control class showed 0.163, it means that  $0.163 > 0.05$  was normally distributed.

#### **4.4. 2 Homogeneity Test**

The researcher tested homogeneity test after got the score of students' pre-test and post-test by using SPSS 26 version program. It is compared with

the sig. value and p. value then specify whether the data homogeneous or not with the following criteria:

1. Significant level of = 0,05
2. If sig. value > 0.05 then the data homogeneous.
3. If sig.value < 0.05 then the data is not homogeneous.

**Table 4. 4**

**The Result of Homogeneity of Variance Pre-Test**

**Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
The Result	Based on Mean	.064	1	58	.801
	Based on Median	.104	1	58	.748
	Based on Median and with adjusted df	.104	1	57.458	.748
	Based on trimmed mean	.066	1	58	.798

**Table 4. 5**

**The Result of Homogeneity of Variance Post-test**

**Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
The Result	Based on Mean	1.011	1	58	.319
	Based on Median	.792	1	58	.377
	Based on Median and with adjusted df	.792	1	56.501	.377
	Based on trimmed mean	.990	1	58	.324

From the data above, the homogeneity of pre-test was 0.801. It means that  $0.801 > 0.05$ , so the data was homogeneous. Meanwhile, post-test sig. value was 0.319. It means  $0.319 > 0.05$ , so the data was also homogeneous.

#### 4.4.3 Hypothesis Test

The researcher used T-test formula to know whether the treatment influence or not in reading comprehension by using SPSS version 26. The T-test formula are:

Ho : There is no significant impact of using pop-up card on students' reading comprehension at the eighth grade of SMPN 13 Kota Serang.

Ha : There is significant impact of using pop-up card on students' reading comprehension at the eighth grade of SMPN 13 Kota Serang.

The criteria of accepted or rejected of the hypothesis for hypothetical test are:

Ho is accepted is  $\text{Sig. (Pvalue)} > \alpha = 0.05$

Ha is accepted is  $\text{Sig. (Pvalue)} < \alpha = 0.05$

**Table 4. 6**  
**Independent Samples Test**

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
The Result	Equal variances assumed	1.011	.319	2.339	58	.023	6.500	2.779	.936	12.064
	Equal variances not assumed			2.339	56.612	.023	6.500	2.779	.934	12.066

Based on the table above, the value of significant generated Sig. (P-value) was  $0.023 < \alpha$  was  $0.05$ . It means,  $H_a$  is accepted and  $H_o$  is rejected. Based on the computation, it can be concluded that there was significant impact of using pop-up card on students' reading comprehension at the eighth grade of SMPN 13 Kota Serang.

#### 4.4.4 Effect Size

The effect size of independent sample t-test calculated to find out how strongly the independent variable influences the dependent variable. The researcher calculated effect size by using this formula as is follows:

$$r = \sqrt{\frac{t^2}{t^2 + df}}$$

Where:

$r$  : effect size

$t^2$  : t count from the calculation of t test

d.f : degree of freedom

$$r = \sqrt{\frac{2.339^2}{2.339^2 + 28}}$$

$$= \sqrt{\frac{5.470}{33.4709}}$$

$$= 0.404$$

**Table 4.7**

**Effect Size**

<b>Effect Size</b>	<b>r count</b>
Small	0.100
Medium	0.234
Large	0.371

Then, the researcher interpreted the result of effect size above by seeing the scale of effect size. The value of 0.404 was at large level. The researcher concluded that pop-up cards made an impact on students' reading comprehension.



## 4.5 Discussion

The purpose of this study was to determine the impact of using pop-up cards on eighth-grade students' reading comprehension. The pop-up card has been described as one of the effective media that may be used in the teaching-learning process. The usage of a pop-up card was beneficial for teaching reading comprehension concerning recount text, according to the discussion of this research.

Based on the data analysis above, it showed that there was a different students' reading comprehension before and after being taught by pop-up card. The mean score of reading comprehension before being taught using pop-up card was 45.17. After getting treatment, the mean score of post-test was higher than the mean score of pre-test. It indicated that after being given treatment using pop-up card, students had better score and the researcher had known that in applying the treatment, students' attention is focused on learning and students' interest in reading increases so that they easily understand the text. This is related to Ma & Wei (2015) by stimulating students' imagination and creativity as well as their cognitive and visual abilities, pop-up card help encourage interactive learning and increase reading interest. In addition, according to Mayer in Marshall (2002, cited in Wardah, et. al, 2017:3) the pictures presented in the Pop Up make the learners' comprehension improved.

According on the research method in chapter III, the researcher conducted the quasi-experimental research design. In this research, the first step was administering of pre-test on May 16<sup>th</sup> 2023 by giving multiple choice test. The form of test is multiple

choice which consisted of 20 questions. Pre-test was given to the 30 students of experimental and control group to measure their ability before being given a treatment. The test was given to know basic competence and to know their earlier knowledge before they got treatment.

After getting the result of pre-test, the two groups were given a different treatment. The first meeting began on May 17<sup>th</sup>, 2023 by giving treatment to the experimental class. At the first meeting in the experimental class, the researcher had not used the media. The researcher repeated the material about recount text first because the students had forgotten the material presented. When giving material about recount text, students take notes on the material given by the researcher. In the second and third meeting, the researcher had started using pop-up card in the experimental class. The students were very excited and interested in learning when the pop-up card media was given. As for the control class in the treatment did not use the media, only conducted conventional learning using textbooks that were already provided at school. After conducted the treatment in the experimental class and control class, the researcher gave a post-test on May 30<sup>th</sup>, 2023. The form of the test is multiple choice which contained 20 questions. The time allocation was 60 minutes. The post-test was given to 30 students from the experimental and control classes to find out their abilities after being given treatment.

After getting all of the test result, the researcher calculated and analyzed the t-test by using independent sample test. The researcher found there was progress on

students' reading comprehension. It could be seen from the result of pre-test and post-test. Then the result of t test showed that the value of significant generated Sig. (Pvalue) was  $0.023 < \alpha$  was 0.05 or  $2.339 > t_{table}$  was 1.701. It means,  $H_a$  was accepted and  $H_o$  was refused. It can be concluded that there was significant impact of using pop-up card toward students' reading comprehension at the eighth grade of SMPN 13 Kota Serang.

This research approved the previous studies conducted by Arifin (2019) from the University of Jember and Dewani *et. al* (2020) from University of Surabaya. Based on the calculation of data analysis, it was proven that the use of pop-up books affected significantly on the eighth grade students' reading comprehension achievement. Then, Dewani *et. al* even create their own pop-up card and the media pop-up card folklore was concluded to effectively increase critical reading skills by a percentage of 90% with outstanding categories.

Although pop-up card media had an impact on improving students' reading comprehension, it was not without drawbacks. This is because pop-up card media requires a fairly expensive cost compared to other media, even so pop-up media has interesting content in it so it does not make students feel bored when reading text. According to Dzuanda (2019) pop-up card is a card with three-dimensional elements that can appear when opened and display stories in a more interesting way.

To sum up, the researcher concluded that the implementation of using pop-up card was successful. Pop-up card make students more eager to read English texts because, with pop-up cards students do not easily feel bored and can understand the

contents of the text more easily. As a significant factor in the learning process, pop-up card media motivates students to be more enthusiastic in reading English text, especially recount text. Thus, it can be concluded that using pop-up card media on reading comprehension of eighth grade students at SMPN 13 Kota Serang has a significant impact.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

The pop-up card is reliable pictures 3-D that can move when the pages of the book opened. It could be an alternative in teaching reading comprehension because pop-up card is interesting media and do not make students bored when reading texts. Pop-up media tries to make the learning process within the class easily, effectively, creatively, and enjoyable with the characters that appear from the inside when it is opened.

Based on the result, the mean score of post-test in experimental class was 63.83 and the mean score of post-test in control class was 57.33. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class. Then the result of t-test showed that the value of significant generated sig. (P value) was  $0,023 < \alpha$  was 0.050 or t count was  $2.339 > t$  table was 1.701.

It means that  $H_a$  was accepted and  $H_o$  was rejected. It can be concluded that there was significant impact of using pop-up card media on reading comprehension at the eighth grade of SMPN 13 Kota Serang.

## 5.2 Suggestions

Based on the result of this research, the researcher proposed suggestions as followed:

1. Suggestion for the English teacher of SMPN 13 Kota Serang

It is better for the teacher to use the media for teaching reading comprehension, especially by using interesting media such as pop-up card, so the learning process in the class can be more enjoyable because through pop-up cards students do not only see the text. Pop-up media makes the class more fun because the text is packaged in a more interesting way accompanied by pictures that support the content of the text.

2. Suggestion for the students of SMPN 13 Kota Serang

The researcher expects that the students in the eighth grade of SMPN 13 Kota Serang become more active in reading English, especially when the teacher applies the pop-up card media. By using this media, they are supposed not to be afraid when exploring their creativity and knowledge. It is because pop-up cards can make it easier for students to read and understand the content of the text.

3. Suggestion for other Researcher

Pop-up card have a limitation of long texts, however the next researcher may use pop-up card media on different level of students with the aim of finding out more about the effectiveness of pop-up cards and it can apply to other kind

of text, such as descriptive, narrative, and more. The other researcher also can use the media in another skill for example speaking skill. So, it can broaden knowledge in applying pop-up cards in various skills.

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## **APPENDICES**

## **APPENDIX 1**

### **Research Instrument**

1.1 Try-Out

1.2 Pre-Test

1.3 Post-Test

1.4 Answer Key of Try-Out, Pre-Test, and Post-Test

## **TRY OUT**

[https://docs.google.com/document/d/1v\\_GJ24CiLgJQN3m4L\\_t373wEaBv1mXQf/edit?usp=sharing&oid=100851282652210494200&rtpof=true&sd=true](https://docs.google.com/document/d/1v_GJ24CiLgJQN3m4L_t373wEaBv1mXQf/edit?usp=sharing&oid=100851282652210494200&rtpof=true&sd=true)

## **PRE-TEST**

[https://docs.google.com/document/d/1v\\_GJ24CiLgJQN3m4L\\_t373wEaBy1mXQf/edit?usp=sharing&oid=100851282652210494200&rtpof=true&sd=true](https://docs.google.com/document/d/1v_GJ24CiLgJQN3m4L_t373wEaBy1mXQf/edit?usp=sharing&oid=100851282652210494200&rtpof=true&sd=true)

## POST-TEST

[https://docs.google.com/document/d/1v\\_GJ24CiLgJON3m4L\\_t373wEaBv1mXQf/edit?usp=sharing&oid=100851282652210494200&rtpof=true&sd=true](https://docs.google.com/document/d/1v_GJ24CiLgJON3m4L_t373wEaBv1mXQf/edit?usp=sharing&oid=100851282652210494200&rtpof=true&sd=true)

**Answer Key Try Out, Pre-Test, and Post-Test**

[https://docs.google.com/document/d/1v\\_GJ24CiLgJQN3m4L\\_t373wEaBv1mXQf/edit?usp=sharing&oid=100851282652210494200&rtpof=true&sd=true](https://docs.google.com/document/d/1v_GJ24CiLgJQN3m4L_t373wEaBv1mXQf/edit?usp=sharing&oid=100851282652210494200&rtpof=true&sd=true)



## **APPENDIX 2**

2.1 Syllabus

2.2 Lesson Plan Experimental Class

2.3 Lesson Plan Control Class

<p>3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.14 Menangkap makna teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.</p> <p>4.15 Menyusun teks <i>recount</i> lisan</p>	<p>Teks <i>recount</i> pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa</p> <p>- <i>Fungsi sosial</i> Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.</p> <p>- <i>Struktur text</i> (gagasan utama dan informasi rinci)</p> <p>a. Memberikan pendahuluan (orientasi) dengan menyebutkan orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pe ngalaman yang akan disampaikan</p> <p>b. Menguraikan urutan kejadian secara kronologis, urut dan runtut.</p> <p>c. Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa/kejadian/pe ngalaman yang telah</p>	<p>Mengamati</p> <ul style="list-style-type: none"> <li>Menyalin dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</li> <li>Membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya</li> <li>Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap teks tersebut</li> </ul> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> <li>Secara kolaboratif, mencari dan mengumpulkan beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai</li> </ul>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana.</li> <li>Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks <i>recount</i></li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapuhan tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan</li> </ul>	<p>16 JP</p>	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat</li> <li>Contoh teks dari sumber otentik</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resources/files">http://americanenglish.state.gov/files/ae/resources/files</a></li> </ul> </li> </ul>
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## **LESSON PLAN**

### **(Control Class)**

School : SMPN Negeri 13 Kota Serang

Class/Semester : VIII/2

Topic : Recount Text

Skill : Reading Comprehension

Time : 6x40 Minutes

#### **A. Core Competency**

1. Respect and apply their religion's teachings
2. Living and practicing honest behavior, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive, and pro-active, and demonstrating behaviors as part of the solution to various problems in interacting effectively with the social and natural environment and in placing itself as a reflection of the nation in the association's.
3. Understand, apply, analyze, and evaluate factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, arts, culture, and humanities with an insight into humanity, national, state, and civilization-related causes of phenomena and events, as

well as applying procedural knowledge in a specific field of study based on their talents and interests to solve the problem.

4. Processing, thinking, serving, and creating in the tangible and abstract domains linked with the growth of the learning at school autonomously and creatively, and capable of using the method according to scientific norms.

**B. Standard Competence**

3. To understand the functional text and short essay from the simple form of recount which deal with the nearest environment.

**C. Basic Competencies and Indicators**

<b>Basic Competencies</b>	<b>Indicators</b>
<p>3.12 Applying text structure and linguistic elements to carry out the social function of recount text by stating and asking about activities, events and events, short and simple, according to the context of its use.</p> <p>4.14 Capturing the meaning of brief and basic oral and written recount texts on activities, events, and happenings.</p>	<p>3.12.1 Students can understand the generic structure of recount text.</p> <p>4.14.1 Students can answer the questions based on the recount text.</p>

## **D. The Purpose of The Study**

In the end of the study, the students are able to:

1. Understand the meaning of recount text
2. Understand the sample of recount text
3. Identify the structure and the story of the recount text
4. Know the meaning of the idea in the story of recount text

## **E. Learning Materials**

Recount Text

### 1. Definition of Recount

A recount is a text that retells prior events or experiences. Its objective is to either inform or entertain the audience.

### 2. Recount Structure in General

- a. Orientation: Introduce the attendees, location, and time.
- b. Events: Describe a series of prior events
- c. Reorientation: This is optional. Including the writer's personal response to the story

### 3. Language Feature of Recount

- Introducing a personal participant: I, my group, etc.
- Using a chronological relationship; then, first, etc.
- Using linking verbs such as was, were, etc.
- Using action verbs such as go, play, and so on.

## **Exercise**

### **Text 1 (Delicious Candies)**

Last week, I and my dad went to a store. The store is near my cousin's house, which is located on Jalan Belimbing. We went there to buy some candies. In the store, the candies looked so good. I would have bought a lot of them but my dad said I could only have three. One candy costs five thousand rupiah. I paid the candies I bought to the store owner. As we left the store, I ate one of the candies. It was yummy. I hope we come back soon.

*Answer the question below with the right answer!*

1. Who went to the store?
2. Why did they went to go the store?
3. What did the writer feel about the candies?
4. When did the writer go to the store?
5. Where is the store located?
6. How much money did the writer have to spend on three candies?
7. What did the writer expect after leaving the store?
8. How many candies did the writer have after leaving the store?
9. How much money for one candy?
10. Why did the writer only buy three candies?

Answer Key

1. The writer and his dad
2. The writer wanted some candies
3. Delicious
4. Last week
5. On Jalan Belimbing
6. Fifteen thousand rupiah
7. The writer hope can come back soon
8. Two candies
9. Five thousand rupiah
10. The writer's dad said only just buy three candies

### **Text 2 (Winner)**

Last year was the best experience I've ever got. I was the first winner of singing competition. I love singing since I was kid. I practiced so hard before I the D-day. My parents were really supportive. They helped me to practice and prepared healthy food for me. They also gave me motivation to believe in myself. That's why winning singing competition meant so much to me.

1. Who is the winner of singing competition?
2. What did the writer feel after winning singing competition?
3. Since when the writer love singing?
4. Which sentence is a re-orientation?
5. What did the writer do before the competition?

6. Which sentence is an orientation?
7. Why is winning a singing contest a precious thing for the writer?

Answer Key

1. The writer
2. Happy
3. Since the writer kid
4. “That’s why winning singing competition meant so much to me”
5. Practice
6. Last year was the best experience I’ve ever got. I was the first winner of singing competition.
7. Because the writer love singing since she was kid

**F. Learning Method:**

Approach : Scientific approach

Method : Task-based learning, cooperative learning

Technique : Teacher center, discussion, question-answer, open-task

**G. Learning Activity**

**(1<sup>st</sup> Meeting)**

No	Learning Activity	Time Allocation
1.	<b>First Activity</b>	10 minutes



	<ol style="list-style-type: none"> <li>1. The teacher enter the classroom and saying greeting</li> <li>2. Teacher checks attendance list</li> <li>3. Teacher does ice breaking with students</li> <li>4. Teacher ask some questions to students that concerned with material that will be learned</li> </ol>	
2.	<p><b>Main Activity</b></p> <ol style="list-style-type: none"> <li>1. Exploration <ul style="list-style-type: none"> <li>• The teacher explains the material about recount text. Starting from the structure and language feature of recount text.</li> <li>• Students listen and take notes on the material that has been explained.</li> </ul> </li> <li>2. Elaboration <ul style="list-style-type: none"> <li>• The teacher and students read the recount text together.</li> <li>• The teacher and students conduct questions and answers regarding the recount text that has been read.</li> <li>• Involve students actively in each learning activity.</li> </ul> </li> <li>3. Confirmation</li> </ol>	60 minutes

	<ul style="list-style-type: none"> <li>Facilitate the students in doing reflection to get the learning experiences that has done.</li> <li>Give feedback to the students.</li> </ul>	
3.	<b>The End of Activity</b> <ol style="list-style-type: none"> <li>Teacher and students review lessons that have been learned.</li> <li>Closing</li> </ol>	10 minutes

(2<sup>nd</sup> Meeting)

No	Learning Activity	Time Allocation
1.	<b>First Activity</b> <ol style="list-style-type: none"> <li>The teacher enter the classroom and saying greeting</li> <li>Teacher checks attendance list</li> <li>Teacher does ice breaking with students</li> <li>Teacher ask some questions to students that concerned with material that will be learned</li> <li>Teachers shows a recount text to the students</li> </ol>	10 minutes
2.	<b>Main Activity</b> <ol style="list-style-type: none"> <li>Exploration <ul style="list-style-type: none"> <li>The teacher invites students to make four groups</li> </ul> </li> </ol>	60 minutes

	<ul style="list-style-type: none"> <li>• The teacher gives a worksheet to each group</li> </ul> <p>2. Elaboration</p> <ul style="list-style-type: none"> <li>• Students work together in a group to answer the questions that have been given</li> <li>• Students are facilitated through assigning assignments, discussions, and others to bring new ideas both verbally and in writing.</li> <li>• Students are given questions to strengthen students' understanding of the provided material.</li> </ul> <p>3. Confirmation</p> <ul style="list-style-type: none"> <li>• Teacher and student discuss the answers of exercise questions</li> </ul>	
3.	<p><b>The End of Activity</b></p> <p>1. Teacher conclude the material and closing.</p>	10 minutes

(3<sup>rd</sup> Meeting)

No	Learning Activity	Time Allocation
1.	<p><b>First Activity</b></p> <p>1. The teacher enter the classroom and checks out all of the class by saying greeting</p>	10 minutes

	<ol style="list-style-type: none"> <li>2. Teacher checks attendance list</li> <li>3. Teacher does ice breaking with students</li> <li>4. Teacher asks students about recount text as flashbacks and checks their understanding.</li> </ol>	
2.	<p><b>Main Activity</b></p> <ol style="list-style-type: none"> <li>1. Exploration <ul style="list-style-type: none"> <li>• The teacher invites students again to make four groups</li> <li>• The teacher gives a worksheet again with different recount text to each group</li> </ul> </li> <li>2. Elaboration <ul style="list-style-type: none"> <li>• Students work together in a group to answer the questions that have been given</li> <li>• Students are facilitated through assigning assignments, discussions, and others to bring new ideas both verbally and in writing.</li> <li>• Students are given questions to strengthen students' understanding of the provided material</li> </ul> </li> <li>3. Confirmation <ul style="list-style-type: none"> <li>• Teacher and student discuss the answers of exercise questions</li> </ul> </li> </ol>	60 minutes

3.	<b>The End of Activity</b>	10 minutes
	1. Teacher conclude the material and closing.	

#### **H. Sources and Media**

- “When English Rings a Bell SMP/MTs Kelas VIII” Book
- White board
- Marker
- Text

#### **I. Scoring Guideline**

Total score : Correct answer/total questions X 100

Maximum score : 100

The English Teacher,

The Researcher,

Anna Shofwa A,S.Pd

Annisa Putri Pramesti

## **LESSON PLAN**

### **(Experimental Class)**

School : SMPN Negeri 13 Kota Serang

Class/Semester : VIII/2

Topic : Recount Text

Skill : Reading Comprehension

Time : 6x40 Minutes

#### **A. Core Competency**

1. Respect and apply their religion's teachings
2. Living and practicing honest behavior, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive, and pro-active, and demonstrating behaviors as part of the solution to various problems in interacting effectively with the social and natural environment and in placing itself as a reflection of the nation in the association's.
3. Understand, apply, analyze, and evaluate factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, arts, culture, and humanities with an insight into humanity, national, state, and civilization-related causes of phenomena and events, as

well as applying procedural knowledge in a specific field of study based on their talents and interests to solve the problem.

4. Processing, thinking, serving, and creating in the tangible and abstract domains linked with the growth of the learning at school autonomously and creatively, and capable of using the method according to scientific norms.

### **C. Basic Competencies and Indicators**

<b>Basic Competencies</b>	<b>Indicators</b>
3.12 Applying text structure and linguistic elements to carry out the social function of recount text by stating and asking about activities, events and events, short and simple, according to the context of its use.	3.12.1 Students can understand the generic structure of recount text
4.14 Capturing the meaning of brief and basic oral and written recount texts on activities, events, and happenings.	4.14.1 Students can answer the questions based on the recount text

### **D. The Purpose of the Study**

In the end of the study, the students are able to:

1. Understand the meaning of recount text

2. Understand the sample of recount text
3. Identify the structure and the story of the recount text
4. Know the meaning of the idea in the story of recount text

## **E. Learning Materials**

### Recount Text

#### 1. Definition of Recount

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.

#### 2. Generic Structure of Recount

- a. Orientation : Introducing the participants, place, and time
- b. Events : Describing series of event that happened in the past
- c. Reorientation : It is optional. Stating personal comment of the writer to the story

#### 3. Language Feature of Recount

- Introducing personal participant : I, my group, etc.
- Using chronological connection; then, first, etc.
- Using linking verb; was, were, etc.
- Using action verb; go, play, etc.
- Using simple past tense

## **Exercise**



### **Text 1 (Delicious Candies)**

Last week, I and my dad went to a store. The store is near my cousin's house, which is located on Jalan Belimbing. We went there to buy some candies. In the store, the candies looked so good. I would have bought a lot of them but my dad said I could only have three. One candy costs five thousand rupiah. I paid the candies I bought to the store owner. As we left the store, I ate one of the candies. It was yummy. I hope we come back soon.

***Answer the question below with the right answer!***

1. Who went to the store?
2. Why did they went to go the store?
3. What did the writer feel about the candies?
4. When did the writer go to the store?
5. Where is the store located?
6. How much money did the writer have to spend on three candies?
7. What did the writer expect after leaving the store?
8. How many candies did the writer have after leaving the store?
9. How much money for one candy?
10. Why did the writer only buy three candies?

**Answer Key**

1. The writer and his dad

2. The writer wanted some candies
3. Delicious
4. Last week
5. On Jalan Belimbing
6. Fifteen thousand rupiahs
7. The writer hope can come back soon
8. Two candies
9. Five thousand rupiah
10. The writer's dad said only just buy three candies

**Text 2 (Winner)**

Last year was the best experience I've ever got. I was the first winner of singing competition. I love singing since I was kid. I practiced so hard before I the D-day. My parents were really supportive. They helped me to practice and prepared healthy food for me. They also gave me motivation to believe in myself. That's why winning singing competition meant so much to me.

1. What is the main idea from the text?
2. Who is the winner of singing competition?
3. What did the writer feel after winning singing competition?
4. Since when the writer love singing?
5. Which sentence is a re-orientation?
6. What did the writer do before the competition?

7. Why is winning a singing contest a precious thing for the writer?

Answer Key

1. Winning the singing competition
2. The writer
3. Happy
4. Since the writer kid
5. “That’s why winning singing competition meant so much to me”
6. Practice
7. Because the writer love singing since she was kid

**F. Learning Method:**

Approach : Scientific approach

Method : Task-based learning, cooperative learning

Technique : Teacher center, discussion, question-answer, open-task

**G. Learning Activity**

(1<sup>st</sup> Meeting)

<b>No</b>	<b>Learning Activity</b>	<b>Time Allocation</b>
<b>1.</b>	First Activity  1. The teacher enter the classroom and saying greeting 2. Teacher checks attendance list 3. Teacher does ice breaking with students	<b>10 minutes</b>

	4. Teacher ask some questions to students that concerned with material that will be learned	
<b>2.</b>	<p>Main Activity</p> <p>1. Exploration</p> <ul style="list-style-type: none"> <li>• The teacher explains the material about recount text. Starting from the structure and language feature of recount text.</li> <li>• Students listen and take notes on the material that has been explained.</li> </ul> <p>2. Elaboration</p> <ul style="list-style-type: none"> <li>• The teacher and students read the recount text together.</li> <li>• The teacher and students conduct questions and answers regarding the recount text that has been read.</li> <li>• Involve students actively in each learning activity.</li> </ul> <p>3. Confirmation</p> <ul style="list-style-type: none"> <li>• Facilitate the students in doing reflection to get the learning experiences that has done.</li> <li>• Give feedback to the students.</li> </ul>	<b>60 minutes</b>
<b>3.</b>	The End of Activity	<b>10 minutes</b>

	1. Teacher conclude the material and closing	
--	--	--

**(2<sup>nd</sup> Meeting)**

<b>No</b>	<b>Learning Activity</b>	<b>Time Allocation</b>
1.	<p><b>First Activity</b></p> <ol style="list-style-type: none"> <li>1. The teacher enter the classroom and saying greeting.</li> <li>2. Teacher checks attendance list.</li> <li>3. Teacher does ice breaking with students.</li> <li>4. Teacher ask some questions to students that concerned with material that will be learned.</li> <li>5. Teachers shows a recount text to the students.</li> </ol>	10 minutes
2.	<p><b>Main Activity</b></p> <ol style="list-style-type: none"> <li>1. Exploration <ul style="list-style-type: none"> <li>• The teacher makes a group consisting of 7-8 students</li> <li>• The teacher gives pop-up cards to each group</li> </ul> </li> <li>2. Elaboration <ul style="list-style-type: none"> <li>• The teacher gives a task regarding recount text in the pop-up card to each group</li> </ul> </li> </ol>	60 minutes

	<ul style="list-style-type: none"> <li>Students work together in a group to answer the questions that have been given</li> </ul> <p>3. Confirmation</p> <ul style="list-style-type: none"> <li>Teacher and student discuss the answers of exercise questions</li> <li>Give feedback to the students.</li> </ul>	
3.	<p><b>The End of Activity</b></p> <p>1. Teacher conclude the material and closing.</p>	10 minutes

(3<sup>rd</sup> Meeting)

No	Learning Activity	Time Allocation
1.	<p><b>First Activity</b></p> <ol style="list-style-type: none"> <li>The teacher enter the classroom and saying greeting.</li> <li>Teacher checks attendance list.</li> <li>Teacher does ice breaking with students.</li> <li>Teacher asks students about recount text as flashbacks and checks their understanding.</li> </ol>	10 minutes
2.	<p><b>Main Activity</b></p> <ol style="list-style-type: none"> <li>Exploration</li> </ol>	60 minutes

	<ul style="list-style-type: none"> <li>• Teacher and students convey back material about recount text.</li> <li>• The teacher makes a group consisting of 7-8 students</li> <li>• The teacher gives pop-up cards with different recount text to each group</li> </ul> <p>2. Elaboration</p> <ul style="list-style-type: none"> <li>• The teacher gives a task regarding recount text in the pop-up card to each group</li> <li>• Students work together in a group to answer the questions that have been given</li> </ul> <p>3. Confirmation</p> <ul style="list-style-type: none"> <li>• Teacher and student discuss the answers of exercise questions</li> <li>• Give feedback to the students.</li> </ul>	
3.	<p><b>The End of Activity</b></p> <p>1. Teacher conclude the material and closing.</p>	10 minutes

#### **H. Sources and Media**

- “When English Rings a Bell SMP/MTs Kelas VIII” Book
- White board
- Marker

- Pop-up card

### **I. Scoring Guideline**

Total score :  $\text{Correct answer} / \text{total questions} \times 100$

Maximum score : 100

The English Teacher,

The Researcher,

Anna Shofwa A,S.Pd

Annisa Putri Pramesti



### **APPENDIX 3**

3.1 The Result of Pre-Test and Post-Test of Experimental Class

3.2 The Result of Pre-Test and Post-Test of Control Class

TRY OUT

Nama :

Kelas : √jti A/8A

33,3

Pilihan Ganda (Silang Jawaban yang Benar)

1.	A	<del>X</del>	C	D
2.	A	B	C	<del>X</del>
3.	A	B	<del>X</del>	D
4.	<del>X</del>	B	C	D
5.	A	B	C	<del>X</del>
6.	A	<del>X</del>	C	D
7.	A	B	C	<del>X</del>
8.	A	<del>X</del>	C	D
9.	<del>X</del>	B	C	D
10.	<del>X</del>	B	C	D
11.	A	B	C	<del>X</del>
12.	A	B	C	<del>X</del>
13.	A	B	<del>X</del>	D
14.	A	<del>X</del>	C	D
15.	A	B	<del>X</del>	D
16.	A	B	<del>X</del>	D
17.	A	B	C	<del>X</del>
18.	<del>X</del>	B	C	D
19.	A	B	C	<del>X</del>
20.	<del>X</del>	B	C	D
21.	A	B	C	<del>X</del>
22.	A	<del>X</del>	C	D
23.	A	<del>X</del>	C	D

24.	<del>X</del>	B	C	D
25.	A	B	<del>X</del>	D
26.	A	<del>X</del>	C	D
27.	<del>X</del>	B	C	D
28.	A	B	C	<del>X</del>
29.	A	B	C	<del>X</del>
30.	A	B	<del>X</del>	D
31.	A	B	<del>X</del>	D
32.	A	B	<del>X</del>	D
33.	A	B	C	<del>X</del>
34.	A	B	<del>X</del>	D
35.	A	B	<del>X</del>	D
36.	A	B	C	<del>X</del>
37.	A	B	C	<del>X</del>
38.	A	<del>X</del>	C	D
39.	A	<del>X</del>	C	D
40.	<del>X</del>	B	C	D
41.	A	<del>X</del>	C	D
42.	A	<del>X</del>	C	D
43.	A	B	<del>X</del>	D
44.	A	B	<del>X</del>	D
45.	<del>X</del>	B	C	D

TRY OUT

Nama :

Kelas : 8A

80

Pilihan Ganda (Silang Jawaban yang Benar)

1.	A	B	<del>C</del>	D
2.	A	<del>B</del>	C	D
3.	<del>A</del>	B	C	D
4.	A	<del>B</del>	C	D
5.	A	B	C	<del>D</del>
6.	A	<del>B</del>	C	D
7.	<del>A</del>	B	C	D
8.	A	B	<del>C</del>	D
9.	A	B	<del>C</del>	D
10.	<del>A</del>	B	C	D
11.	A	B	<del>C</del>	D
12.	A	B	C	<del>D</del>
13.	A	B	<del>C</del>	D
14.	A	<del>B</del>	C	D
15.	A	B	C	<del>D</del>
16.	<del>A</del>	B	C	D
17.	A	B	<del>C</del>	D
18.	A	B	C	<del>D</del>
19.	A	B	C	<del>D</del>
20.	<del>A</del>	B	C	D
21.	A	B	C	<del>D</del>
22.	A	<del>B</del>	C	D
23.	<del>A</del>	B	C	D

24.	A	B	<del>C</del>	D
25.	A	B	C	<del>D</del>
26.	A	<del>B</del>	C	D
27.	A	B	C	<del>D</del>
28.	<del>A</del>	B	C	D
29.	A	<del>B</del>	C	D
30.	A	B	<del>C</del>	D
31.	<del>A</del>	B	C	D
32.	A	B	C	<del>D</del>
33.	A	B	C	<del>D</del>
34.	A	B	<del>C</del>	D
35.	A	B	<del>C</del>	D
36.	A	<del>B</del>	C	D
37.	A	B	<del>C</del>	D
38.	<del>A</del>	B	C	D
39.	A	B	<del>C</del>	D
40.	<del>A</del>	B	C	D
41.	A	<del>B</del>	C	D
42.	<del>A</del>	B	C	D
43.	A	<del>B</del>	C	D
44.	A	B	<del>C</del>	D
45.	<del>A</del>	B	C	D

PRE-TEST

Nama :

Kelas : 8C

25

Pilihan Ganda (Silang Jawaban yang Benar)

1.	A	B	C	<del>D</del>
2.	A	<del>B</del>	C	D
3.	A	<del>B</del>	C	D
4.	A	B	<del>C</del>	D
5.	A	<del>B</del>	C	D
6.	<del>A</del>	B	C	D
7.	A	B	<del>C</del>	D
8.	A	<del>B</del>	C	D
9.	<del>A</del>	B	C	D
10.	A	B	<del>C</del>	D

11.	A	<del>B</del>	C	D
12.	<del>A</del>	B	C	D
13.	<del>A</del>	B	C	D
14.	<del>A</del>	B	C	D
15.	A	B	<del>C</del>	D
16.	A	<del>B</del>	C	D
17.	A	B	<del>C</del>	D
18.	A	B	C	<del>D</del>
19.	A	<del>B</del>	C	D
20.	A	B	<del>C</del>	D

PRE-TEST

Nama :

Kelas : 8C

70

Pilihan Ganda (Silang Jawaban yang Benar)

1.	A	B	<del>C</del>	D
2.	A	<del>B</del>	C	D
3.	<del>A</del>	B	C	D
4.	A	<del>B</del>	C	D
5.	A	B	C	<del>D</del>
6.	A	B	C	<del>D</del>
7.	<del>A</del>	B	C	D
8.	A	B	<del>C</del>	D
9.	A	B	<del>C</del>	D
10.	<del>A</del>	B	C	D

11.	A	<del>B</del>	C	D
12.	<del>A</del>	B	C	D
13.	A	B	<del>C</del>	D
14.	A	<del>B</del>	C	D
15.	A	B	C	<del>D</del>
16.	A	B	<del>C</del>	D
17.	A	B	<del>C</del>	D
18.	A	<del>B</del>	C	D
19.	A	<del>B</del>	C	D
20.	<del>A</del>	B	C	D

POST-TEST

Nama :

Kelas : VIII C

SS

Pilihan Ganda (Silang Jawaban yang Benar)

1.	A	B	C	<del>D</del>
2.	A	<del>B</del>	C	D
3.	A	<del>B</del>	C	D
4.	A	<del>B</del>	C	D
5.	A	B	C	<del>D</del>
6.	A	<del>B</del>	C	D
7.	A	B	C	<del>D</del>
8.	A	B	C	<del>D</del>
9.	A	B	<del>C</del>	D
10.	A	B	C	<del>D</del>

11.	A	B	<del>C</del>	D
12.	A	B	<del>C</del>	D
13.	A	B	<del>C</del>	D
14.	A	B	<del>C</del>	D
15.	A	B	<del>C</del>	D
16.	<del>A</del>	B	C	D
17.	A	<del>B</del>	C	D
18.	<del>A</del>	B	C	D
19.	A	<del>B</del>	C	D
20.	A	B	C	<del>D</del>

POST-TEST

Nama :

Kelas :  III C

80

Pilihan Ganda (Silang Jawaban yang Benar)

1.	A	B	C	<del>D</del>
2.	A	<del>B</del>	C	D
3.	<del>A</del>	B	C	D
4.	A	B	C	<del>D</del>
5.	A	B	C	<del>D</del>
6.	A	<del>B</del>	C	D
7.	A	<del>B</del>	C	D
8.	<del>A</del>	B	C	D
9.	A	B	<del>C</del>	D
10.	A	B	C	<del>D</del>

11.	<del>A</del>	B	C	D
12.	<del>A</del>	B	C	D
13.	A	B	C	<del>D</del>
14.	A	B	<del>C</del>	D
15.	A	B	<del>C</del>	D
16.	<del>A</del>	B	C	D
17.	A	<del>B</del>	C	D
18.	<del>A</del>	B	C	D
19.	A	<del>B</del>	C	D
20.	<del>A</del>	B	C	D

PRE-TEST

Nama :

Kelas : 80

30

Pilihan Ganda (Silang Jawaban yang Benar)

1.	A	B	C	<del>D</del>
2.	A	<del>B</del>	C	D
3.	<del>A</del>	B	C	D
4.	A	<del>B</del>	C	D
5.	A	B	C	<del>D</del>
6.	<del>A</del>	B	C	D
7.	A	B	<del>C</del>	D
8.	A	B	<del>C</del>	D
9.	<del>A</del>	B	C	D
10.	A	<del>B</del>	C	D

11.	A	B	<del>C</del>	D
12.	A	<del>B</del>	C	D
13.	<del>A</del>	B	C	D
14.	A	B	<del>C</del>	D
15.	A	B	C	<del>D</del>
16.	A	B	C	<del>D</del>
17.	A	<del>B</del>	C	D
18.	<del>A</del>	B	C	D
19.	A	B	<del>C</del>	D
20.	<del>A</del>	B	C	D



PRE-TEST

Nama : R                      ani

Kelas : VIII D

75

Pilihan Ganda (Silang Jawaban yang Benar)

1. <del>X</del>	A	B	C	<del>D</del>
2. <del>A</del>	A	<del>B</del>	C	D
3. <del>A</del>	<del>A</del>	B	C	D
4.	A	<del>B</del>	C	D
5. <del>A</del>	A	B	<del>C</del>	D
6. <del>A</del>	A	<del>B</del>	C	D
7. <del>X</del>	A	<del>B</del>	C	D
8.	A	B	<del>C</del>	D
9.	A	B	<del>C</del>	D
10. <del>A</del>	A	<del>B</del>	C	D

11. <del>A</del>	A	B	C	<del>D</del>
12.	<del>A</del>	B	C	D
13.	A	B	<del>C</del>	D
14.	<del>A</del>	B	C	D
15.	A	B	C	<del>D</del>
16.	A	B	<del>C</del>	D
17.	A	B	<del>C</del>	D
18.	A	B	C	<del>D</del>
19.	A	B	C	<del>D</del>
20.	A	<del>B</del>	C	D

POST-TEST

Nama : Al [redacted] 2001  
 Kelas : 817

40

Pilihan Ganda (Silang Jawaban yang Benar)

1.	A	B	C	<del>D</del>
2.	A	<del>B</del>	C	D
3.	<del>A</del>	B	C	D
4.	A	<del>B</del>	C	D
5.	A	B	<del>C</del>	D
6.	A	B	<del>C</del>	D
7.	<del>A</del>	B	C	D
8.	<del>A</del>	B	C	D
9.	A	B	<del>C</del>	D
10.	A	<del>B</del>	C	D

11.	<del>A</del>	B	C	D
12.	A	<del>B</del>	C	D
13.	A	<del>B</del>	C	D
14.	A	B	<del>C</del>	D
15.	A	<del>B</del>	C	D
16.	<del>A</del>	B	C	D
17.	A	<del>B</del>	C	D
18.	<del>A</del>	B	C	D
19.	A	B	<del>C</del>	D
20.	A	<del>B</del>	C	D

POST-TEST

Nama :

Kelas : 8d

75

Pilihan Ganda (Silang Jawaban yang Benar)

1.	A	B	C	<del>X</del>
2.	A	<del>X</del>	C	D
3.	<del>X</del>	B	C	D
4.	<del>X</del>	B	C	D
5.	A	B	C	<del>X</del>
6.	A	<del>X</del>	C	D
7.	A	<del>X</del>	C	D
8.	<del>X</del>	B	C	D
9.	A	B	<del>X</del>	D
10.	A	B	<del>X</del>	D

11.	A	<del>X</del>	C	D
12.	A	<del>X</del>	C	D
13.	A	B	C	<del>X</del>
14.	A	B	<del>X</del>	D
15.	A	B	<del>X</del>	D
16.	<del>X</del>	B	C	D
17.	A	<del>X</del>	C	D
18.	A	B	<del>X</del>	D
19.	A	<del>X</del>	C	D
20.	A	B	<del>X</del>	D

### Experimental Class

No.	Initial Name	Score	
		Pre-Test	Post-Test
1.	AZ	25	45
2.	AH	25	65
3.	AMF	35	60
4.	AP	30	50
5.	A	30	45
6.	A	60	70
7.	AB	60	60
8.	AH	55	60
9.	DSW	25	55
10.	GFZ	45	65
11.	HS	45	70
12.	ISH	45	70
13.	IM	60	70
14.	K	35	80
15.	MAY	35	65
16.	MH	55	65
17.	MSS	65	80
18.	NP	45	55
19.	NN	45	55
20.	PBA	70	80
21.	RAM	65	80
22.	RAA	60	75
23.	RNF	40	60
24.	YO	35	60
25.	IR	35	60
26.	M	70	75
27.	MR	50	65
28.	A	25	55
29.	CQR	50	65
30.	AM	35	55

### Control Class

No.	Initial Name	Score	
		Pre-Test	Post-Test
1.	AF	35	40
2.	AAN	75	70
3.	AMP	50	45
4.	AAA	40	40
5.	AE	40	45
6.	ATJ	40	40
7.	ADA	70	55
8.	AAMJ	55	50
9.	DK	65	60
10.	FF	45	55
11.	HL	50	50
12.	K	65	65
13.	MAS	70	65
14.	NMP	55	55
15.	NKDS	75	80
16.	N	45	50
17.	PRA	60	75
18.	RRR	70	70
19.	RJ	65	60
20.	RZNS	60	60
21.	RS	75	80
22.	SD	30	50
23.	SFN	30	45
24.	S	55	50
25.	TAAH	55	60
26.	TKO	65	65
27.	WH	60	50
28.	PUW	75	75
29.	MS	70	60
30.	EO	60	55

## **APPENDIX 4**

4.1 Result of Validity of The Test

4.2 Result of Reliability of The Test

4.3 Result of Normality of The Test

4.4 Result of Homogeneity of The Test

4.5 Result of Hypothesis of The Test

### The Result of Validity Test

Number of Instrument Item	Rcount	rtable	Decision
1	0.522**	0.361	VALID
2	0.590**	0.361	VALID
3	0.861**	0.361	VALID
4	0.750**	0.361	VALID
5	0.604**	0.361	VALID
6	0.576**	0.361	VALID
7	0.414*	0.361	VALID
8	0.671**	0.361	VALID
9	0.885**	0.361	VALID
10	0.617**	0.361	VALID
11	0.652**	0.361	VALID
12	0.527**	0.361	VALID
13	0.403*	0.361	VALID
14	0.404*	0.361	VALID
15	0.466**	0.361	VALID
16	0.483**	0.361	VALID
17	0.516**	0.361	VALID
18	0.724**	0.361	VALID
19	0.587**	0.361	VALID
20	0.507**	0.361	VALID
21	0.485**	0.361	VALID
22	0.557**	0.361	VALID
23	0.591**	0.361	VALID
24	0.591**	0.361	VALID
25	0.591**	0.361	VALID
26	0.489**	0.361	VALID
27	0.488**	0.361	VALID
28	0.388*	0.361	VALID
29	0.476**	0.361	VALID

30	0.398*	0.361	VALID
31	0.406*	0.361	VALID
32	0.484**	0.361	VALID
33	0.557**	0.361	VALID
34	0.656**	0.361	VALID
35	0.175	0.361	INVALID
36	0.233	0.361	INVALID
37	0.697**	0.361	VALID
38	0.581**	0.361	VALID
39	0.438*	0.361	VALID
40	0.424*	0.361	VALID
41	0.503**	0.361	VALID
42	0.761**	0.361	VALID
43	0.44	0.361	INVALID
44	0.98	0.361	INVALID
45	0.121	0.361	INVALID



## The Result of Reliability Test

### Scale: ALL VARIABLES

#### Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

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

#### Reliability Statistics

Cronbach's Alpha	Part 1	Value	.793
		N of Items	20 <sup>a</sup>
	Part 2	Value	.502
		N of Items	20 <sup>b</sup>
Total N of Items			40
Correlation Between Forms			.669
Spearman-Brown Coefficient	Equal Length		.802
	Unequal Length		.802
Guttman Split-Half Coefficient			.767

a. The items are: Soal1, Soal2, Soal3, Soal4, Soal5, Soal6, Soal7, Soal8, Soal9, Soal10, Soal11, Soal12, Soal13, Soal14, Soal15, Soal16, Soal17, Soal18, Soal19, Soal20.

b. The items are: Soal21, Soal22, Soal23, Soal24, Soal25, Soal26, Soal27, Soal28, Soal29, Soal30, Soal31, Soal32, Soal33, Soal34, Soal37, Soal38, Soal39, Soal40, Soal41, Soal42.

## The Result of Normality Test

```
EXAMINE VARIABLES=TheResult BY Class
/PLOT BOXPLOT STEMLEAF NPLOT
/COMPARE GROUPS
/STATISTICS DESCRIPTIVES
/CINTERVAL 95
/MISSING LISTWISE
/NOTOTAL.
```

### Case Processing Summary

Class	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
The Result Pre-test Experimental	30	100.0%	0	0.0%	30	100.0%
Post-test Control	30	100.0%	0	0.0%	30	100.0%
Pre-test Control	30	100.0%	0	0.0%	30	100.0%
Post-test Control	30	100.0%	0	0.0%	30	100.0%

### Tests of Normality

Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
The Result Pre-test Experimental	.162	30	.042	.934	30	.063
Post-test Control	.120	30	.200*	.951	30	.179
Pre-test Control	.124	30	.200*	.934	30	.065
Post-test Control	.137	30	.159	.949	30	.163

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

## The Result of Homogeneity Test

```
EXAMINE VARIABLES=TheResult BY Class
/PLOT BOXPLOT STEMLEAF SPREADLEVEL
/COMPARE GROUPS
/STATISTICS DESCRIPTIVES
/CINTERVAL 95
/MISSING LISTWISE
/NOTOTAL.
```

### Case Processing Summary

Class	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
The Result Pre-test Experimental	30	100.0%	0	0.0%	30	100.0%
Pre-test Control	30	100.0%	0	0.0%	30	100.0%

### Pre-Test

#### Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
The Result	Based on Mean	.064	1	58	.801
	Based on Median	.104	1	58	.748
	Based on Median and with adjusted df	.104	1	57.458	.748
	Based on trimmed mean	.066	1	58	.798

### Case Processing Summary

Class	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
The Result Post-Test Experimental	30	100.0%	0	0.0%	30	100.0%
Post-Test Control	30	100.0%	0	0.0%	30	100.0%

## Post-Test

### Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
The Result	Based on Mean	1.011	1	58	.319
	Based on Median	.792	1	58	.377
	Based on Median and with adjusted df	.792	1	56.501	.377
	Based on trimmed mean	.990	1	58	.324

## The Result of Hypothesis Test

```
T-TEST GROUPS=Class(1 2)
/MISSING=ANALYSIS
/VARIABLES=TheResult
/CRITERIA=CI (.95) .
```

### T-Test

#### Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
The Result	Post-test Experimental	30	63.83	9.886	1.805
	Post-test Control	30	57.33	11.577	2.114

#### Independent Samples Test

		Levene's Test for Equality of Variances					t-test for Equality of Means		95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
The Result	Equal variances assumed	1.011	.319	2.339	58	.023	6.500	2.779	.936	12.064
	Equal variances not assumed			2.339	56.612	.023	6.500	2.779	.934	12.066

## **APPENDIX 5**

5.1 r-Table

5.2 t-Table

**r Table**

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392

df	Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
		0.50	0.20	0.10	0.050	0.02	0.010	0.002
1		1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2		0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3		0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4		0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5		0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6		0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7		0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8		0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9		0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10		0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11		0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12		0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13		0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14		0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15		0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16		0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17		0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18		0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19		0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20		0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21		0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22		0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23		0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24		0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25		0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26		0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27		0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28		0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29		0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30		0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518



## **APPENDIX 6**

### 6.1 Documentation

## Documentations

### Try-Out



### Pre-Test



### Treatment



Post-Test



## **APPENDIX 7**

### 7.1 Administration Letters



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,  
RISET, DAN TEKNOLOGI  
UNIVERSITAS SULTAN AGENG TIRTAYASA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Cisarua Raya No. 25 Kota Serang, Provinsi Banten Telepon (0254) 3204321  
Laman: [www.fkip.unirta.ac.id](http://www.fkip.unirta.ac.id), Email: [suras@fkip.unirta.ac.id](mailto:suras@fkip.unirta.ac.id)

Nomor : 303 /UN.43.2/KK/ 2023  
Lampiran :  
Hal : Permohonan Penelitian Tugas Akhir / Skripsi

11 April 2023

Kepada Yth,  
Kepala SMPN 13 Kota Serang

Di  
Serang

Schubungan dengan rencana Penyusunan Tugas Akhir/Skripsi bagi mahasiswa kami, dengan ini mengajukan permohonan tempat penelitian di Perusahaan/Lembaga yang Bapak/Ibu pimpin.

Adapun data mahasiswa yang bersangkutan adalah sebagai berikut.

Nama : Annisa Putri Pramesti  
NIM : 2223190076  
Fakultas : FKIP  
Jurusan/Program Studi : Pendidikan Bahasa Inggris  
Semester : Genap  
Telepon / HP : 089689419748  
Durasi (Lama Penelitian) : 1 Bulan  
Rencana Topik : "The Impact of Using Pop-Up Card on Reading Comprehension Performance of Indonesian EFL Junior High School Students"

Demikian permohonan kami sampaikan atas kerjasamanya dan perhatian Bapak/Ibu kami ucapkan terima kasih.

Wakil Dekan Bidang Akademik  
Pengembangan Inovasi Pengabdian dan  
Inovasi Riset



Dr. Suroso Mukti Leksono, M.Si.  
NIP. 197202262005011002

Tembusan :

- Ketua Program Studi Pendidikan Bahasa Inggris



**PEMERINTAH KOTA SERANG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 13 KOTA SERANG**

Jl. Kagungan No. 7 Tlp. (0254) 200070 Serang  
Website : [www.smpn13kotaserang.sch.id](http://www.smpn13kotaserang.sch.id) email : [smpn13\\_srg@yahoo.co.id](mailto:smpn13_srg@yahoo.co.id)

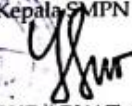
**SURAT KETERANGAN**  
**Nomor : 421 /049 .SMPN.13 Srg/2023**

Yang bertanda tangan di bawah ini Kepala SMP Negeri 13 Kota Serang,  
menerangkan bahwa :

N a m a	: ANNISA PUTRI PRAMESTI
NIM	: 2223190076
Jurusan/Program Studi	: Pendidikan Bahasa Inggris
Universitas	: Universitas Sultan Ageng Tirtayasa

Nama tersebut diatas telah melakukan penelitian pada tanggal 4 s.d 30 Mei 2023  
di SMPN 13 Kota Serang dalam rangka penyelesaian tugas akhir (Penyusunan  
Skripsi) : "The Impact of Using Pop-Up Card on Reading Comprehension  
Performance of Indonesian EFL Junior High School Student"

Demikian Surat Keterangan ini dibuat dengan sebenarnya, untuk dipergunakan  
sebagaimana mestinya.

Serang, 31 Mei 2023  
Kepala SMPN 13 Kota Serang  
  
SUDARYAT, M.Pd  
NIP. 19650503 198903 1 011

